



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL CURRICULUM STATEMENT
(GRADES 10-12)**

GUIDELINES FOR PRACTICAL ASSESSMENT TASK (PAT)

GRADE 12 FOR 2009

HOSPITALITY STUDIES

HOSPITALITY STUDIES
PRACTICAL ASSESSMENT TASK
GRADE 12
2009

GUIDELINES FOR TEACHERS

The guidelines for teachers consists of 6 pages

INTRODUCTION

The 17 National Curriculum Statement subjects which contain a practical component all include a PAT, i.e. a Practical or Performance Assessment Task. These subjects are:

- AGRICULTURE: Agricultural Management Sciences, Agricultural Technology
- ARTS: Dance Studies, Design, Dramatic Arts, Music, Visual Arts
- HSS: Life Orientation
- SCIENCES: Computer Applications Technology, Information Technology
- SERVICES: Consumer Studies, Hospitality Studies, Tourism
- TECHNOLOGY: Civil Technology, Electrical Technology, Engineering Graphics and Design, Mechanical Technology

A PAT allows the teacher to directly and systematically observe applied competence. The PAT comprises the application/performance of the knowledge, skills and values particular to that subject and counts 25% (i.e. 100 marks) of the total promotion/ certification mark out of 400 for the subject. In the two Arts subjects Design and Visual Arts, the PAT counts 37.5% (i.e. 150 marks) of the total promotion/ certification mark out of 400 for the subject.

The PAT is implemented across the first three terms of the school year and should be undertaken as one extended task, which is broken down into different phases or a series of smaller activities that make up the PAT. The planning and execution of the PAT differs from subject to subject.

THE PRACTICAL ASSESSMENT TASK FOR HOSPITALITY STUDIES

During the Practical Assessment Task, the learner must demonstrate his/her knowledge and practical ability/skills in the kitchen as a chef, and in the restaurant as a waiter. Learners must demonstrate the ability to set up venues for formal dinners, to produce and present a range of dishes for formal dinners and to apply the correct serving techniques for food and beverage at formal dinners.

REQUIREMENTS FOR THE TASK

The following equipment and resources must be available for the PAT

1. A functional training kitchen with the necessary equipment
2. A restaurant or function room with the necessary furniture and equipment, where paying guests from the public could be served, after school hours
3. Toilet facilities for the guests
4. The necessary equipment and funds – refer to Circular S8 of 2006
5. The school should provide the ingredients and other necessities for the function. After the function the funds spent on the dinner should be paid back to the school from the income generated during the function, as this subject is self-sustaining.
6. A price list of the ingredients as well as a conversion table (see Annexure B) should be provided to the learners for the planning task.
7. Learners must wear the appropriate uniform assigned for their particular role, which is chef or waiter.
8. A safe and secure environment must be ensured on the premises after school hours.

PLANNING FOR THE PRACTICAL ASSESSMENT TASK

The Practical Assessment Task for Hospitality Studies Grade 12 is done individually. Every learner has to do this task.

The Practical Assessment Task consists of a series of three tasks, one in each of the first three terms. Each task consists of a formal dinner catered for in the training kitchen and school restaurant. These dinners should be prepared for and served to paying guests, as the restaurant should be self-sustaining. Conditions for this task should be as similar as possible to conditions in a commercial restaurant.

1. Set dates for these dinners at the beginning of the academic year, to appear on the school year plan. These are examinations and should be planned to prevent clashes with other school activities. Learners should be informed of these dates at the beginning of the year.
2. The number of learners for a task will be determined by the following:
 - The number of Hospitality Studies teachers available for the function. Assessment has to be done in the kitchen as well as in the restaurant.
 - The size of the training kitchen and restaurant of the school
 - The number of learners per class – refer to Circular S8 of 2006, which stipulates that the number of learners in a Hospitality Studies classroom may not exceed 20.
3. A four-course menu must be set for each of these dinners according to the criteria given below. A new/different menu should be used for each dinner. The preparation and presentation of the dinners should take place outside the 4 hours per week allocated to the subject Hospitality Studies. Approximately 6 - 7 hours are needed for each dinner.
4. Every learner should be assessed as a chef in two functions, and as a waiter in one. However, the teacher can decide that the effective operation of the restaurant requires another position e.g. Chef De Cuisine, Maitre D' Hotel or store man, and include these additional posts in the Practical Assessment Task. The Practical Assessment Task of such a learner must then be Chef, Waiter and Chef De Cuisine/Maitre D' Hotel / store man.
5. The Practical Assessment Task for the first quarter need not be submitted to the Subject Advisor for approval, but must be available for later moderation.
6. The mark for the Practical Assessment Task is obtained by the addition of the marks obtained in Tasks 1, 2 and 3. The evidence generated in each task must be kept for external moderation. This task will be administered and marked by the Hospitality Studies teacher, and externally moderated by the subject advisor.

SETTING THE TASK

The teacher should set the task according to the following steps:

1. Set the menus for the dinners for the second and third term.

Set a menu for a four-course dinner for each of the two dinners and source suitable recipes. The menu for the second term should be handed in to the Hospitality Studies Subject Advisor in the first week of the second term for approval. The menu for the third term should be handed in during the last week of the second term.

The choice of the dishes in the menu must be determined by the criteria below:

Name of dish	Minimum of 4 cooking methods	Advanced protein dishes	Minimum of 2 advanced sauces	Starch dishes with special technique	Advanced vegetable dishes	Pastry/choux/crepes/meringues	Yeast product	Gelatin Dish	Advanced garnishing

The following techniques to be included in the menu for Task 2 (term 2) and Task 3 (term 3):

- The menu should include one or more advanced protein dishes, e.g. fish, meat, chicken. The preparation of a dish should include more than one technique, e.g. stuffed and fried.
- Vegetable dishes should include advanced techniques, e.g. Julienne carrots, tied asparagus bundles, potato baskets.
- Starch dishes should have a special technique or variation, e.g. Risotto, rice-timbale, polenta, Duchesse, Dauphine, croquette.
- A minimum of two advanced sauces should be included, e.g. caramel sauce where the sugar is caramelised. An advanced soup could replace one sauce.
- Include one or more of the following: Pastry dishes, sweet or savoury, e.g. puff pastry, phyllo pastry (use ready made pastry) / choux pastry / roulades / crêpes / meringues.
- A yeast product (kneaded) should be included, e. g. bread rolls, bread sticks, focaccia.
- Gelatin should be used in either the dessert or salad, e.g. coupe, cheesecake, mousse, terrine, aspic.
- Use delicate, advanced garnishing/decorating, to follow current trends.
- At least four different cooking methods should be applied in each menu.

Analyse the menu of each of the two dinners according to the criteria below, in order to make sure that all the criteria are met. Use the following format.

Example

Name of dish	Minimum of 4 cooking methods	Advanced protein dishes	Minimum of 2 advanced sauces	Starch dishes with special technique	Exotic vegetable dishes	Pastry/choux/crepes/meringues	Yeast product	Gelatin Dish	Advanced garnishing
Baby Marrow Soup	X (simmer)		x		X				
Rosemary Focaccia	X (bake)						x		
Spinach and Mushroom Parcels	X (stir fry, bake)				X	x			
Stuffed Fillet with Parsley Butter	X (bake, roast)	x							
Potato Croquettes	X (deep-fry)			x					
Grilled Vegetables	X (grill)				X				
Mixed Salad Mould								x	
Spiced Mayonnaise			x						
Chocolate Pudding with Tuiles	X (bake) X (bake)					x			
Crème anglaise	X (boil)		x						

PERFORMING THE TASK

Each task/dinner function consists of two sections

A. Planning

- Different planning tasks are set for waiters and chefs. See pages 5 and 6.
- The planning task should be handed to the chefs and waiters after the allocation of tasks, 15 school days before the date of the function. Chefs should receive the recipes for the dishes they will prepare, the template for calculating costs, as well as a conversion table (Annexure A and B)
- Learners will do the planning in the format of a written assignment, starting after the tasks have been allocated, and handed in 7 school days before the function, on dates set by the school.

B. The restaurant function (approximately 6 - 7 hours)

This has three phases

- Preparation, commencing a maximum of 4 hours (30 minutes can be added for the learners to eat or get dressed) before the start of the function. Preparation of food, preparing the venue, laying the tables, etc. should take place during this time. The time depends on the size of the restaurant and the number of guests. No preparation of the venue, food or beverages should be done beforehand. Cleaning of the venue may be done beforehand, e.g. washing of the floor. Preparation starts in a clean venue.
- Serving food / beverages
- Clearing up after the guests have left.

ASSESSMENT

- The teacher should mark the written planning task before the function takes place.
- The assessment tools provided should be used.
- The corrected planning task should be handed back to the learner a day before, for learners to use during preparation for the function.
- The planning assignment should be kept for external moderation.
- Teachers should evaluate the performance of the chefs and waiters during the function by observation, according to the prescribed assessment tools.
- It may be difficult for the teacher to evaluate in the kitchen and restaurant simultaneously. An teacher other than a Hospitality Studies teacher could be trained to evaluate the performance of the waiters in the restaurant. The same teacher should be used for all the functions to ensure consistency.

MODERATION

The following should be handed in to the Hospitality Studies Subject Advisor in the first week of the second term for approval.

1. The draft menus for the dinners for task 2 and 3 (term 2 and 3)
2. Analysis of the menu as indicated
3. The relevant recipes
4. The division of the menu into appropriate tasks for the individual chefs
5. The number of the chefs and the dishes each chef will make
6. The dates and times on which all the Grade 12 functions will take place

The Subject Advisor will moderate the task in the third term on site.

- The moderator must attend the Practical Assessment Task performed by the last group of grade 12 Hospitality Studies learners
- The teacher should have the marks of the learners of the previous groups available for the moderator.
- The teacher should prepare a set of assessment tools (one per learner) for the moderator prior to the function.
- The moderator will mark independently from the teacher, using the same assessment tools as the teacher.

- After the function the marks of the moderator and the examiner must be compared and an adjustment can then be made if necessary.

HOSPITALITY STUDIES
PRACTICAL ASSESSMENT TASK
GRADE 12
2009

INSTRUCTIONS FOR LEARNERS
CHEFS

The guideline for learners (chefs) consists of 9 pages

**HOSPITALITY STUDIES
PRACTICAL ASSESSMENT TASK GRADE 12
2009**

CHEFS

A.	Participate in the allocation process to determine which dishes in the menu will be your responsibility. The allocation takes place two weeks before the date of the function.
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B	Planning This assignment should be handed in a week before the date of the function. Refer to Annexure A for the format.	Marks
1	<i>Mise-en-place</i> for your recipes, with equipment, recipes written in the correct format, preparation, garnishing, setting of oven	10
2	List the ingredients for the dishes you will prepare	5
3	Plan your time schedule / order of work. Work on all your dishes simultaneously (integration), taking the time your dish would be served into consideration	12
4	Describe the hygiene and safety principles to be taken into consideration while preparing your dishes	7
5	Plan the plating and garnishing of your dishes. Use a labelled diagram to indicate the position of each item on the menu on the plate of the main course	3 3
6	Calculate the cost of the main course (protein dish) and the dessert on the menu.	10
Total		50

C	Preparation and production of the two dishes	Marks
1	Personal appearance (uniform) and hygiene	5
2	<i>Mise-en-place</i>	10
3	Safe and correct use of equipment, including measuring equipment	4
4	Recipe interpretation, preparation and cooking methods: Dish 1	13
5	Recipe interpretation, preparation and cooking methods: Dish 2	13
6	Maintenance of hygienic standards: Handling of food and equipment, dishwashing, dishcloths, work surface, handling of waste, etc.	10
7	Effective use of time. Follow time schedule as planned, or innovative changes if chef discovers that the planning was incorrect	10
8	Fulfill duties after the function	5
Total		70

D	Evaluation of dishes	Marks
1	Product 1: Appearance, taste and texture	15
2	Product 2: Appearance, taste and texture	15
Total		30

TOTAL 150, convert to 50

**PLANNING FOR THE PRACTICAL ASSESSMENT TASK (Example)
CHEFS**

NAME: _____

1. MISE-EN-PLACE

DISH 1 _____ COURSE _____

RECIPE			MISE-EN-PLACE
Ingredient	Amount	Preparation needed	Apparatus for measuring
			Apparatus for preparation
			Apparatus for cooking
			Apparatus for serving
Garnishing:			
Oven °C:	Time:	Placing of oven rack:	
Cooking method:			

ASSESSMENT: Refer to criteria at the end of dish 2

DISH 2 _____ COURSE _____

RECIPE			MISE-EN-PLACE
Ingredient	Amount	Preparation needed	Apparatus for measuring
			Apparatus for preparation
			Apparatus for cooking
			Apparatus for serving
Garnishing:			
Oven °C:	Time:	Placing of oven rack:	
Cooking method:			

ASSESSMENT: 20 marks for each dish = 40 ÷ 4 = 10

	Mark	Mark Dish 1	Mark Dish 2
Correct apparatus for measuring	2		
Correct apparatus for preparation	2		
Correct apparatus for cooking	2		
Correct apparatus for serving	2		
Preparation needed	4		
Suitable garnish	1		
Correct oven temperature, time and placing of rack / Description of cooking method	3		
Ingredients	2		
Amount	2		
Total	20		
40 ÷ 4 = 10			

4. HYGIENE AND SAFETY PRINCIPLES

1. Workspace		(3)
2. Apparatus		(3)
3. Stoves		(3)
4. Dishwashing		(3)
5. Dishcloths		(3)
6. Handling of food		(3)
7. Disposal of refuse		(3)
Total 21 ÷ 3 = 7		

(Answers may be general as well as specific for the relevant context of the training kitchen and circumstances at the school.)

5. PLATING

Describe the plating and garnishing of your dishes.	(3)
Draw a labelled diagram to indicate the position of all the dishes on the menu on the plate of the main course.	(3)

6. CALCULATION OF COSTS (SALT, HERBS AND SPICES EXCLUDED)

Name of protein dish on menu:
Number of portions:

Ingredients	Purchasing unit	Purchasing cost	Quantity used	Conversion (ml to g /kg) To match the purchasing unit	Calculation: $\frac{\text{Amount used} \times \text{Purchasing cost}}{\text{Purchasing unit}}$ = Cost of amount used	Actual Cost
		R				R
		R				R
		R				R
		R				R
		R				R
		R				R
		R				R
		R				R
		R				R
		R				R
Total cost of recipe						R
Price per portion = total cost of recipe ÷						R

Guideline for marking: 5 marks

- 1 correct conversion = 1
- 1 correct calculation = 1
- 1 correct actual cost of an ingredient = 1
- Total cost of recipe = 1
- Price per portion = 1

HOSPITALITY STUDIES
PRACTICAL ASSESSMENT TASK
GRADE 12
2009

INSTRUCTIONS FOR LEARNERS
WAITERS

Instructions for learners (waiters) consists of 9 pages

**HOSPITALITY STUDIES
PRACTICAL ASSESSMENT TASK GRADE 12
2009**

WAITERS

A.	Participate in the allocation process to determine which tables in the restaurant would be your responsibility. The allocation takes place two weeks before the date of the function.
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B	Planning This assignment should be handed in one week before the function. Refer to Annexure B for the format.	Marks
1	Write down all the dishes on the menu, indicating the ingredients in every dish.	10
2	Describe the different types of table linen and other decorations required for the dinner service and how it will be used.	5
3	Plan the <i>mise-en-place</i> for the table d'hôte cover.	10
	With the aid of a diagram, describe a table d'hôte cover.	5
4	Describe the table service and clearing methods for each course on the menu.	10
5	Malt/ substitute, wine/grape juice and soft drinks will be available at the function. Describe the procedure you will follow when serving each drink, including the service temperature and the type of glasses you would use.	10
6	6.1 Describe the process of crumbing down. 6.2 Describe the service of coffee after the meal.	5
7	Describe the closing <i>mise-en-place</i> .	5
8	Describe the duties of a waiter before, during and after the function, as well as crisis management.	10
	Total	70

C	SERVICE	Marks
1	Personal appearance (uniform)	5
2	Preparation of venue and tables	25
3	Handling of guests	10
4	Beverage service and clearing	15
5	Service and clearing of all four courses on the menu	20
6	Fulfilling duties after service: cleaning and performing closing <i>Mise-en-place</i>	5
	Total	80

TOTAL 150

TABLE LINEN AND DECORATIONS

(5)

TABLECLOTHS		
Number, colour	Shape	Criteria for use

SERVIETTES		
Number, colour	Type	Fold

OVERLAY		
Number, colour	Type	Use

DECORATIONS		
Number, colour	Description	Use

ASSESSMENT

- SCALE:
- 1 = Unacceptable
 - 2 = Does not meet requirements
 - 3 = Meets requirements
 - 4 = Exceeds requirements
 - 5 = Excellent

3. MISE-EN-PLACE FOR TABLE D HÔTE MENU

(10)

WRITE THE MENU HERE	CUTLERY NEEDED
	CROCKERY NEEDED
GLASSES NEEDED	OTHER

DRAW A DIAGRAM OF ONE COMPLETE COVER

(5)

ASSESSMENT: *MISE-EN-PLACE*

SCALE: 1-2	=	Unacceptable
3-4	=	Does not meet requirements
5-6	=	Meets requirements
7-8	=	Exceeds requirements
9-10	=	Excellent

ASSESSMENT: DRAWING OF COVER

SCALE: 1	=	Unacceptable
2	=	Does not meet requirements
3	=	Meets requirements
4	=	Exceeds requirements
5	=	Excellent

5. SERVING OF BEVERAGES

Drink	Service procedure (4)	Service temperature (2)	Type of glass (diagram) (4)
Sherry			
White wine			
Red wine			
Sparkling wine			
Beer			
Cooldrink			

ASSESSMENT

SCALE:	1-2	=	Unacceptable
	3-4	=	Does not meet requirements
	5-6	=	Meets requirements
	7-8	=	Exceeds requirements
	9-10	=	Excellent

6. DESCRIBE (5)

6.1 THE PROCESS OF CRUMBING DOWN

6.2 THE PROCEDURE FOR THE SERVING OF COFFEE AFTER THE MEAL

6. DESCRIBE THE CLOSING *MISE-EN-PLACE* (5)

ASSESSMENT

- SCALE: 1 = Unacceptable
2 = Does not meet requirements
3 = Meets requirements
4 = Exceeds requirements
5 = Excellent

7. DUTIES OF THE WAITER

BEFORE THE FUNCTION
RECEIVING THE GUESTS
DURING THE FUNCTION
AFTER THE FUNCTION
CRISIS MANAGEMENT

ASSESSMENT

SCALE: 1-2 = Unacceptable
 3-4 = Does not meet requirements
 5-6 = Meets requirements
 7-8 = Exceeds requirements
 9-10 = Excellent

HOSPITALITY STUDIES
PRACTICAL ASSESSMENT TASK
GRADE 12
2009

ASSESSMENT TOOLS

Assessment tools consist of 6 pages

ASSESSMENT - CHEFS – PREPARATION AND PRODUCTION MARKS 70		MARKS	Names of chefs															
DATE _____			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	Chef's number																	
1	PERSONAL APPEARANCE AND HYGIENE	5																
	Chef's hat	1																
	Chef's jacket	2																
	Hair, hands, nails, no jewellery	2																
2	MISE EN PLACE 5 x 2 dishes	10																
	Collect equipment and prepare equipment	4																
	Collect ingredients and prepare ingredients	4																
	Arrange in order of use	2																
3	CORRECT USE OF EQUIPMENT	4																
	Use equipment correctly	1																
	Use equipment safely	1																
	Measure accurately, using the correct equipment	2																
4	RECIPE INTERPRETATION, PREPARATION, COOKING METHOD – RECIPE 1	13																
	Follow recipe accurately	3																
	Correct preparation techniques used	3																
	Correct cooking methods used, use stove and oven correctly	3																
	Able to complete dish without assistance from teacher or other learners	4																
5	RECIPE INTERPRETATION, PREPARATION, COOKING METHOD – RECIPE 2	13																
	Follows recipe accurately	3																
	Correct preparation techniques used	3																
	Correct cooking methods used, use stove and oven correctly	3																
	Able to complete dish without assistance from teacher or other learners	4																

6	HYGIENIC STANDARDS	10																
	Equipment and work surfaces	2																
	Handling and preparation of food	2																
	Dishwashing	2																
	Dishcloths	2																
	Handling of waste	2																
7	EFFICIENT USE OF TIME	10																
	Excellent conceptualization of time schedule. Integration of the 2 recipes	2																
	Regular cleaning and dishwashing	2																
	Dishes finished on time (plated and garnished) No overcooking or leaving to stand for reheating	2																
	Coordination with other chefs and waiters	2																
	Use time efficiently, work fast – no hanging around and talking – rather offer help	2																
8	FULLFILLING DUTIES AFTER THE FUNCTION	5																
	Cleaning of own workplace – work surface, stove and floor	1																
	Washing dishes (own and that of guests)	1																
	Putting away ingredients and equipment. General tidying up, sweep, close windows	1																
	Staying until lock up.	1																
	Greeting teacher before leaving	1																
		70																

ASSESSMENT – CHEFS – EVALUATION OF DISHES MARKS 30 DATE _____ Teacher to set criteria for dish	Names of chefs																
	Total																
Chef number		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
FINAL PRODUCT – 1	15																
Appearance and garnishing																	
	2																
	2																
	2																
Texture																	
	2																
	2																
Taste																	
	2																
	2																
	1																
FINAL PRODUCT – 2	15																
Appearance and garnishing																	
	2																
	2																
	2																
Texture																	
	2																
	2																
Taste																	
	2																
	2																
	1																

ASSESSMENT – WAITERS – SERVING		MARKS 80		Names of waiters															
DATE _____		MARKS																	
			Waiter number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	PERSONAL APPEARANCE	5																	
	Trousers / skirt	1																	
	Shirt, waistcoat, tie	1																	
	Shoes	1																	
	Hair, hands, nails, jewellery	1																	
	Waiter's cloth	1																	
2	PREPARATION OF RESTAURANT AND TABLES	25																	
	Setting up the venue: Cleaning, placing of tables and chairs, toilets	4																	
	Tablecloth and overlay clean, ironed, placed correctly	3																	
	Folding and placement of serviettes	2																	
	Placement of all items correct. (Crockery, cutlery, glasses) All covers at the table correct and the same.																		
	Cutlery for 4 courses =4																		
	Cutlery straight and placed accurately from the rim =2																		
	Side plate and knife correctly placed = 2																		
	Glasses clean = 1																		
	Placement of glasses = 2	11																	
	Decorations and additional items (table number, condiments, menu, cruet set)	5																	
3	HANDLING OF GUESTS	10																	
	Welcome and seating of guests	2																	
	Recognition of host	2																	
	Communication with guests. Friendliness	2																	
	Attentiveness and availability	2																	

	Interaction with guests	2																
4	EFFICIENCY OF BEVERAGE SERVICE AND CLEARING	15																
	Presentation of wine list. Taking and executing order	3																
	Opening of wine bottle: Position of bottle, using of waiter's cloth, handling waiter's friend, pouring wine	5																
	Carrying and serving of beer and cool drink	3																
	Ordering, serving and clearing coffee	4																
5	SERVING AND CLEARING ALL FOUR COURSES ON THE MENU	20																
	Carrying and handling of plates	4																
	Serving guests (placing plates on the table)	4																
	Clearing and carrying empty plates	4																
	Crumbing down, clearing unnecessary items, cutlery for dessert correct	4																
	Communication with guests (being available without being in their way)	2																
	Co-operation with other waiters, handling of crisis situations	2																
6	FULLFILLING AFTER-SERVICE DUTIES	5																
	Clearing and cleaning of own tables and service station	1																
	Clearing of beverages, tea and coffee counters	1																
	Assist with dishwashing	1																
	General cleaning, e.g. sweeping, closing windows	1																
	Staying until restaurant is locked up . Greeting teacher before leaving	1																
	TOTAL	80																