



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

JUNIOR SECONDARY PHASE

HOSPITALITY SYLLABUS

GRADES 8 & 9

For implementation:

**Grade 8 in 2017
and
Grade 9 in 2018**

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Hospitality syllabus Grades 8 & 9

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1. Introduction

This syllabus describes the intended learning and assessment for Hospitality in the Junior Secondary phase. As a subject, Hospitality is within the Home Sciences area of learning in the curriculum, but has thematic links to other subjects across the curriculum. The Hospitality syllabus for the Junior Secondary phase therefore integrates natural science, social, economic, commerce, mathematical and technological learning areas of the broad curriculum. Thus the themes, topics, aims, learning objectives, and specific objectives in the Hospitality curriculum embrace the content matter in other subjects across the curriculum.

The learning experiences in the Home Science subjects are tailored towards promoting the learners' knowledge and understanding of necessary practical skills and challenges within the industries.

2. Rationale

In Namibia the hospitality industry plays a vital role in the economy and therefore the subject will equip learners to take a meaningful place in this fast growing industry.

The particular features of Hospitality at this phase include: food, nutrition, and health; finance; resource management; shelter and housing; consumerism and consumer science; household management; human development and community services, among others. The capacity to draw from such disciplinary diversity is the strength of the profession, allowing for the development of specific interpretations of the field, as relevant to the context.

3. Aims

Hospitality aims to:

- provide learners with an understanding of political, social, financial, resource management and consumerism matters of their world that will enable them to operate effectively in their society and environment as responsible members of their community
- provide learners with an understanding of the risks and challenges in their world that need to be addressed in order to improve the quality of their lives
- provide learners with the skills and competencies that will enable them to navigate their world and its risks and challenges
- develop a lively, questioning, appreciative and creative intellect; enabling learners to discuss issues rationally; to make careful observations and analysis; to experiment; to think scientifically; to solve problems and apply themselves to tasks
- help learners develop self-confidence, self-knowledge, self-reliance and understanding of the world in which they live through meaningful activities
- provide for individual needs and aptitudes, within the framework of a common curriculum, including compensatory teaching at classroom level
- enable learners to obtain the knowledge and understanding, skills and competencies, attitudes and values needed for their personal development, related to the changes in the Namibian society
- develop attitudes and knowledge which promote physical and mental health
- develop and enhance respect for understanding and tolerance of other people's religions, beliefs, cultures and ways of life as well as enable the learners to contribute to the development of culture in Namibia and promote wider inter cultural understanding
- develop the learner's social responsibility towards other individuals, family life, the community and the nation as a whole

- promote equality of opportunity for males and females, enabling both genders to participate equally and fully in all spheres of society and all fields of employment

4. Inclusive education

Inclusive education is the right of every learner and promotes access to and participation in the full range of educational programmes and services offered by the education system in mainstream schools. It is based on the principle of supporting and celebrating the diversity found among all learners and removing all barriers to learning. The Hospitality teacher in the Junior Secondary phase should therefore accommodate learners with special educational needs by adapting this syllabus to the needs of the learner through differentiation of teaching methods and material as indicated in the *Curriculum Framework for Inclusive Education: A Supplement to the National Curriculum for Basic Education (2014)*. The adaptation for assessment of learners with special educational needs must be done as prescribed in the *Handbook for Centres (2014)* by the Directorate of National Examinations and Assessment (DNEA). The accommodations prescribed in this handbook are not only for external examinations, but apply to learners from Grades 1 to 12.

Learners who are so severely impaired that they cannot benefit from attending mainstream schools will be provided for according to their needs in learning support units, resource units or resource schools until such time that they can join a mainstream school structure, if possible.

Hospitality also empowers the individual to make life choices based on interests and aptitudes, rather than tradition and gender.

5. Links to other subjects and cross-curricular issues

The cross-curricular issues include environmental education, HIV and AIDS, population education, education for human rights and democracy, information and communication technology (ICT) and road safety. These issues have been introduced to the formal curriculum, because each of the issues deals with particular risks and challenges in our Namibian society. They should be dealt with across all phases and in every subject where the topics overlap with the content of that subject.

All of our learners need to:

- understand the nature of these risks and challenges
- know how they will impact our society and the quality of life of our people now and in the future
- understand how these risks and challenges can be addressed on a national and global level
- understand how they can play a part in addressing these risks and challenges in their own school and local community

The main risks and challenges have been identified as:

- the challenges and risks we face if we do not care for and manage our natural resources
- the challenges and risks caused by HIV and AIDS
- the challenges and risks to health caused by pollution, poor sanitation and waste
- the challenges and risks to democracy and social stability caused by inequity and governance that ignores rights and responsibilities
- the challenges and risks we face if we do not adhere to road safety measures; and
- the challenges and risks we face because of globalisation

Since some subjects are more suitable to address specific cross-curricular issues, those issues will receive more emphasis in those particular syllabuses.

In this syllabus the following cross-curricular issues can be dealt with in the topics as indicated:

Cross-curricular issues	Environmental learning	HIV and AIDS	ICT	EHRD	Population education
Grade 8	• Food and Nutrition • Commodities • Establishment needs • Resource and human management • Hygiene practices	• Safety and security in the cooking environment • Safety precautions in house-keeping	• Using the computer in designing documents • Advertisement	• Rights and responsibilities of customers and staff	• Customers from around the globe
Grade 9	• Food and Nutrition • Commodities • Resource and human management • Hygienic handling of food	• Safety and security in the cooking environment • Safety precautions in house-keeping • proper treatment of cuts or wounds	• Using the computer in designing documents • Advertisement	• Conflict • Communication	• Customers from diverse cultures

6. Approach to teaching and learning

The approach to teaching and learning is based on a paradigm of learner-centred education (LCE) described in ministerial policy documents and the learner-centred education conceptual framework. This approach ensures optimal quality of learning when the principles are put into practice.

The aim of learner-centred education is to develop learning with understanding, and to impart the knowledge, skills and attitudes that contribute to the development of society. The starting point for teaching and learning is the fact that the learner brings to the school a wealth of knowledge and experience gained continually from the family, the community, and through interaction with the environment. Learning in school must involve, build on, extend and challenge the learner's prior knowledge and experience.

Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time, each learner is an individual with his/her own needs, pace of learning, experiences and abilities. The teacher must be able to identify the needs of the learners and the learning that still needs to take place, and know how to shape learning experiences accordingly. Teaching strategies must therefore be varied and flexible within well-structured sequences of lessons.

The teacher must decide, in relation to the general and specific objectives to be achieved, when it is best to convey content directly; when it is best to let learners discover or explore information for themselves; when they need directed learning; when they need reinforcement or enrichment learning; when there is a particular progression of skills or information that needs to be followed; or when the learners can be allowed to find their own way through a topic or area of content.

Work in groups, in pairs, individually, or as a whole class must therefore be organised as appropriate to the task in hand. Co-operative and collaborative learning should be encouraged wherever possible. In such cases, tasks must be designed so that pair or group

work is needed to complete it, otherwise the learners will not see any relevance in carrying out tasks together. As the learners develop personal, social and communication skills, they can gradually be given increasing responsibility to participate in planning and evaluating their work under the teacher's guidance.

In Hospitality, the application of the practical approach towards lesson presentation is of utmost importance in order to cover the syllabus content of this highly skills oriented subject to be of relevance. IT integration into lessons should also be actively applied as we are well on our way to Vision 2030

7. End-of-phase competencies

On entry to the Junior Secondary phase, all learners are expected to be able to take care of their own health and develop skills related to home and family life as well as the development of all basic competencies creating the awareness of the possibility of self-employment.

A few learners might not be able to achieve all the specific objectives satisfactorily and must receive learning support through adapted teaching approaches, adapted materials, and assistance from peers. A small number of learners have special educational needs to a degree which requires greater individual attention, resources or assessment. Others will have impairments which do not necessarily limit cognitive and affective learning and development, e.g. the visually impaired, hearing impaired and physically challenged.

On completion of the Junior Secondary phase, learners are expected to be able to:

- properly use, care for and maintain apparatus, equipment and utensils in a safe and healthy environment in the Hospitality workroom
- master basic skills and techniques before and during food preparation
- make the best choices when selecting and purchasing different food commodities and consumables to ensure optimum health and value for money
- plan and prepare dishes from prescribed recipes for different meals and menus
- proper management of all resources available in the different areas of study within the establishment environment, including the personnel and guests, the dwelling and the bedding and furniture
- identify the customer as the most important component of the hospitality industry and realise that proper treatment of customers in all facets of the industry determines the sustainability of establishments and the development of the industry
- acknowledge the importance of the general appearance of front desk personnel, front desk layout and the reception of guests, to make long lasting impressions on customers
- understand the importance of personnel hygiene as well as hygiene, safety and security in the cooking environment for food preparation
- prepare nutritious and appealing basic dishes to be served properly in an establishment
- realise and maintain hygiene, safety and security in the housekeeping department
- respect customer privacy and maintain customer satisfaction during room services

8. Summary of the learning content

Themes and Topics	Grade 8	Grade 9
Introduction to Hospitality	• Historical overview - history and definition of hospitality - hospitality links with Tourism • The hospitality industry - components of a Hospitality establishment - the customers - jobs/career opportunities • Consumerism - consumer rights and responsibilities - marketing	• Economical overview - hospitality and the economy of the country - hospitality links with Tourism • The Hospitality Industry - Components of the Hospitality Industry - types of establishments - more jobs and career opportunities • Consumerism - consumer rights and responsibilities - marketing
Front desk operations	• Front desk personnel - personal hygiene and general appearance - characteristics of front desk personnel • Front Desk activities - front desk equipment - front desk activities	• Front desk personnel - job descriptions • Front desk activities - front desk equipment and activities - guest complaints
Food and beverage services	• Cleanliness, hygiene and safety in the cooking area - personal hygiene - cleanliness in the cooking area - safety and security in the cooking area • Introducing food and nutrition in cookery • Introducing food preparation and cookery - Practical planning - food commodities • Proper serving of food • Planning and costing of dishes/ meals	• Cleanliness, hygiene and safety in the cooking area - personal hygiene - cleanliness in the cooking area - safety and security in the cooking area • Introducing food and nutrition in cookery • Introducing food preparation and cookery - Practical planning - food commodities • Proper serving of food • Planning and costing of dishes/ meals
Housekeeping	• Cleanliness, hygiene and safety - hygiene practices in housekeeping - safety precautions in housekeeping - basic first aid practices - waste disposal • Housekeeping staffing - staffing • Cleaning operations - cleaning schedule - cleaning areas - cleaning agents and surfaces • Laundry - laundry procedures for guest linen and establishment linen • Customer care and privacy	• Cleanliness, hygiene and safety - safety precautions in housekeeping - waste disposal • Staffing • Cleaning operations - cleaning schedule • Cleaning areas and processes • Laundry - laundry procedures for guest linen and establishment linen • Maintenance - recording - preventative maintenance - pest control • Customer care and privacy

9. Learning content

9.1 Introduction to learning content

1. The learning content outlined below is designed to provide guidance to teachers as to what will be assessed in the overall evaluation of learners. It is not meant to limit, in any way, the teaching programme of any particular school.
2. **Themes and topics** refer to those components of the subject which learners are required to study/master.

The **general objectives** are derived from the topic/skill and are the general knowledge, understanding and demonstration of skills on which learners will be assessed.

The **specific objectives** are the detailed and specified content of the syllabus, which learners need to master to achieve the general objectives, and on which they will be assessed. For skills-based subjects, specific objectives indicate what learners should be able to do at the end of the year.

9.2 Learning content per grade

9.2.1 Grade 8 learning content

THEMES AND TOPICS	GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
1. Introduction to Hospitality		
1.1 Historical overview 1.1.1 The history of Hospitality 1.1.2 Hospitality's link with Tourism 1.2 The Hospitality industry 1.2.1 Components of a Hospitality establishment	• know the history of Hospitality • understand the link between Hospitality and Tourism • familiarise themselves with tourist attractions in their local environment • understand the components and layout of a Hospitality establishment	• define Hospitality • describe shortly how the Hospitality industry originated • define Tourism • explain how Hospitality relates to Tourism • collect information on tourism attractions locally and display in the hospitality classroom • define a hospitality establishment • Identify different types of establishments in their local environment • identify the customer as the main role player of an establishment • explain why the customer is so important for the establishment • list other possible role players in the establishment • state the main function of each one of these role players • identify the main areas within the establishment where services are provided • state the main activity for each area • visit an establishment in the local community and complete a questionnaire to obtain information on the above mentioned

THEMES AND TOPICS	GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
2. Front desk operations		
2.1 Front desk personnel 2.1.1 Personal hygiene and health 2.1.2 Personal presentation	• appreciate personal hygiene • demonstrate the knowledge of how front desk personnel should present themselves	• list basic rules for personal hygiene and health • discuss suitable personal appearance in terms of: - personal grooming - wearing of a uniform - jewellery - make-up, hair and footwear
2.2 Front desk equipment and activities 2.2.1 Front desk equipment 2.2.2 Front desk activities	• understand the different equipment and systems to be used by front desk personnel • know how to perform basic front desk activities	• list the equipment and systems used at the front desk for reservations and communication • state the function of each item of equipment • demonstrate how to greet guests properly
3. Food and beverage services		
3.1 Cleanliness and hygiene in the working environment 3.1.1 Personal hygiene 3.1.2 Cleanliness and hygiene in the kitchen 3.2 Introducing food and nutrition in cooking 3.2.1 Nutrition	• realise the importance of personal health and hygiene during food preparation • understand the importance of the washing of hands • realise how to care for and store different equipment in the kitchen • know about kitchen waste disposal • realise that nutrients contribute towards a healthy individual	• explain why personal hygiene and health is important for: - food safety - kitchen safety • practise the washing of hands regularly before and during practical activities • identify and describe cleaning agents to be used for the equipment in the kitchen (demonstrate and apply during practical activities) • explain how to handle and dispose kitchen waste • define the following nutritional concepts - health - nutrients - balanced diet

THEMES AND TOPICS	GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
3.4 Kitchen operations and practical planning 3.4.1 Kitchen procedures 3.4.2 Recipes 3.4.3 Practical activity <i>Mise-en-place</i> in the kitchen 3.4.4 Measuring 3.4.5 Garnishing of dishes 3.4.6 evaluation of end products	PLEASE NOTE: The following procedures apply for every practical activity and the necessary forms should to be completed – See annexes 4-8 - recognise and apply the correct procedures for a practical activity - Understand different types of recipes to be used in food preparation - know the procedures for a practical activity - recognise the correct techniques for measuring of different ingredients - demonstrate the knowledge of the correct preparation techniques and cooking methods - observe the difference in the appearance of food when garnished - appreciate end products	- list and apply the procedures to follow in the workroom before, during and after a practical activity, including the washing-up and cleaning of work areas - identify different types of recipes - state the main sections of a recipe in each case - follow recipe instructions of simple recipes in preparing dishes - use recipes to pre-preparations of practical activity - draw up an ingredient list - draw up a shopping list - state the importance of and compile a work plan, including time - list the basic preparation and/or mixing techniques to be used - list the correct cooking method/s to be used - select and use the correct equipment (Refer to: <i>Getting Ready to Cook</i>) - describe the correct measuring techniques - demonstrate the correct measuring techniques - relate and apply the correct preparation techniques during the practical activity - relate and apply the correct cooking methods during practical activity - list methods to garnishing sweet and savoury dishes - practise the garnishing of every sweet/savoury dish prepared - evaluate the end product prepared: - general appearance - texture - taste - apply the above mentioned for every practical activity
PLEASE NOTE: In Grade 8, practical activities for 3.3, 3.4, and 3.5 will be included in <i>practical demonstrations done by the teacher</i>. Practical activities done by learners will be gradually introduced as the learners master the procedures to follow for a practical activity and one such an activity should be executed for assessment purposes.		

THEMES AND TOPICS	GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
4. Housekeeping		
4.1 Cleanliness, hygiene and safety 4.1.1 Hygiene practices in Housekeeping 4.1.2 Safety precautions in Housekeeping 4.1.3 Basic first aid practices 4.1.4 Waste disposal 4.2 Cleaning operations 4.2.1 Cleaning schedule 4.2.2 Cleaning areas 4.2.3 Cleaning agents and surfaces	• recognise the importance of personal hygiene and hygiene in the workplace • know how to minimise hazards in the housekeeping department • demonstrate the knowledge first aid treatment • know guidelines for waste disposals • understand waste disposal terms • understand the use of a cleaning schedule to determine work activities • recognise cleaning in different areas • recognise different cleaning agents • demonstrate the knowledge of administering cleaning	• describe the importance of maintaining high standards of: - personal hygiene - hygiene in the kitchen • identify hazards associated with cleaning in the housekeeping department • state ways to minimise hazards • administer basic first aid for minor wounds or cuts • demonstrate how to dispose waste from the housekeeping department in the correct manner • define: - reduce - re-use - re-cycle • list methods to reduce, re-use and recycle waste • apply recycling to create an article which can be useful to housekeeping • state the benefits of reducing, re-using and recycling of waste • state the purpose of a cleaning schedule • list the information contained in a cleaning schedule • identify different areas to be cleaned • sort cleaning agents according to the different areas to be cleaned • plan and prepare for cleaning

THEMES AND TOPICS	GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
4.3 Laundry 4.3.1 Laundry procedures for guest linen and establishment linen 4.4 Customer care and privacy	- describe and apply the procedure for sorting laundry items - respect customer privacy	- demonstrate accurate cross-checking of laundry items - identify and select laundering processes for different types of fabrics - identify and explain care symbols on different articles - explain the importance of privacy when attending to customer care in the Housekeeping department

9.2.2 Grade 9 learning content

THEMES AND TOPICS	GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
1. Introduction to Hospitality		
1.1 Economical overview 1.1.1 Hospitality and the economy of the country 1.1.2 Hospitality links with Tourism 1.2 The Hospitality industry 1.2.1 The customer 1.2.2 Job/career opportunities in a hospitality establishment	- understand the impact that Tourism and Hospitality has on the economy of the country - recognise the two tourism product providers Hospitality Association of Namibia (HAN) and Namibia Tourism Board (NTB) and their importance for Hospitality - realise that the customer is the most important component of any establishment - recognise career opportunities in a hospitality establishment	- identify the 5 main sectors of the Namibian economy - describe the Tourism sector as a major source of income for Namibia - explain how Hospitality benefits from Tourism - discuss the economic impact of the relationship between Hospitality and Tourism on local communities - name the two tourism product providers: - Hospitality Association of Namibia (HAN) - Namibia Tourism Board (NTB) - explain how HAN and NTB link with Hospitality - list all possible customers/visitors of an establishment - describe how these customers differ from each other - describe how customer needs differ from each other - list possible jobs/careers in hospitality establishments - collect information on jobs/careers listed and display in the classroom
2. Front desk operations		
2.1 Front desk staff 2.1.1 Characteristics of front desk staff	be aware of the qualities/characteristics that the front desk staff should have	- identify the qualities/characteristics that employers and customers look for in hospitality front desk staff - explain why these qualities/characteristics are needed in a hospitality industry

THEMES AND TOPICS	GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
2.2 Front desk activities 2.2.1 Front desk and activities	demonstrate the knowledge of performing basic front desk activities	- list and apply the steps for a perfect check in of customers/ clients - list and apply the steps for the check-out of customers/ clients - list and apply telephone etiquette (demonstrate the above mentioned activities through role play)
3 Food and beverage services		
3.1 Cleanliness and hygiene in the working area 3.1.1 Personal hygiene 3.1.2 Cleanliness and hygiene in the workroom	- understand why personal health and hygiene is important for food and kitchen safety - understand how to care for working areas and equipment in the working environment - know how to eliminate kitchen pests	- list basic guidelines for personal health and hygiene during food preparation - discuss the importance of personal health and hygiene to secure food safety with special reference to their hair and hands - draw up their own check list for when and how to wash hands - identify and describe cleaning agents to be used on different working surfaces and equipment like stoves and refrigerators in the working environment (demonstrate and apply during practical activities) - identify kitchen pests: mice, rats, cockroaches, grain weevils, flies, ants - list natural and chemical methods how to get rid of these pests

THEMES AND TOPICS	GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
3.4.3 Practical activity <i>Mise-en-place</i> in the kitchen	• prepare for a practical activity	• use recipes to prepare for a practical activity - draw up an ingredient list - draw up a shopping list - state the importance of and compile a work plan, including the time - identify basic pre-preparation, preparation and mixing techniques to be used - identify cooking techniques/ methods to be used • select and use the correct equipment (Refer to <i>Getting Ready to Cook</i>)
3.4.4 Measuring, preparation and cooking	• recognise the correct techniques for measuring of different ingredients • recognise the correct preparation techniques and cooking methods for a practical activity	• describe the correct measuring techniques • demonstrate the correct measuring techniques • apply the correct measuring techniques • relate and apply the correct preparation techniques during the practical activity • relate and apply the correct cooking methods during the practical activity
3.4.5 Garnishing of meals	• observe the difference in the appearance of food when garnished	• list methods of garnishing sweet and savoury dishes • practise the garnishing of every sweet or savoury dishes prepared
3.4.6 Evaluation of products	• appreciate the end product	• evaluate the products prepared: - general appearance - texture - taste • apply the above mentioned for every practical activity
PLEASE NOTE: In Grade 9, practical activities for 3.3, 3.4 and 3.5 will still be included in <i>practical demonstrations done by the teacher</i> , but only where applicable. The practical activities for assessment and examination purposes will be done by the learners.		

THEMES AND TOPICS	GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
4.2.2 Waste disposal 4.3 Cleaning operations 4.3.1 Cleaning schedule 4.4 Cleaning areas and processes 4.5 Laundry 4.5.1 Laundry procedures for guest establishment linen 4.6 Maintenance 4.7 Customer care and privacy	• know the principles of correct waste disposal • how to deal with problems with a cleaning schedule • differentiate between wet and dry areas to be cleaned in an establishment • recognise different types of surfaces to be cleaned • describe and apply procedures for treating stains • know the procedures to wash and dry laundry items • know the procedure for ironing and pressing of laundry items • recognise procedures for record keeping • know how to follow preventative maintenance • recognise common types of pests and know how to prevent the entry of pest and the methods used to eradicate infestation • maintain customer privacy	• describe the different types of waste generated in our daily lives • identify how to manage waste depending on the type of waste • identify problems that may arise with a cleaning schedule • describe the procedures to deal with problems on a cleaning schedule • demonstrate the procedure of cleaning - guest rooms - toilet and bathroom areas • sort cleaning agents applicable to the different cleaning surfaces • describe and apply the procedure for treating stains on laundry items • list the cleaning agents, chemicals and equipment required to wash specific laundry items • describe the appropriate procedure for washing and drying laundry items • describe the appropriate procedure for ironing and pressing laundry items • complete records within a required time frame • discuss a preventative maintenance programme • Identify common types of pests found in the housekeeping department • describe ways how to control pests • state the do's and don'ts for customer care during cleaning operations in their absence

10. Assessment

A learner-centred curriculum and learner-centred teaching encompass a broad range of knowledge and skills which are relevant to the knowledge-based society. The specific objectives in the syllabus state what understanding and skills a learner must demonstrate as a result of this teaching-learning process, and which objectives will be assessed. However, it is intended that the curriculum should focus on learning, not on assessment and examination. Assessment and examination are only to support learning.

10.1 Continuous assessment

In order to capture the full range and levels of competence, a variety of formal and informal continuous assessment situations is needed to give a complete picture of the learner's progress and achievements in all subjects. Continuous assessment must be clear, simple and manageable, and explicitly anchored in learner-centred principles and practice. Teachers must provide a reliable and valid assessment of the learner's performance in the specific objectives. The information gathered about the learners' progress and achievements should be used to give feedback to the learners about their strong and weak points, i.e. where they are doing well, and why, and where, how and why they need to improve. The parents should be informed regularly about the progress of their children in all subjects, be encouraged to acknowledge achievements, and given suggestions as to how they can support the child's learning activities. The learner's progress and achievements in this subject must be reported to parents in the school report.

10.2 Formative and summative assessment

The two modes of assessment used are formative continuous assessment and summative assessment. Formative continuous assessment is any assessment made during the school year in order to improve learning and to help shape and direct the teaching-learning process. Assessment has a formative role for learners if and when:

- it is used to motivate them to extend their knowledge and skills, establish sound values, and to promote healthy habits of study
- assessment tasks help learners to solve problems intelligently by using what they have learned
- the teacher uses the information to improve teaching methods and learning materials

Summative assessment is an assessment made at the end of the school year based on the accumulated total of the progress and achievements of the learner throughout the year in a given subject, together with any end-of-year tests or examinations. The result of summative assessment is a single end-of-year promotion grade.

10.3 Informal and formal methods

The teacher must assess how well each learner is mastering the specific objectives described in the syllabus and from this gain a picture of the all-round progress of the learner. To a large extent, this can be done in an informal way and in their participation in general, through structured observation of each learner's progress in learning and practice situations while they are investigating things, interpreting phenomena and data, applying knowledge, communicating and making value judgements.

When it is necessary to structure assessment more formally, the teacher should as far as possible use situations similar to ordinary learning and practice situations to assess the competency of the learner. Formal written and oral tests can be used to assess only a limited range of specific objectives and therefore should not take up a great deal of time.

Short tests should be limited to part of a lesson and only in exceptional cases use up a whole lesson.

10.4 Evaluation

Information from informal and formal continuous assessment is to be used by the teacher to ascertain where it is necessary to adapt methods and material to the individual progress and needs of each learner. At the end of each main unit of teaching and at the end of each term, the teacher, together with the learners, should evaluate the learning-teaching process in terms of tasks completed, participation, what the learners have learnt, and what can be done to improve the working atmosphere in and achievements of the class.

10.5 Criterion-referenced grades

When grades are awarded in continuous assessment, it is essential that they reflect the learner's actual level of achievement in the specific objectives, and are not related to how well other learners are achieving these objectives or to the idea that a fixed percentage of the learners must always be awarded a Grade A, B, C, and so on (norm-referencing). In criterion-referenced assessment, each letter grade must have a descriptor for what the learner must demonstrate in order to be awarded the grade. Grade descriptors must be developed for each subject for each year. It is important that teachers in each department/section work together to have a shared understanding of what the grade descriptors mean, and how to apply them in continuous assessment, so that grades are awarded correctly and consistently across subjects. Only then will the assessment results be reliable.

10.6 Grade descriptors

The learner's summative achievement in the specific objectives will be shown in letter grades A to E, where A is the highest and E the lowest grade. When letter grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the competencies. The relation between the letter grades and specific objectives is shown in the table below.

Grade	% Range	Grade Descriptors
A	80%+	Achieved objectives exceptionally well. The learner is outstanding in all areas of competency.
B	70-79%	Achieved objectives very well. The learner's achievement lies substantially above average requirements and the learner is highly proficient in most areas of competency.
C	60-69%	Achieved objectives well. The learner has mastered the specific objectives and can apply them in unknown situations and contexts.
D	50-59%	Achieved objectives satisfactorily. The learner's achievement corresponds to average requirements. The learner may be in need of learning support in some areas.
E	40-49%	Achieved the minimum number of objectives to be considered competent. The learner may not have achieved all the specific objectives, but the learner's achievement is sufficient to exceed the minimum competency level. The learner is in need of learning support in most areas.
U	0-39%	Ungraded. The learner has not been able to reach a minimum level of competency in the specific objectives, even with extensive help from the teacher. The learner is seriously in need of learning support.

10.7 Conducting and recording assessment

Continuous assessment should be planned and programmed at the beginning of the year, and kept as simple as possible. Marks given for class activities, practical activities, project work, assignments, homework and short tests may be recorded for continuous assessment.

10.8 Assessment objectives

The assessment objectives for Hospitality are:

10.8.1 Assessment objective A: Knowledge with understanding

Learners should be able to demonstrate their knowledge and understanding in relation to

- social, economic and environmental needs;
- scientific and technical vocabulary and terminology;
- definitions, principles and theories;
- the correct use of equipment and tools and their suitability for use;
- techniques and methods and an appreciation of the need for accuracy;
- artistic and creative considerations

The objective is made up of specific objectives which require the learner to identify, give examples, name, list, state, indicate, give reasons, suggest ways, recognise, define, discuss and to outline.

10.8.2 Assessment objective B: Handling information, application and solving problems

Learners should be able to:

- read and interpret information;
- translate information from one form to another;
- interpret information on which to base judgements and choices;
- manipulate numerical and other data;
- organise and manage time, money, fuel, energy, effort, materials, equipment and tools according to stated criteria for a given situation;
- estimate and measure accurately area, shape, size, width, quantity, amount, weight, time.

This objective is made up of specific objectives which require the learner to predict, relate, describe, calculate, find, estimate, determine, sketch, and select, analyse, extract and analyse, synthesise, compare and discuss, deduce, explain, distinguish, suggest, interpret, and evaluate.

10.8.3 Assessment objective C: Practical (experimental and investigative) skills

Learners should be able to:

- follow given instructions;
- test and compare techniques and methods, materials and equipment for practising practical skills and making clothes;
- identify priorities when solving problems;
- assess and evaluate the effectiveness of the course of action; propose further development

10.9 Continuous assessment: detailed guidelines

A specified number of continuous assessment activities per term should be selected, graded and recorded. Not more than two assessments per term are to be topic tests. These continuous assessments must be carefully planned and marked according to a marking scheme, marking criteria or memorandum. The criteria used to assess activities other than tests should be given to the learner before the assessment activity. Evidence of the work produced by good, average and low-achieving learners, as well as the written assignment and marking scheme, has to be kept at school until the end of the next year. Teachers can choose to grade and/or record more than the required continuous assessments if it is necessary for formative purposes. An end-of-year summative grade will be based only on the assessment tasks described in the syllabus. Not more than 40% of the continuous assessment may be based on tests, which include topic tests and end-of-term tests.

Types of continuous assessment

In Hospitality in the Junior Secondary phase the continuous assessment tasks are as follows:

Projects: A project is a longer assignment than a topic task or practical investigation, and gives learners an opportunity to complete an investigation into one of the themes /topics outlined in the syllabus. This type of investigation will enable the teacher and learner to pursue a topic in greater depth and in a more lively and creative way than possible with short discrete topic tasks or practical investigations. Marks should be the same as the practical investigations when entered into the record forms. Learners could collect source documents, link it to transactions and other information given by the teacher and complete a project linking the Introduction to Hospitality and Front Desk Operations in the first trimester

Practical cookery: Practical cookery involves cooking methods preferably during a double period in class. It explores the thoughts, values and opinions of cooks, their practices and experiences, and the skills and knowledge they use to prepare and provide food. It provides new and challenging ways of thinking about cooking. At least one practical cookery assessment should be recorded during the second trimester in Grade 8 and at least two in Grade 9.

The learners will do the preparation on the suggested forms and the teacher will record the marks on the prescribed forms attached to the syllabus.

Practical investigations: These are assessments of practical skills done during a practical activity where learners are required to plan and carry out investigations, and collect, report and analyse information. A practical investigation on cleaning agents will be done in Housekeeping during the last trimester.

Portfolio: Learners need to complete a portfolio which will be their reference document consisting of all activities done throughout the year, including practical investigations of other two components as well as recipes and investigations for cookery, which will count towards the continuous assessment mark in the last trimester

Topic tasks: These are activities that most teachers already use in their day-to-day teaching. These are recorded, assessed activities that could introduce a topic, be used during the teaching of a topic and /or revision a topic. They may well include assessment involving specific objectives to do with locating information, conducting surveys, analysing information or presenting information. Topic tasks will involve assessments of specific objectives in all assessment objectives; however, not all assessment objectives need to be present in every topic task. The greatest emphasis should be placed on assessment objectives B and C to meet the weighting shown in the Test Specification Grid in section 10.12

Topic tests: Completed topics should be ended off with a test indicating the achievements of the learners in these topics. Written tests are specifically set by the teacher to assess the learners' achievements in relation to competencies specified in the syllabus and should consist of short questions as well as more structured questions. At least two topic tests should be written during the term and marks recorded.

End-of-term test: This is a comprehensive test of the whole term's work.

Summary of continuous assessment tasks

Continuous assessment Grade 8						
Components	Term 1		Term 2		Term 3	
	Number & marks	Total	Number & marks	Total	Number & marks	Total
Project/ Practical cookery/ Practical investigation	35x2	70	1x70	70	35x2	70
Topic tasks	2x30	60	2x30	60	1x25	25
Portfolio					1x20	20
Topic tests	2x10	20	1x20	20	1x10	10
End-of-term tests	1x100	100	1x100	100		
Term marks		250		250		125
Weighted term marks (report marks)	(250÷2.5)	100	(250÷2.5)	100		

Continuous assessment Grade 9				
	Term 1		Term 2	
Components	Number & marks	Total	Number & marks	Total
Project	35x2	70		
Practical investigation	1x30	30		
Practical cookery			2x70	140
Recipe book			1x20	20
Topic tasks	2x30	60		
Topic tests	1x10	10	1x10	10
End-of-term tests	1x100	100	1x100	100
Term marks		270		270
Weighted term marks (report marks)	(270÷2.7)	100	(270÷2.7)	100

The continuous assessment (CA) marks for one term (trimester) is converted to a mark out of 100 (weighted mark). Only this mark should be used for the report at the end of Term 1 and Term 2. Learners should not write an examination at the end of the first two trimesters, but only an end-of-term test which is part of the CA and part of the weighted term mark.

10.10 End-of-year examinations: detailed guidelines

In Grade 8 there will be an internal end-of-year examination and at the end of Grade 9 a semi-external examination. The Grade 9 papers will be set by DNEA and marked regionally. The purpose of these examinations is to focus on how well learners can demonstrate their thinking, communication, and problem-solving skills related to the areas of the syllabus which are most essential for continuing in the next grade. Preparing for and conducting these examinations should not take up more than two weeks altogether right at the end of the year.

The description of the various papers for the written examination is as follows:

Written examination Grades 8 and 9			
Grades	Description of papers	Duration	Marks
8 and 9	Written Examination This will consist of ONE paper consisting of two sections: SECTION A: 40 marks consisting of compulsory short answer questions (40 marks) SECTION B: Variety of structured questions of variable length (60 marks)	2 hours	100

There will be a semi-national external examination at the end of Grade 9. These papers will be set by DNEA and will be marked regionally. Samples will be moderated by DNEA. The purpose of the examination is to assess how far each learner can demonstrate his/her achievement in reaching the specific objectives as a preparation for everyday life and for further studies or training, and to what extent the system as a whole is enabling learners to achieve optimally.

Suggested weighting for theory topics

Introduction	5%
Front desk operations	15%
Food and beverage services	50%
Housekeeping	30%

10.11 Promotion marks

For Hospitality in Grade 8 and 9 continuous assessment contributes 50% to the promotion mark and the end-of-year examination contributes 50%. The weighting of each assessment component is as follows:

Component	Description	Marks	Weighting
Written examination	Paper 1: Section A (40÷2) Section B (60÷2)	20 30	50%
Continuous assessment	Topic tasks, topic tests, practical cookery, practical investigations/projects, end-of-term test	50	50%
Total Marks		100	100%

The promotion marks are calculated as follows:

Promotion mark Grade 8				
	Term 1	Term 2	Term 3	Total
Term mark	250	250	125	625
CA mark	$625 \div 12.5 = 50$			50
End-of-year examination	$100 \div 2$			50
Promotion mark				100

Promotion mark Grade 9			
	Term 1	Term 2	Total
Term mark	270	270	540
CA mark	$540 \div 10.8$		50
End-of-year examination	$100 \div 2$		50
Promotion mark			100

10.12 Specification grid

The Specification grid below indicates the weighting allocated to each objective for both continuous assessment and for the written examination.

Assessment objectives for written examination			
Components	Marks		Weighting
Objective A Knowledge with understanding	Section A	20	30%
	Section B	10	
Objective B Handling information and solving problems	Section A	10	40%
	Section B	30	
Objective C Practical skills and their application	Section A	10	30%
	Section B	20	
Total	100		100%

Assessment objectives for continuous assessment tasks	
Components	Weighting
Objective A Knowledge with understanding	30%
Objective B Handling information and solving problems	40%
Objective C Practical skills and their application	30%
	100%

10.13 Assessment rubrics (criteria)

Practical cookery test (part of continuous assessment)

- This component will form part of the continuous assessment mark – see the layout and mark sheet for the practical test. It will be assessed out of a total of 70 marks.
- Format for Junior Secondary practical exercises
Strictly follow/adhere to the directives/hints for doing practical exercises as attached
 - Will consist of a written preparation session, practical cookery session and an evaluation session
 - A marking sheet/individual candidate record card will be used to assess the practical with an allocation of marks as prescribed.
 - Prepared forms should be used by each candidate to complete all sections at a set time
- Allocation of marks and duration of time – Practical Cookery

- Written preparation session :	30 min - 15 marks
- Practical cookery session:	90 min - 45 marks
- Evaluation session:	30 min - 10 marks
TOTAL:	150 min - 70marks

Preparation will be done by completing forms in duplicate (use carbon paper) – one copy for teacher and the other for the learner to carry out the practical exercises. **Practical cookery test (guidelines)**

- Written preparation session

All tasks should be completed on prescribed forms (see forms attached)

- Plan of work
 - write down the name of the dish
 - accurately list all the ingredients needed
 - use the correct metric units e.g. ml, not grams
 - do not include the preparation methods for the ingredients e.g. chopped, melted, grated, etc. (rather refer to this in the order of work)
 - write the ingredients in the order in which it will be used

(b) Time plan

Candidate has to divide the time into different time slots.

Time should be spread in such a manner that the practical be completed in the set time.

Strictly adhere/follow the sequence that you have indicated.

Time:

- estimate the time it will take to prepare and cook the dish
- decide at what time to serve and count backwards to determine the starting time
- time range should not be too wide (preferably within 15 minutes)
- write out either the duration e.g. 8:00-8:15

Order of work/method

- divide all tasks into different time slots so that the practical exercises can be completed in the set time, with all the dishes washed and the table set if needed
- determine the sequence/order in which each of the tasks has to be completed – some dishes can wait a few minutes, others have to be served immediately

Special points

- indicate any special points to remind you as proceed with the practical
- these can include: setting oven temperature, time when placing dish in oven and taking out dish

(c) Shopping list

The shopping list gives teacher and learners an indication of what is needed and to guide the purchasing.

Transfer all ingredients correctly to shopping list and correctly divided under each heading (column) with total amounts indicated in front of each ingredient.

If amounts have to be added together e.g. 10ml milk and 25ml milk, this must be stated as a unit =25ml milk and not as individual measurements.

Milk and milk products

all products directly made of milk (cheese, butter, yoghurt, cream, etc.) NB. margarine is made of plant oils not milk and is classified as “other ingredients.”

Eggs

Cereal and Cereal products

all products produce from cereals (flour, pastas, rice, bread, breakfast cereals, maize, sago, etc.)

Fresh fish, meat and poultry

any fresh product including eggs; meat (bacon, sausage, mince, liver, etc.)

Fruit and vegetables

include only fresh products

Spices and herbs

include any herbs or spices, salt, pepper, fresh or dry and other seasoning
any sauces that give taste e.g. tomato, mayonnaise, etc

Canned and frozen food

any canned or bottled food; any frozen (e.g. fish)

Other ingredients

can include any ingredient that cannot fit into the above headings e.g. sugar (icing, granulated, white, brown, etc.) and raising agents (baking powder, bicarbonate, cream of tartar, etc.); any extras that is needed e.g. grease proof paper, cookie cups, etc.

(d) Equipment list

Candidates must list the correct equipment needed for the practical at the bottom of the page.

- indicate measuring equipment – measuring spoons, cups, jug, scale
- all cutlery needed e.g. knife, fork, spoons, etc.
- cooking equipment – pans, pots, tins, baking sheets, etc.
- equipment necessary to mix/prepare ingredients – mixing bowls, enamel plate, sieve, rolling pin, chopping board, cooling rack, egg beater, lifter, dough scraper, etc.

Annexe 1: Glossary of terms

Key verbs for assessment and evaluation

Assessment is an integral part of the teaching profession for teachers to set better questions and assignments and to interpret syllabuses. The understanding of the meaning of key verbs is important.

analyse	separate into parts or elements and describe in detail or give own opinion, judgment or interpretation of separate parts or elements presented
apply	put subject matter/content to a practical use
compile	collect or to put together facts and arguments in an orderly or organised way
compare	point out or show similarities and differences between statements, ideas, etc. or to assess the relationship between subject matter
demonstrate	describe and explain subject matter/content by experimental or practical use
define	give the exact meaning of, or to state precisely and briefly the meaning of a term
describe	list or state the characteristics of something in spoken or written words; it should be a logical, well-structured account of issues
discuss	critically examine or investigate issues raised, and to introduce evidence wherever possible to support conclusions of arguments
distinguish	point out or describe the differences amongst qualities or characteristics, or to discover by listening, looking, etc.
explain	make clear or plain or to make sure that the reader understands, by means of illustrations or description of the information presented
evaluate	comparing facts, actions, etc.
identify	give the essential characteristics of, or recognise certain characteristics of a term
illustrate	give a clear example or a graphic representation of something
label	attach names and information to illustrations, drawings and objects
list	present a list of names, facts, aspects of items in a certain order or specific category
motivate	give reasons for certain judgements or value statements

name or mention	give only the names, characteristics, items or facts
plan	arrange subject matter content in a predetermined way to accomplish a certain action
relate	bring subject matter/content into relation, or relate your opinion to your own experiences
report	repeat, recall and quote from memory, or to mention items or facts in a certain order, or to give a more personal opinion, but one related to the event or content of the subject matter
state or give	present information or details in words without discussion
suggest	recommend valid arguments in an orderly fashion or making certain proposals based on facts and observations
summarise or conclude	set out/draw together the main points of content, orally or in writing

Annexe 2: Glossary of Hospitality terminology

al dente	Italian expression meaning "by the tooth" - describes pasta cooked a shorter time so that it has just slight resistance when chewed; Fresh pasta is too soft already to be cooked al dente; also describes cooking vegetables until crisp by steaming, boiling, or stir-frying
au gratin	layered vegetable bake covered with a white sauce
bake	cook in the oven
barbeque	cook meat on a roaster over an open fire
baste	spoon a liquid over food during cooking to keep it moist
batter	a flour mixture with a high viscosity like e.g. for pancakes
beat	blend a mixture of food quickly with the goal of making it smooth and adding as much air as possible
blanch	submerge foods in boiling water for just a few seconds, remove from the water, and refresh under cold water to stop the cooking process; a gentle form of cooking used to loosen skins, firm flesh, and heighten colour and flavour
blend	combine different foodstuffs
boil	heat water until bubbling vigorously and also to cook food in water that is bubbling vigorously
caramelize	gently brown natural sugars and other compounds in food over low heat to produce a more intense flavor
chop	cut into small random size pieces with a knife or other cutting divide; divide into small pieces with a knife or other sharp tool.
cream	soften and blend until smooth and light by mixing with an electric mixer or spoon
cure	treat food by a variety of methods in order to preserve it over long periods of time from bacteria, mold, etc.
deglaze	loosen the cooked ingredients and caramelised juices that have stuck to the bottom of the pan after sautéing or roasting to release the full flavour of the meal; usually done with wine or stock to create a sauce
degrease	skim off fat that forms on the tops of simmering broths, sauces, and other liquids
dredge	coat foods lightly with dry ingredients before cooking; the most common dredge is flour
drizzle	pour a liquid over a food in a thin stream to create a thread-like coating

fillet	remove the bones from fish or meat before cooking
flake	break food into small pieces
fold	combine a delicate mixture such as beaten egg whites with a more solid mixture; incorporate dry ingredients or batter into whipped eggs, usually an egg-white foam, without deflating the light and airy texture essential to the finished product;
fricassee	a stew of cut up poultry fried in butter and simmered with vegetables
garnish	a decorative touch added to dishes and beverages
glaze	brush a food with sauce, icing, or other topping to create a shiny surface.
grill	cook above a heat source, such as traditional wood coals or charcoal, in the open air
julienne	cut food, usually vegetables, into thin stick-shaped pieces
marinate	soak a food, usually meat, seafood, or vegetables, in a seasoned liquid mixture, the marinade, so that the food absorbs the flavours of mixture
macerate	soaking fruit in a similar manner as marinate
pan-fry	cook quickly in a small amount of hot oil, butter, or fat
pinch	a measure of less than 1/16 th of a teaspoon (same as “dash”)
pickle	preserve or flavour food in brine
pit	remove the centre seed from food
poach	cook in liquid held just below boiling so it just shimmers slightly on the surface
puree	grind, chop, or mash a cooked food into a thick paste, usually with the help of a blender or sieve
reduce	To cook by simmering or boiling until its volume is decreased in order to concentrate flavour
roast	cook in an uncovered pan in the oven to produce a well-browned exterior and a moister, cooked interior; during roasting, no liquid (such as water or wine) comes into contact with the food.
sauté	fry foods quickly in a small amount of fat
scald	heat a liquid just below boiling with bubbles just around the edges

shred	tear or cut into pieces or strips
simmer	gently cook food in a liquid over low heat so tiny bubbles can be observed breaking the surface of the liquid
skim	removing fat or impurities that have risen to the top of a liquid being cooked
steam	cook by direct contact with steam
steep	soak dry ingredients in water or other liquid until the flavour is infused into the liquid
stew	gradually cook ingredients in a covered pot for a long time (until tender)
toss	mixing ingredients by gently tossing together with an upward air into ingredients, especially used for cream

Annexe 3: Hospitality tools list

Apparatus and electrical appliances

Stoves electrical/gas
Refrigerator
Bain-marie
Microwave oven
Food processor
Steamer
Blender
Beater
Teakettle
Toaster

Equipment and utensils

Spoons, ladles, and more
Ladle
Locking tongs
Spatula metal/rubber
Whisk
Wooden spoons
Draining spoons

For slicing

Chef's knife
Fillet knife
Paring knife
Serrated bread knife
Grater
Micro plane grater
Y-shaped vegetable peeler
Potato masher

Other

Measuring cups
Measuring spoons
Corkscrew
Apple corer
Biscuit cutter
Bottle opener
Cake and pie server
Cleaver
Egg poacher
Egg separator
Egg slicer
Salt and pepper mills
Zester
Grater
Vegetable peeler
Flour sifter
Funnel
Lemon squeezer
Meat tenderiser mallet
Pastry bag
Pastry blender
Pastry brush

Pizza cutter
Potato masher
Rolling pin
Tin opener
Dough scraper
Cutting board
Salad/serving bowls
Mixing bowls stainless steel/plastic
Serving plates
Serving spoons
Salad spinner
Wire mesh colanders
Food storage containers
Instant-read thermometer
Sugar thermometer
Timer
Cooling rack
Oven mitts
Scales
Kitchen shears

Cooking utensils

Pots and pans
Roasting pan
Sauté pan
Grill pan
Wok
Saucepans
Skillet
Baking dish
Baking sheet and cake pan
Muffin pans

Eating utensils

Cutlery
Crocery
Glass ware
Mugs

Annexe 4: Hospitality practical preparation

Name:

Grade:

List of ingredients

Name of dish	Ingredients

Annexe 5: Work plan

Name:

Grade:

[illegible]

Annexe 6: Shopping list**Name:** **Grade:**

Milk and milk products	Eggs	Fresh fish, meat and poultry
Cereal and cereal products	Fresh fruit and vegetables	Other ingredients
Spices and herbs	Canned and frozen foods	

Equipment and/or serving dishes

Measuring equipment	Preparation equipment	Cooking equipment	Serving equipment	Cleaning equipment

Annexe 7: Evaluation of practical cookery (Learners' self-evaluation)

Name:

Grade:

[illegible]

Annexe 8: Hospitality practical mark sheet

Name: Grade:

Written preparation	Comments/evaluation	Total	
Plan of work		5	
Time plan		5	
Shopping list		5	
Equipment list		5	
Total		20	

Practical cookery	Comments/evaluation	Total	
Organisation		5	
Method/techniques		10	
Product - appearance - texture - taste		5	
		5	
		5	
Serving		5	
Cleaning		5	
		40	

Evaluation of dish	Comments	Total	
		10	

Total	70
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Annexe 9: Assessment record sheet for Grade 8

Assessment record sheet Hospitality										Grade:.....		Year:.....						
School.....										Teacher.....								
Name of learner	Term 1 and 2									Term 3					End-of-year			
	Term	Topic task	Topic task	Topic test	Topic test	Project (35x2) /Practical cookery (70)	End-of-term test	Total	Term mark (250/2.5)	Practical investigation (35x2)	Topic task	Topic test	Port folio	Term mark	Total term marks (250+250+125)	CASS (625/12.5)	Examination mark (100/2)	Promotion mark
		30	30	10	10	70	100	250	100	70	25	10	20	125	625	50	50	100
	1																	
	2																	
	3																	
	1																	
	2																	
	3																	
	1																	
	2																	
	3																	
	1																	
	2																	
	3																	

Annexe 10: Assessment record sheet for Grade 9

Assessment record sheet Hospitality									Grade:.....		Year.....							
School.....									Teacher.....									
Name of learner	Term 1								Term 2								End-of-year	
	Project (35x2)	Topic task	Topic task	Topic test	Practical investigation	End-of-term test	Total	Term mark (270/2.7)	Practical cookery	Practical cookery	Topic test	Recipe book	End-of-term test	Total	Term mark (270/2.7)	CASS (540/10.8)	Examination mark (100/2)	Promotion mark
	70	30	30	10	30	100	270	100	70	70	10	20	100	270	100	50	50	100



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