



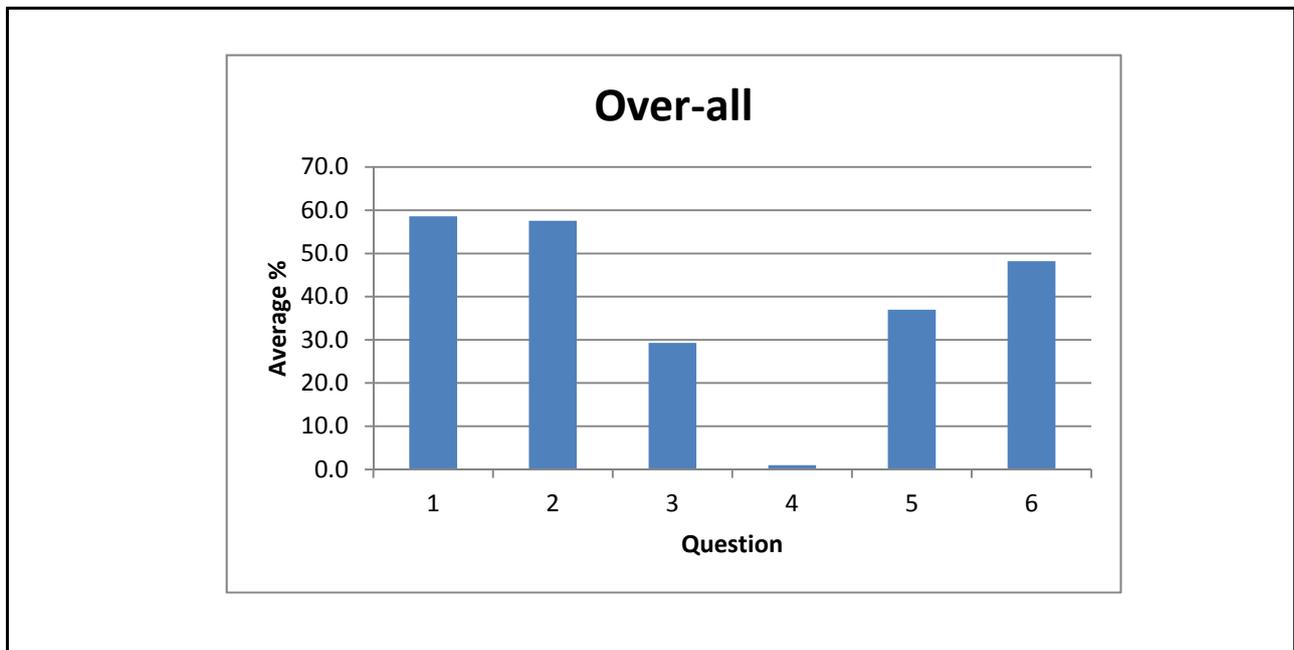
**EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE**

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REPUBLIC OF SOUTH AFRICA, Website: [www.ecdoe.gov.za](http://www.ecdoe.gov.za)

## 2019 NSC CHIEF MARKER'S REPORT

<b>SUBJECT:</b>	<b>HOSPITALITY STUDIES</b>
<b>PAPER:</b>	<b>1</b>
<b>DURATION OF PAPER:</b>	<b>3 HRS</b>
<b>DATES OF MARKING:</b>	<b>30 NOVEMBER 2019</b>

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



<b>QUESTION</b>	<b>AVERAGE %</b>
1	58.7 %
2	57.6%
3	29.3%
4	1.0%
5	37.0
6	48.2%



The question paper was a difficult paper learners' performance is not satisfactory

building blocks for growth

good. Most of the learners are between level 1 and level 2, with very few learners in level 6 and there are no level 7.

*Ikamya eliqambileyo!*

## Section A

Was fairly answered by most learners and they were able to score higher marks in section A, although Hospitality Studies terminology (question 1.4) is still a challenge.

## Section B

Learners did not perform well, they must show an in-depth knowledge of the content in answering this Section.

Question 2.1.3 Learners could not discuss how this disease may impact on the productivity and finances, general answers were given by the learners.

The use of computers in menu planning is a challenge, as learners are not reading the question with understanding. The use of the action verbs is a big challenge to the learners as they are struggling to understand the meaning of the used action verbs in the question.

## Section C

Question 3 and 4 are the practical theory questions, learners struggled to answer these questions badly, most of the learners could not identify the type of pastry that was asked. The preparation of pastry was also a big challenge to the learners.

Question 3.2 Was a challenging question. Learners could not motivate why those steps of choux pastry must be adhered to.

Question 3.4 Types of vegetarians were also a challenging question, very few learners managed to answer this question.

Question 4 Was the mostly poorly performed by the learners. 4.2.2 and 4.4.2 were the mostly poorly performed questions.

## Section D

Question 5 Learners struggled with question 5.1.2 (Business plan) and Operational plans.

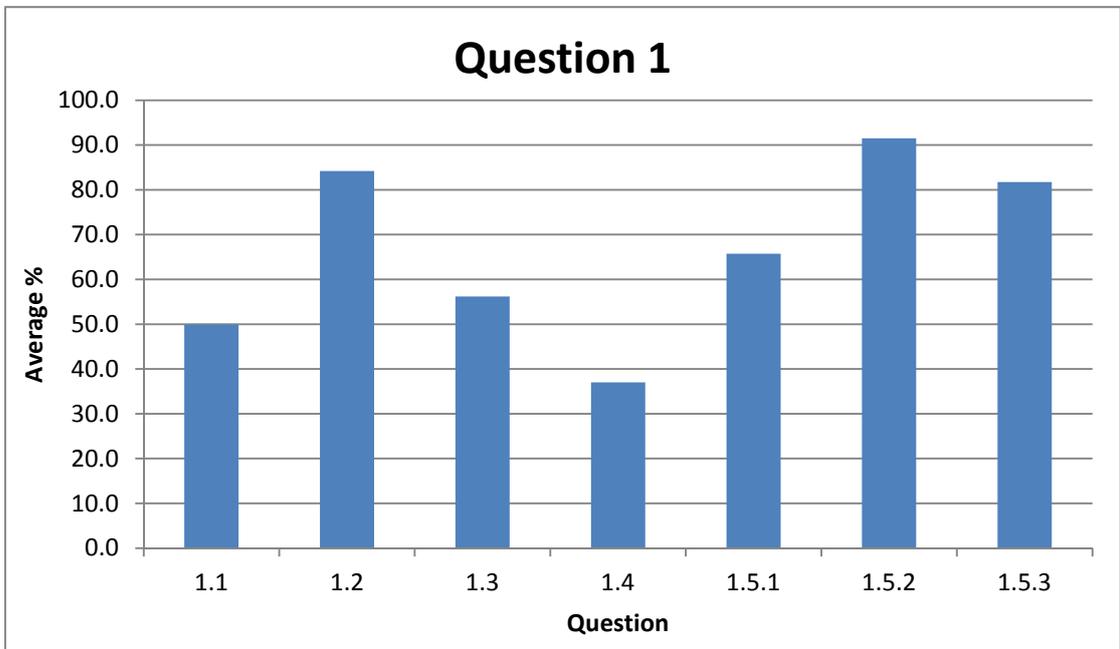
Question 5.2 Was poorly performed by the learners. Learners could not use the experiential knowledge of the practical lessons and PAT that they gained through the years.

Question 6.1.3 Was also poorly performed by the learners little or no understanding of the content to answer the asked question.

**SECTION 2:**

**QUESTION 1**

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



<b>QUESTION</b>	<b>AVERAGE %</b>
1.1	49.9 %
1.2	84.2 %
1.3	56.2 %
1.4	37.0 %
1.5.1	65.8%
1.5.2	91.5%
1.5.3	81.75 %

Learners performed fairly well in the question 1 with an average of 58.7%, with the exception of (One-word item) question 1.4, where learners are experiencing the challenge with subject terminology.

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

In Multiple Choice questions (1.1) learners are writing more than one answer (A-D) instead of one letter, this makes them to lose marks since the two answers are not marked.

In One-word Items (1.4) learners are having a tendency of rewriting the whole descriptions from the question paper not giving the correct term.

The Selection type questions (1.5), learners are writing more than what was asked, in most cases they lose marks since only the first TWO/FOUR given answers are marked.

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

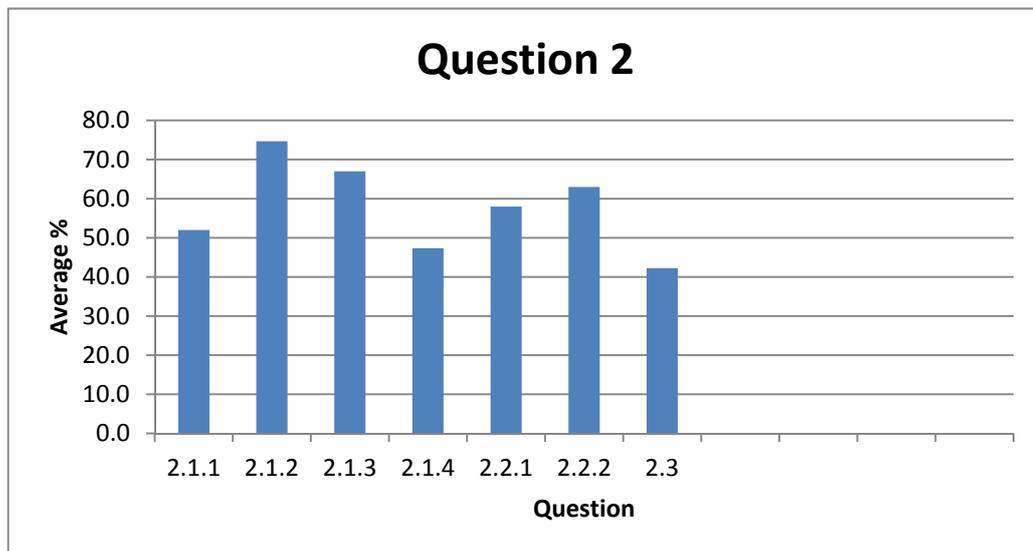
Teachers must expose learners to the short type questions, through the informal tasks and formal tasks from Term 1.

**(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 the Teachers do administer the terminology books for every section (Content) of the work covered.

## QUESTION 2

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



QUESTION	AVERAGE %
2.1.1	52 %
2.1.2.	74.7%
2.1.3	67.0 %
2.2	47.3%
2.3.1	58.0 %
2.3.2	63.0 %
2.4	42.3 %

This question was fairly answered with an average percent of 57.6%

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

- Question 2.1.1 Learners could not name the incubation period of the Hepatitis A (1) mark was lost because learners gave some reasons why Hepatitis A occurred. In some cases, they gave the correct answer but they did not specify whether it is '*days* or *weeks*. Some learners seemed not to understand what an 'incubation period' is- they wrote '*Hepatitis A or Hepatitis B*'
- Question 2.1.2 Learners gave the symptoms of TB instead of the symptoms of Hepatitis A.

- Question 2.2 Learners struggled to give the exact guidelines on how to prevent the transmission of TB when working with food instead they gave general guidelines to prevent the spreading of TB (3) marks were lost.
- Question 2.3.2 This question was moderately performed by the learners but some learners struggled to predict the impact of the '*award on the profitability of the Golden Star Hotel.*'
- Question 2.4 Learners are not reading the questions carefully they were asked to explain the benefits of using computers in Menu planning NOT in Hospitality Industry as whole (4) marks were lost.

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

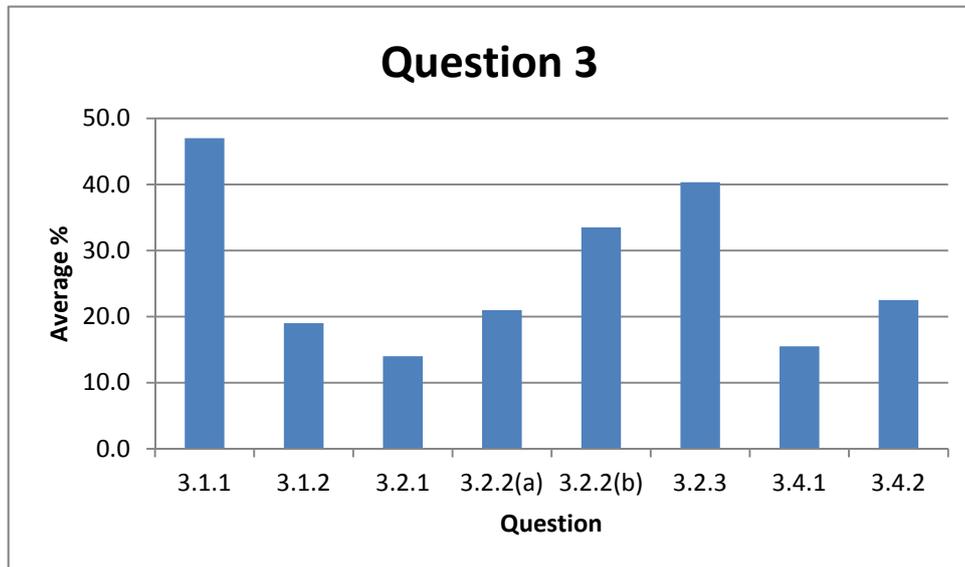
More informal tasks must be given to the learners. There are three food borne diseases in (CAPS document page 34) including HIV/ AIDS and TB that must be fully discussed and explained to the learners

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

Teachers must make a summary of the diseases in a tabular form for learners to get a clear information for understanding.

### QUESTION 3

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



QUESTION	AVERAGE %
3.1.1	47.0 %
3.1.2	19.0
3.2.1	14.0 %
3.2.2 (a)	21.0 %
3.2.2 (b)	33.5 %
3.2.3	40.3 %
3.4.1	15.5 %
3.4.2	22.5 %
3.5.1	48.0 %
3.5.2	48.3 %

The average percentage of question 3 is 29.3 %. Learners performance is not satisfactory.

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

- Question 3.1.1 Learners could not differentiate between choux paste and pastry.
- Question 3.1.2 Was poorly done by the learners as they struggled to justify the rules that are applied when preparing the pastry.
- Question 3.1 Learners seemed not to be familiar with the term '*docking*' as a result they could not state the advantages of docking.
- Question 3.2.1 Learners did not read the given method with understanding, this led them not to be able to motivate why step 4 and 7 must be strictly adhered to.
- Question 3.2.2 Learners did not answer the question correctly, strange answers like (*Doughnuts, koeksisters, vetkoek and pies were given*). Incorrect spelling disadvantaged the learners as it has changed the meaning of the name of the product eg '*buynetts*' instead of '*beignets*'
- Question 3.3.3 Most of the learners did not have a clue of what is to '*sear*' the beef roll. (*Terminology*)
- Question 3.3.4 The carving of meat was the difficult question for the learners (*Preparation method for meat*).
- Question 3.3.5 Learners struggled to motivate why the beef roll is expensive. (*Preparation techniques*)
- Question 3.3.6 Almost all the learners did not get the correct answer from this question. Classification of meat cuts must be emphasized
- Question 3.4 Learners did not know the types of vegetarians and some learners could not link the type of vegetarian with the example of dishes given in the paper.
- Question 3.5 Calculations, most of the learners are not writing the formula of the calculations, (they lose 1 mark) some they did not show all the steps of calculations as it was asked from the question paper. Marks are lost. The final answer **MUST** have a monetary value **R** otherwise there will be no mark for the correct answer.

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

All food commodities must be taught in class. Practical lessons or demonstration lessons where applicable must be done with the learners to expose them to all different food commodities.

Teachers must do classification of meat cuts and advanced meat dishes must be emphasized with the learners. Preparation methods (Techniques) of meat, must also be emphasized.

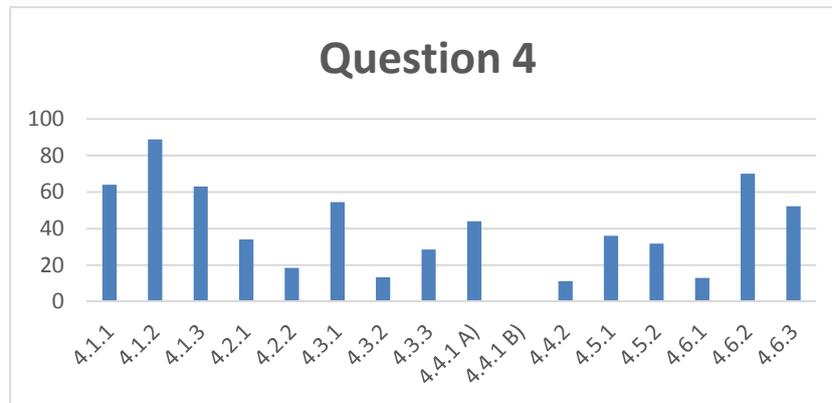
**(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.**

Learners are lacking the practical experience of the subject. Teachers and Subject Advisors must ensure that all learners are exposed to the practical component of the subject so that they can be able to link the theory and the practical experience during the examinations.

Demonstration lessons on advanced dishes in meat must be done with the learners.

**QUESTION 4**

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



QUESTION	AVERAGE %
4.1.1	64 %
4.1.2	88.75 %
4.1.3	63 %
4.2.1	34 %
4.2.2	18. %
4.3.1	54.5%
4.3.2	13 %
4.3.3	28.5 %
4.4.1 (a)	44 %
4.4.1 (b)	0 %
4.4.2	11.25 %
4.5.1	36 %
4.5.2	31.75 %
4.6.1	13 %
4.6.2	70 %
4.6.3	52 %

Question 4 was poorly answered by the learners, only question 4.1.2 was satisfactory done.

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

- Question 4.1.1 Learners could not motivate why the menu is a table d' hôte menu.
- Question 4.2.1 Learners could not name the preservation method that was used in making chutney, different methods were given. Learners confused bottling with canning.
- Question 4.2.2 This question was poorly answered by the learner's as they could not justify the method of bottling.
- Question 4.3.2 This question was also poorly performed learner could not discuss the factors that will influence the foaming ability of the egg white. Learners converted the question into a statement, that led them not to answer what was asked. Learners showed little understanding of the stages of beaten egg white.
- Question 4.3.3 The use of the action verb 'Predict' learners did not understand what they were supposed to write. They had no understanding of the heated chocolate.
- Question 4.4.1 (a) Very few learners managed to classify the malva pudding. Most of them classified it as a '*cold dessert, or traditional dessert or a South African dessert*'.
- Question 4.4.1 (b) Learners struggled to describe the malva pudding served with custard. Their responses include '*cold dessert served with custard.*' Others rewrote the statement that was written in the question paper.
- Question 4.4.2 Learners could not distinguish between stirred custard and baked custard. General answers were given like, stirred custard is stirred instead of stirred constantly. Baked custard they said its '*baked*' (*Baked* already mentioned in the question paper) instead of (*Cooked in the baine marie/water bath in the oven*). Some learners wrote '*stirred custard is yellow/ baked custard is crispy*'
- Question 4.5.1 Very few learners got the full mark (1). Strange answers were given by the learners such as '*gelatine was cooked for a long time*'
- Question 4.6.1 Learners could not give the full definition of crudités (*Raw/Fresh*) was left out so they lost (1 ) mark.

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

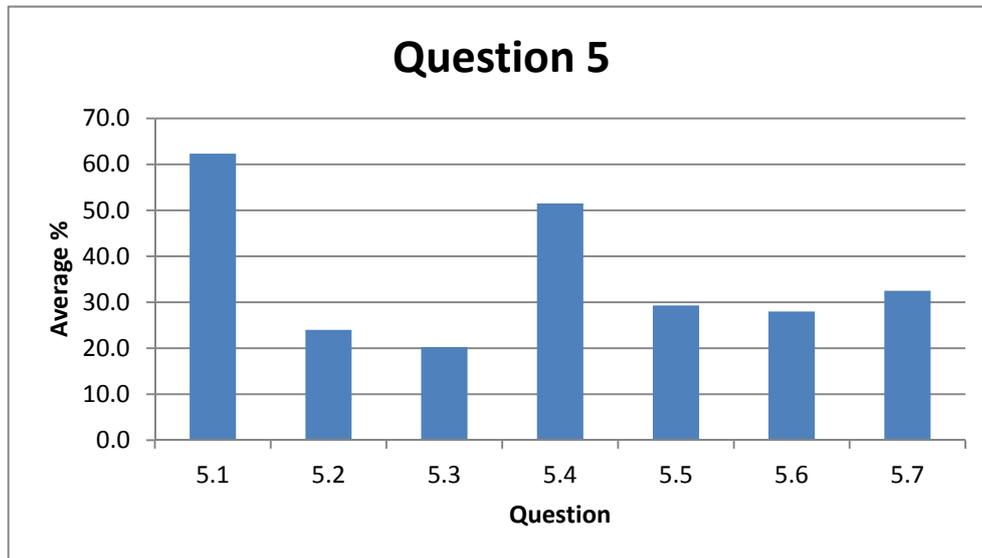
Teachers must ensure that suggested practical lesson (as outlined in CAPS document pages 15-16 and 33-36) are done in class. This will help the learners as they will be exposed to the different types of dishes that may be asked in the final paper. They must ensure that they explain the techniques involved.

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

Teachers and Subject advisors must ensure that all practical lessons are done as prescribed in the CAPS document.

**QUESTION 5**

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



QUESTIONS	AVERAGE %
5.1	62.3 %
5.2	24.0 %
5.3	20.3 %
5.4	51.5 %
5.5	29.3 %
5.6	28.0 %
5.7	32.5 %

Question 5 was poorly answered most of learner's performance is below 50 %

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

- Question 5.1.2 (a) Business description and 5.1.2 (b) Operational plans; learners confused the two aspects. Learners gave the answers on Business description in 5.1.2 (a) under the Operational plan in 5.1.2 (b)
- Question 5.2 Was the worst poorly performed question, learners lacked the knowledge and insight to suggest the guidelines for the waiters to follow to complete the table setting. The knowledge gained from PAT could have assisted the learners to respond to the question well.
- Question 5.3 Learners struggled to list the non-revenue areas in the front office
- Question 5.4.1 Greeting of guest, learners could not get the full (3) marks because they could not explain the procedures that should be taken in a restaurant. Learners answers included (*showing the guest the beverage list, and taking the guest to the table*).
- Question 5.4.2 Presentation of the bill was also a challenging question, learners gave general answers, *'like smile, put the sweets in the bill holder'*

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

Business plan is well explained in Master Hospitality Studies pages 10-12 and Focus Hospitality Studies page 131.

Teachers must make sure that all learners do get the chance to do table setting. Each step of table setting must be thoroughly explained.

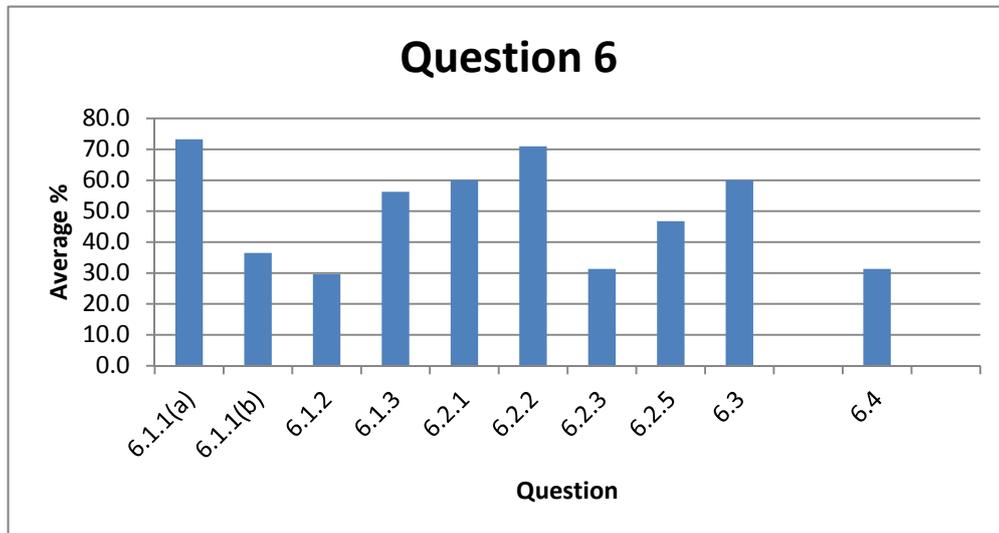
Teachers must ensure that all learners are able to link the knowledge they gained from the practical lessons/ PAT to the written theory through written informal tasks

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

Role playing of table setting must be done with each and every step thoroughly explained, starting from grade 10 to grade 12, with more reference from grade 10 and grade 11 Hospitality Studies textbooks. Also refer to CAPS document page 14.

**QUESTION 6**

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



QUESTIONS	AVERAGE %
6.1.1	73.3 %
6.1.2	36.5 %
6.1.3	29.6 %
6.2	56.3 %
6.3.1	60.0 %
6.3.2	31.3 %
6.4.1	46.8
6.4.2	60.0 %
6.5	60.0 %

Learners performance in question 6 is moderate. Question 6.1.1 ,6.3.1,6.4.2 and 6.5 are above 50 %

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

- Question 6.1.2 Language was the challenging factor for the learners to respond to this question.
- Question 6.3.2 Learners could not identify items suitable for mixing method from the given list.
- Question 6.4.2 Was also a challenging question learner could not explain the correct procedures to follow when guests complain about the shortage of mocktails, instead they wrote general procedures to follow when ordering the stock.

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

Teachers must ensure that they emphasize to learners to read questions thoroughly and with understanding before they answer the question.

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

Teachers must have different labels of bottles of wine in the class for the learners to be able to identify and read the information. Role playing can be done on: Handling, Opening, Pouring and Serving of wines