



NSC 2016 CHIEF MARKER'S REPORT

SUBJECT	HOSPITALITY STUDIES		
PAPER	1		
DATE OF EXAMINATION:	15 NOVEMBER 2016	DURATION:	3 HOURS

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

SECTION A:

Overall the learners found the paper difficult, though the teachers felt the Paper was tricky more than difficulty. The paper required extensive preparation and application. There was a clear relationship between practical and theory in the syllabus. A general feeling is that there was no replica with the previous question papers. The question paper was unique with new innovation questions. The illustrations were clearly visible. The answer sheet provided confused the learners because it only covered

QUESTION 1.1 and all other questions had to be written in the answer book deterring from the instruction.

Teachers and learners were told that there will be no answers sheet for Hospitality Studies hence the confusion. Some learners could not number correctly and they could not get marks because though some of the answers were correct but numbering was wrong. 99% of our learners struggled in answering QUESTION 1.3 which is one word items, it has been like that for years now in this question regardless of the advises provided in the chief markers report.

The performance of the learners in general is perceived as very low. Learners do not attempt to answer some questions; instead they just leave open spaces. This was even evident in multiple choice questions. It also seems as if learners do not comprehend the manner in which the questions were asked. When asked to explain, they will list and this is costing them marks. Learners also have a trend to rewrite what is in the question paper as answers.

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?	
Average mark from the sample of 100 :	
SUB-QUESTION	TOPIC OR ASPECT TESTED: ALL TOPICS
1.1.1-1.1.10	Short Questions from the whole syllabus, testing knowledge of the terminology It was demonstrated that learners do not learn terms, as most of them performed very bad in this question.
1.2	MATCHING ITEMS The question was tackling Gelatin and most learners answered it very well, meaning they were exposed in Gelatin practical lessons. Though it was difficult for some learners.
1.3	ONE WORD ITEMS Terminology of the subject from certain parts of the syllabus was tested and that is the worst poorly answered questions, other learners could not even attempt answering it, not even guess work, whilst most managed to get 1-3 marks out of 10. Question 1.3.9 Afrikaans learners they write "vatdoek" instead of "diendoek/bedieningsvadoek".
1.4	MATCHING ITEMS Meat cuts were tested and learners performed so badly. Learners could not match the meat cuts illustrations with the appropriate name/use.
1.5	IDENTIFICATION ITEMS Content: Setting Tables, Pastries and Meat Most learners performed very well in this question, only a few could list all the alternatives showing that they were doing guess work.
(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	
1.1.1-1.1.10 MULTIPLE-CHOICE QUESTIONS	
Learners were confused by the answer sheet so bad that some used it and scratch to rewrite on the answer book and in the process changing the correct answers to wrong ones. For an example if a learner chooses A in QUESTION 1.1.8 which is the correct answer, when making a cross using answer sheet, then one decide to cancel using the answer sheet and writes on the answer book, in the process the answer changes when starting writing on a answer book now to B, C or D depending on the learner.	
1.2 MATCHING-ITEMS	

Some learners could not match the ingredient with the corresponding effect on gelatin mixtures

1.3 ONE-WORD ITEMS

It was evident in learners' responses that understanding Hospitality Studies terminology is a problem. One could predict that learners do not dedicate enough time to learning of these terms.

1.4. MATCHING ITEMS

Most teachers complained that the pictures used in this question do not appear in one textbook and are in another textbook, so learners who do not have both approved textbooks suffered in answering this question.

1.5 IDENTIFICATION ITEMS

Content: **Setting Tables, Pastries and Meat** Most learners performed very well in this question, only a few could list all the alternatives showing that they were doing guess work.

QUESTION 2: KITCHEN AND RESTAURANT OPERATIONS: HYGIENE, SAFETY AND SECURITY

2.1.1-2.1.3 Content-TUBERCULOSIS

Some learners showed poor understanding of TB whereas most learners managed to obtain marks in TB.

2.2.1– 2.2.2 Professionalism

Most learners performed well in these two questions though some befuddled the responses.

2.3 Computer Operations in the Hospitality Industry

Question 2.3 as a whole was poorly answered by most learners.

QUESTION 3: NUTRITION AND MENU PLANNING; FOOD COMMODITIES

3.1 Cocktail function, Pastries and Menu Planning

3.1.1 This question was poorly answered by most learners.

3.1.2 Most learners managed to answer this question quiet well. Although few of them could not.

3.1.3 Learners demonstrated poor understanding of the guidelines to follow when serving non-alcoholic drinks.

3.1.4 Average number of learners managed to answer the question.

3.1.5 Poorly answered question by most learners.

3.1.6 Very few learners managed to answer this question.

3.1.7 The question was simple and straightforward although learners did not perform well.

3.1.8 Poorly answered question by most learners. 3.2. Learners struggled to answer this

question resulting in poor performance.

QUESTION 4

4.1.1 – 4.1.7 The performance of learners in these questions was not good at all. Learners struggled a lot in applying the information to the given recipe in the paper, although most learners did well in question 4.1.6.

4.2.1-4.2.4 The performance of most learners was very poor in this question.

4.3.1-4.3.4 Most learners did not do well in this question although some learners did fairly well in question 4.3.1.

4.4.1-4.4.3 Many learners could not score marks in question 4.4. which led to poor performance.

QUESTION 5

5.1.1 Most learners answered this question very well.

5.1.2 This question required learners to suggest self-employment opportunities which most learners managed to score marks as they answered it quite well.

5.1.3 & 5.1.4 These questions required learners to give aspects to be included in an operational plan and a business plan. Almost all learners showed poor understanding of operational and business plan and they did not answer this question well.

5.2.1 & 5.2.2 Some learners managed to get marks as they were able to give the correct answers but others struggled as they rewrote the advertisement word to word.

5.2.3 - 5.2.5. Learners performed poorly in these questions as they could not evaluate the advertisement given in QUESTION 5.2. with regard to the marketing mix. They also do not understand the difference between audio, audio-visual and visual marketing tools.

QUESTION 6

6.1.1 – 6.1.2 These questions were poorly answered by some learners. There are only two types of liquor licenses; some learners could not mention any.

6.2.1 The learners managed to get a mark because “Yes or No”, was taken as correct answer in the marking guideline, that was an advantage for all the learners but they could not motivate their responses.

6.2.2 Most learners obtained more marks in this question. The question was specific about the information from the front of the label and some learners could not get the marks because they included the information from the back of the wine label.

6.3.1 -6.3.4 **Drinks Terminology:** Very few learners could explain “Mocktail” most learners could not attempt all other terms e.g. Squash, Brut and Sec.

6.4.1 **Serving equipment:**

Most learners could not identify the equipment, and therefore they lost 1 mark for this question, indicating it as “food cover, silver plate, service equipment, a hat and apron. Baine mare and shaffing dish were also common answers given by learners.

6.4.2 Learners managed to score some marks in this question.

6.5 Learners did not perform well in this question. Learners could not understand the difference between clearing venues after service and clearing service equipment. This is evident in their responses where they mention points like: clean and mop the floor; arrange chairs upside down; crumb down from left or right.

6.6.1 & 6.6.2 Many learners performed very well in these questions and expressed themselves quite well.

(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

1.1.1-1.1.10 MULTIPLE CHOICE QUESTIONS

Learners were confused by the answer sheet so bad that some used it and scratch to rewrite on the answer book and in the process changing the correct answers to wrong ones. For an example if a learner chooses A in question 1.1.8 which is the correct answer, when making a cross using answer sheet, then one decide to cancel using the answer sheet and writes on the answer book, in the process the answer changes when starting writing on a answer book now to B, C or D depending on the learner.

1.2 MATCHING ITEMS

Some learners could not match the ingredient with the corresponding effect on gelatin mixtures.

1.3 ONE WORD ITEMS

It was evident in learners’ responses that understanding Hospitality Studies terminology is a problem. One could predict that learners do not dedicate enough time to learning of these terms.

1.4. MATCHING ITEMS

Most teachers complained that the pictures used in this question do not appear in one textbook and are in another textbook, so learners who do not have both approved textbooks suffered in answering this question.

QUESTION 2

2.1.1 Those who did not understand the question their responses were: Mines can cause TB, Leaving around Firms due to air pollution, whilst most were just listing children, Guests, smokers, workers and not specifying those that are Healthcare workers. Instead of giving types of people who are at risk of being infected with TB some learners provided reasons why people get TB. Some learners confused the

prevention with the causes of TB.

2.1.2 Most learners responded by giving the types of food to be consumed by people to prevent TB. Some learners confused this question with the methods of preventing the spreading of HIV/ AIDS.

2.1.3 Most learners managed to mention some of the symptoms of TB although they also confused them with the symptoms of gastroenteritis, cholera, Hepatitis A. They mentioned the following symptoms vomiting, diarrhoea, and nausea. The question asks the learners to motivate the given statement and they could not.

2.3.1 Most learners were not specific on the method of purchasing products required by the question as they have mentioned computer in the place of internet, and ordering instead of telephone ordering. Some were just saying electronic.

2.3.2 Most learners wrote about the procedure to be followed when receiving stock where they responded as follows:

- Check stock after receiving
- Ordering procedures
- Check the quality and quantity of product

QUESTION 3

3.1.1 It was evident that the learners do not understand the term “Rissoles” Some learners referred to it as: Pastry, Baked dough garnished with cream, type of an alcoholic drink. Very few learners managed to explain the term correctly.

3.1.2 Although most learners managed to answer this question quiet well, few of them listed the following disadvantages:

- Guests will be drunk and will not listen.
- Guests will bring their children
- Guests will take home some of the snacks
- Guests will be hungry and eat all the snacks.
- Glasses will be broken

3.1.3 Learners demonstrated poor understanding of the guidelines to follow when serving non-alcoholic drinks, Some of their responses were:

- Ask the guests whether they drink alcohol or not
- Serve guests from the right or from the left.
- Learners were just mentioning Garnish without being specific as to the appropriate one for cocktails.

3.1.5 Learners’ response revealed that most of them do not even know what “purr pastry” is and most of them corrected Purr into Puff as a proof that they never heard such a term. They could not differentiate between Purr and Short Crust pastry with their correct examples.

3.1.6 Very few learners managed to answer this question as most of them were confused by the term “Platter” used in the question, whereas there was no platter in the given scenario. The term “baked blind” was very difficult for some learners to explain

why blind baking is done.

3.1.7 Learners were not specific about the sweet baked choux pastry products in their responses. They mentioned all choux pastry products never mind the cooking method. Most of them mentioned “Churros” which was not the correct alternative as it is a fried product.

3.1.8 It was evident that the learners do not know nor understand the formula used for calculating the food cost percentage. They lost 4 marks for that because the second question of two marks was a follow up question on the first one.

3.2.1 Learners confused high cholesterol with diabetes, tooth decay as it is mentioned in the case study. This proves that learners are unable to apply the information learnt with the case studies given.

3.2.2 Learners were mentioning any guidelines to be followed to reduce cholesterol not focusing on dietary guidelines as per the question. Most learners had the following responses:

- Excessive regularly.
- Drink plenty of water.
- Limit sugar intake which were not the correct answers as the question was specific to the dietary guidelines.

QUESTION 4

4.1.1 Most learners lost marks in this question as they could not mention the type of meringue used to make each of the given dishes. Some learners lost marks because they swapped the answers for (a) and (b).

4.1.2. Coulis-could not be described by most of the learners, this problem is associated with terminology. Some learners responses were: Coulis is a type of drink, is the inside of a fruit.

4.1.3 Learners do not know the function of cream of tartar in a gelatine dish as they said it is used as a raising agent, it is used for taste and flavour, others said to make the gelatine to melt.

4.1.4 Learners mentioned all storage principles, among the responses here are the following: in a cooling rack, store in the refrigerator, in a freezer, in the oven. Some of the learners managed to score marks through guess work as they were mentioning all storage principles.

4.1.5 The learners do not know the term “Glaze” and would just copy the recipe from the paper and rewrite it as answers, others were writing the ingredient from the question paper e.g. sliced kiwi/ sliced strawberry/ strawberry coulis.

4.1.6 Some learners managed to score marks but few confused it with Religions/ Culture. Responses were as follows:

Hindus/ Moslems/ Vegetarians/African vegetarians. Some mentioned Lacto vegetarian, Vegans and Fruitarians.

4.1.7 They could not get the correct substitute for gelatine but most of them managed to give a reason for substituting gelatine for vegetarians.

4.2.1 Learners did not have an idea of what was on the picture; they refer to it as pieces of glass or ice.

4.2.2 Some learners managed to give the correct answer but some mentioned mixing the gelatine with hot water while gelatine requires to be mixed with cold water.

4.2.3 Learners failed to write the steps to follow when incorporating the gelatine into the strawberry puree. They just rewrote the recipe as it is from the question paper.

4.2.4 It was evident that the question was a Hot Order Thinking Question (HOT) as most learners could not even attempt it. Learners misinterpreted the question completely and concentrated more on the term “layers”, without reading the entire question or instructions. They could not give the reasons why the strawberry mousse has set into layers. The following are some of their responses which were incorrect:

-For decoration for the dessert to look attractive

-The egg white was not beaten enough.

-For garnishing, decorations to look nice / for guests to see the decorations.

4.3.1 Most learners got the answer correct though there were those who mentioned fillet and some were listing all types of offal not mentioned in the extract. For an example tripe, kidneys, etc.

4.3.2 Most learners could not understand the question at all and they rewrote the extract as it is in the question paper.

4.3.3 It was evident that learners are having a big problem with terminology as they could not discuss the process of “Braising” .Some they took they answers from the recipe in the question paper where they have mentioned that : Flat rib is seared first and the braised slowly for six hours. Others would say it should be stewed / simmered for a long time while other learners confused “Braising” with Basting and/or Barding as their answers were :- Spooning fat over meat while roasting, Covering a piece of meat with fat.

4.3.4 Learners could not relate the question to the connective tissue as requested by the question, they just mentioned the general effect of heat on meat. Learners’ responses were: - It will become soft/ tender, it will develop flavour.

4.4.1 Learners were confused by this question due to indigenous furred game as they only mention all types of game even Game birds e.g. Ostrich, Guinea fowl, crocodile.

4.4.2 & 4.4.3 Learners confused smoking as a preservative with smoking tobacco/

drugs. Their answers included: Do not smoke near children, smoke causes cancer/ TB. Learners could not get correct answer for question 4.4.2 and that affected their responses in question 4.4.3 as it was the follow up question.

QUESTION 5

5.1.3 & 5.1.4 These questions required learners to give aspects to be included in an operational plan and a business plan. Learners wrote what just came into their minds e.g. for operational plan they gave the following answers:

- check if you have budgeted for your business.
- check the equipment that you are going to use in your business, and they would also write correct responses for a business plan in an operational plan and/or vice versa.

5.2.1 & 5.2.2 Some learners managed to get marks as they were able to give the correct answers but others struggled as they rewrote the advertisement word for word. Many included "Friendly staff" and Surveillance of property" in their answers.

5.2.3. Most learners confused the question with the evaluation of a visual marketing tool where they mentioned :

- The font size used is good and readable.
- It is not colourful.
- It is cluttered with too much information etc.

Some of the learners who understood the marketing mix concepts could not use them in evaluating the advert but they just listed and explained the five P's of marketing mix, not referring to the advert.

5.2.4 Some learners could not understand the difference between audio- visual and visual marketing tool, as they managed to get TV as the correct answer. It was evident that learners do not know that audio-visual relates to both sound and sight, so most of them have included radio, magazines and newspapers.

5.2.5 Most learners managed to get 50% of the mark in this question because they did not consider mark allocation when answering the question. The question required the learners to show the interrelationship between Human Resource Department and Security department. Most learners just gave one responsibility of each department or have a list of more points on one side/ department, which made them to fail to show the interrelationship.

QUESTION 6

6.1.1 Some learners found this question challenging as they could not name the type of liquor licence instead they referred to driver's license, restaurant license and drinking licenses. Some would write in-consumption/ inside consumption.

6.1.2 All learners mentioned "Do not sell to someone under 18" but could not recall the rest. Others were talking about Requirements to enter the bar or Restaurant Safety requirements.

6.2.2 The question required the learners to design the wine label, most learners could

not design but were able to list the information required. Other learners related the question to the contents of the food labels where they included:

-list of ingredients, allergens and nutrients.

The question was specific about the information from the front of the label and most learners could not get the marks because they included the information from the back of the wine label e.g. bar code, address and manufacture and government warning.

6.3.1-6.3.4 They seem not to understand what these terms were all about. Evidence surfaced from their responses as follows:

6.3.1 Mocktail- is a cocktail that has wine in it.

6.3.2 Squash- yellow vegetable like pumpkin.

6.3.3 Brut-brutal fruit/ type of cider

6.3.4 Sec- seconds to the next drink/ time

They could not relate the terms to drinks although the question clearly directed them to do so.

6.4.1 Most learners could not identify the equipment indicating it as “food cover, silver plate, service equipment, a hat and apron. Baine mare and shaffing dish were also common answers given by learners.

6.4.2 This question required learners to explain how the equipment mentioned in question 6.4.1 should be cleaned. Learners managed to get marks in this question because cleaning of that equipment is the same as cleaning any other equipment and most learners could mention using warm soapy water, rinsing and drying with a clean cloth which could apply to any equipment and/or utensil.

6.5 Learners could understand the difference between clearing venues after service and clearing service equipment. This is evident in their responses where they mention points like: clean and mop the floor; arrange chairs upside down; crumb down from left or right.

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

There is a huge underlying language barrier when it comes to the learners. It also seems as if content is not covered at some schools or there are no teachers in other schools. It was evident from the learners’ responses that absenteeism amongst learners or teachers seemed to be a big problem as well. Some learners even indicated at the end of their scripts that some of the content was never taught and therefore they could not attempt to answer. It also seems as if practical lessons and theory lessons are not being taught at the same time-disadvantaging the learners even further. There was also more reading in this question paper than previous years, which led learners to write long paragraphs for answers, instead of stating facts.

Training of teachers in Theory and Practical in Hospitality Studies is highly recommended as most of the teachers were trained in Home Economics and not in Hospitality Studies, hence the results are so bad. To improve teaching and learning schools should be helped regarding equipment in classrooms. Some schools require infrastructure to be developed in order to suit the requirements of the subject.

SECTION A

QUESTION 1: 40 MARKS

This Section is about Hospitality Studies Terminology which teacher needs to emphasise 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 1.3.

SECTION B

QUESTION 2: 20 MARKS

In question 2 learners' performance was satisfactory, which proves clearly that learners could apply the information given in the scenarios. It is therefore advisable that teachers should continue exposing learners to statements, 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, Nutrition and Menu Planning.

It was evident in the learners' performance that they are experiencing a huge challenge in this Section, as the performance was the worst in the whole question paper. It is advisable that teachers should combine theory with practical and a variety of dishes should be done so as to help learners to 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, it was evident in question 1.4 as learners will simply get 0 out of 6 and in question 4.3 they lost marks. 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.

In this question paper particularly learners did not have an idea about Purr pastry, as they indicated that it is a mistake for Puff pastry. 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, including food cost percentage. 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 every aspect regarding wine.

(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 to think 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 liberty 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 marks 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.