



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

CONSUMER STUDIES (FOOD PRODUCTION)

GUIDELINES FOR PRACTICAL ASSESSMENT TASKS

2014

These guidelines consist of 14 pages.

THE PRACTICAL ASSESSMENT TASKS 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 food items, focusing on **suitability for selling**.
- The Practical Assessment Task for Grade 12 consists two practical examinations of three hours each. Learners perform these 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 examination consists of 100 marks. The mark for the final Practical Assessment Task is obtained by combining the marks for the 2 examinations 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. Both mark sheets must be signed by the teacher, principal and moderator.

3. REQUIREMENTS FOR THE PRACTICAL EXAMINATIONS

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

The following must be provided:

- A suitable training kitchen with the necessary equipment: a minimum of 6 stoves (gas/electric), a refrigerator (electricity/gas) sinks with running hot and cold water, and equipment and utensils for preparation and cooking.
- A minimum of R30 to a maximum of R50 per learner for EACH of the two practical examinations is required, besides the funding required for the SBA practical lessons, to purchase ingredients to make the required products.
- Divide learners into groups of a maximum of 12. Twenty-four learners (two groups of 12 learners) can then 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 total of **3 hours** is required per examination.
- The three hours should be divided as follows:
 - **15 minutes** for learners to draw their test, settle down at the workstation allocated to them and study the recipes and the order of work received.
 - **2 hours** for **collection** of ingredients and preparation of the products under examination conditions.
 - **45 minutes for the teacher to do** evaluation, check the workstations of the learners and complete the mark sheets.

5. SETTING THE EXAMINATIONS

5.1 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.

5.2 Examination 2 (term 3)

- This examination will take place on a date agreed upon with the moderator.
- During the practical examination in the third term, learners must demonstrate a variety of culinary skills. Assessment will focus on the production process and the saleability of the products.
- The teacher must set a **minimum of 4 different tests.**
Each test must:
 - Have at least two products
 - Have a minimum skill-code weighting of 20 points
 - Include a variety of culinary skills and techniques
- Include **ONE** of the following products **per test.** A product selected for one test may not be repeated in another to ensure that a variety of skills and techniques are tested.
 - Yeast product (baked or deep fried)
 - Choux pastry
 - A gelatine dish (not commercial jelly)
 - Home-made short crust pastry for tarts, pies or quiche
 - Swiss roll
 - Soft meringue such as lemon meringue pie or queen of bread pudding
 - Sugar cookery
- The second product can include any appropriate skill or technique as long as the total skill-code weighting adds up to a minimum of 20 points. The weighting of the two products should be equal or as equal as possible.
- All recipes must:
 - Be neatly typed in standard or action format
 - Have clear instructions in short sentences and easy language
 - Be small, 2–3 portions
 - Be suitable for the available budget and other resources of the school
 - Be suitable for selling
 - Include the expected taste, texture and appearance of each product
 - Be clearly illustrated

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

- **Stage 1: in the last week of term 1 or earlier**
 - The tests and relevant recipes, indicating the weighting of the techniques according to the skill code
 - The proposed date for external on site moderation for the last group of learners. This date should be negotiated with the subject advisor.
- **Stage 2 (after approval of stage 1 documents): end of April**
 - 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 same tests will be used for all the examination sessions, even if they take place on different days.
- **The examination cannot take place prior to approval of the above mentioned items by the subject advisors.**

6. PREPARING FOR THE EXAMINATION

The teacher is responsible for the following:

- Set the dates for both examinations. Communicate these dates to the school management team of the school to ensure that these dates do not clash with other school activities.
- All the equipment must be in working order and the stoves have to be serviced and repaired before the start of the practical examination.
- Photocopy the tests (recipes and work order) for the learners.
- Prepare mark sheets with learners' names and their examination numbers.
- Learners will receive all the recipes included in the four tests (not in test format) one week (7 school days) before the date of the examination of the first group of learners. They will not know how the recipes will be combined in test format, and will not know which recipes they will draw.
- Purchase the ingredients.
- Clean and tidy up the training kitchen.
- Put out the necessary equipment and ingredients. Learners should not run around during the examination looking for equipment in the storeroom, all equipment must be readily available at their workstations. Set up an ingredient table and an equipment table (if needed) for each session.

7. PERFORMING THE EXAMINATION

7.1 PAT 1 in term 2: 3 hours

- When entering the examination room, each learner will receive his/her recipes as selected for the project in term 1.
- Learners will have 15 minutes to study the recipes and the order of work, before commencing with the practical examination.
- Learners performing the same test must be placed at different 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. Learners will lose 2 marks for every 5 minutes late up to a maximum of 20 marks.
- Only the teacher, the moderator and the candidates can be in the room during the practical examination.
- The teacher must invigilate and assess the learners while they are performing the practical examination, and may not do any other work or assist the learners in any way.
- The teacher is NOT allowed to give any assistance to the learners during the practical examination.

7.2 PAT 2 in term 3: 3 hours

- When entering the examination room, each learner will draw ONE of the four tests.
- Learners will have 15 minutes to study the recipes and the order of work, before commencing with the practical examination.
- Learners performing the same test must be placed at different 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. Learners will lose 2 marks for every 5 minutes late up to a maximum of 20 marks.
- Only the teacher, the moderator and the candidates can be in the room during the practical examination.
- The teacher must invigilate and assess the learners while they are performing the practical examination, and may not do any other work or assist the learners in any way.
- The teacher is NOT allowed to give any assistance to the learners during the practical examination.

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. While products are being evaluated, the learners should tidy up their workstations, so that the teacher can inspect the workstations for the final allocation of marks.

9. MODERATION OF THE PRACTICAL EXAMINATION

9.1 BEFORE PAT 1 & 2

The subject advisor must receive the following before the end of term 1, or earlier, in order to moderate the following to ensure the examination is of an appropriate standard:

- The tests and relevant recipes, indicating the weighting of the techniques according to the skill code
- The order of work for each test
- The memoranda with the desirable qualities for each product of each test
- The planning for purchases
- The estimated cost per learner
- The completed checklist, checked and signed by the principal

9.2 ON THE DAY OF PAT 2

- During Term 3, the last group of a maximum of 12 learners will be externally moderated by the subject advisor while performing the practical examination at the school.
- The teacher must have the following available for the moderator on the day of moderation:
 - The marks of all the learners for PAT 1 in term 2
 - The marks of all the learners who finished PAT 2 in term 3
 - A copy of the completed recording sheet for practical lessons
 - A copy of the four tests the learners will be performing
 - A separate set of assessment tools for the moderator to use, with the names and examination numbers of the learners already written on the mark sheet.
- The moderator will randomly select 6 candidates from the last group and 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 more than 10% from his/her marks, a block adjustment upwards or downwards should be made based on the difference.

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

Learner Names				PAT 2	
				100	
				*T	*M
Learner A				84	69
Learner B				83	70
Learner C				68	53
Learner D				59	44
Learner E				49	40
Learner F				45	40
TOTAL				388	316
AVERAGE MARK = TOTAL ÷ 6 (Number of learners)				66	53
DIFFERENCE = 66 (*T) – 53 (*M)				13	
ADJUSTMENT	DOWNWARDS	✓	UPWARDS	- 3	

***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.
- The marks of all the learners need to be finalised and signed by the subject advisor and principal on the day of the examination. The computerised mark sheet must be completed on the day of moderation.

**SKILL-CODE WEIGHTING FOR TECHNIQUES USED IN FOOD PRODUCTION –
GRADE 12**

- 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 12 add up to a minimum of 20 points.
- **Points for the same technique cannot be awarded twice** in the same test.

1	Techniques	Skill 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 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
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, Milk tart, Roulade	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 / short crust 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/ fresh cream icing – preparing and decorating cupcakes 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	Piping/Using a piping bag	2
10.4	Royal icing (icing sugar and water/lemon juice/egg white – glazing) – preparation and use	2
10.5	Preparing a chocolate ganache (Chocolate and cream)	2
10.6	Purée	2
10.7	Shaping of dough, e.g. scones, biscuits, doughnuts, bread rolls, koeksisters, croquettes,	3
10.8	Swiss roll/Roulade / Chelsea buns/ Swedish tea ring – rolling	3
10.9	Lamingtons – making of chocolate sauce and dipping, rolling in coconut	3
10.10	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 at the end of Term 1 or earlier)

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

TESTS FOR PAT 2 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	

EXAMPLE of teacher planning for purchases
(To be submitted to Subject Advisor for moderation at the end of April or earlier)

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			

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		
DATE SUBMITTED		
Dates of all PAT sessions	Proposed moderation date	Approved moderation date

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

APPROVED/NOT APPROVED [RESUBMISSION DATE : _____]

Signatures:

TEACHER: _____

DATE: _____

PRINCIPAL: _____

DATE: _____

MODERATOR: _____

DATE: _____

MARK SHEET FOR PRACTICAL EXAMINATIONS

PAT EXAMINATION		1	2	NAMES OF LEARNERS								
NAME OF SCHOOL				1	2	3	4	5	6	7	8	
EXAMINER												
DATE												
1	PRACTICAL SKILLS AND TECHNIQUES <ul style="list-style-type: none"> Recipe interpretation <i>Include preparation, cooking, mixing, correct measuring of quantities, choosing correct equipment, correct preparation methods</i> <ul style="list-style-type: none"> o Recipe 1 o Recipe 2 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. Correct temperatures for stove plates and oven, height of oven racks, preheat oven, correct time for baking/cooking</i> Order of work and efficient use of time <i>Ability to follow given order of work or other realistic order</i> 	15										
		7										
		8										
		5										
		1										
		1										
2	HYGIENE AND NEATNESS <ul style="list-style-type: none"> 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 storage of leftover ingredients waste disposed appropriately Teacher observes each learner a few times during and after the exam, and gives a mark out of 5.</i> Personal appearance <i>Hair neat, chef hat/covered, apron/ chefs jacket, clean nails Teacher observes each learner a few times during the exam, and gives a mark out of 5.</i> 	5										
		1										
		1										
		2										
		1										
		5										
		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									
Late penalties: subtract 2 marks for every 5 minutes late up to a maximum of 20 marks												
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

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