



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

HOSPITALITY STUDIES

GUIDELINES FOR PRACTICAL ASSESSMENT TASKS

Grade 12

2014

INFORMATION FOR TEACHERS

These guidelines consist of 24 pages.

THE PRACTICAL ASSESSMENT TASK FOR HOSPITALITY STUDIES

During the Practical Assessment Task (PAT), the learner must demonstrate his/her knowledge and practical ability/skills in the kitchen as a chef, and in the restaurant as a waiter.

1. OVERVIEW

The Practical Assessment Task for 2014 consists of two practical examinations (restaurant examinations). Learners should fulfil the role of chef in one examination, and waiter in the other examination. In the event that the number of chefs and / or waitrons is more than the two examinations can accommodate, a third examination must be held to provide all learners with an opportunity to be assessed and to obtain the two marks required. The third examination should assess only the learners that require the second mark and not all the learners. No average mark should be used only actual marks.

During the Practical Assessment Task each learner must demonstrate the ability to:

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

2. MARK ALLOCATION

Learners work individually. Each learner will have a mark out of 100 for cooking skills (chef/chef d' Cuisine/sous chef/aboyeur), and a mark out of 100 for serving skills (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 2	100
Practical examination term 3	100
Total	200 ÷ 2
Final mark for PAT	100

The PAT forms part of the end-of-the-year assessment. The province provides two separate computerised mark sheets, one for the PAT and one for the SBA marks.

3. REQUIREMENTS FOR THE PAT

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

- An examinational training kitchen with the necessary equipment
- A restaurant or examination room with the necessary furniture and equipment, where guests from the public or teachers can be served for lunch/dinner.
- Toilet facilities for the guests
- The school should provide the ingredients and other necessities for the Practical examinations as set out in the Curriculum and Assessment Policy Statement for Hospitality Studies.
- The income generated during the examination should be used to sustain the subject
- Learners must wear the appropriate uniform assigned for their particular role as chef or waiter
- A safe and secure environment must be provided on the premises if PAT is being conducted after school hours

4. PLANNING THE PRACTICAL ASSESSMENT TASK

The two practical examinations (one in term 2 and one in term 3) are formal four-course dinners catered for in the training kitchen and restaurant or examination room of the school. These examinations must be prepared for 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 following:
 - The number of Hospitality Studies teachers available for the examination. One teacher can assess a maximum of 12 learners.
 - Assessment must be done in the kitchen as well as in the restaurant. 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 (responsible for storeroom procedures, etc.), and Maître d' Hôtel. The teacher can include these additional positions in the PAT and set assessment tools, according to the duties required. These additional assessment tools must be approved by the subject advisor.
 - The examinations could take place during and after school hours depending on the context of the school.

5. SETTING THE TASK

5.1 SET A DIFFERENT FOUR-COURSE MENU FOR EACH OF THE TWO FORMAL LUNCHESES/DINNERS.

- The teacher should set the menus to suit the context of the school, but it must adhere to the prescribed menu guidelines. PAT 2 of the previous year may be used as PAT 1 of the following year. **The province may not prescribe a common menu.**

Techniques to be included in each menu:

- One or more advanced protein dish, such as fish, meat, chicken. The preparation of the 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 or julienne, batonnettes, Tourne and Paysanne, Brunoise etc.
- Starch dishes should include a special technique or variation, such as risotto, pilaf, grilled polenta, Duchesse potato, Dauphine potato, croquettes, rosti, Latkes, rice balls etc.
- A minimum of one or more advanced sauces, such as a caramel sauce (with caramelised sugar) or other sauces requiring special techniques e.g. roux, jus, Hollandaise sauce. An advanced soup could replace one sauce.
- One or more of the following: pastry dishes, sweet or savoury, e.g. puff pastry (ready-made), phyllo or purr pastry (ready-made) / choux pastry/roulades/crêpes or meringues.
- A yeast product (kneaded), such as bread rolls, bread sticks, focaccia, croissants.
- A gelatine dish (not jelly), e.g. coupe, cheesecake, mousse, terrine, aspic.
- Use of delicate, advanced garnishing/decorating techniques to follow current trends e.g. sugar spinning, chocolate work, deep fried or oven dried vegetable and fruits, tuiles, brandy snaps, meringue.
- Include at least four different cooking methods in the menu.

The Hospitality Studies subject advisor must approve both menus, together with the recipes. Refer to the section on moderation.

THE MENUS SHOULD MEET THE FOLLOWING CRITERIA:

Name of dish	Minimum of 4 cooking methods	Advanced protein dishes	Minimum of 2 advanced sauces	Starch dishes with special technique	Advanced vegetable dishes	Pastry/choux/ dough crêpes/meringues	Yeast product	Gelatine dish	Advanced garnishing

Example

Name of dish	Minimum of 4 cooking methods	Advanced protein dishes	(Minimum of 2) advanced sauces	Starch dishes with special technique	Exotic vegetable dishes	Pastry/choux/ dough crêpes/meringues	Yeast product	Gelatine dish	Advanced garnishing
Broccoli Soup	simmer		X						
Rosemary Focaccia	bake						X		
Mushroom-Spinach Parcels with beetroot chips	stir fry, bake					X			
Stuffed Fillet with Pepper Béchamel Sauce	pan fry, roast boil	X	X						X
Potato Rosti	shallow-fry			X					
Grilled Vegetables	grill				X				
Mixed Salad Mould								X	
Spiced Mayonnaise			X						
Chocolate Pudding with Tuiles	bake bake					X			X
Crème Anglaise	Double boil		X						

5.2. PREPARING RECIPES FOR THE EXAMINATION

- All recipes should be neatly and legibly typed in either standard or action format for each examination after approval by the subject advisor.
- No handwritten or recipes directly from magazines should be used.

5.2.1. EXAMPLE 1: STANDARD FORMAT

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

5.2.2. EXAMPLE 2: ACTION FORMAT

Broccoli Soup		Yield : 15 Portions	Techniques/Skills
Ingredients		Action/ Method	<i>Correct measuring.</i>
100 g margarine		Sauté the broccoli, onion and garlic in the margarine for 10 minutes – do not brown	<i>Knife skills</i>
1,5 kg broccoli florets			<i>Peel and crush garlic</i>
2 onions, chopped (macedoine)			<i>Sautéing</i>
12,5 ml crushed garlic			<i>Correct measuring</i>
100 ml flour		Add flour and then the stock, bring to boil Simmer until soft Let it cool Blend until smooth	<i>Prepare a roux.</i>
2 litre chicken stock (<i>Dissolve 5 stock cubes in 2 litre boiling water</i>)			<i>Simmering</i>
			<i>Use of blender</i>
500 ml milk		Pour back into pot and add the milk and nutmeg Simmer for 5 minutes	<i>Correct measuring</i>
1 ml nutmeg			<i>Simmering</i>
500 ml cream		Add cream and the black pepper	<i>Correct measuring</i>
1 ml black pepper			<i>Do not allow to boil when cream is added.</i>
200g feta cheese, crumbed chopped chives		Plate individual portions ± 150 ml each Garnish with crumbed feta and chives	
Taste	Texture	Appearance	Garnishing
Pleasant and full flavoured, like broccoli	Smooth , without any lumps	Good greenish colour	Crumbed feta cheese and chopped chives

5.3 SET THE TASKS FOR THE CHEFS

- Divide the menu into equal tasks for the number of chefs. Various types of chefs could be used, each fulfilling their particular role.
- Each chef must work individually; preparing a minimum of two dishes e.g. advanced meat with a sauce and garnish.
- 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 schooldays 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 examination for assessment.
- The marked written planning tasks will be returned to the learners to use while performing the examination.

5.4 SET THE TASKS FOR THE WAITRON

- 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
 - Divide the tables between the number of waitrons needed for the examination
 - Plan the table setting including table decor according to the context of the school
 - Plan the seating of guests and other extra duties
- Each waitron should serve a minimum of four guests.
- Waitrons should not serve their own family or friends.
- Waitrons must be able to work individually as well as in a team. For example, waitrons should assist each other, so that guests at the same table receive their food simultaneously.
- Fourteen school days before the date of the examination, the waitrons will receive the planning task, as attached.
- The written planning should be handed in 7 school days before the examination for assessment.
- The marked written planning tasks will be returned to the learners to use while performing the examination.

6. 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 need, up to a maximum of two hours extra for preparation and two 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, can 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.

7. ASSESSMENT

7.1 ASSESSMENT TOOLS

Assessment tools for chefs and waitrons are included. The teacher sets the assessment tools for additional posts if required (chef de cuisine, sous chef/ aboyeur, Maître d'hôtel) according to the expected duties.

7.2 ASSESSMENT OF LEARNERS

- Mark the written planning tasks before the examination takes place, and return to the learners to use while performing the examination. Teachers are advised to compile a marking guideline for the planning to ensure the
- Assess the performance of the chefs and waitrons during the examination by observation, according to the assessment tool included.
- One assessor is needed for assessment of the chefs and one for the assessment of the waitrons.
- Certain aspects of the waitrons can be assessed before the arrival of guests such as the setting of tables and uniform and coffee or tea service.
- Personal appearance should be assessed before and during the examination by observation.
- Setting of tables must be assessed before the Maître d' Hôtel are called to assist.
- The Maître d' Hôtel should also be assessed on his/her own knowledge on table setting, and indicate errors to the relevant waiter in the presence of the examiner/moderator.

- 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 a 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.

8. PROVINCIAL MODERATION

8.1. MODERATION OF THE PLANNING TASK

Both examinations must be submitted to the Hospitality Studies subject advisor on the last Friday of term 1, for approval.

Each examination should include the following:

- Completed checklist as per example included
- The draft menus for the two examinations
- The analysis of the menus
- The relevant recipes as per example included
- The division of the menu into appropriate tasks, number of the chefs and the dishes each chef will prepare as well as other positions as per example included
- The allocation of number of guests per waitron as per example included
- The assessment tools for the Chef De Cuisine, sous chef, aboyeur and Maître d' Hotel (if applicable)

8.2. ON-SITE MODERATION OF THE PAT

- The subject advisor will moderate the performance of the learners on site at the school during term 3 on the agreed date.
- The moderator will attend the practical examination performed by the last group of Grade 12 Hospitality Studies learners.
- The teacher must have the following available for the moderator on the day of moderation for verification and/or moderation purposes:
 - All planning tasks for both examinations should be available for verification
 - A copy of the completed recording sheets for all practical lessons
 - The marks of all learners who have completed the examination done in term 2
 - The marks of all the learners who have already completed this examination.
 - A separate set of assessment tools for the moderator to use, with the names and examination numbers (if available) of the learners already written on the mark sheet.
- The moderator will randomly select 6 candidates and independently assess the learners while they perform the examination as well as the products produced by the selected learners.
- Afterwards the moderator will compare his/her assessment with the assessment of the teacher. If the moderator finds that the marks of the teacher differ 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 teacher's marks to conclude if adjustment is needed and the margin of adjustment required:

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
TOTAL				388	316
AVERAGE MARK = TOTAL ÷ 6 (Number of Learners)				66	53
DIFFERENCE = 66 (*T) - 53 (*M)				13	
ADJUSTMENT	DOWNWARDS	✓	UPWARDS	- 3	

*T- Teacher; *M = Moderator

- A block adjustment can also be made, based on the professional judgement 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.

HOSPITALITY STUDIES CHECKLIST FOR PAT PLANNING TO BE SUBMITTED FOR MODERATION

NAME OF SCHOOL: _____ **District:** _____

GRADE 12 PRACTICAL EXAMINATION: (1) / 2 *(circle the appropriate number)*

SUBMISSION DATE: _____

Examination date(s)	Proposed moderation dates		Approved moderation date
	Teacher	Subject Advisor	
6/08 or 14/08	6/08 or 14/08		
	Teacher	Subject Advisor	Comments
Starting time	08:00		
Serving time	12:30		
Expected number of guests	24		
Menu included	✓		
Analysis of menu included	✓		
Recipes included <i>(with plating sketches)</i>	✓		
Division of tasks in restaurant	✓		
• Waitrons			
• Maitre d' with assessment tool	✓		
Division of tasks in kitchen			
• Chefs	✓		
• Chef d' Cuisine with assessment tool	✓		
• Aboyeur with assessment tool	N/A		
Assessor : Restaurant	S Ngwane		
Assessor : Kitchen 1	J Costa		
Assessor : Kitchen 2	N/A		

APPROVED/NOT APPROVED [RESUBMISSION DATE : _____]

Signatures:

Teacher : _____

Principal : _____

Subject Advisor : _____

To be completed for every examination

HOSPITALITY STUDIES CHECKLIST FOR PAT PLANNING SUBMITTED FOR MODERATION

NAME OF SCHOOL: _____ **District:** _____

GRADE 12 PRACTICAL EXAMINATION: 1 / 2 (*circle the appropriate number*)

SUBMISSION DATE : _____

Examination date/s	Proposed moderation dates		Approved moderation date
	Teacher	Subject Advisor	Comments
Examination starting time			
Serving time			
Expected number of guests			
Menu included			
Analysis of menu included			
Recipes included (<i>with plating sketches</i>)			
Division of tasks in restaurant			
• Waitrons			
• Maitre d' with assessment tool			
Division of tasks in kitchen			
• Chefs			
• Chef d' Cuisine with assessment tool			
• Aboyeur with assessment tool			
Assessor : Restaurant			
Assessor : Kitchen 1			
Assessor : Kitchen 2			

APPROVED/NOT APPROVED [RESUBMISSION DATE : _____]

Signatures:

Teacher : _____

Principal : _____

Subject Advisor : _____

To be completed for every practical examination

DIVISION OF THE MENU: EXAMPLE			
SCHOOL			DATE
EXAMPLE: PRACTICAL EXAMINATION: ① / 2 (<i>circle the appropriate number</i>)			
Expected Number of guests	24	Number of learners	24
TASK	NR	LEARNER NAME	Number of guests/ portions
RESTAURANT BRIGADE			
Maitre d'hôtel	1		
Waitrons	2		4 guests
	3		4 guests
	4		4 guests
	5		4 guests
	6		4 guests
	7		4 guests
KITCHEN BRIGADE			
Chef de Cuisine	8		
Sous Chef	N/A		
Aboyeur	9		Dry & cold store
CHEFS TASKS			
Broccoli Soup & White Bread Rolls	10		8 portions
	11		8 portions
	12		8 portions
Mushroom & spinach Parcels & Mixed salad mould	13		8 portions
	14		8 portions
	15		8 portions
Stuffed Beef Fillet & Pepper Béchamel Sauce	16		8 portions
	17		8 portions
	18		8 portions
Potato Rosti & Grilled vegetables	19		8 portions
	20		8 portions
	21		8 portions
Chocolate pudding & Crème Anglaise & Tuilles	22		8 portions
	23		8 portions
	24		8 portions

DIVISION OF THE MENU			
SCHOOL		DATE	
PRACTICAL EXAMINATION: 1 / 2 <i>(circle the appropriate number)</i>			
Expected number of guests		Number of learners	
TASK	NR	LEARNER NAME	Number of guests / portions
RESTAURANT BRIGADE			
Maitre d'hôtel			
Waitrons			
KITCHEN BRIGADE			
Chef de Cuisine			
Sous chef			
Aboyeur			
CHEFS			

ASSESSMENT – CHEFS

Name of school:		Names or numbers of chefs							
Name of teacher:									
Date:									
1	HYGIENE AND NEATNESS: PERSONAL AND WORK STATION								
	<ul style="list-style-type: none"> • Chef's uniform: hat & jacket / apron, shoes • General neat appearance - hair, nails, no jewellery, no make-up (Teacher observes each learner a few times during the exam and after the exam, and gives a mark out of 6.) 	5							
	<ul style="list-style-type: none"> • Neatness of work station (stoves, work surface) and equipment (2) • Neatness of sinks :Regular dishwashing (warm water, rinse) (2) • Dishcloths clean, available & not lying around (2) • Correct handling of waste (2) (Teacher observes each learner's work station a few times during and after the exam, gives a mark out of 8)	8							
2	OPENING MISE - EN - PLACE								
	<ul style="list-style-type: none"> • Collect and prepare required equipment/apparatus for use. (2) • Collect and prepare ingredients and arrange in order of use (4) 	6							
3	CULINARY SKILLS								
	<ul style="list-style-type: none"> • Correct application of cooking methods, techniques and skills (3) • Correct and safe use equipment (knives, beaters etc) (3) • Correct interpretation of recipes. Logical work procedure. Work on 2 recipes simultaneously (3) • Use time efficiently, dishes finished on correct time (plated and garnished), no overcooking or leaving to stand for reheating (3) • Able to finish without questions/assistance (25) 	14							
4	PROFESSIONALISM								
	<ul style="list-style-type: none"> • Punctuality: Begin on time. Adhere to break times (1) • Offer assistance where needed. (1) • Coordination and cooperation with other chefs and waitron. (1) • Display professional behaviour/ attitude / No hanging around (1) 	4							
5	CLOSING MISE – EN – PLACE								
	All equipment and apparatus cleaned and stored away correctly and safely (1) Appearance of workstation on completion (2) Complete all additional tasks given (sweeping of floors, closing windows, switching off identified equipment, etc) (2) Stay until dismissed by teacher. (2)	7							
6	ASSESSMENT OF DISHES								
a	Suitability for serving to paying guests	Appearance (include presentation and garnishing)	5						
		Taste	5						
		Texture	5						
b	Suitability serving to paying guests	Appearance (include presentation and garnishing)	5						
		Taste	5						
		Texture	5						
		75							
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									
Planning		25							
TOTAL		100							

ASSESSMENT – WAITRONS

Name of school:		Names or numbers of Waitron					
Name of teacher:							
Date:							
1	PERSONAL APPEARANCE						
	<ul style="list-style-type: none"> Uniform: Trousers/skirt, shirt, waistcoat, tie, shoes General neat appearance- hair, nails, jewellery, no make-up, waiter's cloth (correct and clean) (<i>Teacher observes each learner a few times during and after the exam, and gives a mark out of 4.</i>) 	4					
2	OPENING MISE – EN – PLACE						
	<ul style="list-style-type: none"> Preparation of restaurant and tables: Tablecloth and overlay clean, ironed. (2) Placement of overlay, even overhang of table cloth, right side up (2) Folding and placement of napkins (2) 	6					
	<ul style="list-style-type: none"> Placement of all items correct (side plates, cutlery, glasses) (4) All items clean and shiny (side plates, cutlery, glasses) (2) Cutlery placed equally distant from the table edge and from side plate (2) All covers at the table correct and similar to the rest of the restaurant (2) Decorations and additional items : table number, menu, cruet set, flowers / candles placed correctly (2) 	12					
3	HANDLING OF GUESTS: COMMUNICATION						
	<ul style="list-style-type: none"> Welcome / introduction and seating of guests. (2) Friendliness, attentiveness and availability (2) Non verbal communication: attitude, posture, body language (3) Verbal communication: the way of explaining each course, knowledge of menu / allergens, announce each course before serving / presenting the menu (5) Overall communication and interaction with guests (3) 	15					
4	EFFICIENCY OF BEVERAGE SERVICE AND CLEARING						
	<ul style="list-style-type: none"> Offer beverages to guests :taking and executing beverage order, handling of tray and serving (2) Remove unused wine glasses (1) Opening drink at table: pouring of beverage, anti- clockwise, ladies first, glass filled to correct level, glass not over- handled, don't spill (3) Coffee /tea service: pouring of coffee, anti- clockwise, ladies first, cup filled to correct level, milk, sugar, etc. (3) 	9					
5	SERVING AND CLEARING ALL FOUR COURSES ON THE MENU						
	<ul style="list-style-type: none"> Bread service (3) Carrying and handling of plates (all plates placed same direction) (2) Clearing and carrying empty plates (4) Crumbing down, clearing unnecessary items, placing of cutlery for dessert (5) 	14					
6	PROFESSIONALISM						
	<ul style="list-style-type: none"> Punctuality: Begin on time. Adhere to break times (2) Offer assistance where needed. (2) Teamwork: Coordination and cooperation with chefs and waitrons. (2) Display professional behaviour. Handling of crisis situations (2) Attentive to guests, no unnecessary talking to other waiters (2) 	10					
7	CLOSING MISE – EN - PLACE:						
	<p>Fulfilling after-service duties :Cleaning of own tables Extra duties: assist with general cleaning , counting and storing , e.g. dishwashing of coffee and tea items, sweeping, close windows, clearance of tea and coffee counters, clearing and locking of bathrooms, storing of music system, hot trays etc (3) Stay until dismissed by teacher (2)</p>	5					
	TOTAL FOR RESTAURANT SERVICE	75					
	TOTAL FOR PLANNING	25					
	GRAND TOTAL	100					



basic education

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REPUBLIC OF SOUTH AFRICA

HOSPITALITY STUDIES

GUIDELINES FOR PRACTICAL ASSESSMENT TASK GRADE 12

2014

LEARNER INSTRUCTIONS

HOSPITALITY STUDIES: PRACTICAL EXAMINATION**GRADE 12: 2014****CHEF****OVERVIEW**

The Practical Assessment Task for 2014 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 mark for the final 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. Planning

- 14 school days before the date of the examination a task will be allocated to you. 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 dinner in the restaurant (approximately 6–7 hours)

This consists of three phases:

- Preparations for the dinner, commencing 4 hours before the guests arrive. Food preparation and the preparation of serving equipment etc takes place during this time. Cleaning of the kitchen must be done beforehand.
- The dinner, where the meal are plated and served to the guests
- Additional clearing up takes place after the guests have left (closing mise- en -place)



CHEF NAME:

1. Planning of the dishes	15
2. Order of work	10
Total	25

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

RECIPE 1 (15) :			EQUIPMENT
Ingredients (3)	Amount required by recipe (3)	Mise-en-place of ingredients(1)	Extra/ additional equipment for preparation/cooking/ moulding (2)
Description of dish : (1)			Apparatus for serving / portioning (1)
Oven °C / temperature of stove plate, and time / setting time required:			(1)
Cooking method/s:			(1)
Course:			(1)

HOSPITALITY STUDIES: PRACTICAL EXAMINATION

GRADE 12: 2014

WAITRON

OVERVIEW

The Practical Assessment Task for 2014 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
- Apply the correct serving techniques for food and beverage at a formal dinner



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 mark for the final 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 ingredients	10
Diagram of one cover	5
Opening <i>mise-en-place</i> per cover	10
Total	25

1. THE MENU , SERVING TIMES AND THE MAIN INGREDIENTS OF EACH DISH (20 ÷ 2 = 10)

WRITE THE MENU BELOW (8)	SERVING TIMES OF EACH COURSE (4)	Short description of dishes and accompaniments Underline ingredients that could possibly cause allergic reactions Example: Chicken Consommé: Thin, clear but very tasty soup made with <u>chicken stock</u> (8)

2. DRAW A LABELLED DIAGRAM OF ONE COMPLETE COVER

(5)

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

Name of dish	Type and quantity of cutlery needed per cover	Total quantity needed for number of guests to be served
Starter:		
Entrée:		
Main course:		
Dessert:		
Type and quantity of crockery and cutlery needed for tea/ coffee service:		
Serving utensils needed for bread service :		
Utensils/Apparatus needed for crumbing down:		
Type and quantity of glasses needed	Drink needed for	Other: <i>Example: Tablecloths, Serviettes</i>
ASSESSMENT: DRAWING OF COVER SCALE: 0 = Unacceptable 1-2 = Does not meet requirements 3 = Meets requirements 4 = Exceeds requirements 5 = Excellent		ASSESSMENT: ONPENING <i>MISE-EN-PLACE</i> SCALE: 0-1 = Unacceptable 2-4 = Does not meet requirements 5-6 = Meets requirements 7-8 = Exceeds requirements 9-10 = Excellent