

SACAI

SECTION C

GRADE 12

EXAMINATION GUIDELINES

HOSPITALITY STUDIES

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EXAMINATION GUIDELINES

1. Introduction

This document deals with the final Grade 12 external examinations.

The purpose of these Examination Guidelines is to:

- Provide clarity on the depth and scope of the content to be assessed in the Grade 12 NSC Examination in Hospitality Studies.
- Assist teachers to adequately prepare learners for the examinations
- Provide guidelines to all SACAI examiners as well as the internal and external moderators

This document deals with the final Grade 12 external examinations. It does not deal in any depth with the School-Based Assessment (SBA), Practical Assessment Tasks (PATs) or final external practical examinations, as these are clarified in a separate PAT document which is updated annually.

These Examination Guidelines should be read in conjunction with:

- *The Curriculum and Assessment Policy Statement (CAPS) for Hospitality Studies.*
- *The Revised SACAI CAPS Subject Guidelines (2015): Hospitality studies (Section B)*

2. Structure of the Grade 12 Hospitality Studies Paper

- The final Grade 12 paper consists of one three hour paper of 200 marks.
- All the questions are compulsory and must cover all the topics.
- Only Grade 12 content will be asked. However, prior knowledge of Grade 10 and 11 work may be necessary to interpret and answer some of the questions.
- Every topic and sub topic will be assessed and some content under each sub-topic
- True/false and missing-word questions will not be included in the external question paper.

2.1 Table of the layout of the NSC external examination paper

Section	Question	Content Grade 12	
SECTION A	1	Short questions (all topics)	
		Multiple choice	10
		Matching	10
		One word/term	10
		Selection/Identification	10
	Total		40
SECTION B	2	Kitchen and restaurant operations Hygiene, safety and security	20
SECTION C	3, 4	Nutrition and menu planning Food commodities	80 (2 x 40)
SECTION D	5, 6	Sectors and careers Food and beverage service	60 (2 x 30)
		TOTAL	200

2.2 Types of questions which could be asked

2.2.1 Multiple choice questions

Write the letter next to the question number in the EXAM BOOK. This type of question tests your knowledge of detail, facts and connections between content. Do not guess. Block out the answers while you read the questions. Try to answer before you look at the options provided. Circle words like never, but, only, except. Cross out incorrect answers.

2.2.2 Matching type questions

Match an item from Column B to an item of Column A. Only the corresponding letter has to be written next to the question number in the EXAM BOOK. First read the column on the right – these have the answers. Then look on the column on the left. Match the items with the definition/term/statement.

2.2.3 Select the correct word from the options given

Only the selected word must be written next to the question number in the EXAM BOOK. Read the sentence carefully to determine which word is the correct word.

2.2.4 Give the correct term for the description

Only the correct term must be written next to the question number in the EXAM BOOK. Read the description carefully to find the correct term.

2.2.5 Short answer questions

These questions test your ability to give detailed, brief and concise answers. Key words and phrases are important. The mark allocation will give you an indication of how much information is required.

- State – used when an answer is a statement or in the form of a sentence.
- Name/list – is used for all one-word answers or answers consisting of lists of items.

2.2.6 Longer answer questions

Questions in which you will be required to express your own opinions will appear in all sections except for Section A. These questions may start with phrases like: “Give your views on...”, “Explain why...”, “Discuss why...”, “Evaluate...”. Remember the examiners do not only want to test your knowledge of the subject, but they also want to test your ability to understand, interpret, apply and reason.

Here are some terms that are used in the longer answer questions and tips on answering them:

- **Compare:** Describe both situations and show the differences and similarities between them. This could best be answered in table format.
- **Define:** A simple definition is not enough. You need to use appropriate examples, diagrams and formulae to demonstrate and explain your definition of the concept.
- **Discuss:** In this type of question you would consider the argument for and against the concept that is presented in the question. You would present both sides and then reach a definite conclusion.
- **Describe:** List the main characteristics.
- **Explain:** Make clear and spell out the meaning of the idea in the question. Use an example to show your understanding.
- **Outline:** Give a summary, make a list of the steps and give a concise definition of these steps.
- **Analyse:** Here you have to examine the idea in detail and show the essence or structure of the idea.
- **Evaluate:** You have to assess the idea and give reasons for conclusions and decisions
- **Create:** Here you will need to use information/data to create or make projections

The mark allocation is usually an indication of how many facts you have to write down. Sometimes you have to write down a fact and discuss/explain it for 2 marks.

3. Subject content per question

Section B: (20 Marks)

Kitchen and restaurant operations

You should be able to:

- Discuss professionalism in the hospitality industry
- Identify and describe the marketing concepts
- Know all the different terms
- Explain the roles and responsibilities of each position in a hospitality establishment
- Define entrepreneurship
- Identify different entrepreneurial opportunities
- Design a basic marketing tool to promote a local hospitality product
- Develop a basic business plan for small-scale entrepreneurial opportunities
- Evaluate a basic business plan

Hygiene, safety and security

- Identify the causes of food-borne diseases.
- Describe the transmission possibilities in the food and beverage environment.
- Compare the different diseases with regard to causes, incubation period etc.
- Discuss the impact of HIV/aids and tuberculosis on the workforce.

Computer operations in the hospitality industry

- Discuss the benefit of using a computer in the administration of the kitchen.
- List advantages of using a computer for reservations.
- Evaluate the benefits of using a computer in the hospitality industry.

Section C: Nutrition and menu planning. Food commodities

[80 marks/(2 X 40)]

Menu planning and cocktail functions

- Identify ingredients which may cause allergic reactions/health risks.
- List suitable snacks for cocktail functions and finger lunches.
- Discuss the advantages/disadvantages of cocktail functions and finger lunches.
- Give reasons why and when cocktail functions and finger lunches are served.
- Evaluate menus for cocktail functions and finger lunches.
- Describe the general rules for preparation/presentation/serving cocktail functions/finger lunches.

Costing

- Calculate selling prices, including overheads and profit
- Evaluate a quotation.

Desserts

- Classify the different deserts.
- Describe different deserts.
- Discuss storage conditions for different deserts.
- Identify quality characteristics of different deserts.
- Evaluate the nutritional values of deserts.

Gelatine

- Identify types of gelatine available.
- Explain how to use gelatine.
- Discuss factors that ensure a successful product.
- Identify characteristics of a successful product.

Preserved food

- Identify advantages of preserved food.
- Identify different methods for food preservation.
- Give reasons why these methods preserve food.
- Evaluate a label for preserved food.

Vegetarian

- Classify types of vegetarians.

- Give reasons why people become vegetarians.
- Evaluate menus for vegetarians.
- Evaluate the nutritional value of vegetarian food.
- Analyse menus and change to suit vegetarians.
- Discuss the preparation and cooking of legumes to maintain maximum nutritional value.

Choux pastry

- Identify correct/incorrect proportions
- Describe why correct proportions are essential.
- Identify incorrect techniques.
- Discuss factors to ensure a successful product.
- List different products prepared from choux pastry.
- Discuss the storage conditions and temperatures.

Meat

- Identify different types of meat/cuts.
- List characteristics of different types of meat.
- Compare characteristics of different types of meat.
- Identify specific uses of steak/cuts for different cooking methods.
- List serving portions.
- Evaluate cooking methods.
- Discuss storage conditions.
- Evaluate the nutritional value of a meat dish.
- Discuss factors which influence the quality of meat.

Pastry

- Identify different types of pastry
- Compare different types of pastry
- Discuss techniques for preparing pastry
- List the uses of different types of pastry
- Describe quality characteristics of each type of pastry
- Discuss storage conditions
- Evaluate the nutritional value of pastry

Section D: Sectors and careers; Food and beverage service

[60 marks (2 x 30)]

Preparing venues and setting tables

- List service items to keep food cold
- Describe cleaning techniques for food/beverages at formal dinners.
- Discuss the closing *mise-en-place*
- Explain how difficult customers should be handled
- Give suggestions how to handle unforeseen circumstances e.g. equipment failure which can affect production

Wine and non-alcoholic beverages

- Classify different types of wine.
- Give advice to customers regarding the choice of wine.
- Interpret a wine label.
- Discuss the regulations for selling wine with meals on premises.
- Compare the serving of wine with non-alcoholic beverages.
- Match glasses to the different types of wine.
- Discuss the necessity of regular stock control in the beverage section.
- Explain how tea should be served.
- Describe how a wine list should be presented to a guest.
- Give reasons why different types of wine are served at different temperatures.

4. Cognitive levels and weighting of the external question paper

The paper caters for a range of cognitive levels and different degrees of difficulty as indicated below:

Cognitive levels	Percentage	Marks
Lower order: remembering or knowledge	30	60
Middle order: understanding and applying	50	100
Higher order: analysing, evaluating, creating	20	40
TOTAL	100	200

Example per question:

Cognitive level	Cognitive demand	%	Total 20	Total 30	Total 40
Lower order: remembering	Easy	30%	6 marks	9 marks	12 marks
Middle order: understanding	Moderate	50%	10 marks	15 marks	20 marks
Higher order: analysing, evaluating	Difficult	20%	4 marks	6 marks	8 marks
		100%	20 marks	30 marks	40 marks

4.1 Features and examples of lower-order questions

- Key verbs or action verbs are: remember, memorise, recall, recognise, label, name, locate, identify, examine, classify, find, list, sequence, categorise, describe
- Straight recall from a textbook
- Explain particular terminology.
- Identify answers from a text/case study

Examples of lower –order questions:

- Name ONE food that can cause an allergy.
- Explain the term *flambé*
- What do you understand by a professional dress code?

4.2 Features and examples of middle-order questions

- Demonstrate a basic understanding of concepts and curriculum
- Express in other words; make own meaning
- Understand and match information
- Distinguish between aspects, compare and explain

- Choose, collect and classify information
- Modify and use existing knowledge
- Draw information from a given text

Example of question:

1.1 Mrs Smith conducted a Hospitality practical lesson with Grade 12 learners. One learner fell, sprained her ankle and knocked her head against the table which caused her head to bleed.

1.1.1 Explain how you would treat the sprained ankle. (4)

1.1.2 Explain how you could minimise the risk of HIV/aids when helping the learner. (1)

1.2 Identify THREE essential items that should be kept in the first aid kit which will be used for the injuries above. (3)

4.3. Features and expectations of higher-order thinking

- Analyse information in a new or unfamiliar context
- Use reasoning to solve non-routine problems
- Identify the problem and then use appropriate methods to solve the problem.
- Judge and make recommendations
- Create or find innovative solutions
- Formulate new ideas
- Work with complex problems involving insight

Example question:

2. Study the extract below and answer the questions that follow

An area next to Green Hills, on the way to Glenharvie, was identified as a tourist destination some years ago. Community members were moved and houses were destroyed. The municipality was to develop the area. A dam and restaurant were built. The municipality had a business plan for the Green Hills Restaurant which included a cover page, business address and the products they intended to offer. Ten years have passed, the dam is quiet and no tourists are attracted to the area as promised.

2.1 Evaluate the Green Hills business plan which was compiled by the municipality.

5. Guidelines for answering question papers

Go through as many previous question papers as you can in the preparation for the final examination. Familiarise yourself with the types of questions, layout of the paper and how the different questions should be answered .

Note the following:

- The number of questions
- Mark allocation per question
- Decide which questions will be easier to do first.
- If you think of something as you go along, write it down.
- Allocate the time you will spend on a question.
- Underline the verbs that tell you what to do in each question, e.g. list, explain, etc
- Present out your answers clearly by writing in a clear, legible manner.
- Make sure you answer your questions correctly according to the numbers in the question paper.
- If you do not know an answer, move on to the question you know and then go back to the questions you find more challenging. If you recall what you know, write down all your thoughts.
- Try not to leave blank spaces
- Stay until the end of the examination time period so that you utilise all the time by filling in as many answers to earn as many marks possible.

6. Conclusion

This Examination Guidelines document is meant as a tool for clarification and reference when teaching Gr 12 Hospitality Studies. It is therefore not a substitute for the Revised SACAI CAPS document (or the DBE CAPs document) which teachers should teach to.

Qualitative curriculum coverage is forever essential and cannot be emphasized enough.

Bibliography:

SACAI CAPS Based Subject Guidelines (Grade 10 – 12), 2014: Hospitality Studies
Department of Basic Education, Hospitality Studies Examination Guidelines Grade 12, 2014