



# **basic education**

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

## **HOSPITALITY STUDIES**

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

**2016**

**These guidelines consist of 38 pages.**

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## 1. INTRODUCTION

The 16 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
- **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. This is broken down into different phases or a series of smaller activities that make up the PAT. 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 planning and execution of the PAT differs from subject to subject.

### 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 (waiter/beverage waiter/maître d'hôtel).

The mark for the final PAT is obtained by combining the marks of the two practical exams divided by two.

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-the-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 the guests
- Ingredients and all other requirements necessary for the practical, stipulated in the Curriculum and Assessment Policy Statement, should be provided by the school
- The income generated during the examination should be used to sustain the subject
- Learners must wear the appropriate uniform assigned for their particular roles as chefs or waiters
- A safe and secure environment must be provided on the premises if the PAT is conducted after school hours

## 2. TEACHER GUIDELINES

### 2.1 PLANNING THE PRACTICAL ASSESSMENT TASK

Two practical tasks have to be assigned for the year. One PAT may be done in the first term and the second one may be done in the second term or one may be done in the first term and the second one may be done in the third term.

A formal four-course dinner or lunch menu set must include a non-alcoholic welcome cocktail drink, a hors d'oeuvre and three other courses for each of the two PATs. The four-course meal must be prepared and served to guests (teachers, parents, old age homes, local businesses, community organisations, etc.).

- Set dates for these examinations at the end of the previous year. Identify a minimum of two possible moderation dates and submit the dates to the relevant subject advisor for approval before finalisation of the date. All examination dates should appear on the school year plan to avoid clashes with other school activities. Inform learners of these dates at the beginning of the new academic 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 reliable and valid assessment.
- Every learner should be assessed as a **chef** in one examination and as a **waiter** in the other examination. However, the teacher may decide that the effective operation of the restaurant also requires the positions of chef de cuisine/sous chef/aboyeur/storekeeper/beverage waiter 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 in ADDENDUMS F, G, H and I. These assessment tools can be used as is or teachers may adapt them to suit the context in a school.
- These additional assessment tools must be approved by the subject advisor.
- 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 TASKS FOR THE DIFFERENT COURSES OF THE TWO FORMAL LUNCH OR DINNER MENUS. FOR EACH MENU THERE SHOULD BE DIFFERENT NON-ALCOHOLIC WELCOME COCKTAILS, HORS D'OEUVRES AND THREE COURSES.

The teacher should set menus to suit the context of the school, but they must adhere to the prescribed menu requirements. **The province may not prescribe a common menu.**

**The following requirements must be met when each menu is planned:**

- The menu should include at least four different cooking methods.
- The non-alcoholic welcome cocktail must include at least one mixed/blended/stirred/shaken drink, e.g. virgin mojito, Shirley Temple, virgin strawberry daiquiri, etc.
- The hors d'oeuvre (first course) should include an advanced technique and cooking method, e.g. canapés, bouchées, samoosas, vol au vent, filled vetkoek, mini-terrines, etc.

**The three courses to follow should include:**

- One or more advanced protein dishes, such as fish, meat, 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 techniques, such as rondelle, julienne, batonnettes, tourne, paysanne, brunoise, etc.

- Starch dishes should include a special technique or variation, such as risotto, pilaf, grilled polenta, Duchesse potatoes, Dauphine potatoes, croquettes, rosti, latkes, rice balls, etc.
- A minimum of two 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 and hollandaise sauce. A soup may replace one sauce.
- One or more of the following pastry dishes, sweet or savoury, e.g. puff pastry (ready-made), phyllo or puff pastry (ready-made)/choux pastry
- Desserts (hot or cold), e.g. steamed pudding, crêpes, mousse or meringues
- A yeast product (kneaded), such as bread rolls, bread sticks, focaccia, croissants
- A gelatine dish (not commercially flavoured jelly), e.g. cheesecake, Bavarian cream, terrine, savoury mousse
- Delicate, advanced garnishing/decorating techniques that are in keeping with latest trends should be used, e.g. sugar spinning, chocolate work, deep-fried or oven-fried vegetables and fruit, tuiles, brandy snaps, meringue
- Optional: Friandise may be included as an accompaniment to the coffee. In order to obtain credit for the task it should include an advanced technique and cooking method, e.g. miniature milk tarts, mini-baklava, truffles, sweetmeats, koeksisters, meringue kisses, etc.

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

- Analyse the menu by completing ADDENDUM A on page 17.
- Use the example below as a guideline when compiling a menu.

<p style="text-align: center;"><b>MENU</b> <b>Formal Dinner</b></p> <p style="text-align: center;"><b><i>Non-Alcoholic Welcome Cocktail</i></b> Virgin Shirley Temple</p> <p style="text-align: center;"><b><i>Hors d'Oeuvre</i></b> Sundried Tomato and Feta Parcels with Onion Marmalade</p> <p style="text-align: center;"><b><i>Starter (Second Course)</i></b> Cream of Broccoli Soup</p> <p style="text-align: center;"><b><i>Main Course</i></b> Crumbed Rack of Lamb with Mint Sauce Fondant Potatoes Chargrilled Medley of Vegetables Cucumber Mould</p> <p style="text-align: center;"><b><i>Dessert</i></b> Amarula Malva Pudding with Crème Anglaise</p> <p style="text-align: center;">Tea and Coffee</p> <p style="text-align: center;"><b><i>Friandise</i></b> Meringue Kisses</p> <p style="text-align: right;"><b>April 2016</b></p>
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**THE MENUS SHOULD MEET THE FOLLOWING CRITERIA:****Example:**

Name of dish	Minimum of 4 cooking methods	Advanced protein dishes	Minimum of 1 advanced sauce	Starch dishes with special technique	Exotic vegetable dishes	Pastry/choux/dough	Desserts, e.g. crêpes/meringues	Yeast product	Gelatine dish	Advanced garnishing	Friandise	Non-alcoholic cocktail
Virgin Shirley Temple												X
Sundried Tomato and Feta Parcels with Onion Marmalade	Baking Stewing					X						
Bread Rolls	Baking							X				
Cream of Broccoli Soup	Simmering		X									
Grilled Rack of Lamb with Mint Sauce	Shallow-frying Grilling	X								X		
Fondant Potatoes	Oven Roasting			X								
Chargrilled Vegetables	Grilling				X							
Cucumber Mould									X			
Amarula Malva Pudding with Crème Anglaise	Baking Indirect steaming		X				X			X		
Friandise: Meringue Kisses	Baking						X				X	

**2.2.2 PREPARE THE RECIPES FOR THE EXAMINATIONS**

- All recipes should be typed neatly and legibly in either standard or action format for each examination after approval by the subject advisor.
- Handwritten and photocopied recipes from magazines should not be used.
- The two examples of the recipe format on the next page are only guidelines.
- Criteria for taste, texture and appearance should be included for each recipe.



**EXAMPLE 1: STANDARD FORMAT**

<b>Cream of Broccoli Soup</b>		<b>Yield: 15 portions</b>
<b>Ingredients</b>		
100 g margarine		
1,5 kg broccoli florets		
2 onions, chopped (macedoine)		
12,5 ml crushed garlic		
100 ml flour		
2 litres chicken stock ( <i>dissolve 5 cubes in 2 litres boiling water</i> )		
500 ml milk		
1 ml nutmeg		
500 ml cream		
200 g feta cheese, crumbed		
1 ml black pepper		
<b>Method</b>		
1. Sauté the broccoli, onion and garlic in the margarine for 10 minutes – do not brown.		
2. Add flour and then add the stock, bring to boil.		
3. Simmer until soft.		
4. Let it cool.		
5. Blend until smooth.		
6. Pour back into pot and add the milk and nutmeg, simmer for 5 minutes.		
7. Add the cream and the black pepper		
8. Plate individual portions ± 150 ml each and garnish with crumbled feta and chives.		
<b>Taste</b>	<b>Texture</b>	<b>Appearance</b>
Pleasant and full flavoured, like broccoli	Smooth, without any lumps	Good greenish colour

**EXAMPLE 2: ACTION FORMAT**

<b>Cream of Broccoli Soup</b>		<b>Yield: 15 portions</b>
<b>Ingredients</b>	<b>Action/Method</b>	
100 g margarine 1,5 kg broccoli florets 2 onions, chopped (macedoine) 12,5 ml crushed garlic	Sauté the broccoli, onion and garlic in the margarine for 10 minutes – do not brown.	
100 ml flour 2 litres chicken stock ( <i>dissolve 5 stock cubes in 2 litres boiling water</i> )	Add flour and then the stock, bring to boil. Simmer until soft. Let it cool. Blend until smooth.	
500 ml milk 1 ml nutmeg	Pour back into pot and add the milk and nutmeg. Simmer for 5 minutes.	
500 ml cream 1 ml black pepper	Add cream and the black pepper.	
200 g feta cheese, crumbed Chopped chives	Plate individual portions ± 150 ml each. Garnish with crumbled feta and chives	
<b>Taste</b>	<b>Texture</b>	<b>Appearance</b>
Pleasant and full flavoured, like broccoli	Smooth, without any lumps	Good greenish colour

### 2.2.3 SET THE TASKS FOR THE CHEFS

- Divide the menu into equal tasks for the number of chefs. Various types of chefs may be used, each fulfilling their particular roles.
- Each chef must work individually; preparing a minimum of two dishes, e.g. Crumbed Rack of Lamb with Mint Sauce and Fondant Potatoes or Sundried Tomato and Feta Parcels with Onion Marmalade and garnish, etc.
- Each chef should use at least one cooking method.
- 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.
- Fourteen school days before the date of the examination, each chef must receive the following:
  - The recipes for the dishes they will prepare
  - The planning task, as included
- The written planning task should be handed in 7 school days before the practical assessment task.
- The marked written planning tasks will be returned to the learners to use while they do the examination.

### 2.2.4 SET THE TASKS FOR THE WAITRONS

- The maître d'hôtel, together with the other waitrons in the team, 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 or 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 4 guests
- Waitrons/Beverage waiter should prepare and serve the non-alcoholic welcome cocktail.
- 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 assist each other so that guests at the same table receive their food simultaneously.
- Waitrons must receive the planning task (attached) 14 days before the date of the practical assessment task.
- The written planning should be handed in for assessment 7 school days before the examination.
- The marked written planning tasks will be returned to the learners to use while they do the examination.

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

- Preparation commences a maximum of 4 hours before the start of the examination.
- Learners with concessions should be granted additional time, based on their needs, up to a maximum of 2 hours extra for preparation and 2 hours extra for serving and closing mise-en-place. The additional time must be negotiated and agreed to by the subject advisor.
- Thirty minutes may be added for the learners to eat and get dressed. Preparation of the food, the venue, setting the tables and other relevant preparation should take place during this time.
- No preparation of the venue, food or beverages should be done beforehand.
- The marinating/tenderising of tough meat cuts for meat dishes should be done the day before in a class period.
- Preparation starts in a clean environment. Cleaning of the kitchen/restaurant should be done the day before.
- 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 ADDENDUMS D and E are COMPULSORY. The teacher sets the assessment tools for additional posts if required (chef de cuisine, sous chef, aboyeur/storekeeper, beverage waiter, maître d'hôtel) according to the expected duties. Examples are provided as ADDENDUMS F, G, H and I to adapt and suit the context of the school. These additional assessment tools must be approved by the subject advisor.

### 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 or tea service.
- Setting of tables must be assessed before the maître d'hôtel is called to assist.
- The maître d'hôtel should 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

Both examinations must be submitted to the Hospitality Studies subject advisor for approval on the first Friday of term 2.

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

Each examination should include the following:

Complete the checklists on ADDENDUM B (p. 18) and ADDENDUM C (p. 19) according to the **examples** on the next two pages.

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

HOSPITALITY STUDIES CHECKLIST FOR PAT PLANNING TO BE SUBMITTED FOR MODERATION			
NAME OF SCHOOL: _____ District: _____			
GRADE 12 PRACTICAL EXAMINATION: <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">1</span> / 2 (circle the appropriate number)			
SUBMISSION DATE: _____			
Examination date(s)	Proposed moderation dates		Approved moderation date
06/08 or 14/08	06/08 or 14/08		
	<b>Teacher</b>	<b>Subject Advisor</b>	<b>Comments</b>
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	✓		
• 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	n/a		
Assessor: Restaurant	S Ngwane		
Assessor: Kitchen 1	J Costa		
Assessor: Kitchen 2	n/a		
<b>APPROVED/NOT APPROVED [RESUBMISSION DATE: _____]</b>  <b>Signatures:</b>  <b>Teacher:</b> _____  <b>Principal:</b> _____  <b>Subject Advisor:</b> _____			
<i>To be completed for every examination</i>			

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

DIVISION OF THE TASKS			
<b>SCHOOL</b>			<b>DATE</b>
<b>EXAMPLE: PRACTICAL EXAMINATION:</b> ① / 2 <i>(circle the appropriate number)</i>			
<b>Expected number of guests</b>	<b>24</b>	<b>Number of learners</b>	<b>24</b>
<b>TASK</b>	<b>NO.</b>	<b>LEARNER NAME</b>	<b>NUMBER OF GUESTS/PORTIONS</b>
<b>RESTAURANT BRIGADE</b>			
Maître d'hôtel	1		
Beverage waiter	2		Non-alcoholic cocktails
Waitrons	3		4 guests
	4		4 guests
	5		4 guests
	6		4 guests
	7		4 guests
	8		4 guests
<b>KITCHEN BRIGADE</b>			
Chef de cuisine	9		
Sous chef	n/a		
Aboyeur	10		Dry and cold store
<b>CHEFS' TASKS</b>			
Sundried Tomato and Feta Parcels with Onion Marmalade and garnish	11		8 portions
	12		8 portions
	13		8 portions
Cream of Broccoli Soup and White Bread Rolls	14		8 portions
	15		8 portions
	16		8 portions
Crumbed Lamb Rack with Mint Sauce and Fondant Potatoes	17		8 portions
	18		8 portions
	19		8 portions
Chargrilled Vegetables and Cucumber Mould	20		8 portions
	21		8 portions
	22		8 portions
Amarula Malva Pudding and Crème Anglaise	23		8 portions
	24		8 portions
	25		8 portions

## 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. In the absence of subject advisors an arrangement must be made to source an advisor from another district for assistance.
- 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/or moderation purposes on the day of moderation:
  - All planning tasks for both examinations (PAT 1 and 2)
  - A copy of the completed recording sheets for all practical lessons in terms 1 and 2
  - The marks of all learners who completed PAT 1, done in term 2
  - In case of large groups, the marks of all the learners who have already completed PAT 2
  - A separate set of assessment tools for the use of the moderator with the names and examination numbers (if available) of the learners already written on the mark sheet
- The moderator will select SIX candidates and 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 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>316</b>	<b>40</b>
<b>AVERAGE MARK = TOTAL ÷ 6 (number of learners)</b>					<b>66</b>	<b>53</b>
<b>DIFFERENCE = 66 (*T) - 53 (*M)</b>					<b>13</b>	
<b>ADJUSTMENT</b>	<b>DOWNWARDS</b>	✓	<b>UPWARDS</b>		<b>- 3</b>	

**\*T = Teacher; \*M = Moderator**

- A block adjustment can also 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 affected if an adjustment is made.
- The marks of all the learners need to be finalised and signed by the subject advisor and principal on the day of this examination. 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.

### ADDENDUMS

- ADDENDUMS A–C should be submitted to the subject advisor
- ADDENDUMS D–I are the assessment tools for the different tasks, to be completed by the teacher
- ADDENDUM J is to be completed by the subject advisor/moderator
- ADDENDUM K is to be completed by the teacher



## ADDENDUM A: MENU ANALYSIS

[illegible]

**ADDENDUM B: CHECKLIST**

<b>HOSPITALITY STUDIES CHECKLIST FOR PAT PLANNING SUBMITTED FOR MODERATION</b>			
NAME OF SCHOOL: _____ District: _____			
GRADE 12 PRACTICAL EXAMINATION: 1 / 2 ( <i>circle the appropriate number</i> )			
SUBMISSION DATE: _____			
Examination date(s)	Proposed moderation dates		Approved moderation date
	<b>Teacher</b>	<b>Subject Advisor</b>	<b>Comments</b>
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> [RESUBMISSION DATE: _____ ]  <b>Signatures:</b>  <b>Teacher :</b> _____  <b>Principal:</b> _____  <b>Subject advisor:</b> _____			
<i>To be completed for every practical examination</i>			

**ADDENDUM C: DIVISION OF TASKS**

<b>DIVISION OF THE TASKS</b>			
<b>SCHOOL</b>		<b>DATE</b>	
<b>PRACTICAL EXAMINATION: 1 / 2</b> <i>(circle the appropriate number)</i>			
<b>Expected number of guests</b>		<b>Number of learners</b>	
<b>TASK</b>	<b>NO.</b>	<b>LEARNER NAME</b>	<b>NUMBER OF GUESTS/PORTIONS</b>
<b>RESTAURANT BRIGADE</b>			
Maître d'hôtel			
Beverage waiter			
Waitrons			
<b>KITCHEN BRIGADE</b>			
Chef de cuisine			
Sous chef			
Aboyeur/Storekeeper			
<b>CHEFS</b>			

**ADDENDUM D: ASSESSMENT – CHEFS**

Name of school:		Names or numbers of chefs							
Name of teacher:									
Date:									
<b>WRITTEN PLANNING</b>		<b>25</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 (2)</li> <li>General neat appearance: Hair, nails, no jewellery, no make-up (2)</li> </ul>	<b>4</b>							
	<ul style="list-style-type: none"> <li>Neatness of workstation (stove, work surface) and equipment (2)</li> <li>Neatness of sink: Regular dishwashing (warm water, rinse) (1)</li> <li>Dishcloths clean, available and not lying around (2)</li> <li>Clean workstation as you execute the tasks (1)</li> <li>Correct handling of waste (2)</li> </ul> <i>(Teacher observes each learner's workstation a few times during and after the exam, gives a mark out of 8.)</i>	<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 (2)</li> <li>Collects and prepares ingredients and arranges in order of use (4)</li> </ul>	<b>6</b>							
<b>3</b>	<b>CULINARY SKILLS</b>								
	<ul style="list-style-type: none"> <li>Correct application of cooking methods, techniques and skills (4)</li> <li>Correct and safe use of equipment (knives, beaters, etc.) (3)</li> <li>Correct interpretation of recipes, logical work procedure, works on 2 recipes simultaneously (4)</li> <li>Uses time efficiently, dishes finished at correct time (plated and garnished), no overcooking or leaving to stand for reheating (3)</li> <li>Able to finish without questions/assistance (2)</li> </ul>	<b>16</b>							
<b>4</b>	<b>PROFESSIONALISM</b>								
	<ul style="list-style-type: none"> <li>Punctuality: Begins on time, adheres to break times (1)</li> <li>Offers assistance where needed (1)</li> <li>Coordination and cooperation with other chefs and waitrons (1)</li> <li>Displays professional behaviour/attitude, no hanging around (2)</li> </ul>	<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 (1)</li> <li>Appearance of workstation on completion (2)</li> <li>Completes all additional tasks given (sweeping floors, closing windows, switching off identified equipment, etc.) (2)</li> <li>Stays until dismissed by teacher (1)</li> </ul>	<b>6</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(es).</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:							
WRITTEN PLANNING		25					
1	PERSONAL APPEARANCE						
	<ul style="list-style-type: none"><li>Uniform: Trousers/Skirt, shirt, waistcoat, tie, shoes (2)</li><li>General neat appearance – hair, nails, jewellery, no make-up, waiter's cloth (2)</li></ul>	4					
2	OPENING MISE-EN-PLACE						
	Preparation of restaurant and tables: <ul style="list-style-type: none"><li>Tablecloth and overlay clean, ironed (2)</li><li>Placement of overlay, overhang of table cloth, right side up (2)</li><li>Folding and placement of napkins/serviettes (2)</li></ul>	6					
	<ul style="list-style-type: none"><li>All items clean and shiny (side plates, cutlery, glasses) (3)</li><li>Cutlery placed equal distance from table edge and from side plate (2)</li><li>Correct placing of the cutlery according to the menu (2)</li><li>All covers at the table are correct and the same as the rest of the restaurant (side plates, cutlery, glasses) (3)</li><li>Decorations and additional items: table number, menu, cruet set, flowers/candles placed correctly (4)</li></ul>	14					
3	HANDLING OF GUESTS: COMMUNICATION						
	<ul style="list-style-type: none"><li>Welcome/Introduction and seating of guests (2)</li><li>Friendliness, attentiveness and availability (2)</li><li>Non-verbal communication: Attitude, posture, body language (3)</li><li>Verbal communication: The way each course is explained, knowledge of menu/allergens, announcing each course before serving/presenting the menu (3)</li><li>Overall communication and interaction with guests (2)</li></ul>	12					
4	EFFICIENCY OF BEVERAGE SERVICE AND CLEARING						
	<ul style="list-style-type: none"><li>Taking and executing beverage order, handling of tray and serving (2)</li><li>Removing unused wine glasses (1)</li><li>Opening drinks at table, pouring of beverages, anti-clockwise, ladies first, glass filled to correct level, glass not over-handled, no spilling (3)</li><li>Coffee/Tea service: Pouring of coffee, anti-clockwise, ladies first, cup filled to correct level, milk, sugar, etc. (3)</li></ul>	9					
5	SERVING AND CLEARING HORS D'OEUVRE & THREE COURSES ON THE MENU						
	<ul style="list-style-type: none"><li>Serving of hors d'oeuvre (2)</li><li>Bread service (3)</li><li>Carrying and handling of plates (all plates placed same direction) (2)</li><li>Clearing and carrying empty plates (3)</li><li>Crumbing down, clearing unnecessary items, placing of cutlery for dessert (4)</li></ul>	14					
6	PROFESSIONALISM						
	<ul style="list-style-type: none"><li>Punctuality: Begins on time, adheres to break times (2)</li><li>Offers assistance where needed (2)</li><li>Teamwork: Coordination and cooperation with chefs and waitrons (2)</li><li>Display professional behaviour, handling of crisis situations (2)</li><li>Attentive to guests, no unnecessary talking to other waiters (2)</li></ul>	10					
7	CLOSING MISE-EN-PLACE: FULFILLING AFTER-SERVICE DUTIES						
	<ul style="list-style-type: none"><li>Cleaning of own tables (2)</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, etc. (3)</li><li>Stay until dismissed by teacher (1)</li></ul>	6					
TOTAL FOR RESTAURANT SERVICE		75					
GRAND TOTAL		100					

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

	<b>Name of school:</b>	<b>Name of chef de cuisine</b>	
	<b>Name of teacher:</b>		
	<b>Date:</b>		
	<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 (5)</li> <li>General neat appearance – hair, nails, jewellery, no make-up ,dishcloth (5)</li> </ul>	<b>10</b>	
<b>2</b>	<b>KITCHEN CONTROL</b>		
	<ul style="list-style-type: none"> <li>Checks written preparation of chefs and aboyeur (2)</li> </ul>	<b>2</b>	
	Management: <ul style="list-style-type: none"> <li>Communication skills/speech (2)</li> <li>Clear instructions (1)</li> <li>Organised (1)</li> <li>Gets cooperation (1)</li> <li>Delegates tasks (1)</li> <li>Monitors chefs (food preparation and dishes) (2)</li> <li>Authority and assistance (2)</li> </ul>	<b>10</b>	
	Assessment of chefs: Preparation of dishes and cleaning (2)	<b>2</b>	
	<ul style="list-style-type: none"> <li>Time management:</li> <li>Punctuality (1)</li> <li>Informs chefs of serving times (times realistic and managed) (3)</li> <li>Dishes served punctually (1)</li> </ul>	<b>5</b>	
	Control dishes: <ul style="list-style-type: none"> <li>Checks dishes (taste, appearance and check portions) (3)</li> <li>Confirms number of portions with aboyeur and plates (2)</li> </ul>	<b>5</b>	
	Line of service: <ul style="list-style-type: none"> <li>Example plate ready on time (1)</li> <li>Tasks allocated (1)</li> <li>Chefs ready, logical flow, smooth, efficient operation of plating dishes (3)</li> </ul>	<b>5</b>	
	<ul style="list-style-type: none"> <li>Crisis management (2)</li> </ul>	<b>2</b>	
<b>3</b>	<b>PLATING</b>		
	Garnish and appearance of plates: <ul style="list-style-type: none"> <li>Neat (5)</li> <li>Creative/Original (5)</li> <li>Consistent plate appearance (5)</li> <li>Suitable garnish (5)</li> </ul>	<b>20</b>	
<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 (2)</li> <li>Facilitates cleaning control (after service is completed) (2)</li> </ul>	<b>4</b>	
	Workstations: <ul style="list-style-type: none"> <li>Checks units for outstanding items (2)</li> <li>Calls examiner when it is in order, cupboards in order (2)</li> <li>Cleanliness of workstations (2)</li> </ul>	<b>6</b>	
	<ul style="list-style-type: none"> <li>Checks fridges, stoves, warm drawer, bain-marie, storerooms, lights off and kitchen windows closed (Any 4)</li> </ul>	<b>4</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 (5)</li> <li>General neat appearance – hair, nails, jewellery, no make-up, dishcloth (5)</li> </ul>	<b>10</b>						
<b>2</b>	<b>PRE-PREPARATION</b>							
	Reports stock shortages the day before (2)	<b>2</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 (4)</li> <li>Organised and labelled (4)</li> <li>Correct measurements – weighing of ingredients, checks mise-en place of learners (4)</li> <li>FIFO – no wastage (4)</li> </ul>	<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 (2)</li> <li>Manages chefs/waiters during dishwashing process (correct method of scraping, separating cutlery and crockery) (2)</li> </ul>	<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 (4)</li> <li>Controls and organises prepared dishes in refrigerator/bain-marie (2)</li> <li>Counts portions per chef (2)</li> <li>Writes on board and in written preparation (2)</li> <li>Pre-preparation of garnishes (2)</li> <li>Handing out of prepared dishes for dishing up (from the bain-marie/fridge) (2)</li> <li>Calls out plates/orders to tables; confirms that all guests/examiners are served (2)</li> <li>Cleans ingredient cupboards and pack alphabetically (4)</li> </ul>	<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 and controls duties to chefs (4)</li> <li>Conducts general cleaning of stores and organises cleaning equipment (brooms, mops, trolleys – neat and clean) (4)</li> <li>Cleans fridges, removes old food, covers food, organises food (sort together), packaging and labelling of leftover food (4)</li> <li>Cleans floor of storeroom (2)</li> </ul>	<b>14</b>						
	<ul style="list-style-type: none"> <li>Punctuality, attitude, willingness to assist and effective team work</li> </ul>	<b>5</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 2 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, tie, shoes (5)</li> <li>General neat appearance – hair, nails, jewellery, no make-up, waiter's cloth (5)</li> </ul>	<b>10</b>						
<b>2</b>	<b>OPENING MISE-EN-PLACE</b>							
	<ul style="list-style-type: none"> <li>Sufficient bar dockets (1)</li> <li>Checks change in register (1)</li> <li>Apparatus (glasses, trays) (1)</li> <li>Suitable background music (1)</li> </ul>	<b>4</b>						
	<ul style="list-style-type: none"> <li>Stock-taking beforehand (2)</li> <li>Reports shortages – correct (2)</li> </ul>	<b>4</b>						
	<ul style="list-style-type: none"> <li>Cleaning of bar (2)</li> <li>Corridor clean (1)</li> <li>Tidies and cleans rubbish bins/puts in correct place (1)</li> <li>Switches on bathroom and corridor lights (1)</li> </ul>	<b>5</b>						
	<ul style="list-style-type: none"> <li>Cooling of cool drinks and water (jugs) (2)</li> <li>Makes ice and mixes fruit juice (2)</li> <li>Checks if urn is filled with water and switched on (2)</li> </ul>	<b>6</b>						
	Set up the coffee station: <ul style="list-style-type: none"> <li>Arranges cups, milk, sugar, tea, etc. (2)</li> <li>Makes coffee – correct strength (2)</li> <li>Time management without assistance (2)</li> </ul>	<b>6</b>						
	<ul style="list-style-type: none"> <li>Correct glasses (2)</li> <li>Cleaning/Steaming of other glasses (2)</li> </ul>	<b>4</b>						
	Prepares for non-alcoholic cocktail: <ul style="list-style-type: none"> <li>Mise-en-place (2)</li> <li>Garnishes for glasses appropriate (1)</li> <li>Creative/Original (2)</li> <li>Neat, suitable (2)</li> <li>Economical (1)</li> </ul>	<b>8</b>						
	Beverage area/Bar: <ul style="list-style-type: none"> <li>Neat (1)</li> <li>Display of cocktail (1)</li> <li>Advertising/Drinks menu (1)</li> <li>Organising cool drinks (2)</li> <li>Prepares bar dockets, etc. (1)</li> </ul>	<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 (4)</li> </ul>	<b>4</b>						
	Handling bar dockets: <ul style="list-style-type: none"> <li>Organised and efficient (1)</li> <li>Fills in correctly (1)</li> <li>Correlates with money (1)</li> <li>On saucer with peppermint (1)</li> </ul>	<b>4</b>						



<b>4</b>	<b>CLOSING MISE-EN-PLACE</b>							
	Cleaning:							
	• Containers (1)	<b>5</b>						
	• Fridge (1)							
	• Coffee machine and coffee station (1)							
	• Rubbish bin (1)							
	• Floor, sink, etc. (1)							
	Puts away apparatus:							
	• Glasses (2)	<b>6</b>						
	• Drinks – correct places/same types together, neat rows (4)							
	• Attitude (1)	<b>3</b>						
	• Punctuality (1)							
	• Assist and effective communication and switch off (1)							
	<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)**

	<b>Name of school:</b>	<b>Name of maître d'hôtel</b>	
	<b>Name of teacher:</b>		
	<b>Date:</b>		
	<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, tie, shoes (5)</li> <li>General neat appearance – hair, nails, jewellery, no make-up, waiter's cloth (5)</li> </ul>	<b>10</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 (2)</li> <li>Assists waiters (2)</li> <li>Well organised (2)</li> <li>Checks preparation and cleaning (2)</li> </ul>	<b>8</b>	
	Restaurant: <ul style="list-style-type: none"> <li>Appearance of restaurant (2)</li> <li>Decorations (2)</li> <li>Neatness (2)</li> <li>Original/Creative (2)</li> <li>Cost-effective decorations (2)</li> </ul>	<b>10</b>	
	Paperwork: <ul style="list-style-type: none"> <li>Name stickers – waiters (1)</li> <li>Table numbers (1)</li> <li>Menus and drinks list: (2)               <ul style="list-style-type: none"> <li>Correct (1)</li> <li>Neat (1)</li> <li>Creativity (1)</li> <li>Attractive (1)</li> <li>Easy to read (1)</li> <li>Matches theme (1)</li> </ul> </li> </ul>	<b>10</b>	
	Reception area: <ul style="list-style-type: none"> <li>Cleaning of area (2)</li> <li>Preparing (decoration/flowers)/Creativity (4)</li> </ul>	<b>6</b>	
<b>3</b>	<b>DURING SERVICE</b>		
	Punctuality: <ul style="list-style-type: none"> <li>Opening doors at the beginning (1)</li> <li>Serving of dishes (1)</li> </ul>	<b>2</b>	
	<ul style="list-style-type: none"> <li>Reception of guests (1)</li> <li>Introducing waiters (1)</li> </ul>	<b>2</b>	
	<ul style="list-style-type: none"> <li>Supervising waiters and other assistance when needed (2)</li> <li>Smooth service/organised (2)</li> </ul>	<b>4</b>	
	<ul style="list-style-type: none"> <li>Liaising with bar, kitchen (1)</li> <li>Kitchen – giving final number of seated guests and providing list with table numbers and numbers of guests (aboyeur) (3)</li> </ul>	<b>4</b>	
	<ul style="list-style-type: none"> <li>Crisis management (2)</li> </ul>	<b>2</b>	
	<ul style="list-style-type: none"> <li>Attitude and communication with guests and waiters (2)</li> </ul>	<b>2</b>	
	<ul style="list-style-type: none"> <li>Checking cash slips are correct (2)</li> </ul>	<b>2</b>	
	<ul style="list-style-type: none"> <li>Waiter-bar assessment – complete and correct (4)</li> </ul>	<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) (2)</li> <li>Closes windows, switches off lights and locks (2)</li> </ul>	<b>4</b>	
	<ul style="list-style-type: none"> <li>Stock-taking (checks cutlery, plates and glasses) (2)</li> <li>In consultation with aboyeur (2)</li> </ul>	<b>4</b>	
	<ul style="list-style-type: none"> <li>Collects table cloths/serviettes (1)</li> </ul>	<b>1</b>	
	<b>TOTAL FOR RESTAURANT SERVICE</b>	<b>75</b>	
	<b>GRAND TOTAL</b>	<b>100</b>	

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

<b>DISTRICT</b>						
<b>CENTRE NAME</b>						
<b>TEACHER</b>						
<b>MODERATOR</b>						
<b>MODERATION DATE &amp; LEVEL</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 3 chefs and 3 waiters.)*

**ADDENDUM K****HOSPITALITY STUDIES GRADE 12  
MODERATION MARK SHEET**

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

No.	NAME OF LEARNER	PAT 1	PAT 2	TOTAL	Converted mark	Moderated mark
	(Not per class – list ALL learners alphabetically.)					
		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						

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

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

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



# **basic education**

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

## **PRACTICAL ASSESSMENT TASK GRADE 12**

**2016**

### **LEARNER INSTRUCTIONS**

**HOSPITALITY STUDIES: PRACTICAL EXAMINATION****GRADE 12: 2016****CHEF****INTRODUCTION**

The Practical Assessment Task for 2016 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 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. 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 hors d'oeuvre and three courses of the formal dinner to the guests
- Additional clearing up takes place after the guests have left (closing mise-en-place)



**CHEF'S NAME:**

- |                           |                 |
|---------------------------|-----------------|
| 1. Planning of the dishes | 15              |
| 2. Order of work          | 10              |
|                           | <b>Total 25</b> |

## 1. PLANNING OF THE DISHES YOU WILL PREPARE [30÷2]

**MARKS: 15**

*You may use different colours to indicate different recipes on the same page, or do the two recipes on separate pages.*

[illegible]

[illegible]





## HOSPITALITY STUDIES: PRACTICAL EXAMINATION GRADE 12: 2016 WAITRON

### INTRODUCTION

The Practical Assessment Task for 2016 consists of two practical examinations (restaurant examinations). 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 preparation of 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. Planning

You will receive the planning task approximately 14 school days before the date of the examination. Complete the 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 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. 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)



**WAITRON NAME:**

Menu and description of dishes and work procedures	10
Diagram of one cover	5
Opening mise-en-place per cover	10
<b>Total</b>	<b>25</b>

**1. THE MENU, DESCRIPTION OF DISHES AND WORK PROCEDURES (20 ÷ 2 = 10)**

<b>WRITE THE MENU BELOW (8)</b>	<b>Short description of dishes:</b>
	<b>Hors d' oeuvre and three courses. (4)</b>



**3. DRAW A LABELLED DIAGRAM OF ONE COMPLETE COVER****(5)**

**4. OPENING MISE-EN-PLACE (complete according to the number of guests you will serve)****(10)**

Name of dish	Type of cutlery needed per cover	Quantity per cover	Total quantity needed for your table
Second course:			
Main course:			
Dessert:			
Serving utensils needed for hors d'oeuvre :			
Serving utensils needed for bread service :			
Utensils/Apparatus needed for crumbing down:			
Type and quantity of crockery and cutlery needed for tea/coffee service:			
Type and quantity of glasses needed	Drink needed for	Other: <i>Example: Tablecloths, serviettes</i>	
<b>ASSESSMENT: DRAWING OF COVER</b>		<b>ASSESSMENT: OPENING MISE-EN-PLACE</b>	
SCALE: 0	= Unacceptable	SCALE: 0-1	= Unacceptable
1-2	= Does not meet requirements	2-4	= Does not meet requirements
3	= Meets requirements	5-6	= Meets requirements
4	= Exceeds requirements	7-8	= Exceeds requirements
5	= Excellent	9-10	= Excellent

**LEARNER DECLARATION**

SCHOOL: .....

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

TEACHER'S NAME: .....

EXAMINATION NUMBER: .....

I hereby declare that the 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**