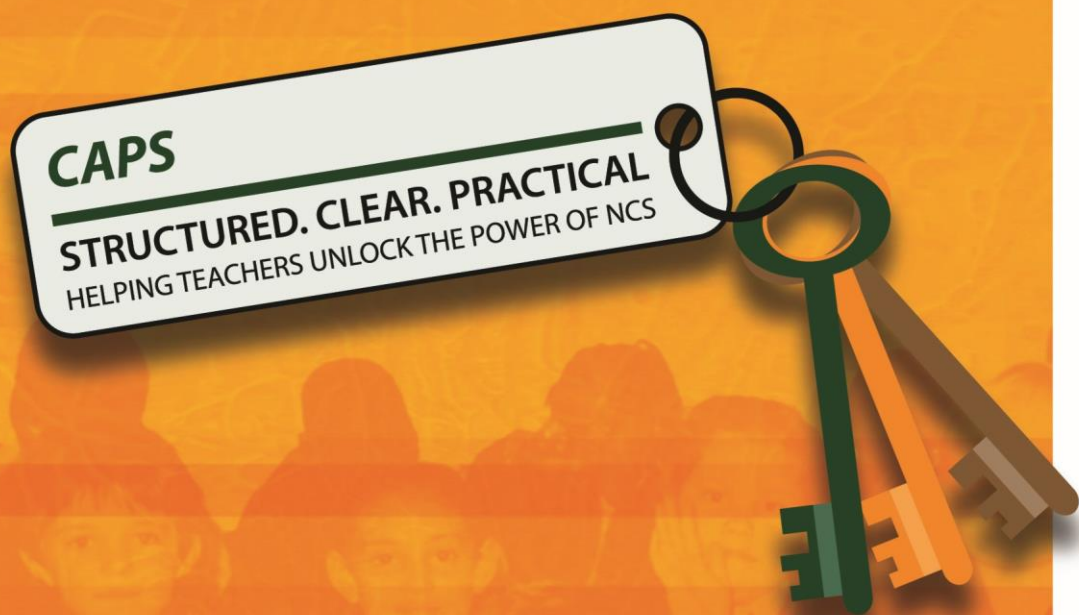


*National Curriculum Statement (NCS)*

*Curriculum and Assessment  
Policy Statement*



*Further Education and Training Phase  
Grades 10-12*

## SECTION 4

## 4.1 Introduction

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment.

**It involves four steps:** generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development to improve the process of learning and teaching. Assessment involves activities that are undertaken throughout the year.

**In Grades 10–12 assessment** comprises of two different but related activities: namely *informal assessment* (assessment for learning= Formative assessment) and *formal assessment* (assessment of learning= Summative assessment).

*“When the cook tastes the soup, that’s formative assessment.  
When the customer tastes the soup, that’s summative assessment.” - Paul Black*

<p style="text-align: center;"><b>FORMATIVE ASSESSMENT</b></p> <p style="text-align: center;"><b>Assessment for Learning</b> (Also known as <i>Informal Assessment</i> or <i>Daily Assessment</i>)</p>	<p style="text-align: center;"><b>SUMMATIVE ASSESSMENT</b></p> <p style="text-align: center;"><b>Assessment of Learning</b> (Also known as <i>Formal Assessment</i>)</p>
<p>Formative assessment refers to a wide variety of methods that a teacher can use to evaluate a learner's comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessments helps a teacher <b>to identify concepts</b> that a learner is struggling to understand, <b>skills</b> they are not yet able to master, or <b>learning standards</b> they have not yet achieved, so that adjustments can be made to lessons, instructional techniques, and <b>academic support</b>.</p> <p>In summary, informal assessment is used to inform in-process teaching and learning modifications.</p> <p>When formative assessment helps a teacher to identify learning needs and problems, in many cases the assessment also helps the learner to develop a stronger understanding of their own academic strengths and weaknesses.</p> <p><b>Types of Formative Assessment</b> do not have to be tests only. They can be a range of methods that make learners' skills and understanding of content visible.</p>	<p>Summative assessment is designed to assess what level of <b>knowledge</b> and <b>skills</b> learners have achieved <b>by the end</b> of a unit of work, a school term, a school year, or phase of schooling.</p> <p>This is generally an exam/test but does not have to be. It can be a range of methods that assess both the product and process.</p>

For example, a formative-assessment technique could be as simple as a teacher asking students to raise their hands if they feel they have understood a newly introduced concept, or it could be as sophisticated as having students complete a self-assessment of their own writing (typically using a rubric outlining the criteria) that the teacher then reviews and comments on.

**The main differences between formative and summative assessment are:**

<b>FORMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
<ol style="list-style-type: none"> <li>1. Conducted in class DURING the learning process</li> <li>2. Determines the learners' level of UNDERSTANDING at a particular stage in the learning process/lesson.</li> <li>3. Provides immediate feedback (to the teacher as well as the learner)</li> <li>4. Informal assessment is not necessarily marked or recorded.</li> <li>5. Not regarded as high-stakes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Conducted at the END of a unit, term, year.</li> <li>2. Determines ACHIEVEMENT LEVELS/ PERFORMANCE (not necessarily an indication of learning/understanding)</li> <li>3. Provides information to learners, parents, teachers, school and education system; Results are announced after some time, usually without individual feedback to learner.</li> <li>4. Formal assessment is marked and recorded.</li> <li>5. Marks awarded and recorded</li> <li>6. High-stakes - used for progression, promotion, certification, assignment to classes, selection, e.g. to school/university programmes</li> </ol>
<p><i>Written and developed by Dr Marion Joseph and Ellouise Richter</i></p>	

School-based assessment (SBA) is a form of assessment which is embedded in the teaching and learning process and is an integral part of learners' preparation for the final examinations.

**SBA has a number of important characteristics which distinguishes it from other forms of assessment:**

- It involves the teacher from the beginning to the end: from planning the assessment programme, to identifying and/or developing appropriate assessment tasks right through to making the assessment judgments.
- It allows for the collection of a number of samples of learner performance over a period of time.
- It can be adapted and modified by the teacher to match the teaching and learning goals of the particular class and learners being assessed.
- It is carried out in the classrooms and is conducted by the learners' own teacher.
- It involves learners more actively in the assessment process, especially if self and/or peer assessment is used in conjunction with teacher assessment.
- It allows the teacher to give immediate and constructive feedback to learners.
- It stimulates continuous evaluation and adjustment of the teaching and learning programme.
- It complements other forms of assessment, including external examinations.

**The FIVE steps required for quality School-Based Assessment programme**

**Step 1: Generating and collecting evidence of learners' performance**

This is done through the various assessment tasks given to learners by the teacher.

**Step 2: Assessing learners' performance**

This is achieved when the teacher marks the learners' responses using an appropriate assessment tool in order to arrive at a mark which indicates the learners' understanding of the topic(s) covered by the assessment task.

**Step 3: Recording learners' performance**

The teacher records the learners' marks to track their progress throughout the year and also records specific challenges experienced by the learners in order to plan intervention.

**Step 4: Analysing learners' performance to improve the process of learning and teaching**

By analysing learner responses, the teacher may choose to repeat certain aspects of the content or use a variety of strategies to improve learning. This can be followed by extended opportunities for learners to improve their learning.

**Step 5: Feedback to learners**

Feedback from the teacher is essential to improve the learners' confidence, self-awareness and enthusiasm for learning. It should be done in such a way that it maximises the learners' potential at different stages of the learning and teaching process.

### The THREE functions of a quality assessment programme

- ASSESSMENT **FOR** LEARNING — teachers monitor learners' progress to inform their teaching
- ASSESSMENT **AS** LEARNING — learners reflect on their progress to inform their future learning
- ASSESSMENT **OF** LEARNING — teachers use evidence of learners' performance to make judgments on learner achievement against clearly stated standards.

**School-based Assessment needs to be continuous and integrated naturally into every stage of the teaching-learning cycle, not just at the end.**



Source: <http://www.hkeaa.edu.hk>

### The difference between formative and summative assessment

School-based assessment tasks can be used for *formative* as well as *summative* purposes.

#### Summative assessment

Refers to more formal planned assessments at the end of a unit or term / year which are used primarily to assess learners' progress.

#### Formative assessment

Is usually more informal and more frequent, involving the gathering of information about learners and their learning needs **while they are still learning**.

Formative assessment has two key functions: **informing** and **forming**.

In other words, formative assessment shapes the decisions about what to do next, by helping the teacher to select what to teach in the next lesson, or even in the next moment in the lesson and the learners to understand what they have learnt and what they need to learn next.

## 4.2 Informal assessment

Assessment for learning has the purpose of continuously collecting information on learners' achievement that can be used to improve their learning.

Informal assessment is the daily monitoring of learners' progress and can be done through questions and answers; short written activities completed during the lesson e.g. class tests, homework exercises, case studies, work sheets etc. **Open book tests may be used to strengthen the learner's ability to answer higher order questions.**

**An open-book test requires the learner to find information and tests higher order thinking skills. Open-book tests should not include only short questions and also requires different setting techniques than an ordinary test.**

**Informal assessment should not be separated from the learning activities** taking place in the classroom **every day**. Learners or teachers can mark these assessment tasks. Self-assessment and peer assessment actively involve learners in assessment. This is important as it allows learners to learn from and reflect on their own performance.

The results of the informal 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 the daily assessment tasks** to provide verbal or written feedback to learners, the school management team **and/or** parents. This is particularly important if barriers to learning or poor levels of participation are encountered. The results of informal assessment tasks are not ***taken into account for promotion and certification purposes***. **It is important to note that all topics and sub-topics must be included for assessment in the Grade's current academic year.**

**It is compulsory to complete the informal Practical Skills Lessons in Grades 10 & 11 in Term 1.**

## 4.3 Formal assessment

### 4.3.1 Formal assessment requirements

All assessment tasks that make up a **formal programme of assessment** for the year are regarded as formal assessment. Formal assessment tasks are marked and formally recorded by the teacher for progression and for certification purposes. All formal assessment tasks are subject **to different levels of** moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. Examples of formal assessments include projects, presentations, demonstrations, **performance based tasks**, tests, examinations, practical tasks, **skills tests etc.** **Formal assessment tasks**, form part of a year-long formal **Programme of Assessment** in each grade and subject. **All topics must be included for formal assessment at least once during the academic year.**



Table 1b Formal Assessment Grade 12			
Term 1	Term 2	Term 3	Term 4 Promotion mark
<b>Task 1</b> Test 75%  <b>Task 2</b> Three (3) Practical Lessons One (1) Skills Test 25%	<b>Task 3</b> Mid-year examination 75%  <b>Task 4</b> Three (3) Practical Lessons One (1) Skills Test 25%	<b>Task 5</b> Trial Examination 100%	$\text{Term 1} + \text{Term 2} + \text{Term 3} = 300 \div 3 = 100$  <b>PAT =100</b> <b>NSC Examination paper =200</b>
<b>100</b>	<b>100</b>	<b>100</b>	<b><math>400 \div 4 = 100</math></b>

\* In Grade 12 only one internal examination is compulsory.

Schools may therefore write both exams; **or** replace one of the exams with a test (Grade 10 and 11) at the end of the term 3. **This test will have the same weighting as the exam, and must cover a substantial amount of work.**

#### 4.3.2 Types of formal assessment for Hospitality Studies

##### Tests

- A test for formal (summative) assessment **may** NOT comprise of a series of smaller tests. This creates an overload of assessment by adding the additional layers of assessment.
- A substantial amount of content must be included for assessment and the duration should be 60 to 80 minutes.
- It is compulsory to include scenario / case study-based questions that require:
  - Longer reflective responses in a paragraph format.
  - Higher order thinking skills that require substantiating evidence/motivations /arguments.
- Each test must cater for a balanced range of cognitive levels as well as align to the prescribed range for levels of difficulty.
- An item and error analysis of learner performance must be completed after marking a formal assessment task. The purpose of the analysis is to expose a lack of knowledge and understanding or poorly developed skills. It further assists to identify the most suitable intervention strategy to improve the level of knowledge and understanding to improve learner performance.



SUGGESTED WEIGHTING FOR COGNITIVE LEVELS	
Cognitive level	Percentage
<b>Lower order:</b> Remembering	<b>30 %</b>
<b>Middle order:</b> Understanding 20% Applying 30%	<b>50%</b>
<b>Higher order:</b> Analysing / Evaluating and Creating	<b>20%</b>

SUGGESTED WEIGHTING FOR LEVELS OF DIFFICULTY	
Levels of Difficulty	Percentage
<b>Easy</b>	<b>30 %</b>
<b>Moderate</b>	<b>50%</b>
<b>Difficult</b>	<b>20%</b>

The mark allocation and suggested weighting of topics according to time spent per topic for tests is indicated in the tables that follow.

TASK 1: MARCH TEST		Grade 12	
	Content	Marks (minimum)	Teaching time
<b>Section A</b> Question 1	Short questions (all topics) <i>Compulsory: Include a variety of question types</i>	20	
<b>Section B</b> Question 2	Hygiene	10	1 week
<b>Section C</b> Question 3	Nutrition and Menu Planning,	30	4 weeks
Question 4	Food Commodities	30	4 weeks
<b>Section D</b> Question 5	Food and Beverage Service	10	1 week
<b>TOTAL</b>		<b>100</b>	
<b>TIME</b>		1.5 hours	

<b>TASK 1: MARCH TEST</b>		<b>Grade 11</b>	
	<b>Content</b>	<b>Marks (minimum)</b>	<i>Teaching time</i>
<b>Section A</b> Question 1	Short questions (all topics) <i>Compulsory: Include a variety of question types</i>	20	
<b>Section B</b> Question 2	Kitchen and Restaurant operations, Hygiene	30	<i>4 weeks 1 week</i>
<b>Section C</b> Question 3	Nutrition and Menu Planning, Food Commodities	30	<i>3 weeks 2 weeks</i>
<b>TOTAL</b>		<b>80</b>	
<b>TIME</b>		<i>1 hour</i>	

<b>TASK 1: MARCH TEST</b>		<b>Grade 10</b>	
	<b>Content</b>	<b>Marks (minimum)</b>	<i>Teaching time</i>
<b>Section A</b> Question 1	Short questions (all topics) <i>Compulsory: Include a variety of question types</i>	15	
<b>Section B</b> Question 2	Kitchen and Restaurant operations, Hygiene	30	<i>4 weeks 1 week</i>
<b>Section C</b> Question 3	Nutrition and Menu Planning, Food Commodities	20	<i>1 week 2 weeks</i>
<b>Section D</b> Question 4	Sectors and Careers	10	<i>2 weeks</i>
<b>TOTAL</b>		<b>75</b>	
<b>TIME</b>		<i>1 hour</i>	

<b>TASK 4: SEPTEMBER TEST</b>		<b>Grade 11</b>	
<i>Amended Teaching Plan for Term 3</i>			
	<b>Content</b>	<b>Marks (minimum)</b>	<i>Teaching time</i>
<b>Section A</b> Question 1	Short questions (all topics) <i>Compulsory: Include a variety of question types</i>	20	
<b>Section B</b> Question 2	Hygiene Safety and Security	30	3 weeks 1 week
<b>Section C</b> Question 3	Nutrition and Menu Planning	25	3 weeks
Question 4	Food Commodities	25	3 weeks
<b>TOTAL</b>		<b>100</b>	
<b>TIME</b>		<i>1.5 hours</i>	

<b>TASK 4: SEPTEMBER TEST</b>		<b>Grade 10</b>	
<i>Amended Teaching Plan for Term 3</i>			
	<b>Content</b>	<b>Marks (minimum)</b>	<i>Teaching time</i>
<b>Section A</b> Question 1	Short questions (all topics) <i>Compulsory: Include a variety of question types</i>	15	
<b>Section B</b> Question 2	Nutrition and Menu Planning	20	3 weeks
<b>Section C</b> Question 3	Food Commodities	20	3 weeks
<b>Section D</b> Question 4	Food and Beverage Service	25	4 weeks
<b>TOTAL</b>		<b>80</b>	
<b>TIME</b>		<i>1 hour</i>	

### Examinations

- For Grade 12, the three –hour end of year NSC examination in Hospitality Studies (200 marks) comprises 50% of a learner’s total mark.

- In Grade 12, only Grade 12 content will be assessed, but prior knowledge from Grades 10 and 11 may be necessary to interpret and answer some of the questions.
- Each question paper must cater for a balanced range of cognitive levels as well as align to the prescribed range for levels of difficulty.
- The mark allocation to weight the content for June, Trial and November examination papers in all grades are indicated in the tables that follow.

<b>TASK 2: JUNE EXAMINATION</b>			<b>Grade 10</b>
	<b>Content</b>	<b>Marks (minimum)</b>	<i>Teaching time</i>
<b>Section A</b> Question 1	Short questions (all topics) <i>Compulsory: Include a variety of question types</i>	20	
<b>Section B</b> Question 2	Kitchen and Restaurant operations Term 1 Topic Hygiene Term 1 Topic	10	
<b>Section C</b> Question 3	Nutrition and Menu planning Term 1 Topic Food Commodities Term 1 Topic Term 2 Topics	25	
Question 4	Food Commodities Term 2 Topics	25	<i>5 weeks</i>
<b>Section D</b> Question 5	Sectors and Careers Term 1 Topic Food and Beverage Service Term 2 Topic	20	<i>2 weeks</i>
<b>TOTAL</b>		<b>100</b>	
<b>TIME</b>		<i>1.5 hours</i>	

<b>TASK 2: JUNE EXAMINATION</b>		<b>Grade 11</b>	
	<b>Content</b>	<b>Marks (minimum)</b>	<i>Teaching time</i>
<b>Section A</b> Question 1	Short questions (all topics) <i>Compulsory: Include a variety of question types</i>	30	
<b>Section B</b>			
<b>Section C</b> Question 2	Nutrition and Menu planning Term 1 Topic Food Commodities Term 1 Topic Term 2 Topics	40	5 weeks
Question 3	Food Commodities Term 2 Topics	40	
<b>Section D</b> Question 4	Sectors and Careers Term 1 Topic Food and Beverage Service Term 1 Topic Term 2 Topic	40	2 weeks
<b>TOTAL</b>		<b>150</b>	
<b>TIME</b>		2 hours	

<b>TASK 3: JUNE EXAMINATION</b>		<b>Grade 12</b>	
	<b>Content</b>	<b>Marks (minimum)</b>	<i>Teaching time</i>
<b>Section A</b> Question 1	Short questions (all topics) <i>Compulsory: Include a variety of question types</i>	40	
<b>Section B</b> Question 2	Kitchen and Restaurant operations Hygiene Term 1 Topic	30	
<b>Section C</b> Question 3	Nutrition and Menu planning Term 1 Topics Food Commodities Term 1 Topics Term 2 Topics	40	4 weeks
Question 4	Food Commodities Term 2 Topics	40	
<b>Section D</b> Question 5	Sectors and Careers Term 1 Topics Food and Beverage Service Term 1 Topics Term 2 Topics	50	3 weeks
<b>TOTAL</b>		<b>200</b>	
<b>TIME</b>		3 hours	

Grade 12: Trial Examination and Nov NSC Examination Grades 10 and 11: November examination		Marks		
	Content	Grade 12	Grade 11	Grade 10
<b>Section A</b> Question 1	Short questions (all topics) <i>Compulsory: Include a variety of question types</i>	40	40	40
<b>Section B</b> Question 2	Kitchen and Restaurant operations Hygiene Safety and Security	40	30	20
<b>Section C</b> Question 3: Question 4:	Nutrition and Menu planning Food Commodities	80 (2x40)	80 (2x40)	80 (2x40)
<b>Section D</b> Question 5 Question 6	Sectors and Careers Food and Beverage Service	40 (2x20)	50 (2x25)	60 (2x30)
<b>TOTAL</b>		<b>200</b>	<b>200</b>	<b>200</b>
<b>TIME</b>		<i>3 hours</i>	<i>3 hours</i>	<i>3 hours</i>

### Guidelines for setting of Tests/Question papers and Marking Guidelines in Grades 10-12

- Adhere to the criteria for the weighting of content, allocation of marks and time as indicated in the table per task.
- The cover page to include the name of the school, the date, name of the subject, time allocation, mark total, name of examiner and moderator.
- All question/test papers must be neatly typed, using the grid for setting and layout of question papers.
- Numbering per question and sub-question must be accurate and reflect the correct format used.
- All graphics/illustrations/sketches must be *print clear*.
- No spelling, language or translation errors are allowed.

**Questions 2 – 6 (Long Questions)****It is compulsory to include:**

- Questions that require a longer response for the answer.
- Question that requires a response in paragraph format (minimum 5 marks)
- Source based questions such as: Case studies; scenarios; extracts; pictures/flow charts /tables/graphs/cartoons/advertisements for interpretation.
- An action verb to open the question. This gives a clear instruction for the question and expected response.

**MARKING GUIDELINE**

- Must contain name of the school, date, subject, marks, name of the examiner and moderator on the first page.
- All marking guidelines must be neatly typed.
- No spelling, language or translation errors are allowed.
- Numbering must correlate accurately with the question paper.
- The mark allocation for each fact must be indicated by a tick (✓)
- Reflect all alternative responses that are considered and marked as correct answers.

**4.4 Practical work****4.4.1 Practical lessons**

- **Grades 10 and 11:** Each learner must do a minimum of **six (6) practical lessons** and two (2) practical Skills tests during the year, in the second and third terms.
- **Grade 12:** learners must each do a minimum of **six (6) practical lessons and two (2) practical Skills Tests** during the year, in each of the first two terms.
- Examples of suggested dishes and skills for the practical lessons are reflected in the Teaching plans for Practical work.
- Evidence of how marks are allocated for Practical lessons according to the criteria stipulated in the CAPS policy, must correlate accurately in Teacher and Learner files.

**4.4.2 Practical Assessment Task (PAT)**

- The Practical Assessment Task (PAT) comprises of one practical examination in Grades 10-12.



- **Grade 12:** The Practical Assessment task is set externally, and is sent to schools at the end of the previous academic year. No changes/amendment may be implemented to the expected outcomes as indicated in the PAT task for the current year.
- **The Grade 12 Teacher** compiles a menu for the Practical Examination according to the criteria specified in the PAT guideline document for the current academic year.
- Provincial Departments of Education may not set common menus for schools in the province, as the facilities, type of guests and the finances differ in each school.
- The practical examination for Grades 10 and 11 take place during term 3 or 4. Grade 12 practical examination takes place during term 2 or 3.
- Set dates for the practical examinations in Grades 10-12 at the beginning of the academic year, to appear on the school year plan. These practical examinations should be planned to prevent clashes with other school activities.
- The duration of each practical examination is approximately five to seven hours.
- Learners work individually during the Practical Examination.
- Each learner requires a mark **out of 100** for cooking skills (Chef/Head chef/ Sous-Chef-/Kitchen Manager), and/or a mark for serving skills (Waiter/Maître d'hôtel/Beverage Manager)
- The practical examination for Grades 10 and 11 are set internally, in line with official guidelines provided by the Department of Basic Education.
- **Instructions/Guidelines** for the Grade 12 Practical Assessment Task will be sent to schools at the end of the previous academic year. Teachers will select recipes and plan the menu according to the instructions for the assessment indicated in the PAT task for the current year. In consultation with the Subject Advisor the Grade 12 PAT may be implemented in term 2 or 3.
- **The menu for the Practical Examination in (Grades 10-12 PAT)** is set internally by the teacher and is moderated and approved externally by the Subject Advisor to ensure that the applied techniques show progression for the development of skills from basic to more advanced skills in Grades 10-12.
- The date for the **Grade 12 PAT** practical examination in Grade 12 (Term 2 or 3) should be discussed and negotiated well in advance with the Subject Advisor and/or Provincial Subject Head to attend the exam.

- **Grades 10-11:** The Practical Assessment tasks are set internally by the teacher and consists of one Practical examination. It is important that the PAT tasks in Grades 10 and 11 align to the format used for Grade 12, as well as implement and adhere to the guidelines provided by the Department of Basic Education.
- It is recommended that Practical examinations may be taken up in the school's timetable for examinations/tests.
- The school has the responsibility to provide the resources for the Practical Assessment Task (PAT).
- **The following are compulsory for every Practical lesson and the Practical examination:**
  1. Correct professional uniform and appearance (chef/waiter uniform, school shoes – no jeans and tackies)
  2. Submission of a completed written preparation for the lesson / examination.
  3. Clean dish cloths and oven gloves
  4. Dish washing liquid must be available

<b>Criteria for the PAT examination in each grade</b>		
<b>Grade 10</b> (Internally set) <b>Term 3 or 4</b>	<b>Grade 11</b> (Internally set) <b>Term 3 (OR term 4)</b>	<b>Grade 12</b> (Official guidelines) <b>Term 2 or 3</b>
<p>Buffet: Breakfast or Brunch.</p> <p>Buffet style &amp; plated service</p> <p><b>Include, amongst others, the following commodities:</b> Cereals, eggs, fruit, scones and/or muffins, sausages, dairy products, minced meat, salads and salad dressings, tea and coffee.</p>	<p>High Tea</p> <p><b>Include, amongst others, the following commodities:</b> Cakes, tarts, quiche, pastries, yeast products, tea and coffee.</p>	<p>Formal meal – Hors d'oeuvres and three courses.</p> <p>Plated service.</p> <p><b>Include:</b> Advanced meat dishes, exotic vegetable dishes, interesting starch dishes, advanced sauces, vegetarian dishes, choux pastry, desserts, yeast products (baked), gelatine (salad or dessert), advanced garnishing, serving of wine substitute and non-alcoholic cocktails.</p>

#### 4.5 Recording and reporting

**Recording** is a process whereby the teacher documents the level of a learner's performance in a specific assessment task. It is important that the mark reflected on the learner's task must correlate accurately with the mark recorded for the task by the Teacher and the Province.

**Reporting** is the process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in several ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters and class or school newsletters. Teachers in all grades issue formal report cards quarterly. These reports report in percentages against the subject. The following rating scale applies for the quarterly reports:

### Codes and percentages for recording and reporting

Rating code	Description of competence	Percentage
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

Teachers must:

- Record the actual mark for the task by using a recording sheet for the specific grade.
- Report in percentages against the subject on learners' report cards

## 4.6 Moderation of assessment

### 4.6.1 Formal assessment (SBA)

- Grades 10 to 12 tasks are internally **controlled and** moderated by the HOD/ **Subject Head** of the school.
- **It is compulsory for the Subject Advisor to moderate a sample of each task during his or her school visits, to verify the standard of the internal moderation process.**
- **It is compulsory for District and Provincial moderation to take place.** This process is managed by the Provincial Education Department.

#### 4.6.2 Practical assessment task (PAT)

- **Grades 10 and 11:** Teachers assess the Practical Assessment Tasks in grades 10 and 11. The dates for the Practical Examination sessions must be communicated with the Subject Advisor well in advance. This will enable the Subject Advisor to moderate the Practical Assessment Task (PAT) during Term 3 or 4 at sampled schools.
- **Grade 12:** The Practical Assessment Task (PAT) will be externally moderated by the Subject Advisor and/or Provincial Subject Head for Hospitality Studies.
- The moderator will assess the learners in the group independently from the teacher while they perform the examination. Afterwards, the moderator will compare his/her assessment with the assessment of the teacher. A block adjustment could then be made, if necessary to standardise the assessment.

#### 4.7 Promotion

For promotion and certification purposes, learners should achieve at least a level 2 rating (elementary achievement: 30 – 39%) in Hospitality Studies. This is subject to the requirement that a learner must achieve at least a level 3 rating (moderate achievement: 40 – 49%) in at least one of the three choice subjects.

#### 4.8 General

This document should be read in conjunction with:

- National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; *and*
- The policy document, National Protocol for Assessment Grades R-12.

## ADDENDUM A

### RELEVANT SOFT SKILLS REQUIRED IN THE HOSPITALITY INDUSTRY

(Skills to be included for development in both theoretical and practical assessment)

SKILL	DEFINITION
Personality traits	Qualities and characteristics that are the embodiment of an individual. Patterns of emotions and behaviour.
Attitudes	Way of thinking or feeling about something. Positive or negative response towards an idea, object, person or situation.
Habits	A settled tendency or practice that is difficult to give up.
Dependability	Quality of being able to be counted on / relied on. Never making promises that you cannot keep.
Candour	Quality of being open, honest and frank in speech or expression.
Work Ethic	An essential principle that is worthy of rewards and is necessary to achieve goals.
Communication skills	Conveying and sharing ideas and feelings effectively. It facilitates the sharing of information.
Teamwork	Combined action of a group. It entails cooperation using individual skills and providing constructive feedback.
Time Management	Process of planning and exercising control of time spent on activities to increase effectiveness and productivity.
Prioritise	Doing first things first as a process, ranking things in order of importance or urgency.
Delegate	Entrusting a task or responsibility to another person.
Goal Setting	Process of identifying something that you wish to accomplish within timeframes.
Mental Agility	Mental quickness and sharpness. Moving through a task with speed and ease.
Flexibility	Willingness to change or compromise.
Multitasking	Being able to deal with more than one task at the same time. Executing

	tasks simultaneously.
Commitment	Being dedicated to the task at hand. Investing time and energy in a task that one believes in.
Organisational skills	Using time, energy and resources in an effective way to achieve goals and objectives.
Customer service	Assistance/ activities designed to enhance the level of customer satisfaction with the intention of meeting customer expectations.
Empathy	Ability to understand the feelings of other co-workers.
Innovation	Finding new ways of doing something for the sake of advancement and growing the business to improve customer satisfaction levels.
Problem-solving	Ability to solve problems or dealing with obstacles effectively to maintain customer satisfaction.
Listening	Paying attention to customers to properly serve customers in a way they appreciate it.
Tact	A method used to aid effective communication by asserting ideas and opinions without damaging the relationship through offence.
Efficiency	Accomplishing tasks with the least waste of time and effort. Showing competence in performances.