What's in the CAPS package?
Hospitality Studies

- **A comparative analysis of the NCS/CAPS for Hospitality Studies**
- **A PAT investigation**
- **International benchmarking**

Executive summary

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ACRONYMS AND ABBREVIATIONS

A Level	The General Certificate of Education Advanced Level (GCE A Level) is a school-leaving qualification offered by educational bodies in the UK and the British Crown dependencies
AHLEI	American Hotel and Lodging Education Institute
AS Level	The Advanced Subsidiary Level is the first part of the A Level qualification
AS	Assessment Standard
ATP	Annual Teaching Plan
BC	British Columbia, Canada
CAPS	Curriculum and Assessment Policy Statement
CASS	Continuous Assessment
CATHSSETA	Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority
CHE	Council on Higher Education
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
Doc.	Document
DoE	Department of Education
ETDP SETA	Education and Training and Development Practices SETA
FEDHASA	Federated Hospitality Association of Southern Africa
FET	Further Education and Training
FETC	Further Education and Training Certificate
GCSE	General Certificate of Education taken by learners aged 14-16 in secondary education in the UK
GET	General Education and Training phase
Gr	Grade
GTTP-SA	Global Travel and Tourism Partnership of South Africa
HEQC	Higher Education Quality Committee
HESA	Higher Education South Africa
HITB	Hotel Industries Training Board
IEB	Independent Examination Board
L	Level
LOs	Learning Outcomes
LPG	Learning Programme Guidelines
LTSM	Learning and Teaching Support Materials
MoU	Memorandum of Understanding
n/a	Not available
NCS	National Curriculum Statement
NC (V)	National Certificate (Vocational)
n.d.	Not dated
NDT	National Department of Tourism
NGO	Non-government Organisation
NQ	National Qualification

NQF	National Qualifications Framework
NSC	National Senior Certificate
NWU	North-West University
OBA	Outcomes-Based Assessment
OBE	Outcomes-Based Education
p.	page
pp.	pages
PAT	Practical Assessment Task
PED	Provincial Education Department
QCC	The Qualifications, Curriculum and Certification unit (Umalusi)
SACA	South African Chefs' Association
SAG	Subject Assessment Guidelines
SBA	School-Based Assessment
SETAs	Sector Education Training Authorities
SLO	The Netherlands Institute for Curriculum Development
TBCSA	Tourism Business Council of South Africa
THETA	Tourism, Hospitality and Sport Education Training Authority
THTACD	Tourism and Hospitality Talent Attraction and Capacity Development
Umalusi	Quality Council for General and Further Education and Training
UJ	University of Johannesburg
Unisa	University of South Africa
UP	University of Pretoria
vs.	versus

GLOSSARY

Applied Competence	Practical application of an ability or skill
Assessment Guidelines	Written guidance informing the assessment in a particular subject (See Subject Guidelines below)
Core Subject	The set of subjects required in a specific programme
Elective Subject	Learners may choose from a set of elective subjects, such as Hospitality Services in the Hospitality programme and Hospitality Operations in the NC (V) or National Certificate (Vocational) Hospitality Studies programme. Another elective subject chosen in the services curricula is New Venture Creation.
Exit Level	The NQF level at which a certificate is awarded
Learning Outcome	An explanation of what is to be achieved by the learner through the learning process
National Senior Certificate	School-leaving NQF Level 4 qualification in the GET sub-framework, written after the completion of 12 years of learning
NQF Level	The ten levels that comprise the NQF. Level 4 is the school-leaving level.
Outcomes-Based Education (OBE)	The approach underpinning the NCS, which places the emphasis on the learner's successful achievement of identified abilities
Subject Guidelines	Written guidance about the content of a subject

Acknowledgements

Umalusi regards the opportunity to engage in curriculum evaluation processes as a significant step towards co-operation at a systemic level on matters of curriculum. It is hoped that this report, and the ones to follow, will provide an understanding of the curriculum development space and the respective roles of departments and Umalusi in strengthening the nation's qualifications.

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Umalusi appreciates not only the human capital invested in this project, but also the monetary contribution from the NDT towards running the workshops and research efforts. The NDT's willingness to contribute to the assessed curriculum investigation, the comparative study and international benchmarking is highly valued and appreciated.

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The teams who have undertaken these evaluations have far exceeded the call of duty, and for that we at Umalusi thank them. It has been satisfying to see that we have all learned from one another's expertise, and that all of us involved in the project always go out with an enriched understanding of the importance of curriculum and its appropriate implementation. It is to be hoped that the accumulated knowledge and wisdom emanating from the project will have a positive effect in schools, colleges, higher education and in industry training.

While the coming paragraphs acknowledge the individual members of the evaluation teams, it is worth referring to Annexure E to fully appreciate the wealth of experience and commitment that this project has been privileged to draw upon. Umalusi wishes to thank every contributor to this research project.

The positive attitude within the evaluation team and the in-depth discussions and collaboration have been remarkable. The Hospitality Studies evaluation team was:

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Ms Petra Burger: Hospitality Teacher, The King's School and IEB exam moderator
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Ms Miems Nel: Managing Principal of the International Hotel School, Sandton Campus
Dr Carina Vlachos: Unisa: Consumer Studies and Hospitality Studies
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BACKGROUND AND INTRODUCTION

Research such as this is undertaken to build a clear picture of how the CAPS has – or has not fully – addressed the issues it was expected to deal with in terms of the intended changes and how these changes affect the curriculum and assessment of the largest national qualification in education. Such research also informs the *bigger* picture of the nature of the qualification itself: what its strengths might be, and what challenges its implementation presents to the institutions and staff offering it. In short, the research is undertaken with a commitment to ensuring a better understanding of the NSC for all involved. For that reason it is deemed important to provide a brief overview of curriculum development and change over the past 19 years before going into the research process and findings.

i. Curriculum development and change in South Africa 1995–2014

Questions about the quality of a curriculum and its implementation are not new, but continue to be asked as South Africa – and other countries across the globe – grapple with how best to educate the adults of the future.

In 1995, just after the first democratic elections, the South African government carried out a national audit on teaching which revealed many disparities and problems. Two years later, in 1997, the Department of Education (DoE) launched its new curriculum policy, Curriculum 2005, which in its ideology, content and pedagogical approach contrasted strongly with the curriculum in effect at the time. Curriculum 2005 was an outcomes-based model. It drew from curriculum models being used in some highly developed countries, and sought to place the South African curriculum among the most progressive internationally. This policy became a contested issue within South Africa, and so, in 2000, the then Minister of Education set up a Curriculum Review Committee, which led to a more "streamlined" approach to the curriculum.

The revised policy and the ensuing debate caused even more confusion and uncertainty. The "cascade model" of in-service teacher education proved to be inadequate, and training reached the schools in a much-diluted form. In 2002, the curriculum was reconstructed once again into a Revised National Curriculum Statement (RNCS), which was approved on 15 April 2002 and implemented in 2004 (DBE, 2010: 2–7). This revised version became known as the National Curriculum Statement (NCS). The 2008 Grade 12 group wrote the first set of national examinations and were the first to be awarded the National Senior Certificate (NSC), a 130-credit qualification at level 4 on the National Qualifications Framework (NQF), which replaced the Senior Certificate in schools.

In July 2009, the then Minister of Basic Education appointed a panel of experts to investigate the nature of the challenges and problems experienced in implementing the NCS, and to develop a set of recommendations designed to improve its implementation. The Minister's brief was in response to wide-ranging verbal and written comments received over several years from a range of stakeholders such as teachers, parents, teacher unions, school management and academics, on shortcomings in the implementation of the NCS. While

the RNCS/NCS had positive support generally, there was nonetheless considerable criticism of various aspects of its implementation, including teacher overload, confusion and stress arising from inconsistencies in the documentation and demands on teachers' time, as well as widespread learner underperformance in international and local assessments.

While several minor interventions over time were intended to address some of the challenges of implementing the curriculum, these changes failed to have the desired effect.

The 2009 panel consequently set out to identify the challenges, particularly with reference to teachers and learning quality; to deliberate on how matters could be improved; and to develop a set of practical interventions. The key areas identified for attention were the proliferation of curriculum policy and guideline documents, the transitions between grades and phases, assessment (particularly continuous assessment), learning and teaching support materials (particularly text books) and teacher support and training (for curriculum implementation).

As a result of the 2009 findings, the NCS was reviewed yet again in 2011. The amended NCS was called the Curriculum and Assessment Policy Statement (CAPS) (DBE, 2009; 2011; Pinnock, 2011). On 28 December 2012, the approval of the regulations pertaining to the amended NCS Grades R–12 was published in Government Gazette No. 36041. According to this Gazette, the CAPS document stipulates the aim, scope, content and assessment of each subject listed in the NCS Grades R–12 (DBE, 2012: 3).

ii.   Analysing the "curriculum" concept

There are numerous and conflicting definitions for the word "curriculum", but one of the most useful is a direct translation of the Dutch – and Afrikaans – word "leerplan", a plan for learning. Clearly "a plan for learning" could equally describe the timetable for an individual learner and, say, the documents that form the "primary sources of support and direction for learning and teaching in (an) educational system" (DoE, 2009a: 11).

The Netherlands Institute for Curriculum Development (SLO) has identified two vectors which serve to relate the many definitions of curriculum to one another, and which have helped to pinpoint the nature of the curricula which are considered in this research. At the same time, these identify the areas which cannot be addressed by research of this kind, but which nevertheless clearly require further attention.

The SLO analysis presented in *Curriculum in development* (Thijs & Van den Akker (Eds), 2009) identifies different levels at which a curriculum is represented and provides examples of the "products" associated with or applied at each of these levels. Table A summarises the levels and the documents – all of which might reasonably be regarded as curricula – associated with that level.

Table A: Curriculum levels and associated curriculum documentation (adapted from Thijs &Van den Akker (Eds), 2009:9)		
Level	**Location**	**Examples**
SUPRA	International	• Common European Framework of Reference for Languages
MACRO	System, national	• Core objectives, attainment levels • Curriculum statements • Examinations programmes/assessment guidelines
MESO	School, college	• School programme • Educational programme
MICRO	Classroom, teacher	• Teaching plan, instructional materials • Module, course • Textbooks, learning and teaching materials (LTSM)
NANO	Learner, learner	• Personal plan for learning • Individual course of learning

The second dimension SLO identifies as different forms in which curricula can be represented. It calls these "curriculum representations", and these categories relate to distinctions, which Umalusi currently makes in its thinking about curricula. Umalusi distinguishes between the intended curriculum (as represented in the national curriculum documents), the enacted curriculum as it is implemented in classrooms, and the assessed curriculum. The SLO, however, draws the following, more finely-nuanced distinctions, as reflected in the table below.

Table B: Forms of curriculum (adapted from Thijs &Van den Akker (Eds), 2009:10)		
INTENDED	Ideal	Vision (rationale or basic philosophy underlying a curriculum)
	Formal/written	Intentions as specified in curriculum documents and/or materials
IMPLEMENTED/ ENACTED	Perceived	Curriculum interpreted by its users (especially teachers)
	Operational	Actual process of teaching and learning (curriculum in action)
ATTAINED/ ASSESSED	Experiential	Learning experiences as perceived by learners
	Learned/assessed	Resulting learning outcomes of learners

According to SLO, this six-way distinction, based on the work of Goodlad (1979) and Van den Akker (2003), is useful in the analysis of the processes and outcomes of curriculum innovation (in Thijs & Van den Akker, 2009:10). Using these two SLO vectors, it is apparent that the present NCS analysis deals with curriculum developed at and for the macro level, since it considers versions of the curriculum determined for the national educational system. Due to a change in theoretical framing of the curriculum and the approach implied for implementation, the CAPS deals with curriculum development on a meso level and, in instances, even on a micro level.

Though the focus of the research is on the intended curriculum, the findings and recommendations are intended to help make the necessary adjustments at the macro level in the belief that improvements to the curriculum documents will directly influence the implementation of the curriculum in classrooms, performance in schools and certain experiential aspects of the curriculum, notably the practical assessment component of the subject.

UNDERTAKING THE RESEARCH

Since Umalusi had no previous research experience in the fields of tourism and hospitality and consumer sciences, a good deal of energy first went into understanding the background to these subjects, their inception, rationale and role in the qualifications and South African educational and economic context.

During this fact-finding process, Umalusi's willingness to listen and engage brought about an organic enlargement of the number of parties interested in the project, and as a result the present research project felicitously includes both Departments of Education, the IEB, Higher Education South Africa (HESA) and through it a number of prominent academics from several universities, the NDT, and representatives from industry and private colleges, as well as the CATHSSETA.

While managing the process with representatives from such diverse bodies has not always been simple, it is abundantly clear that the benefits of this research project will extend well beyond this report. Bodies that have grappled with what it means to develop a curriculum will go away with a much richer understanding; Departments which may not have fully understood the needs and dilemmas of the others have come closer; industry has had insight into educational processes and education has learnt from industry's requirements. In short, what the project is coming to embody are the benefits that accrue to all when work is undertaken in a truly collaborative spirit.

The research included the following, of which the research process and instruments are described in detail in **Chapter 2**:

- A comparative analysis of the FET Phase NCS and the CAPS. The subject Hospitality Studies was one of 15 subjects evaluated. The reports on the 11 gateway subjects, Tourism, Hospitality Studies and Consumer Studies are reported on in cluster or single reports in the *What's in the CAPS package?* series of reports.

- Determining the entry-level requirements and exit-level outcomes for Hospitality Studies in the FET Phase. The subject Hospitality Studies was one of 15 subjects for which the expected requirements to enter the phase and assumed learner attainment exiting the phase were determined. Only the findings on expected exit-level outcomes for the subject Hospitality Studies are included in this report. The reports on the 11 gateway subjects, Hospitality Studies and Consumer Studies are reported on in separate cluster or single reports in the *What's in the CAPS package?* series of reports.
- A PAT investigation. The investigation was done for the subjects Consumer Studies, Hospitality Studies and Tourism.
- The last part of the research in 2014 was to combine the 2012 web-based search with an international benchmarking of the CAPS with comparable curricula from Kenya, Singapore and British Columbia (Canada). The investigation also searched for factors in these curricula that may need to be considered in the South African context to strengthen the CAPS.

The research findings on expected learner attainment mark a new direction in Umalusi's research. The attainment findings will serve as preparatory information for a longitudinal study that Umalusi plans to undertake in 2015, when the issue of the transition between the four phases of schooling will be fully addressed. The intent in the longitudinal study will be to examine critically the development of the major subjects across the 12 years of schooling. It is clear from the work Umalusi has already undertaken that the major discontinuities between phases create some of the difficulties currently experienced in the FET Phase of schooling.

THE RESEARCH REPORT – A SUMMARY PER CHAPTER

This report is one in the *What's in the CAPS package?* series of reports intended to provide advice to the Minister and Department of Basic Education on the strengths and weaknesses of the CAPS. This report extends its scope to not only include the findings on the comparative analysis and expected exit-level outcomes in Grade 12, but also report on the NCS PAT investigation, the web search done in 2012 and the benchmarking of the CAPS with selected international curricula.

Chapter 1 provides background on the inception and development of the subject Consumer Studies.

Chapter 2 outlines the background to the research done in 2013 and 2014, the research questions and the methodology used in this evaluation. It also explains how Umalusi undertook the research and indicates the extent of the work. It explains the content and the application of the instruments used in the comparative analysis of the FET Phase NCS and the CAPS, determining the entry-level requirements and exit-level outcomes for Consumer Studies in the FET Phase, the PAT investigation, the 2012 web-based search and the international benchmarking of the CAPS with comparable curricula from Kenya, Singapore and British Columbia (Canada).

Chapter 3 presents the findings of the comparison of the NCS documents and the CAPS.

It is apparent from the analysis that both curriculum documents contain a similar list of values, which include social justice, human rights, inclusivity, environmental awareness and respect for people from diverse cultural, religious and ethnic backgrounds, and share a common list of purposes. In this regard, the newer document is a re-packaging of the NCS. However, the analysis shows that the learner's role has shifted from being a participant in the learning process and a negotiator of meaning in the NCS to being a recipient of a body of pre-determined knowledge, and the teacher, who was clearly described in the NCS, does not warrant a mention in the CAPS introductory material. In other words, the shift has been towards a much more technical and traditional approach toward teaching and learning, in which the more far-reaching aims of education for a living democracy have taken a back seat.

The following short summary of findings on each curriculum dimension evaluated is expanded on in detail in Chapter 3.

Curriculum aims
The evaluation team found that the aims across three documents in the NCS were repetitive and overlapping. The CAPS document corrects this by having a single set of succinct topics. It was noted, however, that the subject-specific aims in the CAPS document are written as a list of topics, rather than as aims.

Content / skill coverage
In the NCS and CAPS documents a total of 80 topics was identified, of which approximately 75% appear in both.

Of the 80 topics identified, there are a total of 70 "concept / content"- related topics and 57 "skills"-related topics, with 44 topics which the evaluation team considered to be concept / skill topics. The overlap between concepts and skills is understandable, since it is accepted that the intersection between content and concepts should result in applied knowledge.

The evaluation team concluded that the content across all three grades in both the NCS and the CAPS document is substantial and comprehensively addresses the specific aims of Hospitality Studies.

While the NCS provides teachers with very clear skills to be taught and learned, the CAPS document, by contrast, relies heavily on the teachers' deduction of skills to be learned, owing to the absence, in a large part, of action verbs.

The NCS content is divided into four Learning Outcomes (LOs) that spiral over the three years of study. These are sub-divided into Assessment Standards (ASs). While the Assessment Standards are listed in specific numerical order, no guidance is given to teachers to unlock the significance or meaning of the numbering system: this numbering

system does not easily assist the teachers to plan and pace their learning and teaching programmes. Thus the Learning Programme Guidelines (LPGs) were introduced to guide the teacher in learning programme design. While the LPGs do, to a large extent, assist the teachers to plan and pace their learning and teaching programmes, they do not unlock the spiral curriculum.

On the other hand, in the CAPS content is clearly divided into four terms, consisting of 10 weeks each. This makes it easy for the teacher to interpret, plan and pace his/her teaching. The document is logically sequenced, which leaves little room for misinterpretation.

Breadth

The breadth of the curriculum has increased from the NCS to the CAPS through the inclusion of *Accommodation* as a topic; however, both curricula are skewed towards food preparation and service. The topic *Commercial kitchen design* is the only one not included in the CAPS. Some NCS content has been included and expanded upon in the CAPS for the better. For example, the expansion of *Accommodation Establishments* (including *Career Opportunities*) provides a much broader understanding of Hospitality as a concept. Furthermore, the topic *Learning pathways* in the CAPS allows for deeper exploration of career opportunities.

In the NCS particular topics such as *Preservation* and *Flavourants* were assumed to be taught incidentally, but in the CAPS these are specified topics: *Preservation,* and *Herbs, Spices, Condiments and Flavourants*. The evaluation team argued that such specification adds value and enriches the CAPS, particularly in the field of food production. In the CAPS greater specificity is also evident with regard to the various service styles, for example, the inclusion of *Serving cocktails*. The evaluation team also found better differentiation between *assisted service*, *self-service* and *single-point service*. The evaluation team concluded that the CAPS improves on the NCS by specifying more clearly the content and concepts required of learners.

Curriculum specification

The degree of specificity *within* each of the two curricula in both the NCS and the CAPS document reflects moderately clear subject-specific specifications to extremely clear subject- specific specifications, with little chance for multiple interpretations.

Curriculum design

The NCS was designed as a three-year spiral curriculum, based on four Learning Outcomes. The evaluation team felt that in general the spiral curriculum of the NCS affords learners the opportunity to move from a superficial grasp of topics to a more refined and powerful grasp.

In the CAPS, the set of six topics is sequenced logically because the content first introduces the learners sufficiently to the field and thereafter the practical tasks coincide with the knowledge content.

Content / skill weighting, emphasis and depth

Both the NCS Content Framework and the CAPS indicate the teaching plans for the subject, i.e. 4 hours per week (2½ hours per week for theory and 1½ hours per week for practical work). There is a further breakdown of 10 weeks per term and then 40 academic weeks per year. The topics that must be covered in each week are clearly described in the CAPS.

The weighting of the CAPS is still skewed towards *Food Production and Services*. *Food Production and Services* made up 45% of the NCS, whereas *Food Production, Services and Nutrition* and *Menu Planning* make up 49% of the CAPS content.

The most noticeable increase in weighting from the NCS to the CAPS is related to the "identification of nutritional needs in individuals and the planning and costing of menus accordingly". In the NCS this topic weighed only 4% and in the CAPS it now weighs 10%. This increase in weighting may be attributed to the fact that in the industry as a whole, there is a much bigger focus on the nutritional needs of individuals when planning and serving meals.

Two notable additions in the CAPS document are *Accommodation management* and *Learning pathways*. In the view of the evaluation team, these two additions assist in providing a more realistic view of the hospitality industry, since hospitality is about more than food preparation and food service.

Depth

The evaluation team concluded that in the NCS greater emphasis is placed on Learning Outcomes 3 and 4: *Food Production and Service*. This refers not only to the time allocation to these topics, but also to the depth specified in the curriculum as to what is to be covered in these topics. It also appears that progression opportunities in these topics are both possible and well thought-through.

The topics *Food Production and Commodities* and *Food Service* in the NCS are good examples of taking the learner from limited knowledge and understanding to a more refined understanding and ability.

Given the high number of topics and sub-topics in both curricula in relation to the number of teaching hours, one can only assume that some topics are covered in less depth.

Pacing

The evaluation team found that the NCS LPGs provide a very explicit time frame in which to teach the learning content and to conduct practical sessions, either in a single week or over a two-week period. It must be made clear, however, that it is a guideline document and not a policy document.

The CAPS stipulates pacing for all three grades: weeks are clearly allocated to each topic. The document states: "It is compulsory to do the content in the term indicated. However, those schools that obtained a subject average above 50% in the Grade 12 examination of

the previous year may obtain written permission from the subject advisor to deviate from this pacing specification, and develop a work schedule for the year according to their own sequence".

Sequencing
The NCS has a moderate level of specification of sequencing over the three grades in the LPGs. However, while the sequencing of topics within learning outcomes is very logical, the sequencing across the learning outcomes causes disjointedness. The evaluation team suggested that the topics in Learning Outcomes 3: *Food production* and Learning Outcome 4: *Service* would produce a better sequencing and would result in enhanced skill development if they had been joined.

The evaluation team found the topics in the CAPS clearly specified and prescribed. They judged the degree of specification in the CAPS as "high" and the sequencing as logically ordered.

In the NCS, the four topics are not sequenced, but a reasoned ordering places Assessment Standards in groupings per Learning Outcome per grade. The CAPS document, on the other hand, has a clear order in which topics are to be taught, but allowance is made for some discretion on the part of the teacher.

Specification of pedagogic approaches
The NCS requires an outcomes-based, constructivist methodology, requiring a learner-centred, activity-based approach, which is practical, experiential and hands-on.

In the CAPS, no evidence of a generic pedagogic approach was found. This is of concern to the evaluation team because there is no guidance for an inexperienced teacher. The CAPS gives good guidance on **what** (curriculum content) to teach, but no guidance on **how** (teaching methods) to teach. There is one reference made to the teacher presenting the practical lesson and the learners doing the task, which supports the evaluation team's view that the CAPS presupposes a transmission-based methodology.

Guidance for assessment
All assessment in both curricula is guided by the same two generic, underpinning documents:
- The National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement
- The National Protocol for Assessment: Grades R–2, which generically describes assessment processes across all subjects.

In both the NCS and the CAPS formal assessment forms part of a year-long formal programme of assessment in each grade. The final mark consists of School-based Assessment (SBA) (25%), and the examination consists of practical examination (Practical Assessment Task (25%) and final examination (50%).

Specificity and clarity of guidance for assessment

In the NCS, detailed comprehensive assessment guidance is provided in the twenty-page Subject Assessment Guideline document, including generic information on assessment, subject-specific assessment guidance, as well as assessment guidance on the PAT. Detailed information is also provided on continuous assessment, daily assessment, programme of assessment per grade, number, forms and type of assessment per grade, external assessment, recording and reporting, moderation, weighting and cognitive levels.

In the CAPS, assessment guidance has been reduced to a seven-page chapter. The assessment guidance is only subject specific, focusing mostly on formal assessment guidance including the programme of assessment, the types and number of formal assessment per grade, recording and reporting, some guidance on moderation and one page of assessment guidance on the PAT.

The biggest difference between the two curricula is the inclusion of 12 practical lessons as part of the SBA in the CAPS. The number of alternative assessments has decreased from three in the NCS to one in the CAPS. The number of tests has increased from two in the NCS to four in the CAPS. In terms of written assessments, the NCS encourages various types of assessment – in sharp contrast to the CAPS, which focuses mainly on examinations and tests. The reduction of alternative assessments may negatively impact on learners who do not perform well in examinations and tests. However, the Inclusion of four practical lessons per term as part of school-based assessment may ameliorate any such impact.

Both sets of documents collapse Bloom's six-level taxonomy: the CAPS into three levels and the NCS into four levels. In both cases, it will be difficult for teachers to determine a true level of cognitive ability as different levels are combined into one new level. Thus in the highest level, which comprises evaluation and synthesis, a teacher may set all the questions at the level of evaluation, thus ignoring synthesis, and still have the items scored at the highest level.

Integration

The evaluation team considered three dimensions of integration in the two sets of documents, namely the between-subject integration, intra-subject integration and integration between the subject and the everyday world and knowledge.

Integration *across subjects* is a key principle underpinning the NCS. The LPG document explicitly states that Hospitality Studies has clear links and connections with other subjects such as Accounting, Business Studies, Economics, Arts, Computer Application Technology, Mathematical Literacy, Languages and Life Orientation. The evaluation team thus considered the intended degree of integration across subjects in the NCS to be high.

The CAPS, on the other hand, is silent on the principle of integration *across subjects*. No evidence could be found where this principle is mentioned, explained or applied. The evaluation team thus felt that integration across subjects in the CAPS is low.

In the NCS integration *within the subject* is again overtly stated. Teachers are required to integrate assessment standards in an effort to achieve the learning outcomes. Teachers are required to consider integration within the subject when developing lesson plans. In terms of integration within the subject, the evaluation team found a high degree of integration and explicit indications of relationships and connections between different topics.

Within-subject integration is not explicitly stated in the CAPS.

While the *integration with everyday knowledge* is not explicitly stated in either the NCS or the CAPS, teachers are encouraged to make the links with everyday life in the NCS because integration is a key principle of the NCS. However the similarity in content between the NCS and the CAPS allowed the evaluation team to conclude that in the case of the CAPS, the notion of integration remains high, but teachers may neglect to highlight the links due to the fact that it is not explicitly stated as a requirement.

Format and user-friendliness of the curriculum documentation
The NCS has three curriculum documents: the policy statement, the learning programme guidelines and the subject assessment guidelines, totalling some 142 pages. This documentation is not user friendly: the policy is a curriculum design document rather than a teacher's guide; sections are repeated slightly differently across documents; cross-referencing across documents is difficult when a section is bulleted in one document and numbered in another; the documents are time consuming to read as they are difficult and cumbersome to use, creating frustration for the teacher.

The CAPS for Hospitality Studies is presented as a single document of 45 pages. This means that the unwieldy NCS documents have been consolidated and simplified into the CAPS, which is well laid out and easy to read, making it a user-friendly document for teachers to use as a basis for teaching the subject. The content is clear, as are some of the assessment requirements.

One of the very useful inclusions in the CAPS is the description of the infrastructural requirements needed in order to offer this subject successfully at any particular school. This serves as a clear guideline to all stakeholders about the requirements. Adherence will ensure that any school offering this subject is adequately equipped to offer the subject successfully.

The structuring of knowledge in the NCS and the CAPS document
Statements of learning
Both the NCS and CAPS have clear statements of learning (learning outcomes and assessment criteria in the case of the former, and topics in the latter case). However, the verbs indicating skills in the NCS are largely absent in the CAPS. The absence in the CAPS of the verbs demanding higher-order thinking, such as *evaluate, express* or *justify an opinion* could result in the mere transmission of knowledge on the part of teachers. It might also make it challenging for examiners to set questions of a more cognitively demanding nature in the final Grade 12 examination.

Curriculum coherence

The NCS is constructed as a spiralling curriculum using the four Learning Outcomes. The overarching principle of the CAPS is acquisition of knowledge and concepts, centred on a set of six topics extended from the original four Learning Outcomes of the NCS. The CAPS does not have a discernible spiral curriculum.

In the NCS, a reasoned, scaffolded progression allows for the development of concepts, content and skills within and over each of the three years of study. In the CAPS, while there is broad coverage of content knowledge and concepts, the scaffolding of skills is not discernible. In the CAPS, strong progression is evident over the three years in terms of content knowledge, but generally in the form of 'knowing *what*'. However, an increase in depth of knowledge and skills is seemingly not required, nor a deepening in reasoning, or the levels of difficulty assessed across the three grades.

Overall guidance and use of curriculum in the NCS and the CAPS document

The NCS documents are not user-friendly and difficult to use, but are comprehensive in providing the required information.

The CAPS is more specific and user-friendly, but, in the absence of action verbs in the sub-topics in the Annual Teaching Plan, insufficient guidance is provided for teachers with regard to teaching methodology and assessment.

The CAPS is better structured as an overall guidance document than the three documents of the NCS, insofar as the assessment and content are linked.

Neither curriculum contains specific teaching methodology guidance.

Social impact of the NCS and the CAPS

In the list of Critical Outcomes, both documents refer to human rights, inclusivity, environmental and social justice, infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa.

There is broad agreement between the NCS and the CAPS document regarding the envisaged learner, with one exception: in the CAPS document, it is stated that learners must work as *individuals*, with others and as a member of a team. This addition acknowledges that learners must also be able to work effectively on their own, a capacity which was missing from the NCS, where group-work was emphasised.

However, the values stated in the CAPS are more generic and not directly related to Hospitality Studies, as is the case in the NCS.

The move from Outcomes-Based Education has also resulted in a shift from discovery-based learning to a more content-driven learning approach. This in turn has led to a shift in the position of the learner from being a participant in the learning process and as a

negotiator of meaning, to a recipient of a body of pre-determined knowledge. Significantly, there has also been a loss of the intention to develop critical thinking about knowledge validity and bias.

Implications for country, industry, teachers and learners

There seems to be congruence in the intentions of both curricula to produce learners who will embody values, attitudes, knowledge and skills that would make them worthy citizens of democratic South Africa.

The NCS and the CAPS further state that the development of three specific qualities is desirable: a desire for lifelong learning and training; the acquisition of analytic, creative and critical thinking skills and the capability to transfer skills to different, unfamiliar situations. The curricula furthermore aim to equip learners to add value in the food and beverage industry, contributing to economic development in various ways.

Though the curricula provide a good grounding for entry into the hospitality industry, they do not provide enough learning to advance a learner to a supervisory level or beyond, which is often the expectation of the learner. Teachers should (repeatedly) correctly guide learners towards realistic post-school expectations.

The positive implications for the learners are that they are in a position to
- achieve the general aims of the curriculum (Doc. 4) and be exposed to the essential life skills that can be to their advantage in living and working in South Africa;
- reach their full potential by becoming life-long learners to develop into more marketable candidates;
- be exposed to and learn the value of teamwork, acquire problem-solving skills, crisis management skills, endurance, task completion skills and self-organisation skills.

The implications for the industry are that information about the qualification – and the subject – should be communicated to the industry to prevent misconceptions and unreasonable expectations on the part of the learners when they enter the industry.

The evaluation team strongly suggests that the misunderstanding about the name of the subject should be rectified, as industry expects learners with Hospitality Studies at Grade 12 level to be knowledgeable on *all* aspects and areas of the hotel industry. These high expectations then negatively affect the recruitment process by hotels.

The evaluation team is of the opinion that the country stands to benefit from the aim to equip the learner to enter the food and beverage industry and, in so doing, to make a contribution to the economy at large, especially through small business opportunities such as function catering.

The perceived impact on teachers and learners

Members of the evaluation team mentioned that from their experience, most teachers who are teaching Hospitality Studies are motivated and passionate about the subject, but are de-motivated by the "loadedness" of the curriculum. They are expected in passing to fulfil the school's catering requirements and to manage the purchasing and controlling of stock, together with their other administrative duties. It is also expected of teachers to work extended hours due to the PAT obligations. It is expected that the restaurant functions must be self-sustaining, which adds to teachers' workload and responsibilities.

The CAPS aims to develop the knowledge and skills of a learner to enable him/her to enter the food and beverage industry, enabling employment opportunities, as well as contributing as a functioning employee in other industries, having gained some experience of teamwork, calculations and organisation.

The health and hygiene topics in both the NCS and the CAPS add value to the learners' development by equipping them to be well adapted citizens in society with a basic understanding of looking after themselves and their environment.

The evaluation team is of the opinion that the NCS and the CAPS documents do *not* equip learners with sufficient knowledge of all the fields in the hospitality industry to enter into employment. Hospitality Studies, as the subject stands, focuses mainly on food preparation and service, while at the same time the name creates an expectation of job readiness in the broader industry. The evaluation team strongly suggested that extra training will be necessary to develop the learners sufficiently to add value to the broader industry. They are currently equipped by the curriculum only for entry-level positions in the food preparation and service sector. The subject was considered to be valuable in the development of confidence and self-awareness, as well as skills such as teamwork, estimation, calculation and organisation. However, the evaluation team also emphasised that it is not necessarily the intention of the subject to equip learners to enter directly into the industry, as Hospitality Studies is only one of seven subjects towards achieving a National Senior Certificate.

The evaluating team argued that teachers will find the CAPS easier to work with, as it is clearly laid out and more user-friendly than the NCS documents. However, the evaluation team pleaded for more guidance on the assessment process to ensure standardised assessment.

Assumptions regarding teacher expertise
By referring back to the content and skill coverage, the evaluation team gave an opinion about the manner and detail in which the content is laid out, with regard to assumptions about the teacher's knowledge, experience and capability in respect of the subject.

In conclusion

After thorough investigation, the evaluation team concluded that the goal of the subject is not to prepare the learner to enter the hospitality industry with all the knowledge and skills necessary in the industry, but rather to motivate the learner to get to know facets of the subject, and to ensure that the learner is able to enter higher education in this field.

The evaluation team debated the need, purpose and way forward for the subject. They recognised that a unified vision is necessary for the success of Hospitality Studies as a subject and so formulated the following aim for the subject:

> *Hospitality Studies is a subject which introduces learners into a field of work and study where the focus is on service to others. The knowledge and skills required by the subject begin to induct learners into a professional identity in the vocational area of hospitality and of customer service. The quality of the subject is such that it is valued and enjoyed by those who teach and learn it, and recognised by prospective employers in the hospitality industry as well as by higher education institutions that offer relevant related studies. While acquiring the subject, learners will also acquire values, knowledge and skills that stand them in good stead as adults.*

Chapter 4 presents a profile of the expected learner attainment at FET exit level from the analysis of the CAPS in terms of the content, skills and competencies, as well as the kinds of thinking expected at Grade 12 level by the topics in the CAPS.

Key content, skills or competencies omitted

It is concerning that the four functional areas in the hospitality industry and the services that each provides are omitted from the CAPS teaching plan. Knowledge about these functional areas is necessary to provide the learners with a wider perspective about the hospitality industry. So, for example, stock control and record-keeping are omitted from the CAPS teaching plan. Kitchen / restaurant stock control forms an integral part of the organisation, and the evaluation team recommends including this in the curriculum.

The evaluation team also felt that knife skills could be strengthened if the topic *Vegetables* were included in the Grade 10 teaching plans. The more advanced uses of vegetables may still be done in Grade 11.

The commodity *Eggs* is omitted from the teaching plan in Grade 11, resulting in a gap in the content because the use of eggs forms a large part of the content development of learners in Hospitality Studies.

As concluded in the previous chapter, the evaluation team felt that the name, Hospitality Studies, is misleading when compared with the actual content topics, which focus on *Food and beverage preparation and service*. This is at the expense of the rest of the hospitality industry, such as the accommodation sector.

The appropriateness of emphasis in terms of the broad content areas across the whole phase

The content is distributed across the grades to ensure that all the relevant content is covered to support the effective completion of the PAT. Sections of the content are introduced in Grade 10, for example *Personal hygiene* and *Hygiene in the kitchen,* but are applied in the entire FET Phase in the subject during the practical lessons and PATs. The concept of *mise-en-place* in the restaurant and kitchen also applies throughout the three-year phase.

The appropriateness of emphasis in terms of the cognitive skills specified and/or implied across the whole phase

In considering exit-level attainment, the evaluation team noted that, though a range of skills is required of a Grade 12 learner, the cognitive category *application* is the one most frequently found among the skills in the CAPS.

The evaluation team found evidence of progression in practical skills over the whole phase in the CAPS. The first phase of the PAT in Grade 10 starts with a breakfast / brunch, served buffet style, and the second phase of the PAT introduces the plated service for a two- to three-course meal. In Grade 11 both the PAT phases require plated services for two three-course meals that should include the all the skills learned in Grade 11. The Grade 12 PAT also consists of two phases and both require a four-course meal that includes all the skills developed over the whole phase.

The foundational, easier skills are developed in Grade 10 and new skills on a more advanced level are introduced in Grade 11, while very difficult skills are taught in Grade 12. The Grade 10 learners start with knife skills; in Grade 11 the learners prepare yeast products and in Grade 12 the learners acquire skills related to chocolate and sugar work.

The emphasis on the cognitive development is not clearly indicated in the teaching plans or in the PAT document. For example, there is not always a clear indication whether a learner should *evaluate* or *analyse* or *remember* the specific content. The levels according Bloom's Taxonomy are not always indicated in the different grades. This could have an impact on the teaching strategies in the teaching of the subject and the expectations of the kind of thinking skills expected.

Chapter 5 presents the international benchmarking of the CAPS document, undertaken by analysing six Hospitality Studies curricula:
The international benchmarking process consisted of a web-based research study of the:
- Ontario (Canada): Hospitality and Tourism, Grade 10 (TFJ20), Grade 11 (TFJ3C), Grade 12 (TFJ4C);
- Cambridge International A-Level: Food Studies (9336);
- American Hotel and Lodging Educational Institute (AHLEI): Skills Tasks and Results Training (START) and Lodging Management Program (LMP)

and a more intensive study using curricula from British Columbia (Canada), Singapore-Cambridge and Kenya, which is outlined below.

In its analysis of the first three curricula, the evaluation team was required to extrapolate pointers for best practice. These are detailed below:

Ontario: Hospitality and Tourism, Grade 10, Grade 11, Grade 12
The value in combining the Hospitality Studies and Tourism curriculum should be investigated further, because sections of the Hospitality Studies and Tourism courses overlap. This curriculum emphasises administration and management practices in the hospitality industry.

This led the evaluation team to consider a combined Hospitality Studies, Tourism and Consumer Studies open course in Grade 9 in South Africa. This, they felt would benefit both sexes as this would broaden their knowledge and skills to enhance their daily lives and expose them to a variety of possible hobbies and entrepreneurship opportunities, as well as preparing them for active and rewarding participation in society.

Cambridge International A-Level: Food Studies
The Coursework study is a good example of best practice, where the candidates are challenged to function on a higher level of cognitive demand while doing the investigation on a related research topic. An inclusion such as this in the South African Hospitality Studies curriculum would improve the standing of the subject and would better prepare learners to cope with the research skills that are expected from university students.

American Hotel and Lodging Educational Institute (AHLEI): Skills Tasks and Results Training (START) and Lodging Management Program (LMP)
These programmes constitute what the AHLEI terms a "school-to-career" curriculum. Both the START and the LMP programmes are theory-based programmes, with the LMP including an additional 160 hours industry practical period. This requires sign-off by the manager of the operating unit where the industry practical is undertaken.

Second international curriculum comparison

In this more in-depth benchmarking evaluation, the CAPS was compared with

British Columbia, Canada:
- Home Economics: Foods and Nutrition 8–12
- Home Economics: Textiles 8–12
- Home Economics: Family Studies 10–12
- Cafeteria Training 11–12
- Food Studies 11 and 12

Singapore-Cambridge GCSE O-Level:
- Food and Nutrition (6087)

Kenya:
- Home Science.

Curriculum structure
CAPS
In South Africa, Hospitality Studies is a single subject chosen by learners in Grade 9. It stretches over three years (Grades 10 –12) and is worth 20 credits at NQF Level 4 – which is the exit level.

It is not the aim of the curriculum to prepare learners for the world of work. However, learners exiting from Grade 12 should enter the hospitality industry with a basic knowledge of the industry.

British Columbia
The British Columbia Home Economics curricula consist of three separate curriculum documents, namely Foods and Nutrition 8 –12, Textiles 8 –12 and Family Studies 10 –12, with a separate Cafeteria Training 11–12 section. There are no prerequisites for entry to the Home Economics course at any level in grades 8 –12; however, the curriculum specifies learning outcomes that allow learners who have studied the subject previously to build on their experience.

Furthermore, the curriculum design offers four credits in Textiles, and Foods and Nutrition from Grades 9 –12 and the courses offered in the curriculum do not necessarily begin at the same time. This results in learners within the same classroom with a range of prior knowledge and skills.

The content is set out in the Integrated Resource Package (IRP) and the development of the IRP has been grounded on the principles of:
- Learning requiring the active participation of the student;
- People learning in a variety of ways and at different rates;
- Learning both as an individual and a group process.

Singapore
The Singapore curriculum consists of two separate streams at O-Level: the Singapore-Cambridge General Certificate of Education Normal Academic (GCE 'N' (A) - Level) and Singapore-Cambridge General Certificate of Education Technical (GCE 'T').

The Secondary Normal Academic stream learners write a GCE N-Level examination after their Secondary Level 4 year, after which they can enter into a Secondary 5 Normal Academic Level or a Polytechnic Foundation Programme. From the Secondary 5 Normal Academic, learners progress into a GCE O-Level examination, or from the Polytechnic Foundation Programme, they advance to the Institute of Technical Education and then to a Polytechnic. Learners can also advance from the GCE O-Level Examination to the Polytechnic.

Kenya
Home Science is an elective subject in the Kenya secondary school curriculum. It is an applied and integrated science that aims to improve the quality of life for the individual, the family and the community. The syllabus incorporates subject areas such as health

education, nutrition, textiles, clothing, home care and consumer education. The content can be covered in the suggested number of lessons as indicated under each topic; however, flexibility is acceptable. Teachers are advised in the curriculum to make use of the teacher's guide in lesson preparation. It is stated in this curriculum that the expectation is that the Home Science curriculum will adequately prepare learners for further education and training in a wide variety of careers.

Number and user-friendliness of curriculum documents
The CAPS consists of one concise, user-friendly document totalling 45 pages with easily understandable language throughout the four sections in the document. The central design principle is content-based, with a list of six topics for instruction.

The two British Colombia curriculum documents differ in layout. Both documents, totalling 124 pages, are user-friendly, written in unambiguous language and with an attractive layout. The central design principle of the British Columbia curriculum is outcomes-based.

The Singapore curriculum of 29 pages is outcomes-based, but with a specific focus on particular content to be taught.

The Kenya document of 21 pages is the shortest of the four documents. It was judged to have moderate accessibility of language and user-friendliness. The central design principle in the Kenya curriculum is content-based, with a list of topics to be instructed.

Curriculum objectives
The objectives of these curricula differ widely. This is evidenced by the differing nomenclature of the course titles: Home Economics (British Columbia) as opposed to Hospitality Studies (CAPS, South Africa); the British Columbia Home Economics curriculum focuses on Cafeteria Training and Foods and Nutrition, in contrast to the Kenya curriculum, which focuses on Home Science. This results in the wide divergence of objectives and content across the four curricula.

Many similarities are evident between the CAPS and British Columbia *Cafeteria Training* and *Foods and Nutrition* curricula, for example, hygiene, menu planning and food preparation. The Singapore curriculum focuses mainly on food and nutrition concepts and very little on hospitality concepts.

The evaluation team was of the opinion that the content of the curricula of the four countries is evidently strongly influenced by the environmental / societal / economic factors of each country represented in the curricula.

Content / skill coverage: breadth and depth
The evaluation team concluded that the *breadth* of the CAPS document is greater than the breadth evident in the British Columbia and Singapore curricula. Eighty-five topics are covered in CAPS, compared with the 66 in the British Columbia curriculum and 28 in the Singapore O-Level curriculum. Though it seems that the CAPS is broader than the Kenya

curriculum with its 73 topics, it should be noted that the Kenya curriculum stretches over *four* years, whereas the CAPS covers three years of schooling.

All the topics covered over two years in the Grades 11 and 12 British Columbia curriculum are included over three years in the CAPS document.

The *GCE O-Level Food and Nutrition* curriculum in Singapore has the most in common with the CAPS Grade 10 in South Africa: the evaluation team therefore felt that a comparison between the other curricula and the CAPS document would not be of value.

As regards *depth* of the curricula, the evaluation team concluded that there is not much variation between the CAPS and British Columbia curricula, when individual years are taken into account, and compared with the overall depth levels for the whole curriculum. However, the CAPS document has a higher total depth score in Grade 12 than the Year 12 score of British Columbia.

The Singapore and Kenya curricula are somewhat shallower than the CAPS document. It must be noted that the Kenya Form 1 is equivalent to Grade 9 in South Africa, therefore more introductory content can be expected on this level in Kenya.

Specification of topics
The content in the British Columbia *Home Economics Cafeteria Training 11 and 12 and Foods and Nutrition, 11 and 12* and the Singapore curriculum is highly specified, with extremely clear subject-specific specifications. The evaluation team felt that these curricula leave very little chance for multiple interpretations.

The high degree of specification of topics in the British Columbia curriculum comes about as a result of the four sections in the curriculum documents: "prescribed learning outcomes", "suggested instructional strategies", "suggested assessment strategies" and "recommended learning resources".

The CAPS has a medium to high specification: it is divided into teaching plans stretching over 10 weeks per term (with four hours teaching time per week), indicating the topics, content and practical tasks to be performed by the learners.

The Kenya curriculum has a medium to low specification of topics: there is limited content and descriptions of what is expected from the teacher; in some instances the minimal guidance provided for users of the Kenya curriculum allows for multiple interpretations.

Content / Skill Coverage
The *content* in the CAPS emphasises *Food commodities,* with 33,3% of the time, followed by *Hospitality sectors and careers (*18,4%), *Nutrition, menu planning and costing* (16,1%). These three topics with a total weighting of 67,8% provide the focus of the subject.

The British Columbia *Food and Nutrition* curriculum places the greatest weight on *Food preparation foundations* (35, 3%), followed by *Nutrition and healthy eating (*29,41%).

The Kenya *Home Science* curriculum places the greatest emphasis on *Family studies* (37.26%). The next heaviest weighting is for *Food and nutrition* (28.72%). *Textile and needlework* has a slightly lower weighting (27.32%).

The Singapore curriculum has neither a time allocation per week nor the number of topics to be taught. Thus the research team was unable to calculate the weighting of the subject for the central topics.

Curriculum pacing
While it was not possible to draw any conclusion about the ratio of topics to teaching time for Singapore, the evaluation team calculated that British Columbia had the highest ratio (0.33:1), the CAPS document the next highest ratio of topics to teaching time at 0.185:1, while the Kenya curriculum had a slightly lower ratio than this with 0.173:1.

Curriculum progression and sequencing
In the CAPS, evidence was found of a strong progression of topics *within* grades, a moderate progression in terms of the complexity of the learning content and strong progression in skills development.

The British Columbia curricula show evidence of a moderate to strong progression in terms of topics *within* the grades and moderate progression in terms of complexity of the learning content for both Levels 11 and 12. The cognitive demand on the learner, however, in Level 12 is higher than the required cognitive demand on a Level 11 learner. In the Level 12 outcomes action verbs of a more cognitively demanding nature are used to describe the outcomes.

The Singapore curriculum displays moderate to strong progression in the topics *within* a grade.

The only evidence of progression in the Kenya curriculum *within* the grade is the Form 2 curriculum, where *Laundry equipment and processes* are progressed. The progression of topics is therefore weak within the grades. The topics are quite arbitrary per form.

In the CAPS, evidence is found of strong progression in the content of the topics *across* the grades: the Grade 10 *Nutrition and menu planning* progresses to *Planning menus for four course dinners* in Grade 12.

The British Columbia curricula show mostly strong progression between the two Levels, but there are a few exceptions where moderate or weak progression is evident.

All areas covered in the four different forms in the Kenya curriculum are arbitrary in their area of learning towards the desired outcome of the qualification. There is only one area across all four forms that shows progression, which is *Sewing, seams, pattern- and garment construction.* This topic is not relevant to the field of Hospitality Studies.

Specification of pedagogic approaches

The CAPS notes that the teacher presents the practical lesson and the learners do the task. Other than that one reference, there is no indication of a preferred teaching methodology, subject didactics or pedagogic approach in the document. The research team concluded that the CAPS gives good guidance on what (curriculum content) to teach, but no guidance on how (teaching methods) to teach.

The British Columbia curriculum favours a participatory, discovery-based and problem-solving approach that includes understanding, creating and thinking critically. This curriculum is the only one of the four analysed that gives some guidance in the curriculum regarding the preferred subject-specific pedagogic approach.

The only indication of a pedagogic approach in the Kenya curriculum is the requirement that teachers are advised to use the syllabus as a guide and to integrate content areas appropriately during lesson planning. Teachers are called upon to be creative and improvise materials and equipment appropriately.

Assessment guidance

In terms of the number of assessment tasks, the CAPS specifies 12 assessment tasks in Grade 11, and 11 assessment tasks in Grade 12, while Singapore specifies two. These two assessments are described in great detail. The evaluation team believed that these two assessments are as weighty as the 11 in the CAPS, as they encapsulate a large number of implied skills to be assessed.

The number of assessments required by British Columbia and Kenya could not be ascertained from the documentation analysed.

All four curricula require pen-and-paper testing and practical work. The CAPS clearly specifies the types, weightings and frequency of assessments, whereas British Columbia places a huge premium on the discretion of the teacher to decide what assessments should be used for promotion purposes. There is no clear guidance in the Kenya curriculum of assessment for promotion purposes.

Curriculum coherence

In terms of a logical, hierarchical sequence of knowledge, sensible shifts in content, evidence of a particular form of reasoning and a conceptual logic in the ordering of the knowledge, the CAPS displays coherence in terms of content knowledge through the progression over the three years, in the six topics.

It was the opinion of the evaluation team that the first topic of *Sectors and Careers* in the CAPS document could be regarded as the 'backbone' of the curriculum in the sense that it provides exposure to the possible career pathways that learners could investigate and enables them to get a feel for the course over the three years.

The other topics such as *Nutrition and menu planning, Kitchen and restaurant operations, Food commodities, Food and beverage service* and *Hygiene* could all be linked to the

possible career options in food preparation or food services in the industry. The evaluation team recognised that the hospitality industry is much more complex than only food preparation and food service, but took this stance for the sake of this argument and the constrictions of the curriculum. Therefore the evaluation team found that the curriculum is well integrated from this point of view.

The Singapore curriculum contains three topics with a number of sub-topics in each. The evaluation team felt that there is strong evidence of integration within the sub-topics of the first topic: *Nutrition and Health*. This trend is also apparent within the second topic: *Food Choices,* which draws on the knowledge of nutrients but then moves on to utilising various commodities, their nutritional value, storage and preparation in meals. The second sub-topic: *Food Choices,* also draws on the acquired knowledge of nutrients in verifying the claims made on food and nutrition labels. Therefore the evaluation team was of the opinion that the first two broad topics are strongly integrated, whereas topic three: *Food Science* deals more specifically with the scientific reactions in various food commodities during preparation, cooking and preservation.

The evaluation team felt that the Kenya curriculum was constructed in a haphazard manner, with numerous topics divided randomly among the four forms. There is no structure or organising principle. The only exception where integration is evident is in the topic: *Sewing Tool and Equipment* and *Stitches* in Form 1, leading to *Seams and Garment Construction* in Form 2, to *Clothing Construction Processing* in Forms 3 and 4.

Concluding remarks

From its analysis of the four curricula, the evaluation team concluded that the CAPS and British Columbia curricula are user-friendly with a clear and easy-to-understand layout. The language of both these curricula, as well as that of the Singapore curriculum, is easily understandable. The CAPS shows the best alignment, as all the information necessary to teach the subject is encapsulated in a single document.

It was found that the CAPS document had the greatest depth of the four curricula analysed.

The British Columbia and Singapore curricula show a high degree of specification in comparison to the CAPS, with a medium to high specification, while the Kenya curriculum has a low topic specification level. A direct comparison in the weighting per topic across the four curricula could not be done due to wide differences in their topics.

The evaluation team concluded that the British Columbia curriculum presupposes a higher level of pacing than the CAPS and the Kenya curricula. The CAPS was found to be the only curriculum strong on progression within the grades; both the CAPS and British Columbia curricula are strong in progression across the grades.

The British Columbia curriculum is moderate in specifying the pedagogic approach, while other curricula do not indicate a pedagogic approach at all. The CAPS alone has a

moderate to high clarity of assessment guidance, while the other curricula are low in their assessment guidance. Singapore has high clarity in the description of its course work.

The four curricula show moderate integration with other subjects and the CAPS and British Columbia curricula show strong coherence.

The British Columbia curriculum provides a balance in bringing theoretical understanding to bear on addressing practical problems to empower learners to become active and informed members of society. This curriculum also gives the teacher the prerogative to determine the best methods or techniques that should be followed. Teachers use their insight, knowledge about learning and experience with students, along with the specific criteria, to make judgements about student performance in relation to learning outcomes.

The British Columbia curriculum assumes the quality and character of the teacher in its Aims and Philosophy in Education: "The good teacher must have many qualifications – the capacity for growth, a broad and well-matured conception of education, a thorough command of subject-matter, a mastery of the principles of teaching (including foundations in psychology and sociology), an understanding of the economic and social structure of the modern world, a wholesome and likeable personality, appreciation of aesthetic values, tact, kindliness, and high ideals."[1]

A series of extensive recommendations emerged from the benchmarking reports. These have been incorporated into Chapter 7, which presents a digest of all the recommendations emanating from the research.

Chapter 6 gives an account of the investigation of the 2013 NCS Hospitality Studies Practical Assessment Task (PAT). It should be noted that this PAT was set under the old NCS curriculum requirements. The first CAPS PAT will be written in 2014.

The evaluation team was introduced to and orientated in the PATs. The orientation focused on providing background information on the structure, role and the characteristics of the PATs.

Members from industry were provided with a brief overview of the purpose, the place, structure and the assessment of the PATs as part of the NCS. They were afforded the opportunity to scrutinise the content of the PATs. Each member of the evaluation team was provided with a hard copy of the 2013 Hospitality Studies Guidelines for the Practical Assessment Task.

Though the relevant documents were provided for the analysis, the practical written preparation tools were not included for any of the special positions, namely a *Chef de Cuisine/kitchen manager and Maître d'Hôtel*. The evaluation team found it difficult to do the analysis without the recipes of the example menu being included. However, one

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[1] (http://www2.viu.ca)

person in the evaluation team with sound experience of the teaching of Hospitality Studies briefed the rest of the evaluation team on the content of the DBE assessment tool, as well as how it is applied in schools. This then gave the group an understanding of how the tool was formulated to achieve the expected curriculum outcome.

The evaluation team went through each page of the PAT separately and analysed all the information regarding the content, format and layout of the PAT tool. They found that the PAT document is neatly laid out; the letter size and font is easy to read and legible. The tables are neatly set out and easy to understand, allowing space for assessors to write the information on the prescribed waiter and chefs' PAT forms. The language used in the documents is easy to understand and to the point. There is a clear indication what should be included in the menus.

The evaluation team then applied an instrument that measures the level of reproductive and productive skills employed in the PAT in terms of cognitive, psychomotor, reactive and interactive categories required. In addition, the instrument measures the difficulty or ease of questions in the PAT, based on their content, the nature of the stimulus, the process required by the task or the complexity of the expected response. (See Chapter 2.) This was done in order to establish the types of cognitive process employed in the PAT; what types of knowledge learners deal with in the PAT; and how the quality and usefulness of the PAT could be strengthened.

Findings on the skills categories and indicators of difficulty in the menu
The evaluation team analysed the PAT example menu to determine the levels of reproductive and productive thinking evident in the PAT in terms of cognitive, psychomotor, reactive and interactive skills required to be displayed with regard to *preparation skills.*

The skills category of the PAT menu focuses on the productive thinking required in psychomotor skills, for example, the sample menu includes skills like piping (potato croquettes), process of baking (mushroom spinach parcels, tuiles, focaccia and chocolate pudding), demonstrating the working of equipment (as in the liquidising of baby marrows), whisking (as in spiced mayonnaise and *crème anglaise*) and using less well-known equipment in the training kitchen, such as in using the deep-frier for the potato croquettes.

The example PAT menu was analysed further to determine the level of difficulty of the skills. According to the marks allocated to the dishes, a percentage of difficulty was determined for each of the skills involved. The evaluation team concluded that the menu allocated 34% of the marks for very difficult skills and 43% for difficult skills. This means that 77% of the skills involved in the menu vary between "difficult" and "very difficult". The evaluation team felt that learners with less well developed skills would struggle to complete the tasks successfully.

The evaluation team then analysed the second PAT: *waiter skills.*

The waiter skills PAT allocates 50% of the marks to skills that are cognitive productive skills; 20% of the marks are allocated to psychomotor productive skills; 15% to cognitive reproductive and 15% to reactive productive skills.

The waiter tasks have a larger percentage of easy tasks (15%) than the chef tasks (9%). The moderate level of difficulty is approximately the same for both tasks: 30.5% for chef skills and 30% for waiter skills.

Important in the preparation and serving of the function / meal is the assessing of personal hygiene. The most important aspect of the waiter assessment is the handling and serving of the guests. Team work in the effective completing of the waiter skills PAT is also assessed and forms a crucial part of the successful completion of the task.

Two important aspects that have been omitted in the PAT are the work schedule / order of work and the process of billing in the restaurant. This inclusion would increase the value of the PAT. The waiters would then also receive more detailed instructions regarding the steps to follow in being a waiter.

Assessment guidance
In the assessment of the chef's table, the evaluation team suggests placing more emphasis on hygiene by replacing "neatness of work station" with "maintaining of hygiene standards throughout the preparation, cooking and storage" under the heading "hygiene and neatness: personal and work station."

It was noted that the verbs in both the chef's and the waiter's assessment tools should be singular, e.g. "collect" should read "collects". For example, the first sentence under the heading "professionalism" should read: "Punctuality: Begins on time. Assists with cleaning of kitchen" instead of "Punctuality: Begin on time".

The assessment tool would be strengthened by changing "co-ordination and co-operation with other chefs and waiters" to "apply communication skills by co-ordinating and co-operating with other chefs and waiters" under the heading "professionalism".

In the scale for assessment of dishes, the number "3" was omitted and the "0" should be replaced with "0-3". It is also suggested to add the word "temperature" in the "4-6" scale level, and for it to read "4-6 = acceptable taste, *texture and temperature* / nothing special, some guests might not eat it".

"Assist with preparation of venue" is only applicable to the waiter's preparation and not to the chef's preparation.

Moderation processes of the PAT
The moderation process takes place during the second PAT and is done provincially. The menus and recipes for both the PAT 1 and 2 must be submitted and approved by subject advisors. Clear indication is given in the document as to what should be handed in for

approval. The on-site moderation of the PAT is discussed. During this moderation the subject advisor could make a block adjustment, provided the standard of the exam is lower / higher than the expected standard. During this moderation session, the subject advisor will assess three chefs and three waiters.

The PAT document indicates that each chef must work individually, preparing two or more dishes with sauces and garnishes. The assessment tool also indicates that two dishes will be assessed according to appearance, texture and taste.

Concluding remarks and recommendations

The goal for the practical work in Hospitality Studies is to set a high standard in order to improve the standing of the subject, which is often viewed as sub-standard. The evaluation team felt that a Practical Assessment Task of quality assists learners by preparing them appropriately in the application of required skills.

The evaluation team judged the current PAT as a task of high standard.

The evaluation team suggests that the following need attention to strengthen the PAT as it currently stands:

A. Generic recommendations regarding the PAT

1. The evaluation team questions the ratio of practical to theory, which is 25:75. They do not consider this ratio a true reflection of the nature of the subject because even now 37.5% of the time is spent on the development of practical skills, *excluding* the time allocated to the PAT. The evaluation team suggests a time practical / theory division of 70:30, thus allowing for more time to be spent on practical skills to align with the industry. A 50% time division would improve the current time allocation for practical work; however, this would not be reflective of the realities of the industry. It was recognised that the subject forms part of a curriculum with a number of subjects that have both a theoretical and practical content and it was suggested that all the practical subjects should then have similar time divisions.

2. The evaluators were unanimous in proposing that the PAT assessment tool should be strengthened by including the statement: "during the washing of dishes, engage learners from other classes to assist". This approach to completing the PAT not only builds the idea of team work, but also supports both the teachers and learners who are exhausted after the long task.

B. Chefs and Waiters PAT

3. The evaluation team recommends that an example preparation and assessment tool should be available for each of the special positions, and that the teacher may add specific tasks to the planning and assessment that suit the school's context.

4. The terminology with regard to the positions of the chefs and waiters creates a false expectation in the learners when they enter the industry. Teachers need to emphasise that the classroom is a *simulated* environment and not real. For example, according to the representatives of the industry, the term *Maître D'* is not used any more, but the term *Host*. This change in terminology is due to the industry's evolving from being a service-orientated business to an industry that should show profit in an economically changed environment.

5. Food costing should be included in the chef's assessment tool.

6. More emphasis should be placed on hygiene in the assessment of chef's table by including the criteria: "maintain hygiene standards throughout the preparation, cooking and storage" and "hygiene and neatness: personal and work station".

7. The evaluation team recommended adding the following criteria, with mark allocations for the assessment of waiters:

Assessment criteria	Suggested mark allocation
Personal appearance	5
Preparation of restaurant and tables	5 and 15
Handling of guests	10
Efficiency of beverage service and clearing	10
Serving and clearing all four courses on the menu	15
Professionalism	5
Fulfilling after-service duties	10

8. The evaluation team suggests adding to the assessment tool of the waiters the "processing of payment" under the heading "serving and clearing all four courses in the menu" to increase the value of assessment. The processing of payment is an essential part of the waiter's responsibilities.

9. Although it is evident that a lot of thought went into the setting of these assessment tools, the mark allocation is not clear. For example, the six criteria for "hygiene and neatness: personal and work station" count together out of 10 marks. This leaves room for subjectivity because a specific mark should be allocated to each criterion. The evaluation team found the scale for assessment of dishes provided on the assessment tool commendable and it should be kept as is.

C. Food preparation and Menus

10. The example menu dishes need to be consistent at a Grade 12 level in terms of the skills and insight required. Currently some dishes are very easy, and others quite advanced.

11. The techniques should be clearly indicated, for example, whether the parsley butter should be used *for* the stuffing or to serve *with* the fillet.

12. More than one example, and improved menu examples, would provide the teacher with a broader perspective of what is required, to enable her/him to compile a menu on a Grade 12 level. The PAT could be enhanced by including menus that follow current trends and include recipes served in restaurants. However, the menus should reflect creativity and innovativeness, according to the availability of resources in the specific school.

13. The PAT states "…to include advanced techniques …" without explaining what constitutes such techniques in the curriculum. Teachers may therefore interpret this advice differently, depending on their field experience and the background of the learner. A specific grade level indication of expected techniques would result in a better description of the level of skill expected.

iv.   Core findings and recommendations

Chapter 7, the last chapter, presents a digest of the evaluation team's overall findings and recommendations, based on the whole investigation.

A.   The significance of Hospitality Studies as a subject within the National Senior Certificate

The evaluation team expressed concerns about learners who change to Hospitality Studies in Grade 11 and sometimes even in Grade 12, because as a non-designated subject it is regarded as "an easy option". This is problematic, as learners who change to Hospitality Studies in Grade11 lack the fundamental knowledge and skills acquired in Grade 10. Although it is stated in the "National policy pertaining to the Programme and Promotion requirements of the National Curriculum Statement Grades R–12 that "the learner may change a maximum of 2 subjects in Grade 10, ..." and "two subjects in Grade 11...." (p. 48), this practice is, for obvious reasons, not advisable. This practice not only results in an additional workload for the teacher, but also disadvantages learners who lack the knowledge and skills which should have been acquired in Grades 10 and 11. Changing to a new subject in Grade 11 or even in Grade 12 leads to "teaching to the test" in an attempt to get the learners through the curriculum content in order to pass.

The subject is not well understood or valued enough by industry, parents and school management.

The following recommendations are made:

1. The evaluation team recommends as a matter of urgency that the DBE engage with the tertiary sector to establish what is seemingly lacking in the subject, so that adjustments could be proposed to allow Hospitality Studies onto the designated subject list. Failing this, learners need to be given a clear indication that the subject can nevertheless form part of their subject choice without negatively impacting the possibility of studying at university.

2. The evaluation team recommends well thought-through measures to enhance the subject's value. An increased level of cognitive demand and broader industry content will aid this process. Engagement and education of the hospitality industry on the subject content through the various professional bodies such as SACA (South African Chefs' Association) is necessary. (See also sub-section D below.)

3. Early exposure to the subject in Grades 8 and 9 could benefit the subject as well as the learners as they could acquire the basic skills at this level, allowing for more advanced opportunities in the FET Phase. The Kenya curriculum is instructive in this regard, as learners start with Home Science in Form 1 (Grade 9). Alternatively, hospitality-related skills should be more consciously included into the Technology curriculum.

B. Recommendations on the subject name and content

The evaluation team argues that the name of the subject Hospitality Studies is misleading when the actual content with its focus on Food and Beverage preparation and service is considered.

4. This research on Hospitality curricula in international qualifications (specifically, British Columbia and Ontario in Canada, Singapore, Kenya, and the American Hotel and Lodging Educational Institute [AHLEI]) should be referenced in order to compare and review the content of Hospitality Studies so that it becomes more reflective of the industry as a whole and the career possibilities within it. This review of the subject should preserve and expand the practical component (skill). Such changes would better prepare the learner to make an informed career choice regarding prospects in the hospitality industry as a whole.

5. It is recommended that a working group be appointed to review the curriculum content, taking into account the time available for teaching as well as the value of the learners' practical experience. The current content could be built on to increase the levels of cognitive demand: for example, through understanding the science of cooking, and by including broader industry information; balancing the current focus on food preparation and service with other hospitality-related areas of work. Electives could also be considered, allowing schools to choose to specialise indifferent areas of the hospitality industry.

C. Insistence on the presence of the enabling requirements for the subject at schools

The inclusion in the CAPS document of the physical prerequisites for offering Hospitality Studies at schools is greatly to be welcomed.

6. No school should be allowed to offer the Hospitality Studies to its learners *unless* it is suitably equipped – and staffed – to do so. Currently the subject suffers from a lack of the appropriate resources in the schools; budgetary constraints and the negative attitude towards the subject on the part of school management teams, parents and tertiary institutions. This ruling needs to be strictly enforced for the sake of the subject and its reputation, but particularly for the sake of the learners, who deserve a subject worthy of their school-leaving certificate.

7. The Programme and Promotion requirements of the National Curriculum Statement Grades R–12 must be revisited in order to stop learners changing to Hospitality Studies in Grades 11 and 12. This constraint is particularly relevant to all subjects with a strong practical/ performance element, where skills are being built up over the period of three years.

D. Subject awareness and positioning

The evaluation team argued strongly for the need to increase awareness of the value of the subject to the following stakeholders, in particular:
- Industry
- Higher Education Institutions
- Principals and School Management teams
- Vocational Guidance teachers
- Learners
- Parents.

8. The evaluation team recommends that stakeholders such as the NDT, CATHSSETA, South African Chefs Association (SACA) and other industry associations work together on an awareness campaign promoting the value of the subject. Industry champions may be identified to play a leading role in such a campaign. The evaluation team further suggested the following initiatives as examples to promote the subject:
- Invite industry guests to attend PAT functions;
- Invite Grade 9 learners to attend practical sessions as guests;
- Identify an industry champion such as Benny Masekwameng (Masterchef SA judge) to promote the subject;
- Hold a schools' culinary competition hosted by an industry partner such as SACA;
- Present slide shows of culinary events and products at Grade 9 parent presentations for subject choices;
- Invite local media to functions and events catered by learners.

E. Enhancing the quality of teaching and learning

The evaluation team expressed concerns regarding variable standards of teaching in this subject. While there are commendable pockets of excellence, there are also areas of great concern. Efforts must therefore be made to train both current and new teachers in order to improve and standardise subject teaching excellence across the country. To address this, the following recommendations are made:

9. Ongoing teacher training in subject content and practical skills is strongly advocated especially since there are situations where teachers with *no* training are expected to teach the subject. The same situation is true for subject advisors who are appointed in positions to advise on the subject Hospitality Studies, but have no relevant experience. The latter gives the general impression that Hospitality Studies is somehow less worthy than "real subjects" such as Mathematics or History.

10. Subject advisors must be trained in both subject content and specific subject didactics and practical assessment for Hospitality Studies.

11. The evaluation team recommends that a teaching qualification providing a subject option for Hospitality Studies be developed and offered by Higher Education Institutions – both in contact- and distance-learning options. Teacher training should include subject-specific teaching methods for Hospitality Studies.

F. Learning and Teaching Support Materials (LTSMs)

The evaluation team noted that good quality text books help stimulate the learners' interest and attention and consequently support the delivery of the subject. Experts need to ensure that such text books are aligned with the curriculum revisions recommended above.

The ability to develop learning and teaching material of quality is held in high esteem.

12. Under their recommended learning resources, the British Columbia curriculum mentions not only "print materials" (including textbooks, presumably) but also videos and multi-media. The resource section also mentions "software" – currently many South African teachers still do not have access to the internet and/or do not have the skills to download videos and other information. This extended understanding of the resources that are potentially available should be built in to future reviews of the subject.

13. Pre-service teacher training courses must include training in the development of quality learning and teaching support material, instead of relying on readily available teaching materials only. Additional support material such as classroom resources, posters and teaching aids should be developed and made available to teachers.

G. The Practical Assessment Task (PAT)

Essentially, the evaluation team found that the PAT is a worthy task, set at a high standard.

The following recommendations are presented to strengthen the task:

14. In order to align the subject with the industry, the evaluation team recommends a ratio of practical to theory of 70:30, rather than the present 25:75. This may be an ideal which gradually needs to be worked towards as the quality of teaching and resources improves.

15. The evaluation team recommends that the example menu dishes should be on Grade 12 standard and that the appropriate required techniques should be clearly identified.

16. Both the terminology used in the PAT and the menus should reflect current trends in the industry.

17. An example preparation and assessment tool should be available for each of the special positions as they are for the chef and waiter positions; and the teacher should be allowed to add specific tasks to the planning and assessment that suit the school's context. Furthermore, the tasks required of waiters and chefs should reflect industry practice and responsibilities more directly.

A much more detailed set of recommendations are to be found at the end of Chapter 6, which deals with the PAT, and should be referred to there.

H. Curriculum representation

18. Certain aspects of the British Columbia curriculum, namely, the Suggested Instruction Strategies and the Suggested Assessment Strategies offer ideas to help "learners use their classroom experiences to develop attitudes, skills and professionalism that are translatable to the workplace". The approach is worth considering as it would supply quality teachers with options to broaden their teaching strategies. This curriculum also gives teachers the freedom to conduct assessment in ways that take learners' needs and attributes into account, showing trust in the teachers' professionalism, integrity and ability. While such an approach is not currently advisable, given the many unqualified and under-qualified Hospitality Studies educators in the system, this ideal should be borne in mind, and should inform initial teacher development, as well as the ongoing training of subject advisors and teachers.

    The CAPS is notably short on guidance regarding pedagogy, and the approach taken in British Columbia empowers teachers in the classroom and assessors. By doing so, it places the locus of standards in the subject in the classroom, where they rightly should be.

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ANNEXURE A: CONTENT AND SKILLS COVERAGE IN THE NCS AND CAPS

Table A1: Content / skills coverage						
Topic (content / concept)	NCS			CAPS		
	10	11	12	10	11	12
BUSINESS Basic business ethics						X
BUSINESS Operate payment point and process payments			X	X		
CAREER AND EMPLOYMENT opportunities in the hospitality industry	X			X		X
CAREERS AND EMPLOYMENT Accommodation Establishments and functional areas in Rooms Division and senior management position in rooms division	X	X		X		X
CAREERS AND EMPLOYMENT Apply for a job, job description and work placement		X		X	X	X
COMPUTER usage			X			X
COOKERY Cakes and biscuits		X			X	
COOKERY Cereals	X			X		
COOKERY Choux pastry			X			X
COOKERY Dairy products	X			X		
COOKERY Desserts			X			X
COOKERY Eggs	X			X		
COOKERY Fish		X			X	
COOKERY Fruit	X			X		
COOKERY Garnish food, prepared by different cooking methods, correctly	X	X	X	X	X	X
COOKERY Meat and sausages	X		X	X		X
COOKERY Pasta & Pasta Sauce	X			X		
COOKERY Pancakes, Waffles & Crumpets	X			X		
COOKERY Pastry			X			X
COOKERY Poultry		X			X	
COOKERY Prepare and bake food, following recipe instructions	X	X	X	X	X	X
COOKERY Rice		X			X	
COOKERY Salad and salad dressings	X			X		
COOKERY Scones and muffins	X			X		
COOKERY Soups and sauces		X	X		X	
COOKERY Stock		X			X	
COOKERY Starches	X			X		
COOKERY Teas and coffees	X			X		
COOKERY Vegetables		X			X	
COOKERY Vegetarian dishes			X			X
COOKERY Yeast products		X			X	
COST recipes, calculate portion costs and prepare quotations		X	X		X	X

Topic						
CULTURAL uniqueness as applied to food preparation and service.		X			X	
CUSTOMER and guest relations, handling complaints	X	X		X		
ECONOMY Impact of the industry on the economy and the Hospitality Studies sector	X		X			X
EMPLOYMENT Learning Pathways and self-development and skills		X		X	X	X
EQUIPMENT Equipment required for serving food and beverages in a restaurant.	X			X		
EQUIPMENT Kitchen equipment	X			X		
FIRST AID Basic First Aid			X	X		
Food poisoning and spoilage organisms		X			X	
FOOD PREP The importance of the relationship between time and temperature when preparing food	X			X	X	
FUNCTIONS Producing and presenting breakfast, light meals, formal dinners, cocktail functions, teas, 2-3-course meals	X	X	X	X	X	X
Growth trends	X					
GUEST Receiving of guests according to organisational requirements and standards					X	
HEALTH Infectious diseases and their transmission			X			X
Health, Hygiene and Safety	X	X	X	X	X	
Kitchen and restaurant brigade, their duties and operations	X	X			X	
Laws and policies pertaining to hospitality		X			X	
LEARNING Pathways in Hospitality					X	
MANAGEMENT SWOT Analysis			X			
MARKETING Basic marketing tool			X			X
MENU DESIGN, PLANNING AND NUTRITION	X	X	X	X	X	X
MISE EN PLACE – Kitchen & Restaurant				X		
MONEY Handle and records refunds / paying bill				X		
RECIPES Using recipes – measuring, preparing and cooking	X	X	X	X	X	X
SECURITY Security practices and procedures		X		X		
SERVICE Professionalism in the food and beverage preparation and service			X	X	X	X
SERVICE Provide food and beverage service	X	X	X			
SERVICE Sequence and Techniques					X	
SERVICES The four functional areas in the hospitality industry and illustrate the services that each provide.	X	X				
STOCK control and recordkeeping		X	X			
STOCK Maintaining records of food and beverage equipment			X	X		
STOCK Receiving and storekeeping		X			X	
STORAGE Food storage	X	X	X	X	X	X
TERMINOLOGY Marketing concepts and terminology			X			X

Topic (skill)	NCS			CAPS		
	10	**11**	**12**	**10**	**11**	**12**
Waste disposal	X					
BUSINESS Operate payment point and process payments				X		
COMPUTER usage			X			X
COOKERY Cakes and biscuits		X			X	
COOKERY Cereals	X			X		
COOKERY Choux pastry			X			X
COOKERY Dairy products	X			X		
COOKERY Desserts						X
COOKERY Eggs	X			X		
COOKERY Fish		X			X	
COOKERY Fruit	X			X		
COOKERY Garnish food prepare by different cooking methods correctly				X		
COOKERY Herbs, Spices and flavourants					**x**	
COOKERY Meat and sausages	X		X	X		X
COOKERY Pasta & Pasta Sauce	X			X		
COOKERY Pancakes, Waffles & Crumpets	X			X		
COOKERY Pastry			X			X
COOKERY Poultry		X			X	
COOKERY Preservation						X
COOKERY Prepare and bake food, following recipe instructions	X	X	X	X	X	X
COOKERY Rice		X			X	
COOKERY Salad and salad dressings	X			X		
COOKERY Scones and muffins	X			X		
COOKERY Soups and sauces		X	X		X	
COOKERY Stock					X	
COOKERY Starches	X			X		
COOKERY Teas and coffees	X			X		
COOKERY Vegetables		X			X	
COOKERY Vegetarian dishes			X			X
COOKERY Yeast products		X			X	
COST recipes, calculate portion costs and prepare quotations		X	X		X	X
CUSTOMER and guest relations handling complaints	X	X		X		
EQUIPMENT Kitchen equipment	X			X		
FIRST AID Basic First Aid			X	X		
FUNCTIONS Producing and presenting breakfast, light meals, formal dinners, cocktail functions, teas, 2-3-course meals	X	X	X	X	X	X
GUEST Receiving of guests according to organisational requirements and standards				X	X	X
HYGIENE Clean and store glassware, crockery and cutlery	X			X		
MARKETING Basic marketing tool			X			X

MENU DESIGN, PLANNING AND NUTRITION	X	X	X	X	X	X
MISE EN PLACE – Kitchen & Restaurant				X		
MONEY Handle and records refunds / paying bill				X		
RECIPES Using recipes – measuring, preparing and cooking	X	X	X	X	x	X
SERVICE cocktails						X
SERVICE Non-Alcoholic drinks						X
SERVICE Wine and malt service			X			X
SERVICE Service and clearing techniques	X	X	X	X		
SERVICE Provide counter service					X	
SERVICE Provide food and beverage service	X	X	X			
SERVICE Silver service			X		X	
SERVICE Various Service Styles					X	
SERVICE Sequence and Techniques					X	
SERVICES Preparing and setting up the venues and tables	X	X	X	X	X	X
SKILLS Knife skills	X			X	X	
STOCK control and record-keeping		X	X			
STOCK Maintaining records of food and beverage equipment			X	X		
STOCK Receiving and storekeeping		X			X	
STORAGE Food storage	X					
Waste disposal	X			X		

ANNEXURE B: TABLE OF DETAILED CONTENT COVERAGE IN THE CAPS DOCUMENT AND THE THREE INTERNATIONAL CURRICULA

Table A2: Content coverage of the four international curricula										
	CAPS			British Columbia		Singa-pore	Kenya			
Content Topics	Gr 10	Gr 11	Gr 12	Yr 11	Yr 12	O	Form 1	Form 2	Form 3	Form 4
Hospitality sectors and careers				Cafeteria and Food and Nutrition						
Food and beverage establishments	3			2						
Accommodation establishments in SA	2									
Career opportunities	2			2	3					
Functional positions in room division	2									
Senior management positions in accommodation establishment	2									
Kitchen brigade: organogram		2			3					
Restaurant brigade: organogram		2			3					
Policies, governing, working conditions in the hospitality industry		2		2	3					
Occupational health and Safety Act		2		2						
Learning pathways in the hospitality industry		2		2						
Hospitality industry's contribution to the SA economy			2							
Careers in the hospitality industry			4	3						
Marketing			4							
Kitchen and restaurant operations										

Topic										
Appliances, equipment and utensils in the kitchen and restaurant	3			2	3		1			
Recipes	4			4	4					
Mise-en-place in the kitchen	3									
Cooking methods	4			2		3	2			
Receiving stock		2		2	4					
Storekeeping		3		2			2			
Professionalism in the hospitality industry			2							
Computer operations in the hospitality industry			3		3					
Hygiene, safety and security										
Personal hygiene	2						1			
Hygiene on the food premises	3			3	2		2			
Waste management	2			2	2			2		
Kitchen pests	1									
Basic treatment of injuries	1						2			
General safety practices	2				2		2			
Food poisoning versus food spoilage		3				2	2			
Food contamination		3			2					
Temperature control in the kitchen		2								
Preventive safety measures		3			3					
Food-borne diseases			2		3			2		
Choice, use and care for clothes							2			
Drainage								2		
Sanitation								2		
Nutrition and menu planning and costing										
SA food pyramid (six groups)	2							2		
Nutritional value of meals	3					2	2			
Principles of menu planning	3									
Writing out a menu	4									
Menu planning	4	4	3		3	3				
Significance of SA culinary uniqueness		2		4						
Costing of recipes and menus		4	4		4					
Culinary cultural heritage of SA		4								
Menu planning in hospitality establishments		2			3					
Cocktail functions			3							

Food commodities										
Scones and muffins	3								2	
Fruit	3					2				
Pancakes, waffles and crumpets	3								2	
Eggs	4			3		2				
Cereals	3				3	2				
Dairy products	4				3	2				
Tea and coffee	2									
Mince-meat and sausages	3				2					
Pasta and classic pasta sauces	3			3						
Salad and salad dressings	3			3	3					
Bread products using yeast		3							2	
Cakes and biscuits		3		3	3				2	
Fish		3			2	2				
Herbs, spices, condiments and flavourants		3		3						
Poultry		3		3	2					
Stocks		3		3						
Sauces		3		3						
Soup		3		3						
Vegetables		3		3	2	2				
Rice		3		3	2					
Desserts			3		3					
Gelatine			3							
Preserved food			3	2		1				2
Vegetarian			3							
Choux pastry			3							
Meat			4	3		2				
Pastry			3						2	
Food and beverage service										
Mise-en-place in the restaurant	3									
Table setting	2		2							
Serving and clearing techniques	3			3						
Plated service: waiters	4	3								
Customer relations	3				4					
Paying the bill	3									
Preparing the venue		3								
Types of service		2								
Customer/guest handling			3		2					
Wine			3							

Topic										
Non-alcoholic beverage			4							
Changes in adolescence							2			
Choice and care of clothes and shoes							2			
Improvisation of kitchen equipment							3			
Water treatment at home							3			
Assembly of a first-aid kit							3			
Using medicine correctly							2			
Types of housing, areas in houses and relationship between areas and factors to consider							3			
Classification of dirt							1			
Choice and care of cleaning materials							2			
Improvisation of cleaning materials							3			
Daily, weekly and special cleaning of areas in house							3			
Classification and properties of textile fibres							2			
Types and identification of textile fibres							3			
Choice, use and care of sewing equipment							2			
Classification and types of stiches							3			
Laundry processes								2		
Repair of clothes								3		
Timely care and wear and tear								2		
Laundering different fabrics								3		
Care labels								2		
Stain removal and special treatment in laundry work								3		
importance of ante-natal and post-natal care									3	
Importance of habit training in child development									2	
Role of play in child development									2	
Choice, care and production of play items									3	
Processes of and application in garment construction								4		4

Consumer protection										2
Problems of consumer										2
Consumer awareness and education				3				2		
Advertisements – types, forms and effects								3		
Definition, importance and explanation of child immunisation								2		
Breastfeeding: care, importance, advantages and care									2	
Weaning the baby									2	
Reasons for caring for sick at home										
Principles of wise buying									2	
Developing a budget									3	
Caring for different needs of the sick at home										3
Preventative measures in the spread of infections										2
Reasons for adequate ventilation in a room										2
Dangers of poor ventilation										2
How to ventilate a room										2
Identifying fuels in the home										2
Advantages and disadvantages of fuels										2
Precautions in handling fuels										2
Methods to conserve energy										3
Sources, methods and reasons for lighting										2
Care of lighting, fixtures and lamps										2
Colour wheel										3
Furniture and soft furnishings										2
Flower arrangement										4
Convenience foods										2
Réchauffé cookery										3
Obtain FOODSAFE certificate level 1				3						
Preparation of sandwiches				3						
Nutrients during the life cycle				3						

Topic										
Create nutrition plan within budget				4						
Analyse food fads and myths				4						
Analyse food additives and enrichments				4		2				
Identification of environmental and health issues				2						
Comparison of table etiquette from cultures				3						
Proteins: sources, functions and differentiation						2				
Carbohydrates: sources, functions and differentiation						2				
Fats: sources, functions and differentiation						2				
Vitamins: sources, classification, functions and role						3				
Minerals: sources, functions and role						3				
Water						1				
Dietary fibre: classification, definitions and functions						2				
Diet and health problems						2				
Energy balance						2				
Digestion						3				
Nutritional tools						4				
Commodities: Pulses						2				
Food labels						4				
Reasons for cooking food						2				
Reactions in food during preparation and cooking						3				

ANNEXURE C: INSTRUMENT TO DETERMINE SKILL CATEGORIES IN THE PRACTICAL ASSESSMENT TASK (PAT)

Table A3: Framework for thinking and skills application based on skill categories		
	Reproductive skills Simple reflexive, repetitive activities linked to standard procedures based on knowledge. (Skills linked with remembering knowledge, understanding and application)	**Productive skills** Complex opinion-based ideas, strategy-based, creative and planning skills; Proper application in new, unfamiliar situations; Finding new solutions for problems (skills linked to analysing, evaluating and synthesising)
Categories	**Action Verbs**	**Action Verbs**
Cognitive skills	Allocate Apply in familiar contexts Code / coding Calculate Control Compare Decide on Describe Prepare Read from Register Set up Search for Test Write out (e.g. receipt)	Adapt Analyse Apply in novel contexts Apply according to criteria Calculate cost Change and apply in new form Combine Compare (rate, levy, fee) Compile (e.g. questionnaire) Conclude Co-ordinate Critique Deduct Determine quality, layout, efficiency, sequence Design Evaluate Estimate Formulate Generalise and apply in novel context Interpret Investigate possibilities Identify problematic areas Judge Plan (e.g. event, marketing) Prove Recommend Relate Report Search suitable applications (recipes, menus, etc.) Set a menu Solve the problem Suggest

Table A3: Framework for thinking and skills application based on skill categories		
	Reproductive skills Simple reflexive, repetitive activities linked to standard procedures based on knowledge. (Skills linked with remembering knowledge, understanding and application)	**Productive skills** Complex opinion-based ideas, strategy-based, creative and planning skills; Proper application in new, unfamiliar situations; Finding new solutions for problems (skills linked to analysing, evaluating and synthesising)
Categories	**Action Verbs**	**Action Verbs**
		Summarise main ideas
Psychomotor skills	Apply techniques (piping, icing, etc) Bake Carry serving trays Clean and wipe Collect equipment Demonstrate working of equipment Display preparation techniques Dish up Drill Follow instructions Gather (e.g. material, ingredients) Man a counter Maintain apparatus /machines / equipment Make Mend Pack Paste (e.g. pictures) Prepare Service Tidy up workspaces Use equipment (blender, deep fryer etc.) Use ready-made ingredients Whisk	Bind (e.g. books) Create (e.g. food art) Decorate according to theme Design (information booklet; advertisement) Develop a form; new application Do layout Draw Make, (e.g. paper / material shapes, three-dimensional solids etc.) Manufacture Operate a system (e.g. ticketing) Prepare a dish Repair (after determining problem) Select ingredients Set up exhibition Shape (e.g. dough) Stock pantry Sketch Take photographs according to specifications Test capacity Type (e.g. a report format; itinerary) Use technology, equipment, apparatus
Reactive skills (react to stimulus)	Accept Collaborate with Confirm Contribute to Extend service Find acceptable Recommend	Create acceptability Ensure service delivery Interpret case study or scenario Prioritise Prompt reaction Recommend with justification

Table A3: Framework for thinking and skills application based on skill categories		
	Reproductive skills Simple reflexive, repetitive activities linked to standard procedures based on knowledge. (Skills linked with remembering knowledge, understanding and application)	**Productive skills** Complex opinion-based ideas, strategy-based, creative and planning skills; Proper application in new, unfamiliar situations; Finding new solutions for problems (skills linked to analysing, evaluating and synthesising)
Categories	**Action Verbs**	**Action Verbs**
Interactive skills	Ask questions Agree to Collaborate Consent Consult Discuss Explain Narrate Present Welcome guests	Argue for Convert into Convey message Correspond in particular ….. Decide on applicability Develop and explain strategy Formulate new ideas Initiate change Justify argument Liaise Make judgements Motivate for / against Negotiate Promote verbally Protest Provide advice Give reason for Select and provide information Verbalise preferences