



# **basic education**

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **HOSPITALITY STUDIES**

### **EXAMINATION GUIDELINES**

**GRADE 12**

**2017**

**These guidelines consist of 11 pages.**

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## 1. INTRODUCTION

The Curriculum and Assessment Policy Statement (CAPS) for Hospitality Studies outlines the nature and purpose of the subject Hospitality Studies. This guides the philosophy underlying the teaching and assessment of the subject in Grade 12.

The purpose of these Examination Guidelines is to:

- Provide clarity on the depth and scope of the content to be assessed in the Grade 12 National Senior Certificate Examination in Hospitality Studies.
- Assist teachers to adequately prepare learners for the examinations.

This document deals with the final Grade 12 external examinations. It does not deal in any depth with the School-Based Assessment (SBA), Practical Assessment Tasks (PATs) or final external practical examinations, as these are clarified in a separate PAT document which is updated annually.

These Examination Guidelines should be read in conjunction with:

- *The National Curriculum Statement (NCS) Curriculum and Assessment Policy Statement (CAPS): Hospitality Studies*
- *The National Protocol of Assessment: An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R–12)*
- The national policy pertaining to the programme and promotion requirements of the National Curriculum Statement, Grades R–12

## 2. PURPOSE OF THE GUIDELINES

The final mark for Hospitality Studies includes the following (CAPS p. 61):

- School-based assessment (formal tests/mid-year examination, project and practical lessons) (25%)
- Practical Assessment Tasks (25%)
- Theory examination (50%)

The instructions for the Practical Assessment Tasks and the theory examination paper will be set by the Department of Basic Education.

The purpose of these Examinations Guidelines is to:

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**3 ASSESSMENT IN GRADE 12****3.1 Format of the Hospitality Studies question paper**

- A three-hour question paper is written for 200 marks in Grade 12 at the end of the year.
- Only grade 12 content will be assessed. However, prior knowledge acquired in Grades 10 and 11 may also be necessary to interpret and answer some of the questions.

**Layout of the external question paper**

SECTION	QUESTION	CONTENT GRADE 12	MARKS
SECTION A	1	Short questions (all topics)	
		Multiple choice	10
		Matching	10
		One word/term	10
		Selection/Identification	10
		Total	40
SECTION B	2	Kitchen and restaurant operations Hygiene, safety and security	20
SECTION C	3, 4	Nutrition and menu planning Food commodities	80 (2 x 40)
SECTION D	5, 6	Sectors and careers Food and beverage service	60 (2 x 30)
		<b>TOTAL</b>	<b>200</b>

The weighting of marks allocated to the topics in SECTIONS B, C and D are guided by the volume of content under each subtopic.

**Example:** Nutrition and Menu Planning has three sub-topics while Commodities has seven subtopics.

**Types of questions**

- Multiple-choice
- Matching items
- One-word items
- Scenario-based questions
- Identification of pictures/drawings/photos (source-based responses)
- Analysis/Interpretation of illustrations/graphs/tables with data
- Sequencing of concepts
- Medium-response questions
- Long-response questions

**NOTE:**

- The topics are integrated in the questions.
- True/False and missing-word questions will not be included in the external question paper.
- Ensure that learners are prepared for the examination to:
  - Write answers in full sentences
  - Understand how to interpret the action verb used in the question
  - Demonstrate the ability to complete the instruction given by the action verb in the response
  - Use the marks allocated for the question to guide the formulation of the response

**3.2 Cognitive levels and weighting of the external question paper**

COGNITIVE LEVEL	PERCENTAGE	MARKS
Lower order: remembering	30%	60
Middle order: understanding (20%) and applying (30%)	50%	100
Higher order: analysing, evaluating and creating	20%	40

**3.3 Bloom's revised taxonomy explained**

	<b>CATEGORIES OR COGNITIVE DEMAND</b>	<b>KEY VERBS OR ACTION VERBS</b>	<b>EXPLANATION OF CATEGORIES</b>
<b>Lower order</b>	Remembering	Remember, memorise, recall, recognise, label, name, locate, identify, examine, classify, find, list, sequence, categorise, describe	Remembering something previously learned; recognise, recall relevant information. Recite facts Define and describe basic facts. Straight recall from a textbook. Explain particular terminology. Identify answers from a text/case study.
<b>Examples of lower-order questions:</b>			
1.1 Name ONE food that can cause an allergy.			
1.2 Explain the term <i>flambé</i> .			
1.3 Name TWO types of glasses used for the serving of non-alcoholic beverages.			
<b>Middle Order</b>	Understanding	Give examples, explain, summarise, define, discuss, interpret, compare, classify,	Demonstrate a basic understanding of concepts and curriculum. Express in other words; make own meaning Understand Match information Distinguish between aspects, compare and explain
	Applying	Demonstrate, interpret procedures, decide and apply, illustrate, locate and describe, identify and describe, execute, implement, prepare, use, carry out, solve, experiment, distinguish, infer, deduce, sort information, arrange, convert, choose a particular action	Interpret and apply knowledge. Choose, collect and classify information. Modify and use existing knowledge Draw information from a given text.
<b>Examples of middle-order questions:</b>			
1.1 Mrs Moodley conducted a Hospitality practical lesson with Grade 12 learners. One learner fell, sprained an ankle and knocked her head against the table, which caused her head to bleed.			
1.1.1 Explain how you would treat the sprained ankle.			(4)
1.1.2 Identify THREE essential items in a first aid kit that is required to treat the above injury.			(3)

	CATEGORIES OR COGNITIVE DEMAND	KEY VERBS OR ACTION VERBS	EXPLANATION OF CATEGORIES
Higher order	Analysing	Classify, analyse and compare, solve, relate, distinguish, identify and describe similarities and differences, interpret case studies, sort	Analyse information in a new or unfamiliar context, solve problems based on unfamiliar contexts, use reasoning to solve non-routine problems, identify the problem and then use appropriate methods to solve the problem, solve non-routine problems based on real contexts.
	Evaluating	Judge, evaluate, give an opinion, give a viewpoint, critique information, provide a solution and explain why, support, justify, find some substantiation, argue, defend an opinion	Make judgements, critique and make recommendations, weigh possibilities and make recommendations, judge the value of something using criteria
	Creating/ synthesising	Compose, design, create, invent, modify the existing into new, develop	Synthesise, create or find innovative solutions, formulate new ideas, use critical argument linked to abstract texts, fully substantiate answers, work with complex problems involving insight

### Examples of higher-order questions

1. Study the menu below and answer the questions that follow.

<p>MENU FORMAL DINNER</p> <p>Prawn Cocktail</p> <p>Consommé Royal</p> <p>Beef Wellington with Red Wine Sauce Duchesse Potatoes Glazed Vegetables</p> <p>Mixed Berry Jelly</p> <p>Tea/Coffee</p> <p style="text-align: right;">20/03/2013</p> <p style="text-align: right;">R120</p>
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- 1.1.1 Evaluate to what extent you consider the menu to be suitable for people with a high cholesterol level. Motivate your answer. (4)
- 1.1.2 Recommend a suitable cover for the menu above. (2)
- 1.1.3 Explain why the menu above is suitable for a formal dinner. (3)
- 1.1.4 Identify TWO dishes that you will NOT serve to Muslim guests. Explain your answer. (4)

2. Study the extract below and answer the questions that follow.

An area next to Binfield, on the way to Hogsback, was identified as a tourist destination some years ago. Community members were moved and houses were destroyed. The municipality was to develop the area. A dam and a restaurant were built. The municipality had a business plan for the Binfield restaurant which included a cover page, business address and the products they intended to offer. Ten years have passed, the dam is quiet and no tourists are attracted to the area as promised.

- 2.1 Evaluate the Binfield business plan that was compiled by the municipality. (8)

### 3.4 Features and expectations of higher-order thinking

- Requires the learner to engage with unrehearsed or unfamiliar texts.
- Requires deep thinking
- Includes the assessment of critical, logical, reflective and creative thinking
- Is grounded in lower-order skills and linked to prior knowledge of subject matter or content which means the learner needs the foundational knowledge on which to expand.
- Requires learners to generate the information needed to answer the question from their knowledge base and resources provided.
- Requires the teacher to present the learner with unfamiliar problems, uncertainties, questions or dilemma's
- Confronts the learner with a story, scenario, case study, problem, issue, unexpected situation.

### 3.5 Scaffolding of questions

Within each question, the subquestions should progress from the easy to the more difficult questions



#### 4. SUBJECT CONTENT

**NOTE:** Although it is necessary for teachers and learners to focus on the Grade 12 content they need to have a thorough understanding of the content covered in Grades 10 and 11.

##### 4.1 Clarity of some content

For detailed CONTENT information, refer to the CAPS document.

**NOTE:** Menu planning should be taught in conjunction with commodities and the topics below:

- Jews, Muslims
- Allergies
- High cholesterol
- Diabetes
- Hypertension
- Different vegetarians e.g. ovo-vegetarian, lacto-ovo vegetarian etc.

Menus will include formal dinners and banquets and cocktails.

##### The food pyramid for nutritional value

The learner must know where the food commodity is placed on the food pyramid and the nutritional value of the highest nutrient found in the commodity.

##### Choux pastry

The learner must be familiar with the products prepared from choux pastry:

- Profiteroles and cream puffs: a filled choux pastry ball with a sweet and moist filling of whipped cream, custard, pastry cream, or ice cream.
- Croquembouche: a French dessert consisting of choux pastry balls piled into a cone and bound with threads of caramel.
- Éclairs: an oblong pastry made with choux dough filled with a cream and topped with icing.
- French crullers: a fluted, ring-shaped doughnut made from choux pastry with a light airy texture
- Beignets: the French term for a pastry made from deep-fried choux pastry.
- St. Honoré cake: this classic French dessert has a circle of puff pastry at its base with a ring of choux piped on the outer edge. After the base is baked small cream puffs are dipped in caramelized sugar and attached side by side on top of the circle of choux.
- Paris Brest: it is made with a large ring of choux pastry that is sprinkled with almonds, and filled with praline-flavoured cream.
- Gougères/French cheese puffs: a baked savoury choux pastry made of choux dough mixed with cheese

##### Gelatine

- Types of gelatine
- How to use gelatine (phases of gelatine preparation, handling of gelatine e.g. moulding, unmoulding)
- Factors to ensure a successful product
- Incorporate gelatine with desserts

## Preserved food

The learner must be familiar with the techniques of preserving food at home and those suitable for entrepreneurial opportunities.

The products include chutney, jam, chakalaka, sauces, lemon curd, and fruit (crystallised and bottled).

Quick preserves form part of a variety of dishes and should be incorporated with cocktail snacks and meat dishes.

## Non-alcoholic beverages

- **Wine**
  - Alcohol-free wine
  - Fortified wines (examples such as sherry and port but not the different types of sherry and port)
- **Cocktails**
  - General rules for mixing cocktails (no specific cocktails, only non-alcoholic)
  - Introduce the term mocktails

### 4.2 Guidance for learners: answering of question papers

Work through previous question papers in preparation for the final examination. Familiarise yourself with the different types of questions, the layout of the paper and how the different questions should be answered.

#### Read through the question paper to note the following:

- The number of questions
- Mark allocation per question
- Decide which questions will be easier to do first.
- If you think of something as you go along, write it down.
- Allocate the time you will spend on a question so that you do not run out of time at the end.
- Underline the action verb in each question. The verb gives the instruction and indicates what is expected in the response.
- Set out your answer clearly by writing in a clear and legible manner. Make sure answers are numbered correctly and aligned with the numbering in the question paper.
- If you do not know an answer, move on to the next question. Then go back to the questions you found challenging. Recall all you know about the question and write down your thoughts. Try not to leave blank spaces.
- Stay focused and work until the end of the examination session to use the time effectively.

### 4.3 Teaching and learning: concepts and terminology

The Hospitality Studies content includes concepts and terminology specific to the subject, therefore every lesson should include an explanation of the terminology pertaining to the topic or sub-topic.

The learner must understand the concepts and terminology when answering the questions especially if layered. By not being familiar with the terminology many marks may be lost unnecessarily.

#### 4.4 Recommended resource material

- Textbooks – The school should purchase at least **one copy** from the approved textbooks on the official Department of Basic Education (DBE) list. The list of approved textbooks includes *Hospitality Studies Grade 12*, Focus, Maskew Miller Longman and *Master Hospitality Studies Grade 12*. The teacher must use both text books as resource material when planning a lesson as they complement one another.
- Resource packs available from Subject Advisors at workshops
- Exemplar papers for Grades 10 to 12.
- Relevant media such as newspaper articles, pictures, magazines
- The school should subscribe to food magazines to stay up to date with new trends, and to find recipes for current trends.
- Cookery books from libraries and other sources. A number of good South African recipe books should be available in the classroom.
- Internet access to sites relevant to the hospitality industry to do research for case studies, recipes, images, video clips of demonstrations etc.
- Collect menu's from restaurants
- Follow the reviews of people on various restaurants and hotels in terms of experience, hygiene, food trends, etc.
- Invite guest speakers, chefs/restaurateurs to speak to learners on latest trends, expectations in the industry, food and nutrition, special diets, health inspection requirements etc.
- A visit to the Good Food and Wine Show is helpful to visit to see new trends and products and to create an interest in the field.

#### 5. CONCLUSION

This Examination Guidelines document is meant to articulate the assessment aspirations espoused in the CAPS document. It is therefore not a substitute for the CAPS document which educators should teach to.

Qualitative curriculum coverage as enunciated in the CAPS cannot be over-emphasised.