



Grade 12 (Task 2)

Exemplar-Tourism Skills Assessment Task

Scenario: World Heritage Site Tour – Itinerary and Social Media Skills

TEACHER INSTRUCTIONS

Dear Tourism Teacher

This task will assess:

- Content knowledge of tour plans; route planning; choice of transport, accommodation, tourist attractions, and activities; and compiling a day-by-day itinerary.
- Applying the content of tour plans; route planning; choice of transport, accommodation, tourist attractions, and activities when drawing up a day-by-day itinerary.
- The display of 21st Century skills.

Tourism CAPS Reference:

“Tour plans; route planning; choice of transport, accommodation, tourist attractions and activities; and compiling a day-by-day itinerary”

Term 1 Week 4-6 of the 2022 National Recovery ATPs is assessed in this task.

The CAPS also requires the learner to be able to identify and solve problems and make decisions using critical and creative thinking; to collect, analyse, organise and critically evaluate information and so much more.

The skills that are applied:

- **Tour planning skills** in drawing up a comprehensive day-by-day itinerary
- **Route planning skills** whilst considering various itinerary options
- **Itinerary compiling skills** in compiling a basic itinerary with details from given resources
- **Decision-making skills** in selecting accommodation, transport, tourist attractions and activities
- **Social media skills** by analysing and comparing social media platforms for advertising purposes
- **Critical thinking skills** by analysing the advertising potential of social media platforms for tours or itineraries
- **Entrepreneurial skills** required when motivating a marketing strategy for self-drafted tour itinerary
- **Problem based learning** identifying risk factors on various social media platforms as well as process reflection.

It is expected of each Grade 12 Tourism teacher to compile a Marking Guideline. Please **DO NOT** purchase ANY marking guidelines or resources from the internet or social media or any other source. It can jeopardise an active assessment to the extent that the assessment can be declared invalid. When you prepare your marking guidelines, you will know how to prepare your learners for the task **BEFORE** the scheduled assessment session/s takes place under examination conditions.

Grade12 Exemplar Tourism 2014

Hussin A.Rothana



Grade12 Exemplar Tourism 2014:

International Practices to Promote Budget Literacy Harika Masud, Helene Pfeil, Sanjay Agarwal, Alfredo Gonzalez Briseno, 2017-08-09 Budget literacy is defined as the ability to read decipher and understand public budgets to enable and enhance meaningful citizen participation in the budget process It is comprised of two main parts i a technical understanding of public budgets including familiarity with government spending tax rates and public debt and ii the ability to engage in the budget process comprising of practical knowledge on day to day issues as well as an elementary understanding of the economic social and political implications of budget policies the stakeholders involved and when and how to provide inputs during the annual budget cycle Given that no international standards or guidelines have been established for budget literacy education to date this book seeks to address this gap by taking stock of illustrative initiatives promoting budget literacy for youth in selected countries The underlying presumption is that when supply side actors in the budget process governments simplify and disseminate budget information for demand side actors citizens this information will then be used by citizens to provide feedback on the budget However since citizens are often insufficiently informed about public budgets to constructively participate in budget processes one way to empower them and to remedy the problem of budget illiteracy is to provide budget literacy education in schools to youth helping them evolve into civic minded adults with the essential knowledge needed for analyzing their government's fiscal policy objectives and measures and the confidence and sense of social responsibility to participate in the oversight of public resources This book elaborates on approaches learning outcomes pedagogical strategies and assessment approaches for budget literacy education and presents lessons that are relevant for the development improvement or scaling up of budget literacy initiatives

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