



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

HOSPITALITY STUDIES

GUIDELINES FOR PRACTICAL ASSESSMENT TASKS

Grade 12

2015

These guidelines consist of 38 pages.

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1. INTRODUCTION

The 16 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
- **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 25% (100 marks) of the end-of-year examination mark. The PAT is implemented across the first three terms of the school year. This is broken down into different phases or a series of smaller activities that make up the PAT. The PAT allows for learners to be assessed on a regular basis during the school year and it also 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 period 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.

1.1 MARK ALLOCATION

Learners work individually. Each learner will have a mark out of 100 for cooking skills (chef/chef d' Cuisine/sous chef/aboyeur/storekeeper), and a mark out of 100 for serving skills (waiter/beverage waiter/maître d'hôtel).

The mark for the final PAT is obtained by combining the marks of the two practical exams divided by two.

Practical examination term 1 or 2	100
Practical examination term 3	100
Total	200 ÷ 2
Final mark for PAT	100

The PAT forms part of the end-of-the-year assessment. The provincial examining body provides two separate computerised mark sheets, one for the PAT and one for the SBA marks.

1.2 REQUIREMENTS FOR THE PAT

The following equipment and resources must be available for the PAT:

- A training kitchen for the examination with the necessary equipment
- A restaurant or a room with furniture and equipment that creates a restaurant environment
- Toilet facilities for the guests
- Ingredients and all other requirements necessary for the practical, stipulated in the Curriculum and Assessment Policy Statement, should be provided by the school
- The income generated during the examination should be used to sustain the subject
- Learners must wear the appropriate uniform assigned for their particular role as chef or waiter
- A safe and secure environment must be provided on the premises if the PAT is being conducted after school hours

2. TEACHER GUIDELINES

2.1 PLANNING THE PRACTICAL ASSESSMENT TASK

The two practical assessment tasks 1 or 2 in term 1 and one in term 3.

Each task must include a welcome mocktail, one finger snack and a formal three-course dinner.

The assessment task must be prepared and served to guests (teachers, parents, old age homes, local businesses, community organisations, etc.).

- Set dates for these examinations at the end of the previous year. Identify a minimum of two possible moderation dates and submit the dates to the relevant subject advisor for approval before finalisation of the date. All examination dates should appear on the school year plan to avoid clashes with other school activities. Inform learners of these dates at the beginning of the new academic year.
- The number of learners for a restaurant examination will be determined by the number of Hospitality Studies teachers available for the examination.
- One teacher can assess a maximum of 16 learners. Assessment must be done in the kitchen as well as in the restaurant.
- If a school has only one Hospitality Studies teacher, he/she will be unable to assess in the kitchen and restaurant simultaneously. The principal of the school should appoint a teacher other than a Hospitality Studies teacher to oversee the restaurant and assess the performance of the waitrons in the restaurant.
- The same teacher should be used for both examinations to ensure reliable and valid assessment.

- Every learner should be assessed as a chef in one examination, and as a waiter in the other examination. However, the teacher may decide that the effective operation of the restaurant also requires the positions of chef de cuisine/sous chef/aboyeur/storekeeper/beverage waiter and maître d'hôtel. The teacher can include these additional positions in the PAT and set assessment tools, according to the duties required.
- Refer to examples of assessment tools in ADDENDUMS F, G, H and I that could be adapted and used to suit the context in your school.
- These additional assessment tools must be approved by the subject advisor.
- The examinations could take place during or after school hours depending on the context of the school.

2.2

SETTING THE TASK

2.2.1 SET A DIFFERENT WELCOME MOCKTAIL, ONE FINGER SNACK AND A THREE-COURSE MENU FOR EACH OF THE TWO FORMAL LUNCHESES/DINNERS.

The teacher should set the menus to suit the context of the school, but it must adhere to the prescribed menu requirements. **The province may not prescribe a common menu.**

Requirements to be included in each menu:

- Include at least four different cooking methods in the menu.
- Welcome cocktail must include at least one mocktail (e.g. Virgin Mojito, Shirley Temple, Virgin Strawberry Daiquiri etc.) and at least one finger snack (e.g. canapés, bouchées, samoosas, vol au vent, filled vetkoek etc.)
- One or more advanced protein dish, such as fish, meat, chicken. The preparation of the protein dish should include at least two techniques, e.g. stuffed and rolled or deboned and crumbed.
- Vegetable dishes should include advanced knife techniques such as rondelle, julienne, batonnettes, tourne, paysanne, brunoise, etc.
- Starch dishes should include a special technique or variation, such as risotto, pilaf, grilled polenta, Duchesse potatoes, Dauphine potatoes, croquettes, rosti, latkes, rice balls etc.
- A minimum of one or more advanced sauces, such as a caramel sauce (with caramelised sugar) or other sauces requiring special techniques, e.g. Béchamel, velouté, jus, hollandaise sauce. A soup could replace one sauce.

- One or more of the following pastry dishes, sweet or savoury, e.g. puff pastry (ready-made), phyllo or puff pastry (ready-made)/choux pastry
- Desserts, e.g. crêpes or meringues.
- A yeast product (kneaded), such as bread rolls, bread sticks, focaccia, croissants.
- A gelatine dish (not commercially flavoured jelly), e.g. cheesecake, mousse, terrine, aspic.
- Use of delicate, advanced garnishing/decorating techniques to follow current trends, e.g. sugar spinning, chocolate work, deep-fried or oven-fried vegetables and fruit, tuiles, brandy snaps, meringue.
- Optional: Friandise may be included as an accompaniment to the coffee. In order to obtain credit for the task it should include any of the previously mentioned criteria e.g. miniature milk tarts, mini baklava, truffles, sweetmeats, koeksisters, meringue kisses, etc.

The Hospitality Studies subject advisor must approve both menus, together with the recipes. Analyse the menu by completing ADDENDUM A on page 14.

Use the example below as a guideline when compiling a menu:

MENU Formal Dinner <i>Welcome Mocktail and Finger Snack</i> Sundried Tomato and Feta Parcels with Onion Marmalade Virgin Mojito <i>First Course</i> Broccoli Soup <i>Main Course</i> Stuffed Trout with Béarnaise Sauce Potato Rosti Chargrilled Medley of Vegetables Mixed Salad Mould with Spiced Mayonnaise <i>Dessert</i> Pavlova with Strawberry Curd Tea and Coffee <i>Friandise</i> Koeksisters April 2015
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THE MENUS SHOULD MEET THE FOLLOWING CRITERIA:**Example:**

Name of dish	Minimum of 4 cooking methods	Advanced protein dishes	(Minimum of 1) advanced sauces	Starch dishes with special technique	Exotic vegetable dishes	Pastry/choux/dough crêpes/meringues	Yeast product	Gelatine dish	Advanced garnishing	Friandise	Mocktail
Virgin Mojito											X
Sundried Tomato and Feta Parcels with onion Marmalade	Baking Stewing					X					
Bread Rolls	Baking						X				
Broccoli Soup	Simmering		X								
Stuffed Trout with Béarnaise Sauce	pan fry Indirect steaming	X	X						X		
Potato Rosti	shallow-frying			X							
Chargrilled Vegetables	Grilling				X						
Mixed Salad Mould								X			
Spiced Mayonnaise			X								
Pavlova with Strawberry Curd	Baking Indirect steaming					X			X		
Friandise: koeksisters	Deep frying/ Boiling						X			X	

2.2.2 PREPARING RECIPES FOR THE EXAMINATION

- All recipes should be typed neatly and legibly in either standard or action format for each examination after approval by the subject advisor
- Handwritten and photocopied recipes from magazines should not be used.
- The two examples of the recipe format below are only guidelines.
- Criteria for taste, texture and appearance should be included for each recipe.

EXAMPLE 1: STANDARD FORMAT

Broccoli Soup		Yield : 15 portions
Ingredients		
100 g margarine		
1,5 kg broccoli florets		
2 onions, chopped (macedoine)		
12,5 ml crushed garlic		
100 ml flour		
2 litres chicken stock (<i>dissolve 5 cubes in 2 litres boiling water</i>)		
500 ml milk		
1 ml nutmeg		
500 ml cream		
200g feta cheese, crumbed		
1 ml black pepper		
Method		
1. Sauté the broccoli, onion and garlic in the margarine for 10 minutes – do not brown.		
2. Add flour and then add the stock, bring to boil.		
3. Simmer until soft.		
4. Let it cool.		
5. Blend until smooth.		
6. Pour back into pot and add the milk and nutmeg, simmer for 5 minutes.		
7. Add the cream and the black pepper		
8. Plate individual portions ± 150 ml each and garnish with crumbled feta and chives.		
Taste	Texture	Appearance
Pleasant and full flavoured, like broccoli	Smooth, without any lumps	Good greenish colour

EXAMPLE 2: ACTION FORMAT

Broccoli Soup		Yield: 15 portions
Ingredients 100 g margarine 1,5 kg broccoli florets 2 onions, chopped (macedoine) 12,5 ml crushed garlic	Action/Method Sauté the broccoli, onion and garlic in the margarine for 10 minutes – do not brown.	
100 ml flour 2 litres chicken stock (<i>Dissolve 5 stock cubes in 2 litres boiling water</i>)	Add flour and then the stock, bring to boil. Simmer until soft. Let it cool. Blend until smooth.	
500 ml milk 1 ml nutmeg	Pour back into pot and add the milk and nutmeg. Simmer for 5 minutes.	
500 ml cream 1 ml black pepper	Add cream and the black pepper.	
200 g feta cheese, crumbed Chopped chives	Plate individual portions ± 150 ml each. Garnish with crumbled feta and chives	
Taste	Texture	Appearance
Pleasant and full flavoured, like broccoli	Smooth, without any lumps	Good greenish colour

2.2.3 SET THE TASKS FOR THE CHEFS

- Divide the menu into equal tasks for the number of chefs. Various types of chefs could be used, each fulfilling their particular role.
- Each chef must work individually; preparing a minimum of two dishes, e.g. stuffed trout with béarnaise sauce and garnish or sundried tomato and feta parcels with onion marmalade and garnish, etc.
- Each chef should use at least one cooking method.
- A number of chefs may individually prepare the same dish for a group of 6 to 10 guests (individual work). Two chefs should not prepare one large dish together.
- Fourteen schooldays before the date of the examination, each chef must receive the following:
 - o The recipes for the dishes they will prepare
 - o The planning task, as included
- The written planning task should be handed in seven school days before the practical assessment task.
- The marked written planning tasks will be returned to the learners to use while performing the examination.

2.2.4 SET THE TASKS FOR THE WAITRON

- The maître d'hôtel, together with the other waitrons in the team, must:
 - o Plan the layout of the restaurant according to the number of guests expected
 - o Plan the service of the welcome mocktail and one finger snack, e.g. waiters with trays or reception table
 - o Divide the tables between the number of waitrons needed for the examination
 - o Plan the table setting including table decor according to the context of the school
 - o Plan the seating of guests and other extra duties
 - o Each waitron should serve a minimum of four guests.
- Waitrons/beverage waiter should prepare and serve the mocktail.
- Waitrons should not serve their own family or friends.
- Waitrons must be able to work individually as well as in a team, e.g. waitrons should assist each other, so that guests at the same table receive their food simultaneously.
- Waitrons must receive the planning task (attached) 14 days before the date of the practical assessment task.
- The written planning should be handed in seven school days before the examination for assessment.
- The marked written planning tasks will be returned to the learners to use while performing the examination.

3. THE EXAMINATION (APPROXIMATELY 6–7 HOURS)

- Preparation commences a maximum of four hours before the start of the examination.
- Learners with concessions should be granted additional time, based on their needs, up to a maximum of two hours extra for preparation and two hours extra for serving and closing mise-en-place. The additional time must be negotiated and agreed to by the subject advisor.
- Thirty minutes may be added for the learners to eat and get dressed. Preparation of the food, the venue, setting the tables and other relevant preparation should take place during this time.
- No preparation of the venue, food or beverages should be done beforehand.
- The marinating/tenderising of tough meat cuts for meat dishes should be done the day before in a class period.
- Preparation starts in a clean environment. Cleaning of the kitchen/restaurant should be done the day before.
- Closing mise- en-place will take place after the guests have left.

4. ASSESSMENT

4.1 ASSESSMENT TOOLS

The assessment tools for chefs and waitrons that are included as ADDENDUMS D and E are COMPULSORY. The teacher sets the assessment tools for additional posts if required (chef de cuisine, sous chef, aboyeur/storekeeper, maître d'hôtel, beverage waiter) according to the expected duties. Examples are provided as ADDENDUMS F, G, H, I to adapt and suit the context of the school.

ASSESSMENT OF LEARNERS

- Mark the written planning tasks before the examination takes place, and return to the learners to use while performing the examination. Teachers are advised to compile a marking guideline for the planning to ensure the reliability of marks.
- Assess the performance of the chefs and waitrons during the examination by observation, according to the assessment tool included.
- Certain aspects of the waitrons can be assessed before the arrival of guests such as the setting of tables and personal appearance, mocktails with garnish and coffee or tea service.
- Setting of tables must be assessed before the maître d'hôtel are called to assist.
- The maître d'hôtel should also be assessed on his/her own knowledge on table setting, and indicate errors to the relevant waiter in the presence of the examiner/moderator.

5. PROVINCIAL MODERATION

5.1 MODERATION OF THE PLANNING TASK

Both examinations must be submitted to the Hospitality Studies subject advisor on the first Friday of term 2, for approval.

Teachers who start with PAT 1 in the first term should make arrangements with the subject advisor timeously and submit relevant PAT 1 documents beforehand.

Each examination should include the following:

Complete the checklist ADDENDUMS B and C as per example on the next page.

EXAMPLE: CHECKLIST (SEE ADDENDUM C FOR TEMPLATE)

HOSPITALITY STUDIES CHECKLIST FOR PAT PLANNING TO BE SUBMITTED FOR MODERATION			
NAME OF SCHOOL: _____ District: _____			
GRADE 12 PRACTICAL EXAMINATION: (1) 2 (circle the appropriate number)			
SUBMISSION DATE: _____			
Examination date(s)	Proposed moderation dates		Approved moderation date
06/08 or 14/08	06/08 or 14/08		
	Teacher	Subject Advisor	Comments
Starting time	08:00		
Serving time	12:30		
Expected number of guests	24		
Menu included	✓		
Analysis of menu included	✓		
Recipes included	✓		
Division of tasks in restaurant	✓		
• Waitrons			
• Maître d' with assessment tool	✓		
• Beverage waiter			
Division of tasks in kitchen			
• Chefs	✓		
• Chef de cuisine with assessment tool	✓		
• Aboyeur/storekeeper with assessment tool	N/A		
Assessor: Restaurant	S Ngwane		
Assessor: Kitchen 1	J Costa		
Assessor: Kitchen 2	N/A		
APPROVED/NOT APPROVED [RESUBMISSION DATE: _____]			
Signatures:			
Teacher: _____			
Principal: _____			
Subject Advisor: _____			
<i>To be completed for every examination</i>			

EXAMPLE: DIVISION OF TASKS (SEE ADDENDUM C FOR TEMPLATE)

DIVISION OF THE TASKS			
SCHOOL			DATE
EXAMPLE: PRACTICAL EXAMINATION: ① / 2 (circle the appropriate number)			
Expected number of guests	24	Number of learners	24
TASK	NO.	LEARNER NAME	Number of guests/ portions
RESTAURANT BRIGADE			
Maître d'hôtel	1		
Beverage waiter	2		Mocktails
Waitrons	3		4 guests
	4		4 guests
	5		4 guests
	6		4 guests
	7		4 guests
	8		4 guests
KITCHEN BRIGADE			
Chef de cuisine	9		
Sous chef	N/A		
Aboyeur	10		Dry and cold store
CHEFS' TASKS			
Sundried Tomato and Feta Parcels with Onion Marmalade	11		8 portions
	12		8 portions
	13		8 portions
Broccoli Soup and White Bread Rolls	14		8 portions
	15		8 portions
	16		8 portions
Stuffed Trout with Béarnaise Sauce	17		8 portions
	18		8 portions
	19		8 portions
Potato Rosti & Chargrilled vegetables	20		8 portions
	21		8 portions
	22		8 portions
Mixed Salad Mould and Pavlova with Strawberry Curd	23		8 portions
	24		8 portions
	25		8 portions

5.2 ON-SITE MODERATION OF THE PAT

- The subject advisor will moderate the performance of the learners on site at the school during term 3 on the agreed date. In the absence of subject advisors an arrangement must be made to source an advisor from another district for assistance.
- The moderator will attend the practical examination performed by the last group of Grade 12 Hospitality Studies learners.
- The teacher must have the following available for the moderator for verification and/or moderation purposes on the day of moderation:
 - o All planning tasks for both examinations (PAT 1 and 2)
 - o A copy of the completed recording sheets for all practical lessons in terms 1 and 2
 - o The marks of all learners who completed PAT 1 done in term 2
 - o In case of large groups, the marks of all the learners who have already completed PAT 2
 - o A separate set of assessment tools for the moderator to use, with the names and examination numbers (if available) of the learners already written on the mark sheet
- The moderator will select SIX candidates and independently assess the learners while they perform the examination as well as the products produced by the selected learners.
- The moderator will compare his/her assessment with the assessment of the teacher. If the moderator finds that the marks of the teacher differ by more than 10% from his/her marks, a block adjustment upwards or downwards should be made based on the difference.

The table below demonstrates how to determine the difference between the moderator's marks and teacher's marks to conclude if adjustment is needed and the margin of adjustment required:

EXAMPLE

Learner Names					PAT 2	
					100	
					*T	*M
Learner A					84	69
Learner B					83	70
Learner C					68	53
Learner D					59	44
Learner E					49	40
Learner F					45	40
TOTAL					316	40
AVERAGE MARK = TOTAL ÷ 6 (number of learners)					66	53
DIFFERENCE = 66 (*T) - 53 (*M)					13	
ADJUSTMENT	DOWNWARDS	✓	UPWARDS		- 3	

***T = Teacher; *M = Moderator**

- A block adjustment can also be made, based on the judgment of the moderator if the practical examination of the school is not of the expected standard.
- The moderator will discuss the moderation outcome as well as any adjustments with the teacher. The final moderated marks should then be entered on the computerised mark sheet.
- The marks of all learners must be affected if an adjustment is made.
- The marks of all the learners need to be finalised and signed by the subject advisor and principal on the day of this examination. The computerised mark sheet must be completed on the day of moderation (if available).

6. CONCLUSION

Upon 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.

ADDENDUMS

- ADDENDUMS A–C should be submitted to the subject advisor
- ADDENDUMS D–I are for assessment of the different tasks
- ADDENDUMS J and K are examples of drink order forms
- ADDENDUM L is to be completed by the subject advisor
- ADDENDUM M is completed by the teacher

ADDENDUM B: CHECKLIST

HOSPITALITY STUDIES CHECKLIST FOR PAT PLANNING SUBMITTED FOR MODERATION			
NAME OF SCHOOL: _____ District: _____			
GRADE 12 PRACTICAL EXAMINATION: 1 / 2 (<i>circle the appropriate number</i>)			
SUBMISSION DATE: _____			
Examination date(s)	Proposed moderation dates		Approved moderation date
	Teacher	Subject Advisor	Comments
Examination starting time			
Serving time			
Expected number of guests			
Menu included			
Analysis of menu included			
Recipes included			
Division of tasks in restaurant			
• Waitrons			
• Maître d'hôtel with assessment tool			
• Beverage waiter			
Division of tasks in kitchen			
• Chefs			
• Chef de cuisine with assessment tool			
• Aboyeur/storekeeper with assessment tool			
Assessor: Restaurant			
Assessor: Kitchen 1			
Assessor: Kitchen 2			
APPROVED/NOT APPROVED [RESUBMISSION DATE: _____]			
Signatures:			
Teacher : _____			
Principal: _____			
Subject advisor: _____			
<i>To be completed for every practical examination</i>			

ADDENDUM C: DIVISION OF TASKS

DIVISION OF THE TASKS			
SCHOOL			DATE
PRACTICAL EXAMINATION: 1 / 2 <i>(circle the appropriate number)</i>			
Expected number of guests		Number of learners	
TASK	NO.	LEARNER NAME	NUMBER OF GUESTS/PORTIONS
RESTAURANT BRIGADE			
Maître d'hôtel			
Beverage waiter			
Waitrons			
KITCHEN BRIGADE			
Chef de cuisine			
Sous chef			
Aboyeur/Storekeeper			
CHEFS			

ADDENDUM D: ASSESSMENT – CHEFS

Name of school:		Names or numbers of chefs							
Name of teacher:									
Date:									
WRITTEN PLANNING		25							
1	HYGIENE AND NEATNESS: PERSONAL AND WORK STATION								
	- Chef's uniform: hat and jacket/apron, shoes (3) - General neat appearance – hair, nails, no jewellery, no make-up (3)	6							
	- Neatness of work station (<i>stoves, work surface</i>) and equipment (2) - Neatness of sinks: Regular dishwashing (warm water, rinse) (1) - Dishcloths clean, available and not lying around (2) - Clean work station as you execute the tasks (1) - Correct handling of waste (2) <i>(Teacher observes each learner's work station a few times during and after the exam, gives a mark out of 8)</i>	8							
2	OPENING MISE-EN-PLACE								
	- Collect and prepare required equipment/apparatus for use (2) - Collect and prepare ingredients and arrange in order of use (4)	6							
3	CULINARY SKILLS								
	- Correct application of cooking methods, techniques and skills (3) - Correct and safe use equipment (knives, beaters, etc.) (3) - Correct interpretation of recipes, logical work procedure, work on 2 recipes simultaneously (3) - Use time efficiently, dishes finished at correct time (plated and garnished), no overcooking or leaving to stand for reheating (3) - Able to finish without questions/assistance (2)	14							
4	PROFESSIONALISM								
	- Punctuality: Begins on time, adheres to break times (1) - Offer assistance where needed (1) - Coordination and cooperation with other chefs and waitrons (1) - Display professional behaviour/attitude, no hanging around (2)	5							
5	CLOSING MISE-EN-PLACE								
	- All equipment and apparatus cleaned and stored away correctly and safely (1) - Appearance of work station on completion (2) - Complete all additional tasks given (sweeping floors, closing windows, switching off identified equipment, etc.) (2) - Stay until dismissed by teacher (1)	6							
6	ASSESSMENT OF DISHES								
Dish – A	Appearance	5							
	Taste	5							
	Texture	5							
Dish – B	Appearance	5							
	Taste	5							
	Texture	5							
Deduct marks up to a maximum of 10 if learner had to be assisted by teacher or fellow learner(s) to complete, redo or rectify dish(es).									
		75							
TOTAL		100							

ADDENDUM E: ASSESSMENT – WAITRONS

Name of school:		Names or numbers of waitrons					
Name of teacher:							
Date:							
WRITTEN PLANNING		25					
1	PERSONAL APPEARANCE						
	- Uniform: Trousers/Skirt, shirt, waistcoat, tie, shoes (3) - General neat appearance – hair, nails, jewellery, no make-up, waiter's cloth (3)	6					
2	OPENING MISE-EN-PLACE						
	Preparation of restaurant and tables: - Tablecloth and overlay clean, ironed (2) - Placement of overlay, overhang of table cloth, right side up (2) - Folding and placement of napkins/serviettes (2)	6					
	- All items clean and shiny (side plates, cutlery, glasses) (3) - Cutlery placed equal distance from the table edge and from side plate (2) - All covers at the table correct and similar to the rest of the restaurant (side plates, cutlery, glasses) (3) - Decorations and additional items: table number, menu, cruet set, flowers/ candles placed correctly (4)	12					
3	HANDLING OF GUESTS: COMMUNICATION						
	- Welcome/Introduction and seating of guests. (2) - Friendliness, attentiveness and availability (2) - Non-verbal communication: attitude, posture, body language (3) - Verbal communication: the way of explaining each course, knowledge of menu/ allergens, announce each course before serving/presenting the menu (3) - Overall communication and interaction with guests (2)	12					
4	EFFICIENCY OF BEVERAGE SERVICE AND CLEARING						
	- Taking and executing beverage order, handling of tray and serving (2) - Remove unused wine glasses (1) - Opening drink at table: pouring of beverage, anti- clockwise, ladies first, glass filled to correct level, glass not over-handled, no spilling (3) - Coffee/Tea service: pouring of coffee, anti- clockwise, ladies first, cup filled to correct level, milk, sugar, etc. (3)	9					
5	SERVING AND CLEARING FINGER SNACK & THREE COURSES ON THE MENU						
	- Serving of finger snack (2) - Bread service (3) - Carrying and handling of plates (all plates placed same direction) (2) - Clearing and carrying empty plates (3) - Crumbing down, clearing unnecessary items, placing of cutlery for dessert (4)	14					
6	PROFESSIONALISM						
	- Punctuality: Begins on time, adheres to break times (2) - Offers assistance where needed (2) - Teamwork: Coordination and cooperation with chefs and waitrons (2) - Display professional behaviour, handling of crisis situations (2) - Attentive to guests, no unnecessary talking to other waiters (2)	10					
7	CLOSING MISE-EN-PLACE: Fulfilling after-service duties						
	- Cleaning of own tables (2) - Extra duties: Assist with general cleaning , counting and storing , e.g. dishwashing of coffee and tea items, sweeping, close windows, clearance of tea and coffee counters, clearing and locking of bathrooms, storing of music system, hot trays etc. (3) - Stay until dismissed by teacher (1)	6					
TOTAL FOR RESTAURANT SERVICE		75					
GRAND TOTAL		100					

ADDENDUM F: ASSESSMENT – STOREKEEPER

	Name of school:	Names or numbers of storekeepers						
	Name of teacher:							
	Date:							
	WRITTEN PLANNING	25						
1	PERSONAL APPEARANCE							
	- Uniform: Hat, chef's jacket, pants, shoes (5) - General neat appearance – hair, nails, jewellery, no make-up, dish cloth (5)	10						
2	PRE-PREPARATION							
	Report stock shortages the day before (2)	2						
	Do preparation, e.g. - Defrosting (2) - Make clarified butter/stock (2)	4						
	Issuing of ingredients: - Everything put out, on time (4) - Organised and labelled (4) - Correct measurements – check mise-en-place, containers of learners (4) - FIFO – no wastage (4)	16						
	Control/Organise dishwashing: - Performed (correct method of scraping, separating cutlery and crockery) (2) - Organised according to types – knives, forks, side plates, soup dishes (1) - Manage waiters during dishwashing process (1)	4						
3	DURING SERVICE							
	- Cleaning after the chefs have taken ingredients, on time (4) - Control and organisation of prepared dishes in refrigerator/bain-marie (2) - Count portions per chef (2) - Write on board and in written preparation (2) - Issue and preparation of garnishes (2) - Handing out of prepared dishes when dishing up: Call out plates/orders to tables; confirm that all guests/examiners are served (4) - Clean ingredients cupboards and pack alphabetically (4)	20						
	CLOSING MISE-EN-PLACE: Fulfilling after-service duties							
	- Clean up organisation: Facilitating duties, general cleaning, entrance area (brooms, mops, trolleys- neat and clean) (6) - Clean fridges, remove old food, cover food, organise food (sort together), packaging and labelling of leftover food (6) - Clean floor of storeroom (2)	14						
	Punctuality, attitude, willingness to assist and effective team work	5						
	TOTAL FOR KITCHEN SERVICE	75						
	GRAND TOTAL	100						

ADDENDUM G: ASSESSMENT – BEVERAGE WAITER

Name of school:		Names or numbers of waitrons					
	Name of teacher:						
	Date:						
	WRITTEN PLANNING	25					
1	PERSONAL APPEARANCE						
	- Uniform: Trousers/Skirt, shirt, waistcoat, tie, shoes (5) - General neat appearance – hair, nails, jewellery, no make-up, waiter's cloth (5)	10					
2	OPENING MISE-EN-PLACE						
	- Sufficient bar dockets (1) - Check change in register (1) - Apparatus (glasses, trays) (1) - Suitable background music (1)	4					
	- Stock taking beforehand (2) - Report shortages – correct (2)	4					
	- Cleaning of bar (2) - Corridor clean (1) - Tidy and clean rubbish bins/put in correct place (1) - Switch on bathroom and corridor lights (1)	5					
	- Cooling of cool drinks and water (jug) (2) - Make ice and mix fruit juice (1) - Check if urn is switched on (1)	4					
	- Serving coffee and tea (arrange cups, milk, sugar, tea, etc. and make coffee – correct strength (3) - Time management without assistance (2)	5					
	- Correct glasses (2) - Cleaning/Steaming of glasses (2)	4					
	Prepare for mocktails: - Mise-en-place (2) - Garnishes for glasses appropriate (1) - Creative/Original (2) - Neat, suitable (2) - Economical (1)	8					
	Beverage area: - Neat (1) - Display of cocktail (1) - Advertising/Drinks menu (1) - Organising cool drinks (2) - Bar slips, etc. (1)	6					
	Switch on bathroom and corridor lights (2)	2					
DURING SERVICE							
	- Organised flow during service (2) - Efficient serving of drinks, etc., wait for drinks not long, service went smoothly (3)	5					
	Bar dockets: - Organised (1) - Efficient (1) - Complete correctly/correlate with money (1) - On saucer with peppermint (1)	4					

	CLOSING MISE-EN-PLACE							
	Cleaning:							
	• Clean containers	(1)						
	• Fridge	(1)						
	• Coffee machine and coffee station	(1)						
	• Rubbish bin	(1)						
	• Floor, sink, etc.	(1)						
	Put away apparatus:							
	• Glasses	(2)						
	• Drinks – correct places/same types together, neat rows	(4)						
	• Attitude	(1)						
	• Punctuality	(1)						
	• Assist and effective communication	(1)						
	TOTAL FOR RESTAURANT SERVICE	75						
	GRAND TOTAL	100						

ADDENDUM H: ASSESSMENT – MAÎTRE D'HÔTEL

Name of school:		Names or numbers of maître d'hôtels					
Name of teacher:							
Date:							
WRITTEN PLANNING		25					
1	PERSONAL APPEARANCE						
	- Uniform: Trousers/Skirt, shirt, waistcoat, tie, shoes (5) - General neat appearance – hair, nails, jewellery, no make-up, waiter's cloth (5)	10					
2	OPENING MISE-EN-PLACE						
	Control and organisational skills: - Clear instructions to waiters (2) - Assistance to waiters (2) - Well organised (2) - Check preparation and cleaning (2)	8					
	- Appearance of restaurant (2) - Decorations (2) - Neatness (2) - Original/Creative (2) - Cost-effective decorations (2)	10					
	Paperwork: - Name stickers – waiters (1) - Table numbers (1) - Menus (2) Drinks list: Correct (1) - Neat (1) - Creativity (1) - Attractive (1) - Easy to read (1) - Match theme (1)	10					
	- Cleaning of reception (2) - Prepare (decoration/flowers)/Creativity (4)	6					
3	DURING SERVICE						
	Punctuality: - Open doors in the beginning (1) - Serving of dishes (1)	2					
	- Reception of guests (1) - Introducing waiters (1)	2					
	- Supervising waiters and other assistance when needed (2) - Smooth service/organised (2)	4					
	- Liaise with bar, kitchen (1) - Kitchen – give final number of seated guests and provide list with table numbers and numbers of guests (aboyeur) (3)	4					
	Crisis management (2)	2					
	Attitude and communication with guests and waiters (2)	2					
	Check cash slips are correct (2)	2					
	Waiter bar assessment – complete and correct (4)	4					
4	CLOSING MISE-EN-PLACE						
	- Check and help with cleaning and tidying (restaurant, bathroom, and bar) (2) - Close windows, switch off lights and lock (2)	4					
	- Stock taking (check cutlery, plates and glasses) (2) - In consultation with aboyeur (2)	4					
	Collect table cloths/serviettes (1)	1					
TOTAL FOR RESTAURANT SERVICE		75					
GRAND TOTAL		100					

ADDENDUM I: ASSESSMENT – HEAD CHEF/CHEF DE CUISINE

Name of school:		Names or numbers of chefs					
Name of teacher:							
Date:							
	WRITTEN PLANNING	25					
1	PERSONAL APPEARANCE						
	- Uniform: Hat, chef's jacket, pants, shoes (5) - General neat appearance – hair, nails, jewellery, no make-up ,dish cloth (5)	10					
2	KITCHEN CONTROL						
	Check chefs and aboyeur written preparation (2)	2					
	Management: - Communication skills/speech (2) - Clear instructions (1) - Organised (1) - Get cooperation (1)	5					
	- Delegate tasks (1) - Monitor chefs (food preparation and dishes) (2) - Authority and assistance (2)	5					
	Assessment of chefs: preparation of dishes and cleaning (2)	2					
	Time management: - Punctuality (1) - Inform chefs of serving times (times realistic and managed) (3) - Dishes served punctually (1)	5					
	Control dishes: - Check dishes (taste, appearance and check portions) (3) - Confirm number of portions with aboyeur) and plates (2)	5					
	Line of service: - Example plate ready on time (1) - Tasks allocated (1) - Chefs ready, logical flow, smooth, efficient operation of plating dishes (3)	5					
	Crisis management (2)	2					
3	PLATING						
	Garnish and appearance of plates: - Neat (5) - Creative/Original (5) - Consistent plate appearance (5) - Suitable garnish (5)	20					
4	CLOSING MISE-EN-PLACE						
	- Confirm duty list with storekeeper, control chefs, no items standing around (2) - Facilitate cleaning control (after service is completed) (2)	4					
	- Check units for outstanding items (2) - Call examiner when it is in order, cupboards in order (2) - Clean work stations (2)	6					
	Check fridges, stoves, warm drawer, bain-marie, storerooms, lights off and kitchen windows (Any 4)	4					
	TOTAL FOR KITCHEN SERVICE	75					
	GRAND TOTAL	100					

ADDENDUM J (WAITRON COMPLETE)

DRINKS ORDER		
TABLE NUMBER:	COVERS:	SURNAME OF HOST/HOSTESS:
TYPE OF DRINK:		PRICE:
DATE:		WAITER:

ADDENDUM K (BEVERAGE WAITER COMPLETE – TO BE TAKEN TO GUEST)

BAR DOCKET			
TABLE NUMBER:	COVERS:	SURNAME OF HOST/HOSTESS:	WAITER:
AMOUNT:	TYPE OF DRINK:	PRICE PER ITEM:	TOTAL PER ITEM
TOTAAL/TOTAL			
TIP FOR WAITER (tips used for educational trips)			
DATE:		WAITER 2:	

ADDENDUM L**HOSPITALITY PAT MODERATION REPORT***(To be completed by moderator)*

DISTRICT						
CENTRE NAME						
TEACHER						
MODERATOR						
MODERATION DATE & LEVEL						

NAME OF CANDIDATE	100	
	T	M
1		
2		
3		
4		
5		
6		
TOTAL		
AVERAGE OF SAMPLE = (Total ÷ No. of learners)		
AVERAGE DIFFERENCE (If the average difference of the sample is more than 10% a block adjustment should be made)		

T = Teacher**M = Moderator**

ADDENDUM M**HOSPITALITY STUDIES GRADE 12
MODERATION MARK SHEET**

School:	
Teacher:	

No.	NAME OF LEARNER (Not per class – list ALL learners alphabetically)	PAT 1	PAT 2	TOTAL	Converted mark	Moderated mark
		100	100	200	100	100
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

TEACHER SIGNATURE: _____ DATE: _____

HOD SIGNATURE: _____ DATE: _____

DISTRICT OFFICIAL: _____ DATE: _____



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

PRACTICAL ASSESSMENT TASK GRADE 12

2015

LEARNER INSTRUCTIONS

HOSPITALITY STUDIES: PRACTICAL EXAMINATION**GRADE 12: 2015****CHEF****INTRODUCTION**

The Practical Assessment Task for 2015 consists of two practical examinations. You should fulfil the role of chef in one examination, and waitron in the other examination.

During the Practical Assessment Task as a chef you must demonstrate the ability to prepare and present a range of dishes.

You will be required to work individually.

You will receive a mark out of 100 for cooking skills.

The final mark for the Practical Assessment Task is obtained by combining the marks for the two practical exams and dividing it by two.

Each examination consists of two sections.

1. Written planning

- You will be allocated a task 14 school days before the date of the examination. You will receive the recipes for the dishes as well as the planning task.
- Complete the planning task and hand it in seven school days before the examination on the date set by the school.

2. The formal meal in the restaurant (approximately 6–7 hours)

This consists of three phases:

- Preparations for the formal meal, commencing four hours before the guests arrive. Food preparation and the preparation of serving equipment, etc. take place during this time. Cleaning of the kitchen must be done beforehand.
- Plating and serving the mocktail, finger snack and three-course dinner to the guests
- Additional clearing up takes place after the guests have left (closing mise-en-place)



CHEF'S NAME:

- | | |
|---------------------------|-----------------|
| 1. Planning of the dishes | 15 |
| 2. Order of work | 10 |
| | Total 25 |

1. PLANNING OF THE DISHES YOU WILL PREPARE

[30÷2]

MARKS: 15

You may use different colours to indicate different recipes on the same page, or do the two recipes on separate pages.

RECIPE 1 (15):			EQUIPMENT
Ingredients (3)	Amount required by recipe (3)	Mise-en-place of ingredients (1)	Extra/Additional equipment for preparation/cooking/moulding/serving/portioning (3) <i>(those not at your work station)</i>
			Mise-en-place of equipment (e.g. grease baking tray) (1)
Description of dish: (1)			
Oven °C/temperature of stove plate and time/setting time required: (1)			
Cooking method(s): (1)			
Course: (1)			

RECIPE 2 (15):			EQUIPMENT
Ingredients (3)	Amount required by recipe (3)	Mise-en-place of ingredients (1)	Extra/Additional equipment for preparation/cooking/ moulding/ serving/portioning (3) <i>(those not at your work station)</i>
			Mise-en-place of equipment (e.g. grease baking tray) (1)
Description of dish: (1)			
Oven °C/temperature of stove plate, and time/setting time required:			(1)
Cooking method:			(1)
Course:			(1)

3. ORDER OF WORK AND TIME SCHEDULE

MARKS: 10

(Work on both recipes simultaneously. Indicate the different recipes in different colours.)

[illegible]

ASSESSMENT

Time schedule: times specified – starting, plating and serving times indicated and realistic

(3)

Realistic time allocated for preparation

(2)

Integration of recipes: work on both at the same time

(2)

Logical sequence/realistic order of work

(3)

HOSPITALITY STUDIES: PRACTICAL EXAMINATION GRADE 12: 2015 WAITRON

INTRODUCTION

The Practical Assessment Task for 2015 consists of two practical examinations (restaurant examinations). You should fulfil the role of chef in one examination, and waitron in the other examination.

During the Practical Assessment Task you must demonstrate the ability to:

- Set up a venue for a formal dinner and preparation of serving a welcome mocktail and a finger snack.
- Apply the correct serving techniques for food and beverage.



You will be required to work individually/on your own.

You will receive a mark out of 100 for setting up a venue and serving skills. The final mark for the Practical Assessment Task is obtained by combining the marks for the two practical exams (restaurant examinations), and dividing it by two

The examination consists of two sections.

1. Planning

You will receive the planning task approximately 14 school days before the date of the examination. Complete the planning and hand it in seven school days before the examination, on the date set by your teacher.

2. The examination in the restaurant (approximately 6–7 hours)

This consists of three phases:

- Opening mise-en-place commencing a maximum of four hours before the start of the examination. Thirty minutes may be added to get dressed. Preparing the venue, laying the tables and other relevant preparation should take place during this time. No preparation of the restaurant should be done beforehand, except cleaning. Preparation starts in a clean venue.
- Serving of food and beverages
- Additional clearing up takes place after the guests have left (closing mise-en-place)

WAITRON NAME:

Menu and description of dishes and work procedures	10
Diagram of one cover	5
Opening mise-en-place per cover	10
Total	25

1. THE MENU, DESCRIPTION OF DISHES AND WORK PROCEDURES (20 ÷ 2 = 10)

WRITE THE MENU BELOW (8)	Short description of dishes: Finger snack and the three courses. Underline the dish that can be served to a vegetarian. <i>Example: <u>Broccoli Soup</u> (Lacto-vegetarian) (4)</i>

3. DRAW A LABELLED DIAGRAM OF ONE COMPLETE COVER**(5)**
4. OPENING MISE-EN-PLACE (complete according to the number of guests you will serve)**(10)**

Name of dish	Type and quantity of cutlery needed per cover	Total quantity needed for number of guests to be served
Starter:		
Main course:		
Dessert:		
Type and quantity of crockery and cutlery needed for tea/ coffee service:		
Serving utensils needed for finger snack :		
Serving utensils needed for bread service :		
Utensils/Apparatus needed for crumbing down:		
Type and quantity of glasses needed	Drink needed for	Other: Example: Tablecloths, serviettes
ASSESSMENT: DRAWING OF COVER SCALE: 0 = Unacceptable 1–2 = Does not meet requirements 3 = Meets requirements 4 = Exceeds requirements 5 = Excellent		ASSESSMENT: OPENING MISE-EN-PLACE SCALE: 0–1 = Unacceptable 2–4 = Does not meet requirements 5–6 = Meets requirements 7–8 = Exceeds requirements 9–10 = Excellent

LEARNER DECLARATION

SCHOOL:

NAME OF LEARNER:
(Surname and First Name)

TEACHER'S NAME:

EXAMINATION NUMBER:

I hereby declare that the planning presented is my own, original work and that if I have made use of any source, I have acknowledged this.

I agree that if it is determined by the competent authority that I have engaged in any fraudulent activities whatsoever in connection with my formal assessment mark, I shall forfeit the marks gained for this assessment.

.....
CANDIDATE'S SIGNATURE.....
DATE

As far as I know, the above statement by the candidate is true and I accept that the work offered is his/ her own.

.....
TEACHER'S SIGNATURE.....
DATE**SCHOOL STAMP**