



**education**

Department:  
Education  
REPUBLIC OF SOUTH AFRICA

**NATIONAL CURRICULUM STATEMENT  
GRADES 10-12 (GENERAL)**

**SUBJECT ASSESSMENT GUIDELINES**

**HOSPITALITY STUDIES**

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## **PREFACE TO SUBJECT ASSESSMENT GUIDELINES**

The Department of Education has developed and published Subject Assessment Guidelines for all 29 subjects of the National Curriculum Statement (NCS). These Assessment Guidelines should be read in conjunction with the relevant Subject Statements and Learning Programme Guidelines.

Writing Teams established from nominees of the nine provincial education departments and the teacher unions formulated the Subject Assessment Guidelines. The draft copies of the Subject Assessment Guidelines developed by the Writing Teams were sent to a wide range of readers, whose advice and suggestions were considered in refining these Guidelines. In addition, the Department of Education field-tested the Subject Assessment Guidelines in 2006 and asked for the comments and advice of teachers and subject specialists.

The Subject Assessment Guidelines are intended to provide clear guidance on assessment in Grades 10 to 12 from 2008.

The Department of Education wishes you success in the teaching of the National Curriculum Statement.



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## **1. PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES**

This document provides guidelines for assessment in the National Curriculum Statement Grades 10 - 12 (General). The guidelines must be read in conjunction with *The National Senior Certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF)* and the relevant Subject Statements. The Subject Assessment Guidelines will be applicable for Grades 10 to 12 from 2008.

The Department of Education encourages teachers to use these guidelines as they prepare to teach the National Curriculum Statement. Teachers should also use every available opportunity to hone their assessment skills. These skills relate both to the setting and marking of assessment tasks.

## **2. ASSESSMENT IN THE NATIONAL CURRICULUM STATEMENT**

### **2.1 Introduction**

Assessment in the National Curriculum Statement is an integral part of teaching and learning. For this reason, assessment should be part of every lesson and teachers should plan assessment activities to complement learning activities. In addition, teachers should plan a formal year-long Programme of Assessment. Together the informal daily assessment and the formal Programme of Assessment should be used to monitor learner progress through the school year.

Continuous assessment through informal daily assessment and the formal Programme of Assessment should be used to:

- develop learners' knowledge, skills and values
- assess learners' strengths and weaknesses
- provide additional support to learners
- revisit or revise certain sections of the curriculum and
- motivate and encourage learners.

In Grades 10 and 11 all assessment of the National Curriculum Statement is internal. In Grade 12 the formal Programme of Assessment which counts 25% is internally set and marked and externally moderated. The remaining 75% of the final mark for certification in Grade 12 is externally set, marked and moderated. In Life Orientation however, all assessment is internal and makes up 100% of the final mark for promotion and certification.

### **2.2 Continuous assessment**

Continuous assessment involves assessment activities that are undertaken throughout the year, using various assessment forms, methods and tools. In Grades 10-12 continuous assessment comprises two different but related activities: informal daily assessment and a formal Programme of Assessment.

### **2.2.1 Daily assessment**

The daily assessment tasks are the planned teaching and learning activities that take place in the subject classroom. Learner progress should be monitored during learning activities. This informal daily monitoring of progress can be done through question and answer sessions; short assessment tasks completed during the lesson by individuals, pairs or groups or homework exercises.

Individual learners, groups of learners or teachers can mark these assessment tasks. Self-assessment, peer assessment and group assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance.

The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. In such instances, a simple checklist may be used to record this assessment. However, teachers may use the learners' performance in these assessment tasks to provide verbal or written feedback to learners, the School Management Team and parents. This is particularly important if barriers to learning or poor levels of participation are encountered.

The results of these assessment tasks are not taken into account for promotion and certification purposes.

### **2.2.2 Programme of Assessment**

In addition to daily assessment, teachers should develop a year-long formal Programme of Assessment for each subject and grade. In Grades 10 and 11 the Programme of Assessment consists of tasks undertaken during the school year and an end-of-year examination. The marks allocated to assessment tasks completed during the school year will be 25%, and the end-of-year examination mark will be 75% of the total mark. This excludes Life Orientation.

In Grade 12, the Programme of Assessment consists of tasks undertaken during the school year and counts 25% of the final Grade 12 mark. The other 75% is made up of externally set assessment tasks. This excludes Life Orientation where the internal assessment component counts 100% of the final assessment mark.

The marks achieved in each assessment task in the formal Programme of Assessment must be recorded and included in formal reports to parents and School Management Teams. These marks will determine if the learners in Grades 10 and 11 are promoted. In Grade 12, these marks will be submitted as the internal continuous assessment mark. Section 3 of this document provides details on the weighting of the tasks for promotion purposes.

### 2.2.2.1 Number and forms of assessment required for Programmes of Assessment in Grades 10 and 11

The requirements for the formal Programme of Assessment for Grades 10 and 11 are summarised in Table 2.1. The teacher must provide the Programme of Assessment to the subject head and School Management Team before the start of the school year. This will be used to draw up a school assessment plan for each of the subjects in each grade. The proposed school assessment plan should be provided to learners and parents in the first week of the first term.

**Table 2.1: Number of assessment tasks which make up the Programme of Assessment by subject in Grades 10 and 11**

SUBJECTS	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Language 1: Home Language	4	4*	4	4*	16
Language 2: Choice of HL or FAL	HL	4*	4	4*	16
	FAL	4*	4	4*	16
Life Orientation	1	1*	1	2*	5
Mathematics or Maths Literacy	2	2*	2	2*	8
Subject choice 1**	2	2*	2	1*	7
Subject choice 2**	2	2*	2	1*	7
Subject choice 3	2	2*	2	1*	7

Note:

\* One of these tasks must be an examination

\*\* If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete 13 tasks in total: 4 tasks in term 1 and 3 tasks in each of terms 2, 3 and 4.

Two of the assessment tasks for each subject must be examinations. In Grades 10 and 11 these examinations should be administered in mid-year and November. These examinations should take account of the requirements set out in Section 3 of this document. They should be carefully designed and weighted to cover all the Learning Outcomes of the subject.

Two of the assessment tasks for all subjects, excluding Life Orientation, should be tests written under controlled conditions at a specified time. The tests should be written in the first and third terms of the year.

The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and varied ways. Examples of assessment forms are debates, presentations, projects, simulations, written reports, practical tasks, performances, exhibitions and research projects. The most appropriate forms of assessment for each subject are set out in Section 3. Care should be taken to ensure that learners cover a variety of assessment forms in the three grades.

The weighting of the tasks for each subject is set out in Section 3.

### 2.2.2.2 Number and forms of assessment required for Programme of Assessment in Grade 12

In Grade 12 all subjects include an internal assessment component, which is 25% of the final assessment mark. The requirements of the internal Programme of Assessment for Grade 12 are summarised in Table 2.2. The teacher must provide the Programme of Assessment to the subject head and School Management Team before the start of the school year. This will be used to draw up a school assessment plan for each of the subjects in each grade. The proposed school assessment plan should be provided to learners and parents in the first week of the first term.

**Table 2.2: Number of assessment tasks which make up the Programme of Assessment by subject in Grade 12**

SUBJECTS	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Language 1: Home Language	5	5*	4*		14
Language 2: Choice of HL or FAL	HL	5	5*	4*	14
	FAL	5	5*	4*	14
Life Orientation	1	2*	2*		5
Mathematics or Maths Literacy	3	2*	2*		7
Subject choice 1**	2	2*	(2*) 3*		(6 <sup>#</sup> ) 7
Subject choice 2**	2	2*	(2*) 3*		(6 <sup>#</sup> ) 7
Subject choice 3	2	2*	(2*) 3*		(6 <sup>#</sup> ) 7

Note:

- \* One of these tasks in Term 2 and/or Term 3 must be an examination
- \*\* If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete 12 tasks in total: 5 tasks in term 1, 4 tasks in term 2 and 3 tasks in term 3.
- # The number of internal tasks per subject differs from 6 to 7 as specified in Section 3 of this document.

Schools can choose to write one or two internal examinations in Grade 12. Should a school choose to write only one internal examination in Grade 12, a scheduled test should be written at the end of the term to replace the other examination. Internal examinations should conform to the requirements set out in Section 3 of this document. They should be carefully designed and weighted to cover all the Learning Outcomes of the subject.

Two of the assessment tasks for all subjects, excluding Life Orientation, should be tests written under controlled conditions at a specified time.

The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and focused ways. Examples of assessment forms are debates, presentations, projects, simulations, assignments, case studies, essays, practical tasks, performances, exhibitions and research projects. The most appropriate forms of assessment for each subject are set out in Section 3.

### 2.3 External assessment in Grade 12

External assessment is only applicable to Grade 12 and applies to the final end-of-year examination. This makes up 75% of the final mark for Grade 12. This excludes Life Orientation which is not externally examined.

The external examinations are set externally, administered at schools under conditions specified in the *National policy on the conduct, administration and management of the assessment of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)* and marked externally.

In some subjects the external assessment includes practical or performance tasks that are externally set, internally assessed and externally moderated. These performance tasks account for one third of the end-of-year external examination mark in Grade 12 (that is 25% of the final mark). Details of these tasks are provided in Section 3.

Guidelines for the external examinations are provided in Section 3.

### 2.4 Recording and reporting on the Programme of Assessment

The Programme of Assessment should be recorded in the teacher's portfolio of assessment. The following should be included in the teacher's portfolio:

- a contents page;
- the formal Programme of Assessment;
- the requirements of each of the assessment tasks;
- the tools used for assessment for each task; and
- record sheets for each class.

Teachers must report regularly and timeously to learners and parents on the progress of learners. Schools will determine the reporting mechanism but it could include written reports, parent-teacher interviews and parents' days. Schools are required to provide written reports to parents once per term on the Programme of Assessment using a formal reporting tool. This report must indicate the percentage achieved per subject and include the following seven-point scale.

<b>RATING CODE</b>	<b>RATING</b>	<b>MARKS %</b>
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 – 29

## 2.5 Moderation of the assessment tasks in the Programme of Assessment

Moderation of the assessment tasks should take place at three levels.

LEVEL	MODERATION REQUIREMENTS
School	The Programme of Assessment should be submitted to the subject head and School Management Team before the start of the academic year for moderation purposes. Each task which is to be used as part of the Programme of Assessment should be submitted to the subject head for moderation before learners attempt the task. Teacher portfolios and evidence of learner performance should be moderated twice a year by the head of the subject or her/his delegate.
Cluster/ district/ region	Teacher portfolios and a sample of evidence of learner performance must be moderated twice during the first three terms.
Provincial/ national	Teacher portfolios and a sample of evidence of learner performance must be moderated once a year.

### 3. ASSESSMENT OF HOSPITALITY STUDIES IN GRADES 10 - 12

#### 3.1 Introduction

Assessment in Hospitality Studies will focus on assessing learners' skills, knowledge and values in:

- Hospitality Concepts
- Health and Safety
- Food Production
- Food and Beverage Service

Teachers are encouraged to use a variety of assessment activities, methods, tools and forms when assessing the practical and theoretical aspects of Hospitality Studies. The particular method and instrument chosen should give learners ample opportunities to demonstrate the attainment of one or more of the Learning Outcomes. This will only be possible if the chosen activities and instruments are appropriate for the target group and the Learning Outcomes being assessed.

Owing to the practical nature of the knowledge, skills and values addressed in Hospitality Studies, some of the learner performances such as the execution of motor skills in the Hospitality Studies classroom and restaurant will need to be observed and assessed by the teacher while the learner is performing the skill. However, learner performance in the subject need not only be assessed during the performance of skills. Written, visual or end products which provide evidence of skills application can be used to assess learner performance in Hospitality Studies

Suggested weighting of Learning Outcomes:

LEARNING OUTCOMES		WEIGHTING (%)
Learning Outcome 1:	Hospitality Concepts	10
Learning Outcome 2:	Safety and Hygiene	15
Learning Outcome 3:	Food Preparation	45
Learning Outcome 4:	Food Service	30
<b>TOTAL</b>		<b>100</b>

#### 3.2 Daily assessment in Grades 10, 11 and 12

In Hospitality Studies, daily assessment activities provide learners with opportunities to develop the skills, knowledge and values required to complete the tasks in the Programme of Assessment. These assessment activities should be reflected in the teacher's lesson planning and should not be seen as separate from the learning activities taking place in the classroom.

While learner progress in daily Hospitality Studies activities does not need to be formally recorded and is not taken into account for promotion or certification purposes, the Hospitality Studies teacher should note the development of learners' knowledge, skills and values, learners' strengths and

weaknesses and additional support required and provided during these activities.

### 3.3 Assessment in Grades 10 and 11

#### 3.3.1 Programme of Assessment in Grades 10 and 11

The Programme of Assessment for Hospitality Studies in Grades 10 and 11 comprises seven tasks which are all internally assessed. The six tasks which are completed during the school year make up 25% of the total mark for Hospitality Studies. The seventh task is the end-of-year assessment component which includes two parts: a Practical Assessment Task (PAT) and a written theory paper. Together these two parts make up the remaining 75%.

PROGRAMME OF ASSESSMENT (400 marks)		
ASSESSMENT TASKS	END-OF-YEAR ASSESSMENT	
25% (100 marks)	75% (300 marks)	
<ul style="list-style-type: none"> <li>• 2 tests</li> <li>• 1 exam (midyear)</li> <li>• 3 other tasks</li> </ul>	PAT	WRITTEN EXAM
	25% (100 marks)	50% (200 marks)
	<ul style="list-style-type: none"> <li>• Main focus LO3&amp;4</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam LO1-4</li> </ul>

In Hospitality Studies the Programme of Assessment consists of two tests, two examinations, A Practical Assessment Task and three other tasks. The three other tasks should not be tests or exams but assignments, investigations, surveys, research or projects. The type of tasks for the three terms should differ.

The table below indicates how to calculate marks for the **report card** for the first three terms.

#### SUGGESTED weighting for the Programme of Assessment for Grade 10 and 11

Annual Assessment Plan					
Term 1		Term 2		Term 3	
<b>Task 1</b>		<b>Task 3</b>		<b>Task 5</b>	
*Other task	50	*Other task	50	Test	50
<b>Task 2</b>		<b>Task 4</b>		<b>Task 6</b>	
Test	50	Midyear exam		*Other task	50
		- Grade 10 (100)			
		- Grade 11 (150)			
<b>Task 7.1</b>		<b>Task 7.1</b>		<b>Task 7.1</b>	
PAT: Task 1	50	PAT: Task 2	50	PAT: Task 3	50
Convert to 100		Convert to 100		Convert to 100	

The three tasks making up the Practical Assessment Task for grade 10 could be done in term 2, 3 and 4 if the teacher wishes to do so. Marks for term 1 would then be reported on theory work only.

The following table indicates how to calculate the **promotion mark** for **term 4**:

### Programme of Assessment for Grade 10 and 11

Programme of Assessment			
Assessment Tasks (25%)		End-of-year Assessment (75%)	
Tasks 1-6		Task 7.1	Task 7.2
Test first term	50	Practical Assessment Task	Written exam 200
Test third term	50	Task 1 50	
*Other task first term	50	Task 2 50	
*Other task second term	50	Task 3 50	
*Other task third term	50		
Midyear exam	100		
Convert to 100		Convert to 100	200
Final mark: 100 + 100 + 200 = 400			

**This final mark is used as the promotion mark, and also for the report card for term 4.**

### 3.3.2 Tests and examinations

The suggested outline for tests and examinations is as follows:

- Tests: Minimum of 50 marks (45 minutes)
- Examinations: Midyear for Grade 10: 100 marks (1½ hours)  
Midyear for Grade 11: 150 marks (2½ hours)  
End-of-year examinations for Grade 10 and 11: 200 marks (3 hours)
- Questions at different cognitive levels

The following is used to compile tests and examination questions encompassing the different cognitive levels:

COGNITIVE LEVELS	WEIGHTING (%)
Knowledge	30
Comprehension	20
Application	30
Analysis, evaluation and synthesis	20

The midyear and end-of-year examination papers should test the knowledge and skills covered in the Hospitality Studies Learning Outcomes. The format of these papers must be similar to the format of the Grade 12 external examination paper. The school must set the papers. The end-of-year paper for Grades 10 and 11 will be one three-hour theory paper.

The suggested outline of the end-of-year examination paper in Grades 10 and 11 is as follows:

CONTENT		MARKS
Section A	Short questions LO1-4	40
Section B	LO1 Hospitality Concepts LO2 Health and Safety	40
Section C	LO3 Food Production (2 questions of 40 marks each)	40 40
Section D	LO4 Food and Beverage Service	40
		<b>200</b>

In sections B, C and D concepts should be integrated when applicable.

### 3.3.3 Practical Assessment Task

The Practical Assessment Task for Grades 10 and 11 consists of a series of three tasks. Each task comprises the preparation and serving of a meal. All evidence generated in the three phases of each task is placed in a portfolio. The mark for the final Practical Assessment Task is obtained by the addition of marks obtained in tasks 1, 2 and 3.

For Grade 10 and 11 the teacher is expected to set the Practical Assessment Task and assess learner performance against the identified criteria. See section 4 for guidance on the format and criteria of Practical Assessment Tasks. Learning Outcomes 3 and 4, the practical component of Hospitality Studies, are used as the core Learning Outcomes for obtaining the mark for the Practical Assessment Task.

Daily assessment in practical work will be done during the 1½ hours continuous teaching time for LO 4 during school hours. From the time allocation of 4 hours per week, 1½ hour should be one continuous period for practical work.

The Practical Assessment Tasks should however be done outside the normal weekly 4 hours allocated to the subject. Functions catered for in the school restaurant should take place to suit the context of the school, for example Saturday mornings for breakfasts, brunches and lunches and evenings/ Saturdays/ Sundays for formal dinners.

### 3.4 Assessment in Grade 12

In Grade 12, assessment consists of two components: a Programme of Assessment which makes up 25% of the total mark for Hospitality Studies and external assessment which makes up the remaining 75%. The Programme of Assessment for Hospitality Studies comprises six tasks which are internally assessed. The external assessment component consists of two parts: an externally set written paper and a Practical Assessment Task. Together these two parts make up the remaining 75% of the total mark for Hospitality Studies.

<b>PROGRAMME OF ASSESSMENT</b>	<b>EXTERNAL ASSESSMENT</b>	
<b>INTERNAL ASSESSMENT TASKS</b>	<b>EXTERNAL TASKS</b>	
<b>25%</b>	<b>75%</b>	
<ul style="list-style-type: none"> <li>• 2 tests</li> <li>• 2 exams (midyear and trial)</li> <li>• 2 other tasks</li> </ul>	<b>PAT</b>	<b>EXAM PAPER</b>
	<b>25%</b>	<b>50%</b>
	<ul style="list-style-type: none"> <li>• Main focus LO3&amp;4</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam LO1-4</li> </ul>

The tasks contained in the Programme of Assessment and External Assessment constitute the annual assessment plan for Grade 12.

The table below indicates how to calculate marks for the **report card** for the first three terms.

### **SUGGESTED weighting for the Annual Assessment Plan for Grade 12**

Annual Assessment Plan					
Term 1		Term 2		Term 3	
<b>Task 1</b>		<b>Task 3</b>		<b>Task 5</b>	
*Other task	50	*Other task	50	Test	50
<b>Task 2</b>		<b>Task 4</b>		<b>Task 6</b>	50
Test	50	Midyear exam	200/2=100	Trial exam	200/2=100
<b>PAT</b>		<b>PAT</b>		<b>PAT</b>	
Task 1	50	Task 2	50	<b>Task 3</b>	<b>50</b>
Convert to 100		Convert to 100		Convert to 100	

In Grade 12 one of the tasks in Term 2 and/or Term 3 must be an internal examination. In instances where only one of the two internal examinations is written in Grade 12, the other examination should be replaced by a test at the end of the term.

The following table indicates how to calculate the school-based assessment mark (25%) and external assessment mark (75%) for **term 4**:

### **Annual Assessment Plan for Grade 12**

Annual Assessment Plan					
Assessment Tasks (25%)			External Assessment (75%)		
Tasks 1-7			PAT		Exam
Test first term	50		Practical Assessment Task		External written exam
Test third term	50		(25%)		(50%)
*Other task first term	50		PAT 1	50	200
*Other task second term	50		PAT 2	50	
Midyear exam	100		PAT 3	100	
Trial exam	100				
Convert to 100			Convert to 100		200
Final mark: 100 + 100 + 200 = 400					

\*Other tasks could be one any of the following: Assignments, investigations, surveys, research and projects. The type of tasks for the three terms should differ.

**This final mark is used as the certification mark.**

### 3.4.1 Programme of Assessment for Grade 12

The Programme of Assessment for Hospitality Studies in Grade 12 comprises six tasks which are internally assessed. Of the six tasks, two tasks are examinations and two are tests. The remaining two tasks should be different forms of assessment such as an assignment and an investigation.

#### *Tests and examinations*

The suggested outline for tests and examinations is as follows:

- Tests: Minimum of 50 marks (45 minutes)
- Examinations: The format of the midyear and the trial examination papers must be similar to that of the external written examination paper
- Questions to cover recommended cognitive levels

The following is used as a guideline to compile tests and examination questions encompassing the different cognitive levels:

COGNITIVE LEVELS	WEIGHTING (%)
Knowledge	30
Comprehension	20
Application	30
Analysis, evaluation and synthesis	20

See Section 3.4.2.2 for details on written exams.

### 3.4.2 External assessment in Grade 12

The external assessment component in Grade 12 consists of a Practical Assessment Task (25%) and an externally set written paper (50%). The theory paper is externally set, marked and moderated. The criteria for the PAT are externally set and externally moderated, while the teacher is expected to set the task and assess learner performance against the given criteria.

#### 3.4.2.1 Practical Assessment Task

The Practical Assessment Task for Grade 12 consists of a series of three tasks. Each task comprises the preparation and serving of a meal. All evidence generated in the three phases of each task is placed in a portfolio. The mark for the final Practical Assessment Task is obtained by the addition of marks obtained in tasks 1, 2 and 3.

Daily assessment in practical work will be done during the 1½ hours continuous teaching time for LO 4 during school hours. From the time allocation of 4 hours per week, 1½ hour should be one continuous period for practical work.

The three tasks making up the Practical Assessment Task should however be done outside the normal weekly 4 hours allocated to the subject. Functions catered for in the school restaurant should take place to suit the context of the

school, for example Saturday mornings for breakfasts, brunches and lunches and evenings for formal dinners.

An external examiner must set the criteria for the Practical Assessment Task for Grade 12. This task, while administered and marked by the Hospitality Studies teacher, will be externally moderated. Learning Outcomes 3 and 4, the practical component of Hospitality Studies, are used as the core Learning Outcome for obtaining the mark for the Practical Assessment Task. The learner should be able to demonstrate applied competence for each of the Assessment Standards.

See section 4 for further details of the Practical Assessment Task.

### 3.4.2.2 Written examinations

For Grade 12, the three-hour end-of-year examination in Hospitality Studies comprises 50% of a learner's total mark, that is, 200 marks, for the subject. The suggested requirements for the external examination paper are indicated below:

CONTENT		MARKS
Section A	Short questions LO1-4	40
Section B	LO1 Hospitality Concepts LO2 Health and Safety	40
Section C	LO3 Food Production (2 questions of 40 marks each)	40 40
Section D	LO4 Food and Beverage Service	40
		<b>200</b>

In sections B, C and D concepts should be integrated when applicable.

### 3.5 Content to be assessed

Assessment addresses the content, which is derived from the Learning Outcomes and Assessment Standards, as set out in the Content Framework. See Appendix A of the Hospitality Studies Learning Programme Guidelines for the Content Framework.

### 3.6 Recording and reporting

In grades 10 – 12 the teacher records in marks against the assessment tasks by using a record sheet and reports in percentages against the subject by using report cards. Refer to the Protocol on Recording and Reporting paragraph 17(1)(iv). Examples of record sheets are included as Appendix 1.

### 3.7 Promotion

For promotion and certification purposes learners should achieve at least a level 2 rating (Elementary achievement: 30-39%) in Hospitality Studies.

### 3.8 Moderation of assessment

All Grade 10 and 11 tasks are internally moderated, while all Grade 12 tasks need to be externally moderated. The subject head for Hospitality Studies or

head of department for Services at the school will generally manage this process.

## **4. THE PRACTICAL ASSESSMENT TASK FOR HOSPITALITY STUDIES**

### **4.1 Purpose**

During the Practical Assessment Task, the learner must demonstrate his/her knowledge and practical ability/skills in the kitchen as a chef, and in the restaurant as a waiter. Learners must demonstrate the ability to set up venues for formal dinners, to produce and present a range of dishes for formal dinners and to apply the correct serving techniques for food and beverage at formal dinners.

### **4.2 Requirements for the task**

1. A functional training kitchen with the necessary equipment
2. A restaurant or function room with the necessary furniture and equipment, where paying guests from the public could be served
3. The necessary equipment and funds – refer to circular S8 of 2006
4. The school should provide the ingredients and other necessities for the Practical Assessment Tasks. After the function the funds spent on the function should be paid back to the school from the income generated during the function, as this subject is self-sustaining
5. Learners must wear the appropriate uniform assigned for their particular role, that is chef or waiter
6. A safe and secure environment must be ensured on the premises after school hours.

### **4.3 Format of the task**

1. The Practical Assessment Task consists of a series of three tasks, one in each of the first three terms.
2. For grade 10, this task could be done in term 2, 3 and 4
3. The mark for the Practical Assessment Task is obtained by adding the marks obtained in tasks 1, 2 and 3. The evidence generated in each task must be kept for moderation. This task will be administered and marked by the Hospitality Studies teacher. The third grade 12 task will be externally moderated on site during the third term
4. Each task consists of a meal prepared in the training kitchen and served in the school restaurant / function room. These meals should be prepared for and served to paying guests, as this subject should be self-sustaining.
5. The tasks should be planned as indicated below, to ensure progression in the three grades

### 4.3.1 Practical Assessment Task for grade 10

Task 1	Task 2	Task 3
Breakfast / Brunch - Buffet style Include amongst others, the following commodities: <ul style="list-style-type: none"> <li>• Cereals</li> <li>• Eggs</li> <li>• Fruit</li> <li>• Scones and/or muffins</li> <li>• Sausages</li> <li>• Dairy products (if applicable)</li> <li>• Teas and coffees</li> </ul>	Light meal, two / three courses Buffet style Chef / waiter Include amongst others, the following commodities: <ul style="list-style-type: none"> <li>• Pasta</li> <li>• Mince meat</li> <li>• Salads and salad dressings</li> <li>• Fruit (if applicable)</li> <li>• Dairy products</li> <li>• Non-alcoholic beverages</li> </ul>	Light meal, three courses Include amongst others, the following commodities: <ul style="list-style-type: none"> <li>• Pasta</li> <li>• Mince meat</li> <li>• Salads and salad dressings</li> <li>• Fruit (if applicable)</li> <li>• Dairy products</li> <li>• Any other to suit the menu</li> <li>• Non-alcoholic beverages</li> </ul>

### 4.3.2 Practical Assessment Task for grade 11

Task 1	Task 2	Task 3
Tea or light meal -Buffet style Include amongst others, the following commodities: <ul style="list-style-type: none"> <li>• Yeast products</li> <li>• Cakes</li> <li>• Biscuits</li> <li>• Tarts/Quiche/pastries</li> <li>• Teas and coffees</li> <li>• Other commodities as necessary</li> </ul>	Light meal, 2 or 3 courses Include amongst others, the following commodities: <ul style="list-style-type: none"> <li>• Poultry</li> <li>• Fish</li> <li>• Rice</li> <li>• Soups and stocks</li> <li>• Sauces</li> <li>• Vegetables</li> <li>• Yeast products</li> <li>• Non-alcoholic beverages</li> </ul>	Light meal, 3 courses Include amongst others, the following commodities: <ul style="list-style-type: none"> <li>• Poultry</li> <li>• Fish</li> <li>• Rice</li> <li>• Soups and stocks</li> <li>• Sauces</li> <li>• Vegetables</li> <li>• Yeast products</li> <li>• Non-alcoholic beverages</li> </ul>

### 4.3.3 Practical Assessment Task for grade 12

Task 1	Task 2	Task
Cocktail function or formal dinner. Include amongst others, the following commodities: <ul style="list-style-type: none"> <li>• Meat</li> <li>• Vegetarian dishes</li> <li>• Choux paste</li> <li>• Pastry</li> <li>• Desserts</li> <li>• Other commodities as necessary</li> <li>• Serving of wine &amp; malt*</li> </ul>	Formal dinner, 4 course Include amongst others, the following commodities: <ul style="list-style-type: none"> <li>• Meat</li> <li>• Vegetarian dishes</li> <li>• Choux paste</li> <li>• Pastry</li> <li>• Desserts</li> <li>• Other commodities as necessary</li> <li>• Serving of wine &amp; malt*</li> </ul>	Formal dinner, 4 courses Include amongst others, the following: <ul style="list-style-type: none"> <li>• Advanced protein dishes</li> <li>• Exotic vegetable dishes</li> <li>• Interesting starch dishes</li> <li>• Advanced sauces</li> <li>• Pastry</li> <li>• Choux pastry</li> <li>• Yeast baking</li> <li>• Gelatin (salad / desserts)</li> <li>• Chocolate work</li> <li>• Advanced garnishing</li> <li>• Serving of wine &amp; malt*</li> </ul>

Note:

\*Learners may substitute the alcoholic beverages with non-alcoholic beverages.

The following gives a more detailed explanation of the techniques to be included in the menu for task 2 (term 2) and task 3 (term 3) for grade 12:

- Preparation of advanced protein dishes, e.g. fish, meat, chicken. Use more than one technique, e.g. stuffed, crumbed, fillet.
- Preparation of exotic vegetable dishes, e.g. Julienne carrots, tied asparagus bundles, potato baskets.
- Preparation of starch dishes with a special technique or variation, e.g. Risotto, couscous, rice-timbale, polenta, Duchesse, Dauphine, croquette.
- Preparation of a minimum of two advanced sauces, sweet or savoury. A soup could replace one sauce.
- One or more of the following: Pastry dishes, sweet or savoury, e.g. puff pastry, phyllo pastry, purr (use ready made pastry) / choux pastry / roulades / crêpes / meringues.
- Preparation of a yeast product.
- The use of gelatine in desserts or salads, e.g. coupe, cheesecake, mousse, terrine, aspic.
- Any delicate, advanced garnishing/decorating, to follow current trends.
- At least four different cooking methods should be applied in each menu.

Analyse the menu of each of the two dinners for grade 12 according to the criteria below, in order to make sure that all the above criteria are met. Use the following format:

Name of dish	Minimum of 4 cooking methods	Advanced protein dishes	Minimum of 2 advanced sauces	Starch dishes with special technique	Exotic vegetable dishes	Pastry/choux/crepes/meringues	Yeast product	Gelatin Dish	Advanced garnishing

#### 4.4 Instructions for the task

1. Set dates for these tasks at the beginning of the academic year, to appear on the school year plan. These are examinations and should be planned to prevent clashes with other school activities. Learners should be informed of these dates at the beginning of the year.
2. The number of learners for a task will be determined by the following
  - The number of Hospitality Studies teachers available for the function. Assessment has to be done in the kitchen as well as in the restaurant.
  - The size of the training kitchen and restaurant of the school.
  - The number of learners per class – refer to Circular S8 of 2006, which stipulates that the number of learners in a Hospitality Studies classroom may not exceed 20.
3. A menu must be set for each of these tasks according to the criteria given above. A new/different menu should be used for each task. These tasks should take place outside the 4 hours per week allocated to the subject. Approximately 5-7 hours are needed for each task.

4. Every grade 10, 11 and 12 learner should be assessed as a chef in two functions, and as a waiter in one. However, the teacher can decide that the effective operation of the restaurant needs one or more of the following positions: Chef De Cuisine, Maitre D'Hotel and store man. The Practical Assessment Task of such a learner must then be chef once, waiter once, and the other position once.
5. Learners must be able to work individually, for example in grade 12 they must be able to prepare two or more dishes with sauces and garnishes on their own. A number of chefs may prepare the same dishes for e.g. 6 – 10 guests, each one working individually.
6. Learners must also be able to work in a team, e.g. two waiters serving their two tables together, so that the guests at the same table could be served their meals at the same time.

#### **4.4.1 The tasks for the Chefs**

1. Divide the menu into equal tasks for the number of chefs. Various types of chefs could be used, each fulfilling their particular role. Chefs must rotate roles at the two dinners where they act as chefs, e.g. a chef who is responsible for the desert and salad in one function, should not make the desert and salad again at the second function, but e.g. meat and vegetables
2. A Chef de Cuisine may be appointed if the teacher wishes to do so
3. Each chef must work individually
4. For grade 12 each chef must prepare two or more dishes with sauces and garnishes on his/her own
5. A number of chefs may individually prepare the same dish for e.g. 6 to 10 guests
6. Chefs preparing the same dishes should not be standing next to each other
7. Chefs could not prepare one large dish together
8. Chefs would determine which dishes would be their responsibility by participating in an allocation process. The teacher should place the tasks (corresponding to the number of chefs) in a box and the learners should draw a task. This draw should take place in the classroom ten school days before the date of the function

#### **4.4.2 The tasks for the Waiters**

1. A Maitre D' Hotel / headwaiter may be appointed. The rest of the learners fulfil the role of waiters.
2. The headwaiter, together with the other waiters in the team for the relevant dinner, must determine the layout of the restaurant according to the number of guests expected. They must then divide the tables between the number of waiters needed for the dinner. Each waiter should serve a minimum of four guests.
3. Waiters must be able to work individually as well as in a team, e.g. two waiters serving two tables together, so that guests at the same table are served simultaneously.
4. Laying of tables should be assessed before the Maitre D'Hotel steps in. The Maitre D'Hotel will then be assessed while pointing out mistakes to the waiter in the presence of the examiner.

## **4.5 Performing the task**

Each task consists of two sections.

### **4.5.1 Planning**

1. Different planning tasks are set for waiters and chefs.
2. The planning task should be handed to the chefs and waiters after the allocation of tasks, 10 school days before the date of the function. Chefs should also receive their recipes
3. Learners will do the planning in the format of a written assignment, starting after the tasks have been allocated, and handed in 7 school days before the function, on dates set by the school

### **4.5.2 The function (approximately 5-7 hours)**

This has three phases:

1. Preparation, commencing a maximum of 4 hours before the start of the function. Preparation of food, preparing the venue, laying the tables, etc. should take place during this time. The time depends on the size of the restaurant and the number of guests. No preparation of the venue, food or beverages should be done beforehand.
2. Serving food / beverages
3. Clearing up after the guests have left.

## **4.6 Assessment**

The teacher should mark the written planning before the function takes place. The assessment tools provided should be used. The corrected planning should be handed back to the learner to use during the preparation for the function. The planning assignments for grade 12 should be kept for external moderation. Teachers should evaluate the performance of the chefs and waiters during the function by observation. The assessment tools included may be used. It may be difficult for the teacher to evaluate in the kitchen and restaurant simultaneously. A teacher other than a Hospitality Studies teacher could be trained to evaluate the performance of the waiters in the restaurant. The same teacher should be used for all the functions, to ensure consistency. Such a teacher should be given this task by the principal.

## **4.7 Moderation for grade 12**

The following should be handed in to the Hospitality Studies Subject Advisor in the last week of the first term for approval:

1. The menus for the dinners for task 2 and 3 (term 2 and 3).
2. Analysis of the menu as indicated.
3. The relevant recipes.
4. The division of the menu into appropriate tasks for the individual chefs.
5. The number of the chefs and the dishes each chef will make.
6. The dates and times on which all the grade 12 functions will take place.
7. The assessment tools for the other positions, if used (Chef De Cuisine, Maitre D'Hotel and store man).

The Subject Advisor will moderate the third task in the third term on site:

1. The teacher should prepare a set of assessment tools (one per learner) for the moderator prior to the function
2. The moderator will verify the correctness of the assessment tools
3. Teachers and moderators should not sit at a table in the restaurant, but move from kitchen to restaurant. Each chef should dish up and garnish a small portion of the dishes he/she prepared on a suitable plate and present to the teacher and moderator in the kitchen for evaluation.
4. The moderator will assess a minimum of three chefs and three waiters independently from the teacher, using the same assessment tools as the teacher, and compare marks afterwards. A block adjustment can then be made if necessary.

#### EXAMPLE OF ASSESSMENT TOOL FOR CHEFS GRADE 12

Preparation and production			Comments
<b>1. <i>Mise-en-place</i></b>			
<ul style="list-style-type: none"> <li>• Collect all ingredients 1</li> <li>• Arrange in order of use 1</li> <li>• Prepare ingredients where necessary 1</li> <li>• Collect all equipment 1</li> <li>• Equipment must be clean and in working order 1</li> </ul>	5		
<b>2. Correct use of equipment, including measuring equipment and use of stove</b>			
<ul style="list-style-type: none"> <li>• Choose correct equipment 1</li> <li>• Use equipment safely and correctly 1</li> <li>• Measure accurately, using correct equipment 2</li> <li>• Use stove and oven correctly for cooking method 1</li> </ul>	5		
<b>3. Recipe interpretation. Preparation and cooking methods: Product 1</b>			
Subtract one mark for every mistake	10		
<ul style="list-style-type: none"> <li>• Follow recipe accurately</li> <li>• Use correct preparation procedures and cooking methods</li> <li>• Able to complete dish without assistance from teacher or other learners.</li> </ul>			
<b>4. Recipe interpretation. Preparation and cooking methods: Product 2</b>			
Subtract one mark for every mistake	10		
<ul style="list-style-type: none"> <li>• Accurate interpretation of recipe</li> <li>• Correct preparation procedures and cooking methods applied</li> <li>• Able to complete dish without assistance from teacher or other learners</li> </ul>			
<b>5. Maintenance of hygienic standards. Hygienic handling of food and equipment</b>			
<ul style="list-style-type: none"> <li>• Handling of equipment after use 2</li> <li>• Work surface neat &amp; clean 2</li> <li>• Wash dishes in warm, clean water, rinse 2</li> <li>• Clean dishcloths, not lying around 2</li> <li>• Proper waste disposal 2</li> </ul>	10		
<b>6. Personal appearance and hygiene</b>			
<ul style="list-style-type: none"> <li>• Chef's hat, clean and neat 1</li> <li>• Chef's jacket, clean and neat 2</li> <li>• Hair, hands, nails clean and neat 2</li> </ul>	5		

7. Efficient use of time.		15	
• Excellent conceptualisation of time schedule	2		
• Integrate steps of recipes. Work on products simultaneously	2		
• Do plating and garnishing at the correct time	4		
• No overcooking or leaving to stand for reheating	2		
• Coordinating with other chefs	2		
• No hanging around, talking	3		
Excellent crisis management if a crisis occurs + 2 marks (includes noticing a crisis elsewhere and offers to assist)			
8.1 Evaluation of final products: Product 1: <i>(insert name)</i>		15	
<b>Teacher must insert memo</b> to describe the expected appearance, taste and texture of the product, according to the characteristics of the product. Include appropriate garnishing			
8.2 Evaluation of final products: Product 2: <i>(insert name)</i>		15	
<b>Teacher must insert memo</b> to describe the expected appearance, taste and texture of the product, according to the characteristics of the product. Include appropriate garnishing			
9 Fulfilling duties after the function		10	
• Proper cleaning of own workplace	2		
• Clearing, cleaning and storing of ingredients and equipment	2		
• Washing dishes (own and that of guests)	2		
• Sweeping, closing windows, etc.	2		
• Staying until kitchen is locked up	2		
<b>Total</b>		<b>100</b>	

**EXAMPLE OF ASSESSMENT TOOL FOR WAITERS GRADE 12**

<b>Service</b>			<b>Comments</b>
<b>1. Laying of tables</b>			
<ul style="list-style-type: none"> <li>• Setting up the venue. Cleaning, sweeping, etc. 4</li> <li>• Placing of tables: Free movement between tables, for easy service 2</li> <li>• Tablecloth correct. Overlay placed correctly (if relevant) Ironed 3</li> <li>• Folding and placement of serviettes 3</li> <li>• All covers at the table correct and the same 3</li> <li>• Placement of additional items correct 2</li> <li>• Decoration 3</li> </ul>	20		
<b>2. Efficiency of service and clearing of four courses of the menu</b>			
<ul style="list-style-type: none"> <li>• Carrying and handling of plates 4</li> <li>• Serving guests (placing plates on the table) 4</li> <li>• Clearing and carrying empty plates 4</li> <li>• Crumbing down 4</li> <li>• Communication with guests (Being available without being in their way) 2</li> <li>• Cooperation with other waiters 2</li> </ul>	20		
<b>3. Efficiency of beverage service and clearing</b>			
<ul style="list-style-type: none"> <li>• Carrying of soft drinks and/or malt 3</li> <li>• Serving of soft drinks and/or malt 3</li> <li>• Opening of wine / simulation 3</li> <li>• Serving of wine / simulation 3</li> <li>• Serving of coffee / tea 3</li> </ul>	15		
<b>4. Handling of guests</b>			
The welcome and seating of guests 2	10		
Taking of orders for beverages 2			
Recognition of host 2			
Attentiveness and availability 2			
Method in which customers are addressed 2			
<b>5. Personal appearance and uniform.</b>			
<ul style="list-style-type: none"> <li>• Trousers / skirt 1</li> <li>• Shirt and waistcoat if relevant) 1</li> <li>• Tie and shoes 1</li> <li>• Hair, hands and nails 1</li> <li>• Waiter's cloth 1</li> </ul>	5		
<b>6. Fulfilling duties after service</b>			
<ul style="list-style-type: none"> <li>• Proper clearing of own tables 2</li> <li>• Clearing of beverages, tea and coffee counters 2</li> <li>• Assist with dishwashing 2</li> <li>• Sweeping, closing windows, etc. 2</li> <li>• Staying until restaurant is locked up 2</li> </ul>	10		
<b>Total</b>	80		

### EXAMPLE: MARKING TOOL FOR CHEFS GRADE 10 AND 11

Criteria and analysis of criteria	Mark	Chef 1	Chef 2	Chef 3	Chef 4	Chef 5
<i>Mise-en-place</i> <ul style="list-style-type: none"> <li>• Collect all ingredients</li> <li>• Arrange in order of use</li> <li>• Prepare ingredients where necessary</li> <li>• Collect all equipment</li> <li>• Equipment must be clean and in working order</li> </ul>	5					
Equipment <ul style="list-style-type: none"> <li>• Choose correct equipment</li> <li>• Use equipment safely and correctly</li> <li>• Measure accurately, using correct equipment</li> <li>• Use stove and oven correctly</li> </ul>	10					
Recipe interpretation <ul style="list-style-type: none"> <li>• Accurate interpretation of recipe</li> <li>• Correct preparation techniques and cooking methods</li> <li>• Able to complete dish without assistance</li> </ul> Penalise with one mark for every mistake	10					
Hygiene <ul style="list-style-type: none"> <li>• Handling of equipment after use</li> <li>• Work surface neat and clean</li> <li>• Warm, clean water for dishwashing. Rinse</li> <li>• Clean dishcloths, not lying around</li> <li>• Disposal of waste</li> </ul>	10					
Personal appearance and hygiene <ul style="list-style-type: none"> <li>• Chef's jacket and/or apron, hat</li> <li>• Hair, hands, nails</li> <li>• No unhygienic habits</li> </ul>	5					
Efficient use of time <ul style="list-style-type: none"> <li>• Conceptualisation of time schedule</li> <li>• Work on products simultaneously</li> <li>• Do plating and garnishing at the correct time</li> <li>• No overcooking or reheating</li> <li>• No hanging around, loafing</li> </ul> Good crisis management +2 marks (e.g. noticing a crisis elsewhere and offers to assist)	10					
Evaluation of final products <ul style="list-style-type: none"> <li>• Appearance, taste and texture of the product, according to the characteristics of the specific product</li> <li>• Appropriate garnishing</li> </ul>	20					
Fulfilling duties after the function <ul style="list-style-type: none"> <li>• Proper cleaning of own workplace</li> <li>• Clearing, cleaning and storing of ingredients and equipment</li> <li>• Washing dishes (own and that of guests)</li> <li>• Sweeping, closing windows, etc</li> <li>• Staying until kitchen is locked up</li> </ul>	10					
Total	80					

The planning task could count 20 marks

**APPENDIX 1**

**EXAMPLE OF A RECORD SHEET FOR TERM MARKS  
GRADE 10 and 11**

SUBJECT: \_\_\_\_\_

GRADE: \_\_\_\_ CLASS: \_\_\_\_

NAME OF TASK		TERM 1					TERM 2					TERM 3				
		Task 1	Task 2: Test	PAT	TOTAL	CONVERT	Task 3	Task 4: Mid-year exam	PAT	TOTAL	CONVERT	Task 5	Task 6: Test	PAT	TOTAL	CONVERT
TOTAL MARKS		50	50	50	150	100	50	200	50	300	100	50	50	50	150	100
DATE OF ASSESSMENT																
LEARNERS' NAMES		MARK														
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**EXAMPLE OF A RECORD SHEET FOR PROMOTION MARKS  
GRADE 10 AND 11**

**SUBJECT:** \_\_\_\_\_

**GRADE:** \_\_\_\_\_ **CLASS:** \_\_\_\_\_

NAME OF TASK	6 Tasks								PAT					Exam	Promotion Mark	
	Task 1	Task 2: Test	Task 3	Task 4: Mid-year exam	Task 5	Task 6: Test	TOTAL	CONVERT	PAT 1	PAT 2	PAT 3	TOTAL	CONVERT	Final Exam	TOTAL	%
TOTAL MARKS	50	50	50	150	50	50	400	100	50	50	50	300	100	200	400	100
DATE OF ASSESSMENT																
LEARNERS' NAMES	MARK															
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**EXAMPLE OF A RECORD SHEET FOR TERM MARKS  
GRADE 12**

**SUBJECT:** \_\_\_\_\_

**GRADE:** \_\_\_\_ **CLASS:** \_\_\_\_

NAME OF TASK		TERM 1					TERM 2					Term 3				
		Task 1	Task 2: Test	PAT	TOTAL	CONVERT	Task 3	Task 4: Mid-year exam	PAT	TOTAL	CONVERT	Task 5: Test	Task 6: Trial exam	PAT	TOTAL	CONVERT
TOTAL MARKS		50	50	50	150	100	50	200	50	300	100	50	200	50	300	100
DATE OF ASSESSMENT																
LEARNERS' NAMES		MARK														
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**EXAMPLE OF A FINAL RECORD SHEET FOR INTERNAL ASSESSMENT  
GRADE 12**

**SUBJECT:** \_\_\_\_\_

**GRADE:** \_\_\_\_ **CLASS:** \_\_\_\_

NAME OF TASK		25% Internal Assessment: 6 Tasks							25% External Assessment: PAT					
		Task 1	Task 2: Test	Task 3	Task 4: Mid-year exam	Task 5: Test	Task 6: Final exam	TOTAL	CONVERT	PAT 1	PAT 2	PAT 3	TOTAL	CONVERT
TOTAL MARKS		50	50	50	100	50	100	400	100	50	50	50	300	100
DATE OF ASSESSMENT														
LEARNERS' NAMES		MARK												
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