



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

CONSUMER STUDIES

GUIDELINES FOR GRADE 12 PRACTICAL ASSESSMENT TASK

2009

FOOD PRODUCTION PRACTICAL OPTION

CONSUMER STUDIES
PRACTICAL ASSESSMENT TASK
GRADE 12
2009

GUIDELINE FOR TEACHERS

This guideline consists of 6 pages.

INTRODUCTION

The 17 National Curriculum Statement subjects which contain a practical component all include a PAT, i.e. a Practical or Performance Assessment Task. These subjects are:

- AGRICULTURE: Agricultural Management Practices, Agricultural Technology
- ARTS: Dance Studies, Design, Dramatic Arts, Music, Visual Arts
- HSS: Life Orientation
- SCIENCES: Computer Applications Technology, Information Technology
- SERVICES: Consumer Studies, Hospitality Studies, Tourism
- TECHNOLOGY: Civil Technology, Electrical Technology, Engineering Graphics and Design, Mechanical Technology

A PAT allows the teacher to directly and systematically observe applied competence. The PAT comprises the application/performance of the knowledge, skills and values particular to that subject and counts 25% (i.e. 100 marks) of the total promotion/ certification mark out of 400 for the subject. In the two Arts subjects Design and Visual Arts, the PAT counts 37,5% (i.e. 150 marks) of the total promotion/ certification mark out of 400 for the subject.

The PAT is implemented across the first three terms of the school year and should be undertaken as one extended task, which is broken down into different phases or a series of smaller activities that make up the PAT. The planning and execution of the PAT differs from subject to subject.

The Practical Assessment Task for Consumer Studies for the Food Production Practical Option

During the Practical Assessment Task, the learner must demonstrate his/her knowledge and practical ability/skills to produce food products on a small scale. The learner must also demonstrate the creativity and ability to develop an implementation plan to market these products, and be able to evaluate the sustainable profitability of the enterprise.

Learning Outcome 4 is the practical component of Consumer Studies, and the core Learning Outcome for the Practical Assessment Task

Learning Outcome 4:

Production and marketing of food, clothing and soft furnishing products	
<i>The learner is able to apply knowledge and demonstrate skills to produce quality consumer products and to apply entrepreneurial knowledge and skills to market these products.</i>	
AS 12.4.1	Apply theoretical knowledge and demonstrate the necessary skills to produce quality marketable products by using applicable methods and techniques
AS 12.4.2	Compile an implementation plan for the production and marketing of a product
AS 12.4.3	Evaluate the sustainable profitability of the enterprise

REQUIREMENTS FOR THE PRACTICAL ASSESSMENT TASK FOR THE FOOD PRODUCTION PRACTICAL OPTION

The equipment and funds necessary to conduct the PAT are the responsibility of the school, and are specified in Circular S8 of 2006

- A suitable training kitchen with the necessary equipment: 6 stoves, a refrigerator, electricity /gas, sinks with running water, and equipment and utensils for cooking
- The necessary funds to purchase ingredients to produce the selected products

Every learner has to do the Practical Assessment Task individually on his / her own.

The Practical Assessment Task for Grade 12 consists of a series of three tasks. Tasks 2 and 3 should be done outside the 4 hours allocated to the subject each week.

The mark for the final Practical Assessment Task is obtained by adding the marks for tasks 1, 2 and 3.

MODERATION OF THE PRACTICAL ASSESSMENT TASK

1. All evidence generated in the three tasks should be available for external moderation.
2. The teacher sets at least 3 tasks consisting of two recipes each. These tasks must be submitted to the subject advisor for Consumer Studies in the first week of Term 2, for approval. The teacher should also submit a memorandum for the list of ingredients, equipment, time schedule, appearance, taste and texture for each recipe.
3. During Term 3, the last group of 12 learners will be externally moderated on site, while performing task 3. The moderator will assess each learner in the group independently from the teacher while they produce their products. The moderator will compare her assessment with the assessment of the teacher. The moderator will also look at the marks of the previous groups of learners, and moderate the evidence of tasks 1 and 2. (This can be started while the learners are doing the planning session.)

The Practical Assessment Tasks of term 1 and 2 could be moderated during SBA moderation, or as arranged by the province.

TASK 1 (COMPLETE IN TERM 1)

1. Task 1 takes the form of a project and is completed in the first term. The learner is expected to select two food products, find recipes for these 2 products, and draw up an implementation plan to start a micro-enterprise to sell these products. Task 1 will address Assessment Standards 12.4.2 and 12.4.3.
2. The teacher should give clear guidance to the learners to choose products to suit the context of the school (budget and available equipment), as these products need to be produced in Task 2.
3. The recipes must be selected according to the skill code (**Annexure A**), indicating the difficulty of the technique. A minimum weighting of 20 points is necessary for grade 12, e.g. 9 points for recipe 1, 11 points for recipe 2.
4. The teacher should mark Question 1 (the selection of the recipes) before learners start with Question 2, in order to determine whether the recipes chosen by the learner are suitable for production in class during the second term. The learners should continue with question 2 only after the teacher has approved their recipes.

ALTERNATIVELY

1. The teacher could select three micro-enterprises suitable for the environment in which the school is situated, and choose a few recipes for each micro-enterprise, according to the skill code (**Annexure A**). The teacher should consider the budget and available equipment when selecting recipes.
2. The learner should then choose any of these three micro-enterprises, and select any two of the recipes chosen by the teacher for the specific enterprise.
3. No pre-marking of question one is needed in this case.

TASK 2 (COMPLETE IN TERM 2) PRACTICAL EXAMINATION

1. A time frame of 3 hours will be needed under examination conditions.
2. Learners will produce the product/s they selected in task 1.
3. The task should be slotted into the timetable for tests / examination in the second term.
4. Learners should be divided into groups of a maximum of twelve.
5. Twenty-four learners (two groups of 12 learners) could do the task on the same day (e.g. from 8:00 – 11:00 and from 12:00 – 15:00). The teacher will need time between the exam sessions to pack out the ingredients and equipment for the second group.
6. Schools with large numbers of learners will need more than one day to complete the task, as every learner needs to perform the task individually.

Task 2 is done in three sections:

Planning (30 minutes)

- The planning section will be done in written format. It should be done two weeks before the practical examination, under controlled conditions, during a school period. During this section learners will prepare lists of the ingredients for the products to be prepared, and plan their order of work.
- Learners may use textbooks, recipes, etc. but no assistance from the teacher or other learners.
- A template for the planning task is included as Annexure B.

Production (2 hours)

- Individual learners under the supervision of the teacher carry out this section
- The products should be labelled and packed (if applicable) at the end of the 2 hours
- Only the teacher and the candidates should be in the room during the practical examination.

Evaluation (30 minutes)

Teacher evaluates product/s.

Instructions for teachers for Task 2

1. Mark the planning section and hand back to learners before the practical examination. Learners must use the corrected/amended planning for their production.
2. Purchase the ingredients after receiving the learners' planning notes.
3. Prepare the classroom. Pack out all the necessary ingredients and equipment beforehand. If the recipe indicates e.g. cooked/chopped ingredients the teacher should arrange to have this done beforehand, unless the cooking/chopping forms part of the weighting of the task for the 20 points.
4. Mark the planning section before the practical session. The learners should use this updated planning during the practical examination.
5. Assess the learners while they are performing the practical task. The teacher should not be doing any other work during this practical phase but should be actively invigilating and assessing each learner.

TASK 3 (COMPLETE IN TERM 3) PRACTICAL EXAMINATION

1. Learners will do a practical examination to demonstrate a variety of practical skills. The teacher will set six tasks, each consisting of at least 2 recipes, according to the skill-code / weighting for the different techniques used for food preparation, to a minimum weighting of 20 points. (Annexure A)
2. These six tasks should test a variety of skills. All the tasks should have different recipes.
3. These six tasks could be used for all the sessions.
4. Each task will consist of the instructions as well as the recipes.
5. The date for task 3 in the third term should be negotiated with the subject advisor, for external on site moderation.
6. The conditions for Task 3 are the same as for Task 2, e.g. learners divided into groups of twelve.
7. Learners should be allocated their tasks the previous day. The teacher should place the task numbers in a hat, and learners draw a number.
8. Learners drawing the same task must be placed at different stoves.

Task 3 is done in two sections:

Planning (30 minutes)

- This section must be done under the supervision of the teacher (examination conditions) after the learners have drawn their tasks.
- Learners will use the recipes provided, but may not receive any assistance from the teacher or other learners.
- A template for the planning task is included as Annexure B
- Learners will hand in the planning task after the 30 minutes planning session. They will then receive the correct 'order of work' for their task from the teacher, in order to be able to finish the task in the 2 hours allocated for the production session.

Production (2 hours)

- Learners start immediately after the planning task is completed.
- Individual learners under the supervision of the teacher carry out this section.
- Learners performing the same task must not be placed at the same stove, e.g. when 12 learners are performing the tasks simultaneously, a learner performing task 1 could share a stove with a learner performing task 3.
- The products should be ready to serve (not packaged) at the end of the 2 hours.
- Only the teacher and the candidates should be in the room during the practical examination.

Evaluation (30 minutes) when teachers evaluate product/s

Instructions for teachers for Task 3

1. Set six different tasks, each consisting of at least 2 recipes, according to the skill-code, to a minimum weighting of 20 points.
2. Consider the available budget and other resources when selecting recipes.
3. Submit the six tasks to the subject advisor for Consumer Studies in the first week of Term 2, for approval.
4. A memorandum for the following must be included:
 - order of work for each of the six tasks, and

- the criteria for the appearance, taste and texture of each recipe.
5. Purchase the ingredients, after approval by the subject advisor.
 6. Prepare the classroom. Pack out the necessary ingredients and equipment beforehand. If the recipe indicates e.g. cooked/chopped ingredients, the teacher should arrange to have these ingredients cooked/chopped beforehand, unless the cooking/chopping forms part of the weighting for the task.
 7. Prepare copies of the correct 'order of work' to hand to the learners after collecting their planning tasks. (The learner will receive marks for his / her own planning, but will not be penalised again for the same mistake by following a wrong order of work during the production session.)
 8. Assess the learners while they are performing the practical examination. The teacher should not be doing any other work during this phase but should invigilate and assess each learner individually.

CONSUMER STUDIES
PRACTICAL ASSESSMENT TASK
FOOD PRODUCTION OPTION
GRADE 12
2009

INSTRUCTIONS FOR LEARNERS

This guideline consists of 6 pages

TASK 1 (TERM 1)

You want to start a mini-enterprise to produce and sell two different quality food products on a daily basis. These products must be suitable for small scale production from your home. You plan to sell 10 recipes of each of the two products per week.

Your financial partner needs the following information:

	Criteria	Description	Mark									
1	Selected products	1.1. Choose the two products that you would like to sell. Source a recipe for each of the two products. The techniques in these recipes should have a minimum weighting of 20 points, according to the skill-code, Annexure A Write down these recipes in the correct format. Indicate <ul style="list-style-type: none"> • List of ingredients 2 • Method 4 • Weighting of techniques 2 • Yield and portion size 2 • Cooking time and temperatures 2 • Illustration / picture / photo of the final products 2 	14									
		1.1 Motivate why these products are suitable for small-scale production from your home		3								
2	Target market	<ul style="list-style-type: none"> • Identify the target market for your products, and describe the profile of this target market 4 • Describe what characteristics of your product will be important for your customers 3 	7									
3	Competitors	<ul style="list-style-type: none"> • Investigate and find two other businesses selling similar products as those you want to sell. How much do they charge for the same / similar products? Give your answer in tabular format as follows 6 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Name of business</th> <th style="width: 33%;">Name of product</th> <th style="width: 33%;">Price</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Explain how your product will differ from the products of the competitor, in order to have a competitive advantage 3 	Name of business	Name of product	Price	1			2			9
Name of business	Name of product	Price										
1												
2												
4	Resources and equipment	List the resources needed as follows <ul style="list-style-type: none"> • List what you have, e.g. premises, equipment, etc. 4 • List what you need to buy or rent. 4 	8									
5	Marketing Use the 4P marketing mix	Plan a marketing strategy for your products Product <ul style="list-style-type: none"> • Choose a trade name for your product 1 • Choose a slogan sentence to capture the customers' interest 2 • Plan the packaging details (labelled sketches) 4 • Develop labels. Include all relevant information. Remember that labelling is also a marketing opportunity 8 	15									

		Promotion		
		Plan a strategy for advertising (how, what, when, where?)	4	11
		Develop an advertisement for your product/s	7	
		Place		8
		Where will your point of sale be?	1	
		Why did you choose this point of sale?	4	
		Plan transport, storage and delivery strategies	3	
6	Costing	Price		9
		6.1 Cost one of your products, using the template provided		
	Production cost	6.2 Use the cost per portion in order to calculate the production costs		7
		• Add 20% for overheads	2	
• Decide for how many hours you want to employ a helper. Add labour costs, using the information below		4		
	• Calculate your production cost	1		
Selling price	6.3 Decide on a suitable mark-up % to be competitive	3	6	
	Motivate why you are choosing this % for mark-up	1		
	Calculate your selling price	2		
Profit	6.4 You want to sell 10 recipes of this product per week. Calculate your profit per week		3	
			Total	100

Minimum Wages (From the website of the Department of Labour, 6 June 2008)

Workers who work more than 27 hours a week (excl. overtime):

Minimum Wages			
	Per Hour	Per Week	Per Month
Urban Areas	R 5.47	R 246.21	R 1066.83
Rural Areas	R 4.44	R 199.76	R 865.54

Workers who work 27 or less hours a week (excl. overtime):

Minimum Wages			
	Per Hour	Per Week	Per Month
Urban Areas	R 6.46	R 174.50	R 756.09
Rural Areas	R 5.24	R 141.56	R 613.39

6. CALCULATING COST

Name of candidate: _____

Name of recipe: _____

6.1 Calculate the cost of one portion (18 ÷ 2 = 9)

Ingredients (2)	Purchasing unit (2)	Purchasing cost (2)	Quantity used (2)	Conversion (ml to g /kg) To match the purchasing unit (2)	Calculation: $\frac{\text{Amount used} \times \text{Purchasing cost}}{\text{Purchasing unit}}$ = Cost of amount used (2)	Actual Cost (2)
		R				R
		R				R
		R				R
		R				R
		R				R
		R				R
		R				R
		R				R
		R				R
		R				R
Total cost of shopping list for one recipe		R		Actual cost of one recipe		R
÷ __Portions = Cost per portion (2)		R		÷ __Portions = Cost per portion (2)		R

6.2 Production cost (7)

Add 20 % of cost per portion (2)

Add labour costs (4)

Production cost is R_____ (1)

8.3 Selling price (3)

Mark up % to be competitive _____%

Reason for choosing this %: _____

Calculate selling price

8.4 Calculate profit per week if you sell 10 recipes every week (3)

TASK 2 (TERM 2)
Practical examination

A	Planning:	Time: 30 minutes	
	Plan for the production of the products chosen in task 1		Marks
1	List the ingredients and equipment required for the production of each of your two recipes. Include packaging if applicable.		10
2	Prepare a time schedule/order of work. Work on the products simultaneously / integrate work schedule. Briefly indicate the methods to be used and the cooking times.		15
		Total	25

B	Production:	Time: 2 hours	
	Prepare the products, using your recipes from task 1, while demonstrating the following skills:		Marks
1	Collection of ingredients and equipment		5
2	Safe and correct use of equipment, including measuring equipment and use of stove		10
3	Recipe interpretation, preparation and cooking methods (10 marks for each recipe)		20
4	Maintenance of hygienic standards: Handling of food and equipment, dishwashing, dishcloths, work surfaces, waste disposal		5
5	Personal appearance		5
6	Efficient use of time /correct order of work		10
C	Evaluation:	Time: 30 minutes	
	Evaluate products		Marks
7	Product /s: Appearance, taste and texture		20
		Total	75

TASK 3 (TERM 3)
Practical examination

A	Planning: Time: 30 minutes	Marks
	Study the recipes provided by the teacher, and plan the production.	
1	List the ingredients and equipment required for the production of each of the two recipes. List only those not available at your work station.	10
2	Prepare a time schedule/order of work which indicates working on both recipes simultaneously / integrated work schedule. Briefly indicate the methods to be used and the cooking times.	15
	Total	25

B	Production: Time: 2 hours	Marks
	Prepare the products, using the recipes provided, while demonstrating the following skills:	
1	Collection of ingredients and equipment	5
2	Safe and correct use of equipment, including measuring equipment and use of stove	10
3	Recipe interpretation, preparation and cooking methods (10 marks for each recipe)	20
4	Maintenance of hygienic standards: Handling of food and equipment, dishwashing, dishcloths, work surfaces, waste disposal	5
5	Personal appearance	5
6	Efficient use of time /correct order of work	10
7	Attitude	5
C	Evaluation: Time: 30 minutes	Marks
	Evaluate products	
7	Product /s: Appearance, taste and texture	20
	Total	80

CONSUMER STUDIES

PRACTICAL ASSESSMENT TASK

FOOD PRODUCTION OPTION

GRADE 12

2009

ASSESSMENT TOOLS

The Assessment tools consist of 5 pages

ASSESSMENT CRITERIA
Task 1

Question		Criteria	
1	Recipes	Recipe/s written in correct format <ul style="list-style-type: none"> • List of ingredients and measurements correctly indicated 2 • Instructions indicated in the method must be clear and easy to follow 4 • Weighting of techniques indicated in the recipe 2 • Yield and portion size indicated 2 • Cooking time and temperatures indicated 2 • Illustrations/pictures/photos 2 	14
	Motivation	List and describe any 3 relevant reasons why the chosen products could be made at home	3
2	Target market	• Name and profile of target market 4	7
		• Description of characteristics of the products which will be important for the target market 3	
3	Competitors	Names of 2 businesses 2	9
		Name one product similar to yours sold by each business 2	
		Prices of two products as sold by these businesses 2	
		Description of how own product will differ from above products, to have a competitive advantage 3	
4	Resources	• Realistic list of resources which you have 4	8
		• Realistic list of resources you need to buy or rent 4	
		Everything needed to produce these products, should be on one of these two lists	
5	Marketing strategy	Product	15
		• Trade name 1	
		• Slogan or sentence which will capture customers' interest 2	
		• Packaging details (Valid reasons for choice, type of material, shape and size) 4	
		• Labels. Information complete, e.g. trade name, address and contact details, date of manufacturing, sell by/use by date, serving suggestions. Attractive, suits product image, eye-catching 8	
		Promotion	11
		• Description of strategy for advertising. Appropriate advertising campaign – How, where, when, what? 4	
		• Advertisement: 7	
		Layout simple; message clearly seen and understood	
		Product clearly stated	
		Headline clearly visible	
		Message short, direct and created around one idea	
		Effective use of colour	
		Suitable photo / picture	
		Price included	
		Place	8
		Name point of sale√, reason for choosing this place√√√√, transport arrangements√, storage√, delivery√	
6	Costing	See template on page 10	10
	Production price		
	Selling price		
	Profit		
Total			100

MARKSHEET FOR TASKS 2 AND 3		Names of learners												
ASSESSMENT – PREPARATION, PRODUCTION and EVALUATION		MARKS												
TASK _____	DATE _____		1	2	3	4	5	6	7	8	9	10	11	12
Learner numbers			1	2	3	4	5	6	7	8	9	10	11	12
1	COLLECTION OF EQUIPMENT AND INGREDIENTS	5												
	Collect and prepare equipment	2												
	Collect ingredients before starting preparing the dishes	3												
2	SAFE AND CORRECT USE OF EQUIPMENT	10												
	Use equipment correctly	2												
	Use equipment safely, e.g. turn handle inwards towards stove, mitts for hot utensils	3												
	Measure accurately, using the correct equipment (e.g. measuring spoons, sups for dry ingredients and liquids)	2												
	Use stove and oven correctly for cooking method (correct temperatures, height of oven trays, preheated oven)	3												
3	RECIPE INTERPRETATION, PREPARATION, COOKING METHOD – RECIPE 1	10												
	Follow recipe accurately	3												
	Correct preparation techniques used	2												
	Cooking methods correct	2												
	Able to complete dish without assistance from teacher	3												
4	RECIPE INTERPRETATION, PREPARATION, COOKING METHOD – RECIPE 2	10												
	Follows recipe accurately	3												
	Correct preparation techniques used	2												
	Cooking methods correct	2												
	Able to complete dish without assistance from teacher	3												

5	MAINTAIN HYGIENIC STANDARDS	10																	
	Equipment (spoon on spoon rest)	2																	
	Clean work surface	2																	
	Dishwashing (warm water, rinse)	2																	
	Dishcloths (clean, one for washing, one for drying)	2																	
	Waste disposal, no wastage of ingredients	2																	
6	PERSONAL APPEARANCE AND HYGIENE	5																	
	Hair covered	1																	
	Clean apron	1																	
	Clean hands and nails	1																	
	No unhygienic behaviour	2																	
7	EFFICIENT USE OF TIME	5																	
	Excellent conceptualisation of time schedule	2																	
	Dishes finished on time	2																	
	Uses time efficiently, works efficiently	1																	

8	FINAL PRODUCT 1	10																
	Appearance	4																
	Taste	4																
	Texture	2																
9	FINAL PRODUCT 2	10																
	Appearance	4																
	Taste	4																
	Texture	2																
	TOTAL	75																

SCALE FOR ASSESSMENT OF FINAL PRODUCTS:

1-2 = Unacceptable
 3-4 = Does not meet requirements
 5-6 = Meets requirements
 7-8 = Exceeds requirements
 9-10 = Excellent.

CONSUMER STUDIES

PRACTICAL ASSESSMENT TASK

GRADE 12

2009

Annexure 1: Skill code for techniques: 2 pages

Annexure 2: Example of template: 3 pages

ANNEXURE A**SKILL-CODE FOR TECHNIQUES USED IN FOOD PRODUCTION**

A weighting is allocated for every technique, according to the degree of difficulty of the technique.

1. When setting a task, select at least two products.
2. The weighting of the techniques used in the products should be added to make up a minimum of 20 points.
Points for the same technique could not be awarded twice in the same task.
3. A variety of techniques should be used for task 3.

1	Cooking methods	
1.1	Baking (lining tin, pre-heat oven and set correct temp. Position of oven rack correct, bake for desired time, blind baking)	3
1.2	Baking in a pan of hot water (bain marie) e.g. baked custard.	3
1.3	Blanching	2
1.4	Boiling on stove-top (e.g. rice, pasta, vegetables)	2
1.5	Deep-frying (chips, doughnuts, vetkoek, drain on paper towel etc.)	3
1.6	Grilling (hamburger patties, steak)	3
1.7	Microwave oven used for cooking, e.g. custard sauce (not for heating up milk, food, water)	3
1.8	Poaching	2
1.9	Pressure cooker used for e.g. meat and vegetable stew, bean soup, etc.	3
1.10	Sauté (onions, green peppers, etc)	2
1.11	Sealing and browning of meat	2
1.12	Shallow-frying (pancakes, crumpets, hamburger patties, fish cakes, mince, etc.)	3
1.13	Simmering	2
1.14	Stewing meat / poultry dish with vegetables, dried fruit	4
1.15	Steaming (double boiler or mixing bowl on pot) (melting chocolate)	3
2	Gelatine	
2.1	Correct use of gelatine	3
2.2	Fold in e.g. whipped cream at correct stage	3
2.3	Unmoulding gelatine dish	3
2.4	Use of commercial jelly	3
3	Meringues	
3.1	Soft meringue (e.g. lemon meringue tart)	3
3.2	Hard meringue(meringues)	4
4	Measuring	
4.1	Use of measuring spoon, measuring cups for dry ingredients, measuring of liquids	2
5	Mixing methods	
5.1	Batter, one-bowl method (pancakes, crumpets, fritters, cake etc.)	3
5.2	Batter, creaming method	3
5.3	Batter, chiffon method (includes beating and folding in of egg whites)	4
5.4	Batter, muffin / emulsion method	3
5.5	Batter, melting method	3
5.6	Batter, whisking method	3
5.7	Choux pastry	5
5.8	Dough, rubbing-in method (short crust pastry, scones)	3
5.9	Pastry, rubbing-in, mixing, rolling out (making own flaky pastry)	5
6	Preparing ingredients	
6.1	Cutting, slicing, dicing, etc. of vegetables, e.g. julienne carrots	2
6.2	Deboning e.g. chicken breast	2
7	Ready-made food	
7.1	Preparing a biscuit crust using Marie biscuits / Tennis biscuits etc. and melted butter	2
7.2	Use of ready-made pastry/phyllo pastry	2
8	Sauces and salad dressings	
8.1	Cooked sauces, e.g. custard, jam-, orange sauce, sauce thickened with flour	2
8.2	Egg custard	3
8.3	Mayonnaise (home made)	4

8.4	Salad dressing, uncooked, not bought	2
8.5	Salad dressing, cooked	4
8.6	Thickening of sauces – paste using corn flour, gravy powder e.g. gravies	2
8.7	White sauce, roux method	3
9	Sugar cookery and home made sweets	
9.1	Caramelisation of sugar, e.g. caramel sauce	4
9.2	Boiling of sugar syrup to soft ball, firm ball stage, etc.	4
9.3	Manipulation of sugar syrup, e.g. beating fudge, marshmallows. Cutting into shapes when cold	4
10	Techniques	
10.1	Butter icing – preparing and using for cup cakes and cakes	3
10.2	Custard base with eggs, e.g. quiche	3
10.3	Garnishing, advanced, e.g. tomato-/potato-/radish flowers / tuiles / chocolate curls / chocolate leaves, cups / shaping and decorating with fondant icing / marzipan and other decorations etc.	3
10.4	Home made pasta	3
10.5	Piping / using a piping bag	2
10.6	Royal icing (icing sugar and water / lemon juice / egg white – glazing) – preparation and use	2
10.7	Preparing a chocolate ganache (Chocolate and cream)	2
10.8	Puree	2
10.9	Shaping of dough, e.g. scones, biscuits, doughnuts, bread rolls, koeksisters, croquettes	3
10.10	Swiss roll / roulade – rolling	3
10.11	Lamingtons – Making of chocolate sauce and dipping, rolling in coconut	3
10.12	Using specialized equipment, e.g. food processor, blender (not electric beater)	2
11	Yeast	
11.1	Preparing yeast batter or yeast dough	4
12	Any other skills not mentioned (to be used only once), e.g. melting of chocolate, beating of cream	1/2

ANNEXURE B

EXAMPLE OF TEMPLATE TO USE FOR TASKS 2 AND 3

PLANNING TASK __

TIME: 30 MINUTES

DATE: _____

NAME:

RECIPE 1:

5 marks

Ingredients	Amount / Quantity	Equipment for measuring
		Equipment for preparation
		Equipment for cooking
		Equipment Packaging / serving

RECIPE 2: 5 marks

Ingredient	Amount / Quantity	Equipment for measuring
		Equipment for preparation
		Equipment for cooking
		Equipment Packaging / serving

ASSESSMENT:

SCALE: 1 - 2 = Does not meet requirements
 3 - 4 = Meets requirements
 5 = Excellent

EXCELLENT:

All ingredients listed
 Amounts of ingredients indicated accurately in the correct measurement (milliliter or gram)
 All equipment listed

