



**basic education**

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

# **CONSUMER STUDIES (FOOD PRODUCTION)**

## **GUIDELINES FOR PRACTICAL ASSESSMENT TASKS**

**GRADE 12**

**2024**

**These guidelines consist of 30 pages.**

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## THE PRACTICAL ASSESSMENT TASK FOR CONSUMER STUDIES FOOD PRODUCTION

### 1. INTRODUCTION

The 18 Curriculum and Assessment Policy Statement subjects which consist of practical components all include a practical assessment task (PAT). These subjects are:

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

A practical assessment task (PAT) mark is a compulsory component of the final promotion mark for all candidates offering subjects that have a practical component and counts 25% (100 marks) of the end-of-the-year examination mark. The PAT is implemented up to the end of September and also allows for learners to be assessed on skills they have acquired during the weekly practical lessons and practical examinations in Grades 10 to 12. It also allows for the assessment of skills that cannot be assessed in a written format, e.g. test or examination. It is therefore important that schools ensure that all learners complete the practical assessment tasks within the stipulated period to ensure that learners are resulted at the end of the school year. The planning and execution of the PAT differs from subject to subject.

- During the practical assessment task the learner must demonstrate his/her knowledge and practical ability/skills to produce a variety of quality food products focusing on suitability for selling.
- The practical assessment task for Grade 12 Consumer Studies, with the Food Production practical option, consists of ONE practical examination of THREE hours.
- Breakdown of the THREE hours:
  - Two hours and 15 minutes to prepare the products
  - 45 minutes (evaluation), clearing and cleaning
- Learners will perform individually during the practical examination for the PAT.
- The practical examination for the PAT takes place in Term 3.

### 2. MARK ALLOCATION

- The total mark allocation for the PAT is 100 marks.
- The marks for the PAT form part of the end-of-year assessment in Term 4.
- The province will provide two separate computerised mark sheets, one for SBA and one for the PAT.
- The mark allocation is indicated as follows:

Practical examination	100
<b>Final mark for PAT</b>	<b>100</b>

### 3. REQUIREMENTS FOR THE PRACTICAL EXAMINATION

Consumer Studies is an elective subject with five different practical options. If the school chooses to offer Consumer Studies as a subject and selects the Food Production practical option, the equipment and funds necessary to conduct the PAT, as well as the specified number of weekly practical lessons, are the responsibility of the school, **as specified in the CAPS document on page 10.**

The school has the responsibility to ensure the availability of the following for the PAT examination:

- A suitable training kitchen with the necessary equipment must be available: a minimum of six stoves (gas/electric), a refrigerator, electricity/gas, sinks with running hot and cold water and equipment and utensils for preparation and cooking.
- A minimum of R80 to a maximum of R150 per learner for the practical examination is required to purchase ingredients to make the prescribed products, besides the funding required for the SBA weekly practical lessons.
- One learner per stove.
- A maximum of 6–12 learners are allowed per session, depending on the number of stoves available in the training kitchen.
- Two groups of 6–12 learners can perform the practical examination on the same day, e.g. from 08:00 to 11:00 and from 12:30 to 15:30.
- The teacher needs time between the two sessions to prepare the classroom for the following group.
- Schools with large numbers of learners will need more than one day to complete this practical examination.

### 4. REQUIRED TIME FRAME

A time frame of THREE hours in total is allocated for the practical examination. The THREE hours should be allocated as follows:

- **15 minutes** for orientation, washing hands and proceeding to start with the measuring of ingredients
- **2 hours** for the preparation of the products under examination conditions
- **45 minutes** for the teacher to do evaluation, check each workstation and complete the assessment tool

### 5. SETTING THE PRACTICAL EXAMINATION

- This examination will take place on a date agreed upon with the moderator.
- The production process and saleability of products are important assessment criteria of this practical examination.
- Learners should be able to demonstrate all culinary skills and techniques identified for Grade 12.
- The teacher must set a **minimum of THREE to a maximum of FOUR different tests** that are suitable for the available budget and resources of the school.
- Each test must:
  - Include at least TWO dishes or products
  - Have a minimum skills-code weighting of 20 points
  - Include a variety of culinary skills and techniques

- Include ONE of the following PER TEST. A product selected for one test may NOT be repeated in another test to ensure that a variety of skills and techniques are tested in each test.
  - Yeast product (baked or deep-fried)
  - Choux paste
  - A gelatine dish (not commercial jelly)
  - Home-made short crust pastry for tarts, pies or quiche
  - Swiss roll
  - Soft meringue, such as lemon meringue pie or queen of bread pudding
  - Sugar cookery
- The second product may include any appropriate skill or technique as long as the total skills-code weighting adds up to a minimum of 20 points. **The weighting of the two products will be equal or as near to equal as possible.**
- **A skill may only be allocated a weighting once in the test.**
- All recipes must:
  - Be neatly typed in standard or action format
  - Have clear instructions in short sentences and easy language
  - Be small, 2–3 portions
  - Be suitable for the available budget and other resources
  - Include the expected criteria or desirable characteristics, namely flavour, texture, appearance
  - Be clearly illustrated

**NOTE:** Learners can choose to either package **OR** plate their final products for evaluation. All learners must prepare a label. Those who choose to package their product must bring packaging suitable for their final products. These must be completed before they perform the practical examination and must be available for assessment on the day of the practical examination.

## 6. PREPARING FOR THE PRACTICAL EXAMINATION

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

- Set the dates for the practical examination. Communicate these dates to the SMT of the school to ensure that it does not clash with other school activities.
- All the equipment must be in working order and the stoves have to be serviced and repaired before the start of the practical examination.
- **Package EACH test and include the following:** cover page, instructions, recipes, order of work and time schedule, picture and desirable characteristics for each product, as well as a copy of the assessment tool.
- Prepare the assessment tool provided with the learners' names.
- Prepare name tags for the last group of learners to assist the moderator with the identification of candidates.
- The learners draw a test **ONE week (7 days)** prior to the date of the practical examination so that they can prepare.
- Calculate the quantities to be purchased according to the number of learners in Grade 12.
- Plan the final shopping list with the estimated prices.
- Purchase the ingredients.
- Put out the necessary equipment and ingredients for each test.

## 7. PERFORMING THE PRACTICAL EXAMINATION

### Practical examination in Term 3: THREE hours

- When learners enter the training kitchen (examination room), they will have 15 minutes for orientation, washing their hands, signing the attendance register and then proceeding with the measuring of ingredients, before commencing with the practical examination.
- Learners performing the same test must be placed at different workstations that are not adjacent or next to each other.
- Only the teacher, the moderator and the learners may be in the room during the practical examination.
- The teacher must invigilate and assess the learners while they are performing the practical examination and NO other work may be done during this time.
- NO learner may be assisted in any way.
- The products should be ready for assessment after 2 hours and 15 minutes.
- Learners will lose **2 marks for every 5 minutes late** up to a maximum of 20 marks.
- On completion of both products, learners may present them for evaluation. Learners do not have to wait until the end of the 2 hours and 15 minutes' period.
- Learners are allowed to do final clean-up while the teacher is assessing their products.
- The teacher must complete the assessment tool.

## 8. EVALUATION

- The teacher and external moderator have 45 minutes to evaluate the final products, inspect the learners' workstations and complete the assessment tool.
- While their products are being evaluated, the learners should tidy and clean their workstations and equipment.
- At the end of the practical examination, the teacher/moderator must inspect the workstations for the final allocation of marks.

## 9. MODERATION OF THE PRACTICAL EXAMINATION

### 9.1 BEFORE the practical examination:

The teacher must submit the following to the subject advisor for approval by **the end of March or earlier** to ensure that the practical examination is of an appropriate standard:

- The proposed date for the external on-site moderation of preferably the last group of 6–12 learners
- The techniques and skills-code weighting for each recipe
- The four tests (including the recipes, order of work and time schedule, pictures and desirable characteristics for each product)
- The list of ingredients to be purchased
- The completed checklist checked and signed by the principal

**The PAT cannot be done unless it has been approved by the subject advisor.**

**9.2 ON THE DAY of the practical examination:**

- The teacher must have the following available for the moderator on the day of moderation:
  - The assessment tool and marks of all the learners who have completed the practical examination
  - A copy of the completed mark sheets for the weekly practical lessons
  - A copy of the tests the learners will be performing
  - A separate set of assessment tools for the moderator to use, with the names of the learners already written on the assessment tool
- On completion of the assessment and consolidation of marks, the moderator will compare his/her assessment with the assessment of the teacher. If the moderator finds that the marks of the teacher differ more than 10% from his/her marks, a block adjustment upwards or downwards should be made based on the difference.

The table below illustrates how to determine the difference between the moderator's marks and teacher's marks to establish whether an adjustment is needed and also the margin of adjustment required.

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

\*T = Teacher; \*M = Moderator

- A block adjustment can also be made, based on the professional judgement of the moderator, if the practical examination of the school is not of the expected standard.
- The moderator will discuss the outcome and any adjustments with the teacher.
- The final moderated marks should then be entered on the computerised mark sheet.
- The marks of all learners will be affected if an adjustment is made.

**10. SKILLS-CODE WEIGHTING OF TECHNIQUES USED FOR FOOD PRODUCTION**

- Use the following skills-code weighting to choose recipes for the PAT as well as for the weekly practical lessons.
- The skills code indicates the weighting for the techniques and NOT the mark allocation.
- The weighting for a specific technique should only be allocated ONCE.
- The teacher could add a technique not listed below, after discussing it with the subject advisor. The teacher and the subject advisor should then decide on the weighting for the new technique.
- The weighting is allocated according to the degree of difficulty of the technique.
- The total weighting for the techniques for both chosen recipes for the practical examination in Grade 12 should add up to a minimum of 20 points.

<b>1.</b>	<b>Cooking Methods</b>	
1.1	Baking: Baking in an unlined tin (e.g. cake) Baking in a lined tin (e.g. cake) (Preheating oven and setting correct temperature) (Position of oven rack correct, baking for desired time)	3 4
1.2	Baking in a pan of hot water (bain-marie) (e.g. baked custard, soufflé, bobotie)	4
1.3	Blind baking	4
1.4	Blanching	2
1.5	Boiling on stove-top (e.g. rice, pasta, vegetables)	2
1.6	Deep-frying (e.g. chips, doughnuts, vetkoek)	4
1.7	Grilling (e.g. hamburger patties, steak)	3
1.8	Roasting (e.g. vegetables, meat)	3
1.9	Cooking in microwave oven (e.g. custard sauce, white sauce, pasta) (not for heating up milk, food, water)	3
1.10	Poaching (e.g. eggs)	3
1.11	Pressure cooker used (e.g. meat and vegetable stew, bean soup)	3
1.12	Sautéing (e.g. onions, green peppers)	2
1.13	Sealing and browning meat/mince/dry-frying bacon	2
1.14	Shallow-frying (e.g. pancakes, crumpets, hamburger patties, fish cakes)	3
1.15	Simmering/Stewing meat/poultry dish with vegetables, dried fruit	3
1.16	Steaming: Double boiler or mixing bowl on saucepan (e.g. fish, egg custard sauce, melting chocolate) (not rice)	3
<b>2.</b>	<b>Gelatine</b>	
2.1	Gelatine dish (e.g. moulded salad or dessert)	3
2.2	Gelatine dish made with commercial jelly	2
2.3	Fold in other ingredients, such as whipped cream or grated cucumber, at correct stage	2
2.4	Unmoulding gelatine dish	2
<b>3.</b>	<b>Eggs</b>	
3.1	Soft meringue (e.g. lemon meringue tart)	3
3.2	Hard meringue (meringues)	3
3.3	Custard base with eggs (e.g. quiche/milk tart)	2
3.4	Beating and folding in egg whites (e.g. soufflé, milk tart, roulade)	3
<b>4.</b>	<b>Yeast</b>	
4.1	Preparing yeast batter or yeast dough	4
<b>5.</b>	<b>Mixing methods</b>	
5.1	Batter (e.g. pancakes, crumpets, fritters, cake, muffins)	3
5.2	Choux paste	5
5.3	Dough/Pastry, rubbing-in method (e.g. short crust pastry, scones)	3



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

**11. TEMPLATES: TEACHER PLANNING****TEACHER PLANNING: GRADE 12 PRACTICAL EXAMINATION***(To be submitted to the subject advisor for moderation at the **end of March or earlier.**)*

<b>Name of school:</b>
<b>Name of teacher:</b>
<b>Date(s) and time(s) of examination sessions:</b>

**TESTS FOR PAT: GRADE 12** (Attach the tests, including the recipes, order of work and time schedule, pictures and desirable characteristics for each product.)

<b>Test 1: Total:</b>			
<b>Recipe 1: Name:</b>		<b>Recipe 2: Name:</b>	
<b>Techniques</b>	<b>Weighting</b>	<b>Techniques</b>	<b>Weighting</b>
<b>Total Recipe 1:</b>		<b>Total Recipe 2:</b>	

<b>Test 2: Total:</b>			
<b>Recipe 1: Name:</b>		<b>Recipe 2: Name:</b>	
<b>Techniques</b>	<b>Weighting</b>	<b>Techniques</b>	<b>Weighting</b>
<b>Total Recipe 1:</b>		<b>Total Recipe 2:</b>	

<b>Test 3: Total:</b>			
<b>Recipe 1: Name:</b>		<b>Recipe 2: Name:</b>	
<b>Techniques</b>	<b>Weighting</b>	<b>Techniques</b>	<b>Weighting</b>
<b>Total Recipe 1:</b>		<b>Total Recipe 2:</b>	

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

**EXEMPLAR OF TEACHER PLANNING FOR PURCHASES**

(To be submitted to the subject advisor for moderation at the **end of March or earlier.**)

Total No. of learners	Groups	Number of learners per group	Number of tests	Number of learners per test	Dates	Time
19	1	6	3/4	2	10/09/24	08:00–11:00
	2	6	3/4	2	10/09/24	12:30–15:30
	3	7	3/4	2	11/09/24	08:00–11:00

Test	Recipe 1: Quiche Lorraine			Recipe 2: Queen Fritters		
1	Ingredients	1	x 6	Ingredients	1	x 6
	Salticrax biscuits	¾ pack	5 pk	Cake flour	125 ml	750 ml (360 g)
	Margarine	50 ml/g	300 g	Margarine	62,5 ml (60 g)	360 g
	Bacon/Macon	100 g	600 g	Castor sugar	50 ml	300 ml (250 g)
	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	600 ml
	Milk	175 ml	1 050 ml	Paper towels		1 roll
	Chicken stock cube	½	3	Oil for deep-frying		5 litres
	Spray & Cook		1 tin			

**TEACHER PLANNING FOR PURCHASES***(To be submitted to the subject advisor for moderation at the **end of March or earlier.**)*

Total No. of 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

## TEACHER'S SHOPPING LIST

[illegible]

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

<b>SCHOOL</b>		
<b>TEACHER</b>		
<b>PRINCIPAL</b>		
<b>DATE SUBMITTED</b>		
<b>Dates of all PAT sessions</b>	<b>Proposed moderation date</b>	<b>Approved moderation date</b>

CRITERIA	YES/NO	COMMENTS BY MODERATOR
Three/Four tests		
Each test consists of at least 2 products		
Each test includes a variety of techniques and has a skills-code weighting of 20 points		
All recipes, neatly typed in the correct format		
All recipes are in metric format		
All recipes are for a maximum of 2–3 portions		
Pictures and desirable characteristics for each product/recipe are included. (Pictures are clear for printing.)		
Order of work/time schedule developed for each test		
Planning for purchases of consumables		
Include ONE of the following <b>per test</b> : Yeast product (baked/deep-fried), choux paste, a gelatine dish (not commercial jelly), home-made short crust pastry for tarts, pies or quiche, Swiss roll, soft meringue, such as lemon meringue pie or queen of bread pudding, sugar cookery		

**APPROVED/NOT APPROVED****RESUBMISSION DATE:** \_\_\_\_\_**Signatures:****TEACHER:** \_\_\_\_\_**DATE:** \_\_\_\_\_**PRINCIPAL:** \_\_\_\_\_**DATE:** \_\_\_\_\_**MODERATOR:** \_\_\_\_\_**DATE:** \_\_\_\_\_

**12. ASSESSMENT TOOL****ASSESSMENT TOOL FOR FOOD PRACTICAL ASSESSMENT TASK**

NAME OF SCHOOL _____			NAMES AND SURNAMES OF LEARNERS:							
DATE _____										
TEACHER _____										
MODERATOR _____										
<b>1.</b>	<b>PRACTICAL SKILLS AND TECHNIQUES</b>									
<b>1.1</b>	<b>Interpretation of the recipe</b>	<b>4</b>								
	Follow recipe instructions accurately for Recipe 1	2								
	Follow recipe instructions accurately for Recipe 2	2								
<b>1.2</b>	<b>Accurate implementation of techniques</b>	<b>20</b>								
	Correct measuring of quantities for both recipes	4								
	Correct techniques applied for production of Recipe 1	8								
	Correct techniques applied for production of Recipe 2	8								
<b>1.3</b>	<b>Correct handling of utensils and equipment</b>	<b>8</b>								
	Using correct utensils/equipment to prepare and cook food	3								
	Correct time and temperatures for preparation/ cooking	2								
	Safe use of utensils, equipment/stove	3								
<b>1.4</b>	<b>Efficient production of the product(s)</b>	<b>8</b>								
	Regular quality control checkpoints (during measuring and production)	2								
	Economical use of ingredients, no wastage of ingredients, bowls scraped clean	2								
	Works independently, silently, not distracting others, without asking any questions	2								
	Efficient use and management of time	2								
<b>2.</b>	<b>HYGIENE AND NEATNESS</b>									
<b>2.1</b>	<b>Workstation &amp; equipment during practical examination</b>	<b>9</b>								
	Workstation neat and well organised	2								
	Water for dishwashing replaced regularly (warm water, rinse)	2								
	Dishcloths clean, available and not lying around	2								
	Works hygienically	3								
<b>2.2</b>	<b>Personal appearance</b>	<b>3</b>								
	Appropriately dressed with protective clothing (school uniform and apron)	1								
	Nails clean and short	1								
	Hair completely covered	1								
<b>2.3</b>	<b>Neatness of workstation after practical examination</b>	<b>4</b>								
	Workstation, sink and stove clean	1								
	Utensils cleaned and packed away in correct storage space	2								
	Waste removed, bins clean	1								

**ASSESSMENT TOOL FOR FOOD PRACTICAL ASSESSMENT TASK (continued)**

					NAMES AND SURNAMES OF LEARNERS:							
<b>3.</b>	<b>SUITABILITY FOR SELLING</b>											
<b>3.1</b>	<b>Packaging</b>	<b>OR</b>	<b>Plating</b>	<b>4</b>								
	Protecting the product		Appropriate for the type of product	1								
	Suitable for product		Correct size of plate for the products	1								
	Cost-effective		Creativity	1								
	Consumer appeal		Consumer appeal	1								
<b>3.2</b>	<b>Label</b>				<b>6</b>							
	List of ingredients used				1							
	Shows creativity				2							
	Manufacturer's name/physical address/contact details				1							
	Mass or volume/Price				1							
	Allergens/Warnings				1							
<b>3.3</b>	<b>Products created adhere to specifications</b>				<b>34</b>							
	<b>Product 1</b>											
	All portions/products in batch the same/correct size				1							
	Appearance of final products*				5							
	Texture of final products*				3							
	Flavour of final products*				3							
	Suitability for selling ( <b>Use the scale below</b> )				5							
	<b>Product 2</b>											
	All portions/products in batch the same/correct size				1							
	Appearance of final products*				5							
	Texture of final products*				3							
	Flavour of final products*				3							
	Suitability for selling ( <b>Use the scale below</b> )				5							
	<b>TOTAL</b>				<b>100</b>							
	Late penalties: Subtract 2 marks for every 5 minutes late up to a maximum of 20 marks.											
	<b>TOTAL</b>				<b>100</b>							

**\*Use the desirable characteristics of each product as a guideline to evaluate the appearance, texture and flavour.**

**SUITABILITY FOR SELLING:**

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



**SKILLS-CODE WEIGHTING OF TECHNIQUES USED IN THE TESTS FOR THE PAT**

Tuna tart and Pineapple cream					
Recipe 1: Name: Tuna tart			Recipe 2: Name: Pineapple cream		
Techniques		Weighting	Techniques		Weighting
5.3	Rubbing in	3	2.2	Commercial jelly	2
1.3	Blind baking	4	10.1	Whipping evaporated milk	2
6.1	Prepare ingredients	2	2.3	Folding in pineapple	2
1.12	Saut��ing	2	2.4	Unmoulding jelly dish	2
1.1	Baking	3			
Total Recipe 1		14	Total Recipe 2		8
Total 22					

Swiss roll and Cream puffs					
Recipe 1: Name: Swiss roll			Recipe 2: Name: Cream puffs		
Techniques		Weighting	Techniques		Weighting
5.1	Swiss roll batter	3	5.2	Choux paste	5
1.1	Baking in a lined tin	4	10.4	Shaping/Piping	3
10.10	Rolling Swiss roll	3	1.1	Baking in unlined tin	3
10.1	Whipping cream	2			
Total Recipe 1		12	Total Recipe 2		11
Total 23					

Lemon meringue tart and Chocolate chiffon cake					
Recipe 1: Name: Lemon meringue tart			Recipe 2: Name: Chocolate chiffon cake		
Techniques		Weighting	Techniques		Weighting
7.1	Prepare biscuit crust	2	5.1	Batter cake	3
3.1	Soft meringue	3	3.4	Beating and folding in egg whites	3
1.1	Baking	3	1.1	Baking in lined tin	4
			10.2	Cocoa icing	3
Total Recipe 1		8	Total Recipe 2		13
Total 21					

Garlic ring and Fudge					
Recipe 1: Name: Garlic ring			Recipe 2: Name: Fudge		
Techniques		Weighting	Techniques		Weighting
11	Measuring	1	9.2	Boiling sugar syrup	4
4.1	Yeast dough	4	9.3	Manipulating sugar syrup	2
10.8	Shaping garlic ring	3	9.5	Cutting squares	2
1.1	Baking (unlined tin)	3	11	Measuring	1
Total Recipe 1		11	Total Recipe 2		9
Total 20					

**13. EXAMPLES OF TESTS FOR THE PRACTICAL ASSESSMENT TASK****TUNA TART****Ingredients:****(Yield: 6 small tarts/1 medium tart)****Crust:**

80 ml cake flour  
80 ml grated cheese  
30 g butter/margarine, grated  
15 ml cold water

**Filling:**

1 onion, chopped  
¼ green pepper, chopped  
500 ml chopped spinach  
Salt and pepper to taste  
1 can of tuna, drained  
5 ml fresh parsley, chopped  
3 ml spring onions, chopped  
150 ml mayonnaise  
150 ml grated cheese  
15 ml sugar  
2 eggs

**Method:**

1. Preheat the oven to 180 °C.
2. Prepare 6 small tart pans/1 medium-sized tart pan/disposable aluminium pie cases.
3. Prepare wax paper and baking weights/beans to blind bake the pastry.
4. Mix the flour with the cheese.
5. Rub the butter/margarine into the flour and cheese mixture.
6. Add the cold water to the flour mixture. Press together to form a dough. Refrigerate.
7. Line 6 small pans or a medium sized tart pan with dough. Press the sides firmly and punch holes in the bottom so that the steam can escape.
8. Blind bake the crust/crust shells until almost cooked. It should not brown.
9. While the crust is baking, start preparing the filling.
10. Lightly fry the chopped onion and pepper and add the spinach. Season lightly with salt and pepper to taste. Mix with the rest of the ingredients, except the eggs.
11. Remove the crust from the oven and set aside until the filling is done.
12. Add the eggs to the filling, mix well. Spoon into the baked crust. Brush with a little milk, melted butter or beaten egg and bake until golden brown.
13. Serve.

**IDEAL CHARACTERISTICS:**

	<b>APPEARANCE</b>	<b>TEXTURE</b>	<b>FLAVOUR</b>
<b>Tuna tart</b>	Golden brown crust, not broken at the edges, even throughout All the filling ingredients evenly distributed throughout	<b>Crust:</b> Crisp but not hard Not soggy  <b>Filling:</b> Soft and moist on inside, not runny or rubbery	<b>Crust:</b> Pleasant flavour  <b>Filling:</b> Characteristic of the tuna and other filling ingredients

**PINEAPPLE CREAM**  
(2 portions)**Ingredients:**

170 g evaporated milk (Ideal milk)  
 80 g pineapple jelly  
 100 ml boiling water  
 50 ml ice-cold water  
 100 ml canned, crushed pineapple  
 Pineapple pieces and mint leaves for decoration

**Method:**

1. Place evaporated milk in the fridge to cool.
2. Fill a gelatin mould with water or use Spray & Cook to grease the mould.
3. Dissolve the jelly in the boiling water. Add ice-cold water, stir well and allow to cool in the fridge.
4. Beat the cooled evaporated milk with an electric beater until stiff and gradually add cooled jelly while beating until it is mixed well.
5. Fold the pineapple into the milk mixture.
6. Remove the water from the jelly mould and spoon the pineapple mixture into the wet/prepared jelly mould. Place the mould in the fridge and allow the pineapple cream to set.
7. Unmould the pineapple cream onto a wet plate and decorate with pineapple pieces and mint leaves.

**IDEAL CHARACTERISTICS:**

	APPEARANCE	TEXTURE	FLAVOUR
<b>Pineapple cream</b>	Shape of the jelly mould used Yellow colour No layers of ingredients, well blended Pieces of pineapple spread evenly	Smooth jelly, not runny/rubbery No granules Pieces of pineapple spread evenly	Pleasant pineapple flavour

**SWISS ROLL****Ingredients:****Serves: 6**

4 large eggs, separated  
 187 ml castor sugar  
 5 ml orange essence  
 187 ml cake flour  
 5 ml baking powder  
 2 ml salt

**Filling:**

2 canned peaches, sliced thinly  
 100 ml cream, whipped  
 5 ml orange essence  
 30 ml icing sugar

**Method:**

1. Prepare a pan covered with wax paper/paper case (17 cm x 23 cm) beforehand.
2. Preheat the oven to 180 °C.
3. Beat the egg yolks and castor sugar until light and fluffy. Add the orange essence.
4. Sift the flour, baking powder and salt into the egg mixture and fold in lightly.
5. Whip the egg whites until soft peaks form and fold it into the egg and flour mixture. Work carefully to prevent any air from escaping.
6. Pour the batter into the pan and gently make it even.
7. Bake in a preheated oven for 15–20 minutes or until golden brown.
8. Dampen a clean tea towel. Lay it out on a work surface and sprinkle sugar onto the tea towel.
9. Flip the Swiss roll onto the tea towel and remove the baking paper. Use the cloth to roll up the Swiss roll.
10. Leave to cool.
11. Whip the cream, essence and icing sugar until stiff. Do not over-whip, otherwise the cream will turn into butter.
12. Gently unroll the Swiss roll, spread the cream on top, add the peaches and roll up again. Leave to cool completely.
13. Serve cold.

**IDEAL CHARACTERISTICS:**

	APPEARANCE	TEXTURE	FLAVOUR
<b>Swiss roll</b>	Light brown colour Cake layer 10 mm Tightly rolled Neat, round shape Not cracked/broken Filling not oozing	Fine/Delicate crumb Small cells Not sticky Filling not runny	Pleasant orange and peach flavour Not too sweet No raw egg taste

**CREAM PUFFS****Ingredients:****Yield: 10 medium-sized puffs****Choux paste:**

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

**Filling:**

100 ml cream  
 10 ml castor sugar

**Method:**

1. Preheat the oven to 220 °C.
2. Grease a baking sheet.
3. Sift cake flour and salt together.
4. Bring water and margarine to the boil, lower the stove plate temperature and add the dry ingredients all at once.
5. Remove from the heat and mix thoroughly with a wooden spoon. Place the mixture back on the stove and stir vigorously until the mixture leaves the side of the saucepan and forms a ball.
6. Keep on the heat for another 30 seconds until all the starch has cooked.
7. Remove from the heat.
8. Allow to cool to lukewarm/60 °C.
9. Gradually beat in the eggs, beat well after each addition. It should be glossy and the consistency of a dropping batter.
10. Spoon teaspoons full of the mixture onto the baking sheet.
11. Bake in the oven at 220 °C for 10 minutes. Reduce the oven temperature to 180 °C and bake for another 12–15 minutes until crisp and with a light golden brown colour.
12. After removing from the oven, immediately make a small hole at the base of the puffs. This will allow the steam to escape and prevent the puffs from becoming soggy. Place back in a turned off oven to dry out.
13. Allow to cool on a cooling rack.
14. Beat the cream until stiff, add the castor sugar and mix well.
15. Fill puffs with whipped cream.
16. Serve.

**IDEAL CHARACTERISTICS:**

	APPEARANCE	TEXTURE	FLAVOUR
<b>Cream puffs</b>	Well risen Golden brown crust All the same size	Crisp crust but not hard Soft and moist on inside Not soggy Filling not runny	<b>Crust:</b> Pleasant flavour  <b>Filling:</b> Pleasant, sweet

**LEMON MERINGUE TART****Ingredients:****Yield: 1 tart****Biscuit crust:**

150 g margarine

40 g sugar

400 ml Tennis biscuits, crushed

**Filling:**

1 can (397 g) condensed milk

75 ml lemon juice

3 eggs, separated

100 ml sugar

**Method:**

1. Preheat the oven to 180 °C.
2. Grease a tart plate.
3. Melt the margarine in a mixing bowl. Add the sugar and crushed biscuits and mix well.
4. Spread the biscuit mixture evenly in the greased tart plate/disposable aluminium tart plate.
5. Mix condensed milk, lemon juice and egg yolks in a mixing bowl.
6. Spoon the condensed milk mixture into the tart crust.
7. Beat the egg whites to the soft peak stage. Add sugar gradually while beating the egg whites to the stiff peak stage.
8. Spoon the beaten egg whites onto the filling and crust. (A piping bag may be used.)
9. Bake for 12–15 minutes until the egg whites are golden brown and the filling has set.
10. Allow to cool.
11. Serve cold.

**IDEAL CHARACTERISTICS:**

	<b>APPEARANCE</b>	<b>TEXTURE</b>	<b>FLAVOUR</b>
<b>Lemon meringue tart</b>	Light brown and white colour Egg white peaks visible, attractively shaped Meringue well set Meringue covers the whole tart Neat crust	<b>Crust:</b> Soft and moist Not dry  <b>Filling:</b> Smooth, well set	<b>Crust:</b> Distinct biscuit flavour  <b>Filling:</b> Good balance between sweet and sour

**CHOCOLATE CHIFFON CAKE WITH COCOA ICING****Ingredients:****Yield: 1 cake**

450 ml cake flour  
50 ml cocoa  
2 ml salt  
310 ml sugar  
15 ml baking powder  
125 ml oil  
5 eggs, separated  
180 ml cold water  
10 ml vanilla essence  
2 ml cream of tartar  
48 ml apricot jam

**Method:**

1. Preheat the oven to 180 °C. Line two 220 mm cake tins with wax paper. Grease the tins.
2. Sift the cake flour, cocoa, salt, sugar and baking powder in a mixing bowl.
3. Make a hole in the middle of the flour mixture and add the oil, unbeaten egg yolks, cold water and vanilla essence.
4. Beat with a wooden spoon until the mixture is smooth.
5. Sprinkle the cream of tartar over the egg white and beat to the soft peak stage (with an egg beater).
6. Fold the batter into the egg white foam and pour the batter into the greased cake tins. Shake the cake tins lightly (3 times) to remove large air bubbles.
7. Bake for ± 25–30 minutes. Use a skewer or cake tester to test if it is thoroughly baked.
8. Turn the cake onto a cooling rack. Remove the wax paper and allow to cool.
9. Spread the apricot jam between the layers and decorate with cocoa icing.

**Cocoa icing:**

40 ml cocoa  
40 ml boiling water  
50 ml soft margarine  
270 ml icing sugar (sifted)  
2 ml vanilla essence  
chocolate straws (optional)

**Method:**

1. Mix the cocoa with 40 ml boiling water to a smooth paste.
2. Beat/Cream the margarine until soft.
3. Add the icing sugar and cocoa mixture alternatively to the margarine mixture. Mix well after every addition.
4. Add the vanilla essence and beat until creamy.
5. Use the icing to decorate the cake.
6. Sprinkle with chocolate straws.
7. Serve.



**IDEAL CHARACTERISTICS:**

	<b>APPEARANCE</b>	<b>TEXTURE</b>	<b>FLAVOUR</b>
<b>Chocolate chiffon cake</b>	Dark brown colour Well risen/large volume Neatly decorated	Soft Thoroughly baked Light in weight/not dense Crumb is fine and moist Not dry	Pleasant chocolate flavour

**GARLIC RING****Ingredients:****Yield: 1 ring****Dough:**

1 egg  
13 ml sunflower oil  
250 ml lukewarm water  
15 ml sugar  
5 g instant yeast  
1 garlic clove crushed/5 ml crushed garlic  
625 ml cake flour  
2 ml salt

**Garlic sauce:**

90 ml margarine  
1 garlic clove crushed/5 ml crushed garlic  
15 ml fresh parsley, chopped  
5 ml dried mixed herbs

**Method:**

1. Preheat the oven to 190 °C.
2. Grease a round cake tin about 20 cm in diameter.
3. Beat the egg, oil, lukewarm water and sugar together.
4. Mix the rest of the dough ingredients in a large mixing bowl.
5. Add the egg mixture and mix to form a soft dough.
6. Knead the dough for 5 minutes until smooth and elastic.
7. Cover with greased cling wrap and allow to double in size in a warm place.
8. Mix all the sauce ingredients in a saucepan and heat until the margarine has melted. Allow to cool slightly.
9. Knock down the risen dough and form ± 6–8 even-sized balls.
10. Roll each ball in the garlic sauce and pack them in the prepared cake tin. Pour any extra garlic sauce over the balls.
11. Cover the balls with greased cling wrap and allow to rise in a warm place until double the volume (± 20–30 minutes).
12. Remove cling wrap and bake for 30–35 minutes or until golden brown.
13. Serve lukewarm.

**IDEAL CHARACTERISTICS:**

	<b>APPEARANCE</b>	<b>TEXTURE</b>	<b>FLAVOUR</b>
<b>Garlic ring</b>	Round/Ring shape Neatly shaped/same size bread balls Well risen and light in mass in relation to size Golden brown with specks of green	Light in mass Elastic crumb Moist but not doughy Cells are small, regular No large holes or tunnels	Pleasant garlic and herb flavour No strong yeast flavour

**FUDGE****Ingredients:****Yield: 12 blocks**

375 ml sugar  
 62,5 ml margarine  
 62,5 ml water  
 10 ml golden syrup  
 1 ml cream of tartar  
 125 ml (½ can) condensed milk  
 3 ml vanilla essence

**Method:**

1. Add all the ingredients, except the condensed milk and vanilla essence, to a heavy-based saucepan and stir over low heat. (Make sure all the sugar has dissolved before the mixture boils.)
2. Boil for 2 minutes, remove from the heat and add the condensed milk.
3. Brush the sides of the saucepan with hot water to dissolve sugar crystals.
4. Turn down the heat and stir occasionally (every 2 minutes) to prevent the mixture from burning.
5. Let the fudge boil until it reaches the soft ball stage (112 °C).
6. Remove the mixture from the heat and place on a damp cloth to stop the cooking process.
7. Whisk the mixture until it shows signs of setting.
8. Pour into a greased pan (17 cm x 15 cm) (an ice-cream dish works well).
9. Allow to set partly and mark into equal blocks.
10. Break or cut into pieces once completely set.

**IDEAL CHARACTERISTICS:**

	<b>APPEARANCE</b>	<b>TEXTURE</b>	<b>FLAVOUR</b>
<b>Fudge</b>	Caramel brown colour Smooth surface Well set All blocks the same size	Smooth, fine granules, no undissolved/large sugar crystals present	Distinct flavour Smooth on the palate

**ORDER OF WORK AND TIME ALLOCATION**

Time Allocation		Tuna tart and Pineapple cream
Time	Minutes	Order of work
08:00–08:30	30 min.	Prepare the pineapple cream and place in the fridge to set.
08:30–08:35	5 min.	Clean up.
08:35–08:50	15 min.	Prepare the tuna tart crust and refrigerate.
08:50–08:55	5 min.	Clean up.
08:55–09:05	10 min.	Blind bake the crust.
09:05–09:25	20 min.	While the crust is baking, prepare the filling.
09:25–09:40	15 min.	Remove the crust from the oven, add the filling and bake.
09:40–09:50	10 min.	Clean up.
09:50–10:00	10 min.	Unmould the pineapple cream and serve both products.
<b>TOTAL TIME:</b> 2 hours	<b>TOTAL TIME:</b> 120 minutes	

Time Allocation		Swiss Roll and Cream puffs
Time	Minutes	Order of work
08:00–08:25	25 min.	Preheat the oven to 180 °C. Prepare the baking sheet. Prepare the Swiss roll batter. Place in the oven to bake.
08:25–08:30	5 min.	Clean up.
08:30–08:45	15 min.	Prepare the cloth for rolling. While the Swiss roll is baking, start preparing the choux paste.
08:45–09:00	15 min.	Remove the Swiss roll from the oven. Preheat the oven to 220 °C. Roll the Swiss roll. Leave to cool.
09:00–09:15	15 min.	Complete the choux paste. Place in the oven to bake.
09:15–09:20	5 min.	Clean up.
09:20–09:35	15 min.	Prepare the Swiss roll filling. Unroll the Swiss roll. Spread the filling and roll up the Swiss roll again.
09:35–09:40	5 min.	Clean up.
09:40–09:50	10 min.	Prepare the filling for the cream puffs. Fill the cream puffs.
09:50–09:55	5 min.	Clean up.
09:55–10:00	5 min.	Serve both products.
<b>TOTAL TIME:</b> 2 hours	<b>TOTAL TIME:</b> 120 minutes	

Time Allocation		Lemon meringue tart and Chocolate chiffon cake
Time	Minutes	Order of work
08:00–08:30	30 min.	Preheat the oven to 180 °C. Prepare the cake. Place in the oven to bake.
08:30–08:35	5 min.	Clean up.
08:35–08:50	15 min.	Prepare the crust for the lemon meringue tart.
08:50–08:55	5 min.	Clean up.
08:55–09:00	5 min.	Remove the cake from the oven and allow to cool.
09:00–09:15	15 min.	Prepare filling for the lemon meringue tart. Spoon the filling into the crust.
09:15–09:20	5 min.	Clean up.
09:20–09:30	10 min.	Beat the egg whites. Complete the lemon meringue tart. Place in the oven to bake.
09:30–09:35	5 min.	Clean up.
09:35–09:50	15 min.	Remove the lemon meringue tart from the oven; allow to cool. Prepare the cocoa icing and decorate the cake.
09:50–09:55	5 min.	Clean up.
09:55–10:00	5 min.	Serve both products.
<b>TOTAL TIME: 2 hours</b>	<b>TOTAL TIME: 120 minutes</b>	

Time Allocation		Garlic ring and Fudge
Time	Minutes	Order of work
08:00–08:25	25 min.	Preheat the oven to 190 °C. Prepare the yeast dough and allow to rise. Prepare the garlic sauce.
08:25–08:30	5 min.	Clean up.
08:30–08:55	25 min.	Prepare the fudge. Allow to boil. Stir every 2 minutes.
08:55–09:15	20 min.	Knock the yeast dough down. Shape the dough, roll each ball in the garlic sauce. Shape the garlic ring and allow to rise again.
09:15–09:20	5 min.	Clean up.
09:20–09:35	15 min.	Beat the fudge mixture off the heat. Pour into the pan. Allow to set. Place the garlic ring in the oven and allow to bake.
09:35–09:40	5 min.	Clean up.
09:40–09:50	10 min.	Mark the fudge into squares. Cut the fudge into squares.
09:50–09:55	5 min.	Clean up.
09:55–10:00	5 min.	Serve.
<b>TOTAL TIME: 2 hours</b>	<b>TOTAL TIME: 120 minutes</b>	

#### 14. CONCLUSION

On completion of the practical assessment task, learners should be able to demonstrate their understanding of the industry, enhance their knowledge, skills, values and reasoning abilities as well as establish connections to life outside the classroom and address real-world challenges. The PAT furthermore develops learners' life skills and provides opportunities for learners to engage in their own learning.