



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

HOSPITALITY STUDIES

GUIDELINES FOR PRACTICAL ASSESSMENT TASKS

GRADE 12

2024

These guidelines consist of 56 pages.

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1. INTRODUCTION

The 18 Curriculum and Assessment Policy Statement subjects, which contain a practical component all include a practical assessment task (PAT). These subjects are:

- **AGRICULTURE:** Agricultural Management Practices, Agricultural Technology
- **ARTS:** Dance Studies, Design, Dramatic Arts, Music, Visual Arts
- **SCIENCES:** Computer Applications Technology, Information Technology, Technical Sciences, Technical Mathematics
- **SERVICES:** Consumer Studies, Hospitality Studies, Tourism
- **TECHNOLOGY:** Civil Technology, Electrical Technology, Mechanical Technology and Engineering Graphics and Design

A practical assessment task (PAT) mark is a compulsory component of the final promotion mark for all candidates offering subjects that have a practical component and counts 25% (100 marks) of the end-of-year promotion mark. The PAT should be implemented during the third term of the school year to assess the chef and waitering skills that were developed during the practical lessons.

The PAT allows for the formal assessment of skills that cannot be assessed in a written format e.g., test or examination. It is therefore important that schools ensure that **ALL** learners complete the Practical Assessment Task within the stipulated period to ensure that learners are resulted at the end of the academic school year.

Absenteeism from the PAT with a doctor's certificate, does not exempt a learner from doing the PAT. Due to the nature of the Hospitality Studies PAT additional opportunities are very difficult to arrange, but in the event where valid certified documents are provided, the teacher may in consultation with the district subject advisor and principal of the school, arrange a second opportunity at a date, time and at a school determined by the teacher. The final Grade 12 results of the learner will be pending should the learner fail to complete the PAT.

The Hospitality Studies Practical Assessment Task (PAT) for 2024 consists of **ONE** formally assessed **practical examination**. The teacher will allocate the tasks to learners based on examination requirements. Learners must demonstrate the ability to:

- Prepare and present a range of dishes
- Set up a venue for a formal dinner/meal
- Apply the correct serving techniques/skills for food and beverage service at a formal dinner/meal

1.1 Mark allocation

Learners work individually. Each learner will have a mark out of 100 for cooking skills (Chef/Chef de Cuisine/Head Chef/Sous Chef/Aboyeur/Storekeeper) **OR** a mark out of 100 for serving skills (Waitron/Beverage Waiter/Maitre d'Hôtel).

The combined mark out of 100 is awarded for the assessment of practical skills (75) and written preparation skills (25).

SECTION A: Practical skills	75
SECTION B: Written preparation skills	25
Final mark for the practical examination	100

1.2 Requirements for the PAT

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

Training kitchen:

- A training kitchen for the examination with the necessary equipment.
- Ingredients and all other requirements for the practical examination, as stipulated in the National Curriculum and Assessment Policy Statement, should be provided by the school.
- Place sufficient **notices** and **posters** in the kitchen to remind learners to wash and disinfect their hands and workstations regularly before and after food preparation.
- Adhere to the following principles and norms throughout the practical:
 - Allow 1 to 1,5 m individual spacing between workstations of learners.
 - Preferably place basic ingredients, such as flour, salt, pepper, oil, etc. at workstations to restrict unnecessary movement.
 - A separate sink per learner must be available for washing up.
 - No more than **two learners** may share a stove.

Uniform:

- Learners must wear the appropriate uniform assigned for their roles as chefs or waitrons with the option of wearing a **face mask** as prescribed by the school, or as a safety measure for a candidate with a light cold or with a weak immunity system, or if a male learner that is not cleanly shaven.

Restaurant:

- A restaurant or a room with furniture and equipment that creates a restaurant environment is compulsory.
- Toilet facilities for the guests must be available.
- A safe and secure environment must be provided on the premises if the PAT is conducted after school hours.
- The holding capacity of the restaurant must be determined before guests are invited to avoid overcrowding and make sure that facilities and equipment are adequate.

General safety measures:

- Adequate sanitising stations must be provided for washing **or** sanitising of hands before entering the kitchen and restaurant.
- Remove excess chairs and tables to enforce better workflow.
- Screening, temperature reading, social distancing and the wearing of masks will depend on the status of Covid-19. It might therefore be adjusted by the National Department of Health if necessary and must be adhered to at the time of the PAT execution.

1.3 Basic list of resources for the PAT (minimum requirements)

- 4–6 stoves: plates and ovens must be in working order
- 1 microwave oven
- 1 refrigerator
- Utensils: chef knives, vegetables knives (utility knives), graters, mixing bowls, chopping boards, oven trays, measuring equipment, pots, casserole dishes, sieves, wooden spoons, mixing spoons, colanders, draining spoons, non-stick lifters, etc.
- Tables and chairs to seat restaurant guests
- Linen, crockery, cutlery and glasses for restaurant guests
- Bar equipment such as a cocktail shaker and strainer, blender, cocktail, Collins or Zombie glasses
- One safety/first-aid kit, equipped with at least plasters, burn shield, surgical gloves
- One fire extinguisher (evidence of service date to be clearly indicated)

2. TEACHER INSTRUCTIONS

Planning the practical assessment task

ONE practical examination is conducted in the training kitchen and restaurant of the school in term 3. A formal four-course meal must be served for the PAT and '**plant-based superfoods**' should form part of the menu items selected.

The formal four-course meal must include a non-alcoholic welcome cocktail drink, hors d'oeuvre, starter, main course and dessert. The meal must be prepared and served to paying guests e.g. teachers, parents and members of the community.

Superfoods have seen an explosion in the last few years. While 'superfoods' is not a scientific term, these foods are nutrient dense as they contain above average amounts of vitamins and minerals per gram. They are high in antioxidant properties, rich in fibre, are immune boosting and lower the risk of many lifestyle diseases, such as high blood pressure and cholesterol. Superfoods are not 'cure-all' foods and people should not have unrealistic expectations about these foods: eating one or two of these foods whilst following an unhealthy diet will not eliminate lifestyle diseases. However, more consumers than ever are turning to these products since they have amazing health benefits. Customers are often on the look out for dishes on restaurant menus that include some of the products in the list below.

PLANT-BASED SUPERFOODS
Tropical fruit: avocado
Leafy greens: spinach, kale, rocket
Cruciferous vegetables: the plant has four petalled flowers which resemble a crucifix/cross: broccoli, cauliflower, cabbage, Brussel sprouts
Roots: beetroot, ginger and turmeric
Legumes: lentils, black beans, red beans, soya beans, chickpeas, green peas, split peas
Fungi (mushrooms): Portabello (large, flat, dark brown with brown gills), Shitake (brown, caps with white cracks and torn cream gills), Crimini (small, tan to brown cap), oyster (white to beige, shaped like a fluted oyster shell), white button mushrooms
Ancient grains: quinoa, millet, sorghum, bulghur wheat

PLANT-BASED SUPERFOODS (continued)
Seeds: chia seed, flax-/linseed, pumpkin and sunflower seeds
Nuts: almonds, walnuts, pecan nuts, hazelnuts, Brazil nuts, cashew nuts
Nut products: almond milk, almond butter, coconut milk, coconut cream
Berries: blueberries, raspberries, cranberries, goji berries, blackberries, strawberries
Chocolate: dark chocolate
Teas: green, matcha (powdered Japanese green tea), rooibos

- 2.1
- Examination dates for the PAT should be set at the end of the previous year and should appear on the 2024 school year plan. Ensure that the dates do not clash with other school activities. Learners and relevant district subject advisors must be informed of the dates at the beginning of the academic year.
 - The number of Hospitality Studies teachers, available stoves and equipment, will determine the number of learners allowed per PAT session.
 - One teacher can assess a maximum of 14 learners. The assessment must be conducted in the kitchen and in the restaurant.
 - If a school has only one Hospitality Studies teacher, he/she will NOT be able to assess in the kitchen and the restaurant simultaneously. The principal of the school should appoint a teacher other than the Hospitality Studies teacher to oversee the restaurant and assess the performance of the waitrons in the restaurant.
 - The same teacher must be used at the school if there are multiple sessions to ensure that the assessment is fair, valid and reliable.
 - The teacher may decide that the effective operation of the restaurant also requires the positions of Chef de Cuisine/Head Chef/Sous Chef/Aboyeur/Storekeeper/Beverage Waiter and Maître d'Hôtel/Head Waiter.
 - Exemplar assessment tools are provided (ADDENDUMS G–J) and teachers may adapt it to suit the context of the school with the pre-approval of the subject advisor.
 - The examinations may take place during or after school hours or could be included on the examination timetable, depending on the context of the school. It may take place in the evening if security is sufficient and in agreement with the SMT and Subject Advisor

2.2 Setting the task

2.2.1 Set one formal four-course menu

The teacher should set a four-course menu to suit the context of the school and it must highlight TWO plant-based superfoods.

The following requirements must be met when the menu is planned (use the analysis form ADDENDUM B):

- The menu should include at least **two plant-based superfoods in two different courses where the superfoods must feature as one of the main ingredients** in order to meet the required criteria.
- The menu should include at least FOUR different cooking methods.
- The non-alcoholic welcome cocktail drink must include at least ONE blended/stirred/shaken/built drink, e.g., Cranberry Breeze, etc.
- A dish should include an advanced technique/procedure and a cooking method to validate the requirements of the task.
- A minimum of FOUR COURSES are COMPULSORY:
 - Hors d'oeuvre (first course) e.g., canapés, bouchées, samoosas, filled mini-vetkoek or mini-terrines, etc.
 - Starter/soup e.g., savoury mousse, cream soup, crêpes, etc.
 - Main course:
 - Should include one or more advanced protein dishes, such as fish, meat or chicken. The preparation of the protein dish should include at least two techniques e.g., Chicken Roulade (deboned and filled), Beef Wellington (filling and covered with pastry), etc.
 - The starch dish should include a special technique or process e.g., risotto, pilaf, fried maize meal shapes, Duchesse potatoes, Dauphine potatoes, croquettes, rosti, latkes, rice balls, etc.
 - Vegetable dishes should include advanced knife skills or a special technique or process, e.g., julienne carrots, beetroot tourne, baby-marrow ribbons, carrot foam, pea puree, etc.
 - Dessert (hot, cold or frozen), e.g., baked sponge or steamed pudding, crêpes, mousse or meringues, etc.
- One or more advanced sauces, such as a caramel sauce (with caramelised sugar) or other sauces requiring special techniques, e.g., béchamel, velouté, jus, pesto, mayonnaise and hollandaise. A soup may replace one sauce.
- One or more pastry dishes, sweet or savoury: puff, phyllo or purr pastry (ready-made), short crust or choux pastry.
- A yeast product (kneaded) plus ONE special shaping or other technique (filling, glazing, etc.), such as bread rolls, bread sticks or focaccia suitable for bread service in the restaurant.
- A gelatine or agar-agar dish (not commercially flavoured jelly), e.g., cheesecake, Bavarian cream, terrine or savoury mousse.
- Delicate, advanced garnishing/decorating techniques that are in keeping with latest trends should be used, e.g., spun sugar, chocolate work, deep-fried or dehydrated vegetable and fruit chips, tuiles, brandy snaps, meringue.
- Optional: Friandise may be included when serving coffee e.g., mini-baklava, truffles, marshmallows, koeksisters or meringue kisses, etc.

The province may **NOT** prescribe a common menu or recipes. However, exemplar menu items are included in this document as a guideline for standardisation across provinces and schools and to assist novice teachers. (See the suggested exemplar menu below.)

The Hospitality Studies subject advisor must approve the menu and the recipes of each school before the PAT is implemented for assessment.

- The attached menu analysis form (ADDENDUM B) must be completed and submitted with the menu.
- The THREE meal plans below may be used as a guideline when compiling the four-course menu for the school.

MEAL PLAN 1	MEAL PLAN 2	MEAL PLAN 3
Hors d'oeuvre Starter Main course (Protein, starch and vegetable dishes) Dessert	Hors d'oeuvre/Starter Soup Main course (Protein, starch and vegetable dishes) Dessert	Soup Hors d'oeuvre/Starter Main course (Protein, starch and vegetable dishes) Dessert

Menu example (Meal plan 2):

<p style="text-align: center;">MENU Formal Dinner</p> <p style="text-align: center;"><i>Non-Alcoholic Welcome Cocktail</i> #Cranberry Breeze</p> <p style="text-align: center;"><i>Hors d'Oeuvre</i> Gougeres with Ham and Cream Cheese Filling</p> <p style="text-align: center;"><i>Starter</i> #Green Pea Soup *(Mini Bread Rolls)</p> <p style="text-align: center;"><i>Main Course</i> Rosemary Tournedos with Parmesan Crust Green Peppercorn Sauce Potato Croquettes Minted Julienne Carrots Rolled Baby Marrow Ribbons</p> <p style="text-align: center;"><i>Dessert</i> #Dark Chocolate Bavaois with Orange Coulis</p> <p style="text-align: center;">Tea and Coffee</p> <p style="text-align: center;"><i>Friandise (Optional)</i> Meringue Kisses</p> <p style="text-align: center;">24 August 2024</p>

* Bread is only indicated on this menu for moderation purposes – not normally written on a menu.

Menu items with plant-based superfoods as main ingredient(s)

THE MENU SHOULD MEET THE FOLLOWING CRITERIA:**Example: menu analysis of example menu****(See ADDENDUM B for template with multiple technique/process examples)**

COURSE NAME OF DISH	MINIMUM OF 4 COOKING METHODS	TECHNIQUES/PROCESSES	Number of techniques	Pastry: choux/ phyllo, short crust, puff, purr	Yeast product	Gelatine/agar-agar	2 X Superfoods	Garnish
Cocktail drink (Bar): Cranberry Breeze		Any ONE: <u>Shaken</u> ✓					X	X
Bread: Mini Bread Rolls	Baking	<u>Kneaded yeast dough</u> ✓, plus at least ONE: Other: <u>glazed & seeded</u> ✓	2		X			
Hors d'oeuvre: Gougères with cream cheese filling	Baking	Minimum TWO techniques/processes: Make <u>choux pastry dough</u> ✓ Shaping: <u>pipng</u> ✓	2	X choux				X
Second course: (Starter, Soup, Fish) Green Pea Soup	Simmering	Techniques/processes: <u>Puree and pass</u> ✓	1				X	X
Protein: Rosemary Tournedos with Parmesan Crust	Shallow frying Baking	Minimum TWO techniques/processes: Trimming (remove silver skin), <u>marinate</u> ✓ <u>herbed and wrapped</u> , ✓ <u>crusting/topping</u> ✓	3					X
Starch: Potato Croquettes	Boiling Deep frying	Shaping: moulding/ <u>pipng</u> ✓ Other: <u>Puree/mash and pass</u> ✓, <u>crumb/pane</u> ✓	3					
Vegetables: Minted Julienne Carrots Rolled Baby Marrow Ribbons	Stewing Shallow fry	Any TWO (minimum one per vegetable dish) Cuts: <u>julienne</u> ✓ <u>ribbons rolled</u> ✓	2					
Sauce: Green Peppercorn sauce	Boiling	<u>Roux base (bechamel)</u> ✓	1					
Dessert: Dark Chocolate Bavarois	Indirect steaming	Minimum TWO techniques/processes: Making: <u>crème/custard</u> ✓ <u>Gelatine process (hydrate, disperse and gelation)</u> ✓ Shaping: <u>moulding & unmoulding</u> , ✓	3			X	X	X
Sauce: Orange Coulis	Boiling	<u>Coulis (fruit juice thickened)</u> ✓	1					
Friandise: Meringue Kisses	Baking	Any ONE technique/process: Shaping: <u>pipng</u> ✓, Other: make <u>meringue</u> ✓	2					
Garnish: Sweet Savoury	Indirect steaming Boil Grill	Examples: <u>Chocolate work</u> ✓, <u>sugar</u> <u>(spun/pulled)</u> , tuiles, frosted flowers/fruit, croutons, Melba toast, dried/fried herbs, <u>glazed</u> <u>orange peel</u> ✓, fruit/vegetable chips, <u>toasted</u> <u>seeds</u> ✓						


NB - Only techniques/processes applicable for the chosen menu items should be indicated in ADDENDUM B.

- Write the total number of techniques/processes per menu item in the fourth column.
- Additional techniques/processes applicable for the chosen menu items, not mentioned in the ADDENDUM B template, MUST be added and the techniques/processes not relevant must be deleted.

2.2.2 Prepare the recipes for the practical examination

- All recipes must be typed neatly and legibly in the standard or action format.
- Provide a picture of the finished product for EACH recipe.
- Criteria for taste, texture and appearance should be included for EACH recipe.

EXAMPLE: STANDARD FORMAT

Potato Croquettes		Yield: 4 portions
Ingredients 300 g potatoes, peeled and quartered 1 mℓ salt 0,5 mℓ smoked paprika 10 mℓ butter or margarine 1 egg yolk 10 mℓ corn flour 25 mℓ flavoured flour 1 egg (beaten with 10 mℓ water) 50 mℓ dry breadcrumbs		
Method 1. Boil potatoes until soft. 2. Drain potatoes and cook over low heat, while stirring, for 1 minute or until the moisture has evaporated. 3. Use a potato masher to mash the potato until smooth and then use the back of a spoon to pass the potato through a fine sieve into a bowl. 4. Add salt, paprika and butter. 5. Add the corn flour and egg yolk and mix well. 5. Spoon mixture into a piping bag without a nozzle and pipe long cylindrical shapes onto a baking tray dusted with the flavoured flour. 6. Cool in the fridge or freezer until stiff. 7. Cut in equal portions. 8. Pane and cool for 15 minutes or longer. 9. Deep fry until it turns light brown. Drain on absorbent paper.		
CRITERIA FOR THE EVALUATION OF THE QUALITY OF THE POTATO CROQUETTES		
Taste	Texture	Appearance
<ul style="list-style-type: none">Buttery potato tasteWell-seasoned	<ul style="list-style-type: none">Crispy outside and soft insideSmooth, no lumps	<ul style="list-style-type: none">Light golden-brownUniform size and shapeNeat, not burst/cracked

2.2.3 Division of tasks for the chefs (see ADDENDUM C)

- Various types of chefs may be used, each fulfilling their particular roles, e.g. Head Chef/ Chef de Cuisine, Meat Chef, Vegetable Chef, Starter or Dessert Chef.
- Use the set menu and divide the menu into equal tasks for the number of chefs. Great care should be taken to distribute the workload evenly.
- Each chef must work individually preparing a minimum of two dishes, e.g. Gougeres with cream cheese and Meringue kisses.
- Each chef should use a minimum of TWO different cooking methods and perform a minimum of FIVE advanced techniques/processes.
- A single dish/garnish should at least include one technique/process to meet the expected standard for the task. A learner could therefore make one dish with four techniques and another dish with one process/technique.
- 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.
- Prevention of cross-contamination must take priority in the division of tasks and placement of working stations for dishes.
- **Each chef must do the written planning task, 7–14 school days before the date of the practical examination under supervision.**
- At the start of this session each learner will receive:
 - The recipes for the TWO or THREE dishes and/or sauces to be prepared.
 - The written planning task form for chefs, head chef or aboyeur/storekeeper.
 - The combined work procedure for the TWO or THREE dishes and/or sauces to be prepared (**ADDENDUM D**).
- The written planning task completed by the learner must be handed in for marking at the end of the planning session.
- The marked written planning tasks must be returned to the learners for use during the practical examination.

2.2.4 Set the tasks for the waitrons (see ADDENDUM C)

- The Maître d'Hôtel, consulting with the educator, must:
 - Plan the layout of the restaurant according to the number of expected guests.
 - Remove all chairs and tables that will not be required in order to create space.
 - Plan the service of the non-alcoholic welcome cocktail drink and hors d'oeuvre, e.g., waiters with trays/reception table.
 - Divide the number of tables for the paying guests between the number of waitrons.
 - Plan the table setting, including table décor, according to the context of the school.
 - Plan the seating of guests.
 - Assign all the other extra duties required for the function.
- Each waitron should serve a minimum of four guests.
- Beverage waiters/barmen should be allocated at a ratio of one barman to at least 15 guests, with a maximum of three barman.
- Beverage waiters/barmen should prepare and serve the non-alcoholic welcome cocktail drink. If more than one barman is appointed according to guest numbers, it is compulsory that each barman should be responsible for a different mocktail for a specific number of guests, where guests will then be able to choose a mocktail, based on a first - come-first serve basis
- Beverage waiters/barmen should prepare and serve coffee and tea. If more than one barman is appointed, one will be responsible for the coffee preparation, the other for the tea preparation and the third for making an ice tea, fruit punch, hot chocolate, etc.
- Waitrons must not serve their own family or friends.
- Waitrons must be able to work individually as well as in a team, e.g. waitrons should lay their own table covers but assist each other so that guests at the same table receive their food simultaneously.
- **Each waitron must do the written planning 7–14 school days before the date of the practical examination under teacher supervision.**
- At the start of this session each learner will receive:
 - The list of menu dishes for the restaurant service
 - The written planning task form for waitrons, barmen or Maître d'Hôtel
 - The waitron/beverage waiter work procedure (**ADDENDUM D**)
- The written planning task completed by the learner must be handed in for marking at the end of the planning session.
- The marked written planning task is returned to the learner for use during the practical examination.

3. THE EXAMINATION

3.1 PAT with guests (approximately 6–7 hours)

- Preparation starts in a clean, sanitised environment. Cleaning of the kitchen/restaurant must be done the day before.
- Thirty minutes may be included in the 6–7 hours for learners to eat and get dressed. The preparation of dishes, preparation of the venue, laying of tables and other relevant preparation should take place during the 6–7 hours allocated.
- The total time should NOT exceed 7 hours.
- Food and beverage preparation and setting up of the restaurant commence 4 hours before the restaurant doors open.
- No preparation of the venue, food or beverages may be done the day before, besides the soaking of pulses or making of clarified butter that may be done during a class period beforehand.
- Unpacking of ingredients and equipment, as well as ironing of tablecloths must be done beforehand.
- Learners with concessions should be granted additional time, based on their needs, up to a maximum of 2 hours extra for food preparation and 2 hours extra for serving and closing mise-en-place. The additional time as prescribed by the concession must be negotiated and agreed to by the subject advisor.
- Closing mise-en-place will take place after the guests have left the restaurant.

4. ASSESSMENT

4.1 Assessment tools

The assessment tools for chefs and waitrons that are included as **ADDENDUMS E and F** are **COMPULSORY**. The teacher can use assessment tools for additional posts if required (Chef de Cuisine/Head Chef, Sous Chef, Aboyeur/Storekeeper, Beverage Waiter, Maître d'Hôtel/Head Waiter) according to the expected duties. The examples provided as **ADDENDUMS G, H, I and J** can be adapted to suit the context of the school and must be approved by the district subject advisor.

4.2 Assessment of learners

- Mark the written planning tasks before the examination takes place and return them to the learners to utilise during the examination. Teachers are advised to compile marking guidelines for the written planning to ensure the reliability of the marks and for moderation purposes.
- Continuously assess the performance of the chefs and waitrons during the examination by observation, according to the assessment tool included.
- Some aspects of the waitrons should be assessed before the arrival of guests, such as the setting of tables and personal appearance, non-alcoholic welcome cocktails and coffee or tea service station.
- Some aspects of the storekeeper and beverage waiter should be assessed at the start of the examination, such as issuing of stock and packing out of apparatus.
- Setting of tables must be assessed before the maître d'hôtel is called to assist.
- The Maître d'Hôtel must be assessed according to his/her own knowledge of table setting and should indicate errors to the relevant waitron in the presence of the examiner/moderator.

5. DISTRICT/PROVINCIAL MODERATION OF THE PAT

5.1 The moderation process

Moderation serves to ensure that the quality and standard of (a) the planning and preparation for the PAT has been met and that (b) the assessment is valid and fair. The assessment and moderation instruments provided will be used to standardise the marking process.

5.2 Moderation of the planning task

The relevant PAT planning document must be submitted to the Hospitality Studies subject advisor for approval, at least SIX weeks before the first session of the practical examination or **no later than the end of Term 2.**

The following items should be submitted:

- CHECKLIST (ADDENDUM A signed by teacher and principal)
- OPENING OF RESTAURANT and SERVING TIMES OF COURSES
- MENU
- MENU ANALYSIS (ADDENDUM B)
- WORK DIVISION (ADDENDUM C)
- RECIPES (including assessment criteria for each dish)
- WORK PROCEDURES (ADDENDUM D: different chefs and waiters separately)
- ADDITIONAL ASSESSMENT TOOLS (Maître d' Hôtel, Head Chef, etc.)

Refer to the examples of ADDENDUMS A, B and C on pages 15, 9 and 16 respectively.

EXAMPLE: CHECKLIST (SEE ADDENDUM A FOR TEMPLATE)

HOSPITALITY STUDIES CHECKLIST FOR GRADE 12 PAT PLANNING TO BE SUBMITTED FOR MODERATION			
NAME OF SCHOOL: _____		District: _____	
TOTAL NUMBER OF GR 12 LEARNERS: 75		NUMBER OF PAT SESSIONS: 3	
NUMBER OF LEARNERS PER SESSION: 25		SUBMISSION DATE: 4 May 2024	
EXAMINATION DATE(S)	PROPOSED MODERATION DATES		APPROVED MODERATION DATE
14/08, 15/08 or 16/08	16/08		
	TEACHER	SUBJECT ADVISOR	COMMENTS
Expected number of guests	30		
Starting time of PAT	08:30		
Opening time of restaurant and serving times of each course	✓		
Menu included	✓		
Analysis of menu included	✓		
Menu adheres to minimum criteria	✓		
Division of tasks: Restaurant			
• Waitrons	✓		
• Other: Maître d'Hôtel/Beverage waiter	✓		
Division of tasks: Kitchen			
• Chefs: adhere to criteria	✓		
Equal weighting of chef tasks	✓		
• Other: Chef de Cuisine/Head Chef/Aboyeur/Storekeeper	✓		
Recipes and assessment criteria of dishes included	✓		
Work procedures: chefs/waiters	✓		
Additional assessment tools (Maître d'Hôtel, Head Chef, etc.)	✓		
Assessor: Restaurant	R Nkosi		
Assessor: Kitchen 1	T Smith		
Assessor: Kitchen 2	N/A		
APPROVED/NOT APPROVED [RESUBMISSION DATE: _____] Comment: _____			
SIGNATURES		DATES:	
Teacher:			
Principal:			
Subject Advisor:			

EXAMPLE: DIVISION OF TASKS (SEE ADDENDUM C FOR TEMPLATE)

DIVISION OF THE TASKS				
SCHOOL			DATE	
PRACTICAL EXAMINATION: 1 / 2 / 3 (Mark the appropriate number of sessions)				
Expected number of guests		30	Number of learners	25
TASK		LEARNER NUMBER AND NAME		NUMBER OF GUESTS/PORTIONS
RESTAURANT BRIGADE				
Maître d' Hôtel		1. Apane, Mpho		
Beverage waiters		2. Nel, Carel		Non-alcoholic cocktails & drink service
		3. Theys, Lee-Ann		
Waitrons		4. Gous, Nadine		4 guests
		5. Pratt, Wilma		4 guests
		6. Phosa,Katlego		4 guests
		7. Green,Tish		4 guests
		8. Gould, Pravin		4 guests
		9. De Wet, Jan		4 guests
		10. Naidoo, Krishni		6 guests
		KITCHEN BRIGADE		
Chef de Cuisine/Head chef		1. Brink, Kevin		
Sous Chef		NONE		
Aboyeur/Storekeeper		2. Weir, Justine		Dry and cold store
CHEFS' TASKS		Number of Techniques/ Processes		
Starter Chefs/Pastry chefs 1:				
Mini Bread Rolls	2 } 3 }	3. Nel, Kariena		10 portions
Dark Chocolate Bavarian Cream		4. Malan, Martha		10 portions
		5. Harris, Louis		10 portions
Meat chefs:				
Rosemary Tournedos	3 } 1 } 1 }	6. Faia, Kyle		10 portions
Green Peppercorn Sauce		7. Noko, Beauty		10 portions
Rolled Baby Marrow Ribbons		8. Ras, Ina		10 portions
Vegetable chefs:				
Green Pea Soup	1 } 3 } 1 }	9. Nel, Sammy		8 portions
Potato Croquette		10. Ross, Troy		8 portions
Minted Julienne Carrots		11. Matthee, Len		8 portions
		12. Kok, Susan		8 portions
Dessert chefs/Pastry chefs 2:				
Gougeres with Cream cheese	2 } 2 } 1 }	13. Bam, Natasha		10 portions
Meringue kisses		14. 14.Nell, Brandon		10 portions
Orange Coulis		15. Steyn, Salome		10 portions

5.3 On-site moderation of the PAT

- The subject advisor will moderate the performance of the learners on site at the school during Term 3 on the agreed date.
- The moderator will attend the practical examination performed by the last group of Grade 12 Hospitality Studies learners.
- The teacher must have the following available for the moderator for verification and moderation of the PAT:
 - The teacher's PAT file: including moderated PAT planning document (menu, tasks, recipes, criteria of dishes, assessment tools, etc.)
 - Complete working mark sheets for Terms 1 and 2
 - In case of large groups, the marks of all the learners who have already completed the PAT.
 - The written preparation of the learners for the PAT. Learners must use their written, marked preparation during the PAT.
 - A separate set of assessment tools for the use of the moderator with the names and examination numbers the learners already written on the mark sheet (if available).
 - Practical lessons: learner evidence (files, photos, etc.) to verify and quality assure the level of preparation for the PAT in the practical lessons
- The moderator will moderate a total of SIX candidates from both the kitchen and restaurant e.g. four candidates from the kitchen and two from the restaurant. The moderator will independently assess the learners during the examination as well as the products produced by the selected learners.
- The moderator will compare his/her assessment with the assessment of the teacher. If the moderator finds that the marks of the teacher differ by more than 10% from his/her marks, a block adjustment upwards or downwards should be made based on the difference.

The table on the next page demonstrates how to determine the difference between the moderator's marks and the teacher's marks to establish precisely whether an adjustment is required as well as the margin of adjustment that is required.

EXAMPLE

LEARNER NAMES					PAT	
					100	
					*T	*M
Learner A					84	69
Learner B					83	70
Learner C					68	53
Learner D					59	44
Learner E					49	40
Learner F					45	40
TOTAL					388	316
AVERAGE MARK = TOTAL ÷ 6 (number of learners)					65	53
DIFFERENCE = 64,6 (*T) - 52,6 (*M)					12	
ADJUSTMENT	DOWNWARDS	✓	UPWARDS		- 2	
(If the average difference of the sample is more than 10%, a block adjustment should be made.)						
*T = Teacher; *M = Moderator						

- A block adjustment can be made, based on the judgement of the moderator if the practical examination of the school is not of the expected standard.
- The moderator will discuss the moderation outcome as well as any adjustments with the teacher. The final moderated marks should then be entered on the moderation mark sheet (ADDENDUM L).
- The marks of all learners must be changed if an adjustment is made.
- The marks of all the learners need to be finalised and signed by the subject advisor and principal after the moderation process. The computerised mark sheet must be completed on the day of moderation (if available).
- Evidence of the history of moderation must be kept in the teacher's portfolio of evidence.

6. CONCLUSION

On completion of the practical assessment task learners should be able to demonstrate their understanding of the industry, enhance their knowledge, skills, values and reasoning abilities as well as establish connections to life outside the classroom to address real-world challenges. The PAT furthermore develops learners' life (soft) skills, such as communication, teamwork, critical thinking, problem-solving, time management, etc., and provides opportunities for learners to engage in their own learning.

ADDENDUMS

- ADDENDUMS A, B, C and D: to be submitted to the subject advisor
- ADDENDUMS E, F and L: to be completed by the teacher
- ADDENDUMS G–K and N: OPTIONAL – These assessment sheets/lists should be adapted to suit the specific context of the school.
- ADDENDUM M: to be completed by the subject advisor/moderator

ADDENDUM A: CHECKLIST

HOSPITALITY STUDIES CHECKLIST FOR GRADE 12 PAT PLANNING TO BE SUBMITTED FOR MODERATION			
NAME OF SCHOOL: _____ District: _____			
TOTAL NUMBER OF GR. 12 LEARNERS: _____ NUMBER OF PAT SESSIONS: _____			
NUMBER OF LEARNERS PER SESSION: _____ SUBMISSION DATE: _____			
EXAMINATION DATE(S)	PROPOSED MODERATION DATES		APPROVED MODERATION DATE
	TEACHER	SUBJECT ADVISOR	COMMENTS
Expected number of guests			
Starting time of PAT			
Opening time of restaurant and serving times of each course			
Menu included			
Analysis of menu included			
Menu adheres to minimum criteria			
Division of tasks: Restaurant			
• Waitrons			
• Other: Maître d'Hôtel/ Beverage waiter			
Division of tasks: Kitchen			
• Chefs: adhere to criteria Equal weighting of chef tasks			
• Other: Chef de Cuisine/Head Chef/Aboyeur/Storekeeper			
Recipes and assessment criteria of dishes included			
Work procedures: Chefs/Waiters			
Additional assessment tools (Maître d'Hôtel/Head Chef, etc.)			
Assessor: Restaurant			
Assessor: Kitchen 1			
Assessor: Kitchen 2			
APPROVED/NOT APPROVED [RESUBMISSION DATE: _____] Comment: _____			
SIGNATURES		DATES	
Teacher:			
Principal:			
Subject Advisor:			

ADDENDUM B: MENU ANALYSIS

COURSE/ NAME OF DISH	MINIMUM OF 4 COOKING METHODS	TECHNIQUES/PROCESSES	Number of techniques	Pastry: choux/phyllo/ short crust/puff/pur	Yeast product	Gelatine/Agar-agar	2 x superfoods	Garnish
Non-alcoholic cocktail drink (bar):		Any ONE: Shaken, stirred, mixed/blended, built						
Bread:		Kneaded yeast dough, plus at least ONE: Special shaping: plaits, knots, scored and glazed Other: colours, filling, glazed and seeded, etc.						
Hors d'oeuvre:		Minimum TWO techniques/processes: Make pastry bases: dough/batter, use and bake ready-made pastry, rolling, lining and baking blind Shaping: moulding/piping/quenelle/set and cut shapes Other: pané, knife skills (cuts), shell and devein prawns, debone and flake fish, make sauce/filling						
Second course: (Hors d'oeuvre, Starter, Soup, Fish)		Minimum TWO techniques/processes: Making pastry bases: dough or batter, use and bake ready-made pastry, rolling and baking blind Shaping: moulding/piping/quenelle/set and cut shapes Other: pané, knife skills/mandolin (cuts), make sauce/filling, puree and strain						
Protein:		Minimum TWO techniques/processes: trimming (remove silver skin), frenching (clean bone), marinate, debone, barding, larding, smoking, filling/topping, rolling and tying/wrapping, glazing, pané/crusting/pepper, covering with pastry, flambé						
Starch:		Potato/Sweet potato cuts: rondelle, allumette, batonnettes, tourné, paysanne, gaufrette/waffle, fondant, noisettes, spirals Shaping: moulding/piping/quenelle/set and cut shapes Other: roses, puree/mash and pass, crumb/pané						
Vegetables:		Any TWO (minimum ONE per vegetable dish) Cuts: julienne, batonnettes, tourné, paysanne, macedoine, brunoise, chiffonade, ribbons, spirals Puree: liquidised and strained/pass Other: Concassé, au gratin, blanch and refresh, vegetable flowers/leaves, sauce part of dish (e.g. Béchamel, Mornay)						
Sauce:		Roux base (Béchamel, velouté, brown sauce), liaison, emulsion base (hollandaise and mayonnaise), beurre manié, coulis (fruit or vegetable puree and thickened)						
Dessert:		Minimum TWO techniques/processes: Making pastry bases: dough, batter, meringue Making: mousse, chiffon, crème/custard, soufflé, ice cream/sorbet, starch base (sago, rice, tapioca) Gelatine process (hydrate, disperse and gelation) Fruit preparation, e.g. compote, puree, curd Shaping: piping, setting in layers, moulding and unmoulding, rolling, folding, plait, baking blind, pastry decorations, lattice Other/Finishing/Topping: crumbling, caramelising, glazing, icing, flambé						
Sauce:		Sugar base (caramelising), chocolate base, coulis (fruit puree and thickened), stirred egg base/sabayon						
Friandise:		Any ONE technique/process: Gelatine process (hydrate, disperse and gelation) Shaping: dipping, piping, layering, setting Other: sugar cookery, chocolate work						
Garnish: Savoury Sweet		Examples: fried herbs/vegetable chips, chocolate, foams, sugar (spun/pulled), tuilles, frosted flowers/fruit, croutons, Melba toast, dried herbs, flowers, fruit or vegetables						

NOTE: Additional techniques/processes in chosen recipes, not mentioned above, MUST be added.

ADDENDUM C: DIVISION OF TASKS

DIVISION OF THE TASKS			
SCHOOL			DATE
PRACTICAL EXAMINATION: 1 / 2 / 3 <i>(Mark appropriate number of sessions.)</i>			
Expected number of guests			Number of learners
TASK		LEARNER NUMBER AND NAME	NUMBER OF GUESTS/PORTIONS
RESTAURANT BRIGADE			
Maître d'Hôtel			
Beverage Waiters			Non-alcoholic cocktails and drink service
Waitrons			
KITCHEN BRIGADE			
Chef de Cuisine/Head Chef			
Sous Chef			
Aboyeur/Storekeeper			Dry and cold store
CHEFS' TASKS	Number of Techniques/ Processes		

ADDENDUM E: ASSESSMENT – CHEFS

Name of school:				Names or numbers of chefs					
Name of teacher:									
Date:		Type of chef/Dishes:							
WRITTEN PLANNING									
			25						
1	HYGIENE AND NEATNESS: PERSONAL AND WORKSTATION								
	<ul style="list-style-type: none"> Chef's uniform: hat, pants/ankle length skirt and jacket/apron, shoes, (face mask) Neat appearance: hair, nails, shaven, no jewellery/make-up, uniform clean/tidy 	(3) (2)	5						
	<ul style="list-style-type: none"> Hygienic work ethics: regular hand washing, no licking of fingers/apparatus, correct tasting procedure Dishcloths: available, CLEAN and not lying around Neatness of workstation: work surface, equipment Clean as you go: cleaning as you execute the tasks (stove, work station) Neatness of sink: regular dishwashing (warm water, soap, rinse) Correct handling of waste 	(1) (2) (1) (2) (2) (1)	9						
(Observe each learner's workstation, stove and sink a few times during exam)									
2	OPENING MISE-EN-PLACE								
	<ul style="list-style-type: none"> Equipment/apparatus: collects/ prepares correctly and timeously Ingredients: collects and measures, prepares correctly and timeously, organised 	(2) (3)	5						
3	CULINARY SKILLS								
	<ul style="list-style-type: none"> Equipment (knives, beaters, chopping board, etc.): correct and safe use Techniques/process and skills: correct application Cooking methods: correct application Correct recipe interpretation and correct number of portions Correct/logical work procedure Time management: works on TWO recipes simultaneously, dishes finished at correct time (plated and garnished), no overcooking or leaving to stand for reheating Self-confidence: able to finish dishes without asking questions 	(2) (5) (2) (2) (1) (3) (1)	16						
4	PROFESSIONALISM (Soft skills)								
	<ul style="list-style-type: none"> Punctuality: begins on time, adheres to breaks Work ethic: perseverance and offers assistance when required Teamwork: coordination and cooperation with other chefs and waitrons Communication and interpersonal skills: work well with fellow chefs and examiner Professional behaviour and positive attitude: no loitering/sitting around/ motivated 	(1) (1) (1) (1) (2)	6						
5	CLOSING MISE-EN-PLACE								
	<ul style="list-style-type: none"> Equipment and apparatus cleaned and stored away correctly and safely Appearance and sanitising of workstation, sink and stove on completion Completes all additional tasks given (washing crockery and cutlery, sweeping floors, closing windows, switching off identified equipment, etc.) 	(1) (2) (1)	4						
6	ASSESSMENT OF DISHES								
Dish – A	Appearance	5	15						
	Taste	5							
	Texture	5							
Dish – B	Appearance	5	15						
	Taste	5							
	Texture	5							
Deduct marks up to a maximum of 10 if learner had to be assisted by teacher or fellow learner(s) to complete, redo or rectify dish/dishes.									
				75					
TOTAL				100					
SCALE FOR DISHES:									
0	=	No product	3	=	Acceptable: Meets most requirements				
1	=	Unacceptable: cannot be served	4	=	Very good: Meet almost all requirements				
2	=	Does not meet half of the requirements	5	=	Excellent: Meets all requirements				

ADDENDUM F: ASSESSMENT – WAITRONS

Name of school:		Names or numbers of waitrons					
Name of teacher:							
Date:							
WRITTEN PLANNING			25				
1	PERSONAL APPEARANCE						
	<ul style="list-style-type: none"> Uniform: Trousers/Skirt, shirt, waistcoat/apron, tie, shoes, waiter's cloth, (face mask) Neat appearance: hair, nails, shaven, no jewellery, no make-up, uniform clean / tidy 	(3) (2)	5				
2	OPENING MISE-EN-PLACE						
	Preparation of restaurant and tables: <ul style="list-style-type: none"> Tables stable, chairs neatly aligned and enough space to move around (1,5m) Tablecloth and overlay clean, ironed Placement of tablecloth: overhang, straight and right side up Folding and placement of napkins/serviettes 	(2) (2) (2) (2)	8				
	<ul style="list-style-type: none"> All items clean and shiny/polished (side plates, cutlery, glasses) Cutlery straight, correct spacing, placed equal distance from table edge and side plate Correct placing of the cutlery according to the menu All covers at the table are correct, aligned and the same as the rest of the restaurant (side plates, cutlery, glasses) Decorations and additional items e.g. table number, cruet set, placed correctly 	(2) (3) (4) (2) (2)	13				
3	HANDLING OF GUESTS: Communication, Soft skills and service excellence						
	<ul style="list-style-type: none"> Welcome/Introduction and seating of guests Friendliness, attentiveness and availability Non-verbal communication: good posture/ body language Overall communication and interaction with guests: self-confidence and handling of crisis situations Presenting the menu: explain menu items/drinks, knowledge of menu/allergens Correctly unfolding the napkin OR presenting a wet cloth for guests to wipe hands 	(2) (2) (1) (2) (1) (2)	10				
4	EFFICIENCY OF BEVERAGE SERVICE						
	<ul style="list-style-type: none"> Taking and executing beverage order and handling of tray Serving drinks at table: pouring of beverages (glass jug/coffee or tea pot on side plate / grape juice bottle on service cloth), anti-clockwise, from the right-hand side, ladies first, glass/cup filled to correct level, no spilling, end with host 	(2) (6)	8				
5	SERVING AND CLEARING ALL COURSES ON THE MENU						
	<ul style="list-style-type: none"> Bread silver service: butter on table, place bread on side plate, with spoon and fork, from the left-hand side, anti-clockwise, ladies first Food service: carrying and handling of plates (respect food plating), all guests at a table served together, from the right-hand side Clearing & carrying empty plates/glasses: remove plates timeously when all guests are done, not on a tray; remove empty glasses on a tray Crumbing down: brushing down method correctly done (between 2 guests, brush on side plate, anti-clockwise), clearing unnecessary items, pulling down dessert cutlery 	(5) (3) (3) (4)	15				
6	PROFESSIONALISM (Soft skills)						
	<ul style="list-style-type: none"> Punctuality: begins on time, adheres to break times Work ethic: persistence and offers assistance when required Teamwork: coordination and cooperation with chefs and waitrons Interpersonal skills: work well with fellow waitrons & staff, resolve conflict Professional behaviour and positive attitude: no loitering/sitting around/ motivated 	(2) (2) (2) (2) (2)	10				
7	CLOSING MISE-EN-PLACE: FULFILLING AFTER-SERVICE DUTIES						
	<ul style="list-style-type: none"> Cleaning of own tables Extra duties: Assist with general cleaning of restaurant and bathrooms, washing, counting and storing of cutlery, coffee and tea items, sweeping, closing windows, etc. 	(2) (4)	6				
Deduct marks up to a maximum of 10 if learner had to be assisted by teacher or fellow learner(s) to complete, redo or rectify cover/service procedures.							
TOTAL FOR RESTAURANT SERVICE			75				
GRAND TOTAL			100				

ADDENDUM G: ASSESSMENT –CHEF DE CUISINE/HEAD CHEF (Optional)
(Only EEN candidate per kitchen)

	Name of school:		Name of Chef de Cuisine/ Head Chef	
	Name of teacher:			
	Date:			
	WRITTEN PLANNING		25	
1	PERSONAL APPEARANCE			
	<ul style="list-style-type: none">• Chef's uniform: hat, pants/ ankle length skirt and jacket/apron, shoes, (face mask)		(3)	5
	<ul style="list-style-type: none">• Neat appearance: hair, nails, shaven, no jewellery, no make-up, uniform clean		(2)	
2	KITCHEN CONTROL			
	Hand out written preparation and name tags /numbers to kitchen brigade		(2)	4
	Hygiene inspection: appearance of brigade e.g. uniform, clean shaven, loose hair		(2)	
	Management (Soft skills): <ul style="list-style-type: none">• Communication skills/speech• Clear instructions• Organised• Gets cooperation• Delegates tasks• Monitors chefs (food preparation, dishes, social distancing)• Authority and assistance		(2) (2) (2) (1) (1) (2) (2)	12
	Assessment of chefs: Preparation of dishes and cleaning		(2)	2
	Time management: <ul style="list-style-type: none">• Punctuality• Informs chefs of serving times (times realistic and managed)• Dishes served punctually		(1) (3) (1)	5
	Control dishes: <ul style="list-style-type: none">• Prepares garnishes in advance• Checks dishes (taste and appearance)• Confirms number of portions with chefs and aboyeur as well as number of plates		(2) (2) (2)	6
	Line of service: <ul style="list-style-type: none">• Example plate ready on time• Tasks allocated• Chefs ready, logical flow, smooth, efficient operation of plating dishes		(1) (1) (3)	5
	<ul style="list-style-type: none">• Crisis management		(2)	2
3	PLATING			
	Garnish and appearance of plates <ul style="list-style-type: none">• Neatness of plate- no fingerprints / food• Creative/Original• Consistent plate appearance		(5) (5) (5)	15
4	CLOSING MISE-EN-PLACE			
	<ul style="list-style-type: none">• Confirms duty list with storekeeper, control chefs, no items standing around• Facilitates cleaning after service is completed		(2) (4)	6
	Workstations: <ul style="list-style-type: none">• Checks units for outstanding items• Calls examiner when it is in order, cupboards in order• Cleanliness of workstations		(2) (1) (2)	5
	<ul style="list-style-type: none">• Checks fridges, stoves, warm drawer, bain-marie, storerooms, lights off, kitchen windows closed		(Any 4)	4
5	PROFESSIONALISM (Soft skills)			
	<ul style="list-style-type: none">• Professional behaviour, positive attitude, perseverance and offers assistance		(4)	4
	Deduct marks up to a maximum of 10 if learner had to be assisted by teacher or fellow learner(s) to complete, redo or rectify kitchen/plating procedures.			
	TOTAL FOR KITCHEN SERVICE			75
	GRAND TOTAL			100

ADDENDUM H: ASSESSMENT – STOREKEEPER / ABOYEUR (Optional)

Name of school:		Names or numbers of storekeepers				
	Name of teacher:					
	Date:					
	WRITTEN PLANNING	25				
1	PERSONAL APPEARANCE					
	<ul style="list-style-type: none">• Chef's uniform: Hat, pants/ ankle length skirt and jacket/apron, shoes, (face mask)	(3)	5			
	<ul style="list-style-type: none">• Neat appearance: Hair, nails, shaven, no jewellery/make-up, cloth, uniform clean	(2)				
2	PRE-PREPARATION					
	Reports stock shortages the day before	(2)	2			
	Does pre-preparation, e.g. defrosting, make clarified butter/stock, soaking of pulses, etc.	(2)	2			
	Issuing of ingredients and extra equipment/plates: <ul style="list-style-type: none">• Everything put out on time	(4)	16			
	<ul style="list-style-type: none">• Organised and labelled	(4)				
	<ul style="list-style-type: none">• Correct measurements – weighing of ingredients/ portioning of meat/fish/poultry, etc. checks mise-en place of learners	(4)				
	<ul style="list-style-type: none">• FIFO – no wastage	(4)				
	Butter preparation: <ul style="list-style-type: none">• Prepare butter portions for restaurant: creative (piped/shaped/curled, flavoured, etc.), neatly done, correct amount (not too much or too little) and correct size	(6)	6			
3	DURING SERVICE					
	<ul style="list-style-type: none">• Cleaning timeously after the chefs have taken ingredients	(4)	20			
	<ul style="list-style-type: none">• Controls and organises prepared dishes in refrigerator/bain-marie	(2)				
	<ul style="list-style-type: none">• Counts portions per chef: writes on board and in written preparation	(2)				
	<ul style="list-style-type: none">• Confirm that total yield per dish corresponds with the number of guests	(2)				
	<ul style="list-style-type: none">• Pre-preparation of garnishes	(2)				
	<ul style="list-style-type: none">• Handing out of prepared dishes for dishing up (from the bain-marie/fridge)	(2)				
	<ul style="list-style-type: none">• Calls out plates/orders to tables; confirms that all guests/examiners are served	(2)				
	<ul style="list-style-type: none">• Cleans ingredient cupboards and pack alphabetically	(4)				
	Controls/Organises dishwashing: <ul style="list-style-type: none">• Organises dishwashing area as well as cutlery and crockery according to type	(3)	5			
	<ul style="list-style-type: none">• Manages chefs/waitrons during dishwashing process (correct method of scraping, separating cutlery and crockery)	(2)				
4	CLOSING MISE-EN-PLACE: FULFILLING AFTER-SERVICE DUTIES					
	<ul style="list-style-type: none">• Clean-up organisation: delegates to and controls duties of chefs	(4)	14			
	<ul style="list-style-type: none">• Conducts general cleaning of stores and organises cleaning equipment (brooms, mops, trolleys – neat and clean)	(4)				
	<ul style="list-style-type: none">• Cleans fridges, removes old food, covers food, organises food (sort together), packaging and labelling of leftover food	(4)				
	<ul style="list-style-type: none">• Cleans floor of storeroom	(2)				
5	PROFFESIONALISM (Soft skills)					
	<ul style="list-style-type: none">• Professional behaviour and positive attitude: punctuality, attitude, willingness to assist (no loitering), effective teamwork and motivated	(5)	5			
	Deduct marks up to a maximum of 10 if learner had to be assisted by teacher or fellow learner(s) to complete, redo or rectify storeroom procedures.					
	TOTAL FOR KITCHEN SERVICE		75			
	GRAND TOTAL		100			

ADDENDUM I: ASSESSMENT – BEVERAGE WAITER
(NOT more than 3 candidates)

Name of school:		Names or numbers of beverage waitrons			
Name of teacher:					
Date:					
	WRITTEN PLANNING	25			
1	PERSONAL APPEARANCE				
	<ul style="list-style-type: none">• Uniform: Trousers/modest skirt, shirt, waistcoat/apron, tie, shoes, waiter's cloth, (face mask)• Neat appearance: hair, nails, shaven, no jewellery, no make-up, uniform clean and tidy	(3) (2)	5		
2	OPENING MISE-EN-PLACE				
	<ul style="list-style-type: none">• Stock-taking beforehand: coffee, tea, juice, cooldrinks• Reports shortages – correct	(2) (2)	4		
	<ul style="list-style-type: none">• Prepares bar dockets and makes sure there are sufficient bar dockets• Checks change in cash box/cash register• Apparatus (glasses, trays, knives, jugs, etc.)• Suitable background music	(2) (1) (1) (1)	5		
	Beverage area/Bar <ul style="list-style-type: none">• Cleaning of bar, corridor/stoep/service area• Organise rubbish bins/puts in correct place• Bar neat and organised: glasses, dockets, drinks/cool drinks• Bathroom: neat and tidy, switch on lights• Advertising mocktails/drinks list and display	(2) (1) (2) (1) (2)	8		
	<ul style="list-style-type: none">• Cooling of cool drinks and water (jugs)• Makes ice and mixes fruit juice• Cleaning/Steaming of glasses	(2) (2) (2)	6		
	Preparation of a non-alcoholic cocktail/'mocktail': <ul style="list-style-type: none">• Correct glasses and enough• Beverages/drinks/syrups: ready, mixed/blended, cooled• Garnishes: appropriate/suitable and economical, creative/original and neat• Appearance of mocktail: attractive, neat/consistent Set-up welcome drinks area: <ul style="list-style-type: none">• Station/ table: Tablecloth/decorated, neat, correct size• Display of mocktails: neat and attractive/original	(2) (2) (4) (2) (4) (4)	18		
	Set up the coffee/tea station: <ul style="list-style-type: none">• Arranges cups, milk, sugar, tea, etc.• Checks if urn is filled with water and switched on• Makes coffee/tea/juice/hot chocolate – correct strength	(2) (2) (2)	6		
3	DURING SERVICE				
	<ul style="list-style-type: none">• Efficient serving of drinks and organised flow during service	(4)	4		
	Handling bar dockets: <ul style="list-style-type: none">• Organised and efficient• Filled in correctly and correlates with money• On saucer/In bill folder with peppermint	(2) (2) (1)	5		
4	<ul style="list-style-type: none">• CLOSING MISE-EN-PLACE		10		
	<ul style="list-style-type: none">• Cleaning: containers, fridge, coffee machine and coffee station, rubbish bin, floor, sink, etc Puts away equipment: <ul style="list-style-type: none">• Glasses• Drinks – correct places/same types together, neat rows	(5) (2) (3)			
5	PROFESSIONALISM (Soft skills) <ul style="list-style-type: none">• Attitude, punctuality, effective communication, motivated	(4)		4	
	Deduct marks up to a maximum of 10 if learner had to be assisted by teacher or fellow learner(s) to complete, redo or rectify bar service procedures.				
	TOTAL FOR RESTAURANT SERVICE		75		
	GRAND TOTAL		100		

ADDENDUM J: ASSESSMENT – MAÎTRE D'HÔTEL (Only ONE candidate)

Name of school:		Name of Maître d'Hôtel	
Name of teacher:			
Date:			
	WRITTEN PLANNING	25	
1	PERSONAL APPEARANCE		
	<ul style="list-style-type: none">Uniform: trousers/modest skirt, shirt, waistcoat/apron, tie, shoes, waiter's cloth, (face mask)Neat appearance: hair, nails, shaven, jewellery, no make-up, uniform clean and tidy	(3) (2)	5
2	OPENING MISE-EN-PLACE		
	Control and organisational skills: <ul style="list-style-type: none">Clear instructions to waitersAssists waitersWell organisedChecks preparation and cleaning	(2) (2) (2) (2)	8
	Restaurant: <ul style="list-style-type: none">Layout of restaurant: practical spacing to allow movement and well-aligned tablesAppearance of restaurantNeatnessDecorations: Original/CreativeCost-effective decorations	(2) (2) (2) (2) (2)	10
	Paperwork: <ul style="list-style-type: none">Name stickers – waitersTable numbersMenus and drinks list<ul style="list-style-type: none">Correct and neatCreative and attractiveEasy to read and matches the theme	(1) (1) (2) (2) (2) (2)	10
	Reception area: <ul style="list-style-type: none">Cleaning of areaPreparing (decoration/flowers)/Creativity	(2) (5)	7
3	DURING SERVICE (Soft skills)		
	Punctuality: <ul style="list-style-type: none">Opening doors at the beginningServing of dishes without long delays	(1) (5)	6
	<ul style="list-style-type: none">Reception of guests and introduce guests	(2)	2
	<ul style="list-style-type: none">Supervising waiters and other assistance when neededSmooth service/organised	(2) (2)	4
	<ul style="list-style-type: none">Liaising with bar, kitchen giving final number of seated guests and providing list with table numbers and numbers of guests (aboyeur)	(2)	2
	<ul style="list-style-type: none">Crisis management	(2)	2
	<ul style="list-style-type: none">Attitude and communication with guests and waiters	(2)	2
	<ul style="list-style-type: none">Checking cash slips are correct	(2)	2
	<ul style="list-style-type: none">Waiter-bar assessment – complete and correct	(4)	4
4	CLOSING MISE-EN-PLACE		
	<ul style="list-style-type: none">Checks and helps with cleaning and tidying (restaurant, bathroom, and bar)Closes windows, switches off lights and locksStock-taking (checks cutlery and glasses)Collects table cloths/serviettes	(2) (2) (2) (1)	7
5	PROFESSIONALISM (Soft skills)		
	<ul style="list-style-type: none">Professional behaviour, positive attitude, perseverance and offers assistance	(4)	4
	Deduct marks up to a maximum of 10 if learner had to be assisted by teacher or fellow learner(s) to complete, redo or rectify restaurant procedures.		
	TOTAL FOR RESTAURANT SERVICE		75
	GRAND TOTAL		100

ADDENDUM K

This addendum is **OPTIONAL** and should be adapted to suit the context of the school.

HOSPITALITY STUDIES – PRE- PAT CHECKLIST FOR TEACHERS										
SCHOOL		TEACHER			GRADE		DATE			
CHECKLIST - ✓ if applicable								✓	Reminders	
1.	KITCHEN layout:									
	Hand washing area, sanitation and scanning (optional) before learners start with PAT: sanitiser/soap, towel/paper towel									
	Workstations and chefs: numbered and name tags									
	Hot water for washing up : geyser/urn/electrical kettles/pots on stoves									
	Dish clothes: clean Oven gloves: extra									
	BATTERIES : wall clock and scales									
	Emergency kit : plasters, surgical/plastic hand gloves									
	Assessment area: space for dishes and printed assessment criteria per dish. Jug with water and glass, tasting spoons, knives and forks; numbers for chefs									
	INGREDIENTS : organised and labelled. Ingredient trays with sugar, flour, salt, baking powder at stations to minimise movement. Pastry, meat defrosted, stock. Storerooms: dry/freezer/ fridge neat and clean									
	WASTE MANAGEMENT : black bags/enough clean empty rubbish bins									
2.	RESTAURANT lay out:									
	Hand washing area, sanitation and scanning (optional) before learners start with PAT: sanitiser/soap, towel/paper towel/scanner									
	Furniture	Tables			Chairs					
	Linen	Tablecloths			Overlays/Runners					
		Napkins			Wet cloths					
		Service cloths			Chair covers					
	Cutlery	Main knives			Main forks					
		Entree knives			Entree forks					
		Soup spoons			Dessert spoons					
		Coffee/Teaspoons			Fish knives & forks					
	Serving	Trays/Platters			Bread service					
		Salt and pepper			Waist coats, aprons, bow ties					
		Stationery			Table numbers					
		Crumbing down			Bill folders					
	Area for scraping of plates/waste management									
	Beverages	HOT			COLD					
	BAR	Ice		Cash and bar slips		Garnishes				
	Toilets	Soap		Toilet paper and spray		Towels				
	Cleaning	Toilets		Surroundings		Entrance				
3.	Attendance register : learners' name lists with cell phone numbers									
	Bathroom list									
4.	Name and number tags : learners' right back and left front shoulder									
5.	Arrangements with HOD/school for substitution of classes during PAT sessions									
6.	Moderation	TEACHER PAT FILE								
		DBE PAT document			Moderated PAT planning					
		Previous sessions marks and assessment sheets			Learner evidence: written, marked PAT preparation					
		Empty assessment sheets			Practical lesson mark sheets					
		Working mark sheets			Merit cases: absenteeism					
7.	Warning signs : Exams in progress									
8.	Guest list and seating plans									
9.	SECURITY : learners and guests/locking of gates									

ADDENDUM L**HOSPITALITY STUDIES GRADE 12 PAT
MODERATION MARK SHEET**

School:				
Teacher:				
No.	NAME OF LEARNER List learners alphabetically		Teacher marks	Moderated marks
	Surname	Name	100	100
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				

TEACHER SIGNATURE: _____ DATE: _____

PRINCIPAL SIGNATURE: _____ DATE: _____

SUBJECT ADVISOR: _____ DATE: _____

SCHOOL STAMP

ADDENDUM M**HOSPITALITY STUDIES PAT MODERATION REPORT 2024***(to be completed by the moderator)*

DISTRICT		PROVINCE	
CENTRE NAME			
CENTRE NUMBER			
TEACHER			
MODERATOR			
MODERATION DATE			

NAME OF CANDIDATE	100	
	T	M
1.		
2.		
3.		
4.		
5.		
6.		
TOTAL		
AVERAGE OF SAMPLE = (Total ÷ number of learners)		
AVERAGE DIFFERENCE (If the average difference of the sample is more than 10%, a block adjustment should be made.)		
Based on the sample moderated the marks are accepted as valid, fair and reliable without any adjustments.	YES / NO	
Based on the sample moderated, the marks were adjusted as follows:	N/A	
Raised (Indicate %):		
Lowered (Indicate %):		

T = Teacher**M = Moderator** *(to be completed by moderator for at least 4 chefs and 2 waiters.)*

NB – Mark out of 100 should include the written preparation

MODERATOR MONITORING SECTION		YES	NO	COMMENT
1.	EDUCATOR PAT FILE			
	2024 PAT guideline document included			
	Teacher PAT planning document (tasks, recipes, criteria of dishes, menu, serving times and teacher memo for written preparation, etc.)			
	Complete working mark sheets for Term 1 and 2			
	In case of large groups, the marks of all the learners who have already completed the PAT			
	All learners have PAT marks: If NO PAT marks, valid evidence should be included			
	All marks are correctly added, recorded, transferred and converted			
2.	LEARNER PAT COMPLIANCE			
	Learners follow hygiene protocol			
	Learners correctly dressed			
	Learners disciplined/respect examination conditions			
	Marked, written preparation of the learners available to use during the PAT			
	All learners' evidence available for moderation			
3.	MODERATION PROCESS			
	Moderation date and time honored			
	Kitchen and restaurant: sanitation, equipment and ingredients organised			
	Working stations numbered and learners identified with name tags and task numbers			
	Prescribed assessment tools (separate set for the use of the moderator) used continuously			
	No irregular activities during the PAT e.g. learners work individually, self-made items			
	Moderation was conducted according to national policies and guidelines: correct number of tasks, time allocation and difficulty level			
4.	QUALITY AND STANDARD OF PAT			
	Based on the observations during the moderation session and the moderation of the evidence provided, it appears that the quality and standard of the PAT, including the assessment is:			
	Exemplary	Acceptable	Partially Acceptable	Unacceptable
COMMENTS				
Tasks/positions				
General comment/suggestions				
SIGNATURES:				
Teacher:				
District Subject Advisor (Moderator):		Provincial Coordinator (Moderation Monitor):		



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

PRACTICAL ASSESSMENT TASK GRADE 12

2024

LEARNER INSTRUCTIONS

HOSPITALITY STUDIES: PRACTICAL EXAMINATION**GRADE 12: 2024****CHEF****INTRODUCTION**

The PAT for 2024 consists of ONE practical examination. The Hospitality Studies teacher will allocate the task to you based on examination requirements.

You should fulfil either the role of a chef or a waitron in the examination.

During the PAT, a chef must demonstrate the ability to prepare and present a range of dishes.

You will be required to work individually during the practical examination.

**The examination consists of TWO sections:**

- You will receive a mark out of 75 for cooking skills and a mark out of 25 for the written planning task.
- The final mark for the PAT is obtained by combining the marks for the two sections to obtain a mark out of 100.

1. Written planning

- You will be allocated a task 14 school days before the date of the examination.
- The written planning task is completed under teacher supervision **7–14 school days** before the examination date set by the school. You will receive the recipes and work procedure for the dishes as well as the planning task form.

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

This consists of THREE phases:

- Preparation for the formal meal commences 4 hours before the guests arrive. (Thirty minutes may be added for learners to eat.) Food preparation and the preparation of serving equipment, etc. take place during this time. The cleaning of the kitchen must be done beforehand.
- Plating the four courses of the formal dinner, ready for service:

Courses (add bread and coffee service)	Serving times

- Additional clearing takes place after the guests have left (washing of crockery and cutlery and closing mise-en-place).

DATE OF PAT: _____ **DATE OF WRITTEN TASK:** _____

STARTING TIME OF PAT: _____ **ENDING TIME OF PAT:** _____

DISHES: _____

HOSPITALITY STUDIES: PRACTICAL EXAMINATION**GRADE 12: 2024****WAITRON****INTRODUCTION**

The PAT for 2024 consists of ONE practical examination in the restaurant. The Hospitality Studies teacher will allocate the task to you based on examination requirements.

You should fulfil either the role of a chef or a waitron in the examination.

During the PAT, a waiter must demonstrate the ability to set up a venue for a formal dinner and apply the correct serving techniques for food and beverages.

You will be required to work individually during the practical examination.

The examination consists of TWO sections:

- You will receive a mark out of 75 for serving skills and a mark out of 25 for the written planning task on setting up the venue.
- The final mark for the final PAT is obtained by combining the marks for the two sections to obtain a mark out of 100.

**1. Written planning**

- You will be allocated a task 14 school days before the date of the examination.
- The written planning task is completed under teacher supervision **7–14 school days** before the examination date set by the school. You will receive the list of dishes on the menu, the waitron work procedure and the planning task form.

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

This consists of THREE phases:

- Opening mise-en-place commences a maximum of 4 hours before the start of the examination. (Thirty minutes may be added to eat and get dressed.)
- Preparing the venue, laying the tables, preparation for serving a non-alcoholic welcome cocktail and hors d'oeuvre and other relevant preparation should take place during this time. No preparation of the restaurant should be done beforehand, besides cleaning and ironing. Preparation starts in a clean venue.
- Serving of food and beverages:

Courses (add bread and coffee service)	Serving times

- Additional clearing takes place after the guests have left the restaurant (closing mise-en-place).

DATE OF PAT: _____ **DATE OF WRITTEN TASK:** _____

STARTING TIME OF PAT: _____ **ENDING TIME OF PAT:** _____

ADDITIONAL INFORMATION (table no., number of covers): _____

LEARNER NAME:	DATE:	1. Menu 7:
		2. Opening mise-en-place 3:
		3. Diagram of one cover 5:
		4. Opening mise-en-place per cover 10:
		TOTAL: 25:

1. THE MENU**(7)**

(Keep all rules for writing out a menu in mind, as well as correct spelling: 1 mark will be subtracted for EACH mistake.)

WRITE THE MENU BELOW.

2. OPENING MISE-EN-PLACE**(3)**

List the opening mise-en-place duties that must be performed before the cover is laid.

3. Draw a labelled diagram of ONE complete cover. (5)

	Table edge
--	------------

ASSESSMENT CRITERIA: DRAWING OF COVER		
Cover labelled correctly✓	Correct positioning and spacing of cutlery✓	Correct cutlery✓
Glasses correct✓	Side plate and napkin✓	

4. OPENING MISE-EN-PLACE (complete per cover) (10)

(Number of covers at your table: ____ x *Number per single cover)

(1) Name of dish (1)	(2) Type of cutlery needed per cover (1)	(3) *Number per single cover (1)
Second course:		
Main course:		
Dessert:		
(4) Serving utensils/Crockery needed for hors d'oeuvre: (1)		
(5) Serving utensils needed for bread service: (1)		
(6) Utensils/Apparatus needed for crumbing down: (1)		
(7) Type and quantity of crockery and cutlery needed for tea/coffee service: (1)		
(8) Type and number of glasses needed per cover (1)	(9) Drink needed for (1)	(10) Linen: (1)

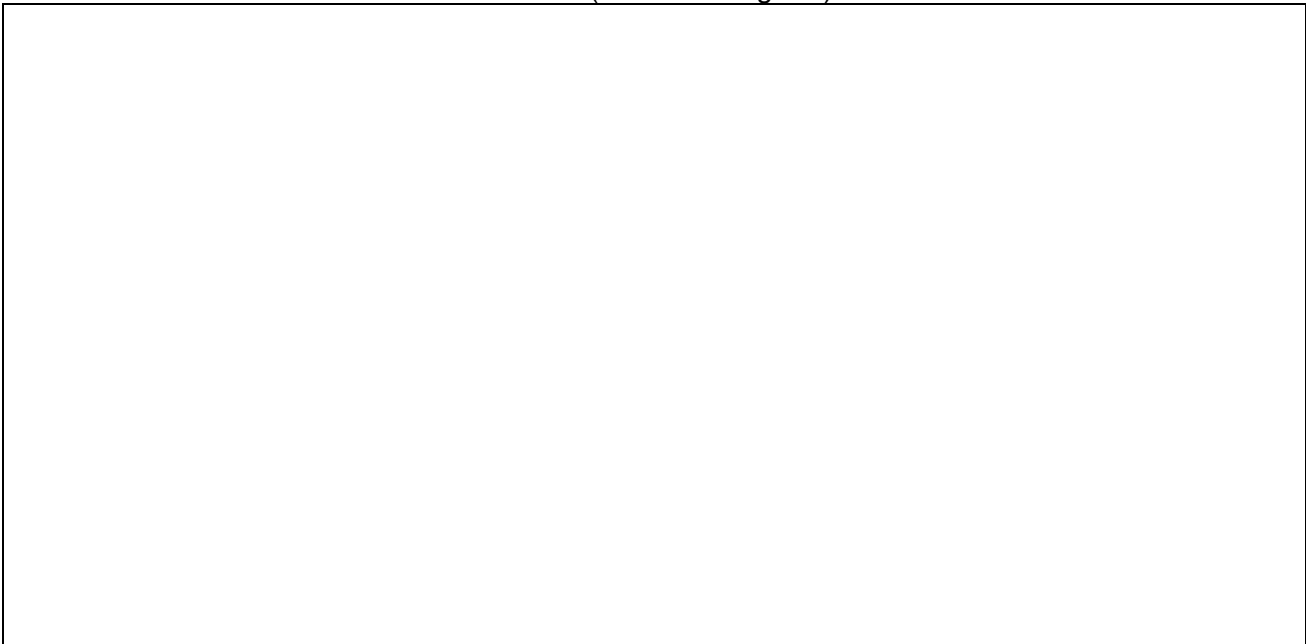
ASSESSMENT: OPENING MISE-EN-PLACE		
One mark per column/row (1–10): all items in column/row correct in order to get the mark per column		

COURSE/ITEM	SERVING TIMES
Bread	(1)
Hors d'oeuvres	(1)
Starter	(1)
Main course	(1)
Dessert	(1)
Coffee and friandise	(1)

(6)

DIVISION OF WORK (Cleaning tasks, e.g. sweeping, checking the bathrooms, tidying up, washing up: glasses, cups, saucers, etc., stocktaking, etc.)			
NAMES OF WAITERS (1)	TABLE NO. (1)	BEFOREHAND (1)	AFTER FUNCTION (1)
All waiters should:		(1)	
Bar waiters:	(1)	(1)	(1)

(8)

COVER (label the diagram)

(5)**MISE-EN-PLACE**

Tablecloths (number/colour)	(1)	Napkins (number/colour)	(1)
Table decorations	(1)	Cutlery and crockery	(1)
Entrance hall/Reception desk	(1)		
Personal (clothing and any extra, e.g. pen, clipboard, etc.)	(1)		

(6)

MENU AND DRINKS LIST**(Paste a menu and wine list here.)****CRITERIA:** neat, correct, original, matching theme, spelling**(10)**

GUEST LIST AND SEATING ARRANGEMENTS				
TABLE NO. AND WAITRON (1)	SURNAMES OF GUESTS (1)	NUMBER OF GUESTS (1)	GUESTS ARRIVED (1)	PAYMENT (OPTIONAL)
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				

(4)

Attach folio paper with floor plan of tables and bar.
(Clear picture, logical/correct, labelled)

(3)

TOTAL: 50/2

	25
--	-----------

NON-ALCOHOLIC COCKTAIL AND GARNISHING SUGGESTION FOR GLASSESName of drink, picture (correct glass, colour, garnishing and labelled), neatness, originality **(7)****Cocktail: ingredients and amounts (2)****Ingredients for garnishing (1)****Preparation method (2)****STOCK-TAKING FORM ATTACHED****(4)**

Do stocktaking before PAT and complete stock on hand at end of restaurant evening.

SUMMARY OF MONEY:

Petty cash R_____, drinks R_____ and tips R_____ = TOTAL R_____

(2)**TOTAL: 50/2**

	25
--	-----------

Exemplar: Drinks order and bar dockets (can be adapted to suit the school scenario)

Drinks order: Waiter takes order at table, fills it in and hands in at bar

SCHOOL: _____		
DRINKS ORDER		
TABLE NUMBER:	COVERS:	SURNAME OF HOST:
TYPE OF DRINK		NUMBER OF DRINKS ORDERED
DATE:		WAITER:

Bar docket: Could be used if a school sells drinks from a drinks list. To be filled in by barman.

SCHOOL: _____			
BAR DOCKET			
TABLE NO:	COVERS:	SURNAME OF HOST:	WAITER:
NUMBER	TYPE OF DRINK	PRICE PER ITEM	TOTAL PER ITEM
TOTAL			
TIP FOR WAITER(tips→educational trips)			
DATE:		BEVERAGE WAITER/BARMAN:	

CHEF DE CUISINE/HEAD CHEF PREPARATION

NAME:			
NUMBER OF GUESTS: (1)			
ANY SPECIAL REQUESTS (e.g. vegan, allergies, etc.): (1)			
DIVISION OF CHEF TASKS: Dishes and garnish prepared (4)	NAMES OF CHEFS PERFORMING EACH TASK (4)	EXPECTED YIELD PER DISH PER CHEF (portions/ml) (4)	TOTAL PORTIONS PER DISH (2)

(16)

KITCHEN ORGANISATION

Diagram: who works where (2)	Example: name stickers for chefs (2)

ORDER OF WORK

Indicate times when food should go into fridge/oven, start of plating and serving times

[illegible]

CRITERIA:

Due times during preparation: food in fridge, oven, etc.	(1)
Starting times for plating	(1)
Times for serving	(1)
Realistic times	(1)
Complete and correlates with teacher's order of work	(1)

SERVING LINE (5)

(Names of chefs, duties, dishes/garnish to plate (who does what))

(Diagram of plating order: logical and labelled)

DRAWINGS/PICTURES OF GARNISHING SUGGESTIONS (10)

(Discuss with teacher.)

(Neat, clear, in colour, labelled, original)

INFORMATION BRIEFING AT START OF PAT (5) (Points to note, deadlines and serving times, special preparation equipment, plating/portioning utensils, cleaning, etc.)	
Everybody	
Storekeeper/Aboyeur:	
Chefs 1:	Chefs 2:
Chefs 3:	Chefs 4:
LINE DRAWING OF FOOD ITEMS (size and shapes of food, e.g. julienne, Duchesse, mushrooms sliced or quartered, size of truffles, meringues, etc.)	

TOTAL: 50/2

	25
--	-----------

ABOYEUR PREPARATION

NAME:			
NUMBER OF GUESTS:			(1)
ANY SPECIAL REQUESTS (e.g. vegan, allergies, etc.):			(1)
<p style="text-align: center;">MENU (8)</p> <p>Write down menu according to rules.</p>	PREPARED DISHES		
	NUMBER OF CHEFS PREPARING EACH DISH (4)	YIELD/ PORTIONS PER CHEF (4)	TOTAL YIELD PER DISH (2)

(20)

SERVING SUGGESTION: BUTTER
PICTURE/LINE DRAWING (4) (neat, clear, colour, labelled)

MISE-EN-PLACE	
Apparatus used to measure and for pre-preparation of ingredients and butter (4)	Extra apparatus for chefs, e.g. electric mixers, baking trays, moulds (2)
Course/Dishes	Plating equipment, e.g. plates, bowls, piping bottles/bags, spatulas (4)

CLEANING/DISHWASHING		
NAMES OF CHEFS (2)	ITEMS TO WASH: crockery, cutlery, glasses, etc. (2)	EXTRA DUTIES (4)

(8)

ORDER OF WORK

- | | | |
|-----|---|-----|
| 1.1 | PREPARATION OF THE KITCHEN (before the learners/guests arrive) | (2) |
| 1.2 | DURING THE FUNCTION (from arrival of guests, serving) | (2) |
| 1.3 | CLOSING MISE-EN-PLACE (after guests have left) | (2) |

[illegible]

(8)

TOTAL: 50/2

	25
--	----

LEARNER DECLARATION

SCHOOL:

NAME OF LEARNER:
(Surname and First Name)

TEACHER'S NAME:

EXAMINATION NUMBER:

I hereby declare that the written planning presented is my own, original work and that if I have used any source, I have acknowledged this.

I agree that if it is determined by the competent authority that I have engaged in any fraudulent activities whatsoever in connection with my formal assessment mark, I shall forfeit the marks gained for this assessment.

.....
CANDIDATE'S SIGNATURE.....
DATE

As far as I know, the above statement by the candidate is true and I accept that the work offered is his/ her own.

.....
TEACHER'S SIGNATURE.....
DATE**SCHOOL STAMP**