



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

HOSPITALITY STUDIES

GUIDELINES FOR PRACTICAL ASSESSMENT TASKS

GRADE 12

2022

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 learners to be assessed on a regular basis during the school year and it also allows for the formal 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 PAT for 2022 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.
- Use a 70% alcohol-based sanitiser to sanitise hands and workstations before and after food preparation.
- Place sufficient **notices** and **posters** in the kitchen to remind learners to wash and disinfect their hands and workstations regularly, as well as maintaining social distancing as prescribed by the National Department of Health.
- Adhere to the principles and norms regarding social distancing throughout:
 - Allow 1,5 metres individual spacing between workstations of learners.
 - Avoid placing ingredients at a centralised table. Place the ingredients on workstations to restrict unnecessary movement.
 - A separate sink per learner must be available for washing up. (Provide additional bowls with soapy water and clean rinsing water where required.)
 - **No more than TWO learners** may share a stove.

Uniform:

- Learners must wear the appropriate uniform assigned for their particular roles as chefs or waitrons with the addition of wearing a **face mask**, as prescribed by the National Department of Health.

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 capacity of the restaurant must be determined before guests are invited to ensure that social distancing requirements are met (according to the restrictions of the lockdown level at the time of implementing the PAT).

Covid-19-related safety measures:

- Adequate sanitising stations must be provided for washing or sanitising of hands before entering the kitchen and restaurant.
- Screening and temperature reading of the learners and guests must take place on entering of the kitchen and restaurant premises.
- Social distancing of guests must be planned beforehand and guests must be requested to follow protocols put in place.
- Remove excess chairs and tables to enforce social distancing of 1,5 metres between the tables of the guests.
- A register should be placed at the sanitising station for EACH guest to complete before entering the restaurant.
- Guests must wear masks throughout, except when eating or drinking.
- **No masks, no entry** into the restaurant.

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 2022 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 E–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 – 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, mopane 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. 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> Passion Mar-Tea-Ni</p> <p><i>Hors d'Oeuvre</i> Caramelised Onion, Feta Cheese and Biltong Tartlets</p> <p><i>Starter</i> Sweet Potato Soup *(Pinwheel Herb Bread Rolls)</p> <p><i>Main Course</i> Peppered Beef Fillet with a Parmesan Crust and Wholegrain Mustard Sauce Crispy Maize Meal Triangles Glazed Julienne Carrots Sautéed Baby Marrow Ribbons</p> <p><i>Dessert</i> Blueberry Cheesecake with Mixed Berry Coulis</p> <p>Tea and Coffee</p> <p><i>Friandise (Optional)</i> Chocolate Cups with Peanut Butter Ganache</p> <p>12 August 2022</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): Passion Mar-Tea-Ni		Any ONE: Shaken, stirred, mixed/blended, <u>built</u> ✓				X	
Bread: Pinwheel Herb Bread Rolls	Baking	Kneaded yeast dough ✓, plus at least ONE: Special shaping: plaits, <u>pinwheel</u> ✓, scored and glazed Other: coloured dough, <u>filling and glazed</u> ✓, and seeded, etc.		X			
Hors d'oeuvre: Caramelised Onion, Feta Cheese and Biltong Tartlets	Boiling Baking	Minimum TWO techniques/processes: Making pastry bases: dough/batter, <u>use and bake ready-made</u> <u>pastry: puff pastry</u> ✓, rolling, lining and baking blind Shaping: moulding/piping/quenelle/set and cut shapes Other: Pané, knife skills (cuts): <u>onion and butternut</u> ✓, shell and devein prawns, debone and flake fish	X Puff			X	X
Second course: (Starter, Soup, Fish) Sweet Potato Soup	Shallow- frying Simmering Deep- frying	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: <u>sweet potato chips</u> ✓, rolling and baking blind, <u>puree and strain soup</u> ✓					X
Protein: Peppered Beef Fillet with Parmesan Crust	Shallow- frying Grilling	Minimum TWO techniques/processes: trimming (remove silver skin), frenching (clean bone), <u>marinate</u> ✓, debone, barding, larding, smoking, filling and rolling, <u>pepper</u> and <u>tying/wrapping</u> ✓, glazing, pane/crusting/ <u>topping</u> ✓, covering with pastry, flambé					
Starch: Maize Meal Triangles	Boiling Deep- frying	Potato/Sweet potato cuts: rondelle, allumette, batonnettes, tourné, paysanne, gaufrette (waffle), fondant, noisettes, spirals Shaping: moulding/piping/quenelle/ <u>set and cut shapes</u> ✓ Other: roses, puree/mash and pass, <u>crumb/pane</u> ✓				X	
Vegetables: Glazed Julienne Carrots Sautéed Baby Marrow Ribbons	Stewing Steaming Shallow- frying	Any TWO (minimum ONE per vegetable dish): Cuts: <u>julienne</u> ✓, batonnettes, tourné, paysanne, macedoine, brunoise, chiffonade, <u>ribbons</u> ✓, spirals Puree: liquidised and strained/pass Other: Concassé, au gratin, blanch and refresh, vegetable flowers/leaves, sauce part of dish (e.g. Broccoli Mornay)					
Sauce: Wholegrain mustard sauce	Boiling	Roux base (<u>béchamel</u> ✓, velouté, brown sauce), liaison, emulsion base (hollandaise and mayonnaise), beurre manié, coulis (fruit or vegetable puree and thickened)					
Dessert: Blueberry Cheesecake	Baking Boiling	Minimum TWO techniques/processes: Making pastry bases: dough, batter, meringue Making: mousse, chiffon, crème/custard, 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 and unmoulding</u> ✓, rolling, folding, plait, baking blind, pastry decorations, lattice Other/Finishing/Topping: crumbling, caramelising, glazing, icing, flambé			X		X
Sauce: Mixed Berry Coulis	Indirect steaming	Sugar base (caramelising), chocolate base, <u>coulis (fruit puree</u> and thickened)✓, stirred egg base/sabayon					
Friandise: Chocolate Cups with Peanut Butter Ganache	Indirect steaming	Any ONE technique/process: Gelatine process (hydrate, disperse and gelation) Shaping, dipping, <u>piping</u> ✓, layering, setting Other: sugar cookery, <u>chocolate work</u> ✓					
Garnish: Savoury Sweet	Deep- frying Boiling	Examples: Fried herbs/ <u>vegetable chips</u> ✓, foams, chocolate, <u>sugar (spun/pulled)</u> ✓, 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.

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

Sweet Potato Soup		Yield: 4 portions
<p>Ingredients 50 g butter 3 cloves garlic, crushed 1 cm fresh ginger, crushed 5 ml curry powder 500 ml hot water 3 vegetable stock cubes 500 g peeled sweet potato, cubed Salt and pepper to taste Pinch of nutmeg 250 ml milk Few thin slices of sweet potato, deep-fried and crisp</p>		
<p>Method</p> <ol style="list-style-type: none"> 1. Melt butter in a large saucepan and fry ginger and garlic over low heat for one minute. 2. Add the curry powder and fry for 30 seconds. 3. Add the hot water and stock cubes and bring to boil. 4. Place the sweet potato cubes into the boiling liquid and reduce heat to simmer. 5. Cook for 15–20 minutes until tender. 6. Puree soup in a blender. 7. Season with salt, pepper and nutmeg. 8. Mix in milk and reheat. 9. Garnish with thin slices of sweet potato chips. 		
CRITERIA FOR THE EVALUATION OF THE QUALITY OF THE SWEET POTATO SOUP		
TASTE	TEXTURE	APPEARANCE
<ul style="list-style-type: none"> • Mild sweet and savoury flavours, with no one flavour overpowering the other • Distinct sweet potato taste • Sweet potato chips have a pleasant taste; not oily or bitter/overcooked 	<ul style="list-style-type: none"> • Creamy, smooth • No lumps • Sweet potato chips must be crisp 	<ul style="list-style-type: none"> • Light caramel colour • Grease free • Sweet potato chips must be golden brown and have a nice shape

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. Caramelised Onion, Feta Cheese and Biltong Tartlets and Blueberry Cheesecake.
- 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 include at least 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 the placement of working stations for dishes.
- **Each chef must do the written planning task under supervision, 7–14 school days before the date of the practical examination.**
- 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. Apply and adhere to social distancing rules with tables at least 1,5 metres apart
 - 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 or 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 waiters 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 tasks must be returned to the learners 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 commences 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 OPTION 2 (AT LOCKDOWN LEVELS 4 TO 5): PAT WITHOUT GUESTS

COVID-19 PRECAUTIONARY/EMERGENCY MEASURE

In the event of our country being at Lockdown Levels 4 to 5, a second option is available, which excludes the hosting of guests during the conduct of the PAT.

The Hospitality Studies teacher(s) and the School Management Team should make an informed decision together, strictly based on the Covid-19 lockdown level.

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: the same menu specifications, the same division of chef tasks (FIVE processes/advanced techniques per chef), the same written preparation for chefs (done under supervision 7–14 school days before the actual PAT session) 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.
- Schools may 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 in 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 use while they do the examination. Teachers are advised to compile marking guidelines for the written planning to ensure the reliability of the marks and for moderation purposes.
- 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 the 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. DISTRICT/PROVINCIAL MODERATION OF THE PAT

5.1 Moderation process

Moderation serves to ensure that the quality and standard of (a) the planning and preparation for the PAT has 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 the teacher and principal)
- OPENING OF RESTAURANT/VENUE 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 (Maître d'Hôtel, Head Chef, etc.)

Refer to the examples of ADDENDUMS A, B and C on pages 18, 19 and 20 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 2022			
EXAMINATION DATE(S)	PROPOSED MODERATION DATES		APPROVED MODERATION DATE
10/08, 11/08 or 12/08	12/08		
	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	✓		
Additional assessment tools (Maître d'Hôtel/Head Chef, etc.)	✓		
Assessor: Restaurant	R Nigel		
Assessor: Kitchen 1	T Modise		
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. Apane, Mpho	
Beverage Waiters		2. Nel, Carel	Non-alcoholic cocktails and drink service
		3. Theys, Lee-Ann	
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: Pinwheel Herb Bread Rolls Chocolate Cups with Ganache		3 } 2 } 5	3. Nel, Kariena 4. Malan, Martha 5. Harris, Louis
Meat Chefs: Peppered Beef Filet Wholegrain Mustard Sauce Baby Marrow Ribbons		3 } 1 } 1 } 5	6. Faia, Kyle 7. Noko, Beauty 8. Ras, Ina
Vegetable Chefs: Sweet Potato Soup Crispy Maize Meal Triangles Glazed Julienne Carrots		2 } 2 } 1 } 5	9. Nel, Sammy 10. Ross, Troy 11. Matthee, Len 12. Kok, Susan
Dessert Chefs/Pastry Chefs 2: Caramelised Onion Tartlets Blueberry Cheesecake Mixed Berry Coulis		2 } 2 } 1 } 5	13. Bam, Natasha 14. Nell, Brandon 15. Steyn, Salome

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
(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/phylllo/ 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, pane/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/pane					
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. Bechamel, 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 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 (3) • Neat appearance: hair, nails, shaven, no jewellery/make-up, uniform clean/tidy (2) 			5				
<ul style="list-style-type: none"> • Hygienic work ethic: regular hand washing, no licking of fingers/apparatus, correct tasting procedure (1) • Dishcloths: available, CLEAN and not lying around (2) • Neatness of workstation: work surface, equipment (1) • Clean as you go: cleaning as you execute the tasks (stove, workstation) (2) • Neatness of sink: regular dishwashing (warm water, soap, rinse) (2) • Correct handling of waste (1) <p>(Observe each learner's workstation, stove and sink a few times during exam)</p>			9				
2. OPENING MISE-EN-PLACE							
<ul style="list-style-type: none"> • Equipment/Apparatus: collects and prepares correctly (2) • Ingredients: collects, measures, prepares correctly and timeously, organised (4) 			6				
3. CULINARY SKILLS							
<ul style="list-style-type: none"> • Equipment (knives, beaters, chopping board, etc.): correct and safe use (2) • Techniques/Process and skills: correct application (5) • Cooking methods: correct application (2) • Correct recipe interpretation (1) • Correct/Logical work procedure (1) • Time management: works on TWO recipes simultaneously, dishes finished at correct time (plated and garnished), no overcooking or leaving to stand for reheating (3) • Self-confidence: able to finish dishes without asking questions (1) 			15				
4. PROFESSIONALISM (Soft skills)							
<ul style="list-style-type: none"> • Punctuality: begins on time, adheres to breaks (1) • Work ethic: perseverance and offers assistance when required (1) • Teamwork: coordination and cooperation with other chefs and waitrons (1) • Communication and interpersonal skills: work well with fellow chefs and examiner (1) • Professional behaviour and positive attitude: no loitering/sitting around/adheres to social distancing (2) 			6				
5. CLOSING MISE-EN-PLACE							
<ul style="list-style-type: none"> • Equipment and apparatus cleaned and stored away correctly and safely (1) • Appearance and sanitising of workstation, sink and stove on completion (2) • Completes all additional tasks given (washing crockery and cutlery, sweeping floors, closing windows, switching off identified equipment, etc.) (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: can't 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/adheres to social distancing 	(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 Chef de Cuisine/ Head Chef	
	Name of school:			
	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 	(1) (1) (3)	5	
	<ul style="list-style-type: none"> • Crisis management 	(2)	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					
• Cleaning of bar and corridor/stoep	(2)	8			
• 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:					
• Beverages/drinks/syrups: ready, mixed/blended, cooled	(2)	16			
• 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:					
• Arranges cups, milk, sugar, tea, etc.	(2)	6			
• 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:					
• Organised and efficient	(2)	5			
• 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 and adheres to social distancing (1,5 m) • 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)		
• 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 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						
	Moderation	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 List learners alphabetically.	Teacher marks	Moderated marks
	SURNAME	NAME	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 2022***(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	2022 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 & 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 (Covid-19)		
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

2022

LEARNER INSTRUCTIONS

HOSPITALITY STUDIES: PRACTICAL EXAMINATION

GRADE 12: 2022

CHEF

INTRODUCTION

The PAT for 2022 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: 2022

WAITRON

INTRODUCTION

The PAT for 2022 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): _____

WAITRON'S 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

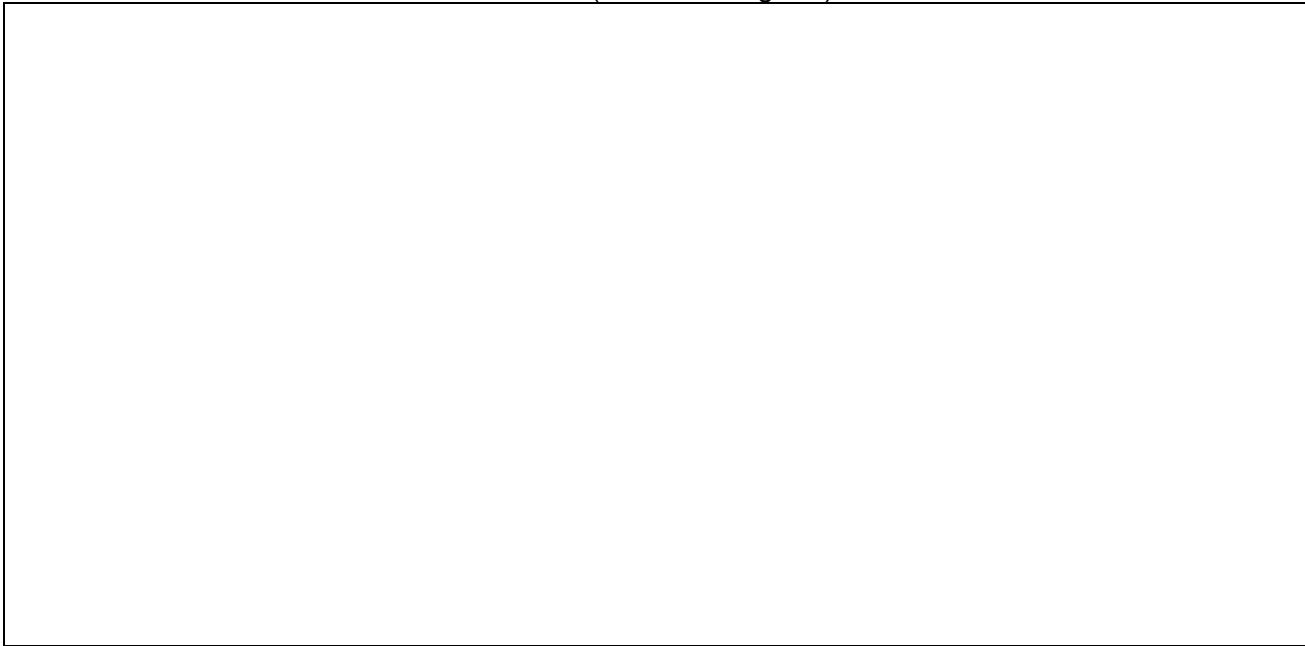
ASSESSMENT CRITERIA: DRAWING OF COVER		
Cover labelled correctly✓	Correct positioning and spacing of cutlery✓	Correct cutlery✓
Glasses correct✓	Side plate and napkin✓	

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

(1) Name of dish (1)	(2) Type of cutlery needed per cover (1)	(3) *Quantity 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 quantity 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)	SURNAME 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.

(3)

(Clear picture, logical/correct, labelled)

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 (4)	NAMES OF CHEFS PERFORMING EACH TASK (4)	EXPECTED YIELD PER DISH PER CHEF (portions/ml) (4)	TOTAL PORTIONS PER DISH (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)

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>

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