

## CHIEF MARKER'S REPORT

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| <b>SUBJECT:</b> | <b>HOSPITALITY STUDIES</b> |
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### 1. ANALYSIS OF QUESTION BY QUESTION PERFORMANCE

#### QUESTION 1

The aim of setting this question was to test knowledge and understanding of the learners, covering all the 4 learning outcomes.

The candidates did not perform as expected in this question they were rather confused due to the fact that:

- 1.1 1.1.7 and 1.1.9 were given more than one correct response
  - 1.1.4 The word Immobilised is not often used and it also confused the learners.
- 1.2 Learners were disadvantaged by question 1.2.1 as this question had 3 correct responses. 1.2.4 The memo gave the response (H) as the correct one; "Flan" is not a pastry.
- 1.3 , 1.4 and 1.5 are the same type of question which was difficult for them and these questions were 25 marks. And it makes marking difficult as there are so many synonyms. Recommend that True or false question could have been asked where the candidates might give a reason why it's false. Or choose from the given words.
- 1.4 Question 1.3.4 "Professional ethics" in the memo is said to be another correct response for this question. This term refer to professional behaviour not rules that determine what employees in an establishment should wear.

#### QUESTION 2

The aim of setting this question was to assess the ability of learners to apply the skills of knowledge, evaluation, and application.

The question covered LO 1 and LO 2

The candidates performed

- 2.1.2 The words "outsourced" and "enhance" were rather difficult for learners as they struggled to respond in this question. I suggest that "outsourced" be replaced with "contracted-out" and "enhance" with benefit/ better/improve.
- 2.2.4 Most candidates misinterpreted the question as to ways that Anele could have prevented from getting TB herself.



### **QUESTION 3**

The aim of setting this question was to test the skills of knowledge and application

The question covered LO3 AS1, 3 and 5

Most candidates performed well in 3.2 as they have shown an understanding of formula, though some candidates could not score mark maybe because they did not have a calculator. Recommend that candidates be reminded to bring their calculators when writing exams.

3.3 The candidates could not explain the applying of the technique relating to choux puffs. Teachers must not separate theory from practical.

3.5 Was rather a misleading picture, as it could be seen as a cake decoration or rather piped whipped cream or ice cream and candidates could answer the rest of 3.5 which is 9 marks. Recommend to get clearer, simple pictures.

### **QUESTION 4**

The aim of setting this question was to assess the ability of learners to apply the skills of knowledge, evaluation, and application.

This question covered LO 3 AS 4,5 and 6, LO

The candidates performed poorly on this question.

4.1.1 Candidates performed badly on this question, it was a clear indication that this section was not taught well enough. The candidates associated the cocktail function with cocktail drinks.

4.2.1 Was an unfair question. It is actually three questions in one with n breakdown of marks. It just confused the learners on how to respond to this question. The candidates could not understand "All inclusive South African" cuisine. Recommend that the question be broken down into sub-questions and marks be allocated according.

4.3 recommend that clear non-confusing pictures be used. Candidates confused the stuffed meat roll with stuffed chicken or swiss roll.

### **QUESTION 5**

The aim of setting this question was to assess the ability of learners to apply the skills of knowledge, evaluation, and application.

The question covered LO 4

The candidates performed fairly well.

5.3.3, 5.3.5 and 5.4 Candidates performed very poorly maybe due the lack of information on textbooks. Recommend that educators must use a variety of different textbooks.

Recommend that:

Educators teach learners on how to apply practical into theory.

Learners to role play in class the presentation of the menu and taking of food orders.



*Ikamva eliqaqambileyo!*

## 7. ANY ADVICE THAT YOU COULD GIVE TO EDUCATORS TO HELP LEARNERS TO REACH THE EXPECTED LEVELS

The educators must use the variety of questions from knowledge, comprehension, and application, synthesise, evaluation and analysis when assessing the learners during SBA; this will help learners to get used to the **action verbs** that are being used at the end of the year examinations.

Educators could make use of previous question papers when teaching and assessing learners. Not just give learners question papers and memos to work them out on their own.

Educators motivate learners by making them enthusiastic about the subject by:

- Recording shows like Master chefs Australia and show it to learners in class
- Collecting food magazines
- Class cooking competitions
- Inter-school competitions
- Field trips to industrial kitchens/ local restaurants

Hospitality terminology must be taught continuously in class.

## 8. ANY OTHER COMMENTS

- The DoE must appoint Subject Specialist in every district to give on-site support.
- Subject to be taken seriously as it is not catered for during winter school and spring school.
- The DoE to arrange workshop or a meeting where appointed markers can give feedback on their marking experience, memo discussion and the question paper.
- Services Provincial committee members should meet and plan standardised common tasks for educators. This will expose learners to different questions that they can expect at the end of the year, rather than getting a shock during preparatory and final examinations.
- Subject Specialists should assist teachers in formulating case studies which teachers can use exposing learners to such questions.