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

LEARNING PROGRAMME GUIDELINES

HOSPITALITY STUDIES

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SECTION 1

INTRODUCTION

1.1 INTRODUCING THE NATIONAL CURRICULUM STATEMENT

1.1.1 BACKGROUND

In 1995 the South African government began the process of developing a new curriculum for the school system. There were two imperatives for this. First, the scale of change in the world, the growth and development of knowledge and technology and the demands of the 21st Century required learners to be exposed to different and higher level skills and knowledge than those required by the existing South African curricula. Second, South Africa had changed. The curricula for schools therefore required revision to reflect new values and principles, especially those of the Constitution of South Africa.

The first version of the new curriculum for the General Education Band, known as Curriculum 2005, was introduced into the Foundation Phase in 1997. While there was much to commend the curriculum, the concerns of teachers led to a review of the Curriculum in 1999. The review of Curriculum 2005 provides the basis for the development of the National Curriculum Statement for General Education and Training (Grades R-9) and the National Curriculum Statement for Grades 10-12.

1.1.2 THE NATIONAL CURRICULUM STATEMENT

The National Curriculum Statement consists of 29 subjects. Subject specialists developed the Subject Statements, which make up the National Curriculum Statement. The draft versions of the Subject Statements were published for comment in 2001 and then re-worked to take account of the comments received. In 2002 twenty-four subject statements and an overview document were declared policy through Government Gazette. In 2004 five subjects were added to the National Curriculum Statement. The National Curriculum Statement now consists of the Subject Statements for the following subjects:

- Languages – 11 official languages (each counted as three subjects to cater for the three levels Home Language, First Additional Language and Second Additional Language); 13 non-official languages
- Mathematics; Mathematical Literacy; Physical Sciences; Life Sciences; Computer Applications Technology; Information Technology
- Accounting; Business Studies; Economics
- Geography; History; Life Orientation; Religion Studies
- Consumer Studies; Hospitality Studies; Tourism
- Dramatic Arts; Dance Studies; Design; Music; Visual Arts
- Agricultural Sciences, Agricultural Management Practices, Agricultural Technology

- Civil Technology; Mechanical Technology; Electrical Technology; Engineering Graphics and Design

1.1.3 NATIONAL SENIOR CERTIFICATE

The *National Senior Certificate: A Qualification on Level 4 of the National Qualifications Framework (NQF)* provides the requirements for promotion at the end of Grades 10 and 11 and the awarding of the National Senior Certificate at the end of Grade 12. This document replaces two of the original National Curriculum Statement documents: the *Overview* and the *Qualifications and Assessment Policy Framework*.

1.1.4 SUBJECT ASSESSMENT GUIDELINES

The Subject Assessment Guidelines set out the internal or school-based assessment requirements for each subject and the external assessment requirements. In addition, the *National Protocol for Recording and Reporting (Grades R-12)* (an addendum to the policy, *The National Senior Certificate*) has been developed to standardise the recording and reporting procedures for Grades R to 12. This protocol came into effect on 1 January 2007.

1.2 INTRODUCING THE LEARNING PROGRAMME GUIDELINES

1.2.1 PURPOSE AND CONTENT OF THE LEARNING PROGRAMME GUIDELINES

The Learning Programme Guidelines aim to assist teachers and schools in their planning for the introduction of the National Curriculum Statement. The Learning Programme Guidelines should be read in conjunction with the National Senior Certificate policy and the National Curriculum Statement Subject Statements.

Section 2 of the Learning Programme Guidelines suggests how teaching the particular subject may be informed by the principles, which underpin the National Curriculum Statement.

Section 3 suggests how schools and teachers might plan for the introduction of the National Curriculum Statement. The Department of Education encourages careful planning to ensure that the high skills, high knowledge goals of the National Curriculum Statement are attained.

The Learning Programme Guidelines do not include sections on assessment. The assessment requirements for each subject are provided in the Subject Assessment Guidelines which come into effect on 1 January 2008.

1.2.2 WHAT IS A LEARNING PROGRAMME

INTRODUCTION

A Learning Programme assists teachers to plan for sequenced learning, teaching and assessment in Grades 10 to 12 so that all Learning Outcomes in a subject are achieved in a progressive manner. The following three phases of planning are recommended:

- Phase 1 – develop a *Subject Framework* for grades 10 to 12
- Phase 2 – develop a *Work Schedule* for each grade
- Phase 3 – develop *Lesson Plans*

It is recommended that the teachers of a subject at a school or cluster of schools first put together a broad subject outline (Subject Framework) for the three grades to arrive at an understanding of the content of the subject and the progression which needs to take place across the grades (see Section 3.3.1). This will assist with the demarcation of content for each grade. Thereafter, teachers of the subject teaching the same grade need to work together to develop a year long Work Schedule. The Work Schedule should indicate the sequence in which the content and context will be presented for the subject in that particular grade (see Section 3.3.2). Finally, individual teachers should design Lesson Plans using the grade-specific Work Schedule as the starting point. The Lesson Plans should include learning, teaching and assessment activities that reflect the Learning Outcomes and Assessment Standards set out in the Subject Statements (see Section 3.3.3). Learning Programmes should accommodate diversity in schools and classrooms but reflect the core content of the national curriculum.

An outline of the process involved in the design of a Learning Programme is provided on page 6.

DESIGNING A LEARNING PROGRAMME

A detailed description of the process involved in the design of a Learning Programme is provided in Sections 3.3.1 – 3.3.3 of the Learning Programme Guidelines. The first stage, the development of a Subject Framework does not require a written document but teachers are strongly advised to spend time with subject experts in developing a deep understanding of the skills, knowledge and values set out in the Subject Statements. The quality and rigour of this engagement will determine the quality of teaching and learning in the classroom.

Once the Subject Framework has been completed, teachers should develop Work Schedules and Lesson Plans. Examples of Work Schedules and Lesson Plans are provided in the Learning Programme Guidelines. Teachers are encouraged to critically engage with these formats and develop their own.

Developing a Subject Framework (Grades 10-12)

Planning for the teaching of subjects in Grades 10 to 12 should begin with a detailed examination of the scope of the subject as set out in the Subject Statement. No particular format or template is recommended for this first phase of planning but the steps recommended should be used as a checklist.

Although no prescribed document is required for this stage of planning, school-wide planning (timetables, requisitioning, teacher development, classroom allocation) as well as the development of grade-specific work schedules would benefit from short documents which spell out:

- The scope of the subject – the knowledge, skills and values; the content; the contexts or themes; electives etc. to be covered in the three grades for each subject
- A three-year assessment plan for the subject
- The list of LTSM required for the subject

Designing Work Schedules

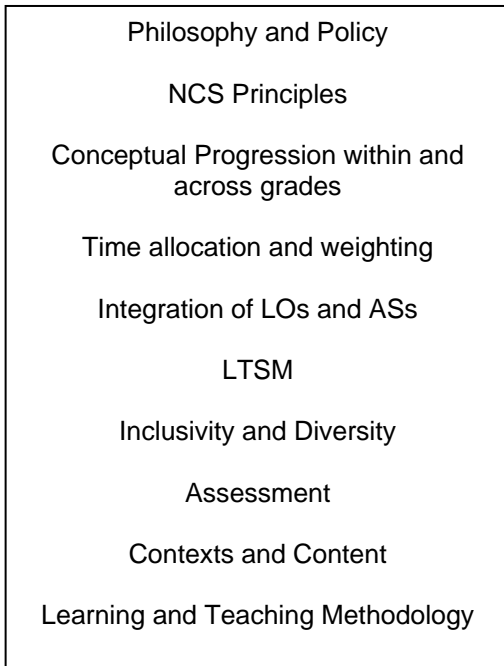
This is the second phase in the design of a Learning Programme. In this phase teachers develop Work Schedules for each grade. The Work Schedules are informed by the planning undertaken for the Subject Framework. The Work Schedules should be carefully prepared documents that reflect what teaching and assessment will take place in the 36-40 weeks of the school year.

Designing Lesson Plans

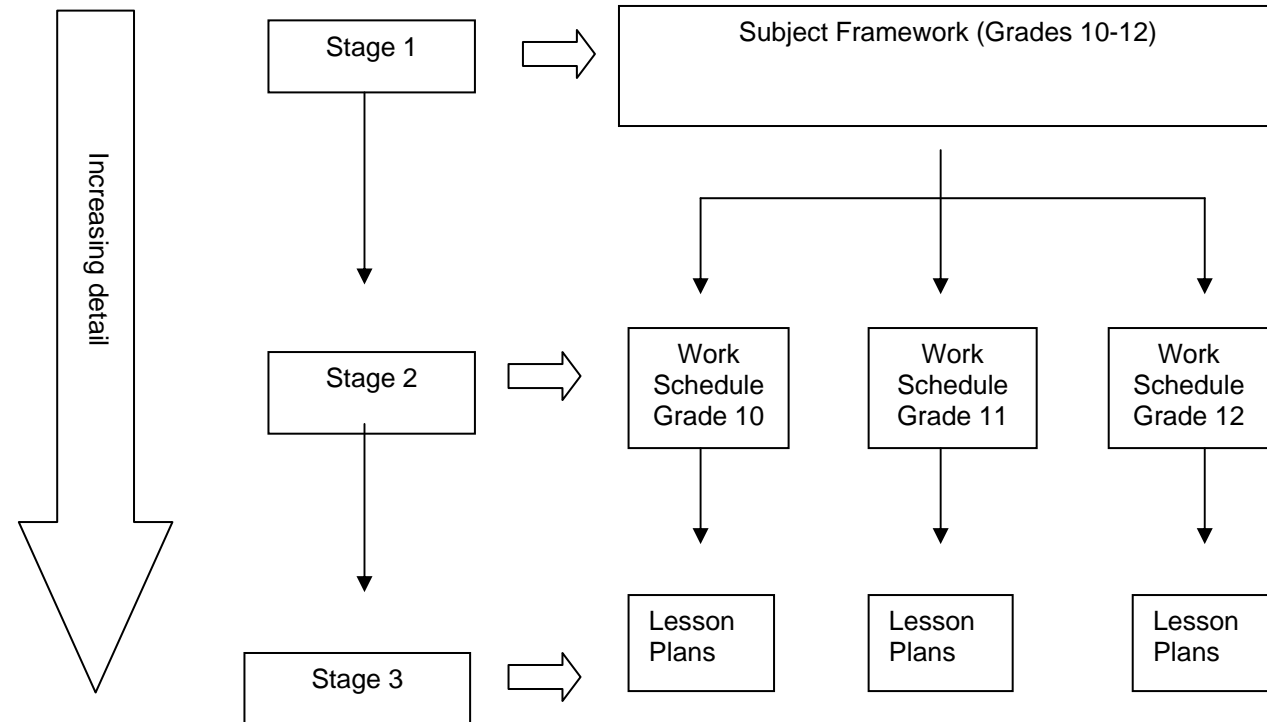
Each grade-specific Work Schedule must be divided into units of deliverable learning experiences, that is, Lesson Plans. Lesson Plans are not equivalent to periods in the school timetable. Each Lesson Plan should contain a coherent series of teaching, learning and assessment activities. A Lesson Plan adds to the level of detail for each issue addressed in the Work Schedule. It also indicates other relevant issues to be considered when teaching and assessing a subject.

FIGURE 1: RELATIONSHIP BETWEEN THE 3 STAGES OF PLANNING WHEN DEVELOPING A LEARNING PROGRAMME

ISSUES TO BE CONSIDERED



STAGES



SECTION 2

INTRODUCING HOSPITALITY STUDIES

2.1 WHAT IS HOSPITALITY STUDIES?

Hospitality Studies covers the theoretical and operational aspects of food and beverage preparation and service and incorporates the principles of safety, hygiene and environmental awareness. It enables learners to understand the various sectors and diverse contexts that comprise the hospitality industry, as well as the interdependence of sectors and workers within the industry.

2.2 WHAT IS THE PURPOSE OF HOSPITALITY STUDIES?

Hospitality Studies equips learners with the skills, knowledge, attitudes and values related to real-life situations in the food and beverage industry. The integrated competencies that are covered in this subject will enhance the quality of life of learners by providing them with the necessary resources to successfully operate in the hospitality field, including small, medium and micro enterprises (SMMEs) and community-based operations.

This subject will enable learners to:

- be competent and creative in the basic production and presentation of food;
- develop basic entrepreneurial and problem-solving skills in relation to food and beverage operations;
- demonstrate an awareness and understanding of cultural uniqueness when planning and preparing a variety of recipes and menus;
- understand the aesthetic value of food and beverage service;
- use technology effectively and critically, showing responsibility to the environment and the health, safety and security of other people within the hospitality industry;
- demonstrate an understanding of ethics and values which relate to the hospitality industry;
- demonstrate an awareness and understanding of the importance of service excellence in the hospitality industry;
- develop and apply the important principles of teamwork in the hospitality industry; and
- develop independence and self-discipline.

Hospitality Studies equips learners with basic skills with which they can enter the labour market, begin their own business or enter higher education. These skills include basic food preparation and cooking techniques, and food and beverage service skills. Hospitality Studies also provides knowledge of hygiene, safety and security and a contextual understanding of the hospitality industry.

The hospitality industry employs many people in diverse sub-sectors, which are found in various geographical areas, from the smallest village to the largest city in South Africa. Employment opportunities range from kitchens servicing hospitals, hostels, factories and mines, to fast food outlets and street vendors, to function catering, to upmarket hotels and restaurants. As such, the employment opportunities are great and widespread to meet the needs of both South Africans and international tourists.

Knowledge and skills acquired in this subject are sufficient to form a foundation on which to build entrepreneurial activities.

This subject contributes to the development of a service ethic in South Africa. The hospitality industry employs entry-level employees who have basic skills and understand the context of the industry. This subject encompasses the development of operational and organisational skills that contribute to the macro-vision of hospitality and tourism and the development of an ethic of service excellence in South Africa. At the same time the knowledge of hygiene gained through this subject benefits individuals, families and communities.

This subject promotes an appreciation of diverse South African cultures, foods and cuisines. The subject embraces the spirit of inclusivity by providing generic hospitality principles applicable to a diverse range of cultures, traditions and operations.

The four Learning Outcomes in Hospitality Studies are:

LO 1 Hospitality concepts	<i>The learner is able to demonstrate knowledge and understanding of the hospitality industry, its contribution to the South African economy, the sectors of the hospitality industry and related career opportunities</i>
LO 2	<i>The learner is able to understand and apply the principles of planning, organising, problem solving and evaluation as related to self and to practices and systems of food production</i>
LO 3 Food Preparation	<i>The learner is able to understand and apply the principles of planning, organising, problem solving and evaluation as related to self and to practices and systems of food production</i>
LO 4 Food Service	<i>The learner is able to understand and apply the principles of planning, organising, problem solving and evaluation as related to self and to practices and systems of food and beverage service and customer care</i>

The name of the subject has changed from ‘Hotel-keeping and Catering’ to ‘Hospitality Studies’. This term is in line with international trends and is a recognised term in the industry. Furthermore, the name Hotel-keeping implies a study of front office and housekeeping functions, which necessitates extra facilities and expertise for delivery in schools. This would exclude some schools from offering the subject.

The subject Hospitality Studies focuses on food preparation and food and beverage services.

The Hospitality Studies curriculum for Grades 10-12 has the following distinctive characteristics:

- an inclusion and appreciation of South African cultural cuisines;
- a sensitivity towards the environment;
- measures for the prevention and management of HIV/Aids in the hospitality workplace;
- a close correlation to the National Qualifications Framework-registered unit standards for food and beverage preparation and service; and
- an integrated approach to teaching and learning by combining practical and theory tasks and using various methods of assessment.

2.3 WHAT IS THE RELATIONSHIP BETWEEN HOSPITALITY STUDIES AND THE NATIONAL CURRICULUM STATEMENT PRINCIPLES?

The Constitution of the Republic of South Africa (Act 108 of 1996) provided a basis for curriculum transformation and development in South Africa. The National Curriculum Statement Grades 10-12 (General) lays a foundation for the achievement of these goals by stipulating Learning Outcomes and Assessment Standards, and by spelling out the key principles and values that underpin the curriculum. The Hospitality Studies curriculum supports the application of the nine NCS principles as follows:

2.3.1 Social transformation

The imperative to transform South African society through various transformation mechanisms stems from the need to address the legacy of apartheid in all areas of human activity. Social transformation, therefore is aimed at ensuring that the imbalances and discriminations of the past are addressed, and that equal opportunities are provided for all sections of the population. Hospitality Studies cultivates values such as tolerance and respect by focusing on customer care and cultural diversity in food and beverage preparation and service techniques. In addition, the learner is encouraged to use local commodities in food preparation.

2.3.2 Outcomes-based education

Outcomes-based education forms the foundation of this subject. It strives to enable all learners to reach their maximum learning potential by setting the Learning Outcomes to be achieved at the end of Grade 12. Practical food and beverage preparation and service emphasise and encourage integration and applied competence.

2.3.3 High knowledge and high skills

This subject aims to develop a high level of knowledge and skills in learners. It sets high expectations of what South African learners can achieve, thereby improving the service ethic in the hospitality industry.

2.3.4 Integration and applied competence

Integration is achieved within and across subjects. The integration of knowledge and skills across subjects and terrains of practice is crucial to achieve applied competence in Hospitality Studies. Applied competence aims at integrating three discrete competencies, namely practical, foundational and reflective. This is made possible by integrating the theory of food and beverage preparation and service with its practical application. In addition, learners can build on their mathematics and language skills. Hospitality Studies has links with the subjects Accounting, Business Studies, Economics, Art, Tourism, Computer Application Technology, Mathematical Literacy, Language and Life Orientation. Suggestions for linkages and integration are provided in Section 3 – Learning Programmes.

2.3.5 Progression

Progressive Assessment Standards for each Learning Outcome specify more complex, deeper and broader knowledge, skills, values and understanding to be achieved in each grade. Learners progress from basic hygiene and safety practices in Grade 10 to the study of more complex communicable diseases in Grade 12. The progression in food and beverage preparation and service is evident in the progression from simple breakfasts and light meals in Grade 10 to more complex buffets and functions in Grade 12. Learners also progress from a basic understanding of the importance of hospitality industry concepts in Grade 10 to the more complex design of a hospitality or tourism marketing tool in Grade 12.

2.3.6 Articulation and portability

The Assessment Standards in Hospitality Studies were formulated to be equivalent to registered unit standards at appropriate National Qualifications Framework levels. This should allow mobility across and within the Further Education and Training Band.

2.3.7 Human rights, inclusivity and environmental and social justice

The National Curriculum Statement Grades 10 – 12 (General) seeks to promote human rights, social justice, and environmental justice and adopts an inclusive approach to learning, teaching and assessment. Hospitality plays an important role in promoting a culture of social equality and justice. The concept of service excellence breaks down barriers among people and focuses energies on teamwork and interdependence. Environmental care is an underlying principle in all hospitality operations and is especially promoted through LO 2, 3 and 4. Hospitality Studies is also sensitive to issues of cultural diversity in the choice, preparation and service of food and beverages.

2.3.8 Valuing indigenous knowledge systems

Nowadays people recognise the wide diversity of knowledge systems through which people make sense of and attach meaning to the world in which they live. Indigenous knowledge systems in the South African context refer to the body of knowledge embedded in African philosophical thinking and social practices that have evolved over thousands of years. Hospitality Studies acknowledges the richness of indigenous knowledge systems and its contribution to help transform the values of learners. LO 3 and 4 especially, create opportunities for the infusion of indigenous knowledge and cultural systems in food preparation and service. Practical examples could be:

- The use of local ingredients, e.g. snoek or waterblommetjies in the Cape, game meats in other relevant areas, fish and shellfish in coastal areas, biltong and mopani worms
- Cultural dishes on menus, e.g. bobotie, milk tart, pap and samp
- The innovative use of ingredients as substitutes for classical ingredients, e.g. butternut instead in carrot for carrot cake and the innovative use of cultural and ethnic decorations for buffets, tables, menus, etc.
- Traditional methods of food preparation

Diverse cultural service and eating habits of different population and religious groups of South Africans should be studied to inform customer service.

2.3.9 Credibility, quality and efficiency

The National Curriculum Statement Grades 10 – 12 (General) aims to achieve credibility by pursuing a transformational agenda and by providing education that is comparable in quality, breadth and depth to that of other countries.

2.4 PROFILE OF A HOSPITALITY STUDIES LEARNER

The learner will be introduced to Hospitality Studies for the first time in Grade 10. However, Hospitality Studies applies relevant numeracy and literacy skills from the General Education and Training Band, such as metrication, measurement, communication and reading and writing skills to be able to cost food, measure ingredients, interpret recipes and write work schedules.

2.5 RELATIONSHIP BETWEEN HOSPITALITY STUDIES LEARNING OUTCOMES AND CRITICAL AND DEVELOPMENTAL OUTCOMES

Relationship between Learning Outcomes and Critical and Developmental Outcomes

There are seven cross-curricular Critical Outcomes and five cross-curricular Developmental Outcomes. These outcomes are derived from the Constitution and indicate the desired profile of a learner leaving the schooling system. The Critical and Developmental Outcomes in turn inform the Learning Outcomes that are set for each subject and therefore inform the learning, teaching and assessment process in Hospitality Studies. The Learning Outcomes have been written so that the Critical and Developmental Outcomes automatically form part of the integrated assessment process. See page 2 of the Hospitality Studies Subject Statement in the National Curriculum Statement Grades 10 – 12 (general) for the Critical and Developmental Outcomes.

The Critical and Developmental Outcomes link to the Learning Outcomes for Further Education and Training Hospitality Studies in the following way -

CO / DO	APPLICATION IN THE LEARNING, TEACHING AND ASSESSMENT OF HOSPITALITY STUDIES
CO 1: Problems, decisions and thinking	LOs 1-4: The hospitality industry relies heavily on individuals being able to solve problems, think critically and make decisions.
CO 2: Work with others	LOs 3, 4: These LOs focus on customer service and teamwork which require of individuals to work with others in order for them to be effective in their actions. In LO 3 and 4 participation takes place in a group and learners are encouraged to explore different roles while working with others. When looking for a hospitality job, one of the criteria is that an applicant should be able to function as a member of a team, hence the emphasis on teamwork.
CO 3: Manages self and activities	LOs 2-4: In Hospitality Studies, learners need to be able to organize and manage themselves. They need to take charge of activities within their work area and be responsible for the output.
CO 4: Work with information	LOs 1-4: The actions required of the learners in various ASs across the four LOs call for the use of information to arrive at informed decisions about actions, products and procedural choices, career choices, etc. Verbs such as identify, analyse and apply appear in all four LOs and therefore support the use of information.
CO 5: Communicate	LOs 1-4: Communication forms the basis of all learning, teaching and assessment. As such, learners are continually called upon to communicate their responses to the various ASs in the Hospitality Studies classroom. Due to the practical nature of the subject, learners are required to respond in other ways over and above the written and verbal form.
CO 6: Use Science and Technology	LO 2, 3 and 4: Hospitality Studies emphasises the importance of maintaining personal and social health and well being while sustaining the environment. LO 3 – Food preparation is based on science and technology.
CO 7: World as set of related systems	LOs 1 & 4: National and international events and trends in tourism have direct impact on the SKVs required in the hospitality industry. The Hospitality Studies learner needs to see the world as a set of related systems so as to understand how closely tourism and hospitality are interlinked and dependent on each other.

CO / DO	APPLICATION IN THE LEARNING, TEACHING AND ASSESSMENT OF HOSPITALITY STUDIES
DO 1: Learning strategies	LO 1-4: Learners are guided to demonstrate applied knowledge and skills during performance assessments. They also acquire reflective and exam writing skills in the Hospitality classroom.
DO 2: Participate in communities	LO 2&4: Learners are involved with communities, customer relations and care, as well as participation in environmental community projects.
DO 3: Culturally and aesthetically sensitive	LOs 3&4: Learners are guided to respect cultural diversity and demonstrate an awareness and understanding of cultural uniqueness when planning, preparing and serving food. They are required to demonstrate understanding of the aesthetic value of food and beverage service.
DO 4: Education and career	LO 1: Focuses on possible hospitality careers and helps learners in making informed study and career choices.
DO 5: Entrepreneurial	LO 1: Focuses on the identification of entrepreneurial opportunities in the hospitality industry. It requires learners to develop a basic business plan and marketing tool.

Relationship between and among Hospitality Studies Learning Outcomes

Three of the four Hospitality Studies Learning Outcomes are closely interlinked with one another through content and application. For example:

- LO 2 focuses on health and safety. The knowledge and skills gained in the theory classroom must be continually applied in LO 3 and 4
- LO 3 focuses on food preparation and LO 4 on food service. The food prepared in the practical classroom must be served in the restaurant, all the while underpinned by the knowledge and application of health and safety principles.

While each of the Hospitality Studies Learning Outcomes requires that a certain body of **skills, knowledge** and **values** be addressed, skills such as decision-making, communication, goal-setting, ability to access information, problem-solving and creative thinking, and attitudes such as respect for the self and others, taking responsibility and equality are addressed across all four Learning Outcomes. See Section 3 for the suggested weighting of the LOs.

2.6 WAYS TO ACHIEVE HOSPITALITY STUDIES LEARNING OUTCOMES

2.6.1 Teaching of Hospitality Studies

The key to successful teaching in Hospitality Studies is the teaching approach chosen. Learners must be able to individually apply their knowledge and hands-on skills in a hospitality production line environment. They must understand and apply effective production flow in the food preparation classroom. Food and beverage service should take place in a restaurant environment with paying customers who are entitled to excellent service. Teachers can engage learners more actively by facilitating learning, using group work, getting learners to talk and accommodating individual learner needs. Activities need to be practical and allow learners the opportunity to experience learning in a hands-on manner. Furthermore, the theory classroom layout needs to accommodate active learning.

Group work allows learners to assist and be assisted by others, and encourages the practice of different roles. Continuity is vital to ensure that there is a logical and coherent flow between the activities presented in Hospitality Studies.

A variety of methods is suitable to the teaching of Hospitality Studies and methods are chosen by considering:

- The content to be covered
- The number of learners in the class
- The Learning Outcomes and Assessment Standards to be addressed
- The level of the learners in the class
- The individual needs of the learners and
- The time available.

Examples of methods suitable for the teaching of Hospitality Studies are given below. A method need not be used in isolation to other methods but can be combined with others or adapted to meet the desired Learning Outcome(s) of the activity.

- Group discussions
- Case studies
- Outings: Field trips, Workplace visits
- Practical application in kitchen and restaurant
- Performances: Role-play, dialogues, interviews
- Portfolios
- Work sheets
- Group work: projects, menu and function planning, trying out different roles in a group (e.g. scribe, timekeeper)
- Design and Making: brochure, menu, pamphlets
- Videos and food demonstrations
- Research: Interviews, Field study, Action Research, etc.

Suggestions of a few approaches best suited to the delivery of each of the four Learning Outcomes in Hospitality Studies are provided in the table below:

LO	SUGGESTED TEACHING & LEARNING APPROACHES
LO 1: Hospitality Concepts	Decision-making activities (for example, make use of case studies and role-play and interviews to get learners to engage in hospitality careers, entrepreneurship concepts and choices)
LO 2: Health and Safety	Hands-on, practical activities such as research projects into environmentally friendly methods of waste disposal with practical application in LO 3 and 4. Learners must not experience health and safety as an isolated, theoretical element. Case studies, worksheets and videos can be used effectively.
LO 3 and 4: Food preparation	Learners need to acquire knowledge and skills in food preparation and service and apply it in a production flow format in the kitchen and restaurant. Group work and projects can focus on menu and function planning. The underlying concepts of teamwork, customer service, organisation, interdependence, etc. form part of preparation and execution of functions. Field trips to industrial kitchens, food demonstrations by TV and other chefs, videos on food preparation and service and guest speakers are recommended.

2.6.2 Integration of Assessment Standards

The Learning Outcomes are supported by Assessment Standards, which can be seen as the stepping-stones required demonstrating competence towards the Learning Outcomes.

Assessment Standards can be grouped or integrated within Hospitality Studies to enable a logical flow in learning and teaching.

Example for Grade 10 – Integration within Hospitality Studies

Hospitality Studies Grade 10, LO 2: AS 1	Hospitality Studies Grade 10, LO 3: AS 5 And LO 4, AS 2
<i>Identifies and applies specified hygiene and occupational safety practices as governed by relevant legislation to the preparation and service of food and beverage</i>	<i>Applies the concept of mise-en-place when producing and presenting a range of breakfast items and light meals using the commodities studied, to meet the principles of nutrition, menu planning and creativity or flair, giving preference to local commodities.</i>
	<i>Applies the basic principles of customer relations with sensitivity to diversity (e.g. race, gender, age, disability and sexual orientation) while providing an excellent food and beverage service.</i>

The following content can be dealt with in the above example:

<i>Mise-en-place Menu planning, nutrition, food preparation methods, presentation Food service, customer relations, customer safety and satisfaction Occupational health and safety legislation HIV/AIDS, food spoilage, hygienic food preparation and service Personal hygiene, professional appearance Etc.</i>

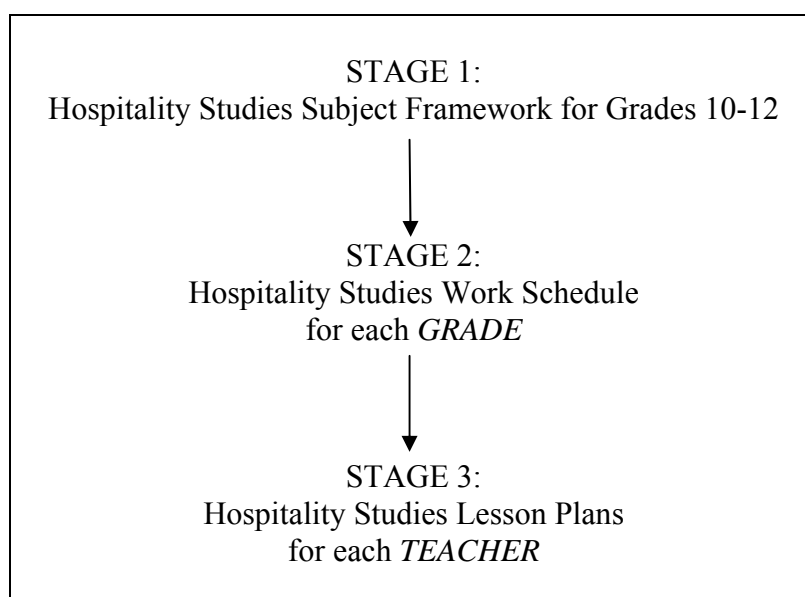
SECTION 3

DESIGNING A LEARNING PROGRAMME FOR HOSPITALITY STUDIES

3.1 INTRODUCTION

A Learning Programme is a tool to plan for sequenced learning, teaching and assessment across Grades 10-12 so that all four Learning Outcomes in Hospitality Studies are achieved in a progressive manner. It is recommended that the Hospitality Studies teachers at a school first put together a broad subject outline (i.e. Subject Framework) for Grades 10-12 to arrive at an understanding of the progression, which needs to take place across the grades (see Section 3.3.1). Use the content framework to do this. Thereafter, Hospitality Studies teachers teaching the same grade need to work together and draw from the content and context identified for their grade in the Subject Framework, to adapt a Work Schedule to indicate the sequence in which the content and context will be presented for Hospitality Studies in that particular grade (see Section 3.3.2). Finally, the individual Hospitality Studies teacher should design Lesson Plans using the grade-specific Work Schedule as the starting point. The Lesson Plans should include learning, teaching and assessment activities (see Section 3.3.3).

An outline of the process involved in the design of a Learning Programme for Hospitality Studies is provided in the diagram below:



The process to be followed in the development of a Learning Programme is not a neatly packaged sequence of numbered steps that follow one another in a particular order. Teachers may find themselves moving back and forth in the process as they plan and critically reflect on decisions taken before moving on to the next decision in the process. The process is therefore not strictly linear and is reflective in nature. For this reason the steps provided in this Section are a guide and should be used as a checklist in the planning process.

3.2 ISSUES TO ADDRESS WHEN DESIGNING A LEARNING PROGRAMME

The issues to be addressed in the development of a Hospitality Studies Learning Programme are presented in a tabular format to indicate the implications of each issue at each of the three stages of the development of a Learning Programme:

- Stage 1 – Subject Framework
- Stage 2 – Work Schedule
- Stage 3 – Lesson Plan

3.2.1 Policies and Principles

STAGE 1 Subject Framework	The various Policies that impact on curriculum implementation should be considered throughout the planning process. <i>NCS:</i>
STAGE 2 Work Schedule	<ul style="list-style-type: none"> • Principles: Refer to Section 2.3 to see how Hospitality Studies supports the application of the nine principles of the NCS • Critical and Developmental Outcomes: Refer to Section 2.5 to see how Hospitality Studies supports the application of the Critical and Developmental Outcomes
STAGE 3 Lesson Plan	<i>Other Policies and Legislation:</i> <ul style="list-style-type: none"> • White Paper 6, Language in Education Policy, Religion and Education Policy, HIV/AIDS Policy– all have implications for LTSM and teaching methods in Hospitality Studies • White Paper 7 – gives an indication on the use of computers in the classroom and therefore has implications for LTSM and teaching methods in Hospitality Studies

3.2.2 Content

In the NCS Grades 10-12 content means the combination of knowledge, skills and values.

STAGE 1 Subject Framework	The content is provided by the ASs. These give an indication of the knowledge, skills and values (KSVs) to be covered in each of the three grades. The Subject Framework sets out the content for the three years (i.e. Grades 10, 11 and 12).
STAGE 2 Work Schedule	The Work Schedule sets out the content for one year. Here the focus falls on the grade-specific KSVs required by the NCS.
STAGE 3 Lesson Plan	The Lesson Plans set out the content to be covered in each coherent series of learning, teaching and assessment activities. Each Lesson Plan can be one or more weeks in duration.

3.2.3 Integration

Integration involves the grouping of Assessment Standards according to natural and authentic links.

STAGE 1 Subject Framework	Integration within the subject should be considered in broad terms during discussions at this stage. All Grade 10-12 teachers should consider integration of ASs within and across the grades.
STAGE 2 Work Schedule	The integration and sequencing of the ASs is undertaken in the Work Schedule to ensure that all ASs for a particular grade are covered in the 40-week contact period.
STAGE 3 Lesson Plan	The same groupings of LOs and ASs as arrived at in the Work Schedule should be used to develop a coherent series of learning, teaching and assessment activities for each Lesson Plan.

3.2.4 Conceptual Progression

STAGE 1 Subject Framework	i. The Subject Framework should indicate the increasing depth of difficulty across Grades 10-12. Progression across the three grades is shown in the ASs per Learning Outcome.
STAGE 2 Work Schedule	Progression in a grade is evident in the increasing depth of difficulty in that particular grade. Grade-specific progression is achieved by appropriately sequencing the groupings of integrated LOs and AS in the Work Schedule.
STAGE 3 Lesson Plan	In the individual Hospitality Studies classroom increasing depth of difficulty is shown in the activities and Lesson Plans. Progression is achieved by appropriately sequencing the activities contained within each Lesson Plan and in the series of Lesson Plans.

3.2.5 Time Allocation and Weighting

The placement of Hospitality Studies in the school timetable needs to be given careful consideration because of practical work. It is recommended that at least one double period per week, before or after a break, should be allocated for food preparation and service.

STAGE 1 Subject Framework	4 hours per week is allocated to Hospitality Studies in the NCS. This is approximately 160 hours per year. The teachers of the subject should plan how this time will be used for the teaching of Hospitality Studies in the three grades.
STAGE 2 Work Schedule	The groupings of ASs as arrived at in the integration process should be paced across the 40 weeks of the school year to ensure coverage of the curriculum.
STAGE 3 Lesson Plan	The amount of time to be spent on activities should be indicated in the Lesson Plans.

3.2.6 LTSM

LTSM refers to any materials that facilitate learning and teaching. LTSM need to be chosen judiciously because they have cost implications for the school and the learner. The NCS provides scope for the use of a variety of resources. All teachers and learners must have a textbook. However, teachers are required to go beyond the textbook. They do not necessarily need exotic, specialised materials. Rather common and readily available items can be used.

STAGE 1 Subject Framework	Compile a list of general LTSM (text books and other resources) that will be necessary and useful in the teaching, learning and assessment of the content. This assists with the requisition and availability of LTSM at a school.
STAGE 2 Work Schedule	List grade-specific LTSM (resources) required in the learning, teaching and assessment process for the grade.
STAGE 3 Lesson Plan	Identify specific resources related to the individual activities contained within a Lesson Plan.

3.2.7 Assessment

In order to administer effective assessment one must have a clearly defined purpose. It is important that all the tasks are well covered as spelt out in the Subject Assessment Guideline document. By answering the following questions the teacher can decide what assessment activity is most appropriate:

- What concept, skill or knowledge needs to be assessed?
- What should the learners know?
- At what level should the learners be performing?
- What type of knowledge is being assessed: reasoning, memory or process?

Observation-based assessment requires that learner performance be assessed while the learner is actually performing a skill in the classroom as there will be no concrete product for the teacher to assess after the performance. Not all observations need culminate in a formally recorded assessment of learner performance. **Performance-based** assessment relies on the availability of a product as evidence of learner performance that can be assessed by the teacher after the completion of the performance. **Test-based** assessment focuses on assessing the presentation and application of knowledge.

Refer to the Subject Assessment Guidelines for Hospitality Studies for further guidance.

STAGE 1 Subject Framework	Develop a three-year assessment plan using the Subject Assessment Guidelines for Hospitality Studies. This should ensure the use of a variety of assessment forms relevant to the subject and progression across the three grades.
STAGE 2 Work Schedule	Use the Subject Assessment Guidelines for Hospitality Studies to develop a grade-specific assessment plan. The forms of assessment listed must facilitate the achievement of the particular LOs and ASs in each grouping.
STAGE 3 Lesson Plan	Indicate more classroom-specific assessment strategies, by mentioning the methods, forms and tools that will be used to assess learner performance in each activity. HINT: Not all activities need to be assessed – some may just be introductory in nature or for enrichment. The LOs and ASs that have been grouped together for a particular Lesson Plan determine the choice of an assessment strategy. The assessment strategy chosen must facilitate the achievement of these particular LOs and ASs in the classroom.

3.2.8 Inclusivity and Diversity

The following steps can be taken to effectively address diversity in the classroom when planning Hospitality Studies teaching activities:

- Consider individual past experiences, learning styles and preferences;
- Develop questions and activities that are aimed at different levels of ability;
- Provide opportunity for a variety of participation levels such as individual, pairs and small group activities;
- Consider the value of individual methods ; and
- Assess learners based on individual progress.

STAGE 1 Subject Framework	Teachers should be sensitive to inclusivity and diversity when identifying content, teaching styles and methods, forms of assessment and LTSM (Resources). Diversity should be accommodated in the following areas:
STAGE 2 Work Schedule	<ul style="list-style-type: none"> • Learning styles: provide optional activities / different ways of doing same activity • Pace of learning: provide for both slower and faster learners by providing optional extra activities, reading or research, as well as multiple assessment opportunities • Differences in levels of achievement: provide optional extra activities, challenges and materials that cater for these differences between learners. • Gender diversity: ensure that teachers do not inadvertently allow or contribute towards discrimination against boys or girls in the classroom on the basis of gender. • Cultural diversity: recognise, celebrate and be sensitive when choosing content, assessment tasks and LTSM.
STAGE 3 Lesson Plan	This is catered for as EXPANDED OPPORTUNITIES in the Lesson Plan. Enrichment is provided for high achievers and remediation or other relevant opportunities for learners requiring additional support. It is not necessary to develop an activity to cater for each type of diversity, which arises in the classroom. Teachers may find it possible to cater for different diversities within one activity with effective planning.

3.2.9 Learning and Teaching Methodology

STAGE 1 Subject Framework	It is not necessary to record Teaching Methods for either of these stages.
STAGE 2 Work Schedule	
STAGE 3 Lesson Plan	This is catered for as TEACHING METHOD in the Lesson Plan. It provides an indication of how teaching and learning will take place, that is, how each activity will be presented in the classroom.

3.3 DESIGNING A LEARNING PROGRAMME

A detailed description of the process involved in the design of a Learning Programme for Hospitality Studies is provided in this section (see Sections 3.3.1 – 3.3.3). The process presented here is a suggestion of how to go about designing a Learning Programme.

3.3.1 Subject Framework (Grades 10-12) for Hospitality Studies

Planning for the teaching of Hospitality Studies in Grades 10 to 12 should begin with a detailed examination of the scope of the subject as set out in the Subject Statement. No particular format or template is recommended for this first phase of planning but the five steps below should be used as a checklist.

Although no prescribed document is required for this stage of planning, school-wide planning (timetables, ordering, teacher development, classroom allocation) as well as the development of grade-specific work schedules would benefit from short documents, which spell out:

- The scope of the subject – the knowledge, skills and values; the content; the contexts or themes; electives etc. to be covered in the three grades (see Annexure A for the content framework for Hospitality Studies Grades 10-12)
- A three-year assessment plan
- The list of LTSM required

❶ Clarify the Learning Outcomes and Assessment Standards.

The essential question for Hospitality Studies is: What Learning Outcomes do learners have to master by the end of Grade 12 and what Assessment Standards should they achieve to show that they are on their way to mastering these outcomes?

All learning, teaching and assessment opportunities must be designed down from what learners should know, do and produce by the end of Grade 12. The Learning Outcomes and Assessment Standards that learners should master by the end of Grade 12 are specified in the Hospitality Studies Subject Statement.

❷ Study the conceptual progression across the three grades.

Study the Assessment Standards for Hospitality Studies across the three grades. Progression should be clearly evident across the grades.

③ Study the content to be taught from the Content Framework

Analyse the Assessment Standards to identify the skills, knowledge, attitudes and values to be addressed in each grade. Also consider the content and context in which they will be taught.

④ Identify three-year plan of assessment.

Use the Subject Assessment Guidelines to guide the three-year assessment plan. Consider what forms of assessment will be best suited to each of the Learning Outcomes and Assessment Standards. This ensures that assessment remains an integral part of the learning and teaching process in Hospitality Studies and that learners participate in a range of assessment activities.

⑤ Identify possible LTSM (resources).

Consider which LTSM will be best suited to the learning, teaching and assessment of each Learning Outcome in the three grades using the Assessment Standards as guidance.

3.3.2 Designing Work Schedules for Hospitality Studies

This is the second phase in the design of a Learning Programme. In this phase teachers develop Work Schedules for each grade. The Work Schedules are informed by the planning undertaken for the Subject Framework. The Work Schedules should be carefully prepared documents that reflect what teaching and assessment will take place in the 40 weeks of the school year. See Annexure B for examples of Work Schedules.

The following steps provide guidelines on how to approach the design of a Work Schedule per grade for Hospitality Studies:

① Package the content.

Study the Learning Outcomes and Assessment Standards prescribed for the particular grade in Hospitality Studies and group these according to natural and authentic links.

② Sequence the content.

Determine the order in which the groupings of Learning Outcomes and Assessment Standards will be presented in the particular grade in Hospitality Studies. Besides the conceptual progression in the Assessment Standards for Hospitality Studies, *context* can also be used to sequence groupings in Hospitality Studies.

③ Pace the content.

Determine how much time in the school year will be spent on each grouping of Learning Outcomes and Assessment Standards in the particular grade.

④ Review forms of assessment.

Revisit the forms of assessment listed for the particular grade in the Subject Assessment Guidelines, and refine them to address each grouping of Learning Outcomes and Assessment Standards as developed in Step 1.

5 Review LTSM.

Revisit the LTSM (resources) listed for the particular grade in the Subject Framework, and refine them to address each grouping of Learning Outcomes and Assessment Standards as developed in Step 1.

3.3.3 Designing Lesson Plans for Hospitality Studies

Each grade-specific Work Schedule for HOSPITALITY STUDIES must be divided into units of deliverable learning experiences, that is, Lesson Plans. A Lesson Plan adds to the level of detail in the Work Schedule. It also indicates other relevant issues to be considered when teaching and assessing Hospitality Studies.

A Lesson Plan is not equivalent to a subject period in the school timetable. Its duration is dictated by how long it takes to complete the coherent series of activities contained in it.

1 Indicate the content, context, Learning Outcomes and Assessment Standards.

Copy this information from the Work Schedule for the particular grade.

2 Develop activities and select teaching method.

Decide how to teach the Learning Outcomes and Assessment Standards indicated in Step 1 and develop the activity or activities that will facilitate the development of the skills, knowledge, attitudes and values in the particular grouping. Thereafter, determine the most suitable teaching method(s) for the activities and provide a description of how the learners will engage in each activity.

3 Consider diversity.

Explore the various options available within each activity that will allow expanded opportunities to those learners that require individual support. The support provided must ultimately guide learners to develop the skills, knowledge, attitudes and values indicated in the grouping of Learning Outcomes and Assessment Standards.

4 Review assessment and LTSM.

Indicate the details of the assessment strategy and LTSM to be used in each activity.

5 Allocate time.

Give an indication of how much time will be spent on each activity in the Lesson Plan.

3.3.4 Reflection and review of the Hospitality Studies Learning Programme

After the Learning Programme has been delivered by means of Lesson Plans in the classroom, the teacher should reflect on what worked, how well it worked and what could be improved. Teachers need to note these while the experience is still fresh in their minds, so that if necessary, they can adapt and change the affected part of the Hospitality Studies Learning Programme for future implementation. It is advisable to record this reflection on the Lesson Plan planning sheets.

ANNEXURE A: CONTENT FRAMEWORK FOR HOSPITALITY STUDIES

Learning Outcome 1: Hospitality Concepts

The learner is able to demonstrate knowledge and understanding of the hospitality industry, its contribution to the South African economy, the sectors of the hospitality industry, and related career opportunities.

AS	GRADE 10	GRADE 11	GRADE 12
1.1	Define hospitality industry concepts and growth trends , and describe the impact of the Hospitality Industry on the South African economy and the tourism sector.	Demonstrate knowledge and understanding of cultural uniqueness as applied to food preparation and service.	Design and present a basic marketing tool to promote a local hospitality product which may contribute to the local economy
Content	<p>The hospitality industry as a sub-sector of tourism.</p> <p>Growth trends.</p> <p>The contribution of the hospitality industry to the South African economy.</p> <p>The distribution and diversity of the South African hospitality industry</p> <ul style="list-style-type: none"> Rural and urban. Commercial and non-commercial types of operations. Identify commercial and non-commercial hospitality establishments in local area and compare their services and products. (Collect brochures or other advertisements) Link to 10.1.2 	<p>Different culinary needs (Vegetarian, halaal, kosher, African) (Explain terminology only, as it is done in 12.3.4)</p> <ul style="list-style-type: none"> The responsibility of the hospitality industry to provide food for different cultural needs, with understanding of <ul style="list-style-type: none"> The diversity of consumers and their rights The diversity of hospitality establishments The significance of own culinary cultural uniqueness. Awareness of the rich culinary cultural heritage in South Africa: Influence and dishes from Cape Malay, Eastern, European (Dutch, French, British, Greek, Hungarian, Irish, Spanish), and African. Awareness of the enriching aspect of culinary cultural exchange brought about by local and global tourism. Indigenous ingredients (e.g. waterblommetjies, morogo, maize, sorghum, {mabella / maltabella} meal, sheba, game meats, ostrich, biltong, etc.) Use indigenous ingredients in planning innovative three-course meals, refer to 11.3.4 	<ul style="list-style-type: none"> Marketing concepts and terminology Design and present a basic marketing tool (leaflet, poster, brochure, advertisement) to promote a local hospitality product (such as a meal, function, restaurant, accommodation establishment, franchise), which may contribute to the local economy.
1.2	Differentiate and compare the sectors of the hospitality industry and the services that each provide	Define and differentiate between the four functional areas in the hospitality industry and illustrate the services that each provide.	
Content	<p>Accommodation sector: (Name only, no detail)</p> <ul style="list-style-type: none"> Hotels, motels, hostels, guesthouses, bed and breakfasts, cultural villages Self-catering, camps, caravan parks Resorts and game reserves <p>Food and beverage sector: Food preparation, catering and food and beverage services. Short description of</p> <ul style="list-style-type: none"> Restaurants, family and fine dining Bars, pubs and taverns, shebeens Fast food outlets 	<p>The four functional areas are</p> <p>Food preparation Food and beverage service Accommodation Front office</p> <p>The roles and responsibilities of each area. The interrelationship between them.</p>	

	<ul style="list-style-type: none"> o Industrial and contract caterers (canteens) o Function and outside caterers o Street vendors o Services provided in health care institutions, educational institutions, correctional services o Food for airlines and railways and cruise ships. 		
1.3	Identify and compare career and employment opportunities in the hospitality industry	Illustrate the job descriptions of possible careers, and policies governing working conditions and learning pathways .	Identify and evaluate opportunities for self-employment in the food and beverage sector.
Content	<ul style="list-style-type: none"> • The concept ‘career’ • An organogram of careers in the hospitality industry. Compare different careers • Entrepreneurial concepts • Entrepreneurial opportunities in the hospitality industry in the local community • Other employment opportunities in the hospitality industry <p>You may use the following careers, as these will be discussed in more detail in grade 11:</p> <ul style="list-style-type: none"> • Accommodation services Hotel manager Executive housekeeper • Front office Rooms division manager Front office manager Receptionist Food and beverage service Restaurateur Food and Beverage manager Food service manager • Service staff Food preparation Executive Chef Chefs Kitchen staff 	<p>Job descriptions of possible careers in the different sectors:</p> <p>Accommodation services Hotel manager Executive housekeeper</p> <p>Front office Rooms division manager Front office manager Receptionist</p> <p>Food and beverage service See Restaurant brigade 11.4.1</p> <p>Food preparation See kitchen brigade 11.3.1</p> <p>Policies governing working conditions: Basic information (What they are and who they apply to) on the following</p> <p>From the Dept of Labour: www.labour.gov.za</p> <ul style="list-style-type: none"> o Labour Relations Act o Basic Conditions of Employment Act o Occupational Health and Safety Act o General Safety regulations 1031 <p>From the Dept of Health: www.doh.gov.za → documents →legislation →regulations</p> <ul style="list-style-type: none"> o Regulation 723 and 918: General hygiene requirements for food premises and the transport of food o Regulation 80: Amendment of regulations governing general hygiene requirements for food premises and the transport of food <p>Learning pathways in food preparation and service Higher Education, e.g. Universities of technology. Unit Standard based learning programmes through the Tourism and Hospitality Seta (<i>THETA</i>)</p> <p>Understand the following:</p> <ul style="list-style-type: none"> • South African Qualifications Authority (SAQA) • National Qualifications Framework (NQF) • Sectoral Education and Training Authorities (SETAs) 	<p>Opportunities for sustainable self-employment in the food and beverage sector:</p> <ul style="list-style-type: none"> • Define entrepreneurship • Explore and identify a variety of entrepreneurial opportunities in the food and beverage sector, e.g. baking, home industries, function catering, children’s birthday parties, novelty cakes, meals-on-wheels. • Evaluate a basic business plan for the above-mentioned opportunities

Learning Outcome 2: Health and Safety

The learner is able to operate in a hygienic, safe and secure food preparation and service environment in a responsible manner and in accordance with relevant legislation.

AS	GRADE 10	GRADE 11	GRADE 12
2.1	Identify and apply specified hygiene and occupational safety practices as governed by relevant legislation in the preparation and service of food and beverages	Describe the implications of failing to comply with the relevant legislation and principles of hygiene, safety, security and environmental issues.	Understand and demonstrate a professional appearance, attitude, ethics and values in the preparation and service of food and beverages
Content	<ul style="list-style-type: none"> ● Hygiene practices as governed by the Health Act regulations: (application only) Application of food handling regulations ● Personal hygiene Hospitality clothing, neatness, cleanliness of appearance and uniform, no smoking and eating in the kitchen, prevention of spreading of colds and infections, hand washing ● Cleaning practices in the kitchen and restaurant <ul style="list-style-type: none"> ○ Cleaning agents – use and storage ○ Cleaning procedures ○ Cleaning equipment – use and storage (colour coding for specific use in different areas) ○ Dishwashing ● Temperature control in the kitchen ● Prevention of cross contamination from foodstuffs, equipment and person <p>Safety practices in the kitchen and restaurant: Electricity, gas, steam, blades, chemicals, safety equipment and clothing, safety signage</p>	<p>Refer to the Occupational Health and Safety Act (General Safety regulations 1031)</p> <p>Penalties for failing to comply with the legislation on</p> <ul style="list-style-type: none"> ● Hygiene ● Safety ● Security and ● Environmental issues <p>How is the law enforced? Possible food poisoning or injury claims by guests. The consequences of a bad reputation for a food service establishment, loss of revenue.</p>	<ul style="list-style-type: none"> ● Alertness ● Cooperativeness ● Honesty ● Integrity ● Functional team member ● Professional conduct ● Service ethic ● Self respect and respect for others ● Providing an honest and client orientated service
2.2	Identify and apply correct food storage practices and procedures to meet specified hygiene principals	State the types, effects and growth conditions of the main food poisoning and spoilage organisms.	Describe the origin and symptoms of infectious diseases , including HIV and AIDS, and their transmission possibilities in the food and beverage environment
Content	<p>Principles of correct food storage:</p> <p>Storage temperatures</p> <ul style="list-style-type: none"> ○ Frozen ○ Chilled ○ Dry ○ Canned <p>Pest control</p> <ul style="list-style-type: none"> ○ Mice and rats ○ Cockroaches ○ Grain insects ○ Flies 	<p>What is food spoilage? What is food poisoning? What causes food spoilage and -poisoning? Organisms causing food spoilage and -poisoning</p> <ul style="list-style-type: none"> ● Bacteria (Clostridium Botulinum, Clostridium Perfringens, Salmonella (various species), Bacillus Cereus, Staphylococcus Aureus, Escherichia Coli) ● Moulds ● Yeasts <p>Beneficial use of organisms Factors influencing the growth of organisms causing food spoilage:</p>	<p>HIV/AIDS, Tuberculosis, Gastro-enteritis Focus on each of the above infectious diseases under the following headings</p> <ul style="list-style-type: none"> ● Origin, symptoms and treatment. ● Transmission possibilities in the food and beverage environment: <ul style="list-style-type: none"> ○ HIV/AIDS: cuts, blood, transmission into other open wounds ○ Tuberculosis: coughing, sneezing onto food, can be transmitted by drinking unpasteurised milk ○ Gastroenteritis: basic personal hygiene practices e.g. washing hands

		<ul style="list-style-type: none"> • Moisture • Food • Temperature • Time <p>General symptoms of food poisoning and ways of treating them:</p> <ul style="list-style-type: none"> • Vomiting • Diarrhoea • Abdominal pains • Headaches <p>What is food contamination? Prevention of cross contamination:</p> <ul style="list-style-type: none"> • From equipment & utensils • From hands • From other commodities 	
2.3	Demonstrate correct waste disposal practices and procedures to meet specified hygiene, recycling and environmentally friendly practices.	Describe and apply security practices and procedures as required in the hospitality industry, and suggest responses to a range of emergency situations	Identify and apply basic treatment to common injuries that might occur in the preparation and service of food and beverages, with special attention to HIV / AIDS risks
Content	<ul style="list-style-type: none"> • Refuse handling • Procedures to meet hygiene principles • Recycling of waste – paper, metal, glass, plastic • Environmentally friendly procedures 	<ul style="list-style-type: none"> • Preventative safety measures <ul style="list-style-type: none"> ○ General safety measures ○ Demarcation of areas ○ Safekeeping of keys • Handling emergency situations such as <ul style="list-style-type: none"> ○ Strikes and riots ○ Robbery ○ Fire ○ Accidents ○ Fights ○ Bomb threats • Develop evacuation plans 	<ul style="list-style-type: none"> • Basic treatment to common injuries that might occur in the preparation and service of food and beverages • Special attention to the HIV / AIDS risk • Level 1 first aid course treatment of cuts, burns, electrical shocks, sprains, fainting, choking, allergic reactions, shock

Learning Outcome 3: Food Production

The learner is able to understand and apply the principles of planning, organising, problem solving and evaluation as related to self and to practices and systems of food production.

AS	GRADE 10	GRADE 11	GRADE 12
3.1	Identify and use a variety of large-scale and small-scale equipment	Explain the kitchen brigade structure as it relates to kitchen operations and teamwork	Discuss the use and benefit of computers in the administration of kitchen operations
Content	Focus on a variety of large- and small-scale equipment, e.g. kitchen smalls, restaurant ware, etc. under the following headings:	Explain the kitchen brigade and their duties, as it relates to kitchen operations and teamwork, and draw an organogram of the structure.	Basic knowledge of <ul style="list-style-type: none"> • The benefits of using computers for <ul style="list-style-type: none"> ○ Stock control systems

	<ul style="list-style-type: none"> • Identification and use • Cleaning • Storage • Maintenance of equipment <p>Include for example the following:</p> <ul style="list-style-type: none"> • Knives • Equipment for cooking (gas & electrical) • Equipment for keeping food warm (gas & electrical) • Fridges & freezers • Food processing equipment – electrical & manual • Utensils (kitchen smalls) • Dishwashing & drying 	<ul style="list-style-type: none"> • Chef de cuisine • Sous chef • Chef de partie <ul style="list-style-type: none"> ○ Patissier ○ Chef Garde Manger ○ Saucier, ○ Poissoner, ○ Rotisseur, ○ Entremetier, ○ Potager • Commis chef • Storeman • Kitchen assistant 	<ul style="list-style-type: none"> ○ Point-of-sales systems ○ Menu planning ○ Purchasing <ul style="list-style-type: none"> • Benefits: <ul style="list-style-type: none"> ○ Cost and time saving, better control, etc.
3.2	Explain and illustrate the design and layout of commercial kitchens	Use the correct procedures for receiving, storing and issuing stock , and respond to quality and quantity problems.	Maintain and keep records of food production, equipment and food items to ensure effective stock control .
Content	<p>Explain and illustrate functions (stations) in commercial kitchens</p> <ul style="list-style-type: none"> ○ Vegetable preparation ○ Meat preparation ○ Pastry ○ Cold section ○ Hot section ○ Pass ○ Plating area ○ Washing up (scullery) ○ Receiving and storage areas <p>Kitchen layout, considering functions and workflow</p> <p>Choosing:</p> <ul style="list-style-type: none"> ○ Lighting ○ Ventilation ○ Materials (wall, floors, surfaces) 	<p>Procedures for stock control of food, chemicals and equipment:</p> <ul style="list-style-type: none"> • Ordering • Receiving • Storing <ul style="list-style-type: none"> ○ Different types of stores ○ Storeroom procedures ○ Positioning of foods in storage (e.g. meat on lower shelves of fridge to prevent drip) ○ Condition of packaging containers (e.g. tins, boxes) • Issuing stock • Stock rotation • Stock levels • First in, first out (FIFO) • Decanting products • Sell-by-date 	<p>Record keeping:</p> <p>Ensuring effective stock control.</p> <p>Keep and maintain basic records of</p> <ul style="list-style-type: none"> ○ Equipment (numbers, maintenance) ○ Non-consumables, e.g. electrical and gas appliances, linen ○ Consumable stock: minimum levels, bin cards, problems, deliveries
3.3	Interpret and follow a recipe with basic understanding of preparation, cooking methods, culinary terminology, metrication and measurements of ingredients	Cost a recipe	Cost and calculate the selling price of a meal and draw up a quotation for a function, including utility, infrastructure and labour costs
Content	<p>Interpret recipes, e.g. name, format, ingredients, measurements, preparation method, cooking method, equipment, temperature, preparation time, portions, serving suggestions, accompaniments. Correct terminology</p> <p>Mise-en-place</p> <p>Measuring</p> <ul style="list-style-type: none"> ○ Measuring of ingredients: Dry and liquid; volume 	<ul style="list-style-type: none"> • Cost a recipe, using food costs/costs of ingredients • Awareness of labour costs, overhead costs (what is included in overhead costs) and any extra hiring costs • Calculate portion costs 	<p>Refer to 11.3.3 for costing a recipe</p> <ul style="list-style-type: none"> • Add the following to the cost of the meal or portion: Hiring costs of the tablecloths, cutlery, crockery, flowers, etc. • Add ± 30% to cover labour and overhead costs. • Calculate selling price and add a give % profit. • Draw up a quotation for a function, specifying items to

	<p>and mass.</p> <ul style="list-style-type: none"> o Measuring of temperatures. o Conversion of recipe (volume to mass and vice versa) <p>Preparation methods</p> <p>Cooking methods:</p> <p>Moist, dry and combination methods.</p> <ul style="list-style-type: none"> o Temperatures o Equipment o Types of food applied to o Retaining nutrients. <p>Relevant culinary terminology such as Mornay sauce, sauté, chinois</p>		<p>be hired or other special services rendered, including food costs, in order to determine the cost per person</p>
3.4	<p>Explain the principles of menu planning.</p>	<p>Plan menus for teas and light two-course and three-course meals in keeping with the principles of nutrition and menu planning.</p>	<p>Plan menus for formal dinners and a cocktail function, taking into account nutrition and the specific dietary needs of consumers (including those with HIV / AIDS), national and international food trends and cultural uniqueness</p>
Content	<ul style="list-style-type: none"> • Nutritional value: <ul style="list-style-type: none"> o South African Food -based dietary guidelines o Food pyramid (6 groups) o Nutrients and their functions in food group context. Link them to the food groups in the food pyramid. • Aesthetic appeal and sensory value, e.g. colour, texture, taste, shape, flavour, cooking methods, combinations • Portion sizes for different courses • Other, e.g. cost, equipment available, type of guests, season, preparation time available, etc. • Information to include when writing a menu. <ul style="list-style-type: none"> o The menu must be framed o Menu, meal and date must be specified o Note the use of capitals for dishes or descriptions o Do not use capitals for the entire menu o Note the sequence of dishes in the main course o Spaces between courses o The words ‘Starter’, Main Course’ and Desert’ must not be on the menu o Bread and Friandise are not listed on the menu, but coffee is listed • Plan menus for <ul style="list-style-type: none"> o Continental breakfast o English breakfast o Brunch o Light meals 	<p>Plan menus for</p> <ul style="list-style-type: none"> • Teas: as part of functions, special tea occasions: e.g. christening, funerals. • Meals: 3 course meals • Use principles of menu planning, e.g. equipment, staff, food characteristics, cooking methods, seasonality, budget, etc. • Use principles of nutrition. Macro- and micronutrients, their functions and sources <p>Make use of commodities as in 10.3.5 and 11.3.5, giving preference to local commodities. See also 11.3.6</p>	<p>Menu planning considering:</p> <ul style="list-style-type: none"> • Dietary requirements: Vegetarian (different types), Halaal, Kosher, Christian, African, Buddhism • Special dietary considerations for diseases: diabetic, low fat, low sodium, HIV/AIDS, hypertension, cholesterol, food allergies and intolerance, low glycaemic diet. • National and international food trends • Cultural uniqueness. <p>Plan menus for</p> <ul style="list-style-type: none"> • Formal dinners: 4 courses • Cocktail functions: <ul style="list-style-type: none"> o Number and type of snacks per guest o Variety of snacks. o Type of snacks – e.g. canapés, crudités, pates, dips, pastry items, sandwiches, etc. <p>Make use of commodities as studied in 10.3.5, 11.3.5 and 12.3.5, giving preference to local commodities See also 12.3.6</p>

	Make use of commodities as in 10.3.5. See also 10.3.6		
3.5	Demonstrate a knowledge and understanding of the following food commodities – cereals, eggs, fruit, salads and salad dressings, scones and muffins, pasta, mince meat, sausages, dairy products, teas and coffees	Demonstrate a knowledge and understanding of the following food commodities - poultry, fish, rice, soups, sauces, stocks, vegetables, yeast products, cakes and biscuits.	Demonstrate a knowledge and understanding of the following food commodities – meat, vegetarian dishes, choux paste, pastry and desserts.
Content	<p style="text-align: center;">Cereals</p> <ul style="list-style-type: none"> • Types and uses <ul style="list-style-type: none"> ○ Corn/maize, wheat, oats, sorghum (rice just mentioned) ○ Hot: Porridge: oats, maize & sorghum (maltabella) ○ Breakfast cereals (dry) e.g. cornflakes, muesli • Purchase / quality <ul style="list-style-type: none"> Units of purchasing Quality points • Storage <ul style="list-style-type: none"> ○ Temperature ○ Storage conditions and practices • Preparation methods: Starch and moisture. All methods to prevent lump formation • Cooking methods & effect of heat: Simmering, boiling, effect of moist and dry heat • Factors influencing gelatinisation <ul style="list-style-type: none"> ○ Portion / serving sizes: <ul style="list-style-type: none"> ○ 200 – 250ml ○ Raw (dry) vs. cooked weights • Accompaniments for breakfast cereals: Milk: (full cream, low fat, skimmed), sugar (brown and white), honey, syrup, yoghurt • Indigenous knowledge, e.g. Maltabella 	<p style="text-align: center;">Poultry</p> <ul style="list-style-type: none"> • Classification / types: Chicken, duck, turkey, bantam chicken • Offal (necks, liver, feet, giblets) • Factors influencing quality of poultry • Characteristics of good quality poultry • Purchase: <ul style="list-style-type: none"> ○ Units: whole, pieces, cuts, fillets. ○ Fresh, frozen, processed • Storage: <ul style="list-style-type: none"> ○ Temperature: Chilled, frozen. ○ Storage conditions and practices: Store below other foods • Preparation methods: Jointing, filleting, trussing, stuffing, washing, plucking stray feathers • Special hygiene considerations due to Salmonella • Cooking methods & effect of heat: Roasting, grilling, stewing, frying, boiled • Portion size: Use in recipe will determine portioning (salads, starters, mains, snacks) • Accompaniments • Indigenous knowledge: Game and ostrich 	<p style="text-align: center;">Meat</p> <ul style="list-style-type: none"> • Types / classification: lamb/mutton, beef/veal, game meat, ostrich meat, offal (with cultural interpretation of tripe, heads, trotters where possible) • Factors influencing quality of meat • Characteristics of good quality meat • Purchase units: whole, quarters, cuts, fresh, frozen Storage: <ul style="list-style-type: none"> ○ Temperature: Chilled, frozen. ○ Storage conditions and practices: Store below other foods • Preparation methods: Trimming, stuffing, marinating, barding and larding, cutting, basting, carving, thawing, sealing for retaining moisture and flavour • Cooking methods & effect of heat <ul style="list-style-type: none"> ○ Roasting, grilling, stewing, frying, boiling, braising ○ Effects of dry and moist methods with relation to different cuts of meat ○ Cooking to customer requirement (e.g. rare) ○ Factors influencing cooking times • Portion control / serving sizes <ul style="list-style-type: none"> ○ 120g off bone ○ 150 – 200g on bone ○ Use in recipe will determine portioning • Accompaniments

	<p style="text-align: center;">Dairy Products</p> <ul style="list-style-type: none"> • Types / classification <ul style="list-style-type: none"> ○ Fresh milk: full cream, low fat, skimmed ○ Cheese: hard, semi-soft/-hard, soft ○ Cultured products: yoghurt, buttermilk, maas (inkomazi) ○ Cream: fresh, sour, thickness ○ Water removed: evaporated, condensed, powdered • Milk treatments / preservation methods • Purchase / quality <ul style="list-style-type: none"> ○ Fresh, frozen, dried, UHT ○ Units: litres, kilograms, per portion • Storage temperature: Chilled, ambient, frozen depending of form of purchase • Cooking methods & effect of heat <ul style="list-style-type: none"> ○ Effect of heat on milk- or cream- based dishes ○ Melting and grilling cheese • Portion size: Beverage portion, cheese portions • Uses: Beverages, breakfasts, ingredients, cheese platter, garnishes (cream), etc. • Indigenous knowledge: Milktart, melkkos, sour milk products 	<p style="text-align: center;">Fish</p> <ul style="list-style-type: none"> • Types / classification: <ul style="list-style-type: none"> ○ Origin: Saltwater, fresh water ○ Shape: flat and round ○ Flesh: white and oily ○ Shell fish – basic types (molluscs and crustaceans) ○ Cephalopods • Quality points • Purchase <ul style="list-style-type: none"> ○ Units of purchase: whole, dressed, fillets (sizes), cutlets • Storage temperature: Fresh (chilled) and frozen • Preparation methods: Washing, skinning, folding, rolling, trimming, portioning • Cooking methods & effect of heat <ul style="list-style-type: none"> ○ Moist: steaming, poaching ○ Dry: frying, baking, grilling ○ Effect of heat, dry and moist • Portion size: <ul style="list-style-type: none"> ○ Fillet and cutlet size ○ Whole fish - large portion due to trimming losses • Uses: Main dish, starter, fillings, sandwiches, salads • Accompaniments: Lemon, lemon butter, Tartar sauce, etc. 	<p style="text-align: center;">Vegetarian Dishes</p> <ul style="list-style-type: none"> • Types / classification <ul style="list-style-type: none"> ○ Ovo veg meals – including eggs ○ Lacto meals – including dairy products ○ Ovo-lacto meals – including eggs and dairy ○ Vegan meals – no animal products ○ Legumes/pulses (Vegetable family that includes beans, lentils and peas) ○ Nuts and seeds ○ Textured Vegetable Protein (TVP) (Soy) • Preparation methods: Legumes – sorting, washing, soaking • Cooking methods: Legumes - boiling, steaming, sauté, frying, baking, grilling, roasting
	<p style="text-align: center;">Eggs</p> <ul style="list-style-type: none"> • Types: fresh, frozen, dehydrated • Purchase / quality: <ul style="list-style-type: none"> ○ Quality points: freshness, cracks ○ Sizes: Jumbo, X large, large, medium ○ Units of purchase ○ Purchase mediums –Storage / temperature: Chilled, points down, unwashed • Storage conditions and temperature • Preparation methods: Whisking, beating • Cooking methods: Fry, boil, poach, scramble • Effect of heat – coagulates egg • Uses: Binding, fillings, coating, glazing, sauces emulsifying (mayonnaise), egg dishes, garnishing, clarification, thickening, aerating • Portion size: <ul style="list-style-type: none"> ○ 2 Eggs per person for breakfast dishes ○ Varies per dish – e.g. 1 egg per person for salad 	<p style="text-align: center;">Rice</p> <ul style="list-style-type: none"> • Classification and types: Long grain, short grain, brown, speciality, e.g. Arborio (short) Basmati (long) • Purchase / quality: Units, grams, kg • Storage <ul style="list-style-type: none"> ○ Temperature: Ambient, Cooked – chilled ○ Storage conditions: Beware of hot holding: bacillus cereus growth • Preparation methods: Rinsing, soaking, draining • Cooking methods & effect of heat: Boiling, steaming, frying, baking • Uses: Accompaniment with main dishes, salads, dessert, pilaf, risotto, paella • Portion size: Depends on recipe usage. Raw and cooked weight 	<p style="text-align: center;">Choux Pastry</p> <ul style="list-style-type: none"> • Ingredients: Proportions and functions: Flour, water, butter, egg • Storage conditions and temperature <ul style="list-style-type: none"> ○ Short term airtight ambient storage of finished choux product without filling ○ With filling, very limited storage time • Techniques: Beating, piping • Cooking methods: Baking, deep-frying • Presentation: Filling, icing, glaze, toppings • Quality characteristics of end product: Crisp, light, hollow, dry inside, light brown • Uses: Savoury and sweet: Croquembouche Éclairs, profiteroles, aigrettes, beignette.

<ul style="list-style-type: none"> Indigenous knowledge: Ostrich eggs, curried eggs and qual, etc. 	<p style="text-align: center;">Minced meat and sausages</p> <ul style="list-style-type: none"> Types of mince: beef, other <ul style="list-style-type: none"> Types of sausages: beef, pork, speciality sausages (Vienna sausages, Russians, etc.) Fresh, frozen, dehydrated Purchase / quality <ul style="list-style-type: none"> Fat, cereal and water content Impact of quality on flavour Storage temperature: Chilled or frozen Cooking methods: Grilling (not outside over fire), frying, simmer, sauté Portion size: Depends on use in menu Uses: <ul style="list-style-type: none"> Mince: sauces – bolognaise, main dishes, snacks, filling, hamburgers, etc Sausages: cocktail, main course Cold meats: snacks, items on cold buffet Indigenous knowledge: Boerewors, skilpaadjies, etc. 	<p style="text-align: center;">Stocks</p> <ul style="list-style-type: none"> Types / classification: <ul style="list-style-type: none"> White and brown meat stocks Fish Vegetable Purchase / quality <ul style="list-style-type: none"> Convenience dehydrated cubes or powders Storage conditions and temperature <ul style="list-style-type: none"> Chill once cooked or reconstituted Preparation methods: Browning, vegetable ingredients: e.g. washing, peeling, chopping, straining Cooking methods: Simmer Maintaining the stockpot Uses: As base for soups and sauces, not portioned individually 	<p style="text-align: center;">Pastry</p> <ul style="list-style-type: none"> Types / classification <ul style="list-style-type: none"> Short (plain and sweet) Puff Ingredients: Proportions and functions: Flour, shortening, liquid, (sugar, eggs) Frozen pastry may be bought (Phyllo-, puff-, short-, purr-) Storage conditions <ul style="list-style-type: none"> Uncooked pastry: chilled or frozen Baked product: airtight ambient storage if unfilled, chilled if filled. General rules for making pastry Techniques: Rubbing/cutting-in, creaming, rolling, folding, shaping, glazing, filling, lining, baking blind, decorating Quality characteristics of end product <ul style="list-style-type: none"> Short pastry: shortness of crumb Puff pastry: flakiness, golden-brown, cooked right through, not oily Uses: Pies, tarts, quiches, snacks (sausage rolls), mille feuilles, bouchees, vol-au-vents, cream horns Traditional uses of pastry, e.g. milk tart, Herzoggies, chicken pie, samoosas, spring rolls
	<p style="text-align: center;">Pasta</p> <ul style="list-style-type: none"> Types / classification: Shapes (shells, screws, etc), sheets (lasagne), ribbons (tagliatelle, fettuccine, spaghetti), filled (cannelloni, ravioli) Plain, egg, whole-wheat, flavoured Purchase / quality: <ul style="list-style-type: none"> Fresh, dried, precooked Units: grams, boxes Storage conditions and temperature: <ul style="list-style-type: none"> Ambient Cooked: chilled storage Uses: Starters, mains, salads Cooking methods: Boil with salt & oil, refresh, baking (Lasagne), fry (Chinese vermicelli) Effect of heat – with water cooks starch, Al dente Portion size: Determined by use in the menu. Portion: dry and cooked weights Classic pasta sauces, e.g. Alfredo, Bolognese, Pesto, 	<p style="text-align: center;">Soups</p> <ul style="list-style-type: none"> Types / classification: Thin/clear (e.g. broth, consommé), thick (e.g. cream, puree, vegetable), special (e.g. chowder and bisque) Purchase: <ul style="list-style-type: none"> Canned, dehydrated, raw pre-mixes (soup packs) Packets, kg, litres Quality points when purchasing convenience soups and soup ingredients Storage conditions and temperature: As per purchasing type Preparation of ingredients: Peel, trim, chop, shred, puree, clarify, etc Cooking methods: Sauté, boil, simmer Portion size: 250 ml., depending on use in menu Uses: Starter or main dish Traditional soups 	<p style="text-align: center;">Desserts</p> <ul style="list-style-type: none"> Types / classification <ul style="list-style-type: none"> Hot: Baked, steamed, boiled, fried, souffles Cold: Custards, gelatine, mousse, meringue, starch, fresh fruit Frozen Ingredients & proportions: Gelatine, egg, starch, corn flour, flour, flavourings, sugar, butter, milk, fruit, nuts, chocolate Storage conditions and temperature: Refrigerate final products if not served immediately Techniques: Creaming, whisking, folding, sifting, greasing, soaking, melting, caramelising, grating, shaping, mixing, moulding and unmoulding glazing, baking Presentation: Filling, glaze, toppings, sauce, decoration Quality characteristics of end product: Freshness, flavour, taste, colour, appearance, suitability for the occasion Traditional desserts, e.g. Malva-, sago-, bread-, Christmas

	Neapolitan	<ul style="list-style-type: none"> Local ingredients, e.g. butternut soup 	pudding
	<p style="text-align: center;">Fruit</p> <ul style="list-style-type: none"> Types / classification: Soft, hard, citrus, stone, tropical Quality: Grading of fruit, ripeness, seasonality (availability) vs. cost Purchase: <ul style="list-style-type: none"> Units of purchase: punnets, cases, etc Forms of purchase: fresh, canned, frozen, dried Storage conditions and storage temperature: Chilled, ambient, separated to prevent spoilage Preparation methods: Preventing discoloration, washing, peeling, slicing, trimming Cooking methods: Baking, stewing, frying, grilling Portion size: Per fruit, also depending on use in dishes Uses: Fresh, stewed, garnishing Indigenous knowledge: Prickly pears, quinces, rhubarb, etc. Use of fruit in traditional preserves, e.g. waatlemoenkonfyt 	<p style="text-align: center;">Sauces</p> <ul style="list-style-type: none"> Types / classification: <ul style="list-style-type: none"> Hot white (béchamel, velouté, hollandaise with variations) Hot brown (espagnole, jus roti, jus lié, demi-glaze) Other hot sauces (tomato, curry) Cold (mayonnaise, vinaigrette with variations) Sweet sauces (custard, caramel, chocolate, apple, etc.) Compound butter sauces (Parsley butter, etc.) Purchase / quality <ul style="list-style-type: none"> Dehydrated convenience sauces Storage conditions and temperature: Chilled if storing after cooking Thickening agents Preparation and thickening methods: Roux, puree, liaison, blending, beurre manie, whisking (emulsion) Cooking methods: Boiling, simmering Portion size: 25 – 50 ml per person Uses: Accompaniments, binding, soup base, flavour & appearance enhancer, coating <p style="text-align: center;">Vegetables</p> <ul style="list-style-type: none"> Types of vegetables: All common and unusual vegetables, e.g. brinjal, peppers, courgettes, baby vegetables, etc Classification: Roots, tubers, bulbs, leaves, stems, fruit, flowers, fungi, legumes Purchase <ul style="list-style-type: none"> Seasonality, units of purchase (punnets, heads, bunches, per item, pre-prepared) Frozen vegetables Quality points and grades Storage conditions and temperature: Storing salad ingredients at the correct temperature Preparation methods: Seasoning, washing, garnishing. Slicing, chopping, shredding, cubing, tossing Cooking methods: Boiling, roasting, steaming, stir-fry Portion size: 125 ml side salad 250 ml main course 	

		<p>12,5 ml salad dressing</p> <ul style="list-style-type: none"> Traditional vegetables and dishes, e.g. pumpkin fritters, morogo, butternut 	
	<p>Salad & Salad dressings</p> <ul style="list-style-type: none"> Types / classification Salads: <ul style="list-style-type: none"> Raw/fresh: mixed, tossed, green, Greek, coleslaw, etc. Cooked: potato, pasta, rice Moulded Dressings: <ul style="list-style-type: none"> Raw: French, mayonnaise Cooked: boiled salad dressing Purchase: Seasonality, units of purchase (punnets, heads, bunches, per item) Quality points and grades Storage conditions and temperature: Storing salad ingredients at the correct temperature Preparation methods: Seasoning, washing, garnishing, slicing, chopping, shredding, cubing, tossing Cooking methods: Boiling General rules for preparing and serving salad Portion size <ul style="list-style-type: none"> 125 ml side salad 250 ml main course 12,5 ml salad dressing 	<p>Yeast products</p> <ul style="list-style-type: none"> Types / classification: <ul style="list-style-type: none"> Yeast: instant, dry Products: White, brown, whole wheat Rich dough Sweet and plain Ingredients: Functions and proportions: Flour, shortening, liquid, sugar, salt Storage conditions and temperature: Airtight ambient storage Techniques: Sponging, kneading, proving, knocking down, rolling, folding, shaping, plaiting glazing Cooking methods: Baking, deep-frying, steaming Presentation: Use for bread table or bread display Quality characteristics of end product: Lightness/density, colour, shape, texture, taste Reasons for unsuccessful products 	
	<p>Teas & Coffees</p> <ul style="list-style-type: none"> Types / classification <ul style="list-style-type: none"> Teas: flavoured, Ceylon, herbal Coffee: service forms, e.g. filter, espresso, latte, cappuccino, de café Preparing and serving Accompaniments: Sugar, sweetener, milk, cream, lemon 	<p>Cakes & Biscuits</p> <ul style="list-style-type: none"> Ingredients: Functions and proportions: Flour, raising agents (types), shortening, liquid, sugar, eggs Mixing methods for batters and dough <ul style="list-style-type: none"> Cakes without shortening: sponge method Cakes with shortening: creaming, melting, quick-mix/one-bowl Biscuits: Rubbing-in/cutting, creaming, quick-mix/one-bowl Cooking method: Baking Reasons for unsuccessful products Techniques: glazing, shaping, baking, icing Presentation: Whole or individual Uses: Teas, desserts, parties 	
	<p>Scones & Muffins</p> <ul style="list-style-type: none"> Ingredients: Flour, leavening agents, shortening, liquid, sugar, eggs Techniques: Rubbing-in/cutting, muffin method, mixing, glazing, shaping, baking Presentation: Serving of scones and muffins End product: Characteristics of a good scone and muffin Reasons for unsuccessful products 		

3.6	Apply the concept of ' mise-en-place ' when producing and presenting a range of breakfast items and light meals , using the commodities studies, to meet the principles of nutrition, menu planning and creativity or flair, giving preference to local commodities.	Produce and present a range of teas and two-or three course meals , using the commodities studies, working efficiently with other members of the kitchen and restaurant brigades, giving preference to local commodities	Produce and present a range of dishes for formal dinners and a cocktail function , using the commodities studies and taking cognisance of cultural interpretation of food trends and special dietary requirements, giving preference to local commodities.
Content	<ul style="list-style-type: none"> • 'Mise-en-place' - preparation before production: <ul style="list-style-type: none"> Assembling of equipment & utensils Preparation of ingredients, e.g. marinating Assembling & measuring ingredients Switching on equipment • Production of <ul style="list-style-type: none"> ○ Continental breakfasts ○ English breakfasts ○ Brunches ○ Light meals • Buffet service: Presentation of buffet dishes (plating/garnishing) See also 10.4.4 Make use of commodities as studied in 10.3.5, giving preference to local commodities 	<ul style="list-style-type: none"> • Mise-en-place and production of <ul style="list-style-type: none"> ○ Teas: as part of functions, conferences and meetings, special tea occasions: e.g. christening, funerals. ○ Meals: 2 and 3 course meals Make use of commodities as studied in 10.3.5 and 11.3.5, giving preference to local commodities. • Plating and garnishing. • Teamwork: Work effectively with other members of the kitchen and restaurant brigades. 	<p>Mise-en-place and production of</p> <ul style="list-style-type: none"> • Formal dinners: 4 courses • Cocktail functions: <ul style="list-style-type: none"> ○ Number and type of snacks per guest ○ Variety of snacks. ○ Type of snacks – e.g. canapés, crudités, pates, dips, pastry items, sandwiches, etc. ○ Make use of commodities as studied in 10.3.5, 11.3.5 and 12.3.5, giving preference to local commodities. • Cultural cuisine: Cultural application in food trends, e.g. butternut soup, carrot cake, ostrich meat, use of local game meat, etc. • Special dietary requirements

Note: The microwave oven may be used for cooking any of the above items where appropriate.
Indigenous dishes need only to be mentioned (name and what it is) but not studied in detail

Learning Outcome 4: Food and Beverage Service

The learner is able to understand and apply the principles of planning, organising, problem solving and evaluation as related to self and to practices and systems of food and beverage service and customer care.

AS	GRADE 10	GRADE 11	GRADE 12
4.1	Identify, handle, clean and store the correct equipment for serving food and beverages in a restaurant.	Demonstrate a knowledge and understanding of the restaurant brigade and the necessity of contributing to effective working relationship and teamwork.	Maintain stock control by keeping a record of food and beverage equipment for the restaurant
Content	<p>Equipment for serving food and beverages in a restaurant</p> <ul style="list-style-type: none"> ○ Identify ○ Clean ○ Handle / use ○ Store (Including storeroom procedures) <p>Service flats/dishes Serving utensils Equipment for keeping food warm or cold Table and glass ware Linen Coffee machine</p> <p>Carry out storeroom procedures for</p> <ul style="list-style-type: none"> ○ Glassware ○ Tableware ○ Cutlery ○ Linen 	<p>The restaurant brigade as it relates to restaurant operations and teamwork. Duties and responsibilities of the</p> <ul style="list-style-type: none"> ○ Restaurant manager ○ Maitre d’hotel / Head waiter ○ Station head waiter ○ Food service staff ○ Beverage service ○ Draw an organogram of the structure. <p>Work effectively with other members of the kitchen brigade.</p> <ul style="list-style-type: none"> ○ Necessity / importance of teamwork ○ Principles of teamwork: support, anticipation of needs, responsibility and contribution of each member to the other, ‘pull your weight’, tolerance of other team members ○ Planning and coordinating activities as a team 	<p>Stock control: Keeping records of:</p> <ul style="list-style-type: none"> ● Food and beverage equipment for the restaurant (numbers, maintenance) ● Include <ul style="list-style-type: none"> ○ Non-consumables, e.g. linen ○ Consumables e.g. beverages (minimum levels, bin cards, issues, deliveries)
4.2	Apply the basic principles of customer relations with sensitivity for diversity (race, gender, disability and sexual orientation) while providing an excellent food and beverage service	Demonstrate an appropriate response to guest complaints about problems with kitchen production and service procedures	Understand and demonstrate the basic principles of wine and malt service , paying particular attention to customer service and the applicable liquor laws
Content	<ul style="list-style-type: none"> ● Basic principles of customer relations, with sensitivity for e.g. race, gender, age, disability. Dealing with children, people with special needs and cultural differences ● Customer service Meeting customer needs, anticipating requests, friendliness, use of names and professional behaviour 	<ul style="list-style-type: none"> ● Handling complaints professionally (complaints about kitchen production and service procedures) ● Handling difficult customers ● Handling sexual overtures ● Handling unforeseen circumstances that can effect production – electrical failure, equipment failure, water cuts, injuries, fire, etc. 	<ul style="list-style-type: none"> ● Classification of wine, in order to give advice/assist guests. ● Matching food and wine ● Basic principles of wine and malt service <ul style="list-style-type: none"> ○ Ordering ○ Presenting ○ Opening ○ Pouring ○ Correct storage and temperature of wines ○ Glassware ○ Interpreting wine labels ○ Correct storage of wine and malt ○ Service temperature of malt. <p>Regulations concerning the sale and service for on-premise</p>

			consumption of wine and malt with meals
4.3	Prepare and set up the venue and tables for a limited-menu buffet function (breakfast or light meal) taking into consideration the importance of aesthetic value	Prepare and set up the venue and tables for a range of teas and two-course or three course meals, working effectively with other members of the kitchen and restaurant brigade	Prepare and set up the venue and tables for formal dinners and a cocktail function
Content	<p>Set up the venue for</p> <ul style="list-style-type: none"> • Breakfasts and light meals • Table arrangement (room layout, bookings & placing of guests) • The importance of aesthetic value: <ul style="list-style-type: none"> ○ Formal & informal themes ○ Colour themes and proportions ○ Table decorations (including menu) <p>‘Mise-en-place’</p> <ul style="list-style-type: none"> ○ Table setting ○ Equipment ○ Condiments ○ Service sequence and guest flow ○ Temperature (air-con or heating), lighting and music 	<p>Prepare and set up the venue and tables for</p> <ul style="list-style-type: none"> ○ A range of teas ○ Two- and three-course meals ○ Refer to 10.4.3 <ul style="list-style-type: none"> • Perform opening <i>mise-en-place</i> (build on Grade 10) • Use of special equipment: cake lifter, cake forks, etc. • Perform closing <i>mise-en-place</i> (build on Grade 10) • The importance of teamwork 	<p>Prepare and set up the venue and tables for</p> <ul style="list-style-type: none"> ○ Formal dinners ○ Cocktail functions ○ Refer to 10.4.3 and 11.4.3 <ul style="list-style-type: none"> • Perform opening <i>mise-en-place</i> (build on Grade 10 and 11) • Special equipment: service items and equipment to keep hot/cold (e.g. carving unit, <i>bain marie</i>, chafing dishes, serving spoons, tongs, forks, meat knife and steak knife) • Perform closing <i>mise-en-place</i> (build on Grade 10 and 11) • Displays should preferably reflect a local and ethnic - flavour/theme
4.4	Describe and apply the concept of <i>mise-en-place</i> in food and beverage operations while following the correct service and clearing techniques of food and non-alcoholic beverages for buffet-style breakfasts and light meals	Perform the correct service techniques and sequence of food and beverage services for <i>table d’hôte</i> menus	Perform and maintain the correct service techniques and sequence of food and beverages for selected menus
Content	<p>Service and clearing techniques for food and non-alcoholic beverages for buffet-style breakfasts and light meals.</p> <ul style="list-style-type: none"> • Personal appearance and uniform • Opening <i>mise-en-place</i> • Table setting • Condiments • Greeting and seating guests • Switch on equipment • Buffet service and replenishment <ul style="list-style-type: none"> ○ Tea & coffee service ○ Bill presentation • Acceptance of gratuities • Plate/table clearing • Clearing buffet and closing <i>mise-en-place</i> for restaurant 	<p>Service techniques and sequence of food and beverage services for <i>table d’hôte</i> menus (3-course meals)</p> <ul style="list-style-type: none"> • Personal appearance and uniform • Greeting and seating guests • Correct service sequence • Table service • Take beverage orders • Serve meals and beverages • Clear tables • Present bill 	<p>Service and clearing techniques for food and beverages at cocktail functions and formal dinners:</p> <ul style="list-style-type: none"> • Personal appearance and uniform • Greeting and seating guests • Presenting the menu for beverages • Taking the order for beverages • Serving beverages • Presenting the menu (food) • Taking food order <p>Serving sequence</p> <ul style="list-style-type: none"> • Clearing • Drawing up and presenting the bill • Clearing of glassware etc. during the meal, refreshing drinks, crumbing down.

ANNEXURE B: EXAMPLES OF WORK SCHEDULES FOR HOSPITALITY STUDIES

GRADE 10

- Daily assessment need not be indicated in the work schedule.
- Use this work schedule together with the content framework
- Note that the tasks for formal assessment and the PAT are done simultaneously with the theory on that topic, or directly after the topic has been taught in class

TERM 1 (11 weeks)

Time frame	Date completed	LO & AS	Assessment Standard	Content & Context	Resources	Suggestions for Assessment
Week 1 – 2		10.1.1	Define hospitality industry concepts and growth trends, and describe the impact of the hospitality industry on the South African economy and the tourism sector	Hospitality industry concepts Hospitality industry growth trends. The contribution of the hospitality industry to the South African economy. The distribution and diversity of the South African hospitality industry Identify hospitality establishments in local area and compare their services and products	Textbooks Literature on the hospitality industry Local tourism information centre	Daily: <ul style="list-style-type: none"> • Worksheets • Case studies • Investigations
Week 3		10.1.2	Define and compare the sectors of the hospitality industry and the services that each provides	The sectors in the hospitality industry and the services provided by each sector: <ul style="list-style-type: none"> • Accommodation sector • Food and beverage sector: Food preparation, catering and food and beverage services 	<ul style="list-style-type: none"> • Textbooks • Brochures and advertisements from hospitality establishments 	PoA: Task for term 1 Comparative study of the services offered by different hospitality establishments. Collect brochures and advertisements from hospitality establishments
Week 4		10.3.1	Identify and use a variety of large-scale and small-scale equipment	Equipment for food production and service: A variety of large- and small-scale equipment, e.g. kitchen smalls, restaurant ware: <ul style="list-style-type: none"> • Identification and use • Cleaning and storage • Maintenance • Safe handling of equipment 	<ul style="list-style-type: none"> • Textbooks • Catalogues of equipment • Actual equipment 	Daily: <ul style="list-style-type: none"> • Handle and identify equipment • Work sheets • Poster presentation
Week 5		10.3.3	Interpret and follow a recipe with a basic understanding of preparation, cooking methods, culinary terminology, metrication	<ul style="list-style-type: none"> • Format of recipes • Measuring of ingredients: Dry and liquid, volume and mass. • Measuring of temperatures. • Conversion of volume to mass and vice versa • Relevant culinary terminology 	<ul style="list-style-type: none"> • Textbooks • Recipes • Conversion tables 	Daily: <ul style="list-style-type: none"> • Handling measuring equipment • Use conversion tables • Rewrite recipes in standard format • Create a dictionary. Write in culinary terms throughout the year

			and measurement of ingredients			
Week 6 - 7		10.3.3	Interpret and follow a recipe with a basic understanding of preparation, cooking methods, culinary terminology, metrication and measurement of ingredients	<ul style="list-style-type: none"> • Cooking methods: Moist, dry and combination methods. <ul style="list-style-type: none"> o Temperatures o Equipment o Types of food applied to o Retaining nutrients. <p>Practical work: <i>Baking of scones</i></p>	Textbooks <ul style="list-style-type: none"> • Pictures and recipes in recipe books and food magazines 	Daily: Worksheets on frying and baking in the Hospitality industry Practical work: <ul style="list-style-type: none"> • <i>Baking of scones</i> • <i>Class discussion of all final products, to give feedback to learner and encourage improvement</i>
Week 8		10.3.5	Demonstrate a knowledge and understanding of the following food commodities – scones and muffins, teas and coffees	<p>Scones & Muffins</p> <ul style="list-style-type: none"> • Ingredients • Techniques • Presentation <p>Quality of end product</p> <p>Teas & Coffees</p> <ul style="list-style-type: none"> • Types / classification • Accompaniments <p>Practical work:</p> <ul style="list-style-type: none"> • <i>Baking of muffins</i> • <i>Teas and coffees</i> 	<ul style="list-style-type: none"> • Textbooks • Pictures and recipes in recipe books and food magazines 	Daily: <ul style="list-style-type: none"> • Worksheets on the functions of the ingredients in muffins <p>Practical work:</p> <ul style="list-style-type: none"> • <i>Baking of muffins</i> • <i>Teas and coffees</i> • <i>Class discussion of all final products, to give feedback to learner and encourage improvement</i> <p>PoA: Hand in task</p>
Week 9 – 10		10.3.5	Demonstrate a knowledge and understanding of the following food commodities – cereals	<p>Cereals</p> <ul style="list-style-type: none"> • Types and uses • Purchase / quality • Storage • Storage conditions and practices • Preparation methods • Cooking methods & effect of heat • Factors influencing gelatinisation • Portion / serving sizes • Accompaniments for breakfast cereals • Indigenous knowledge, e.g. Maltabella <p>Practical work:</p> <ul style="list-style-type: none"> • <i>Crumpets / flapjacks and pancakes</i> 	<ul style="list-style-type: none"> • Textbooks • Pictures and recipes in recipe books and food magazines • Examples of breakfast cereals 	Daily: Identify different breakfast cereals Practical work: <ul style="list-style-type: none"> • <i>Crumpets / flapjacks and pancakes</i> • <i>Class discussion of all final products, to give feedback to learner and encourage improvement</i> <p>PoA: Test term 1</p>
Week 11		10.3.5	Demonstrate a knowledge and understanding of the following food commodities – Fruit	<p>Fruit</p> <ul style="list-style-type: none"> • Types / classification • Quality • Purchase 	<ul style="list-style-type: none"> • Textbooks • Food publications and magazines • Recipe book 	Daily: <ul style="list-style-type: none"> • Identification of various fruits <p>Practical work:</p> <ul style="list-style-type: none"> • <i>Fruit salads, stewed fruit,</i>

			<ul style="list-style-type: none"> • Storage • Preparation methods • Cooking methods • Portion size • Uses • Indigenous knowledge / traditional dishes: Prickly pears, quinces, rhubarb, dried peaches, etc. Use of fruit in traditional preserves, e.g. waatlemoenkonfyt, maroela jelly. <p>Practical work:</p> <ul style="list-style-type: none"> • Fruit salads, stewed fruit, garnishes made from fruit 		<p><i>garnishes made from fruit</i></p> <ul style="list-style-type: none"> • <i>Class discussion of all final products, to give feedback to learner and encourage improvement</i>
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TERM 2 (10 weeks)

Time frame	Date completed	LO & AS	Assessment Standard	Content & Context	Resources	Assessment
Week 1 – 2		10.3.4	Explain the principles of menu planning	Principles of Menu planning: <ul style="list-style-type: none"> • Nutritional value: <ul style="list-style-type: none"> ○ South African Food -based dietary guidelines ○ South African food pyramid (6 groups) ○ Nutrients and their functions in food group context • Aesthetic appeal and other factors to consider • Format of writing a menu • Menu planning for <ul style="list-style-type: none"> ○ Continental breakfast ○ English breakfast ○ Brunch ○ Light meals 	<ul style="list-style-type: none"> • Textbooks • Food publications and magazines • Recipe books 	Daily: <ul style="list-style-type: none"> • Worksheets on nutrients • Poster presentation on food pyramid • Poster presentation on the format of writing a menu <p>PoA: Task: Breakfast around the world. Include menus of English and Continental breakfasts, using the principles of menu planning</p>
Week 3		10.3.5	Demonstrate a knowledge and understanding of the following commodities – eggs	Eggs <ul style="list-style-type: none"> • Purchase / quality • Storage • Preparation methods • Cooking methods • Effect of heat • Uses • Portion size 	<ul style="list-style-type: none"> • Textbooks • Food publications and magazines • Recipe books 	Daily: <ul style="list-style-type: none"> • Worksheet: Different stages of beaten egg white • Recipe analysis <p>Practical work:</p> <ul style="list-style-type: none"> • <i>At least 3 different egg dishes suitable for breakfasts</i> • <i>Class discussion of all final</i>

				<ul style="list-style-type: none"> Indigenous knowledge: Ostrich eggs, curried eggs, etc. <p>Practical work:</p> <ul style="list-style-type: none"> At least 3 different egg dishes suitable for breakfasts, e.g. omelette, French toast, Eggs Benedict. Include different stages of beating egg whites 		<p><i>products, to give feedback to learner and encourage improvement</i></p>
Week 4 - 5		10.3.5	Demonstrate a knowledge and understanding of the following commodities – processed meat	<p>Minced meat and sausages</p> <ul style="list-style-type: none"> Types of mince, types of sausages Purchase / quality Storage Cooking methods Portion size Uses Indigenous knowledge: Boerewors, skilpaadjies, etc. <p>Practical work week 4: At least 3 mince dishes, e.g. spaghetti bolognaise, lasagne, mince balls (include a shaped mince item)</p> <p>Practical work week 5: At least 3 dishes using sausages and/or bacon</p>	<ul style="list-style-type: none"> Textbooks Food publications and magazines <p>Recipe books</p>	<p>Daily:</p> <ul style="list-style-type: none"> Worksheet on different types of sausages, including prices Tasting of different sausages <p>Practical work</p> <ul style="list-style-type: none"> Week 4: At least 3 mince dishes Week 5: At least 3 dishes using sausages and/or bacon Class discussion of all final products, to give feedback to learner and encourage improvement <p>PoA: Hand in task at end of week 6</p>
Week 6		10.4.2	Apply the basic principles of customer relations with sensitivity for diversity (e.g. race, gender, age, disability and sexual orientation) while providing an excellent food and beverage service	<ul style="list-style-type: none"> Basic principles of customer relations Basic principles of customer service <ul style="list-style-type: none"> Meeting customer needs, anticipating requests, requests, friendliness Professional behaviour Greeting and seating guests Bill presentation Acceptance of gratuities 	<ul style="list-style-type: none"> Textbooks Literature on best practices in the hospitality industry Videos 	<p>Daily:</p> <ul style="list-style-type: none"> Case studies Role play
Week 7 – 8		10.3.6	Apply the concept of mise-en-place when producing and presenting a range of breakfast items using the commodities studied, to meet the principles of nutrition, menu planning and creativity or flair, giving preference to local	<ul style="list-style-type: none"> Mise-en-place- preparation before service or production Breakfasts <ul style="list-style-type: none"> Continental breakfasts English breakfasts Buffet service: Presentation of buffet dishes Work effectively with other members of the kitchen and restaurant brigade. 	<ul style="list-style-type: none"> Textbooks Literature on food and menu planning Food publications and magazines Recipe books Literature on best practises in the 	<p>Daily:</p> <ul style="list-style-type: none"> Class discussions Role play Planning the buffet table <p>PAT 1: Planning, preparation and serving of buffet-style breakfasts.</p>

		10.4.3 10.4.4	commodities Prepare and set up the venue and tables for a buffet function, taking into consideration the importance of aesthetic value Apply the concept of mise-en-place while following the correct service and clearing techniques of food and beverages for buffet-style breakfasts	<ul style="list-style-type: none"> • Prepare and set up the venue and tables for buffet breakfast or brunch • Table arrangement (room layout, bookings & placing of guests) • The importance of aesthetic value • Table setting • Service sequence and guest flow • Temperature (air-con or heating) • Lighting • Music <p>Service and clearing techniques for food and non-alcoholic beverages for buffet-style breakfasts and light meals.</p>	<p>hospitality industry</p> <ul style="list-style-type: none"> • Videos 	
Week 9 - 10						PoA: Midyear examinations

TERM 3 (11 weeks)

Time frame	Date completed	LO & AS	Assessment Standard	Content & Context	Resources	Assessment
Week 1 - 2		10.3.5	Demonstrate a knowledge and understanding of the following food commodities - pasta	<p>Pasta</p> <ul style="list-style-type: none"> • Types / classification • Purchase / quality • Storage • Uses • Cooking methods • Effect of heat • Portion size • Classic pasta sauces <p>Practical work:</p> <ul style="list-style-type: none"> • <i>At least 3 different types of pasta dishes, e.g. Macaroni and cheese with white sauce, spaghetti with bolognaise sauce, Alfredo, lasagne</i> 	<ul style="list-style-type: none"> • Textbooks • Pictures and recipes in recipe books and food magazines <p>Examples of types of pasta</p>	<p>PoA: Task for term 3</p> <p>Task on different types of pasta</p> <p>Practical work:</p> <ul style="list-style-type: none"> • <i>At least 3 different types of pasta dishes</i> • <i>Class discussion of all final products, to give feedback to learner and encourage improvement</i>

Week 3 - 4	10.3.5	Demonstrate a knowledge and understanding of the following food commodities – Dairy products	<p>Dairy Products</p> <ul style="list-style-type: none"> • Types / classification • Milk treatments / preservation methods • Purchase / quality • Storage • Cooking methods & effect of heat • Portion size • Uses • Traditional dishes/indigenous knowledge <p>Practical work:</p> <ul style="list-style-type: none"> • <i>At least 3 dishes using dairy products / eggs / cheese, e.g. milk tart, crème caramel, cheese soufflé</i> 	<ul style="list-style-type: none"> • Textbooks • Food publications and magazines • Recipe books 	<p>Daily:</p> <ul style="list-style-type: none"> • Identification test / tasting: different types of cheese <p>Practical work:</p> <ul style="list-style-type: none"> • <i>At least 3 dishes using dairy products / eggs / cheese, e.g. milk tart, crème caramel, cheese soufflé</i> • <i>Class discussion of all final products, to give feedback to learner and encourage improvement</i>
Week 5	10.3.5	Demonstrate a knowledge and understanding of the following food commodities – Salad and salad dressings	<p>Salad & Salad dressings</p> <ul style="list-style-type: none"> • Types / classification of <ul style="list-style-type: none"> ○ Salads ○ Dressings • Purchase • Quality points and grades • Storage • Preparation methods • Cooking methods • General rules for preparing and serving • Portion size <p>Practical work:</p> <ul style="list-style-type: none"> • <i>At least 2 fresh and one cooked salad with dressings and garnishes dressings</i> 	<ul style="list-style-type: none"> • Textbooks • Food publications and magazines • Recipe books 	<p>Daily:</p> <ul style="list-style-type: none"> • Experiment: prevention of discolouration of ingredients • Worksheets <p>Practical work:</p> <ul style="list-style-type: none"> • <i>At least 2 fresh and one cooked salad with dressings and garnishes</i> • <i>Class discussion of all final products, to give feedback to learner and encourage improvement</i> <p>PoA: Hand in task</p>
Week 6	10.2.1	Identify and apply specified hygiene and occupational safety practices as governed by relevant legislation in the preparation of food and beverages	<p>Hygiene practices as governed by the Health and Safety Act regulations:</p> <ul style="list-style-type: none"> • Food handling regulations • Personal hygiene and hospitality clothing • Cleaning practices - kitchen and restaurant • Dishwashing • Temperature control in the kitchen • Prevention of cross contamination • Refuse handling <p>Safety practices in the kitchen and restaurant: Electricity, gas, steam, blades, chemicals, safety equipment and clothing, safety signage</p>	<ul style="list-style-type: none"> • Textbooks • Literature on hygiene 	<p>Daily:</p> <ul style="list-style-type: none"> • Case studies • Worksheets on safety practices • Self-evaluation on personal hygiene and clothing

Week 7		10.4.1	Identify, handle, clean and store the correct equipment for serving food and beverages in a restaurant.	Equipment for serving food and beverages (Restaurant equipment) <ul style="list-style-type: none"> ○ Identify ○ Clean ○ Handle / use ○ Store (Including storeroom procedures) 	<ul style="list-style-type: none"> • Textbooks • Equipment 	Daily: <ul style="list-style-type: none"> • Handling equipment in the restaurant. Laying of tables
Week 8 - 9		10.3.6	Apply the concept of mise-en-place when producing and presenting a range of light meal items using the commodities studied, to meet the principles of nutrition, menu planning and creativity or flair, giving preference to local commodities	<i>Mise-en-place</i> - preparation before service or production <ul style="list-style-type: none"> ○ Assembling of equipment & utensils ○ Preparation of ingredients, e.g. marinating ○ Assembling & measuring ingredients ○ Switching on equipment Production of <ul style="list-style-type: none"> ○ Brunches ○ Light meals Buffet service: Presentation of buffet dishes. Garnishing Work effectively with other members of the kitchen and restaurant brigade.	<ul style="list-style-type: none"> • Textbooks • Literature on food and menu planning • Food publications and magazines • Recipe books • Literature on best practices in the hospitality industry 	Daily: <ul style="list-style-type: none"> • Laying of tables • Decorations for buffet table • Role play PAT 2: Planning, preparation and serving of buffet-style brunches and lunches.
		10.4.3	Prepare and set up the venue and tables for a buffet function, taking into consideration the importance of aesthetic value	Prepare and set up the venue and tables for buffet style brunches and light meals <ul style="list-style-type: none"> • Table arrangement (room layout, bookings & placing of guests) • The importance of aesthetic value: <ul style="list-style-type: none"> ○ Table setting ○ Service sequence and guest flow ○ Temperature (air-con or heating) ○ Lighting ○ Music 		
		10.4.4	Apply the concept of mise-en-place while following the correct service and clearing techniques of food and beverages for buffet-style breakfasts	Service and clearing techniques for food and beverages for buffet-style brunches and light meals.		
Week 10		10.2.2	Identify and apply correct food storage practices and procedures to meet specified hygiene principles	Principles of hygienic food storage. <ul style="list-style-type: none"> • Storage temperatures • Pest control 	<ul style="list-style-type: none"> • Textbooks • Literature on food storage and pest control • Guest lecturer 	Daily: <p>Case studies</p> PoA: Test for term 3

Week 11		10.2.3	Correct waste disposal practices and procedures to meet specified hygiene, recycling and environmentally friendly practices	Waste disposal / refuse handling practices: <ul style="list-style-type: none"> • Procedures to meet hygiene principles • Recycling of waste • Environmentally friendly procedures 	<ul style="list-style-type: none"> • Textbooks • Literature on recycling 	
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TERM 4 (8 weeks)

Time frame	Date completed	LO & AS	Assessment Standard	Content & Context	Resources	Assessment
Week 1 – 2		10.3.2	Explain and illustrate the design and layout of commercial kitchens	Commercial kitchens: Layout and design. <ul style="list-style-type: none"> • Identify functions (stations) in kitchen • Plan a kitchen layout, considering functions and workflow. • Choosing: <ul style="list-style-type: none"> ○ Lighting ○ Ventilation ○ Materials (wall, floors, surfaces) 	Textbooks	Daily: Plan a kitchen layout, considering functions and workflow. Indicate lighting, ventilation and materials (wall, floors, surfaces)
Week 3 - 5		10.1.3	Identify and compare career and employment opportunities in the hospitality industry	Career and employment opportunities in the hospitality industry: <ul style="list-style-type: none"> • The concept ‘career’ • An organogram of careers in the hospitality industry. Compare the different careers • Entrepreneurial concepts • Entrepreneurial opportunities in the hospitality industry in the local community • Other employment opportunities in the hospitality industry 	<ul style="list-style-type: none"> • Textbooks • Career expo • Career booklets • Advertisement in newspapers for filling of vacant positions 	Daily: Case studies PAT 3: Planning, preparation and serving of light 2-course lunches
Week 6			Revision			
Week 7 – 8						PoA Final examinations

GRADE 11

- Daily assessment need not be indicated in the work schedule.
- Use this work schedule together with detailed content framework
- Note that the tasks for formal assessment and the Practical Assessment Task are done simultaneously with the theory on that topic, or directly after the topic has been taught in class

TERM 1 (11 weeks)

Time frame	Date completed	LO & AS	Assessment Standard	Content & Context	Resources	Assessment
Week 1 - 2		11.2.1	Describe the implications of failing to comply with the relevant legislation and principles of hygiene, safety, security and environmental issues	Refer to the Occupational Health and Safety Act – General safety regulations Penalties to comply with the legislation on <ul style="list-style-type: none"> • Hygiene • Safety • Security and • Environmental issues Law enforcement Food poisoning or injury claims by guests Consequences of bad reputation for food service establishments	<ul style="list-style-type: none"> • Textbooks • Guest speaker from municipal health department and/or the fire department 	Daily: <ul style="list-style-type: none"> • Case studies • Research on the OHS Act • Observe a local business and report back on good and poor hygiene and safety practices
Week 3		11.3.5	Demonstrate a knowledge and understanding of the following commodities – yeast products	Yeast and yeast products <ul style="list-style-type: none"> • Different types • Ingredients • Techniques and preparation skills • Quality characteristics of end product • Storage of yeast and yeast products • Uses Practical work: <ul style="list-style-type: none"> • <i>At least 3 types of baked yeast products</i> 	<ul style="list-style-type: none"> • Textbook • Food publications and magazines • Recipe books • Guest lecturer, e.g. from Anchor Yeast 	Daily: <ul style="list-style-type: none"> • Recipe analysis Practical work: <i>Class discussion of all products to give feedback to learners and encourage improvement</i>
Week 4		11.3.4	Plan menus for teas and light two-course and three-course meals in keeping with the principles of nutrition and menu planning	Planning of menus for teas as part of functions: Special tea occasions: e.g. christening, graduation Use principles of menu planning, e.g. equipment, staff, food characteristics, cooking methods, seasonality, budget (Refer to 10.3.5 for teas and coffees)	<ul style="list-style-type: none"> • Textbooks • Recipe books • Magazines/ food publications 	PoA: Task For term 1: Tea parties for different occasions: menus, serving, venues, themes, costs, etc. Include three types of teas and coffees that can be included. Practical work: <ul style="list-style-type: none"> • <i>Class discussion of all products</i>

				Practical work: • <i>At least 3 types of deep-fried yeast products</i>		<i>to give feedback to learners and encourage improvement</i>
Week 5		11.3.5	Demonstrate a knowledge and understanding of the following food commodities – cakes and biscuits	Cakes and biscuits • Ingredients • Mixing methods for batters and dough • Baking • Presentation • Quality characteristics of end product • Reasons for unsuccessful products • Uses Practical work: • <i>At least 3 types of cakes suitable for teas</i>	• Textbooks • Literature on food • Food publications and magazines • Recipe books	Daily: PoA: Continue with task on tea parties for different occasions Practical work: • <i>Class discussion of all products to give feedback to learners and encourage improvement</i>
Week 6		11.3.3	Costing a recipe	Costing a recipe, using • Food costs/costs of ingredients • Portion costs • Labour costs • Overhead costs Practical work: <i>At least 4 types of biscuits – planning, preparation and costing</i>	Textbooks	Daily: • Costing recipes PoA: Cost one of the recipes for a tea party in the task Practical work: • <i>Class discussion of all products to give feedback to learners and encourage improvement</i>
Week 7		11.3.1	Explain the kitchen brigade structure as it relates to kitchen operations and teamwork	• The kitchen brigade: Chef de cuisine, Sous chef, Chef de partie, Commis chef, Saucier, Poissonier, Rotisseur, Entremetier, Potager, Patissier, store man and kitchen assistant • Organogram of the structure	• Textbooks • Literature on the hospitality industry	Daily: • Poster presentation • Role play • Industry visit • Quiz PoA: Hand in task for term 1
Week 8		11.4.1	Demonstrate knowledge and understanding of the restaurant brigade and the necessity of contributing to effective working relationships and teamwork	The restaurant brigade • Restaurant manager • Maitre d’hotel / Head waiter • Chef de rang / Station head waiter • Food service staff e.g. waiter / commis de rang, trainee commis • Beverage service / bar staff e.g. sommelier Organogram of the structure.	• Textbooks • Guest speaker	Daily: • Poster presentation • Role play • Industry visit • Quiz PoA: Test for first term
Week 9		11.4.2	Demonstrate an appropriate response to	• The basic principles of customer relations • Handling complaints professionally	• Textbooks • Literature on	• Role play • Case studies

			guest complaints about problems with kitchen production and service procedures	(complaints about kitchen production and service procedure) <ul style="list-style-type: none"> • Handling difficult customers • Handling unforeseen circumstances 	customer relations	
Week 10 - 11		11.3.6 11.4.3	Prepare and produce a range of teas using the commodities studied Prepare and set up the venue and tables for teas using the commodities studied, working effectively with other members of the kitchen and restaurant brigades	<ul style="list-style-type: none"> • Opening <i>mice-en-place</i>/pre-preparation of the dining area • Closing <i>mice-en-place</i>/Cleaning up and restoring the dining area • Special equipment for teas • Teamwork • Serving of food and beverages • Clear tables 	<ul style="list-style-type: none"> • Textbooks • Literature on best practices in the hospitality industry • Food magazines 	Daily: <ul style="list-style-type: none"> • Discussion on interesting themes for setting up venues for teas for special occasions PAT 1: Planning, costing preparation and serving of a tea party for a special occasion or Simulate a coffee shop

TERM 2 (10 weeks)

Time frame	Date completed	LO & AS	Assessment Standard	Content & Context	Resources	Assessment
Week 1		11.1.1	Demonstrate knowledge and understanding of cultural uniqueness as applied to food preparation and service	<ul style="list-style-type: none"> • The culinary needs of the different cultures in South Africa • Providing food for different cultural needs • The contribution of culinary cultural exchange (brought about by local and global tourism) to tourism and the hospitality industry 	<ul style="list-style-type: none"> • Textbooks • Guest speaker • Books on the different cultures in South Africa and their food habits and traditional dishes • Recipe books 	PoA: Task for term two: The food and eating habits of different cultures in South Africa. Include innovative three-course menus or Traditional South African cookery. Include menus for a traditional SA restaurant
Week 2		11.1.1	Demonstrate knowledge and understanding of cultural uniqueness as applied to food preparation and service	<ul style="list-style-type: none"> • The significance of own culinary cultural uniqueness • South Africa's rich cultural heritage • Plan innovative three-course meals, making use of indigenous/ traditional ingredients 	<ul style="list-style-type: none"> • Books on South Africa's culinary traditions • Recipe books with traditional South African recipes 	Daily: <ul style="list-style-type: none"> • Class discussion • Paired activity to develop menus for three-course meals • Collect recipes with indigenous ingredients
Week 3			Demonstrate a knowledge and	Stocks <ul style="list-style-type: none"> • Classification 	<ul style="list-style-type: none"> • Textbooks • Books on pest 	Daily <ul style="list-style-type: none"> • Worksheets

			understanding of the following commodities – stocks	<ul style="list-style-type: none"> • Purchase • Storage • Preparation methods • Cooking methods • Maintaining the stockpot • Uses 	practice in the Hospitality Industry	
Week 4		11.3.5	Demonstrate a knowledge and understanding of the following commodities – soups	<p>Soups</p> <ul style="list-style-type: none"> • Classification • Purchase and quality points when purchasing convenience soups and soup ingredients • Storage conditions • Preparation of ingredients • Cooking method • Uses • Portion sizes • Traditional soups and indigenous ingredients <p>Practical work:</p> <ul style="list-style-type: none"> • <i>At least 3 types of soup</i> 	<ul style="list-style-type: none"> • Textbooks • Food publications and magazines • Recipe books 	<p>Daily:</p> <ul style="list-style-type: none"> • Worksheets <p>Practical work:</p> <ul style="list-style-type: none"> • <i>Class discussion of all products to give feedback to learners and encourage improvement</i> <p>PoA: Hand in task</p>
Week 5 – 6		11.3.5	Demonstrate a knowledge and understanding of the following food commodities – poultry	<p>Poultry</p> <ul style="list-style-type: none"> • Classification • Quality • Purchase • Storage • Preparation methods • Special hygiene considerations due to salmonella • Cooking methods and effect of heat • Uses • Portion sizes • Accompaniments <p>Practical work:</p> <p><i>At least 3 chicken dishes (Integrate with practical work on sauces)</i></p>	<ul style="list-style-type: none"> • Textbooks • Food publications and magazines • Recipe books 	<p>Daily:</p> <ul style="list-style-type: none"> • Identification test -poultry types and cuts • Collect recipes for different types of poultry, with accompaniments. Identify cooking methods and portion sizes <p>Practical work:</p> <ul style="list-style-type: none"> • Class discussion of all products to give feedback to learners and encourage improvement
Week 7 – 8		11.3.6	Prepare and produce a range of two-course and three-course meals	<ul style="list-style-type: none"> • Opening <i>mice-en-place</i>/pre-preparation of dining area • Closing <i>mice-en-place</i>/Cleaning up and 	<ul style="list-style-type: none"> • Textbooks • Literature on food and menu planning 	<p>Daily:</p> <ul style="list-style-type: none"> • Discussion on interesting themes

		11.4.3	Prepare and set up the venue and tables for two- or three course meals, working effectively with other members of the kitchen and restaurant brigades	<ul style="list-style-type: none"> restoring the dining area Special equipment Teamwork Plate service technique and procedures Take beverage orders Serve meals and beverages Clear tables Present bill, etc. 	<ul style="list-style-type: none"> Food publications and magazines Recipe books Literature on best practices in the hospitality industry 	PAT 2: Planning, costing, preparation and serving of three-course meals.
		11.4.4	Perform the correct service techniques and sequence of food and beverage services for table d'hote menus			
Week 9 – 10						PoA Midyear examinations

TERM 3 (11 weeks)

Time Frame	Date completed	LO & AS	Assessment Standard	Content & Context	Resources	Assessment
Week 1 – 2		11.3.5	Demonstrate a knowledge and understanding of the following commodities – fish	Fish <ul style="list-style-type: none"> Classification Quality Purchase Storage Preparation methods Cooking methods and effect of heat Uses Portion sizes Accompaniments Practical work: <i>At least 3 fish dishes(Integrate with practical work on sauces)</i>	<ul style="list-style-type: none"> Textbooks Visit a fishmonger to identify different types of fish Food publications and magazines Recipe books 	Daily: <ul style="list-style-type: none"> Identification test - types of fish and shell fish Poster presentation - classification of fish Practical work: <ul style="list-style-type: none"> Class discussion of all products to give feedback to learners and encourage improvement
Week 3		11.3.5	Demonstrate a knowledge and understanding of using the following commodities – rice	Rice <ul style="list-style-type: none"> Classification and types Purchase units and quality points when purchasing rice Storage conditions and practices	<ul style="list-style-type: none"> Textbooks Literature on food Food publications and magazines Recipe books 	PoA: Task for term 3: Rice: Different types of rice. Uses on the menu, recipes, etc. Practical work: <ul style="list-style-type: none"> Class discussion of all

				<ul style="list-style-type: none"> • Preparation methods • Cooking methods and effect of heat • Uses • Portion sizes <p>Practical work:</p> <ul style="list-style-type: none"> • <i>At least 3 rice dishes</i> 		<i>products to give feedback to learners and encourage improvement</i>
Week 4		11.3.5	Demonstrate a knowledge and understanding of the following commodities – sauces	<p>Sauces</p> <ul style="list-style-type: none"> • Types and classification • Quality points when purchasing convenience sauces • Storage • Cooking methods • Uses • Portion size <p>Practical work:</p> <ul style="list-style-type: none"> • <i>At least 2 fish and 2 chicken dishes with sauces</i> 	<ul style="list-style-type: none"> • Textbooks • Food publications and magazines • Recipe books 	<p>Daily:</p> <ul style="list-style-type: none"> • Dictionary search • Worksheets <p>Practical work:</p> <ul style="list-style-type: none"> • <i>Class discussion of all products to give feedback to learners and encourage improvement</i>
Week 5		11.3.5	Demonstrate a knowledge and understanding of the following commodities – vegetables	<p>Vegetables</p> <ul style="list-style-type: none"> • Types and classification of vegetables • Purchase and quality points when purchasing vegetables • Storage conditions and practices • Preparation methods • Cooking methods and effect of heat • Uses • Portion sizes <p>Practical work:</p> <p><i>At least 3 vegetable dishes - Integrate with practical work on sauces</i></p>	<ul style="list-style-type: none"> • Textbooks • Food publications and magazines • Recipe books 	<p>Daily:</p> <ul style="list-style-type: none"> • Identification test -different types of vegetables <p>Practical work:</p> <ul style="list-style-type: none"> • <i>Class discussion of all products to give feedback to learners and encourage improvement</i>
Week 6		11.2.2	State the types, effects and growth conditions of the main food poisoning and spoilage organisms	<p>Food spoilage Food poisoning</p> <ul style="list-style-type: none"> • Organisms causing above • Beneficial use of organisms • Factors influencing the growth of organisms causing food spoilage • General symptoms of food poisoning and ways of treating them 	<ul style="list-style-type: none"> • Textbooks • Literature on food poisoning 	<p>Daily:</p> <ul style="list-style-type: none"> • Discussion: duties of the food handler • Identification test - examples of spoiled food • Worksheet on food poisoning. Include food contamination, and prevention of

				Prevention of cross contamination		contamination
Week 7 – 8		11.3.2	Use the correct procedures for receiving, storing and issuing stock, and respond to quality and quantity problems	Procedures for stock control of food, chemicals and equipment <ul style="list-style-type: none"> Ordering Receiving Storing Issuing Stock rotation, stock levels, FIFO 	Textbooks Literature on stock control	Daily: <ul style="list-style-type: none"> Case studies on poor stock control PoA: Test for third term
Week 9		11.2.3	Describe and apply security practices as required in the hospitality industry, and suggest responses to a range of emergency situations	Safety and security in the hospitality industry: <ul style="list-style-type: none"> Preventative safety measures Handling emergency situations such as robbery, fire, accidents, fights, bomb threats Evacuation plans 	<ul style="list-style-type: none"> Textbooks Literature on safety and security in the hospitality industry 	Daily: <ul style="list-style-type: none"> Role play Case studies (use newspaper clippings) Guest speaker from e.g. bomb squad Fire drill
Week 10 - 11				Revision		PAT 3: Planning, preparation and serving of three-course meals.

TERM 4 (8 weeks)

Time Frame	Date completed	LO & AS	Assessment Standard	Content & Context	Resources	Assessment
Week 1 – 3		11.1.3	Illustrate the job descriptions of possible careers	<ul style="list-style-type: none"> Job descriptions of possible careers in the different sectors of the hospitality industry. Learning pathways in food preparation and service	<ul style="list-style-type: none"> Textbooks SATI career pack Career expo Career booklets Dept of Labour Advertisement in newspapers for filling of vacant positions 	Daily: <ul style="list-style-type: none"> Collect newspaper advertisements for posts in the Hospitality industry. Study the requirements for these posts
Week 4		11.1.3	Policies governing working conditions and learning pathways in food preparation and service	Policies governing working conditions, e.g. Occupational Health and Safety Act	<ul style="list-style-type: none"> Policies and regulations The Internet 	Daily: <ul style="list-style-type: none"> Case studies and worksheets on working conditions and learning pathways in the hospitality industry.

Week 5		11.1.2	Define and differentiate between the four functional areas in the hospitality industry and illustrate the services that each provide	The four functional areas in the hospitality industry <ul style="list-style-type: none"> • Food preparation • Food service • Accommodation • Front office 	<ul style="list-style-type: none"> • Textbooks • Literature on the hospitality industry 	Daily: <ul style="list-style-type: none"> • Worksheets • Case studies
Week 6			Revision			
Week 7 – 8						PoA Final examinations

GRADE 12

- Daily assessment need not be indicated in the work schedule.
- Use this work schedule together with the Content Framework
- Note that the tasks for formal assessment and the Practical Assessment Task are done simultaneously with the theory on that topic, or directly after the topic has been taught in class

TERM 1 (11 weeks)

Time Frame	Date completed	LO & AS	Assessment Standard	Content & Context	Resources	Assessment
Week 1 – 2		12.3.3	Cost and calculate the selling price of a meal and draw up a quotation for a function, including utility, infrastructure and labour costs	Calculate costs and selling prices of meals <ul style="list-style-type: none"> • Refer to 11.3.3 for costing a recipe. Add food cost, labour cost, overhead cost and hiring costs • Calculate selling price and determine profit • Draw up a quotation for a function 	<ul style="list-style-type: none"> • Textbooks • Conversion tables (volume to mass and vice versa) 	Daily: <ul style="list-style-type: none"> • Calculations • Draw up a quotation for a cocktail function, formal dinner and other functions (refer to grade 10 and 11)
Week 3		12.4.2	Understand and demonstrate the basic principles of wine and malt service, paying particular attention to customer service and the applicable liquor laws	<ul style="list-style-type: none"> • Basic principles of wine and malt service. (For practical work, wine and malt may be simulated by non-alcoholic beverages, such as white and red grape juice for wine, appletizer for beer, etc) • Liquor regulations concerning the sale and service for on-premise consumption of alcoholic beverages 	<ul style="list-style-type: none"> • Textbooks • Food and Wine magazine • Guest lecturer: Wine expert, e.g. from the Cape Wine Academy, for demonstration • Liquor regulations 	Daily: <ul style="list-style-type: none"> • Role play in school's restaurant <p>PoA: Task for term 1 Serving of wines and malt</p>
Week 4 – 5		12.3.5	Demonstrate a knowledge and understanding of the following food commodities – meat	Meat <ul style="list-style-type: none"> • Types / classification • Quality • Purchase • Storage • Preparation and cooking methods & effect of heat • Portion control / serving sizes • Accompaniments • Indigenous knowledge: Game meat, ostrich meat 	<ul style="list-style-type: none"> • Textbooks • Visit to a butchery – demonstration of cutting up a lamb carcass. Discuss quality points. Identify meat cuts • Posters on meat cuts available from butcheries • Recipe books 	Daily: <ul style="list-style-type: none"> • Identify different meat cuts • Scrapbook of various meat dishes for different meals, e.g. breakfast, lunch/supper, dinner (recipe with picture/photo, including accompaniments and place on menu)

				Practical work: <i>Produce at least 3 meat items, using a variety of techniques and cooking methods, and present and serve with appropriate accompaniments</i>	<ul style="list-style-type: none"> • Food magazines 	Practical work: <i>Class discussion of all products to give feedback to learners and encourage improvement</i>
Week 6		12.3.5	Demonstrate a knowledge and understanding of the following food commodities – choux paste, pastry	<p>Choux Pastry</p> <ul style="list-style-type: none"> • Ingredients • Storage • Techniques • Cooking methods • Presentation • Quality characteristics of end product • Uses <p>Storage</p> <p>Pastry</p> <ul style="list-style-type: none"> • Types • Ingredients • Storage • Techniques • Quality characteristics of end product • Uses. Include traditional uses, such as milk tart, Herzoggies, chicken pie, samoosas, spring rolls <p>Practical work: <i>Produce and serve 2 choux paste dishes (sweet & savoury)</i></p>	<ul style="list-style-type: none"> • Textbooks • Recipe books • Food magazines <p>Guest lecturer – pastry chef from local hotel for demonstration</p>	<p>Daily:</p> <ul style="list-style-type: none"> • Recipe analysis • Worksheet <p>PoA: Hand in task for term 1</p> <p>Practical work: <i>Class discussion on all products to give feedback to learners and encourage improvement</i></p>
Week 7		12.1.1	Design and present a basic marketing tool to promote a hospitality product, which may contribute to the local economy.	<p>Design and present a basic marketing tool (e.g. leaflet, poster, brochure, advertisement) to promote a local hospitality product (e.g. meal, function, restaurant, accommodation establishment, franchise), which may contribute to the local economy.</p> <p>Practical work: <i>Produce at least 2 puff pastry items, and 2 short pastry items (Sweet and savoury)</i> <i>Purr can substitute one</i></p>	<ul style="list-style-type: none"> • Textbooks • Examples of leaflets, brochures, posters, menus, advertisements • Magazines 	<p>Daily:</p> <ul style="list-style-type: none"> • Group discussion • Design and present a marketing tool <p>Practical work: <i>Class discussion of all products to give feedback to learners and encourage improvement</i></p>
Week		12.3.4	Plan menus for formal	Menu planning considering:	<ul style="list-style-type: none"> • Textbooks 	Daily:

8			dinners and a cocktail function, taking into account nutrition and the specific dietary needs of consumers (including those with HIV/AIDS), national and international food trends and cultural uniqueness.	<p>Dietary requirements</p> <ul style="list-style-type: none"> • Disease • National and international food trends • Cultural uniqueness. <p>Menu planning for</p> <ul style="list-style-type: none"> • Formal dinners: 4 courses • Cocktail functions: <ul style="list-style-type: none"> o Variety of snacks, e.g. canapés, crudités, pates, dips, pastry items, sandwiches 	<ul style="list-style-type: none"> • Examples of menus • Food magazines • Recipe books 	<ul style="list-style-type: none"> • Poster presentation and gallery walk • Case studies • Planning of menus, e.g. for a cocktail function for 50 people
Week 9 – 10		12.3.6 12.4.3	Prepare and set up the venue and tables, and present a range of dishes for a cocktail function, taking cognisance of cultural interpretation of food trends and special dietary requirements, giving preference to local commodities	<p><i>Mise-en-place</i> and production of cocktail functions:</p> <ul style="list-style-type: none"> • Number and type of snacks per guest • Variety of snacks. <p>Prepare and set up the venue and tables for cocktail functions</p> <ul style="list-style-type: none"> • Perform opening <i>mise-en-place</i> (build on Grade 10 and 11) • Special equipment • Perform closing <i>mise-en-place</i> (build on Grade 10 and 11) <p>Displays to reflect a local and ethnic flavour/theme</p> <p>Service and clearing techniques for food and beverages at cocktail functions</p>	<ul style="list-style-type: none"> • Textbooks • The school's restaurant • Food and beverage equipment in the restaurant • Food magazines • Video tapes of popular chefs 	<p>Daily:</p> <ul style="list-style-type: none"> • Pole play in school's restaurant <p>PAT 1: Planning and presenting a cocktail function or 4-course meal.</p>
Week 11		12.4.4	Perform and maintain the correct service techniques and sequence of food and beverage for selective menus	Revision		PoA: Test for first term

TERM 2 (10 weeks)

Time Frame	Date completed	LO & AS	Assessment Standard	Content & Context	Resources	Assessment
Week 1 - 3		12.3.5	Demonstrate a knowledge and understanding of the following food commodities – desserts.	<p>Desserts</p> <ul style="list-style-type: none"> • Types / classification • Ingredients & proportions • Storage conditions • Techniques 	<ul style="list-style-type: none"> • Textbooks • Recipe books • Food magazines 	PoA: Task for term 2. Plan a menu for a cocktail function or a three-course meal, to cater from home. Include recipes. Choose a theme. Plan the

				<ul style="list-style-type: none"> • Presentation • Quality characteristics of end product • Traditional desserts <p>Practical work: (2 lessons) Produce at least 6 desserts: meringue (soft and hard), crepes, baked custard, moulded (gelatine), baked pudding. Serve with appropriate accompaniments</p>		<p>setting and decorating of the table. Calculate selling price and % profit. Draw up quotations. Design marketing tool</p> <p>Practical work: Class discussion of all products to give feedback to learners and encourage improvement</p>
Week 4 – 5		12.3.5	Demonstrate a knowledge and understanding of the following food commodities – vegetarian dishes	<p>Vegetarian Dishes Types / classification</p> <ul style="list-style-type: none"> • Preparation methods <p>Cooking methods</p> <p>Practical work: Produce at least 4 vegetarian dishes, using a variety of techniques and cooking methods, and serve with appropriate accompaniments</p>	<ul style="list-style-type: none"> • Textbooks • Recipe books <p>Food magazines</p>	<p>Daily:</p> <ul style="list-style-type: none"> • Investigation – different types of vegetarians. Suitable dishes <p>Practical work:</p> <ul style="list-style-type: none"> • Class discussion of all products to give feedback to learners and encourage improvement <p>PoA: Hand in task for term 2</p>
Week 6 - 8		12.3.6 12.4.3 12.4.4	<p>Prepare and set up the venue and tables, and present a range of dishes for formal dinners, taking cognisance of cultural interpretation of food trends and special dietary requirements, giving preference to local commodities</p> <p>Perform and maintain the correct service techniques and sequence of food and beverage for</p>	<p><i>Mise-en-place</i> and production of</p> <ul style="list-style-type: none"> • Formal dinners: 4 courses • Cultural application in food trends • Prepare and set up the venue and tables for formal dinners • Perform opening mise-en-place (build on Grade 10 and 11) • Special equipment • Perform closing mise-en-place (build on Grade 10 and 11) <p>Service and clearing techniques for food and beverages at formal dinners: Personal appearance and uniform</p> <ul style="list-style-type: none"> • Set-up of table – cutlery, etc. • Greet and seat guests • Present the drinks menu, take the order for drinks, serve the drinks • Present the menu (food), take food order 	<ul style="list-style-type: none"> • Textbooks • The school’s restaurant • Food and beverage equipment in the restaurant • Food magazines • Video tapes of popular chefs 	<p>Daily:</p> <ul style="list-style-type: none"> • Role play <p>PAT 2: Planning and presenting a formal four-course dinner.</p>

			selective menus	<ul style="list-style-type: none"> • Correct serving sequence • Clearing • Draw up and present the bill 		
Week 9 – 10						PoA Midyear examinations

TERM 3 (11 weeks)

Time Frame	Date completed	LO & AS	Assessment Standard	Content & Context	Resources	Assessment
Week 1 – 2		12.2.2	Describe the origin and symptoms of infectious diseases (including HIV/AIDS) and their transmission possibilities in the food and beverage environment	HIV/AIDS, Tuberculosis, Gastro-enteritis: Focus on each of the above infectious diseases under the following headings <ul style="list-style-type: none"> • Origin, symptoms and treatment. • Transmission possibilities in the food and beverage environment 	<ul style="list-style-type: none"> • Textbooks • Health publications • Community health centres / clinics • Guest lecturer, e.g. from clinic or local Health Dept 	Daily: <ul style="list-style-type: none"> • Class discussion • Talk show on HIV/AIDS
Week 3 – 4		12.2.3	Identify and apply basic treatment to common injuries that might occur in the preparation and service of food and beverages with special attention to HIV/AIDS risks	Basic treatment to common injuries that might occur in the preparation and service of food and beverages. Special attention to the HIV / AIDS risk. <ul style="list-style-type: none"> • Level 1 first aid course treatment of cuts, burns, electrical shocks, sprains, fainting, choking, allergic reactions, shock. 	<ul style="list-style-type: none"> • Textbooks • Health publications • Dept of Health • Community health centres / clinics • Guest lecturers from e.g. St Johns Ambulance, Red Cross, etc. 	Daily: <ul style="list-style-type: none"> • Case studies • Role play • Class discussions
Week 5		12.3.2	Maintain and keep records of food production equipment, and food items to ensure effective stock control.	Ensuring effective stock control in the kitchen by keeping and maintaining records of <ul style="list-style-type: none"> • Equipment • Non-consumables • Consumable stock 	<ul style="list-style-type: none"> • Textbooks • Stock control records /cards 	PoA: Test
Week 6		12.4.1	Maintain stock control by keeping a record of food and beverage equipment for the restaurant	Ensuring effective stock control in the restaurant by keeping records of: <ul style="list-style-type: none"> • Food and beverage equipment • Non-consumables, e.g. linen • Consumable stock, e.g. liquor 	<ul style="list-style-type: none"> • Textbooks • Stock control records /cards 	Final PAT: Formal dinner to be externally moderated
Week		12.1.3	Identify and evaluate	Opportunities for sustainable self-employment	<ul style="list-style-type: none"> • Textbooks 	Final PAT: Continue

7 – 8			opportunities for sustainable self-employment in the food and beverage sector	in the food and beverage sector: <ul style="list-style-type: none"> • Define entrepreneurial concepts. • Explore and identify a variety of entrepreneurial opportunities • Evaluate a basic business plan for the above-mentioned opportunities 	<ul style="list-style-type: none"> • Career exhibitions • Career sections in newspapers 	
Week 9				Revision		Final PAT: continue
Week 10-11						PoA: Trial exam

TERM 4 (8 weeks)

Time Frame	Date completed	LO & AS	Assessment Standard	Content & Context	Resources	Assessment
Week 1 – 2		12.2.1	Understand and demonstrate a professional appearance, attitude, ethics and values in the preparation and service of food and beverages.	Professional appearance, attitude, ethics and values in the preparation and service of food and beverages	<ul style="list-style-type: none"> • Textbooks • Videos • Literature on professionalism 	Daily: <ul style="list-style-type: none"> • Case studies Role play
Week 3 – 4		12.3.1	Discuss the use and benefit of computers in the administration of kitchen operations.	Computers in the administration of kitchen operations: Use of computers for <ul style="list-style-type: none"> ○ Stock control systems ○ Point-of-sales systems ○ Menu planning ○ Purchasing on Internet Benefits of using computers	<ul style="list-style-type: none"> • Textbooks 	Daily: <ul style="list-style-type: none"> • Worksheets • Case studies
Week 5				Revision		
Week 6 – 8						Final examinations