



ASSESSMENT & EXAMINATIONS

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NSC 2011 CHIEF MARKER'S REPORT

SUBJECT	HOSPITALITY STUDIES
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PAPER	1
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DATE OF EXAMINATION:	30/11/2011	DURATION:	3HRS
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SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

<ul style="list-style-type: none">• 2011 paper was more understandable
<ul style="list-style-type: none">• Illustrations were more clear
<ul style="list-style-type: none">• Case studies were presented so well with simple language
<ul style="list-style-type: none">• Memo was flexible and covered more alternatives
<ul style="list-style-type: none">• Teachers getting more experienced in the subject
<ul style="list-style-type: none">• Learners managed to score marks in most of the questions.
<ul style="list-style-type: none">• The question paper catered for a wide variety of learners.
<ul style="list-style-type: none">• Learners managed to pass although we still striving for quality results

SECTION 2:

Comment on candidates' performance in individual questions

(It is expected that a comment will be provided for each question on a separate sheet).

QUESTION 1
1.1 MULTIPLE CHOICE Most of the sub questions were well answered because the questions were very clear and straightforward, with the exception of question 1.1.6 which was confusing because there were two possible answers. Liquid oxygen is an example of a chemical so alternative B and C are correct, as both types of burns are can be caused by liquid oxygen. The abbreviation POS is not translated in Afrikaans paper -question 1.1.7, which was confusing for the learners. The recommendation is to refrain from setting questions with regard to abbreviations, rather use the full term.
1.2 CHOOSE THE CORRECT ANSWERS This is a knowledge questions hence it was answered very well by most learners. The question was not confusing and it was very clear. The distracters were obvious to an extent that the learners were not confused.

1.3 FILL IN THE MISSING WORDS

The learners struggled to answer this question. There were many alternatives given as correct answers. This is evident in Question 1.3

1.3.1 Organogram/ staff plan/ operational plan/ Duty sheet/ Job description

1.3.2 Non conductive/ wood/ plastic/ rubber

1.3.3 Cold compress/ Ice pack/ Cold jell pack/ Ice

1.3.4 Upright/ Recovery/ Semi fowler position/ comfortable position

1.3.6 Sparkling Wine/ Champagne/ and suitable examples like J.C. Le Roux

1.3.8 4-15 degrees C- because of different books this wide difference in temperature were accepted.

1.3.10 Maitre d' hotel/ Head waiter/ reception waiter

1.4 ONE- WORD ITEMS

This question was poorly answered by most learners. They experienced a challenge with regard to descriptions of words/ terms. Again here the alternatives were many i.e. Question 1.4

1.4.1 Computer/ web-site/ e-mails/telephone/radio/TV/ Internet

1.4.2 Meals on wheel/outside caterers

1.4.4 Code of ethics/ conduct/professionalism

1.4.5 Foie gras/ goose liver pâté

1.4.9 Table d' hôte/ formal dinner/ banquet

1.4.10 Buffet/ Cocktail/ Finger food

1.5 MATCHING ITEMS

1.5.1 The question had two alternatives which confused the learners.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

The learners experienced a challenge concerning the Terms

(a) Provide suggestions for improvement in relation to Teaching and Learning

To avoid confusion, let there be a box with suitable Terms/ Words that the learners can choose from, as that will restrict the memo to avoid open ended answers.

(d) Describe any other specific observations relating to responses of learners

It was evident that some learners struggled to express themselves in English, especially in ONE WORD and FILLING IN MISSING WORD/S.

e) Any other comments useful to teachers, subject advisors, teacher development etc.

Teachers are advised to give examples of these questions in class tests and internal examinations so that learners can get used in answering such questions. Subject advisors could help teachers when doing revision using past question papers and not let students revise these question papers by themselves.

QUESTION 2: HOSPITALITY CONCEPTS AND HEALTH AND SAFETY

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Question 2.1.1

This was a good question because most of the answers were from the case study. Most learners managed to score good marks. Though some learners had a language barrier in answering this question as they could not understand the action verbs.

Question 2.1.2

Many learners struggled to answer this question, though "Marketing strategy" appears in all textbooks and it is in the syllabus.

Question 2.1.3

Local Game meat products- This was a straight forward question, which is regarded as common knowledge, but learners were unable to answer this question.

Question 2.2

Evaluation is a higher order question, hence most students could not evaluate the flyer. Instead they gave guidelines of designing a marketing tool. Learners did not understand the word "Promotions" in question 2.2.2, where they were to recommend two promotions that could be added to the flyer.

Question 2.3

It was well answered because the statement in the box gave some guidance in terms of identifying the condition, and learners therefore were able to indicate symptoms and treatment. Though they had a challenge in following the steps when doing treatment.

Question 2.4.

Few learners struggled with this, it was evident they were taught and did they PAT at school.

Question 2.4.1 Afrikaans learners experienced a challenge due to the word "Diens" service. They interpreted service as work as in their response they will indicate "group work", Team work or excellent service/ good service.

Question 2.4.2 – Learners should be told that when evaluating, both positive and negative comments are acceptable as long as one motivates the answer.

Question 2.5

This was a fair question, many learners managed to compare the differences between Gastro-enteritis and HIV and AIDS.

Question 2.5.2

Learners misinterpreted the question and gave answers with regard to HIV and AIDS instead of Gastro-enteritis.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 2.1.2 The learners were required to describe a marketing strategy of the company based on the case study given in the question paper

Instead they gave the marketing mix (P's) as an answer.

Learners seem not to understand the difference between the action verbs e.g. Explain, Describe and recommend.

An assumption is that teachers neglected the local game aspect when teaching Meat. Learners could not mention the local game products instead they gave examples such as Pork, Lamb, Beef, etc. Some textbooks such as Focus does not emphasize on Game products though it is in the Learning Programme Guidelines (LPG).

Question 2.2.1 the learners were expected to evaluate the flyer using guidelines for designing marketing tool

The learners did not link guidelines to the evaluation of the flyer.

Expected responses from the learners were to say bad/good and give motivation such as

there was no eye catching heading/picture.
Question 2.3
This question was answered well by most learners those learners who could not attempt this question did not study for examination. The question was very clear.
Question 2.4 2 and 2.4.3
Answered very well. Learners managed to score full marks
2.5.1 it was well answered
2.5.2
Learners did not read the question properly and they confused Gastro- enteritis with HIV and AIDS.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Teachers must use Bloom's Taxonomy when setting class tests to familiarize their learners with these verbs, especially higher order questions e.g. Evaluate.
Question 2 covers Learning outcome 1 and 2. Therefore it is advisable that learners be taught all the assessment standards that are covered under these two Learning Outcomes.
The following are the areas of concern for most learners:
<ul style="list-style-type: none"> • Marketing strategy • Game products • Evaluation of a marketing tool • Promotions • Treatment of infectious diseases
Teachers are advised to include these verbs that indicate higher order questions when assessing learners in class works, even if a test is out of 20 marks, they must distribute the levels in that test.
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> • Many learners did not prepare themselves very well for the examination. • Most learners could not pay attention to mark allocation, as they give fewer points for many marks and more points for less mark. • Learners do not read the questions carefully • Some learners are careless as they answer a certain portion in a question and not finish the whole question; they end up losing marks in not finishing answering questions.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Examiners should think of using words like "bediening/ opdiening" in Question 2.4.1 for Afrikaans paper
QUESTION 3- FOOD PREPARATION
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Question 3.1-Costing
Many learners managed to answer this question though it is a higher order question, due to the fact that it was simplified this year. They could get the formula and answer correctly though some learners did not put the decimal in and therefore lost marks.
Question 3.2.1
Learners could identify the dishes but they were unable to motivate for the Jews not to eat lamb.

Question 3.2.2
Some learners could select suitable dishes from the list, but could not plan a three course menu. On the other hand, learners could not select suitable dishes for the specific course though the managed to plan a three course menu. The question was poorly answered.
Question 3.4
This was a straight forward knowledge question, because guidelines to be followed when planning snacks for the function are given in all Textbooks.
Question 3.5
This was a well answered question, as learners managed to get good marks.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Question 3.2.1
The question required learners to identify the dishes that are not suitable for Jews and to motivate their answer. Many learners could identify the dishes but not motive the reason for not eating lamb. The reason for this might be that there is no mentioning of Hind quarter as a reason in Focus whilst it is in Hospitality Studies in Practice.
Question 3.2.2
Learners were expected to Select suitable dishes from the list and plan a three course menu for a lacto-vegetarian guest. (Use the correct menu format). The question was broad. Learners struggle in answering a question with three verbs. Some answered only answered one part out of the three.
Question 3.3.1
Learners were expected to recommend two ways to maintain the kitchen appliances. this question was poorly answered. The assumption is that learners could not understand the term "maintenance". Instead of maintenance they thought about how to replace if the appliance is not in good working order.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Teachers must do cross reference with regard to Textbooks so as not to leave out some important aspects that should be covered from the syllabus.
In relation to Question 3.2.2- Examiners are advised to separate the question to avoid confusion.
For question 3.3.1 examiners should give examples of equipment/ appliances or indicate the size e.g. Big appliances.
(d) Describe any other specific observations relating to responses of learners
Question 3.2.2
Learners were unfamiliar with many of the dishes, which have caused a challenge in answering this particular question.
QUESTION 4
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Question 4.1
The whole question 4 was poorly answered by most learners. Question 4.1 was good and clear, the problem indicated that some learners were not familiar with the term- Barding, although some learners could identify and describe the technique.
Question 4.1.3
Learners struggled with the Terms: Ripening and Rigor mortis. Others did not even attempt to answer this question whilst most of the learners got it wrong.

Question 4.2
The question is good and clear but learners performed very badly.
Question 4.3
This question was answered well, but more emphasis should be given on the ingredients for each pastry.
Question 4.4
This whole question was a challenge to most learners. They could not identify the dessert and that caused the poor performance in the questions that followed, based on this dessert. The learners ended up losing 12 marks in this question.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Question 4.1.1 Learners were expected to identify and describe the following techniques: Barding, Ripening and Rigor Mortis. Some learners could not manage to get it right. Seemingly these Terms were not taught to learners.
Question 4.2 The learners were required to answer questions on beef wellington. Many could not identify the type of pastry used, suitable cooking method, suitable cut and how the meat was prepared before it was covered with pastry. Seemingly learners were not exposed in practical lessons or practicals were not done simultaneously with theory lessons, which led to a content gap.
Question 4.3 Learners were required to explain why eggs are used in the preparation of choux pastry, to comment on the correct proportions of ingredients and to name the choux paste product that was piped into hot oil. Some managed to answer why eggs were used in the preparation, some could say that the correct proportions were used but could not motivate the answer and very few could name the choux paste product that was piped into hot oil. Many learners were unable to apply the information learnt in class with the question asked.
Question 4.4 Learners were expected to identify the dessert, explain certain techniques with regard to the preparation of the Charlotte Muscovite. It was clear that the learners were not at all familiar with this dessert. Learners could not relate the picture with the information they had from classroom. They were unable to apply the information with regard to Folding in; Hydrating or Soaking the Gelatin and Unmoulding. The teachers may not have finished the syllabus.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Examiners who are setting Practical Assessment Tasks (PAT) must include suggestions of dishes to be done annually from all the food commodities
Recommendation is that teachers should stick to weekly practicals as per guidelines in PAT document.
For desserts- examiners should use desserts that are easy to be recognized.
Teachers need to combine theory and practical when dealing with section C.
Teachers are to emphasize cooking terms when doing practicals with learners.
(d) Describe any other specific observations relating to responses of learners
Learners were confusing the puff pastry products with choux paste products.
They just could not name examples of puff pastry products

e) Any other comments useful to teachers, subject advisors, teacher development etc.
The results show that a lot of importance must be placed on regular/ weekly practicals.
Subject advisors should call subject meetings to address all the challenges experienced by learners.
Teachers are encouraged to use LPG, SAG as a guide on how deep they should go into the content in conjunction with a variety of textbooks so as not to disadvantage the learners as some answers were in one textbook and do not appear in another.
Teachers should make sure that learners are given tasks all the time to check the performance of the learners.
QUESTION 5
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Question 5.1.1
The question was badly answered due to the following:
Question 5.1.2
Poorly answered
Question 5.2.1 This question was answered very well.
Question 5.2.2 Learners did not do well in this question.
Question 5.2.3 Poorly answered due to the phrasing of the question.
Question 5.3.1 Question was fairly answered. Most learners attempted this question.
Question 5.3.2 This question was well answered.
Question 5.3.3 Completely misunderstood by learners
Question 5.3.4 The question was poorly answered.
Question 5.3.5 Some learners could not attempt though some managed to answer it well
Question 5.4.1 The question was poorly answered.
Question 5.4.2 and 5.4.3 poorly answered
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Question 5.1.1 learners were expected to list three procedures that should be followed when taking orders for food. The phrasing of the question was a little bit unclear as according to the learner's responses. The question should include "after the drinks order has been taken". Some learners confused this question with receiving stock, stock taking and sequence of service. The learners started by taking drink orders instead of taking food orders.
Learners were not familiar with ordering food as it is seldom part of the PAT because they serve a set menu and therefore guests are not given food choices.
Question 5.1.2
Learners could not apply the information based on the statement "First impression last". Learners focused on the statement and not on the greeting and seating and vice-versa whereas they should combine the two in answering this question. This is a higher order question that required learners to apply the knowledge to answer the question.

Question 5.2.2
It is required from the learners to describe how the waiter should present the wine to the guest. The learners answers placed emphasis on pouring of wine and not the presenting of wine as was required by the question.
Question 5.2.3
Learners were given a picture to assess whether the glass in the picture was suitable for serving wine. Learners could not interpret the verb 'assess'. Their responses were explaining the glass should be on the table.
Question 5.3.1
The learners were to comment on how the staff should and take care of the cutlery and silverware. Some learners could not interpret the question properly. They answered on how to care for glasses.
Question 5.3.3
The learners were to recommend five ways in which the atmosphere of informal ethnic elegance can be achieved. The words 'ethnic', 'elegance' and 'atmosphere' were confusing to the learners. Learners gave answers related to cleanliness of the restaurant, service and professionalism.
Question 5.3.4
Learners were to name three types of special equipment required for the cocktail function. Learners just mentioned equipment and not special equipment. Maybe they do not have special equipment in their schools. When doing Cocktail functions learners are not trained in using special equipment.
Question 5.3.5
Learners were to name and describe the type of cover that should be used for formal dinner functions. They could not understand the term 'Cover" in this question.
Question 5.4.1
Learners were to explain the term "corkage fee" Learners did not know the term 'corkage fee' because it was assumed that they were not taught the term.
5.4.2 and 5.4.3 the learners were expected to discuss the importance of keeping records when issuing beverages. Learners could not answer well this question as they swapped these two questions of keeping records and maintaining stock control.
(C) Provide suggestions for improvement in relation to Teaching and Learning
For question 5.3.3 let use the word 'Theme'.
Question 5.4.3
Learners did not read the questions well maybe because these are the last questions in the question paper.
(d) Describe any other specific observations relating to responses of learners
Learners could not give more attention on question 5, because they are tired towards finishing the paper.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> Suggestion is that the concept "theme" or "atmosphere" may be included in PAT so that the learners are familiar with these concepts. More emphasis should be given to these terms when teaching this aspect.

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