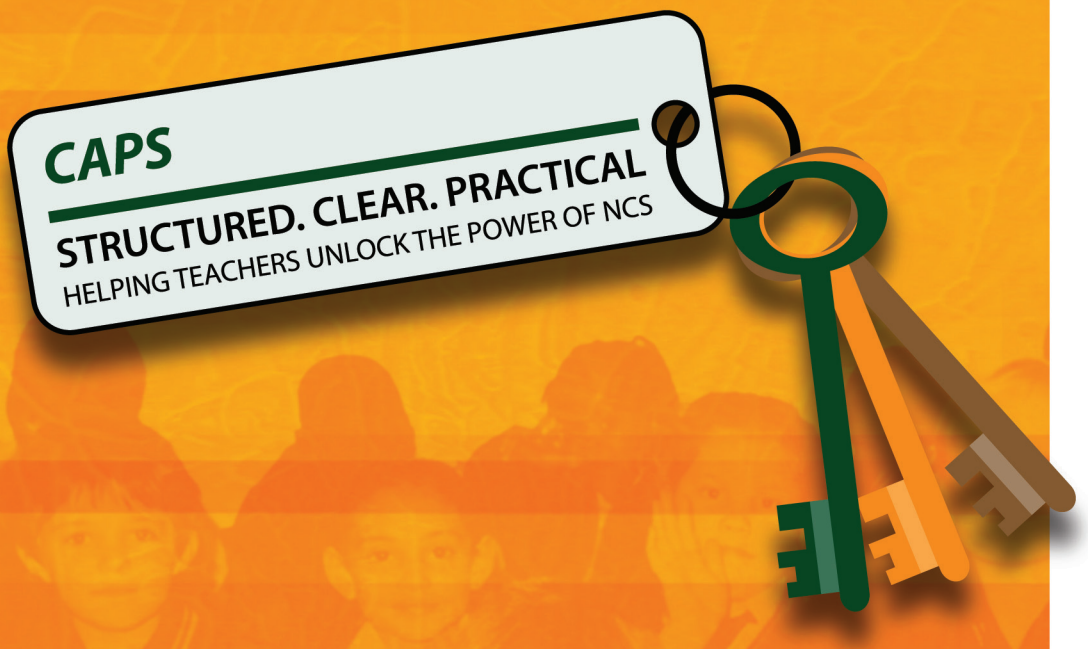
HOSPITALITY STUDIES

National Curriculum Statement (NCS)

Curriculum and Assessment Policy Statement



Further Education and Training Phase Grades 10-12

basic education
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Basic Education
REPUBLIC OF SOUTH AFRICA

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CURRICULUM AND ASSESSMENT POLICY STATEMENT
GRADES 10-12

HOSPITALITY STUDIES

Department of Basic Education

222 Struben Street
Private Bag X895
Pretoria 0001
South Africa
Tel: +27 12 357 3000
Fax: +27 12 323 0601

120 Plein Street Private Bag X9023
Cape Town 8000
South Africa
Tel: +27 21 465 1701
Fax: +27 21 461 8110
Website: http://www.education.gov.za

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ISBN: 978-1-4315-0576-0

Design and Layout by: Ndabase Printing Solution

Printed by: Government Printing Works

FOREWORD BY THE MINISTER

Our national curriculum is the culmination of our efforts over a period of seventeen years to transform the curriculum bequeathed to us by apartheid. From the start of democracy we have built our curriculum on the values that inspired our Constitution (Act 108 of 1996). The Preamble to the Constitution states that the aims of the Constitution are to:

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- improve the quality of life of all citizens and free the potential of each person;
- lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

Education and the curriculum have an important role to play in realising these aims.

In 1997 we introduced outcomes-based education to overcome the curricular divisions of the past, but the experience of implementation prompted a review in 2000. This led to the first curriculum revision: the *Revised National Curriculum Statement Grades R-9* and the *National Curriculum Statement Grades 10-12* (2002).

Ongoing implementation challenges resulted in another review in 2009 and we revised the *Revised National Curriculum Statement* (2002) to produce this document.

From 2012 the two 2002 curricula, for *Grades R-9* and *Grades 10-12* respectively, are combined in a single document and will simply be known as the *National Curriculum Statement Grades R-12.* The *National Curriculum Statement for Grades R-12* builds on the previous curriculum but also updates it and aims to provide clearer specification of what is to be taught and learnt on a term-by-term basis.

The *National Curriculum Statement Grades R-12* accordingly replaces the Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines with the

(a) Curriculum and Assessment Policy Statements (CAPS) for all approved subjects listed in this document;

(b) *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*; and

(c) *National Protocol for Assessment Grades R-12.*

MRS ANGIE MOTSHEKGA, MP
MINISTER OF BASIC EDUCATION

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SECTION 1

INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENTS FOR HOSPITALITY STUDIES GRADES 10-12

1.1 Background

The *National Curriculum Statement Grades R-12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12.

1.2 Overview

(a) The *National Curriculum Statement Grades R-12 (January 2012)* represents a policy statement for learning and teaching in South African schools and comprises the following:

(i) Curriculum and Assessment Policy Statements for each approved school subject;

(ii) The policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and

(iii) The policy document, National Protocol for Assessment Grades R-12 (January 2012).

(b) The *National Curriculum Statement Grades R-12 (January 2012)* replaces the two current national curricula statements, namely the

(i) Revised National Curriculum Statement Grades R-9, Government Gazette No. 23406 of 31 May 2002, and

(ii) National Curriculum Statement Grades 10-12 Government Gazettes, No. 25545 of 6 October 2003 and No. 27594 of 17 May 2005.

(c) The national curriculum statements contemplated in subparagraphs b(i) and (ii) comprise the following policy documents which will be incrementally repealed by the *National Curriculum Statement Grades R-12 (January 2012)* during the period 2012-2014:

(i) The Learning Area/Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R-9 and Grades 10-12;

(ii) The policy document, National Policy on assessment and qualifications for schools in the General Education and Training Band, promulgated in Government Notice No. 124 in Government Gazette No. 29626 of 12 February 2007;

(iii) The policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), promulgated in Government Gazette No.27819 of 20 July 2005;

(iv) *The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs, published in Government Gazette, No.29466 of 11 December 2006, is incorporated in the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and*

(v) *The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R-12), promulgated in Government Notice No.1267 in Government Gazette No. 29467 of 11 December 2006.*

(d) The policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*, and the sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R-12.* It will therefore, in terms of *section 6A* of the *South African Schools Act, 1996 (Act No. 84 of 1996,)* form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

1.3 General aims of the South African Curriculum

(a) The *National Curriculum Statement Grades R-12* gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.

(b) The National Curriculum Statement Grades R-12 serves the purposes of:

- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
- providing access to higher education;
- facilitating the transition of learners from education institutions to the workplace; and
- providing employers with a sufficient profile of a learner's competences.

(c) The National Curriculum Statement Grades R-12 is based on the following principles:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;

- Progression: content and context of each grade shows progression from simple to complex;
- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R-12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

(d) The National Curriculum Statement Grades R-12 aims to produce learners that are able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

(e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning* (2010).

1.4 Time Allocation

1.4.1 Foundation Phase

(a) The instructional time in the Foundation Phase is as follows:

SUBJECT	GRADE R (HOURS)	GRADES 1-2 (HOURS)	GRADE 3 (HOURS)
Home Language	10	8/7	8/7
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills • Beginning Knowledge • Creative Arts • Physical Education • Personal and Social Well-being	**6** (1) (2) (2) (1)	**6** (1) (2) (2) (1)	**7** (2) (2) (2) (1)
TOTAL	**23**	**23**	**25**

(b) Instructional time for Grades R, 1 and 2 is 23 hours and for Grade 3 is 25 hours.

(c) Ten hours are allocated for languages in Grades R-2 and 11 hours in Grade 3. A maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 2 hours and a maximum of 3 hours for Additional Language in Grades 1-2. In Grade 3 a maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language.

(d) In Life Skills Beginning Knowledge is allocated 1 hour in Grades R-2 and 2 hours as indicated by the hours in brackets for Grade 3.

1.4.2 Intermediate Phase

(a) The instructional time in the Intermediate Phase is as follows:

SUBJECT	HOURS
Home Language	6
First Additional Language	5
Mathematics	6
Natural Sciences and Technology	3,5
Social Sciences	3
Life Skills • Creative Arts • Physical Education • Personal and Social Well-being	**4** (1,5) (1) (1,5)
TOTAL	**27,5**

1.4.3 Senior Phase

(a) The instructional time in the Senior Phase is as follows:

SUBJECT	HOURS
Home Language	5
First Additional Language	4
Mathematics	4,5
Natural Sciences	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Creative Arts	2
TOTAL	**27,5**

1.4.4 Grades 10-12

(a) The instructional time in Grades 10-12 is as follows:

SUBJECT	TIME ALLOCATION PER WEEK (HOURS)
Home Language	**4.5**
First Additional Language	**4.5**
Mathematics	**4.5**
Life Orientation	**2**
A minimum of any three subjects selected from **Group B** Annexure B, Tables B1-B8 of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12,* subject to the provisos stipulated in paragraph 28 of the said policy document.	**12 (3x4h)**
TOTAL	**27,5**

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

SECTION 2

2.1 The subject Hospitality Studies

Hospitality Studies is the study of various interrelated themes in the hospitality industry such as hygiene, food production, food and beverage service and client service. Learners will study how to produce and present a range of different meals, prepare venues and set tables for different types of functions, and perform the correct service and clearing techniques in respect of food and beverages.

The table below indicates the main topics in the Hospitality Studies curriculum.

1	**Hospitality sectors and careers**
2	**Kitchen and restaurant operations**
3	**Nutrition, menu planning and costing**
4	**Food commodities**
5	**Food and beverage service**
6	**Hygiene, safety and security**

2.2 Specific aims of Hospitality Studies

In Hospitality Studies learners will study

- the sectors in the hospitality industry and career possibilities in the different sectors;
- cultural and other influences on South African cuisine;
- menu planning and costing;
- food commodities;
- food purchasing, storage and control;
- food preparation and cooking techniques;
- managing resources;
- food and beverage service and customer care;
- hygiene, safety and security in a hospitality industry environment.

2.3 Time allocation for Hospitality Studies in the curriculum

The teaching time for Hospitality Studies is four hours per week. As this subject involves practical work which constitutes 25% of the end-of-year promotion or certification marks, 80 to 90 minutes of this allocated time of four hours must be one continuous period for practical work, attached to a break

2.4 Infrastructure, appliances, equipment and finances required to offer Hospitality Studies

The school is responsible for the infrastructure, equipment and finances for the subject.

2.4.1 Infrastructure

Training kitchen

The training kitchen should contain:

- six stoves to accommodate 24 learners (four learners per stove);
- built-in double sinks;
- cupboards or open shelves;
- hot and cold water supply at the sinks;
- electricity supply to the stoves, and wall plugs at each work station for electrical equipment;
- supply of electricity must be sufficient for all stoves and other electrical equipment to operate simultaneously;
- a storeroom for ingredients and a storeroom for equipment; and
- a walk-in fridge or cool room. (recommended)

Dining area - preferably leading off the kitchen

- The location of the food service training facility should have public access. Issues such as signage, parking, lighting for night access and security should also be considered.
- **Toilet facilities** for guests are compulsory.

An office is suggested, leading off the kitchen or dining area, with a telephone (for orders and bookings) and a computer and printer (for menus, etc.)

Burglar proofing at all the windows and doors of the kitchen and restaurant, or an alarm system should be installed.

A **classroom** is needed for the teaching of theory, as the training kitchen and restaurant are not suitable for use as a classroom.

Ensuring **security and safety** on the school premises after school hours is paramount, as all the PATs are done outside normal school hours.

2.4.2 Appliances and equipment for the training kitchen

The context of the school will determine the number and type of equipment. The teacher has to plan the meals for the paying guests according to the preferences and expectations of the school.

The following list is an indication of the minimum equipment needed to offer the subject.

- Different types and sizes pots and pans, cake tins, tart and pie plates
- Electrical equipment such as urn, kettles, mixers, deep fryers
- Kitchen smalls such as egg lifters, large spoons, chef's knives, peeling knives, cutting boards, tin openers, mixing bowls, measuring equipment, kitchen scales, etc.
- Ironing boards and irons
- Appliances such as a washing machine, fridge and freezer, microwave ovens
- Clothes lines for tablecloths
- Rubbish bins
- Trolleys for ingredients and equipment

Furniture and equipment for the restaurant or dining area

- Reception area and counter
- Tables and chairs for about 36 guests. Square tables seating four guests are recommended.
- Counters for buffet meals
- Stations for serving of coffee and tea
- Electric wall plugs available at these areas for coffee machines, hot trays, urn, etc.
- Floors: ceramic tiles/wood/laminated
- Curtains or blinds
- Tablecloths, serviettes
- Crockery and cutlery as needed for serving meals to guests
- Bar area: counter and storage for glassware and a fridge. Soft drinks, fruit juice and non-alcoholic cocktails will be served from here. Glasses for all the relevant beverages. Equipment to mix and serve beverages

2.4.3 Stock control

- The teacher is responsible for the stock, and will keep the training kitchen, restaurant, storerooms and office locked at all times when he/she is not present.
- Annual stock control is essential. This should be undertaken at the end of the year after the practical tasks have been completed.

Example of a stock book

	Name and description of item *(alphabetical order)*	**Stock on hand 2012**	Number received 2013	Date received	Supplier	Invoice number	Stock on hand 2013	Number received 2014	Date received	Supplier	Invoice number	Stock on hand 2014	Number received 2015	Date received	Supplier	Invoice number	Stock on hand 2015	Number r received 2016	Date received	Supplier	Invoice number
1	*Mixing bowls, stainless steel, 20 cm diameter*	20																			
2																					
3																					
4																					

2.4.4 Uniforms

- Chefs should wear a chef's jacket and hat. A chef's apron to protect the jacket is recommended.
- Waiters should wear a waistcoat. These are often designed by the school to wear with the school uniform.

2.4.5 Books and magazines

- Each learner must have an approved textbook.
- The teacher should have several textbooks and other reading material on the serving of food and beverages.
- A number of good South African recipe books should be available in the classroom.
- The school should subscribe to food magazines to stay up to date with new trends, and to find recipes reflecting current trends.

2.4.6 Financial resources

- An annual budget should be available to purchase ingredients for weekly practical tasks for school based assessment (SBA).
- The meals in the dining area or restaurant must be self-sustaining. The guests pay for the meals.

Example of a budget for practical tasks for school X

- Recipes for practical tasks should be small, for two-four persons.
- This budget excludes the cost for PATs for formal assessment, as the functions in the restaurant should be self-sustaining. Guests should pay for meals.
- Maintenance and purchasing of new equipment/appliances should be added to this budget.

Grade	Number of tasks	Cost per task	Number of learners	Number of recipes to be made	Cost
10	12	R15 per task per pair	32	16	R15x16 pairs x 12 recipes =R2880
11	12	R15 task per pair	26	13	R15x13 pairs x 12 recipes =R2340
12	8	R20 per task per learner - individual	24	24	R20x24 learners x 8 recipes =R3840
					Cost for practical tasks for SBA =R9060

Maintenance and/or upgrading of stoves, fridges, etc. Example: servicing of 8 stoves @ R400 each	R3 200
Purchasing new equipment, replacing broken articles: Example: 2 electric kettles @ R200 each = R400	R400

SECTION 3

3.1 Overview of topics per term

For detailed information, refer to the annual teaching plans.

		Grade 10	Grade 11	Grade 12
1	Sectors and careers	• Food and beverage establishments • Services provided by each • Accommodation establishments • Careers in accommodation establishments	• Kitchen brigade and restaurant brigade • Policies governing working conditions. OHSA • Learning pathways in the hospitality industry	• The contribution of the hospitality industry to the SA economy Careers in the ancillary or support positions in hospitality establishments • Opportunities for self-employment in the food and beverage sector • Marketing concepts and terminology
2	Nutrition and menu planning	• SA Food Pyramid • Nutrients and their functions • Nutritional value of meals • Principles of menu planning • Menu planning for continental and English breakfasts, brunches and light meals	• Significance of South African culinary uniqueness • Providing food for different cultural needs • Menu planning for hospitality establishments • Menu planning for special tea occasions and three-course meals • Costing a recipe and a portion of the recipe	• Menu planning: formal four-course dinners, cocktail functions, finger lunches • Costing and calculating the selling price of a meal • Drawing up quotations
3	**Kitchen and restaurant operations**	• Appliances, equipment and utensils in the kitchen and restaurant • Recipes • *Mise-en-place* in the kitchen • Cooking methods • Knife skills	• Receiving stock • Storekeeping	• Computing in the hospitality industry • The use of computers in kitchen and restaurant operations • Professionalism in the hospitality industry
4	**Food com-modities**	• Fruit • Scones and muffins • Pancakes, waffles and crumpets • Tea and coffee • Eggs • Dairy products • Cereals • Minced meat and sausages • Pasta, classic pasta sauces • Salads and salad dressings • Interpretation of recipes	• Yeast products • Cakes and biscuits • Stocks • Soups • Sauces • Fish • Poultry • Rice • Vegetables • Herbs and spices	• Cocktail food and finger lunches • Vegetarian dishes • Desserts • Gelatin • Pastry • Choux pastry • Meat • Preserved food

		Grade 10	Grade 11	Grade 12
5	**Food and beverage service**	• *Mise-en-place* in restaurant • Continental and English breakfasts, brunches and light meals • Table setting • Service and clearing techniques for buffet-style and plated service • Customer relations	• Types of service • Preparing venue and setting tables for teas and three-course meals • Sequence and techniques of food and beverage service for table d'hôte menus • Greeting and serving guests	• Wine choice, service and storage Regulations for selling wine with meals on premises • Serving of non-alcoholic beverages • Serving of formal four-course dinners, cocktail functions or finger lunches • Handling guests complaints
6	**Hygiene**	• Personal hygiene • Hygiene on food premises • General safety practices in the kitchen and restaurant • Basic treatment of injuries • Kitchen pests	• Food poisoning, food spoilage, food contamination, temperature control • Preventative safety measures • Handling emergency situations	• Food-borne diseases

3.2 Practical lessons / tasks

(The teacher presents the practical lesson and learners do the task)

- Practical tasks are performed in the training kitchen of the school. Offering the subject without the necessary infrastructure, equipment and financial resources for practical tasks is not allowed.
- The theory and practical tasks in Hospitality Studies go hand in hand. Omitting some of the practical tasks means that learners are deprived of the full curriculum.
- Practical tasks form part of formal assessment. See Section 4.
- A minimum of 12 practical tasks per year for Grades 10 and 11, and 8 per year for Grade 12 are required.

Suggestions for products to prepare follow below, but teachers may choose similar or more advanced products, according to current culinary trends.

Grade	Term	Topic/commodity	Suggestions for products
10	1	Scones	*Scones and variations, such as roly-poly*
		Muffins	*Different types of muffins*
		Pancakes	*Pancakes*
		Fruit. Knife skills	*Knife skills to prepare fruit salad*
	2	Coffee	*Filter coffee (plunger and percolator)*
		Waffles and crumpets	*Waffles and crumpets*
		Eggs	*Baked custard and variations such as caramel and chocolate*
		Eggs (for breakfasts)	*Fried/scramble/ poached, omelette (plain and puffed), boiled (stuffed), frittata*
		Egg-based desserts	*Crème brûlée, crème anglaise* *Soft meringue: Queen of bread pudding, lemon meringue tart* *Hard meringue: vacherin, nests, rosettes*
		Eggs, milk and starch	*Prevent lump and skin formation, for instance when making milk tart (biscuit crust)*
	3	Mince dishes for light meals	*Cottage pie, bobotie, meatballs, hamburger patties*
		Pasta Classic pasta sauces	*Spaghetti bolognaise, pasta Alfredo, lasagne, macaroni and cheese*
		Salads and salad dressings	*Knife skills to prepare classic salads and salad dressings*
		Milk and eggs	*Quiche*

Grade	Term	Topic/commodity	Suggestions for products
11	1	Yeast: sweet dough	*Raisin bread, Swedish tea ring, doughnuts, croissants*
		Yeast continued	*Bread rolls, vetkoek, foccacia*
		Cakes	*Cake or cup cakes*
		Biscuits	*A variety of biscuits, using different mixing methods*
	2	Cakes continued	*Swiss roll*
		Fish	*Steamed fish cocktail, fried fish fillets, fish cakes, fish pie. Sauces*
		Poultry	*Chicken pie, chicken cordon bleu, chicken à la king, etc. Sauces*
		Advanced desserts	*Advanced desserts with sauces*
	3	Traditional cuisine	*Any traditional dishes such as baklava (Greek) and spanakopita*
		Soups	*Knife skills. Suitable soups such as butternut soup, tomato soup*
		Vegetables	*Deep-fried pumpkin fritters and caramel sauce, potato croquettes. Sauces.*
		Rice	*Timbales, risotto, rice salad, confetti rice*
12	1	Hors d'oeuvres and appetisers	*Canapés, crudités, seafood cocktail, pâtés, sandwiches*
		Garnishing for plating	*Spin sugar, chocolate work, tuiles, flower frosting, etc.*
		Desserts, using gelatine	*Cheese cake with topping, Bavarian cream, mousse (chocolate, strawberry), fruit jelly (fruit juice, fruit and gelatine)*
		Vegetarian dishes	*Use pulses.*
	2	Choux pastry	*Cream puffs and éclairs*
		Meat	*Advanced meat dishes (rolling, stuffing, crumbing, deboning)*
		Pastry, homemade, short crust	*Items such as tartlets, quiches and sausage rolls*
		Pastry, frozen commercial	*Phyllo, purr, puff pastry*

3.3 Teaching Plans

- Each week has a compulsory contact time of four hours for the subject Hospitality Studies. This is an approximate indication of how long it could take to cover the content, including other class activities such as informal and formal assessment, as well as practical work.
- Each term comprises ten weeks. Teachers should adapt their work schedules to accommodate the number of weeks in each term according to the school calendar of the specific year.
- The **teaching plan** indicates theoretical work for approximately 2½ hours per week, including informal assessment and formal assessment (SBA). Weekly practical work is done in the allocated double period of approximately 1½ hours.
- The **sequence within the term is not compulsory** and the teacher can cover it in any appropriate sequence.
- **It is compulsory to do the content in the term indicated**. Those schools that obtained a subject average above 50% in the Grade 12 examination of the previous year, may obtain written permission from the subject advisor to deviate from this, and develop a work schedule for the year according to their own sequence.
- Practical work for each commodity is compulsory. Suggested products may be replaced with similar or more advanced products according to current culinary trends.
- The teacher should make learners aware of the following throughout the teaching of Hospitality Studies. This will not necessarily appear in the textbooks or teaching plans.
    - Awareness of career opportunities
    - Awareness of service excellence

Teaching plans

Grade 10 Term 1	Formal assessment term 1:
Four hours per week, including • informal assessment such as written work, marking homework, class tests, case studies; • formal assessment such as project, test, practical tasks.	Test 50% Project 25% Practical tasks 25%

Week 4 hours	Topic	CONTENT	Practical tasks *(suggested products)*
1	**Sectors and careers**	What is Hospitality Studies? The sectors in the hospitality industry and services provided by each	
2	**Sectors and careers**	**Food and beverage establishments** • The distribution and cultural diversity of the South African hospitality industry • Food and beverage establishments (including career opportunities) • Fine-dining and family restaurants, coffee shops, fast-food outlets • Identifying food and beverage establishments in the local area and comparing their services and products • Franchises in the food and beverage industry	
3	**Kitchen and restaurant operations**	**Appliances, equipment and utensils in the kitchen and restaurant** Identification, assembling, use, cleaning, storage, maintenance • Stoves: gas and electrical. Other equipment for cooking • Equipment for keeping food warm (gas and electrical) • Fridges, freezers and walk-in fridges • Food processing equipment (electrical and manual) • Dishwashing and drying • Utensils (kitchen smalls)	*Identification and handling of equipment in the training kitchen*
4	**Hygiene**	**Personal hygiene:** personal appearance and uniform (chef) **Hygiene on the food premises**: • food storage practices • washing and sanitary facilities • cleaning practices in the kitchen and restaurant • waste disposal practices **Waste management**: basic principles: reduce, re-use, recycle **Kitchen pests**: mice, rats, cockroaches, grain weevils, flies, ants, wasps	

5	**Kitchen and restaurant operations**	**Recipes** • Name, standard format, yield (number of portions), ingredients, measurements, preparation method, cooking method, equipment, temperature, preparation time, serving suggestions, accompaniments • Correct terminology • The use of a conversion table in metric measurements (volume to mass and vice versa) e.g. 250ml cake flour = 120g	*Rewrite a recipe (from a magazine) in the standard format.*
6	**Kitchen and restaurant operations**	***Mise-en-place* in the kitchen** • Collect and measure ingredients: dry and liquid, volume and mass. • Preparation of ingredients, such as chopping and grating • Collect equipment.	*Practice the use of measuring equipment in the kitchen.*
7	**Nutrition and menu planning**	**South African food pyramid** (six groups) Nutrients and their functions in food group context : protein, carbohydrates (starch and sugar), vitamins (A, B-group C, D, E and K), minerals (calcium, iron, magnesium)	*Lesson 1* *Pancakes*
8	**Kitchen and restaurant operations**	**Cooking methods** Temperatures, specific equipment, types of food applied to, influence on nutritional value • Moist-heat cooking methods: boiling, steaming, simmering, stewing • Dry-heat cooking methods: baking, dry-, shallow- and deep-frying, grilling, roasting, stir-frying • Combination methods: casserole cooking, pot roasting	*Lesson 2* *Muffins*
9	**Commodities**	**Scones and muffins** • Refer to the food pyramid for nutritional value. • Classification of flour mixtures • Techniques: rubbing-in (cutting-in), emulsion (muffin) mixing method, mixing, glazing, shaping, baking • Presentation and serving of scones and muffins • Characteristics of a good scone and muffin • Ensuring a good product	*Lesson 3* *Scones and variations*
10	**Commodities**	**Fruit** • Refer to the food pyramid for nutritional value. • Classification: soft, hard, citrus, stone, tropical • Purchasing and storing of fruit • Preparation methods (including knife skills) • Cooking methods: baking, stewing, frying, grilling • Uses of fruit on the menu	*Lesson 4* *Knife skills. Fruit salad, fruit compote*

Suggested topics for the project for term 1

- Plan a small business run from home, such as a tea garden offering coffee and tea with scones, muffins, waffles, pancakes, etc. Include recipes, and discuss cooking methods and equipment.
- Identify food and beverage establishments in the local area and compare their facilities, services and products.
- Write a booklet for a new restaurant on hygiene and cleaning practices in a kitchen. Include personal hygiene of staff.
- Compare the following types of muffins
  - home-baked;
  - premixed (from food outlets); and
  - ready-to-eat (from different food outlets and establishments).

Grade 10 Term 2	Formal assessment term 2
Four hours per week, including • informal assessment such as written work, marking homework, class tests; • formal assessment such as test, practical tasks; and • preparation for the PAT.	Test 25% Mid-year examination 50% Practical tasks 25% **PAT 1: term 2** Breakfast/brunch: Buffet service

Week 4 hours	Topic	CONTENT	Practical tasks *(suggested products)*
1	**Food and beverage service**	***Mise-en-place* in the restaurant:** buffet • Preparing the venue for breakfasts, brunches • Room layout, bookings and placing of guests • Storeroom procedures for food service equipment	
2	**Food and beverage service**	**Table setting** for buffet-style breakfasts/brunches • Tablecloths, serviettes, crockery, cutlery, glassware • Personal appearance and uniform (waiters) **Service and clearing techniques** for food and beverages: buffet service	*Table setting, serving and clearing procedures*
3	**Commodities**	**Pancakes, waffles and crumpets** • Refer to the food pyramid for nutritional value. • Batters: thin batter and drop batter • Mixing method: emulsion (muffin) method • Cooking methods: shallow frying and waffle pan • Presentation and serving • Characteristics of good pancakes, waffles and crumpets • How to ensure a good product	*Lesson 5* *Waffles and crumpets*
4	**Commodities**	**Eggs** • Refer to the food pyramid for nutritional value. • Fresh eggs, frozen eggs, dehydrated eggs • Characteristics of fresh eggs • Sizes: jumbo, extra large, large, medium • Storage of eggs • Cooking methods: boiling, poaching, scrambling. • Factors influencing coagulation of eggs: protein, dilution, sugar, temperature • Uses: binding, filling, coating, glazing, egg dishes, garnishing, emulsifying sauces (mayonnaise), clarification, thickening, aerating • Beating of egg whites: influencing factors, different stages and uses	*Lesson 6* *Eggs: fried, scrambled* *boiled (stuffed)* *omelette (puffed and plain)* *frittata*

5	**Commodities**	**Cereals** • Refer to the food pyramid for nutritional value. • Classification: whole, crushed, rolled, etc. • Types: maize (corn), wheat, oats, sorghum • Hot porridge: oats, maize and sorghum (maltabella) • Dry breakfast cereals such as cornflakes and muesli • Cooking methods and effect of heat on starch (dry and moist heat) • Prevention of lump and skin formation • Factors influencing gelatinisation • Portion size • Accompaniments for breakfast cereals and porridge	*Lesson 7* *Eggs continue:* *Egg-based desserts such as crème brûlée, crème anglaise and meringue*
6	**Commodities**	**Dairy Products** • Refer to the food pyramid for nutritional value. • Types and classification • Milk: fresh: full cream, low fat, skimmed • Milk: evaporated, condensed, powdered, processed (UHT) • Cultured products: yoghurt, buttermilk, maas (inkomazi) • Cream: fresh, sour, long-life. Thickness of cream • Cheese: hard, semi-hard or semi-soft, soft, special • Storage of milk and dairy products • Cooking methods and effect of heat • Effect of heat on milk- or cream-based dishes • Effect of heat on cheese: melting and grilling	*Lesson 8* *Products where lump formation is a risk, such as milk tart (short crust or biscuit crust or commercial pastry)* *Blancmange* *Panacotta*
7	**Commodities**	**Tea** • Standard/Ceylon/black tea, lemon, iced, speciality teas, herbal, fruit, chai **Coffee** • Filter, espresso, decaffeinated, iced, cappuccino, latte, café mocha, Irish coffee, café au lait • Blend and grind • Preparing and serving of tea and coffee	*Combine with other practical tasks, or prepare filter coffee and tea in a separate lesson, or demonstration by a coffee shop owner*
8-10		**Mid-year examination**	

Grade 10 Term 3	Formal assessment term 3
Four hours per week, including • informal assessment such as written work, marking homework, class tests; • formal assessment such as tests, practical tasks; and • preparation for the PAT.	Test 50% Open-book test 25% Practical tasks 25% **PAT 2: term 3:** Light meal: plated service

Week 4 hours	Topic	Content	Practical tasks *(suggested products)*
1	**Food and beverage service**	*Mise-en-place* **in the restaurant:** plated service **Waiters** • Receiving and seating of guests • Service sequence and procedures • Presenting the bill • Closing *mise-en-place*	
2	**Nutrition and menu planning**	**Nutritional value of meals** • South African food-based dietary guidelines • Refer to the food pyramid for nutritional value of different meals. • Different meals: breakfast, brunch, lunch, supper and dinner	*Creative garnishing: demonstration, learners practise*
3	**Nutrition and menu planning**	**The principles of menu planning with regard to** • choice of food (aesthetic appeal and sensory value such as colour, texture, taste, shape, flavour, cooking methods); • type of customers (age, culture, preferences); and • management (staff skills, equipment, time available for preparation, etc) **Writing out of a menu** Menu, meal and date specified • Correct sequence of dishes in the main course • Spaces between courses • Bread and friandise are not listed on the menu, but coffee is listed. • House rules for the school's restaurant could apply	*Planning and writing of menus*
4	**Nutrition and menu planning**	**Plan menus for** • breakfasts: continental and English; and • brunches and light meals. Pay attention to creativity and current food trends.	*Lesson 9* *Quiche*
5	**Food and beverage service**	**Table setting** for two- or three-course light meals • Tablecloths, serviettes, crockery, cutlery, glassware, condiments, menu cards, table numbers	

6	**Commodities**	**Minced meat and sausages** • Refer to the food pyramid for nutritional value. • Mince: beef, other • Sausages: beef, pork, speciality sausages • Factors to consider when purchasing minced meat and sausages (fresh, frozen) • Storage of mince and sausages • Cooking methods: grilling (not outside over fire), frying, simmer • Portion size • Uses of mince and sausages: main dishes, snacks, fillings, hamburgers, etc.	*Lesson 10* *Mince dishes for light meal (cottage pie, bobotie, meat balls)*
7	**Commodities**	**Pasta and classic pasta sauces** • Refer to the food pyramid for nutritional value. • Classification according to shapes (shells, screws and other), sheets (lasagne), ribbons (tagliatelle, fettuccine, spaghetti), filled (cannelloni, ravioli) • Classification according to ingredients: plain, egg, whole-wheat, flavoured • Cooking methods: boiling, refreshing, stir-frying (Chinese vermicelli) • Portion size (dry and cooked weights) • Classic pasta sauces such as Alfredo, bolognaise • Uses: starters, main dishes, salads	*Lesson 11* *Pasta dish with classic sauce, such as spaghetti bolognaise, pasta Alfredo, lasagne,* *macaroni and cheese (with variations)*
8	**Commodities**	**Salads and salad dressings** • Refer to the food pyramid for nutritional value. • Classification of salads - Uncooked: mixed, green, Greek, coleslaw, Caesar, etc. - Cooked: potato, pasta, rice, beetroot - Moulded (gelatine) • Preparation methods (include knife skills) • General rules for preparing and serving of salad • Portion size • Salad dressings: - Uncooked: French, mayonnaise, etc. - Cooked: boiled salad dressing	*Lesson 12* *Knife skills to prepare salads. Potato salad with boiled salad dressing, coleslaw, Caesar salad*
9	**Food and beverage service**	**Customer relations** • Sensitivity for culture, gender, age and disability • Handling of children and people with special needs • Sensitivity towards customer needs, friendliness, addressing customers and professional behaviour	
10	**Food and beverage service**	**Paying of the bill** • The cashier • The electronic point-of-sale system • Methods of payment: cash, credit card, debit card, charge cards (Visa, Master, Diners Club, American Express), vouchers	

Grade 10 Term 4 **Four hours per week, including** informal assessment such as written work, marking homework, class tests, case studies		
Week 4 hours	**Topic**	**Content**
1	**Safety**	**Basic treatment of injuries** that occur commonly in hospitality establishments (first aid): burns (different types), cuts, electrical shocks, sprains, fainting, choking, allergic reactions, shock **General safety practices** in the kitchen and restaurant in respect of electrical appliances, gas, steam, knives, chemicals (cleaning agents)
2	**Sectors and careers**	**Accommodation establishments in South Africa** (including career opportunities) • Formal service accommodation: hotels and lodges • Guest accommodation: country houses, guest houses, B&Bs • Franchises in accommodation establishments
3	**Sectors and careers**	**The functional positions in rooms division** (for career opportunities), the roles and responsibilities of each, and the interrelationship between them • Rooms division manager • Front office manager - Receptionist - Reservationist - Front desk agents - Communications and PBX operator
4	**Sectors and careers**	• Maintenance manager • Executive housekeeper - Room attendants - Laundry attendants - Public area attendants
5	**Sectors and careers**	**The senior management positions in an accommodation establishment** (for career opportunities), the roles and responsibilities of each, and the interrelationship between them • General manager • Assistant manager
6-7		Review and reinforcement activities in class to assess the learners' grasp of the learning material. Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous question papers, etc.
8-10		**End-of-year examinations**

Term 4: promotion mark for grade 10		
SBA 25%	**PAT 25%**	**EXAMINATION 50%**
Term 1 100 Term 2 100 Term 3 100	Practical examination 1 100 Practical examination 2 100	Written examination paper 200
Convert to 100	Convert to 100	200
Total 100		

Grade 11 Term 1			Formal assessment term 1
Four hours per week, including • informal assessment such as written work, marking homework, class tests; and • formal assessment such as project, test, practical tasks.			Test 50% Project 25% Practical tasks 25%
Week 4 hours	**Topic**	**Content**	**Practical tasks** *(Suggested products)*
1	**Nutrition and menu planning**	The significance of **South African culinary uniqueness** Providing food for different cultural needs in the South African hospitality industry (including halaal, kosher, African)	
2	**Nutrition and menu planning**	**Menu planning** • Principles of menu planning as in Grade 10 • Menus for special teas • Menus for three-course meals, considering the rich culinary heritage of South Africa. Make use of traditional South African dishes, where applicable or possible.	
4	**Commodities**	**Bread products using yeast** • Refer to the food pyramid for nutritional value. • Ingredients, proportions and functions: yeast (instant, dry), flour (white, brown, whole-wheat) liquid, sugar, salt, shortening, other • Types of dough: rich, sweet and plain - preparation techniques • Cooking methods: bake, deep-fry, steam, effect of heat • Presentation: for bread table or bread display • Quality characteristics of yeast products • Ensuring successful products	*Lesson 1* *Yeast* *Sweet baked products: croissants, raisin bread, Swedish tea ring, mini doughnuts*
5	**Food and beverage service**	**Venue and table setting** • Preparing and setting up the venue for teas and three-course meals • Table setting for teas and three-course meals: tablecloths, serviettes, crockery, cutlery, glassware, condiments, menu cards, table number	*Lesson 2* *Yeast continued:* *bread rolls, vetkoek, foc-cacia*

6-7	**Commodities**	**Cakes and biscuits** • Refer to the food pyramid for nutritional value. • Cakes without shortening: sponge method • Cakes with shortening: creaming, melting, one-bowl method, chiffon • Biscuits: type of biscuits such as rolled and shaped, cut into squares, baked with filling • Rising agents used for cakes and biscuits • Techniques used to prepare cakes and biscuits such as greasing, rolling, shaping, cutting, piping etc. • Shaping with biscuit maker • Cooking method: baking • Quality characteristics of cakes and biscuits. • Ensuring successful products • Presentation and uses	*Lesson 3* *Cup cakes* *Cakes*
8	**Nutrition and menu planning**	• Using the costs of the ingredients, calculate the cost of a recipe and of a portion.	*Lesson 4* *Different types of biscuits*
9	**Sectors and careers**	**Kitchen brigade:** organogram • Chef de cuisine, sous-chef de cuisine • Chef de partie (pâtissier, chef garde manger, saucier, poissonnier, rôtisseur, entremetier, potager) • Commis chef, and under him/her, the kitchen assistant • Storeperson and aboyeur • Roles and responsibilities of each • Interrelationship between them	
10	**Sectors and careers**	**Restaurant brigade:** organogram: • Food and beverage manager • Restaurant manager • Banqueting manager • Maître d'hôtel • Beverage service staff • Food service staff (waiters) • Roles and responsibilities of each. Interrelationship between them	

Suggested topics for the project for term 1

- The project should be about planning a function. Commodities and other topics assessed in tests and examination papers is not a suitable choice for this project
- Plan a tea for a special occasion (menu, recipes written in the correct format, setting of table, service, etc.)
- Plan a three-course meal for a special occasion (menu, recipes written in the correct format, setting the table, service, etc. The teacher could choose a different theme for each year.

Grade 11 Term 2	Formal assessment term 2
Four hours per week, including • informal assessment such as written work, marking homework, class tests; • formal assessment such as test, practical tasks; and • preparation for the PAT.	Test 25% Mid-year examination 50% Practical tasks 25% **PAT 1: term 2**: Three course meal, plated service, or tea

Week 4 hours	Topic	Content	Practical tasks *(suggested products)*
1	**Food commodities**	**Herbs, spices, condiments and flavourants** • Origin, description and use • Difference between herbs and spices • Vanilla, saffron, balsamic vinegar, mustard, salsa, Tabasco, soya sauce, Worcester sauce	
2	**Food and beverage service**	**Types of service**: basic knowledge • Service styles: plated, silver, Russian, guéridon, family service • Assisted service: buffet, carvery-type operations • Self-service: cafeteria • Single-point service (takeaway, kiosks, food court)	
3	**Food and beverage service**	**Service** • Service techniques and sequence of food and beverage services for table d'hôte menus (three-course meals) • Greeting and seating guests • Service sequence: taking beverage orders, serving beverages, serving meals and coffee, clearing tables	*Lesson 5* *Swiss roll*
4	**Food commodities**	**Fish** • Refer to the food pyramid for nutritional value. • Classification according to origin: saltwater, fresh water • Classification according to flesh: white and oily • Classification according to shape: round or flat • Shell fish: molluscs and crustaceans • Cephalopods: octopus, squid • Factors to consider when purchasing fish • Storage conditions • Preparation methods • Cooking methods and effect of heat • Uses: starters, main dish, salads, etc. • Portion size • Accompaniments	*Lesson 6* *Steamed fish cocktail, fried fish fillets, fish cakes, fish pie* *Serve with suitable sauces.*

5	**Food commodities**	**Poultry** • Refer to the food pyramid for nutritional value. • Types: chicken, duck, turkey • Poultry offal: livers, gizzards, and other • Factors to consider when purchasing poultry • Storage conditions and hygiene considerations • Preparation methods: demonstration: jointing, filleting, trussing, stuffing, washing, plucking stray feathers, deboning • Cooking methods • Portion size • Accompaniments	*Lesson 7* *Chicken pie, chicken cordon bleu, chicken à la king, etc.* *Serve with suitable sauces.*
6-7	**Food commodities**	**Stocks** • White and brown meat stocks, fish stock, vegetable stock • Preparation and cooking of stock • Maintaining the stockpot • Storage conditions for stock • Convenience dehydrated stock cubes and powders **Sauces** • Hot sauces: hot white (béchamel, velouté); hot brown (*espagnole, jus roti, jus lié,* demi-glaze); hot emulsified (hollandaise). Other (tomato, curry) • Cold sauces: mayonnaise (emulsified), vinaigrette with variations (not emulsified), other (mint, salsa, horseradish) • Sweet sauces such as custard, caramel, chocolate, apple • Compound butter sauces such as parsley butter • Dehydrated convenience sauces • Thickening agents, preparation, thickening methods, uses, portion size	*Lesson 8* *Advanced desserts with sauces*
8-10		**Mid-year examinations**	

Grade 11 Term 3	Formal assessment term 3	
Four **hours per week, including** • informal assessment such as written work, marking homework, class tests; • formal assessment such as tests, practical tasks; and • preparation for the PAT.	Test	50%
	Open-book test/test	25%
	Practical tasks	25%
	PAT 2: term 3: (could also be done in term 4) Three-course meal. Plated service	

Week 4 hours	Topic	Content	Practical tasks *(Suggested products)*
1	**Nutrition and menu planning**	**Culinary cultural heritage of SA** • Influence from Cape Malay, Indian, African • Indigenous ingredients such as waterblommetjies, morogo, maize, sorghum, mabella or maltabella meal, *sheba*, game meats, ostrich, biltong, offal or *mogodu*, liver and kidneys • Planning of innovative three-course meals using some of above	*Lesson 9* *Prepare traditional South African or European dishes such as baklava, spanakopita*
2	**Nutrition and menu planning**	• European influence (Dutch, German, French, British, Irish) • Mediterranean influence (Greek, Italian) • Planning of innovative three-course meals using some of above	
3	**Nutrition and menu planning**	**Menu planning for hospitality establishments** Factors to consider when planning menus for hospitality establishments such as restaurants and guest houses	
4	**Commodities**	**Soups** • Refer to the food pyramid for nutritional value. • Classification: thin, clear (such as broth, consommé), thick (such as cream, purée, vegetable), special (such as chowder and bisque) • Factors to consider when purchasing soup ingredients • Preparation of ingredients • Convenience soups • Uses of soup • Portion size • Accompaniments	*Lesson 10* *Knife skills* *Suitable soups such as butternut/ cream of tomato*
5	**Commodities**	**Vegetables** • Refer to the food pyramid for nutritional value. • Classification: all common and uncommon types of vegetables • Factors to consider when purchasing vegetables • Preparation methods and techniques (knife skills) • Cooking methods: boiling, baking, steaming, stir-frying • Portion size • Storage conditions	*Lesson 11* *Deep-fried pumpkin fritters with caramel sauce, potato croquettes, duchesse potatoes, grilled vegetables, ratatouille* *Serve with suitable sauces.*

6	**Commodities**	**Rice** • Refer to the food pyramid for nutritional value. • Classification and types: Long grain such as basmati. Short grain such as Arborio. Brown rice. Speciality rice • Purchasing and storing • Raw and cooked weight • Cooking methods and effect of heat: boiling, steaming and frying • Uses in menu and portion sizes	*Lesson 12* *Rice timbales, risotto, rice salad, confetti rice*
7	**Hygiene**	**Food poisoning versus food spoilage** (natural decay and micro-organisms) • Micro-organisms causing food spoilage and food poisoning. Factors influencing their growth. • Bacteria *(Clostridium botulinum, Clostridium perfringens, Salmonella* (various species), *Bacillus cereus, Staphylloccocus aureus), E.coli* • Moulds and yeasts • General symptoms of food poisoning • Treatment of food poisoning	
8	**Hygiene**	**Food contamination** • What is food contamination? • Causes and prevention • High-risk foods and cross-contamination • Physical and chemical contamination • Different workstations and kitchen layout in commercial kitchens, considering functions, workflow and prevention of cross-contamination	
9	**Hygiene**	**Temperature control in the kitchen** • Optimal and risky temperatures • Reasons for temperature control (cold chain) • Checking temperatures • Temperature danger zone (TDZ 5°C to 63°C) • Rules for heating and cooling foods • Using frozen foods	
10	**Safety and security**	**Preventive safety measures** • Security and access control, disturbances, general safety measures, demarcation of areas, safekeeping of keys • Handling emergency situations such as power failure, medical emergencies, strikes and riots, robbery, fire, accidents, fights, firearms on the premises, terrorism and bomb threats, natural disasters and weather emergencies • Evacuation plans	

Grade 11 Term 4 **Four hours per week, including** informal assessment such as written work, marking homework, class tests; and preparation for the PAT.		
Week 4 hours	**Topic**	**Content**
1	**Kitchen and restaurant operations**	**Receiving stock** • health and safety requirements • temperature of food on delivery • documentation of deliveries
2	**Kitchen and restaurant operations**	**Storekeeping** • Requirements for a food store: cleanliness and safety, storage temperatures, store containers • Different types of food stores: dry foods stores, fruit and vegetable stores, refrigerated stores, freezers, chill cabinets (refrigerated display units), hot holding (foods that are already hot, not re-heating) • Storeroom procedures: positioning of foods in storage, stock levels, first in first out (FIFO) stock rotation, inspection • Issuing stock
3	**Sectors and careers**	**Policies governing working conditions in the hospitality industry** Basic information (what they are and who they apply to) Department of Labour: www.labour.gov.za • Basic Conditions of Employment Act • Occupational Health and Safety Act (OHSA) • General Safety Regulations 1031 • Hygiene Regulations R918
4	**Sectors and careers**	**Occupational Health and Safety Act (OHSA):** • Aim of OHSA • Penalties for failing to comply • Consequences of bad hygiene
5	**Sectors and careers**	**Learning pathways in the hospitality industry** • Universities and Universities of Technology (higher education) • Unit standard-based learning programmes through the Tourism, Hospitality and Sport Sector Education Authority (THETA) • Further Education and Training (FET) colleges • Registered private institutions
6-7		• Review and reinforcement activities in class to assess the learners' grasp of the learning material. Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous question papers, etc.
8 - 10		**End-of-year examinations**

Term 4: promotion mark for Grade 11				
SBA 25%		**PAT 25%**		**EXAMINATION 50%**
Term 1	100	Practical examination 1	100	Written examination paper 200
Term 2	100	Practical examination 2	100	
Term 3	100			
Convert to	100	Convert to	100	200
Total 100				

Grade 12 Term 1 **Four hours per week, including** • informal assessment such as written work, marking homework, class tests; and • formal assessment such as project, test, practical tasks.	Formal assessment term 1: Test 50% Project 25% Practical tasks 25%

Week 4 hours	**Topic**	**Content**	**Practical tasks** (*suggested products)*
1	**Nutrition and menu planning**	**Menu planning** • The principles of menu planning as studied in Grades 10 and 11 • Awareness of ingredients that causes allergic reactions, or are a health risk for e.g. diabetics, to be able to inform guests • Planning menus for formal dinners and banquets (four courses)	
2-3	**Nutrition and menu planning**	**Cocktail functions** • Why and when are cocktail functions and finger lunches served? • Advantages and disadvantages of cocktail functions and finger lunches • Preparing venues for cocktail functions and finger lunches • Choice of suitable snacks for cocktail functions and finger lunches • Plan menus for cocktail functions and finger lunches. • Number of snacks per guest • General rules for preparation, presentation and serving	*Lesson 1* *Canapés, crudités, pâtés, sandwiches*
4	**Food and beverage service**	**Preparing venues and setting tables** for formal four-course dinners • Opening mise-en-place (build on Grades 10 and 11), special equipment: service items and equipment to keep hot and cold • Service and clearing techniques for food and beverages at formal dinners: (build on Grades 10 and 11) • Closing mise-en-place **Handling guests** • Professional handling of guest complaints regarding kitchen production and service procedures • Handling difficult customers • Handling unforeseen circumstances that can affect production, such as electrical failure, equipment failure, water cuts, injuries, or fire	*Lesson 2* *Garnishing for plating such as spin sugar, chocolate work, deep-fried mint leaves/sweet potato slices, flower frosting, tuilles, drying of fruit (orange/lemon/apple slices*
5	**Nutrition and menu planning**	**Costing** • Calculate selling prices, • Selling price includes cost of ingredients, overheads, labour and profit. • Drawing up a quotation	

6	**Commodities**	**Desserts** • Refer to the food pyramid for nutritional value. • Classification and description - Hot: baked, steamed, boiled, fried, etc. - Cold: custards, starch, jelly, mousse, etc. - Frozen: sorbet, ice cream, etc. - Hot and cold meringue as a dessert • Techniques • Quality characteristics of end product, • Presentation: filling, glaze, toppings, sauce, decorations (chocolate and sugar work) • Storage conditions and temperature • Traditional desserts, such as malva, sago, bread-, and Christmas pudding	
7	**Commodities**	**Gelatine** • Types of gelatine available • How to use gelatine • Factors to ensure a successful product	*Lesson 3* *Desserts using gelatine: mousse, Bavarian cream, fruit jelly, etc.*
8	**Commodities**	**Preserved food** • Uses and advantages of preserved food • Methods for food preservation: removing or reducing moisture; smoking; treating with additives: salt, sugar, chemicals such as benzoic acid, sodium benzoate and salicylic acid; heat treatment such as sterilisation and pasteurisation; reducing temperature and excluding oxygen. Give examples. • Reason why these methods preserve food • Techniques for preserving food at home for chutney, jam, chakalaka, sauces, lemon curd, fruit (crystallised, bottled) etc. • Labelling of preserved products. Ingredients indicated in descending use, date of manufacturing and other information	*Incorporate with other practical lessons. Red-onion marmalade, beetroot chutney, lemon curd can be done together with cocktail snacks or even meat dishes. Quick preserves form part of a variety of dishes. Also suitable for entrepreneurial opportunities*
9	**Commodities**	**Vegetarian** • Classification of vegetarians • Reasons for being a vegetarian • Refer to the food pyramid for nutritional value. • The use of legumes/pulses (vegetable family that includes beans, lentils and peas as protein source), nuts and seeds, soy such as in textured vegetable protein (TVP) • Preparation and cooking of legumes	*Lesson 4* *Vegetarian dish using pulses*
10	**Hygiene**	**Food-borne diseases** (carried by food): • How do they spread? People at risk • Causes/sources, incubation period, transmission possibilities in the food and beverage environment, symptoms - Hepatitis A (infective jaundice) - Gastroenteritis - Cholera • The HIV/AIDS and tuberculosis risk and the impact on the workforce	
Project term 1*:* Plan a cocktail function or finger lunch, and draw up a quotation. The project should be about planning a function. Commodities and other topics assessed in tests and examination papers is not a suitable choice for this project			

Grade 12 Term 2	Formal assessment term 2	
Four hours per week, including • informal assessment such as written work, marking homework, class tests; • formal assessment such as test, practical tasks; and • preparation for the PAT.	Test	25%
	Mid-year examination	50%
	Practical work	25%
	PAT 1: term 2: Formal dinner, four courses, plated service	

Week 4 hours	**Topic**	**CONTENT**	**Practical tasks** (*suggested products)*
1	**Commodities**	***Choux* pastry** • Refer to the food pyramid for nutritional value. • Ingredients and proportions • *Choux* pastry technique • Cooking methods • Factors to ensure a successful product • Quality characteristics of end product • Products prepared from choux pastry • Presentation • Storage conditions and temperature	*Lesson 5* *Choux pastry: cream puffs and éclairs*
2	**Commodities**	**Meat** • Refer to the food pyramid for nutritional value. • Types of red meat (lamb and mutton, veal and beef): identification of primary cuts on the lamb and beef carcasses • Pork: characteristics of pork meat • Game (venison such as kudu, springbuck; birds, such as ostrich, guinea fowl). Characteristics of game meat • Offal: liver, kidney, tongue	*Lesson 6* *Advanced meat dishes (rolling, advanced stuffing, crumbing, de-boning)*
3	**Commodities**	• Factors influencing quality of meat • Characteristics of good quality meat • Storage temperature and conditions • Preparation methods, cooking methods and effect of heat • Identification of meat cuts • Specific uses of steak (rump, T-bone, fillet, tournedos, medallions, porterhouse and club) and kebabs, crown roast, noisettes • Specific cuts for stewed and braised meat and mince • Portion control or serving sizes • Accompaniments	

4	**Commodities**	**Pastry** • Refer to the food pyramid for nutritional value. • Types: short (plain, sweet), puff, frozen pastry (phyllo, puff. short, purr) • Ingredients and proportions • Techniques and general rules for preparing pastry • Uses • Factors to ensure a successful product • Quality characteristics of end product • Storage conditions	*Lesson 7* *Prepare shortcrust pastry (rub-in method/ creaming method) for tartlets and pies*
5	**Food and beverage service**	**Wine** • Classification of wine types, in order to give advice or assist guests - Still wine: red, white, rosé - Sparkling wines - Alcohol-free, dealcoholised and low-alcohol wines - Fortified wines (sherry and port) • Matching food and wine. Interpreting a wine label. Storing of wine • Regulations for selling wine with meals on premises	*Lesson 8* *Prepare pastry dishes by using different types of commercial frozen pastry dough*
6	**Food and beverage service**	**Non-alcoholic beverage** • Dispensing bar beverages: waters, squashes (cordials), juices, syrups • Cocktails: general rules for mixing cocktails • Beverage control in the restaurant: administration, stock control	
7	**Food and beverage service**	• Serving non-alcoholic beverages: glasses, service temperature • Serving tea and coffee, dispensing bar beverages and cocktails • Serving wine: basic beverage and wine list for a restaurant • Red, white, sparkling wine: glasses, service temperature, serving • Regulations for the sale and service for on-premise consumption of wine with meals	
8 - 10		**Mid-year examination**	

Grade 12 Term 3	Formal assessment term 3
Four hours per week, including • informal assessment such as written work, marking homework, class tests; • formal assessment such as test, practical task**s**; and • preparation for the PAT.	Test 25% Trial examination 75% **PAT 2: term 3:** Formal dinner, four courses, plated service

Week 4 hours	Topic	CONTENT
1	**Kitchen and restaurant operations**	**Professionalism in the hospitality industry** • Professional appearance, attitudes, ethics and values in the preparation and service of food and beverages: Alertness, cooperativeness, honesty, integrity, etc. • Employer and guest expectations in the food and beverage industry • Concepts: Customer care and service excellence • Reasons why service differs from one organisation to another • The impact of the service delivered by an organisation on its business profitability
2	**Sectors and careers**	**The hospitality industry's contribution to the South African economy** • Revenue-generating areas within an accommodation establishment (guest and function rooms; food and beverage; bars; laundry) • Non-revenue generating areas within an accommodation establishment (front office; marketing; human resources; finance; laundry; maintenance; security)
4	**Sectors and careers**	**Careers in the hospitality industry** • Ancillary or support positions in a hospitality establishment (for career opportunities) • Roles and responsibilities of each • The interrelationship between them: sales and marketing, finance/accounting, security, human resources
5	**Sectors and careers**	• Opportunities for sustainable self-employment in food and beverage • Define entrepreneurship • Entrepreneurial opportunities in food and beverage, such as baking, home industries, function catering, children's birthday parties, novelty cakes, meals-on-wheels, etc. • Developing and evaluating a basic business plan for small-scale entrepreneurial opportunities
6	**Sectors and careers**	**Marketing** • Marketing concepts and terminology: 5P marketing mix (product, promotion, price, place/point of sale, people/target market)
7	**Sectors and careers**	• Designing and presenting a basic marketing tool (leaflet, poster, brochure, advertisement) to promote a local hospitality product (such as a meal, function, restaurant, accommodation establishment), which may contribute to the local economy
8 - 10		**Trial examinations**

Grade 12 Term 4 **Four hours per week, including** • informal assessment such as written work, marking homework, class tests, case studies; and • review and reinforcement activities.		
Week 4 hours	**Topic**	**Content**
1	**Kitchen and restaurant operations**	**Computer operations in the hospitality industry** • The use and benefit of computers in the administration of kitchen and restaurant operations, purchasing, stock control systems, electronic point-of-sales systems (POS), menu planning, menu analysis • Rooms division: reservations, guest check-in and check-out • Benefits: cost and time saving, better control, etc
2-7		Review and reinforcement activities in class to assess the learners' grasp of the learning material. Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous question papers, etc.
8 - 10		**End-of-year examinations**

SECTION 4

4.1 Introduction to assessment

Assessment is a continuous, planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

Assessment involves activities that are undertaken throughout the year. In Grades 10 - 12 assessment comprises two different but related activities: informal assessment (assessment for learning) and formal assessment (assessment of learning).

4.2 Informal assessment

Assessment for learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve his/her learning.

Informal assessment is the daily monitoring of learners' progress and can be done through questions and answers; short written activities completed during the lesson, open-book tests, homework exercises, case studies, etc. It should not be seen as separate from the learning activities taking place in the classroom. Learners or teachers can mark these assessment tasks. Self-assessment and peer assessment actively involve learners in assessment. This is important as it allows learners to learn from and reflect on their own performance.

The results of the informal assessment tasks are not formally recorded unless the teacher wishes to do so. In such instances, a simple checklist may be used to record this assessment. However, teachers may use the learners' performance in these assessment tasks to provide verbal or written feedback to learners, the school management team and parents. This is particularly important if barriers to learning or poor levels of participation are encountered. The results of informal assessment tasks are not taken into account for promotion and certification purposes.

4.3 Formal assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes. All formal assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. Examples of formal assessment tasks include tests, examinations, practical tasks, projects, oral presentations, demonstrations, performances, etc. Formal assessment tasks form part of a year-long formal Programme of Assessment in each grade and subject.

The formal assessment requirements for Hospitality Studies are as follows:

- Six formal theoretical assessment tasks must be completed during the school year. These six formal written assessment tasks together with the practical tasks (*see practical tasks below*) make up 25% of the total mark for Hospitality Studies in Grades 10, 11 and 12.

- The end-of-year assessment component includes two parts: a Practical Assessment Task and a written theory paper. Together, these two parts make up the remaining 75% in all grades.
- In **Grades 10 and 11** all assessment is internal.
- In **Grade 12** the formal assessment (25%) is internally set and marked but externally moderated. The end-of-year assessment (75%) is externally set, marked and moderated.

Table 1(a) Formal Assessment Grades 10 and 11			
Term 1	**Term 2**	**Term 3**	**Term 4: Promotion mark**
Test 50% Project 25% Practical tasks 25%	Test 25% Mid-year examination 50% Practical tasks 25%	Test: theory of practical 50% Test or open-book test 25% Practical tasks 25%	Term 1+2+3 = 300÷3 =100 PAT 1 + 2 = 50+50 =100 Examination paper =200
100	**100**	**100**	**400÷4 =100**

Table 1(b) Formal Assessment Grade 12			
Term 1	**Term 2**	**Term 3**	**Term 4: Certification mark**
Test 50% Project 25% Practical tasks 25%	Test 25% *Mid-year examination 50% Practical tasks 25%	Test/open-book test 25% *Trial examination 75%	Term 1+2+3 = 300÷3 =100 PAT 1 + 2 = 200÷2 =100 Examination paper =200
100	**100**	**100**	**400÷4= 100**

*In Grade 12, only one internal examination is compulsory. Schools may therefore

- write both exams; or
- replace one of the exams with a test at the end of the term. This test will have the same weighting as the exam, and must cover a substantial amount of work.

4.4 Types of formal assessment for Hospitality Studies

4.4.1 Projects

In all grades, each learner must do a project in term 1. This project should be based on the planning of functions, quotations etc. Suggested topics are included in the term 1 teaching plans.

A project should require the learner to:

- do some planning/preparation/investigation/research to solve the identified problem/task;
- perform the task/carry out instructions according to criteria given;
- produce a product such as a quotation, a booklet, a file with the planning for a fuction, and
- allow for some innovation and creativity.

When setting the project, the teacher should:

- determine the content/skills/knowledge to be addressed;
- set clear criteria and give good instructions to guide the learner, so that he/she knows exactly what to do and what is expected;
- keep the scope manageable;
- determine which resources will be required to complete the project; ensure that learners have access to these resources;
- determine the time frame/duration/due date; and
- determine mark distribution and compile an assessment tool.

4.4.2 Tests

- A test for formal assessment should not comprise a series of small tests, but should cover a substantial amount of content and the duration should be 45 to 60 minutes.
- Open-book tests require learners to find information. Learners are tested on understanding of learning material and not on rewriting. Open-book tests should not include only short questions. Learners are required to write longer reflective answers, such as paragraph-type responses to a given scenario. Paragraphs providing reasons and supporting evidence/arguments are essential.
- Each test, open-book test and examination must cater for a range of cognitive levels and must also include paragraph-type responses.

Cognitive level	Percentage
Lower order: knowledge	30
Middle order: comprehension and application	50
Higher order: analysis, evaluation and synthesis	20

4.4.3 Examinations

- For Grade 12, the three-hour end-of-year examination in Hospitality Studies (200 marks) comprises 50% of a learner's total mark.
- Only Grade 12 content will be assessed. However, prior knowledge from Grades 10 and 11 may be necessary to interpret and answer some of the questions.
- The mark allocation for examination papers in all grades is indicated below:

Content		10	11	12
Section A	Short questions (all topics)	40	40	40
Section B	Kitchen and restaurant operations. Hygiene, safety and security	40	30	20
Section C	Nutrition and menu planning. Food commodities	80 (2x40)	80 (2x40)	80 (2x40)
Section E	Sectors and careers. Food and beverage service	40	50 (2x25)	60 (2x30)
	Total	**200**	**200**	**200**

4.4.4 Practical tasks

- Grades 10 and 11: Each learner has to do a minimum of 12 practical tasks during the year, four in each of the first three terms.
- Grade 12 learners must each do a minimum of 8 practical tasks during the year, four in each of the first two terms.
- Suggested dishes for these tasks are included in the term plans.

4.4.5 Practical assessment task (PAT)

- The Practical Assessment Task for each grade comprises two restaurant functions.
- These functions take place during terms 2 and 3. Grade 10 functions may be done in term 3 and 4.
- Set dates for the practical assessment tasks at the beginning of the academic year, to appear on the school year plan.
- The facilities and equipment for the practical assessment task are the responsibility of the school.
- These are examinations and should be planned to prevent clashes with other school activities.
- These tasks should take place outside the four hours per week allocated to the subject.
- Each task takes approximately five to seven hours.
- Learners work individually. Each learner will have a mark out of 100 for cooking skills (chef/Chef de Cuisine/ Sous-Chef-/kitchen manager), and a mark out of 100 for serving skills (waiter/maître d'hôtel/beverage manager)

- The mark for the final practical assessment task is obtained by combining the marks for the restaurant functions, and divide by two (PAT 1 + PAT 2 = 200 ÷ 2 = 100).
- The practical assessment tasks for Grades 10 and 11 are set internally, in line with guidelines provided by the Department of Basic Education.
- Instructions for the Grade 12 practical assessment tasks will be set externally, and sent to schools at the end of the previous year.
- Provinces may not change or retype the Grade 12 task. It is an examination paper.
- Provinces may not set common menus for their schools. The facilities, type of guests and the finances of each school are different.
- Teachers must plan menus and choose recipes according to the instructions in this task.
- The date for the final practical exam for Grade 12 in term 3 should be discussed with the subject advisor for external moderation.

Criteria for the PAT in each grade		
Grade 10 (Internally set) **Term 2 and 3** *(OR term 3 and 4)*	**Grade 11** (Internally set) **Term 2 and 3**	**Grade 12 (**Externally set) **Term 1 and 2**
1. Buffet: breakfast or brunch. 2. Light meal, two or three courses, plated service. Include, amongst others, the following commodities: cereals, eggs, fruit, scones and/or muffins, sausages, pasta, dairy products, mince meat, salads and salad dressings, tea and coffee.	1. Light meal, three courses OR tea. 2. Light meal, 3 courses (cultural cuisine). Include, amongst others, the following commodities: cakes, tarts, quiche, pastries, poultry, fish, rice, soups, sauces, vegetables, yeast products, non-alcoholic beverages.	1. Dinner, four courses. 2. Dinner, four courses. Include advanced meat dishes, exotic vegetable dishes, interesting starch dishes, advanced sauces, vegetarian dishes, choux pastry, desserts, yeast products (baked), gelatine (salad or dessert), advanced garnishing, serving of wine substitute and non-alcoholic beverages.

4.5 Recording and reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task.

Reporting is the process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visits, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. Teachers in all grades issue formal report cards quarterly. These reports report in percentages against the subject. The following rating scale applies for the quarterly reports:

CODES AND PERCENTAGES FOR RECORDING AND REPORTING		
RATING CODE	**DESCRIPTION OF COMPETENCE**	**PERCENTAGE**
7	Outstanding achievement	80 - 100
6	Meritorious achievement	70 - 79
5	Substantial achievement	60 - 69
4	Adequate achievement	50 - 59
3	Moderate achievement	40 - 49
2	Elementary achievement	30 - 39
1	Not achieved	0 - 29

Teachers will

- record actual marks against the task by using a record sheet; and
- report in percentages against the subject on learners' report cards.

4.6 Promotion

For promotion and certification purposes, learners should achieve at least a level 2 rating (elementary achievement: 30 - 39%) in Tourism. This is subject to the requirement that a learner must achieve at least a level 3 rating (moderate achievement: 40 - 49%) in at least one of the three choice subjects.

4.7 Moderation of assessment

4.7.1 Formal assessment (SBA)

- Grades 10 and 11 tasks are internally moderated. The subject advisor must moderate a sample of these tasks during his/her school visits, to verify the standard of the internal moderation.
- Grade 12 tasks must be moderated by the provincial subject advisor. This process will be managed by the provincial education department.

4.7.2 Practical assessment task (PAT)

- **Grades 10 and 11**: Teachers will assess the practical assessment tasks in Grades 10 and 11.
- **Grade 12:** The first dinner in Grade 12 in term 2 will be assessed by the teacher. The second dinner will be externally moderated by the provincial subject advisor.
- The moderator will assess the learners in the group independently from the teacher while they perform the examination. Afterwards, the moderator will compare his/her assessment with the assessment of the teacher. A block assessment could then be made, if necessary.

4.8 General

This document should be read in conjunction with:

4.8.1 National policy pertaining to the programme and promotion requirements of the National Curriculum statement Grades R-12 *; and*

4.8.2 The policy document, National Protocol for Assessment Grades R-12.