



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

QUALITATIVE ANALYSIS OF LEARNER RESPONSES AND EVALUATION OF QUESTION PAPERS: NSC 2018

INSTRUCTIONS FOR COMPLETION

1. The reports on Qualitative Analysis of Learner responses and Evaluation of question papers are intended to:
 - (a) Provide an in-depth analysis of the nature of learner responses, which will facilitate feedback to teaching and learning.
 - (b) Provide an evaluation of the question paper and marking guideline, which would serve as inputs into standardization process, conducted by Umalusi.
2. The report must be completed by the internal moderator in conjunction with the chief marker and senior markers, incorporating inputs from markers as well. The internal moderator is however, finally responsible for this report.
3. The report must be completed in detail and single word responses will not be accepted.
4. Where additional space may be required, use a separate page which must be appended to the report.
5. The final report must be approved by the Head of Examinations in the province.
6. The report must be submitted electronically to the DBE on or before 14 December 2018 for attention: Mrs NE Nobongoza: email: Nobongoza.E@dbe.gov.za ; fax: 012 323 0604.

SUBJECT	HOSPITALITY STUDIES	
PAPER	1	
DURATION OF PAPER :	3 hours	
PROVINCE	GAUTENG	
NAME OF THE INTERNAL MODERATOR	Mrs AC BARNARD	
NAME OF THE CHIEF MARKER	Mrs FI le ROUX	
DATES OF MARKING	30/11/2018 – 14/12/2018	
HEAD OF EXAMINATION:	Mr J WILLIAMS	

REPORT 1: EVALUATION OF THE QUESTION PAPER AND MARKING GUIDELINE

1. STANDARD OF THE QUESTION PAPER

Was the paper of an appropriate standard for Grade 12? Substantiate using the following headings:

(a) Compliance to CAPS and Examination Guidelines

- The paper is CAPS compliant.
- All the topics were covered but there was not a fair spread of marks.
- The Examination Guidelines of 2017 were covered - no Guidelines for 2018.

(b) Cognitive skills assessed

Was there an appropriate distribution of questions in terms of low, middle and higher order cognitive skills? (If No Please attach a weighting grid to show the distribution of the cognitive skills assessed). Were choice questions assessing similar cognitive skills?

-No choice questions in Hospitality studies.

-Blooms Taxonomy

	Total of paper	Lower order	Middle order	Higher order
Total	200	92	78	30
Weighting		60	100	40
Difference		32	-22	10
%		30%	50%	20%

(c) Difficulty level of question paper

In general do you think the paper was difficult, fair or easy? Please provide examples with reasons. Were choice questions of equal level of difficulty?

-No choice questions in Hospitality studies.

Difficulty levels

	Total of paper	Easy	Moderate	Difficult
Total	200	106	67	27
Weighting		60	100	40
Difference		46	-33	-13
%		30%	50%	20%

(d) Coverage of prescribed Content and Skills

Does the paper cover the Content and Skills as prescribed in the CAPS? If your answer is no, indicate which Content and Skills were not adequately covered?

SECTION	CHAPTERS	SHORT QUESTIONS	LONGER QUESTIONS	TOTAL of marks from Chapters	TOTAL
Section B					
Restaurant & Kitchen operations Hygiene, safety and security	4 – FB Diseases	1	11	11	20 [20]
	5 – Professionalism	0	5	5	
	6 - Computers	0	4	4	
Section C	7 – Menu planning	1	7	8	80 [80]
Nutrition, menu planning. Food Commodities.	8 - Costing	1	9	10	
	9 – Cocktail functions	1	10	11	
	10 - Meat	6	13	19	
	11 – Vegetarian food	0	9	9	
	12 - Pastry	5	4	9	
	13 – Choux pastry	4	4	8	
	14 - Gelatine	1	6	7	
	15 - Desserts	3	12	9	
16 – Preserved food	2	6	8		
Section D	1 – Industry and economy	0	6	6	30 [30]
Sectors and Careers Food and Beverage service	2 - Careers	1	12	13	
	3 – Marketing	1	12	13	
	17 – Wine and beverages	5	13	18	30 [30]
	18 – Venue prepare set-up	6	7	13	
	19 – Guest complaints	1	10	11	
	20 – Service and clearing	1	0	1	
TOTAL		40	160		200

2. FAIRNESS OF QUESTIONS

Were there any questions that were unfair? List them and substantiate why each one was unfair.

No unfair questions – all questions related to the CAPS and described content.

3. LANGUAGE

Is the language used appropriate for Grade 12 learners? List questions that were linguistically complex and show how these questions can be re-phrased.

The language suited FAL and SAL learners.

Q3.2.1 – Tuiles is not a TERM – as well as Q4.3.2 – Canapé is also not a TERM.

Q1.2 – wrong translation – tenderising translated to Afrikaans should be “gebeukte” instead of “vermarsing”.

Translation much better in this paper.

4. LENGTH OF QUESTION PAPER

Were candidates able to complete the examination within the allocated time?

More than enough time to complete the paper.

Some learners rush it off just to be released from the session before the last hour.

5. USE OF APPROPRIATE TEXTS

Were the texts/ contexts used appropriately? Substantiate.

Translation errors – e.g.

Q1.2 – wrong translation – tenderising translated to Afrikaans should be “gebeukte” instead of “vermarsing”.

6. MARKING GUIDELINE

Is the mark allocation for all questions appropriate? If no provide examples.

Does the marking guideline cater for all alternative responses?

If No please list all correct responses which were not included in the memo.(indicate the question number and response)

Mark allocation – Q5.7 – State FOUR....total of marks (3) – both Afrikaans and English papers.

Marking guidelines – responses from dummy script marking were added to marking guidelines after a proper discussion with the panel.

Section / Question No.	MARKS	Suggested amendment/ addition/ extension/ correction to marking guideline
1.1.2	1	*Red currant – Afrikaans “rooikorrent” wrong translation. *Accompaniments for game/venison NOT in CAPS.
1.1.7	1	*English – phrasing of sentence confusing ...pickled onions, , salt and spices....
1.1.9	1	*Afrikaans – cutlery do not have a “rand” it should rather be “punt”
1.2.1	4	*Pictures not very clear *Tenderising not in CAPS

		*G – translation of tenderising to Afrikaans – “beuking/gebeukte vleis” more common than “vermalsing”	
1.3.6	1	*Afrikaans – “atjarsmeer” should be “atjarsmoor” – confusing.	
1.4.2	3	*Afrikaans – “oormeng” confusing – correct terminology is “oorhantering”.	
1.4.3	2	Not a nice question – confusing/misleading???	
1.5.1	5	*Afrikaans Column B Option B : “kaphoedjie” not common terminology. Option C : “dom” not in text books.	
2.1.2	3	“Do you think....” No Blooms verb.	
3.2.1	2	Tuilles – incorrect spelling (Tuiles) and it is not a term it is a garnish .	
3.2.2	2	Phrasing of question is confusing – learners would have struggled to realise what is actually asked.	
3.4.1	3	Process should be phase – both English & Afrikaans – confused learners.	
3.4.2	1	No Blooms verb.....With what would youto be fair anything must be marked as correct because it is the learner’s (you) opinion.	
3.4.3	3	This is really an unexpected question – why motivate ???	
4.1.3	2	English text book – Hints instead of rules . This question can be very wide regarding the marking guidelines.	
4.1.4	2	Learners would have struggled to interpret this question though it looks straight forward.	
4.1.5	2	Very wide – a lot of possible answers.	
4.2.1 – 4.2.2	5	Show ALL calculations – Formulas must be included – more sensible if learners add formula – can see then if they really know what is needed for the calculations. It is also more “structured” for learners to understand what to use. This should be mediated at the Provincial feedback.	
4.3		NB!!!! The menu is NOT according to the rules of writing out a menu – we confuse and annoy teachers with this – why should they teach learners the proper/correct way and then this is in the National paper.	
4.3.1	3	Very wide open.	
4.3.2	3	Canapé is not a term – rather – Explain what a canapé entails.	
4.3.3	4	Marking guidelines must include positive/negative or good/bad as options.	
5.5	6	Unfair question Marking guidelines must include the following with their sub-headings: *Cover page *Business description *Operational plan – purchasing and suppliers; personnel plan *Product/service description *Marketing plan	

		*Financial plan	
5.6	3	A lot of additional answers should be considered e.g. *Tables & chairs supplier/manufacturer *Table linen – washing and ironing *Car guards – watching guests cars *Car wash – washing guests cars Open-ended question.	
5.7	3	Name FOUR but total of question is 3. Afrikaans – “rekenmeester: should be “rekenkundige” as in text book.	
5.8	6	Name and describe – learners usually miss the and which means they lose half of the marks already.	
6.1		<u>Scenario</u> Load shedding but have industrial gas stove available – a bit confusing.	
6.1.1	9	(a) and (b) almost the same	
6.1.2	1	Almost a repetition of 6.1.1	
6.1.3	3	Very vague – is it about the cleaning of the cutlery and/or the correct setting there-of????	
6.2	9	Labels not clear enough – what about the learner with eye-sight problems. Really ...what do we want to assess – content or who can see what on the paper.....	
6.3	4	Again.... Name and..... explain in one question- learners usually miss the and which means they lose half of the marks already.	
6.4	4	Again.... taking and..... placing in one question- learners usually miss the and which means they lose half of the marks already.	

NB!!! All of the above were considered for the marking guidelines.

GENERAL

- Some schools still attached their concession candidates' letters on the outside of the scripts which wasted some time in marking these scripts, need to fold over or lift up to capture marks.
- Markers mark in red and Chief markers moderate in pink – depending on the type of pen used this two colours contrast not that well. Controllers sometimes struggle to distinguish. Suggestion: CM to moderate in Purple and Re-marking in pink (less numbers).
- Candidates write ONE sentence for questions of 3 or 4 marks.
- Interpretation of questions still a huge problem.
- More candidates attempted to answer every question, improvement on the past.
- Only 8 candidates did not attempt to do the last question, Q6 – 32 did not complete the whole question.
- Progressed candidates: Schools reported during the year that these candidates attend school once a week, submit tasks late, do only what is necessary NOT to be deregistered, failed their tests and examinations. This needs to be addressed in the future.

7. RECOMMENDATION

- Copy Hospitality studies paper in COLOUR in the future– data/info in photos/pictures etc in questions where learners need to see ALL detail to answer questions.
- Please copy the papers one page English and the same page in Afrikaans like the CAT papers – in the industry certain **TERMINOLOGY** is used in English as well as Afrikaans – this is a disadvantage to the Afrikaans learners which populates as the higher number of learners.

(a) Raw Marks Accepted	YES
(b) Adjustment Upwards	
(c) Adjustment Downwards	

REPORT 2: QUALITATIVE ANALYSIS OF LEARNER RESPONSES

This section of the instrument is aimed at providing valuable feedback to schools, subject advisors, teachers and learners about common errors committed by candidates in the answering of questions, to assist teachers and subject advisors to identify areas that need to be given special attention in the teaching and learning of the subject in 2019.

In order to assist the internal moderator with the analysis of learner responses, the internal moderator must analyze, per question, a random sample of 100 scripts. This entails recording the responses (i.e. marks obtained) by learners from these 100 scripts on a per question basis. From the analysis, a detailed explanation must be provided **per question** on this template. You may include sub questions where necessary. **Please use a separate sheet for each question**

Your responses will be based on two parts:

Section 1: General overview of Learner performance in the question paper as a whole

Section 2: Comment on candidates' performance on individual questions (Detailed explanations must be provided **per question** as follows: (You may include sub questions where necessary)

- (a) General comments on the performance of learners in the specific question. Was the question well answered or poorly answered?
- (b) Why the question was poorly answered?
- (c) Provide suggestion for improvement in relation to teaching and learning
- (d) Describe any other specific observations relating to responses of learners
- (e) Any other comments useful to teachers, subject advisors and teacher development

REPORT FORMAT

SECTION 1: (General overview of Learner Performance in the question paper as a whole)

After pre-marking for National memo discussion, percentages obtained by candidates		
Q 1-	23,5/40	58,7%
Q 2-	9,3/20	46,5%
Q 3-	11,7/40	29,3%
Q 4-	16,3/40	40,1%
Q 5-	11,6/30	38,6%
Q 6-	7,1/30	23,7%
Average-	39,7%	

After completion of the marking session, percentages obtained		
Q 1-	25,5/40	63,8%
Q 2-	11,84/20	59,2%
Q 3-	15,21/40	38,0%
Q 4-	20,32/40	50,8%
Q 5-	15,59/30	52,0%
Q 6-	13,25/30	44,2%
Total	101,71/200	50,86%
Average-	50,86%	

SECTION 2: Comment on candidates' performance in individual questions

(It is expected that a comment will be provided for each question on a separate sheet).

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<p>Well answered.</p> <p>1.1.2 [1] *Red currant – Afrikaans “rooikorrent” wrong translation. *Accompaniments for game/venison NOT in CAPS.</p> <p>1.1.7 [1] *English – phrasing of sentence confusing ...pickled onions, , salt and spices....</p> <p>1.1.9 [1] *Afrikaans – cutlery do not have a “rand” it should rather be “punt”</p> <p>1.2.1 [4] *Pictures not very clear *Tenderising not in CAPS *G – translation of tenderising to Afrikaans – “beuking/gebeukte vleis” more common than “vermalsing”</p> <p>1.3.6 [1] *Afrikaans – “atjarsmeer” should be “atjarsmoor” – confusing.</p> <p>1.4.1</p> <p>1.4.2 [3] *Afrikaans – “oormeng” confusing – correct terminology is “oorhantering”.</p> <p>1.4.3 [2] Not a nice question – confusing/misleading???</p> <p>1.4.4</p> <p>1.5.1 [5] *Afrikaans Column B Option B : “kaphoedjie” not common terminology. Option C : “dom” not in text books.</p>
(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Give this type of questions in Activity sheets as well.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
The numbering of Sec A was much better than in the past.

QUESTION 2		
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?		
Question 2 was very well answered – a 13,6% increase in comparison with 2017.		
2.1.1	3	
2.1.2	3	“Do you think....” No Blooms verb.
2.1.3	3	
2.1.4	2	
2.2.1	2	
2.2.2	3	
2.3	4	

(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
N/A

(c) Provide suggestions for improvement in relation to Teaching and Learning
N/A

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Repetition through activities.

QUESTION 3		
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?		
Poorly answered – decline of 8%.		
3.1.1	1	
3.1.2	4	
3.2.1	2	Tuilles – incorrect spelling (Tuiles) and it is not a term it is a garnish .
3.2.2	4	Phrasing of question is confusing – learners would have struggled to realise what is actually asked.
3.2.3	1	
3.2.4	4	
3.3	3	
3.4.1	3	Process should be phase – both English & Afrikaans – confused learners.
3.4.2	1	No Blooms verb.....With what would youto be fair anything must be marked as correct because it is the learner's (you) opinion.
3.4.3	2	This is really an unexpected question – why motivate ???
3.5.1	4	
3.5.2	5	
3.6	6	

(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Learners cannot read properly and they cannot interpret questions.
They do not answer in full sentences, only one word.
Subject terminology still a problem.

(c) Provide suggestions for improvement in relation to Teaching and Learning
Teachers to attend the ROADSHOW on 19 January 2019 where suggestions will be discussed in more depth.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Teachers must guide learners on HOW to approach a question – this will be discussed at the Roadshow.

QUESTION 4		
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?		
Well answered – increase of 9,6%.		
4.1.1	2	
4.1.2	4	
4.1.3	3	4
4.1.4	2	Learners would have struggled to interpret this question though it looks straight forward.
4.1.5	2	Very wide – a lot of possible answers.
		Show ALL calculations – Formulas must be included – more sensible if learners add formula – can see then if they really know what is needed for the calculations. It is also more “structured” for learners to understand what to use.
4.2.1	3	This should be mediated at the Provincial feedback.
4.2.2	2	
4.2.3	4	
		NB!!!! The menu is NOT according to the rules of writing out a menu – we confuse and annoy teachers with this – why should they teach learners the proper/correct way and then this is in the National paper.
4.3.1	3	Very wide open.
4.3.2	3	Canapé is not a term – rather – Explain what a canapé entails.
4.3.3	4	Marking guidelines must include positive/negative or good/bad as options.
4.4.1	2	
4.4.2	2	
4.5.1	2	
4.5.2	2	

(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
N/A

(c) Provide suggestions for improvement in relation to Teaching and Learning
Reading and interpretation skills lacking.
Terminology- must be the focus during practical lessons together with skills.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
TERMINOLOGY.....make use of a “dictionary/terminology list” in all grades.

QUESTION 5

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Very well answered – an increase of 18,1%.

5.1	1	
5.2	3	
5.3	5	
5.4	3	
5.5	6	Unfair question Marking guidelines must include the following with their sub-headings: *Cover page *Business description *Operational plan – purchasing and suppliers; personnel plan *Product/service description *Marketing plan *Financial plan
5.6	3	A lot of additional answers should be considered e.g. *Tables & chairs supplier/manufacturer *Table linen – washing and ironing *Car guards – watching guests cars *Car wash – washing guests cars Open-ended question.
5.7	3	Name FOUR but total of question is 3. Afrikaans – “rekenmeester: should be “rekenkundige” as in text book.
5.8	6	Name and describe – learners usually miss the and which means they lose half of the marks already.

(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

N/A

(c) Provide suggestions for improvement in relation to Teaching and Learning

Keep up with what you did in 2018.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

Focus on this section as from Gr10 – new terminology that learners aren't familiar with.

QUESTION 6		
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?		
A slight increase of 1,2% - but not bad.		
		<u>Scenario</u> Load shedding but have industrial gas stove available – a bit confusing.
6.1		
6.1.1 a	4	(b) and (b) almost the same
6.1.1 b	5	Almost a repetition of 6.1.1
6.1.2	1	Very vague – is it about the cleaning of the cutlery and/or the correct setting there-of????
6.1.3	3	
6.2.1	2	Labels not clear enough – what about the learner with eye-sight problems.
6.2.2	1	
6.2.3	1	
6.2.4	4	
6.2.5	1	
6.3	4	Again.... Name and..... explain in one question- learners usually miss the and which means they lose half of the marks already.
6.4	4	Again.... taking and..... placing in one question- learners usually miss the and which means they lose half of the marks already.

(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Q 6.1.3 was misleading – formulate question better with keywords.
Not all the learners completed this question – it is the last question of the paper – but learners do have MORE than enough time to complete the whole paper.

(c) Provide suggestions for improvement in relation to Teaching and Learning
Focus on this section as from Gr10 – new terminology that learners aren't familiar with.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Learners were not familiar with the content on the wine questions – unfair to learners on how to manufacture champagne – schools are not allowed to serve wine at PAT Examinations anymore – teachers do not really focus on this anymore.