

TOURISM

GUIDELINES TO THE PRACTICAL ASSESSMENT TASK

Grade 10

2019

BLEISURE TOURISM IN THE NORTHERN CAPE



This guideline consist out of 14 pages

INFORMATION FOR TEACHERS

1. INTRODUCTION

The Practical Assessment Task for Tourism should allow the learner to demonstrate an understanding of the tourism industry as a dynamic economic sector.

2. MARK ALLOCATION

The marks for the PAT are allocated as follows:

Phase 1 = 75 converted to 50

Phase 2 = 60 converted to 50

Total = 100

3. TEACHER'S RESPONSIBILITIES

- The Practical Assessment Task in Tourism has two phases: Phase 1 must be completed during term 2 and Phase 2 during term 3.
- The PAT is a compulsory component of the final examination for Tourism.
- The PAT should be done in class under controlled conditions and only certain sections such as research can be completed as homework.
- Under no circumstances should the PAT be given to learners to complete on their own at home.
- Regular lesson time should be allocated to complete the PAT e.g. a double period every second week for learners to complete the PAT under the guidance and supervision of the teacher. The teacher may also make use of afternoon classes or block a week per term to complete the PAT under controlled conditions.
- Study the activity and marking instrument to determine the requirements and develop a teacher memorandum.
- During every PAT period:
 - Ensure sufficient resources are available
 - Explain the activity or task
 - Ensure learners complete the activity
- Collect at the end of the period for assessment and safekeeping
- Before starting the PAT: offer a lesson on how to complete a bibliography and practise a few examples. Every time a copy of a source is given to the learners, let them make the bibliography entry on the back to assist them later. Use the example provided to teach learners how to do a bibliography.
- 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 for both internal and external verification and monitoring purposes.
- Templates INCLUDED can be used to standardise the tasks.
- Teachers may NOT develop templates for any other sections of the task.

BLEISURE TOURISM IN THE NORTHERN CAPE



2019

INSTRUCTIONS TO LEARNERS

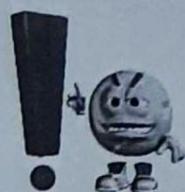
Name of learner: Onabo Modikazi..... Grade 10 A..

Name of school: Elizabeth Conradi.....

Name of teacher: Ms. Croucamp.....

IMPORTANT NOTICE

1. Read the scenario carefully.
2. Underline all the important information before you start with the PAT.
3. It is compulsory for all learners to submit the PAT.

**SCENARIO**

A conference on "Diamonds of South Africa" will be held in Kimberley in the Northern Cape during June 2018. Delegates from the SADC region are invited to the three day conference.

Your travel agency was approached to help with the arrangements. You and a student who is doing his practical experience at the travel agency are responsible for TWO of the visitors. ONE visitor comes from Cape Town and the other ONE from Namibia.

Gunter Mills is a 28 year old businessman from Namibia. He lives in Windhoek and likes adventure and nature. He is a vegetarian and does not eat any meat. He will spend a total of FIVE days in South Africa.

Andrea Bateman lives in Cape Town and works for a diamond exporting company.

They will both fly to Johannesburg and then to Kimberley on the same day. They will stay at a top class hotel in Kimberley where high-speed internet access is available.

After the conference of THREE days, they will explore the Northern Cape for TWO days on their own. They both love nature and adventure and enquired about National Parks in the province. Since so many tourists visit The Big Hole, they decided to go and see why it is a popular tourist attraction.

PHASE 1

QUESTION 1 TYPES OF TOURISTS

1.1 Explain the term "Bleisure tourist". (2)

1.2 Use the terms below to describe the two tourists.

international tourist; regional tourist;	interprovincial tourist; domestic tourist;	intra-provincial tourist; incoming tourist
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(8)

1.2.1 Business tourists (MICE) who attend conferences prefer 4 to 5 star hotels, as the higher rated hotels have more "in room" technology required by these tourists.

Explain in a short paragraph what the acronym MICE stand for. (Do not just write out the acronym – it has to be explained) (2)

1.2.2 Mention TWO kinds of technology in the hotel that can be used for their work. (2)

1.3 Use the information below to compile a tourist profile for the Namibian tourist that you can use to organise his stay in the Northern Cape. (6)

1. Name of tourist/group
2. Nationality
3. Age
4. Gender
5. Residential address
6. Contact details
7. Occupation
8. Driver's licence
9. Interests
10. Specific needs
11. Special preferences
12. Duration of the tour (time available)
13. Time of year (peak/low season)
14. Available budget
15. Next of kin
16. Preferred accommodation type and grade

QUESTION 2 TRANSPORT

- 2.1 Name two **low-cost domestic airlines** flying from Namibia to South Africa. *(air Namibia, British airways)* (2)
- 2.2 Explain why business tourists mainly travel by plane. (1)
- 2.3 Apart from flying, name TWO other ways of travelling to the Northern Cape and give an advantage and disadvantage of each. (6)
- 2.4 When arriving in Kimberley, the tourists can hire a car at the airport to travel to the hotel or they can use a shuttle service.

Write a comparative paragraph on the two transport options.

Include the following in the paragraph:

- * Description of the transport
 - * Convenience
 - * Costs
- (3x2)

QUESTION 3 ATTRACTIONS AND ACTIVITIES

Two popular activities in and around Kimberley are visits to The Big Hole and the Mokala National Park.

- 3.1 Describe the two activities in table form. Use the following template

	THE BIG HOLE	MOKALA NATIONAL PARK
Description of the tourist experience	(3)	(3)
Photo / Picture	(1)	(1)
Contact details	(1)	(1)
Type of tourist who will want to visit the attraction	(1)	(1)
Primary or Secondary attraction	(1)	(1)
Entrance fees for day visitors	(1)	(1)
TWO payment methods accepted here		(2)

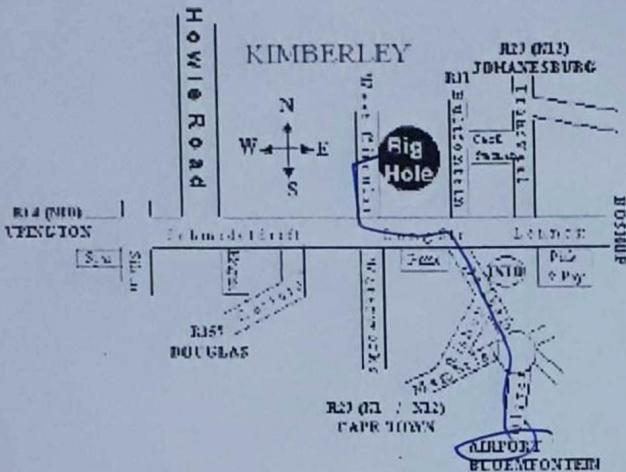
- 3.2.1 The Namibian wants to know what other attractions are in close proximity that he can visit.
Write an email to him making FIVE suggestions for possible excursions.

Use an email template and include all relevant information. Remember to use business English.

(10)

QUESTION 4 MAPWORK

Study the map of the Kimberley.



- 4.1 Identify the type of map that is used here. (1)
4.2 Give directions to the tourists on how to reach Big Hole from the airport. (6)

QUESTION 5 MEALS

You have to explain the difference between a Continental and an English breakfast to the tourists.
Design a menu with pictures / sketches and descriptions for each of the two types of breakfast.

- Continental breakfast (2)-
- English breakfast (3)

TOTAL PHASE 1: $75 \div 1.5 = [50]$

PHASE 2

QUESTION 6 MAPS

Use a SADC map and indicate the following **on the map** with coloured pens:

6.1.1 The two routes that the two tourists will fly.

A. Cape Town to Johannesburg to Kimberley (Green)

B Windhoek to Johannesburg to Kimberley (Red)

(4)

6.1.2 The border post between South Africa and Namibia

(1)

6.1.3 Location of the THREE cities involved.

(3)

6.1.4 Two major rivers in South Africa they will cross during their flights

(2)

6.2 Design a legend / key for the map to indicate question 6.1.1 to 6.1.4.

(3)

6.3 Use the **distance table** to calculate the distances along the route when travelling by car:

6.3.1 Cape Town to Johannesburg

(1)

6.3.2 Windhoek to Johannesburg

(1)

6.3.3 Johannesburg to Kimberley

(1)

6.3.4 Calculate the travelling time between Johannesburg and Kimberley when travelling by car at 100km /per hour.

(2)

QUESTION 7 SHOT LEFT

You want to help the student working with you to learn more about South Africa.

Visit the Sho't Left web site (www.shotleft.co.za) and study the section on how to become a SA specialist. Then answer the questions that follow.

7.1 Explain the main purpose of the Sho't Left campaign.

(2)

7.2 Explain how the Sho't Left campaign got its name.

(2)

7.3 Write a paragraph to explain the SA Specilaist initiative.

(8)

Include the following in your paragraph:

- A description of the SA Specilaist initiative
- Advantages of enrolling for the SA Specilaist initiative
- Costs and certification

QUESTION 8 TRANSFRONTIER PARKS

Design a leaflet (A5 or A4) for the Transfrontier Park located between the two tourists' countries.

Include the following on the leaflet:

- Name of the Transfrontier park (2)
- Explanation of the purpose of a Transfrontier park (2)
- 2 Pictures / photos of animals found in the Transfrontier Park. (2)

Ensure that your information appears on a leaflet – 2 marks are awarded for the leaflet. (2)

QUESTION 9 SA FAUNA AND FLORA

Design a word search with FIVE hidden words. Use any terminology relating to "Fauna and Flora". Compile FIVE clues for your word search. (10)

PRESENTATION

10. Bibliography: Give at least three DIFFERENT sources. (3)
11. Spelling and language usage. (3)
12. Include an index for Phase 1 and Phase 2. (2)
Give page references for each question (2)

TOTAL PHASE 2: 60

Convert $60 \div 1.2 = [50]$

GRAND TOTAL: 100



BLEISURE TOURISM IN THE NORTHERN CAPE

ASSESSMENT TOOL

PHASE 1

Name of Learner: Grade:

T = Teacher/M = Moderator

1.	TYPES OF TOURISTS	20 marks	T	M
1.1	The term "Bleisure tourist was explained correctly.✓✓	(2)		
1.2	The given terms were correctly used to describe Gunter Mills (4)✓✓✓✓ The given terms were correctly used to describe Andrea Bateman (4) ✓✓✓✓	(8)		
1.2.1	A short paragraph was written to explain what the acronym MICE stand for.✓✓	(2)		
1.2.2	TWO kinds of technology in the hotel that can be used for their work were given. ✓✓	(2)		
1.3	A tourist profile for the Namibian tourist has been compiled. At least SIX of the following elements of a profile has been included: <ul style="list-style-type: none">• Name of tourist/group✓• Nationality✓• Age✓• Gender✓• Residential address✓• Contact details✓ OR <ul style="list-style-type: none">• Occupation• Driver's licence• Interests• Specific needs• Special preferences• Duration of the tour (time available)• Time of year (peak/low season)• Available budget• Next of kin• Preferred accommodation type and grade	(6)		

2.	TRANSPORT	15 marks	T	M
	2.1 The names of two low-cost domestic airlines flying from Namibia to South Africa were given.✓✓	(2)		
	2.2 An explanation was given why business tourists mainly travel by plane.✓	(1)		
	2.3 TWO other ways of travelling (apart from flying) to the Northern Cape was given. ✓ + ✓	(2)		
	One ADVANTAGE of each of the above was given.✓✓	(2)		
	One DISADVANTAGE of each of the above was given.✓✓	(2)		
	2.4 A comparative paragraph on the two transport options has been written and included: <ul style="list-style-type: none"> • Description of the transport✓✓ • Convenience✓✓ • Costs✓✓ 	(6)		

3.	ATTRACTIIONS AND ACTIVITIES	28 marks	T	M
	3.1 Description	THE BIG HOLE MOKALA NATIONAL PARK		
	Description of the tourist experience	(3)	(3)	(6)
	Photo / Picture	(1)	(1)	(2)
	Contact details	(1)	(1)	(2)
	Type of tourist who will want to visit the attraction	(1)	(1)	(2)
	Primary or Secondary attraction	(1)	(1)	(2)
	Entrance fees for day visitors	(1)	(1)	(2)
	TWO payment methods accepted at both the attractions✓✓	1 + 1	(2)	
	3.2.1 An email was written to the Namibian making FIVE suggestions for possible excursions. Mark allocation for the email: The template was used (2)✓✓ Business English was used. (no slang/sms language ect.) (3)✓✓✓✓ Five suggestions of attractions (5x1) ✓✓✓✓✓	(10)		

4.	MAPWORK	7 marks	T	M
	4.1 The type of map has been correctly identified. ✓	(1)		
	4.2 The correct directions were given to the tourist on how to reach the Big Hole from the airport. ✓✓✓✓✓✓ Note to teacher: Use a map of Kimberley to verify the correct route given by the learner.	(6)		

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	2.2 An explanation was given why business tourists mainly travel by plane.✓	(1)		
	2.3 TWO other ways of travelling (apart from flying) to the Northern Cape was given. ✓ + ✓	(2)		
	One ADVANTAGE of each of the above was given.✓✓	(2)		
	One DISADVANTAGE of each of the above was given.✓✓	(2)		
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5.	MEALS	5 marks	T	M
	A menu has been designed with pictures / sketches and descriptions for:			
	• Continental breakfast	(2)		
	• English breakfast	(3)		

	TOTAL FOR PHASE 1	75		
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FINAL MARK for phase 1

CONVERSION: $75 \div 1.5 =$	50		
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