

PRINCIPAL EXAMINER'S REPORT



BOTSWANA
EXAMINATIONS
COUNCIL

Hospitality & Tourism Studies

2025



PAPER 1: WRITTEN PAPER

General Comments

Candidates' responses were generally neat, legible, and relevant to the subject matter. Most candidates attempted all questions. However, performance on higher-order AO 2 questions was weaker, indicating these were more challenging. Candidates demonstrated stronger understanding in AO 1 questions, reflecting good grasp of core concepts. Overall, there was a noticeable decline in the quality of responses compared to previous years. This may be partly attributed to the inclusion of new examination centres. Questions requiring explanation, comparison, or critical thinking saw weaker responses, suggesting a need for greater emphasis on these skills in teaching. Language comprehension also emerged as a barrier for some candidates, affecting their ability to fully engage with questions.

Centres are advised to strengthen instruction on AO 2 skills: focus on how and why questions, not just what. They should also provide more practice in justifying suggestions and linking ideas (e.g., satisfaction to retention), clarify role-specific knowledge (e.g., guest relations vs. general front office duties). Lastly, Centres should support candidates in distinguishing between closely related concepts (e.g., recreation vs. leisure).

Comments on Individual Items

- 1 Most candidates adequately responded to this question. Many candidates referred to ease to move and enjoying a destination.
- 2 Majority of the candidates responded very well to this question. Performance was very good for this question.
- 3 Most candidates were able to state the duties but not provide a description of the duties.
- 4 Majority of candidates were unable to link gender-based violence to host communities as a result, this question was poorly addressed. Some candidates tried with a focus on gender-based violence with no link to the contribution of the tourism and Hospitality industry.
- 5 Most candidates performed well in this question. Almost all candidates were able to identify the job title.
- 6 Most candidates were able to provide a detailed explanation of how knowledge can be used to enhance customer service. Some candidates provided basic explanations.
- 7 This appears to have been badly done by a majority of candidates across all centres. Some candidates were able to state a valid passport with a limited explanation.
- 8 Most candidates were able to state at least one difference and provide a basic explanation of the stated difference. Very few candidates were able to fully respond to the question.
- 9 Majority of candidates responded to this question very well. The few candidates that struggled were a result of poor language comprehension.
- 10 Majority of candidates responded to this question very well. Most candidates either stated destination or tourism destination.



- 11** Most candidates struggled to answer this question. A few candidates referred to a positive experience resulting in higher satisfaction but failed to link this experience to retaining visitors.
- 12** This question was poorly done by majority of candidates. There was poor justification of suggestions made.
- 13** Majority of candidates responded to this question very well. A few candidates struggled to name the type of tour.
- 14** Candidates' responses on this question were average with a majority being able to explain either recreation components or leisure components but failing to explain the difference between the two components.
- 15** Majority of candidates were able to identify measures to be considered mainly identifying family friendly accommodation and carrying medication. There was some mention of good transportation. There was limited justification to the suggestions made.
- 16** Candidates across all centres stated general front office duties unlike the required hotel guest relations officer duties.
- 17** Candidates generally identified fixed costs and variable costs as costs to be considered. However, very limited discussion was provided on the costs identified.
- 18** This question was generally done exceptionally well. A few candidates were unable to the equipment for large cuts.
- 19** This question was generally poorly addressed. Candidates generally referred to hotel amenities instead of general amenities on would require visiting a country. Very basic discussions were made.
- 20** This question was poorly done mainly because most candidates focused on alcoholic beverages rather than justifying why mocktails are suitable for the group of teenagers. Very few candidates attempted to justify the mocktail suggestion.



PAPER 2: PRACTICAL TEST

General Comments

Overall, the administration of the practical examination proceeded smoothly across most Centres. However, there is a clear need for improved orientation and training of Centre facilitators regarding exam protocols. In several instances, unapproved items were added to candidates' assessment stations, compromising standardisation. Additionally, facilitators were observed interacting directly with candidates during assessments, which is not permitted. Facilitators must remain discreet and avoid any communication with candidates or examiners during live sessions to maintain assessment integrity.

Overall, candidates demonstrated foundational skills in food and beverage service and kitchen etiquette, with strong performance in areas like *clean as you go* and task understanding. However, key weaknesses were evident in **preparation (mis en place)**, **portion control**, **equipment use**, and **adherence to instructions**. Creativity and presentation were generally lacking, and assessment challenges arose from unclear criteria, overlapping skills, and inconsistent resource availability.

Observations

Strengths:

- Most candidates demonstrated a solid understanding of assessment instructions and showed competence in core practical skills.
- Where available, ingredients and equipment were generally well-organised.

Common Challenges:

- **Poor logistical preparation:** Multiple centres lacked examiner stations, running water, electricity, or gas leading to delays and disrupted assessments.
- **Facility and utility failures:** Recurring issues with water supply, power outages, non-functional taps, and out-of-order bathrooms affected hygiene and workflow.
- **Equipment unfamiliarity:** Candidates in several centres struggled with basic tools (e.g., blenders, kitchen equipment), suggesting gaps in hands-on training.
- **Documentation & access issues:** Missing candidate documents, locked or misplaced keys, and delayed ingredient delivery disrupted processes.
- **Health and safety risks:** Use of non-compliant equipment (e.g., wooden chopping boards), poor cleanliness, and concurrent kitchen use breached HACCP standards.

Way Forward & Recommendations

- **Standardised setup checklist** for all centres (water, power, gas, equipment, examiner station, hygiene).
- **Improve clarity:** Provide examiners with guided questions for Problem Solving and clear marking guidance.



- **Enhance preparation:** Emphasise mis en place, organisation, and full workstation setup during training to reduce reliance on shared stations.
- **Candidate orientation sessions** to improve familiarity with tools, procedures, and instructions.
- **Enforce HACCP compliance-** ban unsafe equipment and ensure clean, dedicated assessment spaces.

Comments on Individual Questions

Task 1

Plan the preparation, cooking and finishing of the two-course meal for two persons. The meal will be planned using plating service.

- (a) Using the **Recipe Modification Form** and **Recipes** provided, modify to suite a **two-course** meal for two persons, consider the finishes and garnishes.
- (b) Use the content of the complete the shopping List Form. You may use the **Kitchen Conversion Table** attached to the recipe booklet.
- (c) Using the Food Preparation and Cooking Session Work Plan Form show how you will prepare, cook, and finish the two-course meal for two persons in the allocated time of **2hours 30 minutes**. You should consider:
 - (i) Sequencing the activities
 - (ii) The tools, equipment and ingredients you will need to use
 - (iii) The time you will allocate to the activities
 - (iv) Ensure food safety
 - (v) Health and safety precautions to applied

The 30 minutes for cleaning are not included in the preparation, cooking and finishing.

Task 2

- (a) Use the Food and Beverage Services Session Work Plan to show you will prepare the restaurant to receive two guests and deliver food and beverage services. You will have 30minutes to prepare the restaurant.

Planning Session

Part A

Task Sheet

Candidates were to plan for the preparation and cooking of a two-course meal for 2 persons using the following documents

- (a) Modify the provided recipes to serve two persons using the '**recipe modification Form**'. Majority candidates were able to effectively modify the recipes to serve two persons.



- (b) **Shopping List:** Approximately half of the candidates attempted the shopping list. Many struggled with categorising items correctly, particularly placing herbs, oils, and fats into the appropriate food groups. This indicates a need for clearer understanding of food classification.

Work Plans

Most candidates understood and engaged with the work plan section, and those who did generally sequenced tasks logically based on preparation and cooking times. However, time allocation was often inefficient. A small number of candidates did not attempt this section at all.

Food and Beverage Session

Work Plan:

Most candidates executed the service work plan effectively and followed instructions clearly. Only a few showed confusions about which tasks to include.

Restaurant Etiquette:

Candidates performed very well overall, demonstrating strong understanding of proper etiquette in a service setting.

Food and Beverage Services

This criterion was generally well attempted. However, a key concern emerged: while table setting is allocated 50% of the session time, the current assessment design does not effectively evaluate this skill. The service station was pre-set with only the required items, limiting candidates' opportunity to demonstrate selection and arrangement.

Additionally, the task description focuses on *servicing* rather than *setting*, creating ambiguity. Some candidates set for one person instead of the required two. Despite these issues, performance was generally average, with a few standout candidates showing strong competence.

Beverage Making

Candidates generally attempted this task well and produced beverages effectively. However, assessment was limited by the availability of equipment, only select glassware and tools were provided, with key items like chopping boards missing. This restricted evaluation of candidates' ability to choose appropriate equipment, a core assessed skill.

Additionally, the criterion is allocated only 2 marks, which does not reflect the complexity of the task. Despite these challenges, most candidates performed at an average level, with several demonstrating strong practical ability.

Customer Service

This criterion was challenging to assess as it overlaps significantly with *Food and Beverage Service*. Despite carrying six marks, it duplicates skills already evaluated.



Problem Solving

Assessment was inconsistent due to lack of standardised questions. To ensure fairness and clarity, examiners should be provided with a defined scope and guided prompts for evaluating problem-solving skills.

Work Plans

Most candidates created logical, well-structured service work plans and followed instructions accurately. A few showed minor confusion about task inclusion, but overall sequencing was sound.

Kitchen Etiquette

Candidates performed exceptionally well. The *clean as you go* principle was consistently applied across centres, reflecting strong habits and a well-maintained workspace. This was a clear strength in the practical session.

Mis en place

- Overall, candidates' mis en place was unsatisfactory. Many failed to complete essential prep tasks upfront, leading to disorganisation and disruptions during the practical.
- A common issue was frequent trips back to shared stations, indicating poor planning and workstation setup.
- While most struggled, some candidates demonstrated strong knife skills and safe handling techniques highlighting a gap between technical ability and preparation habits.

Cooking

- Candidates' cooking performance was generally average, with only some meeting the expected standard.
- Many struggled to follow instructions consistently, impacting their technique and final outcomes.
- Results were inconsistent, some achieved satisfactory dishes, while others fell short due to oversight and procedural errors.

Quality of End Product

- The end products showed very limited creativity, with minimal personal flair or innovative presentation.
- Taste, colour, and texture often fell below standard, indicating challenges in achieving balanced, appealing results.
- Over-portioning was common, reflecting poor portion control and lack of attention to presentation guidelines.



PAPER 3: COURSEWORK PAPER

General Comments

Candidates across the five Centres showed strong improvement in 2025, with more confident practical performance, better communication, and higher-quality digital evidence, including clearer video, audio, and logical task sequencing.

Challenges were minor and mostly related to camera positioning, background noise, or misalignment between candidate rationale (especially in Tour Guiding) and the marking scheme areas that can be improved with clearer guidance and internal checks.

Centres are encouraged to continue supporting candidates through structured rehearsal, accurate task interpretation, and strengthened written work, with internal verification before submission to ensure consistency and reliability.

Observations

- **Improved evidence quality:** Video clarity, task sequencing, and overall organisation showed clear progress compared to previous years, with strong practical performance across most centres especially in Front Office, Housekeeping, and Tour Guiding.
- **Video challenges:** Some recordings were affected by environmental noise (e.g., wind) or limited zoom, reducing visibility. In a few cases, peer assistance was observed, raising concerns about authenticity.
- **Digital limitations:** Missing or incomplete files were reported due to poor file transfer and weak ICT skills. Some centres used personal phones for recording, and virus-infected devices were encountered.
- **Assessment consistency:** Marking was inconsistent across centres some showed clustering in high bands, suggesting subjectivity. Task interpretation, especially in Front Office and Travel Services, varied significantly.

Recommendations

- **Enhance digitalisation:** Adopt secure, standardised platforms (e.g., Grade maker, where file size allows) and enforce data security to improve submission quality and integrity.
- **Standardise assessment:** Extend standardisation sessions and require internal moderation to ensure consistent application of marking criteria across centres.
- **Strengthen training:** Reinforce correct role-play, correct documentation and prohibit peer assistance during assessments to maintain authenticity.
- **Improve key skills:** Provide ICT training for facilitators and strengthen candidate understanding of task requirements, health and safety standards, and marking expectations.
- **Strengthen digital practices:** Use secure platforms for submission, improve ICT skills, and ensure clear, complete recordings.



- **Enhance skill alignment:** Focus on task-specific accuracy especially in Travel Services and Tour Guiding and ensure rationale matches the marking scheme.

Comments on Individual Tasks

Task 1: Front Office

Performance Overview

Most candidates demonstrated professional guest interaction, clear communication, and appropriate reception etiquette. Strong performances included logical billing procedures and correct sequencing of front office tasks.

Areas for Improvement

Many candidates only partially completed billing processes especially when multiple bills were required. Some explained tasks verbally but failed to complete the necessary written documentation.

Advice for Future Preparation

- Ensure candidates fully demonstrate all procedures, including accurate preparation of forms and records.
- Emphasise correct role allocation and task interpretation during practice to build consistency and readiness for higher bands.

Task 2: Housekeeping

Performance Overview

Many candidates demonstrated strong practical skills, including efficient room servicing, proper bed-making, and effective sorting and ironing. Video quality improved across most centres, allowing clear verification of key tasks.

Areas for Improvement

In some cases, camera distance or pauses made it difficult to confirm full task completion. Sequencing of room servicing steps was occasionally unclear, and attention to health, hygiene, and safety practices needs strengthening.

Advice for Future Preparation

- Record evidence continuously, ensuring all actions are visible and logically sequenced.
- Guide candidates to balance speed with quality, following correct procedures without skipping safety or hygiene steps.



Task 3: Tour Guiding

Performance Overview

Candidates generally showed confidence and strong knowledge of attractions, with clear communication and good customer care enhancing their performance.

Areas for Improvement

Some presentations were too casual, affecting professionalism. Engagement with tourists was limited candidates need more active techniques like icebreakers or questions, while ensuring other candidates (as tourists) do not interact, per task rules.

Advice for Future Preparation

- Reinforce professional conduct, including body language and client management.
- Train candidates to build rapport and involve guests appropriately, within assessment boundaries.

Task 4: Travel Services

Performance Overview

Many candidates presented clear, well-structured travel packages with coherent content and logical organisation.

Areas for Improvement

Some included unnecessary or optional components, which distracted from core task requirements and weakened focus.

Advice for Future Preparation

- Ensure written documentation matches task instructions exactly, with accurate pricing and travel details.
- Facilitators should continue guiding candidates on clarity, relevance, and completeness to strengthen overall performance.