



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

TOURISM

GUIDELINES FOR PRACTICAL ASSESSMENT TASKS

GRADE 12

2019

These guidelines consist of 41 pages.

TABLE OF CONTENTS

1. INTRODUCTION	3
2. TEACHER GUIDELINES: ADMINISTRATION, RESPONSIBILITIES AND MODERATION	4
2.1 Administration of the PAT	4
2.1.1 The teacher's PAT portfolio	4
2.1.2 Management of the PAT	4
2.2 The responsibility of the province, district and teacher	5
2.3 Moderation of the PAT	5
3. LEARNERS' GUIDELINES	6
3.1 Requirements of the PAT	7
3.2 Timeframes	7
3.3 Absence/Non-submission of the PAT	7
3.4 Declaration of Authenticity	7
3.5 The practical assessment task (PAT)	8
3.6 Assessment Instrument	17
4. LIST OF RESOURCES	24
4.1 Official PAT mark sheet (TOUR01)	25
4.2 National moderation instrument (TOUR02)	26
4.3 Learner's Declaration of Authenticity (TOUR03)	29
4.4 Teacher's Declaration of Authenticity (TOUR04)	30
4.5 Maps (TOUR 05)	31
4.6 Video transcription (TOUR 06)	33
4.7 DTGS template (TOUR07)	35
4.8 Tour Budget template (TOUR 08)	36
4.9 Example of a PAT management plan (TOUR09)	37
4.10 Teacher's guide on how to approach the PAT questions (TOUR10)	39
5. CONCLUSION	41

1. INTRODUCTION

The 17 Curriculum and Assessment Policy Statement subjects which contain a practical component all include a practical assessment task (PAT). These subjects are:

- AGRICULTURE: Agricultural Management Practices, Agricultural Technology
- ARTS: Dance Studies, Design, Dramatic Arts, Music, Visual Arts
- SCIENCES: Computer Applications Technology, Information Technology, Technical Sciences
- SERVICES: Consumer Studies, Hospitality Studies, Tourism
- TECHNOLOGY: Civil Technology, Electrical Technology, Mechanical Technology and Engineering Graphics and Design

A practical assessment task (PAT) mark is a compulsory component of the final promotion mark for all candidates offering subjects that have a practical component and counts 25% (100 marks) of the end-of-year examination mark. The PAT is implemented across the first three terms of the school year. This is broken down into different phases or a series of smaller activities that make up the PAT. The PAT allows for learners to be assessed on a regular basis during the school year and it also allows for the assessment of skills that cannot be assessed in a written format, e.g. test or examination. It is therefore important that schools ensure that all learners complete the practical assessment tasks within the stipulated period to ensure that learners are resultated at the end of the school year. The planning and execution of the PAT differs from subject to subject.

The aims of the Tourism PAT are to:

- Support sustainable tourism in South Africa
- Support government initiatives in promoting sustainable tourism in South Africa with the vision of empowering South African citizens' quality of life
- Promote critical thinking
- Develop cognitive flexibility
- Inculcate problem-solving skills among our learners
- Develop research and communication skills
- Promote language across the curriculum
- Promote reading with understanding
- Develop a culture of tourism of millennials as stakeholders in sustaining tourism in South Africa
- Develop ICT and social media skills
- Develop financial management skills
- Promote the development of the arts
- Promote originality and creativity/design skills
- Create awareness of new developments in South Africa's tourism industry
- Allow for multiple learning abilities
- Facilitate subject integration

2. TEACHER GUIDELINES: ADMINISTRATION, RESPONSIBILITIES AND MODERATION

2.1 Administration of the PAT

2.1.1 The teacher's PAT portfolio

Every teacher is expected to compile a PAT portfolio containing the following:

- Cover page containing the name of the school, the teacher, the subject and the year of assessment
- PAT management plan
- The PAT document for the year of assessment
- Marking guidelines developed by the teacher
- Official PAT mark sheet (TOUR01)
- Proof of all levels of moderation (reports)
- National moderation instrument (TOUR02)
- Declaration of Authenticity by the teacher (TOUR04)

2.1.2 Management of the PAT

This practical assessment task is the only official practical examination for Grade 12 Tourism learners in 2019. Under no circumstances may the PAT be substituted by any alternative practical examination task.

- It is recommended that the teacher is trained by the province/district on the implementation and mediation of the PAT. This will ensure standardisation of the PAT.
- The practical assessment task for Tourism has TWO phases. Marking of PHASE 1 must be completed by mid-June 2019 and PHASE 2 by the end of August 2019.
- The PAT is a compulsory component of the final external examination for Tourism. Each learner is expected to develop and submit his/her own PAT under the guidance of the teacher.
- No part of the official PAT 2019 Tourism document may be retyped, edited or changed. The national Department of Basic Education's logo may NOT be replaced by any other logo.
- The PAT must be done during school hours under controlled conditions to avoid copying and only certain sections where research is required can be completed as homework.
- Regular lesson times should be allocated during Tourism lessons, e.g. a double lesson every second week or afternoon periods for learners to complete the PAT under the guidance and supervision of the teacher. A teacher may alternatively block a week per term to complete the PAT under controlled conditions.
- It is strongly recommended that marking of the sections of the PAT be done on a continuous basis to monitor individual progress.
- Evidence of completed sections of the PAT must be available in the classroom **at all times** during the course of the year for both internal and external verification and monitoring purposes.
- Only templates provided in the official PAT document may be used to standardise the task. Teachers are NOT allowed to develop templates for any other sections of the task.

2.2 The responsibility of the province, district and teacher

It is the responsibility of the province and the districts to ensure that Grade 12 teachers have the necessary resources to ensure successful completion of the PAT.

It is the responsibility of the teacher to ensure that all learners complete both phases of the PAT.

- Teachers are expected to develop a PAT management plan for both phases of the PAT. The management plan must reflect the teaching, assessment and control of the PAT. This plan must be done at the beginning of the year.
- Each learner must receive a copy of the section 'Instructions to Learners' (pages 6 to 24 of the PAT document and the templates TOUR03, TOUR05, TOUR06, TOUR07 and TOUR 08).
- It is the responsibility of the province, district, school and the Tourism teacher to provide the resources. Learners could also access additional resources on their own.
- Teachers are expected to research and develop their own marking guidelines for QUESTIONS 1, 2, 3, 4, 5, 9 and 10 BEFORE they commence with the PAT.
- It is the responsibility of the teacher to guide and support the learner throughout the task.
- The teacher MUST use the assessment tool in conjunction with the marking guidelines he/she developed. The PAT must be assessed, checked and authenticated by the teacher before being presented as the learner's evidence of performance.
- Teachers have to provide the learners with the Declaration of Authenticity form (TOUR03) before final submission of the PAT.
- The teacher must complete and sign the necessary documentation as required by the Department of Basic Education:
 1. Official mark sheet (TOUR01)
 2. National moderation instrument (TOUR02) – to be used during moderation
 3. Signed Learner Declaration of Authenticity (TOUR03)
 4. Teacher Declaration of Authenticity (TOUR04)

2.3 Moderation of the PAT (Internal and External)

Moderation, both internal and external, will ensure that the quality and standard of the practical assessment task, as stipulated in Section 4 of the Curriculum and Assessment Policy Statement for Tourism, have been met.

- There will be random selection of learner PAT portfolios by departmental officials.
- Moderation will be conducted on various levels.
- The moderation tool provided (TOUR02) will be used to standardise marking during the following levels of moderation:
 - Level 1: Internal moderation
 - Level 2: Cluster moderation/PLC
 - Level 3: District moderation
 - Level 4: Provincial moderation
 - Level 5: National moderation
 - Level 6: Umalusi moderation
- Evidence of the history of moderation at the various levels must be filed in the teacher's PAT portfolio.
- It is the responsibility of subject heads, HODs, principals and subject advisors to ensure continued moderation of the PAT.
- The practical assessment task will be externally moderated by the Department of Basic Education.
- Umalusi may identify provinces and schools for additional moderation.



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

TOURISM

GUIDELINES FOR PRACTICAL ASSESSMENT TASK

2019

INSTRUCTIONS TO LEARNERS

Name of learner: **Grade 12**

Name of school:

Name of teacher:

3. LEARNERS' GUIDELINES

3.1 Requirements of the PAT

- The PAT is a compulsory component of the National Senior Certificate examinations. Learners who do not comply with the requirements of the PAT will not be resulted in Tourism.
- The PAT must be done in TWO phases (PHASE 1 and PHASE 2).
- The PAT must be done **mainly** during school hours under the supervision of the teacher. Only certain sections such as research can be completed as homework. Under NO circumstances may the entire PAT be completed at home.
- Learners are advised to consult the assessment tool provided for further guidance on what is required in the question.
- One of the aims of the PAT is to develop research skills. It is therefore the responsibility of the learner to do as much research as possible to enhance the learning process.
- The final completed PAT for both PHASES 1 and 2 must be compiled in A4 size and presented in the sequence of the questions to learners.
- Marks are awarded for spelling, language usage and overall impression of the PAT.
- The final completed phases must be handed in on the dates set by the teacher.
- The completed sections of the PAT must be kept at school for moderation purposes.

3.2 Time frames

In order for all administrative processes to be completed in time for resulting, learners must adhere strictly to the time frames set by the teacher.

The table below indicates the time frames for the submission of the 2019 Tourism PAT.

SECTION OF THE PAT	COMPLETION
PHASE 1	Last week in May 2019
PHASE 2	Last week in July 2019

3.3 Absence/Non-submission of the PAT

Both learners and parents should take cognisance of the fact that the PAT is an essential part of the subject. Should the PAT not be completed because the learner was absent without a valid reason, the learner will receive an 'incomplete' result.

It is therefore imperative that the PAT task is completed and submitted on dates determined by the teacher.

3.4 Declaration of Authenticity

Learners have to complete and sign a Declaration of Authenticity form (TOUR03) upon final submission of the PAT. This declaration certifies that the work submitted for assessment of the Tourism PAT, is the learner's own work.

The form (TOUR03) will be provided by the teacher.

3.5 The Practical Assessment Task (PAT)

PHASE 1

THE HISTORY OF OUR PLANET CAST IN STONE

BARBERTON MAKHONJWA MOUNTAINS

... South Africa's 10th World Heritage Site

OVERVIEW

BARBERTON MAKHONJWA MOUNTAINS

UNESCO INSCRIPTION

Barberton Makhonjwa Mountains

Situated in north-eastern South Africa, the property comprises 40% of the Barberton Greenstone Belt, one of the world's oldest geological structures. The Barberton Makhonjwa Mountains represent the best preserved succession of volcanic and sedimentary rock dating back 3,6 to 3,25 billion years, when the first continents were starting to form on the primitive Earth. It features meteor-impact fall-back breccias (a rock composed of sharp fragments embedded in sand or clay) resulting from the impact of meteorites formed just after the Great Bombardment (4,6 to 3,8 billion years ago), which are particularly well preserved.



South Africa

S25 58 26 E31 0 50

Date of inscription: 2018

Criteria: (viii)

Property: 113,137 ha

Ref: 1575



The Barberton Makhonjwa Mountains provides an area that contains some of the oldest known rocks available to study. The importance of this geological setting lies in the ability to study and obtain a better understanding of geologic history.

Using information from this area has provided direct geologic evidence on the nature and evolution of the Earth before **3.0 Ga**.*.

Evidence of early crust, ocean chemistry, biota and atmosphere can be derived from the Barberton Makhonjwa Mountains. Despite the large quantity and the variable explanations of the models, they are necessary to the development of scientific understanding.

How are ages abbreviated?

*Ga. - Ages are abbreviated from Latin:

Ga (giga-annum) is a billion years,

Ma (mega-annum) is a million years,

ka (kilo-annum) is a thousand years.

RESOURCES**VIDEOS**

World Heritage Sites: <https://www.youtube.com/watch?v=VWKOOMZ1Mi0>

Genesis route/attractions <https://www.youtube.com/watch?v=0PVtcpu4Kdc>

Hiking: https://www.youtube.com/watch?v=A_Zpt2PLISY

SABC News clip announcement: https://www.youtube.com/watch?v=XJ2ZOb_ZcWg

INSTRUCTION

You are required to do research and gather information on South Africa's 10th World Heritage Site, the Barberton Makhonjwa Mountains (BMM). Your research and information must be presented in TWO phases according to the questions in each phase.

PHASE 1**QUESTION 1: MAP WORK****[10]**

Use the maps provided (TOUR 05) and indicate the following on the maps:

1.1	MAP A: Use the UNESCO World Heritage Site icon to plot the location of the Barberton Makhonjwa Mountains World Heritage Site on the map.	(2)
1.2	MAP B: Shade in (colour) the approximate area where the Barberton Makhonjwa Mountains World Heritage Site is located.	(2)
1.3	Many of the attractions found in and around the Barberton Makhonjwa Mountains World Heritage Site are located along the 'Genesis Route'.	
1.3.1	MAP C: Using directional arrows, indicate (in colour) the Genesis Route in the shape of the figure eight (8) on the map.	(2)
1.3.2	Circle the FOUR main towns along the Genesis Route.	(4)

RESOURCES**Maps:**

https://whc.unesco.org/en/list/1575/multiple=1&unique_number=2240


https://www.places.co.za/html/mpumalanga_map.html


<https://whc.unesco.org/en/list/1575/documents/>

<http://www.mpumalanga.com/routes/the-genesis-route--rt6134>

QUESTION 2: UNESCO'S CRITERION FOR WORLD HERITAGE STATUS**[24]**

The Barberton Makhonjwa Mountains was awarded World Heritage Site status in July 2018.

UNESCO'S INSCRIPTION	
	South Africa
S25 58 26 E31 0 50	
Date of Inscription: 2018	
Criteria: (viii)	
Property: 113,137 ha	
Ref: 1575	

2.1	Refer to the information above and identify UNESCO's criterion that the Barberton Makhonjwa Mountains World Heritage Site met in order to be awarded World Heritage Site status.	(2)
2.2	The Barberton Makhonjwa Mountains World Heritage Site meets all FOUR aspects contained in the criterion identified in QUESTION 2.1.	
2.2.1	List the FOUR aspects contained in the criterion.	(4)
2.2.2	<p>Watch the video 'Barberton Makhonjwa Geotrail – Introduction' on YouTube OR refer to the transcription of the video (TOUR06).</p> <div style="border: 1px dashed black; padding: 5px; display: inline-block;"> <p>You can use a QR scanner Application (App) to scan this image and watch the video on your smartphone.</p> </div>  <p>Match each aspect of the criterion identified in QUESTION 2.2.1 with evidence in the video/transcript 'Barberton Makhonjwa Geotrail – Introduction'.</p>	(8)
2.3	Discuss FIVE ways in which the Barberton Makhonjwa Mountains benefit from receiving World Heritage status.	(10)

RESOURCES

Video: 'Barberton Makhonjwa Geotrail – Introduction'. <https://www.youtube.com/watch?v=VWKOOMZ1Mi0>

Transcript of the video 'Barberton Makhonjwa Geotrail – Introduction' **(TOUR06)** – intended for schools without internet connectivity.

<http://www.mpumalanga.com/blog/introducing-the-genesis-route>

QUESTION 3: TRAVEL MAGAZINE ARTICLE – OUR PLANET'S HISTORY CAST IN STONE**[20]**

According to the UNESCO World Heritage Council 'the Barberton Makhonjwa Mountains is of global significance for present and future generations for all of humanity'.

Cast in Stone:

In this context, 'Cast in Stone' refers to evidence of fossils fixed in rock formations.

In your own words, write an article of 200–250 words titled 'Our planet's history cast in stone' for a South African travel magazine.

EIGHT facts must be discussed in the article relevant for a travel magazine.

(8 x 2)

Marks will be awarded for :

- Creative layout of the article (2)
- Style of language that markets the attraction (2)

RESOURCES

<https://www.teachitenglish.co.uk/attachments/1886/writing-a-magazine-article.pdf>

QUESTION 4: INTERPRETATION PANEL**[26]**

Interpretation panels use text and visuals creatively to tell a story about a natural heritage feature or site.

Gold panning is a popular tourist activity.

Develop information for an interpretation panel for tourists visiting a gold panning site near Barberton. The information must fit on an A4 page.

Include the following information on the interpretation panel:

- THREE historical facts on gold mining in Barberton (6)
- THREE ways in which the gold panning process happens as a tourist activity (6)
- TWO ways in which the local community is involved in gold panning (4)
- TWO guidelines to protect the environment (4)

The design of the interpretation panel must include:

- Colourful images (2)
- The information above (2)
- A creative layout (2)

RESOURCES

Barberton activities: <http://barberton.co.za/things-to-do>
 Gold panning: [https://www.instructables.com/id/How to Pan For Gold/](https://www.instructables.com/id/How+to+Pan+For+Gold/)
 Pictures: <http://dustytracks.co.za/gold-panning/>
 Gold panning video: <https://www.youtube.com/watch?v=U31mQB-QSTA>

How to design a good interpretation panel:

- <http://www.telltale.co.uk/2012/12/27/six-things-that-help-interpretation-panels-communicate-better/>
- <https://www.nature.scot/professional-advice/policy-guidance/natural-heritage-interpretation/producing-interpretive-panels>

QUESTION 5: MARKETING**[20]**

As the marketing manager of Mpumalanga Tourism and Parks Agency, you are required to research attractions/activities at the Barberton Makhonjwa Mountains.

Complete the template (TOUR07) provided as part of the domestic tourism growth strategy for the province.

From your research, do the following:

- (a) Compile a profile of the tourists that match each market segment. (4 x 3)
 (b) Identify ONE attraction/activity that will match the profile of each market segment given in (a). (4 x 2)

Market Segment	(a) Profile (age/budget/interests)	(b) Attractions/Activities/ Location
EXAMPLE: <i>Spontaneous Budget Explorers</i>	<i>Gugu, a 19-year old student has R2 000 to spend on adventure activities. (3)</i>	<i>Paragliding at Lone Tree Hill along the Genesis route. (2)</i>
5.1 New Horizon families		
5.2 High-life enthusiasts		
5.3 Seasoned leisure seekers		
5.4 Well-to-do Mzansi families		

RESOURCES**Domestic Tourism Growth**

Strategy: <https://www.tourism.gov.za/AboutNDT/Branches1/domestic/Documents/Domestic%20Tourism%20Growth%20Strategy%202012-%202020.pdf>

TOTAL PHASE 1: 100

PHASE 2

THE HISTORY OF OUR PLANET CAST IN STONE

BARBERTON MAKHONJWA MOUNTAINS

... South Africa's 10th World Heritage Site



QUESTION 6: DEVELOPMENT OF A TOUR PACKAGE

[25]

Develop the itinerary for a 3-day packaged tour to the Barberton Makhonjwa Mountains for the Tourism learners in your class. A tour bus will be used for the 3-day period in Mpumalanga.

Arrival at Barberton Makhonjwa Mountains	Barberton 3-day tour package			Departure from Barberton Makhonjwa Mountains
	Day 1	Day 2	Day 3	
NOTE: The itinerary does NOT include the arrival or departure days.				
The itinerary of the tour package must be written in paragraph format and must include a day-to-day itinerary showing the following:				
• Accommodation				(1 x 3) (3)
• Transport				(1 x 3) (3)
• Detailed description of TWO attractions/activities per day. On Day 2 an additional activity after supper to be included.				(2 x 3) (8)
• Meals				(1 x 3) (3)
Marks will be awarded for:				
• Name of the tour				(1)
• Logical itinerary planning				(2)
• Format of the 3-day tour				(2)
• THREE items NOT included in the itinerary				(3)

QUESTION 7: BUDGET**[12]**

It is important for each learner to know the exact cost of the tour.

Use the template provided (**TOUR 08**) to draw up a budget for your school tour.
The budget must reflect the total price **PER PERSON**.

**INFORMATION ON THE TOUR PACKAGE FOR BARBERTON**

37 Tourism learners, 2 teachers and 1 bus driver are going on a 3-day tour to the Barberton Makhonjwa Mountains.

The cost of the luxury coach is for the Barberton Makhonjwa Mountains part of the packaged tour only.

The budget for meals is R150,00 pppd. over the 3-day period.

TWO of the activities selected in the itinerary in QUESTION 6 have to be reflected in the budget.
The total cost of the tour includes 15% VAT.

LUXURY COACH PRICE: R7 000 per day in and around Barberton

The budget per person for the 3-day packaged tour will include the following:

• Transport	(2)
• Accommodation	(2)
• Meals	(2)
• Entrance fees at attractions/cost of activities (be specific)	(4)
• Total cost of the tour per person.	(2)

NOTE: Costs for entrance fees and/or activities must be specific to an attraction or activity.

QUESTION 8: MEANDER MAP**[20]**

Design an A4 size meander map based on the itinerary you developed in QUESTION 6.

Your meander map must include:

• Six attractions and/or activities	(6)
• Text information on attractions and/or activities	(6)
• Format of meander map (accuracy, creativity, images used)	(4)
• Legend and symbols used	(4)

RESOURCES

Examples of meander maps:

<http://www.midrandmeander.co.za/map#sthash.SFpMnsSg.dpbs>

<http://www.holidaybug.co.za/4-epic-road-trips-in-gauteng/>

<http://mappinglondon.co.uk/2015/tour-bus-maps/>

QUESTION 9: THE BARBERTON MAKHONJWA MOUNTAINS AS A SUCCESSFUL TOURISM ATTRACTION [20]

On your return from your school tour, you are required to provide feedback on whether the Barberton Makhonjwa Mountains is a successful tourist attraction.

Refer to the table below.

Use TWO examples from your research and itinerary to show how EACH of the factors that contribute to a successful tourist attraction (QUESTIONS 9.1 to 9.5) are being practised at Barberton Makhonjwa Mountains.

	Factors contributing to the success of a tourist attraction	Examples from the research	
9.1	Excellent marketing of local tourism products		(4)
9.2	Sustainable and responsible management plans		(4)
9.3	Efficiency and ethical behaviour of staff and management		(4)
9.4	Universal access		(4)
9.5	Safety and crime prevention		(4)

QUESTION 10: GLOSSARY AND WORD SEARCH [15]

Examples of a Word Search

Y T N E O U A S L R
S U P E R N O V A T
W S O R B I T T B H
T N V M X U S L T K
M S A T E L L I T E
C O M E T R N A R S

L N E W T W F T S D J E
W W F L A J A R R D K S
O R F L E R A A O H A U
E K A N S P P G Q G Y
X O R B W O H R U X P M
K T I F E A S A C A A Z
Q S G L B E R A N N R E
V O L E L E T T H T R B
I G U A N A A P H U O R
E U R C H I N R W O T A
C A N T E L O P E L G Z
Q U O L L Y U T T I G E R

10.1	Create a glossary of FIVE tourism terms/concepts used in your research . The glossary should contain the term/concept with a clear dictionary definition. (5 x 2)	(10)
10.2	Design a word search that includes the terms/concepts in QUESTION 10.1. (5 x 1)	(5)

QUESTION 11: BIBLIOGRAPHY		[2]
Compile a bibliography of the resources used to complete this PAT.		
		(2)

QUESTION 12: CONTENT PAGE		[3]
Develop a content page for QUESTIONS 1 to 11 that reflects the correct order of the questions and their corresponding page numbers.		
		(3)

QUESTION 13: FINAL PRESENTATION		[3]
When compiling your PAT, consider the following:		
<ul style="list-style-type: none"> • Arrange your PAT in question sequence. • Take note of correct spelling and grammar usage. • Create a good overall impression. 		(3)

TOTAL FOR PHASE 2:		100
GRAND TOTAL:		200

3.6 **Assessment instrument****PHASE 1****THE HISTORY OF OUR PLANET CAST IN STONE****BARBERTON MAKHONJWA MOUNTAINS***... South Africa's 10th World Heritage Site***2019**

Name of learner: Grade 12

Name of school:

Name of teacher:

T = Teacher/M = Moderator

1. MAP WORK [10 marks]			T	M
Map work The following information on Mpumalanga was provided on MAPS A, B and C:				
1.1	The correct location of the Barberton Makhonjwa Mountains World Heritage Site is given. ✓✓		(2)	
1.2	The shading in (colour) of the approximate area where the Barberton Makhonjwa Mountains World Heritage Site is located. ✓✓		(2)	
1.3	1.3.1	The Genesis Route in the shape of the figure eight is indicated (in colour) with directional arrows. ✓✓	(2)	
	1.3.2	FOUR main towns along the Genesis Route are circled. ✓✓✓✓	(4)	

2. UNESCO'S CRITERION FOR WORLD HERITAGE SITE STATUS [24 marks]			T	M
2.1	UNESCO's criterion that the Barberton Makhonjwa Mountains World Heritage Site met in order to be awarded World Heritage Site status is given. ✓✓		(2)	
2.2	2.2.1	FOUR aspects contained in the criterion were given. ✓✓✓✓	(4)	
	2.2.2	Each aspect of the criterion identified in QUESTION 2.2.1 was matched with the evidence in the video/transcript. ✓✓✓✓ + ✓✓✓✓	(4 x 2) (8)	
2.3	The benefits of receiving World Heritage Site status for the Barberton Makhonjwa Mountains were discussed. ✓✓✓✓✓ + ✓✓✓✓✓		(5 x 2) (10)	

3. TRAVEL MAGAZINE ARTICLE – OUR PLANET'S HISTORY CAST IN STONE [20marks]			T	M
NOTE: Use the rubric provided to assess the article.				
An article of 200–250 words was written for a travel magazine. It included:				
	• EIGHT facts on the Barberton Makhonjwa Mountains ✓✓✓✓✓✓✓✓ + ✓✓✓✓✓✓✓✓		(8 x 2) (16)	
	• Creative layout of the article ✓✓		(4)	
	• Language that markets the attraction ✓✓			

**Assessment Rubric for magazine article:
'OUR PLANET'S HISTORY CAST IN STONE'**

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
	13–16 marks	10–12 marks	7–9 marks	4–5 marks	0–3 marks
Content and Format	<ul style="list-style-type: none"> • Outstanding response in interpretation of the global significance of BMM for present and future generations on all of humanity. • All eight facts of the characteristics of BMM have been included • Clear introduction, main body with at least 4 paragraphs have been included. Each paragraph comprises of an explanation on each fact 	<ul style="list-style-type: none"> • Very good response in interpretation of the global significance of BMM for present and future generations on all of humanity. • At least six facts of the characteristics of BMM have been included • Good introduction, main body with at least 3 paragraphs have been included. Each paragraph comprises of an explanation on each fact 	<ul style="list-style-type: none"> • Adequate response in interpretation of the global significance of BMM for present and future generations on all of humanity. • At least four facts of the characteristics of BMM have been included • Introduction not completely focused, main body with at least 2 paragraphs have been included. Each paragraph comprises of a fair explanation on each fact 	<ul style="list-style-type: none"> • Basic response in interpretation of the global significance of BMM for present and future generations on all of humanity. • At least two facts of the characteristics of BMM have been included • Fair introduction, main body with at least 1 paragraph have been included. Each paragraph comprises of a basic explanation on each fact 	<ul style="list-style-type: none"> • Little or no response in interpretation of the global significance of BMM for present and future generations on all of humanity. • One or no fact of the characteristics of BMM have been included • Vague introduction, vague or no facts have been included. Little or no explanation has been given

4.	INTERPRETATION PANEL	[26 marks]	T	M
	An interpretation panel on an A4 page was developed and included:			
	• THREE historical facts on gold mining in Barberton ✓✓✓+✓✓✓ (3 x 2)	(6)		
	• THREE ways in which the gold panning process happens as a tourist activity ✓✓✓+✓✓✓ (3 x 2)	(6)		
	• TWO ways how the local community is involved in gold panning. ✓✓+✓✓ (2 x 2)	(4)		
	• TWO guidelines to protect the environment. ✓✓+✓✓ (2 x 2)	(4)		
	The design of the interpretation panel included:			
	• Colourful images ✓✓	(2)		
	• The information above ✓✓	(2)		
	• A creative layout ✓✓	(2)		

5.	MARKETING	[20 marks]	T	M
	Research was conducted on the attractions/activities at the Barberton Makhonjwa Mountains. The template was completed and includes the:			
	5.1	New Horizon families		
		(a) Profile was given ✓✓✓	(3)	
		(b) Attractions/Activities and location was given ✓✓	(2)	
	5.2	High-life enthusiasts		
		(a) Profile was given ✓✓✓	(3)	
		(b) Attractions/Activities and location was given ✓✓	(2)	
	5.3	Seasoned leisure seekers		
		(a) Profile was given ✓✓✓	(3)	
		(b) Attractions/Activities and location was given ✓✓	(2)	
	5.4	Well-to-do Mzanzi families		
		(a) Profile was given ✓✓✓	(3)	
		(b) Attractions/Activities and location was given ✓✓	(2)	

	Total Phase 1:	100	
--	-----------------------	------------	--

PHASE 2

THE HISTORY OF OUR PLANET CAST IN STONE

BARBERTON MAKHONJWA MOUNTAINS

... South Africa's 10th World Heritage Site



Name of Learner: Grade:

T = Teacher/M = Moderator

6.	DEVELOPMENT OF A TOUR PACKAGE			[25 marks]	T	M
	A 3-day packaged tour to the Barberton Makhonjwa Mountains for the Tourism learners was developed and written in paragraph format.					
	The tour package contained the following information:					
	Day 1:					(5)
	Accommodation	Accommodation✓ has been included	(1)			
	Transport	Transport ✓has been included	(1)			
	Attractions/activities	Name and detailed description of two attractions/activities✓✓ has been included	(2)			
	Meals	Meals✓ have been included	(1)			
	Day 2:					(7)
	Accommodation	Accommodation✓ has been included	(1)			
	Transport	Transport ✓has been included	(1)			
	Attractions/activities	Name and detailed description of two attractions/activities✓✓ has been included	(2)			
	Additional Activity	Additional activity after supper included✓✓	(2)			
	Meals	Meals✓ have been included	(1)			
	Day 3:					(5)
	Accommodation	Accommodation✓ has been included	(1)			
	Transport	Transport ✓has been included	(1)			
	Attractions/activities	Name and detailed description of two attractions/activities✓✓ has been included	(2)			
	Meals	Meals✓ have been included	(1)			

Tour package (continued)			(8)	
Name of the Tour Package:	Suitable name given✓	(1)		
Logical itinerary planning	Logical itinerary planning used✓✓	(2)		
Format of the 3-day itinerary:	Paragraph format was used✓	(2)		
Items not included in the itinerary	THREE items not included in the itinerary was given✓✓✓	(3)		

7.	BUDGET	[12 marks]	T	M
The budget per person for the 3-day packaged tour included the following:				
	• Transport ✓✓	(2)		
	• Accommodation✓✓	(2)		
	• Meals✓✓	(2)		
	• Entrance fees at attractions/cost of activities (was specific)✓✓✓✓	(4)		
	• Total cost of the tour per person✓✓	(2)		

8.	MEANDER MAP	[20 marks]	T	M
A meander map based on the itinerary was developed and included:				
	• Six attractions and/or activities ✓✓✓✓✓✓	(6)		
	• Text information on attractions and/or activities ✓✓✓✓✓✓✓✓	(6)		
	• Format of meander map (accuracy, creativity, images used) ✓✓✓✓	(4)		
	• Legend and symbols used ✓✓✓✓	(4)		

9.	THE BARBERTON MAKONJWA MOUNTAINS AS A SUCCESSFUL TOURISM ATTRACTION	[20 marks]	T	M
TWO examples from the research and itinerary showing how each of the factors contributes to a successful tourist attraction was provided.				
9.1	Excellent marketing of tourism products locally	Research example ✓✓ Itinerary example ✓✓	(4)	
9.2	Sustainable and responsible management plans	Research example ✓✓ Itinerary example ✓✓	(4)	
9.3	Efficiency and ethical behaviour of staff and management	Research example ✓✓ Itinerary example ✓✓	(4)	
9.4	Universal access	Research example ✓✓ Itinerary example ✓✓	(4)	
9.5	Safety and crime prevention	Research example ✓✓ Itinerary example ✓✓	(4)	

10.	GLOSSARY AND WORD SEARCH	[15 marks]	T	M
10.1	A glossary of FIVE tourism terms/concepts used during the research was created. The glossary contains the term/concept with a clear dictionary definition. ✓✓+✓✓+✓✓+✓✓+✓✓	(10)		
10.2	A word search was designed that included the terms/concepts in QUESTION 10.1. ✓+✓+✓+✓+✓	(5)		

11.	BIBLIOGRAPHY	[2 marks]	T	M
	A bibliography of the resources was included on the last page. ✓✓	(2)		

12.	CONTENT PAGE	[3 marks]	T	M
	The content page reflects the correct order of QUESTIONS 1 to 11 and their corresponding page numbers. ✓✓✓	(3)		

13.	FINAL PRESENTATION	[3 marks]	T	M
	The PAT was arranged in the correct question sequence. ✓	(1)		
	Correct spelling and grammar was used. ✓	(1)		
	Overall impression. ✓	(1)		

			T	M
	Total Phase 2:	100		

TOTAL MARKS FOR THE PAT	T	M
MARKS FOR PHASE 1: 100 MARKS		
MARKS FOR PHASE 2: 100 MARKS		
GRAND TOTAL: 200 MARKS		

SIGNATURE OF TEACHER
DATE:

SIGNATURE OF MODERATOR
DATE:

4. LIST OF RESOURCES

- 4.1 PAT mark sheet (TOUR01)
- 4.2 National moderation instrument (TOUR02)
- 4.3 Learner Declaration of Authenticity (TOUR03)
- 4.4 Teacher Declaration of Authenticity (TOUR04)
- 4.5 Maps (TOUR05)
- 4.6 Video transcription (TOUR06)
- 4.7 DTGS template (TOUR07)
- 4.8 Tour budget template (TOUR08)
- 4.9 Example of a PAT management plan (TOUR09)
- 4.10 Teacher's guidelines on how to approach questions in the PAT (TOUR10)

4.1 PAT mark sheet (TOUR01)


basic education

 Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

 SCHOOL STAMP
&
SIGNATURE
OF
PRINCIPAL

PAT MARK SHEET (TOUR01) 2019

School:	
Teacher:	

	NAME OF LEARNER Example: Tambo, Johannes, CP (Not per class – list ALL learners alphabetically)	Last 3 digits of examination number	PHASE 1	PHASE 2	TOTAL		Moderated mark
			100	100	200	100	100
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							

TEACHER:

DATE:

4.2 National moderation instrument (TOUR02)


basic education

 Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL PAT MODERATION INSTRUMENT FOR TOURISM
(TOUR02)**

PROVINCE	
DISTRICT	
CENTRE NAME	
TEACHER	
MODERATOR	
MODERATION DATE & LEVEL	

T = Teacher and M = Moderator

PAT MODERATION		
NAMES OF SELECTED CANDIDATES	100	
	T	M
1.		
2.		
3.		
4.		
5.		
6.		
TOTAL		
AVERAGE OF SAMPLE = (Total ÷ number of selected candidates)		
AVERAGE DIFFERENCE (%)		

MONITORING SECTION		YES	NO	COMMENT
1. TEACHER				
	The PAT guidelines as well as the teacher marking guidelines are available.			
	Official mark sheets completed, signed, stamped and included.			
	All learners have a mark for PHASES 1 and 2.			
	If no marks for either PHASE 1 or PHASE 2, valid evidence/reasons included.			
	All marks are correctly added, converted, recorded and transferred.			
	Declaration form signed.			
2. LEARNER PAT EVIDENCE				
	Declaration form signed.			
	PHASES 1 and 2 have been assessed with the appropriate assessment tool.			
	All marks are correctly added, recorded, transferred and converted.			
3. MODERATION PROCESS				
	Moderation date honoured.			
	All learners' files available as per selection.			
	Were there any irregular activities during the moderation process?			
	Moderation was conducted according to national policies and guidelines.			

4. QUALITY AND STANDARD OF PAT	Based on the observations during the moderation session and the moderation of the evidence provided, it appears that the quality and standard of the PAT is:		
Exemplary	Acceptable	Partially Acceptable	Unacceptable

RESULTS OF FINDINGS:			
1. Based on the sample moderated the marks are accepted as valid, fair and reliable without any adjustments.			
2. Based on the sample presented the PAT must be resubmitted.			
3. Based on the sample moderated, the marks were adjusted as follows:			
Adjusted upward (Indicate %)		Adjusted downward (Indicate %)	

[illegible]

Signature: Teacher:	Provincial Moderator :
Subject Advisor:	Date:

4.3 **Learner's declaration of authenticity (TOUR03)****basic education**
 Department:
 Basic Education
 REPUBLIC OF SOUTH AFRICA

**LEARNER'S DECLARATION OF AUTHENTICITY
(TOUR03)**

NAME OF SCHOOL:	
NAME OF LEARNER:	
EXAMINATION NUMBER	
GRADE:	

I hereby declare that ALL ITEMS contained in this portfolio are my own, original work and that where I made use of any source, I have acknowledged this.

SIGNATURE: LEARNER

DATE:

To my knowledge the above statement by the learner is true and I accept that the work offered is his /her own.

SIGNATURE: TEACHER

DATE:

SCHOOL STAMP

4.4 **Teacher's declaration of authenticity (TOUR04)**
education

 Department:
Education
REPUBLIC OF SOUTH AFRICA

**TEACHER'S DECLARATION OF AUTHENTICITY
(TOUR04)**

NAME OF SCHOOL:	
NAME OF TEACHER:	

I hereby declare that:

- I have done everything in my power to ensure that learners comply with the instructions set out in the PAT document.
- I made sufficient research information available to learners.
- I supported and guided learners throughout the PAT process.
- All items contained in this portfolio have been marked by me.
- The marks awarded to learners and transcribed onto the mark sheets are valid and fair.

SIGNATURE: TEACHER

DATE:

To my knowledge, the above statement by the teacher is true.

SIGNATURE: PRINCIPAL

DATE:

SCHOOL STAMP

4.5 Maps (TOUR05)

Name of learner: Grade 12 ...

MAP A/KAART A

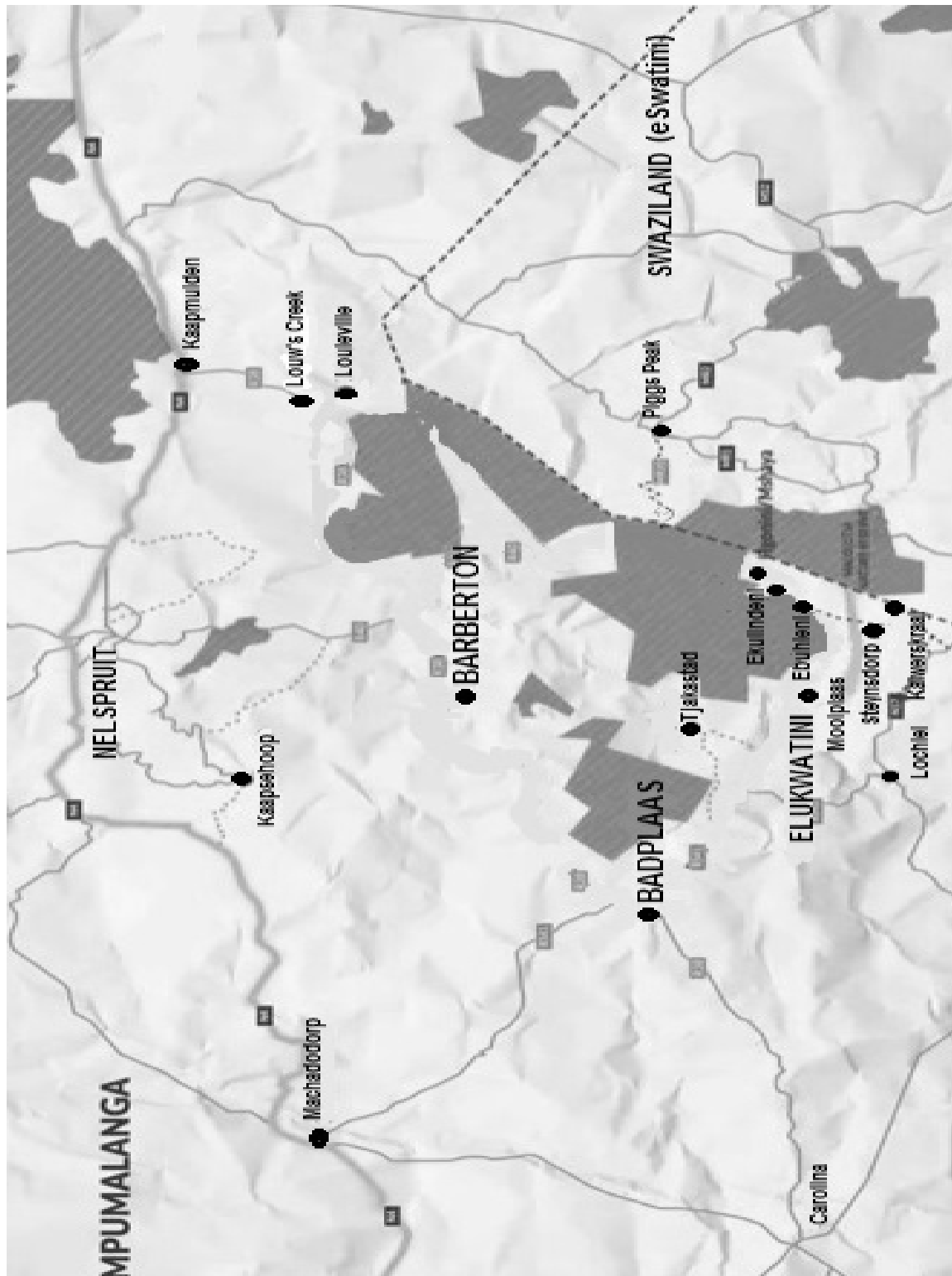


MAP B/KAART B



Name of learner: Grade 12 ...

MAP C/KAART C



4.6 Video Transcript (TOUR06)

The video transcript is intended for use in schools where the video cannot be downloaded or shown to learners in the class.

TRANSCRIPT OF 'Barberton Makhonjwa Geotrail – Introduction' VIDEO

South Africa is a land of natural wonders, iconic landscapes, astonishing wildlife and a colourful history. Here in the Barberton Makhonjwa Mountains in Mpumalanga is one of mother's nature greatest gifts. The history of our planet cast in stone. For decades scientists from around the globe have been drawn to the Makhonjwa Mountains to study the Barberton Greenstone Belt, where the best-preserved examples of the oldest rocks in the world can be found, rocks that were formed 3,5 billion years ago.

Some were sent to the surface in great lava bubbles whilst others were sifted softly from the iron rich waters that covered the Earth. If you look you will see feather-like traces of the actual tides that washed the first shores etched in these rocks. Among these relics of early earth found throughout the Barberton Makhonjwa Mountain range is the first hint of our own existence, the first glimmers of life traces of singular-celled organisms visible in these rocks. Maybe that is why a trip to these mountains feel so much like coming home. It is as close as you will ever get to the Genesis of Life.

The accessibility of this rich story has enabled us to learn so much about early Earth. This scenic road is part of the legacy left to us by early gold miners. A gateway to Swaziland through some of



the most captivating scenery in Africa. The road allows you to experience the beauty, history and wonder of the Barberton Makhonjwa Mountains at your own leisure. The beautifully constructed geotrail lays out the Earth's story along the 40 km route allowing you to self-drive while taking in a wealth of information on the way. Alternatively, you could join a guided tour and be spell bound by the history of our Earth told

by our passionate guides as they uncover the secrets of these rocks.

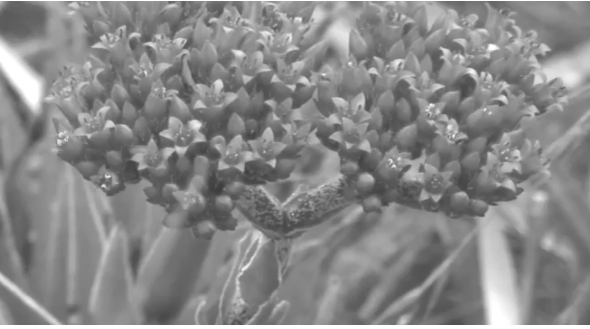
It takes about six hours to do the geotrail justice, so pack a picnic basket to enjoy along the route. As you stop to read the interpretation panels, take photos of the vistas or simply enjoy being at one with nature.

For many the real magic for the Barberton Makhonjwa Mountains is the unparalleled beauty and



the true sense of wilderness you experience despite being a stone throw out of Barberton. Enjoy the sense of freedom as the valley drops away below you, the grassy slopes and forested gorges lose themselves in narrow rock ravines. Breathe in the fresh mountain air and immerse yourself in the soothing sounds that echo through these mountains.

There is the excitement of discovery too as this is a biodiversity hotspot, extraordinary rocks make extraordinary soil providing habitats for rare plants. Each stop along the geotrail provides an opportunity to expand your horizons. To be exhilarated by the breath-taking panoramas refreshed by the sense of isolation and inspired by the wonder of Earth's story preserved forever in these rocks. Travel back in time, enjoy the journey and know that there is no-where else on earth like this.



4.7 DTGS Template (TOUR07)

Name of Learner: Grade 12.....

Market Segment	(a) Profile (age/budget/interests)	(b) Attractions/Activities/ Location
EXAMPLE: <i>Spontaneous Budget Explorers</i>	<i>Gugu, a 19-year old student has <u>R2 000</u> to spend on <u>adventure activities.</u> (3)</i>	<i><u>Paragliding at Lone Tree Hill</u> along the Genesis route. (2)</i>
5.1 New Horizon families		
5.2 High-life enthusiasts		
5.3 Seasoned leisure seekers		
5.4 Well-to-do Mzanzi families		
RESOURCES Domestic Tourism Growth Strategy: https://www.tourism.gov.za/AboutNDT/Branches1/domestic/Documents/Domestic%20Tourism%20Growth%20Strategy%202012-%202020.pdf		

4.8 Template for tour budget (TOUR08)

BUDGET TEMPLATE (for the 3 days in Barberton)

Name of Learner:

Grade 12

BUDGET FOR THE BARBERTON MAKHONJWA MOUNTAINS PACKAGED TOUR				
EXPENSES	NUMBER	PRICE	NUMBER OF DAYS	TOTAL
Transport: Tour bus in Barberton		R		R
Accommodation (B&B) pppd		R		R
Meals (Lunch and Dinner)		R		R
Entrance fees/Activities 1		R		R
Entrance fees/Activities 2		R		R
TOTAL:				R
TOTAL COST PER PERSON:				R

4.9 Example of a PAT management plan for a teacher (TOUR09)

**EXAMPLE OF A MANAGEMENT PLAN FOR THE COMPLETION OF
THE GRADE 12 TOURISM PAT***Implementation: 2019**To be developed by each teacher and filed in the teacher's PAT portfolio at the **beginning** of the year.*

Province	
District	
Name of school:	
Name of teacher:	
Name of HOD/subject Head	

LOGO OF SCHOOL HERE

ACTIVITY		APPROACH	RESPON-SIBILITY
21–23 Jan.	<ul style="list-style-type: none"> Awaiting PAT from DBE 	None	DBE
26–31 Jan.	<ul style="list-style-type: none"> Awaiting PAT from provincial examination section PAT sent to schools 	<ul style="list-style-type: none"> Prepare a Teacher's PAT portfolio 	DBE & province
4–8 Feb.	<ul style="list-style-type: none"> Copy the required pages of the PAT for each learner Develop a PowerPoint presentation for the introduction of the PAT to learners (Where possible with the video) Develop teacher resource pack Hand out PAT copies to learners Introduce learners to the PAT Development of a management plan for the PAT according to personal timetable. 	<ul style="list-style-type: none"> Teachers to copy pages 7 to 18 and form TOUR03, TOUR 05, TOUR06, TOUR07, and TOUR08 for each learner and hand out to learners. (Learners to sign on a class list to acknowledge receipt.) Hand out resource pack to learners Introduce learners to the PAT with the assessment tool (Use PowerPoint presentation where possible). Use at LEAST 3 periods for introduction. 	Tourism Teachers
11–15 Feb.	<ul style="list-style-type: none"> Complete memorandum for selected questions Make research information available to learners 	<ul style="list-style-type: none"> Give deadlines to learners. (Place the due dates on the class notice board) Teachers to develop a memorandum for questions and file in Teacher's PAT portfolio. Devise a strategy to make research information accessible for learners, e.g. copy DVD, electronic resource pack on library computers, print information as needed etc. 	Tourism teachers
18–28 Feb.	<ul style="list-style-type: none"> Start with PAT phase 1, Q 1: Complete the 3 maps as required 	<ul style="list-style-type: none"> Show learners Power Point presentation Provide learners with the 3 Maps provided (TOUR05), guide learners especially with regard to the instructions of Highlighting, shading and circling on the maps. 	Teachers and learners

18–28 Feb.	<ul style="list-style-type: none"> Q 2.2. 1 Provide learners with the UNESCO criteria to be able to answer question 2 Q 2.2.2 Show learners the video or make the transcripts available to them 	<ul style="list-style-type: none"> Discussion on the criteria. Guide learners to match the criterion with the Barberton Makhonjwa Mountains. Learners to make notes while watching the video clip or read the transcript. 	
18–28 Feb.	<ul style="list-style-type: none"> Q2.3 Refer learners to the UNESCO website 	<ul style="list-style-type: none"> Focus to be the benefits of a site being a World Heritage Site and not on the benefits to BMM. 	Learners (Teacher plays supporting role)
27 Feb. to 3 March	<ul style="list-style-type: none"> Q3 Magazine article 	<ul style="list-style-type: none"> Explain magazine article format 	
1–8 Mar.	<ul style="list-style-type: none"> Q5 Marketing 	<ul style="list-style-type: none"> Recap the Domestic Tourism Growth Strategy Provide learners with the template TOUR07 	Learners (Teacher plays supporting role)
16 Apr.	Final date for submission of PHASE 1	Learners to hand in completed PHASE 1 of the PAT.	
23–30 Apr.	<ul style="list-style-type: none"> Q6 Give learners an example of an itinerary 	<ul style="list-style-type: none"> Explain paragraph format of an itinerary Assist learners with resources for accommodation, transport, attractions 	Teacher & learners
1–7 May	<ul style="list-style-type: none"> Q7 Budget 	<ul style="list-style-type: none"> Discuss profile of learners and cost items listed in the budget accordingly 	Teacher & learners
1–18 May	<ul style="list-style-type: none"> Q8 Meander Map 	<ul style="list-style-type: none"> Show learners examples of meander maps Assist learners on the designing of the map 	Teacher & learners
20–24 May	<ul style="list-style-type: none"> Q9 Factors that contribute to a successful icon 	<ul style="list-style-type: none"> List the factors that contribute to the success of the icon and assist learners how to link the factors listed to an example from their research 	Teacher & learners
31 May	<ul style="list-style-type: none"> Q10 Word search 	<ul style="list-style-type: none"> Show learners examples of word searches Five terms/concepts from the research 	Teacher & learners
31 May	Q 11; 12 and 13 Final completion of PAT		
26 Jul.	Final date for submission of Phase 2	Learners to hand in completed PHASE 2 of the PAT.	Teacher & learners
28 Jul. to 12 Aug.	<ul style="list-style-type: none"> Marking 		Teacher
19 Aug.	Submission of PAT mark sheets to subject adviser		Subject adviser & teachers
26 Aug.	Commence of PAT moderation	<ul style="list-style-type: none"> Selection of candidates for moderation 	Subject adviser
13 Sept.	PAT moderation	<ul style="list-style-type: none"> PAT moderation per school, feedback and verification of PAT marks 	Subject adviser

SIGNATURE: SUBJECT HEAD and/or HOD		SIGNATURE: Principal	
Date:		Date:	

4.10 **Teacher's guide on how to approach questions in the PAT (TOUR10)**

This guideline is intended for teachers only.

Introducing the PAT to the learners: Spend enough time on the introduction of the PAT. It is important that learners understand what the BMM is and its special significance for South Africa. Use a map to show where the BMM is located and let the learners watch the video 'Barberton Makhonjwa Geotrail – Introduction' in class. Follow up with a class discussion.	
Ques	
1.1–1.3	Copy Maps A–C for each learner and assist with research to complete the instructions.
2.1	Revise what WHS status entails. Learners have to find the information on the UNESCO site in order to write out the criterion.
2.2.1	Learners must identify and write out the four aspects from the criterion. This information is needed to complete QUESTION 2.2.2.
2.2.2	Learners have to use the FOUR criteria in 2.2.1 and after having watched the video, find evidence from the video that will match each aspect. It may be necessary for learners to watch the video more than once, or they can make use of the video transcript (TOUR06) to assist them with matching.
2.3	Before attempting this question, it is advisable to brainstorm CAPS Grade 12 term 3 week 6 (bullet 5) 'The value of the World Heritage Sites to South Africa's tourism industry'. Make the information applicable to the BMM.
3.	Do not assume that all learners will know how to write a magazine article. As introduction to this question, teachers must make sure to guide learners as to the expected outcome. Bring a few travel magazines to class and discuss the structure (columns etc.), language, tone, layout, pictures etc. of articles as possible examples. Where possible, encourage learners to type the article. Emphasis the EIGHT facts and the creativity and style of language.
4.	This question has TWO distinct aspects that have to be discussed before it is attempted. 1. What is an <i>interpretation panel</i> and how is it different from an <i>information board</i> ? Let learners research examples of actual interpretation panels and make a list of the key elements thereof. 2. Learners have to know about the history of gold mining in Barberton and what <i>gold panning</i> as a tourist activity entails. It is suggested that learners do research on gold panning in Mpumalanga and watch the video in the resources box before attempting this question. Encourage creativity and originality and ensure the information on the interpretation panel is complete and the size is A4.

5.	<p>Revise Grade 11 work on the FIVE market segments of the DTGS.</p> <p>Make a copy of TOUR07 for each learner. Learners have to research what attractions/activities available at Barberton Makhonjwa Mountains, will appeal to each market segment listed at 5.1–5.4. Learners must now complete template TOUR07 by writing a profile for the market segment and match an attraction/activity to that segment. Refer learners to the example constantly.</p> <p>The profile must include age, available budget and interest for each tourist. Learners have to identify TWO attractions/activities for each profile, as well as the location of these attractions/activities along the BMM route.</p>
6.	<p>This 3-day itinerary is only for the THREE days spend at BMM. Refer to the grey-shaded areas in the instructions to assist learners to understand that the tour package starts when the learners in their class have already arrived in Barberton.</p> <p>It is important to ensure learners understand how to write an itinerary in a paragraph format.</p>
7.	<p>Revise the elements of a tour budget in class before learners attempt this question. For this question, learners have to use calculators.</p> <p>Make a copy of the budget template (TOUR08) for each learner. Ensure learners understand that the cost of the bus is calculated for the Barberton Makhonjwa Mountains tour package only and learners should not consider any other form of transport outside the 3 days of the packaged tour. (It is irrelevant for the calculation HOW learners arrived in Barberton).</p> <p>For the assessment of the budget, teachers must look at realistic prices (actual costs) for accommodation, meals and entrance fees, as well as a link between the activities in question 6 and the budget.</p>
8.	<p>Discuss (with examples) the difference between a road map and a meander map. Learners must research different types of meander maps in order to prepare for this question. It is important that the meander map must reflect the attractions and/or activities as in the learner's itinerary (QUESTION 6). There must be visual elements (pictures/drawings) as well as symbols and a legend for the map. Encourage creativity and the use of colour.</p>
9.1–9.5	<p>Revise CAPS Grade 12 term 2 week 5, 'Factors contributing to the success of a tourist attraction'. Revise terms and concepts such as 'universal access, ethical behaviour and sustainability.'</p> <p>Learners copy the table in question 9 into their PAT books or sheet.</p> <p>Learners have to look at the factors listed under 9.1–9.5. Learners have to find evidence from their research how each of these factors contribute to a successful tourist attraction.</p>
10.	<p>Dictionary definitions: Learners have to consult a dictionary when explaining the terms/concepts they came across in their research.</p> <p>Make learners aware that the words in a word search usually overlap, sometimes with more than one word. Start by doing a very simple example on the school board to ensure all learners understand what is expected. Encourage creativity.</p>

11.	A simple, yet complete and accurate bibliography is acceptable.
12.	The content page must be filed at the beginning of the PAT document and not at the end. Page numbers must correspond with the actual PAT pages. Leave the numbering of pages for last, as these may change.
13.	The PAT document must be packed according to the sequence of questions. A neat, interesting and colourful cover page will make a good impression.

5. CONCLUSION

On completion of the practical assessment task learners should be able to demonstrate their understanding of the industry, enhance their knowledge, skills, values and reasoning abilities as well as establish connections to life outside the classroom and address real-world challenges. The PAT furthermore develops learners' life skills and provides opportunities for learners to engage in their own learning.