

Section A

Thank you to all the teachers who are working very hard to prepare candidates for their final examination. It is a pleasure to see how well and neatly some candidates answer and tabulate, even where it was not required. It does make marking much easier and it also helps the candidates to organise their answers.

It is cause for concern that issues that have been raised in every report are still causing problems for candidates during their final examination. Terminology, safety measures, reading the questions carefully and answering only what has been asked are problems in every examination. It is especially sad when candidates are penalised because they were taught incorrect terminology.

Educators are urged to check the spelling of words and terminology used when they compile notes for the candidates. Maslow was a problem again. Teaching terminology for every situation is important. Candidates often have an idea of the answer, but do not have the words to describe it. Empower your candidates to be the best they can be.

Candidates in general did better in Section A than in Section B. Fewer candidates made mistakes with the insertion of crosses.

Some candidates, however, still experienced difficulty with the following questions:

Questions 1 and 2

1.2.1 Choux Paste: functions of ingredients. Not well answered.

2.2.1 Disciplinary patterns: Candidates could not identify the correct answers, even though this question has been in every question paper for the last few years.

2.2.4 Financial terms: Very poorly answered, but they knew the types of decisions, in 2.2.5 well.

2.2.6 The decision-making process: Candidates seemed to be confused about the steps in the decision-making process. Very poor marks were achieved in this question.

QUESTION 3

3.1.1/3.1.3 The majority of candidates were not familiar with the cookery terms. Maybe an activity where in the candidates match columns would help.

3.2/3.3 Candidates struggled with the terminology. They also confused gelatine with starch.

3.5 Very few candidates managed to answer this question. Colour and flavour were always included. Candidates did not read the question carefully and generalised in their answer instead of dealing with specifics. Very few candidates managed to include "overcoagulation" as part of their answer.

- 3.6 A very small percentage of candidates understood this question. Only a few managed to answer this question with some insight.
- 3.7 Many of the candidates showed a good knowledge and understanding of this question. A large percentage managed to answer a portion correctly but struggled with the medium and method of head transference. Many candidates still struggled to complete a table correctly.

QUESTION 4

- 4.1 Candidates made recommendations on how to improve the menu, but not evaluate the menu given. Most candidates never included “a variety” of colour, texture and flavour in their answers. Many included the colour, but did not give an example of the food represented, e.g. *brown* instead of *brown chicken*. With regard to texture, many candidates wrote about the shape of food, and height on the plate. Include salty, sweet, acid and bitter.
- 4.2 Many candidates could quote examples from the annexure, but could not tie it in with the nutritional requirement e.g. Soccer player, but could not attend activity.
- 4.3 Candidates still struggle with the formulation of dietary goals. They do not write the goal correctly, e.g. *reduced fat intake* instead of *eat less fat*. Many candidates still confused dietary goals with dietary guidelines. Candidates did not understand how to link the dish to the goal.
- 4.4 This question was answered quite well. Most of the answers written were *clean utensils, clean surfaces, bad smell* and *cover fish*. A very small percentage produced any of the other answers.
- 4.4.2 This question was answered well by most of the candidates. Many referred to *covered for protection against flies*.
- 4.5 Candidates answered this question well.

QUESTION 5

- 5.1 On the whole, candidates coped well with this question. However, some candidates still write about “the teenage stage” or “stage 5”.
- 5.2
- 5.2.1 Candidates really struggled with this question. Only about 5% managed to get all 3 marks. It is clear that candidates do not understand the concept of socialisation.
- 5.2.2 Many candidates managed to identify the socialising agents easily.
- 5.3
- 5.3.1/5.3.2 Candidates struggled with this question. A large portion of scripts included gender (sex) culture and personal likes and dislikes as part of their answers. Many could name the factors, but often the examples were not suitable or did not match the factor.

QUESTION 6

- 6.1 This question was very poorly answered by the candidates. Some came to the couches, wall pictures and glass doors but very few were able to get to *continuous line and repetition*.
- 6.2 a) Many of the candidates struggled with this question. This could not identify with an open-plan room. Candidates referred to the furniture needed or placed in the room. Many analysed the room, but did not discuss the advantages or disadvantages.
- 6.2b) Many candidates still experience problems with this section of work. They still write about the *kitchen* instead of the *food preparation area*. A common mistake was including a sleeping area as part of the relaxation area.
- 6.2.2 Candidates did not understand this question at all. Most did not read the question properly so they missed the word *structural*. Most candidates wrote about personal safety instead of structural safety.

QUESTION 7

- 7.1 The majority of the candidates managed this question very well.
- 7.2.1 The majority of candidates were able to identify *commission* as the correct option.
- 7.2.2 Candidates struggled to supply a good explanation. Very few managed to come up with the *sales for a specific month*. They only wrote about sales but did not give a time factor.
- 7.3 Candidates managed this question very well. There were still candidates who confused the steps for drawing up of a budget with the advantages of a budget.

QUESTION 8

- 8.1
- 8.1.1 Candidates managed these 3 questions very well.
- 8.1.2 The candidates often used their own examples instead of those from the annexure.
- 8.2
- 8.2.1 Maslow's hierarchy of needs was handled extremely well. A few candidates struggled with the spelling of certain words.
- 8.2.2 The candidates coped very well tying an example to Maslow's needs. It was encouraging to see that the candidates were able to apply this knowledge.
- 8.3
- 8.3.1 Candidates struggled with this question. It was clear from the
- 8.3.2 scripts that the candidates do not have a clear understanding of Cognitive and Emotional demands. Many candidates simply duplicated the same need for both cognitive and emotional demands.

8.4

8.4.1 Candidates showed a clear understanding of the classification of resources.

8.4.2 Although most of the candidates could classify the resources, they confused the examples. Under human resources they would give an example of a non-human resource. They also used studied examples, not examples from the annexure.