

Occupational Consumer Studies: Food Production



Grade 9
Teacher Guide

TERM 1**Week 1: Introduction**

Orientate the learners in the workplace kitchen.

Career pathways

Guest Speaker

Introduce new careers

Week 2 & 3: Health, Health and Safety**Activity: (Group work)**

Safety rules and precautions

Practical Lesson 1:

Hygiene, Health and Safety – Hand washing

Week 4 – 6: The Consumer**Activity:**

Kitchen equipment and utensils

Activity: (Demonstration)

Measuring

Practical Lesson 2:

Kitchen equipment and measuring

Week 7: Food and Nutrition**Activity:**

Preparation Techniques

Activity:

Recipe Terminology (cross word puzzle)

Practical Lesson 3:

Recipe interpretation

Week 8 -10:**Practical Skills Test 1 Hygiene, health and safety****TERM 2****Week 1: Hygiene, Health and Safety****Activity:**

Decoration, Garnishing and Packaging
Week 2 & 3: Entrepreneurship
Practical Lesson 4: Biscuits Activity: Biscuits
Week 4 & 5: Entrepreneurship
Practical Lesson 5: Scone dough – Pizza, jam squares Activity: Advertisement
Week 6 & 7: Entrepreneurship
Practical Lesson 6: Roly Poly
Week 8 - 10:
Practical Skills Test 2 – waste management
TERM 3
Week 1: Entrepreneurship
Activity: Decoration, Garnishing and Packaging
Week 2: Entrepreneurship
Practical Lesson 7: Jam squares Activity: Compare prices of ingredients / Costing
Week 3 - 4: Clothing
Practical Lesson 8: koeksisters

Activity:

Label

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

Pancakes

Week 8 - 10**Practical Skills Test 3 Costing a 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.

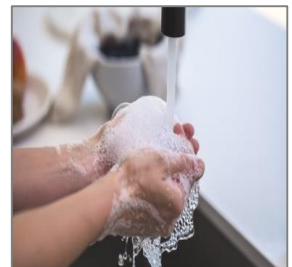
Week 2 and 3:

Hygiene, Health and Safety (RECAP)

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.

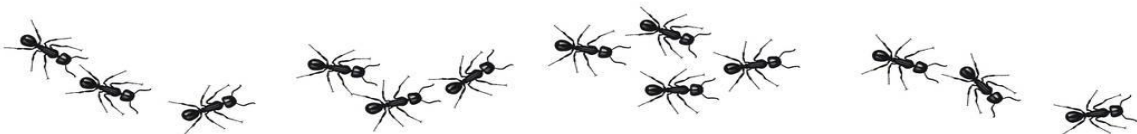
Cross contamination:

When bacteria get 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.



Figure 1 - Wet floor warning sign



Figure 2 - Hot surface warning sign

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:



Figure 3 - Fire blanket sign



Figure 4 - Fire extinguisher sign



- 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:

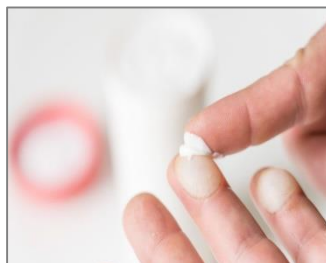
- Gloves
- Waterproof bandages
- Cotton wool
- Tweezers
- Scissors

- 
- Figure 5 - First Aid Kit sign*

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.

- 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.



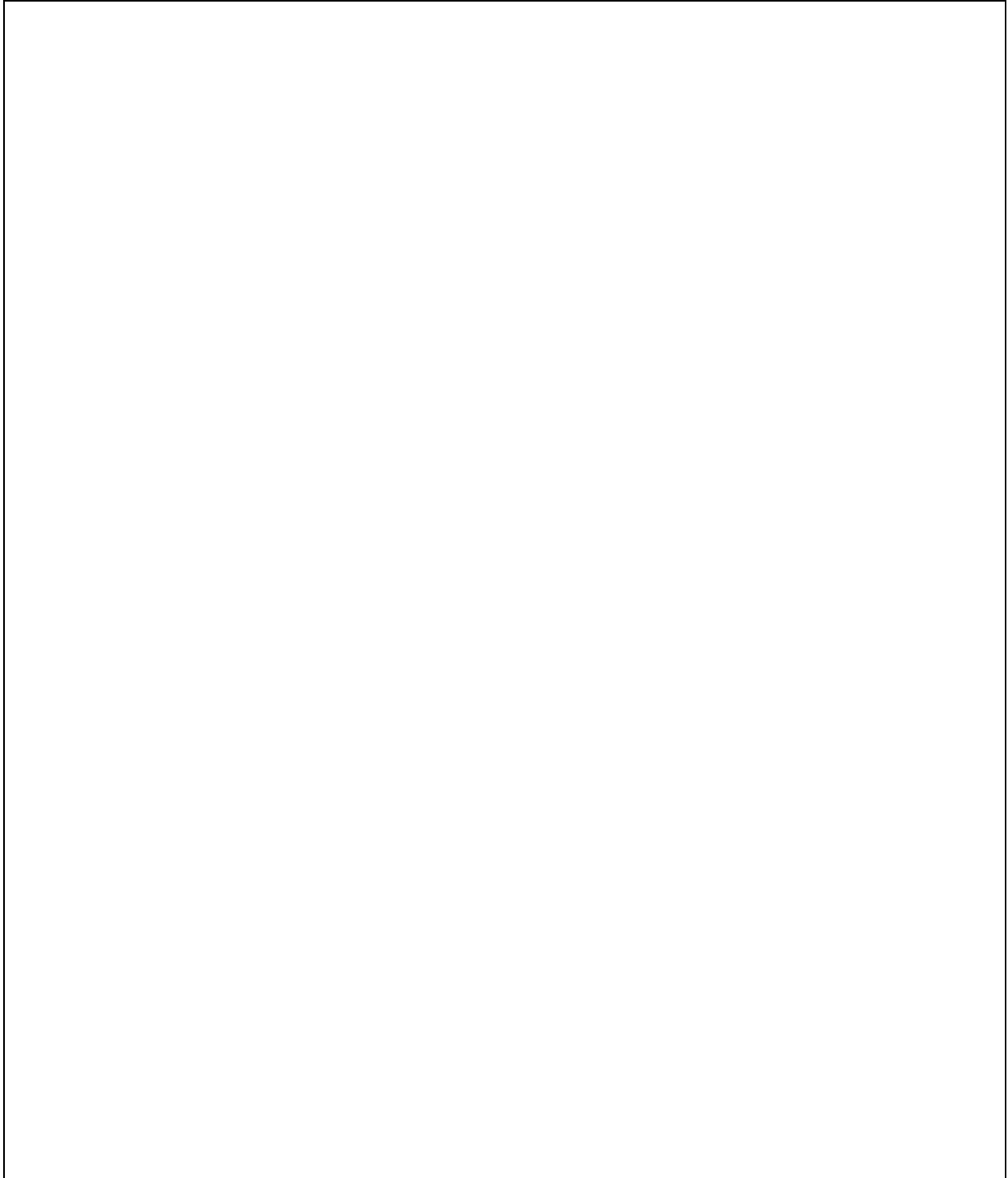
Very important!

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



Activity: Safety Rules and Precautions (Group work)






Learner's design and make an A-4 poster illustrating all the necessary safety rules and precautions.

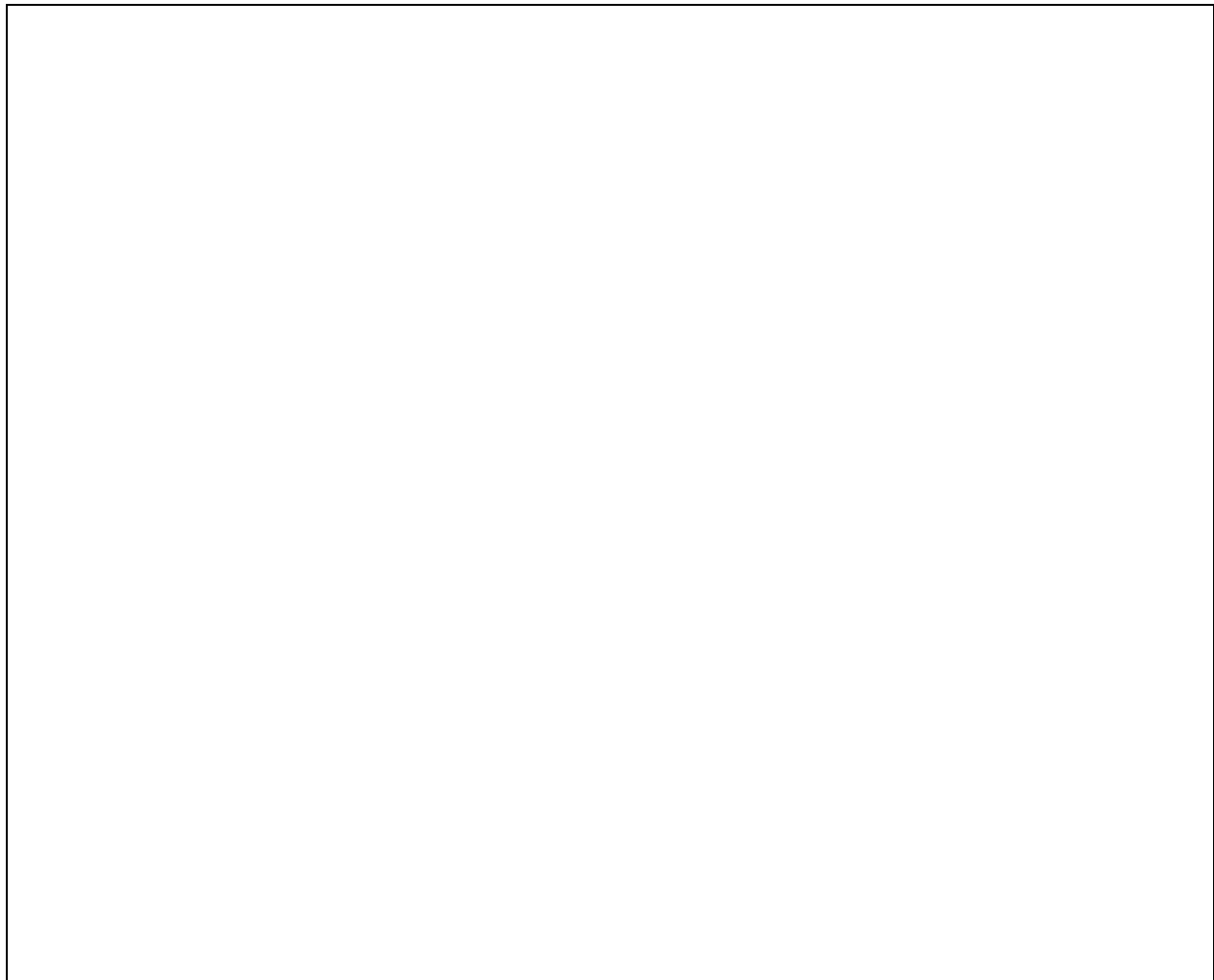


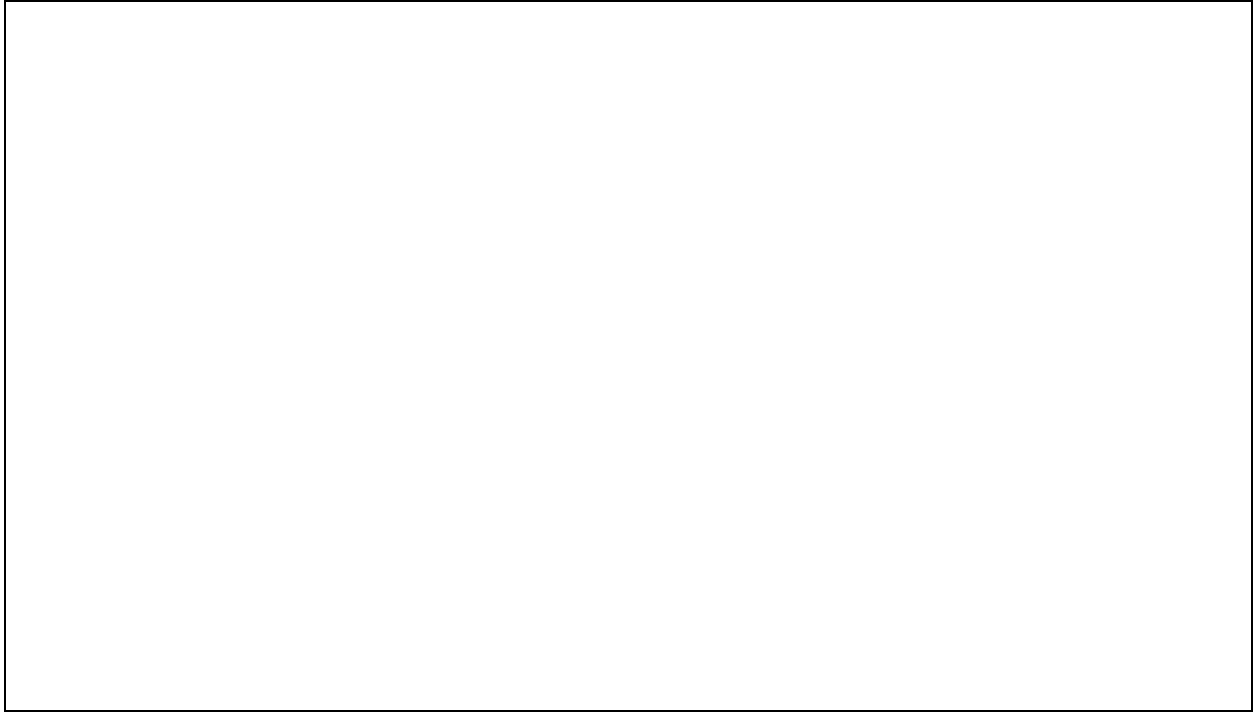
Practical Lesson 1:

1. Draw the layout (floor plan) of your classroom kitchen in the block below.

Indicate where the following things are in your classroom kitchen by using the symbols below:

Fire Extinguisher	Fire Blanket	First Aid Kit	Emergency Exit	Assembly Point
				
(2)	(2)	(2)	(2)	(2)





2. Draw an escape route using arrows. (2)

3. Do you think that your classroom kitchen has the necessary safety precautions in place for when a fire breaks out? Explain your answer.

(3)

4. Explain what you should do if a fire breaks out in the classroom kitchen.






(5)

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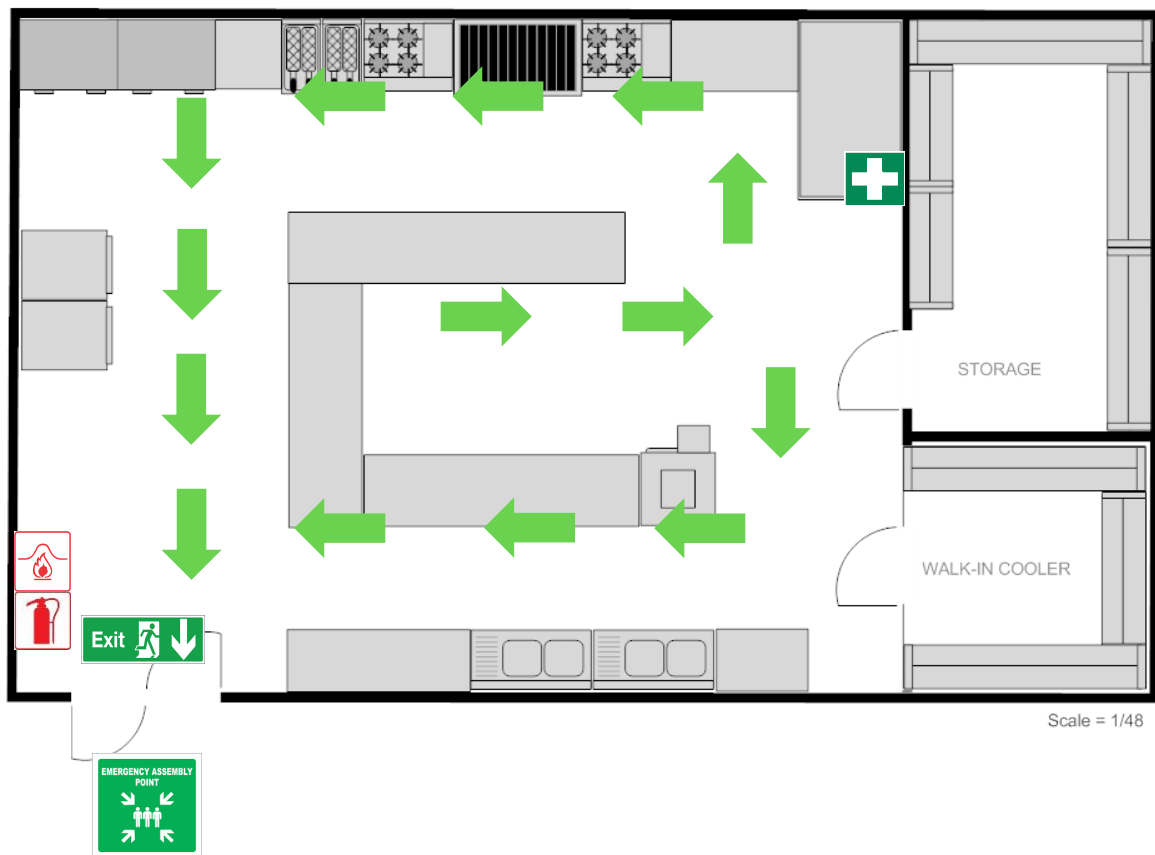
Practical Lesson 1 – Marking Guideline:

1. Draw the layout (floor plan) of your classroom kitchen in the block below.

Indicate where the following things are in your classroom kitchen by using the symbols below:

Fire Extinguisher /2	Fire Blanket /2	First Aid Kit /2	Emergency Exit /2	Assembly Point /2
				

Example



2. Draw an escape route using arrows. (2)
3. Do you think that your classroom kitchen has the necessary safety precautions in place for when a fire breaks out? Explain your answer.

Yes or No ✓

Explanation for answer ✓✓

(3)

4. Explain what you should do if a fire breaks out in the classroom kitchen.

- If a pot or pan catches fire, 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.✓

Any other relevant examples

(5)

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Week 4 – 6:






Equipment and Utensils




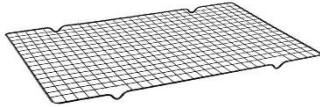

Recap equipment and utensils.


Activity: Kitchen Equipment

Complete the following table by filling in the use of the each of the equipment below and also describe how to care for the specific equipment.

UTENSIL	NAME	USE/TYPE OF TASK	CARE
	Chopping board		
	Cook's knife (Chef's knife)		
	Vegetable knife		
	Pizza cutter		

	<p>Grater</p>		
	<p>Vegetable peeler</p>		
	<p>Mixing bowls</p>		
	<p>Wooden spoons</p>		
	<p>Egg beater Wire whisk</p>		

	Rolling pin		
	Sieve		
	Pastry brush		
	Cooling rack		
	Dough/Pastry cutter		

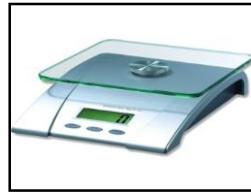
	<p>Palette Knife (Spatula)</p>		
	<p>Scraper</p>		
	<p>Egg lifter</p>		
	<p>Frying pan</p>		
	<p>Cake tin</p>		
	<p>Muffin tin</p>		
	<p>Baking tray/sheet</p>		

	Fire proof dish / Pyrex dish		
	Measuring spoons: 1 ml 2 ml 5 ml 12,5 ml		
	Measuring cups: 25 ml 50 ml 100 ml 250 ml		
	Measuring jug		
	Kitchen scale		

Measuring

Recap and demonstrate the measuring of ingredients.

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.

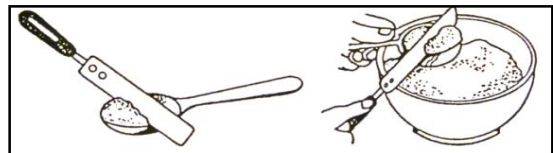
Measuring jugs:

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:

Study the recipe below and answer the questions that follow.

GINGERBREAD MEN

INGREDIENTS

250 g soft butter
250 ml soft brown sugar
2 eggs
180 ml golden syrup
1000 ml cake flour + extra
25 ml ground ginger
10 ml mixed spice
3 ml salt
10 ml bicarbonate of soda



ROYAL ICING

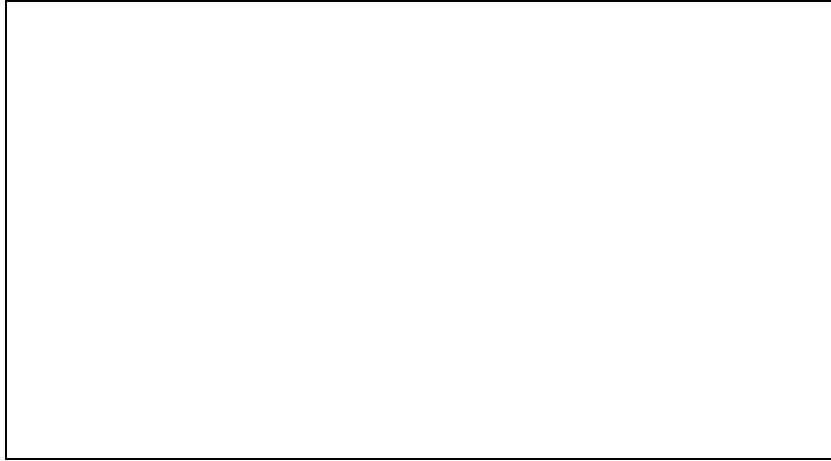
330ml icing sugar, sifted
1 egg white

METHOD

1. Beat together the butter and sugar until creamy.
2. Beat in the eggs and syrup.
3. Sift over the flour, spices, salt and bicarbonate of soda and mix into a firm dough.
4. Shape into a flat disc, cover with plastic wrap and rest in the fridge for 30 minutes.
5. Preheat oven to 180°C.
6. Line baking trays with baking paper.
7. Roll dough out between 2 sheets of baking paper to 4mm thickness.
8. Use 12.5cm gingerbread character cutters to cut into shapes. (Reroll offcuts once.)
9. Place on prepared trays and bake for about 15 minutes or until golden. Cool on the trays.
10. For the icing, beat together the icing sugar and egg white for 3 minutes or until it has the consistency of toothpaste (add a few drops of milk if it's too stiff or more icing sugar if it's too runny).
11. Spoon into a piping bag fitted with a small round nozzle.

12. Pipe bow ties, buttons, hearts and outlines onto the gingerbread shapes. Set aside to harden.

1. Illustrate how you would divide a 500 g block of butter in order to get the 250 g required in the recipe. Draw in the block below.



(2)

2. What else can you use to measure the butter? _____ (1)

3. Name the measuring equipment you would use to measure the following ingredients:

a) 1000 ml cake flour

(2)

b) 10 ml mixed spice

(2)

c) 3 ml salt

(2)

d) 330ml icing sugar

(4)

4. Explain shortly how to measure dry ingredients.

(2)

5. List any FIVE kitchen utensils you will need to complete this recipe, except for measuring equipment. Also describe in which step of the recipe you will use it.

(5)

[20]

Practical Lesson 2 – Marking Guideline:

Study the recipe below and answer the questions that follow.

GINGERBREAD MEN

INGREDIENTS

250 g soft butter
250 ml soft brown sugar
2 eggs
180 ml golden syrup
1000 ml cake flour + extra
25 ml ground ginger
10 ml mixed spice
3 ml salt
10 ml bicarbonate of soda



ROYAL ICING

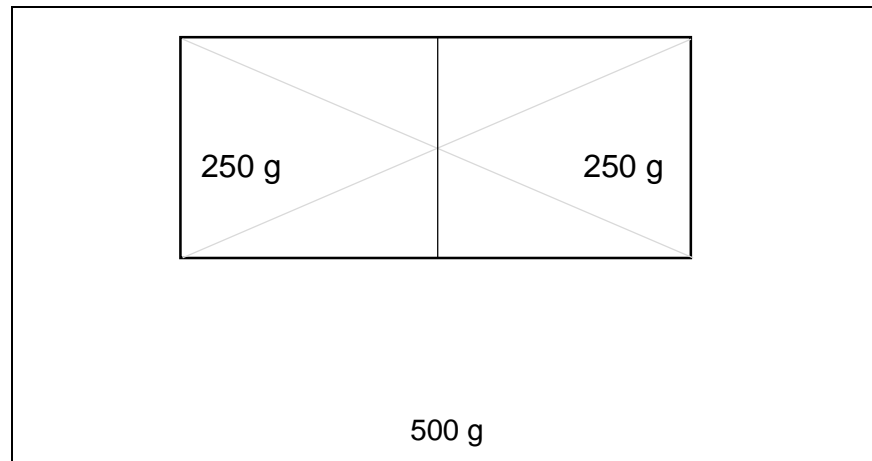
330ml icing sugar, sifted
1 egg white

METHOD

1. Beat together the butter and sugar until creamy.
2. Beat in the eggs and syrup.
3. Sift over the flour, spices, salt and bicarbonate of soda and mix into a firm dough.
4. Shape into a flat disc, cover with plastic wrap and rest in the fridge for 30 minutes.
5. Preheat oven to 180°C.
6. Line baking trays with baking paper.
7. Roll dough out between 2 sheets of baking paper to 4mm thickness.
8. Use 12.5cm gingerbread character cutters to cut into shapes. (Reroll offcuts once.)
9. Place on prepared trays and bake for about 15 minutes or until golden. Cool on the trays.
10. For the icing, beat together the icing sugar and egg white for 3 minutes or until it has the consistency of toothpaste (add a few drops of milk if it's too stiff or more icing sugar if it's too runny).
11. Spoon into a piping bag fitted with a small round nozzle.

12. Pipe bow ties, buttons, hearts and outlines onto the gingerbread shapes. Set aside to harden.

1. Illustrate how you would divide a 500 g block of butter in order to get the 250 g required in the recipe. Draw in the block below.



(2)

2. What else can you use to measure the butter? A kitchen scale

(1)

3. Name the measuring equipment you would use to measure the following ingredients:

- a) 1000 ml cake flour

4 × 250 ml measuring cup

(2)

- b) 10 ml mixed spice

2 × 5 ml measuring spoon

(2)

- c) 3 ml salt

2 ml measuring spoon

1 ml measuring spoon

(2)

- d) 330ml icing sugar

250 ml measuring cup

50 ml measuring cup

25 ml measuring cup

5 ml measuring spoon

Any other measuring equipment that gives 330 ml

(4)

4. Explain shortly how to measure dry ingredients.

Any two:

- Use a clean, dry measuring cup or spoon for measuring dry ingredients.
- Scoop the dry ingredients lightly into the measuring cup.
- Scrape it level with a spatula or the straight side of the blade of the knife.
- Take care not to press the ingredients into the cup or spoon. This will make the measuring inaccurate.

(2)

5. List any FIVE kitchen utensils you will need to complete this recipe, except for measuring equipment. Also describe in which step of the recipe you will use it.

Any five:

- Mixing bowl
- Balloon whisk
- Sieve
- Wooden spoon
- Baking sheet/tray
- Rolling pin
- Cookie cutters
- Cooling rack
- Piping bag

(5)

[20]




Week 7:






Terminology






Recap terminology / techniques.

Activity: Preparation Techniques

Complete the following table by listing the utensils used during the under mentioned preparation techniques and also 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> 	To cut into very thin layers.		
<p>Dice (cube)</p> 	Cutting into small blocks with a knife.		
MIXING TECHNIQUES			
<p>Shaping</p> 	Shape the dough using the hands.		
<p>Rolling out</p> 	Roll the dough with a rolling pin.		
FINISHING OFF			
Decorate	To make a sweet dish look attractive: e.g. ice cream decorated with chopped nuts and chocolate sauce.		

			
<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>		
<p>Dust</p> 	<p>Sprinkle a thin layer of icing sugar or castor sugar on crumpets or cake for example.</p>		
<p>Spread</p>	<p>Is generally with a knife, onto foods such as bread and crackers. Spreads are added to food to enhance the</p>		

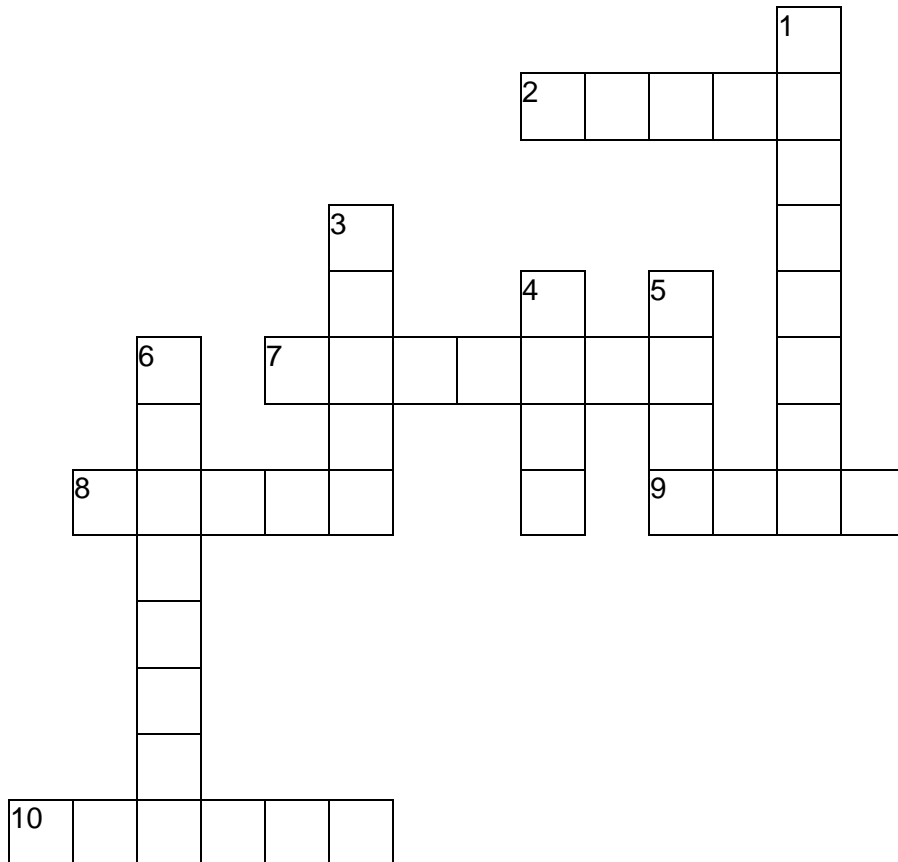


flavour or texture of the
food.

Activity: Recipe Terminology

Complete the crossword puzzle below.

TERMINOLOGY



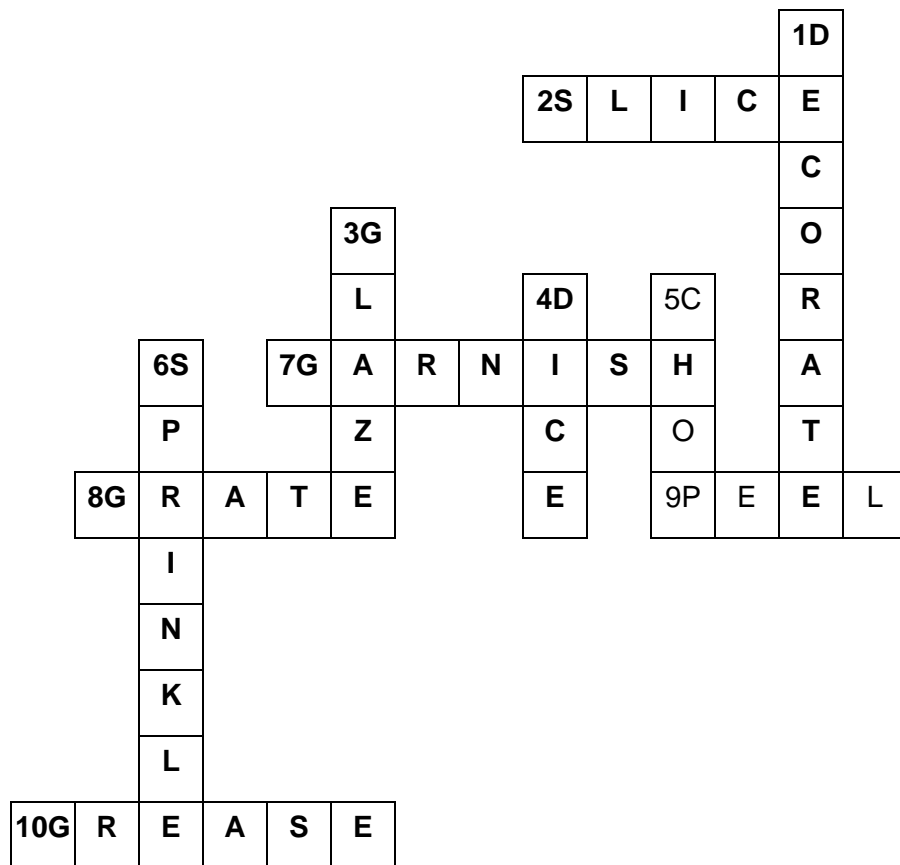
Across

- 2.** To cut into very thin layers.
- 7.** To make a savoury dish look attractive.
- 8.** To rub food against a grater to cut it into small pieces.
- 9.** To remove a thin layer of skin from fruits and vegetables.
- 10.** Covering the surface of a baking sheet with a layer of butter to prevent the food from sticking to it.

Down



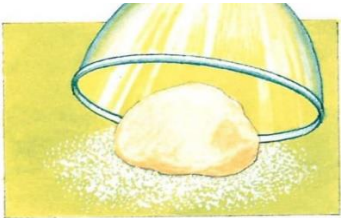
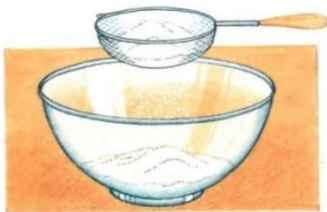
- 1.** To make a sweet dish look attractive.
- 3.** To brush with milk or egg.

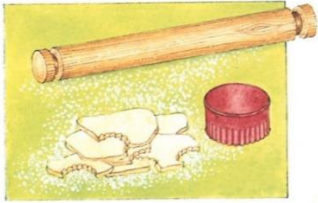


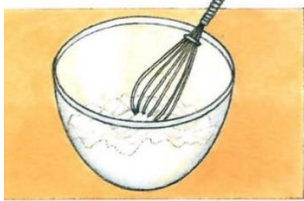

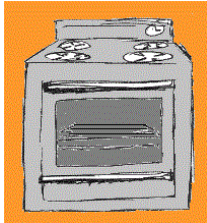
- Answer:**



Practical Lesson 3: Recipe interpretation

1. Study the steps (method) of the scone's recipe below. Match the steps with the correct illustration by writing the numbers 1 – 10.
- 1) Sieve the dry ingredients together.
- 2) Roll out the dough to a thickness of 2,5 cm.
- 3) Bake in a preheated oven (220°C) for 15 minutes.
- 4) Rub the margarine into the flour mixture.
- 5) Place dough on a floured surface.
- 6) Cut into shapes with a dough cutter and place onto a greased baking sheet. Glaze the surfaces.
- 7) Gently knead the dough for about 1 minute.
- 8) Add the liquid (milk and egg mixture) and cut in using a spatula.
- 9) Collect the scraps of dough, form a ball and roll out again.
- 10) Whisk the egg and milk together.

Illustrations	
<p>a)</p>  <p>Step: ____</p>	<p>b)</p>  <p>Step: ____</p>
<p>c)</p>  <p>Step: ____</p>	<p>d)</p>  <p>Step: ____</p>

<p>e)</p>  <p>Step: ____</p>	<p>f)</p>  <p>Step: ____</p>
<p>g)</p>  <p>Step: ____</p>	<p>h)</p>  <p>Step: ____</p>
<p>i)</p>  <p>Step: ____</p>	<p>j)</p>  <p>Step: ____</p>

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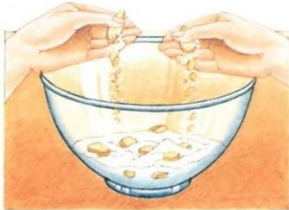

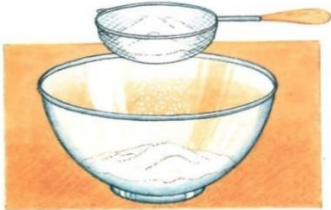
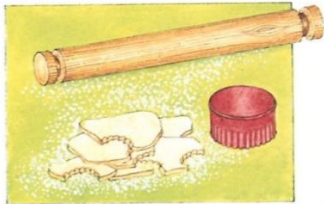

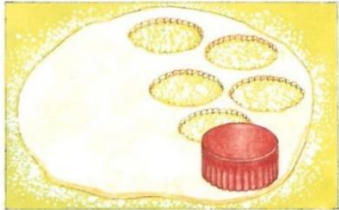

2. The steps in the scones recipe above are all mixed up. Rewrite the steps in the correct order.


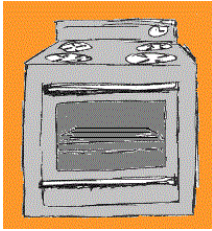
(10)

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Practical Lesson 3 – Marking Guideline:

1. Study the steps (method) of the scone's recipe below. Match the steps with the correct illustration by writing the numbers 1 – 10.

Illustrations	
a) 	b) 
Step: 2	Step: 4
c) 	d) 
Step: 5	Step: 1
e) 	f) 
Step: 9	Step: 8
g) 	h) 
Step: 6	Step: 10

<p>i)</p>  <p>Step: 7</p>	<p>j)</p>  <p>Step: 7</p>
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(10)

2. The steps in the scones recipe above is all mixed up. Rewrite the steps in the correct order.

1. Sieve the dry ingredients together.
2. Rub the margarine into the flour mixture.
3. Whisk the egg and milk together.
4. Add the liquid (milk and egg mixture) and cut in using a spatula.
5. Place dough on a floured surface.
6. Gently knead the dough for about 1 minute.
7. Roll out the dough to a thickness of 2,5 cm.
8. Cut into shapes with a dough cutter and place onto a greased baking sheet. Glaze the surfaces.
9. Collect the scraps of dough, form a ball and roll out again.
10. Bake in a preheated oven (220°C) for 15 minutes.

(10)

[20]

Week 8:

Practical Skills Test 1

Hygiene and Safety

1. Study the picture below and identify five hygiene concerns and/or safety hazards.






- a) _____
- b) _____
- c) _____
- d) _____
- e) _____(5)

2. State whether the following practises are saved or unsafe.

Practises	Safe / Unsafe
2.1 Hannah pulled her long hair out of her face and up into a ponytail before she started cooking.	
2.2 Bongiwe wanted to take out her muffins from the oven once they were baked. She couldn't find the oven mits, so she used a dishcloth.	
2.3 John always remembers to turn the pan handles toward the back of the stove while cooking.	
2.4 Stephanie was in the kitchen cooking when she noticed that the red light was not lit on the smoke alarm. She checked the fire alarm to see if the batteries needed to be changed and they did, however, the phone rang, and she went to answer it in the other room and left her food on the stove cooking.	
2.5 Adrian wanted to taste his mix to see if it needed more seasoning, but suddenly had to sneeze. After wiping his hands on his apron, he stuck his finger in the bowl to taste it and sure enough, it needed more salt.	

(5)

3. Describe what each of the following safety signs mean.

Safety signs	Meaning
	
	
	

(5)

4. Susan was talking to her friend on the phone while frying doughnuts. Suddenly she realised that the oil caught fire and the pan was burning. When she tried to remove the pan from the stove plate, she burned her hand.



4.1 Describe what she must do to treat her burn wound.

(2)

4.2 Explain the correct way to put out the fire.

(3)

[20]

Practical Skills Test 1 – Marking Guideline

Hygiene and Safety

1. Study the picture below and identify five hygiene concerns and/or safety hazards.



Any five:

- There's a cat on the kitchen counter.
- There are dirty dishes on the kitchen counter.
- There's a cereal box lying on the floor.
- The children are running and playing in the kitchen.
- The pot on the stove is boiling over.
- There is a knife lying on the edge of the counter.

(5)





2. State whether the following practises are saved or unsafe.


Practises	Safe / Unsafe
2.1 Hannah pulled her long hair out of her face and up into a ponytail before she started cooking.	Safe

2.2 Bongiwe wanted to take out her muffins from the oven once they were baked. She couldn't find the oven mits, so she used a dishcloth.	Unsafe
2.3 John always remembers to turn the pan handles toward the back of the stove while cooking.	Safe
2.4 Stephanie was in the kitchen cooking when she noticed that the red light was not lit on the smoke alarm. She checked the fire alarm to see if the batteries needed to be changed and they did, however, the phone rang, and she went to answer it in the other room and left her food on the stove cooking.	Unsafe
2.5 Adrian wanted to taste his mix to see if it needed more seasoning, but suddenly had to sneeze. After wiping his hands on his apron, he stuck his finger in the bowl to taste it and sure enough, it needed more salt.	Unsafe

(5)

3. Describe what each of the following safety signs mean.

Safety signs	Meaning
	Indicates where to find the fire extinguisher in case of fire.
	Indicates where to find the fire blanket in case of fire.
	Indicates where to find the first aid kit in case of accidents.
	Caution sign: warns against hot surfaces.

	<p>Caution sign: warns against wet/slippery floors.</p>
---	---

(5)

4. Susan was talking to her friend on the phone while frying doughnuts. Suddenly she realised that the oil caught fire and the pan was burning. When she tried to remove the pan from the stove plate, she burned her hand.



4.1 Describe what she must do to treat her burn wound.

- She must put her burned hand under cold, running water.
- She must cover her burn wound with burn shield or she must put antiseptic ointment on and cover it with a bandage.

(2)

4.2 Explain the correct way to put out the fire.

Any three:

- Put a lid on the burning pan or cover the fire with a fire blanket. Or put the fire out with a fire extinguisher.
- Don't use water to put out the fire. The water will cause the oil to spatter.
- Switch off the stove.
- If the fire is out of control, get everyone out of the house and phone the fire department.

(3)

[20]

Practical lesson 4

TERM 2

Week 1:

Dough

Recap the classification of dough.

Classification Dough

CLASSIFICATION	MIXING AND TEXTURE	CHARACTERISTICS	PRODUCT
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.

Cooking Methods

Recap the guidelines for baking and frying.

Guidelines for baking:

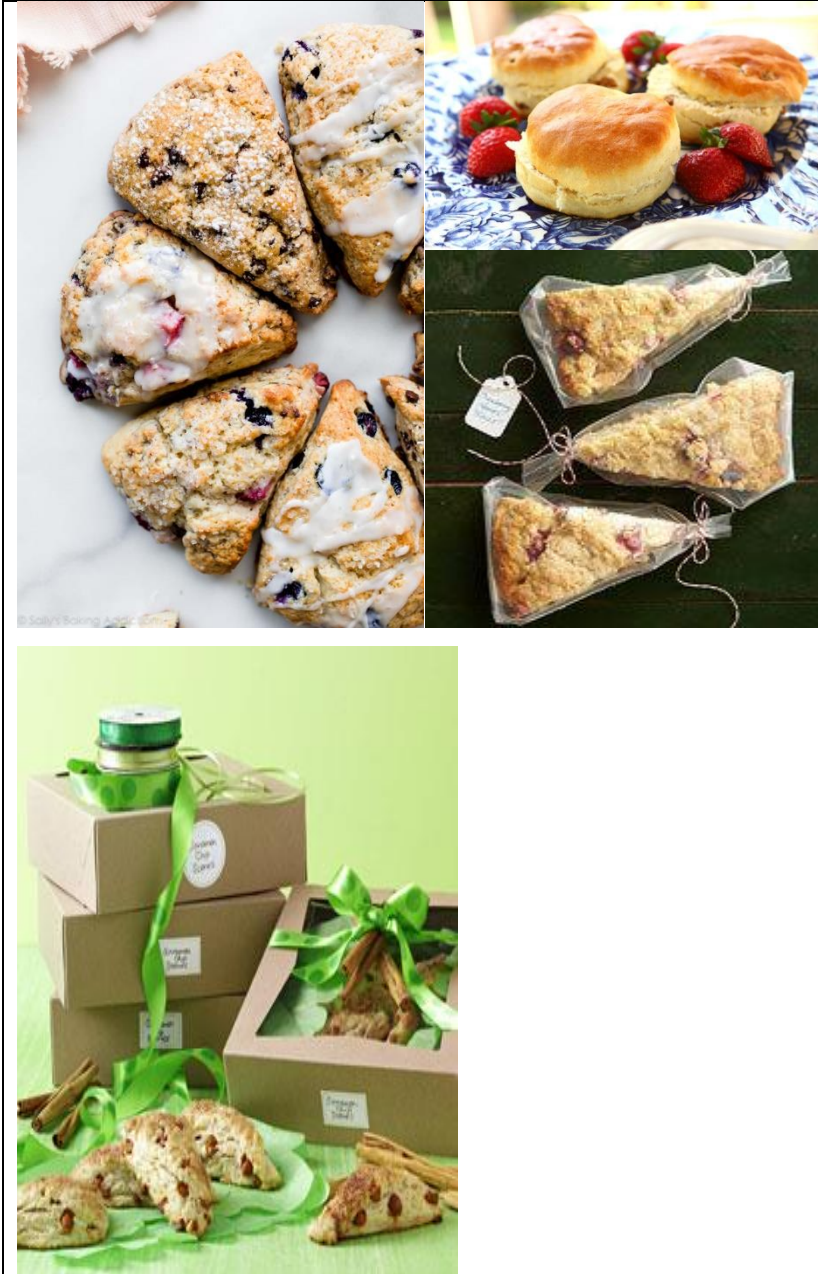
- Preheat the oven.
- Bake on the middle shelf.
- Do not open oven door until two-thirds of the baking time has passed.

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: Decoration / Garnishing / Packaging

Search for pictures of beautifully decorated / garnished dough products (scones, pizza, roly poly). 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 scones.• Answer questions about preparing scones.	SOFT SKILLS to strengthen hard skills: <ul style="list-style-type: none">• Observation• Listening• Analysis• Planning• Organisation• Prioritizing• Focus• Time-management• Teamwork• Memory• Recall• Creativity	
CHARACTERISTICS OF THE PRODUCT			
Appearance	Texture	Taste	
Neat square/triangle shape. Good volume. Golden brown top. No signs of burning.	Soft, springy and even, not dry crumbly or with large holes.	Pleasant, nutty taste.	
ASSESSMENT			
Hygiene	Work Method	Final Product (Saleability)	Total
Hands	Collecting ingredients/equipment	Appearance	/20
Nails	Correct measuring	Texture	
Hair	Correct use of Equipment	Taste	
Jewellery	Correct preparation method / technique	Creativity / Plating	
Apron	Correct cooking method		
Workstation	Recipe interpretation		
Stove	Collaboration / Teamwork		

Sink Dishes Waste disposal			
/5	/5	/10	
Comments:			


Observe a teacher-led demonstration on scones.

Study the scones recipe and complete the preparation sheet.

Practical Lesson 4: Produce quality marketable scones.

Answer the questions regarding the preparation of scones.

RECIPE: BREAKFAST SCONES	
YIELD: 6	
INGREDIENTS	METHOD
	1. Preheat the oven to 220°C. 2. Grease a baking sheet.
250 ml cake flour 10 ml baking powder 1 ml salt	3. Sieve the dry ingredients together three times.
50 ml margarine, cold	4. Rub the margarine into the dry ingredients until it resembles coarse breadcrumbs.
30 ml milk 1 ml lemon juice 1 egg	5. Beat the egg, milk and lemon juice together. Keep aside 15 ml of the mixture that will be used for glazing the scones before baking. 6. Cut the liquid into the flour mixture until combined, do not over mix.
	7. Place dough on a floured surface and pat lightly with fingertips until 3 cm thick. 8. Use a knife and cut across to form triangles.

	9. Use the kept 15 ml milk and egg mixture to glaze the top of the scones. 10. Bake for 10 to 12 minutes.	
Photo of dish/product: 	Serving suggestions: Serve with cheese, biltong, jam or marmalade.	TECHNIQUES Measure, Sieve, Rub-in, Beat, Cut-in, Shape dough, Glaze
		COOKING METHOD Bake

CHARACTERISTICS OF THE PRODUCT

Appearance:	Texture:	Taste:
Neat square/triangle shape. Good volume. Golden brown top. No signs of burning.	Soft, springy and even, not dry crumbly or with large holes.	Pleasant, nutty taste.

HOW AND WHY OF SCONES

How	Why
Combine flour and baking powder, sieve three times.	<ul style="list-style-type: none"> • Even distribution of the chemical raising agent. • Traps air in-between the flour grains. • Removes lumps.
Rub the margarine into the flour mixture until it resembles breadcrumbs.	<ul style="list-style-type: none"> • Aerate by lifting fingers high above the bowl. • Cold margarine will crumble – aid in texture. Warm margarine will be absorbed by the starch resulting in a soggy scone which isn't tender.
Combine the liquid ingredients.	<ul style="list-style-type: none"> • Even blending of ingredients, less mixing, less gluten development.
Add lemon juice.	<ul style="list-style-type: none"> • Tenderising effect.
Cut the liquid into the flour mixture with a pallet knife until combined.	<ul style="list-style-type: none"> • Less gluten development, resulting in a tender end product.
Egg washes the top of the scones.	<ul style="list-style-type: none"> • For browning effect. If egg washed on the side, it would prevent the scones from rising.

**CONSUMER STUDIES: FOOD PRODUCTION
PREPERATION SHEET**

Name of Product: _____

Date: _____

INGREDIENTS		MEASURING EQUIPMENT	COOKING METHODS	
METHOD	UTENSILS AND EQUIPMENT	TEMPERATURE OF OVEN	TIME	
ILLUSTRATION OF SERVING/PACKAGING				

Activity: Scones

Answer the following questions about scones:

1. Scones are made from a _____ dough.

2. List TWO mixing techniques used to prepare the scone dough.

3. Explain shortly why scone dough shouldn't be mixed too much.

4. Give the reason for why scones are brushed with diluted milk (glazed) before it is cooked.

5. Name the cooking method used to prepare scones.

-
6. Describe TWO guidelines/rules for the application of the cooking method you named in question 5.

7. Provide TWO examples of scone variations.

Marking guidelines:


1. Soft
2. Rubbing in and cutting in
3. Too much mixing will toughen the scones and give it a chewy texture.
4. To ensure a golden brown colour once it is baked.
5. Bake
6. **Any two:**
 - Preheat the oven.
 - Bake on the middle shelf.
 - Do not open oven door until two-thirds of the baking time has passed.
7. **Any two, for example:**
 - Cheese scones
 - Savoury scones
 - Irish scones (with nuts)
 - Berry scones
 - Spice scones (cinnamon, nutmeg, ginger)

Week 4 and 5:

MODULE	OBJECTIVES:	SOFT SKILLS to strengthen hard skills:
Food Production	Learners will be able to: <ul style="list-style-type: none">• Observe a teacher led demonstration.• Analyse the given recipe.	<ul style="list-style-type: none">• Observation• Listening• Analysis

	<ul style="list-style-type: none"> • Complete the preparation sheet. • Produce quality marketable pizza. • Design an advertisement to market your product (pizza). 	<ul style="list-style-type: none"> • Planning • Organisation • Prioritizing • Focus • Time-management • Teamwork • Initiative • Creativity • Design • Critical thinking • Written communication
--	---	--

CHARACTERISTICS OF THE PRODUCT

Appearance	Texture	Taste	
Neat round shape. Golden brown top. Topping evenly spread. No signs of burning.	Soft, thin base.	Pleasant savoury taste.	

ASSESSMENT

Hygiene	Work Method	Final Product (Saleability)	Total
Hands	Collecting ingredients/equipment	Appearance	
Nails	Correct measuring	Texture	
Hair	Correct use of Equipment	Taste	
Jewellery	Correct preparation method / technique	Creativity / Plating	
Apron	Correct cooking method		
Workstation	Recipe interpretation		
Stove	Collaboration / Teamwork		
Sink			
Dishes			
Waste disposal			
/5	/5	/10	/20


Comments:

Observe a teacher-led demonstration on quick pizza.

Study the pizza recipe and complete the preparation sheet.

Practical Lesson 5: Produce quality marketable pizza./roly-poly

Design an advertisement to market your pizza.

RECIPE: PIZZA		YIELD: 1
small		
INGREDIENTS	METHOD	
PIZZA BASE		
	1. Preheat the oven to 200°C.	
	2. Grease a baking sheet.	
250 ml cake flour 10 ml baking powder 1 ml salt	3. Sieve the dry ingredients together three times.	
50 ml margarine, cold	4. Rub the margarine into the dry ingredients until it resembles coarse breadcrumbs.	
75 ml milk	5. Cut the milk into the flour mixture gradually.	
	6. Roll the dough out on a floured surface in the form of a circle and place it on the baking sheet.	
PIZZA TOPPING		
30 ml tomato paste 170 ml cheddar cheese, grated	7. Spread the ingredients evenly on the surface of the dough.	
	8. Bake for 15 - 20 minutes and serve hot.	
Photo of dish/product: 	Other variations: Add any topping of your choice.	TECHNIQUES Measure, Sieve, Rub-in, Cut-in, Roll out (shape dough), Grate
		COOKING METHOD Bake

CHARACTERISTICS OF THE PRODUCT		
Appearance:	Texture:	Taste:
Neat round shape. Golden brown top. Topping evenly spread. No signs of burning.	Soft, thin base.	Pleasant savoury taste.
HOW AND WHY OF PIZZA		
How	Why	
Combine flour and baking powder, sieve three times.	<ul style="list-style-type: none"> • Even distribution of the chemical raising agent. • Traps air in-between the flour grains. • Removes lumps. 	
Rub the margarine into the flour mixture until it resembles breadcrumbs.	<ul style="list-style-type: none"> • Aerate by lifting fingers high above the bowl. • Cold margarine will crumble – aid in texture. Warm margarine will be absorbed by the starch, resulting in a soggy scone which isn't tender. 	
Cut the liquid into the flour mixture with a pallet knife until combined.	<ul style="list-style-type: none"> • Even blending of ingredients, less mixing, less gluten development – resulting in a tender end product. 	

**CONSUMER STUDIES: FOOD PRODUCTION
PREPERATION SHEET**

Name of Product: _____

Date: _____

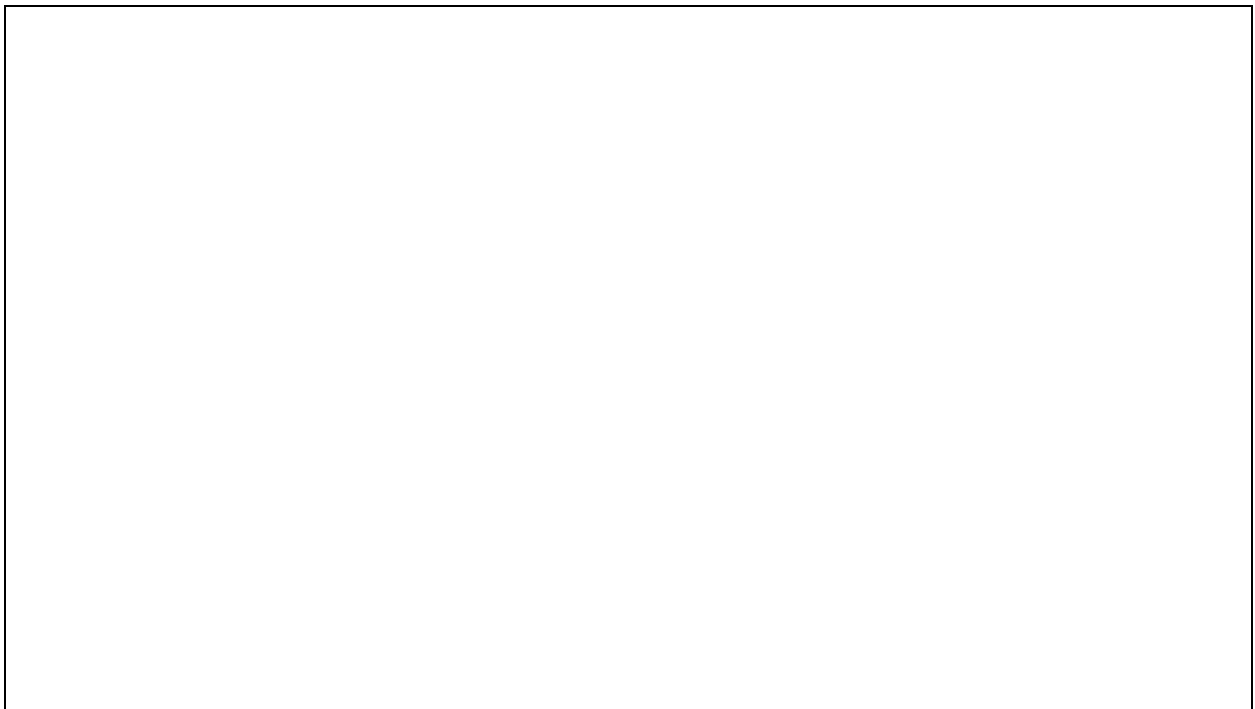
INGREDIENTS		MEASURING EQUIPMENT	COOKING METHODS	
METHOD	UTENSILS AND EQUIPMENT	TEMPERATURE OF OVEN	TIME	
ILLUSTRATION OF SERVING/PACKAGING				

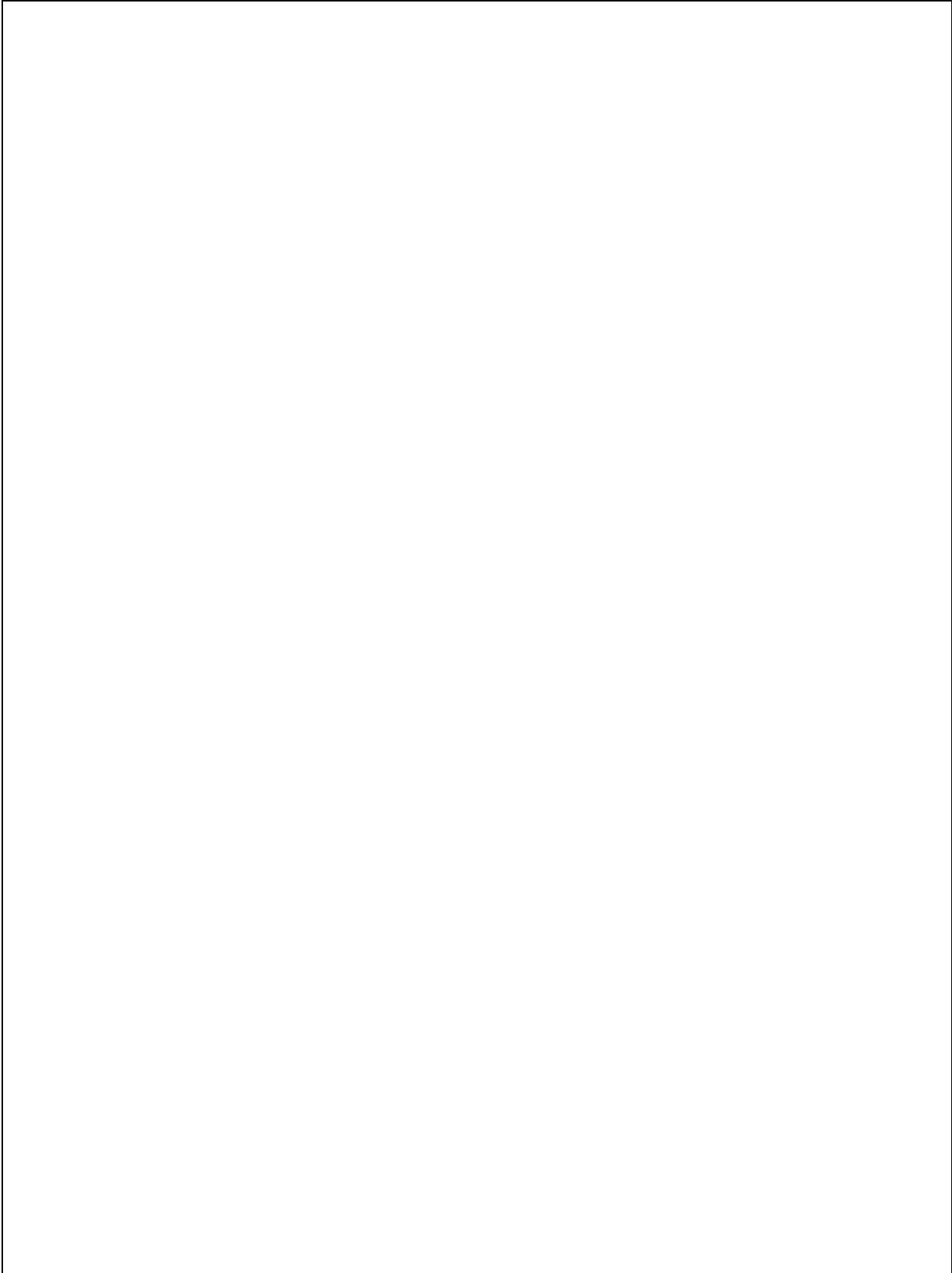


Activity: Advertisement


Design an advertisement to market your pizza 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.





Week 6 and 7:

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 Roly poly.	SOFT SKILLS to strengthen hard skills: <ul style="list-style-type: none">ObservationListeningAnalysisPlanningOrganisationPrioritizingFocusTime-managementTeamwork	
CHARACTERISTICS OF THE PRODUCT			
Appearance	Texture	Taste	
Neat spiral rolls with jam inside. Good volume. Golden brown top. No signs of burning.	Soft, springy and even. Not dry, crumbly or with large holes.	Pleasant, sweet taste with enough sauce.	
ASSESSMENT			
Hygiene	Work Method	Final Product (Saleability)	Total
Hands	Collecting ingredients/equipment	Appearance	
Nails	Correct measuring	Texture	
Hair	Correct use of Equipment	Taste	
Jewellery	Correct preparation method / technique	Creativity / Plating	
Apron	Correct cooking method		
Workstation	Recipe interpretation		
Stove	Collaboration / Teamwork		
Sink			
Dishes			
Waste disposal			


/20

/5	/5	/10	
Comments: 			

Observe a teacher-led demonstration on Roly poly.

Study the Roly poly recipe and complete the preparation sheet.

Practical Lesson 6: Produce quality marketable Roly poly./ jam squares

RECIPE: ROLY POLY		YIELD: 1
MEDIUM		
INGREDIENTS	METHOD	
DOUGH		
	1. Preheat the oven to 180°C. 2. Grease a baking dish.	
250 ml cake flour 5 ml baking powder 1 ml salt	3. Sieve the dry ingredients together three times.	
25 ml margarine, cold	4. Rub the margarine into flour mixture until it resembles coarse breadcrumbs.	
75 ml milk 1 egg	5. Whisk the milk and egg together. 6. Cut the milk and egg mixture into the flour mixture. Mix to a fairly firm dough. Don't mix too much! 7. Roll out thinly in a rectangular shape.	
80 ml apricot jam	8. Spread with jam. 9. Roll up the dough like a Swiss roll. 10. Cut the rolled dough into 2 cm slices and place in a greased, deep rectangular/round Pyrex baking dish. Arrange the slices flat in the baking dish.	
SAUCE		
125 ml sugar 15 ml margarine 250 ml water 1 ml ginger	1. Mix the ingredients for the sauce together in a pot. 2. Bring to boiling point. 3. Pour the boiling hot sauce over the dough. 4. Bake for 20 – 25 minutes.	
Photo of dish/product: 	Other variations: Any jam can be used inside the roll, although apricot jam is the most popular.	TECHNIQUES
		Measure, Sieve, Rub-in, Whisk, Cut-in, Roll out, Spread, Mix COOKING METHODS Bake Boil

CHARACTERISTICS OF THE PRODUCT

Appearance:	Texture:	Taste:
<p>Neat spiral rolls with jam inside.</p> <p>Good volume.</p> <p>Golden brown top.</p> <p>No signs of burning.</p>	<p>Soft, springy and even.</p> <p>Not dry, crumbly or with large holes.</p>	<p>Pleasant, sweet taste with enough sauce.</p>

HOW AND WHY OF ROLY POLY

How	Why
Combine flour and baking powder, sieve three times.	<ul style="list-style-type: none"> • Even distribution of the chemical raising agent. • Traps air in-between the flour grains. • Removes lumps.
Rub the margarine into the flour mixture until it resembles breadcrumbs.	<ul style="list-style-type: none"> • Aerate by lifting fingers high above the bowl. • Cold margarine will crumble – aid in texture. Warm margarine will be absorbed by the starch, resulting in a soggy scone which isn't tender.

**CONSUMER STUDIES: FOOD PRODUCTION
PREPERATION SHEET**

Name of Product: _____ **Date:** _____

Date: _____

[illegible]

METHOD	UTENSILS AND EQUIPMENT	TEMPERATURE OF OVEN	TIME
ILLUSTRATION OF SERVING/PACKAGING			

Week 8:

Practical Skills Test 2

Sustainability and Waste Management / Design Packaging for Product

1. Study the following kitchen waste and answer the questions that follow.

	 Empty dish wash liquid bottle	 Broken glass	 Empty food tins	 Empty cereal box
 Cardboard box	 Egg shells	 Empty milk container	 Empty flour bag	 Banana peel
 Empty baking powder tin	 Empty jam jar	 Wilted lettuce	 Plastic bag	 Empty tomato sauce bottle

1.1 Place the kitchen waste in the correct bin by writing the words in the correct block below:

KITCHEN WASTE				
---------------	--	--	--	--



(12)

1.2 Describe how you can use the organic waste (eggshells, wilted lettuce, and banana peel).

_____ (1)

1.3 Choose any two waste products from the examples given and explain how you would reuse them.

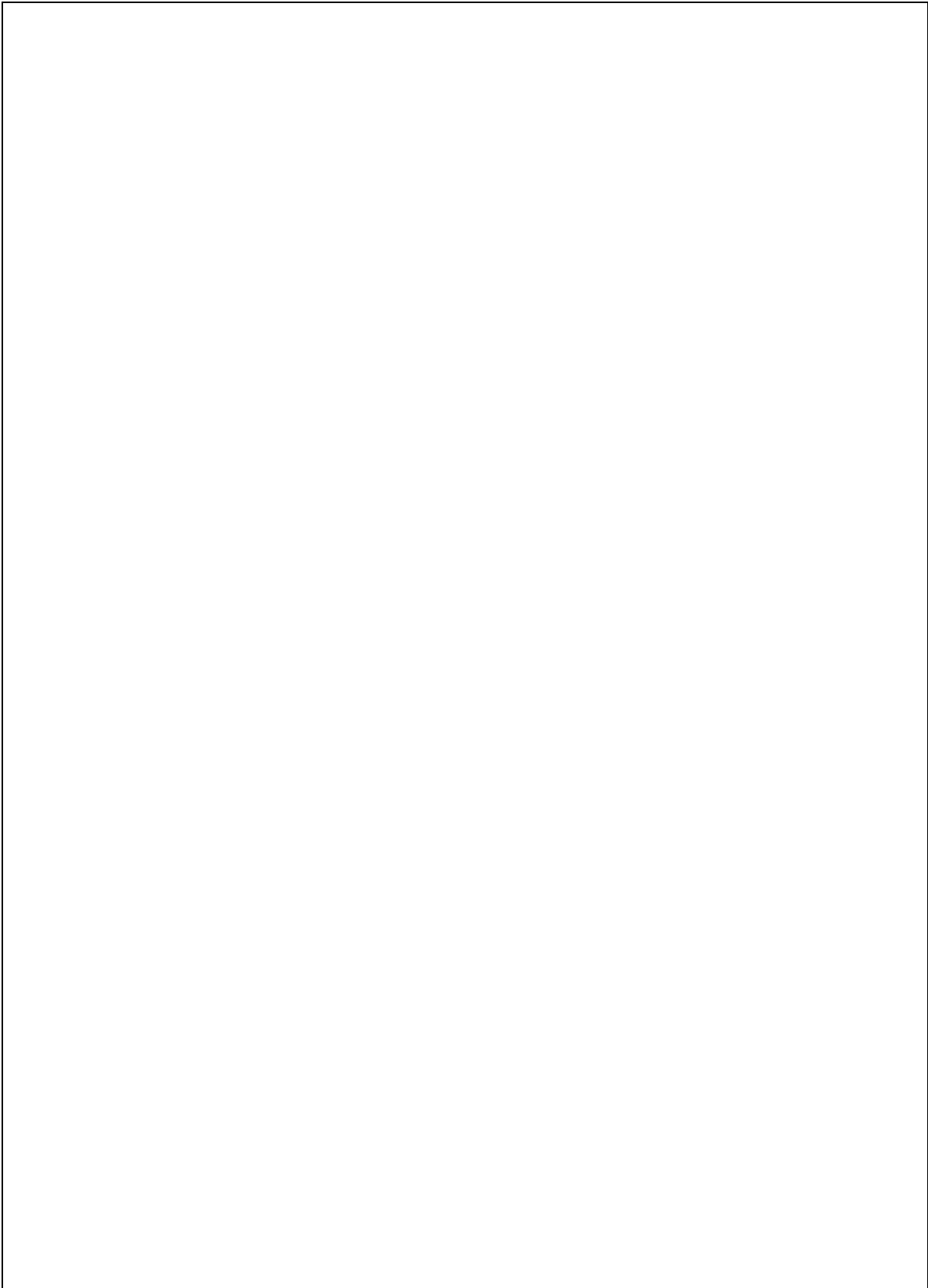
_____ (2)

2. Design packaging for selling biscuits in. Try to meet all the requirements/criteria according to the assessment grid below. Draw or paste pictures/photos of the packaging in the space provided.

CRITERIA	MARK
1. Transparent	/1
2. Suitable for the type of product	/1
3. Strong enough to protect the product	/1
4. Attractive, Creative and Innovative	/1
5. Eco-friendly / biodegradable / reusable / recyclable	/1
TOTAL	/5

[20]

Design packaging for biscuit:










Practical Skills Test 2 – Marking Guideline





Sustainability and Waste Management / Design Packaging for Product

1. Study the following kitchen waste and answer the questions that follow.

				
Old grater	Empty dish wash liquid bottle	Broken glass	Empty food tins	Empty cereal box
				
Cardboard box	Egg shells	Empty milk container	Empty flour bag	Banana peel

				
Empty baking powder tin	Empty jam jar	Wilted lettuce	Plastic bag	Empty tomato sauce bottle

1.1 Place the kitchen waste in the correct bin by writing the words in the correct block below:

KITCHEN WASTE	Cardboard box ✓ Empty flour bag ✓ Empty Cereal box ✓	Old grater ✓ Empty baking powder tin ✓ Empty food tins ✓	Empty dish wash liquid bottle ✓ Empty milk container ✓ Plastic bag ✓	Empty jam jar ✓ Broken glass ✓ Empty tomato sauce bottle ✓
RECYCLING BINS				

(12)

1.2 Describe how you can use the organic waste (eggshells, wilted lettuce and banana peel).

Organic waste like eggshells, wilted lettuce and banana peels can be turned into a compost heap and used to fertilise your garden.

(1)

1.3 Choose any two waste products from the examples given and explain how you would reuse them.

Any two:

- Old kitchen utensils can be used as ornaments.
- Old boxes can be used for kids to play with – box houses.



- Empty glass bottles and jars can be reused to store things in.
- Reuse plastic bags at shops, don't buy new bags.
- Empty plastic bottles and their lids can be given to preschools to do arts and crafts with.
- Tins can be used to plant plants in.



(2)

2. Design packaging for selling biscuits in. Try to meet all the requirements/criteria according to the assessment grid below. Draw or paste pictures/photos of the packaging in the space provided.

Use the Assessment Grid below to evaluate the packaging:

CRITERIA	MARK
1. Transparent	/1
2. Suitable for the type of product	/1
3. Strong enough to protect the product	/1
4. Attractive, Creative and Innovative	/1
5. Eco-friendly / biodegradable / reusable / recyclable	/1
TOTAL	/5

[20]

Design packaging for biscuit – Example:





Practical lesson 7

TERM 3




Week 1:



Dough – jam squares, scones, pizza, biscuits, Roly-poly, koeksisters etc

Recap the classification of doughs with examples.

Mixing techniques





Recap 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 eggbeater, wooden spoon or metal spoon.	

		
Whisking	Performing a soft beating action with a whisk or a fork.	

Cooking Methods

Recap the 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		Dry fry: Cook in a pan without fat or oil. Examples: Bacon	

Stew Tough meet			
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	

Activity: Decoration / Garnishing / Packaging


Search for pictures of beautifully decorated / garnished dough products (jam squares, biscuits, doughnuts). 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 Jam squares.• Compare prices of ingredients from different shops.• Do costing	SOFT SKILLS to strengthen hard skills: <ul style="list-style-type: none">• Observation• Listening• Analysis• Planning• Organisation• Prioritizing• Focus• Time-management• Teamwork• Curiosity• Constructive feedback• Decision-making• Reasoning• Problem-solving	
CHARACTERISTICS OF THE PRODUCT			
Appearance	Texture	Taste	
Neat, uniform squares. Golden brown top.	Crisp, crumbly texture but not dry. Easy to cut, doesn't break apart.	Pleasant, sweet taste – jam.	
ASSESSMENT			
Hygiene	Work Method	Final Product (Saleability)	Total
Hands	Collecting ingredients/equipment	Appearance	
Nails	Correct measuring	Texture	
Hair	Correct use of Equipment	Taste	
Jewellery	Correct preparation method / technique	Creativity / Plating	
Apron	Correct cooking method		
Workstation	Recipe interpretation		
Stove	Collaboration / Teamwork		
Sink			
			/20


Dishes			
Waste disposal			
/5	/5	/10	
Comments:			

Observe a teacher-led demonstration on Jam squares.

Study the Jam squares recipe and complete the preparation sheet.

Practical Lesson 7: Produce quality marketable Jam squares.

Compare the prices of the ingredients for jam squares from different shops. Do costing for the jam squares.

RECIPE: JAM SQUARES		YIELD: 8 – 10
SQUARES		
INGREDIENTS	METHOD	
	1. Preheat the oven to 150°C.	
	2. Grease a small baking sheet.	
250 ml cake flour 5 ml baking powder 1 ml salt	3. Sieve the dry ingredients together.	
60 g baking margarine, cold	4. Rub the margarine into the flour mixture until it resembles coarse breadcrumbs.	
60 ml castor sugar	5. Add the sugar and mix.	
½ an egg (25 ml) 2 ml vanilla essence	6. Whisk the egg and vanilla together.	
	7. Add the egg mixture to the flour mixture and mix until it forms a stiff dough. Press the dough together with your hands into a ball.	
	8. Press ¾ of the dough into the baking sheet. Place the other ¼ in the refrigerator for a few minutes.	
80 ml apricot jam	9. Spread the jam over the dough.	
	10. Take the dough from the refrigerator and grate it over the jam.	
	11. Bake for 25 – 30 minutes.	
	12. Cut in 2,5 cm squares.	
Photo of dish/product: 	Other variations: Any jam can be used.	TECHNIQUES Measure, Sieve, Rub-in, Mix, Whisk, Spread, Grate
		COOKING METHOD Bake
CHARACTERISTICS OF THE PRODUCT		
Appearance:	Texture:	Taste:
Neat, uniform squares. Golden brown top.	Crisp, crumbly texture but not dry. Easy to cut, doesn't break apart.	Pleasant, sweet taste – jam.
HOW AND WHY OF JAM SQUARES		

How	Why
Sieve the flour and baking powder.	<ul style="list-style-type: none"> • Even distribution of the chemical raising agent. • Traps air in-between the flour grains. • Removes lumps.
Rub the margarine into the flour mixture until it resembles breadcrumbs.	<ul style="list-style-type: none"> • Aerate by lifting fingers high above the bowl. • Cold margarine will crumble – aid in texture. Warm margarine will be absorbed by the starch, resulting in a soggy scone which isn't tender.

**CONSUMER STUDIES: FOOD PRODUCTION
PREPERATION SHEET**

Name of Product: _____

Date: _____

INGREDIENTS		MEASURING EQUIPMENT	COOKING METHODS	
METHOD	UTENSILS AND EQUIPMENT		TEMPERATURE OF OVEN	TIME
ILLUSTRATION OF SERVING/PACKAGING				

Activity: Compare prices of ingredients / Costing

Compare the prices of the ingredients for jam squares from different shops. Compare the same brand at each shop.

- Record your findings in the table below.

Ingredients	Shop 1: _____	Shop 2: _____
	Price	Price
2,5 kg Cake flour		
200 g baking powder		
1 kg Salt		
500 g Margarine (block)		
1 l Milk		
6 Eggs		
450 g Apricot jam		


TOTAL:		
---------------	--	--

2. At which shop will you buy? Explain the reason for your decision.

3. Do costing on the jam squares recipe. Use the prices from the shop you chose in question 2 to do your calculations. Calculate the production price for one jam square.

Teacher guides the learners with the costing.

Week 4 and 5:

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 Biscuits.Design a label for biscuits.	SOFT SKILLS to strengthen hard skills: <ul style="list-style-type: none">ObservationListeningAnalysisPlanningOrganisationPrioritizingFocusTime-managementTeamworkInitiativeCreativityDesign	
CHARACTERISTICS OF THE PRODUCT			
Appearance	Texture	Taste	
All the same size. Neat shape. Golden brown. No signs of burning.	Fine, hard and crunchy texture.	Pleasant, spicy taste.	
ASSESSMENT			
Hygiene	Work Method	Final Product (Saleability)	Total
Hands	Collecting ingredients/equipment	Appearance	
Nails	Correct measuring	Texture	
Hair	Correct use of Equipment	Taste	
Jewellery	Correct preparation method / technique	Creativity / Plating	
Apron	Correct cooking method		
Workstation	Recipe interpretation		
Stove	Collaboration / Teamwork		
Sink			
Dishes			
Waste disposal			
			/20


/5	/5	/10	
Comments:			

Observe a teacher-led demonstration on Biscuits.

Study the Biscuits recipe and complete the preparation sheet.

Practical Lesson 8: Produce quality marketable biscuits/koeksisters.

Design a label for your Biscuits/koeksisters.

RECIPE: BISCUITS		YIELD: 15 – 20
INGREDIENTS		METHOD
	1. Preheat the oven to 220°C. 2. Grease a baking sheet.	
250 ml cake flour 2 ml ground cinnamon 2 ml ground cloves 2 ml ground ginger 1 ml salt	3. Sieve the dry ingredients together.	
180 ml sugar	4. Add the sugar to the dry ingredients.	
100 ml baking margarine, cold	5. Rub the margarine into the flour mixture.	
25 ml lukewarm water 3 ml bicarbonate of soda 1 egg, whisked	6. Dissolve the bicarbonate of soda in the lukewarm water. 7. Add the water and bicarbonate of soda mixture to the whisked egg and beat. 8. Add the egg mixture to the flour mixture and mix to form a soft dough. 9. Roll to a thickness of 5 mm and cut out with a glass or cookie cutter, about 60 mm in diameter. 10. Place on the baking sheet and bake for 10 minutes.	
Photo of dish/product: 	Other variations: Ginger, Custard, Coffee, Choc-chip, etc.	TECHNIQUES Measure, Sieve, Rub-in, Dissolve, Whisk, Beat, Mix, Roll out
		COOKING METHOD Bake
CHARACTERISTICS OF THE PRODUCT		
Appearance:	Texture:	Taste:
All the same size. Neat shape. Golden brown.	Fine, hard and crunchy texture.	Pleasant, spicy taste.

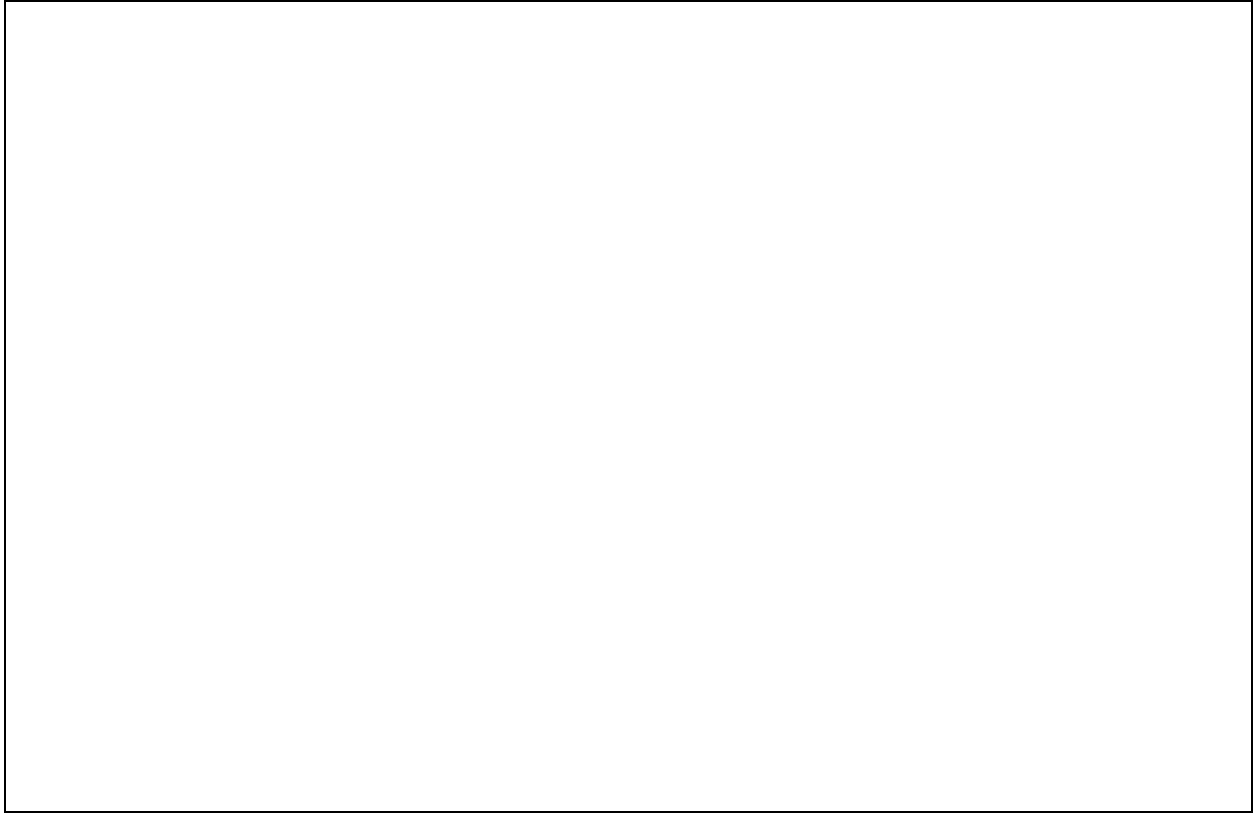
No signs of burning.		
HOW AND WHY OF BISCUITS		
How	Why	
Sieve dry ingredients.	<ul style="list-style-type: none"> • Traps air in-between the flour grains. • Removes lumps. 	
Rub the margarine into the flour mixture until it resembles breadcrumbs.	<ul style="list-style-type: none"> • Aerate by lifting fingers high above the bowl. 	

**CONSUMER STUDIES: FOOD PRODUCTION
PREPERATION SHEET**

Name of Product: _____

Date: _____

INGREDIENTS		MEASURING EQUIPMENT	COOKING METHODS	
METHOD	UTENSILS AND EQUIPMENT	TEMPERATURE OF OVEN	TIME	
ILLUSTRATION OF SERVING/PACKAGING				



Activity: Design a Label

Design a label for your biscuits in the block below. It must be attractive and needs to draw the attention of the customers. Be creative!

The following information must appear on the label:

- Name of the product.
- Name, address and contact details of the manufacturer.
- List of ingredients and indication of possible allergens.
- Number of biscuits.
- Manufacturing date and use by or sell by date.




<div></div>

Week 6 and 7:

MODULE	OBJECTIVES:	SOFT SKILLS to strengthen hard skills:
Food Production	Learners will be able to: <ul style="list-style-type: none">• Observe a teacher led demonstration.	<ul style="list-style-type: none">• Observation• Listening

	<ul style="list-style-type: none"> Analyse the given recipe. Complete the preparation sheet. Produce quality marketable Doughnuts. 	<ul style="list-style-type: none"> Analysis Planning Organisation Prioritizing Focus Time-management Teamwork
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CHARACTERISTICS OF THE PRODUCT

Appearance	Texture	Taste	
All the same size. Round with hole in the middle. Golden brown. No signs of burning. Neatly decorated.	Slightly crisp on the outside and soft on the inside. No signs of raw flour/dough.	Pleasant, sweet taste. Not oily.	

ASSESSMENT

Hygiene	Work Method	Final Product (Saleability)	Total
Hands	Collecting ingredients/equipment	Appearance	
Nails	Correct measuring	Texture	
Hair	Correct use of Equipment	Taste	
Jewellery	Correct preparation method / technique	Creativity / Plating	
Apron	Correct cooking method		
Workstation	Recipe interpretation		
Stove	Collaboration / Teamwork		
Sink			
Dishes			
Waste disposal			
/5	/5	/10	/20


Comments:

Observe a teacher-led demonstration on Doughnuts.

Study the Doughnuts recipe and complete the preparation sheet.

Practical Lesson 9: Produce quality marketable Doughnuts./ pancakes

RECIPE: DOUGHNUTS		
YIELD: 6		
INGREDIENTS		METHOD
250 ml cake flour 7 ml baking powder 2 ml salt		1. Sieve the dry ingredients together three times.
60 ml sugar		2. Add the sugar to the dry ingredients.
15 ml baking margarine		3. Rub the margarine into flour mixture until it resembles coarse breadcrumbs.
60 ml milk ½ an egg (25 ml)		4. Whisk the milk and egg together. 5. Cut the milk and egg mixture into the flour mixture to form dough. Don't mix too much! 6. Roll out the dough on a lightly floured surface (1 cm thick) and cut out circles using 2 round cookie cutters of different sizes.
Oil for deep-frying		7. Heat oil in a frying pan over medium heat. 8. Deep fry for 1 – 2 minutes on both sides until golden brown. 9. Drain the excess oil by placing the doughnuts on towel paper.
GLAZE		
125 ml icing sugar 15 ml boiling water 2 ml vanilla essence Sprinkles (100's & 1000's)		1. Sieve the icing sugar. 2. Add the boiling water and vanilla to the icing sugar, and mix until smooth. 3. Dip the doughnuts in the glaze and sprinkle with 100's & 1000's.
Photo of dish/product:	Other variations: Cinnamon-sugar doughnuts, Chocolate glaze doughnuts, Coffee glaze doughnuts with nuts	TECHNIQUES Measure, Sieve, Rub-in, Whisk, Cut-in, Roll out, Shape dough, Decorate, Sprinkle

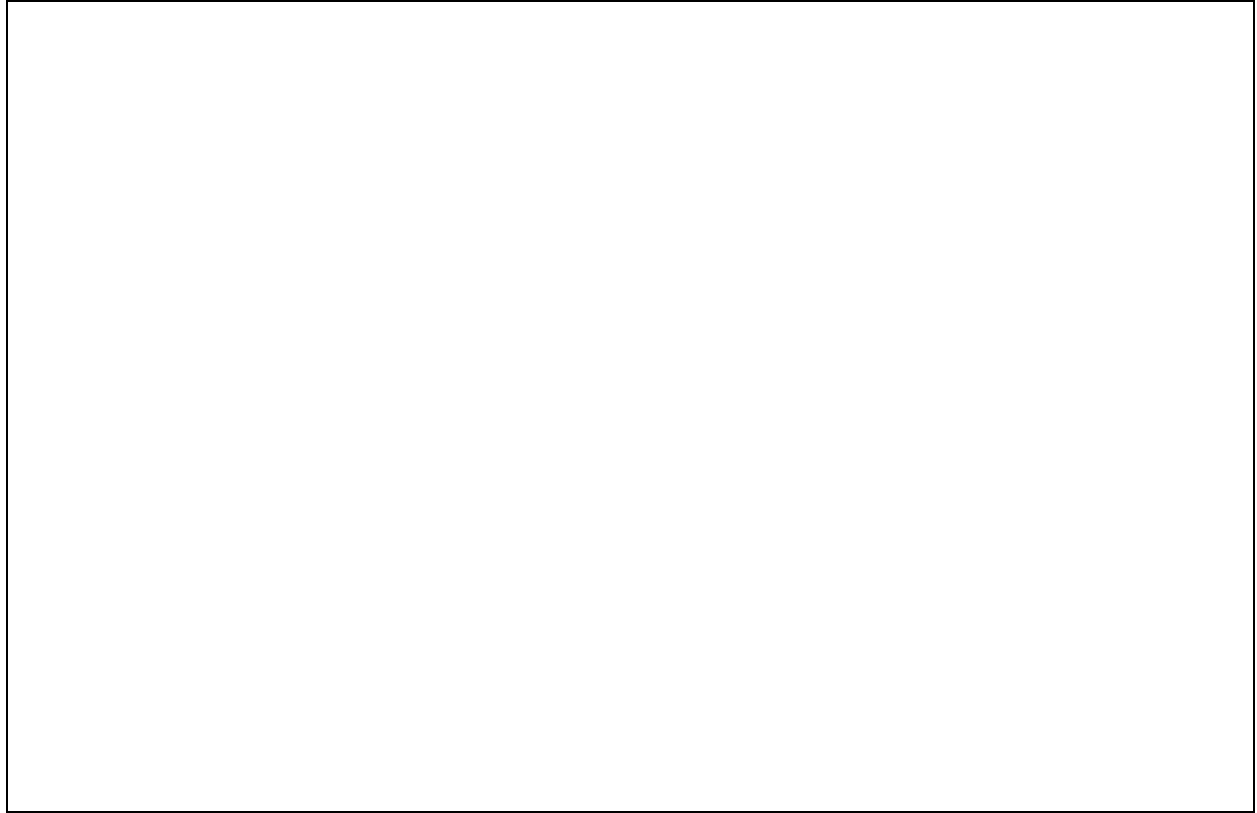
		COOKING METHOD Deep fry
CHARACTERISTICS OF THE PRODUCT		
Appearance:	Texture:	Taste:
All the same size. Round with hole in the middle. Golden brown. No signs of burning. Neatly decorated.	Slightly crisp on the outside and soft on the inside. No signs of raw flour/dough.	Pleasant, sweet taste. Not oily.

**CONSUMER STUDIES: FOOD PRODUCTION
PREPERATION SHEET**

Name of Product: _____

Date: _____

INGREDIENTS		MEASURING EQUIPMENT	COOKING METHODS	
METHOD	UTENSILS AND EQUIPMENT	TEMPERATURE OF OVEN	TIME	
ILLUSTRATION OF SERVING/PACKAGING				



Week 8:

Practical Skills Test 3

Costing

The school is planning a Christmas Market for a fundraising project in Term 4. The Grade 9 Consumer Studies learners are going to bake and sell Christmas Cookies.

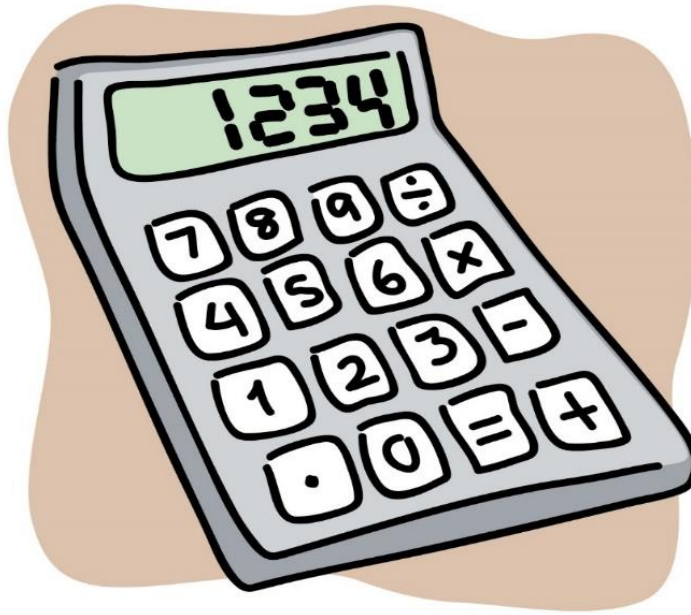


1. Study the table below. Calculate the cost of one batch of cookies by completing the table on the following page.

Christmas Cookies (36 Cookies)

Ingredients	Price list		Conversion (ml to g)
Dough:			
250 g soft margarine	Margarine (500 g)	R25,99	
250 ml sugar	Sugar (2500 g / 2,5 kg)	R46,99	200 g
10 ml vanilla essence	Vanilla essence (100 ml)	R24,99	
2 large eggs	Large eggs (30)	R57,99	
625 ml cake flour	Cake flour (2500 g / 2,5 kg)	R28,99	312 g
5 ml baking powder	Baking powder (200 g)	R26,99	4 g
2,5 ml salt	Salt (1000 g / 1 kg)	R10,99	3 g
Icing:			
500 ml icing sugar	Icing sugar (500 g)	R32,99	260 g
1 egg white	Large eggs (30)	R57,99	

Ingredients	Quantity bought / Purchasing unit	Purchase price	Quantity used	Calculation	Actual cost
				$\frac{\text{Quantity used} \times \text{purchase price}}{\text{Quantity bought}}$	
Margarine	500 g	R25,99	1.5	$\frac{250 \text{ g} \times \text{R}25,99}{500 \text{ g}}$	R12,99
Sugar	2500 g	R46,99	200 g	1.7	R3,75
Vanilla	100 ml	R24,99	1.6	$\frac{10 \text{ ml} \times \text{R}24,99}{100 \text{ ml}}$	R2,49
Eggs	1.1	R57,99	3	$\frac{3 \times \text{R}57,99}{30}$	R5,79
Cake flour	2500 g	1.3	312 g	1.8	R3,61
Baking powder	1.2	R26,99	4 g	$\frac{4 \text{ g} \times \text{R}26,99}{200 \text{ g}}$	R0,53
Salt	1000 g	1.4	3 g	$\frac{3 \text{ g} \times \text{R}10,99}{1000 \text{ g}}$	R0,03
Icing sugar	500 g	R32,99	260 g	$\frac{260 \text{ g} \times \text{R}32,99}{500 \text{ g}}$	1.9
Actual cost of one batch of cookies:					1.10



2. Calculate the production cost of one cookie.

(2)

3. Your class is going to sell the cookies in packs of 12. Calculate the production cost of a packet of cookies.

(1)

4. Calculate 40% (20% overheads and 20% profit) mark-up on the price of a packet of cookies to cover overheads and make a profit.

(3)

5. Calculate the selling price for a packet of cookies, excluding the cost of packaging and labelling.

(2)

6. Name any two overhead costs involved in making the biscuits for the Christmas Market.

(2)

[20]

Practical Skills Test 3 – Marking Guideline

Costing

The school is planning a Christmas Market for a fundraising project in Term 4. The Grade 9 Consumer Studies learners are going to bake and sell Christmas Cookies.



1. Study the table below. Calculate the cost of one batch of cookies by completing the table on the following page.

Christmas Cookies (36 Cookies)

Ingredients	Price list	Conversion (ml to g)
Dough:		
250 g soft margarine	Margarine (500 g) R25,99	
250 ml sugar	Sugar (2500 g / 2,5 kg) R46,99	200 g
10 ml vanilla essence	Vanilla essence (100 ml) R24,99	
2 large eggs	Large eggs (30) R57,99	
625 ml cake flour	Cake flour (2500 g / 2,5 kg) R28,99	312 g
5 ml baking powder	Baking powder (200 g) R26,99	4 g

2,5 ml salt	Salt (1000 g / 1 kg)	R10,99	3 g
Icing:			
500 ml icing sugar	Icing sugar (500 g)	R32,99	260 g
1 egg white	Large eggs (30)	R57,99	

Ingredients	Quantity bought / Purchasing unit	Purchase price	Quantity used	Calculation <u>Quantity used x purchase price</u> Quantity bought	Actual cost
Margarine	500 g	R25,99	1.5 250 g ✓	$\frac{250 \text{ g} \times \text{R}25,99}{500 \text{ g}}$	R12,99
Sugar	2500 g	R46,99	200 g	1.7 $\frac{200 \text{ g} \times \text{R}46,99}{2500 \text{ g}}$ ✓	R3,75
Vanilla	100 ml	R24,99	1.6 10 ml ✓	$\frac{10 \text{ ml} \times \text{R}24,99}{100 \text{ ml}}$	R2,49
Eggs	1.1 30 ✓	R57,99	3	$\frac{3 \times \text{R}57,99}{30}$	R5,79
Cake flour	2500 g	1.3 R28,99 ✓	312 g	1.8 $\frac{312 \text{ g} \times \text{R}28,99}{2500 \text{ g}}$ ✓	R3,61
Baking powder	1.2 200 g ✓	R26,99	4 g	$\frac{4 \text{ g} \times \text{R}26,99}{200 \text{ g}}$	R0,53
Salt	1000 g	1.4 R10,99 ✓	3 g	$\frac{3 \text{ g} \times \text{R}10,99}{1000 \text{ g}}$	R0,03
Icing sugar	500 g	R32,99	260 g	$\frac{260 \text{ g} \times \text{R}32,99}{500 \text{ g}}$	1.9 R17,15 ✓
Actual cost of one batch of cookies:					1.10 R46,34 ✓



2. Calculate the production cost of one cookie.

$$R46,34 \div 36 \checkmark = R1,28 \checkmark \quad (2)$$

3. Your class is going to sell the cookies in packs of 12. Calculate the production cost of a packet of cookies.

$$R1,28 \times 12 = R15,36 \checkmark \quad (1)$$

4. Calculate 40% (20% overheads and 20% profit) mark-up on the price of a packet of cookies to cover overheads and make a profit.

$$R15,36 \times 40 \checkmark \div 100 \checkmark = R6,14 \checkmark \quad (3)$$

5. Calculate the selling price for a packet of cookies, excluding the cost of packaging and labelling.

$$R15,36 + R6,14 \checkmark = R21,50 \checkmark \quad (2)$$

6. Name any two overhead costs involved in making the biscuits for the Christmas Market.

Any two:

- Electricity
- Water
- Maintenance / Repairing or replacing equipment
- Advertising, etc.

(2)

[20]

Project based learning Task
