

2023/24 ANNUAL TEACHING PLANS: HOSPITALITY STUDIES: GRADE 10 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
DATES											
CAPS TOPIC	Sectors and careers	Sectors and careers	Hygiene	Kitchen and restaurant operations	Kitchen and restaurant operations	Kitchen and restaurant operations	Nutrition and menu planning	Kitchen and restaurant operations	Commodities	Revision & MARCH CONTROLLED TEST	
CAPS REF	p. 18	p. 18	p. 18	p. 18	p. 19	p. 19	p. 19	p. 19	p. 19		
CONCEPTS, SKILLS, AND VALUES	<p>Introduction What is Hospitality Studies?</p> <p>Baseline assessment Content map. 2023/24 PAT</p> <p>The sectors in the hospitality industry and services provided by each</p> <ul style="list-style-type: none"> • Food and beverage • Accommodation • Entertainment • Function and events • Recreation • Gaming 	<p>Food and beverage establishments</p> <ul style="list-style-type: none"> • The cultural diversity of the South African hospitality industry • The distribution of the South African hospitality industry <p>Types of food and beverage establishments</p> <p>Restaurants</p> <ul style="list-style-type: none"> • Fine dining • Family • Coffee shops <p>Franchises</p> <ul style="list-style-type: none"> • Food and beverage industry • Advantages • Disadvantages <p>Career opportunities in food and beverage establishments</p>	<p>Personal hygiene practices:</p> <ul style="list-style-type: none"> • Personal appearance & hygiene • Chef, kitchen correct uniform & its function <p>Hygiene on the food premises:</p> <p>Food storage practices</p> <ul style="list-style-type: none"> • Dry storage • Refrigerators and cold rooms • Freezer • Hot foods <p>Washing and sanitary facilities</p> <ul style="list-style-type: none"> • Washing hands • Washing dishes • Drying <p>Cleaning practices in the kitchen and restaurant</p> <ul style="list-style-type: none"> • Cleaning of surfaces, floors, ceilings, walls, and restaurant • Reducing food contamination • Avoid food contamination • Cleaning agents • Cleaning equipment <p>Waste disposal practices</p> <ul style="list-style-type: none"> • Inside kitchen • Outside • Wet and dry materials • Personal hygiene practices <p>Waste management: Basic principles:</p> <ul style="list-style-type: none"> • Reduce • Re-use • Recycle • Personal contribution to reducing, reusing, and recycling waste 	<p>Appliances, equipment and utensils in the kitchen and restaurant</p> <p>Identification assembling, use, cleaning, storage, maintenance:</p> <ul style="list-style-type: none"> • Equipment for keeping food warm (gas and electrical) • Stoves and other equipment for cooking: Gas and electrical • Cooling equipment: Fridges, freezers, and walk-in fridges • Dishwashing and drying equipment • Food processing equipment (electrical and manual) • Small kitchen utensils 	<p>Mise-en-place in the kitchen</p> <ul style="list-style-type: none"> • Collect ingredients • Preparation of ingredients • Measuring ingredients: Dry and liquid, volume and mass. 	<p>Recipes</p> <ul style="list-style-type: none"> • What is a recipe? <p>Recipe format:</p> <ul style="list-style-type: none"> • Name • Standard format • Yield (number of portions) • List of ingredients, measurements • Preparation method and cooking method • Equipment • Temperature • Preparation time • Serving suggestions • Accompaniments • Culinary terminology • The use of a conversion table in metric measurements (volume to mass and vice versa) e.g. 250ml cake flour = 120g 	<p>South African food pyramid (six groups)</p> <ul style="list-style-type: none"> • Cereals and cereal products • Vegetable group • Fruit group • Milk and milk products • Meat and meat alternatives • Fats, oils, and sweets group <p>Introduction to nutrients and their functions in food group. context:</p> <ul style="list-style-type: none"> • Protein • Carbohydrates (starch and sugar, fibre) • Fats (saturated and unsaturated) • Vitamins (A, B-group, C, D, E and K) • Minerals (calcium, iron, magnesium, phosphorous) • Water 	<p>Moist heat cooking methods</p> <ul style="list-style-type: none"> • Temperatures • Specific equipment • Types of food applied to • Influence on nutritional value <p>Examples</p> <ul style="list-style-type: none"> • Boiling • Steaming • Simmering • Stewing <p>Dry heat cooking methods</p> <ul style="list-style-type: none"> • Temperatures • Specific equipment • Types of food applied to • Influence on nutritional value <p>Examples: Baking, dry, shallow and deep-frying, grilling, roasting, stir-frying</p> <p>Combination cooking methods:</p> <ul style="list-style-type: none"> • Temperatures • Specific equipment • Types of food applied to • Influence on nutritional value <p>Examples: Casserole cooking, pot roasting</p>	<p>Scones and muffins</p> <ul style="list-style-type: none"> • Classification of flour mixtures: Dough <p>Techniques and mixing methods:</p> <ul style="list-style-type: none"> • Cutting-in and rubbing-in • Emulsion (muffin) • Mixing • Glazing • Shaping • Baking • Presentation and serving of scones and muffins • Characteristics of a good scone and muffin • Ensuring a good product 	<p>Review and consolidate with reinforcement activities in class to assess the learners' knowledge and understanding of the expected learning outcomes</p> <p>Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous examination question papers, etc.</p>	

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
			<ul style="list-style-type: none"> Eco-friendly practices Kitchen pests: <ul style="list-style-type: none"> Rodents: Mice, rats Flying insects: Flies 									
REQUISITE PRE-KNOWLEDGE	Use a questionnaire to determine how many learners have been exposed to the hospitality industry	Show a video for learners to understand the context of the industry	Hands-on demonstration Show a video for learners to understand the content	Use a video to set the background for the topic Show a video for learners to see other equipment not available in the classroom	Use a video to set the background for the topic	Use recipes as examples in the different format for learners to relate to the context of the topic	Use a power point presentation and charts that is well illustrated for learners to understand the concepts better by being able to relate to the examples	Use a video and posters to set the background for the topic Demonstrations	Use a video or posters to set the background for the topic Have a price list of what these products cost at local business Compare the quality and price of a fresh product vs a convenience product			
RESOURCES (NOT TEXTBOOK) TO ENHANCE LEARNING	<ul style="list-style-type: none"> Power points Posters Resource material and activities provided by subject advisors, lead teachers and teachers YouTube videos <i>Refer to the list of suggested resources</i>											
INFORMAL ASSESSMENT: REMEDIATION	<i>To be completed by the teacher</i>											
SBA FORMAL ASSESSMENT	Planning and preparation: <ul style="list-style-type: none"> Practical Lessons <ul style="list-style-type: none"> Knife Skills Scones Muffins Skills test – apparatus and measuring (identification test) 			Task 2 Practical lessons Skills test			Planning and preparation: <ul style="list-style-type: none"> March controlled test 			Task 1 March controlled test		

2023/24 ANNUAL TEACHING PLANS: HOSPITALITY STUDIES: GRADE 10 (TERM 2)

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
DATE											
CAPS TOPIC	Commodities	Commodities	Commodities	Commodities	Commodities	Commodities	Commodities	Commodities	Commodities	Revision	Revision
CAPS REF	p. 19	p. 21	p. 22	p. 22	p. 24	p. 24	p. 24	p. 24	p. 22	MID-YEAR EXAMINATION	
CONCEPTS, SKILLS, AND VALUES	<p>Fruit</p> <ul style="list-style-type: none"> Classification soft, hard, citrus, stone, tropical Purchasing and storing of fruit Storing of fruit Preparation methods (fresh and dried fruit) (including knife skills) <p>Cooking methods:</p> <ul style="list-style-type: none"> Baking Stewing Frying Grilling Poaching Uses of fruit on the menu 	<p>Pancakes and crumpets</p> <ul style="list-style-type: none"> Classification of flour mixtures: Batters Batters: Thin batter and drop. batter Cooking methods: Shallow fry Presentation and serving Characteristics of a good pancake and crumpet Ensuring a good product 	<p>Eggs</p> <p>Fresh eggs</p> <ul style="list-style-type: none"> Characteristics of fresh eggs Sizes, grading: Jumbo, X large, large, medium Storage of eggs Cooking methods: <ul style="list-style-type: none"> Boiling Poaching Shallow frying Uses: Binding, fillings, coating, glazing, egg dishes, garnishing, emulsifying sauces, (mayonnaise, clarification, thickening, aerating Beating of egg white Factors influencing coagulation Stages of beating egg whites 	<p>Cereals</p> <p>Classification</p> <ul style="list-style-type: none"> Wholegrain Crushed grain Rolled seeds Coarsely & finely granulated seeds Types: Corn, maize, wheat, oats, sorghum, rye, barley <p>Placing cereals on the menu, breakfast:</p> <ul style="list-style-type: none"> Hot porridge: Oats, maize & sorghum (maltabella) Dry breakfast cereals e.g. cornflakes, muesli <p>Cooking methods</p> <ul style="list-style-type: none"> Moist cooking method and effect of heat on starch Prevent lump. and skin formation Dry cooking method and effect of heat on starch Portion sizes 	<p>Dairy products</p> <ul style="list-style-type: none"> Classification of dairy products Types of dairy: <ul style="list-style-type: none"> Milk: Fresh: Full cream, low fat, skimmed Milk: Evaporated, condensed, powdered, processed (UHT) Cultured products: Yoghurt, buttermilk, maas (nkomazi) Cream: Fresh, sour, long-life and thickness of cream, butter Cheese: Hard, semi-soft, -hard, soft, special Storage of milk and dairy products Cooking methods and effect of heat Effect of heat on milk- or cream-based dishes Effect of heat on cheese: Melting and grilling 	<p>Minced meat</p> <ul style="list-style-type: none"> Mince: Beef, lamb, veal, and pork Purchasing factors for minced meat (fresh, frozen) Storage of mince meat Cooking methods Grilling (not outside over fire), frying, simmering Portion size Uses of minced meat: Main dishes, snacks, fillings, hamburgers, etc. 	<p>Pasta</p> <p>Classification</p> <ul style="list-style-type: none"> Shapes (shells, screws, farfalle, fusilli) Sheets (lasagne) Ribbons (tagliatelle, fettuccine, spaghetti) Filled (cannelloni, ravioli) Tubes (macaroni, penne) Classification according to ingredients: Plain, egg, whole-wheat, flavoured Cooking methods: Boiling, refreshing, stir-frying (Chinese vermicelli) Portion size (dry and cooked weights) Uses: Starters, main dishes, salads 	<p>Salads & salad dressings</p> <p>Classification of salads</p> <ul style="list-style-type: none"> Uncooked: Mixed, green, Greek, coleslaw, Caesar, etc. Cooked: Potato, pasta, rice, beetroot Moulded (gelatine) Preparation methods (include knife skills) General rules for preparing and serving of salad Portion size Salad dressings: <ul style="list-style-type: none"> Uncooked: French, mayonnaise, etc. Cooked: Boiled salad dressing 	<p>Tea and coffee</p> <ul style="list-style-type: none"> What is tea? Types of tea <ul style="list-style-type: none"> Standard, Ceylon, black tea, lemon, iced, speciality teas, herbal, fruit, chai What is coffee? <ul style="list-style-type: none"> Classification of coffee <ul style="list-style-type: none"> Filter, espresso, decaffeinated, iced, cappuccino, latte, café mocha, Irish coffee, café au lait Storage 	<p>Review and consolidate with reinforcement activities in class to assess the learners' knowledge and understanding of the expected learning outcomes</p> <p>Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous examination question papers, etc.</p>	
REQUISITE PRE-KNOWLEDGE	Use a video to set the background for the topic Use of power points to explain content Terminology	Prior knowledge of measuring pancakes and crumpets in term 1, equipment, cooking methods Terminology	Prior knowledge of cooking methods for egg dishes in term 1, equipment, cooking methods Terminology	Use of egg mixture as a glaze for scones in term 1 Learners' own knowledge and understanding Terminology	Pre-knowledge: Effect of dry heat on cereal products from making scones and muffins in term 1 Learners' own knowledge and understanding Terminology	Learners' own knowledge and understanding Terminology	New content Basic knowledge on commodities Terminology	Use a video to set the background for the topic Terminology	Use a video to set the background for the topic Terminology		
RESOURCES (NOT TEXTBOOK) TO ENHANCE LEARNING	<ul style="list-style-type: none"> PowerPoints Posters Resource material and activities provided by subject advisors, lead teachers and teachers YouTube videos <p>Refer to the list of suggested resources</p>										
INFORMAL ASSESSMENT: REMEDIATION	To be completed by the teacher										
SBA FORMAL ASSESSMENT	<p>Planning and preparation:</p> <ul style="list-style-type: none"> Practical Lessons <ul style="list-style-type: none"> Quick flour mixtures e.g. pancake, crumpets Egg dishes Mince and pasta dishes Skills test – culinary skills example: Eggs, quick flour mixtures, mince or pasta 							<p>Task 4</p> <p>Practical lessons Skills test</p>		<p>Task 3</p> <p>MID-YEAR EXAMINATIONS</p>	

2023/24 ANNUAL TEACHING PLANS: HOSPITALITY STUDIES: GRADE 10 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
DATE											
CAPS TOPIC	Nutrition and menu planning	Nutrition and menu planning	Nutrition and menu planning	Nutrition and menu planning	Food and beverage service	Food and beverage service	Food and beverage service	Commodities & food and beverage service	Revision & SEPTEMBER CONTROLLED TEST		
CAPS REF	p. 23	p. 23	p. 23	p. 23	p. 21	p. 23	p. 23	p. 21			
CONCEPTS, SKILLS, AND VALUES	<p>Nutritional value of meals:</p> <ul style="list-style-type: none"> South African food-based dietary guidelines Refer to the food pyramid for nutritional value of different meals Different meals: Breakfast, brunch, lunch, supper, and dinner 	<p>Principles of menu planning with regards to:</p> <ul style="list-style-type: none"> Choice of food (aesthetic appeal and sensory value such as colour, texture, taste, shape, flavour, cooking methods) Type of customers (age, culture, preferences) Management (staff skills, equipment, time available for preparation, etc.) 	<p>Writing out of a menu:</p> <ul style="list-style-type: none"> Menu, meal, and date specified Correct sequence of dishes in the main course Spaces between courses Bread and friandise are not listed on the menu, but coffee is listed House rules for the school's restaurant could apply 	<p>Plan menu's for:</p> <ul style="list-style-type: none"> Breakfasts: Continental and English Brunches Two- or three- course light meals Pay attention to creativity and current food trends Use locally available products 	<p>Mise-en-place in the restaurant:</p> <p>Buffet style</p> <ul style="list-style-type: none"> Breakfasts (continental & English) Brunches Light meals Preparing the venue Room layout, bookings and placing of guests Storeroom procedures for food service equipment 	<p>Table setting for:</p> <p>Buffet style</p> <ul style="list-style-type: none"> Breakfasts (continental & English) Brunches Two- or three- course light meals Tablecloths, serviettes, crockery, cutlery, glassware, condiments, menu cards, table numbers Personal appearance and uniform for waiters 	<p>Mise-en-place in the restaurant:</p> <ul style="list-style-type: none"> Plated service Waiters: Receiving and seating guests Service sequence and procedures Presenting the bill Closing <i>mise-en-place</i> 	<p>Service procedure:</p> <ul style="list-style-type: none"> Recap. on tea and coffee Preparing and serving of tea and coffee 	<p>Review and consolidate with reinforcement activities in class to assess the learners' knowledge and understanding of the expected learning outcomes</p> <p>Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous examination question papers, etc.</p>		
REQUISITE PRE-KNOWLEDGE	Basic knowledge of eating habits Basic knowledge of menus in restaurants				Use a video to set the background for the topic	Use a video to set the background for the topic	Use a video to set the background for the topic	Use a video to set the background for the topic	Use a video to set the background for the topic		
RESOURCES (NOT TEXTBOOK) TO ENHANCE LEARNING	<ul style="list-style-type: none"> PowerPoints Posters Resource material and activities provided by subject advisors, lead teachers and teachers YouTube videos <p>Refer to the list of suggested resources</p>										
INFORMAL ASSESSMENT: REMEDIATION	To be completed by the teacher										
SBA FORMAL ASSESSMENT	<p>Planning and preparation:</p> <ul style="list-style-type: none"> Practical lessons <ul style="list-style-type: none"> Cereals, dairy Fruit, salads, and salad dressings Prepare venue and service Skills test – table setting and service 				<p>Task 6</p> <p>Practical lessons Skills test</p>			<p>Planning and preparation:</p> <p>September controlled test</p>		<p>Task 5</p> <p>September controlled test</p>	

2023/24 ANNUAL TEACHING PLANS: HOSPITALITY STUDIES: GRADE 10 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
DATE										
CAPS TOPIC	Food and beverage service	Food and beverage service	Safety	Revision			November examination			
CAPS REF	p. 24	p. 24	p. 25							
CONCEPTS, SKILLS, AND VALUES	Paying of the bill The cashier Electronic PoS Methods of payment: Cash, credit card, debit card, charge cards (Visa, Master, Diners Club, American Express), vouchers	Customer relations Sensitivity for culture, gender, age, and disability Handling of children and people with special needs Sensitivity towards customer needs, friendliness, addressing customers and professional behaviour	Basic treatment of injuries • First aid • Injuries that occur commonly in hospitality establishments: • Types of burns and Treatment • Cuts and treatment • Electrical shocks and treatment • Sprains and treatment • Fainting and treatment • Choking and treatment • Allergic reactions and treatment • Shock and treatment General safety practices In the kitchen and restaurants in respect of: • Electrical appliances • Gas stoves • Steam • Knives • Chemicals and cleaning agents	Review and consolidate with reinforcement activities in class to assess the learners' knowledge and understanding of the expected learning outcomes Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous examination question papers, etc.						
REQUISITE PRE-KNOWLEDGE	Use a video to set the background for the topic	Use a video to set the background for the topic	Pre-knowledge on basic first aid practices							
RESOURCES (NOT TEXTBOOK) TO ENHANCE LEARNING	<ul style="list-style-type: none"> • PowerPoints • Posters • Resource material and activities provided by subject advisors, lead teachers and teachers • YouTube videos Refer to the list of suggested resources									
INFORMAL ASSESSMENT: REMEDIATION	To be completed by the teacher									
FORMAL ASSESSMENT	Planning and preparation: <ul style="list-style-type: none"> • PAT – breakfast, brunch • November examination 			Practical assessment task (PAT)			November examination			