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**EVALUATION OF THE QUESTION PAPERS (PER PAPER)
AND
QUALITATIVE ANALYSIS OF LEARNER RESPONSES**

NATIONAL SENIOR CERTIFICATE 2023

WESTERN CAPE EDUCATION DEPARTMENT

SUBJECT	HOSPITALITY STUDIES
PAPER	1
DURATION OF PAPER	3 HOURS
INTERNAL MODERATOR	SADIE A. ELLIE
CHIEF MARKER	ROLANDA ALEXANDER
DATES OF MARKING	FROM: 7 DECEMBER 2023 TO: 21 DECEMBER 2023
HEAD OF EXAMINATION	MR B LORISTON

REPORT 2: QUALITATIVE ANALYSIS OF LEARNER RESPONSES

SECTION 1: (GENERAL OVERVIEW OF LEARNER PERFORMANCE IN THE QUESTION PAPER AS A WHOLE)

Strong centres were able to answer this question relatively well, , except for one-word items where no learners obtained full marks for question 1.4.1

SECTION 2: COMMENT ON CANDIDATES' PERFORMANCE IN INDIVIDUAL QUESTIONS

(It is expected that a comment will be provided for each question)

QUESTION 1

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Learner responses from strong centres answered well, except one-word items(1.4) where no learners obtained full marks.

(b)	Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
1.4.4	A Malayan starched-based milk pudding that can be baked with a meringue topping: on average 1% of learners answered sago pudding
1.4.5	Heating and cooling of couverture chocolate.... very few answered tempering
1.4.6	A non-alcoholic beverage where two or more ingredients are layered on top of each other: most learners answered mocktails , very few answered built .
1.4.9	A round, hard meringue shell filled with ice cream or whipped cream and fresh fruit: most learners answered pavlova
1.5	Very few learners could identify J as an option that could not be consumed by Muslims. Gelatine in panna cotta is not necessarily unsuitable for Muslims: agar-agar as well as halaal gelatine is available in stores, hence learners struggled to find a fifth option. Many learners opted for D- Buffalo wings . Not all chicken is halaal, therefore Muslim learners would probably chosen this option. Emphasis on menu planning with regards to what food items are allowed for different cultures. (from grade 10-12)
(c)	Provide suggestions for improvement in relation to Teaching and Learning.
	Educators need to place more emphasis on terminology from grade 10-12, making use of practical lessons to consolidate.
(d)	Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
	N/A

QUESTION 2	
(a)	General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
	Strong centres performed well whereas weak centres struggled with action verbs, e.g. motivate, describe, analyse and therefore performed poorly overall in question 2.
(b)	Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
2.1.1	The majority of learners answered dehydration : marking guidelines emphasizes that it should be severe dehydration .
2.1.2	Learners focused more on personal hygiene rules than other practices .
(c)	Provide suggestions for improvement in relation to Teaching and Learning.
	Learners need guidance on how to answer questions based on action verbs . Educators need to apply BLOOMS TAXONOMY in ensuring that higher order questions in the internal exams include these action verbs.
(d)	Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
	Assessment instruments to be implemented in line with caps and blooms taxonomy.

QUESTION 3	
(a)	General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
	Learner responses was poorly answered, except for the strong centres. Once again the learners struggled with action verbs .
(b)	Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
	3.1.2 Learners did not meet the outcome for the action verb evaluate: they did not evaluate the question regards to choice of dishes but rewrote the menu. 3.2.3 Explaining possible reasons why the baked gougères could be heavy and greasy, learners do not know what gougères are. 3.2.1 They did not know the difference between croquembouche and gougères. 3.4.3 Learners do not know what spun sugar is. 3.3.1 Learners do not know what hot smoking is. 3.4.3 Learners do not know what a flexitarian is. - Reading with understanding, many learners find it challenging, e.g. suggesting
(c)	Provide suggestions for improvement in relation to Teaching and Learning.
3.2	More emphasis must be done in recipe development, e.g. basic choux pastry to more advance choux pastry dishes. Menu analysis integrated questions, e.g. correcting a menu and also suitable/ unsuitable menu items relating to certain health conditions/ diseases, e.g. diabetes
(d)	Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
	The weak learners had difficulty in answering the question should be exposed to different media platforms, e.g. you-tube.

QUESTION 4	
(a)	General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
	Poorly answered by most centres.
(b)	Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
	4.1.1 Generally learners finds it challenging to respond to naming the techniques relating to the cooling down of the strawberry jelly(GELATINE) Maybe the question could have been framed differently so that learners could formulate a simple answer. 4.1.5 Very few learners could explain the reason why Crème Pâtissière does not curdle at high temperatures. (fewer than 1%) 4.2.1 Learners' answers included layering of butter which is for puff pastry and not shortcrust pastry 4.2.5 Lattice- very few could identify the decoration, lattice. 4.5.1/3 Very few pupils wrote the formulas.

(c)	Provide suggestions for improvement in relation to Teaching and Learning.
	Learners need to be exposed to variations in food commodities as well as food production.
(d)	Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
	Evaluating samples of different pastry products bought.

QUESTION 5	
(a)	General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
	Poorly answered.
(b)	Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
	5.1 Few learners could score a mark relating to discussing roles and responsibilities of a night auditor. 5.2.2 Learners not specific in naming and describing the non-revenue generating areas. 5.3.2 (a) Very few learners knew what a business description of the business plan is.
(c)	Provide suggestions for improvement in relation to Teaching and Learning.
	Expose learners more to relevant marketing material relating to hospitality sectors.
(d)	Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
	Learners need to read with understanding. Focus on action verbs.
QUESTION 6	
(a)	General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
	Poorly answered by most centres.
(b)	Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
	6.1.5 Learners description confused , mixed with shaken. 6.3.1 Learners could not get the first two answers right, most learners could only score 1 mark for (c) . 6.3.3 Learners were not specific in the answers with regards to who must do greeting of guests- Maitre d'hotel or waiter
(c)	Provide suggestions for improvement in relation to Teaching and Learning.
	Role play in FOH
(d)	Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
	Emphasis on action verbs in assessments.