



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

CONSUMER STUDIES (FOOD PRODUCTION)

GUIDELINES FOR PRACTICAL ASSESSMENT TASKS

2012

INFORMATION FOR TEACHERS

These guidelines consist of 14 pages.

THE PRACTICAL ASSESSMENT TASK FOR CONSUMER STUDIES FOOD PRODUCTION

1. OVERVIEW

- During the Practical Assessment Task, the learner must demonstrate his/her **knowledge and practical ability/skills** to produce a variety of quality food products, focusing on **suitability for selling**.
- The Practical Assessment Task for Grade 12 consists of two practical examinations of 2½ hours each. Learners perform these practical examinations individually.
 - **Term 2: Practical examination 1**
Learners will make and present products selected for the micro-enterprise used for the project in term 1.
 - **Term 3: Practical examination 2**
Learners will produce a variety of food products suitable for selling, using a variety of skills and techniques.

2. MARK ALLOCATION

- Each exam consists of 100 marks. The mark for the final Practical Assessment Task is obtained by combining the marks for the 2 exams as indicated below.

Practical examination: term 2	100
Practical examination: term 3	100
Total	200 ÷ 2
Final mark for PAT	100

- The marks for the PAT are part of the end-of-the-year assessment.
- The province will provide two separate computerised mark sheets, one for SBA and one for the PAT.

3. REQUIREMENTS FOR THE PRACTICAL EXAMINATIONS

Consumer Studies is a choice subject with different practical options. This school has chosen to offer Consumer Studies as a subject, and selected the Food Production practical option. Therefore the **equipment and funds necessary to conduct the PAT is the responsibility of the school, and are specified in circular S8 of 2006. Also specified is the ability of the school to ensure that practical lessons during the year take place.**

- A suitable training kitchen with the necessary equipment: a minimum of 6 stoves (gas/electric), a refrigerator, electricity/gas, sinks with running water, and equipment and utensils for preparation and cooking.
- A minimum of R25 to a maximum of R40 per learner for EACH of the two practical examinations is required, over and above the funding required for the SBA practical lessons, to purchase ingredients to make the required products.
- Divide learners into groups of a maximum of 12. Twenty-four learners (two groups of 12 learners) can do the exam on the same day (e.g. from 08:00–11:00 and from 12:00–15:00).
- The teacher will need time between the two sessions to prepare the venue for the second group.
- Schools with large numbers of learners will need more than one day to complete this examination.

4. REQUIRED TIME FRAME

A time frame of **2¼ hours**, under examination conditions, **(+ 45 minutes for teacher evaluation)**, is required for each exam – total of 3 hours.

- **15 minutes** for learners to draw their test and settle down at the workstation allocated to them and start collecting ingredients.
- **2 hours** for preparation of the products.
- **45 minutes for the teacher to do** evaluation, check the workstations of the learners and complete the mark sheets.

5. SETTING THE EXAMINATIONS

Examination 1 (term 2)

- This practical examination must be **slotted into the examination timetable in the second term**.
- Learners will make the products they have chosen for their micro-enterprise (project in term 1). The saleability of the products forms an important aspect of this examination.

Examination 2 (term 3)

- During the practical examination in the third term, learners must demonstrate a variety of culinary skills. They will be assessed on the production process and the saleability of the products.
- The teacher must set a minimum of 4 different tests.
Each test must:
 - Have at least two products
 - Have a minimum skill-code weighting of 20 points, including a variety of culinary skills and techniques
 - Include ONE of the following:
 - Yeast product (baked or deep fried)
 - Choux pastry
 - A gelatine dish (not jelly)
 - Swiss roll
 - Soft meringue such as lemon meringue pie or queen of bread pudding
 - Flour-based product such as biscuits, short crust pastry, muffins, scones/scone dough variation/pancakes/crumpets/waffles, other suitable flour-based products
 - Sugar cookery
 - The second product can include any appropriate skill or technique as long as the skill-code weighting adds up to a minimum of 20 points
- All recipes must:
 - Be accompanied by a clear picture
 - Have clear instructions in short sentences and easy language
 - Be small, 2–4 portions
 - Be suitable for the available budget and other resources of the school
 - Be suitable for selling
- Prepare an order of work for each test.
- Prepare a memorandum with regard to the desirable qualities of each product for each test.
- The same four tests will be used for all the examination sessions, even if they take place on different days.

- The teacher must submit the following to the subject advisor for approval in the **first week of term 2**:
 - The tests and relevant recipes, indicating the weighting of the techniques according to the skill code
 - The order of work for each test
 - The memorandum with the desirable qualities for each product for each test
 - The planning for purchases
 - A draft budget and the estimate cost per learner
 - The checklist, signed by the principal
 - The **proposed date for external on site moderation** for the last group of learners. This date should be negotiated with the subject advisor.
 - The signed checklist (attached)

6. PREPARING FOR THE EXAMINATION

- Set the dates. Communicate these dates to the SMT of the school, and make sure these dates do not clash with other school activities. It should be slotted into the timetable of the school for tests/exams.
- Have the stoves serviced and repaired.
- Photocopy the tests (recipes and work order) for the learners.
- Prepare mark sheets with learners' names and their examination numbers.
- Purchase the ingredients.
- Clean and tidy up the training kitchen.
- Put out the necessary equipment and ingredients.

7. PERFORMING THE EXAMINATION

- Learners will receive all four tests **one week (7 days)** before the date of the examination of the first group of learners.
- When entering the examination room, each learner will draw ONE of the four tests.
- They will receive the recipes, order of work and desirable qualities/characteristics for the products of the test they have drawn, from the teacher. Learners will have 15 minutes to study the test and work schedule and collect ingredients.
- Learners performing the same test must be placed at different workstations, e.g. a learner performing test 1 could share a workstation and stove with a learner performing test 3.
- The products should be ready for assessment at the end of the 2 hours. After 5 minutes, learners will **lose 2 marks for every 5 minutes late**
- Only the teacher, the moderator and the candidates should be in the room during the practical examination.
- The teacher must assess the learners while they are performing the practical examination. The teacher may not do any other work but should actively invigilate and assess each learner

8. EVALUATION

The teacher and moderator have 45 minutes to evaluate the final products, inspect the workstations of the learners and complete the mark sheets. The learners should not leave before the evaluation and inspection are completed. They need to tidy up their workstations after completion of the examination, so that the teacher can inspect the workstations for the allocation of marks.

9. MODERATION OF THE PRACTICAL EXAMINATION

- During term 3, the **last** group of a maximum of 12 learners will be externally moderated by the relevant subject advisor while performing the practical exam at the school. On this day the marks of the rest of the learners (who should have completed the examination already), must be available for the moderator. The marks of all the learners need to be finalised and signed by the subject advisor and the principal on the day of the examination. The computerised mark sheet must be completed on the day of the moderation, if available.
- The teacher must have the following available for the moderator on the day of the moderation:
 - The marks of all the learners who finished the practical exam in term 3
 - The marks of all the learners for the practical exam in term 2
 - A separate set of assessment tools for the moderator to use, with the names and examination numbers of the learners already written on the mark sheet.
- The moderator will independently assess the learners while they perform the examination. Afterwards the moderator will compare his/her assessment with the assessment of the teacher.
- If the moderator finds that the marks of the teacher differ substantially from his/her marks, a block adjustment should be made. A block adjustment can also be made if the moderator finds that the practical exam of the school is not of the expected standard. The moderator will discuss this with the teacher. The final moderated marks should then be entered on the computerised mark sheet
- The marks of the previous groups of learners will also be taken into consideration when a block adjustment is made.

SKILL-CODE FOR WEIGHTING OF TECHNIQUES USED IN FOOD PRODUCTION

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

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

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

TEACHER PLANNING: GRADE 12 PRACTICAL EXAMINATION 2 TERM 3
(To be handed in to Subject Advisor for moderation during week 1 of term 2)

Name of school
Name of teacher
Date and time of examination

TESTS FOR PRACTICAL EXAM GRADE 12 (attach all recipes)

Test 1: Total _____			
Recipe 1 Name:		Recipe 2 Name:	
Techniques	Weighting	Techniques	Weighting
Total recipe 1		Total recipe 2	

Test 2: Total _____			
Recipe 1 Name:		Recipe 2 Name:	
Techniques	Weighting	Techniques	Weighting
Total recipe 1		Total recipe 2	

Test 3: Total _____			
Recipe 1 Name:		Recipe 2 Name:	
Techniques	Weighting	Techniques	Weighting
Total recipe 1		Total recipe 2	

Test 4: Total _____			
Recipe 1 Name:		Recipe 2 Name:	
Techniques	Weighting	Techniques	Weighting
Total recipe 1		Total recipe 2	

EXAMPLES of teacher planning for purchases

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

Test	Recipe 1: <i>Quiche Lorraine</i>			Recipe 2: <i>Queen fritters</i>		
1	Ingredients	1	X 6	Ingredients	1	X6
	Salticrax biscuits	¾ pack	5 pk	Cake flour	125 ml	750 ml
	Margarine	50 ml g	300 g	Margarine	62,5 ml (60 g)	360 g
	Bacon	100 g	600 g	Castor sugar	50 ml	300 ml
	Cheddar cheese, grated	250 ml	1 500 ml	Salt	Pinch	Packet
	Eggs	4	24	Eggs	2	12
	Cream, long-life	125 ml	750 ml	Whipped cream	100 ml	500 ml
	Milk	175 ml	1¼ litres	Paper towels		1 roll
	Chicken stock cube	½	3	Oil for deep frying		5 litres
	Spray and Cook		1 tin			

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

Test	Recipe 1:			Recipe 2:		
1	Ingredients	1	X	Ingredients	1	X

Test	Recipe 1:			Recipe 2:		
2	Ingredients	1	X	Ingredients	1	X

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

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

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

SCHOOL: TEACHER:

PRINCIPAL:

Dates of PAT	Proposed moderation date	Date submitted

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

Signatures:

TEACHER: _____

DATE: _____

PRINCIPAL: _____

DATE: _____

MODERATOR: _____

DATE: _____

MARK SHEET FOR PRACTICAL EXAMINATIONS

		NAMES OF LEARNERS									
NAME OF SCHOOL _____		1	2	3	4	5	6	7	8	9	10
DATE _____											
EXAMINER _____											
1	PRACTICAL SKILLS AND TECHNIQUES										
	• Recipe interpretation <i>(Include preparation, cooking, mixing) Correct measuring of quantities, choosing correct equipment, correct preparation methods)</i>	5									
	o Recipe 1	5									
	o Recipe 2	5									
	• Use of utensils and equipment <i>(Correct saucepan for type of food, correct size of saucepan or pan for stove plate, using correct utensils to prepare and cook, safe use of utensil and equipment, etc.)</i>										
• Use stovetop and oven correctly <i>(Correct temperatures for stove plates and oven, height of oven racks, preheat oven, correct time for baking/cooking)</i>	5										
• Order of work and efficient use of time <i>Ability to follow given order of work or other realistic order</i>	5										
2	HYGIENE AND NEATNESS										
	• Neatness of work station and equipment. <i>Dishwashing (warm water, rinse), dishcloths clean, available and not lying around, handling of equipment/utensils after use/correct handling of leftover ingredients and waste (Teacher observes each learner a few times during the exam, and gives a mark out of 5. Get average)</i>	5									
	• Personal appearance <i>(Hair neat and covered/apron/chef's jacket/ clean nails) (Teacher observes each learner a few times during the exam, and gives a mark out of 5. Get average)</i>	5									
	• Neatness of work station after completion <i>Utensils cleaned and packed away in correct spaces</i>	5									
3	Suitability for selling product 1	Appearance	10								
		Taste/Flavour	10								
		Texture	10								
4	Suitability for selling product 2	Appearance	10								
		Taste/Flavour	10								
		Texture	10								
	Total	100									
When more than 5 minutes late: From the total mark out of 100, subtract 2 marks for every 5 minutes late											
	Total	100									

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

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