

ASSESSMENT AND EXAMINATIONS DIRECTORATE

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REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za

NSC 2015 CHIEF MARKER'S REPORT

SUBJECT	HOSPITALITY STUDIES
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PAPER	1
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DATE OF EXAMINATION:	26 OCTOBER 2015	DURATION:	3 HOURS
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This section of the instrument is aimed at providing valuable feedback to schools, subject advisors, teachers and learners about common errors committed by candidates in the answering of questions, to assist teachers and subject advisors to identify areas that need to be given special attention in the teaching and learning of the subject in 2016.

Your responses will be based on two parts:

Section 1: General overview of Learner performance in the question paper as a whole

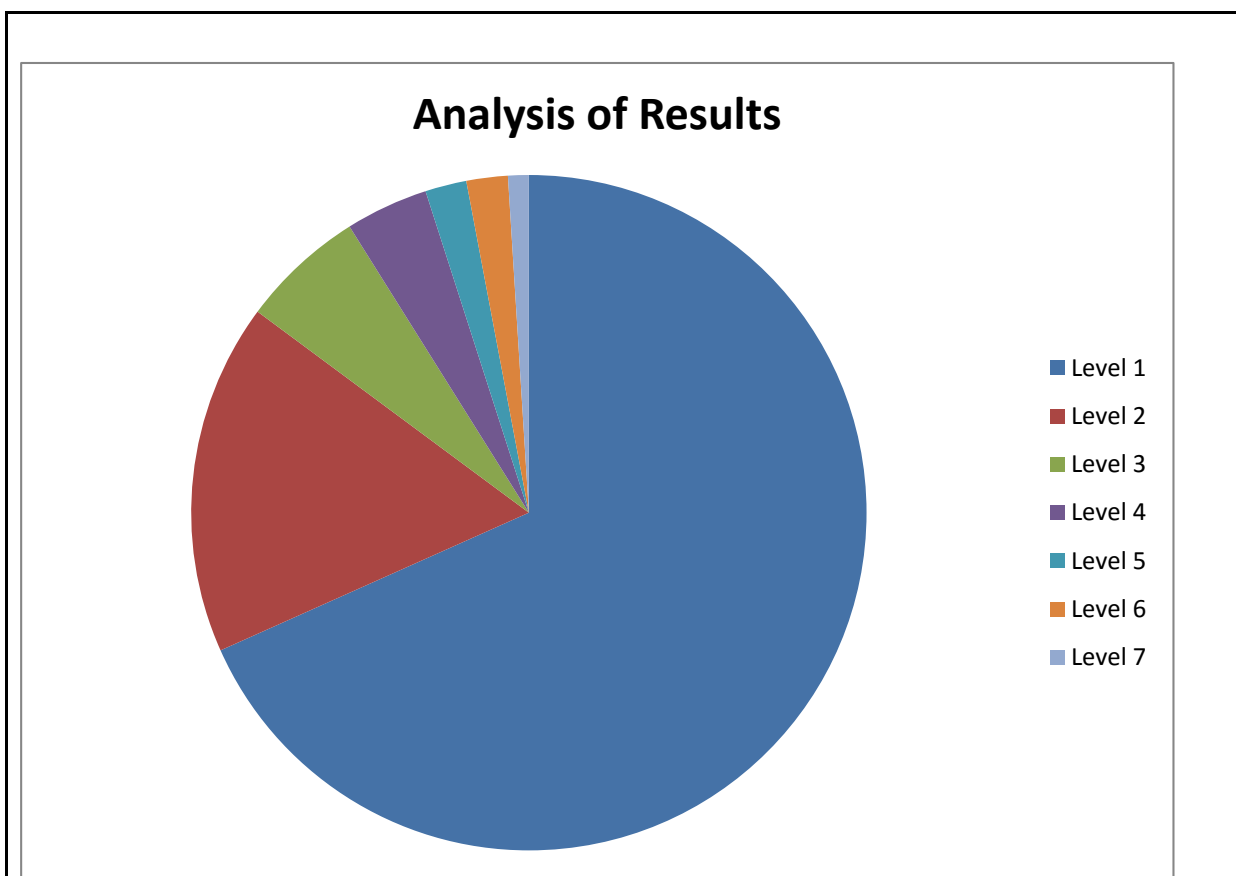
Section 2: Comment on candidates' performance on individual questions (Detailed explanations must be provided **per question** as follows: (You may include sub questions where necessary))

- General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
- Why the question was poorly answered?
- Provide suggestion for improvement in relation to teaching and learning
- Describe any other specific observations relating to responses of learners
- Any other comments useful to teachers, subject advisors, teacher development

SECTION 1: (General overview of Learner Performance in the question paper as a whole)

Learners did not perform well at all in all Sections in the whole paper. They left blank spaces in almost all sections of the paper. Most learners did not consider mark allocation when answering some of the questions and lost much more marks due to that.

The graph below represents the performance of the learners in the 2015 Hospitality Studies Paper.



TOTAL Number of Learners = 1017	GRAPH INTERPRETATION						
LEVELS	1	2	3	4	5	6	7
NUMBER OF LEARNERS	706	181	67	36	15	10	2
PERCENTAGE	69.4	17.8	6.6	3.5	1.5	1.0	0.2



SECTION 2: Comment on candidates' performance in individual questions

(It is expected that a comment will be provided for each question on a separate sheet).

QUESTION 1

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

QUESTION 1

Question 1.1 which is the multiple-choice questions, some learners have answered this question well, but some have struggled in question 1.1.3, 1.1.4, 1.1.8 and 1.1.9.

Question 1.2 was a matching item question and was poorly answered by most learners. This question was on desserts terminology.

Question 1.3 which was on the cooking methods was well answered by most learners.

Question 1.4 was a one word item question which required learners to give hospitality studies terminology. It was poorly answered by most learners.

Question 1.5. Learners struggle to select TWO correct answers as required by the question as a result they lost marks, because they selected only One.

Question 1.6. Most learners managed to answer this question very well.

QUESTION 2

2.1 In question 2.1.1 Two parts were asked in one question, which led to some learners responding to one part and though some learners tried to answer both parts they could not balance their answers into two, e.g. giving many points in one part and one point in another part. This was due to the fact that the question did not specify that learners should give three facts/ points in each part or aspect to make up the six marks. Though the question was clear, few learners confused it with the professional ethics.

Question 2.1.2 was poorly answered because instead of motivating why first impressions are lasting as they were required by the question, learners explained the statement.

Question 2.2.1. Some learners did not answer this question well; they seem to be confused by the statement or could not understand the statement. Instead of motivating the statement, they rewrote the statement in their own words. Some answers for question 2.2.1 were the same as 2.2.3 in the memo, which could have confused the learners and brought a benefit of doubt that two questions, one question following



another cannot have the same answers.

Question 2.2.2 which was asking precautionary measures in a kitchen environment was answered well by most learners.

In question 2.2.3 the activities that were asked were not related to the kitchen environment hence the learners answers were based on the general activities in a workplace. Due to that learners lost so many marks.

In question 2.3 learners included advantages of using computers and could not explain how POS could increase productivity in a restaurant, as required by the question.

QUESTION 3

Question 3.1.1- 3.1.4 learners performed poorly because they seem not to understand meat cuts.

In question 3.2.1- 3.2.4 some learners were able to explain everything concerning 'Beignet' reasonably well but to some learners these questions were challenging such that their responses were very poor.

Question 3.3- 3.4 was poorly answered by most learners because they could not identify 'vacuum packing' and therefore it was impossible to discuss the preservation method. As well as question 3.4 it was not easy for most learners to answer this question as it was a follow up on question 3.3.

In Question 3.5, about 50% of learners managed to get full marks, whereas the rest could not identify the technique used in the picture. This resulted on some learners not being able to answer the questions that follow, ending up losing 6 marks.

Question 3.6 was answered well by most learners.

QUESTION 4

Question 4.1.1 was answered poorly by most learners because they could not specify the actual names of Vitamins and Minerals.

Question 4.1.2 most learners lost marks in this question because they provided the types of beans that were not catered for in the marking guideline.

Question 4.1.3 was well answered by most learners.

Question 4.1.4 was fairly answered by most learners although they could not get the full mark. Most learners managed to classify the fruit jelly in **question 4.1.5**

In Question 4.1.6 learners lost marks there due to replacing the grilled hake with the same dishes taken from the given menu. **Question 4.1.7** was well answered by most learners.

Question 4. 2 to **Question 4.5** were answered poorly by most learners.



QUESTION 5

Question 5.1 was well answered by most learners. Most learners answered **Question 5.2** well although they gave one point instead of two and could not get the full marks.

Question 5.3 was well answered, but learners only listed the marketing mix aspects instead of discussing them as per requirement.

Question 5.4 was not well answered by most learners.

QUESTION 6

Most learners managed to identify the type of cover in Question 6.1.1 but could not motivate their answers. Question 6.1.2; 6.1.5; 6.1.6; 6.1.7 and 6.3, all these questions were answered well by most learners. Question 6.1.3; 6.1.4; 6.1.8 and 6.2 were poorly answered by most learners and they lost marks in these questions.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

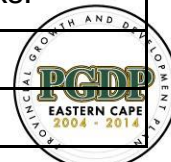
QUESTION 1

Question 1.1.1. The assumption is that learners are not exposed to multiple choice questions throughout the year hence it was very difficult for them to answer the question. It was also evident that learners are not familiar with the relevant terminology for the subject as the multiple choice question is all about terminology. Learners were just doing guess work as some will write and erase or give more than one alternative answer in one question. This was all evident in learners' responses especially in the following questions 1.1.3, 1.1.4, 1.1.8 and 1.1.9.

Question 1.2. The learners seem not to understand how to match the desserts with the appropriate descriptions given in Column A.

Question 1.4 which was a One Word Item was poorly answered by most learners, due to Terminology which learners seem not to study. This was a very problematic question in Section A because most learners just leave empty spaces without even attempting the question. Most learners got marks in question 1.4.2 and 1.4.8 only.

In Question 1.5 most learners lost marks due to the fact that they did not follow the instruction properly. They were required to select Two correct descriptions for each Term for 6 marks and most of them selected One for each Term and got 3 marks.



QUESTION 2

Question 2.1.1 was poorly answered by some learners due to learners' misunderstanding the question as they confused it with professional ethics. For an example the following were the responses from the learners:

- Be honest
- Confidence
- Reliable
- Keep confidential matters to yourself ,etc

Learners also misinterpreted the term 'body language' confusing it with sign language as they gave answers such as :

- When someone is unable to talk, she/he uses her/his body to talk with guests.

One common error caused by most learners was that of concentrating to one part of the question whereas the question was having two parts.

2.1.2 Learners were unable to answer the question well because instead of motivating they explained first impressions by saying, it neither is what the guests will see nor notice when they first see you, without motivating why the first impressions last.

2.2.1. Learners could not motivate the given statement in this question, they just rewrote the statement and copied the information from the scenario, e.g. Learners response:

- Mary could not be prevented from working in the kitchen because of her HIV status (which is an extract from the given statement).
- Mary's measurement is correct because it is 200 (the 200 was given as Mary's CD4 count in the scenario). This showed that learners did not understand what CD4 is

As it was indicated above that question 2.2.1 and question 2.2.3 are having same answers e. g. (Sharing of utensils and day to day contact with others) are both correct answers for the questions. This could have caused confusion to most learners as they will be reluctant to write the same answers for two consecutive questions. Most learners still do not understand way in which HIV/AIDS can be transmitted as they mentioned that Mary should not work in the kitchen because she is going to infect the food.

In question 2.3. Most learners seem not to differentiate between the POS and a computers hence they gave responses on advantages of using computer e. g.

- Storing information
- Planning menus



- Calculating cost of ingredients e. t. c (which was not required by the question).

QUESTION 3

In **Question 3.1.1, 3.1.2 and 3.1.4** Learners have lost marks because they could not identify the part of a carcass and could not identify the meat cuts that are found in the particular part. Others were able to name the cuts but they were unable to match them with the appropriate numbers from the illustration. Learners managed to get marks in **question 3.1.3** but they could not take into consideration the mark allocation. Most of the learners gave one or two responses instead of three.

Question 3.2 – Because most learners could not explain what a ‘Beignet ‘is, they lost all the 10 marks for this question. Most learners thought that Beignets had to do with the meat question as most of them wrote ‘a deep fried stuffed meat product in **Question 3.2.1. In Question 3.2.2.** most learners gave answers on general characteristic like Texture, Colour and Taste. Others just did guess work on the characteristics and the storage of beignets and managed to get some few marks. This is evident on the learners’ responses in **question 3.2.4**, where learners were giving examples of any baked product e.g. Malva pudding, doughnuts, koeksisters. Some also mentioned ice cream and cream.

Question 3.3 Very few learners managed to get marks in the preservation question. It seems as if most learners are experiencing a challenge concerning preservation methods as they could not describe the preserving method in a given picture. This is evident on learners’ response where they would just write:

- Plastic packing
- Preserving method
- Killing micro-organisms and just Vacuum.

In **Question 3.4.1.** Most learners answered this question by saying, ‘It will affect the taste’, and without being specific to say the chutney will have a ‘metal taste’.

In **Question 3.4.2.** learners wrote any types of utensils such as knives , chopping boards, stoves etc. and those who manage to give the correct utensils did not specify the material like stainless steel, enamel, earthenware, glass, wood, silicone etc. as mentioned in the marking guideline.

In **Question 3.5** about 50% of learners managed to get full marks, whereas the rest could not identify the technique used in the picture. This resulted on some learners not being able to answer the questions that follow, ending up losing 6 marks. In Question



3.5.2 most learners did not consider the Term 'omitted' used in the question, as a result they responded by giving reasons why 'docking' should be done on pastries,

Question 3.6 was answered well by most learners.

QUESTION 4

Question 4.1.1 was answered poorly by most learners because they could not specify the actual names of Vitamins and Minerals, e.g. instead of mentioning Vitamin B they just said Vitamins and could not specify the actual minerals found in chickpeas.

Question 4.1.2 most learners lost marks in this question because they provided the types of beans that were not catered for in the marking guideline, for an example most learners mentioned Soya beans and Lima beans which were not in the marking guideline. Therefore learners were marked wrong.

Question 4.1.3 Some learners had no idea that when you soak beans you reduce intestinal gasses, they concentrated on cleaning the beans.

In Question 4.1.4 most learners indicated that Macadamia nut oil may cause allergic reaction in their motivation but they could not get the full marks for this question as the memo provided an extra motivation, that waiters should inform the guests.

Question 4.1.6 its where the learners just took examples from the given menu, which meant repetition and therefore no marks were awarded for that.

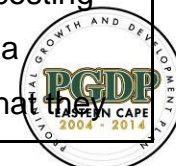
In Question 4.2 learners seem not to understand why the given guidelines for Menu Planning should be considered; hence they could not get the full marks for that question.

Question 4.3.2 some learners provided quality characteristics of a crust rather than the filling as it was required by the question. For an example, learners response were:

- It should be golden brown in colour
- Well puffed
- Flaky and crispy

Question 4.3.3 Limited sauces to accompany the dessert were provided in the memorandum, but learners came up with more examples such as 'chocolate sauce, apple sauce, strawberry sauce etc' which were not accommodated during marking as the memorandum was closed.

Question 4.4 very few learners managed to score marks in the whole question. Due to the fact that most learners could not calculate the selling price thus making all costing questions to be wrong. It seems as if 95% of the learners are still experiencing a challenge regarding costing. Most learners could not follow instructions given that



should show all **Calculations and Formulas**, and that is where they could have scored some marks.

In **Question 4.5** learners based their responses in consequences to the waiter rather than the restaurant. Some learners responses were:

- The waiter will have to pay for the extra chops
- The guest will be angry at the waiter and leave the restaurant
- The money for the extra chops will be deducted from the waiters' salary.

QUESTION 5

In **Question 5.1.2** most learners did not understand the question and wrote about the functions of Front office and the Maintenance. They could not motivate the given statement in this question, where they were required to motivate why the non-revenue generating areas in a hotel contribute to profit.

In **Question 5.2** learners lost about 50% of the marks allocated to this question because they did not consider the mark allocation. They only gave one duty per each personnel instead of two.

Question 5.3 some learners only listed the marketing mix aspects and could not discuss as according to the question, hence they lost marks in this question.

Question 5.4 most learners could not answer this question well; it was evident that they are not exposed to all approved textbooks as the information that is available in one textbook may not be available in another.

QUESTION 6

Question 6.1- Most learners identified the type of cover but could not motivate their answers and lost 2 marks out of 3.

Question 6.1.3 was poorly answered by most learners, because they could not describe the given Terms (Canapé, Mousse). Most learners seem not to understand Hospitality Terminology. In **Question 6.1.4** learners could not answer the question of presenting Canapés attractively instead they focus on the presentation of desserts which shows clearly that they confused Canapés as cocktail snacks with desserts.

Question 6.1.7 some learners managed to obtain marks in this question although most of them lack the skill of evaluating a menu. This was evident in their responses where they would just write:

- Hindus do not eat pork



- Do not drink/ take alcohol
- They eat vegetables

Learners were very much unable to match food with wine e.g. they would suggest that Shiraz is a suitable wine for fish.

Question 6.1.8 was answered very poorly by most learners. They did not know whether to say yes or no in the 'use of trays', and the memorandum itself indicated that wines can be served on trays or not as well as the serving of cocktails can be arranged on / without the trays. It was even very worse on the part of 'sequence', very few learners managed to get marks on this part. Learners were giving the procedure of serving wine such as;

- Serve from the right hand side
- Serve the host first

Question 6.2 learners could not explain how to build the cocktail; most learners indicated no clue of how a 'built' cocktail should look like.

(c) Provide suggestions for improvement in relation to Teaching and Learning

SECTION A

QUESTION 1: 40 MARKS

This Section is about Hospitality Studies Terminology which teacher needs to emphasize when teaching each and every topic. Teachers should familiarise the learners with terminology in their daily assessment tasks. Terminology book has been always suggested, but it is noticed that learners are still having a challenge regarding Terms, e.g. question 1.4.

SECTION B

QUESTION 2: 20 MARKS

Question 2 was the worst as according to learner performance, which proves clearly that learners could not apply the information in a given statement, scenario, case study and illustrations. It is therefore advisable that teachers should make use of the statement, scenarios, case studies and illustration/ pictures when setting their class activities.

SECTION C : 80 MARKS

QUESTION 3: 40 MARKS & QUESTION 4:40 MARKS

These questions consist of Food Commodities and Menu Planning.

As it was evident in the learners' performance that they are experiencing a challenge in



this Section. It is advisable that teachers should combine theory with practical and a variety of dishes should be done so as to help learners answer different questions. Every commodity should be followed by a practical lesson, and Practical Assessment Task should consist of a variety from the practical lessons. Pictures and illustrations should be used during teaching and assessment of different commodities.

In **Meat** as a commodity, meat cuts are still a challenge, teachers can organize trips to a nearby butchery or organize meat charts indicating different parts to be used when teaching and assessing this commodity.

When teaching Choux pastry or any other pastry for that matter, teachers should provide pictures of different products so that learners can have an idea of how these look like. This is due to the fact that, learners cannot be able to do all dishes in their practical lessons.

Costing is still a challenge therefore teachers should make learners to recite formulae and take them through the steps of calculations. Calculations should be included in almost every class activity to give learners some practice. For the learners to be more confident in calculations/costing, teachers should allow the learners to cost their dishes during the practical lessons and PAT.

SECTION D

QUESTION 5: 30 MARKS & QUESTION 6: 30 MARKS

Section D focuses on Sectors and Careers, food and beverage service.

Learners seem to understand sectors and careers but the problem is how they apply the information to the given scenarios. It all goes back to the issue of using scenarios and case studies during their teaching and assessment.

Teachers should emphasize on matching of wines with different food.

(d) Describe any other specific observations relating to responses of learners

Afrikaans learners had a tendency of using English terms while they are writing the paper in Afrikaans. Other learners do not even attempt Section A, which made us thought that it's either they were never taught, or did not learn or they did not understand Hospitality Studies terminology. In some cases we suspect that the learners who were progressed from Grade 11 to Grade 12 had an influence in the poor performance of the learners in Hospitality Studies. It was evidence in some of the learners' responses that they are starting Hospitality in Grade 12 as they have a



to change one subject in Grade 12. It was clear that some learners do not read instructions before answering the questions and that made them to lose mark unnecessarily.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

As it was indicated by learners responses that there was a lack of administering practical lessons and proper management of PAT, it was clear that some candidates were never been exposed to practical combined with theory. It is advisable that subject advisors should develop practical lessons or suggest practical lessons that teachers can use every term with their learners. Subject advisors should monitor and moderate practical lessons just like PAT.

Teachers should encourage learners to have the terminology book and subject advisors should make it a requirement for SBA moderation, to make sure that it is done. When teachers are preparing their lessons they should first come up with terms from that particular topic and expose learners to them before teaching the topic. They can use flash cards or charts to display these terms in their classes.

Teachers should copy and use the style of the end of the year paper when setting their informal and formal tasks, so as to familiarize learners with the style.

NAME OF THE CHIEF MARKER:

SIGNATURE

DATE