



**basic education**

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

# **HOSPITALITY STUDIES**

## **GUIDELINES FOR PRACTICAL ASSESSMENT TASKS**

**GRADE 12**

**2025**

**These guidelines consist of 57 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 promotion mark. The PAT should be implemented during the third term of the school year to assess the chef and waitering skills that were developed during the practical lessons.

The PAT allows for the formal 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 Task within the stipulated period to ensure that learners are resulted at the end of the academic school year.

Absenteeism from the PAT with a doctor's certificate does not exempt a learner from doing the PAT. Due to the nature of the Hospitality Studies PAT, additional opportunities are very difficult to arrange, but in the event where valid certified documents are provided, the teacher may in consultation with the district subject advisor and principal of the school, arrange a second opportunity at a date, time and at a school determined by the teacher. The final Grade 12 results of the learner will be pending should the learner fail to complete the PAT.

The Hospitality Studies Practical Assessment Task (PAT) for 2025 consists of **ONE** formally assessed **practical examination**. The teacher will allocate the tasks to learners based on 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 beverage service 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 Waiter/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>

## 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.
- Place sufficient **notices** and **posters** in the kitchen to remind learners to wash and disinfect their hands and workstations regularly before and after food preparation.
- Adhere to the following principles and norms throughout the practical:
  - Allow 1 to 1,5 m individual spacing between workstations of learners.
  - Preferably place basic ingredients, such as flour, salt, pepper, oil, etc. at workstations to restrict unnecessary movement.
  - A separate sink per learner must be available for washing up.
  - No more than **TWO learners** may share a stove.

### **Uniform:**

- Learners must wear the appropriate uniform assigned for their roles as chefs or waitrons with the option of wearing a **face mask** as prescribed by the school, or as a safety measure for a candidate with a light cold or with a weak immunity system, or if a male learner that is not cleanly shaven.

### **Restaurant:**

- A restaurant or a room with furniture and equipment that creates a restaurant environment is compulsory.
- 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 holding capacity of the restaurant must be determined before guests are invited to avoid overcrowding and make sure that facilities and equipment are adequate.

### **General safety measures:**

- Adequate sanitising stations must be provided for washing **or** sanitising of hands before entering the kitchen and restaurant.
- Remove excess chairs and tables to enforce better workflow.

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

- 4–6 stoves: plates and ovens must be in working order
- 1 microwave oven
- 1 refrigerator
- Utensils: chef knives, vegetable 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 to seat restaurant guests
- Linen, crockery, cutlery and glasses for restaurant guests
- Bar equipment such as a cocktail shaker and strainer, blender, cocktail, Collins or Zombie glasses
- One safety/first-aid kit, equipped with at least plasters, burn shield, surgical gloves
- One fire extinguisher (evidence of service date to be clearly indicated)

## 2. TEACHER INSTRUCTIONS

### 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 and '**plant-based superfoods**' should form part of the menu items selected.

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.

Superfoods have seen an explosion in the last few years. While 'superfoods' is not a scientific term, these foods are nutrient dense as they contain above average amounts of vitamins and minerals per gram. They are high in antioxidant properties, rich in fibre, are immune boosting and lower the risk of many lifestyle diseases, such as high blood pressure and cholesterol. Superfoods are not 'cure-all' foods and people should not have unrealistic expectations about these foods: eating one or two of these foods whilst following an unhealthy diet will not eliminate lifestyle diseases. However, more consumers than ever are turning to these products since they have amazing health benefits. Customers are often on the lookout for dishes on restaurant menus that include some of the products in the list that follows.

<b>PLANT-BASED SUPERFOODS</b>
<b>Tropical fruit:</b> avocado
<b>Leafy greens:</b> spinach, kale, rocket
<b>Cruciferous vegetables</b> (the plant has four petalled flowers which resemble a crucifix/cross): broccoli, cauliflower, cabbage, Brussels sprouts
<b>Roots:</b> beetroot, ginger and turmeric
<b>Legumes:</b> lentils, black beans, red beans, soya beans, chickpeas, green peas, split peas
<b>Fungi</b> (mushrooms): Portabello (large, flat, dark brown with brown gills), Shitake (brown, caps with white cracks and torn cream gills), Cremini (small, tan to brown cap), oyster (white to beige, shaped like a fluted oyster shell), white button mushrooms
<b>Ancient grains:</b> quinoa, millet, sorghum, bulghur wheat
<b>Seeds:</b> chia seed, flax-/linseed, pumpkin and sunflower seeds
<b>Nuts:</b> almonds, walnuts, pecan nuts, hazelnuts, Brazil nuts, cashew nuts <b>Nut products:</b> almond milk, almond butter, coconut milk, coconut cream
<b>Berries:</b> blueberries, raspberries, cranberries, goji berries, blackberries, strawberries
<b>Chocolate:</b> dark chocolate
<b>Teas:</b> green, matcha (powdered Japanese green tea), rooibos

- 2.1
- Examination dates for the PAT should be set at the end of the previous year and should appear on the 2025 school year plan. Ensure that the dates do not clash with other school activities. Learners and relevant district subject advisors must be informed in writing 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 NOT be able 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 the school if there are 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 Waitron and Maître d 'Hôtel/Head Waitron.
  - Exemplar assessment tools are provided (ADDENDA H–K) 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 school management team (SMT) and district subject advisor (DSA).

## 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 highlight TWO plant-based superfoods.

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

- The menu should include at least **two plant-based superfoods in two different courses where the superfoods must feature as one of the main ingredients** in order to meet the required criteria, e.g. lentil soup, blueberry mousse.
- 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. Blue Litchi Spark.
- A dish should include an advanced technique/procedure and a cooking method to validate the requirements of the task.
- A minimum of FOUR COURSES are COMPULSORY:
  - Hors d'oeuvre (first course), e.g. canapés, bouchées, samoosas, filled mini-vetkoek and 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 (filling and covered with pastry).
    - The starch dish should include a special technique or process, e.g. risotto, pilaf, fried maize meal shapes, Duchesse potatoes, Dauphine potatoes, croquettes, rosti, latkes, rice balls, millet cakes.
    - Vegetable dishes should include advanced knife skills or a special technique or process, e.g. julienne carrots, beetroot tourné, baby-marrow ribbons, carrot foam, pea puree, filled mushrooms.
  - 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, hollandaise and lemon curd. A soup may replace one sauce.
- One or more pastry dishes, sweet or savoury: ready-made puff, phyllo or purr pastry or homemade 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.
- A gelatine or agar-agar dish (not commercially flavoured jelly), e.g. cheesecake, Bavarian cream, terrine or mousse
- Delicate, advanced garnishing/decorating techniques that are in keeping with latest trends should be used, e.g. spun sugar, chocolate work, deep-fried or dehydrated vegetable and fruit chips, tuiles, brandy snaps, meringue.
- Optional: Friandise may be included when serving coffee, e.g. mini milk tartlets, mini-baklava, truffles, fudge, marshmallows, koeksisters, almond Florentines or meringue kisses.

**The province may NOT prescribe a common menu or recipes.** 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 C) 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.

MEAL PLAN 1	MEAL PLAN 2	MEAL PLAN 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 2):**

<p><b>MENU</b> <b>Formal Dinner</b></p> <p><b><i>Non-Alcoholic Welcome Cocktail</i></b> Blue Litchi Spark</p> <p><b><i>Hors d'oeuvre</i></b> #Mushroom, Onion and Walnut Tarte Tatin</p> <p><b><i>Starter</i></b> # Tomato and Lentil Soup with Basil Cream *(Scored Bread Rolls)</p> <p><b><i>Main Course</i></b> Bacon-wrapped Pork Fillet with Apricot Glaze Honey Mustard Sauce Maize Meal Bon Bons Sauteed Apple Tourné Sweet and Sour Green Beans and Sweet Pepper Julienne</p> <p><b><i>Dessert</i></b> #Pina Colada Mousse with Streusel and Lemon Curd</p> <p>Tea and Coffee</p> <p><b><i>Friandise (Optional)</i></b> #Dark Chocolate Truffles</p> <p><b>24 August 2025</b></p>
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\* Bread is only indicated on this menu for moderation purposes – not normally written on a menu.

# Menu items with plant-based superfoods as main ingredient(s)



**THE MENU SHOULD MEET THE FOLLOWING CRITERIA:****Example: menu analysis of example menu****(See ADDENDUM C for template with multiple technique/process examples)**

COURSE NAME OF DISH	MINIMUM OF 4 COOKING METHODS	TECHNIQUES/PROCESSES	Number of techniques	Pastry: choux/phylo, short crust, puff, purr	Yeast product	Gelatine/Agar-agar	2 X Superfoods	Garnish
<b>Cocktail drink (Bar):</b> Blue Lichi Spark		<b>Any ONE:</b> <u>Built</u> ✓						X
<b>Bread:</b> Scored Bread Rolls	Baking	<b><u>Kneaded yeast dough</u></b> ✓, plus at least <b>ONE:</b> Other: <u>scored &amp; dusted with flour</u> ✓	2		X			
<b>Hors d'oeuvre:</b> Mushroom, Onion and Walnut Tarte Tatin	Baking	<b>Minimum TWO techniques/processes:</b> Use and bake ready-made <u>puff pastry</u> ✓ Other: <u>knife skills</u> ✓	2	X puff				X
<b>Second course:</b> <b>(Starter, Soup, Fish)</b> Tomato and Lentil Soup	Simmering	<b>Techniques/processes:</b> <u>Knife skills</u> (e.g. concasse)✓, <u>Puree and pass</u> ✓	2				X	X
<b>Protein:</b> Bacon Wrapped Pork Fillet with Apricot Glaze	Bake in foil Grilling	<b>Minimum TWO techniques/processes:</b> <u>Trimming</u> (remove silver skin), <u>marinate</u> ✓ <u>barded</u> ✓ <u>and wrapped</u> ✓	3					X
<b>Starch:</b> Maize Meal Bon Bons	Boiling Deep frying	<b>Shaping:</b> set and cut/mould shapes ✓ <b>Other:</b> <u>crumb/pane</u> ✓	2					
<b>Vegetables:</b> Sweet and Sour Green Beans and Sweet Pepper Julienne Sauteed Apple Tourné	Stewing Stir frying  Shallow frying	<b>Any TWO (minimum one per vegetable dish)</b> <b>Cuts:</b> <u>julienne</u> ✓  <u>Tourné</u> (barrel)✓	2					
<b>Sauce:</b> Honey Mustard Sauce	Boiling	<u>Roux base</u> (bechamel)✓	1					
<b>Dessert:</b> Pina Colada Mousse and streusel	Indirect steaming	<b>Minimum TWO techniques/processes:</b> Making: <u>Streusel</u> ✓ <u>Gelatine process</u> (hydrate, disperse and gelation)✓ <b>Shaping:</b> <u>moulding &amp; unmoulding</u> ✓	3			X	X	X
<b>Sauce:</b> Lemon Curd	Boiling	<u>Curd</u> (egg thickened sauce) ✓	1					
<b>Friandise:</b> Dark Chocolate Truffles	Indirect steam	<b>Any ONE technique/process:</b> <u>Shaping</u> ✓, <u>pipng</u> ✓	2					
<b>Garnish: Sweet Savoury</b>	Bake Grill	<b>Examples:</b> Chocolate work, sugar (spun/pulled), <u>tuiles</u> ✓, <u>frosted flowers/fruit</u> ✓, croustons, <u>Melba toast</u> ✓, dried/fried herbs, <u>glazed pineapple chips</u> ✓, toasted seeds						

**NB: - Only techniques/processes applicable for the chosen menu items should be indicated in ADDENDUM C.**

- Write the total number of techniques/processes per menu item in the fourth column.
- Additional techniques/processes applicable for the chosen menu items, not mentioned in the ADDENDUM C template, MUST be added and the techniques/processes not relevant must be deleted.

**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**

**Maize Meal Bon Bons Yield: 6-8 portions**

**Ingredients**

- 500 ml water
- 1½ chicken stock cubes
- 250 ml maize meal
- 125 ml milk
- 30 g Parmesan cheese, finely grated
- 10 g butter
- Extra maize meal
- 1 egg + 12,5 ml water, beaten
- 100 ml dry breadcrumbs for coating
- 500 ml oil



**Method**

1. Dissolve stock cubes in water and bring to a boil.
2. Add the maize meal, stir until smooth and let it boil over low heat for ±7 minutes, while stirring.
3. Take saucepan off the heat and add the milk, Parmesan cheese and butter.
4. Mix well, cover with lid and rest for 10 minutes.
5. Line a baking tray with baking paper and spoon porridge onto it, smoothing it on top.
6. Refrigerate for ±30 minutes or until properly set.
7. Take a spoon full of pap, roll it into a ball and cover with extra maize meal.
8. Dip each ball in the egg and water mixture and coat with crumbs. Refrigerate for 10 minutes.
9. Deep fry balls until golden brown. Drain on absorbent paper and season with salt.

Variations: Alternatively cut pap into shapes before crumbing it.

**CRITERIA FOR THE EVALUATION OF THE QUALITY OF THE MAIZE MEAL BON BONS**

Taste	Texture	Appearance
<ul style="list-style-type: none"> <li>• Well-seasoned, savoury taste</li> <li>• Not oily</li> </ul>	<ul style="list-style-type: none"> <li>• Smooth, soft centre, no lumps</li> <li>• Crisp outside</li> </ul>	<ul style="list-style-type: none"> <li>• Golden-brown even colour</li> <li>• Even-sized uniform shapes</li> <li>• Neat shapes, not cracked</li> </ul>

### 2.2.3 Division of tasks for the chefs (see ADDENDUM D)

- 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. Bread rolls and Pina Colada mousse.
- 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 at least include 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 placement of working stations for dishes.
- **Each chef must do the written planning task 7–14 school days before the date of the practical examination under supervision.**
- 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, head chef or aboyeur/storekeeper
  - The combined work procedure for the TWO or THREE dishes and/or sauces to be prepared (**ADDENDUM E**)
- 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.

#### 2.2.4 Set the tasks for the waitrons (see ADDENDUM D)

- The Maître d'hôtel, in consultation with the educator, must:
  - Plan the layout of the restaurant according to the number of expected guests
  - 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 decor, 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.
- Beverage waiters/barmen should be allocated at a ratio of one barman to at least 15 guests, with a maximum of three barmen.
- Beverage waiters/barmen should prepare and serve the non-alcoholic welcome cocktail drink. If more than one barman is appointed according to guest numbers, it is compulsory that each barman should be responsible for a different mocktail for a specific number of guests, where guests will then be able to choose a mocktail, based on a first come first served basis.
- Beverage waiters/barmen should prepare and serve coffee and tea. If more than one barman is appointed, one will be responsible for the coffee preparation, the other for the tea preparation and the third for making iced tea, fruit punch, hot chocolate, etc.
- 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 waitrons, barmen or Maître d'hôtel
  - The waitron/beverage waiter work procedure (**ADDENDUM E**)
- 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 task is returned to the learner for use during the practical examination.

### 3. THE EXAMINATION

#### 3.1 PAT with guests (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 allocated.
- The total time should NOT exceed 7 hours.
- Food and beverage preparation and setting up of the restaurant commence 4 hours before the restaurant doors open.
- No preparation of the venue, food or beverages may be done the day before, besides the soaking of pulses or making of clarified butter, which 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 as **ADDENDA F and G** 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 **ADDENDA H, I, J and K** can be adapted to suit the context of the school and must be approved by the district subject advisor.

#### 4.2 Assessment of learners

- Mark the written planning tasks before the examination takes place and return them to the learners to utilise during the examination. Teachers are advised to compile marking guidelines for the written planning to ensure the reliability of the marks and for moderation purposes.
- Continuously 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 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 The moderation process

Moderation serves to ensure that the quality and standard of (a) the planning and preparation for the PAT has been met and that (b) the 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 or **no later than the end of Term 2**.

**The following items should be submitted:**

- CHECKLIST (ADDENDUM A signed by teacher and principal)
- STARTING TIME OF PAT and OPENING TIME of RESTAURANT
- MENU and SERVING TIMES OF COURSES (ADDENDUM B)
- MENU ANALYSIS (ADDENDUM C)
- WORK DIVISION (ADDENDUM D)
- RECIPES (including assessment criteria for each dish)
- WORK PROCEDURES (ADDENDUM E: different chefs and waiters separately)
- ADDITIONAL ASSESSMENT TOOLS (Maître d' hôtel, Head Chef, etc.)

Refer to the examples of ADDENDA A, C and D on pages 15, 9 and 16 respectively.

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

HOSPITALITY STUDIES CHECKLIST FOR GRADE 12 PAT PLANNING TO BE SUBMITTED FOR MODERATION			
<b>NAME OF SCHOOL:</b> _____		<b>District:</b> _____	
<b>TOTAL NUMBER OF GR 12 LEARNERS:</b> 75		<b>NUMBER OF PAT SESSIONS:</b> 3	
<b>NUMBER OF LEARNERS PER SESSION:</b> 25		<b>SUBMISSION DATE:</b> 4 May 2025	
EXAMINATION DATE(S)	PROPOSED MODERATION DATES		APPROVED MODERATION DATE
14/08, 15/08 or 16/08	16/08		
	TEACHER	SUBJECT ADVISOR	COMMENTS
Expected number of guests	30		
Starting time of PAT	08:30		
Opening time of restaurant	12:00		
Menu included and correct	✓		
Serving times of each course	✓		
Analysis of menu: included and correct	✓		
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	✓		
Work procedures: chefs/waiters	✓		
Additional assessment tools (Maître d'hôtel, Head Chef, etc.)	✓		
Assessor: Restaurant	R Nkosi		
Assessor: Kitchen 1	T Smith		
Assessor: Kitchen 2	N/A		
<b>APPROVED/NOT APPROVED [RESUBMISSION DATE: _____]</b>			
<b>Comment:</b> _____			
SIGNATURES		DATES:	
<b>Teacher:</b>			
<b>Principal:</b>			
<b>Subject Advisor:</b>			

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

DIVISION OF TASKS			
SCHOOL			DATE
PRACTICAL EXAMINATION: 1 / 2 / 3 (Mark the 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. Aphane, Mpho		
Beverage waiters	2. Nel, Carel 3. Theys, Lee-Ann		Non-alcoholic cocktails and drink service
Waitrons	4. Gous, Nadine		
	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. Brink, Kevin		
Sous Chef	NONE		
Aboyeur/Storekeeper	2. Weir, Justine		Dry and cold store
<b>CHEFS' TASKS</b>	<b>Number of Techniques/ Processes</b>		
<b>Starter Chefs/Pastry chefs 1:</b> Mushroom, Onion and Walnut Tarte Tatin Dark Chocolate Truffles Lemon Curd	2 } 2 } 5 1 }	3. Nel, Kariena	10 portions
		4. Malan, Martha	10 portions
		5. Harris, Louis	10 portions
<b>Meat chefs:</b> Bacon Wrapped Pork Fillet Honey Mustard Sauce Sautéed Apple Tourné	3 } 1 } 5 1 }	6. Faia, Kyle	10 portions
		7. Noko, Beauty	10 portions
		8. Ras, Ina	10 portions
<b>Vegetable chefs:</b> Tomato and Lentil Soup Maize Meal Bon Bons Sweet and Sour Green Bean and Sweet Pepper Julienne	2 } 2 } 5 1 }	9. Nel, Sammy	8 portions
		10. Ross, Troy	8 portions
		11. Matthee, Len	8 portions
		12. Kok, Susan	8 portions
<b>Dessert chefs/Pastry chefs 2:</b> Scored Bread Rolls Pina Colada Mousse and Streusel	2 } 3 } 5	13. Bam, Natasha	10 portions
		14. Nell, Brandon	10 portions
		15. Steyn, Salome	10 portions



### 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.)
  - 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 from the restaurant. The moderator will independently assess the learners during 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 moderation mark sheet (ADDENDUM M).
- 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 (soft) skills, such as communication, teamwork, critical thinking, problem-solving, time management, etc. and provides opportunities for learners to engage in their own learning.

**ADDENDA**

- ADDENDA A, B, C, D and E: to be submitted to the subject advisor
- ADDENDA F, G and M: to be completed by the teacher
- ADDENDA H–L (Optional): These assessment sheets/lists should be adapted to suit the specific context of the school.
- ADDENDUM N: to be completed by the subject advisor/moderator

**ADDENDUM A: CHECKLIST**

<b>HOSPITALITY STUDIES CHECKLIST FOR GRADE 12 PAT PLANNING TO BE SUBMITTED FOR MODERATION</b>			
<b>NAME OF SCHOOL:</b> _____		<b>District:</b> _____	
<b>TOTAL NUMBER OF GR. 12 LEARNERS:</b> ____		<b>NUMBER OF PAT SESSIONS:</b> ____	
<b>NUMBER OF LEARNERS PER SESSION:</b> ____		<b>SUBMISSION DATE:</b> _____	
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			
Menu: included and correct			
Serving times of each course			
Analysis of menu: included and correct			
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			
Work procedures: Chefs/Waiters			
Additional assessment tools (Maître d'hôtel/Head Chef, etc.)			
Assessor: Restaurant			
Assessor: Kitchen 1			
Assessor: Kitchen 2			
<b>APPROVED/NOT APPROVED [RESUBMISSION DATE: _____]</b>			
<b>Comment:</b> _____			
SIGNATURES		DATES	
<b>Teacher:</b>			
<b>Principal:</b>			
<b>Subject Advisor:</b>			

**ADDENDUM B: MENU AND SERVING TIMES**

**MENU**  
**Formal Dinner**

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

## ADDENDUM C: MENU ANALYSIS

COURSE/ NAME OF DISH	MINIMUM OF 4 COOKING METHODS	TECHNIQUES/PROCESSES	Number of techniques	Pastry: choux/phylo/ short crust/puff/pur	Yeast product	Gelatine/Agar-agar	2 x superfoods	Garnish
Non-alcoholic cocktail drink (bar):		<b>Any ONE:</b> Shaken, stirred, mixed/blended, built						
Bread:		<b>Kneaded yeast dough, plus at least ONE:</b> <b>Special shaping:</b> plaits, knots, scored and glazed <b>Other:</b> colours, filling, glazed and seeded, etc.						
Hors d'oeuvre:		<b>Minimum TWO techniques/processes:</b> <b>Make pastry bases:</b> dough/batter, use and bake ready-made pastry, rolling, lining 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 sauce/filling						
Second course: (Hors d'oeuvre, Starter, Soup, Fish)		<b>Minimum TWO techniques/processes:</b> <b>Making pastry bases:</b> dough or batter, use and bake ready-made pastry, rolling and baking blind <b>Shaping:</b> moulding/piping/quenelle/set and cut shapes <b>Other:</b> pané, knife skills/mandolin (cuts), make sauce/filling, puree and strain						
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, pané/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/pané						
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. Béchamel, 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> <b>Making pastry bases:</b> dough, batter, meringue <b>Making:</b> 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, chocolate, foams, sugar (spun/pulled), tuilles, frosted flowers/fruit, croutons, Melba toast, dried herbs, flowers, fruit or vegetables						

NOTE: Additional techniques/processes in chosen recipes, not mentioned above, MUST be added

**ADDENDUM D: DIVISION OF TASKS**

DIVISION OF TASKS			
SCHOOL			DATE
PRACTICAL EXAMINATION: 1 / 2 / 3 (Mark appropriate number of sessions.)			
Expected number of guests		Number of learners	
TASK	LEARNER NUMBER AND NAME		NUMBER OF GUESTS/PORIONS
<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	
<b>CHEFS' TASKS</b>	<b>Number of Techniques/ Processes</b>		

**ADDENDUM E: ORDER OF WORK AND TIME SCHEDULE**

Provided by the teacher to the chefs/waitrons on the day of performing the written planning of the PAT. The teacher integrates the two/three recipes of each chef's task or provides the procedure and times for the waitrons. Use 10- or 15-minute intervals.

TASK:	
TIME	ORDER OF WORK

**ADDENDUM F: ASSESSMENT – CHEFS**

Name of school:			Names or numbers of chefs					
Name of teacher:								
Date:		Type of chef/Dishes:						
<b>WRITTEN PLANNING</b>								
		<b>25</b>						
<b>1</b>	<b>HYGIENE AND NEATNESS: PERSONAL AND WORKSTATION</b>							
	• <b>Chef's uniform:</b> hat, pants/ankle length skirt and jacket/apron, shoes	(3)						
	• <b>Neat appearance:</b> hair, nails, shaven, no jewellery/make-up, uniform clean/tidy	(2)	<b>5</b>					
	• <b>Hygienic work ethics:</b> regular hand washing, no licking of fingers/apparatus, correct tasting procedure, bowl/plate for dirty utensils/peels, etc.	(2)						
	• <b>Dishcloths:</b> available, CLEAN and not lying around	(2)						
	• <b>Organised workstation:</b> ingredients/ equipment logically arranged	(1)						
	• <b>Clean as you go:</b> cleaning as you execute the tasks (stove, workstation)	(2)	<b>10</b>					
	• <b>Neatness of sink:</b> regular dishwashing (clean warm water, soap, rinse)	(2)						
	• <b>Correct and sustainable handling of waste</b> (minimum wastage)	(1)						
	<b>(Observe each learner's workstation, stove and sink a few times during PAT)</b>							
<b>2</b>	<b>OPENING MISE-EN-PLACE</b>							
	• <b>Equipment/Apparatus:</b> correct choice, prepares correctly and timeously	(2)						
	• <b>Ingredients:</b> measures/prepares correctly and timeously, covered	(3)	<b>5</b>					
<b>3</b>	<b>CULINARY SKILLS</b>							
	• <b>Equipment</b> (knives, beaters, chopping board, etc.): correct and safe use	(2)						
	• <b>Techniques/Process and skills:</b> correct application	(5)						
	• <b>Cooking methods:</b> correct application	(2)						
	• <b>Correct recipe interpretation</b>	(2)	<b>15</b>					
	• <b>Correct/Logical work procedure</b>	(1)						
	• <b>Time management:</b> work on TWO recipes simultaneously, dishes finished at the correct time (plated and garnished), no overcooking or leaving to stand for reheating	(3)						
<b>4</b>	<b>PROFESSIONALISM (Soft skills)</b>							
	• <b>Punctuality:</b> begins on time, adheres to breaks	(1)						
	• <b>Work ethic:</b> perseverance and offers assistance when required	(2)						
	• <b>Teamwork:</b> cooperation with other chefs/waitrons/examiner, tolerant/understanding	(2)						
	• <b>Communication:</b> able to listen and follow instructions, respectful tone of voice	(2)	<b>10</b>					
	• <b>Self-confidence:</b> able to finish dishes without asking questions	(1)						
	• <b>Professional behaviour:</b> positive attitude/motivated, no loitering/sitting around	(2)						
<b>5</b>	<b>CLOSING MISE-EN-PLACE</b>							
	• Equipment and apparatus cleaned and stored away correctly and safely	(1)						
	• Appearance and <b>sanitising</b> of workstation, sink and stove on completion	(2)						
	• Completes all <b>additional tasks</b> given (washing crockery and cutlery, sweeping floors, closing windows, switching off identified equipment, etc.)	(1)	<b>4</b>					
<b>6</b>	<b>ASSESSMENT OF DISHES</b>							
Dish – A	All portions uniform/correct size	1						
	Appearance (colour/shape/neatness)	5						
	Texture	3						
	Taste	3						
	Correct yield/volume/number of portions	1	<b>13</b>					
Dish – B	All portions uniform/correct size	1						
	Appearance (colour/shape/neatness)	5						
	Texture	3						
	Taste	3						
	Correct yield/volume/number of portions	1	<b>13</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 dish/dishes.</b>								
			<b>75</b>					
<b>TOTAL</b>			<b>100</b>					
<b>SCALE FOR TASTE AND TEXTURE OF DISHES:</b>								
0	=	No product	2	=	Acceptable: Meets most requirements			
1	=	Unacceptable: cannot be served	3	=	Excellent: Meets all requirements			



**ADDENDUM G: ASSESSMENT – WAITRONS**

Name of school:		Names or numbers of waitrons					
Name of teacher:							
Date:							
<b>WRITTEN PLANNING</b>			<b>25</b>				
<b>1</b>	<b>PERSONAL APPEARANCE</b>						
	<ul style="list-style-type: none"> <li><b>Uniform:</b> Trousers/Skirt, shirt, waistcoat/apron, tie, shoes, service cloth</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</b>	<b>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> aligned and enough space to move around (1,5 m)</li> <li><b>Tablecloth</b> and overlay/runner clean, ironed</li> <li><b>Placement of tablecloth:</b> straight /even overhang on opposite sides and right side up</li> <li>Neat folding and placement of <b>napkins/serviettes</b></li> </ul>	(2) (1) (2) (1)	<b>6</b>				
	<ul style="list-style-type: none"> <li><b>All items clean and shiny/polished</b> (side plates, cutlery, glasses)</li> <li><b>Cutlery</b> straight, correct spacing, placed equal distance from table edge and 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</li> <li><b>Decorations and additional items e.g.</b> table number, cruet set, placed correctly</li> </ul>	(2) (4) (4) (2) (2)	<b>14</b>				
<b>3</b>	<b>HANDLING OF GUESTS: Communication, Soft skills and service excellence</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> good posture/ body language</li> <li><b>Interpersonal skills and interaction with guests:</b> self-confidence and handling of requests/crisis situations</li> <li><b>Presenting the menu:</b> explain menu items/drinks, knowledge of menu/allergens</li> <li><b>Correctly unfolding the napkin</b> OR presenting a <b>wet cloth</b> for guests to wipe hands</li> </ul>	(2) (2) (1) (2) (1) (2)	<b>10</b>				
<b>4</b>	<b>EFFICIENCY OF BEVERAGE SERVICE</b>						
	<ul style="list-style-type: none"> <li>Taking and executing <b>beverage order</b> and <b>handling of tray</b></li> <li><b>Serving drinks at table:</b> pouring of beverages (glass jug/coffee or tea pot on side plate/grape juice bottle on service cloth), anti-clockwise, from the right-hand side, ladies first, glass/cup filled to correct level, no spilling, end with host</li> </ul>	(2) (6)	<b>8</b>				
<b>5</b>	<b>SERVING AND CLEARING ALL COURSES ON THE MENU</b>						
	<ul style="list-style-type: none"> <li><b>Bread silver service:</b> butter on table, place bread on side plate, with spoon and fork, from the left-hand side, anti-clockwise, ladies first</li> <li><b>Food service:</b> carrying and handling of plates (respect food plating), all guests at a table served together, from the right-hand side</li> <li><b>Clearing empty plates:</b> remove plates timeously when <b>all guests are done, not</b> on a tray, 4 plates at once, fully scraped and cutlery on top (main course/dessert plates)</li> <li><b>Glasses/cups and saucers:</b> remove empty glasses/cups and saucers <b>on a tray</b></li> <li><b>Crumbing down:</b> brushing down method correctly done (between 2 guests, brush on side plate, anti-clockwise), clearing unnecessary items, pulling down dessert cutlery</li> </ul>	(5) (3) (4) (1) (4)	<b>17</b>				
<b>6</b>	<b>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> cooperation with other waitrons/chefs/examiner, tolerant/understanding</li> <li><b>Communication:</b> able to listen and follow instructions, respectful tone of voice</li> <li><b>Professional behaviour:</b> positive attitude/motivated, no loitering/sitting around</li> </ul>	(2) (2) (2) (2) (2)	<b>10</b>				
<b>7</b>	<b>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> Assist with general cleaning of restaurant and bathrooms, washing, counting and storing of cutlery, coffee and tea items, sweeping, closing windows, etc.</li> </ul>	(2) (3)	<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 cover/service procedures.</b>							
<b>TOTAL FOR RESTAURANT SERVICE</b>			<b>75</b>				
<b>GRAND TOTAL</b>			<b>100</b>				

**ADDENDUM H: ASSESSMENT – CHEF DE CUISINE/HEAD CHEF (Optional)**  
**(Only ONE candidate per kitchen)**

		<b>Name of Chef de Cuisine/ Head Chef</b>	
<b>Name of school:</b>			
<b>Name of teacher:</b>			
<b>Date:</b>			
		<b>WRITTEN PLANNING</b>	<b>25</b>
<b>1</b>	<b>PERSONAL APPEARANCE</b>		
	<ul style="list-style-type: none"> <li>• <b>Chef's uniform:</b> hat, pants/ankle length skirt and jacket/apron, shoes (3)</li> <li>• <b>Neat appearance:</b> hair, nails, shaven, no jewellery, no make-up, uniform clean (2)</li> </ul>	<b>5</b>	
<b>2</b>	<b>KITCHEN CONTROL</b>		
	Make and hand out name tags and station numbers to kitchen brigade (2)	<b>3</b>	
	<b>Hygiene inspection:</b> appearance of brigade e.g. uniform, clean shaven, covered hair (1)		
	<b>Management (Soft skills):</b> <ul style="list-style-type: none"> <li>• Communication skills/Speech (2)</li> <li>• Clear instructions (2)</li> <li>• Organised (2)</li> <li>• Gets cooperation (1)</li> <li>• Delegates tasks (1)</li> <li>• Monitors chefs (food preparation, dishes) (2)</li> <li>• Authority and assistance (2)</li> </ul>	<b>12</b>	
	<b>Time management:</b> <ul style="list-style-type: none"> <li>• Punctuality (1)</li> <li>• Informs chefs of deadlines (times realistic and regularly announced) (2)</li> <li>• Dishes/Courses served on time (2)</li> </ul>	<b>5</b>	
	<b>Controls dishes:</b> <ul style="list-style-type: none"> <li>• Prepares garnishes in advance (2)</li> <li>• Checks dishes (taste and appearance) (2)</li> <li>• Confirms number of portions with chefs and aboyeur as well as number of plates (2)</li> </ul>	<b>6</b>	
	<ul style="list-style-type: none"> <li>• <b>Assessment of chefs: Final dishes</b> (complete, correct, not biased) (3)</li> </ul>	<b>3</b>	
	<b>Line of service:</b> <ul style="list-style-type: none"> <li>• Example plate ready on time (1)</li> <li>• Tasks allocated (1)</li> <li>• Chefs ready, logical flow, smooth/efficient operation of plating dishes (3)</li> </ul>	<b>5</b>	
	<ul style="list-style-type: none"> <li>• Crisis management (1)</li> </ul>	<b>1</b>	
<b>3</b>	<b>PLATING (Garnish and appearance of plates)</b>		
	<ul style="list-style-type: none"> <li>• Neatness of plate – no fingerprints/spilled food (5)</li> <li>• Creative/Original (5)</li> <li>• Consistent plate appearance (all plates look the same) (5)</li> </ul>	<b>15</b>	
<b>4</b>	<b>CLOSING MISE-EN-PLACE</b>		
	<ul style="list-style-type: none"> <li>• Confirms duty list with storekeeper, control chefs, no items standing around (2)</li> <li>• Facilitates cleaning after service is completed (4)</li> </ul>	<b>6</b>	
	<b>Workstations:</b> <ul style="list-style-type: none"> <li>• Checks units for outstanding items (2)</li> <li>• Calls examiner when it is in order, cupboards in order (1)</li> <li>• Cleanliness of workstations (1)</li> <li>• <b>Assessment of chefs' workstations</b> (complete and correct) (2)</li> </ul>	<b>6</b>	
	<ul style="list-style-type: none"> <li>• Checks fridges, stoves, warm drawer, bain-marie, storerooms, lights off, kitchen windows closed (Any 4)</li> </ul>	<b>4</b>	
<b>5</b>	<b>PROFESSIONALISM (Soft skills)</b>		
	<ul style="list-style-type: none"> <li>• <b>Professional behaviour, positive attitude, perseverance and offers assistance</b> (4)</li> </ul>	<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 I: ASSESSMENT – STOREKEEPER/ABOYEUR (Optional)**

Name of school:		Names or numbers of storekeepers				
Name of teacher:						
Date:						
WRITTEN PLANNING		25				
<b>1</b>	<b>PERSONAL APPEARANCE</b>					
	• <b>Chef's uniform:</b> Hat, pants/ankle length skirt and jacket/apron, shoes	(3)	<b>5</b>			
	• <b>Neat appearance:</b> Hair, nails, shaven, no jewellery/make-up, dish cloth, uniform clean	(2)				
<b>2</b>	<b>PRE-PREPARATION</b>					
	Reports stock shortages the day before	(2)	<b>2</b>			
	Does pre-preparation, e.g. defrosting, make clarified butter/stock, soaking of pulses, etc.	(2)	<b>2</b>			
	<b>Issuing of ingredients and extra equipment/plates:</b>		<b>16</b>			
	• Everything put out on time	(4)				
	• Organised and labelled	(4)				
	• Correct measurements – weighing of ingredients, portioning of meat/fish/poultry, etc. checks mise-en place of learners	(4)				
	• FIFO – no wastage	(2)				
	• Organise assessment station for chefs with name cards for chefs' dishes	(2)				
	<b>Butter preparation:</b>		<b>6</b>			
	• Prepare butter portions for restaurant: creative (piped/shaped/curled, flavoured, etc.), neatly done, correct amount (not too much or too little) and correct size	(6)				
<b>3</b>	<b>DURING SERVICE</b>					
	• Cleaning timeously after the chefs have taken ingredients	(4)	<b>20</b>			
	• Controls and organises prepared dishes in refrigerator/bain-marie	(2)				
	• Counts portions per chef: writes on board and in written preparation	(2)				
	• Confirm that total yield per dish corresponds with the number of guests	(2)				
	• Pre-preparation of garnishes	(2)				
	• Handing out of prepared dishes for dishing up (from the bain-marie/fridge)	(2)				
	• Calls out plates/orders to tables; confirms that all guests/examiners are served	(2)				
	• Cleans ingredient cupboards and pack alphabetically	(4)				
	<b>Controls/Organises dishwashing:</b>		<b>5</b>			
	• Organises dishwashing area as well as cutlery and crockery according to type	(3)				
	• Manages chefs/waitrons during dishwashing process (correct method of scraping, separating cutlery and crockery)	(2)				
<b>4</b>	<b>CLOSING MISE-EN-PLACE: FULFILLING AFTER-SERVICE DUTIES</b>					
	• Clean-up organisation: delegates to and controls duties of chefs	(4)	<b>14</b>			
	• Conducts general cleaning of stores and organises cleaning equipment (brooms, mops, trolleys – neat and clean)	(4)				
	• Cleans fridges, removes old food, covers food, organises food (sort together), packaging and labelling of leftover food	(4)				
	• Cleans floor of storeroom	(2)				
<b>5</b>	<b>PROFFESIONALISM (Soft skills)</b>					
	• <b>Professional behaviour:</b> positive attitude/motivated, punctuality, willingness to assist (no loitering), effective teamwork	(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 J: ASSESSMENT – BEVERAGE WAITER  
(NOT more than THREE candidates)**

Name of school:		Names or numbers of beverage waitrons			
Name of teacher:					
Date:					
WRITTEN PLANNING		25			
<b>1</b>	<b>PERSONAL APPEARANCE</b>				
	• <b>Uniform:</b> Trousers/modest skirt, shirt, waistcoat/apron, tie, shoes, service cloth	(3)	<b>5</b>		
	• <b>Neat appearance:</b> hair, nails, shaven, no jewellery, no make-up, uniform clean and tidy	(2)			
<b>2</b>	<b>OPENING MISE-EN-PLACE</b>				
	• Stock-taking beforehand: coffee, tea, juice, cooldrinks	(2)	<b>4</b>		
	• Reports shortages – correct	(2)			
	• Prepares bar dockets and makes sure there are sufficient bar dockets	(2)	<b>5</b>		
	• Checks change in cash box/cash register	(1)			
	• Apparatus (glasses, trays, knives, jugs, etc.)	(1)			
	• Suitable background music	(1)			
	<b>Beverage area/Bar</b>		<b>8</b>		
	• Cleaning of bar, corridor/stoep/service area	(2)			
	• Organise rubbish bins/put in correct place	(1)			
	• Bar neat and organised: glasses, dockets, drinks/cool drinks	(2)			
	• Bathroom: neat and tidy, switch on lights	(1)			
	• Advertising mocktails/drinks list and display	(2)			
	• Cooling of cool drinks and water (jugs)	(2)	<b>6</b>		
	• Makes ice and mixes fruit juice	(2)			
	• Cleaning/Steaming of glasses	(2)			
	<b>Preparation of a non-alcoholic cocktail/mocktail':</b>		<b>18</b>		
	• Correct glasses and enough	(2)			
	• <b>Beverages/drinks/syrups:</b> ready, mixed/blended, cooled	(2)			
	• <b>Garnishes:</b> appropriate/suitable and economical, creative/original and neat	(4)			
	• <b>Appearance of mocktail:</b> attractive, neat/consistent	(2)			
	<b>Set-up welcome drinks area:</b>				
	• <b>Station/ table:</b> Tablecloth/decorated, neat, correct size	(4)			
	• <b>Display of mocktails:</b> neat and attractive/original	(4)			
	<b>Set up the coffee/tea station:</b>		<b>6</b>		
	• Arranges cups, milk, sugar, tea, etc.	(2)			
	• Checks if urn is filled with water and switched on	(2)			
	• Makes coffee/tea/juice/hot chocolate – correct strength	(2)			
<b>3</b>	<b>DURING SERVICE</b>				
	• Efficient serving of drinks and organised flow during service	(4)	<b>4</b>		
	<b>Handling bar dockets:</b>		<b>5</b>		
	• Organised and efficient	(2)			
	• Filled in correctly and correlates with money	(2)			
	• On saucer/In bill folder with peppermint	(1)			
<b>4</b>	<b>CLOSING MISE-EN-PLACE</b>		<b>10</b>		
	• Cleaning: containers, fridge, coffee machine and coffee station, rubbish bin, floor, sink, etc	(5)			
	<b>Puts away equipment:</b>				
	• Glasses	(2)			
	• Drinks – correct places/same types together, neat rows	(3)			
<b>5</b>	<b>PROFESSIONALISM (Soft skills)</b>				
	• Positive attitude, motivated, punctuality, effective communication	(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 bar service procedures.</b>					
<b>TOTAL FOR RESTAURANT SERVICE</b>			<b>75</b>		
<b>GRAND TOTAL</b>			<b>100</b>		

**ADDENDUM K: 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</b>	<b>PERSONAL APPEARANCE</b>		
	<ul style="list-style-type: none"> <li>• <b>Uniform:</b> trousers/modest skirt, shirt, waistcoat/apron, tie, shoes, waiter's cloth (3)</li> <li>• <b>Neat appearance:</b> hair, nails, shaven, jewellery, no make-up, uniform clean and tidy (2)</li> </ul>	<b>5</b>	
<b>2</b>	<b>OPENING MISE-EN-PLACE</b>		
	<b>Control and organisational skills:</b> <ul style="list-style-type: none"> <li>• Clear instructions to waiters (2)</li> <li>• Assists waiters (2)</li> <li>• Well organised (2)</li> <li>• Checks preparation and cleaning (2)</li> </ul>	<b>8</b>	
	<b>Restaurant:</b> <ul style="list-style-type: none"> <li>• Layout of restaurant: practical spacing to allow movement and well-aligned tables (2)</li> <li>• Appearance of restaurant (2)</li> <li>• Neatness (2)</li> <li>• Decorations: Original/Creative (2)</li> <li>• Cost-effective decorations (2)</li> </ul>	<b>10</b>	
	<b>Paperwork:</b> <ul style="list-style-type: none"> <li>• Name stickers – waiters (1)</li> <li>• Table numbers (1)</li> <li>• Menus and drinks list (2) <ul style="list-style-type: none"> <li>- Correct and neat (2)</li> <li>- Creative and attractive (2)</li> <li>- Easy to read and matches the theme (2)</li> </ul> </li> </ul>	<b>10</b>	
	<b>Reception area:</b> <ul style="list-style-type: none"> <li>• Cleaning of area (2)</li> <li>• Preparing (decoration/flowers)/Creativity (5)</li> </ul>	<b>7</b>	
	<ul style="list-style-type: none"> <li>• <b>Assessment:</b> Waiter table and covers– complete and correct (2)</li> </ul>	<b>2</b>	
<b>3</b>	<b>DURING SERVICE (Soft skills)</b>		
	<b>Punctuality:</b> <ul style="list-style-type: none"> <li>• Opening doors at the beginning of function (1)</li> <li>• Serving of dishes without long delays (5)</li> </ul>	<b>6</b>	
	<ul style="list-style-type: none"> <li>• Reception of guests and introduce guests (2)</li> </ul>	<b>2</b>	
	<ul style="list-style-type: none"> <li>• Supervising waiters and other assistance when needed (2)</li> <li>• Smooth service/Organised (2)</li> </ul>	<b>4</b>	
	<ul style="list-style-type: none"> <li>• Liaising with kitchen: giving final number of seated guests and providing list with table numbers and numbers of guests (aboyeur) (2)</li> </ul>	<b>2</b>	
	<ul style="list-style-type: none"> <li>• Crisis management (1)</li> </ul>	<b>1</b>	
	<ul style="list-style-type: none"> <li>• Attitude and communication with guests and waiters (2)</li> </ul>	<b>2</b>	
	<ul style="list-style-type: none"> <li>• <b>Assessment:</b> Waiter- and bar cleaning – complete, correct, not biased (4)</li> </ul>	<b>4</b>	
<b>4</b>	<b>CLOSING MISE-EN-PLACE</b>		
	<ul style="list-style-type: none"> <li>• Checks and helps with cleaning and tidying (restaurant, bathroom and bar) (2)</li> <li>• Closes windows, switches off lights and locks (2)</li> <li>• Stock-taking (checks cutlery and glasses) (2)</li> <li>• Collects table cloths/serviettes/cloths, neatly folded and counted (2)</li> </ul>	<b>8</b>	
<b>5</b>	<b>PROFESSIONALISM (Soft skills)</b>		
	<ul style="list-style-type: none"> <li>• Professional behaviour, positive attitude, perseverance and offers assistance (4)</li> </ul>	<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 restaurant procedures.</b>			
<b>TOTAL FOR RESTAURANT SERVICE</b>		<b>75</b>	
<b>GRAND TOTAL</b>		<b>100</b>	

**ADDENDUM L**

This addendum is **OPTIONAL** and should be adapted to suit the context of the school.

HOSPITALITY STUDIES – PRE-PAT CHECKLIST FOR TEACHERS						
SCHOOL	TEACHER			GRADE	DATE	
<b>CHECKLIST - ✓ if applicable</b>					✓	<b>Reminders</b>
1.	<b>KITCHEN</b> layout:					
	<b>Hand washing area and sanitation</b> before learners start with PAT: sanitiser/soap, towel/paper towel					
	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</b> : wall clock and scales					
	<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</b> layout:					
	<b>Hand washing and sanitation</b> before learners start with PAT: sanitiser/soap, towel/paper towel					
	<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/Teaspoons		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 and Bathroom list</b> : learners sign <b>upon arrival and each time they leave for the bathroom</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>Moderation</b>	<b>TEACHER PAT FILE</b>				
		DBE PAT document		Moderated PAT planning		
		Previous sessions' marks and assessment sheets		Learner evidence: written, marked PAT preparation		
		Empty assessment sheets		Practical lesson mark sheets		
		Working mark sheets		Merit cases: absenteeism		
7.	<b>Warning signs</b> : Exams in progress					
8.	<b>Guest list and seating plans</b>					
9.	<b>SECURITY</b> : learners and guests/locking of gates					

**ADDENDUM M**

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

<b>School:</b>				
<b>Teacher:</b>				
No.	NAME OF LEARNER		Teacher marks	Moderated marks
	List learners alphabetically			
	Surname	Name	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:** \_\_\_\_\_

SCHOOL STAMP

**ADDENDUM N****HOSPITALITY STUDIES PAT MODERATION REPORT 2025***(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 %):		

**T = Teacher****M = Moderator** *(to be completed by the moderator for at least 4 chefs and 2 waiters.)*

NB – Mark out of 100 should include the written preparation



MODERATOR MONITORING SECTION		YES	NO	COMMENT
<b>1.</b>	<b>EDUCATOR PAT FILE</b>			
	2025 PAT guideline document included			
	Teacher PAT planning document (tasks, recipes, criteria of dishes, menu, serving times and teacher memo for written preparation, etc.)			
	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.</b>	<b>LEARNER PAT COMPLIANCE</b>			
	Learners follow hygiene protocol			
	Learners correctly dressed			
	Learners disciplined/respect examination conditions			
	Marked. Written preparation of learners available to use during the PAT			
	All learners' evidence available for moderation			
<b>3.</b>	<b>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 use of 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.</b>	<b>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>				
Teacher:				
District Subject Advisor (Moderator):			Provincial Coordinator (Moderation Monitor):	



# **basic education**

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

## **PRACTICAL ASSESSMENT TASK GRADE 12**

**2025**

### **LEARNER INSTRUCTIONS**

**HOSPITALITY STUDIES: PRACTICAL EXAMINATION**

**GRADE 12: 2025**

**CHEF**

**INTRODUCTION**

The PAT for 2025 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:** \_\_\_\_\_ **ENDING TIME OF PAT:** \_\_\_\_\_

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

<b>CHEF'S NAME:</b>	<b>DATE:</b>
---------------------	--------------

1. Planning of dishes	<b>22:</b>
2. Analysing recipes	<b>3:</b>
<b>TOTAL: 25:</b>	

**1. PLANNING OF THE DISHES YOU WILL PREPARE** **MARKS: 22**

*You may use different colours to indicate different recipes but do the two recipes on separate pages.*

<b>NAME OF DISH/RECIPE 1:</b>			<b>(11)</b>
<b>INGREDIENTS: (1)</b>	<b>Amount required by recipe (1)</b>	<b>Mise-en-place of ingredients (1)</b>	<b>EQUIPMENT: (1)</b> Extra equipment for preparation/cooking/moulding/serving/portioning <i>(those not at your workstation)</i>
			<b>Mise-en-place of equipment (e.g. grease baking tray) (1)</b>
			<b>Number of portions/Yield (1)</b>
<b>Description of dish: (1)</b>			
<b>Oven °C/temperature of stove plate and time/setting time required: (1)</b>			
<b>Cooking method(s): (1)</b>			
<b>Course: (1)</b>		<b>Serving time: (1)</b>	
<b>ASSESSMENT SCALE:</b>			
1 mark = 100% complete and correct;			
0 = incomplete/incorrect information			



**HOSPITALITY STUDIES: PRACTICAL EXAMINATION**

**GRADE 12: 2025**

**WAITRON**

**INTRODUCTION**

The PAT for 2025 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, preparing 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:

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

- 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:** \_\_\_\_\_ **ENDING TIME OF PAT:** \_\_\_\_\_

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

<b>LEARNER 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 \*Number per single cover)

(1) Name of dish (1)	(2) Type of cutlery needed per cover (1)	(3) *Number 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 number 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





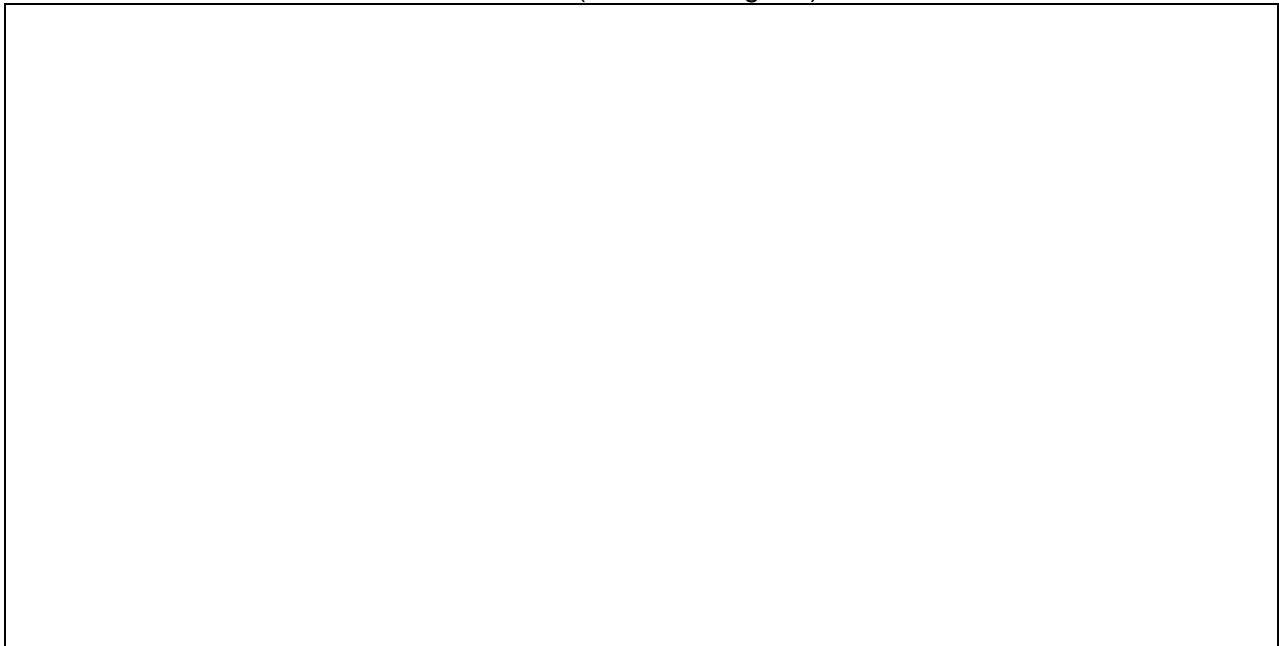
COURSE/ITEM	SERVING TIMES
Bread	(1)
Hors d'oeuvre	(1)
Starter	(1)
Main course	(1)
Dessert	(1)
Coffee and friandise	(1)

(6)

DIVISION OF WORK			
(Cleaning tasks, e.g. sweeping, checking the bathrooms, tidying up, washing up: glasses, cups, saucers, etc., stocktaking, etc.)			
NAMES OF WAITERS (1)	TABLE NO. (1)	BEFOREHAND (1)	AFTER FUNCTION (1)
<b>All waiters should:</b>		(1)	
<b>Bar waiters:</b>		(1)	(1)

(8)

**COVER** (label the diagram)



(5)

**MISE-EN-PLACE**

<b>Tablecloths/Overlays (number/colour)</b> (1)	<b>Napkins (number/colour)</b> (1)
<b>Table decorations</b> (1)	<b>Cutlery and crockery</b> (1)
<b>Entrance hall/Reception desk</b> (1)	
<b>Personal (clothing and any extra, e.g. pen, clipboard, etc.)</b> (1)	

(6)

**MENU AND DRINKS LIST**

**(Paste a menu and wine list here.)**

**CRITERIA:** neat, correct, original, matching theme, spelling

**(10)**

<b>GUEST LIST AND SEATING ARRANGEMENTS</b>				
<b>TABLE NO. AND WAITRON</b> (1)	<b>SURNAMES OF GUESTS</b> (1)	<b>NUMBER OF GUESTS</b> (1)	<b>GUESTS ARRIVED</b> (1)	<b>PAYMENT (OPTIONAL)</b>
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				

(4)

**Attach folio paper with floor plan of tables and bar.**  
(Clear picture, logical/correct, labelled)

(3)

**TOTAL: 50/2**

	25
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<b>NON-ALCOHOLIC COCKTAIL AND GARNISHING SUGGESTION FOR GLASSES</b> Name of drink, picture (correct glass, in colour, garnishing and labelled), neatness, originality <b>(7)</b>	
<b>Cocktail: ingredients and amounts (2)</b>	<b>Ingredients for garnishing (1)</b>
<b>Preparation method (2)</b>	

**STOCK-TAKING FORM ATTACHED (4)**

Do stocktaking before PAT and complete stock on hand at end of restaurant evening.

**SUMMARY OF MONEY:**

Petty cash R\_\_\_\_\_, drinks R\_\_\_\_\_ and tips R\_\_\_\_\_ = TOTAL R\_\_\_\_\_ **(2)**

**TOTAL: 50/2**

	25
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**Exemplar: Drinks order and bar docket** (can be adapted to suit the school scenario)

**Drinks order:** Waiter takes order at table, fills it in and hands it in at the bar

<b>SCHOOL: _____</b>		
<b>DRINKS ORDER</b>		
<b>TABLE NUMBER:</b>	<b>COVERS:</b>	<b>SURNAME OF HOST:</b>
<b>TYPE OF DRINK</b>		<b>NUMBER OF DRINKS ORDERED</b>
<b>DATE:</b>		<b>WAITER:</b>

**Bar docket:** Could be used if a school sells drinks from a drinks list. To be filled in by barman.

<b>SCHOOL: _____</b>			
<b>BAR DOCKET</b>			
<b>TABLE NO:</b>	<b>COVERS:</b>	<b>SURNAME OF HOST:</b>	<b>WAITER:</b>
<b>NUMBER</b>	<b>TYPE OF DRINK</b>	<b>PRICE PER ITEM</b>	<b>TOTAL PER ITEM</b>
<b>TOTAL</b>			
<b>TIP FOR WAITER</b> (money utilised for educational trips or enrichment sessions for learners)			
<b>DATE:</b>		<b>BEVERAGE WAITER/BARMAN:</b>	

**CHEF DE CUISINE/HEAD CHEF PREPARATION**

<b>NAME:</b>			
<b>NUMBER OF GUESTS:</b>			(1)
<b>ANY SPECIAL REQUESTS (e.g. vegan, allergies):</b>			(1)
<b>DIVISION OF CHEF TASKS: Dishes and garnish prepared</b>	<b>NAMES OF CHEFS PERFORMING EACH TASK</b>	<b>EXPECTED YIELD PER DISH PER CHEF (portions/ml)</b>	<b>TOTAL YIELD PER DISH</b>
(4)	(4)	(4)	(2)
			(16)

**KITCHEN ORGANISATION**

<p><b>Diagram: who works where (2)</b></p>	<p><b>Example: name stickers for chefs (2)</b></p>



**SERVING LINE (5)**

(Names of chefs, duties, dishes/garnish to plate (who does what))

(Diagram of plating order: logical and labelled)

**DRAWINGS/PICTURES OF GARNISHING SUGGESTIONS (10)**

**(Discuss with teacher.)**

(Neat, clear, in colour, labelled, original)

<b>INFORMATION BRIEFING AT START OF PAT (5)</b>	
(Points to note, deadlines and serving times, special preparation equipment, plating/portioning utensils, cleaning, etc.)	
<b>All kitchen staff</b>	
<b>Storekeeper/Aboyeur:</b>	
<b>Chefs 1:</b>	<b>Chefs 2:</b>
<b>Chefs 3:</b>	<b>Chefs 4:</b>
<b>LINE DRAWING OF FOOD ITEMS</b>	
(size and shapes of food, e.g. julienne, Duchesse, mushrooms sliced or quartered, size of truffles, meringues)	

**TOTAL: 50/2**

	<b>25</b>
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**ABOYEUR PREPARATION**

<b>NAME:</b>			
<b>NUMBER OF GUESTS:</b>			(1)
<b>ANY SPECIAL REQUESTS (e.g. vegan, allergies):</b>			(1)
<p style="text-align: center;"><b>MENU (8)</b></p> <p>Write down the menu according to rules.</p>	<b>PREPARED DISHES</b>		
	<b>NUMBER OF CHEFS PREPARING EACH DISH (4)</b>	<b>YIELD/ PORTIONS PER CHEF (4)</b>	<b>TOTAL YIELD PER DISH (2)</b>

**(20)**

<b>SERVING SUGGESTION: BUTTER</b>
<p><b>PICTURE/LINE DRAWING (4)</b> (neat, clear, colour, labelled)</p>

<b>MISE-EN-PLACE</b>	
<b>Apparatus used to measure and for pre-preparation of ingredients and butter (4)</b>	<b>Extra apparatus for chefs, e.g. electric mixers, baking trays, moulds (2)</b>
<b>Course/Dishes</b>	<b>Plating equipment, e.g. plates, bowls, piping bottles/bags, spatulas (4)</b>

<b>ALLOCATION OF CLEANING/DISHWASHING TASKS</b>		
<b>NAMES OF CHEFS (2)</b>	<b>ITEMS TO WASH: crockery, cutlery, glasses, etc. (2)</b>	<b>EXTRA DUTIES (4)</b>

(8)





**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**