



education

Department of Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CURRICULUM STATEMENT GRADES 10-12

**SUBJECT:
CONSUMER STUDIES**

**TRAINING MANUAL
2006**

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SERVICES ORIENTATION PROGRAMME
20 – 24 FEBRUARY 2006

DAY ONE

SESSION 1		
TIME	TOPIC	DURATION
8:30-9:00	Registration	30 min
9:00-9:30	Activity 1: Opening and welcome Introduction	15 min
9:30-10:00	Activity 2: Overview of the week and training documents provided.	15min
10:00-10:30	Activity 3: Introduction to NCS and NSC-Part 1	1 hour
10:30-11:00	TEA	30 min
11:00-12:00	Activity 3: Introduction to NCS and NSC-Part 2	1 hour
12:00-13:00	Activity 3: Introduction to NCS and NSC-Part 3 Requirements for Higher Education studies Breakaway into subject groups.	1 hour
13:00-14:00	LUNCH	1 hour
SESSION 2		
14:00-15:00	Activity 1: Introduction to Consumer Studies	1 hour
15:00-15:30	Activity 2: Subject content and Approach Part 1: LO1	30 min
15:30-16:00	TEA	30 min
16:00-18:00	Activity 2: Part 1 : Unpacking LO1 continues	2 hours

DAY TWO

SESSION 2		
TIME	TOPIC	DURATION
8:30-8:45	Introduction and Recap	15min
8:45-10:30	Activity 2: Part 1: Unpacking LO1	1 hour 45 min
10:30-11:00	TEA	30 min
11:00-13:00	Activity 2: Part 1: Unpacking LO2	2 hours
13:00-14:00	LUNCH	1 hour
14:00-15:30	Activity 2 : Part 3: Unpacking LO3	1 hour 30 min
15:30-16:00	TEA	30 min
16:00-17:00	Activity 2 : Part 3 Unpacking LO3 continues	1 hour
17:00-18:00	: Part 4 LO4	1 hour

DAY THREE

SESSION 2 continues		
TIME	TOPIC	DURATION
8:30-8:45	Introduction and Recap	15 min
8:45-10:30	Activity 2 : Part 4 Unpacking LO4	1 hour 45 min
10:30-11:00	TEA	30min
11:00-13:00	Activity 2: Part 5: Integration	2 hour
13:00-14:00	LUNCH	1hour
14:00-15:30	Activity 2: Part 6: Practical Assessment Task (PAT)	1 hour 30min
15:30-16:00	TEA	30min
16:00-18:00	Activity 2: Part 6: PAT continues	2hours

DAY FOUR

SESSION 3		
TIME	TOPIC	DURATION
8.30-8.45	Introduction and Recap	15 min
8.45-9.15	Activity 1 : Introduction to planning cycle	30 min
9:15-10:15	Activity 2: Introduction to Grade 11 Work Schedule	1 hour
10:15-10:30	Activity 3: Critique the Grade 11 Work Schedule	15 min
10.30-11.00	TEA	30 min
11.00-13.00	Activity 3: Critique the Grade 11 Work Schedule	2 hours
13:00-14:00	LUNCH	1 hour
14:00-15:00	Activity 4: Report back on Work Schedule	1 hour
15:00-15:30	Activity 5: Development of a Lesson Plan for Grade 11 for the first 2-3 weeks of the school year	30 min
15:30-16:00	TEA	30 min
16:00-17:00	Activity 5: Development of a Lesson Plan for Grade 11 for the first 2-3 weeks of the school year continues	1 hour
17:00-18:00	Activity 6: Report back on Lesson Plan	1 hour

DAY FIVE*

SESSION 4		
TIME	TOPIC	DURATION
8:30-8:45	Introduction and Recap	15 min
8:45-9:45	Activity 1 : Introduction to Assessment in the NCS	1 hour
9:45-10:30	Activity 2: Programme of Assessment for Grade 10 and 11	45 min
10:30-11:00	TEA	30 min
11:00-12:30	Activity 3: Development of Grade 11 Annual Assessment Plan	2 hour
12:30-13:00	Plenary -Way Forward -Way Forward -Closure	1 hour
13:00-14:00	LUNCH	1 hour

SESSION 1 –

Introducing the National Curriculum Statement (NCS) and the National Senior Certificate (NSC) (3-4 hours)

ACTIVITY 1: Introduction of training participants (30 Minutes)

FORM OF ACTIVITY: Introductions

ACTIVITY 2: Overview of the week of training / documents provided (30 Minutes)

FORM OF ACTIVITY: Presentation

RESOURCES: The 5-day training programme (PowerPoint)
A hard copy of each document referred to-

- National Senior Certificate Policy
- Subject Statement
- Subject Assessment Guidelines
- Learning Programme Guidelines
- National Protocol on Assessment
- Higher Education admission requirements

CONTENT:

- Training programme for the week and house rules
- Documents making up the National Curriculum Statement policy and documents supporting the National Curriculum Statement policy – purpose and status of each

ACTIVITY 3: Introduction to the NCS and NSC (1 hour 30 minutes)

Part 1: 20 Questions

FORM OF ACTIVITY: Test and discussion

RESOURCES: Power Point Presentation, Laptop, Data Projector Worksheet, Worksheet Appendix 1

CONTENT:

- 20 questions focusing on the NCS and NSC

INSTRUCTIONS:

- Allow the participants to record their responses to each question as individuals. Use worksheet provided, Appendix 1
- Discuss the answers with the group as a whole, inviting participants to offer answers before discussing them

Part 2: NCS and NSC

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: Power Point Presentation, Laptop, Data Projector, a hard copy of each document referred to in the presentation-

- National Senior Certificate Policy
- Subject Statement
- Subject Assessment Guidelines
- Learning Programme Guidelines
- National Protocol on Assessment

CONTENT:

- Overview of the NCS, including principles and Critical and Developmental Outcomes
- National Senior Certificate: Requirements, structure and details

Part 3: Requirements for Higher Education study (1 hour)

FORM OF ACTIVITY: Open-book and presentation

RESOURCES: Power Point Presentation, Laptop, Data Projector, HE admission requirements Worksheet, Appendix 1

CONTENT:

- Requirements for certificate, diploma and degree programmes

INSTRUCTIONS:

Introduction

- While the Higher Education document is not part of NCS policy, it provides teachers with indicators on required learner performance in NCS subjects for entry into Higher Education
- The 3-year NSC programme is the key to Higher Education study and teachers need to be aware of the admission requirements for different programmes offered at Higher Education Institutions

Open-book activity

- Ask participants to study the HE document and identify the requirements for certificate, diploma and degree programmes. Use Worksheet provided, Appendix 1 to record findings

Report back and discussion

- Allow one report back
- Present the requirements (see Power Point Presentation)
- Discuss the designated list of subjects, noting that learners already have 3 of the designated subjects in their NSC package – two languages and Mathematics or Mathematical Literacy

SESSION 2 – Introducing the Subject Statement (20 hours)

ACTIVITY 1: Introduction to CONSUMER STUDIES (1 hour)

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Statement, a hard copy of each supporting policy relevant to the subject.

CONTENT:

- Overview of the subject: Definition, purpose and scope of the subject.
- Learning Outcomes for the subject – briefly refer to relationship with the Critical and Developmental Outcomes and the NCS principles
- Brief overview of subject developments, i.e. new content (Report 550 to National Curriculum Statement)
- Point out how the Assessment Standards for CONSUMER STUDIES give an indication of the teaching, learning and assessment approach to be used in the classroom
- Mention of supporting policies relevant to the subject and how they support the implementation of the subject CONSUMER STUDIES (do not engage in them)
- Time allocation and placement of CONSUMER STUDIES in the school timetable (4 hrs per week)

ACTIVITY 2: CONSUMER STUDIES Subject Content and Approach

NOTE: Each Learning Outcome for CONSUMER STUDIES will first be dealt with individually while addressing both the subject content and the subject approach in a dedicated Learning Outcome activity (Parts 1-4). Thereafter integration across the Learning Outcomes will be dealt with in a separate activity (Part 5) and the Practical Assessment Task in (Part 6)

Part 1: LO1 (4 hours 30 minutes) (See Appendix 2 Part 1)

FORM OF ACTIVITY: Presentation, group work, report back and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Statement, Learning Programme Guidelines

CONTENT:

- Content, progression, integration and approach to teaching, learning and assessment

INSTRUCTIONS:

Subject Content (1½ hours) Do a critical study of the Grade 10-12 subject content for CONSUMER STUDIES as provided for the Learning Outcome in the Subject Statement (Chapter 3) and Learning Programme Guidelines

- What content is to be taught per grade for the Learning Outcome?
- Note that the verbs and the nouns contained in each Assessment Standard give a general indication of the depth of skills and knowledge required
- What content is new – i.e. it is unknown to you? List the content unknown to you and use this in your Personal Growth Plan Refer to **Appendix 3**
- Is progression evident within the Learning Outcome across the three grades? Provide examples of such progression.
- Is there a link between the content indicated for each Assessment Standard? (I.e. What integration is possible within the Learning Outcome?)
- What must a learner be able to know, do and value after exposure to the content in this Learning Outcome? (i.e. skills, knowledge and values)

Subject Approach (1 hour)

- What kind of teaching, learning and assessment approach is required to teach, learn and assess the content (i.e. skills, knowledge and values) indicated in the Assessment Standards of this Learning Outcome?
- What LTSM is required to teach the content of this Learning Outcome to achieve the skills, knowledge and values indicated in the Assessment Standards?

Report Back (½ hour)

One group reports back and others make additions to avoid long, extended reporting so that any remaining time can be used to engage in a constructive discussion.

Part 2: **LO2 (2 hours) (See Appendix 2 Part 2)**

Repeat the same format as used for Part 1: LO1.

Part 3: **LO3 (2 hours 30 minutes) (See Appendix 2 Part 3)**

Repeat the same format as used for Part 1: LO1

Part 4: **LO4 (2 hours 45 minutes) (See Appendix 2 Part 4)**

Part 5: **Integration across the Learning Outcomes (2 hours) (See Appendix 4)**

FORM OF ACTIVITY: Presentation, interactive, report back and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Statement, Learning Programme Guidelines

CONTENT:

- Content, integration and approach to teaching, learning and assessment

INSTRUCTIONS:

- Study the content for all four Learning Outcomes as addressed in Parts 1-4 and look for authentic links between the content in each – i.e. which of the Assessment Standards from the different Learning Outcomes can be grouped together for teaching, learning and assessment purposes?
- Engage the participants in subject activities for CONSUMER STUDIES which they critique:
 - The integration of content from different Learning Outcomes
 - Does the activity address the Assessment Standards of the integrated Learning Outcome with respect to the skills, knowledge and values that will be acquired through exposure to the activity?
 - Input on assessment: How, when, who and what to assess in this activity – also make suggestions of the tools that can be used to assess learner performance in the activity and who should carry out the assessment to ensure that the integrated skills, knowledge and values are assessed in an effective and efficient manner

Part 6: Practical Assessment Task (PAT) (3hours)

ADDITIONAL INSTRUCTIONS:

- Provide an overview of the Practical Assessment Task as per the Subject Assessment Guidelines for CONSUMER STUDIES, page 14 to page 18, and its role in ensuring the teaching, learning and assessment of the relevant outcome (LO4)
- Allow participants to examine and critique the Practical Assessment Task, page 14 to page 18, along with the example of an assessment tool, page 16:
 - Do the task and its related activities address the Assessment Standards of the relevant Learning Outcome with respect to the skills, knowledge and values that will be acquired through exposure to activities contained in it?
 - Input on assessment: How, when, who and what to assess in this task – also make suggestions of other tools that can be used to assess learner performance in the activity and who should carry out the assessment
 - Make suggestions for improvements and/or other types of activities that can be included in each section of the task

ACTIVITY 3: Conclusion / Wrap-up (30 minutes)

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Statement, Learning Programme Guideline, Subject Assessment Guidelines

CONTENT:

- Consolidate findings as discussed in various Learning Outcome discussions
- PowerPoint presentation – highlight the subject content and approach

SESSION 3 –

Planning for teaching CONSUMER STUDIES in the NCS (8 hours)

ACTIVITY 1: Introduction to the planning cycle (½ hour)

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector

CONTENT:

- Three stages of planning
- Purpose, role-players and duration per stage
- Issues to consider when developing a Learning Programme
- Brief overview of the key activities and development process per stage

ACTIVITY 2: Introduction to the Grade 11 Work Schedule (1 hour)

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: OHP of Grade 11 Work Schedule, OHP Projector, OHP Pens, OHP Sheets, Subject Assessment Guidelines, Learning Programme Guidelines, Subject Statement

CONTENT:

- Elements of design
- Process of design
 - Integration: What, how and why?
 - Sequencing: What, how and why?
 - Pacing: What, how and why?
 - Suggested assessment tasks: What and why? – will return to this in Session 4
 - LTSM: What and why?

ACTIVITY 3: Critique the Grade 11 Work Schedule (2 hours 30 minutes)

FORM OF ACTIVITY: Interactive, report back and discussion

RESOURCES: Grade 11 Work Schedule, Subject Statement, Learning Programme Guidelines, Subject Assessment Guidelines

CONTENT:

- Grade 11 Work Schedule

INSTRUCTIONS:

- Participants study the example of the Grade 11 Work Schedule provided in the LPG and critique it:
 - Does the Work Schedule cover all the Assessment Standards (i.e. content)?
 - Integration: Are the Assessment Standards appropriately linked?
 - Are the Assessment Standards covered in sufficient detail and depth?
 - Pacing: Is the time allocation across the 40 weeks appropriate?
 - Sequencing: Is the content presented in the correct order?
 - Are relevant LTSM listed? If not, list the LTSM required.
 - How can the Work Schedule be improved?

ACTIVITY 4: Report back (1hour)

FORM OF ACTIVITY: Report back and discussion

RESOURCES: Subject Statement, Learning Programme Guidelines

CONTENT:

- Improved Grade 11 Work Schedule

INSTRUCTIONS:

- Allow different groups to present their improved version of the exemplar Work Schedule for Grade 11
- Engage participants in a discussion after each presentation
- Participants accept a final version of a Work schedule for Grade 11

ACTIVITY 5: Development of a Lesson Plan for Grade 11 for the first 2 - 5 weeks of the school year (1 hour 30 minutes)

FORM OF ACTIVITY: Presentation, interactive, report back and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Statement, Learning Programme Guidelines Lesson Plan Template, **Appendix 6**

CONTENT:

- Grade 11 Lesson Plan
 - Elements of design
 - Process of design

INTRODUCTION:

- Lesson Plan: What it is and its duration
- Pointers on deciding on the number of Lesson Plans to be written
- Elements and design of a Lesson Plan

- Teaching method: What and why
- Assessment strategy: Who, when, how and form of assessment
- Expanded opportunities: Inclusive approach to accommodate all learners

INSTRUCTIONS:

- Provide an overview of the elements and the design process of a Lesson Plan
- Engage participants in the development of the first Lesson Plan that will be presented for the first 2-5 weeks of the school year according to the Grade 11 Work Schedule critiqued in Activity 3
- Allow one group to present and then discuss their presentation

ACTIVITY 6: Report back (1 hour)

FORM OF ACTIVITY: Report back and discussion

RESOURCES: Lesson Plan

CONTENT:

- Lesson Plan for the first 2 – 5 weeks of the school year

INSTRUCTIONS:

- Allow different groups to present their version of the exemplar of the Lesson Plan for Grade 11
- Engage participants in a discussion after each presentation

SESSION 4 – Annual assessment plan (8 hours)

ACTIVITY 1: Introduction to assessment in the NCS (1hour)

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, National Protocol on Assessment

CONTENT:

- Approach to assessment: Criteria-driven
- Recording process: Record one global mark / code per task and refer to the Subject Assessment Guidelines for guidance on how to arrive at the final mark for the subject
- Reporting process: 7 codes and percentages
- Portfolios: Teacher and learner

ACTIVITY 2: Programme of Assessment for Grades 10 and 11(45 minutes)

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Assessment Guidelines

CONTENT:

- Programme of Assessment for Grades 10 and 11 (Section 2 of the Subject Assessment Guidelines): Number of tasks
- Nature of tasks: Forms of assessment suitable to the subject (Section 3 of the Subject Assessment Guidelines) and suitable tools
- Practical Assessment Task (PAT)
- Weighting of tasks for the formal Programme of Assessment and mark allocation

ACTIVITY 3: Development of a Grade 11 annual assessment plan (2 hours)

FORM OF ACTIVITY: Presentation, interactive and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Assessment Guidelines; Annual Assessment Plan Template, **Appendix 7**

CONTENT:

- Programme of Assessment for Grade 11: Tasks, topics, tools and dates

INSTRUCTIONS:

- Engage participants in the compilation of a Grade 11 annual assessment plan in which they indicate:
 - Seven tasks: 2 Tests, 2, Examinations, 2 other tasks and PAT
 - Topics for each task
 - Assessment tools for each task
 - Date and duration of each task

- Ask participants to revisit the Grade 11 Work Schedule (Session 3: Activity 3) and to align the annual assessment plan for Grade 11 with the assessment tasks listed in the Work Schedule

APPENDICES

APPENDIX 1

Session 1 – Activity 3 – Part 1

Make use of your knowledge of the NCS and related documents to answer the following questions.

- Fill in the answers as quickly as possible
- Keep answers short and to the point.

No	Answer
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

Session 1 – Activity 3 – Part 3

Study the HE document and identify the requirements for certificate, diploma and degree programmes

HIGHER CERTIFICATE	DIPLOMA	BACHELOR'S DEGREE

APPENDIX 2: Session 2 Activity 2 Part 1

Unpacking Of Learning Outcomes and Assessment Standards

Learning Outcome 1

The learner is able to demonstrate knowledge of responsible consumer practices and to effectively address consumer issues

Assessment Standards

11.1.1 Explain consumer protection policies and practices

11.1.2 Explain the household budget as an instrument for managing financial resources

Analyse Each Assessment Standard As Follows

- Verbs: these indicate what the learners need to **do**
- Related nouns: these demonstrate understanding
- Context: refers to situations in which content is taught, learnt and assessed
- Content: refers to SKV addressed in the learning, teaching and assessment activities

VERBS AND RELATED NOUNS	CONTEXT	CONTENT (include SKV)
11.1.1		
11.1.2		

What content is new?

Comment on the progression within the Learning Outcome across the three grades

APPENDIX 2 Session 2 Activity Part 2

Unpacking Of Learning Outcomes and Assessment Standards

Learning Outcome 2

The learner is able to make knowledgeable consumer choices about food, clothing, housing and furnishings within a given socio-economic and cultural context

Assessment Standards

- 11.2.1 Compare a young adult's food intake with the nutritional requirements using food composition tables, and recommend necessary improvements
- 11.2.2 Explain the nutrient needs of consumers from different age groups and with different energy requirements
- 11.2.3 Select clothing to meet aesthetic needs
- 11.2.4 Compare the effect of clothes on figure shapes, using the elements and principles of design
- 11.2.5 Analyse and explain the functionality and safety of existing floor and furniture plans, and apply the elements and principles of design to the choice of furnishings for living and work spaces
- 11.2.6 Describe the functional considerations in the choice of textiles for furnishings

Analyse Each Assessment Standard As Follows

- Verbs: these indicate what the learners need to **do**
- Related nouns: these demonstrate understanding
- Context: refers to situations in which content is taught, learnt and assessed
- Content: refers to SKV addressed in the learning, teaching and assessment activities

VERBS AND RELATED NOUNS	CONTEXT	CONTENT (include SKV)
11.2.1		
11.2.2		
11.2.3		
11.2.4		
11.2.5		
11.2.6		

What content is new?

APPENDIX 2 Session 2 Activity 2 Part 3

Unpacking Of Learning Outcomes and Assessment Standards

Learning Outcome 3

The learner is able to demonstrate consumer responsibility towards the sustainability of the environment, the community and self through the judicious use of resources

Assessment Standards

- 11.3.1 Apply the criteria of safety, quality and pricing to evaluate food outlets in the local community
- 11.3.2 Explain the effect of pathogenic organisms on food spoilage and safety
- 11.3.3 Apply the criteria of variety, quality and pricing to evaluate clothing outlets in the local community
- 11.3.4 Apply the criteria of variety, quality and pricing to evaluate soft furnishing, furniture and household equipment outlets in the local community

Analyse Each Assessment Standard As Follows

- Verbs: these indicate what the learners need to **do**
- Related nouns: these demonstrate understanding
- Context: refers to situations in which content is taught, learnt and assessed
- Content: refers to SKV addressed in the learning, teaching and assessment activities

VERBS AND RELATED NOUNS	CONTEXT	CONTENT (include SKV)
11.3.1		
11.3.2		
11.3.3		
11.3.4		

What content is new?

APPENDIX 2 Session 2 Activity 2 Part 4

Unpacking Of Learning Outcomes And Assessment Standards

Learning Outcome 4

The learner is able to apply knowledge and demonstrate the skills necessary to produce quality consumer products and to apply entrepreneurial knowledge and skills to market these products

Assessment Standards

11.4.1 Apply the theoretical knowledge and demonstrate the necessary skills to produce quality products by using advanced methods and techniques

11.4.2 Adapt recipes or patterns to make them suitable for small-scale production

11.4.3 Calculate the cost of products in terms of human and other resources used

Analyse Each Assessment Standard As Follows

- Verbs: these indicate what the learners need to **do**
- Related nouns: these demonstrate understanding
- Context: refers to situations in which content is taught, learnt and assessed
- Content: refers to SKV addressed in the learning, teaching and assessment activities

VERBS AND RELATED NOUNS	CONTEXT	CONTENT (include SKV)
11.4.1		
11.4.2		
11.4.3		

What content is new?

APPENDIX 4 Session 2 Activity 2 Part 5

Integration of the Learning Outcomes

- Refer to the Assessment Standards of the four Learning Outcomes below and look for authentic links between the content in each – i.e. which of the Assessment Standards from the different Learning Outcomes can be grouped together for teaching, learning and assessment purposes?
- Cut out the Assessment Standards and group them together to demonstrate integration.

11.1.1	Explain consumer protection policies and practices	11.1.2	Explain the household budget as an instrument for managing financial resources
11.2.1	Compare a young adult’s daily food intake with the nutritional requirements using food composition tables, and recommend necessary improvements	11.2.2	Explain the nutrient needs of consumers from different age groups and with different energy requirements
11.2.3	Select clothing to meet aesthetic needs	11.2.4	Compare the effect of clothes on figure shapes, using the elements and principles of design
11.2.5	Analyse and explain the functionality and safety of existing floor and furniture plans, and apply the elements and principles of design to the choice of furnishings for living and work spaces	11.2.6	Describe the functional considerations in the choice of textiles for furnishings
11.3.1	Apply the criteria of safety, quality and pricing to evaluate food outlets in the local community	11.3.2	Explain the effect of pathogenic organisms on food spoilage and safety
11.3.3	Apply the criteria of variety, quality and pricing to evaluate clothing outlets in the local community	11.3.4	Apply the criteria of variety, quality and pricing to evaluate soft furnishing, furniture and household equipment outlets in the local community
11.4.1	Apply the theoretical knowledge and demonstrate the necessary skills to produce quality products by using advanced methods and techniques	11.4.2	Adapt recipes or patterns to make them suitable for small-scale production
11.4.3	Calculate the cost of products in terms of human and other resources used		

APPENDIX 5: EXAMPLE OF PAT TASK

CONSUMER STUDIES

PRACTICAL ASSESSMENT TASK GRADE 11 GUIDELINES

FOOD PRODUCTION LO 4

Phase	Method	Task	Time	Marks
Planning Phase	<p>Conduct interviews Questionnaire to determine: Cultural and religious beliefs of target market, age, sex, season economic viability</p> <p>Application of principles, advanced methods, skills and techniques for production of quality products</p>	<p>Select a food item suitable for a vendor to sell on the stadium stands at a soccer match. Delegate responsibility amongst the group members.</p> <p>Provide evidence of the following:</p> <ol style="list-style-type: none"> 1. Survey of target market 2. Standardised recipe 3. An ingredient list / shopping list 4. Costing procedures: <ul style="list-style-type: none"> • expenses • selling price • estimated profit 5. Production line process: <ul style="list-style-type: none"> • division of work • time plan for process 6. Packaging details 7. Storage options 8. Marketing strategy 	1½ hours	20
Production Phase Preparation of the product	Adapt and standardise recipes for small-scale production	<p>Prepare the selected product:</p> <ol style="list-style-type: none"> 1. Technique and skill <ul style="list-style-type: none"> • Use correct equipment • Measure accurately. • Apply appropriate techniques / preparation methods. 2. Maintain hygienic standards 3. Quality control 4. Package and label product 	2 hours	20
Evaluation phase	This is carried out after the production process	<p>Evaluate:</p> <ol style="list-style-type: none"> 1. Quality of the final product 2. Effectiveness of standardised recipe in terms of: <ul style="list-style-type: none"> • appearance • texture • taste 2. The production process 3. Cost effectiveness 4. Marketability 	½ hour	10
			4 hours	50

Assessment: Production Phase

LO 4

CRITERIA	PERFORMANCE LEVELS		
	0 - 2	3 - 4	COMMENTS
	Not evident	Evident	
Technique and skill			
• Using correct equipment			
• Accurate measuring			
• Applying correct techniques / preparation methods			
Hygienic standards			
• Handling food and equipment			
• Correct storage of ingredients			
• Waste removal			
Quality control			
• Measures evident			
• Effective production line			
Package and label product			
• Packaging			
• Uniqueness / Creativity			
TOTAL 40 ÷ 2 to give TOTAL 20			

Assessment: Evaluation Phase

LO 4

CRITERIA	PERFORMANCE LEVELS				Comments
	4 Very good	3 Good	2 Fair	1 Poor	
Final product					
• Appearance					
• Texture					
• Taste					
Production process					
• Effective production line / correct use of time					
• Division of responsibility, teamwork					
Cost effectiveness					
• Economic ingredients used					
• Procedures cost effective					
• Acceptable profit margin					
Marketability					
• Presentation / packaging					
• Nutritional value <ul style="list-style-type: none"> • Energy value • Body-building value • Protective value 					
TOTAL 40 ÷ 4 to give TOTAL 10					

Assessment: Planning Phase

LO 4

CRITERIA	PERFORMANCE LEVELS				COMMENTS
	5 Very good	4 Good	2 - 3 Fair	1 Poor	
Survey of target market					
• Comprehensive evidence / questionnaire					
Standardised recipe					
• Clear method					
Ingredient / shopping list					
• Comprehensive list					
• Accurate quantities					
Costing procedures					
• Economic ingredients used					
• Procedures cost effective					
Production line process					
• Present a time line					
• Effective production line					
Packaging details					
• Environmentally sensitive					
• Aesthetic quality					
Storage options					
• Correct selection					
Marketing Strategy					
• Advertising strategy, name, slogan					
TOTAL 60 ÷ 3 to give TOTAL 20					

APPENDIX 6: Session 3 Activity 5

Template for a Lesson Plan

LESSON DETAILS			
Grade:	Date(s):		Time Allocation:
.....			
Theme/topic: (in context)			
.....			
LEARNING OUTCOMES AND ASSESSMENT STANDARDS (Underline verbs and nouns)			
Learning Outcomes:			
Assessment Standards:	The learner is able to:		
<i>CONTENT ANALYSIS</i>			
Time planned:	A	Class time	hours
	B	Organised activities outside the class	hours
	C	Learners busy with individual or group activities outside organised activities (e.g. homework and reflection)	hours

<i>TEACHING CONTENT</i>	<i>TEACHING ACTIVITES</i>	<i>LEARNER ACTIVITES</i> (Including homework)	<i>RESOURCES</i>	<i>ASSESSMENT STRATEGIES & EVIDENCE</i>
REFLECTION				
Reflection and notes (e.g. what worked, what did not work):				

APPENDIX 7: Session 4 Activity 3

Template for an Annual Assessment Plan

TERM 1	TERM 2	TERM 3	TERM 4
Task 1 Topic LOs and ASs Form Assessment Tool Due Date	Task 3 Topic LOs and ASs Form Assessment Tool Due Date		
Task 2 Test LOs and ASs Date	Task 4 Midyear examination LOs and ASs Date	Task 5 Test LOs and ASs Date	Task 7 End year examination LOs and ASs Date
Task 6 PAT 1 LOs and ASs Date	Task 6 PAT 2 LOs and ASs Date	Task 6 PAT 3 LOs and ASs Date	Task 6 PAT FINAL Date