



education

Department of Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CURRICULUM STATEMENT GRADES 10-12

**SUBJECT:
HOSPITALITY STUDIES**

**TRAINING MANUAL
2006**

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**SERVICES ORIENTATION PROGRAMME
20 – 24 FEBRUARY 2006**

DAY ONE

SESSION 1		
TIME	TOPIC	DURATION
8:30-9:00	Registration	30 min
9:00-9:15	Activity 1: Opening and welcome Introduction	15 min
9:15 - 9:30	Activity 2: Overview of the week and training documents provided.	15min
10:30-10:30	Activity 3: Introduction to NCS and NSC-Part 1	1 hour
10:30-11:00	TEA	30 min
11:00-12:00	Activity 3: Introduction to NCS and NSC-Part 2	1 hour
12:00-13:00	Activity 3: Introduction to NCS and NSC-Part 3 Requirements for Higher Education studies Breakaway into subject groups.	1 hour
13:00-14:00	LUNCH	1 hour
SESSION 2		
14:00-15:00	Activity 1: Introduction to Hospitality Studies	1 hour
15:00-15:30	Activity 2: Subject content and Approach Part 1: LO1	30 min
15:30-16:00	TEA	30 min
16:00-18:00	Activity 2: Part 1: LO1 continues	2 hours

DAY TWO

SESSION 2		
TIME	TOPIC	DURATION
8:30-8:45	Introduction and Recap	15min
8:45-10:30	Activity 2: Part 1: LO1	1 hour 45 min
	TEA	30 min
11:00-13:00	Activity 2: Part 1: LO2	2 hours
13:00-14:00	LUNCH	1 hour
14:00-15:30	Activity 2: Part 3: LO3	1 hour 30 min
15:30-16:00	TEA	30 min
16:00-17:00	Activity 2: Part 3: LO3 continues	1 hour
17:00-18:00	Activity 2: Part 4: LO4	1 hour

DAY THREE

SESSION 2 continues		
TIME	TOPIC	DURATION
8:30-8:45	Introduction and Recap	15 min
8:45-10:30	Activity 2: Part 4: LO4	1 hour 45 min
10:30-11:00	TEA	30min
11:00-13:00	Activity 2: Part 5: Integration	2 hour

13:00-14:00	LUNCH	1hour
14:00-15:30	Activity 2: Part 6: Practical Assessment Task (PAT)	1 hour 30min
15:30-16:00	TEA	30min
16:00-18:00	Activity 2: Part 6: PAT continues	2hours

DAY FOUR

SESSION 3		
TIME	TOPIC	DURATION
8.30-8.45	Introduction and Recap	15 min
8.45-9.15	Activity 1: Introduction to planning cycle	30 min
9:15-10:15	Activity 2: Introduction to Grade 11 Work Schedule	1 hour
10:15-10:30	Activity 3: Critique the Grade 11 Work Schedule	15 min
10.30-11.00	TEA	30 min
11.00-13.00	Activity 3: Critique the Grade 11 Work Schedule	2 hours
13:00-14:00	LUNCH	1 hour
14:00-15:00	Activity 4: Report back on Work Schedule	1 hour
15:00-15:30	Activity 5: Development of a Lesson Plan for Grade 11 for the first 2-3 weeks of the school year	30 min
15:30-16:00	TEA	30 min
16:00-17:00	Activity 5: Development of a Lesson Plan for Grade 11 for the first 2-3 weeks of the school year continues	1 hour
17:00-18:00	Activity 6: Report back on Lesson Plan	1 hour

DAY FIVE

SESSION 4		
TIME	TOPIC	DURATION
8:30-8:45	Introduction and Recap	15 min
8:45-9:45	Activity 1: Introduction to Assessment in the NCS	1 hour
9:45-10:30	Activity 2: Programme of Assessment for Grade 10 and 11	45 min
10:30-11:00	TEA	30 min
11:00-12:30	Activity 3: Development of Grade 11 Annual Assessment Plan	2 hour
12:30-13:00	Plenary -Way Forward -Closure	1 hour
13:00-14:00	LUNCH	1 hour

SESSION 1 –

Introducing the National Curriculum Statement (NCS) and the National Senior Certificate (NSC) (3-4 hours)

ACTIVITY 1: Introduction of training participants

FORM OF ACTIVITY: Introductions

ACTIVITY 2: Overview of the week of training / documents provided

FORM OF ACTIVITY: Presentation

RESOURCES: The 5-day training programme (Power Point)
A hard copy of each document referred to-

- National Senior Certificate Policy
- Subject Statement
- Subject Assessment Guidelines
- Learning Programme Guidelines
- National Protocol on Assessment
- Higher Education admission requirements

CONTENT:

- Training programme for the week and house rules
- Documents making up the National Curriculum Statement policy and documents supporting the National Curriculum Statement policy – purpose and status of each

ACTIVITY 3: Introduction to the NCS and NSC – See Appendix 1 pg 14

Part 1: 20 Questions

FORM OF ACTIVITY: Test and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Worksheet Appendix 1

CONTENT:

- 20 questions focusing on the NCS and NSC

INSTRUCTIONS:

- Allow the participants to record their responses to each question as individuals (Appendix 1)
- Discuss the answers with the group as a whole, inviting participants to offer answers before discussing them

Part 2: NCS and NSC

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: Power Point Presentation, Laptop, Data Projector, a hard copy of each document referred to in the presentation-

- National Senior Certificate Policy
- Subject Statement
- Subject Assessment Guidelines
- Learning Programme Guidelines
- National Protocol on Assessment

CONTENT:

- Overview of the NCS, including principles and Critical and Developmental Outcomes
- National Senior Certificate: Requirements, structure and details

Part 3: Requirements for Higher Education study

FORM OF ACTIVITY: Open-book and presentation

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, HE admission requirements, Worksheet Appendix 1

CONTENT:

- Requirements for certificate, diploma and degree programmes

INSTRUCTIONS:

Introduction

- While the Higher Education document is not part of NCS policy, it provides teachers with indicators on required learner performance in NCS subjects for entry into Higher Education
- The 3-year NSC programme is the key to Higher Education study and teachers need to be aware of the admission requirements for different programmes offered at Higher Education Institutions

Open-book activity

- Ask participants to study the HE document and identify the requirements for certificate, diploma and degree programmes

Report back and discussion

- Allow one report back
- Present the requirements (see PowerPoint Presentation)
- Discuss the designated list of subjects, noting that learners already have 3 of the designated subjects in their NSC package – two languages and Mathematics or Mathematical Literacy

SESSION 2 – Introducing the Subject Statement (20 hours)

ACTIVITY 1: Introduction to HOSPITALITY STUDIES (1 hour)

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: OHP, Subject Statement, a hard copy of each supporting policy relevant to the subject.

CONTENT:

- Overview of the subject: Definition, purpose and scope (NCS p 9) of the subject – its origin
- Learning Outcomes for the subject – briefly refer to relationship with the Critical and Developmental Outcomes and the NCS principles (NCS p 2, 3, 4)
- Brief overview of subject developments, i.e. new content (Report 550 to National Curriculum Statement)
- Point out how the Assessment Standards for HOSPITALITY STUDIES give an indication of the teaching, learning and assessment approach to be used in the classroom.
- Mention supporting policies relevant to the subject and how they support the implementation of the subject HOSPITALITY STUDIES (do not engage in them) – NCS Doc, NSC Doc, Assessment Guidelines and LPG.
- Time allocation and placement of HOSPITALITY STUDIES in the school timetable (4hrs per week)

ACTIVITY 2: HOSPITALITY STUDIES - Subject Content and Approach (18 hours)

NOTE: Each Learning Outcome for HOSPITALITY STUDIES will first be dealt with individually while addressing both the subject content and the subject approach in a dedicated Learning Outcome activity (Parts 1-4). Thereafter integration across the Learning Outcomes will be dealt with in a separate activity (Part 5) and Practical Assessment Task (PAT) (Part 6).

Part 1: LO1 (3 hours) (See Appendix 2: Part 1 pg 15-16)

FORM OF ACTIVITY: Presentation, interactive, report back and discussion

RESOURCES: OHP, Subject Statement, Learning Programme Guidelines

CONTENT:

- Content, progression, integration and approach to teaching, learning and assessment

Subject Content (1½ hour)

- Do a critical study of the Grade 10-12 subject content for HOSPITALITY STUDIES as provided for the Learning Outcome in the Subject Statement (Chapter 3) and Learning Programme Guidelines (Annexure 1)
- What content is to be taught per grade for the Learning Outcome?
- Note that the verbs and the nouns contained in each Assessment Standard give a general indication of the depth of skills and knowledge required.
- What content is new – i.e. it is unknown to you?
- Make a list of the unknown content and use this for your personal growth plan
- Is progression evident within the Learning Outcome across the three grades? Provide examples of such progression.
- Comment on the progression within the Learning outcomes across the three grades.
- Is there a link between the content indicated for each Assessment Standard? (I.e. What integration is possible within the Learning Outcome?)
- What must a learner be able to know, do and value after exposure to the content in this Learning Outcome? (i.e. skills, knowledge and values)

Subject Approach (1½ hours)

- What kind of teaching, learning and assessment approach is required to teach, learn and assess the content (i.e. skills, knowledge and values) indicated in the Assessment Standards of this Learning Outcome?
- What LTSM is required to teach the content of this Learning Outcome to achieve the skills, knowledge and values indicated in the Assessment Standards?

Report Back (½ hour)

One group reports back and others make additions to avoid long, extended reporting so that any remaining time can be used to engage in a constructive discussion.

<u>Part 2:</u> LO2 (3 hours) See Appendix 2: Part 2 pg 17-18
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Repeat the same format as used for Part 1: LO1.

<u>Part 3:</u> LO3 (3 hours) See Appendix 2: Part 3 pg 19-20
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Repeat the same format as used for Part 1: LO1

<u>Part 4:</u> LO4 (3 hours) See Appendix 2: Part 4 pg21-22

Repeat the same format as used for Part 1: LO1

<u>Part 5:</u> (2 hours) Integration across the Learning Outcomes

FORM OF ACTIVITY: Presentation, interactive, report back and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Statement, Learning Programme Guidelines, Handout of a practical task, www.thutong.org.za.

CONTENT:

- Content, integration and approach to teaching, learning and assessment

INSTRUCTIONS:

- Study the content for all four Learning Outcomes as addressed in Parts 1-4 and look for authentic links between the content in each – i.e. which of the Assessment Standards from the different Learning Outcomes can be grouped together for teaching, learning and assessment purposes?
- Engage the participants in subject activities for HOSPITALITY STUDIES which they critique:
 - The integration of content from different Learning Outcomes
 - Does the activity address the Assessment Standards of the integrated Learning Outcome with respect to the skills, knowledge and values that will be acquired through exposure to the activity?
 - Input on assessment: How, when, who and what to assess in this activity – also make suggestions of the tools that can be used to assess learner performance in the activity and who should carry out the assessment to ensure that the integrated skills, knowledge and values are assessed in an effective and efficient manner

Part 6: (4 hours) Practical Assessment Task (See Appendix 2: Part 6 pg 23-26)

ADDITIONAL INSTRUCTIONS:

- Provide an overview of the Practical Assessment Task as per the Subject Assessment Guidelines for HOSPITALITY STUDIES and its role in ensuring the teaching, learning and assessment of the relevant outcomes (LO3 and LO4)
- Allow participants to examine and critique the Practical Assessment Task along with the example of an assessment tool:
 - Does the task and its related activities address the Assessment Standards of the relevant Learning Outcomes with respect to the skills, knowledge and values that will be acquired through exposure to activities contained in it?
 - Input on assessment: How, when, who and what to assess in this task – also make suggestions of other tools that can be used to assess learner performance in the activity and who should carry out the assessment
 - Make suggestions for improvements and/or other types of activities that can be included in each section of the task

ACTIVITY 3: Conclusion / Wrap-up (1 hour)

FORM OF ACTIVITY: Presentation and discussion – Transparency on Training Outcomes – Session 3

RESOURCES: Overhead Projector, Subject Statement, Learning Programme Guideline

CONTENT:

- Did we achieve all the Training outcomes for this session?
- Give feedback

SESSION 3 –

Planning for teaching subjects in the NCS (8 hours)

ACTIVITY 1: Introduction to the planning cycle (½ hour)

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector

CONTENT:

- Three stages of planning
- Purpose, role-players and duration per stage
- Issues to consider when developing a Learning Programme
- Brief overview of the key activities and development process per stage

ACTIVITY 2: Introduction to the Grade 11 Work Schedule (1 hour)

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: OHP of Grade 11 Work Schedule, OHP, OHP Pens, OHP Sheets, Subject Assessment Guidelines, Learning Programme Guidelines, Subject Statement

CONTENT:

- Elements of design
- Process of design
 - Integration: What, how and why?
 - Sequencing: What, how and why?
 - Pacing: What, how and why?
 - Suggested assessment tasks: What and why? – will return to this in Session 4
 - LTSM: What and why?

ACTIVITY 3: Critique the Grade 11 Work Schedule (3 hours) – See LPG

FORM OF ACTIVITY: Interactive, report back and discussion

RESOURCES: Grade 11 Work Schedule, Subject Statement, Learning Programme Guidelines, Subject Assessment Guidelines.

CONTENT:

- Grade 11 Work Schedule

INSTRUCTIONS:

- Participants study the example of the Grade 11 Work Schedule provided in the LPG and critique it:
 - Does the Work Schedule cover all the Assessment Standards (i.e. content)?
 - Integration: Are the Assessment Standards appropriately linked?
 - Are the Assessment Standards covered in sufficient detail and depth?
 - Pacing: Is the time allocation across the 40 weeks appropriate?
 - Sequencing: Is the content presented in the correct order?
 - Are relevant LTSM listed? If not, list the LTSM required.
 - How can the Work Schedule be improved?

ACTIVITY 4: Report back (1½ hours)

FORM OF ACTIVITY: Report back and discussion

RESOURCES: Subject Statement, Learning Programme Guidelines

CONTENT:

- Improved Grade 11 Work Schedule

INSTRUCTIONS:

- Allow different groups to present their improved version of the exemplar Work Schedule for Grade 11
- Engage participants in a discussion after each presentation
- Participants accept a final version of the Grade 11 Work Schedule

ACTIVITY 5: Development of the Lesson Plan for Grade 11 for the first 2-5 weeks of the year (2 hours) – See Appendix 3: Act 5 pg 27-28

FORM OF ACTIVITY: Presentation, interactive, report back and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Statement, Learning Programme Guidelines, Lesson Plan Template – Appendix 3

CONTENT:

- Grade 11 Lesson Plan
 - Elements of design
 - Process of design

INTRODUCTION:

- Lesson Plan: What it is and its duration
- Pointers on deciding on the number of Lesson Plans to be written
- Elements and design of a Lesson Plan
- Teaching method: What and why
- Assessment strategy: Who, when, how and form of assessment
- Expanded opportunities: Inclusive approach to accommodate all learners

INSTRUCTIONS:

- Provide an overview of the elements and the design process of a Lesson Plan
- Engage participants in the development of the first Lesson Plan that will be presented for the first 2-5 weeks of the school year according to the Grade 11 Work Schedule critiqued in Activity 3.

ACTIVITY 6 (1hour) Report Back

FORM OF ACTIVITY: Report back and discussion

RESOURCES: Lesson Plan
CONTENT: Lesson plan for the first 2-5 weeks of the school year

INSTRUCTIONS:

- Allow different groups to present their version of the exemplar Lesson Plan for Grade 11
- Engage participants in a discussion after each presentation
- Wrap up: Did we achieve the training outcomes for this section?

SESSION 4 – Annual assessment plan (8 hours)

ACTIVITY 1: Introduction to assessment in the NCS (1 hour)

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, National Protocol on Assessment,

CONTENT:

- Approach to assessment: Criteria-driven
- Recording process: Record one global mark / code per task and refer to the Subject Assessment Guidelines for guidance on how to arrive at the final mark for the subject
- Reporting process: 7 codes and percentages
- Portfolios: Teacher and learner

ACTIVITY 2: Programme of Assessment for Grades 10 and 11 – Engage in subject assessment guideline document

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Assessment Guidelines

CONTENT:

- Programme of Assessment for Grades 10 and 11 (Section 2 of the Subject Assessment Guidelines): Number of tasks
- Nature of tasks: Forms of assessment suitable to the subject (Section 3 of the Subject Assessment Guidelines) and suitable tools
- Practical Assessment Task (PAT)
- Weighting of tasks for the formal Programme of Assessment and mark allocation

ACTIVITY 3: Development of a Grade 11 annual assessment plan – See Appendix 4: Act 3 pg 29

FORM OF ACTIVITY: Presentation, interactive and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Assessment Guidelines, Annual Assessment Plan Template.

CONTENT:

- Programme of Assessment for Grade 11: Tasks, topics, tools and dates

INSTRUCTIONS:

- Engage participants in the compilation of a Grade 11 annual assessment plan in which they indicate:
 - Seven tasks: 2 Tests, 2, Examinations, 2 other tasks and PAT
 - Topics for each task
 - Assessment tools for each task
 - Date and duration of each task

- Ask participants to revisit the Grade 11 Work Schedule (Session 3: Activity 3) and to align the annual assessment plan for Grade 11 with the assessment tasks listed in the Work Schedule

APPENDICES

APPENDIX 1 – Session 1 – Activity 3 – Part 1

Make use of your knowledge of the NCS and related documents to answer the following questions.

- Fill in the answers as quickly as possible
- Keep answers short and to the point.

No	Answer
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

SESSION 1 – Activity 3 – Part 3

Study the HE document and identify the requirements for certificate, diploma and degree programmes

HIGHER CERTIFICATE	DIPLOMA	BACHELOR'S DEGREE

APPENDIX 2 –Session 2 Activity 2 - Part 1

Analysis of the Assessment Standard

- **Verbs:** these indicate what the learners need to do (evidence)
- **Related nouns:** these demonstrate the content to be taught (SKV)
- **Context:** refers to the situation in which the content is taught, learnt and assessed (environment)

INSTRUCTION: Underline the verbs and circle the nouns in the following assessment standards

Write them down in the columns below.

Answer the questions that follow and report back to the group

LEARNING OUTCOME 1: HOSPITALITY CONCEPTS

The learner is able to demonstrate knowledge and understanding of the hospitality industry, its contribution to the South African economy, the sectors of the hospitality industry, and related career opportunities.

ASSESSMENT STANDARDS:

- 1.1 Demonstrate knowledge and understanding of cultural uniqueness as applied in food preparation and service.
- 1.2 Define and differentiate between the four functional areas in the hospitality industry and illustrates the services that each provides
- 1.3 Illustrate the job descriptions of the possible careers, and policies governing working conditions and learning pathways (NQF/THETA) in food preparation and service

VERB	NOUN(Content)	CONTEXT

2.1 Questions to answer on your own

What content is new?

List the new content. This could be used in your personal growth plan.

Does it cover all the assessment standards under this LO?

Comment on the progression within the Learning Outcome across the three grades

What integration is possible within the Learning Outcome?

2.2 Approach To Teaching, Learning and Assessment

INSTRUCTION: Use the knowledge of the analysis of the assessment standards and then complete the following table. Report back to the group.

Teaching strategies	Learning Activities	Resources (LTSM)	Assessment Strategies

APPENDIX 2: Session 2 Activity 2 - Part 2

INSTRUCTION: Underline the verbs and circle the nouns in the following assessment standards
Write them down in the Columns below.
Answer the questions that follow and report back to the group

LEARNING OUTCOME 2: HEALTH AND SAFETY

The learner is able to operate in a hygienic, safe and secure food preparation and service environment in a responsible manner and in accordance with relevant legislation.

ASSESSMENT STANDARDS:

- 2.1 Describe the implications of failing to comply with the relevant legislation and principles of hygiene, safety, security and environmental issues.
- 2.2 State the types, effects and growth conditions of the main food poisoning and spoilage organisms.
- 2.3 Describe and apply security practices and procedures as required in the hospitality industry, and suggest responses to a range of emergency situations.

VERB	NOUN(Content)	CONTEXT

2.1 Questions to answer on your own

What content is new?

List the new content. This could be used in your personal growth plan.

Does it cover all the assessment standards under this LO?

Comment on the progression within the Learning Outcome across the three grades

What integration is possible within the Learning Outcome?

2.2 Approach to Teaching, Learning and Assessment

INSTRUCTION: Use the knowledge of the analysis of the assessment standards and then complete the following table. Report back to the group.

Teaching strategies	Learning Activities	Resources (LTSM)	Assessment Strategies

APPENDIX 2: Session 2 Activity 2 - Part 3

INSTRUCTION: Underline the verb and circle the noun in the following assessment standards
Write them down in the Columns below.

Answer the questions that follow and report back to the group

LEARNING OUTCOME 3: FOOD PRODUCTION

The learner is able to understand and apply the principles of planning, organizing, problem solving and evaluation as related to self and to practices and systems of food production.

ASSESSMENT STANDARDS:

3.1 Explain the kitchen brigade structure as it relates to kitchen operations and teamwork.

3.2 Use the correct procedures for receiving, storing and issuing stock, and respond to quality and quantity problems.

3.3 Cost a recipe.

3.4 Plan menus for teas and light two-course or three-course meals in keeping with the principles of nutrition and menu planning.

3.5 Demonstrate a knowledge and understanding of the following food commodities - poultry, fish, rice, soups, sauces, stocks, vegetables, yeast products, cakes and biscuits.

3.6 Produce and present a range of teas and two-course or three-course meals using the commodities studied, working effectively with other members of the kitchen and restaurant brigades, giving preference to local commodities.

VERB	NOUN(Content)	CONTEXT

2.1 Questions to answer on your own

What content is new?

List the new content. This could be used in your personal growth plan.

Does it cover all the assessment standards under this LO?

Comment on the progression within the Learning Outcome across the three grades

What integration is possible within the Learning Outcome?

2.2 Approach To Teaching, Learning And Assessment

INSTRUCTION: Use the knowledge of the analysis of the assessment standard and then complete the following table. Report back to the group.

Teaching strategies	Learning Activities	Resources (LTSM)	Assessment Strategies

APPENDIX 2: Session 2 –Activity 2-Part 4

INSTRUCTION: Underline the verbs and circle the nouns in the following assessment standards

Write them down in the Columns below.

Answer the questions that follow and report back to the group

LEARNING OUTCOME 4: FOOD AND BEVERAGE SERVICE

The learner is able to understand and apply the principles of planning, organizing, problem solving and evaluation as related to self and the practices and systems of food and beverage service and customer care.

ASSESSMENT STANDARDS:

4.1 Demonstrate a knowledge and understanding of the restaurant brigade and the necessity of contributing to effective working relationships and teamwork.

4.2 Demonstrate an appropriate response to guest complaints about problems with kitchen production and service procedures.

4.3 Prepare and set up the venue and tables for a range of teas and two-course or three-course meals using the commodities studied, working effectively with other members of the kitchen and restaurant brigades, giving preference to local commodities.

4.4 Perform the correct service techniques and sequence of food and beverage and sequence of food and beverage services for *table d' hôte*

VERB	NOUN(Content)	CONTEXT

2.1 Questions to answer on your own

What content is new?

List the new content. This could be used in your personal growth plan.

Does it cover all the assessment standards under this LO?

Comment on the progression within the Learning Outcome across the three grades

What integration is possible within the Learning Outcome?

2.2 Approach To Teaching, Learning And Assessment

INSTRUCTION: Use the knowledge of the analysis of the assessment standard and then complete the following table. Report back to the group.

Teaching strategies	Learning Activities	Resources (LTSM)	Assessment Strategies

APPENDIX 2: Session 2 - Part 6

INSTRUCTION:

Examine and critique the example of the following practical assessment task

PRACTICAL ASSESSMENT TASK

TOPIC: POULTRY -11.3.5

Knowledge:

Facts
Processes
Theory

Skills:

Measuring
Research
Practical work

Values & Attitudes:

Co-operation
Independence
Consideration

Activity 1: Do the following in your scripts

- 1.1 Describe the quality points when purchasing poultry (5)
- 1.2 Write a paragraph on storage conditions and practices of poultry (6)
- 1.3 Classify and identify types of poultry, dishes that can be prepared as well as cuts to be used.

Draw the table into your book and complete.

Types of Poultry	Dishes	Cuts to be used
Chicken	(2)	(2)
Duck	(2)	(2)
Quail	(2)	(2)

Total: (12)

Activity 2: Class practical

The teacher demonstrates the deboning of chicken cuts. Each learner or small group of learners must debone a chicken breast to make a complex chicken dish e.g. chicken kiev, cordon bleu, schnitzel or roulade.

	Assessment Criteria	Possible Mark	Actual Mark	Comments
1.	Use of correct equipment	2		
2.	Deboning – correct method	5		
3.	Preparation of cut for cooking (filling crumbing etc)	10		
4.	Cooking method	4		
5.	Taste and Plating	4		
	Total	25		

Activity 3: PRACTICAL RESTAURANT EVENING

- The teacher assigns various tasks to the learners in advance (chefs, waitrons, stewards etc)
- Learners must wear the appropriate uniform assigned for the particular task.

TASK FOR LEARNERS: All learners must hand in 1-7 for assessment

1. Plan a three-course meal with the food commodities that have been handled in grade 10 and during the first term of grade 11
2. The menu card must be handed in for assessment
3. Recipes must be in g and ml
4. Complete the included mise-en-place form
5. Complete the planning forms for the various working stations (bar, kitchen, front office and restaurant)
6. Complete an order form for the ingredients and hand in
7. Calculate the total cost of the menu. Ensure that the prescribed budget is not exceeded
8. The chef de cuisine and the teacher will finalize ONE menu for the restaurant evening
9. Practical work: e.g. delegated tasks

Chefs:

- Prepare dishes as planned
- Do plating
- Washing up

Or

Waitrons:

- Table cloths- ironed; centre piece, menu card
- Laying of covers
- Coffee and tea area ready
- Correct waitering

	Submission Dates	Hand in on:	Actual handing In date
1.	Menu for approval		
2.	Submit recipes		
3.	Mise-en-place		
4.	Planning and order forms (include costing)		

MISE-EN-PLACE FORM

Recipe Name:	
Equipment and preparation (line or grease):	Ingredients needed and measuring:
Pre-prepare items required: (Marinate, chop, peel, trim, wash etc.)	Cover and refrigeration:
Hygiene and safety principles:	

TEACHER ASSESSMENT

Name: _____ Date: _____

	Assessment Criteria	Possible Mark	Actual mark	Comments
1.	Menu – according to rules for menu planning: Heading(1) courses (2) spacing(1) date(1)	5		
2.	Recipes: completeness(1) correct measurements (2) understandable(1)	4		
3.	Mise-en-place: Equipment(2)Pre-prep(1) cover & refrigerate(1) Hygiene and safety(1)	5		
4.	Planning forms	5		
5.	Order form for ingredients	3		
6.	Menu costing	5		
7.	Practical: Chefs – prepare dishes(15) plating(5)washing up(5) Waitrons - table cloths(7) covers(5) correct waitering(10)coffee service(3)	25		
		52		

Grand total: 100

APPENDIX 3 – Activity 5: Session 3 - Example of Lesson Plan Template

LESSON DETAILS			
Grade:	Date(s):	Time Allocation:	
Theme/topic: (in context)			
LEARNING OUTCOMES AND ASSESSMENT STANDARDS <small>(Underline verbs and nouns)</small>			
Learning Outcomes:			
Assessment Standards:	The learner is able to:		
<i>CONTENT ANALYSIS</i>			
Time planned:	A	Class time	
	B	Organised activities outside the class	
	C	Learners busy with individual or group activities outside organised activities (e.g. homework and reflection)	
			hours hours hours

<i>TEACHING CONTENT</i>	<i>TEACHING ACTIVITES</i>	<i>LEARNER ACTIVITES</i> (Including homework)	<i>RESOURCES</i>	<i>ASSESSMENT STRATEGIES & EVIDENCE</i>
REFLECTION				
Reflection and notes (e.g. what worked, what did not work):				

APPENDIX 4 : Session 4 - Activity 3

ANNUAL ASSESSMENT PLAN FOR GRADE 11

TERM 1	TERM 2	TERM 3	TERM 4
Task 1 Topic LOs and ASs Form Assessment Tool Due Date	Task 3 Topic LOs and ASs Form Assessment Tool Due Date		
Task 2 Test LOs and ASs Date	Task 4 Midyear examination LOs and ASs Date	Task 5 Test LOs and ASs Date	Task 7 End year examination LOs and ASs Date
Task 6 PAT 1 LOs and ASs Date	Task 6 PAT 2 LOs and ASs Date	Task 6 PAT 3 LOs and ASs Date	Task 6 PAT FINAL Date