

Exemplar Book on Effective Questioning

Hospitality

Compiled by the Statistical Information and Research (SIR) Unit

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PREFACE

The National Senior Certificate (NSC) examinations are set and moderated in part using tools which specify the types of cognitive demand and the content deemed appropriate for Hospitality at Grade 12 level. Until recently, the level of cognitive demand made by a question was considered to be the main determinant of the overall level of cognitive challenge of an examination question.

However, during various examination evaluation projects conducted by Umalusi from 2008-2012, evaluators found the need to develop more complex tools to distinguish between questions which were categorised at the same cognitive demand level, but which were not of comparable degrees of difficulty. For many subjects, for each type of cognitive demand a three-level degree of difficulty designation, *easy, moderate and difficult* was developed. Evaluators first decided on the type of cognitive process required to answer a particular examination question, and then decided on the degree of difficulty, *as an attribute of the type of cognitive demand*, of that examination question.

Whilst this practice offered wider options in terms of *easy, moderate and difficult* levels of difficulty for each type of cognitive demand overcame some limitations of a one-dimensional cognitive demand taxonomy, other constraints emerged. Bloom's Taxonomy of Educational Objectives (BTEO) (Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956) and the Revised Bloom's Taxonomy are based on the assumption that a cumulative hierarchy exists between the different categories of cognitive demand (Bloom et al., 1956; Bloom, Hastings & Madaus, 1971). The practice of 'levels of difficulty' did not necessarily correspond to a hierarchical model of increasing complexity of cognitive demand. A key problem with using the level of difficulty as an attribute of the type of cognitive demand of examination questions is that, questions recognised at a higher level of cognitive demand are not necessarily categorised as more difficult than other questions categorised at

lower levels of cognitive demand. For example, during analyses a basic recognition or recall question could be considered more difficult than an easy evaluation question.

Research further revealed that evaluators often struggled to agree on the classification of questions at so many different levels. The finer categorization for each level of cognitive demand and the process of trying to match questions to pre-set definitions of levels of difficulty made the process of making judgments about cognitive challenge overly procedural. The complex two-dimensional multi-level model also made findings about the cognitive challenge of an examination very difficult for Umalusi Assessment Standards Committee (ASC) to interpret.

In an Umalusi Report, *Developing a Framework for Assessing and Comparing the Cognitive Challenge of Home Language Examinations* (Umalusi, 2012), it was recommended that the type and level of cognitive demand of a question and the level of a question's difficulty should be analysed separately. Further, it was argued that the ability to assess cognitive challenge lay in experts' abilities to recognise subtle interactions and make complicated connections that involved the use of multiple criteria simultaneously. However, the tacit nature of such judgments can make it difficult to generate a common understanding of what constitutes criteria for evaluating the cognitive challenge of examination questions, despite descriptions given in the policy documents of each subject.

The report also suggested that the Umalusi external moderators and evaluators be provided with a framework for thinking about question difficulty which would help them identify where the main sources of difficulty or ease in questions might reside. Such a framework should provide a common language for evaluators and moderators to discuss and justify decisions about question difficulty. It should also be used for building the capacity of novice or less experienced moderators and evaluators to exercise the

necessary expert judgments by making them more aware of key aspects to consider in making such judgments.

The revised Umalusi examination moderation and evaluation instruments for each subject draw on research and literature reviews, together with the knowledge gained through the subject workshops. At these workshops, the proposed revisions were discussed with different subject specialists to attain a common understanding of the concepts, tools and framework used; and to test whether the framework developed for thinking about question difficulty 'works' for different content subjects. Using the same framework to think about question difficulty across subjects will allow for greater comparability of standards across subjects and projects.

An important change that has been made to the revised examination evaluation instrument is that the analysis of *the type of cognitive demand* of a question and analysis of *the level of difficulty* of each question are now treated as two separate judgments involving two different processes. Accordingly, the revised examination evaluation instrument now includes assessment of difficulty as well as cognitive demand.

LIST OF ABBREVIATIONS

Abbreviation	Full name
ASC	Assessment Standards Committee
BTEO	Bloom's Taxonomy of Educational Objectives
CAPS	Curriculum Assessment Policy Statement
DBE	Department of Basic Education
FET	Further Education and Training
IEB	Independent Examinations Board
NSC	National Senior Certificate
NQF	National Qualifications Framework
QAA	Quality Assurance of Assessment
QCC	Qualifications, Curriculum and Certification
SIR	Statistical Information and Research

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In addition, Hospitality subject experts and practitioners are acknowledged for their contribution to the content of this exemplar book. Included in this group are: Umalusi External Moderators and Maintaining Standards Subject Teams and Team Leaders; together with the South African Comprehensive Assessment Institute and the Independent Examinations Board (IEB) Examiners and Internal Moderators.

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1. INTRODUCTION

The rules of assessment are essentially the same for all types of learning because, to learn is to acquire knowledge or skills, while to assess is to identify the level of knowledge or skill that has been acquired (Fiddler, Marienau & Whitaker, 2006). Nevertheless, the field of assessment in South Africa and elsewhere in the world is fraught with contestation. A review of the research literature on assessment indicates difficulties, misunderstanding and confusion in how terms describing educational measurement concepts, and the relationships between them, are used (Frisbie, 2005).

Umalusi believes that if all role players involved in examination processes can achieve a common understanding of key terms, concepts and processes involved in setting, moderating and evaluating examination papers, much unhappiness can be avoided. This exemplar book presents a particular set of guidelines for both novice and experienced Hospitality national examiners, internal and external moderators, and evaluators to use in the setting, moderation and evaluation of examinations at the National Senior Certificate (NSC) level.

The remainder of the exemplar book is organised as follows: First, the context in which the exemplar book was developed is described (Part 2), followed by a statement of its purpose (Part 3). Brief summaries of the roles of moderation and evaluation (Part 4) and cognitive demand (Part 5) an assessment. Examination questions selected from the NSC Hospitality examinations of assessment bodies, the Department of Basic Education (DBE), and/or the Independent Examinations Board (IEB) are used to illustrate how to identify different levels of cognitive demand as required by the Curriculum and Assessment Policy Statement (CAPS) Hospitality document (Part 6). Part 7 explains the protocols for identifying different levels of difficulty within a question paper. Application of the Umalusi framework for determining

difficulty described in Part 7 is illustrated, with reasons, by another set of questions from a range of Hospitality examinations (Part 8). Concluding remarks complete the exemplar book (Part 9).

2. CONTEXT

Umalusi has the responsibility to quality assure qualifications, curricula and assessments of National Qualification Framework (NQF) Levels 1 - 5. This is a legal mandate assigned by the *General and Further Education and Training Act (Act 58 of 2001)* and the *National Qualification Framework Act (Act 67 of 2008)*. To operationalize its mandate, Umalusi, amongst other things, conducts research and uses the findings of this research to enhance the quality and standards of curricula and assessments.

Since 2003, Umalusi has conducted several research studies that have investigated examination standards. For example, Umalusi conducted research on the NSC examinations, commonly known as 'Matriculation' or Grade 12, in order to gain an understanding of the standards of the new examinations (first introduced in 2008) relative to those of the previous NATED 550 Senior Certificate examinations (Umalusi, 2009a, 2009b). Research undertaken by Umalusi has assisted the organisation to arrive at a more informed understanding of what is meant by assessing the cognitive challenge of the examinations and of the processes necessary for determining whether the degree of cognitive challenge of examinations is comparable within a subject, across subjects and between years.

Research undertaken by Umalusi has revealed that different groups of examiners, moderators and evaluators do not always interpret cognitive demand in the same way, posing difficulties when comparisons of cognitive challenge were required. The research across all subjects also showed that

using the type and level of cognitive demand of a question *only* as measure for judging the cognitive challenge of a question is problematic because cognitive demand levels on their own do not necessarily distinguish between degrees of difficulty of questions.

The new Umalusi framework for thinking about question difficulty described in this exemplar book is intended to support all key role players in making complex decisions about what makes a particular question challenging for Grade 12 examination candidates.

3. THE PURPOSE OF THE EXEMPLAR BOOK

The overall goal of this exemplar book is to ensure the consistency of standards of examinations across the years in the Further Education and Training (FET) sub-sector and Grade 12, in particular. The specific purpose is to build a shared understanding among teachers, examiners, moderators, evaluators, and other stakeholders, of methods used for determining the type and level of cognitive demand as well as the level of difficulty of examination questions.

Ultimately, the common understanding that this exemplar book seeks to foster is based on the premise that the process of determining the type and level of cognitive demand of questions and that of determining the level of difficulty of examination questions are two separate judgements involving two different processes, both necessary for evaluating the cognitive challenge of examinations. This distinction between cognitive demand and difficulty posed by questions needs to be made in the setting, moderation, evaluation and comparison of Hospitality examination papers.

The exemplar book includes an explanation of the new Umalusi framework which is intended to provide all role-players in the setting of Hospitality

examinations with a common language for thinking and talking about question difficulty. The reader of the exemplar book is taken through the process of evaluating examination questions; first in relation to determining the type and level of cognitive demand made by a question, and then in terms of assessing the level of difficulty of a question. This is done by providing examples of a range of questions which make different types of cognitive demands on candidates, and examples of questions at different levels of difficulty.

Each question is accompanied by an explanation of the reasoning behind why it was judged as being of a particular level of cognitive demand or difficulty, and the reasoning behind the judgements made is explained. The examples of examination questions provided were sourced by Hospitality evaluators from previous DBE and the IEB Hospitality question papers, pre- and post- the implementation of CAPS during various Umalusi workshops.

This exemplar book is an official document. The process of revising the Umalusi examination evaluation instrument and of developing a framework for thinking about question difficulty for both moderation and evaluation purposes has been a consultative one, with the DBE and the IEB assessment bodies. The new framework for thinking about question difficulty is to be used by Umalusi in the moderation and evaluation of Grade 12 Hospitality examinations, and by all the assessment bodies in the setting of the question papers, in conjunction with the CAPS documents.

4. MODERATION AND EVALUATION OF ASSESSMENT

A fundamental requirement, ethically and legally, is that assessments are fair, reliable and valid (American Educational Research Association [AERA], American Psychological Association [APA] and National Council on

Measurement in Education [NCME], 1999). Moderation is one of several quality assurance assessment processes aimed at ensuring that an assessment is fair, reliable and valid (Downing & Haladyna, 2006). Ideally, moderation should be done at all levels of an education system, including the school, district, provincial and national level in all subjects.

The task of Umalusi examination **moderators** is to ensure that the quality and standards of a particular examination are maintained each year. Part of this task is for moderators to alert examiners to details of questions, material and/or any technical aspects in examination question papers that are deemed to be inadequate or problematic and that therefore, challenge the validity of that examination. In order to do this, moderators need to pay attention to a number of issues as they moderate a question paper – these are briefly described below.

Moderation of the technical aspects of examination papers includes checking correct question and/or section numbering, and ensuring that visual texts and/or resource material included in the papers are clear and legible. The clarity of instructions given to candidates, the wording of questions, the appropriateness of the level of language used, and the correct use of terminology need to be interrogated. Moderators are expected to detect question predictability, for example, when the same questions regularly appear in different examinations, and bias in examination papers. The adequacy and accuracy of the marking memorandum (marking guidelines) need to be checked to ensure that they reflect and correspond with the requirements of each question asked in the examination paper being moderated.

In addition, the task of moderators is to check that papers adhere to the overall examination requirements as set out by the relevant assessment body with regard to the format and structure (including the length, type of texts or reading selections prescribed) of the examination. This includes assessing compliance with assessment requirements with regard to ensuring that the

content is examined at an appropriate level and in the relative proportions (weightings) of content and/or skills areas required by the assessment body.

The role of Umalusi examination **evaluators** is to perform analysis of examination papers after they have been set and moderated and approved by the Umalusi moderators. This type of analysis entails applying additional expert judgments to evaluate the quality and standard of finalised examination papers before they are written by candidates in a specific year. However, the overall aim of this evaluation is to judge the comparability of an examination against the previous years' examination papers to ensure that consistent standards are being maintained over the years.

The results of the evaluators' analyses, and moderators' experiences provide the Umalusi Assessment Standards Committee (ASC) with valuable information which is used in the process of statistical moderation of each year's examination results. Therefore, this information forms an important component of essential qualitative data informing the ASC's final decisions in the standardisation of the examinations.

In order for the standardisation process to work effectively, efficiently and fairly, it is important that examiners, moderators and evaluators have a shared understanding of how the standard of an examination paper is assessed, and of the frameworks and main instruments that are used in this process.

5. COGNITIVE DEMANDS IN ASSESSMENT

The *Standards for educational and psychological testing* (AERA, APA, & NCME, 1999) require evidence to support interpretations of test scores with respect to cognitive processes. Therefore, valid, fair and reliable examinations require that the levels of cognitive demand required by examination

questions are appropriate and varied (Downing & Haladyna, 2006). Examination papers should not be dominated by questions that require reproduction of basic information, or replication of basic procedures, and under-represent questions invoking higher level cognitive demands.

Accordingly, the Grade 12 CAPS NSC subject examination specifications state that examination papers should be set in such a way that they reflect proportions of marks for questions at various level of cognitive demand. NSC examination papers are expected to comply with the specified cognitive demand levels and weightings. NSC examiners have to set and NSC internal moderators have to moderate examination papers as reflecting the proportions of marks for questions at different levels of cognitive demand as specified in the documents. Umalusi's external moderators and evaluators are similarly tasked with confirming compliance of the examinations with the CAPS cognitive demand levels and weightings, and Umalusi's revised examination evaluation instruments continue to reflect this requirement.

Despite that, subject experts, examiners, moderators and evaluators are familiar with the levels and explanations of the types of cognitive demand shown in the CAPS documents, Umalusi researchers have noted that individuals do not always interpret and classify the categories of cognitive demand provided in the CAPS the same way. In order to facilitate a common interpretation and classification of the cognitive demands made by questions, the next section of this exemplar book provides a clarification of each cognitive demand level for Hospitality followed by illustrative examples of examination questions that have been classified at that level of cognitive demand.

6. EXPLANATIONS AND EXAMPLES OF QUESTIONS ASSESSED AT THE DIFFERENT COGNITIVE DEMAND LEVELS IN THE HOSPITALITY TAXONOMY ACCORDING TO CAPS

The taxonomies of cognitive demand for each school subject in the CAPS documents are mostly based on the Revised Bloom's Taxonomy (Anderson and Krathwohl, 2001) but resemble the original Bloom's taxonomy in that categories of cognitive demand are arranged along a single continuum. Bloom's Taxonomy of Educational Objectives (BTEO) (Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956) and the Revised Bloom's Taxonomy imply that each more advanced or successive category of cognitive demand subsumes all categories below it. The CAPS Taxonomies of Cognitive Demand make a similar assumption (Crowe, 2012).

Note:

In classifying the type and level of cognitive demand, each question is classified at the highest level of cognitive process involved. Thus, although a particular question involves recall of knowledge, as well as comprehension and application, the question is classified as an 'analysis' question if that is the highest level of cognitive process involved. If evaluating' is the highest level of cognitive process involved, the question as a whole should be classified as an 'evaluation' question. On the other hand, if one of more sub-sections of the question and the marks allocated for each sub-section can stand independently, then the level of cognitive demand for each sub-section of the question should be analysed separately.

The CAPS documents for many subjects also give examples of descriptive verbs that can be associated with each of the levels of cognitive demand. However, it is important to note that such 'action verbs' can be associated with more than one cognitive level depending on the context of a question.

The Hospitality CAPS document states that Grade 12 NSC Hospitality examination papers should examine three levels of cognitive demand (Table 1).

TABLE 1: THE TAXONOMY OF COGNITIVE DEMAND LEVELS FOR THE HOSPITALITY STUDIES NSC EXAMINATIONS

Level 1 (Lower order)	Remembering
Level 2 (Middle order)	Understanding and Applying
Level 3 (Higher order)	Analysing, Evaluating and Creating

Source: CAPS (DBE Chapter 4 Table 1a, p 41)

To facilitate reading of this section, each of the above cognitive demand levels in the hospitality studies Taxonomy is explained, and the explanation is followed by at least **three** examples of questions from previous hospitality studies NSC examinations classified at each of the levels of cognitive demand shown in Table 1 above. These examples were selected to represent the **best and clearest** examples of each level of cognitive demand that the hospitality studies experts could find. In the discussion below each example question explains the reasoning processes behind the classification of the question at that particular type of cognitive demand (Table 2 to Table 5).

Note:

Be mindful that analyses of *the level of cognitive process* of a question and *the level of difficulty* of each question are to be treated as two separate judgments involving two different processes. Therefore, whether the question is easy or difficult should not influence the categorisation of the question in terms of the type and level of cognitive demand. Questions should NOT be categorised as higher order evaluation/synthesis questions because they are difficult questions. Some questions involving the cognitive process of recall or recognition may be more difficult than other recall or recognition questions. Not all comprehension questions are easier than questions involving analysis or synthesis. Some comprehension questions may be very difficult, for example, explanation of complex scientific processes. For these reasons, you need to categorise the level of difficulty of questions separately from identifying the type of cognitive process involved.

TABLE 2: EXAMPLES OF QUESTIONS AT LEVEL 1: REMEMBERING

Remembering: This involves the recall and recognition of a wide range of explicitly stated information, ideas, facts, concepts principles, common terms, guidelines processes, methods and procedures in reading material provided or from memory of previously learned material in hospitality studies.

Example 1:

Question 1.1.1 November 2011 DBE

Various options are provided as possible answers to the following questions. Select the correct response for each question.

Marketing ... is designed to create a demand for a particular product so that people are motivated to buy it.

- research
- analysis
- strategy
- description

Discussion:

'Remembering' questions require candidates to recognise, name, list, describe, label, state, or identify basic or factual information, details, functions, processes or mechanisms. This question requires *remembering* basic factual knowledge. To answer the question candidates have to *recall* basic knowledge of 'marketing', which they would have learnt about in class and/or from text books or other resource material. To complete the definition of marketing provided in the opening statement, they simply have to *recognise* the correct response from the four options provided.

Memorandum/Marking guidelines

1.1.1 C

(1)

Example 2:

Question 2.2.1 November 2008 DBE:

Give FOUR characteristics that staff personnel should display to ensure a successful team spirit.

Discussion

The level of cognitive demand in this question is of a lower order. The cognitive process is *remembering* of basic knowledge. Grade 12 candidates should all have learnt in class or through their textbooks/resource material provided about characteristics of personnel that ensure a team spirit. All they have to do to answer this question is *recall* from memory four of the characteristics that staff personnel should display.

Memorandum/Marking guidelines

- Courteous,
- Tolerant,
- Understanding,
- Cooperate with team,
- Honesty /integrity,
- Alertness,
- Be patient,
- Polite, or
- Respect.

(Any 4) (4)

Example 3:

Question 1.1 November 2013 IEB

Define the term 'entrepreneur'.

Discussion:

The cognitive level in this question is remembering of basic knowledge. Candidates in Grade 12 should have learnt in class or from the prescribed text books, the terminology, 'entrepreneur'. In order to answer this question they simply have to recall the definition of the term, 'entrepreneur'.

Memorandum/Marking guidelines

1.1 A person who starts his/her own business using their gifts and talents especially when it involves taking risks/ initiatives when a gap is available in the market. (3)

TABLE 3: EXAMPLES OF QUESTIONS AT LEVEL 2: UNDERSTANDING

Comprehension: The ability to grasp the meaning of terms, concepts principles, methods, processes and generalizations. This may be shown by: Understanding facts and principles, interpreting verbal material (explaining or summarizing), interpreting / pictorial representation, translating material from one form to the other (words to number), explaining or interpreting meaning from a given scenario, predicting consequences or effects, interpreting tabular data, justifying method and procedure, classifying into categories/group, summarising or restating main ideas.

Example 1:

Question 4.3.1 November 2012 DBE

Explain why the temperature is high at first and then reduced when baking choux paste.

Discussion:

This question is classified as middle order cognitive demand, requiring comprehension. Comprehension involves more than mere recall of facts; it entails showing understanding and insight. Comprehension questions generally require candidates to explain ideas or concepts, interpret, summarize, paraphrase or

classify. Answering this question requires understanding of facts, principles, procedures and processes and justifying methods and procedures. Candidates need to *explain* why the temperature should first be high and then reduced when baking choux paste.

Memorandum/Marking guidelines

4.3.1

- Choux pastry is initially baked at a high temperature to produce steam which is the main raising agent.
- The temperature is then reduced to allow the pastry to dry out completely to prevent burning (2)

Example 2:

Question 2.4 2012 November (Created for this booklet)

Complete the symptoms of gastro-enteritis and tuberculosis in the table below.

Discussion:

Candidates in Grade 12 would have learnt the symptoms of tuberculosis and gastro-enteritis in the class and from the prescribed textbook. In this question they are asked to list the symptoms in a table. Therefore, they must understand what each food borne disease symptom is, before being listed in the table.

Memorandum/Marking guidelines

Disease	Symptoms
A. Gastro-enteritis	<ul style="list-style-type: none"> • Diarrhoea • Fever • Vomiting • Dehydration
B. Tuberculosis	<ul style="list-style-type: none"> • Continuous coughing • Feeling tired all the time • Weight loss • Coughing up blood • Night sweat

(3x2) (6)

Example 3:

Question 2.1.1 November 2008 DBE

Explain why chicken must be thoroughly cooked before it is used as filling in pies.

Discussion:

All Grade 12 candidates should have been exposed to the content knowledge on food borne diseases. To answer this question, they need to *understand* the meaning of what they have learnt in class and justify the principle behind cooking chicken thoroughly. They have to *recall* factual information but they also need to understand the purpose of thoroughly cooking chicken if they are to explain the reason for doing so before using it as a filling in pies.

Memorandum/Marking guidelines

- Thorough cooking is recommended to destroy the bacteria, *Salmonella*, which causes gastroenteritis. (1)

TABLE 4: EXAMPLES OF QUESTIONS AT LEVEL 2: APPLYING

Application: The ability to apply previously learned material in new and concrete situations. This may be shown by: Reorganizing explicitly stated information in a different way or form from what was presented, applying laws and theories to practical situations or demonstrating correct usage of methods and procedures.

Example 1:

Question 4.4.3 November 2014 DBE

Study the extract below and answer the questions that follow:

DURBAN ICC

The Durban ICC is a popular venue for housing international and local conferences. They also host many smaller functions.

An informal function for 100 guests is planned for 24 December 2015

The following information will be used to calculate the price of the function.

- Food Cost R7500
- Labour Cost R2200
- Overhead Cost R 1500
- Profit R 4800

4.4.3 Calculate the following cost using the prices above. SHOW ALL the calculations

- (a) Total price of the function
- (b) Gross profit
- (c) Cost per person

Discussion:

Candidate in Grade 12 have learnt the basic procedure for 'costing' in the class or from prescribed text books or other resource material. In this question they apply the steps to calculate the cost in a new context. This is an example of applying a basic procedure and does not involve comprehending because no explanation is required and they do not have to calculate the cost using their own method. This question is classified at 'applying' level.

Memorandum/Marking guidelines

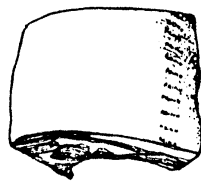
4.4.3

- (a) Total price of function = Profit + Total cost ✓
= R4800 + (R7500 + R2200 + R1500) ✓
or
= R4800 + R1200
= R16000 ✓ (3)
- (b) Gross Profit) = Selling price – Food cost ✓
= R16000 - R7500 ✓
= R8500 ✓ (3)
- (c) Cost per person = Selling price / divided by the number of guests. ✓
= R16000 ÷ 100 ✓
= R160 ✓ (3)

Example 2:

Question (This question was created for this exemplar book)

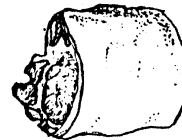
Study the meat cuts below and answer the question that follows.



A



B



C

Identify the most suitable cut that you will recommend for stewing. Motivate your answer.

Discussion:

The action verb 'identify' suggests that this is a simple *recall* or recognition of Knowledge question. To answer the question candidates also have to remember and understand content. They do not simply have to 'discuss' each of the cuts illustrated, but must apply their knowledge of the different meat cuts to 'interpret' the three cuts as the illustrations are not labelled. This question does not involve interpreting the relationship between the parts therefore, does not involve analysing skills. Candidates have to *apply* a basic procedure that they have learnt to select the appropriate response required. The action word 'motivate' in the second part of the question involves understanding the cooking method in order to provide a reason. The first part of the question involves applying and the second part understanding.

Memorandum/Marking guidelines

B (1)

Stewing is a moist method of cooking for a long time therefore suitable for tougher

cuts of meat e.g. neck. During this process, the collagen in the connective tissue disintegrates to form soluble proteins and thus the meat is easier to digest. (2)

Example 3:

Question 3.5.2 November 2010 DBE

Study the picture below and answer the questions that follow.



3.5.1 Identify the dessert illustrated above.

3.5.2 Name and describe one other dessert that can be made with the same mixture.

Discussion:

In this question candidates must recall the information that they have learnt on desserts in order to interpret the pictorial representation and apply the understanding of the concept to other desserts that can be prepared using the same mixture.

This is an example of a question that involves understanding and application of cognitive levels.

Memorandum/Marking guidelines

3.5.1 Meringues (1)

3.5.2

- Pavlova –meringue base served with fresh fruit/cream
- Vacherin- round hard meringue shell filled ice cream or whipped cream, fresh or canned fruit or sponge biscuits can be used

Note: Descriptions with examples of the following dishes are acceptable:

Baked Alaska, Lemon Meringue, Floating Islands (2)

TABLE 5: EXAMPLES OF QUESTIONS AT LEVEL 3: ANALYSING

Analysis: The ability to examine and break down information and concepts into parts so that the organizational structure may be understood. This involves the ability to engage in more abstract reasoning and interpretation of previously learned material as a basis of forming hypothesis, inferring, interpreting or analysing detail. This can be shown by: identifying of the parts, analysing of the relationship between parts and the recognizing of the principles involved, evaluating the

relevancy of the data, solving simple and complex problems, recognizing unstated assumptions or evaluating the relevancy of data.

Example 1:

Question *(Created for this Exemplar book)*

The following dishes appear on dinner menu served in summer:

Green Salad
Roast Beef
Lemon ginger and coconut pudding
Thin brown Gravy
Green beans
Fruit Cocktail
Roast potatoes
Biscuits and Cheese
Coffee

Re-write the menu in the correct order and format.

Discussion:

To answer this question candidates need to have knowledge and understanding of the principle involved in presenting a menu in the correct order and format. This involves the identification of the courses and analysis of the dishes presented in the menu. Once they have done this analysis they can apply their knowledge of the principle involved in menu planning and consider the order and format. Answering this question requires remembering, understanding, applying and analysing skills.

Memorandum/Marking guidelines

DINNER MENU

Fruit Cocktail

xxx

Roast Beef

Thin Brown Gravy

Roast Potatoes Green Beans

Green Salad

xxx

Lemon Ginger and Coconut Pudding

xxx

Cheese and Biscuits

Coffee

10 December 2016

(10)

Example 2:

Question 3.5 Nov 2012 DBE

Study the list of dishes below and answer the question that follows:

Spinach and feta stuffed salmon
Deep fried crumbed mushroom
Honey glazed gammon
Grilled lamb chops
Medley of steamed vegetables
Grilled skinless breast
Croquembouche
Fruit salad

Identify FOUR dishes that you will eliminate from the diet of a diabetic person.
Provide ONE reason for each dish selected.

Discussion:

This question requires candidates to *understand*, interpret and *analyse* information in the source material to make a selection of four dishes that are inappropriate for a specific health condition. Candidates have to recall knowledge of diabetes and *understand* the principles underpinning the correct diet for diabetics. When identifying the dishes, they have to *apply* their knowledge and understanding of diabetes and also **analyse** the ingredients in each of the various options to select the four that should be eliminated.

Memorandum/Marking guidelines

3.5

- Deep fried crumbed mushroom√ - too much fat. √
- Honey glazed gammon√ -too high in sugar and fat. √
- Grilled lamb chops√ - meat selected is high in fat. √
- Croquembouche√ - contains too much sugar /starch/chocolate. √

(8)

Example 3:

Question 3.6 November 2012 DBE

“International guests at an upmarket hotel were very upset because they had to wait for two hours to be seated for dinner”

Suggest guidelines that should have been adhered to in order to avoid the above situation.

Discussion:

In order to answer this question candidates must recall knowledge of content on the ‘employer’; ‘guest expectations’; ‘customer care’ and ‘service excellence’ and consider guidelines in the light of the above scenario in the Food and Beverage industry. They have to analyse the scenario for them to produce relevant information.

Memorandum/Marking guidelines

3.6

- New customers should be acknowledged within 30 second upon arrival and make them feel welcome.
- Never leave customers standing at the door.
- Greet customers as they arrive.
- Apologise if they are kept waiting.
- Be sensitive to customers' moods.
- Ensure that all customers are treated equally, respectfully and with dignity

(Any 3) (3)

TABLE 6: EXAMPLES OF QUESTIONS AT LEVEL 5: EVALUATING

Evaluating: The ability to make a critical judgment (e.g. On qualities of accuracy, consistency, acceptability, desirability, worth of probability) using definite criteria provided by other sources or authorities or students own values, experiences or background knowledge. This may be shown by: Judging the logical consistency of written material, judging a product based on definite set of criteria, judging the adequacy with which conclusions are supported by data, critiquing an essay, report.

Example 1:

Question 5.2.3 November 2011 DBE

Assess to what extent the glass in the sketch below is suitable for serving Cabernet Sauvignon.



Discussion:

In this question, candidates are required to determine whether the glass is suitable for serving Cabernet Sauvignon. In forming a view point, candidates have to use their knowledge and understanding of the classification of wines and the principles underpinning the selection of glasses for different types of wine.

They have to analyse the illustration provided, to evaluate the suitability of the glass depicted for the purpose of serving Cabernet Sauvignon.

Memorandum/Marking guidelines

Cabernet Sauvignon is a red wine therefore:

- Suitable,
- Long stem,

- Made of glass/clean glass,
- Large enough,
- Tulip shaped, or
- Any relevant statement

(Any 2) (2)

Example 2:

Question 4.2.1 November 2010 DBE

<p>MENU</p> <p>COCKTAIL</p> <p>Vegetable Julienne with</p> <p>Chive Yoghurt Dip</p> <p>xxx</p> <p>Beef Samosas with Dipping Sauce</p> <p>xxx</p> <p>Beef Skewers</p> <p>xxx</p> <p>Chicken and Mayonnaise Canapés</p> <p>Mini Curried Vegetable</p> <p>Vol-au-vents</p> <p>xxx</p> <p>Savoury Shortbread</p> <p>12 October 2010</p>
--

Evaluate to what extent the menu meets the requirements of an all-inclusive South African cuisine. Make recommendations to improve the menu.

Discussion:

To answer this question, candidates have to apply their knowledge and understanding of planning menus to accommodate diverse guests. They also have to analyse the different components of the menu in relation to cultural inclusivity. Candidates are required to give their opinion as to whether or not the menu meets the requirements of an all-inclusive South African cuisine. They also have to make recommendations to improve the menu.

In evaluating the menu, they need to describe what they would do to make the menu meet the requirements of an all-inclusive South African cuisine. Several cognitive levels are engaged when answering this question, with evaluating being the highest.

Memorandum/Marking guidelines

4.2.1

Evaluation:

- Does not include dishes of certain cultural groups,
- Sweet dishes are not included,
- Includes Halaal, kosher and vegetarian dishes thus satisfies some of the religious groups rules,
- Two curries are included,
- Lacks the inclusion of sweet dishes,
- Cold and warm dishes are included, or
- Lacks use of local South African commodities (4)

Recommendation

- Vegetable strips are not very South African, therefore dried wors sticks could be used,
- Beef Samosas could be changed to kudu or ostrich samosas,
- Beef skewers can be replaced with kudu, ostrich, impala, warthog etc.,
- Chicken canapés can be changed to guinea fowl or ostrich or pheasant canapés,
- Curries of Malay origin could also be included,
- Local South African ingredients should be included in all the dishes,
- Curried vol-au vents could be changed to bunny chow etc, or
- Short bread could be replaced by mini koeksisters and vetkoek or any other suitable snack common to South Africa.
- or any other relevant answer (4)

Example 3:

Question 2.1 November 2010 DBE

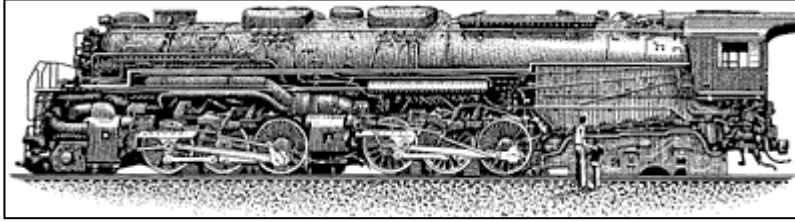
Study the sketch below and answer the question that follows.

Old world train luxury ...

**The Royal Livingstone Express
steam train**

Special rate!!!!!!

**R6 000,00 per person per day,
all inclusive!**



2.1.3 Critically evaluate the poster with regard to the guidelines for the design of a marketing tool for the service offered above.

Discussion:

In this question candidates have to apply their knowledge and understanding of the principles for designing a marketing tool for them to be able to evaluate the above poster as well as to determine to what extent it meets the criteria for the service to be offered.

They have to make a judgement on the worth of the poster using a set of known criteria.

Memorandum/Marking guidelines

2.1

Positive features in the design of the poster:

- The information and illustration on the poster is simple and easy to comprehend.
- The language is clear and simple and easy to understand.
- The text is bold and stands out to catch the attention of the reader.
- Typeface and logo is consistent and legible

(Any relevant answer)

(3)

Negative features in the design of the poster:

Limited information is included regarding the country where the service is offered /the destination of the train (to and from routes).

- No contact details are provided.
- The words "all inclusive" are not specified.

(Any relevant answer)

(3)

Conclusion

(2)

[8]

TABLE 7: EXAMPLES OF QUESTIONS AT LEVEL 6: CREATING

Creating: refers to the ability to apply prior knowledge and skills to produce a new or original whole. This may be shown by integrating ideas, concepts, principles, and information into a plan for solving problem, formulating a new scheme for classifying objects/events and ideas, producing a unique product, or writing a well organised discourse.

Example 1:

Question 3.2.3 November 2010 DBE

Study the information below and answer the questions that follow.

Vanisa and Paveshan are getting engaged. Catering will be done by Sunshine CATERERS.

The price of the menus are as follows:

- R110 per person for meals including meat
- R80 per person for meals including vegetarian dishes

70 guests of which 20 are vegetarian will attend the function

Details of the function are as follows

- Date: 1 January 2011
- Venue: No 285 Osner Hotel, East London
- Time: 15:00
- Host telephone number: 0466451020
- Host fax: 0468451136
- Caterer's telephone no: 08468451136

3.2.3 Draw up a quotation form using all the above information

Discussion:

This task involves recall, and application of the basic procedure in costing to a new situation and then integrating the answers, ideas, procedures and information that they already know and which are provided in their text books in order to create a new quotation. They have to remember and understand procedures that have to be followed when drawing up a quotation.

It involves interpreting, analysing information provided in the text, applying costing skills and then designing an original quotation form for the quote.

This question is complex, as it involves several thinking processes as well as creating an original quotation to meet the context of the scenario.

Memorandum/Marking guidelines

3.2.4

QUOTATION	
Sunshine Catering	
Tel No: 0468451136/Fax No: 0468481139 ✓	
Name of client: Mr Paveshan ✓	
Tel 0466451020 (Host)/Fax 0466452210 (Host) ✓	
Venue: NO 285 Osner Hotel, East London ✓	
Description of menu items	
50 meals including meat	R 5500,00 ✓
20 Meals including vegetables	R1600, 00 ✓
Total	R 7100 .00 ✓
Terms of payment	
Deposit R2840,00 paid by 15/12/2010 ✓	
Balance R4260.00 paid by 31/12/2010 ✓	
-----	-----
Accepted and Signed (Client) ✓	Date
-----	-----
Food and Beverage Manager ✓	Date

(10)

Example 2:

Question 3.2.2 November 2011 DBE

Study the list of dishes below and answer the question that follows:

Smoked Salmon Sushi	Vegetable Soup
Leg of lamb with Mustard Sauce	Vegetable Lasagne with Cheese Sauce
Crème Brulee	Pork Chops with Sour Cream
Roast Leg of Lamb with Mint Sauce	Poached Eggs
Potato Wedges	Baklava
Apple Salad	Minted Squash

Select dishes from the list above to plan a three-course menu for a lacto-vegetarian.

Discussion:

Answering this question requires candidates to put parts together to form a new whole (creating). The task involves compiling of a menu to meet the nutritional requirements for a specific guest. Candidates have to *apply* their knowledge and understanding to analyse the dishes provided in the source material to make a selection and then plan a menu for a lacto-vegetarian.

To do this, they must recall knowledge of vegetarianism and menu planning. In selecting dishes for a four-course menu, they have to make a judgement about which dishes are appropriate. In putting elements together to form a new menu, they are *creating*. This question requires several cognitive thinking processes to create a new menu to meet the requirements of the context of the scenario.

Memorandum/Marking guidelines

3.2.2

<p>MENU</p> <p>Vegetable Soup</p> <p>###</p> <p>Vegetable Lasagna with Cheese Sauce</p> <p>Minted Squash</p> <p>Apple Salad</p> <p>###</p> <p>Baklava</p>
--

5 marks for correct selection of dishes in three courses for a lacto-vegetarian

1 mark for correct menu format

1 mark for 3 courses

(7)

Example 3:

Question 5.3 November 2012 DBE

Your school is hosting a spring ball.

Describe how you will create a spring theme with regard to the following aspects:

5.3.1 Décor of Hall

5.3.2 Table decorations

5.3.3 Menu card

Discussion:

Although the action verb 'describe', suggests that this question may be a low level cognitive demand question, the question actually requires candidates to be creative. To answer, candidates have to consider three different aspects to produce a coherent theme in a specific context. They have to *recall* what they have learnt about venue set up, *apply* their knowledge and understanding to *evaluate* their ideas and provide information which is relevant for each aspect of the three sub-questions. They have to organise ideas systematically, but also be *creative* in putting elements together so that they form a coherent whole. Ideas for the three aspects must be brought together, organised and integrated with a specific purpose. This question involves complex thought processes to create the required product.

Memorandum/Marking guidelines

5.3.1 Décor of hall

- Colourful floral arrangements used to brighten the hall.
- Brightly coloured white /white furniture/chairs with bows/plants/shrubs.

- Lighting such as candles or coloured bulbs.
- Frames with pictures of fruit or different types of food

5.3.2 Table decorations

- The theme of the table should be appropriate for the function e.g. light-coloured tablecloth with contrasting overlays and must blend with the rest of the décor.
- Tumblers can be clear
- Serviettes can be plain, mixed with floral ones. Good flat floral arrangement as a centre piece.

5.3.3 Menu cards

- Menus should always complement the decor and should be correctly printed.
- It could have picture of or flowers.
- The outside of the menu card can have beautiful colourful bows on them.
- Menu should include refreshing salads and foods. (3x2) (6)

To accomplish the goal of discriminating between high achievers, those performing very poorly, and all candidates in between, examiners need to vary the challenge of examination questions. Until recently, the assumption has been that 'alignment' with the allocated percentage of marks for questions at the required cognitive demand levels meant that sufficient examination questions were relatively easy; moderately challenging; and difficult for candidates to answer.

However, research and candidate performance both indicate that a range of factors other than type of cognitive demand contribute to the cognitive challenge of a question. Such factors include the level of content knowledge required, the language used in the question, and the complexity or number of concepts tested. In other words, cognitive demand levels on their own do not necessarily distinguish between degrees of difficulty of questions.

This research helps, to some extent, explain why, despite that some NSC examination papers have complied with the specified cognitive demand weightings stipulated in the policy, they have not adequately distinguished between candidates with a range of academic abilities in particular

between higher ability candidates. As a result, examiners, moderators and evaluators are now required to assess the difficulty level of each examination question in addition to judging its cognitive demand.

Section 7 below explains the new protocol introduced by Umalusi for analysing examination question difficulty.

7. ANALYSING THE LEVEL OF DIFFICULTY OF EXAMINATION QUESTIONS

When analysing the level of difficulty of each examination question, there are six important protocols to note. These are:

1. Question difficulty is **assessed independently** of the type and level of **cognitive demand**.
2. Question difficulty is assessed against **four levels of difficulty**.
3. Question difficulty is determined against the assumed capabilities of the **ideal 'envisaged'** Grade 12 Hospitality NSC examination **candidate**.
4. Question difficulty is determined using **a common framework** for thinking about question difficulty.
5. Question difficulty entails **distinguishing unintended sources of difficulty** or ease **from intended sources of difficulty** or ease.
6. Question difficulty entails identifying **differences** in levels of difficulty **within a single question**.

Each of the above protocols is individually explained and discussed below.

7.1 Question difficulty is assessed independently of the type and level of cognitive demand

As emphasised earlier in this exemplar book, the revised Umalusi NSC examination evaluation instruments separate the analysis of the type of cognitive demand of a question from the analysis of the level of difficulty of each examination question. Cognitive demand describes the *type of cognitive*

process that is required to answer a question, and this does not necessarily equate or align with the *level of difficulty* of other aspects of a question, such as the difficulty of the content knowledge that is being assessed. For example, a recall question can ask a candidate to recall very complex and abstract scientific content. The question would be categorised as Level 1 in terms of the cognitive demand taxonomy but may be rated as 'difficult' (Level 3 Table 9 below).

Note:

Cognitive demand is just one of the features of a question that can influence your comparative judgments of question difficulty. The type and level of cognitive process involved in answering a question does not necessarily determine how difficult the question would be for candidates. Not all evaluation/synthesis /analysis questions are more difficult than questions involving lower-order processes such as comprehension or application.

7.2 Question difficulty is assessed at four levels of difficulty

The revised Umalusi NSC examination evaluation instruments require evaluators to exercise expert judgments about whether each examination question is 'Easy', 'Moderately challenging', 'Difficult' or 'Very difficult' for the envisaged Grade 12 learner to answer. Descriptions of these categories of difficulty are shown in Table 8.

TABLE 8: LEVELS OF DIFFICULTY OF EXAMINATION QUESTIONS

1	2	3	4
Easy for the envisaged Grade 12 student to answer.	Moderately challenging for the envisaged Grade 12 student to answer.	Difficult for the envisaged Grade 12 student to answer.	Very difficult for the envisaged Grade 12 student to answer. The skills and knowledge required to answer the question allow for the top students (<i>extremely</i> high-achieving/ability students) to be discriminated from other high achieving/ability students).

Note:

The fourth level, 'very difficult' has been included in the levels of difficulty of examination questions to ensure that there are sufficient questions that discriminate well amongst higher ability candidates.

7.3 Question difficulty is determined against the assumed capabilities of the ideal 'envisaged' Grade 12 Hospitality studies NSC examination candidate

The revised Umalusi NSC examination evaluation instruments require evaluators to exercise expert judgments about whether each examination question is 'Easy', 'Moderately challenging', 'Difficult' or 'Very difficult' for the '**envisaged**' Grade 12 learner to answer (Table 8). In other words, assessment of question difficulty is linked to a particular target student within the population of NSC candidates, that is, the Grade 12 candidate of average intelligence or ability.

The Grade 12 learners that you may have taught over the course of your career cannot be used as a benchmark of the 'envisaged' candidate as we cannot know whether their abilities fall too high, or too low on the entire spectrum of all Grade 12 Hospitality studies candidates in South Africa. The revised Umalusi NSC examination evaluation instruments thus emphasise that,

when rating the level of difficulty of a particular question, your conception of the 'envisaged' candidate needs to be representative of the entire population of candidates for all schools in the country, in other words, of the overall Grade 12 population.

Most importantly, the conception of this 'envisaged' candidate is a learner who has been taught the whole curriculum adequately by a teacher who is qualified to teach the subject, in a functioning school. There are many disparities in the South African education system that can lead to very large differences in the implementation of the curriculum. Thus this 'envisaged' learner is not a typical South African Grade 12 learner – it is an intellectual construct (an imagined person) whom you need to imagine when judging the level of difficulty of a question. This ideal 'envisaged' Grade 12 learner is an aspirational ideal of where we would like all hospitality studies learners in South Africa to be.

Note:

The concept of the **ideal envisaged Grade 12 candidate** is that of an imaginary learner who has the following features:

- a. Is of average intelligence or ability
- b. Has been taught by a competent teacher
- c. Has been exposed to the entire examinable curriculum

This envisaged learner represents an imaginary person who occupies the middle ground of ability and approaches questions *having had all the necessary schooling*.

7.4 Question difficulty is determined using a common framework for thinking about question difficulty

Examiners, moderators and evaluators **in all subjects** are now provided with a common framework for thinking about question difficulty to use when identifying sources of difficulty or ease in each question, and to provide their reasons for the level of difficulty they select for each examination question.

The framework described in detail below provides the main sources of difficulty or 'ease' inherent in questions. The four sources of difficulty, which

must be considered when thinking about the level of difficulty of examination questions in this framework, are as follows:

1. **'Content difficulty'** refers to the difficulty inherent in the subject matter and/or concept/s assessed.
2. **'Stimulus difficulty'** refers to the difficulty that candidates confront when they attempt to read and understand the question and its source material. The demands of the reading required to answer a question thus form an important element of 'stimulus difficulty'.
3. **'Task difficulty'** refers to the difficulty that candidates confront when they try to formulate or produce an answer. The level of cognitive demand of a question forms an element of 'Task difficulty', as does the demand of the written text or representations that learners are required to produce for their response.
4. **'Expected response difficulty'** refers to difficulty imposed by examiners in a marking guideline, scoring rubric or memorandum. For example, mark allocations affect the amount and level of answers students are expected to write.

This framework derived from Leong (2006) was chosen because it allows the person making judgments about question difficulty to grapple with nuances and with making connections. The underlying assumption is that judgment of question difficulty is influenced by the interaction and overlap of different aspects of the four main sources of difficulty. Whilst one of the above four sources of difficulty may be more pronounced in a specific question, the other three sources may also be evident. Furthermore, not all four sources of difficulty need to be present for a question to be rated as difficult.

The four-category conceptual framework is part of the required Umalusi examination evaluation instruments. Each category or source of difficulty in this framework is described and explained in detail below (Table 9). Please read the entire table very carefully.

TABLE 9 FRAMEWORK FOR THINKING ABOUT QUESTION DIFFICULTY

CONTENT/CONCEPT DIFFICULTY
<p>Content/concept difficulty indexes the difficulty in the subject matter, topic or conceptual knowledge assessed or required. In this judgment of the item/question, difficulty exists in the academic and conceptual demands that questions make and/or the grade level boundaries of the various 'elements' of domain/subject knowledge (topics, facts, concepts, principles and procedures associated with the subject).</p>
<p>For example:</p>
<p>Questions that assess 'advanced content', that is, subject knowledge that is considered to be in advance of the grade level curriculum, are <i>likely</i> to be difficult or very difficult for most candidates. Questions that assess subject knowledge which forms part of the core curriculum for the grade are <i>likely</i> to be moderately difficult for most candidates. Questions that assess 'basic content' or subject knowledge candidates would have learnt at lower grade levels, and which would be familiar to them are <i>unlikely</i> to pose too much of a challenge to most candidates.</p> <p>Questions that require general everyday knowledge or knowledge of 'real life' experiences are <i>often</i> easier than those that test more specialized school knowledge. Questions involving only concrete objects, phenomena, or processes are <i>usually</i> easier than those that involve more abstract constructs, ideas, processes or modes.</p> <p>Questions which test learners' understanding of theoretical or de-contextualised issues or topics, rather than their knowledge of specific examples or contextualised topics or issues <i>tend</i> to be more difficult. Questions involving familiar, contemporary/current contexts or events are <i>usually</i> easier than those that are more abstract or involve 'imagined' events (e.g. past/future events) or contexts that are distant from learners' experiences.</p> <p>Content difficulty may also be varied by changing the number of knowledge elements or operations assessed. <i>Generally</i>, the difficulty of a question increases with the number of knowledge elements or operations assessed. Questions that assess learners on two or more knowledge elements or operations are <i>usually</i> (but not always) more difficult than those that assess a single knowledge element or operation.</p> <p>Assessing learners on a combination of knowledge elements or operations that are seldom combined <i>usually</i> increases the level of difficulty.</p>

EXAMPLES OF INVALID OR UNINTENDED SOURCE OF CONTENT DIFFICULTY

- Testing obscure or unimportant concepts or facts that are not mentioned in the curriculum, or which are unimportant to the curriculum learning objectives.
- Testing very advanced concepts or operations that candidates are extremely unlikely to have had opportunities to learn.

STIMULUS DIFFICULTY

Stimulus difficulty refers to the difficulty of the linguistic **features of the question** (linguistic complexity) and the challenge that candidates face when they attempt to read, interpret and understand the words and phrases in the question AND when they attempt to read and understand the **information or 'text' or source material (diagrams, tables and graphs, pictures, cartoons, passages, etc.) that accompanies the question.**

For example:

Questions that contain words and phrases that require only simple and straightforward comprehension are *usually* easier than those that require the candidate to understand **subject specific phraseology and terminology** (e.g. idiomatic or grammatical language not usually encountered in everyday language), or that require more technical comprehension and specialised command of words and language (e.g. everyday words involving different meanings within the context of the subject).

Questions that contain information that is 'tailored' to an expected response, that is, questions that contain no irrelevant or distracting information, are *generally* easier than those that require candidates to select relevant and appropriate information or **unpack a large amount of information** for their response. A question **set in a very rich context** can increase question difficulty. For example, learners may find it difficult to select the correct operation when, for example, a mathematics or accountancy question is set in a context-rich context.

Although the level of difficulty in examinations is *usually* revealed most clearly through the questions, text complexity or the degree of **challenge or complexity in written or graphic texts** (such as a graph, table, picture, cartoon, etc.) that learners are required to read and interpret in order to respond can increase the level of difficulty. Questions that depend on reading and selecting content from a text can be more challenging than questions that do not **depend on actually reading the accompanying text** because they test reading comprehension skills as well as subject knowledge. Questions that require candidates to **read a lot** can be more challenging than those that require limited reading. Questions that tell learners where in the text to look for relevant information are *usually* easier than those where **learners are not told where to look.**

The level of difficulty may increase if texts set, and reading passages or other **source material** used are challenging for the grade level, and make **high reading demands** on learners at the grade level. Predictors of textual difficulty include

- **semantic content** – for example, if vocabulary and words used are typically

outside the reading vocabulary of Grade 12 learners, 'texts' (passage, cartoon, diagram, table, etc.) are *usually* more difficult. 'Texts' are *generally* easier if words or images are made accessible by using semantic/context, syntactic/structural or graphophonic/visual cues.

- **syntactic or organisational structure** – for example, sentence structure and length. For example, if learners are likely to be *familiar with the structure* of the 'text' or resource, for example, from reading newspapers or magazines, etc. 'texts' are *usually* easier than when the structure is unfamiliar.
- **literary techniques** – for example, abstractness of ideas and imagery – and **background knowledge required**, for example, to make sense of allusions.
- if the **context** is **unfamiliar** or remote, or if candidates do not have or are **not provided with access to the context** which informs a text (source material, passage, diagram, table, etc.) they are expected to read, and which informs the question they are supposed to answer and the answer they are expected to write, then constructing a response is *likely* to be more difficult than when the context is provided or familiar.

Questions which require learners to **cross-reference different sources** are *usually* more difficult than those which deal with one source at a time.

Another factor in stimulus difficulty is presentation and visual appearance. For example, type face and size, use of headings, and other types of textual organisers etc. can aid '**readability**' and make it easier for learners to interpret the meaning of a question.

EXAMPLES OF INVALID OR UNINTENDED SOURCES OF STIMULUS DIFFICULTY

- Meaning of words unclear or unknown.
- Difficult or impossible to work out what the question is asking.
- Questions which are ambiguous.
- Grammatical errors in the question that could cause misunderstanding.
- Inaccuracy or inconsistency of information or data given.
- Insufficient information provided.
- Unclear resource (badly drawn or printed diagram, inappropriate graph, unconventional table).
- Dense presentation (too many important points packed in a certain part of the stimulus).

TASK DIFFICULTY

Task difficulty refers to the **difficulty that candidates confront when they try to formulate or produce an answer.**

For example:

In most questions, to generate a response, candidates have to work through the steps of a solution. *Generally*, questions that **require more steps in a solution** are more difficult than those that require fewer steps. Questions involving only one or two steps in the solution are *generally* easier than those where several operations required for a solution.

Task difficulty may also be mediated by the **amount of guidance present in the question**. Although question format is not necessarily a factor and difficult questions can have a short or simple format, questions that provide guided steps or cues (e.g. a clear and detailed framework for answering) are *generally* easier than those that are more open ended and require candidates to form or tailor their **own response strategy** or argument, work out the steps **and maintain the strategy for answering** the question by themselves. A high degree of prompting (a high degree of prompted recall, for example) *tends* to reduce difficulty level.

Questions that test specific knowledge are *usually* less difficult than **multi-step, multiple-concept or operation questions**.

A question that requires the candidate to **use a high level of appropriate subject specific, scientific or specialised terminology in their response** *tends* to be more difficult than one which does not.

A question requiring candidates to **create a complex abstract (symbolic or graphic) representation** is *usually* more challenging than a question requiring candidates to create a concrete representation.

A question requiring writing a one-word answer, a phrase, or a simple sentence is *often* easier to write than **responses that require more complex sentences, a paragraph or a full essay or composition**.

Narrative or descriptive writing, for example where the focus is on recounting or ordering a sequence of events chronologically, is *usually* easier than **writing discursively (argumentatively or analytically)** where ideas need to be developed and ordered logically. Some questions reflect task difficulty simply by '**creating the space**' for **A-grade candidates** to demonstrate genuine insight, original thought or good argumentation, and to write succinctly and coherently about their Knowledge.

Another element is the **complexity in structure of the required response**. When simple connections between ideas or operations are expected in a response, the question is *generally* easier to answer than a question in which the significance of the relations between the parts and the whole is expected to be discussed in a response. In other words, a question in which an unstructured response is expected is *generally* easier than a question in which **a relational response** is required. A response which involves **combining or linking a number of complex ideas or operations** is *usually* more difficult than a response where there is no need to combine or link ideas or operations.

On the other hand, questions which require continuous prose or extended writing *may* also be easier to answer correctly or to get marks for than questions that require no writing at all or single letter answer (such as multiple choice), or a brief response of one or two words or short phrase/s because they **test very specific Knowledge**.

The **cognitive demand** or **thinking processes** required form an aspect of task difficulty. Some questions test thinking ability, and learners' capacity to deal with ideas, etc. Questions that assess inferential comprehension or application of Knowledge, or that require learners to take ideas from one context and use it in another, for example, *tend* to be more difficult than questions that assess recognition or retrieval of basic information. On the other hand, questions requiring

recall of Knowledge are *usually* more difficult than questions that require simple recognition processes.

When the **resources for answering** the question are included in the examination paper, then the task is *usually* easier than when candidates have to **use and select their own internal resources** (for example, their own Knowledge of the subject) or transform information to answer the question.

Questions that require learners to take or **transfer** ideas, **skills or Knowledge from one context/subject area and use them in another** *tend* to be more difficult.

EXAMPLES OF INVALID OR UNINTENDED SOURCES OF TASK DIFFICULTY

- Level of detail required in an answer is unclear.
- Context is unrelated to or uncharacteristic of the task than candidates have to do.
- Details of a context distract candidates from recalling or using the right bits of their Knowledge.
- Question is unanswerable.
- Illogical order or sequence of parts of the questions.
- Interference from a previous question.
- Insufficient space (or time) allocated for responding.
- Question predictability or task familiarity. If the same question regularly appears in examination papers or has been provided to schools as exemplars, learners are likely to have had prior exposure, and practised and rehearsed answers in class (for example, when the same language set works are prescribed each year).
- Questions which involve potential follow-on errors from answers to previous questions.

EXPECTED RESPONSE DIFFICULTY

Expected response difficulty refers to difficulty imposed by examiners in a **mark scheme and memorandum**. This location of difficulty is more applicable to 'constructed' response questions, as opposed to 'selected' response questions (such as multiple choice, matching/true-false).

For example:

When examiners expect few or no details in a response, the question is *generally* easier than one where the mark scheme implies that **a lot of details are expected**.

A further aspect of expected response difficulty is the clarity of the **allocation of marks**. Questions are *generally* easier when the allocation of marks is explicit, straight-forward or logical (i.e. 3 marks for listing 3 points) than when the **mark allocation is indeterminate or implicit** (e.g. when candidates need all 3 points for one full mark or 20 marks for a discussion of a concept, without any indication of how much and what to write in a response). This aspect affects difficulty because candidates who are unclear about the mark expectations in a response may not produce sufficient amount of answers in their response that will earn the marks that

benefit their ability.

Some questions are more difficult/easy to mark accurately than others. Questions that are **harder to mark and score objectively** are *generally* more difficult for candidates than questions that require simple marking or scoring strategies on the part of markers. For example, recognition and recall questions are *usually* easier to test and mark objectively because they usually require the use of matching and/or simple scanning strategies on the part of markers. More complex questions requiring analysis (breaking down a passage or material into its component parts), evaluation (making judgments, for example, about the worth of material or text, or about solutions to a problem), synthesis (bringing together parts or elements to form a whole), and creativity (presenting own ideas or original thoughts) are *generally* harder to mark/score objectively. The best way to test for analysis, evaluation, synthesis and creativity is usually through extended writing. Such extended writing *generally* requires the use of more cognitively demanding *marking* strategies such as interpreting and evaluating the logic of what the candidate has written.

Questions where **a wide range of alternative answers or response/s** is possible or where the correct answer may be arrived at through different strategies *tend* to be more difficult. On the other hand, questions may be so open-ended that learners will get marks even if they engage with the task very superficially.

EXAMPLES OF INVALID OR UNINTENDED SOURCES OF EXPECTED RESPONSE DIFFICULTY

- Mark allocation is unclear or illogical. The weighting of marks is important in questions that comprise more than one component when components vary in levels of difficulty. Learners may be able to get the same marks for answering easy component/s of the item as other learners are awarded for answering the more difficult components.
- Mark scheme and questions are incongruent. For example, there is no clear correlation between the mark indicated on the question paper and the mark allocation of the memorandum.
- Question asked is not the one that examiners want candidates to answer. Memorandum spells out expectation to a slightly different question, not the actual question.
- Impossible for candidate to work out from the question what the answer to the question is (answer is indeterminable).
- Wrong answer provided in memorandum.
- Alternative correct answers from those provided or spelt out in the memorandum are also plausible.
- The question is 'open' but the memo has a closed response. Memo allows no leeway for markers to interpret answers and give credit where due.

The framework described above does not provide you with explicit links between the different sources of difficulty, or show relationships and overlaps

between the different categories and concepts in the framework. This is because it is impossible to set prescribed rules or pre-determined combinations of categories and concepts used for making judgments about the source of difficulty in a particular examination question.

The intention behind the framework is to allow you to exercise your sense of judgment as an expert. The complexity of your judgment lies in your ability as an expert to recognise subtle interactions and identify links between different categories of a question's difficulty or ease. For example, a question that tests specific Knowledge of your subject can actually be more difficult than a multi-step question because it requires candidates to explain a highly abstract concept, or very complex content. In other words, although questions that test specific Knowledge are *usually* less difficult than multiple-concept or operation questions, the level of difficulty of the content Knowledge required to answer a question can make the question more difficult than a multi-step or multi-operation question.

Not all one-word response questions can automatically be assumed to be easy. For example, multiple-choice questions are not automatically easy because a choice of responses is provided – some can be difficult. As an expert in your subject, you need to make these types of judgments about each question.

Note:

It is very important that you become extremely familiar with the framework explained in Table 9, and with each category or source of difficulty provided (i.e. content difficulty, task difficulty, stimulus difficulty, and expected response difficulty). You need to understand the examples of questions which illustrate each of the four levels (Table 10 to Table 13). This framework is intended to assist you in discussing and justifying your decisions regarding the difficulty level ratings of questions. You are expected to **refer to all four categories or sources of difficulty** in justifying your decisions.

When considering question difficulty ask:

- How difficult is the **knowledge** (content, concepts or procedures) that is being assessed for the envisaged Grade 12 candidate? (*Content difficulty*)
- How difficult is it for the envisaged Grade 12 candidate to formulate the answer to the question? In considering this source of difficulty, you should **take into account the type of cognitive demand** made by the task. (*Task difficulty*)
- How difficult is it for the envisaged Grade 12 candidate to **understand the question and the source material** that need to be read to answer the particular question? (*Stimulus difficulty*)
- What does the **marking memorandum and mark scheme** show about the difficulty of the question? (*Expected response difficulty*)

7.5 Question difficulty entails distinguishing unintended sources of difficulty or ease from intended sources of difficulty or ease

Close inspection of the framework for thinking about question difficulty (Section 7.4, Table 9) above, shows that, for each general category or source of difficulty, the framework makes a distinction between 'valid' or intended, and 'invalid' or unintended sources of question difficulty or ease. Therefore, defining question difficulty entails identifying whether sources of difficulty or ease in a question were intended or unintended by examiners. Included in Table 9 are examples of unintended sources of difficulty or ease for each of the four categories.

Valid difficulty or 'easiness' in a question has its source in the requirements of the question, and is **intended** by the examiner (Ahmed and Pollit, 1999). Invalid sources of difficulty or 'easiness' refer to those features of question difficulty or 'easiness' that were **not intended** by the examiner. Such unintended 'mistakes' or omissions in questions can prevent the question from assessing what the examiner intended, and are likely to prevent candidates

from demonstrating their true ability or competence, and can result in a question being easier or more difficult than the examiner intended.

For example, grammatical errors in a question that could cause misunderstanding for candidates are unintended sources of question difficulty because the difficulty in answering the question could lie in the faulty formulation of the question, rather than in the intrinsic difficulty of the question itself (for example, because of stimulus difficulty). Candidates “may misunderstand the question and therefore not be able to demonstrate what they know” (Ahmed and Pollit, 1999, p.2). Another example is question predictability (when the same questions regularly appear in examination papers or textbooks) because familiarity can make a question which was intended to be difficult, less challenging for examination candidates.

Detecting unintended sources of difficulty or ease in examinations is largely the task of moderators. Nevertheless, evaluators also need to be vigilant about detecting sources which could influence or alter the intended level of question difficulty that moderators may have overlooked.

Note:

When judging question difficulty, you should distinguish **unintended sources of question difficulty or ease** from those sources that are intended, thus ensuring that examinations have a range of levels of difficulty that does not include invalid sources of difficulty. The framework for thinking about question difficulty allows you to systematically identify technical and other problems in each question. Examples of problems might be: unclear instructions, poor phrasing of questions, the provision of inaccurate and insufficient information, unclear or confusing visual sources or illustrations, incorrect use of terminology, inaccurate or inadequate answers in the marking memorandum, and question predictability. You should **not** rate a question as difficult/easy if the source of difficulty/ease lies in the ‘faultiness’ of the question or memorandum. Instead, as moderators and evaluators, you need to alert examiners to unintended sources of difficulty/ease so that they can improve questions and remedy errors or sources of confusion before candidates write the examination.

7.6 Question difficulty entails identifying differences in levels of difficulty within a single question

An examination question can incorporate more than one level of difficulty if it has subsections. It is important that the components of such questions are 'broken down' into their individual levels of difficulty.

Note:

Each subsection of a question should be analysed separately so that the percentage of marks allocated at each level of difficulty and the weighting for each level of difficulty can be ascertained as accurately as possible for that question.

8. EXAMPLES OF QUESTIONS AT DIFFERENT LEVELS OF DIFFICULTY

This section provides at least **three** examples of questions from previous hospitality studies NSC examinations (Table 10 to Table 13) categorised at each of the four levels of difficulty described in Section 7 (Table 8) above. These examples were selected to represent the **best and clearest** examples of each level of difficulty that the hospitality studies experts could find. The discussion below each example question tries to explain the reasoning behind the judgments made about the categorisation of the question at that particular level of difficulty.

TABLE 10: EXAMPLES OF QUESTIONS AT DIFFICULTY LEVEL 1 – EASY

<p>Example 1:</p> <p><u>Question 1.1.9 November 2013 DBE</u></p> <p>1.1.9 Charlotte ... is a gelatine dessert that is lined with Swiss roll.</p> <p>A. Russe B. Royal C. Mousse D. Muscovite</p>
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Discussion:

This question is classified as 'easy' because:

- Answering this question requires knowledge of basic content prescribed in the CAPS curriculum, Grade 12 Hospitality Studies. Candidates should all be familiar with the examples of Bavarian Cream dessert (dessert using gelatine) Coming up with the term, 'Charlotte Russe' requires candidates to know information that they have learnt in class or from text books (**content**).
- The statement that candidates have to complete is simply phrased and the definition of the dessert is easy to understand. All Grade 12 candidates should be familiar with the term 'Charlotte Russe' The question provides the first word of the dessert and four options from which to select the second word to provide the correct name of the dessert (**stimulus**).
- The task entails recalling the name 'Charlotte Russe'. Candidates simply have to recognise the correct option from the four options provided (**task**).

1 Mark is allocated for a one-word response (**expected response**).

This question is thus easy in terms of content, stimulus, task and expected response.

Memorandum/Marking guidelines

1.1.9 A

(1)

Example 2:

Question 2.2.1 November 2008 DBE

Give FOUR characteristics that staff personnel should display to ensure a successful team spirit.

Discussion:

This question is classified as easy because:

- The characteristic that staff personnel should display to ensure a team spirit is basic knowledge of content covered in the topic 'professionalism in the Hospitality industry'. Therefore, all Grade 12 candidates should be familiar with the terms, 'staff/personnel' and 'team spirit'. Answering this question requires candidates to know factual information that they have learnt in class or from the text books **(content)**.
- The question is short and easy to read and understand. The subject terminology is familiar to Grade 12 candidates and it requires candidates to recall basic content **(stimulus)**.
- To answer this question candidates have to extract from memory four skills that ensure that a team spirit prevails amongst personnel. They only need to remember four out of a possible twelve. Answering this question entails writing a list of four characteristics i.e. words or phrases **(task)**.
- Candidates are required to simply list four characteristics to get 4 marks. **(expected response)**.

The question is thus easy in terms of content, stimulus, task and expected response.

Memorandum/Marking guidelines

- Courteous
- Tolerant
- Understanding
- Cooperate with team members
- Honesty /Integrity
- Alertness
- Patient
- Polite
- Respect
- Objectivity

(Any 4) (4)

Example 3:

Question 2.3.2 November 2013 IEB

2.3.2 List THREE requirements for an on-consumption Liquor Licence.

Discussion:

This question is classified as easy because:

- It requires candidates to recall basic content prescribed in the curriculum in topic, 'Food and Beverage service'. Knowing the requirements of an on-consumption liquor licence requires easy factual information **(content)**.
- The question is short and easy to read and comprehend. The terminology used in the question should be familiar to all Grade 12 learners as they have learnt this in class and from the prescribed text books **(stimulus)**.

- This question involves the recall of what they have learnt in the class and from prescribed text books in order to provide the three requirements **(task)**.
- Three marks are allocated for this question and candidates have to provide any three requirements from the nine listed in the marking guideline **(expected response)**.

This question is thus easy in terms of content, stimulus, task and expected response.

Memorandum/Marking guidelines

2.3.2

- No person under the age of 18 to be served.
- Adequate toilet facilities.
- Ordinary meals must be made available during the hours liquor is sold.
- Liquor may be sold on any day between between 10:00 and 02:00.
- On closed days, only when taking an ordinary meal,
- All liquor must be consumed on the premises,
- Don't sell to inebriated persons,
- Employees must be over 18 years,

(Any 3) (3)

TABLE 11: EXAMPLES OF QUESTIONS AT DIFFICULTY LEVEL 2 – MODERATE

Example 1:	
<u>Question 1.2 November 2014 DBE</u>	
1.2 Choose a description from COLUMN B that matches the term/word in COLUMN A . Write only the letter(A-M) next to the question number (1.2.2-1.2.10)	
Column A Terms/Words	Column B Descriptions
1.2.1 Binding	A biochemical change taking place within the muscle fibres after an animal has been slaughtered
1.2.2 Marbling	B rapidly cooling a warm carcass to ensure muscle contraction which could make the meat tough
1.2.3 Rigor Mortis	C deep frying meat at high temperature
1.2.4 Cold shrinkage	D fat distributed between the muscle fibres
1.2.5 Basting	E tying meat with a string and securing it with knots at regular intervals
	F spooning melted fat over meat during roasting

G covering meat with thin slices of bacon

Discussion:

This question is classified as moderately difficult because:

- Answering this question requires sound knowledge and understanding of content prescribed in the curriculum. Five knowledge elements are assessed and are all related to the topic “meat”. They have to be familiar with the terms in order to identify the relationship between the terms and the description. However, this question has five terms in column A and seven statements in column B which requires a lot of reading. Thus, the content is moderately difficult for the envisaged Grade 12 learner (**content**).
- The instruction is not simple, terms such as “description, matches, and write only “may be moderately challenging for the envisaged Grade 12 learner. The five terms in column A and seven statements in column B makes it more challenging for the envisaged Grade12 learner to answer the question. Thus, the stimulus material is moderately difficult for the envisaged Grade 12 learner(**stimulus**).
- This *task* requires candidates to read and understand the five terms and seven descriptions provided and then identify the correct description for each term. This involves the recall of facts of terms and definitions on meat, understanding, unpacking each term and then identifying the appropriate relationship between the two. Therefore, these factors make it moderately difficult for the envisaged Grade 12 candidates (**task**).
- Five marks are allocated for this question. One mark for identifying the correct description for each term. It is moderately difficult for the envisaged grade 12 learner to obtain full marks because the statements in column B involves too much reading, making the stimulus level of difficulty is moderately high and five knowledge elements are being tested (**expected response**).

This question is moderately difficult in terms of content, stimulus, task and expected response.

Memorandum/Marking guidelines

1.2.1	E
1.2.2	D
1.2.3	A
1.2.4	B
1.2.5	F

(5)

Example 2:

Question 3.6 November 2012 DBE

“International guests at an upmarket hotel were very upset because they had to wait for two hours to be seated for dinner”.

Suggest guidelines that should have been adhered to in order to avoid the above situation.

This question is classified as moderately difficult because:

- Candidates are provided with a text and are required to draw background information on customer care and service excellence to select three appropriate guidelines to solve a one-step solution. Thus, this is moderately difficult rather than an easy question (**content**).
- The opening statement made in the stimulus material is short, easy to understand and does not contain any specialised terminology. The word 'adhere' and the way it is used in the question may be unfamiliar to the envisaged Grade 12 candidate and present a moderate degree of challenge (**stimulus**).
- Answering the question involves understanding the short opening statement, analysis of the guidelines and selection of three guidelines to solve this specific situation. They also have to write extended text in suggesting guidelines which is moderately difficult for the envisaged Grade 12 candidate (**task**).
- Three marks are allocated for this question. One mark per guideline and there are seven guidelines listed in the Marking Guideline. The envisaged Grade 12 candidate will find it easy to get full marks (**expected response**).

Thus, this question is moderately difficult in terms of content, stimulus and task.

Memorandum/Marking guidelines

3.6

- New customers should be acknowledged within 30 seconds upon arrival and make them feel welcome.
- Never leave customers standing at the door.
- Greet customers as they arrive.
- Apologise if they are kept waiting.
- Be sensitive to customers' moods.
- Ensure that all customers are treated equally, respectfully and with dignity.

(Any 3) (3)

Example 3:

Question 3.1 November 2009 DBE

Write a short paragraph on how the use of computers will benefit menu planning.

Discussion

This question is classified as moderately difficult because:

- This question requires candidates to have sound knowledge and understanding of the benefits and use of computers in the Hospitality

industry and then extract salient information to show how computers will assist the chefs in menu planning. This is moderately difficult rather than an easy question (**content**).

- The question is short and does not require much reading (**stimulus**).
- Candidates simply have to retrieve from memory information regarding the benefits of computers and menu planning and consider which factors are applicable to menu planning. They have to write extended text in their own words and put their ideas together in one coherent paragraph. These factors make it moderately difficult task rather than an easy one (**task**).
- Five marks are allocated for this question. Candidates have to provide five ways in which computers will assist chefs when planning a menu and present the answers in a prescribed format. Candidates will also have to work out on their own that five marks indicate that five salient facts should be included in the paragraph. Therefore, this question is moderately difficult for the envisaged Grade 12 candidates (**expected response**).

Thus, this question is moderately difficult in terms of content, task and expected response.

Memorandum/Marking guidelines

Computers have made it easier to calculate the menu, ingredients and production cost to determine the projected selling prices. Menu analysis forecasting is used to increase the popularity of menu items. Developing and changing of recipes have become a simplified task. Order lists can be completed timeously and accurately. The computer will automatically convert recipes in where ingredients are in metric units. Serving sizes can also be controlled. Nutritional value can be determined. Of great benefit to most establishments is that the price of recipes is always up to date and pricing is accurate.

(Any 5) (5)

TABLE 12: EXAMPLES OF QUESTIONS AT DIFFICULTY LEVEL 3 – DIFFICULT

Example 1:

Question 5.3 November 2012 DBE

Your school is hosting a spring ball. Describe how you will create a spring theme with regard to the following aspects:

- 2.3.1 Décor of Hall.
- 2.3.2 Table decorations.
- 2.3.3 Menu card.

Discussion:

- To answer the question, candidates have to consider three different aspects to produce a coherent theme for a spring ball. These factors may present a challenge to the envisaged Grade 12 candidate (**content**).
- The stimulus material contains three specialised terms that candidates have to take into account when creating the theme within the context of the scenario (**stimulus**).
- The task requires candidates to consider all the factors relevant to the decor of the three aspects mentioned in the question. Then they have to organise their ideas systematically, but also be *creative* in putting elements together so that they form a coherent spring theme. Ideas for the three aspects must be brought together, organised and integrated for the specific purpose of the prescribed spring theme. Thus, this task is challenging for the envisaged Grade 12 candidate (**task**).
- Six marks are allocated for this question. The answer in the Marking Guideline is wide ranging and in detail. Candidates have to integrate ideas on all three aspects to create a response for six marks. Thus, the envisaged Grade 12 learner will find it challenging (**expected response**).

Memorandum/Marking guidelines

5.3.

5.3.1 Decor of hall

- Colourful floral arrangements used to brighten the hall.
- Brightly coloured white /white furniture/chairs with bows/plants /shrubs.
- Lighting such as candles or coloured bulbs.
- Frames with pictures of fruit or different types of food.

5.3.2 Table decorations

- The theme of the table should be appropriate for the function e.g. light-coloured tablecloth with contrasting overlays and must blend with the rest of the décor.
- Tumblers can be clear.
- Serviettes can be plain, mixed with floral ones.
- Good flat floral arrangement as a centre piece.

5.3.3 Menu card

- Menus should always complement the decor and should be correctly printed.
- It could have picture of or flowers.
- The outside of the menu card can have beautiful bows on them.
- Menu should have lots of salads and foods that are refreshing.

(3x2) (6)

Example 2:

Question 3: (Focus Hospitality Studies: Grade 12 Activity 2)

In your opinion, do you think that e-business is important in the food service industry in

South Africa? Motivate your answer.

Discussion:

This question is classified as difficult because:

- Answering this question requires candidates to have a clear and deep understanding of computer operations in the hospitality industry and apply this remembering and understanding to consider whether e- business will play an important role in the food service industry or not. The concept e-business will present a challenge for the envisaged Grade 12 learner. Thus, the envisaged grade 12 candidate will find it difficult (**content**).
- Candidates are provided with a text that is easy to understand and does not require a lot of reading, however, the question does contain a technological term 'e-business '. Candidates need a sound knowledge of this in order to relate it to a digital environment i.e. the food industry. Therefore, this question is challenging for the envisaged candidate (**stimulus**).
- To answer this question candidates have to provide a well-motivated opinion on whether e-business is important in the Hospitality industry or not. Candidates have to consider all the factors for/against it and then make judgement. When they make a critical judgement, they are evaluating the worth of something. They also have to write extended text in they own words. Thus, this task is a challenging for the envisaged grade 12 learner than a moderately difficult one (**task**).
- Eight marks are allocated for this question. The expected response is difficult because candidates have to ensure that their answer is well structured and contains relevant information to justify their judgement (**expected response**).

Thus, this question is difficult in terms of content, stimulus, task and expected response.

Memorandum/Marking guidelines

- Yes (1)
- The Hospitality industry has gone digital and e-business does play an important role in the food industry because it is quicker and easier way to purchase good on the Internet.
- Buyers are offered a far wider range of supplies than when executing a manual transaction.
- It streamlines the purchasing process and introduces efficiencies that will result in major cost savings.
- Cost associated with processing an order is reduced when dealing with the supplier electronically

(4x2) (8) [9]

Example 3:

Question 2.4. November 2013 DBE

2.4 Study the extract below and then answer the question that follows:

You have been appointed as a member of the '**Champs Fried Chicken**' marketing team. The manager wants you to come up with innovative ideas to market the

business products because they have strong competition.

2.4.1 Recommend creative ideas to ensure that '**Champs Fried Chicken**' sales are higher than that of their competitors.

Discussion:

This question is difficult because:

- The candidate has to draw on knowledge of advertising techniques, packaging, promotions, designing unique marketing tool, packaging etc. This content is a challenging for the envisaged Grade 12 candidate (**content**).
- Although Grade 12 candidates have been exposed to this type of text, this one is unfamiliar and therefore, contributes to the level of difficulty. The question presented is quite dense and the word "competitor" may present a challenge to the envisaged Grade 12 candidate (**stimulus**).
- Candidates are required to present creative ideas that will ensure that '**Champs Fried Chicken**' sales are higher than that of the competitors. No such ideas exist so they have to draw information from their knowledge and understanding of how marketing can contribute to the progress of an enterprise. They need to know how to integrate information, marketing concepts and ideas that they already know in order to create something unique in terms of maximising market profit. Thus, this is challenging for the envisaged Grade 12 candidate (**task**).
- Six marks are allocated for this question. Candidates have to provide six innovative ideas. This question involves understanding, interpreting, analysing and creating and thus is difficult for the envisaged Grade 12 candidate to obtain full marks (**expected response**).

Thus, this question is difficult in terms of content, stimulus, task and expected response.

Memorandum/Marking guidelines

- Raising product and brand awareness.
- Developing a good marketing tool.
- Using good advertising techniques.
- Having promotions.
- Manner in which the product is presented e.g. packaging.
- Having competitive prices.
- Advertisement - TV, any multi-media ,flyers, billboards, radio.

(4)

TABLE 13: EXAMPLES OF QUESTIONS AT DIFFICULTY LEVEL 4 – VERY DIFFICULT

Note:

During the development of the exemplar book some subject specialist argued that there is a faint line between a difficult and a very difficult question. It was also evident that in some subject's question papers did not have questions that could be categorised as very difficult. In order to cater for this category, subject specialists were requested to adapt existing questions and make them very difficult or create their own examples of very difficult question. However, it was noted that in some instances attempts to create very difficult questions introduced invalid sources of difficulty which in turn rendered the questions invalid. Hence, Umalusi acknowledges that the very difficult category may be problematic and therefore requires especially careful scrutiny.

9. CONCLUDING REMARKS

This exemplar book is intended to be used as a training tool to ensure that all role players in the Hospitality Examination are working from a common set of principles, concepts, tools and frameworks for assessing cognitive challenge when examinations are set, moderated and evaluated. We hope that the discussion provided and the examples of questions shown by level and type of cognitive demand and later by level of difficulty assist users of the exemplar book to achieve this goal.

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