

POSSIBLE ANSWERS FOR:

HOME ECONOMICS

SECTION A

1.1					
1.1.1	A	B	C	D	(2)
1.1.2	A	B	C	D	(2)
1.1.3	A	B	C	D	(2)
1.1.4	A	B	C	D	(2)
1.1.5	A	B	C	D	(2)
1.1.6	A	B	C	D	(2)
1.1.7	A	B	C	D	(2)
1.1.8	A	B	C	D	(2)
1.1.9	A	B	C	D	(2)
1.1.10	A	B	C	D	(2)
1.1.11	A	B	C	D	(2)
1.1.12	A	B	C	D	(2)
1.1.13	A	B	C	D	(2)
1.1.14	A	B	C	D	(2)

(28)

1.15	
3 Proteïene in melk/milk	
B	✓
C	✓
F	✓ (3)

⊛ ANY ORDER.

1.18	
Velletjie op melk/skin on milk	
A	✓
C	✓
F	✓ (3)

⊛ ANY ORDER.

1.16	
3 Gestowe/stew	
B	✓
C	✓
F	✓ (3)

⊛ ANY ORDER.

1.19	
Kaas verteer/cheese digest	
A	✓
C	✓
F	✓ (3)

⊛ ANY ORDER.

1.17	
Mikro Organismes	
1.17.1	a ✓
1.17.2	a ✓
1.17.3	b ✓
1.17.4	b ✓
1.17.5	c ✓
(5)	

1.20	
Stokvis > filet	
Hake > fillet	
A & D	✓✓
E & G	✓✓
I	✓✓
(10)	

⊛ ANY ORDER.

1.21	
Groenbone Greenbeans	
A	✓
B	✓
F	✓
(3)	

⊛ ANY ORDER.

1.22	
Waardes/ Value	
A & C	✓
E & H	✓
J	✓ (5)

⊛ ANY ORDER.

1.23.1	1.23.2	1.23.3
Ritme Rhythm	Hoogte Height	Fokus Focus
A ✓	A ✓	C ✓
B ✓	C ✓	
D ✓	F ✓	
(3)	(3)	(1)

⊛ ANY ORDER.

1.24	
Doelwitte/Goals	
A	✓
D	✓
E	✓
F	✓
(4)	

⊛ ANY ORDER.

1.25	
Eiers/Eggs	
1.25.1	F ✓
1.25.2	A ✓
1.25.3	H ✓
1.25.4	B ✓
1.25.5	G ✓
(5)	

1.26	
Groente/Vegies	
1.26.1	F ✓
1.26.2	A ✓
1.26.3	B ✓
1.26.4	G ✓
1.26.5	D ✓
(5)	

1.27	
Hulpmiddels Resources	
1.27.1	C ✓
1.27.2	E ✓
1.27.3	A ✓
1.27.4	D ✓
(4)	

1.28	
Werkbewegings Workmotions	
1.28.1	B ✓
1.28.2	A ✓
1.28.3	E ✓
(3)	

1.29	
Finansiële terme Financial terms	
1.29.1	D ✓
1.29.2	C ✓
1.29.3	E ✓
1.29.4	A ✓
(4)	

1.30	
Gesinsikus Family cycle	
1.30.1	B ✓
1.30.2	D ✓
1.30.3	C ✓
1.30.4	A ✓
1.30.5	E ✓
(5)	

Q. 1. →

28
72
100

(72)

SECTION B

QUESTION 2

(2.1.) Mistake with drawing up a menu

Menu	ONE mistake made
A	<ul style="list-style-type: none"> No <u>texture contrast</u> Everything is <u>soft</u> ✓
B	<ul style="list-style-type: none"> No <u>shape variation</u> Everything <u>too round</u> ✓
C	<ul style="list-style-type: none"> Too much <u>rich food</u> Too much <u>oil</u> used in cooking (<u>fats</u>) ✓

(Application) .. (Syllabus 2.2) (Work procedure) (3)

any 1.

(2.2.) Classification – Food Groups

Word or no.

Fats and Oils	Meat and Meat Alternatives	Fruit and Vegetables
Mayonnaise ✓ 2.2.4	Minced meat ✓ 2.2.1 Ham ✓ 2.2.3	Avocado ✓ 2.2.2

(Knowledge) (Syllabus 2.1) (Meal Planning) (4)

(2.3.) Table setting

(2.3.1.) Menu B

- No ✓
 - Because there was no soup on the menu = soupspoon on diagram ✓
 - No bread/roll served = butter knife and side plate on diagram ✓
- (Application) (Syllabus 2.1) (Meal Planning) (3)

(2.3.2.) Mistakes – Table setting

- Dessert spoon and –fork wrong way round = spoon must be at the top with handle to the right ✓
 - Wine glass is on the wrong side = must be on the right side above dinner knife ✓ **OR**
 - Cutlery was set and not used = take away soupspoon / butter knife, side plate ✓
- (Application) (Syllabus 2.1) (Meal Planning) (4)

(2.4.) Four course meal

- Consommé ✓
 - Fish dish ✓
 - Main dish ✓
 - Dessert ✓
 - Coffee ✓
- (Knowledge) (Syllabus 2.1) (Meal Planning) (5)

(2.5.) Distinguish between and explain

(2.5.1.) Hors'd Oeuvres

- A starter that is served at the start of the meal / a light dish/course.
or appetizer.

(2.5.2.) Entrée

- Served at a dinner party between the fish and the main course (4)
(Explanation) (Syllabus 2.1) (Meal Planning)

(2.6.) Correct storage of ham- Food poisoning

Raw ham for 3 days in fridge

• Store for long time in fridge - must be frozen or in freezer.
• Low temperature retards growth of micro-organisms

Cooked ham for 3 hours in warming drawer

• Eat immediately or cool by placing in fridge until used.
• Micro-organisms start to grow and food must be kept at a temperature above 60°C or below 5°C or (Don't store at 30°C.)

Cooked ham for 8 days in fridge

• Cover leftovers and use within the next two days or freeze for later use
• Micro-organisms starts to grow if incorrectly stored any (9)
(Higher Cognitive) (Syllabus 2.7) (Food Hygiene)

(2.7.) Type of saucepans

A or • Saucepans with copper bottoms and wooden handles

Motivation

• Copper bottoms - good conductor of heat
• Wood - poor conductor of heat OR keeps cool OR does not get hot (3)
(Application & Explanation) (Syllabus 2.4) (Cooking Methods)

(2.8.) Method of heat transference

2.8.1. Toaster - Radiation (1)
2.8.2. Pressure cooker - Conduction and convection (2)
2.8.3. Microwave oven - Radiation and conduction or convection. (2)
(Comprehension) (Syllabus 2.4) (Cooking Methods)

[40]

9 marks can come from ANY of SECTIONS!

QUESTION 3

(3.1.) Fish Fillet

- Fish portion without any bones ✓
 - Cut along the length of the fish ✓
- (Knowledge)

• can be any shape
or size. any (2)

(3.2.) Fish covered with batter

- Attractive colour/flavour
 - Energy content higher (OR) nutritive/nutritional value increased.
 - To prevent it from burning
 - Ensures even cooking
 - Protects food against overheating ✓✓✓
 - Prevents the absorption of too much oil
- (Explanation) • prevents fish from breaking up. (3)

(3.3.) Hake

White fish ✓

- Contains less than 5% fat
- (OR)
- Low % of fat
- (OR)
- No / little fat present
- (Knowledge)

} ✓

(2)

(3.4.) Tartar Sauce

- Gherkins ✓
 - Onions ✓
 - Lemon juice ✓
- (Application)

(Syllabus 2.11) (Fish)

(3)

(3.5.) Roux - White sauce (OR) Confectioners custard

- Used for the separation of starch granules
 - Prevention of lumps
 - During the making of a white sauce ✓ (OR) confectioners custard. (2)
- (Application)

(3.6.) Synerisis

- If the sauce is kept for 2 days. ✓ / if it stands for too long.
 - Frozen too quickly ✓
- (Application) (Syllabus 2.8) (Cereals) (2)

(3.7.) Mature Cheddar

Hard cheese ✓

- Much stronger taste and flavour than cheddar ✓
 - More crumbly
- (Knowledge)

(OR) sharper

(2)

(3.8.) Freezing cheese

- Must first be grated
 - Store in an airtight container / Must be correctly packed.
 - Cover with plastic to prevent drying
- (Comprehension) • Quick freezing.

OR Thaw slowly in FRIDGE to retain fine texture.
(2)

(3.9.) (3.9.1.)

FAT CONTENT

- Fat globules denature to form a thinner cream layer

Homogenisation

- Fat globules are uniform in size
 - Cream is now evenly distributed
- (Comprehension)

OR smaller OR 1/10 of original size.
(4)

* SIZE + DISTRIBUTION of FAT GLOBULES
NB!

- Doesn't have to distinguish between 2 processes!

(3.9.2.) Fortification

- Vitamin A and D is added to the milk.
 - Vitamin D is added to promote calcium absorption
 - Done to prevent poor nutrition
 - Prevent malnutrition in the world
- (Knowledge) (Syllabus 2.9) (Dairy products) (4)

(3.10.) (3.10.1.) Cubed Meat

Forequarter

- Tougher meat because of connective tissue / collagen.
 - Cheaper cuts
 - Potjie - moist heat cooking method - collagen is hydrolysed to gelatine
- (Comprehension) → OR long cooking period at a moderate temperature. (3)

(3.10.2.)

Meat cut	
• Bolo	• Hump
• Shin	• Chuck
• Flat rib	• Prime rib
• Brisket	• Thick flank
• Oxtail	• Thin flank
• Neck	

* MUST NAME!

(Higher Cognitive)

Any (4)

(3.10.3.) Cooking of Meat

- Muscle tissue - Soft and tender / juicy.
 - Connective tissue - Tough or hard and becomes soft and gel-like during cooking
- (Knowledge) (Syllabus 2.12) (Meat) (4)

OR collagen hydrolysed / changed to gelatine during cooking.

✓

(3.11.) Making of Salad → Poor decision ⊗ NO .

- Ingredients must be clean, fresh and cold .
- Make the salad just before serving - prevents wilting and retains the nutrients // will wilt + lose water on standing .
- oxidation will take place on standing, some vegetables will brown ie. avocado pear. ✓✓

(Explanation)

(Syllabus 2.14)

(Vegetables)

(4)

[40]

QUESTION 4

(4.1) Function of Ingredients

(4.1.1) Golden syrup

- Gives flavour/taste
 - Gives food for fermentation process / food for yeast to start working. ✓✓
 - Enhances the colour of the crust (Maillard reaction) ✓✓
- (Knowledge) (2)

(4.1.2) Oil

- Improves the texture ✓
 - A softer end result ✓ / more tender texture.
- (Knowledge) (Syllabus 2.16) (Yeast Baking) (2)

(4.2) Measuring of syrup

- Rinse measuring cup with cold water
 - Heat measuring cups - dip in hot water ✓✓
 - Grease measuring cups (or) use Spray & Cook ✓✓
- (Application) (Syllabus 2.3) (Measuring) (2)

(4.3) Luke Warm Milk

- OR lukewarm water.
- Heat encourages yeast to grow
 - Too warm milk will destroy the yeast cells ✓✓
- (Explanation) • Heat will destroy enzymes (that will effect fermentation) (2)

(4.4) Kneading of Bread

- Dough will be less sticky
 - Gluten will develop and become stronger • becomes more elastic ✓✓✓
 - Ingredients are spread evenly ✓✓✓
- (Comprehension) (3)
- OR dough will be smooth and silky.

(4.5) Colour of bread changes to light brown

- Dry heat changes starch to dextrin / dextrinisation.
 - Reaction between sugar and protein takes place and results in a brown colour (Maillard Reaction) ✓✓
 - Sugar caramelises ✓✓
- (Comprehension) (2)

(4.6) Test if bread is cooked

- Tap bread lightly with knuckles and a hollow sound must be heard ✓
 - It feels light for its size ✓
- (Knowledge) (Syllabus 2.16) (Yeast Baking) (2)

(4.7.) Raising Agent

(4.7.1.) Classification

- Air - physical raising agent (Application)

(2)

(4.7.2.) Characteristics of egg white

Stiff peak stage ✓ NOT SOFT!

- Not foamy any more
- Air bubbles are small
- Mixture is white
- Shiny
- Stiff peaks are formed when beater is removed
- Will not run if bowl is turned upside down

✓✓

(3)

(4.7.3.) Folding in of egg whites

- Palette knife/spatula/metal spoon ✓
- Use apparatus that is thin otherwise the air bubbles are broken during the folding in and this results in a poor end result

(Application) • Thin apparatus cuts through air bubbles - air doesn't get squeezed out.

(2)

(4.7.4.) Volume and stability - Age and Room Temperature - Eggs

Factors	Volume	Stability
Age	Bigger volume ✓	Unstable foam ✓
Room Temperature	Bigger volume ✓	Better stability ✓

(Comprehension)

(4)

(4.7.5.) (a.) Denaturation of eggs

- As the egg white is beaten the protein helix unravels.

(or) protein changes from a complex form to a simpler form.

(2)

(b.) Coagulation of Egg White

- Continued beating of the egg white, the proteins coagulate and form a network that is rigid and stable.

(2)

(Explanation)

(4.8.1.) Curdled Custard

Possible reasons:-

• Cooked for too long.

- Perhaps did not use double boiler / made directly on stove.
- Did not control the temperature.
- Temperature was too high.
- Kept for too long over dark boiler. (boiling water.)
- Not evenly stirred.

Corrections:-

- Cool mixture by placing saucepan/bowl into cold water.
- Beat the custard.

(Higher Cognitive)

(Syllabus 2.10)

(Eggs)

(5) ✓✓✓✓

• Add a bit of the hot custard mixture to the gelatine and mix; then add rest of the custard.

(4.8.2) Reasons for the mixture separating and forming a poor gel

- Egg custard was not cooled before the addition of egg white
- Custard mixture was not allowed to gel partially
- There was too little egg for the amount of milk / liquid

custard was still hot.

• Too little gelatine

• Too much sugar retards gel formation

(Higher Cognitive)

(Syllabus 2.15)

(Gelatine)

(5) ✓✓✓✓✓

[40]

→ (OR) • correct amount of gelatine was used because of presence of milk salts.

• Gelatine not evenly dispersed.
(Stirred)

• Egg white not folded in carefully.

QUESTION 5

(5.1.) **Stages – life cycle**
Expanding OR family with teenager ✓ (1)
(Knowledge) (Syllabus 4.1) (Family Life Cycle)

(5.2.) **Developmental tasks – baby**
Physical → Physiological equilibrium / gets used to 'open' world.
• Take food satisfactorily
• Adjusting to routine (sleeping, waking)
• Learning to manage body effectively ie. co-ordination
• Give self trustfully to others – love and be loved
• Learning patterns of recognition
• Express & control feelings
• Learning to adjust to people / socializing. ✓
• Learning do's and don'ts of life
• Personal fulfillment with / without others ✓
(Comprehension) (Syllabus 4.1) (Family Life Cycle) ANY (2)

(5.3.) **Advantages – Part of group**
• Develop loyalty • Group can be a positive influence
• Independent from family • Members of group experience
• Sense of belonging • same type of problems and
• Develop status in own right • can support one another. ✓
• Develop own standards based on own values to judge
people & situations • Confidence is developed. ✓
(Knowledge) (Syllabus 4.3) (Socialisation) ANY (3)
• Learn about different cultures • Learn more responsibilities.

(5.4.) **Changes – new baby – Established family routine**
A. Changes of lifestyle ✓
B. Increased household tasks ✓
C. Family budget ✓
D. Space needs ✓

Discussion – Changes:

- Crying baby ∴ no peace/rest. (4)
- Parents must give equal attention to all 3 children / Peter + Lindi feels neglected → baby gets attention.
- Change of habits ie. No loud music (Peter) Or any suitable example.
- More tasks ie. washing, baby sitting
- Everybody will have to help • Make less trips to park ∴ more time for housework.
- Less money per person
- More commodities used ie. water, electricity
- More expenses ie. food, clothing
- Small house ∴
 - Peter & Lindi to share a room
 - Add a extra room
 - Buy a bigger house

(Higher Cognitive) (Syllabus 4.4) (New family member/Loss) ANY ONE example (4) ✓✓✓✓

→ - ANY suitable explanation from ANY group.
- Examples must be from CASE STUDY.
(refer to)

(5.5) Benefits – shared responsibilities

- Increases family unity
- Encourages mutual respect
- Capabilities discovered
- Personalities developed
- Lighten adult loads (more leisure time)
- Attitude of give and take develop
- Develop good personal habits
- Value of co-ordination & division of time learnt
- Sound communication patterns

✓✓
ANY (2)

(Comprehension) (Syllabus 4.2) (Task Performance)

(5.6) Factors – Family Conflict

Conflict	Explanation
Inability to communicate.	Peter (Adolescent). • <u>Unplanned baby!</u>
Money problems.	Extra family member.
Changes family structure.	New baby.
Reluctance to perform tasks.	Peter and Lindi.
Undesirable friendships.	Peter's 19 year old "smoker" friend.
Abuse – physical/physiological.	Lindi works better than Peter. • <u>Peter teases Lindi</u>
Drug and alcohol abuse.	Smoker – Cigarettes.
Annoying habits.	Peter & Lindi didn't help with household tasks

(Explanation) (Syllabus 4.5) (Maintenance of Order)

(4)

(5.7) Solidarity

- Family photographs – Mr James records all family events
- Expression of affection – Mrs James believes in a lot of hugging and physical contact

(Application & Explanation) (Syllabus 4.7) (Solidarity)

(4)

ONLY examples from ASE STUDY!

- Communication – family planning and less teasing will lead to family unity
- Meeting of expectations – Peter & Lindi to help with household tasks.

(5.8.)

(5.8.1.) Steps – Decision-making

i). Identify problem

A lot of washing to do and washing machine is broken ✓ (1)
(Explanation)

ii). Alternative solutions

- (A) Buy a new machine CASH
- (B) Use launderette near home ✓✓
- (C) Wash by hand ANY (2)
(Application)

iii). Explore consequences

(A) Buy / Cash – Use household money and the family will suffer
ie. meals inadequate ✓

(B) Launderette - Will be far too expensive and will cause money
problems ✓

(C) Hand Washing – Time that can be used for family will be
wasted. Sore hands ✓ (3)
(Higher Cognitive)

iv). Decision made ie. Alternative chosen

Buy machine by means of Hire Purchase ✓ (1)
(Knowledge)

(5.8.2.) Type of Decision

Economic ✓ (1)
(Application) (Syllabus 1.1.2) (Decision Making)

³
(5.8.2.) Standards

- Will not WASTE money using a launderette ✓
- Will not wash by hand and therefore waste time she could
spend with her family, caring for them ✓ (2)
(Comprehension) (Syllabus 1.1.1) (Management Process)

• a NEW washing machine .

• Pay by means of Hire Purchase —
will not borrow money for buying
machine .

5.9.

5.9.1. **Nett Salary – Why less than gross? (Deductions)**

- Pension fund ✓
 - Medical aid scheme ✓
(Comprehension)
- (2)

5.9.2. **Fringe Benefits – Definition**

- These benefits are a form of NON-MONEY INCOME. ✓
 - The family does not receive the cash, but has the additional benefit of services or goods for which they do not have to pay. ✓
- (2)
- (Explanation)

5.9.3. **Fringe Benefits that Mr James receives**

- Housing subsidy ✓
 - Motor finance scheme ✓
(Knowledge) (Syllabus 1.2.2)
 - performance bonus.
(Income)
- (2)
- [40]

QUESTION 6

(6.1.) Factors – drawing up of SCHEDULE

- Family situation
 - Location
 - Habits
 - Standards of cleanliness
 - Activities of family members
 - Available resources (Higher cognitive)
 - No household help.
 - The AMOUNT of work to do.
- ✓✓✓✓
- OR any example of any ANY (5) resource.

(6.2.) Mental fatigue – KNOWLEDGE / or lack thereof

- Should have a knowledge of:-
- available products
 - work procedures
 - equipment → how to use ie. microwave.
 - family's preferences & habits → ie. reading → no extra work ∴ no extra STRESS. Painting → more cleaning ∴ more STRESS.
 - factors that will influence health of family
 - resources available → equipment / knowledge / skill... ANY(4)
- (Knowledge) (Syllabus 1.1.4) (Work Study) ✓✓✓

(6.3.) Causes → Accidents in home

- Slippery floors
 - Loose mats / carpets
 - Irregular surfaces ie. warped floors, loose tiles... / Badly built STAIRS.
 - Unsuitable footwear
 - Inadequate lighting
 - Loose lying objects
 - No banister / loose banister – staircase
 - Poisoning.
 - Unsuitable equipment → loose wires
 - Carelessness.
 - Lack of maintenance.
 - Overloading of electricity.
 - Open FIRES.
 - Lack of floor space.
 - Electricity near water.
- (Knowledge) (Syllabus 3.1.1) (Interior) ANY (4) ✓✓✓✓

* ANY SUITABLE ANSWER!

(6.4.) TOWNHOUSE

- Children left unsupervised.

(6.4.1.) Faults – Door placements

Door	Explanation
1. Behind TV. ✓	TV will have to be moved if patio is going to be used. ✓
2. Opens against single bed. ✓	Can't get off bed if door is open. ✓
3. Opens against toilet. ✓	If ie. A small child is on the toilet and mother opens door it could be problematic. ✓

(Explanation)

(6)

(6.4.2.) Kitchen shape

U-shape kitchen.
(Comprehension)

OR

L-shape kitchen.

OR WASTED SPACE.. Doors could be at end of wall → in the CORNER! (2)

(6.4.3) Incorrect lounge furniture arrangement

- People seated on two chairs can't watch TV
- TV in the way of the patio door
- Landing door opens directly onto couch – draft – winter/windy months
- Traffic lanes will interfere with TV watching and conversation

(Explanation)

- Coffee table in traffic path.
- Chair an obstruction → passage.

(3) ✓✓✓

(6.4.4) Small bedroom – study area?

- No ✓
- NO desk, chairs, light/lamp or shelves for books, present. ✓✓

(Comprehension 1 & Explanation 2)

- Yes. ✓ • More than enough space for study furniture ✓

(6.4.5) No linen cupboard - where ideal?

End of passage leading away from lounge (Between bedroom 1 and bathroom)

(Comprehension)

(Syllabus 3.1.1)

(Interior)

(2) ✓✓

(6.5.1) Focal Point – motivation

Picture – bold, dark, eye-catching ✓
(Knowledge 1 & Explanation 1)

OR Window ✓
(1 mark only)

(2)

(6.5.2) Space

- Large windows – no net curtains – makes outside part of inside
- Light colour OR ONE colour walls, floor coverings and furniture
- Simple or moderate use of horizontal and vertical lines
- Only a few ornaments / pictures...
- Furniture simple, clear cut lines used.
- Simple groupings of furniture
- No furniture directly in front of window
- Few furniture pieces used

(Application)

- Heavy couch against wall.
- VERTICAL LINES → long curtains → HEIGHT / VERTICAL LINES ANY 3 for (3) ✓✓✓
- room divider → HEIGHT

(6.5.3) Monochromatic colour scheme – warm room

(North facing)

- Light green, green, dark green (black & white)

OR

- Light blue, blue, navy (black & white)

OR

- Light purple, purple, dark purple (black & white)
(Any 3 colours out of an example)

- Cool colour scheme (Sunlit room – north facing room – warm room)

- Monochromatic scheme will make room appear larger ✓

(more spacious)
(Application)

(3)

Any variation of words used to describe these colour schemes

ie. peppermint green, green, bottle green.

- baby blue, bright blue, dark blue.

(6.5.4) GOOD PROPORTION

- Coffee table - Height same as couch seat on right hand side.
- Small table - Height same as couch seats
- Size of couches & chairs - Relates well to room size
- Large lampshade to base of lamp

(Application)

- Curtain length to window/wall height.
- Large picture to wall size.

(6.5.5) Functionless Furniture

Screen

(Application)

(Syllabus 3.1.1)

(Interior)

(1)

(or)

Room divider.

(or)

Divider.

(or)

Chinese screen.

(or)

Chinese partition.

(or)

SMALL CUSHION.

[40]

MOONTLIKE ANTWOORDE VIR:

HUISHOUDKUNDE

HOËRGRAAD

AFDELING A

1.1				
1.1.1	A	B	C	D (2)
1.1.2	A	B	C	D (2)
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1.1.13	A	B	C	D (2)
1.1.14	A	B	C	D (2)

(28)

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C	✓
F	✓
(3)	

⊗ ANY ORDER.

1.16	
3 Gestowe/stew	
B	✓
C	✓
F	✓
(3)	

⊗ ANY ORDER.

1.17		
Mikro Organismes		
1.17.1	a	✓
1.17.2	a	✓
1.17.3	b	✓
1.17.4	b	✓
1.17.5	c	✓
(5)		

1.18	
Velletjie op melk/skin on milk	
A	✓
C	✓
F	✓
(3)	

⊗ ANY ORDER.

1.19	
Kaas verteer/cheese digest	
A	✓
C	✓
F	✓
(3)	

⊗ ANY ORDER.

1.20	
Stokvis > filet	
Hake > fillet	
A	✓
D	✓
E	✓
G	✓
I	✓
(10)	

⊗ ANY ORDER.

1.21	
Groenbone Greenbeans	
A	✓
B	✓
F	✓
(3)	

⊗ ANY ORDER.

1.22	
Waardes/ Value	
A	✓
C	✓
E	✓
H	✓
J	✓
(5)	

⊗ ANY ORDER.

1.23.1	1.23.2	1.23.3
Ritme Rhythm	Hoogte Height	Fokus Focus
A	✓	A
B	✓	C
D	✓	F
(3)		(1)

⊗ ANY ORDER.

1.24	
Doelwitte/Goals	
A	✓
D	✓
E	✓
F	✓
(4)	

⊗ ANY ORDER.

1.25	
Eiers/Eggs	
1.25.1	F ✓
1.25.2	A ✓
1.25.3	H ✓
1.25.4	B ✓
1.25.5	G ✓
(5)	

1.26	
Groente/Vegies	
1.26.1	F ✓
1.26.2	A ✓
1.26.3	B ✓
1.26.4	G ✓
1.26.5	D ✓
(5)	

1.27	
Hulpmiddels Resources	
1.27.1	C ✓
1.27.2	E ✓
1.27.3	A ✓
1.27.4	D ✓
(4)	

1.28	
Werkbewegings Workmotions	
1.28.1	B ✓
1.28.2	A ✓
1.28.3	E ✓
(3)	

1.29	
Finansiële terme Financial terms	
1.29.1	D ✓
1.29.2	C ✓
1.29.3	E ✓
1.29.4	A ✓
(4)	

1.30	
Gesinsikus Family cycle	
1.30.1	B ✓
1.30.2	D ✓
1.30.3	C ✓
1.30.4	A ✓
1.30.5	E ✓
(5)	

Q. 1. → 28
72
100

(72)

VRAAG 2

2.1 Fout met opstel van spyskaart

Spyskaart	EEN Fout wat gemaak is
A	Geen <u>tekstuur</u> kontras of Alles is <u>sag</u> ✓
B	Geen <u>vorm</u> of <u>fatsoen variasie</u> of Alles is <u>rond</u> ✓
C	Te veel <u>ryk</u> voedsel Te veel <u>olie</u> is gebruik met gaarmaak ✓/vet. (3)

enige l.

(Toepassing) Sil 2.2 werksprosedure

2.2 Klassifikasie in voedselgroepe

Graan en graan produkte	Vette en olie	Vleis en vleisalternatiewe	Melk en melk produkte	Vrugte en groente
	Mayonnaise ✓ 2.2.4.	Gemaalde vleis ✓ 2.2.1. Ham 2.2.3. ✓		Avokadopeer ✓ 2.2.2.

*woord
of
no.*

(Kennis) Sil 2.1 Maaltydbeplanning

(4)

2.3 Tafeldek

2.3.1 Spyskaart B

- Nee ✓
- Want daar is geen sop op die spyskaart nie = soplepel op skets ✓
- Geen broodrolletjie word bedien nie = bottermes en kleinbordjie op skets ✓

(3)

(Toepassing) Sil 2.1 Maaltydbeplanning

2.3.2 Foute met die tafeldek

- Nagereglepel en vrk is verkeerd = lepel moet bo lê met steel na RK ✓
- Wynglas is aan verkeerde kant = moet regs bo by mes plaas ✓
- Eetgerei word gedek wat nie gebruik word nie = verwyder soplepel/ bottermes, kleinbordjie ✓

(4)

(Toepassing) Sil 2.1 Maaltydbeplanning

2.4

Vier gang maaltyd

- Consommé ✓
- Visgereg ✓
- Hoofgereg ✓
- Nagereg ✓
- Koffie ✓

(5)

(Kennis) Sil 2.1 Maaltydbeplanning

2.5

Onderskei tussen en verduidelik

2.5.1 Hors'd Oevre : 'n Aptytwekker wat aan die begin van die maaltyd bedien word

2.5.2 Entree : Word by 'n dinee tussen die visgereg en die hoofgereg bedien tussengereg. (4)

(verduidelik) Sil 2.1 Maaltydbeplanning

2.6

Korrekte opberging van ham > voedselvergiftiging

* Die 9 punte kan uit ENIGE groep kom.

Rou ham 10 dae in yskas	Bêre te lank in yskas > moet gevries word Lae temperature vertraag groei van MO
Gaar ham 3 ure warmlaai	Eet dadelik of verkoel en plaas in yskas tot dit gebruik word MO begin groei en kos moet bo 60° C of onder 5° C geberg word
Gaar ham 8 dae in yskas	Verseël borskiet en gebruik binne die volgende twee dae of vries vir latere gebruik MO begin groei indien dit nie korrek geberg word nie

moenie te lank... ✓
 of hou in vrieskas.
 of moenie by 30° C berg nie.
 enige (9)

(Hoë kognitief) Sil 2.7 Voedselhygiëne

2.7

Tipe kastrolle

A of kastrolle met koperbodems en houthandvatsels.

(1)

Motiveer

- Koperbodems = goeie geleier van hitte ✓
- Hout = swak geleier van hitte of bly koel of word nie warm nie ✓

(2)

(toepassing, verduideliking) Sil 2.4 Gaarmaakmetodes

2.8

Wyse van hittevoortplanting

- 2.8.1 Broodrooster _____
 - 2.8.2 Drukkoker _____
 - 2.8.3 Mikrogolfoond _____
- (Begrip) Sil 2.4 Gaarmaakmetodes

- Straling ✓ (1)
- Geleiding en stroming ✓ (2)
- Straling en geleiding ✓ (2)

of
stroming.

[40]

VRAAG 3

3.1

Visfilet

- Visporsie sonder enige grate ✓
 - Word in die lengte van die vis gesny ✓
- (Kennis)

of • kan enige vorm of grootte wees. (2)

3.2

Vis bedek met beslag

- Aantreklike kleur/geur
 - Energiewaarde is hoër of
 - Om te verhoed dat dit breek
 - Verseker egalige gaarword
 - Beskerm voedsel teen oorverhitting
 - Verhoed dat te veel olie absorbeer word
- (Verduideliking)

nutriëntwaarde word vermeerder.

✓✓
(3)

• Verhoed ^{dat} die vis brand.

3.3

Stokvis

- Witvis - ✓
- bevat minder as 5% vet
 - of
 - lae % vet
 - of
 - geen/min vet is teenwoordig
- (kennis)

} ✓

(2)

3.4

Tartare sous

- Agurkies ✓
 - Uie ✓
 - Suurlemoensap ✓
- (Toepassing) Sil 2.11 Vis

(3)

3.5

Roux of **Bakkersvla**.
Witsous

- Word gebruik vir die afskerming van granules om ✓
 - klontvorming te voorkom
 - tydens die maak van 'n witsous ✓ of bakkersvla (2)
- (toepassing)

3.6

Sinerese

- Te vinnig gevries ✓
 - Word die sous vir twee dae gebêre en water sal dan sigbaar wees of (2)
- (Toepassing) Sil 2.8 Grane as die sous te LANK
staan.

3.7

Beleë Cheddar

- Harde kaas ✓
 - Baie skerper smaak en geur as cheddar ✓
 - Meer krummelig
- (Kennis) (2)

3.8

Kaas vries

- Moet eers gerasper word
 - Bêre in lugdigte houer
 - Bedek met plastiek om uitdroging te voorkom ✓ ✓ (2)
- (Begrip) • vinnige bervriesing.
- of ontvries stadië
in yekas om fyne
tekstuur te benou.

Moet korrek
verpak wees

3.9

3.9.1 **Pasteurisasie**

Vetglobules denatureer en vorm 'n dunne roomlaag

Homogenisasie

- Vetglobules word eenvormig gemaak of kleiner of to van oorspronklike grote (4)
- Roomlaag is nou eweredig versprei ✓

* GROTE
+ VERSPREIDING
van vet-
globules
Half NB.
2 prosesse
te noem
nie.

3.9.2 **Fortifisering**

- Vit A en D word by die melk gevoeg ✓
- Vit D word bygevoeg vir die bevordering van kalsiumabsorpsie ✓
- Word gedoen om swak voedingstoestande te verbeter ✓
- Voorkom wanvoeding in die wêreld ✓

(Kennis) Sil 2.9 Suiwelprodukte (4)

3.10 3.10.1 **Blokkiesvleis**

- Voorkwart ✓
- Taaier vleis a.g.v. die bindweefsel / kollageen ✓✓
- Goedkoper snitte
- Potjie - klamhitte gaarmaakmetode - kollageen word afgebreek na gelatien (3)

(Begrip)



of lang gaarmaakmetode by 'n matige temperatuur

3.10.2 Snitte	
• Bolo	• Skof
• Skenkel	• Dikrib / chuck.
• Platrib	• Prima rib.
• Borsstuk	• Dik lies.
• Stert	• Dun lies.
• nek	

Moet noem!

(hoër kognitief)

enige (4)

3.10.3 **Gaarmaak van vleis**

- Spierweefsel - sag en sappig ✓
 - Bindweefsel - is aanvanklik taai en word sag en jelagtig tydens gaarmaak
- (Hoër kognitief) Sil 2.12 Vleis
- of kollageen word ge- ✓
hidrotiseer na
gelatien gedurende
gaarmaak. (4)

3.11 **Maak van slaai**

NEE of besluit

- Bestanddele moet skoon, vars en verkoel wees
- Maak die slaai net voor opdiening - voorkom verlep en behou die nutriënte / sal verlep en water verloor wanneer lank staan.
- oksidase sal plaasvind wanneer staan / sommige groente sal verbruin bv. avokadopeer.

(Verduideliking) Sil 2.14 Groente

(4)

VRAAG 4

4.1

Funksie van bestanddele

4.1.1 Goue stroop

- Verskaf geur / smaak ✓✓
- Verskaf voedsel vir fermentasie
- Bevorder die kleur van die kors (Maillard reaksie)

(2)

(Kennis)

4.1.2 Olie

- Verbeter die tekstuur ✓✓
- Sagter eindproduk ✓✓

(2)

(Kennis) Sil 2.16 Gisgebak

4.2

Stroop meet

- Spoel meetkoppie met koue water uit
- Verhit meetkoppie – druk in warm water ✓✓
- Smeer meetkoppie of gebruik kossproei

(2)

(Toepassing) Sil 2.3 Meting

4.3

Louwarm melk of water

- Hitte moedig suurdeeg (gis) aan om te groei ✓
- Te warm melk sal die gisselle vernietig ✓

(Verduideliking)

• Hitte sal ensieme vernietig. (2)
(wat gisting affekteer)

4.4

Knie van die brood

- Die deeg word minder klewerig (of)
- Gluten word ontwikkel en verstewig
- Bestanddele word eweredig versprei

(Begrip)

• Deeg sal meer elasties wees. ✓✓✓ (3)

4.5

Kleur van die brood verander na ligbruin

- Droë hitte verander stysel na dekstrien / dekstrinasie.
- Reaksie tussen die suiker en die proteiene vind plaas en veroorsaak ligbruin kleur (Maillard reaksie) ✓✓
- Suiker karameliseer

(2)

(Begrip)

4.6

Toets vir gaarheid van brood

- Tik brood liggies met kneukels en moet 'n hol klank gee ✓
 - Voel lig in verhouding met die grootte ✓
- (Kennis) Sil 2.16 Gisgebak ✓ (2)

4.7

Rysmiddel : rolkoek

4.7.1 **Klassifikasie**

Lug - fisiese rysmiddel ✓ (2)
(Toepassing)

4.7.2 **Eienskappe van eierwit**

- Stywe punt stadium ✓ NIE Sagtepunt ✓
- Nie meer skuimerig
 - Lugborrels is klein
 - Mengsel is wit ✓
 - Glansend
 - Stywe punte vorm wanneer klitser verwyder word
 - Sal nie uitvloei as bak omgekeer word nie

Kennis (2) Toepassing (1)

4.7.3 **Invou van eierwit**

- Slaplemmes of deegskraeper of metaallepel ✓
- Gebruik apparaat wat dun is ander word die borrels gebreek tydens die invou en dit veroorsaak 'n swak eindproduk

(Toepassing) • Dun apparaat sny deur lugborrels (2)
- dit druk nie die lug uit nie!

4.7.4 Volume en stabiliteit van ouderdom en kamertemperatuur van eiers

Faktor	Volume	Stabiliteit
Ouderdom	Groter volume ✓	Onstabiele skuum ✓ (4)
Kamertemperatuur	Groter volume ✓	Hoër stabiliteit ✓

(Begrip)

4.7.5

a. **Denaturering van eiers**

- Aanhoudende geklits van die eierwit laat die proteien koaguleer en vorm 'n netwerk wat styf en stewig is ✓ (2)

b. **Koagulering van eierwit**

- Indien die eierwit geklits word, begin die proteien heliks ontrafel ✓ (2)

(Verduideliking)

• Die proteïene verander van 'n komplekse na 'n eenvoudiger vorm.

4.8

4.8.1

Geskifte vla

Moontlike oorsake

• Vir te lank gekook.

- 'n Dubbelkoker is moontlik nie gebruik nie/ direk op die stoof gemaak
- Die temperatuur is moontlik, nie gekontroleer nie
- Temperatuur is te hoog

• Vir te lank bo-oor die kokende water van die dubbelkoker gehou.

• Nie egalig geroer nie.

Korreksie

- Verkoel die mengsel deur die kastrol/mengbak in koue water te plaas. ✓✓✓✓✓
- Klop die vlamengsel

(Hoër kognitief) Sil 2.10 Eiers

• Voeg 'n bietjie van die (5) warm vla by die gelatien en roer; voeg dan die res v.a. vla by.

4.8.2 **Waarom skei die mengsel en vorm 'n swak jel**

- Eivla was nie genoeg afgekoel voor eierwitte bygevoeg is rife / vla was nog warm.
- Vlamengsel was nie gedeeltelik gestol nie ✓
- Daar is te min eier vir die hoeveelheid melk / vloeistof ✓
- Gelatien is te min
- Suiker is te veel en vertraag jelvorming ✓

(Hoër kognitief) Sil 2.15 Gelatien

(5)

[40]

OF

• korrekte hoeveelheid gelatien was in die resep gebruik a.g.v. die teenwoordigheid van melksoute.

- Gelatien nie eweredig versprei nie. (geroer nie)
- Eierwit nie versigtig ingevou nie.

Afdeling C

Vraag 5

5.1

Stadiums – lewensiklus

Uitbreidende stadium OF familie met tierer

(Kennis) Sil 4.1 Gesinsiklus

(1)

5.2

Ontwikkelingstake – baba

- Fisiese aanpassing / raak gewoon aan wyse wêreld
- Vermoë om voedsel in te neem
- Pas aan by roetine / slaap, wakker word
- Leer om liggaamsfunksies te ontwikkel
- Ontwikkel 'n gevoel van vertroue – leer om liefde te ontvang en te gee
- Leer om waar te neem en te reageer
- Leer om uiting aan gevoelens te gee ✓✓
- Leer om by mense aan te pas / sozialisering .
- Leer die moets en moenies van sy wêreld
- Persoonlike vervulling met of sonder ander mense

(Hoër kognitief) Sil 4.1 Gesinsiklus

enige

(2)

5.3

Voordele – deel van groep

- Leer om lojaal te wees
- Leer om onafhanklik van jou familie te wees
- Leer dat jy érens behoort
- Leer om status van jou eie te ontwikkel
- Ontwikkeling van jou eie standaarde, wat op jou eie waardes gebaseer is, wat jy dan gebruik om mense in situasies te beoordeel ✓✓✓

(Kennis) Sil 4.3 sosialisering

enige

(3)

- leer van ander kulture .
- Groep kan 'n positiewe invloed hê .
- Lede van groep ondervind die selfde probleme en kan dus mekaar ondersteun .
- Selfvertroue ontwikkel .

5.4 **Bespreking - veranderinge → Familieroetine.**

VERANDERING	BESPREKING
a. Lewensstyl ✓	<ul style="list-style-type: none"> Veranderinge van gewoonte bv. Geen harde musiek (Peter OF enige paslike voorbeeld)
b. Huishoudelike take ✓	<ul style="list-style-type: none"> Meer werk bv wasgoed, baba oppas Almal sal moet help. • Bv Minder in park loop meer tyd vir huiswerk.
c. Familie begroting ✓	<ul style="list-style-type: none"> Minder geld per persoon Maandelikse verbruik van water en elektisiteit is meer Meer maandelikse uitgawes bv voedsel en kleding
d. Ruimte behoeftes ✓	<ul style="list-style-type: none"> Klein huisie > - Peter en Lindi moet kamer deel bou 'n ekstra kamer aan koop 'n groter huis

Bespreking (voorbeelde) moet uit gevallestudie kom!

• Huilende baba → geen rus en vrede.
 • Ouers moet ewe veel aand. aan al 3 kind. gee. (Peter & Lindi veel at geskreep)

✓✓✓ ENIGE paslike verduideliking uit enige groep.

(Hoër kognitief) ④ Sil 4.4 Nuwe familieledede of verlies ENIGE EEN VOORBEELD

5.5 **Voordele van gedeelde verantwoordelikhede in die gesin**

- verhoog eenheidsgevoel
- kweek wedersydese respek
- potensiaal word ontdek
- persoonlikhede ontwikkel
- verlig werklading van volwassenes (meer vrye tyd)
- gee betekenis aan begrip van gee en neem
- ontwikkel goeie persoonlike gewoontes
- bevorder gesinskommunikasie
- die waarde van tydindeling en koördinasie word geleer

(Hoër kognitief) Syl 4.2 Taakverrigting enige (2)

5.6

Basiese oorsake van konflik in die gesin

OORSAKE VAN KONFLIK	VERDUIDELIKING
• onvermoë om te kommunikeer	• Peter (tiener) • <i>Onbeplande baba!</i>
• kroniese geldelike probleme	• Ekstra familie lid
• veranderinge aan gesinstruktuur	• nuwe baba
• onwilligheid van gesinslede om hul deel van huishoudelike take te verrig	• Peter en Lindi
• ongewenste vriendskappe	• Peter se 19 jarige vriend wat rook
• fisiese en emosionele mishandeling	• Lindi lewer beter skoolwerk as Peter • <i>Peter berg Lindi.</i>
• misbruik van verdowingsmiddels – of alkohol	• Roker – sigarette
• irriterende gewoontes	• Peter en Lindi help NIE met die huishoudlike take nie ✓✓

✓✓

(4)

(Toepassing) enige 2 (Verduideliking) (2)

5.7

Gesinshegtheid

familiesimbole

- Familie foto's – Mnr James neem foto's van alle familie gebeure
- Weerspieëling van hegte bande – Mev James glo aan baie drukkes en fisiese kontak

(Toepassing en verduideliking) Sil 4.7 Solidariteit

- Kommunikasie → familiebeplanning en minder bergery sal lei tot gesinshegtheid.
- Voldoen aan verwagtings – Peter en Lindi help met huishoudelike take.

** NET voor-beelde uit gevallestudie*

- 5.8 5.8.1 **Stappe - besluitneming** ✓
- i) **Identifiseer probleem** ✓
Baie wasgoed om te doen en wasmasjien is stukkend (1)
(Verduideliking)
- ii) **Alternatiewe oplossings**
 (A) Koop 'n nuwe wasmasjien **KONTANT** ✓
 (B) Gebruik 'n **Launderette** naby die huis ✓
 (C) Was met die hand
(Toepassing) enige (2)
- iii) **Ondersoek gevolge**
 (A) Koop Kontant - gebruik **huishoudelike geld** en die familie sal swaar kry bv etes sal onvoldoende wees ✓
 (B) **Launderette** - Sal veels te duur wees en **geldelike** probleme veroorsaak ✓
 (C) **Wasgoed met die hand was** - **Familietyd** sal vermors word of seer hande (3)
(Hoër kognitief)
- iv) **Besluit is geneem / alternatief is gekies**
Koop masjien d.m.v. **huurkoop** ✓ (1)
(Kennis)

5.8.2 **Soort besluit**
Ekonomies ✓
 (Toepassing) Sil1.1.2 Besluitneming (1)

5.8.3 **Standaarde** ✓

- Wil nie **geld** op 'n **Launderette** **MORS** nie ✓
- Wil nie **met die hand was** nie, want dan gaan sy **familietyd mors** wat sy kon gebruik het om **aan hulle** te spandeer ✓ (2)

(Hoër kognitief) Sil 1.1.1 Bestuursproses

*in NUWE wasmasjien.
 • Koop d.m.v. HUURKOOP - wil nie geld leen nie.*

5.9 5.9.1 **Netto salaris - hoekom minder as bruto? (aftrekkings)**

- **Pensioenfonds** ✓
- **Mediese fonds** ✓

(Hoër kognitief) (2)

5.9.2 **Byvoordele – definisie**

- Hierdie byvoordele is deel van die NIE- GELDELIKE inkomste
- Die familie ontvang nie kontant nie, maar het die ekstra voordele van dienste of goedere waarvoor hulle nie hoef te betaal nie ✓

(Verduideliking)

(2)

5.9.3 **Byvoordele wat Mnr James ontvang**

- Huissubsidie ✓
 - Motorfinansiering skema ✓
- (Kennis) Sil 1.2.2 Inkomste

• *Prestasiebonus.*

(2)

[40]

VRAAG 6

6.1 **Faktore – optrek van SKEDULE**

- Familie situasie
 - Plasing
 - Gewoontes
 - Standaarde vir skoonmaak
 - Gewoontes van familieledede
 - Beskikbare hulpmiddels (of enige) moet word. ✓✓✓✓
- (Hoër kognitief) enige v.o. v. 'n hulpmiddel.

• Geen huishoudelike hulp nie.

• Die hoeveelheid werk wat gedoen

(5)

6.2 **Verstandelike moegheid – kennis/ tekort daaraan**

Moet kennis hê van –

- Beskikbare produkte
 - Werkprosedure
 - Apparaat → hoe om bv. mikroogelfoond te gebruik.
 - Familie voorkeure en gewoontes → bv. fees → geen ekstra werk nie ∴ geen stres nie.
 - Faktore wat familie se gesondheid sal beïnvloed Skider → meer werk
 - Hulpmiddels beskikbaar → apparaat, kennis ∴ meer stres.
- (Kennis) Sil 1.1.4 Werkstudie enige (4) ✓✓✓✓

* ENIGE
paslike
antwoord.

6.3 **Oorsake van val-ongelukke in die huis**

- Glycerige vloere
- Los matte
- Ongelyke oppervlaktes bv. Ongelyke houtvloer en los teëls / *Steg geboude trappe.*
- Skoene wat jou kan laat val
- Swak beligting
- Voorwerpe wat rondlê
- Geen handreëling / los handreëling - trappe
- *Onvanpaste apparaat bv. los draad*
- *Onverskilligheid.*
- *Swak onderhoud.*
- *Oorlading van elektrisiteit.*
- *OOP VURE.*
- *enige → (4)*
- *Vergiftiging.*
- *Elektrisiteit naby water.*
- *Te min vloerspasie.*

(Kennis) Sil 3.1.1 Interieur

6.4 **MEENTHUIS**

6.4.1 **Foute - plasing van deure**

• *Kinders sonder toesig gelas.*

DEUR FOUT	VERDUIDELIKING
• Agter TV ✓	• TV sal moet geskuif word as die stoep gebruik gaan word ✓
• Maak oop teen die enkelbed ✓	• kan nie van die bed af klim as die deur oop is nie ✓
• Maak teen die toilet oop ✓	• as 'n klein kindjie op die toilet is en iemand maak die deur oop, kan dit probleme veroorsaak ✓

(6)

Begrip (3) Verduideliking (3)

OF VERMORSTE SPASIE.
Deure kan aan einde van kamer/vertrek muur wees.
(hoek)

6.4.2 **Kombuisuitleg**
U-Vorm ✓
(Begrip)

OF L-vorm kombuis. (2)

6.4.3 **Verkeerde sitkamer meubel plasing**

- Mense wat op die twee stoele sit kan nie TV kyk nie ✓✓✓
 - TV in die pad van die stoepdeur
 - Voordeur maak direk op die bank oop - trek - winter/winderige maande
 - Verkeersvloei sal interfeer as jy TV kyk of gesels
- (Verduideliking) (3)
- *Koffietafel in verkeersvloei*
 - *Stoel 'n obstruksie na gang.*

6.4.4 **Klein kamertjie – studeer area ?**

- Nee ✓
- GEEN lessenaar, stoele, lig/lamp of rakke vir boeke nie. (OF)

Begrip (1) verduideliking (2)
- Ja ✓ - meer as genoeg spasie vir studeer kamer (3) ✓✓

6.4.5 **Geen linnekas – waar is ideale plek?**

- Aan die einde van die gang wat uit die sitkamer loop, (tussen Kamer 1 en die badkamer) ✓✓
- (Begrip) Sil 3.1.1 Interieur (2)

meubels. (OF)
• Ver van t.v. so stil ✓✓

6.5 6.5.1 **Fokuspunt – motivering**

- Prent/skildery – duidelik en donker en sigbaar (OF) Venster (1 punt) (2)
- Kennis (1) verduidelik (1)

6.5.2 **Ruimte**

- Groot vensters - geen kantgordyne – maak die buitekant deel van die binnekant
- Ligte kleur OF EEN kleur mure, vloerbedekkings en meubels
- Eenvoudige of matige gebruik van horisontale en vertikale lyne ✓✓✓
- Net 'n paar ornamente / skilderye
- Eenvoudige meubels met eenvoudige lyne is gebruik
- Eenvoudige groepering van meubels
- Geen meubels voor die venster nie
- Net 'n paar meubelstukke is gebruik

• Swaar bank teen muur.
• Vertikale lyne → HOOGTE enige lang gordyne / stem (3)

6.5.3 **Monochromatiese kleurskema – warm kamer**

- Ligte groen, groen, donker groen (swart en wit) ✓ (OF)

Ligblou, blou, donkerblou (swart en wit) (OF)

- Ligers, pers, donkerpers (swart en wit) (enige drie kleure uit 'n voorbeeld)
- Koel kleurskema (kamer met sonlig – Noordelike rigting – warm kamer) ✓
- Monochromatiese kleurskema sal die kamer laat groter lyk ✓ (3)

Enige variasie van beskrywing van die kleurskemas

(Toepassing)

- br. • peppermint groen, groen, bottelgroen
- baba blou, helder blou, donker blou.

6.5.4 **GOEIE VERHOUDING**

GOEIE VERHOUDING	REDE
• Koffietafel ✓	• dieselfde hoogte as banksitplek ✓
• Klein tafeltjie	• hoogte dieselfde banksitplek
• Grootte van bank en stoel	• pas by die vertrek se grootte
• Groot lampskerm	• in verhouding met die lamp

• Gordyntlengte in verhouding met groot venster en hoë muur. (2)
 (Toepassing)

• Groot skildery in verhouding met grootte v.d. muur.

6.5.5 **Meubel sonder funksie**

Skerm ✓ (1)
 (Toepassing) Sil 3.1.1 Interieur

of of (40)

- Chinese skerm - Afekorting 300

of

Klein kussingkie.