

Occupational Consumer Studies: Food Production



Grade 8
Teacher Guide

TERM 1**Week 1:**

Orientate the learners in the workplace kitchen.

Week 2 & 3:**Activity: (Group work)**

Personal hygiene (Hand washing)

Practical Lesson 1:

Hygiene, Health & Safety

Week 4 – 6:**Activity:**

Basic kitchen equipment and utensils

Activity:

Measuring equipment

Activity: (Demonstration)

Measuring

Practical Lesson 2:

Identification test

Practical Lesson 3:

Measuring

Week 7:**Activity:**

Preparation techniques

Activity:

Recipe terminology (interpretation)

Week 8:**Practical Skills Test 1**

Identification test/ Measuring and Interpret a recipe Skills Test 1: Identification test/ Measuring and Interpret a recipe

TERM 2**Week 1:****Activity:**

Batters, Dough and Mixing Techniques

Activity:

Cooking Methods

Week 2 & 3:**Activity:**

Decoration, Garnishing and Packaging

Practical Lesson 4:

Crumpets

Week 4 & 5:**Practical Lesson 5:**

Rock Cakes

Week 6 & 7:**Practical Lesson 6:**

Muffins

Activity:

Labelling and Packaging

Week 8:**Practical Skills Test 2**

Compare muffins from different outlets and evaluate a label

TERM 3**Week 1:****Activity:**

Decoration, Garnishing and Packaging

Week 2 & 3:**Practical Lesson 7:**

Pancakes

Activity:

Variations of Pancakes

Week 4 & 5:**Practical Lesson 8:**

Fritters

Week 6 & 7:**Practical Lesson 9:**

Vetkoek

Activity:

Advertisement

Week 8:**Practical Skills Test 3**

Design an advertisement for your product

TERM 4**Week 1 - 3****Project based Learning Task**

(Marketing and selling a product.)

TERM 1

Week 1:

Orientation

Teacher orientates the learners in the practical workplace. Set the rules and regulations to abide by, when working in the workplace.

Discuss the practical tasks for the year.

Week 2 and 3:

Hygiene, Health & Safety

Personal Hygiene

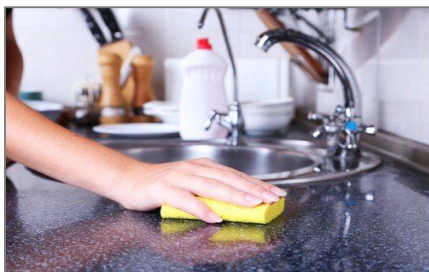
Personal hygiene means to be clean and neat on yourself.

- Bath or shower daily.
- Wash your hands thoroughly before handling food. Also wash your hands regularly, especially after using the toilet, touching the rubbish bin or blowing your nose.
- Never cough or sneezes over food or surfaces where food is prepared.
- Wear clean, protective clothing such as an apron.
- Tie back long hair or wear a hairnet to cover your hair.
- Men should be cleanly shaved.
- Keep fingernails short and clean and do not wear nail polish.
- Avoid wearing jewellery.
- Cover cuts and wounds with bandages or plaster.
- Never handle food if you have a contagious illness.



Kitchen Hygiene

Kitchen hygiene means to maintain a clean and neat kitchen.



- Keep the kitchen clean and tidy. Clean as you go.
- Keep working surfaces and equipment clean.
- Sweep and mop the kitchen floor regularly.
- Wash and bleach dishcloths regularly.
- Wash dishes in hot soapy water and rinse in hot clean water. Leave to air dry or use a clean dishcloth to dry dishes.
- Throw away chipped or cracked cups, plates, etc.
- Empty kitchen garbage bins regularly.
- Wash waste bins regularly with hot water and disinfectant.
- Rinse fruit and vegetables before preparing them.

- Use different cutting boards, knives, etc. for raw and cooked food to prevent **cross contamination**. Prepare meat and poultry separate from fruit and vegetables.

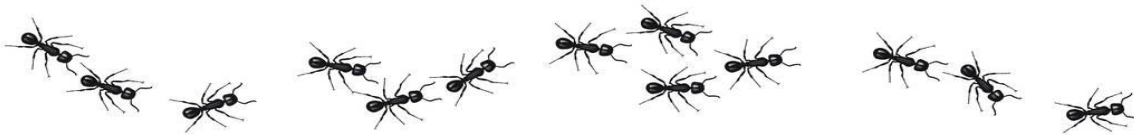
Cross contamination:

When bacteria gets transferred from one surface to another

Bacteria are hitchhikers.



- Wash cutting boards, knives, etc. for raw and cooked food thoroughly between tasks.
- Cook food thoroughly. Be careful not to reheat food repeatedly because it can lead to food poisoning, especially poultry.
- Never lick your fingers when working with food.
- Use a clean spoon to taste food and wash it well afterwards.
- Keep food covered.
- Store perishable food in the refrigerator/freezer.
- Store non-perishable food in a cool, dry and dark place.
- Don't store food on the floor where pests can easily get to it.



Pests in the kitchen

There are different types of kitchen pests, for example ants, flies, cockroaches, rats/mice. Pests carry bacteria and spread diseases. Get rid of pests immediately because they quickly increase in number.



Preventing pests:

- Clean working surfaces when you are done. Food scraps like crumbs attract pests.
- Food must be covered and stored at all times.
- Rubbish bins and spoiled food attract flies which transmit bacteria. Empty rubbish bins regularly and make sure bins have lids on.

Safety in the kitchen

There are different dangers in a kitchen, for example sharp knives, hot ovens/stove plates, electricity, etc.

Reasons for accidents happening in the kitchen:

1. Haste (being in a hurry)
2. Lack of concentration (not paying attention)
3. Distractions
4. Disorderliness
5. Using wrong equipment
6. Failure to apply safety rules



Safety guidelines:

- Keep the kitchen floor clear. There shouldn't be things lying around, it can cause someone to trip and fall.
- Clean up spills immediately otherwise someone can slip and fall.



Ovens/Stoves:

- Handles of pots and pans should be turned to the back of the stove.
- Use oven mitts to handle hot baking dishes/sheets. Do not use dishcloths, especially when wet.
- Open lids away from yourself to let the steam escape safely and to prevent it from burning you.
- Keep dish clothes, oven mitts, etc. away from the stove.
- Never leave cooking foods unattended.



Knives:

- Always cut away from your body when using a knife.
- Always use a cutting board.
- Carry knives close by your side, pointing directly at the ground.
- Don't put knives in a sink of soapy water – they may not be seen and accidents can occur.
- Don't try to catch a knife as it falls.



Electricity:

- Make sure all wires, cords and plugs on your appliances are not frayed and that all appliances are in a good working condition.
- Never stick a knife, fork or any other metal object in a toaster to retrieve trapped toast. This will cause an electric shock.



How to put out fires in a kitchen:



- When a fire starts in the kitchen, you need to act fast to keep the fire from getting out of control.
- If you have a fire in the oven or the microwave, close the door or keep it closed, and turn off the oven. Don't open the door. The lack of oxygen will suffocate the flames.
- If you have a fire in a pot or pan, use an oven mitt to put the lid on. The lack of oxygen will stop the flames in the pot or pan. Turn off the stove.
- Smother the fire with a wet towel or other large wet cloth or use a fire extinguisher.
- Never use water to put out grease (oil) fires. Water will cause the oil to spatter.
- Don't swat at a fire with a towel or apron. You're likely to fan the flames and spread the fire.
- If the fire is spreading and you can't control it, get everyone out and call the fire department.

Basic First Aid

A first aid kit must contain the following basic items:

- Gloves
- Waterproof bandages
- Cotton wool
- Tweezers
- Scissors
- Safety pins
- Roller bandages
- An antiseptic
- Ointment for light burns / Burn Shield
- Pain killers



Burns and scalding wounds:

Burns are caused by dry heat, e.g. fire or when a hand is pressed against a hot plate.

Scalds are caused by moist heat such as steam or hot liquid.

In case of burns or scald wounds:

- Immediately immerse the burnt part of the body in ice cold water or keep it under running cold water.
- Do NOT apply butter or any other home remedy.
- Put antiseptic ointment on the wound and cover it.



Cuts:

In case of minor cuts:

- Rinse the wound carefully.
- Put pressure on until it stops bleeding.
- Dry the wound.
- Put antiseptic on.
- Cover with waterproof bandage.



Electrical shock:

In case of an electrical shock:

- Switch off the main switch.
- If possible move the person away from the apparatus without touching them directly otherwise you will be shocked as well. Use a wooden object like a broom to get the person away from the apparatus.
- Apply mouth to mouth resuscitation and call the doctor.



Very important!

Always wear gloves when you treat wounds to protect yourself against contracting the HIV/AIDS virus.



Activity: Hand washing (Group work)

Learners do research about the steps in the hand washing procedure. Learners design and make an A-4 poster illustrating the steps in the hand washing procedure.

Activity: Hand washing (Group work) Marking guidelines



Practical Lesson 1: Hygiene, Health & Safety

Study the picture below and answer the questions that follow regarding Hygiene, Health & Safety.



1. Provide THREE examples of unhygienic conditions in the kitchen above by circling them in blue. (3)
2. Identify FIVE examples of dangerous/unsafe conditions in the kitchen above by circling them in red. (5)
3. List any THREE items that need to be in a first aid kit.

_____ (3)

4. The lady in the picture burns herself with the steam of the kettle. Describe how to treat the wound.

_____ (3)

5. The pot on the stove plate catches fire; explain how you would react in this particular situation. How will you put out the fire?

(3)

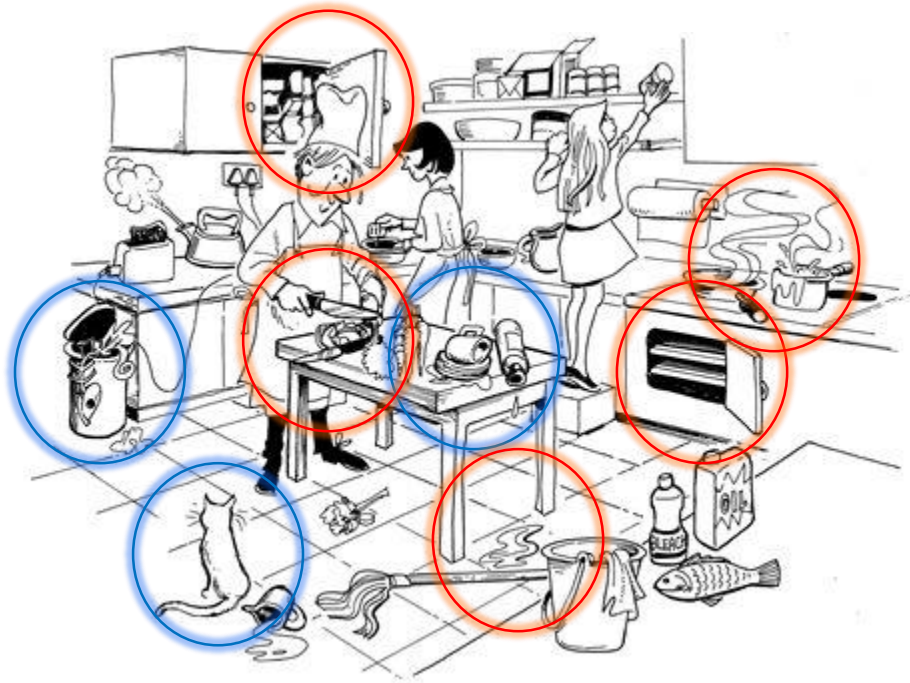
6. The chef in the picture cuts himself with the knife. Explain how you would treat his wound. **(Keep HIV/AIDS in mind)**

(3)

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Practical Lesson 1 – Marking Guideline:

Study the picture below and answer the questions that follow regarding Hygiene, Health & Safety.



1. Provide THREE examples of unhygienic conditions in the kitchen above by circling them in blue. **(Any three)** (3)
2. Identify FIVE examples of dangerous/unsafe conditions in the kitchen above by circling them in red. **(Any five)** (5)
3. List any THREE items that needs to be in a first aid kit.

Any three of the following:

- Gloves
- Waterproof bandages
- Cotton wool
- Tweezers
- Scissors
- Safety pins
- Roller bandages
- An antiseptic
- Ointment for light burns / Burn Shield
- Pain killers

(3)

4. The lady in the picture burns herself with the steam of the kettle. Describe how to treat the wound.

- Immediately immerse the burnt part of the body in ice cold water or keep it under running cold water.
 - Do NOT apply butter or any other home remedy.
 - Put antiseptic ointment on the wound and cover it. (3)
5. The pot on the stove plate catches fire; explain how you would react in this particular situation. How will you put out the fire?
- Use an oven mitt to put the lid on.
 - Turn off the stove.
 - Smother the fire with a wet towel or other large wet cloth or use a fire extinguisher. (3)
6. The chef in the picture cuts himself with the knife. Explain how you would treat his wound. **(Keep HIV/AIDS in mind)**

Any three of the following:

- Put gloves on to protect yourself against HIV/AIDS.
- Rinse the wound carefully.
- Put pressure on until it stops bleeding.
- Dry the wound.
- Put antiseptic on.
- Cover with waterproof bandage.

(3)
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Week 4 – 6:

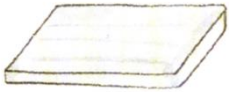


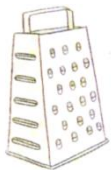



Kitchen Equipment




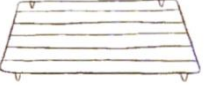
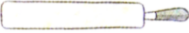






When choosing equipment:

1. Buy the best quality you can afford.
2. Choose the best design to suit its use, not the 'prettiest' or 'nicest colour'.
3. Buy only what is necessary for your use – not every new gadget that comes onto the market and 'looks good' is necessary.

Activity: Kitchen Equipment

Complete the following table by filling in how to care for the specific equipment and also find out where it is stored in the classroom kitchen.



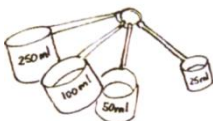
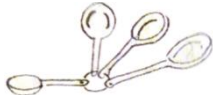
UTENSIL	NAME	USE/TYPE OF TASK	CARE	STORAGE IN CLASS
	Chopping board	Chopping vegetables, fruit, meat, fish, chicken		
	Cook's knife	Chopping, cutting		
	Vegetable knife	Peeling and cutting		
	Grater	Grating vegetables, fruit, citrus peel, chocolate, cheese		
	Vegetable peeler	Peeling vegetables and fruits		
	Mixing bowls	Mixing batter, dough, sauces, salads. Beating and whisking e.g. eggs		
	Wooden spoons	Stirring or beating mixtures		

	Egg beater Wire whisk	Beating eggs, cream and other liquid mixtures.		
	Sieve	Sifting flour and other ingredients.		
	Pastry brush	Glazing food like pies and scones.		
	Cooling rack	Cooling cakes and biscuits once they have been removed from baking sheet.		
	Palette Knife (Spatula)	Spreading icing, turning pancakes and lifting biscuits from a baking sheet.		
	Scraper	Scraping mixtures from bowls, dishes and saucepans.		
	Egg lifter	Lifting and turning food while frying.		
	Frying pan	Frying foods such as eggs, meat, fish and pancakes.		
	Cake tin	Baking cakes.		
	Muffin tin	Baking muffins and cupcakes.		
	Baking sheets	Baking biscuits, pizza, scones.		

Measuring

Activity: Measuring Equipment

Complete the following table by filling in how to care for the specific measuring equipment and also find out where it is stored in the classroom kitchen.

MEASURING EQUIPMENT	NAME	USE	CARE	STORAGE IN CLASS
	Scale or mass meter	Weighing dry or solid ingredients in grams or kilograms.		
	Measuring jug	Measuring liquid ingredients e.g. milk, water, oil.		
	Measuring cups: 250 ml. 100 ml. 50 ml. 25 ml.	Measuring dry ingredients e.g. flour, sugar.		
	Measuring spoons: 15 or 12,5 ml. 5 ml. 2,5 or 2 ml. 1 ml.	Measuring very small quantities of dry ingredients e.g. baking powder, liquids e.g. vanilla essence.		

Metric scale:



1. Measurements for solid foods, such as butter, flour and sugar is often given by weight, not volume.
2. Weight measurements are given in grams (g) and kilograms (kg).

Combination measurements:

1. Sometimes when measuring you will need to use a combination of spoons, cups and jugs.

2. Margarine must always be measured on a scale. If the recipe says ml, then change the measuring device to measuring cups or measuring spoons.

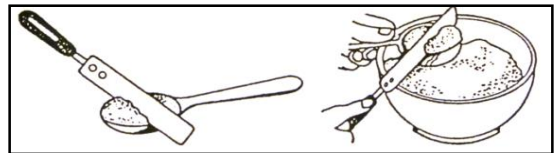
Measuring jugs:

1. Only liquid is measured in a measuring jug.
2. Put the liquid into the jug, place the jug onto a level surface.
3. Bend down and measure the level of the liquid at eye level.
4. It is marked in millimetres.



Measuring spoons and cups:

1. Use a clean, dry measuring cup or spoon for measuring dry ingredients.
2. Scoop the dry ingredients lightly into the measuring cup and scrape it level with the straight side of the blade of the knife.
3. Take care not to press the ingredients hard into the cup or spoon. This will make the measuring inaccurate.








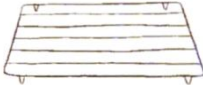




Activity: Measuring (Demonstration)

Practice the correct measuring techniques using different dry ingredients and liquids.








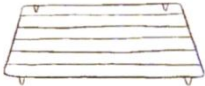
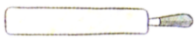
Practical Lesson 2: Identification Test


Complete the following table by identifying the kitchen equipment. Also describe the use of each.

UTENSIL	NAME	USE
	(1)	(1)
	(1)	(1)
	(1)	(1)
	(1)	(1)
	(1)	(1)
	(1)	(1)
	(1)	(1)
	(1)	(1)
	(1)	(1)
	(1)	(1)

Practical Lesson 2 – Identification Test Marking Guideline

Complete the following table by identifying the kitchen equipment. Also describe the use of each.

UTENSIL	NAME	USE
	Wooden spoon (1)	Stirring or beating mixtures. (1)
	Egg beater (Electrical) (1)	Beating eggs, cream and other liquid mixtures. (1)
	Kitchen Scale or Mass meter (1)	Weighing dry or solid ingredients in grams or kilograms. (1)
	Pastry brush (1)	Glazing food likes pies and scones. (1)
	Muffin tin (1)	Baking muffins and cupcakes. (1)
	Frying pan (1)	Frying foods such as eggs, meat, fish and pancakes. (1)
	Mixing bowl (1)	Mixing batter, dough, etc. Beating and whisking eggs for example. (1)
	Wire rack (1)	Cooling cakes and biscuits once they have been removed from baking sheet. (1)
	Palette knife or Spatula (1)	Spreading icing, turning pancakes and lifting biscuits from a baking sheet. (1)

	(1)	(1)
	Scraper (1)	Scraping mixtures from bowls, dishes and saucepans. (1)

[20]

Practical Lesson 3: Measuring

Answer the following questions regarding measuring.

1. We are baking ROCK CAKES. Look at the ingredients and write down the measuring equipment you would use.

Ingredients	Measuring equipment
240 g flour	1.1
10 ml baking powder	1.2
60 g margarine	1.3
50 ml sugar	1.4
50 ml raisins	1.5
1 egg	
150 ml milk	1.6

(6)

2. The sugar amount in a recipe is 76 ml, what measuring equipment would you use to make up the amount needed.

Measuring Equipment	Size

(6)

3. Give TWO examples of ingredients that would be measured using the following measuring equipment.

Measuring Equipment	Ingredients
Kitchen scale	
Measuring jug	
Measuring cups	
Measuring spoons	

(8)

[20]

Practical Lesson 3 – Measuring Marking Guideline:

Answer the following questions regarding measuring.

1. We are baking ROCK CAKES. Look at the ingredients and write down the measuring equipment you would use.

Ingredients	Measuring equipment
240 g flour	1.1 Kitchen scale / Mass meter
10 ml baking powder	1.2 Measuring spoons
60 g margarine	1.3 Kitchen scale / Mass meter
50 ml sugar	1.4 Measuring cup
50 ml raisins	1.5 Measuring cup
1 egg	
150 ml milk	1.6 Measuring cups or Measuring jug

(6)

2. The sugar amount in a recipe is 76 ml, what measuring equipment would you use to make up the amount needed.

Measuring Equipment	Size
Measuring cup	50 ml
Measuring cup	25 ml
Measuring spoon	1 ml

(6)

3. Give TWO examples of ingredients that would be measured using the following measuring equipment.

Measuring Equipment	Ingredients
Kitchen scale	Meat, Nuts
Measuring jug	Water, Milk
Measuring cups	Flour, Sugar
Measuring spoons	Baking powder, Salt

(8)

[20]





Week 7:






Terminology and Preparation Techniques

Activity: Preparation Techniques

Answer the following questions.

1. Complete the following table by listing the utensils used during the under mentioned preparation techniques and describe examples of where it is used in cooking.

TERM	MEANING	UTENSIL USED	WHERE IT IS USED IN COOKING
PREPARATION			
Grease 	Covering the surface of a baking tray/pan/dish with a thin layer of oil or grease to prevent the food from sticking.		
Chop 	To cut roughly into small pieces.		
Grate 	To rub food against a grater to cut it into small pieces.		
Peel 	To remove a thin layer of skin from fruits and vegetables.		

<p>Slice</p> 	<p>To cut into very thin layers.</p>		
<p>FINISHING OFF</p>			
<p>Decorate</p> 	<p>To make a sweet dish look attractive: e.g., ice cream decorated with chopped nuts and chocolate sauce.</p>		
<p>Garnish</p> 	<p>To garnish a savoury dish e.g., using parsley.</p>		
<p>Glaze</p> 	<p>To brush with milk or egg.</p>		
<p>Sprinkle</p> 	<p>Spreading crumbs, chopped nuts or sugar from a height evenly over the surface of food</p>		

2. Define the following preparation techniques:

2.1 Grease

2.2. Chop

2.3 Grate

2.4 Glaze

2.5 Peel

2.6 Decorate

2.7 Garnish

2.8 Slice

Activity: Recipe Terminology

Search for a recipe in a magazine. Paste the recipe in the block below. Circle all the terms and explain them in your own words. Research the meaning of the words you don't know.






[illegible]

Week 8:

Practical Skills Test 1





Identify kitchen equipment, Measuring and Recipe interpretation

1. Name the use of the following kitchen equipment.

EQUIPMENT	USE
	
	
	
	
	

(5)

2. Choose the measuring equipment from COLUMN B that should be used to measure the ingredients in COLUMN A. Connect the ingredients with the correct measuring equipment by drawing a line.

COLUMN A INGREDIENTS	COLUMN B MEASURING EQUIPMENT
5 ml Baking powder	
150 g Margarine	
200 ml Milk	
125 ml Cake flour	

(4)

3. Study the recipe below and rearrange the method (steps) of the recipe in the correct order. Only write down the letters to indicate the order in which the steps should be followed.

CRUMPETS

Ingredients:

250 ml	cake flour
10 ml	baking powder
1 ml	salt
30 ml	sugar
1	egg
200 ml	milk
15 ml	cooking oil



Method:

- A) Add the dry ingredients slowly to the egg mixture and mix until smooth.
- B) Beat the egg, add the milk and oil and beat slightly until mixed.
- C) Heat a frying pan with just enough oil to cover the bottom of the pan.
- D) Drop spoonful of the mixture onto the hot frying pan. Fry 3 – 4 crumpets at a time. They should all be the same size.
- E) Sift the flour, baking powder and salt together. Add the sugar.
- F) Turn over with an egg lifter or spatula as soon as bubbles pop on the surface. Allow the other side to brown.

STEPS	LETTER
Step 1	
Step 2	
Step 3	
Step 4	
Step 5	
Step 6	






(6)

[20]

Practical Skills Test 1 – Marking Guideline





Identify kitchen equipment, Measuring and Recipe interpretation

1. Name the use of the following kitchen equipment.

EQUIPMENT	USE
	Used to bake muffins and cupcakes.
	Used to beat eggs and other liquid mixtures.
	Used for frying foods such as eggs, meat, fish and pancakes.
	Used to sift flour and other dry ingredients.
	Used to mix batters or dough in.

(5)

2. Choose the measuring equipment from COLUMN B that should be used to measure the ingredients in COLUMN A. Connect the ingredients with the correct measuring equipment by drawing a line.

COLUMN A INGREDIENTS	COLUMN B MEASURING EQUIPMENT
5 ml Baking powder	
150 g Margarine	
200 ml Milk	
125 ml Cake flour	

(4)

3. Study the recipe below and rearrange the method (steps) of the recipe in the correct order. Only write down the letters to indicate the order in which the steps should be followed.

CRUMPETS

Ingredients:

250 ml	cake flour
10 ml	baking powder
1 ml	salt
30 ml	sugar
1	egg
200 ml	milk
15 ml	cooking oil



Method:

- A) Add the dry ingredients slowly to the egg mixture and mix until smooth.
- B) Beat the egg, add the milk and oil and beat slightly until mixed.
- C) Heat a frying pan with just enough oil to cover the bottom of the pan.
- D) Drop spoonful of the mixture onto the hot frying pan. Fry 3 – 4 crumpets at a time. They should all be the same size.
- E) Sift the flour, baking powder and salt together. Add the sugar.
- F) Turn over with an egg lifter or spatula as soon as bubbles pop on the surface. Allow the other side to brown.

STEPS	LETTER
Step 1	E
Step 2	B
Step 3	A
Step 4	C
Step 5	D
Step 6	F

TERM 2

Week 1:

Batter and Dough

Classification of Flour Mixtures

CLASSIFICATION	MIXING AND TEXTURE	CHARACTERISTICS	PRODUCT
BATTERS			
POURING/MIXING BATTER (THIN)	Thin liquid mixture. Doesn't need a lot of mixing.	Products are soft and velvety.	Pancakes.
COATING BATTER (MEDIUM)	Slightly thicker mixture that will stick to food. Moderate mixing.	Products are soft but firmer than a Pouring batter.	Crumpets, waffles.
DROPPING BATTER (THICK)	Mixture will drop from a spoon. Not very thorough mixing.	Products are crispy.	Fritters, vetkoek, muffins and cakes.
DOUGHS			
SOFT DOUGH	Kneading, rolling and shaping by hand. Soft.	Products are soft.	Scones, doughnuts, koeksisters.
STIFF DOUGH	Kneading, rolling and shaping by hand. Stiff.	Products are stiff and crisp.	Pastry, biscuits, shortbread.

Classification of Batters






Definitions

In cooking terms, the word batter means:

- A mixture of flour, egg, and milk or water that is thin enough to be poured or dropped from a spoon. This includes cake and pancake or waffle batter as well as the majority of cookie batters.
- A coating, often of flour and egg though sometimes with bread, which is applied to food that is meant to be fried. For instance, deep-fried fish is often battered.

We can clearly see that the difference between batter and dough is that batter is thinner while dough is quite thick.

Mixing techniques

MIXING AND COMBINING INGREDIENTS		
Term	Definition	Illustration
Rub in / Cutting in	To combine shortening with flour using the tips of the fingers or a knife.	
Sift	To shake dry ingredients through a sieve.	
Stir	To mix ingredients with a circular motion.	
Beating	Incorporating air into a mixture using an egg beater, wooden spoon or metal spoon.	
Whisking	Performing a soft beating action with a whisk or a fork.	

Complete the cross-word puzzle below. Use the word bank to help you.

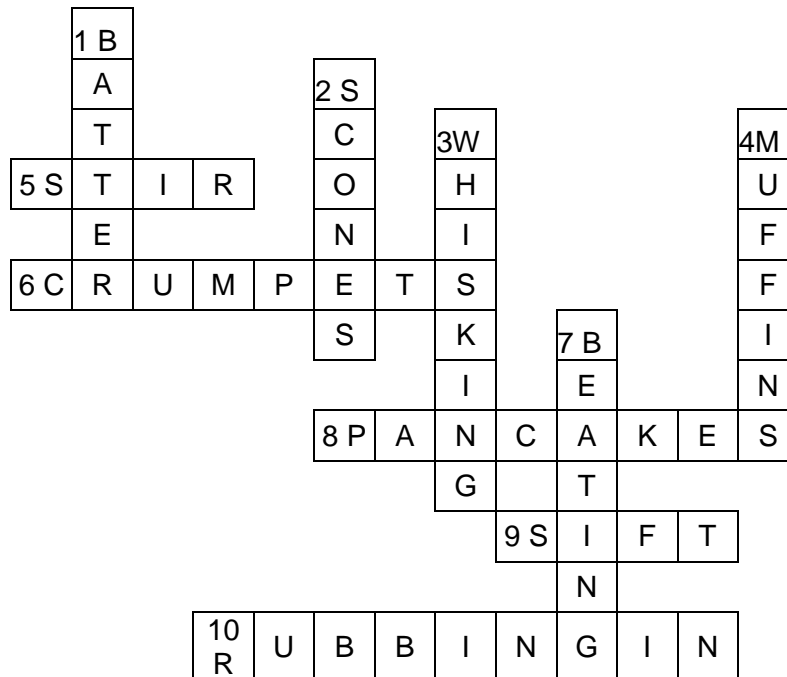
1. A mixture of flour, egg, and milk or water that is thin enough to be poured or dropped from a spoon.
2. Product made from soft dough.
3. Performing a soft beating action with a whisk or a fork.
4. Product made from dropping batter.
7. Incorporating air into a mixture using an eggbeater, wooden spoon or metal spoon.

5. To mix ingredients with a circular motion.
6. Product made from coating batter.
8. Product made from pouring batter.
9. To shake dry ingredients through a sieve.
10. To combine shortening with flour using the tips of the fingers.








Word Bank

Pancakes
Rubbing in
Sift
Batter
Beating

Stir
Scones
Crumpets
Whisking
Muffins

Marking Guidelines:**BATTERS, DOUGHS AND MIXING TECHNIQUES**

Classification of Cooking Methods

Moist Heat Cooking Methods: Cooked with water, stock or steam		Dry Heat Cooking Methods: Cooked with hot air or fat/oil	
Boil: Cook in liquid with bubbles rising constantly to the surface. Examples: Eggs Potatoes Pasta		Bake: Cook in oven. Examples: Biscuits Muffins Scones	
Simmer: Cook slowly in a saucepan with bubbles occasionally rising to the surface. Examples: Soup/sauces Stew Tough meat		Dry fry: Cook in a pan without fat or oil. Examples: Bacon	
Steam: Cook in steam from boiling water. Examples: Vegetables Fish		Shallow fry (sauté): Cook in a little bit of fat or oil. Examples: Onions Crumpets Pancakes	
		Deep fry: Cook in a lot of oil (food covered in oil). Examples: Chips Vetkoek Koeksisters	

Guidelines for baking:

- Preheat the oven.
- Bake on the middle shelf.
- Do not open oven door until two-thirds of the baking time has passed.

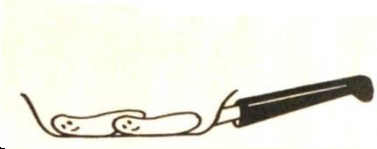
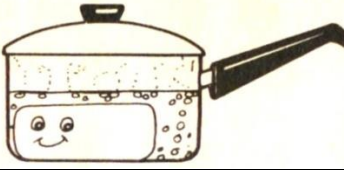
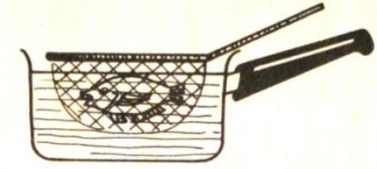
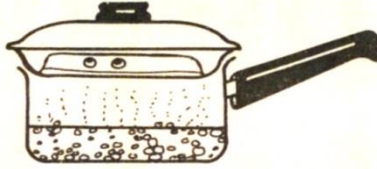
Guideline for shallow frying and deep frying:

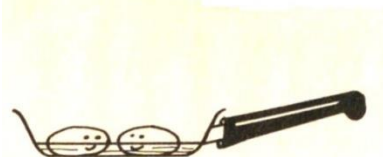

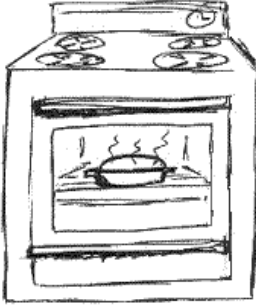
- Use only dry food, otherwise the oil will spatter.
- Use fat suitable for frying.
- Use a flat saucepan with a heavy bottom.
- Preheat the oil in the frying pan until it sizzles.
- Do not overheat the oil, it will smoke.
- Never leave a frying pan unattended. Hot fat/oil can catch fire.
- Fry until food is cooked, remove promptly, drain on kitchen paper and serve.

Activity: Cooking Methods

Answer the following questions regarding cooking methods.

1. Identify the following cooking methods and paste or draw a picture of an examples of food cooked using the specific cooking method.

Illustration	Cooking method	Example of food (Picture)
	1.	
	2.	
	3.	
	4.	

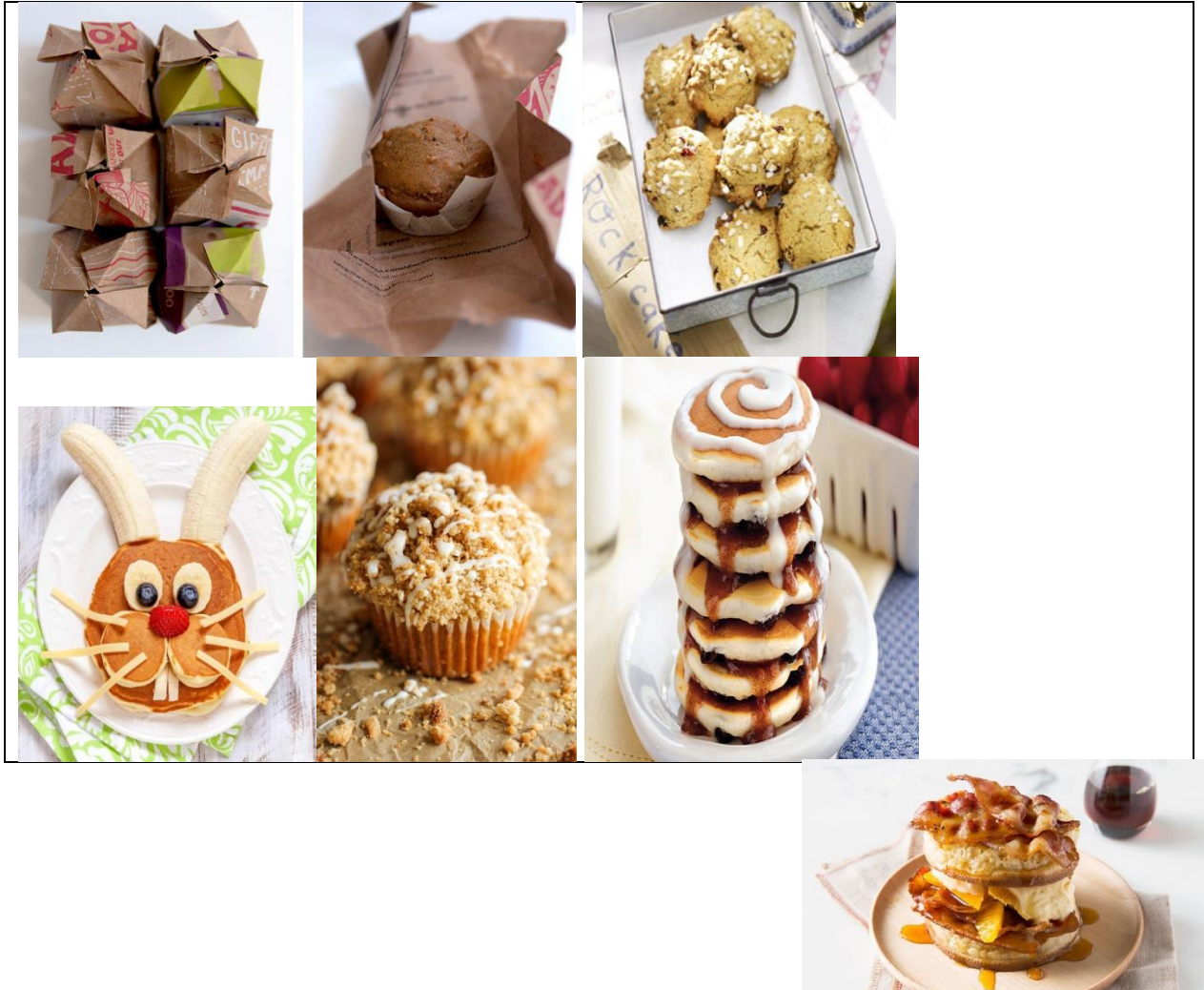
	5.	
	6.	
	7.	

2. Classify the above-mentioned cooking methods by filling the numbers (1 – 7) into the correct column.

Moist Heat Cooking Methods	Dry Heat Cooking Methods


Activity: Decoration / Garnishing / Packaging

Search for pictures of beautifully decorated / garnished batter products (crumpets, rock cakes, muffins). Also find pictures of attractive packaging. Paste your pictures below.






Week 2 and 3:

MODULE Food Production	OBJECTIVES: Learners will be able to: <ul style="list-style-type: none">Observe a teacher led demonstration.Analyse the given recipe.Complete the preparation sheet.Produce quality marketable crumpets.	SOFT SKILLS to strengthen hard skills: <ul style="list-style-type: none">ObservationListeningAnalysisPlanningOrganisationPrioritizingFocusTime-managementTeamwork	
CHARACTERISTICS OF THE PRODUCT			
Appearance	Texture	Taste	
Round in shape, all the same size. Slightly thick. Smooth golden-brown surface. No signs of burning.	Soft, moist, and spongy. No signs of raw flour. Even texture.	Typical nutty flavour. No taste of raw mixture.	
ASSESSMENT			
Hygiene	Work Method	Final Product (Saleability)	Total
Hands Nails Hair Jewellery Apron Workstation Stove Sink Dishes Waste disposal	Collecting ingredients/equipment	Appearance	
	Correct measuring	Texture	
	Correct use of Equipment	Taste	
	Correct preparation method / technique	Creativity / Plating	
	Correct cooking method		
	Recipe interpretation		
	Collaboration / Teamwork		
/5	/5	/10	/20
Comments:			

Observe a teacher-led demonstration on crumpets.

Study the crumpets recipe and complete the preparation sheet.

Practical Lesson 4: Produce quality marketable crumpets.

RECIPE: CRUMPETS		YIELD: 12 MEDIUM
INGREDIENTS	METHOD	
250 ml cake flour 10 ml baking powder 1 ml salt	1. Sieve the dry ingredients together.	
15 ml sugar	2. Add the sugar.	
1 egg, large 100 ml milk 75 ml cooking oil	3. Whisk the egg, milk and oil together. 4. Add the dry ingredients slowly to the egg mixture and mix until smooth. (The batter should be the consistency of thick cream.)	
Oil for shallow frying	5. Heat a frying pan with a little oil. (Just enough to coat the bottom of the pan.) 6. Drop spoonful of the batter onto the hot frying pan. Fry 3-4 crumpets at a time. 7. Turn the crumpets over when bubbles break on the surface. Fry on both sides until golden brown.	
Photo of dish/product: 	Other variations: Coffee, Chocolate, Cappuccino, Savoury	TECHNIQUES Measure, Sieve, Whisk, Beat, Mix
		COOKING METHOD Shallow fry
CHARACTERISTICS OF THE PRODUCT		
Appearance:	Texture:	Taste:
Round in shape, all the same size. Slightly thick. Smooth golden-brown surface. No signs of burning.	Soft, moist, and spongy. No signs of raw flour. Even texture.	Typical nutty flavour. No taste of raw mixture.
HOW AND WHY OF CRUMPETS		
How	Why	
Sift the dry ingredients together.	<ul style="list-style-type: none">• Aerate• Evenly blending of ingredients.	
Whisk the eggs and add the milk and the oil.	<ul style="list-style-type: none">• Liquefier and aerator.• Enrich the batter.• Oil make the mix more pliable.	
Mix liquid with dry ingredients until smooth, use a spatula to scrape any thicker mixture down from the side of the bowl occasionally.	<ul style="list-style-type: none">• Ensure that when all the liquid is added the batter is completely smooth.	
Let the batter stand for minimum 30 min.	<ul style="list-style-type: none">• Starch grains are soften and expand into the liquid crating a lighter end result. The batter will be much lighter if it stands for a few hours.	
Heat a pan over medium heat and grease with a little oil.	<ul style="list-style-type: none">• Prevents the batter from sticking.	

CONSUMER STUDIES: FOOD PRODUCTION PREPARATION SHEET


Name of Product: _____

Date: _____

INGREDIENTS		MEASURING EQUIPMENT	COOKING METHODS	
METHOD	UTENSILS AND EQUIPMENT	TEMPERATURE OF OVEN	TIME	

ILLUSTRATION OF SERVING/PACKAGING


Week 4 and 5: Rock Cakes

MODULE Food Production	OBJECTIVES: Learners will be able to: <ul style="list-style-type: none">• Observe a teacher led demonstration.• Analyse the given recipe.• Complete the preparation sheet.• Produce quality marketable rock cakes.	SOFT SKILLS to strengthen hard skills: <ul style="list-style-type: none">• Observation• Listening• Analysis• Planning• Organisation• Prioritizing• Focus• Time-management• Teamwork	
CHARACTERISTICS OF THE PRODUCT			
Appearance	Texture	Taste	
Rough upper crust.	Fine texture.	Nutty flavour.	
ASSESSMENT			
Hygiene	Work Method	Final Product (Saleability)	Total
Hands Nails Hair Jewellery Apron Workstation Stove Sink Dishes Waste disposal	Collecting ingredients/equipment	Appearance	
	Correct measuring	Texture	
	Correct use of Equipment	Taste	
	Correct preparation method / technique	Creativity / Plating	
	Correct cooking method		
	Recipe interpretation		
	Collaboration / Teamwork		
/5	/5	/10	/20
Comments:			

Observe a teacher-led demonstration on rock cakes.

Study the rock cakes recipe and complete the preparation sheet.

Practical Lesson 5: Produce quality marketable Rock Cakes.

RECIPE: ROCK CAKES		YIELD: 10 – 15
INGREDIENTS	METHOD	
	1. Preheat the oven to 190°C and grease a small baking tray.	
250 ml cake flour 10 ml baking powder 1 ml salt	2. Sieve the dry ingredients together.	
50 ml margarine	3. Rub the margarine in with the flour mixture.	
25 ml sugar 75 ml raisins	4. Add the sugar and the raisins to the flour mixture.	
1 egg, large 20 ml milk	5. Whisk the egg and milk together. 6. Add the egg mixture to the flour mixture and mix together.	
	7. Divide the mixture into 10 to 15 equal parts. Use a teaspoon to place the mixture on the greased baking sheet. 8. Bake for 15 to 20 minutes at 190°C. 9. Allow to cool on a cooling rack.	
Photo of dish/product: 	Other variations: Instead of raisins, you can also use choc chips, nuts, etc.	TECHNIQUES Measure, Sieve, Rub-in, Whisk, Mix
		COOKING METHOD Bake
CHARACTERISTICS OF THE PRODUCT		
Appearance:	Texture:	Taste:
Rough upper crust.	Fine texture.	Nutty flavour.
HOW AND WHY OF ROCK CAKES		
How	Why	
Sift the dry ingredients.	<ul style="list-style-type: none">• Aerate the mixture.• Remove lumps and impurities.• Distribute the salt evenly.	
Use cold margarine.	<ul style="list-style-type: none">• It will not melt easily and rub in better.	
Rub in margarine with fingertips.	<ul style="list-style-type: none">• Hands is hot, fingertips cooler will prevent margarine from melting.	
Use a spoon to scoop on baking tray.	<ul style="list-style-type: none">• Will prevent handling with hands that can melt the margarine.	

CONSUMER STUDIES: FOOD PRODUCTION PREPARATION SHEET


Name of Product: _____

Date: _____

INGREDIENTS		MEASURING EQUIPMENT	COOKING METHODS	
METHOD	UTENSILS AND EQUIPMENT	TEMPERATURE OF OVEN	TIME	

ILLUSTRATION OF SERVING/PACKAGING

Week 6 and 7: Muffin


MODULE Food Production	OBJECTIVES: Learners will be able to: <ul style="list-style-type: none">Observe a teacher led demonstration.Analyse the given recipe.Complete the preparation sheet.Produce quality marketable coffee muffins.Design a label for muffins and also packaging material.	SOFT SKILLS to strengthen hard skills: <ul style="list-style-type: none">ObservationListeningAnalysisPlanningOrganisationPrioritizingFocusTime-managementTeamworkInitiativeCreativityDesignResponsibility (Sustainability)Sensitivity (regarding the environment)Respect (for the environment)	
CHARACTERISTICS OF THE PRODUCT			
Appearance	Texture	Taste	
Neat, rounded shape. Upper crust not peaked. Good volume. Attractive brown colour.	Delicate, fine texture. No tunnels. Moist, not dry.	Agreeable flavour that is typical of the ingredients. (Coffee)	
ASSESSMENT			
Hygiene	Work Method	Final Product (Saleability)	Total
Hands Nails Hair Jewellery Apron Workstation Stove Sink Dishes Waste disposal	Collecting ingredients/equipment	Appearance	
	Correct measuring	Texture	
	Correct use of Equipment	Taste	
	Correct preparation method / technique	Creativity / Plating	
	Correct cooking method		
	Recipe interpretation		
	Collaboration / Teamwork		
/5	/5	/10	/20
Comments:			

Observe a teacher-led demonstration on muffins.

Study the coffee muffins recipe and complete the preparation sheet.

Practical Lesson 6: Produce quality marketable Coffee Muffins.

Design a label for the coffee muffins you made and suitable packaging material.

RECIPE: COFFEE MUFFINS		YIELD: 6
INGREDIENTS	METHOD	
	1. Preheat the oven to 180°C. 2. Grease a muffin pan.	
250 ml self-rising flour 2 ml salt	3. Sieve the dry ingredients together.	
100 ml sugar 10 ml coffee	4. Add the sugar and coffee to the dry ingredients.	
1 egg 60 ml milk 60 ml cooking oil	5. Whisk the egg, milk and oil together. 6. Add the egg and milk mixture to the dry ingredients and mix just until moist, but still lumpy. Don't mix too much!	
	7. Scoop two thirds full into a greased muffin pan. 8. Bake for 15 to 20 minutes.	
Photo of dish/product: 	Other variations: Chocolate, Carrot, Vanilla, Choc-chip	TECHNIQUES Measure, Sieve, Whisk, Mix
		COOKING METHOD Bake
CHARACTERISTICS OF THE PRODUCT		
Appearance:	Texture:	Taste:
Neat, rounded shape. Upper crust not peaked. Good volume. Attractive brown colour.	Delicate, fine texture. No tunnels. Moist, not dry.	Agreeable flavour that is typical of the ingredients. (Coffee)

CONSUMER STUDIES: FOOD PRODUCTION PREPARATION SHEET	
Name of Product: _____	Date: _____

Date: _____

[illegible]

ILLUSTRATION OF SERVING/PACKAGING

[illegible]

Activity: Labelling and Packaging

Design a label and packaging for your muffins in the block below:

1. Provide all the basic information about your product on the label.
2. Packaging must be suitable for your product (muffins).
3. Packaging must be eco-friendly/recyclable.
4. Make sure your label and packaging is attractive (draws attention) and is neat.
5. Be creative.

Week 8:

Practical Skills Test 2

Compare muffins from different outlets and evaluate a label for muffins

1. Compare the muffins you made with the muffins from two other outlets (shops) by completing the table below.

Type of Muffins: _____

	Your Muffins	Outlet A: _____	Outlet B: _____
Price			
Packaging			
Appearance			
Texture			
Taste			

(15)

2. Indicate which muffins you would buy based on your analysis. Give a reason for your answer.

(2)

3. Anna started a baking business from home. She bakes and sells a variety of muffins, cakes and biscuits. Study one of her product labels below and answer the question that follows.



3.1 Analyse the information on the label and state whether or not you think it is sufficient. Give reasons for your answer.

(3)

[20]

Practical Skills Test 2 – Marking Guideline

Compare muffins from different outlets and evaluate a label for muffins

1. Compare the muffins you made with the muffins from two other outlets (shops) by completing the table.
Teacher buys similar muffins to the ones the learners made from two different shops. Learners evaluate the price, packaging material, appearance, texture and taste of the three different muffins and tabulate their findings. (15)
2. Indicate which muffins you would buy based on your analysis. Give reasons for your answer. The learner must make a choice between the three different muffins and provide a reason for their choice on the basis of price, packaging, appearance, texture and/or taste. (2)
3. Anna started a baking business from home. She bakes and sells a variety of muffins, cakes and biscuits. Study one of her product labels below and answer the question that follows.



- 3.1 Analyse the information on the label and state whether or not you think it is sufficient. Give reasons for your answer.

The information is not sufficient.

Any two:

- There's not a list of ingredients on the food label.
- There's no nutritional information.
- There's no allergy warnings.
- The manufacturers name and address isn't indicated.
- There's no storage instructions.

(3)

[20]

TERM 3

Week 1:

Recap the classification of batters with examples.

Recap the understanding of the different mixing techniques.

Recap the classification of cooking methods.

Recap the guidelines for shallow frying and deep frying.


Activity: Decoration / Garnishing / Packaging Marking guidelines

Search for pictures of beautifully decorated / garnished batter products (pancakes, fritters, vetkoek). Also find pictures of attractive packaging. Paste your pictures below.





Week 2 and 3: PANCAKES


MODULE Food Production	OBJECTIVES: Learners will be able to: <ul style="list-style-type: none">• Observe a teacher led demonstration.• Analyse the given recipe.• Complete the preparation sheet.• Produce quality marketable pancakes.• Research variations of pancakes and provide examples.	SOFT SKILLS to strengthen hard skills: <ul style="list-style-type: none">• Observation• Listening• Analysis• Planning• Organisation• Prioritizing• Focus• Time-management• Teamwork• Creativity• Curiosity		
CHARACTERISTICS OF THE PRODUCT				
Appearance	Texture	Taste		
Round in shape. Very thin. Golden brown. No signs of burning.	The pancake should be cooked. Even texture, no lumps. Soft and not tough and chewy.	Typical nutty flavour. No taste of raw mixture.		
ASSESSMENT				
Hygiene	Work Method	Final Product (Saleability)	Total	
Hands Nails Hair Jewellery Apron Work station Stove Sink Dishes Waste disposal	Collecting ingredients/equipment	Appearance		
	Correct measuring	Texture		
	Correct use of Equipment	Taste		
	Correct preparation method / technique	Creativity / Plating		
	Correct cooking method			
	Recipe interpretation			
	Collaboration / Teamwork			
/5	/5	/10	/20	
Comments:				

Observe a teacher-led demonstration on pancakes.

Study the pancake recipe and complete the preparation sheet.

Practical Lesson 7: Produce quality marketable pancakes.

Research variations of pancakes and provide examples.

RECIPE: PANCAKES		YIELD: 12 MEDIUM	
INGREDIENTS		METHOD	
1 egg, large 250 ml water 25 ml oil 5 ml vinegar		1. Whisk the egg, add the rest of the liquid ingredients, and beat well.	
250 ml cake flour 1 ml salt 5 ml baking powder		2. Sieve the dry ingredients together. 3. Make a well in the dry ingredients, add the liquid mixture and mix until smooth. Use an electric beater if available. 4. Leave batter for approximately 30 minutes. Add \pm 50 ml cold water if the batter is too thick.	
Oil for shallow frying		5. Pour a little oil into a pan and heat – pour extra oil out. Add batter little by little in the pan and fry both sides. Turn the pancakes when the edges start lifting away from the pan.	
Photo of dish/product: 		Other variations: 1. Tuna filling 2. Chicken mayo 3. Mince 4. Caramel and Banana 5. Milk tart filling 6. Orange sauce 7. Cinnamon sugar	TECHNIQUES Measure, Whisk, Beat, Sieve, Mix COOKING METHOD Shallow fry
CHARACTERISTICS OF THE PRODUCT			
Appearance:		Texture:	Taste:
Round in shape. Very thin. Golden brown. No signs of burning.		The pancake should be cooked. Even texture, no lumps. Soft and not tough and chewy.	Typical nutty flavour. No taste of raw mixture.
HOW AND WHY OF PANCAKES			
How		Why	
Sift the dry ingredients together.		<ul style="list-style-type: none"> Aerate Evenly blending of ingredients. 	
Whisk the eggs and add to the milk with the oil.		<ul style="list-style-type: none"> Liquefier and aerator. Enrich the batter. Oil make the mix more pliable. 	
Let the batter stand for minimum 30 min.		<ul style="list-style-type: none"> Starch grains are soften and expand into the liquid creating a lighter end result. 	
Heat a pan over medium heat, grease with a little oil.		<ul style="list-style-type: none"> Prevent the batter from sticking. 	
Ladle/Pour enough of the batter into the pan to coat the bottom of the pan.		<ul style="list-style-type: none"> Correct thickness. 	
Cook until the edges of the pancake lifts away from the pan. Turn it over with a spatula/egg lifter and cook the other side of the pancake.		<ul style="list-style-type: none"> Cooked end product. 	

CONSUMER STUDIES: FOOD PRODUCTION PREPARATION SHEET				
Name of Product: _____		Date: _____		
INGREDIENTS		MEASURING EQUIPMENT	COOKING METHODS	
METHOD		UTENSILS AND EQUIPMENT	TEMPERATURE OF OVEN	
ILLUSTRATION OF SERVING/PACKAGING				

Date: _____


[illegible]

ILLUSTRATION OF SERVING/PACKAGING

Activity: Variations of Pancakes

1. Give at least FIVE examples of variations for pancakes (different fillings, etc.) in the block below.
2. Paste or draw pictures, illustrating the different pancake variations.

Week 4 and 5: FRITTERS


MODULE Food Production	OBJECTIVES: Learners will be able to: <ul style="list-style-type: none">Observe a teacher led demonstration.Analyse the given recipe.Complete the preparation sheet.Produce quality marketable fritters.Evaluate the appearance, texture and taste of the fritters.	SOFT SKILLS to strengthen hard skills: <ul style="list-style-type: none">ObservationListeningAnalysisPlanningOrganisationPrioritizingFocusTime-managementTeamworkCritical observation	
CHARACTERISTICS OF THE PRODUCT			
Appearance	Texture	Taste	
All the same size. Golden brown. No signs of burning.	No signs of raw flour. Even texture.	No taste of raw mixture. Not oily.	
ASSESSMENT			
Hygiene	Work Method	Final Product (Saleability)	Total
Hands Nails Hair Jewellery Apron Workstation Stove Sink Dishes Waste disposal	Collecting ingredients/equipment	Appearance	
	Correct measuring	Texture	
	Correct use of Equipment	Taste	
	Correct preparation method / technique	Creativity / Plating	
	Correct cooking method		
	Recipe interpretation		
	Collaboration / Teamwork		
/5	/5	/10	/20
Comments:			

Observe a teacher-led demonstration on fritters.

Study the fritter recipe and complete the preparation sheet.

Practical Lesson 8: Produce quality marketable fritters.

Evaluate the appearance, texture and taste of your fritters.

RECIPE: BANANA FRITTERS		YIELD: 12 MEDIUM
INGREDIENTS	METHOD	
250 ml cake flour 5 ml baking powder 1 ml salt	1. Sieve the dry ingredients together.	
25 ml sugar	2. Add the sugar.	
½ egg (25 ml) 40 ml milk 40 ml water	3. Whisk the egg, add the milk and water and beat slightly until mixed. 4. Add to the flour mixture and stir until smooth. The batter should be the consistency of thick cream.	
1 banana, mashed	5. Stir in the mashed banana.	
Oil for frying Optional: Cinnamon and sugar mixture	6. Heat a frying pan with a little oil. (Just enough to coat the bottom of the pan.) 7. Drop spoonfuls onto the hot frying pan. Fry 3 – 4 fritters at a time. (They must all be the same size.) 8. Turn over, using a spatula as soon as bubbles pop on the surface. Allow the other side to brown. 9. Drain excess oil on towel paper.	
Photo of dish/product: 	Other variations: Pumpkin fritters Corn fritters	TECHNIQUES Measure, Sieve, Whisk, Beat, Mash/Puree, Stir
		COOKING METHOD Shallow fry
CHARACTERISTICS OF THE PRODUCT		
Appearance:	Texture:	Taste:
All the same size. Golden brown. No signs of burning.	No signs of raw flour. Even texture.	No taste of raw mixture. Not oily.
HOW AND WHY OF FRITTERS		
How	Why	
Sift the dry ingredients together.	<ul style="list-style-type: none">• Aerate• Evenly blending of ingredients.	
Whisk the milk, eggs and oil.	<ul style="list-style-type: none">• Liquefier and aerator.• Enrich the batter.• Oil make the mix more pliable.	
Let the batter stand for minimum 30 min.	<ul style="list-style-type: none">• Starch grains are soften and expand into the liquid crating a lighter end result.	
Heat a pan over medium heat, grease with a little oil.	<ul style="list-style-type: none">• Prevent the batter from sticking.	

CONSUMER STUDIES: FOOD PRODUCTION PREPARATION SHEET

Name of Product: _____


Date: _____

INGREDIENTS		MEASURING EQUIPMENT	COOKING METHODS	

METHOD	UTENSILS AND EQUIPMENT	TEMPERATURE OF OVEN	TIME

ILLUSTRATION OF SERVING/PACKAGING

Week 6 and 7: VETKOEK


MODULE Food Production	OBJECTIVES: Learners will be able to: <ul style="list-style-type: none">• Observe a teacher led demonstration.• Analyse the given recipe.• Complete the preparation sheet.• Produce quality marketable vetkoek.• Design an advertisement to market your product (vetkoek).	SOFT SKILLS to strengthen hard skills: <ul style="list-style-type: none">• Observation• Listening• Analysis• Planning• Organisation• Prioritizing• Focus• Time-management• Teamwork• Initiative• Creativity• Design• Critical thinking• Written communication		
CHARACTERISTICS OF THE PRODUCT				
Appearance	Texture	Taste		
All the same size. Golden brown. No signs of burning.	No signs of raw flour. Even texture.	No taste of raw mixture. Not oily.		
ASSESSMENT				
Hygiene	Work Method		Final Product (Saleability)	Total
Hands Nails Hair Jewellery Apron Workstation Stove Sink Dishes Waste disposal	Collecting ingredients/equipment		Appearance	
	Correct measuring		Texture	
	Correct use of Equipment		Taste	
	Correct preparation method / technique		Creativity / Plating	
	Correct cooking method			
	Recipe interpretation			
	Collaboration / Teamwork			
/5	/5	/10	/20	
Comments:				

Observe a teacher-led demonstration on vetkoek.

Study the vetkoek recipe and complete the preparation sheet.

Practical Lesson 9: Produce quality marketable vetkoek.

Design an advertisement to market your vetkoek.

RECIPE: FAT CAKES / VETKOEK		YIELD: 6 – 8
INGREDIENTS		METHOD
250 ml cake flour 5 ml baking powder 2 ml salt	1. Sieve the dry ingredients together.	
1 egg 125 ml milk 7 ml oil	2. Whisk the egg, add the milk and oil and beat slightly until mixed. 3. Mix with the flour mixture to form a firm batter.	
Oil for deep frying	4. Put heaped teaspoonfuls into hot oil and fry until brown. 5. Drain excess oil on towel paper.	
Photo of dish/product: 	Serving suggestions: Serve with a savoury or sweet filling, for example: <ul style="list-style-type: none">• Grated cheddar cheese• Mince• Syrup	TECHNIQUES Measure, Sieve, Whisk, Beat, Mix
		COOKING METHOD Deep-fry
CHARACTERISTICS OF THE PRODUCT		
Appearance:	Texture:	Taste:
All the same size. Golden brown. No signs of burning.	No signs of raw flour. Even texture.	No taste of raw mixture. Not oily.
HOW AND WHY OF FAT CAKES / VETKOEK		
How	Why	
Sift the dry ingredients together.	<ul style="list-style-type: none">• Aerate• Evenly blending of ingredients.	
Add the egg, salt.	<ul style="list-style-type: none">• Egg = tenderiser• Salt = flavour	

CONSUMER STUDIES: FOOD PRODUCTION PREPARATION SHEET

Name of Product: _____

Date: _____

INGREDIENTS		MEASURING EQUIPMENT	COOKING METHODS	
METHOD	UTENSILS AND EQUIPMENT	TEMPERATURE OF OVEN	TIME	

ILLUSTRATION OF SERVING/PACKAGING

Practical Skills Test 3: Advertisement

Design an advertisement to market your vetkoek in the block below:

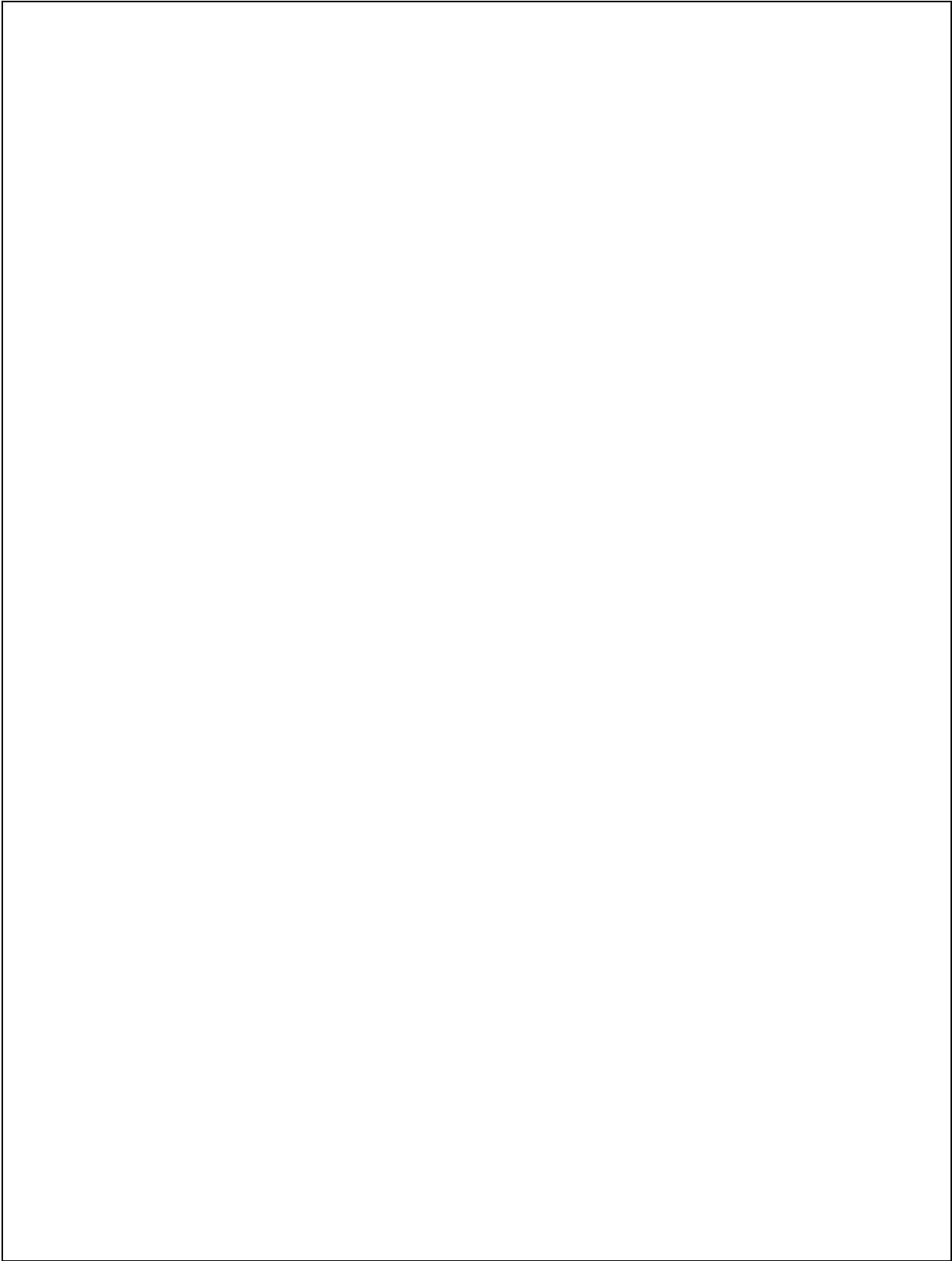
1. Provide the basic information about your product (what it is, how much it costs, etc.).
2. Use a catchy phrase to attract the attention of your potential customers.
3. Draw a picture of your product or paste a picture or photo of your product.
4. Make sure your advertisement is attractive (draws attention) and is neat.
5. Be creative.

Practical Skills Test 3

Your school is planning a Market Day. The Grade 8 Consumer Studies learners will be making and selling Pancakes. Design a poster to advertise your Pancakes in the space provided. Your advertisement will be assessed according to the rubric below.

[illegible]

Advertisement:



Design an advertisement for your product

[illegible]

Advertisement – Example:

“Flipping” good Pancakes



**Get your Cinnamon Sugar Pancakes
at our School's Market Day**

R5 each

**Date: 7 November 2025
Time: 09h00 – 13h00
Place: On the Rugby Field**