



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

CERTIFICATE IN BASIC PRE-VOCATIONAL SKILLS

FOOD PREPARATION SYLLABUS

For implementation in 2024

Ministry of Education, Arts and Culture
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Certificate in Basic Pre-Vocational Skills, Food Preparation Syllabus

ISBN: 978-99945-2-039-8

Printed by NIED
Publication date: 2023

Table of contents

1. Introduction	1
2. Rationale	1
3. Aims	1
4. Inclusive education	1
5. Links to other subjects and cross-curricular issues	2
6. Approach to teaching and learning	2
7. End of phase competencies	3
8. Summary of learning content	4
9. Learning content	8
10. Subject management	24
11. Assessment	25
Annexe 1: Glossary of terms	38
Annexe 2: Food preparation tools	41
Annexe 3: Portfolio evaluation form	42
Annexe 5: Checklist for assessing food preparation practical	44
Annexe 6: Checklist for food preparation	45
Annexe 7: Checklist for food preparation theory	46
Annexe 8: Grid for evaluating group work	47
Annexe 9: Grid for evaluating role plays	48
Annexe 10: Assessment record sheet year 1	49
Annexe 11: Assessment record sheet year 2	50
Annexe 12: Portfolio mark year 1 & 2	51
Annexe 13: Certification mark	52
Annexe 14: Individual learner promotion mark form	53

1. Introduction

This syllabus describes the intended learning and assessment for Food Preparation in the Certificate in the Basic Pre-vocational Skill. As a subject, Food Preparation is within the technology area of learning in the curriculum, but has thematic links to other subjects across the curriculum. Learning about technology includes applying knowledge of how to work more efficiently using tools, materials and processes. Technology is a specific way of solving problems through planning, design, realisation and evaluation. Learners develop the necessary employable skills, obtain practical experience from work, gain familiarity on how a workplace operate and improve on interpersonal skills.

2. Rationale

The presentation of the Certificate in Basic Pre-Vocational Skills at school is first and foremost an educational matter, with the overall goal being that learners attain proper skills for entry into world of work. The course seeks to provide the learner with special education needs with foundation skills in specific vocational career field. As a subject, Food Preparation seeks to equip the learner with skills, knowledge, and attitude to manage the demands of the world of work. This skills subject is specifically designed for the learner to gain enough theoretical knowledge and practical skills of the world of work

The particular feature of Food Preparation is on the basic concepts of kitchen organization and operation, basic culinary terminology, use of standardized recipes, weights and measures, product evaluation, recipe conversion, food composition and basic kitchen equipment and work methods, and safety and sanitation principles.

Learners will also develop the broad-based skills that are important for effective functioning in the world of work: they will learn to identify problems and to explore and test solutions. A firm conceptual basis of skills orientated training is at the heart of the Food Preparation syllabus and must be the focus of training and learning for application in the industry. The Certificate in Basic Pre-Vocational Skills may be a bridging phase to vocational training in Hospitality Food Preparation industry. It is anticipated that an ongoing observation and evaluation of up-market trends in the Food Preparation industry in Namibia will result in the fine tuning and updating of the syllabus content at regular intervals.

3. Aims

The Food preparation syllabus promotes the following aims in the curriculum:

- equip the learner with sufficient practical skills to integrate meaningfully into the hotels, lodges, quest houses etc.
- develop an understanding of the expectations and demands of the work environment
- to provide learner with the skills to perform basic cooking, measuring, food presentation and menu style associated with Hospitality work environment
- enable the learner to obtain knowledge, understanding, work skills and competencies needed for personal development as well as application in the work situation
- understand the knowledge of hygiene, health, and safety measures to apply and promote these in personal life and the work environment
- equip the learner with enough practical skills to meaningfully participate and apply in the hospitality industry that will embrace life-long learning
- encourage; inspire and strengthen work relationships and teamwork.

4. Inclusive education

A significant number of learners with learning barriers require adapted programmes in all the levels of education. The Food Preparation syllabus demands for adapted programmes, learning environments, equipment, and materials to support learners with learning and help them participate meaningful in education. As this subject is mainly offered in Resource Schools and learning support units, resource units in Inclusive Schools, adapted teaching approaches will enable nearly all the learners to achieve the competencies. The adaptation for assessment of learners with special educational needs must be

done as prescribed in the Handbook for Centres by the Directorate of National Examinations and Assessment (DNEA). The accommodations prescribed in this handbook are not only for external examinations but apply to learners from Grade 1 to 12.

Themes and topics in the Food Preparation syllabus and lesson presentation should be discussed from male and female perspectives in order to raise awareness of gender stereotyping, limitations set on gender equity and the promotion of gender fairness in all spheres of life. In the planned activities, it is important that males and females feel confident and comfortable in all topics and themes. Teachers should know and understand how to treat learners equally, and all materials should support gender equity.

5. Links to other subjects and cross-curricular issues

The cross-curricular issues include Environment Learning; HIV and AIDS; Population Education; Education for Human Rights and Democracy (EHRD); Information and Communication Technology (ICT). These have been introduced to the formal curriculum to be dealt with in each subject and across all phases, because each of the issues deals with particular risks and challenges in our Namibian society. All our learners need to:

- understand the nature of these risks and challenges
- know how they will impact on our society and on the quality of our people's lives now and in future
- understand how these risks and challenges can be addressed on a national and global level
- understand how each learner can play a part in addressing these risks and challenges in their own school and local community

The main risks and challenges have been identified as:

- the challenges and risks we face if we do not care for and manage our natural resources
- the challenges and risks caused by HIV and AIDS
- the challenges and risks to health caused by pollution, poor sanitation and waste
- the challenges and risks to democracy and social stability caused by inequity and governance that ignores rights and responsibilities
- the challenges and risks we face from globalization

Since some subjects are more suitable to address specific cross-curricular issues, those issues will receive more emphasis in those particular syllabuses. In this syllabus the following are links to cross-curricular issues:

HIV and AIDS	Environmental Education	Human Rights and Democracy	Entrepreneurship Education	ICT
personal health, hygiene and appearance	disposal of waste food safety	safety in the hospitality kitchen	being a professional cook / chef job attachment.	measuring ingredients

6. Approach to teaching and learning

The approach to teaching and learning is based on a paradigm of learner-centred education described in ministerial policy documents and the Learner Centred Education conceptual framework. This approach ensures optimal quality of learning when these principles are put into practice.

The aim is to develop learning with understanding and the knowledge, skills, and attitudes to contribute to the development of society. The starting point for teaching and learning is the fact that the learner brings to the school a wealth of knowledge and social experience gained continually from the family, the community and through interaction with the environment. Learning in school must involve, build on, extend, and challenge the learner's prior knowledge and experience.

Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution, and production. At the same time, each learner is an individual with his/her

own needs, pace of learning, experiences, and abilities. The teacher must be able to sense the needs of the learners, the nature of the learning to be done, and how to shape learning experiences accordingly. Teaching strategies must therefore be varied but flexible within well-structured sequences of lessons.

In the teaching of skills courses the school should ensure that:

- all teachers of Basic Pre-vocational Skills recognise that they must meet the particular needs of learners with special educational needs
- appropriate equipment and teaching materials are available to meet learners' needs
- the curriculum is flexible enough to encourage and enable all learners with different learning styles to experience success.

The teacher must decide, in relation to the learning objectives and competencies in Bricklaying to be achieved when:

- it is best to convey content directly;
- it is best to let learners discover or explore information for themselves;
- learners need directed learning; when they need reinforcement or enrichment learning;
- there is a particular progression of skills or information that needs to be followed;
- learners can be allowed to find their own way through a topic or area of content.

Co-operative and collaborative learning should be encouraged wherever possible. In such cases, tasks must be designed so that pair- or group work is needed to complete it, otherwise learners will not see any relevance in carrying out tasks together. It is therefore advised that simulated kitchen operations form an integral part of everyday teaching and skills training. As the learners develop personal, social and communication skills, they can gradually be given increasing responsibility to participate in planning and evaluating their own work, under the teacher's guidance and supervision.

7. End of phase competencies

On entry to the Pre-vocational Skills Training phase, the learners are expected to show interest in Food Preparation and working in a hospitality setting.

Learners are expected to develop the following core skills:

- developed practical skills to integrate meaningfully into hotels, lodges, and guest houses
- to perform basic cooking, measuring, food presentation and menu style associated with Hospitality work environment
- equip with hygiene, health, and safety measures in order to apply and promote these in personal life and the work environment basic principles of food preparation

On completion of Food Preparation Certificate in Basic Pre-vocational Skills, the learners will have the knowledge and interpretation/ understanding of the essential functions of the Food Preparation assistant work.

8. Summary of learning content

8.1 Overview

THEMES	TOPICS
1. Trade introduction	
	1.1 Definition of a cook and chef
	1.2 Job profile
2. Safety and health	
	2.1 Hazard and risk control
	2.2 Workplace fire safety
	2.3 Basic emergency procedures
	2.4 Product labels
	2.5 Personal health, hygiene and appearance
3. Plan and organise work	
	3.1 Plan and prepare
	3.2 Sequence work safely
	3.3 Work in a team
4. Kitchen equipment safety	
	4.1 Safe handling of tools and equipment
	4.2 Knife safety
	4.3 Fire and hot oil safety
	4.4 Electricity safety
	4.5 Gas stoves
	4.6 Other dangers in the kitchen
	4.7 Preventing transmission of HIV/ AIDS in the workplace
5. Food safety	
	5.1 Basics of food safety
	5.2 Food spoilage
	5.3 Food storage
6. Disposal of waste	
	6.1 Type of waste
	6.2 Reduce, re-use and recycle
	6.3 General hospitality industry waste disposal concepts
	6.4 Danger of inadequate waste disposal
	6.5 Refuse area and dustbins
7. Kitchen equipment, utensils and apparatus	
	7.1 Basic kitchen equipment, utensils and apparatus
	7.2 Safety measures for the use of kitchen equipment
8. Basic kitchen equipment and their uses	
	8.1 Kitchen equipment and utensils
	8.2 Safety measures for the use of kitchen equipment

9. Measuring ingredients	
	9.1 Measure
	9.2 Tools of measurement
	9.3 Measuring units

10. Menu and menu knowledge	
	10.1 Menu
	10.2 Menus for functions

11. Different styles of serving food	
	11.1 Styles of serving food

12. Professional and technical terminology	
	12.1 Terminology

13. Principle of food preparation	
	13.1 Basic preparation techniques
	13.2 Mixing techniques
	13.3 Methods of cooking

14. Different styles of serving food	
	14.1 Practical application of food preparation
	14.2 Salads and salad dressings
	14.3 Vegetables
	14.4 Sauces and gravies

ENRICHMENT COMPONENTS

Food commodities	<ul style="list-style-type: none"> • Milk • Cereals • Egg • Batter and dough • Fruits and vegetables • Meat • Fish • Poultry
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8.2 Themes of the syllabus in relation to NTA Units

THEMES and Topics of the syllabus		NTA Unit Standards and Elements (Hospitality and Tourism: Food Preparation Level 1, 2,3)
1. Trade introduction		
	1.1 Definition of a cook and chef	N/A
	1.2 Job profile	N/A
2. Safety and health		
	2.1 Hazard and risk control	UNIT 42, El. 1,2,3, UNIT 43, El. 6, UNIT 51, El.1,2,3
	2.2 Workplace fire safety	UNIT 42, El. 4
	2.3 Basic emergency procedures	UNIT 42, El. 4
	2.4 Product labels	N/A
	2.5 Personal health, hygiene and appearance	UNIT 42, El. 2, UNIT43,El. 2
3. Plan and organise work		
	3.1 Plan and prepare	UNIT 309, El. 1,2, UNIT 48, El. 1,2,3
	3.2 Sequence work safely	UNIT 49, El. 1,2,3
	3.3 Work in a team	UNIT 44, El. 3
4. Kitchen equipment safety		
	4.1 Safe handling of tools and equipment	UNIT 42, El. 3, PC 3.4
	4.2 Knife safety	UNIT 42, El. 3, UNIT 62, El. 2,3
	4.3 Fire and hot oil safety	UNIT 42, El. 3
	4.4 Electricity safety	UNIT 42, El. 3, UNIT 63, El. 1
	4.5 Gas stoves	UNIT 42, El. 3
	4.6 Other dangers in the kitchen	UNIT 42, El. 3
	4.7 Preventing transmission of HIV/AIDS in the workplace	UNIT 42, El. 3
5. Food safety		
	5.1 Basics of food safety	UNIT 42, El. 2, UNIT 47, El. 1
	5.2 Food spoilage	N/A
	5.3 Food storage	UNIT 62, El. 1
6. Disposal of waste		
	6.1 Type of waste	UNIT 47, El. 1
	6.2 Reduce, re-use and recycle	UNIT 47, El. 1,2, UNIT 63 El. 2
	6.3 General hospitality industry waste disposal concepts	UNIT 47, El. 2, UNIT 62 El. 1, UNIT 63 El. 2
	6.4 Danger of inadequate waste disposal	N/A
	6.5 Refuse area and dustbins	UNIT 47, El. 1,2

7. Kitchen equipment, utensils and apparatus		
7.1	Basic kitchen equipment, utensils and apparatus	UNIT 309, El. 1,2
7.2	Safety measures for the use of kitchen equipment	UNIT 309, El. 1,2, UNIT 59, El. 2, UNIT 62, El. 1
8. Basic kitchen equipment and their uses		
8.1	Kitchen equipment and utensils	UNIT 309, El. 1,2, UNIT 42, El. 3, UNIT 47, El. 3
8.2	Safety measures for the use of kitchen equipment	UNIT 309, El. 1,2
9. Measuring ingredients		
9.1	Tools of measurement	N/A
9.2	Measuring units	N/A
9.3	Measure	N/A
10. Menu and menu knowledge		
10.1	Menu	UNIT 59, El. 2
10.2	Menus for functions	N/A
11. Different styles of serving food		
11.1	Styles of serving food	UNIT 59, El. 1,2
12. Professional and technical terminology		
12.1	Terminology	N/A
13. Principle of food preparation		
13.1	Basic preparation techniques	UNIT 62, El. 1
13.2	Mixing techniques	N/A
13.3	Methods of cooking	N/A
14. Different styles of serving food		
14.1	Practical application of food preparation	UNIT 61, El. 1,3, UNIT 62, El. 2
14.2	Salads and salad dressings	N/A
14.3	Vegetables	N/A
14.4	Sauces and gravies	N/A
Food commodities Milk, Cereals, Egg, Batter and dough, Fruits and vegetables, Meat, Fish, Poultry		N/A

9. Learning content

9.1 Trade introduction

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
1.1 Definition of a cook and a chef	
<ul style="list-style-type: none">• know the duties and responsibilities of a cook	<ul style="list-style-type: none">• define a ‘cook’ and a ‘chef’• carry out the duties of a preparation cook (referred to as a prep cook)<ul style="list-style-type: none">- chopping (preparing) vegetables- making salads- prepare simple dishes (baking bread)- plating food- store away leftover food properly- prepare tables and deliver dishes- clean the kitchen and work areas,- wash, dry and store away dishes- do general duties in the kitchen
1.2 Job profile	
<ul style="list-style-type: none">• understand job profile as well as labour rights	<ul style="list-style-type: none">• demonstrate characteristics of a successful cook<ul style="list-style-type: none">- professional- knowledgeable- skilful- practical & creative- organised & time conscious- responsible & hardworking- thrifty- have good interpersonal skills• explain what the term 'Labour Act' implies• briefly describe what the Labour Act Section 5 states concerning<ul style="list-style-type: none">- working hours- overtime- mealtime breaks- leave- termination of service

9.2 Safety and health

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
2.1 Hazard and risk control	
<ul style="list-style-type: none">• understand hazard and risks and know how to deal with	<ul style="list-style-type: none">• explain the terms hazard and risks• identify the different types of hazards in the kitchen<ul style="list-style-type: none">- hot items- sharp items- wet surfaces- obstacles- incorrect lifting and carrying- dangers of inappropriate and reckless behaviour• describe different kinds of hazards in the kitchen• describe the different ways of controlling hazards• demonstrate the understanding of hazard control measures:<ul style="list-style-type: none">- list the safety guidelines in the kitchen- follow the safety guidelines- apply technical words that pertain to safety and sanitation- follow advice given by food safety supervisor- define the meaning of safety signs and symbols- apply injury and illness procedures when cleaning stationary equipment- prevent falls- prevent electric shock- lift properly- move a cart properly- prevent cuts and burns- apply measures with regard to transmittable diseases (hygiene, use of gloves, etc.)- discuss risks regarding HIV and AIDS- apply proper handling in case of wounds and hygiene regarding the risk of HIV and AIDS- identify different types of personal protective equipment (PPE)- use protective clothing in various situations- apply protective clothing when working in the kitchen- apply ways to care for protective clothing- practice wearing protective clothing

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
	<ul style="list-style-type: none"> - flush eyes in case of contamination
<ul style="list-style-type: none"> • understand hazard and risks and know how to deal with (continued) 	<ul style="list-style-type: none"> • apply to recognise food handling procedures • demonstrate the process of identifying and reporting hygiene risks using appropriate procedures • explain the basic National Occupational Safety Authority (NOSA) safety regulations in the working environment • demonstrate proper and safe behaviour with regard to communication in the workshops and working with tools • identify Basic First Aid items: lint, scissors, bandages, plaster, methylated spirit, iodine, cotton wool, forceps • demonstrate the use of Basic First Aid items • apply the procedures followed to prevent/ act in electricity incidents and accidents
2.2 Workplace fire safety	
<ul style="list-style-type: none"> • know fire elements and the procedures to use a fire extinguisher 	<ul style="list-style-type: none"> • list fire prevention methods that apply in a kitchen • identify types of firefighting equipment • describe procedures to use the available firefighting equipment • show ways how to prevent fire in a workplace • outline how to select and use appropriate fire-fighting equipment
2.3 Basic emergency procedures	
<ul style="list-style-type: none"> • understand the concept of emergency 	<ul style="list-style-type: none"> • define the terms 'emergency' and 'evacuation' • explain procedures to handle emergency situations • discuss implications of an emergency situation • demonstrate ways to handle emergency situations
2.4 Product labels	
<ul style="list-style-type: none"> • understand product labels 	<ul style="list-style-type: none"> • list the label vocabulary words • explain first aid information on labels • interpret medical, pesticide and workplace product labels correctly • check tools for safety labels and servicing data

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
2.5 Personal health, hygiene and appearance	
<ul style="list-style-type: none"> understand the importance of good personal hygiene 	<ul style="list-style-type: none"> maintain general cleanliness apply personal hygiene <ul style="list-style-type: none"> foot, hand and nail hygiene head and hair hygiene oral hygiene skin hygiene demonstrate good personal appearance understand the role that clean clothing play practice good personal hygiene apply the proper way of washing hands when preparing food <ul style="list-style-type: none"> before starting work before handling food when moving between jobs after visiting the toilet after touching your nose, hair or ears after coughing and sneezing after smoking practice the importance of clean hands identify bad habits when working with food discuss ways to avoid bad habits when working with food

9.3 Plan and organise work

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
3.1 Plan and prepare	
<ul style="list-style-type: none">• know how to plan and organise daily work routine	<ul style="list-style-type: none">• get work instructions, including specifications, quality requirements and operational details• apply work instructions• follow safety requirements in accordance with safety rules• identify sign and barricade requirements• prepare appropriate tools, materials and resources to complete the work• check tools, materials and resources for service• rectify or report any faults prior to commencement• identify environmental protection requirements• practise recycle, re-use and reduce
3.2 Sequence work safely	
<ul style="list-style-type: none">• know how to sequence work according to professional standards	<ul style="list-style-type: none">• demonstrate given instructions correctly• demonstrate the sequencing of work task given• demonstrate the preparations required to implement a given task• demonstrate a suitable completion of the work:<ul style="list-style-type: none">- apply cleaning according to enterprise standards- select proper methods of cleaning- clean tools and equipment after use- clean work surfaces, utensils and dishes- demonstrate a clear understanding why all food preparation areas must be kept clean- store the PPE according to professional standards- keep food storage areas clean

3.3 Work in a team	
<ul style="list-style-type: none"> • understand the importance of teamwork 	<ul style="list-style-type: none"> • discuss the importance of team work in a culturally diverse environment • describe characteristics of a responsible team member <ul style="list-style-type: none"> - wish to persist with allocated tasks - identify appropriate sources of help and assistance of other team members - accept information and feedback provided by other team members - understand the individual role and responsibility within a team • demonstrate appropriate teamwork behaviours • undertake work collaboratively to achieve agreed outcomes • recognise her/his own abilities and limitations in undertaking team tasks

9.4 Kitchen equipment safety

GENERAL OBJECTIVES <i>Learners will:</i>		SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	
4.1 Safe handling of tools and equipment			
<ul style="list-style-type: none">understand the safe handling of tools and equipment		<ul style="list-style-type: none">select and use appropriate basic kitchen equipmentuse kitchen equipment safely and hygienicallyclean work areas and equipment	
4.2 Knife safety			
<ul style="list-style-type: none">know safe practices when using kitchen knives		<ul style="list-style-type: none">practise care and safety measures when handling a knifeapply safety measures to prevent accidents with working with kitchen knivesapply knife handling procedures	
4.3 Fire and hot oil safety			
<ul style="list-style-type: none">understand the dangers of fires and hot oil in the kitchen		<ul style="list-style-type: none">practise care and safety measures when working with open fires and hot oil in the kitchen	
4.4 Electricity safety			
<ul style="list-style-type: none">appreciate safety practices when working with electricity		<ul style="list-style-type: none">carry out safety measures when working with electrical equipmentapply ways to pay special attention to faulty wiringidentify safety practices when working with electricity (loose or stretched wires, overloading of adapters)	
4.5 Gas stoves			
<ul style="list-style-type: none">know safety uses of the gas stove		<ul style="list-style-type: none">use gas stoves with care, paying attention to gas odours and cleaning the burners	
4.6 Other dangers in the kitchen			
<ul style="list-style-type: none">realise other potential dangers in the kitchen		<ul style="list-style-type: none">practise care and safety to prevent slips and falls and cutscarry out safe practises when lifting, pushing and dragging heavy objects	
4.7 Preventing transmission of HIV/ AIDS in the workplace			
<ul style="list-style-type: none">know the importance of preventing transmission of diseases, including HIV and AIDS in the workplace		<ul style="list-style-type: none">practise safety measures in the day-to-day activities to prevent spreading of diseases, including HIV and AIDS	

9.5 Food safety

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
5.1 Basics of food safety	
<ul style="list-style-type: none">• know basic procedures to ensure food safety	<ul style="list-style-type: none">• wash hand, was utensils and kitchen cloths to ensure optimum hygiene and safety• prevent cross-contamination• cook food at proper temperatures• ensure hygienic food handling• practice personal hygiene• control pests in the kitchen
5.2 Food spoilage	
<ul style="list-style-type: none">• understand causes of food spoilage	<ul style="list-style-type: none">• practise preventative measures to prevent food spoilage<ul style="list-style-type: none">- identify signs of food spoilage- store food the correct way- handle food the correct way
5.3 Food storage	
<ul style="list-style-type: none">• understand the importance of food storing	<ul style="list-style-type: none">• store food correctly• use appropriate food containers for storing food• apply storage of food in different ways and in the appropriate storing areas• keep food storage areas clean

9.6 Disposal of waste

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
6.1 Type of waste	
<ul style="list-style-type: none">• know type of waste	<ul style="list-style-type: none">• define waste• identify waste in food preparation area• sort and dispose different type of waste
6.2 Reduce, re-use and recycle	
<ul style="list-style-type: none">• understand the effective management of waste by means of reduce, re-use and recycle	<ul style="list-style-type: none">• list methods to<ul style="list-style-type: none">- reduce- re-use- recycle• explain the benefits of reduce, re-use and recycle• apply procedures to control waste• develop procedures and practices for re-use and recycling
6.3 General hospitality industry waste disposal concepts	
<ul style="list-style-type: none">• know general lodge waste disposal concepts	<ul style="list-style-type: none">• describe waste disposal concepts• list general lodge waste disposal procedures• apply general lodge waste disposal procedures
6.4 Danger of inadequate waste disposal	
<ul style="list-style-type: none">• realise dangers of inadequate waste disposal	<ul style="list-style-type: none">• recall dangers of inadequate waste disposal
6.5 Refuse area and dustbins	
<ul style="list-style-type: none">• know basic guidelines on waste disposal	<ul style="list-style-type: none">• dispose waste the expected way

9.7 Kitchen equipment, utensils and apparatus

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
7.1 Basic kitchen equipment, utensils and apparatus	
<ul style="list-style-type: none">• know the use and care for basic kitchen apparatus, equipment and utensils	<ul style="list-style-type: none">• list terms related to kitchen equipment, utensils and apparatus• use terms in context for kitchen equipment, utensils and apparatus• select and use basic apparatus, equipment and utensils for<ul style="list-style-type: none">- cutting , paring and chopping- measuring mixing- mixing- cooking, baking and frying- electrical equipment- miscellaneous (other) equipment• select the correct equipment and utensils for the task• care for kitchen equipment and utensils• review procedures for using kitchen utensils and apparatus• demonstrate effective food preparation equipment handling, maintenance, storage and cleaning
7.2 Safety measures for the use of kitchen equipment	
<ul style="list-style-type: none">• know the safety measures for using and storing kitchen equipment and utensils	<ul style="list-style-type: none">• identify conditions that promote safe equipment use procedures• identify various food preparation workplace designs• demonstrate the importance of keeping utensils use to prepare and serve food clean• apply safety measures in the use and storage of kitchen equipment and utensils

9.8 Basic kitchen equipment and their uses

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
8.1 Kitchen equipment and utensils	
<ul style="list-style-type: none">• acquire skills on use and care for basic kitchen apparatus, equipment and utensils	<ul style="list-style-type: none">• use basic apparatus, equipment and utensils for<ul style="list-style-type: none">- cutting , paring and chopping- measuring mixing- mixing- cooking, baking and frying- electrical equipment- miscellaneous (other) equipment• select the correct equipment and utensils for the task and use them correctly (get ready to cook)• care for kitchen equipment and utensils
8.2 Safety measures for the use of kitchen equipment	
<ul style="list-style-type: none">• know safety measures for using and storing kitchen equipment and utensils	<ul style="list-style-type: none">• apply safety measures in the use and storage of kitchen equipment and utensils

9.9 Measuring ingredients

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
9.1 Tools of measurement	
<ul style="list-style-type: none">• understand different tools of measurement	<ul style="list-style-type: none">• list common kitchen measuring tools• discuss factors that determine whether tools are essential or nonessential• demonstrate how to use kitchen measuring tools correctly
9.2 Measuring units	
<ul style="list-style-type: none">• know different measuring units	<ul style="list-style-type: none">• examine the measurement units• compare weight, mass, volume and temperature in metric and imperial systems• determine the importance of metric and imperial systems of measurement• discuss the importance of accurate measurement
9.3 Measure	
<ul style="list-style-type: none">• acquire knowledge of measuring different ingredients	<ul style="list-style-type: none">• recognise correct techniques of measuring• apply measuring in<ul style="list-style-type: none">- dry ingredients- lipids- solid ingredients- liquid• experiment reducing and increasing size of recipes

9.10 Menu and menu knowledge

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
10.1 Menu	
<ul style="list-style-type: none">understand the importance of a menu	<ul style="list-style-type: none">define a menudescribe difference types of menus<ul style="list-style-type: none">set menua la carte menutable d' hote menubuffet menu
10.2 Menus for functions	
<ul style="list-style-type: none">acquire skills to prepare food for various functions	<ul style="list-style-type: none">demonstrate the preparation of<ul style="list-style-type: none">cycle menuthree course menu

9.11 Different styles of serving food

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
11.1 Styles of serving food	
<ul style="list-style-type: none">know procedures and styles of serving food	<ul style="list-style-type: none">define styles of serving foodlist the needs of various clients in serving systemsrecognise different styles of serving food<ul style="list-style-type: none">buffet serviceplate servicedemonstrate different styles of serving food<ul style="list-style-type: none">buffet serviceplate service

9.12 Professional and technical terminology

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
12.1 Terminology	
<ul style="list-style-type: none">• understand the common terminology and culinary terms used in food preparation areas	<ul style="list-style-type: none">• describe the following terminology<ul style="list-style-type: none">- mise-en-place- ambience- bain-marie• define the common culinary terminology<ul style="list-style-type: none">- Aromatic, Au gratin- baste, beat, bind- bouillon, buffet- consommé- crêpes, croquette- croûtons- dice, garnish, hors-d'oeuvre- julienne, maitre d'hotel butter- marinade- menu- mousse- non-nutritive sweetener,- panade- ramekin- sauté, seal- shredded, soufflé- stock- vinaigrette- whisk- zest

9.13 Principle of food preparation

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
13.1 Basic preparation techniques	
<ul style="list-style-type: none">• know the basic preparation techniques	<ul style="list-style-type: none">• use the following preparation techniques in preparing dished<ul style="list-style-type: none">- peeling, cutting, chopping, slicing- shredding, grating, cubing, filleting- beating, segmenting, shaping, whisking- mincing, blanching, skimming, pureeing
13.2 Mixing techniques	
<ul style="list-style-type: none">• know the basic mixing techniques	<ul style="list-style-type: none">• use the following mixing techniques in preparing dished<ul style="list-style-type: none">- stirring- beating/ whisking- creaming- folding in- rubbing in- cutting in
13.3 Methods of cooking	
<ul style="list-style-type: none">• know the cooking methods	<ul style="list-style-type: none">• apply the following cooking methods in preparing dished boiling method<ul style="list-style-type: none">- stewing- steaming- stir frying- dry frying- deep frying- shallow frying- grilling- baking- roasting

9.14 Different styles of serving food

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
14.1 Practical application of food preparation	
<ul style="list-style-type: none"> know the practical application of food preparation <div data-bbox="190 387 817 534" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>It is advised that the food consumed by the local population be taken into consideration when selecting recipes for food preparation</p> </div>	<ul style="list-style-type: none"> prepare the following <ul style="list-style-type: none"> breakfast (eggs and bacon), poultry mutton, pork game (venison), offal / tripe fish bread soup & stocks white stock, brown stock , other stock (bouillon), convenience stock croutons, consommé puree soup, broth, minestrone soup
14.2 Salads and salad dressings	
<ul style="list-style-type: none"> know the practical application of salad and salad dressing 	<ul style="list-style-type: none"> demonstrate ways to mix salads and salad dressings: <ul style="list-style-type: none"> vinaigrette mayonnaise
14.3 Vegetables	
<ul style="list-style-type: none"> know the preparation of vegetables 	<ul style="list-style-type: none"> demonstrate the preparation of following vegetables: <ul style="list-style-type: none"> duchesse potatoes croquette potatoes julienne potatoes / straw potatoes vichy carrots
14.4 Sauces and gravies	
<ul style="list-style-type: none"> know the preparation of sauces and gravies 	<ul style="list-style-type: none"> demonstrate the preparation of the following sauces and gravies <ul style="list-style-type: none"> roux thickening basic sauces (white sauce) hollandaise chutney hot chocolate sauce (for ice-cream)

10. Subject management

10.1 Timetabling

Timetabling should be done in such a way as to provide opportunities for longer teaching/learning sequences, cross-curricular teaching, and project work. Timetabling can be as flexible as possible, provided that the total time allocation is adhered to. The elective skills subject learning content covers 65% of time allocation to theoretical and practical activities of the syllabus. This will allow the learners to review and practice essential information and skills that will ensure that the learner maintains competence over time.

The compulsory supplementary subjects of the course are considered essential for all learners. The knowledge and skills that the learner will acquire in these subjects provides a foundation for effective performance in the workplace. These subjects take 35% of the time allocation in the course delivery.

Under optimal circumstances, the Food Preparation course will be timetabled as follows:

Key Learning Area	Subject	% Time	7- Day cycle	% Time	5- Day cycle
Supplementary Subjects	Communicative English	11%	6	10%	5
	Functional Numeracy	9%	5	10%	5
	Work Orientation	5%	3	4%	2
	Fundamental ICT	5%	3	6%	3
	Entrepreneurship	5%	3	4%	2
Basic Pre-vocational Skills Subject*	Food Preparation	65%	36	65%	32
	TOTAL %	100%	56 periods of 40 minutes per cycle	100%	49 periods of 45 minutes per cycle
	TOTAL TIME		37 hours 30 min per cycle		36 hours per cycle

**Blocked lessons are required for most practical sessions.*

10.2 Resources and materials

Good management of resources, especially at school level can support curriculum intentions and ensure that learners benefit from effective, all-round education. It is hence expected that Food Preparation will be offered in a realistic and conducive environment. Successful training depends on the availability of appropriate and up to date resources and materials

10.3 Delivery considerations

This course is underpinned by learner-centred approaches regarding the course design, delivery and evaluation. The Certificate in Basic Pre-Vocational Skills allows for a range of delivery modes in a variety of settings. Safe working procedures and practices should be applied in any vocational course. Teachers in vocational education should be aware of current health and safety requirements and adopt their teaching practices that reflect these requirements. Learners in this course require support and reasonable adjustment to achieve necessary level of competence. This should be determined on an individual basis through the collaborative planning process. Collaborative relationship should be developed between the skills teacher and the supplementary subject teacher to assist in learner centered instruction and assessment and in arranging effective delivery of the course.

11. Assessment

A learner-centred curriculum and learner-centred teaching use a broad range of knowledge and skills which are relevant to the knowledge-based society. The specific objectives in the syllabus state what understanding and skills a learner must demonstrate as a result of a teaching-learning process, and which will be assessed. However, it is intended that the curriculum be learning-driven, not assessment and examination driven. Assessment should be primarily used to aid the teacher to determine the mastery level achieved by learners and to give them feedback to meet specific objective in the various skills areas. Assessment and examination are to support learning.

This syllabus is grounded on the principle of inclusivity. Special arrangements, reasonable adjustments, accommodations and modifications must be visible in both continuous and summative assessment to enable each learner to access assessment.

11.1 Purpose of assessment

Assessment is intended to get a reliable picture of progress of the learner in terms of achieving the competencies of the syllabus. Ongoing assessment is necessary to monitor whether the learner is developing competence and to identify areas that will need more structured teaching and/ or further practice. In learner-centered education, assessing the progress and achievements of each learner continuously is an integral part of the teaching and learning process. Assessment is used as a tool to provide information to:

The learner

The information gathered about the learners' progress and achievement should be used to give feedback to the learners. It should highlight their strong and weak points providing suitable solutions.

The parents/ guardians

The parents/guardians should be regularly informed about the progress of their child, be encouraged to reward achievements and given suggestions as how they can support the learner's activities.

The teaching/learning process evaluation

The progress and achievements of the learner can be used by the trainer / teacher to evaluate the teaching and learning process in terms of the:

- relevance of content
- learner participation
- optimal use of group work
- individual work

Evidence of learner competence is reflected in specific knowledge and skill, and the application of that knowledge and skill. As this is a skills oriented subject, evaluation should focus mainly on practical application.

11.2 Types and methods of assessment

Continuous assessment

In order to capture the full range and levels of competence, a variety of formal and informal continuous assessment situations is needed to give a complete picture of the learner's progress and achievements in all subjects. Continuous assessment must be clear, simple and manageable, and explicitly anchored in a learner-centred principles and practice. Teachers must elicit reliable and valid information of the learner's performance in the competencies. As this course focuses on skills training, the majority of the assignments should reflect practical application. The Continuous Assessment must reflect 70% practical skills and 30% theory knowledge.

The information gathered about the learners' progress and achievements should be used to give feedback to the learners about their strong and weak points, where they are doing well and why, where and how they need to try more. The parents should be regularly informed about the progress of their

child in all subjects, be encouraged to reward achievements, and give suggestions as to how they can support their learning activities.

Formative Assessment

Formative assessment is any assessment made during the school year in order to improve learning and to help shape and direct the teaching-learning process. Assessment has a formative role for learners if and when:

- it is used to motivate them to extend their knowledge and skills, establish sound values, and to promote healthy habits of study
- assessment tasks help learners to solve problems intelligently by using what they have learned
- the teacher uses the information to improve teaching methods and learning materials

Summative Assessment

Summative assessment determines the overall achievement of a learner and learning success. It takes place at the end of a learning cycle, programme or phase and is primarily used for assigning marks. Summative assessment may take many forms, e.g., paper and pencil tasks, interviews, performance tasks, journal entries, et cetera.

At the end of the Certificate in Basic Pre-Vocational Skills the progress and achievements of the learner is summed up. The summative assessment will consist of continuous assessment accumulated in the portfolio and a final assessment. This totals to the final course mark. On the basis of this, decisions have to be made as to whether or not a learner achieved all the, or enough, specific objectives to be certified.

Differentiated assessment

Differentiated assessment is based on the concept that learners differ in the way they process new learning. It is a continuous process whereby the teacher gathers information about the learner, before and after instruction through multiple sources to identify the learner's needs and strengths. Differentiated assessment indicates:

- a need for additional learning support individually or in a small group;
- adjustment of the assessment domains following the educational, psychological and social intervention;
- an adjustment or deviation of the assessment domain from the traditional assessment applicable to all learners.

Diagnostic assessment

Barriers to learning, strengths, learning difficulties and gaps in learning can be determined through diagnostic assessment, which takes place at any time during the learning process. Diagnostic assessment should include inputs from the multi-disciplinary s and/or the learning support team. It directs lesson planning and which learning and teaching methods should be used to support the learner.

Evaluation

Information from informal and formal continuous assessment is to be used by the teacher to know where it is necessary to adapt methods and materials to the individual progress and needs of each learner. At the end of each main unit of teaching, and at the end of each term, the teacher, together with the learners, should evaluate the process in terms of tasks completed, participation, what the learners have learnt, and what can be done to improve the working atmosphere and achievements of the class.

Informal methods

The teacher must assess how well each learner masters the competencies described in the subject syllabus and from this gain a picture of the all-round progress of the learner. In the Certificate in Basic Pre-Vocational Skills this is done to a large extent in an informal way through observation of each learner's progress in learning and in practical application while they are

- communicating
- applying knowledge
- identifying and using materials and equipment
- role playing
- interpreting, unravelling and evaluating case studies
- going on excursions
- investigating situations/scenarios
- making judgements
- working in a team
- and in their general participation in and contribution to activities.

As the syllabus for Food Preparation is skills-orientated, emphasis should be placed on informal assessment, which will form 70% of the final mark.

Formal methods

The use of formal written tests can only assess a limited range of specific objectives expected in Food Preparation and should therefore not take up a lot of time. It should take place occasionally and be limited to the time of one lesson period. As the syllabus for Food Preparation is skills orientated, formal assessment should make out not more than 30% of the final mark.

11.3 Alternative assessment

Alternative assessment is the utilisation of non-traditional approaches in judging learner performance. It is used to determine what the learner can do and cannot do, in contrast to what they do or do not know. Alternative assessment involves performance or tasks relating to real-life situations and is process-oriented. The outcomes of the alternative assessment will enable learners who are not academically strong to progress and develop their potentials and talents to the maximum.

This type of assessment formats may include:

- on-the-job or off-the-job practical assessments
- role-plays or simulations
- open-ended questions
- writing samples
- story or text retelling
- case studies
- small projects or assignments
- self and peer assessment
- teacher observations
- journals and learning logs
- interviews

Reasonable adjustments to assessment procedures and materials might be required to allow some learners to demonstrate competence. The degree to which a learner's special needs affect their demonstration of competence will vary from learner to learner and might vary from task to task. Adjustments will be required where learners experience difficulty with language, reading and /or writing. Assessments for these learners should be structured to allow the learner to demonstrate their knowledge regardless of any reading, writing and language difficulties. The key principles of validity, reliability, fairness and flexibility should be considered when providing reasonable adjustments in assessment procedures and material.

When selecting the format of assessment the teacher should consider the context in which the knowledge will be applied. The type of assessment format selected should reflect consideration of the way in which the information will be used in practical application.

Various categories of alternative assessment involve:

(i) *Authentic assessment*

Authentic assessment integrates the assessment of traditional academic content with the knowledge and skills important to lifelong learning using a variety of techniques, including “real world” situations. The learner use their understanding of the subject to solve real world situations and problems. For an assessment to be authentic, the context, purpose, audience and constraints of the test should connect in some way to real world situations and problems.

(ii) *Oral based assessment*

The oral-based assessment assesses the learner’s competencies without lowering the content, depth or level of the competencies. It is an oral assessment of the outcomes of teaching and learning of learners who might have mastered the competencies taught but is not able to demonstrate these competencies due to literacy and numeric difficulties they are experiencing. A checklist of appropriate questions should be developed with reference to the topic and specific objectives to be mastered.

(iii) *Performance-based assessment*

Performance-based assessment requires the learner to construct a response, create a product, or demonstrate application of knowledge in authentic context. Performance-assessment requires the development of new assessment tools and scoring rubrics. Performance-based alternative assessments may include portfolios, checklists, rating scales and rubrics. These are explained further as follow:

Portfolio

Portfolio assessment is an evaluation tool used to document learner knowledge and learning through series of learner-developed artefacts. Portfolio is kept in a folder or file and contains a collection of evidence of the achievements of a learner throughout the course.

Portfolios may include:

- selection of learner work, e.g. photographs, projects, reference materials, video or audiotapes and final product.
- guidelines for content selection
- criteria for evaluating process and product
- evidence of learner reflection

The portfolio contains the learners’ practical work throughout Year 1 and 2. A minimum number of practical exercises will have to be done continuously throughout the three terms in Year 1 and the two terms in Year 2. Each practical exercise will be weighted to a mark out of 10 marks, while projects will be weighted to mark out of 15. All the learners’ practical activities and project marks will contribute towards promotion in Year 1 and Year 2. Therefore all Year 1 and 2 marks need to be kept in a portfolio file.

The overall portfolio mark will contribute 80% towards the final Year 1 promotion mark. Schools will have to submit sample work of learners of at least 5% of the learners enrolled for the overall subject. Schools are required to keep the portfolio for possible moderation by DNEA and/or Regional Education Offices.

Portfolio reflects the actual day to day learning activities of learners. Each learner should build up a portfolio during the course. The portfolio is kept in a folder, file or/and work books. The portfolio supports assessment and can aid the curriculum vitae of the job-seeker. Some portfolios are designed to present the learner’s best work, others are designed to show how the learner’s work has evolved

over time, and still others are comprehensive repositories for the entire learner's work. The portfolio must be made available to the verifier / moderator on request at any given time.

A portfolio comprises of:

1. Content sheet
2. Identification of learner (ID and/or Certificate of birth)
3. Résumé
4. Transcript of results
5. Portfolio Evaluation Form (completed per term)
6. Job attachment feedback/ reports
7. Continuous Assessment mark sheets
8. Continuous Assessment activities
9. Reports on excursions
10. Proof of group (team) work (with clear assessing criteria)
11. Teacher's report (Narrative Report)
12. Moderator's report

The Skills Subject teacher administers the 'main' Portfolios – it stays in the classroom or workshop for the duration of the course. The Skills Training teacher starts to build up the Portfolio's content, as stated above, adding the learners' work as referred to in number 8. By the end of the course, the supplementary subject teachers send in evidence of learners' course work to be added to the main Portfolio – this then forms one Portfolio with evidence of all the work done by the learner.

More guidelines/information on the portfolio may be found in the Assessment Manual

Checklists, rating scales, and rubrics

Checklists, rating scales and rubrics are tools that state specific objective and allow teachers and learners to gather information and to make judgements about what learners know and can do in relation to the outcomes. They offer systematic ways of collecting data about specific behaviours, knowledge and skills.

Checklists usually offer a yes/no format in relation to student demonstration of specific criteria. This is similar to a light switch; the light is either on or off. They may be used to record observations of an individual, a group or a whole class.

A tick-off checklist is used to assess whether all required skills of a topic have been mastered. The grade descriptors for Basic Pre-vocational Skills Training of this document are applied. Basic Pre-vocational Skills Training syllabuses contain examples of checklists.

The assessment of skills is done by:

- informally collecting information from parents on what is taking place at home;
- check listing the skills demonstrated;
- narration of the learner's potentials;
- developing an assessment tool (Portfolio, checklists, oral assessment, etc.) and used as the tool for assessing and monitoring the skills development.

Rating scales allow teachers to indicate the degree or frequency of the behaviours, skills and strategies displayed by the learner. To continue the light switch analogy, a rating scale is like a dimmer switch that provides for a range of performance levels. Rating scales state the criteria and provide three or four response selections to describe the quality or frequency of learners work.

Rubrics use a set of criteria to evaluate a learner's performance. They consist of a fixed measurement scale and detailed description of the characteristics for each level of performance. These descriptions focus on the quality of the product or performance and not the quantity; e.g., not number of paragraphs, examples to support an idea, spelling errors. Rubrics are commonly used to evaluate

learner performance with the intention of including the result in a grade for reporting purposes. Rubrics can increase the consistency and reliability of scoring.

Examples of checklists, ratings scales and rubrics are given at the end of the syllabus.

Recording progress

Continuous assessment should be planned and programmed at the beginning of the year, and kept as simple as possible. Marks given for class activities, practical activities, project work, assignments, homework and short tests may be recorded for continuous assessment. This will also help to determine learning support, not only during lesson presentation, but extended to after school hours sessions.

Criterion-referenced grades

When grades are awarded in continuous assessment, it is essential that they reflect the learners' actual level of achievement in the specific objectives, and are not related to how well other learners are achieving or to the idea that a fixed percentage of the learners must be awarded a Grade A, B, C, and so on (norm-referencing).

In criterion-referenced assessment, each assessment task must have an assessment rubric with criteria descriptors for what the learner must demonstrate in order to be awarded the grade. It is important that teachers in each department/section work together to have a shared understanding of what the criteria descriptors mean, and how to apply them in continuous assessment, so that grades are awarded correctly and consistently across subjects. Only then will the assessment be reliable.

11.4 Grade descriptors

The learner's level of achievement in relation to the specific objectives in the subject syllabus is shown in letter grades. When letter grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the specific objectives. The relation between the grades awarded and specific objectives are shown below.

Grade	% Range	Grade descriptors
A	80%+	Achieved objectives exceptionally well. The learner is outstanding in all areas of competency.
B	70-79%	Achieved objectives very well. The learner's achievement lies substantially above average requirements and the learner is highly proficient in most areas of competency.
C	60-69%	Achieved objectives well. The learner has mastered the specific objectives and can apply them in unknown situations and contexts.
D	50-59%	Achieved objectives satisfactorily. The learner's achievement corresponds to average requirements. The learner may be in need of learning support in some areas.
E	40-49%	Achieved the minimum number of objectives to be considered competent. The learner may not have achieved all the specific objectives, but the learner's achievement is sufficient to exceed the minimum competency level. The learner is in need of learning support in most areas.
U	0-39%	Ungraded.

11.5 Assessment objectives

The assessment will include, wherever appropriate, personal, social, environmental, economic and technological applications of Food Preparation. The assessment must take into account the learner's ability to communicate clearly and logically and apply conventions where appropriate.

There are four assessment objectives for Food Preparation courses:

Knowledge with understanding

Learners should be able to:

1. demonstrate the ability to state facts, recall and name items, recall and describe processes;
2. demonstrate the ability to apply and relate knowledge to basic design and manufacturing;
3. make reasoned arguments and anticipate consequences about outcomes of the design and realisation process;
4. demonstrate a crucial awareness of the interrelationship between design and the needs of society.

Design problem-solving

Learners should be able to:

1. identify clearly, from a situation, a specific need for which a solution is required and compose a design brief;
2. analyse a problem by considering any relevant functional, aesthetic, human, economic and environmental design issues and draw up a design specification;
3. generate a range of outline solutions to a design problem, giving consideration to the constraints of time, skills and resources;
4. test and refine the functional and aesthetic effectiveness of design solutions.

Design communication

Learners should be able to:

1. recognise information in one form and where necessary change it into a more applicable form;
2. propose and communicate ideas graphically;
3. develop ideas and represent details of form, shape, constructive movement, size and structure through graphical presentation.

Realisation

Learners should be able to:

1. plan and organise the work procedure involved in the realisation of a solution;
2. select, from a range of resources, those appropriate for the realisation of the product;
3. demonstrate appropriate manipulative skills by showing an understanding of materials and their characteristics in relation to their use;
4. demonstrate appropriate manipulative skills by showing the ability to correctly and efficiently use instruments and tools used in the realisation of a product.

11.6 Continuous assessment: detailed guidelines

Continuous assessment should be planned and programmed at the beginning of the year, and kept as simple as possible. Marks given for class and project activities should be recorded for continuous assessment.

The Continuous Assessment Mark will comprise of:

- topic tasks or tests of not more than 30 marks (30 minutes) – written or oral
- projects / assignments not more than 15 marks
- reports on excursions
- group (team) work
- role play
- job attachment feedback (in marks),
- portfolio etc.

In Food Preparation course, the continuous assessment tasks are as follows:

Practical investigation: These assess the learners' ability to think and reason independently and to reflect critically on their own thinking. The assessments of practical skills is done during a practical activity where learners are required to plan and carry out investigations and collect report, and analyse information. Except for one major investigation or project during the first or second term, activities should assess not more than two skills and should not count more than 15 marks in the first, second and third term.

Project (Product): All the relevant stages in the portfolio should be taken into account.

Each learner will undertake a personally identified project centred in the chosen option. The project, which will be internally marked and externally moderated, is expected to be completed over the final two terms of the course.

The work presented for assessment will be in the portfolio. The portfolio should include photographic evidence of the made product. Learners should be introduced to the framework and stages of a portfolio. Results achieved on tasks set on the application regarding the investigation and developing of the different stages within the proper framework, should be used as continuous assessment mark under the heading: "Practical Investigation / Topic Tasks".

The learner should manufacture the artefact according to their revised and refined proposed design and production plan set out in their portfolio to. A learner may opt for a product/artefact other than proposed and designed during the year. However, he/she should then first complete a new design and compile an appropriate design folder for that specific product/artefact before realising the design into a completed artefact.

The finished artefact must be tested and an evaluation report written on the outcome of these tests to be included in their design folder. The learners Portfolio, together with photographic evidence of the made artefact, would be externally moderated.

Team project: Throughout the duration of Basic Pre-vocational Skills training the learners will be involved in different project work. The individual projects for year 1 and 2 are skills based and are assessed for marks. However, during the course of year 2, it is expected of the learners to work together on a team project. This project will serve to:

- build team spirit
- understand how big projects need different planning
- realize that different team members have different roles/ functions
- internalise that communication is an integral part of working in a team
- to observe leadership skills of trainees

The schools should plan a team project that has strong connections to skills learnt that are integrated with community social projects. Following are the examples of team projects that the schools may implement:

Examples 1: Bricklaying team project

The team plans to renovate a building on the school ground. Makes a project plan, allocates a time frame, organises materials, divides tasks and implements the idea. A small ceremony could be held at completion of the project and also photographic evidence (off different stages of the project) should be gathered.

Example 2: Food preparation project

The team involves in hosting and catering for an event, e.g. for an Awareness day for Human Rights in the neighbourhood. Requirements are listed, time frames are drawn, and tasks are distributed. Photos of the event should be gathered.

Example 3: Welding and Metalwork project

The team could plan to support a farmer for a few days to fix the water pipe, fencing, and to repair trailers etc. This practical work could open up some trainees' pre-concepts about optional jobs and widen acknowledgement of own different skills. A small donation from the farm (such as metal for recycling, old machines etc.) could uplift the schools skills training resources.

Topic tasks: These are activities that most teachers already use in their day-to-day teaching. These are recorded, assessed activities that could introduce a topic, be used during the teaching of a topic and /or revision a topic. They may well include assessment involving competencies to do with locating information, conducting surveys, analysing information or presenting information.

Topic tests: Completed topics should be concluded with a test indicating the achievements of the learners in these topics. Written tests are specifically set by the teacher to assess the learners' achievements in relation to competencies specified in the syllabus and should consist of both short questions and more structured questions.

End of term test: This will be a more comprehensive topic test of the term's work. No homework should be assigned during the time of writing the end of term tests. End-of-term test should not consist of more than 30 marks, whether the special arrangements and considerations were applied.

This end-of-term test should be skills orientated. The tests may be a written or oral test, taking the ability of the individual learner into consideration. Learners who need special arrangements for formal assessment, such as extra time, a scribe, a transcribe or a reader, should be arranged for and accommodated throughout the course.

Continuous Assessment Year 1				
Components	Term 1		Term 2	
	Number & Marks	Total CA	Number & Marks	Total CA
Practical investigations	1x10	10	1x10	10
Projects	2x10	20	2x10	20
Topic tasks	2x10	20	2x10	20
Topic tests	2x10	20	2x10	20
End-of-term tests	1x30	30	1x30	30
Term mark		100		100

Continuous Assessment Year 2				
Components	Term 1		Term 2	
	Number & Marks	Total CA	Number & Marks	Total CA
Topic tasks	2 x 10	20	1 x 10	10
Projects	2x 20	40	1 x 20	20
Topic test	2 x 10	20	1 x 10	10
End-of-term test	1 x 20	20	1 x 20	20
Practical Examination			1x40	40
Term mark		100		100

End-of-term test: detailed guidelines

At the end of each trimester there will be internal end-of-term test. The purpose of this test is to focus on how well learners can demonstrate their thinking, communication, and problem-solving skills related to the areas of the syllabus which are most essential for continuing in the next trimester. The test will also guide to evaluate which learners might need more learning support. The end-of-term test should apply special arrangements and considerations that are responsive to the special education needs of all learners. Preparing for and conducting this test should not take up more than two weeks altogether right at the end of the term.

Portfolio

The portfolio, which serves as evidence of the learners' work, must be submitted every term for grading in accordance with the mark scheme. This mark scheme is to evaluate the presentation of the portfolio and quantity of evidence submitted. The portfolio mark is compared to a specific mark scheme in order to form a comprehensive evaluation of each portfolio section. The grading system is highly aligned with the portfolio work submitted by the learners

Portfolio Marks Year 1 & 2

Year 1					Year 2				Certification	
Term 1		Term 2		Total CA	Term 3		Term 4	Total CA	Mark	
Number & Marks	Total CA	Number & Marks	Total CA	T1 CA + T2 CA	Number & Marks	Total CA	Number & Marks	T3 CA + T4 CA	Total CA Mark Year 1 + Total CA Mark Year 2	Total CA Mark (TCA /100 x 100)
1x25	25	1x25	25	50	1x25	25	1x25	50	100	%

11.7 Job attachment

The purpose of job attachment is to acquaint the Food Preparation learner with exactly virtual work experience as well as to develop their knowledge, skills and attitudes that are essential in today's industry. Job attachment is envisioned as follows:

Trimester	Length	Description	Key Elements
First trimester	3 weeks = 120 hours (15 days x 8 hours)	One-on-one observation of a learner at the place of employment	<ul style="list-style-type: none"> A teacher to conduct a pre-placement orientation First week the learner shadows and does one-on-one observation of a worker at the place of employment Second and third week the learner follows a planned learning activities that must be recorded in the log book
Second	4 weeks =	A stimulated work	<ul style="list-style-type: none"> A personalised placement learning plan must be

trimester	160 hours (20 days x 8 hours)	experience that provides the learner with extensive variety of work experiences	included in the log book <ul style="list-style-type: none"> Integrates classroom and workplace learning Involves learner assessment Involves reflective learning
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It is advisable that the learner shadows the artisan for one week, and then starts working gradually for the remainder of the time. The job attachment sessions may be planned and implemented to fit the circumstances and available time of the school. It need not be a full month at once, but may be broken up in for example two weeks sessions.

Teachers are expected to arrange these sessions and to visit learners at the workplace during job attachment sessions to evaluate their involvement, work performance and conduct in the place of work (called sight-visits). At the same time, it should be requested from the management of the place of work to write a short report on the involvement, work performance and conduct of the learner. A template of such report must be planned and be availed to the management of the establishment. These completed reports should be added to the portfolio content for verification. Furthermore these reports should serve to:

- upgrade and/or adjust Skills Training if needed
- assist the learner-assistant in areas pointed out in the reports
- work with the industry to determine whether the training is still in line with what is required

More guidelines are provided in the job attachment manual or log book.

11.8 Certification marks

The promotion marks are calculated as follows:

Promotion Mark Year 1 and 2			
	Term 1	Term 2	Total
Term mark	100	100	200
CA mark	$200 \div 2$		100
Promotion mark	$(\text{CA Mark Term 1} + \text{CA Mark Term 2}) \div 2$		100

The certification marks are calculated as follows:

Certification Mark			
	Year 1	Year 2	Total
Term mark	100	100	200
Certification mark	$(\text{Year 1} + \text{Year 2}) \div 2$		100

11.9 Specification grid

A rigid association between particular assessment objectives and individual components of assessment is not appropriate since any of the objectives can be assessed in any question. Nevertheless the components of the scheme will differ in the emphasis placed on the various objectives.

The Specification Grids below is for general guidance only and illustrates where particular objectives might receive most emphasis on the various components for both the End-of-term test and for Continuous Assessment. It also indicates the weighting allocated to each objective for both continuous assessment and for the written test.

Assessment objectives for written test	
Components	Weighting
Objective A Basic Knowledge with understanding	20%
Objective B Design problem solving	20
Objective C Design communication	10
Objective D Realisation	50%
Total	100%

Assessment Objectives for Continuous Assessment

Assessment Objectives for Continuous Assessment	
Components	Weighting
Objective A Basic Knowledge with understanding	20%
Objective B Design problem solving	10
Objective C Design communication	10
Objective D Realisation	60
Total	100%

11.10 Assessment rubrics/criteria

Rubrics use a set of criteria to evaluate a learner's performance. They consist of a fixed measurement scale and detailed descriptions of the characteristics for each level of performance. The marking rubrics should ideally be less than one page altogether.

Checklist is a focussed diagnostic tool listing performance criteria, which can be used to plan learner progress over time. It can list actions, descriptions, skills, concepts, processes, and/or attitudes that a teacher checks off as he or she observes them. It can be used to assess written work or other products such as oral presentations, art and media works, and models.

The teacher may work from the prepared checklist or marks to check each element as it occurs. The score is the total number of items that are checked. Various gradations in quality are not recognized unless the checklist specifies that something be done "exceptionally," "very well" "satisfactorily," or in some other way that brings quality into question.

A topic task, investigation, observation or a project:

General objectives are used to plan instruction and to evaluate learner's performance on the same objectives. After the planned activities, learners are assessed to determine how well they learned. Evaluation is achieved through observation during the activities, and through specific assessment tasks.

Steps to develop a checklist:

1. Identify the general objective
2. List target behaviours, skills or specific learning objectives separately
3. Organize the checklist sequentially
4. Determine how record keeping will be done

Guidelines on checklist:

1. Teachers may adjust these example grids to the needs of their learners.
2. The application of checklists & marking grids are compulsory.
3. The format is just a recommendation, it is not pre-scribed.
4. These Checklists and Evaluation Grids should forms part of the Portfolio
5. The Checklists and Evaluation Grids in the syllabus do not cover all the topics. It is expected of teachers to use these as examples and create their own as needed.
6. Each topic should have at least one Checklist or Evaluation Grids, but may have more than one depending on the specific learning objectives expected to achieve.

Annexe 1: Glossary of terms

al dente	Italian expression meaning "by the tooth" - describes pasta cooked a shorter time so that it has just slight resistance when chewed; Fresh pasta is too soft already to be cooked al dente; also describes cooking vegetables until crisp by steaming, boiling, or stir-frying
au gratin	layered vegetable bake covered with a white sauce
bake	cook in the oven
barbeque	cook meat on a roaster over an open fire
baste	spoon a liquid over food during cooking to keep it moist
batter	a flour mixture with a high viscosity like e.g. for pancakes
beat	blend a mixture of food quickly with the goal of making it smooth and adding as much air as possible
blanch	submerge foods in boiling water for just a few seconds, remove from the water, and refresh under cold water to stop the cooking process; a gentle form of cooking used to loosen skins, firm flesh, and heighten colour and flavour
blend	combine different foodstuffs
boil	heat water until bubbling vigorously and also to cook food in water that is bubbling vigorously
caramelize	gently brown natural sugars and other compounds in food over low heat to produce a more intense flavor
chop	cut into small random size pieces with a knife or other cutting divide; divide into small pieces with a knife or other sharp tool.
cream	soften and blend until smooth and light by mixing with an electric mixer or spoon
cure	treat food by a variety of methods in order to preserve it over long periods of time from bacteria, mold, etc
cut in	to mix in fat, like shortening or margarine, into dry ingredients until the mixture resembles corn meal or little pebbles.
deglaze	loosen the cooked ingredients and caramelised juices that have stuck to the bottom of the pan after sautéing or roasting to release the full flavour of the meal; usually done with wine or stock to create a sauce
degrease	a skim off fat that forms on the tops of simmering broths, sauces, and other liquids
dredge	coat foods lightly with dry ingredients before cooking; the most common dredge is flour
drizzle	pour a liquid over a food in a thin stream to create a thread-like coating
fillet	remove the bones from fish or meat before cooking
flake	break food into small pieces

fold	combine a delicate mixture such as beaten egg whites with a more solid mixture; incorporate dry ingredients or batter into whipped eggs, usually an egg-white foam, without deflating the light and airy texture essential to the finished product;
fry	to cook in fat, either in a saucepan with a little bit of fat, or deep-frying by cooking in a deep layer of fat
fricassee	a stew of cut up poultry fried in butter and simmered with vegetables
garnish	decorative touch added to dishes and beverages
glaze	brush a food with sauce, icing, or other topping to create a shiny surface
grill	cook above a heat source, such as traditional wood coals or charcoal, in the open air
julienne	cut food, usually vegetables, into thin stick-shaped pieces
knead -	to push down, fold and stretch a dough
marinate	soak a food, usually meat, seafood, or vegetables, in a seasoned liquid mixture, the marinade, so that the food absorbs the flavours of mixture
macerate	soaking fruit in a similar manner as marinate
pan-fry	cook quickly in a small amount of hot oil, butter, or fat
pare	to cut off the outside covering, like peeling off apple skin
pinch	a measure of less than 1/16th of a teaspoon (same as “dash”)
pickle	preserve or flavour food in brine
pit	remove the centre seed from food
poach	cook in liquid held just below boiling so it just shimmers slightly on the surface
puree	grind, chop, or mash a cooked food into a thick paste, usually with the help of a blender or sieve
reconstitute	to restore concentrated food, like frozen orange juice, to it's original state by adding water
reduce	to cook by simmering or boiling until its volume is decreased in order to concentrate flavour
roast	cook in an uncovered pan in the oven to produce a well-browned exterior and a moister, cooked interior; during roasting, no liquid (such as water or wine) comes into contact with the food
sauté	fry foods quickly in a small amount of fat
scald	heat a liquid just below boiling with bubbles just around the edges
shred	tear or cut into pieces or strips
simmer	gently cook food in a liquid over low heat so tiny bubbles can be observed breaking the surface of the liquid
skim	removing fat or impurities that have risen to the top of a liquid being cooked
steam	cook by direct contact with steam

steep	soak dry ingredients in water or other liquid until the flavour is infused into the liquid
stew	gradually cook ingredients in a covered pot for a long time (until tender)
toss	mixing ingredients by gently tossing together with an upward air into ingredients, especially used for cream
whip	to beat rapidly to incorporate air and increase volume

Annexe 2: Food preparation tools

Description	Quantity
A set of assorted knives (for food preparation)	8
Measuring cups (set)	8 (sets)
Measuring spoon (set)	8 (sets)
Sauce pans (cooking pots) - thick bottom (set of 3)	8 (sets of 3)
Apple corer	8
Assorted ladles (set)	8
Baking sheets	16
Bottle openers	8
Baking tins (bread)	16
Baking tins (cake)	16
Colanders stain steel (medium size)	8
Crepé pan / small pancake pan	8
Cutting boards (colour coded set of 6)	8 (sets)
Digital kitchen scale	8
Double cookers	8
Egg slicer	8
Electric mixers (hand model)	3
Flat whisk	8
Food processor	3
Frying pans (non-stick with thick bottom)	8
Garlic press	8
Grater	8
Kitchen scissors	8
Lemon squeezer	8
Measuring jugs	8
Meat hammer / mallet	8
Mixing bowls (small, medium, large, x-large)	8 (sets of 4)
Muffin tins	8
Perforated spoon	8
Poaching pan	8
Potato masher	8
Potato peeler	8
Poultry shears	8
Pressure cookers	8
Ramekins	16
Serving spoons	8
Stock pot/ soup pot	8
wire whisk (balloon)	8
NOTE: For serving food 2 full service crockery sets 24 steak knives & steel forks 24 (each) table knife, table fork, dessert knife, dessert fork, dessert spoon, tea spoon, soup spoon	

Annexe 3: Portfolio evaluation form

Learner Name: _____

Skills: _____ Term: _____

Criteria										Total Marks	Marks Obtained
1. Overall Appearance of File											
Neatness									1		
Organization of Content according to the Table of Content & Checklist									1		
File Covered									1		
2. Learner Personal Information											
Information Complete									1		
Copy of Learner Identification									1		
3. Skills Subject Evidence											
Tasks, Tests, Practical Exercises, Projects										7	
4. Supplementary Subject Evidence											
Functional Numeracy										8	
Communication										9	
Work Orientation										8	
Fundamental ICT										8	
Entrepreneurship										8	
					Total					53	
Final Mark(÷53x25)										25	

Annexe 4: Checklist form

TOPIC:								
Name:							Date:	
Competency descriptions								
	Outcomes	Achieved exceptionally well	Achieved very well	Achieved well	Achieved satisfactorily	Achieved minimum	Ungraded.	TOTAL
1		6	5	4	3	2	1	
2		6	5	4	3	2	1	
3		6	5	4	3	2	1	
4		6	5	4	3	2	1	
5		6	5	4	3	2	1	
6		6	5	4	3	2	1	
7		6	5	4	3	2	1	
8		6	5	4	3	2	1	
9		6	5	4	3	2	1	
10		6	5	4	3	2	1	
TOTAL:								
Grading		80%	70-79%	60-69%	50-59%	40-49%	0 -39 %	
		A	B	C	D	E	U	

Teacher: _____

Date: _____

Moderator: _____

Date: _____

Annexe 5: Checklist for assessing food preparation practical

TOPIC:								
Name: Date:								
Competency descriptions								
	CHECKPOINTS	Not achieved	Achieved	Achieved Satisfactorily	Achieved Well	Achieved Very Well	Achieved Exceptionally Well	TOT
1		1	2	3	4	5	6	
2		1	2	3	4	5	6	
3		1	2	3	4	5	6	
4		1	2	3	4	5	6	
5		1	2	3	4	5	6	
6		1	2	3	4	5	6	
7		1	2	3	4	5	6	
8		1	2	3	4	5	6	
TOTAL:								
RANGE IN %		0-39%	40-49%	50-59%	60-69%	70-79%	80%+	

Teacher: _____

Date: _____

Moderator: _____

Date: _____

Annexe 6: Checklist for food preparation

FOOD PREPARATION								
Name:		Date:						
CHECKPOINTS		Not achieved	Achieved	Achieved Satisfactorily	Achieved Well	Achieved Very Well	Achieved Exceptionally Well	TOTAL
1	Utensils in fit state of cleanliness & repair	1	2	3	4	5	6	
2	Comply with all personal hygiene standards	1	2	3	4	5	6	
3	Comply with all safety standards & measures	1	2	3	4	5	6	
4	Plan work & manage time	1	2	3	4	5	6	
5	Select appropriate equipment for preparation	1	2	3	4	5	6	
6	Work thrifty (sparingly)	1	2	3	4	5	6	
7	Kitchen hygiene	1	2	3	4	5	6	
8	Clean and clear appropriately all areas, utensils and equipment	1	2	3	4	5	6	
TOTAL								
RANGE IN %		0-39%	40-49%	50-59%	60-69%	70-79%	80%+	

Teacher: _____

Date: _____

Moderator: _____

Date: _____

Annexe 7: Checklist for food preparation theory

Bad habits to avoid when working with food: Name ten bad habits to avoid

Learner's name:

Date:

1	licking fingers when preparing food, opening bags or picking up paper						
2	picking, scratching or touching your nose						
3	scratching your head or spots						
4	tasting food, or picking at food returned to the kitchen						
5	eating snacks behind the bar						
6	chewing bubble gum						
7	coughing or sneezing over food						
8	smoking while on duty						
9	using hand wash-basins for washing food or utensils						
10	wiping your hands on your apron as this will cause cross contamination						
11	having the kitchen towel hanging over your shoulder.						
TOTAL							
RANGE IN %	0-39%	40-49%	50-59%	60-69%	70-79%	80%+	
	Not achieved	Achieved	Achieved Satisfactorily	Achieved Well	Achieved Very Well	Achieved Exceptionally Well	

Teacher: _____

Date: _____

Moderator: _____

Date: _____

Annexe 8: Grid for evaluating group work

Learner's names	Participation (Contribution)	Cooperation (getting along)	Handling group conflict	Enthusiasm / Self confidence	End product	Total
	3	3	3	3	8	20
Group 1:						
Group 2						
Group 3						

Annexe 9: Grid for evaluating role plays

ROLE PLAY							
Learner's names	Participation / Contribution & Cooperation (getting along) 5	Interpretation of assignment 4	Handling conflict 3	Enthusiasm & self confidence 4	Speech fluency/ Communicatio n 6	End product (Outcome) 8	Total 30
Group 1: Players/ actors							
Group 2: Audience [Assigned.....]							
Group 3: Audience [Assigned.....]							

Annexe 10: Assessment record sheet year 1

School:..... Subject:..... Year:..... Teacher:.....	Term	Practical Investigation	Project 1	Project 2	Topic Task 1	Topic Task 2	Total / 50 A	Topic Test 1	Topic Test 2	End-of-term Evaluation (ETE)	Total / 50 B	Total Term Mark (Term 50+50/100)	Promotion Mark (Term 1 + 2/100)	Symbol
Learner Name		10	10	10	10	10	50	10	10	30	50	100	%	A-U
	1													
	2													
	1													
	2													
	1													
	2													
	1													
	2													
	1													
	2													
	1													
	2													
	1													
	2													
Subject Teacher							Date:				Average Mark	Term 1		
Head of Department / CBPVS Co-ordinator							Date:					Term 2		
Principal							Date :							

Annexe 11: Assessment record sheet year 2

Skills Subject:..... YEAR:
 SCHOOL: TEACHER:

Name of Learner	Term 1									Term 2							CERTIFICATION MARK			
	Topic Task 1	Topic Task 2	Project 1	Project 2	Topic Test 1	Topic Test 2	End-of-term 1 Test	Total CA Term 1	Term Mark (TCA /100 x 100)	Topic Task 1	Topic Test 1	Project	End-of-term Test (ETT)	Practical Examination	Total CA Term 2	Total Term Mark (TCA /100 x 100)	Year 1 Promotion CA + Year 2 Promotion CA)	CA (Year 1 + Year 2)	% PERCENTAGE	SYMBOL
	10	10	20	20	10	10	20	100	100	10	10	20	20	40	100	100	200	200		A-U
1.																				
2.																				
3.																				
4.																				
5.																				
6.																				
7.																				
8.																				

Subject Teacher:.....

Date:.....

Head of Department/CBPVS Co-ordinator:.....

Date:.....

Principal:.....

Date:.....

Annexe 12: Portfolio mark year 1 & 2

Skills Subject:.....								YEAR:							
SCHOOL:								TEACHER:							
	YEAR 1						YEAR 2						CERTIFICATION MARK		
Name of Learner	Term 1		Term 2		Total CA		Term 3		Term 4		Total CA				
	Term 1 CA Mark	CA / 25 x 100 (%)	Term 2 CA Mark	CA / 25 x 100 %	Promotion Mark T1 CA + T2 CA		Term 3 CA Mark	CA / 25 x 100	Term 4 CA Mark	Term 4 CA / 25 x 100	Promotion Mark T3 CA + T4 CA				Total CA Mark Year 1 Promotion Mark + Year 2 Promotion Mark)
	25	%	25	%	50	%	25	%	25	%	50	%	100	%	A-U
1. Example	4	16	10	40	14	28	10	40	17	68	27	54	41	41	E
2.															
3.															
4.															
5.															
6.															
7.															
8.															

Subject Teacher:.....

Date:.....

Head of Department /CBPVS Co-ordinator::.....

Date:.....

Principal:.....

Date:.....

Annexe 13: Certification mark

Skills Subject:.....					YEAR:						
SCHOOL:.....					TEACHER:						
Name of Learner	Year 1				Year 2				CERTIFICATION MARK		
	Term 1	Term 2	Total CA Year 1 T1 + T2) (A)	(TCA /100 x 100)	Term 3	Term 4	Total CA Year 2 (T3 + T4) (B)	(TCA /100 x 100)	Year 1 Promotion CA + Year 2 Promotion CA)/200	TCA Year 1 + TCA Year 2/ X100	SYMBOL
	100	100	100	%	100	100	100	%	200	%	A-U
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											

Subject Teacher:.....

Date:.....

Head of Department /CBPVS Co-ordinator::.....

Date:.....

Principal:.....

Date:.....

Annexe 14: Individual learner promotion mark form

HOSPITALITY FOOD PREPARATION

School:

Year:

Learner:

Teacher:

Module	Specific skills or objective	Attempt 1	Attempt 2	Attempt 3	Sub-total (1+2+3)	Total (% sub-total)	
Date & mark						%	Symbol
1. Being a professional cook/chef	Topic Assessment						
	Date						
2. Personal health, hygiene and appearance	Topic Assessment						
	Date						
3. Food safety	Topic Assessment						
	Date						
4. Disposal of waste	Topic Assessment						
	Date						
5. Basic kitchen apparatus and equipment and their uses	Topic Assessment						
	Date						
6. Measuring ingredients	Topic Assessment						
	Date						
7. Menu and menu knowledge	Topic Assessment						
	Date						
8. Professional and technical culinary terms	Topic Assessment						
	Date						
9. Different styles of serving food	Topic Assessment						
	Date						
10. Principles of food preparation (techniques)	Topic Assessment						
	Date						
11. Food preparation practical application (cookery)	Topic Assessment	Term 1	Term 2	Term 3			
	Date						

INTERNAL CONTROL:

ASSESSOR/MODERATOR:

DATE:

DATE:



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