

General comments

- In general, learners did not read the questions and as a result they did not answer what has been asked.
- Many learners did not follow instructions.
- Learners did not write legibly.
- Answers were poorly spaced, e.g. every question was not started on a new page and lines were not left open between answers.
- One word answers were given if an explanation was required.

QUESTIONS 1 AND 2 (SHORT QUESTIONS)

- The questions were generally well answered.
- Many learners still left blank/open spaces.
- Some learners gave two crosses if only one was asked.
- The question on goals (2.2.4) was poorly answered.

QUESTION 3

3.2 Evaluate means good or poor (positive or negative). Learners must use the words poor variety or good variety and then give a reason why it is poor or good.

- Many learners did not give examples from the given menu.
- The evaluation must not contradict, e.g. the colour variety is good but too many bland colours are used.
- Learners must list specific dishes, e.g. not too much white, yellow and orange, but white cauliflower and potato and orange carrots.
- Many learners stated that cauliflower is green.
- The question asked to evaluate and not to recommend.

3.4.1 Mostly well answered. Some centers, however, did not have any knowledge of meat analogues.

3.4.2 Learners should refer to a processed soya product, e.g. soya mince, soya chunks, or soya strips, instead of soya beans as a meat analogue.

3.5 Learners should focus on preparation and cooking. Not buying, storing or serving.

Hygiene was not asked. Learners should refer to the vegetable mentioned in the question, e.g. cauliflower is not peeled.

3.6 Poorly answered. Most learners did not know that water is not used to make a Bavarian

Cream. They had to list ways in which to reduce setting time, and not what factors influencing the setting of the gel. For example, proteolytic enzymes are not applicable here.

QUESTION 4

- 4.1.4 Poorly answered. Learners could not name or classify the raising agent. Many learners stated that water is the raising agent, instead of steam. Most learners couldn't identify the ingredients that play a role in gelatinisation. Most learners mention egg!
- 4.1.5 Poorly answered. This has nothing to do with lump formation or emulsification.
- 4.1.6 a) Poorly answered. Most learned referred to taste and texture which was incorrect.
Most learners could only list one function.
- c) Learners must refer to eggproteins and not only egg that will coagulate or overcoagulate.
- 4.1.7 Generally well answered. Many learners did not refer to the high and lower temperatures.
- 4.3.1 Cooking terminology and techniques need attention. Many learners couldn't identify the techniques.
- 4.3.2 Generally well answered. Some learners did not understand that the tuna was tinned (refer to recipe) and not fresh. Therefore reference to eyes and scales were not correct.
Learners must describe and not use one word answers. E.g. Smell – what about the smell?
- 4.4 Most learners showed very poor knowledge of methods of cooking. Learners got confused between the method, classification, medium and methods of heat transference. Please note: Frying is not a moist heat method!
- 4.4 Poorly answered. Many learners had no knowledge of food systems. Learners must refer to a permanent or temporary emulsion and not only emulsion.

QUESTION 5

- 5.3 Well answered. Learners gave relevant answers.
- 5.4 Learners did not know the difference between dietary goals and dietary guidelines.
The recommended replacement should match the given example, e.g. coke should be replaced with another liquid with a lower sugar content, e.g. juice or water.
- 5.3.3 Tiredness and laziness are not behavioural problems.
- 5.3.4 Generally poorly answered.

- The dietary guidelines were explained instead of giving adjustments to the diet.
 - Reasons were not given.
 - The adjustments were not linked to the behavioural problems.
- 5.4 Learners did not read the instructions and gave examples of breads, e.g. whole wheat bread, instead of using the information in the given table.

QUESTION 6

- 6.3 Many learners did not know the family type, they stated the stage in the family life cycle.
- 6.4 Learners did not apply the information in the annexure.
- 6.4.1 Sipho being a headmaster is not political.
- 6.4.2 Zinzi is a **volunteer** HIV counselor and do not receive payment. This is thus not an example of economic involvement.
- 6.4.3 Well answered.
- 6.3.4 Many learners used gender but that was given as an example.
- 6.3.5 Learners often did not link the information from the annexure with task allocation. They did not state HOW task allocation will be influenced. E.g. Luvu is four years old, instead of Luvo is too young to do many tasks but he can pick up his toys.
- 6.4 Learners did not look at the mark allocation and wrote too little for 9 marks. They did not predict areas and did not give suitable explanations.

QUESTION 7

- 7.3 Learners did not list the activity areas, but referred to furniture pieces.
- 7.4 Poorly answered. Examples were listed but the explanations were incomplete.
Some learners referred to balance and emphasis instead of rhythm.
- 7.3.3 Many learners only evaluated negative aspects and did not refer to positive aspects. Many learners referred to the bed and ladder instead of only focusing on the working centre.
- 7.3.2 Generally well answered.
- However, some learners gave an unrealistic evaluation. E.g. Many learners said the work surface is too cramped but it is the size of a single bed, which is ample!
 - Many learners stated that the stool / work surface / storage are suitable or unsuitable but they did not give reasons.
- 7.4 The learners referred mostly to things lying in the back yard and they did not give a variety of measures.

QUESTION 8

- 8.1.4 Well answered. Some learners identified food instead of transport as being the highest expenditure.
- 8.1.5 Not well answered. Most learners indicated the family members that needed to be transported in three different ways (only one mark was given) instead of referring to the price of petrol, maintenance of a car, etc.
- 8.2 Reasonably well answered. A few silly suggestions were given. E.g. using bath water for dishes.
- 8.4 Poorly answered. Most learners could only give two reasons. Learners did not read the question carefully and they referred to steps in budgeting.

QUESTION 9

- 9.4.1 Not so well answered. Learners did not know what a qualitative standard is.
- 9.4.2 Well answered. Most learners could identify a quantitative standard.
- 9.5 Well answered.
- Some learners did not apply appropriate examples to each need.
 - Some did not use Amanda's examples from the annexure.
 - Some learners turned around ego and social needs.
- 9.6 Relatively well answered.
- Some learners did not come up with appropriate application examples.
 - Some learners did not explain enough for two marks. E.g. Amanda is a part time model, Instead of Amanda studies, she is a part time model and goes to the gym, therefore it is difficult to find time to do all these things.
- 9.7 Well answered by learners who knew what central and satellite decisions were.