

# OBE for FET Colleges

## hospitality generics

### level 2

## lecturer's guide

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Other books available in this series for the Vocational Programmes for the National Certificate Level 2: Hospitality Studies and Tourism are:

1415401403	9781415401303	OBE for FET Colleges Hospitality Generics Level 2 Learner's Book
1415401497	9781415401491	OBE for FET Colleges Hospitality Food Preparation Level 2 Learner's Book
1415401519	9781415401514	OBE for FET Colleges Hospitality Food Preparation Level 2 Educator's Guide
1415401586	9781415401583	OBE for FET Colleges Client Services and Human Relations Level 2 Learner's Book
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You will find the following icons in these books:

	<b>Individual</b> This icon indicates that learners should work on their own.
	<b>Pair work</b> This icon indicates that the learners should work in pairs.
	<b>Group work</b> This icon indicates that the learners should work in groups. Groups of four or five learners are usually ideal, but depend on the type of activity.
<b>Word bank</b>	<b>Word bank</b> New or difficult terms are explained or defined. Sometimes 'Hospitality Generics' words have different meanings to everyday language, so the aim is to extend the learners' use of the English language and Hospitality Generics' terminology.
	<b>Minds</b> This icon indicates knowledge outcomes that learners should have acquired.
	<b>Hands</b> This icon shows skills-based outcomes or activities developed for learners to apply knowledge (and values) that they have acquired.
	<b>Hearts</b> This icon shows values-based outcomes that assist the learners to express or develop particular values (or attitudes) to the issues raised.

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# Introduction

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Dear Lecturer

This Lecturer's Guide accompanies ***OBE for FET Colleges Hospitality Generics Level 2 Student's Book***. These books have all the types and levels of assessments that you will need to do with your learners – in the best sequence and ratio to one another.

We have included examples of all of these assessments, as well as their along-going rubrics and checklists. This will make assessment quick, easy and effective for you.

The Introduction of this book contains all your planning tools for Hospitality Generics for the year: a Year Plan as well as a template of a lesson plan. There are also a variety of assessment rubrics which you can use for assessment.

Section 6 is a complete Portfolio of Evidence which you can fill in as the year progresses to keep all your documentation in one place. By the end of the year, your portfolio will be the only document you need for your Lecturer's Portfolio of Assessment.

***OBE for FET Colleges Hospitality Generics Level 2 Student's Book and Lecturer's Guide*** therefore supply you with the best support so that you can concentrate on teaching this exciting subject.

*The authors*

## section 1

# how the *OBE for FET Colleges Hospitality Studies* series works

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This series answers to the National Curriculum for vocational training at FET colleges. Both the student's books and the lecturer's guides include templates for portfolios of evidence. The student's books give all the information that any student will need to achieve the required subject outcomes of each Theme or Topic. Each outcome is then assessed with an activity which gives the student the opportunity to show that he/she is competent in that outcome.

### **What is Hospitality Generics?**

Hospitality Generics enables the student to understand the sectors of the tourism and hospitality industry and explore its related work opportunities. It also contains broad knowledge, skills and values required to operate hygienically and safely in the hospitality environment. Hospitality Generics will equip the student to understand the dynamics of teams and work effectively as a team member. It will enable students to plan and cost menus, operate payment points and computers and maintain booking systems. It will also enable students to develop themselves within job roles and explore self-employment opportunities.

### **Why is the subject important in the Hospitality Studies programme?**

The subject addresses three very important aspects of working effectively in the hospitality industry namely hygiene, safety and teamwork. The subject provides the student with knowledge and understanding of hygiene and safety principles and enables him/her to apply it effectively. Teamwork forms the basis of most hospitality operations. The thorough understanding of team dynamics and related practical application throughout the programme, will enable the student to enter and work effectively in teams.

## section 2

# the hospitality generics curriculum

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### **The link between Hospitality Generics learning outcomes and the critical and developmental outcomes**

The student will be able to apply the important principles of teamwork through developing interdependence and self-discipline. Students will be able to use technology effectively and critically, showing responsibility to the environment and the health, safety and security of other people within the hospitality industry.

### **The following Critical Cross-field Outcomes are addressed by Hospitality Generics**

1. Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made
2. Work effectively with others as a member of a team, group, organisation, community
3. Organise and manage oneself and one's activities responsibly and effectively
4. Collect, analyse, organise and critically evaluate information
5. Communicate effectively using visual, mathematical and/or language skill in the modes of oral and/or written presentation

### **Factors that contribute to achieving Hospitality Generics learning outcomes**

Students, who choose the hospitality industry as a career, have to understand why safety, hygiene and teamwork are so important to all areas of the industry. Students, who open themselves to acquire knowledge of these aspects, will be able to apply the principles successfully. Students with an interest in hospitality related computer software will find point of sale and booking system applications exciting and challenging. The subject requires students to work individually as well as in teams, in an organised, disciplined manner. Students must be able to follow instructions and take responsibility for their actions.

## Hospitality Generics Subject and Learning Outcomes

### 3.1 INTERNAL ASSESSMENT OF OUTCOMES IN HOSPITALITY GENERICS - LEVEL 2

#### *Topic 1: Sectors of the tourism and hospitality industries*

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
Identify the various sectors within the hospitality and tourism industries and have an understanding of factors influencing the industry's productivity and the importance of good service on the South African economy	<ul style="list-style-type: none"> <li>Sectors to include – hospitality, information services, travel services, transport, gaming and leisure, attractions.</li> <li>Benefits – job opportunities, income generation, promoting cultural diversity</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main sectors of the hospitality, travel and tourism industry. Understand the key services provided by each sector and how they inter-relate.</li> <li>Understand the concept of national heritage and describe it in a South African context.</li> <li>Describe how South Africans benefit from the hospitality, travel and tourism industries. Identify the factors that can adversely affect these sectors.</li> <li>Identify the sectors of the hospitality industry and the key services provided by each.</li> <li>Identify career paths within the hospitality sector and learning and development opportunities to support these paths.</li> <li>Source information on the hospitality, travel and tourism industries</li> </ul>	<p>Activity 1: Project</p> <ul style="list-style-type: none"> <li>Students are to complete a project on national heritage sites.</li> </ul> <p>Activity 2: Group assignment and presentation</p> <ul style="list-style-type: none"> <li>Students are to complete a group assignment on the benefits to be derived from the sector and present their findings</li> </ul> <p>Activity 3: Assignment</p> <ul style="list-style-type: none"> <li>Students are to complete an assignment on potential career paths</li> </ul>

∞ **Topic 2: Team work**

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
Identify the structure and purpose of a particular team.  Describe and carry out the roles and responsibilities required to work in a team.  Identify factors affecting a team within workplace and learning environment.  Describe the workplace and learning environment organisation.  Review the effectiveness of a team.	<ul style="list-style-type: none"> <li>Outlining team organisation, working relationships and goals.</li> <li>Examples of teams: quality circles, production line teams or training forums, study groups.</li> <li>Structure and functions of least one type of team.</li> <li>Factors influencing teamwork.</li> <li>At least one way of evaluating the effectiveness of a team and ones own role in a team.</li> <li>Influences which the structure of an organisation can have on teamwork.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the structure and purpose of a particular team in the work place/learning environment</li> <li>Describe and carry out the roles and responsibilities required to work in a team in the workplace/environment</li> <li>Identify and describe the factors affecting teams in your workplace/learning environment</li> <li>Describe the workplace/learning environment organisation and identify its influence on team members and team</li> <li>Review the effectiveness of a team and own participation in the team within the workplace/learning environments</li> </ul>	<p>Activity 1: Peer review exercise</p> <ul style="list-style-type: none"> <li>Students are to complete a review exercise of team performance on a recently completed group assignment</li> </ul> <p>Activity 2: Observation and interview</p> <ul style="list-style-type: none"> <li>Students are to be observed in at least two different roles (e.g. team leader or team member) for specified group activities.</li> <li>The students are to be questioned individually on team roles, responsibilities and areas for improved performance.</li> </ul>



### Topic 3: Personal health, hygiene and professional appearance

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
Understand the importance of and demonstrate good personal health and hygiene practices and professional appearance when dealing with customers	<ul style="list-style-type: none"> <li>Range of assessment – hair, moustaches, beards, nails. Bathing, washing hands, smoking, cleaning teeth.</li> <li>Range of illnesses – flu, chicken pox, measles, mumps, headache, migraine, diarrhoea</li> <li>Personal hygiene: cleaning of hands and nails, removal of nail enamel, containing of hair, removal of jewellery, wearing of clean clothing and footwear, removal of body odours and securing or removal of objects that can fall into or onto food equipment and its content.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the importance of maintaining personal hygiene practices and health habits in a food service environment</li> <li>Define personal hygiene according to standard hygiene principles for the hospitality industry</li> <li>Know how to maintain personal hygiene in accordance with organisational guidelines.</li> <li>Identify and follow personal health practices that prevent contamination of food (including the washing of hands in accordance with procedure).</li> <li>Explain why cuts and grazes should be well covered.</li> <li>Identify and report illnesses that can contaminate food and food environment</li> <li>Know what procedure to follow if s/he falls ill on or off duty.</li> <li>Demonstrate appropriate dress codes for hospitality work activities. Understand why these dress codes are necessary.</li> </ul>	<p>Activity 1: Assignment</p> <ul style="list-style-type: none"> <li>Students are to complete an assignment on personal hygiene and dress codes.</li> </ul> <p>Activity 2: Case study assignment</p> <ul style="list-style-type: none"> <li>Students are to complete an assignment on all aspects of this topic</li> </ul>

### Topic 4: Food hygiene

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
<p>Maintain health and hygiene in a food environment.</p> <p>Demonstrate knowledge of the concept of micro-organisms in a food environment. Micro-organisms refer to bacteria, yeasts, moulds and food viruses.</p> <p>Demonstrate knowledge of the growth and reproduction of micro-organisms.</p> <p>Identify microbiological critical control points in a food environment.</p>	<ul style="list-style-type: none"> <li>Hygiene practices: wearing of gloves and hair nets and washing of hands after actions that jeopardised the hygienic status of hands.</li> <li>Actions: a visit to the toilet, smoking, nose blowing, handling of rubbish, handling of money, handling of chemicals, raw materials or food.</li> <li>Habits that can not be followed in a food environment include scratching and touching of the nose, hair, mouth, as well as eating, smoking and coughing.</li> <li>Health practices: cuts, grazes, open wounds, injuries or any illness that needs medical attention and that can jeopardise food safety.</li> <li>Illnesses: vomiting, diarrhoea, skin disorder, colds and flues.</li> <li>Operating areas: production, food equipment and pipelines, rubbish bins and storage facilities in a food environment.</li> <li>Assess with "Maintain health, hygiene and professional appearance"</li> </ul>	<ul style="list-style-type: none"> <li>Define food hygiene according to acceptable food industry principles and explain the importance of hygienic practices</li> <li>Demonstrate an understanding of all the relevant food hygiene regulations.</li> <li>Explain the importance of food safety and the effect of human health and hygiene on food safety</li> <li>Define microbiology, organisms and micro-organisms and explain where they exist in nature</li> <li>Classify micro-organisms that use food products and raw materials as a source</li> <li>Identify the advantages and disadvantages of micro-organisms in terms of their roles in food production, the environment and health</li> <li>Describe the growth and reproduction requirements of micro-organisms</li> <li>Explain the difference between inhibiting microbial growth and killing micro-organisms</li> <li>Identify and apply methods for the prevention of microbial growth and reproduction</li> <li>Identify factors contributing to microbial spread/containment</li> <li>Identify and apply best food handling practices and procedures</li> <li>Identify and describe microbiological critical control points include areas of microbiological cross contamination, actions and procedures that can jeopardise food safety.</li> <li>Prevent microbiological cross contamination in food processing areas and procedures</li> </ul>	<p>Activity 1: Assignment</p> <ul style="list-style-type: none"> <li>Students are to complete an assignment on personal hygiene and hygiene practices.</li> </ul> <p>Activity 2: Project case study</p> <ul style="list-style-type: none"> <li>Students are to develop a HACCP policy and procedure manual for a real or simulated food production environment.</li> </ul> <p>Activity 3: Short answer test</p> <ul style="list-style-type: none"> <li>Students are to complete a set of short answer questions on micro-organisms in the food environment and avoidance of cross-contamination.</li> </ul>

### Topic 5: Handle and dispose of waste

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
Handle and dispose of waste in accordance with organisational requirements, understanding the importance of disposing of waste correctly	<ul style="list-style-type: none"> <li>Preparation – collection, incineration, compression, recycling</li> <li>Range of materials – nappies and sanitary dressings, glass, needles/ razors, paper, cigarettes/ matches/ash, food waste, chemicals.</li> <li>Situations – compactor not working, collection service did not arrive</li> </ul>	<ul style="list-style-type: none"> <li>Identify different types of waste and methods of handling in accordance with hygiene, health and safety procedures.</li> <li>Know how to clean all refuse containers in accordance with hygiene, health and safety procedures.</li> <li>Understand the various methods of waste treatment and disposal and how to prepare waste for collection.</li> <li>Operate the appropriate waste handling equipment in accordance with health and safety procedures.</li> <li>Understand the concept and practice of recycling and how it is applied in the hospitality industry.</li> <li>Respond appropriately to unexpected situations such as machine failure, spillages or accidents</li> </ul>	<p>Activity 1: Assignment</p> <ul style="list-style-type: none"> <li>Students are to complete an assignment on recycling</li> </ul> <p>Activity 2: Multiple choice test</p> <ul style="list-style-type: none"> <li>Students are to complete multiple-choice test of 15 questions on all aspects.</li> </ul>

### Topic 6: Clean, maintain and store equipment

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
Handle and maintain utensils and equipment to the correct hygiene level and be able to store all items correctly	<ul style="list-style-type: none"> <li>Range of utensils: spatulas, pots and pans; bowls/dishes and moulds; whisks, sieves, colanders/strainers; slicers, graters, peelers, zesters, corers, tin opener and chopping boards.</li> <li>Range of unexpected situations – injury, damaged or broken utensils.</li> </ul>	<ul style="list-style-type: none"> <li>Identify utensils and equipment and their correct usage..</li> <li>Clean, maintain and store utensils and equipment correctly.</li> <li>Identify responses to unexpected situations</li> </ul>	<p>Activity 1: Group practical exercise</p> <ul style="list-style-type: none"> <li>Students are to complete a short group practical on cleaning and storing utensils and equipment.</li> </ul> <p>Activity 2: Assignment</p> <ul style="list-style-type: none"> <li>Students are to complete an assignment on the use of utensils and equipment.</li> </ul>

### Topic 7: Cleaning equipment and materials

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
Handle and store cleaning equipment and materials, understanding the importance to themselves and the organisation of maintaining equipment in good working order	<ul style="list-style-type: none"> <li>Range of equipment – manual and power operated.</li> <li>Range of materials – chemical disinfectants, neutral detergents.</li> <li>Incidents – storage area has been illegally accessed, faulty vacuum cleaner.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and apply the procedure for storing cleaning materials and equipment.</li> <li>Understand the importance of preventing unauthorised access.</li> <li>Store cleaning material and equipment appropriately. Maintain a clean and tidy stores area.</li> <li>Check that cleaning equipment is in good working order.</li> <li>Demonstrate ability to deal with unexpected situations such as a machine breakdown, electric shock, store's break-in.</li> </ul>	<p>Activity 1: Assignment</p> <ul style="list-style-type: none"> <li>Students are to develop a procedures manual on the handling and storing of specified items of equipment and/or materials</li> </ul> <p>Activity 2: Multiple choice test</p> <ul style="list-style-type: none"> <li>Students are to complete multiple-choice test of 20-25 questions on all aspects.</li> </ul>

# Planning your year

## Scope

Hospitality Generics revolves around:

TOPICS	WEIGHTED VALUE
1. Describe the sectors of the hospitality, travel and tourism industries	10
2. Operate in a team	20
3. Maintain health, hygiene and professional appearance	10
4. Apply knowledge of the effect of micro-organisms on personal health, hygiene and food safety	20
5. Handle and dispose of waste	20
6. Handle and maintain utensils and equipment	10
7. Handle and store cleaning equipment and materials	10
<b>TOTAL</b>	<b>100</b>

Topic 1: Sectors of the tourism and Hospitality industry

Topic 2: Team work

Topic 3: Personal health and hygiene

Topic 4: Food Hygiene

Topic 5: Handle and dispose of waste

Topic 6: Clean, maintain and store equipment

Topic 7: Cleaning equipment and materials

## An example of a Year Plan for Hospitality Generics

Week	TOPICS	WEIGHTED VALUE	Weeks	Lessons
1-4	Describe the sectors of the hospitality, travel and tourism industries	10	3.2	16
4-11	Operate in a team	20	6.4	32
11-14	Maintain health, hygiene and professional appearance	10	3.2	16
14-21	Apply knowledge of the effect of micro-organisms on personal health, hygiene and food safety	20	6.4	32
21-27	Handle and dispose of waste	20	6.4	32
28-30	Handle and maintain utensils and equipment	10	3.2	16
30-32	Handle and store cleaning equipment and materials	10	3.2	16
	<b>TOTAL</b>	<b>100</b>	<b>32</b>	<b>160</b>

Plan to write tests and assessments as detailed under ‘Number and forms of assessment’ for Level 2 assessment programme.

Template for a lesson plan (learning experience)						
Subject:		Topic:			Level:	
SOs:						
COs:						
DOs:						
LOs:						
Lecturer's actions	Student activities	Key concepts/ content	SKVs	Assessment strategies	Resources	Estimated time
Expanded opportunities:			Enrichment:			
Special needs:			Homework:			
Reflection:						
Lecturer	Date			Comment		

## Inclusivity and planning

Students with special educational needs (SEN) should be welcomed in the Hospitality Studies Vocational Programme. These students can very often excel in this field of study exactly because they may have alternative talents.

**‘Students with special educational needs’ refers to students with:**

- physical and sensory difficulties, for example problems relating to sight, hearing, speech, motor restriction, poor coordination and/or restricted mobility
- intellectual difficulties such as problems relating to language, numeracy, cognition, perception, sequencing, memory, reading, reflective thinking, writing or a lack of general knowledge
- emotional or behavioural difficulties such as problems related to poor concentration span, low motivation, hyperactivity, disruptive behaviour and/or socialising problems.

## Assessment in Hospitality Generics

The following table contains the compatibility between assessment tools and the skills that they assess.

	Objective	Essay	Performance based (Individual)	Oral questions	Observation	Self-assessment
Knowledge	5	4	3	4	3	2
Reasoning	2	5	4	4	2	2
Skills	1	3	5	2	5	3
Product	1	1	5	2	4	4
Values and attitudes	1	2	4	4	4	5

*Note: Higher numbers indicate better matches (e.g. 5 = high, 1 = low). Table adapted from McMillan (1997) Classroom Assessment: Principles and Practice for Effective Instruction*

## METHODS OF ASSESSMENT

Self-assessment/ Peer assessment/ Group assessment/ Educator assessment

### TOOLS AND INSTRUMENTS FOR ASSESSING LEARNER PERFORMANCE

	Methods for collecting evidence		
	Observation based (less structured)	Task-based (Structured)	Test-based (More structured)
Assessment instruments	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Class questions</li> <li>• Educator, student, parent discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment /Tasks</li> <li>• Projects</li> <li>• Investigations/Research</li> <li>• Case studies</li> <li>• Practical exercises</li> <li>• Demonstrations</li> <li>• Role-play</li> <li>• Interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Examinations</li> <li>• Class tests</li> <li>• Practical examinations</li> <li>• Oral tests</li> <li>• Open book tests</li> </ul>
Assessment tools	<ul style="list-style-type: none"> <li>• Observation sheets</li> <li>• Individuals' notes and comments</li> </ul>	<ul style="list-style-type: none"> <li>• Check lists</li> <li>• Rating scales</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Marks (e.g. %)</li> <li>• Rating scales (1-4)</li> </ul>
Evidence	<ul style="list-style-type: none"> <li>• Focus on individual students</li> <li>• Subjective evidence based on educator observations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Open middle:</b> Students produce the same evidence but in different ways</li> <li>• <b>Open ended:</b> Students use same process to achieve different end points</li> </ul>	All students answer the same questions in the same way and within the same time

### REPORTING TOOLS

*Report card using national codes and comments on competence,*

*Educator-parent interview,*

*Educator-learner interview,*

*Written comments in learner work books,*

Day-by-day assessment sheets, etc.



## Internal Continuous assessment (ICASS)

Assessment should be ongoing and link learning and products. In OBE, planning takes place with the SOs and LOs in mind. As we assess, we make decisions that are based on that assessment, and then those decisions will in turn be assessed, and so on, which is the principle of continuous assessment.

Internal continuous assessment is abbreviated as ICASS and referred to as college-based assessment by using instruments such as projects, tests, assignments, investigations, role-play, case studies, etc. ICASS is an ongoing process of gathering valid and reliable information (evidence) about the performance of the learner during a year or level. ICASS is undertaken either in a real workplace, a simulated/ workshop or structured environment, is moderated internally, or externally quality assured by Umalusi. The results and findings of ICASS should be recorded, reflected upon and reported on by giving positive, supportive and motivational feedback to learners, other educators, care givers and any other bona fide interested parties.

The practical component of all ICASS evidence is contained in a Portfolio of Evidence (PoE), and must be readily available for monitoring, moderation and verification purposes.

A compulsory component of ICASS is the Integrated Summative Assessment Task (ISAT), which is a major assessment task that draws on the students' cumulative learning achieved throughout the full year.

## Number and forms of assessment for Level 2 assessment programme

At Level 2, an internal assessment component counts 40% of the final assessment mark. An example of the requirements of the internal assessment programme for Level 2 is summarised as follows:

Form of evaluation	Term 1	Term 2	Term 3	Term 4
Theoretical component				
Written test	1	1	1	1
Assignments	1		1	
Case Study/ report	1	1		
Project		1 or	1	
Practical component				
Practical performance test	1	1	1	
Integrated summative assessment task			1 or	1

Examinations should conform to the requirements set by the Department of Education. They should be carefully designed and weighted to cover all the ASs of Hospitality Generics

### Scale of Achievement for the Vocational Component

RATING CODE	RATING	MARKS %
4	Outstanding	80-100
3	Competent	70-79
2	Not yet competent	60-69
1	Not achieved	0-59

Subject competencies have been described to distinguish the level expectations of what learners must know and be able to achieve. The descriptions for Hospitality Generics are outlined in the Subject Assessment Guidelines for Hospitality Generics (National Certificate Level 2 – Finance, Economics and Accounting).

## Assessment in Hospitality Generics

External Assessment in Level 2 Hospitality Generics will count 50% and college-based assessment or internal assessment counts 50% towards the progression mark of the learner. The college based assessment (ICASS) component, in turn, has a summative component (internal examinations and standardised tests) and a formative component (assignments and tasks to develop subject skills: e.g. monitoring and research activities, presentations, debating, numerical calculations, summarising, memorising.)

Tests and examinations will focus on assessing knowledge and understanding, through mainly the application of the acquired subject-specific knowledge and skills of the learner (e.g. case studies, analysis and interpretation of economic data, critical discussion of Hospitality issues, numerical calculations of data).

### Summative assessment

The summative component of college-based assessment comprises 50% of the total for the year. At Level 2, the summative component of ICASS includes standardised tests.

Questions typically start with command or key words. These words indicate which skills are required when answering the question. If candidates are asked to evaluate a problem, but only show knowledge and understanding, they will lose most of the marks for that question. The meanings of the most frequently used verbs are listed below.

Knowledge and understanding	
Define	Give the exact meaning of a term or concept using words or mathematical symbols. (e.g. Define assets)
Describe	Give an account. (e.g. Describe the double entry principle.)
Identify	Single out from other information. (e.g. Identify the assets, liabilities, expenses and income from the following list of items.)
Illustrate	Use examples to explain a point. (e.g. Illustrate by means of an example the double entry principle.)
List	State briefly. (e.g. List three possible sources of capital for a new business)

Outline	Give a short description of the main aspects or features. (e.g. Outline by means of a diagram the 8 steps in the accounting cycle.)
State	Give or say. (e.g. State three reasons why the bank can dishonour a cheque.)
Summarise	Bring out the main points from a complex set of data (e.g. Draw a mind map that summarise the nine different types of businesses.)
What	Clarify a point. (e.g. What are the main characteristics of a company?)
<b>Application</b>	
Apply	Use knowledge of Hospitality Generics to understand an issue or to solve a problem. (e.g. Apply your knowledge on equity to identify whether the following transactions would have a positive or a negative effect on equity.)
Calculate	Use mathematics to work out an answer. (e.g. Calculate the cost price of a T-shirt if the selling price is R150 and the profit mark-up is 25%.)
Distinguish between	Identify the characteristics that make two or more ideas, concepts, issues, etc. different. (e.g. Distinguish between the characteristics of a Partnership and a Close Corporation.)
Explain	Make clear. (e.g. Explain the two main sections that the General Ledger is divided into.)
Suggest	Give possible reasons or ideas that are plausible but not necessarily correct. 'Suggest' may require candidates to analyse a problem and not just apply Hospitality Generics problems. (e.g. Suggest reasons why a business would sell to customers on credit)
<b>Analysis</b>	
Analyse	Break down into constituent parts in order to be able to understand an issue or problem. Analysis involves recognising what is important, and applying knowledge and understanding of Hospitality Generics. (e.g. Analyse the following transactions using the basic accounting equation.)
Compare and contrast	Show similarities and differences between two or more ideas or problems (e.g. Compare by tabulating the similarities and differences between a partnership and a close corporation.)
Examine	Break down an issue or problem to understand it. (e.g. Examine the following ledger account and point out the possible errors.)
Investigate	Look for evidence to explain and analyse. (e.g. Investigate the initial problems when starting a business by interviewing the owner of a mall business and present your findings in a report)
<b>Evaluation</b>	
Assess	Analyse an accounting issue or problem, and then weigh up the relative importance of different strands. (e.g. Assess the success of the different methods used by the business to encourage debtors to pay their accounts on time.)
Comment on	Invites learners to make judgements based upon the evidence they have presented. (e.g. Comment on why good management is the key to a successful business.)
Critically analyse	Analyse an issue/problem and weigh up the relative importance. (e.g. Critically analyse the three options to obtain capital to start a new business.)
Do you think	Invites learners to give their own opinions about an issue or problem. However, marks will always be awarded for the quality of the argument and not for any individual opinions. (e.g. Do you think it is better for a business to sell credit that only cash?)
Discuss	Compare a number of possible views about an issue and weigh up their relative importance. A conclusion is essential. (e.g. Discuss the importance of screening customers before allowing them to buy on credit.)
Evaluate	Similar to discuss; to compare a number of possible views. A final judgement is essential. (e.g. Evaluate the advantages and disadvantages of buying on credit.)
To what extent	Explain and analyse and then comment upon the relative importance of the arguments. (e.g. To what extent should a owner make use of loans to finance his/her business?)

Summative assessment involves a minimum of three control tests (at least one per term for the first three terms).

## Formative assessment

Formative assessment informs the educator and the learner of the learner's progress. It contributes towards the formation and the development of the learner's formative years. The formative component of college-based assessment comprises 50% of the total for the year.

### The external assessment component (50%) - Level 2

External assessment is assessment that is conducted by an entity such as a provincial examining body, a national agency, or a private agency that is not directly involved with the instruction of the learners. It consists of a written examination paper that is externally set, marked and moderated.

# Assessment Tools (Rubrics and Checklists)

Rubrics are a combination of rating codes and descriptions of standard. They consist of a hierarchy of standards with benchmarks that describe the range of acceptable performance in each band.

The following section includes 19 sample tables or rubrics that can be adapted where necessary for particular activities. These are referred to throughout the Educator's Guide.

Criteria	Not achieved (0–59%)	Not yet competent (60–69)	Competent (70–79%)	Outstanding achievement (80–100%)
CONTENT Range Coverage Relevance				
CONTEXT Command word requirements				
SKILLS and VALUES Skills Values				
MECHANICS Subject terms Language Format				

Use the following checklist to evaluate a rubric

	Yes	No
Does the rubric emphasise the most important content and skills of the SO/AS/LO?		
Are the criteria used in the rubric of appropriate importance?		
Are there sufficient levels of performance to discriminate between the quality of learners and work?		
Are the levels clearly described in terms of performance?		
Do the levels accommodate learners' diversity?		
Does the rubric distinguish between content and skills as well as the communication thereof?		
Does the rubric contribute to an efficient marking process?		
Was a careful decision made between using marks and level descriptors or letter symbols?		
Does the rubric offer appropriate guidance to the learners?		

## Checklists

Checklists or task lists show what has to be done. Marks given are assigned to the most important parts of a task.

Checklists list a number of predetermined criteria against which the educator or learner makes a tick to indicate that the learner is able to do what is stated or that the work complies with the criteria. The criteria should be stated in such a way that the learners can respond by ticking the 'yes' or the 'not yet' column, or simply using a tick to show that they can do or have done what is stated.

### Reflective self-assessment checklist

Individual projects are very personal and more difficult to assess. They are also process-orientated rather than product-orientated.

Amount of time spent on project (time scale to be determined)	less than	1	2	3	4	5	or more
Number of family members spoken to							
Do you feel you learned anything about yourself when doing this project?	yes			no			
Comment:							
Do you feel the project helped you understand yourself?	yes			no			
Comment:							
Did you think you expressed this information about yourself in an interesting and exciting way?	yes			no			
Comment:							
Do you think you put a lot of effort into this project?	yes			no			

## Group work and group assessment

Teamwork is an important part of learning skills and constructing knowledge. Sharing the workload and being aware of personal contributions to the group is important for every learner. In a group, the roles and responsibilities are essential to the success of the activity. Roles within the group or team should be rotated to allow each learner to develop or become aware of their different capabilities. Emphasise to you learners that TEAM stands for:

**Together Each Achieve More**

Different group/team roles include:

- timekeeper
- team leader/chairperson/manager
- resources manager
- scribe/note taker/record keeper

- reporter
- motivator
- assessor
- peace maker.

Each member of the group can assess all the roles except the one that he or she performed. Let them give the role a rating out of ten. The mark for each criterion within a role can be added to give a total score for the role.

Learners can also decide which roles are required for a particular activity, mark them off and assign the roles before continuing with the activity.

	Voice monitor		Time keeper
	Motivator		Record keeper
	Assessor		Chairperson/manager
	Peace maker		Reporter

## Group skills rubric

<b>Group Name/Number:</b> .....			
<b>NAMES:</b> ..... .....			
	<b>YES</b>	<b>NO</b>	<b>Comment</b>
<b>Did our group members:</b>			
Listen to each other?			
Talk about the task?			
Co-operate within the group?			
Suggest good ideas?			
Encourage each other?			
Achieve the outcomes?			
<div style="text-align: center;">What went well?</div> <div style="text-align: center;">.....</div> <div style="text-align: center;">What could we have done better?</div> <div style="text-align: center;">.....</div> <div style="text-align: center;">Signed:..... Date .....</div>			

## Co-Operative Group Skills Assessment Sheet

TASK SKILLS	Learner *	Learner *	Learner *	Learner *	Learner *	Learner *
Gives ideas						
Asks questions						
Stays on task						
Follows directions						
Checks the understanding of others						
Gets group back on track						
SOCIAL SKILLS						
Encourages others						
Explains ideas						
Discusses						
Listens well						
Resolves conflict						
Praises others						

Add the names of each learner in the group under 'Learner' and enter a tick ü (Yes) or an x (No) under the name of each learner for each of the criteria.

Process	Everyone took part equally.	Not yet	1	2	3	4	5	Yes
	The group held a meeting to plan.	Not yet	1	2	3	4	5	Yes
	Each learner did what they were supposed to do.	Not yet	1	2	3	4	5	Yes
	Everyone in the group feels happy about the project.	Not yet	1	2	3	4	5	Yes
	The project offers a lot of information.	Not yet	1	2	3	4	5	Yes
	The group explored the following sources: school library, public library, Internet, people, newspapers, clinics, advice offices, other.	Give one mark for each source explored (up to five marks).						
Product	The information is set out in a way that is clearly understood.	Not yet	1	2	3	4	5	Yes
	There are interesting drawings and illustrations.	Not yet	1	2	3	4	5	Yes
	Written information is easy to read and to follow; ideas are described well.	Not yet	1	2	3	4	5	Yes
	The ideas are shown in an unusual and interesting way.	Not yet	1	2	3	4	5	Yes
	There are a lot of the learners' own ideas – not only copied materials.	Not yet	1	2	3	4	5	Yes
	Information is presented clearly; you know what the message is.	Not yet	1	2	3	4	5	Yes



Presentation	The group uses drama, speaking, music, singing, pictures, objects to help the presentation.	Give two marks for each thing used (up to six marks).						
	All group members took part in the presentation.	Not yet	1	2	3	4	5	Yes
	The presentation is interesting and unusual.	Not yet	1	2	3	4	5	Yes
	You can hear what everyone is saying.	Not yet	1	2	3	4	5	Yes

## Assessing a research project

The following marking grid could be used where marks allocated are circled according to the sub-criteria (below the grid) and are then transferred to this grid by the different persons assessing the project.

MARK AWARDED				
	Self	Peer/group	Consensus	Educator
<b>Criteria</b>				
1 planning				
2 quality of research				
3 continuous collection of information and material				
4 final product: creativity				
5 final product: quality of contents				
6 technical quality				
7 oral presentation				
8 individual / group role				
<b>Converted to</b>				

### General guideline

- 5 Excellent
- 4 Exceeds the requirement
- 3 Meets the requirement
- 2 Does not meet the requirement – learner needs support
- 1 Made very little effort – learner needs substantial support
- 0 Learner made no / almost no effort – learner needs substantial support and guidance

### Planning

- 5 Most practicable planning schedule, independently drawn up by learner
- 4 Very good, practicable planning schedule, with only minor adjustments by educator needed
- 3 Good planning schedule, with a only a number of small adjustments by educator needed
- 2 Planning schedule not totally practicable - a substantial degree of adjustments needed

- 1 Planning schedule totally impracticable - totally new planning necessary
- 0 Planning schedule not handed in at all

### **Quality of research**

- 5 Wide variety of sources used
- 4 More than required number of sources used
- 3 Adequate number of sources used
- 2 Less than adequate number of sources used
- 1 No recognised resources used; no research done

### **Continuous collection of information and material**

- 5 A lot of information collected continuously / submitted before due dates
- 4 More than adequate information collected / submitted before/on due dates
- 3 Adequate information collected continuously / submitted on due dates
- 2 Less than adequate information collected / some due dates missed
- 1 Very little information collected/seldom met due dates; no information collected or handed in at all

### **Final project: originality / creativity**

- 5 Unique presentation of extremely high quality
- 4 Original presentation – however, based upon existing ideas
- 3 Standard presentation - content is relevant and interesting
- 2 Requirements have been met, and no more
- 1 Content entirely / almost entirely copied directly from sources; no effort made

### **Final project: quality of content**

- 5 In-depth presentation pertaining to real-world practice / evidence is shown of insight into relationship between subject theory and real-world practice
- 4 Relevant and well-researched presentation - Learner demonstrates very good insight
- 3 Relevant content shows good insight, area of research well covered.
- 2 Some part of content is relevant - partly copied directly from sources - insight lacking
- 1 Very little effort made - content largely copied directly from sources; content only slightly in line with topic – copied directly from sources

### **Technical quality**

- 5 Proof of pride and very hard work - impressive final product
- 4 Excellent presentation - made full use of available sources/technology
- 3 Good final project
- 2 Minimal effort made – presentation still acceptable.
- 1 Very little trouble taken - untidy, shabby presentation; project not handed in / unacceptable presentation and/or appearance of content

## Analytic Rubric

	<b>Not achieved</b>	<b>Not yet competent</b>	<b>Competent</b>	<b>Outstanding</b>
Knowledge and understanding	<ul style="list-style-type: none"> <li>• Demonstrates little understanding of some concepts, principles and theories</li> <li>• Demonstrates little command of relevant factual knowledge</li> <li>• Shows little understanding of composition and structure</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates some understanding of simple concepts, principles and theories</li> <li>• Demonstrates some command of relevant factual knowledge</li> <li>• Shows some understanding of composition and structure</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates comprehensive understanding of advanced concepts, principles and theories</li> <li>• Demonstrates comprehensive command of relevant factual knowledge</li> <li>• Shows comprehensive understanding of composition and structure</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates complete understanding of all concepts, principles and theories</li> <li>• Demonstrates complete command of relevant factual knowledge</li> <li>• Shows complete understanding of composition and structure</li> </ul>
Context	<ul style="list-style-type: none"> <li>• Shows little ability to mould content in the required context</li> </ul>	<ul style="list-style-type: none"> <li>• Shows some ability to mould content in the required context</li> </ul>	Shows comprehensive ability to mould content in the required context	Shows complete ability to mould content in the required context
Skills	<ul style="list-style-type: none"> <li>• Shows little ability to construct tables and present data graphically</li> <li>• Makes inadequate interpretations based on data and other evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Shows some ability to construct tables and present data graphically</li> <li>• Makes limited interpretations based on data and other evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Shows comprehensive ability to construct tables and present data graphically</li> <li>• Uses a variety of means to analyse and present data and draws defensible conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Shows a general ability to construct tables and present data graphically</li> <li>• Uses a variety of means to analyse and present data and draws valid conclusions</li> </ul>
Attitudes/values	Demonstrates wrong attitudes/values	Demonstrates no particular attitudes/values	Demonstrates appropriate attitudes/values exceptionally well	Demonstrates significant attitudes/values exceptionally well
Communication	<ul style="list-style-type: none"> <li>• Shows a limited Hospitality Generics vocabulary and no ability to use linguistics principles.</li> </ul>	Uses Hospitality Generics terms but lacks the ability to communicate quantitatively. Makes errors in grammar and paraphrasing	<ul style="list-style-type: none"> <li>• Uses advanced Hospitality Generics terminology and 'best practice' linguistic principles</li> </ul>	<ul style="list-style-type: none"> <li>• Shows exceptional command of advanced Hospitality Generics terminology and 'best practice' linguistic principles</li> </ul>

## Assessing oral presentation

### *e.g. Assignments, project, essays and journals (i)*

Some examples of rubrics to assess oral presentations are given below. These were designed to assess specific tasks or processes. They could be adapted to assess similar tasks or processes, but are primarily meant to illustrate how rubrics can be designed.

Circle the number indicating the rating, where 1 is the lowest rating and 5 is the highest rating					
Location	1	2	3	4	5
Appeal	1	2	3	4	5
Neatness/tidiness	1	2	3	4	5
Communication	1	2	3	4	5
Variety	1	2	3	4	5
Appropriateness	1	2	3	4	5
Content	1	2	3	4	5
Technique	1	2	3	4	5
<b>Total</b>	..... / 40			.....%	

The following assessment grid was designed for a general presentation, but may be used or adapted for Hospitality Generics.

Skills areas	Not achieved	Not yet competent	Competent	Outstanding
Observation				
Recording				
Inference				
Investigative				
Evaluation				
Marks				
<b>Total</b>				

**Observation skills** are demonstrated when learners are able to:

- match, classify and identify items
- interpret e.g. drawings, diagrams, graphs, figures and written passages
- observe features and characteristics

**Recording skills** are demonstrated when learners are able to:

- record information exposed to by reading, observation and interaction
- summarise written and/or spoken and/or demonstrated or acted information
- present data graphically, i.e. draw curves and other presentations e.g. charts and histograms, scale axes and label appropriate components meaningfully

**Skills of inference** are demonstrated when learners are able to:

- calculate data correctly and accurately e.g. averages
- percentages, and fractions
- recognise patterns and trends in raw or ordered data, extract information from results, interpolate and extrapolate

- distinguish between observations (statements describing what has been seen, heard, etc., whether qualitative or quantitative) or from inferences
- make plausible generalisations from observations

**Investigative skills** are demonstrated when learners are able to:

- identify aspects of a problem that can be investigated
- formulate the aim and a general strategy for an investigation
- write a research outline, and collect relevant data and other information
- make valid observations, deductions and interpretations, and argue soberly
- proof or reject hypotheses convincingly
- show a clear understanding of the three basic methods used in research

**Evaluation of processes** are demonstrated when learners are able to:

- identify weaknesses and strong points (e.g. in arguments and policies)
- recognise that results may be incomplete or inconclusive
- formulate constructive criticisms and appraisals

## Values assessment

5	<b>Excellent</b> Comprehensive understanding and implementation of all instructions; consistently produces exemplary and neat work. Exceptionally polite and respectful. Participates with enthusiasm, listens well; does more work than expected. Sets an excellent example and commands others to behave well. Can confidently/with conviction express opinions, even against popular opinion.					
4	<b>Exceeds the requirement</b> Understands and implements all instructions; can be depended upon to produce neat/thorough work. Respectful towards peers and others. Sets a good example and encourages others to behave. Regularly shows interest; asks questions and show a willingness to learn. Can express opinions even against popular opinion.					
3	<b>Meets the requirement</b> Follows instructions regularly; makes an effort to produce neat work. Shows acceptable level of respect and courtesy. Well behaved and not disruptive. Can answer questions, even if unsure; expresses opinions.					
2	<b>Does not meet the requirement – needs support</b> Instructions often not followed; work untidy and rushed. Shows respect towards some; disrespectful to others. Sometimes disrupts and distracts; need to focus more on work. Only does the minimum work required; erratic interest shown. Hesitant to express self in class; needs to be drawn out.					
1	<b>Makes very little effort</b> Does not follow instructions; work always untidy and incomplete. Ill-mannered; sometimes rude. Disruptive and distracts others. Shows very little interest; passive re schoolwork. Seems shy/reliant to answer questions; never expresses an opinion.					
Mark allocation		Self		Educator		Final mark
		5		5		5

## Poster communication skill assessment

Criteria	Range			
	0	1	2	Comments
Content Main points Facts/concepts Expressing facts	Points irrelevant Facts incorrect Poorly expressed	Some points irrelevant Some facts incorrect Partially expressed	Main points selected All facts correct Clearly expressed	
Presentation Size of poster (A3) Headings Font/print size	Incorrect size Not descriptive All too small	Correct size Partially descriptive Some large enough	Correct size Descriptive Large enough to read at one metre	
Organisation/layout	Muddled	Organisation clear and logical	Organisation clear and logical	
Use of colour	Poor	Good	Good	
Public appeal	Not eye-catching	Eye-catching	Eye-catching	
Personal information	Not included	Included	Included	

## Interview skill assessment

Criteria	Performance indicator		
	0	1	Comments
Prior research knowledge	Not visible	Visible	
Suitable environment/conditions	Not considered	Considered	
Comfortable voice, tone and pitch	Too loud/too soft	Appropriate	
Body language and manner of interviewer	Not acceptable	Acceptable	
Pacing of interactions/interview	Too fast/too slow	Appropriate	
Focus of questions asked	Not focused on the topic	Focused on the topic	
Clarity of questions asked	Not understandable/clear to the person being interviewed	Understandable/clear to the person being interviewed	
Value to community	Not obtained through the questions	Obtained through the questions	
Written/oral report of interview	Not brief, focused and integrated	Brief, focused and integrated	

## Assessment of questionnaire development and conducting a survey

Criteria	Range				
	0	1	2	3	Comment
Questionnaire clarity and relevance	Confusing and irrelevant	Not clear or relevant	Clear and relevant		
Questionnaire brevity and focus	Too long/too short	Sufficient length			
Sensitivity to responses/person being interviewed (gender/age/race/disability)	Insensitive	Only sensitive towards one or two aspects	Sensitive towards three aspects	Shows sensitivity towards all categories	
Representative sample (sufficient responses)	Insufficient/Too few responses	Sufficient number of responses			

## Portfolio assessment

Learners look through written assignments in their portfolios and reflect upon the changes they see over a period of time.

Name	Level
What do you know now that you did not know before?	
What do you do better now?	
What improvements would you still like to make?	
Write a short paragraph reflecting on your progress.	

## Managing methods, tools and techniques of assessment

The table below will assist you in monitoring and managing how often you use the variety of methods, tools and techniques of assessment.

Who assessed?										
Activity:										
Self-assessment										
Peer assessment										
Group assessment										
Educator assessment										
Other										
What evidence did the learner produce?										
Assignments										
Collages										
Conferencing										
Constructions										

Demonstrations										
Drama										
Exhibitions										
Game designs										
Graphs/drawings										
Interviews										
Mind mapping										
Model making										
Panel discussions										
Portfolios										
Practical presentations										
Project										
Questionnaires										
Research projects										
Role plays										
Rubric										
Scenarios										
Simulations										
Survey/debates										
Tests										
Worksheet										
Written presentation (e.g. essays/ reports)										



# chapter 1

## Sectors of the tourism and hospitality industries

**Learning Outcome (LO) and Assessment Standard (AS) to be achieved by the end of this unit:**

Subject Outcome: The learner will be able to identify the various sectors within the hospitality and tourism industries and have an understanding of factors influencing the industry's productivity and the importance of good service on the South African economy.

**You should be able to:**

- 1.1 Identify the main sectors of the hospitality, travel and tourism industry.
- 1.2 Understand the key services provided by each sector and how they inter-relate.

### Activity 1: Where to stay in my community



Student's Book page 10

What you will need: Access to public or private transport; references such as the local Yellow Pages or the local information bureau.

Assessment: Give the following rubric to your students to assess their own work and the work of the other pair of students.

Assessment	Standard activity	Challenge activity
<b>Not achieved 0-59%</b>	Could only name examples of 6 types of accommodation facilities and supply their contact details.	Six types of accommodation was not available, could not give any reasons or any suggestions.
<b>60-69% Not yet competent</b>	Could name examples of 8 types of accommodation facilities and supply their contact details	Could suggest reasons and suggestions for 4 types of accommodation which was not available.
<b>70-79% Competent</b>	Could name examples of 10 types of accommodation facilities and supply their contact details	Could suggest reasons and suggestions for 2 types of accommodation which was not available.
<b>80-100% Outstanding</b>	Could name examples of all 12 types of accommodation facilities and supply their contact details.	There was no type of accommodation facility which was not available.

Make sure that your students hand back the assessed documents to their classmates. Make sure that students who wish to use these activities as evidence in their portfolios include it in their portfolios.

## Activity 2: Quality = grading



Student's Book page 11

**What you will need:** You will not need any special equipment for this activity.

1. So that tourists can know what to expect from any particular establishment.
2. Because tourists are on business or on holiday and do not want to have hassles.
3. There should be regular inspections to make sure that each provider still adheres to their previous standards. Also: competition will ensure that they have to improve their standards, otherwise their competitors will take their business away.

## Activity 3: My own tourist accommodation



Student's Book page 11

What you will need: Each student will need materials to make a brochure. Adapt the poster assessment rubric to assess this activity. The content of the brochure will depend on the individual students.

## Activity 4: Tourism transport



Student's Book page 14

What you will need: You will not need any special equipment for this activity. The answers will depend on the circumstances in your particular area.

## Activity 5: Which mode of transport to choose?



Student's Book page 14

What you will need: You will not need any special equipment for this activity.

1. Transport which can move a lot of people, usually at the same time.
2. Answers will depend on local circumstances, but it will usually be trains, buses, or aeroplanes.
3. Answers will depend on your local circumstances.
- 4.

Type of transport	Advantages	Disadvantages
aeroplane	fast	expensive, can only depart from large centers, limited luggage
train	cheap, frequent	slow, can only follow established rail routes
bus	cheap, frequent, can depart from virtually any destination, can stop virtually anywhere to drop off or pick up.	slow

5. Distance traveled, number of people, speed
6. This will depend on the modes of transport that the student chose.

### Activity 6: Who will travel how?



Student's Book page 15

What you will need: You will not need any special equipment for this activity.

1. Aeroplanes
- 2 a. aeroplanes; hotel  
b. aeroplanes, motor; hotels or self-catering/lodge.  
c. aeroplanes, car; hotel or lodge/self-catering
3. Individual answers.

### Activity 7: Tourist attractions in my community



Student's Book page 17

**What your students will need:** materials to make the posters; access to a tourist bureau or to the internet.

Point out to your students that, although promotion pamphlets of tourist attractions could make their posters much more attractive, these pamphlets can cost a lot of money to print. They should therefore ask permission to gather such pamphlets from tourist establishments and bureaus.

Use the average total given by the other groups as the assessment for each group.

Note: the marks allocated by the different groups may differ slightly since the first criterion (i.e. whether the poster is attractive and well-designed) is somewhat subjective.

### Activity 8: Alternative attractions



Student's Book page 18

**What you will need:** You will not need any special equipment for this activity.

1. Yes, because it can attract more tourists.
2. For the novelty value or the adrenalin rush. Individual answers.

### Activity 9: Who will make the arrangements?



Student's Book page 21

**What you will need:** You will not need any special equipment for this activity.

Individual answers. Note that the students should know that the local people will not need travel or accommodation arrangements, unless they want to arrange local travel for them.

## Activity 10: Why tour South Africa? Two debates



Student's Book page 27

**What you will need:** Your students will need access to a library, media centre or to travel magazines to do their research. Internet access will also help them. Hint: you may want to combine this activity with an activity in the students' Communication class. Approach the communication lecturer to arrange this. You will probably need at least one lecture period for each of the debates; it is therefore a good idea to combine it so that you do not have to sacrifice too much of your lecturing time.

Make sure that your students consider the entire tourist profile in their arguments. This includes cost, time available, special interests, age and gender of the tourists.

Convert the rating that each group gets into a percentage according to the following scale:

Assessment
0-59%: Not achieved
60-69%: Not yet competent
70-79%: Competent
80-100%: Outstanding

## Activity 11: Why tourism?



Student's Book page 29

**What you will need:**

Make sure that your students address at least the following points and make practical suggestions:

- Tourism creates jobs
- Tourism promotes small businesses
- Tourism has a multiplier effect
- Tourism uplifts communities
- Tourism develops the infra-structure of an area
- Tourism distributes wealth
- Tourism spreads goodwill.

Assess each report on merit. Use the rating scale under Activity 1.5 above to assess each report.

**Hint:** if your students also do Entrepreneurship as a subject, you may want to combine this activity with an activity that they do for that subject. Approach your colleague who teaches Entrepreneurship to discuss this possibility.

## Activity 12: Where can guests eat and drink in your vicinity?



Student's Book page 31

**What you will need:** Access to public or private transport; references such as the local Yellow Pages or the local information bureau.

**Assessment:** Give the following rubric to your students to assess their own work and the work of the other pair of students.

Assessment	Standard activity	Challenge activity
<b>Not achieved</b> <b>0-59%</b>	Could only name examples of 4 types of catering facilities and could not supply their contact details.	Three types of catering was not available, could not give any reasons or any suggestions.
<b>60-69%</b> <b>Not yet competent</b>	Could name examples of 5 types of catering facilities and supply their contact details	Could suggest reasons and suggestions for 2 types of catering which was not available.
<b>70-79%</b> <b>Competent</b>	Could name examples of 6 types of catering facilities and supply their contact details	Could suggest reasons and suggestions for the 1 type of catering which was not available.

## Activity 13: Research into career opportunities



Student's Book page 35

**What you will need:** Your students will need access to computers and the Internet, as well as tourism workers. You may have to arrange with local workers to give your students interviews. They will also need contact details for universities and colleges.

Assess each project on merit. You can adapt the rubric on page 25, as well as the rubrics on pages 34 and 35 of the Student's Book to assess this project.

## Activity 14: Check you progress



Student's Book page 39

**What you will need:** You will not need any special equipment for this activity.

Individual answers.

## Summative assessment: Chapter 1



Student's Book page 39

1. accommodation, transport, attractions, travel organizers, services
2. hotels, guesthouses, country houses, B&B's lodges, self-catering, youth hostels, cultural villages, camp sites, resorts, game reserves. (Assess the advantages and disadvantages that the students identify on merit.)
3. Air, road, rail, water. (Assess the advantages and disadvantages that the students identify on merit.)
4. Assess the answers on merit; individual answers depending on the careers that the students identified.

# chapter 2

---

## Working as a team: the kitchen brigade

**This chapter focuses on Topic 2**

**By the end of this chapter the student will be able to:**

Subject Outcome 1: Identify the structure and purpose of a particular team.

**Learning Outcome:** The student should be able to identify the structure and purpose of a particular team in the work place/learning environment

Subject Outcome 2: Describe and carry out the roles and responsibilities required to work in a team.

**Learning Outcome:** The student will be able to describe and carry out the roles and responsibilities required to work in a team in the hospitality workplace/ environment

Subject Outcome 3: Identify factors affecting a team within hospitality workplace and learning environment and explain affects.

**Learning Outcome:** The student will be able to identify and describe the factors affecting teams in your workplace/learning environment

Subject Outcome 4: Describe the organisation of the hospitality workplace/learning environment.

**Learning Outcome:** The student will be able to describe the organisation of the workplace/learning environment and identify its influence on team members and team.

Subject Outcome 5: Review the effectiveness of a team

**Learning Outcome:** The student will be able to review the effectiveness of a team and own participation in the team within the workplace/learning environments

### Activity 1: Discuss teamwork



Student's Book page 42

**What you will need:** There is no special equipment necessary for this activity.

**Assessment:** The explanations of the groups will vary according to which types of team sports they had in mind. However, the following points should come forward:

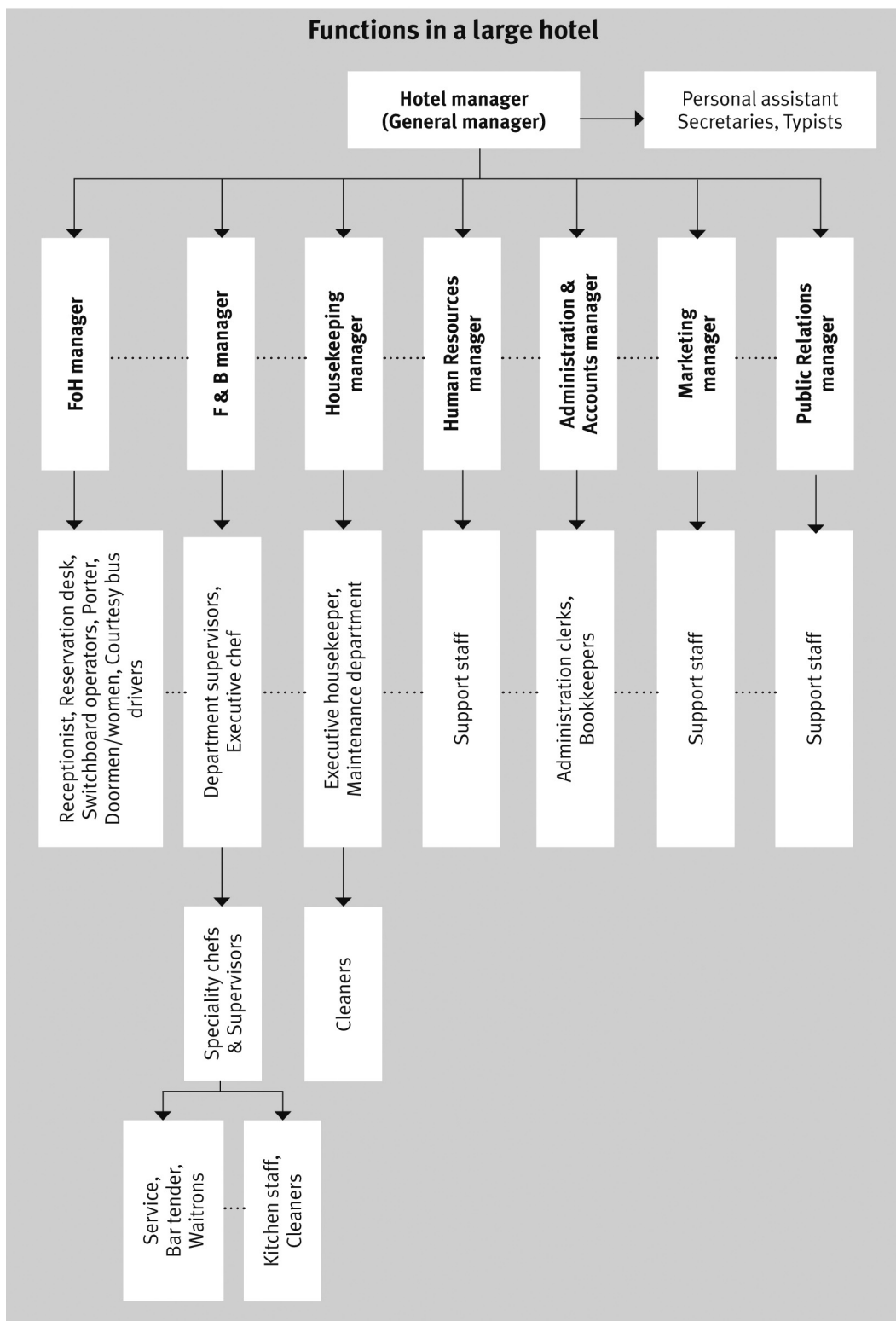
- team members help one another
- teams get more done
- teams have a better chance of success
- any other valid points.

There is no formal assessment necessary for this activity.

## Activity 2: How does the kitchen brigade work?



Student's Book page 45



**What you will need:** You will not need any special equipment for this activity. The student can draw lines of communication between virtually all the members of the kitchen brigade.

### Activity 3: Set up quality circles



Student's Book page 50

What you will need: You will not need any special equipment for this activity. Individual answers. Assess the work on merit.

### Summative assessment: Chapter 2



Student's Book page 51

1. Executive chef: plan and arrange menus, supervise and ensure highest standards, chair meetings  
Sous-chef: helps executive chef, ensures that recipes are followed, teach learner cooks, control quality and cost, plan and manage work roster  
*Chef de partie*: produce particular food items, develop new recipes, take care of equipment  
*Commis chef*: prepare raw materials, cook specific foods, plate up  
*Storekeeper*: receives, stores and issues items  
*Kitchen assistant*: prepares raw materials, cleans.
2. Set common goals, appoint right people, train people, set clear job descriptions, create clear lines of authority
3. facilitates communication, makes sure everyone knows what is expected, warns people of important events coming up, allows for replacements if staff are absent, creates cohesion.
4. meets new guests, provides information, sign guests in and out, answers phone.



# chapter 3

## Food hygiene and personal hygiene

### This chapter focuses on Topic 3.

Understand the importance of and demonstrate good personal health and hygiene practices and professional appearance in the hospitality environment.

#### You should be able to:

- Explain the importance of maintaining personal hygiene practices and health habits in a food service environment
- Define personal hygiene according to standard hygiene principles for the hospitality industry
- Know how to maintain personal hygiene in accordance with organisational guidelines.
- Identify and follow personal health practices that prevent contamination of food (including the washing of hands in accordance with procedure).
- Explain why cuts and grazes should be well covered.
- Identify and report illnesses that can contaminate food and food environment
- Know what procedure to follow if s/he falls ill on or off duty.
- Demonstrate appropriate dress codes for hospitality work activities. Understand why these dress codes are necessary.

### Activity 1: What does it mean to be a professional?



Student's Book page 54

Use the following rubric to assess your students' work:

Criterion	1 Not achieved 0-50%	2 Not yet competent 60-69%	3 Competent 70-79%	4 Outstanding 80-100%
List 10 personal hygiene items	Could not list 10 items; items listed not of great importance	Could list 10 items; items listed not of great importance	Could list 10 items; items listed are of reasonable importance	Could list 10 items; items listed are of great importance
Make an informative poster	Poster not informative or attractive	Poster informative, but not attractive	Poster informative and attractive	Poster listed most important items in sequence; very attractive

## Activity 2: Is your Hospitality Studies kitchen hygienic and safe?



Student's Book page 55

What you will need: You will not need any special equipment for this activity.

Individual answers depending on the conditions that the students identified.

## Activity 3: Wash and dry your hands



Student's Book page 60

Use the following checklist for students to assess each other's work:

My classmate did:	Yes	No
first run water over his/her hands		
then applied enough soap		
lathered both hands thoroughly to well above his/her wrists		
washed all the surfaces on his/her hands, including under the fingernails; he/she used a nailbrush effectively		
rinsed both hands well under running water without touching any other surface		
dried his/her hands thoroughly according to the equipment available.		

Give your classmate one mark for each tick under the 'Yes' column.

## Activity 4: Draw up a cleaning schedule



Student's Book page 60

What you will need: You will not need any special equipment for this activity.

Individual answers, depending on the class. Make sure that the cleaning schedule includes all cleaning jobs.

## Activity 5: Give first-aid to a class-mate



Student's Book page 71

Use the following checklist for students to assess each other's work:

My partner could:	Yes	No
1. Clean and disinfect the wound well with the right kind of medicines.		
2. Choose the right kind of bandage to cover the wound thoroughly.		
3. Apply the bandage correctly.		
4. Avoid making the injury worse in any way.		

Give your classmate one mark for each tick under the 'Yes' column.

## Summative assessment: Chapter 3



Student's Book page 75

1. It wastes money  
It can make guests ill  
It can contaminate other food in the kitchen
2. Hazard Analysis and Critical Control Point
3. Handle raw and cooked foods separately  
Wash all equipment and utensils well  
Check the temperatures of foods  
Check food deliveries  
Disinfect all food preparation areas regularly  
Prevent contamination of cross-contamination
4. (The same as for HACCP)  
Handle raw and cooked foods separately  
Wash all equipment and utensils well  
Check the temperatures of foods  
Check food deliveries  
Disinfect all food preparation areas regularly  
Prevent contamination of cross-contamination
5. moulds, yeasts, bacteria, viruses, chemicals
6. First *run water* over your hands.  
Then apply the *soap*.  
Rub your hands together and over each other to produce lather; lather to well beyond your wrists. Make sure that you cover both sides of your hands and under your fingernails. Continue for at least 20 seconds.  
Rinse your hands well under running water, but without touching the basin.  
Dry your hands; the table that follows will tell you how.  
Turn the tap off with a paper towel to prevent recontamination from the tap.
7. bacteria: making yoghurt  
moulds: making cheese  
yeasts: making bread  
fungi: to eat (as in mushrooms)
8. Older people  
Young children  
People who are already ill from another disease  
People living with HIV/Aids
9. enough food, moisture, time; right temperature, pH, oxygen present or absent; no preservatives

# chapter 4

## Handling and disposing of waste

**This chapter focuses on topic 5.**

### **Subject Outcome:**

Handle and dispose of waste in accordance with organisational requirements, understanding the importance of disposing of waste correctly.

### **Learning Outcomes:**

The student will be able to

- Identify different types of waste and methods of handling in accordance with hygiene, health and safety procedures.
- Know how to clean all refuse containers in accordance with hygiene, health and safety procedures.
- Understand the various methods of waste treatment and disposal and how to prepare waste for collection.
- Operate the appropriate waste handling equipment in accordance with health and safety procedures.
- Understand the concept and practice of recycling and how it is applied in the hospitality industry.
- Be able to respond appropriately to unexpected situations such as machine failure, spillages or accidents.

### **Activity 1: Handle waste correctly**



Student's Book page 83

**What you will need:** You may have to assist your students to get appointments with certain hospitality establishments, since waste management is often a sensitive subject at hospitality establishments.

Use the following checklist to assess the reports of the groups.

The report addressed the handling of:	Yes	No
Food waste		
Chemicals		
Soiled nappies or sanitary products		
Glass		
Needles and razors		
Cigarettes, matches, ash		
Pressured containers		
(One mark for each 'Yes' tick) Total: ..../7		

## Activity 2: Recycle waste



Student's Book page 85

What you will need: There is no special equipment or materials needed for this activity.

You may want to encourage your students to consider recycling all types of waste. This even includes vegetable waste from the kitchens and the garden (if there is a garden at the college). A neat and effective compost heap can turn vegetable matter into usable compost.

You may also want to pose challenge questions to your students regarding food items such as used oil from a deep fat fryer, etc.

Give this checklist to students to use to assess their peers' work.

The group could suggest how to recycle	Yes	No
Glass		
Cans		
Plastic		
Paper		
Foodstuffs		
Metal		
(One mark for each 'Yes' tick) Total: .... /6		

## Activity 3: What happens if waste is not collected?



Student's Book page 85

**What you will need:** No special equipment necessary for this activity.

Impress upon your students what will happen if the waste includes food scraps which may begin to rot. This exercise also helps to highlight the importance of using separate containers for different types of waste.

Alternatives include removing the waste yourself, getting in an independent contractor to fetch it or any other feasible plan.

Compare the answers to the information in pages 96 and 97 of the **Student's Book**.

## Summative assessment: Chapter 4



Student's Book page 85

1. Organic waste, inorganic waste, chemicals
2. Because the chemicals may react with one another or may cause pollution
3. To prevent it from puncturing the bag in which you put it
4. Vegetable matter, glass, paper, plastic
5. Children may find it and play with it; it may carry traces of blood and disease
6. Scrub it inside and outside with an appropriate cleaner and hot water; allow to air-dry well

# chapter 5

---

## Handling, cleaning, storing and maintaining equipment

### **Subject Outcome:**

Handle and store cleaning equipment and materials, understanding the importance to the individual and the organisation of maintaining equipment in good working order.

### **Learning outcomes: The student will be able to:**

- understand and apply the procedure for storing cleaning materials and equipment
- understand the importance of preventing unauthorised access
- store cleaning material and equipment appropriately; maintain a clean and tidy stores area.
- check that cleaning equipment is in good order
- demonstrate ability to deal with unexpected situations such as a machine breakdown, electric shock, store's break-in.

### **Activity 1: Simulation exercise**



Student's Book page 93

What you will need: You will need equipment from your kitchen for this activity.

Individual answers, depending on the items each student chose.

### **Activity 2: Quiz**



Student's Book page 95

What you will need: You will equipment from your kitchen for this activity.

Individual answers, depending on the items that the students chose.

### **Activity 3: Make a summary**



Student's Book page 97

What you will need: You will not need any special equipment for this activity.

## Summative assessment: Chapter 5



Student's Book page 97

1. Because the heat will not be transferred evenly.
2. By using too much force to press food through it.
3. Because the rolling mechanism can become rusty and it may spill drops of dirty water onto the dough.
4. By kneading it by hand or with the dough hook on a food processor.
5. Anything higher than 60 °C
6. caustic jelly
7. every day
8. remove top layer with a scraper

# chapter 6

---

## Cleaning equipment and materials

### Summative assessment: Chapter 6



Student's Book page 97

1. read the label for instructions.
2. physical, heat, chemical
3. water, general purpose disinfectants, sterilizers, sanitizers, antiseptics, abrasives, solvents metal cleaners.
4. to mask bad smells
5. Keep all cleaning materials, containers, etc. clean
  - Keep all cleaning agents in separate store
  - Store brooms upside down
  - Keep cleaning materials in the same containers as they were delivered in.
  - Close containers well after use
  - Keep mops, etc. for the bathroom and the kitchen separate
  - Remove buffing pads from the machine and wash well after each use.



# OBE for FET hospitality generics

lecturer's portfolio  
and programme of  
assessment

**Note: This Lecture's Portfolio must be kept  
in a safe place  
and free from unauthorised access.**

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# introduction

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This book is designed to make your life easier. It will help you organise, manage and present your lecturer portfolio of assessment by providing the following:

- a portfolio contents page
- an assessment programme and work schedule
- assessment plans
- a list of assessment tasks as they appear in the Student's Book
- assessment instruments for each task to record student achievements
- guidelines for charting student assessment progress and achievement
- templates for calculating the student's mark for each task
- space for charting your assessment records and student achievement for your classes
- templates for recording, documenting and reporting assessment evidence

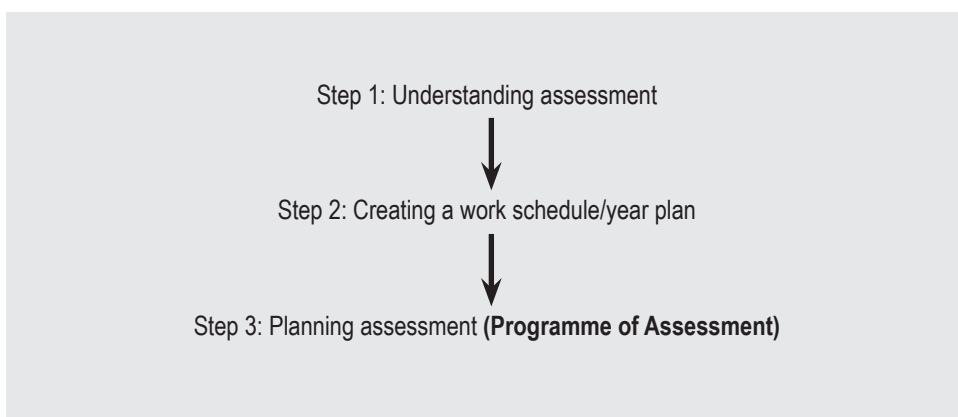
This book also contains the following documents for you to use:

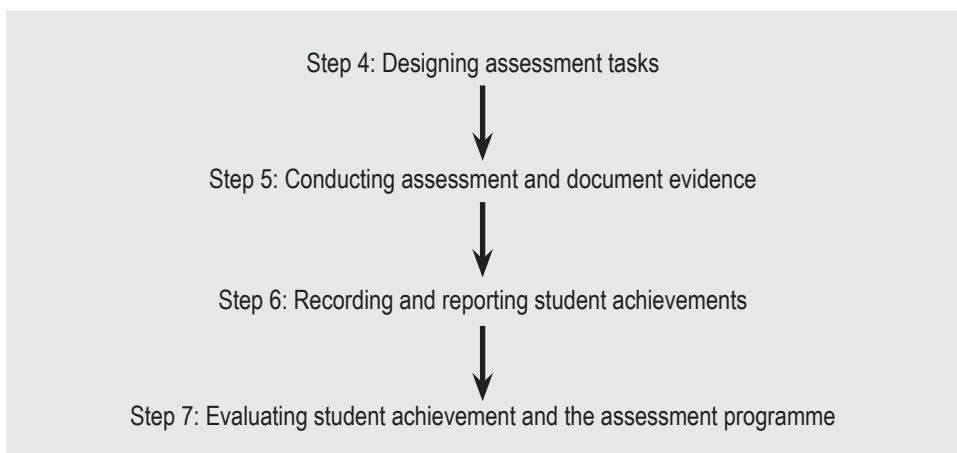
- a checklist of the contents of the lecturer's portfolio
- a checklist of the contents of the student's portfolio
- lecturer declaration of own assessments
- checklists for evaluating assessments you have done.

## How to use this book

To manage your Level 2 programme of assessment, follow the steps provided in this guide and fill in the templates provided (or attach your assessment tasks and memoranda or own assessment instruments). You can also use this book as your lecturer portfolio record of assessment. This book should be used with OBE for FET Hospitality Studies Level 2 Student's Book and Lecturer's Guide.

The following flow chart shows the **process of assessment** and the pages where you can find help with each step:





- The pages that are marked as your classes' **student assessment portfolio** can be used as your **formal collection of assessment evidence**. You may choose from these to meet your subject assessment requirements. There is also space provided for you to attach your own assessment tasks which you have designed.
- We recommend that the assessment instruments in the **student assessment portfolio** are cut out and given to you by each student for you to mark their tasks. They should then be returned to the student and stapled back into their portfolios.
- All the forms, agreements, lists and records of marks can be pasted into this book in the appropriate places as indicated.

### Abbreviations used in this book

The following abbreviations are used in this book, for terms used in the National Curriculum Statement for each Subject in the FET band. The National Curriculum Statement and Subject Assessment Guidelines should be read in conjunction with this Learning Programme.

FET Further Education and Training Band (Grades 10-12)

CO Critical Outcome

DO Developmental Outcome

LO Learning Outcome

AS Assessment Standard

## SUGGESTED WORK SCHEDULE (YEAR PLAN)

Begin your assessment planning by planning your work schedule (or year plan) for the year. The following work schedule shows the knowledge areas and topics covered in Level 2 Hospitality Studies.

**Table 1: Year plan/work schedule for OBE for FET Hospitality Studies Level 2**

Week	TOPICS	WEIGHTED VALUE	Weeks	Lessons
1-4	Describe the sectors of the hospitality, travel and tourism industries	10	3.2	16
4-11	Operate in a team	20	6.4	32
11-14	Maintain health, hygiene and professional appearance	10	3.2	16
14-21	Apply knowledge of the effect of micro-organisms on personal health, hygiene and food safety	20	6.4	32
21-27	Handle and dispose of waste	20	6.4	32
28-30	Handle and maintain utensils and equipment	10	3.2	16
30-32	Handle and store cleaning equipment and materials	10	3.2	16
	<b>TOTAL</b>	<b>100</b>	<b>32</b>	<b>160</b>

## SUGGESTED PROGRAMME OF ASSESSMENT

### Programme of assessment: portfolio assessment tasks

Note that your students should complete all the activities in the OBE for FET Hospitality Studies Student's Book to gain the necessary skills that a Hospitality Studies student should have. However, only some of the activities need to be included in the Students' portfolios.

- Choose the summative portfolio assessment tasks that will best suit the needs of your students.
- Design or choose formative assessment tasks to support the students in achieving the learning outcomes.
- These assessment tasks appear in the Student's Book and the Lecturer's Guide.
- Note that the learning outcomes are not weighted equally. After all of the portfolio assessments have been completed the marks should be allocated in the following ratio: LO1 (10%), LO2 (15%), LO3 (40%) and LO4 (35%).
- Guidelines, marking memoranda and rubrics for assessment for each task in the Student's Book appear in OBE for FET Hospitality Studies Level 2 Lecturer's Guide. This portfolio contains suggested tasks and memoranda for both controlled tests and both examinations.

**Table 2: Portfolio summative assessment tasks for *OBE for FET Hospitality Studies*: critical and developmental outcomes**

[illegible]

**Table 3: Portfolio summative assessment tasks for *OBE for FET Hospitality Studies*: subject and learning outcomes**

[illegible]

This LEVEL 2

# Hospitality Studies

## LECTURER PORTFOLIO OF FORMAL SUMMATIVE ASSESSMENTS

belongs to:

**Lecturer's Name**

of

**College**

**My classes for Hospitality Studies Level 2 are**

**Classes**

**Year**



# Moderation of summative assessment portfolios

**Note:** Various provincial education departments have their own requirements and their own proformas. If this is the case in your province, place the appropriate forms in your Lecturer's Portfolio of Assessment as guided by the layout.

NAME OF COLLEGE: \_\_\_\_\_ REGION / DISTRICT: \_\_\_\_\_  
SUBJECT AND GRADE: \_\_\_\_\_ DATE: \_\_\_\_\_

## Portfolio moderation checklist (Tick column when completed)

	Educator	Moderator
Educator's portfolio		
5 Skills focused assessments		
3 Subject controlled test question papers, marked with memo		
1 November Examination question papers, marked with memo		
Working mark sheets for all class(es) assessments		

## College and cluster moderation

Type of moderation	YES	NO	Comment
College moderation has taken place over the year			
Cluster moderation has taken place during the cluster meetings			

## List of sample portfolios

All portfolios requested are included in bundle. (Attach computer printed list here.)

NAME OF CANDIDATE (SURNAME and INITIALS)	EXAM NUMBER	PORTFOLIO COLLEGE MARK *	PORTFOLIO MODERATED MARK *
1			
2			
3			
4			
5			
6			
7 (Best**)			
Average marks		Of sample	Of moderation

\* Some provinces expect totals of either 70 or 100 as the total of the Portfolio college mark. (Controlled tests are not always included.)

\*\*The word 'best' refers to the performance of the student with the most outstanding achievement.

## Form for moderator's use only

Delete the statement which is not applicable:

No changes are to be made to mark sheets  
The assessment completed by the college is within 10% of the assessment by the Moderation Team, therefore no changes to the marks are required.

Changes to mark sheets are to be made  
The assessment completed by the college differs by more than 10% of the assessment of the Moderation Team, therefore all the marks on the mark sheet for this subject \_\_\_\_\_ are to be increased / decreased by \_\_\_\_\_ marks.  
The moderation officials will carry out these changes and will carefully write the changes in green in the moderated column. A copy of the report is to be kept by the moderators at cluster and province level. A full report is provided below.

### Moderator's detailed report

This report must be used constructively to support the college in their assessment of their students.

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The pair of moderators' signatures is provided below. No portfolio is moderated by a single person. A pair of moderators moderates a college's portfolios. Their endorsement of the results is provided below.

Moderator's Name \_\_\_\_\_ Moderator's Signature \_\_\_\_\_

Moderator's Name \_\_\_\_\_ Moderator's Signature \_\_\_\_\_

Date: \_\_\_\_\_

## Lecturer declaration

Place college logo/stamp here

I, \_\_\_\_\_ declare that:

- I am the lecturer of level \_\_\_\_\_, (subject) \_\_\_\_\_
- all the planning sources listed below have been accurately consulted and used to provide accurate, reliable, fair and authentic assessment of student performance.
- I have kept this lecturer portfolio and all its contents safely and free from unauthorised access.
- I have developed a programme of assessment for my subject.
- regular consultations took place with other lecturers in my subject to support my students through developing and maintaining standards.
- assessment of my students' tasks have been carried out by me and I have checked their student assessments.
- sampled moderation has occurred on a regular basis and
- the student portfolios have been kept safely and free from unauthorised access.
- the content of each student portfolio is complete and organised as required.
- all the required assessment tasks are included.
- the content of this Lecturer's Assessment Portfolio is my own original record of work and has been completed within this year.

SIGNED AT \_\_\_\_\_ ON THIS \_\_\_\_\_ DAY OF \_\_\_\_ 20\_\_\_\_

.....  
SIGNATURE (Lecturer)

.....  
NAME (Head of Department)

DATE .....

.....  
SIGNATURE (Head of Department)

.....  
NAME (College Principal)

DATE .....

.....  
SIGNATURE (College Principal)

.....  
NAME (Provincial level)

DATE .....

.....  
SIGNATURE (Provincial level)

# Planning tools

## Checklist 1: Contents of the lecturer portfolio of assessment

Complete the content checklist below, by placing a tick (ü) in the appropriate column, to indicate that you have completed and included the appropriate assessment documents/materials for your Hospitality Studies Level 2 assessment programme.

I have checked/included the following documents/materials:	YES	NO
• checklist 1: assessment portfolio checklist		
• checklist 2: assessment planning checklist		
• checklist 3: documents for assessment planning		
• checklists for contents of student portfolio for all my students' portfolios		
• lecturer declaration of own assessments		
• student assessment agreements		
• student assessment declarations of authenticity		
• an assessment programme and work schedule		
• assessment plans for each assessment task		
• notes on students' special assessment needs		
• all portfolio assessment tasks and their assessment plans		
• assessment tools designed/used for each assessment task		
• assessment records for each student in your classes taught (mark sheets)		
• charts of your assessment records and student achievement for your classes		
• your self evaluation of your assessment programme		

SIGNED AT \_\_\_\_\_ ON THIS \_\_\_\_ DAY OF \_\_\_\_\_ 20\_\_

NAME  
(Lecturer)

SIGNATURE  
(Lecturer)

NAME  
(College Assessment Co-ordinator)

DATE

SIGNATURE  
(College Assessment Co-ordinator)

NAME  
(College Principal)

DATE

SIGNATURE  
(College Principal)

## Checklist 2: Assessment planning

Use the following checklist and place a tick (✓) in the appropriate column to make sure you have carried out each step of the assessment process.

I have:	YES	NO
• identified and stated the outcomes to be achieved by my students over a period of time or in a cycle of teaching and learning		
• clearly identified the purpose of the assessment tasks as either formative or summative portfolio assessment		
• determined the assessment focus for each of the tasks		
• determined what evidence is needed to indicate student achievement		
• chosen or designed assessment tasks that will produce the evidence that is required to indicate student achievement		
• chosen or designed an appropriate assessment tool or combination of tools to measure the extent of student achievement		
• planned how to manage the implementation of the chosen assessment tasks in the classroom		
• provided the students with their assessment programme		
• obtained my students' acknowledgement of their assessment agreements		
• conducted the assessment tasks in a controlled environment suitable for best student achievement		
• collected evidence of students performance in the planned assessment tasks		
• recorded my assessment observations and decisions around my students' assessments		
• interpreted individual and class assessment records and made a decision about the students' level of performance achieved in the assessment tasks		
• provided my students with written, positive and directed feedback around their achievements associated with the assessment tasks		
• formally recorded in my mark sheets and reported my students' achievements on the required official report forms		

### Checklist 3: Documents for assessment planning

Complete and sign the checklist below to indicate that you have received the appropriate assessment documents/materials to plan your assessment programme.

I have the following documents/materials:	YES	NO	Comment
1. The National Senior Certificate: A qualification at level 4 on the National Qualifications Network (NQF)			
2. The National Protocol on Assessment for colleges in the General and Further Education and Training Band.			
3. The relevant provincial assessment legislated documents			
4. National Curriculum Statement for Hospitality Studies			
5. Learning Programme Guideline for Hospitality Studies			
6. Hospitality Studies Subject Assessment Guidelines			
7. OBE for FET for Hospitality Studies Level 2 Student's Book and Lecturer's Guide			

SIGNED AT \_\_\_\_\_ ON THIS \_\_\_\_\_ DAY OF \_\_\_\_ 20\_\_

.....  
NAME  
(Lecturer)

.....  
SIGNATURE  
(Lecturer)

.....  
NAME  
(Head of Department)

.....  
DATE

.....  
SIGNATURE  
(Head of Department)

.....  
NAME  
(College Assessment Co-ordinator)

.....  
DATE

.....  
SIGNATURE  
(College Assessment  
Coordinator)

.....  
NAME  
(College Principal)

.....  
DATE

.....  
SIGNATURE  
(College Principal)

## PROGRAMME OF ASSESSMENT

### Programme of assessment (summative portfolio assessment plans)

The tables below provide a tool for planning summative assessment tasks for the year.

- Fill in your standardised summative portfolio assessments in the tables, ensuring that they are spread over the year.
- Create a separate similar table, and fill in your choice of formative assessment activities that would lead to the development of skills, knowledge, attitudes and values in order to attain the standardised assessment requirements.
- Ensure that the students fill in their own assessment plans in their Student Portfolio of Assessment.
- Use the table on the next page to plan what you need to do in order to complete each assessment task on the due date.

### Programme of assessment (summative portfolio assessment plan)

Year: \_\_\_\_\_

Class: \_\_\_\_\_

CATEGORY OF ASSESSMENT ITEM	DATE	LOs	ASs	CURRICULUM THEME/ CONTENT KNOWLEDGE TOPIC	Skill domains covered
E.g.: Practical	Week 1 19 – 24 Jun	LO3	3.4	Oven-baked snoek	1.1; 2.1; 3.4 and 4.2
PAT					
Assignment					
Research Project					
Controlled Test 1					
Controlled Test 2					
Midyear Exam					
Final practical					
November Exam					

Time allocated for tasks	ASSESSMENT TOOL(S)	Summative PAT	Maximum Mark	WEIGHT-ED MARK	DATE
30 mins	Rubric & memo	✓	50	25	20 June
		✓		25	
		✓		25	
		✓		20	
		✓		10	
		✓		10	
		✓		10	
		✓		100	
		✓		200	
TOTAL				400	

### Programme of summative assessment: Action plans

In the table on the opposite page:

- Fill in the due dates for the students to hand in the assessment task that you have chosen for each category.
- Give your students the due dates.
- In the Plan of Action column, write down what you plan to do to complete these tasks and how you will meet the due dates, for example:
  - note which topics, skills and activities need to be covered before the students can be summatively assessed (e.g. graph drawing)
  - equipment and raw materials: make sure that you have everything available that the students will need
  - venue and organisation: note any special arrangements for desks, equipment or appointments with guest speakers.



PROGRAMME OF SUMMATIVE ASSESSMENT FOR HOSPITALITY STUDIES – LEVEL 2		
	Due date	Plan of action
TASK 1: HANDS-ON PRACTICAL Topic: _____		
TASK 2: ASSIGNMENT Topic: _____		
TASK 3: RESEARCH PROJECT Topic: _____		
TASK 4: CONTROLLED TEST 1 Work to be tested: _____		
TASK 5: MIDYEAR EXAMINATION Work to be tested: _____		
TASK 6: CONTROLLED TEST 2 Work to be tested: _____		
TASK 7: FINAL EXAMINATION AND PRACTICAL		

Use this space to note important information about the context of assessment in your college. Note any special arrangements which need to be considered or catered for (for example, class size, lack of equipment, alternative equipment used, students' special needs, and so on).

Once you have decided on the summative and formative assessment tasks that you are going to do, complete the table below to check you have covered all the outcomes.

- 66

# Summative and formative assessment programme plan *OBE for FET Hospitality Studies*

**Table 4a: Term 1: Critical and developmental outcomes to be covered**

Term 1											
Module No.											
Unit No.											
Outcomes		Assessment tasks									
COs	DOs	1	2	3	4	5	6	7	8	9	10
1											
2											
3											
4											
5											
6											
7											
	1										
	2										
	3										
	4										
	5										

**Table 4b: Term 1 Learning outcomes and assessment standards to be covered**

Term 1											
Module No.											
Unit No.											
Outcomes		Assessment tasks									
LOs	ASs	1	2	3	4	5	6	7	8	9	10
1	1.1										
	1.2										
	1.3										
2	2.1										
	2.2										
	2.3										
3	3.1										
	3.2										
	3.3										
	3.4										
4	4.1										
	4.2										
	4.3										
	4.4										
Assessment tools used	Rubric										
	Memo										
	Rating scale										
	Checklist										

**Table 5a: Term 2: Critical and developmental outcomes to be covered**

Term 2											
Module No.											
Unit No.											
Outcomes		Assessment tasks									
COs	DOs	1	2	3	4	5	6	7	8	9	10
1											
2											
3											
4											
5											
6											
7											
	1										
	2										
	3										
	4										
	5										

**Table 5b: Term 2 Learning outcomes and assessment standards to be covered**

Term 2											
Module No.											
Unit No.											
Outcomes		Assessment tasks									
LOs	ASs	1	2	3	4	5	6	7	8	9	10
1	1.1										
	1.2										
	1.3										
2	2.1										
	2.2										
	2.3										
3	3.1										
	3.2										
	3.3										
	3.4										
4	4.1										
	4.2										
	4.3										
	4.4										
Assessment tools used	Rubric										
	Memo										
	Rating scale										
	Checklist										

**Table 6a: Term 3: Critical and developmental outcomes to be covered**

Term 3											
Module No.											
Unit No.											
Outcomes		Assessment tasks									
COs	DOs	1	2	3	4	5	6	7	8	9	10
1											
2											
3											
4											
5											
6											
7											
	1										
	2										
	3										
	4										
	5										

**Table 6b: Term 3 Learning outcomes and assessment standards to be covered**

Term 3											
Module No.											
Unit No.											
Outcomes		Assessment tasks									
LOs	ASs	1	2	3	4	5	6	7	8	9	10
1	1.1										
	1.2										
	1.3										
2	2.1										
	2.2										
	2.3										
3	3.1										
	3.2										
	3.3										
	3.4										
4	4.1										
	4.2										
	4.3										
	4.4										
Assessment tools used	Rubric										
	Memo										
	Rating scale										
	Checklist										

**Table 7a: Term 4: Critical and developmental outcomes to be covered**

Term 4											
Module No.											
Unit No.											
Outcomes		Assessment tasks									
COs	DOs	1	2	3	4	5	6	7	8	9	10
1											
2											
3											
4											
5											
6											
7											
	1										
	2										
	3										
	4										
	5										

**Table 7b: Term 4 Learning outcomes and assessment standards to be covered**

Term 4											
Module No.											
Unit No.											
Outcomes		Assessment tasks									
LOs	ASs	1	2	3	4	5	6	7	8	9	10
1	1.1										
	1.2										
	1.3										
2	2.1										
	2.2										
	2.3										
3	3.1										
	3.2										
	3.3										
	3.4										
4	4.1										
	4.2										
	4.3										
	4.4										
Assessment tools used	Rubric										
	Memo										
	Rating scale										
	Checklist										

Providing expanded opportunities and alternatives for students with differing abilities and barriers to assessment

Use this space to show how you will provide the following:

- expanded opportunities for students who need more challenge
- alternative assessment methods and tools for students who are disabled and/or who need other options in order to demonstrate their achievement.
- list the students who are disabled or who need additional support

(Note that OBE for FET Hospitality Studies Level 2 Student's Book includes a number of expanded opportunities in each module to stimulate and challenge students. There are also a number of activities which address the issue of guests or students with disabilities.)

## FORMAL SUMMATIVE PORTFOLIO ASSESSMENT TASKS

This section provides summative assessment tasks for your portfolio that have been selected from OBE for FET Hospitality Studies Level 2 Student's Book for you to choose from. The assessment tasks are organised for each prescribed category. The summative portfolio assessment categories are:

1. Practical Assessment Task (1 is to be submitted)
2. Assignment (1 is to be submitted)
3. Research Project (1 is to be submitted)
4. Controlled Test 1 (2 Controlled Tests are to be submitted)
5. Controlled Test 2
6. Midyear Examination (1 is to be submitted)
7. November Examination (1 paper and 1 final Practical Assessment Task to be submitted)

For each category you will find a number of assessment tasks to choose from. You may choose from those provided to suit your assessment plan and to cover all the Learning Outcomes and Assessment Standards. You may add your own designed tasks at the places indicated under each section.

At the end of the year, please cut out the assessment tasks that you have chosen not to complete, and leave attached only the ones that you have completed.

If you have used some assessment tasks that are not from OBE for FET Hospitality Studies Level 2 Student Book, please list them in the table below. You can staple the tasks onto the pages where indicated in each section of this Lecturer Portfolio of Assessment. The tasks may be designed by you or chosen from a source reference. Please acknowledge all sources used if you have used other printed materials.

e.g. Activity/task 1: Project – Serve light meals at the college fete – own design	Source: (if applicable)



# FORMAL SUMMATIVE ASSESSMENT TASKS

## ASSESSMENT TASK 1: PRACTICAL ASSESSMENT TASK

**Step 1: Select the practical task which your students should do**

**Step 2: Study the assessment tools provided**

Draw the attention of the students the assessment tools (rubrics) in their portfolio, so that they can see what is expected of them.

**Step 3: Tell the students what they need to do and how they will be assessed**

Give the students the necessary instructions to complete the assessment activity. Ask them to cut out their assessment tools for the appropriate activity, enter their names and date. This is to assist your marking of the task in action without copying the instruments at extra expense.

**Step 4: Assess the students' performance during and after the assessment activity**

Use the provided assessment tools for each category of task to record the students' performance. The students sign to show their agreement with the marks awarded.

**Step 5: Record your assessments and marks for each student**

Record your assessment mark for each student on the mark schedule for summative portfolio assessment tasks.

**Step 6: The students keep the evidence of their performance in their portfolios**

Once you have agreed upon the marks awarded attach the marked tasks and their associated instruments in the appropriate place in the students' portfolios. Collect the portfolios and keep in a secure place.

### **Marking and student assessment**

#### **Marking memoranda and rubrics**

The marking memoranda for the Activities are provided in the OBE for FET Hospitality Studies Level 2 Lecturer's Guide.

## Calculating and recording the student's marks

### Calculating the student's marks for the hands-on practical investigation (option 1)

**Mark:** Determine the student's performance by using the associated rubrics and memorandum.

**Ratios:** Determine if the totals correlate to a 1:1 ratio for each LO assessed.

**Portfolio converted mark:** Divide the percentage mark by 4 and write it in the final box.

Mark obtained	<u>150</u>	%		Level:		Converted mark for portfolio:	<u>25</u>
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Signature of lecturer: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of student: \_\_\_\_\_ Date: \_\_\_\_\_

Student Name \_\_\_\_\_ Year \_\_\_\_\_

Forms of assessment		LOs covered	ASs covered	Date	Student mark obtained	Max mark for task	Maximum weighted Mark	Student converted Mark	Student moderated Mark
Skills Focused	Practical						25		
	Assignment						25		
	Research Project						20		
Controlled Tests	Test 1						10		
	Test 2						10		
	Midyear						10		
Exam	Practical						150		
	Exam Paper						150		
							400		

# Reflection and Evaluation of Assessment Task 1

## Reflections and Evaluation on the Hands-on Practical Investigation Assessment Task conducted

This evaluation is required by yourself to note refinements associated with the assessment task chosen for next year’s assessment planning notes.

### Comment on the planning and conducting of the task(s)

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### Comment on the resource requirements and time taken

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### Comment on the student accessibility of the task

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### Comment on student performance

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### Comment on the changes to be made for further use

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## ASSESSMENT TASK 2: ASSIGNMENT

An assignment is provided for each of the modules in the OBE for FET Hospitality Studies Student's Book for you to choose from. You may attach your own task to this page. Only one assignment is required.

Each student needs to provide a written assignment on the topic that you allocated to him or her.

### Assessment tools to be used for Assessment Task 2

See pages 11 to 14 in the *OBE for FET Hospitality Studies Level 2 Student's Portfolio* for the assessment tools that you can use to assess assignments.

# Reflection and Evaluation of Assessment Task 2

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This evaluation is required by yourself to note refinements associated with the assessment task chosen for next year’s assessment planning notes.

**Comment on the planning and conducting of the task(s)**

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**Comment on the resource requirements and time taken**

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**Comment on the student accessibility of the task**

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### Comment on student performance

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### Comment on the changes to be made for further use

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## ASSESSMENT TASK 3: RESEARCH PROJECT

The research project involves a literature and survey investigation. The students are to prepare survey questions and conduct a focused research investigation into the topic / issue provided. Student planning is to involve a mind map / concept map, flow diagrams and preparation of survey questionnaires from brainstorming of literature and survey questions around the topic, being researched. The students are to present their findings in a written research report, and in some options supported by a poster or a constructed three-dimensional model. If you have designed your own research project attach to this page.

The complete written component is assessed as a research report. Preparation and planning needs to be provided.

The student's research report needs to include the following components as weighted below (mark allocation for factual content only).

- Heading for report (1)
- Background information behind the phenomenon seen and explanations around the ideas which lead to the hypothesis to be tested (20)
- Survey questionnaire design or method followed (6)
- Results (showing data in drawings, tables and calculations as needed by the investigation) (use rubrics)
- Discussion of results obtained associated with your research (20)
- Evaluation of method (procedure) of research and results using data obtained (5)
- Conclusion (1)
- Bibliography / References showing list of sources used (Minimum of 7 references) (7)

**Memorandum Total: 60**

### **Instructions to the student**

Conduct a research assignment on how you can use information (books, pamphlets, internet sites, and people) to do your research effectively. Plan your investigation, research and collect information. Record the information obtained and write a report explaining the observations you have made. Summarise your information into a scientific poster or make a model of an aspect associated with the investigation.

## Assessment tools to be used for Assessment Task 3

See pages 16 to 23 in the *OBE for FET Hospitality Studies Level 2 Student's Portfolio* for the assessment tools to assess this project.

# Reflection and Evaluation of Assessment Task 3

This evaluation is required by yourself to note refinements associated with the assessment task chosen for next year’s assessment planning notes.

## Comment on the planning and conducting of the task(s)

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## Comment on the resource requirements and time taken

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## Comment on the student accessibility of the task

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### Comment on student performance

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### Comment on the changes to be made for further use

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# CONTROLLED TESTS

This section contains space for two controlled tests to be included. Attach your question papers and the memoranda for each test.

## Controlled test 1:

Class(es): \_\_\_\_\_  
Topics covered: \_\_\_\_\_  
Date on which the class test design was moderated: \_\_\_\_\_  
Name of moderator: \_\_\_\_\_ Signature of moderator: \_\_\_\_\_  
Date on which the controlled test was written: \_\_\_\_\_

Quest. No.	Cognitive ability levels						LO2			LO3			Knowledge areas	
	A	BI	BV	BN	C	D	AS1	AS2	AS3	AS1	AS2	AS3	Tissues and cells	Structure and processes
ACTUAL MARKS														
ACTUAL %	%	%	%	%	%	%	%	%	%	%	%	%	%	%
NORM MARKS														
NORM %	%	%	%	%	%		33,33 %			33,33 %			%	%

## Interpretation of the grid ratings and balance for the pen and paper questions

- Finding the “totals” of each cognitive level.

	A	BI	BV	BN	C	D	TOTAL
Total number of items / instances							
Total number of marks							
% of items							
% of marks							

- Finding the “totals” of each Learning Outcome.

	LO2			LO3			TOTAL
	AS 1	AS 2	AS 3	AS 1	AS 2	AS 3	
Total number of items / instances							
Total number of marks							
% of items							
% of marks							

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Signature of lecturer:

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Date:

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Signature of HOD:

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Date:

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Signature of moderator:

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Date:

# Reflection and Evaluation of Controlled Test 1

This evaluation is required by yourself to note refinements associated with the assessment task chosen for next year’s assessment planning notes.

## Comment on the planning and conducting of the task(s)

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## Comment on the resource requirements and time taken

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## Comment on the student accessibility of the task

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### Comment on student performance

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### Comment on the changes to be made for further use

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Topics covered: \_\_\_\_\_

Name of moderator: \_\_\_\_\_ Signature of moderator: \_\_\_\_\_

Date on which the controlled test was written: \_\_\_\_\_

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## Interpretation of the grid ratings and balance for the pen and paper questions

### • Finding the “totals” of each cognitive level

	A	BI	BV	BN	C	D	TOTAL
Total number of items / instances							
Total number of marks							
% of items							
% of marks							

### • Finding the “totals” of each Learning Outcome

	SO....			SO.....			TOTAL
	LO 1	LO 2	LO 3	LO 1	LO 2	LO 3	
Total number of items / instances							
Total number of marks							
% of items							
% of marks							

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Signature of lecturer:

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Date:

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Signature of HOD:

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Date:

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Signature of moderator:

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Date:

# Reflection and Evaluation of Controlled Test 2

This evaluation is required by yourself to note refinements associated with the assessment task chosen for next year’s assessment planning notes.

**Comment on the planning and conducting of the task(s)**

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**Comment on the resource requirements and time taken**

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**Comment on the student accessibility of the task**

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### Comment on student performance

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### Comment on the changes to be made for further use

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This section contains space for one controlled mid-year examination to be included. Attach your question paper and memorandum.

Class(es): \_\_\_\_\_

Topics covered: \_\_\_\_\_

Date on which the mid-year examination design was moderated: \_\_\_\_\_

Name of moderator: \_\_\_\_\_ Signature of moderator: \_\_\_\_\_

Date on which the mid-year examination was written: \_\_\_\_\_

[illegible]

[illegible]

### Interpretation of the grid ratings and balance for the pen and paper questions

- Finding the “totals” of each cognitive level.

	A	BI	BV	BN	C	D	TOTAL
Total number of items / instances							
Total number of marks							
% of items							
% of marks							

- Finding the “totals” of each Subject Outcome.

[illegible]

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Signature of lecturer:

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Date:

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Signature of HOD:

Date: .....

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Signature of moderator:

Date: .....

# Reflection and Evaluation of the Mid-year Examination

This evaluation is required by yourself to note refinements associated with the assessment task chosen for next year’s assessment planning notes.

## Comment on the planning and conducting of the task(s)

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## Comment on the resource requirements and time taken

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## Comment on the student accessibility of the task

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### Comment on student performance

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### Comment on the changes to be made for further use

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## NOVEMBER EXAMINATION

This section contains space for the November examination papers. Place the question paper and its memorandum here. Provide an appropriately filled-out grid for each paper to show that it is constructed to meet the knowledge areas tested, the associated outcomes and the appropriate levels of difficulty. All knowledge areas are to be covered, as indicated in the grids. Complete them for each question used in the examination papers.

## Planning grids for questions used in the November Examination

Class(es): \_\_\_\_\_

Topics covered: \_\_\_\_\_

Date on which the November examination design was moderated: \_\_\_\_\_

Name of moderator: \_\_\_\_\_ Signature of moderator: \_\_\_\_\_

Date on which the November examination was written: \_\_\_\_\_

[illegible]

## Interpretation of the grid ratings and balance for the pen and paper questions

- Finding the “totals” of each cognitive level.

	A	BI	BV	BN	C	D	TOTAL
Total number of items / instances							
Total number of marks							
% of items							
% of marks							

- Finding the “totals” of each Learning Outcome.

	S01			S02			S03			TOTAL
	LO 1	LO 2	LO 3	LO 1	LO 2	LO 3	LO 1	LO 2	LO 3	
Total number of items / instances										
Total number of marks										
% of items										
% of marks										

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Signature of lecturer:

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Date:

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Signature of HOD:

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Date:

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Signature of moderator:

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Date:





## Interpretation of the grid ratings and balance for the pen and paper questions

- Finding the “totals” of each cognitive level.

	A	BI	BV	BN	C	D	TOTAL
Total number of items / instances							
Total number of marks							
% of items							
% of marks							

- Finding the “totals” of each learning outcome

	LO1			LO2			LO3			LO4			TOTAL
	AS 1	AS 2	AS 3	AS 1	AS 2	AS 3	AS 1	AS 2	AS 3	AS 1	AS 2	AS 3	
Total number of items / instances													
Total number of marks													
% of items													
% of marks													

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Signature of lecturer:

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Date:

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Signature of HOD:

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Date:

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Signature of moderator:

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Date:

# Reflection and Evaluation of the November Examination

This evaluation is required from yourself to note refinements associated with the assessment task chosen for next year’s assessment planning notes.

## Comment on the planning and conducting of the task(s)

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## Comment on the resource requirements and time taken

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## Comment on the student accessibility of the task

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### Comment on student performance

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### Comment on the changes to be made for further use

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# COLLECTIVE MARK SCHEDULES FOR FORMAL SUMMATIVE PORTFOLIO ASSESSMENT TASKS

Use this mark schedule as a template to record your Summative Portfolio Assessment marks for each class, including a mark list for each class attached to this page.

Lecturer: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

[illegible]

## EVALUATING ASSESSMENT EVIDENCE AND STUDENT ACHIEVEMENT

(Use the following recording and reporting tool for student assessment performance and promotion. Attach copies for each class. You may photocopy this page if additional lines are needed.)

### Summary of student performance for reporting purposes

Lecturer: \_\_\_\_\_ Class: \_\_\_\_\_ Year: \_\_\_\_\_

No	Student name	SAQA rating	Qualitative comments	Recommendations
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				

# Statistical analysis of student performance for reporting purposes

SUBJECT	Hospitality Generics Level 2
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Test / Exam no.		Class	
Content/ Type of test		Roll	
Date of test		Median %	
Length of test		No. who wrote	
Max. mark of test		No. who failed	

## Statistical analysis

7	6	5	4	3	2	1
80 – 100%	70 – 79%	60 – 69%	50 – 59%	40 – 49%	30 – 30%	0 – 29%
outstanding	meritorious	substantial	adequate	moderate	elementary	not achieved

## Diagnostic analysis

No	Barriers to learning encountered	Reason/Remedial action
1		
2		
3		

Any other comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Lecturer signature

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Lecturer name

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Date

# Overall reflection and evaluation of assessment programme and student performance

This evaluation is required by yourself to note refinements associated with the assessment task chosen for next year’s assessment programme planning notes. Comment on the following issues and answer the questions as a guide to do this.

## Comment on the results obtained by the students for the tasks

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## Comment on the range of performance as seen within the class records for the classes you have assessed

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**Comment on the student support that you suggest to overcome barriers to learning and accommodate further learning**

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**Comment on student support that can be recommended for enrichment**

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**What part of the portfolio was most meaningful for your students?**

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**Were your students motivated by the assessment tasks? Explain**

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**List those skills tested that were different to those tested in examinations and tests.**

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**State the assessment tasks, which you feel were not very useful and give reasons.**

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**Comment on the rubric used to assess your students' skills. Make written suggestions on the rubric to improve the performance indicators. Attach the rubric to this sheet.**

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## SUPPORTING FORMS AND DOCUMENTS

Attach any supporting forms and documents here, which may be required by your provincial education departments and assessment bodies. Some of the additional requirements are outlined below.

- Class lists of students taught
- Student background information
- Students with special needs and record of their concessions granted
- Records of absenteeism and accompanying letters
- Dates of cluster meetings and moderation meetings
- Examination design moderation reports
- Statistical analysis of student performance for reporting purposes

### Example of record of absenteeism and accompanying letters

Students are expected to provide a letter signed by their parents or a legal guardian and should also make arrangements to complete a catch-up / replacement assessment task.

Name of Lecturer: \_\_\_\_\_ Subject \_\_\_\_\_ Class \_\_\_\_\_

No	Task Missed	Date of task	Mark allocation of task	Date letter was received	Reason for absence	Date of catch-up/replacement assessment task	Student signature (acknowledgment)
1							
2							
3							
4							
5							
6							
7							

.....  
NAME (Lecturer)

DATE .....

.....  
SIGNATURE (Lecturer)

.....  
NAME (Principal)

DATE .....

.....  
SIGNATURE (Principal)

SIGNED AT \_\_\_\_\_ ON THIS \_\_\_\_\_ DAY OF \_\_\_\_\_ 20 \_\_\_\_\_

# UNDERSTANDING ASSESSMENT

## **Assessment in the Further Education and Training (FET) band**

The Department of Education has formulated guidelines for subject assessment. These are outlined in the individual Subject Assessment Guideline documents, which should be used with this book.

Your Hospitality Studies learning programme and its assessment provides assessment opportunities for different reasons. The purpose of assessment is to measure student development, to find out about students' problems and difficulties, and to determine if the students can be promoted to the next grade or level of difficulty. Assessment may be baseline, formative, diagnostic, summative (e.g. portfolios, tests and examinations) or systemic (e.g. national exit exams).

### **What will you assess?**

Your assessment programme should focus on assessing a student's ability and performance in the subject by measuring their achievement of the subject outcomes. The subject outcomes cover knowledge concepts, skills and values and attitudes to be achieved within this year. Each of the subject outcomes is achieved through the students achieving the learning outcomes. The LOs tell you what you should teach and are used to assess a student's achievement. The students need to achieve the entire set of Learning Outcomes during the year. The three LOs are weighted equally, and in terms of mark allocations.

You will be expected to provide assessment tasks that are formative and summative (exams and portfolio) that will require students to present oral, written or practical work to be assessed in one or more of the various assessment techniques as outlined in table 1, on the next page. Assessment can be performed by yourself, by a peer (student to student), by a group and by the students themselves (self-assessment). Summative assessment for promotion purposes is done by the lecturer.

### **How will you assess?**

You can assess your students' achievements using the following tools:

- Memoranda
- Checklists
- Rubrics
- Rating scales

You will find a wide variety of tools provided in your OBE for FET Hospitality Studies Student's Book and the OBE for FET Hospitality Studies Lecturer's Guide. Some of these tools are given to you with the prescribed portfolio assessment tasks in this book. You may also use those which you have designed and insert them as needed. It is important that you provide the students with the assessment tools before

they do the assessment task so that they can plan their assessments and revise accordingly. This does not apply to a class test or examination that uses a memorandum, except that the student needs to be informed as to what is being covered within the test or examination, in advance. Your lecturer Portfolio of assessment is an important record of your students' formative and summative assessments. Together with their final examination results, it will assist you in making promotion decisions about your students' performance.

### Assessment Promotion Requirements

Your students' Portfolios of assessment are an important record of your selected summative assessments that count for their promotion together with their final examinations. Your portfolio of assessment is an essential part of this record. Table 1 shows you how each of the portfolio tasks make up your students' promotion marks. Their final promotion is to be weighted as seen in table 2.

### Programme of assessment

Assessment in the FET band consists of internal (college-based) assessment, and external (provincial/national/systemic) assessment in Grade 12. In Grades 10 to 12, internal assessment is in the form of a formal Programme of Assessment, which takes place through the year for each grade. In Grades 10 and 11, this assessment is structured as follows in the Hospitality Studies (Tables 8 to 10 and figure 1):

**Table 8: Programme of assessment: weightings for types of assessment for Level 2 Hospitality Studies promotion**

Formats	Outcomes and Assessment standards covered	Marks	Percentage
Portfolio assessment tasks	All Learning outcomes and Assessment Standards	100	25%
Internal exams	All Learning outcomes and Assessment Standards	300	75%
<b>TOTAL</b>	<b>All Learning outcomes and Assessment Standards</b>	<b>400</b>	<b>100%</b>

**Table 9: Programme of assessment: weightings for assessment tasks for Level 2 Hospitality Studies**

Assessment Approach	Outcomes and Assessment Standards covered	Formats	Marks	Total	Percentage
Portfolio assessment tasks	All Learning Outcomes and Assessment Standards	3 formal assessment tasks	25 + 25 + 20 = 70	100	25%
		2 controlled tests	2 x 10 = 20		
		1 mid year exam	1 x 10 = 10		

Internal exams	All Learning Outcomes and Assessment Standards	End of year exam plus final practical	200 + 100	300	75%
<b>TOTAL</b>	<b>All Learning Outcomes and Assessment Standards</b>	<b>7 portfolio items</b>	<b>20 + 10 + 70 + 300</b>	<b>400</b>	<b>100%</b>

**The programme of assessment for Hospitality Studies in Level 2 is made up of seven assessment tasks, divided as follows:**

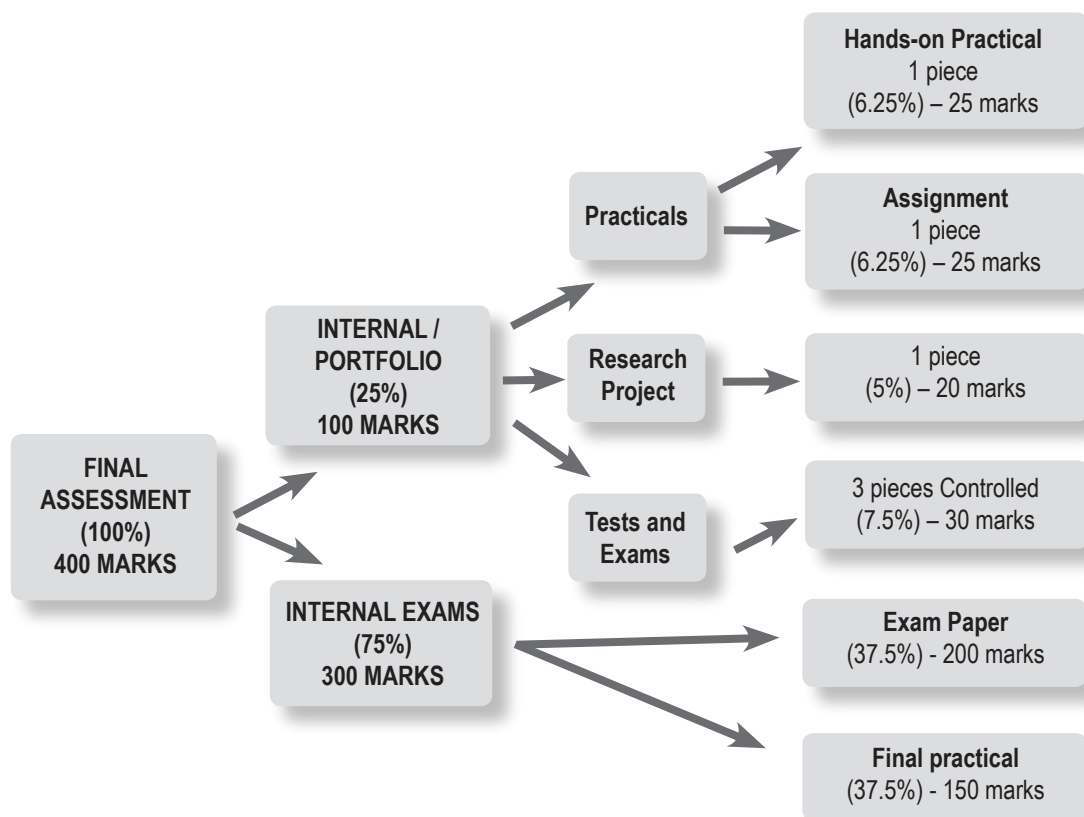
Term 1	Term 2	Term 3	Term 4	TOTAL
1 task	1 task	1 task	1 exam	7 tasks
1 test	1 exam	1 test		

For these seven assessment tasks, you will formally assess the student's achievements yourself, and record the final marks awarded as well as the task's grading using the descriptors found in the 7-level rating scale prescribed by the Department of Education as seen in table 3.

**Table 10: The 4-level rating scale below should be used for recording and reporting all summative assessment and for promotion requirements.**

Grading	Marks %	Descriptors
4	80–100	Outstanding
3	70–79	Competent
2	60–69	Not yet competent
1	0–59	Not achieved

**Figure 1: Summary of the formal assessment framework (Programme of Assessment) for Level 2 for Hospitality Studies.**



### **Classification of educational goals in the cognitive domain using an adapted Bloom's taxonomy**

Use the cognitive question rating scales below, as modified from Bloom's Educational Goals in the Cognitive Domain to set balanced standardised tests and examinations. The table associated with the planning needs to be filled out for each question in a worksheet, an assessment task activity, class test and examination to provide a global balanced and standardised pen and paper assessment task or activity. These outcomes include those objectives that deal with the recall or recognition of knowledge and the development of intellectual skills and abilities. These are further categorized into six types as follows:

	<b>Cognitive Level</b>	<b>Category of Question</b>
<b>Lower abilities:</b>	1. Knowledge	(A)
	2. Comprehension	(B: I, V, N)
	3. Application	(C)
<b>Higher abilities:</b>	4. Analysis	
	5. Synthesis	(D)
	6. Evaluation	

These categories may be simplified further and identified as indicated below in table 12.

**Table 12: Identification criteria for each cognitive category of question**

CATEGORY REFERENCE	CATEGORY NAME	ITEM RECOGNITION DETAILS
A	Knowledge	Items merely assessing the recall of factual information.
B	Comprehension	Items requiring more than 'A' and assessing understanding of routine and familiar material.
(BI)	Interpretive	e.g. verbal - symbolic
(BV)	Verbal	e.g. explanations and written paragraphs
(BN)	Numerical	e.g. standard exercises
C	Application	Items requiring the application of abstractions and generalisations to new, novel or unfamiliar situations.
D	Higher abilities	Items requiring: (a) Analysis of data and pattern recognition (b) Synthesis of data (c) Evaluation of data against criteria