HOSPITALITY STUDIES SG   **NOVEMBER 2006**

SECTION A

Candidates displayed poor knowledge of culinary techniques and working relationships in this section.

SECTION B

Question 2 was not answered satisfactorily because candidates could not cope adequately with questions on pastry, vegetables and terminology.
- Comprehension of the functions of ingredients and shortening used in the different types of pastry was lacking and many candidates could not distinguish between the characteristics of choux and puff pastry.
- Candidates were unable to classify given examples of vegetables and consequently failed to describe the correct preparation before use of these examples. Some candidates confused broccoli with Brussel sprouts.

Question 3: It was disappointing to find that many candidates are not familiar with common dishes such as ratatouille and vol-au-vents.

It was evident that many candidates still do not read questions carefully enough. Q3.1.5 dealt with the desirable features of a specific meat cut (chateaubriand), not meat in general. Q3.3 on food costing was answered exceptionally well.

SECTION C

It was pleasing that the majority of candidates experienced no problems in answering questions that required application of knowledge in given problem situations e.g. serving of wine (Q4.1) and rights and responsibilities in the workplace regarding HIV (Q4.2)

RECOMMENDATIONS FOR TEACHERS

- In addition to illustrations in books, it is essential to expose learners to hands-on experience of different types of pastry.
- Teaching about meat cuts necessitates visits to a butchery for demonstrations, or inviting experts to the Hospitality Studies kitchen at the school. Teachers should ensure that they constantly refer to subject terminology in both their theory and practical lessons.
- Candidates should become familiar with traditional dishes from around the world through practical application in their restaurant events, over and above illustrations in textbooks.
- Teachers are encouraged to make ample use of case studies relevant to the hospitality industry to develop learners skills to solve common problems.
- Each question should be started on a new page to facilitate marking.