LECTURER GUIDE

CATERING THEORY & PRACTICAL

N4

REVISED CURRICULUM 2022



SUSAN DEETLEFS

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Additional resource material available for this title includes:
- Lecturer Guide
- PowerPoint Presentations
- Study Guide
- Mapping document
- Posters
- Interactive tests
- Past Exam Papers
- Exemplar Paper
- Recipes

USE THIS QR CODE TO ACCESS ADDITIONAL SUPPORT MATERIAL

SCAN ME

Dear Lecturer,

The following guide and workbook have been compiled to assist you in your students' preparation for the final examination, but also to provide guidance to master each of the theory components as they proceed on the road of "mastering Catering Theory N4".

It is important that students see each component in relation to the others, to form a complete understanding of each and of the whole. For example, making and selling a sandwich comprises of the bread (cereals), butter (fats and emulsions), crispy lettuce (vegetables, salads), cheese (dairy), sliced roasted meat (poultry/meat, cooking methods), the correct equipment must be used; the correct preparation methods must be used; the client's nutritional values must be incorporated; the correct costing must be done, etc.

The questions include many prior examination questions, especially specific types of questions, but I have extended it to much more. Catering Theory is about food.

Students need to grasp the concepts of :

- Knowing WHAT you see
- UNDERSTANDING what you see
- EXPLAINING what you see
- APPLYING theory into a world of what, how, why, when … all "plated" in a digestible and palatable manner … even for the examiner marking your question paper!

I also include SUGGESTED practical activities. Each College will, however, be confronted with their unique challenges of time allocation, available kitchen facilities, budget constraints, etc. Please see it merely as a guideline.

I would like to acknowledge, give full credit and express my greatest appreciation for my wonderful colleague and friend, Vera Auret, who compiled these practical activities for us.

Enjoy the workbook and good luck to your students for the final exam!

I am currently working on adjusted additional aids, such as PowerPoints for each topic as well as practical recipes on PowerPoint. This is unfortunately still a work in progress. Thank you to Future Managers, especially Sharon Hulley, for really walking the extra mile in making this book and project possible.

Please feel free to send any comments or suggestions to susanl@bolandcollege.com. The idea of this catering journey is to enhance and strengthen us ALL and to meet real life standards posed by the hospitality industry.

Kind regards

Susan Deetlefs (Loubser)

Understanding external examination and internal assessments

The Catering Theory and Practical N4 Syllabus requirements:

- Question papers must comply with certain requirements, as stipulated by the DHET.
- It is important that you familiarise yourself with the measuring of your input, since this can also give you clear guidance on what is expected in your answers.
- Final papers consist of 3 hours for 200 marks.
- Section A, comprising of short questions will be a total of 50 marks and Section B, the longer questions, will be 150 marks. Total = 200 marks.

Question papers will normally include the following type of questions:

Type	Description
Short response	multiple-choice, one-word, definitions, bulleted list, etc.
Medium response	short explanations/descriptions requiring a couple of sentences
Extended response	long explanations/descriptions requiring several or more sentences

Type of knowledge tested	%	Key words featuring in question
Knowledge and understanding	30 %	Name, state, list Identify, discuss, describe
Application	40%	Illustrate, calculate, interpret, apply
Analysis and problem solving	30 %	Compare, distinguish, calculate, predict, evaluate, compose, formulate, develop, organise

Most colleges follow the following ASSESSMENTS compilation to form the year mark: (ICASS = internal continuous assessment)

1	1 × Written test (TM1)	Done in class time. 1-hour paper, 50–70 marks
2	1 × Assignment/practical (AM1)	Done during a practical session. 3–4 hours (100 marks)
3	1 × Internal exam (IE), sometimes referred to as TM2	A “mock” exam series to prepare students for the final exam. Normally at least 2 hours for 120 marks

According to the DHET ICASS Guidelines, remember that all formal assessments must be pre-moderated and post-moderated.

Hospitality has the additional component of external moderation. Due to time limits, I suggest that you try and schedule your external moderation simultaneously with doing your AM1. The lecturer will thus do her/his assessment simultaneously while the moderator does his/hers. I found this provides the most authentic, reliable and fair evidence that needs to be sent through to the DHET.

Students are expected to complete a Practical Portfolio. I would highly suggest that you allow your students to use their technology during practical classes – where possible – to start capturing visuals of their work and how they proceed and grow through the training.

BLOOMS				
SUBJECT Catering Theory		**LEVEL: N4**	**ASS: FINAL**	
				TOTAL MARK
TOPIC No.	**TOPIC NAME**	**WEIGHTING %**	**MARK ALLOCATION**	**200**
1	Kitchen design, equipment, tools and machinery and personel	10	20	
2	Cooking methods	5	10	
3	Plant food groups	10	20	
4	Cereals	10	20	
5	Eggs	10	20	
6	Dairy, fats and oil	10	20	
7	Fish	10	20	
8	Poultry	10	20	
9	Meat	10	20	
10	Recipes and purchasing process	15	30	
TOTAL		**100**	**200**	
	KNOWLEDGE (30%)	**APPLICATION (40%)**	**ANALYSIS/ SYNTHESIS (30%)**	**TOTAL**
	30%	**40%**	**30%**	
TOPIC 1	6	8	6	20
TOPIC 2	3	4	3	10
TOPIC 3	6	8	6	20
TOPIC 4	6	8	6	20
TOPIC 5	6	8	6	20
TOPIC 6	6	8	6	20
TOPIC 7	6	8	6	20
TOPIC 8	6	8	6	20
TOPIC 9	6	8	6	20
TOPIC 10	9	12	9	30
TOTAL	**60**	**80**	**60**	**200**

Introduction

Every college has its own rhythm, policies and challenges.
The following semester plan is merely a guide, a starting point. Feel free to alter the order of topics to best suit your situation and needs.

I would personally like to start with Topic 10 in the syllabus, as it gives the necessary "building blocks" for all practical activities to follow.

According to the most recent syllabus, the following duration/time allocations are prescribed:

Full-time course:	6 months (1 semester: 1 × 17 weeks)
Theory component:	6 hours per week
Practical component:	8 hours per week

PLEASE take note: Owing to timetabling challenges (including limited classrooms, kitchen time slots, lecturing staff, funding, etc.), the above time allocations are unfortunately not always adhered to.

What poses even bigger challenges are public holidays, people falling ill, variances in period lengths (varying from 45 minutes to 60 minutes). Where possible, try to have at least 1 double period in a week. It helps for tests, but also to do a tasting in class time.

In my opinion: As passionate hospitality educators, we were, however, created with additional skills, extra endurance, the ability to conquer crisis management and the ability to think out of the box in all situations. We are natural planners, organisers, co-ordinators and find great pleasure in going the extra mile! Please, no disrespect intended to other fields and educational experts!

The point being: We CAN overcome most of the challenges and still enjoy the "ride" while doing so! Especially if we work as a TEAM.

Possible helpful tips:
Each hospitality lecturer normally has a niche, a specific passion for a specific component. Where possible, **learn from each other**. I found attending my lecturer's classes, where possible, as part a Programme Manager's job description – left me inspired and full of new ways of doing things!

Knowing the contents of the whole course's subjects also enables you to match different aspects and to present "a fully set table with flowers, candles and all!" For example, Nutrition N4 and applied N4 included in Catering N4. This leads to reaffirmation of concepts, not only during your subject time, but three times more!

A concept that works well in our practical classes (N4–N6) is having a **"practical planning period"** allocated once a week. During this period, the dishes to be made are discussed in detail, which reduces the risk of mishaps. It is yet another opportunity to reinforce theory and practical.

We also make use of a **"Kitchen Manager"** system.

Each student gets the opportunity to be a "Kitchen Manager" per practical. You rotate weekly. This is a great opportunity to introduce the Applied Management theory into practice and also a great learning experience for all the students.

In the next edition, I will provide more aids, in the form of PowerPoint presentations, for the theoretical class and practical recipes with order sheets as well as tested recipes which are syllabus-linked.

TERMINOLOGY: GENERAL

Aerate	Accompaniments	À la carte
Aroma	Wok	Plat du jour
Au gratin	Bain-marie	Baking blind
Shaving dish	Hot tray	Batter
Beating	Whisking	Blending
Blanching	Coating	Chop
Consistency	Correcting	Refreshing
Cutting-in	Rubbing-in	Greasing
Rechauffé	Hors-d'-oeuvre	Entrée
Garnish	Grading	Prove
Salamander	Scraping	Seasoning
Skim	Strain	Whip
Blood heat	Bouchées	Vol-au-vent
En papilotte	Cartouche	Mise-en-place
Lacto-	Ovo-	Carbohydrates

Banting	Lacto-ovo-pesco vegatrians	
Vegan	Lacto-ovo-vegetarians	
Ovo-vegetarians	Lacto-vegetarians	
Bacteria	Cross-contamination	
Factor method	Yield	AP
EP	Ounce	Pound
Poaching	Boiling	Stewing
Grill	Braise	Casserole
Pot roast	Sous vide	Pressure cook

TERMINOLOGY: FRUIT AND VEGETABLES

Enzymes	Anthocyanin	Carotenoid
Bromelin	Chlorophyll	Anthoxanthin
Actinidin	Coulis	Tarte tatin
Compote	Fool	Pêche melba
Devils on horseback		Glacé
Flan	Purée	Macerate

Volatile	Legume	Pulses
Okra	Brinjal	Aubergine
Capsicum	Zucchini	Decourge
Broccolini	Shallots	Fungi
Brunoise	Macédoine	Julienne
Batons	Paysanne	Tourne
Jardinière	Chiffonade	Duxelle
Concasse	Cloute onion	Mirepoix
Bouquetiere	Bouquet garni	Croquettes
Duchess potatoes		Vichyssoise
Aromatic vegetables		Lyonnaise
Bubble and squeak		Ratatouille
Rösti	Latkes	Hash browns
Moussaka	Shepherd's pie	Cottage pie
Baba ganoush	Spanakopita	Guacamole
Chilli con carne	Borscht	Gazpacho
Crudité	Gremolata	Minestrone
Sauerkraut	Tapenade	Tsatziki
Fritter	Tofu	Dhal
Hummus	Tahini	Toxin
Entrée	Toss	Refresh
String	Peel	Grate
Emulsions	Vinaigrette	Emulsifying agents
Permanent emulsion		Caprese salad
Temporary emulsion		Caesar salad
Emulsifying agents		Niçoise salad
Waldorf salad	Tabbouleh salad	Greek salad
Mesclun	Italian salad dressing	
Intolerance	Allergic	Desiccated
Essence	Praline	Florentine
Macaroon	Lamingtons	Nutella
Pesto	Relish	Verdi
Sweat	Sauté	Stir-fry
Crêpe suzette	Segmenting	Pod

TERMINOLOGY: CEREALS

Tortilla	Gliadin	Glutenin
Gluten	Extraction rate	Durum wheat
Semolina	Couscous	Ravioli
Cannelloni	Farfalle	Fettuccini
Conchiglierigate	Tagliatelli	Spaghetti
Vermicilli	Bolognese	Gnocchi
Pastitsio	Alfredo	Napolitaine
Carbonara	Marinara	Polenta
Fajita	Tacos	Tortilla
Pumpernickel	Paella	Risotto
Pilaff	Amylose	Amylopectin
Sago	Tapioca	Cassava
Moniac root	Gelatinisation	Syneresis
Dextrin	Arborio	Béchamel
Panada	Roux	Beurre manie
Blancmange	Velouté	Al dente
Food poisoning		Bacillus cereus
Baking blind	Croëtes	Crouton
Dolmades	Manipulation	Dusting

TERMINOLOGY: EGGS

Porous	Vitellien	Livetien
Ovo-albumin	Ovo-globulin	Lecithin
Candling	Denaturation	Coagulation
Clarifying	Foamy stage	Soft peak
Consommé	Grading	Dariole
Stiff peak	Dry stage	Frittata
Devilled eggs	Scotch eggs	Eggs benedict
Hollandaise	French toast	Custards
Eggs en cocotte		Puffy omelette
Eggs sur le plat		Plain omelette
Croque monsieur		Sunny side up
French omelette		Over easy
Soufflé omelette		Turned egg
Crème brûlée		Crème caramel
Mousse	Roulade	Quiche
Meringues	Pavlova	
Baked alaska	Crème patissière	

TERMINOLOGY: DAIRY

Lactose	Lactalbumin	Lactoglobulin
Whey	Casein	Preservation
Pasteurisation	Flash process	Holder process
Sterilisation	Homogenisation	UHT
Spray drying	Roller drying	Butter fat
Condensed milk	Evaporated milk	Ideal milk
Fermentation	Artificially	Cultured
Maas	Buttermilk	Sour cream
Crème fraiche	Lactic acid	Rancid
Skin formation	Scalding	Rennin
Raclette	Fondue	Bocconcini
Caramelise		

TERMINOLOGY: FATS AND EMULSIONS

Fats	Oils	Lard
Suet	Dripping	Margarine
Spreads	Hydrogenation	Rancidity
Oxidation	Emulsions	Skimming
Filter	Render	Fry

TERMINOLOGY: FISH

Vertebrate	Invertebrate	Molluscs
Crustaceans	Shellfish	Scaling
Gutting	Skinning	Filleting
Mousseline	Tartar sauce	Aioli sauce
Mâtré d' butter	Mornay sauce	Drawn fish
A la meunière	Dressed fish	Cutlets
La darne	Tonçon	Supreme
Goujon	Delicé	Paupiette
Rollmops	Soused	Pickled
Bokkoms	Bouillabaisse	Jambalaya
Sole véronique	Quenelles	Gelantine
Bonne femme	Paella	Kedgeree
Court bouillon	Coating	Fumet
Flake	Sassi	Moules

TERMINOLOGY: POULTRY

Poulet	Poussin	Poulet de grain
Spatchcock	Roaster	Broiler
Spring chicken	Capon	Salmonella
Stuffing	Trussing	Carving
Chop suey	Coq au vin	Fricassée
Fritot	Chaud-froid	Chicken kiev
Chicken cordon bleu	Chicken tetrazzini	Chicken cacciatore
Chicken marengo	Basting	Ballotine
Brushing	Browning	Deboning
Finishing	Grading	Marinate
Rumaki	Blanquette	Chasseur
Entrée	Paella	Breyani
Seal	Schnitzel	Chicken à la king
Chicken sosaties	Chicken satay	Chicken kebab

TERMINOLOGY: MEAT

Connective tissue	Collagen	Elastin
Grain	Cartilage	Marbling
Extracts	Boning	Larding
Barding	Basting	Entrée
Marinating	Denaturation	Coagulation
Pigment	Myoglobulin	Lamb
Mutton	Beef	Veal
Steer/ox	Bull	Heifer
Stag	Cow	Calf
Pork	Suckling pig	Porker
Front quarter	Hindquarter	Larder
Au bleu	Saignant	À point
Bien cuit	Well done	Millard reaction
Ripening	Rigor mortis	Beef olives
Pastrami	Biltong	Holland steak
Chateaubriand	Tournedos	Fillet mignon
Fillet minute	Entrecôte	Porterhouse
T-bone	Club steak	Scotch fillet
Corned beef	Steak tartare	Beef carpaccio

Pepper steak	Beef wellington	Steak diane
Tournedos rossini	Goulash	Yorkshire pudding
Beef provençal	Boeuf bourguignon	Osso bucco
Wiener schnitzel	Saltimbocca	Beef stroganoff
Teriyaki beef	Fajitas	Kebabs
Sosatie	Satay	Chilli con carne
Bunny chow	Sloppy joe	Meatballs
Koftas	Rissoles	Moussaka
Bobotie	Pastitisio	Lasagne
Cottage pie	Shepherd's pie	Sailsbury steak
Navarin	Mustard tongue	Crown roast
Rack of lamb	Noisette	Rosette
Barnsley chop	Best end	Gigot
Tagine	Score	Rendering
Gammon	Ham	Eisbein
Pancetta	Fois gras	Skilpadjies
Sweetbreads	Oxtail	Haggis
Tripe	Steak and kidney pie	
Ragout	Toad-in-the-hole	
Score	Seasoning	Halaal



Module 1

Kitchen design, equipment, tools and personnel

After completing this module, the student will be able to:

- Understand the different parts of an industrial kitchen and understand the kitchen personnel duties.
- Identify, use preparation and cooking kitchen equipment.
- Understand and use the kitchen equipment safely while following hygiene practices.

LEARNING CONTENT	LEARNING OUTCOMES
1.1 Hospitality terms in kitchen layout and brigade	1.1 Briefly describe the hospitality terms found in kitchen layout and brigade
1.2 Kitchen design and departments	1.2 List, name, identify, distinguish the different parts of the kitchen and their functions/ activities performed
1.3 Different kitchen personnel/staff and duties	1.3 Name all the kitchen and staff duties performed in the kitchen
1.4 Kitchen safety and hygiene practices	1.4 Identify and apply the safety and hygiene practices in the kitchen
1.5 Kitchen equipment, tools, machinery and safety use	1.5 Name, identify and list the uses of the different equipment, tools and machinery
1.6 Kitchen cooking papers and materials	1.6 List, identify and briefly state how to use and demonstrate how to use the kitchen papers

Range of equipment/tools:
Apple corer; Bain-marie with inserts; Bamboo steamer; Bench scraper/dough knife/dough scraper; Blast chiller; Blow torch; Bratt pan/tilting pan; Bread knife; Butcher's knife; Butter curler; Canelle cutter; Carving fork; Chafing dish; Cheese knife; Chef's knife; Chest freezer; Chinois; Cleaver; Colander/strainer; Combi-steamer; Convection oven; Cooling rack; Crêpe pan; Cutting board; Dariole; Deboning knife; Deep-fat fryer; Display fridge; Double boiler; Dough cutter; Doughnut cutter; Egg lifter; Egg slicer; Electric flattop griddle; Electric hand mixer; Filleting knife; Food processor/ blender; Food slicer; Food tongs; Funnel; Garlic press; Gas deep-fat fryer; Gas grill/char-griller; Gas hob/boiling table; Grapefruit knife; Grater; Griddle pan; Induction hob; Kitchen scissors; Ladle; Liquidiser; Mallet; Mandoline slicer; Mezzaluna; Microwave; Mixer with attachments (whisk, dough hook, K-beater); Offset spatula; Olive/cherry stoner; Oyster shuck; Palette knife; Pancake/omelette pan; Paring knife; Parisienne knife; Pastry bag and tubes; Pastry brush; Pastry cutter; Pastry wheel; Pestle and mortar; Pie server; Pizza wheel; Poaching pan; Potato masher; Potato press; Pots; Poultry shears; Pressure cooker; Ramekin; Roasting pan; Rolling pin; Rubber spatula; Salamander grill; Saucepans; Sharpening steel; Sieve; Skimmer; Spider spoon; Stacking ring; Steak knife; Stick blender; Stockpot/marmite pot; Tagine; Timbale; Turning knife; Under-counter bar fridge; Vegetable peeler; Walk-in fridge and freezer; Whisk; Wok; Zester.

Culinary Terminology range:
Aerating; baking blind; basting; beating; blending; brushing; chilling; contamination; cutting-in; freezing; high risk food; Mise-en-place; pricking; puréeing; recovery time; rubbing in; scoring; skim; strain; stir; whip; whisk.

1. Choose from COLUMN B the term which best matches the descriptions in COLUMN A. Write only the letter (A–F) next to the question number (1.1 – 1.5) .

COLUMN A	ANSWER	COLUMN B
1.1 Chef responsible for pre-preparing meats, poultry and occasionally fish before they are delivered to their respective preparation stations.	**A**	**A.** Boucher
1.2 Chef in charge of the preparation of cold dishes such as salads, cold soups, etc.	**C**	**B.** Communard
1.3 A chef, highly skilled cooks in all areas, moves throughout the kitchen and assists where needed.	**D**	**C.** Garde Manger
1.4 The person responsible for cleaning the dishes and utensils as well as doing basic preparatory jobs such as peeling potatoes.	**F**	**D.** Chef de Tournant
1.5 The person who prepares the staff meals, serves it to the staff at a certain point in a shift.	**B**	**E.** Chef de Partie
		F. Plongeur

(5)

2. The chef's uniform fulfils many preventative measures. Explain the main purpose for wearing each of the following items: (5)

   2.1 Neckties
   To absorb perspiration/protect chef against temperature fluctuations

   2.2 Shoes
   Non-slip, to prevent slipping/closed to protect feet from spills

   2.3 Chef's jacket
   Long sleeves and double breasted to protect chef from burns and scalds

   2.4 Apron
   Added protection from spills

   2.5 Pants
   Checkered pattern helps to distract from spills/lose to allow comfortable movement in kitchen

3. List the THREE main types of contamination. (3)
   Cross contamination
   Physical contamination
   Chemical contamination

4. Define the following HACCP terminology: (5 × 2)

   4.1 Hazard
   Any concern relating to food safety. Anything that can lead to food being unsafe for human consumption

   4.2 Critical control points (CCP)
   Control procedure or practice in food handling to reduce, eliminate or prevent a hazard

4.3 Monitoring
The constant checking if the CCPs are being implemented and working

4.4 Risk
To identify the probability that certain conditions might lead to a hazard

4.5 Severity
How serious the consequences of the presence of a hazard is

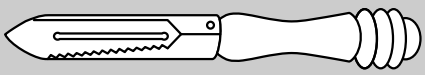
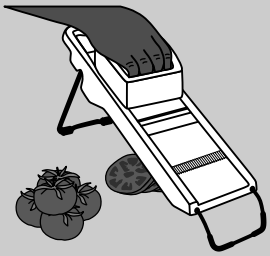
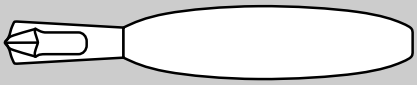
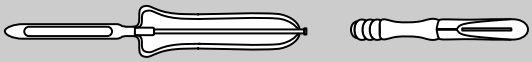
5. List the SEVEN steps when applying the HACCP system in the correct order. (7)
   1. **Conduct a hazard analysis**
   2. **Identify Critical Control Points (CCP)**
   3. **Establish critical limits (maximum and minimum) for each CCP**
   4. **Establish CCP monitoring requirements**
   5. **Establish corrective actions**
   6. **Establish procedures for validating/ensuring the HACCP system is working as intended**
   7. **Establish record keeping procedures**

6. The use of colour coded chopping boards will prevent cross-contamination.
   Give the correct colour board to use when preparing each of the following foods: (8)

6.1	Cutting French loaves into slices	**white**
6.2	Slicing ostrich fillets into medallions	**red**
6.3	Filleting fish	**blue**
6.4	Jointing a whole chicken	**yellow**
6.5	Cutting cheese into cubes	**white**
6.6	Cutting cooked potatoes into wedges	**brown**
6.7	Carving the roasted beef into portions for lunch boxes	**brown**
6.8	Slicing watermelon to prepare fruit salad	**green**

7. Do research on the induction hob (Snappy Chef):
   Research how it works; what cooking equipment can be used on it; the advantages of using it nowadays. (15)
   - **Works on the magnetic attraction between the cooktop and steel or cast iron in the pan to generate heat**
   - **The cooktop itself remains cool, so much safer**
   - **Much faster than any traditional burner**
   - **Much cheaper**
   - **It is energy efficient**
   - **It heats the pot, not the kitchen**
   - **Allows for precise temperature control during the cooking process**
   - **Much more hygienic, since it remains clean and is easy to clean if needed**
   - **Pans containing copper or aluminum may not be used**
   - **You can use cast iron, enamelled cast iron and most stainless steel pots**

8. Identify the following small items of kitchen equipment and explain the use of each one in the kitchen: (10 × 2) (20)

8.1 	8.2 
Name: Apple corer **Explain:** Used to remove the core of an apple	**Name:** Mandolin or riffle cutter **Explain:** Giving a rippled effect when cutting potatoes
8.3 	8.4 
Name: Zester with canelle cutter **Explain:** Zester: removing the outer peel of citrus. Canelle cutter: used for decorating oranges, lemons, carrots, cucumber, etc.	**Name:** Vegetable peeler **Explain:** Removing the outer peel of vegetables and fruit
8.5 	8.6 
Name: Butter curler **Explain:** To curl butter, very decorative and economical way of presenting butter to clients	**Name:** Poultry shears **Explain:** Cutting through chicken bones, sinews
8.7 	8.8 
Name: Garlic press **Explain:** To press garlic finely	**Name:** Rubber spatula **Explain:** Used for scraping mixtures from mixing bowls
8.9 	8.10 
Name: Grater **Explain:** Used for shredding and grating vegetables, citrus rinds, cheese and other foods	**Name:** Slotted spoon **Explain:** Used for skimming off the froth from liquids, removing solid pieces from soup, stock and other liquids

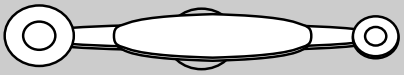
Normally TWO marks allocated per question/answer

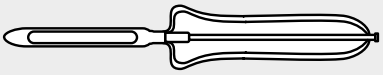
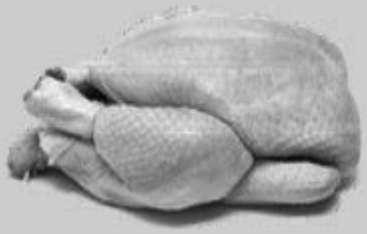
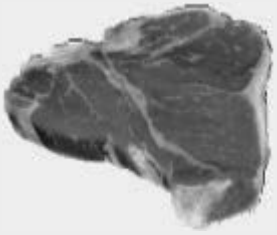
9. Indicate whether the following statements are TRUE or FALSE. Choose the correct answer and write only 'true' or 'false' next to the question number. (10 × 1) (10)

	Statement	True/False
9.1	A pastry blender is used to cut butter into flour	**True**
9.2	A rubber spatula is used to fold egg white froth into cake batter	**True**
9.3	A mallet is used for flattening or tenderising meat or chicken	**True**
9.4	A colander is used for sifting flour and other dry ingredients	**False**
9.5	A chef's knife is used for general chopping, slicing and dicing	**True**
9.6	A pastry wheel is used to trim the edges of pastries	**True**
9.7	A skimmer is used for removing solid pieces from soup, stock and other liquids	**True**
9.8	A palette knife is used to scrape cake mixture from a mixing bowl	**False**
9.9	A blender can be used in a kitchen if no liquidiser is available	**True**
9.10	A canella knife is used for decorating oranges, lemons, carrots, etc.	**True**

Normally ONE mark allocated per question/answer

10. **Identify** the equipment listed in COLUMN B that will be **most likely used** for the product listed in COLUMN A. Write down only the **name o**f the equipment piece next to the question number. (10 × 1) (10)

	Column A/Product		Column B/Equipment item
10.1		A	
10.2		B	
10.3		C	

	Column A/Product		Column B/Equipment item
10.4		D	
10.5		E	
10.6		F	
10.7		G	
10.8		H	
10.9		I	
10.10		J	

Normally TWO marks allocated per question/answer

10.1 **Melon ball scoop/Parisienne knife/scoop/Ball cutter (C)**
10.2 **Garlic press (G)**
10.3 **Dariole (F)**
10.4 **Colander/Strainer (E)**
10.5 **Meat cleaver (B)**
10.6 **Turning knife (A)**
10.7 **Poaching pan (J)**
10.8 **Peeler (D)**
10.9 **Grater (H)**
10.10 **Steak knife (I)**

11. Give the correct name/term for each of the following descriptions of small equipment used in the preparation of food: (5)

11.1 A small pointed blade knife, used for trimming and peeling vegetables and fruit.
Turning knife

11.2 Heavy, broad, slightly curved blade – used in cutting, sectioning and trimming raw meat.
Butcher's knife

11.3 Used for decorating the outer peel or surface of oranges, lemons, carrots, courgettes, etc.
Zester

11.4 Blade is small, cup-shaped half sphere, used for cutting fruits and vegetables into small balls.
Parisienne knife/scoop/melon ball scoop

11.5 Used to remove the inner part of an apple.
Apple corer

12. "FIFO is a very important concept to ensure good stock rotation and preventing wastage." What do you anticipate can be a challenge to apply the above statement when using the following type of freezer? (3)



It is a chest freezer, which means everytime fresh stock arrives, the old stock first needs to be removed from the bottom. New stock must be placed at the bottom. It is time consuming, which means people might be lazy and refrain from doing it.

13. Select the most appropriate chef from the provided list, who will most likely be found around the following equipment. Motivate your answer. (10)
Escuelerie; Pâtissier; **Entremetier**; **Grillardin; Rôtisseur; Friturier**

13.1



Chef: **Entremetier**

Motivation:
Preparation of hot appetisers, vegetables, soups, pasta, starches and eggs

13.2



Chef: Friturier (Fry Chef)

Motivation:
Responsible for all fried foods and items

13.3



Chef: Rôtisseur (Roast Chef)

Motivation:
All roasted foods and related jus or appropriate sauces

13.4



Chef: Grillardin (Grill Chef)

Motivation:
Responsible for all grilled foods (special attention given to accurate cooking stages of prime meat such as steaks)

13.5



Chef: Escuelerie (Dishwasher)

Motivation:
Washing anything that was used in the food preparation and cooking process

13.6



Chef: Pâttisier (Pastry Chef)

Motivation:
In charge and responsible for all baked goods

14. Name TWO Chefs from the above list, that sometimes also need to take the responsibility for the role of a **Rôtisseur**. (2)
CHEF: Grillardin (Grill Chef) or
CHEF: Friturier (Fry Chef)

15. Choose the correct word(s) from those given in brackets. (5)
This type of question can also be asked in the manner where the definition/description is given and you have to provide the correct term/word or a list of words to select from can be given.

15.1 Use this type of kitchen paper when draining chips that had been deep-fat fried (greaseproof paper/**rolling towel**).

15.2 (Rice paper/**baking parchment**) is used for baking merinques and making piping bags.

15.3 To cover a roast to prevent the loss of moisture, you should cover it with (waxed paper/**aluminium foil**).

15.4 This type of wrapping paper is not suitable for wrapping bony meat cuts that needs to be frozen (**plastic cling film**/waxed paper).

15.5 The most economical choice for tracing decorations for cakes (**greaseproof paper**/waxed paper).

16. Explain the term 'cartouche' and name two uses of it. (4)
- **A cartouche is a round piece of parchment or grease-proof paper that covers the surface almost like lid**
- **Cover the surface of a stew, soup, stock or sauce to reduce evaporation**
- **Prevent a skin from forming and/or to keep components submerged**

17. Name one advantage of using cooking bags when preparing a pot roast. (1)
Less cleaning of oily pots and pans after cooking

18. 18.1 Identify/name the following large equipment:



Blast chiller/freezer (1)

18.2 Give FOUR advantages of using this equipment in the freezing of items.
- **VERY rapid process to cool or freeze food**
- **Decreased number and size of ice cystals forming**
- **Limited moisture loss during defrosting or cooking**
- **Reduced risk of freezer burn**
- **Reduced risk of bacterial growth**
- **Preserves original colour of food**

Any applicable 4 (4)

19. Briefly describe the safety precautions to follow when operating or using large equipment: (6)
- **Ensure proper instructions on equipment's safe operation are visible and/or communicated**
- **Use all provided safety features**
- **Always first turn off and then unplug electrical equipment prior to assembling or breaking it down**
- **Clean and sanitise all equipment thoroughly after each use**
- **Ensure equipment is correctly reassembled and left unplugged after each use**
- **Immediately report any problems or malfunctions**

20. Provide an alternative name for a 'Range' (1)
Stovetop



Practical activity

Kitchen orientation

Adjusted to the specifics of each individual facility

The following activities might need to be included either with a tour through the practical facilities with worksheets and instructions/uses of each or by using MS PowerPoint presentations where the necessary equipment is unavailable. Functions of equipment can also be demonstrated by, for instance, physically demonstrating how to measure off ingredients using measuring equipment.

Emphasise the application of good and safe hygienic practices, FIFO, HACCP, etc.

1. **Kitchen rules**

2. **Kitchen procedures:**
   - Duty allocations
   - Locker room
   - Washing hands
   - Cleaning units – including stovetops and ovens
   - Cleaning chemicals

3. **Storage:**
   - Cleaning cupboard/store
   - Dry store
   - Refrigerator (walk-in, display, under bar)
   - Freezer (walk-in, display, chest)
   - Crockery/cutlery store
   - Utensil cabinets

4. **Equipment** – All equipment in textbook as well as in facilities

5. **Other equipment:**
   - Extraction fans
   - Hobs
   - Ovens
   - Salamander
   - Grill
   - Proofing oven
   - Electrical garbage disposer
   - Dishwasher
   - Ice machine

6. **Measuring:**
   - Scale
   - Measuring cups/spoons
   - Scales vs cups – g vs ml (measure 1 cup of flour/weigh on the scale)
   - Measuring jug (parallax error)
   - Division (butter)



Module 2
Cooking and cooking methods

After completing this module, the student will be able to:

- Understand the variety of cooking methods, reasons for cooking food.
- Apply the correct cooking method in different ingredients.
- Explain the effects of heat on foods.

LEARNING CONTENT	LEARNING OUTCOMES
2.1 Culinary and cooking terms	2.1 Briefly describe the culinary and cooking terms found in prepping and cooking food
2.2 Reasons for cooking foods	2.2 List the reasons for cooking foods and the changes that happen in the different foods
2.3 Cooking methods and examples of foods	2.3 List, identify, distinguish the different types of cooking methods and give examples
2.4 New trending cooking methods and techniques, healthy cooking methods	2.4 Name trending and healthy cooking methods

Range of equipment/tools:
Baking; Boil; Braise; Casserole; Cooking bags; Double boil; Frying; Pressure cooking; Sauté; Simmer; Steam; Stew

SHORT QUESTIONS

1. Various possible options are provided as answers to the following questions. Choose the correct answer and mark A–D with a X (write only the letter (A–D) next to the question number).

   1.1 Stir-frying is a … method of cooking.
   A. South African
   B. French
   C. American
   D. Chinese (1)

   1.2 Reaction between proteins and carbohydrates during the application of dry heat above 155 °C.
   A. Dextrination
   B. Caramalisation
   C. Gelatinisation
   D. Maillard reaction (1)

   1.3 When warm liquid is spooned over meat during the roasting process, it is called….
   A. Basting
   B. Barding
   C. Larding
   D. Marinating (1)

   1.4 A salamander is used for…… sausages.
   A. Roasting
   B. Grilling
   C. Sautéing
   D. Frying (1)

   1.5 When exposing starch to dry heat…
   A. Dextrin
   B. Syneresis
   C. Carbon
   D. Gel (1)

   1.6 To heat food in a small amount of fat over low heat until food is soft and slightly browned:
   A. Sauté
   B. Scald
   C. Simmer
   D. Boil (1)

   1.7 The effect of moist heat on starch…
   A. Gelatinisation
   B. Coagulation
   C. Dextrination
   D. Caramelisation (1)

1.8 Gently poaching food well below boiling point in a vacuum sealed bag over a long period of time.
A. Simmering
B. Blanching
C. Stewing
D. Sous vide (1)

1.9 The best suitable cooking method for a very fatty piece of streaky bacon, fried in a pre-heated pan.
A. Shallow-frying
B. Baking
C. Stir-frying
D. Dry-frying (1)

1.10 A container filled with water to keep foods hot without the risk of burning, when there is no power available.
A. Hot pot
B. Kettle
C. Weber
D. Chafing dish (1)

Normally ONE mark allocated per question/answer

2. Indicate whether the following statements are TRUE or FALSE. (5)
Choose the correct answer and write only 'true' or 'false' next to the question number.

Statement	**True/False**
2.1 Stewing is a good cooking method for rump steak.	**False**
2.2 Pressure cooking is an example of a moist heat cooking method.	**True**
2.3 All oils can be used for deep-frying.	**False**
2.4 To boil sugar and water until the colour changes is to reduce it.	**False**
2.5 Placing chicken meat into a duck carcass and then placing it into a turkey is a good example of Engastration.	**True**

Normally ONE mark allocated per question/answer

3. Choose the correct word(s) from those given in brackets. (5)
This type of question can also be asked in the manner where the definition/description is given and you have to provide the correct term/word or a list of words to select from can be given.

3.1 A cooking method, the same as steaming, but done in a casserole with a tight-fitting lid (grilling/**stewing**).

3.2 To fry food in fat/oil until soft and then close with a lid to cook further (sauté/**sweat**).

3.3 To rinse a pan with wine, stock or water so that the sediment and pan juices are loosened to use for sauces or gravy (demi-glace/**deglaze**).

3.4 To immerse food in fast boiling water for 1–2 minutes (**blanching**/boil down).

3.5 Used to scoop seafood or vegetables out of cooking or frying liquids (ladle/**spider**).

4. Select from COLUMN B a possible healthier substitute for the ingredient listed in COLUMN A. (5)

COLUMN A		ANSWER	COLUMN B	
4.1	1 egg	**B**	A	1 cup evaporated skim milk
4.2	Sauté in butter	**E**	B	2 egg whites
4.3	1 cup mayonnaise	**D**	C	1 cup non-fat yoghurt plus 2 tbsp buttermilk
4.4	1 cup sour cream	**C**	D	½ cup mayonnaise plus ½ cup non-fat yoghurt
4.5	1 cup heavy cream	**A**	E	Sweat in broth or stock

Normally ONE mark allocated per question/answer

5. Match the most suitable cooking method listed in COLUMN B to the description provided in COLUMN A. (10)

COLUMN A		ANSWER	COLUMN B	
5.1	Baking	**E**	A	Placing food in a colander over a pot of boiling water
5.2	Casserole stewing	**G**	B	Food is slowly cooked at temperatures between 85 ˚C and 90 ˚C. Also called a gentle boil
5.3	Boiling	**F**	C	A slow cooking method, done on top of the stove in a thick based pot with a tight fitting lid and where the liquid forms part of the dish
5.4	Stir-frying	**J**	D	A combination of boiling and steaming; used for food that disintegrates easily. Court bouillon is often used as the liquid
5.5	Stewing	**C**	E	Placing food open in an oven at temperatures of 180 ˚C
5.6	Grilling	**H**	F	Food is completely covered in unthickened liquid at temperatures of 100 ˚C
5.7	Poaching	**D**	G	When stewing is done in the oven
5.8	Simmering	**B**	H	Placing food directly under intense heat from above
5.9	Steaming	**A**	I	Food completely immersed into hot oil until done
5.10	Braising	**K**	J	Combining shallow-frying and steam, often used in Chinese cooking
			K	Similar to stewing, but using less liquid and larger pieces of meat

Normally ONE mark allocated per question/answer

LONG QUESTIONS

6. State TEN important rules for deep-fat frying.
   Do not overheat the oil ✓
   Avoid excessive heating and cooling – use only when necessary ✓
   Season food away from oil to prevent salt falling into oil ✓
   Drain oil to get rid of food particles in oil ✓
   Never overload the oil with water rich food/frozen food ✓
   Always dry food completely before adding into oil ✓
   Never over fill the pot with oil (not more than 2/3rd) ✓
   Replace oil when it starts to fume in normal circumstances ✓
   Never switch deep-fat fryer on, without oil ✓
   Never leave deep-fat fryer unattended ✓
   Lower food slowly into pre-heated oil ✓
   Do not cover oil with a lid ✓
   Preheat oil to desired temperature, before placing food in it ✓
   Always use a good quality oil ✓ (10 × 1) (10)

7. Describe the following frying methods:
   7.1 Shallow-frying
   Food is placed in a frying pan with warm oil, butter or fat that covers the bottom of the pan. A technique that cooks food rapidly in a little fat over a relatively high heat.

   7.2 Deep-frying
   Food is completely immerged in oil heated to the required temperature.

   7.3 Stir-frying
   Combination of shallow frying and steam. Food is stirred in warm oil, covered and heated just until cooked. A wok may be used. (3 × 2) (6)

8. Briefly discuss general cooking tips/principles to prepare healthier food on your menu.
   Select ingredients that are high in nutrient density.
   When storing and preparing foods, aim to preserve the flavour, texture, colour and nutritional value as best as possible.
   Include more of the following cooking methods: steam, bake, grill, braise, boil and microwave.
   Include a variety of fresh plant-based dishes in menu's.
   Carefully manage the amount of fat included in recipes (as an ingredient or part of the preparation/cooking process).
   Avoid adding salt where unnecessary.
   Ensure you serve appropriate sized portions of food. (7 × 2) (14)

9. You have oxtail on your menu. Would you make use of induction cooking or pressure cooking? Motivate your answer.
   Pressure cooking.
   Although Induction cooking is a rapid heating piece of equipment, a tougher meat cut will be softened much quicker in a pressure steamer. (1 + 2) (3)

10. Sous vide is a returning food "fashion trend".
    10.1 Briefly describe the process of Sous vide cooking.
    Food is placed in a vacuum sealed plastic pouch or even a glass jar.
    Then submerged into a temperature-controlled water bath or steaming environment over a very long period of time. (2 × 2) (4)

    10.2 List THREE advantages of using Sous vide cooking.
    Food cooked very evenly throughout ensuring tenderness.
    Consistency is reached in each product.
    Saves labour, since once temperature and time is set, no supervision is needed.
    (3 × 1) (3)

    10.3 Would you classify Sous vide as a moist heat cooking method or a dry heat cooking method?
    Moist heat (1)

    10.4 Discuss what principles are applied in Sous vide cooking to make it a "safe" cooking method?
    Sous vide makes use of vacuum sealed products, it does not include the oxygen needed for bacterial growth.
    Sous vide is done under a controlled temperature and time environment.
    (2 × 2) (4)

11. We cook food for many reasons. Provide the most applicable reason for cooking the following food items:
    11.1 Poaching a Hake fish fillet.
    Safety; digestibility (2)

    11.2 Boiling potatoes to prepare potato salad.
    Digestibility; variety (2)

    11.3 Char-grilling a T-bone.
    Safety; digestibility; Attractiveness (appearance/colour/flavour/texture); Variety (4)

    11.4 Blanching broccoli that you are going to freeze for later use.
    Preservation; volume (2)

12. Explain in detail what happens to the proteins when cooking products such as eggs, meat, poultry and fish.
    When applying heat, the proteins will denaturise and unfold from their natural state.
    As the application of heats continues, the proteins will start to coagulate – forming new bindings.
    With continued heating the proteins will over coagulate, shrink and becoming hard, tough and unpalatable.
    Liquid will be pressed out and is experienced as syneresis. (4 × 2) (8)

13. You want to provide variety on your breakfast menu. List all the possible cooking methods you could apply on preparing (cooking) the eggs on the menu.
Frying
Boiling
Poaching
Baking (4 × 1) (4)

14. Study the following items included on your A la carte menu and indicate the most suitable cooking method for the preparation of the item/dish.

14.1	Eggs benedict	**Poaching**
14.2	Eggs en cocotte	**Baking**
14.3	French omelette	**Frying**
14.4	Fruit compote	**Stewing (also simmering)**
14.5	Ratatouille	**Stewing (also simmering)**
14.6	Wiener schnitzel	**Frying**
14.7	Beef sosaties	**Grilling**
14.8	Goulash	**Stewing (also simmering)**
14.9	Vichyssoise soup	**Boiling**
14.10	Crème brule	**Baking (au bain mari style)** (10 × 1) (10)

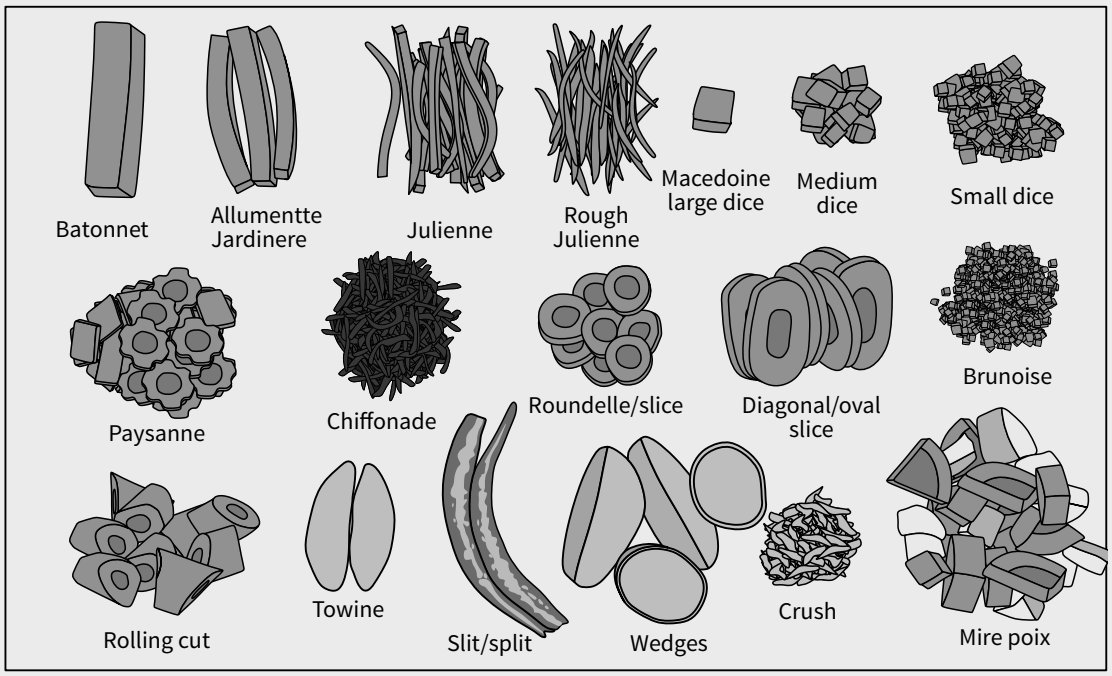
15. Explain the process of blanching food and provide possible reasons for blanching food items.
To merge food in fast boiling water for 1–2 minutes and then rapidly cooling it down in ice water.
Or frying potatoes in oil for the first time as a partial cooking process. (2)

To prepare fruit and vegetables for freezing.
Reducing strong flavours, to diminish saltiness or bitterness in food.
To whiten fish.
To loosen skins, making items easier to peel, e.g. tomatoes, nuts.
To shorten the cooking process, by pre-cooking foods. (5 × 1) (5)

Practical activity

MODULES 1, 2, 3 (part): PLANT FOODS

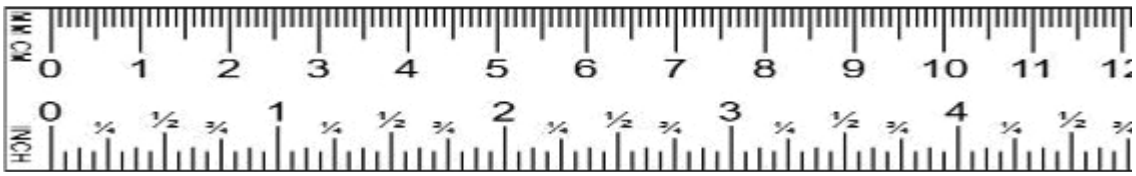
Practical Suggestion: Knife skills/vegetable cuts



Practical objectives	Terminology	Cooking methods	Equipment
• Training students in knife skills • Knowledge of safety for knives • Different knives and their uses • Training students in different vegetable-cutting techniques • Segmenting an orange • Focus on quality of vegetables as well as correct cleaning • Correct application of cooking methods • Making use of a potatoes and applying various cooking methods	**Refer to the following terminology during the practical:** • Blanching • Refreshing • Clove of garlic **Vegetable cuts:** • Julienne • Macedoine • Brunoisse • Chiffonade • Vichy • Batonette • Chopped onion • Minced garlic • Chopped parsley • Sliced mushrooms • Mirepoix • Paysanne • Turned potato	Correct application of cooking methods: **Stir-fry** – from various vegetable cuts Apply various cooking methods on one product, e.g. a potato: **Blanching** – partially cooking, then cut into batonettes and deep-fat fry for chips **Boiling** – potato, remove skins, skins can be **fried**, inner part can be made into mash Mash can be made into duchess potatoes **(baked)** **Roasting** – hasselback potatoes	**Show the use of utensils:** • Correct colour cutting board (green) **Correct use of different knives:** • Chef's knife • Paring knife • Turning knife • Canelle knife **How to sharpen knives:** • Steel • Stone **Cleaning of knives**



Excellent YouTube video explaining correct holding technique of knife:
futman.pub/KnifeTechnique1
futman.pub/KnifeTechnique2



Helpful in cutting the correct sizes of vegetable cuts.



Module 3
Plant food groups

After completing this module, the student will be able to:

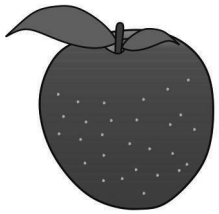
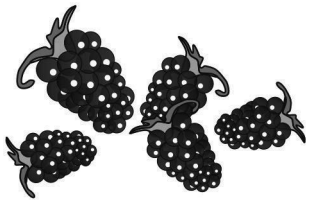
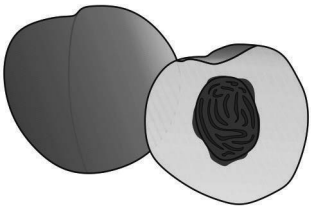
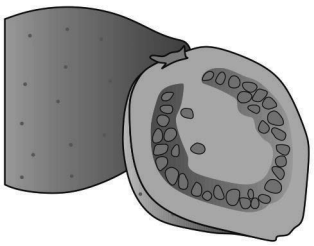
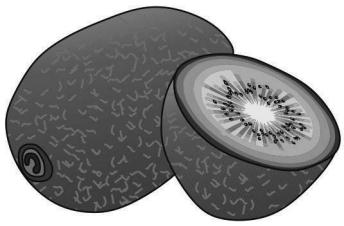
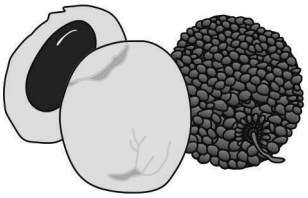
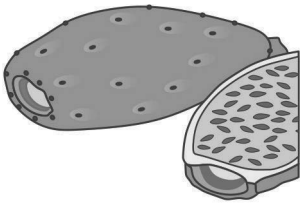
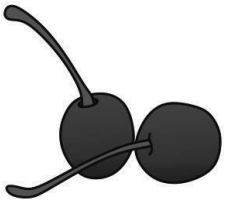
- Identify plant food groups types.
- Apply the correct general preparation, cooking and serving methods in the variety of the plant food groups.

LEARNING CONTENT	LEARNING OUTCOMES
3.1 Culinary and cooking terms	3.1 Define and distinguish the different terms in plant food groups
3.2 Classification, types, selection, general preparation and cooking tips of fruit	3.2 Classify, explain the selection, list name and apply the general preparation and cooking of fruit
3.3 Classification, types, selection, general preparation and cooking tips for vegetables and traditional dishes	3.3 Classify, explain the selection of vegetables and traditional dishes. List name and apply the general preparation and cooking of vegetables
3.4 Classification, types, selection, general preparation, cooking tips and uses of nuts and pulses	3.4 Classify, explain the selection, list name and apply the general preparation and cooking of nuts and pulses
3.5 Classification, types, selection, general preparation and uses of herbs and flavourings	3.5 Classify, explain the selection, list name and apply the general preparation and cooking and uses of herbs and flavourings
3.6 Traditional dishes, serving, accompaniments and garnishes for plant food groups	3.6 Explain the different traditional dishes and demonstrate the correct serving method, portions and garnish plant food groups
3.7 Processing/preserving plant food groups	3.7 List and give examples of the different varieties of plant food groups

Culinary terminology range:
Bed of roots; Blanch; Bouquet; Browning; Brunoise/dicing; Batons; Compote; Core; Coulis; Crisp; Croquettes; Crudité; Crumble; Cultivar; Devils on horseback; Duches; Duxelles; Florentine; Fool; Garnish; Glace; Hertzoggies; Jardiniere; Julienne; Lamingtons; Macarons; Macaroons; Macédoine; Mirepoix; Nuts; Pêche Melba; Peel; Pesto; Pod; Pricking; Pulse; Pysanne; Ratatouille; Refresh; Ripening; Scrape; Segment; Shredding/chiffonade; Slice; Snip; Soak; String; Tarte Tatin; Torne; Toss; Umngqusho

A. FRUITS

1. Identify the following fruits and classify them: (22 × 2) (44)

	
Identification: Apple **Classification:** Hard fruit	**Identification:** Mulberry **Classification:** Berries/soft fruit
	
Identification: Peach/nectarine **Classification:** Stone fruit	**Identification:** Fig **Classification:** Exotic fruit
	
Identification: Guava **Classification:** Tropical fruit	**Identification:** Kiwi **Classification:** Tropical
	
Identification: Litchi **Classification:** Tropical/stone	**Identification:** Granadilla/passion fruit **Classification:** Tropical fruit
	
Identification: Prickly pear **Classification:** Exotic	**Identification:** Cherry **Classification:** Stone fruit



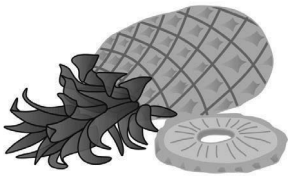
Identification: Pomegranate
Classification: Exotic



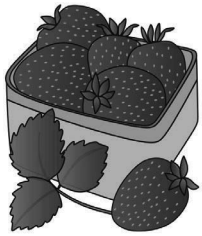
Identification: Sweet melon
Classification: Tropical fruit



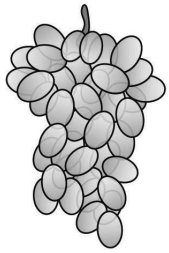
Identification: Pear
Classification: Hard fruit



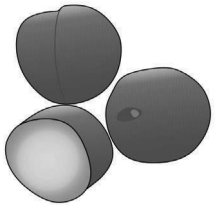
Identification: Pineapple
Classification: Tropical fruit



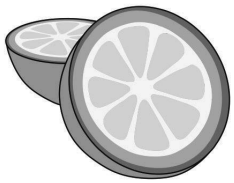
Identification: Strawberry
Classification: Berry/soft fruit



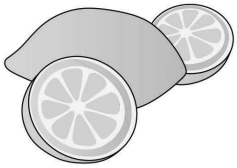
Identification: Grapes
Classification: Stone fruit



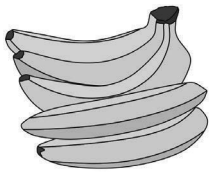
Identification: Nectarine
Classification: Stone fruit



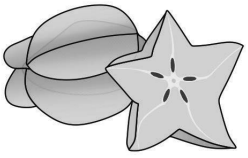
Identification: Orange/pomelo/grape fruit
Classification: Citrus



Identification: Lemon/lime
Classification: Citrus



Identification: Banana
Classification: Tropical



Identification: Star fruit/carambola
Classification: Exotic/tropical



Identification: Dragon fruit
Classification: Exotic/tropical

LONG QUESTIONS

2. You are the newly appointed Product Developer for Delmonte Fruit distributors. As part of your job description, you need to train staff from various hospitality establishments in the: correct selection, handling, preparation and storing of different fruits.
You decide to go through all your Catering and Theory N4 College notes to ensure you are still an expert on the area of fruits.

   Answer the following questions to establish your knowledge:

   2.1 What is the main function of fruits in a person's diet? (1)
   Protecting the human body, by providing vitamins and minerals.

   2.2 Classify the following fruits. Tabulate your answer, indicating the correct classifications, with the fruits under each classification. (17)
   - 2.2.1 Prunes
   - 2.2.2 Sweet melon
   - 2.2.3 Kiwi
   - 2.2.4 Raspberries
   - 2.2.5 Grapefruit
   - 2.2.6 Nectarines
   - 2.2.7 Apples
   - 2.2.8 Mango
   - 2.2.9 Pears
   - 2.2.10 Fig

Hard fruit	Stone fruit	Berry/Soft	Citrus	Tropical	Exotic
2.2.7 **Apples**	2.2.1 **Prunes**	2.2.4 **Raspberries**	2.2.5 **Grapefruit**	2.2.2 **Sweetmelon**	2.2.10 **Fig**
2.2.9 **Pears**	2.2.6 **Nectarines**			2.2.3 **Kiwi**	
				2.2.8 **Mango**	

3. From COLUMN B, select the cultivars that suits the fruits best in COLUMN A. Write down only the letter A–I next to the question number 3.1 – 3.9 in the provided space.

	Column A	Answer (A-I)		Column B
3.1	Apples	**C**	A.	Navels
3.2	Pears	**I**	B.	Hanepoot
3.3	Grapes	**B**	C.	Starking
3.4	Peaches	**D**	D.	Kakamas
3.5	Oranges	**A**	E.	Minneola
3.6	Citrus	**E**	F.	Sungold
3.7	Melons	**H**	G.	Cayenne
3.8	Pineapples	**G**	H.	Canteloupe
3.9	Plums	**F**	I.	Packham

(9 × 1) (9)

4. Indicate TWO signs that a Naartjie is overripe. (2)
It will shrivel and shrink in size.
Very soft to the touch.

5. How will you decide which of the half watermelons displayed, is the best one to select and buy? (3)
Must be firm.
With dark or light green skins.
Should sound hollow when rapping knuckles on the outside.

6. You have to prepare a Coulis.
   6.1 Define the term Coulis. (2)
   A fruit or vegetable puree, used as a sauce.

   6.2 Would you use strawberries or apples to prepare a coulis? (1)
   Strawberries

   6.3 How can you maintain the bright red colour of strawberries, when applying heat? (1)
   Heat the strawberries slowly.

7. List FIVE different preservation methods that can be applied to apples. (5)
Drying
Canning
Jam
Frozen
Cold storage

8. Select the most suitable fruit from the following list, to use in the preparation of the following traditional menu items (you may only use a fruit example once):
Apples; prunes; peaches; oranges; raspberries; strawberries

8.1	Tarte tatin	**Apples**	(1)
8.2	Crêpes Suzette	**Oranges**	(1)
8.3	Pêche melba	**Peaches; raspberries**	(2)
8.4	Devils on horseback	**Prunes**	(1)
8.5	Coulis	**Strawberries**	(1)

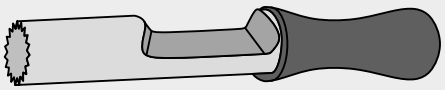
9. You want to prepare a Crudité.
   9.1 Explain the difference between 'EP' and 'AP' weight, by using a pineapple in the explanation: (2)
   AP = Pineapple as purchased with all un-edible parts still attached as part of the purchasing weight.
   EP = After removing all the unedible parts such as the outer peel and crown, only the portion that will be eaten is left.

   9.2 On which colour chopping board will you prepare the pineapple? (1)
   Green

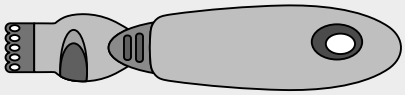
10. Study the following equipment. Name each piece of equipment and give an example of a fruit or a vegetable that you will use it on. (4 × 2) (8)



Name: Melon ball scoop/Parsienne knife
Example: Sweet melon



Name: Apple corer
Example: Apples, pears



Name: Canelle cutter
Example: Cucumber



Name: Zester
Example: Lemons, oranges

11. Give the correct description, by referring to fruit specifically, for each of the following terms in food preparation:

11.1 Compote (1)
Stewed fruit

11.2 Gâteau (2)
A large cake flamboyantly decorated with nuts, cream and fruit such as fresh berries or canned apricots.

11.3 Macerate (2)
Soaking fruit in a syrup or liquid and normally served in the liquid, e.g. pears poached in red wine.

11.4 Segmentation (2)
To part fruit into its natural components/sections, e.g. oranges.

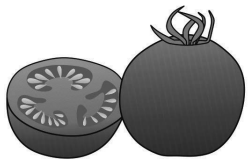
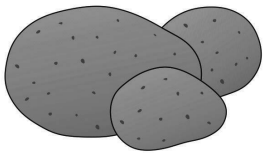
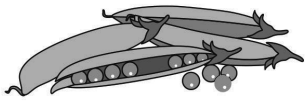
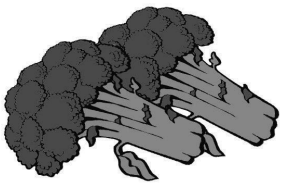
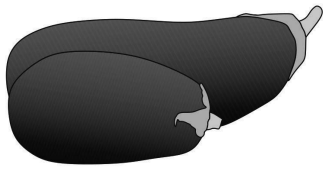
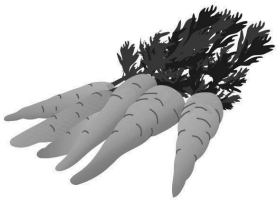
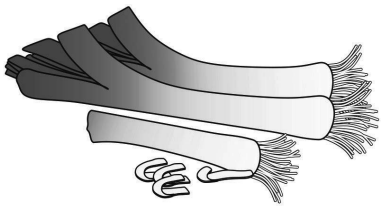
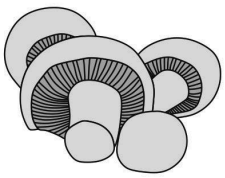
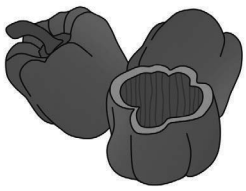
12. Which type of fruit does each of the following cultivars represent?
e.g. Cayenne = pineapples

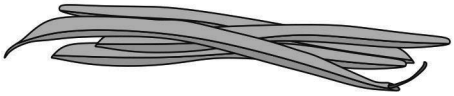
12.1	Golden delicious	**Apples**
12.2	Navals	**Oranges**
12.3	Royal gala	**Apples**
12.4	Bartlett	**Pears**
12.5	Alberta	**Peaches**
12.6	Sultana	**Grapes**
12.7	Honey dew	**Sweet melon**
12.8	Granny Smith	**Apples**
12.9	Greengage	**Plums**
12.10	Forelle	**Pears**

(10 × 1) (10)

B. VEGETABLES

1. Identify the following vegetables and classify them according to the edible parts of plants: (22 × 2) (44)

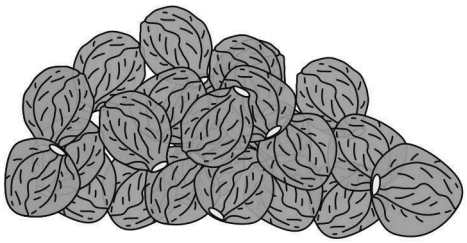
	
Identification: Tomatoes **Classification:** Vegetable fruit	**Identification:** Spinach **Classification:** Green and leafy
	
Identification: Potato **Classification:** Tuber	**Identification:** Peas **Classification:** Seeds and legumes
	
Identification: Broccoli **Classification:** Flowerhead	**Identification:** Cauliflower **Classification:** Flowerhead
	
Identification: Asparagus **Classification:** Stems and shoots	**Identification:** Egg plant/aubergine/brinjal **Classification:** Fruit
	
Identification: Carrots **Classification:** Roots	**Identification:** Leeks **Classification:** Bulbs
	
Identification: Mushrooms **Classification:** Fungi	**Identification:** Sweet peppers/Capsicums **Classification:** Fruit vegetable



Identification: Beans
Classification: Seeds and legumes



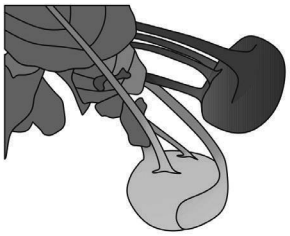
Identification: Cabbage
Classification: Green and leafy



Identification: Brussel sprouts
Classification: Green and leafy



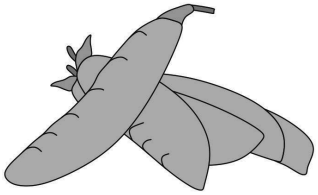
Identification: Okra/lady fingers/gumbo
Classification: Seeds and legumes



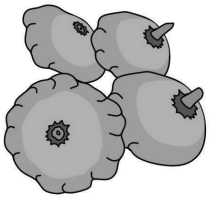
Identification: Kohlrabi
Classification: Roots



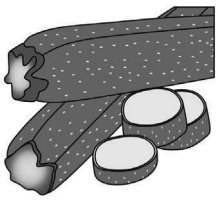
Identification: Beetroot
Classification: Roots



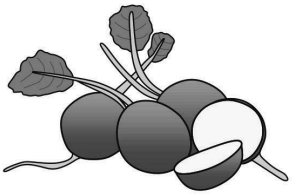
Identification: Mange tout
Classification: Seeds and legumes



Identification: Patty pan
Classification: Vegetable fruit



Identification: Baby marrow/zucchini/gourgette
Classification: Vegetable fruit



Identification: Radish
Classification: Roots

Normally TWO marks per question

2. Various options are provided as possible answers to the following questions. Choose the correct answer and mark only the letter (A – D) next to the question number.

2.1 The correct term for chopped onions, garlic, mushrooms and suitable herbs:
A. Mirepoix
B. Macedoine
C. Duxelle
D. Jardinière (1)

2.2 A mixture of chopped vegetables:
A. Bouillon
B. Bouquet garni
C. Mirepoix
D. Puree (1)

2.3 The best cultivar to use for mashed potatoes:
A. Up-to-date
B. Astrid
C. Vanderplank
D. Spunta (1)

2.4 Carrots, parsnips and radishes are classified as:
A. Bulbs
B. Tubers
C. Roots
D. Stems (1)

2.5 A potato-like tuber with a bittersweet flavour:
A. Jerusalem artichoke
B. Turnip
C. Parsnip
D. Celery (1)

2.6 Similar to onions in shape, but smaller with a more refined and sweeter taste; grow in clusters with a common root end:
A. Leeks
B. Shallots
C. Spring onions
D. Garlic (1)

2.7 Garlic, leeks and shallots belong to this group of vegetables:
A. Flowers
B. Leaves
C. Bulbs
D. Tubers (1)

2.8 A bunch of herbs – parsley, thyme and bay leaf, used for flavouring soups, stews and sauces:

A. **Bouquet garni**
B. Blanquette
C. Mirepoix
D. Brunoise (1)

2.9 Aromatic vegetables include:

A. **Onions, carrots, celery and leeks**
B. Onions, tomatoes, garlic and carrots
C. Parsley, thyme, bay leaf and leeks
D. Onions, carrots, celery and parsley (1)

2.10 The most suitable potato cultivar used for making a Shepard's pie:

A. Astrid
B. Spunta
C. **Up-to-date**
D. Van der Plank (1)

2.11 An onion-like bulb with paper-like skin, consists of individual wrapped cloves:

A. Onion
B. Radish
C. **Garlic**
D. Leek (1)

2.12 Long-stemmed bundles of fleshy, ribbed stalk, white to light green in colour:

A. Asparagus
B. Spring onions
C. Brinjals
D. **Celery** (1)

2.13 Vegetables cut to even-sized cubes, 2 mm dice:

A. **Brunoise**
B. Macedoine
C. Julienne
D. Jardiniere (1)

2.14 Cooked vegetables rubbed through a sieve:

A. Aspic
B. **Purée**
C. Compôte
D. Coulis (1)

2.15 Celery, rhubarb and asparagus belong to this group of vegetables:

A. Bulbs
B. **Shoots and stems**
C. Roots
D. Flowers (1)

3. Choose an item from COLUMN B that best matches the item in COLUMN A. Write only the letter (A–H) next to the question number in the ANSWER column. Items in COLUMN B can be used more than once.

	COLUMN A	ANSWER		COLUMN B
3.1	Beetroot	**G**	A.	flowers
3.2	Broccoli	**C**	B.	leaves
3.3	Celery	**D**	C.	fruit
3.4	Garlic	**H**	D.	stems and shoots
3.5	Onion	**H**	E.	seeds or legumes
3.6	Parsnip	**G**	F.	tubers
3.7	Peas	**E**	G.	roots
3.8	Squash	**C**	H.	bulbs
3.9	Spinach	**B**		
3.10	Sweet potato	**F**		

(10 × 1) (10)

4. Choose the correct word(s) from those given in brackets.
   4.1 A vegetable dish, which consists of aubergines, peppers, tomatoes, onions and courgettes (moussaka/**ratatouille**).

   4.2 Mexican dish made from mashed avocado pear, traditionally served as a dip (chilli concarne/**guacamole**).

   4.3 Chilled beetroot soup (**borscht**/gazpacho).

   4.4 Small vegetable cuts, coated in a batter and dropped into hot oil with a scoop (crouquettes/**fritters**).

   4.5 Mashed potato, mixed with egg, placed in a piping bag and piped into rosettes and then baked (**duchess potatoes**/rösti).

   4.6 Vegetables cut into medium sized cubes, 5 mm thick (**Macèdoine**/Jardinière).

   4.7 To remove the course filaments from the seams of beans (peel/**string**).

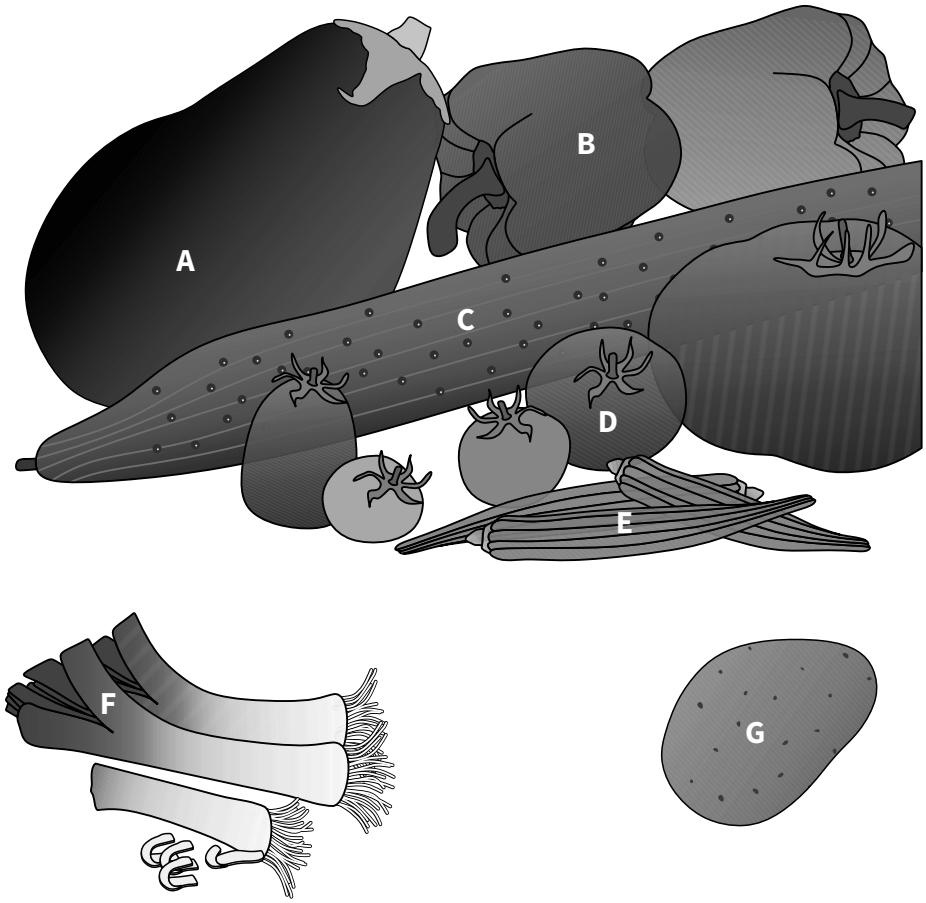
   4.8 French asparagus which are purple when raw, becomes (**green**/violet).

   4.9 A whole peeled onion stuffed with cloves to add flavour to stocks, stews or soups (shallot supreme/**cloute onion**).

   4.10 The preservation method applied to create gherkins (**pickeling**/shrinking).

(10 × 1) (10)

5. Study the following sketch and answer the questions to follow:



5.1 Identify vegetables A–G. (7)

A. Aubergine/brinjal/egg plant
B. Sweet pepper/capsicum
C. Cucumber
D. Tomato
E. Okra/lady fingers/gumbo
F. Leeks
G. Potato

5.2 It is essential to store product G in the correct storage environment in terms of the following :

5.2.1 Darkness
5.2.2 Dampness
5.2.3 temperature

Give reasons for each of the above requirements. (3 × 2) (6)

5.2.1 **Store in dark area. Sunlight will let the potatoes turn green.**
5.2.2 **Store in dry area, dampness will cause the potatoes to rot.**
5.2.3 **Store in cool area. Temperature must not be too warm, as it will cause the potatoes to sprout.**

5.3 Identify which vegetable product (A–G) you will MAINLY use in the preparation of Moussaka. (1)
A (aubergine)

5.4 Explain how you would pre-prepare product A, should you decide to use it in the Moussaka. Motivate your answer. (4 × 2) (8)
Rinse, slice in circles.
Sprinkle with salt.
Allow water droplets to form on the surface of the cut aubergine.
Rinse salt and droplets off and dry.

The salt will extract the excess liquid which contains a bitter substance from the aubergine. You have to rinse the extra salt off together with the bitterness. Degorging also prevents the absorption of extra oil while frying the aubergine.

5.5 Describe the term "ratatoulli". (3)
Vegetable dish made from aubergines, peppers, tomatoes, onions and courgettes. Simmered in olive oil.

5.6 Provide TWO alternative names for "baby marrow". (1)
Courgette
Zucchini

5.7 Give a group name (collective name) for red, yellow and green peppers. (1)
Capsicum

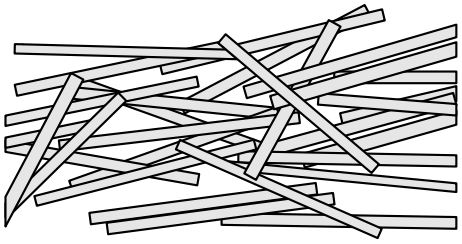
5.8 Name the traditional Greek sauce that can be prepared from product C. (1)
Tzatsiki

5.9 Describe how to perform the term "tomato concasse" in full. (6)
Make a cross on top of tomato with a knife
Blanche tomatoes
Remove skin
Cut in quarters
Remove pips
Cut quarters into dice – brunoise blocks

5.10 Name the traditional soup that would be prepared from product F and G. (1)
Vichyssoise

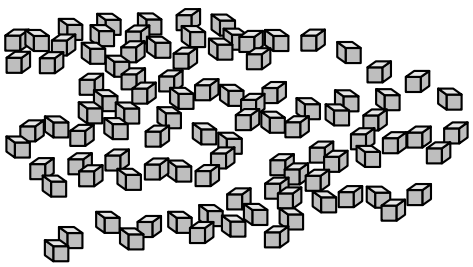
6. Chefs use different terminology to indicate specific cutting techniques.
6.1 Identify the following cutting techniques:

6.1.1



Resembles "match sticks"
Julienne

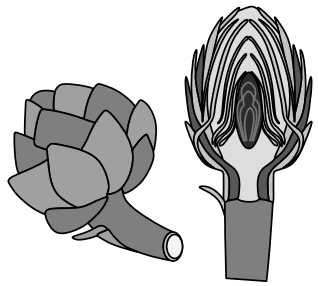
6.1.2



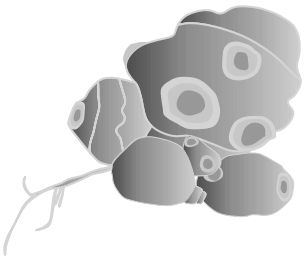
Small dices (2 × 1) (2)
Brunoise

7. Explain the difference between the following two vegetables:

7.1



7.2



(2 × 2) (4)

7.1 **Called a Jerusalem artichoke; Classified as tuber vegetable; Bittersweet, smoked flavour; Served similar to starchy vegetables, e.g. potatoes.**

7.2 **Called a Globe artichoke; Classified as a flowerhead vegetable; Leaves are connected to an edible bottom known as the heart.**

8. Give ONE example of each of the following vegetable types:

8.1	Root vegetables	**beetroot/carrots/turnips/radishes/parsnip/kohlrabi**
8.2	Tubers	**potatoes/sweet potato/Jerusalem artichoke**
8.3	Leaves	**cabbage/sorrel/endive/brussels sprouts/salad leaves/spinach**
8.4	Bulbs	**onions/shallots/garlic/leeks**
8.5	Stems	**asparagus/celery/rhubarb** (5 × 1) (5)

9. Give ONE word/term for each of the following descriptions by choosing a word/term from the list below:

Okra; Chinese cabbage; chicory; spring onions; petit pois; aubergine

9.1 A lettuce with coarse, crisp leaves and a sharp bitter taste in the outside leaves.
Chicory

9.2 Slim and tiny-like miniature leeks.
Spring onions

9.3 Long, white elongated head of shiny densely-packed leaves with mild flavour.
Chinese cabbage

9.4 Curved and pointed seed pods with a flavour similar to aubergines.
Okra

9.5 Peas in a dwarf variety.
Petit pois

9.6 Long, shiny purple-skinned, pear-shaped vegetable with a dull white flesh.
Aubergine

(6 × 1) (6)

10. Some fruit and vegetables change to an unattractive brown colour shortly after it is cut or bruised. Explain SIX methods of preventing this browning action. (6)
    - **Exclude oxygen**
    - **Lower temperature**
    - **Blanching and cooking**
    - **Adding an acid such as vinegar or lemon juice**
    - **Adding ascorbic acid**
    - **Storing in sulphur dioxide**
    - **Placing cut vegetables or fruit in light salt water solution**

11. Most foods of plant origin store better when refrigerated. The exceptions are bananas, potatoes, onions and turnips. Explain in detail how bananas and potatoes should be stored and why? (2 × 4) (8)
    Bananas:
    Cool, well ventilated area, but not in a refrigerator.
    Too low temperatures will cause the bananas to turn black.

    Potatoes:
    Store in a dark area. Sunlight will let the potatoes turn green.
    Store in a dry area, dampness will cause the potatoes to rot.
    Store in a cool area. Temperature must not be too warm, warmth will cause the potatoes to sprout.

12. Explain the effect of cooking in the flavour of the following vegetables:
    12.1 Onions (2)
    Onions lose the sharp burny flavour and become sweeter.

    12.2 Cabbage (1)
    Cabbage develops a strong flavour if cooked too long.

    12.3 Carrots (1)
    Carrots' sweetness are lost because sugar dissolves in the water.

13. What are the disadvantages of using vegetables in the form of convenience foods? (4)
    Much more expensive than fresh vegetables in season.
    More influenced by insects and pests.
    Correct preparation required.
    Many dried products need to be hydrated first, which takes time.

14. Vegetables can be classified according to colour.
    Name the classifications and give ONE example of each. Tabulate your answer.

Colour classification	Examples
Green vegetables containing chlorophyll	Spinach, cabbage, lettuce, broccoli, green beans
Red vegetables containing anthocyanins	Red cabbage, beetroot
Orange vegetables containing carotenoids	Carrots, pumpkin, squash, butternut
White vegetables containing anthoxanthin	Cauliflower

(4 × 2) (8)

15. Name ONE suitable flavouring/seasoning for the following vegetables: (16 × 1) (16)

15.1 Asparagus
Lemon, brown butter, mustard, hollandaise sauce

15.2 Beans, green
Crisp bacon, almonds, brown butter, onions, sundried tomatoes, cream/cheese sauce

15.3 Beetroot
Nutmeg, onions, vinegar, dill, ginger, thyme, sour cream, sugar, mint and feta cheese

15.4 Broccoli
Lemon, brown butter, mustard, nutmeg, mornay sauce

15.5 Brussels sprouts
Dill, caraway seed, mustard seed, dragon

15.6 Cabbage
Caraway seeds, dill, mustard seed, dragon, nutmeg, parsley

15.7 Carrots
Mint, cloves, parsley, nutmeg, ginger, sugar, dill, orange juice

15.8 Cauliflower
Dill, nutmeg, mustard seed, parmesan or cheddar cheese sauce

15.9 Corn
Bacon, butter, onion, red and green pepper, sugar

15.10 Cucumber
Garlic, dill, dragon, vinegar

15.11 Peas
Basil, dill, rosemary, sage, mint

15.12 Potato, baked
Sour cream, butter, nutmeg, parsley, cheese

15.13 Pumpkin
Onions, dill, mustard seed, fennel, cloves, nutmeg, banana, lemon, orange juice, sugar, cinnamon

15.14 Spinach
Garlic, nutmeg, cheese sauce, bacon, onions

15.15 Sweet potatoes
Cinnamon, cloves, brown sugar, nutmeg, orange, pineapple, ginger

15.16 Tomatoes
Bay leaves, garlic, basil, rosemary, thyme, parsley, green pepper, onion

16. Vegetables are used in the preparation of many dishes. Identify the main vegetable always included in the dishe(s). (8 × 1) (8)

16.1 Hash browns, Vichyssoise, Cottage pie
Potatoes

16.2 Moussaka, Baba Ghanoush
Egg plant

16.3 Spanakopita, Florentine
Spinach

16.4 Guacamole
Avocado

16.5 Borscht
Beetroot

16.6 Sauerkraut, bubble and squeak
Cabbage

16.7 Tapenade
Olives

16.8 Tzatziki
Cucumber

17. List FIVE preservation methods for vegetables
Tinned
Dehydrated
Dried
Pickled
Frozen

(5 × 1) (5)

C. PULSES

1. Choose a/an word/item from COLUMN B that best matches the description in COLUMN A. Write only the letter (A–E) next to the question number in the ANSWER column. Items in COLUMN B can be used more than once.

	COLUMN A	ANSWER		COLUMN B
1.1	Large, white, dark brown-red coloured bean, used specifically in Chilli con carne	**B**	A	Soya beans
1.2	Tiny legume, available in red, green or brown, used in Breyani	**E**	B	Kidney beans
1.3	Indian term for split peas of various kinds	**D**	C	Chick peas
1.4	Round beige coloured pulse used to make hummus	**C**	D	Dhal
1.5	Small oval beans, high in protein used in Vegetarian dishes	**A**	E	Lentils

(5 × 1) (5)

2. Give THREE examples of different pulses. (3)
   Beans
   Peas
   Lentils

3. When should salt be added during the cooking process of pulses and provide a motivation. (2)
   Add salt only to the end of the cooking process.
   Salt will retard the softening process.

4. Give ONE example of pulses that do not need to be soaked before cooking. (1)
   Lentils

5. Red kidney beans must boil for at least 15 minutes. Explain why. (1)
   To destroy the natural toxins (poisons) they contain.

6. Give TWO uses of dried beans in stews and soups. (2)
   To thicken
   To add extra protein

7. Name the THREE beans usually used in a "three-bean-salad": (3)
   Butter beans
   Baked beans
   Haricot beans

8. Pulses are dried seeds (beans, peas and lentils) of the legume plant family.

   8.1 Which bean type has the highest protein content of all pulses? (1)
   Soya beans

   8.2 What is the Hindu word for dried beans and peas? (1)
   Dhal

   8.3 Name the dried pea normally used in the preparation of "Hummus". (1)
   Chickpeas

   8.4 Soya products are very popular as an alternative to animal-based products. List FIVE examples of soya products available on the market:
   Soya sauce
   Tofu
   Soya milk
   Tempeh
   Soy nuts
   Tofutti
   Miso
   Any applicable answer (5)

D. SALADS

1. Select the ingredient in COLUMN B which will most likely be used in the salad in COLUMN A. Write down only the letter (A–E) next to the question number in the space provided.

	COLUMN A	ANSWER		COLUMN B
1.1	Waldorf salad	**C**	A.	French beans, tomatoes, hard boiled eggs, potato, olives, anchovies, tuna
1.2	Nicoise salad	**A**	B.	Croûtons, cos lettuce, eggs, anchovies, Worcestershire sauce
1.3	Caprése salad	**E**	C.	Apples, celery, mayonnaise, walnuts
1.4	Ceaser salad	**B**	D.	Bulghar, tomatoes, onions, capsicum, parsley, mint
1.5	Tabbouli salad	**D**	E.	Tomatoes, basil, mozzarella cheese, garlic

(5 × 1) (5)

2. Name the MAIN ingredients that are used in the preparation of the following traditional salads:

   2.1 Coleslaw
   Cabbage, carrot, mayonnaise (3)

   2.2 Greek salad
   Lettuce, tomatoes, olives, feta cheese (4)

   2.3 Waldorf salad
   Apple, walnuts, celery, mayonnaise (4)

3. Name the FOUR components a traditional salad is made up of: (4)
   Basis
   Structure
   Salad dressing
   Garnish

4. Give FIVE different uses of salads: (5)
   As a starter, hors d oeuvre.
   As an accompaniment to the main dish.
   As a main meal with the main ingredient being a protein.
   As a filling for a sandwich.
   As a fruit salad to be served as dessert.

5. When making a potato salad, name the ingredient that fulfils the following function in the salad: (3)

   5.1 Body
   Potatoes

5.2 Salad dressing
Mayonnaise

5.3 Garnish
Boiled eggs

6. Answer the following questions on salads and salad dressings:

6.1 Which type of mayonnaise dressing is best used with fish?
Tartar sauce (1)

6.2 Name the THREE main ingredients used when preparing mayonnaise.
Oil
Acid/lemon juice
Egg yolk (3)

6.3 Which ingredient enhances the forming of a permanent emulsion in mayonnaise?
Egg yolk (lecithin) (1)

6.4 Give ONE example of a salad dressing that is a temporary emulsion.
Vinaigrette/Italian salad dressing (1)

7. Why should one not pour salad dressing over salad long before serving? (1)
The salad dressing will wilt the leaves.

8. How does one prepare leafy vegetables for a salad to ensure that there are no insects?
Rinse well under water or place in water with salt in it.

9. What do you understand about the term "refresh" the salad leaves? (1)
To chill the salad leaves by holding them under cold running water or to place the leaves in a bowl of ice water.

10. If a Chef asks you to "toss" the salad, what are you expected to do? (1)
To mix the salad in a mixing bowl.

11. Explain the term Mesclun. (2)
A variety of baby lettuce and leaves and edible flowers.

F. Herbs and flavourings

1. Choose a description from COLUMN B that best matches the term in COLUMN A. Write only the letter (A–H) next to the question number in the ANSWER column. Items in COLUMN B can be used more than once.

	COLUMN A	ANSWER		COLUMN B
1.1	Bouquet garni	**G**	A.	Chives, chervil/parsley, Tarragon
1.2	French fines herbs	**A**	B.	Cassia, cloves, fennel star anise, szechaun pepper
1.3	Herbs de Provence	**D**	C.	All spice, mustard seeds, cloves, dill, dill seeds, coriander seeds, bay leaf
1.4	Mixed spice	**F**	D.	Dried Provençal herbs and spices including thyme, basil, rosemary, tarragon, savory, marjoram, oregano and bay leaf
1.5	Pickling spice	**C**	E.	Black pepper, cloves, cinnamon, cardamom, nutmeg, mustard, bay leaf
1.6	Chinese five spice	**B**	F.	Cinnamon, nutmeg, cloves, allspice
1.7	Garam masala	**E**	G.	Nay leaf, parsley stalks and thyme tied together

(7 × 1) (7)

2. Choose the correct word(s) from those given in brackets.

   2.1 The herb traditionally used in boboti, placed on top, in the egg custard, prior to baking (parsley/**bayleaf**).

   2.2 This herb is very popular in Asian cooking and the seeds are used in the preparation of Biltong (**coriander**/chervil).

   2.3 When preparing a Tabbouleh salad, you will always include this herb (**mint**/fennel).

   2.4 This herb traditionally forms part of a Caprese salad (watercress/**basil**).

   2.5 When preparing fish dishes and gravlax you will use (**fennel**/rosemary).

(5 × 1) (5)

3. Provide a definition for the word "herbs".
   The edible, aromatic leafy part of plants that do not have a woody stem. (2)

4. Distinguish between a herb and a spice.
   Herbs are the edible, aromatic leafy part of plants that do not have a woody stem.
   Spices are from the bark, buds, fuit, root, seed or stems of a variety of plant and trees.

(2 × 2) (4)

5. Advise your Junior Chef on the how to select good quality fresh herbs.
   Bright and even in colour.

   Leaves and stems must look healthy.
   No signs of wilting, discolouring (brown spots), sunburn or damage by pests.

   When purchasing herbs, ensure to check the sell by date, that the packaging is not damaged and that it was stored at the correct temperature in the shop.

   Rather buy smaller quantities and use it first before buying more.

   (5 × 1) (5)

6. Briefly discuss general preparation principles when working with herbs in food preparation.
   When using whole herbs, such as bay leaves, use them in the beginning of the cooking process to allow time the flavour to be drawn out.

   All cutting techniques (chopping/mincing/chiffonade) must be done as close to the service time as possible.

   When working with dried herbs, remember they need to rehydrate and must therefore be added early in the cooking process to allow the heat to release the flavours.

   Crushing the dried herbs will also increase the process of releasing the flavours.

   (4 × 2) (8)

7. Suggest ONE herb that will often/commonly be paired with the following products.

   Fish
   Fennel, dill, chervil, parsley (1)

   Lamb
   Mint, rosemary (2)

   Pork
   Sage (1)

   Eggs
   Parsley, chervil, chives, cayenne pepper (1)

   Tomato-based dishes
   Basil, oregano (1)

8. What characteristic do the following herbs have in common?
   Tarragon, fennel, dill
   They all have an anise/liquorice undertone in flavour. (1)

9. Which herb pairs the best with most desserts?
Mint (1)

10. Explain why you would refrain from using basil and rosemary in the same dish.
Both basil and rosemary have very strong flavours.
The one will try and overpower the other. (2)

11. Which herb will you need to purchase in order to prepare a traditional Bearnaise sauce?
Chervil/French parsley (1)

12. Name the herb which is most often used in the preparation of pesto.
Basil (1)

G. NUTS

1. Study the following list of nuts and choose the correct nut for each of the following recipes.

Pine-nuts; peanuts; almonds; walnuts; coconuts

1.1 The nut used as an ingredient in a traditional Pesto sauce.
Pine-nuts

1.2 The nut used in the traditional Waldorf salad.
Walnuts

1.3 The nut used in a popular spread for sandwiches.
Peanuts

1.4 The nut used for coating traditional lamingtons.
Coconut

1.5 The nut used to flavour Blanc Mange.
Almond

(5 × 1) (5)

2. Give FOUR uses of nuts in food preparation. (4)
Used in breakfast cereals to enrich the mixture.
Provides roughage in salad.
Ensures texture in cake mixture.
Used in the baking of cakes.
For decorating cakes.
Can be served as snacks.

3. What is the importance of nuts in the diet? (3)
Source of protein, although incomplete.
Source of carbohydrates, calcium, iron and Vitamin B12.

4. Provide THREE guidelines on the correct storage of nuts. (3)
   When still in their shells: store in dry, well-ventilated room.
   When un-shelled: store in a well-sealed airtight container.
   Apply FIFO – stock rotation.

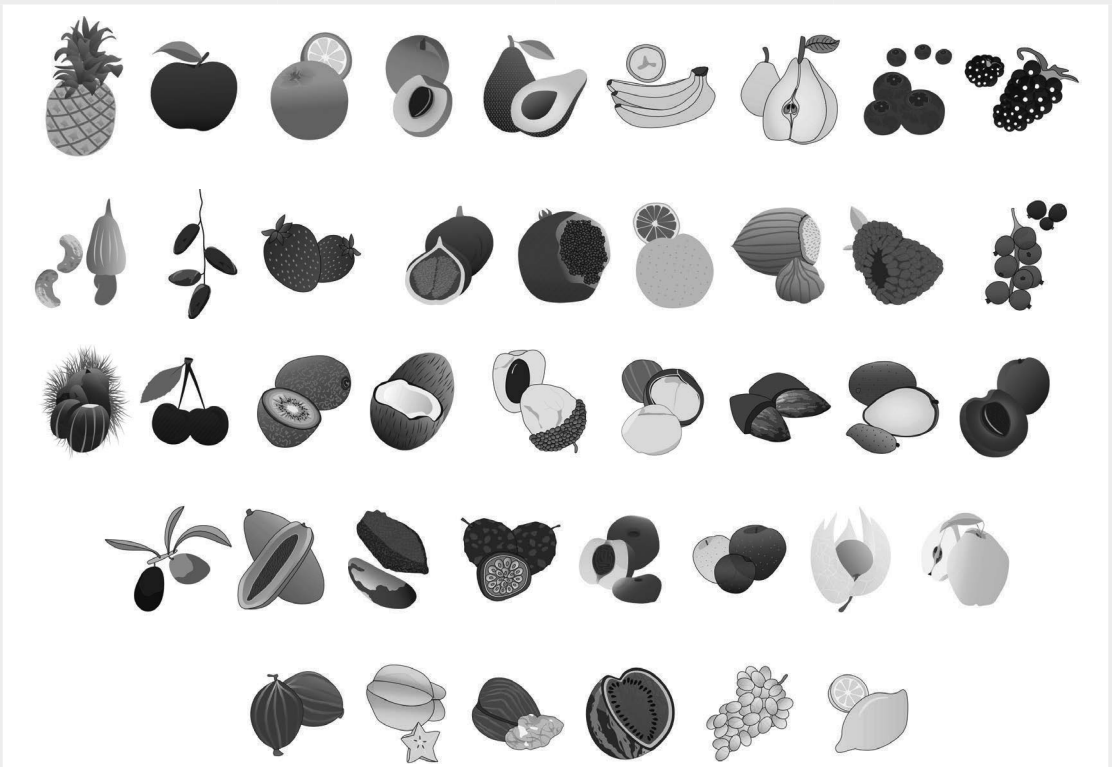
5. Nuts can be purchased in a variety of forms. Name SIX forms in which nuts are available to purchase. (6)
   Ground
   Nibbed
   Whole
   Halved
   Desiccated
   Essence

6. Distinguish between a Macaron and a Macaroon by referring specifically to the type of nut used in each. (2 × 2) (4)
   Macaron = Meringue base of egg white and sugar and almonds are added.
   Macaroon = Meringue base of egg white and sugar and coconut are added.

Practical activity

FRUIT

Practical Suggestion



Practical objectives	Terminology	Cooking methods	Equipment
• Classification of fruit • Handling fruit • Quality • Storing fruit • Fruit in season • Preparation methods • Correct measuring techniques • Knife skills • Preservation • Different fruit dishes • Utilisation of time	**Refer to the following terminology during the practical:** • Reduce • Infuse • Parisienne • Deseed • Segmentation • Coring • Pureeing • Coulis • Compote • Basting • Zesting • Enzymatic browning	**Discuss different cooking methods and refer to the effect of heat on fruit:** **Poaching** – pears **Baking** – Tarte Tatin/ baked apples/apple crumble **Caramelising** – butter and sugar **Stewing** – compote	**Show use of utensils:** • Zester • Melon ball scoop • Canelle knife • Apple corer • Cake tester • Correct colour cutting board (green) • Measuring equipment **Herbs and spices:** • Cinnamon • Star anise • Fresh ginger • Mint

PRACTICAL ACTIVITIES:

Put out examples of fruits in classification groups. Label each group.
Refer to cultivars where applicable.
Display herbs and spices with names for students to see.
Examples of preserved fruit – dried/canned, jams.

Demonstration only:
- Fruit compote (stewing dried fruit)
- Coulis
- Poached pears and plating
- Segmenting an orange
- Parisienne fruit – availability of specific fruit to be confirmed
- Preparing Devils on Horseback
- Focus on classification and preparing different fruit selection
- Fruit platter and tasting

Student to prepare:
- Segmentation of orange
- Parisienne fruit – availability of specific fruit to be confirmed
- Apple crumble/Tarte Tatin

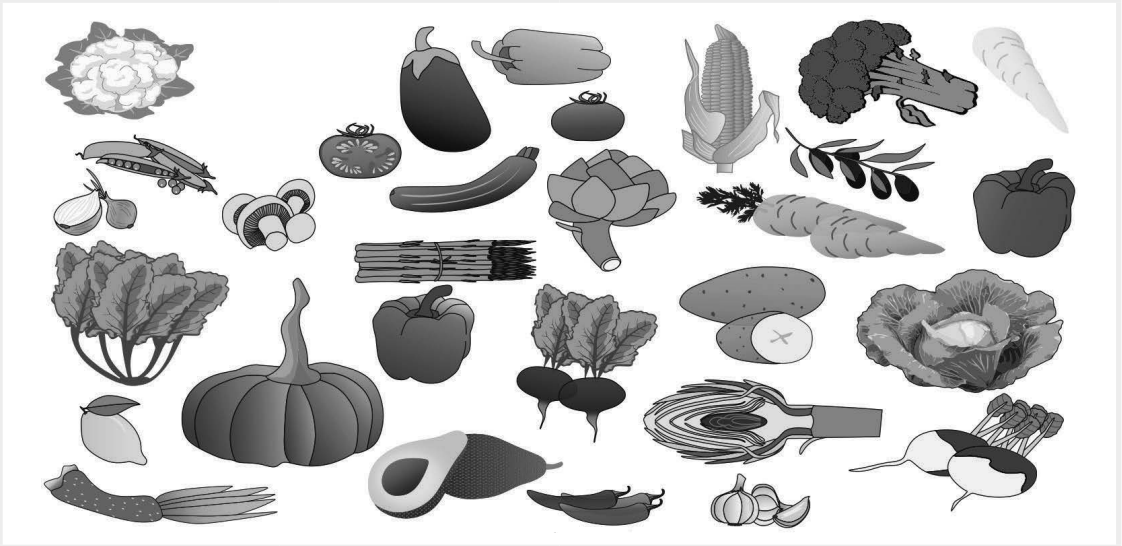
Plating:
Fresh fruit platters





VEGETABLES

Practical Suggestion



Practical objectives	Terminology	Cooking methods	Equipment
• Classification of vegetables • Handling vegetables • Quality • Storing vegetables • Vegetables in season • Preparation methods • Correct measuring techniques • Knife skills • Preservation • Fats and oils • Different vegetable dishes • Utilisation of time	**Refer to the following terminology during the practical:** • Vegetable cuts • Roux • Au gratin • Concasse • Blanching • Refresh • Al dente • Charred • Crudités • Toss • Enzymatic browning • Wilting • De-gorge • Sauté **Vegetable names:** • Eggplant/brinjal/ aubergine • Baby marrow/ courgettes/zucchini • Pepper/capsicum	**Discuss different cooking methods and refer to the effect of heat on vegetables:** **Stewing** – ratatouille **Shallow frying** – rösti (observe) **Boiling or steaming** – cauliflower **Blanching** – tomato concasse **Grilling** – pepper salad/au gratin (self-study) **Baking** – potatoes in the skin/wedges (self-study)	**Show use of utensils:** • Correct colour cutting board (green) Reinforcing correct use of: • Chef's knife • Turning knife • Paring knife • Vegetable peeler • Potato masher **Herbs and spices:** • Basil • Thyme • Nutmeg – ground or whole

PRACTICAL ACTIVITIES:

Put out examples of vegetables in classification groups. Label each group.
Refer to cultivars where applicable.
Display herbs and spices with names for students to see and smell.
Examples of preserved vegetables – dehydrated/frozen/canned/pickled.
Demonstration only:

- Duchesse potatoes
- Croquettes

Demonstration and to do by students:
- De-gorging of aubergine and preparing ratatouille
- Preparation of white sauce
- Steaming of broccoli/cauliflower and prepare Cauliflower a Gratin
- Preparation of rösti

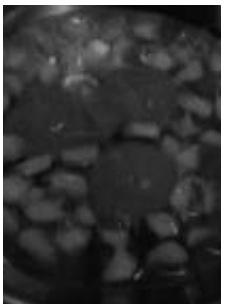
To see and taste:
- Crudités served with tzatziki/guacamole/baba ghanoush or hummus
- Spanakopita

Preparing Tomato Concasse

1. Make a X on the top part of the tomatoes with your Chefs knife.



2. Blanch the tomatoes.



Theory recap: What is blanching? What are the different functions of blanching?

- Tomato seeds can taste bitter, which can ruin your delicious tomato sauce. This can be especially troublesome if you are using a blender for your tomato sauce, which can crack seeds open.
- Tomato skins and seeds may be tough and hard to digest for some people.
- Floating tomato skins are a big no-no in many sauce recipes (e.g. you can't allow any tomato skins in a tomato pizza sauce).
- Presentation and texture are also important reasons for making tomato concasse. Removing the skins and seeds will give you a nice, clean texture.
- Tomato concasse is not commonly used in many traditional sauces, but it can also be used in pasta, garnishing, salads, bruschetta and soups.

Cut tomatoes into quarters and remove seeds.



Cut into brunoise blocks.



SALADS/PULSES/NUTS

Practical Suggestion



Practical objectives	Terminology	Preparation methods	Equipment
Recap of classification of vegetables Practising knife skills Identifying different traditional salads Preparation of salad ingredients Salad dressings – mayonnaise/ vinaigrette/cooked salad dressing Plan utilising of time Different salad leaves Correct storage of salad ingredients Show examples of different pulses Preparation of pulses (bean salad)	**Refer to the following terminology during the practical:** • Emulsions (permanent and temporary) • Blanching • Refreshing • Croutons • Infusion • Tossing • Pulses • Chiffonade	Discuss different methods for salads: **Boiling** – hardboiled eggs/baby potatoes **Baking** – croutons **Blanching** – green beans **Refreshing** – green beans **Washing** – lettuce **Toss** – vegetables	**Show use of utensils:** • Correct colour cutting board (green) **Reinforcing correct use of:** • Chef's knife • Paring knife • Vegetable peeler • Salad spinner **Herbs:** • Basil • Chives • Spring onions • Parsley • Mint • Thyme

PRACTICAL ACTIVITIES:
Display different salad leaves and herbs with names for students to see.



Inform students about salads to prepare on arrival in class – prior knowledge of all salads is necessary.
Display examples of different nuts for students to taste.
Products 'bought in' for tasting purposes: Lamingtons.

Students to prepare a salad buffet with the following traditional salads:

1. Salad Nicoise (2 students)
2. Caesar salad (2 students)
3. Waldorf salad (2 students)
4. Caprese salad (1 student)
5. Tabbouleh (2 students)
6. Couscous salad (2 students)
7. Greek salad (1 student)
8. Sousboontjies/bean salad (2 students)
9. Coleslaw (2 students)

Serve buffet-style in restaurant.

During COVID protocols, lecturers demonstrated the preparation of the above salads and gave students individual samples to taste.

Each student received individually packaged samples of nuts, which they had to identify with the help of a printed PowerPoint on nuts, as well as a worksheet to complete.



Module 4
Cereals

After completing this module, the student will be able to:

- Discuss the types and forms of cereals.
- Describe, identify, demonstrate and apply the correct preparation, cooking methods and techniques in the variety of cereals.

LEARNING CONTENT	LEARNING OUTCOMES
4.1 Culinary and cooking terms	4.1 Name and define the different culinary terms
4.2 Types and forms of cereals	4.2 List, describe and identify the types and forms of cereals
4.3 Effect of heat on cereals	4.3 Identify and briefly explain the effect of heat on the variety of cereals
4.4 General preparation and cooking methods (i.e. rice, pasta, porridge, polenta, etc.)	4.4 Identify, briefly explain and apply the correct preparation and cooking methods in cereals
4.5 Traditional dishes in the different types of cereals	4.5 List briefly and explain the different traditional dishes in the different cereals
4.6 Processing and production of products available in local markets	4.6 List and name the processed cereal products from the five types available in local markets/ shops. Discuss pasta and pasta types

Culinary terminology range:
Absorption; Béchamel; Beurre manié; Blend (slake); Bolognaise; Breyani; Dextrin al dente; Dolmades; Dredge (flour); Gelatinise; Paella; Pastitsio; Pilaf; Risotto; Roux; Screening; Soak; Stirring; Strain; Swell; Thicken; Welsh rarebit

1. Various options are provided as possible answers to the following questions. Choose the correct answer and mark only the letter (A–D) next to the question number.

   1.1 Granules processed from the starch of the cassava root and used mainly in the making of milk puddings, is called:
   A. Cocoa
   B. Custard
   C. Tapioka
   D. Sago (1)

   1.2 This cereal contains no gluten and can therefore not be used for the baking of bread:
   A. Wheat
   B. Rye
   C. Oats
   D. Nutty wheat (1)

   1.3 The cereal product maily used in the making of pasta:
   A. Durum wheat
   B. Maize
   C. Barley
   D. Rye (1)

   1.4 The volume of water required to cook 500 g of pasta:
   A. 1 litre water
   B. 2 litres water
   C. 3 litres water
   D. 4 litres water (1)

   1.5 The cereal used for Maizena:
   A. Maize
   B. Oats
   C. Wheat
   D. Barley (1)

   1.6 To make Pasta Verdi, you have to add colouring obtained from:
   A. Spinach
   B. Tomato
   C. Beetroot
   D. Squid ink (1)

2. Choose the correct word(s) from those given in brackets.

   2.1 A cereal type rolled into flakes (**oats**/baley).

   2.2 A traditional South African dish, including samp and sugar beans (maize porridge/**umngqusho**).

   2.3 A traditional Italian cereal made from yellow coarsely ground maize flour (sago/**polenta**).

2.4 Mixing equal amounts of melted butter and flour together (beurre manie/**roux**).

2.5 Pasta cooked until soft but firm (alfresco/**al dente**).

2.6 A gluten-free starch option, containing nine of the essential amino acids (**quinoa**/arborio rice).

2.7 (Pilaff/**Paella**) is a traditional Spanish rice dish, normally including rice and shell fish. (7 × 1) (7)

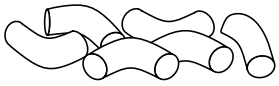
3. Identify the following pasta types:

3.1



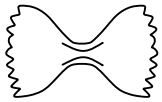
Routini

3.2



Macaroni

3.3



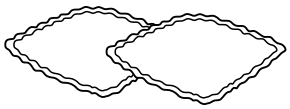
Farfalli

3.4



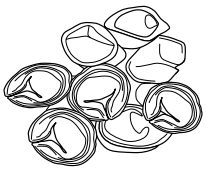
Conchiglierigate

3.5



Ravioli

3.6



Tortellini

(6 × 1) (6)

4. Give ONE word for each of the following descriptions by choosing a word from the list below.

Vermicelli; farfalli; ravioli; lasagne; fusilli

4.1 Long rectangular sheets
Lasagne

4.2 Very fine thin strands
Vermicelli

4.3 Small butterflies
Farfalle

4.4 Envelopes of pasta stuffed with meat
Ravioli

(4 × 1) (4)

5. Select the most appropriate starch items, from the list provided below, to use in or with the following traditional dishes:

   Arborio; Basmati; Jasmine; Tastic; Maizena; Rye

   5.1 Paella
   Tastic

   5.2 Risotto
   Arborio

   5.3 Thai green curry
   Jasmine

   5.4 Pumpernickle
   Rye

   5.5 Blanc Mange
   Maizena

   (5 × 1) (5)

6. Select the term in COLUMN B, which best suits the description in COLUMN A. Write only the letter A–J in the space provided.

	COLUMN A	ANSWER		COLUMN B
6.1	Small balls made from semolina and potato flour	**I**	A.	Pastitsio
6.2	A traditional Italian dish, made from stiff maize porridge, eaten with cheese	**C**	B.	Pilaf
6.3	Small pancakes, traditionally from Russia, made with buckwheat	**J**	C.	Polenta
6.4	Well known Greek dish. Resembles lasagne, but made with tube pasta such as macaroni	**A**	D.	Tabbouleh
6.5	Turkish rice dish, traditionally served in a crown form with vegetables in the middle	**B**	E.	Risotto
6.6	Spanish rice dish with chicken, tomatoes and shellfish	**H**	F.	Basmati
6.7	Italian rice dish, often flavoured with saffron	**E**	G.	Jasmine
6.8	Salad made from bulgar, chopped mint and parsley	**D**	H.	Paella
6.9	A type of rice that you will serve with Thai dishes	**G**	I.	Gnocchi
6.10	A type of rice normally served with curries	**F**	J.	Blini

(10 × 1) (10)

7. Choose the most suitable use from COLUMN B that matches each pasta type in COLUMN A. Write only the letter (A–F) next to the question number in the provided space.

	COLUMN A	ANSWER		COLUMN B
7.1	Spaghetti	**D**	A.	Used in soups
7.2	Macaroni	**F**	B.	Little squares stuffed with meat filling
7.3	Ravioli	**B**	C.	Layered in a dish with meat and cheese sauce and baked in the oven
7.4	Alfabetti	**A**	D.	Served with a bolognaise sauce
7.5	Lasagne	**C**	E.	Used as a thickening agent
			F.	Served with cheese sauce or used in milk puddings

(5 × 1) (5)

8. Choose a/an item/word from COLUMN B that matches a description in COLUMN A.

	COLUMN A	ANSWER		COLUMN B
8.1	Manufactured from cooked potatoes and used as a thickening agent	**D**	A.	barley
8.2	Made from the starch found in the Brazilian cassava root	**J**	B.	sago
8.3	Starch derived from the pith of the sago palm tree and mainly used in milk puddings	**B**	C.	cornflour
8.4	Is used as an instant breakfast cereal	**H**	D.	potato flour
8.5	Used to cover nougat sweets	**F**	E.	pasta
8.6	The flour used to make Pumpernickel bread	**I**	F.	rice paper
8.7	The cereal product with the highest nutritional value	**K**	G.	semolina
8.8	Coarsely ground durum wheat used in the making of couscous	**G**	H.	puffed rice
8.9	An excellent thickening agent and a product of mealies	**C**	I.	rye
8.10	Made from wheat flour dough and cut into a wide variety of shapes	**E**	J.	tapioka
			K.	oats

(10 × 1) (10)

LONG QUESTIONS

9. What is the correct term for the whole process of thickening and cooking of starch during moist heat methods? (1)
Gelatinisation

10. Pasta is a popular ingredient to cook with.
Answer the following questions concerning pasta:

10.1 Which type of pasta is used for lasagne? (1)
Lasagne sheets

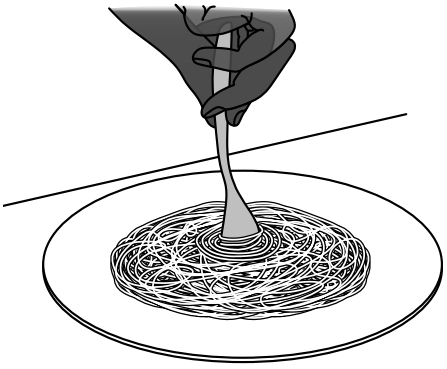
10.2 Which type of pasta is traditionally served with a bolognese sauce? (1)
Spaghetti

10.3 Name TWO types of pasta that are served stuffed. (2)
Ravioli/cannelloni

10.4 Explain the term *al dente*. (2)
Soft but still firm

10.5 Explain the correct method of cooking pasta to a Beginner Chef. (5)
Use a large pot
Use 3 litres of water for 500 g of pasta
Boil the water first, then add salt and pasta
Cook pasta without a lid until al dente

11. Study the next sketch and answer the questions that follow:



11.1 Identify the type of pasta used in the sketch. (1)
Spaghetti

11.2 Name the cereal type from which the pasta will usually be prepared of. (1)
Durum wheat

11.3 Why do you need a large pot when cooking pasta? (1)
Pasta needs a lot of water to be cooked in, if the pot is too small, the water will boil over.

11.4 How much water is required if you need to boil 500 g of pasta? (1)
3 l

11.5 Why is it important to cook the pasta in rapid boiling water? (1)
To ensure that the pasta do not stick together.

11.6 Never place a lid on the pot when boiling pasta. Why? (1)
The pasta will boil over.

12. List FIVE factors which will have an influence of the cooking time of cereals: (5)
The smaller the starch particles, the shorter the cooking time
The finer the grain the shorter the cooking time
The amount of water used
The temperature of the water
Percentage fibre present
Any treatments before, such as parboiling

13. Explain the difference between Ravioli and Cannelloni. (2 × 2) (4)

Ravioli: envelopes of pasta stuffed with meat and served with a tomato based sauce. Pasta is first boiled.

Cannelloni: large hollow tubes stuffed and covered with cheese sauce on a base of tomato stew. Cannelloni is baked in an oven to be cooked.

14. Name a convenient product available on the market, that only takes a few minutes to prepare and can be used instead of boiling pasta in the traditional method. (1)
2 minute noodles

15. List the TWO main reasons for cooking cereals: (2 × 1) (2)
To make it tastier/flavoursome
To make it more digestible

16. Oats is a commonly used cereal in South Africa.

16.1 In which forms are oats available in supermarkets? (2)
Flakes (rolled and shredded); flour

16.2 Why can oats not be used to bake bread? (1)
Oats contains no gluten

16.3 Name FOUR food items that can be made from oats. (4)
Biscuits; rusks; porridge; gingerbread, muesli, muffins

16.4 How should uncooked cereals, such as oats, be stored? (3)
Keep them in:
Airtight containers
A cool dry area with good ventilation
In bags and containers which are not stored directly on the floor
Pest free containers

16.5 Name one convenient product available on the market, making the cooking of traditional oats porridge much easier and quicker. (1)
Oats so easy

17. Describe each of the following flour products and their use:
17.1 Arrow root
17.2 Potato flour (2 × 2) (4)

	Description	Use
17.1	**Fine white flour, made from bulb of maranta arundinacea**	**Used as a thickening agent**
17.2	**Manufactured from cooked potatoes**	**Used as a thickening agent**

18. Complete the following table to indicate the ratio of liquid to cereal when preparing the products. (6)

	Type of Cereal	Proportion cereal	Proportion water/liquid
18.1	Tastic rice	1	3
18.2	Oats	1	2 to 3
18.3	Polenta	1	3
18.4	Couscous	1	1
18.5	Millet, fluffy	1	2
18.6	Quinoa, fluffy	1	2

19. Find the missing words in the following statements by circling the correct words in the maize. Words may be horizontal, vertical or diagonal..... have fun! (20 × 1) (20)

19.1 When water is added to flour and **manipulation** is applied, **gluten** develops.

19.2 **Risotto** is a creamy Italian rice dish made by adding stock while stirring, also known as "Little rice".

19.3 **Jasmine** rice is often served with Thai dishes.

19.4 **Basmati** rice enhances the flavour of curry dishes.

19.5 A Spanish rice dish, including ingredients such as chicken, pork, lima and butter beans, shell fish, paprika and saffron is called **Paella**.

19.6 When a starch mixture is cooled, the **gel** sets into a solid form.

19.7 A very thick white sauce, used in the making of croquettes is called a **panada**.

19.8 The best variety of **semolina** is known as Durum Wheat.

19.9 When preparing **couscous** you will add 1 part of liquid to 1 part of this cereal.

19.10 The smallest part of the seed of a cereal, which is rich in protein, minerals, vitamins and fats is called the **germ**.

19.11 **Ravioli** are envelopes of pasta.

19.12 **Oats** contains no gluten and cannot be used in the baking of bread, but are a favourite porridge.

19.13 A good quality white sauce should be smooth and **lump** free.

19.14 Pumpernickle bread is made from **rye** flour.

19.15 The most common branding name for cornflour is **Maizena**.

19.16 Adding salt will strengthen **gluten**.

19.17 Tapioca and **Sago** are both used in milk puddings, but Tapioka consists of much bigger balls and has to be pre-soaked.

19.18 A **Blini** is a tiny crumpet made from buckwheat, often served with caviar.

19.19 **Samp** is a true African, cracked maize cereal and often cooked with beans.

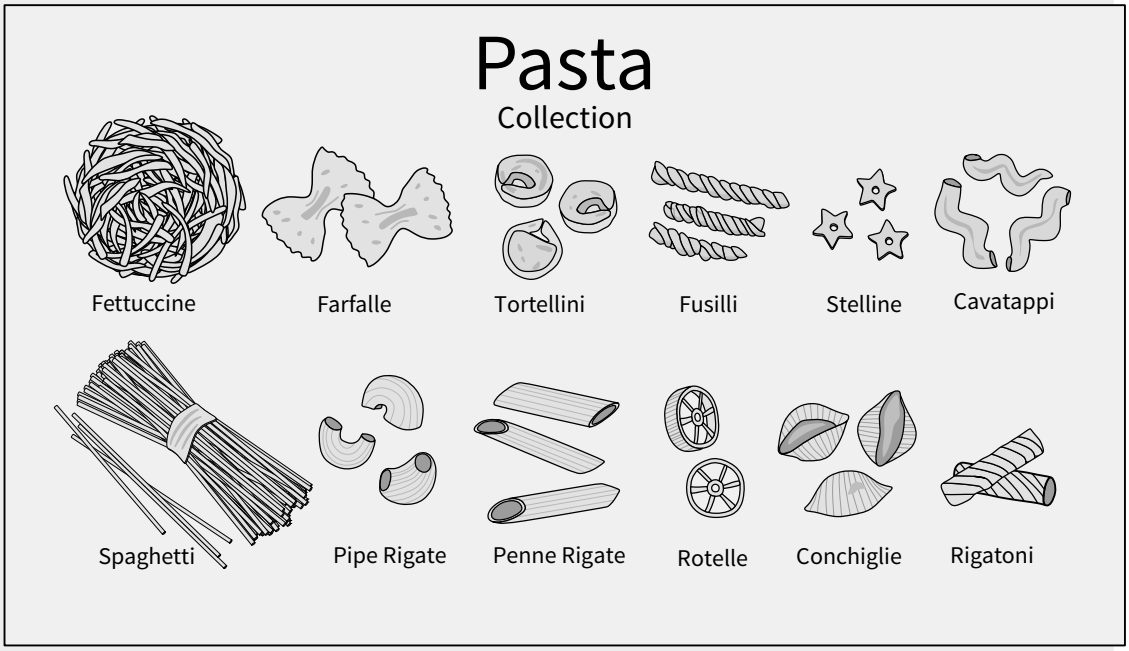
19.20 When adding tomato puree to pasta, it will lead to a **red** coloured pasta.

O	O	B	A	S	M	A	T	I
P	A	E	L	L	A	B	R	C
G	L	U	T	E	N	L	E	O
E	E	L	I	Q	U	I	D	U
L	O	R	O	R	P	N	O	S
P	U	O	M	A	I	I	S	C
A	O	M	E	V	L	T	E	O
N	O	Y	P	I	A	O	M	U
A	R	I	S	O	T	T	O	S
D	O	O	O	L	I	O	L	A
A	O	G	A	I	O	O	I	M
J	A	S	M	I	N	E	N	P
S	M	A	I	Z	I	N	A	O

Practical activity

MODULE 4: CEREALS

Practical suggestion: Pasta



Practical objectives	Terminology	Cooking methods	Equipment
• Correct measuring • Focus on terminology • Focus on identifying different types of pastas and sauce • Fresh pasta/dry pasta • Being able to compose traditional pastas and variations • Re-enforcing white sauce – qualities of a good white sauce • Effect of moisture on cereals • Utilisation of time	**Refer to the following terminology during the practical:** • Traditional pasta names • Pasta sauce names • Al dente • Gluten development • Strong flour (durum wheat, semolina)	**Discuss different cooking methods and refer to the effect of heat on cereals:** **Boiling** – pasta **Baking** – lasagne/ macaroni and cheese	**Show the use of utensils:** • Rolling pin • Manual pasta machines • Kitchen aid • Pasta spoon

PRACTICAL ACTIVITIES:

Fresh pasta/colour pasta

Lasagne or macaroni and cheese (dry pasta)

Tagliatelle/fettuccini (fresh pasta)

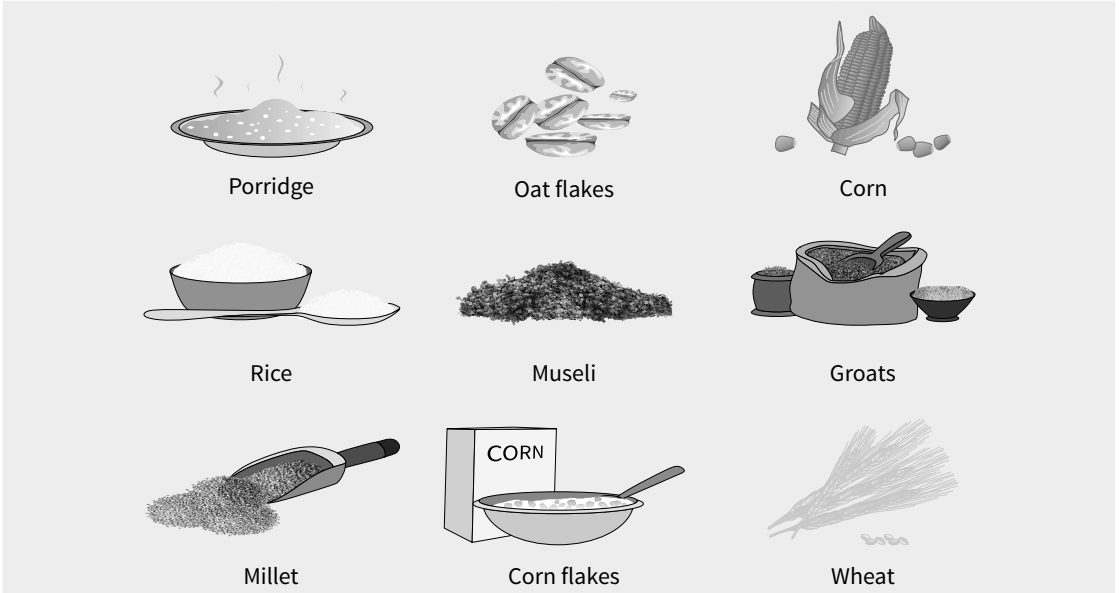
Students to see and taste:

- Ravioli
- Tortellini
- Gnocchi

Serve with sauces – brown butter/basil pesto/any sauces

Students to prepare:
- Fresh pasta dough
- Tagliatelle (fresh pasta)
- Lasagne or macaroni and cheese (dry pasta)

Practical suggestion



Practical objectives	Terminology	Cooking methods	Equipment
• Correct measuring • Focus on terminology • Focus on identifying different types of cereals • Effect of moisture on cereals • Effect of heat on cereals • Preparing different cereal products • Thickening properties of cereals • Utilisation of time	**Refer to the following terminology during the practical:** • Al dente • Bain-marie • Screening of starch granules • Sauté • Ladle • Creamy texture • Arborio rice • Couscous • Polenta • Pilaff • Blancmange • Screening Refer back to the preparation of the couscous and Tabbouleh salad	**Discuss different cooking methods and refer to the effect of heat on cereals:** **Simmer** – risotto **Baking** (au bain-marie) – sago pudding	**Show the use of utensils:** • Blancmange moulds • Bain-marie **Herbs and spices:** • Saffron • Turmeric • Vanilla pod

PRACTICAL ACTIVITIES:
Display different types of rice.
Demonstrate the preparation of polenta.
Prepare risotto.
Prepare sago pudding – show the effect of moisture on starch.
Prepare blancmange – discuss the thickening properties of starches.

Students to see and taste:
- Dolmades

Students to prepare:
- Blancmange
- Risotto
- Sago pudding

Plate blancmange with coulis and fresh berries.



Module 5
Eggs

After completing this module, students will be able to:

- Select, purchase, store eggs correctly.
- Understand the effect of heat on eggs.
- Apply and demonstrate the correct preparation, cooking techniques and methods of eggs.

LEARNING CONTENT	LEARNING OUTCOMES
5.1 Culinary and cooking skills	5.1 Define the different culinary terms
5.2 Grading, quality, purchasing points, storing, sources and varieties of eggs	5.2 List and briefly explain and identify the different types of eggs, grading, purchasing points, storing and sources of eggs
5.3 Uses, different preparation, cooking methods and techniques of eggs	5.3 List and briefly explain and apply the different functions, cooking methods and techniques
5.4 Effects of heat on eggs	5.4 Name and briefly explain the effects of heat on eggs
5.5 Traditional egg dishes	5.5 Name and briefly describe traditional egg dishes
5.6 Serving, allowed portions, accompaniments and garnishes of egg dishes	5.6 Demonstrate the correct way of serving, portioning, the correct use of accompaniments and garnishes in egg dishes
5.7 Alternatives, preserving eggs	5.7 Identify, name and list the alternatives for eggs and preserving eggs

Culinary terminology range:
Aerate; Bind; Buffer; Candling; Carbonisation/carbonise; Clarify; Coagulation/coagulate; Coating/coat; Denaturisation/denature; Dry stage; Emulsifier/emulsify; Enrich; Foamy; Free-range eggs; Garnish; Glaze; Grading; Grain fed; Liaison; Organic eggs; Soft peak; Stiff peak; Syneresis; Thickening; Weeping
Breakfast dishes: Boiled; Eggs Benedict; Omelette; Over easy; Scrambled eggs; Sunny side up; Turned eggs
Custards: Crème Anglaise; Crème Brûlée; Crème Caramel; Crème Patisserie
Other: Choux pastries; Consommé; Croquembouche; Devilled eggs; Éclairs; Eggs en cocotte; Eggs sur le plat; French toast; Frittata; Lemon curd; Lemon meringue; Meringue; Pavlova; Profiteroles; Quiche; Sabayon; Scotch egg; Soufflé omelette; Soufflé; Zabaglione

1. Various options are provided as possible answers to the following questions. Choose the correct answer and mark only the letter (A–D) next to the question number.

1.1 The most popular method of poaching eggs, used by restaurants and hotels:
A. Deep-poaching in acidulated water
B. Poaching rings custard
C. Poaching pan
D. In the oven (1)

1.2 The volume of a large egg is approximately ..ml.
A. 20
B. 30
C. 40
D. 50 (1)

1.3 The smallest egg according to the mass grading will be a:
A. Small egg
B. "Pee wee" egg
C. Dwarf egg
D. Baby egg (1)

1.4 The edible part of eggs cooked in water, milk or cream, just below boiling point or over boiling water are called ..... eggs.
A. Boiled
B. Steamed
C. Poached
D. Baked (1)

1.5 The type of meringue used for pavlova:
A. Hard, dry and crisp
B. Soft, dry and shiny
C. Hard, moist and shiny
D. Soft, moist and crisp (1)

1.6 If this ingredient is added to water used for poaching eggs, it will lead to better coagulation and you will get a better end product.
A. Sugar
B. Pepper
C. Bicarbonate of soda
D. Vinegar (1)

1.7 The volume of 1 dozen large eggs:
A. 0.36 litre
B. 0.48 litre
C. 0.5 litre
D. 0.6 litre (1)

1.8 When eggs are checked for defects by passing them through a strong light:
A. Candling
B. Breaking egg open
C. Floating egg in water
D. Trapping air (1)

1.9 Eggs must be stored …… in their packing trays.
A. Blunt end towards the opening side
B. Blunt end downwards
C. Blunt end upwards
D. Blunt end towards the closed side (1)

1.10 The average standard weight of a large egg.
A. 45 – 50 g
B. 51 – 55 g
C. 56 – 65 g
D. 66 – 71 g (1)

1.11 Eggs laid by free range hens, normally no pesticides, insecticides, weed killer or commercial compost are used.
A. Omega-3 eggs
B. Whole grain fed eggs
C. Pasteurised eggs
D. Organic eggs (1)

1.12 The cooking method applied in preparing eggs en cocotte is:
A. Frying
B. Poaching
C. Baking
D. Boiling (1)

1.13 When preparing a souffle omelette as part of a light luncheon, you would normally use:
A. 3 eggs
B. 1 egg
C. 2 eggs
D. 5 eggs (1)

2. Eggs are used in food for different main reasons. Fit the main reasons listed in COLUMN B to the dish listed in COLUMN A. Write only the letter A–H in the space provided.

	COLUMN A	ANSWER		COLUMN B
2.1	Crème caramel	**F**	A	Binding agent
2.2	Consommé	**B**	B	Clarifying agent
2.3	Pies	**H**	C	Emulsifying agent
2.4	Chocolate mousse	**G**	D	Enriching
2.5	Macaroni and cheese	**A**	E	Garnishing
2.6	Milk pudding	**D**	F	Thickening
2.7	Mayonnaise	**C**	G	Aerating or lightening

2.8	Fish cakes	**A**	H	Glazing
2.9	Potato salad	**E**		
2.10	Sponge cake	**G**		
2.11	Hollandaise sauce	**C**		
2.12	Soufflé	**G**		
2.13	Rissoles	**A**		
2.14	Vol-au-vent	**H**		
2.15	Eclairs	**C**		

(15 × 1) (15)

3. Match the function of eggs in COLUMN B that best suits each recipe instruction in COLUMN A. Write only the letter A–E in the space provided. (4 × 1) (4)

	COLUMN A	ANSWER		COLUMN B
3.1	VEGETARIAN BAKE Add beaten egg to TPP (textured plant protein) chopped onion and flavourings	**A**	A	Binding agent
3.2	EGG SOUP Gradually add luke warm water extract to beaten egg and heat in a double boiler	**C**	B	Raising agent
3.3	BAKED CHOCOLATE PUDDING Mix melted chocolate and rum with flour mixture and fold in beaten egg whites	**B**	C	Thickening agent
3.4	ORANGE CAKE Cream butter and sugar, add beaten egg yolks gradually	**E**	D	Glazing agent
			E	Emulsifying agent

4. You are the owner of an elite guesthouse and responsible for training the staff who prepare breakfast for the guests.
Describe the following egg dishes that feature on your menu:

4.1 "Sunny side up" egg
Customer wants a fried egg, yolk facing up, yolk soft and egg not flipped over.

4.2 "Over easy" egg
Egg is fried and then flipped over. Egg yolk is still soft.

4.3 "Turned" egg
Egg is fried and flipped over. Egg yolk is medium to hard.

4.4 Oeufs Clamart
Poached eggs garnished with peas.

4.5 Oeufs Benedict
Poached egg on English muffin, with ham and hollandaise sauce.

(5 × 2) (10)

5. Provide 4 guidelines to your staff to help them identify that the egg has been ideally cooked for the use in Oeuf Benedict. (4)
Firm white
Egg yolk covered by white layer
Soft and creamy, but set
A slight acidic taste

6. Explain the differences between: "Eggs en cocotte" and "Egg sur le plat".
Egg en cocotte = egg baked in a ramekin
Egg sur le plat = egg baked on top of vegetables, firmer than egg en cocotte
(2 × 2) (4)

7. Give another name for each of the following:
   7.1 A plain omelette
   French omelette (1)

   7.2 A flat omelette
   Fritatta (1)

   7.3 A puffy omelette
   Soufflé omelette (1)

8. Describe a perfect plain omelette. (2)
Golden brown on the outside
Soft and creamy on the inside

9. Explain the difference between a '*puffy omelette*' and a '*plain omelette*': (2 × 2) (4)
Puffy omelette: the eggs are separated and the egg white is beaten to a soft peak stage and folded into the egg yolk.
Puffy omelettes are always folded double.

Plain omelette: eggs are beaten to a whole egg foam. Golden brown on the outside and soft and creamy on the inside.

10. Distinguish between the terms *coagulation* and *syneresis.* (6)
Coagulation is the gradual process of forming new bindings, caused by heating, associated with food being cooked and edible.

Syneresis is the effect caused by overheating of proteins. The proteins harden, become tough, unpalatable and shrink. Water is forced out of the formed network.

11. Describe the appearance of a raw, fresh, uncooked egg white and yolk. (5)
Prominent thick white.
Little thin white.
Compact egg yolk, situated in the middle of the egg white.
Egg yolk is firm, round and a good yellow colour.
Clear egg white.

12. Name SIX functions of eggs in the preparation of food and give an example of an applicable dish for each function. (6)
Trapping air: meringue/soufflé/mousse.
Thickening: crème caramel/milk tart filling/baked custards.
Emulsifying: mayonnaise/hollandaise sauce.
Binding: rissoles/croquettes, meat or fish cakes.
Coating: coat fried food to form protective layer on outside of food.
Glazing: brush over pastries and produce a golden brown shiny glaze.
Enriching: added to sauces or milk puddings, to include extra proteins.
Garnishing: hard boiled eggs used on salads.
Clarifying: egg white and shells are used to clarify liquids such as consommé.

13. Identify TWO functions of eggs (as an ingredient) in each of the following dishes: (4 × 2) (8)

13.1 Crème Caramel
Thickening

13.2 Cold Chocolate Soufflè
Trapping air

13.3 Boboti
Binding

13.4 Fried fish
Coating

14. You have to serve pavlova filled with Summer fruit as a dessert for a wedding.
The ingredients are as follows:
4 egg whites
2.5 ml white vinegar
250 ml caster sugar
15 ml boiling water
15 ml cornflour
Pinch of salt

14.1 Describe the term 'pavlova'.
Meringue nest with a filling (2)

14.2 Convert the amount of egg white to ml.
4 × 30 = 120 ml (1)

14.3 State EIGHT quality points that will indicate that you are working with fresh eggs. (8)
- **Clean shell, undamaged and somewhat coarse**
- **A pleasant, fresh smell (no smell of sulphide)**
- **Egg yolk must be thick and clear**
- **Large proportion thick to thin white**
- **Egg yolk positioned in the middle of the egg white**
- **Egg yolk must be firm, round, good yellow colour**
- **Airbag small in size**
- **A fresh egg will sink to the bottom of a salt solution**

14.4 Why would you suggest that the eggs are at room temperature? (2)
Eggs at room temperature beat to a bigger volume

14.5 Name three possible uses for egg yolk.
Making mayonnaise
Making hollandaise sauce
Making mustard
Making lemon curd
Any 3 of the above or any applicable answer (3)

15. Name three methods that are used for testing the freshness of eggs. (3)
Candling
Breaking the egg open
Water placement test

16. You are preparing boiled eggs as part of the menu for a picnic for 50 people.

16.1 Eggs can be boiled to THREE different stages. Name and explain the texture of each stage and state a use of each.

Stage	Texture	Use
*Soft boiled	Soft white and yellow White slightly set	Serve in shell for breakfast
*Medium	Firm white and soft yellow	Garnishing rice salad or eggs florentine
*Hard	Firm white and yolk	Pressed through sieve for garnishing sauces or fillings

(3 × 3) (9)

16.2 List FOUR preventive measures you can apply to ensure that there is no 'blue ring' in eggs.
After boiling, crack shell and place in cold water.
Use fresh eggs, 2 days old.
Don't over boil.
Add a little vinegar in the water. (4)

16.3 Make a suggestion to ensure that the yolk remains in the middle of the boiled eggs.
Stir eggs in water during boiling to prevent the yolk from setting to one side of the white. (2)

16.4 Give an alternative name for "stuffed eggs". (1)
Devilled eggs

17. The correct storage of eggs is important to maintain quality. Answer the following questions:

17.1 Eggs should not be washed before storing. Why not? (1)
Eggs have a natural protective layer which will be removed if washed.

17.2 Where should you store eggs? (1)
In a dry, cool place, the refrigerator.

17.3 Why is it not wise to store eggs near strong smelling food? (2)
The shell is porious and the egg will absorb strong odours.

17.4 Is it possible to freeze eggs? Explain. (3)
Eggs cannot be frozen whole. The separated whites and yolks can be frozen separately.

18. Amahle, the Assistant Chef at a 4-star guesthouse, cooked an egg custard sauce in a double boiler. The custard came out perfectly, but she left the top part of the double boiler on the bottom part. When she wanted to serve the custard it was watery with solid pieces in it.

18.1 Explain in detail what happened to the custard. (4)
The proteins coagulated.
Due to further heating, the protein shrank rapidly causing any liquid the egg contains to be squeezed out – sineresis.
The shrinkages caused the mixture to separate and the curdle is seen as the solid pieces.

18.2 What do we call this occurrence? (1)
Sineresis

18.3 What action can be taken so that this sauce can still be used? (2)
If mildly curdled, remove immediately from heat.
Whisk rapidly.

19. When cooking an egg custard-sauce, when will you know that the custard is ready? (2)
When it covers the back of a dessert spoon.
When it tastes cooked.

20. You have to prepare a 'baked custard' for a function.
Answer the following questions on baked custards:

20.1 What is the standard proportion of egg to milk? (2)
1 ½ eggs to 250ml milk

20.2 Briefly describe the steps in the preparation of a baked egg custard. (5)
1) Heat the milk.
2) Pour the milk onto the lightly beaten eggs, while stirring.
3) Pour custard into a greased mould, place in trays of water and bake in a moderate oven until set.
4) Test with a skewer, if skewer comes out clean, custard is cooked.

20.3 What are the ideal characteristics of baked custard? (3)
Smooth, homogenous gel.
No signs of water seeping out.
No raw egg taste.

21. Explain the difference between a Crème Brulee and a Crème Caramel.
Crème Brule, baked custard has a caramelised sugar layer on top and is served in a container (normally ramekin) the custard was baked in.

Crème Caramel, sugar syrup is made in and placed into a dariole prior to adding the custard and baking. Crème Caramel is turned out onto a service plate. (2 × 2) (4)

22. Name TWO savoury dishes where an egg-custard is used in an oven-baked dish. (2)
Bobotie; quiche

23. You have the following dishes on your menu:
Deviled eggs; Scotch eggs; Zabaglione; Sabayon; Frittata; French Toast

Match these dishes to the descriptions provided below.

23.1 Italian egg-based dish similar to a crustless quiche.
Frittata

23.2 French term for dessert made with egg yolks, sugar and a sweet wine.
Sabayon

23.3 Sausage meat wrapped around a hard boiled egg, which is coated in bread crumbs and then deep-fried.
Scotch eggs

23.4 Bread dipped in raw egg yolk and shallow-fried.
French toast

23.5 Italian dessert made with egg yolks, sugar and Marsala wine.
Zabaglione

23.6 Halved, hard boiled eggs with a filling.
Deviled eggs (6 × 1) (6)

24. List FOUR preservation methods for eggs.
Pasteurisation
Cold storage
Freezing
Drying (4 × 1) (4)

25. Name the THREE types of egg powder available on the market with one example of where it can be used in food.

Whole egg powder	**Crackers/cookies/pasta**
Egg yolk powder	**Mayonnaise/dressings/sauces/croissants**
Egg white (Albumen) powder	**Fish/meat/bakery products**

(3 × 2) (6)

26. Discuss the factors you will consider when deciding on how big/much the egg portions will be on your menu.

How and where the eggs are utilised in the dish and where the dish features on the menu. For example: if the eggs form part of the dessert in a crème brûlé, the normal recipe amount for crème brûlé will be used.
If the egg forms part of a nicoise salad, served as a light luncheon, you will work on one boiled egg.
The specific type of function and the use of eggs in the menu. For example: cocktail menu, where eggs form part of a snack and there are a variety of snacks, then there will be less eggs served per person.
The serving style of the menu. If it is a buffet breakfast with many options, the eggs may be included as one option as per order – a fried egg or it may be presented as scrambled eggs where each guest can help themselves. However, due to many other options, you will estimate ½ a portion of scrambled eggs (1 egg per person) rather than the normal 2 eggs for scrambled egg portions.
Any applicable answer: Examiner can also provide a specific example and request a discussion on that specific example.

(2 × 2) (4)

Practical activity

Practical Suggestion: Focus on egg dishes for breakfast



Practical objectives	Terminology	Cooking methods/ techniques	Equipment
• Terminology (different egg dishes, different breakfasts) • Correct measuring • Focus on the correct application of different cooking methods and techniques • Preparation methods – reinforce tomato concasse • Cooking methods • Composing different dishes with eggs • Demonstration of egg dishes • Focus on functions of eggs in different dishes • Efficient utilisation of time	**Refer to the following terminology during the practical:** • Continental breakfast • English breakfast • Syneresis • Score • Baste **Dishes:** • Eggs en cocotte • Eggs Benedict • Poached eggs • Devilled eggs • Scotch eggs	**Discuss different cooking methods and refer to the effect of heat on eggs:** **Boiling** – soft/ medium/hard **Poaching** – different poaching methods **Frying** – sunny side up/easy over or turned egg/omelette/ scrambled/frittata **Baking** – eggs en cocotte **Grilling** –omelette and frittata	**Show use of equipment and utensils:** • Reinforce bain-marie • Salamander **Herbs and spices:** • Chives • Spring onions • Parsley

PRACTICAL ACTIVITIES:
Demonstration of egg dishes – boiling/sunny side up/easy over/scrambled eggs/French omelette/puffy omelette/frittata/baked eggs/tomatoes, mushrooms, bacon and pork bangers. Prepare devilled eggs from hardboiled eggs.

Students to see and taste:
- Devilled eggs
- Scotch eggs
- Quail eggs

Students to prepare:
Each student will receive 7 eggs to prepare the following:
- English breakfast: 2 Fried eggs (sunny side up and easy over) served with bacon, pork banger, mushrooms, grilled tomato and toast
- Scrambled eggs (chives or parsley in mixture)
- 1 French/puffy omelette with cheese and tomato

Practical Suggestion: Focus on custards and meringue



Crème Brûlée



Crème Caramel



Meringue (pavlova)

Practical objectives	Terminology	Cooking methods/ techniques	Equipment
• Correct measuring • Focus on correct application of different preparation methods, cooking methods and techniques • Terminology (different egg custards) • Focus on functions of eggs in different dishes • Different custards: stirred/baked/ savoury • Demonstration on egg custards • Effect of heat on eggs • Demonstration on egg white foams (NOT for examination purposes) • Efficient utilisation of time	**Refer to the following terminology during the practical:** • Crème Caramel • Crème Brûlée • Crème Anglaise • Bain-marie • Quiche • Custard • Meringue • Pavlova • Ramekin • Dariole • Scalding	**Discuss different preparation methods and cooking methods:** • Scalding • Bake in bain-marie • Double boiler • Egg white foam stages • Savoury custard • Sugar work **Bake au bain-marie:** Crème Caramel/Crème Brûlée **Bake in very cool oven**: Meringue	**Show use of utensils:** • Reinforce bain-marie • Piping bag • Quiche pan • Ramekin • Dariole **Spices:** • Vanilla pod

PRACTICAL ACTIVITIES:
Demonstration on egg custards – Crème Brûlée/Crème Caramel/Crème Anglaise/Quiche/Egg white foams (pavlova)

To see and taste:
Crème Anglaise/Quiche

Students to prepare:
- Crème Anglaise
- Crème Brûlée
- Crème Caramel



Module 6

Dairy, fats and oils

After completing this module, students will be able to:

- Identify, list and select milk and milk products.
- Understand the effect of heat on milk.
- Apply and demonstrate the correct preparation and cooking techniques and methods of milk and milk products.
- List the different types of fats and oils. Discuss and demonstrate how fats and oils are used in cooking.

LEARNING CONTENT	LEARNING OUTCOMES
6.1 Culinary and cooking terms in milk, fats and oils	6.1 Define the different culinary terms
6.2 Milk and milk products, milk alternatives	6.2 List and classify the milk and milk products
6.3 Quality purchase points of milk and milk products	6.3 List and briefly explain and demonstrate the cooking techniques methods, explain rules in cooking with milk and milk products
6.4 Manufacturing, preservation and storage of milk	6.4 List and briefly explain and identify the quality purchasing points of milk and milk products
6.5 Cooking with milk and cooking methods; effect of heat in milk and milk products	6.5 List and briefly explain the cooking methods, effect of heat, explain the rules and apply the techniques when cooking with milk
6.6 Types of fats and oils and their sources	6.6 List and name the types of fats, oils and their sources
6.7 Cooking with fats and oils, storing and keeping fats and oils	6.7 Explain, list and apply the health precautions and rules of cooking with oil as well as the keeping and storing

Culinary terminology range:
Casein; Caul; Cheeseboard; Coagulate; Curd; Dripping; Emulsifying/emulsion; Evaporated; Fat; Ferment; Flash point; Fondue; Galactose; Ghee; Glucose; Homogenisation; Hydrogenation/hydrogenise; Lactose; Lard; Marbling; Mornay sauce; Oil; Oxidation; Pasteurisation; Raclette; Rancid/rancidity; Rendering; Rennin; Ripen; Scald; Scotch; Spread; Sterilisation; Suet; UHT; Whip/whipping

1. Various options are provided as possible answers to the following questions. Choose the correct answer and mark only the letter (A – D) next to the question number.

1.1 This milk can be beaten to a stiff foam when cold and is often used in gelatin dishes:
A. Buttermilk
B. Pasteurised fresh milk
C. Evaporated milk
D. Skim milk (1)

1.2 The milk product with the shortest shelf-life is … milk:
A. Evaporated
B. Condensed
C. Sterilised
D. Pasteurised (1)

1.3 Parmesan is a … cheese:
A. Very hard
B. Hard
C. Semisoft
D. Soft, ripened (1)

1.4 When milk is heated to 92 °C for one minute:
A. Homogenised
B. Condensed
C. Scalded
D. Pasteurised (1)

1.5 The temperature to which milk is heated when it is being pasteurised:
A. 72 °C
B. 104 °C
C. 140 °C
D. 164 °C (1)

1.6 This milk is similar to condensed milk, but no sugar is added:
A. Evaporated milk
B. Long life milk
C. Pasteurised milk
D. Sterilised milk (1)

1.7 This milk can be stored on the shelf until opened:
A. Homogenised milk
B. Pasteurised milk
C. Fresh milk
D. Ultra heated milk (1)

1.8 When milk is heated, water evaporates from the surface and the calcium, … collect on the top to form a skin:
A. Minerals and fats
B. Vitamins and carbohydrates
C. Proteins and minerals
D. Fats and proteins (1)

1.9 The following may cause milk to curdle:
A. The corn starch in custard powder when making custards.
B. The acid in tomato when making cream of tomato soup.
C. The coffee powder when making coffee.
D. The beans when making bean soup. (1)

1.10 The enzyme found in milk, which is deactivated by scalding milk:
A. Lipase
B. Amylase
C. Lactase
D. Papain (1)

2. Choose the correct word(s) from those given in brackets.

2.1 Soft ripened cheese (gorgonzola/**brie**).

2.2 When milk thickens or sets naturally (scalded milk/**coagulated milk**).

2.3 A thick cream to which a culture has been added (orley whip/**crème fraîche**).

2.4 A blue-veined cheese (camembert/**roquefort**).

2.5 A special cheese (cottage cheese/**feta cheese**). (5 × 1) (5)

3. Select the classification in COLUMN B, which suits the type of cheese best in COLUMN A. Write down only the letter (A–G) next to the question number in the space provided.

	COLUMN A	ANSWER		COLUMN B
3.1	Edam	**E**	A	Very hard cheese
3.2	Gruyere	**C**	B	Blue cheese
3.3	Feta	**G**	C	Hard cheese
3.4	Parmesan	**A**	D	Soft, ripened cheese
3.5	Gorgonzola	**B**	E	Semi-hard cheese
3.6	Cream cheese	**F**	F	Soft, fresh cheese
3.7	Brie	**D**	G	Special cheese
3.8	Ricotta	**F/G**		
3.9	Cheddar	**C**		
3.10	Klein appenzell	**D**		
3.11	Tussers	**E**		
3.12	Roquefort	**B**		
3.13	Cambrini	**D**		
3.14	Rosetta	**B**		
3.15	Romano	**A**		
3.16	Gouda	**E**		
3.17	Mozzarella	**F**		
3.18	Simonzola	**B**		
3.19	Limburger	**D**		
3.20	Stilton	**B**		

(20 × 1) (20)

4. Select the most appropriate cheese from COLUMN B, which will traditionally be used in the preparation of the dish listed in COLUMN A. You must only use a selected cheese option ONCE.

	COLUMN A	ANSWER		COLUMN B
4.1	Ceaser salad	**B**	A	Mozzarella
4.2	Figs stuffed with blue cheese	**C**	B	Parmesan shavings
4.3	Greek salad	**D**	C	Gorgonzola
4.4	Toasted cheese and tomato	**E**	D	Feta Cheese
4.5	Caprése salad	**A**	E	Gouda

(5 × 1) (5)

5. Choose the most suitable cheese from the list below to be used in each of the dishes as indicated. Write only the name of the cheese in the provided space next to the question number.

Gruyère; Cheddar; Feta; Mozzarella; Simonzola; Cottage cheese

5.1 Cheese fondue
Gruyère

5.2 Cheese cake
Cottage cheese

5.3 Macaroni and cheese
Cheddar

5.4 Pizza
Mozarella

5.5 Biltong and blue cheese soup
Simonzola (5 × 1) (5)

6. Choose an item from COLUMN B that matches an item in COLUMN A.

	COLUMN A	ANSWER		COLUMN B
6.1	Cottage cheese	D	A	Hard cheese
6.2	Cheddar cheese	A	B	Blue cheese
6.3	Brie	E	C	Special cheese
6.4	Gorgonzola	B	D	Soft, fresh cheese
6.5	Romano	F	E	Soft, ripened cheese
			F	Very hard cheese

(5 × 1) (5)

7. In each case, select the characteristic in COLUMN B, which suits the type of milk listed in COLUMN A. Write down only the correct letter (A–G), next to the question number in the space provided.

	COLUMN A	ANSWER		COLUMN B
7.1	Evaporated milk	**C**	A	Contains a high sugar content
7.2	Condensed milk	**A**	B	Suitable milk type for baby feeding
7.3	Sterilised milk	**E**	C	Twice as concentrated as fresh milk
7.4	Ultra-heat treated milk	**F**	D	Has a short shelf life in the refrigerator, even when un-opened
7.5	Pasteurised milk	**D**	E	Flavoured and sweetened, readily available
			F	Milk is heated in a heat exchanger at 140 ˚C and then cooled rapidly
			G	Suitable in dried form in a box

(5)

8. Select a type of milk from COLUMN B which suits the description of the preservation method of milk in COLUMN A best.

	COLUMN A	ANSWER		COLUMN B
8.1	Milk heated to 72 °C for at least for 15 seconds	**E**	A	Sterilised milk
8.2	Milk heated to 104 °C for 20–30 minutes	**A**	B	Evaporated milk
8.3	Milk heated in a heat exchange apparatus to 132 °C – 140 °C for 2–4 seconds	**F**	C	Condensed milk
8.4	Milk is homogenised and heated to 80°C for 15 minutes and sugar is added. Then it is heated under vacuum to ensure the evaporation of a percentage of the water	**C**	D	Buttermilk
8.5	Milk is heated at 22 °C–24 °C for approximately 12 hours to allow the bacteria to grow. Then it is chilled and sold	**D**	E	Pasteurised milk
			F	Ultra-heat treated milk

(5 × 1) (5)

9. Choose the term from COLUMN B which best matches the descriptions in COLUMN A.

	COLUMN A	ANSWER		COLUMN B
9.1	Heat sensitive proteins in milk	G	A	Scalding
9.2	Milk is heated to 72 °C for 15 seconds and then cooled rapidly	I	B	Lactose and proteins
9.3	Milk is heated to 104 °C for 20–30 minutes	E	C	Homogenisation
9.4	It forms the skin on the surface of heated milk	H	D	Evaporation
9.5	Milk that is forced through small holes at high pressure	C	E	Sterilisation
9.6	Milk heated to 140 °C for 2–4 seconds and then cooled rapidly	F	F	Ultra-heat treated milk
9.7	Milk that is heated for one second at 92 °C	A	G	Lactalbumin and globulin
9.8	When milk is heated, these nutrients react together and develop a brownish colour	B	H	Calcium, fat and proteins
			I	Pasteurisation

(8)

10. Classify the following cheeses:
    10.1 Camembert
    Soft, ripened cheese

    10.2 Mature cheddar
    Hard cheese

    10.3 Ricotta
    Soft, fresh cheese/special cheese

    10.4 Edam
    Semi-hard cheese

    10.5 Roquefort
    Blue cheese (5 × 1) (5)

11. You placed a cup of hot chocolate in the microwave on high for 5 minutes. The hot chocolate boiled over. Explain what happened/caused this effect. (3)
    When milk is heated, water evaporates from the surface and the calcium, fat and protein collect on the top to form a skin.
    The skin traps steam and the milk boils over.

12. Describe the UHT method of preserving milk. (6)
    UHT milk is heated in a heat exchanger to 132 °C – 140 °C for 2–4 seconds.
    Then cooled rapidly and packed into foil lined, sterile containers and sealed.
    UHT milk is first homogenised.
    It has a shelf life of about six months if sealed.

13. Fresh milk is available in three forms.
Name and describe the THREE forms according to their butterfat content. (6)

TYPE	BUTTERFAT content
Full cream fresh milk	**3 – 4% butterfat**
Low fat milk	**Between 0,5 and 2% butter fat/2% milk**
Skimmed milk/fat free milk	**Between 0.1 and 0.3% fat**

14. Name FOUR advantages of Ultra-heated milk. (4)
Does not need refrigeration until opened.
Milk can be kept in sealed containers for several months.
Quality risk factor is very low.
The taste and flavour are closer to fresh milk than to powdered milk.
The process does not adversely affect the colour or nutritional value of the milk.

15. Answer the following questions regarding homogenised milk:

15.1 Why is milk homogenised? (3)
The creamy layer, which some people dislike, is eliminated as the cream is evenly distributed.
Milk is whiter in colour.
Milk is tastier, thicker consistency.

15.2 Which preservation method is applied prior to homogenisation of milk? (1)
Pasteurisation

15.3 Briefly describe the process of homogenisation: (4)
Forcing the milk through small holes at high pressure to break up the cream into tiny fat globules.
The globules are too small to rise to the top and remain dispersed throughout the milk.

15.4 Is homogenisation a mechanical or preservation process? (1)
Mechanical

15.5 Name FIVE advantages of homogenised milk. (5)
The creamy layer, which some people dislike, is eliminated as the cream is evenly distributed.
Milk is whiter in colour.
It is tastier.
Milk has a thicker consistency.
It is easier to digest, because a softer curd forms in the stomach.
It has a greater viscosity and a higher frothing capacity owing to its lower surface tension.
Gives a better appearance, texture and taste to starch puddings, sauces and chocolate beverages, due to the increased thickness.

16. Heat has a huge effect on milk. Explain the reason for heating milk in each of the following cases:

    16.1 Pasteurisation of milk. (1)
    To destroy harmful bacteria.

    16.2 When yeast products are prepared with milk. (3)
    Heat milk to inactivate the enzymes – lipase, as well as the enzyme factor that leads to the runniness and stickiness in sour dough products.

    16.3 When using milk in baked puddings. (1)
    Milk is heated to develop flavour.

    16.4 Using milk in a specific cake batter, for example a warm milk sponge cake. (2)
    Enhances the emulsification of fats by using warm milk in a batter.

    16.5 Using milk over cornflakes with sugar. (1)
    Sugar dissolves easier in warm milk.

17. Cheese is a very popular ingredient in many different dishes. Give reasons for the application of the following principles when using cheese in cooking:

    17.1 Cheese should never be exposed to extreme high heat. (3)
    Overheating cheese will lead to the cheese becoming stringy and tough.

    17.2 When cheese is added to a dish, it should rather be added towards the end of the cooking process. (1)
    To prevent overheating.

    17.3 Rather use a riper type of cheese such as parmesan or cheddar. (2)
    Dried-out cheese is excellent for cooking. Semi-hard cheeses has a too high fat content and is not suitable for cooking.

    17.4 Use grated cheese. (1)
    To distribute the cheese easier in the dish.

    17.5 Combine cheese with white sauce or other starchy ingredients. (1)
    To provide a glossy appearance, rich flavour and to thicken the sauce. The soft dough mixture promotes the browning action and flavour.

18. Discuss the reasons for heating milk.
    Patogenic organisms are destroyed – that is why milk is pasteurised.

    Inactivation of enzymes – lipase, as well as the enzyme factor that leads to the runniness and stickiness in sour dough products are inactivated.

    When lipase is inactivated it increases the shelf life of homogenised milk, which would have become rancid.

    Development of flavour – when using scalded milk in baked puddings.

Salt and sugar dissolves much easier in heated milk.

Enhances the emulsification of fats by using warm (scalded) milk in a batter, e.g. warm milk sponge cake. It is only effective if the shortening is heated in the milk, beaten and then added immediately after the beating action. It is a temporary emulsion and will prevent the fat layer from separating. (5 × 2) (10)

19. List the effect of heat on milk.
Proteins coagulate
Colour changes
Flavour changes
Formation of a skin
Minerals are distributed, leading to the milk being scorched
The appearance changes (6 × 1) (6)

FOCUS ON FATS AND OILS

1. Various options are provided as possible answers to the following questions. Choose the correct answer and mark only the letter (A–D) next to the question number.

1.1 Which of the following fats/oils are classified as vegetable fats?
A. Cream and butter
B. Margarine and olive oil
C. Yoghurt and dripping
D. Suet and lard (1)

1.2 The process where oil (liquid) changes to fat (solid).
A. Emulsification
B. Oxidation
C. Saturation
D. Hydrogenation (1)

1.3 Another name for fat obtained from roasting meat.
A. Dripping
B. Suet
C. Lard
D. Butter (1)

1.4 A thin membrane, veined with fat that encloses an animal's stomach. Used in making "skilpadjies".
A. Suet
B. Caul
C. Lard
D. Dripping (1)

1.5 The off flavour and taste when fat is exposed to air.
A. Hydrogenation
B. Maturation
C. Barding
D. Rancidity (1)

2. Indicate whether the following statements are TRUE or FALSE:

   2.1 Hydrogenation is the process where oil changes to fat.
   True

   2.2 Lard is a type of vegetable fat.
   False

   2.3 Spreads are emulsions of water and margarine.
   True

   2.4 Spread shortening can be used in the preparation of dough mixtures.
   False

   2.5 The correct ratio of oil to foods: 1 part of food to 6 parts of oil.
   True (5 × 1) (5)

3. Butter is one of the popular fats used in cooking.

   3.1 How is butter obtained? (1)
   Butter is obtained by churning cream or sour cream.

   3.2 What type of emulsion is butter? (water-in-oil/oil-in-water) (1)
   Water-in-oil-emulsion.

   3.3 Why is salt added to butter? (1)
   To act as a preserving agent.

   3.4 Describe clarified butter. (2)
   Clarified butter is obtained by heating butter until the milk solids separate out and then it is skimmed off.

   3.5 Give TWO reasons why butter is considered the best shortening to use in baking. (2)
   Butter is considered the best shortening to use in baking because it has superior texture and flavour.

4. Describe the following types of fat:

   4.1 Lard (3)
   Is a solid fat melted out of firm pork fat by heating.

   4.2 Suet (2)
   It is the solid fat deposits from around the kidney of various animals.

   4.3 Spread (2)
   Is an emulsion of water and margarine. It is suitable for baking, frying or general purpose cooking.

   4.4 Caul (2)
   Fatty membrane from pig or sheep intestines, resembling a fine netting.

4.5 Dripping (2)
The fat which comes out of meat when it is fried or roasted and which can be used for frying food.

5. State ONE use for each of the following fats in cooking:
   5.1 Butter
   Used for most kitchen purposes where expense does not have to be considered (any use acceptable).

   5.2 Lard
   Used for shallow- and occasionally deep frying and for making short crust and hot water pastry.

   5.3 Suet
   Generally used for suet puddings and mincemeat. This may also be used for barding liver or other meat cuts.

   5.4 Margarine
   Used instead of butter, but not as tasteful as butter. (4 × 1) (4)

6. Name FOUR ways in which rancidity can be decreased: (4)
   Exclude exposure to air, do not leave fats and oils uncovered.
   Use fat with little impurities.
   Add anti-oxidants to food.
   Pack food in foil-lined paper or packets to prevent oxidation.

7. Distinguish between a permanent emulsion and a temporary emulsion.

Permanent Emulsion	Temporary emulsion
An emulsifier (egg yolk) may be added to the liquids to make them mix easier and also to make the emulsion more stable, e.g. mayonnaise	When two liquids are usually not able to combine, e.g. oil and water are put together. When beating the liquids they will mix temporarily, e.g. vinaigrette

(2 × 2) (4)

8. Tabulate the main differences between butter and margarine:

Butter	Margarine
Contains natural butterfat, water and emulsifiers	The fat and water need to be pressed together and emulsifiers must be added to form an emulsion
More flavoursome than margarine	Less flavoursome than butter
More expensive	Less expensive
Saturated fats	Unsaturated fats – seen as healthier
Suitable for finishing sauces and dishes	Not as suitable for finishing sauces and dishes

(2 × 4) (8)

9. Give your Assistant Chef rules for deep-frying: (6)
Be careful not to overheat oil, fry at the correct temperature.
Avoid excessive heating and cooling – use only when necessary.
Season food away from oil to prevent salt from falling into oil.
Drain oil regularly to get rid of food particles in oil.
Never overload the oil with water rich food.
Never over fill the pot with oil.
Replace oil when it starts to fume in normal circumstances.
Prepare foods correctly. Even sized portions will ensure even browning.
Ensure that the crumbs on crumbed foods are firmly attached to avoid too many crumbs ending up in the oil, which will burn and cause a smoking effect.

10. Why should you keep to the following rules when deep-frying?

10.1 Do not overheat the oil. (2)
Too high a temperature will lead to the rapid browning of food without it being cooked properly.

10.2 Do not put watery/frozen food in hot oil. (2)
The food will spat and may lead to injuries.
Frozen food might not be cooked through.

10.3 Strain oil regularly. (2)
Prolong the shelf life of the oil. Prevents left-over particles from starting to burn.
Skim the surface regularly to remove left-behind particles that can brown and cause smoke.

10.4 Never leave oil on heat with no one watching. (2)
Accidents can happen if the oil catches fire or boils over.

10.5 Do not season food prior to frying. (2)
Salt increases the breaking down of oil.

10.6 Always fry at the correct temperature. (2)
Too low temperatures will lead to the food absorbing lots of oil, higher costs, oily foods and prolonged frying time.

Too high temperatures will lead to burnt food or food not fully cooked on the inside.

11. What may be the reason for manufacturers to add anti-oxidants to food? (1)
To limit the chance of rancidity.

12. Why would you never use margarine, instead of butter, when preparing Choux pastry? (3)
The accuracy of measured ingredients are very important when preparing choux. Margarine contains a high percentage of water, which will, when used, alter the ratio fat to water in the recipe.

13. Choose the term from COLUMN B which best matches the descriptions in COLUMN A.

	COLUMN A	ANSWER		COLUMN B
13.1	Whitish streaks of inter- and intramuscular fat	**C**	A	Ghee
13.2	Diced, blanched, fried bacon	**D**	B	Fondue
13.3	To melt and clarify fat; to cook meat in order to remove the fat	**E**	C	Marbling
13.4	A dish made by heating a piece of cheese, as over a hearth and scraping off the melted part onto a plate: served with boiled potatoes	**F**	D	Lardons
13.5	A Swiss speciality made with melted cheese, wine and flavourings; eaten by dipping pieces of bread into the hot mixture with long forks	**B**	E	Rendering
13.6	A mixture of egg yolks and heavy cream used to thicken and enrich sauces	**G**	F	Raclette
13.7	A coagulating enzyme occurring in the gastric juice of the calf, forming the active principle of rennet and able to curdle milk when making cheese	**I**	G	Liaison
13.8	Form of clarified butter in which impurities and water have been removed through the simmering of the butter until the curds separate	**A**	H	Curdling
13.9	Separation of milk (or egg mixtures) into solid and liquid components; caused by excessive heat/ presence of acids	**H**	I	Rennin

(9)

14. Distinguish between the following THREE terms: Lard, Larding and Lardons

Lard **Rendered fat of hogs**
Larding **Inserting thin slices of fat into low-fat meats in order to add moisture**
Lardons **Diced, blanched, fried bacon**

(3 × 2) (6)

15. When heating fat, after a certain temperature is reached the oil will reach smoking point and then flash point. Explain these two terms.

Smoke point **The temperature at which fat begins to break down and smoke.**
Flash point **The temperature at which fat ignites and small flames appear on the surface of the fat.**

(2 × 2) (4)

16. List THREE factors that will affect the smoke point of a fat/oil.

How refined the fat/oil is
The type of fat/oil
The age of the fat/oil

(3 × 1) (3)

17. Briefly discuss the usage of oil in cookery.
High quality oils are used in making vinaigrettes, mayonnaise, hors d'oeuvres and salads.
Oils are used in making and cooking pasta.
Oils are used for shallow-frying (and certain oils for deep-frying).
Oils are used for lubricating trays, moulds, utensils and marble slabs to prevent sticking.

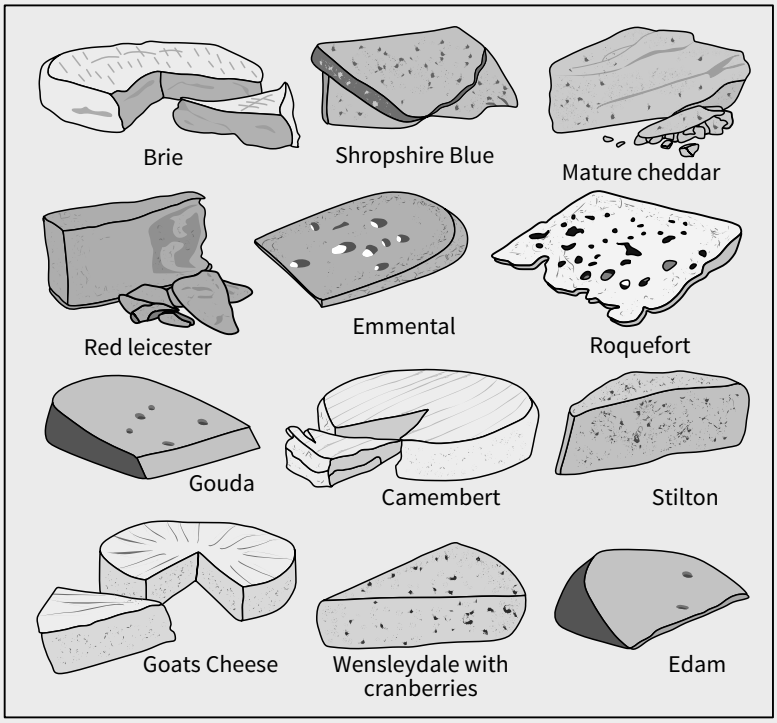
(4 × 2) (8)

18. Provide tips on the correct storage of fats and oils to minimise wastage.
The storage life of fats and oils can be prolonged by reducing the exposure to humidity, air, light and warm temperatures.
Ensure packaging is efficient and proper.
When opening fat or oil, refrain from mixing it with previous 'left overs'. Store in original container, if container can be well sealed. Alternatively in a new clean, well-sealed container.
Store unopened containers of oil in a cool dark area, such as the pantry.
Once oil containers are opened, store in the refrigerator.
Butters and margarine must be stored in the refrigerator or can also be frozen.
When purchasing fats and oils, be sure to use a reliable supplier and check the sell by dates.
Always apply the principle of FIFO.

(9 × 2) (18)

Practical activity

Practical suggestion: Cheese tasting



Note: Can be done during theory periods.

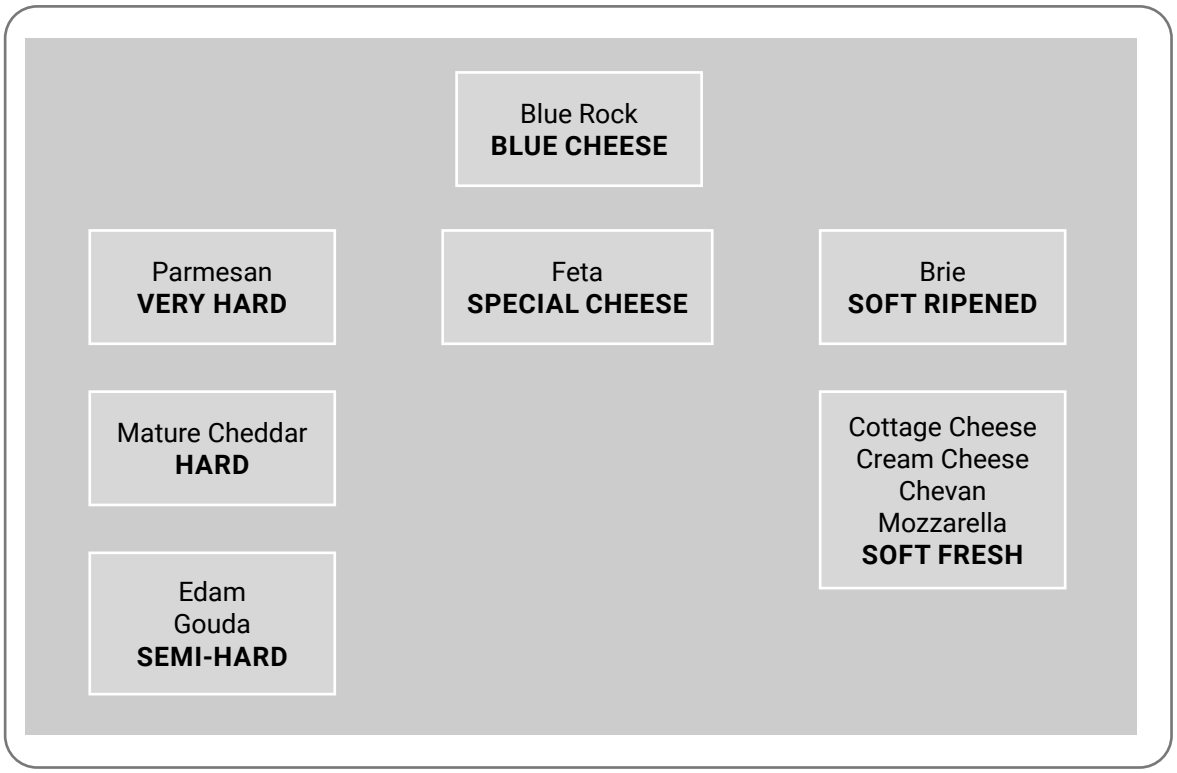
Practical objectives	Terminology	Cooking methods/ Preparation	Equipment
• Cheese making process (video) • Classification of cheese • Examples of different cheeses in each classification • Tasting of cheese • Assembling of cheese platters	**Refer to the following terminology:** • Cheese names	• Effect of heat on cheese – incorporated in other practicals throughout the semester • Ingredients to use with cheese boards	• Cheese platters/ cheese boards • Cheese knives • Cheese cutters

PRACTICAL ACTIVITIES:

Show video of cheese making – https://www.youtube.com/watch?v=9BZEy6dSY6Q
Students each get a plate with different cheeses to taste. The plate correlates with a template containing the cheese names (see example below).
Identification/classification test on cheese (see below).

Students to prepare:

- Students assist with assembling of cheese platters and plates of cheese.


Blue Rock
BLUE CHEESE
Parmesan
VERY HARD
Feta
SPECIAL CHEESE
Brie
SOFT RIPENED
Mature Cheddar
HARD
Cottage Cheese
Cream Cheese
Chevan
Mozzarella
SOFT FRESH
Edam
Gouda
SEMI-HARD



Module 7
Fish

After completing this module, students will be able to:

- Discuss all culinary skills related to fish.
- List the types, forms, understand the selection points and storage of fish.
- Apply the correct preparation, cooking, finishing and serving of the variety fish products following the HACCP principles.

LEARNING CONTENT	LEARNING OUTCOMES
7.1 Culinary and cooking skills	7.1 Define the different culinary terms under fish
7.2 Classifications, types, forms and comparison	7.2 Classify, list and briefly explain the different types and compare the types of fish
7.3 Quality selection and purchasing points	7.3 Name the selection, purchasing and storage of the different fish forms
7.4 Hygiene when handling fish and storage	7.4 Name and briefly explain and apply the correct techniques in preparation and handling following the HACCP principles
7.5 Cleaning, preparation and fish cuts	7.5 List and briefly describe, apply and demonstrate the correct techniques when cleaning, cutting and preparation of fish following the HACCP principles
7.6 Cooking methods and effect of heat on fish	7.6 Briefly explain the effect of heat and cooking methods. Demonstrate the correct cooking methods and techniques
7.7 Serving, allowed portions, accompaniments and garnishes	7.7 Name the serving methods, portions, accompaniments and garnishes. Demonstrate the correct method in serving and garnishing
7.8 Preserving and processed fish	7.8 List and briefly explain how fish is preserved and name the examples of products

Culinary terminology range:
À la Bonne Femme; À la Colbert; À la meuniere; À la Normande; Au beurre; Butterfly fillets; Court-bouillon; Delice; Drawn fish; En daube; Filleting; Fillets; Fish cutlets; Flaked; Goujonnettes; Goujons; Gutting; Kedgeree; Maitre d'hotel butter; Poisson; Portioning; Removing scales; Rollmops; Skinning; Sole Veronique; Supreme; Trimming/dressing fish; Troncon; Washing

1. Various options are provided as possible answers to the following questions. Choose the correct answer and mark only the letter (A – D) next to the question number.

1.1 Sole in a white-wine sauce with grapes: (1)

A. Sole Colbert
B. Sole Veronique
C. Sole Meunière
D. Sole Bonne Femme

1.2 The type of fish commonly used as a substitute for crayfish to make a seafood cocktail: (1)

A. Snoek
B. Hake
C. Sole
D. Monkfish

1.3 An example of a white fish: (1)

A. Cape salmon
B. Sole
C. Snoek
D. Trout

1.4 Traditional garnish for fish: (1)

A. Peas and basil
B. Tomatoes and basil
C. Gherkins and parsley
D. Lemon slices and lemon

1.5 Rolmops are: (1)

A. Curled anchovies
B. Dainty breadrolls
C. Rolled herring fillets
D. Rolled kipper fillets

1.6 The following type of fish is classified as an oily fish: (1)

A. Haddock
B. Herring
C. Cod
D. Hake

1.7 An elongated, swift game fish with fang-like teeth, suitable for dry cooking methods: (1)

A. Snoek
B. Hake
C. Kingklip
D. Sole

1.8 A rice dish with chicken and shellfish: (1)
A. Ragout
B. Rechauffé
C. Paella
D. Pilaf

1.9 A fish purchased with its head, fins, tail and intestines removed is called a ... fish: (1)
A. Whole
B. Drawn
C. Dressed
D. Frozen

1.10 Poaching oily fish in vinegar and water with various seasonings: (1)
A. Canning
B. Sousing
C. Vacuum packaging
D. Smoking

2. Choose the correct word(s) from those given in brackets: (10 × 1) (10)
2.1 A round fish (**cape salmon**/sole).
2.2 An excellent fish to braai and grill (hake/**galjoen**).
2.3 Store fresh fish in the refrigerator for not longer than (**3**/7) days.
2.4 A traditional sauce served with fried hake (béchamel/**tarter**).
2.5 A thick slice of fish on the bone, prepared from a large flat fish (**tronçon**/fillet).
2.6 The preservation method applied in preserving rollmops is (**pickling**/smoking).
2.7 The preservation method applied in preserving bokkoms is (**drying and salting**/ pickling and freezing).
2.8 A firm butter, flavoured with chopped parsley, lemon juice and flavourings normally served with grilled fish (Beurre Manie/**Maitre d' hotel butter**).
2.9 A rich Indian dish containing fish and rice (**Kedgeree**/Paella).
2.10 Fish stew made with vegetables, white wine and curry (Fish A la Normande/ **Fish En daube**).

3. Select the most suitable accompaniment from COLUMN B (A–E) for each of the fish dishes in COLUMN A. (5 × 1) (5)

	COLUMN A	ANSWER		COLUMN B
3.1	Fried fish	**D**	A	Hollandaise sauce
3.2	Poached fish	**A**	B	Mornay sauce
3.3	Grilled fish	**C**	C	Parsley butter
3.4	Haddock	**B**	D	Tartare
3.5	Mackerel goujons	**E**	E	Horseradish sauce

4. Classify the following types of salt water fish. Write down only the letter A – C next to the question number in the space provided. (10 × 1) (10)

	COLUMN A	Answer		COLUMN B
4.1	Tuna	**A**	A	Oily
4.2	Red roman	**B**	B	Moderately oily
4.3	Anchovy	**A**	C	White fish
4.4	Kingklip	**C**		
4.5	Hake	**C**		
4.6	Snoek	**A**		
4.7	Cape salmon	**B**		
4.8	Mackerel	**A**		
4.9	Sole	**C**		
4.10	Steenbras	**C**		

5. Select the sauce in COLUMN B which suits the description in COLUMN A best. Only write down the letter A – J. (10 × 1) (10)

	COLUMN A	ANSWER		COLUMN B
5.1	Fish veloute with additional cream, tomato paste and egg yolk	**I**	A	Mousseline sauce
5.2	50% Hollandaise sauce mixed with 50% beaten cream	**A**	B	Verte sauce
5.3	Hollandaise sauce with tarragon flavour	**C**	C	Bearnaise sauce
5.4	500 ml mayonnaise, 5 ml anchovy, gherkins, parsley, tarragon and basil	**G**	D	Mornay sauce
5.5	Green sauce	**B**	E	Aioli
5.6	Mayonnaise mixed with crushed garlic	**E**	F	Tartare
5.7	Veloute sauce with cheese, cream and paprika		G	Remoulade
5.8	Mayonnaise, leeks, parsley, gherkins, green olives	**F**	H	Veloute
5.9	Mayonnaise with grated horseradish, chopped parsley and chopped leeks	**J**	I	Aurore
5.10	Rich white sauce where stock is used instead of milk	**H**	J	Escoffier-mayonnaise

6. Choose an item from COLUMN B that matches an item in COLUMN A. (5 × 1) (5)

	COLUMN A	Answer		COLUMN B
6.1	Sole	**A**	A	White fish
6.2	Red roman	**B**	B	Moderately oily
6.3	Zebra	**C**	C	Oily
6.4	Tuna	**C**		
6.5	Kingklip	**A**		

7. What properties are considered when selecting whole fresh fish? (8)
Smell – wholesome and pleasant. ✓
Scales – plentiful ✓ and firmly attached. ✓
Eyes – bright, prominent, not sunken. ✓
Gills –bright pink colour. ✓
Flesh – firm, springs back into shape when pressed (elastic). ✓
Skin – covered with a fresh sea-slime, undamaged and free from bruising and discolouration. ✓✓

8. Distinguish between the following TWO fish types: (4)
   8.1 Yellow fish
   Yellow fish is a freshwater fish. Flavoursome with many bones. Suitable for moist and dry cooking methods.
   (any two)
   8.2 Yellowtail
   Yellowtail is a saltwater oily fish with firm, rich flesh. Dry cooking methods applicable. Skin must be removed. Attractive game fish, blue on top, white below and yellow fins. (any two)

9. Give THREE examples of fresh-water fish. (3)
Trout/Salmon/Carp/Yellow fish/Mackerel/Black bass

10. Fish is a healthy option for meat or chicken on menus. Answer the following questions:

   10.1 Which one of the following fish types (Snoek, Sole, Hake, Tuna) is normally used for preparing traditional 'fried fish and chips'? (1)
   Hake

   10.2 Name the THREE groups in which we classify saltwater fish. (3)
   Oily
   White
   Moderately oily

   10.3 Which traditional sauce will you serve with fried fish and chips? (1)
   Tartar sauce

   10.4 Distinguish between a fillet cut and a darne cut of fish. (4)
   Fillets are the side portions of the fish, sliced away from the bone along the length of the fish.
   Darne(s) are cut across the prepared fish, bone in the middle of the steak.

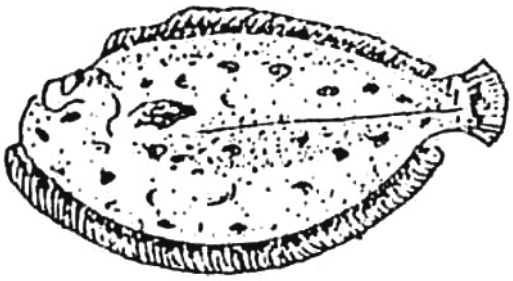
   10.5 You require fish to make a mock crayfish cocktail. Recommend a suitable type of fish to use. (1)
   Monkfish

   10.6 What is the best way to cook 'snoek' fish? (1)
   Dry cooking method/grill

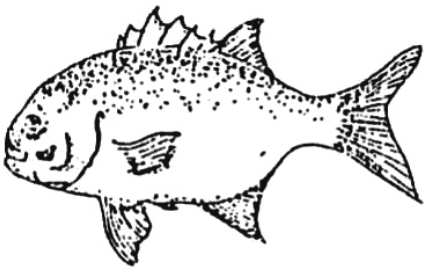
11. Compare the following fish, when cooked, according to:
(or compare white fish and oily fish according to the following:) (5 × 2) (10)

11.1 Colour of flesh
11.2 Form of the whole fish (shape)
11.3 Digestibility
11.4 Taste/flavour
11.5 Amount of fillets obtained from each fish

A



B



11.1 Colour of flesh
A. Always white when cooked
B. Dark flesh, ranging from light brown to deep pink

11.2 Form of the whole fish
A. Can be round or flat
B. Always round

11.3 Digestibility
A. Easily digested
B. Richer, less easy to digest

11.4 Taste/flavour
A. Delicate flavour
B. Stronger, more pronounced flavour

11.5 Amount of fillets obtained
A. 4
B. 2

12. Explain the changes which occur during the cooking process of fish, especially during shallow-frying. (5)
The protein coagulates.
Little shrinkage of protein.
The connective tissue turns into gelatine and gives the flesh a flaky texture.
Flavour develops.
Colour changes from transparent to white.

13. Sole is a very popular table fish.

13.1 Is sole a flat or round fish? (1)
Flat

13.2 There are many types of sole. Name the TWO most well-known types caught in South African fishing waters and describe each one of them. (2 × 2) (4)

East Coast/Aghulhas	**West Coast**
Smaller, finest eating fish	**Large, with slightly muddy flavour**

14. It is important that fish be adequately prepared before cooking.
Explain each of the following pre-preparation methods of fish: (4 × 1) (4)

14.1 Trimming
It is the removing of all the surplus items on the fish such as the fins, gills, tail, eyes and head when appropriate.

14.2 Filleting
Cut of fish, free from the bone.

14.3 Skinning
Removing the skin from the fish. It can be done prior to cooking or after cooking.

14.4 Descaling
Removing the scales from the fish.

15. Explain the steps to follow when gutting a fish. (2 × 4) (8)
Through belly – when fillets required:
- **Cut along the belly from the head to the vent**
- **Remove intestines with back of spoon**
- **Scrape the bone and remove blood tract**
- **Rinse well**

Through gills – when whole fish is required:
- **Make a small opening at the anal opening and detach intestines**
- **Hook fingers through gill opening and pull the entrails out**
- **Take the gills out**
- **Rinse well**

16. Describe the steps to follow to dress a SNOEK. (8 × 1) (8)
Remove scales
Cut fins off
Remove head
Remove tail
Cut open
Scrape the inside, remove guts
Wash
Dry

17. Describe the term: 'drawn' fish. (2)
Only the entrails have been removed

18. Name FOUR different ways to preserve fish. (4)
Frozen
Salted and dried
Smoked
Canned
Soused
Pickled
Processed

19. Describe, in clear steps, how to remove the scales from a whole fresh fish. (5)
- **Remove scales as soon as possible.**
- **Hold the fish at the tail and scrape off the scales from tail to head.**
- **Use the blunt end of a straight blade knife, with the knife held at a slight angle.**
- **It is easier to remove the scales from a wet fish than from a dry fish.**
- **If you struggle to get the scales off, dip the fish in boiling water for a few minutes, dry well and continue removing scales.**
- **Cut off the head and wash it in cold water, remove all clotted blood and wipe fish thoroughly with a damp cloth on the inside and outside and sprinkle with salt.**

20. Distinguish between the colour and digestibility of cooked white fish and cooked oily fish. (4)
The flesh of white fish is always white in colour when cooked, while oily flesh has a darker colour, ranging from light brown to deep pink.
White fish is easily digested, while oily fish is richer and less easy to digest.

21. Saltwater fish are classified according to the percentage of fat in the flesh.
Name the THREE classifications and indicate the fat percentage for each. (4 × 2) (8)

Classification	% fat
Oily	5%
Moderately oily	2 – 5 %
White	2%

22. Classify the following saltwater fish according to oily, moderately oily or white fish.
(15 × 1) (15)

22.1 Sardine
Oily

22.3 Sole
White

22.4 Red roman
Moderately oily

22.5 Tuna
Oily

22.6 Monk fish
White

22.7 Anchovy
Oily

22.8 Cob
Moderately oily

22.9 Kingklip
White

22.10 Galjoen
Oily

22.11 Hake
White

22.12 Cape salmon
Moderately oily

22.13 Mullet
Moderately oily

22.14 Snoek
Oily

22.15 Angel fish
Moderately oily

23. The correct storage of fish is important to ensure good quality. Answer the following questions which apply to this statement:

    23.1 Why do we store cooked fish separately from raw fish? (1)
    To prevent cross contamination

    23.2 How long can fish be stored in a deep freezer? (1)
    3 – 6 months

    23.3 How long can fresh fish be stored in a refrigerator? (1)
    1 – 3 days

    23.4 How should smoked fish be stored? (1)
    Stored dry on a tray in a normal refrigerator

24. What would be the quality selection points to check for when purchasing frozen fish? (7)
    No signs of thawing when delivered.
    Frozen hard.
    Enhanced in a coating of ice.
    No signs of dryness or discolouration.
    Solid and sturdy packing, no or minimum air bubbles between fish and packaging.
    No dry white spots (signs of freezer burn).
    No big ice crystals in wrapping – no sign of being thawed and frozen again.

25. You have the following two salads on your Menu:
    Ceasar salad; Nicoise salad

    25.1 Name the specific FISH that are used in both salads. (1)
    Anchovies

    25.2 Classify the fish named in 25.1. (1)
    Oily fish

26. Name the THREE categories of saltwater fish and give ONE example of each.
    Tabulate your answer. (3 × 2) (6)

Oily	Moderate oily	White fish
Tuna, Mackerel, Galjoen, Snoek, Anchovy, Stump-nose **Any of the above**	**Codfish, Cape salmon, Mullet, Red roman, Angel fish, Black tail, Zebra** **Any of the above**	**Sole, Hake, White steenbras, Kingklip, Hottentot** **Any of the above**

27. List SIX cuts and forms in which fish are sold. (6)

Fresh fish
Frozen
Salted and dried
Smoked fish
Canned fish
Soused fish
Pickled fish
Processed fish

28. Briefly discuss general good hygiene practices when handling fish. (10)

- **Store fish correctly according to general rules.**
- **Cook live shellfish as soon as possible after delivery.**
- **When handling fish be careful of small bones, barbs or spines which may cause injury.**
- **Use different surfaces and equipment for raw fish, cooked fish and shellfish.**
- **Wash hands each time you handle fish and also during preparation as necessary.**
- **Practice good stock rotation.**
- **Always apply FIFO.**
- **Never refreeze thawed fish.**
- **Keep storing areas clean.**
- **Rinse all utensils used for fish first in cold water before washing it in warm water, to prevent a fishy odour.**

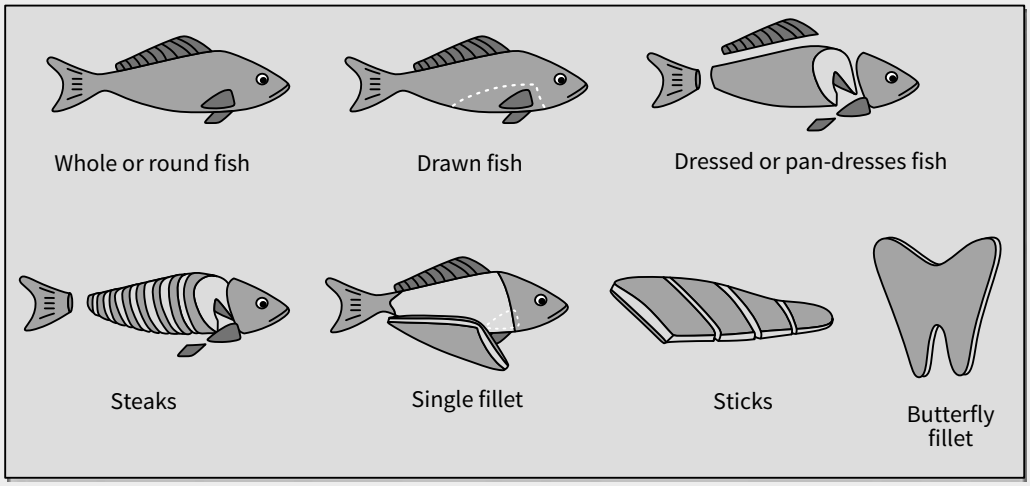
29. Briefly discuss TWO general factors that you will consider when deciding on the appropriate portion size of the fish on your menu. (2 × 2) (4)

- **The type of menu: is it a A la carte menu/Table d hôte: does the fish form part of a starter item, individually priced or is it a main dish separately priced?**
- **If it is a Table d hôte menu: where does the fish course fall in? How many courses are there?**
- **Your type of establishment: is it a fast food where people want a good portion of fish and chips or fine dining establishment, where the fish forms part of smaller portions due to the elaborated menu?**
- **The type of function and where the fish will feature.**
- **Cocktail snack sizes or buffet?**
- **The preparation and finishing method applied to cooking the fish.**
- **Rich fish dishes will be served in smaller portions.**

Any applicable answer

Practical activity

Practical suggestion



Practical objectives	Terminology	Cooking methods/ techniques	Equipment
• Classification of fish • Sustainable fishing • Correct measuring • Preparation methods • Cooking methods and techniques • How to check for quality • Storing fish • Forms in which fish can be bought • Different cuts • Different fish dishes • Efficient utilisation of time	**Refer to the following terminology during the practical:** • Sole Meunière • Paella • Mornay sauce • Clarified butter • Dredge • Seasoned flour • New potatoes • Tartare sauce • Paupiettes • Goujons/ goujonettes	**Discuss different preparation methods and cooking methods and refer to the effect of heat on fish:** **Preparation:** • Reinforce knife skills • Filleting of sole • Tartare sauce • Batter for fried fish • Preparation of shell fish (extra) **Cooking methods:** **Deep-fry** – Hake in batter/chips **Shallow fry** – Sole Meunière **Poach** – Haddock Mornay **Simmer** – Paella	**Show the use of utensils:** • Correct colour cutting board (blue) • Deep-fryer • Rules for using the deep-fryer • Paella pan **Herbs and spices:** • Fennel • Dill • Parsley • Saffron

PRACTICAL ACTIVITIES:

Demonstrations on the following:

- Haddock fillet to deep-fry in batter/chips to deep-fry/tartare sauce.
- Preparation of sole by removing skin and small bones/prepare Sole Meunière.
- Prepare parsley new potatoes and steamed green beans or broccoli stems (in season).
- Preparation of sole paupiettes.

Students to see and taste:

- Rollmops
- Taramasalata
- Smoked mackerel

Students to prepare:

- Prepare hake fillet to deep-fry, serve with tartare sauce and chips.
- Optional: Prepare Haddock Mornay, plate with seasoned rice and vegetables.

Plating: fish, chips and tartar sauce





Module 8
Poultry

After completing this module, the student will be able to:

- Discuss culinary terms, types, forms and understand the selection points in poultry.
- Apply the correct preparation, cooking and finishing of the poultry products following the HACCP principles.
- Apply the correct techniques in carving, serving and garnishing poultry dishes.
- Name and briefly describe the traditional poultry dishes.

LEARNING CONTENT	LEARNING OUTCOMES
8.1 Culinary and cooking terms	8.1 Define the different culinary terms
8.2 Classification, selection, purchasing and storage points of different forms	8.2 Name the selection, purchasing points of the different poultry forms
8.3 Cleaning, preparation and jointing a whole chicken	8.3 List and briefly describe, apply and demonstrate the correct techniques when cleaning, cutting and the preparation following HACCP principles
8.4 Effect of heat, preparation, cooking methods and techniques in poultry	8.4 Name and briefly describe the effect of heat, apply the correct preparation techniques and cooking methods
8.5 Carving, portion serving size, accompaniments, garnishes and serving	8.5 Briefly explain and demonstrate the correct technique in carving and serving poultry as well as the correct use of accompaniments and garnishes in poultry
8.6 Traditional poultry dishes	8.6 Name and briefly explain traditional poultry dishes
8.7 Preserving and processed poultry	8.7 List and briefly explain the preserving and processing methods and give examples of products

Culinary terminology range:
Ballotine; Basting; Blanquette; Buffalo wings; Carcass; Carve; Chaudfroid; Chicken Cacciatore; Chicken Cordon Bleu; Chicken Fricassee; Chicken Kiev; Chicken lollipops; Chicken Marengo; Chicken Tetrazzini; Chop suey; Coq au vin; Debone; Fillet; Finish; Fritot; Joint; Marinate; Rumaki; Schnitzel; Stuffing; Truss

1. Various options are provided as possible answers to the following questions. Choose the correct answer and mark only the letter (A – D) next to the question number.

   1.1 How long can you keep fresh poultry in the refrigerator? (1)
   A. 2 days
   B. 3–5 days
   C. 1 week
   D. 1 month

   1.2 The best thawing method for poultry is to put it: (1)
   A. In warm water.
   B. In cold water.
   C. On the kitchen table.
   D. In the refrigerator.

   1.3 The edible parts from the inside of a chicken. (1)
   A. Offal
   B. Sweetbread
   C. Salmonella
   D. Giblets

   1.4 Poultry is … before roasting so that the bird is evenly cooked. (1)
   A. Rinsed
   B. Stuffed
   C. Scored
   D. Trussed

   1.5 Chickens are classified by growth, age, sex and mainly: (1)
   A. Fatness
   B. Feathers
   C. Weight
   D. Skin thickness

2. Choose the correct word(s) from those given in brackets. (10 × 1) (10)

   2.1 The edible parts from the inside of a bird (**giblets**/goulash).
   2.2 A spring chicken (poulet/**poussin**).
   2.3 Dividing chicken according to the quality (classifying/**grading**).
   2.4 Flattened chicken breast fillet, filled with ham and cheese, rolled in egg and bread crumbs and deep-fried (chicken kiev/**chicken cordon bleu**).
   2.5 When serving white meat it is carved from the (**breast**/leg) of poultry.
   2.6 Deboned chicken, stuffed and then rolled (delice/**ballotine**).
   2.7 The French term for serving Chicken with Spinach (**Chicken Florentine**/ chicken chasseur).
   2.8 A good example of engastration using poultry will be the combination of (**turkey, duck and chicken**/ostrich, duck, quail).
   2.9 Chicken livers wrapped in bacon and then grilled (angels on horse back/**rumaki**).
   2.10 When having to prepare a chicken schnitzel, you will need to purchase (**chicken breast fillets**/deboned chicken thighs).

3. Choose an item from COLUMN B that matches a description in COLUMN A. (5 × 1)

	COLUMN A	ANSWER		COLUMN B
3.1	The French term for chicken	**D**	A	Boiler
3.2	A chicken that is usually 4 weeks old and weighs between 300 g and 500 g	**F**	B	Capon
3.3	A chicken that is between 6 and 7 weeks old and weighs between 1 kg and 2 kg	**E**	C	Double spring chicken
3.4	A chicken that weighs between 2.5 kg and 3.5 kg of which the meat is still tender and flavoursome	**B**	D	Poulet
3.5	A chicken that is also known as stewing chicken, weighs between 2 kg and 2.5 kg and is a mature female chicken	**A**	E	Roaster
			F	Spring chicken

4. Select the most appropriate dish from COLUMN B that matches the description best in COLUMN A. Write only the letter A–J in the space provided. (10 × 1)

	COLUMN A	ANSWER		COLUMN B
4.1	A Chinese dish consisting of chicken stir-fry, bamboo shoots, celery and soya sauce	**B**	A	Chicken marengo
4.2	Rich chicken casserole or stew, made with red wine. Also contains mushrooms (French dish)	**C**	B	Chop suey
4.3	Chicken portions, covered with flavoured flour, browned and then simmered in stock, wine, onions and herbs. The sauce is thickened afterwards with egg yolk and cream (French dish)	**D**	C	Coq au vin
4.4	Chicken pieces, marinated, covered with a light batter and then deep fat fried. It is normally served as a starter or with a dip (French dish)	**E**	D	Chicken fricassee
4.5	Chicken served with a Veloute sauce that has been thickened with gelatine, normally served cold	**F**	E	Fritot
4.6	Cold, lemon flavoured butter, placed in a flattened chicken breast. Then dipped in egg and crumbed and deep-fat fried. Can be served warm or cold (Russian origin)	**G**	F	Chaud-froid
4.7	Flatten chicken breasts filled with ham and cheese, rolled in egg and crumbed and then deep-fat fried	**H**	G	Chicken kiev
4.8	Rich chicken stew, thickened with cheese, served in a rice ring	**I**	H	Cordon bleu
4.9	Chicken stew, flavoured with tomato, onions, garlic and dry white wine, served on spaghetti or noodles. Cheese is sprinkled on top (Italian dish)	**J**	I	Chicken tetrazinni
4.10	Very old, traditional dish of chicken breasts, tomato, paprika and mushrooms	**A**	J	Chicken cacciatore

5. Name FIVE characteristics of a grade A fresh chicken: (5)
   - **Plump carcass**
   - **Skin is fine and thin with no blemishes**
   - **No more than 6 feathers or pin feathers and no more than 12 elsewhere on the carcass.**
   - **Pliable breastbone**
   - **Firm flesh**

6. You have to purchase grade A chickens. Discuss the following characteristics of a grade A chicken: (5 × 2) (10)

   6.1 Carcass
   Must be plump, a lot of meat in relation to bone.
   6.2 Skin
   Fine and thin. Unblemished, no abrasions.
   6.3 Breast bone
   Pliable, because grade A chickens are young.
   6.4 Feathers
   No more than 6 feathers or pin-feathers on the breast and no more than 12 elsewhere on the carcass.
   6.5 Flesh
   Firm, yet soft when very young.

7. Name the portions obtained when jointing a chicken: (5)
   Leg (drumstick and thigh)
   Wings
   Back
   Breast

8. Describe the steps to follow when jointing a whole chicken: (8)
   Start with the legs. You will have a drumstick, a thigh and a wing.
   Cut through the carcass and separate the back from the breast.
   Divide the back into two portions by cutting the chine in half.
   Cut lengthwise through the breast to obtain 2 breast portions.
   This method will yield 10 portion pieces.

9. Poultry may be stuffed, usually just before cooking.

   9.1 Explain the term 'stuffing'. (3)
   Stuffing is done before cooking where the whole chicken is stuffed with a prepared stuffing (breadcrumbs, parsley, bacon) and then cooked.
   It gives more portions and brings variety to the menu.

   9.2 Why would you stuff poultry? (4)
   Stuffing keeps the meat moist.
   Amounts of portions are increased.
   Gives variety to texture and taste of poultry.
   Gives variety to the menu.
   Improves presentation.

9.3 How would you stuff a whole chicken? (4)
Sprinkle the bird with lemon juice and salt inside and outside.
Small birds can be stuff through the tail vent, but large birds may be stuffed partially through the tail vent and partially through the neck.
Stuffing should not be packed tightly as it expands during cooking.
If the tail vent is too big, it can be sewn together with a trussing needle and string.

10. List SIX important points to remember when preparing and using stuffing for serving with a whole chicken: (6)
- **Be aware of temperatures when mixing raw ingredients.**
- **The stuffing must be cooked and cooled prior to placing it in the bird.**
- **Stuff raw poultry as close as possible to the cooking process.**
- **The stuffing must not be stuffed or packed too tightly as it expands during the cooking and might split the skin.**
- **Once all cavities are filled, the openings must be secured with skewers or by trussing.**

11. Name any TWO of the most popular stuffing ingredients for chicken or turkey. (2)
Bread – fresh crumbs
Parsley and thyme
Flavoured mincemeat
Liver, giblets
Rice – cooked
Any applicable answer

12. Give short instructions for the defrosting of frozen poultry. (3)
Thaw poultry in the refrigerator overnight.
Do not place over food on which it might drip, as it can cause food poisoning.
Do not refreeze poultry once it has been thawed.

13. When buying frozen chicken, what points are important to look out for? (4)
- **Chicken must be frozen hard.**
- **Avoid birds with pink ice. This usually indicates that the bird has been defrosted and frozen again.**
- **Avoid buying frozen poultry with freezer burns.**
- **The wrapping should be clean and unbroken.**

14. Name any TWO edible parts of poultry (innards) which form part of the giblets. (2)
Heart/liver/gizzard/neck

15. Poultry is trussed before roasting. Explain the term 'trussing'. (2)
- **Trussing is done before cooking.**
- **Keeping the legs and the wings close to the whole carcass by using string and a trussing needle.**

16. What is the reason for trussing poultry before cooking? (2)
Poultry is trussed before cooking to hold the legs and wings close to the body of the bird, so that cooking is more even for all parts of the carcass.

17. Describe the dish 'coq au vine'. (3)
Rich chicken casserole or stew made with red wine also containing mushrooms.

18. Answer the following questions on the carving of poultry:

18.1 Why should poultry stand for a few minutes after roasting, before carving? (2)
It will allow the meat to "firm up", settling of meat juices.
Makes carving easier.

18.2 Name the equipment used when carving poultry. (2)
Carving knife and carving fork.

18.3 In which direction should the poultry be carved? (1)
Across the grain.

19. The correct technique to carve the turkey, is to perform the action in a specific order. Explain this sequence. (4)
- **Remove the drumstick and the thigh by cutting through the joint where it is attached to the carcass.**
- **Cut the drumstick through the joint to separate from the thigh.**
- **Hold the point of the drumstick and cut slices parallel to the bone.**
- **Cut the wing off.**
- **Cut thin and even slices of the breast meat downwards.**

20. What are the rules that should be adhered to when storing cooked poultry? (4)
Cool promptly.
Refrigerate as soon as possible.
Keep in closed container.
It may be refrigerated for two to three days.

21. Explain what procedures should be followed to ensure that hygiene and safety are applied when preparing poultry: (5)
- **Ensure that you the handler, adhere to all basic hygienic rules, for instance you must be healthy, all open cuts must be covered, hair neatly tied back, etc.**
- **Keep different types of raw poultry and feathered game apart.**
- **Use different cutting surfaces for raw and cooked poultry (colour-coded equipment is desirable).**
- **Thoroughly clean all equipment that has been used for preparing poultry. This includes, surfaces, cutting boards, knives, trays, etc.**
- **Wash your hands each time you handle poultry and as necessary during preparation.**

22. What do you understand regarding a chicken vol-au-vent? (5)
It is a puff pastry case, made by using puff pastry.
The puff pastry is cut into two circles using a scone cutter.
The centre of the 2nd circle is cut out, to form an edge that is placed on top of the first circle. It is then baked to form the round casing.
The chicken is cooked and made into a chicken filling, for instance chicken a la king.
The chicken filling is placed into the round pastry case and served.

23. How would you describe Chicken Cordon Bleu to a guest in your restaurant? (6)
Chicken fillet, filled with ham and cheese;
Then rolled and crumbed; and
Deep-fried.

24. You are serving deboned, rolled Roasted Duck on your menu.

24.1 Suggest ONE suitable stuffing for the dish. (1)
Sage and onion-/apple-/orange-/mushroom stuffing.

24.2 Which accompanying sauce will you serve? (1)
Thickened brown sauce/apple-/orange sauce.

24.3 Make a suggestion for a suitable garnish for the dish. (1)
Orange rings with parsley and lettuce.

24.4 What vegetables will be suitable to serve with the dish? (1)
Fried potatoes and any vegetables.

24.5 Would you recommend this specific dish to a person trying to keep their fat-intake low? Motivate your answer. (2)
No; Duck is a highly fatty poultry option.

25. Can you serve Chicken Chaud-froid as part of a hot main meal? Motivate your answer. (2)
No; Chaud-froid is a velouté sauce thickened with gelatine, it needs to be served cold, otherwise the gelatine will melt.

26. We cook poultry for many reasons. Motivate each of the following reasons and suggest a suitable cooking method to illustrate your motivation.

26.1 To ensure safety (2)
Poultry contains salmonella bacteria that needs to be killed by applying heat.
Boiling chicken (any applicable cooking method).

26.2 To ensure digestibility (2)
Raw poultry is not digestible. With cooking the poultry, the connective tissues around the muscle fibres are softened.
Frying (any applicable cooking method).

26.3 Ensuring attractiveness (2)
Applying heat will change the appearance, colour, flavour and texture of the poultry to being attractive.
Roasting (any applicable cooking method).

26.4 Providing variety (2)
Applying different cooking methods with poultry will provide a variety of dishes with a variety of colour, flavour and textures.
Fried chicken, roasted chicken (any applicable cooking method).

27. Explain in detail the effect of heat on poultry when preparing a chicken schnitzel. (8)

On applying heat, the outer crumbs will start becoming golden brown.
The egg, keeping the crumbs attached to the chicken fillet will set.
The proteins in the chicken fillet will (unfold) denaturate.
With continuous application of heat, the proteins will form new bindings (coagulate).
The chicken fillet will become firmer in texture.
With continuous application of heat – hot oil – the proteins will overcoagulate.
The protein will become tough and dry, chicken juices will start showing on the surface.
Eventually the outside crumbs will burn and the product will not be able to be served.

Practical activity

Practical suggestion



Practical objectives	Terminology	Cooking methods/ techniques	Equipment
• Purchasing of chicken – quality points • Different portions – wing/drumstick/ thigh/breast/back • Preparation methods • Cooking methods and techniques • How to thaw chicken • Hygiene • Different chicken dishes • Recap on thickening properties of starches (sago and vermicelli in chicken pie) • Efficient utilisation of time	**Refer to the following terminology during practical:** • Trussing • Jointing • Singeing • Egg wash • Crumbing/breading	**Discuss different preparation methods and cooking methods and refer to the effect of heat on chicken:** **Preparation methods:** • Filleting of chicken breast • Jointing • Trussing **Cooking methods:** **Frying** – Chicken cordon bleu **Baking** – Chicken lollipops **Roasting** – Remaining chicken portions **Boiling/poaching** – Chicken paupiettes	**Show use of utensils:** • Correct colour cutting board (yellow) • Meat mallet • Deboning knife

PRACTICAL ACTIVITIES:

Demonstrations on the following:

- Trussing a chicken – use video – *http://chefsteps.com/activities/how-to-truss-a-chicken*
- Jointing a chicken
- Filleting a chicken breast
- Chicken cordon bleu
- Preparing lollipops

Students to see and taste:
Chicken liver pâté

Students to do:
- Truss a chicken.
- Joint a chicken.
- Debone chicken breasts.
- Prepare chicken cordon bleu from one deboned chicken breast.
- Prepare a chicken paupiette from the remaining deboned chicken breast.
- Prepare chicken lollipops by portioning the chicken wing into winglet and drumette.
- Plate chicken cordon bleu with polenta and vegetables (fried mushrooms).
- Prepare the rest of the remaining chicken by roasting in the oven.
- Cool down and remove from bone and freeze for preparation of chicken tetrazzini in the next practical.
- Preparing lollipops.



Module 9

Various meats

After completing this module, the student will be able to:

- Discuss culinary skills, types and forms and understand the selection points in meat.
- Apply the correct preparation, cooking, finishing and serving of the meat products following the HACCP principles.
- Understand the small meat cuts.

LEARNING CONTENT	LEARNING OUTCOMES
9.1 Culinary and cooking skills	9.1 Define the different culinary terms used in meats
9.2 Classifications and types and forms of various meats (e.g. beef, pork, lamb)	9.2 Classify, list and briefly explain the different types and compare them.
9.3 Characteristics of various meats	9.3 Name and briefly explain the characteristics of various meats
9.4 Classification, selection and purchasing points of the various meats	9.4 Name the selection, purchasing points of the different meats
9.5 Effect of heat, preparation and cooking methods of the classified small cuts	9.5 Briefly explain, apply and demonstrate the correct techniques when preparing and cooking small cuts of the different meats
9.6 Internal organs, preparing and cooking methods	9.6 Name, identify and demonstrate the correct preparation and cooking methods of internal organs or offal
9.7 Serving, allowed portions, accompaniments, garnishes and serving (e.g. 100 g when served with vegetables and starch)	9.7 Name the serving methods, portions accompaniments and garnishes. Demonstrate the correct method in serving and portion amount, use correct accompaniment and garnish
9.8 Preserving and processed meat	9.8 Name and briefly describe the preserving and processing methods, list the examples of the products

Culinary terminology range:
À point; Au bleu; Barding; Basting; Beef Carpaccio; Beef Provencal; Bien cuit; Bobotie; Boeuf Bourguignon; Brown; Bunny chow; Chateaubriand; Chilli con carne; Club steak; Cold shrinkage; Contre fillet; Corned beef; Entrecôte; Entrée; Minute Steak; Fillet Mignon; Fillet; Goulash; Kebabs/sosaties/satay; Kofta; Larding; Marbling; Marinate; Mock fillet; Moussaka; Osso buco; Pastrami; Porterhouse steak; Rigor mortis; Ripen; Rissoles; Saignant; Saltimbocca; Scotch fillet; Sear; Sloppy Joe; Steak Diane; Steak tartare; Stroganoff; T-bone steak; Teriyaki beef; Tournedos Rossini; Tournedos; Wiener schnitzel

1. Various options are provided as possible answers to the following questions. Choose the correct answer and mark only the letter (A – D) next to the question number.

1.1 A chop cut across the top of the leg at the aitch bone: (1)
A. Loin chop
B. chump chop
C. Noisette
D. Crown roast

1.2 The T-bone is a large cut through the whole: (1)
A. Leg
B. Fillet
C. Aitch bone
D. Sirloin

1.3 A minced meat dish topped with a layer of mashed potato: (1)
A. Cottage pie
B. Lasagne
C. Moussaka
D. Cornish pie

1.4 The traditional accompaniment served with roasted leg of lamb: (1)
A. Apple jelly
B. Mint jelly
C. Quinche jelly
D. Orange jelly

1.5 The degree of doneness in red meat when the outside layer is a thick, grey layer with the interior still pink: (1)
A. Rare
B. Medium rare
C. Medium
D. Well done

1.6 Youngest animals and the most tender meat are marked with this ink colour: (1)
A. Purple
B. Brown
C. Blue
D. Red

1.7 Another name for fat obtained from roasting meat: (1)
A. Dripping
B. Suet
C. Lard
D. Butter

1.8 Cattle slaughtered usually when they are younger than 6 months old: (1)
A. Steer
B. Cow
C. Veal
D. Bull

1.9 The following steak is obtained from the forequarter and is obtained from the rib-eye muscle: (1)
A. Mock fillet
B. Scotch fillet
C. Tenderloin
D. Rump

1.10 A very thin cut steak, situated in the hindquarter and often obtained from the Eye of the Silverside: (1)
A. Minute steak
B. Fillet mignon
C. Rump steak
D. Porterhouse steak

2. Choose the correct word(s) from those given in brackets. (15 × 1) (15)
2.1 Type of offal (**heart**/rib).
2.2 The solid fat deposists from around the kidneys of various animals (**sue**t/lard).
2.3 To brown meat on the surface and to seal it by the use of high heat (**sear**/score).
2.4 Fat cells evenly distributed through the muscle fibres in meat (larding/**marbeling**).
2.5 A thin slice of meat, often fried in bread crumbs (entrecote/**escalope**).
2.6 Beef fillet, spread with pate and baked in puff pastry (**Beef Wellington**/ Wiener schnitzel).
2.7 Refers to the ripening of meat after the slaughtering process (marinating/ **maturation**).
2.8 A thin slice of veal, crumbed and flash fried in oil (Fillet Mignon/**Wiener schnitzel).**
2.9 Grilled fillet slices, topped with pâté made from calf's liver (**Tournedos rossini**/ Steak Diane).
2.10 Thin beef slices, cut from the bolo, filled with mincemeat **("blindevinke"**/"skilpadjies").
2.11 A strong flavoured beef, normally brisket, covered in special spice mixture (**pastrami**/corned beef).
2.12 A large fillet steak, cut from the head of a fillet (**chateaubriand**/contre-fillet).
2.13 Old animals and least tender meat are marked with (purple/**red)** vegetable ink.
2.14 A minced meat dish, containing curry, spices and raisins and baked with an egg-custard to bind it (lasagne/**bobotie**).
2.15 The edible parts taken from the inside of the animal's carcass (**offal**/intestines).

3. Give ONE word/term for each of the following descriptions: (10 × 1) (10)
3.1 A thin slice of veal which is crumbed and then quickly fried in shallow oil.
Wiener schnitzel
3.2 Whole fillet, seared and wrapped in puff pastry, roasted in the oven.
Beef Wellington
3.3 The most tender cut of meat from a beef carcass.
Fillet

3.4 Yellow inedible connective tissue.
Elastin

3.5 When fat or bacon is inserted into meat.
Larding

3.6 When fat is deposited in the muscle between the fibres.
Marbling

3.7 The type of connective tissue which is broken down to gelatine during slow moist heat cooking methods.
Collagen

3.8 The name given to sheep meat when it is younger than 6 months.
Lamb

3.9 The stiffening of a carcass once slaughtered.
Rigor Mortis

3.10 The enzyme in raw pineapple, used to tenderise meat.
Bromelin

4. Select the most appropriate dish from COLUMN B that matches the description best in COLUMN A. Write only the letter A–O in the space provided. (15)

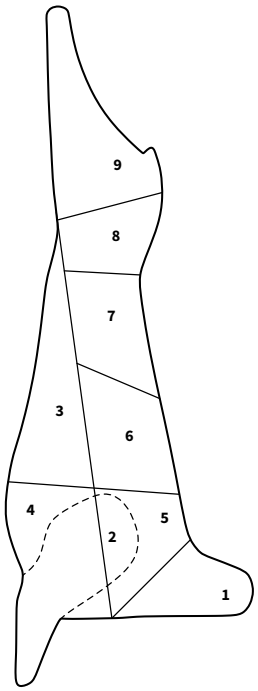
	COLUMN A	ANSWER		COLUMN B
4.1	Italian stew dish, prepared from veal shanks	**F**	A	Beef stroganoff
4.2	A thin batter, baked in lot of fat and pan juices – obtained from oven roasted beef	**C**	B	Beef provencial
4.3	French dish. Beef with a sauce of tomatoes, onions and garlic as flavouring	**B**	C	Yorkhire pudding
4.4	Thin slices, crumbed veal, which are deep-fat fried	**H**	D	Pastrami
4.5	Fillet, rump or sirloin, sautéed in butter and shallots. Served with a jus containing Worcestershire sauce and brandy	**K**	E	Beef Wellington
4.6	Russian stir-fry dish, with rich sauce containing mushrooms, onions, garlic, sour cream and sherry	**A**	F	Osso buco
4.7	Strongly flavoured beef.	**D**	G	Goulash
4.8	Hungarian dish of cubed meat, simmered in paprika-scented stock and thickened with sour cream	**G**	H	Wiener schnitzel
4.9	Grilled fillet steaks with veal liver pâté	**L**	I	Steak tartare
4.10	Fillet wrapped in puff pastry	**E**	J	Fillet Mignon
4.11	Raw fillet, finely diced served with accompaniments including raw egg	**I**	K	Steak Diane
4.12	This cut is from the 'tail end' of the fillet	**J**	L	Tournedos rossini
4.13	A large fillet steak (beef) cut from the head part of the fillet	**N**	M	Tournedo
4.14	Raw, thinly sliced and flattened fillet slices	**O**	N	Chateaubriand
4.15	A neat, round steak, cut from the middle part of the fillet	**M**	O	Carpaccio

(15 × 1) (15)

5. Select the cooking method in COLUMN B which will be most suited for the cut in COLUMN A. Write down only the letter (A–F) next to the question number in the space provided. (5 × 1) (5)

	COLUMN A	ANSWER		COLUMN B
5.1	Leg of lamb (whole)	**B**	A	Stewing, casserole
5.2	T-bone	**C**	B	Oven roast
5.3	Rolled flat rib	**D**	C	Grill, pan fry
5.4	Corned beef	**F**	D	Pot roast
5.5	Lamb neck cut into cubes	**A**	E	Simmer for soup
			F	Boil

6. Study the following lamb/mutton carcass and provide the correct cuts numbered in the illustration (1–9): (9)

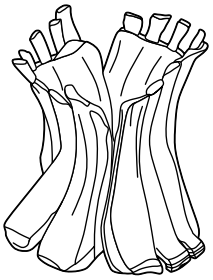


1. **Neck**
2. **Shoulder**
3. **Flank**
4. **Breast**
5. **Thick rib**
6. **Rib**
7. **Loin**
8. **Chump**
9. **Leg**

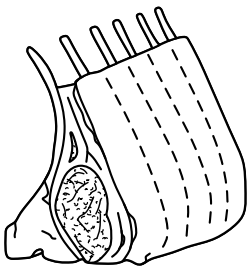
7. Differentiate between mutton and lamb by answering the following questions:
   7.1 How old should the sheep carcass be to be called mutton and not lamb? (1)
   Older than one year.
   7.2 Mutton is less tender than lamb. Why? (2)
   Mutton is an older animal than lamb. The older the animal, the more connective tissue will have developed, which makes the meat less tender.
   7.3 Which ONE of the two is more flavoursome after the cooking process? (1)
   Mutton

8. Which cooking method is used for the following meat cuts?
   8.1 Leg of lamb (1)
   Oven roast/pot-roast
   8.2 Lamb shanks (1)
   Stew, braise

9. Identify the following sketches of lamb cuts (2)



Crown roast



Rack of lamb

10. Which traditional sauce will you serve with a leg of lamb? (1)
Gravy or white onion sauce or red current sauce/mint jelly.

11. Explain the following terms: (3 × 2) (6)

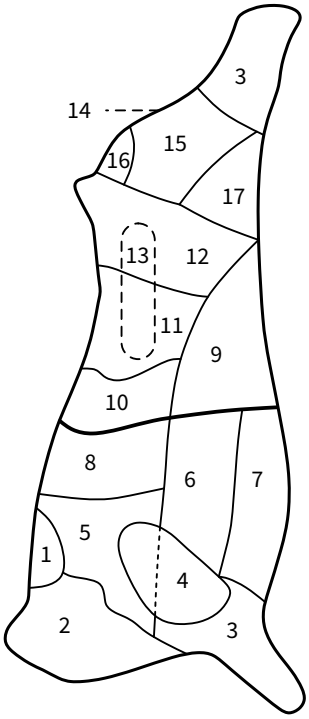
11.1 Marbling
Fat deposited in the muscles between the fibres and cannot be cut off.

11.2 Barding
Wrapping fat or lard around lean meat.

11.3 Larding
Strips of fat are inserted into the meat using a larding needle or a knife. Follow grain as far as possible.

12. Study the following beef carcass and provide the correct cuts numbered in the illustration (1–17): (17)

1. **Hump**
2. **Neck**
3. **Shin**
4. **Bolo**
5. **Chuck**
6. **Flat rib**
7. **Brisket**
8. **Prime rib**
9. **Thin flank**
10. **Wing rib**
11. **Sirloin**
12. **Rump**
13. **Fillet**
14. **Top side**
15. **Silverside**
16. **Aitchbone**
17. **Thick flank**



13. Which cooking method would you suggest for the following beef cuts?
    13.1 Oxtail (1)
    Simmer
    13.2 Sirloin (1)
    Grill/oven roast
    13.3 Wing rib (1)
    Oven roast

14. Distinguish between the forequarter and the hindquarter of a beef carcass according to the following: (4 × 2) (8)
    14.1 Difference in price
    Hindquarter is more expensive then forequarter.
    14.2 Presence of bones
    Forequarter is bony meat where the hindquarter is less bony.
    14.3 Flavour
    The forequarter is very tasty and full of flavour.
    14.4 Moist or dry cooking methods
    The forequarter is suitable for moist cooking methods and not suitable for dry cooking methods.
    The hindquarter is suitable for dry cooking methods.

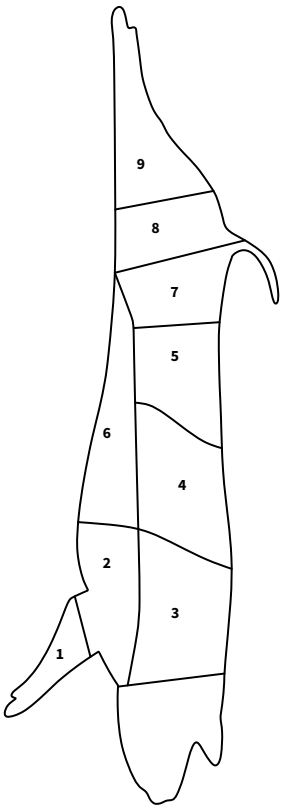
15. Name the THREE different sections of a beef fillet and identify the menu items best suited to each of the 3 sections. (6)
    Head – chateaubriand
    Middle – fillet steaks/tournedos
    Tail – fillet mignon/goulash/stroganoff

16. Give SEVEN factors determining the cooking time of a large cut of meat, for example leg of pork: (7)
    Weight of the meat.
    Oven temperature.
    Temperature of the meat before roasting.
    Amount of fat cover.
    Bones conduct heat faster than flesh.
    Size and type of oven.
    Number of times the oven door is opened.
    Shape and density of cut.

17. Distinguish between collagen and elastin by giving a clear description of each: (2 × 2) (4)
    Collagen and elastin are two kinds of connective tissue:
    - **Collagen is white in colour and has to be broken down by cooking. It is then hydrolysed to gelatine and the meat softens.**
    - **Elastin is yellow in colour and can only be broken down by pounding or mincing.**

18. Give the correct description of each of the following beef/veal menu items:
    18.1 Steak tartare (4)
    Steak tartare: it is raw, finely diced fillet served with various accompaniments.
    18.2 Beef Wellington (4)
    When a whole fillet is briefly seared for flavour and then wrapped in puff pastry and roasted in the oven.
    18.3 Beef carpaccio (2)
    It is a dish of raw beef, traditionally thinly sliced or pounded thin and served as an appetizer.
    18.4 Wiener schnitzel (4)
    Classic veal dish. Thin slice of veal, crumbed and then quickly fried.
    18.5 Beef stroganoff (4)
    Russian dish. Strips of sirloin, fillet or rump are stir-fried and covered with a rich sauce containing mushrooms, onions, garlic, sour cream and sherry.

19. Identify the different cuts from a pork carcass. (9)
    1. **Shank**
    2. **Breast**
    3. **Thick rib**
    4. **Rib**
    5. **Loin**
    6. **Flank, belly**
    7. **Chump**
    8. **Leg, fillet end**
    9. **Leg, shank end**



20. Name the traditional sauce served with a roasted leg of pork. (1)
    Apple sauce or mustard sauce

21. What do you understand under the following terms:
    21.1 Gammon (2)
    Cut from the hind legs of pigs. Normally sold raw. Maybe cured.
    When gammon is cooked, it becomes ham.
    21.2 Eisbein (2)
    German, culinary dish of pickled ham hock/pork knuckle or shank, usually cured and slightly boiled. Can be sold already smoked or not.

22. State from which animal carcass and which meat cut each of the following menu items traditionally originate from: (4 × 2) (8)

22.1	Wiener schnitzel	**veal**	**fillet**
22.2	Crown roast	**lamb**	**2 racks of lamb chops**
22.3	Chateaubriand	**beef**	**fillet**
22.4	Beef stroganoff	**beef**	**Sirloin, rump or fillet**

23. Which FOUR factors determine the choice of cooking methods when preparing meat? (4)
The meat cut – amount of connective tissue vs muscle fibres.
Surrounding medium.
Cooking facilities and equipment.
Available time to prepare.

24. Briefly discuss FIVE factors that influence the quality of meat before slaughtering: (5)
Feeding – well fed animals deliver better quality meat.
Age – the younger the animal, the softer the meat, the older the animal, the more flavorsome the meat will be.
Muscle activity – The more active, the tougher the meat.
Ratio muscle to connective tissue – more elastin found in older animals or in the muscles used for lots of movement will lead to tougher meat versus collagen that can be softened by cooking.
Handling before it was slaughtered – the more stress will lead to less tender meat.

25. You are preparing a T-bone steak. Describe the Maillard reaction which occurs during applying a dry heat cooking method on the T-bone steak: (4)
The denatured proteins on the surface of the meat recombine with sugars present.
This leads to the meaty flavour.
There will be a colour change, also called the browning reaction.

26. Offal is again becoming a delicatessen on many menu's.
List EIGHT types of offal that may feature on a menu: (8)
Liver
Kidneys
Sweetbreads
Brains
Heart
Tongue
Oxtail
Tripe

27. Differentiate between Sweetbreads and Haggis, referring to the specific offal part included in the dish.
Sweetbreads : It is a dish made of the thymus gland of a calf, lamb or pig. (1)
Haggis: Dish made from sheep's heart, liver and lungs, stuffed into a sheep's stomach and boiled. (4)

28. Explain to a customer what the traditional South African dish "Skilpadjies" means. (4)
A dish made by mincing the liver of a lamb, flavouring it with onions, coriander, salt and Worcestershire sauce. The minced liver is then placed in a casing of caul fat and grilled over an open charcoal fire until ready and the fat is crispy.

29. Briefly name the factors you will need to consider when deciding on the appropriate size of a portion of meat to serve: (5)
The type of menu
The type of function
The type of meat cut
The selected cooking method
The accompaniments served with the meat

30. List SIX preservation/processing methods that can be applied to meat: (6)
Smoking
Curing
Drying
Salting
Fermenting
Preserving with fats and oil

31. Provide ONE example of a product where the following preservation/processing method was applied in the finished product: (6 × 1) (6)
    31.1 Salting
    Prosciutto
    31.2 Fermentation
    Salami/chorizo/pepperoni
    31.3 Preserving with fats and oil
    Rillettes/confit
    31.4 Smoking
    Bacon, smoked ham/pastrami
    31.5 Curing
    Corned beef/pastrami
    31.6 Drying
    Biltong

32. Explain the following terms:
    32.1 Rillettes (3)
    Cooked, shredded meat, then preserved in fat.
    32.2 Charcuterie board
    An assortment of meats, cheeses, artisan breads, olives, fruit and nuts all artfully arranged on a serving board. (5)

33. Differentiate between the terms: Marinade and Basting sauce. Specifically refer to the ingredients, application and purpose. Tabulate your answer. (3 × 2) (6)

Marinade	Basting Sauce
Ingredients include: Oil, acid, spices	**Ingredients include: Oil, acid, spices and normally sugar**
Meat is left in the marinade over night then removed and then cooked. Marinade is not normally used during the cooking process	**Basting sauce is normally applied during the cooking process by applying over the meat while cooking**
Main purpose is to soften/tenderise and provide flavour	**Main purpose is to prevent meat from drying out and provide extra flavour**

34. You ordered a whole fillet, but normally only use the head and middle part of the fillet. Make TWO suggestions of possible menu items you can prepare from the tail part and place on your menu to minimise waste. (2)

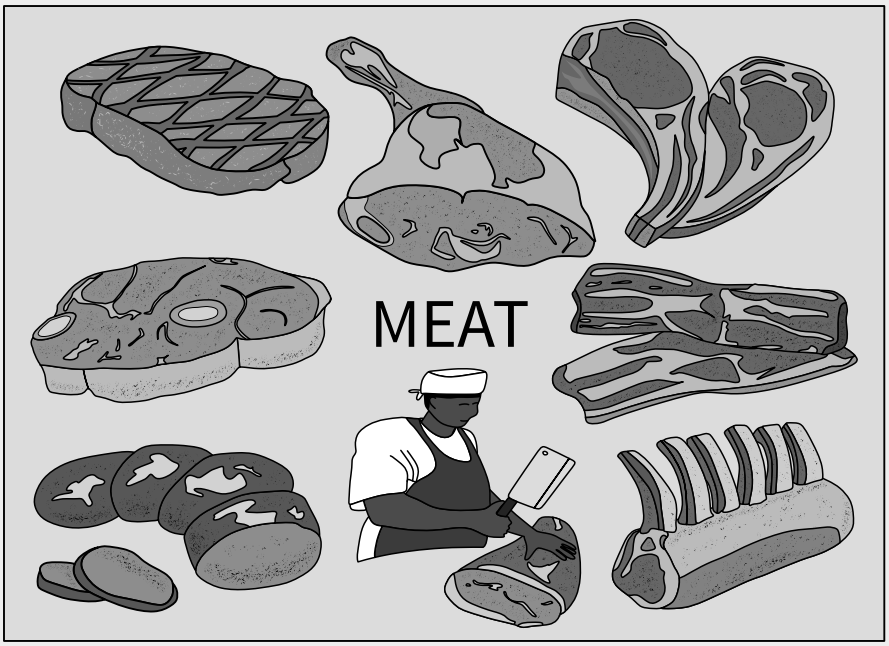
Stir-fry
Steak tartare
Satay's
Stroganoff
Any applicable TWO answers

35. Your speciality dish, is Fillet Tournedos finished with a rosemary, garlic and cream reduction served with glazed baby vegetables.
A client orders the dish, but demands that it is done 'Bien Cuit'.
Explain in detail WHY you would prefer NOT to cook the fillet in this manner.
(3 × 2) (6)

When a steak is done Bien Cuit, it means well done
The proteins will over coagulate, leading to most of the moisture and juiciness being lost.
The piece of meat will be tough, dry, rubbery and not at all tasty.

Practical activity

Practical suggestion



Practical objectives	Terminology	Cooking methods/ techniques	Equipment
• Purchasing of meat – checking quality • Preparation methods • Cooking methods and techniques • Beef fillet – different cuts • Different degrees of doneness of meat • Different meat dishes • Efficient utilisation of time	**Refer to the following terminology during the practical:** • Chateaubriand • Tournedos • Mignon • Ripening • Marbling • Marinating • Searing **Doneness of meat plus French terms:** • Bleu • Saignant • Á point • Bien cuit	**Discuss the different preparation methods and cooking methods and refer to the effect of heat on meat:** **Preparation methods:** • Trimming steak • Sambal preparation **Cooking methods:** **Baking** – bobotie **Boiling** – yellow rice **Grilling** – steak for steak salad	**Show use of equipment:** • Correct colour cutting board (red) • Deboning knife • Gas griller

PRACTICAL ACTIVITIES:

Demonstrations on the following:

- Bobotie with yellow rice and a sambal.
- Grilling fillet steak – different degrees of doneness of meat.

Students to see and taste:
- Steak tartare, serve with melba toast.
- Show the use of Maître d'hotel butter (with steak).
- Shepherd's pie/stroganoff or goulash/kebab or sosatie, oxtail, tongue (any dishes from Student Book).

Students to prepare:
- Bobotie with yellow rice and a sambal.
- Grilled fillet steak – for steak salad.
- Plate the steak salad.



Module 10

Recipes and purchasing process

After completing this module, students will be able to:

- Discuss recipes terms, read and interpret a recipe.
- Use correct equipment and techniques in measuring to ensure accuracy.
- Apply correct formula when costing recipes, use correct forms/templates and methods when ordering and buying ingredients.

LEARNING CONTENT	LEARNING OUTCOMES
10.1 Culinary and recipe terms	10.1 Define the different culinary and recipe terms
10.2 Recipe, format, reading and interpretation, abbreviations, measurements in recipes	10.2 Briefly explain and understand the reading and interpretation of a recipe, abbreviations and measurements used
10.3 Measuring techniques of raw ingredients, cooked foods and portion sizes of food items	10.3 Name, list and briefly explain the use of measuring techniques and methods of raw and cooked food. Determine how to apply the correct portion sizes of food
10.4 Recipe costing	10.4 Briefly explain why and how costing is applied. Apply the costing techniques to cost a recipe
10.5 Ingredients ordering, purchasing, receiving and storage	10.5 List and understand the basic principles of placing orders. Demonstrate and apply the correct ordering, purchasing, receiving and storage of food products using the correct kitchen template or forms. Apply FIFO correctly

Culinary terminology range:
AP; Conversion; Cost control; EP; FIFO; Ordering; Portioning; Receiving; Recipe; Waste

SHORT QUESTIONS

1. Various possible options are provided as answers to the following questions. Choose the correct answer and mark A–D with a X. Write only the letter (A–D) next to the question number.

1.1 A very hot oven: (1)

A. 100 °C
B. 150 °C
C. 200 °C
D. 220 °C

1.2 The yield of a recipe: (1)

A. Portion size
B. Presentation suggestions
C. Functions of the ingredients
D. Number of portions

1.3 A guidance and regulation of all the cost of all operations: (1)

A. Cost control
B. Invoice
C. Par stock
D. Purchase order

1.4 The minimum amount of a product to have in the store before having to order from the supplier: (1)

A. FIFO
B. Reorder point
C. A.P.
D. Inventory

1.5 To calculate the quantities of food items to order, you will use the following: (1)

A. Portion control chart
B. Purchasing specifications
C. Delivery note
D. Invoice

1.6 The temperature of a freezer. (1)

A. -18 to -22 °C
B. -4 to -7 °C
C. 4 to 7 °C
D. 10 to 14 °C

1.7 The most suitable example of E.P. (edible portion) to prepare a chicken schnitzel: (1)

A. Crumbed chicken fillets
B. Chicken fillets
C. Chicken breasts
D. Whole, organic chickens

1.8 A very large, upmarket hotel will most likely use the following system for orders: (1)
A. Sending a fax.
B. Physically go to the shop with a shopping list.
C. Phone the supplier and place the order over the telephone.
D. Use a POS-system.

1.9 One ounce is equal to: (1)
A. 100 g
B. 75 g
C. 50 g
D. 30 g

1.10 The following is an example of hidden information in a recipe: (1)
A. Sequence in which ingredients are listed
B. The type of product
C. Shelf position in the oven
D. What a word like scalding mean and why it would be applied
Normally ONE mark allocated per question/answer

2. Indicate whether the following statements are TRUE or FALSE.
Choose the correct answer and write only 'true' or 'false' next to the question number. (10)

2.1 Purchasing specifications are used to identify the exact requirements for the quality and quantity of each food product.
True

2.2 The most accurate measuring method of measuring ingredients is through weighing.
True

2.3 It is unnecessary to stir castor sugar before measuring it.
False

2.4 Division is one method to measure oils.
False

2.5 Standardised recipes will ensure consistent quality, quantity and cost control of the final product.
True

2.6 Conversion tables are used to calculate how much cake flour indicated in volume, will be in weight.
True

2.7 Recipes indicating a "pinch" of an ingredient, is equal to +- 1 ml.
True

2.8 The factor method is applied to calculate the cost of a recipe.
False

2.9 When a recipe indicates 'eggs', the assumption is that you must use xtra-large eggs.
False

2.10 The word "yield" refers to the number of portions a specific recipe will make.
True
Normally ONE mark allocated per question/answer

3. Convert the following to grams or millilitres: (8 × 1) (8)

3.1 2 t
10 ml

3.2 8 ounces
240 (8 × 30) g

3.3 2.75 kg
2 500 g

3.4 0.03 litre
30 ml

3.5 1 cup of sugar
250 ml

3.6 1 pound meat
450 g

3.7 250 ml cake flour
120 g

3.8 3 large eggs
150 ml

Normally ONE mark allocated per question/answer

4. Give the correct temperature for each of the following temperature descriptions in °Celsius: (8 × 1) (8)

4.1 Domestic freezer temperature
-18 °C to -12 °C

4.2 Freezing point of water at sea-level
0 °C

4.3 Room temperature
22 °C to 25 °C

4.4 Body temperature
37 °C

4.5 Boiling point of water at sea-level
100 °C

4.6 Simmering temperature of water
85 °C

4.7 Temperature by which milk is scalded
92 °C

4.8 Temperature of refrigerator
4 – 7 °C

5. Match the term from COLUMN B with the correct mass/volume for each of the quantities in COLUMN A. Write only the letter (A–E) next to the question number in the column provided. (5)

	COLUMN A	ANSWER		COLUMN B
5.1	Two cups of water	**C**	A	60 ml
5.2	Four large egg whites	**D**	B	45 ml
5.3	Two pounds of flour	**E**	C	500 ml
5.4	Three table spoons of mustard	**B**	D	120 ml
5.5	Two large egg yolks	**A**	E	0.9 kg
			F	90 g

LONG QUESTIONS

6. The following recipe for a chocolate cake provides 12 slices of cake. The ingredients with their respective quantities and price of each commodity alongside, are as follows:

INGREDIENTS	QUANTITIES	PRICE PER UNIT
Butter	225 g	R65.00/500 g
Castor sugar	250 g	R39.00/500 g
Milk	30 ml	R14.99/litre
Ground almonds	50 g	R39.99/100 g
Self-raising flour	100 g	R17.99/kg
Cocoa powder	50 g	R49.99/250 g
Eggs	4	R44.00/dozen

6.1 Do the necessary costing for the above recipe using the prices provided. The calculated cost of each ingredient must be clearly written alongside the applicable item (to the nearest 2nd decimal). (7)

INGREDIENTS	QUANTITY	PRICE PER UNIT	Calculations	Cost
Butter	225 g	R65.00/500 g	**500 g = R65.00 225 g = R29.25**	**R29.25**
Castor sugar	250 g	R39.00/500 g	**500 g = R39.00 250 g = R19.50**	**R19.50**
Milk	30 ml	R14.99/litre	**1 L = R14.99 0.03 L = R0.4497**	**R0.45**
Ground almonds	50 g	R39.99/100 g	**100 g = R39.99 50 g = R19.995**	**R20.00**
Self-raising flour	100 g	R17.99/kg	**1 kg = R17.99 0.1 kg = R1.799**	**R1.80**
Cocoa powder	50 g	R49.99/250 g	**250 g = R49.99 50 g = R9.998**	**R10.00**
Eggs	4 units	R44.00/dozen	**12 = R44.00 4 = R14.6666666**	**R14.67**

6.2 Calculate the total cost of the recipe, as well as the cost per slice of the cake. (4)
Total cost for recipe: R95.67
Cost per slice: R95.67/12 = R7.9725 = R7.97

7. The following recipe (lasagne) provides 6 (six) portions:

600 g	mince meat
3 ml	salt
5 ml	oregano
20 ml	tomato puree
15 ml	chutney
410 g	tomato and onion mix
100 g	lasagne sheets
50 ml	cake flour
50 g	margarine
500 ml	milk

7.1 Enlarge the recipe so that it provides 90 portions, by using the factor method. Show ALL the calculations. (10 × 1) (10)

Step one is to calculate the factor:
Factor: new/known
90/6 = 15

Original	**Calculations**	**New**
600 g mince meat	**15 × 600 g**	**9 000 g/9 kg**
3 ml salt	**15 × 3 ml**	**45 ml**
5 ml oregano	**15 × 5 ml**	**75 ml**
20 ml tomato puree	**15 × 20 ml**	**300 ml**
15 ml chutney	**15 × 15 ml**	**225 ml**
410 g tomato and onion mix	**15 × 410 g**	**6 150 g/6.15 kg**
100 g lasagne sheets	**15 × 100 g**	**1 500 g/1.5 kg**
50 ml cake flour	**15 × 50 ml**	**750 ml**
50 g margarine	**15 × 50 g**	**750 g**
500 ml milk	**15 × 500 ml**	**7 500 ml/7.5 L**

8. Refer to the following short crust pastry recipe to answer the questions that follow:

240 g	cake flour (500 ml)
2 ml/g	salt
60 g	butter
80 g	caster sugar
2	egg yolks

(the above pastry recipe is sufficient for SIX individual tartlets)

The prices of the various ingredients:

Cake flour:	R32/2.5 kg
Salt:	R8.99/500 g
Butter:	R65.00/500 g
Castor sugar:	R39.99/500 g
Eggs:	R46.99/18 eggs

8.1 Calculate the cost of each of the five ingredients used in the recipe. (5)

Ingredient	Calculations	Cost
Cake flour	**2.5 kg = R32.00**	
	(240 g)	
	0.24 kg = R3.072	**R3.07**
Salt	**500 g = R8.99**	
	2 g = R0.03596	**R0.04**
Butter	**500 g = R65.00**	
	60 g = R7.80	**R7.80**
Castor sugar	**500 g = R39.99**	
	80 g = R6.3984	**R6.40**
Eggs	**18 = R46.99**	
	2 = R5.22111	**R5.22**

8.2 Calculate the total cost of the recipe. (2)
R22.53

8.3 Calculate the cost per portion. (3)
R22.53/6 = R3.755 = R3.76

9. Explain the correct procedure to follow when weighing ingredients on a kitchen portioning scale: (4)
   - **Place receiving container, if any, on scale.**
   - **Set scale on zero.**
   - **Add item being weighed to the container or place on scale if no container is used.**
   - **Keep adding until scale reads desired portion weight.**

10. Explain the difference between AP weight and EP weight by using carrots as an example: (4)
    AP: the weight of the carrot as purchased, before any trimming, such as removing leaves or peels have been done.
    EP: the weight of the carrot after all inedible or conservable parts have been trimmed off, thus carrot has been peeled, ready to use.

11. Study the following recipe for a 'Crisp-sided Salmon with fresh coriander pesto' and answer the questions that follow:

Amount	Ingredient	Unit prices
4 (700 g)	Pieces of fresh salmon fillet, with skin, weighing about 175 g each	R479.98/kg
45 ml	Vegetable oil	R65.00/2 L
1	Lemon	R3.10 for 1 lemon
10 ml (2 g)	Coarse sea salt	R13.99/500 g
1 (60 g)	Large bunch of fresh coriander	R14.99/40 g
2 (6 g)	Garlic cloves	R175.00/kg
30 ml (20 g)	Pine nuts	R1124.75/kg
75 ml	Olive oil	R99.99/750 ml
30 g	Grated parmesan	R535.90/kg

11.1 Calculate the cost of each ingredient. Round off to the 2nd decimal. Show ALL calculations. (9 × 1) (9)

INGREDIENT	CALCULATIONS	COST
Salmon fillets	**1 kg = R479.98**	
	700 g = 0.7 kg = R335.99	**R336.00**
Vegetable oil	**2 L = R65.00**	
	45 ml = 0.45 L = R14.625	**R14.63**
Lemon	**1 = R3.10**	**R3.10**
Coarse sea salt	**500 g = R13.99**	
	2 g = R0.05596	**R0.06**
Fresh coriander	**40 g = R14.99**	
	60 g = R22.485	**R22.49**
Garlic cloves	**1 kg = R175.00**	
	6 g = 0.006 kg = R0.45	**R1.05**
Pine nuts	**1 kg = R1124.75**	
	20 g = 0.02 kg = R22.495	**R22.50**
Olive oil	**750 ml = R99.99**	
	75 ml = R9.999	**R10.00**
Grated parmesan	**1 kg = R535.90**	
	30 g = 0.03 kg = R16.077	**R16.08**

11.2 Determine the total cost of the recipe. (1)
R425.90

11.3 Calculate the cost per portion, if the recipe yields 4 portions. (1)
R425.90/4 = R106.48

11.4 Calculate the factor, should the recipe be increased to yield 60 portions. (1)
New/known = 60/4 = 15

12. The following recipe for chocolate squares provides 50 portions. The ingredients with their respective quantities and price of each commodity alongside are as follows:

Ingredients	**Quantities**	**Price per unit**
Butter	250 g	R65/500 g
Castor sugar	200 g	R39.99/500 g
Cake flour	300 g	R28.99/2.5 kg
Salt	5 g	R7.99/500 g
Baking powder	5 ml (5 g)	R26.99/200 g
Cocoa powder	25 ml (7 g)	R49.99/250 g
Condensed milk	1 tin	R24.99/tin of 385 g
Sugar	25 g	R49.99/2.5 kg
Vanilla essence	5 ml	R19.99/100 ml
Apricot jam	30 ml (75 g)	R24.99/450 g

12.1 Do the necessary costing for the above recipe using the prices provided. Write the calculated cost of each ingredient clearly alongside the applicable item (to the nearest 2nd decimal). (10)

Ingredients	Quantities	Calculation	Ingredient cost
Butter	250 g	**500 g = R65.00**	**R32.50**
		250 g = R32.5	
Castor sugar	200 g	**500 g = R39.99**	**R16.00**
		200 g = R15.996	
Cake flour	300 g	**2.5 kg = R28.99**	
		0.300 kg = R3.4788	**R3.48**
Salt	5 g	**500 g = R7.99**	
		5 g = R0.0799	**R0.08**
Baking powder	5 ml (5 g)	**200 g = R26.99**	
		5 g = R0.67475	**R0.67**
Cocoa powder	25 ml (7 g)	**250 g = R49.99**	
		7 g = R1.39972	**R1.40**
Condensed milk	1 tin	**tin = R24.99**	**R24.99**
Sugar	25 g	**2.5 kg = R49.99**	
		0.025 g = R0.4999	**R0.50**
Vanilla essence	5 ml	**100 ml = R19.99**	
		5 ml = R0.9995	**R1.00**
Apricot jam	30 ml (75 g)	**450 g = R24.99**	
		75 g = R4.165	**R4.17**

12.2 Calculate the total cost of the recipe. (2)
R84.79

12.3 Calculate the cost per chocolate square. (2)
R84.79/50 = R1.70

13. The ingredients listed below are sufficient to provide a meal for a family of four. The ingredients with their respective quantities and prices are given in the table.

Ingredients	Quantities	Price per unit
Beef mince	750 g	R92.99/kg
Yoghurt (fruit)	700 g	R32.99/kg
White bread slices	8 slices	R14.99/20 slices
Margarine	80 g	R51.99/kg
Frozen chips	500 g	R36.99/kg

13.1 Do the necessary costing for the above recipe using the prices provided and show ALL calculations.
Write the calculated cost of each ingredient clearly alongside the applicable item and round off to the nearest two decimal places.

Ingredients	Quantities	Calculation	Ingredient cost
Beef mince	750 g	**kg = R92.99**	
		0.750 kg = R69.7425	**R69.74**
Yoghurt (fruit)	700 g	**1 kg = R32.99**	
		0,700 kg = R23.093	**R23.09**
White bread slices	8 slices	**20 slices = R14.99**	
		8 slices = R5.996	**R6.00**
Margarine	80 g	**1 kg = R51.99**	
		0.08 g= R4.1592	**R4.16**
Frozen chips	500 g	**Kg = R36.99**	
		0.5 kg = R18.495	**R18.50**

13.2 Calculate the total cost of the meal. (2)
R 121.49

13.3 Calculate the cost per person. (2)
R121.49/4 = R30.37

14. The recipe for a chiffon cake provides for 12 portions. The ingredients with their respective quantities and prices of each commodity alongside are as follows:

Ingredients	Quantities	Price per unit
Cake flour	240 g	R28.00/2.5 kg
Baking powder	10 g	R26.99.00/200 g
Cooking oil	125 ml	R28.99/750 ml
Lemon juice	15 ml	R16.99/500 ml
Lemon rind	5 g	R14.00/50 g
Eggs	5	R28.99/doz
Castor sugar	200 g	R22.99/500 g
Cream of tartar	2 g	R5.50/12 g

14.1 Do the necessary costing for the above recipe using the prices provided.
The calculated costs of the ingredients must be clearly written alongside the applicable food item. (8)

Ingredients	Quantities	Calculation		Ingredient cost
Cake flour	240 g	**2.5 kg**	**R28.00**	
		0.240 kg	**R2.688**	**R2.69**
Baking powder	10 g	**200 g**	**R26.99**	
		10 g	**R1.3495**	**R1.35**
Cooking oil	125 ml	**750 ml**	**R28.99**	
		125 ml	**R4.8316666**	**R4.83**
Lemon juice	15 ml	**500 ml**	**R16.99**	
		15 ml	**R0.5097**	**R0.51**

Ingredients	Quantities	Calculation		Ingredient cost
Lemon rind	5 g	**50 g**	**R14.00**	
		5 g	**R1.40**	**R1.40**
Eggs	5 eggs	**Doz 12 eggs**	**R28.99**	
		5 eggs	**R12.079166**	**R12.08**
Castor sugar	200 g	**500 g**	**R22.99**	
		200 g	**R9.196**	**R9.20**
Cream of tartar	2 g	**12 g**	**R5.50**	
		2 g	**R0.916666**	**R0.92**
				(R32.98)

14.2 Calculate the total cost. (2)
R32.98

14.3 Calculate the cost per portion. (2)
R32.98/12 = R2.75

14.4 What will the factor be if the recipe provides for 30 people? (3)
30/12 = 2.5

15. List FIVE purchasing specifications that can be included to ensure the exact requirements the for product. (5 × 1) (5)
- **Product name (specify if a preferred brand is required).**
- **Quantity to purchase (specify the purchasing unit).**
- **Indicate federal grade/quality specification. For example: Grade A, free-range eggs.**
- **Unit in which prices are quoted.**
- **Stating any other factors to describe the item to be purchased better**.

16. Your restaurant is famous for their beef ribs.
You have established that you have to have at least 20 kg of beef ribs in stock at any given time. Currently you only have 2 kg in stock.
You are currently paying R95 p/kg for beef ribs.
Answer the following questions by referring to the information provided above.

16.1 Complete the following Purchase Order chart with the provided information: (1)

Meats	Par level	Amount at hand	Amount to order	Actual order
Beef ribs	**20 kg**	**2 kg**	**18 kg**	**18 kg**

16.2 Calculate cost of your actual order for the beef ribs. (1)
1 kg costs R95
18 kg costs (18 kg × R95/1) = R1 710
You normally work on 450 g of ribs per person.

16.3 Calculate how many portions 1 kg of ribs can yield. (1)
450 g (0.45 kg) yields 1 portion
1 kg yields = (1 kg × 1/0.45) = 2.222 portions

16.4 You normally work on 450 g of ribs per person, calculate the cost of one portion of ribs. (1)
1 kg costs R95.00
450 g (0.450 kg) will cost (0.450 kg × R95.00/1) = R42.75

17. List the information that should be included in all order forms: (9)
Name of supplier.
Contact details of supplier (including telephone number, email address, physical address, contact person at the supplier).
Date and time time when order is placed.
Person placing the order as well as their signature.
Product specifics (as discussed in purchasing specifications).
Where prices are quoted, note the quoted price per item and in the unit quoted.
Any other specific instructions.
Indication of payment required and method (cash on delivery, EFT, swiping of a card, account).

18. Compile a basic checklist of best practices to follow on receiving orders placed: (5)
Inspect quantity and weight.
Inspect quality of deliveries.
Record daily deliveries.
Handle items following proper storage procedures.
Prepare the necessary paperwork.

19. If you are the owner of a small catering business, must you always complete a purchase order? Motivate your answer. (1 + 3) (4)
No, PO (purchase orders) are only used in big companies and it is to obtain authorisation from someone above the person placing the order, to request various quotes from different suppliers, then selecting the best option (according to company policies – be it price or BEE compliance) and lastly, placing an official to purchase the ingredients.

(Yes – only if you do it for your own records – but NOT a must)

20. What does the term COD stand for and what can the negative effect be of having to adhere to this payment term?
Cash on delivery. (1)
You need to pay immediately on receiving goods, but might not have sold enough goods to have enough cash flow. This leads to possible excessive debt and high interest rates. (2)

21. Briefly discuss general principles for the receiving of all products. (6 × 2) (12)
Check products received in relation to actual order placed.
Ensure that products transported are delivered in suitable containers.
Check each product for possible damaged packaging or damaged products and immediately complete correct administrative tasks to ensure a refund or replacement.
Check correct temperatures of all produce delivered immediately (ensure chilled food is delivered at the correct temperatures, but also products that will be stored in dry storage areas).
Check the "best before" and "sell by" dates of all products to ensure you are receiving fresh stock.
When receiving frozen products, ensure the products are still frozen hard, with no indication of defrosting or prior thawing and refreezing.

22. Briefly discuss general principles for the storage of products in the DRY STORAGE areas. (7 × 2) (14)
Always ensure the dry storage is kept clean, before adding new stock.
Apply FIFO principles. Ensure the older stock is moved to the front to be used before the new stock.
Ensure the area is well organised and easily accessible, grouping products in a logical order.
Temperatures should be maintained at between 20 °C to 25 °C.
Storage areas must be cool, dry and well ventilated.
Adequate, strong and easy cleanable shelving ensuring products are stored up, off from the floor.
Ensure products stored in the dry storage area are in sealed, undamaged containers.

23. Briefly discuss general principles for the storage of products in the REFRIGERATION STORAGE areas. (7 × 2) (14)
Always ensure the refrigeration areas is kept clean, before adding new stock.
Apply FIFO principles. Ensure the older stock is moved to the front to be used before the new stock.
Ensure the area is well organised and easily accessible, grouping products in a logical order.
Temperatures should be maintained at between 1 °C to 4 °C. Conduct regular temperature control checks.
Store raw food separate from cooked food to prevent possible cross-contamination.
Ensure all products are closed and cannot cause cross-contamination.
Do not over pack products. Allow space for the cold air to flow through.

24. Briefly discuss general principles for the storage of products in the FREEZER STORAGE areas. (7 × 2) (14)
Always ensure the freezer areas are kept clean, not frozen up, before adding new stock.
Apply FIFO principles. Ensure the older stock is moved to the front to be used before the new stock. Especially when using a chest freezer.
Ensure the area is well organised and easily accessible, grouping products in a logical order.
Temperatures should be maintained at between -18 °C or lower. Conduct regular temperature control checks.
Clearly label all products placed in the freezer.
Ensure all packaging materials are undamaged, where possible use vacuum sealing, to prevent freezer burn.
Pre-portion products prior to freezing to ensure stock control, convenience and quick defrosting.
The above questions can also be asked in a manner that is product specific.

25. **Example**: Briefly discuss the storage principles when having to freeze fresh, beef fillet you have received. (7 × 2) (14)
Always ensure the freezer areas are kept clean, not frozen up, before adding the new beef fillet you received.
Apply FIFO principles. Ensure the older beef fillet stock is moved to the front to be used before the new stock. Especially when using a chest freezer. Place the previous beef fillet stock on top.

Ensure you organise the freezer to have all the beef fillet placed together to ensure good stock control and easy accessibility.
The freezer temperature should be maintained at between -18 °C or lower before freezing the beef fillet. Conduct regular temperature control checks.
Clearly label the beef fillet before placing it in the freezer.
Ensure the packaging materials of the beef fillet is undamaged, where possible vacuum seal the beef fillet to prevent freezer burn.
Pre-portion the beef fillet if your menu includes, for instance, 200 g portions, prior to freezing to ensure stock control, convenience and quick defrosting.



Practical activity

Practical suggestion

Most of the required practical application of the theory covered in this module has to be incorporated throughout all the suggested practical activities preceding this module in the syllabus.

Here are some ideas:
As early as during the introduction to the kitchen and the various kitchen equipment, emphasise, for instance, the correct settings of ovens to perform various cooking methods (for example: show the setting for bake or grill on the oven, as well as the applicable temperatures).

Students will need to know how to read recipes quite early during the first few practical sessions. Re-emphasise the theory of abbreviations and measuring techniques and link these to different types of measuring equipment.

Recipe costing can be done for each recipe implemented in previous modules. Students need to do research on products and various prices. They then calculate the cost of the various recipes.

It is also very helpful to make students aware of various product possibilities and to visit more than one local shop and search for evidence of which products are available and where they are being displayed/stored, such as potatoes.

Students do fact-finding on availability of:
- fresh potatoes, packaging options and prices, varieties;
- frozen potato options, packaging options and prices;
- ready-made potato products, packaging options and prices; and
- dehydrated potato products, packaging options and prices.

Students can also do fact finding by visiting fast food outlets and restaurants to find out which dishes include a form of potatoes and the various prices.

In class, explain the concept of wastage when preparing various potato dishes. Refer to AP vs EP.

Students can also (IF possible) be involved in understanding RTP (Request To Procure) procedures at, for instance, the College. Assist in completing such documentation.

Students can also be involved in compiling order lists for specific practical sessions. Utilise your standard forms and allow for new ideas, which might even prove to be better than the current systems.

Students can also help check that practical products are received, stored and issued correctly. They can also compile product specification lists.

Involve students in compiling stock sheets of products.

Students then check on the correct storage of unused products after the completion of a practical session.

Students can also help find possible new suppliers for products and various prices.

I highly suggest that you make contact with a Company specialising in computerised systems to gain exposure for yourself and your students on the latest technology trends in the Industry.

I found SEMPER extremely helpful and would highly recommend them as a possible help-option.

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NATIONAL CERTIFICATE

ASSESSMENT

CATERING THEORY AND PRACTICAL

(10070254)

Mock Exam

N4

October 2021
09:00-12:00

TIME: 3 HOURS
MARKS: 200

INSTRUCTIONS AND INFORMATION

1. Answer ALL the questions.

2. Read ALL the questions carefully.

3. This question paper comprises TWO sections:

SECTION A:	SHORT QUESTIONS	50 MARKS
SECTION B:	LONG QUESTIONS	150 MARKS
	GRAND TOTAL	200 MARKS

4. Number the answers according to the numbering system used in this question paper.

5. Start EACH MAIN question on a NEW PAGE.

6. Answer questions clearly and use full sentences where necessary.

7. Leave a line open between answers in every subsection, for example, between QUESTION 1.1 and QUESTION 1.2 (each subsection of a question need not be on a new page).

8. Write neatly and legibly.

SECTION A: SHORT QUESTIONS

QUESTION 1

1.1 Various options are provided as possible answers to the following questions. Choose the answer and write only the letter (A – D) next to the question number (1.1.1 – 1.1.10), for example 1.1.10 D.

1.1.1 Lacto vegetarians ...
A are strict vegans
B do not eat meat and dairy
C do not eat meat but use dairy products
D do not eat dairy (1)

1.1.2 To prepare a Caprese salad you will need ...
A tomato, mozzarella cheese and basil
B black olives, boiled potatoes, boiled eggs, green pepper and mayonnaise
C apples, celery, walnuts, mayonnaise
D tomatoes, cucumber, peppers, onions, feta cheese, olives (1)

1.1.3 Which ONE of the following foods is often prepared according to the poaching method?
A Custard and eggs
B Eggs and fish
C Pork chops and Steak Diane (1)

1.1.4 Coq au vin is ...
A a rich chicken casserole or stew made with red wine
B marinated chicken pieces covered in batter
C chicken stir-fry with chicken pieces, bamboo shoots, celery and soy sauce
D chicken breast fillet, stuffed with cheese (1)

1.1.5 When whipping cream to a firm foam, the cream must be ...
A warm
B cold
C very cold
D room temperature (1)

1.1.6 A solid fat melted from pork fat by heating is called ...
A butter
B lard
C caul
D suet (1)

1.1.7 Glutenin and gliadin are proteins found in ...
A milk
B eggs
C wheat
D meat (1)

1.1.8 Eggs Benedict requires that you prepare ...
A a baked egg
B a fried egg
C a poached egg
D a boiled egg (1)

1.1.9 Hydrogenation is ...
A the process where a liquid (oil) changes to a solid (fat)
B a process used to produce olive oil
C the rendering of pork fat
D the exposure of starch to dry heat (1)

1.1.10 A dish of stewed dried fruit is called a ...
A coulis
B fool
C peach Melba
D compôte (1)
[10]

1.2 Choose from COLUMN B the type of cheese that best matches each classification in COLUMN A. **Write only the letter (A – E)** next to the question number (1.2.1 – 1.2.5).

COLUMN A	COLUMN B
1.2.1 Very hard cheese	A Brie
1.2.2 Semi-hard cheese	B Ricotta
1.2.3 Soft, ripened cheese	C Gorgonzola
1.2.4 Blue cheese	D Parmesan
1.2.5 Special cheese	E Gouda

(5 × 1) (5)

1.3 Choose the correct word or words from those given in brackets. Write only the word or words next to the question number (1.3.1 – 1.3.5).
1.3.1 White sauce made from flavoured milk (Veloute/Béchamel)
1.3.2 Small, thin pancakes, normally served in syrup (crêpes/flapjacks)
1.3.3 Equal quantities of cold butter and flour mixed into a dough or paste (Beurre manie/Beurre noisette)
1.3.4 A vinaigrette is an example of a (temporary/permanent) emulsion.
1.3.5 The most suitable herb to garnish a fish dish with (rosemary/fennel) (5 × 1) (5)

1.4 Convert the following into metric quantities:
1.4.1 2 whole large eggs = ... ml
1.4.2 3.5 cups milk = ... ml
1.4.3 3 tablespoons sugar ... ml
1.4.4 8 teaspoons vanilla essence ... ml
1.4.5 1 ounce butter ....g (5 × 1) (5)

1.5 Choose an item from COLUMN B that best matches an item in COLUMN A.
Write only the letter (A – C) next to the question number (1.5.1 – 1.5.5).

COLUMN A	COLUMN B
1.5.1 Sole	A White fish
1.5.2 Red roman	B Moderately oily fish
1.5.3 Zebra	C Oily fish
1.5.4 Tuna	
1.5.5 Kingklip	

(5 × 1) (5)

1.6 Identify the following equipment. Write only the name of the equipment next to the question number (1.6.1 – 1.6.5)

1.6.1



1.6.2



1.6.3



1.6.4



1.6.5



(5 × 1) (5)

1.7 Give ONE word for each description by choosing a word from the list below.
Write only the word next to the question number (1.7.1 – 1.7.5).

Communard	Boucher	Garde Manger	Chef de Tournant	Plongeur

1.7.1 Chef responsible for pre-preparing meats, poultry, occasionally fish, before they are delivered to their respective preparation stations

1.7.2 Chef in charge of the preparation of cold dishes such as salads, cold soups, etc.

1.7.3 A chef, highly skilled in all areas, that moves throughout the kitchen and assists where needed

1.7.4 The person responsible for cleaning the dishes and utensils as well as doing basic preparatory jobs like peeling potatoes

1.7.5 The person who prepares the staff meals and serves it to the staff at a certain point in a shift (5 × 1) (5)

1.8 Indicate whether the following statements are TRUE or FALSE.
Choose the answer and write only 'true' or 'false' next to the question number (1.8.1 – 1.8.10).

1.8.1 Tofutti is a frozen dessert eaten mainly by vegetarians.

1.8.2 Finding a hair in your food is an example of chemical contamination.

1.8.3 A salamander is when a broiler is contained as a separate unit in the kitchen.

1.8.4 Pork is the meat from a swine/pig.

1.8.5 Use one cup of water to one cup of rice when cooking rice.

1.8.6 Spread shortening can be used in the preparation of dough mixtures.

1.8.7 When working with cooked venison, use a red chopping board.

1.8.8 Use foil to make a cartouche.

1.8.9 Baking parchment is made with a non-stick surface and is excellent for separating meat joints for freezing.

1.8.10 Haggis includes the sheep's heart, liver, lungs and stomach. (10 × 1) (10)

[50]

TOTAL SECTION A: 50

SECTION B

QUESTION 2

2.1 State SIX quality points of fresh eggs. (6)

2.2 What are the ideal properties of a soufflé omelette? (3)

2.3 Name the function of eggs in the preparation of each of these food items.

2.3.1 Soufflé
2.3.2 Mayonnaise
2.3.3 Egg custards
2.3.4 Crumbed fish (4 × 1) (4)

2.4 Study the following recipe ingredients and price per commodity and answer the questions.

Tea scones (makes 18)

INGREDIENT	QUANTITY	PRICE PER UNIT
Cake flour	720 g	R22/2.5 kg
Baking powder	30 g	R28/500 g
Margarine	125 g	R24/500 g
Eggs	2	R14.50/dozen
Milk	500 ml	R12.50/ℓ

2.4.1 Calculate the cost for each ingredient, using the price list provided. Show the cost of each ingredient clearly. (5 × 2) (10)
2.4.2 Calculate the **total price** for the 18 scones. (2)
2.4.3 What will the cost be for one scone? (2)
2.4.4 Work out the factor to increase the recipe to yield 54 scones. Show the calculation. (3)
2.4.5 Convert all the **ingredients** to yield 54 scones. (5)

2.5 Compile a basic checklist of best practices to follow on receiving orders placed. (5)

2.6 Briefly discuss FIVE general principles for storing products in the refrigeration storage areas. (5 × 2) (10)

[50]

QUESTION 3

3.1 Study the recipe of a white sauce and answer the questions.

INGREDIENTS	METHOD
30 ml margarine	1. Melt the margarine and add the flour.
30 ml flour	2. Heat the milk to just below boiling point.
1 ml salt	3. Add the milk to the flour mixture while stirring constantly.
250 ml	4. Place the mixture back onto moderate heat and stir until it thickens.

3.1.1 What is the French term for the mixture in Step 1? (1)
3.1.2 Give the correct term for the action carried out in Step 2. (1)
3.1.3 What do you think the effect would be if you replace the margarine with butter? (2)
3.1.4 Describe the correct method of storing the flour. (4)

3.2 Name FIVE factors that influence and determine the **cooking times** for various types of cereals. (5)

3.3 Give one word for each description of pasta and write only the word next to the question number (3.3.1 – 3.3.4).
3.3.1 Long rectangular sheets of pasta
3.3.2 Envelopes of pasta stuffed with meat and served with a tomato-based sauce
3.3.3 Large hollow tubes stuffed and covered with a cheese sauce on a base of stewed tomatoes
3.3.4 Pasta in the form of the alphabet normally used in soup (4 × 1) (4)

3.4 List THREE ways of preserving milk. (3)

3.5 How can you prevent skin formation when milk is heated? (3)

3.6 Give a **classification** of each of the following vegetables according to the edible part of a plant. Write only the correct classification next to the question number (3.6.1 – 3.6.5).
3.6.1 Broccoli
3.6.2 Leeks
3.6.3 Beetroot
3.6.4 Cucumber
3.6.5 Celery (5 × 1) (5)

3.7 Explain the difference between the following TWO cooking methods for vegetables.
3.7.1 Steaming of vegetables
3.7.2 Sweating of vegetables (2 × 2) (4)

3.8 Which chef is the most likely to be found in the section where vegetables are being prepared? (1)

3.9 Provide FOUR guidelines for the correct way to store nuts. (4)

3.10 Why is it important to boil red kidney beans for at least 15 minutes? (1)

3.11 Distinguish between the following TWO fish types.
3.11.1 Yellowfish
3.11.2 Yellowtail (2 × 2) (4)

3.12 What changes take place in fish when it is cooked? (4)

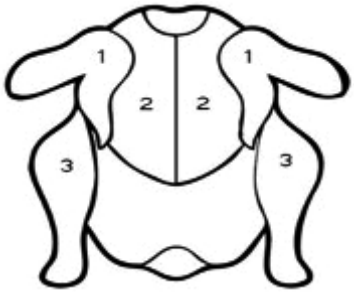
3.13 Which fruit will you expect to see in Sole Veronique? (1)

3.14 Name the preservation method applied in preparing rollmops. (1)

3.15 Describe how the eyes of a fish will indicate that you are purchasing a fresh fish. (2)
[50]

QUESTION 4

4.1 You are asked by the chef in the kitchen to do the jointing of a whole chicken.
4.1.1 What do you understand by the term 'jointing'? (1)
4.1.2



Name the portions (1 to 3) of a chicken in the picture above. (3)

4.1.3 Explain the difference between 'AP' and 'EP' weight, using a chicken breast on the bone as an example when preparing a chicken cordon bleu. (2 × 2) (4)
4.1.4 Give FOUR reasons for stuffing poultry. (4)

4.2 You must purchase grade A chickens. Discuss the characteristics of a grade A chicken according to the following.
4.2.1 Breastbone (1)
4.2.2 Feathers (2)

4.3 Which giblet in chicken is used for making paté? (1)

4.4 When using oil in a deep fryer, it is very important to be able to use it more than once. Name FIVE ways in which to make the oil last longer. (5)

4.5 Explain how wearing the correct chef's jacket can help protect a chef when deep frying products. (2 × 2) (4)

4.6 Where would you classify the fruit that would traditionally be used in the preparation of the following dishes? Write only the question number (4.5.1 – 4.5.2), with the correct fruit and the classification of the fruit.
4.6.1 Tarte tatin
4.6.2 Coulis (2 × 2) (4)

4.7 Which fresh herb could you use as garnish when serving fresh fruit dishes? (1)

4.8 Fruits are often used as accompaniments for meat dishes. Which fruit would traditionally be served with the following meat?
4.8.1 Venison
4.8.2 Pork (2 × 1) (2)

4.9 Give the correct description of each of the following beef/veal menu items.
4.9.1 Steak Tartare (4)
4.9.2 Beef Wellington (4)
4.9.3 Beef Carpaccio (2)
4.9.4 Wiener Schnitzel (4)

4.10 Name the cooking method normally applied to prepare Beef Stroganoff. (1)

4.11 Which part of the fillet will normally be used to prepare Steak Tartare? (1)

4.12 Name TWO types of animal fat. (2)
[50]

GRAND TOTAL: 200

MARKING GUIDELINE

SECTION A

QUESTION 1

1.1.1 C (1)
1.1.2 A (1)
1.1.3 B (1)
1.1.4 A (1)
1.1.5 C (1)
1.1.6 B (1)
1.1.7 C (1)
1.1.8 C (1)
1.1.9 A (1)
1.1.10 D (1)

1.2.1 D (Parmesan)
1.2.2 E (Gouda)
1.2.3 A (Brie)
1.2.4 C (Gorgonzola)
1.2.5 B (Ricotta) (5)

1.3.1 Béchamel
1.3.2 crêpes
1.3.3 Beurre manie
1.3.4 temporary emulsion
1.3.5 Fennel (5)

1.4.1 100
1.4.2 875
1.4.3 45 or 37.5
1.4.4 40
1.4.5 30 g (5)

1.5.1 White fish
1.5.2 Moderately oily
1.5.3 Moderately oily
1.5.4 Oily
1.5.5 White fish (5)

1.6.1 Melon ball scoop/Parsienne knife
1.6.2 Colander
1.6.3 Spider
1.6.4 Dariole moulds
1.6.5 Poultry shears (5)

1.7 1.7.1 Boucher
1.7.2 Garde Manger
1.7.3 Chef de Tournant
1.7.4 Plongeur
1.7.5 Communard (5)

1.8 1.8.1 True
1.8.2 False
1.8.3 True
1.8.4 True
1.8.5 False
1.8.6 False
1.8.7 False
1.8.8 False
1.8.9 True
1.8.10 True
(10)

TOTAL SECTION A: 50

SECTION B

QUESTION 2

2.1
- The shell is clean, undamaged ✓ and somewhat coarse/rough. ✓
- It has a pleasant, fresh smell. ✓
- The egg white is thick ✓ and clear. ✓
- The white is a large proportion, ✓ thick to thin white.
- The egg yolk is situated in the middle ✓ of the egg white.
- The egg yolk is firm, round/dome-shaped ✓ and a good yellow colour. ✓
- The air sac is small in size. ✓
- A fresh egg will sink ✓ to the bottom of a salt solution. (Any 6 × 1) (6)

2.2 Well-risen ✓
Light,/puffy,/spongy structure ✓
No signs of unmixed egg white foam ✓
Slightly damp ✓
Even golden-brown colour ✓
No signs of overheating/burnt ✓ (Any 3 × 1) (3)

2.3 2.3.1 Aerating
2.3.2 Emulsifying
2.3.3 Thickening
2.3.4 Coating (4 × 1) (4)

2.4 2.4.1

Ingredient	Quantity	Unit (till slip)	Price	Total
Cake flour	720 g	2.5 kg 0.72 kg	R22 R6.336 ✓	R6.34 ✓
Baking powder	30 g	500 g 30 g	R28 R1.68 ✓	R1.68 ✓
Margarine	125 g	500 g 125 g	R24 R6 ✓	R6.00 ✓
Eggs	2	1 doz. (12 eggs) 2 eggs	R14.50 R2.416 ✓	R2.42 ✓
Milk	500 ml	1 ℓ 0.5 ℓ	R12.50 R6.25 ✓	R6.25 ✓

One mark for clearly indicating the calculation method. (10)

2.4.2 R22.69 ✓✓ (2)
2.4.3 R22.69 ÷ 18 ✓ = R1.26 ✓ (2)
2.4.4 Factor = 54 ✓÷18 ✓ = 3 ✓ (3)

2.4.5

Ingredient	Quantity (18 scones)	Quantity (54 scones)
Cake flour	720 g × 3	2 160 g ✓
Baking powder	30 g × 3	90 g ✓
Margarine	125 g × 3	375 g ✓
Eggs	2 × 3	6 ✓
Milk	500 ml × 3	1 500 ml ✓

(5)

2.5 Inspect quantity and weight. ✓
Inspect quality of deliveries. ✓
Record daily deliveries. ✓
Handle items following proper storage procedures. ✓
Prepare the necessary paperwork. ✓ (5)

2.6 Always ensure the refrigeration areas are kept clean ✓ before adding new stock. ✓
Apply FIFO principles. ✓ Ensure the older stock is moved to the front to be used before the new stock. ✓
Ensure the area is well organised ✓ and easily accessible, grouping products in a logical order. ✓
Temperatures should be maintained at from 1 °C to 4 °C. ✓ Regularly do a temperature control check. ✓
Store raw food separate ✓ from cooked food to prevent possible cross-contamination. ✓
Ensure all products are closed ✓ and cannot cause cross-contamination. ✓
Don't over-pack products. ✓ Allow space for the cold air to flow through. ✓
Any applicable FIVE (5 × 2) (10)
[50]

QUESTION 3

3.1 3.1.1 Roux (1)

3.1.2 Scalding (1)

3.1.3 Sauce will be more flavoursome. ✓
Sauce will be more expensive. ✓
Any applicable answer (2)

3.1.4 In airtight container ✓ stored on shelves ✓
In a cool, dry ✓ area with good ventilation ✓
In bags and containers which are not stored directly on the floor ✓
In pest-free containers ✓
(Any 4 × 1) (4)

3.2
- Size of the starch particles ✓
- The finer the grain the shorter the cooking time. ✓
- Amount of water used ✓
- Temperature of cooking ✓
- % fibre present ✓
- Any prior treatments like parboiling ✓ Any FIVE (5)

3.3 3.3.1 Lasagne
3.3.2 Ravioli
3.3.3 Canneloni
3.3.4 Alfabetti (4 × 1) (4)

3.4 Pasteurisation
Ultra-heat treated
Sterilisation
Homogenisation
Dried milk (any THREE) (3)

3.5 Heat the milk slowly. ✓
Dilute the milk with water. ✓
Beat the milk to a foam. ✓ (3)

3.6 3.6.1 Flower heads
3.6.2 Bulbs
3.6.3 Roots
3.6.4 Fruits
3.6.5 Stems and shoots (5 × 1) (5)

3.7 3.7.1 Vegetables are cooked in steam/not immersed in water. ✓ It takes longer, but it is healthier. ✓
3.7.2 Vegetables are placed in a pot with a little water and fat ✓ over low heat with a lid on. ✓ The vegetables basically cook in their own moisture. (2 × 2) (4)

3.8 Entremetier/Vegetable chef/Entrée preparer ✓ (1)

3.9 If still in shells, store in a dry ✓, well-ventilated room. ✓
If unshelled, stored in tight sealed ✓ airtight container. ✓
Store on shelves. ✓
Apply FIFO. ✓ Any for FOUR marks (4)

3.10 Destroy harmful toxins. (1)

3.11 Distinguish between the following TWO fish types:
3.1.1 Yellowfish is a freshwater ✓ fish. It is flavoursome, has many bones and is suitable for moist and dry cooking methods. ✓ (2)
3.1.2 Yellowtail is an oily saltwater ✓ fish with very firm, rich flesh. ✓ Dry cooking methods ✓ are applicable. The skin must be removed. ✓ It is an attractive game fish, is blue on top and white below and has yellow fins. (Any 2 × 1) (2)

3.12 The protein denaturates ✓ and coagulates. ✓
There is little shrinkage of protein. ✓
Excessive heating leads to the extractives to seep out, ✓ causing loss of flavour and shape.
Colour changes from transparent to white. ✓
Flesh becomes firm. ✓
Fish becomes easier to digest. ✓
Improves flavour. ✓
The flesh has a flaky texture. ✓ (Any 4 × 1) (4)

3.13 Grapes (1)

3.14 Pickling (1)

3.15 Eyes – bright ✓ and prominent, not sunken ✓ (2)
[50]

QUESTION 4

4.1 4.1.1 To divide the chicken in portions by cutting at the joints (1)

4.1.2 1 – wings
2 – breast
3 – legs/drumsticks (3)

4.1.3 AP = As Purchased. Chicken breast purchased with bone still in, skin still ✓ attached. All the parts not in needed preparing a chicken cordon bleu – only the chicken fillet is still needed. ✓
EP = Edible Portion. Chicken breast has been deboned; skin removed. ✓
Chicken fillet is ready to prepare chicken cordon bleu. ✓ (2 × 2) (4)

4.1.4 Stuffing keeps the meat moist. ✓
Portions are increased. ✓
Variety of texture and taste ✓
Variation on the menu ✓
Improves presentation ✓ (Any 4 × 1) (4)

4.2 4.2.1 Pliable ✓ (1)

4.2.2 No more than 6 feathers or pinfeathers on the breast ✓, and no more than 12 elsewhere on the carcass. ✓ (2)

4.3 Liver (1)

4.4
- Fry at the correct ✓ temperature. Avoid too high temperatures – it will lead to rapid browning of food without it being cooked properly.
- Too low temperatures will lead to the food absorbing lots of oil, ✓ higher costs, oily foods and prolonged frying time. ✓
- Regularly check the thermostats. ✓
- Prepare foods correctly. Even-sized portions will ensure even browning. ✓
- Ensure that the crumbs on crumbed foods are firmly attached ✓ to avoid too many crumbs ending up in the oil, which will burn and cause a smoking effect.
- Use the correct ratio of oil to foods: 1 part of food to 6 parts of oil. ✓
- Skim the surface regularly ✓ to remove left-behind particles that can brown and cause smoke.
- Do not season food prior ✓ to frying, since salt increases the breaking down of oil. ✓
- Filter the oil ✓ daily to prolong the shelf life.
- Clean the fryer at regular intervals ✓ (at least once a week). (Any 5 × 1) (5)

4.5 Double-breasted chef's jacket ✓ gives extra protection over sensitive areas of the body, protecting the chef against any oil spills. ✓
Long sleeves ✓ gives the chef protection over arm areas when deep frying. ✓ (2 × 2) (4)

4.6 4.6.1 Apple ✓ – Hard fruit ✓
4.6.2 Any berry fruit ✓ (strawberry etc.) Berry – Soft fruit ✓ (2 × 2) (4)

4.7 Mint (1)

4.8 4.8.1 Quince
4.8.2 Apple
(2 × 1) (2)

4.9 Give the correct description of each of the following beef/veal menu items.
4.9.1 It is raw ✓, finely minced/shaved ✓ beef (fillet) mixed with spices ✓ and served with raw egg yolk.✓ (4)
4.9.2 A whole fillet ✓ is briefly seared ✓ for flavour and then wrapped in puff pastry ✓ and roasted in the oven. ✓ (4)
4.9.3 It is a dish of raw ✓ beef, traditionally thinly sliced ✓ or pounded thin and served as an appetiser. (2)
4.9.4 It is a classic veal dish – a thin slice ✓ of veal, ✓ crumbed ✓ and then shallow-fried. ✓ (4)

4.10 Stirfry (1)

4.11 Tail (1)

4.12 Butter
Lard
Suet
Dripping (Any two) (2)
[50]

TOTAL: 200