education

Department of Education
REPUBLIC OF SOUTH AFRICA

National Curriculum Statement
Grades 10 – 12
(General)

HOSPITALITY STUDIES

HOW TO USE THIS BOOK

This document is a policy document divided into four chapters. It is important for the reader to read and integrate information from the different sections in the document. The content of each chapter is described below.

■ Chapter 1 - Introducing the National Curriculum Statement

This chapter describes the principles and the design features of the National Curriculum Statement Grades 10 – 12 (General). It provides an introduction to the curriculum for the reader.

■ Chapter 2 - Introducing the Subject

This chapter describes the definition, purpose, scope, career links and Learning Outcomes of the subject. It provides an orientation to the Subject Statement.

■ Chapter 3 - Learning Outcomes, Assessment Standards, Content and Contexts

This chapter contains the Assessment Standards for each Learning Outcome, as well as content and contexts for the subject. The Assessment Standards are arranged to assist the reader to see the intended progression from Grade 10 to Grade12. The Assessment Standards are consequently laid out in double-page spreads. At the end of the chapter is the proposed content and contexts to teach, learn and attain Assessment Standards.

■ Chapter 4 – Assessment

This chapter deals with the generic approach to assessment being suggested by the National Curriculum Statement. At the end of the chapter is a table of subject-specific competence descriptions. Codes, scales and competence descriptions are provided for each grade. The competence descriptions are arranged to demonstrate progression from Grade 10 to Grade 12.

■ Symbols

The following symbols are used to identify Learning Outcomes, Assessment Standards, grades, codes, scales, competence description, and content and contexts.

LO	= Learning Outcome	**S**	= Scale
AS	= Assessment Standard	**Cd**	= Competence Description
G	= Grade	**C**	= Content and Contexts
C	= Code		

CONTENTS

ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
CASS	Continuous Assessment
CPR	Cardiopulmonary Resuscitation
DO	Developmental Outcome
FET	Further Education and Training
FIFO	First In, First Out
GET	General Education and Training
HIV	Human Immunodeficiency Virus
IKS	Indigenous Knowledge Systems
NCS	National Curriculum Statement
NQF	National Qualifications Framework
OBE	Outcomes-Based Education
SAQA	South African Quality Assurance
SETA	Sector Education and Training Authority
SMMEs	Small, Medium and Micro Enterprises
THETA	Tourism, Hospitality and Sport Sector Education and Training Authority

CHAPTER 1

INTRODUCING THE NATIONAL CURRICULUM STATEMENT

The adoption of the Constitution of the Republic of South Africa (Act 108 of 1996) provided a basis for curriculum transformation and development in South Africa. The Preamble states that the aims of the Constitution are to:

■ heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
■ improve the quality of life of all citizens and free the potential of each person;
■ lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
■ build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

The Constitution further states that 'everyone has the right … to further education which the State, through reasonable measures, must make progressively available and accessible'.

The National Curriculum Statement Grades 10 – 12 (General) lays a foundation for the achievement of these goals by stipulating Learning Outcomes and Assessment Standards, and by spelling out the key principles and values that underpin the curriculum.

PRINCIPLES

The National Curriculum Statement Grades 10 – 12 (General) is based on the following principles:

■ social transformation;
■ outcomes-based education;
■ high knowledge and high skills;
■ integration and applied competence;
■ progression;
■ articulation and portability;
■ human rights, inclusivity, environmental and social justice;
■ valuing indigenous knowledge systems; and
■ credibility, quality and efficiency.

Social transformation

The Constitution of the Republic of South Africa forms the basis for social transformation in our post-apartheid society. The imperative to transform South African society by making use of various transformative tools stems from a need to address the legacy of apartheid in all areas of human activity and in education in particular. Social transformation in education is aimed at ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of our population. If social transformation is to be achieved, all South Africans have to be educationally affirmed through the recognition of their potential and the removal of artificial barriers to the attainment of qualifications.

Outcomes-based education

Outcomes-based education (OBE) forms the foundation for the curriculum in South Africa. It strives to enable all learners to reach their maximum learning potential by setting the Learning Outcomes to be achieved by the end of the education process. OBE encourages a learner-centred and activity-based approach to education. The National Curriculum Statement builds its Learning Outcomes for Grades 10 – 12 on the Critical and Developmental Outcomes that were inspired by the Constitution and developed through a democratic process.

The Critical Outcomes require learners to be able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively with others as members of a team, group, organisation and community;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

The Developmental Outcomes require learners to be able to:

- reflect on and explore a variety of strategies to learn more effectively;
- participate as responsible citizens in the life of local, national and global communities;
- be culturally and aesthetically sensitive across a range of social contexts;
- explore education and career opportunities; and
- develop entrepreneurial opportunities.

High knowledge and high skills

The National Curriculum Statement Grades 10 – 12 (General) aims to develop a high level of knowledge and skills in learners. It sets up high expectations of what all South African learners can achieve. Social justice requires the empowerment of those sections of the population previously disempowered by the lack of knowledge and skills. The National Curriculum Statement specifies the minimum standards of knowledge and skills to be achieved at each grade and sets high, achievable standards in all subjects.

Integration and applied competence

Integration is achieved within and across subjects and fields of learning. The integration of knowledge and skills across subjects and terrains of practice is crucial for achieving applied competence as defined in the National Qualifications Framework. Applied competence aims at integrating three discrete competences – namely, practical, foundational and reflective competences. In adopting integration and applied competence, the National Curriculum Statement Grades 10 – 12 (General) seeks to promote an integrated learning of theory, practice and reflection.

Progression

Progression refers to the process of developing more advanced and complex knowledge and skills. The Subject Statements show progression from one grade to another. Each Learning Outcome is followed by an explicit statement of what level of performance is expected for the outcome. Assessment Standards are arranged in a format that shows an increased level of expected performance per grade. The content and context of each grade will also show progression from simple to complex.

Articulation and portability

Articulation refers to the relationship between qualifications in different National Qualifications Framework levels or bands in ways that promote access from one qualification to another. This is especially important for qualifications falling within the same learning pathway. Given that the Further Education and Training band is nested between the General Education and Training and the Higher Education bands, it is vital that the Further Education and Training Certificate (General) articulates with the General Education and Training Certificate and with qualifications in similar learning pathways of Higher Education. In order to achieve this articulation, the development of each Subject Statement included a close scrutiny of the exit level expectations in the General Education and Training Learning Areas, and of the learning assumed to be in place at the entrance levels of cognate disciplines in Higher Education.

Portability refers to the extent to which parts of a qualification (subjects or unit standards) are transferable to another qualification in a different learning pathway of the same National Qualifications Framework band. For purposes of enhancing the portability of subjects obtained in Grades 10 – 12, various mechanisms have been explored, for example, regarding a subject as a 20-credit unit standard. Subjects contained in the National Curriculum Statement Grades 10 – 12 (General) compare with appropriate unit standards registered on the National Qualifications Framework.

Human rights, inclusivity, environmental and social justice

The National Curriculum Statement Grades 10 – 12 (General) seeks to promote human rights, inclusivity, environmental and social justice. All newly-developed Subject Statements are infused with the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. In particular, the National Curriculum Statement Grades 10 – 12 (General) is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors.

The National Curriculum Statement Grades 10 – 12 (General) adopts an inclusive approach by specifying minimum requirements for all learners. It acknowledges that all learners should be able to develop to their full potential provided they receive the necessary support. The intellectual, social, emotional, spiritual and physical needs of learners will be addressed through the design and development of appropriate Learning Programmes and through the use of appropriate assessment instruments.

Valuing indigenous knowledge systems

In the 1960s, the theory of multiple-intelligences forced educationists to recognise that there were many ways of processing information to make sense of the world, and that, if one were to define intelligence anew, one would have to take these different approaches into account. Up until then the Western world had only valued logical, mathematical and specific linguistic abilities, and rated people as 'intelligent' only if they were adept in these ways. Now people recognise the wide diversity of knowledge systems through which people make sense of and attach meaning to the world in which they live. Indigenous knowledge systems in the South African context refer to a body of knowledge embedded in African philosophical thinking and social practices that have evolved over thousands of years. The National Curriculum Statement Grades 10 – 12 (General) has infused indigenous knowledge systems into the Subject Statements. It acknowledges the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution. As many different perspectives as possible have been included to assist problem solving in all fields.

Credibility, quality and efficiency

The National Curriculum Statement Grades 10 – 12 (General) aims to achieve credibility through pursuing a transformational agenda and through providing an education that is comparable in quality, breadth and depth to those of other countries. Quality assurance is to be regulated by the requirements of the South African Qualifications Authority Act (Act 58 of 1995), the Education and Training Quality Assurance Regulations, and the General and Further Education and Training Quality Assurance Act (Act 58 of 2001).

THE KIND OF LEARNER THAT IS ENVISAGED

Of vital importance to our development as people are the values that give meaning to our personal spiritual and intellectual journeys. *The Manifesto on Values, Education and Democracy* (Department of Education, 2001:9-10) states the following about education and values:

Values and morality give meaning to our individual and social relationships. They are the common currencies that help make life more meaningful than might otherwise have been. An education system does not exist to simply serve a market, important as that may be for economic growth and material prosperity. Its primary purpose must be to enrich the individual and, by extension, the broader society.

The kind of learner that is envisaged is one who will be imbued with the values and act in the interests of a society based on respect for democracy, equality, human dignity and social justice as promoted in the Constitution.

The learner emerging from the Further Education and Training band must also demonstrate achievement of the Critical and Developmental Outcomes listed earlier in this document. Subjects in the Fundamental Learning Component collectively promote the achievement of the Critical and Developmental Outcomes, while specific subjects in the Core and Elective Components individually promote the achievement of particular Critical and Developmental Outcomes.

In addition to the above, learners emerging from the Further Education and Training band must:

- have access to, and succeed in, lifelong education and training of good quality;
- demonstrate an ability to think logically and analytically, as well as holistically and laterally; and
- be able to transfer skills from familiar to unfamiliar situations.

THE KIND OF TEACHER THAT IS ENVISAGED

All teachers and other educators are key contributors to the transformation of education in South Africa. The National Curriculum Statement Grades 10 – 12 (General) visualises teachers who are qualified, competent, dedicated and caring. They will be able to fulfil the various roles outlined in the Norms and Standards for Educators. These include being mediators of learning, interpreters and designers of Learning Programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, citizens and pastors, assessors, and subject specialists.

STRUCTURE AND DESIGN FEATURES

Structure of the National Curriculum Statement

The National Curriculum Statement Grades 10 – 12 (General) consists of an Overview Document, the Qualifications and Assessment Policy Framework, and the Subject Statements.

The subjects in the National Curriculum Statement Grades 10 – 12 (General) are categorised into Learning Fields.

What is a Learning Field?

A Learning Field is a category that serves as a home for cognate subjects, and that facilitates the formulation of rules of combination for the Further Education and Training Certificate (General). The demarcations of the Learning Fields for Grades 10 – 12 took cognisance of articulation with the General Education and Training and Higher Education bands, as well as with classification schemes in other countries.

Although the development of the National Curriculum Statement Grades 10 – 12 (General) has taken the twelve National Qualifications Framework organising fields as its point of departure, it should be emphasised that those organising fields are not necessarily Learning Fields or 'knowledge' fields, but rather are linked to occupational categories.

The following subject groupings were demarcated into Learning Fields to help with learner subject combinations:

- Languages (Fundamentals);
- Arts and Culture;
- Business, Commerce, Management and Service Studies;
- Manufacturing, Engineering and Technology;
- Human and Social Sciences and Languages; and
- Physical, Mathematical, Computer, Life and Agricultural Sciences.

What is a subject?

Historically, a subject has been defined as a specific body of academic knowledge. This understanding of a subject laid emphasis on knowledge at the expense of skills, values and attitudes. Subjects were viewed by some as static and unchanging, with rigid boundaries. Very often, subjects mainly emphasised Western contributions to knowledge.

In an outcomes-based curriculum like the National Curriculum Statement Grades 10 – 12 (General), subject boundaries are blurred. Knowledge integrates theory, skills and values. Subjects are viewed as dynamic, always responding to new and diverse knowledge, including knowledge that traditionally has been excluded from the formal curriculum.

A subject in an outcomes-based curriculum is broadly defined by Learning Outcomes, and not only by its body of content. In the South African context, the Learning Outcomes should, by design, lead to the achievement of the Critical and Developmental Outcomes. Learning Outcomes are defined in broad terms and are flexible, making allowances for the inclusion of local inputs.

What is a Learning Outcome?

A Learning Outcome is a statement of an intended result of learning and teaching. It describes knowledge, skills and values that learners should acquire by the end of the Further Education and Training band.

What is an Assessment Standard?

Assessment Standards are criteria that collectively describe what a learner should know and be able to demonstrate at a specific grade. They embody the knowledge, skills and values required to achieve the Learning Outcomes. Assessment Standards within each Learning Outcome collectively show how conceptual progression occurs from grade to grade.

Contents of Subject Statements

Each Subject Statement consists of four chapters and a glossary:

- *Chapter 1, Introducing the National Curriculum Statement:* This generic chapter introduces the National Curriculum Statement Grades 10 – 12 (General).
- *Chapter 2, Introducing the Subject:* This chapter introduces the key features of the subject. It consists of a definition of the subject, its purpose, scope, educational and career links, and Learning Outcomes.
- *Chapter 3, Learning Outcomes, Assessment Standards, Content and Contexts:* This chapter contains Learning Outcomes with their associated Assessment Standards, as well as content and contexts for attaining the Assessment Standards.
- *Chapter 4, Assessment:* This chapter outlines principles for assessment and makes suggestions for recording and reporting on assessment. It also lists subject-specific competence descriptions.
- *Glossary:* Where appropriate, a list of selected general and subject-specific terms are briefly defined.

LEARNING PROGRAMME GUIDELINES

A Learning Programme specifies the scope of learning and assessment for the three grades in the Further Education and Training band. It is the plan that ensures that learners achieve the Learning Outcomes as prescribed by the Assessment Standards for a particular grade. The Learning Programme Guidelines assist teachers and other Learning Programme developers to plan and design quality learning, teaching and assessment programmes.

CHAPTER 2

HOSPITALITY STUDIES

DEFINITION

The subject Hospitality Studies covers theoretical and operational aspects of food and beverage preparation and service, incorporating the principles of safety, hygiene and environmental awareness. It provides learners with an understanding of the various sectors and diverse contexts that comprise the hospitality industry.

PURPOSE

Hospitality Studies will equip learners with skills, knowledge, attitudes and values related to real-world situations in the food and beverage industry. The integrated competencies that are covered in this subject will enhance the quality of life of the learners and others by providing the necessary resources for successful operation in the hospitality field, including small, medium and micro enterprises (SMMEs) and community-based operations.

This subject will enable learners to:

- be competent and creative in the basic production and presentation of food;
- develop basic entrepreneurial and problem-solving skills in relation to food and beverage operations;
- demonstrate an awareness and understanding of cultural uniqueness when planning and preparing a variety of recipes and menus;
- understand the aesthetic value of food and beverage service;
- use technology effectively and critically, showing responsibility towards the environment and the health, safety and security of other people within the hospitality industry;
- demonstrate an understanding of ethics and values which relate to the hospitality industry;
- demonstrate an awareness and understanding of the importance of service excellence in the hospitality industry;
- develop and apply the important principles of teamwork in the hospitality industry; and
- develop independence and self-discipline.

SCOPE

This subject encompasses the development of operational and organisational skills that will contribute to the macro vision of hospitality and tourism and the development of an ethic of service excellence in South Africa.

The subject embraces the spirit of inclusivity by providing generic hospitality principles applicable to a diverse range of cultures, traditions and operations.

Owing to the nature of the operating environment, some learners who experience barriers to learning may need additional support in certain areas of this subject. Opportunities will be investigated constantly in order to create alternative or adapted opportunities for learning, and to ensure adherence to the principles of non-discrimination.

The above will be approached by using the following inter-related organising themes:

■ *food preparation and cooking:* The basic principles and techniques of food preparation and cooking will be covered. Learners will progress from the preparation of a basic breakfast to the preparation of more complex dinners and cocktail functions, taking into account South Africa's cultural heritage and commodities available within the community.
■ *food and beverage service:* The basic principles and techniques of food and beverage service will be covered. Learners will progress from the basic *mise-en-place* and laying of tables to the more complex skills and techniques required by formal table and restaurant service, taking into account service ethics, cultural diversity and people with special needs.
■ *safety, security and hygiene:* Learners will be introduced to the policies governing safety, health and environmental issues in order to apply the basic principles thereof to hospitality operations.
■ *nutrition and menu planning:* Learners will design various menus, taking into consideration the principles and diverse dietary and cultural requirements that influence menu planning.
■ *customer service:* The important principles of customer service will be covered. Learners will be made aware of the importance of creating service excellence in the hospitality industry using international standards as a benchmark. Furthermore, learners have to understand the way in which the needs of clients with disabilities must be accommodated within all aspects of the industry.

EDUCATIONAL AND CAREER LINKS

The broad principles, concepts and skills developed in the General Education and Training band are extended in the Further Education and Training band. In Hospitality Studies, this is evident by the inclusion of Mathematics, Languages, Arts and Culture, Technology (processing), Economic and Management Sciences and the development of Life Orientation specific to the hospitality industry.

The Learning Outcomes of Hospitality Studies will articulate with the following:

■ qualifications offered by Further Education and Training colleges;
■ qualifications offered by Higher Education institutions; and
■ qualifications registered on the National Qualifications Framework (NQF) offered by industry to learners in the world of work.

The learning in the Further Education and Training band will allow for the development of skills, knowledge, values and attitudes to equip learners to enter different career pathways in the hospitality industry, or to further their studies within the workplace, thus meeting the principle of lifelong learning through the NQF.

The main career pathways that a learner could pursue include food and beverage management, professional cookery, hotel management, guest house/bed and breakfast management, event management, services management, catering management and community-based tourism services.

This subject provides enough scope for learners to pursue the additional career pathways of hotel reception, accommodation services, fast food services or self-employment opportunities in the catering field.

LEARNING OUTCOMES

Learning Outcome 1: Hospitality Concepts

The learner is able to demonstrate knowledge and understanding of the hospitality industry, its contribution to the South African economy, the sectors of the hospitality industry, and related career opportunities.

Learners need to be aware of the importance of hospitality in South Africa and the employment opportunities that are available. This Learning Outcome focuses on developing the skills, knowledge, attitude and values within the hospitality industry by focusing on the sectors, functional areas, employment and self-employment opportunities, and learning pathways available.

Grade 10

By the end of Grade 10 learners who have achieved the minimum competences for this Learning Outcome understand the hospitality industry, its impact in South Africa and the opportunities it affords for employment.

Grade 11

By the end of Grade 11 learners who have achieved the minimum competences for this Learning Outcome can compare operations and careers in the hospitality industry and explore how South African cultural diversity contributes towards making aspects of the industry's products unique.

Grade 12

By the end of Grade 12 learners who have achieved the minimum competences for this Learning Outcome can evaluate self-employment opportunities and effectively create and present a basic marketing tool to enhance sales of hospitality products and services.

Learning Outcome 2: Health and Safety

The learner is able to operate in a hygienic, safe and secure food preparation and service environment in a responsible manner and in accordance with relevant legislation.

Learners will be introduced to the policies governing safety, health and environmental issues in order to apply these basic principles to hospitality operations. This Learning Outcome will focus on relevant legislation, attitudes, ethics, values, professional appearance, security, emergency situations and basic first aid.

Grade 10

By the end of Grade 10 learners who have achieved the minimum competences for this Learning Outcome can explain and apply safety and hygiene principles in the kitchen and restaurant.

Grade 11

By the end of Grade 11 learners who have achieved the minimum competences for this Learning Outcome can describe and apply relevant legislation and food hygiene principles in the kitchen and restaurant, justify the use of a range of security practices, and respond to a range of emergency situations.

Grade 12

By the end of Grade 12 learners who have achieved the minimum competences for this Learning Outcome can demonstrate professionalism, discuss potential disease transmission, and identify and apply appropriate basic first aid in the hospitality environment.

Learning Outcome 3: Food Production

The learner is able to understand and apply the principles of planning, organising, problem solving and evaluation as related to self and to practices and systems of food production.

The basic principles and techniques of food preparation and cooking will be covered. Learners will progress from the preparation of a basic breakfast to the preparation of more complex lunches, dinners and cocktail functions, taking into account South Africa's cultural heritage and commodities available within the community. This Learning Outcome will focus on kitchen layout and brigade, equipment, menu planning, recipe instructions, culinary terminology, *mise-en-place*, preparation and cooking methods, and the use of computer technology in stock control and food production.

Grade 10

By the end of Grade 10 learners who have achieved the minimum competences for this Learning Outcome can operate effectively in a team to prepare and present breakfasts and light meals for guests.

Grade 11

By the end of Grade 11 learners who have achieved the minimum competences for this Learning Outcome can manage their own activities, environment and resources to plan, cost, prepare and present teas and meals for guests. Learners apply receiving, storage and issuing procedures, and demonstrate knowledge and understanding of a limited range of food commodities.

Grade 12

By the end of Grade 12 learners who have achieved the minimum competences for this Learning Outcome can work independently to cost and calculate the selling price, plan menus and production, and organise the preparation and presentation of menus and dishes for formal dinners and cocktail functions for guests of the hospitality industry. Learners can discuss the use of computers in the kitchen, and can maintain and keep records for stock control.

Learning Outcome 4: Food and Beverage Service

The learner is able to understand and apply the principles of planning, organising, problem solving and evaluation as related to self and to practices and systems of food and beverage service and customer care.

The basic principles and techniques of food and beverage service will be covered. Learners will progress from the basic *mise-en-place* and laying of tables to more complex skills and techniques required by formal table and restaurant service, taking into account service ethics, cultural diversity and people with special needs. This Learning Outcome focuses on restaurant brigade, equipment, legislation, *mise-en-place*, set-up for functions, customer relations, stock control and teamwork.

Grade 10

By the end of Grade 10 learners who have achieved the minimum competences for this Learning Outcome can operate effectively in a team to provide and maintain buffet service to guests of the hospitality industry.

Grade 11

By the end of Grade 11 learners who have achieved the minimum competences for this Learning Outcome can

manage their own activities to set up the dining venue, provide and maintain plate service within a brigade system to guests, and demonstrate a response to guest complaints.

Grade 12

By the end of Grade 12 learners who have achieved the minimum competences for this Learning Outcome can work independently to prepare a venue, take and serve food orders while providing and maintaining table service to guests. Learners can maintain and record food and beverage equipment and stock, and demonstrate wine and malt service in accordance with relevant liquor laws.

CHAPTER 3

LEARNING OUTCOMES, ASSESSMENT STANDARDS, CONTENT AND CONTEXTS

Grade 10

Learning Outcome 1

Hospitality Concepts

The learner is able to demonstrate knowledge and understanding of the hospitality industry, its contribution to the South African economy, the sectors of the hospitality industry, and related career opportunities.

Assessment Standards

We know this when the learner is able to:

- Define hospitality industry concepts and growth trends, and describe the impact of the hospitality industry on the South African economy and the tourism sector.

- Differentiate and compare the sectors of the hospitality industry and the services that each provides.

- Identify and compare career and employment opportunities in the hospitality industry.

Grade 11

Assessment Standards

We know this when the learner is able to:

- Demonstrate knowledge and understanding of cultural uniqueness as applied to food preparation and service.

- Define and differentiate between the four functional areas in the hospitality industry and illustrate the services that each provides.

- Illustrate the job descriptions of possible careers, and policies governing working conditions and learning pathways (NQF/THETA) in food preparation and service.

Grade 12

Assessment Standards

We know this when the learner is able to:

- Design and present a basic marketing tool to promote a hospitality product which may contribute to the local economy.

- Identify and evaluate opportunities for sustainable self-employment in the food and beverage sector.

Grade 10

Learning Outcome 2

Health and Safety

The learner is able to operate in a hygienic, safe and secure food preparation and service environment in a responsible manner and in accordance with relevant legislation.

Assessment Standards

We know this when the learner is able to:

- Identify and apply specified hygiene and occupational safety practices as governed by relevant legislation in the preparation and service of food and beverages.

- Identify and apply correct food storage practices and procedures to meet specified hygiene principles.

- Demonstrate correct waste disposal practices and procedures to meet specified hygiene, recycling and environmentally friendly practices.

Grade 11

Assessment Standards

We know this when the learner is able to:

- Describe the implications of failing to comply with the relevant legislation and principles of hygiene, safety, security and environmental issues.

- State the types, effects and growth conditions of the main food poisoning and spoilage organisms.

- Describe and apply security practices and procedures as required in the hospitality industry, and suggest responses to a range of emergency situations.

Grade 12

Assessment Standards

We know this when the learner is able to:

- Understand and demonstrate a professional appearance, attitude, ethics and values in the preparation and service of food and beverages.

- Describe the origin and symptoms of infectious diseases, including HIV and AIDS, and their transmission possibilities in the food and beverage environment.

- Identify and apply basic treatment to common injuries that might occur in the preparation and service of food and beverages, with special attention to HIV/AIDS risks.

Grade 10

Learning Outcome 3

Food Production

The learner is able to understand and apply the principles of planning, organising, problem solving and evaluation as related to self and to practices and systems of food production.

Assessment Standards

We know this when the learner is able to:

- Identify and use a variety of large-scale and small-scale equipment.

- Explain and illustrate the design and layout of commercial kitchens.

- Interpret and follow a recipe with a basic understanding of preparation, cooking methods, culinary terminology, metrication and measurement of ingredients.

- Explain the principles of menu planning.

- Demonstrate a knowledge and understanding of the following food commodities – cereals, eggs, fruits, salads and salad dressings, scones and muffins, pasta, mince meat, sausages, dairy products, teas and coffees.

- Apply the concept of *mise-en-place* when producing and presenting a range of breakfast items and light meals using the commodities studied, to meet the principles of nutrition, menu planning and creativity or flair, giving preference to local commodities.

Grade 11

Assessment Standards

We know this when the learner is able to:

- Explain the kitchen brigade structure as it relates to kitchen operations and teamwork.

- Use the correct procedures for receiving, storing and issuing stock, and respond to quality and quantity problems.

- Cost a recipe.

- Plan menus for teas and light two-course or three-course meals in keeping with the principles of nutrition and menu planning.

- Demonstrate a knowledge and understanding of the following food commodities – poultry, fish, rice, soups, sauces, stocks, vegetables, yeast products, cakes and biscuits.

- Produce and present a range of teas and two-course or three-course meals using the commodities studied, working effectively with other members of the kitchen and restaurant brigades, giving preference to local commodities.

Grade 12

Assessment Standards

We know this when the learner is able to:

- Discuss the use and benefit of computers in the administration of kitchen operations

- Maintain and keep records of food production, equipment and food items to ensure effective stock control.

- Cost and calculate the selling price of a meal and draw up a quotation for a function, including utility, infrastructure and labour costs.

- Plan menus for formal dinners and a cocktail function, taking into account nutrition and the specific dietary needs of consumers (including those with HIV/AIDS), national and international food trends and cultural uniqueness.

- Demonstrate a knowledge and understanding of the following food commodities – meat, vegetarian dishes, choux paste, pastry and desserts.

- Produce and present a range of dishes for formal dinners and a cocktail function using the commodities studied and taking cognisance of cultural interpretation of food trends and special dietary requirements, giving preference to local commodities.

Grade 10

Learning Outcome 4

Food and Beverage Service

The learner is able to understand and apply the principles of planning, organising, problem solving and evaluation as related to self and to practices and systems of food and beverage service and customer care.

Assessment Standards

We know this when the learner is able to:

■ Identify, handle, clean and store the correct equipment for serving food and beverages in a restaurant.

■ Apply the basic principles of customer relations with sensitivity for diversity (e.g. race, gender, age, disability and sexual orientation) while providing an excellent food and beverage service.

■ Prepare and set up the venue and tables for a limited-menu buffet function (breakfast or light meal) taking into consideration the importance of aesthetic value.

■ Describe and apply the concept of *mise-en-place* in food and beverage operations while following the correct service and clearing techniques of food and non-alcoholic beverages for buffet-style breakfasts and light meals.

Grade 11

Assessment Standards

We know this when the learner is able to:

- Demonstrate a knowledge and understanding of the restaurant brigade and the necessity of contributing to effective working relationships and teamwork.

- Demonstrate an appropriate response to guest complaints about problems with kitchen production and service procedures.

- Prepare and set up the venue and tables for a range of teas and two-course or three-course meals using the commodities studied, working effectively with other members of the kitchen and restaurant brigades, giving preference to local commodities.

- Perform the correct service techniques and sequence of food and beverage services for *table d'hôte* menus.

Grade 12

Assessment Standards

We know this when the learner is able to:

- Maintain stock control by keeping a record of food and beverage equipment for the restaurant.

- Understand and demonstrate the basic principles of wine and malt service, paying particular attention to customer service and the applicable liquor laws.

- Prepare and set up the venue and tables for formal dinners and a cocktail function using the commodities studied and taking cognisance of the cultural interpretation of food trends and special dietary requirements, giving preference to local commodities.

- Perform and maintain the correct service techniques and sequence of food and beverages for selective menus.

CONTENT AND CONTEXTS FOR THE ATTAINMENT OF ASSESSMENT STANDARDS

In this section content and contexts are provided to support the attainment of the Assessment Standards. The content indicated needs to be dealt with in such a way as to assist learners to progress towards the achievement of the Learning Outcomes. Content must serve the Learning Outcomes and not be an end in itself. The contexts suggested will enable the content to be embedded in situations which are meaningful to learners and so assist learning and teaching. The teacher should be aware of and use local contexts, not necessarily indicated here, which could be more suited to the experiences of the learners. Content and context, when aligned to the attainment of the Assessment Standards, provide a framework for the development of Learning Programmes. The Learning Programme Guidelines give more detail in this respect.

Grade 10

Learning Outcome 1

Hospitality Concepts

The learner is able to demonstrate knowledge and understanding of the hospitality industry, its contribution to the South African economy, the sectors of the hospitality industry and related career opportunities.

Proposed content

The learner will:

- study the sub-sectors of the hospitality industry and their contribution to the economy;

- identify the commercial and non-commercial hospitality establishments in the local area and compare their services and products;

- collect brochures or other advertisements from hospitality establishments and compare the services offered;

- define 'career' and list and draw an organogram of careers in the hospitality industry;

- define entrepreneurial concepts and explore entrepreneurial opportunities in the local community.

Grade 11

Proposed content

The learner will:

- describe different culinary needs (e.g. vegetarian, halaal);

- identify and use elements of the rich culinary cultural heritage in South Africa (e.g. Cape Malay, Eastern European, African);

- plan innovative three-course meals, making use of indigenous ingredients (e.g. morogo, waterblommetjies, maize, sorghum, meal, sheba, game, ostrich, biltong);

- differentiate between the four functional areas in the hospitality industry (food preparation, food service, accommodation, front office), and describe the roles, responsibilities and interrelationships between them;

- illustrate job descriptions of different careers (e.g. hotel manager, front of house, executive housekeeper, food and beverage manager, executive chef, kitchen staff, service staff), and discuss the policies governing working conditions (e.g. Occupational Health and Safety Act, Basic Conditions of Employment Act).

Grade 12

Proposed content

The learner will:

- design a basic marketing tool (e.g. leaflet, brochure, poster, menu) to promote a hospitality product (e.g. meal, function, restaurant, accommodation);

- identify and evaluate opportunities for self-employment (e.g. baking, home industries, vendors, function catering, children's birthday parties, meals-on-wheels);

- evaluate a basic business plan for the above-mentioned opportunities.

Grade 10

Learning Outcome 2

Health and Safety

The learner is able to operate in a hygienic, safe and secure food preparation and service environment in a responsible manner and in accordance with relevant legislation.

Proposed content

The learner will:

- apply specified personal hygiene and occupational safety practices as governed by the Occupational Health and Safety Act (e.g. neatness, cleanliness of appearance and uniform, no smoking and eating in the kitchen, prevention of spreading of colds and infections, hand-washing);

- apply hygienic cleaning practices in the kitchen and restaurant;

- apply safety practices in the kitchen and restaurant;

- demonstrate correct food storage methods (e.g. ambient, frozen, chilled, dry), as well as control of pests (e.g. rats, mice, cockroaches, flies);

- use correct procedures for waste disposal (e.g. recycling paper, glass, metal and plastic).

Grade 11

Proposed content

The learner will:

- describe the penalties listed in the Occupational Health and Safety Act for failing to comply with the legislation;

- demonstrate an understanding of possible injury or food-poisoning claims by guests and the consequences of a bad reputation;

- state the main types of food spoilage organisms (e.g. bacteria, moulds, yeast), the factors influencing their growth (e.g. moisture, food, temperature, time), the general symptoms, and ways of treating and preventing cross-contamination;

- apply preventative security measures (e.g. demarcation of areas, strikes, riots, fights, robbery, fire, bomb threat) and develop evacuation plans.

Grade 12

Proposed content

The learner will:

- display a professional appearance, attitude, ethics and values (e.g. alertness, co-operativeness, function in a team, professional conduct, service ethic, self-respect, respect for others);

- describe the origin, symptoms and treatment of HIV/AIDS, tuberculosis and gastro-enteritis;

- practice level one first aid (basic treatment for cuts, burns, electrical shock, sprains, fainting, choking, allergic reactions, CPR).

Grade 10

Learning Outcome 3

Food Production

The learner is able to understand and apply the principles of planning, organising, problem solving and evaluation as related to self and to practices and systems of food production.

Proposed content

The learner will:

- identify and apply cleaning, storage and stock control procedures to food production and service equipment (e.g. kitchen smalls, restaurant ware);

- explain and illustrate the design of a commercial kitchen including vegetable preparation area, meat preparation, pastry, cold section, hot section, plating area, pass, washing-up (scullery), lighting, ventilation, walls, floors, surfaces and work-flow;

- define the concept *mise-en-place* and apply in kitchen and restaurant preparation procedures;

- interpret recipes (e.g. format, preparation methods, cooking methods, culinary terminology, metrication, measurement);

- produce and present a range of breakfast and light meals incorporating rules for menu planning using the following commodities – cereals, eggs, fruit, salads and salad dressing, scones and muffins, pasta, mince meat, sausages, dairy products and teas and coffees.

Grade 11

Proposed content

The learner will:

- explain the kitchen brigade (e.g. executive chef, sous chef, chef de partie, commis chef, storeman and kitchen assistant) by drawing up an organogram;

- use correct procedures for receiving, storing and issuing stock (e.g. stock levels, stock rotation, first in first out [FIFO], food, chemicals, equipment, sell-by-date);

- cost recipes using food costs, portion costs, labour costs and overhead costs;

- plan menus for teas and light meals using the principles of nutrition and menu planning;

- prepare and produce a range of teas and light meals using the following commodities – poultry, fish, rice, soups, sauces, stocks, vegetables, yeast products, cakes and biscuits.

Grade 12

Proposed content

The learner will:

- demonstrate a basic knowledge of the benefits of computers for stock control systems, point-of-sales, menu planning and purchasing;

- keep basic records of equipment maintenance and numbers;

- cost and calculate the selling price of a meal taking into account food, labour, overhead and hiring costs;

- plan menus for special dietary requirements (e.g. diabetic, low fat, low sodium, HIV/AIDS, vegetarian, Hindu, halaal and kosher);

- plan and prepare a range of dishes for formal dinners and a cocktail function using the following commodities – meat, vegetarian dishes, choux paste, pastry and desserts.

Grade 10

Learning Outcome 4

Food and Beverage Service

The learner is able to understand and apply the principles of planning, organising, problem solving and evaluation as related to self and to practices and systems of food and beverage service and customer care.

Proposed content

The learner will:

- identify food and beverage service equipment and its use (e.g. service flats or dishes, service utensils, hot holding equipment, cold holding equipment, table and glassware, linen, coffee machine);

- carry out storeroom procedures for glassware, tableware, cutlery, linen and store control;

- describe and apply *mise-en-place* techniques (e.g. table arrangements, [bookings and room layout], table setting, condiments, temperature, music, table decorations, clearing);

- prepare and set up the venue and tables for formal and informal themes using correct colour, themes and proportions;

- follow the correct service and clearing techniques for buffet service, tea and coffee service and plate/table service.

Grade 11

Proposed content

The learner will:

- demonstrate a knowledge and understanding of the duties of the restaurant brigade (e.g. restaurant manager, maitre'd, hostess, station head waiter, food service staff, beverage service, bar staff) and the importance of teamwork;

- apply the basic principles of customer relations including customer service, dealing with children, people with special needs, cultural differences, greeting and seating, bill presentation, acceptance of gratuities, meeting customer needs, anticipating requests, friendliness, use of names and professional behaviour;

- prepare and set up a venue for teas and meals, taking into account opening and closing procedures, the use of special equipment and the importance of teamwork;

- perform food and beverage service using the correct service sequence for *table d'hôte* menus (e.g. table service, taking beverage orders, serving meals and beverages, clearing tables, presenting the bill).

Grade 12

Proposed content

The learner will:

- maintain and keep a record of food and beverage equipment including non-consumables (e.g. linen) and consumables (e.g. beverages);

- practice the basic principles of wine and malt service (ordering, presenting, opening, pouring, storage and temperature of wines, glassware, interpreting wine labels, correct storage, service temperature of malt);

- handle guest complaints, sexual overtures, difficult customers and unforeseen circumstances;

- perform opening and closing *mise-en-place* for formal dinners and cocktail functions making use of special equipment (e.g. carving unit, *bain marie*, chafing dishes, serving spoons, tongs, forks, meat knife and steak knife);

- perform food and beverage service (greeting and seating, presenting drinks menu, taking drinks order, serving drinks, presenting menu, taking food order, correct set-up of cutlery, serving order, cleaning, drawing up and presenting bill, clearing of ashtrays, glassware, crumbing down).

CHAPTER 4

ASSESSMENT

INTRODUCTION

Assessment is a critical element of the National Curriculum Statement Grades 10 – 12 (General). It is a process of collecting and interpreting evidence in order to determine the learner's progress in learning and to make a judgement about a learner's performance. Evidence can be collected at different times and places, and with the use of various methods, instruments, modes and media.

To ensure that assessment results can be accessed and used for various purposes at a future date, the results have to be recorded. There are various approaches to recording learners' performances. Some of these are explored in this chapter. Others are dealt with in a more subject-specific manner in the Learning Programme Guidelines.

Many stakeholders have an interest in how learners perform in Grades 10 – 12. These include the learners themselves, parents, guardians, sponsors, provincial departments of education, the Department of Education, the Ministry of Education, employers, and higher education and training institutions. In order to facilitate access to learners' overall performances and to inferences on learners' competences, assessment results have to be reported. There are many ways of reporting. The Learning Programme Guidelines and the Assessment Guidelines discuss ways of recording and reporting on school-based and external assessment as well as giving guidance on assessment issues specific to the subject.

WHY ASSESS

Before a teacher assesses learners, it is crucial that the purposes of the assessment be clear and unambiguous. Understanding the purposes of assessment ensures that an appropriate match exists between the purposes and the methods of assessment. This, in turn, will help to ensure that decisions and conclusions based on the assessment are fair and appropriate for the particular purpose or purposes.

There are many reasons why learners' performance is assessed. These include monitoring progress and providing feedback, diagnosing or remediating barriers to learning, selection, guidance, supporting learning, certification and promotion.

In this curriculum, learning and assessment are very closely linked. Assessment helps learners to gauge the value of their learning. It gives them information about their own progress and enables them to take control of and to make decisions about their learning. In this sense, assessment provides information about whether teaching and learning is succeeding in getting closer to the specified Learning Outcomes. When assessment indicates lack of progress, teaching and learning plans should be changed accordingly.

TYPES OF ASSESSMENT

This section discusses the following types of assessment:

- baseline assessment;
- diagnostic assessment;
- formative assessment; and
- summative assessment.

Baseline assessment

Baseline assessment is important at the start of a grade, but can occur at the beginning of any learning cycle. It is used to establish what learners already know and can do. It helps in the planning of activities and in Learning Programme development. The recording of baseline assessment is usually informal.

Diagnostic assessment

Any assessment can be used for diagnostic purposes – that is, to discover the cause or causes of a learning barrier. Diagnostic assessment assists in deciding on support strategies or identifying the need for professional help or remediation. It acts as a checkpoint to help redefine the Learning Programme goals, or to discover what learning has not taken place so as to put intervention strategies in place.

Formative assessment

Any form of assessment that is used to give feedback to the learner is fulfilling a formative purpose. Formative assessment is a crucial element of teaching and learning. It monitors and supports the learning process. All stakeholders use this type of assessment to acquire information on the progress of learners. Constructive feedback is a vital component of assessment for formative purposes.

Summative assessment

When assessment is used to record a judgement of the competence or performance of the learner, it serves a summative purpose. Summative assessment gives a picture of a learner's competence or progress at any specific moment. It can occur at the end of a single learning activity, a unit, cycle, term, semester or year of learning. Summative assessment should be planned and a variety of assessment instruments and strategies should be used to enable learners to demonstrate competence.

WHAT SHOULD ASSESSMENT BE AND DO?

Assessment should:

- be understood by the learner and by the broader public;
- be clearly focused;
- be integrated with teaching and learning;
- be based on the pre-set criteria of the Assessment Standards;
- allow for expanded opportunities for learners;
- be learner-paced and fair; and
- be flexible;
- use a variety of instruments;
- use a variety of methods.

HOW TO ASSESS

Teachers' assessment of learners' performances must have a great degree of reliability. This means that teachers' judgements of learners' competences should be generalisable across different times, assessment items and markers. The judgements made through assessment should also show a great degree of validity; that is, they should be made on the aspects of learning that were assessed.

Because each assessment cannot be totally valid or reliable by itself, decisions on learner progress must be based on more than one assessment. This is the principle behind continuous assessment (CASS). Continuous assessment is a strategy that bases decisions about learning on a range of different assessment activities and events that happen at different times throughout the learning process. It involves assessment activities that are spread throughout the year, using various kinds of assessment instruments and methods such as tests, examinations, projects and assignments. Oral, written and performance assessments are included. The different pieces of evidence that learners produce as part of the continuous assessment process can be included in a portfolio. Different subjects have different requirements for what should be included in the portfolio. The Learning Programme Guidelines discuss these requirements further.

Continuous assessment is both classroom-based and school-based, and focuses on the ongoing manner in which assessment is integrated into the process of teaching and learning. Teachers get to know their learners through their day-to-day teaching, questioning, observation, and through interacting with the learners and watching them interact with one another.

Continuous assessment should be applied both to sections of the curriculum that are best assessed through written tests and assignments and those that are best assessed through other methods, such as by performance, using practical or spoken evidence of learning.

METHODS OF ASSESSMENT

Self-assessment

All Learning Outcomes and Assessment Standards are transparent. Learners know what is expected of them. Learners can, therefore, play an important part, through self-assessment, in 'pre-assessing' work before the teacher does the final assessment. Reflection on one's own learning is a vital component of learning.

Peer assessment

Peer assessment, using a checklist or rubric, helps both the learners whose work is being assessed and the learners who are doing the assessment. The sharing of the criteria for assessment empowers learners to evaluate their own and others' performances.

Group assessment

The ability to work effectively in groups is one of the Critical Outcomes. Assessing group work involves looking for evidence that the group of learners co-operate, assist one another, divide work, and combine individual contributions into a single composite assessable product. Group assessment looks at process as well as product. It involves assessing social skills, time management, resource management and group dynamics, as well as the output of the group.

METHODS OF COLLECTING ASSESSMENT EVIDENCE

There are various methods of collecting evidence. Some of these are discussed below.

Observation-based assessment

Observation-based assessment methods tend to be less structured and allow the development of a record of different kinds of evidence for different learners at different times. This kind of assessment is often based on tasks that require learners to interact with one another in pursuit of a common solution or product. Observation has to be intentional and should be conducted with the help of an appropriate observation instrument.

Test-based assessment

Test-based assessment is more structured, and enables teachers to gather the same evidence for all learners in

the same way and at the same time. This kind of assessment creates evidence of learning that is verified by a specific score. If used correctly, tests and examinations are an important part of the curriculum because they give good evidence of what has been learned.

Task-based assessment

Task-based or performance assessment methods aim to show whether learners can apply the skills and knowledge they have learned in unfamiliar contexts or in contexts outside of the classroom. Performance assessment also covers the practical components of subjects by determining how learners put theory into practice. The criteria, standards or rules by which the task will be assessed are described in rubrics or task checklists, and help the teacher to use professional judgement to assess each learner's performance.

RECORDING AND REPORTING

Recording and reporting involves the capturing of data collected during assessment so that it can be logically analysed and published in an accurate and understandable way.

Methods of recording

There are different methods of recording. It is often difficult to separate methods of recording from methods of evaluating learners' performances.

The following are examples of different types of recording instruments:

- rating scales;
- task lists or checklists; and
- rubrics.

Each is discussed below.

Rating scales

Rating scales are any marking system where a symbol (such as A or B) or a mark (such as 5/10 or 50%) is defined in detail to link the coded score to a description of the competences that are required to achieve that score. The detail is more important than the coded score in the process of teaching and learning, as it gives learners a much clearer idea of what has been achieved and where and why their learning has fallen short of the target. Traditional marking tended to use rating scales without the descriptive details, making it difficult to have a sense of the learners' strengths and weaknesses in terms of intended outcomes. A six-point scale of achievement is used in the National Curriculum Statement Grades 10 – 12 (General).

Task lists or checklists

Task lists or checklists consist of discrete statements describing the expected performance in a particular task. When a particular statement (criterion) on the checklist can be observed as having been satisfied by a learner during a performance, the statement is ticked off. All the statements that have been ticked off on the list (as criteria that have been met) describe the learner's performance. These checklists are very useful in peer or group assessment activities.

Rubrics

Rubrics are a combination of rating codes and descriptions of standards. They consist of a hierarchy of standards with benchmarks that describe the range of acceptable performance in each code band. Rubrics require teachers to know exactly what is required by the outcome. Rubrics can be holistic, giving a global picture of the standard required, or analytic, giving a clear picture of the distinct features that make up the criteria, or can combine both. The Learning Programme Guidelines give examples of subject-specific rubrics.

To design a rubric, a teacher has to decide the following:

- Which outcomes are being targeted?
- Which Assessment Standards are targeted by the task?
- What kind of evidence should be collected?
- What are the different parts of the performance that will be assessed?
- What different assessment instruments best suit each part of the task (such as the process and the product)?
- What knowledge should be evident?
- What skills should be applied or actions taken?
- What opportunities for expressing personal opinions, values or attitudes arise in the task and which of these should be assessed and how?
- Should one rubric target all the Learning Outcomes and Assessment Standards of the task or does the task need several rubrics?
- How many rubrics are, in fact, needed for the task?

It is crucial that a teacher shares the rubric or rubrics for the task with the learners before they do the required task. The rubric clarifies what both the learning and the performance should focus on. It becomes a powerful tool for self-assessment.

Reporting performance and achievement

Reporting performance and achievement informs all those involved with or interested in the learner's progress. Once the evidence has been collected and interpreted, teachers need to record a learner's achievements. Sufficient summative assessments need to be made so that a report can make a statement about the standard achieved by the learner.

The National Curriculum Statement Grades 10 – 12 (General) adopts a six-point scale of achievement. The scale is shown in Table 4.1.

Table 4.1   Scale of achievement for the National Curriculum Statement Grades 10 – 12 (General)

Rating Code	Description of Competence	Marks (%)
6	Outstanding	80-100
5	Meritorious	60-79
4	Satisfactory	50-59
3	Adequate	40-49
2	Partial	30-39
1	Inadequate	0-29

SUBJECT COMPETENCE DESCRIPTIONS

To assist with benchmarking the achievement of Learning Outcomes in Grades 10 – 12, subject competences have been described to distinguish the grade expectations of what learners must know and be able to achieve. Six levels of competence have been described for each subject for each grade. These descriptions will assist teachers to assess learners and place them in the correct rating. The descriptions summarise the Learning Outcomes and the Assessment Standards, and give the distinguishing features that fix the achievement for a particular rating. The various achievement levels and their corresponding percentage bands are as shown in Table 4.1.

In line with the principles and practice of outcomes-based assessment, all assessment – both school-based and external – should primarily be criterion-referenced. Marks could be used in evaluating specific assessment tasks, but the tasks should be assessed against rubrics instead of simply ticking correct answers and awarding marks in terms of the number of ticks. The statements of competence for a subject describe the minimum skills, knowledge, attitudes and values that a learner should demonstrate for achievement on each level of the rating scale.

When teachers/assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a particular outcome. The relevant Assessment Standard or Standards must be used when creating the rubric for assessing the task or question. The descriptions clearly indicate the minimum level of attainment for each category on the rating scale.

The competence descriptions for this subject appear at the end of this chapter.

PROMOTION

Promotion at Grade 10 and Grade 11 level will be based on internal assessment only, but must be based on the same conditions as those for the Further Education and Training Certificate. The requirements, conditions, and rules of combination and condonation are spelled out in the *Qualifications and Assessment Policy Framework for the Grades 10 – 12 (General).*

WHAT REPORT CARDS SHOULD LOOK LIKE

There are many ways to structure a report card, but the simpler the report card the better, provided that all important information is included. Report cards should include information about a learner's overall progress, including the following:

- the learning achievement against outcomes;
- the learner's strengths;
- the support needed or provided where relevant;
- constructive feedback commenting on the performance in relation to the learner's previous performance and the requirements of the subject; and
- the learner's developmental progress in learning how to learn.

In addition, report cards should include the following:

- name of school;
- name of learner;
- learner's grade;
- year and term;
- space for signature of parent or guardian;
- signature of teacher and of principal;
- date;
- dates of closing and re-opening of school;
- school stamp; and
- school attendance profile of learner.

ASSESSMENT OF LEARNERS WHO EXPERIENCE BARRIERS TO LEARNING

The assessment of learners who experience any barriers to learning will be conducted in accordance with the recommended alternative and/or adaptive methods as stipulated in the *Qualifications and Assessment Policy Framework for Grades 10 – 12 (General)* as it relates to learners who experience barriers to learning. *Refer to White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System.*

Grade 10

C Code   S Scale

6   **80%-100%**
Outstanding

Cd Competence Descriptions

By the end of Grade 10 the learner with outstanding achievement can:

■ apply, collect, organise, explain and demonstrate information and knowledge with relation to hospitality industry concepts, hygiene and safety issues, food preparation and food and beverage service as required by the Assessment Standards;

■ show mastery and proficiency in the application of a high level of basic skills to prepare and serve breakfasts and light meals.

Grade 11

Cd Competence Descriptions

By the end of Grade 11 the learner with outstanding achievement can:

- categorise and analyse information in relation to hospitality industry concepts, hygiene and safety issues, food preparation and food and beverage service as required by the Assessment Standards;

- show mastery and proficiency in the application of a high level of skills to plan, cost, prepare and serve teas and meals at the table for guests of the hospitality industry.

Grade 12

Cd Competence Descriptions

By the end of Grade 12 the learner with outstanding achievement can

- display critical thinking skills, problem identification and problem solving skills with relation to hospitality industry concepts, hygiene and safety issues, food preparation and food and beverage service as required by the Assessment Standards;

- show mastery and proficiency in the application of a high level of skills to prepare meals and venues, take orders and serve food and beverages for a variety of functions for guests of the hospitality industry;

- display imagination, creativity and flair where possible in meal planning, presentation and service.

Grade 10

C Code   S Scale

5

60%-79%
Meritorious

Cd Competence Descriptions

By the end of Grade 10 the learner with meritorious achievement can:

- list, define and discuss concepts and display understanding, knowledge and comprehension of subject matter with relation to the hospitality industry, hygiene and safety issues, food preparation and food and beverage service as required by the Assessment Standards;
- show mastery and demonstrate the basic skills required to prepare and serve breakfasts and light meals.

Grade 11

Cd Competence Descriptions

By the end of Grade 11 the learner with meritorious achievement can:

■ apply, collect, organise, explain and demonstrate information, knowledge and understanding of hospitality industry concepts, hygiene and safety issues, food preparation and food and beverage service as required by the Assessment Standards;

■ show mastery and demonstrate the skills needed to plan, cost, prepare and serve teas and meals at the table for guests of the hospitality industry.

Grade 12

Cd Competence Descriptions

By the end of Grade 12 the learner with meritorious achievement can:

■ categorise, analyse and display understanding, knowledge and comprehension of information with relation to hospitality industry concepts, hygiene and safety issues, food preparation and food and beverage service as required by the Assessment Standards;

■ show mastery and demonstrate skills needed to prepare meals and venues, take orders and serve food and beverages for a variety of functions for guests of the hospitality industry.

Grade 10

C Code   **S** Scale

Cd Competence Descriptions

4   50%-59%
           Satisfactory

By the end of Grade 10 the learner with satisfactory achievement can:

- list, define and describe concepts as required with relation to the hospitality industry, hygiene and safety issues, food preparation and food and beverage service as required by the Assessment Standards;

- demonstrate and appropriately apply the basic skills required to prepare and serve breakfasts and light meals.

Grade 11

Cd Competence Descriptions

By the end of Grade 11 the learner with satisfactory achievement can:

- list, define and discuss concepts with relation to hospitality industry concepts, hygiene and safety issues, food preparation and food and beverage service as required by the Assessment Standards;

- demonstrate and appropriately apply the basic skills required to plan, cost, prepare and serve teas and meals at the table for guests of the hospitality industry.

Grade 12

Cd Competence Descriptions

By the end of Grade 12 the learner with satisfactory achievement can:

- apply collect, organise, explain and demonstrate information and knowledge with relation to hospitality industry concepts, hygiene and safety issues, food preparation and food and beverage service as required by the Assessment Standards;

- demonstrate and appropriately apply the skills needed to prepare meals and venues, take orders and serve food and beverages for a variety of functions for guests of the hospitality industry.

Grade 10

C Code   S Scale

3   **40%-49%**
Adequate

Cd Competence Descriptions

By the end of Grade 10 the learner with adequate achievement can:

- list and define concepts with relation to the hospitality industry, hygiene and safety issues, food preparation and food and beverage service as required by the Assessment Standards;

- demonstrate the basic skills required to prepare and serve breakfasts and light meals.

Grade 11

Cd Competence Descriptions

By the end of Grade 11 the learner with adequate achievement can:

■ list and define concepts with relation to the hospitality industry, hygiene and safety issues, food preparation and food and beverage service as required by the Assessment Standards;

■ demonstrate the basic skills required to plan, cost, prepare and serve teas and meals at the table for guests of the hospitality industry.

Grade 12

Cd Competence Descriptions

By the end of Grade 12 the learner with adequate achievement can:

■ display understanding, knowledge and comprehension by listing, defining and describing concepts of the subject matter with relation to hospitality industry concepts, hygiene and safety issues, food preparation and food and beverage service as required by the Assessment Standards;

■ demonstrate the basic skills required to prepare meals and venues, take orders and serve food and beverages for a variety of functions for guests of the hospitality industry.

Grade 10

C Code   **S** Scale

2

30%-39%
Partial

Cd Competence Descriptions

By the end of Grade 10 the learner with partial achievement can:

■ list and describe hospitality industry concepts, hygiene and safety issues, food preparation and food and beverage service as required by the Assessment Standards;

■ not show mastery of all the basic skills required to prepare and serve breakfasts and light meals.

Grade 11

Cd Competence Descriptions

By the end of Grade 11 the learner with partial achievement can:

■ list concepts as required with relation to the hospitality industry, hygiene and safety issues, food preparation and food and beverage service as required by the Assessment Standards;

■ not show mastery of the basic skills needed to plan, cost, prepare and serve teas and meals at the table for guests of the hospitality industry.

Grade 12

Cd Competence Descriptions

By the end of Grade 12 the learner with partial achievement can:

■ list and describe concepts with relation to the hospitality industry, hygiene and safety issues, food preparation and food and beverage service as required by the Assessment Standards;

■ not show mastery of the basic skills required to prepare meals and venues, take orders and serve food and beverages for a variety of functions for guests of the hospitality industry, and apply skills incorrectly and incompetently.

Grade 10

C Code   S Scale

1

0%-29%
Inadequate

Cd Competence Descriptions

By the end of Grade 10 the learner with inadequate achievement can:

- list concepts and display a narrow understanding of hospitality industry concepts, hygiene and safety issues, food preparation and food and beverage service as required by the Assessment Standards;

- not show mastery of the basic skills required to prepare and serve breakfasts and light meals, and apply skills incorrectly.

Grade 11

Cd Competence Descriptions

By the end of Grade 11 the learner with inadequate achievement can:

- list concepts and display a narrow understanding of hospitality industry concepts, hygiene and safety issues, food preparation and food and beverage service as required by the Assessment Standards;

- require supervision and assistance with skills;

- not show mastery of the basic skills to plan, cost, prepare and serve teas and meals at the table for guests of the hospitality industry, and apply skills incorrectly and incompetently.

Grade 12

Cd Competence Descriptions

By the end of Grade 12 the learner with inadequate achievement can:

- list concepts of the hospitality industry, hygiene and safety issues, food preparation and food and beverage service as required by the Assessment Standards;

- not show mastery of the basic skills required to prepare meals and venues, take orders and serve food and beverages for a variety of functions for guests of the hospitality industry, and apply skills incorrectly and incompetently.

GLOSSARY

aesthetic value – appreciation of the harmonious visual impact of a setting

à la carte – menu of dishes prepared to order and priced individually

career pathways – progressive steps of development within a specific area of work

community-based operations – informal or formal business activities (e.g. street vending, shebeens, day care centres) based within a community

cultural heritage – those aspects that are unique to a particular culture (e.g. ingredients, preparation methods, dishes, or service of foods)

entrepreneurial skills – skills related to identifying business opportunities and receiving a sustainable income from these opportunities

environmental awareness – consideration of the impact of practices and operations on the natural environment (e.g. using products that do not harm the environment)

ethics – set of unwritten rules by which society or an industry abides

food commodities – food items (e.g. meat, vegetables, dairy, eggs, fish)

functional areas – the operating areas in the hospitality industry, including front of house (reception), accommodations services, food preparation, and food and drink service

hospitality products – incorporates all services supplied by the hospitality industry (e.g. accommodation, food and drink, conferencing)

infrastructure costs – cost of rent, maintenance, electricity, water and other overheads in the calculation of selling prices of meals or dishes

integrated competence – the foundational, practical and reflexive competences necessary to achieve an outcome

kitchen/restaurant brigade – the specific titles and ranks of a team of workers in the kitchen or restaurant

labour costs – the cost of the people and the time they take to prepare a meal or dish, as calculated in the selling price of the meal or dish

legislation – the laws governing operations (e.g. health and safety)

marketing tool – a leaflet, pamphlet, card menu or invitation that is used to promote a product, service or event

mise-en-place – basic preparation prior to or after cooking and serving

operational – aspects pertaining to the operations occurring within the hospitality industry

selective menu – a menu that offers a guest a limited choice of items per course

service excellence – service that exceeds the needs and expectations of the customer

table d'hote – a set meal at a fixed price