



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

HOSPITALITY STUDIES

GUIDELINES FOR PRACTICAL ASSESSMENT TASKS

GRADE 12

2023

These guidelines consist of 54 pages.

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1. INTRODUCTION

The 18 Curriculum and Assessment Policy Statement subjects which contain a practical component all include a practical assessment task (PAT). These subjects are:

- **AGRICULTURE:** Agricultural Management Practices, Agricultural Technology
- **ARTS:** Dance Studies, Design, Dramatic Arts, Music, Visual Arts
- **SCIENCES:** Computer Applications Technology, Information Technology, Technical Sciences, Technical Mathematics
- **SERVICES:** Consumer Studies, Hospitality Studies, Tourism
- **TECHNOLOGY:** Civil Technology, Electrical Technology, Mechanical Technology and Engineering Graphics and Design

A practical assessment task (PAT) mark is a compulsory component of the final promotion mark for all candidates offering subjects that have a practical component and counts 25% (100 marks) of the end-of-year examination mark. The PAT should be implemented during the first three terms of the school year in order to assess the chef and waitering skills that were developed during the practical lessons.

The PAT allows for the formal assessment of skills that cannot be assessed in a written format, e.g. tests or examinations. It is therefore important that schools ensure that all learners complete the practical assessment tasks within the stipulated period to ensure that learners are resulted at the end of the school year.

The Hospitality Studies PAT for 2023 consists of **ONE** formally assessed **practical examination**. The teacher will allocate the tasks to learners based on the examination requirements. Learners must demonstrate the ability to:

- Prepare and present a range of dishes
- Set up a venue for a formal dinner/meal
- Apply the correct serving techniques/skills for food and beverage service at a formal dinner/meal.

1.1 Mark allocation

Learners work individually. Each learner will have a mark out of 100 for cooking skills (Chef/Chef de Cuisine/Head Chef/Sous Chef/Aboyeur/Storekeeper) **OR** a mark out of 100 for serving skills (Waitron/Beverage Waiter/Maitre d'Hôtel).

The combined mark out of 100 is awarded for the assessment of practical skills (75) and written preparation skills (25).

SECTION A: Practical skills	75
SECTION B: Written preparation skills	25
Final mark for the practical examination	100

The PAT forms part of the end-of-year assessment. The provincial examining body provides TWO separate computerised mark sheets: one for the PAT and one for the SBA marks.

1.2 Requirements for the PAT

The following equipment and resources must be available for the PAT:

Training kitchen:

- A training kitchen for the examination with the necessary equipment.
- Ingredients and all other requirements for the practical examination, as stipulated in the National Curriculum and Assessment Policy Statement, should be provided by the school.
- Place sufficient **notices** and **posters** in the kitchen to remind learners to wash and disinfect their hands and workstations regularly before and after food preparation.
- Adhere to the following principles and norms throughout the practical:
 - Allow 1 to 1,5 m individual spacing between workstations of learners.
 - Preferably place basic ingredients, such as flour, salt, pepper, oil, etc. at workstations to restrict unnecessary movement.
 - A separate sink per learner must be available for washing up.
 - No more than **two learners** may share a stove.

Uniform:

- Learners must wear the appropriate uniform assigned for their roles as chefs or waitrons with the option of wearing a **face mask** as prescribed by the school or as a safety measure for a candidate with a light cold or with a weak immunity system.

Restaurant:

- A restaurant or a room with furniture and equipment that creates a restaurant environment is compulsory.
- Toilet facilities for the guests must be available.
- A safe and secure environment must be provided on the premises if the PAT is conducted after school hours.
- The holding capacity of the restaurant must be determined before guests are invited to avoid overcrowding and make sure that facilities and equipment are adequate.

General safety measures:

- Adequate sanitising stations must be provided for washing or sanitising of hands before entering the kitchen and restaurant.
- Remove excess chairs and tables to enforce better workflow.
- Screening, temperature reading, social distancing and the wearing of masks will depend on the status of Covid-19. It might therefore be adjusted by the National Department of Health if necessary and must be adhered to at the time of the PAT execution.

1.3 **Basic list of resources for the PAT (minimum requirements)**

- 4–6 stoves: plates and ovens in working order
- 1 microwave oven
- 1 refrigerator
- Kitchen utensils: chef knives, vegetables knives (utility knives), graters, mixing bowls, chopping boards, oven trays, measuring equipment, pots, casserole dishes, sieves, wooden spoons, mixing spoons, colanders, draining spoons, non-stick lifters, etc.
- Tables and chairs to seat restaurant guests
- Linen, crockery, cutlery and glasses for restaurant guests
- Bar equipment, such as a cocktail shaker and strainer, blender, cocktail glasses, Collins or Zombie glasses
- One safety/first-aid kit, equipped with at least plasters, burn shield, surgical gloves
- One fire extinguisher (evidence of service to be clearly indicated)

2. **TEACHER INSTRUCTIONS**

2.1 **Planning the practical assessment task**

ONE practical examination is conducted in the training kitchen and restaurant of the school in Term 3. A formal four-course meal must be served for the PAT to **celebrate the uniqueness of South African products and ingredients.**

The formal four-course meal must include a non-alcoholic welcome cocktail drink, hors d'oeuvre, starter, main course and dessert. The meal must be prepared and served to paying guests, e.g. teachers, parents and members of the community.

- Examination dates for the PAT should be set at the end of the previous year and should appear on the 2023 school year plan. Ensure that the dates do not clash with other school activities. Learners and relevant subject advisors must be informed of the dates at the beginning of the academic year.
- The number of Hospitality Studies teachers, available stoves and equipment will determine the number of learners allowed per PAT session.
- One teacher can assess a maximum of 14 learners. The assessment must be conducted in the kitchen and in the restaurant.
- If a school has only one Hospitality Studies teacher, he/she will be unable to assess in the kitchen and the restaurant simultaneously. The principal of the school should appoint a teacher other than the Hospitality Studies teacher to oversee the restaurant and assess the performance of the waitrons in the restaurant.
- The same teacher must be used at schools with multiple sessions to ensure that the assessment is fair, valid and reliable.
- The teacher may decide that the effective operation of the restaurant also requires the positions of Chef de Cuisine/Head Chef/Sous Chef/Aboyeur/Storekeeper/Beverage Waiter and Maître d'Hôtel/Head Waiter.
- Exemplar assessment tools are provided (see ADDENDUMS G–J) and teachers may adapt it to suit the context of the school with the pre-approval of the subject advisor.
- The examinations may take place during or after school hours or could be included on the examination timetable, depending on the context of the school. It may take place in the evening if security is sufficient and in agreement with the SMT and subject advisor.

2.2 Setting the task

2.2.1 Set ONE formal four-course menu

The teacher should set a four-course menu to suit the context of the school and it must celebrate South African ingredients and products.

The following requirements must be met when the menu is planned (use the menu analysis form on ADDENDUM B):

- The menu should include at least TWO indigenous South African ingredients/products, e.g. Amasi, biltong, bokkoms (fish biltong), sugar beans, mopané worms, maize/mealies (products), morogo, snoek, sorghum, ostrich, waterblommetjies (Cape pondweed), game meat (kudu, springbok, etc.), Rooibos tea, Amarula, peppadews, nightshade (umsobo).
- The menu should include at least FOUR different cooking methods.
- The non-alcoholic welcome cocktail drink must include at least ONE blended/stirred/shaken/built drink, e.g. African Sunset.
- A dish should include an advanced technique/procedure and a cooking method to validate the requirements of the task.
- A minimum of FOUR COURSES are COMPULSORY:
 - Hors d'oeuvre (first course), e.g. canapés, bouchées, samoosas, filled mini-vetkoek or mini-terrines.
 - Starter/Soup, e.g. savoury mousse, cream soup, crêpes.
 - Main course:
 - Should include one or more advanced protein dishes, such as fish, meat or chicken. The preparation of the protein dish should include at least TWO techniques, e.g. Chicken Roulade (deboned and filled), Beef Wellington (with filling and covered with pastry).
 - The starch dish should include a special technique or process, e.g. risotto, pilaf, fried maize meal shapes, Duchesse potatoes, Dauphine potatoes, croquettes, rösti, latkes, rice balls.
 - Vegetable dishes should include advanced knife skills or a special technique or process, e.g. julienne carrots, beetroot tourné, baby marrow ribbons, carrot foam.
 - Dessert (hot, cold or frozen), e.g. baked sponge or steamed pudding, crêpes, mousse or meringues.
- One or more advanced sauces, such as a caramel sauce (with caramelised sugar) or other sauces requiring special techniques, e.g. Béchamel, velouté, jus, pesto, mayonnaise and hollandaise. A soup may replace one sauce.
- One or more pastry dishes, sweet or savoury: puff, phyllo or pur pastry (ready-made), short crust or choux pastry.
- A yeast product (kneaded) plus ONE special shaping or other technique (filling, glazing, etc.), such as bread rolls, bread sticks or focaccia suitable for bread service in the restaurant/venue.
- A gelatine or agar-agar dish (not commercially flavoured jelly), e.g. cheesecake, Bavarian cream, terrine or savoury mousse.
- Delicate, advanced garnishing/decorating techniques that are in keeping with the latest trends should be used, e.g. spun sugar, chocolate work, deep-fried or oven-dried vegetable and fruit chips, tuilles, brandy snaps, meringue.
- Optional: Friandise may be included when serving coffee, e.g. miniature milk tarts, mini-baklava, truffles, sweetmeats, marshmallows, koeksisters or meringue kisses.

The province may **NOT prescribe a common menu or recipes**. However, exemplar menu items are included in this document as a guideline for standardisation across provinces and schools and to assist novice teachers. (See the suggested exemplar menu below.)

The Hospitality Studies subject advisor must approve the menu and the recipes of each school before the PAT is implemented for assessment.

- The attached menu analysis form (ADDENDUM B) must be completed and submitted with the menu.
- The THREE meal plans below may be used as a guideline when compiling the four-course menu for the school.

MEAL PLAN 1	MEAL PLAN 2	MEAL PLAN 3
Hors d'oeuvre Starter Main course (Protein, starch and vegetable dishes) Dessert	Hors d'oeuvre/Starter Soup Main course (Protein, starch and vegetable dishes) Dessert	Soup Hors d'oeuvre/Starter Main course (Protein, starch and vegetable dishes) Dessert

Menu example (Meal plan 2):

<p>MENU Formal Dinner</p> <p><i>Non-Alcoholic Welcome Cocktail</i> Lime and Mint Nojito</p> <p><i>Hors d'Oeuvre</i> Vegetarian Phyllo Basket with Peppadews</p> <p><i>Starter</i> Biltong Soup *(Cloverleaf Bread Rolls)</p> <p><i>Main Course</i> Chicken Roulade Wholegrain Mustard Sauce Duchesse Potatoes Glazed Julienne Carrots Pea Puree</p> <p><i>Dessert</i> Vanilla Bavarois with Rooibos Berry Coulis</p> <p>Tea and Coffee</p> <p><i>Friandise (Optional)</i> Chocolate Truffles</p> <p>16 August 2023</p>

* Bread is only indicated on this menu for moderation purposes – not normally written on a menu.

THE MENU SHOULD MEET THE FOLLOWING CRITERIA:**Example: (See ADDENDUM B for template)**


COURSE NAME OF DISH	MINIMUM OF 4 COOKING METHODS	TECHNIQUES/PROCESSES	Pastry: choux/phylo/short crust, puff, pur	Yeast product	Gelatine/agar-agar	2 x SA ingredients	Garnish
Cocktail drink (bar): Lime and Mint Nojito		Any ONE: Shaken, <u>stirred</u> ✓, mixed/blended, built					X
Bread: Cloverleaf Bread Rolls	Baking	Kneaded yeast dough ✓, plus at least ONE: Special shaping, e.g. plaits, pinwheel, <u>cloverleaf</u> ✓, etc., Scored and dusted with flour Other: coloured dough, filling & <u>glazed and seeded</u> ✓, etc.		X			
Hors d'oeuvre: Vegetarian Phyllo Baskets with Peppadews	Baking	Minimum TWO techniques/processes: Make pastry bases: dough/batter, <u>use and bake ready-made pastry: phyllo pastry</u> ✓, rolling, lining and baking blind Shaping: moulding/piping/quenelle/ set and cut shapes Other: pané, <u>knife skills (cuts): onion and spinach</u> ✓, shell and devein prawns, debone and flake fish	X			X	X
Second course: (Starter, Soup, Fish) Biltong Soup	Simmering	Minimum TWO techniques/processes: Making pastry bases: dough or batter, use and bake pastry Shaping: moulding/piping/quenelle/ set and cut shapes Other: pané, knife skills/mandolin cuts: sweet potato chips, rolling and baking blind, <u>Béchamel sauce</u> ✓ <u>croutons</u> ✓				X	X
Protein: Chicken Roulade	Shallow frying Poaching Grilling	Minimum TWO techniques/processes: Trimming (remove silver skin), frenching (clean bone), marinate, skinning and deboning, <u>barding</u> ✓, larding, smoking, <u>filling and rolling</u> ✓, pepper and tying/wrapping, glazing, <u>pané/crusting</u> , covering with pastry, flambé, <u>knife skills (cuts): onion (brunoise) and apricots</u> ✓					
Starch: Duchesse Potatoes	Boiling Baking	Potato/Sweet potato cuts: rondelle, allumette, batonnettes, tourné, paysanne, gaufrette(waffle), fondant, noisette, spirals Shaping: moulding/piping✓/quenelle/set and cut shapes Other: roses, puree/mash and pass✓, crumb/pané					
Vegetables: Glazed Julienne Carrots Pea Puree	Stewing Shallow fry Boil	Any TWO (minimum one per vegetable dish) Cuts: <u>julienne</u> ✓, batonnettes, tourné, paysanne, macedoine, brunoise, chiffonade, ribbons, spirals, slicing and rolling <u>Puree: liquidised and strained/pass</u> ✓ Other: Concassé, au gratin, blanch and refresh, vegetable flowers/leaves, sauce part of dish (e.g. Broccoli Mornay)					
Sauce: Wholegrain mustard sauce	Boiling	<u>Roux base (Béchamel)</u> ✓, velouté, brown sauce), liaison, emulsion base (hollandaise and mayonnaise), beurre manié, coulis (fruit or vegetable puree and thickened)					
Dessert: Vanilla Bavarois	Indirect steaming	Minimum TWO techniques/processes: Making pastry bases: dough, batter, meringue Making: mousse, chiffon, <u>crème/custard</u> ✓, soufflé, ice cream/sorbet, starch base (sago, rice, tapioca) <u>Gelatine process (hydrate, disperse and gelation)</u> ✓ Fruit preparation, e.g. compote, puree, curd Shaping: piping, setting in layers, <u>moulding & unmoulding</u> , ✓ rolling, folding, plait, baking blind, pastry decorations, lattice Other/Finishing/topping: crumbling, caramelising, glazing, icing, flambé			X		X
Sauce: Rooibos Berry Coulis	Boiling	Sugar base (caramelising), chocolate base, <u>coulis (fruit puree and thickened)</u> ✓, stirred egg base/sabayon				X	
Friandise: Chocolate Truffles	Indirect steaming	Any ONE technique/process: Gelatine process (hydrate, disperse and gelation) <u>Shaping</u> ✓, dipping, piping, layering, setting, Other: sugar cookery, chocolate work					
Garnish: Sweet		Examples: <u>Chocolate work</u> ✓, sugar (spun/pulled), tuilles, frosted flowers/fruit, <u>croutons</u> ✓, Melba toast, dried herbs, flowers, fruit or vegetables					

NOTE: Additional techniques/processes in chosen recipes, not mentioned above, MUST be added.

2.2.2 Prepare the recipes for the practical examination

- ALL recipes must be typed neatly and legibly in the standard or action format.
- Provide a picture of the finished product for EACH recipe.
- Criteria for taste, texture and appearance should be included for EACH recipe.

EXAMPLE: STANDARD FORMAT

Biltong Soup		Yield: 10–12 portions
<p>Ingredients</p> <p>125 g butter 200 ml cake flour 500 ml milk 2 beef stock cubes 1 500 ml hot water 2 ml ground nutmeg 2 ml ground coriander 1 ml salt and pepper to taste 200 ml fresh cream 100 g biltong powder 200 ml grated Cheddar Cheese Extra biltong powder/sliced biltong for garnish Garlic and herb croutons</p>		
		
<p>Method</p> <ol style="list-style-type: none"> 1. Melt butter in a medium, heavy-based saucepan. 2. Add the flour and stir over low heat for about 1 minute. 3. Add the milk and cook over medium heat, whisking constantly, until sauce is smooth and has thickened slightly. 4. Add stock cubes to hot water and stir. 5. Add stock, spices and seasoning, simmer for about 10 minutes, whisking constantly, until thick. 6. Add cream and biltong powder and heat through. 7. Remove from the heat and add cheese. 8. Garnish with extra biltong and croutons. Serve immediately. 		
CRITERIA FOR THE EVALUATION OF THE QUALITY OF THE BILTONG SOUP		
Taste	Texture	Appearance
<ul style="list-style-type: none"> • Mild savoury flavour • Distinct biltong taste • Croutons: pleasant garlic and herb flavour 	<ul style="list-style-type: none"> • Creamy, smooth • No lumps • Croutons: crispy and not oily 	<ul style="list-style-type: none"> • Light brown colour • Grease free • Croutons: golden brown and even size

2.2.3 Division of tasks for the chefs (see ADDENDUM C)

- Various types of chefs may be used, each fulfilling their particular roles, e.g. Head Chef/ Chef de Cuisine, Meat Chef, Vegetable Chef, Starter or Dessert Chef.
- Use the set menu and divide the menu into equal tasks for the number of chefs. Great care should be taken to distribute the workload evenly.
- Each chef must work individually preparing a minimum of two dishes, e.g. Vegetarian Phyllo Baskets and Vanilla Bavarois.
- Each chef should use a minimum of TWO different cooking methods and perform a minimum of FIVE advanced techniques/processes.
- A single dish/garnish should at least include one technique/process to meet the expected standard for the task. A learner could therefore make one dish with four techniques and another dish with one process/technique.
- A number of chefs may individually prepare the same dish for a group of 6 to 10 guests (individual work). Two chefs should NOT prepare one large dish together.
- Prevention of cross-contamination must take priority in the division of tasks and placement of working stations for dishes.
- **Each chef must do the written planning task, 7–14 school days before the date of the practical examination under supervision.**
- At the start of this session each learner will receive:
 - The recipes for the TWO or THREE dishes and/or sauces to be prepared.
 - The written planning task form for chefs, head chef or aboyeur/storekeeper.
 - The combined work procedure for the TWO or THREE dishes and/or sauces to be prepared (**ADDENDUM D**).
- The written planning task completed by the learner must be handed in for marking at the end of the planning session.
- The marked written planning tasks must be returned to the learners for use during the practical examination.

2.2.4 Set the tasks for the waitrons (see ADDENDUM C)

- The Maître d'Hôtel, consulting with the teacher, must:
 - Plan the layout of the restaurant according to the number of expected guests.
 - Remove all chairs and tables that will not be required in order to create space.
 - Plan the service of the non-alcoholic welcome cocktail drink and hors d'oeuvre, e.g., waiters with trays /reception table.
 - Divide the number of tables for the paying guests between the number of waitrons.
 - Plan the table setting, including table décor, according to the context of the school.
 - Plan the seating of guests.
 - Assign all the other extra duties required for the function.
- Each waitron should serve a minimum of four guests.
- Waitrons/Beverage waiter should prepare and serve the non-alcoholic welcome cocktail drink.
- Waitrons/Beverage waiters should prepare and serve coffee and tea.
- Waitrons must not serve their own family or friends.
- Waitrons must be able to work individually as well as in a team, e.g. waitrons should lay their own table covers but assist each other so that guests at the same table receive their food simultaneously.

- **Each waitron must do the written planning 7–14 school days before the date of the practical examination under teacher supervision.**
- At the start of this session each learner will receive:
 - The list of menu dishes for the restaurant service.
 - The written planning task form for waitrons, barmen or Maître d'Hôtel.
 - The waitron/beverage waiter work procedure (**ADDENDUM D**).
- The written planning task completed by the learner must be handed in for marking at the end of the planning session.
- The marked written planning task is returned to the learner for use during the practical examination.

3. THE EXAMINATION

3.1 Option 1: Standard PAT with guests (approximately 6–7 hours)

- Preparation starts in a clean, sanitised environment. Cleaning of the kitchen/restaurant must be done the day before.
- Thirty minutes may be included in the 6–7 hours for learners to eat and get dressed. The preparation of dishes, preparation of the venue, laying of tables and other relevant preparation should take place during the 6–7 hours allocated.
- The total time should NOT exceed 7 hours.
- Food and beverage preparation and the setting up of the restaurant commence 4 hours before the restaurant doors open.
- No preparation of the venue, food or beverages may be done the day before, besides the soaking of pulses or making of clarified butter that may be done during a class period beforehand.
- Unpacking of ingredients and equipment, as well as ironing of tablecloths must be done beforehand.
- Learners with concessions should be granted additional time, based on their needs, up to a maximum of 2 hours extra for food preparation and 2 hours extra for serving and closing mise-en-place. The additional time as prescribed by the concession must be negotiated and agreed to by the subject advisor.
- Closing mise-en-place will take place after the guests have left the restaurant.

3.2 Covid-19 precautionary/emergency measures

In the event of the country being in lockdown at levels 4–5, a second option is available which excludes the hosting of guests during the conduct of the PAT.

The Hospitality Studies teachers and school management team (SMT) should make an informed decision together, strictly based on the Covid-19 lockdown level between:

OPTION 1 (Standard PAT): hosting the PAT for **paying guests** as prescribed in this document.

OR

OPTION 2 (Under lockdown levels 4–5 (NOT applicable currently due to Covid-19 regulations): conducting the PAT **without guests**.

Where schools decide to choose **OPTION 2, written approval** should be obtained from the **relevant subject advisor** that the PAT will be executed without guests and that all learners will be assessed as chefs.

The basic framework for the PAT will stay the same as it is prescribed in this document: same menu specifications, same division of chef tasks (5 processes/advanced techniques per chef), same written preparation for chefs (done 7–14 school days before the actual PAT session, under supervision) and the same assessment tool for chefs.

With OPTION 2 the only deviation from the guidelines prescribed in this document will be:

- **Duration of examination: 3 hours** instead of 6–7 hours; broken down as follows:
 - 15 minutes for learners to be allocated to their workstations and do mise-en-place.
 - 2¼ hours for the preparation of the products under examination conditions.
 - 30 minutes for closing mise-en-place, the teacher to do evaluation, check the workstations of the learners and complete the mark sheets.
- **Number of learners:** maximum of 10 learners per session, thus multiple sessions scheduled to assess all learners.
- **Portions per recipes:** only 1–2 portions of food, where possible.
- **Stations:** two learners performing the same task may not stand next to each other.
- **ANNEXURE C:** division of tasks: all learners will be assigned chef tasks; no other positions will be assessed.
- With OPTION 2 schools should consider selling the prepared dishes, on a drive-through or takeaway basis, to help cover costs.

4. ASSESSMENT

4.1 Assessment tools

The assessment tools for chefs and waitrons that are included as **ADDENDUMS E and F** are COMPULSORY. The teacher can use assessment tools for additional posts if required (Chef de Cuisine/Head Chef, Sous Chef, Aboyeur/Storekeeper, Beverage Waiter, Maître d'Hôtel/Head Waiter) according to the expected duties. The examples provided as **ADDENDUMS G, H, I and J** can be adapted to suit the context of the school and must be approved by the subject advisor.

4.2 Assessment of learners

- Mark the written planning tasks before the examination takes place and return them to the learners to utilise during the examination. Teachers are advised to compile marking guidelines for the written planning to ensure the reliability of the marks and for moderation purposes.
- Continuously assess the performance of the chefs and waitrons during the examination by observation, according to the assessment tool included.
- Some aspects of the waitrons should be assessed before the arrival of guests, such as the setting of tables and personal appearance, non-alcoholic welcome cocktails and coffee or tea service station.
- Some aspects of the storekeeper and beverage waiter should be assessed at the start of the examination, such as issuing of stock and packing out of apparatus.
- Setting of tables must be assessed before the Maître d'Hôtel is called to assist.
- The Maître d'Hôtel must be assessed according to his/her own knowledge of table setting and should indicate errors to the relevant waitron in the presence of the examiner/moderator.

5. PROVINCIAL MODERATION OF THE PAT

5.1 The moderation process

Moderation serves to ensure that the quality and standard of (a) the planning and preparation for the PAT have been met and that (b) the assessment is valid and fair. The assessment and moderation instruments provided will be used to standardise the marking process.

5.2 Moderation of the planning task

The relevant PAT planning document must be submitted to the Hospitality Studies subject advisor for approval, at least SIX weeks before the first session of the practical examination or **no later than the end of Term 2**.

The following items should be submitted:

- CHECKLIST (ADDENDUM A signed by teacher and principal)
- OPENING OF RESTAURANT AND SERVING TIMES OF COURSES
- MENU
- MENU ANALYSIS (ADDENDUM B)
- WORK DIVISION (ADDENDUM C)
- RECIPES (including assessment criteria for each dish)
- WORK PROCEDURES (ADDENDUM D: different chefs and waiters separately)
- ADDITIONAL ASSESSMENT TOOLS (Maitre d'Hôtel, Head Chef, etc.)

Refer to the examples of ADDENDUMS A, B and C on pages 14, 15 and 17 respectively.

EXAMPLE: CHECKLIST (SEE ADDENDUM A FOR TEMPLATE)

HOSPITALITY STUDIES CHECKLIST FOR GRADE 12 PAT PLANNING TO BE SUBMITTED FOR MODERATION			
NAME OF SCHOOL: _____ District: _____			
TOTAL NUMBER OF GR 12 LEARNERS: 75		NUMBER OF PAT SESSIONS: 3	
NUMBER OF LEARNERS PER SESSION: 25		SUBMISSION DATE: 3 May 2023	
EXAMINATION DATE(S)	PROPOSED MODERATION DATES		APPROVED MODERATION DATE
16/08, 17/08 or 18/08	18/08		
	TEACHER	SUBJECT ADVISOR	COMMENTS
Expected number of guests	30		
Starting time of PAT	08:30		
Opening time of restaurant/venue and serving times of each course	✓		
Menu included	✓		
Analysis of menu included	✓		
Menu adheres to minimum criteria	✓		
Division of tasks: Restaurant			
• Waitrons	✓		
• Other: Maître d'Hôtel/Beverage waiter	✓		
Division of tasks: Kitchen			
• Chefs: adhere to criteria	✓		
Equal weighting of chef tasks	✓		
• Other: Chef de Cuisine/Head Chef/Aboyeur/Storekeeper	✓		
Recipes and assessment criteria of dishes included	✓		
Work procedures: chefs/waiters	✓		
Additional assessment tools (Maître d'Hôtel, Head Chef, etc.)	✓		
Assessor: Restaurant	R Nkosi		
Assessor: Kitchen 1	T Smith		
Assessor: Kitchen 2	N/A		
APPROVED/NOT APPROVED [RESUBMISSION DATE: _____]			
Comment: _____			
SIGNATURES		DATES:	
Teacher:			
Principal:			
Subject Advisor:			

EXAMPLE: DIVISION OF TASKS (SEE ADDENDUM C FOR TEMPLATE)

DIVISION OF THE TASKS			
SCHOOL			DATE
PRACTICAL EXAMINATION: 1 / 2 / 3 (Mark the appropriate number of sessions)			
Expected number of guests	30	Number of learners	25
TASK	LEARNER NUMBER AND NAME	NUMBER OF GUESTS/PORTIONS	
RESTAURANT BRIGADE			
Maître d'Hôtel	1. Aphane, Mpho		
Beverage Waiters	2. Nel, Carel 3. Theys, Lee-Ann	Non-alcoholic cocktails and drink service	
Waitrons	4. Gous, Nadine	4 guests	
	5. Pratt, Wilma	4 guests	
	6. Phosa, Katlego	4 guests	
	7. Green, Tish	4 guests	
	8. Gould, Pravin	4 guests	
	9. De Wet, Jan	4 guests	
	10. Naidoo, Krishni	6 guests	
KITCHEN BRIGADE			
Chef de Cuisine/Head chef	1. Brink, Kevin		
Sous Chef	NONE		
Aboyeur/Storekeeper	2. Weir, Justine	Dry and cold store	
CHEFS' TASKS	Techniques/ Processes		
Starter Chefs/Pastry chefs 1: Cloverleaf Bread Rolls Chocolate Truffles Rooibos Berry Coulis	3 } 1 } 5 1 }	3. Nel, Kariena	10 portions
		4. Malan, Martha	10 portions
		5. Harris, Louis	10 portions
Meat chefs: Chicken Roulade Wholegrain Mustard Sauce Pea Puree	3 } 1 } 5 1 }	6. Faia, Kyle	10 portions
		7. Noko, Beauty	10 portions
		8. Ras, Ina	10 portions
Vegetable chefs: Biltong Soup Duchesse Potatoes Glazed Julienne Carrots	2 } 2 } 5 1 }	9. Nel, Sammy	8 portions
		10. Ross, Troy	8 portions
		11. Matthee, Len	8 portions
		12. Kok, Susan	8 portions
Dessert chefs/Pastry chefs 2: Vegetarian Phyllo Baskets Vanilla Bavarois with Garnish	2 } 3 } 5	13. Bam, Natasha	10 portions
		14. Nell, Brandon	10 portions
		15. Steyn, Salome	10 portions

5.3 On-site moderation of the PAT

- The subject advisor will moderate the performance of the learners on site at the school during Term 3 on the agreed date.
- The moderator will attend the practical examination performed by the last group of Grade 12 Hospitality Studies learners.
- The teacher must have the following available for the moderator for verification and moderation of the PAT:
 - The teacher's PAT file: including moderated PAT planning document (menu, tasks, recipes, criteria of dishes, assessment tools, etc.)
 - Complete working mark sheets for Terms 1 and 2
 - In case of large groups, the marks of all the learners who have already completed the PAT
 - The written preparation of the learners for the PAT. Learners must use their written, marked preparation during the PAT.
 - A separate set of assessment tools for the use of the moderator with the names and examination numbers of the learners already written on the mark sheet (if available)
 - Practical lessons: learner evidence (files, photos, etc.) to verify and quality assure the level of preparation for the PAT in the practical lessons
- The moderator will moderate a total of SIX candidates from both the kitchen and restaurant, e.g. four candidates from the kitchen and two from the restaurant. The moderator will independently assess the learners while they do the examination as well as the products produced by the selected learners.
- The moderator will compare his/her assessment with the assessment of the teacher. If the moderator finds that the marks of the teacher differ by more than 10% from his/her marks, a block adjustment upwards or downwards should be made based on the difference.

The table on the next page demonstrates how to determine the difference between the moderator's marks and the teacher's marks to establish precisely whether an adjustment is required as well as the margin of adjustment that is required.

EXAMPLE:

LEARNER NAMES	PAT	
	100	
	*T	*M
Learner A	84	69
Learner B	83	70
Learner C	68	53
Learner D	59	44
Learner E	49	40
Learner F	45	40
TOTAL	388	316
AVERAGE MARK = TOTAL ÷ 6 (number of learners)	65	53
DIFFERENCE = 64,6 (*T) – 52,6 (*M)	12	
ADJUSTMENT:	DOWNWARDS	<input checked="" type="checkbox"/> UPWARDS
		-2
(If the average difference of the sample is more than 10%, a block adjustment should be made.)		
*T = Teacher; *M = Moderator		

- A block adjustment can be made, based on the judgement of the moderator if the practical examination of the school is not of the expected standard.
- The moderator will discuss the moderation outcome as well as any adjustments with the teacher. The final moderated marks should then be entered on the moderation mark sheet (ADDENDUM L).
- The marks of all learners must be changed if an adjustment is made.
- The marks of all the learners need to be finalised and signed by the subject advisor and principal after the moderation process. The computerised mark sheet must be completed on the day of moderation (if available).
- Evidence of the history of moderation must be kept in the teacher's portfolio of evidence.

6. CONCLUSION

On completion of the practical assessment task learners should be able to demonstrate their understanding of the industry, enhance their knowledge, skills, values and reasoning abilities as well as establish connections to life outside the classroom to address real-world challenges. The PAT furthermore develops learners' life (soft) skills, such as communication, teamwork, critical thinking, problem-solving, time management, etc., and provides opportunities for learners to engage in their own learning.

ADDENDUMS

- ADDENDUMS A, B, C and D: to be submitted to the subject advisor
- ADDENDUMS E, F and L: to be completed by the teacher
- ADDENDUMS G–K and N: OPTIONAL – These assessment sheets/lists should be adapted to suit the specific context of the school.
- ADDENDUM M: to be completed by the subject advisor/moderator

ADDENDUM A: CHECKLIST

HOSPITALITY STUDIES CHECKLIST FOR GRADE 12 PAT PLANNING TO BE SUBMITTED FOR MODERATION			
NAME OF SCHOOL: _____		District: _____	
TOTAL NUMBER OF GR. 12 LEARNERS: ____		NUMBER OF PAT SESSIONS: ____	
NUMBER OF LEARNERS PER SESSION: ____		SUBMISSION DATE: _____	
EXAMINATION DATE(S)	PROPOSED MODERATION DATES		APPROVED MODERATION DATE
	TEACHER	SUBJECT ADVISOR	COMMENTS
Expected number of guests			
Starting time of PAT			
Opening time of restaurant and serving times of each course			
Menu included			
Analysis of menu included			
Menu adheres to minimum criteria			
Division of tasks: Restaurant			
• Waitrons			
• Other: Maître d'Hôtel/ Beverage waiter			
Division of tasks: Kitchen			
• Chefs: adhere to criteria Equal weighting of chef tasks			
• Other: Chef de Cuisine/Head Chef/Aboyeur/Storekeeper			
Recipes and assessment criteria of dishes included			
Work procedures: Chefs/Waiters			
Additional assessment tools (Maître d'Hôtel/Head Chef, etc.)			
Assessor: Restaurant			
Assessor: Kitchen 1			
Assessor: Kitchen 2			
APPROVED/NOT APPROVED [RESUBMISSION DATE: _____]			
Comment: _____			
SIGNATURES		DATES	
Teacher:			
Principal:			
Subject Advisor:			

ADDENDUM B: MENU ANALYSIS

COURSE/ NAME OF DISH	MINIMUM OF 4 COOKING METHODS	TECHNIQUES/PROCESSES	Pastry: choux/phylo/ short crust/puff/pur	Yeast product	Gelatine/Agar-agar	2 x SA ingredients	Garnish
Non-alcoholic cocktail drink (bar):		Any ONE: Shaken, stirred, mixed/blended, built					
Bread:		Kneaded yeast dough, plus at least ONE: Special shaping: plaits, knots, scored and glazed Other: colours, filling, glazed and seeded, etc.					
Hors d'oeuvre:		Minimum TWO techniques/processes: Make pastry bases: dough/batter, use and bake ready-made pastry, rolling, lining and baking blind Shaping: moulding/piping/quenelle/set and cut shapes Other: pané, knife skills (cuts), shell and devein prawns, debone and flake fish, make sauce/filling					
Second course: (Hors d'oeuvre, Starter, Soup, Fish)		Minimum TWO techniques/processes: Making pastry bases: dough or batter, use and bake ready-made pastry, rolling and baking blind Shaping: moulding/piping/quenelle/set and cut shapes Other: pané, knife skills/mandolin (cuts), make sauce/filling, puree and strain					
Protein:		Minimum TWO techniques/processes: trimming (remove silver skin), frenching (clean bone), marinate, debone, barding, larding, smoking, filling/topping, rolling and tying/wrapping, glazing, pané/crusting/pepper, covering with pastry, flambé					
Starch:		Potato/Sweet potato cuts: rondelle, allumette, batonnettes, tourné, paysanne, gaufrette (waffle), fondant, noisettes, spirals Shaping: moulding/piping/quenelle/set and cut shapes Other: roses, puree/mash and pass, crumb/pané					
Vegetables:		Any TWO (minimum ONE per vegetable dish) Cuts: julienne, batonnettes, tourné, paysanne, macedoine, brunoise, chiffonade, ribbons, spirals Puree: liquidised and strained/pass Other: Concassé, au gratin, blanch and refresh, vegetable flowers/leaves, sauce part of dish (e.g. Béchamel, Mornay)					
Sauce:		Roux base (Béchamel, velouté, brown sauce), liaison, emulsion base (hollandaise and mayonnaise), beurre manié, coulis (fruit or vegetable puree and thickened)					
Dessert:		Minimum TWO techniques/processes: Making pastry bases: dough, batter, meringue Making: mousse, chiffon, crème/custard, soufflé, ice cream/sorbet, starch base (sago, rice, tapioca) Gelatine process (hydrate, disperse and gelation) Fruit preparation, e.g. compote, puree, curd Shaping: piping, setting in layers, moulding and unmoulding, rolling, folding, plait, baking blind, pastry decorations, lattice Other/Finishing/Topping: crumbling, caramelising, glazing, icing, flambé					
Sauce:		Sugar base (caramelising), chocolate base, coulis (fruit puree and thickened), stirred egg base/sabayon					
Friandise:		Any ONE technique/process: gelatine process (hydrate, disperse and gelation) Shaping: dipping, piping, layering, setting Other: sugar cookery, chocolate work					
Garnish: Savoury Sweet		Examples: fried herbs/vegetable chips, chocolate, foams, sugar (spun/pulled), tuilles, frosted flowers/fruit, croutons, Melba toast, dried herbs, flowers, fruit or vegetables					

NOTE: Additional techniques/processes in chosen recipes, not mentioned above, MUST be added.

ADDENDUM C: DIVISION OF TASKS

DIVISION OF THE TASKS			
SCHOOL			DATE
PRACTICAL EXAMINATION: 1 / 2 / 3 (Mark appropriate number of sessions.)			
Expected number of guests		Number of learners	
TASK	LEARNER NUMBER AND NAME		NUMBER OF GUESTS/PORCTIONS
RESTAURANT BRIGADE			
Maître d'Hôtel			
Beverage Waiters			Non-alcoholic cocktails and drink service
Waitrons			
KITCHEN BRIGADE			
Chef de Cuisine/Head Chef			
Sous Chef			
Aboyeur/Storekeeper		Dry and cold store	
CHEFS' TASKS	Techniques/ Processes		

ADDENDUM D: ORDER OF WORK AND TIME SCHEDULE

Provided by the teacher to the chefs/waitrons on the day of performing the written planning of the PAT. The teacher integrates the two/three recipes of each chef's task or provides the procedure and times for the waitrons. Use 10- or 15-minute intervals.

TASK:	
TIME	ORDER OF WORK

ADDENDUM E: ASSESSMENT – CHEFS

Name of school:		Names/Numbers of chefs					
Name of teacher:							
Date:	Type of chef/Dishes:						
WRITTEN PLANNING			25				
1. HYGIENE AND NEATNESS: PERSONAL AND WORKSTATION							
<ul style="list-style-type: none"> • Chef's uniform: hat, pants/ankle-length skirt and jacket/apron, shoes, face mask • Neat appearance: hair, nails, shaven, no jewellery/make-up, uniform clean/tidy 		(3) (2)	5				
<ul style="list-style-type: none"> • Hygienic work ethic: regular hand washing, no licking of fingers/apparatus, correct tasting procedure • Dishcloths: available, CLEAN and not lying around • Neatness of workstation: work surface, equipment • Clean as you go: cleaning as you execute the tasks (stove, workstation) • Neatness of sink: regular dishwashing (warm water, soap, rinse) • Correct handling of waste (Observe each learner's workstation, stove and sink a few times during exam)		(1) (2) (1) (2) (2) (1)	9				
2. OPENING MISE-EN-PLACE							
<ul style="list-style-type: none"> • Equipment/Apparatus: collects and prepares correctly • Ingredients: collects, measures, prepares correctly and timeously, organised 		(2) (4)	6				
3. CULINARY SKILLS							
<ul style="list-style-type: none"> • Equipment (knives, beaters, chopping board, etc.): correct and safe use • Techniques/Process and skills: correct application • Cooking methods: correct application • Correct recipe interpretation • Correct/Logical work procedure • Time management: works on TWO recipes simultaneously, dishes finished at correct time (plated and garnished), no overcooking or leaving to stand for reheating • Self-confidence: able to finish dishes without asking questions 		(2) (5) (2) (1) (1) (3) (1)	15				
4. PROFESSIONALISM (Soft skills)							
<ul style="list-style-type: none"> • Punctuality: begins on time, adheres to breaks • Work ethic: perseverance and offers assistance when required • Teamwork: coordination and cooperation with other chefs and waitrons • Communication and interpersonal skills: work well with fellow chefs and examiner • Professional behaviour and positive attitude: no loitering/sitting around/motivated 		(1) (1) (1) (1) (2)	6				
5. CLOSING MISE-EN-PLACE							
<ul style="list-style-type: none"> • Equipment and apparatus cleaned and stored away correctly and safely • Appearance and sanitising of workstation, sink and stove on completion • Completes all additional tasks given (washing crockery and cutlery, sweeping floors, closing windows, switching off identified equipment, etc.) 		(1) (2) (1)	4				
6. ASSESSMENT OF DISHES							
Dish – A	Appearance	(5)	15				
	Taste	(5)					
	Texture	(5)					
Dish – B	Appearance	(5)	15				
	Taste	(5)					
	Texture	(5)					
Deduct marks up to a maximum of 10 if learner had to be assisted by teacher or fellow learner(s) to complete, redo or rectify dish/dishes.							
			75				
TOTAL			100				
SCALE FOR DISHES:							
0 =	No product	3 =	Acceptable: meets most requirements				
1 =	Unacceptable: cannot be served	4 =	Very good: meets almost all requirements				
2 =	Does not meet half of the requirements	5 =	Excellent: perfect				

ADDENDUM F: ASSESSMENT – WAITRONS

Name of school:		Names/Numbers of waitrons					
Name of teacher:							
Date:							
WRITTEN PLANNING			25				
1. PERSONAL APPEARANCE							
<ul style="list-style-type: none"> Uniform: trousers/skirt, shirt, waistcoat/apron, tie, shoes, waiter's cloth, face mask Neat appearance: hair, nails, shaven, no jewellery, no make-up, uniform clean/tidy 	(3) (2)	5					
2. OPENING MISE-EN-PLACE							
Preparation of restaurant and tables: <ul style="list-style-type: none"> Tables stable, chairs neatly aligned and enough space to move around (1,5 m) Tablecloth and overlay clean, ironed Placement of tablecloth: overhang, straight, right side up Folding and placement of napkins/serviettes 	(2) (2) (2) (2)	8					
<ul style="list-style-type: none"> All items clean and shiny (side plates, cutlery, glasses) Cutlery straight, correct spacing and placed equal distance from table edge and from side plate Correct placing of the cutlery according to the menu All covers at the table are correct, aligned and the same as the rest of the restaurant (side plates, cutlery, glasses) Decorations and additional items: table number, cruet set, flowers/candles placed correctly 	(3) (3) (3) (2) (2)	13					
3. HANDLING OF GUESTS: COMMUNICATION (Soft skills)							
<ul style="list-style-type: none"> Welcome/Introduction and seating of guests Friendliness, attentiveness and availability Non-verbal communication: attitude, posture, body language Overall communication and interaction with guests: self-confidence and handling of crisis situations Presenting the menu: the way each course is explained, knowledge of menu/allergens, announcing each course before serving 	(2) (2) (2) (2) (2)	10					
4. EFFICIENCY OF BEVERAGE SERVICE AND CLEARING							
<ul style="list-style-type: none"> Taking and executing beverage order and handling of tray Serving drinks at table: pouring of beverages, anti-clockwise, from the right-hand side, ladies first, glass filled to correct level, no spilling Coffee/Tea service: coffee pot on side plate, pouring of coffee: anti-clockwise, from the right-hand side, ladies first, cup filled to correct level, milk, sugar, etc. 	(2) (3) (3)	8					
5. SERVING AND CLEARING ALL COURSES ON THE MENU							
<ul style="list-style-type: none"> Bread silver service: left-hand side, place bread on side plate, butter on table Food service: carrying and handling of plates (respect food plating, anti-clockwise, from right-hand side, ladies first, guests at a table served together) Clearing and carrying empty plates: remove plates timeously when all guests are done Crumbing down, clearing unnecessary items, placing dessert cutlery 	(3) (4) (4) (4)	15					
6. PROFESSIONALISM (Soft skills)							
<ul style="list-style-type: none"> Punctuality: begins on time, adheres to break times Work ethic: persistence and offers assistance when required Teamwork: coordination and cooperation with chefs and waitrons Interpersonal skills: works well with fellow waitrons and staff, resolves conflict Professional behaviour and positive attitude: no loitering/sitting around/motivated 	(2) (2) (2) (2) (2)	10					
7. CLOSING MISE-EN-PLACE: FULFILLING AFTER-SERVICE DUTIES							
<ul style="list-style-type: none"> Cleaning of own tables Extra duties: assists with general cleaning of restaurant and bathrooms, washing, counting and storing of cutlery, coffee and tea items, sweeping, closing windows, etc. 	(2) (4)	6					
Deduct marks up to a maximum of 10 if learner had to be assisted by teacher or fellow learner(s) to complete, redo or rectify cover/service procedures.							
TOTAL FOR RESTAURANT SERVICE			75				
GRAND TOTAL			100				

ADDENDUM G: ASSESSMENT – CHEF DE CUISINE/HEAD CHEF (OPTIONAL)
(Only ONE candidate per kitchen)

Name of school:		Name of Chef de Cuisine/ Head Chef	
Name of teacher:			
Date:			
WRITTEN PLANNING		25	
1. PERSONAL APPEARANCE			
<ul style="list-style-type: none"> • Chef's uniform: hat, pants/ankle-length skirt and jacket/apron, shoes, face mask • Neat appearance: hair, nails, shaven, no jewellery, no make-up, uniform clean 	(3) (2)	5	
2. KITCHEN CONTROL			
<ul style="list-style-type: none"> • Hand out written preparation and name tags/numbers to kitchen brigade • Hygiene inspection: appearance of brigade, e.g. uniform, clean shaven, loose hair 	(2) (2)	4	
Management (Soft skills): <ul style="list-style-type: none"> • Communication skills/speech • Clear instructions • Organised • Gets cooperation • Delegates tasks • Monitors chefs (food preparation, dishes, social distancing) • Authority and assistance 	(2) (2) (2) (1) (1) (2) (2)	12	
Assessment of chefs: Preparation of dishes and cleaning	(2)	2	
Time management: <ul style="list-style-type: none"> • Punctuality • Informs chefs of serving times (times realistic and managed) • Dishes served punctually 	(1) (3) (1)	5	
Control dishes: <ul style="list-style-type: none"> • Prepares garnishes in advance • Checks dishes (taste and appearance) • Confirms number of portions with chefs and aboyeur as well as number of plates 	(2) (2) (2)	6	
Line of service: <ul style="list-style-type: none"> • Example plate ready on time • Tasks allocated • Chefs ready, logical flow, smooth, efficient operation of plating dishes • Crisis management 	(1) (1) (3) (2)	5 2	
3. PLATING			
Garnish and appearance of plates <ul style="list-style-type: none"> • Neatness of plate – no fingerprints/food • Creative/Original • Consistent plate appearance 	(5) (5) (5)	15	
4. CLOSING MISE-EN-PLACE			
<ul style="list-style-type: none"> • Confirms duty list with storekeeper, control chefs, no items standing around • Facilitates cleaning after service is completed 	(2) (4)	6	
Workstations: <ul style="list-style-type: none"> • Checks units for outstanding items • Calls examiner when stations are in order, cupboards in order • Cleanliness of workstations 	(2) (1) (2)	5	
<ul style="list-style-type: none"> • Checks fridges, stoves, warm drawer, bain-marie, storerooms, lights off, kitchen windows closed 	(Any 4)	4	
5. PROFESSIONALISM (Soft skills)			
<ul style="list-style-type: none"> • Professional behaviour, positive attitude, perseverance and offers assistance 	(4)	4	
Deduct marks up to a maximum of 10 if learner had to be assisted by teacher or fellow learner(s) to complete, redo or rectify kitchen/plating procedures.			
TOTAL FOR KITCHEN SERVICE		75	
GRAND TOTAL		100	

ADDENDUM H: ASSESSMENT – STOREKEEPER/ABOYEUR (OPTIONAL)

Name of school:		Names/Numbers of storekeepers				
Name of teacher:						
Date:						
WRITTEN PLANNING		25				
1. PERSONAL APPEARANCE						
• Chef's uniform: hat, pants/ankle-length skirt and jacket/apron, shoes, face mask		(3)	5			
• Neat appearance: hair, nails, shaven, no jewellery/make-up, cloth, uniform clean		(2)				
2. PRE-PREPARATION						
Reports stock shortages the day before		(2)	2			
Does pre-preparation, e.g. defrosting, make clarified butter/stock, soaking of pulses, etc.		(2)	2			
Issuing of ingredients and extra equipment/plates:			16			
• Everything put out on time		(4)				
• Organised and labelled		(4)				
• Correct measurements – weighing of ingredients/portioning of meat/fish/poultry, etc., checks mise-en place of learners		(4)				
• FIFO – no wastage		(4)				
Butter preparation:			6			
• Prepares butter portions for restaurant: creative (piped/shaped/curled, etc.), neatly done, correct amount (not too much or too little)		(6)				
3. DURING SERVICE						
• Cleaning timeously after the chefs have taken ingredients		(4)	20			
• Controls and organises prepared dishes in refrigerator/bain-marie		(2)				
• Counts portions per chef: writes on board and in written preparation		(2)				
• Confirms that total yield per dish corresponds with the number of guests		(2)				
• Pre-preparation of garnishes		(2)				
• Handing out of prepared dishes for dishing up (from the bain-marie/fridge)		(2)				
• Calls out plates/orders to tables; confirms that all guests/examiners are served		(2)				
• Cleans ingredient cupboards and pack alphabetically		(4)				
Controls/Organises dishwashing:			5			
• Organises dishwashing area as well as cutlery and crockery according to type		(3)				
• Manages chefs/waitrons during dishwashing process (correct method of scraping, separating cutlery and crockery)		(2)				
4. CLOSING MISE-EN-PLACE: FULFILLING AFTER-SERVICE DUTIES						
• Clean-up organisation: delegates to and controls duties of chefs		(4)	14			
• Conducts general cleaning of stores and organises cleaning equipment (brooms, mops, trolleys – neat and clean)		(4)				
• Cleans fridges, removes old food, covers food, organises food (sort together), packaging and labelling of leftover food		(4)				
• Cleans floor of storeroom		(2)				
5. PROFESSIONALISM (Soft skills)						
• Professional behaviour and positive attitude: punctuality, attitude, willingness to assist (no loitering), effective teamwork and adheres to social distancing		(5)	5			
Deduct marks up to a maximum of 10 if learner had to be assisted by teacher or fellow learner(s) to complete, redo or rectify storeroom procedures.						
TOTAL FOR KITCHEN SERVICE			75			
GRAND TOTAL			100			

**ADDENDUM I: ASSESSMENT – BEVERAGE WAITER
(NOT more than THREE candidates)**

		Names/Numbers of beverage waiters			
	Name of school:				
	Name of teacher:				
	Date:				
	WRITTEN PLANNING		25		
1.	PERSONAL APPEARANCE				
	• Uniform: trousers/modest skirt, shirt, waistcoat/apron, tie, shoes, waiter's cloth, face mask	(3)	5		
	• Neat appearance: hair, nails, shaven, no jewellery, no make-up, uniform clean and tidy	(2)			
2.	OPENING MISE-EN-PLACE				
	• Stock-taking beforehand	(2)	4		
	• Reports shortages – correct	(2)			
	• Prepares bar dockets and sufficient bar dockets	(2)	5		
	• Checks change in cash box/cash register	(1)			
	• Apparatus (glasses, trays, knives, jugs, etc.)	(1)			
	• Suitable background music	(1)			
	Beverage area/Bar		8		
	• Cleaning of bar and corridor/stoop	(2)			
	• Tidies and cleans rubbish bins and puts in correct place	(1)			
	• Bar neat and organised: glasses, dockets, drinks/cool drinks	(2)			
	• Bathroom: neat and tidy, switch on lights	(1)			
	• Advertising/Drinks list and display	(2)			
	• Cooling of cool drinks and water (jugs)	(2)	4		
	• Makes ice and mixes fruit juice	(2)			
	• Correct glasses and enough	(2)	4		
	• Cleaning/Steaming of glasses	(2)			
	Preparation of a non-alcoholic cocktail:		16		
	• Beverages/drinks/syrups: ready, mixed/blended, cooled	(2)			
	• Garnishes: appropriate/suitable and economical, creative/original and neat	(4)			
	Set-up welcome drinks area:				
	• Station/Table: tablecloth/decorated, neat, correct size	(6)			
	• Display of mocktails: neat and attractive/original	(4)			
	Set up the coffee station:		6		
	• Arranges cups, milk, sugar, tea, etc.	(2)			
	• Checks if urn is filled with water and switched on	(2)			
	• Makes coffee – correct strength	(2)			
3.	DURING SERVICE				
	• Efficient serving of drinks and organised flow during service	(4)	4		
	Handling bar dockets:		5		
	• Organised and efficient	(2)			
	• Filled in correctly and correlates with money	(2)			
	• On saucer/In bill folder with peppermint	(1)			
4.	CLOSING MISE-EN-PLACE				
	• Cleaning: containers, fridge, coffee machine and coffee station, rubbish bin, floor, sink, etc.	(5)	10		
	Puts away equipment:				
	• Glasses	(2)			
	• Drinks – correct places/same types together, neat rows	(3)			
5.	PROFESSIONALISM (Soft skills)				
	• Attitude, punctuality, effective communication, adheres to social distancing	(4)	4		
	Deduct marks up to a maximum of 10 if learner had to be assisted by teacher or fellow learner(s) to complete, redo or rectify bar service procedures.				
	TOTAL FOR RESTAURANT SERVICE		75		
	GRAND TOTAL		100		

ADDENDUM J: ASSESSMENT – MAÎTRE D'HÔTEL
(Only ONE candidate)

Name of school:		Name of Maître d'Hôtel	
Name of teacher:			
Date:			
WRITTEN PLANNING		25	
1. PERSONAL APPEARANCE			
<ul style="list-style-type: none"> • Uniform: trousers/modest skirt, shirt, waistcoat/apron, tie, shoes, waiter's cloth, face mask • Neat appearance: hair, nails, shaven, no jewellery, no make-up, uniform clean and tidy 	(3) (2)	5	
2. OPENING MISE-EN-PLACE			
Control and organisational skills: <ul style="list-style-type: none"> • Clear instructions to waiters • Assists waiters • Well organised • Checks preparation and cleaning 	(2) (2) (2) (2)	8	
Restaurant: <ul style="list-style-type: none"> • Layout of restaurant: practical spacing to allow movement and well-aligned tables • Appearance of restaurant • Neatness • Decorations: Original/Creative • Cost-effective decorations 	(2) (2) (2) (2) (2)	10	
Paperwork: Name stickers – waiters <ul style="list-style-type: none"> • Table numbers • Menus and drinks list <ul style="list-style-type: none"> - Correct and neat - Creative and attractive - Easy to read and matches the theme 	(1) (1) (2) (2) (2) (2)	10	
Reception area: <ul style="list-style-type: none"> • Cleaning of area • Preparation (decoration/flowers)/Creativity 	(2) (5)	7	
3. DURING SERVICE (Soft skills)			
Punctuality: <ul style="list-style-type: none"> • Opening doors at the beginning • Serving dishes without long delays 	(1) (5)	6	
• Reception of guests and introducing waiters	(2)	2	
• Supervising waiters and other assistance when needed	(2)	4	
• Smooth service/organised	(2)	4	
• Liaising with bar, kitchen giving final number of seated guests and providing list with table numbers and numbers of guests (aboyeur)	(2)	2	
• Crisis management	(2)	2	
• Attitude and communication with guests and waiters	(2)	2	
• Checking that cash slips are correct	(2)	2	
• Waiter-bar assessment – complete and correct	(4)	4	
4. CLOSING MISE-EN-PLACE			
<ul style="list-style-type: none"> • Checks and helps with cleaning and tidying (restaurant, bathroom and bar) • Closes windows, switches off lights and locks 	(2) (2)	7	
<ul style="list-style-type: none"> • Stock-taking (checks cutlery, plates and glasses) • Collects table cloths/serviettes 	(2) (1)		
5. PROFESSIONALISM (Soft skills)			
• Professional behaviour, positive attitude, perseverance and offers assistance	(4)	4	
Deduct marks up to a maximum of 10 if learner had to be assisted by teacher or fellow learner(s) to complete, redo or rectify restaurant procedures.			
TOTAL FOR RESTAURANT SERVICE		75	
GRAND TOTAL		100	

ADDENDUM K

This addendum is **OPTIONAL** and should be adapted to suit the context of the school.

HOSPITALITY STUDIES – PRE-PAT CHECKLIST FOR TEACHERS							
SCHOOL	TEACHER			GRADE	DATE		
CHECKLIST – ✓ if applicable						✓	
						Reminders	
1.	KITCHEN layout:						
	Hand-washing area, sanitation and scanning (optional) before learners start with PAT: sanitiser/soap, towel/paper towel/scanner						
	Workstations and chefs: numbered and name tags						
	Hot water for washing up : geyser/urn/electrical kettles/pots on stoves						
	Dish clothes: clean Oven gloves : extra						
	BATTERIES : wall clock and scales						
	Emergency kit : plasters, surgical/plastic hand gloves						
	Assessment area : space for dishes and printed assessment criteria per dish. Jug with water and glass, tasting spoons, knives and forks; numbers for chefs						
	INGREDIENTS : organised and labelled. Ingredient trays with sugar, flour, salt, baking powder at stations to minimise movement. Pastry, meat defrosted, stock. Storerooms: dry/freezer/ fridge neat and clean						
	WASTE MANAGEMENT : black bags/enough clean empty rubbish bins						
2.	RESTAURANT layout:						
	Hand-washing area, sanitation and scanning before learners start with PAT: sanitiser/soap, towel/paper towel/scanner						
	Furniture	Tables		Chairs			
	Linen	Tablecloths		Overlays/Runners			
		Napkins		Wet cloths			
		Service cloths		Chair covers			
	Cutlery	Main knives		Main forks			
		Entree knives		Entree forks			
		Soup spoons		Dessert spoons			
		Coffee/Teaspoons		Fish knives and forks			
	Serving	Trays/Platters		Bread service			
		Salt and pepper		Waistcoats, aprons, bow ties			
		Stationery		Table numbers			
		Crumbing down		Bill folders			
		Area for scraping of plates/waste management					
	Beverages	HOT			COLD		
	BAR	Ice		Cash and bar slips		Garnishes	
Toilets	Soap		Toilet paper and spray		Towels		
Cleaning	Toilets		Surroundings		Entrance		
3.	Attendance register : Learners' name lists with cellphone numbers						
	Bathroom list						
4.	Name and number tags : learners' right back and left front shoulder						
5.	Arrangements with HOD/school for substitution of classes during PAT sessions						
6.	TEACHER PAT FILE						
	DBE PAT document		Moderated PAT planning				
	Previous sessions marks and assessment sheets		Learner evidence: written, marked PAT preparation				
	Empty assessment sheets		Practical lesson mark sheets				
	Working mark sheets		Merit cases: absenteeism				
6.	Warning signs : Exams in progress						
7.	Guest list and seating plans						
8.	SECURITY : learners and guests/locking of gates						
9.	Any OTHER : POSTERS : No mask, no entry						

ADDENDUM L

**HOSPITALITY STUDIES GRADE 12 PAT
MODERATION MARK SHEET**

School:				
Teacher:				
No.	NAME OF LEARNER		Teacher marks	Moderated marks
	List learners alphabetically.			
	SURNAME	NAME	100	100
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				

TEACHER SIGNATURE: _____ **DATE:** _____

PRINCIPAL SIGNATURE: _____ **DATE:** _____

SUBJECT ADVISOR: _____ **DATE:** _____

SCHOOL STAMP

ADDENDUM M**HOSPITALITY STUDIES PAT MODERATION REPORT 2023***(to be completed by the moderator)*

DISTRICT		PROVINCE	
CENTRE NAME			
CENTRE NUMBER			
TEACHER			
MODERATOR			
MODERATION DATE			

NAME OF CANDIDATE	100	
	T	M
1.		
2.		
3.		
4.		
5.		
6.		
TOTAL		
AVERAGE OF SAMPLE = (Total ÷ number of learners)		
AVERAGE DIFFERENCE (If the average difference of the sample is more than 10%, a block adjustment should be made.)		
Based on the sample moderated, the marks are accepted as valid, fair and reliable without any adjustments.	YES/NO	
Based on the sample moderated, the marks were adjusted as follows:	N/A	
Raised (indicate %):	Lowered (indicate %):	

T = Teacher**M = Moderator** *(to be completed by moderator for at least 4 chefs and 2 waiters)***NOTE:** Mark out of 100 should include the written preparation.

MODERATOR MONITORING SECTION		YES	NO	COMMENT
1. TEACHER PAT FILE	2023 PAT guideline document included			
	Teacher PAT planning document (tasks, recipes, criteria of dishes, menu, serving times and teacher memo for written preparation, etc.)			
	Complete working mark sheets for Terms 1 and 2			
	In case of large groups: the marks of all the learners who have already completed the PAT			
	All learners have PAT marks: If NO PAT marks, valid evidence should be included			
	All marks are correctly added, recorded, transferred and converted			
2. LEARNER PAT COMPLIANCE	Learners follow hygiene protocol			
	Learners correctly dressed			
	Learners disciplined/respect examination conditions			
	Marked, written preparation of learners available to use during the PAT			
	All learners' evidence available for moderation			
3. MODERATION PROCESS	Moderation date and time honoured			
	Kitchen and restaurant: sanitation, equipment and ingredients organised			
	Working stations numbered and learners identified with name tags and task numbers			
	Prescribed assessment tools (separate set for use by the moderator) used continuously			
	No irregular activities during the PAT, e.g. learners work individually, self-made items			
	Moderation was conducted according to national policies and guidelines: correct number of tasks, time allocation and difficulty level			
4. QUALITY AND STANDARD OF PAT	Based on the observations during the moderation session and the moderation of the evidence provided, it appears that the quality and standard of the PAT, including the assessment, is:			
	Exemplary	Acceptable	Partially Acceptable	Unacceptable
COMMENTS				
Tasks/Positions				
General comments/suggestions				
SIGNATURES:				
Teacher:				
District Subject Advisor (Moderator):			Provincial Coordinator (Moderation Monitor):	



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

HOSPITALITY STUDIES

PRACTICAL ASSESSMENT TASK

GRADE 12

2023

LEARNER INSTRUCTIONS

HOSPITALITY STUDIES: PRACTICAL EXAMINATION

GRADE 12: 2023

CHEF

INTRODUCTION

The PAT for 2023 consists of ONE practical examination. The Hospitality Studies teacher will allocate the task to you based on examination requirements.

You should fulfil either the role of a chef or a waitron in the examination.

During the PAT, a chef must demonstrate the ability to prepare and present a range of dishes.

You will be required to work individually during the practical examination.



The examination consists of TWO sections:

- You will receive a mark out of 75 for cooking skills and a mark out of 25 for the written planning task.
- The final mark for the PAT is obtained by combining the marks for the two sections to obtain a mark out of 100.

1. Written planning

- You will be allocated a task 14 school days before the date of the examination.
- The written planning task is completed under teacher supervision **7–14 school days** before the examination date set by the school. You will receive the recipes and work procedure for the dishes as well as the planning task form.

2. The formal meal in the restaurant (approximately 6–7 hours)

This consists of THREE phases:

- Preparation for the formal meal commences 4 hours before the guests arrive. (Thirty minutes may be added for learners to eat.) Food preparation and the preparation of serving equipment, etc. take place during this time. The cleaning of the kitchen must be done beforehand.
- Plating the four courses of the formal dinner, ready for service:

Courses (add bread and coffee service)	Serving times

- Additional clearing takes place after the guests have left (washing of crockery and cutlery and closing mise-en-place).

DATE OF PAT: _____ **DATE OF WRITTEN TASK:** _____

STARTING TIME OF PAT: _____ **ENDING TIME OF PAT:** _____

DISHES: _____

HOSPITALITY STUDIES: PRACTICAL EXAMINATION

GRADE 12: 2023

WAITRON

INTRODUCTION

The PAT for 2023 consists of ONE practical examination in the restaurant. The Hospitality Studies teacher will allocate the task to you based on examination requirements.

You should fulfil either the role of a chef or a waitron in the examination.

During the PAT, a waiter must demonstrate the ability to set up a venue for a formal dinner and apply the correct serving techniques for food and beverages.

You will be required to work individually during the practical examination.

The examination consists of TWO sections:

- You will receive a mark out of 75 for serving skills and a mark out of 25 for the written planning task on setting up the venue.
- The final mark for the final PAT is obtained by combining the marks for the two sections to obtain a mark out of 100.



1. Written planning

- You will be allocated a task 14 school days before the date of the examination.
- The written planning task is completed under teacher supervision **7–14 school days** before the examination date set by the school. You will receive the list of dishes on the menu, the waitron work procedure and the planning task form.

2. The examination in the restaurant (approximately 6–7 hours)

This consists of THREE phases:

- Opening mise-en-place commences a maximum of 4 hours before the start of the examination. (Thirty minutes may be added to eat and get dressed.)
- Preparing the venue, laying the tables, preparation for serving a non-alcoholic welcome cocktail and hors d'oeuvre and other relevant preparation should take place during this time. No preparation of the restaurant should be done beforehand, besides cleaning and ironing. Preparation starts in a clean venue.
- Serving of food and beverages:

Courses (add bread and coffee service)	Serving times

- Additional clearing takes place after the guests have left the restaurant (closing mise-en-place).

DATE OF PAT: _____ **DATE OF WRITTEN TASK:** _____

STARTING TIME OF PAT: _____ **ENDING TIME OF PAT:** _____

ADDITIONAL INFORMATION (table No., number of covers): _____

LEARNER NAME:	DATE:	1. Menu 7:
		2. Opening mise-en-place 3:
		3. Diagram of one cover 5:
		4. Opening mise-en-place per cover 10:
		TOTAL: 25:

1. THE MENU (7)
(Keep all rules for writing out a menu in mind, as well as correct spelling: 1 mark will be subtracted for EACH mistake.)

WRITE THE MENU BELOW.

2. OPENING MISE-EN-PLACE (3)
List the opening mise-en-place duties that must be performed before the cover is laid.

3. Draw a labelled diagram of ONE complete cover. (5)

Table edge

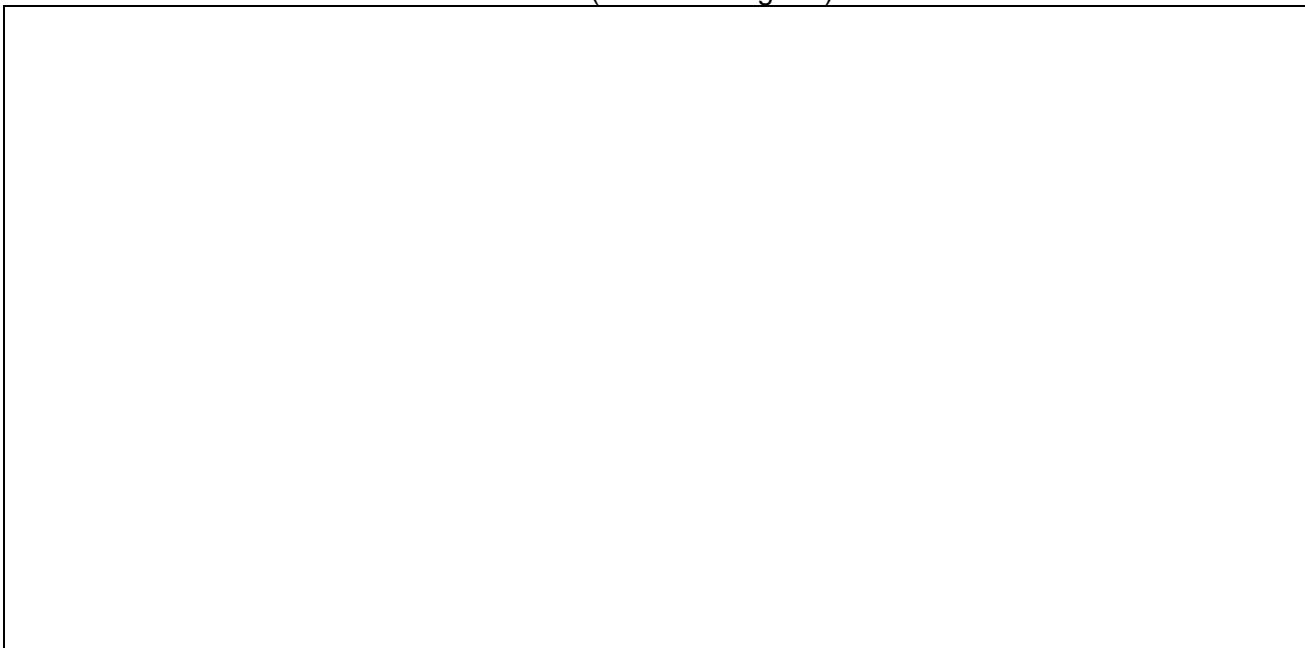
ASSESSMENT CRITERIA: DRAWING OF COVER		
Cover labelled correctly✓	Correct positioning and spacing of cutlery✓	Correct cutlery✓
Glasses correct✓	Side plate and napkin✓	

4. OPENING MISE-EN-PLACE (complete per cover) (10)
(Number of covers at your table: ____ x *Number per single cover)

(1) Name of dish (1)	(2) Type of cutlery needed per cover (1)	(3) *Number per single cover (1)
Second course:		
Main course:		
Dessert:		
(4) Serving utensils/Crockery needed for hors d'oeuvre:		
		(1)
(5) Serving utensils needed for bread service:		
		(1)
(6) Utensils/Apparatus needed for crumbing down:		
		(1)
(7) Type and quantity of crockery and cutlery needed for tea/coffee service:		
		(1)
(8) Type and number of glasses needed per cover (1)	(9) Drink needed for (1)	(10) Linen: (1)

ASSESSMENT: OPENING MISE-EN-PLACE
One mark per column/row (1–10): all items in column/row correct in order to get the mark per column

COVER (label the diagram)



(5)

MISE-EN-PLACE

Tablecloths (number/colour)	(1)	Napkins (number/colour)	(1)
Table decorations	(1)	Cutlery and crockery	(1)
Entrance hall/Reception desk	(1)		
Personal (clothing and any extra, e.g. pen, clipboard, etc.)	(1)		

(6)

MENU AND DRINKS LIST

(Paste a menu and wine list here.)

CRITERIA: neat, correct, original, matching theme, spelling

(10)

GUEST LIST AND SEATING ARRANGEMENTS				
TABLE NO. AND WAITRON (1)	SURNAMES OF GUESTS (1)	NUMBER OF GUESTS (1)	GUESTS ARRIVED (1)	PAYMENT (OPTIONAL)
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				

(4)

Attach page with floor plan of tables and bar.
(Clear picture, logical/correct, labelled)

(3)

TOTAL: 50/2

	25
--	-----------

NON-ALCOHOLIC COCKTAIL AND GARNISHING SUGGESTION FOR GLASSES

Name of drink, picture (correct glass, colour, garnishing and labelled), neatness, originality **(7)**

Cocktail: ingredients and amounts (2)

Ingredients for garnishing (1)

Preparation method (2)

STOCK-TAKING FORM ATTACHED

(4)

Do stocktaking before PAT and complete stock on hand at end of restaurant evening.

SUMMARY OF MONEY:

Petty cash R_____, drinks R_____ and tips R_____ = TOTAL R_____

(2)

TOTAL: 50/2

	25
--	-----------

CHEF DE CUISINE/HEAD CHEF PREPARATION

NAME:			
NUMBER OF GUESTS:			(1)
ANY SPECIAL REQUESTS (e.g. vegan, allergies, etc.):			(1)
DIVISION OF CHEF TASKS: Dishes and garnish prepared	NAMES OF CHEFS PERFORMING EACH TASK	EXPECTED YIELD PER DISH PER CHEF (portions/ml)	TOTAL PORTIONS PER DISH
(4)	(4)	(4)	(2)
			(16)

KITCHEN ORGANISATION	
Diagram: who works where (2)	Example: name stickers for chefs (2)

SERVING LINE (5)

(Names of chefs, duties, dishes/garnish to plate (who does what))

(Diagram of plating order: logical and labelled)

DRAWINGS/PICTURES OF GARNISHING SUGGESTIONS (10)
(Discuss with teacher.)

(Neat, clear, in colour, labelled, original)

INFORMATION SPEECH AT START OF PAT (5)	
(Points to note, deadlines and serving times, special preparation equipment, plating/portioning utensils, cleaning, etc.)	
Everybody	
Storekeeper/Aboyeur:	
Chefs 1:	Chefs 2:
Chefs 3:	Chefs 4:
LINE DRAWING OF FOOD ITEMS	
(size and shapes of food, e.g. julienne, Duchesse, etc.)	

TOTAL: 50/2

	25
--	-----------

ABOYEUR PREPARATION

NAME:			
NUMBER OF GUESTS:			(1)
ANY SPECIAL REQUESTS (e.g. vegan, allergies, etc.):			(1)
<p style="text-align: center;">MENU (8)</p> <p>Write down menu according to rules.</p>	PREPARED DISHES		
	NUMBER OF CHEFS PREPARING EACH DISH (4)	YIELD/ PORTIONS PER CHEF (4)	TOTAL YIELD PER DISH (2)

(20)

SERVING SUGGESTION: BUTTER
<p>PICTURE/LINE DRAWING (4) (neat, clear, colour, labelled)</p>

MISE-EN-PLACE	
Apparatus used to measure and for pre-preparation of ingredients and butter (4)	Extra apparatus for chefs, e.g. electric mixers, baking trays, moulds (2)
Course/Dishes	Plating equipment, e.g. plates, bowls, piping bottles/bags, spatulas (4)

CLEANING/DISHWASHING		
NAMES OF CHEFS (2)	ITEMS TO WASH: crockery, cutlery, glasses, etc. (2)	EXTRA DUTIES (4)

(8)

LEARNER DECLARATION

SCHOOL:

NAME OF LEARNER:
(Surname and First Name)

TEACHER'S NAME:

EXAMINATION NUMBER:

I hereby declare that the written planning presented is my own, original work and that if I have used any source, I have acknowledged this.

I agree that if it is determined by the competent authority that I have engaged in any fraudulent activities whatsoever in connection with my formal assessment mark, I shall forfeit the marks gained for this assessment.

.....
CANDIDATE'S SIGNATURE

.....
DATE

As far as I know, the above statement by the candidate is true and I accept that the work offered is his/ her own.

.....
TEACHER'S SIGNATURE

SCHOOL STAMP

.....
DATE