



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Curriculum and Assessment Policy Statement: Technical Occupational Year 1 – 4

CONSUMER STUDIES:

FOOD PRODUCTION

PUBLIC COMMENT

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SECTION 1:

INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT: TECHNICAL OCCUPATIONAL

1.1 Background

The South African Constitution, Act 108 of 1996, enshrines the right of every child to access quality basic education without there being any form of discrimination. There are learners participating in the General Education and Training Band who have an interest and talent in applied knowledge and in technical and vocational skills subjects which are currently not available in the National Curriculum Statement, Grades R to 12 (2011). This cohort of learners should be given an opportunity to achieve a formal qualification or recognition of achievement towards a qualification that is related to any vocational and occupational learning within their area of interest and aptitude.

This Subject Statement has been developed to respond more effectively to the needs of these learners who have been identified and assessed through the protocols approved by the Department of Basic Education and who will benefit from curriculum content that is aligned to the Senior Phase of the National Curriculum Statement at a more applied and functional level in accordance with their interest and aptitude.

It is critical, that through differentiated methodologies, the learners enrolled for this qualification will be able to progress with regard to applied competencies, even where they might not be able to attain the minimum theoretical requirements of the respective grades of the senior phase. There should always be high expectations for all learners and the necessary scaffolding and learning support to master foundational competencies (language and numeracy) relevant to the specific subject, so that they are in a position to demonstrate the practical competencies that they have mastered which will make it possible for them to progress to further education and training pathways.

The learning programme will be structured in such a way that it would adequately prepare learners to progress onto the academic, technical vocational or technical occupational pathways of the Further Education and Training Band, albeit with endorsement. It will also enable learners across the range of competencies and aptitudes to obtain a recognised and accredited qualification or certificate of attainment.

The programme aims at contributing to the ideal of education to produce learners who will function **meaningfully** and **effectively** in the society, be able to enter future **careers** and be equipped to meet the requirements of the **economy** (local and global).

1.2 Overview

Through the policy document the Minister of Basic Education will be able to prescribe the minimum norms and standards for technical occupational education in the General Education and Training band.

The following legal framework will be adhered to:

- (i) National Curriculum Statement, Grades R to 12 (2011) together with the National Protocol for Assessment and the National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement, Grades R to 12;
- (ii) Draft Technical Vocational Subject Statements listed in the Draft General Certificate of Education: Technical Occupational, a Qualification at Level 1 on the National Qualification Framework;
- (iii) General and Further Education and Training Quality Assurance Act, 2001 (Act No.58 of 2001); the General and Further Education and Training Amendment Act, 2008 (Act No 50 of 2008); the NQF Act, 2008 (Act no 67 of 2008) and the Continuing Education and Training Act, 2006 as amended by Act No 3 of 2012 and Act No 1 of 2013;
- (iv) The General and Further Education and Training Qualifications Sub- Framework (August 2013);
- (v) Standards and quality assurance for General and Further Education and Training (June 2008, Revised April 2013);
- (vi) Policy and regulations pertaining to the conduct, administration and management of assessment for the General Education and Training Certificate in Skills and Vocational Training: A qualification at Level 1 on the National Qualification Framework (NQF);
- (vii) Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);

- (viii) The United Nations Convention on the Rights of Persons with Disabilities adopted by the United Nations General Assembly on 13 December 2006 and ratified by the South African parliament on 5 June 2007;
- (ix) The White Paper on the Rights of Persons with Disabilities, 2015;
- (x) Section 11 of the Children's Act (2007);
- (xi) Chapter 5, section 76 of the Children's Act as amended (2007);
- (xii) Umalusi's Quality Assurance of Assessment: Directives, Guidelines and Requirements;
- (xiii) Skills Development Act, 1998 (Act 97 of 1998); and
- (xiv) Assessment Policy for Qualifications and Part Qualifications on the Occupational Qualifications Sub-Framework (OQSF), 2014 of the QCTO.

1.3. General Aims of the Technical Occupational Curriculum

- (a) The National Curriculum Statement, Grades R to 9 gives expression to the knowledge, skills and values worth learning in South African schools. The Technical Occupational Curriculum aims to ensure that learners, irrespective of their abilities, have the opportunity to develop competences for meeting challenges and taking up opportunities in the fast changing 21st century and are also guided to apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives, including the demands of the fourth industrial revolution. Sustaining development-relevance in the face of constant and rapid change requires curricula to be lifelong learning systems in their own right, capable of constant self-renewal and innovation.
- (b) The curriculum serves the purposes of:
 - Equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
 - Promoting critical thinking, creativity and innovation, communication, collaboration, information, media and ICT literacies, flexibility and adaptability, initiative and self-direction, social and cross-cultural, productivity and accountability, leadership and responsibility and life-long learning;
 - Facilitating the transition of learners from education institutions to the workplace;

- Providing employers with a sufficient profile of a learner's competences.
- Being sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, and other factors;
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

(c) The curriculum is based on the following principles:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
- Progression: content and context of each grade shows progression from simple to complex; and
- Human rights, inclusivity, environmental, gender and social justice and equality: infusing the principles and practices of social justice and human rights as defined in the Constitution of the Republic of South Africa as well as the greening of the economy.

(d) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity. The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, School-based Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's Guidelines for Responding to Learner Diversity in the Classroom (2011), as well as the Standard Operating Procedures for Accommodations in Assessment (2016).

1.3.1. The aims of the General Certificate of Education: Technical Occupational

The specific aims of the qualification are to:

- Give recognition to learners who would meet the requirements and achieve the competencies as specified in the Exit Level Outcomes and associated Assessment Criteria as set out in the GFETQSF along differentiated pathways;
- Provide a foundation of quality, standardised general education which will suit the needs of these learners and help prepare them for life after school and enable them to access particular employment or occupational workplace-based learning. It may also enable the learners to access a vocational qualification at a Technical and Vocational Education Training College;
- Promote Lifelong learning to enable learners to continue with further learning and skills development in the workplace;
- Prepare learners to function better in a fully inclusive society and workplace; and
- Provide employers with a profile of the learner's competence.

Learners successfully completing the qualification will be able to:

- Identify, select, understand and apply knowledge to the intended purpose and identify solutions to problems in the field of study;
- Demonstrate the necessary applied knowledge and skills identified for competence in a subject, as specified in the subject statement;
- Demonstrate knowledge and skills gained for purpose of formal communication and basic numerical operations;
- Have the ability to apply knowledge and skills in changing contexts;
- Reflect on their learning in order to promote an interest in learning and further study; and
- Demonstrate basic entrepreneurial skills that will enable them to create their own work and business opportunities in the contexts in which they live.

1.4. SUBJECTS AND TIME ALLOCATION

Instructional Time for the Technical Occupational Learning Programmes is 27½ hours in a five-day cycle

Subjects		Time	
General Education			
Languages (Home Language and First Additional Language)		3 Hours for Home Language	
All 11 official languages (Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Siswati, Sesotho, Setswana, Sepedi, Tshivenda, Xitsonga)		2 hours for First Additional Language	
Mathematics		3 hours	
Life Skills	Personal and Social Well-being (including aspects of Life Orientation, Social Sciences and Economic and Management Sciences)	2½ hours	6 hours
	Physical Education	1 hour	
	Creative Arts	1 hour	
	Natural Sciences	1½ hours from year 2 onwards This time to be used in year 1 to support Languages and Mathematics	
Information Communication Technology ICT is a compulsory subject for all learners. It can be offered either as a stand-alone or integrated across various subjects. If offered as a stand-alone a school may use time allocated to the Technical Occupational programme. ICT does not count towards the qualification but is a necessary life-long skill. ICT is not to be confused with the Technical Occupational Subject “Office Administration” which is an elective.			

Subjects	Time
Technical Occupational: Electives	
Agricultural Studies Art and Crafts Civil Technology: Bricklaying and Plastering Civil Technology: Plumbing Civil Technology: Woodworking and Timber Consumer Studies: Food Production Consumer Studies: Sewing Early Childhood Development Electrical Technology: Electrical Hospitality Studies Mechanical Technology: Body Works: Panel Beating and or Spray Painting Mechanical Technology: Motor Mechanics Mechanical Technology: Sheet Metal Work Mechanical Technology: Welding Mechanical Technology: Maintenance Office Administration Personal Care: Ancillary Health Care Personal Care: Beauty and Nail Technology Personal Care: Hairdressing Service Technology: Upholstery Wholesale and Retail	13½ hours
Total: General and Occupational	27½

The table below proposes the learner progression across the years at a School of Skills.

Year 1 Minimum of 1 year of orientation	Year 2	Year 3	Year 4
<p>Base Line Assessment for Language and Mathematics</p> <p>➤ Intervention (ISP)</p> <p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum 2 x SKILLS Across the year</p> <p>Post Assessment</p> <ul style="list-style-type: none"> • Analyse results <p>Progress to Year 2 with appropriate support for Languages and Mathematics</p>	<p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum of 1 Skill</p>	<p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum of 1 Skill</p>	<p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum of 1 Skill</p> <p>GCE: TO Qualification Or Certificate of Achievement</p> <p>(External exam- results verified / moderated)</p>

Note:

Year One is an orientation year and learners must be exposed to a minimum of two occupational skills so that they can select a skill with which they will continue from Year Two. Schools that offer more than the minimum two skills in Year One may adapt the Annual Teaching Plan for Year One to accommodate their rotation system to expose learners to more skills e.g. schools may offer a skill per term for Terms 1, 2 and 3 and learners then select the skill they will specialise in and start it in Term 4. It is important that learners in Year One experience the core competencies of the skills so that an informed choice can be made.

Years Two, Three and Four are the critical years for learners. It is important that learners are exposed to all the Topics and Specific Aims per selected Occupational skill, acknowledging that not all learners will be successful in all of these.

SECTION 2:

INTRODUCTION TO CONSUMER STUDIES: FOOD PRODUCTION

2.1 What is Consumer Studies: Food Production?

Consumer Studies: Food Production teaches learners to be responsible and informed consumers regarding food and Food Production. It also teaches learners to make informed decisions, and to make optimal use of resources to improve human well-being. Consumer Studies: Food Production aims to teach learners to cook basic nutritional dishes from a variety of food commodities using the correct equipment, measuring techniques, preparation techniques, mixing methods, cooking methods, etc. The subject is underpinned by health, hygiene and safety applications. Learners will also learn how to be entrepreneurs and have an opportunity to produce and market different food products.

2.2 Topics to be studied in Consumer Studies: Food Production

1. The Consumer
2. Food and Nutrition
3. Entrepreneurship
4. Food Production

2.3 Specific Aims

The learner is able to:

1. demonstrate consumer rights and responsibilities.
2. identify consumer protection policies and channels of complaints.
3. demonstrate responsible buying behaviour when purchasing food.
4. use resources, such as water and electricity responsibly.
5. plan and manage personal finances.
6. use product information to make informed consumer decisions.
7. explain nutrition and the impact of food choices on health.
8. demonstrate food hygiene and safety.
9. demonstrate small-scale production, entrepreneurship and marketing of quality products.
10. make a variety of food commodities, such as pasta, dairy, eggs, meat, etc.
11. use different equipment and utensils safely.
12. demonstrate measuring skills.
13. use food terminology (culinary terms).
14. demonstrate preparation techniques.

15. demonstrate mixing methods.
16. demonstrate cooking methods.

2.4 Requirements for Consumer Studies: Food Production as a subject

2.4.1 Time Allocation

The total number of hours allocated for the subject in a five-day cycle is 13 ½ hours.

Sufficient time must be allocated in the school timetable for the practical work required to be done.

2.4.2 Resources

Human resources

The subject requires a teacher trained in Food Production.

The teacher is required to:

- ☐ teach the subject content with confidence and flair.
- ☐ interact with learners in a relaxed but firm manner.
- ☐ manage the resourcing, budget and safety in the kitchen.
- ☐ manage the teaching environment.
- ☐ conduct stock taking and inventory.
- ☐ plan for practical work.
- ☐ plan for theory lessons.
- ☐ conduct weekly practical sessions.
- ☐ maintain and service equipment and instruments.
- ☐ ensure learner safety.
- ☐ produce working PAT projects in cooperation with learners.
- ☐ carry out School Based Assessment (SBA).
- ☐ implement innovative methods to keep the subject interesting.
- ☐ be self - motivated to keep her/him abreast of the latest technological developments.
- regularly attend skills workshops.

Learner Resources:

- Workbook/ exercise book per learner
- Learners should have access to South African recipe books.

2.4.3 Infrastructure, equipment and finances

Schools must ensure that teachers have the necessary infra-structure, equipment and financial resources for quality teaching and learning.

Infrastructure

- The number of learners in a Consumer Studies: Food Production practical class should not exceed 15 learners working on four stoves. There should be enough space between the stoves for learners to move around freely when performing practical tasks
- A fitted and equipped training kitchen with electricity supply.
- The electrical current must be able to accommodate all stoves and other electrical equipment at the same time.
- For each stove there should be one sink.
- There should be hot and cold water supplies with taps at the sinks, or an urn if hot water taps are not installed.
- The kitchen should be equipped with large work surfaces that are easy to clean.
- Storeroom/s should be large enough to store ingredients and equipment. The storeroom should have a safety door and burglar proof window (and a burglar proof ceiling, if possible).
- Burglar bars should be fixed on all windows and doors of the classroom. An alarm is recommended.
- Trolleys to push ingredients and equipment out of the storeroom for practical lessons are recommended.
- Electrical plugs should be supplied at all work surfaces and various other places, such as near the fridge, urn and microwave oven.
- A basic First Aid kit with gloves, bandages, plaster, etc. is essential.
- Safety rules must be displayed on posters in the class

Equipment

- All the necessary kitchen equipment and kitchen smalls for up to 15 learners working simultaneously must be available:

- Four-plate stoves with ovens, adjacent to work surfaces should be available. No more than four learners should share a stove, in other words there must be at least four stoves for the maximum of 15 learners in the training kitchen.
- A fridge and electrical kettle are essential.
- Electrical hand beaters and a microwave oven are strongly recommended.

Non- Consumables		
Sieves x 8	Kitchen scissors x 8	Cutting boards x 8
Tin openers x 8	Cake- & bread pans x 8	Knives – vegetable x 8, chef x 8, bread x 2
Baking trays x 8	Rolling pins x 8	Wooden spoons x 8
Frying pans x 8	Draining spoons x 8	Baking sheets x 8
Graters x 8	Egg lifters x 8	6 cup Muffin pans x 16
Whisks x 8	Saucepans x 8	Measuring jugs x 8, -cups x 8 and -spoons x 8
Trays x 8	Scrapers x 8	Mixing bowls (small x 8, medium x 8, large x 8)
Kitchen scale x 2	Spatulas x 8	Scone / biscuit cutter sets x 8
Colanders x 8	Vegetable peelers x 8	Serving dishes (bowls x 8, platters x 8, etc.)
Casseroles x 8	Salad bowls x 8	Crockery: cups x 16, saucers x 16, dessert plates x 16, dinner plates x 16, soup bowls x 16, etc.
Tart plates x 8	Gelatine moulds (large x 8 and small x 16)	Cutlery: table knives x 16, table forks x 16, dessert spoons x 16, teaspoons x 16
Cooling racks x 8	Storage bins / containers	Draining rack for washing dishes x 8
Poaching pans x 2	Pastry brushes x 8	Piping bag sets x 8
Sugar thermometers x 8	Electrical whisks x 8	Electrical kettles x 2

Consumables		
Dish clothes x 8	Brooms x 2	Dishwashing liquid
Dish towels x 8	Mops x 2	Cleaning detergents
Sponges x 8	Buckets x 2	Disinfectant / Bleach
Pot scourges x 8	Aprons x 16	Hairnets

Finances:

Budget and inventory

A budget must be allocated for the subject. The amount will be determined by the number of learners taking the subject across all the years and the nature of the practical work required as stipulated in the curriculum. The budget needs to be revised annually and must consider all resources needed per year. The funding must make provision for maintenance of equipment and the replacement over the years.

- The budget must allow for ingredients for at least 12 practical lessons per term for each year group.

A stock inventory must be maintained by the teacher and verified annually by a Senior Management Team member.

Example of a stock book

	Name and description of item (<i>alphabetical order</i>)	Stock on hand 2014	Number received 2015	Date received	Supplier	Invoice number	Stock on hand 2015	Number received 2016	Date received	Supplier	Invoice number	Stock on hand 2016	Number received 2017	Date received	Supplier	Invoice number	Stock on hand 2017	Number received 2018	Date received	Supplier	Invoice number
1	Mixing bowls	20																			
2																					
3																					
4																					
5																					

2.5 Career opportunities

Career and occupational opportunities for learners with a foundation in Food Production include but is not limited to:

- Marketing and promoting food products.
- Entrepreneur
- Caterer
- Chef assistant
- Pastry cook (for example biscuit maker and cake decorator)
- Confectionary maker (for example chocolate and sweet maker)
- Confectionary baker (for example dough, bread or cake maker)
- Assistant cook at hostel, old age home, take-aways, etc.

SECTION 3:

OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

3.1 CONTENT OVERVIEW

TOPIC	Year 1	Year 2	Year 3	Year 4
The Consumer	Consumer needs and wants. Consumer rights and responsibilities.	Consumer needs and wants. Consumer rights and responsibilities. Sustainable consumption. Factors influencing consumer buying behaviour. Marketing. Marketing strategies. The 5P marketing mix model. Restaurant etiquette.	Income and expenditure of South African households. The household budget. Payment methods. Consumer protection policies and practices. Channels for consumer complaints.	Sustainable consumption of electricity and water.
Food and Nutrition	The six food groups in the SA food guide pyramid. Hygiene and safety: Occupational Health and Safety Act. Basic First Aid.	South Africa's food-based dietary guidelines. The six food groups in the SA food guide pyramid. Meal/menu planning. Food practices of consumers. Hygiene and	Functions and sources of nutrients. Nutritional needs of different consumer groups. Hygiene and safety: Food contamination and food hazards.	Prevention and management of nutritional and food-related health conditions. Hygiene and safety: Food-borne diseases. Food additives. Food labelling as a source of

TOPIC	Year 1	Year 2	Year 3	Year 4
		<p>safety:</p> <p>Food hygiene and safety, waste control and recycling. Kitchen pests. Food spoilage, food storage.</p> <p>Occupational Health and Safety Act.</p> <p>Basic First Aid.</p>		information.
Entrepreneurship	<p>What is an entrepreneur?</p> <p>Produce, package and sell quality products.</p>	<p>What is an entrepreneur?</p> <p>Choice of items for small-scale production.</p> <p>Planning for small-scale production.</p> <p>Produce, package and sell quality products.</p> <p>Calculate the cost of products and determine the selling price.</p>	<p>The choice, production and marketing of homemade products.</p> <p>Concept testing and needs identification.</p> <p>Marketing: the marketing process.</p> <p>Core principles of marketing.</p> <p>Production and Costing:</p> <p>Produce, package, cost and sell quality products.</p> <p>Calculate the cost of products and determine the selling price.</p>	<p>Choice of a suitable product.</p> <p>Factors influencing efficient production.</p> <p>Requirements for quality products.</p> <p>Marketing: the 5P marketing strategy.</p> <p>Produce, package, cost and sell quality products.</p> <p>Calculate the cost of products and determine the selling price.</p>

TOPIC	Year 1	Year 2	Year 3	Year 4
Food Production	<p>Equipment and utensils.</p> <p>Measuring equipment and skills.</p> <p>Recipe interpretation and terminology.</p> <p>Preparation techniques.</p> <p>Mixing methods.</p> <p>Cooking methods.</p> <p>Decorating and garnishing.</p> <p>Batters and dough:</p> <p>Pancakes</p> <p>Crumpets</p> <p>Muffins</p> <p>Scones.</p>	<p>Equipment and utensils.</p> <p>Measuring equipment and skills.</p> <p>Recipe interpretation and terminology.</p> <p>Preparation techniques.</p> <p>Mixing methods.</p> <p>Cooking methods.</p> <p>Decorating and garnishing.</p> <p>Batters and dough:</p> <p>Pancakes</p> <p>Crumpets</p> <p>Cupcakes</p> <p>Muffins</p> <p>Scones</p> <p>Biscuits.</p> <p>Cereals.</p> <p>Rice.</p> <p>Pasta.</p> <p>Eggs.</p> <p>Fruit, vegetables and salads.</p>	<p>Equipment and utensils.</p> <p>Measuring equipment and skills.</p> <p>Recipe interpretation and terminology.</p> <p>Preparation techniques.</p> <p>Mixing methods.</p> <p>Cooking methods.</p> <p>Decorating and garnishing.</p> <p>Yeast products.</p> <p>Choux pastry.</p> <p>Short crust pastry. (Dairy and eggs - milk tart filling)</p> <p>Biscuits.</p> <p>Cakes.</p> <p>Sugar cookery.</p> <p>Egg whites.</p> <p>Chutney and jam.</p>	<p>Equipment and utensils.</p> <p>Measuring equipment and skills.</p> <p>Recipe interpretation and terminology.</p> <p>Preparation techniques.</p> <p>Mixing methods.</p> <p>Cooking methods.</p> <p>Decorating and garnishing.</p> <p>Fish.</p> <p>Chicken.</p> <p>Mince.</p> <p>Stew.</p> <p>Gelatine.</p> <p>Desserts.</p>

3.2 CONTENT OUTLINE PER TERM

Year 1

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	The Consumer	<ul style="list-style-type: none">• Define what a consumer is.• Discuss the role of the consumer in South Africa's economic cycle.• Distinguish between wants and needs.• Name/discuss consumer rights and responsibilities, for example:<ul style="list-style-type: none">○ the right to be heard○ the right to be informed○ the right to safety, etc.○ the responsibility to be honest○ the responsibility to air your views and complaints○ the responsibility to preserve the natural environment (sustainability), etc.	<p>Learners complete a worksheet where they compare the prices of different food products at different shops, using catalogues/pamphlets, and make a decision on where to buy.</p> <p>Learners search for pictures in magazines and paste them in their different categories according to needs and wants.</p>
	Food and Nutrition	<ul style="list-style-type: none">• Understand the South African food-guide pyramid, according to:<ul style="list-style-type: none">○ the six food groups○ examples of food types from each food group	<p>Learners draw a food pyramid and categorise food types by pasting pictures in the correct food group. They must also provide a heading and labels.</p>

		<ul style="list-style-type: none"> ○ functions of each food group in the body • Name good hygiene practices, for example: <ul style="list-style-type: none"> ○ wash hands regularly ○ clean working surfaces before and after practical lessons, etc. • List dangers in the kitchen, for example: <ul style="list-style-type: none"> ○ knives ○ heat ○ electricity, etc. • Understand how the Occupational Health and Safety Act apply to the Food Production industry. • Describe how to respond to accidents that can happen in the kitchen, for example a burn/scald wound or cut that bleeds: <ul style="list-style-type: none"> ○ Apply pressure to stop the blood flow. ○ The person treating the wound must wear gloves to protect themselves against HIV/AIDS. ○ Cover the wound with a bandage or plaster, etc. 	<p>Learners make a poster where they illustrate the steps they must follow during practical lessons to ensure good hygiene, for example washing hands. They must also provide their poster with a heading and labels.</p> <p>Learners must list all the dangers they spot in a picture of a kitchen with dangerous scenarios.</p> <p>The teacher discusses safety in the kitchen, in relation to the Occupational Health and Safety Act, with the learners.</p> <p>The teacher discusses basic first aid with the learners. The learners can be presented with “what if” scenarios and asked to explain how they would react in the specific situation. The teacher must emphasise the importance of protecting yourself against HIV/AIDS.</p>
2	Food Production	<ul style="list-style-type: none"> • Identify basic kitchen equipment and utensils and name their uses, for example: <ul style="list-style-type: none"> ○ mixing bowls ○ wooden spoon 	<p>Learners must point out different kitchen equipment asked by the teacher and tell the teacher what it is used for. (Identification test)</p>

		<ul style="list-style-type: none"> ○ sieve ○ grater ○ spatula, etc. • Identify different measuring equipment and know their sizes, for example: <ul style="list-style-type: none"> ○ measuring spoons (1 ml, 2 ml, 5 ml, 12,5 ml) ○ measuring cups (25 ml, 50 ml, 100 ml and 250 ml) ○ measuring jug ○ kitchen scale, etc. • Explain how to measure dry ingredients and liquids correctly. • Read and interpret a basic recipe. • Understand the meaning of basic recipe terminology, for example: <ul style="list-style-type: none"> ○ chop ○ grease ○ grate ○ melt ○ peel ○ slice ○ sprinkle ○ decorate / garnish ○ glaze, etc. • Understand the meaning of different mixing 	<p>Learners is given a basic recipe and asked to measure the different ingredients, using the correct measuring equipment and measuring skills.</p> <p>Learners search for recipes in magazines, circle all the terms and explain them in their own words.</p> <p>Learners do role play where each learner draws a mixing method to</p>
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		<p>methods, for example:</p> <ul style="list-style-type: none"> ○ mix ○ beat ○ cream ○ cut in ○ rub in ○ fold ○ knead, etc. <ul style="list-style-type: none"> • Understand the meaning of each cooking method, for example: <ul style="list-style-type: none"> ○ boil ○ simmer ○ steam ○ bake ○ grill ○ fry (dry, shallow and deep fry) 	<p>demonstrate/imitate and the other learners must guess the mixing method.</p> <p>Learners complete a worksheet where they match the cooking method (word) to the correct picture.</p>												
3	Food Production	<p>The learner must be able to prepare two different types of pancakes, applying the skills below:</p> <ul style="list-style-type: none"> • Identify the equipment and utensils used to prepare pancakes. • Demonstrate the correct measuring skills. • Read and interpret the recipe. • Demonstrate basic preparation techniques, such 	<p>Learners do two practical lessons using a pancake recipe. One can be with cinnamon sugar and the other one can be with a savoury filling like mince.</p> <p style="text-align: center;">PANCAKES (10 Pancakes)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4">Ingredients</th> </tr> </thead> <tbody> <tr> <td>250 ml</td><td>cake flour</td><td>5 ml</td><td>vinegar or lemon juice</td> </tr> <tr> <td>5 ml</td><td>baking powder</td><td>125 ml</td><td>milk</td> </tr> </tbody> </table>	Ingredients				250 ml	cake flour	5 ml	vinegar or lemon juice	5 ml	baking powder	125 ml	milk
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		<p>as:</p> <ul style="list-style-type: none">○ sieve• Demonstrate the correct mixing methods to prepare batter, for example:<ul style="list-style-type: none">○ beat○ mix• Demonstrate a dry heat cooking method, frying pancakes.• Decorate/garnish the pancakes.	<table><tr><td>1 ml</td><td>salt</td><td>250 ml</td><td>water</td></tr><tr><td>1</td><td>egg</td><td></td><td>oil for shallow frying</td></tr><tr><td>15 ml</td><td>oil</td><td></td><td></td></tr></table>	1 ml	salt	250 ml	water	1	egg		oil for shallow frying	15 ml	oil		
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4	Food Production	<p>The learner must be able to prepare two different types of crumpets, applying the skills below:</p> <ul style="list-style-type: none">Identify the equipment and utensils used to prepare crumpets.Demonstrate the correct measuring skills.Read and interpret the recipe.Demonstrate basic preparation techniques, such as:<ul style="list-style-type: none">sieveDemonstrate the correct mixing methods to prepare batter, for example:<ul style="list-style-type: none">beatmixDemonstrate a dry heat cooking method, shallow frying crumpets.Decorate/garnish the crumpets.	<p>Learners do two practical lessons using a crumpet recipe. One can be with a sweet topping like syrup and the other one can be with a savoury topping like cheese.</p> <p>CRUMPETS (Flap-jacks)</p> <table><tr><th colspan="4">Ingredients</th></tr><tr><td>250 ml</td><td>cake flour</td><td>15 ml</td><td>oil</td></tr><tr><td>10 ml</td><td>baking powder</td><td>100 ml</td><td>milk</td></tr><tr><td>1 ml</td><td>salt</td><td>75 ml</td><td>water</td></tr><tr><td>15 ml</td><td>sugar</td><td colspan="2">oil for shallow frying</td></tr><tr><td>1</td><td>egg</td><td colspan="2"></td></tr></table> <p>Method</p> <ol style="list-style-type: none">Sieve the flour, baking powder and salt together.Add the sugar.Beat the egg, add the milk, water and oil and beat slightly until mixed.Add the dry ingredients slowly to the egg mixture and mix until smooth.The batter should be the consistency of thick cream.Heat a frying pan with just enough oil to cover the bottom of the pan.Drop spoonfuls onto the hot frying pan. Fry 3 – 4 crumpets at a time. They should all be the same size.Turn over with an egg lifter or spatula as soon as bubbles pop on	Ingredients				250 ml	cake flour	15 ml	oil	10 ml	baking powder	100 ml	milk	1 ml	salt	75 ml	water	15 ml	sugar	oil for shallow frying		1	egg		
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			<p>the surface. Allow the other side to brown.</p> <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>																				
5 & 6	Food Production	<p>The learner must be able to prepare four different types of muffins, applying the skills below:</p> <ul style="list-style-type: none"> Identify the equipment and utensils used to prepare muffins. Demonstrate the correct measuring skills. Read and interpret the recipe. Demonstrate basic preparation techniques, such as: <ul style="list-style-type: none"> preheat ovens grease muffin pans sieve Demonstrate the correct mixing methods to prepare batter, for example: <ul style="list-style-type: none"> beat mix Demonstrate a dry heat cooking method, baking 	<p>Learners do four practical lessons where they prepare four different types of muffins, for example banana muffins, chocolate muffins, lemon and poppy seed muffins and savoury muffins.</p> <p style="text-align: center;">BANANA MUFFINS</p> <table border="1"> <thead> <tr> <th colspan="4">Ingredients</th> </tr> </thead> <tbody> <tr> <td>250 ml</td><td>cake flour</td><td>½ an</td><td>egg (25 ml)</td> </tr> <tr> <td>10 ml</td><td>baking powder</td><td>125 ml</td><td>milk</td> </tr> <tr> <td>1 ml</td><td>salt</td><td>25 ml</td><td>oil</td> </tr> <tr> <td>15 ml</td><td>sugar</td><td>1</td><td>banana, mashed</td> </tr> </tbody> </table> <p>Method</p> <ol style="list-style-type: none"> Sieve the dry ingredients together. Beat the egg and milk together and also add the oil. Add the egg and milk mixture together with the squashed banana to the dry ingredients and mix just until moist, but still lumpy. Don't 	Ingredients				250 ml	cake flour	½ an	egg (25 ml)	10 ml	baking powder	125 ml	milk	1 ml	salt	25 ml	oil	15 ml	sugar	1	banana, mashed
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		muffins. <ul style="list-style-type: none"> Decorate/garnish the muffins. 	mix it too much. <ol style="list-style-type: none"> Scoop two thirds full into a greased muffin pan. Bake 15 to 20 minutes in a hot oven (220°C). <p>The teacher can do additional practical lessons during the two weeks with the learners using similar recipes, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>
	Food and Nutrition	<ul style="list-style-type: none"> Demonstrate good hygiene and safety practices during the practical lesson, for example: <ul style="list-style-type: none"> wash hands regularly clean working surfaces before and after the practical lesson handle heat, electricity, etc. with care 	
	Entrepreneurship	<ul style="list-style-type: none"> Define what an entrepreneur is. Produce, package and sell a quality product made from batter or dough. 	<p>Learners package the muffins in suitable and attractive packaging. With the teacher's help, learners calculate the cost of the ingredients used for the recipe and materials used for packaging and calculate a selling price for the muffins (keeping a small profit in mind). Learners can sell the muffins to their parents, teachers or friends.</p> <p>*The teacher can use the costing table in Annexure C to help the learners to calculate the cost of ingredients.</p>
7 & 8	Food Production	<p>The learner must be able to prepare four different types of dishes using scone dough, applying the skills below:</p> <ul style="list-style-type: none"> Identify the equipment and utensils used to prepare scones. Demonstrate the correct measuring skills. Read and interpret the recipe. 	<p>Learners do four practical lessons where they prepare four different types of dishes using scone dough, for example cheese scones, plain scones with cream and strawberry jam, cheese and onion scone wheels and cinnamon scone wheels.</p> <p style="text-align: center;">CHEESE SCONES</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Ingredients </div>

	<ul style="list-style-type: none">• Demonstrate basic preparation techniques, such as:<ul style="list-style-type: none">○ preheat ovens○ grease baking sheets○ grate○ sieve○ glaze• Demonstrate the correct mixing methods to prepare dough, for example:<ul style="list-style-type: none">○ rub-in○ cut-in○ beat○ knead• Demonstrate a dry heat cooking method, baking scones.• Garnish/decorate the scones.	<table><tr><td>250 ml</td><td>cake flour</td><td>30 ml</td><td>cold margarine</td></tr><tr><td>10 ml</td><td>baking powder</td><td>100 ml</td><td>cheddar cheese, grated</td></tr><tr><td>1 ml</td><td>salt</td><td>1</td><td>egg</td></tr><tr><td>2 ml</td><td>mustard powder</td><td>40 ml</td><td>milk</td></tr><tr><td>1 ml</td><td>cayenne pepper</td><td></td><td></td></tr></table>	250 ml	cake flour	30 ml	cold margarine	10 ml	baking powder	100 ml	cheddar cheese, grated	1 ml	salt	1	egg	2 ml	mustard powder	40 ml	milk	1 ml	cayenne pepper		
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			<p>the scones, to enhance browning while baking.</p> <p>13. Bake for ± 15 minutes at 220°C until light brown and done.</p> <p>The teacher can do additional practical lessons during the two weeks with the learners using similar recipes, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>
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9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of two Practical lessons with a 75% weighting and a Theory test/examination with a 25% weighting.
Formal Assessment Tasks		
Activity 1: Practical lesson – Batter		
Activity 2: Practical lesson – Dough		
} 75%		
<p>The teacher chooses any two recipes used during the weekly practical lessons for the learners to do for marks. The two recipes should not be variations of each other. Annexure A will be used to evaluate the dishes.</p> <p>Calculation of practical mark: $\frac{?}{50} + \frac{?}{50} = \frac{?}{100}$ (convert to a mark out of 75)</p> <p>Conversion: $\frac{?}{100} \times \frac{75}{1} = \frac{?}{75}$</p> <p>Activity 3: Test or Examination – 25%</p>		

PUBLIC COMMENT

Year 2 Term 1

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	Food and Nutrition	<ul style="list-style-type: none"> Name the principles of good personal hygiene, for example: <ul style="list-style-type: none"> wash hands regularly cover your mouth and nose when coughing or sneezing fingernails must be short and clean, etc. Name the principles of kitchen hygiene, for example: <ul style="list-style-type: none"> keep surfaces and equipment clean wash and bleach dishcloths regularly keep pets out of the kitchen, etc. List kitchen pests and describe how to prevent them, for example: <ul style="list-style-type: none"> ants flies cockroaches mice and rats Describe ways to control waste and to dispose of waste hygienically, for example: <ul style="list-style-type: none"> reduce, reuse and recycle 	<p>Learners make a collage about personal hygiene, food hygiene and food safety by collecting pictures in magazines and pasting them on an A4 carton/page.</p> <p>Learners design a poster about waste control to put on the schools notice board for all the learners to see. The poster must illustrate and describe ways to reduce, reuse and recycle waste.</p>

		<ul style="list-style-type: none"> ○ line waste bins with plastic or paper ○ wash waste bins regularly with hot water and disinfectant, etc. • Name safe handling practices when preparing, serving and eating food, for example: <ul style="list-style-type: none"> ○ wash fruit and vegetables before you use it ○ don't lick your fingers ○ cook food thoroughly (especially chicken and pork), etc. • Understand how the Occupational Health and Safety Act apply to the Food Production industry. • Describe how to respond to accidents that can happen in the kitchen, for example a burn/scald wound or cut that bleeds: <ul style="list-style-type: none"> ○ Apply pressure to stop the blood flow. ○ The person treating the wound must wear gloves to protect themselves against HIV/AIDS. ○ Cover the wound with a bandage or plaster, etc. 	<p>The teacher discusses safety in the kitchen, in relation to the Occupational Health and Safety Act, with the learners. Learners design a poster to put up in class, illustrating all the necessary safety rules and precautions. Learners can search for pictures in magazines or they can draw the pictures.</p> <p>The teacher discusses basic first aid with the learners. The learners complete a worksheet where they have to explain how they would react to accidents like burns/scalds, cuts, electric shock, etc. in the kitchen. Learners can also be asked about the importance of wearing gloves, when treating a wound, to protect themselves against HIV/AIDS.</p>
2	Food Production	<ul style="list-style-type: none"> • Identify kitchen equipment and utensils and name their uses, for example: <ul style="list-style-type: none"> ○ mixing bowls ○ wooden spoon 	Learners are given a recipe and asked to collect all the necessary equipment and utensils they will use to prepare the recipe.

		<ul style="list-style-type: none"> ○ sieve ○ grater ○ spatula ○ balloon whisk ○ colander ○ pastry brush, etc. • Identify different measuring equipment and know their sizes, for example: <ul style="list-style-type: none"> ○ measuring spoons (1 ml, 2 ml, 5 ml, 12,5 ml) ○ measuring cups (25 ml, 50 ml, 100 ml and 250 ml) ○ measuring jug ○ kitchen scale, etc. • Explain how to measure correctly, for example: <ul style="list-style-type: none"> ○ measuring margarine or butter ○ measuring dry ingredients ○ measuring liquids ○ weighing. • Read and interpret a recipe. • Understand the meaning of different recipe terminology, for example: <ul style="list-style-type: none"> ○ blanch ○ bruise ○ chop ○ coat 	<p>Learners are given a recipe and asked to calculate the quantities and write down which measuring equipment they will use. For example:</p> <p>10 ml baking powder – Use the 5 ml measuring spoon twice</p> <p>75 ml milk – Use the 25 ml and 50 ml measuring cups</p> <p>300 ml water – Use the measuring jug</p> <p>The teacher demonstrates the measuring of margarine, flour and water, as well as weighing rice for example and then asks each of the learners to measure or weigh something different. The learners can evaluate each other's measuring skills.</p> <p>Learners complete a crossword puzzle where they read the description of the term and fill in the correct word (terminology).</p>
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		<ul style="list-style-type: none"> ○ drain ○ grease ○ grate ○ melt ○ peel ○ sauté ○ slice ○ soak ○ sprinkle ○ decorate / garnish ○ glaze, etc. <ul style="list-style-type: none"> • Understand the meaning of different mixing methods, for example: <ul style="list-style-type: none"> ○ mix ○ beat ○ cream ○ cut in ○ rub in ○ fold ○ knead, etc. • List reasons for cooking food, for example: <ul style="list-style-type: none"> ○ to improve the appearance, texture and flavour ○ to make it more digestible ○ to make it safe to eat, etc. • Understand the meaning of each cooking method 	<p>Learners complete a worksheet where they match the mixing method (word) to the correct picture.</p> <p>Learners are given a list of the cooking methods and asked to separate</p>
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		<p>and classify each cooking method as dry heat or moist heat, for example:</p> <p>Moist heat methods:</p> <ul style="list-style-type: none"> ○ boil ○ simmer ○ steam <p>Dry heat methods:</p> <ul style="list-style-type: none"> ○ bake ○ grill ○ fry (dry, shallow and deep fry) <ul style="list-style-type: none"> • Describe the guidelines for each of the cooking methods, for example: <p>Baking:</p> <ul style="list-style-type: none"> ○ preheat the oven ○ bake on the middle shelf ○ do not open oven door until two-thirds of the baking time has passed, etc. 	<p>the dry heat cooking methods from the moist heat cooking methods.</p>
3	Food Production	<p>The learner must be able to prepare two different types of pancakes, applying the skills below:</p> <ul style="list-style-type: none"> • Identify the equipment and utensils used to prepare pancakes. • Demonstrate the correct measuring skills. • Read and interpret the recipe. 	<p>Learners do two practical lessons using a pancake recipe. One can be with a sweet filling like caramel treat and banana slices and the other one can be with a savoury filling like tuna mayonnaise. Learners can stack the pancakes on top of each other or they can fold the pancakes in different shapes, like triangles, to make it more interesting.</p>

		<ul style="list-style-type: none"> • Demonstrate basic preparation techniques, such as: <ul style="list-style-type: none"> ○ sieve • Demonstrate the correct mixing methods to prepare batter, for example: <ul style="list-style-type: none"> ○ beat ○ mix • Demonstrate a dry heat cooking method, frying pancakes. • Decorate/garnish the pancakes. • Describe and apply the techniques to ensure successful pancakes, for example: <ul style="list-style-type: none"> ○ add liquid ingredients gradually to dry ingredients ○ do not over-mix ○ add oil or lemon juice to batter, etc. • Explain the reasons for unsuccessful pancakes, for example: <ul style="list-style-type: none"> ○ lumps – didn't add liquids gradually ○ tough – over-stirring, no acid, no rest period, etc. • Describe the characteristics of successful pancakes, for example: <ul style="list-style-type: none"> ○ even, golden brown colour ○ thin and even 	<p style="text-align: center;">PANCAKES (10 Pancakes)</p> <table border="1"> <thead> <tr> <th colspan="4">Ingredients</th> </tr> </thead> <tbody> <tr> <td>250 ml</td><td>cake flour</td><td>5 ml</td><td>vinegar or lemon juice</td> </tr> <tr> <td>5 ml</td><td>baking powder</td><td>125 ml</td><td>milk</td> </tr> <tr> <td>1 ml</td><td>salt</td><td>250 ml</td><td>water</td> </tr> <tr> <td>1</td><td>egg</td><td></td><td>oil for shallow frying</td> </tr> <tr> <td>15 ml</td><td>oil</td><td></td><td></td> </tr> </tbody> </table> <p>Method</p> <ol style="list-style-type: none"> 1. Sieve the flour, baking powder and salt together. 2. Beat the egg, add the milk, water and oil and beat until mixed. 3. Make a well in the dry ingredients and add the egg mixture. Mix until smooth. (Use electric beater if available.) 4. Pour the mixture into a jug. 5. Heat a heavy frying pan with just enough oil to cover the bottom of the pan. Allow the pan to heat up well. 6. Pour in sufficient batter to barely cover the bottom of the frying pan. 7. Shake the pan to loosen the pancake as soon as it becomes slightly dry round the edges. 8. Turn over with an egg lifter or spatula. Allow the other side to brown. <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p>	Ingredients				250 ml	cake flour	5 ml	vinegar or lemon juice	5 ml	baking powder	125 ml	milk	1 ml	salt	250 ml	water	1	egg		oil for shallow frying	15 ml	oil		
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3	Food Production	<p>The learner must be able to prepare two different types of crumpets, applying the skills below:</p> <ul style="list-style-type: none"> • Identify the equipment and utensils used to prepare crumpets. • Demonstrate the correct measuring skills. • Read and interpret the recipe. • Demonstrate basic preparation techniques, such as: <ul style="list-style-type: none"> ○ sieve • Demonstrate the correct mixing methods to prepare batter, for example: <ul style="list-style-type: none"> ○ beat ○ mix • Demonstrate a dry heat cooking method, shallow frying crumpets. • Decorate/garnish the crumpets. 	<p>Learners do two practical lessons using a crumpet recipe. One can be with a sweet topping like strawberries and cream and the other one can be with a savoury topping like cheese. Learners can stack the crumpets on top of each other to make it more interesting.</p> <p style="text-align: center;">CRUMPETS (Flap-jacks)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4">Ingredients</th> </tr> </thead> <tbody> <tr> <td>250 ml</td><td>cake flour</td><td>15 ml</td><td>oil</td> </tr> <tr> <td>10 ml</td><td>baking powder</td><td>100 ml</td><td>milk</td> </tr> <tr> <td>1 ml</td><td>salt</td><td>75 ml</td><td>water</td> </tr> <tr> <td>15 ml</td><td>sugar</td><td colspan="2">oil for shallow frying</td> </tr> <tr> <td>1</td><td>egg</td><td colspan="2"></td> </tr> </tbody> </table> <p>Method</p> <ol style="list-style-type: none"> 1. Sieve the flour, baking powder and salt together. 2. Add the sugar. 	Ingredients				250 ml	cake flour	15 ml	oil	10 ml	baking powder	100 ml	milk	1 ml	salt	75 ml	water	15 ml	sugar	oil for shallow frying		1	egg		
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		<ul style="list-style-type: none"> Describe and apply the techniques to ensure successful crumpets, for example: <ul style="list-style-type: none"> add liquid ingredients gradually to dry ingredients do not over-mix add oil or lemon juice to batter, etc. Explain the reasons for unsuccessful crumpets, for example: <ul style="list-style-type: none"> lumps – didn't add liquids gradually tough – over-stirring, no acid, no rest period, etc. Describe the characteristics of successful crumpets, for example: <ul style="list-style-type: none"> even, golden brown colour thin and even soft texture pleasant, nutty taste. 	<ol style="list-style-type: none"> Beat the egg, add the milk, water and oil and beat until mixed. Add the dry ingredients slowly to the egg mixture and mix until smooth. The batter should be the consistency of thick cream. Heat a frying pan with just enough oil to cover the bottom of the pan. Drop spoonfuls onto the hot frying pan. Fry 3 – 4 crumpets at a time. They should all be the same size. Turn over with an egg lifter or spatula as soon as bubbles pop on the surface. Allow the other side to brown. <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>
	Food and Nutrition	<ul style="list-style-type: none"> Demonstrate good hygiene and safety practices during the practical lesson, for example: <ul style="list-style-type: none"> wash hands regularly clean working surfaces before and after the practical lesson handle heat, electricity, etc. with care 	

5	Food Production	<p>The learner must be able to prepare two different types of cupcakes, applying the skills below:</p> <ul style="list-style-type: none">Identify the equipment and utensils used to prepare cupcakes.Demonstrate the correct measuring skills.Read and interpret the recipe.Demonstrate basic preparation techniques, such as:<ul style="list-style-type: none">preheat ovenssieveDemonstrate the correct mixing methods to prepare batter, for example:<ul style="list-style-type: none">creambeatmixDemonstrate a dry heat cooking method, baking cupcakes.Decorate the cupcakes with icing, etc.	<p>Learners do two practical lessons where they prepare two different types of cupcakes, for example plain vanilla cupcakes and red velvet cupcakes.</p> <p>CUPCAKES WITH BUTTER ICING</p> <table><tr><th colspan="4">Ingredients</th></tr><tr><th colspan="2">Cupcakes</th><th colspan="2">Butter icing</th></tr><tr><td>100 ml</td><td>margarine</td><td>40 ml</td><td>soft margarine</td></tr><tr><td>125 ml</td><td>castor sugar</td><td>190 ml</td><td>icing sugar, sifted</td></tr><tr><td>1</td><td>egg</td><td>7 ml</td><td>boiling water</td></tr><tr><td>1 ml</td><td>vanilla essence</td><td></td><td>essence</td></tr><tr><td>250 ml</td><td>cake flour</td><td></td><td>food colouring</td></tr><tr><td>7 ml</td><td>baking powder</td><td></td><td></td></tr><tr><td>40 ml</td><td>water</td><td></td><td></td></tr><tr><td>40 ml</td><td>milk</td><td></td><td></td></tr><tr><td></td><td>paper cups for cupcakes</td><td></td><td></td></tr></table>	Ingredients				Cupcakes		Butter icing		100 ml	margarine	40 ml	soft margarine	125 ml	castor sugar	190 ml	icing sugar, sifted	1	egg	7 ml	boiling water	1 ml	vanilla essence		essence	250 ml	cake flour		food colouring	7 ml	baking powder			40 ml	water			40 ml	milk				paper cups for cupcakes		
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		<ul style="list-style-type: none"> ○ handle heat, electricity, etc. with care 	<ol style="list-style-type: none"> 6. Add the dry ingredients and liquid to the margarine mixture. Beat until smooth. 7. Spoon mixture into paper cups and bake for 20 minutes. 8. Allow to cool. 9. Decorate with butter icing. <p>Butter icing:</p> <ol style="list-style-type: none"> 1. Cream margarine and 100 ml icing sugar until the mixture is light. 2. Add the rest of the icing sugar, a drop of essence and a drop of food colouring. 3. Beat until creamy and with a spreading consistency. <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>								
6	Food Production	<p>The learner must be able to prepare two different types of muffins, applying the skills below:</p> <ul style="list-style-type: none"> • Identify the equipment and utensils used to prepare muffins. • Demonstrate the correct measuring skills. • Read and interpret the recipe. 	<p>Learners do two practical lessons where they prepare two different types of muffins, for choc chip muffins and blueberry muffins.</p> <p style="text-align: center;">CHOC CHIP MUFFINS</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4">Ingredients</th> </tr> </thead> <tbody> <tr> <td>250 ml</td> <td>cake flour</td> <td>1</td> <td>egg</td> </tr> </tbody> </table>	Ingredients				250 ml	cake flour	1	egg
Ingredients											
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		<ul style="list-style-type: none"> • Demonstrate basic preparation techniques, such as: <ul style="list-style-type: none"> ○ preheat ovens ○ grease muffin pans ○ sieve • Demonstrate the correct mixing methods to prepare batter, for example: <ul style="list-style-type: none"> ○ beat ○ mix • Demonstrate a dry heat cooking method, baking muffins. • Decorate the muffins. • Describe and apply the techniques to ensure successful muffins, for example: <ul style="list-style-type: none"> ○ sift dry ingredients together ○ do not mix too much ○ fill muffin pans two-thirds full, etc. • Explain the reasons for unsuccessful muffins, for example: <ul style="list-style-type: none"> ○ tough texture with tunnels and peaked top – mixed too much ○ uneven shape and/or colour – oven was too cold (not pre-heated), etc. • Describe the characteristics of successful muffins, for example: 	<table border="1"> <tr> <td>10 ml</td><td>baking powder</td><td>80 ml</td><td>milk</td></tr> <tr> <td>1 ml</td><td>salt</td><td>25 ml</td><td>oil</td></tr> <tr> <td>20 ml</td><td>sugar</td><td></td><td></td></tr> <tr> <td>50 ml</td><td>chocolate chips</td><td></td><td></td></tr> </table> <p>Method</p> <ol style="list-style-type: none"> 1. Sieve the dry ingredients together. 2. Add the chocolate chips to the dry ingredients. 3. Beat the egg, milk and oil together in a separate mixing bowl. 4. Add the egg and milk mixture to the dry ingredients and mix just until moist, but still lumpy. Don't mix it too much. 5. Spoon the mixture into a greased muffin pan, two thirds full. 6. Bake 15 to 20 minutes in a hot oven (220°C). <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>	10 ml	baking powder	80 ml	milk	1 ml	salt	25 ml	oil	20 ml	sugar			50 ml	chocolate chips		
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		<ul style="list-style-type: none"> ○ upper crust is neatly rounded ○ no tunnels or large air holes inside ○ baked through, etc. 	
	Food and Nutrition	<ul style="list-style-type: none"> • Demonstrate good hygiene and safety practices during the practical lesson, for example: <ul style="list-style-type: none"> ○ wash hands regularly ○ clean working surfaces before and after the practical lesson ○ handle heat, electricity, etc. with care 	

7	Food Production	<p>The learner must be able to prepare different types of scones, applying the skills below:</p> <ul style="list-style-type: none"> Identify the equipment and utensils used to prepare scones. Demonstrate the correct measuring skills. Read and interpret the recipe. Demonstrate basic preparation techniques, such as: <ul style="list-style-type: none"> preheat ovens grease baking sheets sieve glaze Demonstrate the correct mixing methods to prepare dough, for example: <ul style="list-style-type: none"> rub-in cut-in beat knead Demonstrate a dry heat cooking method, baking scones. Decorate the scones. Describe and apply the techniques to ensure successful scones, for example: <ul style="list-style-type: none"> sift dry ingredients together 	<p>Learners do two practical lessons where they prepare two different types of scones, for example tea scones and Irish scones (with nuts and dried fruit).</p> <p style="text-align: center;">TEA SCONES</p> <table border="1" data-bbox="1379 427 1917 708"> <thead> <tr> <th colspan="4">Ingredients</th></tr> </thead> <tbody> <tr> <td>250 ml</td><td>cake flour</td><td>1</td><td>egg</td></tr> <tr> <td>10 ml</td><td>baking powder</td><td>40 ml</td><td>milk</td></tr> <tr> <td>1 ml</td><td>salt</td><td></td><td></td></tr> <tr> <td>20 ml</td><td>sugar</td><td></td><td></td></tr> <tr> <td>30 ml</td><td>cold margarine</td><td></td><td></td></tr> </tbody> </table> <p>Method</p> <ol style="list-style-type: none"> Preheat the oven to 220°C and grease a baking sheet. Sieve the flour, baking powder, salt and sugar together in a mixing bowl. Rub or cut the cold margarine into the flour mixture until the mixture resembles coarse breadcrumbs. Beat the egg and milk together in another mixing bowl. Keep 15 ml of the milk-and-egg mixture for glazing later on. Cut the liquid (milk-and-egg mixture) into the flour mixture with a knife or dough cutter until the dough holds together. Do not over-mix as this will cause a tough dough. Place the dough on a lightly floured surface and knead lightly for 	Ingredients				250 ml	cake flour	1	egg	10 ml	baking powder	40 ml	milk	1 ml	salt			20 ml	sugar			30 ml	cold margarine		
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		<ul style="list-style-type: none"> do not mix too much glaze the top surface, etc. Explain the reasons for unsuccessful scones, for example: <ul style="list-style-type: none"> close texture – too little raising agent uneven shape and colour – oven was too cold (not pre-heated), etc. Describe the characteristics of successful scones, for example: <ul style="list-style-type: none"> neat, even shape soft and elastic baked through, etc. Compare the difference between batter and dough. 	<p>about 1 minute until the dough is smooth and no longer sticky.</p> <ol style="list-style-type: none"> Press lightly with your fingertips to an even thickness of 2,5 cm. Cut into shapes with a lightly floured cutter. Place the scones, just touching each other, on the baking sheet. They will support each other as they rise. Brush the remaining milk-and-egg mixture onto the top surface of the scones, to enhance browning while baking. Bake for \pm 15 minutes at 220°C until light brown and done. <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>
	Food and Nutrition	<ul style="list-style-type: none"> Demonstrate good hygiene and safety practices during the practical lesson, for example: <ul style="list-style-type: none"> wash hands regularly clean working surfaces before and after the practical lesson handle heat, electricity, etc. with care 	<p>Learners complete a worksheet about batter and dough, where they have to recall and apply their practical knowledge and answer questions about batter and dough. For example:</p> <ul style="list-style-type: none"> Learners tabulate the differences between batter and dough. Learners describe the appearance, texture and taste of successful pancakes, crumpets, muffins and scones. Provide the learners with scenarios of unsuccessful products and let them explain what went wrong.

PUBLIC COMMENT

8	Food Production	<p>The learner must be able to prepare two different types of biscuits, applying the skills below:</p> <ul style="list-style-type: none">Identify the equipment and utensils used to prepare biscuits.Demonstrate the correct measuring skills.Read and interpret the recipe.Demonstrate basic preparation techniques, such as:<ul style="list-style-type: none">preheat ovensgrease baking sheetsDemonstrate the correct mixing methods, for example:<ul style="list-style-type: none">creambeatmixstirDemonstrate a dry heat cooking method, baking the biscuits.	<p>Learners do two practical lessons where they prepare two different types of biscuits, for example chocolate chunk biscuits and ginger biscuits.</p> <p>CHOCOLATE CHUNK BISCUITS</p> <table><tr><th colspan="4">Ingredients</th></tr><tr><td>100 g</td><td>butter or margarine</td><td>62 ml</td><td>sugar</td></tr><tr><td>40 ml</td><td>light brown sugar</td><td>1</td><td>extra-large egg</td></tr><tr><td>2 ml</td><td>vanilla essence</td><td>250 ml</td><td>self-raising flour</td></tr><tr><td>75 g</td><td>dark chocolate, coarsely chopped</td><td></td><td></td></tr></table> <p>Method</p> <ol style="list-style-type: none">Cream butter and both the sugars together.Add eggs and vanilla essence and beat well until light and fluffy.Sift flour and add, mixing well. Stir in chocolate chunks.Drop spoonfuls onto a greased baking tray and bake in a preheated oven at 180°C for 10-12 minutes.Remove biscuits and place on wire rack to cool. <p>The teacher can do an additional (3rd) practical lesson during this week</p>	Ingredients				100 g	butter or margarine	62 ml	sugar	40 ml	light brown sugar	1	extra-large egg	2 ml	vanilla essence	250 ml	self-raising flour	75 g	dark chocolate, coarsely chopped		
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		<ul style="list-style-type: none"> ○ handle knives, heat, electricity, etc. with care 	<p>with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>
	Entrepreneurship	<ul style="list-style-type: none"> ● Produce, package and sell a quality product made from batter or dough. 	<p>Learners package the biscuits in suitable and attractive packaging. With the teacher's help, learners calculate the cost of the ingredients used for the recipe and materials used for packaging and calculate a selling price for the biscuits (keeping a small profit in mind). Learners can sell the biscuits to their parents, teachers or friends.</p> <p>*The teacher can use the costing table in Annexure C to help the learners to calculate the cost of ingredients.</p>
9 – 10	Formal Assessment	<p>The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of two Practical lessons with a 75% weighting and a Theory test/examination with a 25% weighting.</p>	

Formal Assessment Tasks

Activity 1: Practical lesson – Batter

Activity 2: Practical lesson – Dough

} 75%

The teacher chooses any two recipes used during the weekly practical lessons for the learners to do for marks. The two recipes should not be variations of each other. Annexure A will be used to evaluate the dishes.

Calculation of practical mark: $\frac{?}{50} + \frac{?}{50} = \frac{?}{100}$ (convert to a mark out of 75)

Conversion: $\frac{?}{100} \times \frac{75}{1} = \frac{?}{75}$

Activity 3: Test or Examination – 25%

Year 2 Term 2

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	The Consumer	<ul style="list-style-type: none"> Define what a consumer is. Discuss the role of the consumer in South Africa's economic cycle. Distinguish between wants and needs. Name and describe different needs, according to Maslow's hierarchy of needs: <ul style="list-style-type: none"> Physiological needs – food, clothes, etc. Safety and security needs – fences, alarm, etc. Social needs – fashionable clothes, TV, etc. Ego/esteem needs – certificates, winning, etc. Self-actualisation needs – playing instrument, art lessons, etc. Name and describe consumer rights, for example: <ul style="list-style-type: none"> the right to be heard the right to be informed the right to safety, etc. Name and describe the responsibilities of consumers, for example: <ul style="list-style-type: none"> the responsibility to be honest the responsibility to air your views and 	Learners complete a case study about consumer rights and responsibilities.

		<p>complaints</p> <ul style="list-style-type: none"> ○ the responsibility to preserve the natural environment, etc. <ul style="list-style-type: none"> • Define sustainable consumption. • Name and describe principles of sustainability, for example: <ul style="list-style-type: none"> ○ reuse, reduce and recycle ○ saving water and electricity ○ grow your own vegetable garden, etc. • Describe good buying habits, for example: <ul style="list-style-type: none"> - do your homework and shop around - compare brands - compare shops, etc. • Name and describe factors that influence consumer buying behaviour, for example: <ul style="list-style-type: none"> ○ Psychological influences (values and attitudes) ○ Socio-cultural influences (culture/religion and social class) ○ Economic influences (income and price) 	<p>Learners complete a case study about sustainable consumption or they can make a poster to illustrate ways of sustainable consumption.</p> <p>Learners complete a worksheet where they compare the prices, etc. of different food products at different shops and make a decision on where to buy. For example: Compare the prices of different brands of bread at different shops and decide where you would buy which brand of bread.</p>
2	The Consumer	<ul style="list-style-type: none"> • Describe the aim of marketing. • Define terms like: <ul style="list-style-type: none"> ○ Market segmentation ○ Target market • Name and describe the 5 P's of marketing: 	

		<ul style="list-style-type: none"> ○ Product ○ Place ○ Price ○ Promotion ○ People • Name and describe communication channels for marketing, for example: <ul style="list-style-type: none"> ○ television ○ radio ○ SMS ○ posters, flyers, brochures, etc. • Name and describe different advertising techniques, for example: <ul style="list-style-type: none"> ○ humour ○ shock ○ celebrities, etc. • Analyse advertisements. • List/Identify product information on packaging and food labels, for example: <ul style="list-style-type: none"> ○ ingredients ○ quantity ○ freshness (best before date), etc. • Name and describe techniques for shop layout and display as a marketing tool, for example: <ul style="list-style-type: none"> ○ greatest possible exposure 	<p>Learners search for advertisements in magazines, choose one and analyse the advertisement through answering questions like:</p> <ul style="list-style-type: none"> • Which group of people is the target audience? • Which advertising technique is used? • What product is being advertised? <p>Learners each collect a wrapper, packet or box of some kind of food product and study the packaging/label. They then list all the product information that is provided on the packaging/label.</p>
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		<ul style="list-style-type: none"> ○ impulse items in key spots ○ height of product displayed, etc. <ul style="list-style-type: none"> • Draw and label a place setting for a three course meal. • Describe table etiquette regarding serving, eating and table manners. For example: <ul style="list-style-type: none"> ○ Don't stretch across the table for something, ask. ○ Don't talk with food in your mouth. ○ Keep your elbows off the table, etc. 	<p>Learners draw a place setting and provide the drawing with labels or the teacher can set a place at the table in the wrong order and the learners must rearrange the cutlery, crockery and glassware in the correct order.</p> <p>Learners have a discussion about good and bad table manners.</p>																								
3	Food Production	<p>The learner must be able to prepare two different types of cereal dishes, applying the skills below:</p> <ul style="list-style-type: none"> • Identify the equipment and utensils used to prepare cereal. • Demonstrate the correct measuring skills. • Read and interpret the recipe. • Demonstrate preparation techniques, such as: <ul style="list-style-type: none"> ○ preheat oven ○ slice ○ dice ○ grate ○ making a paste 	<p>Learners do two practical lessons where they prepare two different types of "pap" dishes, for example "paptert" and crumbly "pap" with tomato and onion sauce.</p> <p style="text-align: center;">"PAPTERT"</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4">Ingredients</th> </tr> </thead> <tbody> <tr> <td>335 ml</td><td>water</td><td>1</td><td>onion, chopped</td> </tr> <tr> <td>2 ml</td><td>salt</td><td></td><td>mushrooms, sliced</td> </tr> <tr> <td>5 ml</td><td>margarine</td><td></td><td>bacon, diced</td> </tr> <tr> <td>250 ml</td><td>maize meal</td><td>5 ml</td><td>sugar</td> </tr> <tr> <td>2</td><td>tomatoes</td><td></td><td>cheddar cheese, grated</td> </tr> </tbody> </table> <p>Method</p>	Ingredients				335 ml	water	1	onion, chopped	2 ml	salt		mushrooms, sliced	5 ml	margarine		bacon, diced	250 ml	maize meal	5 ml	sugar	2	tomatoes		cheddar cheese, grated
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		<ul style="list-style-type: none"> ○ blanch ○ sauté ○ sprinkle • Demonstrate the correct mixing methods, for example: <ul style="list-style-type: none"> ○ stir / cut-in ○ mix • Demonstrate dry and moist heat cooking methods; boil, shallow fry, simmer and bake. • Garnish the cereal dish. • Describe how cooking affects the appearance, texture and taste of cereals and cereal products (e.g. maize meal). • Name ways to prevent lumps from forming. (e.g. make a paste and stir) • Define terms like paste, blanch, sauté, etc. 	<ol style="list-style-type: none"> 1. Preheat the oven to 160°C. 2. Boil the water, salt and butter in a double cooker. 3. Mix the maize meal with a little bit of water (make a <i>paste</i>) and add it to the boiling water. Don't stir. 4. Put the lid on and slowly boil for 10 to 15 minutes. 5. Stir with a cutting movement to mix the dry maize meal with the water. 6. Put the lid on and let it cook further over low heat. It takes about an hour. 7. Put the tomatoes in a bowl with boiling water. (<i>Blanch</i>) 8. Shallow fry (<i>sauté</i>) the onions in a little bit of oil. 9. Add the mushrooms and bacon to the onions and fry. 10. Remove the peel from the tomatoes and cut it into slices. 11. Add the tomato and sugar to the bacon, mushroom and onion mixture and let it simmer until the tomato is soft, stirring occasionally. 12. Place the cooked "pap" in a baking dish. 13. Put the bacon, mushroom, tomato and onion mixture on top of the "pap". 14. Sprinkle grated cheese on top and bake for 15 - 20 minutes. <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p>
	Food and Nutrition	<ul style="list-style-type: none"> • Demonstrate good hygiene and safety practices during the practical lesson, for example: <ul style="list-style-type: none"> ○ wash hands regularly ○ clean working surfaces before and after the practical lesson ○ handle knives, heat, electricity, etc. with care 	

			<p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p> <p>The teacher asks questions to the learners during the practical lesson to test their knowledge or the learners can complete a worksheet about the practical lesson afterwards.</p> <p>Possible questions:</p> <ul style="list-style-type: none"> • Name all the equipment and utensils that you used to prepare the “pap” dish. • What cooking methods did you use to cook the dish? • How did the cooking affect the appearance, texture and taste of the maize meal? • What did you do to prevent lumps from forming? • Explain what “blanch” and “sauté” mean. 																				
4	Food Production	<p>The learner must be able to prepare two different types of rice dishes, applying the skills below:</p> <ul style="list-style-type: none"> • Identify the equipment and utensils used to prepare a rice dish. • Demonstrate the correct measuring skills. • Read and interpret the recipe. • Demonstrate basic preparation techniques, such as: <ul style="list-style-type: none"> ○ dice • Demonstrate the correct mixing methods to prepare 	<p>Learners do two practical lessons where they prepare two different types of rice dishes, for example rice salad and savoury rice.</p> <p style="text-align: center;">RICE SALAD</p> <table border="1"> <thead> <tr> <th colspan="4">Ingredients</th></tr> </thead> <tbody> <tr> <td>100 ml</td><td>rice</td><td>¼</td><td>cucumber, diced</td></tr> <tr> <td>250 ml</td><td>water</td><td>¼</td><td>yellow pepper, diced</td></tr> <tr> <td>2 ml</td><td>salt</td><td>12,5 ml</td><td>Greek salad dressing</td></tr> <tr> <td>¼</td><td>tomato, diced</td><td></td><td></td></tr> </tbody> </table>	Ingredients				100 ml	rice	¼	cucumber, diced	250 ml	water	¼	yellow pepper, diced	2 ml	salt	12,5 ml	Greek salad dressing	¼	tomato, diced		
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¼	tomato, diced																						

		<p>a rice dish, for example:</p> <ul style="list-style-type: none"> ○ toss • Demonstrate moist heat cooking methods, boil and simmer. • Describe how cooking affects the appearance, texture and taste of cereals and cereal products (e.g. rice). 	<p>Method</p> <ol style="list-style-type: none"> 1. Add rice to boiling salted water in a saucepan. 2. Put the lid on and simmer for 20-30 minutes over low heat until it is swelled out and soft. 3. Let the rice cool down. 4. Combine all the ingredients in a glass bowl, toss and serve. <p>Note: Over-cooking will destroy the texture and rice will be sticky and rubbery.</p>
	Food and Nutrition	<ul style="list-style-type: none"> • Demonstrate good hygiene and safety practices during the practical lesson, for example: <ul style="list-style-type: none"> ○ wash hands regularly ○ clean working surfaces before and after the practical lesson ○ handle knives, heat, electricity, etc. with care 	<p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p> <p>The teacher asks questions to the learners during the practical lesson to test their knowledge or the learners can complete a worksheet about the practical lesson afterwards.</p> <p>Possible questions:</p> <ul style="list-style-type: none"> • Name all the equipment and utensils that you used to prepare the rice dish. • What cooking methods did you use to cook the dish? • How did the cooking affect the appearance, texture and taste of the rice? • Describe the appearance and texture of over-cooked rice.

5	Food Production	<p>The learner must be able to prepare two different pasta dishes, applying the skills below:</p> <ul style="list-style-type: none"> • Identify the equipment and utensils used to prepare pasta. • Demonstrate the correct measuring skills. • Read and interpret the recipe. • Demonstrate preparation techniques, such as: <ul style="list-style-type: none"> ○ grate ○ slice ○ drain ○ melt ○ making a roux • Demonstrate the correct mixing methods, for example: <ul style="list-style-type: none"> ○ mix ○ stir • Demonstrate moist heat cooking methods, simmer and boil. • Garnish the pasta dish. • Explain why oil is added to the water when pasta is boiled. • Describe how cooking affects the appearance, texture and taste of cereals and cereal products (e.g. pasta). 	<p>Learners do two practical lessons where they prepare two different pasta dishes, for example plain macaroni and cheese and macaroni and cheese with bacon or mince.</p> <p style="text-align: center;">MACARONI AND CHEESE</p> <table border="1" data-bbox="1312 504 1986 754"> <thead> <tr> <th colspan="4">Ingredients</th></tr> </thead> <tbody> <tr> <td>250 ml</td><td>macaroni</td><td>2 ml</td><td>salt</td></tr> <tr> <td>50 ml</td><td>margarine</td><td>300 ml</td><td>cheddar cheese, grated</td></tr> <tr> <td>50 ml</td><td>flour</td><td></td><td>tomato, sliced</td></tr> <tr> <td>400 ml</td><td>milk</td><td></td><td>parsley</td></tr> </tbody> </table> <p>Method</p> <ol style="list-style-type: none"> 1. Boil the macaroni for 15 - 20 minutes until soft but firm (<i>al dente</i>) in a pot filled with boiling water, a bit of salt and a bit of oil. (The oil will prevent the pasta from sticking to each other.) 2. Drain the pasta. 3. Melt the margarine in a saucepan. Remove from the stove. 4. Add the flour. Use a wooden spoon to mix the flour and margarine. (The mixture is called a <i>roux</i>.) 5. Return to the stove and cook the roux for about 1 minute. 6. Remove the saucepan from the stove. Add the milk gradually, stirring all the time with a wooden spoon. 	Ingredients				250 ml	macaroni	2 ml	salt	50 ml	margarine	300 ml	cheddar cheese, grated	50 ml	flour		tomato, sliced	400 ml	milk		parsley
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		<ul style="list-style-type: none"> Name the characteristics of a good white/cheese sauce, for example: <ul style="list-style-type: none"> right consistency smooth and lump-free glossy, etc. Name ways to prevent lumps from forming in the cheese sauce. (e.g. make a roux and stir continuously) Define terms like al dente, roux, etc. 	<ol style="list-style-type: none"> Return to the stove and simmer until the mixture thickens, stirring constantly. Remove from the heat and add the salt and grated cheese. Keep some of the cheese for garnishing. Pour cheese sauce over pasta. Garnish with grated cheese, tomato and parsley. <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p>
	Food and Nutrition	<ul style="list-style-type: none"> Demonstrate good hygiene and safety practices during the practical lesson, for example: <ul style="list-style-type: none"> wash hands regularly clean working surfaces before and after the practical lesson handle knives, heat, electricity, etc. with care 	<p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p> <p>The teacher asks questions to the learners during the practical lesson to test their knowledge or the learners can complete a worksheet about the practical lesson afterwards.</p> <p>Possible questions:</p> <ul style="list-style-type: none"> Name all the equipment and utensils that you used to prepare the pasta dish. What cooking methods did you use to cook the dish? Why did you add oil to the water in which you boiled the pasta? How did the cooking affect the appearance, texture and taste of the pasta? Name the characteristics of a good white/cheese sauce.

			<ul style="list-style-type: none"> Did your cheese sauce come out smooth and velvety or was it lumpy? Explain what you did or did not do to achieve this result. Explain what “al dente” and “making a roux” mean. 																																												
6	Food Production	<p>The learner must be able to prepare two different pasta dishes, applying the skills below:</p> <ul style="list-style-type: none"> Identify the equipment and utensils used to prepare pasta. Demonstrate the correct measuring skills. Read and interpret the recipe. Demonstrate preparation techniques, such as: <ul style="list-style-type: none"> grate slice chop sauté drain sprinkle Demonstrate the correct mixing methods, for example: <ul style="list-style-type: none"> stir 	<p>Learners do two practical lessons where they prepare two different pasta dishes, for example spaghetti bolognaise and Italian spaghetti.</p> <p style="text-align: center;">SPAGHETTI BOLOGNAISE</p> <table border="1"> <thead> <tr> <th colspan="4">Ingredients</th> </tr> <tr> <th colspan="4">Meat sauce</th> </tr> </thead> <tbody> <tr> <td>200 g</td><td>mince meat</td><td>10 ml</td><td>tomato puree</td></tr> <tr> <td>½</td><td>carrot</td><td>50 ml</td><td>cheese, grated</td></tr> <tr> <td>½</td><td>onion</td><td>3 ml</td><td>gravy powder (Bisto)</td></tr> <tr> <td>2 slices</td><td>green pepper</td><td>3 ml</td><td>corn flour (Maizena)</td></tr> <tr> <td>1</td><td>tomato</td><td></td><td></td></tr> <tr> <td>½</td><td>cube beef stock</td><td></td><td></td></tr> <tr> <td>3 ml</td><td>curry powder</td><td>1/8</td><td>pack spaghetti</td></tr> <tr> <td>3 ml</td><td>barbecue spice</td><td>1 ml</td><td>salt</td></tr> <tr> <td>15 ml</td><td>cooking oil</td><td>5 ml</td><td>cooking oil</td></tr> </tbody> </table>	Ingredients				Meat sauce				200 g	mince meat	10 ml	tomato puree	½	carrot	50 ml	cheese, grated	½	onion	3 ml	gravy powder (Bisto)	2 slices	green pepper	3 ml	corn flour (Maizena)	1	tomato			½	cube beef stock			3 ml	curry powder	1/8	pack spaghetti	3 ml	barbecue spice	1 ml	salt	15 ml	cooking oil	5 ml	cooking oil
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		<ul style="list-style-type: none"> ○ mix • Demonstrate moist and dry heat cooking methods; boil, simmer and shallow fry. • Garnish the pasta dish. 	<p>Method</p> <ol style="list-style-type: none"> 1. Boil spaghetti in saucepan with enough boiling water to cover it completely. Add 1 ml salt and 5 ml cooking oil. Boil without a lid. 2. Chop the onion and green pepper. Grate the carrot. 3. Heat the oil in a frying pan and sauté the onion, carrot, green pepper and curry powder. 4. Add the meat and barbeque spice. Fry until meat is brown. 5. Pour boiling water over the tomato. Leave for a minute and skin. Chop and add to meat. 6. Dissolve the stock cube in 150 ml boiling water and add to the meat. Add the tomato puree and stir. Cover and simmer over low heat until done. (± 10 minutes). 7. Mix gravy powder and corn flour with a little cold water. Add to meat to thicken the gravy. 8. Drain the spaghetti and turn onto a flat oval meat platter. Form a hole in the middle. Spoon the meat mixture into this hole. 9. Sprinkle the cheese over the spaghetti and mince. 10. Serve hot. <p>The teacher can do an additional (3rd) practical lesson during this week</p>
	Food and Nutrition	<ul style="list-style-type: none"> • Demonstrate good hygiene and safety practices during the practical lesson, for example: <ul style="list-style-type: none"> ○ wash hands regularly ○ clean working surfaces before and after the practical lesson ○ handle knives, heat, electricity, etc. with care 	

			<p>with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>
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7	Food Production	<p>The learner must be able to prepare two different pasta dishes, applying the skills below:</p> <ul style="list-style-type: none"> Identify the equipment and utensils used to prepare pasta. Demonstrate the correct measuring skills. Read and interpret the recipe. Demonstrate preparation techniques, such as: <ul style="list-style-type: none"> slice dice chop sauté drain making a roux Demonstrate the correct mixing methods, for example: <ul style="list-style-type: none"> stir mix Demonstrate moist and dry heat cooking methods; boil and shallow fry. 	<p>Learners do two practical lessons where they prepare two different pasta dishes, for example pasta alfredo and bacon carbonara.</p> <p>PASTA ALFREDO</p> <table border="1"> <thead> <tr> <th colspan="4">Ingredients</th></tr> <tr> <th colspan="2">Pasta Mix</th><th colspan="2">White Sauce</th></tr> </thead> <tbody> <tr> <td>150 ml</td><td>elbow macaroni</td><td>25 ml</td><td>margarine</td></tr> <tr> <td>5 ml</td><td>cooking oil</td><td>25 ml</td><td>cake flour</td></tr> <tr> <td>1</td><td>small onion, sliced</td><td>250 ml</td><td>milk</td></tr> <tr> <td>2 slices</td><td>green pepper, diced</td><td>2 ml</td><td>salt</td></tr> <tr> <td>2 rashers</td><td>bacon, diced</td><td>2 ml</td><td>parsley, chopped</td></tr> <tr> <td>150 g</td><td>mushrooms, cut in quarters</td><td></td><td></td></tr> <tr> <td>25 ml</td><td>cooking oil for frying</td><td></td><td></td></tr> </tbody> </table> <p>Method</p> <p>Pasta Mix:</p> <ol style="list-style-type: none"> Boil the macaroni with the 5 ml cooking oil in rapid-bowling salted water until soft. Drain. 	Ingredients				Pasta Mix		White Sauce		150 ml	elbow macaroni	25 ml	margarine	5 ml	cooking oil	25 ml	cake flour	1	small onion, sliced	250 ml	milk	2 slices	green pepper, diced	2 ml	salt	2 rashers	bacon, diced	2 ml	parsley, chopped	150 g	mushrooms, cut in quarters			25 ml	cooking oil for frying		
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		<ul style="list-style-type: none"> Garnish the pasta dish. 	<ol style="list-style-type: none"> Heat the 25 ml cooking oil in a frying pan, and sauté the onion and green pepper until done. Remove from pan and add to the cooked macaroni. Use the same frying pan and stir-fry the bacon till almost done. Add the mushrooms and stir-fry. Remove from pan and add to the macaroni-mixture. Mix lightly.
	Food and Nutrition	<ul style="list-style-type: none"> Demonstrate good hygiene and safety practices during the practical lesson, for example: <ul style="list-style-type: none"> wash hands regularly clean working surfaces before and after the practical lesson handle knives, heat, electricity, etc. with care 	<p>White Sauce:</p> <ol style="list-style-type: none"> Prepare the white sauce according to the roux method: Melt the margarine in a small saucepan. Stir in the cake flour and salt. Add the milk slowly while stirring. Reduce the temperature and stir and boil for 3 minutes over low heat until smooth and thick. Stir in the parsley. Pour the white sauce over the macaroni-mixture and stir lightly. Serve hot. <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>

8	Food Production	<p>The learner must be able to prepare two different pasta dishes, applying the skills below:</p> <ul style="list-style-type: none">• Identify the equipment and utensils used to prepare pasta.• Demonstrate the correct measuring skills.• Read and interpret the recipe.• Demonstrate preparation techniques, such as:<ul style="list-style-type: none">- preheat oven- grease oven dish○ chop○ grate○ sauté○ drain○ melt○ making a roux○ sprinkle• Demonstrate the correct mixing methods, for example:<ul style="list-style-type: none">○ stir	<p>Learners do two practical lessons where they prepare two different pasta dishes, for example lasagne and baked cannelloni.</p> <p>LASAGNE (3 to 4 portions)</p> <table><tr><th colspan="2">Ingredients: Lasagne</th></tr><tr><td>15 ml</td><td>cooking oil</td></tr><tr><td>½</td><td>onion, chopped</td></tr><tr><td>5 ml</td><td>parsley, chopped</td></tr><tr><td>250 g</td><td>mince meat</td></tr><tr><td>5 ml</td><td>salt</td></tr><tr><td>pinch of</td><td>pepper</td></tr><tr><td>110 g (1 tin)</td><td>tomato paste</td></tr><tr><td>125 g</td><td>spinach noodles (green) or macaroni</td></tr><tr><td>20 ml</td><td>cheddar cheese, grated</td></tr></table> <table><tr><th colspan="2">Ingredients: Cheese Sauce</th></tr><tr><td>40 ml</td><td>margarine</td></tr><tr><td>40 ml</td><td>cake flour</td></tr><tr><td>350 ml</td><td>milk</td></tr><tr><td>1 ml</td><td>salt</td></tr><tr><td>pinch of</td><td>pepper</td></tr><tr><td>100 ml</td><td>cheddar cheese, grated</td></tr></table>	Ingredients: Lasagne		15 ml	cooking oil	½	onion, chopped	5 ml	parsley, chopped	250 g	mince meat	5 ml	salt	pinch of	pepper	110 g (1 tin)	tomato paste	125 g	spinach noodles (green) or macaroni	20 ml	cheddar cheese, grated	Ingredients: Cheese Sauce		40 ml	margarine	40 ml	cake flour	350 ml	milk	1 ml	salt	pinch of	pepper	100 ml	cheddar cheese, grated
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		<ul style="list-style-type: none"> • Demonstrate dry and moist heat cooking methods; shallow fry, simmer, boil and bake. • Garnish the pasta dish. 	Method Lasagne:
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	Food and Nutrition	<ul style="list-style-type: none"> • Demonstrate good hygiene and safety practices during the practical lesson, for example: <ul style="list-style-type: none"> ○ wash hands regularly ○ clean working surfaces before and after the practical lesson ○ handle knives, heat, electricity, etc. with care 	<ol style="list-style-type: none"> 1. Preheat the oven to 200°C. 2. Heat oil and lightly <i>sauté</i> the onions and parsley together. 3. Add the mince, salt, pepper and tomato paste. 4. Stir well and simmer until mince is just cooked (±15 min). 5. Boil the pasta in boiling salted water with a little bit of oil. 6. Drain the pasta. 7. Prepare cheese sauce using the given recipe. 8. Spoon the following in alternating layers in a greased oven dish: meat, pasta and cheese sauce. Continue until all the ingredients have been used, ending with a layer of cheese sauce. 9. Sprinkle cheese on top and bake at 200°C for 20 minutes. <p>Cheese Sauce:</p> <ol style="list-style-type: none"> 1. Melt the margarine and stir in the cake flour. 2. Boil the <i>roux</i> for one minute. 3. Slowly stir in the milk. 4. Bring to boil, stirring continuously. 5. Add salt and pepper and boil for 2 minutes, until it thickens. 6. Remove from the stove, add the cheese and stir. <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>
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	Entrepreneurship	<ul style="list-style-type: none"> Produce, package and sell a quality pasta dish. 	<p>With the teacher's help, learners calculate the cost of the ingredients used for the recipe and materials used for packaging and calculate a selling price for the lasagne (keeping a small profit in mind).</p> <p>Learners take orders for lasagne from teachers or businesses in town. Learners prepare and package the lasagne in suitable and attractive containers.</p> <p>*The teacher can use the costing table in Annexure C to help the learners to calculate the cost of ingredients.</p>
9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of two Practical lessons with a 75% weighting and a Theory test/examination with a 25% weighting.	

Formal Assessment Tasks

Activity 1: Practical lesson – Cereal / Rice

Activity 2: Practical lesson – Pasta

75%

The teacher chooses any two recipes used during the weekly practical lessons for the learners to do for marks. The two recipes should not be variations of each other. Annexure A will be used to evaluate the dishes.

Calculation of practical mark: $\frac{?}{50} + \frac{?}{50} = \frac{?}{100}$ (convert to a mark out of 75)

Conversion: $\frac{?}{100} \times \frac{75}{1} = \frac{?}{75}$

Activity 3: Test or Examination – 25%

Year 2 Term 3

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	Food and Nutrition	<ul style="list-style-type: none"> Define nutrition terminology, such as: <ul style="list-style-type: none"> nutrition nutrients diet meal plan menu, etc. Name the food-based dietary guidelines for South Africans, for example: <ul style="list-style-type: none"> eat fats sparingly use salt sparingly drink lots of water, etc. Understand the South African food-guide pyramid, according to: <ul style="list-style-type: none"> the six food groups main nutrients functions of main nutrients food sources portions per day Describe the guidelines for planning meals/menus, for example: 	<p>Learners complete a crossword puzzle where they read the description of the term and fill in the correct word (terminology).</p> <p>Learners search for pictures of food types, etc. in magazines and illustrate the dietary guidelines, as well as the food pyramid on a poster. They must also provide their poster with headings and labels.</p> <p>Learners draw a table and tabulate the different food groups, their main nutrients, function in the body, food sources and portions per day.</p> <p>Learners complete an assignment where they:</p> <ul style="list-style-type: none"> Write down everything they ate the day before and compare the

		<ul style="list-style-type: none"> ○ avoid meals lacking in colour contrast ○ avoid serving all soft, all dry, all hard-textured food ○ avoid repetition of flavours ○ include whole-wheat cereals rather than refined foods ○ avoid too many sweet foods, etc. • Compare/Evaluate daily food intake with the South African food-guide pyramid. • Name and discuss factors that influence food practices, such as: <ul style="list-style-type: none"> ○ Religion (Christianity, Islam, Judaism, Hinduism, Buddhism, etc.) ○ Culture ○ Socio-economic status ○ Emotions ○ Values and attitudes ○ Education and knowledge, etc. 	<p>number of portions for each food group with the amounts listed in the food pyramid.</p> <ul style="list-style-type: none"> • Determine how their choices meet the recommended portions. • Describe how their choices affect their health positively or negatively. • Make recommendations to ensure that their food choices meet the South-African Food-based Dietary Guidelines. <p>Learners choose one religion to research and make a poster illustrating the food practices of that religion, for example: types of food not eaten, examples of food eaten, celebrations that include food, etc. They must also provide their poster with headings and labels.</p> <p>Learners discuss the food rituals or habits from different cultures within the class, for example: Zulus, Xhosas, Sotho's, Afrikaners, Indians, Chinese, etc.</p>
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2	Food and Nutrition	<ul style="list-style-type: none"> • Explain reasons for food spoilage, such as: <ul style="list-style-type: none"> ○ moisture loss ○ absorption of moisture ○ oxidation, etc. • List different types of micro-organisms, for example: <ul style="list-style-type: none"> ○ bacteria ○ moulds ○ yeast ○ pathogenic micro-organisms • Name and describe the factors that influence the growth of micro-organisms, such as: <ul style="list-style-type: none"> ○ food ○ moisture ○ temperature ○ pH balance, etc. • Describe the effect of pathogenic organisms on food spoilage and food safety (signs of food spoilage), for example: <ul style="list-style-type: none"> ○ smell ○ sliminess ○ discolouration ○ gas • Name and describe ways to prevent the growth of 	<p>The teacher demonstrates food spoilage to the learners. For example: an apple that turns brown once it is peeled, mould on bread, etc.</p> <p>Afterwards the teacher asks the learners questions about food spoilage.</p>
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		<p>micro-organisms:</p> <ul style="list-style-type: none"> ○ Keep everything clean. ○ Separate to avoid cross-contamination. ○ Keep it cool. ○ Cook it properly. <ul style="list-style-type: none"> • Define perishable foods, semi-perishable foods and non-perishable foods. • List examples of perishable, semi-perishable and non-perishable foods. • Describe food-storage procedures for the following: <ul style="list-style-type: none"> ○ Dry storage ○ Refrigerator storage ○ Freezer storage 	<p>Learners tabulate the difference between perishable foods, semi-perishable foods and non-perishable foods, by pasting pictures as example of each.</p>
3	Food Production	<p>The learner must be able to prepare different types of eggs, applying the skills below:</p> <ul style="list-style-type: none"> • Identify the equipment and utensils used to prepare eggs. • Demonstrate the correct mixing methods, for example: <ul style="list-style-type: none"> ○ whisk/beat • Demonstrate moist and dry heat cooking methods; boil, poach and fry. 	<p>The teacher demonstrates:</p> <ul style="list-style-type: none"> • how to check if eggs are fresh or spoiled • different cooking methods for eggs, for example boil, poach, fry and scrambled eggs • sunny side up • over-cooking eggs <p>The learners observe and listen to what the teacher does and say during the demonstration. Afterwards the learners complete a worksheet about</p>

		<ul style="list-style-type: none"> • Explain ways to check if eggs are fresh or spoiled, for example the water test or first breaking the egg in a bowl before you use it. • Name and describe different cooking methods for eggs: <ul style="list-style-type: none"> ○ boiling ○ poaching ○ frying ○ scrambling ○ omelettes • Describe and apply the guidelines for cooking different types of eggs. • Describe the properties of well-cooked eggs. • Define terms like “coagulate” and “sunny side up”. • Describe the effect that over-cooking has on eggs. • Name and describe other uses for eggs, for example: <ul style="list-style-type: none"> ○ glazing ○ binding ○ thickening ○ garnishing, etc. 	<p>eggs where they must answer questions regarding the demonstration.</p> <p>Learners cook different types of eggs:</p> <ul style="list-style-type: none"> • Boiled eggs • Poached eggs • Fried eggs • Scrambled eggs <p>Learners complete an assignment where they paste pictures of dishes illustrating the different uses of eggs.</p>
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	Food and Nutrition	<ul style="list-style-type: none"> • Demonstrate good hygiene and safety practices during the practical lesson, for example: <ul style="list-style-type: none"> ○ wash hands regularly ○ clean working surfaces before and after the practical lesson ○ handle heat, electricity, etc. with care 																					
4	Food Production	<p>The learner must be able to prepare two different types of boiled egg dishes, applying the skills below:</p> <ul style="list-style-type: none"> • Identify the equipment and utensils used to prepare boiled eggs. • Demonstrate the correct measuring skills. • Read and interpret the recipe. • Demonstrate basic preparation techniques, such as: <ul style="list-style-type: none"> ○ peel ○ slice ○ mash ○ sprinkle • Demonstrate the correct mixing methods, for example: <ul style="list-style-type: none"> ○ mix • Demonstrate moist heat cooking methods, boil and 	<p>Learners do two practical lessons where they prepare two different types of boiled egg dishes, for example devilled eggs and an egg salad (sandwich).</p> <p style="text-align: center;">DEVILLED EGGS</p> <table border="1"> <thead> <tr> <th colspan="4">Ingredients</th></tr> </thead> <tbody> <tr> <td>6</td><td>eggs</td><td>pinch of</td><td>salt</td></tr> <tr> <td>62,5 ml</td><td>mayonnaise</td><td>pinch of</td><td>black pepper</td></tr> <tr> <td>5 ml</td><td>white vinegar</td><td></td><td>paprika (to garnish)</td></tr> <tr> <td>5 ml</td><td>mustard</td><td></td><td></td></tr> </tbody> </table> <p>Method</p> <ol style="list-style-type: none"> 1. Boil water in a saucepan and add a little bit of salt to the water. 2. When the water starts to boil, reduce the heat. 3. Lower the eggs into the simmering water with a spoon. 4. Put the lid on the saucepan and boil the eggs for approximately 12 minutes. 	Ingredients				6	eggs	pinch of	salt	62,5 ml	mayonnaise	pinch of	black pepper	5 ml	white vinegar		paprika (to garnish)	5 ml	mustard		
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6	eggs	pinch of	salt																				
62,5 ml	mayonnaise	pinch of	black pepper																				
5 ml	white vinegar		paprika (to garnish)																				
5 ml	mustard																						

		<p>simmer.</p> <ul style="list-style-type: none"> Garnish the egg dish. Describe and apply the guidelines for boiling eggs, for example: <ul style="list-style-type: none"> add salt to the water to prevent the egg white from leaking place eggs in cold water immediately after cooking to prevent a blue/green ring from forming around the yolk, etc. Describe the properties of well-cooked boiled eggs, for example: <ul style="list-style-type: none"> the white is cooked evenly soft texture freshly cooked flavour, etc. 	<ol style="list-style-type: none"> Rinse the eggs under cold water. Crack the shells and peel the eggs. Slice the eggs in half lengthwise. Remove the yolks and mash the yolks into a fine crumble using a fork. Add the mayonnaise, vinegar, mustard, salt and pepper and mix well. Evenly disperse heaped teaspoons of the yolk mixture into the egg whites. Sprinkle with paprika and serve. <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>
	Food and Nutrition	<ul style="list-style-type: none"> Demonstrate good hygiene and safety practices during the practical lesson, for example: <ul style="list-style-type: none"> wash hands regularly clean working surfaces before and after the practical lesson handle knives, heat, electricity, etc. with care 	
5	Food Production	The learner must be able to prepare two different fried	Learners do two practical lessons where they prepare two different egg dishes using frying as a cooking method, for example nest egg and

	<p>egg dishes, applying the skills below:</p> <ul style="list-style-type: none">• Identify the equipment and utensils used to prepare fried eggs.• Read and interpret the recipe.• Demonstrate basic preparation techniques, such as:<ul style="list-style-type: none">○ cut○ melt○ season• Demonstrate dry heat cooking methods, toast and shallow fry.• Garnish the egg dish.• Describe and apply the guidelines for frying eggs, for example:<ul style="list-style-type: none">○ crack eggs immediately before use○ heat the oil in a pan over moderate heat, etc.• Describe the properties of well-cooked fried eggs, for example:<ul style="list-style-type: none">○ yolk is unbroken○ delicate, pleasant flavour○ not greasy, etc.	<p>French toast.</p> <p style="text-align: center;">NEST EGG</p> <table border="1"><thead><tr><th colspan="3">Ingredients</th></tr></thead><tbody><tr><td>1</td><td>slice of bread</td><td>butter for frying</td></tr><tr><td>1</td><td>egg</td><td>salt and pepper</td></tr></tbody></table> <p>Method</p> <ol style="list-style-type: none">1. Cut a circle shape or heart shape out of the slice of bread.2. Melt the butter in a frying pan and toast the bread.3. Crack an egg into the hole and fry until the white sets.4. Season with salt and pepper. <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>	Ingredients			1	slice of bread	butter for frying	1	egg	salt and pepper
Ingredients											
1	slice of bread	butter for frying									
1	egg	salt and pepper									
Food and	<ul style="list-style-type: none">• Demonstrate good hygiene and safety practices										

	Nutrition	<p>during the practical lesson, for example:</p> <ul style="list-style-type: none"> ○ wash hands regularly ○ clean working surfaces before and after the practical lesson ○ handle knives, heat, electricity, etc. with care 	
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6	Food Production	<p>The learner must be able to prepare two different types of omelettes, applying the skills below:</p> <ul style="list-style-type: none">Identify the equipment and utensils used to prepare the omelette.Demonstrate the correct measuring skills.Read and interpret the recipe.Demonstrate preparation techniques, such as:<ul style="list-style-type: none">preheat ovenchopdiceslicegrategreaseseparateDemonstrate the correct mixing methods, for example:<ul style="list-style-type: none">beatfold-inDemonstrate dry heat cooking methods, shallow fry and bake.Garnish the omelette.Compare the difference between a French omelette and a puffy/soufflé omelette:<ul style="list-style-type: none">French – similar to scrambled eggs, egg whites	<p>Learners do two practical lessons where they prepare two different types omelettes, for example puffed omelettes and French omelettes.</p> <table><tr><th colspan="3">PUFFED OMELETTES</th></tr><tr><th colspan="3">Ingredients</th></tr><tr><th colspan="2">Omelette</th><th>Filling</th></tr><tr><td>2</td><td>eggs (separated)</td><td>onion, chopped</td></tr><tr><td>pinch of</td><td>cream of tartar</td><td>green pepper, diced</td></tr><tr><td>25 ml</td><td>water</td><td>mushroom, sliced</td></tr><tr><td>pinch of</td><td>salt</td><td>bacon, diced</td></tr><tr><td>pinch of</td><td>pepper</td><td>tomato, diced</td></tr><tr><td></td><td></td><td>cheddar cheese, grated</td></tr></table> <p>Method</p> <ol style="list-style-type: none">Shallow fry the onion, green pepper, mushrooms and bacon in a little bit of oil.Lightly grease another frying pan with oil.Beat the egg whites and cream of tartar until stiff but not dry.Beat the other ingredients together until light and foamy.Fold the beaten egg yolks into the beaten egg whites.Heat the frying pan to low temperature. Pour the egg mixture into the frying pan and shallow fry until the bottom turns a golden brown colour.Place the omelette into an oven (160°C) and bake for 3 minutes so	PUFFED OMELETTES			Ingredients			Omelette		Filling	2	eggs (separated)	onion, chopped	pinch of	cream of tartar	green pepper, diced	25 ml	water	mushroom, sliced	pinch of	salt	bacon, diced	pinch of	pepper	tomato, diced			cheddar cheese, grated
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		<p>and yolks whisked together</p> <ul style="list-style-type: none"> ○ puffy/soufflé – egg whites and yolks beaten separately, then folded in together • Describe the properties of a well-made French omelette, for example: <ul style="list-style-type: none"> ○ outside surface is golden-brown ○ inner texture is soft and moist ○ fresh, appetising taste, etc. • Describe the properties of a well-made puffy/soufflé omelette, for example: <ul style="list-style-type: none"> ○ outside surface is golden-brown ○ light, puffy/spongy texture ○ fresh, delicate taste, etc. 	<p>that the top dries out.</p> <p>8. Cut the top layer in half. Place the filling on top and fold double.</p> <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>
	Food and Nutrition	<ul style="list-style-type: none"> • Demonstrate good hygiene and safety practices during the practical lesson, for example: <ul style="list-style-type: none"> ○ wash hands regularly ○ clean working surfaces before and after the practical lesson ○ handle knives, heat, electricity, etc. with care 	

7	Food Production	<p>The learner must be able to prepare two different types of egg dishes, applying the skills below:</p> <ul style="list-style-type: none">• Identify the equipment and utensils used to prepare the egg dish.• Demonstrate the correct measuring skills.• Read and interpret the recipe.• Demonstrate basic preparation techniques, such as:<ul style="list-style-type: none">○ preheat oven○ grease baking dish○ melt○ grate○ sprinkle• Demonstrate the correct mixing methods, for example:<ul style="list-style-type: none">○ mix○ beat• Demonstrate dry heat cooking methods, fry and bake.• Garnish the egg dish.	<p>Learners do two practical lessons where they prepare two different types of egg dishes, for example quiche and frittatas.</p> <p style="text-align: center;">QUICHE LORRAINE</p> <table><tr><th colspan="4">Ingredients</th></tr><tr><th colspan="2">Crust</th><th colspan="2">Custard Mixture</th></tr><tr><td>100 g</td><td>“Salticrax” biscuit crumbs</td><td>2</td><td>eggs</td></tr><tr><td>40 ml</td><td>margarine, melted</td><td>60 ml</td><td>thick cream</td></tr><tr><td></td><td></td><td>90 ml</td><td>milk</td></tr><tr><td></td><td></td><td>75 ml</td><td>chicken stock (¼ stock</td></tr><tr><td>50 g</td><td>bacon, diced</td><td></td><td>cube and 75 ml boiling</td></tr><tr><td>125 ml</td><td>cheddar cheese, grated</td><td></td><td>water) cooled</td></tr><tr><td>pinch</td><td>of cayenne pepper</td><td>pinch</td><td>of salt + pepper</td></tr></table> <p>Method</p> <p>Crust:</p> <ol style="list-style-type: none">1. Mix the “Salticrax” crumbs with the melted margarine.2. Press with fingers into greased pie dish. Cover the bottom as well as the sides.	Ingredients				Crust		Custard Mixture		100 g	“Salticrax” biscuit crumbs	2	eggs	40 ml	margarine, melted	60 ml	thick cream			90 ml	milk			75 ml	chicken stock (¼ stock	50 g	bacon, diced		cube and 75 ml boiling	125 ml	cheddar cheese, grated		water) cooled	pinch	of cayenne pepper	pinch	of salt + pepper
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	Nutrition	<ul style="list-style-type: none"> ○ wash hands regularly ○ clean working surfaces before and after the practical lesson ○ handle knives, heat, electricity, etc. with care 	<p>Custard Mixture:</p> <ol style="list-style-type: none"> 3. Preheat the oven to 160°C. 4. Dissolve the stock cube in the boiling water. Leave to cool. 5. Beat the eggs and add the rest of the ingredients to the eggs. <p>Filling:</p> <ol style="list-style-type: none"> 6. Fry the bacon until crisp. 7. Spread the grated cheese over the bottom of the pie dish inside the crust and sprinkle the bacon on top. 8. Pour the custard mixture over the cheese and bacon inside the crust. 9. Bake 30 to 40 minutes at 160°C until set. <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>
	Entrepreneurship	<ul style="list-style-type: none"> ● Produce, package and sell a quality egg dish. 	<p>Learners prepare and package the quiche in suitable and attractive containers.</p> <p>With the teacher's help, learners calculate the cost of the ingredients used for the recipe and materials used for packaging and calculate a selling price for the quiche (keeping a small profit in mind).</p>

			<p>Learners take orders for the quiche from family and/or teachers.</p> <p>*The teacher can use the costing table in Annexure C to help the learners to calculate the cost of ingredients.</p>																																				
8	Food Production	<p>The learner must be able to prepare two different egg desserts, applying the skills below:</p> <ul style="list-style-type: none"> Identify the equipment and utensils used to prepare the egg dessert. Demonstrate the correct measuring skills. Read and interpret the recipe. Demonstrate preparation techniques, such as: <ul style="list-style-type: none"> preheat the oven separate the eggs Demonstrate the correct mixing methods, for example: <ul style="list-style-type: none"> mix stir beat Demonstrate a dry and moist heat cooking methods, boil, simmer and bake Decorate the egg dessert. 	<p>Learners do two practical lessons where they prepare two different egg desserts, for example velvet pudding with meringue and baked egg custard.</p> <p>VELVET PUDDING WITH MERINGUE</p> <table border="1"> <thead> <tr> <th colspan="4">Ingredients</th></tr> <tr> <th colspan="2">Velvet Pudding</th><th colspan="2">Meringue</th></tr> </thead> <tbody> <tr> <td>100 ml</td><td>cake flour</td><td>25 ml</td><td>apricot jam</td></tr> <tr> <td>60 ml</td><td>sugar</td><td>50 ml</td><td>sugar</td></tr> <tr> <td>1 ml</td><td>salt</td><td>2</td><td>egg whites</td></tr> <tr> <td>500 ml</td><td>milk</td><td></td><td></td></tr> <tr> <td>2</td><td>egg yolks</td><td></td><td></td></tr> <tr> <td>25 ml</td><td>margarine</td><td></td><td></td></tr> <tr> <td>5 ml</td><td>vanilla essence</td><td></td><td></td></tr> </tbody> </table> <p>Method</p> <p>Velvet Pudding:</p> <ol style="list-style-type: none"> Preheat the oven to 180°C. Mix the sugar, salt and flour in a mixing bowl. Add 100 ml milk and mix to a paste. Add egg yolks. Mix well. Heat the remaining milk (400 ml) to almost boiling point. Add a little hot milk to the flour mixture and mix. Pour back into the 	Ingredients				Velvet Pudding		Meringue		100 ml	cake flour	25 ml	apricot jam	60 ml	sugar	50 ml	sugar	1 ml	salt	2	egg whites	500 ml	milk			2	egg yolks			25 ml	margarine			5 ml	vanilla essence		
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	Nutrition	<ul style="list-style-type: none"> ○ wash hands regularly ○ clean working surfaces before and after the practical lesson ○ handle heat, electricity, etc. with care 	<p>saucepan with the remaining hot milk and stir continuously over low heat until mixture thickens.</p> <ol style="list-style-type: none"> 5. Add margarine and vanilla. 6. Pour mixture into a casserole and bake ± 30 minutes until slightly brown on top. 7. Remove from oven. <p>Meringue:</p> <ol style="list-style-type: none"> 1. Adjust oven temperature to 150°C. 2. Spread the apricot jam over the pudding. 3. Beat the egg whites until stiff while adding the 50 ml sugar gradually. Spoon the meringue over the pudding. 4. Put back into the oven and bake until the meringue turns slightly brown. (± 20 minutes) <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>
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9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of two Practical lessons with a 75% weighting and a Theory test/examination with a 25% weighting.
<p>Formal Assessment Tasks</p> <p>Activity 1: Practical lesson – Eggs (savoury) } Activity 2: Practical lesson – Eggs (sweet) } 75%</p> <p>The teacher chooses any two recipes used during the weekly practical lessons for the learners to do for marks. The two recipes should not be variations of each other. Annexure A will be used to evaluate the dishes.</p> <p>Calculation of practical mark: $\frac{?}{50} + \frac{?}{50} = \frac{?}{100}$ (convert to a mark out of 75)</p> <p>Conversion: $\frac{?}{100} \times \frac{75}{1} = \frac{?}{75}$</p> <p>Activity 3: Test or Examination – 25%</p>		

Year 2 Term 4

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	Entrepreneurship	<ul style="list-style-type: none"> Define what an entrepreneur is. Name qualities/characteristics of a successful entrepreneur, for example: <ul style="list-style-type: none"> willing to take risks enthusiastic creative, etc. Explain the reasons why some entrepreneurs do not succeed, for example: <ul style="list-style-type: none"> lack of experience inadequate market research, etc. Explain the importance of entrepreneurship for the South African economy and society, for example: <ul style="list-style-type: none"> job creation empowers citizens, etc. Describe the factors entrepreneurs should consider when choosing a product for small-scale production: <ul style="list-style-type: none"> Culture, socio-economic conditions and preferences of target market. Resources available to the entrepreneur. Name and describe the types of resources entrepreneurs need: 	Learners complete a case study about entrepreneurship, where they identify the qualities of successful entrepreneurs, reasons for failure, etc.

		<ul style="list-style-type: none"> ○ Human resources <ul style="list-style-type: none"> - knowledge - skills - time - energy - creativity ○ Material resources <ul style="list-style-type: none"> - equipment - storage facilities ○ Environmental resources 	
2	Entrepreneurship	<ul style="list-style-type: none"> • Name and describe the work centres in a food-production area/kitchen, such as: <ul style="list-style-type: none"> ○ food storage centre ○ mixing centre ○ cleaning-up centre ○ cooking centre, etc. • Draw the work triangle in a food-production area/kitchen. • Name the planning principles for the storage areas of food-production area/kitchen, for example: <ul style="list-style-type: none"> ○ store things where they are used ○ store similar objects together ○ store things at a convenient height, etc. • Assess/Evaluate the layout of a food-production 	<p>Learners complete an assignment where they draw the layout of classroom's kitchen. Learners identify the work centres in the kitchen by providing the drawing with labels. Learners must also draw in the work triangle between the sink, stove and refrigerator. Learners assess/evaluate the layout of the kitchen and make suggestions for improving the functionality of the work centres/areas.</p> <p>Learners complete an assignment where they are given a recipe and asked to develop a shopping list for the recipe and to cost the recipe. Learners must write up a shopping list and visit the nearest shop to determine the prices of the ingredients in order to cost the recipe. Learners must then calculate the cost of the product by using the formula and conversion table given by the teacher.</p>

		<p>area/kitchen.</p> <ul style="list-style-type: none"> Calculate the cost of ingredients, using the given formula (Actual cost = $\frac{\text{Quantity used} \times \text{Purchase price}}{\text{Quantity bought}}$) Interpret a conversion table and convert millilitres to grams, using the given table. Develop and cost a shopping list. 	<p>*The teacher can use the conversion table in Annexure B to convert millilitres to grams.</p> <p>*The teacher can use the costing table in Annexure C to help the learners to calculate the cost of ingredients.</p>																																
3	Food Production	<p>The learner must be able to prepare two different types of fruit dishes, applying the skills below:</p> <ul style="list-style-type: none"> Identify the equipment and utensils used to prepare a fruit dish. Demonstrate the correct measuring skills. Read and interpret the recipe. Demonstrate basic preparation techniques, such as: <ul style="list-style-type: none"> preheat oven grease baking dish melt Demonstrate the correct mixing methods, for example: <ul style="list-style-type: none"> beat mix stir Demonstrate a dry and moist heat cooking method, bake and boil. 	<p>Learners do two practical lessons where they prepare two different types of fruit pies, for example apple pie and banana cream pie.</p> <p style="text-align: center;">APPLE PIE</p> <table border="1"> <thead> <tr> <th colspan="4">Ingredients</th></tr> <tr> <th colspan="2">Pie</th><th colspan="2">Syrup/sauce</th></tr> </thead> <tbody> <tr> <td>60 ml</td><td>margarine, melted</td><td>190 ml</td><td>sugar</td></tr> <tr> <td>2</td><td>eggs</td><td>5 ml</td><td>vanilla essence</td></tr> <tr> <td>190 ml</td><td>castor sugar</td><td>190 ml</td><td>milk or cream</td></tr> <tr> <td>250 ml</td><td>self-rising flour</td><td></td><td></td></tr> <tr> <td>1 tin</td><td>apples</td><td></td><td></td></tr> <tr> <td>60 ml</td><td>milk</td><td></td><td></td></tr> </tbody> </table>	Ingredients				Pie		Syrup/sauce		60 ml	margarine, melted	190 ml	sugar	2	eggs	5 ml	vanilla essence	190 ml	castor sugar	190 ml	milk or cream	250 ml	self-rising flour			1 tin	apples			60 ml	milk		
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	<ul style="list-style-type: none"> Decorate the fruit dish. Name different forms of fruit: <ul style="list-style-type: none"> fresh tinned dried, etc. Describe guidelines for buying and storing fruit, for example: <ul style="list-style-type: none"> buy fruit in season, it is cheaper do not buy bruised or overripe fruit don't store bananas in the refrigerator because it turns black, etc. Describe and apply the guidelines for preparing fruit, for example: <ul style="list-style-type: none"> rinse before use don't cut away too much of the fruit when peeling remove pits, etc. 	<p>Method</p> <ol style="list-style-type: none"> Beat the eggs and sugar together. Add the milk and melted margarine and mix. Add the flour and mix with the egg mixture. Scoop into a greased baking dish. Arrange the apples on top of the batter mixture. Bake for 30 minutes at 200°C. Boil the sugar and milk for 5 minutes, stirring continuously. Add the vanilla essence. Pour the hot syrup/sauce over the hot pie. Wait until the pie absorbs the syrup/sauce. <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>
Food and Nutrition	<ul style="list-style-type: none"> Demonstrate good hygiene and safety practices during the practical lesson, for example: <ul style="list-style-type: none"> wash hands regularly clean working surfaces before and after the practical lesson handle heat, electricity, etc. with care 	

4	Food Production	<p>The learner must be able to prepare two different types of vegetable dishes, applying the skills below:</p> <ul style="list-style-type: none">• Identify the equipment and utensils used to prepare a vegetable dish.• Demonstrate the correct measuring skills.• Read and interpret the recipe.• Demonstrate preparation techniques, such as:<ul style="list-style-type: none">○ mash○ melt○ making a paste○ drain• Demonstrate the correct mixing methods, for example:<ul style="list-style-type: none">○ beat○ stir○ mix• Demonstrate a dry heat cooking method, deep frying.• Decorate/garnish the vegetable dish.• Name different forms of vegetables:<ul style="list-style-type: none">○ fresh○ tinned○ frozen, etc.• Describe guidelines for buying and storing	<p>Learners do two practical lessons where they prepare two different types of vegetable dishes, for example pumpkin fritters and stir-fry.</p> <p>PUMPKIN FRITTERS WITH CARAMEL SAUCE</p> <table><tr><th colspan="2">Ingredients</th></tr><tr><th>Caramel Sauce</th><th>Pumpkin Fritters</th></tr><tr><td>125 ml sugar</td><td>250 ml cake flour</td></tr><tr><td>10 ml margarine</td><td>40 ml castor sugar</td></tr><tr><td>20 ml custard powder</td><td>10 ml baking powder</td></tr><tr><td>250 ml milk</td><td>1 ml salt</td></tr><tr><td></td><td>250 ml pumpkin, cooked and mashed</td></tr><tr><td></td><td>1 egg, beaten</td></tr><tr><td></td><td>oil for deep frying</td></tr><tr><td></td><td>paper towels for draining</td></tr></table> <p>Method</p> <p>Caramel Sauce:</p> <p>1. Melt margarine and sugar in a small saucepan over low heat. Sir</p>	Ingredients		Caramel Sauce	Pumpkin Fritters	125 ml sugar	250 ml cake flour	10 ml margarine	40 ml castor sugar	20 ml custard powder	10 ml baking powder	250 ml milk	1 ml salt		250 ml pumpkin, cooked and mashed		1 egg, beaten		oil for deep frying		paper towels for draining
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		<p>vegetables, for example:</p> <ul style="list-style-type: none"> do not buy bruised, overripe or wilted vegetables do not store potatoes or onions in the refrigerator, etc. <ul style="list-style-type: none"> Describe and apply the guidelines for preparing and cooking vegetables, for example: <ul style="list-style-type: none"> don't soak place vegetables in boiling water, etc. Name and demonstrate different vegetable cuts, for example: <ul style="list-style-type: none"> slices dices strips (julienne), etc. Describe the quality characteristics of cooked vegetables, for example: <ul style="list-style-type: none"> bright in colour not mushy, etc. 	<p>until a light caramel colour.</p> <ol style="list-style-type: none"> Mix custard powder to a paste with a little of the milk. While stirring continuously, add the rest of the milk. Add the milk mixture to the caramel mixture in the saucepan. The caramel mixture will form a hard lump. Stir over very low heat until the lump has melted and the sauce has thickened. Leave in saucepan while preparing pumpkin fritters. <p>Pumpkin Fritters:</p> <ol style="list-style-type: none"> Mix pumpkin and egg in a mixing bowl. Add dry ingredients and mix to a soft dough. Drop teaspoonful's into hot oil and deep fry until golden brown. Drain on paper towels. Arrange pumpkin fritters on a serving dish. Spoon caramel sauce over fritters. Serve hot. <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p>
	Food and Nutrition	<ul style="list-style-type: none"> Demonstrate good hygiene and safety practices during the practical lesson, for example: <ul style="list-style-type: none"> wash hands regularly clean working surfaces before and after the practical lesson handle knives, heat, electricity, etc. with care 	

			<p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p> <p>The teacher asks questions to the learners during the practical lesson about the guidelines for preparing and cooking vegetables to test their knowledge or the learners can complete a worksheet about the practical lesson afterwards.</p>																								
5	Food Production	<p>The learner must be able to prepare two different types of fruit salads, applying the skills below:</p> <ul style="list-style-type: none">• Identify the equipment and utensils used to prepare salad.• Demonstrate the correct measuring skills.• Read and interpret the recipe.• Demonstrate basic preparation techniques, such as:<ul style="list-style-type: none">○ peel○ dice○ slice• Demonstrate the correct mixing methods, for example:<ul style="list-style-type: none">○ toss○ mix○ stir• Name and describe different types of salads, for	<p>Learners do two practical lessons where they prepare two different types of fruit salads, for example classic fruit salad and waldorf salad.</p> <p>FRUIT SALAD WITH LEMON-CREAM DRESSING</p> <table><tr><th colspan="3">Ingredients</th></tr><tr><th>Salad</th><th colspan="2">Dressing</th></tr><tr><td>pineapple, peeled and diced</td><td>25 ml</td><td>cream</td></tr><tr><td>apple, diced</td><td>12,5 ml</td><td>sugar</td></tr><tr><td>paw-paw, peeled and diced</td><td></td><td>salt and pepper</td></tr><tr><td>banana, peeled and sliced</td><td>1 ml</td><td>mustard powder</td></tr><tr><td>kiwi fruit, peeled and sliced</td><td>25 ml</td><td>lemon juice</td></tr><tr><td>strawberries</td><td></td><td></td></tr></table>	Ingredients			Salad	Dressing		pineapple, peeled and diced	25 ml	cream	apple, diced	12,5 ml	sugar	paw-paw, peeled and diced		salt and pepper	banana, peeled and sliced	1 ml	mustard powder	kiwi fruit, peeled and sliced	25 ml	lemon juice	strawberries		
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		<p>example:</p> <ul style="list-style-type: none"> ○ simple salads ○ fruit salads ○ mixed salads ○ cooked salads ○ moulded salads, etc. <ul style="list-style-type: none"> • Describe and apply the guidelines for making salads, for example: <ul style="list-style-type: none"> ○ cut into bite-size pieces, not too big, not too small ○ prepare just before serving, etc. • Describe how to prevent the browning of fruit, for example: <ul style="list-style-type: none"> ○ pour lemon juice over it • Describe the quality characteristics of salads, for example: <ul style="list-style-type: none"> ○ fresh and crisp ingredients ○ attractive colour combinations ○ bite-size pieces, etc. 	<p>Method</p> <p>Fruit salad:</p> <ol style="list-style-type: none"> 1. Lightly toss all the fruit together. 2. Serve with lemon-cream dressing. <p>Lemon-cream dressing:</p> <ol style="list-style-type: none"> 1. Mix the cream, sugar, salt, pepper and mustard together. 2. Add the lemon juice bit by bit and stir until the sugar is dissolved. <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p> <p>The teacher asks questions to the learners during the practical lesson to test their knowledge.</p>
	Food and Nutrition	<ul style="list-style-type: none"> • Demonstrate good hygiene and safety practices during the practical lesson, for example: <ul style="list-style-type: none"> ○ wash hands regularly ○ clean working surfaces before and after the practical lesson 	

		<ul style="list-style-type: none"> ○ handle knives, heat, electricity, etc. with care 	
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6	Food Production	<p>The learner must be able to prepare two different types of vegetable salads, applying the skills below:</p> <ul style="list-style-type: none">Identify the equipment and utensils used to prepare salad.Demonstrate the correct measuring skills.Read and interpret the recipe.Demonstrate basic preparation techniques, such as:<ul style="list-style-type: none">cutchopsprinkleDemonstrate the correct mixing methods, for example:<ul style="list-style-type: none">tossmixstirGarnish the salad.Apply the guidelines for making salads.Describe how to prevent the browning of vegetables, for example:<ul style="list-style-type: none">pour lemon juice/vinegar over it (salad dressing)	<p>Learners do two practical lessons where they prepare two different types of vegetable salads, for example potato salad and Greek salad.</p> <p>POTATO SALAD</p> <table><tr><th colspan="4">Ingredients</th></tr><tr><th colspan="2">Potato Salad</th><th colspan="2">Boiled Salad Dressing</th></tr><tr><td>1</td><td>medium potato</td><td>12,5 ml</td><td>margarine</td></tr><tr><td>1 ml</td><td>salt</td><td>12,5 ml</td><td>cake flour</td></tr><tr><td>½</td><td>small onion</td><td>2 ml</td><td>salt</td></tr><tr><td>1</td><td>sprig of parsley</td><td>2 ml</td><td>mild mustard powder</td></tr><tr><td>pinch of</td><td>salt & pepper</td><td>7 ml</td><td>sugar</td></tr><tr><td></td><td></td><td>1</td><td>egg yolk</td></tr><tr><td></td><td></td><td>100 ml</td><td>milk</td></tr><tr><td></td><td></td><td>25 ml</td><td>vinegar</td></tr></table> <p>Method</p> <p>Potato Salad:</p> <p>1. Boil the potato in the jacket (without peeling) until cooked and leave until cold. Remove the skin and cut into cubes.</p>	Ingredients				Potato Salad		Boiled Salad Dressing		1	medium potato	12,5 ml	margarine	1 ml	salt	12,5 ml	cake flour	½	small onion	2 ml	salt	1	sprig of parsley	2 ml	mild mustard powder	pinch of	salt & pepper	7 ml	sugar			1	egg yolk			100 ml	milk			25 ml	vinegar
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Food and Nutrition	<ul style="list-style-type: none">Demonstrate good hygiene and safety practices during the practical lesson, for example:<ul style="list-style-type: none">wash hands regularly																																										

		<ul style="list-style-type: none"> ○ clean working surfaces before and after the practical lesson ○ handle knives, heat, electricity, etc. with care 	<ol style="list-style-type: none"> 2. Chop the onion very finely. 3. Arrange the potato cubes in a salad bowl and sprinkle with salt and pepper. Sprinkle the chopped onions on top. 4. Pour over the boiled salad dressing. 5. Garnish with finely chopped parsley. <p>Boiled Salad Dressing:</p> <ol style="list-style-type: none"> 1. Melt the margarine in a small saucepan and stir in the dry ingredients to form a roux. 2. Add the milk gradually, stirring constantly over low heat until mixture is smooth. Boil for about 3 minutes until done. 3. Beat the egg yolk slightly in a small mixing bowl. Pour the mixture gradually over the egg yolk. Stir well and return to the saucepan. Bring to boil again while stirring constantly. 4. Remove from heat immediately when it starts to boil. Stir in the vinegar. <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the</p>
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			<p>practical lessons.</p> <p>The teacher asks questions to the learners during the practical lesson to test their knowledge or the learners can complete a worksheet about the practical lesson afterwards.</p> <p>Possible questions:</p> <ul style="list-style-type: none"> • Name some guidelines you followed when you made your salads. • Why did you add dressing to your salads, except for making it taste better? • If you go to buy fruit and vegetables at the shop, what guidelines will you follow? (What will you look at before you buy the fruit and vegetables?) • How will you store your fruit and vegetables? 												
7	Food Production	<p>The learner must be able to prepare two different types of fruit/vegetable dishes and/or salads, applying the skills below:</p> <ul style="list-style-type: none"> • Identify the equipment and utensils used to prepare the dish. • Demonstrate the correct measuring skills. • Read and interpret the recipe. • Demonstrate preparation techniques, such as: <ul style="list-style-type: none"> ○ chop ○ bruise 	<p>Learners do two practical lessons where they prepare two different types of fruit/vegetable dishes and/or salads, for example chakalaka and fruit smoothie.</p> <p style="text-align: center;">CHAKALAKA</p> <table border="1"> <thead> <tr> <th colspan="4">Ingredients</th></tr> </thead> <tbody> <tr> <td>30 ml</td><td>oil</td><td>1 tin</td><td>whole peeled tomatoes, chopped</td></tr> <tr> <td>1</td><td>small onion, chopped</td><td></td><td></td></tr> </tbody> </table>	Ingredients				30 ml	oil	1 tin	whole peeled tomatoes, chopped	1	small onion, chopped		
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	<ul style="list-style-type: none">○ grate○ shred○ slice○ sauté• Demonstrate the correct mixing methods, for example:<ul style="list-style-type: none">○ mix○ stir• Demonstrate a dry and moist heat cooking method, shallow fry and simmer.• Decorate/garnish the dish.	<table><tr><td>2</td><td>garlic cloves, chopped</td><td>1</td><td>carrot, coarsely grated</td></tr><tr><td>1</td><td>small chilli, chopped</td><td>50 g</td><td>green beans, shredded</td></tr><tr><td>10 ml</td><td>curry powder</td><td>2</td><td>baby marrows, sliced</td></tr><tr><td>pinch</td><td>salt and pepper</td><td>½</td><td>green pepper, chopped</td></tr></table>	2	garlic cloves, chopped	1	carrot, coarsely grated	1	small chilli, chopped	50 g	green beans, shredded	10 ml	curry powder	2	baby marrows, sliced	pinch	salt and pepper	½	green pepper, chopped
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Food and Nutrition	<ul style="list-style-type: none">• Demonstrate good hygiene and safety practices during the practical lesson, for example:<ul style="list-style-type: none">○ wash hands regularly○ clean working surfaces before and after the practical lesson○ handle knives, heat, electricity, etc. with care	<p>Method</p> <ol style="list-style-type: none">1. Preheat the oil in a saucepan and sauté the onion.2. Add the garlic and chilly and fry for 1 minute.3. Add the curry. Fry for 1 minute. Do not burn.4. Add vegetables, cover with water and simmer for 15-20 minutes.5. Flavour with salt and pepper.6. Put the chakalaka in sterilised glass bottles. <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>																

	Entrepreneurship	<ul style="list-style-type: none">Produce, package, cost and sell a quality fruit/vegetable dish or salad.	<p>Learners design a label for their chakalaka. They can also do other things to make their product more attractive, for example tying a ribbon around the bottle saying “home-made”.</p> <p>Learners calculate the cost of the product by using the formula, conversion table and till slip provided by the teacher and determine a selling price for the chakalaka (keeping a small profit in mind).</p> <p>Formula: (Actual cost = $\frac{\text{Quantity used} \times \text{Purchase price}}{\text{Quantity bought}}$)</p> <p>Learners can sell the chakalaka to their teachers, parents or other family members.</p> <p>*The teacher can use the conversion table in Annexure B to convert millilitres to grams.</p> <p>*The teacher can use the costing table in Annexure C to help the learners to calculate the cost of ingredients.</p>
8 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of two Practical lessons with a 75% weighting and a Theory test/examination with a 25% weighting.	
Formal Assessment Tasks			
<div><div>Activity 1: Practical lesson – Fruit / Vegetables</div><div>Activity 2: Practical lesson – Salads</div><div>}</div><div>75%</div></div>			

The teacher chooses any two recipes used during the weekly practical lessons for the learners to do for marks. The two recipes should not be variations of each other. Annexure A will be used to evaluate the dishes.

Calculation of practical mark: $\frac{?}{50} + \frac{?}{50} = \frac{?}{100}$ (convert to a mark out of 75)

Conversion: $\frac{?}{100} \times \frac{75}{1} = \frac{?}{75}$

Activity 3: Test or Examination – 25%

Year 3 Term 1

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	The Consumer	<ul style="list-style-type: none"> Name and describe different sources of income of South African households, for example: <ul style="list-style-type: none"> Non-financial income: doing your own housework, growing your own vegetables, making your own clothes, using public services like the library instead of buying books, etc. Financial income: Salaries/wages, interest from investments, pension, grants, etc. Define the term budget. List reasons for budgeting, for example: <ul style="list-style-type: none"> to stay in control of your money to prevent impulsive spending to track your spending, etc. Name and describe the principles of budgeting and personal finance management, for example: <ul style="list-style-type: none"> distinguish between needs and wants controlling and recording spending spending less than you earn 	Learners complete an assignment where they identify the sources of income in their own household. They can also make recommendations to increase their household's non-financial income.

		<ul style="list-style-type: none"> ○ preparing for the unexpected (saving), etc. • Draw up a basic budget by: <ul style="list-style-type: none"> ○ listing anticipated income ○ estimate expenses ○ calculate the difference between income and expenses ○ evaluate the budget • Name and describe steps to take if income and expenditure do not balance, such as making more money or spending less. • Name different forms of cash transactions, for example: <ul style="list-style-type: none"> ○ notes and coins ○ debit cards, etc. • Name and describe different forms of credit transactions, for example: <ul style="list-style-type: none"> ○ hire-purchase ○ lay-by ○ monthly accounts ○ store cards ○ credit cards, etc. • List/Tabulate the advantages and disadvantages of cash transactions and credit transactions. 	<p>Learners complete an assignment where they draw up a basic budget, while applying the principles of budgeting. Learners then analyse and evaluate their budget and make recommendations to make more money and/or to save more money.</p> <p style="text-align: center;">AND/OR</p> <p>Learners complete a case study where they are given a budget and asked to analyse and evaluate the budget. Learners make recommendations to make more money and/or to save more money.</p> <p>Learners complete an assignment where they study pamphlets of furniture stores. They choose a kitchen appliance (stove/refrigerator/microwave) that they would like to buy and answer the following questions:</p> <ul style="list-style-type: none"> • What is the cash price of the item? • How much is the deposit? • How long is the payment term? • How much is the monthly instalment? • Calculate the total cost of the product if you buy it on credit. • Calculate the difference between the cash price of the item and the total cost of the item if you were to buy it on credit. • Which purchase method would you choose? Motivate your answer.
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2	The Consumer	<ul style="list-style-type: none"> • Understand what the purpose of the National Credit Act and the Consumer Protection Act is. • Name and describe the rights of consumers relating to credit transactions, for example: <ul style="list-style-type: none"> ○ the right to be given reasons for credit being declined ○ the right to documents in plain language ○ the right to receive statements, etc. • Name and describe consumer rights under the Consumer Protection Act, for example: <ul style="list-style-type: none"> ○ the right to privacy ○ the right to choose ○ the right to fair value, good quality and safety, etc. • Name and describe the main areas that the CPA covers, for example: <ul style="list-style-type: none"> ○ clear labelling ○ cooling-off period ○ returns, refunds and repairs, etc. • Explain the functions of the South African Bureau of Standards. • Identify the SABS mark. • Apply their consumer rights when problems 	<p>Learners complete a case study about consumer rights relating to credit transactions and the Consumer Protection Act. Learners have to apply their consumer rights in the case study.</p> <p>Learners complete an assignment where they have to list items in and around their home or in class that bear the SABS mark.</p> <p>Learners complete a case study where they have to apply their consumer</p>
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		<p>arise.</p> <ul style="list-style-type: none"> List channels for complaining, for example: <ul style="list-style-type: none"> newspapers internet ombudsmen, etc. Explain the correct procedure to follow when lodging a complaint. 	<p>rights and identify the correct procedure for lodging a complaint. (Learners can also write a basic letter of complaint.)</p>																												
3	Food Production	<p>The learner must be able to prepare two different types of bread, applying the skills below:</p> <ul style="list-style-type: none"> Identify the equipment and utensils used to prepare bread. Demonstrate the correct measuring skills. Read and interpret the recipe. Demonstrate basic preparation techniques, such as: <ul style="list-style-type: none"> preheat oven grease tin grate glaze Demonstrate the correct mixing methods, for example: <ul style="list-style-type: none"> beat mix 	<p>Learners do two practical lessons where they prepare two different types of bread, for example bread roll wheel and French loaf.</p> <p style="text-align: center;">BREAD ROLL WHEEL</p> <table border="1"> <thead> <tr> <th colspan="4">Ingredients</th></tr> </thead> <tbody> <tr> <td>500 ml</td><td>cake flour</td><td>75 ml</td><td>water</td></tr> <tr> <td>3 ml</td><td>salt</td><td>15 ml</td><td>margarine</td></tr> <tr> <td>5 g</td><td>instant yeast</td><td>1</td><td>egg beaten to brush rolls</td></tr> <tr> <td>5 ml</td><td>sugar</td><td>25 ml</td><td>cheddar cheese, grated</td></tr> <tr> <td>1</td><td>egg, beaten</td><td>10 ml</td><td>poppy seed (optional)</td></tr> <tr> <td>75 ml</td><td>milk</td><td>10 ml</td><td>sesame seed (optional)</td></tr> </tbody> </table>	Ingredients				500 ml	cake flour	75 ml	water	3 ml	salt	15 ml	margarine	5 g	instant yeast	1	egg beaten to brush rolls	5 ml	sugar	25 ml	cheddar cheese, grated	1	egg, beaten	10 ml	poppy seed (optional)	75 ml	milk	10 ml	sesame seed (optional)
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		<ul style="list-style-type: none"> ○ rub-in ○ knead • Demonstrate a dry heat cooking method, bake. • Garnish the bread. • Describe and apply the techniques to ensure a successful yeast product, for example: <ul style="list-style-type: none"> ○ use ingredients in correct proportions ○ temperature of ingredients ○ kneading, rising, knocking down, etc. • Explain the reasons for unsuccessful yeast products, for example: <ul style="list-style-type: none"> ○ small volume – too much sugar or margarine ○ dough is stiff and dry and the product is heavy – too little liquid ○ heavy, dense product with a small volume – under-kneading, etc. • Describe the characteristics of successful yeast products, for example: <ul style="list-style-type: none"> ○ golden brown ○ elastic, spongy, slightly moist crumb ○ light in relation to size ○ no distinctive yeast taste or smell, etc. 	<p>Method</p> <ol style="list-style-type: none"> 1. Mix the flour, salt, sugar and yeast. 2. Rub the margarine into the flour mixture. 3. Mix the milk and water and heat slightly till lukewarm. Add the beaten egg. 4. Add this liquid to the flour mixture and mix to form soft, manageable dough. (You might need slightly more or less liquid to obtain the right consistency for the dough.) 5. Knead for 10 minutes until smooth and elastic. (If you do not knead for 10 minutes, the rolls will not rise sufficiently.) 6. Cover the dough with a plastic bag and leave to rest for 15 minutes. 7. Knock down and divide in 6 equal parts. Form 6 round balls. 8. Spray a round cake tin with “Spray and Cook”. Place the rolls inside. Place one in the middle and 5 in a circle around it. They may touch each other. 9. Cover with a plastic bag again and allow to rise in a warm place until double in size (± 30 minutes). 10. Preheat the oven to 180°C. 11. Brush the rolls lightly with the beaten egg. Sprinkle grated cheese over two rolls, sesame seed over two and poppy seed over the last two.
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	Food and Nutrition	<ul style="list-style-type: none"> • Demonstrate good hygiene and safety practices during the practical lesson, for example: <ul style="list-style-type: none"> ○ wash hands regularly ○ clean working surfaces before and after the practical lesson ○ handle heat, electricity, etc. with care 	<p>12. Bake for 15 to 20 minutes.</p> <p>13. Remove the rolls from the cake tin. Present rolls in one piece for evaluating. Do not break apart.</p> <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p> <p>The teacher can explain/demonstrate reasons for the failure of yeast products during the practical lesson and the learners can complete a worksheet about the practical lesson afterwards. The worksheet can for example present the learners with “what went wrong?” scenarios.</p>
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4	Food Production	<p>The learner must be able to prepare two different types of sweet bread, applying the skills below:</p> <ul style="list-style-type: none"> • Identify the equipment and utensils used to prepare sweet bread. • Demonstrate the correct measuring skills. • Read and interpret the recipe. • Demonstrate basic preparation techniques, such as: <ul style="list-style-type: none"> ○ preheat oven ○ grease tin ○ glaze • Demonstrate the correct mixing methods, for example: <ul style="list-style-type: none"> ○ beat ○ mix ○ rub-in ○ knead • Apply the techniques to ensure a successful yeast product. • Demonstrate a dry heat cooking method, bake. • Decorate the sweet bread. 	<p>Learners do two practical lessons where they prepare two different types of sweet bread, for example raisin bread and Chelsea buns (cinna-buns).</p> <p style="text-align: center;">RAISIN BREAD</p> <table border="1" data-bbox="1198 434 2024 845"> <thead> <tr> <th colspan="4">Ingredients</th></tr> </thead> <tbody> <tr> <td>500 ml</td><td>cake flour</td><td>75 ml</td><td>milk</td></tr> <tr> <td>3 ml</td><td>salt</td><td>75 ml</td><td>water</td></tr> <tr> <td>½ of 10 g</td><td>instant yeast</td><td>12,5 ml</td><td>margarine</td></tr> <tr> <td>5 ml</td><td>sugar</td><td>100 ml</td><td>seedless raisins</td></tr> <tr> <td>1</td><td>egg, beaten</td><td>1</td><td>egg yolk, beaten (brush over bread before baking)</td></tr> </tbody> </table> <p>Method</p> <ol style="list-style-type: none"> 1. Mix the flour, salt, sugar and yeast together. 2. Rub the margarine into the flour mixture. 3. Mix the milk and water and heat (in the microwave oven) until lukewarm. Add the beaten egg. 4. Add liquid to flour mixture and mix to form soft, easy manageable dough. 	Ingredients				500 ml	cake flour	75 ml	milk	3 ml	salt	75 ml	water	½ of 10 g	instant yeast	12,5 ml	margarine	5 ml	sugar	100 ml	seedless raisins	1	egg, beaten	1	egg yolk, beaten (brush over bread before baking)
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5	Food Production	<p>The learner must be able to prepare two different savoury products from yeast dough, applying the skills below:</p> <ul style="list-style-type: none"> • Identify the equipment and utensils used to prepare yeast dough. • Demonstrate the correct measuring skills. 	<p>Learners do two practical lessons where they prepare two different types of savoury products from yeast dough, for example “vetkoek” and pizza.</p> <p style="text-align: center;">“Vetkoekies”</p> <div style="text-align: center; border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> Ingredients </div>

	<ul style="list-style-type: none">• Read and interpret the recipe.• Demonstrate basic preparation techniques, such as:<ul style="list-style-type: none">○ Drain• Demonstrate the correct mixing methods, for example:<ul style="list-style-type: none">○ mix○ knead• Apply the techniques to ensure a successful yeast product.• Demonstrate dry heat cooking methods, deep fry and bake.• Garnish the yeast product.	<table><tr><td>250 ml</td><td>cake flour</td><td>3 ml</td><td>vinegar</td></tr><tr><td>5 ml</td><td>sugar</td><td>125 ml</td><td>lukewarm water</td></tr><tr><td>5 ml</td><td>instant yeast</td><td></td><td>oil for deep frying</td></tr><tr><td>2 ml</td><td>salt</td><td></td><td>paper towels for draining</td></tr><tr><td>5 ml</td><td>cooking oil</td><td></td><td></td></tr></table>	250 ml	cake flour	3 ml	vinegar	5 ml	sugar	125 ml	lukewarm water	5 ml	instant yeast		oil for deep frying	2 ml	salt		paper towels for draining	5 ml	cooking oil		
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5 ml	instant yeast		oil for deep frying																			
2 ml	salt		paper towels for draining																			
5 ml	cooking oil																					
Food and Nutrition	<ul style="list-style-type: none">• Demonstrate good hygiene and safety practices during the practical lesson, for example:<ul style="list-style-type: none">○ wash hands regularly○ clean working surfaces before and after the practical lesson○ handle heat, electricity, etc. with care	<p>Method</p> <ol style="list-style-type: none">1. Mix the flour, sugar, yeast and salt in a large mixing bowl.2. Add oil, vinegar and lukewarm water. Mix. It is a fairly stiff batter which can be handled with a spoon. If the batter is too stiff, add a little lukewarm water, otherwise it will not rise sufficiently. If the batter is too soft, add a little flour, otherwise it will absorb too much oil during the frying process.3. Cover the batter and allow to rise in a warm place to double its size. (About 15 minutes).4. Heat oil in a deep saucepan. (A drop of the batter should brown in 1 minute.)5. Dip a teaspoon into the hot oil and spoon in teaspoonful's of the batter. Fry 5 – 6 vetkoekies at a time. Fry until brown on both sides. Remove from the oil with a draining spoon.6. Drain on paper towels.																				

			<p>7. Serve with curry mince, grated cheese, Aromat or syrup.</p> <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>
	Entrepreneurship	<ul style="list-style-type: none"> Produce, package, cost and sell a quality product made from yeast dough. 	<p>Learners package the “vetkoek” in suitable and attractive packaging.</p> <p>Learners calculate the cost of the product by using the formula, conversion table and till slip provided by the teacher and determine a selling price for the “vetkoek” (keeping a small profit in mind).</p> <p>Formula: $\text{Actual cost} = \frac{\text{Quantity used} \times \text{Purchase price}}{\text{Quantity bought}}$</p> <p>Learners can sell the “vetkoek” at the tuck shop to other learners or to teachers.</p> <p>*The teacher can use the conversion table in Annexure B to convert millilitres to grams.</p> <p>*The teacher can use the costing table in Annexure C to help the learners to calculate the cost of ingredients.</p>

6	Food Production	<p>The learner must be able to prepare two different sweet products from yeast dough, applying the skills below:</p> <ul style="list-style-type: none"> Identify the equipment and utensils used to prepare yeast dough. Demonstrate the correct measuring skills. Read and interpret the recipe. Demonstrate basic preparation techniques, such as: <ul style="list-style-type: none"> preheat oven grease tin sift slice Demonstrate the correct mixing methods, for example: <ul style="list-style-type: none"> beat mix knead cream stir Apply the techniques to ensure a successful yeast product. Demonstrate dry and moist heat cooking methods, bake and boil. 	<p>Learners do two practical lessons where they prepare two different types of sweet products from yeast dough, for example caramel cake and doughnuts.</p> <p style="text-align: center;">CARAMEL CAKE</p> <table border="1"> <thead> <tr> <th colspan="4">Ingredients</th> </tr> <tr> <th colspan="2">Caramel Cake</th> <th colspan="2">Filling</th> </tr> </thead> <tbody> <tr> <td>625 ml</td><td>cake flour</td> <td>2 ml</td><td>salt</td> </tr> <tr> <td>50 ml</td><td>sugar</td> <td>80 g (80 ml)</td><td>margarine/ butter</td> </tr> <tr> <td>10 g</td><td>instant dry yeast</td> <td>100 ml</td><td>brown sugar</td> </tr> <tr> <td>50 g</td><td>margarine</td> <td>40 ml</td><td>golden syrup</td> </tr> <tr> <td>50 ml</td><td>lukewarm milk</td> <td>125 ml</td><td>chopped pecan</td> </tr> <tr> <td>1</td><td>egg, beaten</td> <td></td><td>nuts (optional)</td> </tr> <tr> <td>±100 ml</td><td>lukewarm water</td> <th colspan="2">Glacé Icing</th> </tr> <tr> <td></td><td></td> <td>125 ml</td><td>sugar</td> </tr> <tr> <td></td><td></td> <td>60 ml</td><td>water</td> </tr> </tbody> </table>	Ingredients				Caramel Cake		Filling		625 ml	cake flour	2 ml	salt	50 ml	sugar	80 g (80 ml)	margarine/ butter	10 g	instant dry yeast	100 ml	brown sugar	50 g	margarine	40 ml	golden syrup	50 ml	lukewarm milk	125 ml	chopped pecan	1	egg, beaten		nuts (optional)	±100 ml	lukewarm water	Glacé Icing				125 ml	sugar			60 ml	water
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		<ul style="list-style-type: none"> Decorate the yeast product. 	
	Food and Nutrition	<ul style="list-style-type: none"> Demonstrate good hygiene and safety practices during the practical lesson, for example: <ul style="list-style-type: none"> wash hands regularly clean working surfaces before and after the practical lesson handle knives, heat, electricity, etc. with care 	<p>Method</p> <p>Cake:</p> <ol style="list-style-type: none"> Sift the flour and salt and add sugar. Add the dry yeast and mix. Melt the margarine in the lukewarm milk. Beat the egg, milk and lukewarm water together. Make a well in the dry ingredients and add the milk mixture into the well in the flour mixture to form a soft dough. Knead the dough well until smooth and elastic. Preheat the oven to 180°C. Grease a ±25 cm round cake tin or spray it with spray. Place the dough in a lightly greased mixing bowl, cover with greased plastic and leave to rise in a lukewarm place until double in volume (size). (± 15-20 minutes) <p>Filling:</p> <ol style="list-style-type: none"> Cream margarine / butter and brown sugar until light and fluffy. Add golden syrup and pecan nuts and mix through. Knock the dough lightly down.

		<p>3. Roll the dough on a lightly floured surface into a rectangle of 25 x 45 cm.</p> <p>4. Spread half the filling lightly over the dough.</p> <p>5. Roll the dough up, starting with the wide side.</p> <p>6. Make a roll and place the roll on a pastry board.</p> <p>7. Use a sharp knife and slice the roll into 8 equal slices.</p> <p>8. Place the slices cut side down onto the greased round cake tin. Start with one in the middle and arrange the remaining slices around it in a circle.</p> <p>9. Spread the rest of the filling on top of the dough.</p> <p>10. Cover the cake tin with greased plastic and allow to rise in a lukewarm place until double in volume.</p> <p>11. Bake in pre-heated oven for 20-25 minutes or till golden brown and cooked.</p> <p>Glacé:</p> <p>1. Mix the ingredients for the glacé icing in a saucepan and boil over low heat for about 5 minutes. Stirring continuously.</p> <p>2. Brush the cake with the glacé icing.</p> <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p>
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7	Food Production	<p>The learner must be able to prepare two different types of choux pastry, applying the skills below:</p> <ul style="list-style-type: none"> Identify the equipment and utensils used to prepare choux pastry. Demonstrate the correct measuring skills. Read and interpret the recipe. Demonstrate basic preparation techniques, such as: <ul style="list-style-type: none"> preheat oven grease baking sheet Demonstrate the correct mixing methods, for example: <ul style="list-style-type: none"> stir beat whip (the cream) Demonstrate a moist and dry heat cooking method, boil and bake. Decorate the choux pastry. Describe and apply the techniques to ensure successful choux pastry, for example: <ul style="list-style-type: none"> use ingredients in correct proportions 	<p>Learners do two practical lessons where they prepare two different types of choux pastry, for example cream puffs/profiteroles (with a cream filling) and profiteroles (with a custard filling).</p> <p style="text-align: center;">CREAM PUFFS</p> <table border="1"> <thead> <tr> <th colspan="4">Ingredients</th> </tr> </thead> <tbody> <tr> <td>125 ml</td><td>water</td><td>pinch of</td><td>salt</td> </tr> <tr> <td>62,5 ml / 60 g</td><td>margarine</td><td>2</td><td>large eggs</td> </tr> <tr> <td>125 ml</td><td>cake flour</td><td colspan="2">whipped cream for filling (optional)</td> </tr> </tbody> </table> <p>Method</p> <ol style="list-style-type: none"> Preheat the oven to 220°C. Bring the water and margarine to the boil in a round saucepan. Add cake flour and salt all at once and stir until the mixture no longer sticks to the sides of the saucepan. Remove from the heat and leave to cool slightly. Add eggs, one at a time, while beating continuously. (Electric beater may 	Ingredients				125 ml	water	pinch of	salt	62,5 ml / 60 g	margarine	2	large eggs	125 ml	cake flour	whipped cream for filling (optional)	
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		<ul style="list-style-type: none"> ○ remove mixture from heat and cool slightly before adding the eggs ○ reduce oven temperature, etc. • Explain the reasons for unsuccessful choux pastry, for example: <ul style="list-style-type: none"> ○ inaccurate measurements ○ too brown – too high temperature or baked/fried for too long ○ collapsed – too low temperature, etc. • Describe the characteristics of successful choux pastry, for example: <ul style="list-style-type: none"> ○ irregular top surfaces ○ golden brown ○ tender ○ hollow centre ○ dry cavity ○ nutty taste 	<p>be used.)</p> <ol style="list-style-type: none"> 6. Beat until the mixture is very smooth, thick and sticky. 7. Drop teaspoonfuls onto a lightly greased baking sheet. 8. Bake 10 to 15 minutes at 220°C. 9. Reduce the oven temperature to 180°C and bake for another 15 to 20 minutes. 10. Allow the puffs to cool on a wire rack. 11. Fill with whipped cream just before serving. (Optional) <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>
	Food and Nutrition	<ul style="list-style-type: none"> • Demonstrate good hygiene and safety practices during the practical lesson, for example: <ul style="list-style-type: none"> ○ wash hands regularly ○ clean working surfaces before and after the practical lesson ○ handle heat, electricity, etc. with care 	<p>The teacher can explain/demonstrate reasons for the failure of choux pastry during the practical lesson and the learners can complete a worksheet about the practical lesson afterwards. The worksheet can for example present the learners with “what went wrong?” scenarios.</p>

8	Food Production	<p>The learner must be able to prepare two different types of choux pastry, applying the skills below:</p> <ul style="list-style-type: none">Identify the equipment and utensils used to prepare choux pastry.Demonstrate the correct measuring skills.Read and interpret the recipe.Demonstrate basic preparation techniques, such as:<ul style="list-style-type: none">drainrollDemonstrate the correct mixing methods, for example:<ul style="list-style-type: none">stirbeatwhip (the cream)Demonstrate a moist and dry heat cooking method, boil and deep fry.Apply the techniques to ensure successful choux pastry.Decorate the choux pastry.	<p>Learners do two practical lessons where they prepare two different types of choux pastry, for example queen fritters and éclairs.</p> <p>QUEEN FRITTERS</p> <table><tr><th colspan="4">Ingredients</th></tr><tr><td>125 ml</td><td>water</td><td>100 ml</td><td>whipped cream for filling</td></tr><tr><td>65 ml</td><td>margarine</td><td>50 ml</td><td>castor sugar to roll in</td></tr><tr><td>125 ml</td><td>cake flour</td><td colspan="2">oil for deep frying</td></tr><tr><td>pinch of</td><td>salt</td><td colspan="2">paper towels for draining</td></tr><tr><td>2</td><td>eggs</td><td colspan="2"></td></tr><tr><td>75 ml</td><td>milk</td><td colspan="2"></td></tr></table> <p>Method</p> <ol style="list-style-type: none">Heat the oil in a deep fryer.Bring water and margarine to the boil in a round saucepan.As soon as the water boils briskly, add cake flour and salt all at once. Stir with a wooden spoon or electric beater until the mixture forms a paste which no longer sticks to the sides of the saucepan.Remove from heat and allow to cool for 5 minutes.	Ingredients				125 ml	water	100 ml	whipped cream for filling	65 ml	margarine	50 ml	castor sugar to roll in	125 ml	cake flour	oil for deep frying		pinch of	salt	paper towels for draining		2	eggs			75 ml	milk		
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		<ul style="list-style-type: none"> ○ wash hands regularly ○ clean working surfaces before and after the practical lesson ○ handle heat (hot oil), electricity, etc. with care 	<ol style="list-style-type: none"> 5. Break the eggs into the mixture one at a time, beating very thoroughly after each addition. Beat until the mixture is very smooth, thick and sticky. 6. Drop teaspoonfuls, about 5 at a time, into the hot oil. The fritters will automatically turn over when brown on one side. 7. Drain on paper towels and allow to cool. 8. The fritters are hollow inside. Fill with flavoured whipped cream and roll in castor sugar. <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>
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9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of two Practical lessons with a 75% weighting and a Theory test/examination with a 25% weighting.
<p>Formal Assessment Tasks</p> <p>Activity 1: Practical lesson – Yeast</p> <p>Activity 2: Practical lesson – Choux pastry</p> <p>The teacher chooses any two recipes used during the weekly practical lessons for the learners to do for marks. The two recipes should not be variations of each other. Annexure A will be used to evaluate the dishes.</p> <p>Calculation of practical mark: $\frac{?}{50} + \frac{?}{50} = \frac{?}{100}$ (convert to a mark out of 75)</p> <p>Conversion: $\frac{?}{100} \times \frac{75}{1} = \frac{?}{75}$</p> <p>Activity 3: Test or Examination – 25%</p>		

Year 3 Term 2

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	Food and Nutrition	<ul style="list-style-type: none"> Distinguish between macronutrients and micronutrients. Name the functions of protein, carbohydrates, fats, water, different minerals and different vitamins in the body. List the sources of protein, carbohydrates, fats, water, different minerals and different vitamins. Describe the effect of too much or too little protein, carbohydrates, fats, water, different minerals and different vitamins in the body. Distinguish between water soluble vitamins (vitamin B and C) and fat soluble vitamins (vitamin A, D, E and K). Name the factors that determine the amount of energy you need/the amount of food you eat, for example: <ul style="list-style-type: none"> how active you are whether you are male or female body weight age 	<p>Learners complete a worksheet where they tabulate the functions, sources, effect of deficiency and excess of the different nutrients OR the teacher can provide the learners with a table with information which the learners must interpret and answer questions about.</p> <p>Possible questions:</p> <ul style="list-style-type: none"> What causes kwashiorkor? What foods are reliable sources of calcium, iron and iodine? Name the mineral deficient in the diet for each of the following: osteoporosis, goitre, anaemia and poor bone formation in children. What is the effect of too much of the following: iron, sodium and fluoride? What foods are reliable sources of vitamin A and C? Name the vitamin deficient in the diet for each of the following: anaemia, night blindness, poor bone formation in children and excessive bleeding. What is the effect of too much of the following in the body: vitamin A and vitamin D?

		<ul style="list-style-type: none"> ○ lifestyle, etc. • Describe the nutritional needs of different consumer groups, such as: Pregnant and lactating women, babies, toddlers, young children, young adults, the elderly and the ill. • Identify the fortification logo and describe what food fortification is. 	Learners complete an assignment where they have to visit a shop and list some food products with the fortification logo on, as well as the nutrients added to that specific product.
2	Food and Nutrition	<ul style="list-style-type: none"> • Name and describe the signs that indicate that food is not safe to eat, for example: <ul style="list-style-type: none"> ○ smell ○ sliminess ○ discolouration ○ gas • Name the causes of food contamination, for example: <ul style="list-style-type: none"> ○ inadequate refrigeration ○ inadequate heating ○ food stored at room temperature ○ poor housekeeping ○ cross-contamination ○ poor personal hygiene, etc. • Describe ways to prevent food contamination, for example: 	

		<ul style="list-style-type: none"> ○ don't store food at room temperature ○ keep the kitchen clean ○ wash hands frequently, etc. • List examples of high risk foods that spoil easily, for example: <ul style="list-style-type: none"> ○ poultry ○ unpasteurised milk ○ raw eggs ○ cooked rice, etc. • Describe ways to prevent cross-contamination, for example: <ul style="list-style-type: none"> ○ keep raw and cooked food apart. ○ use one cutting board for raw meat and a separate one for fresh produce. ○ wipe chopping boards and work surfaces with a diluted solution of bleach, etc. • Name the symptoms of food poisoning: <ul style="list-style-type: none"> ○ diarrhoea ○ vomiting ○ abdominal cramps ○ fever, etc. • Explain how to treat food poisoning, for example drinking plenty of fluids. 	<p>Learners design a pamphlet about food poisoning which inform people about:</p> <ul style="list-style-type: none"> • The causes of food poisoning • The prevention of food poisoning • The symptoms of food poisoning • Treatment of food poisoning
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3	Food Production	<p>The learner must be able to prepare two different types of tarts with short crust pastry, applying the skills below:</p> <ul style="list-style-type: none">• Identify the equipment and utensils used to prepare a tart with short crust pastry.• Demonstrate the correct measuring skills.• Read and interpret the recipe.• Demonstrate preparation techniques, such as:<ul style="list-style-type: none">○ sift○ roll-out the pastry○ line the pie plate○ blind-bake○ separate eggs○ make a paste○ sprinkle cinnamon• Demonstrate the correct mixing methods, for example:<ul style="list-style-type: none">○ rub-in○ mix○ knead○ stir○ beat○ fold-in	<p>Learners do two practical lessons where they prepare two different types of tarts with short crust pastry, for example milk tart and spinach tart.</p> <p>SHORT CRUST PASTRY</p> <table><tr><th colspan="2">Ingredients</th></tr><tr><td>400 ml</td><td>cake flour</td></tr><tr><td>1 ml</td><td>salt</td></tr><tr><td>100 g (100 ml)</td><td>baking margarine</td></tr><tr><td>25 ml</td><td>ice-cold water</td></tr><tr><td>5 ml</td><td>lemon juice</td></tr></table> <p>Method</p> <ol style="list-style-type: none">1. Sift the flour and salt together.2. Add the margarine and rub into the flour until it looks like breadcrumbs.3. Add the water and lemon juice bit by bit and mix to a firm dough.4. Knead lightly until smooth, cover and allow to rest for 10-15 minutes in the refrigerator before using.5. Roll out the pastry and line the pie plate.6. Prick the base evenly with a fork, place in the refrigerator for later use. <p>MILK TART</p> <table><tr><th>Ingredients (filling)</th></tr></table>	Ingredients		400 ml	cake flour	1 ml	salt	100 g (100 ml)	baking margarine	25 ml	ice-cold water	5 ml	lemon juice	Ingredients (filling)
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	<ul style="list-style-type: none">• Demonstrate a dry and moist heat cooking method, bake and boil.• Decorate/garnish the tart.• Define the term blind-bake.• Describe and apply the techniques to ensure successful short crust pastry, for example:<ul style="list-style-type: none">○ keep the ingredients, utensils and work area cold○ mix the pastry with a knife to obtain a stiff dough○ handle the pastry as little as possible○ avoid using too much flour when rolling out the pastry, it makes it hard○ roll out lightly in one direction, etc.• Describe the characteristics of successful short crust pastry, for example:<ul style="list-style-type: none">○ attractive light brown colour○ crisp, not hard and tough○ pleasant nutty smell and taste, etc.• Name ways to prevent lumps from forming when preparing the milk tart filling, for example:<ul style="list-style-type: none">○ make a paste○ stir continuously, etc.• Describe the characteristics of successful milk tart fillings, for example:	<table><tr><td>500 ml</td><td>milk</td><td>15 ml</td><td>margarine</td></tr><tr><td>50 ml</td><td>cake flour</td><td>2</td><td>eggs, separated</td></tr><tr><td>25 ml</td><td>corn flour (Maizena)</td><td>5 ml</td><td>vanilla essence</td></tr><tr><td>50 ml</td><td>sugar</td><td></td><td>cinnamon</td></tr><tr><td>1 ml</td><td>salt</td><td></td><td></td></tr></table>	500 ml	milk	15 ml	margarine	50 ml	cake flour	2	eggs, separated	25 ml	corn flour (Maizena)	5 ml	vanilla essence	50 ml	sugar		cinnamon	1 ml	salt		
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		<p>Method</p> <ol style="list-style-type: none">1. <i>Blind-bake</i> the pastry, while preparing the milk tart filling.2. Place a large piece of greaseproof paper over the pastry in the dish.3. Add dried beans to weigh the pastry down and stop it from rising.4. Bake at 200°C for 15 minutes.5. Remove the paper and beans.6. Return to the oven for a further 5 minutes to dry the pastry out.7. Mix the dry ingredients with 50 ml of the milk in a mixing bowl to form a smooth paste.8. Bring the rest of the milk and the margarine to the boil.9. Add the starch paste. Stir and cook over low heat until the mixture thickens and is cooked. (2-3 minutes)10. Beat the egg yolks well. Add a little of the hot mixture to the beaten eggs and mix well. Pour it back into the saucepan and stir continuously over low heat until the mixture reaches boiling point. (Mixture should be smooth and thick)																				

		<ul style="list-style-type: none"> ○ creamy yellow colour ○ glossy ○ smooth and velvety, free of lumps ○ holds shape when cut, etc. 	<p>11. Add the vanilla.</p> <p>12. Beat the egg whites until stiff in a large mixing bowl.</p> <p>13. Pour the milk mixture over the beaten egg whites in the mixing bowl and fold in quickly and thoroughly.</p> <p>14. Pour the filling into the baked pie shell.</p> <p>15. Sprinkle with cinnamon.</p> <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p> <p>The teacher can ask the learners question during and after the practical lesson, like:</p>
	Food and Nutrition	<p>The learner must be able to:</p> <ul style="list-style-type: none"> • Demonstrate good hygiene and safety practices during the practical lesson, for example: <ul style="list-style-type: none"> ○ wash hands regularly ○ clean working surfaces before and after the practical lesson ○ handle heat, electricity, etc. with care 	<ul style="list-style-type: none"> • Why is it important to stir the starch mixture continuously while cooking? • Name other ways in which you prevented lumps from forming. • Looking at your finished product, describe the characteristics of successful short crust pastry and milk tart filling.

4	Food Production	<p>The learner must be able to prepare two different sweet things with short crust pastry, applying the skills below:</p> <ul style="list-style-type: none">Identify the equipment and utensils used to prepare sweet short crust pastry.Demonstrate the correct measuring skills.Read and interpret the recipe.Demonstrate preparation techniques, such as:<ul style="list-style-type: none">preheat ovenjuice lemonsDemonstrate the correct mixing methods, for example:<ul style="list-style-type: none">mixwhiskApply the techniques to ensure successful short crust pastry.Demonstrate a dry heat cooking method, bake.Decorate the short crust pastries.	<p>Learners do two practical lessons where they prepare two different sweet things with short crust pastry, for example lemon bars and pecan squares.</p> <p>LEMON BARS</p> <table><tr><th colspan="4">Ingredients</th></tr><tr><td>250 g</td><td>unsalted butter</td><td>375 ml</td><td>white sugar</td></tr><tr><td>125 ml</td><td>white sugar</td><td>62,5 ml</td><td>cake flour</td></tr><tr><td>500 ml</td><td>cake flour</td><td>2</td><td>lemons, juiced</td></tr><tr><td>4</td><td>eggs</td><td></td><td></td></tr></table> <p>Method</p> <ol style="list-style-type: none">Preheat oven to 175°C.Mix together softened butter, 500 ml flour and 125 ml sugar.Press into the bottom of an ungreased baking sheet.Bake for 15 to 20 minutes until firm and golden brown.Whisk the remaining sugar and flour together.Whisk in the eggs and lemon juice.Pour over the baked crust.Bake for an additional 20 minutes.Cool down and cut into uniform squares.	Ingredients				250 g	unsalted butter	375 ml	white sugar	125 ml	white sugar	62,5 ml	cake flour	500 ml	cake flour	2	lemons, juiced	4	eggs		
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Food and Nutrition	<ul style="list-style-type: none">Demonstrate good hygiene and safety practices during the practical lesson, for example:<ul style="list-style-type: none">wash hands regularlyclean working surfaces before and after the	<p>The teacher can do an additional (3rd) practical lesson during this week with</p>																					

		<p>practical lesson</p> <ul style="list-style-type: none"> ○ handle knives, heat, electricity, etc. with care 	<p>the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>																
5	Food Production	<p>The learner must be able to prepare two different savoury snacks with short crust pastry, applying the skills below:</p> <ul style="list-style-type: none"> • Identify the equipment and utensils used to prepare savoury short crust pastry. • Demonstrate the correct measuring skills. • Read and interpret the recipe. • Demonstrate preparation techniques, such as: <ul style="list-style-type: none"> ○ preheat oven ○ grease baking sheet ○ grate ○ roll out dough • Demonstrate the correct mixing methods, for example: <ul style="list-style-type: none"> ○ cream ○ stir ○ mix • Apply the techniques to ensure successful short crust pastry. 	<p>Learners do two practical lessons where they prepare two different savoury snacks with short crust pastry, for example cheese straws and pizza pies or meat pies.</p> <p style="text-align: center;">CHEESE STRAWS</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4">Ingredients</th></tr> </thead> <tbody> <tr> <td>250 g</td><td>butter, softened</td><td>5 ml</td><td>salt</td></tr> <tr> <td>250 ml</td><td>cheddar cheese, grated</td><td>1 ml</td><td>cayenne pepper</td></tr> <tr> <td>500 ml</td><td>cake flour</td><td></td><td></td></tr> </tbody> </table> <p>Method</p> <ol style="list-style-type: none"> 1. Preheat oven to 200°C. 2. Cream the butter and cheese. 3. Stir in flour and salt and mix well. 4. Roll the dough out on a floured surface. 5. Cut into strips and sprinkle with cayenne pepper. 6. Place strips on a greased baking sheet a few centimetres apart. 	Ingredients				250 g	butter, softened	5 ml	salt	250 ml	cheddar cheese, grated	1 ml	cayenne pepper	500 ml	cake flour		
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250 g	butter, softened	5 ml	salt																
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		<ul style="list-style-type: none"> • Demonstrate a dry heat cooking method, bake. • Garnish the short crust pastries. 	<p>7. Bake for 10 to 15 minutes until crisp.</p> <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>																				
	Food and Nutrition	<ul style="list-style-type: none"> • Demonstrate good hygiene and safety practices during the practical lesson, for example: <ul style="list-style-type: none"> ○ wash hands regularly ○ clean working surfaces before and after the practical lesson ○ handle knives, heat, electricity, etc. with care 																					
6	Food Production	<p>The learner must be able to prepare two different types of biscuits, applying the skills below:</p> <ul style="list-style-type: none"> • Identify the equipment and utensils used to prepare biscuits. • Demonstrate the correct measuring skills. • Read and interpret the recipe. • Demonstrate preparation techniques, such as: <ul style="list-style-type: none"> ○ preheat oven ○ grease baking sheet ○ roll out dough ○ cut out shapes ○ sprinkle • Demonstrate the correct mixing methods, for 	<p>Learners do two practical lessons where they prepare two different types of biscuits, for example sugar biscuits and peanut butter biscuits.</p> <p style="text-align: center;">SUGAR BISCUITS</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4">Ingredients</th> </tr> </thead> <tbody> <tr> <td>500 ml</td><td>cake flour</td><td>250 ml</td><td>sugar</td> </tr> <tr> <td>3 ml</td><td>baking powder</td><td>1</td><td>egg</td> </tr> <tr> <td>1 ml</td><td>salt</td><td>5 ml</td><td>vanilla essence</td> </tr> <tr> <td>125 g</td><td>unsalted butter</td><td></td><td>100's and 1000's</td> </tr> </tbody> </table> <p>Method</p>	Ingredients				500 ml	cake flour	250 ml	sugar	3 ml	baking powder	1	egg	1 ml	salt	5 ml	vanilla essence	125 g	unsalted butter		100's and 1000's
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125 g	unsalted butter		100's and 1000's																				

		<p>example:</p> <ul style="list-style-type: none"> ○ mix ○ cream ○ beat <ul style="list-style-type: none"> • Demonstrate a dry heat cooking method, bake. • Decorate the biscuits. • Explain the reasons for unsuccessful biscuits, for example: <ul style="list-style-type: none"> ○ inaccurate measurements ○ rolled out the dough unevenly ○ placed the biscuits too close together, etc. • Describe the characteristics of successful biscuits, for example: <ul style="list-style-type: none"> ○ thin, small and dainty ○ are all the same shape and size ○ even colour on both sides ○ have a texture that is typical of the type of biscuit ○ have a delicate taste that is typical of the type of biscuit, etc. 	<ol style="list-style-type: none"> 1. Preheat oven to 160°C. 2. Mix the flour, baking powder and salt together. 3. Cream the butter and sugar until light and fluffy. 4. Beat in the egg and vanilla. 5. Gradually add the flour mixture and beat until combine. 6. Divide the dough in half, flatten into disks, wrap in plastic and freeze for about 20 minutes until firm. 7. Roll out the dough on a floured surface. 8. Cut into shapes with cookie cutters and place on greased baking sheet. 9. Sprinkle with 100's and 1000's and bake for 10 to 18 minutes until the edges are golden. 10. Cool on wire rack. <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>
	Food and Nutrition	<ul style="list-style-type: none"> • Demonstrate good hygiene and safety practices during the practical lesson, for example: <ul style="list-style-type: none"> ○ wash hands regularly 	<p>Looking at their biscuits after the practical lesson, the teacher can ask the learners to describe the characteristics of successful biscuits and the teacher can ask the learners too explain possible reasons for unsuccessful biscuits.</p>

		<ul style="list-style-type: none"> ○ clean working surfaces before and after the practical lesson ○ handle knives, heat, electricity, etc. with care 	
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7	Food Production	<p>The learner must be able to prepare two different types of biscuits, applying the skills below:</p> <ul style="list-style-type: none">Identify the equipment and utensils used to prepare biscuits.Demonstrate the correct measuring skills.Read and interpret the recipe.Demonstrate basic preparation techniques, such as:<ul style="list-style-type: none">preheat ovengrease baking sheetsiftDemonstrate the correct mixing methods, for example:<ul style="list-style-type: none">creammixDemonstrate a dry heat cooking method, bake.Decorate the biscuits.	<p>Learners do two practical lessons where they prepare two different types of biscuits, for example custard biscuits and coffee biscuits.</p> <p>CUSTARD BISCUITS (±24 biscuits)</p> <table><tr><th colspan="4">Ingredients</th></tr><tr><td>125 ml</td><td>butter (room temperature)</td><td>125 ml</td><td>custard powder</td></tr><tr><td>125 ml</td><td>sugar</td><td>2 ml</td><td>salt</td></tr><tr><td>3 ml</td><td>vanilla essence</td><td>5 ml</td><td>baking powder</td></tr><tr><td>1</td><td>egg</td><td></td><td>water if necessary</td></tr><tr><td>375 ml</td><td>cake flour</td><td></td><td></td></tr></table> <p>Method</p> <ol style="list-style-type: none">Preheat the oven to 180°C.Grease a 300 x 400 mm baking sheet.Cream butter, sugar, vanilla and eggs until light and fluffy.Sift cake flour, custard powder, baking powder and salt together.Add to creamed mixture and mix to a smooth dough.Roll into little balls, place on baking sheet and press with the back of a fork.The dough can also be pushed into fancy shapes trough a cookie press onto the baking sheet.Bake for approximately 10 minutes until golden brown.	Ingredients				125 ml	butter (room temperature)	125 ml	custard powder	125 ml	sugar	2 ml	salt	3 ml	vanilla essence	5 ml	baking powder	1	egg		water if necessary	375 ml	cake flour		
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Food and Nutrition	<ul style="list-style-type: none">Demonstrate good hygiene and safety practices during the practical lesson, for example:<ul style="list-style-type: none">wash hands regularlyclean working surfaces before and after the practical lesson																										

		<ul style="list-style-type: none"> ○ handle heat, electricity, etc. with care 	<p>9. Allow to cool and stiffen slightly before lifting them with a spatula onto a cooling rack.</p> <p>10. Pack into an airtight container and store in a cool place.</p> <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>																								
8	Food Production	<p>The learner must be able to prepare two different types of biscuits, applying the skills below:</p> <ul style="list-style-type: none"> • Identify the equipment and utensils used to prepare biscuits. • Demonstrate the correct measuring skills. • Read and interpret the recipe. • Demonstrate basic preparation techniques, such as: <ul style="list-style-type: none"> ○ preheat oven ○ grease baking sheet ○ sift • Demonstrate the correct mixing methods, for example: <ul style="list-style-type: none"> ○ mix 	<p>Learners do two practical lessons where they prepare two different types of biscuits, for example crunchies and chocolate oaties.</p> <p style="text-align: center;">CRUNCHIES (±24 biscuits)</p> <table border="1"> <thead> <tr> <th colspan="4">Ingredients</th></tr> </thead> <tbody> <tr> <td>250 ml</td><td>cake flour</td><td>125 ml</td><td>desiccated coconut</td></tr> <tr> <td>5 ml</td><td>baking powder</td><td>100 g</td><td>margarine</td></tr> <tr> <td>5 ml</td><td>bicarbonate of soda</td><td>150 ml</td><td>sugar</td></tr> <tr> <td>2 ml</td><td>salt</td><td>15 ml</td><td>golden syrup</td></tr> <tr> <td>250 ml</td><td>rolled oats</td><td>100 g</td><td>baking chocolate</td></tr> </tbody> </table> <p>Method</p>	Ingredients				250 ml	cake flour	125 ml	desiccated coconut	5 ml	baking powder	100 g	margarine	5 ml	bicarbonate of soda	150 ml	sugar	2 ml	salt	15 ml	golden syrup	250 ml	rolled oats	100 g	baking chocolate
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		<ul style="list-style-type: none"> • Demonstrate a dry heat cooking method, bake. • Decorate the biscuits (dip it in chocolate). 	<ol style="list-style-type: none"> 1. Preheat the oven to 180°C. 2. Grease a 100 x 180 mm baking sheet. 3. Sift the flour, baking powder, bicarbonate of soda and salt together. Add the oats and coconut. 4. Melt the margarine, sugar and syrup and add it to the dry ingredients. Mix well. Press into baking tray. 5. Bake for 10 minutes. Cool and cut into squares. 6. Melt the chocolate over boiling water. Dip one half of each biscuit into the melted chocolate. <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>
	Food and Nutrition	<ul style="list-style-type: none"> • Demonstrate good hygiene and safety practices during the practical lesson, for example: <ul style="list-style-type: none"> ○ wash hands regularly ○ clean working surfaces before and after the practical lesson ○ handle knives, heat, electricity, etc. with care 	
	Entrepreneurship	<ul style="list-style-type: none"> • Produce, package, cost and sell quality biscuits. • Describe and apply the guidelines for packaging and storing biscuits, for example: <ul style="list-style-type: none"> ○ store biscuits in airtight containers ○ layer biscuits with sheets of waxed paper between them so that they do not stick together ○ store iced or filled biscuits in a single layer, 	<p>Learners package the biscuits in suitable and attractive packaging, keeping the guidelines for packaging and storing biscuits in mind. Learners design attractive and informative labels for their biscuits.</p> <p>Learners calculate the cost of the product by using the formula, conversion table and till slip provided by the teacher and determine a selling price for the biscuits (keeping a small profit in mind).</p> <p>Formula: $(\text{Actual cost} = \frac{\text{Quantity used} \times \text{Purchase price}}{\text{Quantity bought}})$</p> <p>Learners can sell the biscuits to their parents, teachers or friends.</p>

		etc.	<p>*The teacher can use the conversion table in Annexure B to convert millilitres to grams.</p> <p>*The teacher can use the costing table in Annexure C to help the learners to calculate the cost of ingredients.</p>
9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of two Practical lessons with a 75% weighting and a Theory test/examination with a 25% weighting.	

Formal Assessment Tasks

Activity 1: Practical lesson – Short crust pastry

Activity 2: Practical lesson – Biscuits

75%

The teacher chooses any two recipes used during the weekly practical lessons for the learners to do for marks. The two recipes should not be variations of each other. Annexure A will be used to evaluate the dishes.

Calculation of practical mark: $\frac{?}{50} + \frac{?}{50} = \frac{?}{100}$ (convert to a mark out of 75)

Conversion: $\frac{?}{100} \times \frac{75}{1} = \frac{?}{75}$

Activity 3: Test or Examination – 25%

Year 3 Term 3

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	Entrepreneurship	<ul style="list-style-type: none"> Name and describe the factors to consider when choosing a suitable product for small-scale production, for example: <ul style="list-style-type: none"> target market available finances appliances and equipment, etc. Define terms like: <ul style="list-style-type: none"> Concept statement Standardised recipe Concept testing Name and describe ways of concept testing, for example: <ul style="list-style-type: none"> surveys personal interviews observation, etc. Name and describe product specifications, for example: <ul style="list-style-type: none"> The product The raw materials 	<p>Learners complete an assignment where they list ideas for a business they could start from home (home-made sweets for example). Learners evaluate each idea and choose the one idea that looks most doable.</p> <p>Possible questions to evaluate each business idea:</p> <ul style="list-style-type: none"> Do you have the knowledge and skill to make this product? Is your home suitable for making the product? Do you have the necessary appliances and equipment to make the specific product? Are there any competitors in your area? Who is your target market? <p>Learners complete an assignment where they formulate product specifications for the product they chose to make (home-made sweets for example). This includes the following:</p> <ul style="list-style-type: none"> The recipe for the product. A list of raw materials (ingredients) needed for one recipe. A list of the equipment and appliances needed. (Divide the list into what you have and what you need to buy)

		<ul style="list-style-type: none"> ○ The packaging and the label, etc. 	<ul style="list-style-type: none"> • The specifications for packaging. (Packaging material, size, shape, etc.) <p>Learners must also describe where and how they would sell their product.</p>
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2	Entrepreneurship	<ul style="list-style-type: none"> • Define terms like: <ul style="list-style-type: none"> ○ Market segmentation ○ Target market • Name and describe the 5 P's of marketing: <ul style="list-style-type: none"> ○ Product ○ Place ○ Price ○ Promotion ○ People • Describe the purpose of advertising, for example: <ul style="list-style-type: none"> ○ makes consumers aware of product ○ creates a desire amongst consumers for product ○ convinces consumers to buy the product, etc. • Describe the guidelines to create/design a successful advertisement, for example: <ul style="list-style-type: none"> ○ keep it short and simple ○ use font that is easy to read ○ describe the product ○ use a catchy phrase, etc. • Create and evaluate an advertisement. • Name and describe the six core principals of 	<p>Learners create/design an advertisement for the product they chose to make the week before (home-made sweets for example). Learners must apply the guidelines for designing an advertisement. The advertisement must also include an illustration of the product.</p> <p>(Learners can advertise the fudge that they are going to make and sell in advance. They can put up their advertisements on the school's notice board for example.)</p>
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		<ul style="list-style-type: none"> marketing: <ul style="list-style-type: none"> Produce what customers want Analyse competitors' product Target specific markets Create a profitable sales volume Grow networks and build relationships <p>Satisfy customer needs</p>	<p>Learners evaluate each other's advertisements by answering the following questions:</p> <ul style="list-style-type: none"> Who is the target market for this advertisement? <p>Is it a successful advertisement? Give reasons for your answer.</p>																				
3	Food Production	<p>The learner must be able to prepare two types of sponge cakes, applying the skills below:</p> <ul style="list-style-type: none"> Identify the equipment and utensils used to prepare a sponge cake. Demonstrate the correct measuring skills. Read and interpret the recipe. Demonstrate preparation techniques, such as: <ul style="list-style-type: none"> preheat oven line pan sift Demonstrate the correct mixing methods, for example: <ul style="list-style-type: none"> whisk fold-in 	<p>Learners do two practical lessons where they prepare two types of sponge cakes, for example a classic swiss roll and a chocolate swiss roll.</p> <p style="text-align: center;">SWISS ROLL</p> <table border="1"> <thead> <tr> <th colspan="4">Ingredients</th></tr> </thead> <tbody> <tr> <td>3</td><td>eggs (at room temperature)</td><td>1 ml</td><td>cream of tartar</td></tr> <tr> <td>90-120 g</td><td>castor sugar</td><td>5 ml</td><td>vanilla essence</td></tr> <tr> <td>60-90 g</td><td>cake flour</td><td></td><td>apricot jam</td></tr> <tr> <td>1 ml</td><td>salt</td><td></td><td></td></tr> </tbody> </table> <p>Method</p> <p>1. Whisk eggs until light and foamy.</p>	Ingredients				3	eggs (at room temperature)	1 ml	cream of tartar	90-120 g	castor sugar	5 ml	vanilla essence	60-90 g	cake flour		apricot jam	1 ml	salt		
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		<ul style="list-style-type: none"> • Demonstrate a dry heat cooking method, bake. • Decorate the sponge cake. • Describe and apply the guidelines for baking cakes, for example: <ul style="list-style-type: none"> ○ sift the flour before measuring ○ use eggs at room temperature ○ do not open the oven door before two thirds of the baking time has passed, etc. • Explain the reasons for unsuccessful cakes, for example: <ul style="list-style-type: none"> ○ tough and dry, raised with a peak – too much flour or too little liquid ○ white specks on the surface – sugar was too coarse ○ heavy and soggy crumb – not baked long enough, etc. • Describe how to prepare a baking tin (line it): <ul style="list-style-type: none"> ○ use the correct size tin ○ draw the shape of the baking sheet onto wax paper, cut it out and line the bottom of the tin ○ grease the tin before lining it and grease the lining as well, etc. • Explain how to test for the doneness of cakes: <ul style="list-style-type: none"> ○ Press the cake lightly with your fingertip; it will spring back if the cake is done. 	<ol style="list-style-type: none"> 2. Add castor sugar gradually and whisk until light and spongy and all the sugar has dissolved. 3. Sift the dry ingredients in thin layers over the egg foam mixture. 4. Fold dry ingredients into the egg foam mixture with a palette knife or rubber spatula. 5. Spread the batter on a lined Swiss roll pan, 350 mm x 250 mm. 6. Bake for 10 to 12 minutes in a pre-heated oven (200°C). 7. Turn out onto a clean, slightly damp cloth. Remove the wax paper, trim of dry edges and spread with warm apricot jam. 8. Roll up from the short side and allow to cool on a wire rack with the joined side underneath. <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p> <p>The teacher can ask the learners questions during and after the practical lesson or the learners can complete a worksheet after the practical lesson about sponge cakes.</p> <p>Possible questions:</p> <ul style="list-style-type: none"> • Why should the flour be sifted before measuring? • Why did you use castor sugar and not regular sugar?
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		<ul style="list-style-type: none"> ○ Test with a wire tester; it will come out clean if the cake is done. • Describe ways to ensure a successful sponge cake, for example: <ul style="list-style-type: none"> ○ use castor sugar that dissolves easily ○ work quickly and lightly ○ bake immediately, etc. • Describe the characteristics of a successful sponge cake made without shortening (margarine or butter), for example: <ul style="list-style-type: none"> ○ has a flat top and good volume ○ is light in relation to its size ○ has a light golden-brown crust ○ has a spongy texture with fine air cells, etc. 	<ul style="list-style-type: none"> • Why should the eggs be at room temperature? • What is the role of the eggs in the sponge cake batter? • Why did you use the folding-in method to mix the batter? • Explain how you would test for doneness before taking the cake out of the oven. • Describe the characteristics of a successful sponge cake.
	Food and Nutrition	<p>The learner must be able to:</p> <ul style="list-style-type: none"> • Demonstrate good hygiene and safety practices during the practical lesson, for example: <ul style="list-style-type: none"> ○ wash hands regularly ○ clean working surfaces before and after the practical lesson ○ handle knives, heat, electricity, etc. with care 	

4	Food Production	<p>The learner must be able to prepare two types of butter cakes, applying the skills below:</p> <ul style="list-style-type: none"> • Identify the equipment and utensils used to prepare a butter cake. • Demonstrate the correct measuring skills. • Read and interpret the recipe. • Demonstrate preparation techniques, such as: <ul style="list-style-type: none"> ○ preheat oven ○ line cake tin ○ grease cake tin ○ sift ○ sprinkle • Demonstrate the correct mixing methods, for example: <ul style="list-style-type: none"> ○ beat ○ fold-in ○ cream (icing) • Demonstrate a dry heat cooking method, bake. • Apply the guidelines for baking cakes. • Test the cake for doneness. • Name different types of cake fillings, for example: <ul style="list-style-type: none"> ○ icing ○ cream 	<p>Learners do two practical lessons where they prepare two types of butter cakes, for example a vanilla butter cake and a chocolate butter cake.</p> <p style="text-align: center;">BUTTER CAKE</p> <table border="1" data-bbox="1227 595 2069 847"> <thead> <tr> <th colspan="4">Ingredients</th></tr> </thead> <tbody> <tr> <td>50 ml</td><td>butter (at room temperature)</td><td>1</td><td>egg</td></tr> <tr> <td>125 ml</td><td>castor sugar</td><td>200 ml</td><td>cake flour</td></tr> <tr> <td>2 ml</td><td>vanilla essence</td><td>5 ml</td><td>baking powder</td></tr> <tr> <td>1 ml</td><td>salt</td><td>70 ml</td><td>milk</td></tr> </tbody> </table> <p>Method</p> <ol style="list-style-type: none"> 1. Preheat the oven to 180°C. 2. Line and grease the cake tins. 3. Beat the shortening (butter) with a wooden spoon or electric beater until light. 4. Add the sugar gradually and beat until the mixture appears light and fluffy. 5. Add the vanilla and some salt. 	Ingredients				50 ml	butter (at room temperature)	1	egg	125 ml	castor sugar	200 ml	cake flour	2 ml	vanilla essence	5 ml	baking powder	1 ml	salt	70 ml	milk
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		<ul style="list-style-type: none"> ○ cooked caramel (tin) ○ thick custard, etc. • Name different types decorations for cakes, for example: <ul style="list-style-type: none"> ○ nuts ○ chocolate flakes/chips ○ sweets, etc. • Describe and apply the techniques for decorating cakes, for example: <ul style="list-style-type: none"> ○ cool the cake ○ use a spatula to spread the filling ○ apply filling to the sides of the cake, and then do the top, etc. • Describe the characteristics of a successful butter cake made with shortening (margarine or butter), for example: <ul style="list-style-type: none"> ○ flat or somewhat rounded without cracks on top ○ is not moist and sticky ○ has an even and velvety texture with fine air cells, etc. • Compare the difference between sponge cakes and butter cakes. 	<ul style="list-style-type: none"> 6. Add egg and beat until fluffy. 7. Sift the flour, baking powder and salt together. 8. Sift the dry ingredients in three batches onto the egg mixture and fold in lightly, alternating with the milk, until batter has a velvety appearance. 9. Spoon into prepared tins. 10. Bake for approximately 15 minutes, depending on the size of the tin. 11. Leave the cake to cool before decorating.
	Food and	<ul style="list-style-type: none"> • Demonstrate good hygiene and safety practices 	

	Nutrition	<p>during the practical lesson, for example:</p> <ul style="list-style-type: none"> ○ wash hands regularly ○ clean working surfaces before and after the practical lesson ○ handle heat, electricity, etc. with care 	
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5	Food Production	<p>The learner must be able to prepare two types of cakes, applying the skills below:</p> <ul style="list-style-type: none"> Identify the equipment and utensils used to prepare a cake. Demonstrate the correct measuring skills. Read and interpret the recipe. Demonstrate preparation techniques, such as: <ul style="list-style-type: none"> preheat oven line cake tin grease cake tin separate eggs sift make a paste Demonstrate the correct mixing methods, for example: <ul style="list-style-type: none"> beat fold-in cream stir Demonstrate dry and moist heat cooking methods, bake and boil. Apply the guidelines for baking cakes. Test the cake for doneness. 	<p>Learners do two practical lessons where they prepare two types of cakes, for example a custard cake and a red velvet cake.</p> <p>CUSTARD CAKE</p> <table border="1"> <thead> <tr> <th colspan="4">Ingredients</th></tr> <tr> <th colspan="2">Custard Cake</th><th colspan="2">Filling</th></tr> </thead> <tbody> <tr> <td>250 ml</td><td>cake flour</td><td>500 ml</td><td>milk</td></tr> <tr> <td>50 ml</td><td>corn flour</td><td>75 ml</td><td>custard powder+50 ml cold milk</td></tr> <tr> <td>5 ml</td><td>baking powder</td><td>1 ml</td><td>salt</td></tr> <tr> <td>1 ml</td><td>salt</td><td>125 ml</td><td>butter, soft</td></tr> <tr> <td>50 ml</td><td>cold water</td><td>125 ml</td><td>castor sugar</td></tr> <tr> <td>4</td><td>eggs</td><td colspan="2">Decoration</td></tr> <tr> <td>250 ml</td><td>castor sugar</td><td>2</td><td>crumbed biscuits (any kind for e.g. Marie/Tennis biscuits)</td></tr> <tr> <td colspan="2"></td><td colspan="2">OR</td></tr> <tr> <td colspan="2"></td><td>15 ml</td><td>coconut (roasted or plain)</td></tr> </tbody> </table> <p>Method</p> <ol style="list-style-type: none"> Preheat oven to 180°C. Prepare two 200mm sandwich cake tins by greasing it, and then line the base with baking paper and grease again. 	Ingredients				Custard Cake		Filling		250 ml	cake flour	500 ml	milk	50 ml	corn flour	75 ml	custard powder+50 ml cold milk	5 ml	baking powder	1 ml	salt	1 ml	salt	125 ml	butter, soft	50 ml	cold water	125 ml	castor sugar	4	eggs	Decoration		250 ml	castor sugar	2	crumbed biscuits (any kind for e.g. Marie/Tennis biscuits)			OR				15 ml	coconut (roasted or plain)
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		<ul style="list-style-type: none"> • Apply the techniques for decorating cakes. 	
	Food and Nutrition	<ul style="list-style-type: none"> • Demonstrate good hygiene and safety practices during the practical lesson, for example: <ul style="list-style-type: none"> ○ wash hands regularly ○ clean working surfaces before and after the practical lesson ○ handle heat, electricity, etc. with care 	<p>OR</p> <p>Spray two 200mm sandwich cake tins with spray and cover up the base of the pans with baking paper. Spray baking paper.</p> <ol style="list-style-type: none"> 3. Sift the flour, corn flour, baking powder and salt together. 4. Separate the eggs. 5. Beat the egg yolks and cold water together and add the castor sugar little by little to it while constantly beating till the mixture is light yellow in colour. (Use an electric beater or a whisk.) 6. Fold in the dry ingredients in the egg yolks mixture with a metal spoon. 7. Beat the egg whites until the stiff peak stage. 8. Fold the egg whites lightly into the flour mixture. 9. Pour the cake mixture into the prepared cake tins and bake for 15 to 20 minutes till golden brown. 10. Leave cakes to cool in the tins for a while. Remove cakes from the tins and peel paper from the base. Leave to cool completely. <p>Filling:</p> <ol style="list-style-type: none"> 1. Form a paste with the 50ml cold milk and custard powder. 2. Cream the butter and the castor sugar well. Add the salt. 3. Scald the milk and add the custard mixture. Bring to boil while stirring constantly. 4. Boil for ±3 minutes till the custard is cooked. 5. Cool the custard for 3 minutes and beat into the butter-sugar

			<p>mixture until smooth.</p> <ol style="list-style-type: none"> Cut each layer cake lengthwise in the middle to form four round cake layers. Place custard mixture between each layer of cake and also on top. <p>Decoration</p> <ol style="list-style-type: none"> Decorate the cake with biscuit crumbs or coconut. Serve the cake on a cake plate. <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>												
6	Food Production	<p>The learner must be able to prepare two different types of non-crystalline sweets, applying the skills below:</p> <ul style="list-style-type: none"> Identify the equipment and utensils used to prepare sweets. Demonstrate the correct measuring skills. Read and interpret the recipe. Demonstrate preparation techniques, such as: <ul style="list-style-type: none"> dissolve 	<p>Learners do two practical lessons where they prepare two different types of non-crystalline sweets, for example peanut brittle and toffee apples.</p> <p style="text-align: center;">PEANUT BRITTLE</p> <table border="1"> <thead> <tr> <th colspan="4">Ingredients</th> </tr> </thead> <tbody> <tr> <td>30 ml</td><td>butter</td><td>125 ml</td><td>water</td> </tr> <tr> <td>375 ml</td><td>sugar</td><td>250 ml</td><td>peanuts</td> </tr> </tbody> </table>	Ingredients				30 ml	butter	125 ml	water	375 ml	sugar	250 ml	peanuts
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		<ul style="list-style-type: none"> • Demonstrate the correct mixing methods, for example: <ul style="list-style-type: none"> ○ stir • Demonstrate a moist heat cooking method, boil. • Describe and apply the guidelines to ensure successful sweets, for example: <ul style="list-style-type: none"> ○ never make sweets on rainy days ○ heat the ingredients slowly, the mixture should not reach boiling point before all the sugar has dissolved ○ do not stir once the mixture is boiling ○ pour the mixture out slowly to prevent air bubbles from forming in the sweets ○ do not scrape the last bit from the saucepan, etc. • Explain the reasons for grittiness in sweets, for example: <ul style="list-style-type: none"> ○ mixture starts to boil before all the sugar is dissolved ○ mixture has been stirred after it started boiling ○ the last bit has been scraped from the saucepan, etc. • Describe and demonstrate the correct way to use a sugar thermometer, for example: <ul style="list-style-type: none"> ○ never put the thermometer directly into the 	<table border="1"> <tr> <td>125 ml</td><td>golden syrup</td><td>1 ml</td><td>bicarbonate of soda</td></tr> <tr> <td>pinch of</td><td>salt</td><td>5 ml</td><td>vanilla essence</td></tr> </table> <p>Method</p> <ol style="list-style-type: none"> 1. Stir butter, sugar, syrup, salt and water over low heat until sugar has dissolved. 2. Boil to soft crack stage (132°C-143°C). 3. Add peanuts, bicarbonate of soda and vanilla. 4. Pour onto a large platter. 5. Cool slightly and then mark into squares. 6. Break into pieces when cold. 7. Store in an airtight container to prevent it from becoming sticky. <p>Because this is a difficult and dangerous practical (because of the boiling hot syrup), the teacher can first demonstrate how to make peanut brittle. The teacher can show learners what to do and what not to do before the learners start making their own peanut brittle. During and after the practical lesson, the teacher can ask the learners questions about making peanut brittle.</p> <p>Possible questions:</p> <ul style="list-style-type: none"> • How do you prevent the peanut brittle from having a gritty texture? (What can you do to prevent it?) • Explain how to use a sugar thermometer correctly. 	125 ml	golden syrup	1 ml	bicarbonate of soda	pinch of	salt	5 ml	vanilla essence
125 ml	golden syrup	1 ml	bicarbonate of soda								
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		<p>boiling syrup, heat it first in water brought slowly to the boil</p> <ul style="list-style-type: none"> ○ the bulb of the thermometer should be completely covered by the boiling syrup, but it should not touch the saucepan ○ place the sugar thermometer in boiling water after use and allow to cool down slowly, etc. • Describe how to do the cold water test to determine sugar syrup concentration. • Understand the different stages, temperatures, appearance and uses of sugar syrup concentrations. • Describe the characteristics of successful home-made sweets, for example: <ul style="list-style-type: none"> ○ small dainty pieces that is more or less the same size ○ subtle colours ○ pleasant taste, etc. • Describe and apply the guidelines for packaging and storing home-made sweets, for example: <ul style="list-style-type: none"> ○ store sweets in airtight containers in a cool place, because it is easily affected by humidity and temperature ○ sweets are often wrapped in cellophane or clear plastic so that the contents are clearly visible 	<ul style="list-style-type: none"> • Describe the characteristics of successful peanut brittle. <ul style="list-style-type: none"> ○ Rich brown colour ○ Crunchy texture ○ Buttery, nutty taste <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>
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		<p>but protected from moisture and air</p> <ul style="list-style-type: none"> ○ sweets can also be packed in plastic containers, glass bottles, small cardboard boxes, etc. • Name examples of non-crystalline sweets: <ul style="list-style-type: none"> ○ peanut brittle ○ toffee apples ○ toffees ○ marshmallows ○ Turkish delight 	
	Food and Nutrition	<ul style="list-style-type: none"> • Demonstrate good hygiene and safety practices during the practical lesson, for example: <ul style="list-style-type: none"> ○ wash hands regularly ○ clean working surfaces before and after the practical lesson ○ handle knives, heat, electricity, etc. with care 	
7	Food Production	<p>The learner must be able to prepare two different types of non-crystalline sweets, applying the skills below:</p> <ul style="list-style-type: none"> • Identify the equipment and utensils used to prepare sweets. • Demonstrate the correct measuring skills. • Read and interpret the recipe. 	<p>Learners do two practical lessons where they prepare two different types of non-crystalline sweets, for example marshmallows and Turkish delight.</p> <p>MARSHMALLOWS (± 25 squares)</p> <div> Ingredients </div>

		<ul style="list-style-type: none">• Demonstrate preparation techniques, such as:<ul style="list-style-type: none">○ separate eggs○ grease pan○ sprinkle○ soak• Demonstrate the correct mixing methods, for example:<ul style="list-style-type: none">○ beat○ mix• Demonstrate a moist heat cooking method, boil.• Apply the guidelines to ensure successful sweets.• Demonstrate how to use a sugar thermometer correctly.	<table><tr><td>37,5 ml</td><td>gelatine</td><td>2</td><td>egg whites</td></tr><tr><td>60 ml</td><td>cold water</td><td>1 drop</td><td>red colouring</td></tr><tr><td>400 ml</td><td>sugar</td><td>5 ml</td><td>rosewater</td></tr><tr><td>200 ml</td><td>boiling water</td><td></td><td></td></tr></table>	37,5 ml	gelatine	2	egg whites	60 ml	cold water	1 drop	red colouring	400 ml	sugar	5 ml	rosewater	200 ml	boiling water		
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Food and Nutrition	<ul style="list-style-type: none">• Demonstrate good hygiene and safety practices during the practical lesson, for example:<ul style="list-style-type: none">○ wash hands regularly○ clean working surfaces before and after the practical lesson○ handle knives, heat, electricity, etc. with care	<p>Method</p> <ol style="list-style-type: none">1. Grease a square pan (200 mm x 200 mm) and sprinkle with icing sugar.2. Soak the gelatine in the cold water.3. Boil the sugar and boiling water without stirring to soft ball stage (112°C-115°C).4. Remove from the stove plate and add soaked gelatine mixture to the sugar syrup mixture.5. Beat mixture with an egg beater until white and frothy.6. Beat the egg whites stiffly and add to sugar syrup mixture.7. Beat mixture well once again, until thick and stringy.8. Add the rosewater.9. Colour a delicate pink with the food colouring and mix well.10. Pour mixture into the greased pan and sprinkle with icing sugar.11. When cold, cut into squares and roll in icing sugar.12. Package the marshmallows in an airtight container.																	

			<p>Because this is a difficult and dangerous practical (because of the boiling hot syrup), the teacher can first demonstrate how to make marshmallows. The teacher can show learners what to do and what not to do before the learners start making their own marshmallows. During and after the practical lesson, the teacher can ask the learners questions about making marshmallows.</p> <p>Possible questions:</p> <ul style="list-style-type: none"> • How do you prevent the marshmallows from having a gritty texture? (What can you do to prevent it?) • Describe the characteristics of successful marshmallows. <ul style="list-style-type: none"> ○ Light and fluffy ○ Pale pink colour ○ Pleasant rosewater taste <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>
8	Food Production	<p>The learner must be able to prepare two different types of crystalline sweets, applying the skills below:</p> <ul style="list-style-type: none"> • Identify the equipment and utensils used to prepare sweets. 	<p>Learners do two practical lessons where they prepare two different types of crystalline sweets, for example fudge and coconut ice.</p> <p>FUDGE (± 30 squares)</p>

	<ul style="list-style-type: none">• Demonstrate the correct measuring skills.• Read and interpret the recipe.• Demonstrate basic preparation techniques, such as:<ul style="list-style-type: none">○ grease pan○ melt• Demonstrate the correct mixing methods, for example:<ul style="list-style-type: none">○ stir○ beat• Demonstrate a moist heat cooking method, boil.• Apply the guidelines to ensure successful sweets.• Demonstrate how to use a sugar thermometer correctly.• Name examples of crystalline sweets:<ul style="list-style-type: none">○ fudge○ coconut ice○ fondant○ nougat• Compare the difference between non-crystalline and crystalline sweets:<ul style="list-style-type: none">○ Non-crystalline sweets can be hard, chewy or spongy. Ingredients that prevent crystals from forming are added, like glucose, butter, gelatine, etc.	<table><tr><th colspan="4">Ingredients</th></tr><tr><td>50 ml</td><td>butter</td><td>1 ml</td><td>salt</td></tr><tr><td>500 ml</td><td>sugar</td><td>15 ml</td><td>vinegar</td></tr><tr><td>75 ml</td><td>golden syrup</td><td>15 ml</td><td>cold water</td></tr><tr><td>300 ml</td><td>condensed milk</td><td>5 ml</td><td>vanilla essence</td></tr></table> <p>Method</p> <ol style="list-style-type: none">1. Melt butter, sugar, syrup, condensed milk and salt in a thick bottomed saucepan.2. Mixture may not boil before the sugar has melted.3. Stir continuously at moderate temperature.4. When the sugar has melted, add the vinegar and cold water.5. Keep stirring and boil until the mixture forms a soft ball (112°C), has a golden brown colour and no longer sticks to the sides.6. Remove from the stove plate and beat well until creamy.7. Add the vanilla essence.8. Pour into a shallow, greased pan. Mark squares with a ruler and knife.9. When cold, cut into squares.10. Package the fudge in an airtight container. <p>Because this is a difficult and dangerous practical (because of the boiling</p>	Ingredients				50 ml	butter	1 ml	salt	500 ml	sugar	15 ml	vinegar	75 ml	golden syrup	15 ml	cold water	300 ml	condensed milk	5 ml	vanilla essence
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		<ul style="list-style-type: none"> ○ Crystalline sweets have distinctive small crystals that leave a creamy sensation in your mouth. 	<p>hot syrup), the teacher can first demonstrate how to make fudge. The teacher can show learners what to do and what not to do before the learners start making their own fudge. During and after the practical lesson, the teacher can ask the learners questions about making fudge.</p> <p>Possible questions:</p> <ul style="list-style-type: none"> • How do you prevent the fudge from having a gritty texture? (What can you do to prevent it?) • Describe the characteristics of successful fudge. <ul style="list-style-type: none"> ○ more or less the same size ○ smooth, creamy and velvety ○ golden brown colour • Compare/Describe the difference between non-crystalline and crystalline sweets. <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>
	Food and Nutrition	<ul style="list-style-type: none"> • Demonstrate good hygiene and safety practices during the practical lesson, for example: <ul style="list-style-type: none"> ○ wash hands regularly ○ clean working surfaces before and after the practical lesson ○ handle knives, heat, electricity, etc. with care 	
	Entrepreneurship	<ul style="list-style-type: none"> • Produce, package, cost and sell quality sweets. • Apply the guidelines for packaging and storing home-made sweets. 	<p>Learners package the fudge in glass bottles (they can use recycled bottles). Learners can make the glass bottles more attractive by tying a ribbon around the bottle saying “home-made”, for example.</p> <p>Learners calculate the cost of the product by using the formula, conversion table and till slip provided by the teacher and determine a</p>

			<p>selling price for the fudge (keeping a small profit in mind).</p> <p>Formula: (Actual cost = $\frac{\text{Quantity used} \times \text{Purchase price}}{\text{Quantity bought}}$)</p> <p>Learners can sell the fudge to their parents, teachers or friends.</p> <p>Learners can also sell their fudge at the school's tuck shop.</p> <p>*The teacher can use the conversion table in Annexure B to convert millilitres to grams.</p> <p>*The teacher can use the costing table in Annexure C to help the learners to calculate the cost of ingredients.</p>
9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of two Practical lessons with a 75% weighting and a Theory test/examination with a 25% weighting.	

Formal Assessment Tasks

Activity 1: Practical lesson – Cakes

Activity 2: Practical lesson – Sugar cookery

75%

The teacher chooses any two recipes used during the weekly practical lessons for the learners to do for marks. The two recipes should not be variations of each other. Annexure A will be used to evaluate the dishes.

Calculation of practical mark: $\frac{?}{50} + \frac{?}{50} = \frac{?}{100}$ (convert to a mark out of 75)

Conversion: $\frac{?}{100} \times \frac{75}{1} = \frac{?}{75}$

Activity 3: Test or Examination – 25%

Year 3 Term 4

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	Entrepreneurship	<ul style="list-style-type: none"> List materials used for packaging, for example: <ul style="list-style-type: none"> glass paper plastic, etc. Describe the requirements for packaging, for example: <ul style="list-style-type: none"> economical attractive environmentally friendly, etc. Name the things packaging should protect the product from, for example: <ul style="list-style-type: none"> mechanical damage contamination by micro-organisms drying out, etc. List/Identify the information that should appear on food labels, for example: <ul style="list-style-type: none"> name of the product ingredients possible allergens weight, volume or quantity 	<p>Learners complete an assignment where they collect a label and identify different information on the label, for example:</p> <ul style="list-style-type: none"> What is the name of the product? What is the main ingredient of the product? Where is it manufactured? What is the expiry date? <p>Learners create an attractive and informative label for a product. (They can create a label for the jam that they are going to make and sell in</p>

		<ul style="list-style-type: none"> ○ expiry date, etc. 	advance.)
2	Entrepreneurship	<ul style="list-style-type: none"> • Name and describe the three categories of production costs: <ul style="list-style-type: none"> ○ Material costs ○ Labour costs ○ Overheads • List examples of overhead costs: <ul style="list-style-type: none"> ○ rent ○ electricity and water ○ maintenance, etc. • Calculate the cost of ingredients, using the given formula (Actual cost = $\frac{\text{Quantity used} \times \text{Purchase price}}{\text{Quantity bought}}$) • Interpret a conversion table and convert millilitres to grams, using the given table. • Calculate a selling price by adding an estimated percentage to cover labour (production costs), as well as adding an estimated mark-up percentage for profit. 	<p>Learners complete an assignment where they are given a recipe and a till slip; and asked to cost the recipe.</p> <p>Learners calculate the cost of the product by using the formula and conversion table given by the teacher.</p> <p>Learners determine a selling price for the product by adding a percentage to cover labour costs ($\pm 70\%$); and then adding a percentage for profit ($\pm 50\%$).</p> <p>*The teacher can use the conversion table in Annexure B to convert millilitres to grams.</p> <p>*The teacher can use the costing table in Annexure C to help the learners to calculate the cost of ingredients.</p> <p>The teacher can give the learners word problems to complete, for example:</p> <p>The production cost of a bottle chutney is R15.00. Add a 70% mark-up (profit) and calculate the selling price.</p>

3	Food Production	<p>The learner must be able to produce two different hard meringues, applying the skills below:</p> <ul style="list-style-type: none"> Identify the equipment and utensils used to prepare hard meringues. Demonstrate the correct measuring skills. Read and interpret the recipe. Demonstrate preparation techniques, such as: <ul style="list-style-type: none"> separate eggs line baking sheet preheat oven Demonstrate the correct mixing methods, for example: <ul style="list-style-type: none"> beat whisk Demonstrate a dry heat cooking method, bake. Decorate the meringues. Describe and apply the guidelines to ensure successful meringues, for example: <ul style="list-style-type: none"> use egg whites at room temperature use a metal or glass bowl make sure there are no traces of egg yolk in the whites, etc. Explain the reasons for unsuccessful meringues, 	<p>Learners do two practical lessons where they prepare two different hard meringues, for example mini pavlovas and classic small meringues.</p> <p style="text-align: center;">MINI PAVLOVAS (HARD MERINGUES)</p> <table border="1" data-bbox="1366 434 1930 644"> <thead> <tr> <th colspan="4">Ingredients</th></tr> </thead> <tbody> <tr> <td>2</td><td>egg whites</td><td>150 ml</td><td>castor sugar</td></tr> <tr> <td>1 ml</td><td>salt</td><td></td><td>whipped cream</td></tr> <tr> <td>2 ml</td><td>cream of tartar</td><td></td><td>fruit pieces</td></tr> </tbody> </table> <p>Method</p> <ol style="list-style-type: none"> Line a baking sheet with wax paper. Preheat oven to 120°C. Beat the egg whites to the soft peak stage. Add the salt and cream of tartar and beat until stiff but not dry. Add the castor sugar a spoonful at a time, whisking continuously until all the sugar has been beaten in. Pipe neat shapes (cases) onto the baking sheet about 30 mm apart. Place in the oven and turn the temperature down to 100°C. Bake for approximately 60 minutes. Turn the oven off and leave the meringues in the oven for another hour to dry out completely. 	Ingredients				2	egg whites	150 ml	castor sugar	1 ml	salt		whipped cream	2 ml	cream of tartar		fruit pieces
Ingredients																			
2	egg whites	150 ml	castor sugar																
1 ml	salt		whipped cream																
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		<p>for example:</p> <ul style="list-style-type: none"> ○ low foam volume – yolk in the egg whites ○ outside is too brown and crunchy with a sticky and chewy centre – oven was too hot ○ meringues are chewy – made on a humid day, etc. • Name and describe the different stages of foam formation; and list their uses: <ul style="list-style-type: none"> ○ foamy – thickening ○ soft peak – soft meringue, omelettes, sponge cakes ○ stiff peak – hard meringues • Describe the characteristics of successful hard meringues, for example: <ul style="list-style-type: none"> ○ have neat shapes that are all the same size ○ are pure white or pastel in colour ○ have a completely dry texture ○ are light in weight 	<p>10. Allow to cool completely and decorate the meringue cases with whipped cream and different fruit pieces, for example: strawberries, kiwi fruit, gooseberries, etc.</p> <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p> <p>The teacher can demonstrate the different stages of foam formation and ask the learners to identify each stage.</p>
	Food and Nutrition	<ul style="list-style-type: none"> • Demonstrate good hygiene and safety practices during the practical lesson, for example: <ul style="list-style-type: none"> ○ wash hands regularly ○ clean working surfaces before and after the practical lesson 	

		<ul style="list-style-type: none"> ○ handle knives, heat, electricity, etc. with care 	
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4	Food Production	<p>The learner must be able to prepare two different soft meringues, applying the skills below:</p> <ul style="list-style-type: none">• Identify the equipment and utensils used to prepare soft meringues.• Demonstrate the correct measuring skills.• Read and interpret the recipe.• Demonstrate preparation techniques, such as:<ul style="list-style-type: none">○ crumb○ melt○ squeeze lemons○ grate○ separate eggs○ preheat oven○ grease pie dish• Demonstrate the correct mixing methods, for example:<ul style="list-style-type: none">○ mix○ beat○ whisk	<p>Learners do two practical lessons where they prepare two different soft meringues, for example lemon meringue pie and chocolate meringue pie.</p> <p style="text-align: center;">LEMON MERINGUE PIE</p> <table><tr><th colspan="3">Ingredients</th></tr><tr><th>Crust</th><th>Filling</th><th>Meringue topping</th></tr><tr><td>375 ml finely crumbed Marie biscuits</td><td>1 tin condensed milk</td><td>2 egg whites</td></tr><tr><td>100 ml melted margarine</td><td>100 ml fresh lemon juice</td><td>1 ml salt</td></tr><tr><td></td><td>2 ml grated lemon rind</td><td>1 ml cream of tartar</td></tr><tr><td></td><td></td><td>75 ml castor sugar</td></tr></table> <p>Method</p> <ol style="list-style-type: none">1. Place the biscuit crumbs in a mixing bowl, add the melted margarine and mix.2. Spoon into a greased pie dish and press firmly to the bottom and sides.	Ingredients			Crust	Filling	Meringue topping	375 ml finely crumbed Marie biscuits	1 tin condensed milk	2 egg whites	100 ml melted margarine	100 ml fresh lemon juice	1 ml salt		2 ml grated lemon rind	1 ml cream of tartar			75 ml castor sugar
Ingredients																					
Crust	Filling	Meringue topping																			
375 ml finely crumbed Marie biscuits	1 tin condensed milk	2 egg whites																			
100 ml melted margarine	100 ml fresh lemon juice	1 ml salt																			
	2 ml grated lemon rind	1 ml cream of tartar																			
		75 ml castor sugar																			

		<ul style="list-style-type: none"> • Apply the guidelines to ensure successful meringues. • Identify the different stages of foam formation. • Demonstrate a dry heat cooking method, bake. • Decorate the meringues. • Describe the characteristics of successful soft meringues, for example: <ul style="list-style-type: none"> ○ no sign of water leakage on the surface ○ holds shape and depth ○ golden-brown on the surface and white on the inside ○ have a fine, soft and tender texture 	<ol style="list-style-type: none"> 3. Chill in the refrigerator until firm. 4. Pour condensed milk, lemon juice and rind into a mixing bowl and mix well. 5. Pour unto crumb crust and bake for 15 minutes at 180°C. 6. Beat the egg whites to the soft peak stage. 7. Add the salt and cream of tartar and beat until stiff, but not dry. 8. Add the castor sugar a spoonful at a time, whisking continuously until the sugar has been beaten in. 9. Pile meringue topping onto hot filling and bake until the meringue is light brown. <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p>
	Food and Nutrition	<ul style="list-style-type: none"> • Demonstrate good hygiene and safety practices during the practical lesson, for example: <ul style="list-style-type: none"> ○ wash hands regularly ○ clean working surfaces before and after the practical lesson ○ handle heat, electricity, etc. with care 	<p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p> <p>The teacher can ask the learners questions during and after the practical lesson or the learners can complete a worksheet after the practical lesson about meringues.</p> <p>Possible questions:</p> <ul style="list-style-type: none"> • Explain the effect of the following on egg white foam: <ol style="list-style-type: none"> a. Temperature of egg whites b. Equipment

			<p>c. Small quantity of egg yolk in the whites</p> <ul style="list-style-type: none"> Describe the appearance of egg whites that have been beaten to: <ul style="list-style-type: none"> the soft peak stage the stiff peak stage Describe the characteristics of: <ul style="list-style-type: none"> successful hard meringues successful soft meringues 																				
5	Food Production	<p>The learner must be able to prepare two different types of meringue desserts, applying the skills below:</p> <ul style="list-style-type: none"> Identify the equipment and utensils used to prepare meringue desserts. Demonstrate the correct measuring skills. Read and interpret the recipe. Demonstrate preparation techniques, such as: <ul style="list-style-type: none"> preheat oven line sponge tin separate eggs dust Demonstrate the correct mixing methods, for example: <ul style="list-style-type: none"> beat whip (the cream) 	<p>Learners do two practical lessons where they prepare two different types of meringue desserts, for example rolled meringue and hertzoggies.</p> <p style="text-align: center;">ROLLED MERINGUE</p> <table border="1"> <thead> <tr> <th colspan="4">Ingredients</th></tr> </thead> <tbody> <tr> <td>500 ml</td><td>castor sugar</td><td>5 ml</td><td>vanilla essence</td></tr> <tr> <td>15 ml</td><td>corn flour</td><td></td><td>icing sugar</td></tr> <tr> <td>10</td><td>egg whites</td><td></td><td>cream, fresh berries or passion fruit</td></tr> <tr> <td>5 ml</td><td>white vinegar</td><td></td><td></td></tr> </tbody> </table> <p>Method</p>	Ingredients				500 ml	castor sugar	5 ml	vanilla essence	15 ml	corn flour		icing sugar	10	egg whites		cream, fresh berries or passion fruit	5 ml	white vinegar		
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		<ul style="list-style-type: none"> • Apply the guidelines to ensure successful meringues. • Identify the different stages of foam formation. • Demonstrate a dry heat cooking method, bake. • Decorate the meringue desserts. 	<ol style="list-style-type: none"> 1. Beat egg whites until stiff peak stage; add the sugar bit by bit as you beat. 2. Add the vanilla, vinegar and corn flour and beat until combined. 3. Dollop into a sponge tin, lined with baking paper. Do not spread out. 4. Bake at 180°C for exactly 12 minutes. 5. Cool and remove from tin. 6. Take paper off and dust with icing sugar. 7. Spread with cream and fresh berries or passion fruit and roll it up. 								
	Food and Nutrition	<ul style="list-style-type: none"> • Demonstrate good hygiene and safety practices during the practical lesson, for example: <ul style="list-style-type: none"> ○ wash hands regularly ○ clean working surfaces before and after the practical lesson ○ handle heat, electricity, etc. with care 	<p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>								
6	Food Production	<p>The learner must be able to prepare two different types of chutney, applying the skills below:</p> <ul style="list-style-type: none"> • Identify the equipment and utensils used to prepare chutney. • Demonstrate the correct measuring skills. • Read and interpret the recipe. • Demonstrate preparation techniques, such as: 	<p>Learners do two practical lessons where they prepare two different types of chutney, for example apple and raisin chutney and peach chutney.</p> <p style="text-align: center;">APPLE AND RAISIN CHUTNEY</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4">Ingredients</th> </tr> </thead> <tbody> <tr> <td>500 g</td> <td>granny smith apples</td> <td>250 ml</td> <td>brown sugar</td> </tr> </tbody> </table>	Ingredients				500 g	granny smith apples	250 ml	brown sugar
Ingredients											
500 g	granny smith apples	250 ml	brown sugar								

		<ul style="list-style-type: none"> ○ wash ○ peel ○ core ○ remove pips ○ mince ○ sterilise bottles <ul style="list-style-type: none"> • Demonstrate the correct mixing methods, for example: <ul style="list-style-type: none"> ○ stir • Demonstrate a moist heat cooking method, boil. • Describe and apply the guidelines for making chutney, for example: <ul style="list-style-type: none"> ○ don't use metal spoons or saucepans; it will give the chutney a metallic flavour ○ boil the chutney slowly over low heat to develop the taste and flavour ○ boil until the consistency is fairly thick and the chutney drops from the spoon in flakes, etc. • Describe and apply the guidelines for sterilising and sealing bottles, for example: <ul style="list-style-type: none"> ○ use clean, dry and warm bottles ○ jars should be airtight so that no air will enter or leave the bottle ○ sterilise the jars in a saucepan with boiling water for 5 minutes, etc. 	<table border="1"> <tr> <td>250 g</td><td>seedless raisins</td><td>15 ml</td><td>salt</td></tr> <tr> <td>250 g</td><td>onions</td><td>5 ml</td><td>mixed herbs</td></tr> <tr> <td>250 ml</td><td>white vinegar</td><td>1 ml</td><td>cayenne pepper</td></tr> </table> <p>Method</p> <ol style="list-style-type: none"> 1. Wash the raisins. 2. Peel the apples and onions. 3. Mince the raisins, apples and onions together. 4. Bring the vinegar, brown sugar, salt, mixed herbs and cayenne pepper to boil in a saucepan. 5. Place minced fruit mixture in the boiling vinegar mixture. 6. Boil until mixture has the right consistency. Stir occasionally. 7. Pour into sterilised bottles while hot. 8. Cover with a waxed paper disc and seal. 9. Label the bottles. <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>	250 g	seedless raisins	15 ml	salt	250 g	onions	5 ml	mixed herbs	250 ml	white vinegar	1 ml	cayenne pepper
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	Food and Nutrition	<ul style="list-style-type: none">• Demonstrate good hygiene and safety practices during the practical lesson, for example:<ul style="list-style-type: none">○ wash hands regularly○ clean working surfaces before and after the practical lesson○ handle knives, heat, electricity, etc. with care							
7	Food Production	<p>The learner must be able to prepare two different types of jam, applying the skills below:</p> <ul style="list-style-type: none">• Identify the equipment and utensils used to prepare jam.• Demonstrate the correct measuring skills.• Read and interpret the recipe.• Demonstrate preparation techniques, such as:<ul style="list-style-type: none">○ wash○ cut○ squash○ sterilise bottles• Demonstrate the correct mixing methods, for example:<ul style="list-style-type: none">○ stir• Demonstrate a moist heat cooking method, boil.• Describe and apply the guidelines for making jam,	<p>Learners do two practical lessons where they prepare two different types of jam, for example strawberry jam and tomato jam.</p> <p style="text-align: center;">STRAWBERRY JAM</p> <table><tr><th colspan="2">Ingredients</th></tr><tr><td>2 kg</td><td>strawberries</td></tr><tr><td>2 kg</td><td>sugar</td></tr></table> <p>Method</p> <ol style="list-style-type: none">1. Wash the strawberries and cut the stems off.2. Layer the strawberries and sugar in a big stainless steel saucepan. Squash the bottom layer of strawberries.3. Allow to stand for 2 hours.	Ingredients		2 kg	strawberries	2 kg	sugar
Ingredients									
2 kg	strawberries								
2 kg	sugar								

		<p>for example:</p> <ul style="list-style-type: none"> ○ the sugar must dissolve before the mixture starts to boil ○ remove the scum (small bubbles of air) caught up in the boiling jam ○ fill the jars while the jam is still hot, etc. • Describe the different methods to test for the readiness of jam: <ul style="list-style-type: none"> ○ wrinkle test ○ flake test ○ thermometer test • Apply the guidelines for sterilising and sealing bottles. 	<ol style="list-style-type: none"> Heat slowly over medium heat, stirring occasionally to allow the sugar to dissolve completely. (Don't boil until the sugar has dissolved.) Boil rapidly until the jam is bright in colour and thick enough, stirring occasionally. Test the jam after about 30 minutes and bottle it while it is still hot. <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>
	Food and Nutrition	<ul style="list-style-type: none"> • Demonstrate good hygiene and safety practices during the practical lesson, for example: <ul style="list-style-type: none"> ○ wash hands regularly ○ clean working surfaces before and after the practical lesson ○ handle knives, heat, electricity, etc. with care 	
	Entrepreneurship	<ul style="list-style-type: none"> • Produce, package, cost and sell quality chutney/jam. • Describe and apply the guidelines for attractively 	<p>Learners can make their jam more attractive for selling by:</p> <ul style="list-style-type: none"> • tying a ribbon around the neck of the bottle saying "home-made"

		<p>bottling chutney/jam, for example:</p> <ul style="list-style-type: none">the name of the product, the ingredients and the manufacturer appear on the label.keep the decorations simple but effective, etc.	<ul style="list-style-type: none">making a cover for the lid out of pretty material <p>Learners calculate the cost of the ingredients used for their jam, using the formula, conversion table and till slip provided by the teacher.</p> <p>Formula: (Actual cost = $\frac{\text{Quantity used} \times \text{Purchase price}}{\text{Quantity bought}}$)</p> <p>With the help of the teacher, learners determine a selling price for their jam by first adding a percentage to cover labour costs ($\pm 70\%$); and then adding a percentage for profit ($\pm 50\%$).</p> <p>Learners can sell their jam to parents, teachers or friends. Learners can also visit a home industry in the area and ask if their jam can be sold there.</p> <p>*The teacher can use the conversion table in Annexure B to convert millilitres to grams.</p> <p>*The teacher can use the costing table in Annexure C to help the learners to calculate the cost of ingredients.</p>
8 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of two Practical lessons with a 75% weighting and a Theory test/examination with a 25% weighting.	
Formal Assessment Tasks			
<div>Activity 1: Practical lesson – Egg whites</div> <div><div></div><div>75%</div></div>			

Activity 2: Practical lesson – Chutney / Jam

The teacher chooses any two recipes used during the weekly practical lessons for the learners to do for marks. The two recipes should not be variations of each other. Annexure A will be used to evaluate the dishes.

Calculation of practical mark: $\frac{?}{50} + \frac{?}{50} = \frac{?}{100}$ (convert to a mark out of 75)

Conversion: $\frac{?}{100} \times \frac{75}{1} = \frac{?}{75}$

Activity 3: Test or Examination – 25%

Year 4 Term 1

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	The Consumer	<ul style="list-style-type: none"> Understand what fossil fuels are and list examples: <ul style="list-style-type: none"> coal oil gas Name and describe regenerative forms of energy, for example: <ul style="list-style-type: none"> solar power wind power hydropower bioenergy Compare different energy sources. (List/Tabulate advantages and disadvantages of each) Name ways to save electricity, for example: <ul style="list-style-type: none"> turn lights off when you leave the room put on warm clothes instead of switching on a heater hang washing on a clothes line to dry instead of using a tumble dryer, etc. 	<p>Learners complete a worksheet where they tabulate the advantages and disadvantages of different energy sources.</p> <p>Learners illustrate ways to save electricity on a poster, using pictures in magazines. Learners must also label their pictures.</p>

2	The Consumer	<ul style="list-style-type: none"> List the reasons for the general water shortage in South Africa, for example: <ul style="list-style-type: none"> low rainfall (SA is a water-stressed country) uneven distribution of rainfall increase in human population and industries, etc. Name and discuss causes of water pollution, for example: <ul style="list-style-type: none"> micro-organisms industry mining, etc. Describe ways to make water safe to drink, for example: <ul style="list-style-type: none"> boiling the water adding bleach to the water, etc. Name ways to save water, for example: <ul style="list-style-type: none"> do not water the garden during the hottest part of the day shower rather than bath turn off the taps when you do not need constant running water, for example when brushing teeth, etc. 	<p>Learners complete an assignment where they have to:</p> <ul style="list-style-type: none"> Measure and record the amount of water that they use during a day. Compare their findings with those of a classmate. Make suggestions for improving their water consumption.
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3	Food Production	<p>The learner must be able to prepare two different types of fish dishes, applying the skills below:</p> <ul style="list-style-type: none"> • Identify the equipment and utensils used to prepare a fish dish. • Demonstrate the correct measuring skills. • Read and interpret the recipe. • Demonstrate preparation techniques, such as: <ul style="list-style-type: none"> ○ chop ○ peel ○ cut ○ soak ○ mash ○ flake • Demonstrate the correct mixing methods, for example: <ul style="list-style-type: none"> ○ beat ○ mix • Demonstrate dry and moist heat cooking methods, for example: shallow fry, steam, boil, etc. • Describe and apply the guidelines for selecting and cooking fish, for example: <ul style="list-style-type: none"> ○ checking the date on the label (also note the 	<p>Learners do two practical lessons where they prepare two different types of fish dishes, for example fish cakes with hake and fish cakes with pilchards.</p> <p style="text-align: center;">FISH CAKES (WITH HAKE)</p> <table border="1" data-bbox="1220 440 2038 753"> <thead> <tr> <th colspan="4">Ingredients</th></tr> </thead> <tbody> <tr> <td>1</td><td>fillet of hake, frozen</td><td>½</td><td>onion, finely chopped</td></tr> <tr> <td>1</td><td>medium potato</td><td>2 ml</td><td>dried parsley</td></tr> <tr> <td>1 slice</td><td>white bread, crumbed</td><td>pinch of</td><td>salt and pepper to taste</td></tr> <tr> <td>25 ml</td><td>milk</td><td>30 ml</td><td>cooking oil</td></tr> <tr> <td>1</td><td>egg</td><td></td><td></td></tr> </tbody> </table> <p>Method</p> <ol style="list-style-type: none"> 1. Remove the skin from the hake fillet while still frozen. Steam the fish over boiling water until done. 2. Peel the potato, cut in cubes and boil until soft. 3. Beat the milk and egg together and pour over bread to soak. 4. Mash the potato and flake the fish. Add it to the bread-and-egg mixture. 5. Add salt and pepper, parsley and chopped onion. Mix. 6. Heat the oil in a frying pan. 7. Shape into cakes, using a table spoon, and fry in the oil until brown on both sides. 	Ingredients				1	fillet of hake, frozen	½	onion, finely chopped	1	medium potato	2 ml	dried parsley	1 slice	white bread, crumbed	pinch of	salt and pepper to taste	25 ml	milk	30 ml	cooking oil	1	egg		
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		smell) <ul style="list-style-type: none"> ○ apply the correct cooking method for each fish dish ○ knowing when the fish is done (flakes separate easily with a fork), etc. • Name the types of sauces and garnishes suitable to be served with fish dishes, for example: <ul style="list-style-type: none"> ○ tartare sauce, béchamel sauce, mornay sauce, etc. ○ parsley, citrus slices or wedges, etc. • Garnish the fish dish. 	8. Serve hot. The teacher can do an additional (3 rd) practical lesson during this week with the learners using a similar recipe, if time allows it. *The teacher can use the evaluation form in Annexure A to assess the practical lessons. The teacher can demonstrate how to create different garnishes for fish dishes, for example using a lemon to create lemon slices, lemon wedges, lemon fans and lemon stars. The learners can then create their own.
	Food and Nutrition	<ul style="list-style-type: none"> • Demonstrate good hygiene and safety practices during the practical lesson, for example: <ul style="list-style-type: none"> ○ wash hands regularly ○ clean working surfaces before and after the practical lesson ○ handle knives, heat, electricity, etc. with care 	

4	Food Production	<p>The learner must be able to prepare two different types of fish dishes, applying the skills below:</p> <ul style="list-style-type: none">• Identify the equipment and utensils used to prepare a fish dish.• Demonstrate the correct measuring skills.• Read and interpret the recipe.• Demonstrate preparation techniques, such as:<ul style="list-style-type: none">○ preheat oven○ grease oven dish○ blanch○ slice○ chop○ debone○ flake○ sauté• Demonstrate the correct mixing methods, for example:<ul style="list-style-type: none">○ stir○ mix• Demonstrate moist and dry heat cooking methods, for example: boil, poach, shallow fry, bake etc.• Apply the guidelines for selecting and cooking	<p>Learners do two practical lessons where they prepare two different types of fish dishes, for example hake casserole and tuna casserole.</p> <p>HAKE CASSEROLE</p> <table><tr><th colspan="6">Ingredients</th></tr><tr><th colspan="2">Rice</th><th colspan="2">Béchamel sauce</th><th colspan="2">Fish</th></tr><tr><td>125 ml</td><td>rice</td><td>30 ml</td><td>margarine</td><td>200 g</td><td>hake</td></tr><tr><td>300 ml</td><td>water</td><td>30 ml</td><td>cake flour</td><td>10 ml</td><td>oil</td></tr><tr><td>3 ml</td><td>salt</td><td>2 ml</td><td>salt</td><td>1</td><td>celery stick,</td></tr><tr><td></td><td></td><td>pinch</td><td>cayenne pepper</td><td></td><td>cut in rings</td></tr><tr><td></td><td></td><td>1 ml</td><td>mustard powder</td><td>1</td><td>tomato,</td></tr><tr><td></td><td></td><td>250 ml</td><td>milk</td><td></td><td>blanched,</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td>slices</td></tr><tr><td></td><td></td><td></td><td></td><td>30 ml</td><td>onion,</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td>chopped</td></tr><tr><td></td><td></td><td></td><td></td><td>60 ml</td><td>cheese,</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td>grated</td></tr><tr><td></td><td></td><td></td><td></td><td>25 ml</td><td>soft bread</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td>crumbs</td></tr></table> <p>Method</p>	Ingredients						Rice		Béchamel sauce		Fish		125 ml	rice	30 ml	margarine	200 g	hake	300 ml	water	30 ml	cake flour	10 ml	oil	3 ml	salt	2 ml	salt	1	celery stick,			pinch	cayenne pepper		cut in rings			1 ml	mustard powder	1	tomato,			250 ml	milk		blanched,						slices					30 ml	onion,						chopped					60 ml	cheese,						grated					25 ml	soft bread						crumbs
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		fish. <ul style="list-style-type: none"> Garnish the fish dish. 	<ol style="list-style-type: none"> Grease an ovenproof dish ($\pm 12\text{cm} \times 12\text{cm}$ or any other appropriate size). Preheat the oven to 180°C. Boil rice with lid on, in salt water for ± 20 minutes until swollen and cooked. Poach fish until soft and done. Remove the skin and debone fish and flake. Prepare the béchamel sauce (white sauce): Melt margarine in a small saucepan. Add flour and other dry ingredients and stir continuously. Remove from the heat and stir in milk. Return saucepan to the heat and stir until thickened. Boil for 3 minute while stirring to prevent the sauce burning. Heat the oil. Add onion and celery and sauté for 5 minutes. Add to béchamel sauce. Add poached flaked fish to the sauce. Mix. Spoon layers of rice and fish mixture into the greased ovenproof dish. End off with fish mixture. Place the slices of tomato on top of the fish mixture. Mix bread crumbs with cheese and sprinkle over top of dish. Bake in the pre-heated oven for ± 20 minutes till cheese has melted and dish is golden brown. Serve hot. <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>
	Food and Nutrition	<ul style="list-style-type: none"> Demonstrate good hygiene and safety practices during the practical lesson, for example: <ul style="list-style-type: none"> wash hands regularly clean working surfaces before and after the practical lesson handle knives, heat, electricity, etc. with care 	

5	Food Production	<p>The learner must be able to prepare two different types of fish dishes, applying the skills below:</p> <ul style="list-style-type: none"> Identify the equipment and utensils used to prepare a fish dish. Demonstrate the correct measuring skills. Read and interpret the recipe. Demonstrate preparation techniques, such as: <ul style="list-style-type: none"> preheat oven grease baking tray grate debone flake separate eggs roll Demonstrate the correct mixing methods, for example: <ul style="list-style-type: none"> stir beat mix fold-in Demonstrate moist and dry heat cooking methods, for example: poach, boil, bake, etc. Apply the guidelines for selecting and cooking 	<p>Learners do two practical lessons where they prepare two different types of fish dishes, for example haddock roulade and haddock mornay.</p> <p style="text-align: center;">HADDOCK ROULADE</p> <table border="1"> <thead> <tr> <th colspan="4">Ingredients</th></tr> <tr> <th colspan="2">Béchamel sauce</th><th colspan="2">Roulade</th></tr> </thead> <tbody> <tr> <td>50 ml</td><td>mayonnaise</td><td>100 g</td><td>haddock, poached</td></tr> <tr> <td>75 ml</td><td>cake flour</td><td>4</td><td>extra-large eggs</td></tr> <tr> <td>3 ml</td><td>salt</td><td>20 ml</td><td>onion, grated</td></tr> <tr> <td>pinch</td><td>cayenne pepper</td><td>100 ml</td><td>cheese, grated</td></tr> <tr> <td>2 ml</td><td>mustard powder</td><td></td><td></td></tr> <tr> <td>250 ml</td><td>milk</td><td></td><td></td></tr> </tbody> </table> <p>Method</p> <ol style="list-style-type: none"> Preheat oven to 180°C. Prepare baking tray of 25 X 20 cm with baking paper. Grease both the tray and the paper. Poach haddock in milk until soft and done. Remove haddock from milk, strain milk and reserve for the béchamel sauce. Top up milk to 250 ml. 	Ingredients				Béchamel sauce		Roulade		50 ml	mayonnaise	100 g	haddock, poached	75 ml	cake flour	4	extra-large eggs	3 ml	salt	20 ml	onion, grated	pinch	cayenne pepper	100 ml	cheese, grated	2 ml	mustard powder			250 ml	milk		
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		fish. <ul style="list-style-type: none"> Garnish the fish dish. 	5. Remove the skin and debone the haddock (fish) and flake. 6. Prepare the béchamel sauce: Melt margarine in a small saucepan. Add flour and other dry ingredients and stir continuously. Remove from the heat and stir in the strained and top-up milk. Return saucepan to the heat and stir until thickened. Boil for 3 minute while stirring to prevent the sauce to burn. Leave to cool slightly. Measure the béchamel sauce and use half of it for the roulade and keep the rest for the filling. Add the cheese to the béchamel sauce for the filling. 7. Separate eggs, and then beat egg yolks with a fork. 8. Combine the béchamel sauce (without the cheese) with the beaten egg yolks and mix well. 9. Add flaked haddock and grated onion. Mix well. 10. Beat egg whites until stiff but not dry. Fold egg whites into the sauce using a metal spoon. 11. Pour mixture into the baking tray. 12. Bake until golden brown (10-12 minutes). 13. Turn out on a piece of slightly damp baking paper, or use a clean, damp tea towel. 14. Pull baking paper completely off the cooked roulade. 15. Carefully cut off crusts with a sharp knife and spread cheese sauce on roulade. Roll. 16. Place on a serving platter with open side underneath. 17. Garnish with lemon and parsley. Serve.
	Food and Nutrition	<ul style="list-style-type: none"> Demonstrate good hygiene and safety practices during the practical lesson, for example: <ul style="list-style-type: none"> wash hands regularly clean working surfaces before and after the practical lesson handle knives, heat, electricity, etc. with care 	

			<p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p> <p>The teacher can ask the learners questions during and after the practical lesson or the learners can complete a worksheet after the practical lesson about fish dishes.</p> <p>Possible questions:</p> <ul style="list-style-type: none"> • What methods did you use to cook the different fish dishes? • How did you test the fish for doneness? • Name two sauces suitable to serve with fish dishes. • Describe different garnishes suitable for fish dishes. <p>Learners can also complete a task where they search for pictures and/or recipes of different fish dishes in magazines and describe the different garnishes used for the fish dishes.</p>
6	Food Production	<p>The learner must be able to prepare two different types of chicken dishes, applying the skills below:</p> <ul style="list-style-type: none"> • Identify the equipment and utensils used to prepare a chicken dish. 	<p>Learners do two practical lessons where they prepare two different types of chicken dishes, for example chicken à la king and chicken curry.</p> <p style="text-align: center;">CHICKEN Á LA KING</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Ingredients </div>

	<ul style="list-style-type: none">• Demonstrate the correct measuring skills.• Read and interpret the recipe.• Demonstrate preparation techniques, such as:<ul style="list-style-type: none">○ cut○ slice○ separate egg• Demonstrate the correct mixing methods, for example:<ul style="list-style-type: none">○ stir○ mix○ beat• Demonstrate dry and moist heat cooking methods, for example: shallow fry and simmer.• Describe and apply the guidelines for selecting and cooking chicken (poultry), for example:<ul style="list-style-type: none">○ strict hygiene principles when preparing and serving chicken to ensure that the dish is safe to eat○ checking the date on the label (also note the smell)○ correct storing, etc.• Garnish the chicken dish.	<table><tr><td>2</td><td>chicken portions, cut into strips</td><td>5 ml</td><td>flour</td></tr><tr><td>1</td><td>small onion</td><td>250 ml</td><td>milk</td></tr><tr><td>¼</td><td>green pepper, sliced</td><td>1</td><td>egg yolk</td></tr><tr><td>150 g</td><td>mushrooms sliced</td><td>10 ml</td><td>margarine</td></tr><tr><td></td><td>salt and pepper to taste</td><td>25 ml</td><td>cooking oil</td></tr></table> <p>Method</p> <ol style="list-style-type: none">1. Sauté onion and green pepper.2. Fry the chicken pieces till brown.3. Add the mushrooms and stir fry until done.4. Remove from the saucepan and melt 10 ml margarine in the same saucepan. Add the flour, salt and pepper and mix well.5. Add the milk slowly while stirring continuously.6. Beat the egg yolk, add a little of the hot liquid (± 50 ml) while stirring. Pour back into the rest of the sauce while stirring continuously.7. Add the chicken and other ingredients and simmer for 2 minutes. <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>	2	chicken portions, cut into strips	5 ml	flour	1	small onion	250 ml	milk	¼	green pepper, sliced	1	egg yolk	150 g	mushrooms sliced	10 ml	margarine		salt and pepper to taste	25 ml	cooking oil
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	Nutrition	<p>during the practical lesson, for example:</p> <ul style="list-style-type: none"> ○ wash hands regularly ○ clean working surfaces before and after the practical lesson ○ handle knives, heat, electricity, etc. with care 																																																	
7	Food Production	<p>The learner must be able to prepare two different types of chicken dishes, applying the skills below:</p> <ul style="list-style-type: none"> • Identify the equipment and utensils used to prepare a chicken dish. • Demonstrate the correct measuring skills. • Read and interpret the recipe. • Demonstrate preparation techniques, such as: <ul style="list-style-type: none"> ○ chop ○ debone ○ make a paste • Demonstrate the correct mixing methods, for example: <ul style="list-style-type: none"> ○ beat ○ mix • Demonstrate dry and moist heat cooking methods, for example: shallow fry and simmer. • Apply the guidelines for selecting and cooking 	<p>Learners do two practical lessons where they prepare two different types of chicken dishes, for example stuffed chicken breasts and chicken schnitzel.</p> <p style="text-align: center;">STUFFED CHICKEN BREASTS</p> <table border="1"> <thead> <tr> <th colspan="4">Ingredients</th> </tr> <tr> <th colspan="2">Chicken</th> <th colspan="2">Chutney and Orange Sauce</th> </tr> </thead> <tbody> <tr> <td>200 g</td> <td>chicken breasts (2)</td> <td>50 ml</td> <td>chutney, hot or mild</td> </tr> <tr> <td colspan="2">Filling</td> <td>125 ml</td> <td>orange juice</td> </tr> <tr> <td>50 ml</td> <td>finely chopped mushroom</td> <td>125 ml</td> <td>chicken stock (¼ cube)</td> </tr> <tr> <td>½</td> <td>small chopped onion</td> <td>12,5 ml</td> <td>corn flour + 25ml water</td> </tr> <tr> <td>2 ml</td> <td>salt</td> <td colspan="2">Garnish</td> </tr> <tr> <td>pinch</td> <td>pepper</td> <td>2</td> <td>spring onions</td> </tr> <tr> <td>½</td> <td>egg, beaten</td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>rashers bacon, chopped</td> <td></td> <td></td> </tr> <tr> <td>15 ml</td> <td>oil</td> <td></td> <td></td> </tr> <tr> <td></td> <td>toothpicks</td> <td></td> <td></td> </tr> </tbody> </table>	Ingredients				Chicken		Chutney and Orange Sauce		200 g	chicken breasts (2)	50 ml	chutney, hot or mild	Filling		125 ml	orange juice	50 ml	finely chopped mushroom	125 ml	chicken stock (¼ cube)	½	small chopped onion	12,5 ml	corn flour + 25ml water	2 ml	salt	Garnish		pinch	pepper	2	spring onions	½	egg, beaten			1	rashers bacon, chopped			15 ml	oil				toothpicks		
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		chicken (poultry). <ul style="list-style-type: none">Garnish the chicken dish.	50 ml oil for frying the chicken
Food and Nutrition	<ul style="list-style-type: none">Demonstrate good hygiene and safety practices during the practical lesson, for example:<ul style="list-style-type: none">wash hands regularlyclean working surfaces before and after the practical lessonhandle knives, heat, electricity, etc. with care	Method <ol style="list-style-type: none">Sauté onion, mushrooms and bacon.Skin and de-bone chicken breasts. Make a pocket in each of the breast by cutting an opening till the middle of the breast.Mix the mushroom mixture with salt and pepper and the beaten egg.Divide in half and fill each breast with the filling. Close the opening with toothpicks.Heat oil for frying in a heavy-based saucepan. Brown the stuffed chicken breasts each side till golden brown.Mix the ingredients for the sauce and pour over chicken. Simmer till chicken is cooked. If the sauce is not thick enough thicken it with paste of corn flour.Arrange on a serving plate and spoon over the hot chutney orange sauce.Garnish with spring onions or coriander leaves. <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>	

8	Food Production	<p>The learner must be able to prepare two different types of chicken dishes, applying the skills below:</p> <ul style="list-style-type: none"> Identify the equipment and utensils used to prepare a chicken dish. Demonstrate the correct measuring skills. Read and interpret the recipe. Demonstrate preparation techniques, such as: <ul style="list-style-type: none"> chop slice cut separate egg glaze Demonstrate the correct mixing methods, for example: <ul style="list-style-type: none"> beat stir mix Demonstrate dry and moist heat cooking methods, for example: shallow fry, bake, boil and simmer. Apply the guidelines for selecting and cooking chicken (poultry). 	<p>Learners do two practical lessons where they prepare two different types of chicken dishes, for example chicken pie and chicken salad.</p> <p style="text-align: center;">CHICKEN PIE</p> <table border="1"> <thead> <tr> <th colspan="4">Ingredients</th></tr> </thead> <tbody> <tr> <td>25 ml</td><td>cooking oil</td><td>150 g</td><td>mushrooms, sliced</td></tr> <tr> <td>2</td><td>chicken breasts</td><td>15 ml</td><td>cooking oil</td></tr> <tr> <td>½</td><td>onion, chopped</td><td>10 ml</td><td>cake flour</td></tr> <tr> <td>250 ml</td><td>chicken stock</td><td></td><td>pre-prepared puff pastry</td></tr> <tr> <td>5 ml</td><td>salt</td><td>1</td><td>egg yolk, beaten</td></tr> <tr> <td>2 ml</td><td>black pepper</td><td></td><td></td></tr> </tbody> </table> <p>Method</p> <ol style="list-style-type: none"> Thaw the pastry at room temperature. Heat oil in a saucepan and brown chicken breasts in heated oil. Add chopped onion and sauté until soft. Add chicken stock, salt and black pepper. Bring to boil lower heat and simmer for about 30-40 minutes until chicken is tender. Remove chicken from saucepan and allow to cool before cutting it up into small pieces. Sauté mushrooms in oil. Add the flour and 125 ml of the liquid in which 	Ingredients				25 ml	cooking oil	150 g	mushrooms, sliced	2	chicken breasts	15 ml	cooking oil	½	onion, chopped	10 ml	cake flour	250 ml	chicken stock		pre-prepared puff pastry	5 ml	salt	1	egg yolk, beaten	2 ml	black pepper		
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		<ul style="list-style-type: none"> Garnish the chicken dish. 	<p>the chicken was cooked. Stir until the sauce thickens.</p> <ol style="list-style-type: none"> Add chicken to sauce and mix well. Spoon chicken into a shallow dish. Roll out dough and cut a piece to fit the top of the dish. Neaten edges and make slits to allow steam to escape while the pie is baking. Glaze with beaten egg yolk. Bake for 30 minutes at 200°C until the pastry is golden brown. <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p> <p>The learners can complete a task where they have to describe control measures to prevent spoilage during the following stages of working with chicken:</p> <ul style="list-style-type: none"> Storage Preparing and cooking Keeping food warm before serving Reheating
Food and Nutrition		<ul style="list-style-type: none"> Demonstrate good hygiene and safety practices during the practical lesson, for example: <ul style="list-style-type: none"> wash hands regularly clean working surfaces before and after the practical lesson handle knives, heat, electricity, etc. with care 	
Entrepreneurship		<ul style="list-style-type: none"> Produce, package, cost and sell a quality chicken 	<p>Learners can make chicken pies and/or chicken salad. Learners package the chicken pies and/or chicken salad in suitable and attractive packaging.</p>

		dish.	<p>Learners calculate the cost of the product by using the formula, conversion table and till slip provided by the teacher and determine a selling price for the chicken pies and/or chicken salad (keeping a small profit in mind).</p> <p>Formula: $\text{Actual cost} = \frac{\text{Quantity used} \times \text{Purchase price}}{\text{Quantity bought}}$</p> <p>Learners can sell it to the teachers for lunch.</p> <p>*The teacher can use the conversion table in Annexure B to convert millilitres to grams.</p> <p>*The teacher can use the costing table in Annexure C to help the learners to calculate the cost of ingredients.</p>
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9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of two Practical lessons with a 75% weighting and a Theory test/examination with a 25% weighting.
<div><div><div>Formal Assessment Tasks</div><div><div><div>Activity 1: Practical lesson – Fish</div><div>Activity 2: Practical lesson – Chicken</div></div><div><div></div><div>75%</div></div></div></div><div>The teacher chooses any two recipes used during the weekly practical lessons for the learners to do for marks. The two recipes should not be variations of each other. Annexure A will be used to evaluate the dishes.</div></div>		

Calculation of practical mark: $\frac{?}{50} + \frac{?}{50} = \frac{?}{100}$ (convert to a mark out of 75)

Conversion: $\frac{?}{100} \times \frac{75}{1} = \frac{?}{75}$

Activity 3: Test or Examination – 25%

Year 4 Term 2

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	Food and Nutrition	<ul style="list-style-type: none"> Define the following food-related health conditions: <ul style="list-style-type: none"> Low/high blood glucose levels Diabetes Coronary heart disease (high blood cholesterol – atherosclerosis) Osteoporosis Anaemia High blood pressure Food allergies Dairy and gluten intolerance Bulimia Anorexia Obesity HIV / AIDS Explain the causes of these food-related health conditions. Suggest ways to prevent/manage these food-related health conditions. Identify the Heart Mark logo on food products that is approved by the Heart and Stroke Foundation of 	<p>Learners complete an assignment where they compare different fats and oils and select a heart-friendly one. The teacher can provide the following products, which the learners can compare:</p> <ul style="list-style-type: none"> Oil (sunflower, olive or canola) Margarine Mayonnaise or salad dressing Cream <p>Learners tabulate the differences in cholesterol content, polyunsaturated fat and saturated fat content and choose the most “heart friendly” product.</p> <p>Learners search for products that have the Heart Mark on it, cut it out and paste it as part of the assignment.</p>

		<p>South Africa.</p> <ul style="list-style-type: none"> List the symptoms and explain the treatment for the following food-borne diseases: <ul style="list-style-type: none"> Hepatitis A (infective jaundice) Tuberculosis <i>E. Coli</i> infection Dysentery Gastroenteritis Name and describe ways to prevent the transmission and spreading of food-borne diseases, for example: <ul style="list-style-type: none"> washing hands correct storage of food proper cooking temperature control preventing cross contamination, etc. 	<p>Learners design a poster illustrating ways to prevent food-borne diseases. Learners must label their pictures with a short description.</p>
2	Food and Nutrition	<ul style="list-style-type: none"> Understand what food additives are. Explain the reasons for the use of food additives, for example: <ul style="list-style-type: none"> to maintain or improve nutritional quality to improve keeping quality to make food more attractive, etc. Explain the functions of different food additives, 	

		<p>such as:</p> <ul style="list-style-type: none"> ○ nutrients ○ colourants ○ chemical preservatives, etc. <ul style="list-style-type: none"> • Compare the advantages and disadvantages of food additives. • Interpret food labels by listing/identifying the information that appears on them, for example: <ul style="list-style-type: none"> ○ name of the product ○ ingredients ○ additives ○ possible allergens ○ instructions for use and storage ○ expiry date, etc. 	<p>Learners complete an assignment where they collect any food label and identify and list the following information on the label:</p> <ul style="list-style-type: none"> • Product name • Ingredients • Additives • Allergens • Quantity • Instructions for use and storage • Sell by date or best before date 								
3	Food Production	<p>The learner must be able to prepare two different types of mince dishes, applying the skills below:</p> <ul style="list-style-type: none"> • Identify the equipment and utensils used to prepare a mince dish. • Demonstrate the correct measuring skills. • Read and interpret the recipe. 	<p>Learners do two practical lessons where they prepare two different types of mince dishes, for example hamburger patties and meatballs.</p> <p style="text-align: center;">HAMBURGER PATTIES</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4">Ingredients</th> </tr> </thead> <tbody> <tr> <td>250 g</td><td>mince meat</td><td>25 ml</td><td>milk</td> </tr> </tbody> </table>	Ingredients				250 g	mince meat	25 ml	milk
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		<ul style="list-style-type: none"> • Demonstrate preparation techniques, such as: <ul style="list-style-type: none"> ○ grate ○ soak ○ chop • Demonstrate the correct mixing methods, for example: <ul style="list-style-type: none"> ○ beat ○ mix • Demonstrate dry heat cooking methods, for example: shallow fry and grill. • Describe and apply the guidelines for selecting and cooking minced meat, for example: <ul style="list-style-type: none"> ○ type of meat (beef, lamb, pork, chicken, etc.) ○ quality of mince (topside mince, lean mince, extra lean mince) ○ checking the date on the label, etc. • Garnish the mince dish. 	<table border="1"> <tr> <td>1</td><td>small onion, grated</td><td>2 ml</td><td>salt</td></tr> <tr> <td>1 slice</td><td>white bread</td><td>pinch of</td><td>pepper</td></tr> <tr> <td>1</td><td>egg, beaten</td><td>25 ml</td><td>oil for frying</td></tr> </table> <p>Method</p> <ol style="list-style-type: none"> 1. Mix the milk with the beaten egg and pour it over the bread to soak. 2. Add all the other ingredients to the mince and mix with a fork. 3. Add the egg-and-bread mixture and mix well with the fork. 4. Heat the cooking oil in a frying pan. 5. Make six (6) flat meat patties and fry three (3) at a time in the oil till brown and done on both sides. (Patties can also be grilled.) 6. Make burgers with the patties using buns, lettuce, tomato, cheese, etc. <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p>	1	small onion, grated	2 ml	salt	1 slice	white bread	pinch of	pepper	1	egg, beaten	25 ml	oil for frying
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PUBLIC COMMENT

4	Food Production	<p>The learner must be able to prepare two different types of mince dishes, applying the skills below:</p> <ul style="list-style-type: none"> Identify the equipment and utensils used to prepare a mince dish. Demonstrate the correct measuring skills. Read and interpret the recipe. Demonstrate preparation techniques, such as: <ul style="list-style-type: none"> preheat oven grease oven dish chop slice grate sauté make a paste sieve Demonstrate the correct mixing methods, for example: <ul style="list-style-type: none"> stir mix beat Demonstrate dry and moist heat cooking methods, for example: shallow fry, bake, simmer, etc. Apply the guidelines for selecting and cooking 	<p>Learners do two practical lessons where they prepare two different types of mince dishes, for example mince pie and cottage pie.</p> <p style="text-align: center;">MINCE PIE</p> <table border="1"> <thead> <tr> <th colspan="4">Ingredients</th></tr> <tr> <th colspan="2">Meat</th><th colspan="2">Pastry</th></tr> </thead> <tbody> <tr> <td>250 g</td><td>mince meat</td><td>50 ml</td><td>milk</td></tr> <tr> <td>10 ml</td><td>cooking oil</td><td>60 ml</td><td>oil</td></tr> <tr> <td>1</td><td>small onion, finely chopped</td><td>25 ml</td><td>egg, beaten</td></tr> <tr> <td>10 ml</td><td>cake flour</td><td>100 ml</td><td>cake flour</td></tr> <tr> <td>20 ml</td><td>brown onion soup powder</td><td>pinch of</td><td>salt</td></tr> <tr> <td>80 ml</td><td>milk</td><td>5 ml</td><td>baking powder</td></tr> <tr> <td>50 g</td><td>mushrooms, sliced</td><td></td><td></td></tr> <tr> <td>2 ml</td><td>prepared mustard</td><td></td><td></td></tr> <tr> <td>25 ml</td><td>cheese, grated</td><td></td><td></td></tr> <tr> <td>1 ml</td><td>black pepper</td><td></td><td></td></tr> <tr> <td>2 ml</td><td>salt</td><td></td><td></td></tr> <tr> <td>50 ml</td><td>beef stock (1 ml stock powder / ¼ stock cube in 50 ml hot water)</td><td></td><td></td></tr> </tbody> </table> <p>Method</p>	Ingredients				Meat		Pastry		250 g	mince meat	50 ml	milk	10 ml	cooking oil	60 ml	oil	1	small onion, finely chopped	25 ml	egg, beaten	10 ml	cake flour	100 ml	cake flour	20 ml	brown onion soup powder	pinch of	salt	80 ml	milk	5 ml	baking powder	50 g	mushrooms, sliced			2 ml	prepared mustard			25 ml	cheese, grated			1 ml	black pepper			2 ml	salt			50 ml	beef stock (1 ml stock powder / ¼ stock cube in 50 ml hot water)		
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		minced meat. <ul style="list-style-type: none"> Garnish the mince dish. 	<p>Meat:</p> <ol style="list-style-type: none"> Heat oil in a saucepan until hot. Sauté chopped onion and sliced mushrooms until tender. Add meat and fry meat until brown. Stir continuously during frying to loosen meat. Mix cake flour, soup powder and milk to form a paste and add to meat mixture. Add prepared mustard and meat stock, and simmer for ± 5 minutes till thick but not dry. Remove from heat and add cheese and salt and pepper. Pour into a greased oven proof dish (±500ml volume). <p>Batter:</p> <ol style="list-style-type: none"> Preheat oven to 200°C. Sieve dry ingredients together. Beat egg and oil together. Add milk and beat. Add liquid mixture to the ingredients until it is just mixed. Don't over mix. Pour over meat mixture. Bake in oven until golden brown ±20 min. Serve hot. <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the</p>
	Food and Nutrition	<ul style="list-style-type: none"> Demonstrate good hygiene and safety practices during the practical lesson, for example: <ul style="list-style-type: none"> wash hands regularly clean working surfaces before and after the practical lesson handle knives, heat, electricity, etc. with care 	

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PUBLIC COMMENT

5	Food Production	<p>The learner must be able to prepare two different types of mince dishes, applying the skills below:</p> <ul style="list-style-type: none">Identify the equipment and utensils used to prepare a mince dish.Demonstrate the correct measuring skills.Read and interpret the recipe.Demonstrate preparation techniques, such as:<ul style="list-style-type: none">preheat ovengrease oven dishchopDemonstrate the correct mixing methods, for example:<ul style="list-style-type: none">mixbeatDemonstrate dry and moist heat cooking methods, for example: shallow fry, bake, simmer, etc.Apply the guidelines for selecting and cooking minced meat.Garnish the mince dish.	<p>Learners do two practical lessons where they prepare two different types of mince dishes, for example bobotie and moussaka.</p> <p>BOBOTIE</p> <table><tr><th colspan="4">Ingredients</th></tr><tr><td>½</td><td>onion</td><td>1 ml</td><td>pepper</td></tr><tr><td>2,5 ml</td><td>oil</td><td>5 ml</td><td>turmeric</td></tr><tr><td>250 g</td><td>mince meat (300 ml)</td><td>10 ml</td><td>vinegar</td></tr><tr><td>1 slice</td><td>white bread, crumbed</td><td>60 ml</td><td>seedless raisins</td></tr><tr><td>5 ml</td><td>curry powder</td><td>60 ml</td><td>milk</td></tr><tr><td>10 ml</td><td>sugar</td><td>1</td><td>egg</td></tr><tr><td>2 ml</td><td>salt</td><td></td><td></td></tr></table> <p>Method</p> <ol style="list-style-type: none">Preheat the oven to 180°C.Chop the onion.Heat in saucepan and fry the onion until brown in the 25 ml oil.Add the meat to the onion, and fry until meat is done, remove from stove plate.Add the curry powder, sugar, salt, pepper, turmeric, vinegar, raisins and bread crumbs. Mix well.Place mixture in greased oven dish.Bake for 30 minutes.	Ingredients				½	onion	1 ml	pepper	2,5 ml	oil	5 ml	turmeric	250 g	mince meat (300 ml)	10 ml	vinegar	1 slice	white bread, crumbed	60 ml	seedless raisins	5 ml	curry powder	60 ml	milk	10 ml	sugar	1	egg	2 ml	salt		
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	Food and Nutrition	<ul style="list-style-type: none">Demonstrate good hygiene and safety practices during the practical lesson, for example:<ul style="list-style-type: none">wash hands regularly																																	

		<ul style="list-style-type: none"> ○ clean working surfaces before and after the practical lesson ○ handle knives, heat, electricity, etc. with care 	<p>8. Beat the egg and milk together and pour it over the meat mixture.</p> <p>9. Bake for a further 15 minutes.</p> <p>10. Serve with yellow rice.</p> <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p> <p>The teacher can talk about cultural differences regarding food and also about the influence of other countries on South African food.</p> <p>For example:</p> <ul style="list-style-type: none"> • Bobotie is a Cape Malay dish • Moussaka is a Greek/Turkish dish 								
6	Food Production	<p>The learner must be able to prepare two different types of mince dishes, applying the skills below:</p> <ul style="list-style-type: none"> • Identify the equipment and utensils used to prepare a mince dish. • Demonstrate the correct measuring skills. • Read and interpret the recipe. • Demonstrate preparation techniques, such as: 	<p>Learners do two practical lessons where they prepare two different types of mince dishes, for example curry mince and rice and curry mince vetkoeke.</p> <p style="text-align: center;">CURRY AND RICE</p> <table border="1"> <thead> <tr> <th colspan="4">Ingredients</th> </tr> </thead> <tbody> <tr> <td>½</td> <td>onion, finely chopped</td> <td>250 g</td> <td>mince meat</td> </tr> </tbody> </table>	Ingredients				½	onion, finely chopped	250 g	mince meat
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½	onion, finely chopped	250 g	mince meat								

		<ul style="list-style-type: none"> ○ chop ○ peel ○ cut • Demonstrate the correct mixing methods, for example: <ul style="list-style-type: none"> ○ stir • Demonstrate dry and moist heat cooking methods, for example: shallow fry and simmer. • Apply the guidelines for selecting and cooking minced meat. • Garnish the mince dish. 	<table> <tr> <td>2,5 ml</td><td>oil</td><td>12,5 ml</td><td>chutney</td></tr> <tr> <td>5 ml</td><td>sugar</td><td>5 ml</td><td>apricot jam</td></tr> <tr> <td>5 ml</td><td>mild curry powder</td><td>5 ml</td><td>vinegar</td></tr> <tr> <td>5 ml</td><td>turmeric</td><td>5 ml</td><td>Worcester sauce</td></tr> <tr> <td>2 ml</td><td>salt</td><td>1</td><td>potato, peeled</td></tr> <tr> <td>pinch of</td><td>pepper</td><td></td><td>and cut in cubes</td></tr> <tr> <td></td><td></td><td></td><td>or some mixed</td></tr> <tr> <td></td><td></td><td></td><td>vegetables</td></tr> </table>	2,5 ml	oil	12,5 ml	chutney	5 ml	sugar	5 ml	apricot jam	5 ml	mild curry powder	5 ml	vinegar	5 ml	turmeric	5 ml	Worcester sauce	2 ml	salt	1	potato, peeled	pinch of	pepper		and cut in cubes				or some mixed				vegetables
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	Food and Nutrition	<ul style="list-style-type: none"> • Demonstrate good hygiene and safety practices during the practical lesson, for example: <ul style="list-style-type: none"> ○ wash hands regularly ○ clean working surfaces before and after the practical lesson ○ handle knives, heat, electricity, etc. with care 	<p>Method</p> <ol style="list-style-type: none"> 1. Heat the oil and sauté the onion. 2. Add all the spices and seasoning, and fry for a minute or so while stirring. 3. Add the mince, chutney, apricot jam, vinegar and Worcester sauce and stir. 4. Add the potato cubes or mixed vegetables and simmer covered for at least 30 minutes. 5. Serve on rice or with vetkoek. <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>																																

7	Food Production	<p>The learner must be able to prepare two different types of stews, applying the skills below:</p> <ul style="list-style-type: none">• Identify the equipment and utensils used to prepare a stew.• Demonstrate the correct measuring skills.• Read and interpret the recipe.• Demonstrate preparation techniques, such as:<ul style="list-style-type: none">○ chop○ blanch○ peel○ cut• Demonstrate the correct mixing methods, for example:<ul style="list-style-type: none">○ stir○ rub in• Demonstrate dry and moist heat cooking methods, for example: shallow fry and simmer.• Describe and apply the guidelines for selecting meat for stews and cooking stews, for example:<ul style="list-style-type: none">○ choose tough cuts of meat○ brown meat before stewing to reduce the loss of juices○ cook slowly at low heat, etc.	<p>Learners do two practical lessons where they prepare two different types of stews, for example lamb/beef stew with dumplings and brown stew.</p> <p>LAMB/BEEF STEW WITH DUMPLINGS</p> <table><tr><th>Ingredients: Lamb/Beef</th><th>Ingredients: Dumplings</th></tr><tr><td>200 g stewing lamb/beef</td><td>125 ml cake flour</td></tr><tr><td>1 small onion</td><td>5 ml baking powder</td></tr><tr><td>2 tomatoes</td><td>12,5 ml margarine (hard)</td></tr><tr><td>1 medium potato</td><td>75 ml milk</td></tr><tr><td>5 ml curry powder</td><td>1 ml salt</td></tr><tr><td>½ cube beef stock</td><td>5 ml dried parsley</td></tr><tr><td>25 ml cooking oil</td><td></td></tr></table> <p>Method</p> <ol style="list-style-type: none">1. Roll the meat in the 25 ml flour.2. Chop the onion.3. Heat the oil in a saucepan and brown the onion and meat. Add the curry powder while browning.	Ingredients: Lamb/Beef	Ingredients: Dumplings	200 g stewing lamb/beef	125 ml cake flour	1 small onion	5 ml baking powder	2 tomatoes	12,5 ml margarine (hard)	1 medium potato	75 ml milk	5 ml curry powder	1 ml salt	½ cube beef stock	5 ml dried parsley	25 ml cooking oil	
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		<ul style="list-style-type: none">Garnish the stew.	<div><div>4. Pour boiling water over the tomatoes. Leave for a minute and skin (Blanch). Cut into quarters and add to the meat.</div><div>5. Dissolve the stock cube in 250 ml boiling water. Add to the meat. Cover and simmer for 30 minutes. Add water when necessary.</div><div>6. Peel the potato, cut into cubes and add. Cover and simmer until done.</div><div>7. Prepare the dumplings as follows:<div><div>7.1 Sift flour, salt and baking powder together.</div><div>7.2 Rub margarine into flour mixture, and add the dried parsley.</div><div>7.3 Add milk and mix to a soft consistency.</div></div></div><div>8. Place teaspoons of mixture on top of the meat.</div><div>9. Cover and simmer for 10 minutes without opening the lid.</div><div>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</div><div>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</div></div>
	Food and Nutrition	<ul style="list-style-type: none">Demonstrate good hygiene and safety practices during the practical lesson, for example:<ul style="list-style-type: none">wash hands regularlyclean working surfaces before and after the practical lessonhandle knives, heat, electricity, etc. with care	
8	Food Production	<div>The learner must be able to prepare two different types of stews, applying the skills below:</div> <ul style="list-style-type: none">Identify the equipment and utensils used to prepare a stew.Demonstrate the correct measuring skills.	<div>Learners do two practical lessons where they prepare two different types of stews, for example curry stew and tomato stew.</div> <div>CURRY STEW (BUNNY CHOWS)</div> <div>Ingredients</div>

	<ul style="list-style-type: none">• Read and interpret the recipe.• Demonstrate preparation techniques, such as:<ul style="list-style-type: none">○ chop○ peel○ cut○ brown• Demonstrate the correct mixing methods, for example:<ul style="list-style-type: none">○ mix• Demonstrate dry and moist heat cooking methods, for example: shallow fry, boil and simmer.• Apply the guidelines for selecting meat for stews and cooking stews.• Garnish the stew.	<table><tr><td>200 g</td><td>goulash cubes</td><td>12,5 ml</td><td>chutney</td></tr><tr><td>½</td><td>onion, finely chopped</td><td>5 ml</td><td>apricot jam</td></tr><tr><td>5 ml</td><td>oil</td><td>5 ml</td><td>brown vinegar</td></tr><tr><td>5 ml</td><td>sugar</td><td>5 ml</td><td>Worcester sauce</td></tr><tr><td>5 ml</td><td>curry powder</td><td>¼</td><td>cube beef stock</td></tr><tr><td>5 ml</td><td>turmeric</td><td>1</td><td>potato, peeled</td></tr><tr><td>5 ml</td><td>masala</td><td></td><td>and cut in cubes</td></tr><tr><td>2 ml</td><td>salt</td><td></td><td>or some mixed vegetables</td></tr></table>	200 g	goulash cubes	12,5 ml	chutney	½	onion, finely chopped	5 ml	apricot jam	5 ml	oil	5 ml	brown vinegar	5 ml	sugar	5 ml	Worcester sauce	5 ml	curry powder	¼	cube beef stock	5 ml	turmeric	1	potato, peeled	5 ml	masala		and cut in cubes	2 ml	salt		or some mixed vegetables
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Food and Nutrition	<ul style="list-style-type: none">• Demonstrate good hygiene and safety practices during the practical lesson, for example:<ul style="list-style-type: none">○ wash hands regularly○ clean working surfaces before and after the practical lesson○ handle knives, heat, electricity, etc. with care	<p>Method</p> <ol style="list-style-type: none">1. Boil the potato and vegetables separately until done.2. Brown the meat in the oil. Remove the meat and keep aside.3. Sauté the onion.4. Add the sugar, curry, turmeric, masala, salt, chutney, jam, vinegar and Worcester sauce.5. Add the meat and simmer for 15 minutes.6. Add everything (meat, mixed vegetables and potato) in a pot.7. Dissolve the beef stock in 125 ml boiling water, add to the pot and simmer for about 45 minutes. <p>The teacher can do an additional (3rd) practical lesson during this week</p>																																

			<p>with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>
	Entrepreneurship	<ul style="list-style-type: none"> Produce, package, cost and sell a quality meat dish. 	<p>Learners can make Bunny Chows with curry meat.</p> <p>Learners package the Bunny Chows in suitable and attractive packaging.</p> <p>Learners calculate the cost of the product by using the formula, conversion table and till slip provided by the teacher and determine a selling price for the Bunny Chows (keeping a small profit in mind).</p> <p>Formula: (Actual cost = $\frac{\text{Quantity used} \times \text{Purchase price}}{\text{Quantity bought}}$)</p> <p>Learners can take orders from businesses in their community and sell it to them.</p> <p>*The teacher can use the conversion table in Annexure B to convert millilitres to grams.</p> <p>*The teacher can use the costing table in Annexure C to help the learners to calculate the cost of ingredients.</p>

9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of two Practical lessons with a 75% weighting and a Theory test/examination with a 25% weighting.
<p>Formal Assessment Tasks</p> <p>Activity 1: Practical lesson – Mince</p> <p>Activity 2: Practical lesson – Stew</p> <p>The teacher chooses any two recipes used during the weekly practical lessons for the learners to do for marks. The two recipes should not be variations of each other. Annexure A will be used to evaluate the dishes.</p> <p>Calculation of practical mark: $\frac{?}{50} + \frac{?}{50} = \frac{?}{100}$ (convert to a mark out of 75)</p> <p>Conversion: $\frac{?}{100} \times \frac{75}{1} = \frac{?}{75}$</p> <p>Activity 3: Test or Examination – 25%</p>		

Year 4 Term 3

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	Entrepreneurship	<ul style="list-style-type: none"> Name and describe the factors to consider when choosing a product for small-scale production: <ul style="list-style-type: none"> Human skills Financial resources Available workspace Raw materials (ingredients) Consumer appeal Name and describe the factors influencing efficient production: <ul style="list-style-type: none"> Planning Adhering to specifications Quality control Clean and tidy workplace Hygiene of workers Careful control of finances Stock control Name and describe the requirements for quality products: <ul style="list-style-type: none"> Appropriate for target group Presentation of product 	<p>Learners complete a case study about entrepreneurship where they identify factors that contribute to the success of a small business, as well as possible reasons for failure. Learners also identify principles of sustainability within the passage.</p> <p>Learners create an attractive and informative label for a product. (They can create a label for the dessert that they are going to make and sell in advance.)</p>

		<ul style="list-style-type: none"> ○ Quality of raw materials ○ Quality and design of packaging ○ Storing procedures ○ Safety ○ Labelling ○ Efficient use of time ○ Customer relations ○ Maintenance of equipment ○ Training of staff • Name and describe the responsibilities of producers towards sustainable production, for example: <ul style="list-style-type: none"> ○ reduce waste and use recycled raw materials ○ use eco-friendly products ○ use biodegradable packaging, etc. • Name and describe the responsibilities of consumers towards sustainable consumption, for example: <ul style="list-style-type: none"> ○ reduce, reuse, and recycle ○ do not litter ○ buy wisely – foods with less plastic packaging, etc. 	
2	Entrepreneurship	<ul style="list-style-type: none"> • Name and describe the 5 P's of marketing: 	Learners create/design an advertisement in the form of a pamphlet,

		<ul style="list-style-type: none"> ○ Product ○ Promotion (advertising) ○ Price ○ Place ○ People (target group/market) • Name and describe different production costs, for example: <ul style="list-style-type: none"> ○ material costs ○ labour ○ electricity, etc. • Calculate the cost of ingredients, using the given formula (Actual cost = $\frac{\text{Quantity used} \times \text{Purchase price}}{\text{Quantity bought}}$) • Interpret a conversion table and convert millilitres to grams, using the given table. • Calculate a selling price by adding an estimated percentage to cover labour (production costs), as well as adding an estimated mark-up percentage for profit. 	<p>poster or banner. (They can advertise the dessert that they are going to make and sell in advance. They can put up their advertisements on the school's notice board for example.)</p> <p>Learners complete an assignment where they are given a recipe and a till slip; and asked to cost the recipe.</p> <p>Learners calculate the cost of the product by using the formula and conversion table given by the teacher.</p> <p>Learners determine a selling price for the product by adding a percentage to cover labour costs (±70%); and then adding a percentage for profit (±50%).</p> <p>*The teacher can use the conversion table in Annexure B to convert millilitres to grams.</p> <p>*The teacher can use the costing table in Annexure C to help the learners to calculate the cost of ingredients.</p> <p>The teacher can give the learners word problems to complete, for example:</p> <p>The cost of a cake is R50.00. You spent three hours baking and decorating the cake. You charge R60 per hour for labour. Calculate a mark-up of 80%. Calculate the selling price of the cake. What will your profit be?</p>
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3	Food Production	<p>The learner must be able to prepare two different types of gelatine dishes, applying the skills below:</p> <ul style="list-style-type: none"> • Identify the equipment and utensils used to prepare a gelatine dish. • Demonstrate the correct measuring skills. • Read and interpret the recipe. • Demonstrate preparation techniques, such as: <ul style="list-style-type: none"> ○ grate ○ dissolve • Demonstrate the correct mixing methods, for example: <ul style="list-style-type: none"> ○ stir • Describe and apply the guidelines for preparing gelatine dishes to ensure a successful product, for example: <ul style="list-style-type: none"> ○ add cold liquid to the dissolved gelatine, not the other way around ○ only add cooked pineapple, papaya, kiwis and figs ○ do not add gelatine to very hot milk, cream or custard, etc. • Explain the reasons for unsuccessful gels, for example: 	<p>Learners do two practical lessons where they prepare two different gelatine dishes, for example a cucumber mould and avocado mousse.</p> <p style="text-align: center;">CUCUMBER MOULD (3 to 4 portions)</p> <table border="1" data-bbox="1272 427 2020 721"> <thead> <tr> <th colspan="4">Ingredients</th></tr> </thead> <tbody> <tr> <td>12,5 ml</td><td>gelatine</td><td>30 ml</td><td>lemon juice</td></tr> <tr> <td>10 ml</td><td>sugar</td><td>15 ml</td><td>vinegar</td></tr> <tr> <td>3 ml</td><td>salt</td><td>75 ml</td><td>mayonnaise</td></tr> <tr> <td>175 ml</td><td>boiling water</td><td>125 ml</td><td>grated cucumber, drained</td></tr> </tbody> </table> <p>Method</p> <ol style="list-style-type: none"> 1. Mix gelatine, sugar, salt and boiling water and stir until gelatine has dissolved. 2. Add lemon juice and vinegar and leave to cool. 3. Add mayonnaise and stir until smooth. 4. Stir in the cucumber and spoon into a mould. 5. Place in fridge until stiff. 6. Unmould on a salad plate. 7. Garnish. <p>The teacher can do an additional (3rd) practical lesson during this week</p>	Ingredients				12,5 ml	gelatine	30 ml	lemon juice	10 ml	sugar	15 ml	vinegar	3 ml	salt	75 ml	mayonnaise	175 ml	boiling water	125 ml	grated cucumber, drained
Ingredients																							
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		<ul style="list-style-type: none"> ○ mixture is lumpy or streaky – gelatine mixture was cooled for too long before added ○ mould doesn't keep its shape – too little gelatine ○ fruit pieces at the bottom of mould – mixture was not firm enough when fruit was added, etc. • Explain and demonstrate how to unmould the gel: <ul style="list-style-type: none"> ○ dip the mould containing the gel in lukewarm water ○ carefully loosen gel on the sides with a knife ○ cover the mould with a plate, turn over and give it a light shake, etc. • Garnish the gelatine dish. 	<p>with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p> <p>The teacher can explain/demonstrate reasons for the failure of gelatine dishes during the practical lesson and the learners can complete a worksheet about the practical lesson afterwards. The worksheet can for example present the learners with “what went wrong?” scenarios.</p>
	Food and Nutrition	<ul style="list-style-type: none"> • Demonstrate good hygiene and safety practices during the practical lesson, for example: <ul style="list-style-type: none"> ○ wash hands regularly ○ clean working surfaces before and after the practical lesson ○ handle knives, heat, electricity, etc. with care 	

4	Food Production	<p>The learner must be able to prepare two different types of gelatine dishes, applying the skills below:</p> <ul style="list-style-type: none">• Identify the equipment and utensils used to prepare a gelatine dish.• Demonstrate the correct measuring skills.• Read and interpret the recipe.• Demonstrate preparation techniques, such as:<ul style="list-style-type: none">○ juice○ soak○ dissolve○ peel○ slice○ grease• Demonstrate the correct mixing methods, for example:<ul style="list-style-type: none">○ stir• Apply the guidelines for preparing gelatine dishes to ensure a successful product.• Demonstrate how to unmould the gel.• Decorate the gelatine dish.	<p>Learners do two practical lessons where they prepare two different gelatine dishes, for example banana and orange jelly and granadilla snow pudding.</p> <p>BANANA AND ORANGE JELLY</p> <table><tr><th colspan="4">Ingredients</th></tr><tr><td>10 ml</td><td>gelatine</td><td>125 ml</td><td>boiling water</td></tr><tr><td>25 ml</td><td>water</td><td>125 ml</td><td>fresh orange juice (use 2 oranges)</td></tr><tr><td>75 ml</td><td>sugar</td><td>1</td><td>banana</td></tr></table> <p>Method</p> <ol style="list-style-type: none">1. Soak the gelatine in the cold water in a mixing bowl.2. Add the sugar and the boiling water and stir until it dissolves.3. Add the orange juice, and allow to set partially in the refrigerator.4. Peel and slice the banana. Stir it into the partially set jelly.5. Rinse a mould with cold water or spray slightly with “Spray and cook”.6. Spoon the mixture into the mould and allow to set in the refrigerator.7. Unmould.	Ingredients				10 ml	gelatine	125 ml	boiling water	25 ml	water	125 ml	fresh orange juice (use 2 oranges)	75 ml	sugar	1	banana
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	Food and	<ul style="list-style-type: none">• Demonstrate good hygiene and safety practices during the practical lesson, for example:																	

	Nutrition	<ul style="list-style-type: none"> ○ wash hands regularly ○ clean working surfaces before and after the practical lesson ○ handle knives, heat, electricity, etc. with care 	<p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>																
5	Food Production	<p>The learner must be able to prepare two different types of gelatine dishes, applying the skills below:</p> <ul style="list-style-type: none"> • Identify the equipment and utensils used to prepare a gelatine dish. • Demonstrate the correct measuring skills. • Read and interpret the recipe. • Demonstrate preparation techniques, such as: <ul style="list-style-type: none"> ○ separate egg ○ soak ○ melt ○ dissolve ○ grease • Demonstrate the correct mixing methods, for example: <ul style="list-style-type: none"> ○ stir ○ beat ○ fold in • Apply the guidelines for preparing gelatine dishes 	<p>Learners do two practical lessons where they prepare two different gelatine dishes, for example chocolate mousse and strawberry mousse.</p> <p style="text-align: center;">CHOCOLATE MOUSSE</p> <table border="1"> <thead> <tr> <th colspan="4">Ingredients</th></tr> </thead> <tbody> <tr> <td>100 g</td><td>baking chocolate</td><td>25 ml</td><td>cold water</td></tr> <tr> <td>45 ml</td><td>milk</td><td>1</td><td>egg white</td></tr> <tr> <td>5 ml</td><td>gelatine</td><td>125 ml</td><td>cream (e.g. long life cream) chilled</td></tr> </tbody> </table> <p>Method</p> <ol style="list-style-type: none"> 1. Soak the gelatine in the cold water in a mixing bowl. 2. Break the chocolate in pieces in a metal mixing bowl. Add the milk. Place the mixing bowl on a saucepan with boiling water and melt the chocolate, stirring continuously, to mix in with the milk. Remove from the heat immediately when ready, to avoid overheating. 	Ingredients				100 g	baking chocolate	25 ml	cold water	45 ml	milk	1	egg white	5 ml	gelatine	125 ml	cream (e.g. long life cream) chilled
Ingredients																			
100 g	baking chocolate	25 ml	cold water																
45 ml	milk	1	egg white																
5 ml	gelatine	125 ml	cream (e.g. long life cream) chilled																

		<p>to ensure a successful product.</p> <ul style="list-style-type: none"> • Demonstrate how to unmould the gel. • Decorate the gelatine dish. 	<ol style="list-style-type: none"> 3. Now dissolve the gelatine over the boiling water and add to the chocolate. 4. Beat the egg white until stiff; then beat the cream until stiff. 5. Fold the egg white into the chocolate mixture with a metal spoon. 6. Fold in the cream. 7. Spray 4 small moulds lightly with "Spray and Cook". Spoon the mixture into the moulds and leave in the refrigerator to set. 8. Unmould. (It can also be served in cocktail glasses.) <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>																
	Food and Nutrition	<ul style="list-style-type: none"> • Demonstrate good hygiene and safety practices during the practical lesson, for example: <ul style="list-style-type: none"> ○ wash hands regularly ○ clean working surfaces before and after the practical lesson ○ handle heat, electricity, etc. with care 																	
6	Food Production	<p>The learner must be able to prepare two different types of desserts, applying the skills below:</p> <ul style="list-style-type: none"> • Identify the equipment and utensils used to prepare a dessert. • Demonstrate the correct measuring skills. • Read and interpret the recipe. • Demonstrate preparation techniques, such as: <ul style="list-style-type: none"> ○ preheat oven ○ grease baking dish 	<p>Learners do two practical lessons where they prepare two different types of desserts, for example sago pudding and tapioca pudding.</p> <p>BAKED SAGO PUDDING WITH MERINGUE TOPPING</p> <table border="1"> <thead> <tr> <th colspan="4">Ingredients</th> </tr> </thead> <tbody> <tr> <td>250 ml</td><td>milk</td><td>1</td><td>egg</td> </tr> <tr> <td>25 ml</td><td>sugar</td><td>8 ml</td><td>apricot jam</td> </tr> <tr> <td>pinch of</td><td>salt</td><td>10 ml</td><td>castor sugar</td> </tr> </tbody> </table>	Ingredients				250 ml	milk	1	egg	25 ml	sugar	8 ml	apricot jam	pinch of	salt	10 ml	castor sugar
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		<ul style="list-style-type: none">○ separate egg• Demonstrate the correct mixing methods, for example:<ul style="list-style-type: none">○ stir○ beat• Demonstrate moist and dry heat cooking methods, for example: boil and bake.• Decorate the dessert.	<table><tr><td>25 ml</td><td>sago</td><td></td></tr></table>	25 ml	sago	
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Food and Nutrition	<ul style="list-style-type: none">• Demonstrate good hygiene and safety practices during the practical lesson, for example:<ul style="list-style-type: none">○ wash hands regularly○ clean working surfaces before and after the practical lesson○ handle heat, electricity, etc. with care	<p>Method</p> <ol style="list-style-type: none">1. Preheat the oven to 180°C.2. Grease an ovenproof glass dish/casserole.3. Heat the milk, sugar and the salt.4. Rinse the sago, and add to the milk while stirring.5. Boil at moderate temperature. Stir occasionally. Boil until the sago is translucent.6. Separate the egg.7. Beat the egg yolk and add the sago mixture to the egg yolk while stirring.8. Pour the mixture into a baking dish.9. Bake until the mixture is golden brown and set (5-10 minutes).10. Remove from the oven and spread with apricot jam.11. Beat the egg white while gradually adding castor sugar while beating. Beat until stiff.12. Spoon egg white froth onto the pudding.13. Re-bake until the meringue has coloured slightly. Do not put lid on <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>				

			Learners can complete a task where they search for pictures in magazines, illustrating different decorations for desserts.
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7	Food Production	<p>The learner must be able to prepare two different types of desserts, applying the skills below:</p> <ul style="list-style-type: none"> Identify the equipment and utensils used to prepare a dessert. Demonstrate the correct measuring skills. Read and interpret the recipe. Demonstrate preparation techniques, such as: <ul style="list-style-type: none"> preheat oven grease baking dish sift roll out cut grate Demonstrate the correct mixing methods, for example: <ul style="list-style-type: none"> rub in beat stir Demonstrate moist and dry heat cooking methods, for example: boil and bake. Decorate the dessert. 	<p>Learners do two practical lessons where they prepare two different types of desserts, for example roly poly and tipsy pudding.</p> <p style="text-align: center;">ROLY-POLY WITH ORANGE SAUCE</p> <table border="1" data-bbox="1263 403 2033 820"> <thead> <tr> <th colspan="4">Ingredients</th></tr> <tr> <th colspan="2">Roly-Poly Batter</th><th colspan="2">Orange Sauce</th></tr> </thead> <tbody> <tr> <td>250 ml</td><td>cake flour</td><td>1</td><td>orange</td></tr> <tr> <td>5 ml</td><td>baking powder</td><td>125 ml</td><td>sugar</td></tr> <tr> <td>2 ml</td><td>salt</td><td>15 ml</td><td>margarine</td></tr> <tr> <td>50 ml</td><td>margarine (hard from fridge)</td><td>175 ml</td><td>boiling water</td></tr> <tr> <td>1</td><td>egg + milk to make 100 ml</td><td>pinch of</td><td>salt</td></tr> <tr> <td>25 ml</td><td>apricot jam</td><td></td><td></td></tr> </tbody> </table> <p>Method</p> <p>Roly-Poly Batter:</p> <ol style="list-style-type: none"> Preheat the oven to 180°C. Grease a baking dish with a lid. Sift the dry ingredients together in a large mixing bowl and rub in the margarine. Beat the egg and milk together and add to the dry ingredients, to make fairly firm dough. Avoid over-mixing. Handle lightly. Turn out onto a floured surface. Roll out in an oblong shape. Spread with the jam. 	Ingredients				Roly-Poly Batter		Orange Sauce		250 ml	cake flour	1	orange	5 ml	baking powder	125 ml	sugar	2 ml	salt	15 ml	margarine	50 ml	margarine (hard from fridge)	175 ml	boiling water	1	egg + milk to make 100 ml	pinch of	salt	25 ml	apricot jam		
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	Nutrition	<p>during the practical lesson, for example:</p> <ul style="list-style-type: none">○ wash hands regularly○ clean working surfaces before and after the practical lesson○ handle knives, heat, electricity, etc. with care	<p>5. Roll up the dough like a Swiss roll. Cut into 1, 5 mm thick slices with a sharp knife. Arrange the wheels flat in the baking dish.</p> <p>Orange Sauce:</p> <ol style="list-style-type: none">1. Grate the rind of the orange, and squeeze out the juice.2. Pour the orange juice and rind in small saucepan and all the other ingredients.3. Bring to the boil while stirring.4. Pour this boiling sauce over the dough.5. Cover with lid or aluminium foil and bake for 40 minutes. <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>				
8	Food Production	<p>The learner must be able to prepare two different types of desserts, applying the skills below:</p> <ul style="list-style-type: none">• Identify the equipment and utensils used to prepare a dessert.• Demonstrate the correct measuring skills.• Read and interpret the recipe.	<p>Learners do two practical lessons where they prepare two different types of desserts, for example malva pudding and Jan Ellis pudding.</p> <p>MALVA PUDDING</p> <table><tr><th colspan="2">Ingredients</th></tr><tr><td>Batter</td><td>Sauce</td></tr></table>	Ingredients		Batter	Sauce
Ingredients							
Batter	Sauce						

	<ul style="list-style-type: none">• Demonstrate preparation techniques, such as:<ul style="list-style-type: none">○ preheat oven○ grease baking dish• Demonstrate the correct mixing methods, for example:<ul style="list-style-type: none">○ cream○ mix• Demonstrate dry and moist heat cooking methods, for example: bake and boil.• Decorate the dessert.	<table><tr><td>12,5 ml</td><td>margarine</td><td>250 ml</td><td>sugar</td></tr><tr><td>12,5 ml</td><td>sugar</td><td>12,5 ml</td><td>margarine</td></tr><tr><td>1</td><td>egg</td><td>125 ml</td><td>boiling water</td></tr><tr><td>12,5 ml</td><td>apricot jam</td><td>250 ml</td><td>cream / Ideal milk</td></tr><tr><td>250 ml</td><td>cake flour</td><td>5 ml</td><td>vanilla</td></tr><tr><td>2 ml</td><td>salt</td><td></td><td></td></tr><tr><td>250 ml</td><td>milk</td><td></td><td></td></tr><tr><td>5 ml</td><td>bicarbonate of soda</td><td></td><td></td></tr><tr><td>12,5 ml</td><td>vinegar</td><td></td><td></td></tr></table>	12,5 ml	margarine	250 ml	sugar	12,5 ml	sugar	12,5 ml	margarine	1	egg	125 ml	boiling water	12,5 ml	apricot jam	250 ml	cream / Ideal milk	250 ml	cake flour	5 ml	vanilla	2 ml	salt			250 ml	milk			5 ml	bicarbonate of soda			12,5 ml	vinegar		
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		<p>another 5 minutes.</p> <p>9. Remove from oven, and pour over the rest of the sauce. Allow to cool.</p> <p>Sauce:</p> <ol style="list-style-type: none"> 1. Bring sugar, margarine and water to boil in a saucepan. Remove from stove. 2. Add Ideal milk and vanilla to the above mixture. 3. Pour sauce over pudding. <p>The teacher can do an additional (3rd) practical lesson during this week with the learners using a similar recipe, if time allows it.</p> <p>*The teacher can use the evaluation form in Annexure A to assess the practical lessons.</p>
	Entrepreneurship	<ul style="list-style-type: none"> • Produce, package, cost and sell a quality dessert. <p>Learners can make malva pudding. Learners package the malva pudding in suitable and attractive packaging.</p> <p>Learners calculate the cost of the malva pudding by using the formula, conversion table and till slip provided by the teacher and determine a selling price for the malva pudding. (Also add production cost and mark-up percentage/profit)</p> <p>Formula: $(\text{Actual cost} = \frac{\text{Quantity used} \times \text{Purchase price}}{\text{Quantity bought}})$</p>

			Learners can sell it to their parents or teachers. *The teacher can use the conversion table in Annexure B to convert millilitres to grams. *The teacher can use the costing table in Annexure C to help the learners to calculate the cost of ingredients.
9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of two Practical lessons with a 75% weighting and a Theory test/examination with a 25% weighting.	
Formal Assessment Tasks Activity 1: Practical lesson – Gelatine Activity 2: Practical lesson – Desserts <div>75%</div> The teacher chooses any two recipes used during the weekly practical lessons for the learners to do for marks. The two recipes should not be variations of each other. Annexure A will be used to evaluate the dishes. Calculation of practical mark: $\frac{?}{50} + \frac{?}{50} = \frac{?}{100}$ (convert to a mark out of 75) Conversion: $\frac{?}{100} \times \frac{75}{1} = \frac{?}{75}$ Activity 3: Test or Examination – 25%			

Year 4 Term 4

WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
1	The Consumer	Revise/Consolidate the following concepts: <ul style="list-style-type: none"> Sustainable consumption of electricity and water 	The teacher revises the concepts. Learners have discussions about the concepts (encouraging critical thinking skills.) Learners complete an open book test. Learners draw up their own test and complete each other's questions. Learners take part in a class quiz. The teacher divides the class into groups. Each group discuss a different topic/concept. They then divide into new groups and share the information about all the topics/concepts with each other. (Jigsaw teaching technique)
2	Food and Nutrition	Revise/Consolidate the following concepts: <ul style="list-style-type: none"> Prevention and management of nutritional and food-related health conditions Food-borne diseases Food additives Food labelling as a source of information 	The teacher revises the concepts. Learners have discussions about the concepts (encouraging critical thinking skills.) Learners complete an open book test. Learners draw up their own test and complete each other's questions. Learners take part in a class quiz. The teacher divides the class into groups. Each group discuss a different topic/concept. They then divide into new groups and share the information about all the topics/concepts with each other. (Jigsaw

			teaching technique)
3	Entrepreneurship	<p>Revise/Consolidate the following concepts:</p> <ul style="list-style-type: none"> • Choice of a suitable product • Factors influencing efficient production • Requirements for quality products • Marketing: 5P marketing strategy • Calculate the cost of products and determine the selling price 	<p>The teacher revises the concepts.</p> <p>Learners have discussions about the concepts (encouraging critical thinking skills.)</p> <p>Learners complete an open book test.</p> <p>Learners draw up their own test and complete each other's questions.</p> <p>Learners take part in a class quiz.</p> <p>The teacher divides the class into groups. Each group discuss a different topic/concept. They then divide into new groups and share the information about all the topics/concepts with each other. (Jigsaw teaching technique)</p>
4	Food Production	<p>Revise/Consolidate the following concepts:</p> <ul style="list-style-type: none"> • Equipment and utensils • Measuring equipment and skills • Recipe interpretation and terminology • Preparation techniques • Mixing methods • Cooking methods • Decorating and garnishing • Fish • Chicken • Mince 	<p>The teacher revises the concepts.</p> <p>Learners have discussions about the concepts (encouraging critical thinking skills.)</p> <p>Learners complete an open book test.</p> <p>Learners draw up their own test and complete each other's questions.</p> <p>Learners take part in a class quiz.</p> <p>The teacher divides the class into groups. Each group discuss a different topic/concept. They then divide into new groups and share the information about all the topics/concepts with each other. (Jigsaw teaching technique)</p>

		<ul style="list-style-type: none"> • Stew • Gelatine • Desserts 	
5-10	External examination	<p>External moderation of school assessment over terms 1, 2 and 3 = 50% of qualification</p> <p>Complete external Practical Assessment Task (PAT) = 25% of qualification</p> <p>Formal external assessment written test or oral = 25% of qualification</p>	

SECTION 4

ASSESSMENT

4.1 Introduction

This section on assessment *standardises* the recording and reporting processes for the Technical Occupational Curriculum and Assessment Policy Statement that is offered in schools that offer this learning programme. It also provides a policy framework for the management of school based assessment and school assessment records.

It is critically required of teachers to offer all measures of differentiated assessment as outlined in Chapter 9 of the National Protocol for Assessment. Especially learners in special schools who follow the Technical Occupational Curriculum over a period of four years have diverse learning styles and support needs. Since a learner or learners may be functioning on different levels, the assessment / recording / reporting system must make provision to reflect the level(s) of each learner. Each learner, regardless of his/her number of years in the school, must have access to the standard of assessment best suited to his/her needs. The learner's *abilities* determine what will be expected of him/her and the *pacing* of instruction must accommodate each individual learner within a framework of high expectations (See Chapter 9 of the National Protocol for Assessment).

Learners are also eligible for Accommodations and Concessions as outlined in the Standard Operating Procedures for the Assessment of Learners who Experience Barriers to Assessment from Grade R to 12 (2017).

All decisions related to differentiated assessment are made through completing the protocols as outlined in the Policy on Screening, Identification, Assessment and Support (2014) and recorded and tracked through the Individual Support Plans of learners.

4.2 Assessment Principles

4.2.1 Definition

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching. Assessment should be both informal (Assessment

for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

Assessment is a process that measures individual learners' attainment of knowledge (content and concepts) and skills by collecting, analysing and interpreting the data and information obtained from this process to:

- Enable the teacher to judge a learner's progress in a reliable way;
- Inform learners of their strengths, weaknesses and progress; and
- Assist teachers, parents and other stakeholders in making decisions about the learning process and the progress of learners.

Assessment should be mapped against the content, skills, intended aims and topics specified in the learning programme. In both informal and formal assessments, it is important to ensure that in the course of a school year:

- All of the topics and content are covered;
- The full range of skills is included; and
- A variety of different forms of assessment are used.

4.2.2 Informal Assessment or Daily Assessment

Assessment for learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning. Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom. Learners or teachers can assess their performance in the tasks. Self-assessment and peer assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. **The results of daily, informal assessment tasks are not taken into account for progression, promotion and certification purposes.**

Informal, on-going assessments should be used to scaffold the acquisition of knowledge and skills and should be the stepping stones leading up to the formal tasks in the Programmes of Assessment.

4.2.3 Formal Assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal Assessment Tasks are marked and formally recorded by the teacher for progression and certification purposes. All Formal Assessment Tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained. Formal assessment tasks form part of a year-long formal Programme of Assessment.

a. Why use a Formal Assessment task?

“Formal Assessment Task (assessment of learning)” – is a systematic way of assessment used by teachers to determine how well learners are progressing in a level and in a particular subject.

b. What is a Formal Assessment Task?

It is a set of questions and or instructions that learners need to respond to. A task may consist of a range of activities. A formal task must be valid, fair and reliable and must cover sufficient knowledge and or skills to report on the learners' progress.

Teachers must ensure that assessment criteria are very clear to the learners before the assessment process commences. This involves explaining to the learners which knowledge and skills are being assessed and the required length of responses. Feedback should be provided to the learners after assessment and could take the form of whole-class discussion or teacher-learner interaction. Examples of formal assessments include projects, oral presentations, simulations, performances, tests, examinations, practical demonstrations, etc. The **forms of assessment** used should be appropriate to the age and the developmental level of the learners as well as the context of the subject or skills being assessed. The assessment tasks should be carefully designed to cover the topic, content and or skills of the subject. The design of these tasks should therefore ensure that a variety of skills are assessed.

Practical Assessment Tasks allow for learners to be assessed on a regular basis during the school year and also allow for the assessment of skills that cannot be assessed in a written format, e.g. test or examination.

Assessment in the General Certificate of Education: Technical Occupational (GCE: TO)

Assessment in the GCE: TO is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the learner by addressing:
 - Social adjustment and responsibility;
 - Moral accountability and ethical work orientation;
 - Economic participation; and
 - Nation-building.

The principles that drive these objectives are:

- ***Integration***

To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- ***Relevance***

To be dynamic and responsive to national development needs.

- ***Credibility***

To demonstrate national and international values and acquired competencies and skills so as to ensure the recognition of the qualification to be attained.

- ***Coherence***

To work within a consistent framework of principles and certification.

- ***Flexibility***

To allow for creativity and resourcefulness when achieving skills to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- **Participation**

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- **Access**

To address barriers to learning at each level to facilitate learners' progress.

- **Progression**

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- **Portability**

To enable learners to transfer parts of a qualification from one learning institution and/or employer to another institution or employer.

- **Articulation**

To allow for vertical and horizontal mobility in the education system when pre-requisites for accreditation have been successfully completed.

- **Recognition of Prior Learning**

To grant credits for a unit of learning following an assessment or if a learner possesses the capabilities specified in each skills area.

- **Validity of assessments**

To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

- Clearly stating the skill to be assessed;
- Selecting the appropriate or suitable evidence;
- Matching the evidence with a compatible or appropriate method of assessment; and
- Selecting and constructing an instrument(s) of assessment.

- **Reliability**

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- ***Fairness and transparency***

To verify that no assessment process or method(s) hinders or unfairly advantages any learner. The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches;
- Bias based on ethnicity, race, gender, age, disability or social class;
- Lack of clarity regarding topic, content or skill being assessed; and
- Comparison of learner's work with that of other learners, based on learning styles and language.

- ***Practicability and cost-effectiveness***

To integrate assessment practices within the teaching and learning process and strive for cost and time-effective assessment.

4.3 Managing Assessment

Assessor Requirements

Assessors must be subject specialists with adequate formal assessment experience. If the teacher conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments for the qualification.

Types of Assessment

Assessment benefits the learner and the teacher. It informs learners about their progress and helps teachers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

- **Baseline assessment:** At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that learners bring to the classroom. This knowledge assists teachers to plan learning programmes and learning activities.
- **Diagnostic assessment:** This assessment diagnoses the nature and causes of barriers to learning experienced by specific learners. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for learners requiring specialist help.

- **Formative assessment (Informal Assessment):** This assessment monitors and supports teaching and learning. It determines learners' strengths and weaknesses and provides feedback on progress. It determines if a learner is ready for summative assessment.
- **Summative assessment (Formal Assessment)** This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

Planning Assessment

An assessment plan should cover three main processes:

- **Collecting evidence:** The assessment plan indicates which learning programme topics, content and skills will be assessed, what assessment method or activity will be used and when this assessment will be conducted.
- **Recording:** The process of recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.
- **Reporting:** All the evidence is put together in a report to deliver a decision for the subject.

Methods of Assessment

Methods of assessment refer to who carries out the assessment and includes teacher assessment, self-assessment, peer assessment and group assessment.

TEACHER ASSESSMENT	The Teacher assesses learners' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Learners assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Learners assess another student or group of learners' performance against given criteria in different contexts, such as individual work, group work, etc.

GROUP ASSESSMENT	Learners assess the individual performance of other learners within a group or the overall performance of a group of learners against given criteria.
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Task lists and **checklists** show the learners what needs to be done. They consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the learner has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

Rubrics are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. It is a different way of assessment and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly, two types of rubrics, namely holistic and analytical, are used.

Competence Descriptions

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not simply be a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) a learner must demonstrate to achieve each level of the rating scale. When teachers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a topic or skill. The relevant content must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

Strategies for Collecting Evidence

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

Record sheets: The teacher observes learners working in a group. These observations are recorded in a summary table at the end of each task. The teacher can design a record sheet to observe learners' interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

Checklists: Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against what criteria they are evaluated. Space for comments is essential.

School Assessment Programme

The **Programme of Assessment** is designed to spread formal assessment tasks in all subjects in a school across a term.

The programme of assessment should be recorded in the Teacher's planning file (Portfolio of Assessment) for each subject.

The following should at least be included in the Teacher's File:

- A contents page;
- The formal schedule of assessment;
- The requirements for each assessment task;
- The tools used for each assessment task;
- Recording instrument(s) for each assessment task; and
- A mark sheet and report for each assessment task.

The learner's Evidence of Performance must at least include:

- A contents page;
- The assessment tasks according to the assessment programme as indicated below;
- The assessment tools or instruments for the task; and
- A record of the marks (and comments) achieved for each task.

Where tasks cannot be contained as evidence in the Portfolio of Evidence (PoE), its exact location must be recorded and it must be readily available for moderation purposes.

Assessment across the four years

Year 1 Reporting only in the term when the skill is done.

The GCE: Skills and Vocational Qualification at NQF Level 1 is a four-year Learning Programme. In year one a learner is exposed to a number of Vocational Subjects. Each subject is offered over a ten-week period (one term) in year 1, where the learner is exposed to the basic skills required for the subject. By the end of year 1 the learner will select a minimum of one skill for the qualification.

Year 1	Formal School-Based Assessments
	Learner performance in the Term:
	Practical 75% *
	Theory 25%
Term Report	100%

Years 2 and 3

Year 2 will focus on a broad overview of the subject with a basic understanding and mastery of some of the basic skills required in the subject. Year 3 will focus on the consolidation of the basic skills and the addition of more advanced skills. Learners must in year 3 start to develop a greater degree of independent mastery of the subject skills.

Year 2/3	Formal School-Based Assessments			Final End-of-Year Assessments
	Term 1	Term 2	Term 3	Term 4
	Practical 75% *	Practical 75% *	Practical 75% *	○ Practical 75%
	Theory 25%	Theory 25%	Theory 25%	○ Pen and Paper Test/ Exam 25%
Term Report	100%	100%	100%	
End of Year	SBA 75%			25%

Year 4 Qualification year

In year 4 the focus shifts to the World of Work. Learners must consolidate required skills for the qualification and may engage in workplace exposure for a short period of time during the fourth year. Learners develop independent mastery of skills to be competent within the workplace.

Year 4	Formal School-Based Assessments			Final End-of-Year Assessments
	Term 1	Term 2	Term 3	Term 4
	Practical 75% *	Practical 75% *	Practical 75% *	External Practical Assessment Task 25%
	Theory 25%	Theory 25%	Theory 25%	
Term Report	100%	100%	100%	External Pen and Paper Test 25%
End of Year	SBA 50%			External Exams 50%

CLARIFICATION ON ASSESSMENT PERIODS

Year 2 and 3:

Term 1 theory assessment to consist of work done in term 1 only

Term 2 theory assessment to consist of work done in terms 1 and 2

Term 3 theory assessment to consist of work done in term 3 only

Term 4 theory assessment to consist of work done in terms 3 and 4

Year 4:

Term 1 theory assessment to consist of work done in term 1 only

Term 2 theory assessment to consist of work done in terms 1 and 2

Term 3 theory assessment to consist of work done in terms 1, 2 and 3

Term 4 theory completed in the year

Timing of formal assessment

Suggested Program of Assessment for Consumer Studies: Food Production

YEAR 1				
Content/concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
<ul style="list-style-type: none"> • Consumer needs and wants • Consumer rights and responsibilities • The six food groups in the SA food guide pyramid • Hygiene and safety • Occupational Health and Safety Act • Basic First Aid • Equipment and utensils • Measuring equipment and skills • Recipe interpretation and terminology • Preparation techniques • Mixing methods • Cooking methods • Decorating / garnishing • Batters and dough: <ul style="list-style-type: none"> - Pancakes - Crumpets - Muffins - Scones • Entrepreneurship • Produce, package and sell quality products 	Activity 1 Practical lesson – Batter	Practical	75%	FAT 1
	Activity 2 Practical lesson – Dough	Practical		
	Activity 3 Respond to questions	Test or Examination (Oral or written)	25%	

YEAR 2					
Term	Content/concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
Term 1	<ul style="list-style-type: none"> Food hygiene and safety, waste control and recycling, kitchen pests Occupational Health and Safety Act Basic First Aid Equipment and utensils Measuring equipment and skills Recipe interpretation and terminology Preparation techniques Mixing methods Cooking methods Decorating / garnishing Batters and dough: <ul style="list-style-type: none"> Pancakes Crumpets Cupcakes Muffins Scones Biscuits Produce, package and sell quality products 	Activity 1 Practical lesson – Batter	Practical	75%	FAT 1
		Activity 2 Practical lesson – Dough	Practical		
		Activity 3 Respond to questions	Test or Examination (Oral or written)	25%	
Term 2	<ul style="list-style-type: none"> Consumer needs and wants Consumer rights and responsibilities Sustainable consumption Factors influencing consumer behaviour Marketing: strategies, 5P marketing mix model, etc. Table setting and etiquette 	Activity 1 Practical lesson – Cereal / Rice	Practical	75%	FAT 2
		Activity 2 Practical lesson – Pasta	Practical		
		Activity 3 Respond to	Test or Examination	25%	

	<ul style="list-style-type: none"> • Equipment and utensils • Measuring equipment and skills • Recipe interpretation and terminology • Preparation techniques • Mixing methods • Cooking methods • Garnishing • Cereals • Rice • Pasta • Hygiene and safety • Produce, package and sell quality products 	questions	(Oral or written)		
Term 3	<ul style="list-style-type: none"> • South Africa's food-based dietary guidelines • The six food groups in the SA food guide pyramid • Meal/menu planning • Food practices of consumers • Food spoilage and food storage • Equipment and utensils • Measuring equipment and skills • Recipe interpretation and terminology • Preparation techniques • Mixing methods • Cooking methods • Decorating / garnishing • Eggs • Hygiene and safety • Produce, package and sell quality products 	Activity 1 Practical lesson – Eggs (Savoury)	Practical	75%	FAT 3
		Activity 2 Practical lesson – Eggs (Sweet)	Practical		
		Activity 3 Respond to questions	Test or Examination (Oral or written)	25%	
Term 4	<ul style="list-style-type: none"> • Entrepreneurship • Choice of items for small-scale production 	Activity 1 Practical lesson – Fruit / Vegetables	Practical	75%	FAT 4

	<ul style="list-style-type: none"> • Planning for small-scale production • Calculate the cost of products and determine the selling price • Equipment and utensils • Measuring equipment and skills • Recipe interpretation and terminology • Preparation techniques • Mixing methods • Cooking methods • Decorating / garnishing • Fruit • Vegetables • Salads • Hygiene and safety • Produce, package, cost and sell quality products 	Activity 2 Practical lesson – Salads	Practical		
		Activity 3 Respond to questions	Test or Examination (Oral or written)	25%	

YEAR 3					
Term	Content/concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
Term 1	<ul style="list-style-type: none"> Income and expenditure Budgeting Payment methods Consumer protection policies and practices Channels for consumer complaints Equipment and utensils Measuring equipment and skills Recipe interpretation and terminology Preparation techniques Mixing methods Cooking methods Decorating / garnishing Yeast products Choux pastry Hygiene and safety Produce, package, cost and sell quality products 	Activity 1 Practical lesson – Yeast	Practical	75%	FAT 1
		Activity 2 Practical lesson – Choux pastry	Practical		
		Activity 3 Respond to questions	Test or Examination (Oral or written)	25%	
Term 2	<ul style="list-style-type: none"> Functions and sources of nutrients Nutritional needs of different consumer groups Food contamination and food hazards Equipment and utensils Measuring equipment and skills Recipe interpretation and terminology Preparation techniques Mixing methods 	Activity 1 Practical lesson – Short crust pastry	Practical	75%	FAT 2
		Activity 2 Practical lesson – Biscuits	Practical		
		Activity 3 Respond to questions	Test or Examination (Oral or written)	25%	

	<ul style="list-style-type: none"> • Cooking methods • Decorating / garnishing • Short crust pastry (Dairy and eggs – milk tart filling) • Biscuits • Hygiene and safety • Produce, package, cost and sell quality products 				
Term 3	<ul style="list-style-type: none"> • The choice, production and marketing of homemade products • Concept testing and needs identification • Marketing: the marketing process. Core principles of marketing • Equipment and utensils • Measuring equipment and skills • Recipe interpretation and terminology • Preparation techniques • Mixing methods • Cooking methods • Decorating • Cakes • Sugar cookery • Hygiene and safety • Produce, package, cost and sell quality products 	Activity 1 Practical lesson – Cakes	Practical	75%	FAT 3
		Activity 2 Practical lesson – Sugar cookery	Practical		
		Activity 3 Respond to questions	Test or Examination (Oral or written)	25%	
Term 4	<ul style="list-style-type: none"> • Production and Costing: Packaging and labelling • Production costs and determine the selling price • Equipment and utensils • Measuring equipment and skills • Recipe interpretation and 	Activity 1 Practical lesson – Egg whites	Practical	75%	FAT 4
		Activity 2 Practical lesson – Chutney / Jam	Practical		

	terminology <ul style="list-style-type: none"> • Preparation techniques • Mixing methods • Cooking methods • Decorating • Egg whites • Chutney and jam • Hygiene and safety • Produce, package, cost and sell quality products 	Activity 3 Respond to questions	Test or Examination (Oral or written)	25%	
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YEAR 4					
Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
Term 1	<ul style="list-style-type: none"> Sustainable consumption of electricity and water Equipment and utensils Measuring equipment and skills Recipe interpretation and terminology Preparation techniques Mixing methods Cooking methods Garnishing Fish Chicken Hygiene and safety Produce, package, cost and sell quality products 	Activity 1 Practical lesson – Fish	Practical	75%	FAT 1
		Activity 2 Practical lesson – Chicken	Practical		
		Activity 3 Respond to questions	Test or Examination (Oral or written)	25%	
Term 2	<ul style="list-style-type: none"> Prevention and management of nutritional and food-related health conditions Food-borne diseases Food additives Food labelling as a source of information Equipment and utensils Measuring equipment and skills Recipe interpretation and terminology Preparation techniques Mixing methods Cooking methods Garnishing Mince Stew 	Activity 1 Practical lesson – Mince	Practical	75%	FAT 2
		Activity 2 Practical lesson – Stew	Practical		
		Activity 3 Respond to questions	Test or Examination (Oral or written)	25%	

	<ul style="list-style-type: none"> Hygiene and safety Produce, package, cost and sell quality products 				
Term 3	<ul style="list-style-type: none"> Choice of a suitable product Factors influencing efficient production Requirements for quality products Marketing: 5P marketing strategy Calculate the cost of products and determine the selling price Equipment and utensils Measuring equipment and skills Recipe interpretation and terminology Preparation techniques Mixing methods Cooking methods Decorating / garnishing Gelatine Desserts Hygiene and safety Produce, package, cost and sell quality products 	Activity 1 Practical lesson – Gelatine	Practical	75%	FAT 3
		Activity 2 Practical lesson – Desserts	Practical		
		Activity 3 Respond to questions	Test or Examination (Oral or written)	25%	
Term 4	Core content and Concept across the years	External moderation of school assessment over terms 1, 2 and 3		50%	GCE: TO Qualification
		Activity 1 PAT	Formal external Practical Assessment Task	25%	
		Activity 2 Respond to questions	Formal external assessment: Written exam (or oral where necessary)	25%	

Recording and Reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge and skill. Records of learner performance should provide evidence of the learner's progression. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc.

Good record keeping is essential in all assessment, particularly in continuous assessment. A record book or file must be kept up to date by each teacher. It should contain:

- Learners' names;
- Dates of assessment;
- Name and description of the assessment activity;
- The results of assessment activities, according to Subject; and
- Comments for support purposes.

Teachers report in percentages against the subject. The various achievement levels and their corresponding percentage bands are as shown in the table below. Recording is a process in which the teacher documents the level of a learner's performance. Teachers record the actual raw marks against the task using a record sheet. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Records should be used to monitor learning and to plan ahead.

Note: The seven-point scale should have clear descriptions that give detailed information for each level. Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

Codes and percentages for reporting

Rating code	Description of competence	Percentage	Nature of support provided to learners
7	Outstanding achievement	80 – 100	Independent
6	Meritorious achievement	70 – 79	Independent, verbal cues needed
5	Substantial achievement	60 – 69	Minimum support
4	Adequate achievement	50 – 59	Moderate support
3	Moderate achievement	40 – 49	Maximum support (Physical / Verbal)
2	Elementary achievement	30 – 39	Goals to be revisited – Change of direction required.
1	Not achieved	0 – 29	Little / no interest shown in the activity despite maximum support

All records must be accessible, easy to interpret, securely kept, confidential and helpful in the teaching and reporting process. The school assessment policy determines the details of how record books must be completed. Schools are required to provide quarterly feedback to parents on the Programme of Assessment, using a formal reporting tool, such as a report card. The schedule and the report card should indicate the overall level of performance of a learner.

NOTE:

Criterion referencing is best used to describe learner's performance in a skill. Teachers must make use of suitable analytical rubrics when assessing a learner's competence for a specific skill using practical demonstrations.

Progression and Promotion:

Learners will progress with age cohort in this Phase (Year 1-4). Where a learner does not meet the minimum requirements to be promoted to the next year then a learner may spend one extra year in the phase (Year 1-4) to strengthen their ability to achieve the qualification.

4.4 Moderation of Assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation must be implemented at school, district, and provincial levels as required. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments. The Formal School Based Assessment and the practical assessment tasks must be moderated by the relevant subject specialists at the district and, if required, provincial levels in consultation with the moderators at school.

Moderation serves five purposes:

1. It must ascertain whether subject content and skills have been sufficiently covered.
2. The moderator must ensure that the correct balance of cognitive demands are reflected in the assessments.
3. The assessments and marking are of an acceptable standard and consistency.
4. The moderator must make judgements about the comparability of learner performance across schools; whilst recognising that teachers teach in different ways.
5. The subject specialist/moderator must identify areas in which a teacher may need development and support and must ensure that this support is provided.

4.4.1 Internal moderation

Assessment must be moderated according to the internal moderation policy of the School, Provincial and National Departments. Moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of topics and skills and maintains these across the learning programmes.

4.4.2 External moderation

External moderation is conducted by the Districts and or Provincial offices, Department of Basic Education, Umalusi and, where relevant, the QCTO. The external moderator:

- Monitors and evaluates the standard of all summative assessments;
- Maintains standards by exercising appropriate influence and control over assessors;
- Ensures proper procedures are followed;

- Ensures summative integrated assessments are correctly administered;
- Observes a minimum sample of 12 summative assessments in total;
- Gives written feedback to the relevant quality assessor; and
- Moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures for students who experience barriers to learning be customised and supported to enable these students to achieve their maximum potential.

Moderation is therefore an on-going process and not a once-off end-of-year event.

4.5 General

This document should be read in conjunction with:

- White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);
- *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R – 12*; and (NPPPPR) (2011);
- *National Protocol for Assessment Grades R – 12. (NPA) (2011);*
- *Guidelines for Responding to Diversity in the Classroom through the Curriculum and Assessment Policy Statements (2011);*
- *Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (2013);*
- *Policy on Screening, Identification, Assessment and Support (2014);*
- *Guidelines for Full-service/Inclusive Schools (2010); and*
- *Standard Operating Procedures for Assessment of Learners who Experience Barriers to Assessment (2016).*

SECTION 5

RESOURCES

Annexure A - Evaluation form for practical lessons

Practical Assessment

Learners name: _____

Year: _____

Practical lesson: _____

Date: _____

1. Preparation	/10	Comment
1.1 Collecting the correct equipment and utensils	/2	
1.2 Correct measuring techniques	/2	
1.3 Quantities measured correctly	/2	
1.4 Preparing ingredients (chop, grate, separate, etc.)	/2	
1.5 Grease baking sheets, -dishes, etc. and preheat ovens	/2	
2. Work method / Skill	/10	
2.1 Interpretation of recipe	/2	
2.2 Order of work and efficient use of time	/2	
2.3 Use correct equipment	/2	
2.4 Correct mixing methods	/2	
2.5 Correct cooking methods (temperature, time, etc.)	/2	
3. Hygiene and safety	/10	
3.1 Personal hygiene and neatness (hair, nails, washing hands, etc.)	/2	
3.2 Tidiness of work unit during practical (surfaces, stoves, etc.)	/2	
3.3 Washing of equipment (wash and rinse in warm water, clean and dry dishcloth)	/2	
3.4 General hygiene (waste disposal, etc.)	/2	
3.5 Safety precautions (handle knives, heat, electricity, etc. with care)	/2	
4. Dishes	/10	
4.1 Appearance	/4	
4.2 Taste	/3	
4.3 Texture	/3	
5. General	/10	
5.1 Responsible use of resources (ingredients, water, electricity, etc.)	/2	
5.2 Cleaning up after practical	/2	
5.3 Neatness of work unit (cabinets) after practical	/2	
5.4 Extra duties	/2	
5.5 Co-operation	/2	
Total:	/50	
Level:		
Comment:		

Annexure B - Conversion table for measurements: millilitre to gram

FOOD	250 ml (g)	12,5 ml (g)	5 ml (g)
All bran flakes	35	2	
All spice	100	5	2
Aniseed	180	9	3,5
Apricot jam	230	12	5
Aromat	200	10	4
Baking powder	200	10	4
Barbecue spice	180	9	3,5
Bay leaves, whole, 10 leaves = 2 g			
Bicarbonate of soda (one packet = 14g/15ml)	240	12	5
Bread			
Loaf of bread = 750 g			
= 560 g crumbs, fresh			
= 470 g crumbs, dry			
crumbs, dry	120	6	
crumbs, fresh	85	4	
Butter/margarine	250	12,5	5
Cake crumbs, dry	100	5	2
Cake flour	125	6	2,5
Celery salt	200	10	4
Cheese: cottage	250	12,5	
cheddar, grated	100	5	2
Cherries, whole, glazed	160		
Chicken extract, powder	320	16	6
Chicken spice, ground	200	10	4
Chocolate flakes/chips	150		
Chocolate vermicilli	250	12,5	5
Chutney	300	26	10
Cinnamon: ground	100	5	2
whole, 4 sticks = 1 g			
Cloves: ground	120	6	2,5
whole	100	5	
Cocoa	100	5	2
Coconut, fine	100	5	2
Coffee, instant	140	7	3
Coriander: ground	80	4	2

coarsely ground	100	5	2
whole	100	5	
Corn flakes	30		
Cream of tartar	160	8	3
Currents	150	7,5	
Curry powder	140	7	3
Custard powder	130	6,5	2,5
Dates: lightly packed	200	10	
Firmly packed	280	12,5	
Egg: 50 g egg = 33 g egg white (30-35 ml) 17 g egg yolk (20-22 ml)			
Fish spice, ground	150	7,5	3,5
Flour, whole wheat	130	6,5	2,5
Garlic: whole 2 medium cloves = 5 g			
salt	260	13	5
flakes	180	9	4
Gelatine 10 ml = 5 g	145	7	2,5
Ginger, ground	120	6	3
Golden syrup	340	17	7
Jelly, crystals	210	12	5
Macaroni, elbow	103		
Maizena	140	7	3
Majoram, dried	40	2	
Maltabella	140	7	
Mayonnaise	253	17	5
Mealie: meal, fine	150	7,5	3
rice	170	8,5	
samp	200	10	
Milk: fresh	250	12,5	5
powder	100	5	2
condensed	397	20	8
evaporated	410		
Mixed herbs, dried	50	2,5	
Mixed peel	150	7,5	
Mixed spice, ground	100	5	2
Mustard: powder	120	6	2,5
prepared	275	14	5,5
Nutmeg, ground	120	6	

Nuts: pecan, chopped	100	2	
almonds, blanched, shelled	150	7,5	
almonds, chopped	135	7	
Nutty wheat	130	6,5	2
Oats	100	5	
Orange peel, grated (150 g orange = 6 g + 50 ml juice)		10	4
Parsley: fresh, chopped	50	4	2
dried	80	4	
Pepper: whole (corns)	120	6	2
cayenne	120	6	2
black, ground	120	6	2
black, coarse	100	5	2
white, ground	100	5	2
lemon, coarse	100	5	2
Pimento, dry, whole	180	9	
Raisins, seedless	150	7,5	
Rice Crispies	30		
Rice	200	10	
Rosemary, dried	75	4	1,5
Sage, dried	40	2	1
Sago	180	9	4
Salt, fine	300	15	6
Spaghetti	100		
Sugar: white	200	10	4
castor	210	10	4
yellow	200	10	4
brown, dry	200	10	4
brown, moist	213	12	6
icing	130	6	2,5
Sultanas	160	8	
Sweet basil, dried	50	2,5	1
Tapioca	170	8,5	
Tea 500 g = 1440 ml	80	4	1,5
Thyme, dried	60	3	1

Tomato: paste	260	13	5
puree	245	12	5
sauce	270	13,5	5
Turmeric	100	5	2
Wheat, crushed	200	10	4
Yeast: cake 25 g			
dried 10 g = 15 ml	210	10	4

Take note: Liquids such as milk stay ml.

Annexure C - Costing table to calculate the cost of ingredients

Name of recipe:

Yield:

[illegible]