



TOURISM

**CASS PORTFOLIO
GUIDELINE**

**GRADE 12
2008**

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FOREWORD

The purpose of this document is to provide assessment guidelines for the National Curriculum Statements (NCS) – Tourism Grade 12 focusing on portfolio requirements.

This guideline document is divided into 4 sections:

1. Section 1 of this document provides guidelines on assessment in the National Curriculum Statement (NCS).
2. Section 2 provides assessment guidelines pertaining to portfolio requirements in Tourism
3. Section 3 provides examples of tasks for Tourism
4. Section 4 provides annexure's with reference to suggested/recommended templates/tools for moderation.

Please note that these materials were developed from information contained in the following documents:

- NCS – Subject statement – Tourism
- Learning Programme Guidelines (LPG) January 2007 for Tourism
- Subject Assessment Guidelines (SAG) January 2007 for Tourism

This portfolio guideline must be read in conjunction with:

- Relevant subject statements
- The LPG Document
- The SAG Document
- A Qualification at Level 4 on the National Qualifications Framework (NQF)
- National Education Policy Act, 1996 and South African Schools Act, 1996, as amended: National Policy Regarding Further Education and Training Programmes: Approval of the Policy Document: An Addendum of the Policy Document< The National Senior Certificate: A Qualification at level 4 on the National Qualifications Framework (NQF), Regarding the National Protocol for Assessment (Grades R – 12) (11 December 2006, Government Notice no 29467) (from www.doclog.co.za/gazette/)

Whilst every effort has been made to ensure that the information contained in this portfolio guideline document is correct, one must take cognizance that in FET things change constantly. It is therefore your responsibility as the Tourism educator to remain abreast of latest educational developments, policies, legislation and changes.

SECTION 1: GUIDELINES ON ASSESSEMENT IN THE NCS – TOURISM

1. ASSESSMENT OF TOURISM IN THE NATIONAL CURRICULUM STATEMENTS

Assessment is one of the most important practices within the process of education. 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. Managing assessment involves three stages, namely

- Collecting evidence
- Recording assessment
- Reporting

Management of the above is an ongoing process and is referred to as Continuous Assessment, abbreviated as CASS. Continuous assessment involves assessment activities that are undertaken throughout the year, using various kinds of 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.

Within the specified Programme of Assessment (other than the seven tasks which are discussed further on) the development of an Assessment Portfolio is compulsory. This consists of an accumulation of specified tasks, articles, samples and information developed and/or gathered to demonstrate the application of knowledge, skills, attitudes and values in the subject Tourism.

PORTFOLIOS

1.1 WHAT IS A PORTFOLIO?

A portfolio is a collection of evidence of a learner's work and is determined by the subject Assessment Guidelines (SAG).

A variety of tasks are organised in a certain format which will then form the learner's portfolio. It should be freely available in the classroom, so that the learners can work on it whenever they find it necessary to do so. Tasks, which can be included in such a portfolio, include investigation tasks, simulation tasks, small projects, tests and examinations, which are collected over a period of time and which serve a specific purpose.

Portfolios are also defined as an ongoing systematic collection of products which represent achievements in the learner's curriculum journey, and shows how the learner's has progressed towards achieving a specific Learning Outcomes and Assessment Standards.

The collection of portfolio tasks from the different Learning Outcomes of the Tourism curriculum makes the portfolio an instrument for documentation and analysis, serving as a summary of the learner's progress throughout the year.

Artery and Spandal summarise the main characteristics of a portfolio when they describe it as follows: "A portfolio is a purposeful collection of student work that tells the story of the student's efforts, progress or achievement in given area(s)".

The nature of the portfolio tasks are determined by the Subject Assessment Guidelines (SAG).

The Portfolio should include the following:

- A selection of the learner's work (done by the learner)
- A selection of the learner's work assessed by the educator
- The learner's work to show development and progress over a specific period of time
- Assessment tasks, which can be used to determine standards between schools and within a system.

1.2 BENEFITS OF A PORTFOLIO

- The learners see themselves as being able to create pieces of writing, draw diagrams, etc.
- The learners share the responsibility of assessing and reflecting on their own work
- The educators and parents/caregivers monitor evidence of the learner's development over a period of time
- The educator and learner integrate assessment and learning
- It encourages co-operation amongst learners as well as between educators and learners
- Educators, learners and parents/caregivers are provided with the opportunity to articulate the learning that takes place in the classroom
- A portfolio is a way of tracking the learner's progress in a multidimensional way

1.3 THE PURPOSE OF THE PORTFOLIO

Portfolios may be used:

- As tools for discussion with peers, educators and parents
- To provide evidence of learner competence
- To complement and reinforce learning
- Opportunities for learners to demonstrate their skills and understanding
- Opportunities for learners to reflect on their work
- Chances to set future goals
- Documentation of a learner's development and growth in ability, attitude and expression
- Demonstration of multiple intelligences and cultural diversity
- Opportunities for learners to trace the development of their learning
- Opportunities for learners to make connections between prior learning and new learning

1.4 PROGRAMME OF 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 seven tasks which are internally assessed. The external assessment component includes two parts:

- A Practical Assessment Task (PAT) and
- A Written Theory Paper.

Together these two parts make up the remaining 75%. The external assessment tasks are externally set and moderated. See table below.

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) • 3 other tasks 	PAT (100)	EXAM PAPER (200)	
25%		50%	
• Integrated design and making project LO1-4		• Written exam LO1-4	

Tasks

The three 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

Suggested weighting for Annual Assessment Plan for Grade 12

Annual Assessment Plan		
Term 1	Term 2	Term 3
Task 1 Assignment (50)	Task 3 Investigation (50)	Task 5 Test (50)
Task 2 Test (50)	Task 4 Midyear exam (200)	Task 6 Project (50)
		Task 7 Trial exam (200)
PAT Section 1 (50)	PAT Section 2 (50)	PAT Section 3(50)
Convert to 100	Convert to 100	Convert to 100

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%).

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, skills, attitudes and values 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.

An **external examiner** shall 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 four Learning Outcomes should be used to develop the Practical Assessment Task.

Practical Assessment Tasks (PAT) for grade 12 will be made available by the Department of Education (DOE).

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

1.5 REPORTING AND RECORDING ON THE PROGRAMME OF ASSESSMENT

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.

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

SECTION 2: PORTFOLIO REQUIREMENTS FOR TOURISM

2.1 The Learner's portfolio

Each learner should have a portfolio for Tourism. Each portfolio should have a:

- FRONT COVER
- INDEX/TABLE OF CONTENTS
- CONTENT

The Front Cover of the learner's portfolio should have the following information:

- Learner/candidate 's name
- Subject
- School
- Name of district
- Grade
- Year

Index/Table of content

Should give a clear indication of the content of the file

Content

The portfolio content must be clearly sub-divided into the following sections:

Section 1

- Task - 1 : Assignment (Can be a combination of different LO's)
- Task – 2: Formal test (minimum 50 marks / 1 hour)

Section 2

- Task – 3 Investigation (can be a combination of different LO's)
- Task – 4 Midyear Exam (June) - 200 marks (3 hours)

Section 3

- Task – 5 : Formal test (minimum 50 marks / 1 hour)
- Task – 6: Project (Can be a combination of different LO's)
- Task – 7: Trial exam 200 marks (3 hours)

Section 4

- Practical Assessment Task (PAT) (Section 1)
- Practical Assessment Task (PAT) (Section 2)
- Practical Assessment Task (PAT) (Section 3)

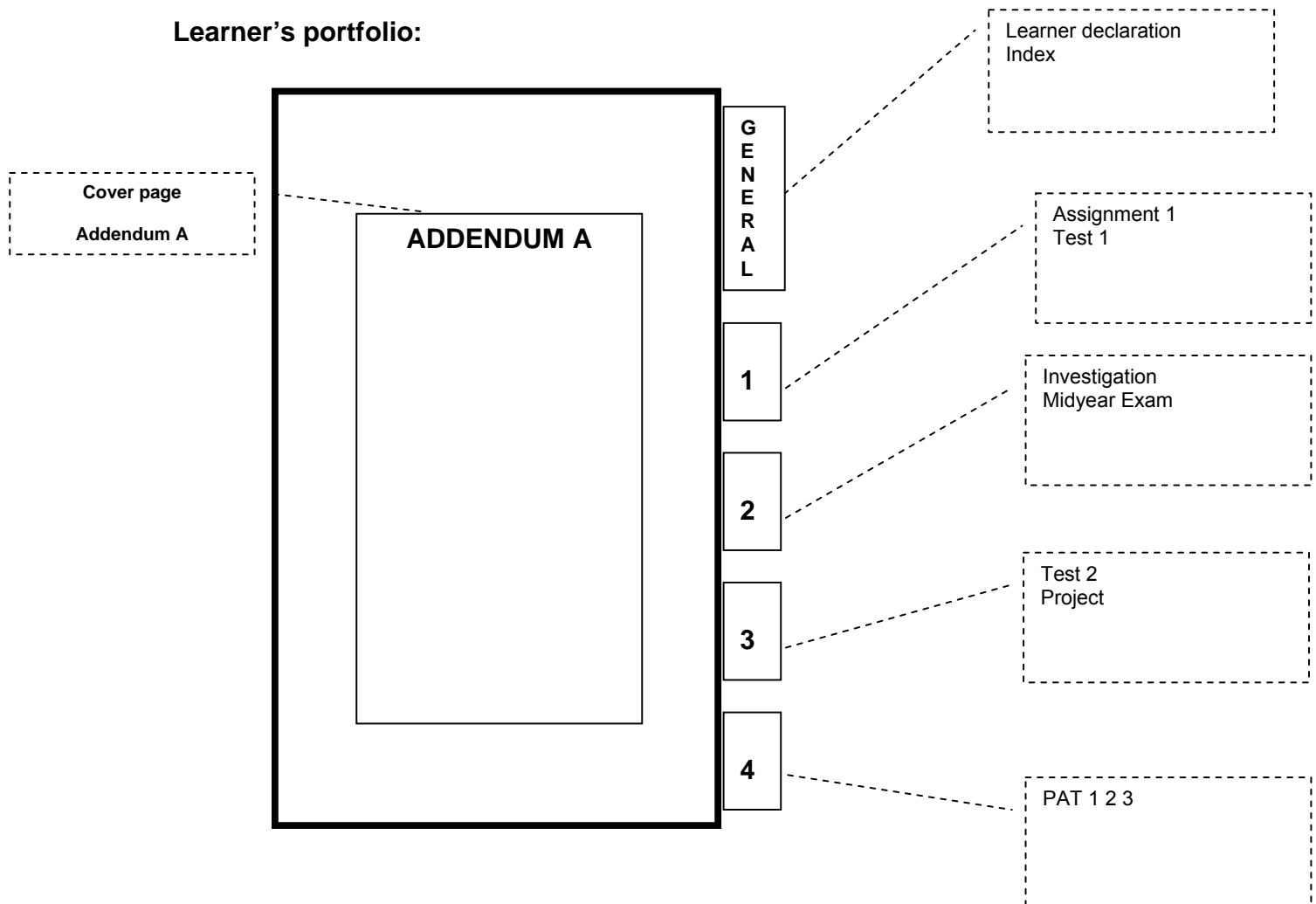
Presentation

Portfolio files should be arranged in a coherent manner (logical and easy to follow). Use the following as a guide:

Type of file:

- A4 size
- neatly bounded
- no flip files, plastic envelopes or plastic sleeves
- easy to page (no metal sliding mechanisms)

Learner's portfolio:



All work must be neat and handwriting legible.

Dates must be written on each piece and signed by the candidate

2.2 Educator/Teacher Portfolio

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

- A contents page;
- The requirements of each of the assessment tasks;
- The tools used for assessment of each task; and
- Recording sheets for all learners.

An educator's portfolio has to be submitted with the learner's portfolio.

The educator's portfolio has the same layout requirements as the learner's portfolio and should be a replica of the learner's portfolio.

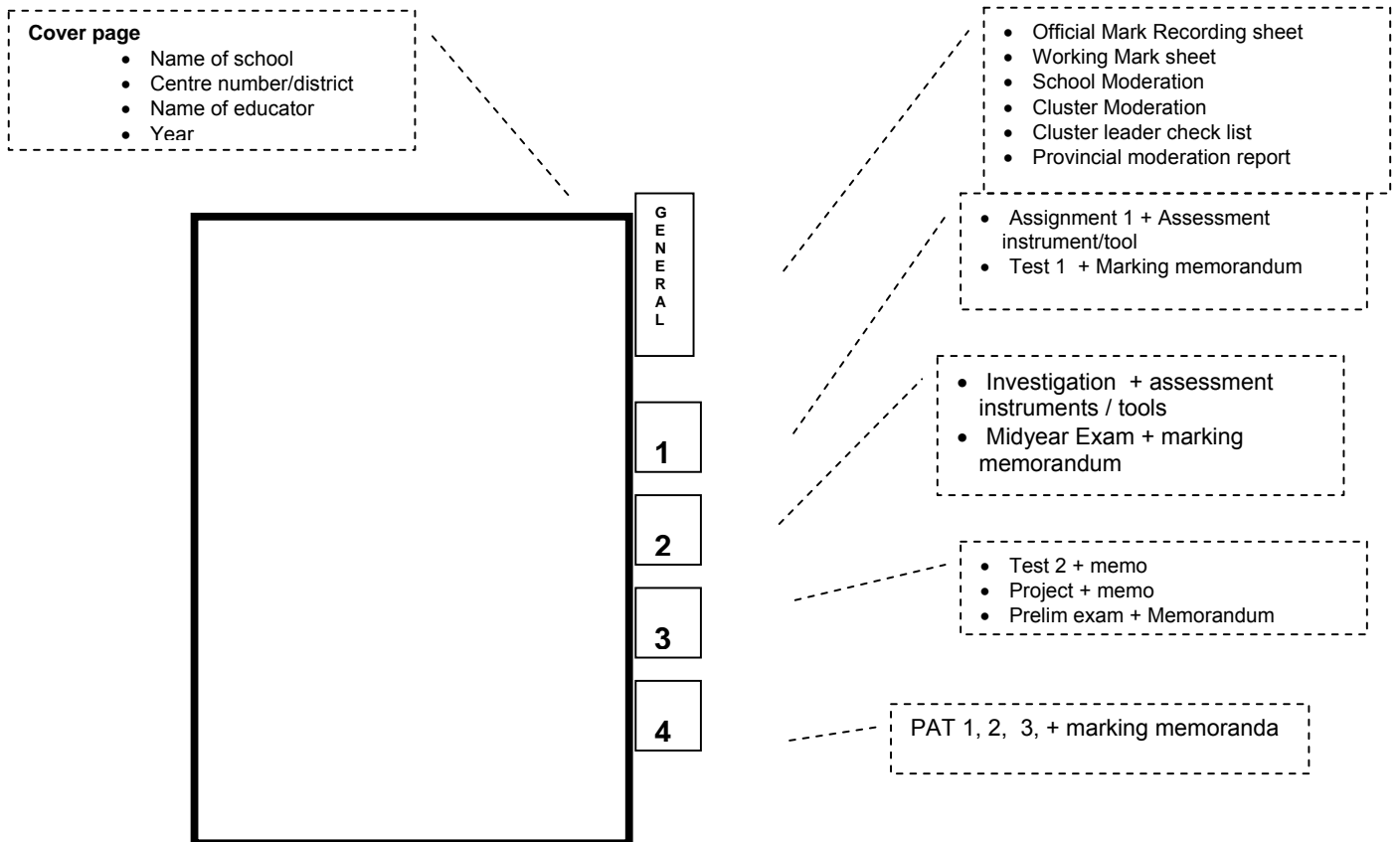
The front cover must have:

- Name of school
- Name of the district
- Name of educator
- Subject and year

The educator's portfolio must be compiled and sub-divided exactly as the learner's portfolio.

All instructions and memoranda must be included in the educator's portfolio and submitted.

EDUCATOR'S PORTFOLIO



General

- All learner portfolios must be accompanied by an educator portfolio (file).
- Without the educator portfolio the learner's portfolio cannot be moderated.
- If amendments are made to the memorandum during the marking, such amendments must be shown on the memorandum.
- Please use ticks (√) or crosses (X) to indicate that the work has been marked.
- Each task/activity/piece in the portfolio MUST have a DATE and a heading
- Begin each question on a new page. Leave a line open between sub-sections of questions.
- Only original pieces are allowed in both learner and educator portfolios. No photo copies will be accepted.
- Learners may only write in black or blue ink.
- Where there is no evidence of a task in the learner portfolio, the learner will not be awarded a mark. If an educator awards a learner with a mark and there is no evidence of the completed task, the educator's mark will not be accepted.
- Marking by educators may only be done in RED ink and not in green or black. Those colours are to be used by moderators.
- The learner and educator portfolios should be kept at school and be made available to parents, learners and subject advisors on request
- No half marks are to be used in formal assessment.

2.3 MODERATION OF THE ASSESSMENT TASKS IN THE PROGRAM OF ASSESSMENT

All Grade 12 tasks will be externally moderated during cluster and provincial moderation. The subject head for Tourism or Head of Department for Services at the school will generally manage this process at school level.

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

LEVEL	MODERATION REQUIREMENTS
School (black pen)	The Annual 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. Educator 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 (green pen)	Educator portfolios and a sample of evidence of learner performance must be moderated twice during the first three terms.
Provincial/ national (purple pen)	Educator portfolios and a sample of evidence of learner performance must be moderated once a year.

SECTION 3: GUIDELINES FOR TOURISM TASKS

3. TASKS

3.1 Requirements for Formal Tourism Assessment Tasks

Tasks should:

- Cover a substantial part of the curriculum done in that term
- Be integrated into the work schedule
- Be done under controlled conditions
- Be administered during class time by the teacher, to ensure the authenticity of the learners work
- Certain aspects could be done at home e.g. sourcing information, planning, etc, but the actual writing/ execution of the task must be done in class
- Assess the KSVs / content to be tested
- The tasks should have an appropriate assessment tool for the knowledge / skills to be assessed
- AS's of previous years may be included where applicable
- LOs and ASs should be reflected in the teacher's planning, but should not be indicated on learner's tasks.
- Tasks could be more open-ended than a written exam, and provides the opportunity to assess ASs that is difficult to assess in a written examination
- Written examinations, in the main, will still be marked against a marking memorandum
- Different assessors using the same tool should get the same results for the same learner in a task
- Performance in formal PoA tasks in Grades 12 is expressed in marks on the record sheet

Guidelines for learners to successfully complete formal assessment tasks

The following suggested guidelines can be applied when you engage with tasks such as projects, surveys, investigations and assignments.

A. Planning

- Plan carefully to make sure that the identified topic has sufficient relevant subject matter.
- Prepare a mind map to capture ideas.
- Refer to appropriate resources to ensure accurate information and to increase subject knowledge. Remember that a bibliography recording all sources of information must be documented
- All information documented must be in your own words, and sources must be acknowledged when they are used in the text, not only at the end.
- Visual material used must have descriptive captions and be accompanied by an explanation in text.

B. The Task

Your task should be clearly divided into the following sections

1. A front page, with the following information

- Name of learner
- Subject and grade
- Title of task

2. A table of contents should provide headings and corresponding page numbers of where to find specific sections of the task.

3. Introduction

The introduction may include background information to put the topic in perspective. You may begin with a general but interesting statement or pose an interesting question or quote from a well-known personality or source (acknowledge source). A case study could also be used to illustrate the topic of the task. The introduction is often prepared once the task is completed. It is short and only contains necessary information.

4. Main Section

This contains the information / ideas you want to convey, as well as a detailed description / outline of each. Also include your arguments and views. Enhance by visual information, e.g. graphs and tables. It should have main headings or themes and appropriate sub headings or themes.

5. Conclusion

- The conclusion must not have any new ideas
- It forms the logical closure to the project
- It should bring all the ideas together
- If a point of view or an opinion had to be defended the conclusion is used for reinforcement
- It makes the final statement
- It must be brief and keep the reader's attention

6. Recommendations

If applicable

7. Bibliography/References

- This is a list of all the books, magazines, newspaper articles and websites that have been consulted.
- List the sources alphabetically according to the author's surname (Aboo, Brown, Cele)
- These are listed in a specific way
 - A book with one author
Surname, Name (is it not only the initial) Year of publication.
Title. City: Publisher
e.g. George, R. 2004: Marketing South African Tourism, 2nd Edition, Cape Town; Oxford University Press

- A book with two authors
Surname, Name & Surname. Year of publication. Title. City:
Publisher
- Magazines or newspaper articles
Surname, Name. Year of publication. "Heading". Title
number date: page numbers.
- A website of which the author is known
Surname, Name. "Heading" Web site <complete address>
[Date accessed]
- A website of which the author is not known
"Heading" Website <complete address> [Date accessed]

Assignment

Is a written assessment that can be marked using a rubric, matrix, memorandum, etc.

Investigation

We investigate important problems, challenges and opportunities that will play a role in the chosen topic. Systematic inquiry into a specific issue must be done. Critical thinking is important when doing investigations.

How to conduct an investigation:

- Identify the problem
- Pose your topic as a question or problem to be solved
- Your conclusion should relate to the question you want to answer
- Gather information/data through case studies, interviews, questionnaires, observations etc.
- Evaluate your information
- List possible solutions
- Predict the outcomes
- Develop a plan of action
- Conclusion
- Present your findings in a report

Surveys proceeds in a sequence of operations

1. Identify Topic / Problem / Task / Need.
2. Learners may formulate a research question, and describe the purpose of the investigation
3. Decide on the method
4. Develop questionnaire / questions for interview / method of observation
5. Choose people to participate and conduct the survey
6. Analyse your findings
7. Present your findings in the form of a graph or table
8. Draw conclusions and explain them
9. Make recommendations, and motivate

A report

A report is a summary of an investigation that has been made. After the information has been collected and summarized, conclusions are drawn and recommendations made. A report is formal, and follows a specific format that you must follow, example:

- Person addressed
- Title of report
- Terms of reference
- Procedure
- Findings
- Conclusions
- Recommendations
- Date
- Compiled by:

Project

The Chartered Management Institute defines a project as...

“an activity that has a beginning and an end which is carried out to achieve a particular purpose to a set quality within given time constraints and cost limits”. It is a plan for work or an activity e.g. Begin a project to enlarge an existing enterprise

How to do a project

- Identify the problem
- State a question to provide a focus for the problem
- Find background information
- Gather and analyse the data
- Develop or design a solution. Use drawings to illustrate your solution.
- Present your solution as model or in written format

Avoid plagiarism

To pass off ideas, opinion or facts that you found in sources as if they were your own is plagiarism – a form of theft. Booth et al (1995:67) defines plagiarism as follows:

“ You plagiarize when intentionally or not, you use someone else’s words or ideas but fails to credit the person. You plagiarize even when you do credit the author but use his exact words without so indicating the quotations marks or block indentation.”

3.2 Examples: Programme of Assessment Tasks (PoA)

3.2.1 TASK 1: ASSIGNMENT – CAREERS IN TOURISM

ACTIVITY 1

- 1.1 Identify a possible career you would like to have in the tourism industry. (1)
- 1.2 Provide a brief but thorough description of your chosen career. (4)
- 1.3 Identify the sector and sub-sector of your career. (2)
- 1.4 Describe in full possible entrepreneurial opportunities that may be attached to this career. (5)
- 1.5 Develop a flow chart / diagrammatic representation to indicate the career path that you must follow after grade 12 to obtain your professional qualifications for your career. (4)
- [16]

ACTIVITY 2

- 2.1 Write a 150 word essay explaining the knowledge, skills and values required to perform successfully in your chosen career. [24]

ACTIVITY 3

- 3.1.1 Compile a written report to clarify the working conditions of your chosen career in the tourism industry. Use pictures and illustrations to demonstrate your findings. Clearly indicate your sources. Your report must focus on the following areas:
- General working conditions
 - Hours of work
 - Dress code / Uniform
 - Benefits
 - Key duties and responsibilities
 - Service charter / ethics
 - Conflict handling
 - How grievances are addressed
 - Design a ten point Code of Conduct for your chosen career.
 - Compile all your information and present it to your educator with a cover page, index and bibliography. [40]

TOTAL: 80

Mark = $\frac{\quad}{80}$

Converted mark = $\frac{\quad}{50}$

MEMORANDUM FOR ASSIGNMENT 1

ACTIVITY 1

- 1.1 Learner identifies career. Identified career must be directly linked to the tourism industry. (✓) (1)
- 1.2 Learner must be able to explain his/her chosen career in full e.g. the place - ✓location where he/she will practice the career and a brief description of main duties/responsibilities. (3)
- 1.3 Ensure that the learner has identified correctly the sector - (✓) and sub-sector (✓)to which the career belongs. (2)
- 1.4 Learner must be able to identify how he can use his skills acquired to start his own business. (5)
- 1.5 E.g. Identify career (1)
 Flow chart starts from Gr. 12 (1)
 All possible pathways indicated (4)
 (1 mark per pathway maximum 2) [16]

ACTIVITY 2 -Rubric for essay

CRITERIA	Not achieved	Partially Achieved	Achieved	Excellently Achieved
	0 – 2	3 – 4	5 – 6	7 – 8
Introduction	No/poor introduction	Introduction not clear	Effective introduction. Demonstrates a clear understanding	Excellent introduction. Demonstrates/ or refers to information related to the topic or central idea
Main body / Factual content	No/limited facts Does not cover all the required areas	Some of the Areas are covered, but lack factual content	Has an understanding All the required areas are covered. Suitable explanations.	Essay and paragraph organization are excellent. Covers Outstanding factual content
Conclusion / Resources	Not enough facts to draw conclusion Only one Source indicated	Vague Conclusion. Two sources indicated.	Clear Conclusion. Sufficient facts to substantiate conclusion Three sources indicated.	Excellent conclusion More than three sources indicated.

ACTIVITY 3 - Rubric for report

CRITERIA	Not Achieved	Partially Achieved	Achieved	Excellently Achieved
	0 - 2	3 - 5	6 - 7	8 - 10
Format Cover page Index Bibliography	Incorrect format followed.	Only two of the requirements followed	Correct format used	All the requirements excellently presented.
Focus areas of report	Only 2 – 4 focus areas mentioned	All the areas are mentioned But report lacks detail	All the areas Are described In detail.	Provided extra depth and detail to all focus areas
Ten point code conduct	fewer than five relevant points mentioned. expectations not clear.	A minimum of 8 points mentioned some expectations are not clear.	Ten relevant points mentioned most expectations are clear.	Ten relevant points mentioned with additional information that clearly describe the expectations
Presentation Visual, Illustrations, Pictures, headings	Untidy presentation no effort	Very little effort to present a neat assignment	Neat presentation some picture and illustration evident.	Excellent presentation. Effective use of pictures, illustrations and headings.

TOTAL: 80

3.2.1 INVESTIGATION – MARKETING SOUTH AFRICA

TASK 2: INVESTIGATION

SA Tourism is constantly looking for new markets to develop in South Africa. As part of their search they have contacted you to develop a new tourism product or improve an existing product that will appeal to the Asian market.

Investigate the tourism potential of your area / region / province with the aim of developing a new tourism product or improving an existing one.

ACTIVITY 1

- 1.1 Identify a new tourism product / development or an existing one that can be improved.
- 1.2 Evaluate the existing / available infrastructure to support your product / development with regard to: (1) Transport, (2) Accommodation, (3) Attractions. Tabulate your findings under the headings provided above. Conduct a survey involving ten (10) stakeholder members representative of the different sectors in the community to determine the level of interest they would have in this product/ development.. Stakeholders include: Community leaders, elderly and young community member's community members (men, women, etc)
- 1.3 Your questionnaire should cover the following areas:
 - 1.3.1 Age of participants
 - 1.3.2 Occupation
 - 1.3.3 Approximate income
 - 1.3.4 Their views on your proposed development
 - 1.3.5 Whether they would support it or not
- 1.4 Analyse your findings and present it in a written report to S.A. Tourism Use a graph to illustrate your findings in the report.

[40]

ACTIVITY 2

The success of any product depends on a well-planned marketing campaign / STRATEGY. There are many different ways to market a product.

- 2.1 Develop a marketing plan WHICH SHOULD INCLUDE a SWOT analysis of your proposed product / idea for S.A. Tourism to use as a marketing tool for the Asian market. Your marketing plan must indicate: The product, the price, the promotion and the place. [20]

ACTIVITY 3

Cultural differences can often lead to dissatisfied visitors/tourists, due to lack of knowledge and misconception. As a service industry tourism cannot afford for these type of misunderstanding as this would eventually lead to fewer and fewer visitors visiting our country.

- 3.1 As the project manager for this project one of your duties is to create an awareness in your community with regard to cultural sensitivity. Prepare a newspaper article for your local newspaper to create this awareness to the community members. Your article should include the following:
- 3.1.1 Explain the cultural needs of the Asian market in terms of tourism.
 - 3.1.2. Identify the gaps that exists in your community to address these needs
 - 3.1.3. Make recommendations to meet the cultural needs of these markets.

[25]

TOTAL: 85

$$\text{Mark} = \frac{\quad}{85} \quad \text{Converted mark} = \frac{\quad}{50}$$

TASK 3: PROJECT

Marketing a local tourism product or service. You are expected to comply with the following:

- Prepare a checklist to determine potential of product or service
- Prepare a tender for an international company importing and exporting curios

Include:

- Details about your company
- The product
- Costs and profits
- A detailed marketing strategy

[50]

(The management of the Project will be communicated to all schools via the Services district facilitator)

3.3 MEMORANDUM

3.3.1 MEMORANDUM FOR INVESTIGATION

ACTIVITY 1

CRITERIA	Not Achieved	Partially Achieved	Achieved	Excellently Achieved
	0 – 2	3 – 5	6 – 7	8 – 10
Tourism Product	Not able to identify product	Product identified but unrealistic	Identified product	New and exciting product identified
Infrastructure Evaluation	Weak/limited evaluation of the infrastructure Little or no detail provided	Some detail provided. Evaluation lacks substance.	All aspects of infrastructure are evaluated Substantial evidence available.	In-depth evaluation with relevant supporting detail provided.
Survey Questionnaire	No evidence of survey conducted.	Poor and irrelevant questions, Survey does not address the requirements.	Relevant questions are designed Survey meets most of the requirements.	Quality questions designed. Survey excellently addresses the requirement.
Report	Incorrect format followed Does not meet the requirements.	Correct format used. No graph, no conclusion.	Correct format. Evidence of a graph and conclusion. Report lacks some detail.	Correct format. Excellent use of graph. Very good conclusion. Sufficient/adequate depth in report.

3.3.2 ASSESSMENT MATRIX FOR MARKING OF RESPONSES SHOWING APPLICATION OF KNOWLEDGE AND SKILLS

ACTIVITY 2: MARKETING PLAN

Level of performance	Description of competence
4	Excellent (Wow!)
3	Substantial (Yes, looking good)
2	Adequate (Yes, but still lots of room for improvement)
1	Elementary/limited (No, lacking in many areas)

MATRIX (Marks out of 20)		APPLICATION OF KNOWLEDGE			
		4	3	2	1
CONTENT		Applies comprehensive (high level) knowledge and skills in problem-solving/ decision-making/ stating a position/ making a comparison/collecting data	Applies clear knowledge and skills in problem-solving/ decision-making/ stating a position/ making a comparison/collecting data	Applies slight knowledge and skills in problem-solving/ decision-making/ stating a position/ making a comparison/collecting data	Applies limited/ no knowledge and skills in problem-solving/ decision-making/ stating a position/ making a comparison/ collecting data
4	Provides comprehensive examples and/or motivation relevant to the decision/ the position/ the solution/ the comparison/ information gathered.	18-20 (20)	16-17 (20)		
3	Provides sufficient examples and/or motivation relevant to the decision/ the position/ the solution/ the comparison/the information gathered.	16-17 (20)	14-15 (20)	12-13 (20)	
2	Provides partial examples and/or motivation relevant to the decision/ the position/ the solution/ the comparison/the information gathered.		12-13 (20)	10-11 (20)	8-9 (20)
1	Irrelevant, limited or no examples and/or motivation provided for the decision/ the position/ the solution/ the comparison/the information gathered.			8-9 (20)	0-7 (20)

3.3.3 ASSESMENT TOOL FOR NEWSPAPER ARTICLE

ACTIVITY 3

Element	Maximum mark	Actual mark
The headline of the article captures the attention of the reader and relates well to the topic	3	
The lead/ introductory (first sentence) capture the attention of the reader and sums up the focus/core of the story.	3	
Details and elaborations are evident in the body and flow smoothly from the lead	5	
The article is a factual account of a news worthy event	5	
The sources for the article are identified	3	
The vocabulary and language is correct	3	
The work is neat and presentable	3	
TOTAL	25	

3.3.4 EXAMPLES OF OTHER ASSESSMENT TOOLS

MARKING ESSAY-STYLE QUESTIONS

Educator Checklist for Marking Essay Style Questions			
A. General Components			
1. A clear point of view			
2. A logically developed essay			
3. Logical organization and argument			
4. Enough evidence to support the argument			
5. Proper essay format			
6. Does the learner comply with the expectations of the topic?			
B. Criteria for Determining Mark or Grade			
Above Average Answers	Average Answers	Below Average Answers	
<ul style="list-style-type: none"> Draw exclusive conclusions based on a summary of facts 	<ul style="list-style-type: none"> Has enough facts to answer questions satisfactorily 	<ul style="list-style-type: none"> Not enough facts to answer the question 	
<ul style="list-style-type: none"> Refers to information related to the topic or central idea 			
<ul style="list-style-type: none"> Emphasizes specific points of view that the learners is to prove 	<ul style="list-style-type: none"> Has an understanding of the facts of issues in the essay but only shows adequate relationships between facts and the central idea 	<ul style="list-style-type: none"> Does not establish a point of view and support it 	
<ul style="list-style-type: none"> Deals with a variety of aspects of the problem in order to demonstrate why one view is better than the other 			
<ul style="list-style-type: none"> Shows strong evidence of maturity through language and ideas, style, clarity, organization and presentation. 	<ul style="list-style-type: none"> Tries to show only a fair degree of success of the point of view in relation to the central idea. 	<ul style="list-style-type: none"> Has the facts but no organization of a good point of view 	

(Source: C.L.A.S.S.Consulting)

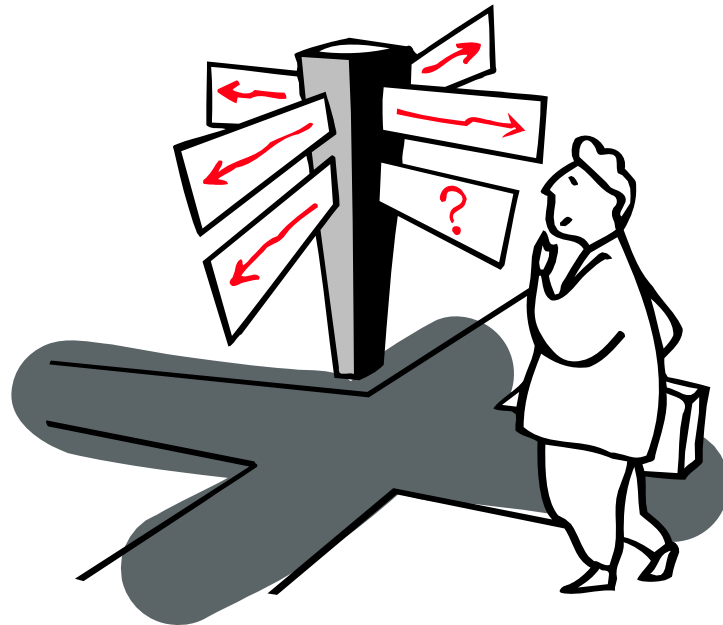
A Short Informal Essay

Informal Essay Assessment	
Learner's Name:	Title of Essay:

Main Overall Comments on essay:
.....

Criteria	Possible Mark	Learners Mark	Comments
Content: specific, imaginative, has insight, convincing			
Point of View: cohesive, clear, good mood, good approach and mood			
Essay Organization: cohesive, clear, with purpose, developed in sequence, with effect and conclusion			
Paragraph Organization: exact statement of topic, systematic development, a variety of paragraph structures			
Style: has flavour, imagination, new ideas, relevant content, ideas flow, effect			
Sign Language Sentence Structure: uses a variety of structures and kinds, grammatically correct usage of conventions, expressive			
Diction: appropriate mood for the topic, personal views of the author projected, imaginative, specific, vivid visualization, precise			
Use of Language Convention: correct spelling, punctuation, grammar, unified, finger spelling			
TOTAL:			

(Source: C.L.A.S.S.Consulting)



TOURISM

DISTRICT: _____

SCHOOL: _____

LEARNER: _____

LEARNER DECLARATION



Name of school: _____

School centre number: _____

Year _____

Full name of learner: _____

Examination number: _____

Declaration by learner:

I hereby declare that the work contained in this portfolio is my own original work.

Signature of learner: _____ Date: _____

Declaration by Educator:

As far as I am able to ascertain, the work in this portfolio is the original work of this candidate. All required work has been included in the portfolio.

Signature of educator: _____ Date: _____

TOURISM

GRADE 12

EDUCATOR'S PORTFOLIO

INDEX

GENERAL

- Computerised mark sheet
- Working mark sheet
- School moderation form
- Cluster moderation form
- Cluster leader check list
- Provincial moderation report

Section 1

- Test 1 and memorandum
- Assignment 1 and assessment tool

Section 2

- Investigation and assessment tool
- Midyear exam and memo

Section 3

- Test 2 and memorandum
- Project and assessment tool
- Prelim exam and memorandum

Section 4

- PAT assignment and assessment tools

TOURISM

GRADE 12

LEARNER'S PORTFOLIO

INDEX

- Learner declaration form
- Learner recording sheet

Section 1

- Test 1
- Assignment 1

Section 2

- Investigation
- Midyear exam

Section 3

- Test 2
- Project

Section 4

- PAT

RECORDING SHEET

GRADE 12

TASKS	FORMS OF ASSESSMENT	MAX. MARK	MARKS OBTAINED BY LEARNER	CONVERT TO:	FINAL MARK
TERM 1					
1	Test 1			50 *	
2	Assignment 1			50 *	
	PAT (Section 1)			50	
TERM 2					
3	Assignment 2 (Research)			50*	
4	Midyear Exam (June)			200 *	
	PAT (Section 2)			50	
TERM 3					
5	Test 2			50*	
6	Project			50*	
7	Trial Exam			200*	
	PAT (Section 3)			50	
SUB-TOTAL * (Tasks 1+2+3+4+ 5 + 6+7)				*450	
				100	
TERM 4					
PAT 1 +2 + 3				150	
				100	
TOTAL (100 + 100)				200	

Convert to
↓



PROVINCIAL PORTFOLIO MODERATION TOOL

EDUCATOR'S PORTFOLIO	Yes	No	Comment
GENERAL			
All selected portfolios are included			
Cluster moderation report			
School moderation report			
Official recording sheet			
Working mark sheet			
TASKS			
Check for the following:			
• Task 1- Test 1 + Memo			
• Task 2 – Assignment 1 and memo			
• Task 3 – Investigation and memo			
• Task 4 – Midyear exam and memo			
• Task 5 – Test 2 and memo			
• Task 6 – Project and memo			
• Task 7.1 – Trial Examination and memo			
• Task 7.2 – PAT and memo			
Instructions on tasks are clear?			
Questions set at different cognitive levels?			
Consistent assessment?			
MARKS			
All the candidates have marks?			
Legible and clearly indicated?			
Correctly transferred?			
Correctly calculated?			
GENERAL COMMENTS			

MODERATOR/S: _____

DATE: _____

ANNEXURE G

PROVINCIAL PORTFOLIO MODERTION TOOL

LEARNER'S PORTFOLIO	Yes	No	Comment
GENERAL			
All documents are easy to find			
Documents are in the correct order			
Neat presentation of work			
Declaration form			
TASKS			
Learner completed the following:			
• Task 1 – Test 1			
• Task 2 – Assignment 1			
• Task 3 – Investigation			
• Task 4 – Midyear exam			
• Task 5 – Test 2			
• Task 6 – Project			
• Task 7.1 – Trial examination			
• Task 7.2 – PAT			
School-moderated			
Cluster-moderated			
MARKS			
Correctly calculated			
Correctly transferred			
General Comments:			

MODERATOR/S: _____

DATE: _____