OBE for FET Colleges

hospitality food preparation level 2 lecturer's guide

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1415401403	9781415401303	OBE for FET Colleges Hospitality Generics Level 2 Student's Book
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1415401519	9781415401514	OBE for FET Colleges Hospitality Food Preparation Level 2 Lecturer's Guide
1415401586	9781415401583	OBE for FET Colleges Client Services and Human Relations Level 2 Student's Book
1415401608	9781415401606	OBE for FET Colleges Client Services and Human Relations Level 2 Lecturer's Guide

contents

introduction

Dear Lecturer

This Lecturer's Guide has all the types and levels of assessments that you will need to do with your students – in the best sequence and ratio to one another. We have included examples of all of these assessments, as well as their along-going rubrics and checklists in Section 2. This will make assessment quick, easy and effective for you.

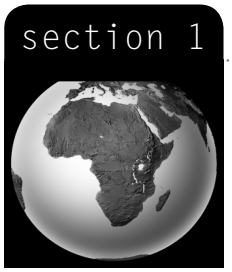
The first section of the book contains all your planning tools for Food Preparation for the year: a Year Plan as well as a template of a lesson plan.

OBE for FET Colleges Food Preparation Level 2 Student's Book and Lecturer's Guide therefore supply you with the best support so that you can concentrate on teaching this exciting subject.

The authors

You will find the following icons in this book:

	**Outcomes** Outcomes appear in the outcomes table at the beginning of each unit. The learners should achieve these unit outcomes, which are derived from the Subject Outcomes and the Learning Outcomes in the National Certificate ('Finance, Economics & Accounting) Hospitality Generics Subject Guidelines.
	**Individual** This icon indicates that learners should work on their own.
	**Pair work** This icon indicates that the learners should work in pairs.
	**Group work** This icon indicates that the learners should works in groups. Groups of four or five learners are usually ideal, but depend on the type of activity.
Word bank	**Word bank** New or difficult terms are explained or defined. Sometimes 'Food Preparation' words have different meanings to everyday language, so the aim is to extend the Students' use of the English language and Food Preparation terminology.
	**End of unit tests** This icon provides the learner with opportunities for self-assessment and ensures that the learning process has taken place. Tests at the end of a each unit form part of summative assessment and assist the learners to reflect on what they have learnt.
	**Minds** This icon indicates knowledge outcomes that learners should have acquired.
	**Hands** This icon shows skills-based outcomes or activities developed for learners to apply knowledge (and values) that they have acquired.
	**Hearts** This icon shows values-based outcomes that assist the learners to express or develop particular values (or attitudes) to the issues raised.



planning your year

Scope

Food Preparation revolves around:

Topics	Weighted Value
1. Clean food production areas, equipment and utensils	10
2. Handle and maintain knives and cutting equipment	10
3. Handle and store food	5
4. Prepare and fry food	5
5. Prepare and grill food	5
6. Prepare and bake food	5
7. Prepare and cook starch	5
8. Prepare and cook basic fruit dishes Prepare fruit for hot and cold dishes	10
9. Prepare and cook basic vegetable dishes Prepare vegetables for hot and cold dishes	20
10. Prepare cold and hot sandwiches and rolls	10
11. Prepare, cook and assemble food for quick service	15
TOTAL	**100**

An example of a Year Plan for Food Preparation

Week number	Topic	Weighted value	No. of weeks	No. of lessons
1-4	1. Clean food production areas	10	3,2	16
4-5	2. Handle and store food	5	1.6	8
5-8	3. Handle and maintain knives and cutting equipment	10	3.2	16
8-15	9. Prepare and cook basic vegetable dishes. Prepare vegetables for hot and cold dishes.	20	6.4	32
16-19	8. Prepare and cook basic fruit dishes. Prepare fruit for hot and cold dishes.	10	3.2	16
19-20	6. Prepare and bake food	5	1.6	8
21-22	5. Prepare and grill food	5	1.6	8
23-24	4. Prepare and fry food	5	1,6	8
24-25	7. Prepare and cook starch	5	1,6	8
25-27	10. Prepare cold and hot sandwiches, rolls and fillings	10	3,2	16
28-32	11. Prepare, cook and assemble food for quick service	15	4,8	24
	Total:	**100**	**32**	**160**

Plan to write tests and assessments as detailed under 'Number and forms of assessment' for Level 2 assessment programme as detailed on page 9.

Template for a lesson plan (learning experience)						
Subject		Topic			Level	
SOs:						
COs:						
DOs:						
LOs:						
Lecturer's actions	Student activities	Key concepts/ content	SKVs	Assessment strategies	Resources	Estimated time
Expanded opportunities:			Enrichment:			
Special needs:			Homework:			
Reflection:						
Lecturer		Date			Comment	

Assessment

The following table contains the compatibility between assessment tools and the skills that they assess.

	Objective	**Essay**	**Performance based (Individual)**	**Oral questions**	**Observation**	**Self-assessment**
Knowledge	5	4	3	4	3	2
Reasoning	2	5	4	4	2	2
Skills	1	3	5	2	5	3
Product	1	1	5	2	4	4
Values and attitudes	1	2	4	4	4	5

Note: Higher numbers indicate better matches (e.g.5 = high, 1 = low). Table adapted from McMillan (1997) Classroom Assessment: Principles and Practice for Effective Instruction

METHODS OF ASSESSMENT
Self-assessment/Peer assessment/Group assessment/Lecturer assessment
TOOLS AND INSTRUMENTS FOR ASSESSING STUDENT PERFORMANCE

Methods for collecting evidence

Observation based
(Less structured)
Task-based
(Structured)
Test-based
(More structured)

Assessment instruments
- Observation
- Class questions
- Educator, student, parent discussions
- Assignments/Tasks
- Projects
- Investigations/Research
- Case studies
- Practical exercises
- Demonstrations
- Role-play
- Interviews
- Examinations
- Class Tests
- Practical examinations
- Oral tests
- Open book tests

Assessment tools tools
- Observation sheets
- Individuals' notes and
- Comments
- Check lists
- Rating scales
- Rubrics

- Marks (e.g. %)
- Rating scales (1-4)

Evidence
- Focus on individual students
- Subjective evidence based on Lecturer observations and impressions

Open middle: Students produce the same evidence but in different ways

Open ended: Students use same process to achieve different end points

All students answer the same questions in the same way and within the same time

REPORTING TOOLS

Report card using national codes and comments on competence,
Lecturer-parent interview,
Lecturer-learner interview,
Written comments in Student work books,
Day-by-day assessment sheets, etc.

Internal Continuous assessment (ICASS)

Asessment should be ongoing and link learning and products. In OBE, planning takes place with the SOs and LOs in mind. As we assess, we make decisions that are based on that assessment, and then those decisions will in turn be assessed, and so on, which is the principle of continuous assessment.

Internal continuous assessment is abbreviated as ICASS and referred to as college-based assessment by using instruments such as projects, tests, assignments, investigations, role-play, case studies, etc. ICASS is an ongoing process of gathering valid and reliable information (evidence) about the performance of the Student during a year or level. ICASS is undertaken either in a real workplace, a simulated/ workshop or structured environment, is moderated internally, or externally quality assured by Umalusi. The results and findings of ICASS should be recorded, reflected upon and reported on by giving positive, supportive and motivational feedback to Students, other Lecturers, care givers and any other bona fide interested parties.

The practical component of all ICASS evidence is contained in a Portfolio of Evidence (PoE), and must be readily available for monitoring, moderation and verification purposes.

A compulsory component of ICASS is the Integrated Summative Assessment Task (ISAT), which is a major assessment task that draws on the students' cumulative learning achieved throughout the full year.

Number and forms of assessment for Level 2 assessment programme
At Level 2, an internal assessment component counts 40% of the final assessment mark. An example of the requirements of the internal assessment programme for Level 2 is summarised as follows:

Form of evaluation	Term 1	Term 2	Term 3	Term 4
Theoretical component				
Written test	1	1	1	1
Assignments	1		1	
Case Study/Report	1	1		
Project		1 or	1	
Practical component				
Practical perfomance test	1	1	1	
Integrated summative assessment task			1 or	1

Examinations should conform to the requirements set by the Department of Education. They should be carefully designed and weighted to cover all the ASs of Food Preparation

Scale of Achievement for the Vocational Component

Rating Code	Rating	Marks %
4	Outstanding	80–100
3	Competent	70–79
2	Not yet competent	60–69
1	Not achieved	0–59

Subject competencies have been described to distinguish the level expectations of what Students must know and be able to achieve. The descriptions for Food Preparation are outlined in the Subject Assessment Guidelines for Food Preparation (National Certificate Level 2 – Finance, Economics and Accounting).

Assessment in Food Preparation

External Assessment in Level 2 Food Preparation will count 50% and college-based assessment or internal assessment counts 50% towards the progression mark of the Student. The college based assessment (ICASS) component, in turn, has a summative component (internal examinations and standardised tests) and a formative component (assignments and tasks to develop subject skills: e.g. monitoring and

research activities, presentations, debating, numerical calculations, summarising, memorising.)

Tests and examinations will focus on assessing knowledge and understanding, through mainly the application of the acquired subject-specific knowledge and skills of the Student (e.g. case studies, analysis and interpretation of economic data, critical discussion of Hospitality issues, numerical calculations of data).

Summative assessment

The summative component of college-based assessment comprises 50% of the total for the year. At Level 2, the summative component of ICASS includes standardised tests.

Questions typically start with command or key words. These words indicate which skills are required when answering the question. If candidates are asked to evaluate a problem, but only show knowledge and understanding, they will lose most of the marks for that question. The meanings of the most frequently used verbs are listed below.

Knowledge and understanding	
Define	Give the exact meaning of a term or concept using words or mathematical symbols. (e.g. Define assets)
Describe	Give an account. (e.g. Describe the double entry principle.)
Identify	Single out from other information. (e.g Identify the assets, liabilities, expenses and income from the following list of items.)
Illustrate	Use examples to explain a point. (e.g. Illustrate by means of an example the double entry principle .)
List	State briefly. (e.g. List three possible sources of capital for a new business)
Outline	Give a short description of the main aspects or features. (e.g. Outline by means of a diagram the 8 steps in the accounting cycle.)
State	Give or say. (e.g. State three reasons why the bank can dishonour a cheque.)
Summarise	Bring out the main points from a complex set of data (e.g. Draw a mind map that summarise the nine different types of businesses.)
What	Clarify a point. (e.g. What are the main characteristics of a company?)
Application	
Apply	Use knowledge of Hospitality Generics to understand an issue or to solve a problem. (e.g. Apply your knowledge on equity to identify whether the following transactions would have a positive or a negative effect on equity.).)
Calculate	Use mathematics to work out an answer. (e.g. Calculate the cost price of a T-shirt if the selling price is R150 and the profit mark-up is 25%.)
Distinguish between	Identify the characteristics that make two or more ideas, concepts, issues, etc. different. (e.g. Distinguish between the characteristics of a Partnership and a Close Corporation.)
Explain	Make clear. (e.g. Explain the two main sections that the General Ledger is divided into.)
Suggest	Give possible reasons or ideas that are plausible but not necessarily correct. 'Suggest' may require candidates to analyse a problem and not just apply Hospitality Generics problems. (e.g. Suggest reasons why a business would sell to customers on credit)

Analysis	
Analyse	Break down into constituent parts in order to be able to understand an issue or problem. Analysis involves recognising what is important, and applying knowledge and understanding of Hospitality Generics. (e.g. Analyse the following transactions using the basic accounting equation.)
Compare and contrast	Show similarities and differences between two or more ideas or problems (e.g. Compare by tabulating the similarities and differences between a partnership and a close corporation.)
Examine	Break down an issue or problem to understand it. (e.g. Examine the following ledger account and point out the possible errors.)
Investigate	Look for evidence to explain and analyse. (e.g. Investigate the initial problems when starting a business by interviewing the owner of a mall business and present your findings in a report)
Evaluation	
Assess	Analyse an accounting issue or problem, and then weigh up the relative importance of different strands. (e.g. Assess the success of the different methods used by the business to encourage debtors to pay their accounts on time.)
Comment on	Invites learners to make judgements based upon the evidence they have presented. (e.g. Comment on why good management is the key to a successful business .)
Critically analyse	Analyse an issue/problem and weigh up the relative importance. (e.g. Critically analyse the three options to obtain capital to start a new business.)
Do you think	Invites learners to give their own opinions about an issue or problem. However, marks will always be awarded for the quality of the argument and not for any individual opinions. (e.g. Do you think it is better for a business to sell credit that only cash?)
Discuss	Compare a number of possible views about an issue and weigh up their relative importance. A conclusion is essential. (e.g. Discuss the importance of screening customers before allowing them to buy on credit.)
Evaluate	Similar to discuss; to compare a number of possible views. A final judgement is essential. (e.g. Evaluate the advantages and disadvantages of buying on credit.)
To what extent	Explain and analyse and then comment upon the relative importance of the arguments. (e.g. To what extent should a owner make use of loans to finance his/her business?)

Summative assessment involves a minimum of three control tests (at least one per term for the first three terms).

Formative assessment

Formative assessment informs the Lecturer and the Student of the Student's progress. It contributes towards the formation and the development of the Student's formative years. The formative component of college-based assessment comprises 50% of the total for the year.

The external assessment component (50%) – Level 2
External assessment is assessment that is conducted by an entity such as a provincial examining body, a national agency, or a private agency that is not directly involved with the instruction of the Students. It consists of a written examination paper that is externally set, marked and moderated.

Assessment Tools (Rubrics and Checklists)

Rubrics are a combination of rating codes and descriptions of standard. They consist of a hierarchy of standards with benchmarks that describe the range of acceptable performance in each band.

The following section includes 19 sample tables or rubrics that can be adapted where necessary for particular activities. These are referred to throughout the Lecturer's Guide.

Rubric 1

Criteria	Not achieved (0–59%)	Not yet competent (60–69)	Competent (70–79%)	Outstanding achievement (80–100%)
CONTENT Range Coverage Relevance				
CONTEXT Command word requirements				
SKILLS and VALUES Skills Values				
MECHANICS Subject terms Language Format				

Use the following checklist to evaluate a rubric.

	Yes	No
Does the rubric emphasise the most important content and skills of the SO/AS/LO?		
Are the criteria used in the rubric of appropriate importance?		
Are there sufficient levels of performance to discriminate between the quality of learners and work?		
Are the levels clearly described in terms of performance?		
Do the levels accommodate Students' diversity?		
Does the rubric distinguish between content and skills as well as the communication thereof?		
Does the rubric contribute to an efficient marking process?		
Was a careful decision made between using marks and level descriptors or letter symbols?		
Does the rubric offer appropriate guidance to the learners?		

Checklists

Checklists or task lists show what has to be done. Marks given are assigned to the most important parts of a task.

Checklists list a number of predetermined criteria against which the Lecturer or Student makes a tick to indicate that the Student is able to do what is stated or that the work complies with the criteria. The criteria should be stated in such a way that the Students can respond by ticking the 'yes' or the 'not yet' column, or simply using a tick to show that they can do or have done what is stated.

Reflective self-assessment checklist

Individual projects are very personal and more difficult to assess. They are also process-orientated rather than product-orientated.

Rubric 2

Amount of time spent on project (time scale to be determined)	**less than**	**1**	**2**	**3**	**4**	**5**	**or more**
Number of family members spoken to							
Do you feel you learned anything about yourself when doing this project	Yes				No		
Comment:							
Do you feel the project helped you understand yourself?	Yes				No		
Comment:							
Did you think you expressed this information about yourself in an interesting and exciting way?	Yes				No		
Comment:							
Do you think you put a lot of effort into this project?	Yes				No		
Comment:							

Group work and group assessment

Teamwork is an important part of learning skills and constructing knowledge. Sharing the workload and being aware of personal contributions to the group is important for every Student. In a group, the roles and responsibilities are essential to the success of the activity. Roles within the group or team should be rotated to allow each Student to develop or become aware of their different capabilities. Emphasise to you Students that TEAM stands for:

Together **E**ach **A**chieves **M**ore

Different group/team roles include:

- timekeeper
- team leader/chairperson/manager
- resources manager
- scribe/note taker/record keeper
- reporter
- motivator
- assessor
- peace maker.

Each member of the group can assess all the roles except the one that he or she performed. Let them give the role a rating out of ten. The mark for each criterion within a role can be added to give a total score for the role.
Students can also decide which roles are required for a particular activity, mark them off and assign the roles before continuing with the activity.

	Voice monitor		Time keeper
	Motivator		Record keeper
	Assessor		Chairperson/manager
	Peace maker		Reporter

Group skills rubric (Rubric 3)

Group Name/Number: .....

Names: .....

.....

	Yes	No	Comment
Did our group members:			
Listen to each other?			
Talk about the task?			
Co-operate within the group?			
Suggest good ideas?			
Encourage each other?			
Achieve the outcomes?			

What went well?

.....

What could we have done better?

.....

Signed: ..... Date .....

Co-Operative Group Skills Assessment Sheet (Rubric 4)

Task Skills	Student	Student	Student	Student	Student	Student
Gives ideas						
Asks questions						
Stays on task						
Follows directions						
Checks the understanding of others						
Gets group back on track						
SOCIAL SKILLS						
Encourages others						
Explains ideas						
Discusses						
Listens well						
Resolves conflict						
Praises others						

Add the names of each Student in the group under 'Student' and enter a tick ✓ (Yes) or an ✗ (No) under the name of each Student for each of the criteria.

Rubric 5

Process	Everyone took part equally.	Not Yet	1	2	3	4	5	Yes
	The group held a meeting to plan.	Not Yet	1	2	3	4	5	Yes
	Each Student did what they were supposed to do.	Not Yet	1	2	3	4	5	Yes
	Everyone in the group feels happy about the project.	Not Yet	1	2	3	4	5	Yes
	The project offers a lot of information	Not Yet	1	2	3	4	5	Yes
	The group explored the following sources: school library, public library, Internet, people, newspapers, clinics, advice offices, other.	Give one mark for each source explored (up to five marks).						
Product	The information is set out in a way that is clearly understood.	Not Yet	1	2	3	4	5	Yes
	There are interesting drawings and illustrations.	Not Yet	1	2	3	4	5	Yes
	Written information is easy to read and to follow; ideas are described well.	Not Yet	1	2	3	4	5	Yes
	The ideas are shown in an unusual and interesting way.	Not Yet	1	2	3	4	5	Yes
	There are a lot of the learners' own ideas – not only copied materials.	Not Yet	1	2	3	4	5	Yes
	Information is presented clearly; you know what the message is.	Not Yet	1	2	3	4	5	Yes
Presentation	The group uses drama, speaking, music, singing, pictures, objects to help the presentation.	Give two marks for each thing used (up to six marks).						
	All group members took part in the presentation.	Not Yet	1	2	3	4	5	Yes
	The presentation is interesting and unusual.	Not Yet	1	2	3	4	5	Yes
	You can hear what everyone is saying.	Not Yet	1	2	3	4	5	Yes

Assessing a research project

The following marking grid could be used where marks allocated are circled according to the sub-criteria (below the grid) and are then transferred to this grid by the different persons assessing the project.

Rubric 6

	Mark Awarded			
Criteria	**Self**	**Peer/Group**	**Consensus**	**Educator**
1 planning				
2 quality of research				
3 continuous collection of information and material				
4 final product: creativity				
5 final product: quality of contents				
6 technical quality				
7 oral presentation				
8 individual / group role				
Converted to				

General guideline

5 Excellent
4 Exceeds the requirement
3 Meets the requirement
2 Does not meet the requirement – Student needs support
1 Made very little effort – Student needs substantial support
0 Student made no / almost no effort – Student needs substantial support and guidance

Planning

5 Most practicable planning schedule, independently drawn up by Student
4 Very good, practicable planning schedule, with only minor adjustments by Lecturer needed
3 Good planning schedule, with a only a number of small adjustments by Lecturer needed
2 Planning schedule not totally practicable - a substantial degree of adjustments needed
1 Planning schedule totally impracticable - totally new planning necessary
0 Planning schedule not handed in at all

Quality of research

5 Wide variety of sources used
4 More than required number of sources used
3 Adequate number of sources used
2 Less than adequate number of sources used
1 No recognised resources used; no research done

Continuous collection of information and material

5 A lot of information collected continuously / submitted before due dates
4 More than adequate information collected / submitted before/on due dates
3 Adequate information collected continuously / submitted on due dates
2 Less than adequate information collected / some due dates missed
1 Very little information collected/seldom met due dates; no information collected or handed in at all

Final project: originality / creativity

5 Unique presentation of extremely high quality
4 Original presentation – however, based upon existing ideas
3 Standard presentation - content is relevant and interesting
2 Requirements have been met, and no more
1 Content entirely / almost entirely copied directly from sources; no effort made

Final project: quality of content

5 In-depth presentation pertaining to real-world practice / evidence is shown of insight into relationship between subject theory and real-world practice
4 Relevant and well-researched presentation – Student demonstrates very good insight
3 Relevant content shows good insight, area of research well covered.
2 Some part of content is relevant - partly copied directly from sources - insight lacking
1 Very little effort made - content largely copied directly from sources; content only slightly in line with topic – copied directly from sources

Technical quality

5 Proof of pride and very hard work - impressive final product
4 Excellent presentation - made full use of available sources/technology
3 Good final project
2 Minimal effort made – presentation still acceptable.
1 Very little trouble taken - untidy, shabby presentation; project not handed in / unacceptable presentation and/or appearance of content

Analytic Rubric (Rubric 7)

	Not achieved	Not yet competent	Competent	Outstanding
Knowledge and understanding	• Demonstrates little under-standing of some concepts, principles and theories • Demonstrates little command of relevant factual knowledge • Shows little understanding of composition and structure	• Demonstrates some understanding of simple concepts, principles and theories • Demonstrates some command of relevant factual knowledge • Shows some understanding of composition and structure	• Demonstrates comprehensive understanding of advanced concepts, principles and theories • Demonstrates comprehensive command of relevant factual knowledge • Shows comprehensive understanding of composition and structure	• Demonstrates complete understanding of all concepts, principles and theories • Demonstrates complete command of relevant factual knowledge • Shows complete understanding of composition and structure
Context	• Shows little ability to mould content in the required context	• Shows some ability to mould content in the required context	• Shows comprehensive ability to mould content in the required context	• Shows complete ability to mould content in the required context
Skills	• Shows little ability to construct tables and present data graphically • Makes inadequate interpretations based on data and other evidence	• Shows some ability to construct tables and present data graphically • Makes limited interpretations based on data and other evidence	• Shows comprehensive ability to construct tables and present data graphically • Uses a variety of means to analyse and present data and draws defensible conclusions	• Shows a general ability to construct tables and present data graphically • Uses a variety of means to analyse and present data and draws valid conclusions
Attitudes/ values	• Demonstrates wrong attitudes/ values	• Demonstrates no particular attitudes/ values	• Demonstrates appropriate attitudes/ values exceptionally well	• Demonstrates significant attitudes/ values exceptionally well
Communication	• Shows a limited Food Preparation vocabulary and no ability to use linguistics principles.	• Uses Food Preparation terms but lacks the ability to communicate quantitatively. Makes errors in grammar and paraphrasing	• Uses advanced Food Preparation terminology and 'best practice' linguistic principles	• Shows exceptional command of advanced Food Preparation terminology and 'best practice' linguistic principles

Assessing oral presentation

e.g. Assignments, project, essays and journals (i)

Some examples of rubrics to assess oral presentations are given below. These were designed to assess specific tasks or processes. They could be adapted to assess similar tasks or processes, but are primarily meant to illustrate how rubrics can be designed.

Analytic Rubric (Rubric 8)

Circle the number indicating the rating, where 1 is the lowest rating and 5 is the highest rating					
Location	1	2	3	4	5
Appeal	1	2	3	4	5
Neatness/tidiness	1	2	3	4	5
Communication	1	2	3	4	5
Variety	1	2	3	4	5
Appropriateness	1	2	3	4	5
Content	1	2	3	4	5
Technique	1	2	3	4	5
Total			**..... / 40**		**..... %**

The following assessment grid was designed for a general presentation, but may be used or adapted for Food Preparation.

Skills areas	**Not achieved**	**Not yet competent**	**Competent**	**Outstanding**
Observation				
Recording				
Inference				
Investigative				
Evaluation				
Marks				
Total				

Observation skills are demonstrated when Studentss are able to:

- match, classify and identify items
- interpret e.g. drawings, diagrams, graphs, figures and written passages
- observe features and characteristics

Recording skills are demonstrated when Students are able to:

- record information exposed to by reading, observation and interaction
- summarise written and/or spoken and/or demonstrated or acted information
- present data graphically, i.e. draw curves and other presentations e.g. charts and histograms, scale axes and label appropriate components meaningfully

Skills of inference are demonstrated when Students are able to:

- calculate data correctly and accurately e.g. averages
- percentages, and fractions
- recognise patterns and trends in raw or ordered data, extract information from results, interpolate and extrapolate
- distinguish between observations (statements describing what has been seen, heard, etc., whether qualitative or quantitative) or from inferences
- make plausible generalisations from observations

Investigative skills are demonstrated when Studentss are able to:
- identify aspects of a problem that can be investigated
- formulate the aim and a general strategy for an investigation
- write a research outline, and collect relevant data and other information
- make valid observations, deductions and interpretations, and argue soberly
- proof or reject hypotheses convincingly
- show a clear understanding of the three basic methods used in research

Evaluation of processes are demonstrated when Students are able to:
- identify weaknesses and strong points (e.g. in arguments and policies)
- recognise that results may be incomplete or inconclusive
- formulate constructive criticisms and appraisals

Value assessment (Rubric 9)

5	**Excellent** Comprehensive understanding and implementation of all instructions; consistently produces exemplary and neat work. Exceptionally polite and respectful. Participates with enthusiasm, listens well; does more work than expected. Sets an excellent example and commands others to behave well. Can confidently/with conviction express opinions, even against popular opinion.			
4	**Exceeds the requirement** Understands and implements all instructions; can be depended upon to produce neat/thorough work. Respectful towards peers and others. Sets a good example and encourages others to behave. Regularly shows interest; asks questions and show a willingness to learn. Can express opinions even against popular opinion.			
3	**Meets the requirement** Follows instructions regularly; makes an effort to produce neat work. Shows acceptable level of respect and courtesy. Well behaved and not disruptive. Can answer questions, even if unsure; expresses opinions.			
2	**Does not meet the requirement – needs support** Instructions often not followed; work untidy and rushed. Shows respect towards some; disrespectful to others. Sometimes disrupts and distracts; need to focus more on work. Only does the minimum work required; erratic interest shown. Hesitant to express self in class; needs to be drawn out.			
1	**Makes very little effort** Does not follow instructions; work always untidy and incomplete. Ill-mannered; sometimes rude. Disruptive and distracts others. Shows very little interest; passive re schoolwork. Seems shy/reluctant to answer questions; never expresses an opinion.			
	Mark allocation	Self	Lecturer	Final Mark

Poster communication skill assessment (Rubric 10)

Criteria	Range			
	0	1	2	Comments
Content				
Main points Facts/concepts Expressing facts	Points irrelevant Facts incorrect Poorly expressed	Some points irrelevant Some facts incorrect Partially expressed	Main points selected All facts correct Clearly expressed	
Presentation				
Size of poster (A3) Headings Font/print size Organisation/layout Use of colour Public appeal Personal information	Incorrect size Not descriptive All too small Muddled Poor Not eye-catching Not included	Correct size Partially descriptive Some large enough Organisation clear and logical Good Eye-catching Included	Correct size Descriptive Large enough to read at one metre Organisation clear and logical Good Eye-catching Included	

Interview skill assessment (Rubric 11)

Criteria	Performance indicator		
	0	1	Comments
Prior research knowledge	Not visible	Visible	
Suitable environment/conditions	Not considered	Considered	
Comfortable voice, tone and pitch	Too loud/too soft	Appropriate	
Body language and manner of interviewer	Not acceptable	Acceptable	
Pacing of interactions/interview	Too fast/too slow	Appropriate	
Focus of questions asked	Not focused on the topic	Focused on the topic	
Clarity of questions asked	Not understandable/ clear to the person being interviewed	Understandable/clear to the person being interviewed	
Value to community	Not obtained through the questions	Obtained through the questions	
Written/oral report of interview	Not brief, focused and integrated	Brief, focused and integrated	

Assessment of questionnaire development and conducting a survey (Rubric 12)

Criteria	Range				
	0	1	2	3	Comments
Questionnaire clarity and relevance	Confusing and irrelevant	Not clear or relevant	Clear and relevant		
Questionnaire brevity and focus	Too long/too short	Sufficient length			
Sensitivity to responses/person being interviewed (gender/age/race/ disability)	Insensitive	Only sensitive towards one or two aspects	Sensitive towards three aspects	Shows sensitivity towards all categories	
Representative sample (sufficient responses)	Insufficient/ Too few responses	Sufficient number of responses			

Portfolio assessment

Students look through written assignments in their portfolios and reflect upon the changes they see over a period of time.

Rubric 13

Name	Level
What do you know now that you did not know before?	
What do you do better now?	
What improvements would you still like to make?	
Write a short paragraph reflecting on your progress.	

Managing methods, tools and techniques of assessment

The table below will assist you in monitoring and managing how often you use the variety of methods, tools and techniques of assessment.

Rubric 14

Who assessed?										
Activity:										
Self-assessment										
Peer assessment										
Group assessment										
Educator assessment										
Other										
What evidence did the Student produce?										
Assignments										
Collages										
Conferencing										
Constructions										
Demonstrations										
Drama										
Exhibitions										
Game designs										
Graphs/drawings										
Interviews										
Mind mapping										
Model making										
Panel discussions										
Portfolios										
Practical presentations										
Project										
Questionnaires										
Research projects										
Role plays										
Rubric										
Scenarios										
Simulations										
Survey/debates										
Tests										
Worksheet										
Written presentation (e.g. essays/reports)										

Chapter 1
Cleaning food production areas, equipment and utensils

Activity 1 Clean the kitchen area

SB page 5

1. Dirt bin, hot water, detergent, dish cloth or sponge, zink with running water. Organize a trip to the store.
3. Wipe the crumbs into a dirt bin, wash the utensils in hot soapy water, rinse them, wipe the surface, also the wall.

Activity 2 Cross-contamination

SB page 8

1. Pests contain poisons that are almost always toxic to humans and may even be fatal.
2. (a) Droppings, chewed containers.
   (b) Damaged grains, pasta, and flour. The presence of small larvae, small holes in packaging.
   (c) Food that disappear from the table; half-eaten food on tables.
3. (a) When a chopping board used for meat has not been washed properly; when utensils and equipment aren't cleaned properly after use; when food debris and spillages are not removed immediately; when raw meat is stored above cooked meat and the blood drips onto the cooked meat; when you don't wash your hands after touching food or surfaces and you touch other food or surfaces.
   (b) Wash chopping boards properly after cutting meat on it. Clean utensils and equipment with hot soapy water and rinse them; clean food spillages up immediately; do not store raw meat above other food; wash your hands after working with food.

Activity 3 Hygiene

SB page 10

1. The dog could urinate anywhere, eat food and leave bacteria behind, or carry harmful bacteria on its hair or mouth into the area.
2. Coughing over food. Coughing into your hand without washing it.
3. It is dangerous to steam clean any electrical equipment. The steam, which is water and is wet, will go into the wires and electrical motor and the equipment will shock you when you switch it on. Also, the wetness will damage the equipment and break it. Utensils in clinics that are NOT electrical equipment, can be steam cleaned.

Activity 4 Waste-disposal

SB page 13

1. (a) Ask students to describe their family's waste disposal routine.
   (b) Waste disposal suggestions:
   Use a plastic bag inside the bin
   Empty the bin regularly
   Broken glass and sharp items should be wrapped in newspaper before being placed into the refuse bin
   Take special care when disposing of hazardous substances and their containers (e.g. paraffin, oven cleaner sprays, bleach etc)
   If your area has recycling facilities – separate glass, plastic, paper and cans.
   Try to reduce the amount of waste that will go to dumping sites.
   You can make compost from your organic waste if you have a garden.

Activity 5 Extension opportunity

SB page 13

1. We have limited space around cities and cannot take up more and more space for dumping wasting – especially if it is farmland that is used for growing food. In addition, waste is poisonous and seeps into the earth and can contaminate the surrounding areas. It is dangerous for nearby crops, vegetation, water resources, humans and animals.
2. (a) Fruit and vegetable waste are ideal for compost heaps.
   (b) Meat, fish, milk products and cooked food are bad for compost heaps because they attract rodents and flies and also rots (putrefy). A compost heap operates best on organic matter.
3. The advantages are that there is less food waste and it cuts feeding costs on the receiving side (pig farmer). The potential problem is a lack of storing space of left-over food until there is enough to deliver. Storing can also create harmful bacterial conditions and attract rodents and flies. The actual delivering (no car, bakkie, staff) may also be a problem.
4. Answers will depend on your investigation and local circumstances.

Activity 6 Cleaning a stove

SB page 16

1. **Standard stove:**
   - Turn off the plates; turn stove off at the wall.
   - Remove bars and racks and drip trays.
   - Wash or wipe solid tops clean with a cloth.
   - Clean sides and back of stove, including pipes and gas taps.
   - **Baked-on foods:** (a) Use a stiff brush or scraper to loosen baked-on food. (b) Do not scratch the enamel. (c) If you use a caustic jelly to remove it, rinse thoroughly afterwards. (d) Use a mild abrasive to remove stubborn particles.

   Hobbs and ranges:
   - Disconnect equipment
   - Remove filters and clean. Soak in washing soda if very dirty.
   - Spray a degreaser inside and outside equipment.
   - Use a brush for baked-on food.
   - Clean out drains and channels.

- Flush with clean, hot water.
- The oven interior will determine if you have to clean it while it is hot or cold.
- However, it is easier to clean racks and the inside of the oven while it is slightly warm, and if the manufacturer's instructions advise it.
- Never apply cold water or liquid to a hot glass panel – it will crack.
- Never use oven cleaners on enamel ovens – it can damage or discolour the finish.

2. The outcome of this exercise is dependent on work between students.

Activity 7 How to wash up

SB page 21

1. The answers will depend on work between partners. To workshop sketches - with only one or two words saying the sequences of washing up - is a good idea. Appointing a bilingual staff member with good people skills for translation and training is another idea.
2. **Rolling pins:** Never immerse a rolling pin in water. Water rusts the rolling mechanism. Drops of oily water can also drip onto the dough while you are rolling it. Wash rolling pins with a cloth and hot soapy water. Dry thoroughly with a cloth.
   Cutting boards: sprinkle both cutting surfaces with a sanitizer. Scrub with a stiff, bristled brush dipped in hot water until the powder is dissolved. Air it on a wire-rack.
3. Answers depend on work in pairs.
4. Answers depend on class discussions.

Activity 8 What utensils will you use?

SB page 24

1. Water in a copper pot will boil first because copper is a better conductor of heat than aluminium.
2. Copper tarnishes easily. It also reacts with food acids to form a toxic substance.
3. A plastic or non-metal egg lifter. Hard utensils, such as metal, will scratch and tear the Teflon.
4. Unplug both pieces of equipment. Wipe them with a soft damp cloth. If the food sticks, use the cloth and soapy water.
5. Chopping boards that are used for meat should ideally not be used for chopping other food stuffs because meat has a higher bacterial content which can contaminate other food.

Activity 9 Extension activity

SB page 25

1. (a) Cleaning materials in a supermarket are not mixed with food products.
   (b) The answers depend on students' perceptions.

   Guidelines:

   It is useful to have many brands because competition forces prices down and quality up. Price, quality and performance influence choices of purchases.

   Poisonous and dangerous cleaning agents should be kept on high shelves.
2. The answers depend on the group discussion.

Activity 10 Cleaning agents

SB page 28

1. (a) Cleaning agents should be kept out of reach of children; away from food and fire or any equipment that releases heat. Everything stored with their original labels. Never under the zinc.
   (b) Away from food, stoves and electrical equipment in use.
   (c) Store it in a high cupboard with lockable doors. Everything must be stored with their original labels.
   (d) Separate from food stuff. Dangerous cleaning agents should be high up, out of reach of children. Never under the zinc.
2. Soak it up immediately with a paper towel, toilet paper or any other very absorbent material. Then dilute the spot with lots of water, and soak it up again.
3. (a) Read the label on the cleaner for first-aid remedies. Phone Poison Control of your nearest Red Cross Children's branch or doctor and report what cleaner the child swallowed and ask what you must do. Or take the child to the nearest chemist. Give the child a glass of water or milk, only if he or she is able to swallow. Do not induce vomiting unless told so.
   (b) Follow instructions as in 1 (a). Keep the phone numbers of Red Cross Children's Hospital in a prominent place.

Activity 11 Cleaning and maintenance schedules

SB page 33

Drawing up the schedules:
Divide the class into enough groups to represent each month of the year during that the college is open. Let each group draw up a cleaning schedule for their allocated month, using points 1-3 in the Student's Book. Make sure that each student gets a turn to clean each type of surface, so that the work is allocated fairly. Keep the schedules and put up a new group schedule for each month.

Let the different groups assess one another's work. Give this checklist to the groups to assess their classmates' work.

The group did:	**Yes**	**No**
(1) list all tasks; allocate cleaners for each type of service; (2) note how often the task had to be done; (3) create a year planner for infrequent tasks. (4 points)		
give details of how the surface had to be cleaned (1 point)		
specify the cleaning agent and equipment for each type of surface (1 point)		
specify all safety precautions necessary (1 point)		
(One mark for every 'Yes' tick) Total: ..../7		

Activity 12 Draw up a cleaning schedule

SB page 35

Dustbins:

How to clean: Remove the plastic bag with refuse. Wash the bin inside and outside with hot water and detergent. Do not use the brushes or cloths for bins to clean anything else. Leave it outside to air dry or dry it with paper towels. Line the bin with a clean plastic bag. Wash your hands.

Cleaning agent & equipment: Detergent, hot water, brush and cloth.
Safety aspects: Wash your hands after cleaning to prevent contamination.
Do not use the brushes or cloths for bins to clean anything else

Sink:

How to clean: Rinse out food with cold water and a brush. Half-fill the basin with warm detergent water. Wash the basin with a cloth and multi-purpose cleaner or a scouring cream to remove marks. Use steel wool regularly for a thorough clean. Wash taps and draining board. Drain the basin. Make sure water runs freely through the plughole.
Cleaning agent & equipment: Multi-purpose cleaner, scouring cream, steel wool, cloth, brush.
Safety aspects: Regular cleaning to prevent bacteria spreading.

Floors:

How to clean: Sweep first. Wash with very hot, detergent water, using a mop. Work on a small section at a time, do not flood the floor with water, regularly squeezing out the mop, as you go. Pay particular attention to areas around food preparation and stoves.
Cleaning agent & equipment: Detergent, very hot water, mop.
Safety aspects: Floor is slippery when wet. Warn people.

Walls:

How to clean: Clean tiled areas and above cooking and food preparation areas, with hot detergent water and rinse with a disinfectant.
Cleaning agent & equipment: Hot water, detergent, disinfectant, cloth.
Safety aspects: Be careful of water entering into plug holes.

Drains:

How to clean: Clean regularly. Remove gratings and scrub, using very hot water (boiling) and strong disinfectant. Pour bicarbonate of soda followed by vinegar over very fatty areas. This acid mix "eats" fats and removes minor blockages.
Cleaning agent & equipment: Disinfectant, hot water, vinegar, bicarbonate of soda, stiff brushes.
Safety aspects: Food debris and too much grease block pipes and encourage pests, especially if the drains are not cleaned regularly.

Cupboards and shelves:

How to clean: Wipe off crumbs and loose dirt from all shelf or cupboard surfaces. Wash down with very hot water to dissolve any grease and to kill bacteria. Rinse the surfaces with a chemical disinfectant. Dry with clean cloth or paper towel.
Cleaning agent & equipment: Hot water, detergent, disinfectant, cloth. Sponge scrubber.
Safety aspects: Stored items in holders which are not clean will attract pests.

Cooking surfaces:

How to clean: These are your work surfaces. Wipe loose dirt off. Wash surfaces with very hot water with a detergent to dissolve grease and kill bacteria. Marble, wood, glass, ceramic and plastic surfaces are all cleaned in different ways.
Cleaning agent & equipment: Very hot water, detergent, cloth.
Safety aspects: Food preparation areas need to be disinfected in order to prevent contamination.

Doors and windows

How to clean:
Windows: Clean regularly. A mixture of white spirit vinegar and water will remove grease. Drying windows with newspaper prevents watermarks as the glass dries.
Doors: doors should be washed down, rinsed and dried. Wash handles well, as the most dirt accumulate there.
Cleaning agent & equipment: Water, white spirit vinegar, newspaper.
Safety aspects: None in particular.

Stove

How to clean: Clean sides and back of stove, including pipes and gas taps.
Baked-on foods: Use a stiff brush or scraper to loosen baked-on food. Do not scratch the enamel. If you use a caustic jelly to remove it, rinse thoroughly afterwards. Use a mild abrasive to remove stubborn particles.
Cleaning agent & equipment: Mild abrasive, stiff brush or scraper or steel wool, cloth.
Safety aspects: Switch off plates and oven.

Fridge

How to clean: Switch off to defreeze the freezing compartment. Clean outside and inside with detergent. Use baking soda to absorb smells.
Cleaning agent & equipment: Detergent, water, baking soda.
Safety aspects: Switch off fridge.

Chapter 2
Knives and cutting equipment

Activity 13 Identity knives

SB page 48

1. **Pizza or dough cutter and pastry wheel:** the smooth wheel is used to cut up pizzas and dough. The pastry wheel is corrugated.
2. **Deboning or boning knife:** For meat - cuts through joints, debones joints.
3. **Oyster knife:** Used for opening (shucking). This can be dangerous. Don't do it unless you have been trained. Oysters are tough to open – it is easy to stab yourself if you do not know how to handle the knife.
4. **Poultry shears:** Used only to joint poultry. Will cut through smaller poultry bones.
5. **Tomato or utility knife:** Use the finely serrated blade for cutting soft foods – hard boiled eggs, tomatoes.
6. **Paring:** Used for peeling, cutting and trimming vegetables and fruits.
7. **Salmon knife:** The only knife to cut food like raw fish and smoked salmon thinly enough.
8. **Cleaver:** Important in a Chinese kitchen, used for all kinds of work – chopping meat with bones, shredding ginger and other vegetables finely. In a western kitchen it is mostly used for cutting large pieces of meat.

2. Assess each pupil's sketch.

Activity 14 Research knives

SB page 49

Ask students' report back on their research activities.

Activity 15 Practise cutting

SB page 52

Assess students' cutting skills.

Activity 16 Accidents in a food preparation environment

SB page 55

Answers 1 – 3 depends on students' answers.

4. Guidelines for a first-aid kit/box for a busy restaurant: Scissors, tweezers, burn relief packs, water gel burn relief, aspirin tablets, gauze dressing pads, bandages, gloves, disinfectants, plasters, anti-bacterial ointments for wounds.
5. Appoint temporary staff in their places.

Activity 17 Extension activity – what are your rights when you are injured?

SB page 55

Get feedback from the students' on their research.

Activity 18 Revision

SB page 57

1. (a) Chef's knife, mezzaluna
   (b) Poultry shears
   (b) Carving knife
   (c) Paring knife
2. (a) Sharpen the knife before working. Don't try to catch a falling knife. John may injure himself and/or his classmate. He may also damage the knife or other equipment.
   (b) Carving knife
   (c) The blender should have a safety feature that it cannot be switched on if the safety cover is not in place. Do not put your hand into the blender; just drop the biscuits in.

Chapter 3
Handling and storing food

Activity 19 Storage

SB page 65

1. A dry-goods storeroom must have the correct temperature, humidity, light, and ventilation.
2. No. Torn or damaged packaging increases the risk of pest and bacterial contamination. Also, containers with food stuff in, should be labelled.
3. Fruit contains a lot of water in their cells, the water freezes and the cells lose shape when thawing. Foods without cells freeze the best.
4. Certain micro-organisms will survive the freezing process and cause gradual deterioration of the food over several months.
5. It helps to retain the natural colour and deactivates enzyme activity.
6. The open packets attract pests. The biscuits absorb moisture and lose their flavour and crispness - and become mouldy easier.
7. (a) Temperatures below 5 °C.
   (b) It causes excessive bacterial growth.
8. Light increases chemical and enzyme reactions in food.

Activity 20 Safe storage of foodstuffs

SB page 71

1. (a) Drawing
   (b) Fish, meat and poultry on bottom drawers, so that no blood leaks onto other foodstuffs; separate from other foodstuff, to avoid cross-contamination; in the coldest of the fridge part (the bottom - cold air sinks), because meat grows bacteria quite rapidly.

   Fruit and vegetables do not need such cold temperatures as meat, and can be put on higher shelves, away from anything that will cause them to freeze, such as the plate in the back of the fridge.

   Eggs on the shelves – not in the doors where they are moving constantly which damages their inner membranes.

   Dairy must be sealed – away from strong odours, which they absorb readily.
   (c) Flour, sugar, rice, pasta, cereals, spices, canned and dried foods. They are 'safe' foods and can be stored for long periods in room temperature before being affected.
2. (a) Freeze: cream, sausage rolls, fresh bread, garlic butter, bolognaise sauce.

   The thawed quiche and butternut soup cannot be frozen again. Eat as soon as possible. In the fridge: fruit salad and cucumber - but it is unlikely to last a week.
   (b) Store everything in the fridge and eat it the next day.

3. (a) Sunlight increases chemical and enzyme reactions in food. It can trigger the production of gasses, fermentation and spoilage.
   (b) Once the air-tight sealing of jars has been opened it has to be stored in the fridge.
   (c) The low additional pressure and low temperature inside a freezer will cause the glass to shatter.
   (d) Dented cans may have internal rusting which causes illness or even food poisoning.
   (e) Once opened, the metal of the tin can react chemically with the contents.
   (f) Chemical reactions are likely to have taken place inside the tin and the food will be poisonous.
4. (a) Fridge – it minimizes bacterial growth.
   (b) Below – to minimize blood dripping onto food.
   (c) Bottom. Cold air sinks.
   (d) Sealed. Milk products absorb odours easily.
5. (a) Gut and scale it, store in a sealed container to contain its odour.
   (b) In the coldest part of the fridge, to be eaten within two days, because it has a high risk of bacterial contamination. Also in the bottom of the fridge so that it does not drip blood onto other food.

Activity 21 Stock levels

SB page 78

1. (a) Fruit & vegetables
   (b) Turkey and chicken for Christmas.
   (c) ???
2. (a) More spices and curry may be needed.
   (b) More sweets and a different pudding, perhaps more ice cream, may be needed for children.
   (c) Your customers are likely to order more asparagus.

Activity 22 Securing storage areas

SB page 81

1. (a) Fruit & vegetables
   (b) Turkey and chicken for Christmas.
   (c) ???
2. (a) More spices and curry may be needed.
   (b) More sweets and a different pudding, perhaps more ice cream, may be needed for children.
   (c) Your customers are likely to order more asparagus.

Activity 23 Receiving and storing

SB page 84

When receiving a delivery of food stuffs, check for quantity and quality. Report damaged stock or incorrect quantities.

Activity 24 Use-by dates

SB page 85

Prepare beforehand so that you can collect enough different examples of packaging so that each group can have an example to work with.

Assessment: Let each group inspect the packaging that you gave to them and identify and interpret the sell-by date. They must also be able to motivate why this type of foodstuff has a sell-by date and what will be likely to happen if the food is bought and consumed after that date.

Give the following checklist to groups to assess one another's work.

The group did:	Yes	No
Identify the sell-by date		
Motivate why this particular sell-by date was given		
Could predict what will happen when the sell-by date has expired		
(One mark for every 'Yes' tick) Total: ..../3		

Activity 25 Dry storage checklist

SB page 85

You have to control humidity, temperature and light.

Activity 26 Storage temperatures

SB page 85

- Between 10 and 20 °C
- 0 – 5 °C
- -18 °C
- Between 20 and 65 °C

Activity 27 Ideal storage conditions

SB page 86

- Chilled foods require storage in a fridge or cool room.
- Dry goods are stored in a room at ambient or room temperature.
- Frozen foods are stored in the freezer.

Activity 28 Work it out

SB page 86

First, check that the packaging is not broken and that no animals have started to eat the meat or that the meat is not dirty from being left on the step.

Second, complain immediately to the butcher to prevent this from happening ever again.

Thirdly, if you are going to use the meat immediately, it may be fine to keep it. You can let it thaw completely under refrigerated conditions and use it. You can crash-thaw it in the defrost cycle of the microwave and cook it immediately. You can also store it in the refrigerator and use it within 24 hours.

However, if you needed to keep the meat in the freezer, you will have to send it back, since you cannot refreeze the meat.

Activity 29 Running out of stock

SB page 86

Better stock control with feasible re-order levels would have prevented the embarrassment. Also assign a particular staff member to do stock counts on a regular basis. Put in place a procedure for reporting low stock, such as a blackboard. All staff should play an active role in maintaining satisfactory stock levels.

Activity 30 Unexpected situations

SB page 86

(a) Rice should not go into the cool room, because it will get damp and spoil. It is a part of what we call "safe" foods, or dry foods, which can be stored for a long time at room temperature without damage. It has an extended life because of its packaging or preparation.
(b) Blood and juices from the fish can run down and contaminate other foods below. Fish has a fast bacterial growth rate. Fish should be stored on a plate or in a tray on the lowest shelf, in the coldest part of the fridge.
(c) Check that the flour is not contaminated with dirt or other contaminants; if clean, transfer the flour to a new container.
(d) It depends on the degree and severity of the damage. If the damage is really slight, and the tins are not bulging or broken, you may accept it. However, it would be best to just return them. Internal rusting may occur and cause illness or food poisoning.
(e) Open the boxes and unpack the individual tins. Alternatively, if you expect help to arrive soon, you may wait and ask the colleague to help you lift the boxes. Or, if you think you can supervise the delivery people and they have the time, let them put the boxes in the store room.
(f) No meat should be stored above other food because dripping blood will contaminate the food below. The liquid contaminates the salad and may make guests ill, because the salad will be eaten raw.
(g) No. Freezing would destroy the texture of the lettuce. It does not keep its crispness when thawed. Put them in water to refresh and in the fridge.
(h) No, it would raise the temperature of the cool room and spoil the texture of the bread. It will absorb moisture and become soggy.
(i) Wrap it in a watertight packet and put it in cold water.
(j) Quick freeze the berries spread out in a single layer on a sheet: you place the berries on an open tray in the freezer for an hour or so before packaging them – so that they don't freeze in one large mass, and you can remove them in small portions as you need them.
(k) The freezer may not be working at the required –18 degrees. The freezer may be overstocked, it may be broken or the power may be off.
(l) Only designated people may enter the storeroom, issue stock or put stock in the store room. People who handle the stock, must sign for what they take out.

Chapter 4
Frying food

Activity 31 Frying food and unexpected situations

SB page 105

1. (a) Put it out with a fire blanket
   (b) Season it with salt and pepper, then coat it with flour, dip it in beaten eggs, and then breadcrumbs. Corn flour is good for this and it adds a crispness.
   (c) Pan-fried sea bream.
   (d) Drop a cube of crustless white bread in the oil. It should be golden brown in about 60 seconds.
2. Butter, all margarines, sesame oil. It is a problem because it overheats quickly and ruins the flavour of the food, and can also be a fire hazard.
3. Butter, ghee, lard.
4. (a) It is low in saturated and unsaturated fats which is better for health. It has a medium smoking point. It has a good flavour and lasting properties.
   (b) It is costly. The flavour may be too strong for certain foods.
5. Heat oil gently in stages, no rapid heating.

   Skim or strain daily to remove particles.

   Avoid salting foods before frying.

   Dry wet foods before frying.

   Cover oil when not in use. Clean fryers weekly. Don't use heavy metals such as copper or brass – only stainless steel or cast iron. Check equipment for any exposed copper.

   Never exceed frying temperatures of 195 ° Celsius.

Chapter 5
Grilling food

Activity 32 Garnishing grilled food

SB page 123

2. Ask pupils to give reasons for their ideas.
3. **Guidelines for garnishing:**
   Chopped parsley or thyme goes well with foods that have been marinated in lemon or other citrus juices.

   Oregano and rosemary go well with balsamic or red wine vinegar.

   Chives and coriander (dhanya) go well with spicy foods and foods that have been seasoned with cumin or chillies.

   Chicken: orange zest and spring onion rings; lime or lemon wedges; flavoured butters; sesame seeds

   Fish: flavoured butters; lime or lemon wedges; lemon or lime zest

   Meat: flavoured butters; salsa, pesto, cheeses

   Vegetables: yoghurt pesto, pine nuts, basil leaves

Activity 33 Deal with an injury

SB page 127

1. Put on protective gloves. Lightly rinse the wound under clean running water. Wipe the wound with an antiseptic such as dettol or savlon mixed in water. If the bleeding does not stop quickly, apply pressure to the wound using a clean cloth or dressing. Cover the wound with a clean plaster , or apply a sterile dressing with a clean bandage to hold it in place.
2. She will miss valuable training in her practical classes. To avoid a wound from becoming infected, follow the steps in answers nr 1. She has to repeat this process regularly throughout the day as she works with food, at least three to four times in the working day.

Chapter 6
Baked foods

Activity 34 Measuring

SB page 137

1. (a) Pour 300 ml water into a jug. To measure 75 ml of butter, add butter to raise the water level to 375 ml.
   (b) Pour 300 ml water into a jug. To measure 250 ml of butter, add butter to raise the water level to 550 ml.
   (c) Pour 300 ml water into a jug. To measure 180 ml of butter, add butter to raise the water level to 480 ml.
2. The four volumes of measuring cups: 25 ml, 50 ml, 100 ml, 250 ml.
3. The four volumes of measuring spoons: 1ml, 2 ml, 5 ml, 12,5 ml.
4. Once you have poured the liquid into the jug, read the amount of liquid at eye level – and not from above.

Activity 35 Research baking

SB page 142

Create the opportunity for pairs to report back on their research.

Activity 36 Decorate baked items

SB page 147

1. (a) glazed fruit
   (b) nuts, chocolate
   (c) cream, fruit
   (d) whipped cream
2. Answers depend on group feedback.

Activity 37 Storage problems

SB page 148

1. You can also store it wrapped in aluminium foil, and keep it in an airtight bag.
2. Hard-crust bread. Seal it in a bag and freeze it.
3. You can bake rich fruit cake and gingerbread because they improve with time. Wrap them in greaseproof paper and store them in an airtight tin for up to 6 weeks.

Activity 38 Let's bake

SB page 155

3. (a) If you don't have enough chocolate bars to decorate cakes, make chocolate whipped cream: Use 30ml cocoa and 30 ml icing sugar in a mixing bowl, and gradually add 250 ml cream. Refrigerate for 30 minutes before beating.
   (b) Same as in (a).

4. **Comparison between pre-prepared mixtures and products baked from scratch**

What you will need: You will need a variety of pre-prepared mixes for making baked foods such as scones, muffins, waffles, bread and cakes. You will also need the ingredients to make these foods from scratch. Give you students an assignment to go and find recipes for the corresponding originally made items. Divide the class into pairs. Let each pair then divide the work so that one member bakes the prepared mix and the other the original recipe. Help your students to compare the two products that they produced. Give the following checklist to them so that they can compare the two options of producing baked foods.

Compare on the basis of (tick in each case which is better; one point for each time the product is better):	**Pre-prepared**	**Original**
Appearance		
Flavour		
Texture		
Taste		
Mouth-feel		
Ingredients		
Storing ability		
Cost		
Time needed to produce		
Total	...../ 9	...../ 9

What is your verdict: which is better?

Chapter 7
Cooking starch products

Activity 39 Storing starch

SB page 160

Individual answers.

Activity 40 How much starch do you eat?

SB page 163

1. Starch products (food item): bread, rice, pasta, flour, cereal, biscuits, couscous, polenta, mealie rice, maize meal, oats, potatoes, sweet potatoes, samp, barley, sorghum, rye.
2. Individual answers.
3. (a) Answers will differ, but probably bread, rice, samp, potatoes, flour and maize.
   (b) Answers will differ according to different diets.
4. Eat whole-wheat bread in stead of white bread. Eat brown rice instead of white, par-boiled rice.

Activity 41 Think about starch

SB page 165

1. Bananas grow from the Sahara to Tanzania.
2. (a) bread: gluten free bread, rice cookies
   (b) biscuits: rice crackers, corn taco shells
   (c) pancakes: potato pancake
   (d) Oris root
4. It is a good idea. This food is the staple diet of most people. It stands to reason that the healthiest form, whole grains, will benefit the population the most.
5. Because of its unsaturated fat content, wheat germ goes rancid easily, especially if it's raw.

Activity 42 Boiling, simmering and poaching

SB page 169

1. (a) 100 °C.
   (b) 95-98 °C.
   (c) 92 °C.
2. Add oil while cooking, or after removing from the water.

Activity 43 Revision

SB page 173

1. It supplies energy, is a staple diet for most cultures, serves as accompaniment to most dishes. (3)
2. Corn/maize, potatoes, sweet potatoes (3)
3. Various grains processed into cereals, breads or pasta (3)

4. If they become damp, they can grow mouldy and spoil. (2)
5. a. Boil the potatoes until soft. Make sure to choose a correct variety of potato, since not all varieties are suitable to make mash.
   b. Drain and peel.
   c. Mash the potatoes with a masher, fork or food mill.
   d. Add a little milk, salt, pepper and some butter.
   e. Mash until soft and smooth. (5)

   Total: ...../13
6. (a) Whisk vigorously to break up the lumps.
   (b) Decant into another saucepan to avoid scraping the burnt layer into the sauce.
7. The lecturer will assess work on merit.

Activity 44 Let's experiment

SB page 174

Assessment: Let the students taste the porridge that they prepared themselves as well as that which a classmate prepared to compare not only the cooking method, but also the effect of different cooks. Students must then come to a conclusion about what they think is the best method to cook oats. If the directions were followed correctly, they should conclude that Method 3 is the best method.

Chapter 8
Fruit and fruit dishes

Activity 45 Preserve fruit

SB page 180

1. Fresh fruit: dip them in water and lemon juice, or squeeze lemon juice over the fruit. Coat the fruit with a sugar syrup. Refrigerate fruit. Can fruit. Make jam. Dry fruit. Freeze fruit. Make jellies, preserves and conserves.
2. You can add lemon juice, vinegar or sugar to fruit to preserve them.
3. Canning, drying, refrigerating, preserve.
4. The vitamins are destroyed by the cooking process.
5. The best method to freeze fruit is to prepare and cook it gently and then freeze it in rigid containers. You may also want to puree the fruit before you freeze it.
6. (a) In the past people mostly dried or preserved food in sugar and vinegar or brine.
   (b) Drying and canning.
   (c) We still use all the methods listed above.

Activity 46 Identify and store fruit

SB page 183

1. **(a) Photo's:**
   - Guava (belong to stone fruit)
     Hard stone at centre of fleshy, thin skinned fruit.
   - Lemons (belong to citrus group)
     Characteristics: Peel contains aromatic oils and pith, flesh divided into segments each with pips and small sacs which contain the juice.
   - Grapes (belong to stone fruit)
     Characteristics: Hard stone at centre of fleshy, thin skinned fruit
   - Cape Gooseberries (belong to soft fruits)
     Characteristics: Soft skin, high water content, fruit crush and deteriorate very easily.
   - Pears: (belong to hard fruit)
     Characteristics: Thin outer skin which covers a firm fleshy centre, seeds are usually not eaten, high water content.
   - Pineapples: (tropical fruit)
     Characteristics: Rough skin which is not edible, high water content.

   (b) Storing:
   Guavas: in a cool, well-ventilated storeroom to prevent moulds growing on it.
   Lemons: in a cool, well-ventilated storeroom to prevent moulds growing on it.
   Grapes: in a cool, well-ventilated storeroom to prevent moulds growing on it.
   Cape gooseberries: in small quantities in fridge in a firm container; because they bruise and spoil easily.

Pears: in a cool, well-ventilated storeroom to allow for fruit to ripen fully.
Pineapples: in a cool, well-ventilated storeroom

2. (a) No, if the quality is good and there are not too much mess on it, it could be cleaned.
   (b) Keep the fruit in a fridge or cool storage room until you want to use it, then wipe the bird dropping thoroughly off the fruit with a soft damp cloth. Make sure that all the dirt is removed. Then wash as you would normally.

Activity 47 Plan a dessert

SB page 184

Assess work on merit.

Activity 48 Make a fruit salad

SB page 186

Assess the work on merit.

Activity 49 How will you cook fruit?

SB page 189

Assess the work on merit.

Cooking method	Type of fruit	Marks
Baking	Hard fruits, bananas	(2)
Boiling	Soft fruits, hard fruits, citrus, stone fruits, tropical fruits	(5)
Stewing	Soft fruits, hard fruits, citrus, stone fruits, tropical fruits	(5)
Poaching	Soft fruits, hard fruits, citrus, stone fruits, tropical fruits	(5)
Steaming	Soft fruits, hard fruits, stone fruits	(3)
Deep frying	Hard fruits, stone fruits, tropical fruits	(3)
	Total:	...../23

Activity 50 Write a fruit recipe

SB page 191

Assess the work on merit.

Chapter 9
Vegetables and vegetable dishes

Activity 51 Storing vegetables

SB page 203

1. The answers of your students will vary according to their various kitchens at home. Assess their work on merit.
2. The answers of your students will vary according to the vegetables which they could find in the market. Assess their work on merit.

Activity 52 Extension activity

SB page 209

Assess the work on merit.

Chapter 10
Hot and cold sandwiches, rolls and fillings

Activity 53 Bread products

SB page 230

1. The teacher will assess answers on merit in most of these questions.
2. (a) Examples: White bread, brown bread, whole-wheat bread, seed loaf, rye bread, baguettes…
   (c) Breads where the very first ingredient is "whole grain" or "stone ground" rather than "enriched" (even if whole grains follow the enriched flour ingredient) are the healthiest. Also breads with natural sweeteners like molasses or honey – rather than high fructose corn syrup. Preferably, the sweetener and salt should be last on the ingredients list. Reason: If a bread doesn't have whole wheat, oats, or some other whole grain as the first ingredient, much of its vitamin-and-mineral-rich germ and bran have been milled away, along with most of its fibre. Fibre is essential for good digestion.

Activity 54 Practical tasks

SB page 247

The facilitator will assess learners on these tasks. Discuss the assessment criteria.

Chapter 11
Assembling food

Activity 55 Visit a fast-food, self-service outlet and a food court

SB page 251

The facilitator will assess learners on these tasks.

Activity 56 Evaluate a fast-food outlet

SB page 259

The facilitator will assess learners on these tasks.

Activity 57 Making healthy choices

SB page 262

(a)
- Clean and check menu cards and inserts.
- If you work with a variable menu, check which items are available and check their prices
- Clean menu boards and mark and price them with the special items for the day to promote sales.
- Position any special promotions or product displays so that they attract customer's attention.

(b) The appropriate mise-en-place for serving rolls: make sure that you have enough stock of all of the ingredients; take the butter out of the fridge and have it ready at room temperature (unless it is very hot); cut the rolls and other ingredients; set out suitable packaging materials as well as serving materials such as paper serviettes, sachets of condiments, etc.

(c) Each person must have designated task, e.g. buttering the rolls, cutting the tomatoes, etc.

(d) Takeaway packaging, boxes, polystyrene containers and packets.

(e) Clean everything immediately, on the same day, and see to it that everything is prepared for the next shift. Store everything in its proper place. Check equipment for damage. Report any problems to the supervisor. Stack and move tables and chairs to allow thorough floor- cleaning. Clean carpets and floors. Wipe trays, check for damage and stack them. Clean and store sauce and condiment bottles. Switch off and empty juice dispensers, coffee machines and electrical appliances, and clean them. Also electrical equipments such as bains maries and electrical urns.

Activity 58 Do a role-play

SB page 268