



education

Department of Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CURRICULUM STATEMENT GRADES 10-12

**SUBJECT:
TOURISM**

**TRAINING MANUAL
2006**

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**PROGRAMME FOR PROVINCIAL CORE TRAINING TEAM (PCTT)
Monday 20 February 2006 to Friday 24 February 2006**

DAY ONE

SESSION 1		
TIME	TOPIC	DURATION
08:30-9:00	Registration	30 min
09:00-9:15	Plenary Activity 1: Opening and welcome Introduction of facilitators	15 min
09:15-09:30	Activity 2: Overview of the week of training Documents	15 min
09:30-10:30	Activity 3: Introduction to NCS and NSC-Part 1	1 hour
10:30-11:00	TEA	30 min
11:00-12:00	Activity 3: Introduction to NCS and NSC-Part 2	1 hour
12:00-13:00	Activity 3: Requirements for Higher Education studies Breakaway into subject groups.	1 hour
13:00-14:00	LUNCH	1 hour
14:00- 14:15	Welcome and introduction of participants in subject group	15 min
14:15-15:30	Activity 1: Introduction to Tourism	1 hour 15 min
15:30-16:00	TEA	30 min
16:00-18:00	Activity 2: Subject content and Approach Part 1: LO1	2 hours

DAY TWO

SESSION 2		
TIME	TOPIC	DURATION
08:30-8:45	Introduction	15min
08:45-10:30	Activity 2: Subject content and Approach Part 1: LO1	1 hour 45 min
10:30-11:00	TEA	30 min
11:00-12:30	Activity 2: Subject content and Approach Part 2: LO2	1 hour 30 min
12:30- 13:00	New content LO2 AS 1&2: Implementation plan to upgrade tourism potential in local environment : Presentation by Mrs A Swart, Hoërskool Wesvalia (winner of the Sati competition)	30 min
13:00-14:00	LUNCH	1 hour
14:00-15:30	Activity 2: Subject content and Approach Part 2: LO2	1 hour 30 min
15:30-16:00	TEA	30 min
16:00-18:00	Activity 2: Subject content and Approach Part 3: LO3	2hours

DAY THREE

SESSION 2 continues		
TIME	TOPIC	DURATION
08:30-8:45	Introduction and Review	15 min
08:45-10:30	Activity 2: Subject content and Approach Part 4: LO4	1 hour 45 min
10:30-11:00	TEA	30min
11:00-13:00	Activity 2: Part 5: Integration	2 hours
13:00-14:00	LUNCH	1hour
14:00-15:30	Activity 2: Part 6: Practical Assessment Task (PAT)	1 hour 30min
15:30-16:00	TEA	30min
16:00-18:00	Activity 2: Part 6: PAT continues	2hours

DAY FOUR

SESSION 3		
TIME	TOPIC	DURATION
08.30-8.45	Introduction and Review	15 min
08.45-9.15	Activity 1: Introduction to planning cycle	30 min
09:15-10:15	Activity 2: Introduction to Grade 11 Work Schedule	1 hour
10:15-10:30	Activity 3: Critique the Grade 11 Work Schedule	15 min
10.30-11.00	TEA	30 min
11.00-13.00	Activity 3: Improve the Grade 11 Work Schedule	2 hours
13:00-14:00	LUNCH	1 hour
14:00-15:00	Activity 4: Report back on Work Schedule	1 hour
15:00-15:30	Activity 5: Development of a Lesson Plan for grade 11 for the first 2-3 weeks of the school year	30 min
15:30-16:00	TEA	30 min
16:00-17:00	Activity 5: Development of a Lesson Plan for grade 11 for the first 2-3 weeks of the school year continues	1 hour
17:00-18:00	Activity 6: Report back on Lesson Plan	1 hour

DAY FIVE

SESSION 4		
TIME	TOPIC	DURATION
08:30-8:45	Introduction and review	15 min
08:45-9:45	Activity 1: Introduction to Assessment in the NCS	1 hour
09:45-10:30	Activity 2: Programme of Assessment for grade 10 and 11	45 min
10:30-11:00	TEA	30 min
11:00-12:30	Activity 3: Development of grade 11 Annual Assessment Plan	1 hour 30 min
12:30-13:00	Plenary -Way Forward -Closure	30 min
13:00-14:00	LUNCH	1 hour

SESSION 1 –

Introducing the National Curriculum Statement (NCS) and the National Senior Certificate (NSC)

ACTIVITY 1: Introduction of training participants

FORM OF ACTIVITY: Opening and welcome
Introduction of facilitators

ACTIVITY 2: Overview of the week of training / documents provided

FORM OF ACTIVITY: Presentation

RESOURCES: The 5-day training programme
A hard copy of each document referred to-

- National Senior Certificate Policy
- Subject Statement
- Subject Assessment Guidelines
- Learning Programme Guidelines
- National Protocol on Assessment
- Higher Education admission requirements

CONTENT:

- Training programme and training outcomes for the week
- House rules
- Documents making up the National Curriculum Statement policy and documents supporting the National Curriculum Statement policy – purpose and status of each

ACTIVITY 3: Introduction to the NCS and NSC

Part 1: 20 Questions

FORM OF ACTIVITY: Test and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector
Worksheet Appendix 1

CONTENT:

- 20 questions focusing on the NCS and NSC

INSTRUCTIONS:

- Allow the participants to record their responses to each question as individuals. Use the worksheet provided. (Appendix 1)
- Discuss the answers with the group as a whole, inviting participants to offer answers before discussing them

Part 2: NCS and NSC

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, a hard copy of each document referred to in the presentation-

- National Senior Certificate Policy
- Subject Statement
- Subject Assessment Guidelines
- Learning Programme Guidelines
- National Protocol on Assessment

CONTENT:

- Overview of the NCS, including principles and Critical and Developmental Outcomes
- National Senior Certificate: Requirements, structure and details

Part 3: Requirements for Higher Education study

FORM OF ACTIVITY: Open-book and presentation

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, HE admission requirements
Worksheet Appendix 1

CONTENT:

- Requirements for certificate, diploma and degree programmes

INSTRUCTIONS:

Introduction

- While the Higher Education document is not part of NCS policy, it provides teachers with indicators on required learner performance in NCS subjects for entry into Higher Education
- The 3-year NSC programme is the key to Higher Education study and teachers need to be aware of the admission requirements for different programmes offered at Higher Education Institutions

Open-book activity

- Ask participants to study the HE document and identify the requirements for certificate, diploma and degree programmes. Use worksheet provided (Appendix 1) to record findings

Report back and discussion

- Allow one report back
- Present the requirements (see PowerPoint Presentation)
- Discuss the designated list of subjects, noting that learners already have 3 of the designated subjects in their NSC package – two languages and Mathematics or Mathematical Literacy

SESSION 2 – Introducing the Subject Statement

ACTIVITY 1: Introduction to TOURISM

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Statement, a hard copy of each supporting policy relevant to the subject

CONTENT:

- Overview of the subject: Definition, purpose and scope of the subject
- Learning Outcomes for the subject – briefly refer to relationship with the Critical and Developmental Outcomes and the NCS principles
- Point out how the Assessment Standards for TOURISM give an indication of the teaching, learning and assessment approach to be used in the classroom
- Mentioning of supporting policies relevant to the subject and how they support the implementation of the subject TOURISM (do not engage in them)
- Time allocation and placement of TOURISM in the school timetable (4 hours per week)

ACTIVITY 2: TOURISM Subject Content and Approach

NOTE: Each Learning Outcome for TOURISM will first be dealt with individually while addressing both the subject content and the subject approach in a dedicated Learning Outcome activity (Parts 1-4). Thereafter integration across the Learning Outcomes will be dealt with in a separate activity (Part 5). Practical Assessment Task (PAT) will be dealt with in part 6.

Part 1: LO1 (See APPENDIX 4 Part 1)

FORM OF ACTIVITY: Presentation, interactive, report back and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Statement, Learning Programme Guidelines Annexure D
Appendix 4 – Unpacking of Learning Outcomes

CONTENT:

- Content, progression, integration and approach to teaching, learning and assessment

INSTRUCTIONS:

Subject Content

Do a critical study of the Grade 10-12 subject content for TOURISM as provided for the Learning Outcome in the Subject Statement (Chapter 3) and Learning Programme Guidelines (Annexure D)

- What content is to be taught per grade for the Learning Outcome?

- Note that the verbs and the nouns contained in each Assessment Standard give a general indication of the depth of skills and knowledge required.
- What content is new – i.e. it is unknown to you? (Make a list of the content unknown to you to use for a personal growth plan)
- Is progression evident within the Learning Outcome across the three grades? Provide examples of such progression.
- Is there a link between the content indicated for each Assessment Standard? (I.e. What integration is possible within the Learning Outcome?)
- What must a learner be able to know, do and value after exposure to the content in this Learning Outcome? (i.e. skills, knowledge and values)

Subject Approach

- What kind of teaching, learning and assessment approach is required to teach, learn and assess the content (i.e. skills, knowledge and values) indicated in the Assessment Standards of this Learning Outcome?
- What LTSM is required to teach the content of this Learning Outcome to achieve the skills, knowledge and values indicated in the Assessment Standards?

Report Back

One group reports back and others make additions to avoid long, extended reporting so that any remaining time can be used to engage in a constructive discussion.

Part 2: LO2 (See APPENDIX 4 Part 2)

Repeat the same format as used for Part 1: LO1.

Part 3: LO3 (See APPENDIX 4 Part 3)

Repeat the same format as used for Part 1: LO1

Part 4: LO4 (See APPENDIX 4 Part 4)

Repeat the same format as used for Part 1: LO1

Part 5: Integration across the Learning Outcomes

FORM OF ACTIVITY: Presentation, interactive, report back and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Statement, Learning Programme Guidelines

CONTENT:

- Content, integration and approach to teaching, learning and assessment

INSTRUCTIONS:

- Study the content for all four Learning Outcomes as addressed in Parts 1-4 and look for authentic links between the content in each – i.e. which of the Assessment Standards from the different Learning Outcomes can be grouped together for teaching, learning and assessment purposes?
- Engage the participants in subject activities for TOURISM which they critique:
 - The integration of content from different Learning Outcomes
 - Does the activity address the Assessment Standards of the integrated Learning Outcome with respect to the skills, knowledge and values that will be acquired through exposure to the activity?
 - Input on assessment: How, when, who and what to assess in this activity – also make suggestions of the tools that can be used to assess learner performance in the activity and who should carry out the assessment to ensure that the integrated skills, knowledge and values are assessed in an effective and efficient manner

Part 6: Practical Assessment Task (See Appendix 4 for examples)

ADDITIONAL INSTRUCTIONS:

- Provide an overview of the Practical Assessment Task as per the Subject Assessment Guidelines for TOURISM and its role in ensuring the teaching, learning and assessment of the relevant outcomes (LO1 to LO4)
- Allow participants to examine and critique the Practical Assessment Tasks (APPENDIX 4) along with the example of an assessment tool:
 - Do the task and its related activities address the Assessment Standards of the relevant Learning Outcomes with respect to the skills, knowledge and values that will be acquired through exposure to activities contained in it?
 - Input on assessment: How, when, who and what to assess in this task – also make suggestions of other tools that can be used to assess learner performance in the activity and who should carry out the assessment
 - Make suggestions for improvements and/or other types of activities that can be included in each section of the task

ACTIVITY 3: Conclusion / Wrap-up

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Statement, Learning Programme Guideline, Subject Assessment Guidelines

CONTENT:

- Pull all the facts together as discussed in various Learning Outcome discussions
- PowerPoint presentation – highlight the subject content and approach

SESSION 3 – Planning for teaching subjects in the NCS

ACTIVITY 1: Introduction to the planning cycle

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector

CONTENT:

- Three stages of planning
- Purpose, role-players and duration per stage
- Issues to consider when developing a Learning Programme
- Brief overview of the key activities and development process per stage

ACTIVITY 2: Introduction to the Grade 11 Work Schedule

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: OHP of Grade 11 Work Schedule, OHP Projector, OHP Pens, OHP Sheets, Subject Assessment Guidelines, Learning Programme Guidelines, Subject Statement

CONTENT:

- Elements of design
- Process of design
 - Integration: What, how and why?
 - Sequencing: What, how and why?
 - Pacing: What, how and why?
 - Suggested assessment tasks: What and why? – will return to this in Session 4
 - LTSM: What and why?

ACTIVITY 3: Critique the Grade 11 Work Schedule

FORM OF ACTIVITY: Interactive, report back and discussion

RESOURCES: Grade 11 Work Schedule, Subject Statement, Learning Programme Guidelines, Subject Assessment Guidelines

CONTENT:

- Grade 11 Work Schedule

INSTRUCTIONS:

- Participants study the example of the Grade 11 Work Schedule provided in the LPG and critique it:
 - Does the Work Schedule cover all the Assessment Standards (i.e. content)?
 - Integration: Are the Assessment Standards appropriately linked?
 - Are the Assessment Standards covered in sufficient detail and depth?
 - Pacing: Is the time allocation across the 40 weeks appropriate?
 - Sequencing: Is the content presented in the correct order?
 - Are relevant LTSM listed? If not, list the LTSM required.
 - How can the Work Schedule be improved?

ACTIVITY 4: Report back

FORM OF ACTIVITY: Report back and discussion

RESOURCES: Subject Statement, Learning Programme Guidelines

CONTENT:

- Improved Grade 11 Work Schedule

INSTRUCTIONS:

- Allow different groups to present their improved version of the exemplar Work Schedule for Grade 11
- Engage participants in a discussion after each presentation
- Participants accept a final version of a work schedule for grade 11

ACTIVITY 5: Development of the Lesson Plan for Grade 11 for the first 2 - 5 weeks of the school year

FORM OF ACTIVITY: Presentation, interactive, report back and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Statement, Learning Programme Guidelines

CONTENT:

- Grade 11 Lesson Plan
 - Elements of design
 - Process of design

INTRODUCTION:

- Lesson Plan: What it is and its duration
- Pointers on deciding on the number of Lesson Plans to be written
- Elements and design of a Lesson Plan
- Teaching method: What and why
- Assessment strategy: Who, when, how and form of assessment
- Expanded opportunities: Inclusive approach to accommodate all learners

INSTRUCTIONS:

- Provide an overview of the elements and the design process of a Lesson Plan
- Engage participants in the development of the first Lesson Plan that will be presented for the first 2-5 weeks of the school year according to the Grade 11 Work Schedule critiqued in Activity 3
- Allow one group to present and then discuss their presentation

ACTIVITY 6: Report back

FORM OF ACTIVITY: Report back and discussion

- RESOURCES: Lesson plans

CONTENT:

- Lesson plans for the first 2-5 weeks of the school year

INSTRUCTIONS:

- Allow different groups to present their version of the lesson plan for Grade 11
- Engage participants in a discussion after each presentation

SESSION 4 – Annual assessment plan

ACTIVITY 1: Introduction to assessment in the NCS

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, National Protocol on Assessment

CONTENT:

- Approach to assessment: Criteria-driven
- Recording process: Record one global mark / code per task and refer to the Subject Assessment Guidelines for guidance on how to arrive at the final mark for the subject
- Reporting process: 7 codes and percentages
- Portfolios: Teacher and learner

ACTIVITY 2: Programme of Assessment for Grades 10 and 11

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Assessment Guidelines

CONTENT:

- Programme of Assessment for Grades 10 and 11 (Section 2 of the Subject Assessment Guidelines): Number of tasks
- Nature of tasks: Forms of assessment suitable to the subject (Section 3 of the Subject Assessment Guidelines) and suitable tools
- Practical Assessment Task (PAT)
- Weighting of tasks for the formal Programme of Assessment and mark allocation

ACTIVITY 3: Development of a Grade 11 annual assessment plan

FORM OF ACTIVITY: Presentation, interactive and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Assessment Guidelines, Appendix 2

CONTENT:

- Programme of Assessment for Grade 11: Tasks, topics, tools and dates

INSTRUCTIONS:

- Engage participants in the compilation of a Grade 11 annual assessment plan in which they indicate:
 - Seven tasks: 2 Tests, 2 Examinations, 2 other tasks and PAT (see Appendix 4 for examples)
 - Topics for each task
 - Assessment tools for each task
 - Date and duration of each task
- Ask participants to revisit the Grade 11 Work Schedule (Session 3: Activity 3) and to align the annual assessment plan for Grade 11 with the assessment tasks listed in the
- Work Schedule

APPENDICES

Appendix 1 – Session 1 – Activity 3 – Part 1

Make use of your knowledge of the NCS and related documents to answer the following 20 questions focusing on the NCS and NSC

- Fill in the answers as quickly as possible
- Keep answers short and to the point.

No	Answer
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

Session 1 – Activity 3 – Part 3

Study the HE document and identify the requirements for certificate, diploma and degree programmes

HIGHER CERTIFICATE	DIPLOMA	BACHELOR'S DEGREE

APPENDIX 2

ANNUAL ASSESSMENT PLAN FOR GRADE 11

TERM 1	TERM 2	TERM 3	TERM 4
Task 1 Topic: World famous icons LOs and ASs Form Assessment Tool Due date	Task 3 Topic: Provinces in South Africa LOs and ASs Form Assessment Tool Due date		
Task 2 Test LOs and ASs Date	Task 4 Midyear examination Date	Task 5 Test LOs and ASs	Task 7 Final examination
Task 6 PAT 1: Five SADC countries Date	Task 6 PAT 2: Five SADC countries Date	Task 6 PAT 3: Four SADC countries Date	Task 6 PAT: Final evaluation of project on SADC countries Date

**APPENDIX 3: Session 3 – Activity 5
EXAMPLE OF LESSON PLAN**

LESSON DETAILS		
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Grade: _____ **Date(s):** _____ **Time Allocation:** _____

Theme/topic:
(in context) _____

LEARNING OUTCOMES AND ASSESSMENT STANDARDS (Underline verbs and nouns)	
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Learning Outcomes:

Assessment Standards:	The learner is able to:
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CONTENT ANALYSIS

Time planned:	A	Class time		Hours
	B	Organised activities outside the class		Hours
	C	Learners busy with individual or group activities outside organised activities (e.g. homework and reflection)		Hours

TEACHING CONTENT	TEACHING ACTIVITES	LEARNER ACTIVITES (Including homework)	RESOURCES	ASSESSMENT STRATEGIES & EVIDENCE
REFLECTION				
Reflection and notes (e.g. what worked, what did not work):				

APPENDIX 4: EXAMPLES OF PAT TASKS

EXAMPLE 1: PRACTICAL ASSESSMENT TASK (PAT) GRADE 11 (Durban Workshop Feb 2006)

SCENARIO

An elderly couple from Johannesburg won a world tour in a competition. They have never been overseas before and are on their way to a travel consultant at Wierda Tours in Randburg. The travel consultant is very helpful and is doing her best to ensure that the couple's world tour will be an experience never to be forgotten. (Use RSA only and not the rest of the SADC countries)

ACTIVITY 1 LO 3 AS1, 3

- Use the worksheet provided to match the icons to the corresponding country that will be visited. (ref p 25 LPG) (33)

	Country		Icon
1.	Australia	A	Mount Everest
2.	Nepal	B	Sydney Opera House

Assessment tool: Memorandum

ACTIVITY 2 LO3 AS1, 3

- Re-write the list of icons and design your own symbols representing each icon. (33)

	Icon	Symbol
1.		
2.		

ACTIVITY 3 LO3 AS1, 3

Using the symbols you have designed, indicate the location of each icon on the blank world map provided. (33)

ACTIVITY 4 LO3 AS 1, 3

You are the travel consultant appointed to assist the couple with all travel arrangements.

- On the same map, use lines and arrows to indicate the most suitable route for the couple to follow during their 30 day tour. (10)

Assessment tool: Memo on world map

ACTIVITY 5 LO1 AS1/ LO3 AS2/ LO2 AS4

The elderly couple will be leaving South Africa in one month.

- Draw up a tourist path which will address the needs of the tourists and indicate which sectors/sub-sectors/aux. services will provide these services. Present your answer in table format

(40)

Assessment tool (example): LPG pg26

Requirements of tourist	Services provided by sectors, sub-sectors and auxiliary services
Information on South Africa	SA Tourism international office
Travel arrangements	Travel agency

ACTIVITY 6 LO2 AS2

During their visit to South African destinations, various local and World Heritage sites will be visited.

- Draw up a 10-point Code of Conduct which all tourists should adhere to. (10)

Assessment tool: Memorandum

1. Be culturally sensitive e.g. do not invade the privacy of local residents without their permission etc.
2. Do not litter or damage the environment in any way.
3. Walk only in demarked areas.
4. Arrange before hand if large groups will be visiting the area to minimize the impact on the natural environment.
5. Stick to quotas of sizes when removing shellfish etc. in marine environments.
6. Do not remove plants or animals from their natural habitat.
7. Educate yourself about the area you are visiting.
8. Make fires only in designated areas.
9. Do not support vendors who are selling products made of ivory or rhino horn etc.
10. Take only photographs leave only footprints. (one mark each)

ACTIVITY 7 LO4 AS 4

Collect the following documents which the couple will need, and fill in the necessary forms: passport, visa, NEP, customs, health certificates. (35)

(2 marks for evidence for each, and 5 marks for each correctly completed form).

ASSESSMENT: Checklist

ACTIVITY 8 LO4 AS4

Upon their return, the couple decided to compile a scrap book for their grandchildren in which they will include mementos etc. of their tour.

- Design a scrap book based on the following minimum criteria:
 1. Front page and presentation
 2. All icons visited must be included in the scrap book.
 3. Only ONE A4 page will be allowed for each icon.
 4. Each icon must have a 5-point description (e.g. location, most interesting facts, statistics etc. - (**in tourism context**))
 5. A picture /photograph of each icon (max. of 2 pictures)
 6. Mention the currency used in each country visited. (examples will be optional)
 7. A greeting in the language of the icon / country visited.
 8. Memento's e.g. tickets, match boxes, etc. (49)

Assessment tool: Rubric

N.B **BONUS MARKS:** Marks to be awarded for outstanding presentation and/or additional effort on the part of the learner. (7)

TOTAL 250 marks (Convert to 100)

PAT ASSESSMENT RUBRIC: ACTIVITY 8 NAME OF LEARNER: GRADE:

Criteria	Marks	Outstanding	Meritorious	Substantial	Adequate	Moderate	Elementary	Not Achieved	TOTAL
		7	6	5	4	3	2	1	
1. Front page	7	Bold name, pictures colourful & relevant, striking, draw attention	Tour name, collage, well-presented with relevant information	Tour name, and a few pictures, no other information supplied	Front page with pictures only, no real effort	Front page without any pictures or information+	An attempt was made to make a front page, not relevant	No front page	
2. Icon: city and country	7	Bold heading, country and city clearly presented in table format	Heading, country and cities supplied	Heading and countries supplied	Headings, bold and visible, no cities supplied	Prominent heading but no other information supplied	Only headings supplied	No information supplied	
3. Icons: 5 point descriptions/facts	14	Excellent , learners supplied more information than required	Excellent , information supplied	More than enough information supplied	Sufficient information supplied	Few relevant facts supplied	Information supplied, but not relevant	No information supplied	
4. Pictures/drawings	7	All the icons have pictures, but effort was made to present pictures in an interesting/attractive way	All icons have the correct/relevant pictures	Pictures adequate, but sometimes of poor quality	Not all icons have pictures	Less than half of the icons have pictures	Pictures supplied but not relevant	No pictures or drawings	
5. Greetings	7	All the greetings are supplied, relevant and correct, effort was made to present in an interesting, attractive way	All greeting have been supplied, relevant & correct	Three quarters of icons have greetings	Half the icons have greetings	Few greetings have been supplied	Greetings have been supplied, but not relevant or correct	No greetings supplied	

6. Currencies	7	All the currencies are supplied, relevant and correct, effort was made to present in an interesting, attractive way	All currencies have been supplied, relevant & correct	Three quarters of icons have currencies	Half the icons have currencies	Few currencies have been supplied	Currencies have been supplied, but not relevant or correct	No currencies supplied	
TOTAL	49								

SIGNATURE OF EDUCATOR:

DATE :

REMARKS:

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PROGRAMME OF ASSESSMENT Grade 11 INTERNATIONAL ICONS

LEARNERS NAME _____

ACTIVITY	DUE DATE	ACTUAL DATE	POSSIBLE MARK	ACTUAL MARK	LEARNERS SIGNATURE
ACTIVITY 1			33		
ACTIVITY 2			33		
ACTIVITY 3			33		
ACTIVITY 4			10		
ACTIVITY 5			40		
ACTIVITY 6			10		
ACTIVITY 7			35		
ACTIVITY 8			49		
BONUS MARK			7		
TOTAL			250		
CONVERT TO			100		

CHECKLIST ACTIVITY 7

EXAMPLES	EVIDENCE (2)	CORRECTLY COMPLETED (5)	TOTAL (7)
1. PASSPORT APPLICATION			
2. VISA APPLICATION			
3. NEP FORM			
4. RE ENTRY FORM OR CUSTOMS FORM			
5. HEALTH CERTIFICATE			
TOTAL (35)			

**Example 2: Practical Assessment Task for grade 11
(Durban workshop Feb 2006)**

GLOBAL EVENT

According to Ali Bacher the last cricket world cup staged in South Africa attracted 18500 visitors to the country and brought in about R1 billion. The organizers of the Soccer World Cup 2010 expect 400 000 people to visit the country for the event and the television audience is estimated at 3 billion viewers. A great marketing opportunity!

Besides the prospect of job creation the entire region will benefit through tourism and increase optimism that could lead to future investment.

Scenario: According to this information your province decides host a global event for e. g. the Tourism Indaba.

PHASE 1

ACTIVITY 1:

You are designated to do the groundwork for global event e.g. Tourism Indaba. Complete the table.

SECTORS	LIST ALL THE DIFFERENT TYPES OF EXAMPLES AVAILABLE	EXPLAIN OR GIVE ONE EXAMPLE OF HOW THE LOCAL COMMUNITY CAN GET INVOLVED IN EACH SECTOR
Accommodation		
Transport		
Attractions		
Support services available		
Infrastructure		
ACCESSIBILITY		
Routes (Mention national and provincial routes and comment on the condition)		
Gateways e.g. airports, border posts, harbours etc.		

PHASE 2

ACTIVITY 1:

You are a member of the marketing team delegated to market this event. Develop the following marketing promotion materials.

- Logo
- Billboard
- Mascot
- Letterhead
- Fax template
- Business card

ACTIVITY 2:

The International delegation wants to visit South Africa to attend a planning session for the Tourism Indaba. You are a travel agent and they have asked you to compile a 7-day itinerary. Keep the following information in mind when compiling the itinerary: Make maximum use of available time.

- Transport
- Accommodation
- A visit to a World Heritage site
- A visit to two icons
- Provide all relevant tourism information

DAY	ACTIVITY	TRANSPORT	ACCOMMODATION	ATTRACTIONS
MON				
TUE.	planning session			
WED				
THU.	planning session			
FRI				

ACTIVITY 3:

Confirm the bookings and arrangements with an appropriate method of communication. (Refer to phase 2; activity 1)

PHASE 3

ACTIVITY 1:

There is a written complaint from the local community that the Tourism Indaba will have a negative impact on the local environment.

- Explain the procedures that you will follow to respond to the complaint.
- In a press release in your local newspaper comment on the implementation plan to upgrade and maintain the environment and explain the benefits of the event on the hosting community.

ASSESSMENT GRID

ACTIVITY	CONTENT	ASSESSMENT TOOL	LO	MARK ALLOCATION	ALLOCATED MARK
PHASE 1					
ACTIVITY 1	Example = 1 mark each Role = 2 marks	Assessment memorandum	LO 1,2,3	50	
PHASE 2					
ACTIVITY 1	Logo Billboard Mascot Letterhead Fax template Business card	Rubric (AIDA) A - Attention I - Interest D- Desire A - Action	LO 1,4	20	
ACTIVITY 2	Itinerary	Assessment memorandum	LO 1,2,3	20	
ACTIVITY 3	Fax or Letter	Rubric	LO 4	20	
PHASE 3					
ACTIVITY 1	Procedures	Checklist	LO 4	20	
	Press release	Rubric	LO 2	20	
TOTAL				150	
				100	

EXAMPLE 3: PRACTICAL ASSESSMENT TASK: GRADE 11

Study five SADC countries in the first term, five in the second and four in the third term. (There are 14 SADC Countries) Use different activities. The learner must discuss each SADC country in terms of the following

- Location
- Accessibility
- Infrastructure
- Climate
- Health risks present
- Geographical features
- Natural and man-made attractions (what to see)
- Tourists activities (what to do)
- Culture / heritage / folklore

Cover LO 1 to LO 4

STAGE 1: FIRST TERM

TOPIC: SOUTH AFRICAN DEVELOPMENT COMMUNITY (SADC)

LO 1.3 Knowledge, skills, values to function successfully in the tourism industry

LO 2.1 Evaluation of components indicative of tourism potential

LO 2.3 Evaluation of available infrastructure

LO 3.2 Transport services operating between gateways and cities

LO 3.3 SADC countries as tourist destination

LO 3.4 Reasons for tourist visits

LO 3.5 Buying power of South African Rand

LO 4.4 Communication

Knowledge:

Terminology

Facts

Calculations

Skills:

Map work

Writing

Research

Values & Attitude:

Respect

Pride

Responsibility

Activity 1:

You are a journalist for the 'Happy Tours' magazine. Write an article on the tourist attractions in the chosen two SADC countries. Cover the following aspects in your article.

- Why tourists would prefer to visit this specific country?
- Which areas are the most visited and why.
- Accessibility and infrastructure
- Attractions (festivals, routes, trails etc)
- The health risks and safety precautions involved in visiting these countries
- The climate
- The culture / heritage / folklore
- Which currency is used in the country?
- Examine the buying power of the South African Rand in relation to this currency.

Activity 2:

On a map of the two SADC countries, indicate the following

- Most important geographical features
- Airport or gateway to the country
- Capital cities
- Tourist attractions (natural and man-made)

Activity 3:

You are a tour guide. Plan a five-day tour for four European tourists in these countries. Use the airport or gateway as the point of departure and end. Cover the following aspects:

- Entry requirements for each of these countries
- Itinerary for each day set out separately
Accommodation
- Transport
- Attractions to be visited (Include heritage sites)
- A map of the country, clearly indicating the tour route
- A tour budget for the four tourists. Include proof of your costs
- Describe your role as tour guide

Suggested assessment criteria (to be detailed)

	Assessment Criteria	Possible mark	Actual Mark	Comments
1	Magazine article <ul style="list-style-type: none"> • Reasons for visit • Most visited areas • Accessibility and infrastructure • Attractions • Health risks and safety • Climate • Culture / heritage / folklore • Currency used • Buying power of the South African Rand in relation to this currency. 			
2	Map work <ul style="list-style-type: none"> • Geographical features • Capital cities • Airports or gateways • Tourist attractions (natural and man-made) 			
3	Tour plan <ul style="list-style-type: none"> • Entry requirements • Itinerary for each day set • Accommodation • Transport • Attractions & heritage sites • Tour route (map) • A tour budget Proof of costs • Role as tour guide 			
	TOTAL			