



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

HOSPITALITY STUDIES

EXAMINATION GUIDELINES

GRADE 12
2009

This guideline consists of 5 pages.

PURPOSE OF THE GUIDELINES

The purpose of these guidelines is to assist teachers and learners in their preparation for the National Senior Certificate (NSC) examination for Hospitality Studies.

These guidelines should be used together with the following documents

1. The National Curriculum Statement (NSC)
2. The content framework in the Learning Program Guidelines (LPG) dated January 2008
3. The Subject Assessment Guidelines (SAG) dated January 2008

STRUCTURE OF THE HOSPITALITY STUDIES PAPER

1. The Hospitality Studies examination consists of one 3-hour paper of 200 marks.
2. This exam paper comprises 50% of a learner's total mark for the subject.
3. This paper addresses the content, which is derived from the Learning Outcomes and Assessment Standards, and is described in the Content Framework in the LPG dated January 2008.
4. Every aspect mentioned in this content framework should be dealt with in depth, as this content framework is used by the examiners to set the paper.
5. Textbooks may not necessarily cover every aspect in the content framework.
6. Because of the progression of the Learning Outcomes from Grade 10 to 12, background knowledge from Grade 10 and 11 may be assessed in Grade 12.
7. There are four **COMPULSORY SECTIONS**, covering all the Learning Outcomes and Assessment Standards as indicated below:

CONTENT		MARKS
Section A	Short questions LO1-4	40
Section B	LO1 Hospitality Concepts LO2 Health and Safety	40
Section C	LO3 Food Production (2 questions of 40 marks each)	40 40
Section D	LO4 Food and Beverage Service	40
		200

Concepts will be integrated when applicable in sections B, C and D.

COGNITIVE LEVELS

The paper caters for a range of cognitive levels and abilities. The following guide in the National Subject Assessment Guideline document (SAG) is used:

COGNITIVE LEVEL	WEIGHTING (%)	MARKS
Knowledge	30	60
Comprehension	20	40
Application	30	60
Analysis, evaluation and synthesis	20	40

- Learners should be taught how to answer questions on the different cognitive levels.
- All the Learning Outcomes, Assessment Standards and topics could be tested with any type of question.
- The verb used in the question may guide the learner to answer the question:
 - Mention/list/name/state implies that the learner has to only give the answers without any explanation.
 - Discuss/evaluate (or other cognitive verbs) implies that the learner has to give more information on the facts questioned. Explanations and examples should be provided.
- The mark allocation per question should be used as a guide to determine the length and time to be spent on each question, e.g. a three mark question should include three facts.

PREPARATION FOR THE PAPER

It is imperative that the groundwork for this paper is set from Grade 10. Because of the progression of the Learning Outcomes from Grade 10 to 12, background knowledge from Grade 10 and 11 may be assessed in Grade 12.

Resource material to accompany the textbooks for Hospitality Studies:

- Every learner should have a textbook for Hospitality Studies in every grade.
- Exemplar papers – Grade 10 – 12
- Because textbooks may not necessarily cover every aspect in the content framework, other resources should also be used, e.g.
 - Newspaper articles, Magazines (e.g. Food & Beverage, Food and Home, TASTE magazine from Woolworths, etc.)
 - Resource books on cookery and the serving of food and beverages
 - Relevant Internet websites.

On the day of the examination

1. Learners should be in the examination room at least 20 minutes before the starting time to get settled and make maximum use of the reading time. Learners should bring a calculator and all the necessary writing tools.
2. It is important that learners are taught to manage their time well so that they are able to finish the paper.
3. Learners must be encouraged to read through the question paper carefully before they start writing.
4. A neat, legible handwriting is essential. Many learners have disadvantaged themselves because of poor handwriting when markers were unable to decipher what was written.
5. Learners must be encouraged to leave time at the end of the exam to read their answers again. Correcting poor expression, spelling or checking calculations can make a huge difference.

Breakdown of different sections and questions:

	Section A	Section B	Section C	Section D
Types of questions	<ul style="list-style-type: none"> Multiple-choice Questions Matching Items Fill in the missing word One word/term Choose correct word <p>Know the subject terminology well. It will be tested in this section.</p>	<ul style="list-style-type: none"> Designing questions Short questions Analysis questions Interpretative and evaluative questions Factual questions Application questions Identify, label and complete tables, diagrams, etc. 	<ul style="list-style-type: none"> Designing questions Short questions Analysis questions Interpretative and evaluative questions Factual questions Cost and calculations Application questions Identify, label and complete tables, diagrams etc. 	<ul style="list-style-type: none"> Designing questions Short questions Analysis questions Interpretative and evaluative questions Factual questions Cost and calculations Application questions Identify, label and complete tables, diagrams etc.
Learning Outcomes	<ul style="list-style-type: none"> LO 1 – Hospitality Concepts LO 2 – Health & Safety LO 3 – Food production LO 4 – Food & beverage 	<ul style="list-style-type: none"> LO 1 – Hospitality Concepts LO 2 – Health & Safety 	<ul style="list-style-type: none"> LO 3 – Food production 	<ul style="list-style-type: none"> LO 4 – Food & beverage service
Cognitive levels	<ul style="list-style-type: none"> Knowledge Comprehension Application 	<ul style="list-style-type: none"> Knowledge Comprehension Application Analysis/Synthesis/ Evaluation 	<ul style="list-style-type: none"> Knowledge Comprehension Application Analysis/Synthesis/ Evaluation 	<ul style="list-style-type: none"> Knowledge Comprehension Application Analysis/Synthesis/ Evaluation
Mark Allocation	<ul style="list-style-type: none"> 40 Marks – one mark per answer 	<ul style="list-style-type: none"> 40 Marks 	Two questions <ul style="list-style-type: none"> 40 Marks 40 marks 	<ul style="list-style-type: none"> 40 Marks