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NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

FOOD PREPARATION NQF LEVEL 2

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SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides the lecturer with guidelines to develop and implement a coherent, integrated assessment system for Food Preparation in the National Certificates (Vocational). It must be read with the *National Policy Regarding Further Education and Training Programmes: Approval of the Documents, Policy for the National Certificates (Vocational) Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF)*. This assessment guideline will be used for National Qualifications Framework Levels 2-4.

This document explains the requirements for the internal and external subject assessment. The lecturer must use this document with the *Subject Guidelines: Food Preparation* to prepare for and deliver Food Preparation. Lecturers should use a variety of resources and apply a range of assessment skills in the setting, marking and recording of assessment tasks.

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

1 ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

Assessment in the National Certificates (Vocational) is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

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

The principles that drive these objectives are:

- **Integration**

To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- **Relevance**

To be dynamic and responsive to national development needs.

- **Credibility**

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

- **Coherence**

To work within a consistent framework of principles and certification.

- **Flexibility**

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

- **Participation**

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

- **Access**

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

- **Progression**

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

- **Portability**

To enable students to transfer credits of qualifications from one learning institution and/or employer to another institution or employer.

- **Articulation**

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

- **Recognition of Prior Learning**

To grant credits for a unit of learning following an assessment or if a student possesses the capabilities specified in the outcomes statement.

- **Validity of assessments**

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

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

- **Reliability**

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

- **Fairness and transparency**

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

- Inequality of opportunities, resources or teaching and learning approaches
- Bias based on ethnicity, race, gender, age, disability or social class
- Lack of clarity regarding Learning Outcome being assessed
- Comparison of students' work with other students, based on learning styles and language

- **Practicability and cost-effectiveness**

To integrate assessment practices within an outcomes-based education and training system and strive for cost and time-effective assessment.

2 ASSESSMENT FRAMEWORK FOR VOCATIONAL QUALIFICATIONS

The assessment structure for the National Certificates (Vocational) qualification is as follows:

2.1 Internal continuous assessment (ICASS)

Knowledge, skills values, and attitudes (SKVAs) are assessed throughout the year using assessment instruments such as projects, tests, assignments, investigations, role-play and case studies. The internal continuous assessment (ICASS) practical component is undertaken in a real workplace, a workshop or a "Structured Environment". This component is moderated internally and externally quality assured by Umalusi. All internal continuous assessment (ICASS) evidence is kept in a Portfolio of Evidence (PoE) and must be readily available for monitoring, moderation and verification purposes.

2.2 External summative assessment (ESASS)

The external summative assessment is either a single or a set of written papers set to the requirements of the Subject Learning Outcomes. The Department of Education administers the theoretical component according to relevant assessment policies.

A compulsory component of external summative assessment (ESASS) is the **integrated summative assessment task (ISAT)**. This assessment task draws on the students' cumulative learning throughout the year. The task requires **integrated application of competence** and is executed under strict assessment conditions. The task should take place in a simulated or "Structured Environment". The integrated summative assessment task (ISAT) is the most significant test of students' ability to apply their acquired knowledge.

The integrated assessment approach allows students to be simultaneously assessed in Hospitality Generics, Food Preparation, Hospitality Services and Customer Services and Human Relations with the same integrated summative assessment task (ISAT).

External summative assessments will be conducted annually between October and December, with provision made for supplementary sittings.

3 MODERATION OF ASSESSMENT

3.1 Internal moderation

Assessment must be moderated according to the internal moderation policy of the Further Education and Training (FET) college. Internal college moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of Assessment Standards and maintains these across vocational programmes.

3.2 External moderation

External moderation is conducted by the Department of Education, Umalusi and, where relevant, an Education and Training Quality Assurance (ETQA) body according to South African Qualifications Authority (SAQA) and Umalusi standards and requirements.

The external moderator:

- monitors and evaluates the standard of all summative assessments;
- maintains standards by exercising appropriate influence and control over assessors;
- ensures proper procedures are followed;
- ensures summative integrated assessments are correctly administered;
- observes a minimum sample of ten (10) to twenty-five (25) percent of summative assessments;
- gives written feedback to the relevant quality assessor; and
- moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures for students who experience barriers to learning be customised and supported to enable these students to achieve their maximum potential.

4 PERIOD OF VALIDITY OF INTERNAL CONTINUOUS ASSESSMENT (ICASS)

The period of validity of the internal continuous assessment mark is determined by the *National Policy on the Conduct, Administration and Management of the Assessment of the National Certificates (Vocational)*.

The internal continuous assessment (ICASS) must be re-submitted with each examination enrolment for which it constitutes a component.

5 ASSESSOR REQUIREMENTS

Assessors must be subject specialists and should ideally be declared competent against the standards set by the ETDP SETA. If the lecturer conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments.

6 TYPES OF ASSESSMENT

Assessment benefits the student and the lecturer. It informs students about their progress and helps lecturers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

6.1 Baseline assessment

At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that students bring to the classroom. This knowledge assists lecturers to plan learning programmes and learning activities.

6.2 Diagnostic assessment

This assessment diagnoses the nature and causes of learning barriers experienced by specific students. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for students requiring specialist help.

6.3 Formative assessment

This assessment monitors and supports teaching and learning. It determines student strengths and weaknesses and provides feedback on progress. It determines if a student is ready for summative assessment.

6.4 Summative assessment

This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

7 PLANNING ASSESSMENT

An assessment plan should cover three main processes:

7.1 Collecting evidence

The assessment plan indicates which Subject Outcomes and Assessment Standards will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

7.2 Recording

Recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.

7.3 Reporting

All the evidence is put together in a report to deliver a decision for the subject.

8 METHODS OF ASSESSMENT

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

LECTURER ASSESSMENT	The lecturer assesses students' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Students assess another student or group of students' performance against given criteria in different contexts, such as individual work, group work, etc.
GROUP ASSESSMENT	Students assess the individual performance of other students within a group or the overall performance of a group of students against given criteria.

9 INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE

All evidence collected for assessment purposes is kept or recorded in the student's Portfolio of Evidence (PoE).

The following table summarises a variety of methods and instruments for collecting evidence. A method and instrument is chosen to give students ample opportunity to demonstrate the Subject Outcome has been attained. This will only be possible if the chosen methods and instruments are appropriate for the target group and the Specific Outcome being assessed.

	METHODS FOR COLLECTING EVIDENCE		
	Observation-based (Less structured)	Task-based (Structured)	Test-based (More structured)
Assessment instruments	<ul style="list-style-type: none"> • Observation • Class questions • Lecturer, student, parent discussions 	<ul style="list-style-type: none"> • Assignments or tasks • Projects • Investigations or research • Case studies • Practical exercises • Demonstrations • Role-play • Interviews 	<ul style="list-style-type: none"> • Examinations • Class tests • Practical examinations • Oral tests • Open-book tests
Assessment tools	<ul style="list-style-type: none"> • Observation sheets • Lecturer's notes • Comments 	<ul style="list-style-type: none"> • Checklists • Rating scales • Rubrics 	<ul style="list-style-type: none"> • Marks (e.g. %) • Rating scales (1-7)
Evidence	<ul style="list-style-type: none"> • Focus on individual students • Subjective evidence based on lecturer observations and impressions 	<p>Open middle: Students produce the same evidence but in different ways.</p> <p>Open end: Students use same process to achieve different results.</p>	Students answer the same questions in the same way, within the same time.

10 TOOLS FOR ASSESSING STUDENT PERFORMANCE

Rating scales are marking systems where a symbol (such as 1 to 7) or a mark (such as 5/10 or 50%) is defined in detail. The detail is as important as the coded score. Traditional marking, assessment and evaluation mostly used rating scales without details such as what was right or wrong, weak or strong, etc.

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

Rubrics are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. It is a different way of assessment and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly, two types of rubrics, namely holistic and analytical, are used.

11 SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS

The selection or design of recording and reporting systems depends on the purpose of recording and reporting student achievement. **Why** particular information is recorded and **how** it is recorded determine which instrument will be used.

Computer-based systems, for example spreadsheets, are cost and time effective. The recording system should be user-friendly and information should be easily accessed and retrieved.

12 COMPETENCE DESCRIPTIONS

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not simply be a total of ticks for right answers. Rubrics should explain the

competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) a student must demonstrate to achieve each level of the rating scale.

When lecturers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a Subject Outcome. The relevant Assessment Standard must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

13 STRATEGIES FOR COLLECTING EVIDENCE

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

13.1 Record sheets

The lecturer observes students working in a group. These observations are recorded in a summary table at the end of each project. The lecturer can design a record sheet to observe students' interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

13.2 Checklists

Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against what criteria they are evaluated. Space for comments is essential.

SECTION C: ASSESSMENT IN FOOD PREPARATION

1 SCHEDULE OF ASSESSMENT

At NQF levels 2, 3 and 4, lecturers will conduct assessments as well as develop a schedule of formal assessments that will be undertaken in the year. All three levels also have an external examination that accounts for 50 percent of the total mark. The marks allocated to assessment tasks completed during the year, kept or recorded in a Portfolio of Evidence (PoE) account for the other 50 percent.

The Portfolio of Evidence (PoE) and the external assessment include practical and written components. The practical assessment in Food Preparation must, where necessary, be subjected to external moderation by Umalusi or an appropriate Education and Training Quality Assurance (ETQA) body, appointed by the Umalusi Council in terms of Section 28(2) of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

1.1 Theoretical component

This component will be internally assessed through written tests, assignments, projects, case studies and reports. The theoretical component will form 40 percent of the internal assessment mark in Food Preparation.

FORM OF EVALUATION	NUMBER	FREQUENCY
Written tests	4	One per term
Assignments	2	One in the first, second and third term
Case study or report	2	First or second term
Project	1	Second or third term

1.2 Practical component

This component will be internally assessed through practical performance tests and an integrated summative assessment task (ISAT) in a real or simulated work environment. The practical component will form 60 percent of the internal assessment mark in Food Preparation.

FORM OF EVALUATION	NUMBER	FREQUENCY
Practical performance tests	3	One in the first, second and third term
Integrated summative assessment task	1	Third or fourth term

2 RECORDING AND REPORTING

Food Preparation, as is the case for all the other Vocational subjects, is assessed according to five levels of competence. The level descriptions are explained in the following table.

Scale of Achievement for the Vocational component

RATING CODE	RATING	MARKS %
5	Outstanding	80-100
4	Highly competent	70-79
3	Competent	50-69
2	Not yet competent	40-49
1	Not achieved	0-39

The programme of assessment should be recorded in the Lecturer's Portfolio of Assessment for each subject. The following should at least be included in the Lecturer's Assessment Portfolio:

- A contents page
- The formal schedule of assessment
- The requirements for each assessment task
- The tools used for each assessment task
- Recording instrument(s) for each assessment task
- A mark sheet and report for each assessment task

The college must standardise these documents.

The student's Portfolio of Evidence (PoE) must at least include:

- A contents page
- The assessment tasks according to the assessment schedule
- The assessment tools or instruments for the task
- A record of the marks (and comments) achieved for each task

Where tasks cannot be contained as evidence in the Portfolio of Evidence (PoE), its exact location must be recorded and it must be readily available for moderation purposes.

ASSESSMENT OF FOOD PREPARATION

LEVEL 2

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN FOOD PREPARATION – LEVEL 2

Topic 1: Clean Food Production Areas, Equipment and Utensils

SUBJECT OUTCOMES	
<p>Subject Outcome 1: Identify and clean food production areas, equipment and utensils correctly and safely in accordance with organisational requirements and good hygienic practices.</p> <p>Subject Outcome 2: Explain and demonstrate relevant hygiene principles and procedures when handling and disposing of waste.</p> <p>Subject Outcome 3: Clean dismantled food production equipment and reassemble and store cleaning equipment correctly after use.</p> <p>Subject Outcome 4: Clean all areas using correct procedures.</p> <p>Subject Outcome 5: Given a range of unexpected situations, decide what action to take and give reasons for that choice.</p>	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Range: Three surfaces, three types of equipment and three utensils made of different materials • Surfaces: Metal, tiles, painted, glass, vinyl and laminated • Equipment: Hobs and ranges, griddles, grills, <i>bains-marie</i>, hot plates, fryers, mixers and ovens • Kitchen utensils • Range of unexpected situations: Injury, problems with cleaning materials, inappropriate equipment, melted plastic and splintered wood 	<ul style="list-style-type: none"> • Understand relevant food hygiene principles and procedures. • Identify potential contaminants of food production areas and equipment. • Understand and demonstrate relevant health and safety procedures. • Dispose of refuse and food waste correctly. • Clean refuse and waste containers. • Identify the categories of food production items, equipment and utensils and the appropriate cleaning schedules for each. • Clean food production equipments. • Reassemble equipment. • Select, use and store cleaning materials correctly. • Dismantle manual and electrical food production equipment safely and correctly. • Clean equipment according to manufacturers' instructions. • Clean work units. • Clean sinks and hand basins. • Clean floors and walls. • Clean drains and associated areas. • Clean shelves, cupboards, etc. • Identify and respond to unexpected situations.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Activity 1: Group practical exercise <ul style="list-style-type: none"> ▪ Students complete the practical exercise on cleaning production equipment. • Activity 2: Group practical exercise <ul style="list-style-type: none"> ▪ Students complete the practical exercise on cleaning surfaces, sinks and basins. • Activity 3: Group practical exercise <ul style="list-style-type: none"> ▪ Students complete the practical exercise on cleaning drains and associated areas. • Activity 4: Assignment <ul style="list-style-type: none"> ▪ Students complete an assignment on cleaning a "virtual" kitchen by using a computer software programme. 	

Topic 2: Knives and Cutting Equipment

SUBJECT OUTCOMES
<p>Subject Outcome 1: Handle and maintain knives safely according to correct procedures.</p> <p>Subject Outcome 2: Clean cutting equipment in accordance with manufacturers' instructions and correct safety procedures.</p>

ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • May be assessed with “Prepare vegetables for hot and cold dishes”. • Unexpected situations: Blunt knives, accidents and broken knives • Electrical and manual cutting equipment 	<ul style="list-style-type: none"> • Clean and sharpen knives. • Select an appropriate knife and use correctly for cutting. • Handle knives in a safe manner and use appropriate cutting procedures. • Identify responses to unexpected situations. • Dismantle manual and electrical food production equipment safely and correctly. • Clean equipment according to manufacturers’ instructions and reassemble ready for use.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Activity 1: Practical exercise <ul style="list-style-type: none"> ▪ Students complete the use of knives practical. • Activity 2: Practical exercise <ul style="list-style-type: none"> ▪ Students complete the use of cutting equipment practical. 	

Topic 3: Handle and Store Food

SUBJECT OUTCOME	
Ensure that food items are handled and stored according to organisational requirements.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Range of food items (any eight types observed): Meat, poultry, fish, fruit and vegetables, eggs, bread, cakes and biscuits, dairy items and dry goods (cooked and uncooked) • Range of packaging: Cans, bottles and jars, packets, boxes, crates and bags and sacks • Unexpected situations: Injury, damaged packaging, thawing food and faulty fridge or freezer 	<ul style="list-style-type: none"> • Identify different categories of foodstuffs and their appropriate storage procedures. • Understand the different types of food packaging and their impact on storage procedures. • Understand the importance of well-organised, clean and secure store areas. • Demonstrate the correct procedures for thawing frozen food items. • Demonstrate appropriate food hygiene procedures when storing and handling food. • Understand relevant health and safety procedures when handling and storing food. • Identify responses to unexpected situations.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Activity 1: Group simulation <ul style="list-style-type: none"> ▪ Students complete a simulated exercise for storing goods received. • Activity 2: Multiply-choice test <ul style="list-style-type: none"> ▪ Students complete a short test on unexpected situations. • Activity 3: Assignment <ul style="list-style-type: none"> ▪ Students complete an assignment on the handling and storing of food items. 	

Topic 4: Fry Food

SUBJECT OUTCOME	
Prepare and fry food items to meet customer and organisational requirements. (The student must understand the safety precautions necessary when frying food.)	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Food items: Pre-prepared and convenience • Unexpected situations: Injury, insufficient food items, dirty oil and broken basket 	<ul style="list-style-type: none"> • Clean preparation and cooking areas before and after use. • Identify the dangers of cooking with deep fat fryers and the precautions to be taken to prevent accidents. • Use the correct type of clean fat or oil to fry a range of food items. • Drain food correctly and garnish appropriately. • Explain the interrelationship between cost, safety and

	<p>food hygiene in terms of frying food.</p> <ul style="list-style-type: none"> • State organisational requirements for maintaining frying equipment and frying food. • Respond to unexpected operational situations.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Activity 1: Assignment <ul style="list-style-type: none"> ▪ Students answer ten short questions on various aspects of frying food. • Activity 2: Practical <ul style="list-style-type: none"> ▪ Students complete a practical exercise. 	

Topic 5: Grill Food

SUBJECT OUTCOME	
Prepare and grill food to meet customer and organisational requirements.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Food items: Pre-prepared and convenience • Unexpected situations: Injury, insufficient food items and grill at incorrect temperature 	<ul style="list-style-type: none"> • Clean preparation areas and grills before and after use. • Identify the dangers of cooking with grills and the precautions that should be taken to prevent accidents. • Use the correct temperature and time to grill a range of food items, including pre-prepared and convenience foods. • Garnish grilled food items appropriately. • Explain the interrelationship between cost, customer satisfaction, food hygiene and quality of food in terms of time and temperature when grilling foods. • Respond appropriately to unexpected operational situations.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Activity 1: Assignment <ul style="list-style-type: none"> ▪ Students complete fifteen short-answer questions on various aspects of grilling foods. • Activity 2: Practical <ul style="list-style-type: none"> ▪ Students complete a practical exercise. 	

Topic 6: Bake Food

SUBJECT OUTCOME	
Prepare and bake food, following recipe specifications to meet customer and organisational requirements.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Food items: Pre-prepared and convenience • Unexpected situations: Injury, insufficient food items, oven not working and food not cooked in the centre 	<ul style="list-style-type: none"> • Clean preparation areas and equipment before and after use. • Select the correct temperature and baking time for a variety of food items and prepare items for baking. • Bake, cool and finish food items according to recipe specifications. • Store cooked food items and package take-away items correctly. • Respond appropriately to unexpected operational situations.

ASSESSMENT TASKS OR ACTIVITIES
<ul style="list-style-type: none"> • Activity 1: Assignment <ul style="list-style-type: none"> ▪ Students complete fifteen short-answer questions on various aspects of baking foods. • Activity 2: Practical <ul style="list-style-type: none"> ▪ Students complete a practical exercise.

Topic 7: Cook Starch Products

SUBJECT OUTCOME	
Prepare and cook a selection of starches to menu specifications, maintaining high standards of quality while reducing costs by keeping waste to a minimum.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Starch types: Potatoes, samp, mealie rice, corn meal, sweet potatoes, couscous and polenta • Cooking methods: Boiling, steaming, roasting, grilling, stewing and baking 	<ul style="list-style-type: none"> • Describe the main contamination threats when preparing and cooking starch dishes. • Explain the importance of the relationship between time and temperature when cooking starch dishes. • Given a range of starch types, select the required type, quality and quantity. • Given a range of cooking methods, select the appropriate method according to recipe requirements. • Garnish, finish and present starch dishes according to customer requirements.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Activity 1: Assignment <ul style="list-style-type: none"> ▪ Students complete an assignment on the different types of starch products and their uses. • Activity 2: Practical <ul style="list-style-type: none"> ▪ Students complete a practical exercise cooking various types of starch. 	

Topic 8: Fruit and Fruit Dishes

SUBJECT OUTCOMES	
Subject Outcome 1: Store, select and prepare fruit for hot and cold dishes, demonstrating an understanding of hygiene principles and customer satisfaction when preparing fruit.	
Subject Outcome 2: Prepare and cook a selection of basic fruit dishes according to organisational requirements, preserving nutritional value as far as possible.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Types of fruit (any three observed): Hard, soft, stone and citrus • Preparation methods (any four observed): Peel, skin, chop, cut, slice, grate and trim • Cooking methods (any three observed): Baking, boiling, stewing, poaching, steaming and deep-frying • Unexpected situations: Injury, equipment failure and insufficient or damaged fruit 	<ul style="list-style-type: none"> • Identify various types of fruit. • Identify factors indicating quality and freshness of fruit. • Understand food hygiene principles relevant to fruit preparation and storage. • Understand health and safety principles relevant to fruit preparation and storage. • Store fruit and fruit dishes correctly. • Clean preparation areas and equipment before and after use. • Identify methods to preserve nutritional value. • Identify ways to keep waste to a minimum. • Identify and demonstrate the correct preparation methods for various fruit. • Understand and apply various cooking methods appropriate to the fruit in question. • Prepare and garnish hot and cold fruit dishes. • Respond appropriately to unexpected situations.

ASSESSMENT TASKS OR ACTIVITIES
<ul style="list-style-type: none"> • Activity 1: Practical exercise <ul style="list-style-type: none"> ▪ Students complete a practical exercise on the preparation of four cold fruit dishes. • Activity 2: Practical exercise <ul style="list-style-type: none"> ▪ Students complete a practical exercise on the preparation of four hot fruit dishes. • Activity 3: Multiply-choice test <ul style="list-style-type: none"> ▪ Students complete an identification test on types, quality and preparation methods.

Topic 9: Vegetables and Vegetable Dishes

SUBJECT OUTCOME	
Store, select, prepare and cook vegetables for hot and cold dishes, demonstrating an understanding of hygiene principles and customer needs, keeping waste to a minimum and preserving nutritional value.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Types of vegetables (any five observed): Tubers, bulbs, pods and seeds, flower heads and squashes • Preparation methods (any three observed): Wash, peel, skin, slice, chop, shred or grate and trim • Cooking methods (any four observed): Roasting, grilling, baking, frying (shallow, deep, stir), boiling, braising, stewing and steaming • Finishing methods: Seasoning, dressing, tossing, marinating, glazing, garnishing and piping with sauces • Unexpected situations: Injury, insufficient or damaged vegetables and unsanitised working area or chopping board 	<ul style="list-style-type: none"> • Understand food hygiene principles relevant to vegetable preparation and storage. • Clean preparation areas and equipment before and after use. • Identify and categorise various types of vegetables. • Identify factors indicating quality and freshness. • Identify methods to preserve nutritional value. • Prepare vegetables in the correct manner for the recipe provided, including garnishes. • Identify ways to keep waste to a minimum. • Understand and apply various cooking methods appropriate to the vegetable dishes in question. • Respond appropriately to unexpected situations.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Activity 1: Practical exercise <ul style="list-style-type: none"> ▪ Students complete a practical exercise on the preparation of four cold vegetable dishes. • Activity 2: Assignment <ul style="list-style-type: none"> ▪ Students complete an assignment based on their visit to the fruit and vegetable market. • Activity 3: Practical exercise <ul style="list-style-type: none"> ▪ Students complete a practical exercise on the preparation of four hot vegetable dishes. 	

Topic 10: Hot and Cold Sandwiches and Rolls

SUBJECT OUTCOMES	
Subject Outcome 1: Prepare cold and hot sandwiches, rolls and fillings for immediate consumption.	
Subject Outcome 2: Understand the importance of having all preparation completed before service and how this impacts positively on customer satisfaction.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Range of bread (any two observed): Bread, baguettes, rolls, pita, bagels and croissants • Range of fillings (any three observed): Fats and spreads, pastes, cold and hot meat, poultry, fish, eggs, vegetables, salad, fruit, cheese, sauces and dressings and relishes • Preparation methods: Spreading, slicing, chopping, grating, mashing and mixing • Unexpected situations: Injury, blunt knife and broken equipment 	<ul style="list-style-type: none"> • Clean preparation areas before and after use. • Prepare and store hot and cold sandwiches and rolls according to good food hygiene practices. • Identify and use a variety of bread products to prepare hot and cold sandwiches and rolls. • Identify and use a variety of hot and cold sandwich fillings and demonstrate a selection of preparation methods. • Present and garnish hot and cold sandwiches and rolls attractively. • Respond appropriately to unexpected operational situations. • Complete all preparation before service. • Identify and describe impact on customer service.

ASSESSMENT TASKS OR ACTIVITIES
<ul style="list-style-type: none"> • Activity 1: Practical <ul style="list-style-type: none"> ▪ Students prepare five cold sandwiches or roll items. • Activity 2: Practical <ul style="list-style-type: none"> ▪ Students prepare five hot sandwiches or roll items. • Activity 3: Project, practical and test (combined) <ul style="list-style-type: none"> ▪ Students select appropriate products for specified events. ▪ Students prepare and serve these items appropriately. ▪ Students complete a short-answer test on operational procedures and unexpected situations.

Topic 11: Assemble Food for Quick Service

SUBJECT OUTCOME	
Prepare, cook and assemble food for quick service to meet customer and organisational requirements.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Food items: Pre-prepared and convenience • Unexpected situations: Injury, insufficient food items, grill at incorrect temperature, food items still frozen and unusual customer requests 	<ul style="list-style-type: none"> • Clean preparation areas and equipment before and after use. • Prepare utensils, equipment and a range of food stocks for quick assembly. • Select the correct cooking method for food items and prepare cooking areas. • Cook the food, assemble with correct portions of other ingredients and garnish appropriately. • Dispose of products not served in the specified time and explain why the products must be disposed of. • Respond appropriately to unexpected operational situations.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Activity 1: Assignment <ul style="list-style-type: none"> ▪ Students complete ten short-answer questions on various aspects of preparing foods for quick service. • Activity 2: Practical <ul style="list-style-type: none"> ▪ Students complete a practical exercise and develop and prepare quick service menus and products. 	

4 SPECIFICATIONS FOR THE EXTERNAL ASSESSMENT IN FOOD PREPARATION – LEVEL 2

4.1 Integrated summative assessment task (ISAT)

A compulsory component of the external assessment (ESASS) is the **integrated summative assessment task (ISAT)**. The integrated summative assessment task (ISAT) draws on the students' cumulative learning achieved throughout the year. The task requires **integrated application of competence** and is executed and recorded in compliance with assessment conditions.

Two approaches to the integrated summative assessment task (ISAT) may be as follows:

The students are assigned a task at the beginning of the year which they will have to complete in phases throughout the year to obtain an assessment mark. A final assessment is made at the end of the year when the task is completed.

OR

The integrated summative assessment task (ISAT) for Food Preparation should be a once-off seven to eight hour performance assessment that assesses the following competencies:

1. Prior planning and preparation
2. Application of knowledge, skills, values and attitude in a food preparation context
3. Application of occupational health, hygiene and safety principles and procedures
4. Teamwork
5. Preparation methods, cooking methods and garnishing and finishing

The integrated summative assessment task (ISAT) is set by an externally appointed examiner and is conveyed to colleges in the first quarter of the year.

The integrated assessment approach enables students to be assessed in more than one subject with the same integrated summative assessment task (ISAT).

4.2 National Examination

A National Examination is conducted annually in October or November by means of a paper(s) set and moderated externally. The following distribution of cognitive application should be followed:

LEVEL 2	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	40%	40%	20%