

# What's in the CAPS package? Hospitality Studies



# What's in the CAPS package?

## Hospitality Studies

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

Tom Swart

Celia Booyse

Elizabeth Burroughs

With Umalusi's curriculum evaluation teams

October 2014

Published by



In collaboration with



COPYRIGHT 2014 UMALUSI, COUNCIL FOR QUALITY  
ASSURANCE IN GENERAL AND FURTHER EDUCATION  
AND TRAINING: ALL RIGHTS RESERVED

37 General Van Ryneveld Street,  
Persequor Technopark, Pretoria

Telephone: 27 12 3491510 • Fax: 27 12 3491511

Email: [Info@umalusi.org.za](mailto:Info@umalusi.org.za) • Web: [www.umalusi.org.za](http://www.umalusi.org.za)

While all reasonable steps are taken to ensure the accuracy and integrity of the information contained herein, Umalusi accepts no liability or responsibility whatsoever if the information is, for whatsoever reason, incorrect and Umalusi reserves its right to amend any incorrect information.

---

This report is dedicated to the memory of Johannes Kaledi, Managing Director of Tswellopele Hospitality Academy and a valued member of the Hospitality Studies evaluation team.

---

# FOREWORD

---



Tourism, Consumer Studies and Hospitality Studies, being practical subjects, are dynamic in nature because they need to keep up with new trends and developments. As a result, curriculum content needs to change regularly. Though the Department of Basic Education is the custodian of curriculum development and implementation, the National Department of Tourism (NDT) has a vital interest in the suitability of the curriculum. This is so because the quality of the learners who come out of schools influences the quality of tourism practitioners who are needed to sustain and build the tourism sector. The NDT understands that excellent service rendered to tourists is more likely to influence repeat visits to our country and build loyalty.

As early as 2006, from the time of the National Tourism Skills Development Conference, the NDT started to focus curriculum-related issues in tourism. In order to deal with curriculum issues raised by industry, a curriculum review task team was established. The task team researched all the curricula that existed at that stage and identified the scarce and critical skills needed at the time.

In 2011, the Department of Basic Education (DBE) introduced a re-packaging of the National Curriculum Statement (NCS) for all subjects. The Curriculum Assessment Policy Statement (CAPS), as the revised policy has become commonly known, introduced certain welcome changes to the curriculum, but some concerns still remained, especially in relation to the skills needs perceived by industry. As a result, the NDT Curriculum Task Team approached Umalusi for clarity and guidance on how to deal with the curriculum challenges identified.

At that time, Umalusi was about to embark on research into the services subjects at FET level. It welcomed the work the NDT had undertaken to address challenges in the curriculum, and the work that followed led to the curriculum evaluation partnership which came to include the NDT, the DBE and CATHSSETA.

Now that the report has been finalised, NDT would like to congratulate Umalusi, CATHSSETA, the training and development experts involved, and the DBE on this achievement. All these partners were involved practically in the identification of the gaps in the existing curriculum with particular reference to industry standards and requirements. The recommendations emerging from this report should be taken seriously – and forward – by all concerned and should positively influence future interventions and plans.

It is clear that the journey does not end with the production of the report. Partners will surely be expected to put efforts into the implementation of the research recommendations.

Thank you

A stylized, handwritten signature in black ink, appearing to be 'T. Xasa', enclosed within a circular, hand-drawn scribble.

**Ms Tokozile Xasa**  
Deputy Minister of Tourism, MP

# 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.

Umalusi gratefully acknowledges the role of Ms Lisa Gordon-Davis of the Global Travel and Tourism Partnership of South Africa (GTP-SA) / Kundiza) in introducing the National Department of Tourism (NDT), the Federated Hospitality Association of Southern Africa (FEDHASA) and industry stakeholders to Umalusi in the first stages of investigation in 2011. Some of the research questions for the National Curriculum Statement/Curriculum and Assessment Policy Statement (NCS/CAPS) comparative analysis have been based on background information gathered from discussions with the National Tourism Education and Training Working Group, private providers, the NDT and FEDHASA. The collaboration with these stakeholders has been helpful in the identification of experts to represent industry in the evaluation teams.

Umalusi thankfully acknowledges the discussions concerning articulation pathways, the retention of learners in hospitality and tourism, and systemic thinking with Prof. Daneel van Lill (Executive Dean, Faculty of Management at the University of Johannesburg (UJ) and Prof. Elmarie Slabbert (Programme leader for Tourism Management at the North-West University (NWU)). Besides the representation from UJ and NWU, the involvement of researchers from the University of Pretoria (UP) and the University of South Africa (UNISA) is acknowledged.

Ms Nozuko Ngozi from the NDT, Mr Lulamile Stuurman, Ms Mothepane Sesele, Ms Leonore Beukes and Mr Zakhele Sibeko have involved themselves with enthusiasm in the research initiative. Mr Stuurman was involved with the research process from the initial stages in 2011 and attended workshops, and though he was part of the observing team, he involved himself in all research processes.

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.

Ms Mmaabo Moloi, Project Leader from the Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority (CATHSSETA) was instrumental in extending its involvement in the project, and initiating the signing of a Memorandum of Understanding (MoU) in 2011 between Umalusi and CATHSSETA regarding the inclusion of industry representation and joint funding of the research sessions in 2011 and 2012. The MoU resulted not only in human capital gains, but also a large monetary contribution from CATHSSETA to cover 50% of the costs incurred in 2011 and 2012.

The passion evident from the NDT and CATHSSETA representatives' involvement in the processes will certainly bring about change in both the tourism industry and in classrooms

where, it is clear, teachers and learners can be greatly empowered. The NDT and CATHSSETA also facilitated the involvement of representation and field expertise from industry.

Ms Cheryl Weston, Chief Education Specialist for Consumer Studies, Hospitality Studies and Tourism from the Department of Basic Education (DBE) is thanked for her willingness to engage with the research in 2013 and 2014. Her insights shared, her positive involvement and her presence at the research sessions are greatly appreciated. The contribution of Ms Weston and that of Ms Petra Burger, Hospitality Teacher: The King's School, and Independent Examination Board (IEB) Exam Moderator, who researched the history and the development of Hospitality Studies as subject in the Further Education and Training (FET) Phase, is gratefully acknowledged. This valuable information has seemingly not been written up previously but is now included in Chapter 1 of this report.

The project was envisaged and conceptualised by Dr Celia Booyse, Manager: Curriculum, Umalusi. Members of the teams will attest to her support, guidance and encouragement during the workshops and the writing up of research findings. Her openness and willingness to engage has opened the project up to the participation of valuable contributors who were not initially in the project's sights. Dr Booyse developed the instrument for the Practical Assessment Task (PAT) investigation, provided most of the commentary on the original subject reports, and prepared the reports for the final write-up.

Dr Sharon Grussendorff, a respected researcher, Physics lecturer and consultant for many educational initiatives, kindly assisted in preparing the Excel spreadsheets for the transfer of data in the comparative study. She also helped to adapt the research instruments for the comparative analysis of the NCS and the CAPS for determining entry requirements and exit-level outcomes, as well as the instrument for benchmarking the CAPS. Dr Grussendorff prepared the comparison of the introductory pages of the NCS and CAPS documents included in Chapter 3.

Dr Booyse has been steadily supported by her colleagues in the Qualifications, Curriculum and Certification unit: Ms Elizabeth Burroughs, Senior Manager: QCC; Mr Duma Sithebe, Assistant Manager: Curriculum; and Mr Mohau Kekana, Administrative Assistant.

Mr Sithebe ably assisted in constituting the evaluation teams and has done much of the document search for the comparative research, both of which are considerable undertakings. The logistical work in 2013 and 2014 was undertaken with great dedication by Mr Mohau Kekana, Administrative Assistant to the unit. His contribution is thankfully acknowledged. Both Mr Sithebe and Mr Kekana helped run a very well-functioning administrative centre during workshops and research sessions. The detailed planning that went into preparing for these sessions is gratefully acknowledged.

In the initial stages (2011–2012) of the research, Ms Helen Matshoba, now Manager: Qualifications, kindly assisted in the preparation of documentation and helped at the workshops. The logistical work was then undertaken by Ms Lesego Mgidi (now Ndala), and the thanks of all involved go to her for the kind and able assistance.

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:

## **2011–2012**

Ms Karen Borain: Training and Development Manager: Southern Sun Hotels (now Tsogo Sun)

Ms Petra Burger: Hospitality Teacher, The King's School and IEB exam moderator

Ms Lisa Gordon-Davis: MD: Kundiza Training and Consulting

Ms Annalee Howell-Williamson: Annacol Training Consultants, Durban

Mr Johannes Kaledi: MD: Tswelopele Hospitality Academy

Mr Peter Kriel: School of Hospitality Studies and Hospitality, University of Johannesburg

Ms Beverley Muller: Training Manager: Southern Sun Hotels (now Tsogo Sun)

Ms Yvonne Murray: Lecturer at Tshwane North College

Ms Miems Nel: Managing Principal of the International Hotel School, Sandton Campus

Mr Arthur Rogers: Group Training Officer (Peermont Group t/a Emperors Palace)

Dr Carina Vlachos: Unisa: Consumer Studies and Hospitality Studies

Ms Annelie Weideman: Subject Advisor for Hospitality Studies and Consumer Studies: Tshwane South (D4)

## **2013–2014**

Ms Petra Burger: Hospitality Teacher, the King's School and IEB exam moderator

Mr Johannes Kaledi: MD: Tswelopele Hospitality Academy (2013)

Ms Nomsa Mathye: Acting HOD NC (V): Tshwane South College, Centurion Campus



Ms Beverley Muller: Training Manager, Human Resources: Tsogo Sun Hotels

Ms Miems Nel: Managing Principal of the International Hotel School, Sandton Campus

Dr Carina Vlachos: Unisa: Consumer Studies and Hospitality Studies

Ms Annelie Weideman: Subject Advisor: Hospitality Studies and Consumer Studies:  
Tshwane South (D4)

## **STAKEHOLDERS AND OBSERVERS**

Ms Mmaabo Moloi, Project Manager, CATHSSETA

Ms Nozuko Ngozi, Director: Northern Region KZN and Mpumalanga, NDT

Ms Mothepane Sesele, Director: Domestic Tourism - Eastern Cape and Free State, NDT

Mr Lulamile Stuurman, Deputy Director: Domestic Tourism - Eastern Cape, NDT

Mr Zakhele Sibeko, Assistant Director in the Domestic Tourism Branch, NDT

Ms Cheryl Weston, Chief Education Specialist for Consumer Studies, Hospitality Studies  
and Tourism

Umalusi gratefully acknowledges Mr Tom Swart, who took up the task of the final interpretation of the team reports and the write-up of the findings in a composite report. Dr Celia Boooyse wrote Chapter 2 and assisted Mr Swart in finalising the rest of the chapters in this report. Ms Elizabeth Burroughs wrote parts of the executive summary and did the critical reading of the rest of the report. Her inputs are gratefully acknowledged.

Ms Marion Marchand edited the report. Her work requires grateful recognition.

*leCommunications* was responsible for the final design and layout and printing of the report. Their willingness to help when deadlines were tight is gratefully acknowledged.

Umalusi once again extends its thanks to all who have made this report possible.

# CONTENTS

---

<b>Acronyms and abbreviations</b> .....	<b>1</b>
<b>Glossary</b> .....	<b>3</b>
<b>Executive summary</b> .....	<b>4</b>
<b>Chapter 1: Background of the subject</b> .....	<b>39</b>
1.1 History of Hospitality Studies as a subject in South Africa .....	39
1.2 The characteristics of the subject .....	40
1.3 The NCS and CAPS document .....	41
<b>Chapter 2: Research process, methodology and research instruments</b> .....	<b>42</b>
2.1 Background to the 2013–2014 research: A journey of three years .....	42
2.2 The 2013 research team .....	45
2.3 The research process .....	46
2.3.1 A comparative analysis of the FET Phase for the National Curriculum Statement (NCS) and the Curriculum and Assessment Policy Statement (CAPS) .....	46
2.3.2 Determining the entry-level requirements and exit-level outcomes for the FET Phase .....	59
2.3.3 The Practical Assessment Task (PAT) investigation .....	59
2.3.4 Combining the 2012 web-based search and the 2014 international benchmarking .....	61
<b>Chapter 3: Comparative analysis of NCS and CAPS documents</b> .....	<b>67</b>
3.1 Comparison of introductory information for the NCS and CAPS .....	67
3.1.1 Rationale .....	67
3.1.2 Aims, purpose and principles .....	68
3.1.3 Design features of the FET curriculum .....	69
3.1.4 The type of learner envisaged .....	70
3.1.5 The type of teacher envisaged .....	71
3.2 Documents analysed in this section .....	71
3.3 Broad curriculum design .....	74
3.4 General, generic cross-cutting and subject specific aims .....	77
3.5 Content / skill coverage, breadth and specification .....	79
3.5.1 Content (topic) / (skill) coverage and breadth .....	80
3.5.2 Specification .....	82
3.6 Content / skill weighting, emphasis and depth .....	84
3.6.1 Weighting .....	84
3.6.2 Curriculum emphasis in the NCS and the CAPS document .....	86
3.6.3 Depth across the NCS and the CAPS document .....	86
3.7 Pacing .....	86
3.8 Sequencing .....	89
3.9 Indications of progression .....	90
3.10 Curriculum coherence .....	92
3.11 Specification of pedagogic approaches .....	93
3.12 An overview of guidance for assessment .....	95
3.13 Integration .....	97
3.14 Format and user-friendliness of the curriculum documentation .....	99

3.15	Overall guidance and use of the curricula in the NCS and CAPS .....	100
3.16	Implications for country, industry, teachers and learners .....	101
3.17	The perceived impact on teachers and learners .....	102
3.18	In conclusion .....	103
<b>Chapter 4: Expected learner attainment at exit level .....</b>		<b>104</b>
4.1	Document analysed .....	104
4.2	The appropriateness of skill emphasis .....	104
<b>Chapter 5: A web-based research and an international benchmarking of Hospitality Studies as a FET subject in South Africa .....</b>		<b>110</b>
5.1	The 2012 web-based research findings .....	110
5.2	The 2014 international benchmarking of the CAPS .....	113
5.3	Findings .....	116
5.3.1	Broad curriculum design, format and user-friendliness of curriculum documentation .....	116
5.3.2	Curriculum objectives .....	117
5.3.3	Content / skill coverage: breadth and depth .....	119
5.3.4	Specification of topics .....	123
5.3.5	Curriculum weighting and emphasis .....	129
5.3.6	Pacing .....	133
5.3.7	Curriculum progression and sequencing .....	134
5.3.8	Specification of pedagogic approaches .....	136
5.3.9	Assessment guidance .....	137
5.3.10	Curriculum integration .....	143
5.4	Concluding remarks .....	147
5.5	Recommendations .....	148
<b>Chapter 6: The NSC Hospitality Studies Practical Assessment Task investigation .....</b>		<b>149</b>
6.1	Introduction .....	149
6.2	Evaluation of the documents .....	149
6.3	Data collection .....	152
6.4	Findings on skills categories and indicators of difficulty .....	152
6.5	Findings on assessment guidance .....	157
6.6	Moderation process of the PAT .....	158
6.7	Concluding remarks and recommendations .....	158
<b>Chapter 7: Core findings and recommendations .....</b>		<b>161</b>
<b>References .....</b>		<b>166</b>
<b>Annexure A: Content and skills coverage in the NCS and CAPS .....</b>		<b>169</b>
<b>Annexure B: Table of detailed content coverage in the CAPS document and the three international curricula .....</b>		<b>173</b>
<b>Annexure C: Instrument to determine skill categories in the Practical Assessment Task (PAT) .....</b>		<b>178</b>
<b>Annexure D: The four-category framework for thinking about question difficulty .....</b>		<b>180</b>
<b>Annexure E: Profiles of evaluators .....</b>		<b>184</b>

# 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
GTP-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

---

<i>Applied Competence</i>	Practical application of an ability or skill
<i>Assessment Guidelines</i>	Written guidance informing the assessment in a particular subject (See Subject Guidelines below)
<i>Core Subject</i>	The set of subjects required in a specific programme
<i>Elective Subject</i>	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.
<i>Exit Level</i>	The NQF level at which a certificate is awarded
<i>Learning Outcome</i>	An explanation of what is to be achieved by the learner through the learning process
<i>National Senior Certificate</i>	School-leaving NQF Level 4 qualification in the GET sub-framework, written after the completion of 12 years of learning
<i>NQF Level</i>	The ten levels that comprise the NQF. Level 4 is the school-leaving level.
<i>Outcomes-Based Education (OBE)</i>	The approach underpinning the NCS, which places the emphasis on the learner's successful achievement of identified abilities
<i>Subject Guidelines</i>	Written guidance about the content of a subject

# EXECUTIVE SUMMARY

---

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.



<b>Table A: Curriculum levels and associated curriculum documentation</b> (adapted from Thijs & Van den Akker (Eds), 2009:9)		
<b>Level</b>	<b>Location</b>	<b>Examples</b>
<b>SUPRA</b>	International	<ul style="list-style-type: none"> <li>• Common European Framework of Reference for Languages</li> </ul>
<b>MACRO</b>	System, national	<ul style="list-style-type: none"> <li>• Core objectives, attainment levels</li> <li>• Curriculum statements</li> <li>• Examinations programmes/assessment guidelines</li> </ul>
<b>MESO</b>	School, college	<ul style="list-style-type: none"> <li>• School programme</li> <li>• Educational programme</li> </ul>
<b>MICRO</b>	Classroom, teacher	<ul style="list-style-type: none"> <li>• Teaching plan, instructional materials</li> <li>• Module, course</li> <li>• Textbooks, learning and teaching materials (LTSM)</li> </ul>
<b>NANO</b>	Learner, learner	<ul style="list-style-type: none"> <li>• Personal plan for learning</li> <li>• Individual course of learning</li> </ul>

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.

<b>Table B: Forms of curriculum</b> (adapted from Thijs & Van den Akker (Eds), 2009:10)		
<b>Level</b>	<b>Location</b>	<b>Examples</b>
<b>INTENDED</b>	Ideal	<ul style="list-style-type: none"> <li>• Vision (rationale or basic philosophy underlying a curriculum)</li> </ul>
	Formal/written	<ul style="list-style-type: none"> <li>• Intentions as specified in curriculum documents and/or materials</li> </ul>
<b>IMPLEMENTED/ ENACTED</b>	Perceived	<ul style="list-style-type: none"> <li>• Curriculum interpreted by its users (especially teachers)</li> </ul>
	Operational	<ul style="list-style-type: none"> <li>• Actual process of teaching and learning (curriculum in action)</li> </ul>
<b>ATTAINED/ ASSESSED</b>	Experiential	<ul style="list-style-type: none"> <li>• Learning experiences as perceived by learners</li> </ul>
	Learned/assessed	<ul style="list-style-type: none"> <li>• Resulting learning outcomes of learners</li> </ul>

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.

### III. 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.

#### **IV. THE RESEARCH REPORT**

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 CAP 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 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 question 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 the country, industry, teachers and learners**

There seems to be congruency 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.

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. It is therefore critical that teacher training should address this, so that the teaching can (repeatedly) correctly inform learners about what realistic expectations can and should be. Learners are equipped for entry-level positions only in the food preparation and service sector.

The implications for the industry are that information about the qualification should be communicated to the industry to prevent misconceptions and unreasonable expectations from the learner when they enter the industry. The evaluation team suggested 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/ areas of the accommodation sector. These high expectations affect the recruitment process by hotels.

Nonetheless, the evaluation team found the subject to be valuable in the development of confidence, and self-awareness, as well as skills such as teamwork, estimation, calculation and organisation.

The evaluation team mentioned that in their experience, most teachers who are teaching Hospitality Studies are motivated and passionate about the subject, but they are demotivated by the “loadedness” of the curriculum. They are expected to fulfil the school’s catering requirements and to manage the purchasing and controlling of stock, together with their administrative duties. It is also expected of Hospitality Studies 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.

### ***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, 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 Columbia 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 20 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 even 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 curricula presuppose a higher pacing than the CAPS and the Kenya curriculum. 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 curricula are 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 curricula provide 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 curricula assume 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, kindness, and high ideals."<sup>1</sup>

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.

Team members were 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 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.

---

<sup>1</sup> (<http://www2.viu.ca>)

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 the 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 consistently 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 Grade 11 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), the 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 an understanding the science of cooking, and by include 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.

# BACKGROUND OF THE SUBJECT

## 1.1 HISTORY OF HOSPITALITY STUDIES AS A SUBJECT IN SOUTH AFRICA

South Africa's first hotel school was inaugurated at the John Orr Technical High School in Johannesburg in January 1972. It was introduced as an additional co-curricular specialist "course" while learners were completing their matriculation certificate. The subject did not form part of the matriculation curriculum. The learners received comprehensive specialist training in all areas of Hotel Management. The subject covered all aspects of the hotel, including reception, management and industrial catering. The initial aim was to provide a technical subject with vocational value to provide "work-ready" entry-level employees for the hotel industry.

The initial course offering was developed in co-operation with the Hotel Board, also known as the Hospitality Industries Training Board (HITB). In 1989, the subject was introduced as a pilot subject, known as Hotel Management and Catering, as part of the matriculation curriculum.

The success of the course at John Orr Technical School led to the development of the subject as a matriculation subject. The pilot was implemented concurrently from Standard 6 to Standard 10 (now Grade 8 to Grade 12). The initial curriculum was provided by the HITB and followed the vocational curriculum of the former Technical College curriculum closely. The first group of approximately 24 Grade 12 learners sat for the first Grade 12 final examination in 1989.

A working committee, consisting of educational and industry experts from around the country, was formed in 1989 to review the initial Hotel Management and Catering curriculum and adapt it to suit a school context. This review was completed in 1990 and introduced simultaneously in 1991 from Standard 6 to 10 as a Standard Grade subject. The name of the new subject was then changed to Hotelkeeping and Catering to reflect the changes in the new curriculum.

After the successful introduction of the new subject at John Orr Technical High School from 1989 to 1991, four more schools were approved to introduce the subject, namely, Townview High school, Pro Arte Alphen Park, Evander Hoërskool, Edith Hinds Secondary School (now known as Jules High School), before the subject was more widely introduced at schools around the country. Most of the schools that introduced the subject already offered Consumer Studies (formerly Home Economics), which eased the introduction of the new subject. In 2013 a total of 389 high schools were offering the subject up to Grade 12 level.

Various institutions and industry partners like the HITB, which later became known as the Tourism and Hospitality Education and Training Authority (THETA), and now the Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority (CATHSSETA), offered teacher-training courses to ensure the teachers obtained the specialist skills necessary to teach the new subject – especially the practical component – to the required industry standard and that the subject was successfully implemented at school.

The content of Hotelkeeping and Catering (NATED 550) included the following topics:

- Hospitality industry studies;
- Restaurant organisation;
- Culinary studies;
- Drinks;
- Hotel organisation;
- Purchases, storage control and issuing.

In 2002/03, as part of the general curriculum review, the content of the subject was further refined. The content around Hotel Keeping and Management was removed from the curriculum and, in the opinion of the evaluation team, the richness of the other topics was substantially down-scaled. The subject was retained as an approved NCS subject and the name of the subject was changed from Hotelkeeping and Catering to Hospitality Studies. The subject was then offered only from Grades 10 to 12, instead of the previous offering from Grades 8 to 12.

In 2008, a record number of 10 938 Grade 12 learners from 446 schools wrote the first NSC Hospitality examination. At its height, in 2009, 10 976 learners took Hospitality Studies as a subject at Grade 12 level. Since then, the number of learners taking Hospitality Studies has declined steadily. In 2013, 8 778 students from 368 schools wrote the final Hospitality Studies NSC examination. The noticeable reduction in learner numbers may be attributed to the financial cost of offering the subject, especially the practical component, as well as the fact that the subject is not a designated subject.

## **1.2 THE CHARACTERISTICS OF THE SUBJECT**

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.

The subject is comprised as follows:

A maximum mark of 400 consisting of:

1. A 200 mark final written exam (3 hours); this exam is set by examiners appointed by the Department of Basic Education (DBE), internally moderated and externally moderated by Umalusi.
2. 100 marks for practical work, which consists of restaurant work as well as skills development in the classroom. This practical work is moderated each year by practical moderators appointed by the DBE.

3. 100 marks for a portfolio of School-based Assessment in which there was evidence of three substantial tests, one examination and three other tasks. These learner portfolios are moderated together with the educator's file.

### 1.3 THE NCS AND CAPS DOCUMENT

As described in the executive summary, the challenges identified in the implementation of the National Curriculum Statement (NCS) included the overloading of teachers, confusion among teachers about its implementation and learner underperformance. The recommendations made by the Task Team (DoE, 2009a),<sup>2</sup> included streamlining and clarifying policies by developing one document for every learning area and subject (by phase) that would be the definitive support for all teachers and help address the complexities and confusion created by curriculum and assessment policy vagueness and lack of specification, document proliferation and misinterpretation.

A process of curriculum reviewing ensued which resulted in a **Curriculum and Assessment Policy Statement (CAPS)** for all subjects and grades. These were introduced incrementally as a three-year programme in 2011 for Hospitality Studies from Grade 10, featuring nine central topics, each divided into sub-topics. The curriculum for each grade has been spread over 40 weeks and further subdivided into four terms and detailed per week. The weekly layout per term reflects all the content to be taught and includes quarterly revision, reinforcement and assessment time. It further paces the content to be covered per week, term or year.

---

<sup>2</sup> Department of Education. 2009a. *Report of the Task Team for the Review of the Implementation of the National Curriculum Statement*. Pretoria.

# RESEARCH PROCESS, METHODOLOGY AND RESEARCH INSTRUMENTS

## 2.1 BACKGROUND TO THE 2013–2014 RESEARCH: A JOURNEY OF THREE YEARS

In February 2011, Ms Lisa Gordon-Davis, representing Global Travel and Tourism Partnership South Africa (GTPP-SA) and Managing Director of Kundiza Training and Consulting, requested a meeting with Umalusi. She explained the concerns about the preparation of learners for the hospitality industry and referred to a Concept Document on Revision of Hospitality Studies prepared by stakeholders to strengthen the NSC subject Hospitality Studies. Though the information was applicable to the National Senior Certificate (NSC) subject Hospitality Studies, the principle of learner preparation for industry was equally applicable to learners following the NC (V) or National Certificate (Vocational) Tourism programme as well.

Ms Gordon-Davis explained the stakeholders' position regarding a proposal for the revision of Hospitality Studies by including a framework which reflects the emerging / new educational discipline to which the field of Hospitality Studies belongs. The framework outlines the development of conceptual understanding in this field, which includes managerial capacity, sales client service, value chains, the guest cycle and other concepts included in the academic discipline. Umalusi made Ms Gordon-Davis aware of the importance of benchmarking in the evaluation of curricula and the need to establish standards, after which she, on behalf of GTPP-SA, agreed to do an overview of hospitality programmes in Canada.

Ms Gordon-Davis was willing to introduce Umalusi to Ms Nozuko Ngozi, who was at that stage the Director: Human Capital Development and Governance at the National Department of Tourism (NDT), and other stakeholders involved in the tourism and hospitality fields. Umalusi invited the NDT representatives to a meeting in April 2011. The purpose of the meeting was to conceptualise the purpose of the intended research and to establish partnerships between national departments and industry. Umalusi provided background on the research that it had conducted up to that point, but which, prior to 2011, had not included the evaluation of the NSC subjects Tourism, Hospitality and Consumer Studies.

Ms Ngozi led the representation from the NDT and the Culture Arts, Tourism, Hospitality and Sport Sector Education and Training Authority (CATHSSETA). Ms Ngozi explained that as of 2008, an investigation had been done on possible articulation pathways from schooling into higher education. It was found that the rate of learners from Hospitality accessing higher education was dropping. A few other concerns were also tabled, of which the quality of the curriculum was one.

The outcome of the meeting was a verbal agreement from NDT and CATHSSETA to become observers in the research process and to assist in referring representatives from industry to be involved as members of the evaluation teams. Umalusi agreed to attend the meetings arranged for the Tourism-Hospitality Talent Attraction and Capacity Strategy Programme Working Group, which included representation from NDT, the International Hotel Schools, Tourism Business Council of South Africa (TBCSA), CATHSSETA, City Lodge Hotels Limited and the Federated Hospitality Association of Southern Africa (FEDHASA).

At a follow-up meeting in May 2011, the decision was made to include two representatives from industry, one person from higher education, a subject advisor, a person to represent the NC (V) fraternity and a curriculum or methodology expert. The reason for the inclusion of an NC (V) representative was in particular for the analysis of the NC (V) Hospitality and Tourism programmes. The findings of the latter are reported in a report called *At your service - Towards an informed understanding of the NC (V) Tourism and Hospitality programmes* (March 2013).

A further decision in May 2011 was to keep both the DBE and the Department of Higher Education and Training (DHET) informed about the research process, and if possible involve the staff in the particular branches.

The NDT, in partnership with FEDHASA, had in 2008 commissioned a study to investigate the reasons for the decline of new entrants into Hotel Schools or Hospitality Colleges. Finalised in 2009, the report culminated in a Tourism and Hospitality Talent Attraction and Capacity Development (THTACD) Strategy with an Implementation plan. A National Key Stakeholder Workshop was subsequently convened in December 2009, which adopted the THTACD Strategy and Implementation Plan. The National Key Stakeholder Workshop also endorsed the establishment of a Working Group which was mandated to co-ordinate the implementation of the strategy through its Implementation Plan.

It was against this background that the NDT, in partnership with FEDHASA and on behalf of the THTACD Working Group, invited Umalusi to attend the feedback National Key Stakeholders' Workshop in August 2011. The purpose of the workshop was to:

- review progress and achievement of the THTACD strategy implementation
- re-prioritise implementation programmes for the year 2011/2012, and
- define roles and responsibilities in the implementation of priorities.

Umalusi had the opportunity to present the process and progress of the research into subjects of a more practical nature in both the NSC and NC (V) qualifications, and was able to initiate discussions with higher-education representatives from the University of Johannesburg around articulation issues and the need for learners to be prepared to think systemically.

The first phase of the investigation in 2011 was considered to be a time of building stakeholder relationships and establishing the involvement of the DHET, DBE, HESA and other government departments. The research questions, research methods and the identification of experts were based on background information, resulting from discussions with GTP-SA / Kundiza, the members of the task team, private providers, the NDT, FEDHASA, HESA and representatives from universities: UJ, UP, Unisa and NWU. This phase also included the contextualisation and adaptation of the research instrument to suit the analysis of intended curricula of a more practical nature.

In the early stages of the investigation it became very clear that the model for collaboration that involved both evaluators (researchers) and observers across sectors had multiple benefits and positively influenced thinking processes.

The research done from November 2011 to February 2012 included an in-depth analysis of the NCS documents underpinning the NSC services subjects, as well as the Subject Guidelines for the subjects included in the NC (V) Tourism and Hospitality programmes. Though the analysis of both curricula included the same dimensions to establish the standing and quality of the curricula in both qualifications, the investigation was not of a directly comparative nature. The teamwork during the two workshops in November 2011 resulted in detailed reporting on the curricula underpinning the subjects in question.

A "layered-model" for the curriculum analysis was implemented during these workshops which resulted in more effective use of team time and allowed for individual input into the process. The teams worked in smaller groups and focused on specific tasks allocated to them. Team co-ordinators guided the groups, provided direction in completing the tasks, paced the groups and took responsibility for compiling a single team report. This "layered" approach gave each individual in the team the opportunity to add value to the investigation. Some of the industry representatives attested that the model provided the opportunity to grow "from looking at any training material with minimum interest to wanting to examine, study, investigate, scrutinize, evaluate, consider, question, assess, weigh up the content and to assure its validity and overall impact on both learner and teacher!"

As a result of the signing of a Memorandum of Understanding between Umalusi and CATHSSETA, eight CATHSSETA representatives attended an orientation day on 21 November 2011 to acquaint themselves with the process and progress to date and with the instrument applied in the earlier workshop and research session, which none of them had attended. They then joined the rest of the evaluators on the following day for a workshop and research session which undertook the NC (V) Subject Guideline analysis for the Tourism and Hospitality programmes.

The workshop at the end of January 2012 entailed an investigation of the standing and quality of the unit standards underpinning the unit-standard based qualifications offered by colleges and the Sector Education Training Authorities (SETAs). The dimensions in this analysis included the following: rationale, purpose and aim, organising principle, content coverage and assessment guidelines.

Furthermore, as part of the search for examples of best practice, Ms Monica Koen (DHET) shared insights into the structure of the VET system in Victoria State, Australia. A second investigation shared findings on the Western Australian integrated schooling and VET system.

In May 2012 the focus of the research shifted to the nature of the assessed curriculum. The item-by-item analysis of examination papers for NSC Grade 12 and those of NC (V)

Level 4 was undertaken at the end of May 2012. An overview of the NC (V) Levels 2 and 3 examinations included answering questions about progression within and between levels.

A five-category typology, with examples specifically linked to the services subjects, guided the analysis used to establish which cognitive categories appeared and weighed more heavily in the assessment items of the examination papers, as well as to establish the nature of the cognitive demands assessed and the associated levels of difficulty. The data collection was made easier by a calculation function in the Excel spread sheet, which enabled an "on-the-spot" visual presentation of the findings. The teams had to make notes on the format and layout of the paper before the analysis of all items in the papers began. It was during this part of the research that the need to also analyse the practical component of the subject was verbalised. The fact that the analysis of the practical component was not included in the original project plan was not the only hindrance to continue with such an analysis; another was that there was no existing instrument available in South Africa to continue with such an analysis. Such an instrument was later developed by Dr Booyse from Umalusi, and the analysis of the Practical Assessment Task (PAT) continued in 2013.

In July 2012 a first attempt was made to compare NSC services-subjects curricula with the amended CAPS. The instrument used in this comparative investigation was later refined and applied in the August 2013 comparative NCS/CAPS research. In July 2012, eight of the field experts were also involved in a web-based overview to establish the standing of the subjects internationally and to identify learning pathways in a global market. The information from this investigation is included in the findings reported on in Chapter 5 of this report.

The instruments for the comparative analysis, the determining of entry-level requirements and exit-level outcomes, the PAT investigation and the international benchmarking are all described in more detail in the paragraphs to come.

## **2.2 THE 2013 RESEARCH TEAM**

In the interests of space, the names and CVs of the evaluators have not been included in the body of this chapter, but, by way of thanks, their names and brief biographical profiles are recorded in **Annexure E**. Reading that Annexure will indicate how actively industry was involved in helping to evaluate the usefulness of the curriculum from its perspective. University staff brought their needs to the table, while people involved in teaching the NCS and the NC (V) and administering hospitality and tourism programmes brought their knowledge and experience to bear on the questions being asked.

The first step in the process of constituting the 2013 FET Phase evaluation teams was to invite the qualifying researchers from the earlier research process in 2011 and 2012 to apply for inclusion in the research teams for the comparative analysis, PAT investigation



and the international benchmarking of the CAPS with selected curricula from international qualifications. As a last step towards gathering subject experts for the evaluation teams, an invitation was sent out to assessment bodies and provincial education departments and the stakeholders for referrals. The intention was to have teams consisting of people who bring different strengths and perspectives on the subject being investigated.

The evaluators were contracted over 8 months for the full extent of the investigation. Three workshops were held with the evaluation teams, in August and November of 2013 and in March 2014, in order to brief them about the evaluation and for the teams to work together on the comparative curriculum analysis, and PAT investigation, an investigation to determine entry-level requirement into the FET Phase and exit-level outcomes on completion of Grade 12, and an international benchmarking. Finally, the evaluation teams completed their analysis via e-communication, and the team leaders took responsibility for the completion and submission of the evaluation teams' reports. Constant communication with the teams, before and after the workshops, regarding logistics, document analysis, instrument interpretation, preparatory reading towards work sessions and the finalisation of reports was vital for the success of this project.

## **2.3 THE RESEARCH PROCESS**

The following subsections explain the how the research has been undertaken by the evaluation teams, and provides an indication of the extent to which the CAPS has been investigated.

### **2.3.1 A Comparative Analysis of the FET Phase for the National Curriculum Statement (NCS) and the Curriculum and Assessment Policy Statement (CAPS)**

The first workshop contextualised the research process in a number of ways.

In the workshop, the Report of the Task Team for the *Review of the Implementation of the National Curriculum Statement* (DoE, 2009a), submitted to Minister Angie Motshekga in October 2009 was presented to the evaluation teams. The evaluation teams were exposed to the findings and recommendations of the ministerial panel which was tasked to identify the challenges presented to the schooling system by the revised NCS (2005) and to make recommendations regarding difficulties in respect of curriculum policy, and its delivery. This report, which provided the rationale for and the direction taken when the NCS was revised or 're-packaged' as the CAPS, was thus a critical document of which the evaluation teams needed to be aware. The presentation helped the evaluation teams to locate the comparative work they would undertake.

The evaluation teams also received information and documentation about the curriculum dimensions they would use for their analysis, and about approaches to curriculum development and reviews.

The comparative investigation used an instrument that was customised for this investigation. It required the evaluators to grapple deeply with issues around curriculum framing, and concepts such as content breadth and depth, sequencing, progression, coherence and how to determine the weighting and curriculum focus in the documents. All those who participated in the process learned a great deal, and they in turn offered insights from their own expertise that added value to the report.

Having closely examined the two respective curricula for their subjects, the evaluation teams were asked to give their opinion regarding –

- Broad curriculum design – the central design principle;
- The aims/objectives of the subject;
- The ideal learner envisaged;
- The weighting of each topic in terms of the percentage of time allocated to each;
- The emphasis placed on content and skills;
- The depth of the subject in terms of the extent to which learners could move from a superficial grasp of a topic to a more refined and powerful grasp;
- The degree to which the curriculum of each subject is paced, in terms of the volume of work to be covered in a specific time frame;
- The specification of sequencing of topics;
- The progression of topics from Grades 10 to 12 in terms of increase in level of complexity and difficulty;
- The coherence of the curriculum for each subject, in terms of connections and coordination between topics through the levels;
- The degree to which teachers are given explicit guidance regarding pedagogy;
- The degree to which teachers are provided with guidance regarding assessment;
- Format and user-friendliness of the curriculum documentation.

In drawing up their concluding remarks, evaluators were asked to comment on the overall guidance and use of the curriculum and the central values underpinning each curriculum.

In addition, the evaluation teams had to substantiate their opinions about the extent to which the CAPS had re-packaged or completely re-written the curriculum in the revision process. The evaluation teams were asked to identify the extent to which the re-packaging had extended or contracted the content and skills which learners are expected to acquire and teachers to teach. Another point for attention was whether the CAPS document provided better guidance to teachers than the NCS or not.

Lastly, the evaluation teams were required to make recommendations, based on their findings regarding all the points above, for the strengthening of the CAPS for each subject where these might still require improvement. Such recommendations will form the basis for negotiating subsequent work to be undertaken by the DBE and monitored by Umalusi.

### **2.3.1.1 The research question for the comparative NCS/CAPS evaluation**

The research question for the comparative NCS / CAPS evaluation is worded as follows:

*What does the comparison between the Curriculum and Assessment Policy Statement (CAPS) for the FET Phase (Grades 10 to 12) and the National Curriculum Statement (NCS) reveal about:*

- a. *the extent to which the NCS curricula were re-packaged or rewritten in the formulation of the CAPS;*
- b. *the relative depth and breadth of the content covered in the respective curricula;*
- c. *the overall design, structure and coherence of the curricula;*
- d. *the level of specification of various aspects of the curricula; and*
- e. *the guidance provided by the curricula for the teaching and assessment of the subject.*

### **2.3.1.2 The evaluation instrument for the comparison of the intended curricula**

The instrument used for the comparative evaluation of the NCS and the CAPS draws conceptually on two sources.

Firstly, as in Umalusi's previous work comparing curricula from different countries, the instrument considers the features in the intended curricula of countries that perform well on international standardised tests. These features include:

- Clear, succinct, unambiguous, easily understood, measurable statements of learning (Donnelly, 1999; 2002; 2005);
- A foundation of essential learning as represented by subject disciplines (Donnelly, 1999; 2002; 2005) and a strong, discipline-based approach to school subjects (Schmidt *et al*, 2005);
- Curriculum coherence – the overall sequence or order of the curriculum from one grade to the next, and internal disciplinary principles evident in the sequencing and progression (Schmidt *et al*. 2005).

Secondly, the instrument is underpinned by Bernstein's (1990; 1996) conceptual categories that comprehensively describe the structuring of curriculum and pedagogy, including:

- The relationship between different subjects in the curriculum;
- The relationship between topics within subjects;
- The relationship between subjects and the everyday world or the world of work;
- The specification of the sequencing of the curriculum;
- The specification of the pacing of the curriculum;
- The specification of knowledge or that which is to be learnt in the curriculum.

The evaluation teams involved in the process were asked to consider the following dimensions of the intended curriculum. These dimensions have been developed and refined over a successive series of Umalusi studies (Umalusi 2004; 2006a; 2006b; 2007; 2008; 2010):

1. Curriculum aims/objectives
2. Curriculum coverage, breadth and specification
3. Curriculum weighting, emphasis and depth
4. Curriculum pacing
5. Curriculum sequence and progression
6. Curriculum coherence
7. Specification of pedagogic approaches
8. Assessment guidance
9. Curriculum integration
10. Curriculum format and user-friendliness

The instrument used for the comparison has been refined by Umalusi to allow for both qualitative and quantitative reporting on the similarities and differences between curricula. The instrument has previously been used to compare curricula for the fundamentals in the NSC and the NC (V), for example, and for subject comparisons between the NSC and selected international qualifications.

Further refinement of the instrument was necessary for the present analysis of the NCS and CAPS. Umalusi required the evaluators to report on the following aspects, which became headings in each of the subject reports:

### **a) Broad curriculum design, format and user-friendliness of curriculum documentation**

In this section of the report, evaluators wrote a few descriptive paragraphs about the general design of the respective curricula. The description of the overall curriculum design made reference to the number of documents which comprise the curriculum, and the function of each document, as well as providing comments on the central design principle and how user-friendly the documents are for teachers to use.

The evaluators judged the extent to which the documents are **user-friendly** as follows:

- **Good** or very user-friendly, when the function and the structuring of the documents are clear;
- **Moderately user-friendly**, when the function and the structuring of the documents are sometimes clear but at other times the function seems unclear or the structuring confusing;
- **Poor** or not user-friendly, when the function and the structuring of the documents are often unclear or the structuring is overly complex.

Regarding the **accessibility of the language** used in the curriculum, the evaluators considered the language as follows:

- **Very accessible**, where the documents use plain, direct language;
- **Moderately accessible**, where the documents sometimes use plain, direct language and at other times use language that is complex or obscure, or terms that are ill-defined;
- **Inaccessible**, where the documents often use complex or obscure language and terms that are not defined.

In describing the **broad curriculum design**, the alignment of the various documents was also considered as follows:

- **Good alignment**, when it is clear how the documents relate to and complement one another;
- **Moderately good alignment**, when it is only sometimes clear how documents relate to one another, and there are some contradictions across documents, or there are instances where it is not clear how documents complement or relate to one another;
- **Poor alignment of documents**, when it is unclear how documents relate to one another, or where there are numerous contradictions across documents, or there is no evidence as to how the documents are expected to complement one another.

The evaluation teams were also asked to identify and to find evidence for the technical aspect(s) used to organise the design of the curriculum. The instrument gave as examples: "outcomes-based"; "standards-based"; "syllabus", for the technical design aspect. Some

of the evaluation teams made reference to “topic- structured” and “spiral-curriculum” in the discussion.

As a task in this section, the evaluation teams had to draw out the patterns and salient points emerging across curriculum documents and to write comparatively about the examples and the data collected.

### **b) Curriculum aims (objectives)**

The evaluators were asked to look at the list of subject-specific aims, objectives or broad outcomes given in each document for the particular subject. The evaluation teams commented on any similarities or differences across the stated objectives that they noticed between the curricula.

### **c) Content/skills coverage, breadth and depth**

The instrument provides guidance to the evaluators about what is meant by curriculum coverage, content breadth and depth. Curriculum coverage is described as all the content, concepts and skills covered by the curriculum. Content breadth is construed as the number of topics represented in the curriculum for a specific subject, and content depth refers to the complexity and extent of cognitive challenge associated with the topic.

In terms of **content breadth**, the evaluators were asked to identify all the content / concept / skill areas represented for the FET Phase in the NCS and CAPS, and list the topics in a table provided. In the cases where content/concepts and skills are separated out, the evaluators had to list the content/concepts first, followed by the skills.

From how the breadth of content was represented, the evaluation teams could infer the relative breadth of the various curricula and comment on any content that is covered in one curriculum and not in the other. The evaluators also considered and reported on how the curriculum breadth is likely to impact on learners learning through a second or third language.

In terms of **content depth**, the evaluation teams used a four--point scale in determining the relative degree of depth of content in the NCS and CAPS.

The evaluation teams used the following codes:

- 1: Introductory level content; superficial; mainly definitions and descriptions;
- 2: Definitions and descriptions plus some detail provided;

- 3: Detailed indications of concepts/topics; requires understanding of relationships between concepts;
- 4: Highly detailed indication of topic; topic required to be dealt with in a conceptually challenging way; requires complex understanding of relationships between concepts

In other words, the depth of a curriculum refers to the extent to which topics are explored. When a topic is given a significant amount of time and the expectation is for engagement at a demanding conceptual level, the topic is considered to have been covered in depth.

From this analysis, evaluators were able to draw conclusions about content depth, referring to considerations such as the extent to which the curricula provide learners with the opportunity to move from a superficial or primitive grasp of a topic to a more refined and powerful grasp of it.<sup>3</sup>

Breadth and depth are in constant tension, because the greater the depth expected, the fewer the topics which can be covered in the time available. Ideally, a subject curriculum must attempt to find a balance between these diverging curriculum impulses, something which may be achieved by covering certain topics in greater depth while conceding the need to cover a range of other topics more quickly and in a way that demands less intellectual rigour.

#### **d) Specification of topics**

In this section the evaluation teams considered the curriculum specification in terms of the degree to which knowledge is broken down for stipulation in the curriculum. The evaluation teams were asked to determine in how much detail the various topics are specified in the curriculum document. In other words, how clear would it be for the user of the curriculum to understand exactly which content / concepts and skills are to be covered for the particular subject, or to what extent would the teacher be required to draw on her/his previous knowledge and experience of the subject to be able to interpret the curriculum?

#### **e) Comments on content / Skill coverage**

In this section of the subject analysis, the evaluators commented on the overall coverage of content and skills by addressing the following:

- Comment on the comparison of content and skills across the two curricula, and comment on the appropriateness of these for the relevant age group.
- To what extent do the curricula provide clear, succinct, unambiguous, measurable statements of learning?

---

<sup>3</sup> A paraphrase of Bruner's (1995: 334) concept of depth.

- To what extent are the curricula based on a strong, discipline-based approach to the particular subject?
- Is the way in which the subject knowledge is presented in the curricula up-to-date with any shifts in the discipline itself?
- For any erroneous, missing or inappropriate content or skills that are noted, please provide a list of these issues, and explain fully why your team has a concern over this content. Please include document and page references wherever necessary.

#### **f) Curriculum weighting and emphasis**

##### *i. Curriculum emphasis within the phase (Subject time allocation)*

The evaluation teams determined emphasis by looking at how the time allocation for the subject is addressed in the NCS and the CAPS, and indicated the amount of time allocated for the subject as a percentage of total classroom time allocated for all subjects within the phase.

##### *ii. Curriculum emphasis within the subject (Topic weighting)*

The evaluators determined the curriculum emphasis in the NCS and the CAPS in terms of the central topics covered within the subject. They then explained how the weighting of topics compared across the curricula. In order to do so, the evaluators had to indicate the amount of time allocated for each central topic as a percentage of the total classroom time allocated for the subject; that is, if time allocation per topic is addressed in the curriculum document. If time allocation could not be captured as a percentage of the total classroom time, the evaluators had to describe how time is dealt with in the documents.

#### **g) Curriculum pacing**

Pacing for a subject in the NCS and CAPS was determined in terms of the relationship between the volume of learning material (topics to be covered) and the particular time frame given to the subject. Firstly, the **specification of the pacing** (or whether the pacing is stipulated) was determined as follows:

- **High** degree of specification of pacing is where the pacing is made explicit through clear stipulation of the topics that are to be covered in terms of a time frame over the course of the grade.



- **Moderate** degree of specification of pacing is evident where the curriculum provides broad parameters regarding what should be covered and when over the course of the grade.
- **Low** degree of specification refers to pacing that is left to the discretion of the teacher, and where little or no indication is given of the rate at which content should be covered.

It should be noted, however, that **low** and **high** are not necessarily value judgements about pacing. High levels of specification may be thought appropriate where many teachers are poorly educated and trained. Alternatively, high levels of specification could be regarded as unnecessarily constraining on experienced and knowledgeable teachers, especially if there is an insistence on treating a national curriculum as the letter of the law.

In addition, the evaluators were asked to make a judgement on the **level of the pacing** itself as it would be experienced by learners in the FET Phase. The evaluators were asked to judge whether the pace expected is in the following categories:

- **Fast** for learners at this level of development ;
- **Moderate**, and appropriate for learners at this level of development;
- **Slow** for learners.

The evaluators were requested to compare data in the data-collection tables regarding the stipulation and level of pacing in the NCS and the CAPS.

## ***h) Curriculum sequencing and progression***

### *i. Specification of sequence*

Evaluators were asked to describe the level of specification of sequencing in the curricula being evaluated, using the following descriptors:

- **High:** Indicates that the order in which topics are to be taught is clearly specified and prescribed within and across grades;
- **Moderate:** Refers to situations where a general suggested order is given in which topics are expected to be taught within and across grades, but allowance is made for some discretion on the part of the teacher;
- **Low:** Indicates that there is no particular order indicated in which the teacher should present the topics within and across grades, and the sequencing of content is at the discretion of the teacher.

In addition, the evaluators were asked to comment for each curriculum on the appropriateness of the sequencing to the subject and level. In other words, they had to indicate whether the order in which the topics are expected to be dealt with is appropriate, and whether it makes sense in terms of the structure or nature of the subject itself.

Sequencing as a curriculum requirement is much more critical in some subjects than in others. In subjects such as Mathematics and Physical Science, the sequencing of topics is important because earlier content must have been acquired in order to learn more advanced concepts and skills. While all subjects will have some sequencing requirements, the sequencing may be less stringent in subjects which are, in Bernstein's terms, horizontal in structure (Bernstein, 1996). Nevertheless, sequencing of content can be of great assistance to teachers and others, such as materials developers.

## *ii. Indication of progression*

Progression is the increase in the level of complexity or difficulty at which a topic is addressed through a grade or across the phase.

The evaluators were asked to describe the changing nature of topics (and the nature of their treatment) over the course of Grades 10, 11 and 12 in terms of an increase in the level of complexity or difficulty at which a topic is addressed over the three years. The evaluation teams inferred from data collected whether there is any indication of progression within and between grades in the FET Phase, using the following criteria of progression:

- **Strong**, if there is evidence of clear movement from one type of related content./concept./skill to another, or a clear progression in terms of increasing complexity or difficulty in a topic from one grade to the next;
- **Moderate**, where some indications of a shift to different content / concepts / skills are found, or where some instances point to an increase in the complexity or difficulty with which topics are addressed at different levels in Grades 10, 11 and 12;
- **Weak**, when very little indication of progression in terms of shift of content / concept / skill from one grade to the next is found, or where there is little evidence of increasing complexity or difficulty from one level to the next;
- **None**, where no shift in the content concept / skill or change in complexity / difficulty from one grade to the next is evident.

Analysis of progression across grades often helps to pinpoint potential difficulties, for example, where a topic may have been introduced in one level, neglected in a second, and then becomes both conceptually demanding and difficult in a third level. Looking for progression helps evaluators to check whether the content is logically organised within a grade and across grades.

### ***i) Specification of pedagogic approaches***

The evaluators took the meaning of a pedagogic approach to be the way in which teaching and learning is intended to happen in the classroom. Often described in terms of teacher-centred or learner-centred, a pedagogic approach can include other, more specific approaches such as problem-based learning, constructivist learning or direct instruction.

The evaluators were asked to describe the extent to which the NCS and the CAPS provide explicit guidance regarding the preferred subject-specific pedagogic approach(es) to be adopted. The following descriptors were used:

- **High:** Describes a curriculum where detailed guidance is given regarding the preferred pedagogic approach to be taken;
- **Moderate:** Describes a curriculum where some guidance is given regarding the preferred pedagogic approach to be taken;
- **Low:** Describes a curriculum where the preferred pedagogic approach is mentioned in a few places but no details are provided;
- **None:** Describes a curriculum that provides no information or guidance regarding the pedagogic approach.

Using the coding, and by drawing inferences from the data collected, the evaluators were requested to provide a brief description of the subject-specific pedagogic approaches provided, if any are specified. Furthermore, they had to indicate the extent to which the curriculum provides explicit guidance regarding the preferred pedagogic approach to be adopted. They had to write comments on the appropriateness of the approaches for learners at this level of development. Lastly, they had to give an opinion on how the role of the teacher and the perceived ideal learner (or the theory of the learner) compares across the NCS and the CAPS.

### ***j) Assessment guidance***

The evaluators were asked to give an overview of the nature and extent of the assessment guidance provided in each of the curricula, including any information offered that would contribute towards a general understanding of the approach taken towards assessment. More specifically, evaluators had to indicate the number and types of assessment tasks specified in the curricula, and the dominant types of assessment specified.

The **degree of specificity of assessment guidance** had to be analysed, using the following descriptors:

- **General** means that only generic assessment guidance is given.

- **Subject-specific** means that subject-specific assessment guidelines are provided.
- **Both** means that both general guidance and subject-specific guidelines are provided.
- **Neither** refers to a curriculum where no assessment guidance is provided at all.

The **degree of clarity of guidance** regarding assessment was indicated by the use of the following descriptors:

- **High** describes assessment guidance that provides detailed, specific, clear, and comprehensive information, and is not likely to result in greatly differing interpretations of the assessment requirements.
- **Moderate** describes assessment guidance that provides moderate amounts of information regarding assessment that is generally clear, but which leaves scope for differing interpretations of the assessment requirements.
- **Low** describes assessment guidance that provides only broad statements about assessment that lack clarity and allow for multiple interpretations.
- **None** describes a curriculum where no guidance regarding assessment is provided.

#### ***k) Curriculum integration***

The evaluators first considered the degree to which different subjects are consciously integrated across the curriculum, or kept separate, using the following descriptors:

- **High** refers to a curriculum where an effort has been made to understand and encourage integration across a number of different subjects.
- **Moderate** refers to a curriculum where, in a few places, explicit reference is made to other subjects, or connections to topics in other subjects are referred to.
- **Low** refers to a curriculum where the approach keeps subjects very separate from one another and there is very little or no reference to other subjects.

The evaluators then considered the extent to which explicit relationships and connections are made to the learner's everyday knowledge and experience, and whether or not this knowledge forms part of the curriculum. The evaluators used the following descriptors:

- **High** indicates that the learners' everyday world and knowledge, the world of work and of communities are constantly referenced and form part of the contextualising knowledge specified in the curriculum.
- **Moderate** indicates that the learners' everyday world and knowledge, the world of work and of learners' communities are referenced in a few places in the curriculum, but not seemingly as a conscious strategy.

- **Low** indicates that the curriculum emphasises only subject-specific knowledge, and that there are few or no references to the everyday knowledge of the learners, their communities or the world of work.

### ***l) Curriculum coherence***

Coherence is understood to be the extent to which a curriculum reflects a logic (often inherent in the nature of the discipline itself) in the organisation of topics, where the significant ideas of the subject and their development over time are evident.

Having looked at the broad curriculum design, the curriculum objectives, the content / skill coverage, as well as the sequence and the progression of the curriculum, the evaluation teams were required to make a judgement on the coherence of the NCS and the CAPS.

### ***m) Implications for the South African context***

Taking into consideration the South African school context for which the NCS and CAPS were developed, the evaluators were asked to comment on their appropriateness. Though this exercise was speculative, it was broadly based on the evaluators' knowledge of schooling and instructional contexts across South Africa, as well as on the research findings. The evaluators had to justify their claims by referring to examples from the data collected.

### ***n) Assumptions regarding teacher expertise***

By referring back to the content and skill coverage, the evaluators had to give 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.

### ***o) Concluding remarks***

The evaluators were asked to summarise the most important findings from the analysis in brief concluding remarks.

## **p) Recommendations**

Based on their analysis, evaluators were asked to make recommendations with a view to the strengthening of the CAPS.

### ***In summary***

The comparative research undertaken by the evaluators focused on the national policy through which the minister sets the minimum norms and standards for the system, analysing the ideals entrenched in policy as well as the written form it takes. This analysis provides a view offered by a group of experienced educationists after an intensive and constructive engagement with those policies.

### **2.3.2 Determining the entry-level requirements and exit-level outcomes for the FET Phase**

The intent in this part of the investigation was to determine the entry-level requirements regarding knowledge and skills for a learner entering the FET Phase at Grade 10, and the exit-level outcomes for the FET Phase, based on the details provided in the CAPS documentation. The evaluation teams had the opportunity to make recommendations regarding expected learner attainment in order to strengthen the FET Phase CAPS.

The findings from this part of the investigation will inform the research that is planned for the Senior Phase. The intent is to determine possible gaps from the cross-mapping between the Senior Phase and FET Phase. These findings will also provide information for the longitudinal study across all of the phases, which is planned for 2015.

### **2.3.3 The Practical Assessment Task (PAT) investigation**

#### ***Theoretical framing and research design***

The instrument draws conceptually on frameworks dealing with reproductive and productive thinking and has specific reference to the work of Romiszowski (1981), but also resembles the work of Kolb (1984) and that of Marzano (1998, 2001a; 2001b), which considered the conative and affective aspects of thinking.

These frameworks for understanding critical and creative thinking, referred to by Romiszowski (1981) as productive thinking, are reminiscent of Bloom's cognitive categories of analysis, evaluation and synthesis. In various combinations, engagement with these categories in the learning and assessment process could, for example, lead to deeper understanding and a defensible judgement of a valued product. Such engagement

may involve planning what to say, imagining situations, reasoning, solving problems, considering opinions, making decisions and judgements or generating new perspectives.

Productive thinking goes beyond the cognitive domain. By stressing the importance of engaging the affective domain through both the teaching and assessment processes, reflection and metacognition come into play. This approach would entail using tasks to develop the following thinking dispositions:

- Willingness to plan and self-correct;
- Flexibility;
- Being mindful;
- Persistence;
- Seeking consensus.

Romiszowski (1981) regards skilled performance as depending on the availability of prerequisite knowledge. By linking planning with the productive quality of a skill, Romiszowski (1981) focuses on constructive and creative mental processes and does away with a purely behavioural "performance type" approach. He thus attaches considerable importance to knowledge and skills in the psychomotor and affective domains, and consequently values both learner-centredness and a guided discovery approach.

### ***Guidelines for judging question difficulty***

The four-category conceptual framework for thinking about question difficulty is adapted from Leong (2006) of the Singapore Examinations and Assessment Board. Leong's adapted framework comprises the following four general categories of difficulty:

- a. Content (subject/concept) difficulty;
- b. Stimulus (question) difficulty;
- c. Task (process) difficulty; and
- d. Expected response difficulty.

In the Umalusi (2012:74) report, Reeves explained that in developing the framework, Leong drew on the work of Pollitt et al. (1985), Osterlind (1990), Edwards and Dall'Alba (1981) and other researchers who have developed similar tools for gauging cognitive challenge.

Leong (2006) draws on literature to make a further distinction between "valid" and "invalid" sources of question difficulty or easiness. Valid difficulty or "easiness" is intended by the examiner. Invalid sources of difficulty or easiness are defined as those features of question difficulty that were not intended by the examiner. Invalid sources (indicators) of

question difficulty or "easiness" prevent the question from assessing what the examiner intended to assess, and are those aspects of question difficulty that prevent candidates from demonstrating their true ability or competence. For example, grammatical errors in a question that could cause misunderstanding are invalid sources of question difficulty because the difficulty in answering the question lies in the faulty formulation of the question, rather than in the intrinsic difficulty of the question itself. Learners may misunderstand the question and therefore not be able to demonstrate what they know.

### ***Dimensions measured***

The instrument intends to measure the level of reproductive and productive skills in terms of cognitive, psychomotor, reactive and interactive categories required to be displayed in the tasks.

- *Reproductive skills* refer to the reproduction of known content, concepts, and application in familiar contexts.
- *Productive skills* refer to application in novel contexts related to critical and creative thinking, which are thinking skills that assist in the productive thinking process.

A second intent was to determine whether the task question is difficult (or easy) due to its content, the nature of the stimulus, the process required by the task or the complexity of the expected response.

### **2.3.4 Combining the 2012 web-based search and the 2014 international benchmarking**

In 2012 a web-based search was done to help with the understanding of international views on the choice of content to include in subjects and programmes similar to the subject Hospitality Studies in South Africa. The evaluation team did a web-search on the programmes in Hospitality and Tourism in Ontario (Canada), Cambridge International Food Studies and the American Hotel and Lodging Educational Institute (AHLEI). They had to describe how the subject / programme fits into a qualification structure in the particular country, describe the level descriptors (exit outcomes) related to the final exit point; requirements set for the attainment of the qualification; and articulation into further / higher education.

The evaluators were also requested to determine the rationale for the subject and to describe the rationale that underpins the subject within the particular qualification. The evaluation team understood the rationale as what presents the socio-political view of the learning to be undertaken: it explains the necessity for the learning proposed.

The following were also included in the instrument for a web-based search:



### **a. Purpose**

The evaluators' opinion was required about how the subject equips the learner (and teacher / facilitator) with the necessary knowledge base, skills and foundational learning needed to make sense of situations within a context, solve problems within a context and offer novel solutions. The request was also to identify and briefly explain any additional intentions found in the documents that would help learners to transfer skills between familiar contexts and across to a variety of unfamiliar contexts.

### **b. Aim**

By considering action verbs, the evaluators had to determine how, in their opinion, the aims would help learners to learn.

*The following action verbs were some of the examples provided:*

*Recognise, order, describe and calculate ..... make use of different strategies to solve realistic and abstract problems; Demonstrate an understanding of .....; Describe .....; Investigate observed patterns, identify and describe patterns in real-life situations; Apply concepts ..... to make decisions relative to the world around us; Recognise, identify, name, compare, sort and visualise figures, shapes and solids, to solve problems in a range of contexts; Demonstrate an understanding and use of concepts; Collect data, summarise data, display data in diagrams, analyse and interpret data to draw conclusions and make predictions; Create, build, draw, etc.*

### **c. Organisational principle**

The evaluation team had to explain how content and skills are structured and further developed from prior knowledge. Comments were required on the appropriateness of the particular organising principle in these materials and on the structure of and coherence in the documents.

### **d. Content coverage**

In terms of content covered, the evaluators were required to describe the ways in which content is emphasised (weighted) as being more important than other parts of what needs to be learned, how content is sequenced to display knowledge- and skills-development, and/or how it reflects increasing difficulty levels and differentiation in cognitive demand. Any evidence of progression had also to be mentioned.

### **e. Specification of pedagogic approaches**

In terms of the specification of general pedagogic approach, the evaluators had to mention and describe the degree of specification, whether

- detailed guidance is given in the curriculum regarding the preferred general or subject-specific pedagogic approach;
- some guidance is given in the curriculum regarding the preferred general or subject-specific pedagogic approach;
- the preferred general or subject-specific pedagogic approach is mentioned in a few places but no details are provided; or
- no information or guidance regarding the general or subject-specific pedagogic approach is given.

In terms of a subject-specific approach, the evaluators had to describe the particular approach and explain the extent to which a subject-specific pedagogic approach is set out in each curriculum.

### **f. Assessment guidelines**

The question regarding the assessment guidelines was about how detailed the assessment guidance is to teachers / lecturers / facilitators in order to assess internally (informal and formal assessment). Another was whether teachers / lecturers / facilitators and learners are adequately guided towards the nature of the external assessment. What kind of guidance is evident?

In conclusion, the evaluation team had to mention and briefly describe any outstanding, considerable features as examples of good practice.

The central focus of the **2014 international benchmarking** has been to benchmark the FET Phase CAPS with comparable curricula from Kenya, Singapore and British Columbia (Canada). These three were identified in the Foundation Phase (Grades 1 to 3) research titled Comparing the Learning Bases (Umalusi 2010), in English, Mathematics, and Life Orientation. The three were selected on the basis of their high rankings on international standardised comparative tests such as the Trends in International Mathematics and Science Study (TIMSS), Progress in International Reading Literacy Study (PIRLS) and Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ) They were also chosen as they use English as their language of learning and teaching thus making analysis of their curriculum documents more feasible for South African researchers.

The TIMSS provides reliable data on the Mathematics and Science achievement of U.S. students compared to that of students in other countries. The Progress in International

Reading Literacy Study (PIRLS) measures trends in children's reading literacy achievement at age 10 and collects information about reading and literacy policies and teaching practices every five years. At the time of the Foundation Phase research, Singapore was in the top five countries in the PIRLS 2006 and TIMSS 2003 studies. Canada is in the top ten countries in the TIMSS 2003 and Programme for International Student Assessment 2006 studies, with British Columbia coming third in the PIRLS 2006 study. Kenya is in the top five countries in the Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ) 2005 study. These countries held similar positions in the TIMSS 2011 which confirmed sustainable performance levels over the past five years.

## **Singapore**

Among the key strengths of the Singapore education system are their bilingual policy, emphasis on broad-based and holistic learning, meta-cognition, focus on teacher quality and the integration of information and communication technologies (ICT) into learning. They also believe that their schools should work closely with the parents and the community.

At the secondary level, learners in Singapore have the opportunity to offer either the Express, Normal (Academic) or Normal (Technical) courses, depending on their academic ability (as measured initially by Primary School Level Exam scores). The different courses are designed to cater to a range of academic learning abilities and interests and learners can move from one course to another based on their ability to access the curriculum offered in each of these courses.

Learners in the Express course at the end of Secondary 4 typically offer six to eight subjects at the Singapore-Cambridge General Certificate of Education (Ordinary Level) examination. Those with exceptional academic ability may offer a ninth subject.

Learners in the Normal (Academic) course will offer academically-based subjects while those in the Normal (Technical) course will follow a curriculum that is more practice-oriented.

Learners in both courses will sit for the Singapore-Cambridge General Certificate of Education (Normal Level) or GCE 'N' Level examination at the end of Secondary 4. After the GCE 'N' Level examination, students from the Normal (Academic) course who satisfy the academic requirements can go on to a fifth year of study, where they can sit for the GCE 'O' Level examination at the end of the year. Learners who meet the academic requirements can also be admitted to the polytechnics via the Polytechnic Foundation Programme, or to the Institutes of Technical Education (ITE) through a Direct Entry Scheme.

Gearing up for university, learners may offer subjects at three levels of study – Higher 1 (H1), Higher 2 (H2) and Higher 3 (H3). H1 subjects offer learners breadth and sufficient

depth for them to acquire foundational knowledge and skills in a subject area. H2 is equivalent to 'A' Level subjects prior to 2006. H3 subjects offer learners a variety of learning opportunities to study a subject area in more specialised depth.

## **Kenya**

Since 1985, public education in Kenya has been based on an 8–4–4 system, with eight years of primary education followed by four years of secondary school and four years of college or university. President Daniel arap Moi introduced the 8–4–4 system of education. With the introduction of this system Certificate of Primary Education became KCPE (Kenya Certificate of Primary Education) while KCE became the Kenya Certificate of Secondary Education (KCSE). Under the current system, learners attend secondary school for four years before sitting for the school leaving exam. The first class or year of secondary school is known as Form 1 and the final year is Form 4.

## **British Columbia (Canada)**

During the document search and preparation for the international benchmarking of the South African CAPS in March 2014, the Manager, Curriculum and Resources (Learning Division) from the British Columbia Ministry of Education mentioned to Umalusi that the education in British Columbia is undergoing a transformation. Part of this transformation includes the redesign of all provincial curricula. He referred Umalusi to the background information and documents on the transformation at [http://www.bced.gov.bc.ca/irp/transforming\\_curriculum.php](http://www.bced.gov.bc.ca/irp/transforming_curriculum.php).

The drafts for many of the subject areas for Kindergarten to Grade 9 are available at <https://curriculum.gov.bc.ca/>. It was indicated that the draft curricula for Grades 10 to 12 would be available on their website in 2014. Although the revised curricula for Tourism 11 and 12 were not available for the benchmarking, the research team commended the widely consultative approach followed in the curriculum review process in British Columbia.

The aims of the FET research were achieved by benchmarking the CAPS against the international curricula using similar categories to those used in the comparative NCS/ CAPS analysis, but with specific focus on some of the curriculum dimensions in order to strengthen the CAPS, namely -

- a. the relative depth and breadth of the content covered in the respective curricula,
- b. the overall design, structure and coherence of the curricula,
- c. the level of specification of various aspects of the curricula, and
- d. the guidance provided by the curricula for the teaching and assessment of the subject.

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 teams were asked to use the insight gained from this comparison to identify characteristics specific to the FET Phase within the South African NSC qualification as a whole, and to determine what distinguishes this phase from the other phases in the qualification.

Without claiming a direct causal link between the nature of the intended curriculum and learner attainment outcomes, the research used learner performance as a limited indicator of the efficiency and effectiveness of the education systems of various countries. The crucial issue of classroom practices and the quality and nature of the schooling system in general is not taken into account in the research.

# COMPARATIVE ANALYSIS OF NCS AND CAPS DOCUMENTS

### 3.1 COMPARISON OF INTRODUCTORY INFORMATION FOR THE NCS AND CAPS

The introductory pages of the NCS Subject Statements are identical for all subjects, and comprise 7 pages. These provide a large amount of information on the background and history of the NCS. Much of this relates to redressing the imbalances caused by apartheid education. It also contains the rationale and description of Outcomes-Based Education (OBE), together with explanations of what is meant by the terms Learning Fields, Subjects, Learning Programmes, LOs and ASs. In addition, each of the Subject Statements contains 8 pages of information on assessment. These are common to all the subjects.

The introductory pages of the CAPS subject documents consist of 7 pages of common introductory material, and between 5 and 32 pages of assessment guidance, some of which is generic and some subject-specific. The introductory pages make no mention of OBE, since this is no longer the approach adopted by the DBE. Consequently, there are some clear shifts that have taken place in the underpinning educational values and approach. These can be traced through a comparison between the generic information provided in the CAPS and the NCS. Some of these shifts are discussed below.

#### 3.1.1 Rationale

The rationale of a curriculum presents the socio-political view of the learning to be undertaken: it explains the necessity for the learning proposed. The rationale also explains the view taken of the teaching-learning process.

The essential rationale provided in the respective curricula is similar in both the NCS and the CAPS documents in terms of situating the curriculum within the aims of the South African Constitution. In addition, the NCS includes the rationale for the choice of OBE as the selected educational approach, which seeks to “enable all learners to reach their maximum learning potential by setting the Learning Outcomes to be achieved by the end of the education process” and to “encourage a learner-centred and activity-based approach to education” (DoE, 2003: 7). By way of contrast, the description in the CAPS document of an underlying educational approach is of the encouragement of “an active and critical approach to learning, rather than rote and uncritical learning of given truths” (CAPS subject statements, 2011: 4).

The NCS also provides a large amount of information on the background and history of the curriculum in the South African context. Much of this relates to redressing the imbalances caused by apartheid education.

The former Department of Education (DoE) report (2009a: 12) describes the NCS as follows:

The key and clear messaging [in the NCS] included a positive new beginning, the move away from Christian National Education and its attendant philosophy of Fundamental Pedagogics, to a new emphasis on rights-based education and the notion of learner centredness.

In the move from the NCS to the CAPS, the background discussion around the desired values and social impact of the curriculum has been greatly reduced. This is appropriate in the light of the different historical positioning of CAPS, which was introduced more than 17 years after the advent of democracy in South Africa. The omission from the CAPS of the hopeful, idealistic language of the NCS has given the CAPS the flavour of a more traditional curriculum, and has, at times, resulted in a certain amount of nostalgia among evaluators about the loss of the “good vibrations” of the NCS, as it was described by a participant in one of the Umalusi subject evaluation teams.

### **3.1.2 Aims, purpose and principles**

#### **Aims**

The general aims of a curriculum explain the curriculum's over-arching intention and broadly explain what the curriculum expects to achieve.

In the aims of both the CAPS and the NCS documents, mention is made of the importance of the curriculum's conveying the knowledge, skills and values that should be communicated in a post-apartheid South Africa. Both 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. The NCS goes into more detail than the CAPS document with regard to the importance of redressing the historical imbalances in education. The values associated with a democratic South Africa are also more extensively explicated in the NCS than in the CAPS.

#### **Purposes**

The purposes of a curriculum provide an explanation, in general terms, of what the curriculum intends to help the learner to achieve. Both the NCS and the CAPS provide a clear list of purposes,<sup>4</sup> identical in both documents, namely:

- Equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
- Providing access to higher education;
- Facilitating the transition of learners from education institutions to the workplace; and
- Providing employers with a sufficient profile of a learner's competencies.

---

<sup>4</sup> For the NCS, these are listed as purposes of the FET Certificate in the DoE FETC Overview document (2003).

## **Principles**

The principles of a curriculum embody the underlying values or beliefs about what is important and desirable in a curriculum. These principles guide the structuring of the curriculum.

The NCS and CAPS documents both contain a list of principles, which reiterate the values of human rights, inclusivity, environmental and social justice. Both documents also maintain that the curricula are based on a high level of skills and knowledge, and aim for an education that achieves credibility, quality and efficiency, by providing “an education that is comparable in quality, breadth and depth to those of other countries” (DoE, 2003: 10; CAPS subject documents, 2011: 5).

The principles in both documents include the importance of Indigenous Knowledge Systems (IKS), but these are discussed at much greater length in the NCS, where the narrow Western construction of knowledge and intelligence is challenged. The principle of IKS would consciously have been paired with the notion of integration.

The NCS principles thus contain a discussion around integration within and across subjects, making explicit the importance of developing applied competence in learners in the form of practical, foundational and reflective competencies. There is no explicit mention of integration in the CAPS introduction. The CAPS also lacks any discussion around articulation and portability, which were central design features of the FETC qualification (the Further Education and Training Certificate, namely the NSC).

Whereas progression is described in the NSC as being across the grades, through the increased complexity of Assessment Standards, progression is described in the CAPS as taking place within each grade, through the progression of content and context from simple to complex.

Inclusivity is highlighted as an important principle in both curricula, with discussion on the need to address barriers to learning, although this matter is discussed in more detail in the NCS than in the CAPS.

### **3.1.3 Design features of the FET curriculum**

The NCS provides a detailed discussion of the structure and design features of the FET curriculum. These include descriptions of Learning Fields, and their relationships to individual subjects. In addition, the NCS criticises the traditional notion of a subject as a “specific body of academic knowledge”, placing emphasis on knowledge at the expense of skills, values and attitudes, and maintaining the perception of subjects as static and unchanging. Instead, the NCS specifically mentions the intention to blur subject boundaries to encourage subjects to be viewed as “dynamic, always responding to new and diverse knowledge, including knowledge that traditionally has been excluded from the formal curriculum” (DoE, 2003: 11).



By contrast, the CAPS document makes no mention of Learning Fields, Learning Programmes or Learning Areas, and provides no discussion around the meaning of the term "subject". This approach is in line with the recommendation made in the DoE report (2009:63) that "Learning Programmes, Learning Areas and Subjects must all be called 'Subjects' at all levels to ensure simplicity, clarity and consistency".

The implication is that there is a reversion to a traditional understanding of the notion of a subject, and a reinsertion of clear discipline-boundaries between the various subjects. This matter is discussed further in the section on curriculum coherence.

### 3.1.4 The type of learner envisaged

In the description given of the type of learner that is envisaged, both the NCS and the CAPS include a list of Critical Outcomes, although these are not named as such in the CAPS. The Critical Outcomes, as described in the FETC Overview document (2003, p 8), require learners to be able to:

- Identify and solve problems and make decisions using critical and creative thinking;
- Work effectively with others as members of a team, group, organisation and community;
- Organise and manage themselves and their activities responsibly and effectively;
- Collect, analyse, organise and critically evaluate information;
- Communicate effectively using visual, symbolic and/or language skills in various modes;
- Use science and technology effectively and critically, showing responsibility towards the environment and the health of others; and
- Demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

One key difference in the list of Critical Outcomes is that the CAPS document describes the second point as: '*work effectively **as individuals** and with others as members of a team*' (CAPS subject statements, 2011: 5). This acknowledges that learners must also be able to work effectively on their own, a capacity which was missing from the NCS, where the emphasis of group-work was paramount.

A notable omission from the CAPS is that the Developmental Outcomes listed in the NCS are not mentioned at all. These are fairly broad-based outcomes that include an exploration of learning strategies, participation as responsible citizens, and the development of cultural and aesthetic sensitivity.

In addition, the NCS contains a list of ideals that the curriculum aims to develop in learners, such as “one who will be imbued with the values and act in the interests of a society based on respect for democracy, equality, human dignity and social justice as promoted in the Constitution”, “have access to, and succeed in, lifelong education and training of good quality”, and to develop learners who “demonstrate an ability to think logically and analytically, as well as holistically and laterally” and are “able to transfer skills from familiar to unfamiliar situations” (DoE, 2003: 17). Although some of these are touched on in the values of the CAPS, they are not mentioned in the descriptions of the type of learner that is envisaged.

The move from OBE 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, 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, which is captured in some of the Learning Outcomes (LOs) of the NCS. For example, part of LO 3 in the NCS Physical Sciences is the “evaluation of knowledge claims”. This requirement, a valuable one, is not incorporated in the CAPS Physical Sciences in any way.

### **3.1.5 The type of teacher envisaged**

The NCS provides a clear description of the kind of teachers that are envisaged (DoE, 2003: 18), namely that they be:

- Key contributors to the transformation of education in South Africa;
- Qualified, competent, dedicated and caring; and
- Able to fulfil the various roles outlined in the Norms and Standards for Educators: these include being mediators of learning, interpreters and designers of Learning Programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, citizens and pastors, assessors and Learning Area or Phase specialists.

By contrast, the CAPS document provides no description of the kind of teacher that is envisaged. This is a notable omission for such an important role player in the educational process.

## **3.2 DOCUMENTS ANALYSED IN THIS SECTION**

The evaluation team evaluated the following NCS and CAPS documents. These are referenced according to the Document Reference Numbers, allocated for the purpose of this chapter, in the left-hand column.

Table 3.1: Documents referenced		
Documents		Footnote References
1	Department of Basic Education. 2011. <b>National Curriculum Statement (NCS) Curriculum and Assessment Policy Statement (CAPS) Further Education and Training Phase Grades 10–12: Hospitality Studies</b> , Pretoria	CAPS
2	Department of Education. 2008. <b>National Curriculum Statement Grades 10–12 (General), Learning Programme Guidelines: Hospitality Studies</b> , Pretoria	LPG
3	Department of Education. [n.d.] <b>National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement. Gr R–12</b> , Pretoria	-
4	Department of Education. 2003. <b>National Curriculum Statement Grades 10–12: Hospitality</b> , Pretoria	NCS
5	Department of Basic Education. [n.d.] <b>National Protocol for Assessment. Gr R–12</b> , Pretoria	-
6	Department of Education. 2010. <b>Content Framework for Hospitality Studies</b> , Pretoria	-
7	Department of Education. 2008. <b>Subject Assessment Guideline: Hospitality Studies</b> , Pretoria	SAG

The evaluation team characterised these documents as follows:

1. The **Curriculum and Assessment Policy Statement (CAPS): Hospitality Studies** was published in 2011 (Doc. 1). This 45-page document consists of four sections and must be read in conjunction with the National Protocol for Assessment (Doc. 5) and the National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement (Doc. 3).

Section 1 of the document is generic in character and common to all CAPS documents; it provides a rationale for improved implementation (as from January 2012) of the amended National Curriculum Statement. This section also introduces the general aims of the South African curriculum and includes reference to the time allocated to subjects in all the phases.

Section 2 outlines the topics, specific aims, time allocation and required resources in the subject Hospitality Studies.

Section 3 is a detailed account of the curriculum (theory and practical) for the subject Hospitality Studies.

Section 4 provides a detailed account of the assessment and related activities.

The main function of this document is to provide clear guidance to teachers, subject advisors, assessment bodies and other stakeholders regarding the delivery expectation of this subject.

2. **Learning Programme Guidelines: Hospitality Studies** (Doc. 2)

This document was published in 2008, after the core Policy document (Doc. 4), to clarify the learning outcomes and assessment criteria of that document and to assist

teachers with learning programme design. It expands on the learning outcomes and assessment criteria of the Core Policy document (Doc. 4). In Annexure A of this document, a Content Framework for Hospitality Studies is provided. This was later published as a separate document (Doc. 6). The Learning Programme Guidelines were introduced “to assist teachers and schools in their planning for the introduction of the National Curriculum Statement” (Doc. 2, p. 3).

3. **The National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement. Gr R–12** (Doc. 3) is a detailed document, consisting of seven chapters, focusing on the programme and promotion requirements for each phase (Gr R-12) in public, special and independent schools offering the National Curriculum Statement (NCS). It indicates the minimum outcomes and standards, as well as the assessment and procedures for learner achievement. All educators (teachers, heads of department, school principals, subject advisors, etc.) should refer to this document.

4. The **National Curriculum Statement: Hospitality Studies** (Doc. 4), 2003

This document is the core curriculum policy document for the subject and consists of four chapters. The authors explain in an introductory page how to use the curriculum, and a list of acronyms follows.

Chapter 1 introduces the reader to the National Curriculum Statement (NCS), the kind of learner envisaged and the teacher imagined to teach the subject; mention is made of the structure design features of the curriculum. Chapter 2 of the document specifies the purpose of the curriculum, the scope and the educational and career links. The four Learning Outcomes for Grades 10–12 are mentioned in this chapter. Chapter 3 states the Learning Outcomes and Assessment Standards in full, as well as the content and contexts of the curriculum. Chapter 4 gives a comprehensive description of assessment methods, recording and reporting, and describes aspects related to assessment. A glossary with a description of the terminology concludes the document.

5. The **National Protocol for Assessment** (Doc. 5) provides an in-depth description of assessment practices, policies, documentation, and type of assessment, recording and reporting of marks, requirements for teacher files, management of assessment records, learner profiles, special needs and assessment of learners with barriers to learning.

The function of the document is therefore to provide a deeper understanding of assessment and related activities over all four phases (Gr R–12) in order to standardise assessment practices in support of authentic valid certification at the end of Grade 12. This protocol is not specific to Hospitality Studies.

Both Documents 2 and 5 include a section on terms and definitions for clarity.

## 6. **Content Framework for Hospitality Studies** (Doc. 6), 2010

The content of this 14-page document is arranged according to the four learning outcomes and contains the content framework for Grades 10–12 as extracted from the Learning Programme Guidelines. The document is divided into columns showing the curriculum content of the three grades next to one another. The content framework reflects a consolidated summary of the learning outcomes and their related assessment standards, presented in sequence for easy interpretation.

7. The **Subject Assessment Guideline** document (Doc. 7), 2008, provides assessment-related information such as generic information on assessment, subject-specific assessment guidance, and 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.

### 3.3 BROAD CURRICULUM DESIGN

As a working definition the evaluation team used the short definition of curriculum: “a plan for learning”, used by the Netherlands Institute for Curriculum Development (SLO), quoting Hilda Taba (1962). As described in the executive summary of this report, the SLO points out that “this simple definition does not easily or unnecessarily narrow the perspective, but permits all sorts of elaboration for specific curricular levels, contexts and representations” (Thijs & Van den Akker, 2009:9).<sup>5</sup>

A central design principle became evident in the two curricula analysed: the evaluation team concluded that the NCS (Doc. 4) was designed as a three-year spiral curriculum (Grade 10–12), based on outcomes that learners were expected to achieve. The curriculum is arranged around four Learning Outcomes, which are intended to form the core of the curriculum. The four Learning Outcomes, as stated in the NCS document (Doc. 4, pp. 11–13), are:

#### **Learning Outcome 1: Hospitality Concepts**

The learner is able to demonstrate knowledge and understanding of the hospitality industry, its contribution to the South African economy, the sectors of the hospitality industry, and related career opportunities (Doc. 4, p. 16).

Learners need to be aware of the importance of hospitality in South Africa and the employment opportunities that are available. This Learning Outcome focuses on

---

<sup>5</sup> Thijs & Van den Akker, 2009. Curriculum in Development. Netherlands Institute for Curriculum Development (SLO). Enchede.

developing the skills, knowledge, attitude and values within the hospitality industry by focusing on the sectors, functional areas, employment and self-employment opportunities, and learning pathways available.

### **Learning Outcome 2: Health and Safety**

The learner is able to operate in a hygienic, safe and secure food preparation and service environment in a responsible manner and in accordance with relevant legislation (Doc. 4, p. 18).

Learners are introduced to the policies governing safety, health and environmental issues in order to apply these basic principles to hospitality operations. This Learning Outcome will focus on relevant legislation, attitudes, ethics, values, professional appearance, security, emergency situations and basic first aid.

### **Learning Outcome 3: Food Production**

The learner is able to understand and apply the principles of planning, organising, problem solving and evaluation as related to self and to practices and systems of food production (Doc. 4, p. 20).

The basic principles and techniques of food preparation and cooking are covered. Learners will progress from the preparation of a basic breakfast to the preparation of more complex lunches, dinners and cocktail functions, taking into account South Africa's cultural heritage and commodities available within the community. This Learning Outcome focuses on kitchen layout and brigade, equipment, menu planning, recipe instructions, culinary terminology, *mise-en-place*, preparation and cooking methods and the use of computer technology in stock control and food production.

### **Learning Outcome 4: Food and Beverage Service**

The learner is able to understand and apply the principles of planning, organising, problem solving and evaluation as related to self and to practices and systems of food and beverage service and customer care (Doc. 4, p. 22).

The basic principles and techniques of food and beverage service are covered. Learners progress from the basic *mise-en-place* and laying of tables to more complex skills and techniques required by formal table and restaurant service, taking into account service ethics, cultural diversity and people with special needs. This Learning Outcome focuses on restaurant brigade, equipment, legislation, *mise-en-place*, set-up for functions, customer relations, stock control and teamwork.

The learning outcomes are built through a series of assessment standards that progress through the grades.

The curriculum document provides a list of content separately for each of the three years of study in Grade 10, 11 and 12. Each year is examined separately and internally, with only Grade 12 being examined externally.

The CAPS document (Doc. 1) clearly has a topic-structured design, with six topics being listed at the beginning of Section 2. The content in the curriculum is built around the topics, with an emphasis on kitchens, food preparation and hygiene and safety in the kitchen, as was the case with the NCS. The topics in the CAPS document are:

1. *Hospitality Sectors and Careers;*
2. *Kitchen and Restaurant Operations;*
3. *Nutrition, Menu Planning and Costing;*
4. *Food Commodities;*
5. *Food and Beverage Service;*
6. *Hygiene, Safety and Security.*

Each of the above topics is described briefly below.

*Hospitality Sectors and Careers* focuses on food and beverage establishments and the services provided by each, as well as accommodation establishments and the careers available in the accommodation sector. The applicable policies governing the working conditions are included in the curriculum. Marketing concepts and terminology are touched on.

The *Kitchen and Restaurant Operations* section of the curriculum lists and describes appliances and equipment in the kitchen and restaurant, stock-receiving procedures and how storekeeping should be done. *Mise-en-place* in the kitchen, acceptable recipe formats and writing procedures, cooking methods and knife skills are linked to the industry. The use of computers and professionalism in the industry are included under this topic.

The different categories of food are discussed in detail under the *Food Commodities* topic in the curriculum in terms of their nutritional value, classification, factors to consider when purchasing, preparation methods and techniques, cooking methods, portion sizes and storage conditions.

The content under the Food and Beverage Service topic consists of the different types of breakfasts, brunches and light meals and how to set the table for these meals. Customer relations, the handling of complaints and service techniques are incorporated in this topic.

*Hygiene, Safety and Security* includes personal hygiene and food hygiene to prevent food poisoning and contamination.

### 3.4 GENERAL, GENERIC CROSS-CUTTING AND SUBJECT SPECIFIC AIMS

The evaluation team's understanding is that general aims relate to broad, general, societal, economic or political goals; cross-cutting aims are related to generic skills relevant across a range of subjects, such as critical thinking or problem solving, and subject-specific aims are related to the specific subject in question. The evaluation team used these three levels to analyse the proportion of emphasis the NCS and CAPS documents devoted to each of the above three aims.

The **general aims** stipulated in the curriculum documents are regarded as carrying the intention of the qualification and include reference to responsibility towards the environment, health, safety and security, social transformation and understanding of ethics and values. In the NCS, the general aims comprised 33% of the total number of aims mentioned in the curriculum document, whereas in the CAPS the focus of the aims moved more towards subject-specific aims and therefore the percentage associated with the general aims dropped to 25%. The evaluation team was of the opinion that the change in focus brought about a more closely-knitted intent to further the subject objectives.

The **generic cross-cutting** aims relate to critical cross-field outcomes and are translated in terms of subject content. For instance, the need to be aware of and value indigenous knowledge systems and cultural uniqueness is reflected in the inclusion of a variety of recipes and menus in planning and preparation. The importance of service excellence and the principles of teamwork as applied within the hospitality industry are also included.

	<b>NCS</b>	<b>CAPS</b>
	33%	25%
<b>General aims</b>	Examples of general aims: 1. Use technology effectively and critically, showing responsibility towards the environment and the health, safety and security of other people within the hospitality industry; 2. Demonstrate an understanding of ethics and values which relate to the hospitality industry,	Examples of general aims: 1. Providing access to higher education; 2. Social transformation... equal educational opportunities provided for all sections of the population
	44%	43%
<b>Generic cross-cutting</b>	Examples of generic subject-specific aims: 1. Demonstrate an awareness and understanding of cultural uniqueness when planning and preparing a variety of recipes and menus; 2. Develop and apply the important principles of teamwork in the hospitality industry.	Examples of generic cross-cutting aims: 1. Identify and solve problems and make decisions using critical and creative thinking; 2. Collect, analyse, organise and critically evaluate information.



	<b>NCS</b>	<b>CAPS</b>
	23%	32%
<b>Subject-specific aims</b>	Examples of subject-specific aims: 1. Demonstrate an awareness and understanding of the importance of service excellence in the hospitality industry; 2. Be competent and creative in the basic production and presentation of food.	Examples of subject specific aims: 1. Cultural and other influences on South African cuisine; 2. Hygiene, Safety and security in a hospitality industry environment.

In the CAPS, reference is made to inclusivity, understanding the world, the use of science and technology and responsible environmental practices. Furthermore, it aims at team work, communication, self-management and problem solving. Other dimensions addressed are quality education, high knowledge and skills, and active and critical learning, with evidence of progression being advocated. The collection, analysis, organisation and evaluation of information is another aim.

The general aims formulated for the CAPS are generic; how to achieve these aims in terms of the subject content is not specified. The only exception here is progression: this is clearly indicated in table format in Section 3 of the curriculum statement.

The evaluation team paraphrased the aims of Hospitality Studies in the CAPS in the following ways (Doc. 1, pp. 5 and 8):

- The CAPS aims to produce learners who are able to identify and solve problems and make decisions using critical and creative thinking, which is reached when they prepare and serve food in the restaurant. During practical sessions learners often experience unforeseen problems which they have to solve in order to produce satisfactory end results.
- The CAPS envisages a learner who works effectively as an individual and with others as members of a team, which is accomplished during the weekly practical and the practical assessment tasks. Learners have to work individually to complete their homework and to study for tests and examinations. Many learners have limited facilities and parental support at home; however, by being successful in tests and examinations they show intrinsic motivation and a willingness to succeed.
- The CAPS requires learners to be able to organise and manage themselves. In the subject they are required to serve a course on time for guests as well as to pace their work during the weekly practical sessions, which serves as evidence of their being able to organise and manage themselves.
- The CAPS states that the learner should be able to collect, analyse, organise and critically evaluate information. This is accomplished in the compiling of a business plan and quotations, planning and preparing a menu for different functions and understanding the use and benefit of computers in a kitchen and restaurant.

- Effective communication and the use of science and technology are improved when the learners work together in a team in the kitchen and restaurant, as well as making effective use of advanced kitchen equipment. During theoretical class teaching the learners may be required to use the latest technology, which prepares them for similar technology they may use in the industry.
- The learners show responsibility to the environment and health of others by adhering to prescribed hygiene principles and effective waste disposal. Applying the safety principles during practical sessions ensures that the learners show the necessary understanding of health aspects in the workplace;
- Learners are challenged continuously to develop problem-solving skills during crisis management in the restaurant.

The Hospitality Studies evaluation team interpreted the **subject-specific aims** to be solely related to the core intent / objective to be achieved through the teaching and learning of the subject. The subject-specific aims articulated in the NCS amounted to 23% of the total number of aims. These are related to the production, presentation and service of food and beverages in the hospitality industry. In addition, basic entrepreneurial and problem-solving skills in relation to food and beverage operations are included, as well as an understanding of the aesthetic value of food and beverage service. The aims are specific to food preparation and service and not to the broad hospitality industry.

In the CAPS, the subject-specific aims are also related to the production, presentation and service of food and beverages in the hospitality industry. These aims comprise 32% of the total number of aims mentioned in the document. The addition of sectors in the hospitality industry and career opportunities, also included, might account for the 9% difference between the NCS and CAPS documents. Cultural and other influences on South African cuisine are singled out. The CAPS document is silent about basic entrepreneurial and problem-solving skills in relation to food and beverage operations. The evaluation team found clear indications that the aims are specific to food preparation and service and not to the broad hospitality industry. The conclusion is drawn that the content does not represent the entire field of the hospitality industry as indicated by the name of the subject. However, the evaluation team acknowledged that the time limitation does not allow for more content to be included in the curriculum.

### **3.5 CONTENT / SKILL COVERAGE, BREADTH AND SPECIFICATION**

In this part of the evaluation the evaluation team investigated the following documents in order to compare the content / skill coverage, breadth and specification of the 2003 curriculum (NCS) with the 2011 CAPS document:

- National Curriculum Statement: Grade 10–12 (General) Hospitality Studies (Doc. 4);
- Learning Programme Guidelines: Hospitality Studies (Doc. 2);
- National Curriculum Statement Curriculum and Assessment Policy Statement (CAPS) (Doc. 1)

### 3.5.1 Content (topic) / (skill) coverage and breadth

The evaluation team deduced the topic and skill coverage from the data analysis conducted in Table A1: Content/skills coverage, in ANNEXURE A, which contains both content and skills coverage.

In the NCS and CAPS documents, a total of 80 topics was identified, of which approximately 75% appear in both. It should be noted that given the use of slightly different terminology or descriptions, for example “*Prepare and bake food, following recipe instructions*” and “*Using recipes – measuring, preparing and cooking*”, were listed as two separate topics, but these may essentially be combined. The evaluation team was of the opinion that both phrases expressed the same outcome equally well and that any one of the terms would be interpreted in the same way by someone who is knowledgeable in this particular field.

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 much of the content and concepts should result in applied knowledge.

The evaluation team found that the following topics appeared in the NCS only:

- **Kitchen:** *Commercial Kitchen design*
- **Services:** *The four functional areas in the hospitality industry and illustrate the services that each provide.*

In instances where topics were dealt with in a generic way, the evaluation team was of the opinion that the exclusion of such in the CAPS document did not negatively impact on the value of the curriculum.

The relocation of the topic *First Aid: Basic First Aid* from NCS Grade 12 to Grade 10 in the CAPS document was found to be sensible. The evaluators were of the opinion that this content needs to be learned early on so that it can be applied in the following years.

The evaluation team also identified the following topics – not included in the NCS as content – as having been added in the CAPS:

- **Business:** *Basic business ethics; Operate payment point and process payments*
- **Cookery:** *Garnish food, prepared correctly by different cooking methods; Herbs, spices, condiments and flavourants and Preservation*
- **Guests:** *Receiving of guests according to organisational requirements and standards*
- **Learning:** *Pathways in Hospitality*
- **Money:** *Handle and record refunds / paying bill*
- **Mise-en-place:** *Kitchen and Restaurant*

- **Service:** cocktails, non-alcoholic drinks, provide counter service, various service styles, sequence and techniques

Other topics were included in the NCS, but to a lesser degree. A good example of this could be found in Business marketing. The designing of a marketing tool was in the NCS but the CAPS document added marketing concepts and terminology such as the 5P marketing mix, which provides more contextualisation for the design of the marketing tool.

The evaluation team found that the breadth of some topics (e.g. Waste Disposal) was decreased in the CAPS document. The NCS referred to *Waste disposal* as “Demonstrate correct waste disposal practices and procedures to meet specified hygiene, recycling and environmentally friendly practices”, whereas the CAPS states “Waste management: basic principles, reduce, re-use and recycle.” The evaluation team concluded that there was more content provided to teach and then apply in the NCS, whereas in the CAPS the focus is on application.

The inclusion of *Business ethics* and *Garnishing of food* as topics in the CAPS is viewed as important extension of foundational knowledge in the subject for progression to further study and the world of work. *Receiving guests; Herbs and spices; and Stock*, included as topics in the CAPS are significant inclusions that will add value to the knowledge and skill set of the learners.

The topic Impact of the industry on the economy was taught in the NCS in Grades 10 and 12; however, in the CAPS this topic has been moved to Grade 12. The research team felt that this movement is laudable because in Grade 10 learners are still struggling to understand the industry and thus the impact of the industry is not yet fully within their sphere of understanding.

The breadth of the curriculum is increased through a broader inclusion of *Accommodation* as a topic in the CAPS; however, both curricula are skewed towards food preparation and service. The topic of *Commercial kitchen design* is the only one that was in the NCS but is not included in the CAPS document. Some content which appeared in the NCS has been expanded upon and included in the CAPS document 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*, as it stands in the CAPS, allows for deeper exploration of career opportunities.

In the NCS, some topics such as *Preservation* and *Flavourants* were assumed to be taught incidentally, but in the CAPS document these are specific topics, for instance as *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 more detail regarding food service styles, differentiating clearly between, for example, assisted service, self-service and single-point service.

### 3.5.2 Specification

The evaluation team analysed the topics in the NCS and CAPS documents to determine how clearly they are specified in relation to the specific content to be taught. The evaluation team examined how clear it would be for the user of the curriculum to understand exactly which content / concepts and skills are to be covered for this subject.

The following coding was used to make a judgement of each curriculum. The content was classified as **high**, **medium** or **low** in terms of its specificity:

- **High:** High specification – extremely clear subject-specific specification: very little chance for multiple interpretations;
- **Medium:** Medium specification – moderately clear subject-specific specifications, some generic statements / skills or some topics underspecified;
- **Low:** Low specification – not clear subject-specific specification, minimal guidance provided for users and allows for multiple interpretations.

The evaluation team first analysed the degree of specificity within each curriculum and found that both the NCS and the CAPS display moderately clear subject-specific specifications to extremely clear subject specific specifications, with little chance for multiple interpretations. The following are examples of a medium to high degree of specification:

#### NCS

*Concepts of hospitality industry (Medium).* For example in Grade 12:

“Design and present a basic marketing tool to promote a local hospitality product which may contribute to the local economy.”

*Food commodities including purchasing and storage (High),* for example in Grade 11:

- Storing
  - Different types of stores
  - Storeroom procedures
  - Positioning of foods in storage (e.g. meat on lower shelves of fridge to prevent drip)
  - Condition of packaging containers (e.g. tins, boxes)
- Issuing stock
- Stock rotation
- Stock levels
- First in, first out (FIFO)
- Decanting products
- Sell-by date

## CAPS

*Mise-en-place in the restaurant: Buffet (Medium)*. For example in Grade 10 Term 2:

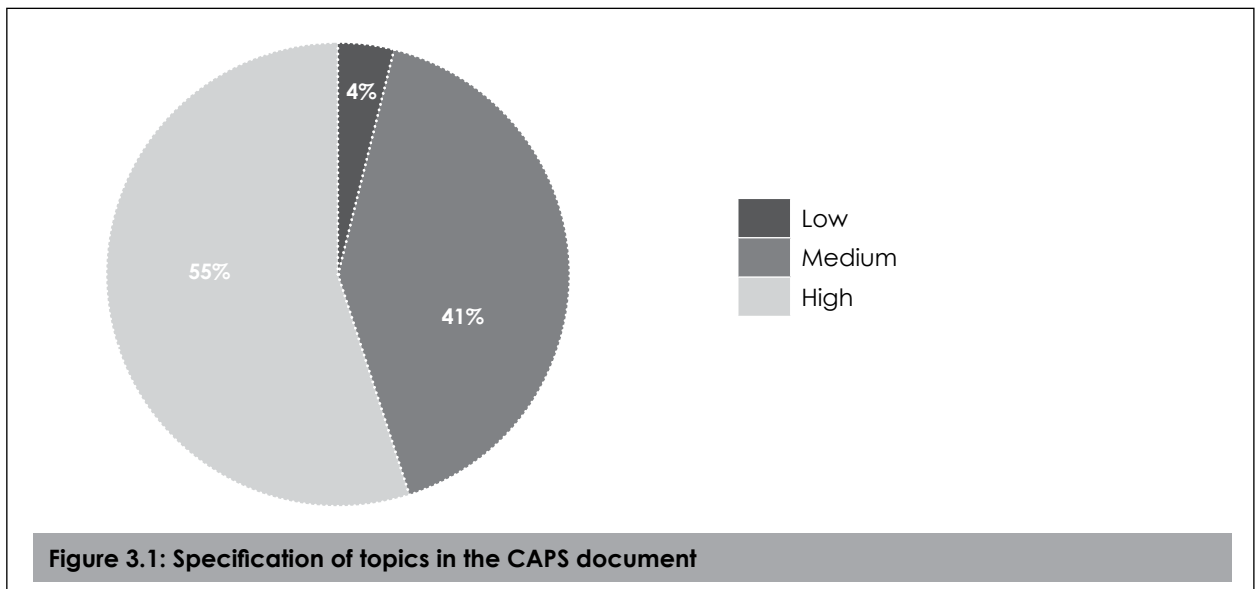
- Prepare venue for breakfast, brunches
- Room layout, bookings and placing of guests
- Storeroom procedures for Food Service equipment

Most of the commodity topics display a high degree of specification, for example:

*Herbs, spices, condiments and flavourants:*

- Origin, description and use
- Difference between herbs and spices
- Vanilla, saffron, balsamic vinegar, mustard, salsa, Tabasco, soya sauce, Worchester sauce.

From the data analysis, the evaluation team found that a relatively small number of topics (4%) in the CAPS do not have clear subject-specific specification, providing minimal guidance for the user team. The evaluation team felt that with the assistance of a prescribed text book, the teacher will be able to mitigate this shortcoming.



The evaluation team also inferred from the pie chart in Figure 3.1 that 55% of the topics are considered to be very clearly specified and that there is very little chance for the teacher to misinterpret these topics. The remainder (41%) of the topics are considered to be at a “medium” level of specification, which includes some generic statements / skills and/or topics that are under-specified. In the case of “medium” specification, teachers might misinterpret some aspects related to the content.

## 3.6 CONTENT / SKILL WEIGHTING, EMPHASIS AND DEPTH

### 3.6.1 Weighting

ANNEXURE B of the NCS Learning Programme Guidelines (Doc. 2) was published as the Content Framework for Hospitality (Doc. 6). In this document, a specific number of weeks are allocated to teach a particular part of the content. The same type of time indication is provided in the CAPS. This time frame, indicated in the curriculum in terms of the school days, was used to determine the weighting of each topic.

Both the NCS Content Framework (Doc. 6) and the CAPS document (Doc. 1) 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 topic that must be covered in each week is clearly described in the CAPS (Doc. 1).

The weighting of the topics was calculated as a percentage of time spent on each. For example, a topic with a weighting of 10% means that 4 hours out of 40 should be spent on such a topic. The weighting of each topic (rounded to the nearest full percent) is shown in Table 3.3.

The evaluation team concluded from the information in Table 3.3 that the weighting of the CAPS document is still skewed towards *Food Production and Services*. *Food Production and Services* made up 45% of the NCS subject, whereas *Food Production, Services and Nutrition* and *Menu Planning* make up 49% of the CAPS.

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 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 greater focus on the nutritional needs of individuals when planning and serving meals.

The weighting allocated to the rest of the topics stayed relatively the same from the NCS to the CAPS. For instance *Health, Hygiene, Safety and Security* constitute 10% of the NCS compared with the 8% coverage in the CAPS.

The balance of the topics carries lower weightings. In the NCS these weigh between 1% and 7% and in the CAPS between 0.25% and 6%:

<b>Topics</b>	<b>NCS</b>	<b>CAPS</b>
<b><i>Concepts, Growth &amp; Impact</i></b>	2%	2%
<b><i>Sectors and Functional Areas</i></b>	2%	4%
<b><i>Kitchen Equipment</i></b>	1%	1%
<b><i>Basic Recipes</i></b>	1%	2%

<b>Table 3.3 Weighting of content in NCS and CAPS (continued)</b>		
<b>Topics</b>	<b>NCS</b>	<b>CAPS</b>
<b>Cooking Methods</b>	2%	1%
<b>Food Preparation and Commodities</b>	35%	27%
<b>Identify nutritional needs of healthy individuals, plan and cost menu accordingly.</b>	4%	10%
<b>Customer relations</b>	2%	2%
<b>Food Service</b>	10%	12%
<b>Health, Hygiene, Safety and Security</b>	10%	8%
<b>Service Equipment</b>	1%	3%
<b>Waste Disposal</b>	1%	0,25%
<b>Layout and Design</b>	2%	0%
<b>Career Development</b>	6%	6%
<b>Costing</b>	3%	2%
<b>Staffing</b>	2%	1%
<b>Culinary and Cultural Heritage</b>	1%	3%
<b>Stock Control</b>	4%	2%
<b>Policy and Legislation (General)</b>	2%	2%
<b>Beverage Service</b>	1%	3%
<b>Marketing</b>	1%	2%
<b>Professionalism</b>	2%	1%
<b>Technology</b>	2%	1%
<b>Accommodation Management</b>	—	3%
<b>Learning Pathways</b>	—	1%
<b>Truncated rounding of decimals in topics</b>	3%	0.75%
<b>Total %</b>	100%	100%

The value of the two additions in the CAPS is that they provide a more realistic view of what the hospitality industry is about: viz. it is about more than *Food Preparation* and *Food Service*.

As is evident from Table 3.3, the depth of the food preparation has been decreased in the CAPS, as the practical application of the food commodities has been “thinned out”. The CAPS merely states “*Scones and .....variations*”. It leaves the teachers to decide what they want to do and in how much detail the skills with variations should be covered.

The evaluation team was of the opinion that it would be possible to cluster the topics, but that it would not reduce the number of clusters significantly. The evaluation team further concluded that the CAPS is not significantly different from the NCS as far as topics are concerned, the only exception being *Accommodation Management* and *Learning Pathways*.



### 3.6.2 Curriculum emphasis in the NCS and the CAPS document

After considering the time percentage allocated to the various central topics, the evaluation team came to the following conclusions:

In the NCS, *Food Production and Service* (45%), supported by *Health, Hygiene, Safety and Security* (10%) make up 55% of the total curriculum. The rest of the topics covered are more or less equally represented, with percentages ranging between 1% and 7%.

The findings for the CAPS are not much different: 49% of the curriculum covers *Food production, Service, Nutrition and Menu planning*, followed by *Health, Hygiene, Safety and Security* (8%). All other topics, to the total of 43% of the curriculum, carry a weighting of between 0.25% and 6% each.

Although there are some attempts to represent the hospitality industry more accurately in the CAPS through the inclusion of topics such as *Accommodation establishments and their management* and *Careers in the hospitality industry*, the weighting is still skewed towards food production and service.

### 3.6.3 Depth across the NCS and the CAPS document

The evaluation team concluded that in the NCS more emphasis is placed on *Learning Outcomes 3 and 4: Food Production and Service*, not only in respect of the time allocation for these topics, but also in terms of the clarity in the curriculum, viz. as to what is required to be covered in these topics. It also appears that progression opportunities in these topics are both possible and well thought-through.

The topics of *Food Production and Commodities* and *Food Service* in the NCS are very 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 (4 hours per week x 40 per year), one can only assume that some topics are covered in less depth.

## 3.7 PACING

The evaluation team considered the stipulation of pacing in the curricula evaluated, using the descriptors below:

- **High:** High stipulation: pacing is made very explicit by clearly stipulating what topics are to be covered in what time frame.

- **Moderate:** Moderate stipulation: there is a moderate degree of specification of pacing, providing broad parameters as to what should be covered over the course of the grade.
- **Low:** Low stipulation: pacing is left open to the discretion of the teacher and little or no indication is given of the rate at which content should be covered beyond a specification of content per phase.

In both the NCS and the CAPS documents some pacing guidelines are provided, as both curricula are to be taught in a time frame of 4 hours per week and 40 weeks per year across the three years.

The NCS (Doc. 4) does not refer to time allocations to teach the learning content, as the only time frame to pace the learning content which the teachers are given is the 40-week school year. In 2008, the Learning Programme Guidelines (Doc. 2) specified that 4 hours per week should be allocated to Hospitality Studies. Furthermore, this document (Doc. 2, p. 20) stated that the teachers should plan in the work schedule how to pace the learning content across the 40 weeks and, from the work schedule, the teacher should design a lesson plan to indicate the amount of time to spend on the learning content as well as the activities.

The Learning Programme Guidelines were introduced "to assist teachers and schools in their planning for the introduction of the National Curriculum Statement" (Doc. 2, p. 3). This document aimed to help teachers to plan for sequenced learning, teaching and assessment in a progressive manner. This document provided a Content Framework for Hospitality Studies from p. 22 onwards. It also contained an annexure with examples of work schedules in which the time frame, assessment standard, content and context, resources and suggestions for assessment were provided.

The Learning Programme Guidelines (Doc. 2, Annexure B, pp. 36–58) provide a very explicit time frame in which to teach the learning content, either within a single week or over a two-week period. An example is found on p. 52, where two weeks were allocated to cover the following Assessment Standard: "Cost and calculate the selling price of a meal and draw up a quotation for a function, including utility, infrastructure and labour costs." This is followed by the content for the following week: "Understand and demonstrate the basic principles of wine and malt service, paying particular attention to customer service and the application of liquor laws".

The evaluation team concluded that the degree of stipulation of the topics and learning content to cover within a specific time framework is explicit and clear, although it must be made clear that the Learning Programme is considered to be a guideline document and not a policy document.

The practical sessions are also explicitly stipulated, as seen in Doc. 2, Annexure B, which clearly states when and how many practical sessions must be conducted with the learners. The practical sessions are paced evenly throughout the year in Grades 10–12,

with three to four practical sessions to complete in each term. As suggested for Term 1 on Doc. 2, pp. 52 and 53, it is evident that three practical sessions and one practical Assessment Task are recommended:

- Produce at least three meat items, using a variety of techniques and cooking methods, and present and serve with appropriate accompaniments.
- Produce and present two choux pastry dishes (sweet and savoury).
- Produce at least two puff pastry items and two short crust items (sweet and savoury).
- Practical Assessment Task: Planning and presenting a cocktail function or a four course meal.

A practical session should last from 80 to 90 minutes, including a break. This requirement will be applied and practised differently from school to school as prescribed by the timetable requirements. If we assume that a normal school term consists of 11 weeks, Hospitality Studies should be taught for 44 hours. One practical session should take 80-90 minutes including a break time of about 15 to 20 minutes. This means that three practical sessions could take up between 300 and 330 minutes (5 to 5.5 hours) per term. The PATs take up to 7 hours for food preparation and food service, which does not include the extra planning, buying and preparation time for the teachers. Therefore it is concluded that 12 to 12.5 hours out of 44 hours are used for practical work and its assessment (28% of the allocated time).

Hospitality Studies, being a practical subject, allocates the final Grades 10–12 promotion mark as follows:

- 50% from the final examination paper;
- 25% from portfolio work ; and
- 25% obtained from the practical work, according to the Subject Guidelines.

In the NCS Learning Programme Guidelines, the time frame of 40 weeks of four hours per week was stipulated. The pacing of the overall curriculum can therefore be summarised as moderate to high. Doc. 4, p. 10 describes the pacing of the NCS as a strength that could be built on in future to provide further support to teachers.

The evaluation team found the indication of the content to be covered in a particular time frame in the CAPS to be highly explicit, as it is divided into terms and weeks. Because the content is stipulated explicitly in the CAPS, the teacher has certainty on what he/she is expected to teach. The CAPS also indicates that 80 to 90 minutes ( $\pm 1\frac{1}{2}$  hours) of the 4 hours should be allocated for practical work (Doc. 1, pp. 8, 17). The content for each week is thus clearly stipulated, and the curriculum states that: "It is compulsory to do the content in the term indicated (Doc. 1, p.17). 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 (Doc. 1, p.17).

The pacing in the practical sessions is very clear and specific, providing indications of when the practical lessons should take place. Learners with limited Hospitality Studies background may, however, experience difficulty in mastering the content in some instances. For instance, in Grade 10, term 2, weeks 4 and 6: the learning content on eggs and dairy products is too much to cover in the prescribed 2½ hours allocated for theory.

Regarding the stipulation of content and pace, the evaluation team found the following as strengths in the CAPS document:

- The CAPS clearly indicates what should be covered under each topic.
- The CAPS provides specific and thorough guidelines on the content.
- The fact that each of the topics is fully detailed and structured helps the teacher to ensure that the curriculum is completed within the time frame.
- The four-hour allocation in the CAPS document consists of 2½ hours theory teaching and 1½ hour practical teaching; the four-hour teaching time ensures better standardisation of teaching across the country.
- The structured time frame prevents teachers from spending too much time on their favourite topics and too little time on less favoured topics, therefore ensuring that learning takes place efficiently across all the topics.

The structured time frame is viewed as a strength in the CAPS. In the past, teachers' interpretation of content in the NCS could have affected the pacing negatively.

### 3.8 SEQUENCING

Sequencing is the logical order of the content that must be taught. The evaluation team was tasked to describe the level of specification of sequencing in the curricula being evaluated, using the following descriptors:

- **High** indicates that the order in which topics are to be taught is clearly specified and prescribed.
- **Moderate** specification refers to situations where a general order in which topics are expected to be taught is suggested, but with allowance for some discretion on the part of the teacher.
- **Low** indicates that there is no particular order indicated in which the teacher should present or teach the topics, and the sequencing of content is at the discretion of the teacher.

The evaluation team judged the degree of specification of sequencing in the NCS as low to moderate, because evidence was found of instances where a general order in which topics are expected to be taught is suggested, but with allowance for some discretion

on the part of the teacher, but there are also instances where no particular order is indicated in which the teacher should present or teach the topics. In the latter case, only the learning outcomes and assessment standards are stated.

A subsequent document, the Learning Programme Guidelines Annexure B (Doc. 2, pp. 36-58) expands on the content to be taught as well as the sequence for teaching the content; thus the evaluation team's finding of a moderate degree of specification of sequencing. The Learning Programme Guidelines Annexure B (Doc. 2, pp. 36-58) clearly suggests the sequence/ order for teaching the learning content for Grades 10–12 by dividing it into weekly time frames. The practical sessions are suggested to correlate with the teaching of the learning content to enable the learners to apply recently acquired knowledge.

However, while the sequencing of topics within learning outcomes is very logical, the sequencing of the actual learning outcomes causes disjointedness. The evaluation team suggested that the topics in Learning Outcome 3 (Food production) and Learning Outcome 4 (Service) would have produced better sequencing and would have resulted in enhanced skill development if they were joined.

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

In the CAPS, the subject is introduced by explaining the basic composition of the hospitality sector, followed by an introduction to food and beverage establishments, followed by kitchen equipment to enable learners to commence with the practical lessons. Thereafter, the various commodities are introduced and each linked to a practical task (application). The commodities are not presented in a specific sequence; however, the teacher should ensure that the theory associated with a particular commodity is completed before the practical lessons are executed. The practical lessons relate directly to the knowledge content in the curriculum. In other words, the evaluation team concluded that the CAPS has a higher degree of sequencing of topics than the NCS.

### 3.9 INDICATIONS OF PROGRESSION

Progression refers to the growth and complexity level of a topic over a period of time – either within a grade or across grades.

The evaluation team analysed the two sets of curriculum documents, using the indicators below to find evidence of progression:

- **Strong:** evidence was found of clear movement from one type of related content / concept / skill to another, or a clear progression in terms of increasing complexity or difficulty in a topic from one NQF Level to the next.

- **Moderate:** some indications of a shift to different content / concepts / skills were found, or some instances pointed to an increase in the complexity or difficulty at which topics are addressed at different levels.
- **Weak:** very little indication of progression in terms of shift of content / concept / skill from one level to the next could be found, or little evidence of increasing complexity or difficulty is evident across levels.
- **None:** no shift in the content / concept / skill or change in complexity / difficulty from one level to the next was evident.

The evaluation team found that in the NCS there are some indications of a shift to different content, but in many instances the topics are unrelated. The NCS displays weak progression in terms of the content complexity, but clear progression in terms of skill development is evident.

In the CAPS, the evaluation team found evidence of clear movement from one type of related content / concept / skill to another, from one topic to another and from one skills component to another. The evaluation team also found progression in terms of the complexity of content and increase in the difficulty at which topics are addressed at different levels.

The simplified layout of the CAPS document has made the increase in the level of complexity of the content / topics across the grades easier to perceive, hence the shift from “moderate” to “strong”, when compared with the NCS, where change in complexity was difficult to determine.

In short, the evaluation team found evidence in both the NCS and the CAPS document of a well-considered and well-constructed progression in skills.

With regard to *Food Service* in both the NCS and the CAPS document, a moderate to strong shift is evident in the level of complexity or difficulty with which topics are addressed in the three grades. In Grade 10 the learners are expected to learn about and apply their skills to set and service a buffet table for breakfasts and light lunches. In Grade 11 the content progresses to plated service for a three-course meal, and finally in Grade 12 the requirements are to plan and present a formal four-course meal.

Regarding the topic *Food Preparation*, a number of examples of progression were found in both the NCS and the CAPS documents. The following example illustrates the way in which the subject displays progression in terms of skills and principles. In the topic, Meat (e.g. possible dishes, various cuts, etc.) in Grade 10, the focus is on minced meat and sausages. In Grade 11, the focus is on poultry and fish, while in Grade 12 the focus is on lamb / mutton, veal / beef, venison, ostrich and offal. Each year's group learns about the factors influencing the products, quality characteristics, storage, preparation methods, the effect of heat and cooking methods, portion control and appropriate accompaniments.

Another example of progression is found in the topic: *Careers and employment opportunities in the hospitality industry*. In Grade 10, the focus is on a general introduction about career and employment opportunities in the industry. In Grade 11, particular job descriptions are investigated. Specific policies governing working conditions are studied, as well as possible learning pathways. Then in Grade 12 the focus moves to the contribution of the hospitality industry to the South African economy, careers in the ancillary or support positions in hospitality establishments, opportunities for self-employment, and marketing concepts and terminology.

The evaluation team concluded that whereas the NCS shows moderate progression in terms of the topics, strong progression is evident in the CAPS. There is a clear movement from one type of content / concept / skill to another and the progression is clear. In the NCS, the evaluation team found a weak progression in complexity of learning content, as there is very little indication of progression in terms of shift of content / concept / skill from one level to the next, or in increasing complexity or difficulty across grades.

The evaluation team found in the CAPS a strong progression in skills development across the grades, but considered the progression in terms of the complexity of content to be moderate. The skills are built on year-on-year, but the cognitive demand does not increase across the phase. For example, the Grade 10, Topic 9 *Commodities: Scones and Muffins* (Doc. 1, p. 19) is built on in terms of baking skills in the Grade 11: Topic 4 *Commodities: bread using yeast products* (Doc. 1, p. 26). Understanding the "science of yeast" as part of the curriculum would increase the cognitive demand.

The evaluation team concluded that the CAPS is more explicit regarding progression than the NCS. The CAPS shows strong progression in terms of topics within grades, a moderate progression in terms of the complexity of the learning content and strong progression in skills, as evidenced by the examples referred to above. Therefore, although the CAPS is an improvement on the NCS in this regard, progression in terms of content, (as opposed to practical skills), both within a grade and across grades, still requires attention in order to develop higher cognitive levels of thinking in the learner.

### 3.10 CURRICULUM COHERENCE

The evaluation team considered curriculum coherence to refer to:

- sensible connections and co-ordination between topics that learners study in each subject within a grade / level as they advance through the grades / levels;
- a logical and, if appropriate, hierarchical sequence of knowledge over time;<sup>6</sup>
- logical and sensible shifts in the content that is specified at different levels, where a particular form of reasoning is evident or a conceptual logic in the ordering of the knowledge is present;

---

<sup>6</sup> Schmidt *et al.* explain that content standards that are not based on a progressive structure that is reflective of the discipline seem likely "to appear arbitrary and to look like a 'laundry list' of topics" (Schmidt *et al.*, 2005: 528).

- a central idea or overarching principle underlying each curriculum which is discernible and which renders it coherent.

The layout of the CAPS makes it easier for the teacher to follow. This therefore guides the teaching that would support an increase in the level of complexity in the content of the topics covered in and across the grades. Sensible connections made between the topics in the CAPS, as is evident in the following sections of the curriculum: *Sectors and careers, Kitchen and restaurant operations*.

The internal coherence of the NCS for Hospitality Studies became much more evident to the ordinary user once the Learning Programme Guidelines (Doc. 2)) were published in 2008. The first two Learning Outcomes, *LO 1 Hospitality concepts* and *LO2 Health and Safety*, cover broad topics and are therefore not fully coherent; however, if the central ideas are taken into consideration, the logic and sequence are moderately defined. Examples: in Grade 10 the broad industry is covered, in Grade 11, cultural uniqueness, and in Grade 12, marketing, without explicit links having been made between these topics.

Learning Outcome 3, *Food preparation*, and Learning Outcome 4, *Food service*, constitute 75% of the learning to be mastered. The content in LO3 and LO4 is highly coherent and logical in the build-up of knowledge, applied knowledge and skills across the grades. The progress from Grades 10 to 12 with regard to food commodities is highly sequential in the sense that skills are layered and become more complex and difficult to master across the grades. The coherence in these two LOs is structured around the sustained use and development of the skills.

The evaluation team concluded that a high degree of coherence exists between the different topics identified in the CAPS. For example, in *Kitchen and kitchen operations, Food and beverage service, Food commodities* and *Hygiene and safety*, the content of these topics is interconnected and make a coherent whole. The topic, *Hospitality sectors and careers*, is less coherent, as it focuses away from broader hospitality to food and beverage.

### **3.11 SPECIFICATION OF PEDAGOGIC APPROACHES**

In the NCS Learning Programme Guidelines (Doc. 2), the broad pedagogic approach, OBE, is specified in the introduction to the subject statement. This statement is generic to all subjects of the NCS and forms the foundation for the NCS. The approach is intended to enable all learners to reach their maximum learning potential by setting learning outcomes to be achieved by the end of the education process.

OBE encourages a learner-centred, activity-based approach to education. The National Curriculum Statement builds its learning outcomes for Hospitality Studies Grades 10–12 on the Critical and Developmental Outcomes that were inspired by the Constitution.



In the Learning Programme Guidelines (LPGs) (Doc. 2, p. 12), teachers are encouraged to engage learners actively by facilitating learning, using group work, getting learners to talk and accommodating individual learner needs. Theoretical learning activities need to be more practical to allow learners the opportunity to experience learning in a hands-on manner. The “active learning”-approach is explained as being “practical, experiential and hands on”, evidence of which is found especially in the restaurant work, Grades 10–12. The restaurant work progresses from *Buffet service* (breakfast and light lunches) in Grade 10 to *Plate service for dinner* in Grade 11 to *Limited silver service and plated service* in Grade 12.

According to the LPG, (Doc. 2, pp. 12–13), a variety of methods are suitable for teaching Hospitality Studies, and methods are chosen by considering the following:

- The content to be covered;
- The number of learners in the class;
- The learning outcomes and assessment standards to be addressed;
- The level of the learners in the class;
- The individual needs of the learners; and
- The time available.

Examples of methods suitable for the teaching of Hospitality Studies are listed. Teachers are advised that a method need not be used in isolation only, but can be combined or adapted to meet the desired Learning Outcome(s) of the activity. The kinds of activity include: group discussions; case studies; outings; field trips; workplace visits; practical application in kitchen and restaurant; performances (role-play, dialogues, interviews); portfolios; work sheets; group work (projects, menu and function planning, trying out different roles in a group (e.g. scribe, timekeeper)); designing and making (brochure, menu, pamphlets); videos and food demonstrations; and research (interviews, field study, action research, etc.

In the CAPS, no evidence of a generic pedagogic approach was found, a matter of concern to the evaluation team because it means there is no guidance for an inexperienced teacher. This may be a deliberate omission, directly in response to the concerns regarding the OBE approach in the NCS. This silence about a pedagogic approach and guidance on teaching methods may lead to a significant variation in the type and quality of teaching of this subject. Teaching methods will depend entirely on the teacher.

Due to the fact that the CAPS does not differ significantly from the NCS in terms of content, an OBE approach remains suitable, though this is not stated. In short, the CAPS gives good guidance on **what** (curriculum content) to teach, but no guidance on **how** (teaching methods) to teach. There is just one reference made to the teacher presenting the practical lesson and the learners doing the task (Doc. 1, p.15). Other than that, no

other indication of teaching methodology, subject didactics or a pedagogic approach is provided in the document.

### **3.12 AN OVERVIEW OF GUIDANCE FOR ASSESSMENT**

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

In the NCS, detailed, comprehensive assessment guidance is provided in the Subject Assessment Guideline document (SAG, Doc. 7). The SAG is a twenty-page assessment guide that provides assessment-related information such as 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.

In terms of the number of assessment tasks specified, in the NCS there are primarily three types of assessment comprising six tasks, excluding the final examination and the PAT. The CAPS requires four types of assessment comprising 18 tasks, excluding the PAT and final examination.

The biggest difference is the inclusion of 12 practical lessons as part of the SBA in the CAPS document. 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 that do not perform well in examinations and tests. However, the inclusion of four practical lessons per term as part of SBA may negate any such impact.

While the NCS included more alternative types of written assessment than the CAPS does, the weighting of such tasks was not significantly high. Thus, despite the additional number of alternative tasks, the NCS was still dominated by tests and examinations. The CAPS further entrenches this dominance by reducing the forms of alternative assessment from three to one.

In the NCS, the level of specificity of the assessment guidance is high for both the general assessment guidance and the subject-specific guidance. In the CAPS, assessment guidance is best described as moderate in the case of subject-specific guidance, and none in the case of general assessment guidance.

The clarity of assessment guidance provided in the NCS is high, with comprehensive, detailed guidance provided in the SAG document. On the other hand, the degree of guidance provided in the CAPS can only be described as low.

Table 3.4 compares the assessment tasks:

<b>Table 3.4: Assessment</b>		
	<b>NCS 2003</b>	<b>CAPS</b>
<b>Number of assessment tasks specified</b>	<p><b>Grade 10:</b> 3 types</p> <p>SBA: completed during the school year (100 marks – 25%) consists of</p> <ul style="list-style-type: none"> <li>• 2 tests</li> <li>• 1 exam (midyear)</li> <li>• other tasks</li> </ul> <p>END-OF-YEAR ASSESSMENT - 75% (300 marks)</p> <ul style="list-style-type: none"> <li>• Final written exam</li> <li>• PAT</li> </ul>	<p><b>Grade 10:</b> 4 types</p> <p>SBA: assessment tasks completed during the school year (100 marks-25%) consist of</p> <ul style="list-style-type: none"> <li>• tests</li> <li>• 1 mid-year exam</li> <li>• 1 project</li> <li>• 12 practical lessons</li> </ul> <p>END-OF-YEAR ASSESSMENT - 75% (300 marks)</p> <ul style="list-style-type: none"> <li>• PAT (100 marks-25%) consists of 2 restaurant functions</li> <li>• 1 final exam (200 marks-50%)</li> </ul>
	<p><b>Grade 11:</b></p> <p>SBA: completed during the school year (100 marks-25%) consists of</p> <ul style="list-style-type: none"> <li>• 2 tests</li> <li>• 1 exam (midyear)</li> <li>• other tasks</li> </ul> <p>END-OF-YEAR ASSESSMENT - 75% (300 marks)</p> <ul style="list-style-type: none"> <li>• Final written exam</li> <li>• PAT</li> </ul> <p>PAT consisted of a series of three tasks. Each task consisted of the preparation and serving of a meal (Doc. 7, p. 10).</p>	<p><b>Grade 11:</b></p> <p>SBA: assessment tasks completed during the school year (100 marks-25%) consist of</p> <ul style="list-style-type: none"> <li>• tests</li> <li>• 1 mid-year exam</li> <li>• 1 project</li> <li>• 12 practical lessons</li> </ul> <p>END-OF-YEAR ASSESSMENT - 75% (300 marks)</p> <ul style="list-style-type: none"> <li>• PAT (100 marks-25%) consists of 2 restaurant functions</li> <li>• 1 final exam (200 marks-50%)</li> </ul>
	<p><b>Grade 12:</b></p> <p>SBA: completed during the school year (100 marks-25%):</p> <ul style="list-style-type: none"> <li>• 2 tests</li> <li>• 2 internal exams</li> <li>• 2 other tasks</li> </ul>	<p><b>Grade 12:</b></p> <p>SBA: assessment tasks completed during the school year (100 marks -25%) consist of:</p> <ul style="list-style-type: none"> <li>• tests</li> <li>• 2 exams ( 1 examination is compulsory and 1 exam can be replaced by a test)</li> <li>• practical lessons</li> </ul>

Table 3.4: Assessment (continued)		
	NCS 2003	CAPS
	END-OF-YEAR ASSESSMENT - 75% (300 marks) <ul style="list-style-type: none"> <li>Final written exam</li> <li>PAT</li> </ul> PAT consisted of a series of three tasks. Each task consisted of the preparation and serving of a meal (Doc. 7, p. 12).	<ul style="list-style-type: none"> <li>END-OF-YEAR ASSESSMENT -                75% (300 marks)               <ul style="list-style-type: none"> <li>PAT (100 marks-25%) consists of 2 restaurant functions</li> <li>1 final exam (200 marks-50%)</li> </ul> </li> </ul> (Doc. 1, pp. 39–40)

Overall, the CAPS offers a simplified approach to assessment and moderation than the NCS, where teachers have to integrate information from two different documents. What is, however, not clear in the assessment section of the CAPS document is the minimum marks to be allocated per test / exam / task (Doc. 1, p. 40).

The evaluation team was concerned about the fact that few action verbs are detailed in the CAPS, arguing that teachers will find it difficult to set questions reflecting the various cognitive levels as a result. Another concern raised was that Bloom's six levels of cognitive demand have been collapsed into three levels. The experience of the evaluation team is that many teachers find it difficult to determine the true level of cognitive ability when two levels are combined into one. For example, a teacher may set all the questions at the level of evaluation, thus ignoring synthesis (creation), but still have the items scored at the highest level (Doc. 1, p. 40).

### 3.13 INTEGRATION

The evaluation team considered three dimensions of integration: between-subject integration, intra-subject integration and integration between the subject and the everyday world and knowledge.

This was done in order to consider the degree to which Hospitality Studies as a subject is integrated into the broader curriculum or kept separate, and to what extent explicit relationships and connections are made between topics within Hospitality Studies as a subject and with the everyday world and knowledge.

The following coding system was used to determine between-subject integration:

- High:** a number of different subjects have been integrated into the subject in question.
- Moderate:** in a few places reference is made to other subjects or connection to topics in other subjects is made.
- Low:** the subject is very separate from other subjects in the curriculum and there is very little or no referencing of other subjects.

Integration within and across subjects is a key principle underpinning the NCS. The LPG 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 (Doc. 2, p. 9). The evaluation team 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 the 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 as an aim. Teachers are required to integrate assessment standards in an effort to achieve the learning outcomes. An example of such a natural grouping is included in the LPG. Teachers are also 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 mentioned in the CAPS.

The evaluation team then considered the degree of integration between Hospitality Studies and the **learners' everyday knowledge and experience** and whether this knowledge forms part of the curriculum.

While the integration with everyday knowledge is not explicitly stated in either the NCS or the CAPS document, 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 document allows the evaluation team to conclude that in the case of the CAPS, the integration with everyday knowledge remains high, but teachers may neglect to highlight the links because it is not explicitly stated as a requirement.

Some examples of integration with everyday life in both the NCS and the CAPS document are the following:

- Cooking skills, as well as the ability to produce balanced meals in one's own life;
- Applying menu planning and food hygiene principles during any domestic food preparation;
- *Food and Beverage Service* also enhances personal confidence, communication skills, and teaches skills such as table setting, which can be applied at home;
- Personal hygiene;
- Knowledge about nutrition
- The treatment of minor injuries
- The ability to produce balanced meals.

### 3.14 FORMAT AND USER-FRIENDLINESS OF THE CURRICULUM DOCUMENTATION

A number of different versions of the documents associated with the NCS were released at different dates. The National Curriculum Statement Grades 10–12 (Doc. 4), consisting of 58 pages, was published in 2003, after which the Learning Programme Guidelines (Doc. 2), with the same number of pages and identical content, but with a different layout, was published in January 2008. A much shorter document, the Content Framework for Hospitality Studies (Doc. 6) comprising 14 pages, was published in 2010. The Content Framework is in effect incorporated in the two documents (Docs 2 and 4), albeit in a different format. The Learning Programme Guidelines (Doc. 2) has a similar table with a lot more detail (e.g. time frame, assessment, resources), as well as having additional information before and after the table covering an introduction to Hospitality and designing a learning programme. The National Curriculum Statement Grades 10–12 (Doc. 4) has similar information to documents 2 and 7 but has no specific Hospitality Introduction or information on designing a learning programme.

The evaluation team found the NCS as published initially in 2003 quite cumbersome to read and not user-friendly; in the evaluation team's opinion, the later versions of the curriculum and the content framework (2010) tried to address this inadequacy. Despite this, the NCS remains a fairly complicated set of documents to work with, and on-going training and mentoring is necessary. The NCS documents are also lengthy, which makes them somewhat inaccessible to teachers who have English as their second or third language.

The CAPS (Doc. 1) for Hospitality Studies is presented as a single document of 45 pages, thus consolidating and simplifying the unwieldy NCS documents. The CAPS is well laid out and easy to read, making it a user-friendly document for teachers to use as a basis to teach the subject. The content is clear, as are some of the assessment requirements.

One of the very useful inclusions in the CAPS document is the description of the infrastructural requirements needed in order to offer this subject successfully at a school. This serves as a clear guideline to all stakeholders about the requirements. Adherence to these requirements will ensure that any school offering Hospitality Studies is adequately equipped to offer the subject successfully. However, there is no indication of any pre-requisites regarding teacher competencies, experience and / or qualifications in order to offer the subject. This is a problematic omission which needs to be addressed.

However, in its simplicity, the CAPS document does not provide any guidance for teachers on pedagogic approaches, or on assessment of the many practical tasks. This is likely to result in significant differences in the type and quality of teaching and of assessment of practical tasks.

In addition, there is a concern that the depth and detail provided in the original LPGs of the NCS have been lost in the CAPS. This material added significant guidance and direction to the teachers. The curriculum has been trimmed down to the essentials, reflecting a form of "curricular anorexia".

The DBE has provided an additional two support documents which are relevant to all grades, from Grade R to Grade 12, and all subjects. These documents are:

- National policy pertaining to the programme and promotion requirements of the NCS Grades R – 12 (Doc. 3) (68 pages)
- National protocol for assessment Grades R–12 (Doc. 5) (48 pages). This document was also an additional document to the NCS.

These additional documents (which form part of the 2003 NCS version of the curriculum as well) are well laid out and easy to read, concise and comprehensive, but not subject specific. These two documents will be used infrequently and only as reference documents.

### **3.15 OVERALL GUIDANCE AND USE OF THE CURRICULA IN THE NCS AND CAPS**

The **pedagogic approach** as demonstrated in the NCS is outcomes-based, learner-centred and activity-based, with the teacher assumed to be the facilitator of learning. The curriculum has as foundation the Critical and Developmental Outcomes in order for learners to eventually become responsible citizens in a new democratic South Africa.

The NCS relates broad **assessment principles** and mentions types of assessment, with a general chapter on assessment and assessment standards per outcome. The LPG (Doc. 2) provides specific ideas and suggestions for a pathway of assessment, for example, "Learning Outcome 11.1.1 Assessment PoA: Tasks for term 2: The food and eating habits of different cultures in South Africa, including innovative three-course menus" (Doc. 2, p. 46).

In the CAPS, the specific aims of the subject (Doc. 1, p. 8) require that the learner will study a list of topics only. However, as 25% of the course mark is based on practical work (practical tasks and PAT), this implies that the learners have also to acquire skills, which suggests a continuation of the OBE approach where learners are required to demonstrate in practice / through performance what they are learning / have learned. Overall, the CAPS provides no specific pedagogic approach, which creates some confusion as to which approach the teachers should follow when teaching the subject. Perhaps it was felt by the developers that, by dividing the content explicitly across the teaching year, there was no need for additional guidance. The evaluation team was nevertheless of the opinion that teachers might interpret the curriculum differently, selecting the depth of each topic based on their own preferences and insights. Because the only indicator of depth and breadth is the time allocated to each topic, this approach could lead to inconsistencies in how the curriculum is covered and might impact on the overall standard of the subject.

On the other hand, the evaluation team felt that the LPGs of the NCS (Doc. 2, p. 48, for example) provided better guidance to the teachers on depth and breadth of content:

<b>Assessment standard</b>	<b>Content and context</b>	<b>Resources</b>	<b>Assessment</b>
<b>Demonstrate a knowledge and understanding of the following commodities - fish</b>	Fish <ul style="list-style-type: none"> <li>• Classification</li> <li>• Quality</li> <li>• Purchase</li> <li>• Storage</li> <li>• etc.</li> </ul> Practical work At least 3 fish dishes (integrate with practical work on sauces)	Text book Visit a fishmonger to identify different types of fish etc.	Daily: <ul style="list-style-type: none"> <li>• Identification test types of fish and shell fish</li> <li>• etc.</li> </ul> Practical work Class discussion of all products to give feedback to learners and encourage improvements

There is limited evidence in the CAPS of guidance for the assessment of practical tasks, which could lead to widely varying standards in the taught subject. The type and number of practical assessments is specified (Doc. 1, pp. 42 and 43), for example: “Grade 10 – point 4.4.4 – minimum of 12 practical tasks; 4.4.5 two restaurant functions – Criteria: a buffet breakfast and light meal”. (Here, for example, the criterion, seems more like a range statement than about providing the means to judge such a breakfast buffet.)

In summary, the evaluation team raised the concern that the CAPS assessments are quantity-driven, both in terms of numbers of assessments and mark allocation, and not quality-driven in terms of measurement against quality outcomes. This marks a significant difference of approach to assessment, especially since the qualitative aspect cannot yet be regarded as a given in the subject – or the system.

### **3.16 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 curricula 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.

### **3.17 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 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 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 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 evaluators pleaded for more guidance on the assessment process to ensure standardised assessment.

### **3.18 IN CONCLUSION**

After thorough investigations, 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 for the industry, but rather to motivate the learner to get to know the facets of the subject to ensure that the learner will enter higher education in this field.

The Hospitality Studies evaluation team debated the need, purpose and way forward for the subject, recognised that a unified vision is necessary for the success of the 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.*

Members of the evaluation team teaching the subject vouched for it that learners enjoy and are passionate about the subject. The teachers in the group provided examples of learners who not only became aware of but also made hospitality their career choice as a result of their involvement in the subject. The members of the evaluation team are convinced that the subject develops skills for future employment, with a good grounding in both life skills and practical, employable food and beverage service skills. The evaluation team concluded that the subject adds value to a learner's development and is certainly a "confidence builder", as learners often experience success in the practical tasks. The subject should be viewed as gender-neutral and as providing a desirable opportunity for learners who prefer subjects of a practical nature.

## EXPECTED LEARNER ATTAINMENT AT EXIT LEVEL

### 4.1 DOCUMENT ANALYSED

The evaluation team analysed the following document for this section of the study:

Documents		Footnote References
1	Department of Basic Education, 2011. <b>National Curriculum Statement (NCS) Curriculum and Assessment Policy Statement: Hospitality Studies</b> . Pretoria	Doc. 1

The evaluation team analysed it for the content, skills, competencies and the kinds of thinking expected. In doing so, they indicated in which of the three years each of the topics is to be taught, how the sub-topic description in Grade 12 is expressed in terms of content / skills /competencies and then extrapolated from the description the kind of thinking required by learners to master the knowledge and skills required.

### 4.2 THE APPROPRIATENESS OF SKILL EMPHASIS

From the analysis of the cognitive skills required in the CAPS (Table 4.2), it was evident that though a range of skills is required of a Grade 12 learner, the cognitive category "application" is most frequent among the skills.

FET Phase topic (CAPS)	Gr 10	Gr 11	Gr 12	Exit-level outcomes for FET at Gr 12 level (content / skills / competencies)	Kinds of thinking expected in Grade 12 (Cognitive Category)
BUSINESS Operate payment point and process payments	X				
CAREER AND EMPLOYMENT opportunities in the hospitality industry	X		X	Explain the interrelationship between sales and marketing in a hotel.	Understanding
CAREERS AND EMPLOYMENT Accommodation Establishments and functional areas in Rooms Division and senior management position in rooms division	X		X	Explain the impact of the service delivered by an organisation on a business profitability	Understanding
CAREERS AND EMPLOYMENT Apply for a job, job description and work placement	X	X	X	Develop a basic business plan for a small-scale entrepreneurial opportunity.	Applying Creating
COMPUTER usage			X	Explain the benefits of computers in the administration of a restaurant operation.	Understanding

<b>Table 4.2: Exit-Level Outcomes for topics in the CAPS (continued)</b>					
<b>FET Phase topic (CAPS)</b>	<b>Gr 10</b>	<b>Gr 11</b>	<b>Gr 12</b>	<b>Exit-level outcomes for FET at Gr 12 level (content / skills / competencies)</b>	<b>Kinds of thinking expected in Grade 12 (Cognitive Category)</b>
COOKERY Cakes and biscuits		X			
COOKERY Cereals	X				
COOKERY Choux pastry			X	Prepare a suitable dessert of choux pastry to serve for a 3 course meal	Applying
COOKERY Dairy products	X				
COOKERY Desserts			X	Prepare a pavlova and describe how you to garnish it.	Applying
COOKERY Eggs	X				
COOKERY Fish		X			
COOKERY Fruit	X				
Cookery Gelatine			X	Explain how to use gelatine to ensure a successful product	Understanding
COOKERY Garnish food, prepared by different cooking methods, correctly	X	X	X	Garnish food correctly after completion of the dish	Understanding, knowledge and applying
COOKERY Meat and sausages	X		X	Explain what procedure should be followed to prepare a Cordon Bleu Identify the beef cuts that are suitable to grill	Applying Remembering
COOKERY Pasta & Pasta Sauce	X				
COOKERY Pancakes, Waffles & Crumpets	X				
COOKERY Pastry			X	Prepare a baklava from phyllo pastry	Applying
COOKERY Poultry		X		Prepare a stuffed chicken breast	Applying *
COOKERY Prepare and bake food, following recipe instructions	X	X	X	Plan and prepare a four course meal for the PATs	Applying
COOKERY Rice		X			
COOKERY Salad and salad dressings	X				
COOKERY Scones and muffins	X				
COOKERY Soups and sauces		X			
COOKERY Stock		X			
COOKERY Starches	X				

<b>Table 4.2: Exit-Level Outcomes for topics in the CAPS (continued)</b>					
<b>FET Phase topic (CAPS)</b>	<b>Gr 10</b>	<b>Gr 11</b>	<b>Gr 12</b>	<b>Exit-level outcomes for FET at Gr 12 level (content / skills / competencies)</b>	<b>Kinds of thinking expected in Grade 12 (Cognitive Category)</b>
COOKERY Preserved food			X	Prepare a suitable preserved food to serve with meat	Applying
COOKERY Teas and coffees	X				
COOKERY Vegetables		X			
COOKERY Vegetarian dishes			X	Design a vegetarian dish and prepare it.	Creating Applying
COOKERY Yeast products		X			
COST recipes, calculate portion costs and prepare quotations		X	X	Calculate the selling price of a menu. Draw-up a quotation for a function	Creating Evaluating
CULTURAL uniqueness as applied to food preparation and service.		X			
CUSTOMER and guest relations, handling complaints	X		X	Describe how to handle guest complaints in a professional way. Identify and use the correct procedures in handling unforeseen circumstances that can affect production.	Understanding Applying
ECONOMY Impact of the industry on the economy and the Hospitality Studies sector			X	Identify the revenue-generating areas within an accommodation establishment and describe how it can be improved to earn more.	Understanding Applying
EQUIPMENT Equipment required for serving food and beverages in a restaurant.	X				
EQUIPMENT Kitchen equipment	X				
FIRST AID Basic First Aid	X				
Food poisoning and spoilage organisms		X			
FOOD PREP The importance of the relationship between time and temperature when preparing food	X	X			
FUNCTIONS Producing and presenting breakfast, light meals, formal dinners, cocktail functions, teas, 2-3 course meals	X	X	X	Producing and presenting breakfast, light meals, formal dinners, cocktail functions, teas, 2-3 course meals	Knowledge, understanding and applying

<b>Table 4.2: Exit-Level Outcomes for topics in the CAPS (continued)</b>					
<b>FET Phase topic (CAPS)</b>	<b>Gr 10</b>	<b>Gr 11</b>	<b>Gr 12</b>	<b>Exit-level outcomes for FET at Gr 12 level (content / skills / competencies)</b>	<b>Kinds of thinking expected in Grade 12 (Cognitive Category)</b>
GUEST Receiving of guests according to organisational requirements and standards		X			
HEALTH Infectious (food-borne) diseases and their transmission			X	Discuss the sources and the transmission possibilities of Hepatitis B in the food and beverage environment	Understanding
Health, Hygiene and Safety	X	X			
Kitchen and restaurant brigade, their duties and operations		X			
Laws and policies pertaining to hospitality		X			
LEARNING Pathways in Hospitality		X			
MARKETING Basic marketing tool			X	Design a basic marketing tool for an accommodation establishment (B &B)	Creating
MENU DESIGN, PLANNING AND NUTRITION	X	X	X	Create a menu for a four course dinner/ cocktail functions Explain the ingredients that cause allergic reactions. Analyse a menu to check if it is suitable for a person with diabetes and make recommendations that are suitable for the person. Plan and develop a cocktail function	Creating Understanding Analysing Creating
MISE EN PLACE – Kitchen & Restaurant	X				
MONEY Handle and records refunds / paying bill	X				
RECIPES Using recipes – measuring, preparing and cooking	X	X	X	Read and understand recipes Know how to use and prepare a recipe	Understanding and remembering Applying
SECURITY Security practices and procedures	X				

<b>Table 4.2: Exit-Level Outcomes for topics in the CAPS (continued)</b>					
<b>FET Phase topic (CAPS)</b>	<b>Gr 10</b>	<b>Gr 11</b>	<b>Gr 12</b>	<b>Exit-level outcomes for FET at Gr 12 level (content / skills / competencies)</b>	<b>Kinds of thinking expected in Grade 12 (Cognitive Category)</b>
SERVICE Professionalism in the food and beverage preparation and service	X	X	X	Design a non-alcoholic beverage that will be served as welcoming drink. Explain the correct way to store red wine.	Creating Remembering
SERVICE Provide food and beverage service	X	X	X	Provide food and beverage service	Applying, understanding and knowledge
SERVICE Sequence and Techniques		X			
SERVICES Preparing and setting up the venues and tables	X	X	X	Demonstrate how to set up a venue and service a four course meal	Applying
SKILLS Knife skills	X	X			
STOCK Maintaining records of food and beverage equipment	X				
STOCK Receiving and storekeeping	X				
STORAGE Food storage		X			
TERMINOLOGY Marketing concepts and terminology					
Waste disposal	X				

\* Chicken is omitted in Grade 12 but may be used in the PAT in Grade 12

Progression in practical skills in the CAPS is evident from Grade 10 to Grade 12. 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 achieve skills related to chocolate and sugar work.

The progression in complexity and level of difficulty in terms of the skills acquired is also reflected in the increasing requirements in the PATs: the first phase of the PAT in Grade 10 starts with a breakfast / brunch served buffet style while the second phase of the PAT introduces the plated service for a two- to three-course meal. In Grade 11 both the phases require plated services for three-course meals that should include the all the skills learned in Grade 11. The Grade 12 PAT consists of two phases as well, and both the phases require a four-course meal that covers all the skills developed over the FET Phase.

Unfortunately, a similar emphasis on cognitive development is not clearly indicated in the teaching plans as different kinds of thinking required. For example, it is often not clear

if a learner should evaluate or analyse or simply remember the specific content. No progression in the thinking levels according to Bloom's Taxonomy is indicated within and across the different grades. This could have a negative impact on the teaching strategies in the teaching of the subject and the expectations of the kind of thinking skills expected.

As has previously been mentioned, the emphasis in the subject is on developing food preparation skills. Therefore, the question arises as to how to include additional content relevant to the hospitality industry in the limited teaching time prescribed by the DBE. More curriculum content to be covered in the current time allocated would result in a very broad curriculum with very little depth. It may mean that the curriculum may need to offer specialisations after an introductory first year in order to continue to do justice to the necessary practical skills development. Alternatively, the subject could be introduced earlier – in the Senior Phase – which would allow for a longer period to acquire a better understanding of the learning field related to the hospitality industry and to become proficient in a greater range of skills.

It should, however, be remembered at the same time that the goal of the subject is to prepare the learners for higher education – and for further training in the industry – and not to prepare the learners to step fully fledged into the workplace.

Based on its findings, the evaluation team concluded this section of the research with the recommendation that:

- the subject-specific aims in the NCS should also be included in the CAPS;
- the CAPS should include a full description of the kind of learner envisaged for Hospitality Studies, as this would give a clearer set of exit outcomes for the subject; and
- the sub-topics in the CAPS should contain the necessary action verbs to assist teachers in determining the best methodology and assessment practice to guide learners in their learning.



# A WEB-BASED RESEARCH AND AN INTERNATIONAL BENCHMARKING OF HOSPITALITY STUDIES AS A FET SUBJECT IN SOUTH AFRICA

## 5.1 THE 2012 WEB-BASED RESEARCH FINDINGS

In preparation for the Hospitality Studies international benchmarking exercise, the evaluation team conducted an extensive internet search of government websites, educational portals and (international) providers of various levels of education and training. In addition to this, team members contacted international colleagues in different countries to source Hospitality Studies curricula for the benchmarking exercise.

The research activity resulted in finding that very few national public curricula focus specifically on Hospitality-based subjects. In many cases, public curricula are not freely available on government websites, and in other cases such as Brazil and Egypt, the websites are not in English, so accessing even a list of subjects offered at school level was not possible.

The evaluation team decided to study the following curricula:

- 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).

The evaluation team used the following headings to guide their search and to make the results comparable:

- Subject name
- Level offered / age group offered to
- Core aim/purpose
- Organisational principle
- Assessment

### **Canada – Ontario: Hospitality and Tourism**

Hospitality Studies forms part of the Ontario Secondary School Diploma, the Ontario Secondary School Certificate, or Certificate of Accomplishment, aimed at 18-year old school leavers. This subject forms part of the technological education curriculum. Hospitality Studies is combined with Tourism throughout Grades 10 to 12. This is a workplace preparation course, which is designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce

directly after graduation, and/or to meet the requirements for admission to certain apprenticeship or other training programmes.

The purpose of this subject within the technological education programme is to provide students with knowledge, skills, and attitudes that will enhance their ability to achieve success in secondary school, the workplace, post-secondary education or training, and daily life. There is a strong focus on the hospitality and tourism industry in this course, with industry practices, administration and management practices, and marketing and promoting an event or activity featuring in the curriculum.

The organising principle of the curriculum is technology-driven and broadly based on the assumption that learners learn best by doing: it is thus activity-based and project-driven to provide the learners with knowledge, skills and subject-specific experiences rooted in the workplace. It can thus be characterised as having an active learning approach.

Assessment is outcomes-based, with guidance provided to the teachers in the form of descriptors at four levels of achievement.

From the examination of the Ontario curriculum, the value of combining the Hospitality Studies and Tourism curricula was brought into consideration. This possibility should be investigated further for the South African curriculum because sections of the Hospitality Studies and the Tourism course do overlap.

The implementation of a combined Hospitality Studies, Tourism and Consumer Studies open course in Grade 9 in South Africa 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.

### **International – Cambridge: Food Studies**

This course forms part of the Cambridge Advanced International Certificate of Education (AICE) which involves the compulsory selection of subjects from three curriculum areas – Mathematics and Science; Languages; and Arts and Humanities. To be considered for an AICE, the equivalent of six credits must be achieved by successfully completing a combination of examinations, and passing each course with either a single or a double or single credit. This course takes two years to complete.

### **Food Studies (9336) falls into the Arts and Humanities group.**

There is a strong emphasis on the examination, which comprises three parts:

- Part 1: three-hour theory paper, weighted 50%. This is intended to test theoretical knowledge and practical application of the knowledge.
- Part 2: practical examination of 5½ hours, weighted 40%
- Part 3: written report of an investigation undertaken by the candidate, weighted 10%.

This qualification will assist the 16 -19 year-old candidate with entry to the world of work as well as further studies.

Its rationale is based on the candidate being able to plan, prepare, garnish and present meals for the family according to health, age, preference and budget. Its knowledge and skills base is predicated on:

- developing and gaining a body of knowledge;
- developing practical skills;
- critical thinking and problem solving.

Its delivery mechanism is outcome-based, based on six sections following a logical sequence.

Clear assessment guidelines are provided together with the weightings of examination papers, but there is no indication of depth, as no time allocation is provided for each section.

The evaluators considered the Cambridge coursework study an example of best practice, where the candidates are challenged to function on a higher level of cognitive demand when they do 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 the learners to cope with the research skills that are expected at university.

### **United States of America – AHLEI: START and LMP**

The Skills, Tasks, and Results Training (START) Program is a one-year or 180 classroom-hour introductory curriculum that gives 9th or 10th Grade students the real-world knowledge and skills needed for a long-term career in the lodging industry. Positioned as an introductory class for hotel operations in high schools and community colleges, it aims to prepare students for the industry. However, the course is largely theoretical, exploring the jobs and functions of the many occupations in the hotel industry, rather than actually learning to perform any of these functions.

The START programme is offered at the International Hotel School in South Africa and at schools in the USA, Vietnam, Dubai, and across the Caribbean.

The **Lodging Management Program (LMP)** is a two-year programme for 11<sup>th</sup> and 12<sup>th</sup> Grade students, which provides a combination of classroom learning and real-life work experience in hospitality. It prepares young people either to enter the workforce or to continue their programme of study in a post-secondary hospitality education programme. During Year 1 of the programme, students begin to master the foundational knowledge and skills of the industry. In Year 2, those skills are crafted into a leadership and supervisory role so that the students begin to build a successful career platform. From here students can stream into full-time higher education Hospitality Management programmes. The course includes Leadership and Management, Communication Skills and Teambuilding. Such skills are very likely to equip learners with life skills such as making sense of situations within a context, and problem solving.

The LMP provides in-depth teaching and learning materials, including a student workbook, teacher materials and a LMP Toolkit which includes outcomes-based competency checklists, articulation information and examination procedures and study guides. Unlike the START Programme, which is aimed only at the development of the lower-order cognitive skills, this curriculum covers the whole range of cognitive outcomes, from lower-order to higher-order thinking. This is apparent in the 160-hour practical component completed in the hospitality industry, where it is assumed that a level of application of theory is required during the work placements in the lodging sub-sector. This practical component requires sign-off by the manager of the operating unit where the industry practical is undertaken.

The LMP is offered at the International Hotel School in South Africa and at schools in the US, Canada, South Korea, Hong Kong, Dubai, Guam, Taiwan, and across the Caribbean.

The organising principle of both the **START Program** and the **LMP** is revealed in the recommended range of teaching methods, which include lectures from guest speakers, field trips, role plays, brainstorm practice, and so on: this suggests that the curricula are based on an active learning approach using the discovery method of learning.

Both curricula use outcomes-based assessment, with competency-based checklists. Student portfolios showcase students' achievements through samples of their work (and later become a useful marketing tool for graduating students).

These programmes constitute what AHLEI terms a "school-to-career" curriculum.

## **5.2 THE 2014 INTERNATIONAL BENCHMARKING OF THE CAPS**

In the first quarter of 2014, a document-based international benchmarking analysis referencing the CAPS was undertaken on three hospitality-related curricula. The following curricula were included in the investigation:

## **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

The British Columbia Home Economics curriculum has a balanced approach in addressing the theoretical understandings needs and the practical problems involved in empowering learners to become active and informed members of society (Doc. 2.1, p. 4). The curriculum consists of three 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 (Doc. 2.2, p. 4).

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 during the school year. This results in learners with a range of prior knowledge and skills within the same classroom (Doc. 2.1, p. 3).

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 in a group process (Doc. 2.1, p. 3).

## **Singapore-Cambridge GCSE O-Level**

- Food and Nutrition (6087)

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') (Doc. 3.1, p. 6).

Learners in the Secondary Normal Academic stream write a GCE N-Level examination after their Secondary Level 4 year, after which they can enter either a Secondary 5

Normal Academic Level or a Polytechnic Foundation Programme.

From the Secondary 5, Normal Academic learners progress into GCE O-Level examination. Learners can advance from the GCE O-Level Examination to the Polytechnic (Doc. 3.1, p. 6).

From the Polytechnic Foundation Programme, learners advance to the Institute of Technical Education and then to a Polytechnic.

## Kenya

- Home Science

The subject Home Science is an elective in the Kenya secondary school curriculum and 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, but flexibility is acceptable. Teachers are advised in the curriculum to make use of the teacher's guide in lesson preparation. The expectation is that the Home Science curriculum will adequately prepare learners for further education and training in a wide variety of careers (Doc. 4.1, p. 149).

The Home Science syllabus appears on pp. 147 - 167 of the Secondary Syllabus, Volume II. The 20 pages contain information about the introduction to Home Science and the content specified for Form 1 to Form 4. The Secondary Syllabus Volume II document also contains the syllabi for the subjects Mathematics, Physics, Chemistry, Biology and Agriculture.

The documents analysed and referred to in the research are listed in Table 5.1.

<b>Documents</b>	<b>Footnote References</b>
<b>1. Curriculum and Assessment Policy Statement (South Africa)</b>	
Department of Basic Education. 2011. <b>National Curriculum Statement, Curriculum and Assessment Policy Statement (CAPS) Further Education and Training Phase (FET) Grades 10-12 Hospitality Studies</b>	Doc. 1.1
Department of Basic Education. (n.d.) <b>National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement. Gr R-12</b>	Doc. 1.2
Department of Basic Education. (n.d.) <b>National Protocol for Assessment. Gr R-12.</b>	Doc. 1.3

<b>Table 5.1: Referenced documents (continued)</b>	
<b>Documents</b>	<b>Footnote References</b>
<b>2. British Columbia</b>	
Ministry of Education, British Columbia. 2007. <b>Home Economics: Foods and Nutrition 8–12. Integrated Resource Package</b>	Doc. 2.1
Ministry of Education, British Columbia. (n.d.) <b>Cafeteria Training 11 and 12</b>	Doc. 2.2
Ministry of Education. British Columbia. (n.d.) <b>Food Studies 11 and 12</b>	Doc. 2.3
<b>3. Singapore</b>	
Ministry of Education, Singapore. 2012. <b>Education in Singapore</b>	Doc. 3.1
Singapore-Cambridge. 2013. <b>GCE Ordinary Level. Food and Nutrition (6087)</b>	Doc. 3.2
<b>4 Kenya</b>	
Kenya institute of Education. 2002. <b>Home Science. Secondary syllabus Volume 11</b>	Doc. 4.1

The research question for this section considers the relative depth and breadth of the content covered in the respective curricula, the overall design, structure and coherence of the curricula, the level of specification of various aspects of the curricula, and the guidance provided by the curricula for the teaching and assessment of the subject. In addition, the evaluation team was requested to consider whether there are critical factors that appear to be emerging in these curricula that should be considered in the South African context.

## 5.3 FINDINGS

### 5.3.1 Broad curriculum design, format and user-friendliness of curriculum documentation

The evaluation team considered user-friendliness of the curriculum documents by looking at the number of subject-related documents for the particular subject and phase, the total number of pages and the degree of clarity in the function and the structuring of the documents.

The evaluation team also considered how accessible the language used in each curriculum using the three point scale (good, moderate, poor) discussed in Chapter 2, section 2.3.1. After that, the evaluation team also considered the alignment between the various documents in each of the curricula, using the three point scale also described in Section 2.3.1 in Chapter 2.

It should be noted that not all the Singapore and Kenya curriculum documents were available during the analysis, which made the comparison between the layout, user-friendliness and alignment of the curricula difficult.

The **CAPS** document 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, centred upon six topics. Certain content becomes the primary focus in a particular grade; for instance the CAPS states that in Grade 10, Term 3, the learners must pay attention to creativity and current food trends.

The two **British Columbia** curriculum documents differ in layout. The two documents, totalling 124 pages, are user-friendly, written as they are in unambiguous language with an attractive layout. This curriculum is based on learning outcomes. The evaluation team felt that these documents are more comprehensive than the CAPS.

The design principle is an outcomes-based approach. For example, under the suggested instructional strategies, the curriculum states: "...have the class plan a catered reception for students from feeder schools, being sure to consider portion, cost, and quality control and to include a work schedule, job allocations, and market orders. Students then prepare the foods and serve their guests" (Doc. 2.2, p. 28).

The complicated **Singapore** education landscape is clearly laid out in a summarised curriculum information document (Doc. 3.1, pp. 6 & 13). The GCE O-Level (6087) document (Doc. 3.2) was judged to have good accessibility of language, making it user-friendly.

The Singapore curriculum of 29 pages is outcomes-based, but also with a specific focus on particular content to be taught. For example, in the Food and Nutrition GCE Level (Subject 6087), a typical learning outcome is "use nutritional tools to analyse, modify, create and evaluate recipes/meals to meet different dietary needs" (Doc. 3.2, p. 3). The content focus is on the topic Proteins as well as other nutrients (Doc. 3.2, p. 2).

The **Kenya** syllabus for Home Science of 20 pages is the shortest of the four documents. It was judged to have moderate accessibility of language and user-friendliness. It is written in plain, direct language, but some of the terms are ill-defined.

The design principle is content-based, with a list of topics to be instructed. The curriculum states, for instance, "content – definition of food preservation, reasons for preserving food, advantages and disadvantages of food preservation and methods of preserving food – traditional and modern." (Doc. 4.1, p. 164)

### 5.3.2 Curriculum objectives

The evaluation team looked at the list of subject-specific aims provided in each curriculum document and summarised the objectives / aims in the table below. A "Y" is used as an indicator of a particular objective / aim appearing in a given curriculum.



<b>Table 5.2: Objectives of the curricula</b>				
<b>Objectives</b>	<b>CAPS</b> (Doc. 1.1, p.8)	<b>British Columbia</b> (Doc. 2.2, p. A5-A8), Doc. 2.1, p.5)	<b>Singapore</b> (Doc. 3.2, p. 1)	<b>Kenya</b> (Doc. 4.1, pp. 149-150)
Study the sectors in the hospitality industry and career possibilities	Y	Y		
Study cultural and other influences on country of origin	Y	Y		Y
Study menu planning	Y	Y		
Do costing	Y	Y		
Study food commodities	Y	Y	Y	Y
Study food purchasing, storage and control	Y	Y	Y	Y
Study food preparation and cooking techniques	Y	Y	Y	Y
Manage resources	Y	Y	y	Y
Study food and beverage services and customer care	Y	Y		
Study hygiene, safety and security in the hospitality industry	Y	Y	Y	Y
Critique food preparation in a commercial food setting		Y		
Develop a plan to create a food product		Y		
Obtain a Food Safe Level 1 Certificate		Y		
Analyse food additives and enrichments and health and nutrient claims		Y		Y
Compare table etiquette from a variety of cultures		Y		
Create new recipes		Y		Y
Analyse the risk factors of unhealthy eating practices		Y		Y
Develop understanding of nutrition and meal planning			Y	
Develop understanding of diet and health			Y	
Develop understanding of principles of food science		Y	Y	
Equip learners with knowledge and skills to make informed decision concerning food and nutrition			Y	
Understand global issues related to food production and consumption and [how these] affect their food choices		Y		

<b>Table 5.2: Objectives of the curricula (continued)</b>				
<b>Objectives</b>	<b>CAPS</b> (Doc. 1.1, p.8)	<b>British Columbia</b> (Doc. 2.2, p. A5-A8), Doc. 2.1, p.5)	<b>Singapore</b> (Doc. 3.2, p. 1)	<b>Kenya</b> (Doc. 4.1, pp. 149-150)
Develop the knowledge, skills, and attitudes to understand the importance of effective communication and teamwork	Y	Y	Y	
Construct garments				Y
Develop artistic values in clothing and interior design				Y
Select, use and care for different fabrics				Y
Develop skills in garment construction and soft furnishings				Y
Acquire knowledge in maternal child health care				Y
Acquire awareness of consumer education and be able to utilise it wisely				Y
Form a foundation for further education and training in various fields				Y

As is apparent from the table above, the objectives of these curricula differ widely, and this is also evidenced by the differing nomenclature of the course titles: Home Economics (British Columbia) as opposed to Hospitality Studies (CAPS). 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.

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 is 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 by the curricula.

### **5.3.3 Content / skill coverage: breadth and depth**

In this section the evaluation team considered the content, concepts and skills covered by each of the curricula – in terms of both breadth and depth.

In order to deal with the issues of coverage, breadth and depth, the evaluation team populated the table (to be found as Annexure B: Table of detailed content coverage in the CAPS document and the three international curricula) in the following manner:

- All the content / concept / skill areas represented for each of the levels in the curricula being evaluated were identified and listed in the first column of the table (Topic (content/concept)).
- For each of the topics / sub-topics covered in a particular curriculum, the numbers 1 to 4 were entered into the relevant block in the table, to indicate the degree of cognitive complexity (depth) with which each topic is to be dealt, using the following codes:
  - 1** = introductory level content; superficial; mainly definitions and descriptions;
  - 2** = definitions and descriptions plus some detail provided;
  - 3** = detailed indications of concepts/topics; requires understanding of relationships between concepts;
  - 4** = highly detailed indication of topic; topic required to be dealt with in a conceptually challenging way; requires complex understanding of relationships between concepts.

Where the content is not dealt with in a particular grade / level, the evaluation team left the cell blank.

Where the content is not dealt with at all in any of the grades / levels of that curriculum, the evaluation team shaded the appropriate block.

The table in Annexure B, which is too extensive to reproduce as part of the chapter, indicates the content, concepts and skills covered by the four curricula. The number of topics represented in each curriculum serves to indicate the breadth of the curriculum, while the complexity and extent of cognitive challenge depict the depth of the curriculum. A detailed discussion regarding the breadth and depth of the curricula follows in the next section.

### **Coverage (Breadth)**

From the table of content topics, the evaluation team transferred the total number of sub-topics per level, and the total number of sub-topics across all of the levels under consideration, into Table 5.3 for each of the curricula.

The evaluation team wanted to emphasise that all the subjects' topics do not necessarily relate to Hospitality Studies, as the different international curricula are not Hospitality Studies subject-specific.

	CAPS			British Columbia		Singapore	Kenya			
	Gr 10	Gr 11	Gr 12	Yr 11	Yr 12	O	Form 1	Form 2	Form 3	Form 4
Total number of topics per year / level	36	29	20	36	30	28	24	16	13	20
<b>Total number of topics per qualification</b>	<b>85</b>			<b>66</b>		<b>28</b>	<b>73</b>			

From Table 5.3, it is evident that the breadth of the CAPS is greater than that of all the other curricula considered. Eighty-five topics are covered over three years in the CAPS, compared with the 66 in the two-year British Columbia curriculum and 28 in the one year Singapore O-Level curriculum. The CAPS is broader than even the Kenya curriculum with its 73 topics, which stretches over four years.

The CAPS document has a greater breadth in Grade 10 than in Grades 11 and 12, because the learners are exposed to the subject for the first time in Grade 10. In Grade 12, the breadth is reduced due to the shortened teaching time in this year of study.

All the topics covered over the two years of the British Columbia curriculum are included over three years.

The **Singapore** GCE O-Level Food and Nutrition curriculum 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 would not be of value.

Having said this, the evaluation team noted that 16 of the 28 topics in the Singapore curriculum are not included in the CAPS document. The evaluation team felt that of these, the following topics should be considered for inclusion in the CAPS: *diet and health problems, pulses and legumes (commodities) and food labelling*. The remaining topics are more relevant to a Consumer Studies curriculum, i.e. *sources, functions and differentiation of the nutrients, energy balance and nutritional tools*.

Many topics covered in the **Kenya** Home Science curriculum are not considered relevant to the hospitality field, for example: *processes of and application in garment construction, fuels in the home, furniture and soft furnishings, changes in adolescence, pregnancy and classification and properties of textile fibres*. In short, 15 of the 24 topics in the Grade 9 curriculum are irrelevant to Hospitality Studies in the South African context; 10 of the 16 topics in Grade 10, 8 of the 13 topics in Grade 11 and 19 of the 20 topics in Grade 12 were not considered relevant to the South African context.

Eight of 36 topics in the **British Columbia** Level 11 curriculum have not been included in the CAPS document, despite their relevance to the South African context. The following topics are examples: *sandwiches, food additives and enrichments, nutrients during the life cycle, create nutrition plan within a budget, analyse food fads and myths, analyse food additives and enrichments, identification of environmental health issues, comparison of*

*table etiquette from different cultures*. Although these are relevant topics, their inclusion would pose a challenge to the four-hour teaching time allocated weekly to Hospitality Studies.

Certain topics and content in the British Columbia curriculum, which not stated explicitly in the CAPS document can, however, be found embedded in the theory, practical lessons and practical assessment tasks of the CAPS document. Examples are:

- “Use effective time management principles while preparing food” and “apply principles of portion and quality control” (Doc. 2.2, p. 20) are embedded in the commodities across the three years in the theory, practical lessons and practical assessment tasks in the CAPS (Doc. 1.1, pp. 28-30).
- “Garnish and food presentation” and “critique food presentation in a commercial setting” (Doc. 2.2, pp. 28, 30) are embedded in the theory and practical sessions.
- “Identify ways to improve the nutritional value of recipes (Doc. 2.1, p. 53) is embedded in the CAPS practical work.

## **Depth**

As previously described, the evaluation team made a judgement of the degree of cognitive complexity (depth) embodied in the descriptions of the content/skills, by entering the numbers **1 to 4** in the relevant block in the evaluation tool. The four point scale used for cognitive depth is repeated here for convenience:

- 1** = Introductory level content; superficial; mainly definitions and descriptions;
- 2** = Definitions and descriptions plus some detail provided;
- 3** = Detailed indications of concepts/topics; requires understanding of relationships between concepts;
- 4** = Highly detailed indication of topic; topic required to be dealt with in a conceptually challenging way; requires complex understanding of relationships between concepts.

Table 5.4 gives the percentage of sub-topics at each of the four depth levels outlined above.

Over the three years, just 2% of the topics in the CAPS are judged to be at Level 1 depth: these are mainly definitions and descriptions. The evaluation team determined that 28% of topics display a Level 2 depth: definitions and descriptions plus some detail provided; 52% of the total topics were judged to be at level 3: requiring understanding of relationships between concepts; 18% were judged to be at Level 4 depth: requiring a complex understanding of relationships between concepts.

Percentage of topics at	CAPS				British Columbia			Singapore	Kenya				
	Gr 10	Gr 11	Gr 12	FET	Yr 11	Yr 12	All	O	Form 1	Form 2	Form 3	Form 4	All
Level 1	6	0	0	2%	0	0	0%	7%	13	0	0	0	4%
Level 2	28	34	20	28%	33	33	33%	64%	54	69	77	70%	66
Level 3	4	55	55	52%	53	53	53%	21%	33	25	23	20	26%
Level 4	19	10	25	18%	14	13	14%	7%	0	6	0	10	4%
<b>Total depth score per curriculum</b>	<b>2.81</b>	<b>2.76</b>	<b>3.05</b>	<b>2.85</b>	<b>2.81</b>	<b>2.80</b>	<b>2.80</b>	<b>2.29</b>	<b>2.21</b>	<b>2.38</b>	<b>2.23</b>	<b>2.40</b>	<b>2.30</b>

None of the topics in the British Columbia curriculum were considered to be at Level 1; 33% of the topics were judged to be at Level 2: displaying some detail of descriptions. The evaluation team found 53% of the topics to be at Level 3: detailed indications of concepts/topics; 14% at level 4: highly detailed indications or required to be dealt with in a conceptually challenging manner. This is a curve somewhat similar to that in the CAPS.

The evaluation team acknowledged that the depth scores for Singapore and Kenya are perhaps not a true reflection of the depth of these curricula, because not all the curriculum documents were available for analysis. However, Table 5.5 shows that the Singapore O-Level curriculum (64%) peaks markedly at a Level 2. The same is true of the Kenya curriculum, with 66% of the topics at Level 2.

When individual years are taken into account, and compared with the overall depth levels for the whole curriculum, there is not much variation between the CAPS and British Columbia curricula. However, the CAPS has a higher total depth score in Grade 12 (3.05) than the Year 12 score of 2.80 for British Columbia.

The Singapore and Kenya curricula have somewhat lower depth scores, at 2.21 and 2.40 respectively. It must be noted that the Kenya Form 1 is equivalent to a Grade 9 in South African terms, therefore more introductory content can be expected on this level.

### **5.3.4 Specification of topics**

The evaluation team understood curriculum specification to be the “grain size” or degree to which knowledge is broken down for stipulation in the curriculum, and in how much detail the various topics are specified in the curriculum documents. In other words, the evaluation team had to determine how clear it would be for the user of the curriculum to understand exactly which content / concepts and skills are to be covered for the particular subject, or how much the teacher would need to draw on her/his previous knowledge and experience of the subject to interpret the curriculum.

The evaluation team used the following coding to make a judgement of each curriculum:

- **High:** High specification – extremely clear subject-specific specification: very little chance for multiple interpretations;
- **Medium:** Medium specification – moderately clear subject-specific specifications, some generic statements / skills or some topics underspecified;
- **Low:** Low specification – not clear subject-specific specification, and/or minimal guidance provided for users, which allows for multiple interpretations.

The evaluation team's findings are summarised in Table 5.5:

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 following is an example of the specificity of the Singapore curriculum (Food and Nutrition GCE O-Level):

Nutrients:

a) Proteins:

- state the elements of protein
- list the sources of protein
- explain the functions of protein in the body
- differentiate between essential and non-essential amino acids and give examples, and high and low biological value proteins and give examples

(Doc. 3.2, p. 2).

The high degree of specification of topics in the British Columbia Home Economics Cafeteria Training 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", as indicated in the examples in Table 5.6 (Doc. 2.2, pp. 20-21):

Table 5.5: Degree of specification of topics				
	CAPS	British Columbia	Singapore	Kenya
<b>Degree of specification</b>	Medium to High	High	High	Medium to low
<b>Example 1</b>	<p>Desserts:</p> <ul style="list-style-type: none"> <li>Refer to the food pyramid for nutritional value</li> <li>classification and description</li> <li>* hot: baked, steamed, boiled, fried, etc.</li> <li>* cold: custards, starch, jelly, mousse, etc.</li> <li>* frozen: sorbet, ice cream, etc.</li> <li>* hot and cold meringue as a dessert techniques</li> <li>quality characteristics of end product</li> <li>presentation: filling, glaze, toppings, sauce, decoration (chocolate and sugar work)</li> <li>storage conditions and temperature</li> <li>traditional desserts such as malva, sago, bread and Christmas pudding</li> </ul> <p>Doc. 1.1, p. 34)</p>	<p>Have students prepare a food product, all following the same recipe. Compare the results, discussing possible reasons for differences in consistency, quality and portion control. Note to what extent individual students:</p> <ul style="list-style-type: none"> <li>measure correctly, understand the terminology in the recipe</li> <li>use correct techniques for specific food preparation</li> <li>follow the correct sequence of steps</li> <li>use accurate temperature control and timing</li> </ul> <p>(Doc. 2.2, p. 19)</p>	<p>Food choices – main food commodities:</p> <ul style="list-style-type: none"> <li>list the nutritional composition of the following: meat, fish, eggs, dairy products, cereals, fruit, vegetables, pulses and legumes</li> <li>explain the choice of food commodities (fresh and processed) in relation to cost, quality, quantity and nutritional value</li> <li>explain how different food commodities should be stored</li> <li>use a variety of food commodities in the preparation of meals</li> </ul> <p>(Doc. 3.2, p. 3)</p>	<p>Food preservation: Content:</p> <ul style="list-style-type: none"> <li>definition of food preservation</li> <li>reasons for preserving food</li> <li>advantages and disadvantages of food preservation</li> <li>methods of preserving food traditional and modern</li> </ul> <p>(Doc. 4.1, p. 164)</p>



**Table 5.5: Degree of specification of topics (continued)**

	<b>CAPS</b>	<b>British Columbia</b>	<b>Singapore</b>	<b>Kenya</b>
<b>Example 2</b>	<p>Culinary cultural heritage of SA</p> <ul style="list-style-type: none"> <li>influence from Cape Malay, Indian, African-indigenous ingredients such as waterblommefijes, morogo, maize, sorghum, mabella or matibella meal, sheba, game meats, ostrich, biltong, offal or mogodu, liver and kidneys</li> <li>planning of innovative three-course meals using some of above</li> <li>European influence (Dutch, German, French, British, Irish)</li> <li>Mediterranean influence (Greek, Italian)</li> </ul> <p>Planning of innovative three-course meals using some of above (Doc. 1.1, p. 30)</p>	<p>Choose and demonstrate appropriate cooking methods for particular products.</p> <p>Use procedures and techniques for a variety of cooking methods (e.g. baking, boiling, braising, broiling, frying, grilling, microwaving, poaching, pressure cooking, raw, roasting, sautéing, slow cooking, steaming, stewing, stir-frying, and food preservation methods such as freezing, dehydrating, canning)</p> <p>(Doc. 2.1, p. 58)</p>	<p>Reactions in food during preparation and cooking</p> <p>Define the following terms: foams, gels, emulsions, denaturation, coagulation, maillard browning, gelatinisation, dextrinisation, caramelisation, enzymic browning, rancidity, smoking and melting points in fats and oils</p> <ul style="list-style-type: none"> <li>state the occurrences of the above reactions in the preparation and cooking of food</li> <li>explain the properties and functions of the key ingredients found in a recipe or basic mixture:</li> <li>pastries: short crust and dough puff</li> <li>cakes and biscuits: rubbed-in, creamed, one stage, whisked</li> <li>sauces: roux, blended</li> </ul> <p>batters: thin and thick</p> <p>local cakes and desserts: steamed, baked, boiled, fried (Doc. 3.2, p. 4)</p>	<p>Classification of flour mixtures:</p> <ul style="list-style-type: none"> <li>batters</li> <li>dough</li> </ul> <p>Types and functions of raising agents:</p> <ul style="list-style-type: none"> <li>biological</li> <li>chemical</li> <li>mechanical</li> </ul> <p>Food items made from different flour mixtures:</p> <ul style="list-style-type: none"> <li>pancakes</li> <li>short crust pastries</li> <li>cakes – rubbed in and creamed</li> <li>bread/doughnuts</li> </ul> <p>(Doc. 4.1, p. 138)</p>

<b>Prescribed learning outcomes</b>	<b>Suggested instructional strategies</b>	<b>Suggested assessment strategies</b>	<b>Recommended learning resources</b>
<b>Demonstrate techniques required in:</b> <ul style="list-style-type: none"> <li><b>preparation of baked goods</b></li> </ul>	Plan the rotation of products in the baking station so that students practise various preparation methods. Products could include quick breads, pies, cookies, cakes, and frostings...	Before students prepare food products, discuss the specific techniques and practices to be demonstrated as well as relevant assessment criteria. Criteria might include...	Video – Flour, bread and baking

In the British Columbia Foods and Nutrition curriculum, the sections are: “prescribed learning outcomes and suggested achievement indicators”, as in the example in Table 5.7 (Doc. 2.1, p. 58):

<b>Prescribed learning outcomes</b>	<b>Suggested achievement indicators</b>
<ul style="list-style-type: none"> <li><b>Functions of ingredients</b></li> <li><b>Adapt ingredients and methods to create original recipes</b></li> </ul>	Create new recipes using knowledge of ingredients, functions, proportions, temperatures, and preparation methods (e.g., adding and substituting spices, proteins, starches, vegetables; altering cooking methods)

As is evident from tables 5.7 and 5.8, the format of the Foods and Nutrition curriculum differs from that of the Cafeteria Training curriculum.

The CAPS 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. An example is provided in Table 5.8 (Doc. 1.1, p. 26):

<b>Teaching plan</b>			
<b>Week 4 hours</b>	<b>Topic</b>	<b>Content</b>	<b>Practical tasks (suggested products)</b>
4	Commodities	Bread products using yeast <ul style="list-style-type: none"> <li>Refer to the food pyramid for nutritional value</li> <li>Ingredients, proportions and functions: yeast (instant dry) flour (white, brown, whole-wheat) liquid, sugar, salt, shortening, other</li> <li>Types of dough: rich, sweet and plain – preparation techniques</li> <li>Cooking methods: bake, deep-fry, steam, effect of heat</li> <li>Presentation: for bread table or bread display</li> <li>Quality characteristics of yeast products</li> <li>Ensuring successful products</li> </ul>	Lesson 1 Yeast Sweet baked products: croissants, raisin bread, Swedish tea ring, mini doughnuts

The layout in the CAPS document is clear, ensures easy reading and understanding and provides the teacher with the necessary information to teach the subject without becoming confused by too much information. The prescriptive nature of the CAPS may, however, limit the teacher's creativity and may be perceived as a curriculum with limited content.

The evaluation team rated the Kenya curriculum for Home Science as having a medium to low degree of specification due to the limited content and descriptions of what is expected from the teacher (Doc. 4.1, p. 159). There are moderately clear subject-specific specifications; some topics are underspecified; in some instances the minimal guidance provided for users of this curriculum allows for multiple interpretations.

For example:

"Meal planning and management" (24 lessons):

25.1.0. Specific objectives:

By the end of the topic the learner should be able to:

- a) State the importance of meal planning
- b) Discuss factors to consider when planning meals
- c) Plan and prepare meals to meet individual's needs
- d) Present meals attractively
- e) Plan and prepare packed meals.

25.2.0 Content:

25.2.1 Importance of meal planning

25.2.2 Factors to consider when planning meals

25.2.3 Plan, prepare and present meals for the family and special groups

- Young children
- Adolescents
- Manual workers
- Invalids
- Convalescents
- Elderly

25.2.4 Packed meals.

While the curriculum specifies how many lessons should be spent on the topic, limited specifications are given regarding what precisely should be done / taught in each of the topics. No indication is provided of the resources that should be used.

### 5.3.5 Curriculum weighting and emphasis

The evaluation team considered the weighting and emphasis in the four curricula in the following manner:

- If time allocation per topic is addressed in the curriculum document under consideration, the evaluation team indicated the amount allocated for each central topic as a percentage of the total classroom time allocated for the subject.
- If time is allocated such that it cannot be captured in this way, the evaluation team noted how time is dealt with in the documents, and described this in a paragraph.
- If weighting is indicated in some other way, the evaluation team indicated this.

Due to the different subject titles and foci over the four curricula, the evaluation team analysed each curriculum separately regarding its weighting and emphasis, then combined sections with the same emphasis and content, after which a table was designed to combine the four curricula regarding their weighting and emphasis.

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

It was evident from Table 5.9 that the emphasis of the CAPS document is on *Food commodities*, with 33,3% of the time spent on this. This is followed by *Hospitality sectors and careers* (18,4%) and *Nutrition, menu planning and costing* (16,1%). These three topics, with a total weighting of 67,8%, emphasise the focus of the subject. Although the remaining three topics equal a third of the weighting of the subject, the content of these topics is embedded in the practical sessions.

<b>% time allocated in the curriculum</b>	
<b>Topic</b>	<b>Percentage weighting</b>
<b>Hospitality sectors and careers</b>	18,4 %
<b>Kitchen and restaurant operations</b>	9,2%
<b>Nutrition, menu planning and costing</b>	16,1%
<b>Food commodities</b>	33,3%
<b>Food and beverage service</b>	15,0%
<b>Hygiene, safety and security</b>	8,0%

The British Columbia Food and Nutrition curriculum requires a teaching time of 100 hours per year for Years 11–12, without indicating the specific teaching time allocated to each topic or the number of lessons allocated for each topic. The evaluation team therefore could arrive at a weighting only by dividing the number of learning outcomes under each topic by the total number of topics:

<b>Table 5.10: Weighting per topic / emphasis within the British Columbia curriculum</b>	
<b>% time allocated in the curriculum</b>	
<b>Topic</b>	<b>Percentage weighting</b>
<b>Food preparation foundations</b>	35,3%
Food preparation techniques	11,76%
Nutrition and healthy eating	29,41%
Social, economic, and cultural influences	17,65%
Career opportunities	5,88%

Table 5.10 indicates that *Food preparation foundations* carries the highest weighting of 35,3%, followed by *Nutrition and healthy eating* at 29,41%, thus showing the overall emphasis of the subject. The remaining 35,29% of the weighting is divided among *Food preparation techniques*, *Social, economic and cultural influences* and *Career opportunities*.

The Kenya *Home Science* curriculum prescribes the number of lessons for each topic; however, the teaching time allocation for each lesson is not stipulated. Table 5.11 indicates the topics and number of lessons prescribed to teach each topic. For the purpose of this comparison, the evaluation team grouped the topics under four headings, namely *Food and nutrition*, *Family studies*, *Interior and textiles* and *Needlework*.

<b>Table 5.11: Weighting per topic / emphasis within the Kenya curriculum</b>		
<b>% time allocated in the curriculum</b>		
<b>Topic</b>	<b>Number of lessons</b>	<b>Percentage weighting</b>
<b>Food and Nutrition:</b>		
Kitchen equipment	8	1,9%
Food hygiene	9	2,14%
Methods of cooking	12	2,85%
Food nutrients and nutritional disorders	18	4,28%
Meal planning and management	24	5,7%
Flour mixtures and raising agents	28	6,65%
Food preservation	12	2,8%
Convenience foods	2	0,5%
<i>Réchauffé</i> cookery	8	1,9%
	<b>121</b>	<b>28,72%</b>
<b>Family Studies</b>		
Introduction to Home Science	2	0,5%
Personal hygiene	11	2,62%
Safety in the home and first aid	9	2,14%
Housing and the family	6	1,43%
Care of the home	12	2,8%
Environmental hygiene	9	2,14%
Laundry equipment	3	0,71%

<b>Table 5.11: Weighting per topic / emphasis within the Kenya curriculum (continued)</b>		
<b>Topic</b>	<b>Number of lessons</b>	<b>Percentage weighting</b>
Detergents and laundry agents	6	1,43%
Laundry processes	1	0,23%
Repair of clothes and household articles	6	1,43%
Laundering different fabrics	9	2,14%
Special treatment in laundry work	9	2,14%
Storage of clothes and household articles	3	0,71%
Consumer awareness	2	0,5%
Advertisement	3	0,71%
Maternal child health care	12	2,8%
Child immunisation	2	0,5%
Breastfeeding	6	1,43%
Weaning the baby	4	0,95%
Habit training	6	1,43%
Principles of wise buying	3	0,71%
Making a budget	3	0,71%
Care of the sick at home	12	2,8%
Ventilation	4	0,95%
Fuels in the home	8	1,9%
Problems of the consumer	2	0,5%
Consumer protection	4	0,95%
	<b>157</b>	<b>37,26%</b>
<b>Interior</b>		
Lighting in the home	8	1,9%
Soft furnishings in the home	20	4,8%
	<b>28</b>	<b>6,7%</b>
<b>Textiles and needlework</b>		
Textile fibres	9	2,14%
Sewing tools and equipment	9	2,14%
Stitches	12	2,85%
Seams	9	2,14%
Pattern and garment construction	24	5,7%
Clothing construction processes	52	12,35%
	<b>115</b>	<b>27,32%</b>

As is evident from Table 5.11, *Family studies* has the highest weighting of lessons allocated (37, 26% of the total number of lessons). The next heaviest weighting is for *Food and nutrition* (28,72% of the total number of lessons). *Textile and needlework* has a slightly lower weighting (27.32%). *Interior* has the lowest weighting (6.7%).

The evaluation team then combined the topics in order to make a comparison across the curricula and to reach a conclusion regarding emphases in each of the curricula.

Table 5.12 combines the CAPS, British Columbia and Kenya curricula to compare the weighting per topic across the three curricula.

<b>Table 5.12: Weighting per topic / emphasis within the subject</b>					
<b>% time allocated in each curriculum, or 0 if topic is not covered</b>					
<b>CAPS</b>		<b>British Columbia</b>		<b>Kenya</b>	
<b>Topic</b>	<b>%</b>	<b>Topic</b>	<b>%</b>	<b>Topic</b>	<b>%</b>
Hospitality sectors and careers	18,4 %	Career opportunities	5,88%	0%	
Kitchen and restaurant operations	9,2%	0%			
Nutrition, menu planning and costing	16,1%	Nutrition and healthy eating	29,41%	Food and Nutrition (hygiene)	28,72%
Food commodities	33,3%	Food preparation foundations	47,06%		
Hygiene, safety and security	15%	Food preparation techniques			
Food and beverage service	8%	0%		0%	
0%		Social, economic, and cultural influences	17,65%	0%	
0%		0%		Family studies	37,26%
				Interior	6,7%
				Textiles and needlework	27,32%

The evaluation team concluded from Table 5.12 that the CAPS document places more emphasis on *Hospitality sectors and careers* than the British Columbia curriculum and the Kenya curriculum (which does not include this topic at all).

The British Columbia curriculum focuses more on *Nutrition and healthy eating* than the CAPS document and the Kenya curriculum.

The Kenya curriculum combines the nutrition, menu planning, costing, food commodities and hygiene, safety and security topics under a single topic, namely *Food and Nutrition (Hygiene)*, which has a weighting of 48,72%. This resembles closely the weightings in the CAPS document (48,3%) and the British Columbia curriculum (47,06%) when the topics related to *Food and Nutrition (Hygiene)* are clustered together. However, 71,28% of the weighting of the Kenya curriculum does not relate to the Hospitality Studies subject field.

### 5.3.6 Pacing

The evaluation team understood pacing as the rate at which content should be covered over the course of a level, approximated through the ratio of breadth to teaching time.

The evaluation team calculated the pacing by calculating the following:

- The total number of topics (breadth) to be covered across the various levels in each curriculum;
- The total amount of teaching time allocated to the teaching of the subject in each curriculum (this was the total contact time, excluding self-study time); and
- The ratio of the number of topics to teaching time.

The ratio gives a sense of the pacing that is expected. The total number of topics across all levels was divided by the total teaching time in hours. This resulted in the final ratio recorded at the bottom of Table 5.13.

In populating the table, the research team made the assumption that the Kenya lesson times are 1 hour per lesson, thus resulting in 421 hours over four years, with an average of 105 hours over a single year. The CAPS stipulates the examination times over the three years as being 21 hours, which has been deducted from the teaching time to equal a total of 459 hours over three years.

	<b>CAPS</b>	<b>British Columbia</b>	<b>Singapore</b>	<b>Kenya</b>
<b>Total number of topics across all grades</b>	85	66	28	73
<b>Total teaching time allocated (hours)</b>	459	200	Not available	421 lessons assume 421 hours
<b>Ratio of topics : teaching time</b>	0,185:1	0,33:1	-	0,173:1

The ratio of topics to teaching time in the CAPS is 0,185:1 in comparison to the higher ratio of topics to teaching time in the British Colombian curricula at 0,33:1. A comparison with the Singapore curriculum is not possible due to the total teaching time not being stated in the curriculum. With the assumption that one lesson equals one hour in the Kenya curriculum, the ratio of topics compares favourably with the CAPS.

From Table 5.14, the evaluation team concluded that the British Columbia curriculum has a faster pacing than the CAPS document and the Kenya curriculum. It should be noted that learners in British Columbia are taught in their home language, which makes it easier to deal with topics much more quickly. Learners in the South African context are often instructed in their second or even third language and not in their mother tongue, thus requiring more time to explain terminology in class.



### 5.3.7 Curriculum progression and sequencing

Progression in a curriculum is understood to refer to the increase in the level of complexity / difficulty at which a topic is addressed through the levels.

The evaluation team looked at Table 5.13, together with the topics / skills listed for each level, to determine whether there is any indication of progression within and across the grades under consideration.

The evaluation team used the descriptors below to make a judgement on the nature of the indication of progression in the curricula:

- **Strong:** Strong indication of progression - there is clear movement from one type of content / concept / skill to another, or the progression is clear in terms of increasing complexity / difficulty from one level to the next.
- **Moderate:** Moderate indication of progression – there is some indication of a flow through the different content / concepts / skills, or some increase in the complexity or difficulty at which topics are addressed at different levels.
- **Weak:** Weak indication of progression – there is very little indication of progression in terms of a shift between content / concept / skill from one level to the next, or in increasing complexity / difficulty across levels.
- **None:** No indication of progression – there is no flow in the shift between the content / concepts / skills or indicated change in complexity / difficulty from one level to the next.

In terms of **within-grade progression**, the following findings emanated from the analysis:

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

For example:

- In Grade 10, progression is evident in the topic *Kitchen and restaurant operations*, where learners are introduced to the appliances and then progress to apply the utensils in the completion of the recipes and *mise-en-place* in the kitchen.
- Section 3.1 (Doc 1.1, pp. 13 and 14) lists progression in each topic within each grade.
- Costing (Grade 12) serves as an example of a strong degree of progression in complexity, with a clear progression in terms of increasing complexity, e.g. learners need to progress from costing recipes to compiling quotations.

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. However, the cognitive demand on the

learner in Level 12 is higher than the cognitive demand required of a Level 11 learner. In the Level 12 outcomes, action verbs of a more cognitively demanding nature are used to describe the outcomes, e.g. Level 11 – “describe skills, attitude and behaviours required for employment in the food industry”. In the Level 12 outcome it is stated that “learners need to *evaluate* the career opportunities within the food service industry”.

An example of moderate to strong progression within the topics in Levels 11 and 12 is: “learners are introduced to safety, hygiene and equipment in the kitchen” which is followed by “the principles of food preparation leading to food preparation and service” (Doc. 2.3)

The Singapore curriculum displays moderate to strong progression in the topics within a grade, e.g. *Learning nutrients and health to diet and balance* (Doc. 3.2).

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

In terms of **across-grade progression**, the following was found:

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

Section 3.1 in the CAPS (Doc. 1.1, p. 13) shows progression in table format from Grade 10 to Grade 12. The layout of this table enables the reader to assess progression at a glance.

The topics *Costing of recipes, Menu, Overheads* and *Hygiene* clearly illustrate progression across the grades. The commodities show progression across the grades by learners initially baking scones and muffins (Grade 10) and then progressing to cakes and biscuits, yeast products (Grade 11) to pastry products in Grade 12.

However, *vegetarian dishes, choux pastry, cereals, fruit and herbs and spices* serve as examples of weak progression in topics in the CAPS. Due to the small percentage of weak progression, the overall progression in topics is strong to moderate.

The British Columbia curricula mostly show strong progression throughout Level 11 and Level 12, but there are a few exceptions where moderate and weak progression is evident, as detailed below.

There is strong progression shown in the following Learning Outcomes within the grades, namely:

- *Safety, sanitation and equipment* (Doc. 2.2, p. A-5). The same outcomes are covered but at a different level of complexity.
- *Principles of Food preparation* (Doc. 2.2, p. A-6).

There is moderate progression in *Food preparation*, where the same outcomes are covered for progression but content varies with the commodities used (Doc. 2.2, p. A-7).

Weak progression is evident in *Food service*, because only one outcome progresses to Level 12, which is the focus on *Career opportunities in the food service industry* (Doc. 2.2, p.A-8).

All areas covered in the four different forms in the Kenyan curriculum are arbitrary in their area of learning with regard to 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* (Doc. 4.1), and this topic is not relevant to the field of Hospitality Studies.

### 5.3.8 Specification of pedagogic approaches

The evaluation team considered what level of specification is evident in the curricula regarding the way in which teaching and learning is intended to happen in the classroom. The evaluation team had to determine whether or not the curriculum in question offers subject-specific guidance regarding the preferred pedagogic approach to be adopted.

Using the descriptors below, the evaluation team coded the extent to which a pedagogic approach specific to Hospitality Studies is evident:

- **High:** High specification – detailed guidance is given in the curriculum regarding the preferred subject-specific pedagogic approach.
- **Moderate:** Moderate specification – some guidance is given in the curriculum regarding the preferred subject-specific pedagogic approach.
- **Low:** Low specification – the preferred subject-specific pedagogic approach is mentioned in a few places but few or no details are provided.
- **None:** No specification - the curriculum provides no information or guidance regarding the subject-specific pedagogic approach.

Though the CAPS is content-based in design, the evaluation team was of the opinion that an outcomes-based approach is nevertheless implied in the CAPS, from references such as the following:

“Acquiring and applying knowledge skills and values”, “active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths”, and “identify and solve problems and make decisions using critical and creative thinking” (Doc. 1.1, pp. 4 and 5).

The CAPS (Doc. 1.1, p. 15) also notes that the teacher presents the practical lesson and the learners do the task. Other than this 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 document gives good guidance on **what** (curriculum content) to teach, but no guidance on **how** (teaching methods) to teach. The evaluation team argued that the lack of indication of pedagogic approach and guidance on teaching methods may lead to a significant variation in the type and quality of teaching of this subject as the teaching methods will be subject to interpretation by the teacher.

In the British Columbia curriculum the following statements refer to a participatory, discovery-based and problem-solving approach: “understanding, creating and managing economic and human resources to address the needs and wants of individuals and families, practising and thinking critically about principles and techniques related to the acquisition, production, and consumption of foods and textiles, nurturing, caring, and providing for others in various situations and contexts” (Doc. 2.2, p. 1). Furthermore, the curriculum states that opportunities are provided for learners, by means of participation in activities, to consider, propose and implement ways to meet needs and wants and to practise managing resources (Doc. 2.2, p. 2). The British Colombia curriculum is the only curriculum that gives some guidance in the curriculum regarding the preferred subject-specific pedagogic approach.

The Kenya curriculum states: “The syllabus has been formatted for uniform interpretation by teachers. In view of this, teachers are advised to use it 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.” (Doc. 4.1, p. 149). This is the only indication of a pedagogic approach in the curriculum.

### 5.3.9 Assessment guidance

In Table 5.14, the evaluation team indicated the **number and types of assessment task** specified in the curriculum. They also determined whether the assessment guidance given is **general and / or subject-specific** and what degree of clarity of guidance regarding assessment in the particular curriculum is evident in the curricula.

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 believes that these two assessments are as weighty as the 11 in the CAPS document, as they encapsulate a large number of implied skills to be assessed.

The CAPS document is very prescriptive regarding types of assessment, the weighting of each type of assessment, and the spread of the assessments over the academic year. The same is true of the Singapore curriculum.

Table 5.14: Assessment across the four curricula													
Number of assessment tasks specified	CAPS				British Columbia				Singapore	Kenya			
	Cafeteria Training		Food & Nutrition		11	12	11	12	GCE Ordinary Level	Form 1	Form 2	Form 3	Form 4
	11	12	11	12									
21	17	Not ascertained	Not ascertained	Not ascertained	2	Not ascertained	Not ascertained	Not ascertained	Not ascertained	Not ascertained	Not ascertained	Not ascertained	Not ascertained
Types of assessment specified	<ul style="list-style-type: none"> <li>• Tests</li> <li>• Exams</li> <li>• Project</li> <li>• Practical tasks</li> <li>• Practical assessment tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Self assessment</li> <li>• Daily practice assignments</li> <li>• Quizzes</li> <li>• Sample of student work</li> <li>• Pencil and paper tests</li> <li>• Projects</li> <li>• Oral and written reports</li> <li>• Portfolio assessments</li> <li>• Role play</li> <li>• Practical work</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Self assessment</li> <li>• Daily practice assignments</li> <li>• Quizzes</li> <li>• Sample of student work</li> <li>• Pencil and paper tests</li> <li>• Projects</li> <li>• Oral and written reports</li> <li>• Portfolio assessments</li> <li>• Role play</li> <li>• Practical work</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Self/peer assessment</li> <li>• Quizzes &amp; Tests</li> <li>• Samples of student work</li> <li>• Projects &amp; presentations</li> <li>• Oral &amp; written reports</li> <li>• Journals &amp; learning logs</li> <li>• Performance reviews</li> <li>• Portfolio assessments</li> <li>• Practical work</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Self/peer assessment</li> <li>• Quizzes &amp; Tests</li> <li>• Samples of student work</li> <li>• Projects &amp; presentations</li> <li>• Oral &amp; written reports</li> <li>• Journals &amp; learning logs</li> <li>• Performance reviews</li> <li>• Portfolio assessments</li> <li>• Practical work</li> </ul>	<ul style="list-style-type: none"> <li>• Written paper (examination)</li> <li>• Course work</li> </ul>	<ul style="list-style-type: none"> <li>• Practical work</li> <li>• Field trip</li> <li>• Project work</li> <li>• Oral questions</li> <li>• Quizzes</li> <li>• Written tests &amp; examinations</li> <li>• Group reports</li> </ul>	<ul style="list-style-type: none"> <li>• Practical work</li> <li>• Field trip</li> <li>• Project work</li> <li>• Oral questions</li> <li>• Quizzes</li> <li>• Written tests &amp; examinations</li> <li>• Group reports</li> </ul>	<ul style="list-style-type: none"> <li>• Practical work</li> <li>• Field trip</li> <li>• Project work</li> <li>• Oral questions</li> <li>• Quizzes</li> <li>• Written tests &amp; examinations</li> <li>• Group reports</li> </ul>	<ul style="list-style-type: none"> <li>• Practical work</li> <li>• Field trip</li> <li>• Project work</li> <li>• Oral questions</li> <li>• Quizzes</li> <li>• Written tests &amp; examinations</li> <li>• Group reports</li> </ul>			

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

All four curricula analysed require pen-and-paper testing and practical work. The CAPS 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 progression for promotion purposes.

Referring to Table 5.14, the evaluation team found that the CAPS starts with a clear definition of what assessment is and breaks it down into four steps: generating and collecting evidence of achievement; evaluating evidence; recording the findings and using this information to understand the learner's development (Doc. 1.1, p. 39). There is also evidence of recognising the value of both informal and formal assessments. All of these assessment activities are undertaken throughout the year. It is evident from Doc.1.1, p. 39 that the informal assessment tasks may be marked by the learners themselves, by peers or by the teachers. These marks are not necessarily recorded; this is left to the discretion of the teacher. Assessment may be used to give feedback to learners, the school management team and parents. These marks are also not necessarily taken into account for promotion and certification purposes.

However, the formal assessment guidelines are stated in much more detail, as these assessments are formally recorded for progression and certification purposes. Mention is made of the role of moderation in order to standardise these assessments (Doc. 1.1, p. 39).

The CAPS indicates in tabular form exactly what needs to be assessed in Grade 11 and 12 throughout the year from term 1 to term 4 (Doc. 1.1, p. 40). Precise weightings of the various components are specified for each assessment task contributing to the term mark. The biggest difference is noted with Grade 12, where the final assessment is a compulsory external assessment, whereas all the other assessments for Grade 11 and 12 are internal assessments.

There are also detailed guidelines provided in the PAT document (Doc. 1.1, pp. 41-45) regarding projects, tests, examinations, practical tasks and practical assessment tasks.

Assessment tasks	Frequency		Time allocation	Assessor	Specification
	Grade 11	Grade 12			
<b>Projects</b>	1	1	In Term 1	Teacher	<ul style="list-style-type: none"> <li>• Topics are specified</li> </ul>
<b>Tests</b>	3	3	45-60 minutes	Teacher	<ul style="list-style-type: none"> <li>• Cognitive levels should be in accordance with prescribed ratios (Doc.1.1, p. 41)</li> </ul>

Assessment tasks	Frequency		Time allocation	Assessor	Specification
	Grade 11	Grade12			
<b>Exams</b>	2	2 internal 1 external One of the internal examinations is compulsory and one may be replaced by a test and must cover a substantial amount of work	3 hours	Teacher External markers for final exam	<ul style="list-style-type: none"> <li>• Cognitive levels should be in accordance with prescribed ratios (Doc.1.1, p. 41)</li> <li>• 200 marks</li> <li>• 3 hours</li> <li>• sections each with own mark allocation and types of question (Doc. 1.1, p. 42)</li> </ul>
<b>Practical tasks</b>	12	8	80-90 minutes per lesson (Doc. 1.1, p. 8).	Teacher	<ul style="list-style-type: none"> <li>• Number of tasks per term</li> </ul>
<b>PAT</b>	2	2	6-7 hours	Teacher and moderator for PAT 2	<ul style="list-style-type: none"> <li>• Types of meals to be prepared are specified (Doc. 1.1, p. 43) by DBE</li> </ul>

The evaluation team is of the opinion that the practical components dominate the assessment pathway with regard to time because of the fact that Hospitality Studies a practical subject. This is, however, not well reflected in the weighting, as evident from the table on p. 40 of Doc. 1.1: the practical part of the mark comprises only 25% of the total.

The British Columbia curriculum documents, Home Economics 11 and 12 and Cafeteria Training 11 and 12 provide a clear definition of assessment, with strong reference to the role of the teacher in this process (Doc. 2.2, p. 6). Teachers have the prerogative to determine the best methods of assessment, including the assessment tools, methods and techniques. A variety of assessment techniques are mentioned. "Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgements about student performance in relation to learning outcomes." (Doc. 2.2, p. 6)

There is a prescribed learning outcome for every curriculum organiser (topic), with suggested instructions and assessment strategies which the evaluation team found to be general and vague. Assessment and evaluation are unpacked in Appendix D of the Cafeteria Training Document (Doc. 2.2, pp. D7–D21). These assessments are criterion-referenced, using a number of rubrics pertaining to each curriculum organiser. It is though suggested that the rubrics might assist in more consistent assessment, if more detail is provided, for instance in criteria such as: "only highlights of safety issues" and

“presents the information in a way that is interesting and readable” needs more nuanced descriptions of what is required.

There is no evidence in the documentation at hand that there are dominant types of assessment. External examinations are not clearly specified. “No attempt has been made to place limits on the class time spent on any one curriculum organiser. The possibilities for organizing home economics course content are unlimited and present opportunities for teachers to address the needs and interests of their students.” (Doc. 2.2, p. 2)

On the other hand, the curriculum document for British Columbia for Home Economics 11 and 12: Food and Nutrition provides a clear definition of what assessment ought to be, with strong reference to the role of the teacher in this process (Doc. 2.1, p. 28). The document indicates that assessment evidence can be collected using a wide variety of methods, such as:

- Observation;
- Samples of student work;
- Projects and presentations;
- Portfolio assessments.

The document identifies three broad types of assessment, namely:

**Assessment for learning**, which is classroom assessment encouraging learners to take responsibility for their day-to-day learning. It is criterion-based and learners are encouraged to compare themselves with the criteria rather than with other learners. It also provides the teacher with the opportunity to review progress and decide which areas need further attention. This type of assessment is formative in nature (Doc. 2.1, p. 28).

**Assessment as learning** is assessment as a means of getting the learners to engage with and take responsibility for their own learning. This is done mostly through continuous self-assessment with the support and guidance of the teacher. Although assessment as learning is student-driven, teachers can play a key role in facilitating how the assessment takes place. This type of assessment is also formative in nature (Doc. 2.1, p. 28).

**Assessment of learning** is summative assessment that happens at the end of the year or at key stages. This type of assessment is done by the teacher and is either criterion-referenced (based on prescribed learning outcomes) or norm-referenced (comparing student's achievement with that of others) (Doc. 2.1, p. 29).

In the **Singapore Food and Nutrition** curriculum document, clear assessment objectives are given (Doc. 3.2, p. 1). There are basically two assessment objectives, namely the Paper 1 (Written paper) and Paper 2 (Course work). The evaluation team is of the opinion that the documents provide clear assessment details of what is expected.



Table 5.16: Singapore Food and Nutrition Assessment					
Time allocation	Weighting	Format	Mark allocation	Specifications	Marking guidelines
<b>Paper 1: Written paper</b>					
2 hours	40%	3 sections with particular types of questions in each (A & B are compulsory and C consists of 3 questions of which 2 are compulsory)	100		
<b>Paper 2 : Coursework</b> (Problem-solving and investigation approach –emphasis on experimental work)					
15 – 20 hours	60%	<b>Task analysis</b>	10 marks	Maximum 50 pages Filed in a Flat A4 folder Can be hand written or typed If typed, Font Arial 11 or New Time Roman 12 Plain white or lined sheets Moderation in August	Each criterion is unpacked in much detail in four level descriptors with mark allocations to guide the decision making and judgement of assessor (Doc. 3.2, pp. 7-10)
		<b>Research and development:</b>			
		• information gathering	12 marks		
		• investigation	10 marks		
		• information	12 marks		
		• synthesis	10 marks		
		<b>Decision making</b>			
		<b>Planning</b>	10 marks		
<b>Execution:</b>					
• organisation and management	8 marks				
• manipulation	8 marks				
• product and presentation	8 marks				
<b>Evaluation</b>	12 marks				
<b>Total:</b>	100 marks				

It is evident from the document analysis that the Coursework (Paper 2 – practical work) is weighted more than the written paper (Paper 1), which is in line with the fact that this is a practical subject. The evaluation team assumed that Paper 1 is the final theoretical assessment at the end of the academic year, whereas the nature of Paper 2 implies that it is being put together over a period of time, completed to be submitted for moderation in August of the examination year (Doc. 3.2, p. 6)

It is evident from the Kenya documentation that the focus of this particular curriculum and qualification is on improving the quality of life of the individual, the family and the community (Doc. 4.1, p. 149). The evaluation team came to the conclusion that there are no clear guidelines on how assessment is to be done. The only reference to assessment is in the beginning of the document, where it states: "Practical and written assignments should be given regularly so that the teacher can assess the learners' mastery of content and acquisition of relevant skills" (Doc. 4.1, p. 149). The evaluation team argued that the lack of clear guidance allows many interpretations of the assessment requirements. This is evident from the use of words like "creative", "improvise" and "flexibility". Furthermore, there is no indication of time frames or of any type of assessment being dominant or even external.

There is reference to the fact that teachers are advised to make use of a teacher guide in lesson preparation. Though the members of the evaluation team did not have access to the teacher guide, they assumed that this document would support the assessment process (Doc. 4.1, p. 149).

### **5.3.10 Curriculum integration**

#### ***Integration between topics***

In the CAPS document (Doc. 1.1, p. 8), the same six topics are stated for both Grades 11 and 12. For the purpose of this discussion the evaluation team will refer to foundational knowledge and skills that are taught in Grade 10, which are then carried through to Grades 11 and 12.

It is the opinion of the evaluation team that the first topic of Sectors and Careers in Grade 10 could be regarded as the “backbone” of the curriculum in the sense that it provides exposure to the possible career pathways which learners could investigate, and which enables them get a feel for the course.

The other topics such as *Nutrition and menu planning*, *Kitchen and restaurant operations*, *Food commodities*, *Food and beverage service* and *Hygiene* are all linked to career options in food preparation or food services in the industry. The evaluation team acknowledges that the hospitality industry goes well beyond food preparation and food service, but has recognised this particular focus for the sake of this argument and to be able to discuss the strengths and constraints in the curriculum. Bearing this position in mind, the evaluation team found that the curriculum is well integrated.

Examples of integration between topics in CAPS include the following:

- ***Nutrition and menu planning***

In Grade 10 the learners are exposed to the food pyramid, where they learn about the five food groups and the proportions in which they could be used in various menus for breakfasts and light lunches. This knowledge is then carried over to Grades 11 and 12, where they have to apply the same principles regarding planning three- and four-course dinner menus respectively. When basic menu planning is introduced in Grade 11 and in Grade 12, they use the basic knowledge to calculate the selling price of the meal in order to draw up quotations for functions. It is therefore evident that integration within the grades takes place in this particular topic (Doc. 1.1, pp. 13-14).

- ***Hygiene***

This topic is introduced in Grade 10, where learners are expected to apply the principle of hygiene whenever they prepare and serve food. It is understood that these basic principles should be applied throughout Grades 11 and 12 whenever

preparation and service take place. However, the topic of Hygiene addresses more advanced information in Grades 11 and 12, where "food spoilage, food poisoning, food contamination, temperature control and food-borne diseases" are addressed (Doc. 1.1, pp. 13-14).

In the British Columbia curriculum for **Cafeteria Training** (Doc. 2.2, p. 4), the same four topics are used for both Levels 11 and 12. The integration between the four topics, namely *Safety, sanitation and equipment*, *Principles of food preparation*, *Food preparation* and *Food service*, is evident. Here again, the first topic underpins the principles of food preparation as well as actual food preparation and food service (Doc. 2.2, pp. A-5 to 8).

Other examples of integration in this curriculum include the following:

- **Principles of food preparation**

In Level 11 the learners are required to use metric, imperial and American systems of measurement and have to demonstrate an ability to comprehend recipes. In Level 12 they are required to convert quantities in recipes from one measurement system to the other, i.e. from imperial measurements to metric measurements. Furthermore, the ability to read and understand recipes leads to the skills of developing a range of menus based on social trends, dietary needs and cultural influences (Doc. 2.2, p. A-6).

- **Food preparation**

Clear evidence was found that general food preparation skills are applied in both Levels 11 and 12, as seen from the fact that the learners demonstrate their skills in the hot food station, cold food station and baking station. Furthermore, they have to apply principles of portion, quality and cost control, as well as managing their time effectively. Although the commodities that the learners work with differ from Levels 11 to 12, the same principles of cooking methods are applied throughout the two years (Doc. 2.2, p. A-7).

As is evident in British Columbia **Food and Nutrition** (Doc. 2.1, p. 7), the same five topics are used for both Levels 11 and 12. A strong level of integration between three of the five topics, namely *Food preparation foundations*, *Food preparation techniques* and *Nutrition and healthy eating* is evident. Although *Social, economic and cultural influences* and *Career opportunities* are also part of the *Food and Nutrition* topic, they stand more on their own: the former focusing on marketing practices of consumer behaviour and table etiquette from a variety of cultures, while the latter focuses on investigating and analysing food-related career opportunities.

Other examples of integration in the British Columbia curricula include:

- In *Food Preparation Foundations* the three sub-topics are differentiated in Levels 11 and 12 in terms of cognitive demand only; for example, where recipes are to be evaluated in Level 11, it is required of learners in Level 12 to analyse and correct the recipe if need be (Doc. 2.2, p. 7).
- In *Food Preparation Techniques*, the evaluation team assumes that the commodities that the learners work with differ from Level 11 to Level 12, but the same principles of cooking methods and basic principles of hygiene are applied throughout the two years.

The Singapore Food and Nutrition O-Level curriculum (Doc. 3.2) contains three topics with a number of sub-topics in each. The evaluation team feels that there is strong evidence of integration within the sub-topics of the first topic: *Nutrition and Health*. For example, the knowledge of basic food and nutrition is applied in the sub-topics *Diet and Health*, *Energy Balance*, *Digestion and Meal planning* and *Meal Analysis* (Doc. 3.2, pp. 2-3) in the sense that the intake of nutrients is linked with malnutrition, health problems, energy balance, the effect of the digestive enzymes on nutrients, the planning of meals and a balanced diet.

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. *Food Choices* also draws on the acquired knowledge of nutrients in verifying the claims made on food and nutrition labels. Therefore the evaluation team is of the opinion that the first two broad topics are strongly integrated, whereas topic three: *Food Science*, deals more with the scientific reactions in various food commodities during preparation, cooking and preservation.

As regards the Kenya curriculum (Doc. 4.1, pp. 151-165), it is the evaluation team's view that this curriculum was put together in a haphazard way, with numerous topics divided randomly among the four forms. There is no structure or organising principle. The only exception in which 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.

### **Integration with other subjects**

The evaluation team found that in all the curricula analysed, a moderate degree of integration is intended in the curricula, with a few places where reference is made to other subjects or connection to topics in other subjects. In Table 5.17, a few examples of references are detailed:

	<b>CAPS</b>	<b>British Columbia</b>	<b>Singapore</b>	<b>Kenya</b>
Example 1	Mathematics and Mathematical Literacy could assist the learners when they are doing costing, calculating the selling prices of meals as well as drawing up quotations (Doc. 1.1, pp. 13 and 14)	Mathematics could assist the learners when they are working with systems of measurement (Doc. 2.2, p. A-6)	Language studies could assist the learners in understanding, comprehension and interpretation of content (i.e. recipes) (Doc. 3.2, pp. 2 and 4)	Mathematics could assist the learners when they do garment construction and making a budget (Doc. 4.1, pp. 158 and 162)
Example 2	Information Technology can help with the use of computers in the kitchen and restaurant operations (Doc. 1.1, p. 13)	Language studies can assist the learners in understanding, comprehension and interpretation of content (i.e. recipes) (Doc. 2.2, p. A-6)	Science and Biology can assist the learners in understanding the nutrients and health and the science of food preparation and cooking (Doc. 3.2, pp. 2 and 4)	Science could assist the learners in understanding the concept of ventilating a room naturally or mechanically (Doc. 4.1, p. 163)
Example 3	Language studies could assist the learners in understanding, comprehension and interpretation of content (i.e. recipes)			Biology could assist the learners in understanding food nutrients and nutritional disorders (Doc. 4.1, p. 157)

The evaluation team briefly analysed the different subjects offered by the four curricula and assumed a strong degree of integration with language. When learners are able to read, understand and comprehend, it will result in better interpretation of both the content and the assessment requirements, affecting the quality of the responses given. The evaluation team felt strongly that the lack of reading with comprehension is a fundamental problem that prevents learners from achieving their best. Therefore integration with the language of instruction cannot be over-emphasised.

The evaluation team was further of the opinion that in the South African context Mathematics and Mathematical Literacy are also fundamental subjects, as both these subjects help to strengthen the learner's ability to cope with costing and calculations. There are also strong integration possibilities with Biology, Computer Literacy, Business Studies and Life Orientation. The integration may be limited in the sense that learners' elective subjects are not always the same, which makes it difficult to assume that all learners in the Hospitality Studies classes obtain the same instruction, as this will depend on their subject choices.

The evaluation team assumed that integration takes place in the other three curricula with regard to Language and Mathematics too. The nature of the Kenya curriculum does not indicate directly how integration with Mathematics takes place. There is however, evidence of a strong degree of integration between Home Sciences and Biology in this curriculum.

## 5.4 CONCLUDING REMARKS

From the 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 in both these curricula, as well as that in the Singapore curriculum, is easy to understand. The CAPS also 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 higher degree of topic specification than in the CAPS, which has a medium to high specification, while the Kenya curriculum has a low topic specification level.

The research team concluded that the British Columbia curriculum requires faster pacing than the CAPS and Kenya curricula. The CAPS was found to be the only curriculum strong on progression within the grades, but 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 is alone in having a moderate to high clarity of assessment guidance, while the other curricula are low in their assessment guidance. The Singapore curriculum has a high level of clarity in the description of its course work.

The four curricula show moderate integration with other subjects, while the CAPS and British Columbia curricula are both coherent in their construction.

The British Columbia curriculum provides a balance by 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, kindness, and high ideals. (<http://www2.viu.ca>)

The complete lack of assessment guidelines in the Kenya curriculum is a glaring omission, but could be explained by the lack of the relevant documentation to evaluate.

## 5.5 RECOMMENDATIONS

South African learners enter Hospitality Studies only in Grade 10, but early exposure to the subject in Grades 8 and 9 could benefit the subject as well as the learners, as basic skills and knowledge could be acquired then. The possibility of strengthening the teaching and learning in the higher grades could then be considered, perhaps even to the extent of offering specialisations. The Kenya curriculum is instructive in this regard, as learners start with Home Science in Form 1 (Grade 9).

The British Columbia curriculum indicates under "recommended learning resources" the "print materials" which may coincide with our text books; however, it also indicates videos and multi-media as recommended learning resources. Furthermore it mentions "software" as recommended learning resources. Many teachers do not have regular access to the internet and/or do not have the skills to download videos from the internet. Developing high-quality resources for the subject should be investigated to ensure a high standard of teaching and learning.

The strengths of the British Columbia curriculum lie, among others, in the Suggested Instruction Strategies and Suggested Assessment Strategies, where ideas are given to help learners "use their classroom experiences to develop attitudes, skills and professionalism that are transferable to the workplace" (Doc. 2.2, p. 22). The inclusion of appropriate teaching and assessment strategies could strengthen the CAPS, especially if quality teachers were given these options to broaden their teaching strategies.

The following topics could be included in the CAPS to strengthen the curriculum: *sandwiches, food additives and enrichments, nutrients during the life cycle, creating a nutrition plan within a budget, analysing food fads and myths, analysing food additives and enrichments, identification of environmental health issues, comparing table etiquette across different cultures, diet and health problems, pulses and legumes (commodities) and food labelling*. Although these are relevant topics, the four-hour teaching time allocated to the subject may pose a challenge to their inclusion. They could perhaps be included as part of elective choices in the curriculum.

Finally, the evaluation team suggested that the freedom given to educators in the British Columbia system to conduct assessment in ways that take into account learners' needs and attributes is worthy of consideration in the South African context, since it shows trust in the professionalism, integrity and ability of the teacher; however, this may not be advisable in the short term due to the many unqualified and under-qualified Hospitality Studies educators in the system. Despite this, the evaluation team feels the CAPS document is too prescriptive, limiting the teacher, curbing creativity and choice and not meeting the individual needs of each learner.

## THE NSC HOSPITALITY STUDIES PRACTICAL ASSESSMENT TASK INVESTIGATION

### 6.1 INTRODUCTION

As explained in Chapter 2, the purpose of the Practical Assessment Task (PAT) investigation was to monitor the standards and appropriateness of assessment practices in the NSC. In order to do so, Umalusi recognised the need to evaluate the standards of the NSC practical assessment tasks.

The Subject Assessment Guideline document (Doc. 4 below) indicates that the six practical tasks completed during the year should be converted to 100 marks; the three PATs also to 100, with the examination counting 200 marks. These marks out of 400 are converted to a percentage (Doc. 5, p. 24) for the final mark. In other words, for each grade, the PATs provide one quarter of the final mark, while the remaining 75% consists of the exam (50% of the final mark) and the last 25% is made up from the SBA marks achieved during the year (Doc. 5 (below), p. 11).

The goal of the PATs in Hospitality Studies is to assess the set of skills achieved over a three-year period in a final examination in order to ensure that learners at the exit level leave with well-developed skills in the hospitality field.

The following documents were included in the investigation:

<b>Documents</b>		<b>Footnote References</b>
1	Department of Education. 2008. <b>National Curriculum Statement Grades 10-12 (General), Learning Programme Guidelines: Hospitality Studies</b>	LPG (H)
2	Department of Education. 2008. <b>National Curriculum Statement Grades 10-12 (General), Content Framework: Hospitality Studies</b>	NCS CF (H)
3	Department of Education. 2011. <b>National Curriculum Statement (NCS), Curriculum and Assessment Policy Statement; Hospitality Studies</b>	CAPS
4	Department of Education. 2008. <b>NCS Subject Assessment Guideline Hospitality Studies.</b>	SAG
5	Department of Basic Education. 2013. <b>Guidelines for Practical Assessment Tasks: Hospitality Studies</b>	DBE PAT

### 6.2 EVALUATION OF THE DOCUMENTS

Evaluation team members were introduced to and orientated to the PATs. The orientation provided background information on the structure, role and the characteristics of the PATs. Members from industry received 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 PAT. It should be noted that these PATs are still part



of the NCS curriculum: the first CAPS PATs have been done in 2014. The PAT consists of two parts, namely food preparation/kitchen organisation (chef) and food service/restaurant organisation (waiter) (Doc. 5, p. 1)

Using the evaluation tool, the NSC PATs for the Grade 12 chefs and waiters were analysed to determine the cognitive processes involved and the knowledge and skills learners require to fulfil their practical tasks. Each learner should have a mark for executing his/her role as a chef and a second mark for his/her role as a waiter.

The evaluation team discussed each question according to the elements in the analysis instrument. Each evaluator was given the opportunity to give his/her input and justify his/her findings.

Discussions were held to reach consensus on each item analysed before an input was made on the analysis instrument. In many instances the evaluation team found it necessary to sub-divide and re-number the questions in order to provide a more accurate analysis based on the different levels of cognitive demand and the level of complexity. After the completion of the analysis, the evaluation team studied the findings to determine trends, patterns and the general standard of the PATs.

For the purpose of this analysis, the evaluation team used Romiszowski's (1981) definitions of skill categories as described in Chapter 2 of this report (see **Annexure C**: Table A3):

- **Reproductive skills** refer to the reproduction of known content and concepts, and application in familiar contexts.
- **Productive skills** refer to application in novel contexts related to critical and creative thinking, which are thinking skills that assist in the productive thinking process.

The four-category conceptual framework for thinking about question difficulty according to Leong (2006) was used for this investigation (See **Annexure D**: Table A4):

- **Content** (subject/concept) difficulty;
- **Stimulus** (question) difficulty;
- **Task** (process) difficulty;
- **Expected** response difficulty.

An example of how the data was entered in the Excel spread sheet appears in Table 6.2.

Table 6.2: Analysis tool used for the investigation							
Subject/ Programme:					Date/Year:		
C1	C2	C3	C4	C5	C6	C7	C8
Item	Max marks	Skill category (Annexure B: Table1)	Difficulty level (1,2,3 or 4)	Difficulty indicator (reason for difficulty) (Annexure C: Table 2) or IS	Combined skill category and difficulty level	Curriculum content covered	Comment on placement of item and suitability of questions
P1 – 3.1 B	20	PP	4	ER	PP4	Be competent and creative in the basic production and presentation of food.	The skills that the learners have to demonstrate are complex, because the learners have to apply various interlinked processes.
<b>TOTAL</b>							

The key for interpreting the spread sheet appears below:

Column (C)	Explanation
<b>C1 Question number</b>	P1 = Phase 1 P2 = Phase 2 The number and/or the subsection of the question A - C = further sub-numbering system within a question to facilitate analysis
<b>C2 Marks</b>	the maximum mark allocated for the question
<b>C3 Skill type</b>	the skills required in the question. (Annexure B: Table1) CR = Cognitive reproductive skill RR = Reactive reproductive skill CP = Cognitive productive skill RP = Reactive productive skill PR = Psychomotor reproductive skill IR = Interactive reproductive skill PP = Psychomotor productive skill IP = Interactive productive skill
<b>C4 Level of difficulty</b>	Difficulty level: 1 (Easy) represents simple and basic items; 2 (Moderate) is for items of average difficulty, 3 (Difficult) for difficult items involving more sophisticated competence, 4 (Very difficult) for items which allow for A-grade learners
<b>C5 Source of difficulty</b>	The justification why a particular rating for each question or item have been awarded. C = Content difficulty S = Stimulus difficulty T = Task difficulty; ER = Expected response difficulty IS = Invalid source
<b>C6</b>	A combination of C3 and C5
<b>C7</b>	The content assessed in the question
<b>C8</b>	The evaluation team's rationale / comment for the placement of item and suitability of questions

### 6.3 DATA COLLECTION

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 having the recipes of the example menu (Doc. 5).

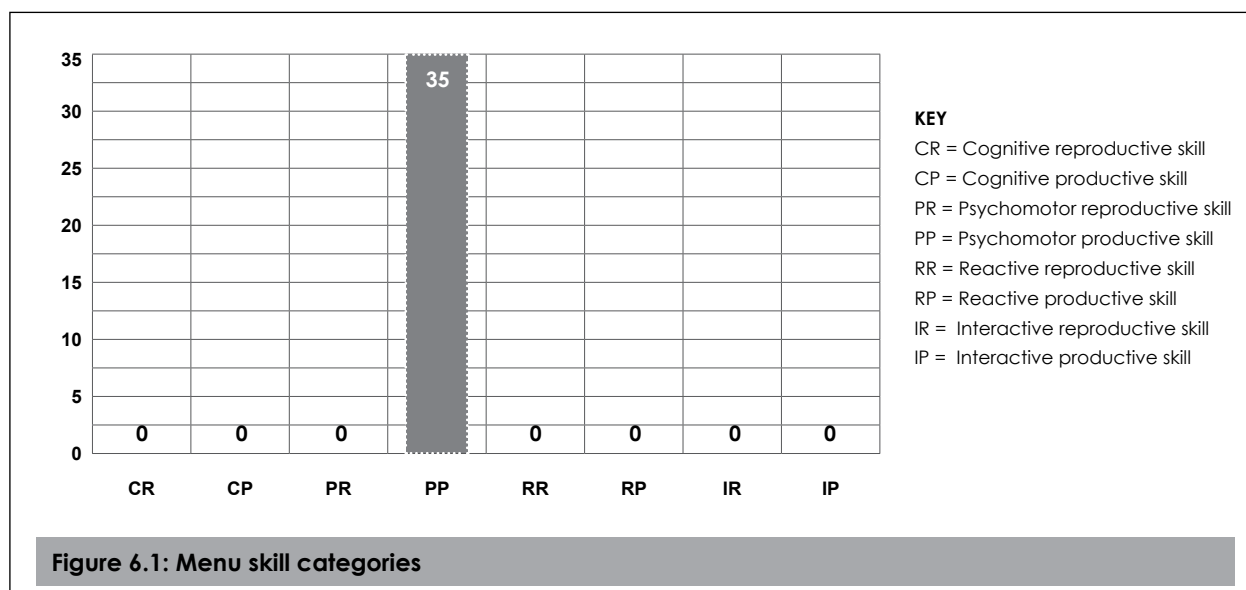
One person in the evaluation team with sound experience of the teaching of Hospitality Studies briefed the rest on the content of the DBE assessment tool and how it is applied in the school. This then gave the team an understanding of how the tool was formulated to achieve the expected curriculum outcome.

The evaluation team went through the assessments separately and analysed all the information regarding the content, format and layout of the PAT tool.

### 6.4 FINDINGS ON SKILLS CATEGORIES AND INDICATORS OF DIFFICULTY

The evaluation team concluded that the PAT document is neatly laid out; the letter size and font make it easy to read. The tables are neatly set out and easy to understand, and the prescribed waiter and chefs' PAT assessment forms allow spaces for writing down information regarding the candidate's performance (Doc. 5, pp. 12-17). The language used in the documents is easy to understand and to the point. There is a clear indication of what should be included in the menus (Doc. 5, pp. 4 and 5)

The evaluation team analysed the PAT example menu to determine the levels of reproductive and productive thinking evident in the PAT in terms of the cognitive, psychomotor, reactive and interactive skills required.



The skills category of the PAT menu focuses on the productive thinking required in psychomotor skills (see Figure 6.1). For example, the example menu includes skills like piping (potato croquettes), the 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 the deep-fryer used in the preparation of potato croquettes.

The example PAT menu was analysed further to determine the level of difficulty of the skills. Marks were allocated to the dishes according to the level of difficulty of the skills involved. The evaluation team concluded that the menu consists of 34% very difficult skills and 43% difficult skills (Figure 6.2). This means that 77% of the skills involved in the menu vary between “difficult” and “very difficult”. Due to the uneven distribution of the level of difficulty, learners with less well developed skills may not be able to complete the tasks successfully.

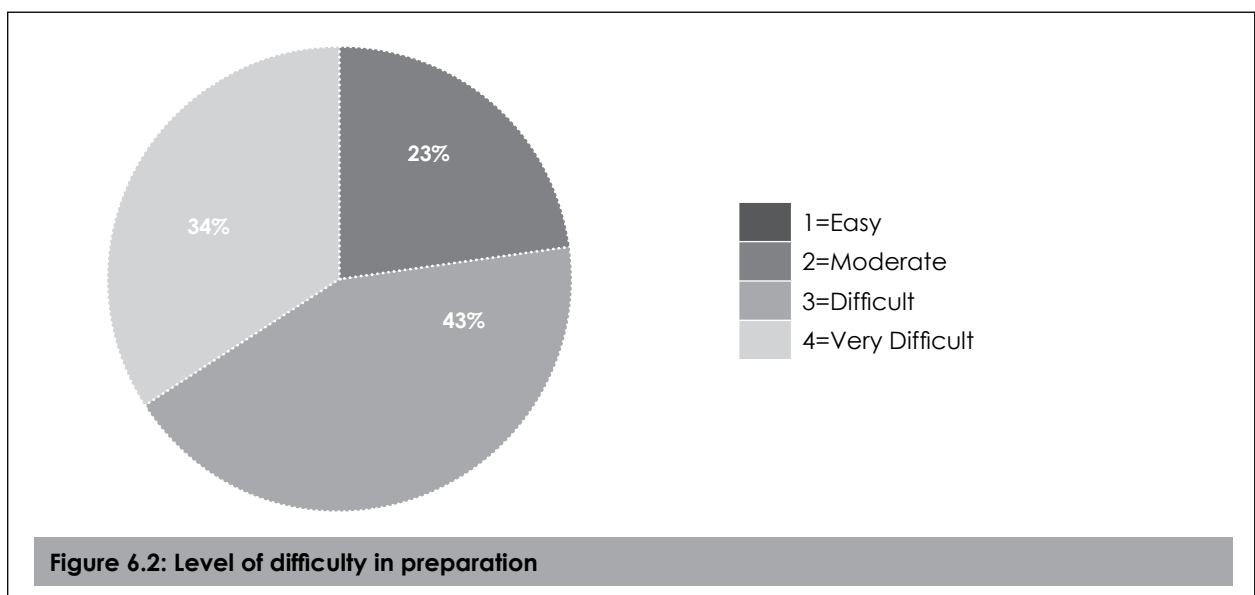
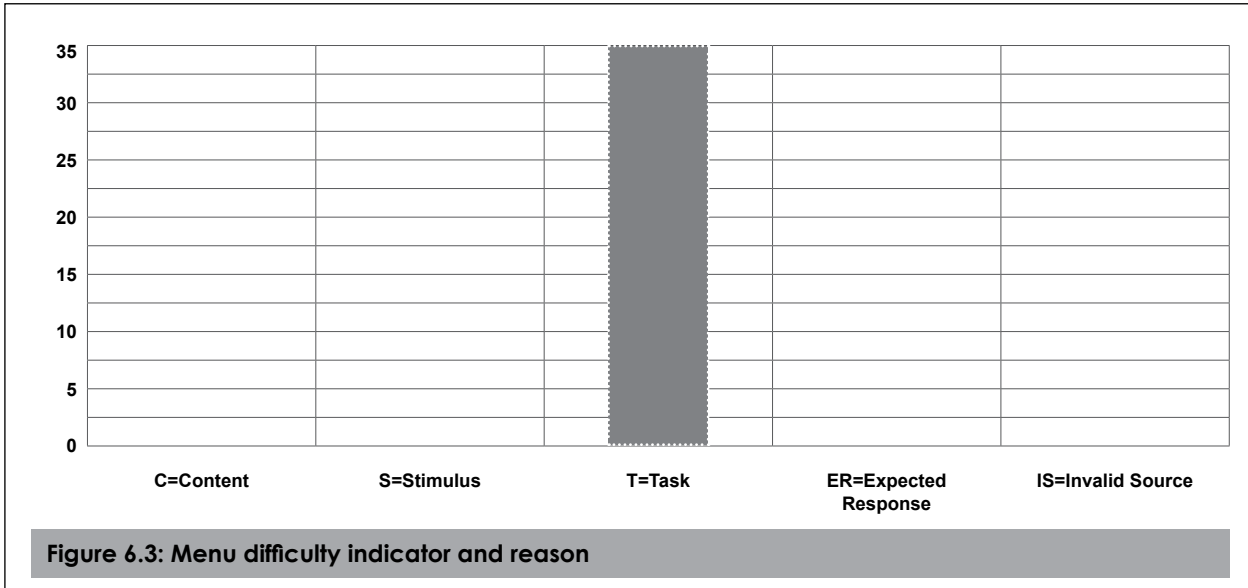


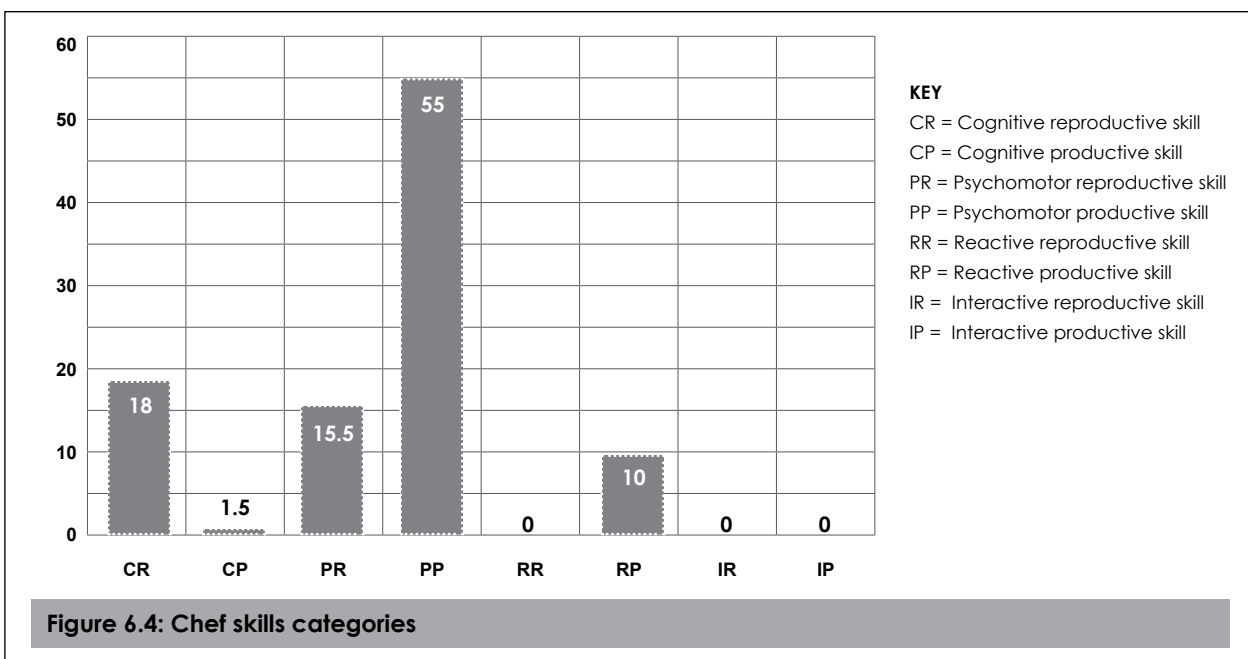
Figure 6.3 indicates that the difficulty indicator relates solely to the difficulty of the tasks and not to any of the other sources of difficulty, namely content, stimulus, expected response and invalid sources. This stands to reason, as all the recipes are tasks to be executed by the learners.

What should be borne in mind is that the menu for each school will be different, but the skills and techniques should be standardised for all schools (Doc. 5, pp. 3-4). The choice of dishes can be influenced by the ability of the learners to apply specific skills. The skills development of the learners is also influenced by the proficiency of the teacher and the context of the school. Cultural differences are an important aspect to be considered in the choice of dishes for the PAT.



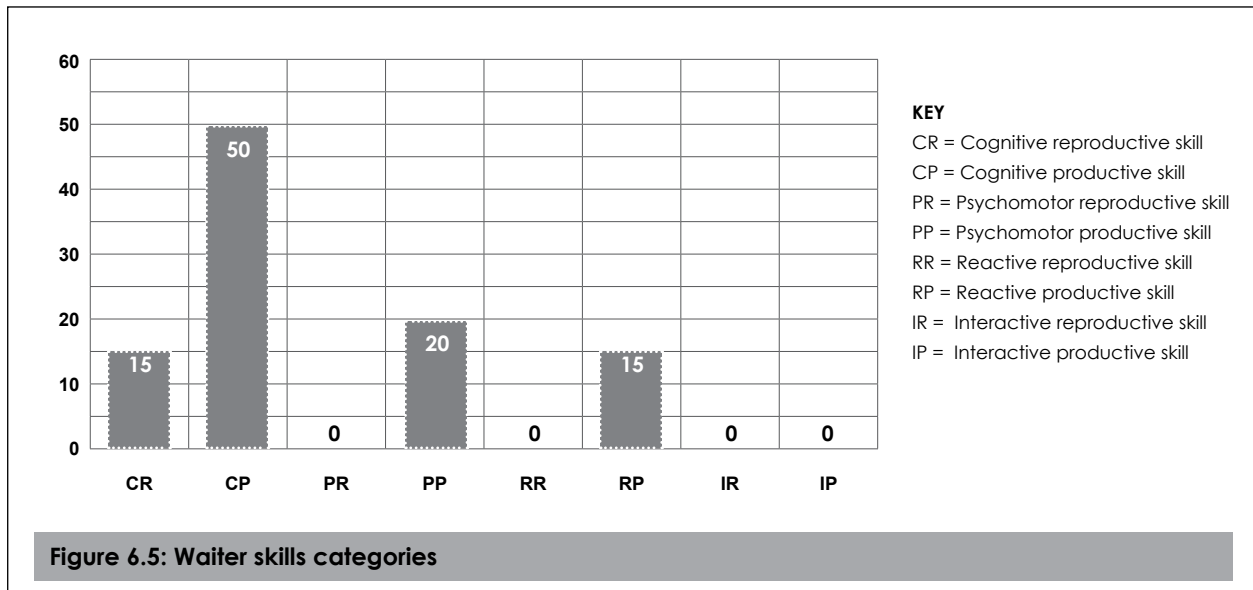
The PAT document indicates (Doc. 5, p. 3) that the teacher should set the menus to suit the context of the school. The particular province may not prescribe a menu to be used. Furthermore, Doc. 5, p. 6 states that the Hospitality Studies subject advisor must approve both menus, together with the recipes. It is worth noting that the PAT consists of two parts, namely, food preparation/kitchen organisation (chef) and food service/restaurant organisation (waiter) (Doc. 5, p. 1) and each PAT is analysed separately according to the skills involved.

In the analysis of the chef skills, the evaluation team found the following:



The PAT chef assessment shows that 55% of the skills in the dishes are psychomotor productive in nature, 18% are cognitive reproductive skills, with cognitive production skills comprising the lowest percentage: 1.5%.

The results obtained from analysing the waiter skills are indicated in Figure 6.5.



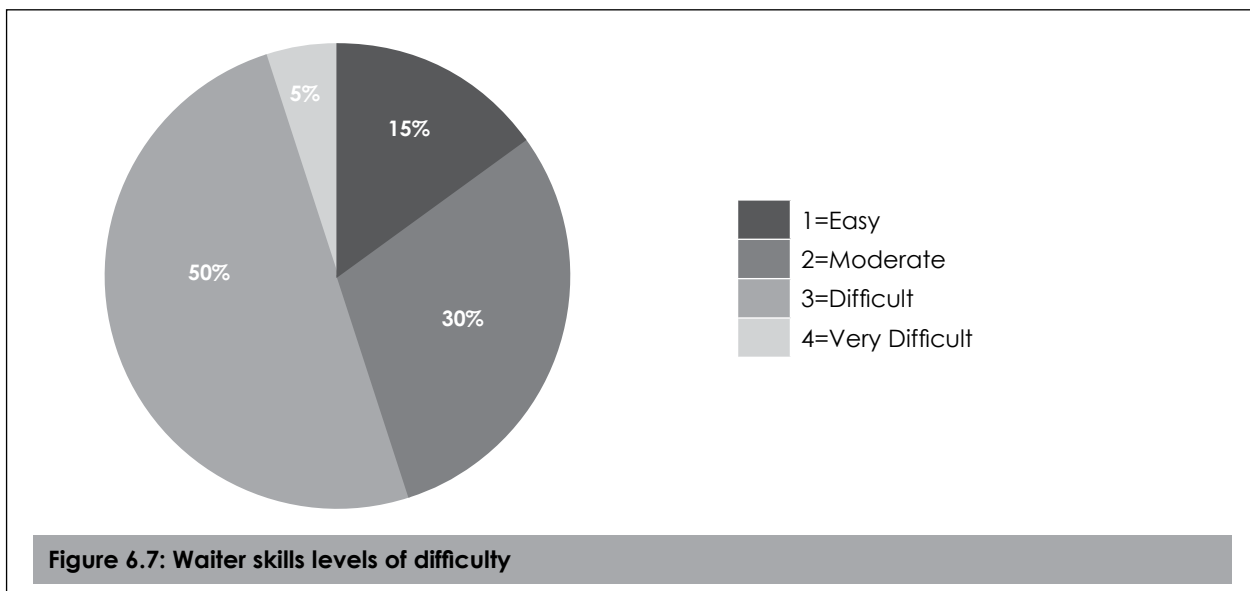
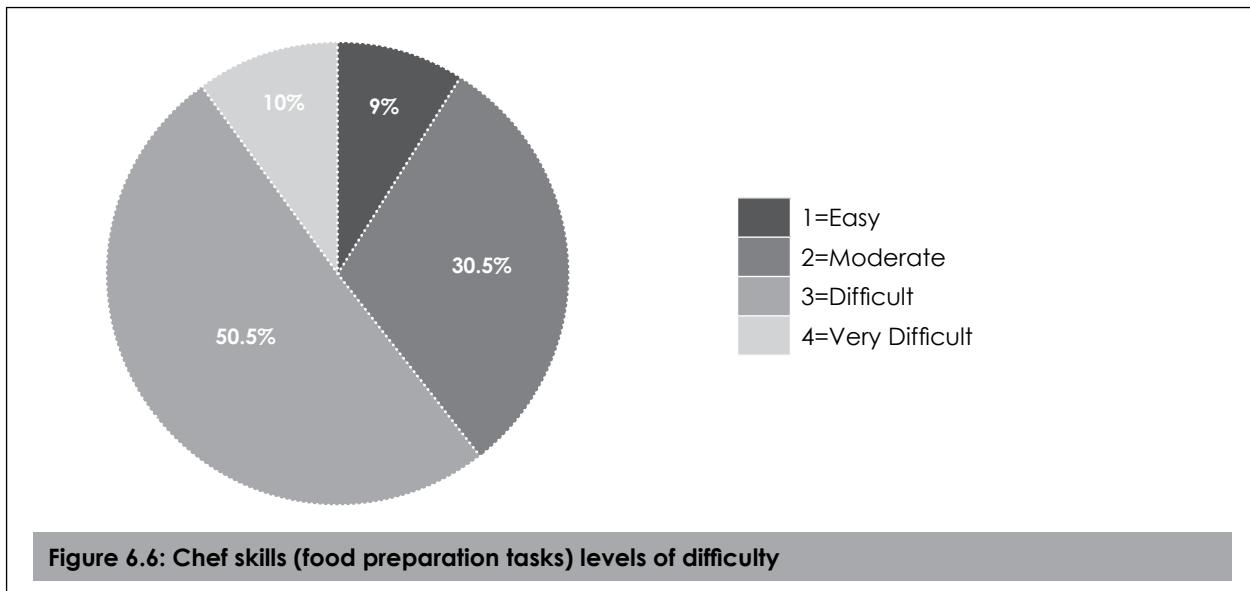
The waiter skills graph indicates that 50% of the skills are cognitive productive skills, while 20% of the skills are psychomotor productive skills, 15% cognitive reproductive and 15% reactive productive skills.

The evaluation team compared the kind of thinking required and the expected skills to be displayed in the PATs in Table 6.3:

	Chef	Waiter	TOTAL % for PAT
CR=Cognitive reproductive skill	18	15	16,5
CP= Cognitive productive skill	1,5	50	25,8
PR= Psychomotor reproductive skill	15,5	0	17,7
PP= Psychomotor productive skill	55	20	37,5
RR= Reactive reproductive skill	0	0	0
RP= Reactive productive skill	10	15	12,5
IR= Interactive reproductive skill	0	0	0
IP= Interactive productive skill	0	0	0

The evaluation team inferred that 42,3% of the tasks require cognitive skills. The practical execution of the task requires psychomotor productive skills (37,5%) and the written preparation sheets completed by the learners which prepare them to execute their tasks in the most effective way comprise 30,2%.

The pie charts in Figures 6.6 and 6.7 display the level of difficulty in the food preparation tasks that the chefs complete and the food service tasks completed by the waiters.



When compared (Table 6.4), the two tasks display similar levels of difficulty (50,5% and 50% respectively). The waiter tasks include a larger percentage of easy tasks (15%) than the chef's tasks (9%). The moderate level of difficulty is approximately the same for both tasks: 30,5% for chef skills and 30% for waiter skills.

<b>Table 6.4: Comparison of difficulty level for chef and waiter tasks</b>			
	<b>Chef</b>	<b>Waiter</b>	<b>TOTAL % for PAT</b>
<b>Easy</b>	<b>9</b>	15	12
<b>Moderate</b>	<b>30,5</b>	30	30,3
<b>Difficult</b>	<b>50,5</b>	50	50,2
<b>Very difficult</b>	<b>10</b>	5	7,5

An important part of the content that is not covered in the PAT assessment is *Food costing*. The evaluation team felt that this should be added to the preparation of the chef in the PAT document (Doc. 5, p. 8).

The following content is covered by the waiter's assessment in the PAT document: menu writing, interpretation of recipes and the menu; the mise-en-place of the restaurant, including the table setting and the preparation of the tables for a four-course dinner/meal.

Important in the preparation and serving of the function / meal is the assessing of personal hygiene. The important aspect of the waiter assessment is the handling and serving of the guests. Team work in the effective completing of the food serving PAT is also assessed and forms a crucial part of the successful completion of the task. This content forms an essential part of the theoretical aspects of the subject, in Learning Outcomes 3 and 4 and for the effective assessment of the PAT (Doc. 3, pp. 25-35).

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 (Doc. 6, p. 9). Their inclusion would enhance the value of the PAT, while the waiters would receive more detailed instructions regarding the steps to follow in waitering.

## **6.5 FINDINGS ON ASSESSMENT GUIDANCE**

In the assessment of the chef's table (Doc. 5, p. 8), the evaluation team suggests placing more emphasis on hygiene by replacing "neatness of work station" with "maintain 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 in the singular, e.g. "collect" should read "collects".

A further suggestion is to change the first sentence under the heading "professionalism" to read: "Punctuality: begins on time. Assists with cleaning of kitchen". As it currently stands ("Punctuality: begin on time." "Assist with preparation of venue") it only refers to the waiter's preparation and not the chef's preparation.



The assessment tool would be further strengthened by changing “Coordination and cooperation with other chefs and waiters” to “Apply communication skills by coordinating and cooperating 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”.

## **6.6 MODERATION PROCESS OF THE PAT**

The moderation process takes place during the second PAT and is done provincially (Doc. 5, p. 6). As mentioned previously, 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 (Doc. 5, p. 7) is discussed. During this moderation, the subject advisor could make a block adjustment if the overall standard of the exam is lower / higher than the expected standard. During this moderation session, the subject advisor assesses three chefs and three waiters.

The PAT document (Doc. 5, p. 5) indicates that each chef must work individually, preparing at least two or more dishes with sauces and garnishes. The assessment tool also indicates that two dishes will be assessed according to the appearance, texture and taste. (Doc. 5, p. 8)

## **6.7 CONCLUDING REMARKS AND RECOMMENDATIONS**

The goal for the practical work in Hospitality Studies is to set a high standard 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 Practical Assessment Task as a task of high standard. Currently the interpretation of the tasks is mainly dependent on the interpretation level / skills of the teacher and the subject advisor / moderator. A teacher and / or subject advisor with limited competence and experience in the field of Hospitality Studies could fail to promote the effective application of the prescribed competencies needed to achieve the correct standard. Ongoing training of teachers in this regard is essential.

The evaluation team suggested 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 or Head waiter/waitress* is used instead. Similarly, the *chef de cuisine* is now called the *head chef*. 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. Other small grammatical changes, such as 'amount required by recipes' to quantities required by recipes' were also noted.
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. The PAT requires learners to "draw a labelled diagram of one complete cover". This should be replaced with "draw a labelled diagram of one complete cover/place setting" (Doc. 5, p .17). The opening mise-en-place (per cover) is divided into three columns. Move the third column to the first column in order to read "name of dish and course needed" in the first column (Doc. 5, p. 17) instead of its being in the third column.
10. 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**

11. The example menu dishes need to be consistently at a Grade 12 level in terms of the skills and insight required. Currently some dishes are very easy, and others quite advanced.
12. The techniques should be clearly indicated, for example, whether the parsley butter should be used for the stuffing or to serve with the fillet.
13. 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.
14. 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.

# CORE FINDINGS AND RECOMMENDATIONS

## 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 Grade 11 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), the 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 stressed the impact that the lack of designation has on the subject as learners assume that they cannot go to university if Hospitality Studies is part of their subject choice. The evaluation team strongly argued that the designation status of the subject therefore needs to be reviewed as a matter of urgency. The DBE ought to 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 an understanding the science of cooking, and by include 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.



## REFERENCES

---

Bernstein, B. 1990. *The structuring of pedagogic discourse: Class, codes and control, Volume IV*. London: Routledge.

Bernstein, B. 1996. *Pedagogy, symbolic control and identity theory*. London: Taylor and Francis.

Bruner, J.S. 1995. On learning mathematics. *Mathematics Teacher*, 88(4), 330–335.

Department of Basic Education. 2008. *Hospitality Studies Subject Assessment Guidelines*. Pretoria: Department of Basic Education.

Department of Education. 2009a. *Report of the Task Team for the Review of the Implementation of the National Curriculum Statement*. Pretoria: Government Printer.

Department of Education. 2009b. *Government Gazette, Vol 1227, No. 32836, 29 December 2009*. Pretoria: Government Printer.

Department of Basic Education. 2013. *Circular S6 of 2013*. Pretoria, Department of Basic Education.

Department of Education. 2009. National Education Policy Act 27 of 1996. Implementation of the recommendations of the task team appointed to review the implementation of the National Curriculum Statement Grades R-12. *Government Gazette, Vol. 1227, No. 32836, 29 December*. Pretoria: Government Printer.

Donnelly, K. 1999. An international comparative analysis across education systems: Benchmarking the Victorian CSF. Seminar Series, May 1999, No. 83. Melbourne. IARTV.

Donnelly, K. 2002. *A review of New Zealand's school curriculum*. Wellington: Education Forum.

Donnelly, K. 2005. *Benchmarking Australian Primary School Curricula*. Canberra: Australian Government: Department of Education, Science and Training.

Donnelly, K. 2007. Australia's adoption of outcomes based education: A critique. *Issues in Educational Research*, 17(2), 183–205. Melbourne: Education Strategies.

Equal Education. 2012. *Equal Education Annual Report*. Cape Town: Two Tone. Retrieved on 6 September 2013 from <http://www.equaleducation.org.za/article/2013-08-06-equal-education-annual-report-2012>

Fullan, M. 2008. Curriculum implementation and sustainability, in Connelly, F.M. (Ed.), *The Sage handbook of curriculum and instruction* (pp. 113–122). Los Angeles: Sage.

Gamble, J. 2009. *The relation between knowledge and practice in curriculum and assessment*. Concept paper commissioned by the Umalusi Council of Quality Assurance in General and Further Education and Training, Pretoria, South Africa.

Goodlad, J.I. 1979. *Curriculum inquiry: The study of curriculum practice*. New York: McGraw-Hill.

Kolb, D.A. 1984. *Experiential Learning: experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.

Leong, S.C. 2006. On varying the difficulty of test items. Paper presented at the 32<sup>nd</sup> Annual Conference of the International Association for Education Assessment, Singapore. [http://www.iaea.info/documents/paper\\_1162a1d9f3.pdf](http://www.iaea.info/documents/paper_1162a1d9f3.pdf) Accessed on 15 August 2011.

Marzano, R.J. 1992. *A different kind of classroom: Teaching with dimensions of learning*. Alexandria, VA: Association of Supervision and Curriculum Development.

Marzano, R.J. 1998. *A theory-based meta-analysis of research on instruction*. Aurora, CO: Mid-Continent Regional Educational Laboratory.

Marzano, R.J. 2001a. *Designing a new taxonomy of educational objectives*. Thousand Oaks, CA: Corwin Press.

Marzano, R.J. 2001b. A new taxonomy of educational objectives, in Costa, A.L. (Ed.), *Developing minds: A resource book for teaching thinking*. 3<sup>rd</sup> ed. (pp. 181–188). Alexandria, VA: Association for Supervision and Curriculum Development.

Netherlands Institute for Curriculum Development. 2009. *Curriculum in Development*. Enchede: SLO.

Pinnock, A.J.E. 2011. *A practical guide to implementing CAPS: A toolkit for teachers, school managers and education officials to use to assist in managing the implementation of a new curriculum*. Alexandra: NAPTOSA.

Romiszowski, A.J. 1981. *Designing instructional systems: Decision making in course planning and curriculum design*. London: Kogan Page.

Schmidt, W.H., Wang, H.C. & McKnight, C.M. 2005. Curriculum coherence: An examination of U.S. mathematics and science content standards from an international perspective. *Journal of Curriculum Studies*, 37, 525–559.

Taba, H. 1962. *Curriculum development: Theory and practice*, New York: Harcourt Brace and World.

Thijs, A. & Van den Akker, J. 2009. *Curriculum in Development*. Netherlands Institute for Curriculum Development (SLO).

Umalusi, 2004. *Investigation into the standard of the Senior Certificate examination. A report on research conducted by Umalusi*. Pretoria: Umalusi Council of Quality Assurance in General and Further Education and Training.

Umalusi. 2006a. *Apples and oranges: A comparison of school and college subjects*. Pretoria: Umalusi Council of Quality Assurance in General and Further Education and Training.

Umalusi. 2006b. *Making educational judgments: Reflections on judging standards of intended and examined curricula*. Pretoria: Umalusi Council of Quality Assurance in General and Further Education and Training.

Umalusi. 2007. *Cognitive challenge: A report on Umalusi's research on judging standards of intended and examined curricula*. Pretoria: Umalusi.

Umalusi. 2008. *Learning from Africa-Science: Umalusi's research comparing syllabuses and examinations in South Africa with those in Ghana, Kenya and Zambia*. Pretoria: Umalusi Council of Quality Assurance in General and Further Education and Training.

Umalusi. 2010. *Comparing the learning bases: An evaluation of Foundation Phase curricula in South Africa, Canada (British Columbia), Singapore and Kenya*. Pretoria: Umalusi Council of Quality Assurance in General and Further Education and Training.

Umalusi. 2012. *Annual Report 2011/2012. A decade of success. Umalusi Statistical Information and Research Unit*. Pretoria: Umalusi.

Umalusi, 2013. *Report on the FET Phase NSC Practical Assessment Task (PAT) for Hospitality Studies*. Pretoria: Umalusi.

Van den Akker, J. 2003. Curriculum perspectives: An introduction, in Van den Akker, J., Kuiper, W. & Hameyer, U. (Eds), *Curriculum landscapes and trends* (pp. 1-10). Dordrecht: Kluwer Academic.

## ANNEXURE A

## CONTENT AND SKILLS COVERAGE IN THE NCS AND CAPS

Table A1: Content / skills coverage						
	NCS			CAPS		
	10	11	12	10	11	12
Topic (content / concept)						
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
CULTURAL uniqueness as applied to food preparation and service.		X			X	
CUSTOMER and guest relations, handling complaints	X	X		X		

<b>Table A1: Content / skills coverage (continued)</b>						
<b>Topic (content / concept)</b>	<b>NCS</b>			<b>CAPS</b>		
	<b>10</b>	<b>11</b>	<b>12</b>	<b>10</b>	<b>11</b>	<b>12</b>
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
Waste disposal	X					

<b>Table A1: Content / skills coverage (continued)</b>						
	<b>NCS</b>			<b>CAPS</b>		
	<b>10</b>	<b>11</b>	<b>12</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Topic (skill)</b>						
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

<b>Table A1: Content / skills coverage (continued)</b>						
<b>Topic (content / concept)</b>	<b>NCS</b>			<b>CAPS</b>		
	<b>10</b>	<b>11</b>	<b>12</b>	<b>10</b>	<b>11</b>	<b>12</b>
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										
Content Topics	CAPS			British Columbia		Singapore	Kenya			
	Gr. 10	Gr. 11	Gr. 12	Yr. 11	Yr. 12	○	Form 1	Form 2	Form 3	Form 4
<b>Hospitality sectors and careers</b>				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							
<b>Kitchen and restaurant operations</b>										
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					
<b>Hygiene, safety and security</b>										
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					



<b>Table A2: Content coverage of the four international curricula (continued)</b>										
<b>Content Topics</b>	<b>CAPS</b>			<b>British Columbia</b>		<b>Singapore</b>	<b>Kenya</b>			
	<b>Gr. 10</b>	<b>Gr. 11</b>	<b>Gr. 12</b>	<b>Yr.11</b>	<b>Yr. 12</b>	<b>O</b>	<b>Form 1</b>	<b>Form 2</b>	<b>Form 3</b>	<b>Form 4</b>
Food-borne diseases			2		3			2		
Choice, use and care for clothes							2			
Drainage								2		
Sanitation								2		
<b>Nutrition and menu planning and costing</b>										
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							
<b>Food commodities</b>										
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							

**Table A2: Content coverage of the four international curricula (continued)**

Content Topics	CAPS			British Columbia		Singapore	Kenya			
	Gr. 10	Gr. 11	Gr. 12	Yr.11	Yr. 12	O	Form 1	Form 2	Form 3	Form 4
Choux pastry			3							
Meat			4	3		2				
Pastry			3						2	
<b>Food and beverage service</b>										
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							
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 stitches							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	

Table A2: Content coverage of the four international curricula (continued)										
Content Topics	CAPS			British Columbia		Singapore	Kenya			
	Gr. 10	Gr. 11	Gr. 12	Yr.11	Yr. 12	O	Form 1	Form 2	Form 3	Form 4
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						
Create nutrition plan within budget				4						
Analyse food fads and myths				4						
Analyse food additives and enrichments				4		2				

**Table A2: Content coverage of the four international curricula (continued)**

Content Topics	CAPS			British Columbia		Singapore	Kenya			
	Gr. 10	Gr. 11	Gr. 12	Yr.11	Yr. 12	O	Form 1	Form 2	Form 3	Form 4
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				

## INSTRUMENT TO DETERMINE SKILL CATEGORIES IN THE PRACTICAL ASSESSMENT TASK (PAT)

Table A3: Framework for thinking and skills application based on skill categories		
	<b>Reproductive skills</b> Simple reflexive, repetitive activities linked to standard procedures based on knowledge. (Skills linked with remembering knowledge, understanding and application)	<b>Productive skills</b> 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
<b>Cognitive skills</b>	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 Summarise main ideas
	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	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)

<b>Table A3: Framework for thinking and skills application based on skill categories (continued)</b>		
<b>Categories</b>	<b>Action Verbs</b>	<b>Action Verbs</b>
<b>Psychomotor skills</b>	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	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
<b>Reactive skills (react to stimulus)</b>	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
<b>Interactive skills</b>	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

## THE FOUR-CATEGORY FRAMEWORK FOR THINKING ABOUT QUESTION DIFFICULTY

**Table A4: Framework for thinking about question difficulty**

(Adapted from Umalusi (2012) and Leong (2006))

### 1. CONTENT DIFFICULTY (C)

**Content difficulty** indexes the difficulty in the subject matter, topic or conceptual knowledge assessed or required. In this judgement of the item / question, difficulty exists in the **academic demands** that questions make and / or the various "elements" of domain/subject knowledge (facts, concepts, principles and procedures associated with the subject).

#### For example (Valid sources / indicators):

Questions that assess **basic content** or subject knowledge a candidate would have learned at lower grade levels, and which would be familiar to them and unlikely to pose too much of a challenge to most candidates, are usually easier. Questions involving only **concrete objects or phenomena** are usually easier than those that involve more abstract constructs or ideas. Questions that are contextualised and relate to general everyday knowledge are often easier than those that are not.

Questions that assess subject knowledge which forms part of the core curriculum for the grade are likely to be moderately difficult for most candidates.

Questions that assess **advanced content**, that is, subject knowledge that is considered to be in advance of the grade-level curriculum, are likely to be difficult for most candidates. Questions which assess learners' understanding of theoretical issues or de-contextualised topics, rather than their knowledge of specific examples, tend to be more difficult.

Content difficulty may also be varied by changing **the number of knowledge elements assessed**. Generally the difficulty of a question increases with the number of knowledge elements assessed. Questions that assess learners on two or more knowledge elements are *usually* (but not always) more difficult than those that assess a single knowledge element.

Assessing candidates on **a combination of knowledge elements that are seldom combined** usually increases the level of difficulty.

### EXAMPLES OF INVALID SOURCES (INDICATORS) OF CONTENT DIFFICULTY

*Note that these sources are unintended*

- Testing obscure or unimportant concepts or facts that are not / hardly mentioned in the curriculum, or which are unimportant to the curriculum learning objectives
- Testing advanced concepts that candidates are extremely unlikely to have had opportunities to learn

### 2. STIMULUS DIFFICULTY (S)

**Stimulus difficulty** refers to the difficulty of **the linguistic features of the question** (linguistic complexity) and the challenge that candidates face when they attempt to read and understand **the words and phrases in the question** and in the **information or 'texts' (diagrams, tables and graphs, pictures, cartoons, case studies, scenarios, text, etc.) that accompany the question**.

**Note: Readability indexes such as the Flesch and Flesch / Kincaid could assist in determining the difficulty level of stimulus material.**

#### For example (Valid sources / indicators):

Questions that contain words and phrases that require only simple and straightforward comprehension are usually easier than those that require the candidate to understand **subject-specific phraseology and terminology** (e.g. mathematical language, i.e. the language of the discipline not usually encountered in everyday language), or that require more technical comprehension and specialised command of words, or academic language (e.g. everyday words involving different meanings within the context of the subject).

Questions that contain information that is tailored to an expected response, that is, that contain no irrelevant information, are *generally* easier than those that require candidates to select relevant and appropriate information or **unpack a large amount of information** for their response.

Questions that depend on reading and selecting content from a text (including a graph, picture, cartoon, etc.) *can* be more challenging than questions that do not depend on actually reading the text, because they test reading comprehension skills as well as subject knowledge.

Questions that require candidates to **read a lot** can be more challenging than those that require limited reading. Although the level of difficulty is usually revealed most clearly through the exam, or task questions, you also need to consider the text complexity or the **degree of challenge in written or graphic texts** that the candidates are required to read and interpret in order to respond. You need to consider whether texts set, and reading passages or other **source material** used are challenging for the grade level, and whether texts or material make **high (or low) reading demands** on candidates at the grade level. Predictors of textual difficulty include

- **semantic content** - for example, vocabulary, and whether words used are typically outside the reading vocabulary of Grade 12 learners / candidates; whether words are made accessible by using semantic, syntactic or graphophonic cues.
- **syntactic or organisational structure** - for example, sentence structure and length; whether learners are likely to be familiar with the structure, for example, from reading newspapers or magazines, etc.
- **literary techniques** - for example, abstractness of ideas and imagery - and **background knowledge required** - for example, to make sense of allusions. If candidates do not have access to the context which informs a "text" (passage, cartoon, diagram, table, etc.) they are expected to read, and which informs the text they are expected to write, then constructing a response is *likely* to be difficult.

#### EXAMPLES OF INVALID SOURCES (INDICATORS) OF CONTENT DIFFICULTY

*Note that these sources are unintended*

- Meaning of words unclear or unknown
- Difficult or impossible to work out what the question is asking
- Questions which are ambiguous
- Grammatical errors in the question that could cause misunderstanding
- Inaccuracy or inconsistency of information or data given
- Insufficient information provided
- Unclear resource (badly drawn or printed diagram, inappropriate graph, unconventional table)
- Dense presentation (too many important points packed in a certain part of the stimulus)

### 3. TASK DIFFICULTY (T)

**Task difficulty refers to the difficulty that candidates confront when they try to generate or produce an answer.**

#### **For example (Valid sources / indicators):**

In most questions, to generate a response, candidates have to work through the steps of a solution. Generally, questions that **require more steps in a solution** are more difficult than those that require fewer steps.

Questions that assess specific knowledge are usually less difficult than multi-step, multiple-concept questions.

A question requiring writing a one-word answer, a phrase, or a simple sentence is often easier to write than responses that **require more complex sentences, a paragraph or a full essay or composition**. In some subjects such as language/s or History, where one of the goals is that learners learn to express themselves well (in English, etc.) and **writing skill** is part of what learners are supposed to learn, some questions reflect expected response difficulty simply by "creating the space" for A-grade candidates to demonstrate genuine insight or good argumentation, and to write succinctly and coherently about their knowledge. Narrative writing is *usually* easier than writing analytically.



On the other hand, questions which require continuous prose or extended writing may also be easier to answer correctly than questions that require no writing at all or a single-letter answer (such as multiple choice), or a brief response of one or two words or short phrase/s because they **test very specific knowledge**.

Task difficulty may also be mediated by the **amount of guidance present in the question**. Although question format is not necessarily a factor, and difficult questions can have a short or simple format, questions that provide guided steps are *generally* easier than those that are more open ended and require candidates to form their own response strategy, work out the steps and maintain the strategy for answering the question by themselves. A high degree of prompting (a high degree of prompted recall, for example) tends to reduce difficulty level.

A question that requires candidates to use a **high level of appropriate subject or scientific terminology** in their response *tends* to be more difficult than one which does not.

A question requiring candidates to **create a complex abstract (symbolic or graphic) representation** is *usually* more challenging than a question requiring candidates to create a concrete representation.

Another aspect of task difficulty is the **cognitive demand or thinking processes** required. Some questions test thinking ability, and learners' capacity to deal with ideas, etc. Questions that assess inferential comprehension or application of knowledge, or that require candidates to take ideas from one context and use it in another, for example, tend to be more difficult than questions that assess recognition or retrieval of basic information. Questions requiring recall of knowledge are usually more difficult than questions that require simple recognition processes. When the resources for answering the question are included in the examination paper, then the task is usually easier than when candidates have to use and select their own internal resources (their own knowledge of the subject) to answer the question.

#### EXAMPLES OF INVALID SOURCES (INDICATORS) OF CONTENT DIFFICULTY

*Note that these sources are unintended*

- Level of detail required in an answer is unclear
- Context is unrelated to or uncharacteristic of the task than candidates have to do
- Details of a context distract candidates from recalling or using the right sections of their knowledge
- Question is unanswerable
- Illogical order or sequence of parts of the questions
- Interference from a previous question
- Insufficient space (or time) allocated for responding
- Question predictability or task familiarity. If the same question regularly appears in examination papers or has been provided to schools as exemplars, learners are likely to have had prior exposure, and practised and rehearsed answers in class (for example, when the same language set works are prescribed each year).

#### 4. EXPECTED RESPONSE DIFFICULTY (R)

**Expected response difficulty** refers to difficulty imposed by examiners in a **mark scheme and memorandum**. This location of difficulty is more applicable to 'constructed' response questions, as opposed to 'selected' response questions (such as multiple choice, matching/true-false).

##### **For example (Valid sources / indicators):**

When examiners expect few or no details in a response, the question is generally easier than one where the mark scheme implies that **a lot of details are expected**.

Another element of difficulty is the **complexity in structure of an expected response**. When simple connections between ideas are expected in a response, the question is *generally* easier to answer than a question in which the significance of the relations between the parts and the whole is expected to be discussed in a response. In other words, a question in which an unstructured response is expected is generally easier than a question in which **a relational response** is expected. A response which involves combining a number of complex operations or linking a number of complex ideas is *usually* more difficult than a response where there is no need to combine operations or link ideas.

A further aspect of expected response difficulty is the **clarity of the allocation of marks**. Questions are generally easier when the allocation of marks is straightforward or logical (i.e. three marks for listing three points) than when the **mark allocation is indeterminate** (e.g. when candidates need all three points for one full mark or 20 marks for a discussion of a concept, without any indication of how much and what to write in a response). This aspect affects difficulty because candidates who are unclear about the mark expectations in a response may not produce a sufficient number of points in their response to earn the marks that befit their ability.

Some questions are more difficult / easier to mark accurately than others. Questions that are **harder to mark and score objectively** are *generally* more difficult for candidates than questions that require simple marking or scoring strategies on the part of markers. For example, recognition and recall questions are *usually* easier to test and mark objectively because they usually require the use of matching and / or simple scanning strategies on the part of markers. More complex questions requiring analysis (breaking down a passage or material into its component parts, and understanding relationships between the parts), evaluation (making judgements, for example, about the worth of material or text, or about solutions to a problem), synthesis (bringing together parts or elements to form a whole), and creativity (presenting original thought) are *generally* harder to mark / score objectively. The best way to test for analysis, evaluation, synthesis and creativity is usually through essays. Such essays *generally* require the use of more cognitively demanding **marking** strategies such as interpreting and evaluating the logic of what the candidate has written.

Questions where **a wide range of alternative answers or responses** is possible tend to be more difficult. On the other hand, questions may be so open-ended that learners will get marks even if they engage with the task very superficially.

#### EXAMPLES OF INVALID SOURCES (INDICATORS) OF CONTENT DIFFICULTY

*Note that these sources are unintended*

- Mark allocation is unclear or illogical. The weighting of marks is important in questions that comprise more than one component when components vary in levels of difficulty. Learners may be able to get the same marks for answering easy components of the item as other learners are awarded for answering the more difficult components.
- Mark scheme and questions are incongruent.
- Question asked is not the one that examiners want candidates to answer. Memorandum spells out expectation to a slightly different question, not the actual question.
- Impossible for candidate to work out from the question what the answer to the question is (answer is indeterminable).
- Wrong answer provided in memorandum.
- Alternative correct answers from those provided or spelt out in the memorandum are also plausible but not recorded in the memorandum.
- The question is "open", but the memo has a closed response. Memo allows no leeway for markers to interpret answers and give credit where due.

The above framework does not provide you with explicit links between the different categories, or show relationships between the different concepts in the framework. This is because it is impossible to set prescribed rules or pre-determined combinations of categories and concepts for making judgements about where the difficulty in a particular task / question might lie.

The idea behind the framework is to allow you to exercise your sense of judgement as a coherent whole. The complexity of your judgement task lies in your ability as an expert to recognise subtle interactions and identify links between different elements of a question's difficulty or 'easiness'. For example, a question that tests specific knowledge can actually be more difficult than a multi-step question because it requires candidates to explain a highly abstract theory, or very complex relationships.

### PROFILES OF EVALUATORS

(The dates in brackets after the names indicate the period of involvement of each person in the research with his/her profile as at that time.)

#### **Ms Karen Borain: Training & Development Manager: Southern Sun Hotels (2011–2012)**

Ms Karen Borain joined the hospitality industry in 1979, studying at the Hotel School and then working in the industry as manager in various positions. She studied Human Resources and Training and has 25 years' experience in Training and Development. She has been involved in many forums that have shaped training, development and education within the hospitality industry, including standards and qualifications writing (SGBs). Since 1989, Ms Borain has worked at Southern Sun Hotels and has trained and developed all levels of employees, in part through the creation of Learnerships.

In addition, Ms Borain is a board member at the School of Hospitality Studies and Hospitality at the University of Johannesburg. Ms Borain is also a registered skills development facilitator, has been a moderator and assessor with Hospitality Studies and the Tourism, Hospitality and Sport Education and Training Authority (THETA) and is an accredited Life, Business, Executive and Team coach.

#### **Ms Petra Burger: Hospitality Teacher, The Kings School, and Independent Examinations Board (IEB) Exam Moderator (2011–2014)**

Ms Petra Burger obtained a BA from the University of Stellenbosch (1978), a Higher Diploma in Education from the University of Stellenbosch (1979), followed by an ACE: Hotel Keeping and Catering from the University of Pretoria (2003). She successfully completed Diplomas in Food Preparation and Service from City and Guild (2006), an IEB Assessor's Course in 2000 and thereafter an IEB Moderator's Course in 2011, of which the results were completed successfully in 2012.

Ms Burger taught Hotel Keeping and Catering between 1998 and 2007, and from then on Hospitality Studies at The King's School, Robin Hills in Randburg. She has been a member of the IEB's examining panel since 2001 in various positions, namely an internal moderator for the theory exam, an Internal portfolio moderator, a PAT moderator, and she has set the Supplementary Gr. 12 paper for Hotel Keeping and Catering. During 2008, she was part of a team compiling the subject assessment guideline (SAG) for Hospitality Studies.

#### **Ms Lisa Gordon-Davis: Managing Director: Kundiza Training & Consulting (2011–2012)**

Ms Lisa Gordon-Davis is well known in the field of Hospitality education. She has held the positions of National Training Manager for the Hospitality Industries Training Board,

Hospitality Chamber Manager for THETA, and Executive Officer of the South African Hospitality Studies Institute. A former lecturer at the Cape Technikon Hotel School, she has written or contributed to over 20 textbooks for schools, colleges and higher education institutions.

Ms Gordon-Davis holds six different qualifications, starting with a National Diploma in Food Service Management, and ending with a Masters' Degree in Human Resource Management from Wits Business School. Lisa was on the ministerially appointed writing team for the NCS Hospitality Studies, and has worked in teacher education for many years.

She is the Managing Director of her own business, Kundiza Training and Consulting, which specialises in Hospitality Studies and Hospitality education and training. Ms Gordon-Davis is simultaneously the national director of the Global Travel and Hospitality Studies Partnership South Africa, a programme that supports the subject of Hospitality Studies in high schools across South Africa.

**Mr Johannes Kaledi: Managing Director: Tswelopele Hospitality Academy**

*(sadly passed away in January 2014)*

Mr Johannes Kaledi was an experienced entrepreneur with an impressive track record and extensive experience within the Hospitality Studies industry. He had worked with the Legacy Group as Executive Chef and as General Manager for the exclusive 5-star Bush Lodge. He also worked for Aventura as Group Executive Chef in charge of 13 kitchens and later as Legacy Group Food and Beverage Manager for restaurants and retail stores.

He was employed at Pretoria Technikon as National Training Co-ordinator and as a consultant for a period of two years, when he was responsible for projects at the centre of excellence. Mr Kaledi was the former co-owner of Omaramba – a holiday resort in Buffelspoort Dam – and he started Tswelopele Hospitality Academy in 1999. In addition, Mr Kaledi had many accreditations from Confrerie de la Chaine des Rotisseurs, the SACA, National Training Development, World Association of Cooks' Societies, Les Toques Branches, and International Club of Chefs. He was an executive member of Horizon 2000 Chefs Training and was a member FEDHASA .

**Mr Peter Kriel: Academic Head: Hospitality Management School of Hospitality Studies and Hospitality, University of Johannesburg (2011–2012)**

After qualifying with a National Diploma: Hotel Management in 1989, Mr Peter Kriel joined the hospitality industry as an Assistant Food and Beverage Manager with Southern Sun Hotels. He then joined City Lodge Hotels as Assistant General Manager for the opening team of City Lodge Bloemfontein. He later joined Sun International (Sun City) as Front

Office Manager of The Cabanas, following which he was promoted to Rooms Division Manager: Cabanas; Front Office Manager: Sun City Hotel; and Rooms Division Manager: The Cascades Hotel. He was involved in the pre-opening training of reception staff of The Palace Hotel.

Mr Kriel completed his B. Tech in Post School Education at the Technikon Witwatersrand, and then took a master's degree in Post-School Education in the context of Hospitality Education, and is currently busy with his Ph. D, in Curriculum Studies, again focusing on Hospitality Education.

He held the position of Academic Head: Hospitality Management at the University of Johannesburg (UJ) and served as Acting Director: UJ School of Hospitality Studies and Hospitality from January to November 2011.

**Ms Nomsa Mathye: Acting HOD NC (V): Tshwane South College Centurion Campus (2013–2014)**

Ms Nomsa Mathye obtained her national Diploma: Food and Nutrition from Vaal Triangle Technikon (1997), and a B. Tech. Post School from Technikon Northern Gauteng (2001), followed by a B. Ed. Hons in Consumer Studies from the University of Technology (2012). She completed her moderator certificate in 2006 from EnjeFunda Consulting (Pty) Ltd and in 2003 she completed a course in Planning and conducting assessment of learning outcomes.

Ms Mathye was a lecturer in NQF-skills training, Level 3 at Tshwane South Atteridgeville Campus between 2000 and 2002. Between 2003 and 2006 she was a lecturer at Tshwane South College for Inner City Campus (Twin Palms Training Restaurant) in NQF-skills training levels 3 and 4. Between 2007 and 2010 she was a lecturer for NC (V) Levels 2 to 4. In 2011, Ms Mathye was promoted as a NC (V) Subject Specialist at Tshwane South College Centurion Campus, where she is involved as assessor, Subject Co-ordinator for Hospitality, internal moderator and fulfils various management duties. She is currently Acting HoD for NC (V) Hospitality and Office Administration.

**Ms Beverley Muller: Training Manager: Southern Sun Hotels (2011–2014)**

Ms Beverly Muller joined the hospitality industry directly from school in 1992, starting as a trainee, and at the age of 21 was appointed as a supervisor in Front Office, and then as Front Office Manager at two of the biggest Southern Sun hotels: Southern Sun OR Tambo and Garden Court Sandton City. While working, Beverley studied through Southern Sun Hotels, obtaining her Hospitality qualification.

As training is her passion Ms Muller left Operations in 2000 to become a trainer, to share the knowledge and experience she had gained in the Industry. As a training consultant,

Beverley worked for Southern Sun Hotels and Q Competence, providing assessment for the City Lodge and the Legacy Hotel Group. She has also worked for Emperor's Palace (Peermont Group) as the National Qualifications Manager.

Ms Muller was part of the standards generating body (SGB) with THETA, where she was involved in writing the hospitality standards and qualifications which are being used by the industry today. She is also a registered assessor and moderator and has been running Studentships for nine years. She is now a Training Manager at TsogoSun Hotels, where her focus is skills development for the group.

**Ms Yvonne Murray: Lecturer, Tshwane North College (2011–2012)**

Ms Yvonne Murray obtained the B Home Economics (BED) at the University of Stellenbosch. After teaching for three years, she joined the Maize Board as a Home Economist and later became its Product Manager. During that time the recipe book, *Pride of the Cob*, was published, and many of her food articles appeared in magazines. She represented the Maize Board in the Horizons 2000 project, run by the SACA, and acted as liaison for competitions sponsored by the Maize Board for the SACA.

She is presently a lecturer at the Tshwane North College. She has taught the National Senior Certificate (NSC), THETA Level 3 and 4 qualifications as well as the Diploma in Food Preparation. She is currently lecturing in NC (V) Levels 3 and 4. While lecturing, she has done experiential training to keep up with new trends in the food industry. She completed the IEB Assessor Course in 2003 and the IEB Moderators' Course in 2005. She is presently a moderator for Umalusi in Food Preparation.

**Ms Miems Nel: Managing Principal: International Hotel School (IHS), Sandton Campus (2011–2013)**

Ms Miems Nel is currently the Managing Principal of the International Hotel School's Sandton Campus, a position that she has held for eleven years.

Ms Nel completed her studies in Education at the Rand Afrikaans University in Auckland Park (1978–1981), and began her teaching career at Forest High School as the Typing, Accountancy and Business Economics teacher for Grades 8 to 12. She soon graduated to a more challenging teaching position at the Kelly-Greenoaks Secretarial and Business College in Johannesburg, where she held the position of the Head of Department for Bookkeeping, Computer Skills and Office Procedures.

In 1997, Ms Nel joined the International Hotel School as lecturer in Computer Studies, Hospitality Supervision, Hospitality Studies & Hospitality and Training for the hospitality industry, and she has not looked back. Her enthusiasm and passion for hospitality and

people saw her rise quickly through the ranks, firstly as the School Administrator in 2001 and, following her success in the position, her promotion to Managing Principal in 2002.

In addition to shouldering the responsibility associated with educating 530 students and managing 25 staff members, she is also responsible for the ongoing managerial and financial duties for the school. The International Hotel School is registered with the DoE and has received Programme Accreditation with the Council on Higher Education (CHE).

She still finds time to lecture various short courses for the hospitality industry at the IHS and is a full member of the Faculty of the AHLEI. She has also completed additional studies in Business Management Development at the Durban University of Technology to strengthen her capacities in her position at the IHS.

**Mrs Annalee Howell-Williamson: Chief Executive Officer: Annacol Training Consultants (2011–2012)**

Ms Annalee Howell-Williams has a BA Degree in English and Psychology and a Higher Diploma in Education. She has been in the Education and Training field for 30 years, 22 of those years working for the DoE teaching Hospitality in High Schools. Her last position was as Deputy Principal at a FET College.

During the past ten years she has headed up her own training company – Annacol Training Consultants, accredited with the Education and Training and Development Practices (ETDP) Seta. Annalee was the Chairperson of the Hospitality SGB for CATHSSETA for nine years, and convened the Hospitality Curriculum team that wrote the NCS for Hospitality. She has published numerous hospitality, education and training related books and learning materials, including a comprehensive teacher's guide for Hospitality.

She assists providers in obtaining accreditation and is an assessor, moderator and verifier for a number of the SETAs. She was a national examiner for the Cookery Practical Theory paper for FET Colleges and has done verification for Umalusi, the Health and Welfare SETA and INSETA. Ms Howell-Williams has run a number of national workshops for hospitality facilitators to assist them in implementing the new qualifications/curriculum.

**Mr Arthur Rogers: Group Training Officer: Peermont Group t/a Emperors Palace (2011 -2012)**

Mr Arthur Rogers joined the industry in 1991 and moved through the various sectors within the Hospitality Industry. In 2008 Mr Rogers moved into the training field where he joined the Training Department as Group Training Officer for the Peermont Group. During this time Mr Rogers has been responsible for Studentships in conjunction with CATHSSETA that is hosted by Peermont Hotel Casino Convention Resorts and hosting of various other work placement programmes.

**Dr Carina Vlachos: Consumer Studies and Hospitality Studies subject didactics UNISA (2011–2014)**

Dr Carina Vlachos obtained a Bachelors' degree in Home Economics (Educationist) from the University of Pretoria in 1981, and obtained a Bachelors' degree in Education from the University of South Africa in 2000. In 2001, she completed her B Educationist Endorsement. She then undertook and successfully completed master subjects in Consumer Science in 2003 at the University of Pretoria. A Master's degree in Education was obtained in 2007 from the University of South Africa. During 2009, Carina received a Doctorate in Education from the University of South Africa.

Dr Vlachos has been teaching Consumer Studies and Hospitality Studies at school level for 14 years and was nominated for the National Teacher's Award in 2004, 2005, and 2007. She received this award at District level in 2008. She has presented curriculum workshops to teachers in Gauteng, the Free State and the Eastern Cape. In July 2011, she was appointed as the team leader to assess the newly compiled Hospitality Studies text books written in accordance with the CAPS curriculum.

She was appointed as a part-time lecturer at UNISA in 2010, and is responsible for Consumer Studies subject didactics, Hospitality Studies subject didactics, teacher workshop planning and presenting and administering an educational website.

**Ms Annelie Weideman: Subject Advisor: Hospitality Studies & Consumer Studies: Tshwane South (D4) (2011–2014)**

Ms Annelie Weideman qualified with a B.Sc. (Home Economics) degree and is currently a Subject Advisor (SES) at Tshwane South for the Gauteng Department of Education (DoE), where she is responsible for Consumer Studies and Hospitality Studies. She participated in the training of the National Training Team for CAPS for Consumer Studies and Hospitality Studies. Ms Weideman is also the provincial moderator for Gauteng DoE for both the subjects, and has trained subject advisors and teachers in different concepts related to these subjects. She serves as the internal moderator for the Gauteng DoE for the Grade 12 NSC examination.

Ms Weideman was the subject advisor for Hospitality Studies for eight years and before that, the Senior Lecturer in Natural Science at the Pretoria Onderwyskollege. Prior to this, she was a Senior Lecturer at the Transvaal College of Education for Food and Nutrition and Clothing, and Acting Head of Department: Natural Science for the last two years at the college.

Ms Weideman has run her own catering business for about 10 years and was the head of the Quick Frozen Project at the CSIR.



## **OBSERVERS:**

### **Ms Rina Schubotz: Deputy Director: Services Subjects, Department of Basic Education (2011–2012)**

Based in Pretoria in the offices of the National Department of Education in the Directorate: Curriculum Implementation and Quality Improvement, Ms Schubotz co-ordinates curriculum policy and related issues for the services subjects Hospitality Studies, Consumer Studies and Tourism in the FET Sector (Grades 10–12). Before her appointment at the National Department in 2006, she was employed by the North-West Provincial Department of Education. She was subject advisor for the three services subjects, five years for schools in the Vryburg district and another five years for schools in the Rustenburg district.

### **Ms Cheryl Weston, Chief Education Specialist, DBE (2013–2014)**

As Chief Education Specialist, Ms Weston is responsible for curriculum implementation and management in the three services subjects: Tourism, Consumer Studies and Hospitality Studies, a position she has occupied since January 2013. Her experience in the services field was developed over a number of years through the various positions she has held, including that of Provincial Services Subject Co-ordinator for Gauteng Department of Education, Senior Education Specialist for Johannesburg North District and Head of Department and Tourism teacher at a high school.

### **Ms Nozuko Ngozi, Director: Domestic Tourism, National Department of Tourism (2011–2012)**

Ms Nozuko Ngozi has worked in the Education and Training field for a greater part of her life. She qualified and worked as a Human Resource Practitioner and Manager since 1995. She was instrumental in the setting up of the ETDP SETA, both as a board member and as an employee. She has presented motivational papers nationally and internationally to groups of women, churches, the youth and learners in schools. Her talks to some government departments, including Department of Education, Correctional Services and others intend to enhance business performance and productivity. She chaired the 2009 to 2011 Women Leadership Development Conference by Intelligence Transfer. In the NDT, she facilitated the proper implementation of Human Resource and Skills Development opportunities to all employees within the sector. Currently she works in Domestic Tourism, supporting the growth and development of tourism in KZN and Mpumalanga. She is passionate about the development of rural communities and intends to alleviate levels of poverty and improve employment rates.

**Ms Mothepane Sesele, Director: Tourism Human Resource Development & Service Excellence (2012–2013)**

Ms Mothepane Sesele is a social development specialist with qualifications in BA Social Science from Fort Hare University and enrolled for a Master's Degree in Public Administration with the University of Pretoria. She obtained a few certificate qualifications from various courses undertaken internationally including a certificate in enterprise development from Marshav College in Israel. Her social development career started at being a Community Developer at Maokeng Municipal level which progressed to senior level at the Department of Social Services. She diversified her professional competencies into administrative capabilities at Department of Trade and Industry and Department of Corporative Governance & Traditional affairs at middle management level.

Ms Sesele's administrative capabilities led her joining the National Department of Tourism at Director Level wherein she held various responsibilities including Tourism Branch Administration, Service Excellence and Tourism Human Resource Development with the latter two being the current areas of responsibility. Her responsibilities include general tourism management for the Eastern Cape and Free State Provinces.

**Mr Lulamile Stuurman, Deputy Director Domestic Tourism: Eastern Cape (2011–2014)**

Mr Lulamile Stuurman is a Human Resource Management professional with a strong focus on Human Resource Development and Labour/Employee Relations. His Wits Business School Master of Management in Public and Development Management (MM-P&DM) degree dissertation focused on performance management, which makes him an insightful resource in this field of learning. Other general areas of focus are planning, project management and performance orientation. His wealth of knowledge and experience in Human Resource Development and Labour Relations has made him a ground-breaker in every organisation he has been in in the past ten years. He managed a training centre for four years and acted as a Skills Development Facilitator for a large private health company; he has successfully handled CCMA and Labour Court matters as an employer representative.

Mr Stuurman successfully managed major Tourism Human Resource Development projects in government. He has been involved in a number of professional structures at both business and social level. He is currently a member of the GTTP-SA Advisory Board.

**Mr Zakhele Sibeko: Assistant Director in the Domestic Tourism Branch, National Department of Tourism (2013–2014)**

Mr Zakhele Sibeko graduated from the Vaal University of Technology in 2003, and went on to do his B Tech in Tourism Management at Tshwane University of Technology in 2007, where he majored in Tourism Development, Strategic Management and Marketing for Tourism.

In 2004, he started his career as an intern at the former Department of Environmental Affairs and Tourism in the Enterprise Development unit, and a year later was appointed as Data Capturer for the Research and Development unit in the same organisation.

Four years later, he took a post at the Department of Tourism as Assistant Director: Service Excellence Policy Planning and Advocacy and was part of the team that developed the Service Excellence Strategy as well as the Tourism Service Excellence Requirement (SANS1197).

When the National Department of Tourism was established as the result of a split from the Department of Environmental Affairs and Tourism, Mr Sibeko then accepted a new portfolio in the NDT as an Assistant Director in the Domestic Tourism Branch, with specific focus on implementing and championing HRD projects. His responsibilities also include co-ordinating educators' empowerment seminars, co-ordinating and implementing the National Tourism Careers Expo (NTCE), assisting with the curriculum and evaluation review process and co-ordinating the international placement of tourism and hospitality graduates in partnership with Ubuntu Institute.

**Ms Mmaabo Moloi: Project Manager: TVET & Rural Development Project, CATHSSETA (2011–2014)**

Ms Mmaabo Moloi started her professional career as an educator. After that, she became a Primary School Principal, a Private School Principal and finally a Lecturer at what is now the Tshwane University of Technology.

She holds a Master's Degree in Education Management, with the thesis: "Instructional Leadership: Curriculum design, development and implementation."

Ms Moloi joined CATHSSETA in 2005 as a learning programme evaluator. Later, she was appointed Quality Assurer and then Project Manager on education and training capacity-building projects, including learning programme design and development.

Her current responsibilities include ensuring that Hospitality and Tourism qualifications offered at Technical and Vocational Education and Training Colleges are reviewed and updated to meet industry requirements, and co-operating with Institutions of Higher Learning to ensure that lecturers are trained, empowered and capacitated to offer vocational subjects, enabling rural communities to benefit from these processes.





