



**basic education**

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

# **Curriculum and Assessment Policy Statement: Occupational Grades 8 & 9**

## **HOSPITALITY STUDIES**

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## SECTION 1

### Introduction to the Curriculum and Assessment Policy Statement: Occupational Grade 8 and 9 Hospitality Studies

#### 1.1 Background

The *National Curriculum Statement Grades R-12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12.

#### 1.2 Overview

- (a) The *National Curriculum Statement Grades R – 12 (January 2012)* represents a policy statement for learning and teaching in South African schools and comprises the following:
  - (i) National Curriculum and Assessment Policy Statements for each approved school subject;
  - (ii) The policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12; and
  - (iii) The policy document, National Protocol for Assessment Grades R – 12 (January 2012).
- (b) The *National Curriculum Statement Grades R – 12 (January 2012)* replaces the two current national curricula statements, namely the
  - (i) *Revised National Curriculum Statement Grades R - 9, Government Gazette No. 23406 of 31 May 2002, and*
  - (ii) *National Curriculum Statement Grades 10 - 12 Government Gazettes, No. 25545 of 6 October 2003 and No. 27594 of 17 May 2005.*
- (c) The national curriculum statements contemplated in subparagraphs (a) and (b) comprise the following policy documents which will be incrementally repealed by the *National Curriculum Statement Grades R – 12 (January 2012)* during the period 2012-2014:

- (i) The Learning Area/Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R - 9 and Grades 10 – 12;
  - (ii) The policy document, *National Policy on assessment and qualifications for schools in the General Education and Training Band d*, promulgated in *Government Notice No. 124 in Government Gazette No. 29626* of 12 February 2007;
  - (iii) The policy document, the *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*, promulgated in *Government Gazette No.27819* of 20 July 2005;
  - (iv) The policy document, *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs*, published in *Government Gazette, No.29466* of 11 December 2006, is incorporated in the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*; and
  - (v) The policy document, *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R – 12)*, promulgated in *Government Notice No.1267 in Government Gazette No. 29467* of 11 December 2006.
- (d) The policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*, and the sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R – 12*. It will therefore, in terms of section 6A of the *South African Schools Act, 1996 (Act No. 84 of 1996)*, form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

### **1.3 General aims of the South African Curriculum**

- (a) The *National Curriculum Statement Grades R - 12* gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.
- (b) **The National Curriculum Statement Grades R - 12 serves the purposes of:**
  - equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
  - providing access to higher education;
  - facilitating the transition of learners from education institutions to the workplace; and

- providing employers with a sufficient profile of a learner's competences.

**(c) The National Curriculum Statement Grades R - 12 is based on the following principles:**

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
- Progression: content and context of each grade shows progression from simple to complex;
- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R – 12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

**(d) The National Curriculum Statement Grades R - 12 aims to produce learners that are able to:**

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;

- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

(e) **Inclusivity** should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning* (2010).

## 1.4 Time Allocation

### 1.4.1 Foundation Phase

(a) The instructional time in the Foundation Phase is as follows:

Subject	Grade R (Hours)	Grades 1-2 (Hours)	Grade 3 (Hours)
Home Language	10	7/8	7/8
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills	<b>6</b>	<b>6</b>	<b>7</b>
• Beginning Knowledge	(1)	(1)	(2)
• Creative Arts	(2)	(2)	(2)
• Physical Education	(2)	(2)	(2)
• Personal and Social Well-being	(1)	(1)	(1)
<b>Total</b>	<b>23</b>	<b>23</b>	<b>25</b>

(b) Instructional time for Grades R, 1 and 2 is 23 hours and for Grade 3 is 25 hours.

(c) Ten hours are allocated for languages in Grades R-2 and 11 hours in Grade 3. A maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 2 hours and a maximum of 3 hours for Additional Language in Grades R – 2. In Grade 3 a maximum of

8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language.

- (d) In Life Skills Beginning Knowledge is allocated 1 hour in Grades R – 2 and 2 hours as indicated by the hours in brackets for Grade 3.

### 1.4.2 Intermediate Phase

The instructional time in the Intermediate Phase is as follows:

Subject	Hours
Home Language	6
First Additional Language	5
Mathematics	6
Natural Science and Technology	3,5
Social Sciences	3
Life Skills	<b>4</b>
• Creative Arts	(1,5)
• Physical Education	(1)
• Personal and Social Well-being	(1,5)
<b>Total</b>	<b>27,5</b>

### 1.4.3 Senior Phase

- (a) The instructional time in the Senior Phase is as follows:

Subject	Hours
Home Language	5
First Additional Language	4
Mathematics	4,5
Natural Science	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Arts and Culture	2
A maximum of two subjects can be selected from the list of thirteen Elective Occupational subjects to replace any two of the following: Technology, Creative Arts and/or Economic and Management Sciences. The instructional time for these subjects is 2 hours each.	
<b>Total</b>	<b>27,5</b>

Elective Occupational Subjects (Not more than 2)	
1. Agricultural Studies	Time Allocation per week: 2 hours each
2. Art and Design	
3. Digital Technology	
4. Early Childhood Development	
5. Mechanical Technology	
6. Electrical Technology	
7. Civil Technology	
8. Personal Care: Hairdressing, Nail and Beauty Technology	
9. Hospitality Studies	
10. Services: Maintenance and Upholstery	
11. Services: Consumer Studies	
12. Services: Hospitality Studies	
13. Wholesale and Retail Studies	

#### 1.4.4 Grades 10-12

(a) The instructional time in Grades 10-12 is as follows:

Subject	Time allocation per week (hours)
I. Home Language	4.5
II. First Additional Language	4.5
III. Mathematics	4.5
IV. Life Orientation	2
V. A minimum of any three subjects selected from Group B Annexure B, Tables B1-B8 of the policy document, <i>National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12</i> , subject to the provisos stipulated in paragraph 28 of the said policy document.	12 (3x4h)

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.



## **SECTION 2:**

### **INTRODUCTION TO HOSPITALITY STUDIES**

#### **2.1 The subject Hospitality Studies**

Hospitality Studies is the study of various interrelated themes in the hospitality industry such as hygiene, nutrition and menu planning, food production, food and beverage service, housekeeping and room service, guest relations and client service. Learners will study how to prepare and present a range of different meals, prepare and set up venues and tables for different functions, and perform the correct service and clearing techniques in respect of food and beverage service.

##### **Topics to be studied in Hospitality Studies**

1. Hospitality sectors and careers
2. Entrepreneurial opportunities in Hospitality Studies
3. Hygiene, safety and security
4. Nutrition, menu planning and costing
5. Kitchen and restaurant operations
6. Food commodities
7. Food and beverage service and customer care
8. Housekeeping
9. Finances
10. Maintenance

#### **2.2 Specific aims of Hospitality Studies**

In Grades 8 and 9 Hospitality Studies the learner will study

- The sectors in the hospitality industry
- Career possibilities in the different sectors
- Entrepreneurial opportunities in the Hospitality industry
- Responsible environmental operation
- Principles for safety, security and hygiene
- Menu planning and costing
- Kitchen and restaurant operations

- Food commodities
- Food purchasing, storage and control
- Food preparation and cooking techniques
- Food and Beverage Service and Customer care techniques
- Housekeeping and Customer care techniques
- Maintenance of the establishment and the premises

### **2.3 Time Allocation for Hospitality Studies**

- The compulsory teaching time is two hours per week.
- As this subject involves practical work which constitutes 50% of the end-of-year promotion or certification marks, 90 minutes of this allocated time of two hours must be one continuous period for practical work.

### **2.4 Resources: Infrastructure, furniture, equipment and finances required to offer Grades 8 and 9 Hospitality Studies**

The school is responsible to ensure that a teacher has the required prescribed infra-structure, equipment, consumables and financial resources to implement quality teaching and learning in the subject.

**It is compulsory for a school registered to offer Hospitality Studies to have access to:**

- The prescribed infra-structure and equipment to offer the subject.
- Protective uniforms
- A Laptop and Data projector to expose learners to current culinary trends and to access teaching and learning resources.
- A mobile trolley with lockdown wheels for display and demonstration of teaching resources and equipment for practical lessons.
- Good housekeeping principles require that all work spaces to be cleaned and sanitized regularly. A suitable waste removal system should be in place to accommodate waste. The requirements of the Occupational Health and Safety (OHS) Act 85 of 1993 need to be complied with at all times.
- Safety rules and signs must be visible in the training kitchen.

#### **2.4.1 Infrastructure**

##### **A. Front Office and Reception area**

Floor space, furniture and equipment to simulate a front office to practice office administration

and reception skills. An office is suggested, leading off the dining area, with a telephone (for orders and bookings) and a computer and printer for invoices.

## **B. The Training Kitchen**

The context of the school will determine the number and type of equipment. The subject requires the planning, preparation and service of meals to paying guests.

### **Appliances and equipment for the training kitchen**

- Six stoves to accommodate 18 learners (three learners per stove);
- Built-in double wash basins and two sinks;
- Hot and cold water supply at each of the wash basins and sinks;
- Cupboards with shelves or open shelf storage space;
- Electricity and or gas supply,
- Wall plugs at each work station for electrical equipment; (Electricity supply must be sufficient for all stoves and electrical equipment to operate simultaneously;
- The kitchen must be equipped with **easy to clean** work surfaces for each work station.
- **A primary Storeroom** large enough to store dry ingredients and small equipment should be available.
- **A secondary Storeroom** should be available to store linen and crockery and serving utensils.
- A storeroom for teaching resources and portfolios of evidence;
- Storerooms must have a **safety door** and **burglar proof windows** as well as a **burglar proof ceiling**, and an alarm system should be installed.
- A walk-in fridge or cool room. (recommended)

## **C The Dining area - preferably leading off the Training kitchen**

- The location of the food service training facility should have public access.
- Issues such as signage, parking, lighting for night access and security should also be considered.
- Toilet facilities for guests is compulsory.
- An office is suggested, leading off the kitchen or dining area, with a telephone (for orders and bookings) and a computer and printer (for menus, etc.)
- Burglar proofing at all the windows and doors of the dining area, and an

alarm system should be installed.

- After hours safety and security of the Training Kitchen and Dining-area on the school premises is paramount, as the practical examinations (PATs) are done outside normal school hours.

#### **D Office**

An office is suggested, leading off the kitchen, with a telephone (for orders) and a computer and printer (for menus, etc.)

#### **E Housekeeping area**

Floor space, furniture and equipment to simulate multi-graded room service. Exposure to virtual housekeeping skills is also vital to improve understanding and skills development.

#### **F Theory Classroom**

A classroom with loose desks and chairs is required to teach the theory for Hospitality Studies. The training kitchen and dining -area may not be used as a classroom for teaching of theory, to comply with principles for health, hygiene and critical cross point contamination.

Teaching and learning takes place in an environmentally friendly space where sustainable practices can be taught and implemented effectively.

### **2.4.2 Appliances and equipment for the Training Kitchen**

Equipment and apparatus may be used for teaching purposes only. The teacher is responsible for:

- Annual stock control in the presence of the Departmental or Subject Head;
- Keeping the training kitchen and storeroom locked at all times; when he/she is not present in the classroom.

### Example of a stock book

	Name and description of item (alphabetical order)	Stock on hand .....	Number received .....	Date received	Supplier	Invoice number	Stock on hand .....	Number received .....	Date received	Supplier	Invoice number	Stock on hand .....	Number received .....	Date received	Supplier	Invoice number	Stock on hand .....	Number received .....	Date received	Supplier	Invoice number

The following list indicates the minimum requirements to offer Hospitality Studies

#### Training kitchen

- Different types and size pots and pans, cake tins, tart and pie plates;
- Electrical equipment such as urns, kettles, mixers, deep fryers;
- Small kitchen equipment such as egg lifters, large spoons, chef's knives, peeling knives, cutting boards, tin openers, mixing bowls, measuring equipment, kitchen scales, cups, saucers, dish plates, different spoons, knives and forks. etc.
- Ironing boards and two irons
- Appliances such as a side-by-side fridge and freezer/fridge and chest freezer, microwave and eye level ovens
- Washing lines or racks for dish cloths and table linen.
- Trolleys for ingredients and equipment
- Hot tray, bain-marie, chafing dishes,
- Four big colour-coded Trolley Bins for an effective waste management system.

### **Furniture and equipment for the restaurant or dining area and beverage service**

- Reception area and counter;
- Tables and chairs for plus minus 24 guests. (Square tables seating four guests are recommended.);
- Counters for buffet meals;
- Stations for serving of coffee and tea;
- Electric wall plugs available at these areas for coffee machines, hot trays, urn, etc.;
- Floors: Ceramic tiles/wood/laminated that are easy to clean and maintain prescribed standards for hygiene;
- Curtains or blinds;
- Table linen: Table cloths, serviettes;
- Food and Beverage Service: Crockery and cutlery
- Bar area: Counter and storage for glassware and a fridge. Soft drinks, fruit juice and non-alcoholic cocktails will be served from here.
- Glasses for all the relevant beverages.

### **2.4.3 Financial Resources required to offer Hospitality Studies in Grades 8 and 9**

#### **Financial resources must be available to:**

- Complete the Practical lessons for SBA and Practical Examination for PAT as prescribed in the NCS CAPS Policy Statement for Hospitality Studies.
- Regularly maintain equipment as required.
- Regularly replace equipment as required.
- Give learners access to additional subject related reading material in class.
- Access current global trends in the industry.
- Display and access current 21<sup>st</sup> Century teaching resources.
- Ensure that learners develop and strengthen 21<sup>st</sup> Century skills to bridge the gap into the workplace more effectively.

### Example of a budget for Practical Lessons and the Practical Assessment Task.

The budget for the next academic year should be prepared annually and be ready for submission to the Financial School Management Team at the beginning of September for approval. All evidence of the submission and feedback /approval from the Management Team must be kept in safekeeping. All evidence submitted with the feedback/approval must be stamped, dated and signed.

#### The following evidence must be available:

- Approved budget for the relevant academic year.
- A Bookkeeping journal that reflects evidence of all income and expenditures. This is updated regularly to inform planning and responsible spending per quarter.
- A clear breakdown of funding per grade for: (a) Practical Lessons; (b) PATs; (c) Maintenance of equipment; (d) Replacement of equipment; (e)
- All invoices and receipts of purchases.
- All receipts of additional funds that were raised/sponsored and paid into the Hospitality fund for practical work.

Grade	Number of practical lessons	Cost per practical lesson	Cost per practical exam (individual work)
Y1 - 2	12	R20 per recipe per pair	R20 per practical exam per learner
Y 3 - 4	12	R30 per recipe per pair	R30 per practical exam per learner

Grade	Number of learners	Number of recipes	Total cost for practical lessons	Cost for two practical examinations	Total
Y1 -2	32	16 (pairs)	R20 x16 pairs x 12 Practical Lessons = R 3840.00	R20 x 32 learners = R640.00	R4480.00
Y3-4	26	13 (pairs)	R30x13 pairs x 12 Practical Lessons = R4690.00	R30 x 26 learners= R780.00	R5470.00
Total for practical work to be done by learners					R9950.00
Maintenance and/or upgrading of stoves, fridges, etc. Example: Servicing of 8 stoves @ R2000 each = R16 000					R16 000
Purchasing new equipment, replacing broken articles: Example: 4 electric kettles @ R500 each / = R2 000					R2 000
Teaching resources					R2 000
Total including maintenance and new equipment					R29950.00

#### **2.4.4 Books and Magazines**

- Every learner must have an approved textbook;
- The teacher should have several textbooks, dictionaries and other reading material relevant to the option selected by the school;
- The classroom should have access to Subject- Specific dictionaries;
- A number of good South African Recipe books for food and beverage service should be available in the classroom;
- The school should subscribe to Food Magazines to stay up to date with new trends, and to find examples that reflect these trends;



## SECTION 3

### OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

#### 3.1 Content overview

Topic	Grade 8	Grade 9
1. The Hospitality industry. Sectors and careers.	<b>The Hospitality industry</b> -What is Hospitality studies? <ul style="list-style-type: none"> <li>Sectors and Careers in food and beverage service</li> <li>Career pathways</li> <li>Working in teams</li> </ul>	<b>The Hospitality industry</b> -Hospitality sectors <ul style="list-style-type: none"> <li>Accommodation sector</li> <li>Food and beverage sector</li> <li>Career pathways</li> <li>Working in teams</li> </ul>
2. Hygiene, Health and Safety	<b>Hygiene in food preparation areas– cleaning practises: floors, work surfaces, dishes.</b> <ul style="list-style-type: none"> <li>Demonstrate good hygiene practises during practical lessons</li> </ul> <b>Personal hygiene</b> <ul style="list-style-type: none"> <li>Basic personal hygiene rules</li> <li>Washing/sanitising of hands</li> <li>Chefs and waitrons uniforms</li> </ul> <b>Unsafe circumstances in the kitchen</b> <ul style="list-style-type: none"> <li>Possible accidents in the kitchen</li> <li>Safety practises to avoid accidents in the kitchen</li> <li>Evacuation of the kitchen – refer to school evacuation policy</li> <li>Safety signs e.g. evacuation, wet floors, electricity hazards, burning hazards, poisoning hazards, positioning of fire extinguisher</li> <li>Fires in open areas</li> </ul>	<b>Hygiene</b> -Personal hygiene <ul style="list-style-type: none"> <li>Emphasis on washing/sanitising of hands</li> </ul> <b>Hygiene in the food preparation areas</b> <ul style="list-style-type: none"> <li>General hygiene rules</li> <li>Pests in the kitchen</li> </ul> <b>Waste management</b> <ul style="list-style-type: none"> <li>Reduce</li> <li>Re-use</li> <li>Recycling</li> <li>Upcycling</li> </ul>
3. Nutrition and menu planning	<b>The SA food pyramid and food groups</b> <ul style="list-style-type: none"> <li>Recommended number of portions per day</li> </ul> <b>Menus</b> <ul style="list-style-type: none"> <li>Interpretation of menus related to table accessories</li> <li>Identification and interpretation of a breakfast menu card in relation to a standard breakfast meal plan</li> <li>Number of courses</li> </ul>	<b>Menu planning</b> <ul style="list-style-type: none"> <li>A la carte</li> <li>Table d' hote</li> </ul>
4. Kitchen and Restaurant operations	<b>Appliances, equipment and utensils in the/food preparation area</b> <ul style="list-style-type: none"> <li>General care and cleaning</li> <li>Correct use/handling practises</li> </ul> <b>Metric measurements</b>	<b>Kitchen brigade</b> Recipes and terminology Mise en place <b>Metric measurements</b>



### 3.2 Practical work: Practical Lessons and Practical Assessment Task (PAT)

- The teacher demonstrates the practical lesson/skill and then learners practice the task /skill to prepare for the implementation of the task.
- Practical work and lessons and PAT's are performed in the training kitchen. Offering the subject without the necessary infrastructure, equipment and financial resources for practical lessons and PAT's is not allowed.
- The theory and practical lessons and PAT's in Hospitality Studies go hand in hand. Omitting some of the practical work/lessons means that learners are deprived of the full curriculum.
- Practical lessons form part of formal SBA assessment. See Section 4.
- A minimum of 9 Practical lessons and 3 Skills Tests per year for Grades 8 and 9 are required.
- Exemplar Practical Lessons are indicated in the teaching plans for Grades 8 and 9 and are also highlighted in the table that follows. Suggested examples may be replaced with another example if better suited to the context of the school.

Grade	Term	Topic / Commodity	Suggestions for products/dishes /skills
8	1	Hygiene	Performance test: Washing of hands
		Equipment	Identification and uses of equipment
		Measuring	Measuring of dry and liquid ingredients
		Fruit. Knife skills	Skills Test 1: Prepare and present a salad.
	2	Nutrition and menu planning	Analysis of food intake
		Kitchen operations	Knife skills
		Cereals - bread	Rainbow sandwiches
		Eggs, cereals / vegetables	Skills Test 2: Prepare and present fashion sandwiches.
	3	Cooking methods	<i>Fruit fritters</i>
		Waste management	<i>Take-away containers</i>
		Food and beverage service	<i>Vending stalls</i>
		Cereals - bread	Skills Test 3: Setup of pop-up restaurant and selling hamburgers

Grade	Term	Topic / Commodity	Suggestions for Products/dishes
9	1	Hygiene, safety and security	Waste management
		Kitchen operations	Measuring on large scale
		Kitchen operations	Mise en place
		Kitchen operations	Skills Test 1: Recipes and mise en place
	2	Kitchen operations	Upcycled containers
		Maize	Popcorn products
		Salads and salad dressings	Maize salad and potato salad
		Muffins	Skills Test 2: Baking and freezing of muffins
	3	Beverage service	Cleaning of glasses
		Food commodities	Prepare and store cake pops made of the frozen muffins
		Food and beverage service	Role-play serving of guests
		Food and beverage service	Skills Test 3: Setup and serving at pop-up restaurant selling Cake pops

### 3.3 Annual Teaching Plans (ATP) for Grades 8 & 9 Hospitality Studies

- Each week / five-day cycle has compulsory contact time for Grades 8 and 9 Hospitality Studies.  
This includes:
  - **Theory:** 30 minutes to teach the theoretical content.
  - **Practical Lessons:** 1.5 hours to teach the theory for practical and Practical Lessons.
- Teaching plans should be completed over a quarterly ten week period. It is the teacher's responsibility to design and develop a **Work Schedule**.
- The **Work Schedule** accommodates the number of weeks in each term according to the school calendar.

- The **Work Schedule** reflects the teaching plan for the theoretical component of 30 minutes per week or 5 day cycle, to include informal assessment and formal assessment activities.
- The **sequence of content** *within a term* is **not compulsory**. The teacher may re-arrange to cover the content in a sequence better suited to the context of the school. **It is compulsory to complete all the content** in the teaching plan for the term.
- The teaching plan for the **practical lessons** and the **PAT** is also reflected on the **Work Schedule**.
- The infusion of the following focus topics throughout the teaching plans for Hospitality Studies is compulsory:
  - Awareness of career opportunities / job creation
  - Awareness of service excellence
  - Awareness of self-employment/entrepreneurship
  - Implementing sustainable and eco-friendly business practices to curb global warming.

## Annual teaching plans for Grade 8 Term 1 -4

### Grade 8: Term 1

<b>Two (2) hours per week</b> <b>(Theory: 30 minutes + Practical lessons: 90 minutes )</b> <b>Informal assessment</b> such as written activities, role play, identification tests and class tests. <b>Formal assessment:</b> March Test and 3 x Practical lessons			<b>SBA: Formal assessment</b>  <b>March Test</b> 25% <b>Practical lessons</b> 75%
Week	Topic	Content	<b>Practical work</b> <i>(3x Practical Lessons to be completed)</i> <i>Exemplar Practical Lessons</i>
1	Hospitality industry sectors and careers	What is Hospitality studies? <ul style="list-style-type: none"> <li>· Sectors and careers in Food and Beverage</li> <li>· Career pathways</li> </ul>	Orientation and introduction to the Hospitality Industry. <ul style="list-style-type: none"> <li>· Accommodation and Food &amp; Beverage establishments</li> </ul> <b>The Training Kitchen</b> <ul style="list-style-type: none"> <li>· Training Kitchen orientation</li> <li>· How to apply the rules and principles for hygiene.</li> </ul>
2-3	Hygiene, Health and safety	<b>Hygiene practices for practical lessons</b> <ul style="list-style-type: none"> <li>· Personal hygiene               <ul style="list-style-type: none"> <li>– Basic personal hygiene rules</li> <li>– Washing/sanitising of hands</li> <li>– Uniforms</li> </ul> </li> </ul>	<b>Practical lesson</b> <b>Performance test</b> <ul style="list-style-type: none"> <li>· Washing/sanitising of hands</li> <li>· Professional appearance</li> <li>·</li> </ul>
4	Hygiene, Health and Safety	<b>Managing procedures during unsafe circumstances in the food preparation area</b> <ul style="list-style-type: none"> <li>· Possible accidents in the vending stall</li> <li>· Safety practises to avoid accidents</li> <li>· Evacuation of the Training kitchen / Restaurant (<i>Refer to school evacuation policy</i>)</li> <li>· Safety signs e.g. evacuation, wet floors, electricity hazards, burning hazards, poisoning hazards, positioning of fire extinguisher</li> <li>· Fires in an open area</li> </ul>	<b>Practical lesson</b> <b>Practical Demonstration</b> <b>Managing procedures during unsafe circumstances in the food preparation area</b> <ul style="list-style-type: none"> <li>· Apply the procedures for unsafe circumstances in the food preparation area.</li> </ul>
5-7	Kitchen and restaurant operations	Identify different kitchen utensils and equipment: <ul style="list-style-type: none"> <li>• General care and cleaning</li> <li>• Correct use/handling practises</li> </ul> Measuring of ingredients. Recipes Mise en place	<b>Practical lesson</b> <ul style="list-style-type: none"> <li>· Identification of kitchen equipment.</li> <li>· Demonstrate / explain the use and care of each.</li> </ul> <b>Identification Test</b> <b>Practical lesson</b> <ul style="list-style-type: none"> <li>· Measuring of ingredients</li> </ul>

Week	Topic	Content	Practical work (3x Practical Lessons to be completed) Exemplar Practical Lessons
		Subject terminology	<ul style="list-style-type: none"> <li>· Reading a Recipe</li> <li>· Mise en place</li> </ul>
8	Revision		<b>Skills Test 1</b>
9-10	Formal Assessment		<b>March Test</b>
<b>Formal Assessment</b>		<b>SBA</b> 3x Practical lessons (75) March Test (25)	<b>PAT Task 1</b> Skills Test 1 (25) <i>(Marks carried over to Term 4)</i>

## Grade 8 Term 2

<b>Two (2) hours per week</b> <b>(Theory: 30 minutes + Practical lessons: 90 minutes )</b> <b>Informal assessment</b> such as written activities, role play, identification tests and class tests. <b>Formal assessment:</b> June Examination and 3 x Practical lessons			<b>SBA: Formal assessment</b>  <b>June Examination: 25%</b> <b>Practical lessons: 75%</b>
Week	Topic	Content	<b>Practical lessons</b> <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1	Hospitality Sectors and Careers	Orientation and introduction of the Hospitality Industry.  <b>Use visual material to teach the concept of:</b> <ul style="list-style-type: none"> <li>Accommodation establishments</li> <li>Food &amp; Beverage establishments.</li> </ul>	<b>Practical Lesson</b> <b>Organising the Kitchen</b> <ul style="list-style-type: none"> <li>Labelling of the kitchen, store room and equipment.</li> </ul>
2	Kitchen and restaurant operations	<b>Organising and cleaning the kitchen units</b> <ul style="list-style-type: none"> <li>Surfaces, stoves and floors</li> <li>Equipment</li> <li>Store room</li> </ul> <b>Hygiene and Cleaning principles</b>	<b>Practical Lesson</b> <b>Cleaning the kitchen</b> <ul style="list-style-type: none"> <li>Floors – mopping</li> <li>Surfaces – sanitizing</li> <li>Stove top and ovens</li> <li>Fridge and freezer</li> </ul>
3	Kitchen and Restaurant Operations  Nutrition and Menu Planning	<ul style="list-style-type: none"> <li>Introduction to elements of heating or energy used for cooking purposes.</li> </ul> <b>Nutrition Menu Planning</b> <ul style="list-style-type: none"> <li>The SA food pyramid and food groups</li> <li>Recommended number of portions per day.</li> </ul>	<b>Practical lesson</b> <b>Performance test</b> <ul style="list-style-type: none"> <li>Washing/sanitising of hands</li> <li>Professional appearance</li> </ul>
4-5	Kitchen and Restaurant Operations  Food Commodities	<ul style="list-style-type: none"> <li>Identify and name moist heat cooking methods</li> <li>Boiling</li> <li>General rules</li> </ul> <b>Food Commodity: Vegetables</b> <ul style="list-style-type: none"> <li>Classification – edible parts above the ground</li> <li>Purchase</li> </ul>	<b>Practical Lesson</b> <b>Practical Demonstration</b> <ul style="list-style-type: none"> <li>Boiling as a method of cooking.</li> </ul> <b>Practical Lessons</b> <ul style="list-style-type: none"> <li>Practice different knife skills.</li> <li>Apply different knife skills for the preparation of a salad.</li> </ul>



		<ul style="list-style-type: none"> <li>Uses/ knife skills related to garnishing</li> </ul>	
Week	Topic	Content	<b>Practical lessons</b> <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
6-7	Food Commodities	<b>Food Commodity: Eggs</b> <ul style="list-style-type: none"> <li>Types and sizes</li> <li>Uses of boiled eggs</li> </ul> <b>Food Commodity: Bread:</b> <ul style="list-style-type: none"> <li>Uses</li> <li>Storage</li> </ul>	<b>Practical Lessons</b> <b>Rainbow Sandwiches</b> <ul style="list-style-type: none"> <li>Prepare and present rainbow sandwiches with an egg filling</li> </ul> <b>Fashion Sandwiches</b> <ul style="list-style-type: none"> <li>Use boiled eggs as the main ingredient in the filling.</li> <li>Prepare a variety of 4 different types of sandwiches. Examples: (e.g. opened, closed, skewered and canapés) Include a minimum of 2 different shapes.</li> </ul>
8	Revision		<b>Practical Skills Test 2</b> <ul style="list-style-type: none"> <li>Prepare and present a range of 4 different fashion sandwiches.</li> <li>Apply different knife skills to prepare a Salad.</li> </ul>
9-10	Formal Assessment		<b>June Examination</b>
Formal Assessment	<b>SBA</b> 3x Practical lessons (75) June Examination (25)		<b>PAT Task 1</b> Skills Test 2 (25) <i>(Marks carried over to Term 4)</i>

## Grade 8 Term 3

<b>Two (2) hours per week</b> (Theory: 30 minutes + Practical lessons: 90 minutes ) <b>Informal assessment</b> such as written activities, role play, identification tests and class tests. <b>Formal assessment:</b> September Test and 3 x Practical lessons			<b>SBA: Formal assessment</b>  <b>September Test:</b> 25%  <b>Practical lessons:</b> 75%
Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
1-2	Food Commodities	<b>Food Commodity: Fruit</b> <ul style="list-style-type: none"> <li>Identify and classify fruit</li> <li>How to select fruit for purchases</li> <li>Storage of fruit</li> </ul> <b>Dry Heat Cooking Methods</b> Different types of dry heat cooking methods.  <b>Frying</b> <ul style="list-style-type: none"> <li>General rules</li> <li>Different frying methods               <ul style="list-style-type: none"> <li>Dry Frying</li> <li>Shallow frying</li> <li>Deep Frying</li> </ul> </li> </ul>	<b>Practical Lesson</b>  <b>Practical Demonstration</b> <ul style="list-style-type: none"> <li>Dry frying</li> <li>Shallow frying</li> <li>Deep frying.</li> </ul> Prepare and present fruit fritters e.g. banana/apple/pineapple.
3	Food Beverage Service and Kitchen Restaurant operations	<b>Kitchen and Restaurant Operations in a designated food and beverage serving area</b>  <b>Identify and select for table setting</b> <ul style="list-style-type: none"> <li>Cutlery</li> <li>Glasses</li> <li>Crockery</li> </ul> <b>Kitchen and Restaurant Operations</b> <ul style="list-style-type: none"> <li>Care and handling techniques for cutlery, glasses and crockery.</li> <li>Care and cleaning techniques for cutlery, glasses and crockery.</li> <li>Storage areas</li> <li>Storage crates</li> </ul>	<b>Practical Lesson</b>  <b>Practical Demonstration</b> <ul style="list-style-type: none"> <li>Care, handling and storage of different take-away containers for food and beverages.</li> </ul>
4	Food Beverage Service and	<b>Food and Beverage Service for take away foods</b> <ul style="list-style-type: none"> <li>Table accessories               <ul style="list-style-type: none"> <li>Table covers</li> <li>Serviettes</li> </ul> </li> <li>Presentation and serving of</li> </ul>	<b>Practical Lesson</b> <b>Menu planning</b> for food service at a 'Pop up Restaurant'.  <b>Suitability of the menu for the:</b> <ul style="list-style-type: none"> <li>Occasion</li> </ul>

		take away foods:	<ul style="list-style-type: none"> <li>- Venue – Indoors or outdoors</li> <li>- Available facilities</li> </ul>
Week	Topic	Content	<b>Practical lessons</b> <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
5-7	Food And Beverage Service	<b>Street Vending</b>  <b>Procedure plan for Street vending</b> <ul style="list-style-type: none"> <li>· Location</li> <li>· Lay-out</li> <li>· Selling practice</li> <li>· Marketing</li> <li>· Hygiene and safety</li> <li>· Heating medium (coal/wood/gas)</li> </ul> Suitable menu items for street vending.	<b>Practical Lesson</b>  Plan a Street vending venture to serve and sell mini hamburgers.  <b>Consider the following:</b> <ul style="list-style-type: none"> <li>· Location</li> <li>· Lay-out of the stall</li> <li>· Hygiene and safety</li> <li>· Permitted heating medium for the area. (Eg. Gas grid or flat top or electrical frying pan or charcoal / wood.</li> </ul> <b>Mini-Hamburgers</b> Plan different mini-hamburgers for selling to meet the needs of the following customers. <ul style="list-style-type: none"> <li>· Vegetarians</li> <li>· Halaal</li> <li>· Food Allergies</li> <li>· Dietary concerns</li> <li>· Diabetes</li> </ul> <b>Practical Lesson</b> <ul style="list-style-type: none"> <li>· Prepare and present 4 different types of mini – hamburgers.</li> </ul>
8	<b>Revision</b>		<b>Skills Test 3</b> Prepare and present mealie or cheese or bacon/ham fritters.
9-10	<b>Formal Assessment</b>		September Test
<b>Formal Assessment</b>		<b>SBA</b> 3x Practical lessons (75) September Test (25)	<b>PAT Task 1</b> Skills Test 3 (25) <i>(Marks carried over to Term 4)</i>

## Grade 8: Term 4

<b>2 hours per week</b> <b>(Theory 30 minutes + Practical lessons 1.5 hours per week)</b> <b>Informal assessment:</b> Such as written activities, role play, case studies, identification tests, class tests. <b>Review and reinforcement activities</b>			
<b>Week</b>	<b>Topic</b>	<b>Content</b>	<b>Practical lessons</b> (Three practical lessons per term) (Exemplar Practical lessons)
1	Entrepreneurship	<b>Entrepreneurship</b> <ul style="list-style-type: none"> <li>Characteristics of an entrepreneur</li> <li>How to develop entrepreneurial skills</li> <li>Developing an entrepreneurial mind set</li> <li>Self-employment opportunities</li> <li>Advantages of self-employment</li> <li>Contribution to the SA economy</li> </ul>	
2-3	Kitchen and Restaurant operations	<b>Stock control</b>  <b>Pricing techniques</b> <ul style="list-style-type: none"> <li>Costing a dish</li> <li>Costing service delivery</li> <li>Adding a profit</li> <li>Overhead costs</li> </ul>	<b>Practical Lesson</b> <b>Stock control</b> Stock control for the vending stall venture.  <b>Costing</b> <ul style="list-style-type: none"> <li>Cost the dishes for selling.</li> <li>Add a profit</li> <li>Add transport cost, stall fees.</li> <li>Calculate the selling price.</li> </ul>
4	Operational Planning	<b>Housekeeping</b> <ul style="list-style-type: none"> <li>Systems</li> <li>Standard procedures and functions</li> <li>Monitoring standard time allocation and productivity</li> <li>Room inspection</li> </ul>	<b>Costing</b> <ul style="list-style-type: none"> <li>Cost the dishes for selling.</li> <li>Add a profit</li> <li>Add transport cost, stall fees.</li> <li>Calculate the selling price.</li> </ul>
5-7	<b>Revision</b>	<b>PAT Task 2</b> Project based Learning Task (Eg. Plan a 'Street vending' venture to serve and sell mini hamburgers.)	
8-10	<b>Formal Assessment</b>	November Examination	

Term 4: Promotion mark for Grade 8		
School based Assessment (SBA)	Practical Assessment Task (PAT )	End-of-Year Examination
25%	50%	25%
Term 1: 100	<b>PAT Task 1</b>	
Term 2: 100	Skills Test 1+2+3 (75) (25+25+25)	
Term 3: 100	<b>PAT Task 2</b>	
	Project based Learning (25)	
<b>Convert to 25</b>	<b>Convert to 50</b>	<b>Convert to 25</b>

## Teaching plans Grade 9

### Grade 9 Term 1

<b>Two (2) hours per week</b> <b>(Theory: 30 minutes + Practical lessons: 90 minutes )</b> <b>Informal assessment</b> such as written activities, role play, identification tests and class tests. <b>Formal assessment:</b> March Test and 3 x Practical lessons			<b>SBA: Formal assessment</b>  March Test: 25%  Practical lessons: 75%
Week	Topic	Content	<b>Practical lessons</b> <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1	The Hospitality Industry  Sectors and Careers	<b>Re-cap the Hospitality Sectors with emphasis on:</b> <ul style="list-style-type: none"> <li>- Explaining the accommodation sector.</li> <li>- Hospitality establishments: - Hotels, guest houses, B &amp; B, cultural villages</li> <li>- Explaining the food and beverage sector</li> <li>- Formal fine dining</li> <li>- Coffee shops</li> <li>- Deli</li> <li>- Hosting permission</li> <li>- Logistical planning</li> </ul>	<b>Practical Lesson</b> <b>Identify pathways/careers that lead to:</b> <ul style="list-style-type: none"> <li>· Entrepreneurial opportunities</li> <li>· Self-employment e.g. Crafters food market</li> <li>· Produce fresh herbs for the Hospitality Training Kitchen. Sell the additional products for the Hospitality Training Kitchen fund.</li> </ul>
2-3	Entrepreneurship	<b>Entrepreneurship</b> <ul style="list-style-type: none"> <li>· Entrepreneurial Skills</li> <li>· Developing an entrepreneurial mind set</li> <li>· Self-employment opportunities</li> <li>· Contribution to the SA economy</li> <li>· Marketing</li> </ul>	<b>Practical Lesson</b> <ul style="list-style-type: none"> <li>· Produce fresh vegetables for the Hospitality Training Kitchen.</li> <li>· Sell the additional products for the Hospitality Training Kitchen fund.</li> </ul>
4	Health, Hygiene and Safety	<b>Personal hygiene</b> <ul style="list-style-type: none"> <li>- Emphasis on washing/sanitising of hands</li> <li>- General hygiene in the food preparation area</li> <li>- Pest control e.g. flies</li> </ul> <b>Waste Management</b> <ul style="list-style-type: none"> <li>- Reduce</li> <li>- Re-use</li> <li>- Recycle</li> <li>- Upcycle</li> </ul>	<b>Practical Lesson</b> <ul style="list-style-type: none"> <li>· Washing/sanitising of hands.</li> <li>· General hygiene in the-food preparation area.</li> <li>· How to implement pest control in a food preparation area.</li> </ul> <b>Identification Test</b>
5	Kitchen and Restaurant Operations	<b>Kitchen brigade</b> <ul style="list-style-type: none"> <li>· Introduction to the kitchen brigade in respect of roles and responsibilities:               <ul style="list-style-type: none"> <li>- -Head chef</li> <li>- -Staff cook</li> <li>- -Storekeeper</li> </ul> </li> </ul> <b>Recipes</b> <ul style="list-style-type: none"> <li>· Interpretation of recipes</li> <li>· Standard format</li> <li>· Mise en place in the kitchen:</li> </ul>	<b>Practical Lesson</b> <ul style="list-style-type: none"> <li>· Measuring of ingredients</li> <li>· Large scale measuring</li> </ul> Re-cap: Measuring dry and liquid ingredients <ul style="list-style-type: none"> <li>· Use a given recipe to complete the <b>mise en place</b> form.</li> </ul>

		· Metric measurements	
<b>Week</b>	<b>Topic</b>	<b>Content</b>	<b>Practical lessons</b> (Three practical lessons per term) (Exemplar Practical lessons)
6-7	Kitchen and Restaurant Operations	<b>Culinary terminology</b>  <b>Basic preparation principles in the kitchen</b>  <b>Mise en place</b> <ul style="list-style-type: none"> <li>· Conversion to accommodate small and large scale catering</li> <li>· Costing: food cost and overheads</li> </ul>	<b>Practical Skills Test 1</b>  Use a given recipe: <ul style="list-style-type: none"> <li>· Complete the mise en place form for a given recipe.</li> <li>· Organise your work station for the preparation of the dish in the given recipe.</li> <li>· Cost the given recipe.</li> </ul>
8	Revision		Skills Test 1
9-10	Formal Assessment		March Test
<b>Formal Assessment</b>		<b>SBA</b>  3x Practical lessons (75) March Test (25)	<b>PAT Task 1</b>  Skills Test 1 (25) (Marks carried over to Term 4)

## Grade 9 Term 2

<b>Two (2) hours per week</b> <b>(Theory: 30 minutes + Practical lessons: 90 minutes )</b> <b>Informal assessment</b> such as written activities, role play, identification tests and class tests. <b>Formal assessment:</b> June Examination and 3 x Practical lessons			<b>SBA: Formal assessment</b>  <b>June Examination: 25%</b> <b>Practical lessons: 75%</b>
Week	Topic	Content	<b>Practical lessons</b> <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1-2	Nutrition and Menu Planning           Kitchen Restaurant Operations and	<b>Menu planning</b> <ul style="list-style-type: none"> <li>· A la carte</li> <li>· Table d'hôte</li> <li>· Number of courses</li> <li>· Price</li> </ul> <b>Cooking methods</b>  <b>Moist heat: Steaming</b> <ul style="list-style-type: none"> <li>· -Direct steaming method</li> <li>· Indirect steaming method</li> </ul> Rules for <b>steaming application</b> as a versatile method of cooking Suitable types of food Differentiation between 'microwave steaming' and 'stove top steaming'.	<b>Practical Lesson</b>  Create an up-cycled container for selling of popcorn.  <b>Practical Demonstration</b>  Demonstrate steaming as cooking method
3-4	Food commodities	<b>Food Commodity: Maize</b> <ul style="list-style-type: none"> <li>· Description</li> <li>· Maize products in the market.</li> <li>· <b>Retail maize products:</b> <ul style="list-style-type: none"> <li>- Maize meal;</li> <li>- Samp;</li> <li>- Corn on the cob;</li> <li>- Corn flour; Mealie rice</li> <li>- Canned corn;</li> <li>- Popcorn</li> <li>- Breakfast cereal;</li> <li>- Frozen corn</li> </ul> </li> <li>· Uses in food preparation</li> <li>· Cooking of maize</li> <li>· Storage</li> </ul> <b>Salads and salad dressings</b> <ul style="list-style-type: none"> <li>· Classification of salads               <ul style="list-style-type: none"> <li>- Fresh / Raw: Greek Salad, Carrot Salad</li> <li>- Cooked: Rice Salad, Potato Salad</li> </ul> </li> </ul> <b>Salad dressings</b> <ul style="list-style-type: none"> <li>· -Oil and vinegar</li> <li>· -Mayonnaise-based</li> <li>- Creative presentation of salads</li> </ul>	<b>Practical Lessons</b> <ul style="list-style-type: none"> <li>· Prepare and present savoury and sweet popcorn.</li> <li>· Prepare and present:               <ul style="list-style-type: none"> <li>- Potato salad</li> <li>- Samp/Corn salad</li> </ul> </li> </ul> <b>Practical Demonstration</b> <ul style="list-style-type: none"> <li>· Edible food colouring and its uses in food preparation.               <ul style="list-style-type: none"> <li>- Turmeric</li> <li>- Saffron</li> <li>- Egg yellow Food Colouring powder = yellow</li> <li>- Squid ink = Black</li> <li>- Tomato paste = Red</li> <li>- Chlorophyll extraction from steamed spinach = Green</li> </ul> </li> </ul>



[illegible]

## Grade 9 Term 3

<b>Two (2) hours per week</b> <b>(Theory: 30 minutes + Practical lessons: 90 minutes )</b> <b>Informal assessment</b> such as written activities, role play, identification tests and class tests. <b>Formal assessment:</b> September Test and 3 x Practical lessons			<b>SBA: Formal assessment</b>  <b>September Test:</b> 25% <b>Practical lessons:</b> 75%
Week	Topic	Content	<b>Practical lessons</b> <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1.	Food and Beverage Service	<b>The Restaurant Brigade</b> <ul style="list-style-type: none"> <li>· Maitre'd</li> <li>· Waitron</li> </ul> <b>Venue set-up</b> <ul style="list-style-type: none"> <li>· Crafters markets and Pop-up restaurants</li> <li>· Venue/stall layout</li> <li>· Mise en place in the restaurant</li> <li>· Cutlery</li> <li>· Crockery</li> <li>· Glassware</li> <li>· Service utensils</li> <li>· Other accessories</li> <li>· Display techniques</li> </ul>	<b>Practical Lesson</b> <ul style="list-style-type: none"> <li>· Cleaning and polishing procedures for glassware.</li> </ul>
2-3	Food and Beverage Service	<b>The Restaurant Brigade</b> <b>The Waitron</b> <ul style="list-style-type: none"> <li>· Personal appearance</li> <li>· Expected behaviour</li> <li>· Waitron skills at a crafters market/Pop-up restaurant</li> <li>· Greeting</li> <li>· Communication – Taking of a cold beverage order.</li> <li>· Present the beverage menu</li> <li>· Noting the order</li> <li>· Confirming the order (with/without ice)</li> <li>· Communicating the order to the beverage waiter (bar tender)</li> </ul> <b>Serving of Cold Beverages</b> <ul style="list-style-type: none"> <li>· The tray</li> <li>· Appearance</li> <li>· Arrangement of drinks on the tray to match the sequence of the order</li> </ul> <b>Serving procedure of soft drinks (cans/bottles)</b> opening <ul style="list-style-type: none"> <li>· Pouring:</li> </ul>	<b>Practical Lesson</b> <ul style="list-style-type: none"> <li>· Use the frozen muffins to prepare a variety of cake pops to sell at the pop-up restaurant</li> <li>· Store safely to maintain freshness.</li> </ul>

		<ul style="list-style-type: none"> <li>Positioning of the glass</li> <li>Serving side</li> <li>Directional movement</li> <li>Re-filling of glasses</li> </ul>	
Week	Topic	Content	<b>Practical lessons</b> <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
4-5	Food and Beverage Service	<b>Venue setup</b> <ul style="list-style-type: none"> <li><b>Table &amp; chairs</b> <ul style="list-style-type: none"> <li>Stability</li> <li>Cleanliness</li> <li>Positioning</li> </ul> </li> <li><b>Table covers: plastic, linen and paper</b> <ul style="list-style-type: none"> <li>Suitability to the theme</li> <li>Clean</li> <li>No creases</li> <li>Right side up</li> <li>Suitability to the dimensions of the table (<i>overhang</i>)</li> </ul> </li> </ul>	<b>Practical Lesson</b> <b>Practical Demonstration</b> <i>(Practice with role-play)</i> <ul style="list-style-type: none"> <li><b>A</b> = Greeting of guests</li> <li><b>B</b> = Taking a drinks order</li> <li><b>C</b> = Serving of soft drinks</li> </ul>
6-7	Food and Beverage Service	Customer needs for serving at a Pop-up Restaurant or Tea Garden: <ul style="list-style-type: none"> <li>Customer needs</li> <li>Customers with disabilities <ul style="list-style-type: none"> <li>Visual impairment (Blindness)</li> <li>Physical disabilities (Wheelchair bound)</li> </ul> </li> </ul>	<b>Practical Skills Test 3</b> <ul style="list-style-type: none"> <li>Planning and setting up of a stall/ Pop-up Restaurant / Tea Garden to sell Cake Pops and Beverages.</li> <li>Plan the: <ul style="list-style-type: none"> <li>Layout</li> <li>Menu</li> <li>Transport for purchases / To the selling point</li> <li>Costing</li> </ul> </li> </ul>
8	Revision		Skills Test 3
9-10	Formal Assessment		September Test
<b>Formal Assessment</b>		<b>SBA</b> 3x Practical lessons (75) September Test (25)	<b>PAT Task 1</b> <b>Skills Test 3</b> (25) <i>(Marks carried over to Term 4)</i>

## Grade 9 Term 4

<b>2 hours per week</b> <b>(Theory 30 minutes + Practical lessons 1.5 hours per week)</b> <b>Informal assessment:</b> Such as written activities, role play, case studies, identification tests, class tests. <b>Review and reinforcement activities</b>			
<b>Week</b>	<b>Topic</b>	<b>Content</b>	<b>Practical lessons</b> (Three practical lessons per term) (Exemplar Practical lessons)
1-2	Food Commodities  Food and Beverage Service	<b>Food Commodities: Tea and Coffee</b> <b>Tea</b> <ul style="list-style-type: none"> <li>Types: Ceylon and Red bush (Rooibos)</li> <li>Preparation and presentation</li> </ul> <b>Coffee</b> <ul style="list-style-type: none"> <li>Preparation and presentation: Instant and Plunger</li> </ul> <b>Tea service only</b> <ul style="list-style-type: none"> <li>Mise en place</li> <li>The tea tray</li> <li>Appearance</li> <li>Taking the order</li> <li>Rules for perfection</li> <li>Serving of tea</li> <li>Serving side</li> <li>Direction of movement</li> <li>Pouring</li> <li>Refilling of cups</li> </ul>	<b>Practical Lesson</b> <ul style="list-style-type: none"> <li>Setting of a tea tray.</li> </ul>
3-4	Kitchen and Restaurant Operations	<b>Stock Control</b> <ul style="list-style-type: none"> <li>Take delivery of stock</li> <li>Store stock</li> <li>Rotate and Maintain Stock</li> <li>Label stock</li> <li>Maintain stock levels</li> <li>Record stock</li> <li>Process stock orders</li> <li>Minimise stock losses</li> <li>Follow up on orders</li> </ul>	<b>Practical Lesson</b>  <b>Practical Demonstration</b> <ul style="list-style-type: none"> <li>How to take stock</li> <li>Recording of stock</li> </ul>
5-7	<b>Revision</b>		<b>PAT Task 2</b> Project based Learning Task
8-10	<b>Formal Assessment</b>		November Examination

Term 4: Promotion mark for Grade 9		
School based Assessment (SBA)	Practical Assessment Task (PAT ) External Task	End-of-Year Examination External Task
25%	50%	25%
Term 1: 100	<b>PAT Task 1</b> Skills Test 1+2+3 (75) (25+25+25)	
Term 2: 100		
Term 3: 100		
	<b>PAT Task 2</b> Project based Learning (25)	
Convert to 25	Convert to 50	Convert to 25

## **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 in order to improve the process of learning and teaching.

Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

## **Assessment in Hospitality Studies Grades 8 & 9**

### **4.2 Informal or Daily Assessment**

Assessment for learning has the purpose of continuously collecting information about learner performance that can be used to improve learning.

Informal assessment is a daily monitoring of learner progress. This is done through observation, discussions; practical demonstrations, learner-teacher discussions, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from the learning activities taking place in the classroom.

Self-assessment and peer assessment actively allows the learner to assess themselves. 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. The results of daily assessment tasks are not taken into account for promotion purposes. The main purpose of informal assessment is to inform and strengthen the learning process.

### 4.3 Formal Assessment

Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes. All Formal Assessment tasks are subject to **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 Year and in a particular subject. Examples of formal assessments include tests, examinations, practical tasks, projects, oral presentations, demonstrations, performances, etc. Formal assessment tasks forms part of a year-long formal Programme of Assessment in each grade and subject, is school-based and is weighted as indicated in the tables that follow for the Grades 8 & 9.

Grades	Formal school-based assessments	End-of-year examinations
R -3	100%	
4 - 6	75%	25%
7 – 9 Academic stream <b>Occupational stream</b>	40% <b>25%</b>	External examination 60% <b>75%</b>
10 and 11	25% including a mid-year examination	External examination: 75%
12	25% including mid-year and trial examinations	External examination: 75%

#### 4.3.1 Formal Programme of Assessment for Grades 8 – 9

Table 1 a Formal School-Based Assessment Grade 8				Final End-of-Year Promotion Mark
SBA	Term 1	Term 2	Term 3	Term 4
	Practical Lessons 75%	Practical Lessons 75%	Practical Lessons 75%	SBA: Term 1-3 $100 + 100 + 100$ $= 300 \div 3 = 100$ $= 100 \div 4 = 25$
	March Test 25%	June Examination 25%	September Test 25%	
SBA	100%	100%	100%	25%
PAT 1	Skills Test 1 25%	Skills Test 2 25%	Skills Test 3 25%	PAT : PAT 1: Skills Tests 1-3 $25+25+25 = 75$ PAT 2: Project based Learning Term 4 Task = 25 $= 100$
PAT 1	25%	25%	25%	50%
				November Examination $75 \div 3$
				25%

Table 1 b Formal School-Based Assessment Grade 9				Final End-of-Year Promotion Mark
SBA	Term 1	Term 2	Term 3	Term 4
	Practical Lessons 75%	Practical Lessons 75%	Practical Lessons 75%	SBA: Term 1-3 $100 + 100 + 100$ $= 300 \div 3 = 100$ $= 100 \div 4 = 25$
	March Test 25%	June Examination 25%	September Test 25%	
SBA	100%	100%	100%	25%
PAT 1	Skills Test 1 25%	Skills Test 2 25%	Skills Test 3 25%	External PAT : PAT 1: Skills Tests 1-3 $25+25+25 = 75$ PAT 2: Project based Learning Term 4 Task = 25 $= 100$
PAT 1	25%	25%	25%	50%
				External November Examination $75 \div 3$
				25%



**Clarification and breakdown of the Programme of Assessment in Grades 8 & 9 for the theory and practical components.**

**Grade 8**

Term	Programme of Assessment: Theory	Weighting
Term 1	<b>Theoretical assessment for SBA</b> to consist of Term 1 content only. <b>March Test</b> - Term 1 content = (Total = 50 marks)	<b>25%</b>
Term 2	<b>Theoretical assessment for SBA</b> to consist of work done in Terms 1 and 2. <b>June Examination</b> – Terms 1 and 2 content = (Total = 75 marks) ( <i>Term 1 work=30% (Was already assessed in Term 1) and Term 2 new work =70%</i> )	<b>25%</b>
Term 3	<b>Theoretical assessment for SBA</b> to consist of Term 3 content only: <b>September Test</b> – Term 3 content = (Total = 50 marks)	<b>25%</b>
Term 4	<b>Final promotion mark</b> November Examination – Term 1-4 content (75 marks)	<b>25%</b>

**Grade 9**

Term	Programme of Assessment: Theory	Weighting
Term 1	<b>Theoretical assessment for SBA</b> to consist of Term 1 content only. <b>March Test</b> - Term 1 content = (Total = 50 marks)	<b>25%</b>
Term 2	<b>Theoretical assessment for SBA</b> to consist of work done in Terms 1 and 2. <b>June Examination</b> – Terms 1 and 2 content = (Total = 75 marks) ( <i>Term 1 work =30% (Was already assessed in Term 1) and Term 2 new work =70%</i> )	<b>25%</b>
Term 3	<b>Theoretical assessment for SBA</b> to consist of Terms 1, 2 and 3 content: <b>Internal Preparatory Examination</b> – Term 1,2 and-3 content <b>Total: 75 marks</b> <i>Set according to the demarcation in the Examination Guidelines from the Examination and Assessment Directorate.</i>	<b>25%</b>
Term 4	<b>Final promotion mark</b> <i>Set according to the demarcation in the Examination Guidelines from the Examination and Assessment Directorate.</i> <b>External GEC examination – Maximum total of 75 marks</b>	<b>25%</b>

## Grades 8 & 9

Programme of Assessment: Practical Lessons /Skills PAT/		Weighting
<b>SBA</b> <b>Term 1 -3</b>	<b>Practical Lessons</b> Three practical lessons are completed per Term. Ensure that a variety of skills are built into and developed per lesson.	<b>25%</b>
<b>PAT 1</b> <b>Term 1-3</b>	<b>Skills Test</b> The Skills Test is an objective measure of the ability to perform a specific task. A Skills Test is implemented at the end of Terms 1-3. The skills applied in the three practical lessons in the term are assessed in a Skills Test. The mark for the Skills Test is carried over to Term 4 to consolidate the weighting for PAT 1.	<b>75%</b>
<b>PAT 2</b> <b>Term 4</b>	<b>Project Based Learning</b> A Task is included in Term 4 that reflects knowledge and skills applied to a scenario for: <ul style="list-style-type: none"> <li>• Entrepreneurship</li> <li>• Career development / World of Work</li> </ul>	<b>25%</b>

The cognitive demand in assessment should be **appropriate for the age and developmental level** of a learners in the grade. Assessment in Hospitality Studies, must cater for a range of cognitive levels and learner abilities. The assessment tasks should be designed carefully to cover the content in the subject as well as the range of skills and cognitive levels, identified in the specific aims in Section 1 of this CAPS Policy Document.

The design of assessments should therefore ensure that a full range of content and skills are assessed in each grade. The specific aims, topics, content and range of skills in the subject should be used to inform the planning and development of assessment tasks.

Formal assessment must cater for a range of cognitive levels and abilities of learners, as shown below.

SUGGESTED WEIGHTING FOR COGNITIVE LEVELS		
PROGRAMME OF ASSESSMENT: SBA TASKS		
Cognitive level	Grade 8	Grade 9
<b>Lower order:</b> Remembering	60%	50%
<b>Middle order:</b> Understanding Applying	30%	40%
<b>Higher order:</b> Analysing / Evaluating and Creating	10%	10%

SUGGESTED WEIGHTING FOR COGNITIVE LEVELS: PRACTICAL LESSONS AND PAT		
Cognitive level	Grade 8	Grade 9
<b>Lower order:</b> Isolated single steps	60%	50%
<b>Middle order:</b> Multiple limited steps	30%	40%
<b>Higher order:</b> Several operations required, Creative production / design.	10%	10%

Examiners and moderators **in all subjects** are encouraged to think about the difficulty level of every question / skill that is implemented for assessment.

In judging the level of difficulty of each question skill, both the demands that each question makes on the cognitive ability of an average Grade 8 & 9 learner and the intrinsic difficulty of the question or task is considered. In making this judgement, the difficulty or ease of a particular question is identified. A four-category framework for thinking about question or item difficulty adapted from Leong (2006) has been used in this identification process.

**This framework comprises the following four general sources of difficulty:**

- **Content difficulty:** this indexes the difficulty of the subject matter, topic or conceptual knowledge; some content is inherently more difficult than other content.
- **Stimulus difficulty:** this relates to the linguistic features of the question and the challenge that candidates face in reading, interpreting and understanding the question.
- **Task difficulty:** this refers to the difficulty that candidates face when trying to formulate or produce an answer.
- **Expected response difficulty:** this refers to difficulties because of the mark scheme or memorandum, in other words how marks are allocated.

## 4.4 Types of Formal Assessment Tasks

### 4.4.1 Tests

- A test for formal 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 45 to 60 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.

### 4.4.2 Examinations

- In Hospitality Studies a **75 mark** examination paper is written in June and November. 1.5 hours are allocated to write the paper that comprises 25% of learner's total mark for promotion.
- Each question paper must cater for a balanced range of cognitive levels as well as align to the prescribed range for levels of difficulty.

## Guidelines for setting of Tests and Question papers in Hospitality Studies in Grades 8 & 9

- 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 the examiner and moderator.
- Page two of the paper should include instructions and a breakdown of time per question.
- 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* and placed in a frame.
- No spelling, language or translation errors are allowed.

- The format of the question paper should adhere to the latest Examination Guidelines for Hospitality Studies.

### **Short Questions (*Question 1*)**

- **Caution learners to:**
  - Write clearly printed letters in Question 1.
  - Not write one letter over the other.
  - Cross out a letter neatly to cancel it.
- Include different question types for short questions in class tests as well as Formal Assessment Tasks to prepare candidates for exam readiness.
- Ensure that learners are exposed to answering short questions based on illustrations; graphs; data and short case studies/scenarios where understanding, interpretation and application of knowledge is required.
- Use the same format and layout as reflected in Examination Guidelines.

### **Long Questions (*Question 2 and questions that follow*)**

#### **It is compulsory to include:**

- Questions that require a longer response.
- Question that requires a response in paragraph format (minimum 3 marks)
- Source based questions such as: Case studies; scenarios; extracts; pictures/flow charts /tables/graphs/cartoons/advertisements/menus for interpretation.
- An action verb to open the question. This gives a clear instruction for the question and expected response.

### **Marking Guidelines**

- Cover page: 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.

#### 4.4.3 Practical Lessons; Skills Tests and Practical Assessment Tasks

##### (a) Practical lessons

- Each learner must do a minimum of **three (3) assessed practical lessons** per term in Term 1-3.
- It is important to prioritise and include a variety of skills in the different lessons.
- Examples for the assessed practical lessons are reflected in the Teaching plans per term.

##### (b) Practical Assessment Task (PAT)

###### (i) PAT 1: (Practical Skills Test)

###### A Practical Skills Test:

- Provides an objective measure of a candidate's ability to perform a specific task.
- Measures skills or knowledge accurately.
- Assists to determine the level of achievement.
- Prescribes specific criteria for efficient performance of a skill.
- Includes the benefit of having learner feedback to encourage personal growth and development.
- Assesses soft skills to encourage personal growth and development.

Examples of soft skills that are important for promotion: Communication, listening, observation, manipulation, planning, interpretation, analysing, creative design, self-discipline and time-management. These skills are addressed in the Practical Lessons.

###### (ii) PAT 2: Project based Learning

- The teacher sets the task to assess the skills that were developed in the theory for practical and practical lessons.

**The skills** include:

- i. Subject specific practical skills according to the Annual Teaching Plan
- ii. Soft skills

- iii. Entrepreneurial skills
- iv. Create a small micro-enterprise
- v. A career focus

- It is recommended that PAT Task 2 is taken up in the school's timetable.
- The school has the responsibility to provide resources for the Practical Assessment Task (PAT).

## 4.5 Recording and Reporting

**Recording** is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge as prescribed in the Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner's conceptual progression within a Year and her/his readiness to progress or promote to the subsequent Year. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

**Reporting** is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. Teachers in all grades report in percentages against the subject. Seven levels of competence have been described for each subject listed for Grades R - 12. The various achievement levels and their corresponding percentage bands are as shown in the Table below.

### 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

Note: The seven-point scale should have clear descriptors that give detailed information for each level. Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

## **4.6 Moderation of Assessment**

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments for SBA and PAT.

### **4.6.1 Formal assessment (SBA)**

Moderation at the school will be carried out at least once each school term by the Head of Department responsible for the subject. This moderation needs to take place before cluster, district, regional or provincial moderation. Teachers' portfolios and evidence of learner performance must be moderated to ensure that a variety of assessment tasks have been used to address various topics and that assessment covered a range of cognitive levels. It further needs to verify the accuracy of correlation and alignment of Teacher and Learner evidence

### **4.6.2 Practical Assessment Task (PAT)**

The PAT is internally set and marked in Grade 8 and externally set and internally marked in Grade 9. Teacher and learner portfolios of evidence must be moderated to ensure that the correct number of lessons in preparation of the Skills Test and PAT are implemented and that the tasks are implemented at the correct standard.

**Moderation further serves to ensure that:**

- Teacher evidence reflects the required planning and preparation for the implementation of the Practical Lessons, Skills Tests and PATs'.
- Evidence in Learner and Teacher portfolios align and correlate.
- Learner evidence includes a consolidation sheet that aligns with Teacher and SASAMS recorded marks.



## 4.7 General

**This document should be read in conjunction with:**

- 4.7.1 *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and*
- 4.7.2 *National Protocol for Assessment Grades R-12;*
- 4.7.3 *White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);*
- 4.7.4 *Guidelines for Responding to Diversity in the Classroom through the Curriculum and Assessment Policy Statements (2011);*
- 4.7.5 *Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (2013);*
- 4.7.6 *Policy on Screening, Identification, Assessment and Support (2014);*
- 4.7.7 *Guidelines for Full-service/Inclusive Schools (2010); and*
- 4.7.8 *Standard Operating Procedures for Assessment of Learners who Experience Barriers*