



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

TOURISM

GUIDELINES FOR PRACTICAL ASSESSMENT TASKS

TEACHER GUIDELINES

GRADE 12

2025

These teacher guidelines consist of 21 pages.

TABLE OF CONTENTS

	Pages
SECTION A	
1. INTRODUCTION	3
1.1 Teacher training to prepare candidates for the 2025 PAT	4
1.2 Core skills embedded in the 2025 PAT	4
SECTION B	
2. TEACHER GUIDELINES: ADMINISTRATION, RESPONSIBILITIES AND MODERATION	5
2.1 Administration of the PAT	5
2.2 The responsibility of the province, district and teacher	7
2.3 Guidance for marking the PAT	7
2.4 Official PAT mark sheet	9
2.5 Moderation of the PAT	10
2.6 Attendance registers (Day 1 and Day 2)	14
2.7 Declaration	16
2.8 PAT mediation plan template	17
SECTION C	
3. MEDIATION OF THE PAT WITH CANDIDATES	18
3.1 Introduction to the PAT	18
3.2 Structure of the PAT	18
3.3 Time frames	18
3.4 Administration of the PAT	19
3.5 Absence/Non-submission of the PAT	19
4. CHECKLIST FOR COMPILING THE TEACHER'S PAT PORTFOLIO (TOUR06)	20
SECTION D	
5. CONCLUSION	21

SECTION A**1. INTRODUCTION**

The 18 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, Technical Mathematics
- **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 100 marks of the end-of-year examination mark. The PAT 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 time frame to ensure that learners are resulted 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 improving South African citizens' quality of life
- Develop entrepreneurial skills and an entrepreneurial mind set
- Improve employability
- Promote critical thinking
- Develop problem-solving skills
- Develop research and analysis skills
- Strengthen communication skills
- Promote language across the curriculum
- Develop a culture of tourism amongst millennials as stakeholders in sustaining tourism in South Africa
- Develop digital 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
- Include opportunities for multiple learning abilities
- Facilitate subject integration by demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation

1.1 TEACHER TRAINING TO PREPARE CANDIDATES FOR THE 2025 PAT

In order to adequately prepare candidates for the 2025 Tourism PAT, teachers must take cognisance of the fact that there is a distinct difference between teaching of content and **equipping candidates with relevant skills to complete the PAT**.

It is therefore essential that teachers be trained to develop and strengthen candidates' skills. It is the responsibility of the teacher to ensure that candidates are adequately prepared for the undertaking of the PAT.

It is strongly recommended that provincial education departments ensure that Tourism teachers are sufficiently empowered/trained to adequately prepare candidates for the 2025 Tourism PAT.

1.2 CORE SKILLS EMBEDDED IN THE 2025 PAT

QUESTIONS	CONTENT OF THE QUESTIONS	SKILLS
1.1 – 1.3	International and domestic travel	Reading; understanding; interpretation; analytical thinking; evaluation; planning; decision-making; problem solving; writing; mathematical
2.1 – 2.2	Itinerary	Reading; understanding; research; critical thinking; analytical thinking; decision-making; creating
3.1 – 3.3	Accommodation, Activities and Attractions	Reading; understanding; interpretation; research; critical thinking; analytical thinking; evaluation
4.1 – 4.2	Community Involvement	Reading; understanding; interpretation; critical thinking; analytical thinking
5.1 – 5.2	Career and Entrepreneurial Opportunities	Reading; understanding; interpretation; critical thinking; analytical thinking; research; decision-making; evaluation; writing and communication
6.1 – 6.2	Sustainability	Reading; understanding; interpretation; critical thinking; analytical thinking; evaluation; problem solving; creating
7	Design	Reading; interpretation; critical thinking; analytical thinking; research; evaluation; decision making; creativity; communication
8	Reflection	Critical thinking; evaluation, reflection; synthesis; writing

- 1.2.1 It is incumbent upon the provinces to ensure all Tourism subject advisors receive training on how to mediate the above core skills reflected in the 2025 PAT with the teachers.
- 1.2.2 Teachers must make provision in their daily/weekly planning to teach and develop skills.
- 1.2.3 The progress in the achievement of these skills must be informally assessed.
- 1.2.4 Teachers must ensure that all the core skills have been adequately developed prior to the commencement of the formal PAT assessment for 2025.

SECTION B**2. TEACHER GUIDELINES: ADMINISTRATION, RESPONSIBILITIES AND MODERATION**

These guidelines must be read in conjunction with the Abridged Section 4 Amendments of the CAPS for Tourism (Implementation: January 2021, Reference Number 4.4.5 – Practical Assessment Task).

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:

- (a) Cover page containing the name of the school, the teacher, the subject, and the year of assessment
- (b) Official PAT mark sheet (TOUR01)
- (c) Official moderation instrument(s) (TOUR02)
Proof of all levels of moderation i.e. separate moderation reports are included for each level of moderation
- (d) Assessment timetable of the school, showing the Tourism PAT assessment dates
- (e) PAT mediation plan (include template TOUR05)
- (f) Attendance registers (TOUR03) and signed by relevant stakeholders
- (g) Declaration (TOUR04)
- (h) PAT Teacher Guidelines for the year of assessment
- (i) PAT Day 1 for the year of assessment
- (j) PAT Day 2 for the year of assessment
- (k) PAT Resource Pack for the year of assessment
- (l) Official PAT Marking Guideline for the year of assessment

**Teachers are encouraged to use the Checklist (TOUR06) on page 20 to ensure compliance.*

2.1.2 Management of the PAT

- (a) This practical assessment task is the only official PAT for Grade 12 Tourism candidates in grade 12 in 2025. Under NO circumstances may the PAT be substituted by any alternative practical assessment task. The PAT is a compulsory component of the final external examination for Tourism.
- (b) **The resource pack of the 2025 PAT will be released to schools prior to the writing of the PAT. Teachers will be given the opportunity to mediate the resource pack with the candidates.** Candidates must write their names on the resource pack. After mediation, all resource packs must be handed in to the teacher for safekeeping until the PAT is written. Candidates will be handed their resource pack as part of the assessment pack sent to schools on the day(s) the PAT is written.
- (c) The PAT mediation must also include all the aspects in SECTION C (Mediation of the PAT to candidates) of this document.
- (d) To ensure standardisation of the PAT, teachers will be trained by the province/district on the content, mediation and management of the PAT as contained in this document.

- (e) The Tourism PAT consists of TWO parts, Day 1 and Day 2 scheduled to be written on TWO consecutive days. The dates will be determined and communicated by the Department of Basic Education (DBE).
- (f) The Day 1 and Day 2 PAT and the learner's copy of the resource pack, used during the mediation session, will be handed out during the assessment session on the dates set by DBE.
- (g) Each candidate must have his/her own copy of the PAT and resource pack. Sharing of resources and stationery will NOT be allowed.
- (h) NO part of the official 2025 Tourism PAT may be retyped, edited, or changed. The logo of the National Department of Basic Education (DBE) may NOT be replaced by any other logo.
- (i) The PAT should be administered under controlled examination conditions.
- (j) The PAT (consisting of TWO parts) will be conducted in an 8-hour session, administered over two days of four (4) hours each. The two 4-hour sessions must be scheduled over TWO consecutive days.
- (k) Each 4-hour assessment is broken down into two 2-hour sessions with a break in between. Break times in-between sessions are to be implemented at the discretion of the school.
- (l) NO candidate will be allowed extra time for Day 1 or Day 2 of the PAT if he/she does not complete the PAT in the allocated time (special concessions excluded).
- (m) Candidates must submit their work before being allowed to leave the examination room.
- (n) All PATs must be handwritten.
- (o) Candidates will receive their copy of the mediated resource pack on the day(s) the PAT is written.
- (p) No other electronic or hard copy resources may be taken into the venue where the PAT will be written. Only the resources provided in the official PAT resource pack must be used. Teachers are NOT allowed to develop templates for any questions in the PAT.
- (q) The Tourism teacher is NOT allowed to be an invigilator during the scheduled PAT sessions.
- (r) Candidates NOT attending the PAT session: With or without a valid reason will be dealt with in accordance with the *National Policy Pertaining to the Programme and Promotion Requirements (NPPPR)* and the *National Protocol for Assessment (NPA)*.

2.2 The responsibility of the province, district and teacher

It is the responsibility of the province and the districts to print and ensure that learners receive the PATs and PAT resource packs on the respective days of the PAT sessions through their distribution channels.

- 2.2.1 Teachers are expected to develop the PAT mediation plan (TOUR05) prior to administering the PAT.
- 2.2.2 To prepare candidates for the PAT, teachers must mediate the resource pack of the PAT to the candidates PRIOR to the dates the PAT is to be written.
- 2.2.3 The PAT for Day 1 and Day 2 is not mediated with learners. The printed resource pack and PAT for Day 1 and Day 2 are ONLY handed out to candidates at the beginning of the respective assessment sessions.

On **Day 1** (Session 1) of the assessment, EACH candidate must receive a copy of:
The PAT for Day 1
The learner's resource pack used during mediation

On **Day 2** (Session 2) of the assessment, EACH candidate must receive a copy of:
The PAT for Day 2
The resource pack (the same document used at the previous session)

- 2.2.4 The PAT must be marked by the teacher before being presented as the candidate's evidence of performance. The teacher must use the assessment tool (rubrics) in the PAT document to mark the candidates' PATs together with the official PAT marking guidelines provided by the DBE.
- 2.2.5 The completed PAT must be kept at the school for internal and external verification, monitoring and moderation.

Documentation:

The teacher must complete and sign the necessary documentation as required by the DBE:

1. Official mark sheet (TOUR01)
2. Official moderation instrument (TOUR02) – to be used during moderation
3. Attendance registers for Day 1 and Day 2 (TOUR03)
4. Declaration (TOUR04)
5. PAT mediation plan template (TOUR05)
6. Checklist for compiling the Teacher's PAT portfolio (TOUR06)

2.3 Guidance for marking the PAT

These guidelines are intended for teachers ONLY.

- 2.3.1 The entire PAT is marked using rubrics. Teachers will draw on their professional judgement to assess whether the candidate has met the criteria for each question.
- 2.3.2 Teachers must use the assessment instrument (rubric) attached at the end of each PAT, Day 1 and Day 2, to mark the candidates' responses.

- 2.3.3 A separate assessment instrument must be used for each candidate. Ensure the candidate's full name is written clearly on the instrument.
- 2.3.4 The official marking guidelines (memorandum) for the 2025 Tourism PAT will be made available by the DBE. Teachers are encouraged to compile their own marking notes. This will assist in clarifying what is intended by the question(s) when they attend the PAT marking mediation session. The mediation session will take place before the commencement of the marking process.

2.3.5 **Professional judgement**

Teachers must use their professional judgement to determine the following:

- (a) Whether the candidate has met the assessment criteria
- (b) To what extent he/she has met the assessment criteria

Performance categories:

Not met at all	Poorly met	Moderately met	Well met
----------------	------------	----------------	----------

- (c) Teachers must then use the range of marks in each performance category on the rubric to decide on the mark to be awarded to a candidate.
 - (d) Each performance level or descriptor must be indicated on the instrument to substantiate the level awarded when assessing the candidate's response.
- 2.3.6 When marking has been completed, teachers must add the marks for all questions and record the mark for each candidate on the official mark sheet provided in this document (TOUR01).
- 2.3.7 The PATs of all candidates must be stored safely at the school for verification and moderation processes.

2.4 Official PAT mark sheet

PAT MARK SHEET – 2025 (TOUR01)

School:	
Teacher:	

	NAME OF CANDIDATE Example: Tambo, Johannes, CP (Not per class – list ALL candidates alphabetically)	Last 3 digits of examination number	Day 1	Day 2	TOTAL	Moderated mark (internal)	Moderated mark (external)
			50	50	100	100	100
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							
21.							
22.							
23.							
24.							
25.							

Signature: Teacher	
Date:	
Signature: Moderator	
Date:	

2.5 Moderation of the PAT

2.5.1 The moderation process

Moderation, both internal and external, will ensure that the quality and standard of the PAT, as stipulated in the Abridged Section 4 Amendments of the CAPS for Tourism, have been met.

- (a) Moderation will be conducted on various levels.
- (b) PAT portfolios will be randomly selected by the DBE officials.
- (c) The moderation instrument provided (TOUR02) will be used to standardise marking during the following levels of moderation:

Levels of moderation		Pen colour for moderation
Level 1:	Internal moderation	Green
Level 2:	Cluster moderation/PLC	Brown
Level 3:	District moderation	Orange
Level 4:	Provincial moderation	Pink
Level 5:	National moderation	Turquoise
Level 6:	Umalusi moderation	Purple

- (d) Evidence of the history of moderation on the various levels must be filed in the teacher's PAT portfolio.
 - A separate moderation tool must be completed at each level of moderation.
 - The moderated mark for each candidate must be recorded in the prescribed colour for each level of moderation on the first page of the moderation instrument.
- (e) It is the responsibility of subject heads, heads of department, principals and subject advisors to ensure continued moderation of the PAT.
- (f) The PAT will be externally moderated by the DBE.
- (g) Umalusi may identify provinces and schools for additional moderation.

2.5.2 The official PAT moderation instrument (TOUR02)



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

LEVELS OF MODERATION	✓
School moderation	
Cluster moderation	
District moderation	
Provincial moderation	
DBE moderation	

OFFICIAL PAT MODERATION INSTRUMENT FOR TOURISM

PROVINCE	
DISTRICT	
NAME OF SCHOOL	
TEACHER	
MODERATOR	
MODERATION DATE	

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 Teacher's Portfolio (file)			
	The PAT package is available.			
	Cover page is included.			
	Assessment timetable of the school is included.			
	The PAT mediation plan of the school is available			
	The official marking guidelines are available.			
	Official moderation instruments for each level of moderation are included.			
	Attendance registers for Day 1 and Day 2 are available.			
	Attendance registers are signed, dated and official school stamp appears on each page.			
	Official mark sheet			
	Completed and signed by relevant stakeholders.			
	Official school stamp appears on mark sheet.			
	All candidates have a mark for PAT Day 1 and PAT Day 2.			
	If there are no marks for either PAT Day 1 or PAT Day 2, valid evidence/reasons of absence are included.			
Marks are correctly added, recorded, and transferred onto the official mark sheet.				
Declaration form signed by relevant stakeholders.				
2.	CANDIDATE'S PAT EVIDENCE			
	The assessment tools for PAT Day 1 and Day 2 are attached to the learner's evidence/scripts.			
	PATs for Day 1 and Day 2 have been assessed with the appropriate assessment tool.			
	All marks are correctly: Added Recorded Transferred	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

3.	MODERATION PROCESS			
	Moderation date honoured.			
	All candidates' PATs are available as per selection.			Number of scripts: _____
	A separate moderation tool was included at each level of moderation.			
	The moderated mark for each candidate is recorded in the prescribed colour on the first page of the moderation instrument.			
	Moderation was conducted according to national policies and guidelines.			
	Irregularities were detected during the moderation process.			If YES, give details in the comments section on the next page.
4.	QUALITY AND STANDARD OF THE PAT			
	<i>Mark the relevant column with a tick (✓)</i>			
	Based on the observations during the moderation session and the moderation of the evidence provided, it appears that the quality and standard of the marking of the PAT is as follows:			
	Exemplary	Acceptable	Partially acceptable	Unacceptable

RESULTS OF FINDINGS:			
<i>Mark the relevant column with a tick (✓)</i>			
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 upwards (Indicate %)		Adjusted downwards (Indicate %)

COMMENTS	

Signature: Teacher	Signature: Internal Moderator
Name of teacher:	Name of internal moderator:
Date:	Date:

Signature: External Moderator	
Name of external moderator:	
Date:	

2.6 Attendance registers (Day 1 and Day 2) TOUR03



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**ATTENDANCE REGISTER (TOUR03)
Day 1**

DATE OF ASSESSMENT	
Province	
District	
Name of school	

NAMES OF CANDIDATES (Alphabetical list of candidates)		Day 1
		Signature
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		

CHIEF INVIGILATOR	DATE
--------------------------	-------------



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**ATTENDANCE REGISTER (TOUR03)
Day 2**

DATE OF ASSESSMENT	
Province	
District	
Name of school	

NAMES OF CANDIDATES (Alphabetical list of candidates)		Day 2
		Signature
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		

CHIEF INVIGILATOR	DATE
--------------------------	-------------

2.7 Declaration (TOUR04)



basic education
 Department:
 Basic Education
 REPUBLIC OF SOUTH AFRICA

DECLARATION (TOUR04)

NAME OF SCHOOL:	
NAME OF TEACHER:	

<p>I hereby declare that:</p> <ul style="list-style-type: none"> • I mediated the PAT with the candidates prior to administering the PAT as per the mediation document. • I have done everything in my power to ensure that candidates understand and comply with the requirements of the Grade 12 PAT. • I did NOT act as an invigilator during the Grade 12 PAT scheduled sessions. • All items contained in the PAT scripts have been marked by me. • The marks awarded to candidates and transcribed onto the mark sheets are valid, fair and reliable. 	
SIGNATURE: TEACHER	DATE

<p>To my knowledge, the above statements are true.</p> <p>The management of the school scheduled the writing sessions for Day 1 and Day 2 of the Grade 12 PAT on TWO consecutive days.</p>	
SIGNATURE: PRINCIPAL	DATE
Name of the principal	

<p>SCHOOL STAMP</p>

2.8 PAT mediation plan template (TOUR05)



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

PAT MEDIATION PLAN TEMPLATE (TOUR05)

NAME OF SCHOOL:	
NAME OF TEACHER:	

Classes taught by the teacher above, e.g., 12A & 12C	
Number of learners indicated above: (Add all learners together)	
Date(s) the PAT will be mediated with learners	
Total hours planned for the mediation of the PAT and the resource pack with the learners	

THE PAT MEDIATION PROCESS		
The following topics will be mediated with the learners:		
Reference: 2025 PAT Teacher Guidelines and PAT Resource Pack		
The PAT mediation will include all the aspects contained in SECTION C of the 2025 PAT Teacher Guidelines (3.1–3.5 on pages 18 and 19) and the 2025 PAT Resource Pack.		
	YES	NO
1. Introduction to the PAT		
2. Structure of the PAT		
3. Time frames		
4. Administration of the PAT		
5. Absence/Non-submission of the PAT		
6. The 2025 Resource Pack		

SCHOOL STAMP

SIGNATURE:
TEACHER

SIGNATURE: PRINCIPAL/
DEPARTMENTAL HEAD

DATE

SECTION C**3. MEDIATION OF THE PAT WITH CANDIDATES**

Teachers must ensure that teaching of skills and PAT mediation takes place prior to administering the Grade 12 Tourism PAT. The PAT mediation must include all the aspects contained in this section (3.1–3.5) of this document.

3.1 Introduction to the PAT

- 3.1.1 The PAT is a compulsory component of the National Senior Certificate examination and contributes to the final promotion mark.
- 3.1.2 Candidates who do not comply with the requirements of the PAT will NOT be resulted in Tourism in accordance with the *National Policy Pertaining to the Programme and Promotion Requirements (NPPPR)*. Also refer to 2.1.2(r) and 3.5.2 in this document.
- 3.1.3 The PAT assesses the candidates' practical skill sets of the subject.
- 3.1.4 The PAT is set to incorporate the candidates' application of foundational content and skills from Grades 10 to 12.
- 3.1.5 The skill to apply knowledge and understanding of content requires higher-order thinking. Learners need to practise how to apply and implement higher-order thinking in practical activities in preparation of the PAT.
- 3.1.6 The PAT will be done during school hours under controlled examination conditions.
- 3.1.7 The resource pack will be mediated with the learners before the PAT is written.

3.2 Structure of the PAT

- 3.2.1 In the assessment venue, each candidate will receive a PAT package and an answer book.
- 3.2.2 **The Grade 12 PAT candidate package will consist of:**
 - The 2025 PAT for Grade 12 (Day 1 Session 1 and Day 2 Session 2)
 - A resource pack
- 3.2.3 The PAT consists of two parts, scheduled over two consecutive days Day 1 and Day 2.
- 3.2.4 The same resource pack will be used for the mediation of the PAT with learners and for the writing of the PAT on Day 1 and Day 2.
- 3.2.5 ALL questions in the PAT are COMPULSORY.
- 3.2.6 All candidates' responses must be handwritten in the A4 answer book provided.

3.3 Time frames

- 3.3.1 The PAT will be conducted in TWO 4-hour sessions, broken down into two 2-hour sessions per day scheduled over two consecutive days.
- 3.3.2 Candidates will be required to complete the PAT for Day 1 on the first day and the PAT for Day 2 on the second day.
- 3.3.3 The PAT must be completed on the scheduled day. There will be NO extension of time. Concessions awarded to candidates with special needs will also apply to the PAT.
- 3.3.4 Each day the 4-hour session will consist of two 2-hour sessions.
- 3.3.5 Candidates will be allowed a break between sessions at the discretion of the school.

Example:

Day 1: 2 hours + 30 min. break + 2 hours
Day 2: 2 hours + 30 min. break + 2 hours

3.4 Administration of the PAT

- 3.4.1 Candidates must report to the assessment venue on both Day 1 and Day 2.
- 3.4.2 Candidates must have the following stationery for the PAT sessions:
- Pens
 - Pencils and eraser
 - Ruler
 - Coloured pencils/Felt-tipped pens
 - Highlighters
 - Calculators/Non-programmable calculators
- NOTE:** Borrowing of stationery in the assessment venue will NOT be allowed.
- 3.4.3 Schools will hand back the mediated resource pack to learners on the day(s) the PAT is written. No other electronic or hard copy resources may be taken into the PAT venue. Only the resources provided in the official PAT package (Day 1, Day 2 and the resource pack) must be used.
- 3.4.4 NO electronic equipment (computers, laptops, cell phones, internet access) are allowed to be used for this PAT.
- 3.4.5 The answer book will be provided by the school.
- 3.4.6 When candidates receive the PAT package for the day, they must verify that all pages are included in the resource pack and the question paper. Candidates should be given 10 minutes reading time.
- 3.4.7 When candidates are familiar with the content after 10 minutes, they may start answering the PAT questions. Candidates must refer to the relevant addenda in the resource pack to answer the questions.
- 3.4.8 Candidates must refer to the rubrics provided at the end of each PAT as guidance to structure their responses accordingly.
- 3.4.9 It is recommended that candidates adhere to the time frames provided per question. The time frames include consulting the resource and completing the question.
- 3.4.10 It is recommended that the candidates present the PATs in the same sequence as the questions.
- 3.4.11 Rough work may be done at the back of the book.
- 3.4.12 Work not to be marked, must be crossed out.
- 3.4.13 NO pages may be torn from the answer book.
- 3.4.14 At the end of each assessment session each day, candidates must hand in the PAT, the resource pack and the answer book.

3.5 Absence/Non-submission of the PAT

- 3.5.1 Candidates, parents, and education stakeholders should take cognisance of the fact that the PAT is a compulsory component of the subject.
- 3.5.2 Candidates not attending the PAT sessions, with or without a valid reason, will be dealt with in accordance with the *National Policy Pertaining to the Programme and Promotion Requirements (NPPPR)* and the *National Protocol for Assessment (NPA)*.
- 3.5.3 It is therefore imperative that the scheduled assessment dates be communicated to both the parents and the candidates well in advance.

4. Checklist for compiling the Teacher's PAT Portfolio (TOUR06)



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

CHECKLIST FOR COMPILING THE TEACHER'S PAT PORTFOLIO (TOUR06)

NAME OF SCHOOL:	
NAME OF TEACHER:	

The purpose of this form is to standardise the readiness of evidence for the Tourism PAT administration and moderation.

THE TEACHER'S PAT FILE		✓
1.	The required type of file was used (No flip files or plastic sleeves)	
2.	Interleaves were used to separate different aspects	
3.	The cover page contains:	
	• Name of the school	
	• Name of the teacher(s)	
	• Name of the subject (Tourism)	
	• Name of component (PAT)	
	• Year of assessment	
Documentation included:		
1	Official PAT mark sheet (TOUR01)	
2.	Official moderation instrument(s) (TOUR02) <i>Proof of all levels of moderation i.e. separate moderation reports are included for each level of moderation</i>	
3.	Assessment timetable of the school, showing the Tourism PAT assessment dates	
4.	PAT mediation plan (include template TOUR05)	
5.	Attendance registers (TOUR03) and signed by relevant stakeholders	
6.	Declaration (TOUR04)	
7.	PAT Teacher Guidelines for the year of assessment	
8.	PAT Day 1 for the year of assessment	
9.	PAT Day 2 for the year of assessment	
10.	PAT Resource Pack for the year of assessment	
11.	Official PAT Marking Guidelines for the year of assessment	

SIGNATURE:
TEACHER

**SIGNATURE: PRINCIPAL/
DEPARTMENTAL HEAD**

DATE

SECTION D**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 processes.