



2021 National Recovery Annual Teaching Plan: **Hospitality Studies Grade 10 Term 1**

TERM 1 45 days	Week 1 27-29 Jan (3 days)	Week 2 01-05 Feb (5 days)	Week 3 08-12 Feb (5 days)	Week 4 15-19 Feb (5 days)	Week 5 22-26 Feb (5 days)	Week 6 01-05 March (5 days)	Week 7 08-12 March (5 days)	Week 8 15-19 March (5 days)	Week 9 23-26 March (4 days)	Week 10 29-31 March (3 days)
CAPS topic	Sectors and Careers	Sectors and Careers	Kitchen and Restaurant Operations	Hygiene	Kitchen and Restaurant Operations	Kitchen and Restaurant Operations	Nutrition and Menu Planning	Kitchen and Restaurant Operations	Commodities	Revision
CAPS Ref	p 18	p 18	p 18	p 18	p 19	p 19	p 19	p 19	p 19	
<b>Concepts, skills and values</b>	<p><b>Introduction</b> What is Hospitality Studies? <b>Baseline Assessment</b> Content Map 2021 PAT</p> <p>The sectors in the hospitality industry and services provided by each.</p>	<p><b>Food and beverage establishments</b></p> <ul style="list-style-type: none"> <li>The distribution and cultural diversity of the South African hospitality industry</li> <li>Food and beverage establishments (including career opportunities)</li> <li>Fine-dining and family restaurants, coffee shops,</li> <li>Franchises in the food and beverage industry</li> </ul>	<p><b>Appliances, equipment and utensils in the kitchen and restaurant</b></p> <ul style="list-style-type: none"> <li>Identification assembling, use, cleaning, storage, maintenance</li> <li>Stoves: gas and electrical. Other equipment for cooking</li> <li>Equipment for keeping food warm (gas and electrical)</li> <li>Fridges, freezers and walk-in fridges</li> <li>Food processing equipment (electrical and manual)</li> <li>Dishwashing and drying Utensils (kitchen smalls)</li> </ul>	<p><b>Personal hygiene:</b> Personal appearance and uniform (chef)</p> <p><b>Hygiene on the food premises:</b></p> <ul style="list-style-type: none"> <li>food storage practices</li> <li>washing and sanitary facilities</li> <li>cleaning practices in the kitchen and restaurant</li> <li>waste disposal practices</li> </ul> <p><b>Waste management:</b> basic principles: reduce, re-use, recycle</p> <p><b>Kitchen pests:</b> mice, rats, flies,</p>	<p><b>Recipes</b> Name, standard format, yield (number of portions), ingredients, measurements, preparation method, cooking method, equipment, temperature, preparation time, serving suggestions, accompaniments</p> <p>Correct terminology The use of a conversion table in metric measurements (volume to mass and vice versa) e.g. 250ml cake flour = 120g</p>	<p><b>Mise-en-place in the kitchen</b></p> <ul style="list-style-type: none"> <li>Collect and measure ingredients: dry and liquid,</li> <li>volume and mass.</li> <li>Preparation of ingredients, such as chopping and grating</li> <li>Collect equipment.</li> </ul>	<p><b>South African food pyramid</b> (six groups) Nutrients and their functions in food group context : protein, carbohydrates (starch and sugar), vitamins (A, B-group C, D, E and K), minerals (calcium, iron, magnesium)</p>	<p><b>Cooking methods</b> Temperatures, specific equipment, types of food applied to, influence on nutritional value</p> <ul style="list-style-type: none"> <li>Moist-heat cooking methods: boiling, steaming, simmering, stewing</li> <li>Dry-heat cooking methods: baking, dry-, shallow and deep-frying, grilling, roasting, stir-frying</li> <li>Combination methods: casserole cooking, pot roasting</li> </ul>	<p><b>Scones and muffins</b></p> <ul style="list-style-type: none"> <li>Classification of flour mixtures</li> <li>Techniques: rubbing-in (cutting-in), emulsion (muffin) mixing method, mixing, glazing, shaping, baking</li> <li>Presentation and serving of scones and muffins</li> <li>Characteristics of a good scone and muffin</li> <li>Ensuring a good product</li> </ul>	<p>Review and consolidate with reinforcement activities in class to assess the learners' knowledge and understanding of the expected learning outcomes.</p> <p>Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous examination question papers, etc</p>

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<b>Requisite pre-knowledge</b>	Use a questionnaire to determine how many learners have been exposed to the Hospitality Industry Show a video for learners to understand the context of the industry.	Hands on demonstration Show a video for learners to see other equipment not available in the classroom. Terminology	Use a video to set the background for the topic.	Use recipes as examples in the different format for learners to relate to the context of the topic.	Use a video to set the background for the topic.	Use a power point presentation that is well illustrated for learners to understand the concepts better by being able to relate to the examples.	Use a video to set the background for the topic	Use a video to set the background for the topic. Have a price list of what these products cost at local business. Compare the quality and price of a fresh product vs a a convenience product.	
<b>Resources</b> (Not textbook) to enhance learning	<ul style="list-style-type: none"> <li>• Power points</li> <li>• Resource material and activities provided by subject advisors, lead teachers and teachers</li> <li>• You Tube videos</li> <li>• <i>To be completed further by the teacher</i></li> </ul>								
<b>Informal Assessment</b> :Remediation	<i>To be completed by the teacher</i>								
<b>SBA Formal Assessment</b>	<b>Planning and preparation:</b> <ul style="list-style-type: none"> <li>• Practical Lessons</li> <li>• Skills Test</li> </ul>		<b>Task 2</b> Practical Lessons Skills Test		<b>Planning and preparation:</b> <ul style="list-style-type: none"> <li>• March Control Test</li> </ul>		<b>Task 1</b> March Control Test		

2021 National Recovery Annual Teaching Plan: **Hospitality Studies Grade 10 Term 2**

TERM 2 51 days	Week 1 13-16 April (4 days)	Week 2 19-23 April (5 days)	Week 3 28 -30 April (3 days)	Week 4 03-07 May (5 days)	Week 5 10-14 May (5 days)	Week 6 17-21 May (5 days)	Week 7 24-28 May (5 days)	Week 8 31 May-4 Jun (5 days)	Week 9 7-11 June (5 days)	Week 10 14-18 June (4 days)	Week 11 21-25 June (5 days)
CAPS topic	Commodities	Commodities	Commodities	Commodities	Commodities	Commodities	Commodities	Commodities	Commodities	Revision	
CAPS Ref	p 19	p 21	p 22	p 22	p 24	p 24	p 24	p 24	p22		
<b>Concepts, skills and values</b>	<b>Fruit</b> <ul style="list-style-type: none"> <li>•Classification: soft, hard, citrus, stone, tropical</li> <li>• Purchasing and storing of fruit</li> <li>• Preparation methods (including knife skills)</li> <li>• Cooking methods: baking, stewing, frying, grilling</li> <li>• Uses of fruit on the menu</li> </ul>	<b>Pancakes and Crumpets</b> <ul style="list-style-type: none"> <li>• Batters: thin batter and drop batter</li> <li>• Cooking methods: shallow fry</li> <li>• Presentation and serving</li> <li>• Characteristics of a good pancake and crumpet</li> <li>• How to ensure a good product</li> </ul>	<b>Eggs</b> <ul style="list-style-type: none"> <li>• Fresh eggs</li> <li>• Characteristics of fresh eggs</li> <li>• Sizes: jumbo, X large, large, medium</li> <li>• Storage of eggs</li> <li>• Cooking methods: Boiling, poaching, shallow frying.</li> <li>• Uses: Binding, fillings, coating, glazing, egg dishes, garnishing, emulsifying sauces, (mayonnaise, clarification, thickening, aerating</li> <li>• Beating of egg white. Influencing factors. Different stages and uses</li> </ul>	<b>Cereals</b> <ul style="list-style-type: none"> <li>• Classification whole, crushed, rolled etc.</li> <li>• Types: corn/maize, wheat, oats, sorghum</li> <li>• Hot porridge: oats, maize &amp; sorghum (maltabella)</li> <li>• Dry breakfast cereals e.g. cornflakes, muesli</li> <li>• Cooking methods and effect of heat on starch (dry and moist heat)</li> <li>• Prevent lump and skin formation</li> <li>• Portion sizes.</li> </ul>	<b>Dairy products</b> <ul style="list-style-type: none"> <li>• Types and classification</li> <li>• Milk: Fresh: full cream, low fat, skimmed</li> <li>• Milk: Evaporated, condensed, powdered, processed (UHT)</li> <li>• *Cultured products: yoghurt, buttermilk, maas (inkomazi)</li> <li>• Cream: fresh, sour, long-life.</li> <li>• Thickness of cream</li> <li>• Cheese: hard, semi-soft/-hard, soft, special</li> <li>• Storage of milk and dairy products</li> <li>• Cooking methods and effect of heat</li> <li>• Effect of heat on milk- or</li> </ul>	<b>Minced meat</b> <ul style="list-style-type: none"> <li>• Mince: beef, other</li> <li>• Factors to consider when purchasing minced meat (fresh, frozen)</li> <li>• Storage of mince</li> <li>• Cooking methods Grilling (not outside over fire), frying, simmer</li> <li>• Portion size</li> <li>• Uses of mince : main dishes, snacks, fillings, hamburgers</li> </ul>	<b>Pasta</b> <ul style="list-style-type: none"> <li>• Classification according to shapes (shells,screws and other), sheets (lasagne), ribbons (tagliatelle, fettuccine, spaghetti), filled (cannelloni, ravioli)</li> <li>• Classification according to ingredients: plain, egg, whole-wheat, flavoured</li> <li>• Cooking methods: boiling, refreshing, stir-frying (Chinese vermicelli)</li> <li>• Portion size (dry and cooked weights)</li> <li>• Uses: starters, main dishes, salads</li> </ul>	<b>Salads and salad dressing</b> <ul style="list-style-type: none"> <li>- Classification of salads</li> <li>- Uncooked: mixed, green, Greek, coleslaw, Caesar, etc.</li> <li>- Cooked: potato, pasta, rice, beetroot</li> <li>- Moulded (gelatine)</li> <li>• Preparation methods (include knife skills)</li> <li>• General rules for preparing and serving of salad</li> <li>• Portion size</li> <li>• Salad dressings: <ul style="list-style-type: none"> <li>- Uncooked: French, Mayonnaise, etc.</li> <li>Cooked: boiled salad dressing</li> </ul> </li> </ul>	<b>Tea and Coffee Tea</b> <ul style="list-style-type: none"> <li>• Standard/Ceylon/black tea, lemon, iced, speciality teas, herbal, fruit, chai</li> </ul> <b>Coffee</b> <ul style="list-style-type: none"> <li>• Filter, espresso, decaffeinated, iced, cappuccino, latte, café mocha, Irish coffee, café au lait</li> <li>• Preparing and serving of tea and coffee</li> </ul>	Review and consolidate with reinforcement activities in class to assess the learners' knowledge and understanding of the expected learning outcomes.  Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous examination question papers, etc	

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					cream based dishes • Effect of heat on cheese: Melting and grilling					
<b>Requisite pre-knowledge</b>	Use a video to set the background for the topic.	Prior knowledge of measuring scones and muffins in term 1, equipment, cooking methods	Prior knowledge of measuring scones and muffins in term 1, equipment, cooking methods	Use of egg mixture as a glaze for scones in term 1 Learners' own knowledge and understanding . New content (terminology)	Pre-knowledge: Effect of dry heat on cereal products from making scones and muffins in term 1 Learners' own knowledge and understanding New content (terminology)	Learners' own knowledge and understanding New content (terminology)	New content. Basic knowledge on commodities.	Use a video to set the background for the topic	Use a video to set the background for the topic	
<b>Resources</b> (Not textbook) to enhance learning	<ul style="list-style-type: none"> <li>• Power points</li> <li>• Resource material and activities provided by subject advisors, lead teachers and teachers</li> <li>• You Tube videos</li> </ul> <p><i>To be completed further by the teacher</i></p>									
<b>Informal Assessment</b> : Remediation	<i>To be completed by the teacher</i>									
<b>SBA Formal Assessment</b>	<b>Planning and preparation:</b> <ul style="list-style-type: none"> <li>• Practical Lessons</li> <li>• Skills Test</li> <li>• June Control Test</li> </ul>						<b>Task 4</b> Practical Lessons Skills Test		<b>Task 3</b> June Control Test	

### 2021 National Recovery Annual Teaching Plan: **Hospitality Studies Grade 10 Term 3**

TERM 3 53 days	Week 1 13-16 July (4 days)	Week 2 19-23 July (5 days)	Week 3 26 -30 July (5 days)	Week 4 02-06 Aug (5 days)	Week 5 10-13 Aug (4 days)	Week 6 16-20 Aug (5 days)	Week 7 23-27 Aug (5 days)	Week 8 30 Aug-3 Sept (5 days)	Week 9 6-10 Sept (5 days)	Week 10 13-17 Sept (5 days)	Week 11 20-24 Sept (5 days)
CAPS topic	Nutrition and menu planning	Nutrition and menu planning	Nutrition and menu planning	Nutrition and menu planning	Food and Beverage Service	Food and Beverage Service	Food and Beverage Service	Food and Beverage Service	Revision		
CAPS Ref	P 23	P 23	P 23	p 23	p 21	p 23	p 23	p 21			
<b>Concepts, skills and values</b>	<b>Nutritional value of meals</b> • South African food-based dietary guidelines • Refer to the <b>food pyramid</b> for nutritional value of different meals. • Different meals: breakfast, brunch, lunch, supper and dinner	<b>Principles of menu planning</b> with regard to • choice of food (aesthetic appeal and sensory value such as colour, texture, taste, shape, flavour, cooking methods); • type of customers (age, culture, preferences); and • management (staff skills, equipment, time available for preparation, etc)	<b>Writing out of a menu</b> Menu, meal and date specified • Correct sequence of dishes in the main course • Spaces between courses • Bread and friandise are not listed on the menu, but coffee is listed. • House rules for the school's restaurant could apply	<b>Plan menu's</b> • breakfasts: continental and English; and • brunches and light meals. Pay attention to creativity and current food trends Use locally available products	<b>Mise-en-place in the restaurant: Buffet</b> <b>Preparing the venue for breakfasts/brunches.</b> Room layout, bookings and placing of quests. Personal appearance and uniform for waiters. Storeroom procedures for food service equipment	<b>Table setting for buffet style breakfasts and brunches</b> <b>Two or three course light meals.</b> <b>Table cloths, serviettes, crockery, cutlery, glassware, condiments, menu cards, table numbers</b>	<b>Mise-en-place in the restaurant: Plated service</b>  Waiters Receiving and seating quests.  Service sequence and procedures.  Presenting the bill  Closing <i>mise-en-place</i>	<b>Service procedure</b> Storeroom procedures for food service equipment.	Review and consolidate with reinforcement activities in class to assess the learners' knowledge and understanding of the expected learning outcomes.  Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous examination question papers, etc		

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<b>Requisite pre-knowledge</b>	Basic knowledge of eating habits. Basic knowledge of menu's in restaurants.	New content – (learners might have basic knowledge on breakfast food commodities, but not brunch)	Use a video to set the background for the topic	Use a video to set the background for the topic	Use a video to set the background for the topic	Use a video to set the background for the topic					
<b>Resources</b> (Not textbook) to enhance learning	<ul style="list-style-type: none"> <li>• Power points</li> <li>• Resource material and activities provided by subject advisors, lead teachers and teachers</li> <li>• You Tube videos</li> </ul> <p><i>To be completed further by the teacher</i></p>										
<b>Informal Assessment</b> :Remediation	<i>To be completed by the teacher</i>										
<b>SBA Formal Assessment</b>	<b>Planning and preparation:</b> <ul style="list-style-type: none"> <li>• Practical Lessons</li> <li>• Skills Test</li> </ul>		<b>Task 6</b> Practical Lessons Skills Test			<b>Planning and preparation:</b> September Control Test		<b>Task 5</b> September Control Test			

**2021 National Recovery Annual Teaching Plan: Hospitality Studies Grade 10 Term 4**

TERM 4 47 days	Week 1 5-8 Oct (4 days)	Week 2 11-15 Oct (5 days)	Week 3 18-22 Oct (5 days)	Week 4 25-29 Oct (5 days)	Week 5 1-5 Nov (5 days)	Week 6 8-12 Nov (5 days)	Week 7 15-19 Nov (5 days)	Week 8 22-26 Nov (5 days)	Week 9 29 Nov-3 Dec (5 days)	Week 10 6-8 Dec (3 days)
<b>CAPS topic</b>	Food and Beverage Service	Food and Beverage Service	Safety	Revision			November Examination			
<b>CAPS Ref</b>	p 24	p 24	p 25							
<b>Concepts, skills and values</b>	<p><b>Paying of the bill</b></p> <p>The cashier Electronic PoS</p> <p>Methods of payment: cash, credit card, debit card, charge cards (Visa, Master, Diners Club, American Express), vouchers</p>	<p><b>Customer relations</b></p> <p>Sensitivity for culture, gender, age and disability.</p> <p>Handling of children and people with special needs.</p> <p>Sensitivity towards customer needs, friendliness, addressing customers and professional behaviour</p>	<p><b>Basic treatment of injuries</b></p> <p>Injuries that occur commonly in hospitality establishments (first aid): burns (different types) cuts, electrical shocks, sprains, fainting, choking, allergic reactions, shock.</p> <p><b>General safety practices</b> In the kitchen and restaurants in respect of electrical appliances, gas, steam, knives, chemicals</p>	<p>Review and consolidate with reinforcement activities in class to assess the learners' knowledge and understanding of the expected learning outcomes.</p> <p>Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous examination question papers, etc</p>						

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			(cleaning agents)								
<b>Requisite pre-knowledge</b>	Use a video to set the background for the topic	Pre-knowledge on basic first aid practices New content	Pre-knowledge on basic first aid practices								
<b>Resources</b> (Not textbook) to enhance learning	<ul style="list-style-type: none"> <li>Gr10 CAPS Power Points from Subject Support Package</li> <li>You Tube videos</li> <li>WCED Eportal</li> <li><i>To be completed by the teacher</i></li> </ul>										
<b>Informal Assessment</b> :Remediation	<i>To be completed by the teacher</i>										
<b>SBA Formal Assessment</b>  \	<b>Planning and preparation:</b> <ul style="list-style-type: none"> <li>PAT</li> <li>November Examination</li> </ul>			<b>Practical Assessment Task (PAT)</b> Practical Examination				<b>November Examination</b>			