



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

HOSPITALITY STUDIES

GUIDELINES FOR PRACTICAL ASSESSMENT TASKS

2010

INFORMATION FOR TEACHERS

This guideline consists of 23 pages.

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.

1. OVERVIEW

The Practical Assessment Task for 2010 consists of two practical examinations (restaurant functions) Learners should fulfill the role of chef in one function, and waiter in the other function.

During the Practical Assessment Task for 2010 learners must demonstrate the ability to

- set up a venue for a cocktail function and a formal dinner;
- prepare and present a range of dishes;
- apply the correct serving techniques for food and beverage at a cocktail function and a formal dinner.

2. MARK ALLOCATION

Learners do the Practical Assessment Task for Hospitality Studies individually.

Each learner will have a mark out of 100 for cooking skills, and a mark out of 100 for serving skills.

The mark for the final Practical Assessment Task is obtained by adding the marks for the two practical exams / restaurant functions, and divide by two.

Practical examination term 2	100
Practical examination term 3	100
Total	$200 \div 2$
Final mark for PAT	100

The marks for the PAT do not form part of the School Based Assessment, and cannot be added to the term marks. It is part of the end-of-the-year assessment. The province provides two separate computerised mark sheets, one for SBA and one for the PAT

For reporting on the practical work in each term, marks for the products made by the learners to practise the techniques required for the practical exam, will be used

3. 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 for these ingredients should be provided to the learners for the planning task.
7. Learners must wear the appropriate uniform assigned for their particular role, chef or waiter.
8. A safe and secure environment must be ensured on the premises after school hours.

4. PREPARATION OF LEARNERS FOR THE PRACTICAL EXAMINATIONS

During the time allocated for practical work (1½ hours of the prescribed 4 hours per week for all choice subjects) the learners will make a variety of dishes to learn the skills needed for the practical examinations

A minimum of 4 practical lessons must be done in each of the first 3 terms, which means 12 for the year. If the school can afford it, it is proposed that more be done. These practical lessons must be done during school periods.

A simple mark sheet can be used to allocate marks (method of work, neatness, appearance, texture, taste)

These marks are used as practical marks for the term, and count 25% of the mark for the term

5. PLANNING FOR THE PRACTICAL ASSESSMENT TASK

Both of the practical examinations are formal four-course dinners catered for in the training kitchen and restaurant or function room of the school. These functions should be prepared for and served to paying guests, as the restaurant should be self-sustaining.

1. Set dates for these examinations at the beginning of the academic year, to appear on the school year plan. They should be planned to prevent clashes with other school activities. Learners should be informed of these dates at the beginning of the year. These dates should be communicated to the relevant subject advisor.
2. The number of learners for a restaurant function 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
3. A formal four-course dinner must be presented in the second and third term according to the criteria given below. A new/different menu should be planned for each dinner.

4. Every learner should be assessed as a chef in one function, and as a waiter in one. However, the teacher may decide that the effective operation of the restaurant also requires the positions of Chef De Cuisine and Maitre D' Hotel, and include these additional posts in the Practical Assessment Task. The teacher should set assessment tools for these positions, according to the house rules of the school's restaurant.
5. The preparation and presentation of the functions should take place outside the 4 hours per week allocated to the subject Hospitality Studies. Approximately 6 - 7 hours are needed for each function.

6. SETTING THE TASK

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

Set four-course menus for each of the two formal dinners. Source a suitable recipe for each dish. The Hospitality Studies subject advisor must approve both menus, together with the recipes. Refer to the section on moderation.

The teacher should set the menus to suit the context of the school. The province may not prescribe a common menu.

The menus should meet the following criteria:

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 each of the menus for the two practical examinations

- One or more advanced protein dishes, such as fish, meat, chicken. The preparation of a dish should include more than one technique, e.g. stuffed and rolled.
- Vegetable dishes should include advanced techniques such as Julienne carrots, tied asparagus bundles, potato baskets.
- Starch dishes should include a special technique or variation, such as Risotto, rice-timbale, polenta, Duchesse, Dauphine, croquette.
- A minimum of two advanced sauces, such as a caramel sauce (with caramelized sugar). An advanced soup could replace one sauce.
- One or more of the following: pastry dishes, sweet or savoury, e.g. puff pastry (ready made), phyllo pastry (ready made) / choux pastry / roulades / crêpes / meringues.
- A yeast product (kneaded), such as 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.

Analyse the menu of each of the two dinners to make sure that all the criteria are met. Use the following format:

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		
Mushroom-Spinach 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						
Chocolate Truffles									X

2. 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.
- A Chef de Cuisine / executive chef / sous chef may be appointed if the teacher wishes to do so.
- Each chef must work individually, preparing at least two or more dishes with sauces and garnishes.
- 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). Chefs should not prepare one large dish together.
- Select **ONE** recipe from the menu for learners to calculate costs in the planning task. The recipe should have at least eight ingredients and at least one conversion. Prepare the price list for the ingredients of this recipe. This part of the planning task will be done as a test in class under supervision of the teacher.

3. Set the tasks for the Waiters

- A Maitre D' Hotel / headwaiter could be appointed for each function. The rest of the learners will be waiters.
- The headwaiter, together with the other waiters in the team, must
 - determine the layout of the restaurant according to the number of guests expected.
 - divide the tables between the numbers of waiters needed for the function.
- A waiter should serve a minimum of four guests.
- Waiters should not serve their own family or friends. They might get lower marks, as they might not behave naturally.
- Waiters must be able to work individually as well as in a team. Example: two waiters assist each other, so that guests at the same table are served simultaneously.
- Setting of tables must be assessed before the Maitre D' Hotel comes to assist.
- The Maitre D' Hotel will be assessed on his/her own knowledge on table setting, and pointing out errors to the relevant waiter in the presence of the examiner / moderator.

4. Allocate tasks to chefs and waiters

- This draw should take place in the classroom 15 school days before the date of the function.

5. Complete the assessment tool

1. Complete the assessment tool for the chefs by inserting a memo for the evaluation of the dishes.
2. Set the assessment tools for the Chef De Cuisine and Maitre D' Hotel in accordance with the house rules of the school's restaurant.

7. PERFORMING THE TASK

Each of the two examinations consists of two sections

A. Planning

- Different planning tasks are set for waiters and chefs. Refer to the Learner Task.
- The planning task is given to the chefs and waiters after the allocation of tasks, 15 school days before the date of the function.
- Chefs will receive
 - o the recipes for the dishes they will prepare,
 - o the template for the planning task
- After the learners received their tasks, they will do the planning in the format of a written assignment, and hand in 7 school days before the function, on the date set by the school.
- The calculation of costs should be done in a class period under examination conditions.

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

The function has three phases

- Preparation commences a maximum of 4 hours before the start of the function. Thirty minutes may be added for the learners to eat and get dressed. Preparation of the food, the venue, laying the tables and other relevant preparation should take place during this time. No preparation of the venue, food or beverages should be done beforehand. Cleaning of the venue may be done beforehand. Preparation starts in a clean venue.
- Serving food / beverages
- Clearing up after the guests have left.

8. ASSESSMENT

- The teacher should mark the written planning task before the function takes place, and hand it back to the learner to use during preparation for the function.
- The planning assignment should be kept for possible external moderation.
- Teachers should evaluate the performance of the chefs and waiters during the function by observation, according to the assessment tool included
- Certain aspects of the waiters could be assessed one or two hours before the function such as the laying of tables, uniform and appearance, knowledge of the menu. The carrying of plates and the pouring of wine/beverages could be assessed by roleplay before the function.
- 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 waiters in the restaurant on aspects such as communication with guests. The same teacher should be used for both dinners to ensure consistency.

9. MODERATION

The menu and recipes for both the dinners should be submitted to the subject advisor in week 1 of term 2.

The Hospitality Studies Subject Advisor should approve the following beforehand:

1. The draft menus for the two formal dinners
2. The analysis of the menus 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 prepare
6. The assessment tools for the Chef De Cuisine and Maitre D' Hotel

The Subject Advisor will moderate the task in the third term at the school.

- The moderator must attend the practical examination in term 3 performed by the last group of Grade 12 Hospitality Studies learners
- The marks of all the learners who have already finished this examination must be available for the moderator.
- The teacher should prepare an extra set of assessment tools (one per learner) for the moderator prior to the function.
- The moderator will assess 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 a block adjustment can then be made if necessary.
- The subject advisor could also make a block adjustment if the standard of the exam is lower than the expected standard.

ASSESSMENT - CHEFS

Name of school:		Names of chefs							
Name of teacher:									
Date:									
1 PERSONAL APPEARANCE AND HYGIENE									
Chef's hat & jacket, apron, shoes, hair, nails, no jewellery (Subtract marks if incorrect)		5							
2 MISE EN PLACE									
Collect equipment. Prepare equipment and ovens		3							
Collect ingredients and measure accurately, using the correct equipment		3							
Prepare ingredients and arrange in order of use		3							
3 USE OF EQUIPMENT/APPARATUS									
Correct equipment/apparatus for a task, use equipment correctly and safely (Subtract marks for errors)		5							
4 RECIPE INTERPRETATION, PREPARATION, COOKING METHODS									
Interpretation of recipe 1, correct preparation techniques/mixing methods, correct cooking methods, use stove and oven correctly, Able to complete dishes without assistance from teacher/other learners (Subtract marks for errors)		8							
Interpretation of recipe 2, correct preparation techniques/mixing methods, corrects cooking methods, use stove and oven correctly. Able to complete dishes without assistance from teacher/other learners (Subtract marks for errors)		8							
5 HYGIENE, NEATNESS and ECONOMY									
Washing of vegetables. Neatness of work surfaces and equipment (stoves, sinks, floors, etc), Dishwashing during practical, dishcloths available & not lying around, not on shoulder. Handling of waste (Subtract marks for errors)		10							
6 EFFICIENT USE OF TIME									
Punctuality: begin on time and stay until lock up		3							
Work procedure logical. Work on 2 recipes simultaneously. Dishes finished on correct time (plated and garnished). No overcooking or leaving to stand for reheating, Use time efficiently. Work fast. No hanging around and talking , rather offer help (Subtract marks when incorrect)		10							
Coordination and cooperation with other chefs and waiters		3							
7 FULFIL DUTIES AFTER THE FUNCTION									
Cleaning of own workstation. Wash own dishes, work surface, stove and floor. Tidy work units/cupboards & pack away equipment (Subtract marks when incorrect)		5							
General tidying up. Sweep floor. Close windows. Offer assistance. Stay until lock up. Greet teacher before leaving. (Subtract marks when incorrect)		4							
8 ASSESSMENT OF DISHES									
Scale: 0=Unacceptable/ cannot serve product 1=Does not meet requirements 2-3=Meets minimum requirements / acceptable 4=Good 5=Excellent/ perfect/exceeds requirements	1	Appearance	5						
		Texture	5						
		Taste	5						
	2	Appearance	5						
		Texture	5						
		Taste	5						
TOTAL		100							

ASSESSMENT: WAITERS

Name of school:		Names of waiters							
Name of teacher:									
Date:									
1	PERSONAL APPEARANCE								
	Trousers / skirt, shirt, waistcoat, tie, shoes, hair, nails, jewellery, waiter's cloth (correct & clean)	10							
2	PREPARATION OF RESTAURANT AND TABLES								
	Setting up the venue: Cleaning, placing of tables and chairs. Guest toilets	10							
	Tablecloth and overlay clean, ironed, placed correctly. Folding and placement of serviettes	5							
	Placement of all items correct. (Crockery, cutlery, glasses) All covers at the table correct and the same. Cutlery for 4 courses (correct cutlery and correct position) = 8 Cutlery placed accurately from the edge of the table and from the plate = 2 Side plate and dessert knife correctly placed = 2 Glasses clean, shiny and in correct position = 3	15							
	Decorations and additional items (table number, condiments, menu, cruet set)	5							
3	HANDLING OF GUESTS								
	Welcome and seating of guests. Communication and interaction with guests. Friendliness	5							
	Attentiveness and availability, Posture & skill	5							
4	EFFICIENCY OF BEVERAGE SERVICE AND CLEARING								
	Present list of available drinks. Taking and executing order. Handling of tray and serving	4							
	Pouring of grape juice / wine substitute: anticlockwise, ladies first, choose correct glass, glass filled to correct level, glass not handled, don't spill	10							
	Ordering and serving coffee	6							
5	SERVING AND CLEARING ALL FOUR COURSES ON THE MENU								
	Carrying and handling of plates, placing of plates on the table, clearing and carrying empty plates, Punctuality of serving & clearing	5							
	Crumbing down, clearing unnecessary items, placing of cutlery for dessert	5							
	Co-operation with other waiters, handling of crisis situations (If applicable)	5							
6	FULFILLING AFTER-SERVICE DUTIES								
	Clearing and cleaning of own tables and service station, Clearing of beverages, tea and coffee counters	5							
	Extra duties: General cleaning, e.g. sweeping, closing windows, assist with dishwashing, staying until restaurant is locked up	5							
	TOTAL	100							



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HOSPITALITY STUDIES

GUIDELINES FOR PRACTICAL ASSESSMENT TASKS

2010

TASK FOR LEARNERS

HOSPITALITY STUDIES: PRACTICAL EXAMINATION:**GRADE 12: 2010
CHEFS****OVERVIEW**

The Practical Assessment Task for 2010 consists of two practical examinations (restaurant functions) You should fulfil the role of chef in one function, and waiter in the other function.



During the Practical Assessment Task you must demonstrate the ability to

- set up a venue for a formal dinner;
- prepare and present a range of dishes;
- apply the correct serving techniques for food and beverage at a formal dinner.

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

You will have a mark out of 100 for cooking skills, and a mark out of 100 for serving skills

The mark for the final Practical Assessment Task is obtained by adding the marks for the two practical exams / restaurant functions, and divide by two.

Each examination consists of two sections**1. Planning**

- Approximately 15 days before the date of the examination a draw will take place in the classroom. You will receive the recipes for the dishes you draw, as well as the planning task.
- Complete the planning task and hand on the date set by the school.
- The calculation of costs will be done in a class period under examination conditions.

2. The dinner in the restaurant (approximately 6 - 7 hours)

This has three phases

- Preparations for the dinner, commencing 4 hours before the guests arrive. Preparation of the food and the venue takes place during this time. Cleaning of the venue must be done beforehand.
- The dinner, where the meal and beverages are served to the guests
- Clearing up after the guests have left.

CHEFS**PLANNING**

Complete the following assignment, and submit on the date set by the teacher. Use the format attached

		Marks
1	Mise-en-place for the dishes you will make. Note: You may plan both recipes on the same page but with different colours, or you may plan each recipe on a separate page. (If you do them separately, use the page for planning the mise-en place twice)	20
2	List of 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	15
4	Calculate the cost of the recipe selected by the teacher	10
	Total	50

PREPARATION OF DISHES

When performing your task, marks will be allocated as follows

		Marks
1	Personal appearance (uniform) and hygiene	5
2	Mise-en-place	9
3	Use of equipment, including measuring equipment	5
4a	Recipe interpretation, preparation and cooking methods: Dish 1	8
4b	Recipe interpretation, preparation and cooking methods: Dish 2	8
5	Hygiene, neatness and handling of waste	10
6	Efficient use of time.	16
7	Fulfil duties after the function	9
8	Dish 1: Appearance, taste and texture	15
9	dish 2: Appearance, taste and texture	15
	Total	100

	Total marks	150
	Convert to	100

PLANNING: CHEF

NAME: _____

DESCRIBE DISH 1 _____ COURSE _____ ✓
 DESCRIBE DISH 2 _____ COURSE _____ ✓

1. MISE-EN-PLACE OF YOUR RECIPES (You may indicate the different recipes in different colours) (20)

RECIPES:				LIST of APPARATUS
Ingredients ✓	Amount required by recipe ✓	Preparation needed ✓✓		Apparatus for measuring ✓
				Apparatus for preparation ✓✓
				Apparatus for cooking/moulding ✓✓
				Preparation of apparatus (e.g. grease baking tray) ✓
Garnishing: ✓✓				Apparatus for serving/portioning ✓✓
Recipe 1 ✓✓	Cooking method:	Oven °C/stove plate:	Time:	Placing of oven rack:
Recipe 2 ✓✓	Cooking method:	Oven °C/stove plate:	Time:	Placing of oven rack:

Assessment: 20 marks for each dish = $40 \div 4 = 10$

	Mark	Mark Dish 1	Mark Dish 2
Correct measuring equipment	2		
Correct equipment for preparation	2		
Correct equipment for cooking	2		
Correct equipment for serving	2		
Preparation to be done	4		
Suitable garnishing	1		
Correct oven temperature, time, placement of oven racks, description of cooking method	3		
Ingredients	2		
Amounts	2		
Total	20		
$40 \div 4 = 10$			

2. LIST OF INGREDIENTS (ORDER FORM)

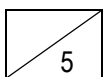
(5)

You may indicate the different recipes in the same colours previously used)

Groceries (dry ingredients, tinned food, etc.)	Dairy products	Vegetables and fruit	Meat
			Fish
	Herbs and spices		Poultry
	Extra		Drinks

ASSESSMENT

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



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

(10)

Obtain the selected recipe and price list from your teacher and calculate the costs as follows:

Name of protein dish on menu:

Number of portions:

Ingredients	Number of units required by recipe ✓	Purchase price ✓	Purchase unit ✓	Conversion (ml to g /kg) To match the purchasing unit ✓✓	Calculation of unit price:	Unit price of ingredient ✓	
					$\frac{\text{Units used} \times \text{Purchase price}}{\text{Purchase unit}}$ ✓✓		
		R				R	
		R				R	
		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 ÷ number of portions)						R	✓

Guideline for marking: 10 marks

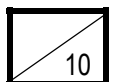
1 mark for each column filled in completely correct = 4 marks (see ✓ above)

2 marks for each column filled in completely correct = 4 marks (see ✓✓ above)

Subtract one mark for one mistake. Two or more mistakes = 0

Total cost of recipe = 1

Price per portion = 1



HOSPITALITY STUDIES: PRACTICAL EXAMINATION**GRADE 12: 2010****WAITER****OVERVIEW**

The examination consists of two sections

Planning

- You will receive the planning task approximately 15 days before the date of the examination.
- Complete the planning and hand in 7 school days before the function, on the date set by the teacher.



The function in the restaurant (approximately 6 - 7 hours)

This has three phases

- Preparation, commencing a maximum of 4 hours before the start of the function. 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
- Clearing up after the guests have left.

WAITER**PLANNING**

Complete the following assignment, and submit 7 days before the function

		Marks
1	Write down the menu, indicating the main and critical ingredients in every dish. (Critical: people could be allergic)	15
2	Plan the opening mise-en-place per cover	10
	With the aid of a diagram, describe a table d'hôte cover.	5
3	Develop a time schedule, including <ul style="list-style-type: none"> • Preparation of the venue • Duties during the function • The closing mise-en-place 	15
4	Describe the service of coffee after the meal.	5
Total		50

SERVICE

		Marks
1	Personal appearance	10
2	Preparation of venue	5
3	Setting of tables	25
3	Handling of guests	10
4	Beverage service. Clearing of glasses	20
5	Service and clearing of all four courses on the menu	15
6	Fulfilling duties after service: cleaning and performing closing Mise-en-place	10
7	Attitude	5
Total		100

Total marks		150
Convert to		100

2. OPENING MISE-EN-PLACE (PER COVER)

(10)

CUTLERY NEEDED	CROCKERY NEEDED	DISH / COURSE NEEDED FOR
GLASSES NEEDED	DRINK NEEDED FOR	OTHER: Example: Tablecloths, serviettes

DRAW A DIAGRAM OF ONE COMPLETE COVER

(5)

ASSESSMENT: MISE-EN-PLACE

SCALE: 0-1	=	Unacceptable
2-4	=	Does not meet requirements
5-6	=	Meets requirements
7-8	=	Exceeds requirements
9-10	=	Excellent

ASSESSMENT: DRAWING OF COVER

SCALE: 0	=	Unacceptable
1-2	=	Does not meet requirements
3	=	Meets requirements
4	=	Exceeds requirements
5	=	Excellent

3. ORDER OF WORK AND TIME SCHEDULE

(15)

3.1 THE PREPARATION OF THE VENUE (List everything that must be done before the guests arrive)

3.2 DURING THE FUNCTION (List everything: from the arrival of the guests, serving of drinks and dishes, etc.)

3.3 THE CLOSING MISE-EN-PLACE (List everything that must be done after the guests have left)

TIME	TASKS
3.1	
3.2	
3.3	

ASSESSMENT

- Time schedule: times specified, incl. serving times or each dish, correct and realistic (4)
- Realistic time allocated for preparation of the venue and all tasks mentioned (4)
- During the function: All steps from arrival of guests until they leave (4)
- Closing mise en place: All tasks mentioned (3)

4. DESCRIBE THE PROCEDURE FOR THE SERVING OF COFFEE AFTER THE MEAL**(5)**

ASSESSMENT

SCALE: 0	=	Unacceptable
1-2	=	Does not meet requirements
3	=	Meets requirements
4	=	Good
5	=	Excellent