

**REPORT FOR PUBLISHING**

**CHIEF MARKER'S / MODERATOR'S/ SUBJECT ANALYST’S**

**SUBJECT:** HOSPITALITY STUDIES **PAPER: 1**

**INTRODUCTORY COMMENTS (How the paper was received; Papers too long/short/balance)**

* There was no answer sheet. Due to incorrect numbering, some of the candidates left out some of the questions.
* The comments of the candidates was that the paper was fair, but some of the questions confused them

**SECTION 1**

**General overview of learners performance in the question paper as a whole**

**SECTION 2**

**(Comments on candidates’ performance in the five individual sub questions (a) - (e) will be provided below. Comments will be provided for each question on a seperate sheet)**

**SECTION A**

**QUESTION 1**

**(a) General comments on the performance of learners in the specific question.**

**In general this section was answered moderately**

**Average Mark obtained**

* 1. **MULTIPLE CHOICE 6.67/10**

* 1. **MATCHING ITEMS 3.65/5**
  2. **FILL IN THE MISSING WORDS 4.2/10**
  3. **CHOOSE THE CORRECT ANSWER 4.4/5**
  4. **GIVE ONE WORD 2.86/5**
  5. **MATCHING ITEMS 2.8/5**

**(b) Reasons why the question was poorly answered. Specific examples, common errors and misconceptions are indicated.**

Q 1.1.4 and 1.1.5 - Because there was more than one possible answer it was poorly answered

Q 1.1.5 - It was difficult for the candidates to answer, because the type of wound was not specified.

Q 1.3.1 - 1.3.10 - Poorly answered because the learners do not know their terminology

**(c) Suggestions for improvement in relation to teaching and learning.**

Write more class tests and do quizzes on terminology**.**

**(d) Other specific observations relating to responses of learners.**

This section was answered much better than previous years.

**(e) Any other comments useful to teachers, subject advisors, teacher development, etc.**

Teachers must use the content framework to make sure they cover the whole syllabus.

Make use of more than one text book

Teachers must pay more attention to terminology. Terminology is the basis of most of the questions in Hospitality Studies!

**SECTION B**

**QUESTION 2**

**(a) General comment on the performance of learners in the specific question.**

Q 2.1.1 0.33/1 Poorly answered

Q 2.1.2 2.22/4 Moderately answered

**(b) Reasons why the question was poorly answered. Specific examples, common errors and misconceptions are indicated.**

The candidates did not read the scenario properly.

**(c) & (e)**

**Suggestions for improvement in relation to teaching and learning.**

**Any other comments useful to teachers, subject advisors, teacher development, etc.**

Train the candidates to read the scenarios thoroughly before answering the questions.

They must highlight the core words to make sure they understand what the question is all about.

**(d) Other specific observations relating to responses of learners.**

They didn’t read the question properly. The candidates rush through the paper.

**(a) General comment on the performance of learners in the specific question.**

Q 2.2.1 2.69/5 Moderately answered

Q 2.2.2 1.7/4 Poorly answered

Q 2.3 2.78/4 Moderately to well answered

**(b) Reasons why the question was poorly answered. Specific examples, common errors and misconceptions are indicated.**

Q 2.2.1 - It should have been a full length photo (picture) of a properly dressed chef - candidates would be able to recognise every aspect of the correct chefs clothing.

Q 2.2.2 - The candidates can’t distinguish between ethics and appearance.

The candidates wrote about the appearance of a chef and how to be a good team worker.

Q 2.3 - Candidates cannot distinguish between professionalism and appearance

**(c) and (e)**

**Suggestions for improvement in relation to teaching and learning.**

**Any other comments useful to teachers, subject advisors, teacher development, etc.**

Q 2.2.1 - 2.3

Make use of more detailed photos when you use it in a question paper - it will improve the marks of the candidates

**(d) Other specific observations relating to responses of learners.**

The candidates got mixed up between professional appearance, - ethics and professionalism in the workplace.

**(a) General comment on the performance of learners in the specific question.**

Q 2.4.1 3.4/6 Moderately answered

Q 2.4.2 2.11/4 Moderately answered

Q 2.4.3 1.07/3 Poorly answered

**(b) Reasons why the question was poorly answered. Specific examples, common errors and misconceptions are indicated.**

Q 2.4.1 It was not a difficult question for some of the candidates, but others misinterpreted it.

Q 2.4.2 Candidates answers covers the whole business plan.

Q 2.4.3 Misinterpreted

**(c) and (e)**

**Suggestions for improvement in relation to teaching and learning.**

**Any other comments useful to teachers, subject advisors, teacher development, etc.**

Q 2.4.3 Place more emphases on careers in the Hospitality industry

**(d) Other specific observations relating to responses of learners.**

Candidates named a lot of interesting answers but it was not relevant

**(a) General comment on the performance of learners in the specific question.**

Q 2.5.1 1/1 Well answered

Q 2.5.2 1.07/6 Poorly answered

Q 2.5.3 1.21/2 Moderately answered

**(b) Reasons why the question was poorly answered. Specific examples, common errors and misconceptions are indicated.**

Q 2.5.2 Knowledge question - They didn’t answer it properly

They also learn it in subjects like Life Orientation and Life Science.

**(c) and (e)**

**Suggestions for improvement in relation to teaching and learning.**

**Any other comments useful to teachers, subject advisors, teacher development, etc.**

It is very important that the candidates must know the treatment of TB because it is a life threatening disease.

**(d) Other specific observations relating to responses of learners.**

The candidates answered the question on the transmitting and symptoms of TB veryvague and incomplete.

**SECTION C**

**QUESTION 3**

**(a) General comment on the performance of learners in the specific question.**

Q 3.1.1 1.07/2

Q 3.1.2 1.07/4 Poorly answered

Q 3.1.3 1.07/3 Poorly answered

**(b) Reasons why the question was poorly answered. Specific examples, common errors and misconceptions are indicated.**

Costing is a difficult part of the syllabus .Most of the candidates are not

Maths- literate.

**(c) & (e)**

**Suggestions for improvement in relation to teaching and learning.**

**Any other comments useful to teachers, subject advisors, teacher development, etc.**

The teachers must spend more time

Let the candidates do more quotations for catering

**(d) Other specific observations relating to responses of learners.**

**Because most of the candidates are not Maths-literate they made more calculation mistakes.**

**(a) General comment on the performance of learners in the specific question.**

Q 3.2 3.18/6 Moderately answered

**(b) Reasons why the question was poorly answered. Specific examples, common errors and misconceptions are indicated.**

Candidates don’t know how to compare different aspects of the same topic.

**(c) & (e)**

**Suggestions for improvement in relation to teaching and learning.**

**Any other comments useful to teachers, subject advisors, teacher development, etc.**

The candidates must learn how to compare different aspects. For example you can’t compare speed with neatness.

**(d) Other specific observations relating to responses of learners.**

The candidates wrote single words instead of giving explanations in their comparison of the computer and the manually written storage of information**.**

**(a) General comment on the performance of learners in the specific question.**

Q 3.3 1.1/4 Poorly answered

**(b) Reasons why the question was poorly answered. Specific examples, common errors and misconceptions are indicated.**

The learners got mixed up with the different forms.

**(c) & (e)**

**Suggestions for improvement in relation to teaching and learning.**

**Any other comments useful to teachers, subject advisors, teacher development, etc.**

Teachers must use examples to show the difference between the forms.

Role play with the different forms .

**(d) Other specific observations relating to responses of learners.**

The learners do not know their terminology that’s why they get mixed up with the information needed for the different forms.

Q 3.4.1 1.1/2 Moderately answered

Q 3.4.2 1.42/2 Moderately to well answered

**(b) Reasons why the question was poorly answered. Specific examples, common errors and misconceptions are indicated.**

Q 3.4.2 The word syneresis confused the candidates

**(c) & (e)**

**Suggestions for improvement in relation to teaching and learning.**

**Any other comments useful to teachers, subject advisors, teacher development, etc.**

It is important to do choux pastry during practical to distinguish between the different steps in choux pastry making.

**(d) Other specific observations relating to responses of learners.**

question - The candidates should pay more attention to this topic.

**(a) General comment on the performance of learners in the specific question.**

**Q** 3.5 5.94/10 Moderately answered

**(b) Reasons why the question was poorly answered. Specific examples, common errors and misconceptions are indicated.**

The motivation must rather be for the unsuitable dishes.

**(c) & (e)**

**Suggestions for improvement in relation to teaching and learning.**

**Any other comments useful to teachers, subject advisors, teacher development, etc.**

Cooking methods play an important role in diet sicknesses.

**(d) Other specific observations relating to responses of learners.**

The candidates did not tabulate their answers - 1 mark should be deducted for not tabulating their answers. This factor made it more time consuming to mark.

**(a) General comment on the performance of learners in the specific question.**

Q 3.6.1 2.11/4 Moderately answered

Q 3.6.2 1.6/3 Moderately answered

**(b) Reasons why the question was poorly answered. Specific examples, common errors and misconceptions are indicated.**

Q 3.6.2 The question wasn’t formulated correctly. It was vague, candidates answered aspects about the venue as well as the menu.

**(c) & (d)**

**Suggestions for improvement in relation to teaching and learning.**

**Any other comments useful to teachers, subject advisors, teacher development, etc.**

When you compile this type of question you should be more specific in the type of aspect that you want them to answer.

**(d) Other specific observations relating to responses of learners.**

The candidates grasped answers out of the air because the question was not clear. The candidates of different cultures interpreted it differently because it is not part of their reference framework.

**QUESTION 4**

**(a) General comment on the performance of learners in the specific question.**

Q 4.1.1 0.33/1

Q 4.1.2 0.51/1

Q 4.1.3 0.49/3 Poorly answered

Q 4.1.4 0.47/1

Q 4.1.5 0.44/1

Q 4.1.6 1.31/2

The rest of the questions were moderately answered

**(b) Reasons why the question was poorly answered. Specific examples, common errors and misconceptions are indicated.**

Q 4.1.1 The question was not formulated well. This had an influence on the marks the candidates obtained for the following questions especially for Q 4.1.2 and 4.1.3

**(c) & (e)**

**Suggestions for improvement in relation to teaching and learning.**

**Any other comments useful to teachers, subject advisors, teacher development, etc.**

Make sure the photo is clear and contain the essens of the knowledge you want to test.

**(d) Other specific observations relating to responses of learners.**

Photocopying resulted in poor visibility of the photo. This led to misinterpretation of the questions.

**(a) General comment on the performance of learners in the specific question.**

Q 4.2.1 1.58/4 Poorly answered

Q 4.2.2 0.6/1

**(b) Reasons why the question was poorly answered. Specific examples, common errors and misconceptions are indicated.**

Q 4.2.1 Knowledge question. Candidates cannot distinguish between the different vegetarians

**(c) & (e)**

**Suggestions for improvement in relation to teaching and learning.**

**Any other comments useful to teachers, subject advisors, teacher development, etc.**

The teachers should practice application-questions in their class tests to make sure the candidates know how to answer these type of questions.

**(d) Other specific observations relating to responses of learners.**

It is difficult for the candidates to learn this work and to do the application from the menu.

**(a) General comment on the performance of learners in the specific question.**

Q 4.3.1 0.4/1 Poorly answered

Q 4.3.2 0.4/1

**(b) Reasons why the question was poorly answered. Specific examples, common errors and misconceptions are indicated.**

Candidates are not familiar with the term legumes

**(a) General comment on the performance of learners in the specific question.**

Q 4.4.1 0.31/1 Poorly answered

Q 4.4.2 0.93/2

**(b) Reasons why the question was poorly answered. Specific examples, common errors and misconceptions are indicated.**

Knowledge questions.

**(c and e)**

**Suggestions for improvement in relation to teaching and learning.**

**Any other comments useful to teachers, subject advisors, teacher development, etc.**

The candidates answered different types of legumes instead of dishes. Make sure your question is clear when asking this type of question.

**(d) Other specific observations relating to responses of learners.**

The candidates answered different types of legumes instead of dishes.

**(a) General comment on the performance of learners in the specific question.**

Q 4.5.1 0.5/1

Q 4.5.2 0.4/1

Q 4.5.3 0.3/1 Poorly answered

Q 4.5.4 0.36/2 Poorly answered

Q 4.5.5 0.24/1 Poorly answered

Q 4.5.6 0.56/2 Poorly answered

Q 4.5.7 0.87/2

**(b) Reasons why the question was poorly answered. Specific examples, common errors and misconceptions are indicated.**

If they answered question 4.5.1 wrong, it had a negative impact on the rest of their answers, because the questions were based on the pastry used in question 4.5.1

The example on the photo looks like short crust pastry

**(c) & (e)**

**Suggestions for improvement in relation to teaching and learning.**

**Any other comments useful to teachers, subject advisors, teacher development, etc.**

Do more practical on this topic - candidates can see the difference between all the pastries.

**(d) Other specific observations relating to responses of learners.**

Most of the candidates are not familiar with puff pastry

**(a) General comment on the performance of learners in the specific question.**

Q 4.6.1 1.13/3 Poorly answered

Q 4.6.2 0.56/2 Poorly answered

Q 4.6.3 0.49/1

**(b) Reasons why the question was poorly answered. Specific examples, common errors and misconceptions are indicated.**

The candidates copied the answer from the recipe and didn’t answer the question.

**(c) & (e)**

**Suggestions for improvement in relation to teaching and learning.**

**Any other comments useful to teachers, subject advisors, teacher development, etc.**

**(d) Other specific observations relating to responses of learners.**

Q 4.6.1 - Step 3 They repeat the sentence in the recipe

Q Step 4 The candidates wrote that the mixture form a gel

Step 5 They repeat the sentence in the recipe

Q 4.6.2 - Knowledge question

**(a) General comment on the performance of learners in the specific question.**

**Q** 4.6.4 1.38/3 Poorly answered

Q 4.6.5 0.91/2

**(b) Reasons why the question was poorly answered. Specific examples, common errors and misconceptions are indicated.**

These two questions usually form part of Section D

**(c) & (e)**

**Suggestions for improvement in relation to teaching and learning.**

**Any other comments useful to teachers, subject advisors, teacher development, etc.**

When setting a paper do not mix the questions from Sections C and D

**(d) Other specific observations relating to responses of learners.**

Candidates repeated the question in their answers

Answer the question in full, don’t leave out any relevant information

**QUESTION 5**

**(a) General comment on the performance of learners in the specific question.**

Q 5.1.1 0.4/1

Q 5.1.2 0.6/2

Q 5.1.3 0.96/2

Q 5.1.4 1.02/3

Q 5.1.5 1.33/4

Q 5.1.6 1.11/2

Q 5.1.7 0.64/1

Moderately answered

**(b) Reasons why the question was poorly answered. Specific examples, common errors and misconceptions are indicated.**

Some of the questions were not relevant to the scenario and that confused the candidates

**(c) Suggestions for improvement in relation to teaching and learning.**

**Any other comments useful to teachers, subject advisors, teacher development, etc.**

Only relevant information should be included in the scenario**.**

**(a) General comment on the performance of learners in the specific question.**

Q 5.2.1 0.73/1

Q 5.2.2 0.64/1

Q 5.2.3 1.84/5 Poorly answered

Q 5.2.4 0.7/2 Poorly answered

Q 5.2.5 0.93/3 Poorly answered

**(b) Reasons why the question was poorly answered. Specific examples, common errors and misconceptions are indicated.**

Q 5.3.1 - The candidates wrote opening Mise and Place,

How the waiters serve the cocktails to the guests

Q 5.2.4 - The candidates gave garnishing and not ingredients

Q 5.2.5 - They wrote about the needs of the guests - culture and diets

**(c) and (e)**

**Suggestions for improvement in relation to teaching and learning.**

**Any other comments useful to teachers, subject advisors, teacher development, etc.**

Be more specific with the topping - protein or sweet

Incorporate Q 5.2.2 and 5.2.5, because it confused the candidates

**(d) Other specific observations relating to responses of learners.**

It was good questions but the candidates did not interpret it correctly.

**(a) General comment on the performance of learners in the specific question.**

Q 5.3.1 0.91/1 Well answered

Q 5.3.2 0.64/1

Q 5.3.3 0.64/1

Q 5.3.4 0.76/2

Q 5.3.5 1.51/4 Poorly answered

Q 5.3.6 1.11/4 Poorly answered

Q 5.3.5 & 3.5.6 - Didn’t read the question properly.

The same answers appeared in both questions

**(b) Reasons why the question was poorly answered. Specific examples, common errors and misconceptions are indicated.**

Q 5.3.2 - Most of the candidates are not familiar with drinking beer from a glass and how to pour

the beer

Q 5.3.5 & 3.5.6 - Didn’t read the question properly.

The same answers appeared for both questions

They wrote about the storage after receiving the beverage stock in 5.3.5

**(c) and (e)**

**Suggestions for improvement in relation to teaching and learning.**

**Any other comments useful to teachers, subject advisors, teacher development, etc.**

Don’t ignore beer as part of beverages

**(d) Other specific observations relating to responses of learners.**

Didn’t read the question properly.

The same answers appeared in both questions

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**NAME DESIGNATION (Subject Analyst /Moderator or Chief Marker)**

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**SIGNATURE DATE**