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CONSUMER STUDIES (FOOD PRODUCTION)

GUIDELINES FOR PRACTICAL ASSESSMENT TASKS

GRADE 12

2023

These guidelines consist of 29 pages.

THE PRACTICAL ASSESSMENT TASK FOR CONSUMER STUDIES FOOD PRODUCTION

1. INTRODUCTION

The 18 Curriculum and Assessment Policy Statement subjects which consist of practical components all include a practical assessment task (PAT). These subjects are:

- **AGRICULTURE:** Agricultural Management Practices, Agricultural Technology
- **ARTS:** Dance Studies, Design, Dramatic Arts, Music, Visual Arts
- **SCIENCES:** Computer Applications Technology, Information Technology; Technical Sciences; Technical Mathematics
- **SERVICES:** Consumer Studies, Hospitality Studies, Tourism
- **TECHNOLOGY:** Civil Technology, Electrical Technology, Mechanical Technology and Engineering Graphics and Design

A practical assessment task (PAT) mark is a compulsory component of the final promotion mark for all candidates offering subjects that have a practical component and counts 25% (100 marks) of the end-of-the-year examination mark. The PAT is implemented up to the end of September and also allows for learners to be assessed on skills they have acquired during the weekly practical lessons and practical examinations in Grades 10 to 12. It also allows for the assessment of skills that cannot be assessed in a written format, e.g. test or examination. It is therefore important that schools ensure that all learners complete the practical assessment tasks within the stipulated period to ensure that learners are resulted at the end of the school year. The planning and execution of the PAT differs from subject to subject.

- During the practical assessment task the learner must demonstrate his/her knowledge and practical ability/skills to produce a variety of quality food products focusing on suitability for selling.
- The practical assessment task for Grade 12 Consumer Studies, with the Food Production practical option, consists of ONE practical examination of THREE (3) hours.
- Breakdown of the THREE (3) HOURS:
 - Two hours and 15 minutes to prepare the products
 - 45 minutes (evaluation), clearing and cleaning
- Learners will perform individually during the practical examination for the PAT.
- The practical examination for the PAT takes place in Term 3.

2. MARK ALLOCATION

- The total mark allocation for the PAT is 100 marks.
- The marks for the PAT form part of the end-of-year assessment in Term 4.
- The province will provide two separate computerised mark sheets, one for SBA and one for the PAT.
- The mark allocation is indicated as follows:

Practical examination	100
Final mark for PAT	100

3. REQUIREMENTS FOR THE PRACTICAL EXAMINATIONS

Consumer Studies is an elective subject with five different practical options. If the school chooses to offer Consumer Studies as a subject and selects the Food Production practical option, the equipment and funds necessary to conduct the PAT, as well as the specified number of weekly practical lessons, are the responsibility of the school, **as specified in the CAPS document on page 10.**

The school has the responsibility to ensure the availability of the following for the PAT examination:

- A suitable training kitchen with the necessary equipment must be available: a minimum of six stoves (gas/electric); a refrigerator; electricity/gas; sinks with running hot and cold water and equipment and utensils for preparation and cooking.
- A minimum of R80 to a maximum of R150 per learner for the practical examination is required to purchase ingredients to make the prescribed products, besides the funding required for the SBA weekly practical lessons.
- One learner per stove.
- A maximum of 6–12 learners are allowed per session, depending on the number of stoves available in the training kitchen.
- Two groups of 6–12 learners can perform the practical examination on the same day, e.g. from 08:00 to 11:00 and from 12:30 to 15:30.
- The teacher needs time between the two sessions to prepare the classroom for the following group.
- Schools with large numbers of learners will need more than one day to complete this practical examination.

4. REQUIRED TIME FRAME

A time frame of THREE (3) HOURS in total is allocated for the practical examination. The THREE hours should be allocated as follows:

- **15 minutes** for orientation, washing hands and proceeding to start with the measuring of ingredients
- **2 hours** for the preparation of the products under examination conditions
- **45 minutes** for the teacher to do evaluation, check each workstation and complete the assessment tool

5. SETTING THE PRACTICAL EXAMINATION

- This examination will take place on a date agreed upon with the moderator.
- The production process and saleability of products are important assessment criteria of this practical examination.
- Learners should be able to demonstrate all culinary skills and techniques identified for Grade 12.
- The teacher must set a **minimum of THREE to a maximum of FOUR different tests** that are suitable for the available budget and resources of the school.
- Each test must:
 - Include at least TWO dishes or products
 - Have a minimum skills-code weighting of 20 points
 - Include a variety of culinary skills and techniques

- Include ONE of the following PER TEST. A product selected for one test may NOT be repeated in another test to ensure that a variety of skills and techniques are tested in each test.
 - Yeast product (baked or deep-fried)
 - Choux paste
 - A gelatine dish (not commercial jelly)
 - Home-made short crust pastry for tarts, pies or quiche
 - Swiss roll
 - Soft meringue, such as lemon meringue pie or queen of bread pudding
 - Sugar cookery
- The second product may include any appropriate skill or technique as long as the total skills-code weighting adds up to a minimum of 20 points. **The weighting of the two products will be equal or as near to equal as possible.**
- **A skill may only be allocated a weighting once in the test.**
- All recipes must:
 - Be neatly typed in standard or action format
 - Have clear instructions in short sentences and easy language
 - Be small, 2–3 portions
 - Be suitable for the available budget and other resources
 - Include the expected criteria or desirable characteristics, namely flavour, texture, appearance
 - Be clearly illustrated

NOTE: Learners can choose to either package **OR** plate their final products for evaluation. All products must have a suitable label, and this must be completed after the learners have drawn the test before they perform the practical examination. Learners who choose to package their products must bring the packaging on the day of the practical examination.

6. PREPARING FOR THE PRACTICAL EXAMINATION

The teacher is responsible for the following:

- Set the dates for the practical examination. Communicate these dates to the SMT of the school to ensure that it does not clash with other school activities.
- All the equipment must be in working order and the stoves have to be serviced and repaired before the start of the practical examination.
- **Package EACH test and include the following:** cover page, instructions, recipes, order of work and time schedule, picture and desirable characteristics for each product, as well as a copy of the assessment tool.
- The learners draw a test **ONE week (7 school days)** prior to the date of the practical examination so that they can prepare.
- Calculate the quantities to be purchased according to the number of learners in Grade 12.
- Plan the final shopping list with the estimated prices.
- Purchase the ingredients.
- Put out the necessary equipment and ingredients for each test.
- Prepare name tags for the last group of learners to assist the moderator with the identification of candidates.
- Prepare the assessment tool provided with the learners' names.

7. PERFORMING THE PRACTICAL EXAMINATION

Practical examination in Term 3: THREE (3) hours

- When learners enter the training kitchen (examination room), they will have 15 minutes for orientation, washing their hands and then to proceed with the measuring of ingredients, before commencing with the practical examination.
- Learners performing the same test must be placed at different workstations that are not adjacent or next to each other.
- The products should be ready for assessment after 2 hours and 15 minutes.
- Learners will lose **2 marks for every 5 minutes late** up to a maximum of 20 marks.
- Only the teacher, the moderator and the learners may be in the room during the practical examination.
- The teacher must invigilate and assess the learners while they are performing the practical examination and **NO** other work may be done during this time.
- **NO** learner may be assisted in any way.
- On completion of both products, learners may present them for evaluation. Learners do not have to wait until the end of the 2 hours and 15 minutes' period.
- Learners are allowed to do final clean-up while the teacher is assessing their products.
- The teacher must complete the assessment tool, including comments.

8. EVALUATION

- The teacher and external moderator have 45 minutes to evaluate the final products, inspect the learners' workstations and complete the assessment tool.
- While their products are being evaluated, the learners should tidy and clean their workstations and equipment.
- At the end of the practical examination, the teacher/moderator must inspect the workstations for the final allocation of marks.

9. MODERATION OF THE PRACTICAL EXAMINATION

9.1 BEFORE the practical examination:

The teacher must submit the following to the subject advisor for approval by the end of **March or earlier** to ensure that the practical examination is of an appropriate standard:

- The techniques and skills-code weighting for each recipe
- The four tests (including the recipes, order of work and time schedule, pictures and desirable characteristics for each product)
- The proposed date for the external on-site moderation of preferably the last group of 6–12 learners
- The completed checklist checked and signed by the principal

The PAT cannot be done unless it has been approved by the subject advisor.

9.2 ON THE DAY of the practical examination:

- The teacher must have the following available for the moderator on the day of moderation:
 - The assessment tool of all the learners who have completed the practical examination
 - A copy of the completed mark sheets for the weekly practical lessons
 - A copy of the three or four tests the learners will be performing
 - A separate set of assessment tools for the moderator to use, with the names of the learners already written on the assessment tool
- On completion of the assessment and consolidation of marks, the moderator will compare his/her assessment with the assessment of the teacher. If the moderator finds that the marks of the teacher differ more than 10% from his/her marks, a block adjustment upwards or downwards should be made based on the difference.

The table below illustrates how to determine the difference between the moderator's marks and teacher's marks to establish whether adjustment is needed and also the margin of adjustment required.

Learners' Names				PAT	
				100	
				*T	*M
Learner A				84	69
Learner B				83	70
Learner C				68	53
Learner D				59	44
Learner E				49	40
Learner F				45	40
TOTAL				388	316
AVERAGE MARK = TOTAL ÷ 6 (number of learners)				66	53
DIFFERENCE = 66 (*T) – 53 (*M)				13	
ADJUSTMENT	DOWNWARDS	✓	UPWARDS	– 3	

***T = Teacher; *M = Moderator**

- A block adjustment can also be made, based on the professional judgement of the moderator, if the practical examination of the school is not of the expected standard.
- The moderator will discuss the outcome and any adjustments with the teacher.
- The final moderated marks should then be entered on the computerised mark sheet.
- The marks of all learners will be affected if an adjustment is made.

SKILLS-CODE WEIGHTING OF TECHNIQUES USED FOR FOOD PRODUCTION

- Use the following skills-code weighting to choose recipes for the PAT as well as for the weekly practical lessons.
- The skills code indicates the weighting for the techniques and NOT the mark allocation.
- The weighting for a specific technique should only be allocated ONCE.
- The teacher could add a technique not listed below, after discussing it with the subject advisor. The teacher and the subject advisor should then decide on the weighting for the new technique.
- The weighting is allocated to a technique according to the degree of difficulty of the technique.
- The total weighting for the techniques for both chosen recipes for the practical examination in Grade 12 should add up to a minimum of 20 points.

1.	Cooking Methods	
1.1	Baking: Baking in an unlined tin (e.g. cake) Baking in a lined tin (e.g. cake) (Preheating oven and setting correct temperature) (Position of oven rack correct, baking for desired time)	3 4
1.2	Baking in a pan of hot water (bain-marie) (e.g. baked custard, soufflé, bobotie)	4
1.3	Blind-baking	4
1.4	Blanching	2
1.5	Boiling on stove-top (e.g. rice, pasta, vegetables)	2
1.6	Deep-frying (e.g. chips, doughnuts, vetkoek)	4
1.7	Grilling (e.g. hamburger patties, steak)	3
1.8	Roasting (e.g. vegetables, meat)	3
1.9	Cooking in microwave oven (e.g. custard sauce, white sauce, pasta) (not for heating up milk, food, water)	3
1.10	Poaching (e.g. eggs)	3
1.11	Pressure cooker used (e.g. meat and vegetable stew, bean soup)	3
1.12	Sautéing (e.g. onions, green peppers)	2
1.13	Sealing and browning meat/mince/dry-frying bacon	2
1.14	Shallow-frying (e.g. pancakes, crumpets, hamburger patties, fish cakes)	3
1.15	Simmering/Stewing meat/poultry dish with vegetables, dried fruit	3
1.16	Steaming: Double boiler or mixing bowl on saucepan (e.g. fish, egg custard sauce, melting chocolate) (not rice)	3
2.	Gelatine	
2.1	Gelatine dish (e.g. moulded salad or dessert)	3
2.2	Gelatine dish made with commercial jelly	2
2.3	Fold in other ingredients, such as whipped cream or grated cucumber, at correct stage	2
2.4	Unmoulding gelatine dish	2
3.	Eggs	
3.1	Soft meringue (e.g. lemon meringue tart)	3
3.2	Hard meringue (meringues)	3
3.3	Custard base with eggs (e.g. quiche/milk tart)	2
3.4	Beating and folding in egg whites (e.g. soufflé, milk tart, roulade)	3
4.	Yeast	
4.1	Preparing yeast batter or yeast dough	4
5.	Mixing methods	
5.1	Batter (e.g. pancakes, crumpets, fritters, cake, muffins)	3
5.2	Choux paste	5
5.3	Dough/Pastry, rubbing-in method (e.g. short crust pastry, scones)	3

6.	Preparing ingredients	
6.1	Peeling, cutting, slicing, dicing vegetables (e.g. julienne carrots)	2
6.2	Deboning chicken/chicken breast	2
7.	Ready-made food	
7.1	Preparing a biscuit crust (e.g. using Marie biscuits/Tennis biscuits and melted butter)	2
7.2	Using ready-made pastry/phyllo pastry/bread dough	2
8.	Sauces and salad dressings	
8.1	Cooked sauces (e.g. gravy, custard, coulis, orange sauce, sauce thickened with flour)	2
8.2	Mayonnaise (home-made)	4
8.3	Uncooked home-made salad dressing	2
8.4	Cooked salad dressing	4
8.5	White sauce/cheese sauce, roux method	3
8.6	Hollandaise sauce	3
9.	Sugar cookery and home-made sweets	
9.1	Caramelisation of sugar (e.g. caramel sauce)	4
9.2	Boiling sugar syrup to soft-ball stage, firm-ball stage, etc.	4
9.3	Manipulating sugar syrup (e.g. beating fudge)	2
9.4	Manipulating sugar syrup to make spun sugar	4
9.5	Cutting sweets (e.g. fudge, marshmallows) into shapes	2
10.	Techniques	
10.1	Whipping and folding in cream	2
10.2	Butter icing/cream cheese icing – preparing and decorating cupcakes and cakes	3
10.3	Garnishing, advanced (e.g. tomato/potato/radish flowers/tuiles/chocolate curls/chocolate leaves/chocolate cups/shaping and decorating with fondant icing/marzipan and other decorations)	2
10.4	Piping/Using a piping bag, piping even shapes	3
10.5	Royal icing (icing sugar and water/lemon juice/egg white – glazing): preparation and use	2
10.6	Preparing and using chocolate ganache (chocolate and cream)	3
10.7	Purée	2
10.8	Shaping of soft dough (e.g. scones, biscuits, doughnuts, bread rolls, koeksisters, croquettes)	3
10.9	Shaping of stiff dough (e.g. rolling pastry, biscuit dough)	3
10.10	Rolling of Swiss roll/Roulade/Chelsea buns/Swedish tea ring	3
10.11	Lamingtons – making chocolate sauce and dipping, rolling in coconut	3
10.12	Using specialised equipment (e.g. food processor, blender, pasta machine not electric beater or deep-fryer)	2
11.	Any other skills not mentioned (to be used only twice in the same test) Measuring of ingredients can be added here.	1

TEACHER PLANNING: GRADE 12 PRACTICAL EXAMINATION

*(To be submitted to the subject advisor for moderation at the end of **March or earlier.**)*

Name of school:
Name of teacher:
Date(s) and time(s) of examination sessions:

TESTS FOR PAT: GRADE 12 (Attach the tests, including the recipes, order of work and time schedule, pictures and desirable characteristics for each product.)

Test 1: Total:			
Recipe 1: Name:		Recipe 2: Name:	
Techniques	Weighting	Techniques	Weighting
Total Recipe 1:		Total Recipe 2:	

Test 2: Total:			
Recipe 1: Name:		Recipe 2: Name:	
Techniques	Weighting	Techniques	Weighting
Total Recipe 1:		Total Recipe 2:	

Test 3: Total:			
Recipe 1: Name:		Recipe 2: Name:	
Techniques	Weighting	Techniques	Weighting
Total Recipe 1:		Total Recipe 2:	

Test 4: Total:			
Recipe 1: Name:		Recipe 2: Name:	
Techniques	Weighting	Techniques	Weighting
Total Recipe 1:		Total Recipe 2:	

EXEMPLAR OF TEACHER PLANNING FOR PURCHASES

(To be submitted to the subject advisor for moderation at the end of **March or earlier.**)

Total No. of learners	Groups	Number of learners per group	Number of tests	Number of learners per test	Dates	Time
19	1	6	3/4	2	10/09/22	08:00–11:00
	2	6	3/4	2	10/09/22	12:30–15:30
	3	7	3/4	2	11/09/22	08:00–11:00

Test	Recipe 1: Quiche Lorraine			Recipe 2: Queen Fritters		
	Ingredients	1	x 6	Ingredients	1	x 6
1	Salticrax biscuits	¾ pack	5 pk	Cake flour	125 ml	750 ml
	Margarine	50 ml/g	300 g	Margarine	62,5 ml (60 g)	360 g
	Bacon/Macon	100 g	600 g	Castor sugar	50 ml	300 ml
	Cheddar cheese, grated	250 ml	1 500 ml	Salt	Pinch	Packet
	Eggs	4	24	Eggs	2	12
	Cream, long-life	125 ml	750 ml	Whipped cream	100 ml	600 ml
	Milk	175 ml	1 050 ml	Paper towels		1 roll
	Chicken stock cube	½	3	Oil for deep-frying		5 litres
	Spray & Cook		1 tin			

TEACHER PLANNING FOR PURCHASES

*(To be submitted to the subject advisor for moderation at the end of **March or earlier.**)*

Total No. of learners	Groups	Number of learners per group	Number of tests	Number of learners per test	Dates	Time

Test	Recipe 1:			Recipe 2:		
1	Ingredients	1	x	Ingredients	1	x

Test	Recipe 1:			Recipe 2:		
2	Ingredients	1	x	Ingredients	1	x

Test	Recipe 1:			Recipe 2:		
3	Ingredients	1	x	Ingredients	1	x

Test	Recipe 1:			Recipe 2:		
4	Ingredients	1	x	Ingredients	1	x

**CONSUMER STUDIES
PRACTICAL ASSESSMENT TASK
FOOD PRODUCTION
CHECKLIST FOR PLANNING (TO BE HANDED IN FOR MODERATION)**

SCHOOL		
TEACHER		
PRINCIPAL		
DATE SUBMITTED		
Dates of all PAT sessions	Proposed moderation date	Approved moderation date

CRITERIA	YES/NO	COMMENTS BY MODERATOR
Three/Four tests		
Each test consists of at least 2 products		
Each test includes a variety of techniques and has a skills-code weighting of 20 points		
All recipes, neatly typed in the correct format		
All recipes are in metric format		
All recipes are for a maximum of 2–3 portions		
Pictures and desirable characteristics for each product/recipe are included. (Pictures are clear for printing.)		
Order of work/time schedule developed for each test		
Planning for purchases of consumables		
Include ONE of the following per test : Yeast product (baked/deep-fried), choux paste, a gelatine dish (not commercial jelly), home-made short crust pastry for tarts, pies or quiche, Swiss roll, soft meringue, such as lemon meringue pie or queen of bread pudding, sugar cookery		

APPROVED/NOT APPROVED

RESUBMISSION DATE: _____

Signatures:

TEACHER: _____

DATE: _____

PRINCIPAL: _____

DATE: _____

MODERATOR: _____

DATE: _____

ASSESSMENT TOOL FOR FOOD PRACTICAL ASSESSMENT TASK

NAME OF SCHOOL _____			NAME AND SURNAME OF LEARNER: COMMENTS:
DATE _____			
TEACHER _____			
MODERATOR _____			
1.	PRACTICAL SKILLS AND TECHNIQUES		
1.1	Interpretation of the recipe	4	
	Follow recipe instructions accurately for Recipe 1	2	
	Follow recipe instructions accurately for Recipe 2	2	
1.2	Accurate implementation of techniques	20	
	Correct measuring of quantities for both recipes	4	
	Correct techniques applied for production of Recipe 1	8	
	Correct techniques applied for production of Recipe 2	8	
1.3	Correct handling of utensils and equipment	8	
	Using correct utensils/equipment to prepare and cook food	3	
	Correct time and temperatures for preparation/ cooking	2	
	Safe use of utensils, equipment/stove	3	
1.4	Efficient production of the product(s)	8	
	Regular quality control checkpoints (during measuring and production)	2	
	Economical use of ingredients, no wastage of ingredients, bowls scraped clean	2	
	Works independently, silently, not distracting others, without asking any questions	2	
	Efficient use and management of time	2	
2.	HYGIENE AND NEATNESS		
2.1	Workstation & equipment during practical examination	9	
	Workstation neat and well organised	2	
	Water for dishwashing replaced regularly (warm water, rinse)	2	
	Dishcloths clean, available and not lying around	2	
	Works hygienically	3	
2.2	Personal appearance	3	
	Appropriately dressed with protective clothing (school uniform and apron)	1	
	Nails clean and short	1	
	Hair completely covered	1	
2.3	Neatness of workstation after practical examination	4	
	Workstation, sink and stove clean	1	
	Utensils cleaned and packed away in correct storage space	2	
	Waste removed, bins clean	1	

ASSESSMENT TOOL FOR FOOD PRACTICAL ASSESSMENT TASK (continued)

				NAME AND SURNAME OF LEARNER:	
				COMMENTS:	
3.	SUITABILITY FOR SELLING				
3.1	Packaging	OR	Plating	4	
	Protecting the product		Appropriate for the type of product	1	
	Suitable for product		Correct size of plate for the products	1	
	Cost-effective		Creativity	1	
	Consumer appeal		Consumer appeal	1	
3.2	Label			6	
	List of ingredients used			1	
	Shows creativity			2	
	Manufacturer's name/physical address/contact details			1	
	Mass or volume/Price			1	
	Allergens/Warnings			1	
3.3	Products created adhere to specifications			34	
	Product 1				
	All portions/products in batch the same size			1	
	Appearance of final products*			5	
	Texture of final products*			3	
	Flavour of final products*			3	
	Suitability for selling (Use the scale below)			5	
	Product 2				
	All portions/products in batch the same size			1	
	Appearance of final products*			5	
	Texture of final products*			3	
	Flavour of final products*			3	
	Suitability for selling (Use the scale below)			5	
	TOTAL			100	
	Late penalties: Subtract 2 marks for every 5 minutes late up to a maximum of 20 marks.				
	TOTAL			100	

***Use the desirable characteristics of each product as a guideline to evaluate the appearance, texture and flavour.**

SUITABILITY FOR SELLING:

- 0–1 Unacceptable, does not meet the requirements, cannot sell
- 2 Poor, meets some requirements, will not sell
- 3 Average, meets most requirements, should sell
- 4 Good, meets all requirements, should sell well
- 5 Excellent, exceeds all requirements, will sell very well

EXAMPLES OF TESTS FOR THE PRACTICAL ASSESSMENT TASK**SWISS ROLL****Ingredients:****Serves: 6**

100 ml cake flour
 2 ml salt
 4 eggs
 100 ml castor sugar
 5 ml vanilla essence
 100 ml apricot jam

Method:

1. Prepare a pan covered with wax paper/paper case (17 cm x 23 cm) beforehand.
2. Preheat the oven to 180 °C.
3. Sieve the cake flour and the salt together.
4. Whisk eggs and castor sugar till pale and thick (over warm water).
5. Add the vanilla essence.
6. Fold the sifted dry ingredients lightly into the egg mixture.
7. Spread the mixture into the pan covered with wax paper/paper case.
8. Bake in preheated oven for 7–10 minutes.
9. Sprinkle a damp, clean tea towel with granulated sugar.
10. When the cake is ready, turn immediately on sugared cloth, trim edges ½ cm from the edge.
11. Roll by using the cloth.
12. Leave to cool.
13. Unroll and spread jam on. Roll up again and leave to cool completely.

IDEAL CHARACTERISTICS:

	APPEARANCE	TEXTURE	FLAVOUR
Swiss roll	Light brown colour Cake layer 10 mm Tightly rolled Neat, round shape Not cracked/broken Filling not oozing	Fine/Delicate crumb Small cells Not sticky	Pleasant flavour Not too sweet No raw egg taste

FUDGE



Ingredients:

Yield: 12 blocks

- 375 ml sugar
- 125 ml (½ can) condensed milk
- 62,5 ml margarine
- 62,5 ml water
- 10 ml golden syrup
- 1 ml cream of tartar
- 3 ml vanilla essence

Method:

1. Add all the ingredients, except the condensed milk and vanilla essence, in a heavy based saucepan and stir over low heat. (Make sure all the sugar has dissolved before the mixture boils.)
2. Boil for 2 minutes, remove from the heat and add the condensed milk.
3. Brush the sides of the saucepan with hot water to dissolve sugar crystals.
4. Turn down the heat and stir occasionally (every 2 minutes) to prevent the mixture from burning.
5. Let the fudge boil until it reaches the soft ball stage (112 °C).
6. Remove the mixture from the heat and place on a damp cloth to stop the cooking process.
7. Whisk the mixture until it shows signs of setting.
8. Pour into a greased pan (17 cm x 15 cm) (an ice-cream dish works well).
9. Allow to set partly and mark into equal blocks.
10. Break into pieces once completely set.

IDEAL CHARACTERISTICS:

	APPEARANCE	TEXTURE	FLAVOUR
Fudge	Caramel brown colour Smooth surface Well set All blocks the same size	Smooth, fine granules, no undissolved/large sugar crystals present	Distinct flavour Smooth on the palate

QUEEN OF BREAD PUDDING



Ingredients:

Serves: 2

- 4 slices white bread
- ±80 mℓ butter/jam
- 2 eggs, separated
- 30 mℓ castor sugar
- 250 mℓ milk
- 2 mℓ cinnamon
- 2 mℓ vanilla essence
- 25 mℓ raisins (optional)

Method:

1. Preheat the oven to 180 °C.
2. Spread the bread with butter and jam.
3. Cut the bread into quarters and pack tightly into an oven-proof dish (±10 cm x 15 cm).
4. Beat the egg yolks, cinnamon, vanilla essence and milk together and pour over bread.
5. Bake for 10–15 minutes.
6. Meanwhile, whisk the egg whites while adding the castor sugar little by little until the stiff peak stage.
7. Pipe/Spoon the meringue on top of the bread mixture.
8. Bake until the meringue has a beautiful brown colour (approximately 10 minutes).

IDEAL CHARACTERISTICS:

	APPEARANCE	TEXTURE	FLAVOUR
Queen of bread pudding	Soft meringue on top Lightly browned Meringue covers the entire top of the dish	Light meringue, not granular, crisp outer Custard set but not rubbery	Light cinnamon flavour Meringue not too sweet

DOUGHNUTS**Ingredients:****Yield: 6–8**

30 ml lukewarm water
 30 ml lukewarm milk
 20 ml oil
 30 ml beaten egg
 0,5 ml salt
 12,5 ml sugar
 10 g instant yeast
 250 ml cake flour
 ± 500 ml oil for deep-frying

Glacé Icing

100 ml sifted icing sugar
 25 ml cocoa or chocolate
 12,5 ml boiling water

Method:

1. Mix the lukewarm water, milk and oil together.
2. Beat the egg and sugar together and add to the above liquid.
3. Sift the flour and salt in a large bowl and sprinkle the yeast over.
4. Add the liquid to the flour mixture to form a soft, kneadable dough. **(Do not add all the liquid at the same time to prevent the dough from being too wet.)**
5. Knead the dough for 10 minutes until it is soft and elastic.
6. Place the dough in a bowl that has been greased with oil and cover with cling wrap.
7. Allow the dough to double in size in a warm place (±20–30 minutes).
8. Knock down, form the doughnuts or roll the dough 1 cm thick and cut the doughnuts with a doughnut cutter.
9. Place the doughnuts on wax paper and allow to rise (cover with greased cling wrap) in a warm place until double the volume (±20–30 minutes).
10. Fry in deep oil until golden brown (use a small to medium saucepan to save oil).
11. Drain on absorbent paper.
12. Once cooled, coat/drizzle with the glacé icing.

IDEAL CHARACTERISTICS:

	APPEARANCE	TEXTURE	FLAVOUR
Doughnuts	Well risen and light in mass in relation to size Golden brown Neatly shaped/same size Cells are small, regular	Light in mass Elastic crumb Moist but not doughy Not greasy	Pleasant nutty flavour No strong yeast flavour Delicate and not oily

PANNACOTTA**Ingredients:****Serves: 2**

125 ml cream
 125 ml milk
 50 ml sugar
 5 ml gelatine
 25 ml water
 5 ml vanilla essence

Fruit to decorate**Method:**

1. Combine the cream, milk and sugar in a heavy-bottom saucepan and bring to the boil.
2. Boil for 4–5 minutes.
3. Turn off the heat, add the vanilla essence and set aside.
4. In a small glass bowl mix the gelatine and cold water.
5. Allow to hydrate.
6. Melt hydrated gelatine over a pot of hot water or place in microwave for 20 seconds to dissolve.
Do not allow to boil.
7. Stir the gelatine liquid into the vanilla cream mixture. Stir gently.
8. Pour prepared mixture into small dessert bowl (ramekins), or a small pannacotta mould or a tall dessert glass.
9. Cool down until it reaches room temperature.
10. Refrigerate for at least an hour until set.
11. Decorate with fresh fruit.

IDEAL CHARACTERISTICS:

	APPEARANCE	TEXTURE	FLAVOUR
Pannacotta	Well set, but wobbly Attractively/Appropriately decorated	Smooth, creamy, velvety texture No gelatine strings evident	Delicate creamy vanilla flavour Characteristic of fruit used to decorate

CHOCOLATE ÉCLAIRS**Ingredients:****Yield: 4****Choux Paste:**

65 ml water
 30 ml margarine
 65 ml cake flour
 1 ml salt
 1 jumbo/extra-large egg

Filling:

100 ml cream
 10 ml castor sugar

Glaze:

100 ml icing sugar
 25 ml cocoa
 12,5 ml boiling water

Method:**Choux Paste:**

1. Preheat the oven to 200 °C.
2. Prepare the baking tray (lightly splatter some water drops on the baking tray).
3. Place the butter and the water in a saucepan and heat, with the lid on, until the butter has melted and the mixture starts to boil. Keep the lid on and boil for a few seconds (more or less 60 seconds).
4. Add all the sifted flour at once and beat with a wooden spoon on the heat and mix until the mixture leaves the sides of the saucepan and forms a ball.
5. Keep on the heat for another 30 seconds until all the starch has cooked.
6. Remove from the heat.
7. Allow to cool to lukewarm/60 °C.
8. Gradually beat in the egg, beat well after each addition. It should be glossy and the consistency of a dropping batter.
9. Shape the éclairs onto a baking tray (use a piping bag).
10. Bake in the oven at 220 °C for 10 minutes or until the éclairs have risen sufficiently. Turn down the heat to 180 °C and bake for another ±10–15 minutes until crisp and with a light golden brown colour. Éclairs must sound hollow when tapped.
11. After removing from the oven, immediately make a small hole at the base of the éclairs. This will allow the steam to escape and prevent the éclairs from becoming soggy. Place back in a turned off oven to dry out.
12. Allow to cool on a cooling rack.

Filling and Glazing:

1. Beat the cream to soft peak stage, add the castor sugar and mix well.
2. Fill éclairs with whipped cream and place on a cooling rack.
3. Mix the ingredients for the glaze and drop/spread over the éclairs. Leave to set.

IDEAL CHARACTERISTICS:

	APPEARANCE	TEXTURE	FLAVOUR
Chocolate éclairs	Well risen Golden brown crust All the same size Chocolate set and glossy	Crust: Crisp but not hard Not soggy Filling: Soft and moist on inside	Crust: Pleasant flavour Filling: Pleasant, sweet

BUTTERNUT AND FETA QUICHE**Ingredients:****Yield: 6****Short Crust Pastry:**

250 ml cake flour
 125 ml margarine, cubed
 1 ml salt
 10 ml cold water
 1 egg yolk
 5 ml lemon juice

Filling:

$\frac{1}{4}$ onion sliced
 125 ml cubed butternut
 5 ml oil
 5 ml brown sugar
 2 ml cumin seeds
 25 g feta cheese
 10 ml castor sugar

Egg Custard:

125 ml cream (or 75 ml cream and 50 ml milk for a lighter option)
 2 whole eggs
 Salt and pepper for seasoning

Method:**Short Crust Pastry:**

1. Preheat the oven to 180 °C.
2. Prepare 6 small quiche tins/disposable aluminium pie cases.
3. Prepare wax paper and baking weights to blind bake the pastry.
4. Sift the flour and salt together and rub the margarine into the flour mixture until it resembles bread crumbs.
5. Mix the egg, water and lemon juice together.
6. Add the egg mixture a little at a time to flour mixture. Stop adding more liquid as soon as the pastry is formed.
7. Cover the pastry with cling wrap.
8. Place the dough in the refrigerator for at least 15–30 minutes.
9. Roll out the pastry and line the tins/cases.
10. Prick the base with a fork.
11. Place in the refrigerator for 15 minutes.
12. Bake blind for 10 minutes.
13. Remove baking weights and bake until base is cooked through.
14. Cool down in baking tin on a cooling rack.

Filling:

1. Sauté the onion in the oil and set aside.
2. Place the butternut on a roasting tray.
3. Sprinkle the sugar and cumin seeds over. Sprinkle with oil.
4. Roast until al dente at 180 °C for approximately 10 minutes.
5. Spread the onion on the baked pastry crusts.
6. Place the roasted butternut and feta cubes on top of the onion.
7. Whisk the eggs and cream/milk together and season.
8. Pour the egg mixture over the vegetable filling.
9. Bake in a preheated oven at 180 °C on a preheated baking tray until the custard is just set.

IDEAL CHARACTERISTICS:

	APPEARANCE	TEXTURE	FLAVOUR
Butternut and feta quiche	Golden brown crust Crust not broken at the edges, even throughout All the filling evenly distributed throughout	Crust: Crisp but not hard Not soggy Filling: Soft and moist on inside, not runny	Crust: Pleasant flavour Filling: Characteristic of the butternut and cumin

PANCAKES WITH SAVOURY FILLING**Ingredients:****Yield: 4–6****Pancakes:**

125 ml cake flour
1 ml baking powder
200 ml milk
1 large egg
15 ml sunflower oil

Method:

1. Sift the dry ingredients together.
2. Whisk the egg, milk and oil together.
3. Mix the liquid mixture with the dry ingredients to form a smooth batter.
4. Allow the batter to stand for at least 30 minutes (pour batter into a jug).
5. Heat a frying pan over medium heat.
6. Pour a little oil into the frying pan (just enough to coat the base of the pan).
7. Pour enough batter into the frying pan to coat the base of the pan.
8. Fry until bubbles form on the surface of the pancake. The pancake pulls away from the side of the pan and the edges become dry and start to curl.
9. Turn over with a spatula or egg lifter and fry the other side (approximately 1 minute).
10. Place the pancakes on a plate. Keep the pancakes warm by placing the plate over a saucepan with boiling water on the stove.

Filling:

½ onion
3 spinach leaves
4 mushrooms
2 rashers of bacon/macon/1 Vienna
30 ml (30 g) margarine
30 ml cake flour
250 ml milk
30 g cheddar cheese (grated)
Salt and pepper to taste

Method:

1. Chop the onion, spinach leaves and mushrooms.
2. Sauté the onion.
3. Add the spinach leaves and mushrooms and fry until cooked.
4. Place aside.
5. Slice the bacon/macon/Vienna.
6. Melt the margarine in a saucepan.
7. Stir the cake flour into the melted margarine until all the cake flour is covered with the margarine.
8. Remove the saucepan from the heat, add the milk gradually and stir with a wooden spoon to mix well.
9. Return the saucepan to the heat and continue stirring over moderate heat until the white sauce reaches boiling point.
10. Simmer gently for 2–3 minutes to ensure that the sauce is well cooked and does not have a raw and floury flavour.
11. Remove the saucepan from the heat.
12. Season with salt and pepper.
13. Stir the cheese into the white sauce.
14. Add the onion, spinach, mushrooms and bacon/macon/Vienna to the white sauce.
15. Spoon the filling into the pancakes.
16. Roll or fold the pancakes.
17. Serve warm.

IDEAL CHARACTERISTICS:

	APPEARANCE	TEXTURE	FLAVOUR
Pancakes with savoury filling	Thin/Flat Round with same thickness throughout Even golden brown colour No dark spots No cracked edges Neatly folded or rolled	Pancakes: Soft and not doughy No dry edges No lumps present Filling: No lumps All ingredients cooked and tender	Savoury flavour Pleasant blend of ingredients used in the filling

SKILLS-CODE WEIGHTING OF TECHNIQUES USED IN THE TESTS FOR THE PAT

Swiss Roll and Fudge					
Recipe 1: Name: Swiss Roll			Recipe 2: Name: Fudge		
Techniques		Weighting	Techniques		Weighting
5.1	Swiss roll batter	3	9.2	Boiling sugar syrup	4
1.1	Baking in a lined tin	4	9.3	Manipulating sugar syrup	2
10.10	Rolling Swiss roll	3	9.5	Cutting squares	2
11	Spreading jam	1	11	Measuring	1
Total Recipe 1		11	Total Recipe 2		9
Total 20					

Queen of Bread Pudding and Doughnuts					
Recipe 1: Name: Queen of Bread Pudding			Recipe 2: Name: Doughnuts		
Techniques		Weighting	Techniques		Weighting
3.3	Egg custard	2	4.1	Yeast dough	4
3.1	Soft meringue	3	10.8	Shaping the dough	3
10.4	Using a piping bag/tube	3	1.6	Deep-frying	4
1.1	Baking in an unlined tin	3	10.5	Glacé icing	2
Total Recipe 1		11	Total Recipe 2		13
Total 24					

Pannacotta and Chocolate Éclairs					
Recipe 1: Name: Pannacotta			Recipe 2: Name: Chocolate Éclairs		
Techniques		Weighting	Techniques		Weighting
1.5	Boiling	2	5.2	Choux paste	5
2.1	Gelatine	3	10.4	Shaping/Piping	3
10.1	Beating and folding in cream	2	1.1	Baking in an unlined tin	3
10.7	Puree	2	10.5	Glacé icing	2
Total Recipe 1		9	Total Recipe 2		13
Total 22					

Butternut and Feta Quiche and Pancakes with Savoury Filling					
Recipe 1: Name: Butternut Quiche			Recipe 2: Name: Pancakes with Savoury Filling		
Techniques		Weighting	Techniques		Weighting
5.3	Rubbing in	3	5.1	Batter	3
1.3	Baking blind	4	8.5	White sauce (roux method)	3
1.8	Roasting	3	1.14	Shallow-frying	3
3.3	Egg custard	2	1.12	Sauté	2
Total Recipe 1		12	Total Recipe 2		11
Total 23					

ORDER OF WORK AND TIME ALLOCATION

Time Allocation		Swiss Roll and Fudge
Time	Minutes	Order of work
08:00–08:25	25 min.	Prepare the fudge. Allow to boil. Stir every 2 minutes.
08:25–08:35	10 min.	Clean up.
08:35–08:50	15 min.	Beat the fudge mixture off the heat. Pour into the pan. Allow to set.
08:50–09:10	20 min.	Preheat the oven to 180 °C. Prepare the Swiss roll batter. Bake.
09:10–09:20	10 min.	Prepare the cloth for rolling. Roll the Swiss roll. Leave to cool.
09:20–09:30	10 min.	Mark the fudge into squares.
09:30–09:40	10 min.	Clean up.
09:40–09:55	15 min.	Unroll the Swiss roll. Spread with jam and roll up the Swiss roll again. Cut the fudge into squares.
09:55–10:00	5 min.	Serve both products.
TOTAL TIME: 2 hours	TOTAL TIME: 120 minutes	

Time Allocation		Queen of Bread Pudding and Doughnuts
Time	Minutes	Order of work
08:00–08:30	30 min.	Prepare the doughnut dough. Cover the dough and leave to rise/proof.
08:30–08:35	5 min.	Clean up.
08:35–08:50	15 min.	Preheat the oven to 180 °C. Prepare the queen of bread pudding and bake without the meringue.
08:50–09:05	15 min.	Knock down the doughnut dough. Shape the doughnuts and allow to rise until double its size.
09:05–09:15	10 min.	Clean up.
09:15–09:25	10 min.	Prepare the meringue, spread over the pudding and bake.
09:25–09:40	15 min.	Fry the doughnuts, allow to cool.
09:40–09:50	10 min.	Prepare glacé icing and decorate the doughnuts.
09:50–10:00	10 min.	Serve both products.
TOTAL TIME: 2 hours	TOTAL TIME: 120 minutes	

Time Allocation		Pannacotta and Chocolate Éclairs
Time	Minutes	Order of work
08:00–08:25	25 min.	Hydrate gelatine, prepare the pannacotta and place in the fridge to set.
08:25–08:35	10 min.	Clean up.
08:35–08:45	10 min.	Preheat the oven to 200 °C. Prepare choux paste and allow to cool.
08:45–08:55	10 min.	Clean up.
08:55–09:10	15 min.	Complete the choux paste and shape the éclairs. Place in oven to bake.
09:10–09:25	15 min.	Prepare decoration for the pannacotta. Beat the cream and prepare the chocolate glaze.
09:25–09:30	5 min.	Clean up.
09:30–09:45	15 min.	Fill the éclairs with cream and decorate with chocolate glaze.
09:45–09:50	5 min.	Remove pannacotta from fridge and decorate.
09:50–10:00	10 min.	Serve both products.
TOTAL TIME: 2 hours	TOTAL TIME: 120 minutes	

Time Allocation		Butternut Quiche and Pancakes with Savoury Filling
Time	Minutes	Order of work
08:00–08:25	25 min.	Prepare the pastry and refrigerate.
08:25–08:35	10 min.	Clean up.
08:35–08:50	15 min.	Prepare pancake batter and set aside.
08:50–09:05	15 min.	Roll out pastry, line pans with the pastry and allow pastry to rest in refrigerator.
09:05–09:20	15 min.	Roast butternut and prepare quiche filling.
09:20–09:30	10 min.	Complete the quiche and bake.
09:30–09:40	10 min.	Clean up.
09:40–09:50	10 min.	Prepare pancake filling.
09:50–09:55	5 min.	Fill the pancakes and roll or fold.
09:55–10:00	5 min.	Serve both products warm.
TOTAL TIME: 2 hours	TOTAL TIME: 120 minutes	

10. CONCLUSION

On completion of the practical assessment task, learners should be able to demonstrate their understanding of the industry, enhance their knowledge, skills, values and reasoning abilities as well as establish connections to life outside the classroom and address real-world challenges. The PAT furthermore develops learners' life skills and provides opportunities for learners to engage in their own learning.