

2023/24 ANNUAL TEACHING PLANS: HOSPITALITY STUDIES: GRADE 11 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
DATE												
CAPS TOPIC	Introduction	Nutrition and menu planning	Nutrition and menu planning	Nutrition and menu planning		Food and beverage service		Food commodities	Food commodities	Revision		
CAPS REF		p. 26	p. 26	p. 30		p. 26		p. 26	p. 27	MARCH CONTROLLED TESTS		
CONCEPTS, SKILLS AND VALUES	<ul style="list-style-type: none"> Hospitality Studies content map Grade 11 Hospitality Studies programme of assessment Grade 11 Hospitality Studies PAT Baseline assessment: Menu planning	Menu planning <ul style="list-style-type: none"> Principles of menu planning as in Grade 10 Menus for special teas Menus for three-course meals, considering the rich culinary heritage of South Africa. Make use of traditional South African dishes, where applicable or possible 	The significance of South African culinary uniqueness Providing food for different cultural needs in the South African hospitality industry (including halaal, kosher, African)	Culinary cultural heritage of SA <ul style="list-style-type: none"> Indigenous ingredients such as <i>waterblommetjies</i>, morogo, maize, sorghum, mabella or maltabella meal, <i>sheba</i>, game meats, ostrich, biltong, offal or <i>mogodu</i>, liver and kidneys European influence (Dutch, German, French, British, Irish) Mediterranean influence Greek, Italian) Planning of innovative three-course meals using some of above Menu planning for hospitality establishments <ul style="list-style-type: none"> Factors to consider when planning menus for hospitality Establishments such as restaurants and guest houses 		Venue and table setting Revise Grade 10 <ul style="list-style-type: none"> Preparing and setting up the venue for teas and three-course meals Table setting for teas and three-course meals: Tablecloths, serviettes, crockery, cutlery, glassware, condiments, menu cards, table number 		Bread products using yeast <ul style="list-style-type: none"> Ingredients, proportions and functions: Yeast (instant, dry), flour (white, brown, whole-wheat) liquid, sugar, salt, shortening Types of dough: Rich, sweet and plain Preparation techniques Cooking methods: Bake, deep-fry, steam Presentation: For bread table or bread display Quality characteristics of yeast products Ensuring successful products 	Cakes and biscuits <ul style="list-style-type: none"> Cakes without shortening: Sponge method Cakes with shortening: Creaming, melting, one-bowl method, chiffon Biscuits: Type of biscuits such as rolled and shaped, cut into squares, shaping with biscuit maker, baked with filling Raising agents used for cakes and biscuits Techniques used to prepare cakes and biscuits such as greasing, rolling, shaping, cutting, piping etc. Cooking method: Baking Quality characteristics of cakes and biscuits Ensuring successful products Presentation and uses 	Review and consolidate with reinforcement activities in class to assess the learners' knowledge and understanding of the expected learning outcomes Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous examination question papers, etc.		
REQUISITE PRE-KNOWLEDGE	Baseline assessment: Menu planning	Pre-knowledge on Gr 10 principles of menu planning, difference between formal and informal functions, what a tea party is, different kinds of menus and what courses are	Pre-knowledge of own traditional food and indigenous ingredients of their cultural group.	<ul style="list-style-type: none"> Pre-knowledge of week 3 Menu for three-course meal and knowledge of own cultural food Skill for preparing three course meal Pre-knowledge of different types of menu Principles to consider when planning menu Gr 10 knowledge Knowledge of the different establishments e.g. B&B and guest house 		<i>Mise-en-Place</i> of the restaurant – Gr 10 <ul style="list-style-type: none"> Basic table setting and identification of the table linen, cutlery, glassware Table setting, cover for a basic meal A venue should meet certain criteria to set a pleasant atmosphere in a restaurant Identify different linen, cutlery, crockery and glassware <i>Mise-en-Place</i> of the restaurant 		Pre-knowledge of food pyramid & yeast, of bread products that can be baked with different types of bread dough, of the ingredients used to bake bread, of cooking methods, of how to present bread	Pre-knowledge of food pyramid, biological raising agents, mixing methods and physical raising agents Pre-knowledge types of cakes and biscuits, mistakes made when baking cakes and biscuits			
RESOURCES (NOT TEXTBOOK) TO ENHANCE LEARNING	<ul style="list-style-type: none"> PowerPoints Resource material and activities provided by subject advisors, lead teachers and teachers YouTube videos Refer to the list of suggested resources											
INFORMAL ASSESSMENT: REMEDIATION	To be completed by the teacher											
SBA FORMAL ASSESSMENT	Planning, preparation and execution of Task 2: Practical lessons <ul style="list-style-type: none"> Menu planning, prepare venue and service Yeast products Cakes and biscuits Skills test: Menu planning, prepare venue and service 			Task 2 Practical lessons Skills test			Planning and preparation of March controlled test		Task 1: March controlled test			

2023/24 ANNUAL TEACHING PLANS: HOSPITALITY STUDIES: GRADE 11 (TERM 2)

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
DATE											
CAPS TOPIC	Nutrition and menu planning		Food and beverage service	Food and beverage service	Food commodities	Food commodities	Food commodities	Food commodities	Revision MID-YEAR EXAMINATION		
CAPS REF	p. 27		p. 28	p. 28	p. 28	p. 29	p. 28, 29	p. 28			
CONCEPTS, SKILLS AND VALUES	Revise Gr 10 Costing Using the costs of the ingredients, calculate the cost of a recipe and of a portion	Types of service: Basic knowledge Service styles: Plated, silver, Russian, Guéridon, family service Assisted service: Buffet, carvery-type	Service Service techniques and sequence of food and beverage services for table d'hôte menus (three-course meals) • Greeting and seating guests Service sequence: taking beverage orders, serving beverages, serving meals and coffee, clearing tables Gr 10 Revise paying of the bill	Fish • Classification of fish • Factors to consider when purchasing fish • Storage conditions • Preparation methods • Cooking methods and effect of heat • Uses: Starters, main dish, salads, etc. • Portion size • Accompaniments	Poultry • Poultry offal: Livers, gizzards, and other • Factors to consider when purchasing poultry • Storage conditions and hygiene considerations • Preparation methods: Demonstration: Jointing, filleting, trussing, stuffing, washing, plucking strayfeathers, deboning • Cooking methods and the effect of heat • Portion size • Accompaniments	Stocks • Classification - white and brown meat stocks, fish stock, vegetable stock • Preparation and cooking of stock • Maintaining the stockpot • Storage conditions for stock • Convenience: Dehydrated stock cubes and powders Herbs, spices, condiments and flavourants • Difference between herbs and spices • Types of herbs and spices • Uses Condiments Mustard, salsa, Tabasco, soya sauce, Worcester sauce, balsamic vinegar	Sauces • Hot sauces: Hot white (béchamel, velouté), hot brown (<i>espagnole</i> , <i>jus roti</i> , <i>jus lié</i> , demi-glaze), hot emulsified (hollandaise), other (tomato, curry) • Cold sauces: Mayonnaise (emulsified), vinaigrette with variations (not emulsified), other (mint, salsa, horseradish) • Sweet sauces such as custard, caramel, chocolate, apple • Compound butter sauces such as parsley butter • Thickening agents, preparation, thickening methods Uses, portion size	Review and consolidate with reinforcement activities in class to assess the learners' knowledge and understanding of the expected learning outcomes Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous examination question papers, etc.			
REQUISITE PRE-KNOWLEDGE	Pre-knowledge • Requirement of a recipe's ingredients • Different units food products can be bought in (volume and mass) • Conversion of ingredients units • Difference between mass and volume • Conversion table • Food costing • Explain how the cost of ingredients is determined • The sum of all the ingredients is the recipe, food cost	Pre-knowledge based on different kinds of service styles, creativity in food presentation, learners' own knowledge and understanding New theory on the topic is integrated and strengthened (terminology) • Pre-knowledge on service types are appropriate for a formal restaurant • Welcoming guests to the restaurant – Gr 10 • Seating of guests – Gr 10 • Introduce yourself to the seated guest • Difference between a menu and wine list • Presenting a menu to the guests • Describe the importance of identifying the host during a meal • Identify different types of guests who would visit a restaurant • Serving sequence between different types of guests • Different orders for coffee • Appropriate time to clear a table after each course • Important responsibility of presenting the bill to the guest	Introduce commodities by viewing a video to gain understanding of the context of the topic Terminology Cooking methods that will be applied Purchases: To ensure buying a good quality product Application of hygienic measures during preparation and serving								
RESOURCES (NOT TEXTBOOK) TO ENHANCE LEARNING	<ul style="list-style-type: none"> PowerPoints Resource material and activities provided by subject advisors, lead teachers and teachers YouTube videos <p>Refer to the list of suggested resources</p>										
INFORMAL ASSESSMENT: REMEDIATION	To be completed by the teacher										
SBA FORMAL ASSESSMENT	Planning, preparation and execution of Task 4: Practical lessons <ul style="list-style-type: none"> Fish Poultry Stocks, sauces, herbs and spices Skills test: Culinary skills example cakes, biscuits, fish, etc.						Task 4 Practical lessons Skills test		Task 3 MID-YEAR EXAMINATION		

2023/24 ANNUAL TEACHING PLANS: HOSPITALITY STUDIES: GRADE 11 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
DATE											
CAPS TOPIC	Kitchen and restaurant operations	Kitchen and restaurant operations	Food commodities	Food commodities	Food commodities	Hygiene	Hygiene	Hygiene	Safety and security	Revision SEPTEMBER CONTROLLED TEST	
CAPS REF	p. 32	p. 32	p. 30	p. 30	p. 31	p. 31	p. 31	p. 31	p. 31		
CONCEPTS, SKILLS AND VALUES	Receiving stock <ul style="list-style-type: none"> Health and safety requirements Temperature of food on delivery Documentation of deliveries 	Storekeeping <ul style="list-style-type: none"> Storeroom procedures: positioning of foods in storage, stock levels, first in first out (FIFO) stock rotation, inspection Issuing stock 	Soups <ul style="list-style-type: none"> Classification: Thin, clear (such as broth, consommé), thick (such as cream, purée, vegetable), special (such as chowder and bisque) Factors to consider when purchasing soup ingredients Preparation of ingredients Uses of soup Portion size Accompaniments 	Vegetables <ul style="list-style-type: none"> Classification: All common and uncommon types of vegetables Factors to consider when purchasing vegetables Preparation methods and techniques (knife skills) Cooking methods: Boiling, baking, steaming, stirfrying Portion size Storage conditions 	Rice <ul style="list-style-type: none"> Purchasing and storing Raw and cooked weight Cooking methods and effect of heat: Boiling, steam Uses in menu and portion sizes 	Food poisoning versus food spoilage (natural decay and micro-organisms) <ul style="list-style-type: none"> Micro-organisms causing food spoilage and food poisoning Bacteria <i>Clostridium botulinum</i>, <i>Clostridium perfringens</i>, <i>Salmonella</i> (various species), <i>Bacillus cereus</i>, <i>Staphylococcus aureus</i>, <i>E coli</i> Moulds and yeasts Factors influencing their growth General symptoms of food poisoning Treatment of food poisoning 	Food contamination <ul style="list-style-type: none"> What is food contamination? Causes and prevention High-risk foods and cross-contamination Physical and chemical contamination 	Temperature control in the kitchen <ul style="list-style-type: none"> Optimal and risky temperatures Reasons for temperature control (cold chain) Checking temperatures Temperature danger zone (TDZ 5°C to 63°C) Rules for heating and cooling foods Using frozen foods 	Preventative safety measures <ul style="list-style-type: none"> Security and access control, disturbances, general safety measures, demarcation of areas, safekeeping of keys Handling emergency situations such as power failure, medical emergencies, strikes and riots, robbery, fire, accidents, fights, firearms on the premises, terrorism and bomb threats, natural disasters and weather emergencies Evacuation plans 	Review and consolidate with reinforcement activities in class to assess the learners' knowledge and understanding of the expected learning outcomes Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous examination question papers, etc.	
REQUISITE PRE-KNOWLEDGE	Pre-knowledge on how to receive stock and what to do with it Which temperatures delivered food must be at? What to do with spoiled, rejected food	Pre-knowledge on what a storeroom must look like and why it must be clean and the correct temperatures maintained	Pre-knowledge on uses of stocks – Term 2 week 6-7 <ul style="list-style-type: none"> Basic ingredients in soup. to improve nutrition Different types of soups What a good soup. should look and taste like Know when soup. can be served Portion size of serving soup. and accompaniments Moist heat cooking method Pre-knowledge of Gr 10 basic knife skills	<ul style="list-style-type: none"> Different types of vegetables The importance of vegetables in a menu plan What good vegetables must look like How to prepare vegetables for a recipe Best cooking methods to preserve nutrients Factors to consider when purchasing vegetables learned from Gr 10 term 3 week 8 Pre-knowledge of grade 10 nutrients Types of knives, and how to hold it Uses of different types of vegetables Types of vegetarians and what they eat Storage of vegetables 	Pre-knowledge of what rice looks like <ul style="list-style-type: none"> Where rice comes from and why it is important in the world Which rice is suitable for which dish? Different types of rice Cooking methods to use for rice How to prepare rice 	Pre-knowledge of food poisoning <ul style="list-style-type: none"> Personal Hygiene practices (emphasis on Covid-19 hygiene methods) and safety in a kitchen How food poisoning occurs and causes: Symptoms of food poisoning 	Pre-knowledge of hygiene on the area of food preparation and cleaning practices in the kitchen Pre-knowledge on contamination Food that might get contaminated Pre-knowledge of cross-contamination	Pre-knowledge of storage temperatures and danger temperatures Pre-knowledge of the correct fridge temperatures Pre-knowledge of FIFO & freezer temperatures	Pre-knowledge of what to do in a emergency situation anywhere		
RESOURCES (NOT TEXTBOOK) TO ENHANCE LEARNING	<ul style="list-style-type: none"> PowerPoints Resource material and activities provided by subject advisors, lead teachers and teachers YouTube videos Refer to the list of suggested resources										

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
INFORMAL ASSESSMENT: REMEDIATION	<i>To be completed by the teacher</i>										
SBA FORMAL ASSESSMENT	Planning, preparation and execution of task 6: Practical lessons: <ul style="list-style-type: none"> • Soup • Vegetables • Rice and cultural heritage • Skills test: Storekeeping and soft skills 			Task 6 Practical lessons Skills test			Planning and preparation: September controlled test		Task 5 September controlled test		

2023/24 ANNUAL TEACHING PLANS: HOSPITALITY STUDIES: GRADE 11 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
DATE										
SECTORS AND CAREERS	Sectors and careers	Sectors and careers	Sectors and careers	Sectors and careers	Revision		November examination			
CAPS REF	p. 27	p. 27	p. 32	p. 32						
CONCEPTS, SKILLS AND VALUES	Kitchen brigade: Organogram <ul style="list-style-type: none"> Chef de cuisine, sous-chef Chef de partie: (Pâtissier, garde manger, saucier, poissonnier, rôti-seur, entremetier, potager) Commis chef, and under him, her, the kitchen assistant Storeperson and aboyeur Roles and responsibilities of each Inter-relationship. between them 	Restaurant brigade: Organogram: <ul style="list-style-type: none"> Food and beverage manager Restaurant manager Banqueting manager Maître d'hôtel Beverage service staff Food service staff (waiters) Roles and responsibilities of each, interrelationship. between them 	Policies governing working conditions in the hospitality industry <p>Basic information (what they are and who they apply to)</p> <ul style="list-style-type: none"> Basic conditions of Employment Act Occupational Health and Safety Act (OHSA) Aim of OHSA Penalties for failing to comply Consequences of bad hygiene General safety regulations 1031 Hygiene regulations R918 	Basic learning pathways in the hospitality industry: Introduction to tertiary institutions and inhouse training	Review and consolidate with reinforcement activities in class to assess the learners' knowledge and understanding of the expected learning outcomes Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous examination question papers, etc.					
REQUISITE PRE-KNOWLEDGE	Pre-knowledge on kitchen brigade, positions & responsibilities and duties	Pre-knowledge on restaurant brigade, positions & responsibilities and duties	Pre-knowledge of hospitality industry's responsibilities towards its clients and employees How to be a responsible employee About work environment, safety at workplace, and hygiene at workplace Pre-knowledge on Grade 10 Hygiene – Term 1 week 3 Why is safety and health important in the hospitality industry? What happens if laws are broken?	Pre-knowledge of different levels in the kitchen and restaurant brigade Encourage entry into the industry						
RESOURCES (NOT TEXTBOOK) TO ENHANCE LEARNING	<ul style="list-style-type: none"> PowerPoints Resource material and activities provided by subject advisors, lead teachers and teachers YouTube videos <i>Refer to the list of suggested resources</i>									
INFORMAL ASSESSMENT: REMEDIATION	<i>To be completed by the teacher</i>									
FORMAL ASSESSMENT	PLANNING AND PREPARATION: <ul style="list-style-type: none"> PAT – High tea November examination 	Practical assessment task – (PAT)					November examination			