



GRADE 12

**CASS PORTFOLIO
GUIDELINE DOCUMENT**

HOSPITALITY STUDIES

2008

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INTRODUCTION

The purpose of this document is to provide guidelines for assessment in the National Curriculum Statements (NCS) – Hospitality Studies Grade 12 with a focus on portfolio requirements.

This guideline document is divided into four (4) sections:

- Section 1: Guidelines on assessment in the National Curriculum Statements (NCS).
- Section 2: Portfolio requirements in Hospitality Studies
- Section 3: Examples of tasks for Hospitality Studies
- Section 4: Annexures with reference to suggested / recommended templates / tools / rubrics for moderation

Please note that these materials were developed from information contained in the following documents:

- National Curriculum Statements (NCS) – Hospitality Studies
- Learning Programme Guideline (LPG) January 2007 for Hospitality Studies
- Subject Assessment Guideline (SAG) January 2007 for Hospitality Studies

This portfolio guideline must be read in conjunction with:

- National Curriculum Statements (NCS) – Hospitality Studies
- The Learning Programme Guideline (LPG) Document
- The Subject Assessment Guideline (SAG) Document
- A Qualification at Level 4 on the National Qualifications Framework (NQF)
- Protocol on Assessment

NB Whilst every effort has been made to ensure that the information contained in this portfolio guideline document is correct, one must take cognisance of the fact that in Grade 12 the majority of the tasks must be completed within the first six months of the year because the trial examinations take place in the third term. It is the responsibility of the Hospitality Studies educator to remain abreast of the latest educational developments, policies, legislation, trends and changes.

SECTION 1

GUIDELINES ON ASSESSMENT IN NATIONAL CURRICULUM STATEMENT (NCS) HOSPITALITY STUDIES

1.1 ASSESSMENT OF HOSPITALITY STUDIES

Assessment is one of the most important practices within the process of education. Assessment in the National Curriculum Statement is an integral part of teaching and learning. For this reason, assessment should be part of every lesson and teachers should plan assessment activities to complement learning activities.

Managing assessment involves three stages, namely

- Collecting evidence
- Recording assessment
- Reporting

Management of the above is an ongoing process and is referred to as Continuous Assessment or abbreviated as CASS. Continuous assessment involves assessment activities that are undertaken throughout the year, using various kinds of assessment forms, methods and tools. In Grades 12 continuous assessment comprises two different but related activities: informal daily assessment and a formal Programme of Assessment.

The specified Programme of Assessment includes the development of a portfolio (this is compulsory). The portfolio consists of an accumulation of specified tasks, articles, samples and information developed and / or gathered to demonstrate the application of knowledge in Hospitality Studies.

1.2 PROGRAMME OF ASSESSMENT IN GRADE 12

In Grade 12, assessment consists of two components: a Programme of Assessment that makes up 25% of the total mark for Hospitality Studies and external assessment that makes up the remaining 75%. The Programme of Assessment for Hospitality Studies comprises of seven tasks that are internally assessed. The external assessment component comprises two parts: a Practical Assessment Task and a written theory paper and together these two parts make up the remaining 75%.

PROGRAMME OF ASSESSMENT	EXTERNAL ASSESSMENT	
INTERNAL ASSESSMENT TASKS (100)	EXTERNAL TASKS (300)	
25%	75%	
<ul style="list-style-type: none"> • 2 Tests • 2 Examinations (midyear and trial) • 3 Tasks (other) 	PAT (100)	EXAMINATION PAPER (200)
	25%	50%
	Main focus LO 4	Written Exam LO 1-4

1.3 TASKS

The three tasks consist of different forms of assessment such as an assignment, an investigation and a project.

1.4 TESTS

The suggested outline for tests is as follows:

- Minimum of 50 marks
- Duration 45 minutes – 1 hour
- Questions to cover recommended cognitive levels

Each test and examination must cater for a range of cognitive levels and abilities of learners. The following is used as a guide to compile tasks and examination questions encompassing the different cognitive levels.

COGNITIVE LEVELS	PERCENTAGE	MARKS
Knowledge	30	60
Comprehension	20	40
Application	30	60
Analysis, evaluation and synthesis	20	40

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LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
Arrange Define Identify Label List Name Relate Select Recall State	Classify Describe Discuss Distinguish Explain Identify Match Review	Apply Adapt Demonstrate Interpret Prepare Show Solve Use	Analyze Calculate Classify Compare Contrast Criticize Deduce Differentiate Discriminate Distinguish Examine Explain Predict Solve	Arrange Create Collect Design Develop Organize Plan Prepare Predict Propose Produce Structure	Appraise Argue Assess Evaluate Research Justify Recommend Support

1.5 WEIGHTING FOR ANNUAL ASSESSMENT PLAN FOR GRADE 12

ANNUAL ASSESSMENT PLAN					
Term 1		Term 2		Term 3	
Task 1 Assignment	50	Task 3 Investigation	50	Task 5 Test	50
Task 2 Test	50	Task 4 Mid-year exam	$200 \div 2 = 100$	Task 6 Project	50
				Task 7 Trial exam	$200 \div 2 = 100$
PAT Phase 1	(50)	PAT Phase 2	(50)	PAT Phase 3	(50)
Convert to 100		Convert to 100		Convert to 100	

1.6 HOSPITALITY STUDIES ANNUAL ASSESSMENT PLAN

TERM	TASKS	REFERENCES IN SAG / LPG DOCUMENTS	PROGRAMME OF ASSESSMENT (PoA)
TERM 1	Task 1: Assignment <p style="text-align: right;">[50]</p>	Assignment: Section 1 and 2 in SAG document pg. 1-6	Assignments For example: <ul style="list-style-type: none"> • Brochure on wines and malt Assessment tool: rubric / memorandum (LPG) Rubric Annexure F • Refer to Section 3 Assessment tool: Memorandum
	Task 2: Test <p style="text-align: right;">[50]</p>	Test: Refer to SAG document pg. 12 and 13	Assessment tool: Memorandum
	PAT TASK 1: <p style="text-align: right;">[50]</p>	PAT: Refer to SAG document pg. 22 – 24 Refer to LPG document pg. 50– 55	PAT: Planning and presenting cocktail functions. Functions to take place in the restaurant of the school. Assessment tool: rubric / memorandum
TERM 2	Task 3: Investigation <p style="text-align: right;">[50]</p>	Refer to Annexure 1	Investigation For example: <ul style="list-style-type: none"> • Dessert Assessment tool: Rubric / Memorandum (LPG) • Refer to Section 3 Assessment tool:
	TASK 4: Mid-Year Examination 200÷2=100	Mid-year examination: SAG document pg. 12	
	PAT TASK 2: <p style="text-align: right;">[50]</p>	PAT: Refer to SAG document pg. 22 – 24 Refer to LPG document pg. 50– 55	PAT: Planning and presenting formal dinners. Functions to take place in the restaurant of the school

TERM 3	TASK 5: Test [50]	Test: Refer to SAG document pg. 12 and 13	Assessment tool: Memorandum
	Task 6: Project [50]	Refer to Annexure 1	Project For example: <ul style="list-style-type: none"> Investigation on: infectious diseases (LPG) Refer to Section 3 Assessment tool
	PAT TASK 3: [50]	PAT: Refer to SAG document pg. 22 – 24) Refer to LPG document pg. 50– 55	Final PAT: Formal dinner to take place in the restaurant of the school
	TASK 7: Trial Examination 200÷2=100	Trial examination - See SAG document pg. 12 and 13	PoA: Trial examination
TERM 4	Externally set written Examination [200]	Test: SAG document pg. 12 and 13	Final External written examination

1.7 EXTERNAL ASSESSMENT IN GRADE 12

The external assessment component in Grade 12 consists of a Practical Assessment Task (25%) and an externally set written paper (50%).

1.8 PRACTICAL ASSESSMENT TASK (PAT)

The Practical Assessment Task for Grade 12 consists of three phases. A Practical Assessment Task (PAT) comprises a planning phase, a production phase and an evaluation phase. All evidence generated in the three phases of each task is placed in a portfolio. The mark for the final Practical Assessment Task is obtained by the addition of marks obtained in Tasks 1, 2 and 3.

Daily assessment in practical work will be done during the 1½ hours continuous teaching time for LO 4 during school hours. From the time allocation of 4 hours per week, 1½ hour should be one continuous period for practical work.

The three tasks making up the Practical Assessment Task should however be done outside the normal weekly 4 hours allocated to the subject. Functions catered for in the school restaurant should take place to suit the context of the school, for example Saturday mornings for breakfasts, brunches and lunches and evenings for formal dinners.

An external examiner must set the criteria for the Practical Assessment Task for Grade 12. This task, while administered and marked by the Hospitality Studies teacher, will be externally moderated. Learning Outcomes 3 and 4, the practical component of Hospitality Studies, are used as the core Learning Outcome for obtaining the mark for the Practical Assessment Task. The learner should be able to demonstrate applied competence for each of the Assessment Standards.

Practical Assessment Tasks (PAT) for Grade 12 will be made available by the Department of Education (DOE).

1.9 EXAMINATIONS IN GRADE 12

In Grade 12, the three-hour end-of-year examination in Hospitality Studies comprises 50% of a learner's total mark that is 200 marks, for the subject.

The requirements for the external examination paper are indicated below:

CONTENTS		MARKS
SECTION A	Short questions LO 1-4	40
SECTION B	LO 1 Hospitality Concepts LO 2 Health and Safety	40
SECTION C	LO 3 Food Production (2 Questions of 40 marks each)	40 40
SECTION D	LO 4 Food and Beverage Service	40
TOTAL		200

1.10 RECORDING AND REPORTING ON THE PROGRAMME OF ASSESSMENT

Teachers must report regularly and timeously to learners and parents on the progress of learners. Schools will determine the reporting mechanism but it could include written reports, parent-educator interviews and parents' days. Schools are required to provide written reports to parents once per term on the Programme of Assessment using a formal reporting tool. This report must indicate the percentage achieved per subject.

RATING CODE	RATING	MARKS %
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

1.11 MODERATION OF THE ASSESSMENT TASKS IN THE PROGRAMME OF ASSESSMENT

All Grade 12 tasks will be externally moderated during cluster and provincial moderation. The subject head for Hospitality Studies or head of department for Services at the school will generally manage this process at school level.

Moderation of the assessment tasks should take place at three levels.

LEVEL	MODERATION REQUIREMENTS
School (black pen)	The Programme of Assessment should be submitted to the subject head and School Management Team before the start of the academic year for moderation purposes. Each task which is to be used as part of the Programme of Assessment should be submitted to the subject head for moderation before learners attempt the task. Teacher portfolios and evidence of learner performance should be moderated twice a year by the head of the subject or her/his delegate.
Cluster / District (green pen)	Teacher portfolios and a sample of evidence of learner performance must be moderated twice during the first three terms.
Provincial / National (purple pen)	Teacher portfolios and a sample of evidence of learner performance must be moderated once a year.

SECTION 2 PORTFOLIO REQUIREMENTS FOR HOSPITALITY STUDIES

2.1 A PORTFOLIO

A portfolio is a collection of evidence of a learner's work and is determined by the Subject Assessment Guidelines (SAG).

A variety of tasks are organized in a certain format which will then form the learner's portfolio. It should be freely available in the classroom, so that the learners can work on it whenever they find it necessary to do so. Tasks, which can be included in such a portfolio, include investigation tasks, simulation tasks, small projects, tests and examinations, which are collected over a period of time and which serve a specific purpose.

Portfolios are also defined as an ongoing systematic a collection of products which represent achievements in the learner's journey towards achieving the Learning Outcomes. This collection includes tasks, which represent the whole curriculum, and shows how the learner's development has progressed towards a specific Learning Outcome.

The collection of portfolio tasks from the different Learning Outcomes of Hospitality Studies makes the portfolio an instrument for documentation and analysis, serving as a summary of the learner's progress throughout the year.

Artery and Spandal summaries the main characteristics of portfolios when they describe it as follows: "A portfolio is a purposeful collection of student work that tells the story of the student's efforts, progress or achievement in given area(s)."

The nature of the portfolio tasks are determined by the Subject Assessment Guidelines (SAG).

2.2 THE PORTFOLIO SHOULD INCLUDE THE FOLLOWING:

- A selection of the work done by the learner
- A selection of the learner's work assessed by the educator
- The learners work to show development and progress over a specific period of time
- Assessment tasks, which can be used to determine standards between schools and within a system.

2.3 BENEFITS OF A PORTFOLIO

- The learners see themselves as being able to create pieces of writing, draw diagrams etc.
- The learners share the responsibility of assessing and reflecting on their own work.
- The Teachers monitor evidence of the learner's development over a period of time.
- The educator and learner integrate assessment and learning.
- It encourages co-operation almost learners as well as between Teachers and learners.
- Teachers, learners and parents/caregivers are provided with the opportunity to articulate the learning that takes place in the classroom.
- A portfolio is a way of tracking the learner's progress in a multidimensional way.

2.4 THE PURPOSE OF THE PORTFOLIO

Portfolios may be used as:

- Tools for discussion with peers, Teachers and parents
- To provide evidence of learner competence
- To complement and reinforce learning
- Opportunities for learners to demonstrate their skills and understanding
- Opportunities for learners to reflect on their work
- Changes to set future goals
- Documentation of a learners development and growth in ability, attitude and expression
- Demonstration of multiple intelligence and cultural diversity
- Opportunities for learners to trace the development of their learning
- Opportunities for learners to make connections between prior learning and new learning (Constructivist principle)

2.5 PORTFOLIO REQUIREMENTS

LEARNER'S PORTFOLIO

Each portfolio file of a Hospitality Studies learner should have:

- Cover page Annexure A
- Table of content Annexure B
- Content of portfolio (2.5.2)
 (2.5.3)

2.5.1 The **COVER PAGE** of the learner's portfolio should include:

- Name of District
- Name of School
- Centre number
- Name of Learner
- Examination number
- Subject
- Year

2.5.2 TABLE OF CONTENT

GENERAL INFORMATION

- Learner portfolio record sheet
- Learner declaration form

A. ASSESSMENT TASKS

- Section 1
- Section 2
- Section 3

B. PRACTICAL ASSESSMENT TASKS

- Section 4

2.5.3 CONTENT:

The portfolio content must be sub-divided into the following:

GENERAL INFORMATION

- Learner portfolio record sheet
- Learner declaration form

A. ASSESSMENT TASKS

SECTION 1

- Task 1 – Assignment (can be a combination of different LO's)
- Task 2 – Test (minimum 50 marks and 45 minutes)

SECTION 2

- Task 3 – Investigation (can be a combination of different LO's)
- Task 4 – Mid-year Examination $200 \div 2 = 100$ marks (3 hours)

SECTION 3

- Task 5 – Test (minimum 50 marks and 45 minutes)
- Task 6 – Project (Can be a combination of different LO's)
- Task 7 – Trail examination $200 \div 2 = 100$ marks (3 hours)

B. PRACTICAL ASSESSMENT TASKS

SECTION 4

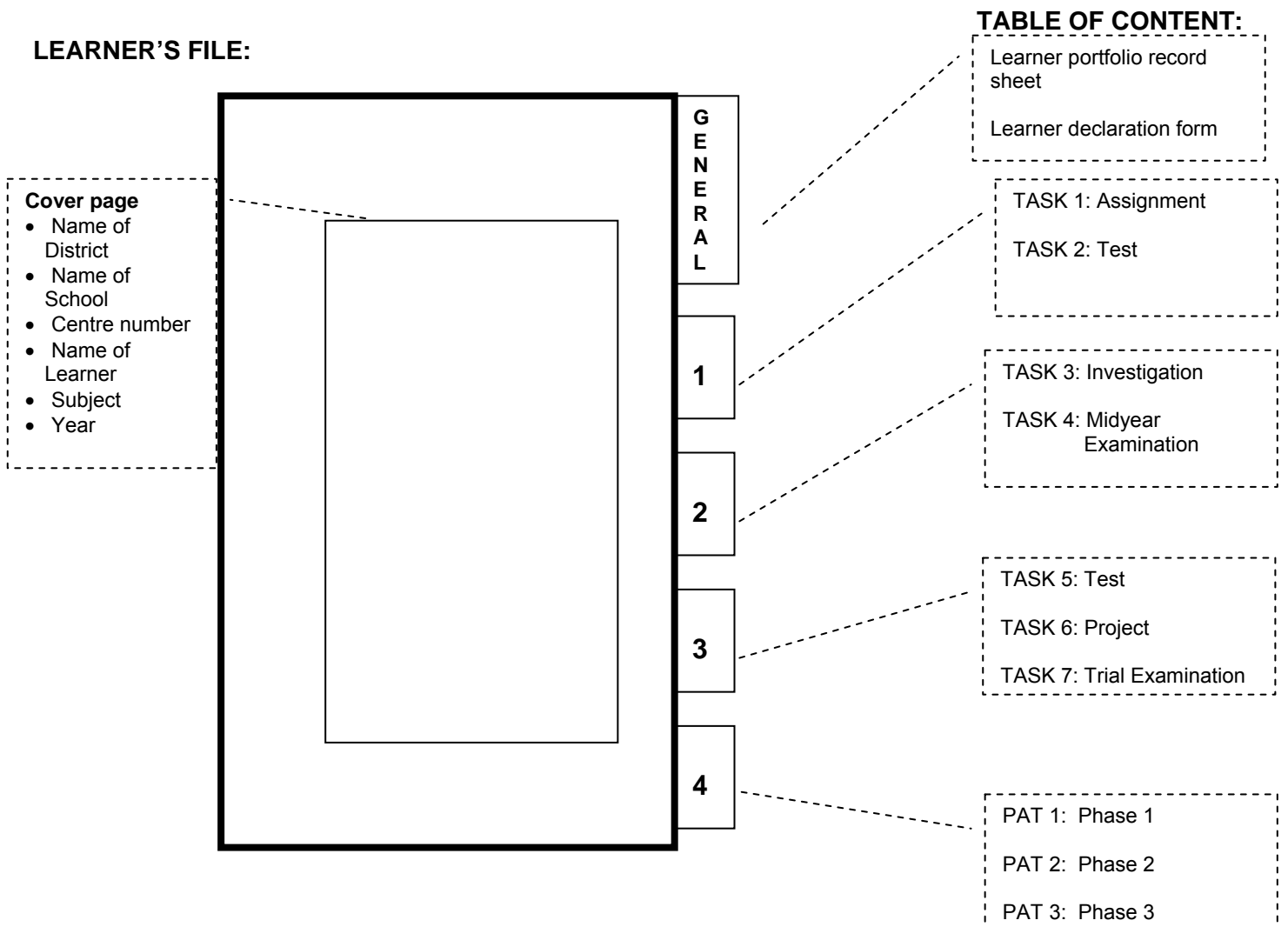
- Practical Assessment Task (PAT) 1
- Practical Assessment Task (PAT) 2
- Practical Assessment Task (PAT) 3

2.5.4 PRESENTATION

Portfolio files should be arranged in a COHERENT manner (logical and easy to follow). Use the following as a guide:

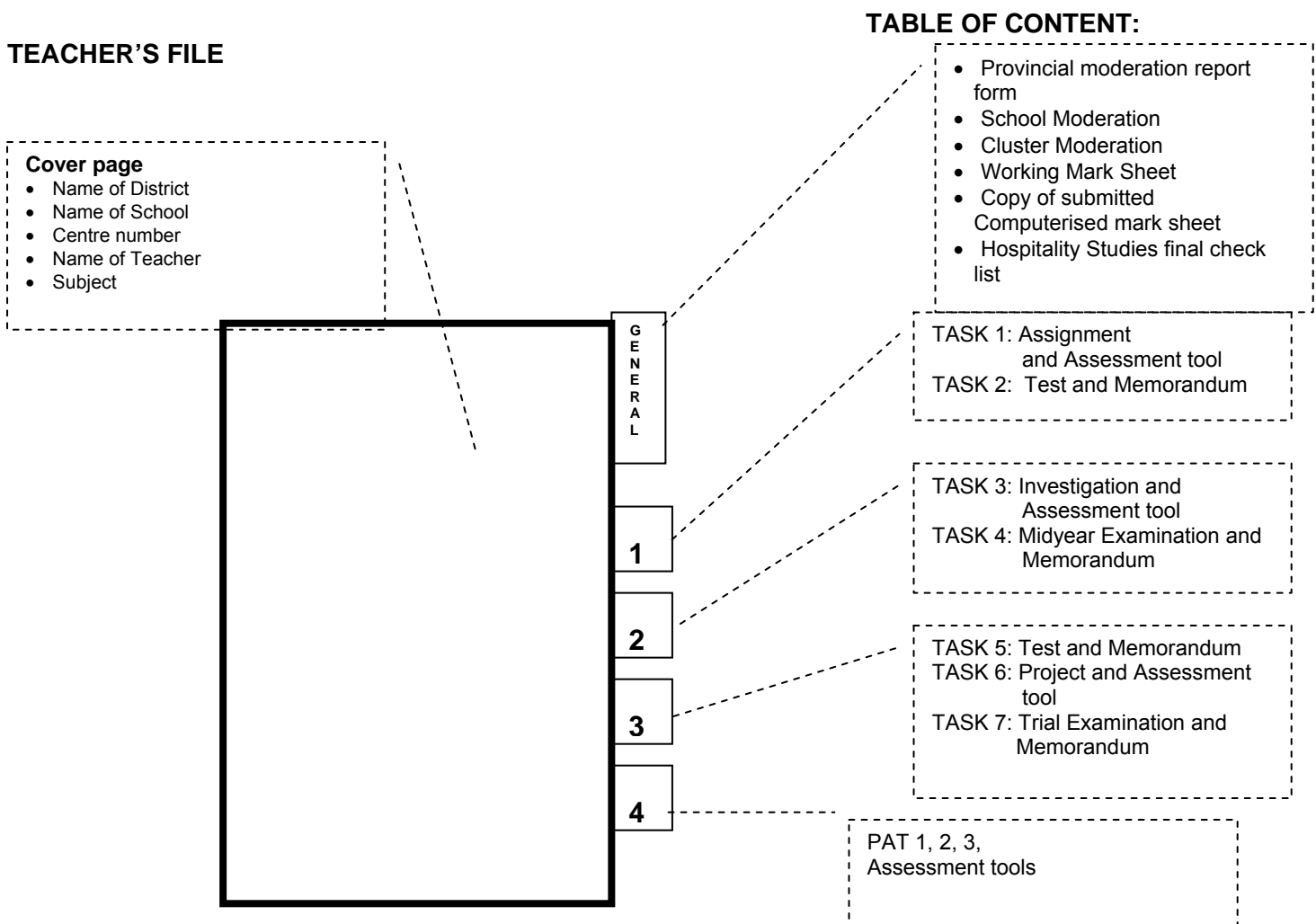
2.5.5 TYPE OF FILE:

- A4 size
- neatly bounded
- no flip files, plastic envelopes or plastic sleeves
- easy to page (no metal sliding mechanisms)



2.6 TEACHER'S FILE

- 2.6.1 The Programme of Assessment should be recorded in the teacher's portfolio file.
- 2.6.2 The following should be included in the teacher file:
- content page
 - requirements of each of the assessment tasks;
 - tools used for assessment for each task
 - recording sheets for all learners.
- 2.6.3 A teacher's file has to be submitted with the selected learners' portfolios.
- 2.6.4 The teacher and learner files must have the similar sub-divisions.
- 2.6.5 All assessment sheets and assessment tools should be included the teacher's portfolio
- 2.6.6 The cover page must have the following:
- Name of District
 - Name of School
 - Centre number
 - Name of Teacher
 - Subject
 - Year



2.7 GENERAL INFORMATION ON TEACHER AND LEARNER PORTFOLIOS

- SEVEN tasks must be submitted for school / cluster / provincial moderation, as stipulated in the Programme of Assessment.
- Assignments handed in **late**, should be penalised with 10 % per day. It must be clearly indicated on the assessment form or memorandum.
- Make provision for a late task submission if a learner was absent for medical reasons and attach a medical certificate as evidence.
- Teachers keep record of all the learners' portfolio marks. Where no evidence of a **task** is available in the learner portfolio, the learner will forfeit the mark. If the **portfolio** disappears after it has been assessed, marks may be awarded on condition that a certified letter of explanation accompanies the marks.
- Tasks must be typed or hand written only uses black or blue ink. Each sub-section (question) must be on a new page.
- Pictures, sketches, photographs etc. may be used to support your answer. No information may be copied directly from other sources or the Internet. Learners who plagiarise will be penalised.
- Each task should include the following:
 - Learner's name
 - Name of the school
 - Date
 - Assessment tool (rubric, etc.)

Take note of the following:

- The learner should be encouraged to be creative and original when working out their tasks, however instructions and assessment criteria need to be kept in mind.
- Due dates for the submission of the tasks, including checkpoints along the way, must be adhered to.
- The Assessment criteria needs to be discussed and handed out to the learners before commencement of the tasks.
- The teacher must make the learners aware of the kind of resources available
- If amendments are affected to the memorandum during marking, such amendments must be shown on the memorandum.
- Use ticks (✓) or crosses (X) to indicate that the work has been marked or moderated.

SECTION 3: EXAMPLES OF HOSPITALITY STUDIES TASKS

PORTFOLIO TASK 1: ASSIGNMENT

LEARNING OUTCOME 2: HEALTH AND SAFETY

LEARNING OUTCOME 3: FOOD PRODUCTION

ASSESSMENT STANDARDS

By the end of this section, you will be able to:

- Describe the origin and symptoms of infectious diseases, including HIV and AIDS, and their transmission possibilities in the food and beverage environment.
- Demonstrate your knowledge and understanding of desserts.

ACTIVITY

Study the following recipe and seek information in order to prepare the dessert successfully in a practical class.

BAVAROIS

12,5 ml gelatine
30 ml cold water
300 ml egg custard

125 ml cream
5 ml vanilla essence

- Hydrate the gelatine
- Complete the dessert
- Place in the refrigerator
- Unmould the Bavarois on a wet plate

VARIATION:

Strawberry Bavarois:

Follow the recipe as above, using only 250 ml egg custard and fold 50 ml chopped strawberries into the custard. Do not add the vanilla essence.

Complete the assignment on by making use of a textbook and relevant recipe books:

- | | | |
|------|--|---|
| 1.1 | Give the classification of a Bavarois. | 2 |
| 1.2 | What is a Bavaroise? | 2 |
| 1.3 | What are the differences between a bavarois, a mousse and chiffon? | 6 |
| 1.4 | How would you hydrate gelatine? | 1 |
| 1.5 | Explain how an egg custard should be prepared. | 2 |
| 1.6 | Explain why and how the custard may curdle. | 2 |
| 1.7 | Explain what you would do if the custard curdled. | 2 |
| 1.8 | Explain in ± 4 steps how you would complete the dessert after you have made the egg custard. | 4 |
| 1.9 | Why should you unmould the dessert on a wet plate? | 1 |
| 1.10 | Why is it important to use pasteurized cream? | 2 |

- 1.11 What precautionary measures would you take to prevent transmission possibilities of gastro-enteritis during the preparation of this dessert? 3
- 1.12 A chef's finger bled due to a cut incurred opening a packet of gelatine. Explain the precautionary measures to be taken to prevent the spread of HIV. 2
- 1.13 Would you use the same amount of gelatine for the strawberry bavarois than for the original recipe **and** motivate your answer. 3
- 1.14 At which stage should the strawberries be folded into the egg custard? Motivate your answer 2
- 1.15 Why would a strawberry jelly made with strawberry juice instead of egg custard require more gelatine than the strawberry bavarois? 1

RATING CODE	RATING		MARKS %
7	Outstanding achievement	Outstanding research on desserts shows insight	31 – 35
6	Meritorious achievement	Research is done properly and shows insight	26 – 30
5	Substantial achievement	Research is done properly	21 – 25
4	Adequate achievement	Research is done well	16 – 20
3	Moderate achievement	Research is done moderately	11 – 15
2	Elementary achievement	Research is inadequate and there is no clarity about desserts	6 – 10
1	Not achieved	Poor research and no knowledge of desserts	0 – 5

2. Do your **preparation** for a Bavarois on the provided **preparation form**. 5
3. **Prepare** the bavarois in a practical class and take a **photograph** of the final product. Reflect on your final product: evaluate it according to appearance, texture, general impression and include the garnish. 10
- 50**

ASSESSMENT CRITERIA	MARKS		
	MARKS	SELF ASSESSMENT	TEACHER ASSESSMENT
1. Answers to questions	35		
2. Completion of preparation form	5		
3. Characteristics of the final Bavarois			
3.1 Well set – correctly	2		
3.2 Appropriately unmoulded	2		
3.3 No layers formed	2		
3.4 Smooth texture	2		
3.5 General presentation – appearance / garnishing	2		
TOTAL	[50]		
Name of assessor:			

PORTFOLIO TASK 3: INVESTIGATION

LEARNING OUTCOME 3: FOOD PRODUCTION LEARNING OUTCOME 4: FOOD AND BEVERAGE SERVICE

ASSESSMENT STANDARDS

By the end of this section, you will be able to:

- Demonstrate knowledge and understanding of **cultural uniqueness** as applied to food preparation and service.
- **Cost** and calculate the selling price of a meal and draw up a quotation for a function, including utility, infrastructure and labour costs.
- **Plan menus** for formal dinners, taking into account the nutrition and the specific dietary needs of consumers (including those with HIV and AIDS), national and international food trends and cultural uniqueness.
- Demonstrate your knowledge and understanding of meat, vegetarian dishes, choux paste, pastry and desserts.
- Prepare and **set up tables** for a range of three course meals using the commodities studied and giving preference to local commodities

ACTIVITY INTERNATIONAL CUISINE

GROUP WORK:

Choose a country or culture with a distinctive, interesting cuisine and eating customs.

Plan for ___ learners in a group.

1. Research traditional food and / or ingredients, eating habits, interesting customs (drinks, bread, friandise, etc.), national symbols, dress (traditional), icons and decorations. Use the research material to plan the rest of the activity.
2. 2.1 Draw up a three-course **menu**: starter, soup, fish, main course, dessert, etc. with at least five dishes, which cost R___ or less per person.
The main course should also offer a **vegetarian option**.
 - Submit the **menu** together with suggestions for **bread / drink / friandises**,
 - if possible, for approval. (See submission date form)
- 2.2 Write out the menu neatly and correctly on a menu card that enhances the theme.
3. Set up **recipes** for the menu with portions for _____ people.
 - Hand in final **menu and recipes**. (See submission date form)
4. Complete a **planning form** (see example) with the following information:
 - 4.1 **Important information regarding**: cooking methods, techniques, nutrients, etc.
 - 4.2 **Terminology** with an explanation of unfamiliar/unheard terms/words appearing in the recipes or part of the menu.

5. Do the **costing** of the menu for each of the courses / dishes. Make sure that the given budget of R _____ is not exceeded.
 - 5.1 Use a separate **costing sheet** for each recipe. (See costing sheet example and conversion table). Each group member should at least complete the costing for one recipe for _____ people.
 - 5.2 Calculate the **menu cost** by adding the prices of all the recipes / dishes.
 - 5.3 Do a final food cost pricing to determine the **selling price** of the menu by using the food cost pricing method. Use a mark up of 30%.
6. Complete an **order form** for the **total quantity** of ingredients that will be used.
 - Hand in planning form and order form (See submission date form).
7. Complete a **preparation form**. (see example or use your own)
8. Make a clear **serving suggestion** with drawings / pictures / photographs and label it to show how you are going to serve / present / plate each dish. Include suggestions for the bread / drink / friandise that will be appropriate for the specific country.
9. Use your research regarding the traditional colours, dress, decorations or even flags of the country to do **planning for the restaurant** that can enhance/improve the theme of the chosen land.
 - 9.1 Draw a **cover** for the menu.
 - 9.2 Draw a picture or provide a photograph to illustrate the **table decorations**.
 - 9.3 Make suggestions with regard to the general **presentation of the restaurant** according to waiters, music, etc.

NB: IMPORTANT

- Choose a group leader.
- Divide the work fairly at the beginning of the project and write it down. (Each learner should complete a costing and a preparation sheet.)
- Each learner gives each of the others in his group as well as himself a percentage for participation or contribution towards the project. (see group assessment form)

Submission dates that should be adhered to:

SUBMISSION DATES			
Menu for approval			
Submission of recipes and menu			
Submission of ingredients order form and preparation sheets			
Submission of completed task with marks for group			
Date of practical session			

PORTFOLIO TASK - INVESTIGATION

NAME: _____

DATE: _____

ASSESSMENT CRITERIA	MARK	COMMENTS
1. Research : eating habits (2), traditional food/ingredients (2) interesting customs (e.g. drinks) (2), flag & icons (2), traditions e.g. dress (2), other interesting facts (2)	12	
2.1 Menu: composition and content – 3 courses / 5 dishes (1), correctness of dishes regarding colour, texture, composition, etc. (2) Originality (1) and traditional (1) Vegetarian option included (1)	6	
2.2 Menu card: menu (1), type of meal (1), spacing (courses) (1), spelling (1), date (1), correct order of dishes (1), matching the theme (attractive) and neat (2)	8	
3. Recipes: complete (1), understandable (1), correct measurements (ml and g) (1), terminology (1), spelling (1), repetition of ingredients, techniques, methods (2), vegetarian option (1)	8	
4. Planning form: important information for individual recipes: Objectives (1), terminology (1), important techniques (2), recourses and other information (2)	6	
5. Costing of menu: 3 courses / 5 dishes (worked out correctly, complete) (10), total cost of menu (1), as well as total inside the budget (1), selling price (2)	14	
6. Order form for ingredients (complete and correct)	2	
7. Preparation forms for recipes (complete, correct and all recipes)	6	
8. Labelled illustration / photograph of serving suggestion of 3 courses (6), bread / drink / friandise (2)	8	
9. Planning of restaurant / table setting: Cover - table cloth, cutlery, crockery (5) Table decorations pertaining to country (creative and suitable) (2), General presentation of restaurant - Waiters, etc. (1)	8	
10. Co-operation and evaluation of group members	2	
11. General presentation of assignment – neatness (2), attractiveness (2), originality (2), page of content (2), sources (2)	10	
12. Practical work – difficulty level of dishes (advanced techniques), success of recipe and if recipes are interesting, appearance and taste of dishes (5x2)	10	
TOTAL	100	
Name of assessor:		

PLANNING FORM

THEME OF PRACTICAL LESSON: _____

DATE OF PRACTICAL SESSION: _____ GRADE: _____

NAME OF DISH	RECIPE REFERENCE / RESOURCE	TECHNIQUE	METHOD OF COOKING	NUTRIENTS

Objectives:

Explanation of the terminology:

Important facts to consider in connection with dishes

Comments:

RECIPE COSTING SHEET

Recipe / Menu item:

Total yield:

Portion size:

Number of portions:

INGREDIENT	NUMBER OF UNITS REQUIRED BY RECIPE	PURCHASE UNIT	PURCHASE PRICE / UNIT COST	CONVERT (ml to g)	CALCULATION OF UNIT PRICE	UNIT PRICE / COST OF INGREDIENT
TOTAL RECIPE COST					R
NUMBER OF PORTIONS						
COST PER PORTION					R

- Conversion only done, where applicable to the ingredients

MENU COSTING SHEET

NAME OF MENU: International Dinner

DATE: _____

Menu item / Recipe	Recipe cost
TOTAL MENU COST	R.....

PRACTICAL PREPARATION SHEET

DISH: _____ LESSON: _____ DATE: _____

RECIPE		TIME	WORK ORDER
INGREDIENTS			
UTENSILS	MICE & PLACE		
	INGREDIENTS		
COOKING METHODS	NUTRIENTS		
GARNISHING / DECORATION	EFFECT OF HEAT		
COURSE	TIME AND TEMPERATURE		

GROUP ASSESSMENT

Each learner completes Column 1 and 2 for the group members in his / her group, with his / her own name in the first row. Group leader works out average % and complete Column 3.

7	100%	Excellent: everything he / she had to do was correct and complete
6	90%	Very good: everything he / she had to do was more or less correct and complete
5	80%	Good: more or less everything he / she had to do was almost correct and complete
4	70%	Average: smaller contribution, work done was less complete and not always correct
3	50%	Below average: small contribution, work done was incomplete and incorrect
2	30%	Poor: minimal contribution and incorrect
1	0%	Very poor: no contribution

NAMES OF GROUP MEMBERS	TASKS RESPONSIBLE FOR	% FOR THE WORK DONE AS WELL AS COMMENTS	AVERAGE % OF MEMBER

PORTFOLIO TASK 6: PROJECT

LEARNING OUTCOME 1: HOSPITALITY INDUSTRY CONCEPTS

ASSESSMENT STANDARDS

By the end of this section, you will be able to:

- Identify and evaluate **opportunities for sustainable self-employment** in the food and beverage sector.
- **Design** and present a **basic marketing tool** to promote a local hospitality product, which may contribute to the local economy.

ACTIVITY

Finding employment after leaving school is very difficult in this day and age.

Identify an opportunity for self-employment in the food and beverage sector as part time or full time employment. You are allowed to use a textbook or any resource to assist you with new concepts.

1. Compile a **business plan** for starting your own business in the food and beverage sector. Ensure that you cover all the information as stated in the table with the assessment criteria.
2. Choose any form of **advertising as a marketing tool** and design and present it in order to promote your business and/or product in the local hospitality sector. Choose any form of advertising to design and present as a marketing tool to promote your business and/or product in the local hospitality sector.
 - Take all the requirements for a good marketing tool in consideration.
 - Fliers' magazine advertisements, pamphlets or posters may not exceed an A3 size.
 - Audio-visual advertisements are allowed only if accompanied by the DVD as well as the written text for the advertisement and one or two photo clips from the DVD.

Divide the class into groups and assess the business plans and advertisements of each group member. Pay attention to sustainability of the product or service.

ASSESSMENT CRITERIA		MARKS	
		GROUP ASSESSMENT	TEACHER ASSESSMENT
1. BUSINESS PLAN:			
1.1	Cover page	2	
	• Business address	1	
	• Form of business, i.e. CC / sole owner / partnership / (PTY)	1	
	• Brand: The product's name, logo, clothing such as uniforms.	2	
	• Short and long term goals, including dates.	5	
	• Purchasing and suppliers	2	
	• Personnel plan	2	
1.2	Marketing plan	2	
	• A list of purchased items	2	
	• A list of sources of income	2	
	• Overall cost of running the business	2	
	• How will you obtain the money	2	
1.3	General presentation of the business plan (must be in)	5	
		[3]	
2. ADVERTISEMENT:			
2.1	Information:		
	• Name of product / business	1	
	• Contact number / address	1	
	• Correct and sufficient information regarding product	2	
	• Logo / slogan	1	
	• Easy to read /see	1	
	• Easy to understand	1	
	• Target market indicated	1	
2.2	Neatness	2	
2.3	Creativity and initiative (bright colours, contrast, shape and	8	
2.4	Appropriate marketing tool advertising a hospitality product	2	
		20	
TOTAL		30 + 20 =	50
Name of assessor(s)			

ANNEXURE A



DISTRICT: _____

**LEARNER: PORTFOLIO COVER PAGE
HOSPITALITY STUDIES GRADE 12**

Name of School:	
School Centre No.:	
Full name(s) of learner:	
Examination No.:	
Year:	

**ANNEXURE B**

DISTRICT: _____

LEARNER: PORTFOLIO TABLE OF CONTENT

GENERAL INFORMATION

- Learner portfolio record sheet
- Learner declaration form

A. ASSESSMENT TASKS

SECTION 1

- Task 1: Assignment
- Task 2: Test

SECTION 2

- Task 3: Investigation
- Task 4: Midyear Examination

SECTION 3

- Task 5: Test
- Task 6: Project
- Task 7: Trail examination

B. PRACTICAL ASSESSMENT TASKS

SECTION 4

- Practical Assessment Task (PAT) 1
- Practical Assessment Task (PAT) 2
- Practical Assessment Task (PAT) 3

ANNEXURE C

DISTRICT: _____

**HOSPITALITY STUDIES - GRADE 12
LEARNER: PORTFOLIO RECORD SHEET**

Name of learner:	
Examination number:	
Name of school:	

PORTFOLIO TASKS		Learner % Assessor / Moderator	Weight	Converted mark
A. ASSESSMENT TASKS				
TASK 1	Assignment		50	
TASK 2	Test		50	
TASK 3	Investigation		50	
TASK 4	Midyear examination		100	
TASK 5	Test		50	
TASK 6	Project		50	
TASK 7	Trial examination		100	
TOTAL (of Tasks 1-7)			450	
			450 ÷ 4,5 =	100
B. PRACTICAL ASSESSMENT TASKS (PAT)				
B1	Practical Assessment Task 1		50	
B2	Practical Assessment Task 2		50	
B3	Practical Assessment Task 3		50	
TOTAL (of B1-3)			150	
			150 ÷ 1,5 =	100
TOTAL			A + B =	200

ANNEXURE D

DISTRICT: _____

LEARNER: PORTFOLIO DECLARATION FORM

Name of School:	
School Centre No.:	
Full name(s) of learner:	
Examination No.:	
Year:	
<p>Declaration by learner: I hereby declare that the work contained in this portfolio is my own original work.</p> <p>Signature of learner: _____ Date: _____</p>	
<p>Declaration by teacher: As far as I am able to ascertain, the work in this portfolio is the work of this learner.</p> <p>All required work has been included in the portfolio.</p> <p>Signature of Teacher: _____ Date: _____</p>	



ANNEXURE E

DISTRICT: _____

**TEACHER: PORTFOLIO COVER PAGE
HOSPITALITY STUDIES**

Name of School:	
School Centre No.:	
Name of teacher:	

**ANNEXURE F**

DISTRICT: _____

TEACHER: PORTFOLIO TABLE OF CONTENT**COVER PAGE****GENERAL INFORMATION**

- Provincial moderation report form (according to the Circular)
- School moderation form
- Cluster moderation form
- Working mark sheet
- Copy of submitted computerised mark sheet
- Hospitality Studies: Final checklist at Cluster and Provincial moderation

ASSESSMENT TASKS**SECTION 1**

- Task 1 – Assignment and Assessment tool
- Task 2 – Test and Memorandum

SECTION 2

- Task 3 – Investigation and Assessment tool
- Task 4 – Midyear Examination and Memorandum

SECTION 3

- Task 5 – Test and Memorandum
- Task 6 – Project and Assessment tool
- Task 7 – Trail examination and Memorandum

B. PRACTICAL ASSESSMENT TASKS**SECTION 4**

- Practical Assessment Task (PAT) 1 and Assessment tool
- Practical Assessment Task (PAT) 2 and Assessment tool
- Practical Assessment Task (PAT) 3 and Assessment tool

ANNEXURE G

HOSPITALITY STUDIES: FINAL CHECKLIST AT CLUSTER AND PROVINCIAL MODERATION

EDUCATOR PORTFOLIO		YES	NO	COMMENTS
FINAL CHECKLIST AT CLUSTER MODERATION				
1.	Selected portfolios for Provincial moderated included			
2.	Provincial moderation report form (according to the Circular)			
3.	Hospitality Studies: Final checklist at Cluster and Provincial moderation			
4.	School moderation form			
5.	Cluster moderation form			
6.	Working mark sheet			
7.	Copy submitted computerised mark sheet			
8.	Task 1: Assignment and Assessment tool			
9.	Task 2: Test and Memorandum			
10.	Task 3: Investigation and Assessment tool			
11.	Task 4: Midyear Examination and Memorandum			
12.	Task 5: Test and Memorandum			
13.	Task 6: Project and Assessment tool			
14.	Task 7: Trail examination and Memorandum			
15.	PAT 1: and Assessment tool			
16.	PAT 2: and Assessment tool			
17.	PAT 3: and Assessment tool			
FINAL CHECKLIST AT PROVINCIAL MODERATION				
18.	Task 2, 4 and 5 set according to cognitive levels			
19.	Portfolio tasks assessed according to Provincial standard			
20.	Marks correctly calculated			
21.	Marks correctly transferred			
22.	Portfolio documents in correct sequence			
23.	Comments:			

ANNEXURE H

HOSPITALITY STUDIES: FINAL CHECKLIST AT CLUSTER AND PROVINCIAL MODERATION

LEARNER PORTFOLIO		YES	NO	COMMENTS
FINAL CHECKLIST AT CLUSTER MODERATION				
1.	Portfolio documents in correct sequence			
2.	Learner portfolio record sheet completed			
3.	Declaration form included			
4.	TASKS COMPLETED:			
5.	Task 1: Assignment			
6.	Task 2: Test			
7.	Task 3: Investigation			
8.	Task 4: Midyear Examination			
9.	Task 5: Test			
10.	Task 6: Project			
11.	Task 7: Trail examination			
12.	PAT 1:			
13.	PAT 2:			
14.	PAT 3:			
FINAL CHECKLIST AT PROVINCIAL MODERATION				
15.	Portfolio tasks assessed according to Provincial standard			
16.	Evidence of School moderation			
17.	Evidence of Cluster moderation form			
18.	Marks correctly calculated			
19.	Marks correctly transferred			
20.	Comments:			

ANNEXURE I

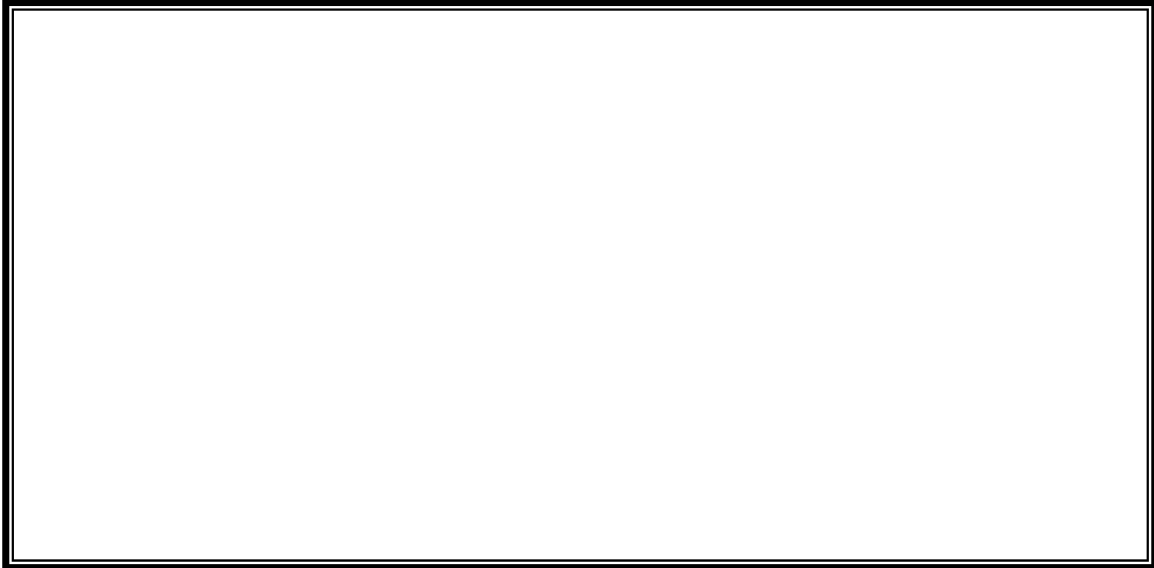
PRACTICAL PREPARATION FORM FOR CHEFS

DISH: _____ DATE: _____

RECIPE		Time	WORK ORDER
Ingredients			
MICE & PLACE	PLACE		
Apparatus	Ingredients		
Cooking methods	Nutrients		
Garnishing	Effect of heat		
Course	Time & temperature		

WAITER PREPARATION

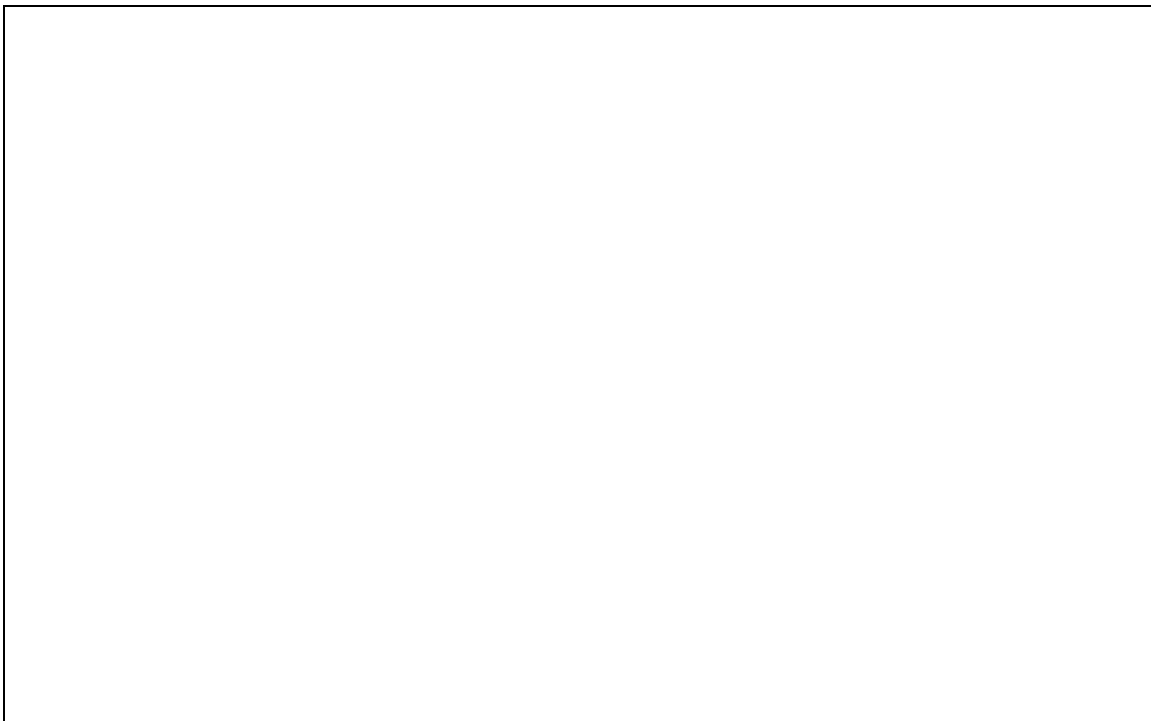
MENU:



CO

VER:

Draw the complete cover of this menu on folio paper and label it.



MICE EN PLACE	MICE EN PLACE
PERSONAL:	COVER:
CLEANING:	

ASSESSMENT TOOL FOR ASSIGNMENT

**TASK 1
RUBRIC FOR ASSIGNMENT
TOTAL: 50**

SURNAME AND NAME: _____ **SCHOOL:** _____

DISTRICT: _____

ASSESS- MENT CRITERIA	DESCRIPTIVE LEVELS				SCORE
	1 NOT ACHIEVED	2 PARTIALLY ACHIEVED	3 ACHIEVED	4 EXCELLENTLY ACHIEVED	
Front page of pamphlet	0-1	2	3	4-5	5
	<ul style="list-style-type: none"> - Topic is not observed / adhered /very poor introduction/indication of what the topic is about. - Pamphlet does not attract attention - Presentation is not exciting/interesting. 	<ul style="list-style-type: none"> - Topic is observed, brief /limited introduction of what the topic is all about. - Design elements and - principles have not been used effectively to create an appealing impact - Presentation is FAIR. 	<ul style="list-style-type: none"> - Topic is observed, brief introduction of what topic is all about - Design elements and -principles have been used - BUT the impact is not very forceful - Presentation is INTERESTING. 	<ul style="list-style-type: none"> - Topic is instantly observed, with a brief introduction of what the topic is about. - Makes an instant impact through the creative use of design elements and principles. - Very original in presentation. 	

	0 – 1	2	3	4 - 5	5
Pamphlet	A4 size / bigger / smaller not folded to form a pamphlet.	bigger /smaller than A4 and folded.	A4 size and folded	A4 size and folded interesting	
	0 - 5	6 - 10	11 - 15	16 - 20	20
Information presented	<ul style="list-style-type: none"> - Provides only basic facts with only some degree of accuracy. - refers into information to explain at least one issues or concept in general terms. - limited use of previous knowledge without complete accuracy. - major reliance on the information provided. 	<ul style="list-style-type: none"> - relates only major facts to the basic issues with a fair degree of accuracy. - analyses information to explain at least one issue or concept with substantive support. - uses general ideas from previous knowledge with fair degree of accuracy. 	<ul style="list-style-type: none"> - offers accurate analysis of the documents - provides facts to relate to the major issues involved. - uses previous general knowledge to examine issues involved. 	<ul style="list-style-type: none"> - offers accurate analysis of the information and issues. - provides a variety of facts to explore major and minor issues and concepts involved. - extensively uses previous knowledge to provide an in depth understanding of the problem and to relate it to past and possible future situations. 	

ASSESSMENT CRITERIA	DESCRIPTIVE LEVELS				SCORE
	1 NOT ACHIEVED	2 PARTIALLY ACHIEVED	3 ACHIEVED	4 EXCELLENTLY ACHIEVED	
Lay-out of pamphlet , pre-sentation and personal details	0 - 2 - Overcrowded with information and visual aids. - One or the other dominated/too many of each have been used. - Print and print size is illegible. - Very untidy and no attempt to present a professional look resentation is brief .Both aspects not correctly done, and positioned in an inappropriate place.	3 - 4 - There is an attempt to create a balance but most ineffective - Print and size of print varies, at times illegible - Untidy and a half hearted attempt to gain a professional look. Minimum organisation in presentation One /both not correctly done BUT positioning in appropriate.	5 - 7 - Overcrowding occurs in specific areas. - Balance between information and visual aids is acceptable - Print and print size is legible and easy to read. - Neat and fairly professional. Both aspects correctly presented but positioning is inappropriate.	8 - 10 - Not overcrowded with information and or visual aids. - There is a good balance between information and visual aids. - Visual aids has been well spaced out to create harmony. - Print and print size legible and easy to read - Exceptionally neat presentation with a professional look. Both aspects correctly presented in an appropriate position at the end of the pamphlet.	10
Planning	0 - 1 - Very little planning done, that has been presented untidily, reflects poor unorganised research. - No synopsis is present at the start of the research	2 - A fair amount of planning has been done, that has been acceptably presented but not orderly , reflecting poor research - Synopsis present at the start of the research but not very effective	3 - All planning has been handed in , that is neat and orderly presented reflecting a fair amount of research. - Synopsis is present at the start of the research and is acceptable	4 - 5 - All planning is handed in, in a neat , orderly presentation that reflects that intensive research has been done. - Synopsis is present at the start of the research and is well formulated	5
				TOTAL	50

REFLECTION:

TEACHER	CLUSTER MODERATION	PROVINCIAL MODERATION

GUIDELINES FOR LEARNERS TO COMPLETE ASSESSMENT TASKS

The following SUGGESTED guidelines can be applied when you engage with tasks such as projects, surveys, investigations and assignments.

A. Planning

- Plan carefully to make sure that the identified topic has sufficient relevant subject matter.
- Prepare a mind map to capture ideas.
- Refer to appropriate resources to ensure accurate information and to increase subject knowledge. Remember that a bibliography recording all sources of information must be documented
- All information documented must be in your own words, and the sources must be acknowledged as they are used in the text, not only at the end.
- Visual material must have descriptive captions and be accompanied by an explanation in text.

B. Task

Your task should be clearly be divided into the following sections:

1. **A cover page**, with the following information
 - Name of school
 - Name of learner
 - Subject
 - Title of task
2. **A table of content** page should provide headings and corresponding page numbers of where to find specific sections of the task.
3. **Introduction**
The introduction may include background information to put the topic in perspective. You may begin with a general but interesting statement or pose an interesting question or quote from a well-known personality or source (acknowledge source). A case study could also be used to illustrate the topic of the task. The introduction is often prepared once the task is completed. It is short and only contains necessary information.
4. **Main Section**
This contains the information / ideas you want to convey, as well detailed description / outline / of each. Include your arguments / opinions and views. Enhance by visual information, e.g. graphs and tables. It should have main headings or themes and appropriate sub-headings or themes.

5. Conclusion

- The conclusion must not have any new ideas
- It forms the logical closure to the project
- It should bring all the ideas together
- If a point of view or an opinion had to be defended the conclusion is used for reinforcement
- It makes the final statement
- It must be brief and keep the readers attention

6. Recommendations

If applicable

7. Bibliography / References

Terms such as bibliography, literature list, list of sources and references are commonly used.

The following may serve as a guide:

Bibliography- This refers to an extensive list of publications on a subject or by an author. If a study done on books and magazines articles on a certain subject, the term bibliography is therefore used.

Literature list- Everything written on a specific subject

List of Sources- This term denotes a document or account from which information may be gleaned. It therefore includes references to interviews, speeches and papers read at conferences.

References- Indicates that there is more information on the subject elsewhere. References appear especially at the end of scientific and educational articles in magazines

- This is a list of all the books, magazines, newspapers articles and websites that have been consulted.
- List the sources alphabetically according to the authors surname (Aboo, Brown, Cele)
- These are listed in a specific way

A book with one author:

Surname, Name (it is not only the initial) Year of publication.

Title. City: Publisher

e.g.

- George, R 2004: Marketing South African Tourism, 2nd Edition, Cape Town; Oxford University Press

A book with two authors:

Surname, Name and Surname. Year of publication. Title. City:

Publisher

Magazine or newspaper articles

Surname, Name. Year of publication. "Heading".
Title number date: page numbers.

A website of which the author is known:

Surname, Name. "Heading" website <complete address>
[Date accessed]

C. Assignment

Is a written assessment that can be marked using a rubric, matrix, memorandum, etc.

D. Investigation

We investigate important problems, challenges and opportunities that will play a role in the chosen topic. Systematic inquiry into a specific issue must be done. Critical thinking is important when doing investigations.

How to conduct an investigation:

- Identify the problem
- Pose your topic as a question or problem to be solved
- Your conclusion should relate to the question you want to answer
- Gather information/data through case studies, interviews, questionnaires, observations etc.
- Evaluate your information
- List possible solutions
- Predict the outcomes
- Develop a plan of action
- Conclusion
- Present your findings in a report

E. Surveys proceeds in sequence of operations

1. Identify: topic / problem / task / need
2. Learners may formulate a research question and describe the purpose of the investigation
3. Decide on the method
4. Develop questionnaire / questions for interview / method of observation
5. Choose people to participate and conduct the survey
6. Analyse your findings
7. Present your findings in the form of a graph or table
8. Draw conclusions and explain them
9. Make recommendations and motivate

F. A Report

A report is a summary of an investigation that has been made at the request of a person in authority. After the information has been collected and summarised, conclusions are drawn and recommendations made. A report is formal and follows a specific format that you must know.

1. **Person addressed:**
2. **Title of report:**
3. **Terms of reference:**
4. **Procedure:**
5. **Findings**
6. **Conclusions:**
7. **Recommendations:**
8. **Date**
9. **Compiled by**

G. Project

The Chartered Management Institute defines a project as

" an activity that has a beginning and an end which is carried out to achieve a particular purpose to a set quality within time constraints and cost limits".

It is a plan for work or an activity e.g. Begin a project to enlarge an existing enterprise.

How to do a project:

- Identify the problem
- State a question to provide a focus for the problem
- Find background information
- Gather and analyse the data
- Develop or design a solution. Use drawings to illustrate your solution.
- Present your solution as model or in written format

AVOID PLAGIARISM:

To pass off ideas, opinions or facts that you found in sources as if they were your own is plagiarism – a form of theft.

Booth et al (1995:67) defines plagiarism as follows:

"You plagiarize when intentionally or not, you use someone else's words or ideas but fail to credit the person. You plagiarize even when you do credit the author but use his exact words without so indicating the quotation marks or block indention".