



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CURRICULUM STATEMENT GRADES 10-12 (GENERAL)

SUBJECT ASSESSMENT GUIDELINES

TOURISM

JANUARY 2008

PREFACE TO SUBJECT ASSESSMENT GUIDELINES

The Department of Education has developed and published Subject Assessment Guidelines for all 29 subjects of the National Curriculum Statement (NCS). These Assessment Guidelines should be read in conjunction with the relevant Subject Statements and Learning Programme Guidelines.

Writing Teams established from nominees of the nine provincial education departments and the teacher unions formulated the Subject Assessment Guidelines. The draft copies of the Subject Assessment Guidelines developed by the Writing Teams were sent to a wide range of readers, whose advice and suggestions were considered in refining these Guidelines. In addition, the Department of Education field-tested the Subject Assessment Guidelines in 2006 and asked for the comments and advice of teachers and subject specialists.

The Subject Assessment Guidelines are intended to provide clear guidance on assessment in Grades 10 to 12 from 2008.

The Department of Education wishes you success in the teaching of the National Curriculum Statement.

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1. PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides guidelines for assessment in the National Curriculum Statement Grades 10 - 12 (General). The guidelines must be read in conjunction with *The National Senior Certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF)* and the relevant Subject Statements. The Subject Assessment Guidelines will be applicable for Grades 10 to 12 from 2008.

The Department of Education encourages teachers to use these guidelines as they prepare to teach the National Curriculum Statement. Teachers should also use every available opportunity to hone their assessment skills. These skills relate both to the setting and marking of assessment tasks.

2. ASSESSMENT IN THE NATIONAL CURRICULUM STATEMENT

2.1 Introduction

Assessment in the National Curriculum Statement is an integral part of teaching and learning. For this reason, assessment should be part of every lesson and teachers should plan assessment activities to complement learning activities. In addition, teachers should plan a formal year-long Programme of Assessment. Together the informal daily assessment and the formal Programme of Assessment should be used to monitor learner progress through the school year.

Continuous assessment through informal daily assessment and the formal Programme of Assessment should be used to:

- develop learners' knowledge, skills and values
- assess learners' strengths and weaknesses
- provide additional support to learners
- revisit or revise certain sections of the curriculum and
- motivate and encourage learners.

In Grades 10 and 11 all assessment of the National Curriculum Statement is internal. In Grade 12 the formal Programme of Assessment which counts 25% is internally set and marked and externally moderated. The remaining 75% of the final mark for certification in Grade 12 is externally set, marked and moderated. In Life Orientation however, all assessment is internal and makes up 100% of the final mark for promotion and certification.

2.2 Continuous assessment

Continuous assessment involves assessment activities that are undertaken throughout the year, using various assessment forms, methods and tools. In Grades 10-12 continuous assessment comprises two different but related activities: informal daily assessment and a formal Programme of Assessment.

2.2.1 Daily assessment

The daily assessment tasks are the planned teaching and learning activities that take place in the subject classroom. Learner progress should be monitored during learning activities. This informal daily monitoring of progress can be done through question and answer sessions; short assessment tasks completed during the lesson by individuals, pairs or groups or homework exercises.

Individual learners, groups of learners or teachers can mark these assessment tasks. Self-assessment, peer assessment and group assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance.

The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. In such instances, a simple checklist may be used to record this assessment. However, teachers may use the learners' performance in these assessment tasks to provide verbal or written feedback to learners, the School Management Team and parents. This is particularly important if barriers to learning or poor levels of participation are encountered.

The results of these assessment tasks are not taken into account for promotion and certification purposes.

2.2.2 Programme of Assessment

In addition to daily assessment, teachers should develop a year-long formal Programme of Assessment for each subject and grade. In Grades 10 and 11 the Programme of Assessment consists of tasks undertaken during the school year and an end-of-year examination. The marks allocated to assessment tasks completed during the school year will be 25%, and the end-of-year examination mark will be 75% of the total mark. This excludes Life Orientation.

In Grade 12, the Programme of Assessment consists of tasks undertaken during the school year and counts 25% of the final Grade 12 mark. The other 75% is made up of externally set assessment tasks. This excludes Life Orientation where the internal assessment component counts 100% of the final assessment mark.

The marks achieved in each assessment task in the formal Programme of Assessment must be recorded and included in formal reports to parents and School Management Teams. These marks will determine if the learners in Grades 10 and 11 are promoted. In Grade 12, these marks will be submitted as the internal continuous assessment mark. Section 3 of this document provides details on the weighting of the tasks for promotion purposes.

2.2.2.1 Number and forms of assessment required for Programmes of Assessment in Grades 10 and 11

The requirements for the formal Programme of Assessment for Grades 10 and 11 are summarised in Table 2.1. The teacher must provide the Programme of Assessment to the subject head and School Management Team before the start of the school year. This will be used to draw up a school assessment plan for each of the subjects in each grade. The proposed school assessment plan should be provided to learners and parents in the first week of the first term.

Table 2.1: Number of assessment tasks which make up the Programme of Assessment by subject in Grades 10 and 11

SUBJECTS	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Language 1: Home Language	4	4*	4	4*	16
Language 2: Choice of HL or FAL	HL	4*	4	4*	16
	FAL	4*	4	4*	16
Life Orientation	1	1*	1	2*	5
Mathematics or Maths Literacy	2	2*	2	2*	8
Subject choice 1**	2	2*	2	1*	7
Subject choice 2**	2	2*	2	1*	7
Subject choice 3	2	2*	2	1*	7

Note:

* One of these tasks must be an examination

** If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete 13 tasks in total: 4 tasks in term 1 and 3 tasks in each of terms 2, 3 and 4.

Two of the assessment tasks for each subject must be examinations. In Grades 10 and 11 these examinations should be administered in mid-year and November. These examinations should take account of the requirements set out in Section 3 of this document. They should be carefully designed and weighted to cover all the Learning Outcomes of the subject.

Two of the assessment tasks for all subjects, excluding Life Orientation, should be tests written under controlled conditions at a specified time. The tests should be written in the first and third terms of the year.

The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and varied ways. Examples of assessment forms are debates, presentations, projects, simulations, written reports, practical tasks, performances, exhibitions and research projects. The most appropriate forms of assessment for each subject are set out in Section 3. Care should be taken to ensure that learners cover a variety of assessment forms in the three grades.

The weighting of the tasks for each subject is set out in Section 3.

2.2.2.2 Number and forms of assessment required for Programme of Assessment in Grade 12

In Grade 12 all subjects include an internal assessment component, which is 25% of the final assessment mark. The requirements of the internal Programme of Assessment for Grade 12 are summarised in Table 2.2. The teacher must provide the Programme of Assessment to the subject head and School Management Team before the start of the school year. This will be used to draw up a school assessment plan for each of the subjects in each grade. The proposed school assessment plan should be provided to learners and parents in the first week of the first term.

Table 2.2: Number of assessment tasks which make up the Programme of Assessment by subject in Grade 12

SUBJECTS	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Language 1: Home Language	5	5*	4*		14
Language 2: Choice of HL or FAL	HL	5	5*	4*	14
	FAL	5	5*	4*	14
Life Orientation	1	2*	2*		5
Mathematics or Maths Literacy	3	2*	2*		7
Subject choice 1**	2	2*	(2*) 3*		(6 [#]) 7
Subject choice 2**	2	2*	(2*) 3*		(6 [#]) 7
Subject choice 3	2	2*	(2*) 3*		(6 [#]) 7

Note:

- * One of these tasks in Term 2 and/or Term 3 must be an examination
- ** If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete 12 tasks in total: 5 tasks in term 1, 4 tasks in term 2 and 3 tasks in term 3.
- # The number of internal tasks per subject differs from 6 to 7 as specified in Section 3 of this document.

Schools can choose to write one or two internal examinations in Grade 12. Should a school choose to write only one internal examination in Grade 12, a scheduled test should be written at the end of the term to replace the other examination. Internal examinations should conform to the requirements set out in Section 3 of this document. They should be carefully designed and weighted to cover all the Learning Outcomes of the subject.

Two of the assessment tasks for all subjects, excluding Life Orientation, should be tests written under controlled conditions at a specified time.

The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and focused ways. Examples of assessment forms are debates, presentations, projects, simulations, assignments, case studies, essays, practical tasks, performances, exhibitions and research projects. The most appropriate forms of assessment for each subject are set out in Section 3.

2.3 External assessment in Grade 12

External assessment is only applicable to Grade 12 and applies to the final end-of-year examination. This makes up 75% of the final mark for Grade 12. This excludes Life Orientation which is not externally examined.

The external examinations are set externally, administered at schools under conditions specified in the *National policy on the conduct, administration and management of the assessment of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)* and marked externally.

In some subjects the external assessment includes practical or performance tasks that are externally set, internally assessed and externally moderated. These performance tasks account for one third of the end-of-year external examination mark in Grade 12 (that is 25% of the final mark). Details of these tasks are provided in Section 3.

Guidelines for the external examinations are provided in Section 3.

2.4 Recording and reporting on the Programme of Assessment

The Programme of Assessment should be recorded in the teacher's portfolio of assessment. The following should be included in the teacher's portfolio:

- a contents page;
- the formal Programme of Assessment;
- the requirements of each of the assessment tasks;
- the tools used for assessment for each task; and
- record sheets for each class.

Teachers must report regularly and timeously to learners and parents on the progress of learners. Schools will determine the reporting mechanism but it could include written reports, parent-teacher interviews and parents' days. Schools are required to provide written reports to parents once per term on the Programme of Assessment using a formal reporting tool. This report must indicate the percentage achieved per subject and include the following seven-point scale.

RATING CODE	RATING	MARKS %
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 – 29

2.5 Moderation of the assessment tasks in the Programme of Assessment

Moderation of the assessment tasks should take place at three levels.

LEVEL	MODERATION REQUIREMENTS
School	The Programme of Assessment should be submitted to the subject head and School Management Team before the start of the academic year for moderation purposes. Each task which is to be used as part of the Programme of Assessment should be submitted to the subject head for moderation before learners attempt the task. Teacher portfolios and evidence of learner performance should be moderated twice a year by the head of the subject or her/his delegate.
Cluster/ district/ region	Teacher portfolios and a sample of evidence of learner performance must be moderated twice during the first three terms.
Provincial/ national	Teacher portfolios and a sample of evidence of learner performance must be moderated once a year.

3. ASSESSMENT OF TOURISM IN GRADES 10 - 12

3.1 Introduction

When assessing learner performance in Tourism learners must be given sufficient opportunities to acquire the following skills:

- Map reading and interpretation skills
- Reading and interpreting distance tables and transport schedules
- Interpreting and analysis of graphs and statistics
- Identifying trends and patterns, providing reasons for the trends, identifying and predicting future trends, etc.
- Compiling a tour budget and planning a tour or itinerary
- Investigating, evaluating, reporting and communicating (written and verbal)
- Technical skills (use of equipment) and time management

In addition, learners should be assessed on their ability to display the following attitudes and values:

- Ability to work in a team or group
- Self-confidence and self-image: personal appearance and conduct and professionalism.
- Respect and tolerance for cultural diversity and different opinions or viewpoints
- Conservation of resources (tourist destinations, bio-diversity)
- Promotion of a healthy or clean and safe environment
- Pride in one's culture and country (keeping indigenous cultures pure)
- Responsibility and accountability as a tourist

Tourism is a subject with a practical component and to fully assess all the knowledge, skills and values of the subject, a Practical Assessment Tasks is necessary. The Practical Assessment Task should showcase the learners' broad range of knowledge, skills and values that have been acquired during the learning process.

Suggested weighting of Learning Outcomes in Tourism:

LEARNING OUTCOMES	GRADES 10-12
LO1: Tourism as an interrelated system	25%
LO2: Responsible and sustainable tourism	20%
LO3: Tourism geography, attractions and travel trends	35%
LO4: Customer care and communication	20%
TOTAL	100%

3.2 Daily assessment in Grades 10, 11 and 12

In Tourism, daily assessment activities provide learners with opportunities to develop the skills, knowledge and values required to complete the tasks in the Programme of Assessment. These assessment activities should be reflected in the teacher's lesson planning and should not be seen as separate from the learning activities taking place in the classroom.

The learners' development should be continuously measured against the Assessment Standards to determine the learners' progress or areas of weakness as they move towards completing the formal Programme of Assessment tasks.

3.3 Assessment in Grades 10 and 11

3.3.1 Programme of Assessment in Grades 10 and 11

The Programme of Assessment for Tourism in Grades 10 and 11 comprises seven tasks which are internally assessed. The six tasks which are completed during the school year make up 25% of the total mark for Tourism. The seventh task is the end-of-year assessment component which includes two parts: a Practical Assessment Task and a written theory paper. Together these two parts make up the remaining 75%.

PROGRAMME OF ASSESSMENT (400 marks)		
ASSESSMENT TASKS	END-OF-YEAR ASSESSMENT	
25% (100 marks)	75% (300 marks)	
<ul style="list-style-type: none"> • 2 tests • 1 exam (midyear) • 3 other tasks 	PAT	EXAM PAPER
	25% (100 marks)	50% (200 marks)
	<ul style="list-style-type: none"> • Integrated practical design and making project LO1-4 	<ul style="list-style-type: none"> • Written exam LO1-4

The table below indicates how to calculate marks for the **report card** for the first three terms.

Suggested weighting for Programme of Assessment for Grade 10 and 11

Annual Assessment Plan					
Term 1		Term 2		Term 3	
Task 1		Task 3		Task 5	
*Other task	50	*Other task	50	Test	50
Task 2		Task 4		Task 6	
Test	50	Midyear exam		*Other task	50
		- Grade 10 (100)			
		- Grade 11 (150)			
Task 7.1		Task 7.1		Task 7.1	
PAT phase 1	50	PAT phase 2	50	PAT phase 3	50
Convert to 100		Convert to 100		Convert to 100	

The above calculations are for the **report card marks** for the first three terms.

The following table indicates how to calculate the **promotion mark** for **term 4**:

Programme of Assessment (400 marks)			
Assessment Tasks (25%)		End-of-year Assessment (75%)	
Tasks 1-6		Task 7.1	Task 7.2
Test first term	50	Practical Assessment task	Written exam 200
Test third term	50	PAT phase 1 50	
Midyear exam	100	PAT phase 2 50	
*Other task first term	50	PAT phase 3 50	
*Other task second term	50		
Other task third term	50		
	Convert to 100	Convert to 100	
	100	100	200
Total mark: 100 + 100 + 200 = 400			

This mark is used as the promotion mark, and also for the report card for term 4.

Tasks

*In addition to the Practical Assessment Task, two tests and two examinations in the Grade 10 and 11 Programmes of Assessment, Tourism learners should also be assessed in three other tasks such as an assignment, investigation and project

The teacher can decide what type of assignment to use from the following list: practical exercises, demonstrations, visual sessions, site excursions, role-plays, presentations, interviews or case studies.

Tests

The suggested outline for tests is as follows:

- Minimum of 50 marks
- Duration: 45 minutes
- Questions at different cognitive levels

Each task and examination must cater for a range of cognitive levels and abilities of learners. The following is used as a guide to compile tasks and examination questions encompassing the different cognitive levels:

COGNITIVE LEVEL	PERCENTAGE	MARKS
Knowledge	30	60
Comprehension	20	40
Application	30	60
Analysis, evaluation and synthesis	20	40

Practical Assessment Task

In Tourism, the Practical Assessment Task takes the form of a project and requires the development of a portfolio which consists of an accumulation of articles, samples and information developed and/or gathered to demonstrate the application of knowledge in the tourism industry. For example, Grade 10 learners could be asked to investigate a sector of the tourism industry and evaluate the services and products of this sector.

The Practical Assessment Task should be completed in the first three terms according to set due dates for each stage of the task. See Section 4 for details on the Practical Assessment Task.

The school must set the Practical Assessment Task in Grades 10 and 11. All four Learning Outcomes should be used to develop the Practical Assessment Task.

3.3.2 Examinations in Grades 10 and 11

The midyear and end-of-year examination papers should test the knowledge and skills covered in the Tourism Learning Outcomes. The format must be the same as outlined for Grade 12.

Midyear examination for Grade 10:

- 100 marks
- Duration: 1½ hours

Midyear examination for Grade 11:

- 150 marks
- Duration: 2½ hours

The following table suggests the outline for the end-of-year examinations in Grades 10 and 11.

CONTENTS		MARKS
SECTION A	Short questions (LO1-4)	40
SECTION B	Tourism as an interrelated system	40
SECTION C	Responsible and sustainable tourism	40
SECTION D	Tourism, geography, attractions and travel trends	50
SECTION E	Customer care and communication	30
TOTAL		200

3.4 Assessment in Grade 12

In Grade 12, assessment consists of two components: a Programme of Assessment which makes up 25% of the total mark for Tourism and external assessment which makes up the remaining 75%. The Programme of Assessment for Tourism comprises six tasks which are internally assessed. The external assessment component includes two parts: a Practical Assessment Task and a written theory paper. Together these two parts make up the remaining 75%. The external assessment tasks are externally set and moderated.

PROGRAMME OF ASSESSMENT	EXTERNAL ASSESSMENT	
INTERNAL ASSESSMENT TASKS (100)	EXTERNAL TASKS (300)	
25%	75%	
<ul style="list-style-type: none"> • 2 tests • 2 exams (midyear and trial) • 2 other tasks 	PAT (100)	EXAM PAPER (200)
	25%	50%
	<ul style="list-style-type: none"> • Integrated design and making project LO1-4 	<ul style="list-style-type: none"> • Written exam LO1-4

In Grade 12 one of the tasks in Term 2 and/or Term 3 must be an internal examination. In instances where only one of the two internal examinations is written in Grade 12, the other examination should be replaced by a test at the end of the term.

The table below indicates how to calculate marks for the **report card** for the first three terms.

Suggested weighting for Annual Assessment Plan for Grade 12

Annual Assessment Plan					
Term 1		Term 2		Term 3	
Task 1		Task 3		Task 5	
*Other task	50	*Other task	50	Test	50
Task 2		Task 4		Task 6	
Test	50	Midyear exam	200	Trial exam	200
PAT		PAT		PAT	
PAT phase 1	50	PAT phase 2	50	PAT phase 3	50
Convert to 100		Convert to 100		Convert to 100	

The above calculations are for the **report card marks** for the first three terms. It is not used for calculating the mark for certification purposes.

The following table indicates how to calculate the school-based assessment mark (25%) and external assessment mark (75%) for **term 4**:

Annual Assessment Plan (400 marks)					
Assessment Tasks (25%)			External Assessment (75%)		
Tasks 1-6			PAT		Exam
Test first term	50		Practical Assessment task		External written exam
Test third term	50		PAT phase 1	50	200
Midyear exam	100		PAT phase 2	50	
Trial exam	100		PAT phase 3	50	
*Other task first term	50				
*Other task second term	50				
Convert to 100			Convert to 100		
	100			100	200
Total mark: 100 + 100 + 200 = 400					

This mark is used as the certification mark.

3.4.1 Programme of Assessment for Grade 12

The Programme of Assessment for Tourism in Grade 12 comprises six tasks which are internally assessed. Of the six tasks, two are examinations and two are tests.

***Tasks**

The remaining two tasks should consist of different forms of assessment such as an assignment, an investigation or project.

Tests

The suggested outline for tests is as follows:

- Minimum of 50 marks
- Duration: 1 hour
- Questions at different cognitive levels

Each test and examination must cater for a range of cognitive levels and abilities of learners. The following is used as a guide to compile tasks and examination questions encompassing the different cognitive levels:

COGNITIVE LEVEL	PERCENTAGE	MARKS
Knowledge	30	60
Comprehension	20	40
Application	30	60
Analysis, evaluation and synthesis	20	40

3.4.2 External assessment in Grade 12

The external assessment component in Grade 12 consists of the Practical Assessment Task (25%) and an externally written paper (50%).

3.4.2.1 Practical Assessment Task

In Tourism, the Practical Assessment Task takes the form of a project and requires the development of a portfolio which consists of an accumulation of articles, samples and information developed and/or gathered to demonstrate the application of knowledge in the tourism industry. For example, Grade 12 learners could be asked to develop a fourteen-day tour plan of Southern Africa.

The Practical Assessment Task should be completed in the first three terms according to set due dates for each stage of the task. See Section 4 for details on Practical Assessment Task.

An external examiner must set the criteria for the Practical Assessment Task for Grade 12. This task, while administered and marked by the Tourism teacher, will be externally moderated. The school must set the Practical Assessment Task in Grades 10 and 11. All four Learning Outcomes should be used to develop the Practical Assessment Task.

3.4.2.2 Examinations in Grade 12

In Grade 12 the three-hour end-of-year examination in Tourism comprises 50% of the learner's total mark, that is, 200 marks. The requirements for the external examination paper are indicated in the following table.

CONTENTS		MARKS
SECTION A	Short questions (LO1-4)	40
SECTION B	Tourism as an interrelated system	40
SECTION C	Responsible and sustainable tourism	40
SECTION D	Tourism, geography, attractions and travel trends	50
SECTION E	Customer care and communication	30
TOTAL		200

3.5 Content to be assessed

Assessment addresses the content, which is derived from the Learning Outcomes and Assessment Standards, as set out in the Content Framework. See Appendix C of the Tourism Learning Programme Guidelines for the Content Framework.

3.6 Recording and reporting

In grades 10 – 12 the teacher records in marks against the assessment tasks by using a record sheet and reports in percentages against the subject by using report cards. Refer to the Protocol on Recording and Reporting paragraph 17(1)(iv). Examples of record sheets are included as Appendix 1.

3.7 Promotion

For promotion and certification purposes learners should achieve at least a level 2 rating (Elementary achievement: 30-39%) in Tourism.

3.8 Moderation of assessment

All Grade 10 and 11 tasks are internally moderated, while all Grade 12 tasks need to be externally moderated. The subject head for Tourism or head of department for Services at the school will generally manage this process.

4. THE PRACTICAL ASSESSMENT TASK FOR TOURISM

4.1 The purpose of the task

The Practical Assessment Task should showcase the learner's understanding of the tourism industry as a dynamic economic sector. It should enhance the knowledge, skills and values learners acquired in grade 10, 11 and 12 about tourism as a multi-faceted industry.

It should provide the opportunity for learners to engage in their own learning by establishing connections to life outside the classroom, addressing real world challenges, and developing life skills.

4.2 Format of the task

The Practical Assessment Task in Tourism takes the form of a project and requires the development of a portfolio, which consists of an accumulation of articles, samples and information developed and/or gathered to demonstrate the application of knowledge in the tourism industry.

All four Learning Outcomes are used to develop the Practical Assessment Task. The Practical Assessment Task will include Assessment Standards from the previous year/s, as it focuses on the tourism industry as a whole.

The Practical Assessment Task should cover parts of the curriculum that is difficult to assess in the theoretical examination, and therefore consist of open-ended questions on different cognitive levels, to demonstrate applied

competence. It could be assessed by using rubrics and matrixes. A memorandum is not suitable for open-ended questions

Learners should complete the PAT in the first three terms, according to set due dates for each stage of the task.

4.3 Resources for the task

- Any 2006, 2007 or 2008 edition of the GSA Travel Marketing Magazine, published monthly. Backdated copies can be ordered at a reduced cost from GSA Marketing; telephone 0114425200; Fax 0114427295; Postal address: PO Box 1542, Parklands, 2121 or visit www.the-gsa.co.za
- Road maps of South Africa, the provinces of South Africa, and the SADC countries. All kinds of tourists maps
- Textbooks
- Additional information on tourist attractions could be sourced from tourist information offices, travel agencies or the Internet. Additional resources could also include travel magazines, Atlases, AA Travel Guide, etc.

4.4 Administering the task in schools

- Guidance from the teacher will be needed in all sections of the task. The teacher could set regular periods, e.g. a double period every second week, for learners to work on the PAT under the guidance of the teacher.
- The teacher should develop checklists for learners to evaluate their own progress in the task
- The final product can be completed at home. All rough work or drafts form part of the PAT, and need to be included. Although learners will require support and guidance, they need to develop independent working habits and skills so that this task becomes a product of their own ingenuity and hard work.
- Teachers should not overlap/duplicate topics used in the PAT for the Formal Assessment Tasks.

APPENDIX 1

**EXAMPLE OF A RECORD SHEET FOR TERM MARKS
GRADE 10 and 11**

SUBJECT: _____

GRADE: ____ CLASS: ____

NAME OF TASK		TERM 1					TERM 2					TERM 3				
		Task 1	Task 2: Test	PAT	TOTAL	CONVERT	Task 3	Task 4: Mid-year exam	PAT	TOTAL	CONVERT	Task 5	Task 6: Test	PAT	TOTAL	CONVERT
TOTAL MARKS		50	50	50	150	100	50	200	50	300	100	50	50	50	150	100
DATE OF ASSESSMENT																
LEARNERS' NAMES		MARK														
1																
2																
3																
4																
5																
6																
7																
8																
9																
10																
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**EXAMPLE OF A RECORD SHEET FOR PROMOTION MARKS
GRADE 10 AND 11**

SUBJECT: _____

GRADE: _____ **CLASS:** _____

NAME OF TASK		6 Tasks							PAT					Exam	Promotion Mark		
		Task 1	Task 2: Test	Task 3	Task 4: Mid-year exam	Task 5	Task 6: Test	TOTAL	CONVERT	PAT 1	PAT 2	PAT 3	TOTAL	CONVERT	Final Exam	TOTAL	%
TOTAL MARKS		50	50	50	150	50	50	400	100	50	50	50	300	100	200	400	100
DATE OF ASSESSMENT																	
LEARNERS' NAMES	MARK																
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	
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24																	
25																	

**EXAMPLE OF A RECORD SHEET FOR TERM MARKS
GRADE 12**

SUBJECT: _____

GRADE: ____ **CLASS:** ____

NAME OF TASK		TERM 1					TERM 2					Term 3				
		Task 1	Task 2: Test	PAT	TOTAL	CONVERT	Task 3	Task 4: Mid-year exam	PAT	TOTAL	CONVERT	Task 5: Test	Task 6: Trial exam	PAT	TOTAL	CONVERT
TOTAL MARKS		50	50	50	150	100	50	200	50	300	100	50	200	50	300	100
DATE OF ASSESSMENT																
LEARNERS' NAMES		MARK														
1																
2																
3																
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25																

**EXAMPLE OF A FINAL RECORD SHEET FOR INTERNAL ASSESSMENT
GRADE 12**

SUBJECT: _____

GRADE: ____ CLASS: ____

NAME OF TASK		25% Internal Assessment: 6 Tasks							25% External Assessment: PAT					
		Task 1	Task 2: Test	Task 3	Task 4: Mid-year exam	Task 5: Test	Task 6: Tital exam	TOTAL	CONVERT	PAT 1	PAT 2	PAT 3	TOTAL	CONVERT
TOTAL MARKS		50	50	50	100	50	100	400	100	50	50	50	300	100
DATE OF ASSESSMENT														
LEARNERS' NAMES		MARK												
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