

## 2021 National Recovery Annual Teaching Plan: Hospitality Studies Grade 11 Term 1

TERM 1 45 days	Week 1 27-29 Jan (3 days)	Week 2 01-05 Feb (5 days)	Week 3 08-12 Feb (5 days)	Week 4 15-19 Feb (5 days)	Week 5 22-26 Feb (5 days)	Week 6 01-05 March (5 days)	Week 7 08-12 March (5 days)	Week 8 15-19 March (5 days)	Week 9 23-26 March (4 days)	Week 10 29-31 March (3 days)
CAPS topic	Introduction	Nutrition and Menu Planning	Nutrition and Menu Planning	Commodities	Food and Beverage Service		Commodities	Nutrition and Menu Planning	Revision	Revision
CAPS Ref		p 26	p 26	p 26	p 26		p 27	p 27		
Concepts, skills and values	<ul style="list-style-type: none"> <li>Hospitality Studies Content Map</li> <li>Grade 11 Hospitality Studies Programme of Assessment</li> <li>Grade 11 Hospitality Studies PAT</li> </ul> <p>Baseline Assessment: Menu planning</p>	<p>The significance of <b>South African culinary Uniqueness</b></p> <p>Providing food for different cultural needs in the South African hospitality industry (including halaal, kosher, African)</p>	<p><b>Menu planning</b></p> <ul style="list-style-type: none"> <li>Principles of menu planning as in Grade 10</li> <li>Menus for special teas</li> <li>Menus for three-course meals, considering the rich culinary heritage of South Africa. Make use of traditional South African dishes, where applicable or possible.</li> </ul>	<p><b>Bread products using yeast</b></p> <ul style="list-style-type: none"> <li>Ingredients, proportions and functions: yeast (instant, dry), flour (white, brown, whole-wheat) liquid, sugar, salt, shortening, other Types of dough: rich, sweet and plain - preparation</li> <li>techniques</li> <li>Cooking methods: bake, deep-fry, steam,</li> <li>Presentation: for bread table or bread display</li> <li>Quality characteristic</li> </ul>	<p><b>Venue and table setting</b></p> <p><b>Revise Grade 10</b></p> <ul style="list-style-type: none"> <li>Preparing and setting up the venue for teas and three-course meals</li> <li>Table setting for teas and three-course meals: tablecloths, serviettes, crockery, cutlery, glassware, condiments, menu cards, table number</li> </ul>		<p><b>Cakes and biscuits</b></p> <ul style="list-style-type: none"> <li>Cakes without shortening: sponge method</li> <li>Cakes with shortening: creaming, melting, one-bowl method, chiffon</li> <li>Biscuits: type of biscuits such as rolled and shaped, cut into squares, baked with filling</li> <li>Rising agents used for cakes and biscuits</li> <li>Techniques used to prepare cakes and biscuits such as greasing, rolling, shaping, cutting, piping etc.</li> <li>Shaping with biscuit maker</li> <li>Cooking method: baking</li> <li>Quality characteristics of cakes and biscuits.</li> </ul>	<p><b>Revise Grade 10 Costing</b></p> <p>Using the costs of the ingredients, calculate the cost of a recipe and of a portion</p> <p>Using the costs of the ingredients, calculate the cost of a recipe and of a portion</p>	<p>Review and consolidate with reinforcement activities in class to assess the learners' knowledge and understanding of the expected learning outcomes.</p> <p>Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous examination question papers, etc</p>	<p>Review and consolidate with reinforcement activities in class to assess the learners' knowledge and understanding of the expected learning outcomes.</p> <p>Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous examination question papers, etc</p>

				<ul style="list-style-type: none"> <li>• Ensuring successful products</li> </ul>		<ul style="list-style-type: none"> <li>• Ensuring successful products</li> <li>• Presentation and uses</li> </ul>			
<b>Requisite pre-knowledge</b>	Baseline Assessment: Menu planning	Pre-knowledge on Gr10 principles of menu planning; difference between formal and informal functions; what a tea party is; different kinds of menus and what a courses are.	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. Learners must by now be able	Mise-en-Place of the Restaurant – Grade 10 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. Mise-en-Place of the restaurant	Pre-knowledge of food pyramid; biological rising agents; mixing methods and physical rising agents. Pre-knowledge types of cakes and biscuits	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;			
<b>Resources</b> (Not textbook) to enhance learning	<ul style="list-style-type: none"> <li>• Power points</li> <li>• Resource material and activities provided by subject advisors, lead teachers and teachers</li> <li>• You Tube videos</li> <li>• <i>To be completed further by the teacher</i></li> </ul>								

<b>Informal Assessment</b> :Remediation	<i>To be completed by the teacher</i>								
<b>SBA Formal Assessment</b>	<b>Planning and preparation:</b> <ul style="list-style-type: none"> <li>• Practical Lessons</li> <li>• Skills Test</li> </ul>			<b>Task 2</b> Practical Lessons Skills Test		<b>Planning and preparation:</b> March Control Test		<b>Task 1</b> March Control Test	



## 2021 National Recovery Annual Teaching Plan: **Hospitality Studies Grade 11 Term 2**

TERM 2 51 days	Week 1 13-16 April (4 days)	Week 2 19-23 April (5 days)	Week 3 28 -30 April (3 days)	Week 4 03-07 May (5 days)	Week 5 10-14 May (5 days)	Week 6 17-21 May (5 days)	Week 7 24-28 May (5 days)	Week 8 31 May-4 June (5 days)	Week 9 7-11 June (5 days)	Week 10 14-18 June (4 days)	Week 11 14-18 June (5 days)
CAPS topic	Sectors and Careers	Sectors and Careers	Food and Beverage Service	Food and Beverage Service	Food Commodities	Food Commodities	Food Commodities	Food Commodities	Revision		
CAPS Ref	p 27	p 27	p 28	p 28	p 28	p 29	p 28/29	p 28			
<b>Concepts, skills and values</b>	<b>Kitchen brigade:</b> organogram • Chef de cuisine, sous-chef de cuisine • Chef de partie (pâtissier, chef garde manger, saucier, poissonnier, rôtiisseur, entremetier, potager) • Commis chef, and under him/her, the kitchen assistant • Storeperson and aboyeur • Roles and responsibilities of each • Inter-relationship between them	<b>Restaurant brigade:</b> organogram: • 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.	<b>Types of service:</b> basic knowledge • <b>Service styles:</b> plated, silver, Russian, Guéridon, family service • <b>Assisted service:</b> buffet, carvery-type	<b>Service</b> • <b>Service techniques</b> and sequence of food and beverage services for table d'hôte menus (three-course meals) • <b>Greeting and seating</b> guests • <b>Service sequence:</b> taking beverage orders, serving beverages, serving meals and coffee, clearing tables  <b>Grade 10 Revise Paying of the bill</b>	<b>Fish</b> • 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	<b>Poultry</b> • 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	<b>Stocks</b> • Classification - White and brown meat stocks, fish stock, vegetable stock • <b>Preparation and cooking</b> of stock • <b>Maintaining</b> the stockpot • <b>Storage</b> conditions for stock • Convenience dehydrated stock cubes and powders  <b>Herbs, spices, condiments and flavourants</b> • and <b>use</b> • <b>Difference</b> between herbs and spices • Vanilla, saffron, balsamic vinegar, mustard, salsa, Tabasco, soya	<b>Sauces</b> • <b>Hot sauces:</b> hot white (béchamel, velouté); hot brown (espagnole, jus roti, jus lié, demi-glaze); hot emulsified (hollandaise). Other (tomato, curry) • <b>Cold sauces:</b> mayonnaise (emulsified), vinaigrette with variations (not emulsified), other (mint, salsa, horseradish) • <b>Sweet sauces</b> such as custard, caramel, chocolate, apple • <b>Compound butter</b> sauces such as parsley butter • <b>Dehydrated convenience</b> sauces	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		

							sauce, Worcester sauce	<ul style="list-style-type: none"> <li>Thickening agents, preparation, thickening methods,</li> <li>uses, portion size</li> </ul>	
<b>Requisite pre-knowledge</b>	Pre-knowledge on kitchen brigade positions & responsibilities and duties.	Pre-knowledge on kitchen brigade positions & responsibilities and duties.	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)	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	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.				



				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						
<b>Resources</b> (Not textbook) to enhance learning	<ul style="list-style-type: none"> <li>Power points</li> <li>Resource material and activities provided by subject advisors, lead teachers and teachers</li> <li>You Tube videos</li> </ul> <p><i>To be completed further by the teacher</i></p>									
<b>Informal Assessment</b> :Remediation	<i>To be completed by the teacher</i>									
<b>SBA Formal Assessment</b> \\	<b>Planning and preparation:</b> <ul style="list-style-type: none"> <li>Practical Lessons</li> <li>Skills Test</li> </ul>			<b>Task 4</b> Practical Lessons Skills Test			<b>Planning and preparation:</b> June Control Test		<b>Task 3</b> June Control Test	

## 2021 National Recovery Annual Teaching Plan: Hospitality Studies Grade 11 Term 3

TERM 3 53 days	Week 1 13-16 July (4 days)	Week 2 19-23 July (5 days)	Week 3 26 -30 July (5 days)	Week 4 02-06 Aug (5 days)	Week 5 10-13 Aug (4 days)	Week 6 16-20 Aug (5 days)	Week 7 23-27 Aug (5 days)	Week 8 30 Aug-3 Sept (5 days)	Week 9 6-10 Sept (5 days)	Week 10 13-17 Sept (5 days)	Week 11 20-24 Sept (5 days)
CAPS topic	Nutrition and menu planning	Nutrition and menu Planning	Nutrition and menu Planning	Commodities	Commodities	Commodities	Hygiene	Hygiene	Revision		
CAPS Ref	p 30	p 30	p 30	p 30	p 30	p 31	p 31	p 31			
Concepts, skills and values	<b>Culinary cultural heritage of SA</b> • Indigenous ingredients such as water-blommetjies morogo, maize, sorghum, mabella or maltabella meal, <i>sheba</i> , game meats, ostrich, biltong, offal or <i>mogodu</i> , liver and kidneys • <b>Planning of innovative three-course meals</b> using some of above	• European influence (Dutch, German, French, British, Irish) • Mediterranean influence (Greek, Italian) • <b>Planning of innovative three-course meals</b> using some of above	<b>Menu planning for hospitality establishments</b> Factors to consider when planning menus for hospitality Establishments such as restaurants and guest houses	<b>Soups Classification:</b> thin, clear (such as broth, consommé), thick (such as cream, purée, vegetable), special (such as chowder and bisque) • Factors to consider when <b>purchasing</b> soup ingredients • <b>Preparation</b> of ingredients • Uses of soup • Portion size • Accompaniments	<b>Vegetables Classification:</b> all common and uncommon types of vegetables • Factors to consider when <b>purchasing</b> vegetables • Preparation methods and techniques (knife skills) • <b>Cooking methods:</b> boiling, baking, steaming, stirfrying • Portion size • Storage conditions	<b>Rice</b> • <b>Purchasing and storing</b> • Raw and cooked weight • <b>Cooking methods</b> and effect of heat: boiling, steam • <b>Uses</b> in menu and portion sizes	<b>Food poisoning versus food spoilage</b> (natural decay and micro-organisms) • Micro-organisms causing food spoilage and food poisoning. Factors influencing their growth. • 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	<b>Food contamination</b> • What is food contamination? • <b>Causes</b> and prevention • <b>High-risk foods and cross-contamination</b> • <b>Physical and chemical contamination</b> • Different workstations and kitchen layout in commercial kitchens, considering functions, workflow and prevention of cross-contamination	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		

							<ul style="list-style-type: none"> <li>• General symptoms of food poisoning</li> <li>• Treatment of food poisoning</li> </ul>				
<b>Requisite pre-knowledge</b>	Pre-knowledge of own traditional food and indigenous ingredients of their cultural group	Pre-knowledge of Term 1 week 2 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	Pre-knowledge on uses of stocks – Term 2 Week 6-7; 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. Portions size of serving soup and accompaniment s. Moist heat method of cooking. How to prevent oxidation/discoloration in vegetables. Basic knife skills learners in Grade 10.	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 grade 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. Where rice is coming 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. Personal Hygiene practices (emphasis on covid-19 hygiene methods) and safety in a kitchen. How food poisoning occur and causes. Symptoms of food poisoning.	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.			




<b>Resources</b> (Not textbook) to enhance learning	<ul style="list-style-type: none"> <li>• Power points</li> <li>• Resource material and activities provided by subject advisors, lead teachers and teachers</li> <li>• You Tube videos</li> </ul> <p><i>To be completed further by the teacher</i></p>									
<b>Informal Assessment</b> :Remediation	<i>To be completed by the teacher</i>									
<b>SBA Formal Assessment</b>	<b>Planning and preparation:</b> <ul style="list-style-type: none"> <li>• Practical Lessons</li> <li>• Skills Test</li> </ul>			<b>Task 6</b> Practical Lessons Skills Test			<b>Planning and preparation:</b> September Control Test		<b>Task 5</b> September Control Test	



## 2021 National Recovery Annual Teaching Plan: **Hospitality Studies Grade 11 Term 4**

TERM 4 47 days	Week 1 5-8 Oct (4 days)	Week 2 11-15 Oct (5 days)	Week 3 18-22 Oct (5 days)	Week 4 25-29 Oct (5 days)	Week 5 1-5 Nov (5 days)	Week 6 8-12 Nov (5 days)	Week 7 15-19 Nov (5 days)	Week 8 22-26 Nov (5 days)	Week 9 29 Nov-3 Dec (5 days)	Week 10 6-8 Dec (3 days)
CAPS topic	Hygiene	Safety And Security	Kitchen and Restaurant Operations	Kitchen And Restaurant Operations	Sectors And Careers	Sectors And Careers	Sectors And Careers	Revision		
CAPS Ref	p 31	p 31	p 32	p 32	p 32	p 32	p 32			
<b>Concepts, skills and values</b>	<b>Temperature control in the kitchen</b> <ul style="list-style-type: none"> <li>• Optimal and risky temperatures</li> <li>• <b>Reasons</b> for temperature control (cold chain)</li> <li>• <b>Checking temperatures</b></li> <li>• <b>Temperature danger zone</b> (TDZ 5°C to 63°C)</li> <li>• <b>Rules</b> for heating and cooling foods</li> <li><b>Using frozen foods</b></li> </ul>	<b>Preventive safety measures</b> <ul style="list-style-type: none"> <li>• Security and access control, disturbances, general safety measures, demarcation of areas, safekeeping of keys</li> <li>• 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</li> </ul>	<b>Receiving stock</b> <ul style="list-style-type: none"> <li>• health and safety requirements</li> <li>• temperature of food on delivery</li> <li>• documentation of deliveries</li> </ul>	<b>Storekeeping</b> <ul style="list-style-type: none"> <li>• <b>Storeroom procedures:</b> positioning of foods in storage, stock levels, first in first out (FIFO) stock rotation, inspection</li> <li>• <b>Issuing stock</b></li> </ul>	<b>Policies governing working conditions in the hospitality industry</b> <p>Basic information (what they are and who they apply to)</p> <p>Department of Labour:  <a href="http://www.labour.gov.za">www.labour.gov.za</a></p> <ul style="list-style-type: none"> <li>• Basic Conditions of Employment Act</li> <li>• Occupational Health and Safety Act (OHSA)</li> <li>• General Safety Regulations 1031</li> <li>• Hygiene Regulations R918</li> </ul>	<b>Occupational health 7 Safety Act (OHSA):</b> <ul style="list-style-type: none"> <li>• Aim of OHSA</li> <li>• Penalties for failing to comply</li> <li>• Consequences of bad hygiene</li> </ul>	<b>Learning pathways in the hospitality industry</b>	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		

		• Evacuation plans								
<b>Requisite pre-knowledge</b>	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.	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 temperatures.	Pre-knowledge of HI 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 4. Why is safety and health important in the HI. Responsibilities of HI towards employees. What happens if laws are broken?	Pre-knowledge of different levels in the kitchen and restaurant brigade. Encourage entry into the industry			
<b>Resources</b> (Not textbook) to enhance learning	<ul style="list-style-type: none"> <li>• Power points</li> <li>• Resource material and activities provided by subject advisors, lead teachers and teachers</li> <li>• You Tube videos</li> <li>• <i>To be completed further by the teacher</i></li> </ul>									
<b>Informal Assessment</b> :Remediation	<i>To be completed by the teacher</i>									
<b>SBA Formal Assessment</b>	<b>Planning and preparation:</b> <ul style="list-style-type: none"> <li>• PAT</li> <li>• November Examination</li> </ul>			<b>Practical Assessment Task (PAT)</b> Practical Examination			<b>November Examination</b>			