



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

CONSUMER STUDIES (FOOD PRODUCTION)

**GUIDELINES FOR
PRACTICAL ASSESSMENT TASKS**

2010

This guideline consists of 28 pages.

THE PRACTICAL ASSESSMENT TASK FOR CONSUMER STUDIES FOOD PRODUCTION

1. OVERVIEW

During the Practical Assessment Task, the learner must demonstrate his/her **knowledge and practical ability / skills** to produce a variety of food products on a small scale.

The learner must also demonstrate the ability to **develop an implementation plan** to market these products, and be able to **evaluate the sustainable profitability of the enterprise**.

The Practical Assessment Task for Grade 12 consists of a series of three tasks:

a. Term 1: Implementation plan to produce and market homemade products

Learners will compile an implementation plan for the **production and marketing of products**, and determine the sustainable **profitability** of such an enterprise. The learner will describe the target market for these products, source information about competitors, and determine the resources and equipment needed to start a micro-enterprise making these products **at home**. They will develop a marketing strategy for these items and determine the production cost, selling price and profit.

b. Term 2: Practical examination 1

Learners will make the products selected for the micro-enterprise of their choice

c. Term 3: Practical examination 2

During this exam learners will demonstrate their ability to produce a variety of food products in a given timeframe. Learners must be able to use a variety of techniques.

2. MARK ALLOCATION

The learners will do the Practical Assessment Task individually.

Each task consists of 100 marks. The mark for the final Practical Assessment Task is obtained by adding the marks for tasks 1, 2 and 3, as follows:

Implementation plan: term 1	100
Practical examination: term 2	100
Practical examination: term 3	100
Total	300 ÷ 3
Final mark for PAT	100

The marks for the PAT do not form part of the School Based Assessment, and cannot be added to the term marks. It is part of the end-of-the-year assessment. The province will provide two separate computerised mark sheets, one for SBA and one for the PAT.

Marks for the products made by the learners to practise the techniques required for the practical exam, will be used as practical marks for the term

3. REQUIREMENTS

Consumer Studies is a choice subject with different practical options. The school has chosen to offer Consumer Studies as a subject, and selected the Food Production Practical Option. Therefore the **equipment and funds necessary to conduct the PAT is 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 preparation and cooking
- A minimum of R25 but a maximum of R40 per learner for EACH of the two practical examinations, to purchase ingredients to make the required products

4. MODERATION OF THE PRACTICAL ASSESSMENT TASK

1. During Term 3, the **last** group of 12 learners are externally moderated at the school, while performing the practical exam. It is important to moderate the last group, as the marks of all the learners need to be finalised, filled in on the computerised mark sheet, and signed by the subject advisor and the principal on the day of the examination (if the mark sheet is available).

2. For the exam in term 3, the teacher must set at least 3 tests, according to the instructions given in the section on task 3.

3. The following information should be submitted to the subject advisor in the first week of term 2, for approval:

- The tests and relevant recipes, indicating the weighting of the techniques according to the skill code (Annexure A)
- The correct time schedule / order of work for each task
- The planning for purchase (Annexure D)
- A draft budget and the estimate cost per learner
- A memorandum for the appearance, taste and texture of each recipe

- Proposed moderation date of the last group of learners
4. The teacher must have the following available for the moderator on the day of the moderation:
- The marks of the learners who have already done the practical exam in term 3
 - The marks of all the learners for the practical exam in term 2
 - The marks of all the learners for the implementation plan (term 1)
 - A separate set of assessment tools for the moderator to use, with the names/examination numbers of the learners already filled in.

The moderator will assess the learners in the group independently from the teacher while they perform the examination. Afterwards the moderator will compare his/her assessment with the assessment of the teacher.

If the moderator finds that the marks of the teacher differ substantially from her marks, a block adjustment should be made. A block adjustment can also be made if the moderator finds that the practical exam of this school is not up to the expected standard. The moderator will discuss this with the teacher. The final moderated marks should then be used.

The marks of the previous groups of learners will also be taken into consideration when a block adjustment is made.

5. IMPLEMENTATION PLAN (COMPLETE IN TERM 1)

1. The learner will develop an implementation plan to start a micro-enterprise from home to sell homemade food products. They will also evaluate the sustainable profitability of the enterprise.
2. The teacher selects three micro-enterprises suitable for the environment in which the school is situated. Examples of micro-enterprises: Meals on wheels, tuck shop/spaza, coffee bar, lunch bar, catering for birthday parties, finger lunches, baking for home industries, taking orders for baked products, bake at home and people collect, etc.
3. The teacher chooses a few products for each micro-enterprise and sources recipes for these products, consulting the skill code in Annexure A.
4. The learner chooses any of these three micro-enterprises, and selects recipes from the list provided by the teacher.
5. In the practical examination in term 2 learners will make the products they chose for their home enterprise.

6. The recipes selected by the teacher must add up to a minimum weighting of 20 points, e.g. 9 points for recipe 1 and 11 points for recipe 2. One advanced product with two 'recipes' testing different skills, such as a chicken pie with a homemade crust, is also suitable, provided the requirements for the skill code are met. Each recipe must be accompanied by an illustration of the final product. The recipes may be for individual products, e.g. a cake; Swiss roll, savoury tart, bottle of preserves, or batches e.g. muffins, biscuits, and fudge.
7. Consider the available budget and equipment when selecting recipes.
8. The teacher must provide learners with a price list of all the ingredients in the chosen recipes, to use when calculating the cost of their product/s.
9. Learners may choose their own recipes, if the teacher agrees to this. The teacher should guide the learners in their selection of dishes.
10. With the presentation of the implementation plan, the learners must provide evidence of organisational ability, neatness and appropriate language skills, including correct spelling. **A template must not be given to learners where they will be filling in the task**

6. PRACTICAL EXAMINATION IN TERM 2

1. This practical examination, where the learners will make the products chosen for their micro-enterprise, should be **slotted into the examination timetable in the second term**. A time frame of 2½ hours, under examination conditions, is required.
2. Learners should be divided into groups of a maximum of twelve. 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 prepare the venue for the second group.
3. Schools with large numbers of learners will need more than one day to complete this exam.
4. A **planning session of 30 minutes** will be done in a class period, approximately two weeks before the practical session. A template for the planning task is included in the LEARNER TASK. Learners will use their recipes to make a list of the ingredients needed, and plan a work schedule.

5. Teachers must mark the planning section and hand back to learners before the practical session. Learners must use the corrected/amended planning for their examination.
6. Purchase the ingredients after receiving the learners' lists of ingredients
7. Prepare the training kitchen for the practical session. Pack out all the ingredients and equipment beforehand.
8. During **the practical session (2 hours)** learners work individually under the supervision of the teacher. The products should be labelled and packed (if applicable) at the end of the 2 hours. The development of labels is part of the implementation plan in term 1. Packaging could be purchased by the teacher, or brought from home.
9. Only the teacher and the candidates should be in the room during the practical examination.
10. Assess the learners while they are performing the practical examination. The teacher should not do any other work but should actively invigilate and assess each learner.
11. After the 2 hours, the **teacher will evaluate the products (30 minutes)**

7. PRACTICAL EXAMINATION IN TERM 3

1. During the practical examination in the third term, learners will demonstrate a variety of culinary skills.
2. Negotiate the date for the practical examination with the subject advisor, for **external on site moderation**.
3. Set 3 - 6 different tests, taking into account the number of learners. Each test should consist of at least 2 dishes, include a variety of culinary skills and techniques, and have a skill-code weighting of a minimum of 20 points (See Annexure A). Learners will be assessed on their ability to successfully produce food products by following a recipe.
4. Consider the available budget and other resources when selecting recipes.
5. Each test will consist of the instructions for the examination as well as the recipes. The same 3-6 tests will be used for all the examination sessions.

6. Prepare a work order for each test. Learners will receive this after the planning session. The learner will receive marks for his / her own planning, but will not be penalised again for the same mistake by following the wrong order of work.
7. Submit the tests to the subject advisor for approval in the first week of term 2, as discussed in the section on moderation.
8. Learners must be divided into groups of a maximum of twelve, as for the exam in term 2.
9. Purchase the ingredients. Prepare the training kitchen. Pack out the necessary ingredients and equipment beforehand.
10. Assess the learners while they are performing the practical examination. The teacher should not do any other work, but should actively invigilate and assess each learner.

Performing the examination (3 hours):

1. Learners draw a number from a box. The teacher hands out the tests according to the draw. The learners have **30 minutes to do their planning**.
2. When learners hand in their planning, they receive the correct order of work for their test.
3. Learners performing the same test must be placed at different workstations, e.g. a learner performing Test 1 could share a workstation and stove with a learner performing Test 3.
4. Learners have **2 hours to make their products**. Learners work individually, under supervision of the teacher.
5. Only the teacher and the candidates should be in the room during the practical examination
6. The products should be **served** (not packaged) at the end of the 2 hours. Learners will **lose 2 marks for every 5 minutes late**.
7. The teacher has **30 minutes to assess** the products.

ANNEXURE A

SKILL-CODE FOR WEIGHTING OF TECHNIQUES USED IN FOOD PRODUCTION

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

1. The weighting of the techniques in the recipe/s chosen for each test for the practical examination in grade 12 adds up to a minimum of 20 points.
2. Points for the same technique cannot be awarded twice in the same test.
3. A variety of techniques should be used for the practical exam in term 3.

1	Cooking methods	
1.1	Baking of a cake: Lining tin, pre-heat oven and set correct temp. Position of oven rack correct, bake for desired time, blind baking	3
1.2	Baking without lining a tin Baking in a pan of hot water (Bain Marie) e.g. baked custard. Baking a soufflé	2
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)	3
1.6	Grilling (hamburger patties, steak)	3
1.7	Cooking in microwave oven , e.g. custard sauce, white sauce, pasta. (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	3
1.10	Sauté (onions, green peppers, etc)	2
1.11	Sealing and browning of meat / mince /dry frying of bacon	2
1.12	Shallow-frying (pancakes, crumpets, hamburger patties, fish cakes)	3
1.13	Simmering / stewing meat / poultry dish with vegetables, dried fruit	4
1.14	Steaming: double boiler or mixing bowl on pot, e.g. fish, egg custard sauce, melting chocolate (NOT RICE)	3
2	Gelatine	
2.1	Gelatine dish, e.g. moulded salad or desert	3
2.2	Gelatine dish made with commercial jelly	2
2.3	Fold in other ingredients such as whipped cream or grated cucumber at correct stage	2
2.4	Unmoulding gelatine dish	2
3	Eggs	
3.1	Soft meringue (e.g. lemon meringue tart)	3
3.2	Hard meringue (meringues)	4
3.3	Custard base with eggs, e.g. quiche /milk tart	2
3.4	Beating and folding in egg white, e.g. soufflé	2
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	Peeling, cutting, slicing, dicing, of vegetables, e.g. julienne carrots (use of chef's knife)	2
6.2	Deboning of chicken / chicken breast	2
7	Ready-made food	
7.1	Preparing a biscuit crust using e.g. Marie biscuits / Tennis biscuits 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. gravy, custard, jam-, orange sauce, sauce thickened with flour	2
8.2	Mayonnaise (home made)	4
8.3	Uncooked, homemade salad dressing	2
8.4	Cooked salad dressing	4
8.5	White sauce / cheese 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 stage, firm ball stage, etc.	4
9.3	Manipulation of sugar syrup, e.g. beating fudge, marshmallows. Cut in shapes when cold	4
10	Techniques	
10.1	Butter icing – preparing and using for cup cakes and cakes	3
10.2	Garnishing, advanced, e.g. tomato-/potato-/radish flowers / tuiles / chocolate curls / chocolate leaves, chocolate cups / shaping and decorating with fondant icing / marzipan and other decorations, etc.	3
10.3	Home made pasta	3
10.4	Piping / using a piping bag	2
10.5	Royal icing (icing sugar and water/lemon juice/egg white – glazing) – preparation and use	2
10.6	Preparing a chocolate ganache (Chocolate and cream)	2
10.7	Puree	2
10.8	Shaping of dough, e.g. scones, biscuits, doughnuts, bread rolls, koeksisters, croquettes	3
10.9	Swiss roll / roulade – rolling	3
10.10	Lamingtons – Making of chocolate sauce and dipping, rolling in coconut	3
10.11	Using specialized equipment, e.g. food processor, blender, pasta machine (not electric beater or deep fryer)	2
11	Yeast	
11.1	Preparing yeast batter or yeast dough	4
12	Any other skills not mentioned (to be used only twice in the same test)	1

ANNEXURE B

ASSESSMENT CRITERIA FOR PROJECT TERM 1

Question		Criteria			
1	Selected products	Excellent explanation of 4 valid reasons why these products are suitable for small-scale production from home.			4
2	2.1 Target market	Excellent choice and description of target market			2
	2.2 Profile of target market	Excellent description of target market, mentioning at least 4 characteristics of this market segment			4
	2.3 Suitability of products	Excellent explanation of 3 valid reasons why these products will be bought by this target market			3
3	Competitors				
		Name of business	Name of product	Price	
3.1	Products	1√	√	√	
		2√	√	√	
3.2	Reasons for competitive advantage	Excellent description of how own product will differ from, and be better than above products. 3 facts √√√			9
	Resources	Realistic list of resources / equipment that you have at home. List at least eight			4
4.1	Available				
4.2	To obtain	Realistic list of resources / equipment to buy / rent. List at least eight			4
5	Marketing				
5.1	Product	<ul style="list-style-type: none"> Excellent trade name, suitable for product and target market 			2
		<ul style="list-style-type: none"> Excellent slogan or sentence which will capture customers' interest√, suitable for product and target market√ 			3
		<ul style="list-style-type: none"> Packaging details: Name 4 excellent reasons for choice. Include type of material, shape, size, durability, suitability for product and target market 			5
		<ul style="list-style-type: none"> Label: Information complete, e.g. trade name√, address and contact details√, date of manufacturing, sell by/use by date,√ serving suggestions√. Attractive, eye catching and very neat,√ suits product image and target market√, eye-catching, very neat, √ suitable material used to make label. √ 			10
					20

ANNEXURE C

MARK SHEET FOR PRACTICAL EXAMINATIONS

		Names of learners							
NAME OF SCHOOL: _____ DATE _____ EXAMINER _____									
1	PERSONAL APPEARANCE AND HYGIENE Hair covered, clean apron, clean hands and nails, no jewellery	5							
2	PREPARATION Collect and prepare equipment. Collect and prepare ingredients. (Subtract marks for errors)	5							
3	USE OF EQUIPMENT / APPARATUS Choose correct equipment/apparatus for a task, use the equipment correctly and safely (Subtract marks for errors)	5							
	Measure accurately, using the correct equipment (measuring spoons, cups for dry ingredients and liquids (Subtract marks for errors, e.g. measure milk in cup for dry ingredients, press flour into measuring cup instead of scooping carefully)	5							
	Use stovetop and oven correctly for cooking method (correct temperatures, height of oven trays, preheat oven) (Subtract marks for error, e.g. oven tray on wrong height, stove plate not turned down while boiling vegetables)	5							
4	INTERPRETATION OF RECIPES Interpretation of recipes, reading skills and understanding	5							
5	PREPARATION AND COOKING METHODS. Correct preparation techniques/mixing methods, correct cooking methods used, culinary skills efficient (Subtract marks for errors, e.g. not rubbing in correctly)	10							
6	HYGIENE, NEATNESS and ECONOMIC USE OF INGREDIENTS Neatness of work surfaces and equipment (stoves, sinks, etc.) Dishwashing (warm water, rinse), dishcloths clean, available & not lying around (Push into apron's belt) Dishwashing, cleaning of work surface, stove, floor, work units/cupboards & packing away of equipment should be finished by the time dishes are served. Correct handling of waste. (Subtract marks for errors)	5							

7	EFFICIENT USE OF TIME													
	Work procedure logical. Integration of 2 recipes, dishes finished on time													
	Use time efficiently, work fast (Subtract 2 marks for every 5 minutes late)		5											
	EVALUATION OF DISHES: 0 = Unacceptable, cannot serve product 1-2 = Does not meet requirements 3 = Acceptable 4 = Good 5 = Exceeds requirements, excellent	FINAL PRODUCT 1	Appearance	5										
			Texture	5										
			Taste	5										
		FINAL PRODUCT 2	Appearance	5										
			Texture	5										
			Taste	5										
	PRACTICAL WORK			80										
PLANNING			20											
TOTAL			100											

ANNEXURE D**TEACHER'S PLANNING FOR PURCHASES****Example**

Total Learners	Groups	Number of learners per group	Number of tests	Number of learners per test	Dates	Time
25	1	8	4	2	10/09	08.00-11.00
	2	8	4	2	10/09	11.30-14.30
	3	7	4	2	11/09	08.00-11.00

Test	Recipe 1: Quiche Lorraine			Recipe 2: Queen fritters		
	Ingredients	1	X 6	Ingredients	1	X6
1	'Salticrax' biscuits	$\frac{3}{4}$ pack	5 pk	Cake flour	125 ml	750 ml
	Margarine	50 ml / g	300 g	Margarine	62,5 ml (60 g)	360 g
	Bacon	100 g	600 g	Castor sugar	50 ml	300 ml
	Cheddar cheese, grated	250 ml	1500 ml	Salt	Pinch	Salt
	Eggs	4	24	Eggs	2	12
	Cream, long life	125 ml	750 ml	Whipped cream	100 ml	500 ml
	Milk	175 ml	1 $\frac{1}{4}$ litre	Paper towels		1 roll
	Chicken stock cube	$\frac{1}{2}$	3	Oil for deep frying		5 litre
	'Spray and Cook'		1 tin			

TEACHER'S PLANNING FOR PURCHASES

Total Learners	Groups	Number of learners per group	Number of tests	Number of learners per test	Dates	Time

Test	Recipe 1:			Recipe 2:		
1	Ingredients	1	X 6	Ingredients	1	X6

Test	Recipe 1:			Recipe 2:		
2	Ingredients	1	X 6	Ingredients	1	X6

Test	Recipe 1:			Recipe 2:		
3	Ingredients	1	X 6	Ingredients	1	X6

Test	Recipe 1:			Recipe 2:		
4	Ingredients	1	X 6	Ingredients	1	X6



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CURRICULUM STATEMENT

CONSUMER STUDIES

GRADE 12

PRACTICAL ASSESSMENT TASK

2010

FOOD PRODUCTION

LEARNER TASK

IMPLEMENTATION PLAN

TERM 1

You want to start a micro-enterprise to produce and sell two different quality food products on a daily basis. These products must be suitable for a small-scale enterprise that you will run from your home. You plan to sell 10 each of the two products / batches per week.



Study the different micro-enterprises suggested by the teacher. Select one.

Study the recipes provided by your teacher for the enterprise you selected. Choose product/s that you would like to make and sell.

Develop an implementation plan for the micro enterprise.

- **Choose and describe your target market, and explain why your products will be suitable for this target market.**
- **Source information on competitors selling the same product, and explain how your products will differ from theirs.**
- **Make a list of all the resources and equipment you will need to start this micro-enterprise from home.**
- **Plan a marketing strategy for your product, using the 4P marketing mix.**
- **Calculate your production price, selling price and profit.**

Use the criteria on the next page and present a neat plan, using clear, correct language.

	Criteria	Description	Mark									
1	Selected products	Explain why these products are suitable for small-scale production from your home.	4									
2	Target market	These products will be produced for a specific target market. 2.1 Which target market will be suitable for this micro-enterprise? 2 2.2 Describe the profile of this target market. 4 2.3 Explain the suitability of these products for this target market. 3	9									
3	Competitors	3.1 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? 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> 3.2 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 for starting this micro-enterprise from your home as follows: 4.1 List the equipment that you have at your home. 4 4.2 List what equipment you need to buy or rent. 4	8									
5	Marketing strategy. (4P marketing mix)	5.1.1 Choose a trade name for your product 2 5.1.2 Choose a slogan sentence to capture the customers' interest 3 5.1.3 Plan the packaging details. Describe choice and 4 reasons for choice. This packaging must be used in the practical exam in term 2 5 5.1.4 Develop a label for each product. Include all relevant information. Labelling is also a marketing opportunity. This label/s must be used in the practical exam in term 2 10	20									
	5.2 Promotion	5.2.1 Plan a strategy for advertising (how, what, when, where?) 4 5.2.2 Develop an advertisement for your product/s 10	14									
	5.3 Place	5.3.1 Where will your point of sale be? 1 5.3.2 Why did you choose this point of sale? Give 4 reasons 4 5.3.3 Plan realistic transport, storage and delivery strategies 3	8									

6	Price	6.1 Using the cost of the ingredients; determine the cost of the shopping list as well as the recipe of one product / batch. Use template provided	14
		6.2	
		<ul style="list-style-type: none"> • Determine the cost of the ingredients bought but not used (excess) 1 • Calculate 40% mark up to cover the overheads and make a profit 2 	
		Calculate the selling price of the product / batch 2	5
		6.3 You want to sell 10 products / batches per week (5 days) Calculate your profit per week	4
7	Presentation	Good language usage, correct spelling and organised layout.	5
		Total	100

6. CALCULATING THE PRICE

Name of recipe:

6.1 Calculate the cost of one product/batch
 (Product such as a cake. A batch of biscuits/muffins is the number made from one recipe) (14)
 (Teacher chooses any 2 ingredients to mark)

Ingredients	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 product/batch (1)		R		Actual cost of one product / batch (1)		R

6.2 Pricing

- Calculate the cost of the excess if you do not use all the ingredients on your shopping list

Total cost of shopping list – actual cost of product/batch (1)

- Calculate 40% mark-up to cover overheads and make a profit.

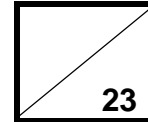
(2)

- Calculate the selling price per product/batch

	(2)
--	-----

- Calculate profit per week if you sell 10 products/batches every week

	(4)
--	-----



**PRACTICAL EXAMINATION
TERM 2**

Planning:		Time: 30 minutes	
Plan for production of the products chosen in tem 1, using the attached format:			Marks
1	List the ingredients and equipment required for the production of each of your products. List only those not available at your work station.		5
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			20

Production:		Time: 2 hours	
Make the products, using the recipes you chose for the implementation. Mark-allocation will be done as follows:			Marks
1	Personal appearance and hygiene		5
2	Collect and prepare equipment		5
3	Safe and correct use of equipment		5
	Measuring		5
	Use of stove (oven and top)		5
4	Interpretation of recipes		5
5	Preparation and cooking methods		10
6	Hygiene, neatness and economy		5
7	Efficient use of time /correct order of work		5
8	Product /s: Appearance, taste and texture		30
Total			80

**PRACTICAL EXAMINATION
TERM 3**

A	Planning:	Time: 30 minutes	
	Study the recipes provided by the teacher, and plan the production, using the attached format:		Marks
1	List the ingredients and equipment required for the production of each of the two recipes on the template provided. List only those not available at your workstation.		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.		10
Total			20

	Production:	Time: 2 hours	
	Prepare the products, using the recipes provided. Marks will be allocated as follows:		Marks
1	Personal appearance and hygiene		5
2	Collect and prepare equipment		5
3	Safe and correct use of equipment		5
	Measuring		5
	Use of stove (top and oven)		5
4	Interpretation of recipes		5
5	Preparation and cooking methods		10
6	Hygiene, neatness and economy		5
7	Efficient use of time		5
8	Product /s: Appearance, taste and texture		30
Total			80

PLANNING FOR PRACTICAL EXAMINATIONS**TIME: 30 MINUTES**

(You may indicate different recipes in different colours)

TEST NUMBER	NAME:	DATE:	20
--------------------	--------------	--------------	-----------

LIST THE EQUIPMENT AND INGREDIENTS THAT ARE NOT AVAILABLE AT YOUR WORKSTATION**(5)**

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

SCALE FOR ASSESSMENT: 0-1 = Unacceptable, 2 = Does not meet requirements, 3 = Meets requirements/acceptable, 4 = Exceeds requirements, 5 = Excellent

