



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

HOSPITALITY STUDIES

GUIDELINES FOR PRACTICAL ASSESSMENT TASKS

2012

INFORMATION FOR TEACHERS

These guidelines consist of 18 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 2012 consists of two practical examinations (restaurant functions). Learners should fulfil the role of chef in one function, and waiter in the other function. In the event that the number of chefs and waiters is more than two functions can accommodate, a third function must be held to provide all learners with an opportunity to be assessed and to obtain the two marks required.

During the Practical Assessment Task for 2012 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/kitchen manager), and a mark out of 100 for serving skills (waiter/Maître d' Hôtel/beverage manager).

The mark for the final PAT is obtained by combining the marks for the two practical exams/restaurant functions, and dividing by two.

Practical examination term 2	100
Practical examination term 3	100
Total	200 ÷ 2
Final mark for PAT	100

The PAT form 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.

3. REQUIREMENTS FOR THE PAT

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

- A functional training kitchen with the necessary equipment
- A restaurant or function room with the necessary furniture and equipment, where paying guests from the public or teachers can be served, after school hours
- Toilet facilities for the guests
- The necessary equipment and funds – refer to Circular S8 of 2006

- The school should provide the ingredients and other necessities for the function
- The income generated during the function should be used to sustain the subject
- Learners must wear the appropriate uniform assigned for their particular role, chef or waiter
- A safe and secure environment must be ensured on the premises 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 function room of the school. These functions should be prepared for and served to paying guests, as the restaurant should be self-sustaining.

- Set dates for these examinations at the beginning of the academic year, to appear on the school year plan. They should be planned to prevent clashes with other school activities. Learners should be informed of these dates at the beginning of the year. These dates should be communicated to the relevant subject advisor.
- The number of learners for a restaurant function will be determined by the following:
 - The number of Hospitality Studies teachers available for the function
 - Assessment has to be done in the kitchen as well as in the restaurant
 - The size of the training kitchen and restaurant of the school
 - The number of learners per class
- Assessment must be done in the kitchen as well as in the restaurant. Every learner should be assessed as a chef in one function, and as a waiter in the other function. However, the teacher may decide that the effective operation of the restaurant also requires the positions of Chef de Cuisine/sous chef, kitchen manager (responsible for storeroom procedures, etc.), Maître d' Hôtel and beverage manager. The teacher can include these additional posts in the PAT and set assessment tools for these positions, according to the house rules of the school's restaurant.
- The preparation and presentation of the functions should take place **outside the 4 hours per week** allocated to the subject Hospitality Studies. Approximately 6–7 hours are needed for each function.

5. SETTING THE TASK

5.1 Set a different four-course menu for each of the two formal dinners.

- The teacher should set the menus to suit the context of the school. **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 a dish should include more than one technique, e.g. stuffed and rolled.

- Vegetable dishes should include advanced techniques such as julienne carrots, tied asparagus bundles, etc.
 - Starch dishes should include a special technique or variation, such as risotto, rice-timbale, grilled polenta, Duchesse potato, Dauphine potato, croquettes, etc.
 - A minimum of two advanced sauces, such as a caramel sauce (with caramelised sugar) requiring special techniques. 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 pastry (ready-made)/choux pastry/roulades/crêpes or meringues.
 - A yeast product (kneaded), such as bread rolls, bread sticks, focaccia.
 - Gelatine (not jelly) should be used, e.g. coupe, cheesecake, mousse, terrine, aspic.
 - Use delicate, advanced garnishing/decorating, to follow current trends.
 - 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/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/crêpes/meringues	Yeast product	Gelatine dish	Advanced garnishing
Baby Marrow Soup	X (simmer)		x		X				
Rosemary Focaccia	X (bake)						x		
Mushroom-Spinach Parcels	X (stir fry, bake)				X	x			
Stuffed Fillet with Parsley Butter	X (bake, roast)	x							
Potato Croquettes	X (deep-fry)			x					
Grilled Vegetables	X (grill)				X				
Mixed Salad Mould								x	
Spiced Mayonnaise			x						
Chocolate Pudding with Tuiles	X (bake) X (bake)					x			
Crème Anglaise	X (boil)		x						
Chocolate Truffles									X

5.2 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 at least two or more dishes with sauces and garnishes.
- 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 days before the date of the function, the chef will receive the following:
 - The recipes for the dishes they will prepare
 - The planning task, as attached

The written planning task should be handed in 7 school days before the function.

The marked written planning tasks will be handed back to the learners to use while performing the examination.

5.3 Set the tasks for the waiters.

- The Maître'd Hôtel, together with the other waiters in the team, must:
 - Plan the layout of the restaurant according to the number of guests expected
 - Divide the tables between the number of waiters needed for the function
- A waiter should serve a minimum of four guests.
- Waiters should preferably not serve their own family or friends.
- Waiters must be able to work individually as well as in a team. For example, two waiters assist each other, so that guests at the same table receive their food simultaneously.
- Fourteen days before the date of the function, the waiters will receive the planning task, as attached.

The written planning should be handed in 7 school days before the function.

The marked written planning tasks will be handed back to the learners to use while performing the examination.

6. THE FUNCTION (approximately 6–7 hours)

- Preparation commences a maximum of 4 hours before the start of the function. 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. Cleaning of the venue may be done beforehand. Preparation starts in a clean venue.
- Additional clearing up will take place after the guests have left.

7. ASSESSMENT

7.1 Assessment tools

Assessment tools for chefs and waiters are included. The teacher sets the assessment tools for additional posts (chef de cuisine, kitchen manager, Maître d' Hôtel and beverage manager) to comply with the house rules of the school's restaurant.

7.2 Assessment of learners

- Mark the written planning tasks before the function takes place, and hand it back to the learners to use during preparation for the function.
- Assess the performance of the chefs and waiters during the function, according to the assessment tool included.
- Certain aspects of the waiters can be assessed one or two hours before the function such as the setting of tables, uniform and appearance, knowledge of the menu. The carrying of plates and the pouring of wine/beverages can also be assessed by role-play before the function.
- Personal appearance cannot be assessed beforehand. Learners must be observed during the function to assess this.
- Setting of tables must be assessed before the Maître d' Hôtel comes to assist.
- The Maître d' Hôtel will be assessed on his/her own knowledge on table setting, and pointing out 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 waiters in the restaurant on aspects such as communication with guests. The same teacher should be used for both dinners to ensure consistency

8. PROVINCIAL MODERATION

Moderation of the planning task

Menus and recipes for both the dinners must be submitted to the Hospitality Studies subject advisor in week 1 of term 2, for approval:

- General information: Number of chefs, number of waiters, extra posts used (Chef De Cuisine/Sous chef, Maître d' Hôtel, kitchen manager, beverage manager), expected number of guests
- The draft menus for the two formal dinners
- The analysis of the menus as indicated
- The relevant recipes
- The division of the menu into appropriate tasks for the individual chefs
- The number of the chefs and the dishes each chef will prepare
- The assessment tools for the Chef De Cuisine, kitchen manager, Maitre D' Hotel and beverage manager

On-site moderation of the PAT

- The subject advisor will moderate the performance of the learners on site at the school, during term 3.
- The moderator will attend the practical examination performed by the last group of Grade 12 Hospitality Studies learners.
- The marks of all the learners who have already finished this examination must be available for the moderator.
- The marks of all the learners for the function done in term 2 must also be available.
- The teacher should prepare an extra set of assessment tools for the moderator prior to the function.
- The moderator will assess independently from the teacher, using the same assessment tools as the teacher.
- After the function the marks of the moderator and the examiner must be compared and a block adjustment can then be made if necessary.
- The subject advisor could also make a block adjustment if the standard of the exam differs from the expected standard.

ASSESSMENT – CHEFS

Name of school:		Names of chefs							
Name of teacher:									
Date:									
1	HYGIENE AND NEATNESS: PERSONAL AND WORK STATION								
	Chef's hat & jacket, apron, shoes, hair, nails, no jewellery, no make-up, no beard <i>(Teacher observes each learner a few times during the exam and after the exam, and gives a mark out of 5. Get average)</i>	5							
	Neatness of work station (<i>stoves, sinks, work surface</i>) and equipment Dishwashing (warm water, rinse) Dishcloths clean, available & not lying around Correct handling of waste Appearance of work station after completion. General tidying up. Sweep floor. Close windows, etc. <i>(Teacher observes each learner's work station a few times during the exam and after the exam gives a mark out of 5. Get average)</i>	10							
2	MISE EN PLACE								
	Collect equipment. Prepare equipment and ovens Collect and prepare ingredients and arrange in order of use	5							
3	CULINARY SKILLS								
	Correct equipment/apparatus for a task, use equipment correctly and safely Interpretation of recipes. Logical work procedure. Work on 2 recipes simultaneously Dishes finished on correct time (plated and garnished) No overcooking or leaving to stand for reheating Use time efficiently. Work fast. Able to finish without questions/assistance	10							
4	PROFESSIONALISM								
	Punctuality: Begin on time. Assist with preparation of venue. Offer assistance. Stay until lock up. Greet teacher before leaving. Coordination and cooperation with other chefs and waiters. Behaviour. No hanging around and talking, rather offer help.	5							
5	ASSESSMENT OF DISHES								
a	Suitability for serving to paying guests	Appearance (include presentation and garnishing)	10						
		Taste and texture	10						
b	Suitability serving to paying guests	Appearance (include presentation and garnishing)	10						
		Taste and texture	10						
			75						
			Planning	25					
			TOTAL	100					

SCALE FOR ASSESSMENT OF DISHES

Appearance	Texture and taste
0 = Unacceptable, cannot serve/sell product	0 = Unacceptable, cannot serve/sell product
4-6 = Average, might serve/sell if guests are not fussy, some guests might not eat it	4-6 = Acceptable taste and texture/average/nothing special, some guests might not eat it
7-8 = Good, only small errors in appearance	7-8 = Good enough to serve
9-10 = Meets all requirements, excellent	9-10 = Exceeds requirements, excellent

ASSESSMENT – WAITERS

Name of school:		Names of waiters							
Name of teacher:									
Date:									
1	PERSONAL APPEARANCE								
	Trousers/skirt, shirt, waistcoat, tie, shoes, hair, nails, jewellery, no make-up, no beard, 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 5. Get average)</i>	10							
2	PREPARATION OF RESTAURANT AND TABLES								
	Tablecloth and overlay clean, ironed, placed correctly Folding and placement of serviettes	5							
	Placement of all items correct (crockery, cutlery, glasses) All covers at the table correct and similar Cutlery for 4 courses (correct cutlery and correct position) Cutlery placed accurately from the edge of table and from plate Side plate and dessert knife correctly placed Glasses clean, shiny and in correct position Decorations and additional items (table number, condiments, menu, cruet set), flowers, candles	15							
3	HANDLING OF GUESTS								
	Welcome and seating of guests. Unfolding serviette for guests. Communication and interaction with guests. Friendliness Present the menu to the guests Attentiveness and availability, posture and skill	10							
4	EFFICIENCY OF BEVERAGE SERVICE AND CLEARING								
	Present list of available drinks. Taking and executing order. Handling of tray and serving Remove unused wine glasses Opening drink at table. Pouring of grape juice/wine substitute: anti-clockwise, ladies first, choose correct glass, glass filled to correct level, glass not handled, don't spill Order and serve coffee and tea	5							
5	SERVING AND CLEARING ALL FOUR COURSES ON THE MENU								
	Carrying and handling of plates – all plates placed in same way before guests Clearing and carrying empty plates Punctuality of serving and clearing Crumbing down, clearing unnecessary items, placing of cutlery for dessert	10							
	PROFESSIONALISM								
	Punctuality: Begin on time. Assist with preparation of venue Offer assistance. Stay until lock up. Greet teacher before leaving Coordination and cooperation with other chefs and waiters Behaviour. No hanging around and talking, rather offer help Handling of crisis situations	10							
6	FULFILLING AFTER-SERVICE DUTIES								
	Clearing and cleaning of own tables and service station Clearing of beverages, tea and coffee counters Extra duties: General cleaning, e.g. sweep, close windows, assist with dishwashing, staying until restaurant is locked up. Greet teacher before leaving	10							
	TOTAL FOR RESTAURANT SERVICE	75							
	TOTAL FOR PLANNING	25							
	GRAND TOTAL	100							



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LEARNERS' TASK

HOSPITALITY STUDIES: PRACTICAL EXAMINATION**GRADE 12: 2012****CHEF****OVERVIEW**

The Practical Assessment Task for 2012 consists of two practical examinations (restaurant functions). You should fulfil the role of chef at one function, and waiter at the other function

During the Practical Assessment Task you 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



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

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

The mark for the final Practical Assessment Task is obtained by combining the marks for the two practical exams/restaurant functions, and dividing it by two.

Each examination consists of two sections.

1. Planning

- Approximately 14 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 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. Preparation of the food and the venue takes place during this time. Cleaning of the venue must be done beforehand.
- The dinner, where the meal and beverages are served to the guests
- Additional clearing up takes place after the guests have left

HOSPITALITY STUDIES: PRACTICAL EXAMINATION**GRADE 12: 2012****WAITER****OVERVIEW**

The Practical Assessment Task for 2012 consists of two practical examinations (restaurant functions). You should fulfil the role of chef in one function, and waiter in the other function

During the Practical Assessment Task you 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



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

You will receive a mark out of 100 for cooking skills, and a mark out of 100 for serving skills. The mark for the final Practical Assessment Task is obtained by combining the marks for the two practical exams (restaurant functions), and divide it by two

The examination consists of two sections.

1. Planning

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

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

This has three phases.

- *Mise-en-place*, commencing a maximum of 4 hours before the start of the function. 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.

WAITER NAME:

Menu and ingredients	10
Diagram of one cover	5
Opening <i>mise-en-place</i> per cover	10
Total	25

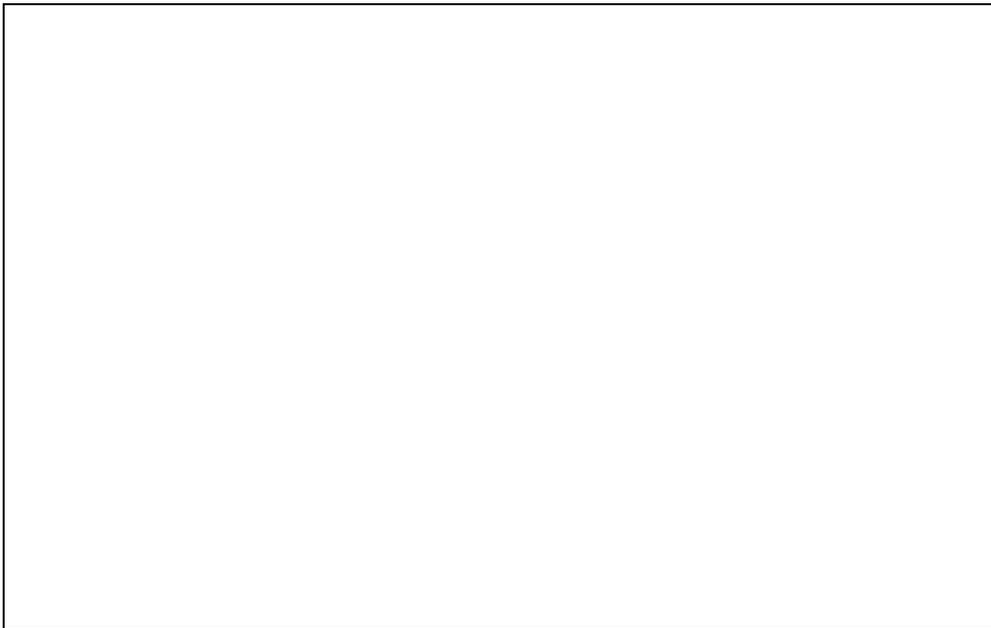
1. THE MENU AND THE MAIN INGREDIENTS OF EACH DISH

WRITE THE MENU BELOW (10)	Short description of dishes and accompaniments Underline ingredients that could possibly cause allergic reactions Example: <i>Chicken Consommé: Thin, clear but very tasty soup made with <u>chicken stock</u></i> (10)

Assessment	9-10	7-8	5-6	3-4	0-2
Menu Teacher should mark menu according to own judgment, don't be fussy about unimportant things	All the dishes written down. Sequence correct. Courses separated. No spelling errors	All the dishes written down. Sequence mostly correct. Courses separated. Minor spelling errors	All the dishes written down. Sequence incorrect. Courses separated. Some spelling errors	All the dishes written down. Sequence incorrect. Courses separated. Some spelling errors	All the dishes written down. Sequence incorrect. Courses separated. Some spelling errors
Description of dishes: each dish must be described correctly with main ingredients in order to get a mark. Ingredients that may cause allergic reactions must be underlined					

DRAW A LABELLED DIAGRAM OF ONE COMPLETE COVER

(5)



2. OPENING *MISE-EN-PLACE* (PER COVER)

(10)

Type and quantity of cutlery needed	Type and quantity of crockery needed	Name of dish and course needed for
		Starter:
		Entrée:
		Main course:
		Dessert:
		Bread:
		Tea/coffee:
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: <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

