



Province of the 2018 CHIEF MARKERS REPORTS

# EASTERN CAPE

EDUCATION

## EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

Home of Examinations and Assessment, Zone 6, Zwelitsha, 5600

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# 2018 NSC CHIEF MARKER'S REPORT

<b>SUBJECT</b>	<b>HOSPITALITY STUDIES</b>	
<b>PAPER</b>	1	
<b>DURATION OF PAPER:</b>	3 HOURS	
<b>PROVINCE</b>	EASTERN CAPE	
<b>DATES OF MARKING</b>	01 NOVEMBER-13 NOVEMBER 2018	

**SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

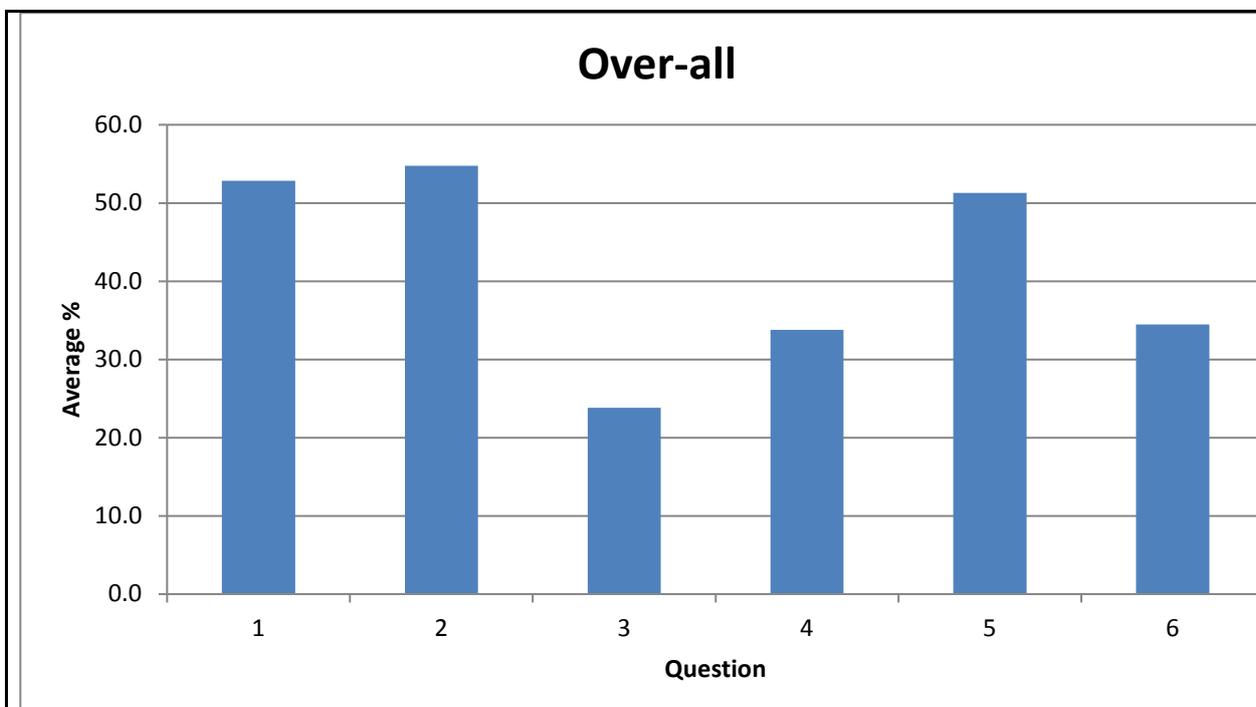
The overall performance of the learners in the paper is not satisfactory. The bulk of the learners are between levels 1 and 3. There are very few learners that are in level 4, 5 and 6 and no learners in levels 7

<b>LEVELS</b>	<b>PERCENTAGES</b>
1	39,8
2.	31,6
3.	18.8
4.	5.6
5.	2.8
6.	1.3
7.	0

The question paper requires more application of the knowledge from the learners, that they acquired from the practical component of the subject from the classroom as the answers from the Marking guideline requires critical thinking. Although the paper was CAPS compliant, it covered a broad scope of work that demanded the learners to think out of the box. Most learners find it difficult or could not apply their knowledge and understanding from the questions asked.

Learners had problems regarding misinterpretation of questions, due to poor reading skills not being able to fully interpret what the question requires. Learners performance in question 3, 4 and 6 was very poor, these questions required the learners to apply their knowledge.

The graph below gives an indication on how learners performed in the different questions



QUESTIONS	AVERAGE %
1 Short questions (All topics)	52.9
2 Kitchen and restaurant operations	54.8
3. Nutrition and Menu planning: Food Commodities	23.8
4. Nutrition and Menu planning: Food Commodities	33.8
5. Sectors and careers: Food and Beverage	51.3
6. Sectors and careers: Food and Beverage	34.5

Learners performance in question 1, 2 and 5 is in average just above 50% whilst questions 4 and 6 are between 33 and 34.5 %. Question 3 was the poorly done question as the learners' average is 23,8 %

## CHALLENGING QUESTIONS:

- Question 1.3 Learners struggled to give the correct terminology.
- Question 2.2.1 Learners focused on security of guest more than the alertness of the security staff on the hotel establishment.
- Question 2.3. Learners responses were more of the advantages of computers in the Hospitality Industry more than the menu planning that was asked.
- Question 3.1.2. Learners could not distinguish between the ingredients and the preparation method of Crème Pâtissière and Crème Brûlée
- Question 3.2.1. Learners struggled with the description of tullies.
- Question 3.2.2. Learners could not predict the end results of tempering with chocolate and boiling the sugar to the desired stage.
- Question 3.4.1. Learners mis understood the question. Their answers were of the three processes of using gelatine, rather than the first process that was asked.
- Question 3.4.2. Most of the learners could not come up with agar-agar. For the substitution of gelatine.
- Question 3.4.3. Learners had no clue about gelatine sheets that was asked.
- Question 3.5.1. They did not know the three types of vegetarians who will eat the trifle and in some cases the reasons were not given.
- Question 3.5.2. Learners struggled to justify why the vegetarians include the pulses in their diet, instead they gave reasons for being a vegetarian.
- Question 3.6 Learners lost the (3) marks as they could not explain the sterilization techniques of bottles.
- Question 4.1.1 Learners were unable to identify the meat cuts the pictures that were given.
- Question 4.1.3. Learners could not discuss the rules for the grilling of steaks exactly. They generalised in their responses.
- Question 4.1.4. Learners could not motivate why moist heat is not suitable for steak. Correct use of terminology hindered the learners to get the correct answer.
- Question 4.3.2. Learners could not explain the term Canapés.
- Question 4.3.3. Learners struggled to evaluate the cocktail snacks from the given menu.
- Question 4.5.1. Learners had no clue of the choux paste batter (preparation method)
- Question 4.5.2. Learners had no clue of what the profiteroles are.
- Question 5.6. Learners struggled to describe the indirect jobs opportunities that

Nomhle's business may create. They repeated the jobs from the scenario.

- Question 6.1.3. Learners were confused in the question, they explained the procedures of table setting instead of taking care of the cutlery and placing of the cutlery on the table before the guest arrives.
- Question 6.2.2. Learners had no clue about the serving temperatures of wines
- Question 6.2.3 Learners did explain the term Brute but left "Very "they lost a (1) mark.
- Question 6.2.5. Most of the learners did not know the classic food to pair with wine B (Champagne)

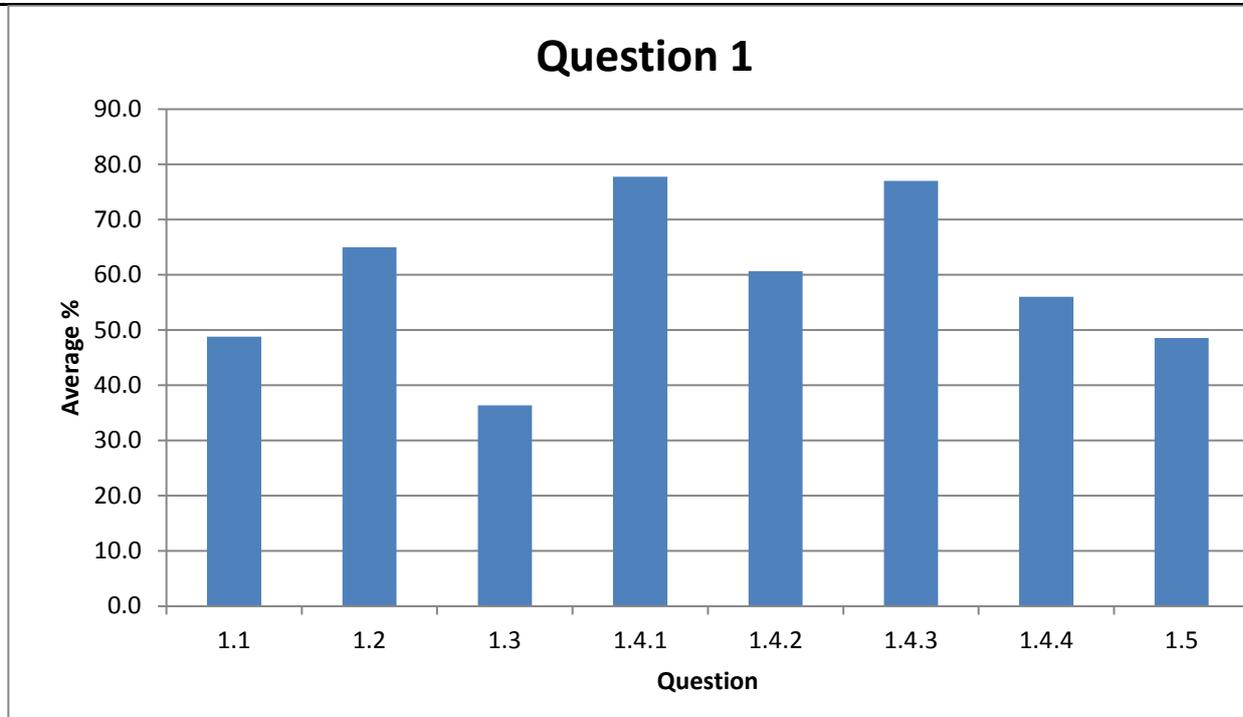
**SECTION 2: Comment on candidates' performance in individual questions**  
**(It is expected that a comment will be provided for each question on a separate sheet).**

**QUESTION 1**

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

The average performance of the learners in question 1, is 52.9 %. In question 1.1 (multiple choice) learners' performance is 48.8 % question 1.3 terminology (One-word items) was the most poorly done questions as learners could not give the correct term and question 1.5 (Matching items). Their performance is 48.6%.

The graph below shows learners performance in question 1.



Question1	Average %
1.1 Multiple choice questions	48.8
1.2. Matching items.	65.0
1.3. One-word Items.	36.4
1.4.1. Identify ingredients of choux pastry	77.8
1.4.2. Identify reasons why a tart crust may shrink during the baking process.	60.7
1.4.3. Identify general rules for mixing cocktails.	77.0
1.4.4. Select terms related to measurement used during the preparation of mocktails.	56.0
1.5. Matching items	48.60

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

Most of the learners in question 1.1, 1.3 and 1.5 left a blank space they did not attempt to choose from the given alternatives. In question 1.4 learners were asked to identify, for example 1.4.1 to identify the FOUR ingredients, learners did identify but they gave more alternatives, only the first four were awarded a mark, the correct ones below were disqualified.

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

Teachers must ensure that they expose the learners to this type of questions (Short questions) starting from grade 10. Terminology book must be developed also from grade 10. Short weekly tests must be given to ensure that learners do understand the terms from the content of the topics.

**(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.**

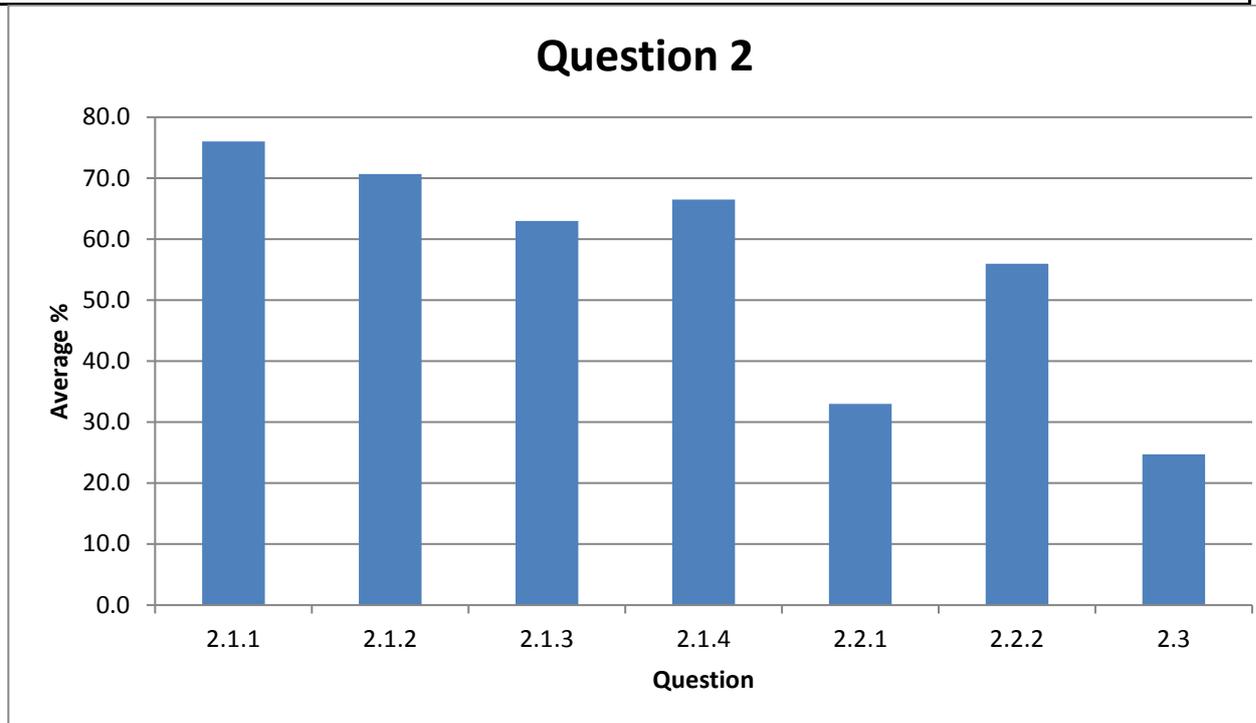
Some learners showed little or no understanding of the content. Teachers must ensure that the content of the week is fully covered, as outlined in the CAPS document. Subject language (Jargon) must be used as this will assist the learners in answering the questions. Terminology for each topic must be emphasized and revised accordingly. Learners must understand the concepts.

## QUESTION 2

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

The average performance of the learners in question 2 is 54.8 %. Question 2.3 was the poorly done question by the learners with an average of 24.8%.

The graph below shows learners performance in question 2



Question 2	Average %
2.1.1. Symptoms of TB	76.0
2.1.2. Allowing on Chefs with TB in Hospitality Industry	70.7
2.1.3. Impact of absent Chefs with TB from work	63.0
2.1.4. Why people with HIV are at high risk of contracting TB	66.5
2.2.1. Demonstration of alertness of security in hotel.	33.0
2.2.2. Impact of good team spirit in the hospitality industry	56.0
2.3. How computers can assist chefs in menu planning	24.8

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

- Question 2.2.1 Learners were asked to two ways in which the security staff can demonstrate alertness at the hotel. Learners focused on security of guest more than the alertness of the security staff on the hotel establishment.
- Question 2.3 Learners mis read the question instead of focusing on the use of computers in the menu planning by the Chefs, they focused on the use of computers in the whole Hospitality Industry.

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

Informal tasks must be regularly administered by the teachers with the learners. Teachers must ensure that they have CAPS documents and Examination Guidelines of 2017 with them all the time during teaching and learning. Teachers must design a spread sheet for all the Food borne diseases so that the learners can easily differentiate between them.

**(d) Describe any other specific observations relating to responses of learner and comments that are useful to teachers, subject advisors, teacher development etc.**

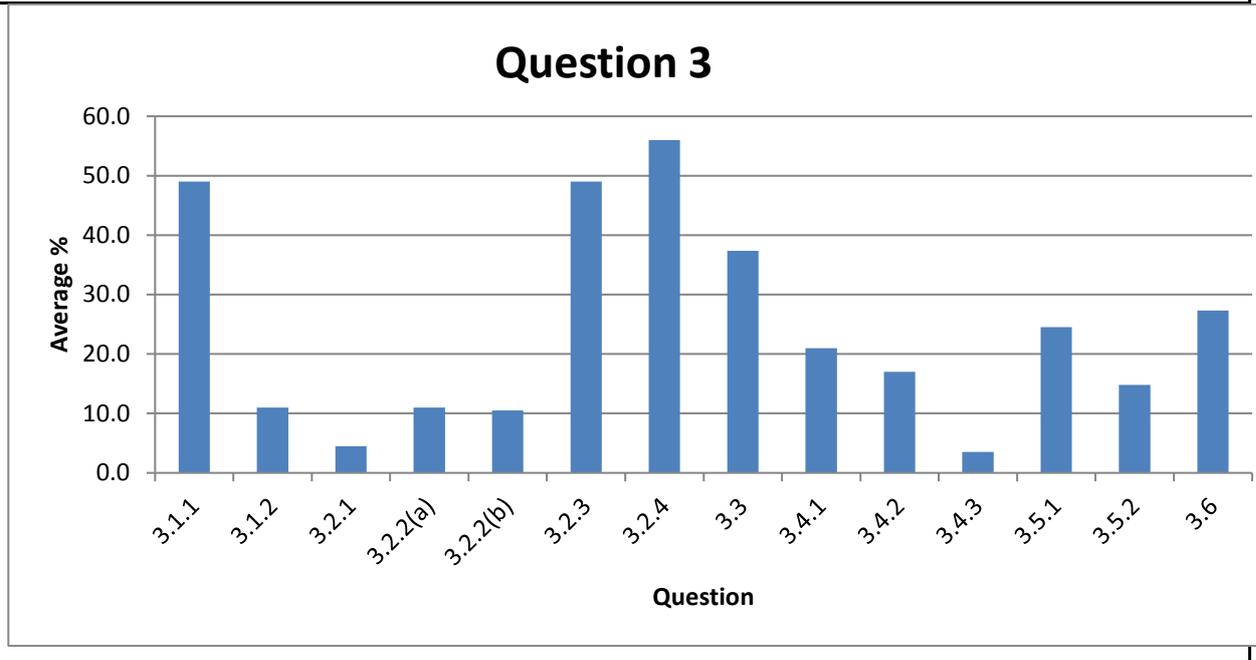
Subject Advisors must ensure that the syllabus is completed before the Trial examinations. This will assist the learners in doing enough revision in preparing for the Trial and the Final examinations.

### QUESTION 3

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

The average performance of the learners in question 3 is 23.8 %. Learners performance in question 3 was poor. All sub questions in this question are below 60% which is a very bad performance.

The graph below shows learners performance in question 3.



<b>Question 3</b>	<b>Average %</b>
3.1.1. Classification of dessert	49.0
3.1.2. Distinguish between a Crème pâtissière and Crème brûlée referring to the ingredients and the preparation method.	11.0
3.2.1. Describe the term tuilles	4.5
3.2.2(a) Predict the end results of tempering chocolate when making the chocolate curls.	11.0
3.2.2(b) Predict the end results of boiling the sugar to the desired stage when making the spun sugar.	10.5
3.2.3. Select an item that is not suitable for a person who is allergic to nuts.	49.0
3.2.4. Explain the reaction of a person with a nut allergy if she consumes the item.	56.0
3.3. Describe the suitability of the trifle for a person suffering from diabetes.	37.3
3.4.1. Describe the first process that should be followed when using gelatine powder to prepare fruit jelly.	21.0
3.4.2. Substitution of gelatin in the fruit jelly to make suitable for the vegetarians.	17.0
3.4.3. How much gelatin powder must be used if the recipe states two sheets of gelatine.	3.5
3.5.1 Types of vegetarians who will be able to eat trifle.	24.5
3.5.2. Justify the inclusion of dried pulses in the diet of the vegetarians	14.8
3.6. Explain how sterilization and sealing techniques are applied when bottling strawberries.	27.3

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

Learners in question 3 were required to apply their knowledge and display the insight of their understanding of information they gained through the practical lessons and PAT from their classes. Learners could not perform well in the question because they showed the lack the practical experience from their classes as the questions are based on the practical component of the subject.

- Question 3.1.2 Learners were required to distinguish between the Crème pâtissière and Crème brûlée. Not having done the practical lessons, this handicapped the learners from getting the maximum mark of (4) marks.
- Question 3.2.1 Learners were asked to describe the term tullies, they had no clue of what tullies are, again lack of practical experience has negatively affected the learners.
- Question 3.2.2 (a) and (b) This question required the learners to predict the end results of tempering with chocolate and boiling of the sugar to a desired stage. Most of the learners were confused by the action verb 'Predict 'Lack of practical experience disadvantaged the learners from achieving a good mark.
- Question 3.4.1 The question wanted the learners to describe the **first process** of gelatin that has to be followed when using gelatin powder when making a jelly for a trifle. Learners misread the question, they wrote all the processes to follow when preparing the gelatine. Learners confused the gelatin powder with the jelly powder that is dissolved in hot water first, as they indicated that gelatin must be dissolved in hot water.
- Question 3.4.2 Learners were asked to give a substitute for the gelatin to be suitable for a vegetarian. Most of the learners had no clue of the substitute very few learners managed to get the correct answer. (Agar-agar -/ Gum).
- Question 3.4.3. Learners were required to state how much gelatine powder to use if the recipe states two sheets. Almost all the learners could not get this question correctly. The average percentage of this question is 3.5 %.
- Question 3.5.1 Learners were asked to suggest three types of vegetarians who will be able to eat the trifle. Learners struggles to get the full marks because most of the learners did not even had a clue of what a trifle is, and lack the content from the Food commodities (Desserts) that were to be taught in class.
- Question 3.5.2 Learners were asked to justify the inclusion of dried pulses in

the diet of Vegetarians. Lack of understanding of the action verb 'Justify', made the learners not to be able to get the full marks. Learners gave reasons for being a vegetarian.

- Question 3.6 Learners were asked to explain how the sterilization and sealing techniques are applied when bottling strawberries. Learners misread the question as they focused on the cooking process of the strawberries instead of sterilization of bottles and sealing of bottles. Learners gave incomplete answers in the sterilization of bottles as they say 'keep in hot water' which is not enough, instead of 'In a container with boiling water/ bottles can be microwaved until water boils' (3) marks were lost. With the sealing of the bottle's learners said close tightly instead of, 'Immediately close tightly' whilst still hot. (1) mark was lost.

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

Teachers must ensure that all practical lessons must be done in class with the learners. In some instances, a demonstration lessons can also be done to explain other concepts deeper. When preparing for PAT and any practical lessons, teacher must explain the concepts before the practical lessons with the learners so that as learners are preparing the dish, they pay special attention in preparing themselves for the examinations. Teachers must not overlook the vegetarian dishes during their practical lessons as they are outlined in the CAPS document on page 34, week 8 Term 1.

Teachers must emphasize to the learners to use the mark allocated for the question to guide the formulation of the response because learners are losing marks by not writing in full.

**(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.**

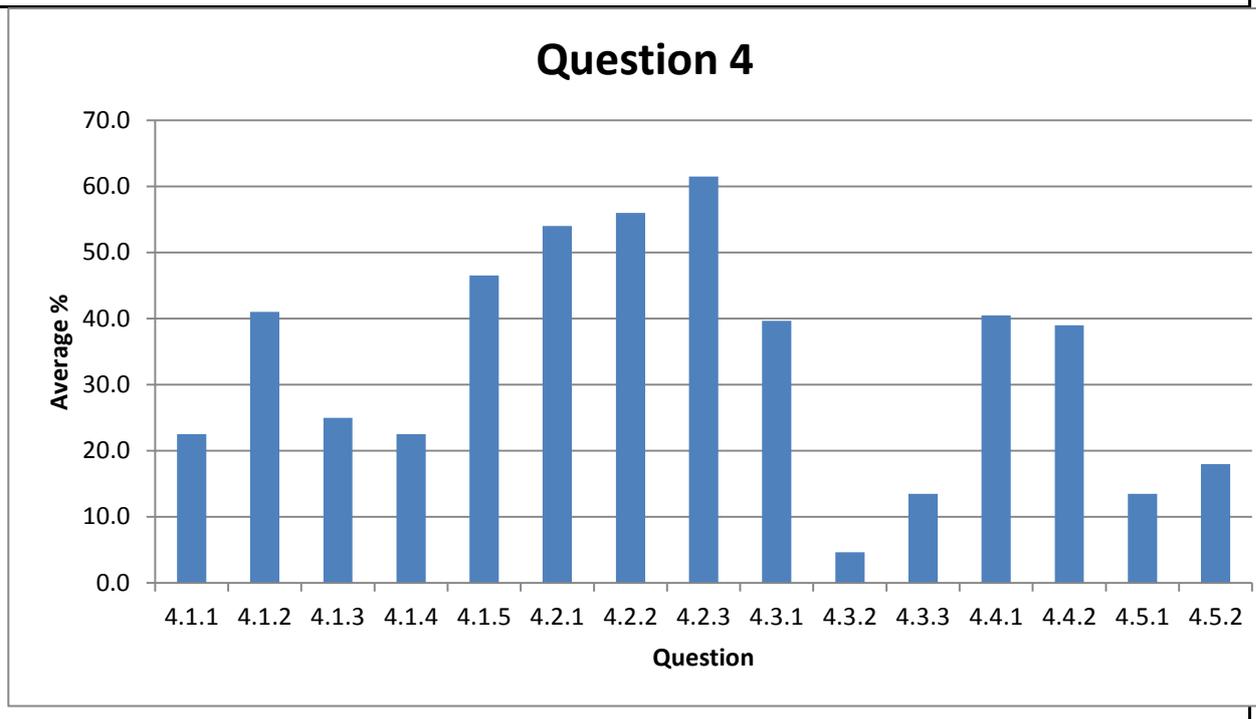
Subject Advisors must ensure that all practical lessons and PAT are done in schools. Subject Advisors must also ensure that the set dishes by the teachers do meet the guidelines in the CAPS document and PAT documents (Standardized recipe).

## QUESTION 4

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

The average performance of the learners in question 4 is 38.3 %. Learners performance is very poor. Learners showed lack of content gap in the question as most of the learners had little or no understanding of the concepts and content that was asked.

The graph below shows learners performance in question 4



<b>Question 4</b>	<b>Average %</b>
4.1.1. Identify a beef cut that will be suitable for dish A and B respectively.	22.5
4.1.2. Justify the use of filling.	41.0
4.1.3. Discuss the rules for grilling the sirloin over hot coals.	25.0
4.1.4. Motivate why moist heat is not suitable for steaks.	22.5
4.1.5. Suggest two accompaniments for tournedos	46.5
4.2.1. Calculate the total cost of the function for 200 guests.	54.0
4.2.2. Calculate the deposit that is required.	56
4.2.3. Quotation form.	61.5
4.3.1. List three types of functions where you could use the menu.	40
4.3.2. Explain the term canapé	5
4.3.3. Evaluate the cocktail snacks on the menu with regard to (a) appearance (b) Ingredients	13.5
4.4.1. Identify pastry A and B	40.5
4.4.2. Select one item made from pastry A and one item made from pastry B	39
4.5.1. Explain why it is important to ensure that eggs are not added all at once during the preparation of choux paste.	13.5
4.5.2. Suggest the most appropriate utensils that could be used to shape the profiteroles.	18

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

Learners in question 4 were required to apply their knowledge and display the insight of their understanding of information they gained through the practical lessons and PAT from their classes. Learners could not perform well in the question because they showed the lack the practical experience from their classes.

- Question 4.1.1. Learners were asked to identify the beef cut for (2) marks. Incorrect answers were given and blank spaces were left out in this question. Learners did not identify the beef cut A and B, they only wrote one answer without numbering. Incorrect spelling was also a challenge for example a learner wrote 'Lion' instead of 'Loin'
- Question 4.1.3 Learners were asked to discuss the rules for the grilling of the sirloin over hot coals. Learners gave general answers like: 'Marinate the steak before grilling', 'Prick with a fork to turn the sirloin, or to check if it is ready'.
- Question 4.3.1. Learners were asked to list three types of functions where the menu could be used. General answers like: (buffet, and finger lunch) were given and learners repeated the cocktail function that was mentioned in the question paper. They lost (3) marks
- Question 4.3.2 Learners were asked to explain the term canapé. Incorrect answers were given and blank spaces were left out. Learners performance was very poor with an average of 5%
- Question 4.3.3 Learners were asked to evaluate the cocktail snacks in the menu with regard to appearance and ingredients. Learners struggled to evaluate the menu, lack of practical experience had a negative impact to the learner's performance.
- Question 4.5.1 Learners were asked why it is important to ensure that the eggs are not added all at once during the preparation of choux paste. Lack of practical experience was evident from the learner's responses, as they gave vague answers. Some learners had no clue of what the choux paste is it all about.
- Question 4.5.2 Learners were asked to suggest the **most appropriate** utensils that could be used to shape the profiteroles. Lack of practical knowledge had a negative impact to the learners. Some learners had little or no understanding of the term profiteroles. Some learners had no clue of the preparation of the dish as it is reflected by their answers like: 'use a rolling pin to roll the batter, pastry brush, 'pastry gun. '

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

Teachers must ensure that all practical lessons must be done in class with the learners. In some instances, a demonstration lessons can also be done to explain other concepts deeper. When preparing for PAT and any practical lessons, teacher must explain the concepts before the practical lessons with the learners so that as learners are preparing the dish, they pay special attention in preparing themselves for the examinations. A good summary of choux pastry is also well outlined in the Examination Guidelines of 2017 page 9. Canapés are the first dishes for the practical lesson to be done in class as outlined in the CAPS document on page 33-week 2-3 in term 1. Although the schools are improvising for the equipment that is not available, teachers must let the learners see the pictures of equipment from the grade 10 textbook and they might also google the pictures so that they know correct use of the equipment.

**(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.**

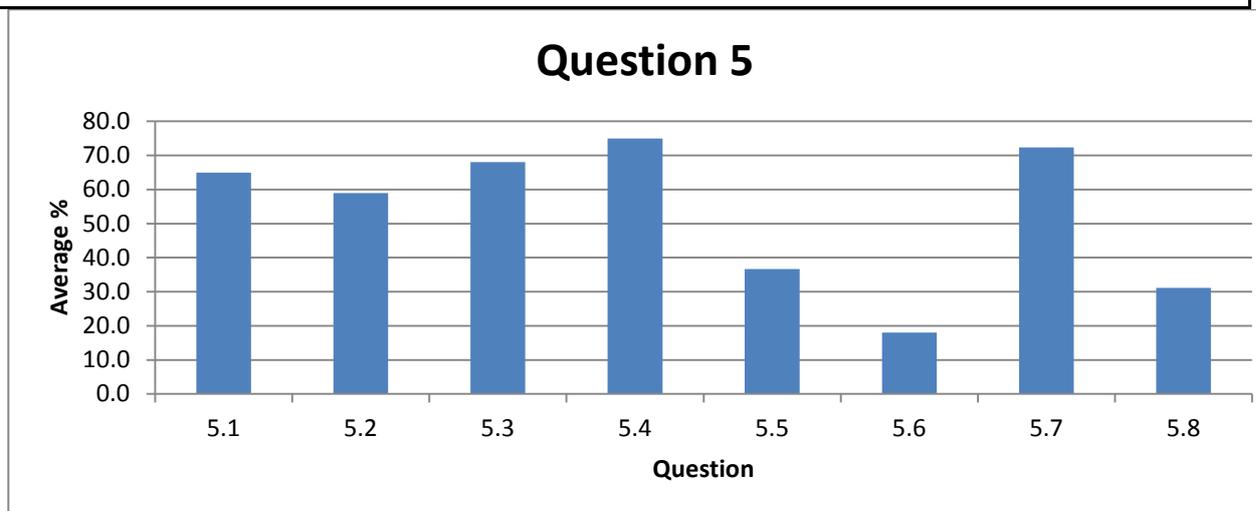
Subject Advisors must ensure that all practical lessons and PAT are done in schools. Subject Advisors must also ensure that the set dishes by the teachers do meet the guidelines in the CAPS document and PAT documents.

## QUESTION 5

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

The average performance of the learners in question 5 is 51.3 %. Learners performance in question 5 is satisfactory only question 5.6 where learner's performance is very bad with an average of 18%. It was evident from the learner's scripts that the syllabus from careers was not fully completed as learners struggled to attempt the sub question on careers.

The graph below shows learners performance in question 5.



Question 5	Average %
5.1. Name the marketing tool that Nomhle will be using.	65.0
5.2. Identify Nomhle's target market.	59.0
5.3. Discuss five aspects to consider when designing the posters.	68.0
5.4. Discuss three ways other than posters in which Nomhle can promote her business.	75.0
5.5 Use the information in the scenario and compile a business plan for Nomhle.	36.7
5.6. Describe three indirect job opportunities that Nomhle's business may create.	18.0
5.7. State four responsibilities of an accountant in the business	72.3
5.8. Name and describe three non-revenue generating areas, other than accounting in her business.	31.2

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

- Question 5.5 was poorly answered with an average of 36.7%. Learners were asked to compile the business plan using the information from the given scenario. Learners mis read the question and they did not use the information from the given scenario. That resulted in them losing (6) marks especially the first three answers were marked and awarded a mark. Some learners did not even attempt to write the question.
- Question 5.6 was very poorly performed with an average of 18.0%. Learners were expected to describe the three indirect job opportunities that Nomhle's business may create. Learners did not understand the question in full as they took the careers from the scenario as they are, that made them to lose (3) marks. Some learners left the question unanswered.
- Question 5.8 The learners were required to name and describe the three non-revenue generating areas other than accounting in her business. Learners only named the non-revenue generating areas without describing them (3) marks were lost. Whilst some were only mentioning the revenue generating areas that were in the scenario already. This made the learners to lose (6) marks. Some learners did not even have a clue of the question as a whole.

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

Teachers must ensure that they engage themselves with the CAPS document all the time when preparing for the lessons for teaching and learning. The Overview of topics in CAPS document on page 13 is outlined clearly as it is scaffolded from grade 10 to grade 12. Teachers must give the learners more informal tasks that are standardised to improve their reading and writing skills. This will assist the learners to refrain from rewriting the scenario as it is.

Teachers must ensure that they are in possession of **Circular S9 Teaching plans** that outlines the content of terms. Teachers must make sure that the syllabus is fully covered before the trial examinations. Intervention classes must be held to ensure that the work done during a term is fully revised.

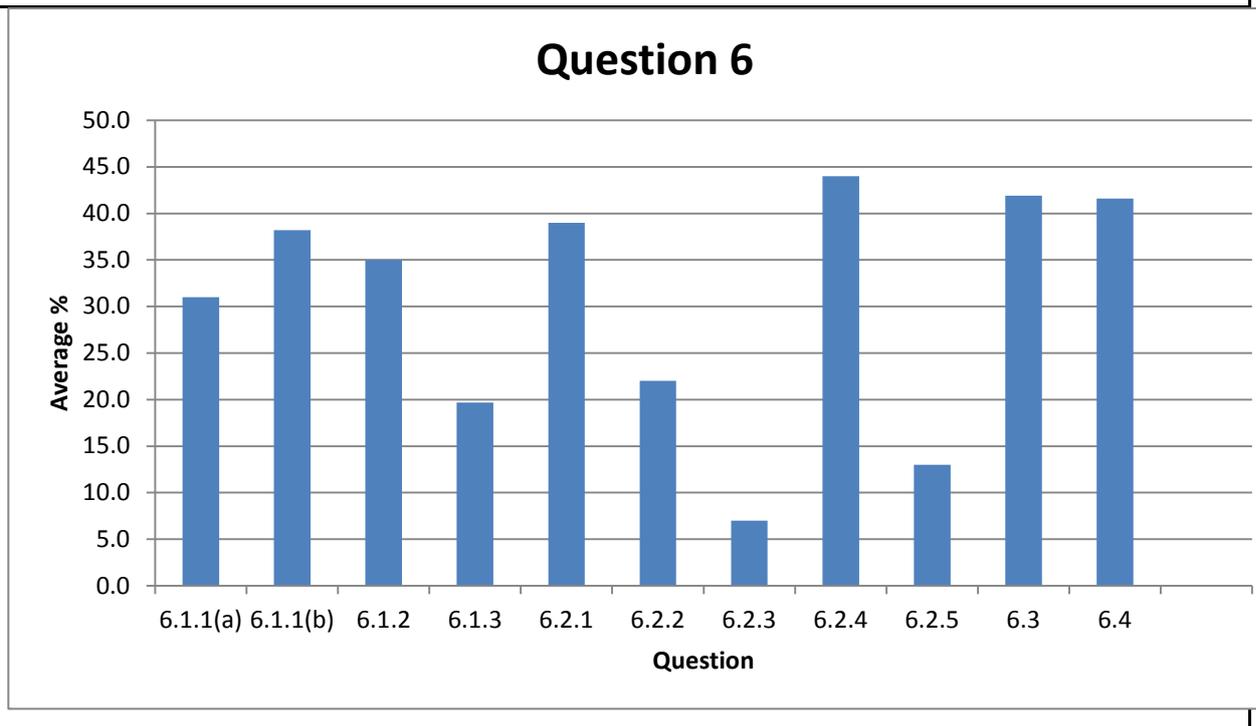
**(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.**

Subject Advisors must support and monitor the schools to ensure syllabus coverage on time so that learners get enough time to revise the work done during the year. Subject Advisors must ensure that the teachers are administering the standardized informal tasks in class with the remedial work done with the learners.

## QUESTION 6

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

The average performance of the learners in question 6 is 34.5%. Learners performance in question 6 is not satisfactory. It was evident from the learner's scripts that the syllabus from Food and Beverage services was not fully completed as learners struggled to attempt the sub question on wine (Food and Beverages). The graph below shows learners performance in question 6.



<b>Question 6</b>	<b>Average %</b>
6.1.1. Explain how the waiter should handle the following situation	
(a) Guest have to wait long for their food.	31.0
(b). Guest become loud and start irritating other guests.	38.2
6.1.2. Suggest what to do to rectify the situation when a guest is irritated by the delay.	35.0
6.1.3. Explain the procedure that waiters should follow in order to ensure that the cutlery is presentable before the guests are seated.	19.7
6.2.1. Write down the colour of wine A. Give reason for your answer.	39.0
6.2.2. Recommend the best serving temperature for both wines.	22.0
6.2.3. Explain the term Brut.	7.0
6.2.4. Distinguish between wine A and wine B with regard to the manufacturing method and origin.	44.0
6.2.5. Suggest a classic food / dish to pair with wine B	13.0
6.3. Name the two types of liquor licenses that establishments can apply for.	41.9
6.4. Describe the procedure that a waiter should follow when taking and placing a food order.	41.6

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

- Question 6.1.1 (a) Learners were asked on how to handle a guest that have to wait for a long time for their food. (b) Guest become loud and start irritating another guest. Learners struggled to answer the question precisely. Vague answers were given for example: (let the guest go to another restaurant, give them another dish or wine free, shoot them with your gun, entertain the guest with singing for him or her). (9) marks were lost.
- Question 6.1.3 Learners were asked to explain the procedures that waiters should follow in order to ensure that the cutlery is presentable before the guest are seated. Learners performance was very bad with an average of 19.7 % Learners focused on table setting rather than focusing on taking care of the cutlery before guest are seated (3) marks were lost.
- Question 6.2.2 Learners were asked to recommend the best serving temperature for both wines. Learners show showed little or no understanding of the serving temperature of wine for example they said: 'serve wine at room temperature, '65<sup>0</sup>C or 230<sup>0</sup> C and 65 years. Content gap was evident from the learner's responses.
- Question 6.2.3. Learners were asked to explain the term brut. (1) mark was lost because learners could not write the correct full term for example they only wrote (dry) instead of very dry. Content gap was also evident this information is available from the textbooks.
- Question 6.2.4 Learners were asked to distinguish between wine A and wine B with regard to the manufacturing method and origin. Learners struggled to distinguish the manufacturing method of the two wines given. Some learners struggled to distinguish the origin of wine that is already appearing from the label. Learners failed to read the given wine labels, this was a give away mark as the answers were appearing in the wine labels.
- Question 6.2.5. Learners were asked to suggest classic food / dish to pair with wine B for (1) mark. This question was very poorly performed as the average is 13.0%. Content gap from the learners was the most challenging issue.

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

Teachers must ensure that learners are exposed to reading the text and answer the question based on the given text. Examples of labeling must be given to the learners to critique and interpret the label. Teachers must ensure that all informal tasks given to the learners are standardized. Theory on the Food and wine serving must be taught in class in preparation for PAT and that will assist the learners in gaining enough knowledge to apply during the examination. Teachers must collect empty wine bottles to show to the learners during teaching and learning.

**(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.**

Subject Advisors must ensure that informal tasks are standardized and all the content has been taught.