



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

CURRICULUM AND ASSESSMENT POLICY STATEMENT GRADE R-5 FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITY

HOSPITALITY STUDIES

GRADE 4-5

Curriculum and Assessment
Policy Statement Grade R-5
for learners with Severe
Intellectual Disability

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SECTION 1: INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT GRADES R TO 5 FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITY

1.1 Background

The South African Constitution, Act 108 of 1996, enshrines the right of every child to access quality basic education without there being any form of discrimination. The Convention on the Rights of Persons with Disabilities, ratified by the Parliament of South Africa in 2007 (Article 24) requires Government to ensure that children with disabilities are able to access an inclusive, quality primary, compulsory education and secondary education on an equal basis with others in the communities in which they live and that persons with disabilities are not excluded from the general education.

There are learners participating in the General Education and Training Band who have an aptitude and interest in applied knowledge and vocational skills for whom the National Curriculum Statement, Grades R to 12 (NCS) needs to be differentiated to make it fully accessible. This would include learners with moderate to severe intellectual disability and learning difficulties. Knowledge and skills should be presented at a more functional level and at reduced depth and breadth, whilst a number of occupational subjects are also made available. They should be given an opportunity to receive an endorsed statement of achievement that is related to learning within their interest and aptitude.

This Learning Programme has been developed to respond more effectively to the needs of these learners who have been identified and assessed through the protocols outlined in the Policy on Screening, Identification, Assessment and Support of 2014. They will benefit from curriculum content that is aligned to the Foundation and Intermediate Phase of the National Curriculum Statement at a more applied and functional level in accordance with their age, interest and aptitude.

It is critical, that through flexibility and differentiated methodologies, learners enrolled for these differentiated subjects will be able to progress with regard to applied competencies, even where they might not be able to attain the minimum requirements set for the different grades. There should always be high expectations for all learners and the necessary scaffolding and learning support to master foundational competencies relevant to the specific subject. They should be in a position to demonstrate the values and practical competencies that they have mastered which will make it possible for them to progress to either the Technical Occupational pathway or the world of work.

The learning programme is structured in such a way that it makes provision for a wide spectrum of learners with moderate to severe intellectual disability and learning difficulties across the age span. It is aimed at the full development of their human potential and sense of dignity and self-worth. It also allows for the development of their personality, talents and creativity, as well as their mental and physical abilities, cultural, social, environmental and economic competencies to their fullest potential with a view to enabling them to participate effectively and independently in a free society as adults (Convention on the Rights of Persons with Disabilities, 2006 and the White Paper on the Rights of Persons with Disabilities, 2015).

The learning programme for CSPID should be consulted in cases where a learner enters the CAPS Grades R – 5 for learners with Severe Intellectual Disability (SID) programme at a level where they require bridging to join the appropriate grade. The CSPID learning programme will provide a framework for educators to design down to ensure that there is a smooth transition into the SID learning programme.

The introduction of this Learning Programme within the National Curriculum Statement is aimed at strengthening of respect for human rights, fundamental freedoms and human diversity. It will provide learners in ordinary and in special schools across the range of competencies and aptitudes with conditions that ensure dignity, promote self-reliance and facilitate active participation in the school and in the community and offer the opportunity to obtain a recognised and accredited statement of achievement.

1.2 Overview

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

The following legal framework will be adhered to:

- (i) The United Nations Convention on the Rights of People with Disabilities adopted by the United Nation general Assembly on 13 December 2006 and ratified by the South African parliament on 5 June 2007;
- (ii) The White Paper on the Rights of Persons with Disabilities (2015);
- (iii) The National Education Policy Act (Act 27 of 1996);
- (iv) The South African Schools Act (Act 84 of 1996);
- (v) The National Curriculum Statement, Grades R to 12 (2011);
- (vi) The South African National Curriculum Framework for Children from Birth to Four (2015);
- (vii) National Early Learning and Development Standards for Children Birth to Four Years (NELDS) (2009);
- (viii) Section 11 of the Children's Act (Act 31 of 2005);
- (ix) Chapter 5, section 76 of the Children's Act as amended (2007);
- (x) Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);
- (xi) Continuing Education and Training Act (2006 as amended by Act No 3 of 2012 and Act No 1 of 2013);
- (xii) Standards and Quality Assurance for General and Further Education and Training (June 2008, Revised April 2013);
- (xiii) Umalusi's Quality Assurance of Assessment: Directives, Guidelines and Requirements;
- (xiv) Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (2014);
- (xv) Policy on Screening, Identification, Assessment and Support (SIAS) (2014);
- (xvi) Guidelines for Responding to Diversity in the Classroom (2012);
- (xvii) National Protocol on Assessment (2011), specifically Chapter 9;
- (xviii) National Policy Pertaining to Promotion and Progression Requirements (2011);
- (xix) Learning Programme for Children with Severe to Profound Intellectual Disability.

1.3 General aims of the Curriculum and Assessment Policy Statement Grades R to 5 for learners with Severe Intellectual Disability

(a) The National Curriculum Statement Grades R to 9 gives expression to the knowledge, skills, values and attitudes worth learning in South African schools. This curriculum aims at removing the barriers that make it difficult for learners with moderate to severe intellectual disability and learning difficulties to access the curriculum. It will enable them to acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.

(b) The Curriculum and Assessment Policy Statement (CAPS) Grades R to 5 for learners with Severe Intellectual Disability serves the purpose of:

- Equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
- Facilitating the transition of learners from education institutions to either protective or open employment;
- Providing employers with a sufficient profile of a learner's competences;
- Being sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, and other factors;
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

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

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active learning: encouraging an active approach to multi-sensory learning;
- Attainment of realistic, but high knowledge and skills levels: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;

- Progression: content and context of each grade shows progression from simple to complex;
- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa.

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

1.3.1 The aims of the Curriculum and Assessment Policy Statement Grades R to 5 for learners with severe intellectual disability

The specific aims of the CAPS Grades R to 5 for learners with Severe Intellectual Disability are to:

- Give recognition to learners who would follow the curriculum, irrespective if they meet the requirements and achieve the competencies as specified in the learning programmes;
- Provide a foundation of quality, standardised general education which will suit the needs of these learners and help prepare them to be more independent and better equipped for life after school. It may also enable the learners to enter a Technical Occupational curriculum;
- Promote Lifelong learning to enable learners to continue with further learning and skills development in sheltered or open employment;
- Prepare learners to function better in a fully inclusive society and employment; and
- Provide employers with a profile of the learner's competence.

1.3.1.1 Learners successfully completing the curriculum will be able to:

- Identify, select, understand and apply knowledge to the intended purpose and identify solutions to problems in the field of study;
- Demonstrate the necessary applied knowledge and skills identified for competence in a subject, as specified in the curriculum;
- Demonstrate knowledge and skills gained for purpose of formal communication and basic numerical operations;
- Use technology effectively and
- Demonstrate entrepreneurial skills that will enable them to create their own work in the contexts in which they live.

1.4 Subjects and time allocation

Instructional time for the Learning Programmes is 27½ hours in a five day cycle;

Subjects		Time
General Education		
Languages		5 – 14 years = 10 hours
Home Language		14 – 18 years = 6 hours
First additional language		14 – 18 year = 2 hours
Mathematics		5 – 14 years = 5 hours
		14 – 18 years = 3 hours
Life Skills	Life Skills – Personal and Social Wellbeing	5 – 14 years = 8 hours
		14 – 18 years = 5 hours
	Physical Education	1 hour
	Creative Arts	5 – 14 years = 3½ hours
		14 – 18 years = 1 hour
Natural Sciences		1½ hours
Skills subjects		14 – 18 years = 8 hours

Subjects CAPS Grades R to 5 for learners with severe intellectual disability: Electives	Time
Agricultural Studies Art and Crafts Civil Technology: Bricklaying and Plastering Civil Technology: Plumbing Civil Technology: Woodworking and Timber Consumer Studies: Food Production Consumer Studies: Needlework Hospitality Studies Mechanical Technology: Body Works: Panel Beating and or Spray Painting Mechanical Technology: Motor Mechanics Mechanical Technology: Welding Office Administration Personal Care: Ancillary Health Care Personal Care: Beauty and Nail Technology Personal Care: Hairdressing and Beauty Care Service Technology: Maintenance	8 hours
Total: General and Skills subjects	27½

The following table proposes the learner progression across the years in the curriculum.

Grades R – 3	Grades 4 – 5
<p>General Education</p> <p>Home Language</p> <p>Mathematics</p> <p>Life Skills</p> <ul style="list-style-type: none"> - Personal and Social wellbeing - Physical education - Creative arts 	<p>General Education</p> <p>Home Language</p> <p>First Additional Language</p> <p>Mathematics</p> <p>Life Skills</p> <ul style="list-style-type: none"> - Personal and Social wellbeing - Physical education - Creative arts - Natural Sciences <p>Skills subjects</p> <p>A minimum of 3 skills and maximum of 4 skills</p>

2. SECTION 2: INTRODUCTION TO HOSPITALITY STUDIES

2.1 What is HOSPITALITY STUDIES?

Hospitality Studies is the study of various interrelated themes in the hospitality industry such as food production, food and beverage services, hygiene and safety, cleaning and housekeeping, client service as well as communication skills. The subject will equip the learners with skills to prepare a range of different recipes and meal, serve food, set tables for different meals, as well as how to perform these tasks in the industry.

Hospitality Studies skills and the content embedded in the skills are taught over two years in Grade 4 and three years in grade 5. During each year in each grade all the topics are taught, and the teacher is allowed to adapt the difficulty level of the skills to the ability of the learner.

2.2 Topics to be studied in Hospitality Studies include

The table below indicates the main topics in the Hospitality Studies learning programme.

1	Sectors in the hospitality industry
2	Hygiene and Safety
3	Nutrition and menu planning
4	Kitchen and restaurant operations
5	Food commodities
6	Food and beverage services including waitering
7	Cleaning and housekeeping
8	Client service and communication

2.3 Specific Aims:

In Hospitality studies learners will study:

- Health, hygiene and safety procedures as well as good housekeeping principles
- The sectors in the hospitality industry and career possibilities in each sector
- Client services and customer care in the industry
- Nutrition, menu planning, food purchasing and storage, preparation and serving of food
- Managing resources
- Food commodities

2.4 Requirements for **Hospitality studies** as a subject

2.4.1 Time Allocation

The compulsory instructional time for the Vocational Learning Programme for learners experiencing severe intellectual disabilities amounts to 1.5 hours per 5-day cycle. Schools may offer either three (3) or four (4) vocational subjects, depending on the number of learners in the school and the resources available. The compulsory instructional time for Hospitality Studies is either

- 2 hours per 5-day cycle plus three (3) other vocational subjects or
- 2,5 hours per 5-day cycle plus two (2) other vocational subjects.

Twenty percent (20%) of the above mentioned time is utilized to teach subject content which should be embedded in teaching the learners to execute the skills. This implies that theoretical lessons should not be instructed in isolation, but during the teacher's demonstration before the learners practise the skills. The learner is required to utilize eighty percent (80%) of the time to practise the various skills in the classroom. A minimum of 9 practical tasks per term utilizing two (2) or two and a half (2,5) hours per week (depending on the number of subjects offered in the school) is required and teaching less than 9 practical tasks per term means that the learners are deprived of the full learning programme. The Hospitality Studies periods should be continuous periods, preferably attached to a break.

The Hospitality Studies periods should be continuous periods, preferably attached to a break. To allow for the three restaurant days during three of the four terms, the time table should allow for two Hospitality Studies classes per day. The first class will prepare the food and the second class will take the orders, serve the food and cleanup afterwards. Rotation of the groups will provide all the learners the opportunity to learn chef as well as waitering skills, depending on the abilities of the

learners, it is advisable that non-paying guests are invited to the restaurant events and that the number does not exceed 30 guests per restaurant day.

2.4.2 Resources

2.4.2.1 Human resources

An appropriately qualified teacher registered with SACE in line with the Collective Agreement 5 of 2001 is required to teach Hospitality Studies.

2.4.2.2 Uniforms

- Learners should wear chefs' aprons/jackets and disposable caps/chef's hats.
- Waiters should wear a waistcoat or apron

2.4.2.3 Books, magazines and teaching media

- Each learner should have a recipe book with recipes for two persons and homework book
- The teacher should have several recipe books, flash cards, photos of completed dishes and menus available in the classroom

2.4.2.4 Infrastructure and equipment

The subject may not be offered without the necessary infrastructure and equipment.

Infrastructure

Training kitchen

The learners will prepare the recipes in pairs of 2 learners and the following list serves as an indication of the minimum equipment needed to offer the subject to teach 15 learners:

The training kitchen should contain:

- 4 stoves to accommodate 15 learners (four learners per stove)
- 4 Built-in double sinks
- Cupboards or open shelves
- Hot and cold water supply at the sinks
- Electricity supply to the stoves, and wall plugs at each work station for electrical equipment
- Sufficient electricity supply to allow the stoves and electrical equipment to operate simultaneously
- A storeroom or cupboards for ingredients and equipment
- A fridge and freezer

Dining area – preferably leading off the kitchen.

- This need not be a separate classroom or dining hall, but may be a covered area with tables and chairs.
- Toilet facilities for guests are compulsory.

Burglar proofing at all the windows and doors of the kitchen, or an alarm system should be installed.

Appliances and equipment for the training kitchen and restaurant

The context of the school will determine the number and type of equipment. The following list is an indication of the minimum equipment needed to offer the subject:

- Different types and sizes pots and pans, cake tins, tart and pie plates
- Electrical equipment such as 2 kettles, 4 mixers, 4 toasters
- Kitchen smalls (nine of each) such as egg lifters large spoons, knives, vegetable peelers, cutting boards, tin openers, mixing bowls, measuring equipment, soup ladles, whisks, flour sieves
- 2 Ironing boards and 2 irons

- Appliances such as fridge and freezer
- Clothes lines for dishtowels and table cloths
- 1 Rubbish bin
- 1 Trolley for ingredients and equipment

Furniture and equipment for the restaurant or dining area:

- Reception area and counter
- Tables and chairs for 30 guests
- Counters/tables for buffet meals
- Floors: ceramic tiles/wood/laminated
- 10 Tablecloths
- Crockery and cutlery as needed for serving meals to guests

2.4.2.5 Finances

The subject may not be offered without the necessary finances provided by the school.

- An annual budget should be available to purchase ingredients for weekly practical tasks as well as for the restaurant days
- Maintenance and purchasing of new equipment/appliances should be added to the budget

Example of a budget for Hospitality studies weekly practical lessons – excluding restaurant days

Grade	Cost per task	Number of learners	Number of recipes to be made per year	Cost
4	R 15.00 per pair	15	27	R 15.00 X 7 pairs X 27 = R 2835.00
5	R 15.00 per pair	15	27	R 15.00 X 7 pairs X 27 = R 2835.00

TOTAL PER YEAR	
Maintenance and/or upgrading of stoves, fridges. E.g. Servicing of 4 stoves @ R 400.00 each	R 1600.00
Purchasing new equipment, replacing broken equipment: E.g. 2 electric kettles @ R200.00 each	R 400.00

2.4.3 Stock control

- The teacher is responsible for the stock, and will keep the training kitchen and equipment locked at all times when not present.
- Annual stock control is essential. This should be undertaken during the school's annual stock take.

Example of a stock book

	Name and description of item (alphabetical order)	Stock on hand 2015	Number received 2016	Date received	Supplier	Invoice number	Stock on hand 2016	Number received 2017	Date received	Supplier	Invoice number	Stock on hand 2017	Number received 2018	Date received	Supplier	Invoice number	Stock on hand 2018
1	Bowl, mixing, stainless steel, 20cm diameter																
2																	
3																	
4																	

2.5 Career opportunities

- The learners will be able to assist staff in hostels, restaurants, bed and breakfast, centre for the aged, protective work places etc.
- Setting up of own stalls
- Nutrition programme assistants

3. SECTION 3: OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

Each week has a compulsory contact time of 2 or 2,5 hours (depending on the number of vocational subjects offered at the school) for the subject Hospitality Studies.

3.1 Content overview of topics

The content is embedded in the skills and the learners should execute the skills in a simulated working environment recreated in the classroom/centre and dining area. The table below indicates the topics and content in the Hospitality Studies learning programme in Grade 4 and 5.

		Grade 4	Grade 5
1	Sectors in the hospitality industry	Concept Hospitality studies Sectors in the industry Food and beverage establishments	Concept Hospitality studies Sectors in the industry Food and beverage and accommodation establishments
2	Hygiene and Safety	Personal hygiene Hygiene on food premises General safety practices in the kitchen and restaurant Kitchen pests Appropriate dress code	Personal hygiene, food poisoning, food spoilage, food contamination, food borne diseases and temperature control Hygiene on food premises General safety practices in the kitchen and restaurant and handling emergency situations Kitchen pests Appropriate dress code and personal protective clothing
3	Nutrition and menu planning	SA Food Pyramid Nutrients: Protein, starch, fat, vitamins, minerals (calcium) and water	SA Food Pyramid Nutrients and their functions: protein, starch, fat, vitamins, minerals (calcium) and water Nutritional value of meals

		Menu planning for breakfast, and light lunch and coffee break	Principles of menu planning Menu planning for English breakfast, 3 course meal and birthday party for a young child age 6 – 11 years
4	Kitchen and restaurant operations	Appliances, equipment and utensils in the kitchen and restaurant Recipes Mise-en-place in the kitchen Cooking methods Drink services	Appliances, equipment and utensils in the kitchen and restaurant Recipes Mise-en-place in the kitchen Cooking methods Professionalism in the hospitality industry
5	Food commodities	Flour mixtures Jelly Coffee Eggs Dairy Sauces Cereal and porridge Salad, salad dressing and vegetables Red meat and sausages Sandwiches Sugar cookery	Cakes, biscuits and rusks Jelly and gelatine Coffee and tea Eggs and egg based desserts Choux pastry Dairy Sauces Soups Quiches and pastry Cereal, porridge and rice Pasta and sauces Fruit and vegetables Chicken and fish Yeast products

6	Food and beverage services including waitering	Mise-en-place in restaurant Breakfast, light meals and coffee break Table setting Service and clearing techniques Customer relations	Mise-en-place in restaurant and types of services English breakfast, brunch and 3 course meals Table setting Service and clearing techniques Customer relations, greeting and serving guests, handling guest complaints
7	Cleaning and housekeeping	Identify and use cleaning materials Handling and disposing of waste Clean and store glassware Clean and store crockery and cutlery Clean rooms and restaurants Linen service Clean floors, tiles and cupboards	Identify and use cleaning materials Recycling in the hospitality industry Clean and store glassware Clean and store crockery and cutlery Clean rooms and restaurants Clean toilets and bathrooms Clean public areas
8	Client service and communication	Structure of a team and team work Procedures for absenteeism and illness Respect to learners, clients and teachers	Team work and definition of roles Procedures for absenteeism and illness Respect to learners, clients and teachers

3.2 Content overview of practical lessons / tasks

The theory is embedded in the practical tasks in Hospitality Studies. Omitting one or more of the practical tasks imply that learners are deprived of the full learning programme. The learners are two years in Grade 4 and three years in Grade 5. Learners should practise more advanced skills during the second year in Grade 4, thus not repeat the recipes completed during the first year in Grade 4. This principle also applies to Grade 5. More advanced recipes should be completed during the second and third years in Grade 5. Depending on the size of the school, this may result in learners being in Grade 4 for the first as well as the second year in one class. The teacher should ensure that these learners prepare different recipes as indicated in the table with suggested recipes below. Teachers may choose similar or more advanced recipes, according to current culinary trends.

Pages 20 - 69 provide an overview of the suggested practical tasks as well as the teaching plans to be instructed in schools with a 2 hour allocation for the vocational subjects. Pages 70 - 119 provide an overview of the suggested practical tasks as well as teaching plans to be delivered in 2.5 hour time allocations for schools instructing Hospitality Studies plus two other vocational subjects.

week	GRADE 4 1 st year (2 hour periods)	GRADE 4 2 nd year (2 hour periods)	GRADE 5 1 st year (2 hour periods)	GRADE 5 2 nd year (2 hour periods)	GRADE 5 3 rd year (2 hour periods)
	TERM 1				
1	The learners role play how to dress in their aprons and disposable caps, wash and dry their hands, select utensils, matching the flash card shown by the teacher with the kitchen utensils from allocated kitchen cabinets, cook food on allocated stoves and wash dishes in their allocated sinks as well as dry and put dishes away. Learners practise to take their aprons off and put aprons and hats in an allocated area.				
2	Glass of fruit juice practising safety rules in the kitchen	Cup of instant coffee with milk practising safety rules in the kitchen	Cup of filter coffee served with milk practising safety rules in the kitchen	Cup of tea served with milk practising safety rules in the kitchen	Cafe Latte practising safety rules in the kitchen
3	Fruit salad	Fruit kebabs (4 types of fruit)	Banana split bites	Fresh fruit popsicle sticks	Striped fruit popsicles
4	Breakfast banana split	Fresh fruit trifle	Marmalade	Fruit jam	Fruit jam

5	Baked apples/pears	Stewed dried fruit	Lemon berry quick bread	Baked fruit and nut bars	Mini fruit cakes
6	Hard boiled eggs served in egg cup with a slice of bread	Baked eggs with a slice of toast	French toast	Window eggs	Baked egg and bread dish and serve
7	Scrambled eggs with grated cheese	Omelette with cheese filling	Baked custard	Lemon meringue pie	Crème brûlée
8	Meringues (use 2 teaspoons to shape)	Meringues (use icing bag to pipe rosettes) decorated with 100's and 1000's	Cream puffs filled with whipped cream	Éclairs filled with whipped cream and dusted with icing sugar	Cream puffs filled with whipped cream and decorated with melted chocolate
9	Mise-en-place in the restaurant: breakfasts and lunches		Mise-en-place in the restaurant: breakfasts, lunches and buffet		
10	Learners identify and clean the following areas: scrub floors, sinks, counter tops and kick boards. Learners wash, dry and store crockery and cutlery Learners dispose of waste		Learners identify and clean the following areas: scrub floors, sinks, counter tops and kick boards. Learners wash, dry and store crockery and cutlery. Learners recycle waste material		
	TERM 2				
1	Instant mabella meal pap and serve with milk and honey	Layered muesli and cornflakes in glass served with fruit juice	Layered muesli, cornflakes and fruit served with yoghurt and tea	Layered muesli, cornflakes and fruit served with yoghurt and café au lait	Layered muesli, cornflakes and fruit served with yoghurt and café mocha
2	Tasty Wheat and serve with milk and sugar	Maize pap with milk and sugar	Oats porridge with milk and sugar	Maltabella porridge milk and sugar	Couscous with milk
3	Crumpets with syrup	Waffles with syrup	Boiled white rice	Rice salad	Rice timbales
4	Pancakes and serve with cinnamon and sugar	Crepes and serve with honey/syrup	Vanilla cup cakes dusted with icing sugar	Vanilla cup cakes decorate with butter icing	Fudge cup cakes decorate with butter icing
5	Muffins served with margarine	Sweet corn muffins served with margarine and grated	Vanilla single layer cakes dusted with icing sugar	Chocolate single layer cakes decorated with butter icing	Fudge single layer cakes, cut into slices and decorated

		cheese			with butter icing
6	Breakfast scones and serve with margarine and jam	Individual scones and serve with margarine and jam	Crunchies cut into squares	Vanilla biscuits (rolled and shaped).	Health rusks.
7	Learners practise a trail run to prepare food for a breakfast menu. The following are suggested recipes: Coffee and orange juice Boiled and baked eggs Muesli with yoghurt and fruit, oats porridge with honey and fruit, crumpets with honey, and a breakfast wrap. Learners share and eat the food after preparation		Learners practise a trail run to prepare food for a English breakfast menu. The following are suggested dishes: Filter coffee and a selection of fruit juice Scrambled eggs with toast Fried beef or pork sausage Grilled, sliced tomatoes and mushrooms Learners clean up afterwards		
8 & 9	Learners prepare and serve food for a breakfast menu consisting of the following suggested dishes: Coffee and orange juice Boiled and baked eggs Muesli with yoghurt and fruit, oats porridge with honey and fruit, crumpets with honey, and a breakfast wrap. Learners clean up afterwards		Learners prepare and serve food for a breakfast menu consisting of the following suggested dishes: Filter coffee and a selection of fruit juice Scrambled eggs with toast Fried beef or pork sausage Grilled, sliced tomatoes and mushrooms Learners clean up afterwards		
10	The learner cleans different sections in the hospitality studies kitchen, e.g.: scrub floors, sinks, counter tops and kick boards washes, dries and stores glassware dispose of waste		The learner cleans different sections in the hospitality studies kitchen, e.g.: scrub floors, sinks, counter tops and kick boards Clean school entrance hall Recycle recyclables		
	TERM 3				
1	Vanilla milk shake	Vanilla ice cream	Strawberry and almond smoothie made with ice cream	Chocolate and banana smoothie made with yoghurt and ice cream	Health smoothie made with yoghurt

2	Toast with cheese sauce	Custard with bananas	Corn and ham soup	Potato and bacon cream soup	Butternut and orange cream soup
3	"Melkkos"	Sago pudding	Quiche Lorraine	Bacon and onion quiche	Salami and mushroom cheese quiche
4	Fried beef sausages	Fried pork sausages	Poached hake with lemon butter sauce	Fried fish cakes (made with pilchards) with lemon	Hake pie
5	Grilled beef kebabs using 2 different vegetables	Grilled mutton kebabs using 2 different vegetables	Chicken stir fry	Chicken burger	Chicken stew
6	Baked meat balls	Beef burgers	Curried chicken	Creamy paprika chicken	Chicken a'la King
7	Learners practise a trail run to prepare a lunch menu. The following are suggested dishes: Coffee and orange juice Toasted triple sandwich Macaroni and cheese (teacher boils the macaroni in advance) Hamburger with salad Vanilla ice cream Sago pudding Learners share and eat the dishes and clean up afterwards		Learners practise a trail run to prepare a 3 course menu. The following are suggested dishes: Cucumber mould Chicken or beef stew with rice timbales Mixed vegetable salad Crème brûlée or crème anglaise Filter coffee/tea/coffee au lait Learners share and eat the dishes and clean up afterwards		
8&9	Learners prepare and serve a lunch menu consisting of the following suggested dishes: Coffee and orange juice Toasted triple sandwich Macaroni and cheese (teacher boils the macaroni in advance) Hamburger with salad		Learners prepare and serve a 3 course menu consisting of the following suggested dishes: Cucumber mould Chicken or beef stew with rice timbales Mixed vegetable salad Crème brûlée or crème anglaise Filter coffee/tea/coffee au lait Learners share and eat the dishes and clean up afterwards		

	Vanilla ice cream Sago pudding Learners share and eat the dishes and clean up afterwards				
10	Learners clean different sections in the hospitality studies kitchen, e.g.: scrub floors, sinks, counter tops and kick boards washes, dries and stores cutlery, crockery and glassware dispose of waste	The learner cleans different sections in the school, e.g.: Bathrooms and toilets			
	TERM 4				
1	Mixed vegetable salad served with uncooked salad dressing	Vegetable (with one additional vegetable) salad and serve with uncooked salad dressing	Boiled pasta with instant pasta sauce	Boiled pasta with cheese sauce	Macaroni and cheese
2	Coleslaw with mayonnaise	Broccoli and cauliflower salad	Apple pasta salad (use mayonnaise)	Banana and macaroni salad (use mayonnaise and cream cheese)	Pasta and leek stir fry
3	Potato and egg salad (use mayonnaise)	Potato and egg salad (add 1 additional ingredient and use mayonnaise and condensed milk mixture)	Mashed potatoes	Baked fantail potatoes	Jacket potatoes with fried mushrooms and cherry tomatoes
4	Triple egg and cheese toasted sandwich	Boiled egg and cheese Tramezzini	Brown bread in mini loaf tins	Health bread in mini loaf tins	Herb bread in mini loaf tins
5	Wrap with mixed vegetable and cheese filling	Wrap with mixed vegetable, chicken slivers and cheese filling	Brown bread rolls (teacher prepare dough)	Cinnamon bread (teacher prepare dough)	Braided bread (teacher prepare dough)
6	Vanilla marshmallows and	Vanilla fudge and package	Yoghurt jelly in mould and	Chocolate mousse	Rainbow jelly sweets (2 jelly

	package		serve		flavours)
7	Learners practise a trail run to prepare a afternoon coffee break. The following are suggested dishes: Filter coffee Triple savoury sandwiches Scones and muffins with jam and cream Fried cocktail sausages Mini kebabs Meringues Marshmallows		Learners practise a trail run to prepare a birthday party for a 6 – 11 year old child. The following are suggested dishes Strawberry smoothie Cup cakes, or novelty birthday cake Tramezzini with cheese or éclairs with savoury filling Crumpets served with butter and cheese or pancakes with savoury filling Yoghurt jelly		
8&9	Learners prepare an afternoon coffee break consisting of the following suggested dishes: Filter coffee Triple savoury sandwiches Scones and muffins with jam and cream Fried cocktail sausages Mini kebabs Meringues Marshmallows		Learners prepare a birthday party for a 6 – 11 year old child, consisting of the following suggested dishes: Strawberry smoothie Cup cakes, or novelty birthday cake Tramezzini with cheese or éclairs with savoury filling Crumpets served with butter and cheese or pancakes with savoury filling Yoghurt jelly		
10	The learner cleans different sections in the hospitality studies kitchen, e.g.: scrub floors, sinks, counter tops and kick boards Washes, dries and stores restaurant linen Dispose of waste		The learner cleans different sections in the school, e.g.: School's sick room		

3.3 Content outline per term

During every Hospitality studies lesson the following skills should be practised by the learner, namely to

- dress independently in apron and disposable cap
- wash and dry hands independently
- read the recipe (either “Boardmaker” or adapted word recipes) step by step (refer to addendum 8 in participant’s manual)
- follow excellent hygiene practises
- mise-en-place according to dishes prepared
- prepare and eat dishes independently in groups of 2 learners (or with teacher assistance) with appropriate table manners, except during the three restaurant sessions during terms 2 – 4 when the learners prepare the recipes individually and work individually as waiters.
- wash and dry dishes and put away in specified place
- fold apron and put disposable cap away independently

During each Hospitality studies lesson the teacher should:

- Demonstrate the recipe during the first ten minutes of the period and share completed dish between learners that wish to enjoy a second portion after they have eaten the dish prepared by them, or send the dish to the class’ register teacher to enjoy. **The Hospitality studies teacher may not eat the demonstrated dish**
- Stand next to the learner when pouring boiling water, putting dishes in the oven and take dishes out
- Move between the learners and assist them should they need help. The teacher may at no circumstances leave the class during a practical session.

It is advisable that the teacher do not use deep frying as cooking method with learners with severe intellectual disability due to the safety risk involved with this cooking method

3.4 Teaching plans

Each term comprises of ten weeks and a minimum of 9 practical sessions is compulsory. The sequence within the term is not compulsory and the teacher may cover the learning programme in any appropriate sequence. Learners are two years in Grade 4, and therefore 2 suggested recipes are provided for each week to allow the learners to perform the second suggested recipe during their second year in grade 4. It is not advisable to repeat the same recipes more than once as this will not provide the learner the opportunity to learn additional skills.

3.4.1 Grade 4 Term 1

Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	Sectors in the hospitality industry	Understand the concept of Hospitality Studies Understand the layout of the training kitchen and dining area List suggestions for classroom rules and repeat rules with prompting Understand and role play the routines in the training kitchen. Identify and/or list the sectors in the hospitality industry and services provided by each	The learners choose the colours and the teacher issues the following labelled items to the learners: Covered homework books Recipe books Chefs aprons Disposable caps The learners understand the concept Hospitality Studies, identify the sectors in the industry and repeat the classroom rules with prompting The learners role play how to: Dress in their aprons and disposable caps Wash and dry their hands Select utensils, matching the flash card shown by the teacher, from allocated kitchen cabinets, cook food on allocated stove and wash dishes in their allocated sinks, dry and put dishes away

Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
			Take their aprons off and put aprons and hats in designated place
2	Hygiene and safety	Understand the concept of personal hygiene and appropriate dress code Understand and practise safety practices in the kitchen Conform to personal hygiene practises in the Hospitality Studies centre	GRADE 4 1 st year (2 hour periods) Learners prepare and enjoy a glass of fruit juice practising safety rules in the kitchen
			GRADE 4 2 nd year (2 hour periods) Learners prepare and enjoy a cup of instant coffee with milk practising safety rules in the kitchen
3	Nutrition and menu planning Food commodities	Identify fruit on the SA Food Pyramid Identify the number of portions of fruit to eat daily Understand the meaning of the term “portion size”	GRADE 4 1 st year (2 hour periods) Learners prepare fruit salad
			GRADE 4 2 nd year (2 hour periods) Learners prepare fruit kebabs using a variety of 4 types of fruit
4	Nutrition and menu planning Food commodities	Understand the meaning of the word “nutrient” and why nutrients are important to us Name the nutrient in fruit as vitamins, minerals and sugar Group fruit in groups, namely soft fruit, hard fruit, citrus fruit, stone fruit and tropical fruit List the uses of fruit on the menu	GRADE 4 1 st year (2 hour periods) Learners prepare a breakfast banana split
			GRADE 4 2 nd year (2 hour periods) Learners prepare fresh fruit trifle

Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
5	Nutrition and menu planning Food commodities	Explain why it is important to wash fruit under running water List the characteristics to look out for when purchasing fruit Understand the meaning of the words “blemish, seasonal fruit” Explain how fruit is packaged in the shop Explain how fruit should be stored at home List the cooking methods used to prepare fruit	GRADE 4 1 st year (2 hour periods) Learners prepare baked apples/pears
			GRADE 4 2 nd year (2 hour periods) Learners prepare stewed dried fruit
6	Nutrition and menu planning Food commodities	Identify eggs on the SA Food Pyramid Identify egg portion size and the suggested number of portions to eat daily Identify and name the sizes of eggs as jumbo, extra large, large, medium and small Identify and list the birds as well as their eggs consumed by humans	GRADE 4 1 st year (2 hour periods) Learners prepare hard boiled eggs and serve in egg cup with a slice of bread
			GRADE 4 2 nd year (2 hour periods) Learners prepare baked eggs with a slice of toast
7	Nutrition and menu planning Food commodities	Identify and list the bird's as well as their eggs consumed by humans and list the sizes of the eggs Describe the difference between quail, ostrich, chicken and goose eggs Describe the characteristics of a good quality egg	GRADE 4 1 st year (2 hour periods) Learners prepare scrambled eggs with grated cheese
			GRADE 4 2 nd year (2 hour periods) Learners prepare omelette with cheese filling

Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
8	Nutrition and menu planning Food commodities	List the most important nutrient in eggs, namely protein Identify and name the purchase units as half a dozen, dozen, and 2,5 dozen List the cooking methods used to prepare eggs List three characteristics of a good quality egg Name the size of eggs that we usually use in recipes Know the volume of a whole egg	GRADE 4 1 st year (2 hour periods) Prepare and bake meringues (use 2 teaspoons to shape)
			GRADE 4 2 nd year (2 hour periods) Prepare and bake meringues (use icing bag to pipe rosettes) decorated with 100's and 1000's
9	Food and beverage services	Prepare the venue for breakfasts Understand room layout and placing of guests Set tables for breakfasts and lunches Receive and seat guests	Mise-en-place in the restaurant: breakfasts and lunches Practise room layout Role play receiving, placing and seating of guests Practise to set tables using individual table setting cards
10	Cleaning and housekeeping	Identify and use cleaning materials Clean floors, tiles and cupboards Clean and store crockery and cutlery Handle and dispose of waste	The learner cleans different sections in the hospitality studies kitchen, e.g.: scrub floors, sinks, counter tops and kick boards washes, dries and stores crockery and cutlery dispose of waste

Assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The assessment goals for Grade 4, first and second year are the same, the dishes are however more advanced.

Week 2:	Keep work surface neat and clean	Cover hair with disposable cap
Week 3:	Identify correct equipment to use	Cut fruit in bite size portions
Week 4:	Peel fruit correctly	Wash fruit correctly
Week 5:	Eat fruit with fork and spoon	Serve prepared fruit correctly
Week 6:	Switch a stove plate off before removing a pot.	Neatness of hands and nails
Week 7:	Use frying pan safely	Wash dishes thoroughly
Week 8&9:	Use oven safely	Measure small quantities dry ingredients correctly
Week 10:	Clean cupboards thoroughly	Clean floors thoroughly

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

Week 2:	Understand the concept of personal hygiene	List steps to follow to wash hands
Week 3:	Identify fruit on the SA Food Pyramid	Understand the meaning of the term "portion size"
Week 4:	Group fruit with common characteristics together	Identify one characteristic common of fruit belonging to the same group
Week 5:	Explain how to wash fruit	Identify/describe how fruit is packaged in the shop
Week 6:	Identify eggs on the Food Pyramid and the suggested number of portions to eat daily	Identify and name the sizes of eggs
Week 7:	Identify and list the birds as well as their eggs consumed by humans	Describe the characteristics of a good quality egg
Week 8:	Organise the steps to make meringues in the correct order	List the cooking methods used to prepare eggs
Week 10:	Colour/mark/write the cleaning materials to use to clean floors	List the steps to clean floors

3.4.2 Grade 4 Term 2

Grade 4 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	Nutrition and menu planning	Identify cereals on the SA Food Pyramid Identify the portion size of cereals and list the number of portions to eat from the bread and starch group	GRADE 4 1 st year (2 hour periods) Learners prepare instant mabella meal pap and serve with milk and honey
	Food commodities Hygiene	Identify and name cereals used in food preparation Distinguish between instant and filter coffee Understand the danger of kitchen pests and identify different kitchen pests, namely mice, rats, cockroaches, flies and ants	GRADE 4 2 nd year (2 hour periods) Learners prepare layered muesli and cornflakes in glass served with fruit juice
2	Nutrition and menu planning	List the most important nutrient in porridge, namely starch Identify and name South-Africa's staple food Identify and list the products that are made from maize	GRADE 4 1 st year (2 hour periods) Learners prepare Tasty Wheat and serve with milk and sugar
	Food commodities	List the accompaniments for breakfast cereals and porridge	GRADE 4 2 nd year (2 hour periods) Learners prepare maize pap and serve with milk and sugar
3	Nutrition and menu planning	Identify starch products on the SA Food Pyramid Name the portion size of crumpets and waffles	GRADE 4 1 st year (2 hour periods) Learners prepare and fry crumpets and serve with syrup

Grade 4 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Food commodities	<p>Understand the difference between batter and dough</p> <p>List the portion size and number of portions to eat daily from the starch group</p> <p>List the most important nutrient in crumpet and waffles, namely starch</p> <p>Understand and practise frying</p> <p>Understand and describe the characteristics of good crumpets and waffles</p> <p>Understand how to ensure a good product and serve the product</p> <p>Understand and practise the safety rules in handling a frying pan</p>	<p>GRADE 4</p> <p>2nd year (2 hour periods)</p> <p>Learners prepare and fry waffles and serve with syrup</p>
4	Nutrition and menu planning	<p>Name the portion size of pancakes and crepes and the number of portions to eat daily from the starch group</p> <p>List the most important nutrient in pancakes and crepes, namely starch</p> <p>Understand the difference between batter and dough</p> <p>Understand and practise the emulsion (muffin) mixing method</p> <p>Understands and practise frying</p> <p>Understands and describe the characteristics of good pancakes and crepes</p> <p>Understand how to ensure a good product and serve the product</p>	<p>GRADE 4</p> <p>1st year (2 hour periods)</p> <p>Learners prepare and fry pancakes and serve with honey/syrup</p>
	Food commodities		<p>GRADE 4</p> <p>2nd year (2 hour periods)</p> <p>Learners prepare and fry crepes and serve with honey/syrup</p>

Grade 4 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
5	Nutrition and menu planning Food commodities	Name the portion size of muffins and the number of portions to eat daily from the starch group Understand and practise baking Understand and describe the characteristics of good muffins Understand how to ensure a good product and serve the product Understand and identify the different types of flour	GRADE 4 1 st year (2 hour periods) Learners prepare and bake plain muffins and serve with margarine
			GRADE 4 2 nd year (2 hour periods) Learners prepare and bake sweet corn muffins and serve with margarine and grated cheese
6	Nutrition and menu planning Food commodities	Name the portion size of scones and the number of portions to eat daily from the starch group List the most important nutrient in scones, namely starch Understand and practise the rubbing-in (cutting-in) mixing method Understand and practise baking as cooking method Understand and describe the characteristics of good scones Understand how to ensure a good product and serve the product List the characteristics of a fully baked product ready to take out of oven	GRADE 4 1 st year (2 hour periods) Learners prepare and bake breakfast scones and serve with margarine and jam
			GRADE 4 2 nd year (2 hour periods) Learners prepare and bake individual scones and serve with margarine and jam
7	Food and	Understand the term “menu” and the typical layout of a menu	Learners practise a trail run to prepare food for a breakfast menu. The following are suggested recipes:

Grade 4 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	beverage service Kitchen and restaurant operations	Choose a dish to prepare or task to perform in the restaurant Understand and practise mise-en-place in a restaurant Prepare a breakfast menu Set the table for a breakfast Understand and practise service and clearing techniques	Coffee and/or orange juice Boiled and/or baked eggs Muesli with yoghurt and fruit, oats porridge with honey and fruit, crumpets with honey, and/or a breakfast wrap. Learners share and eat the food after preparation
8	Food and beverage service Kitchen and restaurant operations	Understand and practise mise-en-place in a restaurant Prepare a breakfast Understand the nutritional value of breakfasts Set the table for a breakfast Understand and practise service and clearing techniques	Learners prepare and serve food for a menu. The following are suggested recipes: Coffee and/or orange juice Boiled and/or baked eggs Muesli with yoghurt and fruit, oats porridge with honey and fruit, crumpets with honey, and/or a breakfast wrap. Learners clean up afterwards
9	Food and beverage service Kitchen and restaurant operations	Understand and practise mise-en-place in a restaurant Prepare a breakfast Set the table for a breakfast Understand and practise service and clearing techniques	Learners prepare and serve food for a breakfast menu. The following are suggested recipes: Coffee and/or orange juice Boiled and/or baked eggs Muesli with yoghurt and fruit, oats porridge with honey and fruit, crumpets with honey, and/or a breakfast wrap. Learners clean up afterwards
10	Cleaning and housekeeping	Identify and use cleaning materials Clean floors, tiles and cupboards Clean and store glassware Handle and dispose of waste	

Assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The assessment goals for Grade 4, first and second year are the same, the dishes are however more advanced.

Week 2:	Measure big quantities dry ingredients correctly	Use whisk to stir in the shape of an eight
Week 3:	Use egg lifter safely to turn products over	Use egg lifter to safely remove fried product
Week 4:	Remember to switch stove plate off after being used	Move beater in mixing bowl to beat batter
Week 5:	Spoon batter with 2 spoons into muffin tin	Use oven gloves to put muffin tin into oven and to remove from oven
Week 6:	Cut margarine into cake flour	Shape product correctly
Week 7:	Waitering skills: Take an order independently	Chef skills: Prepare dish independently
Week 8&9:	Waitering skills: Take ordered food to the correct guest	Chef skills: "Multiply" ingredients correctly
Week 10:	Clean stove thoroughly	Clean fridge thoroughly

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

Week 2:	Select/identify/write the portion size of cereals and the number of portions to eat	Identify and list the products that are made from maize
Week 3:	Colour/mark/ write how to cook crumpets and waffles	Mark/identify/describe the characteristics of good crumpets and waffles
Week 4:	Indicate the nutritional value of pancakes and crumpets on the SA Food pyramid	Mark/identify/state the difference between batter and dough
Week 5:	Select/write the correct answers to describe successfully baked muffins	Mark/identify/name the different types of flour
Week 6:	Mark/write how a well baked scone looks	Mark/identify the cooking methods suitable for crumpets and scones
Week 7:	Colour/mark/list your task in the restaurant	List a number steps to complete your task in the restaurant
Week 8:	Colour/mark a breakfast place setting	List dishes suitable for breakfast
Week 10:	Colour/mark/write the cleaning material to use to clean glassware	Identify cleaning material not suitable to clean glassware

3.4.3 Grade 4 Term 3

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	Hygiene and safety	Understand hygiene on food premises and practise safe food storage practises, and waste disposal practises Identify dairy products on the SA Food Pyramid	GRADE 4 1 st year (2 hour periods) Learners prepare and serve vanilla milk shake
	Nutrition and menu planning Food commodities	Name the portion size of dairy products and the suggested number of portions to eat daily	GRADE 4 2 nd year (2 hour periods) Learners prepare vanilla ice cream
2	Nutrition and menu planning Food commodities	List the most important nutrient in dairy, namely protein and calcium Identify the different cultured products – yoghurt, buttermilk, maas Identify the different types of milk – full cream low fat, skimmed, evaporated, condensed, powdered, processed Identify and list hot white sauces and sweet sauces List the steps to prepare a hot white sauces and a sweet sauce	GRADE 4 1 st year (2 hour periods) Learners prepare and serve toast with cheese sauce
			GRADE 4 2 nd year (2 hour periods) Learners prepare and serve custard with bananas
3	Nutrition and	Identify and describe the storage methods of milk and milk	GRADE 4 1 st year (2 hour periods) Learners prepare and serve “melkkos”

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	menu planning Food commodities	products Identify and describe dairy products Identify and describe the effect of heat on milk	GRADE 4 2 nd year (2 hour periods) Learners prepare and serve sago pudding
4	Nutrition and menu planning Food commodities	Identify meat and meat products on the SA Food Pyramid Name the portion size of meat and meat products and the suggested number of portions to eat daily List the most important nutrients in meat, namely protein and fat Identify and name the cooking methods to prepare meat Identify and list the ingredients in sausages Identify and name the different types of sausages	GRADE 4 1 st year (2 hour periods) Learners prepare and fry beef sausages
			GRADE 4 2 nd year (2 hour periods) Learners prepare and fry pork sausages
5	Nutrition and menu planning Food commodities	Identify and name the animals producing red meat – lamb, mutton, veal, beef, pork, kudu, springbuck Identify fresh and stale meat and describe the appearance of fresh meat Identify and explain the difference between lamb and mutton Identify and explain how to store meat Identify food spoilage and food contamination	GRADE 4 1 st year (2 hour periods) Learners prepare, grill and serve beef kebabs using 2 different vegetables
			GRADE 4 2 nd year (2 hour periods) Learners prepare, grill and serve mutton kebabs using 2 different vegetables

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
6	Nutrition and menu planning Food commodities	Identify and name the dry heat and moist heat cooking methods for meat Identify fresh and stale meat and describe the appearance of fresh meat Identify and name recipes to use for minced meat Describe how to thaw meat Describe temperature control Identify and list: <ul style="list-style-type: none"> - hot white sauces - sweet sauces - hot brown sauces List the steps to prepare: <ul style="list-style-type: none"> - hot white sauces - sweet sauce - hot brown sauces 	GRADE 4 1 st year (2 hour periods) Learners prepare and bake meat balls
			GRADE 4 2 nd year (2 hour periods) Learners prepare and grill hamburger patties to make hamburgers
7	Client service and communication Food and	Understand the typical layout of a menu Understand the structure of a team and team work Understand and practise respect to learners, clients and teachers Understand the term “menu” and the typical layout of a lunch menu Choose a dish to prepare or task to perform in the restaurant	Learners practise a trail run to prepare a lunch menu. The following are suggested recipes: Coffee and/or orange juice Toasted triple sandwich Macaroni and cheese Hamburger with salad Vanilla ice cream Sago pudding

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	beverage service Kitchen and restaurant operations	Understand and practise mise-en-place in a restaurant Prepare a lunch menu Set the table for lunch Understand and practise service and clearing techniques	Learners share and eat the dishes and clean up afterwards
8&9	Client service and communication Food and beverage service Kitchen and restaurant operations	Understand the structure of a team and team work Understand and practise respect to learners, clients and teachers Understand the term “menu” and the typical layout of a menu Understand and practise mise-en-place in a restaurant Prepare a lunch menu Set the table for lunch Understand and practise service and clearing techniques	Learners prepare and serve a lunch menu. The following are suggested recipes: Coffee and orange juice Toasted triple sandwich Macaroni and cheese Hamburger with salad Vanilla ice cream Sago pudding Learners clean up afterwards
10	Cleaning and housekeeping	Identify and use cleaning materials Clean floors, tiles and cupboards Clean and store cutlery, crockery and glassware Handle and dispose of waste	The learner cleans different sections in the hospitality studies kitchen, e.g.: scrub floors, sinks, counter tops and kick boards washes, dries and stores cutlery, crockery and glassware dispose of waste

Assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The assessment goals for Grade 4, first and second year are the same, the dishes are however more advanced.

Week 2:	Use electric equipment safely	Clean and dry sink thoroughly
Week 3:	Heat milk safely	Prepare food with clean hands and short nails
Week 4:	Fry meat correctly	Clean stove top thoroughly
Week 5:	Grill meat correctly	Identify most suitable equipment to prepare product
Week 6:	Shape meat balls/patties correctly	Neatness of hair
Week 7:	Waitering skills: Collect correct order	Chef skills: Prepare dish independently
Week 8&9:	Waitering skills: Clear table correctly	Chef skills: Efficient use of time
Week 10:	Clean wall tiles thoroughly	Clean doors thoroughly

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

Week 2:	Select/identify/write examples of dairy products	Identify/list the different types of milk
Week 3:	Colour/mark the utensils you will use to make melkkos/sago pudding	Identify or describe how to store milk and milk products
Week 4:	Identify/name the animals producing meat	Match the type of cream to the most suitable product to use the cream with
Week 5:	Select/write the cooking methods to prepare meat	Identify and name the different types of sausages
Week 6:	Mark/identify how to thaw meat	Identify and name the animals producing red meat
Week 7:	Select dishes for a lunch menu.	Draw a lunch place setting
Week 8&9:	Cut and paste the cutlery and crockery to set a lunch table for 2 people	Draw a lunch place setting for 4 people
Week 10:	Colour/mark/match/write how to sort recyclables in different bins	Mark how to dispose of waste

3.4.4 Grade 4 Term 4

Grade 4 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	Sectors in the hospitality industry Nutrition and menu planning Food commodities	Identify food and beverage establishments in the local area and compare their services and products Identify vegetables on the SA Food Pyramid Identify vegetable portion size and the suggested number of portions to eat daily Distinguish between uncooked (mixed and green salad), cooked (potato, pasta, beetroot, rice) and moulded (jelly or gelatine as ingredient) salads	GRADE 4 1 st year (2 hour periods) Learners prepare mixed vegetable salad and serve with salad dressing
			GRADE 4 2 nd year (2 hour periods) Learners prepare mixed vegetable (with one additional vegetable) salad and serve
2	Nutrition and menu planning Food commodities	Understand the importance of minerals and vitamins in vegetables Identify common vegetables List the rules to prepare and serve salads	GRADE 4 1 st year (2 hour periods) Learners prepare coleslaw (use mayonnaise) and serve
			GRADE 4 2 nd year (2 hour periods) Learners prepare broccoli, cauliflower and onion salad and serve
3	Nutrition and menu planning Food	Identify the uses of salads on the menu List the portion sizes of salads Explain the reason why we use salad dressings	GRADE 4 1 st year (2 hour periods) Learners prepare potato and egg salad (use mayonnaise)

Grade 4 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	commodities	Name different types of salad dressings	GRADE 4 2 nd year (2 hour periods) Learners prepare potato and egg salad (add 1 additional ingredient and use mayonnaise and condensed milk mixture)
4	Nutrition and menu planning Food commodities	Identify bread on the SA Food Pyramid Identify bread portion sizes and list the number of portions to eat daily Identify eggs and dairy products on the SA Food Pyramid Identify egg and dairy portion size and list the number of portions to eat daily Identify and list the characteristics of fresh eggs Describe the storage of eggs	GRADE 4 1 st year (2 hour periods) Learners prepare and serve triple egg and cheese toasted sandwich
			GRADE 4 2 nd year (2 hour periods) Learners prepare and serve boiled egg and cheese tramezzini
5	Nutrition and menu planning Food	List the most important nutrient in bread, eggs and dairy, namely starch, protein and calcium Identify two types of cheese Describe the effect of heat on cheese	GRADE 4 1 st year (2 hour periods) Learners prepare wrap with mixed vegetable and cheese filling and serve
			GRADE 4 2 nd year (2 hour periods) Learners prepare wrap with mixed vegetable, chicken slivers and cheese filling and serve

Grade 4 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	commodities		
6	Nutrition and menu planning Food commodities	Identify sugar on the SA Food Pyramid Identify the stages to beat egg whites Understand and identify safety precautions to prepare fudge Identify the characteristics of successful homemade candy Practise attractive packaging of homemade candy for selling	GRADE 4 1 st year (2 hour periods) Learners prepare vanilla marshmallows and package GRADE 4 2 nd year (2 hour periods) Learners prepare vanilla fudge and package
7	Client service and communication Food and beverage service Kitchen and restaurant operations	Identify and describe the procedure for absenteeism and illness in the hospitality industry Understand the term “menu” and the typical layout of a coffee break menu Choose dish to prepare or task to perform in the restaurant Understand and practise mise-en-place in a restaurant Prepare a coffee break menu Set the table for a coffee break menu Understand and practise service and clearing techniques Understand customer relations	Learners practise a trail run to prepare a afternoon coffee break. The following are suggested recipes: Filter coffee Triple savoury sandwiches Scones and muffins with jam and cream Fried cocktail sausages Mini kebabs Meringues Marshmallows
8			Learners prepare an afternoon coffee break. The suggested recipes:

Grade 4 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Client service and communication Food and beverage service Kitchen and restaurant operations	Understand the structure of a team and team work Understand and practise respect to learners, clients and teachers Understand the term “menu” and the typical layout of a coffee break menu Understand and practise mise-en-place in a restaurant Prepare a coffee break Set the table for brunch Understand and practise service and clearing techniques Understand customer relations	Filter coffee Triple savoury sandwiches Scones and muffins with jam and cream Fried cocktail sausages Mini kebabs Meringues Marshmallows
9	Hygiene and safety Food and beverage service Kitchen and restaurant operations	Understand and practise hygiene and safety in the restaurant Understand the nutritional value of a coffee break Understand and practise mise-en-place in a restaurant Prepare a coffee break menu Set the table for coffee break menu Understand and practise service and clearing techniques Understand customer relations	Learners prepare an afternoon coffee break. The following are suggested recipes: Filter coffee Triple savoury sandwiches Scones and muffins with jam and cream Fried cocktail sausages Mini kebabs Meringues Marshmallows
10	Cleaning and housekeeping	Identify and use cleaning materials Clean floors, tiles and cupboards	The learner cleans different sections in the hospitality studies kitchen, e.g.: scrub floors, sinks, counter tops and kick boards

Grade 4 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
		Clean and store restaurant linen	Washes, dries and stores restaurant linen
		Handle and dispose of waste	Dispose of waste

Assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The assessment goals for Grade 4, first and second year are the same, the dishes are however more advanced.

Week 2:	Mix salads correctly	Clean and sort cutlery correctly
Week 3:	Wash vegetables under running water	Slice vegetables safely
Week 4:	Operate electrical equipment safely	Clean electrical equipment thoroughly
Week 5:	Measure dry ingredients correctly	Wash dishes in warm, clean water and rinse
Week 6:	Handle hot liquids safely	Keep work surface neat and clean
Week 7:	Waitering skills: Serve dishes correctly	Chef skills: Work under pressure
Week 8:	Waitering skills: Treat guests polite and with respect	Chef skill: Maintain hygienic standards
Week 10:	Dispose of waste hygienically	Clean tables and chairs thoroughly

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

Week 2:	Identify the vegetables on the photos	Identify/mark the uncooked, cooked and moulded salads
Week 3:	Colour/mark the vegetable group on the SA Food Pyramid	Identify/list/name the different types of salad dressings
Week 4:	Identify/list the number of bread and starch portions to eat daily	Identify and list the characteristics of fresh eggs
Week 5:	Select/write ingredients suitable for making a wrap	Identify two types of cheese
Week 6:	Choose and mark/write an attractive packaging material to package fudge	List the steps to prepare, set and un-mould jelly
Week 7:	Select dishes suitable for a coffee break	Draw a tray set for coffee
Week 8:	Cut and paste the cutlery and crockery to host a coffee break	Draw a coffee break setting for 4 people
Week 10:	Colour/mark/match/write how to clean restaurant linen	Mark the dirty spots in the kitchen and identify suitable cleaning materials to clean with

Learners are three years in Grade 5, and therefore 3 suggested recipes are provided to allow the learners to perform the second and third suggested recipes during their second and third year in grade 5. It is not advisable to repeat the same recipes more than once as this will not provide the learner the opportunity to learn additional skills.

3.4.5 Grade 5 Term 1

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	Sectors in the hospitality industry	<p>Understand the concept of Hospitality Studies</p> <p>Understand the layout of the training kitchen and dining area and the functions of each</p> <p>List suggestions for classroom rules and repeat rules</p> <p>Understand and role play the routines in the training kitchen.</p> <p>Identify and/or list the sectors in the hospitality industry and services provided by each</p> <p>Identify and list food & beverage and accommodation establishments</p>	<p>The learner choose the colours and the teacher issues the following labelled items to the learners:</p> <p>Homework books</p> <p>Recipe books</p> <p>Chefs aprons</p> <p>Disposable caps</p> <p>The learners understand the concept Hospitality Studies, identify the sectors in the industry, identify food and beverage and accommodation establishments and repeat the classroom rules</p> <p>The learners role play how to:</p> <p>Dress in their aprons and disposable caps</p> <p>Wash and dry their hands</p> <p>Select utensils from their allocated kitchen cabinets, cook food on allocated stove and wash dishes in their allocated sinks, dry and put dishes away</p> <p>Take their aprons off and put aprons and hats in an allocated area</p>

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
2	Hygiene and safety Food commodities	Understand the concept of personal hygiene and appropriate dress code Give reasons for wearing protective clothing in a kitchen Understand and practise safety practices in the kitchen List and role play procedures to follow in emergency situations Conform to personal hygiene practises in the Hospitality Studies centre	GRADE 5 1 st year (2 hour periods) Learners prepare and enjoy a cup of filter coffee with milk practising safety rules in the kitchen
			GRADE 5 2 nd year (2 hour periods) Learners prepare and enjoy a cup of tea served with milk practising safety rules in the kitchen
			GRADE 5 3 rd year (2 hour periods) Learners prepare and enjoy Cafe Latte practising safety rules in the kitchen
3	Nutrients and menu planning Food commodities	Identify fruit on the SA Food Pyramid Identify the number of portions of fruit to eat daily Understand the meaning of the term “portion size” Identify frozen desserts on the SA Food Pyramid Classify ice creams as a frozen dessert	GRADE 5 1 st year (2 hour periods) Learners prepare and serve banana split bites
			GRADE 5 2 nd year (2 hour periods) Learners prepare and serve fresh fruit popsicle sticks
			GRADE 5 3 rd year (2 hour periods) Learners prepare and serve striped fruit popsicles
4	Nutrients and		GRADE 5 1 st year (2 hour periods) Learners prepare and bottle marmelade

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	menu planning	Understand the meaning of the word “nutrient” and why nutrients are important to us	GRADE 5 2 nd year (2 hour periods) Learners prepare and bottle fruit jam
	Food commodities	Name the nutrient in fruit as vitamins, minerals and sugar Group fruit in groups, namely soft fruit, hard fruit, citrus fruit, stone fruit and tropical fruit List the uses of fruit on the menu Understand the meaning of the term: “preserved food and sterilization” List different methods to preserve food Describe how sugar is used in food preservation	GRADE 5 3 rd year (2 hour periods) Learners prepare and bottle fruit jam
5	Nutrients and menu planning	Explain why it is important to wash fruit under running water List the characteristics to look out for when purchasing fruit Understand the meaning of the words “blemish, seasonal fruit”	GRADE 5 1 st year (2 hour periods) Learners prepare and serve a lemon berry quick bread
	Food commodities	Explain how fruit is packaged in the shop Explain how fruit should be stored at home List the cooking methods used to prepare fruit	GRADE 5 2 nd year (2 hour periods) Learners prepare and serve baked fruit and nut bars
		Describe how to prepare baking sheets, cake tins and bread tins to bake products List the characteristics of baked products	GRADE 5 3 rd year (2 hour periods) Learners prepare and bake mini fruit cakes
6	Nutrients and menu planning	Identify eggs on the SA Food Pyramid Identify bread on the SA Food Pyramid Identify egg portion size and the suggested number of portions	GRADE 5 1 st year (2 hour periods) Learners prepare and serve French toast
			GRADE 5

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Food commodities	to eat daily Identify bread portion size and the suggested number of portions to eat daily Identify and name the sizes of eggs as jumbo, extra large, large, medium and small Identify and list the birds as well as their eggs consumed by humans	2 nd year (2 hour periods) Learners prepare and serve window eggs GRADE 5 3 rd year (2 hour periods) Learners prepare baked egg and bread dish and serve
7	Nutrients and menu planning Food commodities	Identify desserts on the SA food pyramid Identify the number of portions to eat daily Group hot desserts in groups as baked, boiled, fried, poached, steamed and stewed List examples of custard and cream desserts	GRADE 5 1 st year (2 hour periods) Learners prepare and serve baked custard GRADE 5 2 nd year (2 hour periods) Learners prepare and serve lemon meringue pie GRADE 5 3 rd year (2 hour periods) Learners prepare and serve crème brûlée
8	Nutrients and menu planning Food	Identify choux pastry on the SA Food Pyramid Identify choux pastry portion size and the suggested number of portions to eat daily List the ingredients used to prepare choux pastry Identify the shapes used to produce choux pastry products List the characteristics of choux pastry products	GRADE 5 1 st year (2 hour periods) Learners prepare and serve cream puffs filled with whipped cream GRADE 5 2 nd year (2 hour periods) Learners prepare and serve éclairs filled with whipped cream and dusted with icing sugar

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	commodities	Describe how to present choux pastry products Describe how to store choux pastry products	GRADE 5 3 rd year (2 hour periods) Learners prepare and serve cream puffs filled with whipped cream and decorated with melted chocolate
9	Food and beverage services	Prepare the venue for English breakfast Understand room layout and placing of guests Set tables for breakfasts and lunches Receive and seat guests	Mise-en-place in the restaurant: English breakfast Practise room layout Role play receiving, placing and seating of guests Practise to set tables using individual table setting cards
10	Cleaning and housekeeping	Identify and use cleaning materials Recycle recyclables in the hospitality industry	Learners identify cleaning materials and clean the following areas scrub floors, sinks, counter tops and kick boards Washes, dries and stores crockery and cutlery Recycle in the hospitality industry

Assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The assessment goals for Grade 5, first, second and third year are the same, the dishes are however more advanced.

Week 2:	Keep work surface neat and clean	Dress correctly in disposable cap and cover hair with cap
Week 3:	Identify correct equipment to use	Measure dry ingredients correctly
Week 4:	Measure liquids correctly	Sterilize bottle correctly and safely
Week 5:	Place bread tins/cake tins/baking sheet on the middle shelf in oven	Prepare bread tins/cake tins/baking sheets to bake products
Week 6:	Switch stove plate off before removing pot from stove plate	Prepare food with clean hands and short nails
Week 7:	Use oven gloves safely	Wash dishes thoroughly
Week 8:	Use oven safely	Measure bigger quantities dry ingredients correctly
Week 10:	Clean cupboards thoroughly	Clean floors thoroughly

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

Week 2:	Know how to conform to personal hygiene practises in the Hospitality Studies centre	List what you may not do during food preparation	Tell how my hair should be covered during food preparation
Week 3:	Identify frozen desserts on the SA Food Guide Pyramid	Identify examples of frozen desserts	Describe why desserts are not healthy
	Indicate the nutritional value of fruit on the SA Food pyramid and how many portions to eat daily	List different methods to preserve food	List the uses of fruit on the menu

Week 5:	Mark/list the characteristics of baked products	Describe how to prepare baking sheets, cake tins and bread tins to bake products	List the characteristics of baked products
Week 6:	Mark/identify eggs and bread on the SA Food Pyramid and how many portions to eat per week	Name the cooking methods for French toast and Window eggs	Describe the differences between shallow frying and baking
Week 7:	Identify desserts on the SA food pyramid and the number of portions to eat daily	Group hot desserts in groups as baked, boiled and fried and/or poached, steamed and stewed	List examples of custard and cream desserts
Week 8:	Organise the steps to make choux pastry in the correct order	Identify the shapes used to produce choux pastry products	Describe how to present and/or store choux pastry products
Week 10:	Colour/mark/write the cleaning material to use to clean a kitchen	Mark how to store crockery and cutlery	Identify where not to dispose of waste

3.4.6 Grade 5 Term

Grade 5 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	Sectors in the hospitality industry Nutrition and menu planning Food commodities	Identify food and beverage and accommodation establishments in the local area and compare their services and products Identify cereals on the SA Food Pyramid Identify the portion size of cereals and list the number of portions to eat from the bread and starch group Identify and name cereals used in food preparation Understand the term "shelf life" and identify cereals with shorter and longer shelf life	GRADE 5 1 st year (2 hour periods) Learners prepare and serve layered muesli, cornflakes and fruit served with yoghurt and tea
			GRADE 5 2 nd year (2 hour periods) Learners prepare and serve layered muesli, cornflakes and fruit served with yoghurt and café au lait
			GRADE 5 3 rd year (2 hour periods) Learners prepare and serve layered muesli, cornflakes and fruit served with yoghurt and café mocha
2	Nutrition and menu planning Food commodities	List the most important nutrient in porridge, namely starch and provide 2 functions for starch Identify and name South-Africa's staple food Identify and list the products that are made from maize List the accompaniments for breakfast cereals and porridge Describe how maize meal can be used to prepare a variety of	GRADE 5 1 st year (2 hour periods) Learners prepare and serve oats porridge with milk and sugar
			GRADE 5 2 nd year (2 hour periods) Learners prepare and serve maltabella porridge milk and sugar
			GRADE 5 3 rd year (2 hour periods)

Grade 5 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
		porridges	Learners prepare and serve couscous with milk
3	Nutrients and menu planning Food commodities	Identify rice on the SA Food Pyramid Identify the nutrients in rice, namely starch Group rice in different types: Long grain and short grain rice, brown rice and speciality rice Describe how to store rice List the cooking methods Describe the effect of heat on rice Identify the portion size	GRADE 5 1 st year (2 hour periods) Learners prepare boiled white rice and serve
			GRADE 5 2 nd year (2 hour periods) Learners prepare rice salad and serve
			GRADE 5 3 rd year (2 hour periods) Learners prepare rice timbales
4	Nutrients and menu planning Food commodities	Identify the starch and fat group on the SA Food Pyramid Identify cake, biscuit and rusk portion size and the number of portions to eat daily List the most important nutrient in cake, biscuits and rusks, namely starch and fat and list the function of starch and fat Identify and name the raising agent used for cakes and biscuits Identify and name the cooking method used for cakes and biscuits	GRADE 5 1 st year (2 hour periods) Learners prepare, bake and serve vanilla cup cakes dusted with icing sugar
			GRADE 5 2 nd year (2 hour periods) Learners prepare, bake and serve vanilla cup cakes decorate with butter icing
			GRADE 5 3 rd year (2 hour periods) Learners prepare, bake and serve fudge cup cakes decorate with butter icing
5	Nutrients and	Identify the starch and fat group on the SA Food Pyramid	GRADE 5

Grade 5 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	menu planning	Identify cake, biscuit and rusk portion size and list the number of portions to eat daily	1 st year (2 hour periods) Learners prepare, bake and package vanilla single layer cakes dusted with icing sugar
	Food commodities	Identify and name the raising agent used for cakes and biscuits	GRADE 5 2 nd year (2 hour periods) Learners prepare, bake and package chocolate single layer cakes decorated with butter icing
		Identify and name the cooking method used for cakes and biscuits	GRADE 5 3 rd year (2 hour periods) Learners prepare, bake and package fudge single layer cakes, cut into slices and decorated with butter icing
6	Nutrients and menu planning	List the most important nutrient in cakes and biscuits, namely starch and list two functions of starch and fat	GRADE 5 1 st year (2 hour periods) Learners prepare and bake crunchies cut into squares The teacher package the biscuits and learners take the baked products home the next day
	Food commodities	Identify and distinguish between the different types of biscuits	GRADE 5 2 nd year (2 hour periods) Learners prepare and bake vanilla biscuits (rolled and shaped. The teacher package the biscuits and learners take the baked products home the next day
		Identify and list the characteristics of baked products that are ready to take out of the oven	GRADE 5 3 rd year (2 hour periods) Learners prepare and bake health rusks. The teacher slice, dry and package rusks and send home two days later

Grade 5 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
7	Food and beverage services Kitchen and restaurant operations	<p>Understand the term “menu” and the typical layout of a menu</p> <p>Understand the principles of menu planning</p> <p>Choose a dish to prepare or task to perform in the restaurant</p> <p>Understand and practise mise-en-place in a restaurant</p> <p>Prepare a English breakfast</p> <p>Set the table for a English breakfast</p> <p>Understand and practise service and clearing techniques</p>	<p>Learners practise a trail run to prepare food for a English breakfast menu. The following are suggested recipes:</p> <p>Filter coffee and a selection of fruit juice</p> <p>Scrambled eggs with toast</p> <p>Fried beef or pork sausage</p> <p>Grilled, sliced tomatoes and mushrooms</p> <p>Learners clean up afterwards</p>
8	Food and beverage services Kitchen and restaurant operations	<p>Understand and practise mise-en-place in a restaurant</p> <p>Prepare a English breakfast</p> <p>Understand the nutritional value of breakfasts</p> <p>Set the table for a English breakfast</p> <p>Understand and practise service and clearing techniques</p>	<p>Learners prepare and serve food for a breakfast menu. The following are suggested recipes:</p> <p>Filter coffee and a selection of fruit juice</p> <p>Scrambled eggs with toast</p> <p>Fried beef or pork sausage</p> <p>Grilled, sliced tomatoes and mushrooms</p> <p>Learners clean up afterwards</p>
9	Food and		Learners prepare and serve food for a breakfast menu. The following

Grade 5 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	beverage services Kitchen and restaurant operations	Understand and practise mise-en-place in a restaurant Prepare a English breakfast Set the table for a breakfast Understand and practise service and clearing techniques Understand the principles of menu planning	are suggested recipes: Filter coffee and a selection of fruit juice Scrambled eggs with toast Fried beef or pork sausage Grilled, sliced tomatoes and mushrooms Learners clean up afterwards
10	Cleaning and housekeeping	Identify and use cleaning materials Clean floors, tiles and cupboards Clean public areas – e.g. school entrance hall Recycling in the hospitality industry	The learners clean different sections in the hospitality studies kitchen, e.g.: scrub floors, sinks, counter tops and kick boards Clean school entrance hall Recycle recyclables

Assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The assessment goals for Grade 5, first, second and third year are the same, the dishes are however more advanced.

Week 2:	Measure big quantities dry ingredients correctly	Use whisk to stir in the shape of an eight
Week 3:	Measure small quantities of dry ingredients correctly	Measure liquids correctly
Week 4:	Remember to switch oven off after being used	Move beater in mixing bowl to beat cake batter
Week 5:	Scrape batter from mixing bowl into cake tins	Use oven gloves to put cake tin into oven and to remove from oven
Week 6:	Cream margarine and sugar successfully	Shape scones correctly
Week 7:	Waitering skills: Take an order independently	Chef skills: Prepare dish independently
Week 8:	Waitering skills: Take ordered food to the correct guest	Chef skills: Able to “multiply” ingredients correctly
Week 10:	Clean stove thoroughly	Clean fridge thoroughly

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

Week	Select/identify/write the portion size of porridge	Identify and list products that are made from	List the accompaniments for breakfast cereals
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2:	and the number of portions to eat	maize	and porridge
Week	Colour/mark/ write how to cook rice	Group rice according to types	Describe the effect of heat on rice
3:			
Week	Indicate the nutritional value of cakes and	Identify and name the rising agent used for cakes	Identify and name the cooking method used for
4:	biscuits on the SA Food pyramid	and biscuits	cakes and biscuits
Week	Select/write the correct answers to describe	Select/write the correct answers to describe	Describe how to prepare cake tins
5:	successfully baked cakes	successfully baked cakes	
Week	Mark/write how a well baked biscuit looks	Identify and distinguish between the different	Identify and list the characteristics of baked
6:		types of biscuits	products that are ready to take out of the oven
Week	Colour/mark/list your task in the restaurant	Write 3 or more steps to complete your task in	Write 5 or more steps to complete your task in
7:		the restaurant	the restaurant
Week	Colour/mark a breakfast place setting for one	Colour/mark a breakfast place setting for two	Colour/mark a breakfast place setting for four
8:	person	persons	persons
Week	Colour/mark/write the cleaning material to use to	Describe the steps to clean floors in public areas	Identify equipment that is available on the market
10:	clean floors in public areas		to clean floors in public areas

3.4.7 Grade 5 Term 3

Grade 5 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	Hygiene and safety Nutrition and menu planning Food commodities	Understand hygiene on food premises and practise safe food storage practises, and recycling of waste Identify milk and dairy products on the SA Food Pyramid Identify milk and dairy products portion size and list the number of portions to eat daily Identify and distinguish between fresh milk (full cream, low fat and skimmed) and evaporated, condensed, powdered and processed milk. Understand the difference between fresh, sour and long life cream.	GRADE 5 1 st year (2 hour periods) Learners prepare and serve a strawberry and almond smoothie made with ice cream
			GRADE 5 2 nd year (2 hour periods) Learners prepare and serve a chocolate and banana smoothie made with yoghurt and ice cream
			GRADE 5 3 rd year (2 hour periods) Learners prepare and serve a health smoothie made with yoghurt
2	Nutrition and menu planning Food commodities	List the most important nutrient in milk and milk products, namely protein and calcium Identify cream soup portion size and list the number of portions to eat from the dairy group Understand and identify the difference between thin, clear soups (consommé) and thick soup (cream and puree soup) List the characteristics of a good soup	GRADE 5 1 st year (2 hour periods) Learners prepare and serve corn and ham soup
			GRADE 5 2 nd year (2 hour periods) Learners prepare and serve potato and bacon cream soup
			GRADE 5 3 rd year (2 hour periods) Learners prepare and serve butternut and orange cream soup

Grade 5 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
		List the accompaniments for soup	
3	Nutrition and menu planning Food commodities	List the most important nutrient in milk and milk products, namely protein and calcium and list the function of protein and calcium	GRADE 5 1 st year (2 hour periods) Learners prepare and serve quiche Lorraine
		Identify pastry on the SA Food Pyramid and list the number of portions to eat daily Name types of pastry: short (plain, sweet), puff, and frozen (phyllo, puff, short) List the ingredients to prepare pastry Identify quality characteristics of the end product	GRADE 5 2 nd year (2 hour periods) Learners prepare and serve bacon and onion quiche
			GRADE 5 3 rd year (2 hour periods) Learners prepare and serve salami and mushroom cheese quiche
4	Nutrition and menu planning Food commodities	Identify fish on the SA Food Pyramid Identify fish portion size and list the number of portions to eat daily List the most important nutrient in fish, namely protein and calcium Group fish according to their origin, or shape or flesh Identify and list the factors to consider when purchasing fish Identify and list the cooking methods to prepare fish Identify food spoilage and food contamination	GRADE 5 1 st year (2 hour periods) Learners prepare and serve poached hake with lemon butter sauce
			GRADE 5 2 nd year (2 hour periods) Learners prepare and serve fried fish cakes (made with pilchards) with lemon
			GRADE 5 3 rd year (2 hour periods) Learners prepare and serve hake pie
5	Nutrition and menu planning	Identify poultry on the SA Food Pyramid Identify poultry portion size and list the number of portions to	GRADE 5 1 st year (2 hour periods)

Grade 5 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Food commodities	eat daily List the most important nutrient in fish and poultry, namely protein Identify and list the types of poultry that we eat Identify food spoilage, food poisoning and food contamination	Learners prepare and serve chicken stir fry
			GRADE 5 2 nd year (2 hour periods) Learners prepare and serve chicken burger
			GRADE 5 3 rd year (2 hour periods) Learners prepare and serve chicken stew
6	Nutrition and men planning	List the most important nutrient in poultry, namely protein and list the function of protein Identify and list the cooking methods to prepare poultry Identify and list the factors to consider when purchasing poultry Describe temperature control	GRADE 5 1 st year (2 hour periods) Learners prepare and serve curried chicken
	Food commodities		GRADE 5 2 nd year (2 hour periods) Learners prepare and serve creamy paprika chicken
			GRADE 5 3 rd year (2 hour periods) Learners prepare and serve Chicken a'la King
7	Client service and	Understand the structure of a team and the definition of roles Understand and practise respect to learners, clients and	Learners practise a trail run to prepare a 3 menu. The following are suggested recipes:

Grade 5 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	communication Food and beverage service Kitchen and restaurant operations	<p>teachers</p> <p>Understand the term “menu” and the typical layout of a 3 course menu</p> <p>Choose a dish to prepare or task to perform in the restaurant</p> <p>Understand and practise mise-en-place in a restaurant</p> <p>Prepare a 3 course menu</p> <p>Set the table for a 3 course menu</p> <p>Understand and practise service and clearing techniques</p>	<p>Cucumber mould</p> <p>Chicken or beef stew with rice timbales</p> <p>Mixed vegetable salad</p> <p>Crème brûlée or crème anglaise</p> <p>Filter coffee/tea/coffee au lait</p> <p>Learners share and eat the dishes and clean up afterwards</p>
8	Food and beverage service Kitchen and restaurant operations	<p>Understand the structure of a team and the definition of roles</p> <p>Understand and practise respect to learners, clients and teachers</p> <p>Understand the term “menu” and the typical layout of a 3 course menu</p> <p>Understand and practise mise-en-place in a restaurant</p> <p>Choose dish to prepare or task to perform in the restaurant</p> <p>Prepare a 3 course menu</p> <p>Set the table for a 3 course menu</p> <p>Understand and practise service and clearing techniques</p> <p>Understand and practise to greet guests</p>	<p>Learners prepare and serve a 3 course menu. The following are suggested recipes:</p> <p>Cucumber mould</p> <p>Chicken or beef stew with rice timbales</p> <p>Mixed vegetable salad</p> <p>Crème brûlée or crème anglaise</p> <p>Filter coffee/tea/coffee au lait</p> <p>Learners share and eat the dishes and clean up afterwards</p>
9	Food and beverage service	<p>Understand and practise respect to learners, clients and teachers</p> <p>Understand and practise mise-en-place in a restaurant</p>	<p>Learners prepare and serve a 3 course menu. The following are suggested recipes:</p> <p>Cucumber mould</p> <p>Chicken or beef stew with rice timbales</p>

Grade 5 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Kitchen and restaurant operations	Prepare a 3 course menu Set the table for a 3 course menu Understand and practise service and clearing techniques Understand customer relations Understand and practise service and clearing techniques Understand and practise to greet guests	Mixed vegetable salad Crème brûlée or crème anglaise Filter coffee/tea/coffee au lait Learners share and eat the dishes and clean up afterwards
10	Cleaning and housekeeping	Identify and use cleaning materials Clean bathrooms and toilets	The learner cleans different sections in the school, e.g.: Bathrooms and toilets

Assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The assessment goals for Grade 5, first, second and third year are the same, the dishes are however more advanced.

Week 2:	Dish up and serve soup safely	Maintenance of hygienic standards: Clean and dry sink thoroughly
Week 3:	Perform the rub-in and creaming mixing method	Prepare food with clean hands and short clean nails
Week 4:	Poach/ fry products correctly	Clean stove top thoroughly
Week 5:	Grill/fry correctly	Identify most suitable equipment to prepare product
Week 6:	Stew correctly	Prepare food with neatly tied hair
Week 7:	Waitering skills: Collect correct order	Chef skills: Prepare dish independently
Week 8:	Waitering skills: Clear table correctly	Chef skills: Efficient use of time
Week 10:	Clean toilets thoroughly	Clean doors thoroughly

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

Week 2:	Select/identify/write examples of dairy products	Understand and identify the difference between thin, clear soups (consommé) and thick soup (cream and puree soup)	List the accompaniments for soup
Week 3:	Colour/mark the utensils you will use to a quiche	List the most important nutrient in milk and milk products, namely protein and calcium and list the	Name types of pastry: short (plain, sweet), puff, and frozen (phyllo, puff, short)

Week		function of protein and calcium	
4:	Identify/name the fresh water fish	Identify and list the factors to consider when purchasing fish	Identify and list the cooking methods to prepare fish
Week		Identify and list the types of poultry that we eat	Identify food spoilage, food poisoning and food contamination
5:	Select/write the cooking methods to prepare a burger and meat stew		
Week		Identify and list the cooking methods to prepare poultry	Identify and list the factors to consider when purchasing poultry
6:	Mark/identify how to thaw chicken		
Week		Identify dishes that are not suitable for a 3 course menu	Draw up your own 3 course menu
7:	Select dishes for a 3 course menu.		
Week		Cut and paste the cutlery and crockery to set a 3 course dinner for 4 people	Cut and paste the cutlery and crockery to set a 3 course dinner for 6 people
8:	Cut and paste the cutlery and crockery to set a 3 course dinner for 2 people		
Week		Colour/mark/match/write how to clean a hand basin in a bathroom	Colour/mark/match/write how to clean a toilet
10:	Colour/mark/match/write how to clean a bathroom		

3.4.8 Grade 5 Term 4

Grade 5 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	Food commodities	Identify pasta on the SA Food Pyramid Identify pasta portion size and list the number of portions to eat daily Identify the cooking methods suitable for pasta dishes	GRADE 5 1 st year (2 hour periods) Learners prepare and serve boiled pasta with instant pasta sauce
			GRADE 5 2 nd year (2 hour periods) Learners prepare and serve boiled pasta with cheese sauce
			GRADE 5 3 rd year (2 hour periods) Learners prepare and serve macaroni and cheese
2	Food commodities	Identify fruit on the SA Food Pyramid List the most important nutrient in pasta, namely starch and list the function of starch Group pasta according to the shapes (shells, screws and other), sheets (lasagne), ribbons (tagliatelle, fettuccine, spaghetti) and filled (cannelloni, ravioli) Describe how to prepare pasta Describe how to store pasta List the cooking methods suitable to prepare pasta	GRADE 5 1 st year (2 hour periods) Learners prepare and serve apple pasta salad (use mayonnaise)
			GRADE 5 2 nd year (2 hour periods) Learners prepare and serve banana and macaroni salad (use mayonnaise and cream cheese)
			GRADE 5 3 rd year (2 hour periods) Learners prepare and serve pasta and leek stir fry
3	Nutrition and menu planning	Identify vegetables on the SA Food Pyramid Identify vegetable portion size and list the number of	GRADE 5 1 st year (2 hour periods) Learners prepare and serve mashed potatoes

Grade 5 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Food commodities	portions to eat daily Identify the different types of vegetables Identify the edible parts of the vegetable plant	GRADE 5 2 nd year (2 hour periods) Learners prepare and serve baked fantail potatoes
			GRADE 5 3 rd year (2 hour periods) Learners prepare and serve jacket potatoes with fried mushrooms and cherry tomatoes
4	Nutrition and menu planning Food commodities	Identify bread on the SA Food Pyramid Identify bread portion size and list the number of portions to eat daily List and name the ingredients to bake bread	GRADE 5 1 st year (2 hour periods) Learners prepare brown bread in mini loaf tins and package bread to take home
			GRADE 5 2 nd year (2 hour periods) Learners prepare health bread in mini loaf tins and package bread to take home
			GRADE 5 3 rd year (2 hour periods) Learners prepare herb bread in mini loaf tins and package bread to take home
5	Nutrition and menu planning	List the most important nutrient in bread, namely starch and list the function of starch Identify the different cooking methods for yeast products	GRADE 5 1 st year (2 hour periods) Learners prepare brown bread rolls (teacher prepare dough) and package bread to take home

Grade 5 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Food commodities	Understand and identify the characteristics of a baked product	GRADE 5 2 nd year (2 hour periods) Learners prepare cinnamon bread (teacher prepare dough) and package bread to take home
			GRADE 5 3 rd year (2 hour periods) Learners prepare braided bread (teacher prepare dough) and package bread to take home
6	Nutrition and menu planning	Identify sugar on the SA Food Pyramid Boil water and pour boiling water safely holding one hand behind his/her back Distinguish between the different jelly flavours Understand and practise how to prepare, set and un-mould jelly	GRADE 5 1 st year (2 hour periods) Learners prepare banana and orange jelly served with custard
			GRADE 5 1 st year (2 hour periods) Carrot and pineapple moulded salad
	Food commodities	Identify and name gelatine Describe what is gelatine Describe how to set gelatine dishes	GRADE 5 3 rd year (2 hour periods) Learners prepare and serve trifle (use 2 different jelly flavours)
7	Client service and communication	Identify and describe the procedure for absenteeism and illness in the hospitality industry	Learners practise a trail run to prepare a birthday party for a 6 – 11 year old child . The following are suggested recipes: Strawberry smoothie

Grade 5 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Food and beverage service Kitchen and restaurant operations	Understand the term “menu” and the typical layout of a children’s party menu Choose dish to prepare or task to perform in the restaurant Understand and practise mise-en-place in a restaurant Prepare a children’s party menu Set the table for children’s party Draw up a shopping list Understand and practise service and clearing techniques Understand customer relations	Cup cakes, or novelty birthday cake Tramezzini with cheese or eclairs with savoury filling Crumpets served with butter and cheese or pancakes with savoury filling Yoghurt jelly
8	Client service and communication Food and beverage service Kitchen and restaurant operations	Understand the structure of a team and team work Understand and practise respect to learners, clients and teachers Understand the term “menu” and the typical layout of a children’s party menu Understand and practise mise-en-place in a restaurant Prepare a children’s party menu Set the table for children’s party Understand and practise service and clearing techniques Understand customer relations	Learners prepare a birthday party for a 6 – 11 year old child. The following are suggested recipes: Strawberry smoothie Cup cakes, or novelty birthday cake Tramezzini with cheese or eclairs with savoury filling Crumpets served with butter and cheese or pancakes with savoury filling Yoghurt jelly
9	Hygiene and safety	Understand and practise hygiene and safety in the restaurant	Learners prepare a birthday party for a 6 – 11 year old child. The following are suggested recipes: Strawberry smoothie

Grade 5 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Food and beverage service Kitchen and restaurant operations	Understand the importance of a nutritional children's party Understand and practise mise-en-place in a restaurant Prepare a children's party menu Set the table for children's party Understand and practise service and clearing techniques Understand customer relations	Cup cakes, or novelty birthday cake Tramezzini with cheese or eclairs with savoury filling Crumpets served with butter and cheese or pancakes with savoury filling Yoghurt jelly Strawberry Santa Clause
10	Cleaning and housekeeping	Identify and use cleaning materials Clean a office in the school	The learner cleans different sections in the school, e.g.: Office space

Assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The assessment goals for Grade 5, first, second and third year are the same, the dishes are however more advanced.

Week 2:	Boil and drain pasta correctly	Clean and sort cutlery correctly
Week 3:	Practise safe knife skills	Switches stove plate off before removing pot
Week 4:	Prepare bread tins correctly	Know when to take bread out of oven
Week 5:	Measure dry ingredients correctly	Wash dishes in warm, clean water and rinse
Week 6:	Handle hot liquids safely	Stir ingredients in the shape of an 8
Week 7:	Waitering skills: Serve dishes correctly	Chef skills: Work under pressure
Week 8:	Waitering skills: Treat guests politely and with respect	Chef skill: Maintain hygienic standards
Week 10:	Dispose of waste hygienically	Clean an office space thoroughly

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

Week 2:	Select/mark the pasta food group on the SA Food Pyramid	List the most important nutrient in pasta, and the function	Group pasta according to the shapes (shells, screws and other), sheets (lasagne), ribbons (tagliatelle, fettuccine, spaghetti) and filled (cannelloni, ravioli)
Week 3:	Identify vegetable portion size and list the number of portions to eat daily	Identify the different types of vegetables	Identify the edible parts of the vegetable plant
Week	Identify/mark the ingredients to bake bread	Identify bread portion size and list the number of	List and name the ingredients to bake bread

4:		portions to eat daily	
Week	Identify the different types of flour used to bake bread	Identify the different cooking methods for yeast products	Understand and identify the characteristics of a baked product
5:			
Week	Select the dishes with gelatine as an ingredient	Understand and practise how to prepare, set and un-mould jelly	Describe what is gelatine
6:			
Week	Select dishes suitable for a birthday party for a 1 year old child	List the ingredients to prepare the birthday party	Compile a shopping list to buy the ingredients for the birthday party
7:			
Week	Paste a picture of a novelty cake and list the ingredients you will need to bake the cake	List the steps to prepare the novelty cake	Create a theme for a birthday party for a 6 year old and compile a menu
8:			
Week	Colour/mark/match/write how to clean the school's sick room	Colour/mark/match/write how to make the bed in the school's sick room	Colour/mark/match/write how to clean the mirror in the school's sick room
10:			

This is the end of the document for schools instructing 4 skills subjects with 2 hours instruction time allocated to each skills subject. The following section of the document is applicable to schools instructing three skills subjects, with 2,5 hours instruction time.

The following section is a repeat of the practical content overview and teaching plans, however this section refers to 2,5 hours teaching time per five day cycle, whilst the previous section of the document refers to 2 hours teaching time per five day cycle. The recipes in the following section is slightly more advanced to ensure that the additional 30 minutes is used constructively to complete the recipes.

3.5 Term overview – 2,5 hours teaching time per five day cycle

week	GRADE 4 1 st year (2.5 hour periods)	GRADE 4 2 nd year (2.5 hour periods)	GRADE 5 1 st year (2.5 hour periods)	GRADE 5 2 nd year (2.5 hour periods)	GRADE 5 3 rd year (2.5 hour periods)
	TERM 1				
1	The learners role play how to dress in their aprons and disposable caps, wash and dry their hands, select utensils, matching the flash card shown by the teacher, from allocated kitchen cabinets, cook food on allocated stoves and wash dishes in their allocated sinks, dry and put dishes away. Learners practise to take their aprons off and put aprons and hats in an allocated area				
2	Glass of mixed fruit juice served in a saucer with a doily applying safety rules in the kitchen	Hot chocolate with milk practising safety rules in the kitchen	Cup of filter served with milk and a biscuit practising safety rules in the kitchen	Cup of tea served with milk and a biscuit practising safety rules in the kitchen	Cafe Latte served with a biscuit practising safety rules in the kitchen
3	Fruit salad served in half a hollowed pineapple	Fruit kebabs (4 types of fruit) in plate garnished with icing sugar	Banana split bites variation	Fresh fruit popsicle sticks variation	Striped fruit popsicles variation
4	Breakfast banana split with garnishes	Fresh fruit trifle in individual parfait glasses	Marmalade	Fruit jam	Fruit jam
5	Baked apples/pears served with readymade custard	Stewed dried fruit served with vanilla yoghurt	Lemon berry quick bread	Baked fruit and nut bars	Iced mini fruit cakes
6	Hard or soft boiled eggs served in egg cup with a slice of toast	Poached eggs with a slice of toast and sliced tomatoes	French toast with syrup	Window eggs served with grated cheese	Baked egg and bread dish with cheese and serve

7	Scrambled eggs with grated cheese and a slice of toast	Omelette with cheese and spinach filling (teacher boils the spinach)	Baked caramel custard	Lemon meringue tart	Crème anglaise
8	Meringues (use icing bag to pipe rosettes)	Coloured meringues (use icing bag to pipe rosettes) decorated with 100's and 1000's	Cream puffs filled with whipped cream and dusted with icing sugar	Éclairs filled with whipped cream and decorated with chocolate	Cream puffs filled with whipped cream and decorated with chocolate shapes
9	Mise-en-place in the restaurant: breakfasts and lunches		Mise-en-place in the restaurant: breakfasts, lunches and buffet		
10	Learners identify and clean the following areas: scrub floors, sinks, counter tops and kick boards. Learners wash, dry and store crockery and cutlery Learners dispose of waste		Learners identify and clean the following areas: scrub floors, sinks, counter tops and kick boards. Learners wash, dry and store crockery and cutlery. Learners recycle waste material		
	TERM 2				
1	Instant mabella meal pap and serve with milk, honey and fruit juice	Layered muesli and cornflakes in glass served with filter coffee	Layered muesli, cornflakes and fruit served with yoghurt and flavoured	Layered muesli, cornflakes and fruit served with yoghurt and cappuccino	Layered muesli, cornflakes and fruit served with yoghurt and café mocha
2	Tasty Wheat and serve with accompaniments	Maize pap with accompaniments	Oats porridge with accompaniments	Maltabella porridge with accompaniments	Couscous with accompaniments
3	Crumpets with marmite and grated cheese	Waffles with syrup and whipped cream	Boiled yellow rice with raisins	Rice salad (add 1 ingredient to basic recipe) and serve	Rice timbales (with 1 additional ingredient)
4	Pancakes and serve with ice cream and syrup	Crepes and serve with ice cream and syrup	Marble cup cakes dusted with icing sugar	Marble cup cakes decorated with butter icing	Fudge cup cakes decorate with 7 minute icing
5	Muffins served with margarine, jam and whipped	Raisin muffins and serve with margarine or margarine,	Vanilla single layer cakes decorated with butter icing	Chocolate single layer cakes decorated with butter icing	Coconut single layer cakes, cut into slices and decorated

	cream	jam and whipped cream			with butter icing
6	Breakfast scones and serve with margarine, jam and whipped cream	Individual scones and serve with margarine, jam and whipped cream	Chocolate crunchies cut into squares	Millionaires short bread.	All Bran rusks.
7	Learners practise a trail run to prepare food for a breakfast menu . The following are suggested recipes: Coffee and orange juice Boiled and baked eggs Muesli with yoghurt and fruit, oats porridge with honey and fruit, crumpets with honey, and a breakfast wrap. Learners share and eat the food after preparation		Learners practise a trail run to prepare food for a English breakfast menu. The following are suggested recipes Filter coffee and a selection of fruit juice Scrambled eggs with toast Fried beef or pork sausage Grilled, sliced tomatoes and mushrooms Learners clean up afterwards		
8&9	Learners prepare and serve food for a breakfast menu . The following are suggested recipes Coffee and orange juice Boiled and baked eggs Muesli with yoghurt and fruit, oats porridge with honey and fruit, crumpets with honey, and a breakfast wrap. Learners clean up afterwards		Learners prepare and serve food for a breakfast menu. The following are suggested recipes Filter coffee and a selection of fruit juice Scrambled eggs with toast Fried beef or pork sausage Grilled, sliced tomatoes and mushrooms Learners clean up afterwards		
10	The learner cleans different sections in the hospitality studies kitchen, e.g.: scrub floors, sinks, counter tops and kick boards washes, dries and stores glassware dispose of waste		The learner cleans different sections in the hospitality studies kitchen, e.g.: scrub floors, sinks, counter tops and kick boards Clean school entrance hall Recycle recyclables		
	TERM 3				
1	Chocolate milk shake in decorated glass	Strawberry and vanilla ice cream	Strawberry and almond smoothie made with yoghurt	Apple and lime smoothie made with yoghurt and ice	Health smoothie made with yoghurt and honey

			and ice cream	cream	
2	Toast with cheese sauce decorated with parsley	Caramel flavoured custard with bananas	Asparagus cream soup	Butternut cream soup	Cream tomato soup with croutons
3	"melksnysels"	Sago pudding with meringue topping	Quiche Lorraine with phyllo pastry	Broccoli and cheese quiche	Three cheese vegetable quiche
4	Fried mutton sausages	Fried chicken sausages	Poached hake with white sauce	Fried fish cakes (made with tuna and hake) with lemon	Haddock pie
5	Grilled beef kebabs using 3 different vegetables	Grilled mutton kebabs using 3 different vegetables	Chicken stir fry served on rice	Chicken and pineapple burger	Chicken stew served with rice
6	Baked cocktail meat balls	Beef and cheese burgers	Curried chicken with rice	Creamy paprika chicken with rice	Chicken a'la King with rice
7	Learners practise a trail run to prepare a lunch menu. The following are suggested recipes Coffee and orange juice Toasted triple sandwich Macaroni and cheese (teacher boils the macaroni in advance) Hamburger with salad Vanilla ice cream Sago pudding Learners share and eat the dishes and clean up afterwards		Learners practise a trail run to prepare a 3 course menu. The following are suggested recipes Cucumber mould Chicken or beef stew with rice timbales Mixed vegetable salad Crème brûlée or crème anglaise Filter coffee/tea/coffee au lait Learners share and eat the dishes and clean up afterwards		
8&9	Learners prepare and serve a lunch menu. The following are suggested recipes Coffee and orange juice Toasted triple sandwich Macaroni and cheese (teacher boils the macaroni in		Learners prepare and serve a 3 course menu. The following are suggested recipes Cucumber mould Chicken or beef stew with rice timbales Mixed vegetable salad Crème brûlée or crème anglaise		

	advance) Hamburger with salad Vanilla ice cream Sago pudding Learners share and eat the dishes and clean up afterwards	Filter coffee/tea/coffee au lait Learners share and eat the dishes and clean up afterwards			
10	Learners clean different sections in the hospitality studies kitchen, e.g.: scrub floors, sinks, counter tops and kick boards washes, dries and stores cutlery, crockery and glassware dispose of waste	The learner cleans different sections in the school, e.g.: Bathrooms and toilets			
	TERM 4				
1	Mixed vegetable salad (add 2 ingredients) served with uncooked salad dressing	Vegetable (add 2 ingredients) salad and serve with uncooked salad dressing	Boiled pasta with instant pasta sauce. Add chopped and fried bacon to sauce	Boiled pasta with cheese and chopped ham sauce	Macaroni and cheese (add boiled egg to cheese sauce)
2	Coleslaw with mayonnaise mixed with condensed milk	Broccoli, cauliflower and onion salad	Apple pasta salad (use mayonnaise and cream cheese)	Banana and macaroni salad (use mayonnaise, cream cheese and condensed milk)	Apple pasta and Mediterranean vegetable stir fry
3	Potato and egg salad (use mayonnaise mixed with condensed milk)	Potato and egg salad (add 1 ingredient, and use mayonnaise mixed with condensed milk)	Mashed potatoes mixed with chopped onion	Baked fantail potatoes with grated cheese	Baked jacket potatoes with fried mushrooms, onions and cherry tomatoes
4	Triple egg, tomato and cheese toasted sandwich	Boiled egg, cheese and tomato Tramezzini	Brown bread in mini loaf tins	Health bread in mini loaf tins	Herb bread in mini loaf tins
5	Wrap with mixed vegetable, ham cubes and cheese	Wrap with mixed vegetable and fried beef cubes	Brown bread rolls (teacher prepare dough)	Cinnamon bread (teacher prepare dough)	Braided bread (teacher prepare dough)

	filling				
6	Flavoured and coloured marshmallows	Chocolate fudge and package	Banana and orange jelly served with custard	Carrot and pineapple moulded salad	Trifle (use 3 different jelly flavours)
7	Learners practise a trail run to prepare a afternoon coffee break. The following are suggested recipes: Filter coffee Triple savoury sandwiches Scones and muffins with jam and cream Fried cocktail sausages Mini kebabs Meringues Marshmallows		Learners practise a trail run to prepare a birthday party for a 6 – 11 year old child. The following are suggested recipes: Strawberry smoothie Cup cakes, or novelty birthday cake Tramezzini with cheese or éclairs with savoury filling Crumpets served with butter and cheese or pancakes with savoury filling Yoghurt jelly		
8&9	Learners prepare an afternoon coffee break. The following are suggested recipes: Filter coffee Triple savoury sandwiches Scones and muffins with jam and cream Fried cocktail sausages Mini kebabs Meringues Marshmallows		Learners prepare a birthday party for a 6 – 11 year old child. The following are suggested recipes: Strawberry smoothie Cup cakes, or novelty birthday cake Tramezzini with cheese or éclairs with savoury filling Crumpets served with butter and cheese or pancakes with savoury filling Apple tart or and pear crumble tart Yoghurt jelly		
10	The learner cleans different sections in the hospitality studies kitchen, e.g.: scrub floors, sinks, counter tops and kick boards Washes, dries and stores restaurant linen Dispose of waste		The learner cleans different sections in the school, e.g.: School's sick room		

3.6 Content outline per term

During every Hospitality studies lesson the following skills should be practised by the learner, namely to

- dress independently in apron and disposable cap
- wash and dry hands independently
- read the recipe (either “Boardmaker” or adapted word recipes) step by step (refer to addendum 8 in participant’s manual)
- follow excellent hygiene practises
- mise-en-place according to dishes prepared
- prepare and eat dishes independently in groups of 2 learners (or with teacher assistance) with appropriate table manners, except during the three restaurant sessions during terms 2 – 4 when the learners prepare the recipes individually and work individually as waiters.
- wash and dry dishes and put away in specified place
- fold apron and put disposable cap away independently

During each Hospitality studies lesson the teacher should:

- Demonstrate the recipe during the first ten minutes of the period and share completed dish between learners that wish to enjoy a second portion after they have eaten the dish prepared by them, or send the dish to the class’ register teacher to enjoy. **The Hospitality studies teacher may not eat the demonstrated dish**
- Stand next to the learner when pouring boiling water, putting dishes in the oven and take dishes out
- Move between the learners and assist them should they need help. The teacher may at no circumstances leave the class during a practical session.

It is advisable that the teacher do not use deep frying as cooking method with learners with severe intellectual disability due to the safety risk involved with this cooking method.

3.7 Teaching plans

Each term comprises of ten weeks and a minimum of 9 practical sessions is compulsory. The sequence within the term is not compulsory and the teacher may cover the learning programme in any appropriate sequence. Learners are two years in Grade 4, and therefore 2 suggested recipes are provided for each week to allow the learners to perform the second suggested recipe during their second year in grade 4. It is not advisable to repeat the same recipes more than once as this will not provide the learner the opportunity to learn additional skills.

3.7.1 Grade 4 term 1

Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	Sectors in the hospitality industry	Understand the concept of Hospitality Studies Understand the layout of the training kitchen and dining area List suggestions for classroom rules and repeat rules with prompting Understand and role play the routines in the training kitchen. Identify and/or list the sectors in the hospitality industry and services provided by each	The learners choose the colours and the teacher issues the following labelled items to the learners: Covered homework books Recipe books Chefs aprons Disposable caps The learners understand the concept Hospitality Studies, identify the sectors in the industry and repeat the classroom rules with prompting The learners role play how to: Dress in their aprons and disposable caps Wash and dry their hands Select utensils, matching the flash card shown by the teacher, from allocated kitchen cabinets, cook food on allocated stove and wash dishes in their allocated sinks, dry and put dishes away Take their aprons off and put aprons and hats in designated place

Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
2	Hygiene and safety	Understand the concept of personal hygiene and appropriate dress code Understand and practise safety practices in the kitchen Conform to personal hygiene practises in the Hospitality Studies centre	GRADE 4 1 st year (2,5 hour periods) Learners prepare and enjoy a glass of mixed fruit juice served in a saucer with a doily applying safety rules in the kitchen
			GRADE 4 2 nd year (2,5 hour periods) Learners prepare and enjoy a hot chocolate with milk practising safety rules in the kitchen
3	Nutrition and menu planning Food commodities	Identify fruit on the SA Food Pyramid Identify the number of portions of fruit to eat daily Understand the meaning of the term "portion size"	GRADE 4 1 st year (2,5 hour periods) Learners prepare fruit salad served in half a hollowed pineapple
			GRADE 4 2 nd year (2,5 hour periods) Learners prepare fruit kebabs using a variety of 4 types of fruit in plate garnished with icing sugar
4	Nutrition and menu planning	Understand the meaning of the word "nutrient" and why nutrients are important to us	GRADE 4 1 st year (2,5 hour periods) Learners prepare a breakfast banana split with garnishes

Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Food commodities	Name the nutrient in fruit as vitamins, minerals and sugar Group fruit in groups, namely soft fruit, hard fruit, citrus fruit, stone fruit and tropical fruit List the uses of fruit on the menu	GRADE 4 2 nd year (2,5 hour periods) Learners prepare fresh fruit trifle in individual parfait glasses
5	Nutrition and menu planning Food commodities	Explain why it is important to wash fruit under running water List the characteristics to look out for when purchasing fruit Understand the meaning of the words “blemish, seasonal fruit” Explain how fruit is packaged in the shop Explain how fruit should be stored at home List the cooking methods used to prepare fruit	GRADE 4 1 st year (2,5 hour periods) Learners prepare baked apples/pears with readymade custard
			GRADE 4 2 nd year (2,5 hour periods) Learners prepare stewed dried fruit served with vanilla yoghurt
6	Nutrition and menu planning Food commodities	Identify eggs on the SA Food Pyramid Identify egg portion size and the suggested number of portions to eat daily Identify and name the sizes of eggs as jumbo, extra large, large, medium and small Identify and list the birds as well as their eggs consumed by humans	GRADE 4 1 st year (2,5 hour periods) Learners prepare hard or soft boiled eggs served in egg cup with a slice of toast
			GRADE 4 2 nd year (2,5 hour periods) Learners prepare poached eggs with a slice of toast and sliced tomatoes
7	Nutrition and menu planning Food	Identify and list the bird's as well as their eggs consumed by humans and list the sizes of the eggs Describe the difference between quail, ostrich, chicken and	GRADE 4 1 st year (2,5 hour periods) Learners prepare scrambled eggs with grated cheese and a slice of toast

Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	commodities	goose eggs Describe the characteristics of a good quality egg	GRADE 4 2 nd year (2,5 hour periods) Learners prepare omelette with cheese and spinach filling (teacher boils the spinach)
8	Nutrition and menu planning	List the most important nutrient in eggs, namely protein Identify and name the purchase units as half a dozen, dozen, and 2,5 dozen	GRADE 4 1 st year (2,5 hour periods) Prepare and bake meringues (use icing bag to pipe rosettes)
	Food commodities	List the cooking methods used to prepare eggs List three characteristics of a good quality egg Name the size of eggs that we usually use in recipes Know the volume of a whole egg	GRADE 4 2 nd year (2,5 hour periods) Prepare and bake coloured meringues (use icing bag to pipe rosettes) decorated with 100's and 1000's
9	Food and beverage services	Prepare the venue for breakfasts Understand room layout and placing of guests Set tables for breakfasts and lunches Receive and seat guests	Mise-en-place in the restaurant: breakfasts and lunches Practise room layout Role play receiving, placing and seating of guests Practise to set tables using individual table setting cards
10	Cleaning and housekeeping	Identify and use cleaning materials Clean floors, tiles and cupboards Clean and store crockery and cutlery Handle and dispose of waste	The learner cleans different sections in the hospitality studies kitchen, e.g.: scrub floors, sinks, counter tops and kick boards washes, dries and stores crockery and cutlery dispose of waste

Assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The assessment goals for Grade 4, first and second year are the same, the dishes are however more advanced.

Week 2:	Keep work surface neat and clean	Disposable cap covers hair
Week 3:	Identify correct equipment to use	Cut fruit in bite size portions
Week 4:	Peel fruit correctly	Wash fruit correctly
Week 5:	Eat fruit with fork and spoon	Serve prepared fruit correctly
Week 6:	Switch a stove plate off before removing a pot.	Neatness of hands and nails
Week 7:	Use frying pan safely	Wash dishes thoroughly
Week 8&9:	Use oven safely	Measure small quantities dry ingredients correctly
Week 10:	Clean cupboards thoroughly	Clean floors thoroughly

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

Assessment of 4 theoretical worksheets/activities to be recorded with a minimum of 1 theoretical worksheet/activity to be reported. The following serves as suggestions of worksheets/activities to report on.

Week 2:	Understand the concept of personal hygiene	List steps to follow to wash hands
Week 3:	Identify fruit on the SA Food Pyramid	Understand the meaning of the term "portion size"
Week 4:	Group fruit with common characteristics together	Identify one characteristic common of fruit belonging to the same group
Week 5:	Explain how to wash fruit	Identify/describe how fruit is packaged in the shop
Week 6:	Identify eggs on the Food Pyramid and the suggested number of portions to eat daily	Identify and name the sizes of eggs
Week 7:	Identify and list the birds as well as their eggs consumed by humans	Describe the characteristics of a good quality egg
Week 8:	Organise the steps to make meringues in the correct order	List the cooking methods used to prepare eggs
Week 10:	Colour/mark/write the cleaning materials to	List the steps to clean floors

use to clean floors

3.7.2 Grade 4 term 2

Grade 4 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	Nutrition and menu planning Food commodities	Identify cereals on the SA Food Pyramid Identify the portion size of cereals and list the number of portions to eat from the bread and starch group Identify and name cereals used in food preparation Distinguish between instant and filter coffee Understand the danger of kitchen pests and identify different kitchen pests, namely mice, rats, cockroaches, flies and ants	GRADE 4 1 st year (2,5 hour periods) Learners prepare instant mabella meal pap and serve with milk, honey and fruit juice
			GRADE 4 2 nd year (2,5 hour periods) Learners prepare layered muesli and cornflakes in glass served with filter coffee
2	Nutrition and menu planning Food commodities	List the most important nutrient in porridge, namely starch Identify and name South-Africa's staple food Identify and list the products that are made from maize List the accompaniments for breakfast cereals and porridge	GRADE 4 1 st year (2,5 hour periods) Learners prepare Tasty Wheat and serve with accompaniments
			GRADE 4 2 nd year (2,5 hour periods) Learners prepare maize pap with accompaniments

Grade 4 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
3	Nutrition and menu planning Food commodities	Identify starch products on the SA Food Pyramid Name the portion size of crumpets and waffles Understand the difference between batter and dough List the portion size and number of portions to eat daily from the starch group List the most important nutrient in crumpet and waffles, namely starch Understand and practise frying Understand and describe the characteristics of good crumpets and waffles Understand how to ensure a good product and serve the product Understand and practise the safety rules in handling a frying pan	GRADE 4 1 st year (2,5 hour periods) Learners prepare and fry crumpets and serve with syrup and grated cheese
			GRADE 4 2 nd year (2,5 hour periods) Learners prepare and fry waffles and serve with syrup and whipped cream
4	Nutrition and menu planning Food commodities	Identify starch products on the SA Food Pyramid Name the portion size of pancakes and crepes and the number of portions to eat daily from the starch group List the most important nutrient in pancakes and crepes, namely starch	GRADE 4 1 st year (2,5 hour periods) Learners prepare and fry pancakes and serve with ice cream and syrup

Grade 4 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
		Understand the difference between batter and dough Understand and practise the emulsion (muffin) mixing method Understands and practise frying Understands and describe the characteristics of good pancakes and crepes Understand how to ensure a good product and serve the product	GRADE 4 2 nd year (2,5 hour periods) Learners prepare and fry crepes and serve with ice cream and syrup
5	Nutrition and menu planning Food commodities	Identify starch products on the SA Food Pyramid Name the portion size of muffins and the number of portions to eat daily from the starch group Understand and practise baking Understand and describe the characteristics of good muffins Understand how to ensure a good product and serve the product Understand and identify the different types of flour	GRADE 4 1 st year (2,5 hour periods) Learners prepare and bake plain muffins and serve with margarine, jam and whipped cream
			GRADE 4 2 nd year (2,5 hour periods) Learners prepare and bake raisin muffins and serve with margarine or margarine, jam and whipped cream
6	Nutrition and menu planning Food	Name the portion size of scones and the number of portions to eat daily from the starch group List the most important nutrient in scones, namely starch Understand and practise the rubbing-in (cutting-in) mixing	GRADE 4 1 st year (2,5 hour periods) Learners prepare and bake breakfast scones and serve with margarine, jam and whipped cream

Grade 4 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	commodities	method Understand and practise baking as cooking method Understand and describe the characteristics of good scones Understand how to ensure a good product and serve the product List the characteristics of a fully baked product ready to take out of oven	GRADE 4 2 nd year (2,5 hour periods) Learners prepare and bake individual scones and serve with margarine, jam and whipped cream
7	Food and beverage service Kitchen and restaurant operations	Understand the term “menu” and the typical layout of a menu Choose a dish to prepare or task to perform in the restaurant Understand and practise mise-en-place in a restaurant Prepare a breakfast menu Set the table for a breakfast Understand and practise service and clearing techniques	Learners practise a trail run to prepare food for a breakfast menu. The following are suggested recipes: Coffee and/or orange juice Boiled and/or baked eggs Muesli with yoghurt and fruit, oats porridge with honey and fruit, crumpets with honey, and/or a breakfast wrap. Learners share and eat the food after preparation
8	Food and beverage service Kitchen and restaurant operations	Understand and practise mise-en-place in a restaurant Prepare a breakfast Understand the nutritional value of breakfasts Set the table for a breakfast Understand and practise service and clearing techniques	Learners prepare and serve food for a breakfast menu. The following are suggested recipes: Coffee and/or orange juice Boiled and/or baked eggs Muesli with yoghurt and fruit, oats porridge with honey and fruit, crumpets with honey, and/or a breakfast wrap. Learners clean up afterwards
9	Food and beverage	Understand and practise mise-en-place in a restaurant Prepare a breakfast	Learners prepare and serve food for a breakfast menu. The following are suggested recipes: Coffee and/or orange juice

Grade 4 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	service Kitchen and restaurant operations	Set the table for a breakfast Understand and practise service and clearing techniques	Boiled and/or baked eggs Muesli with yoghurt and fruit, oats porridge with honey and fruit, crumpets with honey, and/or a breakfast wrap. Learners clean up afterwards
10	Cleaning and housekeeping	Identify and use cleaning materials Clean floors, tiles and cupboards Clean and store glassware Handle and dispose of waste	Learners clean different sections in the hospitality studies kitchen, e.g.: scrub floors, sinks, counter tops and kick boards wash, dry and stores glassware dispose of waste

Assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The assessment goals for Grade 4, first and second year are the same, the dishes are however more advanced.

Week 2:	Measure big quantities dry ingredients correctly	Use whisk to stir in the shape of an eight
Week 3:	Use egg lifter safely to turn products over	Use egg lifter to safely remove fried product
Week 4:	Remember to switch stove plate off after being used	Move beater in mixing bowl to beat batter
Week 5:	Spoon batter with 2 spoons into muffin tin	Use oven gloves to put muffin tin into oven and to remove from oven
Week 6:	Cut margarine into cake flour	Shape scones correctly
Week 7:	Waitering skills: Take an order independently	Chef skills: Prepare dish independently
Week 8:	Waitering skills: Take ordered food to the correct guest	Chef skills: Able to “multiply” ingredients correctly
Week 10:	Clean stove thoroughly	Clean fridge thoroughly

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

Week 2:	Select/identify/write the portion size of cereals and the number of portions to eat	Identify and list the products that are made from maize
Week 3:	Colour/mark/ write how to cook crumpets and waffles	Mark/identify/describe the characteristics of good crumpets and waffles
Week 4:	Indicate the nutritional value of pancakes and crumpets on the SA Food pyramid	Mark/identify/state the difference between batter and dough
Week 5:	Select/write the correct answers to describe successfully baked muffins	Mark/identify/name the different types of flour
Week 6:	Mark/write how a well baked scone looks	Mark/identify the cooking methods suitable for crumpets and scones
Week 7:	Colour/mark/list your task in the restaurant	List a number steps to complete your task in the restaurant
Week 8:	Colour/mark a breakfast place setting	List dishes suitable for breakfast
Week 10:	Colour/mark/write the cleaning material to use to clean glassware	Identify cleaning material not suitable to clean glassware

3.7.3 Grade 4 term 3

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	Hygiene and safety	Understand hygiene on food premises and practise safe food storage practises, and waste disposal practises Identify dairy products on the SA Food Pyramid	GRADE 4 1 st year (2,5 hour periods) Learners prepare and serve chocolate milk shake in decorated glass
	Nutrition and menu planning Food commodities	Understand the meaning of the terminology: dairy products Name the portion size of dairy products and the suggested number of portions to eat daily	GRADE 4 2 nd year (2,5 hour periods) Learners prepare strawberry and vanilla ice cream
2	Nutrition and menu planning Food commodities	Understand the meaning of the terminology: "dairy intolerance" List the most important nutrient in dairy, namely protein and calcium Identify the different cultured products – yoghurt, buttermilk, maas Identify the different types of milk – full cream low fat, skimmed, evaporated, condensed, powdered, processed Identify and list hot white sauces and sweet sauces List the steps to prepare a hot white sauces and a sweet sauce	GRADE 4 1 st year (2,5 hour periods) Learners prepare and serve toast with cheese sauce decorated with parsley
			GRADE 4 2 nd year (2,5 hour periods) Learners prepare strawberry and vanilla ice cream
3	Nutrition and menu planning	Identify and describe the storage methods of milk and milk products	GRADE 4 1 st year (2,5 hour periods) Learners prepare and serve "melksnysels"
			GRADE 4

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Food commodities	Identify and describe dairy products Identify and describe the effect of heat on milk	2 nd year (2,5 hour periods) Learners prepare and serve sago pudding with meringue topping
4	Nutrition and menu planning	Identify meat and meat products on the SA Food Pyramid	GRADE 4 1 st year (2,5 hour periods) Learners prepare and fry mutton sausages
	Food commodities	Name the portion size of meat and meat products and the suggested number of portions to eat daily List the most important nutrients in meat, namely protein and fat Identify and name the cooking methods to prepare meat Identify and list the ingredients in sausages Identify and name the different types of sausages	GRADE 4 2 nd year (2,5 hour periods) Learners prepare and fry chicken sausages
5	Nutrition and menu planning	Identify and name the animals producing red meat – lamb, mutton, veal, beef, pork, kudu, springbuck Identify fresh and stale meat and describe the appearance of fresh meat	GRADE 4 1 st year (2,5 hour periods) Learners prepare, grill and serve beef kebabs using 3 different vegetables
	Food commodities	Identify and explain the difference between lamb and mutton Identify and explain how to store meat Identify food spoilage and food contamination	GRADE 4 2 nd year (2,5 hour periods) Learners prepare, grill and serve mutton kebabs using 3 different vegetables
6			GRADE 4

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Nutrition and menu planning	Identify and name the dry heat and moist heat cooking methods for meat	1 st year (2,5 hour periods) Learners prepare and bake cocktail meat balls
	Food commodities	Identify fresh and stale meat and describe the appearance of fresh meat Identify and name recipes to use for minced meat Describe how to thaw meat Describe temperature control Identify and list: <ul style="list-style-type: none"> - hot white sauces - sweet sauces - hot brown sauces List the steps to prepare: <ul style="list-style-type: none"> - hot white sauces - sweet sauce - hot brown sauces 	GRADE 4 2 nd year (2,5 hour periods) Learners prepare and grill hamburger patties to make beef and cheese burgers
7	Client service and communication Food and beverage service Kitchen and restaurant	Understand the typical layout of a menu Understand the structure of a team and team work Understand and practise respect to learners, clients and teachers Understand the term “menu” and the typical layout of a lunch menu Choose a dish to prepare or task to perform in the restaurant Understand and practise mise-en-place in a restaurant Prepare a lunch menu Set the table for lunch	Learners practise a trail run to prepare a lunch menu. The following are suggested recipes: Coffee and/or orange juice Toasted triple sandwich Macaroni and cheese Hamburger with salad Vanilla ice cream Sago pudding Learners share and eat the dishes and clean up afterwards

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	operations	Understand and practise service and clearing techniques	
8	Client service and communication Food and beverage service Kitchen and restaurant operations	Understand the structure of a team and team work Understand and practise respect to learners, clients and teachers Understand the term “menu” and the typical layout of a menu Understand and practise mise-en-place in a restaurant Prepare a lunch menu Set the table for lunch Understand and practise service and clearing techniques	Learners prepare and serve a lunch menu. The following are suggested recipes: Coffee and orange juice Toasted triple sandwich Macaroni and cheese Hamburger with salad Vanilla ice cream Sago pudding Learners clean up afterwards
9	Client service and communication Food and beverage service Kitchen and	Understand the structure of a team and team work Understand and practise respect to learners, clients and teachers Understand the term “menu” and the typical layout of a lunch menu Understand and practise mise-en-place in a restaurant Prepare a lunch menu Understand the nutritional value of lunches Set the table for lunch	Learners prepare and serve a lunch menu. The following are suggested recipes: Coffee and orange juice Toasted triple sandwich Macaroni and cheese Hamburger with salad Vanilla ice cream Sago pudding Learners clean up afterwards

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	restaurant operations	Understand customer relations Understand and practise service and clearing techniques	
10	Cleaning and housekeeping	Identify and use cleaning materials Clean floors, tiles and cupboards Clean and store cutlery, crockery and glassware Handle and dispose of waste	The learner cleans different sections in the hospitality studies kitchen, e.g.: scrub floors, sinks, counter tops and kick boards washes, dries and stores cutlery, crockery and glassware dispose of waste

Assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The assessment goals for Grade 4, first and second year are the same, the dishes are however more advanced.

Week 2:	Use electric equipment safely	Clean and dry sink thoroughly
Week 3:	Heat milk safely	Prepare food with clean hands and short nails
Week 4:	Fry meat correctly	Clean stove top thoroughly
Week 5:	Grill meat correctly	Identify most suitable equipment to prepare product
Week 6:	Shape meat balls/patties correctly	Neatness of hair
Week 7:	Waitering skills: Collect correct order	Chef skills: Prepare dish independently
Week 8:	Waitering skills: Clear table correctly	Chef skills: Efficient use of time
Week 10:	Clean wall tiles thoroughly	Clean doors thoroughly

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

Week 2:	Select/identify/write examples of dairy products	Identify/list the different types of milk
Week 3:	Colour/mark the utensils you will use to make melkkos/sago pudding	Identify or describe how to store milk and milk products
Week 4:	Identify/name the animals producing meat	Match the type of cream to the most suitable product to use the cream with
Week 5:	Select/write the cooking methods to prepare meat	Identify and name the different types of sausages
Week 6:	Mark/identify how to thaw meat	Identify and name the animals producing red meat
Week 7:	Select dishes for a lunch menu.	Draw a lunch place setting
Week 8&9:	Cut and paste the cutlery and crockery to set a lunch table for 2 people	Draw a lunch place setting for 4 people
Week 10:	Colour/mark/match/write how to sort recyclables in different bins	Mark how to dispose of waste

3.7.4 Grade 4 term 4

Grade 4 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	Sectors in the hospitality industry Nutrition and menu planning Food commodities	Identify food and beverage establishments in the local area and compare their services and products Identify vegetables on the SA Food Pyramid Identify vegetable portion size and the suggested number of portions to eat daily Distinguish between uncooked (mixed and green salad), cooked (potato, pasta, beetroot, rice) and moulded (jelly or gelatine as ingredient) salads	GRADE 4 1 st year (2,5 hour periods) Learners prepare mixed vegetable salad (add 2 ingredients) and serve with salad dressing
			GRADE 4 2 nd year (2,5 hour periods) Learners prepare mixed vegetable and rice salad (add 2 ingredients) and serve
2	Nutrition and menu planning Food commodities	Understand the importance of minerals and vitamins in vegetables Identify common vegetables List the rules to prepare and serve salads	GRADE 4 1 st year (2,5 hour periods) Learners prepare coleslaw with mayonnaise mixed with condensed milk
			GRADE 4 2 nd year (2,5 hour periods) Learners prepare broccoli, cauliflower, onion and cheese salad and serve
3	Nutrition and menu planning Food	Identify the uses of salads on the menu List the portion sizes of salads Explain the reason why we use salad dressings	GRADE 4 1 st year (2,5 hour periods) Learners prepare potato and egg salad using mayonnaise mixed with condensed milk

Grade 4 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	commodities	Name different types of salad dressings Distinguish between uncooked (French, mayonnaise), and cooked (boiled salad dressing) salad dressing List the rules to prepare and serve salads	GRADE 4 2 nd year (2,5 hour periods) Learners prepare potato and egg salad (add 1 ingredient, and use mayonnaise mixed with condensed milk)
4	Nutrition and menu planning Food commodities	Identify bread on the SA Food Pyramid Identify bread portion sizes and list the number of portions to eat daily Identify eggs and dairy products on the SA Food Pyramid Identify egg and dairy portion size and list the number of portions to eat daily Identify and list the characteristics of fresh eggs Describe the storage of eggs	GRADE 4 1 st year (2,5 hour periods) Learners prepare and serve triple egg, tomato and cheese toasted sandwich
			GRADE 4 2 nd year (2,5 hour periods) Learners prepare and serve boiled egg, cheese and tomato tramezzini
5	Nutrition and menu planning Food commodities	List the most important nutrient in bread, eggs and dairy, namely starch, protein and calcium Identify two types of cheese Describe the effect of heat on cheese	GRADE 4 1 st year (2,5 hour periods) Learners prepare wrap with mixed vegetable, ham cubes and cheese filling and serve
			GRADE 4 2 nd year (2,5 hour periods) Learners prepare wrap with mixed vegetable and fried beef cubes and serve
6			GRADE 4

Grade 4 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Nutrition and menu planning	Identify sugar on the SA Food Pyramid	1 st year (2,5 hour periods) Learners prepare flavoured and coloured marshmallows
	Food commodities	Identify the stages to beat egg whites Understand and identify safety precautions to prepare fudge Identify the characteristics of successful homemade candy Practise attractive packaging of homemade candy for selling	GRADE 4 2 nd year (2,5 hour periods) Learners prepare chocolate fudge and package
7	Client service and communication Food and beverage service Kitchen and restaurant operations	Identify and describe the procedure for absenteeism and illness in the hospitality industry Understand the term “menu” and the typical layout of a coffee break menu Choose dish to prepare or task to perform in the restaurant Understand and practise mise-en-place in a restaurant Prepare a coffee break menu Set the table for a coffee break menu Understand and practise service and clearing techniques Understand customer relations	Learners practise a trail run to prepare a afternoon coffee break The following are suggested recipes: Filter coffee Triple savoury sandwiches Scones and muffins with jam and cream Fried cocktail sausages Mini kebabs Meringues Marshmallows
8	Client service and communication	Understand the structure of a team and team work Understand and practise respect to learners, clients and teachers	Learners prepare an afternoon coffee break The following are suggested recipes: Filter coffee Triple savoury sandwiches

Grade 4 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	n Food and beverage service Kitchen and restaurant operations	Understand the term “menu” and the typical layout of a coffee break menu Understand and practise mise-en-place in a restaurant Prepare a coffee break Set the table for brunch Understand and practise service and clearing techniques Understand customer relations	Scones and muffins with jam and cream Fried cocktail sausages Mini kebabs Meringues Marshmallows
9	Hygiene and safety Food and beverage service Kitchen and restaurant operations	Understand and practise hygiene and safety in the restaurant Understand the nutritional value of a coffee break Understand and practise mise-en-place in a restaurant Prepare a coffee break menu Set the table for coffee break menu Understand and practise service and clearing techniques Understand customer relations	Learners prepare an afternoon coffee break. The following are suggested recipes: Filter coffee Triple savoury sandwiches Scones and muffins with jam and cream Fried cocktail sausages Mini kebabs Meringues Marshmallows
10	Cleaning and housekeeping	Identify and use cleaning materials Clean floors, tiles and cupboards Clean and store restaurant linen Handle and dispose of waste	The learner cleans different sections in the hospitality studies kitchen, e.g.: scrub floors, sinks, counter tops and kick boards Washes, dries and stores restaurant linen Dispose of waste

Assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The assessment goals for Grade 4, first and second year are the same, the dishes are however more advanced.

Week 2:	Mix salads correctly	Clean and sort cutlery correctly
Week 3:	Unmould moulded products correctly	Slice vegetables safely
Week 4:	Operate electrical equipment safely	Clean electrical equipment thoroughly
Week 5:	Measure dry ingredients correctly	Wash dishes in warm, clean water and rinse
Week 6:	Handle hot liquids safely	Organise and keep work surface neat and clean
Week 7:	Waitering skills: Serve dishes correctly	Chef skills: Able to work under pressure
Week 8:	Waitering skills: Treat guests polite and with respect	Chef skill: Maintain hygienic standards
Week 10:	Dispose of waste hygienically	Clean tables and chairs thoroughly

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

Week 2:	Identify the vegetables on the photos	Identify/mark the uncooked, cooked and moulded salads
Week 3:	Colour/mark the vegetable group on the SA Food Pyramid	Identify/list/name the different types of salad dressings
Week 4:	Identify/list the number of bread and starch portions to eat daily	Identify and list the characteristics of fresh eggs
Week 5:	Select/write ingredients suitable for making a wrap	Identify two types of cheese
Week 6:	Choose and mark/write an attractive packaging material to package fudge	List the steps to prepare, set and un-mould jelly
Week 7:	Select dishes suitable for a coffee break	Draw a tray set for coffee
Week 8:	Cut and paste the cutlery and crockery to host a coffee break	Draw a coffee break setting for 4 people
Week 10:	Colour/mark/match/write how to clean restaurant linen	Mark the dirty spots in the kitchen and identify suitable cleaning materials to clean with

Learners are three years in Grade 5, and therefore 3 suggested recipes are provided to allow the learners to perform the second and third suggested recipes during their second and third year in grade 5. It is not advisable to repeat the same recipes more than once as this will not provide the learner the opportunity to learn additional skills.

3.7.5 Grade 5 term 1

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	Sectors in the hospitality industry	<p>Understand the concept of Hospitality Studies</p> <p>Understand the layout of the training kitchen and dining area and the functions of each</p> <p>List suggestions for classroom rules and repeat rules</p> <p>Understand and role play the routines in the training kitchen.</p> <p>Identify and/or list the sectors in the hospitality industry and services provided by each</p> <p>Identify and list food & beverage and accommodation establishments</p>	<p>The learners choose the colours and the teacher issues the following labelled items to the learners:</p> <p>Covered homework books</p> <p>Recipe books</p> <p>Chefs aprons</p> <p>Disposable caps</p> <p>The learners understand the concept Hospitality Studies, identify the sectors in the industry and repeat the classroom rules with prompting</p> <p>The learners role play how to:</p> <p>Dress in their aprons and disposable caps</p> <p>Wash and dry their hands</p> <p>Select utensils, matching the flash card shown by the teacher, from allocated kitchen cabinets, cook food on allocated stove and wash dishes in their allocated sinks, dry and put dishes away</p> <p>Take their aprons off and put aprons and hats in designated place</p>

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
2	Hygiene and safety Food commodities	Understand the concept of personal hygiene and appropriate dress code Give reasons for wearing protective clothing in a kitchen Understand and practise safety practices in the kitchen Conform to personal hygiene practises in the Hospitality Studies centre List and role play procedures to follow in emergency situations	<p>GRADE 5</p> <p>1st year (2,5 hour periods)</p> <p>Learners prepare and enjoy a cup of filter coffee served with milk and a biscuit practising safety rules in the kitchen</p>
			<p>GRADE 5</p> <p>2nd year (2,5 hour periods)</p> <p>Learners prepare and enjoy a cup of tea served with milk and a biscuit practising safety rules in the kitchen</p>
			<p>GRADE 5</p> <p>3rd year (2,5 hour periods)</p> <p>Learners prepare and enjoy Cafe Latte served with a biscuit practising safety rules in the kitchen</p>
3	Nutrients and menu planning Food commodities	Identify fruit on the SA Food Pyramid Identify the number of portions of fruit to eat daily Understand the meaning of the term "portion size" Identify frozen desserts on the SA Food Pyramid Classify ice creams as a frozen dessert	<p>GRADE 5</p> <p>1st year (2,5 hour periods)</p> <p>Learners prepare and serve banana split bites variation</p>
			<p>GRADE 5</p> <p>2nd year (2,5 hour periods)</p> <p>Learners prepare a carrot and pineapple moulded salad decorated with carrot curls</p>

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
			GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve fresh fruit popsicle sticks variation
4	Nutrients and menu planning Food commodities	Understand the meaning of the word “nutrient” and why nutrients are important to us Name the nutrient in fruit as vitamins, minerals and sugar Group fruit in groups, namely soft fruit, hard fruit, citrus fruit, stone fruit and tropical fruit List the uses of fruit on the menu Understand the meaning of the term: “preserved food and sterilization” List different methods to preserve food Describe how sugar is used in food preservation	GRADE 5 1 st year (2,5 hour periods) Learners prepare and bottle marmelade
			GRADE 5 2 nd year (2,5 hour periods) Learners prepare cheese cake with marbled decoration in round pie plate and
			GRADE 5 2 nd year (2,5 hour periods) Learners prepare and bottle fruit jam
5	Nutrients and menu planning Food commodities	Explain why it is important to wash fruit under running water List the characteristics to look out for when purchasing fruit Understand the meaning of the words “blemish, seasonal fruit” Explain how fruit is packaged in the shop Explain how fruit should be stored at home List the cooking methods used to prepare fruit Describe how to prepare baking sheets, cake tins and bread	GRADE 5 1 st year (2,5 hour periods) Learners prepare and serve a lemon berry quick bread
			GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve chocolate mousse decorated with vermicelli

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
		tins to bake products List the characteristics of baked products	GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve baked fruit and nut bars
6	Nutrients and menu planning Food commodities	Identify eggs on the SA Food Pyramid Identify egg portion size and list the number of portions to eat daily Identify and name the sizes of eggs as jumbo, extra large, large, medium and small	GRADE 5 1 st year (2,5 hour periods) Learners prepare and serve French toast with syrup
			GRADE 5 2 nd year (2,5 hour periods) Learners prepare window eggs and serve with grated cheese
			GRADE 5 3 rd year (2,5 hour periods) Learners prepare baked egg and bread dish with cheese and serve
7	Nutrients and menu planning Food commodities	Identify eggs and milk on the SA Food Pyramid Identify egg and milk portion size and list the number of portions to eat daily List the most important nutrient in eggs, namely protein Identify and list the birds as well as their eggs consumed by humans and describe the appearance and size of the eggs	GRADE 5 1 st year (2,5 hour periods) Learners prepare and serve baked caramel custard
			GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve lemon meringue tart

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
			GRADE 5 3 rd year (2,5 hour periods) Learners prepare and serve crème anglaise
8	Nutrients and menu planning Food commodities	List the most important nutrient in eggs, namely protein and list the function of protein Identify and name the purchase unit List and describe the cooking methods to make choux pastry Identify the quality characteristics of the end product	GRADE 5 1 st year (2,5 hour periods) Learners prepare and serve cream puffs filled with whipped cream and dusted with icing sugar
			GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve éclairs filled with whipped cream and decorated with chocolate
			GRADE 5 3 rd year (2,5 hour periods) Learners prepare and serve cream puffs filled with whipped cream and decorated with chocolate shapes
9	Food and beverage services	Prepare the venue for English breakfast Understand room layout and placing of guests Set tables for breakfasts and lunches Receive and seat guests	Mise-en-place in the restaurant: English breakfast Practise room layout Role play receiving, placing and seating of guests Practise to set tables using individual table setting cards

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
10	Cleaning and housekeeping	Identify and use cleaning materials Recycle recyclables in the hospitality industry	Learners identify cleaning materials and clean the following areas scrub floors, sinks, counter tops and kick boards Washes, dries and stores crockery and cutlery Recycle in the hospitality industry

Assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The assessment goals for Grade 5, first, second and third year are the same, the dishes are however more advanced.

Week 2:	Keep work surface neat and clean	Dress correctly in disposable cap and cover hair with cap
Week 3:	Identify correct equipment to use	Measure dry ingredients correctly
Week 4:	Measure liquids correctly	Sterilize bottle correctly and safely
Week 5:	Place bread tins/cake tins/baking sheet on the middle shelf in oven	Prepare bread tins/cake tins/baking sheets to bake products
Week 6:	Switch stove plate off before removing pot from stove plate	Prepare food with clean hands and short nails
Week 7:	Use oven gloves safely	Wash dishes thoroughly
Week 8:	Use oven safely	Measure bigger quantities dry ingredients correctly
Week 10:	Clean cupboards thoroughly	Clean floors thoroughly

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

Week 2:	Know how to conform to personal hygiene practises in the Hospitality Studies centre	List what you may not do during food preparation	Tell how my hair should be covered during food preparation
Week 3:	Identify frozen desserts on the SA Food Guide Pyramid	Identify examples of frozen desserts	Describe why desserts are not healthy
Week 4:	Indicate the nutritional value of fruit on the SA Food pyramid and how many portions to eat daily	List different methods to preserve food	List the uses of fruit on the menu
Week 5:	Mark/list the characteristics of baked products	Describe how to prepare baking sheets, cake tins and bread tins to bake products	List the characteristics of baked products
Week 6:	Mark/identify eggs and bread on the SA Food Pyramid and how many portions to eat per week	Name the cooking methods for French toast and Window eggs	Describe the differences between shallow frying and baking

Week 7:	Identify desserts on the SA food pyramid and the number of portions to eat daily	Group hot desserts in groups as baked, boiled and fried and/or poached, steamed and stewed	List examples of custard and cream desserts
Week 8:	Organise the steps to make choux pastry in the correct order	Identify the shapes used to produce choux pastry products	Describe how to present and/or store choux pastry products
Week 10:	Colour/mark/write the cleaning material to use to clean a kitchen	Mark how to store crockery and cutlery	Identify where not to dispose of waste

3.7.6 Grade 5 term 2

Grade 5 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	Sectors in the hospitality industry Nutrition and menu planning Food commodities	Identify food and beverage and accommodation establishments in the local area and compare their services and products Identify cereals on the SA Food Pyramid Identify the portion size of cereals and list the number of portions to eat from the bread and starch group Identify and name cereals used in food preparation Understand the term "shelf life" and identify cereals with shorter and longer shelf life	GRADE 5 1 st year (2,5 hour periods) Learners prepare and serve layered muesli, cornflakes and fruit served with yoghurt and flavoured
			GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve layered muesli, cornflakes and fruit served with yoghurt and cappuccino
			GRADE 5 3 rd year (2,5 hour periods) Learners prepare and serve layered muesli, cornflakes and fruit served with yoghurt and café mocha
2	Nutrition and menu planning Food commodities	List the most important nutrient in porridge, namely starch and provide 2 functions for starch Identify and name South-Africa's staple food Identify and list the products that are made from maize List the accompaniments for breakfast cereals and porridge Describe how maize meal can be used to prepare a variety of	GRADE 5 1 st year (2,5 hour periods) Learners prepare and serve oats porridge with accompaniments
			GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve maltabella porridge with accompaniments
			GRADE 5 3 rd year (2,5 hour periods)

Grade 5 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
		porridges	Learners prepare and serve couscous with accompaniments
3	Nutrients and menu planning Food commodities	Identify rice on the SA Food Pyramid Identify the nutrients in rice, namely starch Group rice in different types: Long grain and short grain rice, brown rice and speciality rice Describe how to store rice List the cooking methods Describe the effect of heat on rice Identify the portion size	GRADE 5 1 st year (2,5 hour periods) Learners prepare yellow rice with raisins and serve
			GRADE 5 2 nd year (2,5 hour periods) Learners prepare rice salad (add 1 ingredient to basic recipe) and serve
			GRADE 5 3 rd year (2,5 hour periods) Learners prepare rice timbales (with 1 additional ingredient)
4	Nutrients and menu planning Food commodities	Identify the starch and fat group on the SA Food Pyramid Identify cake, biscuit and rusk portion size and the number of portions to eat daily List the most important nutrient in cake, biscuits and rusks, namely starch and fat and list the function of starch and fat Identify and name the raising agent used for cakes and biscuits Identify and name the cooking method used for cakes and biscuits	GRADE 5 1 st year (2,5 hour periods) Learners prepare, bake and serve marble cup cakes dusted with icing sugar
			GRADE 5 2 nd year (2,5 hour periods) Learners prepare, bake and serve marble cup cakes decorated with butter icing
			GRADE 5 3 rd year (2,5 hour periods) Learners prepare, bake and serve fudge cup cakes decorate with 7 minute icing

Grade 5 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
5	Nutrients and menu planning	Identify the starch and fat group on the SA Food Pyramid Identify cake, biscuit and rusk portion size and list the number of portions to eat daily Identify and name the raising agent used for cakes and biscuits	GRADE 5 1 st year (2,5 hour periods) Learners prepare, bake and package vanilla single layer cakes decorated with butter icing
	Food commodities	Identify and name the cooking method used for cakes and biscuits	GRADE 5 2 nd year (2,5 hour periods) Learners prepare, bake and package chocolate single layer cakes decorated with butter icing
			GRADE 5 3 rd year (2,5 hour periods) Learners prepare, bake and package coconut single layer cakes, cut into slices and decorated with butter icing
6	Nutrients and menu planning	List the most important nutrient in cakes and biscuits, namely starch and list two functions of starch and fat Identify and distinguish between the different types of biscuits Identify and list the characteristics of baked products that are ready to take out of the oven	GRADE 5 1 st year (2,5 hour periods) Learners prepare and bake chocolate crunchies cut into squares The teacher package the biscuits and learners take the baked products home the next day
	Food commodities		GRADE 5 2 nd year (2,5 hour periods) Learners prepare and bake millionaires short bread. The teacher package the biscuits and learners take the baked products home the next day
			GRADE 5 3 rd year (2,5 hour periods) Learners prepare and bake All Bran rusks. The teacher slice, dry and package rusks and send home two days

Grade 5 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
			later
7	Food and beverage services Kitchen and restaurant operations	Understand the term “menu” and the typical layout of a menu Understand the principles of menu planning Choose a dish to prepare or task to perform in the restaurant Understand and practise mise-en-place in a restaurant Prepare a English breakfast Set the table for a English breakfast Understand and practise service and clearing techniques	Learners practise a trail run to prepare food for a English breakfast menu. The following are suggested recipes: Filter coffee and a selection of fruit juice Scrambled eggs with toast Fried beef or pork sausage Grilled, sliced tomatoes and mushrooms Learners clean up afterwards
8	Food and beverage services Kitchen and restaurant operations	Understand and practise mise-en-place in a restaurant Prepare a English breakfast Understand the nutritional value of breakfasts Set the table for a English breakfast Understand and practise service and clearing techniques	Learners prepare and serve food for a breakfast menu. The following are suggested recipes: Filter coffee and a selection of fruit juice Scrambled eggs with toast Fried beef or pork sausage Grilled, sliced tomatoes and mushrooms Learners clean up afterwards
9	Food and beverage services Kitchen and restaurant operations	Understand and practise mise-en-place in a restaurant Prepare a English breakfast Set the table for a breakfast Understand and practise service and clearing techniques Understand the principles of menu planning	Learners prepare and serve food for a breakfast menu. The following are suggested recipes: Filter coffee and a selection of fruit juice Scrambled eggs with toast Fried beef or pork sausage Grilled, sliced tomatoes and mushrooms Learners clean up afterwards
10	Cleaning and	Identify and use cleaning materials	The learners clean different sections in the hospitality studies kitchen, e.g.:

Grade 5 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	housekeeping	Clean floors, tiles and cupboards Clean public areas – e.g. school entrance hall Recycling in the hospitality industry	scrub floors, sinks, counter tops and kick boards Clean school entrance hall Recycle recyclables

Assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The assessment goals for Grade 5, first, second and third year are the same, the dishes are however more advanced.

Week 2:	Measure big quantities dry ingredients correctly	Use whisk to stir in the shape of an eight
Week 3:	Measure small quantities of dry ingredients correctly	Measure liquids correctly
Week 4:	Remember to switch oven off after being used	Move beater in mixing bowl to beat cake batter
Week 5:	Scrape batter from mixing bowl into cake tins	Use oven gloves to put cake tin into oven and to remove from oven
Week 6:	Cream margarine and sugar successfully	Shape scones correctly
Week 7:	Waitering skills: Take an order independently	Chef skills: Prepare dish independently
Week 8:	Waitering skills: Take ordered food to the correct guest	Chef skills: Able to “multiply” ingredients correctly
Week 10:	Clean stove thoroughly	Clean fridge thoroughly

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

Week 2:	Select/identify/write the portion size of porridge and the number of portions to eat	Identify and list products that are made from maize	List the accompaniments for breakfast cereals and porridge
Week 3:	Colour/mark/ write how to cook rice	Group rice according to types	Describe the effect of heat on rice
Week 4:	Indicate the nutritional value of cakes and biscuits on the SA Food pyramid	Identify and name the rising agent used for cakes and biscuits	Identify and name the cooking method used for cakes and biscuits
Week 5:	Select/write the correct answers to describe successfully baked cakes	Select/write the correct answers to describe successfully baked cakes	Describe how to prepare cake tins
Week 6:	Mark/write how a well baked biscuit looks	Identify and distinguish between the different types of	Identify and list the characteristics of baked

		biscuits	products that are ready to take out of the oven
Week 7:	Colour/mark/list your task in the restaurant	Write 3 or more steps to complete your task in the restaurant	Write 5 or more steps to complete your task in the restaurant
Week 8:	Colour/mark a breakfast place setting for one person	Colour/mark a breakfast place setting for two persons	Colour/mark a breakfast place setting for four persons
Week 10:	Colour/mark/write the cleaning material to use to clean floors in public areas	Describe the steps to clean floors in public areas	Identify equipment that is available on the market to clean floors in public areas

3.7.7 Grade 5 term 3

Grade 5 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	Hygiene and safety	Understand hygiene on food premises and practise safe food storage practises, and recycling of waste Identify milk and dairy products on the SA Food Pyramid	GRADE 5 1 st year (2,5 hour periods) Learners prepare and serve a strawberry and almond smoothie made with yoghurt and ice cream
	Nutrition and menu planning	Identify milk and dairy products portion size and list the number of portions to eat daily Identify and distinguish between fresh milk (full cream, low fat and skimmed) and evaporated, condensed, powdered and processed milk.	GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve a apple and lime smoothie made with yoghurt and ice cream
	Food commodities	Understand the difference between fresh, sour and long life cream.	GRADE 5 3 rd year (2,5 hour periods) Learners prepare and serve a health smoothie made with yoghurt and honey
2	Nutrition and menu planning	Identify cream soup portion size and list the number of portions to eat from the dairy group List the most important nutrient in milk and milk products, namely protein and calcium Understand and identify the difference between thin, clear soups (consommé) and thick soup (cream and puree soup)	GRADE 5 1 st year (2,5 hour periods) Learners prepare and serve asparagus cream soup
	Food commodities		GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve butternut cream soup

Grade 5 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
			GRADE 5 3 rd year (2,5 hour periods) Learners prepare and serve cream tomato soup with croutons
3	Nutrition and menu planning	List the most important nutrient in milk and milk products, namely protein and calcium and list the function of protein and calcium Identify pastry on the SA Food Pyramid and list the number of portions to eat daily Name types of pastry: short (plain, sweet), puff, and frozen (phyllo, puff, short) List the ingredients to prepare pastry Identify quality characteristics of the end product	GRADE 5 1 st year (2,5 hour periods) Learners prepare and serve quiche Lorraine in phyllo pastry cases
	Food commodities		GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve broccoli and cheese quiche
			GRADE 5 3 rd year (2,5 hour periods) Learners prepare and serve three cheese vegetable quiche
4	Nutrition and menu planning	Identify fish on the SA Food Pyramid Identify fish portion size and list the number of portions to eat daily List the most important nutrient in fish, namely protein and calcium	GRADE 5 1 st year (2,5 hour periods) Learners prepare and serve poached hake with white sauce
	Food commodities	Group fish according to their origin, or shape or flesh Identify and list the factors to consider when purchasing fish	GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve fried fish cakes (made with tuna and hake) with lemon

Grade 5 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
		Identify and list the cooking methods to prepare fish Identify food spoilage and food contamination	GRADE 5 3 rd year (2,5 hour periods) Learners prepare and serve haddock pie
5	Nutrition and men planning Food commodities	Identify poultry on the SA Food Pyramid Identify poultry portion size and list the number of portions to eat daily List the most important nutrient in fish and poultry, namely protein Identify and list the types of poultry that we eat Identify food spoilage, food poisoning and food contamination	GRADE 5 1 st year (2,5 hour periods) Learners prepare chicken stir fry served on rice
			GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve chicken and pineapple burger
			GRADE 5 3 rd year (2,5 hour periods) Learners prepare chicken stew served with rice
6	Nutrition and men planning	List the most important nutrient in poultry, namely protein and list the function of protein Identify and list the cooking methods to prepare poultry Identify and list the factors to consider when purchasing poultry Describe temperature control	GRADE 5 1 st year (2,5 hour periods) Learners prepare and serve curried chicken with rice

Grade 5 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Food commodities	Identify and list: <ul style="list-style-type: none"> - hot white sauces - sweet sauces - hot brown sauces - other sauces, e.g. curry sauce List the steps to prepare: <ul style="list-style-type: none"> - hot white sauces - sweet sauce - hot brown sauces - other sauces, e.g. curry sauce 	GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve creamy paprika chicken with rice
			GRADE 5 3 rd year (2,5 hour periods) Learners prepare and serve Chicken a'la King with rice
7	Client service and communication Food and beverage service Kitchen and restaurant operations	Understand the structure of a team and the definition of roles Understand and practise respect to learners, clients and teachers Understand the term "menu" and the typical layout of a 3 course menu Choose a dish to prepare or task to perform in the restaurant Understand and practise mise-en-place in a restaurant Prepare a 3 course menu Set the table for a 3 course menu Understand and practise service and clearing techniques	Learners practise a trail run to prepare a 3 course menu. The following are suggested recipes: Cucumber mould Chicken or beef stew with rice timbales Mixed vegetable salad Crème brûlée or crème anglaise Filter coffee/tea/coffee au lait Learners share and eat the dishes and clean up afterwards
8	Food and beverage	Understand the structure of a team and the definition of roles Understand and practise respect to learners, clients and	Learners prepare and serve a 3 course menu. The following are suggested recipes: Cucumber mould

Grade 5 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	service Kitchen and restaurant operations	teachers Understand the term “menu” and the typical layout of a 3 course menu Understand and practise mise-en-place in a restaurant Choose dish to prepare or task to perform in the restaurant Prepare a 3 course menu Set the table for a 3 course menu Understand and practise service and clearing techniques Understand and practise to greet guests	Chicken or beef stew with rice timbales Mixed vegetable salad Crème brûlée or crème anglaise Filter coffee/tea/coffee au lait Learners share and eat the dishes and clean up afterwards
9	Food and beverage service Kitchen and restaurant operations	Understand and practise respect to learners, clients and teachers Understand and practise mise-en-place in a restaurant Prepare a 3 course menu Set the table for a 3 course menu Understand and practise service and clearing techniques Understand customer relations Understand and practise service and clearing techniques Understand and practise to greet guests	Learners prepare and serve a 3 course menu. The following are suggested recipes: Cucumber mould Chicken or beef stew with rice timbales Mixed vegetable salad Crème brûlée or crème anglaise Filter coffee/tea/coffee au lait Learners share and eat the dishes and clean up afterwards
10	Cleaning and housekeeping	Identify and use cleaning materials Clean bathrooms and toilets	The learner cleans different sections in the school, e.g.: Bathrooms and toilets

Assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The assessment goals for Grade 5, first, second and third year are the same, the dishes are however more advanced.

Week 2:	Dish up and serve soup safely	Maintenance of hygienic standards: Clean and dry sink thoroughly
Week 3:	Perform the rub-in and creaming mixing method	Prepare food with clean hands and short clean nails
Week 4:	Poach/ fry products correctly	Clean stove top thoroughly
Week 5:	Grill/fry correctly	Identify most suitable equipment to prepare product
Week 6:	Stew correctly	Prepare food with neatly tied hair
Week 7:	Waitering skills: Collect correct order	Chef skills: Prepare dish independently
Week 8:	Waitering skills: Clear table correctly	Chef skills: Efficient use of time
Week 10:	Clean toilets thoroughly	Clean doors thoroughly

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

Week 2:	Select/identify/write examples of dairy products	Understand and identify the difference between thin, clear soups (consommé) and thick soup (cream and puree soup)	List the accompaniments for soup
Week 3:	Colour/mark the utensils you will use to a quiche	List the most important nutrient in milk and milk products, namely protein and calcium and list the function of protein and calcium	Name types of pastry: short (plain, sweet), puff, and frozen (phyllo, puff, short)
Week 4:	Identify/name the fresh water fish	Identify and list the factors to consider when purchasing fish	Identify and list the cooking methods to prepare fish
Week 5:	Select/write the cooking methods to prepare a burger and meat stew	Identify and list the types of poultry that we eat	Identify food spoilage, food poisoning and food contamination
Week	Mark/identify how to thaw	Identify and list the cooking	Identify and list the factors to

6:	chicken	methods to prepare poultry	consider when purchasing poultry
Week 7:	Select dishes for a 3 course menu.	Identify dishes that are not suitable for a 3 course menu	Draw up your own 3 course menu
Week 8:	Cut and paste the cutlery and crockery to set a 3 course dinner for 2 people	Cut and paste the cutlery and crockery to set a 3 course dinner for 4 people	Cut and paste the cutlery and crockery to set a 3 course dinner for 6 people
Week 10:	Colour/mark/match/write how to clean a bathroom	Colour/mark/match/write how to clean a hand basin in a bathroom	Colour/mark/match/write how to clean a toilet

3.7.8 Grade 5 term 4

Grade 5 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	Food commodities	Identify pasta on the SA Food Pyramid Identify pasta portion size and list the number of portions to eat daily Identify the cooking methods suitable for pasta dishes	GRADE 5 1 st year (2,5 hour periods) Learners prepare and serve boiled pasta with instant pasta sauce. Add chopped and fried bacon to sauce
			GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve boiled pasta with cheese and chopped ham sauce
			GRADE 5 3 rd year (2,5 hour periods) Learners prepare and serve macaroni and cheese (add boiled egg to cheese sauce)
2	Food commodities	Identify fruit on the SA Food Pyramid List the most important nutrient in pasta, namely starch and list the function of starch Group pasta according to the shapes (shells, screws and other), sheets (lasagne), ribbons (tagliatelle, fettuccine, spaghetti) and filled (cannelloni, ravioli) Describe how to prepare pasta Describe how to store pasta List the cooking methods suitable to prepare pasta	GRADE 5 1 st year (2,5 hour periods) Learners prepare and serve apple pasta salad (use mayonnaise and cream cheese)
			GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve banana and macaroni salad (use mayonnaise, cream cheese and condensed milk)
			GRADE 5 3 rd year (2,5 hour periods)

Grade 5 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
			Learners prepare and serve apple pasta and Mediterranean vegetable stir fry
3	Nutrition and menu planning Food commodities	Identify vegetables on the SA Food Pyramid Identify vegetable portion size and list the number of portions to eat daily Identify the different types of vegetables Identify the edible parts of the vegetable plant	GRADE 5 1 st year (2,5 hour periods) Learners prepare and serve mashed potatoes mixed with chopped onion
			GRADE 5 2 nd year (2,5 hour periods) Learners prepare baked fantail potatoes with grated cheese
			GRADE 5 3 rd year (2,5 hour periods) Learners prepare and serve baked jacket potatoes with fried mushrooms, onions and cherry tomatoes
4	Nutrition and menu planning Food commodities	Identify bread on the SA Food Pyramid Identify bread portion size and list the number of portions to eat daily List and name the ingredients to bake bread	GRADE 5 1 st year (2,5 hour periods) Learners prepare brown bread in mini loaf tins and package bread to take home
			GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve apple tart dusted with icing sugar
			GRADE 5 2 nd year (2,5 hour periods)

Grade 5 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
			Learners prepare health bread in mini loaf tins and package bread to take home
5	Nutrition and menu planning Food commodities	List the most important nutrient in bread, namely starch and list the function of starch Identify the different cooking methods for yeast products Understand and identify the characteristics of a baked product	GRADE 5 1 st year (2,5 hour periods) Learners prepare brown bread rolls (teacher prepare dough) and package bread to take home
			GRADE 5 2 nd year (2,5 hour periods) Learners prepare seed bread in mini loaf tins and package bread to take home
			GRADE 5 2 nd year (2,5 hour periods) Learners prepare cinnamon bread (teacher prepare dough) and package bread to take home
6	Nutrition and menu planning	Identify sugar on the SA Food Pyramid Boil water and pour boiling water safely holding one hand behind his/her back Distinguish between the different jelly flavours Understand and practise how to prepare, set and un-mould jelly Identify and name gelatine	GRADE 5 1 st year (2,5 hour periods) Learners prepare banana and orange jelly served with custard
			GRADE 5 2 nd 3year (2,5 hour periods) Learners prepare cinnamon bread rolls (teacher prepare dough) and package bread to take home
			GRADE 5 1 st year (2,5 hour periods)

Grade 5 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Food commodities	Describe what is gelatine Describe how to set gelatine dishes	Carrot and pineapple moulded salad
7	Client service and communication Food and beverage service Kitchen and restaurant operations	Identify and describe the procedure for absenteeism and illness in the hospitality industry Understand the term “menu” and the typical layout of a children’s party menu Choose dish to prepare or task to perform in the restaurant Understand and practise mise-en-place in a restaurant Prepare a children’s party menu Set the table for children’s party Draw up a shopping list Understand and practise service and clearing techniques Understand customer relations	Learners practise a trail run to prepare a birthday party for a 6 – 11 year old child . The following are suggested recipes: Strawberry smoothie Cup cakes, or novelty birthday cake Tramezzini with cheese or eclairs with savoury filling Crumpets served with butter and cheese or pancakes with savoury filling Yoghurt jelly
8	Client service and communication Food and beverage service Kitchen and	Understand the structure of a team and team work Understand and practise respect to learners, clients and teachers Understand the term “menu” and the typical layout of a children’s party menu Understand and practise mise-en-place in a restaurant	Learners prepare a birthday party for a 6 – 11 year old child. The following are suggested recipes: Strawberry smoothie Cup cakes, or novelty birthday cake Tramezzini with cheese or eclairs with savoury filling Crumpets served with butter and cheese or pancakes with savoury filling Yoghurt jelly

Grade 5 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	restaurant operations	Prepare a children's party menu Set the table for children's party Understand and practise service and clearing techniques Understand customer relations	
9	Hygiene and safety Food and beverage service Kitchen and restaurant operations	Understand and practise hygiene and safety in the restaurant Understand the importance of a nutritional children's party Understand and practise mise-en-place in a restaurant Prepare a children's party menu Set the table for children's party Understand and practise service and clearing techniques Understand customer relations	Learners prepare a birthday party for a 6 – 11 year old child, The following are suggested recipes: Fruit juice Cup cakes, or novelty birthday cake Tramezzini with cheese or eclairs with savoury filling Crumpets served with butter and cheese or pancakes with savoury filling Apple tart or pear crumble tart Yoghurt jelly Strawberry Santa Clause
10	Cleaning and housekeeping	Identify and use cleaning materials Clean a office in the school	The learner cleans different sections in the school, e.g.: Office space

Assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The assessment goals for Grade 5, first, second and third year are the same, the dishes are however more advanced.

Week 2:	Boil and drain pasta correctly	Clean and sort cutlery correctly
Week 3:	Practise safe knife skills	Switches stove plate off before removing pot
Week 4:	Prepare bread tins correctly	Know when to take bread out of oven
Week 5:	Measure dry ingredients correctly	Wash dishes in warm, clean water and rinse
Week 6:	Handle hot liquids safely	Stir ingredients in the shape of an 8
Week 7:	Waitering skills: Serve dishes correctly	Chef skills: Able to work under pressure
Week 8:	Waitering skills: Treat guests politely and with respect	Chef skill: Maintain hygienic standards
Week 10:	Dispose of waste hygienically	Clean an office space thoroughly

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

Week 2:	Select/mark the pasta food group on the SA Food Pyramid	List the most important nutrient in pasta, and the function	Group pasta according to the shapes (shells, screws and other), sheets (lasagne), ribbons (tagliatelle, fettuccine, spaghetti) and filled (cannelloni, ravioli)
Week 3:	Identify vegetable portion size and list the number of portions to eat daily	Identify the different types of vegetables	Identify the edible parts of the vegetable plant
Week 4:	Identify/mark the ingredients to bake bread	Identify bread portion size and list the number of portions to eat daily	List and name the ingredients to bake bread
Week 5:	Identify the different types of flour used to bake bread	Identify the different cooking methods for yeast products	Understand and identify the characteristics of a baked product
Week 6:	Select the dishes with gelatine as an ingredient	Understand and practise how to prepare, set and un-mould jelly	Describe what is gelatine

Week 7:	Select dishes suitable for a birthday party for a 1 year old child	List the ingredients to prepare the birthday party	Compile a shopping list to buy the ingredients for the birthday party
Week 8:	Paste a picture of a novelty cake and list the ingredients you will need to bake the cake	List the steps to prepare the novelty cake	Create a theme for a birthday party for a 6 year old and compile a menu
Week 10:	Colour/mark/match/write how to clean the school's sick room	Colour/mark/match/write how to make the bed in the school's sick room	Colour/mark/match/write how to clean the mirror in the school's sick room

4. SECTION 4: ASSESSMENT

4.1 Introduction

This section on assessment *standardises* the recording and reporting processes for the CAPS Grades R to 5 for learners with Severe Intellectual Disability. It also provides a policy framework for the management of School Based Assessment (SBA) and School Assessment Records.

It is required of teachers to offer a differentiated form of assessment, as learners with moderate to severe intellectual disability and learning difficulties also have diverse learning styles and support needs. Since a learner or learners may be functioning on different levels, the assessment / recording / reporting system must make provision for reflecting the level(s) of each individual learner. These different levels should be outlined in the Individual Support Plan which should be developed at the beginning of the year in accordance with the procedures contained in the *Policy on Screening, Identification, Assessment and Support* (SIAS). Each learner, regardless of his/her number of years in the school, must have access to various forms of assessment best suited to his/her competences, learning styles, strengths and needs. The targets set for each learner in terms of attainment of knowledge and skills outlined in each Subject Statement will always strive to take a learner to the next level and should never set a ceiling on learning potential. Individualised adaptation is required in terms of content, methods of presentation, classroom pedagogy, pacing of instruction and accommodations in assessment. The principle is to have high expectations for each learner, to identify and address barriers to learning so as to ensure fairness in assessment (See Chapter 9 of the National Protocol for Assessment, 2011).

Assessment does not imply that after every lesson the learners must complete a worksheet/assignment or project, but will be based on observation and recording of progress steps attained during the lesson or a series of lessons. Formal assessment can be done in a format which would be suitable for each learner, e.g. through written or oral assessments, or by making use of a range of accommodations measures, e.g. a reader and a scribe. The main aim is to be able to develop a report which is based on definable attainment (even through the smallest of steps) as prescribed in each subject and can be shared with parents and care-givers on at least a quarterly basis so as to elicit their participation and co-operation in the support programme of the learner. At the end of the year a Statement of Achievement/Report card must be made available on which the Individual Support Plan for the following year will be based. There will be no learner retention, as the Individual Support Plan and the Curriculum Schedule (see SIAS Form 124) will indicate at which grade level learners are working in each subject.

4.2 Assessment principles

4.2.1 Definition

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

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

- enable the teacher to assess a learner's progress in a reliable way.
- inform learners of their strengths, areas to be developed and progress.
- assist teachers, parents and other stakeholders in making decisions about the learning process, the progress of learners and the planning for their individualised support.

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

- all of the topics and content are covered.
- the full range of skills is included.
- a variety of different forms of assessment are used.

4.2.2 Informal Assessment or Daily Assessment

Assessment **for** learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning. Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations,

learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom.

Learners or teachers can assess their performance in the tasks. Self-assessment and peer assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of all the informal daily assessment tasks may be recorded based on assessment instruments used such as rubrics and checklists. This may serve to give feedback to the learners, their parents and the school management team.

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

4.2.3 Formal Assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as formal assessment. Formal assessment tasks are marked and results are formally recorded by the teacher. All formal assessment tasks are subject to internal moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained in the school. Assessment tasks should always set high expectations for learners.

To implement formal assessment the teacher should:

- Ensure that the formal assessment task coincides with the practical skills and theoretical work embedded in the practical skill corresponding with the tasks performed on that day or within the previous week;
- Explain the task to guide the learner, show an example of the completed task in order for the learner to know exactly what to do and what is expected;
- Divide the class, according to abilities, in more than one group and give a task with similar content, but differentiated in terms of level of difficulty, abstractness or method of questioning, to all

the learners. The way in which the assessment task is set should be in reach of the learners' level of development whilst also setting targets for the next step of development;

- Written tests could be set to assess theoretical knowledge within a set time, allowing for assessment accommodations in line with learners' individual needs;
- Write the date of expected completion of the task in the learner's book;
- Compile a suitable assessment tool; and
- Formal assessment should reflect 20 % theoretical knowledge embedded in practical work. Eighty percent (80%) should be practical work.

The formal assessment requirements are indicated in the formal School-Based Assessments table. In the three core subjects, the ratio may be adapted to the needs of the learners. The focus however must be on practical skills and not on the written tasks.

Formal School-Based Assessments			
Term 1	Term 2	Term 3	Term 4
Minimum of 1 worksheet/test/activity per term in order for 20 % of rating codes to reflect on theoretical knowledge	Minimum of 1 worksheet/test/activity per term in order for 20 % of rating codes to reflect on theoretical knowledge	Minimum of 1 worksheet/test/activity per term in order for 20 % of rating codes to reflect on theoretical knowledge	Minimum of 1 worksheet/test/activity per term in order for 20 % of rating codes to reflect on theoretical knowledge
Minimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills	Minimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills	Minimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills	Minimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills

In Creative Arts and Art and Crafts, the above table is not applicable. In these two subjects, a minimum of 4 practical assessment tasks should be completed. Theoretical content will not be assessed. Refer to the learning programme for assessment requirements.

In Physical Education assessment, the above tables does not apply. Refer to the learning programme for assessment.

Assessment in the CAPS Grades R to 5 for learners with Severe Intellectual Disability is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements;
- Facilitate access to and progression within education, training and career paths;
- Enhance the quality of education and training;
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities;
- Contribute to the holistic development of the learner and preparation for the world of work by addressing:
 - social adjustment and responsibility;
 - moral accountability and ethical work orientation;
 - resilience and adaptability;
 - economic participation and entrepreneurial skills; and
 - nation-building.

The principles that drive these objectives are:

- ***Integration***

To adopt a unified approach to education and training that will strengthen the capacity of learners to adapt to the requirements of the workplace.

- ***Relevance***

To be dynamic and responsive to workplace needs and a range of employment fields.

- ***Credibility***

To demonstrate national and international values and recognition of qualification and acquired competencies and skills.

- ***Coherence***

To work within a consistent framework of principles.

- ***Flexibility***

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

- ***Participation***

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

- ***Access***

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

- ***Progression***

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

- ***Articulation***

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

- ***Validity of assessments***

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

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

- ***Reliability***

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

- ***Fairness and transparency***

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

- Inequality of opportunities, resources or teaching and learning approaches
- Bias based on ethnicity, race, gender, age, disability or social class
- Lack of clarity regarding topic, content or skill being assessed
- Comparison of learners' work with that of other learners, without taking into account differences in learning styles, language and culture.

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

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

4.3 Managing assessment

4.3.1 Types of Assessment

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

- **Baseline assessment:** At the beginning of a year or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes that learners bring to the classroom. This knowledge assists teachers to plan learning programmes and learning activities flexibly enough to accommodate a wide range of learning styles and learning needs. This assessment should be done at three levels, namely to determine:

Progress with the curriculum

- Are learner learning what they were taught?
- Are they at the right entry point to 'grasp' the content worked on in the classroom?
- Are they practicing and performing as expected?

- Are they applying the facts, concepts and/or skills being learned?

Interests

- Are learners engaged in the lessons and activities?
- Are they showing interest in a new topic or area of study?
- Are they sharing their interests with others?

Characteristics

- What are their preferred learning styles (e.g., whole class teaching or pair work)?
- What are their responses to the content?
- What are their responses to the difficulty level of instruction?
- What are their responses to the pacing of instruction?
- What are their responses to the environment?
- **Diagnostic assessment:** This assessment diagnoses the nature and causes of learning barriers experienced by specific learners. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for learners requiring specialist assistance.
- **Formative assessment (Informal Assessment):** This assessment monitors and supports teaching and learning. It determines learners' strengths and areas to be addressed and provides feedback on progress. It determines if a learner is ready for summative assessment.
- **Summative assessment (Formal Assessment):** This type of assessment gives an overall picture of the learner's progress at a given time.

4.3.2 Planning Assessment

An assessment plan should cover three main processes:

- **Collecting evidence:** The assessment plan indicates which learning programme topics, content and skills will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

The assessment tasks may be broken down (designed down) into smaller, achievable steps and support may gradually be withdrawn as the learner master the content/skills. Thus, designing down means to look at the assessment goal and dividing this into smaller components which are spread over a longer period.

Two or more grades may be straddled, in other words the evidence may be collected over more than one grade within a subject. But straddling should be carefully recorded and monitored through Form 125 of the SIAS Protocol.

- **Recording:** The process of recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.
- **Reporting:** All the evidence is put together in a report to deliver a decision for the subject. Reporting must reflect the straddling that has been applied and should provide guidance to parents through meaningful descriptive paragraphs on what has been achieved and what the next expected outcomes are.

4.3.3 Methods of Assessment

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

TEACHER ASSESSMENT	The teacher assesses learners' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Learners assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Learners assess another learner or group of learners' performance against given criteria in different contexts, such as individual work, group work, etc.
GROUP ASSESSMENT	Learners assess the individual performance of other learners within a group or the overall performance of a group of students against given criteria.

4.3.4 Assessment tools/instruments to execute assessment

An assessment tool is the instrument the teacher utilizes to execute the assessment. When choosing an assessment tool ensure that the tool:

- is appropriate for the selected assessment method;
- provides the most valid and reliable information on the learners' performances;
- measures the objectives of the lesson.

Examples of assessment tools are checklist, rubrics, questionnaires, worksheets and video recordings.

A **rubric** serves as an objective assessment tool that provides, at varying levels, clear descriptions of the characteristics of the tasks. The descriptions or criteria in the rubric enables learners to understand what the teacher expects from them and complete the task accordingly. Rubrics are either holistic or analytic.

Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) a learner must demonstrate to achieve each level of the rating scale. The relevant content must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

Analytical descriptive rubrics focus on elements of the product or performances. Descriptive sentences are formulated for each of the seven rating codes, with the best performance reflected with a score of 7 and the poorest with a score of 1. This is the most reliable and trustworthy assessment tool.

Task lists and **checklists** are examples of a holistic rubric and show the learners what needs to be done. They consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the learner has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

Learners must do a minimum of 5 activities/projects/worksheets/tests per term 1 to 4. The teacher compiles the activities/worksheets/tests and these should consist of activities that require the learner to:

- Identify the correct answer/picture/object – the question as well as the answer may consist of images/objects, e.g. Boardmaker or clip art images;
- Match column A to B and both columns may consist of pictures/objects;
- Fill in the missing words. The missing words may be available to the learners (on a separate sheet or printed on the worksheet) and they can copy the words, or write the words on the dotted lines provided by the teacher;
- Perform a skill other than writing, e.g. to colour, to cut and paste in specified groups, to find pictures in a magazine and cut and paste in book; or
- Provide answers.

The following should at least be included in the Teacher's Assessment or Planning and Assessment File:

- Programme of Assessment for the grade
- The tools (rubric, checklist, etc.) used for each assessment task
- A mark sheet/record sheet for each assessment task

The learners Evidence must at least include:

- Classwork book
- Worksheet file

Evidence of learner performance must be available for quality assurance. This may be in the form of a Portfolio of Evidence (POE) which will include the learners' classwork books and the Support Needs Analysis (SNA).

4.4 School Assessment Programme

The **Programme of Assessment** takes place continuously and should commence in the second week of each term. The programme of assessment should include a minimum of five (5) assessment goals per subject. The programme of assessment should be recorded in the Teacher's assessment file or planning file (which may serve a dual purpose).

The following should at least be included in the Teacher's Assessment or Planning and Assessment File:

- A contents page
- The assessment goals for each subject
- The tools used for each assessment task
- A mark sheet/record sheet and report for each assessment task
- Recording instrument(s) for each assessment task
- A mark sheet and report for each assessment task

The learners Portfolio of Evidence must at least include:

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

Eighty to hundred percent (80% - 100%) of formal assessment should consist of **practical tasks/activities/skills**. Each learner should do a variety of practical tasks and activities during each term as indicated in the learning programmes.

4.5 Assessment programme across the five years

Assessment across the 5 years

Grade 4 – Practical assessment tasks

Task	Term 1		
1	Week 2 or 3	Keep work surface neat and clean Identify correct equipment to use	Cover hair with disposable cap Cut fruit in bite size portions
2	Week 4 or 5	Peel fruit correctly Eat fruit with fork and spoon	Wash fruit correctly Serve prepared fruit correctly
3	Week 6 or 7	Switch a stove plate off before removing a pot. Use frying pan safely	Neatness of hands and nails Wash dishes thoroughly
4	Week 8 or 10	Use oven safely Clean cupboards thoroughly	Measure small quantities dry ingredients correctly Clean floors thoroughly
Task	Term 2		
1	Week 2 or 3	Measure big quantities dry ingredients correctly Use egg lifter safely to turn products over	Use whisk to stir in the shape of an eight Use egg lifter to safely remove fried product
2	Week 4 or 5	Remember to switch stove plate off after being used Spoon batter with 2 spoons into muffin tin	Move beater in mixing bowl to beat batter Use oven gloves to put muffin tin into oven and to remove from oven
3	Week 6 or 7	Cut margarine into cake flour to make scones Take an order independently	Prepare dish independently Cut individual scones correctly
4	Week 8 or 10	Take ordered food to the correct guest Clean stove thoroughly	"Multiply" ingredients correctly Clean fridge thoroughly
Task	Term 3		
1	Week 2 or 3	Use electric equipment safely Heat milk safely	Clean and dry sink thoroughly Prepare food with clean hands and short nails
2	Week 4 or 5	Measure small quantities of dry ingredients correctly Fry meat correctly	Measure big quantities of dry ingredients correctly Clean stove top thoroughly
3	Week 6 or 7	Grill meat correctly Shape meat balls/patties correctly	Identify most suitable equipment to prepare product Neatness of hair
4	Week 8 or 10	Clear table correctly Clean wall tiles thoroughly	Efficient use of time Clean doors thoroughly
Task	Term 4		
1	Week 2 or 3	Mix salads correctly	Clean and sort cutlery correctly

		Wash vegetables under running water	Slice vegetables safely
2	Week 4 or 5	Operate electrical equipment safely Measure dry ingredients correctly	Clean electrical equipment thoroughly Wash dishes in warm, clean water and rinse
3	Week 6 or 7	Handle hot liquids safely Serve dishes correctly	Keep work surface neat and clean Work under pressure
4	Week 8 or 10	Treat guests polite and with respect Dispose of waste hygienically	Maintain hygienic standards Clean tables and chairs thoroughly

Grade 4 term 1 – 4: Theoretical assessment tasks

Evidence of one theoretical task of formal assessment between week 2 – 10 as in the annual teaching plan must be available for quality assurance.

Grade 5 – Practical assessment tasks

Task	Term 1		
1	Week 2 or 3	Keep work surface neat and clean Identify correct equipment to use	Dress correctly in disposable cap and cover hair with cap Measure dry ingredients correctly
2	Week 4 or 5	Measure liquids correctly Places bread tins/cake tins/baking sheets on the middle shelf in the oven	Sterilize bottle correctly and safely Prepare bread tins/cake tins/baking sheets to bake products
3	Week 6 or 7	Switch stove plate off before removing pot from stove plate Use oven gloves safely	Prepare food with clean hands and short nails Wash and dry dishes thoroughly
4	Week 8 or 10	Use oven safely Clean cupboards thoroughly	Measure small quantities dry ingredients correctly Clean floors thoroughly
Task	Term 2		
1	Week 2 or 3	Measure big quantities dry ingredients correctly Measure small quantities of dry ingredients correctly	Use whisk to stir in the shape of an eight Measure liquids correctly
2	Week 4 or 5	Remember to switch stove plate off after	Move beater in mixing bowl to beat

		being used Scrape batter from mixing bowl into cake tins	batter Use oven gloves to put muffin tin into oven and to remove from oven
3	Week 6 or 7	Cream margarine and sugar successfully Take an order independently	Shape scones correctly Prepare dish independently
4	Week 8 or 10	Take ordered food to the correct guest Clean stove thoroughly	"Multiply" ingredients correctly Clean fridge thoroughly
Task	Term 3		
1	Week 2 or 3	Dish up and serve soup safely Perform the rub-in and creaming mixing method	Clean and dry sink thoroughly Prepare food with clean hands and short nails
2	Week 4 or 5	Prepare a custard filling without lumps Poach/ fry products correctly	Prepare a crust for a pie filling Clean stove top thoroughly
3	Week 6 or 7	Stew correctly Collect correct order	Prepare food with neatly tied hair Prepare dish independently
4	Week 8 or 10	Clear table correctly Clean toilets thoroughly	Efficient use of time Clean doors thoroughly
Task	Term 4		
1	Week 2 or 3	Boil and drain pasta correctly Practise safe knife skills	Switches stove plate off before removing pot Mix salad with two forks
2	Week 4 or 5	Prepare bread tins correctly Measure dry ingredients correctly	Know when to take bread out of oven Wash dishes in warm, clean water and rinse
3	Week 6 or 7	Handle hot liquids safely Serve dishes correctly	Stir ingredients in the shape of an 8 Work under pressure
4	Week 8 or 10	Treat guests politely and with respect Dispose waste hygienically	Maintain hygienic standards Dispose waste hygienically

Grade 5 term 1 – 4: Theoretical assessment tasks

Evidence of one theoretical task of formal assessment between week 2 – 10 as in the annual teaching plan must be available for quality assurance.

4.6 Recording and Reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge and skill. Records of learner performance should provide evidence of the learner's progression. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc.

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

- learners' names;
- dates of assessment;
- name and description of the assessment activity;
- the results of assessment activities, according to Subject;
- comments for support purposes.

Teachers in all grades issue formal report cards quarterly indicating the competence level of the learner and as stated above also provide explanatory notes on what the learner has achieved per subject and what could be done by the parents at home to provide further stimulation.

The report cards may either be in narrative form that states the theory embedded in the skills and skill performed, or in a rating code as follows:

Rating code	Description of competence
7	Outstanding achievement
6	Meritorious achievement
5	Substantial achievement
4	Adequate achievement
3	Moderate achievement
2	Elementary achievement
1	Not achieved

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

NOTE:

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

4.7 Moderation of Assessment

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

4.7.1 Moderation serves five purposes:

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

4.7.2 Internal moderation

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

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

4.8 General

This document should be read in conjunction with:

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

