



# basic education

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **HOSPITALITY STUDIES**

### **GUIDELINES FOR PRACTICAL ASSESSMENT TASKS**

**GRADE 12**

**2021**

**These guidelines consist of 39 pages.**

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## 1. INTRODUCTION

The 18 Curriculum and Assessment Policy Statement subjects which contain a practical component all include a practical assessment task (PAT). These subjects are:

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

A practical assessment task (PAT) mark is a compulsory component of the final promotion mark for all candidates offering subjects that have a practical component and counts 25% (100 marks) of the end-of-year examination mark. The PAT is implemented during the first three terms of the school year. The PAT allows for learners to be assessed on a regular basis during the school year and it also allows for the assessment of skills that cannot be assessed in a written format, e.g. test or examination. It is therefore important that schools ensure that all learners complete the practical assessment tasks within the stipulated period to ensure that learners are resulted at the end of the school year.

The Hospitality Studies PAT for 2021 consists of **ONE** formally assessed practical examination. The teacher will allocate the tasks to learners based on the examination requirements. Learners must demonstrate the ability to:

- Prepare and present a range of dishes
- Set up a venue for a formal dinner/meal
- Apply the correct serving techniques/skills for food and beverages at a formal dinner/meal.

### 1.1 MARK ALLOCATION

Learners work individually. Each learner will have a mark out of 100 for cooking skills (Chef/Chef de Cuisine/Head Chef/Sous Chef/Aboyeur/Storekeeper) **OR** a mark out of 100 for serving skills (Waitron/Beverage Waitron/Maitre d'Hôtel).

The combined mark out of 100 is awarded for the assessment of practical skills (75) and written preparation skills (25).

SECTION A: Practical skills	75
SECTION B: Written preparation skills	25
<b>Final mark for the practical examination</b>	<b>100</b>

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

## 1.2 Requirements for the PAT

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

### Training kitchen:

- A training kitchen for the examination with the necessary equipment.
- Ingredients and all other requirements for the practical examination, as stipulated in the *National Curriculum and Assessment Policy Statement*, should be provided by the school.
- Use a 70% alcohol-based sanitiser to sanitise hands and workstations before and after food preparation.
- Place sufficient **notices** and **posters** in the kitchen to remind learners to wash and disinfect their hands and workstations regularly, as well as maintaining social distancing as prescribed by the National Department of Health.
- Adhere to the principles and norms regarding social distancing throughout:
  - Allow 1,5 meters individual spacing between workstations of learners.
  - Place ingredients, where possible, on workstations to restrict movement.
  - A separate sink per learner must be available for washing up. (Provide additional bowls with soapy water and clean rinsing water where required.)
  - **No more than TWO learners** may share a stove.

### Uniform:

- Learners must wear the appropriate uniform assigned for their particular roles as chefs or waitrons with the addition of wearing a **face mask**, as prescribed by the National Department of Health.

### Restaurant:

- A restaurant or a room with furniture and equipment that creates a restaurant environment must be available.
- Toilet facilities for the guests must be available.
- A safe and secure environment must be provided on the premises if the PAT is conducted after school hours.
- The capacity of the restaurant must be determined before guests are invited due to social distancing requirements.

### COVID-related safety measures:

- Adequate sanitising stations must be provided for washing or sanitising of hands before entering the kitchen and restaurant.
- Screening and temperature reading of the learners and guests must take place on entering of the kitchen and restaurant premises.
- Social distancing of guests must be planned beforehand and guests must be requested to follow protocols put in place.
- Remove excess chairs and tables to enforce social distancing of 1,5 meters between the tables of the guests.
- A register should be placed at the sanitising station for EACH guest to complete before entering the restaurant.
- Guests must wear masks throughout, except when eating or drinking.
- **No masks, no entry** into the restaurant.

### 1.3 **Basic list of resources for the PAT (minimum requirements)**

- 4–6 stoves: plates and ovens in working order
- 1 microwave oven
- 1 refrigerator
- Kitchen utensils: chef knives, vegetables knives (utility knives), graters, mixing bowls, chopping boards, oven trays, measuring equipment, pots, casserole dishes, sieves, wooden spoons, mixing spoons, colanders, draining spoons, non-stick lifters, etc.
- Tables and chairs for restaurant guests
- Linen, crockery, cutlery and glasses for restaurant guests
- Bar equipment, such as a cocktail shaker and strainer, blender, cocktail glasses, Collins or Zombie glasses
- One safety/first-aid kit, equipped with at least plasters, burn shield, surgical gloves
- One fire extinguisher (evidence of service to be clearly indicated)

## 2. **TEACHER INSTRUCTIONS**

### 2.1 **Planning the practical assessment task**

ONE practical examination is conducted in the training kitchen and restaurant of the school in Term 3. A formal four-course meal must be served for the PAT to **celebrate the uniqueness of South African products and ingredients.**

The formal four-course meal must include a non-alcoholic welcome cocktail drink, hors d'oeuvre, starter, main course and dessert. The meal must be prepared and served to paying guests, e.g. teachers, parents and members of the community.

- Examination dates for the PAT should be set at the end of the previous year and should appear on the 2021 school year plan. Ensure that the dates do not clash with other school activities. Learners and relevant subject advisors must be informed of the dates at the beginning of the academic year.
- The number of Hospitality Studies teachers, available stoves and equipment will determine the number of learners allowed per PAT session.
- One teacher can assess a maximum of 14 learners. The assessment must be conducted in the kitchen and in the restaurant.
- If a school has only one Hospitality Studies teacher, he/she will be unable to assess in the kitchen and the restaurant simultaneously. The principal of the school should appoint a teacher other than the Hospitality Studies teacher to oversee the restaurant and assess the performance of the waitrons in the restaurant.
- The same teacher must be used at schools with multiple sessions to ensure that the assessment is fair, valid and reliable.
- The teacher may decide that the effective operation of the restaurant also requires the positions of Chef de Cuisine/Head Chef/Sous Chef/Aboyeur/Storekeeper/Beverage Waiter and Maître d'Hôtel/Head Waiter.
- Exemplar assessment tools are provided (see ADDENDUMS F–I) and teachers may adapt it to suit the context of the school with the pre-approval of the subject advisor.
- The examinations may take place during or after school hours or could be included on the examination timetable, depending on the context of the school. It may take place in the evening if security is sufficient and in agreement with the SMT and subject advisor.

## 2.2 Setting the task

### 2.2.1 Set ONE formal four-course menu

The teacher should set a four-course menu to suit the context of the school and it must celebrate South African ingredients.

**The following requirements must be met when the menu is planned (use the menu analysis form on ADDENDUM B):**

- The menu should include at least TWO indigenous South African ingredients/products, e.g. Amasi, biltong, bokkoms (fish biltong), sugar beans, mopane worms, maize/mealies (products), morogo, snoek, sorghum, ostrich, waterblommetjies (Cape pondweed), game meat (kudu, springbok, etc.), Rooibos tea, Amarula, peppadews.
- The menu should include at least FOUR different cooking methods.
- The non-alcoholic welcome cocktail drink must include at least ONE blended/stirred/shaken/built drink, e.g. African Sunset.
- A dish should include an advanced technique/procedure and a cooking method to be a valid learner task.
- A minimum of FOUR COURSES are COMPULSORY:
  - Hors d'oeuvre (first course), e.g. canapés, bouchées, samoosas, filled mini-vetkoek or mini-terrines.
  - Starter/Soup, e.g. savoury mousse, cream soup, crêpes.
  - Main course:
    - Should include one or more advanced protein dishes, such as fish, meat or chicken. The preparation of the protein dish should include at least TWO techniques, e.g. Chicken Roulade (deboned and filled), Beef Wellington (with filling and covered with pastry).
    - The starch dish should include a special technique or process, e.g. risotto, pilaf, grilled polenta, Duchesse potatoes, Dauphine potatoes, croquettes, rösti, latkes, rice balls.
    - Vegetable dishes should include advanced knife skills or a special technique or process, e.g. julienne carrots, turned beetroot, baby marrow ribbons, carrot foam.
  - Dessert (hot, cold or frozen), e.g. baked sponge or steamed pudding, crêpes, mousse or meringues.
- One or more advanced sauces, such as a caramel sauce (with caramelised sugar) or other sauces requiring special techniques, e.g. Béchamel, velouté, jus, pesto, mayonnaise and hollandaise. A soup may replace one sauce.
- One or more pastry dishes, sweet or savoury: puff, phyllo or pur pastry (ready-made), short crust or choux pastry.
- A yeast product (kneaded) plus ONE special shaping or other technique (filling, glazing, etc.), such as bread rolls, bread sticks or focaccia suitable for bread service in the restaurant/venue.
- A gelatine dish (not commercially flavoured jelly), e.g. cheesecake, Bavarian cream, terrine or savoury mousse.
- Delicate, advanced garnishing/decorating techniques that are in keeping with the latest trends should be used, e.g. spun sugar, chocolate work, deep-fried or oven-dried vegetable and fruit chips, tuilles, brandy snaps, meringue.
- Optional: Friandise may be included when serving coffee, e.g. miniature milk tarts, mini-baklava, truffles, sweetmeats, marshmallows, koeksisters or meringues.

The province may NOT prescribe a common menu. However, exemplar menu items are included in this document as a guideline for standardisation across provinces and schools and to assist novice teachers. (See the suggested exemplar menu below.)

The Hospitality Studies subject advisor must approve the menu and the recipes of each school before the PAT is implemented for assessment.

- The attached menu analysis form (ADDENDUM B) must be completed and submitted with the menu.
- The THREE meal plans below may be used as a guideline when compiling the four-course menu for the school.

OPTION 1	OPTION 2	OPTION 3
Hors d'oeuvre Starter Main course (Protein, starch and vegetable dishes) Dessert	Hors d'oeuvre/Starter Soup Main course (Protein, starch and vegetable dishes) Dessert	Soup Hors d'oeuvre/Starter Main course (Protein, starch and vegetable dishes) Dessert

**Menu example (Meal plan – Option 2):**

<p><b>MENU</b> <b>Formal Dinner</b></p> <p><b><i>Non-Alcoholic Welcome Cocktail</i></b> African Sunset</p> <p><b><i>Hors d'Oeuvre</i></b> Smoked Snoek Phyllo Tartlets</p> <p><b><i>Starter</i></b> Butternut Soup *(Poppy Seed Bread Rolls)</p> <p><b><i>Main Course</i></b> Peppered Ostrich Rump Steak with a Mustard Crust and Green Peppercorn Sauce Duchesse Potatoes Glazed Julienne Carrots Creamed Spinach and Feta Cheese</p> <p><b><i>Dessert</i></b> Amarula Malva Pudding with Rooibos Crème Anglaise</p> <p>Tea and Coffee</p> <p><b><i>Friandise (Optional)</i></b> Vanilla Marshmallows</p> <p><b>4 August 2021</b></p>
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\* Bread is only indicated on this menu for moderation purposes – not normally written on a menu.

**THE MENU SHOULD MEET THE FOLLOWING CRITERIA:****EXAMPLE: (See ADDENDUM B for template.)**

COURSE/ NAME OF DISH	MINIMUM OF 4 COOKING METHODS	TECHNIQUES/PROCESSES	Pastry: choux/phylo/ short crust/puff/purr	Yeast product	Gelatine dish	TWO SA ingredients	Garnish
<b>Cocktail drink (bar):</b> African Sunset		<b>Any ONE:</b> Shaken, stirred, mixed/blended, built✓					
<b>Bread:</b> Poppy Seed Bread Rolls	Baking	<b>Kneaded yeast dough</b> ✓, <b>plus ONE:</b> <b>Special shaping:</b> plaits, knots, scored and glazed <b>Other:</b> coloured dough, filling, <u>glazed and seeded</u> ✓, etc.		X			
<b>Hors d'oeuvre:</b> Smoked Snoek Phyllo Tartlets	Boiling Baking	<b>Minimum TWO techniques/processes:</b> Make pastry bases: dough/batter, <u>use and bake ready-made</u> <u>pastry: phyllo</u> ✓, rolling and baking blind <b>Shaping:</b> moulding/piping/quenelle/set and cut shapes <b>Other:</b> Pané, knife skills (cuts), shell and devein prawns, <u>debone and flake fish</u> ✓, <u>make mayonnaise</u> ✓	X Phyllo			X	X
<b>Second course:</b> <b>(Starter, Soup, Fish)</b> Butternut Soup	Shallow- frying Simmering Deep- frying	<b>Minimum TWO techniques/processes:</b> Making pastry bases: dough/batter, use and bake pastry <b>Shaping:</b> moulding/piping/quenelle/set and cut shapes <b>Other:</b> Pané, <u>knife skills/mandolin (cuts: butternut chips)</u> ✓, rolling and baking blind, <u>puree and strain soup</u> ✓					X
<b>Protein:</b> Peppered Ostrich Rump with a Mustard Crust	Grilling	<b>Minimum TWO techniques/processes:</b> Trimming (remove silver skin), frenching (clean bone), <u>marinate</u> ✓, debone, barding, larding, smoking, <u>filling/topping</u> ✓, rolling and tying/wrapping, glazing, pane/ <u>crusting/pepper</u> ✓, covering with pastry, flambé				X	
<b>Starch:</b> Duchesse Potatoes	Boiling Baking	<b>Potato/Sweet potato cuts:</b> rondelle, allumette, batonnettes, tourné, paysanne, gaufrette (waffle), fondant, noisettes, spirals <b>Shaping:</b> moulding/piping✓/quenelle/set and cut shapes <b>Other:</b> Roses, <u>puree/mash and pass</u> , crumb/pane					
<b>Vegetables:</b> Glazed Julienne Carrots Creamed Spinach and Feta Cheese	Stewing Steaming Shallow- frying	<b>Any TWO (minimum ONE per vegetable dish)</b> <b>Cuts:</b> <u>julienne</u> ✓, batonnettes, tourné, paysanne, macedoine, brunoise, <u>chiffonade</u> ✓, ribbons, spirals <b>Puree:</b> liquidised and strained/pass <b>Other:</b> Concassé, au gratin, blanch and refresh, vegetable flowers/leaves, sauce part of dish (e.g. Broccoli Mornay)					
<b>Sauce:</b> Peppercorn sauce	Boiling	<b>Roux base</b> (béchamel, <u>velouté</u> ✓, brown sauce), liaison, emulsion base (hollandaise and mayonnaise), beurre manié, coulis (fruit or vegetable puree and thickened)					
<b>Dessert:</b> Amarula Malva Pudding	Baking Boiling	<b>Minimum TWO techniques/processes:</b> Making pastry bases: dough, <u>batter</u> ✓, meringue Making: mousse, chiffon, crème/custard, soufflé, ice cream/ sorbet, starch base (sago, rice, tapioca) Gelatine process (hydrate, disperse and gelation) Fruit preparation, e.g. compote, puree, curd <b>Shaping:</b> piping, setting in layers, <u>moulding and unmoulding</u> ✓, rolling, folding, plait, baking blind, pastry decorations, lattice <b>Other/Finishing/Topping:</b> crumbling, caramelising, glazing, icing, flambé					X
<b>Sauce:</b> Rooibos Crème Anglaise	Indirect steaming	Sugar base (caramelising), chocolate base, coulis (fruit puree and thickened), <u>stirred egg base</u> ✓/sabayon					
<b>Friandise:</b> Vanilla Marshmallows	Indirect steaming	<b>Any ONE technique/process:</b> Gelatine process (hydrate, disperse and gelation)✓ <b>Shaping:</b> ✓ dipping, piping, layering, setting <b>Other:</b> sugar cookery, chocolate work			X		
<b>Garnish: Savoury Sweet</b>	Deep- frying Boiling	<b>Examples:</b> Fried herbs/ <u>vegetable chips</u> ✓, foams, chocolate, <u>sugar (spun/pulled)</u> ✓, tuilles, frosted flowers/fruit, croutons, Melba toast, dried herbs, flowers, fruit or vegetables					


**NOTE: Additional techniques/processes in recipes, not mentioned above, may be added.**



2.2.2 Prepare the recipes for the practical examination

- ALL recipes must be typed neatly and legibly in the standard or action format.
- Provide a picture of the finished product for EACH recipe.
- Criteria for taste, texture and appearance should be included for EACH recipe.

**EXAMPLE: STANDARD FORMAT**

<b>Butternut Soup</b>		<b>Yield: 2 portions</b>
<p><b>Ingredients</b></p> <p>25 g butter                  ¼ onion, finely chopped                  250 ml butternut, cubed                  25 ml flour                  50 ml celery, finely chopped                  ½ vegetable stock cube                  250 ml hot water                  0,5 ml white pepper                  50 ml cream                  5 ml pumpkin seeds                  5 ml olive oil                  Thinly sliced butternut (use mandolin cutter or vegetable peeler)                  Oil for deep-frying                  12,5 ml cream for garnishing</p>		
		
<p><b>Method</b></p> <ol style="list-style-type: none"> <li>1. Sauté onions and celery in butter until soft.</li> <li>2. Add butternut and sauté, add flour and cook for a few minutes.</li> <li>3. Add seasoning and 250 ml hot water and bring to the boil, add stock cube.</li> <li>4. Simmer until the butternut is tender.</li> <li>5. Liquidise and strain the soup.</li> <li>6. Reheat, add cream. Adjust the thickening with a corn flour and cold-water slurry, if necessary.</li> <li>7. Season to taste.</li> <li>8. Shallow-fry the pumpkin seeds in olive oil.</li> <li>9. Deep-fry the butternut chips.</li> <li>10. Serve the soup with fried pumpkin seeds, deep-fried butternut chips and a drizzle of cream.</li> </ol>		
<b>CRITERIA FOR THE EVALUATION OF THE QUALITY OF THE BUTTERNUT SOUP</b>		
<b>TASTE</b>	<b>TEXTURE</b>	<b>APPEARANCE</b>
<ul style="list-style-type: none"> <li>• Mild flavours of butternut</li> <li>• Well-seasoned</li> <li>• Chips must have a pleasant butternut taste, not burnt</li> </ul>	<ul style="list-style-type: none"> <li>• Thick, smooth and creamy</li> <li>• Butternut chips crispy</li> <li>• Pumpkin seeds crispy</li> </ul>	<ul style="list-style-type: none"> <li>• Vibrant orange colour</li> <li>• Hot with steam escaping</li> <li>• Well garnished: chips thinly sliced and uniformly shaped</li> <li>• Pumpkin seeds: green</li> </ul>

### 2.2.3 Division of tasks for the chefs (See ADDENDUM C.)

- Various types of chefs may be used, each fulfilling their particular roles, e.g. Head Chef/Chef de Cuisine, Meat Chef, Vegetable Chef, Starter or Dessert Chef.
- Use the set menu and divide the menu into equal tasks for the number of chefs. Great care should be taken to distribute the workload evenly.
- Each chef must work individually, preparing a minimum of TWO dishes, e.g. Smoked Snoek Phyllo Tartlets and Vanilla Marshmallows.
- Each chef should use a minimum of TWO different cooking methods and perform a minimum of FIVE advanced techniques/processes.
- A single dish/garnish should include at least ONE technique/process to meet the expected standard for the task. A learner could therefore make one dish with four techniques and another dish with one process/technique.
- A number of chefs may individually prepare the same dish for a group of 6 to 10 guests (individual work). Two chefs should NOT prepare one large dish together.
- Prevention of cross-contamination must take priority in the division of tasks and the placement of working stations for dishes.
- **Each chef must do the written planning task under supervision, 7–14 school days before the date of the practical examination.**
- At the start of this session each learner will receive:
  - The recipes for the TWO or THREE dishes and/or sauces to be prepared
  - The written planning task form for chefs
  - The combined work procedure for the TWO or THREE dishes and/or sauces to be prepared (ADDENDUM M)
- The written planning task completed by the learner is handed in for marking at the end of the planning session.
- The marked written planning tasks must be returned to the learners for use during the practical examination.

### 2.2.4 Set the tasks for the waitrons (See ADDENDUM C.)

- The Maître d'Hôtel, consulting with the teacher, must:
  - Plan the layout of the restaurant according to the number of expected guests. Apply and adhere to social distancing rules with tables at least 1,5 meters apart
  - Remove all chairs and tables that will not be required in order to create space
  - Plan the service of the non-alcoholic welcome cocktail drink and hors d'oeuvre, e.g. waiters with trays/reception table
  - Divide the number of tables for the paying guests between the number of waitrons
  - Plan the table setting, including table décor, according to the context of the school
  - Plan the seating of guests
  - Assign all the other extra duties required for the function
- Each waitron should serve a minimum of four guests.
- Waitrons/Beverage waiters should prepare and serve the non-alcoholic welcome cocktail drink.
- Waitrons/Beverage waiters should prepare and serve coffee and tea.
- Waitrons must not serve their own family or friends.

- Waitrons must be able to work individually as well as in a team, e.g. waitrons should lay their own table covers, but assist each other so that guests at the same table receive their food simultaneously.
- **Each waitron must do the written planning 7–14 school days before the date of the practical examination under teacher supervision.**
- At the start of this session, each learner will receive:
  - The list of menu dishes for the restaurant service
  - The written planning task form for waiters
  - The waitron/beverage waiter work procedure (ADDENDUM M).
- The written planning task completed by the learner must be handed in for marking at the end of the planning session.
- The marked written planning tasks must be returned to the learners for use during the practical examination.

### 3. THE EXAMINATION (APPROXIMATELY 6–7 HOURS)

- Preparation starts in a clean, sanitised environment. Cleaning of the kitchen/restaurant must be done the day before.
- Thirty minutes may be included in the 6–7 hours for learners to eat and get dressed. The preparation of dishes, preparation of the venue, laying of tables and other relevant preparation should take place during the 6–7 hours.
- The total time should NOT exceed 7 hours.
- Food and beverage preparation and the setting up of the restaurant commences 4 hours before the restaurant doors should open.
- No preparation of the venue, food or beverages may be done the day before, besides the soaking of pulses that may be done during a class period beforehand.
- Unpacking of ingredients and equipment, as well as ironing of tablecloths must be done beforehand.
- Learners with concessions should be granted additional time, based on their needs, up to a maximum of 2 hours extra for food preparation and 2 hours extra for serving and closing mise-en-place. The additional time as prescribed by the concession must be negotiated and agreed to by the subject advisor.
- Closing mise-en-place will take place after the guests have left the restaurant.

## 4. ASSESSMENT

### 4.1 Assessment tools

The assessment tools for chefs and waitrons that are included in ADDENDUMS D and E are COMPULSORY. The teacher can use assessment tools for additional posts if required (Chef de Cuisine/Head Chef/Sous Chef/Aboyeur/Storekeeper/Beverage Waiter/Maître d'Hôtel/Head Waiter) according to the expected duties. The examples provided as ADDENDUMS F, G, H and I can be adapted to suit the context of the school and must be approved by the subject advisor.

### 4.2 Assessment of learners

- Mark the written planning tasks before the examination takes place and return them to the learners to use while they do the examination. Teachers are advised to compile marking guidelines for the written planning to ensure the reliability of the marks and for moderation purposes.

- Assess the performance of the chefs and waitrons during the examination by observation, according to the assessment tool included.
- Some aspects of the waitrons should be assessed before the arrival of the guests, such as the setting of tables and personal appearance, non-alcoholic welcome cocktails and coffee or tea service station.
- Some aspects of the storekeeper and beverage waiter should be assessed at the start of the examination, such as issuing of stock and packing out of apparatus.
- Setting of tables must be assessed before the Maître d'Hôtel is called to assist.
- The Maître d'Hôtel must be assessed according to his/her own knowledge of table setting and should indicate errors to the relevant waitron in the presence of the examiner/moderator.

## **5. DISTRICT/PROVINCIAL MODERATION OF THE PAT**

### **5.1 Moderation process**

Moderation serves to ensure that the quality and standard of the planning and preparation for the PAT has been met and that assessment is valid and fair.

The assessment and moderation instruments provided will be used to standardise the marking process.

### **5.2 Moderation of the planning task**

The relevant PAT planning document must be submitted to the Hospitality Studies subject advisor for approval at least SIX weeks before the first session of the practical examination.

#### **The following items should be submitted:**

- CHECKLIST (ADDENDUM A signed by the teacher and principal)
- OPENING OF RESTAURANT/VENUE AND SERVING TIMES OF COURSES
- MENU
- MENU ANALYSIS (ADDENDUM B)
- WORK DIVISION (ADDENDUM C)
- RECIPES (including assessment criteria for each dish)
- WORK PROCEDURES (ADDENDUM M: different chefs and waiters)
- ADDITIONAL ASSESSMENT TOOLS (Maître d'Hôtel, Head Chef, etc.)

Refer to the examples of ADDENDUMS A, B and C on pages 8, 13 and 14 respectively.

**EXAMPLE: CHECKLIST (SEE ADDENDUM A FOR TEMPLATE)**

HOSPITALITY STUDIES CHECKLIST FOR GRADE 12 PAT PLANNING TO BE SUBMITTED FOR MODERATION			
NAME OF SCHOOL: _____		District: _____	
TOTAL NUMBER OF GR. 12 LEARNERS: 75		NUMBER OF PAT SESSIONS: 3	
NUMBER OF LEARNERS PER SESSION: 25		SUBMISSION DATE: 3 May 2021	
EXAMINATION DATE(S)	PROPOSED MODERATION DATES		APPROVED MODERATION DATE
06/08, 10/08 or 13/08	13/08		
	TEACHER	SUBJECT ADVISOR	COMMENTS
Expected number of guests	30		
Starting time of PAT	08:30		
Opening time of restaurant/venue and serving times of each course	✓		
Menu included	✓		
Analysis of menu included	✓		
Menu adheres to minimum criteria	✓		
<b>Division of tasks: Restaurant</b>			
• Waitrons	✓		
• Other: Maître d'Hôtel/ Beverage waiter	✓		
<b>Division of tasks: Kitchen</b>			
• Chefs: adhere to criteria	✓		
Equal weighting of chef tasks	✓		
• Other: Chef de Cuisine/Head Chef/Aboyeur/Storekeeper	✓		
• Recipes and assessment criteria of dishes included	✓		
Additional assessment tools (Maître d'Hôtel/Head Chef, etc.)	✓		
Assessor: Restaurant	U Naidoo		
Assessor: Kitchen 1	T Modise		
Assessor: Kitchen 2	N/A		
<b>APPROVED/NOT APPROVED [RESUBMISSION DATE: _____]</b>			
Comment: _____			
SIGNATURES		DATES	
Teacher:			
Principal:			
Subject Advisor:			

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

DIVISION OF THE TASKS			
SCHOOL			DATE
<b>PRACTICAL EXAMINATION: 1 / 2 / 3</b> (mark appropriate number of sessions)			
Expected number of guests:		30	Number of learners: 25
TASK		LEARNER NUMBER AND NAME	NUMBER OF GUESTS/PORTIONS
<b>RESTAURANT BRIGADE</b>			
Maître d'Hôtel		1. Phiri, Mpho	
Beverage Waiters		2. Nel, Carel 3. Tau, Lee-Ann	Non-alcoholic cocktails and drink service
Waitrons		4. Gous, Nadine	4 guests
		5. Pratt, Wilma	4 guests
		6. Phosa, Katlego	4 guests
		7. Green, Tish	4 guests
		8. Gould, Pravin	4 guests
		9. De Wet, Jan	4 guests
		10. Naidoo, Krishni	6 guests
<b>KITCHEN BRIGADE</b>			
Chef de Cuisine/Head Chef		1. Gouws, Kevin	
Sous Chef		NONE	
Aboyeur/Storekeeper		2. Weir, Justine	Dry and cold store
CHEFS' TASKS		Techniques/ Processes	
<b>Starter Chefs/Pastry Chefs 1:</b> Smoked Snoek Phyllo Tartlets Vanilla Marshmallows		3 } 5 2 }	3. Nel, Kariena 4. Malan, Martha 5. Harris, Louis
<b>Meat Chefs:</b> Peppered Ostrich Rump Steak Green Peppercorn Sauce Creamed Spinach and Feta		3 } 5 1 } 1 }	6. Faia, Kyle 7. Noko, Beauty 8. Ras, Ina
<b>Vegetable Chefs:</b> Butternut Soup Duchesse Potatoes Glazed Julienne Carrots		2 } 5 2 } 1 }	9. Nel, Sammy 10. Ross, Troy 11. Matthee, Len 12. Kok, Susan
<b>Dessert Chefs/Pastry Chefs 2:</b> Poppy Seed Bread Rolls Amarula Malva Pudding with Rooibos Crème Anglaise		2 } 5 2 } 1 }	13. Bam, Natasha 14. Nell, Brandon 15. Steyn, Salome

### 5.3 On-site moderation of the PAT

- The subject advisor will moderate the performance of the learners on site at the school during Term 3 on the agreed date.
- The moderator will attend the practical examination performed by the last group of Grade 12 Hospitality Studies learners.
- The teacher must have the following available for the moderator for verification and moderation of the PAT:
  - The teacher's PAT file: including moderated PAT planning document (menu, tasks, recipes, criteria of dishes, assessment tools, etc.)
  - The practical mark sheets for practical lessons done in Terms 1 and 2
  - Complete working mark sheets for Terms 1 and 2
  - In case of large groups, the marks of all the learners who have already completed the PAT
  - The written preparation of the learners for the PAT. Learners must use their written, marked preparation during the PAT.
  - A separate set of assessment tools for the use of the moderator with the names and examination numbers of the learners already written on the mark sheet (if available)
  - **Practical lessons:** learner evidence (files, photos, etc.) to verify and quality assure the level of preparation for the PAT in the practical lessons
- The moderator will moderate a total of SIX candidates from both the kitchen and restaurant, e.g. four candidates from the kitchen and two in the restaurant. The moderator will independently assess the learners while they do the examination as well as the products produced by the selected learners.
- The moderator will compare his/her assessment with the assessment of the teacher. If the moderator finds that the marks of the teacher differ by more than 10% from his/her marks, a block adjustment upwards or downwards should be made based on the difference.

The table on the next page demonstrates how to determine the difference between the moderator's marks and the teacher's marks to establish precisely whether an adjustment is required as well as the margin of adjustment that is required.

**EXAMPLE:**

<b>LEARNER NAMES</b>				<b>PAT</b>	
				<b>100</b>	
				<b>*T</b>	<b>*M</b>
Learner A				84	69
Learner B				83	70
Learner C				68	53
Learner D				59	44
Learner E				49	40
Learner F				45	40
<b>TOTAL</b>				<b>388</b>	<b>316</b>
<b>AVERAGE MARK = TOTAL ÷ 6 (number of learners)</b>				<b>65</b>	<b>53</b>
<b>DIFFERENCE = 64,6 (*T) – 52,6 (*M)</b>				<b>12</b>	
<b>ADJUSTMENT</b>	<b>DOWNWARDS</b>	✓	<b>UPWARDS</b>	<b>-2</b>	
(If the average difference of the sample is more than 10%, a block adjustment should be made.)					
<b>*T = Teacher; *M = Moderator</b>					

- A block adjustment can be made, based on the judgement of the moderator if the practical examination of the school is not of the expected standard.
- The moderator will discuss the moderation outcome as well as any adjustments with the teacher. The final moderated marks should then be entered on the computerised mark sheet.
- The marks of all learners must be changed if an adjustment is made.
- The marks of all the learners need to be finalised and signed by the subject advisor and principal after the moderation process. The computerised mark sheet must be completed on the day of moderation (if available).
- Evidence of the history of moderation must be kept in the teacher's portfolio of evidence.

**6. CONCLUSION**

On completion of the practical assessment task learners should be able to demonstrate their understanding of the industry, enhance their knowledge, skills, values and reasoning abilities as well as establish connections to life outside the classroom to address real-world challenges. The PAT furthermore develops learners' life skills and provides opportunities for learners to engage in their own learning.

**ADDENDUMS**

- ADDENDUMS A, B, C and M: to be submitted to the subject advisor
- ADDENDUMS D, E and K: to be completed by the teacher
- ADDENDUMS F–I and L: OPTIONAL. These assessment sheets/lists should be adapted to suit the specific context of the school.
- ADDENDUM J: to be completed by the subject advisor/moderator



**ADDENDUM A: CHECKLIST**

HOSPITALITY STUDIES CHECKLIST FOR GRADE 12 PAT PLANNING TO BE SUBMITTED FOR MODERATION			
NAME OF SCHOOL: _____ District: _____			
TOTAL NUMBER OF GR. 12 LEARNERS: _____ NUMBER OF PAT SESSIONS: _____			
NUMBER OF LEARNERS PER SESSION: _____ SUBMISSION DATE: _____			
EXAMINATION DATE(S)	PROPOSED MODERATION DATES		APPROVED MODERATION DATE
	TEACHER	SUBJECT ADVISOR	COMMENTS
Expected number of guests			
Starting time of PAT			
Opening time of restaurant/venue and serving times of each course			
Menu included			
Analysis of menu included			
Menu adheres to minimum criteria			
<b>Division of tasks: Restaurant</b>			
• Waitrons			
• Other: Maître d'Hôtel/ Beverage waiter			
<b>Division of tasks: Kitchen</b>			
• Chefs: adhere to criteria Equal weighting of chef tasks			
• Other: Chef de Cuisine/Head Chef/Aboyeur/Storekeeper			
• Recipes and assessment criteria of dishes included			
Additional assessment tools (Maître d'Hôtel/Head Chef, etc.)			
Assessor: Restaurant			
Assessor: Kitchen 1			
Assessor: Kitchen 2			
<b>APPROVED/NOT APPROVED [RESUBMISSION DATE: _____]</b>			
Comment: _____			
SIGNATURES		DATES	
Teacher:			
Principal:			
Subject Advisor:			

**ADDENDUM B: MENU ANALYSIS**

COURSE/ NAME OF DISH	MINIMUM OF 4 COOKING METHODS	TECHNIQUES/PROCESSES	Pastry: choux/phyllor/ short crust/puff/purr	Yeast product	Gelatine dish	TWO SA ingredients	Garnish
Cocktail drink (bar):		<b>Any ONE:</b> Shaken, stirred, mixed/blended, built					
Bread:		<b>Kneaded yeast dough, plus ONE:</b> <b>Special shaping:</b> plaits, knots, scored and glazed <b>Other:</b> coloured dough, filling, glazed and seeded, etc.					
Hors d'oeuvre:		<b>Minimum TWO techniques/processes:</b> Make pastry bases: dough/batter, use and bake ready-made pastry: phyllo, rolling and baking blind <b>Shaping:</b> moulding/piping/quenelle/set and cut shapes <b>Other:</b> Pané, knife skills (cuts), shell and devein prawns, debone and flake fish, make mayonnaise					
Second course: (Starter, Soup, Fish)		<b>Minimum TWO techniques/processes:</b> Making pastry bases: dough or batter, use and bake pastry <b>Shaping:</b> moulding/piping/quenelle/set and cut shapes <b>Other:</b> Pané, knife skills/mandolin (cuts: butternut chips), rolling and baking blind, puree and strain soup					
Protein:		<b>Minimum TWO techniques/processes:</b> Trimming (remove silver skin), frenching (clean bone), marinate, debone, barding, larding, smoking, filling/topping, rolling and tying/wrapping, glazing, pane/crusting/pepper, covering with pastry, flambé					
Starch:		<b>Potato/Sweet potato cuts:</b> rondelle, allumette, batonnettes, tourné, paysanne, gaufrette (waffle), fondant, noisettes, spirals <b>Shaping:</b> moulding/piping/quenelle/set and cut shapes <b>Other:</b> Roses, puree/mash and pass, crumb/pane					
Vegetables:		<b>Any TWO (minimum ONE per vegetable dish)</b> <b>Cuts:</b> julienne, batonnettes, tourné, paysanne, macedoine, brunoise, chiffonade, ribbons, spirals <b>Puree:</b> liquidised and strained/pass <b>Other:</b> Concassé, au gratin, blanch and refresh, vegetable flowers/leaves, sauce part of dish (e.g. Broccoli Mornay)					
Sauce:		Roux base (béchamel, velouté, brown sauce), liaison, emulsion base (hollandaise and mayonnaise), beurre manié, coulis (fruit or vegetable puree and thickened)					
Dessert:		<b>Minimum TWO techniques/processes:</b> Making pastry bases: dough, batter, meringue Making: mousse, chiffon, crème/custard, soufflé, ice cream/sorbet, starch base (sago, rice, tapioca) Gelatine process (hydrate, disperse and gelation) Fruit preparation, e.g. compote, puree, curd <b>Shaping:</b> piping, setting in layers, moulding and unmoulding, rolling, folding, plait, baking blind, pastry decorations, lattice <b>Other/Finishing/Topping:</b> crumbling, caramelising, glazing, icing, flambé					
Sauce:		Sugar base (caramelising), chocolate base, coulis (fruit puree and thickened), stirred egg base/sabayon					
Friandise:		<b>Any ONE technique/process:</b> Gelatine process (hydrate, disperse and gelation) <b>Shaping:</b> dipping, piping, layering, setting <b>Other:</b> sugar cookery, chocolate work					
Garnish: Savoury Sweet		<b>Examples:</b> Fried herbs/vegetable chips, foams, chocolate, sugar (spun/pulled), tuilles, frosted flowers/fruit, croutons, Melba toast, dried herbs, flowers, fruit or vegetables					

**NOTE: Additional techniques/processes in recipes, not mentioned above, may be added.**

**ADDENDUM C: DIVISION OF TASKS**

DIVISION OF THE TASKS			
SCHOOL			DATE
<b>PRACTICAL EXAMINATION: 1 / 2 / 3</b> <i>(mark appropriate number of sessions)</i>			
Expected number of guests:		Number of learners:	
TASK	LEARNER NUMBER AND NAME	NUMBER OF GUESTS/PORCTIONS	
<b>RESTAURANT BRIGADE</b>			
Maître d'Hôtel			
Beverage Waiters		Non-alcoholic cocktails and drink service	
Waitrons			
<b>KITCHEN BRIGADE</b>			
Chef de Cuisine/Head Chef			
Sous Chef			
Aboyeur/Storekeeper		Dry and cold store	
CHEFS' TASKS	Techniques/ Processes		

**ADDENDUM D: ASSESSMENT – CHEFS**

Name of school:		Names/Numbers of chefs					
Name of teacher:							
Date:	Type of chef/Dishes:						
<b>WRITTEN PLANNING</b>			<b>25</b>				
<b>1. HYGIENE AND NEATNESS: PERSONAL AND WORKSTATION</b>							
<ul style="list-style-type: none"> <li>• <b>Chef's uniform:</b> hat, pants/long skirt and jacket/apron, shoes, face mask</li> <li>• <b>Neat appearance:</b> hair, nails, shaven, no jewellery/make-up, uniform clean/tidy</li> </ul>		(3) (2)	<b>5</b>				
<ul style="list-style-type: none"> <li>• <b>Hygienic work ethic:</b> regular hand washing, no licking of fingers/apparatus, correct tasting procedure</li> <li>• <b>Dishcloths:</b> available, CLEAN and not lying around</li> <li>• <b>Neatness of workstation:</b> work surface, equipment</li> <li>• <b>Clean as you go:</b> cleaning as you execute the tasks (stove, workstation)</li> <li>• <b>Neatness of sink:</b> regular dishwashing (warm water, soap, rinse)</li> <li>• <b>Correct handling of waste</b></li> </ul> <p><i>(Observe each learner's workstation, stove and sink a few times during exam)</i></p>		(1) (2) (1) (2) (2) (1)	<b>9</b>				
<b>2. OPENING MISE-EN-PLACE</b>							
<ul style="list-style-type: none"> <li>• <b>Equipment/Apparatus:</b> collects and prepares correctly</li> <li>• <b>Ingredients:</b> collects, measures, prepares correctly and timeously, organised</li> </ul>		(2) (4)	<b>6</b>				
<b>3. CULINARY SKILLS</b>							
<ul style="list-style-type: none"> <li>• <b>Equipment</b> (knives, beaters, chopping board, etc.): correct and safe use</li> <li>• <b>Techniques/Process and skills:</b> correct application</li> <li>• <b>Cooking methods:</b> correct application</li> <li>• <b>Correct recipe interpretation</b></li> <li>• <b>Correct/Logical work procedure</b></li> <li>• <b>Time management:</b> works on TWO recipes simultaneously, dishes finished at correct time (plated and garnished), no overcooking/leaving to stand for reheating</li> <li>• <b>Self-confidence:</b> able to finish dishes without asking questions</li> </ul>		(2) (5) (2) (1) (1) (3) (1)	<b>15</b>				
<b>4. PROFESSIONALISM (Soft skills)</b>							
<ul style="list-style-type: none"> <li>• <b>Punctuality:</b> begins on time, adheres to breaks</li> <li>• <b>Work ethic:</b> perseverance and offers assistance when required</li> <li>• <b>Teamwork:</b> coordination and cooperation with other chefs and waitrons</li> <li>• <b>Communication and interpersonal skills:</b> work well with fellow chefs and examiner</li> <li>• <b>Professional behaviour and positive attitude:</b> no loitering/sitting around/ adheres to social distancing</li> </ul>		(1) (1) (1) (1) (2)	<b>6</b>				
<b>5. CLOSING MISE-EN-PLACE</b>							
<ul style="list-style-type: none"> <li>• Equipment and apparatus cleaned and stored away correctly and safely</li> <li>• Appearance and <b>sanitising</b> of workstation, sink and stove on completion</li> <li>• Completes all <b>additional tasks</b> given (washing crockery and cutlery, sweeping floors, closing windows, switching off identified equipment, etc.)</li> </ul>		(1) (2) (1)	<b>4</b>				
<b>6. ASSESSMENT OF DISHES</b>							
<b>Dish – A</b>	Appearance	(5)	<b>15</b>				
	Taste	(5)					
	Texture	(5)					
<b>Dish – B</b>	Appearance	(5)	<b>15</b>				
	Taste	(5)					
	Texture	(5)					
<b>Deduct marks up to a maximum of 10 if learner had to be assisted by teacher or fellow learner(s) to complete, redo or rectify dish/dishes.</b>							
			<b>75</b>				
<b>TOTAL</b>			<b>100</b>				
<b>SCALE FOR DISHES:</b>							
0 =	No product	3 =	Acceptable: meets most requirements				
1 =	Unacceptable: can't be served	4 =	Very good: meets almost all requirements				
2 =	Does not meet half of the requirements	5 =	Excellent: perfect				

**ADDENDUM E: ASSESSMENT – WAITRONS**

Name of school:		Names/Numbers of waitrons					
Name of teacher:							
Date:							
<b>WRITTEN PLANNING</b>			<b>25</b>				
<b>1. PERSONAL APPEARANCE</b>							
	<ul style="list-style-type: none"> <li><b>Uniform:</b> trousers/skirt, shirt, waistcoat/apron, tie, shoes, waiter's cloth, face mask</li> <li><b>Neat appearance:</b> hair, nails, shaven, no jewellery, no make-up, uniform clean/tidy</li> </ul>	(3) (2)	<b>5</b>				
<b>2. OPENING MISE-EN-PLACE</b>							
	<b>Preparation of restaurant and tables:</b> <ul style="list-style-type: none"> <li><b>Tables</b> stable, <b>chairs</b> neatly aligned and enough space to move around (1,5 m)</li> <li><b>Tablecloth</b> and overlay clean, ironed</li> <li><b>Placement of tablecloth:</b> overhang, straight, right side up</li> <li>Folding and placement of <b>napkins/serviettes</b></li> </ul>	(2) (2) (2) (2)	<b>8</b>				
	<ul style="list-style-type: none"> <li><b>All items clean and shiny</b> (side plates, cutlery, glasses)</li> <li><b>Cutlery</b> straight, correct spacing and placed equal distance from table edge and from side plate</li> <li><b>Correct placing of the cutlery</b> according to the menu</li> <li>All <b>covers</b> at the table are correct, aligned and the same as the rest of the restaurant (side plates, cutlery, glasses)</li> <li><b>Decorations and additional items:</b> table number, cruet set, flowers/candles placed correctly</li> </ul>	(3) (3) (3) (2) (2)	<b>13</b>				
<b>3. HANDLING OF GUESTS: COMMUNICATION (Soft skills)</b>							
	<ul style="list-style-type: none"> <li><b>Welcome/Introduction</b> and seating of guests</li> <li><b>Friendliness</b>, attentiveness and availability</li> <li><b>Non-verbal communication:</b> attitude, posture, body language</li> <li><b>Overall communication and interaction with guests:</b> self-confidence and handling of crisis situations</li> <li><b>Presenting the menu:</b> the way each course is explained, knowledge of menu/allergens, announcing each course before serving</li> </ul>	(2) (2) (2) (2) (2)	<b>10</b>				
<b>4. EFFICIENCY OF BEVERAGE SERVICE AND CLEARING</b>							
	<ul style="list-style-type: none"> <li>Taking and executing beverage order and handling of <b>tray</b></li> <li><b>Serving drinks at table:</b> pouring of beverages, anti-clockwise, from the right-hand side, ladies first, glass filled to correct level, no spilling</li> <li><b>Coffee/Tea service:</b> coffee pot on side plate, pouring of coffee: anti-clockwise, from the right-hand side, ladies first, cup filled to correct level, milk, sugar, etc.</li> </ul>	(2) (3) (3)	<b>8</b>				
<b>5. SERVING AND CLEARING ALL COURSES ON THE MENU</b>							
	<ul style="list-style-type: none"> <li><b>Bread service:</b> from left-hand side, place on side plate, butter</li> <li><b>Food service:</b> carrying and handling of plates (respect food plating, anti-clockwise, from right-hand side, ladies first, guests at a table served together)</li> <li><b>Clearing and carrying empty plates:</b> remove plates timeously when all guests are done</li> <li><b>Crumbing down,</b> clearing unnecessary items, placing dessert cutlery</li> </ul>	(3) (4) (4) (4)	<b>15</b>				
<b>6. PROFESSIONALISM (Soft skills)</b>							
	<ul style="list-style-type: none"> <li><b>Punctuality:</b> begins on time, adheres to break times</li> <li><b>Work ethic:</b> persistence and offers assistance when required</li> <li><b>Teamwork:</b> coordination and cooperation with chefs and waitrons</li> <li><b>Interpersonal skills:</b> works well with fellow waitrons and staff, resolves conflict</li> <li><b>Professional behaviour and positive attitude:</b> no loitering/sitting around/adheres to social distancing</li> </ul>	(2) (2) (2) (2) (2)	<b>10</b>				
<b>7. CLOSING MISE-EN-PLACE: FULFILLING AFTER-SERVICE DUTIES</b>							
	<ul style="list-style-type: none"> <li><b>Cleaning of own tables</b></li> <li><b>Extra duties:</b> assists with general cleaning of restaurant and bathrooms, washing, counting and storing of cutlery, coffee/tea items, sweeping, closing windows, etc.</li> </ul>	(2) (4)	<b>6</b>				
<b>Deduct marks up to a maximum of 10 if learner had to be assisted by teacher or fellow learner(s) to complete, redo or rectify cover/service procedures.</b>							
<b>TOTAL FOR RESTAURANT SERVICE</b>			<b>75</b>				
<b>GRAND TOTAL</b>			<b>100</b>				

**ADDENDUM F: ASSESSMENT –CHEF DE CUISINE/HEAD CHEF (OPTIONAL)**  
**(Only ONE candidate)**

		Name of Chef de Cuisine/ Head Chef	
	<b>Name of school:</b>		
	<b>Name of teacher:</b>		
	<b>Date:</b>		
<b>WRITTEN PLANNING</b>			<b>25</b>
<b>1. PERSONAL APPEARANCE</b>			
	• <b>Chef's uniform:</b> hat, pants/long skirt and jacket/apron, shoes, face mask	(3)	<b>5</b>
	• <b>Neat appearance:</b> hair, nails, shaven, no jewellery, no make-up, uniform clean	(2)	
<b>2. KITCHEN CONTROL</b>			
	• Hand out written preparation and name/number tags to kitchen brigade	(2)	<b>6</b>
	• <b>Hygiene inspection:</b> appearance of brigade, e.g. uniform, clean shaven, loose hair	(4)	
	<b>Management (Soft skills):</b>		<b>12</b>
	• Communication skills/Speech	(2)	
	• Clear instructions	(2)	
	• Organised	(2)	
	• Gets cooperation	(1)	
	• Delegates tasks	(1)	
	• Monitors chefs (food preparation, dishes, social distancing)	(2)	
	• Authority and assistance	(2)	
	<b>Assessment of chefs: Preparation of dishes and cleaning</b>	(2)	<b>2</b>
	<b>Time management:</b>		<b>5</b>
	• Punctuality	(1)	
	• Informs chefs of serving times (times realistic and managed)	(3)	
	• Dishes served punctually	(1)	
	<b>Control dishes:</b>		<b>7</b>
	• Prepares garnishes in advance	(2)	
	• Checks dishes (taste, appearance and check portions)	(3)	
	• Confirms number of portions with aboyeur and plates	(2)	
	<b>Line of service:</b>		<b>5</b>
	• Example plate ready on time	(1)	
	• Tasks allocated	(1)	
	• Chefs ready, logical flow, smooth, efficient operation of plating dishes	(3)	
	• Crisis management	(2)	<b>2</b>
<b>3. PLATING</b>			
	Garnish and appearance of plates		<b>15</b>
	• Neatness of plate – no fingerprints/food	(5)	
	• Creative/Original	(5)	
	• Consistent plate appearance	(5)	
<b>4. CLOSING MISE-EN-PLACE</b>			
	• Confirms duty list with storekeeper, control chefs, no items standing around	(2)	<b>6</b>
	• Facilitates cleaning after service is completed	(4)	
	<b>Workstations:</b>		<b>6</b>
	• Checks units for outstanding items	(2)	
	• Calls examiner when stations are in order, cupboards in order	(2)	
	• Cleanliness of workstations	(2)	
	• Checks fridges, stoves, warm drawer, bain-marie, storerooms, lights off and kitchen windows closed	(Any 4)	<b>4</b>
	<b>Deduct marks up to a maximum of 10 if learner had to be assisted by teacher or fellow learner(s) to complete, redo or rectify kitchen/plating procedures.</b>		
<b>TOTAL FOR KITCHEN SERVICE</b>			<b>75</b>
<b>GRAND TOTAL</b>			<b>100</b>

**ADDENDUM G: ASSESSMENT – STOREKEEPER (OPTIONAL)**

Name of school:		Names/Numbers of storekeepers					
Name of teacher:							
Date:							
<b>WRITTEN PLANNING</b>		<b>25</b>					
<b>1. PERSONAL APPEARANCE</b>							
<ul style="list-style-type: none"> <li>• <b>Chef's uniform:</b> hat, pants/long skirt and jacket/apron, shoes, face mask</li> </ul>		(3)	<b>5</b>				
<ul style="list-style-type: none"> <li>• <b>Neat appearance:</b> hair, nails, shaven, no jewellery/make-up, cloth, uniform clean</li> </ul>		(2)					
<b>2. PRE-PREPARATION</b>							
Reports stock shortages the day before		(6)	<b>6</b>				
Does pre-preparation, e.g. defrosting, make clarified butter/stock, portioning of meat/fish/poultry, etc.		(4)	<b>4</b>				
<b>Issuing of ingredients:</b>			<b>16</b>				
<ul style="list-style-type: none"> <li>• Everything put out on time</li> </ul>		(4)					
<ul style="list-style-type: none"> <li>• Organised and labelled</li> </ul>		(4)					
<ul style="list-style-type: none"> <li>• Correct measurements – weighing of ingredients, checks mise-en place of chefs</li> </ul>		(4)					
<ul style="list-style-type: none"> <li>• FIFO – no wastage</li> </ul>		(4)					
<b>Controls/Organises dishwashing:</b>			<b>5</b>				
<ul style="list-style-type: none"> <li>• Organises dishwashing area as well as cutlery and crockery according to type</li> </ul>		(3)					
<ul style="list-style-type: none"> <li>• Manages chefs/waitrons during dishwashing process (correct method of scraping, separating cutlery and crockery)</li> </ul>		(2)					
<b>3. DURING SERVICE</b>							
<ul style="list-style-type: none"> <li>• Cleaning timeously after the chefs have taken ingredients</li> </ul>		(4)	<b>20</b>				
<ul style="list-style-type: none"> <li>• Controls and organises prepared dishes in refrigerator/bain-marie</li> </ul>		(2)					
<ul style="list-style-type: none"> <li>• Counts portions per chef</li> </ul>		(2)					
<ul style="list-style-type: none"> <li>• Writes on board and in written preparation</li> </ul>		(2)					
<ul style="list-style-type: none"> <li>• Pre-preparation of garnishes</li> </ul>		(2)					
<ul style="list-style-type: none"> <li>• Handing out of prepared dishes for dishing up (from the bain-marie/fridge)</li> </ul>		(2)					
<ul style="list-style-type: none"> <li>• Calls out plates/orders to tables; confirms that all guests/examiners are served</li> </ul>		(2)					
<ul style="list-style-type: none"> <li>• Cleans ingredient cupboards and pack alphabetically</li> </ul>		(4)					
<b>4. CLOSING MISE-EN-PLACE: FULFILLING AFTER-SERVICE DUTIES</b>							
<ul style="list-style-type: none"> <li>• Clean-up organisation: delegates to and controls duties of chefs</li> </ul>		(4)	<b>14</b>				
<ul style="list-style-type: none"> <li>• Conducts general cleaning of stores and organises cleaning equipment (brooms, mops, trolleys – neat and clean)</li> </ul>		(4)					
<ul style="list-style-type: none"> <li>• Cleans fridges, removes old food, covers food, organises food (sort together), packaging and labelling of leftover food</li> </ul>		(4)					
<ul style="list-style-type: none"> <li>• Cleans storeroom floor</li> </ul>		(2)					
<ul style="list-style-type: none"> <li>• <b>Professional behaviour and positive attitude:</b> punctuality, attitude, willingness to assist (no loitering), effective teamwork and adheres to social distancing</li> </ul>		(5)	<b>5</b>				
<b>Deduct marks up to a maximum of 10 if learner had to be assisted by teacher or fellow learner(s) to complete, redo or rectify storeroom procedures.</b>							
<b>TOTAL FOR KITCHEN SERVICE</b>			<b>75</b>				
<b>GRAND TOTAL</b>			<b>100</b>				

**ADDENDUM H: ASSESSMENT – BEVERAGE WAITER  
(NOT more than THREE candidates)**

Name of school:		Names/Numbers of beverage waiters					
Name of teacher:							
Date:							
<b>WRITTEN PLANNING</b>		<b>25</b>					
<b>1. PERSONAL APPEARANCE</b>							
<ul style="list-style-type: none"> <li>• <b>Uniform:</b> trousers/skirt, shirt, waistcoat/apron, tie, shoes, waiter's cloth, face mask</li> </ul>		(3)	<b>5</b>				
<ul style="list-style-type: none"> <li>• <b>Neat appearance:</b> hair, nails, shaven, no jewellery, no make-up, uniform clean and tidy</li> </ul>		(2)					
<b>2. OPENING MISE-EN-PLACE</b>							
<ul style="list-style-type: none"> <li>• Sufficient bar dockets</li> <li>• Checks change in register</li> <li>• Apparatus (glasses, trays)</li> <li>• Suitable background music</li> </ul>		(1) (1) (1) (1)	<b>4</b>				
<ul style="list-style-type: none"> <li>• Stock-taking beforehand</li> <li>• Reports shortages – correct</li> </ul>		(2) (2)	<b>4</b>				
<ul style="list-style-type: none"> <li>• Cleaning of bar and corridor</li> <li>• Set-up of welcome drinks area: station/table</li> <li>• Tidies and cleans rubbish bins/puts in correct places</li> <li>• Switches on bathroom and corridor lights</li> </ul>		(2) (5) (1) (1)	<b>9</b>				
<ul style="list-style-type: none"> <li>• Cooling of cool drinks and water (jugs)</li> <li>• Makes ice and mixes fruit juice</li> <li>• Checks if urn is filled with water and switched on</li> </ul>		(2) (2) (2)	<b>6</b>				
<b>Set up the coffee station:</b> <ul style="list-style-type: none"> <li>• Arranges cups, milk, sugar, tea, etc.</li> <li>• Makes coffee – correct strength</li> <li>• Time management without assistance</li> </ul>		(2) (2) (2)	<b>6</b>				
<ul style="list-style-type: none"> <li>• Correct glasses</li> <li>• Cleaning/Steaming of other glasses</li> </ul>		(2) (2)	<b>4</b>				
<b>Preparation of a non-alcoholic cocktail:</b> <ul style="list-style-type: none"> <li>• Mise-en-place</li> <li>• Garnishes for glasses appropriate</li> <li>• Creative/Original</li> <li>• Neat, suitable</li> <li>• Economical</li> </ul>		(2) (1) (2) (2) (1)	<b>8</b>				
<b>Beverage area/Bar:</b> <ul style="list-style-type: none"> <li>• Neat</li> <li>• Display of mocktails</li> <li>• Advertising/Drinks menu</li> <li>• Organising cool drinks</li> <li>• Prepares bar dockets, etc.</li> </ul>		(1) (1) (1) (2) (1)	<b>6</b>				
<b>3. DURING SERVICE</b>							
<ul style="list-style-type: none"> <li>• Efficient serving of drinks and organised flow during service</li> </ul>		(4)	<b>4</b>				
<b>Handling bar dockets:</b> <ul style="list-style-type: none"> <li>• Organised and efficient</li> <li>• Fills in correctly</li> <li>• Correlates with money</li> <li>• On saucer with peppermint</li> </ul>		(2) (1) (1) (1)	<b>5</b>				



<b>4. CLOSING MISE-EN-PLACE</b>									
<b>Cleaning:</b>									
• Containers	(1)	<b>5</b>							
• Fridge	(1)								
• Coffee machine and coffee station	(1)								
• Rubbish bins	(1)								
• Floor, sink, etc.	(1)								
<b>Puts away equipment:</b>									
• Glasses	(2)	<b>5</b>							
• Drinks – correct places/same types together, neat rows	(3)								
<b>5. PROFESSIONALISM (Soft skills)</b>									
• Attitude	(1)	<b>4</b>							
• Punctuality	(1)								
• Assistance and effective communication	(1)								
• Adheres to social distancing	(1)								
<b>Deduct marks up to a maximum of 10 if learner had to be assisted by teacher or fellow learner(s) to complete, redo or rectify bar service procedures.</b>									
<b>TOTAL FOR RESTAURANT SERVICE</b>			<b>75</b>						
<b>GRAND TOTAL</b>			<b>100</b>						

**ADDENDUM I: ASSESSMENT – MAÎTRE D'HÔTEL**  
**(Only ONE candidate)**

Name of school:		Name of Maître d'Hôtel	
Name of teacher:			
Date:			
<b>WRITTEN PLANNING</b>		<b>25</b>	
<b>1. PERSONAL APPEARANCE</b>			
<ul style="list-style-type: none"> <li>• <b>Uniform:</b> trousers/skirt, shirt, waistcoat/apron, tie, shoes, waiter's cloth, face mask</li> <li>• <b>Neat appearance:</b> hair, nails, shaven, no jewellery, no make-up, uniform clean/tidy</li> </ul>	(3) (2)	<b>5</b>	
<b>2. OPENING MISE-EN-PLACE</b>			
<b>Control and organisational skills:</b> <ul style="list-style-type: none"> <li>• Clear instructions to waiters</li> <li>• Assists waiters</li> <li>• Well organised</li> <li>• Checks preparation and cleaning</li> </ul>	(2) (2) (2) (2)	<b>8</b>	
<b>Restaurant:</b> <ul style="list-style-type: none"> <li>• Layout of restaurant: practical spacing and adheres to social distancing (1,5 m)</li> <li>• Appearance of restaurant</li> <li>• Decorations</li> <li>• Neatness</li> <li>• Original/Creative</li> <li>• Cost-effective decorations</li> </ul>	(2) (2) (2) (2) (2) (2)	<b>12</b>	
<b>Paperwork:</b> Name/Number tags – waiters <ul style="list-style-type: none"> <li>• Table numbers</li> <li>• Menus and drinks list               <ul style="list-style-type: none"> <li>- Correct and neat</li> <li>- Creative</li> <li>- Attractive</li> <li>- Easy to read and matches the theme</li> </ul> </li> </ul>	(1) (1) (2) (2) (1) (1) (2)	<b>10</b>	
<b>Reception area:</b> <ul style="list-style-type: none"> <li>• Cleaning of area</li> <li>• Preparation (decoration/flowers)/Creative</li> </ul>	(2) (5)	<b>7</b>	
<b>3. DURING SERVICE (Soft skills)</b>			
<b>Punctuality:</b> <ul style="list-style-type: none"> <li>• Opening doors at the beginning</li> <li>• Serving of dishes without long delays</li> </ul>	(1) (5)	<b>6</b>	
<ul style="list-style-type: none"> <li>• Reception of guests</li> <li>• Introducing waiters</li> </ul>	(1) (1)	<b>2</b>	
<ul style="list-style-type: none"> <li>• Supervising waiters and other assistance when needed</li> <li>• Smooth service/organised</li> </ul>	(2) (2)	<b>4</b>	
<ul style="list-style-type: none"> <li>• Liaising with bar, kitchen: giving final number of seated guests and providing list with table numbers and numbers of guests (aboyeur)</li> </ul>	(2)	<b>2</b>	
<ul style="list-style-type: none"> <li>• Crisis management</li> </ul>	(2)	<b>2</b>	
<ul style="list-style-type: none"> <li>• Attitude and communication with guests and waiters</li> </ul>	(2)	<b>2</b>	
<ul style="list-style-type: none"> <li>• Checking that cash slips are correct</li> </ul>	(2)	<b>2</b>	
<ul style="list-style-type: none"> <li>• Waiter-bar assessment – complete and correct</li> </ul>	(4)	<b>4</b>	
<b>4. CLOSING MISE-EN-PLACE</b>			
<ul style="list-style-type: none"> <li>• Checks and helps with cleaning and tidying (restaurant, bathroom, bar)</li> <li>• Closes windows, switches off lights, locks</li> </ul>	(2) (2)	<b>4</b>	
<ul style="list-style-type: none"> <li>• Stock-taking (checks cutlery, plates and glasses)</li> <li>• In consultation with aboyeur</li> </ul>	(2) (2)	<b>4</b>	
<ul style="list-style-type: none"> <li>• Collects table cloths/serviettes</li> </ul>	(1)	<b>1</b>	
<b>Deduct marks up to a maximum of 10 if learner had to be assisted by teacher or fellow learner(s) to complete, redo or rectify restaurant procedures.</b>			
<b>TOTAL FOR RESTAURANT SERVICE</b>		<b>75</b>	
<b>GRAND TOTAL</b>		<b>100</b>	

**ADDENDUM J****HOSPITALITY STUDIES PAT MODERATION REPORT 2021**  
(to be completed by the moderator)

<b>DISTRICT</b>		<b>PROVINCE</b>	
<b>CENTRE NAME</b>			
<b>CENTRE NUMBER</b>			
<b>TEACHER</b>			
<b>MODERATOR</b>			
<b>MODERATION DATE</b>			

NAME OF CANDIDATE	100	
	T	M
1.		
2.		
3.		
4.		
5.		
6.		
<b>TOTAL</b>		
<b>AVERAGE OF SAMPLE</b> = (Total ÷ number of learners)		
<b>AVERAGE DIFFERENCE</b> (If the average difference of the sample is more than 10%, a block adjustment should be made.)		
Based on the sample moderated, the marks are accepted as valid, fair and reliable without any adjustments.	<b>YES/NO</b>	
Based on the sample moderated, the marks were adjusted as follows:	<b>N/A</b>	
Raised (indicate %):	Lowered (indicate %):	

**T = Teacher****M = Moderator** (to be completed by moderator for at least 4 chefs and 2 waiters)**NOTE:** Mark out of 100 should include the written preparation.

MODERATOR MONITORING SECTION		YES	NO	COMMENT
<b>1. EDUCATOR PAT FILE</b>	2021 PAT guideline document included			
	Teacher PAT planning document (menu, tasks, recipes, criteria of dishes, serving times and teacher memo for written preparation, etc.)			
	Original practical assessment sheets for practical lessons done in Terms 1 and 2			
	Complete working mark sheets for Terms 1 and 2			
	In case of large groups: the marks of all the learners who have already completed the PAT			
	All learners have PAT marks			
	If NO PAT marks: valid evidence should be included			
	All marks are correctly added, recorded, transferred and converted			
<b>2. LEARNER PAT COMPLIANCE</b>	Learners follow hygiene protocol (COVID-19)			
	Learners correctly dressed			
	Learners disciplined/respect examination conditions			
	Marked, written preparation of the learners available to use during the PAT			
	All learners' evidence available for moderation			
<b>3. MODERATION PROCESS</b>	Moderation date and time honoured			
	Kitchen and restaurant: sanitation, equipment and ingredients organised			
	Working stations numbered and learners identified with name tags and task numbers			
	Prescribed assessment tools (separate set for the moderator) used continuously			
	No irregular activities during the PAT, e.g. learners work individually, self-made items			
	Moderation was conducted according to national policies and guidelines: correct number of tasks, time allocation and difficulty level			
<b>4. QUALITY AND STANDARD OF PAT</b>	Based on the observations during the moderation session and the moderation of the evidence provided, it appears that the quality and standard of the PAT, including the assessment, is:			
	<b>Exemplary</b>	<b>Acceptable</b>	<b>Partially Acceptable</b>	<b>Unacceptable</b>
<b>COMMENTS</b>				
Tasks/Positions				
General comments/suggestions				
<b>SIGNATURES:</b>				
<b>Teacher:</b>				
<b>District Subject Advisor (Moderator):</b>			<b>Provincial Coordinator (Moderation Monitor):</b>	

**ADDENDUM K**

**HOSPITALITY STUDIES GRADE 12 PAT  
MODERATION MARK SHEET**

<b>School:</b>	
<b>Teacher:</b>	

No.	NAME OF LEARNER		Teacher marks	Moderated marks
	Surname	Name		
	List learners alphabetically.		100	100
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				

**TEACHER SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**PRINCIPAL SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**SUBJECT ADVISOR:** \_\_\_\_\_ **DATE:** \_\_\_\_\_



**ADDENDUM L (OPTIONAL – could be adapted to suit the context of the school)**

HOSPITALITY STUDIES – PRE-PAT CHECKLIST FOR TEACHERS						
SCHOOL	TEACHER		GRADE	DATE		
<b>CHECKLIST</b> ✓ if applicable					✓	<b>Notes</b>
1.	<b>KITCHEN lay-out:</b>					
	<b>Hand-washing area, sanitation and scanning</b> before learners start with PAT: sanitiser/soap, towel/paper towel/scanner					
	Workstations and chefs: <b>numbered and name tags</b>					
	Hot water for <b>washing up:</b> geyser/urn/electrical kettles/pots on stoves					
	<b>Dish clothes</b> – clean <b>Oven gloves</b> – extra					
	<b>BATTERIES: wall clock and scales</b>					
	<b>Emergency kit:</b> plasters, surgical/plastic hand gloves					
	<b>Assessment area:</b> space for dishes and printed assessment criteria per dish, jug with water and glass, tasting spoons, knives and forks, numbers for chefs					
	<b>INGREDIENTS:</b> organised and labelled. Ingredient trays with sugar, flour, salt, baking powder at stations to minimise movement. Pastry, meat defrosted, stock. Storerooms: dry/freezer/fridge neat and <b>clean</b>					
	<b>WASTE MANAGEMENT:</b> black bags/enough clean empty rubbish bins					
2.	<b>RESTAURANT lay-out:</b>					
	<b>Hand washing area, sanitation and scanning</b> before learners start with PAT: sanitiser/soap, towel/paper towel/scanner					
	<b>Furniture</b>	Tables		Chairs		
	<b>Linen</b>	Tablecloths		Overlays/Runners		
		Napkins		Wet cloths		
		Service cloths		Chair covers		
	<b>Cutlery</b>	Main knives		Main forks		
		Entree knives		Entree forks		
		Soup spoons		Dessert spoons		
		Coffee/Tea spoons		Fish knives and forks		
	<b>Serving</b>	Trays/Platters		Bread service		
		Salt and pepper		Waist coats, aprons, bow ties		
		Stationery		Table numbers		
		Crumbing down		Bill folders		
	<b>Area for scraping of plates/waste management</b>					
	<b>Beverages</b>	<b>HOT</b>		<b>COLD</b>		
	<b>BAR</b>	Ice	Cash and bar slips		Garnishes	
<b>Toilets</b>	Soap	Toilet paper and spray		Towels		
<b>Cleaning</b>	Toilets	Surroundings		Entrance		
3.	<b>Attendance register:</b> learners' <b>name lists</b> with <b>cellphone numbers</b>					
	<b>Bathroom list</b>					
4.	<b>Name and number tags:</b> learners' right back and left front shoulder					
5.	Arrangements with HOD/school for <b>substitution</b> of classes during PAT sessions					
6.	<b>TEACHER PAT FILE</b>					
	DBE PAT document		Moderated PAT planning			
	Previous session's mark and assessment sheets		Learner evidence: written, marked PAT preparation			
	Empty assessment sheets		Practical lesson mark sheets			
	Working mark sheets		Merit cases: absenteeism			
6.	<b>Warning signs:</b> Examinations in progress					
7.	<b>Guest list and seating plans</b>					
8.	<b>SECURITY – learners and guests/locking of gates</b>					
9.	<b>Any OTHER: Posters: No mask, no entry</b>					





**basic education**

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

# **HOSPITALITY STUDIES**

## **PRACTICAL ASSESSMENT TASK**

**GRADE 12**

**2021**

### **LEARNER INSTRUCTIONS**



**HOSPITALITY STUDIES: PRACTICAL EXAMINATION**

**GRADE 12: 2021**

**CHEF**

**INTRODUCTION**

The PAT for 2021 consists of ONE practical examination. The Hospitality Studies teacher will allocate the task to you based on examination requirements.

You should fulfil either the role of a chef or a waitron in the examination.

During the PAT, a chef must demonstrate the ability to prepare and present a range of dishes.

You will be required to work individually during the practical examination.



**The examination consists of two sections:**

- You will receive a mark out of 75 for cooking skills and a mark out of 25 for the written planning task.
- The final mark for the PAT is obtained by combining the marks for the two sections to obtain a mark out of 100.

**1. Written planning**

- You will be allocated a task **14 school days** before the date of the examination.
- The written planning task is completed under teacher supervision **7–14 school days** before the examination date set by the school. You will receive the recipes and work procedure for the dishes as well as the planning task form.

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

This consists of THREE phases:

- Preparation for the formal meal commences **4 hours before** the guests arrive. (Thirty minutes may be added for learners to eat.) Food preparation and the preparation of serving equipment, etc. take place during this time. The cleaning of the kitchen must be done beforehand.
- Plating the four courses of the formal dinner, ready for service:

<b>Courses (add bread and coffee service)</b>	<b>Serving times</b>

- Additional clearing takes place after the guests have left (washing of crockery and cutlery and closing mise-en-place).

**DATE OF PAT:** \_\_\_\_\_ **DATE OF WRITTEN TASK:** \_\_\_\_\_

**STARTING TIME OF PAT:** \_\_\_\_\_ **END TIME OF PAT:** \_\_\_\_\_

**DISHES:** \_\_\_\_\_  
\_\_\_\_\_





**HOSPITALITY STUDIES: PRACTICAL EXAMINATION**

**GRADE 12: 2021**

**WAITRON**

**INTRODUCTION**

The PAT for 2021 consists of ONE practical examination in the restaurant. The Hospitality Studies teacher will allocate the task to you based on examination requirements.

You should fulfil either the role of a chef or a waitron in the examination.

During the PAT, a waiter must demonstrate the ability to set up a venue for a formal dinner and apply the correct serving techniques for food and beverages.

You will be required to work individually during the practical examination.

**The examination consists of two sections:**

- You will receive a mark out of 75 for serving skills and a mark out of 25 for the written planning task on setting up the venue.
- The final mark for the final PAT is obtained by combining the marks for the two sections to obtain a mark out of 100.



**1. Written planning**

- You will be allocated a task **14 school days** before the date of the examination.
- The written planning task is completed under teacher supervision **7–14 school days** before the examination date set by the school. You will receive the list of dishes on the menu, the waitron work procedure and the planning task form.

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

This consists of three phases:

- Opening mise-en-place commences a maximum of **4 hours before** the start of the examination. (Thirty minutes may be added to eat and get dressed.) Preparing the venue, laying the tables, preparation for serving a non-alcoholic welcome cocktail and hors d'oeuvre and other relevant preparation should take place during this time. No preparation of the restaurant should be done beforehand, besides cleaning and ironing. Preparation starts in a clean venue.
- Serving of food and beverages:

Courses (add bread and coffee service)	Serving times

- Additional clearing takes place after the guests have left the restaurant (closing mise-en-place).

**DATE OF PAT:** \_\_\_\_\_ **DATE OF WRITTEN TASK:** \_\_\_\_\_

**STARTING TIME OF PAT:** \_\_\_\_\_ **END TIME OF PAT:** \_\_\_\_\_

**ADDITIONAL INFORMATION (table No., number of covers):** \_\_\_\_\_

<b>WAITRON'S NAME:</b>	<b>DATE:</b>	1. Menu	7:
		2. Opening mise-en-place	3:
		3. Diagram of one cover	5:
		4. Opening mise-en-place per cover	10:
		<b>TOTAL</b>	<b>25:</b>

**1. THE MENU (7)**  
 (Keep all rules for writing out a menu in mind, as well as correct spelling: 1 mark will be subtracted for EACH mistake.)

**WRITE THE MENU BELOW.**

**2. OPENING MISE-EN-PLACE (3)**  
 List the opening mise-en-place duties that must be performed before the cover is laid.


**3. Draw a labelled diagram of ONE complete cover. (5)**

Table edge

<b>ASSESSMENT CRITERIA: DRAWING OF COVER</b>		
Cover labelled correctly ✓	Correct positioning and spacing of cutlery ✓	Correct cutlery ✓
Glasses correct ✓	Side plate and napkin ✓	

**4. OPENING MISE-EN-PLACE (complete per cover) (10)**  
(Number of covers at your table: \_\_\_\_ x \*Quantity per single cover)

(1) Name of dish (1)	(2) Type of cutlery needed per cover (1)	(3) *Quantity per single cover (1)
Second course:		
Main course:		
Dessert:		
<b>(4) Serving utensils/crockery needed for hors d'oeuvre:</b>		<b>(1)</b>
<b>(5) Serving utensils needed for bread service:</b>		<b>(1)</b>
<b>(6) Utensils/Apparatus needed for crumbing down:</b>		<b>(1)</b>
<b>(7) Type and quantity of crockery and cutlery needed for tea/coffee service:</b>		<b>(1)</b>
<b>(8) Type and quantity of glasses needed per cover (1)</b>	<b>(9) Drink needed for (1)</b>	<b>(10) Linen: (1)</b>

<b>ASSESSMENT: OPENING MISE-EN-PLACE</b>
One mark per column/row (1–10): all items in column/row correct in order to get the mark per column

**LEARNER DECLARATION**

SCHOOL: .....

NAME OF LEARNER: .....  
(Surname and First Name)

TEACHER'S NAME: .....

EXAMINATION NUMBER: .....

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

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

.....  
**CANDIDATE'S SIGNATURE**

.....  
**DATE**

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

.....  
**TEACHER'S SIGNATURE**

SCHOOL STAMP

.....  
**DATE**