

# 2010 CHIEF MARKER PUBLICATION REPORT ON MARKING

## INSTRUCTIONS FOR COMPLETION

- The report on marking is a comprehensive report that will serve the following three objectives:
  - Provide an evaluation of the question paper and marking guideline.
  - Provide an in-depth analysis of the nature of learner responses, which will facilitate feedback to teaching and learning.
- This report must be completed by the **CHIEF MARKER in conjunction with the senior markers.**
- The report must be completed in detail and single word responses will not be accepted.
- Where additional space may be required, use a separate page which must be appended to this report.
- The final report must be approved and signed by the Head of Examinations in the province.
- The report must be submitted to the responsible WCED official at the marking centre.

SUBJECT	Hospitality studies	
PAPER	1	
GRADE	12	DURATION OF PAPER : 3 Hours
PROVINCE	Western Cape	
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## PART ONE: EVALUATION OF QUESTION PAPER AND MARKING GUIDELINE

### 2. COMMENTS ON SPECIFIC QUESTIONS.

The questions set accommodated responses from all candidates and the variety allowed for good communication. There were certain questions where candidates did not understand the proper way in which it had to be answered. This made marking of scripts difficult, as the marking guideline did not leave enough room for multiple options (as stated in the textbooks). Most candidates responded well to the questions but we feel that more questions should have been asked to accommodate the middle to lower level learner as well. Higher order/ level questions could have been spread out more evenly across the paper. 22 marks were allocated for Entrepreneurship and 31 marks allocated for Food Production. This could have been allocated somewhat differently.

#### Question 1:

The instructions for question 1.1 need to be revised as it stated the word "answers" instead of "answer".

Question 1.5.5: this question is too open and allowed for too many possible answers.

More than one question was asked on the Bin card and Stock control.

Candidates responded to the short questions very well as it tested knowledge, terminology and content of the subject, which could have been studied with ease and answered quickly.

#### Question 2:

The general weighting in question 2 (e.g. 2.1.2 and 2.1.4) were not spread out evenly. Too many marks allocated for these. The questions were well excepted and candidates responded well. Clear illustrations were used.

Questions 2.1.3, 2.1.4 and 2.2.4 were answered poorly.

Question 2.1.1: - "dress code" - too open concept and the memo didn't allow for a variety of options.

#### Question 3:

This question was well answered as the questions related to real life situations and candidates were well prepared for this section in the classroom during the year. The weaker learner here got a fair opportunity to prove him/herself regarding knowledge studied and obtained throughout the year.

Question 3.3: too open. This question can be changed to " ... before baking..." (please rephrase).

Clear illustrations used.

Question 3.5.4: (candidates do not know the difference between stock and equipment)  
The candidates struggled to explain what a certain dish looks like.  
We found that question 3.2.4 was also answered poorly due to some individual candidates who didn't know the difference between quotation and receipt.

**Question 4:**

This question catered for the higher level candidates mostly as questions 4.1.2 and 4.2.2 were too difficult for many candidates. These questions could have been stated differently to accommodate a bigger variety of answers-option.

The individual questions here were not answered very well. Candidates were not clear on how to answer them.

Question 4.1.2: (memorandum) needed a greater variety to accommodate more possible answers from candidates.

Question 4.3.3: Portion size in the memorandum differs from one textbook to another.

**Question 5:**

In the English question paper question 5.3.1 asks for the various tableware to be identified. In the Afrikaans question paper "eetgerei" were to be identified from the same illustration. In this case the memorandum was not efficiently set, as the question had to be assessed differently. The Afrikaans memorandum did not have enough possible options for answers.

Memorandum answers to questions 5.3.2, 5.3.3 and 5.3.5 were not as expected and did not allow and link up to what was asked.

Questions 5.2.1 and 1.5.5 - these were repetitive questions and had the same answer.

Question 5.4.3: Text books differ from one another regarding from which side serving should take place.

**QUESTION 1**

**1. General comment on the performance of candidates. Was the question well answered or poorly answered?**

Most questions were answered well, but candidates found Question 4 difficult and therefore did not respond to it very well

**2. Why question was poorly answered:** Also provide specific examples: See part one question 2.

Individual candidates could not relate to Question 4.1.2 and 4.12.2. and struggled.

**3. Provide suggestion for improvement in relation to the following :**

**(i) Learning and teaching**

Teachers must teach candidates to circle or highlight instruction words (e.g. evaluate, comment, list, make recommendations, identify, design) and to focus on more example questions from previous papers so as to be able to answer and respond in a proper manner.

Teach candidates to answer questions as far as possible in bullet form and not in paragraphs. This will eliminate unnecessary answers and limit them to writing down only the correct facts.

Candidates knew the facts but struggled to apply them to case studies and pictures. Teach candidates how to apply specific areas of the syllabus to the answering of questions.

**(ii) Support**

**4. Describe any observations relating to responses of candidates: e.g. positive, negative, outstanding etc.**

Candidates respond to the facts they have learned, but should be taught how to apply these facts in more appropriate situations in order to achieve higher marks.

**3. Any other comments useful to teachers, subject advisors**

Teachers must support and teach candidates to adapt and add to their own responses after they have answered the questions. They should allow ample time during the year for candidates to practise going back to what they have written in order to ensure a complete and well thought-out answer before they hand in their answer scripts.

Scripts would mark a lot easier if candidates would write down and phrase their answers in bullet- or point form, instead of writing paragraphs.