



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

HOSPITALITY STUDIES

GUIDELINES FOR PRACTICAL ASSESSMENT TASKS (REVISED)

GRADE 12

2020

These guidelines consist of 27 pages.

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1. INTRODUCTION

The 17 Curriculum and Assessment Policy Statement subjects that 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
- **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 Term 3 of the school year. The PAT allows for learners to be assessed during the school year and it also allows for the assessment of skills that cannot be assessed in a written format, e.g. test or examination. 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 practical assessment task (PAT) for 2020 consists of ONE practical examination. Learners should fulfil the role of a **chef** in the examination as well as complete some **servicing skills**. Each learner must demonstrate the ability to:

- Prepare and present TWO dishes
- Write down a menu and draw a cover for a formal dinner according to menu dishes provided by the teacher
- Describe the correct serving techniques for food and beverage

1.1 MARK ALLOCATION

Learners work individually. Each learner will have a combined mark out of 100 for cooking skills (chef) and written serving skills (waiter).

Practical examination, Term 3	100
Final mark for PAT	100

1.2 REQUIREMENTS FOR THE PAT DURING COVID-19

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

- A training kitchen for the examination, with the necessary equipment as well as separate sinks for each learner (provide one bowl with soap and one with clean water per learner if need be) and separate stoves. Alternatively no more than two learners may share a stove on the condition that they can keep social distancing.
- Toilet facilities for the learners.
- Learners must wear the appropriate chef's uniform, including **face masks**.
- A safe, hygienic and secure environment must be provided with enough space to adhere to **social distancing practices (allow a distance of 1,5 m between learners)**, **soap** and **clean** water to wash their hands as well as **sanitiser** (with at least 70% alcohol) to sanitise their workstations.
- Place sufficient **notices/posters** in the kitchen to remind learners to wash their hands and disinfect their workstations regularly.

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. The practical assessment task must be a formal four-course dinner.

- The learners will only prepare TWO dishes consisting of 1 or 2 portions each and present it to the examiner. **No paying guests will be allowed.**
- The number of Hospitality Studies teachers and stoves available for the examination will determine the number of learners per PAT session.
- One teacher can assess a maximum of **TEN** learners. The assessment may be conducted in the kitchen as well as in the restaurant or another kitchen on condition that there are TWO examiners.
- The examination may take place during or after school hours, depending on the context of the school. **It may not take place in the evening.**

2.2 SETTING THE TASK

2.2.1 SET ONE FORMAL FOUR-COURSE DINNER MENU

The teacher should set a menu to suit the context of the school and it must adhere to the prescribed menu requirements.

The province may not prescribe a common menu.

The following requirements must be met when each menu is planned (use analysis form ADDENDUM A):

- The menu should include at least FOUR different cooking methods.
- The hors d'oeuvre (first course) should include an advanced technique and cooking method, e.g. canapés, bouchées, samoosas, filled vetkoek or mini-terrines.
- The second course/starter/soup should be a vegetarian dish (lacto, ovo or lacto-ovo) which includes an advanced technique and cooking method, e.g. savoury mousse, cream soup (roux method), vol-au-vent, crêpes.
- The 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. stuffed and rolled or deboned and crumbed.
- Vegetable dishes should include advanced knife skills, such as rondelle, julienne, batonnettes, tourne, paysanne or brunoise.
- Starch dishes should include a special technique or variation, such as risotto, pilaf, grilled polenta, Duchesse potatoes, Dauphine potatoes, croquettes, rosti, latkes or rice balls.
- 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 or hollandaise sauce. A soup may replace one sauce.
- One or more of the following pastry dishes, sweet or savoury: puff pastry (ready-made), phyllo or purr pastry (ready-made), short crust or choux pastry.
- Desserts (hot, cold or frozen), e.g. baked sponge or steamed pudding, crêpes, mousse or meringues.
- A yeast product (kneaded), such as bread rolls, bread sticks or focaccia, suitable for bread service in the restaurant.
- A gelatine dish (not commercially flavoured jelly), e.g. cheesecake, Bavarian cream, terrine or savoury mousse.
- Delicate, advanced garnishing/decorating techniques that are in keeping with latest trends could be used, e.g. spun sugar, chocolate work, deep-fried or oven-dried vegetable and fruit chips, tuiles, brandy snaps, meringues.
- Optional: Friandise may be included. To be a valid learner task it should include an advanced technique and cooking method, e.g. miniature milk tarts, mini-baklava, truffles, sweetmeats, koeksisters or meringues.

The Hospitality Studies subject advisor must approve the menu, together with the recipes, **including criteria for taste, texture and appearance.**

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

OPTION 1	OPTION 2	OPTION 3
Hors d'oeuvre Starter (Ovo-, lacto-, lacto-ovo vegetarian)	Hors d'oeuvre/Starter Soup (Ovo-, lacto-, lacto-ovo vegetarian)	Soup Hors d'oeuvre/Starter (Ovo-, lacto-, lacto-ovo vegetarian)
Main course (Protein, starch & vegetable dishes)	Main course (Protein, starch & vegetable dishes)	Main course (Protein, starch & vegetable dishes)
Dessert	Dessert	Dessert

MENU EXAMPLE (Option 1):

<p>MENU Formal Dinner</p> <p><i>Hors d'oeuvre</i> Prawn Fish Cakes with a Sweet Cucumber Dressing</p> <p><i>Starter</i> Caramelised Onion, Feta Cheese and Mushroom Tartlets *(Poppy Seed Bread Rolls)</p> <p><i>Main Course</i> Rosemary Stuffed Saratoga Chops with Mint Sauce Polenta Triangles Grilled Root Vegetables Sautéed Spinach</p> <p><i>Dessert</i> Tropical Mango Mousse</p> <p>Tea and Coffee</p> <p><i>Friandise (Optional)</i> Chocolate Truffles</p> <p>4 August 2020</p>

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

**THE MENUS SHOULD MEET THE FOLLOWING CRITERIA:
(See ADDENDUM A for template)**

EXAMPLE:

Name of dish	Minimum of 4 cooking methods	Advanced protein dishes	Minimum of 1 advanced sauce	Starch dishes with special technique	Advanced vegetable dishes	Advanced vegetarian dish	Pastry/Choux/Puff dough	Desserts, e.g. crêpes/meringues	Yeast product	Gelatine dish	Advanced garnishing	Friandise
Prawn Fish Cakes	Shallow frying	X										
Caramelised Onion, Feta Cheese and Mushroom Tartlets	Baking Roasting Shallow frying					Lacto-ovo	X					
Sweet Cucumber Dressing			X		X						X	
Poppy Seed Bread Rolls	Baking								X			
Rosemary Stuffed Saratoga Chops	Grilling	X									X	
Mint Sauce	Simmering		X									
Grilled Root Vegetables	Grilling				X						X	
Polenta Triangles	Boiling Baking			X								
Sautéed Spinach	Shallow frying				X							
Tropical Mango Mousse	Indirect steaming							X		X	X	
Friandise: Chocolate Truffles	Indirect steaming										X	X

2.2.2 PREPARE THE RECIPES FOR THE EXAMINATIONS

- All recipes must be typed neatly and legibly in the standard or action format for each examination.
- Criteria for taste, texture and appearance should be included for each recipe.

EXAMPLE: STANDARD FORMAT

Caramelised Onion, Feta Cheese and Mushroom Tartlets		Yield: 8 portions
<p>Ingredients</p> <p>1 punnet (200 g) Portobello mushrooms, sliced in halves 2 cloves garlic, crushed 15 ml olive oil Salt and pepper to taste 2 rolls puff pastry 1 egg beaten (egg wash) 2 onions, thinly sliced 1 sprig thyme 20 ml sugar 60 ml red wine vinegar 100 g feta cheese 50 g walnuts to sprinkle</p> <p>Method</p> <ol style="list-style-type: none"> 1. Preheat oven to 200 °C. Grease the baking sheet. 2. Toss mushrooms and garlic on a baking sheet with olive oil and season well with salt and pepper. 3. Roast for 15 minutes. Cool down and keep aside. 4. Unroll the pastry on a lightly floured surface. 5. Cut into 8 even squares. 6. Score a 10 cm border around each. 7. Dock the pastry squares. 8. Brush with the egg wash and bake for 25 minutes. 9. Sauté onion and thyme over a low heat until soft. 10. Add sugar and vinegar and cook for 1 minute. Cool down. 11. Soften the feta cheese. Spread the mushrooms, feta cheese and onion mixture over the tart bases. 12. Sprinkle walnuts on tarts and serve. 		
Criteria for the evaluation of the quality of the tartlets		
Taste	Texture	Appearance
<ul style="list-style-type: none"> • Mild flavours, with no flavour overpowering the other • Sweet and savoury topping 	<ul style="list-style-type: none"> • Base should be flaky • Vegetables should be soft and not overcooked 	<ul style="list-style-type: none"> • Crust: Golden brown even colour and distinct pastry layers • Topping: Evenly spread mixture • Shape: Uniform and neat

2.2.3 DIVISION OF TASKS FOR THE CHEFS (SEE ADDENDUM B)

- Use the set menu and divide the menu into **equal tasks** for the number of chefs.
- Each chef must work individually, preparing a minimum of two dishes, e.g. Caramelised Onion, Feta Cheese and Mushroom Tarts and Prawn Fish Cakes with a Sweet Cucumber Dressing.
- Each chef should use a minimum of two cooking methods.
- Social distancing must take priority in the division of tasks and the placement of workstations for dishes.
- **TWO learners preparing the same dishes may NOT stand next to or across from each other.**
- 14 school days before the date of the examination, each chef must receive the following:
 - The recipes for the TWO dishes consisting of 1 or 2 portions only.
 - The written planning task form for chefs (ADDENDUM G)
- The written planning task must be completed and handed in SEVEN school days before the practical assessment task.
- The teacher will provide a **timed work procedure** to integrate the two dishes **on the day of the PAT** (ADDENDUM E). **NOTE:** Remember to allow 30 minutes for the service skill task.
- The marked written planning tasks must be returned to the learners to use while they perform the practical examination.

2.2.4 SET THE TASKS FOR SERVICE SKILLS (SEE ADDENDUM C)

- The teacher will set FOUR serving tasks to be completed in writing by the learners.
- Each task must include:
 - (a) Dishes for a formal **four-course** menu. Choose dishes from the Grade 12 CAPS and/or dishes prepared at school, making use of the three different menu options provided. Only list the dishes (NOT in the correct order), because the learners will be expected to arrange the dishes correctly and write it in the correct menu format.
 - (b) ONE serving skill such as:
 - Serving non-alcoholic drinks
 - Silver service of bread
 - Service of food
 - Clearing the plates
 - Crumbing down
 - Coffee service
 - Presenting the bill and receiving payment
- Learners must receive the written planning task form (ADDENDUM H) on the day of the practical assessment task.
- They will then draw one of the four set tasks (menu and serving skill – ADDENDUM C).
- The written planning task form on the menu and serving skill must be completed during the practical session (30 minutes) and handed in for assessment.

3. THE EXAMINATION

The duration of the examination is **3 hours and 15 minutes**.

- Preparation starts in a clean, sanitised environment. Packing out of ingredients and apparatus must be done beforehand.
- Breakdown of time:
 - 15 minutes for learners to be allocated to their workstations, study work procedures, draw their service tasks and do mise-en-place.
 - 2 hours and 30 minutes for the preparation of the dishes under examination conditions. Teachers should allow approximately 30 minutes during the 3 hours and 15 minutes examination, where it will suit best (e.g. while a gelatine dish is setting or bread is rising), for completing the menu and serving skills written part. The 30 minutes for the written part must be included in the written chef's work schedule compiled by the teacher.
 - 30 minutes for closing mise-en-place, for the teacher to do evaluation, check the workstations of the learners and complete the mark sheets.
- Learners with concessions should be granted additional time, based on their needs. The additional time required must be negotiated and agreed to by the subject advisor.
- 45 minutes should be allowed before the next session starts for the teacher to prepare the venue for the next group.

4. ASSESSMENT

4.1 ASSESSMENT TOOLS

The assessment tool for chefs and service skills that is included as ADDENDUM F is **COMPULSORY**. No additional posts will be assessed.

4.2 ASSESSMENT OF LEARNERS

- Mark the written chef planning tasks before the examination takes place and return them to the learners to use while they do the examination.
- Teachers are requested to compile a work procedure for each task that can be provided to the learners on the day of the examination to ensure that learners finish the task on time.
- The written service skills task should be collected on the day of the PAT as soon as the learners are finished with it. It can be marked during or after completion of the practical session.

5. PROVINCIAL MODERATION**5.1 MODERATION OF THE PLANNING TASK**

Teachers are to submit relevant PAT documents beforehand to the subject advisor.

The following should be included for the examination:

- MENU
- RECIPES (including assessment criteria for dishes and work schedule for task – ADDENDUM E)
- ADDENDUM A
- ADDENDUM B
- ADDENDUM C
- ADDENDUM D

Refer to the examples of ADDENDUMS B, C and D on the next three pages.

EXAMPLE: DIVISION OF CHEF TASKS (SEE ADDENDUM B FOR TEMPLATE)

This has to be completed for each session if a teacher has multiple sessions, to indicate the dates and names of all learners.

DIVISION OF THE CHEF TASKS			
SESSION <u>1</u> / 2			
SCHOOL		DATE	
HOSPITALITY STUDIES PAT		TIME	8:30 to 11:45
Expected number of guests	NONE	Number of learners	8
TASK	NUMBER OF PORTIONS	LEARNER NAME	STATION NUMBER
CHEFS' TASKS (2 dishes each)			
Task 1			
Prawn Fish Cakes	1 portion	Mpho	1
Sautéed Spinach	1 portion	Stefan	6
Task 2			
Caramelised Onion, Feta Cheese and Mushroom Tarts	1 portion	David	2
Poppy Seed Bread Rolls	8 portions		
Task 3			
Rosemary Stuffed Saratoga Chops	1 portion	Britney	3
Mint Sauce	1 portion		
Task 4			
Grilled Root Vegetables	1 portion	Boitumelo	4
Polenta Triangles and Sweet Cucumber Dressing	1 portion	Bruce	7
Task 5			
Tropical Mango Mousse	1 portion	Megan	5
Chocolate Truffles	4 portions	Amanda	8

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

DIVISION OF THE SERVICE TASKS			
SESSION 1 / 2			
SCHOOL		DATE	
HOSPITALITY STUDIES PAT		TIME	8:30 to 11:45
Expected number of guests		NONE	Number of learners
			8
TASK NUMBER	MENU DISHES	SERVICE TASK	LEARNER NAME
1	Prawn Fish Cakes Sautéed Spinach Caramelised Onion, Feta Cheese and Mushroom Tarts Rosemary Stuffed Saratoga chops Mint Sauce Tropical Mango Mousse Grilled Root Vegetables Polenta Triangles and Sweet Cucumber Dressing	Serving non-alcoholic drinks	Mpho Stefan
2	Chocolate Mousse Almond Tuiles Savoury Eclairs Herb-Crusted Lamb Rack Lamb Jus Roast Vegetables Fondant Potatoes Cream of Spinach Soup with Cheese Straws	Silver service of bread	David
3			
4			

EXAMPLE: CHECKLIST (SEE ADDENDUM D FOR TEMPLATE)

HOSPITALITY STUDIES CHECKLIST FOR PAT PLANNING TO BE SUBMITTED FOR MODERATION			
NAME OF SCHOOL: _____		District: _____	
GRADE 12 PRACTICAL EXAMINATION – TOTAL NUMBER OF SESSIONS: 2			
SUBMISSION DATE: _____			
EXAMINATION DATE(S)	PROPOSED MODERATION DATES		APPROVED MODERATION DATE
06/08 or 14/08	06/08 or 14/08		
	TEACHER	SUBJECT ADVISOR	COMMENTS
Starting time	08:30		
Serving time	11:15		
Expected number of guests	None		
Menu included	✓		
Analysis of menu included	✓		
Recipes and work schedules included	✓		
Division of tasks in kitchen: Chefs	✓		
Division of service tasks	✓		
Assessor: Restaurant	U Naidoo		
Assessor: Kitchen 1	T Modise		
Assessor: Kitchen 2	N/A		
APPROVED/NOT APPROVED [RESUBMISSION DATE: _____]			
Signatures:			
Teacher: _____			
Principal: _____			
Subject Advisor: _____			
<i>To be completed for every examination</i>			

6. CONCLUSION

The original prescribed formal four-course menu and chefs' tasks remain almost the same.

Basic changes:

- The two PATs have been reduced to one PAT only and NO guests will be allowed, in accordance with social distancing regulations.
- The PAT will be completed in sessions of 3 hours and 15 minutes each where a teacher will examine a maximum of 10 learners at a time.
- The PAT will consist of a written part as well as a practical part. The contents and composition will vary slightly from what it used to be.
- All learners will be assessed as chefs and certain skills for food and beverage service will be assessed in written format.
- All the regular health and safety measures for food preparation must be adhered to (sanitising of workstations, clean chef's uniform, washing of hands, etc.), with the addition of wearing face masks and maintaining social distance.
- Learners will still be chefs, but will prepare only one or two portions of food (to be consumed by themselves).
- There will be no impact on the SASAMS weighting; only one PAT will be used for the mark out of a 100 (instead of two PATs divided by two) and the weighting will still be 25%.
- Practical session dates may differ from the original dates that were submitted at the beginning of the year by teachers. Evening sessions will be replaced by morning, afternoon or Saturday sessions with the approval of the subject advisor and must be in line with Covid-19 level regulations.
- Hospitality Studies teachers that have already submitted documents for PAT approval will have to **resubmit PAT documents** according to the changed format of the PAT. Learners will have to undergo renewed orientation and teachers will have to adapt recipe quantities and reallocate learners to align with the amendments.

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 and address real-world challenges. The PAT furthermore develops learners' life skills and provides opportunities for learners to engage in their own learning.

ADDENDUMS

- ADDENDUMS A, B, C, D and E – should be submitted to the subject advisor
- ADDENDUM F – to be completed by the teacher on the day of the PAT
- ADDENDUM G – to be completed by the learner SEVEN days before the PAT
- ADDENDUM H – to be completed by the learner during the PAT
- ADDENDUM I – to be completed by the teacher and subject advisor/moderator at the last PAT

ADDENDUM A: MENU ANALYSIS

Name of dish	Minimum of 4 cooking methods	Advanced protein dishes	Minimum of 1 advanced sauce	Starch dishes with special techniques	Advanced vegetable dishes	Advanced vegetarian dish	Pastry/Choux/Dough	Desserts/Crêpes/Meringues	Yeast product	Gelatine dish	Advanced garnishing	Friandise (optional)

ADDENDUM B: DIVISION OF TASKS

DIVISION OF THE CHEFS' TASKS			
SESSION 1 / 2			
SCHOOL		DATE	
HOSPITALITY STUDIES PAT		TIME	
Expected number of guests	NONE	Number of learners	
TASK	NUMBER OF PORTIONS	LEARNER NAME	STATION NUMBER
CHEFS' TASKS (2 dishes each)			

ADDENDUM C: DIVISION OF SERVICE TASKS

DIVISION OF SERVICE TASKS			
SESSION _____			
SCHOOL		DATE	
HOSPITALITY STUDIES PAT		TIME	
Expected number of guests	NONE	Number of learners	
TASK NUMBER	MENU DISHES	SERVICE TASK	LEARNER NAME
1			
2			
3			
4			

ADDENDUM D: CHECKLIST

HOSPITALITY STUDIES CHECKLIST FOR PAT PLANNING TO BE SUBMITTED FOR MODERATION			
NAME OF SCHOOL: _____		District: _____	
GRADE 12 PRACTICAL EXAMINATION – TOTAL NUMBER OF SESSIONS: _____			
SUBMISSION DATE: _____			
EXAMINATION DATE(S)	PROPOSED MODERATION DATES		APPROVED MODERATION DATE
	TEACHER	SUBJECT ADVISOR	COMMENTS
Starting time			
Serving time			
Expected number of guests	None		
Menu included			
Analysis of menu included			
Recipes and work schedules included			
Division of tasks in kitchen: Chefs			
Division of service tasks			
Assessor: Restaurant			
Assessor: Kitchen 1			
Assessor: Kitchen 2			
APPROVED/NOT APPROVED [RESUBMISSION DATE: _____]			
Signatures:			
Teacher: _____			
Principal: _____			
Subject Advisor: _____			
<i>To be completed for every examination</i>			

ADDENDUM F: ASSESSMENT – CHEFS

Name of school:			Names or numbers of chefs						
Name of teacher:									
Date:	Type of chef/Dishes:								
A SERVING SKILLS (WRITTEN WORK)			25						
B CHEF: WRITTEN CHEF'S PLANNING			5						
1	HYGIENE AND NEATNESS: PERSONAL AND WORKSTATION								
	• Chef's uniform: Hat and jacket/apron, shoes	(3)	6						
	• Neat appearance: Hair, nails, no jewellery, no make-up	(3)							
	• Dishcloths available, CLEAN and not lying around	(2)	8						
	• Neatness of workstation (stove, work surface, equipment)	(2)							
	• Clean as you go: cleaning as you execute the tasks	(1)							
	• Neatness of sink: Regular dishwashing (warm water, rinse)	(2)							
	• Correct handling of waste (Teacher observes each learner's workstation and sink a few times during and after the examination)	(1)							
2	OPENING MISE-EN-PLACE								
	• Collects and prepares required equipment/apparatus for use	(2)	6						
	• Collects, measures and prepares ingredients correctly and timeously and arranges in order of use	(4)							
3	CULINARY SKILLS								
	• Correct application of cooking methods	(2)	15						
	• Correct application of techniques and skills	(3)							
	• Correct and safe use of equipment (knives, beaters, etc.)	(2)							
	• Correct interpretation of recipes, logical work procedure, works on 2 recipes simultaneously	(3)							
	• Uses time efficiently, dishes finished at correct time (plated and garnished), no overcooking or leaving to stand for reheating	(3)							
	• Able to finish without questions/assistance	(2)							
4	PROFESSIONALISM								
	• Punctuality: Begins on time, finish mise-en-place on time	(1)	2						
	• Displays professional behaviour/attitude, completion of additional cleaning tasks	(1)							
5	CLOSING MISE-EN-PLACE								
	• All equipment and apparatus cleaned and stored away correctly and safely	(1)	3						
	• Appearance of workstation and stove on completion	(2)							
6	ASSESSMENT OF DISHES								
Dish – A	Appearance		5						
	Taste		5						
	Texture		5						
Dish – B	Appearance		5						
	Taste		5						
	Texture		5						
Deduct marks up to a maximum of 10 if learner had to be assisted by teacher to complete, redo or rectify dish/dishes or if a learner is serving late.									
			75						
TOTAL			100						
SCALE FOR DISHES AND WRITTEN CHEF'S PLANNING:									
0 = Unacceptable					4 = Exceeds requirements				
1–2 = Does not meet requirements					5 = Excellent				
3 = Meets requirements									

ADDENDUM H

LEARNER NAME:
DATE:

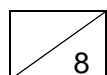
Menu	8:
Description of service task	5:
Diagram of one cover	5:
Opening mise-en-place per cover	7:
Total	25:

1. THE MENU

MARKS: 8

WRITE THE MENU BELOW

NOTE: Keep all the rules for writing out a menu in mind.



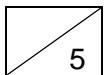
3. DRAW A LABELLED DIAGRAM OF ONE COMPLETE COVER

MARKS: 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 ✓



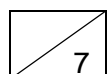
4. OPENING MISE-EN-PLACE (complete per cover)

MARKS: 7

1. Name of dish	2. Type of cutlery needed per cover	3. Quantity per single cover
Second course:		
Main course:		
Dessert:		
4. Serving utensils needed for hors d'oeuvre:		
5. Type and quantity of glasses needed per cover:	6. Drink needed for:	7. Linen:

ASSESSMENT: OPENING MISE-EN-PLACE

One mark per column (1–7): all items in column correct in order to get the mark per column



ADDENDUM I

**HOSPITALITY STUDIES GRADE 12
MODERATION MARK SHEET**

School:	
Teacher:	

No.	NAME OF LEARNER List learners alphabetically.		Date:	Moderated mark
			PAT 1	
	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				
25				

TEACHER SIGNATURE: _____

DATE: _____

HOD SIGNATURE: _____

DATE: _____

DISTRICT OFFICIAL: _____

DATE: _____

SCHOOL STAMP
