



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Curriculum and Assessment Policy

Statement: Technical Occupational

Year 1 - 4

HOSPITALITY STUDIES

PUBLIC COMMENT

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SECTION 1:

INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT: TECHNICAL OCCUPATIONAL

1.1 Background

The South African Constitution, Act 108 of 1996, enshrines the right of every child to access quality basic education without there being any form of discrimination. There are learners participating in the General Education and Training Band who have an interest and talent in applied knowledge and in technical and vocational skills subjects which are currently not available in the National Curriculum Statement, Grades R to 12 (2011). This cohort of learners should be given an opportunity to achieve a formal qualification or recognition of achievement towards a qualification that is related to any vocational and occupational learning within their area of interest and aptitude.

This Subject Statement has been developed to respond more effectively to the needs of these learners who have been identified and assessed through the protocols approved by the Department of Basic Education and who will benefit from curriculum content that is aligned to the Senior Phase of the National Curriculum Statement at a more applied and functional level in accordance with their interest and aptitude.

It is critical, that through differentiated methodologies, the learners enrolled for this qualification will be able to progress with regard to applied competencies, even where they might not be able to attain the minimum theoretical requirements of the respective grades of the senior phase. There should always be high expectations for all learners and the necessary scaffolding and learning support to master foundational competencies (language and numeracy) relevant to the specific subject, so that they are in a position to demonstrate the practical competencies that they have mastered which will make it possible for them to progress to further education and training pathways.

The learning programme will be structured in such a way that it would adequately prepare learners to progress onto the academic, technical vocational or technical occupational pathways of the Further Education and Training Band, albeit with endorsement. It will also enable learners across the range of competencies and aptitudes to obtain a recognised and accredited qualification or certificate of attainment.

The programme aims at contributing to the ideal of education to produce learners who will function **meaningfully** and **effectively** in the society, be able to enter future **careers** and be equipped to meet the requirements of the **economy** (local and global).

1.2 Overview

Through the policy document the Minister of Basic Education will be able to prescribe the minimum norms and standards for technical occupational education in the General Education and Training band.

The following legal framework will be adhered to:

- (i) National Curriculum Statement, Grades R to 12 (2011) together with the National Protocol for Assessment and the National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement, Grades R to 12;
- (ii) Draft Technical Vocational Subject Statements listed in the Draft General Certificate of Education: Technical Occupational, a Qualification at Level 1 on the National Qualification Framework;
- (iii) General and Further Education and Training Quality Assurance Act, 2001 (Act No.58 of 2001); the General and Further Education and Training Amendment Act, 2008 (Act No 50 of 2008); the NQF Act, 2008 (Act no 67 of 2008) and the Continuing Education and Training Act, 2006 as amended by Act No 3 of 2012 and Act No 1 of 2013;
- (iv) The General and Further Education and Training Qualifications Sub- Framework (August 2013);
- (v) Standards and quality assurance for General and Further Education and Training (June 2008, Revised April 2013);
- (vi) Policy and regulations pertaining to the conduct, administration and management of assessment for the General Education and Training Certificate in Skills and Vocational Training: A qualification at Level 1 on the National Qualification Framework (NQF);
- (vii) Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);
- (viii) The United Nations Convention on the Rights of Persons with Disabilities adopted by the United Nations General Assembly on 13 December 2006 and ratified by the South African parliament on 5 June 2007;

- (ix) The White Paper on the Rights of Persons with Disabilities, 2015;
- (x) Section 11 of the Children’s Act (2007);
- (xi) Chapter 5, section 76 of the Children’s Act as amended (2007);
- (xii) Umalusi’s Quality Assurance of Assessment: Directives, Guidelines and Requirements;
- (xiii) Skills Development Act, 1998 (Act 97 of 1998); and
- (xiv) Assessment Policy for Qualifications and Part Qualifications on the Occupational Qualifications Sub-Framework (OQSF), 2014 of the QCTO.

1.3. General Aims of the Technical Occupational Curriculum

- (a) The National Curriculum Statement, Grades R to 9 gives expression to the knowledge, skills and values worth learning in South African schools. The Technical Occupational Curriculum aims to ensure that learners, irrespective of their abilities, have the opportunity to develop competences for meeting challenges and taking up opportunities in the fast changing 21st century and are also guided to apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives, including the demands of the fourth industrial revolution. Sustaining development-relevance in the face of constant and rapid change requires curricula to be lifelong learning systems in their own right, capable of constant self-renewal and innovation.
- (b) The curriculum serves the purposes of:
 - Equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
 - Promoting critical thinking, creativity and innovation, communication, collaboration, information, media and ICT literacies, flexibility and adaptability, initiative and self-direction, social and cross-cultural, productivity and accountability, leadership and responsibility and life-long learning;
 - Facilitating the transition of learners from education institutions to the workplace;
 - Providing employers with a sufficient profile of a learner’s competences.
 - Being sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, and other factors;

- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
 - Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.
- (c) The curriculum is based on the following principles:
- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
 - Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
 - High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
 - Progression: content and context of each grade shows progression from simple to complex; and
 - Human rights, inclusivity, environmental, gender and social justice and equality: infusing the principles and practices of social justice and human rights as defined in the Constitution of the Republic of South Africa as well as the greening of the economy.
- (d) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity. The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, School-based Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's Guidelines for Responding to Learner Diversity in the Classroom (2011), as well as the Standard Operating Procedures for Accommodations in Assessment (2016).

1.3.1. The aims of the General Certificate of Education: Technical Occupational

The specific aims of the qualification are to:

- Give recognition to learners who would meet the requirements and achieve the competencies as specified in the Exit Level Outcomes and associated Assessment Criteria as set out in the GFETQSF along differentiated pathways;
- Provide a foundation of quality, standardised general education which will suit the needs of these learners and help prepare them for life after school and enable them to access particular employment or occupational workplace-based learning. It may also enable the learners to access a vocational qualification at a Technical and Vocational Education Training College;
- Promote Lifelong learning to enable learners to continue with further learning and skills development in the workplace;
- Prepare learners to function better in a fully inclusive society and workplace; and
- Provide employers with a profile of the learner's competence.

Learners successfully completing the qualification will be able to:

- Identify, select, understand and apply knowledge to the intended purpose and identify solutions to problems in the field of study;
- Demonstrate the necessary applied knowledge and skills identified for competence in a subject, as specified in the subject statement;
- Demonstrate knowledge and skills gained for purpose of formal communication and basic numerical operations;
- Have the ability to apply knowledge and skills in changing contexts;
- Reflect on their learning in order to promote an interest in learning and further study; and
- Demonstrate basic entrepreneurial skills that will enable them to create their own work and business opportunities in the contexts in which they live.

1.4. Subjects and Time Allocation

Instructional Time for the Technical Occupational Learning Programmes is 27½ hours in a five-day cycle

Subjects		Time	
General Education			
Languages (Home Language and First Additional Language)		3 Hours for Home Language	
All 11 official languages (Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Siswati, Sesotho, Setswana, Sepedi, Tshivenda, Xitsonga)		2 hours for First Additional Language	
Mathematics		3 hours	
Life Skills	Personal and Social Well-being (including aspects of Life Orientation, Social Sciences and Economic and Management Sciences)	2½ hours	6 hours
	Physical Education	1 hour	
	Creative Arts	1 hour	
	Natural Sciences	1½ hours from year 2 onwards This time to be used in year 1 to support Languages and Mathematics	
Information Communication Technology			
ICT is a compulsory subject for all learners. It can be offered either as a stand-alone or integrated across various subjects. If offered as a stand-alone a school may use time allocated to the Technical Occupational programme. ICT does not count towards the qualification but is a necessary life-long skill. ICT is not to be confused with the Technical Occupational Subject "Office Administration" which is an elective.			

Subjects Technical Occupational: Electives	Time
Agricultural Studies Art and Crafts Civil Technology: Bricklaying and Plastering Civil Technology: Plumbing Civil Technology: Woodworking and Timber Consumer Studies: Food Production Consumer Studies: Sewing Early Childhood Development Electrical Technology: Electrical Hospitality Studies Mechanical Technology: Body Works: Panel Beating and or Spray Painting Mechanical Technology: Motor Mechanics Mechanical Technology: Sheet Metal Work Mechanical Technology: Welding Mechanical Technology: Maintenance Office Administration Personal Care: Ancillary Health Care Personal Care: Beauty and Nail Technology Personal Care: Hairdressing Service Technology: Upholstery Wholesale and Retail	13½ hours
Total: General and Occupational	27½

The table below proposes the learner progression across the years at a School of Skills.

Year 1 Minimum of 1 year of orientation	Year 2	Year 3	Year 4
<p>Base Line Assessment for Language and Mathematics</p> <p>➤ Intervention (ISP)</p> <p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum 2 x SKILLS Across the year</p> <p>Post Assessment</p> <ul style="list-style-type: none"> • Analyse results <p>Progress to Year 2 with appropriate support for Languages and Mathematics</p>	<p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum of 1 Skill</p>	<p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum of 1 Skill</p>	<p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum of 1 Skill</p> <p>GCE: TO Qualification Or Certificate of Achievement</p> <p>(External exam- results verified / moderated)</p>

Note:

Year One is an orientation year and learners must be exposed to a minimum of two occupational skills so that they can select a skill with which they will continue from Year Two. Schools that offer more than the minimum two skills in Year One may adapt the Annual Teaching Plan for Year One to accommodate their rotation system to expose learners to more skills e.g. schools may offer a skill per term for Terms 1, 2 and 3 and learners then select the skill they will specialise in and start it in Term 4. It is important that learners in Year One experience the core competencies of the skills so that an informed choice can be made.

Years Two, Three and Four are the critical years for learners. It is important that learners are exposed to all the Topics and Specific Aims per selected Occupational skill, acknowledging that not all learners will be successful in all of these.

SECTION 2:

INTRODUCTION TO HOSPITALITY STUDIES

2.1 What is Hospitality Studies?

Hospitality Studies is the study of various interrelated themes in the hospitality industry such as hygiene, nutrition and menu planning, food production, food and beverage service, guest relations and client service. Learners will study how to prepare and present a range of different meals, prepare and set up venues and tables for different functions, and perform the correct service and clearing techniques in respect of food and beverage.

2.2 Topics to be studied in Hospitality Studies

1. Hospitality sectors and careers
2. Hygiene, safety and security
3. Nutrition, menu planning and costing
4. Kitchen and restaurant operations
5. Food commodities
6. Food and beverage service

2.3 Specific Aims:

The learner is able to:

1. Join the Hospitality Industry at grass roots level, undergo in-service training and work themselves up in the work place, or other entrepreneurial activity, such as vending, selling street food, catering or any other creative way to ensure an income.
2. Maintain hygiene in food preparation, cooking and storage areas and understand the importance of personal hygiene in food preparation.
 - Operates responsibly in a hygienic, safe food preparation and service environment
 - Learners who have achieved the minimum competences, have basic knowledge of safety and hygiene principles and can apply it in the kitchen and restaurant.
3. Understand menus for different occasions regarding the dietary needs of guests.

4. Clean food production areas and equipment, clean and store crockery, cutlery; handle and maintain knives, utensils and equipment; handle and store food and maintain hygiene in food preparation, cooking and storage areas during **kitchen and restaurant operations**

5. Prepare and serve the following food commodities

- Fruit
- Vegetables
- Soup
- Eggs
- Dairy
- Cereals
- Fish
- Poultry
- Meat and sausages
- Minced meat
- Rice
- Pasta and sauces
- Salads and salad dressings
- Yeast products
- Pastry
- Quick flour mixtures
- Cakes and biscuits
- Desserts – hot and cold
- Convenience food
- Street food/Vending food
- Cocktail food
- Non-alcoholic beverages
- Coffee and tea

(To use appropriate techniques and skills; to interpret recipes; to use herbs and spices and to recognise cultural diversity in the above to be included)

6. Interact verbally and non-verbally with internal and external customers in various contexts and situations in the Food and Beverages Services.

2.4 Requirements for Hospitality Studies as a subject

2.4.1 Time Allocation

The total number of hours allocated for the subject in a five-day cycle is **13 ½ hours**. Sufficient time must be allocated in the school timetable for the practical work required.

On PAT examination days the intervals will be adapted to accommodate the serving of meals and should not interrupt the school programme for the day.

2.4.2 Resources

Human resources

Hospitality Studies requires a trained subject specialist. It is preferred that the teacher offering Hospitality Studies comes from a Hospitality Studies related area. Industry related experience and workshop management skills are essential and a tertiary qualification in teaching is preferred.

Hospitality Studies teachers are required to:

- Teach the subject content with confidence and flair
- Interact with learners in a relaxed but firm manner
- Manage the resourcing, budget and safety in the kitchen / restaurant
- Manage the teaching environment
- Conduct stock taking and inventory
- Plan for practical work
- Plan for theory lessons
- Conduct daily practical sessions
- Maintain and service the workspace as a whole
- Maintain and service the equipment and instruments
- Ensure learner safety
- Carry out School Based Assessment (SBA)
- Implement innovative methods to keep the subject interesting
- Be self-motivated to keep her/him abreast of the latest technological developments
- Regularly attend skills workshops

Learner Resources:

- Work / resource book
- Recipe book/s
- Chefs' aprons/jackets and mop caps/chef's hats
- Waiters should wear a waistcoat or apron

2.4.3 Infrastructure, equipment and finances

Schools must ensure that teachers have the necessary infra-structure, equipment and financial resources for quality teaching and learning.

Infrastructure

- Hospitality Studies cannot be implemented in a school without an equipped kitchen.
 - • Six stoves to accommodate 16 learners;
 - • Four built-in double sinks with running hot and cold water;
 - • Counters, cupboards or open shelves;
- A classroom is needed for the teaching of theory, as the training kitchen and restaurant are not suitable for use as a classroom.
- Burglar proofing at all the windows and doors of the kitchen and restaurant, or an alarm system should be installed.
- An office space for the teacher to use a telephone and ICT equipment
- Electricity supply to the kitchen is crucial, with a current circuit breaker.
 - electricity supply to the stoves, and wall plugs at each work station for electrical equipment
 - supply of electricity must be sufficient for all stoves and other electrical equipment to operate simultaneously
- Lighting and ventilation are of extreme importance and the kitchen should ideally have multiple exits with doors that open outward.
- Equipment should have sufficient storage. A well-developed storage management system with an up to date inventory is required. Shelves should be clearly marked, and storage areas defined.
- Good housekeeping principles require that all work spaces be cleaned regularly. A suitable waste removal system should be in place to accommodate waste. The requirements of the Occupational Health and Safety (OHS) Act 85 of 1993 need to be complied with at all times.
- Safety rules and signs must be displayed on posters in the kitchen.

Equipment

The following is the minimum requirements for Hospitality Studies

Training kitchen

- Different types and size pots and pans, cake tins, tart and pie plates
- Electrical equipment such as urns, kettles, mixers, deep fryers
- Kitchen smalls such as egg lifters, large spoons, chef's knives, peeling knives, cutting boards, tin openers, mixing bowls, measuring equipment, kitchen scales, cups, saucers, dish plates, different spoons, knives and forks. etc.
- Ironing boards and irons x 2
- Appliances such as a side-by-side fridge and freezer/fridge and chest freezer, microwave and eye level ovens
- Washing lines or racks for dish cloths and table linen.
- Rubbish bins with lids.
- Trolleys for ingredients and equipment
- Hot tray, bain-marie, chafing dishes,

Furniture and equipment for the restaurant or dining area and beverage service

- Reception area and counter
- Tables and chairs for about 24 guests. Round /square tables seating four guests are recommended.
- Counters for buffet meals
- Stations for serving of coffee and tea
- Electric wall plugs available at these areas for coffee machines, hot trays, urn, etc.
- Floors: Ceramic tiles/wood/laminated
- Curtains or blinds
- Table cloths, serviettes
- Crockery and cutlery as needed for serving meals to guests
- Bar area: counter and storage for glassware and a fridge. Soft drinks, fruit juice and non-alcoholic cocktails will be served from here.
- Glasses for all the relevant beverages.

Finances:

Budget and inventory

A budget must be allocated for the subject. The amount will be determined by the number of learners taking the subject across all the years and the nature of the practical work required as stipulated in the curriculum. The budget needs to be revised annually and must consider all resources needed per year. The funding must make provision for maintenance of equipment and the replacement over the years.

Resourcing could be sub divided into the following categories:

- Apparatus and Equipment
- Consumable Materials
- Practical Assessment Task Resources (PAT)
- Teaching and Learning Support Material
- Maintenance

A stock inventory must be maintained by the teacher and verified annually by a Senior Management Team member.

2.5 Career opportunities

Career and occupational opportunities for learners with a foundation in Hospitality Studies included but is not limited to the following sectors in the hospitality industry:

2.5.1 Assistant Managers in: -

- Room division - accommodation
- Food - kitchen
- Beverages - bar

2.5.2 Accommodation: -

- Assistant Front office manager
- Reception staff
- Porters

2.5.3 Housekeeping and linen service: -Hotels, Guest Houses

- Assistant housekeeper
- Laundry – washing of linen, uniforms
- Linen controller
- Assistant or floor housekeeper
- Room servants divided into BAR/Beverages and basic room service
- Cleaners – rooms; linen

2.5.4 Food preparation: -

- Assistant cook/chef
- Kitchen surfaces cleaner
- Floor cleaner
- Peelers
- Waste handlers, recycling
- Assistant stock taker/controller/ packer

2.5.5 Food and beverage services: -

- Assistant Restaurant manager
- Assistant First head waiter (Maitre d' hotel) – act as a runner
- Assistant Waiters
- Glass washer
- Floor cleaner
- Surfaces cleaner – tables and stations
- Waste handlers, recycling – restaurant and bar
- Assistant stock taker/controller/ packer – restaurant and bar
- Beverage assistant
- Runner

2.5.6 Entrepreneurship: -

- Markets e.g. food stalls/vendors/street food
- Cleaning services e.g. laundry/restaurants
- Event co-ordinator e.g. birthday parties
- Catering e.g. finger food/cocktail snacks/home industry
- Coffee shops - baking/cleaning services e.g. linen, uniforms

SECTION 3:

OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

3.1 Content overview

TOPIC	Year 1	Year 2	Year 3	Year 4
1.The Hospitality industry. Sectors and careers.	<p>The Hospitality industry</p> <ul style="list-style-type: none"> -what is Hospitality studies Sectors and careers -accommodation sector -food and beverage sector -four areas of work -jobs in the workplace 	<p>The Hospitality industry</p> <ul style="list-style-type: none"> -what is Hospitality studies Sectors and careers -accommodation sector -food and beverage sector -four areas of work -jobs in the workplace 	<p>Hospitality sectors and their services</p> <ul style="list-style-type: none"> -job creation 	<p>The Hospitality industry</p> <ul style="list-style-type: none"> -organogram The kitchen and restaurant brigades Job related interviewing
2. Hygiene, Health and Safety	<p>Personal hygiene</p> <p>Good hygiene and safety practises</p> <ul style="list-style-type: none"> -30 hygiene rules -uniforms -washing of hands <p>Hygiene in the kitchen – cleaning practises: floors, work surfaces, dishes.</p> <p>Diseases</p> <ul style="list-style-type: none"> -Tuberculosis -HIV/AIDS -Labour law rights <p>Unsafe circumstances</p> <ul style="list-style-type: none"> -fires 	<p>Personal hygiene</p> <p>Good hygiene and safety practises</p> <ul style="list-style-type: none"> -30 hygiene rules -uniforms -washing of hands <p>Hygiene in the kitchen – cleaning practises: floors, work surfaces, dishes.</p> <p>Diseases</p> <ul style="list-style-type: none"> -Tuberculosis -HIV/AIDS -Labour law rights <p>Unsafe circumstances</p> <ul style="list-style-type: none"> -fires <p>Pests in the kitchen</p>	<p>Cleaning of industrial utensils and equipment</p> <p>Cleaning and use of large scale cooking and electrical appliances</p> <p>Accidents in the kitchen</p> <p>Management of waste</p> <p>Storage areas and temperatures</p>	<p>Hygiene in temporary food preparation areas</p> <p>Waste</p> <ul style="list-style-type: none"> -recycling as source of income

3.Nutrition and menu planning		<p>Six basic food groups</p> <ul style="list-style-type: none"> -the South African food pyramid -balanced diet -nutrient value <p>Menu planning</p> <ul style="list-style-type: none"> - breakfasts -light 2-course lunches 	<p>Large scale recipes</p> <p>Special dietary needs</p> <p>Menu planning</p> <ul style="list-style-type: none"> -a la carte -table d'hôte -2 to 3-course dinners <p>Menu costs</p>	<p>Different nutritional needs</p> <p>menu's</p> <p>Costing a function and profit</p> <p>Menu planning</p> <ul style="list-style-type: none"> -cocktail -3 –course dinners
4.Kitchen and restaurant operations	<p>Kitchen</p> <ul style="list-style-type: none"> -organise units -issue with stock <p>Appliances, equipment and utensils in the kitchen</p> <ul style="list-style-type: none"> -care, cleaning and uses <p>Recipes</p> <p>Metric measurements</p>	<p>Kitchen</p> <ul style="list-style-type: none"> -organise units -issue with stock <p>Appliances, equipment and utensils in the kitchen</p> <ul style="list-style-type: none"> -care, cleaning and uses <p>Recipes</p> <p>Metric measurements</p> <p>Cooking methods</p> <ul style="list-style-type: none"> -moist heat: boiling, stewing and steaming -dry heat: baking, frying and grilling 	<p>The chef knives</p> <p>Mise en place in the kitchen</p> <p>Recipes</p> <p>Cooking methods</p> <p>Metric measurements</p>	<p>Stock taking and recording</p> <p>Knife skills</p> <p>Large scale recipes</p> <p>Metric measurements</p> <p>Cooking methods</p>

5. Food commodities		Cereals Quick flour mixtures -dough and batters Eggs Milk and dairy products Fruit	Eggs Pasta products Preserved foods Yeast Fish Rice Vegetables Salads and salad dressings Desserts - Hot	Pastries -choux pastry -puff pastry Sweet/short pastry -Phyllo pastry Convenience food Cocktail snacks Starters -soup and fish Poultry Meat and sausages Desserts - Cold Friandises Speciality cakes Biscuits Vending food Innovative cooking
6. Food and Beverage services		Cutlery and crockery in the restaurant Waitron skills The tea tray Table setting- breakfast cover Tea and coffee service Customer needs	Set up a venue Table setting - The tea table -2-3 course dinners Plated service Customer needs Creative table decorations	Venue set-up for a cocktail 3-course winter dinner 3-course spring dinner Table service – plated Service of non-alcoholic beverages

3.2 Content outline per term

Year 1

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	Kitchen and restaurant operations	Clean and organise the units in the Hospitality studies kitchen <ul style="list-style-type: none"> • Surfaces, stoves and floors • Equipment and store room 	Practical work: Clean and organise the kitchen Floors – mopping Surfaces – sanitizing Stoves – top and ovens Practical work: Labelling of store room and equipment – to be continued in the following week/s
2	Hospitality sectors and careers	Orientation and Introduction towards the Hospitality Industry. <ul style="list-style-type: none"> - Show pictures of Accommodation and Food & Beverage establishments 	Activity 1: Worksheet - Hospitality studies concepts. Kitchen orientation: Explanation of kitchen, class and hygiene rules

2	Hospitality sectors and careers	<p>Explain the Hospitality studies sectors:</p> <ol style="list-style-type: none"> 1. The accommodation sector: <ul style="list-style-type: none"> • Hotels, guest houses, B & B's; cultural villages; self-catering chalets and flats; camping sites; caravan parks 2. The food and beverage sector [F&B]: <ul style="list-style-type: none"> • Restaurants for eating and drinking; fine dining restaurants; family restaurants; fast food restaurants. Other types of food preparation institutions – hospital and school hostels. • Beverage establishments – bars; pubs; coffee shops 	<p>Informative discussion with learners based on previous knowledge/experience but primarily informing them on what it is.</p> <ul style="list-style-type: none"> - Web sites/Videos and movies – to identify the sectors
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3	Hygiene, safety and security	<p>Demonstrate good hygiene practices during each practical lesson.</p> <p>1. Personal hygiene</p> <ul style="list-style-type: none"> • Basic personal hygiene rules – e. g. personal appearance acceptable to work in the Hospitality Industry • Washing of hands • Chefs' and waiters uniforms <p>2. Kitchen hygiene:</p> <ul style="list-style-type: none"> • cleaning of dishes • cleaning of work surfaces • cleaning of floors • handling of garbage • kitchen pests • storage of food 	<p>Explaining cleaning schedules & re-enforcing class and kitchen rules.</p> <p>Good personal hygiene principles are applied during each practical session.</p> <p>Activity 2: Worksheet – Personal hygiene</p> <p>Practical 1: Performance test - Washing of hands</p> <p>Activity 3: Formal homework – Personal hygiene - The chef's uniform</p> <p>Practical demonstration : Clean all kitchen areas</p>
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4	Hygiene, Health and safety	<p>Demonstrate how to operate during unsafe circumstances in the kitchen</p> <ul style="list-style-type: none"> • Possible accidents in the kitchen • Safety practises to avoid these accidents, as applicable to the kitchen used • Evacuation of kitchen – refer to school evacuation policy • Safety signs e.g. evacuation, wet floors, electricity hazards, burning hazards, poisoning hazards, positioning of fire extinguisher 	Activity 4: Assignment - Safety practises in the kitchen
5 – 6	Kitchen and restaurant operations	<p>Identify different kitchen utensils and equipment regarding the following categories:</p> <ul style="list-style-type: none"> • Measuring equipment • Cutting utensils • Preparation equipment • Baking and roasting equipment • Cooking and frying utensils • Small electrical appliances <p>General care and cleaning as per category</p> <p>Correct use</p>	<p>Demonstrate general safe handling practices in the kitchen of: - equipment, appliances and utensils</p> <p>Activity 5: Formal homework - Kitchen equipment</p> <p>Practical 2: Identification test - Kitchen equipment and utensils</p>

7	Kitchen and restaurant operations	Identify and correctly use measuring equipment Measuring equipment and techniques for: Dry ingredients Liquids Small quantities	Practical demonstration: Measuring – types of measuring equipment and the uses thereof Learners to practise and master measuring techniques Activity 6 : Worksheet - Measuring Activity 7 : Assignment - Measuring & maths Practical 3: Performance test - Measuring
8	Kitchen and restaurant operations	To read and interpret recipes: <ul style="list-style-type: none"> • Define the term recipe and explain the concepts: -Ingredients and instructions (method) -Mise en place -garnishing and decorating -recipe techniques e.g. preparation of pans, sifting, rubbing in/cutting in, mix, beat, stir, press out/scraping out, cooling of baked scones/ draining of fried flap jacks 	Activity 8: Worksheet – Recipes Demonstrate: Preparing scones/flap jacks - basic dough/batter dish Practical 4: Baking of scones/ frying flap jacks
9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical activities with a 75% weighting and Theory activities with a 25% weighting.	

The following examples serve as suggestions of activities to record and report on. **Theory: (25%) A** minimum of 3 theoretical activities. See Addendum A: Example resource pack

Activity 1	Worksheet: Hospitality Studies concepts
Activity 2	Work sheet: Personal hygiene
Activity 3	Formal homework: Personal hygiene – The Chef’s uniform
Activity 4	Assignment: Safety practises in the kitchen
Activity 5	Formal homework: Kitchen equipment
Activity 6	Worksheet: Measuring
Activity 7	Assignment: Measuring and maths
Activity 8	Worksheet: Recipes
Activity 9	Test: Own choice of topics - Total 50 marks
FORMAL ASSESSMENT: 1 Test + 1 Activity: convert to 25	
25	

Practical lessons to be recorded/reported on for Practical work (75%)	
Practical 1	Performance test - Washing of hands
Practical 2	Identification test - Kitchen equipment and utensils
Practical 3	Practical performance test: Measuring
Practical 4	Prepare and present: Scones/flap jacks (basic dough/batter mixture)
FORMAL ASSESSMENT: All 4 Practical activities	
Convert to 75	
	75

Year 2: Term 1

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	Kitchen and restaurant operations	Clean and organise the units in the Hospitality studies kitchen <ul style="list-style-type: none"> • Surfaces, stoves and floors • Equipment and store room 	Practical work: Clean and organise the kitchen Floors – mopping Surfaces – sanitizing Stoves – top and ovens Practical work: Labelling of store room and equipment – to be continued in the following week/s
2	Hospitality sectors and careers	Explain Hospitality concepts: Hospitality studies include: <ul style="list-style-type: none"> - Travelling and transport - Accommodation - Tourists and their needs - Hospitality industry -Hospitality products 	Orientation and Introduction towards the Hospitality Industry. <ul style="list-style-type: none"> - Show pictures of Accommodation and Food & Beverage establishments Activity 1: Worksheet – Hospitality studies concepts. Kitchen orientation: Explanation of kitchen, class and hygiene rules.

2	Hospitality sectors and careers	<p>Explain the Hospitality studies sectors:</p> <p>The accommodation sector:</p> <ul style="list-style-type: none"> • Hotels, guest houses, B & B's; cultural villages; self-catering chalets and flats; camping sites; caravan parks <p>The food and beverage sector [F&B]:</p> <ul style="list-style-type: none"> • Restaurants for eating and drinking; fine dining restaurants; family restaurants; fast food restaurants. Other types of food preparation institutions – hospital and school hostels. • Beverage establishments – bars; pubs; coffee shops 	<p>Informative discussion with learners based on previous knowledge/experience but primarily informing them on what it is.</p> <ul style="list-style-type: none"> - Web sites/Videos and movies – to identify the sectors
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3	Hygiene, safety and security	<p>Demonstrate good hygiene practices during each practical lesson.</p> <p>1. Personal hygiene</p> <ul style="list-style-type: none"> • Basic personal hygiene rules – e. g. personal appearance acceptable to work in the Hospitality Industry • Washing of hands • Chefs' and waiters uniforms <p>2. Kitchen hygiene:</p> <ul style="list-style-type: none"> • cleaning of dishes • cleaning of work surfaces • cleaning of floors • handling of garbage • kitchen pests • storage of food 	<p>Explaining cleaning schedules & re-enforcing class and kitchen rules.</p> <p>Good personal hygiene principles are applied during each practical session.</p> <p>Activity 2: Worksheet – Personal hygiene</p> <p>Practical 1: Performance test - Washing of hands</p> <p>Activity 3: Formal homework – Personal hygiene - The chef's uniform</p> <p>Practical demonstration : Clean all kitchen areas</p>
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4	Hygiene, Health and safety	<p>Demonstrate how to operate during unsafe circumstances in the kitchen</p> <ul style="list-style-type: none"> • Possible accidents in the kitchen • Safety practises to avoid these accidents, as applicable to the kitchen used • Evacuation of kitchen – refer to school evacuation policy • Safety signs e.g. evacuation, wet floors, electricity hazards, burning hazards, poisoning hazards, positioning of fire extinguisher 	Activity 4: Assignment - Safety practises in the kitchen
5 – 6	Kitchen and restaurant operations	<p>Identify different kitchen utensils and equipment regarding the following categories:</p> <ul style="list-style-type: none"> • Measuring equipment • Cutting utensils • Preparation equipment • Baking and roasting equipment • Cooking and frying utensils • Small electrical appliances <p>General care and cleaning as per category</p> <p>Correct use</p>	<p>Demonstrate general safe handling practices in the kitchen of: - equipment, appliances and utensils</p> <p>Activity 5: Formal homework - Kitchen equipment</p> <p>Practical 2: Identification test - Kitchen equipment and utensils</p>

7	Kitchen and restaurant operations	Identify and correctly use measuring equipment Measuring equipment and techniques for: Dry ingredients Liquids Small quantities	Practical demonstration: Measuring – types of measuring equipment and the uses thereof Learners to practise and master measuring techniques Activity 6 : Worksheet - Measuring Activity 7 : Assignment - Measuring & maths Practical 3: Performance test - Measuring
	Kitchen and restaurant operations	To read and interpret recipes: <ul style="list-style-type: none"> • Define the term recipe and explain the concepts: -Ingredients and instructions (method) -Mise en place -garnishing and decorating -recipe techniques e.g. preparation of pans, sifting, rubbing in/cutting in, mix, beat, stir, press out/scraping out, cooling of baked scones/ draining of fried flap jacks 	Activity 8: Worksheet – Recipes Demonstrate: Preparing scones/flap jacks - basic dough/batter dish Practical 4: Baking of scones/ frying flap jacks
9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical activities with a 75% weighting and Theory activities with a 25% weighting.	

The following examples serve as suggestions of activities to record and report on. Theory: (25%) A minimum of 3 theoretical activities. See Addendum A: Example resource pack

Activity 1	Worksheet: Hospitality Studies concepts
Activity 2	Work sheet: Personal hygiene
Activity 3	Formal homework: Personal hygiene – The Chef’s uniform
Activity 4	Assignment: Safety practises in the kitchen
Activity 5	Formal homework: Kitchen equipment
Activity 6	Worksheet: Measuring
Activity 7	Assignment: Measuring and maths
Activity 8	Worksheet: Recipes
Activity 9	Test: Own choice of topics - Total 50 marks
FORMAL ASSESSMENT: 1 Test + 1 Activity: convert to 25	
25	

Practical lessons to be recorded/reported on for Practical work (75%)	
Practical 1	Performance test - Washing of hands
Practical 2	Identification test - Kitchen equipment and utensils
Practical 3	Practical performance test: Measuring
Practical 4	Prepare and present: Scones/flap jacks (basic dough/batter mixture)
FORMAL ASSESSMENT: All 4 Practical activities	
Convert to 75	
75	

Year 2: Term 2

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1 + 2	Food and beverage service	Identify suitable cutlery and crockery for setting tables: <ul style="list-style-type: none"> • Linen – table cloths, overlays, serviettes, place mats, silence cloths • Function of serviettes • Handling, cleaning and storage of linen • Glasses – different types and uses of glasses, handling and cleaning, storage of glass ware • Silverware – cutlery items, handling, cleaning and storage of cutlery • Crockery and china - handling, cleaning and storage 	Activity 1: Project: Folding of Serviettes Practical 1: Performance test: Cleaning of glasses e.g. washing and polishing
3	Kitchen and restaurant operations.	Identify and name cooking methods: <ul style="list-style-type: none"> • Four reasons for cooking food 1. Moist heat cooking methods <ul style="list-style-type: none"> • Boiling: Basic rules • Advantages • Disadvantages • Uses 	Practical 2: Boiling of various food items e.g. vegetables/starches/eggs

4	Kitchen and restaurant operations.	Identify and name moist heat cooking methods: <ul style="list-style-type: none"> • Stewing: Basic rules • Advantages • Disadvantages • Uses • Steaming: Direct and indirect steaming • Basic rules • Advantages • Disadvantages • Uses 	Activity 2: Worksheet – Moist heat cooking methods Practical 3: Stewing of various food items e.g. vegetables/fruit Practical 4: Steaming of various food items using direct and indirect steaming e.g. vegetables/puddings/fish
5	Kitchen and restaurant operations	Identify and name: 2. Dry heat cooking methods: <ul style="list-style-type: none"> • Baking: Basic rules • Advantages • Disadvantages • Uses 	Practical 5: Baking of various dishes e.g. cupcakes/puddings
6	Kitchen and restaurant operations	Identify and name dry heat cooking methods: <ul style="list-style-type: none"> • Frying: Dry, shallow and deep frying • Basic rules • Advantages • Disadvantages • Uses 	Practical 6: Frying of various dishes practicing all three frying methods: Dry frying e.g. bacon/sausages Shallow frying e.g. scrambled eggs/flap jacks Deep frying e.g. sweet/savoury fritters

7	Kitchen and restaurant operations	Identify and name dry heat cooking methods <ul style="list-style-type: none"> • Grilling: Basic rules • Advantages • Disadvantages • Uses 	Practical 7: Grilling of various types of food and dishes e.g. bread/vegetables Activity 3: Worksheet - Dry heat cooking methods
8	Nutrition and menu planning	Explain the difference between food groups and nutrients. <ul style="list-style-type: none"> • Introduction to a balanced diet • Six basic food groups • Group food according to nutrient value – the South African food pyramid • Identify the most important nutrient in each group • Recommend the number of portions per day per food group 	Activity 4: Formal homework – Nutrition and menu planning
9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical activities with a 75% weighting and Theory activities with a 25% weighting.	

The following examples serve as suggestions of activities to record and report on. Theory: (25%) A minimum of 3 theoretical activities.	
Activity 1	Project: Folding of Serviettes
Activity 2	Worksheet – Moist heat cooking methods
Activity 3	Worksheet - Dry heat cooking methods
Activity 4	Formal homework – Nutrition and menu planning
Activity 5	Test: Own choice of topics – 50 Marks
Activity 6	June exam: Content: Term ONE and TWO : 75 – 100 marks
FORMAL ASSESSMENT: June exam + Test + 3 activities	
Weighting: Exam (Convert to 60) + Test (Convert to 20) + 3 activities (Convert to 20) = 100	
Convert to 25	
	25

The following serves as suggestions of skills to record/report on for Practical (75%)	
Practical 1	Performance test: Cleaning of glasses e.g. washing and polishing
Practical 2	Prepare and present: Boiling of various food items e.g. vegetables/starches
Practical 3	Prepare and present: Stewing of various food items e.g. vegetables/fruit
Practical 4	Prepare and present: Steaming of various food items using direct and indirect steaming e.g. vegetables/puddings/fish
Practical 5	Prepare and present: Baking of various dishes e.g. cupcakes/puddings
Practical 6	Prepare and present: Frying of various dishes practicing all three frying methods: Dry frying e.g. bacon/sausages Shallow frying e.g. scrambled eggs/flap jacks Deep frying e.g. sweet/savoury fritters
Practical 7	Prepare and present: Grilling of various types of food and dishes e.g. bread/vegetables
FORMAL ASSESSMENT: 1 practical performance test + 3 practical activities Convert to 75	
75	

Year 2: Term 3

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	Kitchen and restaurant operations	Do the mise en place in the kitchen <ul style="list-style-type: none"> Cleaning and stocking of kitchen 	Practical work: Cleaning and stocking of kitchen
2	Food commodities	Discuss and demonstrate cereals as food commodity <ul style="list-style-type: none"> Types of cereals Cooking of cereals Purchasing and storage of cereals 	Activity 1 : Worksheet - Cereals Practical 1: Preparing and cooking of various types of cereals e.g. porridge, maltabella, oats
3 + 4	Food commodities	Discuss and demonstrate dough and batters as food commodity <ul style="list-style-type: none"> Types of dough – soft and stiff Types of batters – runny and dripping Muffins as commodity: <ul style="list-style-type: none"> Characteristics of a good muffin Serving of muffins 	Activity 2 : Worksheet – Dough and batters Practical 2: Prepare and present: Soft dough: Ready-made bread dough/scone dough e.g. scones/croissants/pizza/focaccia Practical 3: Prepare and present: Stiff dough: Biscuits/tart pastry e.g. ginger biscuits/crunchies/savoury tartlets Practical 4: Prepare and present: Runny batter: Pancakes/Waffles/Flapjacks/Jantjies

			<p>Practical 5: Prepare and present</p> <p>Dripping batter: Muffins</p>
5 + 6	Food commodities	<p>Identify eggs as food commodity</p> <ul style="list-style-type: none"> • Structure of an egg • Egg amounts – e.g. one, two dozen etc. • Testing for freshness of eggs • Uses of eggs in cooking - Glazing - Binding - Thickening - Coating - Incorporation of air • Cooking of eggs - Effect of heat on eggs • Egg white foams 	<p>Activity 3: Worksheet – Eggs</p> <p>Practical 6: Cooking eggs in a variety of ways e.g. boiling, poaching, French toast</p> <p>Practical 7: Prepare and present: e.g. Soufflé omelette/baked custard</p>
7	Food commodities	<p>Identify milk and dairy products as food commodity</p> <ul style="list-style-type: none"> • Types of dairy products • Nutritional value of milk • Uses of milk and dairy products • Storage of milk and dairy products 	<p>Activity 4: Assignment – Milk and dairy products</p> <p>Practical 8: Preparing various dishes with milk/dairy as main ingredient e.g. Milk tart/pudding + custard</p>

8	Food commodities	Identify fruit as food commodity <ul style="list-style-type: none"> • Classification/Types of fruit • Buying of fresh fruit • Storage of fruit • Uses of fruit 	Activity 5: Worksheet – Fruit Demonstrate knife skills -> Fresh fruit salad -> fruit smoothie Practical 9: Identify and taste different fruits Cutting up fruit and preparing a fruit kebab (knife skills) Practical 10: Baking a fruit loaf e.g. banana bread/date loaf/cherry loaf
9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical activities with a 75% weighting and Theory activities with a 25% weighting.	

The following serves as suggestions of activities to record and report on. **Theory: (25%)** A minimum of 3 theoretical activities.

Activity 1	Work sheet: Cereals
Activity 2	Work sheet: Dough and batters
Activity 3	Work sheet: Eggs
Activity 4	Assignment: Milk and dairy products
Activity 5	Work sheet: Fruit
Activity 6	Test: Own choice of topics – 50 marks
FORMAL ASSESSMENT: 1 Test + 3 Activities: convert to 25	
25	

The following serves as suggestions of skills to record/report on for Practical (75%)	
Practical 1	Prepare and present: Preparing and cooking of various types of cereals
Practical 2	Prepare and present: Soft dough: Bread dough/scone dough dishes e.g. pizza/cheese scones
Practical 3	Prepare and present: Stiff dough: Biscuits/tart pastry e.g. ginger biscuits/crunchies/savoury tartlets
Practical 4	Prepare and present: Runny batter: Pancakes/Waffles
Practical 5	Prepare and present: Dripping batter: Muffins
Practical 6	Prepare and present: Cooking eggs in a variety of ways e.g. boiling, poaching, French toast
Practical 7	Prepare and present: Soufflé omelette/baked custard
Practical 8	Prepare and present: Preparing various dishes with milk/dairy as main ingredient e.g. Milk tart/pudding + custard
Practical 9	Prepare and present: Identify and taste different fruits; Cutting up fruit and preparing a fruit kebab
Practical 10	Prepare and present: Baking a fruit loaf e.g. banana bread/date loaf/cherry loaf
FORMAL ASSESSMENT: 4 Practical activities – convert to 75	
75	

Year 2: Term 4

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1 - 4	Food and beverage service + Revision	Identify cutlery and crockery used in food and beverage service <ul style="list-style-type: none"> - Difference between cutlery and crockery - Table setting – placement of cutlery and crockery - Steps in setting a table - Good table manners 	Display of cutlery and crockery Practical 1: Identification test - Cutlery and crockery Activity 1: Work sheet – Table setting Activity 2: Assignment – Table setting and table etiquette Practicing table setting
5 - 7	Nutrition and menu planning + Revision	Distinguish between different menus <ul style="list-style-type: none"> • Definition of a menu • Continental breakfast versus English breakfast • Light lunches: 2-course 	Activity 3: Assignment: Setting of tables Practical 2: Performance test: Setting covers for different menus – 2- course lunch
8 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical activities with a 75% weighting and Theory activities with a 25% weighting.	

The following serves as suggestions of activities to record and report on. Theory: (25%) A minimum of 3 theoretical activities.		
Activity 1	Worksheet: Table setting	
Activity 2	Assignment: Table etiquette and table setting	
Activity 3	Assignment: Setting of tables	
Activity 4	November exam: Content: Term THREE and FOUR : 75 – 100 marks	
FORMAL ASSESSMENT: November exam (convert 60) + 3 Activities (convert to 40) = 100 Convert to 25		25

The following serves as suggestions of skills to record report on for Practical (75%)		
Practical 1	Practical identification test: Cutlery and crockery	
Practical 2	Performance test: Setting covers for different menus – 2 course lunch	
FORMAL ASSESSMENT: TWO practical activities – convert to 75		75

Year 3: Term 1

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	Hospitality sectors and careers	Introduction to Hospitality sectors and their services	Activity 1: Work sheet: Hospitality sectors and their services
2 + 3	Hospitality sectors and careers	<p>Sectors and careers</p> <ul style="list-style-type: none"> • Hospitality industry job creation/entrepreneurship • Further educational opportunities main stream/ colleges <p>-Identify possible pathways/careers in Hospitality studies.</p> <ul style="list-style-type: none"> • name qualities of people working in the industry • name the four areas of work: <p>-Food preparation</p> <p>-Food and beverage service</p> <p>-Front office</p> <p>-Housekeeping</p>	<p>Name and shortly describe possible jobs and careers in the Hospitality industry.</p> <ul style="list-style-type: none"> - Use the internet for visuals (teacher) <p>Activity 2: Work sheet: Job creation in the hospitality industry</p> <p>Activity 3: Work sheet: Further educational opportunities</p>

		<p>*Name entry level jobs with the opportunity of development to more senior positions e.g. supervisors/managers.</p> <p>-Jobs in the kitchen: assistant cook/chef; scullery/kitchen cleaner; floor cleaner; peeler; handling of waste/recycling; assisting in stock receiving/counting/unpacking.</p> <p>-Jobs in the restaurant: barman; waitron; polishing/washing of glasses; cleaning of floors; laundry duties (washing & ironing); setting and clearing of tables; stocking of service station; assisting with stocktake; door watch.</p> <p>-Jobs in the front office of a hotel: door watch; porter; assistant reception staff; messenger/runner; reception station for welcome drinks.</p> <p>Jobs in housekeeping: cleaners; laundry section: washing & ironing, linen room assistant/controller; room service runner</p>	
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4	Kitchen and	Name and identify industrial appliances	Activity 4: Identification test: Industrial appliances
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	restaurant operations	used for large scale cooking e. g. -deep fat fryer; bain-marie, dish washer, chafing dishes, combi steamer etc.	Practical 1: Safe use of large scale appliances/electrical appliances– e.g. deep frying of vegetable chips - sweet potato, beetroot and onion rings, used for garnishing.
5	Kitchen and restaurant operations	Handle a chef knife <ul style="list-style-type: none"> • Uses of the chef knife • Cleaning of the chef knife • Sharpening of the chef knife • Advanced cutting techniques <ul style="list-style-type: none"> - julienne - Chiffonnade - dices - brunoise - chopping 	Activity 5: Work sheet: The chef knife and knife skills Practical demonstration 1: The use of the chef knife, cleaning and sharpening Practical demonstration 2: Advanced cutting techniques - julienne, chiffonnade, brunoise, dices, chopping Practical 2: Cutting of julienne, dices and brunoise. Also chopping of parsley and onion. Practical 3 Preparing soup - making of croutons as an accompaniment

6	Food commodities	<p>Discuss and demonstrate eggs as food commodity</p> <ul style="list-style-type: none"> • Egg white foams 	<p>Demonstrate: Egg white foams – 4 stages</p> <p>Practical 4: Prepare and bake soufflés/meringues</p> <p>Practical 5: Prepare and make quiches/frittatas</p>
7 - 8	Food commodities	<p>Discus and demonstrate pasta products as food commodity</p> <ul style="list-style-type: none"> • Different types of pasta • Pasta sauces – Bolognaise, Alfredo, Napolitana, Carbonara, Pesto • Cooking of pasta • Minced meat as ingredient with pasta 	<p>Activity 6: Work sheet: Pasta and pasta products</p> <p>Practical 6: Prepare and present e.g. Lasagne/Spaghetti Bolognaise/Pasta salads</p>
9 – 10	Formal Assessment	<p>The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical activities with a 75% weighting Theory activities with a 25% weighting.</p>	

The following serves as suggestions of activities to record and report on. **Theory: (25%)** A minimum of 3 theoretical activities.

Activity 1	Worksheet 1: Hospitality sectors and their services
Activity 2	Work sheet: Job creation in the hospitality industry
Activity 3	Work sheet: Further educational opportunities
Activity 4	Identification test: Industrial appliances
Activity 5	Work sheet: The chef knife and knife skills
Activity 6	Work sheet: Pasta and pasta products
Activity 7	Test: Own choice of topics – 50 marks
FORMAL ASSESSMENT: 1 Test + 3 Activities: convert to 25	
	25

The following serves as suggestions of skills to record and report on for **Practical (75%)**

Practical 1	Prepare and present: Deep fried vegetable chips - sweet potato, beetroot and onion rings, used for garnishing.	
Practical 2	Cutting of julienne, dices and brunoise. Also chopping of parsley and onion.	
Practical 3	Preparing soup - making of croutons as an accompaniment	
Practical 4	Practical 4: Prepare and bake soufflés/meringues	
Practical 5	Practical 5: Prepare and make quiches/frittatas	
Practical 6	Prepare and present e.g. Lasagne/Spaghetti Bolognese/Pasta salads	
FORMAL ASSESSMENT: 4 Practical activities: convert to 75		75

Year 3: Term 2

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	Hygiene and safety	<p>Discuss and explain the prevention of accidents in the Hospitality studies kitchen</p> <ul style="list-style-type: none"> • Burns and scalds • Cuts • Electrical shocks • Handling of the chef knife 	Activity 1: Project/poster on the prevention of accidents in the Hospitality studies kitchen
2	Kitchen and restaurant operations	<p>Apply mise en place procedures in the kitchen</p> <ul style="list-style-type: none"> • Opening mise en place • Closing mise en place 	<p>Activity 2: Assignment: Mise en place in the kitchen</p> <p>Practical 1: Mise en place: Prepare and present e.g. – pizza with scone dough base/bread dough base</p>
3 - 4	Nutrition and menu planning	<p>Identify the special dietary needs of guests</p> <ul style="list-style-type: none"> • Allergens – gluten, lactose, iodine (seafood) • Ethnic groups - Muslims, Jews, Hindus, Buddhists • Vegetarians – Lacto, ovo, pesco 	<p>Activity 3: Work sheet: Allergens in the daily diet</p> <p>Activity 4: Work sheet: Ethnic groups and their food</p> <p>Practical 2: Prepare and present: Vegetarian dish of own choice</p>
5 - 6	Nutrition and menu planning	<p>Discuss and explain menu planning</p> <ul style="list-style-type: none"> • Principles of menu planning • The a la carte and table d'hôte menu • Special health requirements - diabetes 	<p>Activity 5: Work sheet: Courses on a table d'hôte menu</p> <p>Practical 3: Prepare and present: Creative toddler snacks e.g. a face made of a slice of bread, grated cheese, raisins, cocktail tomatoes,</p>

		<ul style="list-style-type: none"> • Old-age homes, hospitals, nursery schools, prisons, defence force 	tomato sauce
7	Nutrition and menu planning	<p>Identify menu costs</p> <ul style="list-style-type: none"> • Ingredients • Overhead costs: e.g. <ul style="list-style-type: none"> - Cooking medium used (gas/electricity) - Transport - Packaging • Basic cost per item 	<p>Activity 6: Work sheet: Final cost of Vienna hot dog</p> <p>Practical 4: Preparing and costing of a Vienna hot dog, packaging included</p>
8	Food commodity	<p>Preserve, bottle and label food</p> <ul style="list-style-type: none"> • Methods of food preservation: <ul style="list-style-type: none"> - Bottling - Drying - High concentration of sugar e. g. jam - High concentration of salt e.g. biltong/bokkoms - High concentration of acid e.g. relish chutney, pickles • Equipment required • Suitable containers • Food labels for home-made products 	<p>Activity 7: Work sheet: Methods of food preservation</p> <p>Activity 8: Assignment: Design a label for a preserved product to be sold at a local market/stall</p> <p>Practical 5: Choose any suitable food commodity to preserve, bottle and label e.g. - lemons/oranges/tomatoes/cabbage/green beans/onions/fish</p>
9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The	

	assessment will consist of Practical activities with a 75% weighting and Theory activities with a 25% weighting.
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The following serves as suggestions of activities to record and report on. **Theory: (25%)** A minimum of 3 theoretical activities.

Activity 1	Project/poster on the prevention of accidents in the Hospitality studies kitchen
Activity 2	Work sheet: Mise en place in the kitchen
Activity 3	Work sheet: Allergens in the daily diet
Activity 4	Work sheet: Ethnic groups and their food
Activity 5	Work sheet: Courses on a table d'hôte menu
Activity 6	Work sheet: Final cost of Vienna hot dog
Activity 7	Work sheet: Methods of food preservation
Activity 8	Assignment: Design a label for a preserved product to be sold at a local market/stall
Activity 9	Test: Own choice of topics – 50 marks
Activity 10	June exam: Content: Term ONE and TWO : 75 – 100 marks
FORMAL ASSESSMENT: June exam + Test + 3 activities	
Weighting: Exam (Convert to 60) + Test (Convert to 20) + 3 activities (Convert to 20) = 100	25
Convert to 25	

The following serves as suggestions of skills to record and report on for **Practical (75%)**

Practical 1	Mise en place: Prepare and present e.g. – pizza with scone dough base/bread dough base
Practical 2	Prepare and present: Vegetarian dish of own choice
Practical 3	Prepare and present: Creative toddler snack
Practical 4	Prepare and present: Vienna hot dog
Practical 5	Prepare and present: Preserved food
FORMAL ASSESSMENT: 4 Practical activities - convert to 75	
	75

Year 3: Term 3

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	Hygiene, safety and security	Discuss the management of waste <ul style="list-style-type: none"> • Clearing and scraping of plates • Basic sorting of waste • Recycling of waste • Entrepreneurial waste skills 	Activity 1: Waste management – dry and wet waste Practical 1: Sorting of waste
2	Hygiene, safety and security	Identify different storage areas <ul style="list-style-type: none"> • Food/dry store • Store room - kitchen equipment • Cleaning agents/ chemical store or cupboard • Freezers/fridges/Cold storage • Table linen and uniform store • Cutlery and crockery store or cupboards • Storage temperatures - fridges/freezers/dry store Discuss safe food storage to prevent food spoilage or food poisoning	Activity 2: Identification of different storage areas Activity 3: Food spoilage and food poisoning - reasons Practical 2: Efficient use of spoiled food products - e.g sour milk – muffins, moulded cheese – cheese sauce, stale bread – bread crumbs

		<ul style="list-style-type: none"> • definition: food spoilage • definition: food poisoning • definition: danger zone 	
3	Food commodities	<p>Use yeast as a food commodity</p> <ul style="list-style-type: none"> • Types of yeast • Suitable ingredients for yeast products - flour products - bran/nutty wheat/all-purpose flour/brown bread flour • Technique: kneading • Baking utensils - bread pans/ tuna tins/ ceramic flower pots/ pot bread 	<p>Activity 4: Types of yeast</p> <p>Activity 5: The bread table at a function</p> <p>Practical 3: Kneading and shaping of bread dough – e.g. shaping into rolls/ sweet and savoury breads/koeksisters/doughnuts/pizza/focaccia/Chelsea buns</p>
4	Food commodities	<p>Use fish as a food commodity</p> <ul style="list-style-type: none"> • Types fish – fresh, frozen, tinned • Uses of fish on the menu – hors d’oeuvres/finger snack, starters and main course, salads • Technique: skinning of frozen fish • Qualities of fresh and frozen fish • Storage of fish 	<p>Activity 6: Field trip/Exhibition/You tube/Internet: Different fish and seafood items</p> <p>Practical 4: Prepare and present: Fish dishes e.g. - Oven-roasted snoek/hake; deep fried battered finger fish bites/ fish cocktail (mock crayfish);</p>
5	Food commodities	<p>Discuss rice as food commodity</p> <ul style="list-style-type: none"> • Classification of rice – long-grain, medium-grain, short-grain 	<p>Activity 7: Assignment: Find pictures and examples of 6 different kinds of rice dishes</p> <p>Practical 5: Preparation/demonstration of different rice dishes – e.g.</p>

		<ul style="list-style-type: none"> • Types of rice – brown rice, parboiled • Speciality rice – Arborio, Basmati, Sushi, wild rice, sticky rice • Cooking methods and effect of heat 	Risotto, Breyani, sushi rice, paella, pilaf, Jasmine rice timbales
6	Food commodities	<p>Discuss vegetables as food commodity</p> <ul style="list-style-type: none"> • Classification of vegetables • Buying guide for vegetables • Storage of vegetables • Cooking of vegetables – to limit loss of nutrients 	<p>Activity 8: Work sheet: Vegetables and their uses in food preparation</p> <p>Practical 6: Prepare and present: Vegetable dishes e. g. - Stuffed green pepper/Caroline tomatoes/farm baked pumpkin/green beans with almonds/cauliflower au-gratin etc.</p>
7	Food commodities	<p>Discuss salads and salad dressings</p> <ul style="list-style-type: none"> • Place on the menu • Classification of salads – raw, cooked, moulded • Different types: Greek salad, Florida salad, carrot salad, mixed salad • Moulded salads - carrot, beetroot, cucumber, mustard mould • Salad dressings - oil and vinegar (French vinaigrette); mayonnaise-based; cooked dressings • Presentation of salads 	<p>Activity 9: Work sheet: Salads</p> <p>Activity 10: Word puzzle: Salad dressings</p> <p>Practical 7: Prepare and present: Salads e.g. Florida salad/coleslaw/green salad</p> <p>Practical 8: Prepare and present: Moulded salads e.g. – carrot/beetroot/cucumber/mustard ring</p>
8	Food and beverage	Set tables for various menus	Activity 11: Types of glasses

	service	<ul style="list-style-type: none"> • Basic table setting rules • Table d'hôte –3 course • Types of glasses 	<p>Practical 9: Practising table setting</p> <p>Practical 10: Performance test: Choose a menu and set 4 covers</p>
9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical activities with a 75% weighting and Theory activities with a 25% weighting.	

The following serves as suggestions of activities to record and report on. **Theory: (25%)** A minimum of 3 theoretical activities.

Activity 1	Work sheet: Waste management -wet and dry waste
Activity 2	Work sheet: Identification of different storage areas
Activity 3	Work sheet: Food spoilage and food poisoning - reasons
Activity 4	Work sheet: Types of yeast
Activity 5	Assignment: The bread table at a function
Activity 6	Field trip/Exhibition/You tube/Internet: Different fish and seafood items
Activity 7	Assignment: Rice dishes
Activity 8	Work sheet: Vegetables and their uses in food preparation
Activity 9	Work sheet: Salads
Activity 10	Word puzzle: Salad dressings

Activity 11	Types of glasses	
Activity 12	Test: Own choice of topics – 50 marks	
FORMAL ASSESSMENT: 1 Test + 3 Activities: convert to 25		25

The following serves as suggestions of skills to record and report on for **Practical (75%)**

Practical 1	Sorting of waste
Practical 2	Efficient use of spoiled food products
Practical 3	Kneading and shaping of bread dough
Practical 4	Prepare and present: Fish dishes
Practical 5	Preparation/demonstration of rice dishes
Practical 6	Prepare and present: Vegetable dishes
Practical 7	Prepare and present: Salads
Practical 8	Prepare and present: Moulded salads
Practical 9	Practising table setting
Practical 10	Practical performance test: Choose a menu and set 4 covers

FORMAL ASSESSMENT: 4 Practical activities: convert to 75

75

Year 3: Term 4

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1 2	Food commodities + Revision	Discuss desserts as food commodity <ul style="list-style-type: none"> • Classification – Hot desserts, cold desserts and frozen desserts • Techniques for making desserts – baking, caramelising, dusting, glazing, piping, puréeing; whisking or aeration • Presentation of desserts and accompaniments 	Activity 1: Worksheet: Hot and cold desserts Practical 1: Prepare and present: Hot desserts – e.g. bread pudding/ malva pudding/ Roly-poly/sticky toffee pudding
3-5	Food commodities + revision	Discuss cakes and biscuits as food commodity <ul style="list-style-type: none"> • Raising agents – air (ways to incorporate) and chemical agents (baking powder and bicarbonate of soda) • Different mixing methods – cutting-in/rubbing-in, creaming method, whisking method • Characteristics of a good end product • Problems and causes e.g.- risen with a peak, sinking in the middle, heavy texture 	Activity 2: Work sheet: Raising agents and mixing methods Practical 2: Prepare and present: Cakes e.g. - Swiss roll, chocolate cake, carrot cake, marble cake Practical 3: Prepare, present and pack: Biscuits e.g. Romany creams/ ginger biscuits/oats crunchies/ rice crispy cookies

6 - 7	Sectors and careers + Revision	Market him/herself during a job-related interview in the Hospitality industry <ul style="list-style-type: none"> • Punctuality • Personal appearance • Body language/ non-verbal communication • Verbal communication 	Activity 3: Invitation of a hospitality industry specialist (guest speaker) – front-office manager/chef/housekeeper/porter/laundry assistant etc. to address learners Practical 4: Job interview role-play in different scenarios
8 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical activities with a 75% weighting and Theory activities with a 25% weighting	

The following serves as suggestions of activities to record and report on. **Theory: (25%)** A minimum of 3 theoretical activities.

Activity 1	Worksheet: Hot and cold desserts	
Activity 2	Work sheet: Raising agents and mixing methods	
Activity 3	Invitation of a hospitality industry specialist (guest speaker) – front-office manager/chef/housekeeper/porter/laundry assistant etc. to address learners	
Activity 4	November exam: Content: Term THREE and FOUR: 75 – 100 marks	
FORMAL ASSESSMENT: November exam 60 + 3 Activities (convert to 40) : convert to 25		25

The following serves as suggestions of skills to record and report on for **Practical (75%)**

Practical 1	Prepare and present: Hot desserts
Practical 2	Prepare and present: Cakes
Practical 3	Prepare, present and pack: Biscuits
Practical 4	Job interview role-play in different scenarios
Practical 5	<p>Practical exam: - 50 marks</p> <p>1. Prepare one suitable dish (choice of the teacher)</p> <p>2. Set FOUR covers for a Table d'hôte –3 course menu</p>
FORMAL ASSESSMENT: Practical exam (50) + 2 Practical activities (convert to 25)	
	75

Year 4: Term 1

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	Hospitality sectors and careers	<p>The Hospitality industry</p> <ul style="list-style-type: none"> • Organogram • Kitchen and restaurant brigade 	<p>Organise the school kitchen</p> <p>Practical 1: Deep cleaning of kitchen and storage areas</p>
2	Food and beverage service	<p>Discuss different customer needs in the food and beverage sector</p> <ul style="list-style-type: none"> • Customer relations • Special needs – blind person, deaf person, person in a wheelchair, small children • Religion, culture, special occasions – Easter, Ramadan, Christmas • Greeting and seating of guests • Taking of food and drinks order • Serving and billing 	<p>Activity 1: Work sheet: Customer relations</p> <p>Activity 2: Project: Taking food orders</p> <p>Practical 2: Group discussion – Restaurant operations</p> <p>Practical 3: Performance test: Role-play: greeting, seating, ordering, serving, billing</p>
3 - 4	Food commodities	<p>Discuss pastries</p> <ul style="list-style-type: none"> • Choux pastry – ingredients and ratio • Phyllo pastry – uses • Puff pastry, sweet pastry, short pastry • Uses of pastry in various dishes 	<p>Activity 3: Worksheet : Choux pastry</p> <p>Activity 4: Work sheet: Uses of pastry</p> <p>Practical 4: Prepare and present: Choux pastry: e.g. profiteroles/ eclairs/ Crouquembouche/ Paris Brest.</p> <p>Practical 5: Prepare and present: Phyllo pastry: e.g.</p>

			Baklava/Phyllo baskets/Phyllo cigars Practical 6: Prepare and present- Puff pastry: e.g. vol-au-vents/ sausage rolls/ Tamboesies/ jam tartlets/ chicken pies
5	Food commodities	Discuss convenience food <ul style="list-style-type: none"> • Types: frozen, tinned, bottled, dried • Uses in a cocktail menu • Presentation of cocktail platters • Cocktail functions - planning 	Activity 5: Assignment: Planning of a cocktail function, - menu, number of bites, presentation, serving style Practical 7: Prepare and present cocktail snacks e.g. - frozen samosas/ cheese-vienna-gherkin skewers/ chicken liver pate/ tuna filling for snackles/ crispy biltong bites/ crackers with mussels and cream cheese.
6	Hygiene, safety and security	Discuss and explain: <ul style="list-style-type: none"> • Hygiene in the temporary food preparation area (mobile kitchen) – vending/street food/ food trucks <ul style="list-style-type: none"> - Water supply - Preparation surfaces - Clean equipment • Natural influences – wind/dust/rain/direct sun light • Safe transport of all equipment and stock to vending spot 	Activity 1: Compile a list of necessities for a vending spot – equipment, food stock, shading, cooking sources, linen needed. Activity 2: Assignment: Set up your own street vending area. Taking availability of electricity/gas/open fires into consideration and the safety there-off
7 – 8	Food and beverage service	Plan and execute: <ul style="list-style-type: none"> • Venue set-up and safety for cocktail functions 	Activity 6: Assignment: Checklist on planning a cocktail function: Furniture, crockery, cutlery, linen, glasses, buffet décor, opening

		<ul style="list-style-type: none"> • Table linen, crockery, cutlery, glasses • Beverage service –cocktails and mock tails <p>* Venue: Hall. Staff room, class room, lapa, church/community hall/restaurant</p>	<p>and closing mise-en-place of venue (Cloakrooms included)</p> <p>Practical 8: Prepare and present different non-alcoholic beverages e.g. - mock tails/ fruit juice/flavoured water</p>
9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.	

The following serves as suggestions of activities to record and report on. **Theory: (25%)** A minimum of 3 theoretical activities.

Activity 1	Field trip to a 5-star hotel
Activity 2	Work sheet: Compiling different menus
Activity 3	Work sheet: Customer relations
Activity 4	Project: Taking food orders
Activity 5	Assignment: Compile a menu- 21 st birthday, 60 th birthday, Indian wedding
Activity 6	Work sheet: Choux pastry
Activity 7	Work sheet: Uses of pastry
Activity 8	Assignment: Planning a cocktail function
Activity 9	Assignment: Check list on planning a cocktail function

Activity 10	Test: Own choice of topics – 50 Marks
FORMAL ASSESSMENT: 1 Test + 3 Activities: convert to 25	
	25

The following serves as suggestions of skills to record and report on for **Practical (75%)**

A minimum of 4 skills and 4 cooking methods to be reported on.

Practical 1	Deep cleaning of kitchen and storage areas
Practical 2	Stock taking
Practical 3	Stock recording
Practical 4	Prepare and present: Choux pastry – Profiterole, eclairs, crouquembouche, Paris Brest
Practical 5	Prepare and present: Puff pastry - Vol-au-vents, sausage rolls, tamboesies, jam tartlets, chicken pies
Practical 6	Prepare and present: Cocktail snacks of convenience food – frozen samoosas, skewers, chicken liver paté
Practical 7	Prepare and present: Non-alcoholic beverages – mocktails, fruit juice
FORMAL ASSESSMENT: 4 Practical activities: convert to 75	
	75

Year 4: Term 2

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1.	Hygiene, safety and security	<p>Discuss and explain:</p> <ul style="list-style-type: none"> Waste management: recycling of tins and bottles, creating a source of income Left-over food management: sufficient covering for freezing, cooling, innovative use of left-overs - bread -> breadcrumbs, meat balls -> bobotie, chicken fillets -> chicken pate 	<p>Activity 3: Assignment: Research on recycling plants in your environment.</p> <p>Activity 4: Worksheet: Innovative uses of left-over food</p> <p>Practical 1: Prepare breadcrumbs for chicken/pork/fish strips, crumbed prawns, crumbed mushrooms</p>
2 - 3.	Food commodities	<p>Discuss and demonstrate soup and fish as first courses of a 4-course menu</p> <ul style="list-style-type: none"> Types of soup – hot and cold Plating and garnishing of soup – portion size for starter Fish: hot or cold Plating and garnishing of fish – portion size for starter Bread service – silver service Basic rules for sushi 	<p>Activity 5: Collect recipes of suitable soup and fish starters.</p> <p>Practical 2: Prepare and present: Soup dishes suitable for 4-course menu – Cold cucumber soup, cream of spinach soup.</p> <p>Practical 3: Prepare and present: Fish: Moulded smoked salmon, mock crayfish, tempura fish fillet with lemon butter sauce or</p> <p>Practical 4: Preparation of different kinds of sushi - California rolls, vegetarian sushi, Nigiri rolls, prawn and nori sushi</p>

			Resource: Sushi taste and technique – Kimiko Barber Hiroki Takemura
4 - 5	Food commodities	<p>Discuss and demonstrate poultry as a food commodity:</p> <ul style="list-style-type: none"> • Uses of chicken – vending, cocktail snack, starter, main course, salad • Purchasing qualities – fresh and frozen • Cooking methods: open fire (grilling), deep frying, oven-roasted • Correct defrosting procedures 	<p>Activity 6: Collect pictures/dishes of suitable birds (chicken, geese, duck, ostrich, turkey, quail, partridge, pheasant) and name them.</p> <p>Practical 5: Prepare and present: Vending: Crumbed chicken strips, drumsticks, crumbed chicken schnitzels, runaways, giblets.</p> <p>Practical 6: Prepare and present: Spicy Buffalo wings, Cordon Blue, chicken ballotine, Butter chicken (Indian), chicken breyani, Tandoori chicken, chicken supreme, chicken pie.</p>
6 - 7	Food commodities	<p>Discuss and demonstrate meat as a food commodity:</p> <ul style="list-style-type: none"> • Types of meat: Beef, lamb and pork • Traditional and speciality sausages – boerewors, frankfurters, Russians, cheese grillers, pork bangers, viennas, chorizo, pepperoni, salami. • Purchasing qualities – fresh and frozen • Cooking methods: Roasting = pot and oven, grilling, frying, barbeque • Preparation of steak according to order – Blue, rare, medium to rare, medium, medium to well. 	<p>Activity 7: Classify the following dishes according to their countries of origin: Lasagne, moussaka, bobotie, Cornish pies, chili con carne, samoosas, shepherd's pie, beef burger, tripe</p> <p>Practical 7: Prepare and present: Russian and chips, Banger and mash, Boerewors roll, Pepperoni and salami pizzas, Steak roll</p> <p>Practical 8: Prepare and present: Stuffed pork neck, Beef olives, Lamb shank, Beef Wellington, Pork chop and sweet potato bake, Shepherd's pie, Cottage pie.</p>

8	Food and beverage service	<p>Plan and present a 3-course dinner for winter</p> <ul style="list-style-type: none"> • Planning and costing • Setting up of venue • Preparation of food • Plating, garnishing and service • Guests relations - handling of complaints 	<p>Activity 8: Plan an evaluation form to accommodate guest dining experience – food, service, guest relations</p> <p>Practical 9: Practical Assessment Task 1: Prepare and serve the main course (plated) of a 3-course dinner. Learners to act as a Chef in one PAT and a waiter in the second PAT.</p> <p>Guests to complete an evaluation form</p>
9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.	

The following serves as suggestions of activities to record and report on. **Theory: (25%)** A minimum of 3 theoretical activities.

Activity 1	Work sheet: Compile a list of necessities for a vending spot
Activity 2	Assignment: Set up your own street vending area.
Activity 3	Assignment: Research on recycling plants in your environment.
Activity 4	Work sheet: Innovative uses of left-over food
Activity 5	Work sheet: Collect recipes of suitable soup and fish starters.
Activity 6	Work sheet: Collect pictures/dishes of suitable birds (on the menu)
Activity 7	Work sheet: Classify the following dishes according to their countries of origin

Activity 8	Formal homework: Plan an evaluation form to accommodate guests dining experience
	Test: Own choice of topics – 50 Marks
Activity 9	June exam: Content – teacher selects topics

FORMAL ASSESSMENT: June exam + class test + 4-6 activities	
Weighting: Exam (60) + Test (20) +3 activities (20). Convert to 25	25

The following serves as suggestions of skills to record and report on for **Practical (75%)**

A minimum of 4 skills and 4 cooking methods to be reported on.

Practical 1	Prepare breadcrumbs for chicken/pork/fish strips, crumbed prawns, crumbed mushrooms
Practical 2	Prepare and present: Soup dishes suitable for 4-course menu – Cold cucumber soup, cream of spinach soup.
Practical 3	Prepare and present: Fish: Moulded smoked salmon, mock crayfish, tempura fish fillet with lemon butter sauce
Practical 4	Preparation of different kinds of sushi - California rolls, vegetarian sushi, Nigiri rolls, prawn and nori sushi 25 marks
Practical 5	Prepare and present: Vending: Crumbed chicken strips, drumsticks, crumbed chicken schnitzels, runaways, giblets.
Practical 6	Prepare and present: Spicy Buffalo wings, Cordon Blue, chicken ballotine, Butter chicken (Indian), chicken breyani, Tandoori chicken, chicken supreme, chicken pie

Practical 7	Prepare and present: Russian and chips, Banger and mash, Boerewors roll, Pepperoni and salami pizzas, Steak roll
Practical 8	Prepare and present: Stuffed pork neck, Beef olives, Lamb shank, Beef Wellington, Pork chop and sweet potato bake, Shepherd's pie, Cottage pie.
Practical 9	Practical exam: PAT 1
FORMAL ASSESSMENT: PAT 1 (50) + 4 Practical activities (convert to 25)	
	75

Year 4: Term 3

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1.	Food and beverage service	<p>Analysis of customer feedback on PAT 1 :</p> <ul style="list-style-type: none"> • Handling of critique • Possible interventions • Crisis management – load shedding, water supply interruptions, riots 	<p>Activity 1: PAT 1: Identification of problem areas and good practises according to guests feedback (evaluation forms) – group discussion – self-evaluation.</p> <p>Activity 2: PAT 1: Intervention strategies</p>
2	Food commodities	<p>Discuss and demonstrate cold desserts as food commodity</p> <ul style="list-style-type: none"> • Types – moulded (gelatine) • Use of gelatine in cold desserts • Buffet/display of cold desserts 	<p>Activity 3: Collect pictures of plated individual cold desserts – identify and label the decorations.</p> <p>Practical 1: Prepare and present: Individual portioned cold desserts - White chocolate mousse, cheese cakes, crème bruleé, crème caramel, panna cotta, tiramisu, cassata, moulded grape and yoghurt jelly</p>
3 – 4	Food commodities	<p>Discuss and demonstrate friandises</p> <ul style="list-style-type: none"> • Types - fudge, marshmallows, coconut ice, truffels, toffee apples, moulded chocolates • Chocolate work – melting technique and tempering • Chocolate decorations – bubble wrap, chocolate leaves, piped figures, shavings • Sugar work – melting technique • Spun sugar decorations – popcorn brittle 	<p>Activity 4: Assignment: Planning of a 6 year birthday party.</p> <p>Practical 2 & 3: Prepare and present: fudge, marshmallows, coconut ice, truffels, toffee apples, moulded chocolates, popcorn brittle</p> <p>Practical 4: Practise chocolate and sugar work</p>

5 – 6	Food commodities	<p>Discuss and prepare speciality cakes</p> <ul style="list-style-type: none"> • Types – Christmas cakes, novelty/theme cakes, red-velvet cake, chocolate mousse cake, black forest cake, carrot cake • Finishing of cakes – icings like butter icing, ganache, pettinice, royal icing • Technique – mixing, preparation and lining of cake tins • Quotations – drafting of a quote – include costing, profit 	<p>Activity 5: Formal homework: Choose you own cake recipe and bring to the class to prepare.</p> <p>Practical 5: Prepare and bake: Cake recipe of own choice.</p> <p>Practical 6: Decorate and present baked cake.</p>
7 - 8	Food and beverage service	<p>Set up a venue</p> <ul style="list-style-type: none"> • Room layout for a buffet – floor plan – U-shape, L-shape and V-shape • The buffet table – serving points, arrangement of food, cold and hot buffet equipment <p>Plan and present a 3-course dinner for spring</p> <ul style="list-style-type: none"> • Planning and costing • Setting up of venue • Preparation of food • Plating, garnishing and service • Handling of guest complaints 	<p>Activity 6: Assignment: Planning of a buffet function at your school: venue = school hall/lapa/class room/staff room/restaurant – 30 guests, hot and cold buffet, side-board with extra cutlery and condiments, coffee station, staff allocation and duties.</p> <p>Practical 7: Setting up a function room/venue for the above activity.</p> <p>Activity 7: Plan a 3-course dinner for spring</p>
9 – 10	Formal Assessment	<p>The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.</p>	

The following serves as suggestions of activities to record and report on. **Theory: (25%)** A minimum of 3 theoretical activities.

Activity 1	PAT 1: Identification of problem areas and good practises according to guests' feedback (evaluation forms) – group discussion – self-evaluation.
Activity 2	PAT 1: Intervention strategies
Activity 3	Work sheet: Collect pictures of plated individual desserts
Activity 4	Assignment: Plan a 6-year-old birthday party
Activity 5	Formal homework: Choose you own cake recipe and bring to the class to prepare.
Activity 6	Assignment: Plan a 3-course dinner for spring
Activity 7	Plan a 3-course dinner for spring
Activity 8	Test: Own choice of topics – 50 Marks
FORMAL ASSESSMENT: 1 Test + 3 Activities: convert to 25	
	25

The following serves as suggestions of skills to record and report on for **Practical (75%)**

A minimum of 4 skills and 4 cooking methods to be reported on.

Practical 1	Prepare and present: Individual portioned cold desserts - White chocolate mousse, cheese cakes, crème bruleé, crème caramel, panna cotta, tiramisu, cassata, moulded grape and yoghurt jelly	25 marks
Practical 2	Prepare and present: fudge, marshmallows, coconut ice, truffels, toffee apples, moulded chocolates, popcorn brittle	25 marks
Practical 3		25 marks
Practical 4	Practise chocolate and sugar work	25 marks
Practical 5	Prepare and bake: Cake recipe of own choice.	25 marks
Practical 6	Decorate and present baked cake.	25 marks
Practical 7	Setting up a function room/venue for buffets.	50 marks
FORMAL ASSESSMENT: 4 Practical activities: convert to 75		75

Year 4: Term 4

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1 - 4	Revision Internal examination	<p>Practical Assessment Task 2: Prepare and serve a 3-course dinner. Learners to act as a Chef in one PAT and a waiter in the second PAT</p> <p>November exam: Content: teacher select topics (80 marks)</p>	
5-10	External examination	<p>External moderation of school assessment over terms 1, 2 and 3 = 50% of qualification</p> <p>Complete external Practical Assessment Task (PAT) = 25% of qualification</p> <p>Formal external assessment written test or oral = 25% of qualification</p>	

SECTION 4:

ASSESSMENT IN HOSPITALITY STUDIES

ASSESSMENT

4.1 Introduction

This section on assessment *standardises* the recording and reporting processes for the Technical Occupational Curriculum and Assessment Policy Statement that is offered in schools that offer this learning programme. It also provides a policy framework for the management of school-based assessment and school assessment records.

It is critically required of teachers to offer all measures of differentiated assessment as outlined in Chapter 9 of the National Protocol for Assessment. Especially learners in special schools who follow the Technical Occupational Curriculum over a period of four years have diverse learning styles and support needs. Since a learner or learners may be functioning on different levels, the assessment / recording / reporting system must make provision to reflect the level(s) of each learner. Each learner, regardless of his/her number of years in the school, must have access to the standard of assessment best suited to his/her needs. The learner's *abilities* determine what will be expected of him/her and the *pacing* of instruction must accommodate each individual learner within a framework of high expectations (See Chapter 9 of the National Protocol for Assessment).

Learners are also eligible for Accommodations and Concessions as outlined in the Standard Operating Procedures for the Assessment of Learners who Experience Barriers to Assessment from Grade R to 12 (2017).

All decisions related to differentiated assessment are made through completing the protocols as outlined in the Policy on Screening, Identification, Assessment and Support (2014) and recorded and tracked through the Individual Support Plans of learners.

4.2 Assessment Principles

4.2.1 Definition

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this

evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching. Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

Assessment is a process that measures individual learners' attainment of knowledge (content and concepts) and skills by collecting, analysing and interpreting the data and information obtained from this process to:

- Enable the teacher to judge a learner's progress in a reliable way;
- Inform learners of their strengths, weaknesses and progress; and
- Assist teachers, parents and other stakeholders in making decisions about the learning process and the progress of learners.

Assessment should be mapped against the content, skills, intended aims and topics specified in the learning programme. In both informal and formal assessments, it is important to ensure that in the course of a school year:

- All of the topics and content are covered;
- The full range of skills is included; and
- A variety of different forms of assessment are used.

4.2.2 Informal Assessment or Daily Assessment

Assessment for learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning. Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom. Learners or teachers can assess their performance in the tasks. Self-assessment and peer assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. **The results**

of daily, informal assessment tasks are not taken into account for progression, promotion and certification purposes.

Informal, on-going assessments should be used to scaffold the acquisition of knowledge and skills and should be the stepping stones leading up to the formal tasks in the Programmes of Assessment.

4.2.3 Formal Assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal Assessment Tasks are marked and formally recorded by the teacher for progression and certification purposes. All Formal Assessment Tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained. Formal assessment tasks form part of a year-long formal Programme of Assessment.

a. Why use a Formal Assessment task?

“Formal Assessment Task (assessment of learning)” – is a systematic way of assessment used by teachers to determine how well learners are progressing in a level and in a particular subject.

b. What is a Formal Assessment Task?

It is a set of questions and or instructions that learners need to respond to. A task may consist of a range of activities. A formal task must be valid, fair and reliable and must cover sufficient knowledge and or skills to report on the learners' progress.

Teachers must ensure that assessment criteria are very clear to the learners before the assessment process commences. This involves explaining to the learners which knowledge and skills are being assessed and the required length of responses. Feedback should be provided to the learners after assessment and could take the form of whole-class discussion or teacher-learner interaction. Examples of formal assessments include projects, oral presentations, simulations, performances, tests, examinations, practical demonstrations, etc. The **forms of assessment** used should be appropriate to the age and the developmental level of the learners as well as the context of the subject or skills being assessed. The assessment tasks should be carefully designed to cover the topic, content and or skills of the subject. The design of these tasks should therefore ensure that a variety of skills are assessed.

Practical Assessment Tasks allow for learners to be assessed on a regular basis during the school year and also allow for the assessment of skills that cannot be assessed in a written format, e.g. test or examination.

Assessment in the General Certificate of Education: Technical Occupational (GCE: TO)

Assessment in the GCE: TO is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the learner by addressing:
 - Social adjustment and responsibility;
 - Moral accountability and ethical work orientation;
 - Economic participation; and
 - Nation-building.

The principles that drive these objectives are:

- ***Integration***

To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- ***Relevance***

To be dynamic and responsive to national development needs.

- ***Credibility***

To demonstrate national and international values and acquired competencies and skills so as to ensure the recognition of the qualification to be attained.

- ***Coherence***

To work within a consistent framework of principles and certification.

- **Flexibility**

To allow for creativity and resourcefulness when achieving skills to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- **Participation**

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- **Access**

To address barriers to learning at each level to facilitate learners' progress.

- **Progression**

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- **Portability**

To enable learners to transfer parts of a qualification from one learning institution and/or employer to another institution or employer.

- **Articulation**

To allow for vertical and horizontal mobility in the education system when pre-requisites for accreditation have been successfully completed.

- **Recognition of Prior Learning**

To grant credits for a unit of learning following an assessment or if a learner possesses the capabilities specified in each skills area.

- **Validity of assessments**

To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

- Clearly stating the skill to be assessed;
- Selecting the appropriate or suitable evidence;
- Matching the evidence with a compatible or appropriate method of assessment; and

- Selecting and constructing an instrument(s) of assessment.

- **Reliability**

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- **Fairness and transparency**

To verify that no assessment process or method(s) hinders or unfairly advantages any learner. The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches;
- Bias based on ethnicity, race, gender, age, disability or social class;
- Lack of clarity regarding topic, content or skill being assessed; and
- Comparison of learner's work with that of other learners, based on learning styles and language.

- **Practicability and cost-effectiveness**

To integrate assessment practices within the teaching and learning process and strive for cost and time-effective assessment.

4.3 Managing Assessment

Assessor Requirements

Assessors must be subject specialists with adequate formal assessment experience. If the teacher conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments for the qualification.

Types of Assessment

Assessment benefits the learner and the teacher. It informs learners about their progress and helps teachers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

- **Baseline assessment:** At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that learners bring to the classroom. This knowledge assists teachers to plan learning programmes and learning activities.
- **Diagnostic assessment:** This assessment diagnoses the nature and causes of barriers to learning experienced by specific learners. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for learners requiring specialist help.
- **Formative assessment (Informal Assessment):** This assessment monitors and supports teaching and learning. It determines learners' strengths and weaknesses and provides feedback on progress. It determines if a learner is ready for summative assessment.
- **Summative assessment (Formal Assessment)** This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

Planning Assessment

An assessment plan should cover three main processes:

- **Collecting evidence:** The assessment plan indicates which learning programme topics, content and skills will be assessed, what assessment method or activity will be used and when this assessment will be conducted.
- **Recording:** The process of recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.
- **Reporting:** All the evidence is put together in a report to deliver a decision for the subject.

Methods of Assessment

Methods of assessment refer to who carries out the assessment and includes teacher assessment, self-assessment, peer assessment and group assessment.

TEACHER ASSESSMENT	The Teacher assesses learners' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Learners assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Learners assess another student or group of learners' performances against given criteria in different contexts, such as individual work, group work, etc.
GROUP ASSESSMENT	Learners assess the individual performance of other learners within a group or the overall performance of a group of learners against given criteria.

Task lists and **checklists** show the learners what needs to be done. They consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the learner has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

Rubrics are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. It is a different way of assessment and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly, two types of rubrics, namely holistic and analytical, are used.

Competence Descriptions

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not simply be a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) a learner must demonstrate to achieve each level of the rating scale. When teachers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a topic or skill. The relevant content must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

Strategies for Collecting Evidence

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

Record sheets: The teacher observes learners working in a group. These observations are recorded in a summary table at the end of each task. The teacher can design a record sheet to observe learners' interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

Checklists: Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against what criteria they are evaluated. Space for comments is essential.

School Assessment Programme

The **Programme of Assessment** is designed to spread formal assessment tasks in all subjects in a school across a term.

The programme of assessment should be recorded in the Teacher's planning file (Portfolio of Assessment) for each subject.

The following should at least be included in the Teacher's File:

- A contents page;
- The formal schedule of assessment;
- The requirements for each assessment task;
- The tools used for each assessment task;
- Recording instrument(s) for each assessment task; and
- A mark sheet and report for each assessment task.

The learner's Evidence of Performance must at least include:

- A contents page;
- The assessment tasks according to the assessment programme as indicated below;
- The assessment tools or instruments for the task; and
- A record of the marks (and comments) achieved for each task.

Where tasks cannot be contained as evidence in the Portfolio of Evidence (PoE), its exact location must be recorded, and it must be readily available for moderation purposes.

Assessment Notes for the Teacher

Theory activities

- Theory activities form part of formal assessment
- A minimum of 4 activities per term in Year 1; and 4-6 activities per term in Year 2, 3 and 4

Practical lessons/tasks/examinations

- Practical tasks/examinations form part of formal assessment.
- A minimum of 12 practical tasks per year for Year 2 and 3 and 14 practical tasks for Year 4.
- One practical examination at the end of year in Year 1; one mid-year and one end of year practical examination in Year 2, 3 and 4

Projects

- Projects form part of formal assessment
- One in Year 1, and two in year 2, 3 and 4

-

Assessment across the four years

Year 1 Reporting only in the term when the skill is done.

The GCE: Technical Occupational Qualification at NQF Level 1 is a four-year Learning Programme. In year one a learner is exposed to a number of Occupational Subjects. Each subject is offered over a ten-week period (one term) in Year 1, where the learner is exposed to the basic skills required for the subject. By the end of year 1 the learner will select a minimum of one skill for the qualification.

*

Year 1	Formal School-Based Assessments	
	Learner performance in the Term:	
	Practical 75%	
	Theory 25%	
Term Report	100%	

Years 2 and 3

Year 2 will focus on a broad overview of the subject with a basic understanding and mastery of some of the basic skills required in the subject. Year 3 will focus on the consolidation of the basic skills and the addition of more advanced skills. Learners must in Year 3 start to develop a greater degree of independent mastery of the subject skills.

Year 2/3	Formal School-Based Assessments			Final End-of-Year Assessments
	Term 1	Term 2	Term 3	Term 4
	Practical 75%	Practical 75%	Practical 75%	o Practical 75%
	Theory 25%	Theory 25%	Theory 25%	
Term Report	100%	100%	100%	o Pen and Paper Test/ Exam 25%
End of Year	SBA 75%			25%

Year 4 Qualification year

In year 4 the focus shifts to the World of Work. Learners must consolidate required skills for the qualification and may engage in workplace exposure for a short period of time during the fourth year. Learners develop independent mastery of skills to be competent within the workplace

Year 4	Formal School-Based Assessments			Final End-of-Year Assessments
	Term 1	Term 2	Term 3	Term 4
	Practical 75%	Practical 75%	Practical 75%	External Practical Assessment Task 25%
	Theory 25%	Theory 25%	Theory 25%	
Term Report	100%	100%	100%	External Pen and Paper Test 25%
End of Year	SBA 50%			External Exams 50%

CLARIFICATION ON ASSESSMENT PERIODS

Year 2 and 3:

Term 1 theory assessment to consist of work done in term 1 only:

Test - content Term 1 (25)

Term 2 theory assessment to consist of work done in terms 1 and 2:

June examination - content Term 1+2 (50)

Term 3 theory assessment to consist of work done in term 3 only:

Test – content Term 3 (25)

Term 4 theory assessment to consist of work done in terms 3 and 4

November examination – content Term 3 + 4 (50)

Year 4:

Term 1 theory assessment to consist of work done in term 1 only:

Test – content Term 1 (25)

Term 2 theory assessment to consist of work done in terms 1 and 2:

June examination – content Term 1 + 2 (50)

Term 3 theory assessment to consist of work done in terms 1, 2 and 3:

Final Internal / Preparatory examination – content Term 1,2 + 3

Set according to demarcation/exam guidelines from External examination unit

Term 4 Theory completed in the year:

External examination – maximum total of 75 marks

NOTES FOR THE TEACHER

Theory activities

- Theory activities form part of formal assessment
- A minimum of 4 activities per term in Year 1 and 4-6 activities per term in Year 2, 3 and 4

Practical lessons/examinations

- Practical lessons/examinations form part of formal assessment.
- A minimum of 12 practical tasks per year for Year 2 and 3 and 14 practical tasks for Year 4.
- One practical examination at the end of year in Year 1; one mid-year and one end of year practical examination in Year 2, 3 and 4

Projects

- Projects form part of formal assessment
- One in Year 1, and two in year 2, 3 and 4

Timing of formal assessment

Suggested Program of Assessment for Hospitality Studies

Year 1					
Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
Term 1	<ul style="list-style-type: none"> Cleaning of the kitchen. The hospitality industry Accommodation sectors Food and beverage sectors Personal appearance. Kitchen utensils and equipment –care, cleaning and use Metric measuring equipment Cooking methods Menu planning 	Activity 1 Washing of hands	Performance test	75%	FAT = Formal Assessment Task FAT 1
		Activity 2 Kitchen equipment and utensils	Identification test		
		Activity 3 Measuring	Performance test		
		Activity 4 Baking of scones	Practical		
		Activity 5 Continental breakfast	Practical		
		Activity 1 Work sheet: hospitality studies concepts	Pen and paper: Theory	25%	
		Activity 2 Personal Hygiene	Pen and paper: Theory		
		Activity 3 Personal Hygiene	Formal homework		
		Activity 4 Safety Practises	Assignment		
		Activity 5 Work sheet: Kitchen equipment	Formal homework		
		Activity 6 Work sheet: Measuring	Pen and paper: Theory		
		Activity 7 Measuring and maths	Assignment		
		Activity 8 Worksheet: Recipes	Pen and paper: Theory		
		Activity 9 Own choice of topic	Test		

Year 2					
Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS:TO
Term 1	<ul style="list-style-type: none"> Cleaning of the kitchen. The hospitality industry Accommodation sectors Food and beverage sectors Personal appearance. Kitchen utensils and equipment –care, cleaning and use Metric measuring equipment Cooking methods Menu planning 	Activity 1 Washing of hands	Performance test	75%	FAT 1
		Activity 2 Kitchen equipment and utensils	Identification test		
		Activity 3 Measuring	Performance test		
		Activity 4 Baking of scones	Practical		
		Activity 5 Continental breakfast	Practical		
		Activity 1 hospitality studies concepts	Pen and paper: Theory	25%	
		Activity 2 Work sheet: Person hygiene	Pen and paper: Theory		
		Activity 3 Personal Hygiene	Formal Homework		
		Activity 4 Safety Practises	Assignment		
		Activity 5 Work sheet: Kitchen equipment	Formal Homework		
		Activity 6 Work sheet: Measuring	Pen and paper: Theory		
		Activity 7 Measuring and maths	Assignment		
		Activity 8 Work sheet: Recipes: Macaroni and cheese	Pen and paper: Theory		
		Activity 9 Own choice of topic	Test		

YEAR 2					
Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS:TO
Term 2	<ul style="list-style-type: none"> Hygiene practises Personal hygiene Washing of hands Uniforms Kitchen hygiene Kitchen pests Storage of food Safety – fires Safety signs Cooking methods – moist and dry heat 	Activity 1 Cleaning of glasses	Performance test	75%	FAT 2
		Activity 2 Boiling of food items	Practical Performance test		
		Activity 3 Stewing of food items	Practical Performance test		
		Activity 4 Steaming food items- direct and indirect steaming	Practical		
		Activity 5 Baking of dishes	Practical		
		Activity 6 Frying of dishes	Practical		
		Activity 7 Grilling of dishes	Practical		
		Activity 1 Folding of serviettes	Project	25%	
		Activity 2 Moist heat cooking methods	Worksheet		
		Activity 3 Work sheet: Dry heat cooking methods	Pen and paper: Theory		
		Activity 4 Nutrition and menu plan	Formal Homework		
		Activity 5 Own choice of topics	Test		
		Activity 6 Term one and two	June exam		

Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS:TO
Term 3	<ul style="list-style-type: none"> • Hygiene practises • Personal hygiene • Washing of hands • Uniforms • Kitchen hygiene • Kitchen pests • Storage of food • Safety – fires • Safety signs • Cooking methods – moist and dry heat 	Activity 1 Preparing cooking of cereals	Practical	75%	FAT 3
		Activity 2 Prepare and present	Practical		
		Activity 3 Prepare and present	Practical		
		Activity 4 Prepare and present	Practical		
		Activity 5 Prepare and present	Practical		
		Activity 6 Cooking eggs	Practical		
		Activity 7 Prepare and present	Practical		
		Activity 8 Preparing dishes with milk	Practical		
		Activity 9 Identify and taste	Practical		
		Activity 10 Baking of fruit loaf	Practical performance test		
		Activity 1 Worksheet: Cereals	Pen and paper: Theory	25%	
		Activity 2 dough and batters	Pen and paper: Theory		
		Activity 3 Worksheet: Eggs	Pen and paper: Theory		
		Activity 4 Work sheet: Dairy products	Assignment		
		Activity 5 Assignment: Fruit	Worksheet:		

Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS:TO
Term 4	<ul style="list-style-type: none"> • Table setting • Table manners • Serving styles • Coffee and tea serving • Menu planning • The tea tray • Kitchen pests 	Activity 1 Cutlery and crockery	Identification test	75%	FAT 4
		Activity 2: Setting covers for different menus	Practical performance test		
		Activity 1 Worksheet : Table setting	Pen and paper: Theory	25%	
		Activity 2 Assignment: Table setting	Pen and paper: Theory		
		Activity 3 Setting of tables	Assignment		
		Activity 4 Term three and four	November exam		

YEAR 3					
Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS:TO
Term 1	*Hospitality industry *Job creation *Further educational opportunities *Four areas of work *Industrial utensils and equipment *Cleaning- equipment *The chef knife *Knife skills *Electrical appliances – use, cleaning, storage *Large scale recipes *Costing a recipe	Activity 1 Industrial equipment - uses	Practical	75%	FAT 1
		Activity 2 Cutting of julienne, dices and brunoise	Practical Identification test		
		Activity 3 Preparing soup	Practical		
		Activity 4 Prepare and bake- Souffles	Practical		
		Activity 5 Prepare and make- Quiches	Practical		
		Activity 6 Prepare and Present-Lasagne	Practical		
		Activity 1 Work sheet: Hospitality industry and services	Pen and paper: Theory	25%	
		Activity 2 Work sheet: Job creation	Pen and paper: Theory		
		Activity 3 Work sheet: Further educational opportunities	Pen and paper: Theory		
		Activity 4 Work sheet: Industrial equipment – uses	Pen and paper: Theory		
		Activity 5 Work sheet: Industrial utensils - uses	Pen and paper: Theory		
		Activity 6 Pasta	Worksheet		
		Activity 7 Own choice of topic	Test		

Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS:TO
Term 2	*Kitchen mise en place – opening and closing *Safety *Accidents in the kitchen *Dietary needs *Menus – a la carte, table d’hôte *Menu costs *Preserving of food *Food labels	Activity 1 Mise-en-place	Practical performance test	75%	FAT 2
		Activity 2 Prepare and present: vegetarian	Practical		
		Activity 3 Prepare and present: creative toddler	Practical		
		Activity 4 Prepare and costing of a Vienna hotdog	Practical		
		Activity 5 Choose any suitable food commodity to preserve	Practical		
		Activity 1 Project/Poster	Pen and paper: Theory	25%	
		Activity 2 Assignment: Mise en place in the kitchen	Pen and paper: Theory		
		Activity 3 Work sheet: Allergens	Pen and paper: Theory		
		Activity 4 Work sheet: Ethnic groups	Pen and paper: Theory		
		Activity 5 Assignment: Plan of a table d’ hote menu	Pen and paper: Theory		
		Activity 6 Worksheet: Final costing of Vienna hotdog	Pen and paper: Theory		
		Activity 7 Methods of food preservation	Pen and paper: Theory		
		Activity 8 Design a label	Assignment		
		Activity 9 Own choice of topics	Test		
Activity 10 Term one and two	June exam				

Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS:TO
Term 3	<ul style="list-style-type: none"> Waste management – cleaning and scraping of plates Different storage areas Yeast Fish Rice Table setting Marketing in the hospitality industry 	Activity 1 Storage of waste	Practical	75%	FAT 4
		Activity 2: Spoiled products – muffins	Practical		
		Activity 3: Kneading and shaping of yeast dough	Practical		
		Practical 4: Fish dishes	Practical		
		Activity 5: Rice dishes	Practical		
		Activity 6: Vegetable	Practical		
		Activity 7: Prepare and present: Salads	Practical performance test		
		Activity 8: Prepare and present: moulded salads	Practical		
		Activity 9: Practising table setting			
		Activity 10: Choose a menu	Performance test		
	Activity 1 Worksheet : Waste management – wet and dry waste	Pen and paper: Theory	25%		
	Activity 2 Work sheet: Different storage areas	Pen and paper: Theory			
	Activity 3 Work sheet: Food spoilage	Pen and paper: Theory			
	Activity 4 Work sheet: Types of yeast	Pen and paper: Theory			
	Activity 5 Assignment: The bread table	Pen and paper: Theory			
	Activity 6 Field trip: Fish and seafood items	Pen and paper: Theory			
	Activity 7 Assignment: Kinds of rice	Pen and paper: Theory			
	Activity 8 Work sheet: vegetables and their uses	Pen and paper: Theory			

		Activity 9 Salads	Pen and paper: Theory		
		Activity 10: Salad dressing	Word Puzzle		
		Activity 11: Types of glasses			
		Activity 12: Own choice of topics	Test		

Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS:TO
Term 4	<ul style="list-style-type: none"> Vegetables Salads and salad dressing Desserts Cakes and biscuits 	Activity 1 Hot dessert	Practical	75%	FAT 4
		Activity 2: Cakes	Practical		
		Activity 3: Biscuits	Practical		
		Activity 4: Job interview	Practical		
		Activity 5: Suitable dish(choice of teacher) Set a cover for a table d' hote	Practical		
		Activity 1 Work sheet : Hot and cold dessert	Pen and paper: Theory	25%	
		Activity 2 Work sheet: Raising agents and mixing methods	Pen and paper: Theory		
		Activity 3 Worksheet: Invitation of hospitality industry specialist	Pen and paper: Theory		
Activity 4 Term three and four	November exam				

Year 4					
Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS:TO
Term 1	<ul style="list-style-type: none"> The hospitality industry - Organogram Kitchen and restaurant brigades Different nutritional menu needs Customer relations Customer special needs Pastries Convenience foods Cocktail function 	Activity 1 Deep cleaning of kitchen and storage areas	Practical	75%	FAT 1
		Activity 2 Stock taking	Practical		
		Activity 3 Stock recording	Practical		
		Activity 4 Choux pastry – profiteroles, eclairs	Practical		
		Activity 5 Puff pastry – vol-au-vents	Practical		
		Activity 6 Convenience foods	Practical		
		Activity 7 Non-alcoholic beverages	Practical		
		Activity 1 Work sheet: Field trip to a 5-star hotel	Pen and paper: Theory	25%	
		Activity 2 Work sheet: Compiling different menus	Pen and paper: Theory		
		Activity 3 Work sheet: Customer relations	Pen and paper: Theory		
		Activity 4 Project: Taking food orders	Pen and paper: Theory		
		Activity 5 Assignment: Menus for different occasions	Pen and paper: Theory		
		Activity 6 Work sheet: Choux pastry	Pen and paper: Theory		
		Activity 7 Work sheet: Uses of pastry	Pen and paper: Theory		

YEAR 4					
Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS:TO
Term 2	<ul style="list-style-type: none"> Hygiene practises – temporary food preparation areas Waste management - recycling Starters: soup and fish Poultry Meat and sausages 3-course dinners 	Activity 1 Breadcrumbs and uses	Practical	75%	FAT 2
		Activity 2 Soup dishes	Practical		
		Activity 3 Fish dishes for starters	Practical		
		Activity 4 Sushi	Practical		
		Activity 5 Vending food	Practical		
		Activity 6 Poultry dishes	Practical		
		Activity 7 Sausages	Practical		
		Activity 8 Meat dishes	Practical		
		Activity 9 PAT 1	Practical examination		
		Activity 1 Work sheet: Necessities for a vending spot	Pen and paper: Theory	25%	
		Activity 2 Assignment: Set up of street vending area	Pen and paper: Theory		
		Activity 3 Assignment: Recycling plants	Pen and paper: Theory		
		Activity 4 Work sheet: Innovative uses of left-over food	Pen and paper: Theory		
		Activity 5 Work sheet: Recipes soup and fish starters	Pen and paper: Theory		
		Activity 6 Work sheet: Suitable poultry recipe	Pen and paper: Theory		
		Activity 7 Work sheet: Cultural food	Pen and paper: Theory		
		Activity 8 Formal homework: Evaluation form	Pen and paper: Theory		
		Activity 9 June exam	Pen and paper: Theory		

Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities
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				in CAPS:TO	
Term 3	<ul style="list-style-type: none"> • Handling of critique • Cold desserts • Friandise • Speciality cakes • Venue set up • 3-course dinners 	Activity 1 Cold desserts	Practical	75%	FAT 3
		Activity 2 Friandise - fudge	Practical		
		Activity 3 Friandise - truffels	Practical		
		Activity 4 Chocolate and sugar work	Practical		
		Activity 5 Cakes	Practical		
		Activity 6 Cake decoration	Practical		
		Activity 7 Venue set up – buffets	Practical		
	Activity 1 Worksheet: Self evaluation	Pen and paper: Theory	25%		
	Activity 2 Intervention strategies PAT 1	Pen and paper: Theory			
	Activity 3 Worksheet: Cold desserts	Pen and paper: Theory			
	Activity 4 Assignment: Birthday party	Pen and paper: Theory			
	Activity 5 Formal homework: Own cake recipe	Pen and paper: Theory			
	Activity 6 Assignment: 3-course spring dinner	Pen and paper: Theory			
	Activity 7 Planning 3-course dinner	Pen and paper: Theory			
	Activity 8 Class test – own topics	Pen and paper: Theory			

Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS:TO
Term 4	Core content and Concept across the years	External moderation of school assessment over terms 1, 2 and 3.		50%	GCE: TO Qualification
		Activity 1 Practical	Formal external Practical Assessment Task	25%	
		Activity 2 Respond to questions	Formal external assessment: Written test (or oral where necessary)	25%	

Recording and Reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge and skill. Records of learner performance should provide evidence of the learner's progression. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc.

Good record keeping is essential in all assessment, particularly in continuous assessment. A record book or file must be kept up to date by each teacher. It should contain:

- Learners' names;
- Dates of assessment;
- Name and description of the assessment activity;
- The results of assessment activities, according to Subject; and
- Comments for support purposes.

Teachers report in percentages against the subject. The various achievement levels and their corresponding percentage bands are as shown in the table below. Recording is a process in which the teacher documents the level of a learner's performance. Teachers record the actual raw marks against the task using a record sheet. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Records should be used to monitor learning and to plan ahead.

Note: The seven-point scale should have clear descriptions that give detailed information for each level. Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

Codes and percentages for reporting

Rating code	Description of competence	Percentage	Nature of support provided to learners
7	Outstanding achievement	80 – 100	Independent
6	Meritorious achievement	70 – 79	Independent, verbal cues needed
5	Substantial achievement	60 – 69	Minimum support
4	Adequate achievement	50 – 59	Moderate support
3	Moderate achievement	40 – 49	Maximum support (Physical / Verbal)
2	Elementary achievement	30 – 39	Goals to be revisited – Change of direction required.
1	Not achieved	0 – 29	Little / no interest shown in the activity despite maximum support

All records must be accessible, easy to interpret, securely kept, confidential and helpful in the teaching and reporting process. The school assessment policy determines the details of how record books must be completed. Schools are required to provide quarterly feedback to parents on the Programme of Assessment, using a formal reporting tool, such as a report card. The schedule and the report card should indicate the overall level of performance of a learner.

NOTE:

Criterion referencing is best used to describe learner's performance in a skill. Teachers must make use of suitable analytical rubrics when assessing a learner's competence for a specific skill using practical demonstrations.

Progression and Promotion:

Learners will progress with age cohort in this Phase (Year 1-4). Where a learner does not meet the minimum requirements to be promoted to the next year then a learner may spend one extra year in the phase (Year 1-4) to strengthen their ability to achieve the qualification.

4.4 Moderation of Assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation must be implemented at school, district, and provincial levels as required. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments. The Formal School Based Assessment and the practical assessment tasks must be moderated by the relevant subject specialists at the district and, if required, provincial levels in consultation with the moderators at school.

Moderation serves five purposes:

1. It must ascertain whether subject content and skills have been sufficiently covered.
2. The moderator must ensure that the correct balance of cognitive demands are reflected in the assessments.
3. The assessments and marking are of an acceptable standard and consistency.
4. The moderator must make judgements about the comparability of learner performance across schools; whilst recognising that teachers teach in different ways.
5. The subject specialist/moderator must identify areas in which a teacher may need development and support and must ensure that this support is provided.

4.4.1 Internal moderation

Assessment must be moderated according to the internal moderation policy of the School, Provincial and National Departments. Moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of topics and skills and maintains these across the learning programmes.

4.4.2 External moderation

External moderation is conducted by the Districts and or Provincial offices, Department of Basic Education, Umalusi and, where relevant, the QCTO. The external moderator:

- Monitors and evaluates the standard of all summative assessments;
- Maintains standards by exercising appropriate influence and control over assessors;

- Ensures proper procedures are followed;
- Ensures summative integrated assessments are correctly administered;
- Observes a minimum sample of 12 summative assessments in total;
- Gives written feedback to the relevant quality assessor; and
- Moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures for students who experience barriers to learning be customised and supported to enable these students to achieve their maximum potential.

Moderation is therefore an on-going process and not a once-off end-of-year event.

4.5 General

This document should be read in conjunction with:

- White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);
- *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R – 12*; and (NPPPPR) (2011);
- *National Protocol for Assessment Grades R – 12. (NPA) (2011)*;
- *Guidelines for Responding to Diversity in the Classroom through the Curriculum and Assessment Policy Statements (2011)*;
- *Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (2013)*;
- *Policy on Screening, Identification, Assessment and Support (2014)*;
- *Guidelines for Full-service/Inclusive Schools (2010)*; and
- *Standard Operating Procedures for Assessment of Learners who Experience Barriers to Assessment (2016)*.

SECTION 5

RESOURCES

Addendum A



PRACTICAL ASSESSMENT– EXAM AND WORKSHEET

NAME AND SURNAME:

DATE:

INSTRUCTIONS:

1. Prepare the **CAROLINE TOMATO** recipe and serve attractively.
2. Answer the **QUESTIONS** clear and neat on the question paper.

	Possible mark	Mark of learner
1. Practical assessment	60	
2. Worksheet	5	
TOTAL:	65	

Learner signature:

Date:

Teacher signature:

MARKS

CRITERIA		MARKS AND REMARKS OF LEARNER
Personal appearance	3	
Wash hands	2	
Sanitize unit	1	
Set oven	1	
Water in basin	1	
Taking out equipment	3	
Measuring of ingredients	10	
Neatness – working surface	6	
Follow the recipe	10	
Preparation of ingredients		
Cooking methods	4	
End product	9	
Kitchen clean and cupboards complete	8	
Clean basin	2	
TOTAAL:	60	

ANSWER THE FOLLOWING QUESTIONS

1. What **TYPE** of vegetable is a tomato?

..... (1)

2. Give **TWO** examples of “**mise en place**” in the recipe.

(a)

(b) (2)

3. What cooking methods are used in the recipe?

(a)

(b) (2)
[5]

CAROLINE TOMATO (Portions: 1)

1 medium tomato
20 ml uncooked rice
15 ml grated cheddar cheese
½ shallot
3 ml oil
1 ml salt
Pinch of pepper
30 ml stock, prepared
Parsley

Method:

1. Set oven on 190°C.
2. Chop shallot. Heat oil in small saucepan.
3. Sauté shallot lightly and add the rice. Cook for 1 minute.
4. Cut the **HEAD** of the tomato off and remove the pulp with a teaspoon and rub pulp through a sieve.
5. Add the pulp and stock to rice mixture, cook until tender.
6. Remove from heat, add salt and pepper and **10 ml cheese**.
7. Stuff the tomato carefully and sprinkle **5 ml cheese** on top.
8. Bake for 10 minutes.
9. Garnish with parsley and serve.

OTHER OPTIONS

YEAR 1 (Individually)

- Prepare and present: Sweet tea scones and serve on a tea tray **or**
- Prepare and present: Savory scones and serve on a tea try

YEAR 2 (In Brigades)

- Prepare and present: English breakfast – set breakfast cover
- Prepare and present: 2-course Lunch – set table d’hôte cover

YEAR 3 (In Brigades)

- Prepare and present: 3-course Dinner – set a la carte cover
- Prepare and present: 2-course Lunch – set table d’hôte cover

YEAR 4 (In Brigades)

- City & Guilds Assessment Proficiency Level (Level 2)

Addendum B
Record sheet for Practical lessons: Hospitality Studies

2017

School: _____ Year/Level: _____ **TEACHER**

Name of dish and date: <i>FINAL DISH: Suitable for serving = appearance, taste, texture, presentation</i>	1.						2.						3.						4.						Total of 4 Lessons	CONVERT TO 75	
	Worksheet	Personal Hygiene	Unit neatness	Method of work	Final dish	Total	Worksheet	Personal Hygiene	Unit neatness	Method of work	Final dish	Total	Worksheet	Personal Hygiene	Unit neatness	Method of work	Final dish	Total	Worksheet	Personal Hygiene	Unit neatness	Method of work	Final dish	Total			
Learners: Surname, Name	5	5	5	5	5	25	5	5	5	5	5	25	5	5	5	5	5	25	5	5	5	5	5	25	100	75	
1																											
2																											
3																											
4																											
5																											
6																											
7																											
8																											
9																											
10																											
11																											
12																											

Addendum C

TEACHER: _____		Hospitality Studies Recording sheet: Year/Level: _____																					
2017		School Based Assessment																		Promotion mark			
SCHOOL: _____		TERM 1						TERM 2						TERM 3									
		Theory	Practical	Theory + Practical	Test + Exam	Mark	Symbol A-G	Theory	Practical	Theory + Practical	Test + Exam	Mark	Symbol A-G	Theory	Practical	Theory + Practical	Test + Exam	Mark	Symbol A-G				
Learner's surname & name		25	75	75	25	100		25	75	75	25	100		25	75	75	25	100		TERM 1	TERM 2	TERM 3	TERM 4
DATE																							
1																							
2																							
3																							
4																							
5																							
	TOTAL																						
	AVERAGE %																						

