



**basic education**

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **CONSUMER STUDIES (FOOD PRODUCTION)**

### **GUIDELINES FOR PRACTICAL ASSESSMENT TASKS**

**2015**

**This guideline consists of 28 pages.**

## THE PRACTICAL ASSESSMENT TASK FOR CONSUMER STUDIES FOOD PRODUCTION

### 1. INTRODUCTION

The 16 Curriculum and Assessment Policy Statement subjects which contain a practical component all include a practical assessment task (PAT). These subjects are:

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

A practical assessment task (PAT) mark is a compulsory component of the final promotion mark for all candidates offering subjects that have a practical component and counts 25% (100 marks) of the end-of-year examination mark. The PAT is implemented across the first three terms of the school year. This is broken down into different phases or a series of smaller activities that make up the PAT. The PAT allows for learners to be assessed on a regular basis during the school year and it also allows for the assessment of skills that cannot be assessed in a written format, e.g. test or examination. It is therefore important that schools ensure that all learners complete the practical assessment tasks within the stipulated period to ensure that learners are resulted at the end of the school year. The planning and execution of the PAT differs from subject to subject.

- During the practical assessment task the learner must demonstrate his/her knowledge and practical ability/skills to produce a variety of quality food products focusing on suitability for selling.
- The practical assessment task for Consumer Studies for Grade 12 consists of two practical examinations of 3 hours each. Learners perform these practical examinations individually.
  - **Term 2: Practical examination 1**  
Learners will make and present products selected for the micro-enterprise for the project in term 1.
  - **Term 3: Practical examination 2**  
Learners will produce a variety of food products for selling, using a variety of skills and techniques.

### 2. MARK ALLOCATION

- Each exam consists of 100 marks. The mark for the final practical assessment task is obtained by combining the marks for the two exams as indicated below:

Practical examination: term 2	100
Practical examination: term 3	100
Total	$200 \div 2$
<b>Final mark for PAT</b>	<b>100</b>

- The marks for the PAT are part of the end-of-the-year assessment.
- The province will provide two separate computerised mark sheets, one for SBA and one for the PAT. After the marks have been captured both mark sheets must be signed by the teacher, principal and moderator.

### 3. REQUIREMENTS FOR THE PRACTICAL EXAMINATIONS

Consumer Studies is a choice subject with five practical options. If the school chooses to offer Consumer Studies as a subject and selects the food production practical option, the equipment and funds necessary to conduct the PAT, as well as the specified number of practical lessons is the responsibility of the school as specified in the CAPS document.

Ensure the following:

- A suitable training kitchen with the necessary equipment must be available: a minimum of six stoves (gas/electric); a refrigerator; electricity/gas; sinks with running hot and cold water and equipment and utensils for preparation and cooking.
- A minimum of R30 to a maximum of R50 per learner for EACH of the two practical examinations is required, besides the funding required for the SBA practical lessons, to purchase ingredients to make the required products.
- A number of learners can do the examination simultaneously according to the number of work stations and resources available to complete the examination comfortably.
- Divide the learners into groups with a maximum of 12. Twenty four learners (two groups of 12 learners) can perform the examination on the same day, e.g. from 08:00 to 11:00 and from 12:00 to 15:00.
- The teacher needs time between the two sessions to prepare the classroom for the following group.
- Schools with large numbers of learners will need more than one day to complete this examination.

### 4. REQUIRED TIMEFRAME

A timeframe of THREE hours in total is required per examination. The 3 hours should be allocated as follows:

- 15 minutes for learners to draw their test, settle down at the work station allocated to them and study the recipes and the order of work received. Learners may also start collecting ingredients and equipment during this time.
- 2 hours for the preparation of the products under examination conditions.
- 45 minutes for the teacher to do evaluation, check the work stations of the learners and complete the mark sheets.

## 5. SETTING THE EXAMINATIONS

### 5.1 Practical examination 1 (term 2)

- This practical examination **must be slotted into the examination timetable in the second term.**
- Learners will make the products they have been chosen for the micro-enterprise (project term 1). The production process, workmanship and saleability of the products form an important aspect of the examination.

### 5.2 Practical examination 2 (term 3)

- This examination will take place on a date agreed upon with the moderator.
- During the practical examination in the third term learners must demonstrate a variety of culinary skills. Assessment will focus on the production process and the saleability of the products.
- The teacher must set a **minimum of FOUR different tests** that are suitable for the available budget and other resources of the school.
- Each test must:
  - Have at least two products
  - Have a minimum skill-code weighting of 20 points
  - Include a variety of culinary skills and techniques
- Include ONE of the following PER TEST. A product selected for one test may not be repeated in another to ensure a variety of skills and techniques are tested in each test.
  - Yeast product (baked or deep-fried)
  - Choux pastry
  - A gelatine dish (not commercial jelly)
  - Home-made short crust pastry for tarts, pies or quiche
  - Swiss roll
  - Soft meringue such as lemon meringue pie or queen of bread pudding
  - Sugar cookery
- The second product can include any appropriate skill or technique as long as the total skill-code weighting adds up to a minimum of 20 points. The weighting of the two products will be equal or as equal as possible.
- All recipes must:
  - Be neatly typed in standard or action format
  - Have clear instructions in short sentences and easy language
  - Be small, 2–3 portions
  - Be suitable for the available budget and other resources of the school
  - Be suitable for selling
  - Include the expected taste, texture and appearance (desirable qualities) of each product
  - Be clearly illustrated

## 6. PREPARING FOR THE EXAMINATION

**The teacher is responsible for the following:**

- Set the dates for both examinations. Communicate these dates to the SMT of the school to ensure that these dates do not clash with other school activities.
- All the equipment must be in working order and the stoves have to be serviced and repaired before the start of the practical examination.
- Photocopy the tests (recipes and work order) for the learners.
- Prepare mark sheets with learners' names and their examination numbers.
- Provide learners with all the recipes included in the four tests (not in test format) **one week (7 school days)** before the date of the examination of the first group of learners so that they can prepare. They will not know how the recipes will be combined in test format nor will they know which recipes they will draw.
- Calculate the quantities to be purchased according to the number of learners in Grade 12.
- Plan the final shopping list with the estimated price.
- Purchase the ingredients.
- Clean and tidy up the training kitchen.
- Put out the necessary equipment and ingredients. Learners should not run around during the examination looking for equipment in the storeroom, all equipment must be readily available at their work stations. Set up an ingredient table and an equipment table (if needed) for each session.

## 7. PERFORMING THE EXAMINATION

### 7.1 Practical examination 1 in term 2: 3 hours

- When entering the examination room, each learner will receive his/her recipes as selected for the project in term 1.
- Learners will have 15 minutes to study the recipes and the order of work before commencing with the practical examination.
- Learners performing the same test must be placed at different work stations, e.g. a learner performing test 1 could share a work station and stove with a learner performing test 3.
- The products should be ready for assessment after 2 hours. Learners will **lose 2 marks for every 5 minutes late** up to a maximum of 20 marks.
- Only the teacher, the moderator and the learners may be in the room during the practical examination.
- The teacher must invigilate and assess the learners while they are performing the practical examination and he/she may NOT do any other work or assist the learners in any way.
- The teacher is NOT allowed to give any assistance to the learners during the practical examination.
- On completion of both products, learners may serve. Learners do not have to wait until the end of the 2-hour period.
- Learners are allowed to do final clean up while the teacher assesses their products.

**7.2 Practical examination 2 in term 3: 3 hours**

- When entering the examination room each learner will draw ONE of the four tests.
- Learners will have 15 minutes to study the recipes and the order of work before commencing with the practical examination.
- Learners performing the same test must be placed at different work stations, e.g. a learner performing test 1 could share a work station and stove with a learner performing test 3.
- The products should be ready for assessment after 2 hours. Learners **will lose 2 marks for every 5 minutes late** up to a maximum of 20 marks.
- Only the teacher, the moderator and the learners may be in the room during the practical examination.
- The teacher must invigilate and assess the learners while they are performing the practical examination, and may NOT do any other work or assist the learners in any way.
- On completion of both products, learners may serve. Learners do not have to wait until the end of the 2-hour period.
- Learners are allowed to do final clean up while the teacher assesses their products.

**8. EVALUATION**

- The teacher and external moderator have 45 minutes to evaluate the final products, inspect the learners' work stations and complete the mark sheets.
- While their products are being evaluated the learners should tidy their work stations so that the teacher/moderator may inspect the work stations for the final allocation of marks.

**9. MODERATION OF THE PRACTICAL EXAMINATION****9.1 BEFORE practical examination 1**

The teacher must submit the following to the subject advisor for approval during the last week of term 1 or earlier:

- **Stage 1: In the last week of term 1 or earlier (24 March)**
  - The tests and relevant recipes for practical examination 2 (term 3), indicating the weighting of the techniques according to the skills code
  - The proposed date for external on-site moderation for the last group of learners
  - This date should be negotiated with the subject advisor
- **Stage 2 (after approval of stage 1 documents): End of April (25 April)**
  - The order of work for each test
  - The memorandum with the desirable qualities for each product for each test
  - The planning for the purchases
  - A draft budget and the estimate cost per learner (must be available on request)
  - The checklist signed by the principal

**The examination cannot take place unless the subject advisor has approved the items above.**

## 9.2

**ON THE DAY of practical examination 2**

- During term 3 the last group of a maximum of 12 learners will be externally moderated by the relevant subject advisor while performing the practical examination at the school.
- The teacher must have the following available for the moderator on the day of moderation:
  - The marks of all the learners for practical examination 1 in term 2
  - The marks of all the learners who finished practical examination 2 in term 3
  - A copy of the completed mark sheet for practical lessons
  - A copy of the four tests the learners will be performing
  - A separate set of assessment tools for the moderator to use, with the names and examination numbers of the learners already written on the mark sheet
- The moderator will randomly select six candidates from the last group and independently assess the learners while they are performing the examination.
- Afterwards the moderator will compare his/her assessment with the assessment of the teacher. If the moderator finds that the marks of the teacher differ more than 10% from his/her marks, a block adjustment upwards or downwards should be made based on the difference.
- The computerised mark sheet must be completed on the day of moderation.

- The table below demonstrates how to determine the difference between the moderator's marks and teacher's marks to determine if adjustment is needed and the margin of adjustment required:

Learner's Name	PAT 2	
	100	
	*T	*M
Learner A	84	69
Learner B	83	70
Learner C	68	53
Learner D	59	44
Learner E	49	40
Learner F	45	40
<b>TOTAL</b>	<b>388</b>	<b>316</b>
<b>AVERAGE MARK = TOTAL ÷ 6 (number of learners)</b>	<b>66</b>	<b>53</b>
<b>DIFFERENCE = 66 (*T) – 53 (*M)</b>	<b>13</b>	
<b>ADJUSTMENT</b>	<b>DOWNWARDS</b>	<b>✓ UPWARDS</b>
		<b>– 3</b>

\*T = Teacher; \*M = Moderator

- A block adjustment can also be made based on the professional judgement of the moderator, if the practical exam of the school is not of the expected standard.
- The moderator will discuss the outcome and any adjustments with the teacher. The final moderated marks should then be entered on the computerised mark sheet.
- The marks of all learners will be affected if an adjustment is made.
- The marks of all the learners need to be finalised and signed by the subject advisor and principal on the day of this examination. The computerised mark sheet must be completed on the day of moderation.

## SKILL-CODE WEIGHTING FOR TECHNIQUES USED IN FOOD PRODUCTION

- A weighting is allocated to a technique according to the degree of difficulty of the technique.
- The total weighting of the techniques in the recipe(s) chosen for each test for the practical examination in Grade 12 should add up to a minimum of 20 points.
- Points **for the same technique cannot be awarded twice** in the same test.

<b>1</b>	<b>Techniques</b>	<b>Skill-code points</b>
1.1	Baking of a cake: Lining tin, pre-heat oven and set correct temperature Position of oven rack correct, bake for desired time, blind baking	3
1.2	Baking without lining a tin: Baking in a pan of hot water (bain-marie) e.g. baked custard. Baking a soufflé	2
1.3	Blanching	2
1.4	Boiling on stove-top (e.g. rice, pasta, vegetables)	2
1.5	Deep-frying (chips, doughnuts, vetkoek, drain on paper towel)	3
1.6	Grilling (hamburger patties, steak)	3
1.7	Roasting (vegetables, meat)	3
1.8	Cooking in microwave oven, e.g. custard sauce, white sauce, pasta (not for heating up milk, food, water)	3
1.9	Poaching	2
1.10	Pressure cooker used, e.g. meat and vegetable stew, bean soup	3
1.11	Sauté (onions, green peppers, etc.)	2
1.12	Sealing and browning of meat/mince/dry frying of bacon	2
1.13	Shallow-frying (pancakes, crumpets, hamburger patties, fish cakes)	3
1.14	Simmering/Stewing meat/poultry dish with vegetables, dried fruit	4
1.15	Steaming: double boiler or mixing bowl on pot, e.g. fish, egg custard sauce, melting chocolate (NOT RICE)	3
<b>2</b>	<b>Gelatine</b>	
2.1	Gelatine dish, e.g. moulded salad or dessert	3
2.2	Gelatine dish made with commercial jelly	2
2.3	Fold in other ingredients such as whipped cream or grated cucumber at correct stage	2
2.4	Unmoulding gelatine dish	2
<b>3</b>	<b>Eggs</b>	
3.1	Soft meringue (e.g. lemon meringue tart)	3
3.2	Hard meringue (meringues)	4
3.3	Custard base with eggs, e.g. quiche/milk tart	2
3.4	Beating and folding in egg white, e.g. soufflé, milk tart, roulade	2
<b>4</b>	<b>Yeast</b>	
4.1	Preparing yeast batter or yeast dough	4
<b>5</b>	<b>Mixing methods</b>	
5.1	Batter, one-bowl method (pancakes, crumpets, fritters, cake, etc.)	3
5.2	Batter, creaming method	3
5.3	Batter, chiffon method (includes beating and folding in of egg whites)	4
5.4	Batter, muffin/emulsion method	3
5.5	Batter, melting method	3
5.6	Batter, whisking method	3
5.7	Choux pastry	5
5.8	Dough, rubbing-in method (short crust pastry, scones)	3
5.9	Pastry, rubbing-in, mixing, rolling out (making own flaky/short crust pastry)	5

<b>6</b>	<b>Preparing ingredients</b>	
6.1	Peeling, cutting, slicing, dicing of vegetables, e.g. julienne carrots (use of chef's knife)	2
6.2	Deboning of chicken/chicken breast	2
<b>7</b>	<b>Ready-made food</b>	
7.1	Preparing a biscuit crust using, e.g. Marie biscuits/Tennis biscuits and melted butter	2
7.2	Using ready-made pastry/phyllo pastry	2
<b>8</b>	<b>Sauces and salad dressings</b>	
8.1	Cooked sauces, e.g. gravy, custard, jam, orange sauce, sauce thickened with flour	2
8.2	Mayonnaise (home-made)	4
8.3	Uncooked home-made salad dressing	2
8.4	Cooked salad dressing	4
8.5	White sauce/cheese sauce, roux method	3
<b>9</b>	<b>Sugar cookery and home-made sweets</b>	
9.1	Caramelisation of sugar, e.g. caramel sauce	4
9.2	Boiling of sugar syrup to soft-ball stage, firm-ball stage, etc.	4
9.3	Manipulation of sugar syrup, e.g. beating fudge, marshmallows. Cut in shapes when cold.	4
<b>10</b>	<b>Techniques</b>	
10.1	Whipping and folding in cream	2
10.2	Butter icing/fresh cream icing – preparing and decorating cupcakes and cakes	3
10.3	Garnishing, advanced, e.g. tomato-/potato-/radish flowers/tuiles/chocolate curls/chocolate leaves/chocolate cups/shaping and decorating with fondant icing/marzipan and other decorations, etc.	3
10.4	Piping/Using a piping bag	2
10.5	Royal icing (icing sugar and water/lemon juice/egg white – glazing): preparation and use	2
10.6	Preparing a chocolate ganache (chocolate and cream)	2
10.7	Purée	2
10.8	Shaping of dough, e.g. scones, biscuits, doughnuts, bread rolls, koeksisters, croquettes,	3
10.9	Swiss roll/roulade/Chelsea buns/Swedish tea ring – rolling	3
10.10	Lamingtons – making of chocolate sauce and dipping, rolling in coconut	3
10.11	Using specialised equipment, e.g. food processor, blender, pasta machine (not electric beater or deep fryer)	2
<b>11</b>	<b>Any other skills not mentioned (to be used only twice in the same test)</b>	1

**TEACHER PLANNING**  
**GRADE 12 PRACTICAL EXAMINATION 2 TERM 3**  
*(To be submitted to the subject advisor for moderation at the end of term 1)*

Name of school:
Name of teacher:
Date and time of examination sessions:

**TESTS FOR PRACTICAL EXAMINATION 2: GRADE 12 (attach all recipes)**

Test 1: Total:			
Product 1: Name:		Product 2: Name:	
Techniques	Weighting	Techniques	Weighting
Total:		Total:	

Test 2: Total:			
Product 1: Name:		Product 2: Name:	
Techniques	Weighting	Techniques	Weighting
Total:		Total:	

Test 3: Total:			
Product 1: Name:		Product 2: Name:	
Techniques	Weighting	Techniques	Weighting
Total:		Total:	

Test 4: Total:			
Product 1: Name:		Product 2: Name:	
Techniques	Weighting	Techniques	Weighting
Total:		Total:	

**EXAMPLE OF TEACHER PLANNING FOR PURCHASES**  
*(To be submitted to subject advisor for moderation at the end of term 1)*

Total learners	Groups	Number of learners per group	Number of tests	Number of learners per test	Dates	Time
25	1	8	4	2	10/09	08:00–11:00
	2	8	4	2	10/09	11:30–14:30
	3	7	4	2	11/09	08:00–11:00

Test	Product 1: Quiche Lorraine			Product 2: Queen Fritters		
1	Ingredients	1	x 6	Ingredients	1	x 6
	Salticrax biscuits	¾ pack	5 pk	Cake flour	125 mL	750 mL
	Margarine	50 mL/g	300 g	Margarine	62,5 mL (60 g)	360 g
	Bacon	100 g	600 g	Castor sugar	50 mL	300 mL
	Cheddar cheese, grated	250 mL	1 500 mL	Salt	pinch	Packet
	Eggs	4	24	Eggs	2	12
	Cream, long-life	125 mL	750 mL	Whipped cream	100 mL	500 mL
	Milk	175 mL	1¼ litres	Paper towels		1 roll
	Chicken stock cube	½	3	Oil for deep frying		5 litres
	Spray and Cook		1 tin			

# TEACHER PLANNING FOR PURCHASES

*(To be submitted to subject advisor for moderation at the end of term 1)*

# **TEACHER'S SHOPPING LIST**

**Approximate cost of shopping list:** .....

**ESTIMATED COST PER TEST PER LEARNER: R.....**

**CONSUMER STUDIES FOOD PRODUCTION**  
**PRACTICAL ASSESSMENT TASK**  
**CHECKLIST FOR PLANNING TO BE SUBMITTED FOR MODERATION**

SCHOOL:		
TEACHER:		
PRINCIPAL:		
DATE SUBMITTED:		
Dates of PAT sessions	Proposed moderation date	Approved moderation date

CRITERIA	YES/NO	COMMENTS BY MODERATOR
Four tests		
Each test consists of at least 2 products		
Each test includes a variety of techniques and has a skill-code weighting of 20 points		
All recipes attached, neatly typed		
Memorandum with the desirable qualities for each product in each test		
Order of work/Time schedule developed for each test		
Planning for purchases attached		
Estimated budget and cost per learner attached		
Recipes clearly illustrated		

**APPROVED/NOT APPROVED RESUBMISSION DATE: .....**

**Signatures:**

**TEACHER: ..... DATE: .....**

**PRINCIPAL: ..... DATE: .....**

**MODERATOR: ..... DATE: .....**

**MARK SHEET FOR PRACTICAL EXAMINATIONS**

PAT EXAMINATION	1	2	NAMES OF LEARNERS							
NAME OF SCHOOL			1	2	3	4	5	6	7	8
EXAMINER										
DATE										
<b>1 PRACTICAL SKILLS AND TECHNIQUES</b>		<b>14</b>								
• Recipe interpretation Correct measuring of quantities, correct preparation methods, correct mixing methods, correct cooking methods o Recipe 1 o Recipe 2		7								
• Use of utensils and equipment Correct saucepan for type of food, correct size of saucepan or pan for stove plate. Using correct utensils to prepare and cook. Safe use of utensils, equipment and stove. Correct temperatures for stove plates and oven, height of oven racks, preheat oven, correct time for baking/cooking.		6								
		1								
		2								
		1								
		2								
• Order of work and efficient use of time Ability to follow given order of work or other realistic order.		5								
<b>2 HYGIENE AND NEATNESS</b>										
• Neatness of work station and equipment Dishwashing (warm water, rinse) Dishcloths clean, available and not lying around. Handling of equipment/utensils after use/correct storage of leftover ingredients. Waste disposed appropriately. <i>Teacher observes each learner a few times during and after the exam and gives a mark accordingly.</i>		5								
		1								
		1								
		2								
		1								
• Personal appearance Hair neat, chef's hat/covered, apron/chef's jacket, clean nails <i>Teacher observes each learner a few times during the exam, and gives a mark out of 5.</i>		5								
• Neatness of work station after practical Work station, sink and stove cleaned. Utensils cleaned and packed away in correct storage and space. Waste bins cleaned.		5								
<b>3 SUITABILITY FOR SELLING PRODUCT 1</b>	Appearance	10								
	Taste/Flavour	10								
	Texture	10								
<b>4 SUITABILITY FOR SELLING PRODUCT 2</b>	Appearance	10								
	Taste/Flavour	10								
	Texture	10								
	<b>TOTAL</b>	<b>100</b>								
Late penalties: subtract 2 marks for every 5 minutes late up to a maximum of 20 marks										
	<b>TOTAL</b>	<b>100</b>								

**APPEARANCE, TEXTURE AND TASTE/FLAVOUR OF THE FINAL PRODUCT:**

- 0–1 Unacceptable, does not meet the requirements, cannot sell  
 2–3 Poor, meets some requirements, will not sell  
 4–6 Average, meets most requirements, should sell  
 7–8 Good, meets all requirements, should sell well  
 9–10 Excellent, exceeds all requirements, will sell very well

**EXAMPLES OF TESTS FOR PRACTICAL EXAMINATION 2**

TEST NO. 1	PRODUCT 1	PRODUCT 2
1	Chelsea Buns	Pancakes with Savoury Filling

**Chelsea Buns**

(Makes 8 Chelsea Buns)

625 mL (300 g) cake flour  
 2 mL salt  
 50 mL castor sugar  
 10 g instant dry yeast  
 60 mL (60 g) margarine  
 50 mL lukewarm milk  
 1 large egg  
 ± 80 mL lukewarm water

Filling:

60 mL (60 g) margarine  
 50 mL castor sugar  
 5 mL cinnamon  
 125 mL (75 g) dried fruit mix/raisins  
 Beaten egg/sugar water, to brush

Icing:

125 mL (65 g) icing sugar  
 Boiling water

1. Pre-heat the oven to 180 °C.
2. Mix the cake flour, salt and sugar together. Add the instant yeast and mix.
3. Melt the margarine in the lukewarm milk.
4. Beat the egg. Add the milk mixture to the flour mixture, together with the egg and enough lukewarm water, to form a soft dough.
5. Knead the dough well until smooth and elastic.
6. Place the dough on a lightly floured surface, cover with greased plastic or a mixing bowl, and leave to rest for 10–15 minutes.
7. Knock the dough down. Use a rolling pin to roll the dough into a 30 cm square. Spread the margarine over the dough and sprinkle with castor sugar, cinnamon and dried fruit.
8. Roll the dough from one side to the other to form a roll. Cut the roll with a sharp knife into 8 equal slices.
9. Place the slices, cut side down, in a greased 23 cm round cake tin. Place 1 slice in the centre and arrange the remaining 7 slices around it.
10. Cover with greased plastic and allow to rise in a warm place until double in volume for about 20 minutes.
11. Brush with beaten egg/sugar water. Bake for 25–30 minutes or until ready. It is ready when it is golden brown and you hear a hollow sound when you knock on the top.
12. Prepare the icing: Sift the icing sugar into a bowl and mix with enough boiling water to form a smooth, dripping consistency.
13. Drizzle the icing over the buns once they have cooled down.

**NOTE FOR THE TEACHER:** Ensure that beaten egg or sugar water is available for learners to glaze the Chelsea Buns.

**Pancakes with Savoury Filling**Pancakes:

(6–10 pancakes, depending on the size of the frying pan)

250 ml cake flour  
 5 ml baking powder  
 3 ml salt  
 2 eggs  
 200 ml milk  
 175 ml water  
 5 ml lemon juice  
 125 ml oil  
 2 ml oil for frying



1. Sift the cake flour, baking powder and salt together.
2. Whisk together the eggs, milk, water and lemon juice.
3. Add the liquid mixture to the flour mixture and beat until there are no more lumps.
4. Add the oil and beat well.
5. Heat the oil in a frying pan on the stove.
6. Fry the pancakes until golden brown. Use an egg lifter to turn the pancakes.
7. Place the pancakes on a plate. Keep the pancakes warm by placing the plate over a saucepan with boiling water on the stove.

Filling:

$\frac{1}{2}$  onion  
 3 spinach leaves and/or 4 mushrooms  
 2 rashers of bacon/1 Vienna/50 g skinless, boneless chicken breast  
 30 ml (30 g) margarine  
 30 ml cake flour  
 250 ml milk  
 Salt and pepper to taste  
 30 g cheddar cheese

1. Chop the onion, spinach leaves and/or mushrooms.
2. Sauté the onion. Add the spinach leaves and/or mushrooms and fry until cooked. Put aside.
3. Slice the bacon/Vienna/chicken breast.
4. Fry the bacon/chicken breast in a little oil, until cooked. Put aside. The Vienna does not need to be fried.
5. Melt the margarine in a saucepan. Stir in the cake flour until all the flour products are covered with the margarine.
6. Remove the saucepan from the heat, add the milk gradually and beat with a wooden spoon to blend well.
7. Return the saucepan to the heat and continue stirring over a moderate heat until the sauce reaches boiling point. Simmer gently for 2–3 minutes to ensure that the sauce is well-cooked and does not have a raw and floury taste.
8. Remove the saucepan from the heat. Season with salt and pepper.
9. Grate the cheese and stir into the sauce. Add the onion, spinach and/or mushrooms and bacon/Vienna/chicken.
10. Spoon the filling into the pancakes. Roll or fold the pancakes. Serve warm.

**NOTE FOR THE TEACHER:** Weigh the cheese, wrap in plastic and issue to the learners.

**DESIRABLE QUALITIES OF THE PRODUCTS IN TEST 1 (MEMORANDUM)**

	<b>APPEARANCE</b>	<b>TEXTURE</b>	<b>TASTE/FLAVOUR</b>
<b>Chelsea Buns</b>	<ul style="list-style-type: none"> <li>Well risen and light in mass in relation to size</li> <li>Golden brown on top</li> <li>Neatly rolled, round</li> <li>Some raisins are visible (10)</li> </ul>	<ul style="list-style-type: none"> <li>Light in mass</li> <li>Cells small, regular</li> <li>Elastic crumb, moist but not doughy (10)</li> </ul>	<ul style="list-style-type: none"> <li>Pleasant nutty taste</li> <li>No strong yeast flavour</li> <li>Delicate</li> <li>Sweet on top</li> <li>Cinnamon flavour (10)</li> </ul>

	<b>APPEARANCE</b>	<b>TEXTURE</b>	<b>TASTE/FLAVOUR</b>
<b>Pancakes with Savoury Filling</b>	<ul style="list-style-type: none"> <li>Thin, flat and round</li> <li>Golden brown and speckled on one side</li> <li>Neatly folded or rolled (10)</li> </ul>	<b>Pancake:</b> <ul style="list-style-type: none"> <li>Thin, does not fall apart</li> <li>Soft and airy, not doughy</li> </ul> <b>Filling:</b> <ul style="list-style-type: none"> <li>No lumps</li> <li>All ingredients cooked and tender (10)</li> </ul>	<ul style="list-style-type: none"> <li>Savoury taste</li> <li>Pleasant blend of ingredients used in the filling</li> <li>Not bland (10)</li> </ul>

**SKILL-CODE WEIGHTING OF TECHNIQUES USED IN TEST 1**

<b>TEST 1: TOTAL: 21</b>				
<b>Product 1: Chelsea Buns</b>		<b>Product 2: Pancakes with Savoury Filling</b>		
<b>Techniques</b>	<b>Weighting</b>		<b>Techniques</b>	<b>Weighting</b>
4.1 Yeast dough	4	5.1 Batter		3
10.8 Shaping dough	3	1.11 Sauté		2
1.2 Baking	2	8.5 White sauce, roux method		3
11 Glazing	1	1.13 Shallow frying		3
<b>Total product 1</b>	<b>10</b>		<b>Total product 2</b>	<b>11</b>

**TIME ALLOCATION AND ORDER OF WORK FOR TEST 1**

<b>TIME ALLOCATION</b>		<b>ORDER OF WORK</b>
<b>TEST NO. 1: Chelsea Buns and Savoury Pancakes</b>		
<b>Clock time</b>	<b>Minutes</b>	
0:00–0:20	20 min	Pre-heat the oven. Prepare the Chelsea Bun dough.
0:20–0:30	10 min	Cover the dough and leave to rest. While dough is resting measure the ingredients for the filling. Clean up.
0:30–0:40	10 min	Knock the dough down and shape the Chelsea Buns.
0:40–1:00	20 min	Leave Chelsea Buns to rise. While Chelsea Buns are rising: <ul style="list-style-type: none"> <li>Prepare pancake batter</li> <li>Start frying pancakes</li> </ul>
1:00–1:25	25 min	Bake Chelsea Buns. While Chelsea Buns are baking: <ul style="list-style-type: none"> <li>Finish frying pancakes and keep warm</li> <li>Prepare ingredients for pancake filling</li> </ul>
1:25–1:50	25 min	Remove Chelsea Buns from oven. Leave to cool. While Chelsea Buns are cooling: <ul style="list-style-type: none"> <li>Prepare icing for Chelsea Buns</li> <li>Prepare the white sauce for the pancake filling, keep warm</li> <li>Clean up</li> </ul>
1:50–2:00	10 min	Drizzle icing over Chelsea Buns. Fill pancakes and plate. Serve products.
<b>2 hours</b>	<b>120 min</b>	

TEST NO.	PRODUCT 1	PRODUCT 2
2	Cream Puffs with Custard Filling	Chicken à la King

**Choux Puffs with Custard Filling**Choux pastry:

(Makes 10 medium sized puffs/20 small puffs)

125 ml boiling water  
 50 ml margarine  
 125 ml cake flour  
 0,5 ml salt  
 2 medium eggs



1. Grease a baking sheet/tray. Preheat the oven to 220 °C with the oven rack in the middle of the oven.
2. Sift the cake flour and salt together.
3. Bring the water and the margarine to the boil in a saucepan on the stove. Remove the saucepan from the stove as soon as the water boils.
4. Add the dry ingredients all at once and mix thoroughly.
5. Place the mixture back on the stove and stir vigorously until the paste comes loose from the sides of the saucepan.
6. Allow to cool for about 5 minutes and add the eggs one-by-one, stirring thoroughly after every addition.
7. Use a teaspoon to shape puffs onto the baking sheet/ tray.
8. Bake for 10 minutes. Reduce the temperature to 180 °C and bake for another 12 to 15 minutes until the puffs are dry in the middle.
9. Remove the puffs from the oven and use a skewer or sharp knife to make an opening on the side of each puff to allow the steam to escape.
10. When cooled, fill with custard filling. This can be done by:  
 Cutting the puffs and using a spoon to place the filling inside.

**OR**

Placing the filling in a piping bag. Make a small opening on the side or at the bottom of each puff. Pipe the filling into each puff.

**NOTE:** Fill the puffs just before serving. If filled too long before serving the puffs will become soft and soggy.

Filling

250 ml milk  
 50 m castor sugar (40 g)  
 50 ml corn flour (Maizena) (25 g)  
 1 ml salt  
 1 egg  
 5 ml vanilla essence  
 250 ml fresh cream

1. Heat milk in a saucepan. Mix the sugar, flour and salt and add a little of the warm milk and mix well. Add the paste to the milk, heat while stirring continuously until it thickens.
2. Beat egg lightly, add some of the warm mixture to the egg, mix and pour back into the saucepan. Heat and stir continuously to avoid lumps from forming.
3. Allow to cool. Whip cream. Add vanilla essence and whipped cream to the custard. Fill the cream puffs.
4. Serve.

**Chicken à la King**

(2 portions)

2 skinless, boneless, chicken breasts  
1 small onion  
1 clove of garlic/2 ml garlic and herb seasoning  
 $\frac{1}{4}$  green/red/yellow pepper  
150 g mushrooms  
5 ml oil for frying  
15 ml (15 g) margarine  
15 ml flour  
10 ml chicken stock powder  
125 ml water  
150 ml milk  
Salt and pepper to taste



1. Cut the chicken breasts into even pieces. Chop the onion. Crush the glove of garlic. Dice the green/red pepper. Slice the mushrooms.
2. Heat the oil in a saucepan on the stove over a moderate heat. Sauté onion and garlic. Add the chicken pieces and fry until almost cooked. Add the pepper and mushrooms. Fry until cooked. Remove from the saucepan and keep aside.
3. In the same saucepan, melt the margarine. Add the cake flour. Mix well to form a roux.
4. Mix the chicken stock powder, water and milk. Add the liquid gradually to the roux, while stirring continuously. Add the rest of the ingredients that were kept aside. Season with salt and pepper. Simmer for 5 minutes. Serve warm.

**NOTE FOR THE TEACHER:** Rice or pasta can be prepared by the teacher for learners to use for serving.

**DESIRABLE QUALITIES OF THE PRODUCTS IN TEST 2 (MEMORANDUM)**

	<b>APPEARANCE</b>	<b>TEXTURE</b>	<b>TASTE/FLAVOUR</b>
<b>Choux Puffs with Custard Filling</b>	<p><b>Puffs:</b></p> <ul style="list-style-type: none"> <li>• Uneven round shape</li> <li>• Good volume</li> <li>• Not shrunken/collapsed</li> <li>• Light golden brown colour</li> <li>• Light in weight</li> </ul> <p><b>Filling:</b></p> <ul style="list-style-type: none"> <li>• Pale yellow colour</li> <li>• Smooth not curdled</li> </ul> (10)	<p><b>Puffs:</b></p> <ul style="list-style-type: none"> <li>• Fine, crisp crust</li> <li>• Light in weight</li> <li>• Good-sized cavity, the inside slightly moist not doughy</li> </ul> <p><b>Filling:</b></p> <ul style="list-style-type: none"> <li>• Smooth, free from lumps</li> <li>• Not stiff or runny</li> <li>• Not oozing out of puffs</li> </ul> (10)	<p><b>Puffs:</b></p> <ul style="list-style-type: none"> <li>• Pleasant flavour</li> </ul> <p><b>Filling:</b></p> <ul style="list-style-type: none"> <li>• Sweet vanilla custard flavour</li> <li>• Not too sweet (10)</li> </ul>

	<b>APPEARANCE</b>	<b>TEXTURE</b>	<b>TASTE/FLAVOUR</b>
<b>Chicken à la King</b>	<ul style="list-style-type: none"> <li>• Chicken pieces, mushrooms and peppers evenly distributed in thickened sauce</li> <li>• White colour with green, red, yellow pieces</li> <li>• Sauce not watery/thick enough to coat chicken</li> </ul> (10)	<ul style="list-style-type: none"> <li>• Well cooked chicken pieces, mushrooms and peppers evenly distributed in a smooth thickened sauce</li> <li>• Meat is soft and tender (10)</li> </ul>	<ul style="list-style-type: none"> <li>• Distinctive chicken flavour</li> <li>• Not bland, no overpowering taste of white pepper (10)</li> </ul>

**SKILL-CODE WEIGHTING OF TECHNIQUES USED IN TEST 2**

TEST 2: TOTAL 21					
Product 1: Cream puffs with Custard Filling			Product 2: Chicken à la King		
	Techniques	Weighting		Techniques	Weighting
11	Measuring ingredients	1	6.1	Preparing vegetables	2
5.7	Choux paste	5	1.11	Sauté	2
1.2	Baking	2	8.5	White sauce, roux method	3
3.3	Custard base with egg	2	1.14	Simmering	4
<b>Total product 1</b>		<b>10</b>	<b>Total product 2</b>		<b>11</b>

**TIME ALLOCATION AND ORDER OF WORK FOR TEST 2**

TIME ALLOCATION		ORDER OF WORK TEST NO. 2: Choux Puffs and Chicken à la King
Clock Time	Minutes	
0:00–0:20	20 min	Pre-heat the oven and prepare the baking tray/sheet. Prepare the choux paste.
0:20–0:30	10 min	Shape choux puffs. Bake.
0:30–0:40	10 min	Prepare ingredients for chicken à la King (step 1).
0:40–1:55	15 min	Reduce oven temperature. Clean up.
1:55–1:10	15 min	Remove choux puffs from the oven and leave to cool. Prepare custard filling. Leave to cool.
1:25–1:40	30 min	Prepare the chicken à la King, steps 2–4. Keep warm.
1:40–1:45	5 min	Clean up.
1:45–1:55	10 min	Fill the choux puffs with custard filling.
1:55–2:00	5 min	Serve the products.
<b>2 hours</b>	<b>120 min</b>	

TEST NO.	PRODUCT 1	PRODUCT 2
3	Fish Mousse	Beef Curry with Rice

**Fish Mousse**

(Fills two small tins/moulds or one medium size tin/mould)

90 ml cream, whipped  
 1 tin tuna  
 OR  
 1 tin (220g) pink salmon  
 1 medium pickled cucumber  
 1 small onion  
 12 ml gelatine  
 100 ml water  
 100 ml mayonnaise  
 100 ml tomato sauce  
 salt and pepper



1. Lightly grease the mould/tin with oil.
2. Whip the cream until stiff.
3. Drain and flake the fish. If salmon is used, remove the bones.
4. Chop the pickled cucumber and onion finely.
5. Place the gelatine into a suitable container (250 ml capacity), cover with water and microwave on MEDIUM for 30–60 seconds/and dissolve over medium heat, until melted.
6. Place the fish, pickled cucumber, onion, melted gelatine, mayonnaise and tomato sauce in a bowl and blend well with a stick blender. Mix well if a stick blender is not available.
7. Add the whipped cream to the blended mixture and fold in until evenly blended. Season to taste and pour mixture into a mould/tin.
8. Place over a bowl of ice or in the refrigerator to set.
9. Unmould onto a suitable plate. Garnish with any suitable garnishing, such as parsley.
10. Serve with bread.

**NOTE FOR THE TEACHER:** The mould(s) can be chilled beforehand. This will speed up the setting of the mousse.

**Beef Curry**  
(2 portions)

15 ml cooking oil  
1 onion  
2 cloves garlic  
5 ml fresh ginger, grated  
1 ml chilli powder OR  
1 fresh chilli  
7 ml ground cumin  
7 ml ground coriander  
5 ml turmeric  
500g beef, cubed  
 $\frac{1}{2} \times 400$  g can whole tomatoes  
15 ml tomato paste  
3 ml sugar  
125 ml beef stock  
1 stick cinnamon  
3 cardamom pod  
1 bay leave  
Salt and pepper to taste



1. Chop onion and fresh chilli, crush garlic cloves, split the cardamom pods.
2. Heat oil in a saucepan, add onions and sauté, stirring often until soft. Add the garlic, ginger, chilli and spices up to and including turmeric. Cook for a minute or two to develop flavour.
3. Add the meat and cook, stirring until well coated with spices.
4. Add the tomatoes, tomato paste, sugar and stock. Mix well and bring to the boil.
5. Add cinnamon, cardamom and bay leave. Reduce heat and simmer gently for about an hour or until meat is tender, stirring occasionally.
6. Remove lid and cook more rapidly for a few minutes to reduce the sauce, if necessary.
7. Serve hot with rice.

**Rice**  
(2 portions)

100 ml rice  
250 ml water  
1 ml salt  
5 ml margarine

1. Wash rice and put in a saucepan with water, salt and margarine.
2. Bring to boil and simmer for  $\pm 25$  minutes or until done. Add more boiling water if necessary.
3. Serve hot.

**DESIRABLE QUALITIES OF THE PRODUCTS IN TEST 3 (MEMORANDUM)**

	<b>APPEARANCE</b>	<b>TEXTURE</b>	<b>TASTE/FLAVOUR</b>
<b>Fish Mousse</b>	<ul style="list-style-type: none"> <li>• Shape of the mould used</li> <li>• Delicate pink colour</li> <li>• Specks of cucumber</li> <li>• Smooth surface (10)</li> </ul>	<ul style="list-style-type: none"> <li>• Smooth, creamy</li> <li>• No gelatine granules/strings</li> <li>• Ingredients evenly spread, no layering of gelatine, cream, vegetables or fish (10)</li> </ul>	<ul style="list-style-type: none"> <li>• Fishy taste</li> <li>• Tangy taste from cucumber, mayonnaise and tomato sauce</li> <li>• No overpowering taste of white pepper (10)</li> </ul>

	<b>APPEARANCE</b>	<b>TEXTURE</b>	<b>TASTE/FLAVOUR</b>
<b>Beef Curry with Rice</b>	<ul style="list-style-type: none"> <li>• Meat – attractive yellow/brown colour</li> <li>• Meat cubes same size</li> <li>• Sauce thickened, not watery</li> <li>• Rice – white colour (10)</li> </ul>	<ul style="list-style-type: none"> <li>• Meat soft and tender</li> <li>• Rice soft and tender (10)</li> </ul>	<ul style="list-style-type: none"> <li>• Meat – pleasant spicy taste</li> <li>• Rice – pleasant nutty taste</li> <li>• Not too salty (10)</li> </ul>

**SKILL-CODE WEIGHTING OF TECHNIQUES USED IN TEST 3****TEST 3: TOTAL: 20**

<b>Product 1: Fish Mousse</b>		<b>Product 2 : Beef Curry with Rice</b>		
<b>Techniques</b>	<b>Weighting</b>		<b>Techniques</b>	<b>Weighting</b>
6.1 Preparing vegetables	2	1.11	Sauté	2
2.1 Gelatine dish	3	1.14	Simmering	4
2.3 Fold in ingredients	2	1.4	Boiling rice	2
2.4 Unmoulding gelatine dish	2	6.1	Preparing vegetables	2
11 Measuring ingredients	1			
<b>Total product 1</b>	<b>10</b>		<b>Total product 2</b>	<b>10</b>

**TIME ALLOCATION AND ORDER OF WORK FOR TEST 3**

<b>TIME ALLOCATION</b>		<b>ORDER OF WORK</b>
<b>TEST NO 3: Fish Mousse and Beef Curry and Rice</b>		
<b>Clock Time</b>	<b>Minutes</b>	
0:00–0:20	20 min	Prepare the ingredients for the beef curry, sauté the vegetables and spices (step 1)
0:20–0:30	20 min	Add meat and rest of ingredients and simmer for 1 hour (steps 2–4).
0:30–0:40	30 min	Prepare fish mousse and allow to set.
0:40–1:00	25 min	Boil rice – 25 minutes.
1:00–1:30	10 min	Remove lid from saucepan and cook curry more rapidly (step 5).
1:30–1:45	5 min	Unmould fish mousse, plate and place in fridge until serving time.
1:45–1:55	5 min	Plate beef curry and rice.
1:55–2:00	5 min	Serve products.
<b>2 hours</b>	<b>120 min</b>	

TEST NO.	PRODUCT 1	PRODUCT 2
4	Lemon Meringue Pie	Lasagne

**Lemon Meringue Pie**

1 packet Tennis/Marie biscuits  
 125 mL (125 g) margarine  
 3 eggs  
 125 mL commercial lemon juice/freshly squeezed lemon juice  
 1 tin (397 g) full-cream condensed milk  
 150 mL castor sugar



1. Pre-heat the oven to 180 °C.
2. Crush the biscuits.
3. Melt the margarine. Mix together the crushed biscuits and margarine. Form a base in a pie dish or in a loose-bottomed flan dish.
4. Separate the eggs.
5. Beat together the lemon juice and condensed milk until thick and creamy. Add the egg yolks and mix until well combined. If freshly squeezed lemon juice is used 2 mL lemon rind can be grated and added to this mixture.
6. Pour the mixture into the base. Bake for 10 minutes.
7. Beat the egg whites until the soft peak stage. Add the castor sugar gradually. Beat until stiff peaks form and the egg white has a shiny look.
8. Spoon the meringue on top of the lemon base.
9. Bake for 10–12 minutes until the meringue is golden brown.
10. Leave to cool before serving.

**NOTE FOR THE TEACHER:** If fresh lemons are used the teacher must squeeze the juice before the PAT starts.

**Lasagne**  
(2 portions)

½ onion  
 5 ml parsley  
 1 clove garlic or 2 ml garlic flakes  
 15 ml oil  
 250 g minced meat  
 100 ml tomato puree/canned tomatoes/  
     fresh tomatoes, peeled and chopped  
 25 ml tomato paste/sauce  
 1 bay leaf  
 3 ml oregano/basil  
 Salt and pepper to taste  
 125 g lasagne sheets or noodles (green or white)



1. Preheat the oven to 180 °C.
2. Chop the onion and the parsley. Crush the garlic.
3. Heat the oil in a sauce pan on top of the stove. Lightly sauté the onion, parsley and garlic together.
4. Add the minced meat and fry until cooked.
5. Add the tomato puree/canned tomatoes/fresh tomato or tomato paste/sauce, bay leaf and oregano/basil. Flavour with salt and pepper. Mix well and simmer for a few minutes.
6. Read the instructions on the packaging of the lasagne sheets or noodles. Cook if necessary.
7. Prepare the cheese sauce (see recipe below).
8. Spoon a layer of meat into a greased oven dish. Arrange lasagne sheets or noodles on top of the meat. Spoon enough cheese sauce on top of the lasagne sheets to cover them. Repeat and continue until all the ingredients have been used, ending with a layer of cheese sauce. Sprinkle cheese on top.
9. Bake for 20 minutes or until the cheese has melted.

**Cheese sauce:**

40 ml (40 g) margarine  
 40 ml cake flour  
 350 ml milk  
 salt and pepper to taste  
 50 g cheddar cheese

1. Melt the margarine in a saucepan. Stir in the flour until all the flour particles are covered with the margarine.
2. Remove the saucepan from the heat, add the milk gradually and beat with a wooden spoon to blend well.
3. Return the saucepan to the heat and continue stirring over a moderate heat until the sauce reaches boiling point. Simmer gently, beating from time to time for 2–3 minutes to ensure that the sauce will be well-cooked and not have a raw and floury taste.
4. Remove the saucepan from the heat. Season with salt and pepper.
5. Grate the cheese. Reserve some to sprinkle on top of the lasagne and add the rest to the sauce. Stir until all the cheese has melted.

**NOTE FOR THE TEACHER:** Weigh the cheese, wrap in plastic and give to the learners.

**DESIRABLE QUALITIES OF THE PRODUCTS IN TEST 4 (MEMORANDUM)**

	<b>APPEARANCE</b>	<b>TEXTURE</b>	<b>TASTE/FLAVOUR</b>
<b>Lemon Meringue Pie</b>	<ul style="list-style-type: none"> <li>Meringue is attractively shaped</li> <li>Light brown peaks</li> <li>No visible sugar droplets</li> </ul>	<b>Meringue:</b> Good volume and airy <b>Filling:</b> <ul style="list-style-type: none"> <li>Soft, smooth and not runny</li> <li>Crust may be crunchy</li> </ul>	<ul style="list-style-type: none"> <li>Lemon flavour detectable in bottom part</li> <li>Meringue not too sweet</li> <li>Good balance between sweet and sour</li> </ul>

	<b>APPEARANCE</b>	<b>TEXTURE</b>	<b>TASTE/FLAVOUR</b>
<b>Lasagne</b>	<ul style="list-style-type: none"> <li>Yellow melted cheese on top</li> <li>No oozing of fat</li> <li>Evenly covered with white sauce</li> <li>At serving, lasagne should show the layering of mince, lasagne/noodles and cheese</li> </ul>	<ul style="list-style-type: none"> <li>Soft well-cooked mince</li> <li>Lasagne not mushy</li> <li>White sauce smooth without lumps</li> <li>Cheese should not be rubbery, just melted</li> </ul>	<ul style="list-style-type: none"> <li>Cheesy, savoury taste</li> <li>A tomato/herb taste/flavour</li> </ul>

**SKILL-CODE WEIGHTING OF TECHNIQUES USED IN TEST 4****TEST 4: TOTAL: 20**

<b>Product 1: Lemon meringue Pie</b>		<b>Product 2: Lasagne</b>	
<b>Techniques</b>	<b>Weighting</b>	<b>Techniques</b>	<b>Weighting</b>
7.1 Preparing a biscuit crust	2	6.1 Prepare ingredients	2
3.1 Soft meringue	3	1.11 Sauté	2
1.2 Baking	2	1.12 Sealing and browning mince	2
		1.14 Simmering	4
		8.5 White sauce, roux method	3
<b>Total recipe 1</b>	<b>7</b>	<b>Total recipe 2</b>	<b>13</b>

**TIME ALLOCATION AND ORDER OF WORK FOR TEST 4**

<b>TIME ALLOCATION</b>		<b>ORDER OF WORK</b>
		<b>TEST NO. 4: Lemon Meringue Pie and Lasagne</b>
<b>Clock Time</b>	<b>Minutes</b>	
0:00–0:10	10 min	Prepare the biscuit crust and use as the base of the pie.
0:00–0:25	15 min	Prepare lemon filling and pour into the base.
0:25–0:30	5 min	Clean up.
0:30–0:45	15 min	Boil pasta. Beat the egg whites for the meringue and bake.
0:45–0:50	5 min	Clean up.
0:50–1:20	30 min	Prepare and cook mince sauce. Remove the lemon meringue pie from the oven.
1:20–1:25	5 min	Clean up while mince sauce is cooking.
1:25–1:35	10 min	Prepare white sauce and layer lasagne.
1:35–1:40	5 min	Remove lemon meringue pie from the oven and allow to cool. Bake the lasagne while the lemon meringue pie cools off.
1:40–1:55	15 min	Clean up.
1:55–2:00	5 min	Serve both products when ready.
<b>2 hours</b>	<b>120 min</b>	