



# **basic education**

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

## **HOSPITALITY STUDIES**

### **GUIDELINES FOR PRACTICAL ASSESSMENT TASKS**

**GRADE 12**

**2020**

**These guidelines consist of 39 pages.**

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## 1. INTRODUCTION

The 17 Curriculum and Assessment Policy Statement subjects which contain a practical component all include a practical assessment task (PAT). These subjects are:

- **AGRICULTURE:** Agricultural Management Practices, Agricultural Technology
- **ARTS:** Dance Studies, Design, Dramatic Arts, Music, Visual Arts
- **SCIENCES:** Computer Applications Technology, Information Technology, Technical Sciences
- **SERVICES:** Consumer Studies, Hospitality Studies, Tourism
- **TECHNOLOGY:** Civil Technology, Electrical Technology, Mechanical Technology and Engineering Graphics and Design

A practical assessment task (PAT) mark is a compulsory component of the final promotion mark for all candidates offering subjects that have a practical component and counts 25% (100 marks) of the end-of-year examination mark. The PAT is implemented during the first three terms of the school year. The PAT allows for learners to be assessed on a regular basis during the school year and it also allows for the assessment of skills that cannot be assessed in a written format, e.g. test or examination. It is therefore important that schools ensure that all learners complete the practical assessment tasks within the stipulated period to ensure that learners are resulted at the end of the school year.

The Hospitality Studies practical assessment task (PAT) for 2019 consists of TWO practical examinations. Learners should fulfil the role of a **chef** in one examination and that of a **waitron** in the other. Each learner must demonstrate the ability to:

- Prepare and present a range of dishes
- Set up a venue for a formal dinner
- Apply the correct serving techniques for food and beverages at a formal dinner.

### 1.1 MARK ALLOCATION

Learners work individually. Each learner will have a mark out of 100 for cooking skills (chef/chef de cuisine/sous chef/aboyeur/storekeeper), and a mark out of 100 for serving skills (waitron/beverage waitron/maître d'hôtel).

The mark for the final PAT is obtained by combining the marks of the two practical examinations divided by two. (See table below)

Practical examination, term 1 or 2	100
Practical examination, term 3	100
Total	200 ÷ 2
<b>Final mark for PAT</b>	<b>100</b>

The PAT forms part of the end-of-year assessment. The provincial examining body provides TWO separate computerised mark sheets, one for the PAT and one for the SBA marks.

## 1.2 REQUIREMENTS FOR THE PAT

**The following equipment and resources must be available for the PAT:**

- A training kitchen for the examination with the necessary equipment
- A restaurant or a room with furniture and equipment that creates a restaurant environment
- Toilet facilities for guests
- Ingredients and all other requirements for the practical examination, as stipulated in the *Curriculum and Assessment Policy Statement*, should be provided by the school
- Learners must wear the appropriate uniform assigned for their particular roles as chefs or waitrons
- A safe and secure environment must be provided on the school premises if the PAT is conducted after school hours

## 1.3 BASIC LIST OF RESOURCES FOR THE PAT (MINIMUM REQUIREMENTS)

- 4–6 working stoves
- 1 microwave
- 1 refrigerator
- Utensils: chefs knives, vegetables knives (utility knives), graters, mixing bowls, chopping boards, oven trays, measuring spoons, large pots, medium pots, casserole dishes, sieves, wooden spoons, stainless steel mixing spoons, colanders, draining spoons, non-stick lifters, etc.
- 1 safety/first-aid kit
- 1 fire extinguisher
- Crockery, cutlery and glasses for restaurant guests

## 2. TEACHER INSTRUCTIONS

### 2.1 PLANNING THE PRACTICAL ASSESSMENT TASK

Two practical examinations are conducted in the training kitchen and restaurant of the school. The first in term 1 and the second one in term 2 or 3 **OR** one in term 2 and the other one in term 3. Practical assessment tasks 1 and 2 must be formal four-course dinners.

The formal four-course dinners in PAT 1 and 2 must include a non-alcoholic welcome cocktail drink, a hors d'oeuvre, starter, main course and dessert. The dinners must be prepared and served to paying guests (teachers, parents and members of the community, etc.).

- Examination dates for PAT 1 and 2 should be set at the end of the previous year and should appear on the 2020 school year plan. Ensure that the dates do not clash with other school activities. Learners and relevant subject advisers should be informed of these dates at the beginning of the year.
- The number of learners for a restaurant examination will be determined by the number of Hospitality Studies teachers available for the examination.
- One teacher can assess a maximum of 16 learners. Assessment must be done in the kitchen as well as in the restaurant.
- If a school has only one Hospitality Studies teacher, he/she will be unable to assess in the kitchen and restaurant simultaneously. The principal of the school should appoint a teacher other than the Hospitality Studies teacher to oversee the restaurant and assess the performance of the waitrons in the restaurant.
- The same teacher should be used for both examinations to ensure that the assessment is fair, valid and reliable.
- The teacher may decide that the effective operation of the restaurant also requires the positions of chef de cuisine/sous chef/aboyeur/storekeeper/beverage waitron and maître d'hôtel. The teacher can include these additional positions in the PAT and set assessment tools, according to the duties required.

Examples of assessment tools are provided.

- The examinations may take place during or after school hours, depending on the context of the school.

## 2.2 SETTING THE TASK

### 2.2.1 SET THE TWO FORMAL DINNER MENUS

The teacher should set menus to suit the context of the school and they must adhere to the prescribed menu requirements.

**The province may not prescribe a common menu, however, the two mocktail recipes provided as a guideline may be used.**

**The following requirements must be met when each menu is planned** (use analysis form ADDENDUM A):

- The menu should include at least four different cooking methods.
- The non-alcoholic welcome mocktail must include at least one mixed/blended/stirred/shaken drink, e.g. virgin Sea Breeze or Shirley Temple. See suggested mocktail recipes in ADDENDUM J.
- The hors d'oeuvre (first course) should include an advanced technique and cooking method, e.g. canapés, bouchées, samoosas, filled vetkoek or mini-terrines.
- The second course/starter/soup should be a vegetarian dish (lacto, ovo or lacto-ovo) which includes an advanced technique and cooking method, e.g. savoury mousse, cream soup (roux method), vol au vent, crêpes.
- The main course should include one or more advanced protein dishes, such as fish, meat or chicken. The preparation of the protein dish should include at least two techniques, e.g. stuffed and rolled or deboned and crumbed.
- Vegetable dishes should include advanced knife skills, such as rondelle, julienne, batonnettes, tourne, paysanne or brunoise.
- Starch dishes should include a special technique or variation, such as risotto, pilaf, grilled polenta, Duchesse potatoes, Dauphine potatoes, croquettes, rosti, latkes or rice balls.
- One or more advanced sauces, such as a caramel sauce (with caramelised sugar) or other sauces requiring special techniques, e.g. Béchamel, velouté, jus, pesto, mayonnaise or hollandaise sauce. A soup may replace one sauce.
- One or more of the following pastry dishes, sweet or savoury: puff pastry (ready-made), phyllo or purr pastry (ready-made), short crust or choux pastry.
- Desserts (hot, cold or frozen), e.g. baked sponge or steamed pudding, crêpes, mousse or meringues.
- A yeast product (kneaded), such as bread rolls, bread sticks or focaccia, suitable for bread service in the restaurant.
- A gelatine dish (not commercially flavoured jelly), e.g. cheesecake, Bavarian cream, terrine or savoury mousse.
- Delicate, advanced garnishing/decorating techniques that are in keeping with latest trends should be used, e.g. spun sugar, chocolate work, deep-fried or oven-fried vegetables and fruit chips, tuiles, brandy snaps, meringues.
- Optional: Friandise may be included when serving coffee. To be a valid learner task it should include an advanced technique and cooking method, e.g. miniature milk tarts, mini-baklava, truffles, sweetmeats, koeksisters or meringues.

The Hospitality Studies subject advisor must approve both menus, together with the recipes.

- The attached analysis form (ADDENDUM A) must be completed and submitted with the menus.
- The meal plans below can be used as a guideline when compiling the four-course menus for the school.

OPTION 1	OPTION 2	OPTION 3
Hors d'oeuvre Starter (Ovo-, lacto- lacto-ovo vegetarian)	Hors d'oeuvre/Starter Soup (Ovo-, lacto- lacto-ovo vegetarian)	Soup Hors d'oeuvre/Starter (Ovo-, lacto- lacto-ovo vegetarian)
Main course (Protein, starch & vegetable dishes)	Main course (Protein, starch & vegetable dishes)	Main course (Protein, starch & vegetable dishes)
Dessert	Dessert	Dessert

**Menu example (Option 1):**

<p><b>MENU</b> <b>Formal Dinner</b></p> <p><b><i>Non-Alcoholic Welcome Cocktail</i></b> Virgin Cosmopolitan</p> <p><b><i>Hors d'Oeuvre</i></b> Prawn Fish Cakes with a Sweet Cucumber Dressing</p> <p><b><i>Starter</i></b> Caramelised Onion, Feta Cheese and Mushroom Tartlets *(Poppy Seed Bread Rolls)</p> <p><b><i>Main Course</i></b> Rosemary Stuffed Saratoga Chops with Mint Sauce Polenta Triangles Grilled Root Vegetables Sautéed Spinach</p> <p><b><i>Dessert</i></b> Tropical Mango Mousse</p> <p>Tea and Coffee</p> <p><b><i>Friandise (Optional)</i></b> Chocolate Truffles</p> <p><b>4 August 2020</b></p>
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\*Bread only indicated on this menu for moderation purposes – not normally written on a menu.

**THE MENUS SHOULD MEET THE FOLLOWING CRITERIA:  
(See ADDENDUM A for template)**

**Example:**

Name of dish	Minimum of 4 cooking methods	Advanced protein dishes	Minimum of 1 advanced sauce	Starch dishes with special technique	Advanced vegetable dishes	Advanced vegetarian dish	Pastry/Choux/Puff dough	Desserts, e.g. crêpes/meringues	Yeast product	Gelatine dish	Advanced garnishing	Friandise	Non-alcoholic cocktail
Virgin Cosmopolitan													X
Prawn Fish Cakes	Shallow frying	X											
Caramelised Onion, Feta Cheese and Mushroom Tartlets	Baking Roasting Shallow frying					Lacto-ovo	X						
Sweet Cucumber Dressing			X		X						X		
Poppy Seed Bread Rolls	Baking								X				
Rosemary Stuffed Saratoga Chops	Grilling	X									X		
Mint Sauce	Simmering		X										
Grilled Root Vegetables	Grilling				X						X		
Polenta Triangles	Boiling Baking			X									
Sautéed Spinach	Shallow frying				X								
Tropical Mango Mousse	Indirect steaming							X		X	X		
Friandise: Chocolate Truffles	Indirect steaming										X	X	

2.2.2

**PREPARE THE RECIPES FOR THE EXAMINATIONS**

- All recipes for each examination should be typed neatly and legibly in standard or action format.
- Criteria for taste, texture and appearance should be included for each recipe.

**EXAMPLE: STANDARD FORMAT**

<b>Caramelised Onion Feta Cheese and Mushroom Tartlets</b>		<b>Yield: 8 portions</b>
<p><b>Ingredients</b>                      1 punnet (200 g) Portobello mushrooms, sliced in halves                      2 cloves garlic, crushed                      15 ml olive oil                      Salt and pepper to taste                      2 rolls puff pastry                      1 egg beaten (egg wash)                      2 onions, thinly sliced                      1 sprig thyme                      20 ml sugar                      60 ml red wine vinegar                      100 g Feta cheese                      50 g walnuts to sprinkle</p> <p><b>Method</b></p> <ol style="list-style-type: none"> <li>1. Preheat oven to 200 °C. Grease the baking sheet.</li> <li>2. Toss mushrooms and garlic on a baking sheet with olive oil and season well with salt and pepper.</li> <li>3. Roast for 15 minutes. Cool down and keep aside.</li> <li>4. Unroll the pastry on a lightly floured surface.</li> <li>5. Cut into 8 even squares.</li> <li>6. Score a 10 cm border around each.</li> <li>7. Dock the pastry squares.</li> <li>8. Brush with the egg wash and bake for 25 minutes.</li> <li>9. Sauté onion and thyme over low heat until soft.</li> <li>10. Add sugar and vinegar and cook for 1 minute. Cool down.</li> <li>11. Soften the Feta cheese. Spread the mushrooms, Feta cheese and onion mixture over the tart bases.</li> <li>12. Sprinkle walnuts on tarts and serve.</li> </ol>		
<b>Criteria for the evaluation of the quality of the tartlets</b>		
<b>Taste</b>	<b>Texture</b>	<b>Appearance</b>
<ul style="list-style-type: none"> <li>• Mild flavours, with no flavour overpowering the other.</li> <li>• Sweet and savoury topping.</li> </ul>	<ul style="list-style-type: none"> <li>• Base should be flaky.</li> <li>• Vegetables should be soft and not overcooked.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Crust:</b> Golden brown even colour and distinct pastry layers.</li> <li>• <b>Topping:</b> Evenly spread mixture.</li> <li>• <b>Shape:</b> Uniform and neat.</li> </ul>

**2.2.3 SET THE TASKS FOR THE CHEFS (SEE ADDENDUM C)**

- Use the set menu and divide the menu into equal tasks for the number of chefs.
- Various types of chefs may be used, each fulfilling their particular roles, e.g. head chef/chef de cuisine.
- Each chef must work individually, preparing a minimum of two dishes, e.g. Caramelised Onion Feta Cheese and Mushroom Tarts and Prawn Fish Cakes with a Sweet Cucumber Dressing.
- Each chef should use a minimum of two cooking methods.
- A number of chefs may individually prepare the same dish for a group of 6 to 10 guests (individual work). Two chefs should not prepare one large dish together.
- Prevention of cross-contamination must take priority in the division of tasks and placement of workstations for dishes.
- 14 school days before the date of the examination, each chef must receive the following:
  - The recipes for the dishes adapted to suit the number of guests.
  - The written planning task form (See learner instructions)
- The written planning task must be handed in seven school days before the practical assessment task.
- The marked written planning tasks must be returned to the learners to use while they perform the practical examination.

**2.2.4 SET THE TASKS FOR THE WAITRONS (SEE ADDENDUM C)**

- The maître d'hôtel, consulting with the teacher, must:
  - Plan the layout of the restaurant according to the number of guests expected
  - Plan the service of the non-alcoholic welcome cocktail and hors d'oeuvre, e.g. waiters with trays/reception table
  - Divide the number of tables between the number of waitrons needed for the examination
  - Plan the table setting, including table décor, according to the context of the school
  - Plan the seating of guests and other extra duties
- Each waitron should serve a minimum of four guests.
- Waitrons/Beverage waiters should prepare and serve the non-alcoholic welcome cocktail.
- Waitrons/Beverage waiters should prepare and serve coffee and tea.
- Waitrons should not serve their own family or friends.
- Waitrons must be able to work individually as well as in a team, e.g. waitrons should lay their own table covers but assist each other so that guests at the same table receive their food simultaneously.
- Waitrons must receive the written planning task form (attached) 14 days before the date of the practical assessment task.
- The written planning task form must be handed in for assessment seven school days before the examination.
- The marked written planning tasks must be returned to the learners to use during the examination.

### 3. THE EXAMINATIONS (APPROXIMATELY 6–7 HOURS)

- Preparation starts in a clean environment. Cleaning of the kitchen/restaurant must be done the day before. Packing out of ingredients and apparatus as well as ironing of tablecloths can be done beforehand.
- Food and beverage preparation and setting up of the restaurant commence a maximum of 4 hours before the restaurant doors should open.
- No preparation of the venue, food or beverages may be done the day before however the marinating/tenderising of tough meat cuts for meat dishes can be done the day before in a class period.
- Learners with concessions should be granted additional time, based on their needs, up to a maximum of 2 hours extra for food preparation and 2 hours extra for serving and closing mise-en-place. The additional time required must be negotiated and agreed to by the subject advisor.
- Thirty minutes may be included in the 6–7 hours for the learners to eat and get dressed. The preparation of dishes, preparation of the venue, laying of tables and other relevant preparation should take place during this time.
- The total time should not exceed 7 hours.
- Closing mise-en-place will take place after the guests have left.

### 4. ASSESSMENT

#### 4.1 ASSESSMENT TOOLS

The assessment tools for chefs and waitrons that are included as ADDENDA D and E are COMPULSORY. The teacher sets the assessment tools for additional posts if required (chef de cuisine/head chef, sous chef, aboyeur/storekeeper, beverage waiter, maître d'hôtel/head waiter) according to the expected duties. The examples provided as ADDENDA F, G, H and I can be adapted to suit the context of the school. The additional assessment tools must be approved by the subject advisor.

#### 4.2 ASSESSMENT OF LEARNERS

- Mark the written planning tasks before the examinations take place and return them to the learners to use while they do the examinations. Teachers are advised to compile a marking guideline for the planning to ensure the reliability of the marks.
- Assess the performance of the chefs and waitrons during the examinations by observation, according to the assessment tool included.
- Certain aspects of the waitrons may be assessed before the arrival of guests, such as the setting of tables and personal appearance, non-alcoholic welcome cocktails and coffee and tea service.
- Certain aspects of the storekeeper and beverage waiter may be assessed at the start of the examination, such as issuing of stock and packing out of apparatus.
- Setting of tables must be assessed before the maître d'hôtel is called to assist.
- The maître d'hôtel must be assessed according to his/her own knowledge of table setting and should indicate errors to the relevant waiter in the presence of the examiner/moderator.

**5. PROVINCIAL MODERATION****5.1 MODERATION OF THE PLANNING TASK**

Teachers who start with PAT 1 in term 1 should make the arrangements with the subject advisor timeously and submit relevant PAT 1 documents beforehand.

For each examination the following forms should be included:

- ADDENDUM A
- ADDENDUM B
- ADDENDUM C

Refer to the examples of ADDENDA A, B and C on pages 7, 12 and 13 respectively.

**EXAMPLE: DIVISION OF TASKS (SEE ADDENDUM B FOR TEMPLATE)**

DIVISION OF THE TASKS			
<b>SCHOOL:</b>		<b>DATE:</b>	
<b>EXAMPLE: PRACTICAL EXAMINATION: 1 / (2)</b> (circle the appropriate number)			
<b>Expected number of guests:</b>	<b>24</b>	<b>Number of learners:</b>	<b>24</b>
<b>TASK</b>	<b>LEARNER NAME/NUMBER</b>	<b>NUMBER OF GUESTS/PORTIONS</b>	
<b>RESTAURANT BRIGADE</b>			
Maître d'hôtel			
Beverage waiter		Non-alcoholic cocktails	
Waitrons		4 guests	
		4 guests	
<b>KITCHEN BRIGADE</b>			
Chef de cuisine/Head chef			
Sous chef			
Aboyeur		Dry and cold store	
<b>CHEFS' TASKS</b>			
Prawn Fish Cakes Sautéed Spinach		8 portions	
		8 portions	
		8 portions	
Caramelised Onion, Feta Cheese and Mushroom Tarts Poppy Seed Bread Rolls		8 portions	
		8 portions	
		8 portions	
Rosemary Stuffed Saratoga Chops Mint Sauce		8 portions	
		8 portions	
		8 portions	
Grilled Root Vegetables Polenta Triangles Sweet Cucumber Dressing		8 portions	
		8 portions	
		8 portions	
Tropical Mango Mousse Chocolate Truffles		8 portions	
		8 portions	
		8 portions	

**EXAMPLE: CHECKLIST (SEE ADDENDUM C FOR TEMPLATE)**

<b>HOSPITALITY STUDIES CHECKLIST FOR PAT PLANNING TO BE SUBMITTED FOR MODERATION</b>			
<b>NAME OF SCHOOL:</b> _____ <b>District:</b> _____			
<b>GRADE 12 PRACTICAL EXAMINATION:</b> 1 / (2) <i>(circle the appropriate number)</i>			
<b>SUBMISSION DATE:</b> _____			
Examination date(s)	Proposed moderation dates		Approved moderation date
06/08 or 14/08	06/08 or 14/08		
	Teacher	Subject Advisor	Comments
Starting time	08:30		
Serving time	12:30		
Expected number of guests	24		
Menu included	✓		
Analysis of menu included	✓		
Recipes included	✓		
Division of tasks in restaurant	✓		
<ul style="list-style-type: none"> <li>• Waitrons</li> <li>• Maître d'hôtel with assessment tool</li> <li>• Beverage waiter</li> </ul>	N/A ✓		
Division of tasks in kitchen			
<ul style="list-style-type: none"> <li>• Chefs</li> <li>• Chef de cuisine/Head chef with assessment tool</li> <li>• Aboyeur/Storekeeper with assessment tool</li> </ul>	✓ N/A ✓ N/A ✓		
Assessor: Restaurant	U Naidoo		
Assessor: Kitchen 1	T Modise		
Assessor: Kitchen 2	N/A		
<b>APPROVED/NOT APPROVED</b> <b>[RESUBMISSION DATE: _____ ]</b>			
<b>Signatures:</b>			
<b>Teacher:</b> _____			
<b>Principal:</b> _____			
<b>Subject Advisor:</b> _____			
<i>To be completed for every examination</i>			

5.2 **ON-SITE MODERATION OF THE PAT**

- The subject advisor will moderate the performance of the learners on site at the school during term 3 on the agreed date.
- The moderator will attend the practical examination performed by the last group of Grade 12 Hospitality Studies learners.
- The teacher must have the following available for the moderator for verification and moderation of the PAT:
  - The teacher's planning tasks, including recipes, for both examinations (PATs 1 and 2)
  - The marks of all learners who completed PAT 1, done in term 1 or 2
  - In case of large groups, the marks of all the learners who have already completed PAT 2
  - The written preparation of the learners for PAT 1 and 2. Learners may use their written, marked preparation during the PAT.
  - A separate set of assessment tools for the use of the moderator with the names and examination numbers the learners already written on the mark sheet (if available)
- The moderator will moderate SIX candidates from both the kitchen and restaurant. They will independently assess the learners while they do the examination as well as the products produced by the selected learners.
- The moderator will compare his/her assessment with the assessment of the teacher. If the moderator finds that the marks of the teacher differ by more than 10% from his/her marks, a block adjustment upwards or downwards should be made based on the difference.
- The table below demonstrates how to determine the difference between the moderator's marks and the teacher's marks to establish precisely whether adjustment is needed and the margin of adjustment required.

**EXAMPLE**

Learner Names	PAT 2	
	100	
	*T	*M
Learner A	84	69
Learner B	83	70
Learner C	68	53
Learner D	59	44
Learner E	49	40
Learner F	45	40
<b>TOTAL</b>	<b>388</b>	<b>316</b>
<b>AVERAGE MARK = TOTAL ÷ 6 (number of learners)</b>	<b>65</b>	<b>53</b>
<b>DIFFERENCE = 64.4 (*T) – 52.4 (*M)</b>	<b>12</b>	
<b>ADJUSTMENT</b>	<b>DOWNWARDS</b>	<b>✓ UPWARDS</b>
		<b>-2</b>
(If the average difference of the sample is more than 10% a block adjustment should be made.)		
<b>*T = Teacher; *M = Moderator</b>		

- A block adjustment can be made based on the judgment of the moderator if the practical examination of the school is not of the expected standard.
- The moderator will discuss the moderation outcome as well as any adjustments with the teacher. The final moderated marks should then be entered on the computerised mark sheet.
- The marks of all learners must be changed if an adjustment is made.
- The marks of all the learners need to be finalised and signed by the subject advisor and principal after the moderation process. The computerised mark sheet must be completed on the day of moderation (if available).

## 6. CONCLUSION

On completion of the practical assessment task learners should be able to demonstrate their understanding of the industry, enhance their knowledge, skills, values and reasoning abilities as well as establish connections to life outside the classroom and address real-world challenges. The PAT furthermore develops learners' life skills and provides opportunities for learners to engage in their own learning.

## ADDENDA

- ADDENDA A, B and C: Should be submitted to the subject advisor.
- ADDENDA D, E and L: To be completed by the teacher.
- ADDENDA F–I and M: Optional: These assessment sheets/lists should be adapted to suit the specific scenario of the school.
- ADDENDA K is to be completed by the subject advisor/moderator.





**ADDENDUM C: CHECKLIST**

<b>HOSPITALITY STUDIES CHECKLIST FOR PAT PLANNING SUBMITTED FOR MODERATION</b>			
<b>NAME OF SCHOOL:</b> _____ <b>District:</b> _____			
<b>GRADE 12 PRACTICAL EXAMINATION:</b> 1 / 2 <i>(circle the appropriate number)</i>			
<b>SUBMISSION DATE:</b> _____			
Examination date(s)	Proposed moderation dates		Approved moderation date
	Teacher	Subject Advisor	Comments
Examination starting time			
Serving time			
Expected number of guests			
Menu included			
Analysis of menu included			
Recipes included			
Division of tasks in restaurant			
• Waitrons			
• Maître d'hôtel with assessment tool			
• Beverage waiter			
Division of tasks in kitchen			
• Chefs			
• Chef de cuisine with assessment tool			
• Aboyeur/Storekeeper with assessment tool			
Assessor: Restaurant			
Assessor: Kitchen 1			
Assessor: Kitchen 2			
<b>APPROVED/NOT APPROVED</b>		<b>[RESUBMISSION DATE: _____ ]</b>	
<b>Signatures:</b>			
<b>Teacher:</b> _____			
<b>Principal:</b> _____			
<b>Subject advisor:</b> _____			
<i>To be completed for EVERY practical examination.</i>			

**ADDENDUM D: ASSESSMENT – CHEFS**

Name of school:		Names or numbers of chefs					
Name of teacher:							
Date:	Type of chef/Dishes:						
<b>WRITTEN PLANNING</b>							
<b>1</b>	<b>HYGIENE AND NEATNESS: PERSONAL AND WORK STATION</b>						
	<ul style="list-style-type: none"> <li>Chef's uniform: Hat and jacket/apron, shoes</li> <li>Neat appearance: Hair, nails, no jewellery, no make-up</li> </ul>	(3) (3)	<b>6</b>				
	<ul style="list-style-type: none"> <li>Dishcloths available, CLEAN and not lying around</li> <li>Neatness of workstation (stove, work surface, equipment)</li> <li>Clean as you go: Cleaning as you execute the tasks</li> <li>Neatness of sink: Regular dishwashing (warm water, rinse)</li> <li>Correct handling of waste</li> </ul> <p><i>(Teacher observes each learner's workstation and sink a few times during and after the exam)</i></p>	(2) (2) (1) (2) (1)	<b>8</b>				
<b>2</b>	<b>OPENING MISE-EN-PLACE</b>						
	<ul style="list-style-type: none"> <li>Collects and prepares required equipment/apparatus for use</li> <li>Collects, measures and prepares ingredients correctly and timeously and arrange in order of use</li> </ul>	(2) (4)	<b>6</b>				
<b>3</b>	<b>CULINARY SKILLS</b>						
	<ul style="list-style-type: none"> <li>Correct application of cooking methods</li> <li>Correct application of techniques and skills</li> <li>Correct and safe use of equipment (knives, beaters, etc.)</li> <li>Correct interpretation of recipes, logical work procedure, works on 2 recipes simultaneously</li> <li>Uses time efficiently, dishes finished at correct time (plated and garnished), no overcooking or leaving to stand for reheating</li> <li>Able to finish without questions/assistance</li> </ul>	(2) (3) (2) (3) (3) (2)	<b>15</b>				
<b>4</b>	<b>PROFESSIONALISM</b>						
	<ul style="list-style-type: none"> <li>Punctuality: Begins on time, adheres to break times</li> <li>Offers assistance when required</li> <li>Coordination and cooperation with other chefs and waitrons</li> <li>Displays professional behaviour/attitude, no hanging about</li> </ul>	(1) (1) (1) (2)	<b>5</b>				
<b>5</b>	<b>CLOSING MISE-EN-PLACE</b>						
	<ul style="list-style-type: none"> <li>All equipment and apparatus cleaned and stored away correctly and safely</li> <li>Appearance of workstation and stove on completion</li> <li>Completes all additional tasks given (sweeping floors, closing windows, switching off identified equipment, etc.)</li> </ul>	(1) (2) (2)	<b>5</b>				
<b>6</b>	<b>ASSESSMENT OF DISHES</b>						
Dish – A	Appearance		<b>5</b>				
	Taste		<b>5</b>				
	Texture		<b>5</b>				
Dish – B	Appearance		<b>5</b>				
	Taste		<b>5</b>				
	Texture		<b>5</b>				
<b>Deduct marks up to a maximum of 10 if learner had to be assisted by teacher or fellow learner(s) to complete, redo or rectify dish/dishes.</b>							
			<b>75</b>				
<b>TOTAL</b>			<b>100</b>				
<b>SCALE FOR DISHES:</b>							
0 = Unacceptable		4 = Exceeds requirements					
1–2 = Does not meet requirements		5 = Excellent					
3 = Meets requirements							

**ADDENDUM E: ASSESSMENT – WAITRONS**

Name of school:		Names or numbers of waitrons					
Name of teacher:							
Date:							
<b>WRITTEN PLANNING</b>			<b>25</b>				
<b>1</b>	<b>PERSONAL APPEARANCE</b>						
	<ul style="list-style-type: none"> <li>Uniform: Trousers/Skirt, shirt, waistcoat/apron, tie, shoes, waiter's cloth</li> <li>General neat appearance – hair, nails, jewellery, no make-up</li> </ul>	(4) (2)	<b>6</b>				
<b>2</b>	<b>OPENING MISE-EN-PLACE</b>						
	Preparation of restaurant and tables: <ul style="list-style-type: none"> <li>Tables stable, chairs neatly aligned and enough space to move around</li> <li>Tablecloth and overlay clean, ironed</li> <li>Placement of table cloth: overhang, straight and right side up</li> <li>Folding and placement of napkins/serviettes</li> </ul>	(2) (2) (2) (2)	<b>8</b>				
	<ul style="list-style-type: none"> <li>All items clean and shiny (side plates, cutlery, glasses)</li> <li>Cutlery straight, correct spacing and placed equal distance from table edge and from side plate</li> <li>Correct placing of the cutlery according to the menu</li> <li>All covers at the table are correct, aligned and the same as the rest of the restaurant (side plates, cutlery, glasses)</li> <li>Decorations and additional items: table number, cruet set, flowers/candles placed correctly</li> </ul>	(3) (3) (3) (2) (2)	<b>13</b>				
<b>3</b>	<b>HANDLING OF GUESTS: COMMUNICATION</b>						
	<ul style="list-style-type: none"> <li>Welcome/Introduction and seating of guests</li> <li>Friendliness, attentiveness and availability</li> <li>Non-verbal communication: Attitude, posture, body language</li> <li>Overall communication and interaction with guests</li> <li>Presenting the menu: The way each course is explained, knowledge of menu/allergens, announcing each course before serving</li> </ul>	(2) (2) (2) (2) (2)	<b>10</b>				
<b>4</b>	<b>EFFICIENCY OF BEVERAGE SERVICE AND CLEARING</b>						
	<ul style="list-style-type: none"> <li>Taking and executing beverage order and handling of tray</li> <li>Serving drinks at table: pouring of beverages, anti-clockwise, from the right hand side, ladies first, glass filled to correct level, no spilling</li> <li>Coffee/Tea service: Pouring of coffee, anti-clockwise, from the right hand side, ladies first, cup filled to correct level, milk, sugar, etc.</li> </ul>	(2) (3) (3)	<b>8</b>				
<b>5</b>	<b>SERVING AND CLEARING ALL COURSES ON THE MENU</b>						
	<ul style="list-style-type: none"> <li>Bread service: from left hand side, place on side plate, butter</li> <li>Food service: carrying and handling of plates (respect food plating, anti-clockwise, from right hand side, ladies first, guests at a table served together)</li> <li>Clearing and carrying empty plates</li> <li>Crumbing down, clearing unnecessary items, placing dessert cutlery</li> </ul>	(3) (4) (3) (4)	<b>14</b>				
<b>6</b>	<b>PROFESSIONALISM</b>						
	<ul style="list-style-type: none"> <li>Punctuality: Begins on time, adheres to break times</li> <li>Teamwork: Coordination and cooperation with chefs and waitrons</li> <li>Display professional behaviour, handling of crisis situations</li> <li>Attentive to guests, no hanging around</li> <li>Offers assistance where needed</li> </ul>	(2) (2) (2) (2) (2)	<b>10</b>				
<b>7</b>	<b>CLOSING MISE-EN-PLACE: FULFILLING AFTER-SERVICE DUTIES</b>						
	<ul style="list-style-type: none"> <li>Cleaning of own tables</li> <li>Extra duties: Assist with general cleaning, counting and storing, e.g. washing of coffee and tea items, sweeping, close windows, clearance of tea and coffee counters, cleaning and locking of bathrooms, storing of music system, hot trays.</li> </ul>	(2) (4)	<b>6</b>				
<b>Deduct marks up to a maximum of 10 if learner had to be assisted by teacher or fellow learner(s) to complete, redo or rectify cover/service procedures.</b>							
<b>TOTAL FOR RESTAURANT SERVICE</b>			<b>75</b>				
<b>GRAND TOTAL</b>			<b>100</b>				

**ADDENDUM F: ASSESSMENT – CHEF DE CUISINE/HEAD CHEF (Optional)**  
**(Only 1 candidate)**

	Name of school:		Name of chef de cuisine/ head chef	
	Name of teacher:			
	Date:			
		<b>WRITTEN PLANNING</b>	<b>25</b>	
<b>1</b>	<b>PERSONAL APPEARANCE</b>			
	<ul style="list-style-type: none"> <li>Uniform: Hat, chef's jacket, pants, shoes</li> </ul>	(3)	<b>6</b>	
	<ul style="list-style-type: none"> <li>General neat appearance – hair, nails, jewellery, no make-up ,dishcloth</li> </ul>	(3)		
<b>2</b>	<b>KITCHEN CONTROL</b>			
	<ul style="list-style-type: none"> <li>Hand out written preparation and name tags/numbers to kitchen brigade</li> </ul>	(2)	<b>6</b>	
	<ul style="list-style-type: none"> <li>Hygiene inspection: Appearance of brigade, e.g. uniform, clean shaven, loose hair</li> </ul>	(4)		
	Management:		<b>11</b>	
	<ul style="list-style-type: none"> <li>Communication skills/speech</li> </ul>	(2)		
	<ul style="list-style-type: none"> <li>Clear instructions</li> </ul>	(2)		
	<ul style="list-style-type: none"> <li>Organised</li> </ul>	(1)		
	<ul style="list-style-type: none"> <li>Gets cooperation</li> </ul>	(1)		
	<ul style="list-style-type: none"> <li>Delegates tasks</li> </ul>	(1)		
	<ul style="list-style-type: none"> <li>Monitors chefs (food preparation and dishes)</li> </ul>	(2)		
	<ul style="list-style-type: none"> <li>Authority and assistance</li> </ul>	(2)		
	Assessment of chefs: Preparation of dishes and cleaning	(2)	<b>2</b>	
	Time management:		<b>5</b>	
	<ul style="list-style-type: none"> <li>Punctuality</li> </ul>	(1)		
	<ul style="list-style-type: none"> <li>Informs chefs of serving times (times realistic and managed)</li> </ul>	(3)		
	<ul style="list-style-type: none"> <li>Dishes served punctually</li> </ul>	(1)		
	Control dishes:		<b>7</b>	
	<ul style="list-style-type: none"> <li>Prepares garnishes in advance</li> </ul>	(2)		
	<ul style="list-style-type: none"> <li>Checks dishes (taste, appearance and check portions)</li> </ul>	(3)		
	<ul style="list-style-type: none"> <li>Confirms number of portions with aboyeur and plates</li> </ul>	(2)		
	Line of service:		<b>5</b>	
	<ul style="list-style-type: none"> <li>Example plate ready on time</li> </ul>	(1)		
	<ul style="list-style-type: none"> <li>Tasks allocated</li> </ul>	(1)		
	<ul style="list-style-type: none"> <li>Chefs ready, logical flow, smooth, efficient operation of plating dishes</li> </ul>	(3)		
	<ul style="list-style-type: none"> <li>Crisis management</li> </ul>	(2)	<b>2</b>	
<b>3</b>	<b>PLATING</b>			
	Garnish and appearance of plates		<b>15</b>	
	<ul style="list-style-type: none"> <li>Neatness of plate - no finger prints/food</li> </ul>	(5)		
	<ul style="list-style-type: none"> <li>Creative/Original</li> </ul>	(5)		
	<ul style="list-style-type: none"> <li>Consistent plate appearance</li> </ul>	(5)		
<b>4</b>	<b>CLOSING MISE-EN-PLACE</b>			
	<ul style="list-style-type: none"> <li>Confirms duty list with storekeeper, control chefs, no items standing around</li> </ul>	(2)	<b>6</b>	
	<ul style="list-style-type: none"> <li>Facilitates cleaning after service is completed</li> </ul>	(4)		
	Workstations:		<b>6</b>	
	<ul style="list-style-type: none"> <li>Checks units for outstanding items</li> </ul>	(2)		
	<ul style="list-style-type: none"> <li>Calls examiner when it is in order, cupboards in order</li> </ul>	(2)		
	<ul style="list-style-type: none"> <li>Cleanliness of workstations</li> </ul>	(2)		
	<ul style="list-style-type: none"> <li>Checks fridges, stoves, warm drawer, bain-marie, storerooms, lights off and kitchen windows closed</li> </ul>	(Any 4)	<b>4</b>	
	<b>Deduct marks up to a maximum of 10 if learner had to be assisted by teacher or fellow learner(s) to complete, redo or rectify kitchen/plating procedures.</b>			
		<b>TOTAL FOR KITCHEN SERVICE</b>	<b>75</b>	
		<b>GRAND TOTAL</b>	<b>100</b>	

**ADDENDUM G: ASSESSMENT – STOREKEEPER (Optional)**

Name of school:		Names or numbers of storekeepers					
Name of teacher:							
Date:							
<b>WRITTEN PLANNING</b>			<b>25</b>				
<b>1</b>	<b>PERSONAL APPEARANCE</b>						
	<ul style="list-style-type: none"> <li>Uniform: Hat, chef's jacket, pants, shoes</li> <li>General neat appearance – hair, nails, jewellery, no make-up, dishcloth</li> </ul>	(3) (3)	<b>6</b>				
<b>2</b>	<b>PRE-PREPARATION</b>						
	Reports stock shortages the day before	(6)	<b>6</b>				
	Does pre-preparation, e.g. defrosting, make clarified butter/stock, portioning of meat/fish/poultry, etc.	(4)	<b>4</b>				
	Issuing of ingredients: <ul style="list-style-type: none"> <li>Everything put out on time</li> <li>Organised and labelled</li> <li>Correct measurements – weighing of ingredients, checks mise-en place of learners</li> <li>FIFO – no wastage</li> </ul>	(4) (4) (4) (4)	<b>16</b>				
	Controls/Organises dishwashing: <ul style="list-style-type: none"> <li>Organises dishwashing area as well as cutlery and crockery according to type</li> <li>Manages chefs/waiters during dishwashing process (correct method of scraping, separating cutlery and crockery)</li> </ul>	(2) (2)	<b>4</b>				
<b>3</b>	<b>DURING SERVICE</b>						
	<ul style="list-style-type: none"> <li>Cleaning timeously after the chefs have taken ingredients</li> <li>Controls and organises prepared dishes in refrigerator/bain-marie</li> <li>Counts portions per chef</li> <li>Writes on board and in written preparation</li> <li>Pre-preparation of garnishes</li> <li>Handing out of prepared dishes for dishing up (from the bain-marie/fridge)</li> <li>Calls out plates/orders to tables; confirms that all guests/examiners are served</li> <li>Cleans ingredient cupboards and pack alphabetically</li> </ul>	(4) (2) (2) (2) (2) (2) (2) (4)	<b>20</b>				
<b>4</b>	<b>CLOSING MISE-EN-PLACE: FULFILLING AFTER-SERVICE DUTIES</b>						
	<ul style="list-style-type: none"> <li>Clean-up organisation: Delegates to and controls duties of chefs</li> <li>Conducts general cleaning of stores and organises cleaning equipment (brooms, mops, trolleys – neat and clean)</li> <li>Cleans fridges, removes old food, covers food, organises food (sort together), packaging and labelling of leftover food</li> <li>Cleans floor of storeroom</li> </ul>	(4) (4) (4) (2)	<b>14</b>				
	<ul style="list-style-type: none"> <li>Punctuality, attitude, willingness to assist and effective team work</li> </ul>	(5)	<b>5</b>				
<b>Deduct marks up to a maximum of 10 if learner had to be assisted by teacher or fellow learner(s) to complete, redo or rectify storeroom procedures.</b>							
<b>TOTAL FOR KITCHEN SERVICE</b>			<b>75</b>				
<b>GRAND TOTAL</b>			<b>100</b>				

**ADDENDUM H: ASSESSMENT – BEVERAGE WAITER (not more than 3 candidates)**

Name of school:		Names or numbers of waitrons						
Name of teacher:								
Date:								
<b>WRITTEN PLANNING</b>		<b>25</b>						
<b>1</b>	<b>PERSONAL APPEARANCE</b>							
	<ul style="list-style-type: none"> <li>Uniform: Trousers/Skirt, shirt, waistcoat/apron, tie, shoes</li> <li>General neat appearance – hair, nails, jewellery, no make-up, waiter's cloth</li> </ul>	(3) (3)	<b>6</b>					
<b>2</b>	<b>OPENING MISE-EN-PLACE</b>							
	<ul style="list-style-type: none"> <li>Sufficient bar dockets</li> <li>Checks change in register</li> <li>Apparatus (glasses, trays)</li> <li>Suitable background music</li> </ul>	(1) (1) (1) (1)	<b>4</b>					
	<ul style="list-style-type: none"> <li>Stock-taking beforehand</li> <li>Reports shortages – correct</li> </ul>	(2) (2)	<b>4</b>					
	<ul style="list-style-type: none"> <li>Cleaning of bar</li> <li>Corridor clean</li> <li>Tidies and cleans rubbish bins/puts in correct place</li> <li>Switches on bathroom and corridor lights</li> </ul>	(2) (5) (1) (1)	<b>9</b>					
	<ul style="list-style-type: none"> <li>Cooling of cool drinks and water (jugs)</li> <li>Makes ice and mixes fruit juice</li> <li>Checks if urn is filled with water and switched on</li> </ul>	(2) (2) (2)	<b>6</b>					
	Set up the coffee station: <ul style="list-style-type: none"> <li>Arranges cups, milk, sugar, tea, etc.</li> <li>Makes coffee – correct strength</li> <li>Time management without assistance</li> </ul>	(2) (2) (2)	<b>6</b>					
	<ul style="list-style-type: none"> <li>Correct glasses</li> <li>Cleaning/Steaming of other glasses</li> </ul>	(2) (2)	<b>4</b>					
	Prepares for non-alcoholic cocktail: <ul style="list-style-type: none"> <li>Mise-en-place</li> <li>Garnishes for glasses appropriate</li> <li>Creative / original</li> <li>Neat, suitable</li> <li>Economical</li> </ul>	(2) (1) (2) (2) (1)	<b>8</b>					
	Beverage area/Bar: <ul style="list-style-type: none"> <li>Neat</li> <li>Display of mocktails</li> <li>Advertising/Drinks menu</li> <li>Organising cool drinks</li> <li>Prepares bar dockets, etc.</li> </ul>	(1) (1) (1) (2) (1)	<b>6</b>					
<b>3</b>	<b>DURING SERVICE</b>							
	<ul style="list-style-type: none"> <li>Efficient serving of drinks and organised flow during service</li> </ul>	(4)	<b>4</b>					
	Handling bar dockets: <ul style="list-style-type: none"> <li>Organised and efficient</li> <li>Fills in correctly</li> <li>Correlates with money</li> <li>On saucer with peppermint</li> </ul>	(1) (1) (1) (1)	<b>4</b>					

<b>4</b>	<b>CLOSING MISE-EN-PLACE</b>								
	Cleaning:								
	• Containers	(1)							
	• Fridge	(1)							
	• Coffee machine and coffee station	(1)	<b>5</b>						
	• Rubbish bin	(1)							
	• Floor, sink, etc.	(1)							
	Puts away apparatus:								
	• Glasses	(2)							
	• Drinks – correct places/same types together, neat rows	(4)	<b>6</b>						
	• Attitude	(1)							
	• Punctuality	(1)	<b>3</b>						
	• Assist and effective communication and switch off	(1)							
	<b>Deduct marks up to a maximum of 10 if learner had to be assisted by teacher or fellow learner(s) to complete, redo or rectify bar service procedures.</b>								
	<b>TOTAL FOR RESTAURANT SERVICE</b>		<b>75</b>						
	<b>GRAND TOTAL</b>		<b>100</b>						

**ADDENDUM I: ASSESSMENT – MAÎTRE D'HÔTEL (Only 1 candidate)**

Name of school:		Name of maître d'hôtel	
Name of teacher:			
Date:			
<b>WRITTEN PLANNING</b>		<b>25</b>	
<b>1</b>	<b>PERSONAL APPEARANCE</b>		
	<ul style="list-style-type: none"> <li>• Uniform: Trousers/Skirt, shirt, waistcoat/jacket, shoes</li> <li>• General neat appearance – hair, nails, jewellery, no make-up, waiter's cloth</li> </ul>	(3) (3)	<b>6</b>
<b>2</b>	<b>OPENING MISE-EN-PLACE</b>		
	Control and organisational skills: <ul style="list-style-type: none"> <li>• Clear instructions to waiters</li> <li>• Assists waiters</li> <li>• Well organised</li> <li>• Checks preparation and cleaning</li> </ul>	(2) (2) (2) (2)	<b>8</b>
	Restaurant: <ul style="list-style-type: none"> <li>• Appearance of restaurant</li> <li>• Decorations</li> <li>• Neatness</li> <li>• Original/Creative</li> <li>• Cost-effective decorations</li> </ul>	(2) (2) (2) (2) (2)	<b>10</b>
	Paperwork: Name stickers – waiters <ul style="list-style-type: none"> <li>• Table numbers</li> <li>• Menus and drinks list <ul style="list-style-type: none"> <li>- Correct and neat</li> <li>- Creativity</li> <li>- Attractive</li> <li>- Easy to read and matches the theme</li> </ul> </li> </ul>	(1) (1) (2) (2) (1) (1) (2)	<b>10</b>
	Reception area: <ul style="list-style-type: none"> <li>• Cleaning of area</li> <li>• Preparing (decoration/flowers)/Creativity</li> </ul>	(2) (4)	<b>6</b>
<b>3</b>	<b>DURING SERVICE</b>		
	Punctuality: <ul style="list-style-type: none"> <li>• Opening doors at the beginning</li> <li>• Serving of dishes without long delays</li> </ul>	(1) (5)	<b>6</b>
	<ul style="list-style-type: none"> <li>• Reception of guests</li> <li>• Introducing waiters</li> </ul>	(1) (1)	<b>2</b>
	<ul style="list-style-type: none"> <li>• Supervising waiters and other assistance when needed</li> <li>• Smooth service/organised</li> </ul>	(2) (2)	<b>4</b>
	<ul style="list-style-type: none"> <li>• Liaising with bar, kitchen</li> <li>• Kitchen – giving final number of seated guests and providing list with table numbers and numbers of guests (aboyeur)</li> </ul>	(2) (2)	<b>4</b>
	<ul style="list-style-type: none"> <li>• Crisis management</li> </ul>	(2)	<b>2</b>
	<ul style="list-style-type: none"> <li>• Attitude and communication with guests and waiters</li> </ul>	(2)	<b>2</b>
	<ul style="list-style-type: none"> <li>• Checking cash slips are correct</li> </ul>	(2)	<b>2</b>
	<ul style="list-style-type: none"> <li>• Waiter-bar assessment – complete and correct</li> </ul>	(4)	<b>4</b>
<b>4</b>	<b>CLOSING MISE-EN-PLACE</b>		
	<ul style="list-style-type: none"> <li>• Checks and helps with cleaning and tidying (restaurant, bathroom, and bar)</li> <li>• Closes windows, switches off lights and locks</li> </ul>	(2) (2)	<b>4</b>
	<ul style="list-style-type: none"> <li>• Stock-taking (checks cutlery, plates and glasses)</li> <li>• In consultation with aboyeur</li> </ul>	(2) (2)	<b>4</b>
	<ul style="list-style-type: none"> <li>• Collects table cloths/serviettes</li> </ul>	(1)	<b>1</b>
<b>Deduct marks up to a maximum of 10 if learner had to be assisted by teacher or fellow learner(s) to complete, redo or rectify restaurant procedures.</b>			
<b>TOTAL FOR RESTAURANT SERVICE</b>			<b>75</b>
<b>GRAND TOTAL</b>			<b>100</b>

**ADDENDUM J**

<b>Mexican Sunset (Built mocktail)</b>	
Yield: 1	
<b>Ingredients:</b>	
Ice cubes	
5 ml Grenadine	
250 ml fresh orange juice	
1 glacé cherry for garnish	
1 orange/lemon slice for garnish	
1 toothpick or wooden skewer and an umbrella (optional)	
<b>Method:</b>	
1. Prepare a cocktail glass and the garnishes.	
2. Fill the cocktail glass halfway with ice cubes.	
3. Pour the orange juice into the glass and let it settle down.	
4. Pour the Grenadine into the glass and allow it to settle.	
5. Garnish each mocktail with a slice of orange/lemon and glaced cherry. A cocktail umbrella may be used if available.	

<b>Virgin Sea Breeze (Shaken mocktail)</b>	
Yield: 1	
<b>Ingredients:</b>	
125 ml cranberry juice	
125 ml ruby red grapefruit juice	
125 ml crushed/broken ice	
1 grapefruit wedge or slice	
<b>Method:</b>	
1. Prepare a Collins/Zombie glass.	
2. Pour all the ingredients into a cocktail shaker and shake well until it is foamy.	
3. Add 2 cubes of ice into the glass.	
4. Strain and pour the juice mixture into the glass	
5. Decorate the glass with the slice/wedge of grapefruit.	

**ADDENDUM K****HOSPITALITY STUDIES PAT MODERATION REPORT***(To be completed by moderator)*

<b>DISTRICT</b>		<b>PROVINCE</b>	
<b>CENTRE NAME</b>			
<b>TEACHER</b>			
<b>MODERATOR</b>			
<b>MODERATION DATE</b>			

<b>NAME OF CANDIDATE</b>	<b>100</b>	
	<b>T</b>	<b>M</b>
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>4</b>		
<b>5</b>		
<b>6</b>		
<b>TOTAL</b>		
<b>AVERAGE OF SAMPLE =</b> (Total ÷ number of learners)		
<b>AVERAGE DIFFERENCE</b> (If the average difference of the sample is more than 10%, a block adjustment should be made.)		

**T = Teacher****M = Moderator** *(To be completed by moderator for 4 chefs and 2 waiters.)***NOTE:** Mark out of 100 should include written preparation.

**ADDENDUM L**

**HOSPITALITY STUDIES GRADE 12  
MODERATION MARK SHEET**

<b>School:</b>	
<b>Teacher:</b>	

No.	NAME OF LEARNER (List learners alphabetically.)		Date:	Date:	TOTAL	Converted mark	Moderated mark
			PAT 1	PAT 2			
	Surname	Name	100	100	200	100	100
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							
23							
24							

**TEACHER SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**HOD SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**DISTRICT OFFICIAL:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

<p><b>SCHOOL STAMP</b></p>
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**ADDENDUM M (optional - could be adapted to suit the school scenario)**

**HOSPITALITY STUDIES – PRE-PAT CHECKLIST FOR TEACHERS**

SCHOOL	TEACHER	GRADE	DATE

CHECKLIST – √ if applicable				√	Reminders
1.	<b>KITCHEN LAY-OUT:</b>				
	Hand washing area before learners start with PAT: Sanitiser/soap, towels/paper towels				
	Workstations – <b>numbered</b>				
	Hot water for <b>washing up</b> - geyser/urn/electrical kettles/pots on stoves				
	Dish clothes – clean <b>Oven gloves</b> – extra				
	<b>BATTERIES – wall clock and scales</b>				
	<b>Emergency kit</b> - plaster, surgery/plastic hand gloves				
	<b>Assessment area -</b> Side plates; jug with <b>hot water and cutlery; numbers</b> for chefs				
	<b>INGREDIENTS – Dry/Freezer/Fridge – neat and clean</b>				
	<b>WASTE management – black bags/enough clean empty rubbish bins</b>				
2.	<b>RESTAURANT lay-out:</b>				
	Hand washing area before learners start with PAT: Sanitiser/soap, towels/paper towels				e.g. <b>All learners use kitchen</b>
	<b>Furniture</b>	Tables	Chairs		
	<b>Linen</b>	Table cloths	Overlays/Runners		
		Napkins	Wet clothes		
		Serving cloths	Chair covers		
	<b>Cutlery</b>	Main knives	Main forks		
		Entree knives	Entree forks		
		Soup spoons	Dessert spoons		
		Coffee/Teaspoons	Fish knives and forks		
	<b>Serving</b>	Trays/Platters	Tongs – bread service		
		Stationery	Waist coats or aprons		
		Bow ties	Table numbers		
		Crumbing down	Bill folders		
		<b>Area for scraping of plates/waste management</b>			
	<b>Beverages</b>	<b>HOT</b>	<b>COLD</b>		
	<b>BAR</b>	Ice	Cash and bar slips	Garnishes	
	<b>Toilets</b>	Soap	Toilet paper and spray	Towels	
	<b>Cleaning</b>	Toilets	Surroundings	Entrance	
3.	Learners' <b>name lists</b> with <b>cellphone numbers</b>				
4.	<b>Number tags</b> – learners' right back and left front shoulder				
5.	Arrangements with HOD for <b>subs</b> of classes during PAT examination sessions.				
6.	<b>Admin</b>	<b>PAT 1</b>			
		Assessment tools	Learner evidence		
		Mark sheets	Merit cases		
		<b>PAT 2</b>			
		Assessment tools	Learner evidence		
		Mark sheets	Merit cases		
7.	Warning <b>signs</b> – Exams in progress				
8.	<b>Guest list</b> and seating plans				
9.	<b>SECURITY – learners &amp; guests/locking of gates</b>				
10.	<b>Any OTHER:</b>				



# basic education

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

## **PRACTICAL ASSESSMENT TASK GRADE 12**

**2020**

### **LEARNER INSTRUCTIONS**

**HOSPITALITY STUDIES: PRACTICAL EXAMINATION****GRADE 12: 2020****CHEF****INTRODUCTION**

The practical assessment task for 2020 consists of two practical examinations. You should fulfil the role of chef in one examination, and waitron in the other examination. During the practical assessment task as a chef you must demonstrate the ability to prepare and present a range of dishes.

You will be required to work individually.

You will receive a mark out of 100 for cooking skills.

The final mark for the practical assessment task is obtained by combining the marks for the two practical exams and dividing it by two.

**Each examination consists of two sections.**

**1. Written planning**

- You will be allocated a task **14 school days before** the date of the examination. You will receive the recipes for the dishes as well as the planning task.
- Complete the written planning task and hand it in **7 school days before** the examination on the date set by the school.

**2. The formal meal in the restaurant (approximately 6–7 hours)**

This consists of three phases:

- Preparations for the formal meal commence **4 hours before** the guests arrive. Thirty minutes may be added to eat. Food preparation and the preparation of serving equipment, etc. take place during this time. Cleaning of the kitchen must be done beforehand.
- Plating and serving the four courses of the formal dinner to the guests.
- Additional clearing up takes place after the guests have left (closing mise-en-place).









**HOSPITALITY STUDIES: PRACTICAL EXAMINATION  
GRADE 12: 2020  
WAITRON**

**INTRODUCTION**

The practical assessment task for 2020 consists of TWO practical examinations in the restaurant. You should fulfil the role of chef in one examination, and waitron in the other examination.

During the practical assessment task you must demonstrate the ability to:

- Set up a venue for a formal dinner and complete the preparation for serving a non-alcoholic welcome cocktail and hors d'oeuvre.
- Apply the correct serving techniques for food and beverages.

You will be required to work individually/on your own.

You will receive a mark out of 100 for setting up a venue and serving skills. The final mark for the practical assessment task is obtained by combining the marks for the two practical exams (restaurant examinations) and dividing it by two.

**The examination consists of two sections.****1. Written planning**

You will receive the planning task approximately **14 school days before** the date of the examination. Complete the written planning and hand it in **7 school days before** the examination, on the date set by your teacher.

**2. The examination in the restaurant (approximately 6–7 hours)**

This consists of three phases:

- Opening mise-en-place commencing a **maximum of 4 hours before** the start of the examination. Thirty minutes may be added to eat and get dressed. Preparing the venue, laying the tables and other relevant preparation should take place during this time. No preparation of the restaurant should be done beforehand, except cleaning and ironing. Preparation starts in a clean venue.
- Serving of food and beverages
- Additional clearing up takes place after the guests have left (closing mise-en-place)







**3. DRAW A LABELLED DIAGRAM OF ONE COMPLETE COVER**

**(5)**

\_\_\_\_\_ Table edge

**ASSESSMENT CRITERIA: DRAWING OF COVER**

Cover labelled correctly ✓      Correct positioning and spacing of cutlery ✓      Correct cutlery ✓  
 Glasses correct ✓      Side plate and napkin ✓

**4. OPENING MISE-EN-PLACE (complete per cover)**

**(10)**

(Number of covers at your table: \_\_\_\_\_ x \*Quantity per cover)

(1) Name of dish	(2) Type of cutlery needed per cover	(3) *Quantity per single cover
Second course:		
Main course:		
Dessert:		
<b>(4) Serving utensils needed for hors d'oeuvre :</b>		
<b>(5) Serving utensils needed for bread service :</b>		
<b>(6) Utensils/Apparatus needed for crumbing down:</b>		
<b>(7) Type and quantity of crockery and cutlery needed for tea/coffee service:</b>		
<b>(8) Type and quantity of glasses needed per cover</b>	<b>(9) Drink needed for</b>	<b>(10) Linen:</b>

**ASSESSMENT: OPENING MISE-EN-PLACE**

One mark per column (1–10): all items in column correct in order to get the mark per column

**LEARNER DECLARATION**

SCHOOL: .....

NAME OF LEARNER: .....  
(Surname and First Name)

TEACHER'S NAME: .....

EXAMINATION NUMBER: .....

I hereby declare that the written planning presented is my own, original work and that if I have used any source, I have acknowledged this.

I agree that if it is determined by the competent authority that I have engaged in any fraudulent activities whatsoever in connection with my formal assessment mark, I shall forfeit the marks gained for this assessment.

.....  
**CANDIDATE'S SIGNATURE**

.....  
**DATE**

As far as I know, the above statement by the candidate is true and I accept that the work offered is his/ her own.

.....  
**TEACHER'S SIGNATURE**

**SCHOOL STAMP**

.....  
**DATE**