

**MODULE 5: Food commodities****Unit 5.1: Cereals: Maize**

- Description
- Retail maize products
- Uses in food preparation
- Cooking of Maize
- Storage

**Unit 5.2: Salad and Salad Dressings**

- Classification of salads
- Fresh/raw salad (Greek salad and carrot salad)
- Cooked salad (corn salad and potato salad)
- Salad dressing- oil and vinegar and mayonnaise base
- Creative presentation of salads

**Unit 5.3: Quick Flour Mixtures**

- Culinary mixing terminology: Rubbing in, beat, blend, bind, mix, cream, whip, fold, sift and grease.
- Classification and uses of quick flour mixtures
- Batters: Thin batter: pancakes  
Drop batter: Flapjacks, Muffins
- Doughs: Soft dough: Scones, pizza
- Soft dough: Biscuits, sweet or savoury pinwheels

**MUFFINS**

- characteristics of a good muffins
- presentation techniques
- storage
- Airtight containers
- Freezing
- How to use muffins successfully

**Unit 5.4: Convenience food**

- Introduction to convenience food
- Types: frozen, dry, canned/bottled
- Advantages and Disadvantages

**Unit 5.5: Tea and coffee****Tea**

- Types: Ceylon and red bush (rooibos)
- Preparation and presentation

**Coffee**

- Preparation and Presentation
- Instant and plunger

## **PRACTICAL LESSONS**

**Practical Lesson 2: Performance Test** – Prepare and present savoury and sweet coloured popcorn.

**Practical Lesson 3: Performance Test** – Prepare and present corn dogs or crumbed pap fingers

**Practical Lesson 1: Performance Test** – Prepare and present cooked salad

**Practical Lesson 2: Performance Test** – Prepare a baked drop batter product e.g., muffins

**Practical Lesson 3: Performance Test** – Use convenience soft / stiff dough product and do a baked sweet product

## **PRACTICAL DEMONSTRATIONS**

**Practical Demonstration** – Edible food colouring and its uses in food preparation.

**Practical Demonstration** – Demonstrate dishes made from convenience food.

## **SKILLS TEST**

Skills Test 2 - prepare bake and freeze a batch of vanilla or chocolate muffins

Skills Test 3 - prepare using a product using a convenience soft or stiff dough

## MODULE 5: FOOD COMMODITIES

### Unit 5.1: Cereals-maize

- description
- maize products
- uses in food preparation
- cooking of maize
- storage

### Unit 5.2: Salads & salad dressings

- Classification of salads
- Fresh/raw salad (Greek salad and carrot salad)
- Cooked salad (corn salad and potato salad)
- Salad dressing- oil and vinegar and mayonnaise base
- Creative presentation of salads



### ENTREPRENEURSHIP

#### CAREERS

Chefs/ staff cooks  
Food & Beverage  
managers  
Food caterers  
Restaurant/stall  
owners

Self-employment opportunities  
in food.  
Operating market stalls/food  
outlets

### Unit 5.3 Quick flour mixtures and Muffins

- Culinary mixing terminology: Rubbing in, beat, blend, bind, mix, cream, whip, fold, sift and grease.
- Classification and uses of quick flour mixtures
- Batters: Thin batter: pancakes  
Drop batter: Flapjacks, Muffins
- Doughs: Soft dough: Scones, pizza
- Soft dough: Biscuits, sweet or savoury pinwheels
- MUFFINS**
  - characteristics of a good muffins
  - presentation techniques
  - storage
  - Airtight containers
  - Freezing
  - How to use muffins successfully

### Unit 5.4 Convenience Foods

- Introduction to convenience food
- Types: frozen, dry, canned/bottled
- Advantages and Disadvantages

### Unit 5.5 Tea and Coffee

#### Tea

- Types: Ceylon and red bush (rooibos)
- Preparation and presentation

#### Coffee

- Preparation and Presentation
- Instant and plunger

### KEY CONCEPTS

maize  
salad  
salad dressing  
teapot

beating  
sifting  
mixing  
coffee pot

baking  
batters  
dough

brewing  
tea tray  
freezing

### SOFT SKILLS

teamwork  
communication  
creativity

problem-solving  
multi-tasking  
patience

organisational skills  
resilience

self-confidence

LESSON PLAN – HOSPITALITY STUDIES					
GRADE	9	Planned date		Date completed	
TOPIC	FOOD COMMODITIES				
Sub-topic(s)	MODULE 5: Food commodities Unit 5.1: Cereals: Maize <ul style="list-style-type: none"><li>• Description</li><li>• Retail maize products</li><li>• Uses in food preparation</li><li>• Cooking of Maize</li><li>• Storage</li></ul>				
CAPS REFERENCE	Term 2 Week 6/7				
DURATION	60 minutes				
LESSON RESOURCES	Video – How to prepare popcorn: <a href="http://youtube.com/watch?v=3xXVsihptUE">http://youtube.com/watch?v=3xXVsihptUE</a> 1. <a href="http://youtube.com/watch?v=fvCcCy7NdlU">http://youtube.com/watch?v=fvCcCy7NdlU</a> 2. Learner notes 3. Pictures, samples, slides on maize products in South Africa.				
ACTIVITIES	Activity 1 Learners are required to compile a list of maize products prepared at their home and state the method of cooking used to prepare the products. <b>Cognitive level:</b> Understanding and application				
PREAMBLE	Explain subject topic: Food Commodities -using maize in a variety of forms as a staple ingredient in food preparation				
EXPECTED OUTCOMES	The ability to apply basic skills to identify: <ul style="list-style-type: none"><li>• Identify maize products</li><li>• To prepare basic dishes using various maize products</li></ul>				
DETERMINE PRIOR KNOWLEDGE	Uses of maize in the households. Storage of maize products				
INTRODUCTION TO THE TOPIC	Discussion on use of maize products in daily life. Maize products that are sold				
PRACTICAL WORK	<b>Demonstration – of preparation of popcorn making for savoury popcorn. Practical lesson on making savoury and sweet popcorn.</b>				
CONCEPTS AND TERMINOLOGY					
Concept / Term	Meaning in Hospitality studies context				
Maize meal	Mielie Meal or mielie pap or maize meal is a relatively coarse flour made from maize which is known as mielies or mealies in southern Africa.				
Samp	Samp is an African food consisting of dried corn kernels that have been stamped and chopped until broken but not as fine as Mealie-meal or mielie rice.				
Corn flour	finely ground maize flour, used for thickening sauces.				

Mealie rice	crushed maize kernels, used as a substitute for rice.
Pop corn	maize of a variety with hard kernels that swell up and burst open when heated.
Corn flakes	a breakfast cereal consisting of toasted flakes made from maize flour.
Frozen corn/tinned corn	Corn kernels that are preserved by freezing/canning to increase the shelf life
Corn on the cob	cereal plant that yields large grains (corn or sweetcorn) set in rows on a cob

<b>LESSON PRESENTATION and INFORMAL ASSESSMENT</b>	<b>Lesson Content:</b> <ol style="list-style-type: none"> <li>1. Discuss maize as a commodity used in food preparation.</li> <li>2. Description of the maize</li> <li>3. Explain the types of maize products in the market and show learners samples of maize products on slides or actual products or pictures.</li> <li>4. Discuss the uses of maize in food preparation</li> <li>5. Demonstrate / Explain the cooking of maize: educators to show learners the video on popcorn, pap and maize rice preparation. Use the videos to enhance lesson</li> <li>6. Discuss the storage of maize products to protect the products and increase shelf life.</li> </ol>
<b>EAC INTEGRATION</b>	<b>Identification test:</b> Visual interpretation of the different ways viewing videos, viewing pictures and slides.
<b>EXTENDED OPPORTUNITIES</b>	Encouraging learners to use corn in food preparation in place of refined starch products.
<b>SELF-REFLECTION</b>	



## MODULE 5: Food commodities

### Unit 5.1: Cereals: Maize

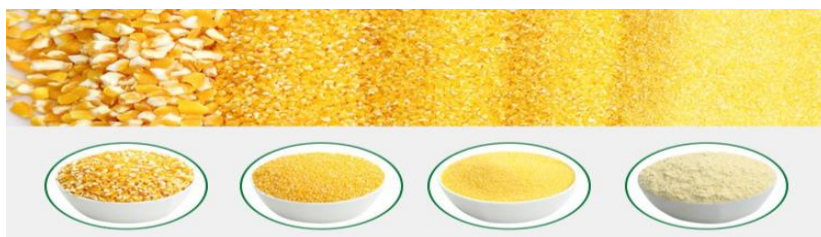
- Description
- Retail maize products
- Uses in food preparation
- Cooking of Maize
- Storage

#### 5.1.1 Description

Maize is a staple food for many people in South Africa. It is a cereal grain also known as corn and belongs to the cereal and starch group because it contains a lot of starch.



5.1.2 Retail maize products in the market	5.1.3 Uses in food preparation
Maize meal Samp Corn flour Mealie rice Pop corn Corn flakes Frozen corn/tinned corn Corn on the cob	Pap, porridge Side dish with stew Thickening sauces, dessert Side dish Snack Breakfast cereal Vegetable dishes, soup Vegetable side dish





#### 5.1.4 Cooking of maize products:

Pap: boiling

Corn on the cob: boiling or grilling

Popcorn: shallow frying or microwave

Samp and mealie rice: boiling and stewing

Corn starch and mealie rice: used in baked products



#### 5.1.5 Storage

- Always store in an air-tight and dry container
- Weevils may infect Maize, store at a cool temperature
- If stored for longer periods rather store in the refrigerator than at room temperature



#### INFORMAL ACTIVITY

Learners are required to compile a list of maize products prepared at their home and state the method of cooking used to prepare the products. E.g., mealies- boiling



### INFORMAL ACTIVITY

Learners are required to research edible food colouring its use in food preparation

### EDIBLE FOOD COLOURING ITS USE IN FOOD PREPARATION

Learners are required to research FIVE edible food colours used in food preparation and complete the table below.



COLOUR	SOURCE	USE IN FOOD PREPARATION



### INFORMAL ACTIVITY – MARKING GUIDELINE

Learners are required to research edible food colouring its use in food preparation

COLOUR	SOURCE	USE IN FOOD PREPARATION
Red	Beetroot, pomegranate, tomato	Cakes, biscuits, pasta✓✓✓
Orange	Carrot, paprika	Cooking rice dishes and curry, pasta✓✓✓
Yellow	Turmeric, saffron	Cooking biryani and curries. ✓✓✓
Green	Parsley, spinach	Baking cakes, tinting



		icing, pasta
Blue	Red cabbage and baking soda	Colouring icing✓✓✓
Purple	Purple sweet potato, blueberries	Cakes and icings, frostings ✓✓✓
Brown	Cocoa powder, cinnamon, espresso	Cakes, biscuits, milk shakes✓✓✓
Black	Squid ink, activated charcoal, black cocoa	Cakes and frostings✓✓✓



**PRACTICAL DEMONSTRATION**  
**FOOD COLOURING**  
 Edible food colouring and its uses in food preparation e.g.,  
 Yellow = Saffron Turmeric  
 Red = Tomato Paste  
 Black = Activated charcoal, squid ink.

**How to Make  
Homemade Food Coloring**

NourishingJoy.com

	pure beet juice pure pomegranate juice beet powder
	pure carrot juice carrot powder paprika
	ground turmeric fresh turmeric juice saffron
	liquid chlorophyll matcha powder parsley juice spinach powder
	red cabbage juice any purple colorant + baking soda
	purple sweet potatoes purple carrots pure blueberry juice
	espresso cocoa powder cinnamon
	black cocoa powder activated charcoal powder squid ink

....plus the **secret** to making  
homemade dyes that **WORK**





## PRACTICAL LESSON 2: PERFORMANCE TEST

### Performance test:


- Prepare and present savoury and sweet coloured popcorn. Present in the upcycled container made in Week 5.
- Assess: The quality of the popcorn as well as the container and label.

### MAIZE: CARAMEL POPCORN

Surname, Name:				Gr.9-			
<b>Food commodities: Maize</b> 			<b>OBJECTIVES:</b> Learners will be able to: Caramel popcorn		<b>SOFT SKILLS to strengthen hard skills:</b> <ul style="list-style-type: none"> <li>• Analytical skills</li> <li>• Decisiveness</li> <li>• Critical Thinking</li> </ul>		
<b>CHARACTERISTICS OF THE PRODUCT</b>						<b>CARAMEL POPCORN</b>	
<b>Appearance</b>		<b>Texture</b>		<b>Taste</b>			
Light caramel brown glossy		Crunchy		Sweet buttery			
<b>ASSESSMENT</b>							
<b>Personal hygiene</b>		<b>“Clean as you go”</b>	<b>Prep sheet</b>	<b>Final product</b>		<b>Questions</b>	<b>TOTAL</b>
[5]		[4]	[5]	[6]		[5]	25
Hair	2			Appearance	2		
Nails	1			Texture	2		
Apron	2			Taste	2		

**A. INTRODUCTION (5 minutes)**

**B. Study the recipe carefully and complete the mise en place form provided.**

<b>Caramel popcorn 10 portions</b>	
<b>Ingredients</b>	
Popcorn	
500ml unpopped popcorns	
120ml oil	
Caramel	
250ml butter	
250ml light brown sugar	
10ml vanilla	
2.5ml bicarb of soda	
<b>Method</b>	
<ol style="list-style-type: none"><li>1. Heat the oil over high heat add in the popcorn seed, cover.</li><li>2. In a few minutes, the popcorn should start popping.</li><li>3. Give the pan a good shake every now and then to ensure even heating.</li><li>4. Once the popping slows down to nearly a stop, remove the pan from the heat and let it sit for 1 more minute to give any seeds a chance to pop. Pour into a large serving bowl.</li></ol>	
	

**C. Mise en place**

NAME OF RECIPE: CARAMEL POPCORN		
Ingredients	Recipe Amount	Mise en place of ingredients [2]

Mise en place-apparatus [2]		Mise en place of additional equipment not found at your workstation [1]
		Number of portions: [1]
Technique Applied:		[1]
Description of dish:		[1]
Oven/temperature control on stove:		[1]
Cooking Method:		[1]
		<b>TOTAL = 10/2=5</b>

Answer the following questions

1. Discuss THREE guidelines to follow when storing popcorn seeds. (3)

2. Name TWO other sweet popcorn treats. (2)

(5)

**TOTAL: 25 MARKS**



## PRACTICAL LESSON 2: PERFORMANCE TEST - MARKING GUIDELINE

### Performance test:

- Prepare and present savoury and sweet coloured popcorn. Present in the upcycled container made in Week 5.
- Assess: The quality of the popcorn as well as the container and label.

### C. Mise en place

NAME OF RECIPE: Caramel Popcorn		
Ingredients	Recipe Amount	Mise en place of ingredients [2])
500ml unpopped popcorns	500ml	<i>Measuring ingredients</i> ✓
120ml oil	120ml	<i>Prepare the plain popcorn</i> ✓
Caramel		
250ml butter	250ml	
250ml light brown sugar	250ml	
10ml vanilla	10ml	
2.5ml bicarb of soda	2.5ml	
		Mise en place of additional equipment not found at your workstation [1]
		<i>Collect large mixing bowls and spatulas</i> ✓
Mise en place-apparatus [2]		
Heat saucepan✓		
Collect measuring utensils✓		
		Number of portions: 12 ✓ [1]
Technique Applied:	<i>Making popcorn</i>	[1]
Description of dish:	<i>sweet, buttery, crunchy</i> ✓	[1]
Oven/temperature control on stove:	<i>medium/high</i> ✓	[1]
Cooking Method:	<i>shallow frying / boiling</i> ✓	[1]
TOTAL = 10/2=5		

**Answer the following questions**

**1. Discuss THREE guidelines to follow when storing popcorn seeds. (3)**

- Always store in an air-tight and dry container✓
- Weevils may infect Maize; store at a cool temperature ✓
- If stored for longer periods rather store in the refrigerator than at room temperature✓

**2. Name TWO other sweet popcorn treats. (2)**

Cinnamon sugar✓, candy✓, salted caramel✓, candy corn✓, cotton candy✓, snickers✓, Marshmallow caramel popcorn✓, white chocolate cookie butter popcorn✓, Oreo popcorn✓ and chocolate covered popcorn✓.

**(5)**

**TOTAL: 25 CONVERTED TO 15**




**PRACTICAL LESSON 3: PERFORMANCE TEST  
CORN DOGS OR CRUMBED PAP FINGERS**


**Performance test:**

Prepare and present corn dogs or crumbed pap fingers.

- Apply the rules for frying as a cooking method, keeping safety aspects in mind.
- Apply correct measuring and preparation techniques

**MAIZE: CORN DOGS**


<b>Surname, Name:</b>		<b>Gr.9-</b>
<b>FOOD COMMODITIES: MAIZE</b> 	<b>OBJECTIVES:</b> Learners will be able to: <ul style="list-style-type: none"> <li>• Analyse the given recipe</li> <li>• Complete the mise en place form</li> </ul>	<b>SOFT SKILLS to strengthen hard skills:</b> <ul style="list-style-type: none"> <li>• Analytical skills</li> <li>• Decisiveness</li> <li>• Critical Thinking</li> </ul>

CHARACTERISTICS OF THE PRODUCT			
Appearance	Texture	Taste	
Light caramel brown Golden brown	Crunchy, crispy	Savoury, nutty corn taste	

ASSESSMENT									
Personal hygiene		“Clean as you go”	Prep sheet	Final product			Questions	TOTAL	
[5]		[4]	[5]	[6]			[5]	25	
Hair	2			Appearance	2				
Nails	1			Texture	2				
Apron	2			Taste	2				

#### A. INTRODUCTION (5 minutes)

B. Study the recipe carefully and complete the mise en place form provided.

<b>Corn dog</b>	<b>Yields: 6-8</b>	
<b>Ingredient</b>		
177ml yellow cornmeal		
177ml flour		
5ml baking powder		
1ml salt		
1egg, beaten		
158 ml milk		
6 -8 small wooden sticks		
6 -8 hot dogs		
oil, for deep-fat frying		
<b>Method</b>		



<ol style="list-style-type: none"> <li>1. Combine cornmeal, flour, baking powder, salt, and egg; mix well.</li> <li>2. Stir in milk to make a thick batter, place in a tall narrow glass. Let stand 4 minutes to thicken.</li> <li>3. Meanwhile, heat oil to 190 °C.</li> <li>4. Pat hot dogs dry. Dust with flour if desired. Insert sticks in hot dogs, dip into batter. Let excess drip off.</li> <li>5. Fry until golden brown, about 5-6 minutes. (I've found it works best to fry them one at a time. Unless you have a fryer that is big enough to handle more without them touching.).</li> <li>6. Drain on paper towel.</li> </ol>	
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### C. Mise en place

NAME OF RECIPE: CORN DOGS		
Ingredients	Recipe Amount	Mise en place of ingredients [2]

Mise en place-apparatus [2]		Mise en place of additional equipment not found at your workstation [1]
		Number of portions: [1]
Technique Applied:		[1]
Description of dish:		[1]
Oven/temperature control on stove:		[1]
Cooking Method:		[1]
		TOTAL = 10/2=5

Answer the following questions:

1. Give your understanding of mise en place in the kitchen. [3]
  2. Provide TWO advantages of this process during practical lessons. [2]
- [5]

TOTAL: 25 MARKS



### PRACTICAL LESSON 3: PERFORMANCE TEST CORN DOGS OR CRUMBED PAP FINGERS MARKING GUIDELINE

#### C. Mise en place

NAME OF RECIPE: CORN DOG		
Ingredients	Recipe Amount	Mise en place of ingredients [2]
boiling water	250ml	Collecting all ingredients ✓
Salt	2.5ml	Measuring the required amounts ✓
quick-cooking cornmeal (maize meal)	250ml	
sour milk (amasi or maas)	250ml	
ml white pepper	1ml	
grated Gouda cheese	125ml	
chopped fresh parsley	10ml	

Milk	125ml	
fine breadcrumbs	250ml	
vegetable oil for frying	250ml	
<b>Mise en place-apparatus [2]</b>		<b>Mise en place of additional equipment not found at your workstation [1]</b>
<i>Pre-heat oil✓</i>		<i>Collect large mixing bowls and spatulas✓</i>
<i>Place draining paper on plate/sheet✓</i>		
		<b>Number of portions: 6-8 ✓ [1]</b>
<b>Technique Applied:</b> <i>boiling/deep frying /crumbing</i>		<b>[1]</b>
<b>Description of dish:</b> <i>crispy covering/coating with hot dog inside. ✓</i>		<b>[1]</b>
<b>Oven/temperature control on stove:</b> <i>190°C</i>		<b>[1]</b>
<b>Cooking Method:</b> <i>shallow fat Frying</i>		<b>[1]</b>
<b>TOTAL = 10/2=5</b>		

**1. Give your understanding of mise en place in the kitchen. [3]**

- *Refers to the preparation of your section, or area in a kitchen. It covers all of your equipment and ingredients required to prepare the product. Having all your essentials at your unit when cooking. ✓✓✓*


**2. Provide TWO advantages of this process during practical lessons. [2]**


- *It saves on time preparation✓*
- *Ensures logical, sequenced actions in the kitchen✓*

**TOTAL: 25 MARKS**

## OPTIONAL VARIETY PRACTICAL LESSON 3: PERFORMANCE TEST

### MAIZE: CRUMBED CHEESY PAP FINGERS


Surname, Name:		Gr.9-
<b>Food commodities: Maize</b> 	<b>OBJECTIVES:</b> Learners will be able to: <ul style="list-style-type: none"> <li>Analyse the given recipe</li> <li>Complete the mise en place form</li> </ul>	<b>SOFT SKILLS to strengthen hard skills:</b> <ul style="list-style-type: none"> <li>Analytical skills</li> <li>Decisiveness</li> <li>Critical Thinking</li> </ul>

CHARACTERISTICS OF THE PRODUCT			
Appearance	Texture	Taste	
Light caramel brown Golden brown	Crunchy, cheesy	Savoury, nutty and cheesy taste	

ASSESSMENT									
Personal hygiene [5]		“Clean as you go” [4]	Prep sheet [5]	Final product [6]			Questions [5]	TOTAL	
								25	
Hair	2			Appearance	2				
Nails	1			Texture	2				
Apron	2			Taste	2				

#### A. INTRODUCTION (5 minutes)

**B.** Study the recipe carefully and complete the mise en place form provided.

<b>Crumbed Cheesy Pap Fingers</b> <b>Yields: 4 portions</b>	
<b>Ingredient</b> 250 ml boiling water 2.5 ml salt 250 ml quick-cooking cornmeal (maize meal) 250 ml sour milk (amasi or maas) 1 ml white pepper 125 ml grated Gouda cheese 10 ml chopped fresh parsley 125 ml milk 250 ml fine breadcrumbs 250 ml vegetable oil for frying	
<b>Method</b> <ol style="list-style-type: none"><li>1. Put the water and salt into a big pot and turn up the heat.</li><li>2. In a separate bowl, make a paste with the quick-cooking maize meal and amasi, then whisk this into the boiling water.</li><li>3. Cook the pap, stirring constantly with a wooden spoon, for 5 minutes, or until you have a stiff porridge.</li><li>4. Add the white pepper, grated cheese and parsley and stir until the cheese has melted.</li><li>5. Transfer the cooked pap to a lightly greased oven dish or roasting pan. Using the back of a spoon, pat and flatten the pap into a layer about 2 cm thick</li><li>6. Set aside to cool completely.</li><li>7. Using a sharp knife, sliced the cold pap into strips about 2 cm wide. Dip the slices in the milk, and then roll them in the breadcrumbs so they are completely coated.</li></ol>	 A photograph showing a white plate filled with golden-brown, crumbed pap fingers. A small white bowl of red dipping sauce sits in the center of the plate, garnished with fresh green herbs. In the background, there are fresh vegetables including a green bell pepper, a red tomato, and a yellow onion on a dark wooden surface.

8. Heat the oil in a pan and shallow fry the pap slices on both sides until crisp and golden. Drain on paper towels and keep hot.	
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### C. Mise en place

NAME OF RECIPE: CRUMBED CHEESY PAP FINGERS		
Ingredients	Recipe Amount	Mise en place of ingredients [2]
Mise en place-apparatus [2]		Mise en place of additional equipment not found at your workstation [1]
		Number of portions: [1]
Technique Applied: boiling/deep frying /crumbing		[1]
Description of dish:		[1]
Oven/temperature control on stove:		[1]
Cooking Method:		[1]
TOTAL = 10/2=5		

### ANSWER THE FOLLOWING QUESTIONS:

1. Give your understanding of mise en place in the kitchen. [3]
2. Provide TWO advantages of this process during practical lessons. [2]

**TOTAL: 25 MARKS**



### PRACTICAL LESSON 3: PERFORMANCE TEST MAIZE: CRUMBED CHEESY PAP FINGERS

#### MARKTING GUIDELINE

Prepare and present corn dogs or crumbed pap fingers

- Apply the rules for frying as a cooking method, keeping safety aspects in mind.
- Apply correct measuring and preparation techniques.

#### C. Mise en place

NAME OF RECIPE: CRUMBED CHEESY PAP FINGERS		
Ingredients	Recipe Amount	Mise en place of ingredients [2]
boiling water	250ml	Collecting all ingredients✓
salt	2.5ml	Measuring the required amounts✓
quick-cooking cornmeal (maize meal)	250ml	
sour milk (amasi or maas)	250ml	
ml white pepper	1ml	
grated Gouda cheese	125ml	
chopped fresh parsley	10ml	
milk	125ml	
fine breadcrumbs	250ml	
vegetable oil for frying	250ml	
Mise en place-apparatus [2]		Mise en place of additional equipment not found at your workstation [1]
Pre-heat oil✓		Collect large mixing bowls and spatulas✓
Place draining paper on plate/sheet✓		
		Number of portions: 6-8 ✓ [1]
Technique Applied: boiling/deep frying /crumbing		[1]
Description of dish: crispy covering/coating with hot dog inside. ✓		[1]
Stove/ Fryer/Oven temperature: 190°C ✓		[1]
Cooking Method: shallow fat Frying ✓		[1]
TOTAL = 10/2=5		



**D.**

1. Give your understanding of mise en place in the kitchen. [3]

*Refers to the preparation of your section, or area in a kitchen. It covers all of your equipment and ingredients required to prepare the product. Having all your essentials at your unit when cooking. ✓✓✓*

2. Provide TWO advantages of this process during practical lessons. [2]

- *It saves on time preparation✓*
- *Ensures logical, sequenced actions in the kitchen✓*



**TOTAL: 25 MARKS**



**PRACTICAL LESSON 2: PERFORMANCE TEST (OPTIONAL)**

- Prepare and present savoury and sweet coloured popcorn
- Present in the upcycled container made in week 5


**SAVOURY MASALA POPCORN**

Surname, Name:			Gr.9-	
<b>FOOD COMMODITIES: MAIZE</b> 		<b>OBJECTIVES:</b> Learners will be able to: Analyse the given recipe Complete the mise en place		<b>SOFT SKILLS to strengthen hard skills:</b> <ul style="list-style-type: none"> <li>• Analytical skills</li> <li>• Decisiveness</li> <li>• Critical Thinking</li> </ul>
<b>CHARACTERISTICS OF THE PRODUCT</b>				
<b>Appearance</b>	<b>Texture</b>	<b>Taste</b>		
<b>SAVOURY MASALA POPCORN</b>	Crunchy	Spicy taste		
Red colour	Light			

ASSESSMENT									
Personal hygiene			“Clean as you go”	Prep sheet	Final product			Questions	TOTAL
[5]			[4]	[5]	[6]			[5]	25
Hair	2				Appearance	2			
Nails	1				Texture	2			
Apron	2				Taste	2			

**A. INTRODUCTION (5 minutes)**

**B. Study the recipe carefully and complete the mise en place form provided.**

<b>Savoury Popcorn 10 portions</b>	
<b>Ingredients</b> <b>Popcorn</b> 500ml unpopped popcorns 125ml butter  <b>Seasoning</b> 15ml tablespoon refined oil 5ml coriander seeds 5ml fennel seeds 5ml powdered Kashmiri red chilli 1 pinch asafoetida salt as required 1ml turmeric 5ml sugar  <b>Method</b> 1. Heat the butter over high heat add in the popcorn seed, cover. 2. In a few minutes, the popcorn should start popping. 3. Give the pan a good shake every now and then to ensure even heating.	

4. Once the popping slows down to nearly a stop, remove the pan from the heat and let it sit for 1 more minute to give any seeds a chance to pop. Pour into a large serving bowl.
5. In a pan, heat oil over medium heat. When the oil is hot enough, add coriander seeds along with fennel seeds.
6. Sauté for a while, and let the seeds splutter
7. Add the popcorn
8. Add on the Kashmiri red chilli powder, turmeric powder, sugar, asafoetida, and salt as per your taste.
9. Toss the popcorns well with the spices and make sure they get evenly coated.

### C. Mise en place

NAME OF RECIPE: SAVOURY MASALA POPCORN		
Ingredients	Recipe Amount	Mise en place of ingredients [2]
Mise en place-apparatus [2]		Mise en place of additional equipment not found at your work station [1]

		Number of portions: [1]
Technique Applied: boiling/deep frying /crumbing		[1]
Description of dish:		[1]
Oven/ temperature control on stove:		[1]
Cooking Method:		[1]
		TOTAL = 10/2=5

#### ANSWER THE FOLLOWING QUESTIONS:

1. Discuss THREE guidelines to follow when storing popcorn seeds. (3)
  2. Name TWO other savoury popcorn treats. (2)
- [5]



#### PRACTICAL LESSON 2: PERFORMANCE TEST (OPTIONAL) MARKING GUIDELINE

Prepare and present savoury and sweet coloured popcorn  
Present in the upcycled container made in week 5

#### C. Mise en place

NAME OF RECIPE: Savoury Masala Popcorn		
Ingredients	Recipe Amount	Mise en place of ingredients (2)
unpopped popcorns	500 ml	
butter	125 ml	
refined oil	15ml	Prepare popcorn ✓
coriander seeds	5ml	Measure spices ✓
fennel seeds	5ml	
powdered Kashmiri red chilli	5ml ✓	
asafoetida	1 pinch ✓	
salt as required		
turmeric	1ml	
sugar	5ml	

Mise en place -apparatus		<b>Mise en place of additional equipment not found at your workstation ✓ [1]</b>
Preheating oil✓		Collect large mixing bowls and spatulas✓
Placing draining paper in bowl✓		Large saucepans
		Number of portions: <b>10</b> ✓ [1]
<b>Techniques Applied:</b> tossing making popcorn✓		[1]
<b>Description of dish:</b> Spicy, crunchy popcorn with a rich flavour ✓		[1]
<b>Oven/Temperature control on stove:</b> high/medium ✓		[1]
<b>Cooking Method:</b> shallow frying ✓		[1]

**ANSWER THE FOLLOWING QUESTIONS:**

**1. Discuss THREE guidelines to follow when storing popcorn seeds. (3)**

- Always store in an air-tight and dry container ✓
- Weevils may infect Maize; store at a cool temperature✓
- If stored for longer periods rather store in the refrigerator than at room temperature✓

**2. Name TWO other savoury popcorn treats. (2)**

Smoked paprika spice✓

Spiced chillies✓

Rosemary garlic and chillies✓

Cheesy popcorn✓

Butter popcorn✓

**(5)**



**TOTAL: 25 MARKS**



## PRACTICAL LESSON 2: PERFORMANCE TEST (OPTIONAL)

- Prepare and present savoury and sweet coloured popcorn
- Present in the upcycled container made in week 5


### MAIZE: SWEET COLOURED POPCORN

<b>Surname, Name:</b>		<b>Gr.9-</b>	
<b>Food commodities: Maize</b> 	<b>OBJECTIVES:</b> Learners will be able to: <ul style="list-style-type: none"> <li>• Analyse the given recipe</li> <li>• Complete the mise en place form</li> </ul>	<b>SOFT SKILLS to strengthen hard skills:</b> <ul style="list-style-type: none"> <li>• Analytical skills</li> <li>• Decisiveness</li> <li>• Critical Thinking</li> </ul>	
<b>CHARACTERISTICS OF THE PRODUCT</b>			
<b>Appearance</b>	<b>Texture</b>	<b>Taste</b>	
Light and coloured	Crunchy,	Sweet with a definite popcorn taste	

ASSESSMENT									
Personal hygiene		"Clean as you go"		Prep sheet		Final product		Questions	
[5]		[4]		[5]		[6]		[5]	
Hair	2					Appearance	2		
Nails	1					Texture	2		
Apron	2					Taste	2		
									TOTAL
									25

## A. INTRODUCTION (5 minutes)

B. Study the recipe carefully and complete the mise en place form provided.

Sweet, coloured popcorn      Yields: 4 portions	
<b>Ingredient</b>  <b>Popcorn</b> 500ml unpopped popcorns 120ml oil 125ml caster sugar 30ml water A few drops each of blue, red, yellow and green food colouring (or combine blue and yellow to make green)	
<b>Method</b> <ol style="list-style-type: none"><li>1. Heat the oil over high heat add in the popcorn seed, cover.</li><li>2. In a few minutes, the popcorn should start popping.</li><li>3. Give the pan a good shake every now and then to ensure even heating.</li><li>4. Once the popping slows down to nearly a stop, remove the pan from the heat and let it sit for 1 more minute to give any seeds a chance to pop. Pour into a large serving bowl.</li><li>5. Line 4 oven trays with baking paper.</li><li>6. In a medium saucepan, combine sugar and water on low, stirring until sugar has dissolved.</li><li>7. Increase heat to medium and simmer without stirring for 5 minutes until the mixture is reduced and syrupy. Add a few drops of blue food colouring and swirl to combine. Add 2 cups plain popped popcorn and stir with a wooden spoon until completely covered. Spread popcorn on tray to cool.</li><li>8. Repeat 3 more times using the red, yellow and green food colouring.</li></ol>	



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### C. Mise en place

<b>NAME OF RECIPE: SWEET COLOURED POPCORN</b>		
<b>Ingredients</b>	<b>Recipe Amount</b>	<b>Mise en place of ingredients [2]</b>
<b>Mise en place-apparatus [2]</b>		<b>Mise en place of additional equipment not found at your work station [1]</b>
		<b>Number of portions: [1]</b>
<b>Technique Applied:</b>		<b>[1]</b>
<b>Description of dish:</b>		<b>[1]</b>
<b>Oven/temperature control on stove:</b>		<b>[1]</b>
<b>Cooking Method:</b>		<b>[1]</b>
		<b>TOTAL = 10/2=5</b>

### ANSWER THE FOLLOWING QUESTIONS:

1. Give your understanding of mise en place in the kitchen. [3]
2. Provide TWO advantages of this process during practical lessons. [2]

**TOTAL:25 MARKS**



## PRACTICAL LESSON 2: PERFORMANCE TEST (OPTIONAL) MARKING GUIDELINE

Prepare and present savoury and sweet coloured popcorn  
Present in the upcycled container made in week 5

### C. Mise en place

NAME OF RECIPE: SWEET COLOURED POPCORN		
Ingredients	Recipe Amount	Mise en place of ingredients [2]
unpopped popcorns	500ml	Collecting all ingredients✓
oil	120ml	Measuring the required amounts✓
caster sugar	125ml	
water	30ml	
A few drops each of blue, red, yellow and green food colouring (or combine blue and yellow to make green)		
Mise en place-apparatus [2]		Mise en place of additional equipment not found at your work station [1]
Pre-heat oil✓		Collect trays for each colour of popcorn✓
Place draining paper on plate/sheet✓		
Line baking sheet		
		Number of portions: 10 ✓ [1]
<b>Technique Applied:</b> making syrup/ tossing ✓		[1]
<b>Description of dish:</b> sweet, coloured, crunchy ✓		[1]
<b>Stove/ Fryer/Oven temperature:</b> high ✓		[1]
<b>Cooking Method:</b> shallow fat Frying / boiling		[1]
TOTAL = 10/2=5		

### ANSWER THE FOLLWING QUESTIONS:

1. Give your understanding of mise en place in the kitchen. [3]

*Refers to the preparation of your section, or area in a kitchen. It covers all of your equipment and ingredients required to prepare the product. Having all your essentials at your unit when cooking.*  
✓✓✓

2. Provide TWO advantages of this process during practical lessons. [2]

- It saves on time preparation✓
- Ensures logical, sequenced actions in the kitchen✓

TOTAL:25



## RESOURCES

### VIDEOS FOR EXTRA RESOURCES:



MAIZE.pptx



video on cooking  
pap.mp4



video on making  
savory popcorn.mp4

<https://www.arc.agric.za/arc-gci/Fact%20Sheets%20Library/Maize%20Production.pdf>

<https://www.syngenta.co.za/maize>

<https://www.mentalfloss.com/article/26030/10-ways-we-use-corn>

<https://www.farmprogress.com/vegetables/13-ways-corn-used-our-everyday-lives>

References for activity

Homemade Food Colouring | Natural food colouring, Food dye, Food ...

<https://images.app.goo.gl/Sf5EmRMgQ2JZT3DGA>

Extraction and application of natural food colorants

<https://www.google.com/imgres?imgurl=https%3A%2F%2Fimage.slidesharecdn.com%2Fextractionandapplicationofnaturalfoodcolorants-160419005245%2F95%2Fextraction-and-application-of-natural-food-colorants-5-638.jpg%3Fcb%3D1461027507&imgrefurl=https%3A%2F%2Fwww.slideshare.net%2Fsujeevine%2Fextraction-and-application-of-natural-food-colorants&tbnid=ctV4qrEXDWu3AM&vet=1&docid=Azi6pXfk-vl1iM&w=638&h=479&q=natural%20food%20colouring%20found%20in%20food&source=sh%2Fx%2Fim>

<https://www.google.com/imgres?imgurl=https%3A%2F%2Fimage.slidesharecdn.com%2Fextractionandapplicationofnaturalfoodcolorants-160419005245%2F95%2Fextraction-and-application-of-natural-food-colorants-5-638.jpg%3Fcb%3D1461027507&imgrefurl=https%3A%2F%2Fwww.slideshare.net%2Fsujeevine%2Fextraction-and-application-of-natural-food-colorants&tbnid=ctV4qrEXDWu3AM&vet=1&docid=Azi6pXfk-vl1iM&w=638&h=479&q=natural%20food%20colouring%20found%20in%20food&source=sh%2Fx%2Fim>

Natural food dye--India Tree colour chart. Helpful for decorating sweet treats with natural food colour. | Frosting colours, Food colouring chart, Cake decorating tips

<https://images.app.goo.gl/HsocNAbNUzCJKDD69>

LESSON PLAN – HOSPITALITY STUDIES					
GRADE	9	Planned date		Date completed	
<b>TOPIC</b> Sub-topic(s)	<b>Module 5: Commodities</b> Unit 5.2 Salad and Salad dressings <ul style="list-style-type: none"> <li>• Classification of salads</li> <li>• Fresh/raw salad (Greek salad and carrot salad)</li> <li>• Cooked salad (corn salad and potato salad)</li> <li>• Salad dressing- oil and vinegar and mayonnaise base</li> <li>• Creative presentation of salads</li> </ul>				
<b>CAPS REFERENCE</b>	<b>Term 2 Week 2</b>				
<b>DURATION</b>	60 minutes				
<b>LESSON RESOURCES</b>	Recipe books on salad and salad dressings. Magazines and newspapers on salad presentation ideas. Internet sites on salads and the presentation of salads. <a href="https://youtu.be/4g0GCgHjqdQ">https://youtu.be/4g0GCgHjqdQ</a> Television food channel. PowerPoint on salads and salad dressings.				
<b>PREAMBLE</b>	Where salads are served on the menu. The nutritive value of salads Different types of salad.				
<b>EXPECTED OUTCOMES</b>	Distinguish between fresh/raw and cooked salads. Carryout the preparation of Greek salad, carrot salad, corn salad and potato salad. Follow the guidelines for presenting salads for serving. Identify the types of salad dressings oil and vinegar and mayonnaise-based s dressing. Recommend the benefits of salad dressings.				
<b>DETERMINE PRIOR KNOWLEDGE</b>	Classification of vegetables. Purchase quality of vegetables. Correct procedure for washing and cleaning vegetables. Using knives correctly to cut vegetables.				
<b>INTRODUCTION TO THE TOPIC</b>	Video on preparing cooked salads <a href="https://youtu.be/4g0GCgHjqdQ">https://youtu.be/4g0GCgHjqdQ</a>				

<b>PRACTICAL WORK</b>	Learners are required to prepare cook and serve corn salad and potato salad in groups
<b>CONCEPTS AND TERMINOLOGY</b>	
<b>Concept / Term</b>	<b>Meaning in Hospitality studies context</b>
Salads	Cold dish of various mixtures of raw or cooked vegetables, meat and other ingredients that are served with salad dressings.
Salad dressing	A sauce for salads, consisting of oil and vinegar with herbs or other flavourings.
Cooked salad	Cooked salad are salads are based on cooked starch products like potato, rice, corn and pasta. These products must be cooked and then cooled before using in the salad.
Vinaigrette	Contain mixes of oil and vinegar. French dressing, a name originally used for any oil-and-vinegar-based salad dressing. Vinaigrette, is prepared by combining an oil with acidic such as vinegar or lemon juice.
Mayonnaise based	Mayonnaise is a mixture of egg yolk, oil, and vinegar that forms a permanent emulsion. A mayonnaise-based salad dressing is a mixture is mayonnaise and several other ingredients.
Garnish	To decorate a savoury dish.
<b>LESSON PRESENTATION</b>  <b>and</b>  <b>INFORMAL ASSESSMENT</b>	<p><b>Lesson Content:</b></p> <ul style="list-style-type: none"> <li>• The differences between fresh/raw and cooked salads.</li> <li>• The preparation requirements of Greek salad, carrot salad, corn salad and potato salad.</li> <li>• The guidelines for presenting salads for serving.</li> <li>• The types of salad dressings oil and vinegar and mayonnaise-based salad dressing.</li> <li>• The functions of salad dressings.</li> </ul> <p><b>Optional Activity</b></p> <p>Activity Presentation of salads – learners will be required to collect pictures of salad presentations for FIVE raw and FIVE cooked salads.</p>
<b>EAC INTEGRATION</b>	<p><b>Identification test:</b> Visual interpretation in a written response.</p> <p><b>Activity:</b> Pairing off items by applying reasoning and problem-solving skills.</p> <p><b>Practical lessons:</b> Developing skill of correct preparation and presentation procedures of cooked salads.</p>

<b>EXTENDED OPPORTUNITIES</b>	Entrepreneurship –producing and selling raw/cooked salads at pop-up restaurant and crafters market. Development of soft skills such as leadership skills, teamwork, communication skills, problem solving skills, resilience, work ethic, flexibility/adaptability, and interpersonal skills
<b>SELF-REFLECTION</b>	Educator must reflect on the lesson based on the context of the school and the community.

DRAFT



## **Module 5: Commodities**

### **Unit 5.2 Salad and Salad dressings**

- Classification of salads
- Fresh/raw salad (Greek salad and carrot salad)
- Cooked salad (corn salad and potato salad)
- Salad dressing- oil and vinegar and mayonnaise base

Salads are a good source of vitamins, mineral substances, and fibre. Salads add variety with regards to colour, texture, flavour, and taste to a menu.

#### **5.2.1 Classification of salads**

##### **Fresh/raw:**

These salads are prepared from raw, fresh ingredients.

##### **a) Greek salad**

Greek salad is prepared with bite size cuts of tomatoes, sliced cucumbers, Onion slices, feta cheese cubes and olives. Seasoned with salt and oregano and dressed with olive oil.





### b) French Carrot Salad

Grated or finely cut strips of carrots, olive oil, lemon, honey, cumin, parsley and chives. Chickpeas are optional.



**Cooked salad** are salads are based on cooked starch products like potato, rice and pasta. These products must be cooked and then cooled before using in the salad.

**a) Corn salad-** Ingredients in a corn salad include *corn*, olive oil, red bell pepper chopped, small red onion finely chopped, fresh coriander chopped, green onions chopped, jalapeno pepper diced and avocado chopped.



**B) Potato salad-** potato salad is prepared from potatoes cut into chunks and boiled until tender and cooled, mayonnaise, vinegar, salt, sugar, ground black pepper, thinly sliced celery, chopped onion and hard-cooked eggs and chopped (optional).



### 5.2.2 Salad dressing

#### **The purpose of salad dressings on a salad.**

Salad dressings are liquid, or semiliquid products used to add flavour, moisture, and increase nutritive salads.



**a) Mayonnaise based** Mayonnaise is a mixture of egg yolk, oil, and vinegar that forms a permanent emulsion. A mayonnaise-based salad dressing is a mixture is mayonnaise and several other ingredients



**b) Oil and vinegar-** contain mixes of oil and vinegar. French dressing, a name originally used for any oil-and-vinegar-based salad dressing. Vinaigrette, is prepared by combining an **oil** with acidic such as **vinegar** or lemon juice.



### 5.2.3 Creative Presentation of Salads

- Arrange salads ingredients in an attractive, colourful display.
- Plate salads on attractive platters and salad bowls.
- Salads must be kept inside the plate, away from the plate edges.
- Prepare salads just before serving.
- All the ingredients must be easy to identify in the salad.
- Some salads are garnished e.g., potato salad with finely chopped chives





### INFORMAL ACTIVITY

Learners will be required to collect pictures of salad presentations for FIVE raw salads and FIVE cooked salads. The following template will be used by the learner.

NAME OF SALAD/RAW	PICTURE
1.	

2.	
3.	
4.	
5.	

NAME OF SALAD/COOKED	PICTURE
1.	

2.	
3.	
4.	
5.	






**INFORMAL ACTIVITY  
MARKING GUIDELINE**








## FOOD COMMODITIES - Salad and Salad Dressing

Activity Presentation of salads – learners will be required to collect pictures of salad presentations for FIVE raw salads and FIVE cooked salads. The following template will be used by the learner.

NAME OF SALAD/RAW	PICTURE
1. Savoury Raw Pesto salad ✓	 ✓
2. Raw Zucchini and Tomato Salad ✓	 ✓
3. Raw corn and Avo Salad ✓	 ✓
4 Raw Kale Salad ✓	 ✓
5 Beetroot Salad ✓	 ✓
NAME OF SALAD/COOKED	PICTURE



<b>1.Chickpea and Curried Mango✓</b>		✓
<b>2. Three Bean Salad ✓</b>		✓
<b>3.Chicken Salad ✓</b>		✓
<b>4.Cooked Ramen Noodle Salad ✓</b>		✓
<b>5.Classic Macaroni Salad ✓</b>		✓


## PRACTICAL LESSON 1: PERFORMANCE TEST


Prepare and present a cooked salad e.g., Potato, Samp, Corn or



## SALAD AND SALAD DRESSING

### CORN SALAD

Surname, Name:		Gr.9-
<b>FOOD COMMODITIES: SALAD AND SALAD DRESSINGS</b> 	<b>OBJECTIVES:</b> Learners will be able to: <ul style="list-style-type: none"> <li>Analyse the given recipe</li> <li>Complete the mise en place form</li> </ul>	<b>SOFT SKILLS to strengthen hard skills:</b> <ul style="list-style-type: none"> <li>Analytical skills</li> <li>Decisiveness</li> <li>Critical Thinking</li> </ul>


CHARACTERISTICS OF THE PRODUCT			
Appearance	Texture	Taste	
Colourful, with yellow corn, red peppers and red onion, green onion and avocado pear	Crunchy peppers and onion with soft and creamy avocado.	Nutty corn taste with crunchy vegetables.	

ASSESSMENT									
Personal hygiene		“Clean as you go”		Prep sheet	Final product			Questions	TOTAL
[5]		[4]		[5]	[6]			[5]	25
Hair	2				Appearance	2			
Nails	1				Texture	2			
Apron	2				Taste	2			

### A. INTRODUCTION (5 minutes)

### B. Perform a teacher-led demonstration on salad and salad dressing

Study the recipe carefully and complete the mise en place form provided.

Corn salad		Yields: 2 portions	
<b>Ingredients</b> 500ml corn kernels 12ml olive oil ¼ red pepper chopped ¼ small red onion chopped 3 green onions chopped ½ jalapeno pepper diced ½ avocado pear <b>Method</b> 1. Steam the corn and allow to cool. 2. Add olive oil, red pepper, red onion, green onion, jalapeno pepper and avocado. 3. Mix the all the ingredients and add seasoning. 4. Serve on the platter or in a bowl.			

### C. Mise en place

NAME OF RECIPE: CORN SALAD		
Ingredients	Recipe Amount	Mise en place of ingredients [2]

Mise en place-apparatus [2]		Mise en place of additional equipment not found at your workstation [1]
		Number of portions: [1]
Technique Applied:		[1]
Description of dish:		[1]
Oven/temperature control on stove:		[1]
Cooking Method:		[1]
		TOTAL = 10/2=5

**ANSWER THE FOLLOWING QUESTIONS:**

1. Discuss THREE guidelines to follow when serving salads. (3)
  2. Name TWO advantages of salads to a meal. (2)
- (5)

**TOTAL:25 MARKS**



**PRACTICAL LESSON 1: PERFORMANCE TEST - MARKING GUIDLEINE**

**Prepare and present a cooked salad e.g., Potato, Samp, Corn, or Pasta Salad.**

- Demonstrate knife skills
- Apply the principles for making a salad and salad dressing
- Creative presentation of the salad.

**CORNSALAD**

**C. Mise en place**

NAME OF RECIPE: CORN SALAD		
Ingredients	Recipe Amount	Mise en place of ingredients [2]
corn kernels	500ml	Steam corn ✓
olive oil	12ml	chop, and dice vegetables ✓
red pepper chopped	¼	Measuring ingredients
small red onion chopped	¼	
green onion chopped	3	
jalapeno pepper diced	½	
avocado pear	½	
Mise en place-apparatus [2]		Mise en place of additional equipment not found at your workstation [1]
Sharpen knife✓		Collect salad serving dishes✓
Select chopping board✓		
		Number of portions: [1]
Technique Applied: chopping, dice ✓		[1]
Description of dish: Colourful, with yellow corn, red peppers and red onion, green onion and avocado pear, crunchy		[1]
Oven/temperature control on stove: high		[1]
Cooking Method: steaming		[1]
TOTAL = 10/2=5		

### C. Answer the following questions

1. Discuss THREE guidelines to follow when serving salads. (3)

- Arrange salads ingredients in an attractive, colourful display. ✓
- Plate salads on attractive platters and salad bowls. ✓
- Salads must be kept inside the plate, away from the plate edges. ✓
- Prepare salads just before serving. ✓
- All the ingredients must be easy to identify in the salad. ✓
- Some salads are garnished e.g., potato salad with finely chopped chives. ✓

(Any 3 or other relevant)

2. Name TWO advantages of salads to a meal (2)

- Salads add colour and variety of texture and flavour to a meal✓
- Increases the nutritive value of a meal ✓
- Salads can used as starters, mains, and dessert ✓

(Any 2 or other relevant)

TOTAL:25 MARKS




## PRACTICAL LESSON 1: PERFORMANCE TEST - OPTIONAL

Prepare and present a cooked salad e.g., Potato, Samp, Corn, or Pasta Salad.

- Demonstrate knife skills
- Apply the principles for making a salad and salad dressing
- Creative presentation of the salad.

### SALAD AND SALAD DRESSINGS

#### POTATO SALAD


<b>Surname, Name:</b>			<b>Gr.9-</b>		
<b>MODULE</b> Food commodities		<b>OBJECTIVES:</b> Learners will be able to: Group A: to prepare a cooked salad (potato salad). Group B to prepare a cooked		<b>SOFT SKILLS to strengthen hard skills:</b> <ul style="list-style-type: none"> <li>• Analytical skills</li> <li>• Decisiveness</li> <li>• Critical Thinking</li> </ul>	
<b>CHARACTERISTICS OF THE PRODUCT</b>					
<b>Appearance</b>	<b>Texture</b>	<b>Taste</b>	<b>Potato salad</b> 		
<b>Potato Salad</b> Creamy colour with red onion and celery	Potato soft Celery and onion crunchy	Tangy, flavour of onion and celery			

ASSESSMENT									
Personal hygiene [5]			“Clean as you go” [4]	Prep sheet [5]	Final product [6]			Questions [5]	TOTAL
									25
Hair	2				Appearance	2			
Nails	1				Texture	2			
Apron	2				Taste	2			

#### A. INTRODUCTION (5 minutes)

B. Study the recipe carefully and complete the mise en place form provided.



<b>Potato Salad</b> <b>Yields:3</b>	
<b>Ingredients</b> 540grams potatoes peeled and cut into chunks and boiled. 200ml Mayonnaise 15ml vinegar 3ml salt 2.5ml sugar 1ml ground black pepper 125ml thinly sliced celery 65ml cup chopped onion 3 hard-cooked eggs, chopped (optional) Garnish with chopped chives  <b>Method</b>  1. Peel potato cut into chunks, chop onion and slice celery. 2. Boil potato and allow to cool. 3. Add mayonnaise, vinegar, salt, sugar, black pepper, celery, onion and eggs. 4. Mix the all the ingredients and add seasoning. 5. Serve on the platter or in a bowl.  6. Add garnish.	

### C. Mise en place

NAME OF RECIPE: POTATO SALAD		
Ingredients	Recipe Amount	Mise en place of ingredients [2]

Mise en place-apparatus [2]		Mise en place of additional equipment not found at your workstation [1]
		Number of portions: [1]
Technique Applied: boiling/deep frying /crumbing		[1]
Description of dish:		[1]
Oven/temperature control on stove:		[1]
Cooking Method:		[1]
		<b>TOTAL = 10/2=5</b>

**ANSWER THE FOLLOWING QUESTIONS:**

1. Give rules for boiling. [3]
2. Provide TWO advantages of boiling as a method of cooking. [2]

**TOTAL:25 MARKS**



**PRACTICAL LESSON 1: PERFORMANCE TEST – (OPTIONAL) - MARKING GUIDLEINE**

**Prepare and present a cooked salad e.g., Potato, Samp, Corn, or Pasta Salad.**

- Demonstrate knife skills
- Apply the principles for making a salad and salad dressing
- Creative presentation of the salad.

**C. Mise en place**



<b>NAME OF RECIPE: <i>Potato Salad</i></b>		
<b>Ingredients</b>	<b>Recipe Amount</b>	<b>Mise en place of ingredients [2]</b>
Potatoes peeled and cut into chunks and boiled.	450g	Prepare vegetables✓ Measure ingredients ✓
Mayonnaise	125ml	
Vinegar	15ml	
Salt	3ml	
Sugar	2.5ml	
Ground black pepper	1ml	
Thinly sliced celery	125ml	
Chopped onion	65ml	
Hard-cooked eggs, chopped (optional)	2	
Garnish with chopped chives		<b>Mise en place of additional equipment not found at your workstation [1]</b>
<b>Mise en place of apparatus [2]</b>		<i>Collect large mixing bowls and spatulas✓</i>
<i>Collect measuring utensils✓</i>		<b>Number of portions: 3 ✓ [1]</b>
<i>Collect salad bowl✓</i>		
<b>Description of dish:</b> <i>soft, tangy and creamy with crunchy bits of vegetables✓</i>		<b>[1]</b>
<b>Oven/ temperature control on stove:</b> <i>high</i>		<b>[1]</b>
<b>Cooking Method:</b> <i>Boiling ✓</i>		<b>[1]</b>
<b>TOTAL: 10/2=5</b>		

**1. Give THREE rules for boiling.**

[3]

1. Food should be just covered with liquid. ✓
2. When a lid is used, the lid should be tight fitting to keep the heat inside. ✓
3. Choose the correct size saucepan to save electricity. ✓
4. Water should be kept at boiling point. ✓
  - a. A rapid boil for pasta
  - b. A slow boil (simmer) for foods that may break up easily (potatoes)

Top up with boiling water if necessary. ✓

(Any 3)

**2. Provide TWO advantages of boiling as a method of cooking.**

[2]

1. An easy cooking method. ✓
2. Needs little attention while cooking. ✓
3. Food is tender and digestible. ✓
4. A quick moist heat method. ✓
5. Liquids may be used for soups and sauces. ✓

(Any 2)

**TOTAL: 25 MARKS**





## PRACTICAL LESSON 1: PERFORMANCE TEST - OPTIONAL

**Prepare and present a cooked salad e.g., Potato, Samp, Corn, or Pasta Salad.**

- Demonstrate knife skills
- Apply the principles for making a salad and salad dressing
- Creative presentation of the salad.

### SALADS: PASTA SALAD

Surname: _____ Name: _____ Gr.9- _____		
<b>FOOD COMMODITIES: SALADS</b> 	<b>OBJECTIVES:</b> Learners will be able to: <ul style="list-style-type: none"> <li>• Analyse the given recipe</li> <li>• Complete the mise en place form</li> <li>• Prepare, bake and freeze the muffins</li> </ul>	<b>SOFT SKILLS to strengthen hard skills:</b> <ul style="list-style-type: none"> <li>• Analytical skills</li> <li>• Decisiveness</li> <li>• Critical Thinking</li> </ul>
<b>CHARACTERISTICS OF THE PRODUCT</b>		
<b>Appearance</b> Creamy white, with vibrant vegetable colours	<b>Texture</b> Soft pasta and crunchy vegetables	<b>Taste</b> Tangy salad dressing Crunchy vegetables
		


ASSESSMENT										
Personal hygiene			“Clean as you go”		Prep shee	Final product			Questions	TOTAL
5			4			5			5	5
Hair	2		Sink (2)			Appearance	2			
Nails	1					Texture	2			
Apron	2		Station (2)			Taste	2			

#### A. INTRODUCTION (5 minutes)

**B. Perform a teacher-led demonstration on PASTA SALAD**

Study the recipe carefully and complete the mise en place form provided.

Pasta salad		Yields: 2
<b>Ingredients</b>		
250ml macaroni		
10ml salt		
250 ml celery finely sliced		
1 red capsicum/bell pepper		
190 ml green onion finely sliced		
1 medium carrot grated		
<b>DRESSING</b>		
125ml mayonnaise		
125ml plain yogurt		
15ml cider vinegar		
10ml Dijon mustard		
10ml sugar		
5ml garlic powder		
5ml salt		
2.5ml pepper		
<b>METHOD</b>		
<ol style="list-style-type: none"><li>1. Bring large pot of water to the boil - 4 to 5 litres. Add salt then add pasta.</li><li>2. Drain pasta then cool.</li><li>3. Meanwhile, mix Dressing ingredients in a bowl.</li><li>4. Place pasta in a bowl. Add celery, capsicum/bell pepper, spring onions and carrot.</li><li>5. Mix all the dressing ingredients together. Pour over the pasta and vegetables.</li><li>6. Toss. Adjust salt to taste.</li><li>7. Set aside for at least 20 minutes. Then serve at room temperature (not cold).</li></ol>		



**C. Mise en place**

<b>NAME OF RECIPE: PASTA SALAD</b>		
<b>Ingredients</b>	<b>Recipe Amount</b>	<b>Mise en place of ingredients [2]</b>

Mise en place-apparatus [2]		Mise en place of additional equipment not found at your workstation [1]
		Number of portions: [1]
Technique Applied:		[1]
Description of dish:		[1]
Oven/temperature control on stove:		[1]
Cooking Method:		[1]
		TOTAL = 10/2=5

**ANSWER THE FOLLOWING QUESTIONS:**

1. Identify THREE other types of vegetables that can be added to the salad. (3)
2. Recommend TWO guidelines to follow with safety of knives. (2)

**TOTAL: 25 MARKS**



**PRACTICAL LESSON 1: PERFORMANCE TEST – (OPTIONAL) - MARKING GUIDLEINE**

**Prepare and present a cooked salad e.g., Potato, Samp, Corn, or Pasta Salad.**

- Demonstrate knife skills
- Apply the principles for making a salad and salad dressing
- Creative presentation of the salad.

**PASTA SALAD**

**C. Mise en place**

NAME OF RECIPE: PASTA SALAD		
Ingredients	Recipe Amount	Mise en place of ingredients [2]
4 eggs	4	Beat the eggs✓
macaroni	250ml	Measuring the ingredients ✓
salt	10ml	
celery finely sliced	250ml	
red capsicum/bell pepper	1	
green onion finely sliced	190ml	
medium carrot grated	1	
DRESSING		
mayonnaise	125ml	
plain yogurt	125ml	
cider vinegar	15ml	
Dijon mustard	10ml	
sugar	10ml	
garlic powder	5ml	
salt	5ml	
pepper	2.5 ml	
Mise en place-apparatus [2]		Mise en place of additional equipment not found at your work station [1]
Selecting a chopping board✓		Selecting a serving bowl✓
Selecting a chopping knife✓		
		Number of portions: 2 ✓ [1]
Technique Applied: slice/grate ✓		[1]
Description of dish: Creamy white, with vibrant vegetable colours tangy taste✓		[1]
Oven/temperature control on stove: high✓		[1]
Cooking Method: boiling✓		[1]
TOTAL = 10/2=5		

#### ANSWER THE FOLLOWING QUESTIONS:

1. Identify THREE other types of vegetables that can be added to the salad.

(3)

- Corn ✓
- Broccoli✓
- Green peppers✓
- Cherrie tomato✓
- Babby marrow✓

(Any 3 or other relevant answer)

**2. Recommend TWO guidelines to follow with safety of knives.**

**(2)**

1. Always pick up knives by the handle. ✓
2. When carrying the knife make sure to hold it parallel to and right against your leg as you walk. ✓
3. Make sure that the knife is sharp ✓
4. Never touch the blade, even when it is dull. ✓
5. Choose the correct size knife for the task that you are doing. ✓
6. Cut food items away from the body ✓
7. Always use a flat surface to cut. ✓
8. Wash knives immediately after use. ✓

(Any 2 or other relevant answer)

**TOTAL: 25 MARKS**



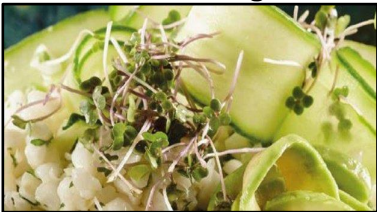

**PRACTICAL LESSON 1: PERFORMANCE TEST - OPTIONAL**

**Prepare and present a cooked salad e.g., Potato, Samp, Corn, or Pasta Salad.**

- Demonstrate knife skills
- Apply the principles for making a salad and salad dressing
- Creative presentation of the salad.

**SALAD AND SALAD DRESSINGS**

## SAMP SALAD

Surname, Name:			Gr.9-		
<b>Food commodities: salad and salad dressing</b> 		<b>OBJECTIVES:</b> Learners will be able to: to prepare a cooked samp salad		<b>SOFT SKILLS to strengthen hard skills:</b> <ul style="list-style-type: none"> <li>Analytical skills</li> <li>Decisiveness</li> <li>Critical Thinking</li> </ul>	
<b>CHARACTERISTICS OF THE PRODUCT</b>					
<b>Appearance</b>		<b>Texture</b>		<b>Taste</b>	
<b>Samp Salad</b> Samp white Touches of green with, cucumber, avocado and micro herbs		Samp is soft Avocado soft Herb and cucumber crunchy		Tangy taste with dressing	
				<b>Samp salad</b> 	

ASSESSMENT											
Personal hygiene [5]			“Clean as you go” [4]	Prep sheet [5]	Final product [6]			Questions [5]	TOTAL		
									25		
Hair	2				Appearance	2					
Nails	1				Texture	2					
Apron	2				Taste	2					

### A. INTRODUCTION (5 minutes)

B. Study the recipe carefully and complete the mise en place form provided.

<b>Samp Salad</b> Yields: 2	
<b>Ingredients</b> <b>Dressing</b> 30ml olive oil Juice of 2 lemons 5g parsley 5g coriander 1 clove garlic crushed	

**Salad**

500ml cooked samp cooled and strained  
¼ cucumber cut into ribbons  
1 small avocado diced  
10 ml lemon juice  
Micro herbs for garnishing

**Method**

1. Remove the juice from fresh lemon,
2. chop parsley and coriander, crush garlic, prepare cucumber ribbons and dice avocado.
3. Whisk all the ingredients for the dressing and add the salt to taste.
4. Place samp in a bowl and pour the dressing over.
5. Divide the samp into two bowls.
6. Divide the cucumber ribbons into the two bowl.
7. Add the avocado to each bowl and drizzle with lemon juice.
8. Garnish with micro herbs and serve in a bowl.

**C. Mise en place**

NAME OF RECIPE: SAMP SALAD		
Ingredients	Recipe Amount	Mise en place of ingredients [2]



Mise en place-apparatus [2]		Mise en place of additional equipment not found at your workstation [1]
		Number of portions: [1]
Technique Applied:		[1]
Description of dish:		[1]
Oven/temperature control on stove:		[1]
Cooking Method:		[1]
		<b>TOTAL = 10/2=5</b>

**ANSWER THE FOLLOWING QUESTIONS:**

1. Give your understanding of mise en place in the kitchen. [3]
2. Provide name TWO activities involved in this process during practical lessons. [2]

**TOTAL: 25 MARKS**



**PRACTICAL LESSON 1: PERFORMANCE TEST – (OPTIONAL) - MARKING GUIDLEINE**

**Prepare and present a cooked salad e.g., Potato, Samp, Corn, or Pasta Salad.**

- Demonstrate knife skills
- Apply the principles for making a salad and salad dressing
- Creative presentation of the salad.

### C. Mise en place

NAME OF RECIPE: SAMP SALAD		
Ingredients	Recipe Amount	Mise en place of ingredients [2]
olive oil	30ml	Boil samp and cool ✓
Juice of 2 lemons	2	Prepare vegetables ✓
parsley	5g	Measure ingredients
coriander	5g	
clove garlic crushed	1	
<b>Salad</b>		
cooked samp cooled and strained	500ml	
¼ cucumber cut into ribbons	¼	
small avocado diced	1	
Garnish with chopped chives		
olive oil	30ml	
<b>Mise en place-apparatus [2]</b>		<b>Mise en place of additional equipment not found at your workstation [1]</b>
Select a chopping knife ✓		Collect salad serving bowls ✓
Select a tool to make ribbons ✓		
		<b>Number of portions: 2 ✓ [1]</b>
<b>Technique Applied:</b> Cutting ribbons, dice, chopping ✓		<b>[1]</b>
<b>Description of dish:</b> Samp white touches of green with, cucumber, avocado and micro herbs ✓		<b>[1]</b>
<b>Oven/temperature control on stove:</b> high ✓		<b>[1]</b>
<b>Cooking Method:</b> boiling ✓		<b>[1]</b>
<b>TOTAL = 10/2=5</b>		

### ANSWER THE FOLLOWING QUESTIONS:

#### 1. Give your understanding of mise en place in the kitchen. [3]

Mise-en-place is French for “to put in place” It refers to the preparation done before cooking or service, either in the kitchen or in the restaurant. ✓✓ ✓

#### 2. Provide name TWO activities involved in this process during practical lessons. [2]

- Getting all equipment and utensils ready that are required to make the dish or meal.
- Locating and then measuring all the ingredients.
- Preparing the ingredients, for example cutting, marinating, or making stocks.
- Switching on all equipment and selecting the correct temperatures. ✓✓

**TOTAL: 25 MARKS**



## RESOURCES

### VIDEOS FOR EXTRA RESOURCES:



video on cooked  
potato salad.mp4



SALADS AND SALAD  
DRESSINGS.pptx

DRAFT

LESSON PLAN – HOSPITALITY STUDIES					
GRADE	9	Planned date		Date completed	
<b>TOPIC</b> Sub-topic(s)	MODULE 5: Food commodities <b>Unit 5.3: Quick Flour Mixtures</b> <ul style="list-style-type: none"> <li>Culinary mixing terminology: Rubbing in, beat, blend, bind, mix, cream, whip, fold, sift and grease.</li> <li>Classification and uses of quick flour mixtures</li> <li>Batters: Thin batter: pancakes Drop batter: Flapjacks, Muffins</li> <li>Doughs: Soft dough: Scones, pizza</li> <li>Soft dough: Biscuits, sweet or savoury pinwheels</li> </ul> <b>MUFFINS</b>				

	<ul style="list-style-type: none"> <li>• characteristics of a good muffins</li> <li>• presentation techniques</li> <li>• storage</li> <li>• Airtight containers</li> <li>• Freezing</li> <li>• How to use muffins successfully</li> </ul>
<b>CAPS REFERENCE</b>	<b>Term 2 Week 3/4</b>
<b>DURATION</b>	120 minutes
<b>LESSON RESOURCES</b>	How to prepare vanilla muffins <a href="http://youtube.com/watch?v=Gk-znewUD64">http://youtube.com/watch?v=Gk-znewUD64</a>
<b>ACTIVITIES</b>	Activity 1- Culinary mixing terminology <b>Cognitive level:</b> Understanding and application of mixing techniques
<b>PREAMBLE</b>	Grade 8 knowledge on basic flour mixtures
<b>EXPECTED OUTCOMES</b>	Focus on the mise en place, correct way of freezing to utilise later in the cake pops (term 3) Make learners aware of the advantages of accumulating products/ingredients on promotion e.g. cake flour/bananas to promote bulk stock on hand
<b>DETERMINE PRIOR KNOWLEDGE</b>	Can you distinguish between batter and dough? How do we classify muffins?
<b>INTRODUCTION TO THE TOPIC</b>	Brainstorming thin batter mixture products and drop batter mixture products.
<b>PRACTICAL WORK</b>	<b>Demonstration – of preparation of blue berry muffins, health muffins and plain vanilla muffins</b> <b>Vanilla muffins frozen for the cake pops.</b>
<b>CONCEPTS AND TERMINOLOGY</b>	
<b>Concept / Term</b>	<b>Meaning in Hospitality studies context</b>
<b>Storage</b>	<b>Keeping muffin mixture for future use.</b>
<b>Freezing</b>	<b>Storing the muffins at a very low temperature to preserve it.</b>
<b>Beat</b>	<b>To mix rapidly to make a mixture smooth and light by incorporating as much air as possible.</b>
<b>Bind</b>	<b>To incorporate a thickening agent into a hot liquid.</b>
<b>Blend</b>	<b>To incorporate two or more ingredients thoroughly.</b>
<b>Cream</b>	<b>To soften a fat, especially butter, by beating it at room temperature. Butter and sugar are often creamed together, making a smooth, soft paste.</b>
<b>Fold</b>	<b>To incorporate a delicate substance, such as whipped cream or beaten egg whites, into another substance without releasing air bubbles. Cut down through mixture with spoon, whisk, or fork; go across bottom of bowl, up and over, close to surface. The process is repeated, while slowly rotating the bowl, until the ingredients are thoroughly blended.</b>
<b>Grease</b>	<b>To grease a pan means to coat it in some sort of protective shortening or fat, usually butter, to prevent whatever you are cooking from sticking. Margarine, coconut oil and canola oil can also be used to grease baking pans.</b>

<b>Mix</b>	<b>To combine ingredients usually by stirring.</b>
<b>Rubbing in</b>	<b>Flour is rubbed into butter/margarine until it resembles breadcrumbs.</b>
<b>LESSON PRESENTATION and INFORMAL ASSESSMENT</b>	<p>Lesson Content:</p> <p>Demonstration of culinary mixing techniques. Rubbing in, beat, blend, bind, mix, cream, whip, fold, sift and grease.</p> <p>Discuss the classification and uses of quick flour mixtures</p> <p>Batters: thin batter: pancakes</p> <p>Drop batter: Flapjacks, Muffins</p> <p>Identification of muffins</p> <p>characteristics of a good muffins</p> <p>presentation techniques</p> <ul style="list-style-type: none"> <li>• Demonstrate the storage <ul style="list-style-type: none"> <li>• Airtight containers</li> <li>• Freezing</li> <li>• How to use muffins successfully</li> </ul> </li> </ul>
<b>EAC INTEGRATION</b>	<b>Identification test:</b> Visual interpretation of the different ways viewing videos, viewing pictures and slides.
<b>EXTENDED OPPORTUNITIES</b>	Encouraging learners to use corn in food preparation in place of refined starch products.
<b>SELF-REFLECTION</b>	



### Unit 5.3: Quick Flour Mixtures

- Culinary mixing terminology: Rubbing in, beat, blend, bind, mix, cream, whip, fold, sift and grease.
- Classification and uses of quick flour mixtures
- Batters: Thin batter: pancakes  
Drop batter: Flapjacks, Muffins
- Doughs: Soft dough: Scones, pizza
- Soft dough: Biscuits, sweet or savoury pinwheels
- MUFFINS
  - characteristics of a good muffins
  - presentation techniques
  - storage
  - Airtight containers
  - Freezing
  - How to use muffins successfully





### 5.3.1 CULINARY TERMINOLOGY

TERM	EXPLANATION
Beat	To mix rapidly in order to make a mixture smooth and light by incorporating as much air as possible.
Bind	To incorporate a thickening agent into a hot liquid.
Blend	To incorporate two or more ingredients thoroughly.
Cream	To soften a fat, especially butter, by beating it at room temperature. Butter and sugar are often creamed together, making a smooth, soft paste.
Fold	To incorporate a delicate substance, such as whipped cream or beaten egg whites, into another substance without releasing air bubbles. Cut down through mixture with spoon, whisk, or fork; go across bottom of bowl, up and over, close to surface. The process is repeated, while slowing rotating the bowl, until the ingredients are thoroughly blended.
Grease	To <b>grease</b> a pan means to coat it in some sort of protective shortening or fat, usually butter, to prevent whatever you are <b>cooking</b> from sticking. Margarine, coconut oil and canola oil can also be used to <b>grease</b> baking pans.
Mix	To combine ingredients usually by stirring.
Rubbing in	Flour is rubbed into butter/margarine until it resembles breadcrumbs.
Sift	To put one or more dry ingredients through a sieve or sifter.
Whip	To beat rapidly to incorporate air and produce expansion, as in heavy cream or egg whites.

### 5.3.2 Classification of quick flour mixtures

Quick flour mixtures can be classified into two main groups: batters and dough.

**BATTERS** are soft and runnier and must be spooned into a frying pan OR less runny a dropping consistency.

<p><b>Thin batter</b> e.g., pancakes</p>		
<p><b>Drop batter</b> e.g., flapjacks, muffins</p>		

<p><b>DOUGH</b> can be soft or stiff and can be worked with the hands.</p>		
<p><b>Soft dough</b> e.g., scones</p>		
<p><b>Stiff dough</b> e.g., biscuits</p>		



### 5.3. MUFFINS

#### a) Characteristics of a good muffin

- It has a large volume and light mass
- It is very light
- It has a rounded top crust
- It has a course but even texture





## b) Presentation techniques

- Serve muffins on a platter or in a basket
- Serve accompaniments that is suitable for the type of muffin e.g. cheese, jam or cream in separate containers so that guests may help themselves.
- Muffins can also be filled with e.g. cream cheese, and topped with glaze.
- Muffins are often sold in a paper bag or box.



[Source: <https://www.google.com/url?sa=i&url=https%3A%2F%2Fthecafesucrefarine.com%2Fcategorycat-starbucks-blueberry-muffins>]

## 5.3.4 Storage of quick flour mixtures

### a) Air-tight containers

Muffins, scones, crumpets, etc. can be stored in an airtight container in the fridge for a few days.



## b) Freezing

The following steps can also be followed to freeze quick flour mixture products for later use:

- If you want to use the products, thaw completely overnight in the fridge or at room temperature.









**OR**

- If you want to serve them as is, just place the unwrapped frozen products on a paper towel and microwave on high for 30 seconds.



### INFORMAL ACTIVITY

Identify the culinary terminology that is represented in the pictures below. Write only the number and technique in your workbook.

1		2	
3		4	
5		6	
7		8	











### INFORMAL ACTIVITY – MARKING GUIDELINE

Identify the culinary terminology that is represented in the pictures below. Write only the number and technique in your workbook.



Identify the culinary terminology that is represented in the pictures below. Write only the number and technique in your workbook.

		2	
	Rubbing in		Folding in
3		4	
	beating		blending
5		6	
	Greasing		creaming

7		8	
	Sifting		Melting



### INFORMAL ACTIVITY

Identify the culinary terminology that is represented in the pictures below. Write only the number and technique in your workbook.

### FREEZING BAKED PRODUCTS

Surname Name:		Gr 9:
<b>OBJECTIVES:</b> Students will be able to: <ul style="list-style-type: none"> <li>Freeze baked products following the correct procedure.</li> </ul>	Food Commodities	<b>SOFT SKILLS:</b> <ul style="list-style-type: none"> <li>Decision Making</li> <li>Attention to detail</li> </ul>

### ASSESSMENT

Functions of freezing [5]	Freezing baked products [15]	Conclusion [5]	TOTAL [25]	

				
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### A. INTRODUCTION (5 minutes)

Discuss benefits of freezing as a method of preservation for baked products. (5)

B. Explain how the following baked products are packaged and frozen. (15)

#### Freezing Cakes with no frosting



#### Cake with frosting



#### CHOCOLATE BROWNIE



#### BISCUITS/COOKIES



#### MUFFINS



**Freezing Cakes with no frosting -**


**Cake with frosting -**


**Chocolate Brownie-**


**Biscuits/Cookies -**


**Muffins-**


**C. Discuss the packaging required for storing of baked products in the freezer. (5)**


**TOTAL: 25 MARKS**



**INFORMAL ACTIVITY – MARKING GUIDELINE**

Identify the culinary terminology that is represented in the pictures below. Write only the number and technique in your workbook.



## **FREEZING BAKED PRODUCTS**

### **A) Discuss benefits of freezing as a method of preservation for baked products. (5)**

- Prepare food at your convenience. ✓
- **Oven** is used more efficiently by **baking** more than one dish at a time. ✓
- Avoid waste by **freezing** leftovers and using them as "planned overs." ✓✓
- Single portions can be frozen rendering it more economical. ✓

### **B) Explain how the following baked products are packaged and frozen. (15)**

- To freeze unfrosted cakes, place cooled cake✓ in freezer style resealable plastic bag;
- seal bag. ✓ Freeze up to 3 months. ✓ When ready to serve, remove cake from bag and place on serving plate. Let stand at room temperature, 1 to 2 hours. Frost as desired.
- To freeze frosted cakes, place on parchment paper or wax paper lined tray✓ in freezer for 1 hour or until frosting is frozen. ✓ Place in freezer style resealable plastic bag; place in airtight container. Freeze up to 3 months. ✓ When ready to serve, remove cake from bag and place on serving plate. Let stand at room temperature 1 to 2 hours.
- To freeze baked cookies, cool cookies completely, ✓ VTo freeze baked cookies, cool cookies completely, then wrap individual cookies tightly in plastic wrap. ✓ Place them in a freezer style resealable plastic bag or airtight container. ✓ Freeze up to 1 month. When ready to serve, thaw at room temperature. ✓
- To freeze brownies cool brownies completely, but do not cut into individual servings. ✓ Wrap tightly in plastic wrap, then wrap again with foil. ✓ Freeze up to 3 months. When ready to serve, thaw at room temperature before cutting into individual servings. ✓
- cookies, cool completely ✓ then wrap individual cookies tightly in plastic wrap. Place them in a freezer style resealable plastic bag or airtight container. ✓ Freeze up to 1 month. When ready to serve, thaw at room temperature. ✓
- To freeze muffins or quick breads, cool muffins or breads completely. ✓ Place in freezer style resealable plastic bag. ✓ Or, wrap cooled muffins or breads in plastic wrap, then wrap again with foil. ✓ Freeze up to 2 months. ✓ Thaw at room temperature. To serve warm, microwave on MEDIUM (50%) just until heated through.

C) **Discuss the packaging required for storing of baked products in the freezer.** (5)

- Make sure the item is fully cool before wrapping. ✓
- Use airtight freezer bags, ✓
- press as much air as possible out of them ✓
- slipping them into yet another bag or airtight plastic container. ✓
- Use vacuum-sealed bags. ✓ It helps prevent that freezer flavour. ✓

**TOTAL: 25 MARKS**

DRAFT





## **PRACTICAL LESSON 2: PERFORMANCE TEST**

**Performance test:**

**Prepare a baked drop batter product. Prepare and present health**



## MUFFINS: BLUEBERRY MUFFINS

<b>Surname, Name:</b>		<b>Gr.9-</b>	
Food Commodities: Muffins 	<b>OBJECTIVES:</b> Learners will be able to: <ul style="list-style-type: none"> <li>Analyse the given recipe</li> <li>Complete the mise en place form</li> </ul>	<b>SOFT SKILLS to strengthen hard skills:</b> <ul style="list-style-type: none"> <li>Analytical skills</li> <li>Decisiveness</li> <li>Critical Thinking</li> </ul>	
<b>CHARACTERISTICS OF THE PRODUCT</b>			
<b>Appearance</b>	<b>Texture</b>	<b>Taste</b>	
Light caramel brown Golden brown	Light crumb Even size	Sweet, blueberry taste	

ASSESSMENT									
Personal hygiene  [5]			“Clean as you go” [4]	Prep sheet  [5]	Final product  [6]			Questions  [5]	TOTAL
									25
Hair	2				Appearance	2			
Nails	1				Texture	2			
Apron	2				Taste	2			

### A. INTRODUCTION (5 minutes)

B. Study the recipe carefully and complete the mise en place form provided.

<b>Blueberry Muffins</b> <b>Yields: 12</b>	
<b>Ingredients</b>  250g all-purpose flour 150g sugar 15g baking powder 1 egg 180ml milk 60ml oil/ melted butter 250g blueberries Cooking spray	
<b>Method</b> 9. Pre-heat the oven to 180°C 10. Spray the muffin cups with cooking spray 11. Measure all the dry ingredients and gently mix in a bowl. 12. Combine eggs and measured milk together and whisk well. 13. Add oil and mix again 14. Make a well in the dry ingredients and add your liquid. 15. Using a rubber spatula gently combine the ingredients. 16. Add in the blueberries. 17. Transfer mixture into each muffin cup and bake for 20-25 minutes. 18. Allow muffins to cool before removing from pans.	

### C. Mise en place form

NAME OF RECIPE:		
Ingredients	Recipe Amount	Mise en place - Ingredients [2]
Mise en place- Apparatus [2]		Mise en place of additional equipment not found at your workstation [1]
		Number of portions/yields: [1]
Description:		[1]
Technique applied:		[1]

Oven temperature:	[1]
Cooking Method:	[1]
TOTAL = 10/2=5	

### ANSWER THE FOLLOWING QUESTIONS:

1. Give your understanding of mise en place in the kitchen. [3]
2. Provide TWO advantages of this process during practical lessons. [2]

TOTAL:25 MARKS



### PRACTICAL LESSON 2: PERFORMANCE TEST - MARKING GUIDELINE

#### Performance test:

Prepare a baked drop batter product. Prepare and present health muffins with at least two variations

### C. Mise en place form

NAME OF RECIPE: Blueberry Muffins		
Ingredients	Recipe Amount	Mise en place of ingredients [2]
All-purpose flour	250g	Collecting all ingredients✓
Sugar	150g	Measuring the required amounts✓
baking powder	15g	
egg	1	
milk	180ml	
oil/ melted butter	60ml	
cup blueberries	250g	
Cooking spray	-	
Mise en place-apparatus[2]		Mise en place of additional equipment not found at your workstation [1]
Pre-heat oven✓		Collect large mixing bowls and spatulas✓
Grease muffin tins✓		
		Number of portions: 12 ✓ [1]
Technique Applied: emulsion method✓		[1]
Description of dish: Small, round, moist blueberry sweetcakes usually eaten with butter. ✓		[1]
Oven/temperature control on stove: 180°C ✓		[1]
Cooking Method: Baking ✓		[1]
TOTAL = 10/2=5		

1. Give your understanding of mise en place in the kitchen. [3]

Refers to the preparation of your section, or area in a kitchen. It covers all of your equipment and ingredients required to prepare the product. Having all your essentials at your unit when baking/ cooking. ✓✓✓

2. Provide TWO advantages of this process during practical lessons. [2]

- It saves on time preparation✓
- Ensures logical, sequenced actions in the kitchen✓



**TOTAL: 25 MARKS**



## **PRACTICAL LESSON 2: PERFORMANCE TEST - OPTIONAL**

**Prepare a baked drop batter product. Prepare and present health muffins with at least two variations**

### **MUFFINS: CARROT, PINEAPPLE, FRUIT**

Surname: _____ Name: _____ Gr.9- _____		
<b>FOOD COMMODITIES: MUFFINS</b> 	<b>OBJECTIVES:</b> Learners will be able to: <ul style="list-style-type: none"> <li>• Analyse the given recipe</li> <li>• Complete the mise en place form</li> <li>• Prepare, bake and freeze the muffins</li> </ul>	<b>SOFT SKILLS to strengthen hard skills:</b> <ul style="list-style-type: none"> <li>• Analytical skills</li> <li>• Decisiveness</li> <li>• Critical Thinking</li> </ul>
<b>CHARACTERISTICS OF THE PRODUCT</b>		
<b>Appearance</b>	<b>Texture</b>	<b>Taste</b>
Rough top, golden brown colour	Fine even crumb	Nutty, carrot fruit and pineapple taste
		

## **ASSESSMENT**


Personal hygiene			“Clean as you go”		Prep shee	Final product		Questions	TOTAL
5			4		5	5		5	25
Hair	2		Sink (2)			Appearance	2		
Nails	1					Texture	2		
Apron	2					Taste	2		
			Station (2)						

## INTRODUCTION (5 minutes)

A. Perform a teacher-led demonstration on **Carrot, Pineapple, Fruit** and the correct procedure to freeze the baked muffins.

Study the recipe carefully and complete the mise en place form provided.

Carrot, Pineapple, Fruit	Yields: 24
Ingredients	
Carrot, Pineapple, Fruit	
<b>Muffins</b>	
4 eggs	
500 ml white sugar	
250ml crushed pineapple	
5ml bicarbonate	
625 ml self-rising flour	
Pinch of salt	
5ml ground cinnamon	
750ml roughly grated carrot	
160ml fruitcake mix	
125ml pecan nuts, chopped roughly	
<b>CREAM CHEESE ICING:</b>	
100 g butter, room temperature	
375 ml icing sugar	
200ml container cream cheese	
5ml vanilla	
<b>METHOD</b>	
Preheat oven to 180° C.	
2.Grease the muffin trays	
3.Cream the eggs and sugar together.	
4. Add the pineapple.	
5.Sift the dry ingredients and	





<p>add to the butter mixture. Stir. Lightly stir in the carrots &amp; nuts.</p> <p>5. Bake in greased muffin pans (filled 2/3) for 15-20 minutes, or till skewer comes out clean.</p> <p>Freeze the muffins to use in term 3 for cake pops.</p> <p><b>ICING: CREAM CHEESE</b></p> <p>Cream the butter and icing sugar together. Stir in the cream cheese &amp; vanilla –</p> <p>decorate the muffins. You can also add little bit of drained pineapple on top of frosting</p>	
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### C. Mise en place

NAME OF RECIPE: MUFFINS: CARROT, PINEAPPLE, FRUIT		
Ingredients	Recipe Amount	Mise en place of ingredients [2]
Mise en place-apparatus [2]		Mise en place of additional equipment not found at your workstation [1]
		Number of portions: [1]
Technique Applied:		[1]
Description of dish:		[1]
Over/temperature control on stove:		[1]
Cooking Method:		[1]
TOTAL = 10/2=5		

### ANSWER THE FOLLOWING QUESTIONS:

1. Identify THREE characteristics of an over mixed muffin.

(3)

2. Recommend TWO guidelines to follow for freezing of muffins.

(2)



## PRACTICAL LESSON 2: PERFORMANCE TEST - OPTIONAL-MARKING GUIDELINE

Prepare a baked drop batter product. Prepare and present health muffins with at least two variations

### MUFFINS: CARROT, PINEAPPLE, FRUIT

#### C. Mise en place

NAME OF RECIPE: MUFFINS: CARROT, PINEAPPLE, FRUIT MUFFIN		
Ingredients	Recipe Amount	Mise en place of ingredients [2]
eggs	4	Beat the eggs✓
white sugar	500ml	Measuring the ingredients ✓
crushed pineapple	250ml	
bicarbonate	5ml	
self-rising flour	625ml	
Pinch of salt		
ground cinnamon	5ml	
roughly grated carrot	750ml	
fruitcake mix	160ml	
pecan nuts, chopped roughly	125ml	
<b>Cream cheese icing:</b>		
butter, room temperature	100g	
icing sugar	375ml	
cream cheese	200ml	
vanilla	5 ml	
<b>Mise en place-apparatus [2]</b>		<b>Mise en place of additional equipment not found at your workstation [1]</b>
<i>Preheat oven✓</i>		
<i>Grease the baking tray✓</i>		
		<b>Number of portions: [1]</b>
<b>Technique Applied:</b>		<b>[1]</b>
<b>Description of dish:</b>		<b>[1]</b>
<b>Oven/temperature control on stove:</b>		<b>[1]</b>
<b>Cooking Method:</b>		<b>[1]</b>
<b>TOTAL = 10/2=5</b>		

## Questions

1. Identify THREE characteristics of an over mixed muffin. (3)

- Muffin rises to a peak✓
- Slanted on one side✓
- It has a large tunnel inside when cut. ✓

2. Recommend TWO for the freezing of vanilla muffins. (2)

- Muffins must be completely cooled.
- Muffins stored in freezer bags or airtight container . ✓
- Muffins package must be correctly labelled ✓

**TOTAL:25 MARKS**



### RESOURCES

#### VIDEOS FOR EXTRA RESOURCES:

How to freeze muffins

<https://www.momables.com/how-to-freeze-muffins/>

<https://www.quakeroats.com/cooking-and-recipes/content/baking-101/muffins/storage-and-freezing-muffins.aspx>



GR 9 MUFFINS  
PP.pptx



grade 9  
pancakes.mp4



video on making  
pancakes.mp4



GR 9 QUICK FLOUR  
MIXTURES.pptx



video on scones.mp4

LESSON PLAN – HOSPITALITY STUDIES					
GRADE	9	Planned date		Date completed	
TOPIC Sub-topic(s)	<b>MODULE 5 FOOD COMMODITIES- CONVENIENCE FOOD</b>  <b>Unit 5.4: Convenience food</b> <ul style="list-style-type: none"><li>• Introduction to convenience food</li><li>• Types: frozen, dry, canned/bottled</li><li>• Advantages and Disadvantages</li></ul>				
CAPS REFERENCE	<b>Term 3 Week 6/7</b>				
DURATION	120 minutes				
LESSON RESOURCES	<b>Resources</b>  <b>Video:</b> <a href="https://youtu.be/QbOzHbKP25U">https://youtu.be/QbOzHbKP25U</a>  <a href="https://eating-made-easy.com/healthy-processed-foods/">https://eating-made-easy.com/healthy-processed-foods/</a>				
ACTIVITIES	<b>Activity 3</b> Worksheet on various convenience foods and interesting preparation ideas <b>Cognitive level:</b> Understanding and application				
PREAMBLE	Explain subject topic: Food Commodities -convenience foods				
EXPECTED OUTCOMES	The ability to apply basic skills to identify: <ul style="list-style-type: none"><li>• Identify convenience food products</li><li>• To prepare basic dishes using various convenience food products</li></ul>				
DETERMINE PRIOR KNOWLEDGE	Uses of convenience food in the households.				
INTRODUCTION TO THE TOPIC	Discussion on use of convenience food in daily life. Convenience food products that are sold. PowerPoint on convenience food. Videos on processing convenience foods. The advantages and disadvantages Activity on identifying convenience foods and the use in food preparation Practical demonstration on convenience foods.				

<b>PRACTICAL WORK</b>	<b>Demonstration</b> – Use of convenience food in food preparation. The use of convenience soft or stiff dough
<b>CONCEPTS AND TERMINOLOGY</b>	
<b>Concept / Term</b>	<b>Meaning in Hospitality studies context</b>
<b>Canned Food</b>	a substance that can be used or prepared for use as food. canned meat, tinned meat - meat preserved in a can or tin.
<b>Frozen Food</b>	food that has been exposed to rapid freezing and is kept frozen until utilized
<b>Bottled food</b>	Bottling food involves cooking fruits or vegetables, sealing them in sterile jars, and boiling to destroy micro-organisms
<b>Dried food</b>	Drying or “dehydrating” involves removing moisture from the food so bacteria, yeast and moulds cannot grow.

## Unit 5.4: Convenience food



- Introduction to convenience food
- Types: frozen, dry, canned/bottled
- Advantages and Disadvantages

### 5.4 CONVENIENCE FOODS

#### 5.4.1 Introduction

Food, normally a complete meal, that has been pre-prepared commercially and so involves least amount further preparation by the consumer.



#### 5.4.2 Types of Convenience Foods: Frozen, Dry, Canned, Bottled

FROZEN	DRY	CANNED	BOTTLED
Peas	Dry fruit	Beans	Tomato sauce
Chips	Dry vegetables	Canned meat	Pasta sauce
Ice-cream	Dry seeds	Diced tomatoes	Chicken and vegetable broth
Fish fillets	Dry mushrooms	Coconut milk.	Pickled vegetables
Bread	Dry fish	Diced green chiles	Fruits
Pizza	Dry seafood	Vegetables	Olives
Sausages	Milk powder	Fruits	Pickled fish
Plain chicken	Instant noodles	Olives.	Pesto

Fish fingers	Non-dairy creamer	Fish and sardines	Garlic paste
Ready meals	Instant oatmeal	Mussels	Peanut butter
Breaded chicken	Snack bars	Snails	Mint jelly
Burgers	Instant soups	Pasta and sauce	Brandied fruits
Ice lollies	Yeast	Lentils	Hummus
Yorkshire puddings	Breakfast cereal	Soups	
Sweetcorn	Instant coffee	Jams	
Green Beans	Powdered eggs		
Broccolo			
Carrots			
Roast Potatoes			
Desserts			

#### 5.4.3 Advantages of Convenience foods:

- Preparation time is reduced.
- No storing, buying, or planning of ingredients.
- Can hardly get wastage as various sized packaging is available.
- Excellent for inexperienced cooks as there are a variety of products.
- Quicker presentation and simple cleaning up.
- A lesser amount of spoilage and waste occur with packaged convenience foods.
- Transportation of packaged foods is convenient
- Cost efficient for mass production and delivery.
- Ready to eat cereal and instant breakfast difficult to prepare at home because of its expensive product technology used in preparation.

#### Disadvantages of Convenience foods:

- Sometimes less meat, fish, or cheese are included compared to homemade.
- Cooking time is sometimes increased for thawing or longer baking time.
- Difficult to control fat, salt and sugar levels.
- Cost per serving may be greater than homemade dishes.
- Convenience foods are generally high in kilojoules owing to fat, saturated fat, sugar, salt, and trans-fats.



- Lack freshness in fruits and vegetables.





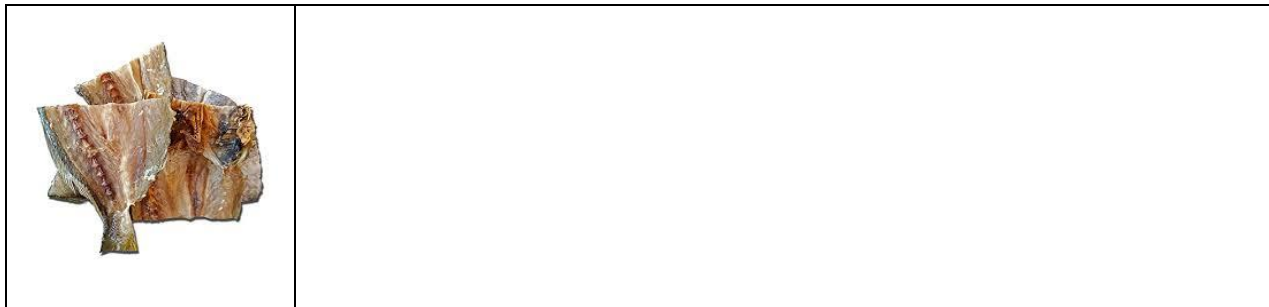
## INFORMAL ACTIVITY

### Convenience Foods

Identifying types of convenience food and suggesting an interesting serving suggestion.

Learners must complete the template below:

Type of convenience food	Serving Suggestion
	E.g., Frozen Soya Fried and added to a chutney.
	
	
	




### INFORMAL ACTIVITY – MARKING GUIDELINE

#### Convenience Foods

Identifying types of convenience food and suggesting an interesting serving suggestion.

Learners must complete the template below:

Type of convenience food	Serving Suggestion
	E.g., Frozen Soya Fried and added to a chutney.
	Canned baked beans Used in salads, eaten as is, added to curry,
	Frozen berries Used in muffin and cake mixtures, dessert preparation
	Bottled beetroot Eaten as is, added to salads



	<b>Dry Fish</b> <b>Added to curry, served fried</b>
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### PRACTICAL LESSON 3: PERFORMANCE TEST

Use a convenience dough product e.g., ready-made frozen puff pastry. Prepare a baked sweet soft or stiff dough product suitable for a Pop-up Tea Garden e.g., Tamboesies/ custard slice.

#### QUICK FLOUR MIXTURES: CUSTARD SLICE

Surname, Name:		Gr.9-	
<b>Food commodities: QUICK FLOUR MIXTURES</b> 		<b>OBJECTIVES:</b> Learners will be able to: <ul style="list-style-type: none"><li>Analyse the given recipe</li><li>Complete the mise en place form</li></ul>	<b>SOFT SKILLS to strengthen hard skills:</b> <ul style="list-style-type: none"><li>Analytical skills</li><li>Decisiveness</li><li>Critical Thinking</li></ul>
<b>CHARACTERISTICS OF THE PRODUCT</b>			
<b>Appearance</b>	<b>Texture</b>	<b>Taste</b>	
Light and coloured	Crunchy,	Sweet with a definite popcorn taste	

ASSESSMENT									
Personal hygiene		“Clean as you go”		Prep sheet	Final product			Questions	TOTAL
[5]		[4]		[5]	[6]			[5]	25
Hair	2				Appearance	2			
Nails	1				Texture	2			
Apron	2				Taste	2			

### A. INTRODUCTION (5 minutes)

B. Study the recipe carefully and complete the mise en place form provided.

CUSTARD SLICE Yields: 30 portions									
<b>Ingredient</b>									
200g cream cracker									
1000ml or 500ml milk and 500ml cream									
250ml sugar									
125ml butter									
125ml cake flour									
100ml corn flour									
10ml custard powder									
pinch of salt									
125ml water									
3 eggs, separated									
5ml vanilla extract									
<b>TOPPING</b>									
500ml icing sugar, sifted									
62 ml boiling water									
<b>METHOD</b>									
1. Grease a shallow glass rectangular bowl.									
2. Put about 15 biscuits in the bottom.									
3. Make rows of 5 x 3 biscuits.									
4. Heat up the milk until boiling point.									
5. Stir in sugar and butter until dissolved and melted.									
6. Take off the heat.									
7. Mix cake flour, corn flour, custard powder, salt and water well.									
8. Beat in the egg yolks.									
9. Stir a bit of the warm milk mixture into the egg mixture.									



10. Stir this gradually into the rest of the warm milk mixture 11. Put back on low heat. 12. Keep on stirring until thick. 13. Take off the heat. 14. Stir in the vanilla extract. 15. Beat the egg whites until stiff points form. 16. Fold into the thickened mixture. 17. Pour this over the bottom layer of biscuits. 18. Put another layer of biscuits on top, exactly where the bottom ones are. 19. Mix the icing sugar and boiling water well. 20. Pour on top layer of biscuits. 21. Spread evenly. 22. Place overnight in fridge. 23. Cut up in rectangular pieces.	
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### C. Mise en place

NAME OF RECIPE: CUSTARD SLICE		
Ingredients	Recipe Amount	Mise en place of ingredients [2]
Mise en place-apparatus [2]		Mise en place of additional equipment not found at your workstation [1]
		Number of portions: [1]
Technique Applied:		[1]
Description of dish:		[1]
Oven/temperature control on stove:		[1]
Cooking Method:		[1]
TOTAL = 10/2=5		

### ANSWER THE FOLLOWING QUESTIONS:

1. List THREE advantages of convenience foods.

[3]

2. Describe a thin batter.

[2]

**TOTAL:25 MARKS**



### PRACTICAL LESSON 3: PERFORMANCE TEST - MARKING GUIDLINE

Use a convenience dough product e.g., ready-made frozen puff pastry. Prepare a baked sweet soft or stiff dough product suitable for a Pop-up Tea Garden e.g., Tamboesies/ custard slice.

#### C. Mise en place

NAME OF RECIPE: CUSTARD SLICE		
Ingredients	Recipe Amount	Mise en place of ingredients [2]
cream cracker	200g	Separate eggs✓
milk or half milk and half cream	1000ml 500ml=500ml	Measure ingredients ✓
sugar	250ml	
butter	125ml	
cake flour	125ml	
corn flour	100ml	
custard powder	10ml	
pinch of salt		
water	125ml	
eggs, separated	3	
5ml vanilla extract	5ml	
TOPPING		
icing sugar, sifted	500ml	
boiling water	62ml	
Mise en place-apparatus [2]		Mise en place of additional equipment not found at your workstation [1]
Separate eggs✓		Collect bag for icing ✓
Line baking sheet✓		
		Number of portions: 30 ✓ [1]
Technique Applied: preparation of custard ✓		[1]
Description of dish: sweet, with soft filling ✓		[1]
Stove/ Fryer/Oven temperature: low ✓		[1]
Cooking Method: boiling		[1]
TOTAL = 10/2=5		

## ANSWER THE FOLLOWING QUESTIONS:

### 1. List THREE advantages of convenience foods.

[3]

- Preparation time is reduced. ✓
- No storing, buying, or planning of ingredients ✓.
- Can hardly get wastage as various sized packaging is available. ✓
- Excellent for inexperienced cooks as there are a variety of products. ✓
- Quicker presentation and simple cleaning up. ✓
- A lesser amount of spoilage and waste occur with packaged convenience foods. ✓
- Transportation of packaged foods is convenient ✓
- Cost efficient for mass production and delivery. ✓
- Ready to eat cereal and instant breakfast difficult to prepare at home because of its expensive product technology used in preparation. ✓

( Any 3)

### 2. Describe a thin batter.

[2]

Batters are soft and runnier and must be spooned into a frying pan. ✓✓

**TOTAL:25 MARKS**




### PRACTICAL LESSON 3: PERFORMANCE TEST - OPTIONAL

Use a convenience dough product e.g., ready-made frozen puff pastry. Prepare a baked sweet soft or stiff dough product suitable for a Pop-up Tea Garden e.g., Tamboesies/ custard slice.

### QUICK FLOUR MIXTURES: TAMBOESIES

Surname, Name:			Gr.9-		
<b>Food commodities: QUICK FLOUR MIXTURES</b>		<b>OBJECTIVES:</b> Learners will be able to: <ul style="list-style-type: none"> <li>• Analyse the given recipe</li> <li>• Complete the mise en place form</li> </ul>		<b>SOFT SKILLS to strengthen hard skills:</b> <ul style="list-style-type: none"> <li>• Analytical skills</li> <li>• Decisiveness</li> <li>• Critical Thinking</li> </ul>	




CHARACTERISTICS OF THE PRODUCT			
Appearance	Texture	Taste	
Light, Flaky layers Drizzle of icing on surface	Flaky with soft filling	Sweet with a vanilla filling	

ASSESSMENT								
Personal hygiene		"Clean as you go"	Prep sheet	Final product		Questions	TOTAL	
[5]		[4]	[5]	[6]		[5]	25	
Hair	2			Appearance	2			
Nails	1			Texture	2			
Apron	2			Taste	2			

A. INTRODUCTION (5 minutes)

B. Study the recipe carefully and complete the mise en place form provided.

<b>TAMBOESIES Yields: 36 portions</b>	
<b>Ingredient</b>	
250g Puff Pastry	
Milk Tart Filling	
375 ml fresh full cream milk	
1 stick of cinnamon, smashed into long splinters	
5 ml almond essence	
45 ml butter	
150 ml Convenience Vanilla Cake Mix	
1 extra large egg + leftover egg after brushing pastry	
Lemon Water Icing	
250 ml Icing Sugar	
30 – 45 ml lemon juice	
<b>Method</b>	
<b>Pastry</b>	



1. Adjust the oven shelf to the middle position. Preheat the oven to 200°C.
2. Place a baking tray in the oven to heat up. Turn one frozen pastry sheet (250 g) out onto baking paper.
3. Beat the egg lightly with salt and sugar, to make an egg wash, and brush over the pastry. Reserve remaining egg to use in filling.
4. Cut pastry into 3 cm x 3 cm squares, don't separate squares.
5. Slip the baking paper with pastry directly onto the heated baking tray.
6. Bake for 15 – 20 minutes until nicely browned. Leave to cool.

#### **Filling**

1. Bring the milk and broken cinnamon just to the boil.
2. Cover, remove from the heat and leave to draw for 20 minutes. Strain out cinnamon pieces and add almond essence
3. Melt the butter and toss it through the measured cake mix in a bowl.
4. Beat the egg plus reserved egg wash together. Beat the warm milk into the egg mixture.
5. Return milk and egg mixture to the saucepan and beat in the vanilla cake mixture with a wire whisk.
6. Keep stirring and beating over medium heat until the mixture is thick and cooked. Don't be concerned it will go lumpy, just keep on beating and it will smooth out.
7. Leave to cool down to touch temperature. Split each pastry square horizontally with a sharp knife.
8. Place a heaped teaspoon of filling on the bottom half and cover with top pastry half.

#### **Icing**

<b>1. Mix icing and lemon juice together.</b> <b>Place the mixture into a small plastic sandwich bag.</b>  <b>2. Snip a very tiny hole in one corner and pipe icing over the Tamboesies in a zigzag pattern</b>	
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### C. Mise en place

NAME OF RECIPE: TAMBOESIES		
Ingredients	Recipe Amount	Mise en place of ingredients [2]
Mise en place-apparatus [2]		Mise en place of additional equipment not found at your workstation [1]
		Number of portions: [1]
Technique Applied:		[1]
Description of dish:		[1]
Oven/temperature control on stove:		[1]
Cooking Method:		[1]
TOTAL = 10/2=5		

### ANSWER THE FOLLOWING QUESTIONS:

1. List THREE advantages of convenience foods.
2. Describe a thin batter.

[3]

[2]

**TOTAL:25 MARKS**



### PRACTICAL LESSON 3: PERFORMANCE TEST – (OPTIONAL) - MARKING GUIDLEINE

Use a convenience dough product e.g., ready-made frozen puff pastry. Prepare a baked sweet soft or stiff dough product suitable for a Pop-up Tea Garden e.g., Tamboesies/ custard slice.

### C. Mise en place

NAME OF RECIPE: TAMBOESIES		
Ingredients	Recipe Amount	Mise en place of ingredients [2]
Puff Pastry	250g	Collecting all ingredients✓
fresh full cream milk	375ml	Measuring the required amounts✓
stick of cinnamon, smashed into long splinters	1	
almond essence	5ml	
butter	45ml	
Convenience Vanilla Cake Mix	150ml	
1 extra large egg + leftover egg after brushing pastry	1	
	1	
Lemon Water Icing		
Icing Sugar	250ml	
lemon juice	45ml	
Mise en place-apparatus [2]		Mise en place of additional equipment not found at your workstation [1]
Pre-heat oven✓		Collect bag for icing✓
Line baking sheet✓		

		Number of portions: 10 ✓ [1]
Technique Applied:	using frozen pastry/ ✓	[1]
Description of dish:	sweet, flakey, pastry with soft filling ✓	[1]
Stove/ Fryer/Oven temperature:	high ✓	[1]
Cooking Method:	baking / boiling	[1]
		TOTAL = 10/2=5

### ANSWER THE FOLLOWING QUESTIONS:

1. List THREE advantages of convenience foods.

[3]

- Preparation time is reduced. ✓
- No storing, buying, or planning of ingredients ✓.
- Can hardly get wastage as various sized packaging is available. ✓
- Excellent for inexperienced cooks as there are a variety of products. ✓
- Quicker presentation and simple cleaning up. ✓
- A lesser amount of spoilage and waste occur with packaged convenience foods. ✓
- Transportation of packaged foods is convenient ✓
- Cost efficient for mass production and delivery. ✓
- Ready to eat cereal and instant breakfast difficult to prepare at home because of its expensive product technology used in preparation. ✓

(Any 3)

2. Describe a thin batter.

[2]

- Batters are soft and runnier and have to be spooned into a frying pan. ✓✓

**TOTAL:25 MARKS**



## RESOURCES

### VIDEOS FOR EXTRA RESOURCES: RESOURCES

<https://eating-made-easy.com/healthy-processed-foods/>

<https://www.vahrehvah.com/indianfood/advantages-and-disadvantages-of-convenience-foods>

[https://en.wikipedia.org/wiki/Convenience\\_food](https://en.wikipedia.org/wiki/Convenience_food)



Convenience Foods  
for Easier Healthy Eat



Processed and  
convenience foods.m



GR 9 CONVENIENCE  
FOODS POWER POIN





## SKILLS TEST: 2

Learners will be able to:

- Prepare and bake the muffins and freeze the muffins for use later
- Apply the rules for baking
- Apply correct preparation procedures / techniques and freezing

### VANILLA MUFFINS

Surname, Name:			Gr.9-
<b>Food commodities:</b> <b>Muffins</b> 		<b>OBJECTIVES:</b> Learners will be able to: -prepare and bake the muffin and freeze the muffins for use later. -Apply the rules for baking -Apply correct preparation procedures/techniques and freezing	<b>SOFT SKILLS to strengthen hard skills:</b> <ul style="list-style-type: none"> <li>• Analytical skills</li> <li>• Decisiveness</li> <li>• Critical Thinking</li> </ul>
<b>CHARACTERISTICS OF THE PRODUCT</b>			
<b>Appearance</b>	<b>Texture</b>	<b>Taste</b>	
Rough top, golden brown colour	Fine even crumb	Sweet vanilla taste	

ASSESSMENT									
Applying the Rules of baking		“Clean as you go”		Prep sheet	Final product		Questions		Applying the correct preparation procedures
[2]		[4]		[5]	[6]		[5]		[3]
					Appearance	2			
					Texture	2			
					Taste	2			
									TOTAL
									25

**A. INTRODUCTION (5 minutes) explaining the PAT- Skills Test procedure**

**B. Study the recipe carefully and complete the mise en place form provided.**

<b>Muffins</b>	<b>Portion/Yield = 12</b>	
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## Ingredients

500ml flour  
85ml sugar  
1 egg  
250ml milk  
85 ml oil  
12,5ml vanilla essence  
12,5ml baking powder  
2,5ml salt

## Method

1. Preheat oven to 180° C.
2. Grease the muffin trays
3. Beat the eggs well, add oil, vanilla and milk and mix well.
4. Sift the dry ingredients together.
5. Mix the dry ingredients with the liquid ingredients.
6. Mix gently to prevent overmixing
7. Spoon the batter into the grease muffin tin, fill cups 3/4 full.
8. Bake 12-15 minutes, or until golden brown.
9. Decorate and present.



## C. Mise en place

NAME OF RECIPE: VANILLA MUFFINS			
Ingredients	Recipe Amount	Mise en place of ingredients	[2]

Mise en place-apparatus [2]		Mise en place of additional equipment not found at your workstation [1]
		Number of portions: [1]
Technique Applied:		[1]
Description of dish:		[1]
Oven/temperature control on stove:		[1]
Cooking Method:		[1]
		<b>TOTAL = 10/2=5</b>

**ANSWER THE FOLLOWING QUESTIONS:**

1. Discuss The following steps can also be followed to freeze muffins for later use. (5)

**TOTAL:25 MARKS**



**SKILLS TEST: 2 – MARKING GUIDELINE**

Learners will be able to:

- Prepare and bake the muffins and freeze the muffins for use later
- Apply the rules for baking
- Apply correct preparation procedures / techniques and freezing

**C. Mise en place**

NAME OF RECIPE: VANILLA MUFFINS		
Ingredients	Recipe Amount	Mise en place of ingredients [2]
flour	500ml	Measuring ingredients✓
sugar	85ml	Sifting dry ingredients✓

egg	1	
milk	250ml	
oil	85ml	
vanilla essence	12,5ml	
baking powder	12,5ml	
salt	2,5ml	
<b>Mise en place-apparatus [2]</b>		<b>Mise en place of additional equipment not found at your workstation [1]</b>
<i>Preheat oven to 180° C. ✓</i>		<i>Collect serving tray✓</i>
<i>Wash and dry all equipment✓</i>		
<i>Grease the muffin trays✓</i>		
		<b>Number of portions: 12 ✓ [1]</b>
<b>Technique Applied: Beat, mix✓</b>		<b>[1]</b>
<b>Description of dish:</b>		<b>[1]</b>
<b>Oven/temperature control on stove: 180° C. ✓</b>		<b>[1]</b>
<b>Cooking Method: baking</b>		<b>[1]</b>
<b>TOTAL = 10/2=5</b>		

#### ANSWER THE FOLLOWING QUESTIONS:

1. Discuss The following steps can also be followed to freeze muffins for later use. (5)

1. Cool muffins completely before wrapping and freezing. ✓
2. To freeze, wrap securely in foil or place it in an airtight container or freezer bag. ✓
3. Label the container/bag with the name of the recipe and the date. ✓
4. Make sure that the freezer temperature is below 0°C. ✓
5. Use within 3 months. ✓

**TOTAL:25 MARKS**





### SKILLS TEST: 3

Learners will be able to:

- use a convenience soft or stiff dough product e.g., readymade bread dough or frozen puff pastry
- -prepare a baked savoury dough product suitable for a pop-up tea garden
- -Assess the correct use of the dough
- Assess the preparation of the filling or toppings

**USE OF CONVENIENCE FOODS: SAVOURY DOUGH PRODUCT: MINI VEGETARIAN PIZZA**

Surname, Name:	Gr.9-
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<b>Food commodities:</b> <b>Convenience food</b> 		<b>OBJECTIVES:</b> Learners will be able to: -use a convenience soft or stiff dough product e.g. readymade bread dough or frozen puff pastry -prepare a baked savoury dough product suitable for a pop-up tea garden -Assess the correct use of the dough Assess the preparation of the filling or toppings	<b>SOFT SKILLS to strengthen hard skills:</b> <ul style="list-style-type: none"> <li>Analytical skills</li> <li>Decisiveness</li> <li>Critical Thinking</li> </ul>
<b>CHARACTERISTICS OF THE PRODUCT</b>			
<b>Appearance</b>	<b>Texture</b>	<b>Taste</b>	
Base golden-brown colour Topping, colourful with melted cheese	Crispy base with melted cheese on top	Delicate bread taste in the crust. Distinct tomato, onion, pepper and mushroom taste in the topping. Taste of salty melted cheese	

ASSESSMENT							
Assess the correct use of dough	"Clean as you go"	Prep sheet	Final product		Questions	Assess the preparation of the topping	TOTAL
[2]	[4]	[5]	[6]		[5]	[3]	25
			Appearance	2			
			Texture	2			
			Taste	2			

**A. INTRODUCTION (5 minutes) explaining the PAT- Skills Test procedure**

**B. Study the recipe carefully and complete the mise en place form provided.**

<b>MINI PIZZA</b>	<b>Portion/Yield = 12</b>	
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## Ingredients

500g store bought pizza dough  
15ml olive oil  
250ml canned tomato and onion mixture  
250g mushrooms sliced  
2 green peppers julienned  
5 pitted olives  
500ml grated mozzarella cheese

## Method

1. Preheat oven to 180° C.
2. Grease pizza trays
3. Let the dough sit out at room temperature for 30 minutes before rolling.
4. Portion the dough and roll out the dough thinly on a floured surface
5. Transfer the dough onto the pizza tray
6. Brush the dough base with olive oil.
7. Prebake the dough base for 3-4 minutes.
8. Add the tomato and onion mixture on to the base, sprinkle with mushroom, green peppers, olives and top with mozzarella cheese.
9. Bake 12-15 minutes, or until crust is golden brown.



## C. Mise en place

NAME OF RECIPE: MINI PIZZA			
Ingredients	Recipe Amount	Mise en place of ingredients	[2]

Mise en place-apparatus [2]		Mise en place of additional equipment not found at your workstation [1]
		Number of portions: [1]
Technique Applied:		[1]
Description of dish:		[1]
Oven/temperature control on stove:		[1]
Cooking Method:		[1]
TOTAL = 10/2=5		

### QUESTIONS:

- Discuss the purpose of sprinkling flour on the surface when rolling the dough. (1)
- Explain the benefits of prebaking the dough. (2)
- Describe the cutting technique julienne that was used for the green peppers. (2)

**TOTAL:25 MARKS**



### SKILLS TEST: 3 – MARKING GUIDLEINE

Learners will be able to:

- use a convenience soft or stiff dough product e.g., readymade bread dough or frozen puff pastry
- -prepare a baked savoury dough product suitable for a pop-up tea garden
- -Assess the correct use of the dough
- Assess the preparation of the filling or toppings

### C. Mise en place

NAME OF RECIPE: MINI PIZZAS			
Ingredients	Recipe Amount	Mise en place of ingredients	[2]

store bought pizza dough	500g	Measuring ingredients✓
olive oil	15ml	Prepare the vegetable cuts ✓
canned tomato and onion mixture	250ml	
mushrooms sliced	250g	
green peppers julienned	2	
Pitted olives	5	
grated mozzarella cheese	500ml	
<b>Mise en place-apparatus [2]</b>		<b>Mise en place of additional equipment not found at your workstation [1]</b>
Preheat oven to 180° C. ✓		Collect serving tray✓
Wash and dry all equipment✓		
Grease the pizza trays✓		
		<b>Number of portions: 2 large ✓ [1]</b>
<b>Technique Applied: Beat, mix✓</b>		<b>[1]</b>
<b>Description of dish:</b> Savoury dish, made of bread dough, topped with tomato and onion, vegetables and cheese. ✓		<b>[1]</b>
<b>Oven/temperature control on stove:</b> 180° C. ✓		<b>[1]</b>
<b>Cooking Method:</b> baking ✓		<b>[1]</b>
<b>TOTAL = 10/2=5</b>		

### QUESTIONS:

- Discuss the purpose of sprinkling flour on the surface when rolling the dough. (1)
  - Prevent the dough from sticking onto the surface. ✓
- Explain the benefits of prebaking the dough. (2)
  - Ensure the crust is crisp. ✓
  - Prevents the filling from making the base soggy. ✓
- Describe the cutting technique julienne that was used for the green peppers. (2)
  - Thin, long strips, like matchsticks✓✓

**TOTAL:25 MARKS**



LESSON PLAN – HOSPITALITY STUDIES					
GRADE	9	Planned date		Date completed	
TOPIC Sub-topic(s)	<b>Unit 5.5: Tea and coffee</b>  <b>Tea</b> <ul style="list-style-type: none"> <li>• Types: Ceylon and red bush (rooibos)</li> <li>• Preparation and presentation</li> </ul> <b>Coffee</b> <ul style="list-style-type: none"> <li>• Preparation and Presentation</li> <li>• Instant and plunger</li> </ul>				
CAPS REFERENCE	Term 3 Week 3-4				
DURATION	120 minutes				

<b>LESSON RESOURCES</b>	<p>Demonstration on setting up a tea tray.</p> <p>Recipe books teas and coffee preparation.</p> <p>Magazines on pictures and newspapers on tea tray presentation ideas.</p> <p>Videos on tea plants and production and of serving of tea</p> <p>Internet sites on tea service.</p>
<b>PREAMBLE</b>	<p>The difference between Ceylon tea and red bush tea.</p> <p>The correct procedure to prepare tea.</p> <p>The preparation difference between plunger coffee and instant coffee.</p>
<b>EXPECTED OUTCOMES</b>	<p>The learner must be able to:</p> <p>Distinguish between Ceylon tea and red bush tea.</p> <p>Follow the correct procedure to prepare tea.</p> <p>Follow the correct preparation procedure for plunger coffee and instant coffee.</p>
<b>DETERMINE PRIOR KNOWLEDGE</b>	<p>Care and handling of glassware.</p> <p>Serving food to guests.</p>
<b>INTRODUCTION TO THE TOPIC</b>	<p><a href="https://youtu.be/m6yiKKXRs2o">https://youtu.be/m6yiKKXRs2o</a></p> <p><a href="https://youtu.be/3oD66HXZo1M">https://youtu.be/3oD66HXZo1M</a></p> <p>Video on how tea plants and grown and produced into tea.</p>
<b>PRACTICAL WORK</b>	
<b>CONCEPTS AND TERMINOLOGY</b>	
<b>Concept / Term</b>	<b>Meaning in Hospitality studies context</b>
Ceylon tea	Ceylon tea refers to tea produced in the highlands of Sri Lanka, formerly known as Ceylon. This tea is made from the dried and processed leaves of the tea plant.
Bush tea	<i>Rooibos tea</i> is also known as <i>red tea</i> or <i>red bush tea</i> . It is made from using leaves from a plant usually grown on the western coast of South Africa. Rooibos is an herbal <i>tea</i> .
Brew	To allow the tea to stand in hot water so that it becomes stronger and more flavourful.
Instant coffee	Instant, made of soluble <i>coffee</i> powder obtained from brewed <i>coffee</i> beans.

Plunger	An equipment used in the preparation of coffee, whole coffee beans are used to prepare coffee.
<b>LESSON PRESENTATION</b>  <b>and</b>  <b>INFORMAL ASSESSMENT</b>	<p><b>Lesson Content:</b></p> <p>Difference between Ceylon tea and red bush tea.</p> <p>The correct procedure to prepare tea.</p> <p>The correct preparation procedure for plunger coffee and instant coffee.</p> <p><b>ACTIVITY ONE</b></p> <p>Learners are required to research the health benefits and uses of red bush tea. Learners will write a short paragraph between 8-10 lines on health benefits and uses of red bush tea in their notebooks.</p>
<b>EAC INTEGRATION</b>	<p><b>Identification test:</b> Visual interpretation in a written response.</p> <p><b>Activity:</b> Pairing off items by applying reasoning and problem-solving skills.</p>
<b>EXTENDED OPPORTUNITIES</b>	Entrepreneurship –producing and selling tea and coffee at pop-up restaurants and crafters market. Development of soft skills necessary to operate a pop-up restaurants and crafters market such as self-confidence, stress management persistence and perseverance because operating a business is challenging.
<b>SELF-REFLECTION</b>	Educator must reflect on the lesson based on the context of the school and the community.



## Unit 5.5: Tea and coffee

### Tea

- Types: Ceylon and red bush (rooibos)
- Preparation and presentation

### Coffee

- Preparation and Presentation
- Instant and plunger

## TEA

### 5.5.1 Types of Tea

- a) **Ceylon tea** refers to tea produced in the highlands of Sri Lanka, formerly known as Ceylon. This tea is made from the dried and processed leaves of the tea plant.



Sri Lanka Tea Plantations



Ceylon tea plan

- b) **Rooibos**, meaning "red bush"; is a broom-like member of the plant family Fabaceae that grows in South Africa's fynbos. The leaves are used to make a herbal tea that is called by the names: rooibos, bush tea, red tea, or red bush tea.



### 5.5.2 Preparation of tea

- Collect all the equipment and ingredients for the tea preparation.
- Clean all the equipment correctly.
- Warm the teapot.
- Add the tea leaves/tea bags to the teapot.
- Pour freshly boiled water into the teapot with the tea leaves/teabags.
- The tea must then be allowed to brew for a few minutes so that the tea becomes flavoursome.
- Serve tea in the teapot.
- Milk must be served separately.

## COFFEE

### 5.5.3 Prepare and present: Instant and Plunger

A) **Instant**, made of soluble *coffee* powder obtained from brewed *coffee* beans. Preparation of hot *coffee* requires:

- Measuring out the coffee correctly.
- Use water that is freshly boiled.
- The water should be at about 90°C so that the coffee can brew.
- Serve milk separately.
- Serve coffee immediately.



B) **Plunger** – An equipment used in the preparation of coffee.



**Preparing coffee in a plunger requires the following steps:**

- Coffee beans are measured and placed into the plunger.
- Place hot water onto the coffee beans.
- Insert the plunger into the jug.
- The coffee should be allowed to infuse for a few minutes.
- The plunger is then pushed down into the jug.
- The coffee is then ready to be served.



## Presentation of coffee

Coffee served in a cup/coffee mug must be presented on the right.

The handle of the cup/coffee mug should be on the right-hand side.

The spoon at the back of the cup.

Provide additional water if the guests require a weaker coffee.



### INFORMAL ACTIVITY ROLE PLAY WITH THEIR PARTNERS

Learners are required to prepare tea and serve the tea tray to their partners in class

## TEA AND COFFEE

1. Learners are required to research the health benefits and uses of red bush tea. Learners will write a short paragraph between 8-10 lines on health benefits and uses of red bush tea in the notebooks.



### INFORMAL ACTIVITY – MARKING GUIDELINE ROLE PLAY WITH THEIR PARTNERS

Learners are required to prepare tea and serve the tea tray to their partners in class



## TEA AND COFFEE SERVICE

Health benefits and uses of red bush tea.

- Rooibos contains antioxidants clean up the harmful free radicals that can damage cells and cause cancer, curbing cellular damage and inflammation. ✓
- Rooibos improves blood pressure and circulation. ✓
- Rooibos Low calorie and naturally sweet, with the help of the antioxidants and balancing blood sugar ✓
- Rooibos tea can be a great addition to your beverage choices while trying to lose weight. ✓
- This South African brew contains a bioactive flavonoid known as chrysoberyl, which has anti-inflammatory and antioxidant effects. ✓
- Like the true teas and many herbal tisanes, rooibos tea contains minerals such as calcium, manganese and fluoride that help build strong bones. ✓
- Rooibos tea contains several nutrients that are antispasmodic, which help to prevent stomach pains. ✓
- Rooibos tea is excellent for heart health and helps to keep blood circulation pumping smoothly. ✓
- Results showed that rooibos tea benefits the digestive system by reducing diarrhoea, calming muscle spasms in the stomach, and decreasing gastric secretions. calms colicky babies. ✓




### **PRACTICAL ACTIVITY** **ROLE PLAY WITH THEIR PARTNERS**

Learners are required to prepare tea and serve the tea tray to their partners in class

## TEA AND COFFEE

Surname, Name:			Gr.9-		
<b>MODULE</b> Food commodities		<b>OBJECTIVES:</b> Learners will be able to:  prepare a pot of tea and set a tea tray for service to a guest.		<b>SOFT SKILLS to strengthen hard skills:</b> <ul style="list-style-type: none"><li>Analytical skills</li><li>Decisiveness</li><li>Critical Thinking</li></ul>	
<b>CHARACTERISTICS OF THE PRODUCT</b>					
<b>Appearance</b>		<b>Texture</b>		<b>Taste</b>	
<b>TEA</b> Colourful		liquid		flavourful	
<b>TEA TRAY</b> Clean, hot tea pot and cups, milk jug, sugar bowl, cups and saucers with teaspoons					



ASSESSMENT											
Personal hygiene			“Clean as you go”		Prep sheet	Final product			Questions	TOTAL	
5			4			5			5	5	25
Hair	2		Sink (2)			Appearance	2				
Nails	1			Station (2)			Texture	2			
Apron	2						Taste	2			

**A. INTRODUCTION (5 minutes)** Educator to demonstrate tea preparation and serving

**B.** Study the recipe carefully and complete the mise en place form provided.

Ceylon Tea	Portion/Yield = 2	
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## Ingredients

5g of tea leaves  
220ml water  
60ml milk (optional)  
Sugar/honey (optional)  
Lemon (optional)

## Method

1. Prepare the tea tray with the tray, teapot, milk jug, sugar bowl and teacups.
2. Pre heat the *teapot* and cups by swirling around some hot water in them and pouring it out before brewing.
3. Measure out the tea leaf using a clean dry spoon.
4. Place the tea in a clean, odour free and pre-heated *teapot*.
5. Pour freshly, once boiled water onto the *tea* leaves.



## B. Mise en place

NAME OF RECIPE:			
Ingredients	Quantity	Mise en place - Ingredients (2)	
Mise en place- Apparatus (1)		Cooking method	
		Time/Temperature	
		Garnish	
		Course	
			(4)
Technique:			(1)
Description of Technique			(2)

	$10 \div 2 = 5$	(5)

## Questions

1.1 Discuss the serving of tea to a guest. (3)

1.2 List two benefits of rooibos tea. (2)



### PRACTICAL ACTIVITY – MARKING GUIDELINE ROLE PLAY WITH THEIR PARTNERS

Learners are required to prepare tea and serve the tea tray to their partners in class

## TEA AND COFFEE

### B. Mise en place

NAME OF RECIPE:			
Ingredients	Quantity	Mise en place - Ingredients (2)	
tea leaves	5g	Measuring ingredients✓	
water	220		
(optional)	60		
Sugar/honey (optional)			
Lemon (optional)			
Mise en place- Apparatus (1)		Cooking method	boiling✓
Preparing the tea pot and teacups✓		Time/Temperature	100°C✓
		Garnish	Lemon✓
		Course	Tea ✓
Technique: brewing ✓			
Description of Technique :		Adding boiling water to the tea so that the tea leaves infuse into the water and become strong. ✓✓	
		$10 \div 2 = 5$	(5)

## Questions

1. Discuss the serving of tea to a guest. (3)

- Serve tea from the right side of the customer. ✓

- Serve all ladies first. ✓
- The cup handle must face towards to right hand side. ✓
- The teaspoon must place at right side corner. ✓
- The waiter should say the beverage before serving the guest. ✓

### 1.2 List two benefits of rooibos tea.

(2)

- Rooibos contains antioxidants clean up the harmful free radicals that can damage cells and cause cancer, curbing cellular damage and inflammation. ✓
- Rooibos improves blood pressure and circulation. ✓
- Rooibos Low calorie and naturally sweet, with the help of the antioxidants and balancing blood sugar ✓
- Rooibos tea can be a great addition to your beverage choices while trying to lose weight. ✓


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### **PRACTICAL ACTIVITY** **ROLE PLAY WITH THEIR PARTNERS**

Learners are required to prepare tea and serve the tea tray to their partners in class

## TEA AND COFFEE

<b>Surname, Name:</b>			<b>Gr.9-</b>		
<b>MODULE</b> Food commodities		<b>OBJECTIVES:</b> Learners will be able to: coffee for service to a guest.		<b>SOFT SKILLS to strengthen hard skills:</b> <ul style="list-style-type: none"> <li>Analytical skills</li> <li>Decisiveness</li> <li>Critical Thinking</li> </ul>	
<b>CHARACTERISTICS OF THE PRODUCT</b>					
<b>Appearance</b>	<b>Texture</b>	<b>Taste</b>			
Black	liquid	flavourful			


### ASSESSMENT

Personal hygiene		“Clean as you go”		Prep shee	Final product		Questions	TOTAL
5		4		5	5		5	25
Hair	2	Sink (2)			Appearance	2		
Nails	1				Texture	2		
Apron	2	Station (2)			Taste	2		

**A. INTRODUCTION (5 minutes)** Educator to demonstrate tea preparation and serving

**B. Study the recipe carefully and complete the mise en place form provided.**

<b>Coffee</b>	<b>Portion/Yield = 2</b>	
---------------	--------------------------	--

<p><b>Ingredients</b></p> <p>10ml coffee 200ml water 60ml milk (optional) Sugar/honey (optional)</p> <p>Method</p> <ol style="list-style-type: none"> <li>1. Buy quality instant coffee.</li> <li>2. Heat your water.</li> <li>3. Measure your instant coffee in a mug.</li> <li>4. Add a little cold water.</li> <li>5. Pour in the hot water.</li> <li>6. Serve milk and sugar separately</li> </ol>	
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## B. Mise en place

<b>NAME OF RECIPE:</b>			
<b>Ingredients</b>	<b>Quantity</b>	<b>Mise en place - Ingredients (2)</b>	
<b>Mise en place- Apparatus (1)</b>		<b>Cooking method</b>	
		<b>Time/Temperature</b>	
		<b>Garnish</b>	
		<b>Course</b>	
			<b>(4)</b>
<b>Technique:</b>			<b>(1)</b>
<b>Description of Technique</b>			<b>(2)</b>
		<b>10÷2 = 5</b>	<b>(5)</b>

## Questions

1. Discuss preparing coffee in a plunger. (5)



### PRACTICAL ACTIVITY – MARKING GUIDELINE ROLE PLAY WITH THEIR PARTNERS

Learners are required to prepare tea and serve the tea tray to their partners in class



## TEA AND COFFEE

### B. Mise en place

NAME OF RECIPE:			
Ingredients	Quantity	Mise en place - Ingredients (2)	
Instant coffee	5g	Measuring ingredients✓	
water	200		
Milk	60		
Sugar/honey (optional)			
Lemon (optional)			
Mise en place- Apparatus (1)		Cooking method	boiling✓
Preparing the mugs ✓		Time/Temperature	100°C✓
		Garnish	Cream ✓
		Course	Tea and Coffee ✓
		(4)	
Technique: using instant coffee ✓		(1)	
Description of Technique: Use of instant coffee in the preparation of coffee ✓✓		(2)	
		10÷2 = 5	(5)

### Questions

- Discuss preparing coffee in a plunger. (5)
    - Coffee beans are measured and placed into the plunger. ✓
    - Place hot water onto the coffee beans. ✓
    - Insert the plunger into the jug. ✓
    - The coffee should be allowed to infuse for a few minutes. ✓
    - The plunger is then pushed down into the jug. ✓
    - The coffee is then ready to be served. ✓
- (Any 5)

## RESOURCES

### VIDEOS FOR EXTRA RESOURCES: RESOURCES

<https://youtu.be/m6viKKXR2o>



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## SUMMARIES

### Unit 5.1: Cereals: Maize

- Description- Maize is a staple food for many people in South Africa. It is a cereal grain also known as corn and belongs to the cereal and starch group because it contains a lot of starch.
- Retail maize products- Maize meal ,Samp,Corn flour,Mealie rice, Pop corn,Corn flakes,Frozen corn/tinned corn and Corn on the cob
- Uses in food preparation- pap, porridge, side dish with stew, thickening sauces, dessert, side dish
- snack, breakfast cereal,vegetable dishes, soup
- Cooking of Maize- boiling, frying, grilling over open coals, shallow frying and baking
- Storage- Always store in an air-tight and dry container. Weevils may infect Maize, store at a cool temperature .If stored for longer periods rather store in the refrigerator than at room temperature

### Unit 5.2: Salad and Salad Dressings

- Classification of salads- **Fresh**/raw and cooked
- Fresh/raw salad (Greek salad and carrot salad)- These salads are prepared from raw, fresh ingredients
- Cooked salad (corn salad and potato salad)- Cooked salad are salads are based on cooked starch products like potato, rice and pasta. These products must be cooked and then cooled before using in
- the salad.
- Salad dressing- Salad dressings are liquid, or semiliquid products used to add flavour, moisture, and increase nutritive salads. Mayonnaise is a mixture of egg yolk, oil, and vinegar that forms a permanent emulsion. Oil and vinegar- contain mixes of oil and vinegar. French dressing, a name originally used for any oil-and-vinegar-based salad dressing. Vinaigrette,
- is prepared by combining an **oil** with acidic such as **vinegar** or lemon juice.
- Creative presentation of salads- Arrange salads ingredients in an attractive, colourful display. Plate salads on attractive platters and salad bowls. Salads must be kept inside the plate, away from the plate edges.

- Prepare salads just before serving.

### Unit 5.3: Quick Flour Mixtures

- Culinary mixing terminology: Rubbing in, beat, blend, bind, mix, cream, whip, fold, sift and grease.
- Classification and uses of quick flour mixtures- Quick flour mixtures can be classified into two main groups: batters and dough.
- Batters: thin batter: pancakes- Batters are soft and runnier and must be spooned into a frying pan OR less runny a dropping consistency
- Drop batter: Flapjacks, Muffins
- Doughs: Soft dough: Scones, pizza and Biscuits, sweet or savoury pinwheels
- MUFFINS
- characteristics of a good muffins- It has a large volume and light mass, light, course texture and rounded top crust.
- presentation techniques- Serve muffins on a platter or in a basket .Serve accompaniments that is suitable for the type of muffin e.g. cheese, jam or cream in separate containers so that guests may help themselves.
- storage -
- Muffins, scones, crumpets, etc. can be stored in an airtight container in the fridge for a few days.
- Freezing- **freeze quick flour mixture products for later use**
- How to use muffins successfully- If you want to serve them as is, just place the unwrapped frozen products on a paper towel and microwave on high for 30 seconds.

### Unit 5.4: Convenience food

- Introduction to convenience food- Food, normally a complete meal, that has been pre-prepared commercially and so involves least amount further preparation by the consumer
- Types: frozen, dry, canned/bottled
- Advantages and Disadvantages- Advantages: Preparation time is reduced. No storing, buying, or planning of ingredients. Can hardly get wastage as various sized packaging is available. Excellent for inexperienced cooks as there are a variety of products. Quicker presentation and simple cleaning up.

- Disadvantages- Sometimes less meat, fish, or cheese are included compared to homemade. Cooking time is sometimes increased for thawing or longer baking time.

## Unit 5.5: Tea and coffee

- Tea
- Types: Ceylon and red bush (rooibos)- Ceylon tea refers to tea produced in the highlands of Sri Lanka, formerly known as Ceylon. This tea is made from the dried and processed leaves of the tea plant. Rooibos, meaning "red bush"; is a broom-like member of the plant family Fabaceae that grows in South Africa's fynbos. The leaves are used to make a herbal tea that is called by the names: rooibos, bush tea, red tea, or red bush tea.
- Preparation and presentation- of various teas
- Coffee
- Preparation and Presentation – of both instant and plunger coffee
- Instant and plunger - Instant, made of soluble *coffee* powder obtained from brewed *coffee* beans and Plunger – An equipment used in the preparation of coffee



**EXAM PRACTISE QUESTIONS**

## The Hospitality Industry

### SECTION A: SHORT QUESTIONS

1.1 Various options are provided as possible answers to the following questions. Choose the correct answer and write the symbol (A - D) next to the question number (1.1.1 - 1.1.3) on the ANSWER BOOK.

1.1.1 Product prepared from a thin batter

- A Cupcake
- B Pancake
- C Muffin
- D Flapjacks

(1)

1.1.2 This is a type of tea from the plant family Fabaceae that grows in South Africa

- A Earl Grey
- B Ceylon
- C Rooibos
- D Green

(1)

1.1.3 An equipment used to prepare coffee

- A Hot tray
- B Plunger
- C Gueridon
- D Serving tray

(1)

(3)

1.2 **MATCH ITEMS**

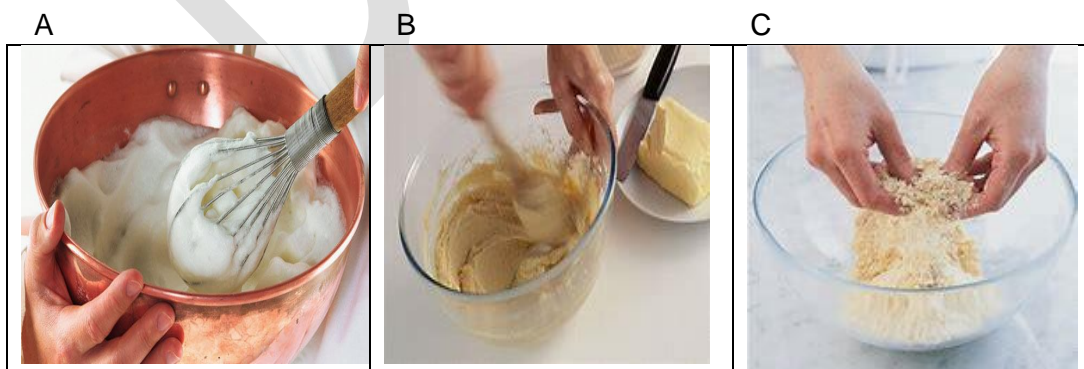
Choose a description from COLUMN B to match the term in COLUMN A.  
Write only the symbol (A - J) next to the question number (1.2.1 - 1.2.3) on the ANSWER BOOK.

COLUMN A TERM	COLUMN B DESCRIPTION
1.2.1 Blend	A To incorporate a thickening agent into a hot liquid.
1.2.2 Mix	B To combine ingredients usually by stirring.
1.2.3 Beat	C To incorporate two or more ingredients thoroughly.
	D To put one or more dry ingredients through a sieve or sifter.
	E To mix rapidly in order to make a mixture smooth and light by incorporating as much air as possible.
	F To incorporate a delicate substance, such as whipped cream or beaten egg whites, into another substance without releasing air bubbles

(3)

1.3 Identify the following food preparation techniques. Write only the symbol (A - F) next to the question number (1.3.1) on your ANSWER BOOK.

- 1.3.1 Rubbing in
- 1.3.2 Whisking
- 1.3.3 Creaming



(3)

1.4 Choose THREE characteristics of a good muffin from the list below. Write only the symbol (A-F) next to the question number (1.4) on your ANSWER BOOK.

- A a course but even texture
- B a rounded top crust
- C sweet taste
- D large, elongated air bubbles
- E very light
- F risen to a peak

(3)

1.5 Give ONE word/term for each of the following descriptions. Write only the word/term next to the question number (1.5.1 – 1.5.3) on the ANSWER BOOK.

1.5.1 Staple food for many South African people

1.5.2 Liquid or semiliquid products used to add flavour, moisture, and increase nutritive salads.

1.5.3 To combine ingredients usually by stirring

(3)

## SECTION B: LONG QUESTIONS

2.1 List THREE maize products and the uses. Tabulate as follows:

**LO**  
(3×2÷  
2)

2.2 State FOUR advantages of convenience foods.

**MO**  
(4)

2.3 Outline THREE guidelines for the presentation of salads.

**HO**  
(3)

**TOTAL 25**





## The Hospitality Industry

### SECTION A: SHORT QUESTIONS

- 1.1 Various options are provided as possible answers to the following questions. Choose the correct answer and write the symbol (A - D) next to the question number (1.1.1 - 1.1.3) on the ANSWER BOOK.

1.1.1 Product prepared from a thin batter  
B Pancake ✓ (1)

1.1.2 This is a type of tea from the plant family Fabaceae that grows in South Africa  
B Rooibos ✓ (1)

1.1.3 An equipment used to prepare coffee  
B Plunger ✓ (1)  
(3)

1.2

#### MATCH ITEMS

Choose a description from COLUMN B to match the term in COLUMN A.  
Write only the symbol (A - J) next to the question number (1.2.1 - 1.2.3) on the ANSWER BOOK.

COLUMN A TERM	
1.2.1	C ✓
1.2.2	B ✓
1.2.3	F ✓

(3)

1.3 Identify the following preparation techniques. Write only the symbol (A - F) next to the question number (1.3.1) on your ANSWER BOOK.

1.3.1 Rubbing in - C✓

1.3.2 Whisking - A✓

1.3.3 Creaming - B✓

(3)

1.4 Choose THREE characteristics of a good muffin from the list below. Write only the symbol (A-F) next to the question number (1.4) on your ANSWER BOOK.

A a course but even texture✓

B a rounded top crust✓

E very light ✓

(3)

1.5 Give ONE word/term for each of the following descriptions. Write only the word/term next to the question number (1.5.1 – 1.5.3) on the ANSWER BOOK.

1.5.1 Maize✓

1.5.2 Salad dressings✓

1.5.3 Mixing✓

(3)

## SECTION B: LONG QUESTIONS

2.1 List THREE maize products and the uses. Tabulate as follows:

LO

Maize products in the market	Uses in food preparation
Maize meal ✓	Pap, porridge✓
Samp✓	Side dish with stew✓
Corn flour ✓	Thickening sauces, dessert✓
Mealie rice✓	Side dish✓
Pop corn✓	Snack✓
Corn flakes ✓	Breakfast cereal✓
Frozen corn/tinned corn✓	Vegetable dishes, soup✓
Corn on the cob✓	Vegetable side dish✓

(3×2÷  
2)

(2)

2.2	State FOUR advantages of convenience foods.	MO (4)
	<ul style="list-style-type: none"> <li>• Preparation time is reduced. ✓</li> <li>• No storing, buying, or planning of ingredients. ✓</li> <li>• Can hardly get wastage as various sized packaging is available. ✓</li> <li>• Excellent for inexperienced cooks as there are a variety of products. ✓</li> <li>• Quicker presentation and simple cleaning up. ✓</li> <li>• A lesser amount of spoilage and waste occur with packaged convenience foods. ✓</li> <li>• Transportation of packaged foods is convenient✓</li> <li>• Cost efficient for mass production and delivery. ✓</li> <li>• Ready to eat cereal and instant breakfast difficult to prepare at home because of its expensive product technology used in preparation. ✓</li> </ul>	
2.3	Outline THREE guidelines for the presentation of salads.	HO
	<p>Arrange salads ingredients in an attractive, colourful display. ✓</p> <p>Plate salads on attractive platters and salad bowls. ✓</p> <p>Salads must be kept inside the plate, away from the plate edges. ✓</p> <p>Prepare salads just before serving. ✓</p> <p>All the ingredients must be easy to identify in the salad. ✓</p> <p>Some salads are garnished e.g. potato salad with finely chopped chives. ✓</p>	(3)
TOTAL		25