

**POSSIBLE ANSWERS FOR :**

**HOME ECONOMICS HG**

**721-1/0**



**SECTION A**

1.1	A	B	<del>C</del>	D
1.2	A	B	C	<del>D</del>
1.3	A	B	<del>C</del>	D
1.4	A	B	<del>C</del>	D
1.5	A	B	C	<del>D</del>
1.6	A	B	<del>C</del>	D
1.7	A	<del>B</del>	C	D
A or D 1.8	<del>A</del>	B	C	<del>D</del>
1.9	<del>A</del>	B	C	D
1.10	A	B	C	<del>D</del>
1.11	A	B	<del>C</del>	D
1.12	A	B	<del>C</del>	D
1.13	A	B	<del>C</del>	D
1.14	A	B	C	<del>D</del>
1.15	A	B	C	<del>D</del>
1.16	A	<del>B</del>	C	D
1.17	A	B	<del>C</del>	D
1.18	<del>A</del>	B	C	D
1.19	A	<del>B</del>	C	D

<b>1.20</b>	
<b>Vit C verlies/ Vit C loss</b>	
1.20.1	F
1.20.2	G
1.20.3	C
1.20.4	D
1.20.5	A

(5)

<b>1.21</b>		
<b>Terminologie terminology</b>		
Column	B	C
1.21.1	G	iv
1.21.2	B	v
1.21.3	A	ii
1.21.4	E	vi
1.21.5	C	vii
1.21.6	H	viii

(6) + (6)

<b>1.22</b>	
<b>Broodbak Baking bread</b>	
1.22.1	E
1.22.2	C
1.22.3	G
1.22.4	F
1.22.5	A

(5)

<b>1.23</b>	
<b>Hulpmiddel/ Resources</b>	
1.23.1	A
1.23.2	D
1.23.3	F
1.23.4	C

(4)

<b>1.24</b>	
<b>Terminologie Terminology</b>	
1.24.1	F
1.24.2	B
1.24.3	A
1.24.4	D
1.24.5	G

(5)

<b>1.25</b>	
<b>Element Beginsel/Principle</b>	
1.25.1	D
1.25.2	F
1.25.3	A
1.25.4	G
1.25.5	C

(5)

Any order → 1.26 to 1.32

<b>1.26</b>	
<b>Enkelopende Single people</b>	
A	
B	
C	
F	

(4)

<b>1.27</b>	
<b>Kaas verhit Heating cheese</b>	
B	
C	
F	

(3)

<b>1.28</b>	
<b>Eierproteien Egg protein</b>	
B	
C	
E	

(3)

<b>1.29</b>	
<b>TPP / TVP</b>	
A	
E	
F	

(3)

Any order →

<b>1.30</b>	
<b>Eclairs</b>	
A	
E	
G	
H	
J	

(5)

<b>1.31</b>	
<b>Beplanningsfase Planning Phase</b>	
A	
B	
D	
E	

(4)

<b>1.32</b>	
<b>Riglyne - doelwitte Guide - goals</b>	
B	
C	
E	
H	

(4)

[100]



## Question 2

2.1 Compiling a menu

MENU  
 Supper  
 Date- top/bottom right/  
 Under middle ✓  
 2 courses ✓  
 Correct order  
 • Meat  
 • Starches  
 • Vegetables  
 • Salad  
 • Dessert  
 Centering ✓  
 Space between courses ✓  
 First letter capital ✓

MENU ✓		
DINNER ✓		
23 November 2003		
Roast Lamb Mint Sauce Roast Potato Wedges Rice	Date ✓	
Brussels sprouts Steamed Spinach Cabbage Salad *****		
Apple Tart Cream		
Coffee		
23 November 2003		

(8)

Ignore anything else e.g. spelling  
 Application Sill 2.2 Planning of menu

2.2 **Choice of correct dishes**2.2.1 **Colour**

Poor variety in colour

- Too much white – rice, potato, apple, cabbage and cream
  - Two green (vegetables) – Brussels sprouts and spinach. ✓✓
- Add another colour - orange (2)

2.2.2 **Starch dishes**

Poor combination

- Rice and potatoes served together ✓✓
  - The apple tart has starch in the dough ✓✓
- (2)

2.2.3 **Vegetables**

Poor combination

- Two vegetables from same family – cabbage and sprouts
- No variety in colour, two green coloured vegetables ✓✓
- Both strong flavour

2.2.3 **Nutrient value**

Poor

- Too much starch – rich and potato and pastry ✓✓
  - Too rich and fatty – port, roasted potato and cream ✓✓
- (2)

Higher cognitive Sill 2.2 Meal planning



- 2.3 2.3.1 **Advantages of using a pressure cooker**
- Cooking time drastically reduced ✓✓
  - Less energy used – economical – time and electricity
  - Different types of foods can be cooked together

Incorrect: Nutrients and flavour ~~retained~~ (destroyed by heat) (2)

- 2.3.2 **Safety rules for using pressure cooker**
- Follow instructions meticulously ✓✓
  - Reduce temp. as soon as the correct pressure is indicated
  - Never overfill – not more than 2/3 full
  - Make sure all valves and vents are clear and open
  - Do not open till pressure indicator is at 0
  - Correct amount of water

Knowledge      Cooking methods      Syllabus      (2)

2.4 **Cooking methods**  
(Cooking method wrong, rest could be right)

	COOKING METHODS	CLASSIFICATION	COOKING MEDIUM
Rice	Boiling ✓	Moist ✓	Water ✓
Potato wedges	Roast ✓	Dry ✓	Oil / air ✓

(6)

Application      Cooking methods

2.5 **Kabeljou(Cob): Methods of heat transference**

Method of heat transference	Where it takes place
1. Radiation	1. from the hot coals to the fish
2. Conduction	1. from tin foil to the fish 2. from the fish surface to the inside of the fish
3. Convection	1. moisture from fish

(4)

Application (2)      Explanation (2)      Sill 2.4      Cooking methods

2.6 2.6.1 **Bacteria responsible** (1)

- Staphylococci ✓
- Knowledge

2.6.2 **Symptoms of food poisoning**

- Vomiting ✓
- Diarrhoea ✓
- Stomach cramps ✓
- Nausea

Knowledge (3)



2.6.3 **Unhygienic conditions**

- Food (ham) prepared the night before ✓
- stored in a broken fridge ✓
- cook blew nose – did not wash hands, did not use gloves

Application Skill 2.7 Food Hygiene (2)

2.6.4 **Correct preparation and storage – (Do not mark negatives)**

Preparation

- Cook should wash her hands ✓
- Cook should wear gloves ✓
- make sandwiches the same day – morning early

Storage

- Store protein (ham) below 5°C ✓
- Ensure fridge works ✓
- Keep cool while travelling ✓
- Use a cool bag

Higher Cognitive

Food Hygiene

(2)

(2)

[40]

Question 3

3.1 **Starch molecules**

- A : Amylose ✓  
 B: Amylopectin ✓  
 Comprehension

Chain molecule.  
 Branching.

(2)

3.2 **Food Systems**

3.2.1 **Before heating**

- Suspension ✓

3.2.2 **After heating**

- Colloidal dispersion (sol) ✓

3.2.3 **After cooling**

- Gel ✓

Comprehension

Cereals

(3)

3.3 **Excessive stirring after gelatinization**

- The swollen starch granules rupture ✓✓
- Water flows out
- Solution becomes thinner, viscosity decreases

Knowledge

Cereals

(2)



3.4 Effect on starch

3.4.1 Flour is browned

- Starch becomes more soluble ✓✓
- Colour changes to brown, dextrin formed ✓✓
- Becomes sweeter
- Thickening ability reduces/thin

(2)

3.4.2 Extra sugar is added

- Reduced viscosity in cooked custard ✓✓
- Cooled product is less firm ✓✓
- Sugar competes for water

(2)

Explanation Sill 2.8 Cereals

3.5 Meringues

	Effect on foam formation
Learner 1	<b>Egg-yolk in egg-white</b> ✓ • Prevents foam formation
Learner 2	<b>Eggs from fridge</b> ✓ • Takes longer to beat up, smaller volume ✓ • Higher surface tension takes longer to beat OR <b>Room temperature</b> ✓ • Beats up quicker, more easily and ✓ • Bigger volume ✓
Learner 3	<b>Added sugar at beginning</b> ✓ • Takes longer to beat up to maximum volume ✓ • Retards denaturation of protein ✓

(1)

(2)

Explanation Sill 2.10 Eggs

(3)

3.6 Starch mixtures thickened with egg

- Cook starch mixture to 100°C (without adding egg) ✓
- Cool mixture to 60°C
- Add the cooled starched mixture to the cold egg mixture ✓
- Reheat until the egg is cooked ± 60°C

Temperature not necessary

Explanation Sill 2.8 Cereals Sill 2.10 Eggs

(3)

3.7 3.7.1 Classification of fish

- Oily fish ✓ OR White fish
- Knowledge Fish

(1)

Recommended for slimming

- No ✓ OR Yes

(2)

Motivate

- Oil content too high or Low oil content ✓
- Comprehension Sill 2.11 Fish



3.7.2 **Buying of fresh fish**

- Eyes: Full, round and protruding, clear and shining
- Gills: Bright red-pink and moist
- Muscle tissue: Elastic and firm
- Skin: Moist and shining
- Fins: : Same colour as skin
- Smell: Fish smells – no ammonia smell
- Scales: Not falling off

✓✓✓

(3)

Knowledge Sill 2.11 Fish

Collagen FISH	Collagen and Elastin MEAT
<ul style="list-style-type: none"> <li>• Collagen in the connective tissue changes easier and quicker rapidly to gelatine. The fibres flake. Connective tissue is soft and easily degraded.</li> </ul>	<ul style="list-style-type: none"> <li>• Collagen takes longer to change to gelatine as a result of the presence of more connective tissue (not as easily as fish).</li> </ul>
<ul style="list-style-type: none"> <li>• Protein shrinks slightly and becomes opaque (white).</li> </ul>	<ul style="list-style-type: none"> <li>• Meat shrinks, high weight and volume losses occur.</li> <li>• Muscle fibres can become tough as a result of over coagulation (cooked incorrectly).</li> </ul>
<ul style="list-style-type: none"> <li>• Fish begins to flake as a result of the connective tissue changing to gelatine.</li> </ul>	<ul style="list-style-type: none"> <li>• The meat becomes more tender as a result of the connective tissue changing to gelatine.</li> </ul>

Higher cognitive

Fish

(Any 2)

(8)

3.8

**Effect on TEXTURE of vegetables**

3.8.1 lemon juice -broccoli

- the texture will be firmer

3.8.2 bicarb. on carrots

- cellulose breaks down (disintegrates) and the carrots become soft and soggy

Explanation Sill 2.14 Fruit and Vegetables

(1)

(1)

3.9

**Raising agents in cream puffs and bread rolls**

	Rising agent	Classification
<b>Cream puffs</b>	Steam	Physical
<b>Bread rolls</b>	Yeast/carbon dioxide	Biological

Knowledge Sill 2.16 Yeast Baked Products en 2.17 Chouxpasta

(4)

[40]



Question 44.1 **Gelatine**

4.1.1 Hydration ✓

4.1.2 Gelation ✓ Setting, shifting, firming  
Knowledge

(2)

4.2 **Faults made when preparing moulds (Table not required).**

FAULT	PREVENTION
<ul style="list-style-type: none"> <li>• Pineapple pieces sank to the bottom because the gel was too soft – too little gelatine OR</li> <li>• The gelatine had not been allowed to partially set</li> <li>• Egg foam rises to the top – gel too soft – too little gelatine OR</li> <li>• The gel had not been allowed to partially set. (Fruit/egg-white added too soon)</li> <li>• Too much lemon juice</li> <li>• Too much sugar</li> </ul>	<ul style="list-style-type: none"> <li>• Increase proportion gelatine</li> <li>• Partially set jelly before adding fruit and egg-white</li> <li>• Increase gelatine content too counteract</li> <li>• Effect of lemon juice</li> <li>• Reduce amount of lemon juice</li> <li>• Reduce the amount or sugar</li> </ul> <p>X Incorrect: Use crushed pine apple.</p>

(8)

Higher cognitive Skill 2.15 Gelatine

4.3 **Bread making**4.3.1 **Function of kneading** ✓

- Gluten is developed and strengthened (Can be 2 marks) ✓
- Dough becomes more elastic ✓
- Distributes the ingredients evenly ✓
- Becomes less sticky ✓
- Becomes smooth and silky ✓

Explanation Baked Products

(3)

4.3.2 **Too little kneading**

- Stiff texture ✓
- Dense loaf ✓
- Small volume ✓

(3)

4.3.3 **Too much kneading**

- Gluten strands stretch excessively – small volume ✓
- Gluten structure collapses → heavy ✓

Knowledge

(2)

4.3.4 **Prevent too long a fermentation process**

- The carbon dioxide and alcohol turn into citric acid ✓
- The bread will have sour taste ✓
- Sour smell ✓

Comprehension Baked products

(2)

4.3.5 **Test when loaf is baked** ✓

- When tapped with the knuckles, must make a hollow sound ✓
- Should feel light for its size ✓

Knowledge Skill 2.16 Baked products

(2)



- 4.4 4.4.1 **Proportion**
- a. **Table in the middle of the room** ✓ (1)
- Good → Plant good proposition to fireplace ✓
  - Poor → the table should be the same height as the seat of the sofa (2)
- b. **Plant in pot**
- Poor – The plant is much too big and high for the pot ✓
  - Good – The plant is in good proportion to the wall ✓
  - Poor – The plant is in poor proportion to the chair in front of it. (2)

4.4.2 Explanation

- Colour harmony**
- Complementary/contrasting ✓ (1)
- Application

4.4.3 **Change colour harmony – must be analogous**

<ul style="list-style-type: none"> <li>• Use red as main colour</li> <li>• red – orange,</li> <li>• red – purple</li> </ul> <p><b>Explanation</b></p>	<ol style="list-style-type: none"> <li>1. Red orange, red, orange</li> <li>2. Red, red orange, orange</li> <li>3. Red orange, orange, yellow</li> <li>4. Orange, yellow orange, yellow</li> <li>5. Yellow/green, yellow</li> </ol>	(3)
---	--	-----

- 4.4.4 **Emphasis**
- The painting above the fireplace ✓
  - Draws the attention to the painting immediately ✓ (2)
- Application

- 4.4.5 **Lighting**
1. Natural light / sunlight ✓
  2. Artificial lighting/indirect lighting combinations ✓
  3. General lighting / direct lighting (x spotlight) ✓ (3)
- Insight

- 4.4.6 **Buying a sofa - settee**
- Should allow the body to relax and hold the spine in a natural position
  - Should provide good support for the shoulders and lower part of the back
  - The body should angle at a comfortable 90 ° or more at waist or knees
  - Back rest should lean back slightly (3)
  - The arm rest should be at a comfortable height to support forearms
  - The height of the seat should allow the feet to touch the floor
  - The seat should have good depth to support the length of the thigh bone
  - The seat should not have a hard ridge on the edge ✓✓✓
- Comprehension
- Identification (mark) + reason (mark)







- d) **Colour scheme**
  - Too cold/needs warm colour scheme example: red/orange ✓ (1)

Application and knowledge      Functional Design

5.3.2 **HEATING**

- a) **Prevent heat loss**
  - Keep doors to room closed, do not go in/out unnecessarily
  - Insulate roof, windows, floors - wooden floor/ceiling (2)
  - cork on walls ✓✓
  - carpets, curtains, double glass
- b) **Precautionary measures - fire**
  - Have a fire guard around the fire
  - Fire extinguisher handy ✓✓
  - Install a smoke detector
  - Have a protective mat on floor in front of fire/tiles (2)

Knowledge      Safety

5.4 **KITCHEN**

- 5.4.1 Corridor kitchen shape (1)
  - 5.4.2 A – Food storage area ( not fridge)
  - B – Working, cooking area ( not stove)
  - C – Preparation area ( not sink)
  - Comprehension (3)
  - 5.4.3 Furniture arrangement – traffic flow
    - Room A: Poor traffic flow as the chair is in the way and anyone entering the room must go around the chair and the sofa. ✓
    - Room B: Poor traffic flow as the sofa is in the way and anyone entering the room must go around the sofa. OR Good – just go around sofa ✓
    - Room C: Good traffic flow. Easy access and nothing to go around. ✓ (4)
    - Room C has the best traffic flow
- Comprehension Sill 3.1.1 Living spaces

5.5 5.5.1 **FAMILY COMMITMENT TO COMMUNITY**

- Jenny – Red Cross Home – good value rendered to community
  - Belinda – SPCA - volunteer
  - Andrew – Life Guard ✓✓✓
  - Brian – Soccer coach (3)
- Higher cognitive Sill 4.6 Family Studies



**5.5.2 CONFLICT AND RESOLUTION**

	<b>CONFLICT</b>	<b>RESOLUTION</b>
Jenny	<ul style="list-style-type: none"> <li>• Feels lonely as Brian spends too much time at club</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Speak to Brian, spend time at the club with him</li> </ul>
Belinda	<ul style="list-style-type: none"> <li>• Feels she does a large amount of household tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Task redistribution</li> <li>• Allocation of tasks</li> </ul>
Sara	<ul style="list-style-type: none"> <li>• Messy, no responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Task allocation</li> </ul>
Andrew	<ul style="list-style-type: none"> <li>• Tendency to go without telling when he will be back/where he is going</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> </ul>
Brian	<ul style="list-style-type: none"> <li>• Spends lot of time at club, financial implications, substance abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Spend more time at home,</li> <li>• less money on drink,</li> <li>• drink less</li> </ul>

Higher cognitive Sill 4.5 Family studies

(8) ✓✓✓✓ ✓✓✓  
(Any 4<sup>+</sup> solutions)

[40]

**QUESTION 6**

**6.1.1 BUDGETING**

- Help accept the limitations of your budget
- Enable you to be more objective about your financial affairs (3)
- Gain better insight into needs and objectives
- Spend money more purposefully, eliminate wasteful spending ✓✓✓
- Plan better, invest wisely/savings
- Pinpoint faults in present spending pattern. Spend money wisely

Application Sill 1.2.2 Financial management

**6.1.2 DEDUCTIONS**

- Income tax
- Pension fund
- Medical aid ✓✓✓
- Unemployment
- Group insurance (3)

Knowledge Financial management



6.1.3 **BENEFITS**

- Paid holidays
  - Housing subsidy
  - Company car/petrol allowance
  - Paid sick leave
  - Pension/Retirement fund
  - Recreational facilities (gym)
  - Creche facilities
  - Medical aid/clinics
  - Canteen
  - Clinic ✓✓✓
  - Educational ✓
- (3)

Knowledge Sill 1.2.2 Financial management

6.1.4 **PROBLEM IN BUDGET**

Expenditure EXCEEDS income ✓ (1)  
 Comprehension Sill 1.2.3 Financial management

6.2 **NON-MONEY INCOME**

- Home production ✓
  - Services from goods and property they own ✓
  - Public services e.g. Library ✓
- Knowledge sill 1.2.2 Financial management (3)

6.3 **EVALUATE BENEFITS LIFE INSURANCE, RETIREMENT ANNUITY, ENDOWMENT LIFE INSURANCE**

Life insurance ✓✓	Endow ment ✓✓	Retirement annuity ✓✓
<ul style="list-style-type: none"> <li>• With whole life insurance, the benefit is that the full face value is paid to the beneficiary, but not available during the insured persons life.</li> <li>• Premiums are paid throughout the life of the insured, and are relatively expensive.</li> <li>• With profits mean a higher payout at the end, a little protection against inflation.</li> </ul>	<ul style="list-style-type: none"> <li>• Endow ment insurance – full payout in event of death, but is paid out at a predetermined date if person is still alive.</li> <li>• Expensive but can be considered to have a savings function</li> <li>• Can be used as collateral (surety) against loans.</li> </ul>	<ul style="list-style-type: none"> <li>• A retirement annuity has the advantage of being paid out when a person retires and not only at death.</li> <li>• Premiums can be skipped if necessary</li> </ul>

- A. Family will maintain life style after insurer is dead
  - B. Good if you want to save ✓✓
  - C. For good retirement benefits (evaluation)
- (8)

\* - Higher cognitive Sill 1.2.2 Financial management



6.4 6.4.1 **FACTORS INFLUENCING JESSIE'S DECISION**

- Values
  - Family characteristics
  - Family resources e.g. money ✓✓✓✓
  - Socio economic factors
  - Awareness of available goods and services
  - Roles and aspirations
- Knowledge

Any correct example
---------------------

(4)

6.4.2 **TYPES OF DECISIONS**

- Economic ✓✓
- Technical ✓
- Social
- Knowledge Sill 1.1.2 Decision making

(3)

6.5 **TIME GUIDELINES**

- Make a list of work to be studied
- Plan study programme for the day
- Use best time to study most NB work ✓✓✓✓
- Do not procrastinate
- Consolidate learning where possible
- Simplify large chunks of work
- Use short periods of time to learn small sections
- Consider productivity curve
- Knowledge Sill 1.1.3 Home and Enviro

(4)

6.6 6.6.1 **DEMANDS ON JESSIE**

**Physical**

- Spending too much energy on studying ✓✓
- Work positions and motions – static muscle (sitting)
- Fatigue – not moving around
- Tiring position – sitting too long at desk
- Height of work surface - desk

**NOT:** Dynamic/restricted movement, standing, momentum, gravity, leverage.

**Emotional**

- Methods of work – no work plan (timetable) ✓✓
- Lack of skills
- Time consuming
- Monotony or boredom

**NOT:** Strenuous task, lack of equipment or lack of appreciation.



**Mental**

- Knowledge and skills
- Ability to think – problem solving
- Judgement to evaluate/interpret situations
- Pay attention concentration
- 



Application Sill 1.1.4 Work study (4)

**6.6.2 HUMAN RESOURCES**

- |                  |    |                |
|------------------|----|----------------|
| • Energy         |    | • Intelligence |
| • Time           |    | • Adaptability |
| • Creativity     | ✓✓ | • Self-control |
| • Positive views |    |                |

Knowledge Syllabus Home and enviro. care (2)

[40]

**TOTAL: 200**



**MOONTLIKE ANTWOORDE VIR :**

**HUISHOUDKUNDE HG**

**721-1/0**



**AFDELING A**

A or D

1.1	A	B	<del>C</del>	D
1.2	A	B	C	<del>D</del>
1.3	A	B	<del>C</del>	D
1.4	A	B	<del>C</del>	D
1.5	A	B	C	<del>D</del>
1.6	A	B	<del>C</del>	D
1.7	A	<del>B</del>	C	D
1.8	<del>A</del>	B	C	<del>D</del>
1.9	<del>A</del>	B	C	D
1.10	A	B	C	<del>D</del>
1.11	A	B	<del>C</del>	D
1.12	A	B	<del>C</del>	D
1.13	A	B	<del>C</del>	D
1.14	A	B	C	<del>D</del>
1.15	A	B	C	<del>D</del>
1.16	A	<del>B</del>	C	D
1.17	A	B	<del>C</del>	D
1.18	<del>A</del>	B	C	D
1.19	A	<del>B</del>	C	D

<b>1.20</b>	
<b>Vit C verlies/ Vit C loss</b>	
1.20.1	F
1.20.2	G
1.20.3	C
1.20.4	D
1.20.5	A

(5)

<b>1.21</b>		
<b>Terminologie terminology</b>		
Kolom	B	C
1.21.1	G	iv
1.21.2	B	v
1.21.3	A	ii
1.21.4	E	vi
1.21.5	C	vii
1.21.6	H	viii

(6) + (6)

<b>1.22</b>	
<b>Broodbak Baking bread</b>	
1.22.1	E
1.22.2	C
1.22.3	G
1.22.4	F
1.22.5	A

(5)

<b>1.23</b>	
<b>Hulpmiddel/ Resources</b>	
1.23.1	A
1.23.2	D
1.23.3	F
1.23.4	C

(4)

<b>1.24</b>	
<b>Terminologie Terminology</b>	
1.24.1	F
1.24.2	B
1.24.3	A
1.24.4	D
1.24.5	G

(5)

<b>1.25</b>	
<b>Element Beginsel/Principle</b>	
1.25.1	D
1.25.2	F
1.25.3	A
1.25.4	G
1.25.5	C

(5)

Enige volgorde → 1.26 tot 1.32

<b>1.26</b>	
<b>Enkelopende Single people</b>	
A	
B	
C	
F	

(4)

<b>1.27</b>	
<b>Kaas verhit Heating cheese</b>	
B	
C	
F	

(3)

<b>1.28</b>	
<b>Eierproteien Egg protein</b>	
B	
C	
E	

(3)

<b>1.29</b>	
<b>TPP / TVP</b>	
A	
E	
F	

(3)

Enige volgorde →

<b>1.30</b>	
<b>Eclairs</b>	
A	
E	
G	
H	
J	

(5)

<b>1.31</b>	
<b>Beplanningsfase Planning Phase</b>	
A	
B	
D	
E	

(4)

<b>1.32</b>	
<b>Riglyne - doelwitte Guide - goals</b>	
B	
C	
E	
H	

(4)



## Vraag 2

2.1 Uitskrif van die spyskaart

- SPYSKAART  
 Aandete  
 Datum- bo/onder regs/  
 Onder middel  
 ✓ 2 gange  
 Korrekte volgorde
- Vleis
  - Stysel
  - Groente
  - Slaai
  - Nagereg
- ✓ Sentreering  
 ✓ Skeiding tussen gange  
 ✓ Eerste letter hoofletter

<b>SPYSKAART</b> ✓ <b>AANDETE</b> ✓ 23 November 2003  Lamsboud Kruisement Jellie Gebraaide Aartappelwiggies OF Rys Brusselse Spruite Gestoomde Spinasie Koolslaai  Appeltert Room  Koffie 23 November 2003	Datum ✓
---	---------

(8)

Ignoreer enigiets anders soos spelling  
 Toepassing Sill 2.2 Beplanning van spyskaarte

2.2 **Keuse van geregte geskik vir die spyskaart**2.2.1 **Kleur**

Swak variasie in kleur

- Te veel wit soos rys, kool, aartappel, appel, en room
- Twee groen groente soos die brusselse spruite en die spinasie. Voeg ekstra kleur variasies by bv. oranje ✓✓(2)

2.2.2 **Styselgeregte**

Swak samestelling

- Rys en aartappels word saam bedien
- Die appeltert bevat ook baie stysel in die beslag ✓✓ (2)

2.2.3 **Groente**

Nie goeie samestelling

- Groente van dieselfde familie word saam gebruik (kool en brusselse spruite)
- Geen afwisseling van kleur twee groen groente
- Albei sterk gegeurde voedsel. ✓✓

2.2.3 **Voedingswaarde**

Swak

- Te veel stysel -> aartappel en rys
- Te ryk en te vetterig -> varkboud, gebraaide aartappel, room (2)

Hoër kognitief Sill 2.2 Beplanning van spyskaarte ✓✓



**Foutief:**  
Nutriente en geur behou beter

- 2.3 2.3.1 **Voordele van gaarmaak in 'n drukkoker**
- Gaarmaaktyd word drasties verminder
  - Minder energie word gebruik – ekonomies (tyd en elektrisiteit)
  - Verskillende soorte voedsel kan saam gaargemaak word ✓✓
- Kennis (2)

- 2.3.2 **Reëls vir die VEILIGE gebruik van drukkoker**
- Volg alle instruksies noukeurig
  - Verminder temperatuur sodra korrekte druk aangedui word
  - Moet nooit drukkoker oorlaai nie – nooit voller as  $\frac{3}{4}$
  - Maak seker alle pypies en kleppe is skoon ✓✓
  - Moet nooit oopmaak voordat die drukmeter 0 registreer nie
- Kennis - Korrekte hoeveelheid water (nie te veel/te min water nie) ✓  
- Gaarmaakmetode kan x wees maar res korrek. (2)

2.4 **Gaarmaakmetodes**

	GAARMAAK METODE	KLASSIFIKASIE	GAARMAAK MEDIUM
Rys	Kook ✓	Klam ✓	Water ✓
Aartappel wiggies	Oondbraai ✓	Droog ✓	Olie / lug ✓

(6)

Begrip

2.5 **Hitte oordraging : Kabeljou**

2 metode ✓✓

Metode van hitte oordraging	Waar dit plaasvind
1. Straling ✓	1. vanaf die warm kole na die vis
2. Stroming ✓	1. vog van vis ✓
3. Geleiding ✓	1. vanaf die foelie na die vis 2. vanaf die oppervlak van die vis na die binnekant van die vis ✓

(4)

Begrip (2) Verduidelik (2) Sill 2.4 Gaarmaakmetodes

- 2.6 2.6.1 **Bakterie wat siekte veroorsaak het** (1)
- Staphylococci ✓
- Kennis

- 2.6.2 **Simptome van die vergiftiging**
- Vomering ✓
  - Diarree ✓
  - Maagkrampe ✓
  - Naarheid ✓
- Kennis (3)



### 2.6.3 Onhigiëniese toestande

- kos (ham) reeds vorige aand voorberei
- bêre in stukkende yskas
- kok blaas haar neus / het nie hande gewas nie ✓✓
- hanteer kos sonder handskoene

Toepassing Sill 2.7 Voedselhigiëne (2)

### 2.6.4 Voorbereiding en opberging KORREK – (Moenie negatief merk nie)

#### Voorbereiding

- kok moet hande was ✓
- kok moet handskoene dra ✓
- maak toebroodjies dieselfde dag as vertrek.

#### Opberging

- Bêre ham (proteïene) altyd onder 5°C ✓
- Maak altyd seker of koelkas werk ✓
- Hou verkoel tydens rit/Gebruik 'n koelhouer

(2)

(2)

[40]

### Vraag 3

#### 3.1 Styselmolekule ✓

A : Amilose ✓

B: Amilopektien

Begrip

Kettingmolekule.

Vertakking.

(2)

#### 3.2 Voedselsisteem:

##### 3.2.1 Voor verhitting ✓

- Suspensie

##### 3.2.2 Na verhitting

- Kolloidale dispersie(sol) ✓

##### 3.2.3 Na afkoeling ✓

- Jel

Begrip

(3)

#### 3.3 Oormatige roer na verdikking plaasgevind het

- Die uitgeswelde styselgranules beskadig ✓✓
- Water vloei uit
- Mengsel word weer dunner/viskositeit verminder

Kennis

(2)



### 3.4 Uitwerking op stysel

#### 3.4.1 meel word verbruin vir sous

- meel word meer oplosbaar
- kleur verander na bruin - dekstrien word gevorm
- geur word meer karamelagtig/soeter ✓✓
- verdikkingsvermoë neem af/dunner

#### 3.4.2 ekstra suiker by bakkersvla

- die dikte van gaar produk neem af ✓
- styfheid van afgekoelde produk is minder ferm ✓
- Suiker kompeteer vir water.

Toepassing Sill 2.8 Graansoorte

### 3.5 Skuimpies

	Effek op skuimvorming	
Leerling 1	<b>Eiergeel in eierwit</b> • Verhoed dat skuim vorm ✓	(1)
Leerling 2	<b>Eiers uit yskas</b> ✓ • Neem langer om te klop. Hoër oppervlakspanning • Kleiner volume. Neem langer om te klits OF <b>Kamertemperatuur</b> ✓ • Klop gouer, makliker • Groter volume ✓	(2)
Leerling	<b>Voeg suiker aan begin by</b> ✓ • Verg meer tyd om tot maksimum volume te klop ✓ • Vertraag denaturering van proteiene ✓	(3)

Verduidelik Sill 2.10 Eiers

### 3.6 Styselmengsel verdik met eier

- Kook stysel gaar voordat eier bygevoeg word ✓
- Laat mengsel afkoel tot 60°C ✓
- Voeg warm stysel mengsel by die koue eier OF
- Verhit totdat die mengsel gaar is ✓

Temperature  
nie noodsaaklik

Verduidelik Sill 2.8 Graansoorte Sill 2.10 Eiers

### 3.7 3.7.1 Klassifikasie van vis ✓

- Olierige vis OF Witvis
- Kennis

#### Aanbeveel vir verslank. Motiveer

- Nee OF Ja
  - Die olie inhoud te hoog OF Laer vetinhoud
- Begrip Sill 2.11 Vis



### 3.7.2 Aankoop van vars vis

- Oë : volrond en uitstaande wees/helder en blink
  - Kieue : helderrooi en klam
  - Spierweefsel : elasties en ferm wees
  - Vel : vogtig en blink wees ✓✓✓
  - Vinne : dieselfde kleur as die vel wees
  - Reuk : Moenie 'n skerp ammoniak reuk (stink) hê nie (3)
- Kennis Sill 2.11 Vis
- Skubbe: baie skubbe

Kollageen	Kollageen en ekastien
<ul style="list-style-type: none"> <li>• Kollageen van die bindweefsel verander redelik vinnig na gelatien. ✓</li> <li>• Bindweefsel is sag en kan maklik afbreek. ✓</li> </ul>	<ul style="list-style-type: none"> <li>• Kollageen neem langer om na gelatien te verander a.g.v. die teenwoordigheid van meer bindweefsel /elastien. Nie so vinnig soos by vis nie. ✓</li> </ul>
<ul style="list-style-type: none"> <li>• Proteiene krimp effens en word ondeurskynend (wit)</li> </ul>	<ul style="list-style-type: none"> <li>• Vleis krimp, groot en volumeverlies word waargeneem.</li> <li>• Spiervesel word taaier a.g.v. koagulering. Foutiewe gaarmaak. ✓</li> </ul>
<ul style="list-style-type: none"> <li>• Vis begin in vlokke verdeel a.g.v. bindweefsel wat na gelatien verander. ✓</li> </ul>	<ul style="list-style-type: none"> <li>• Die vleis word sagter a.g.v. bindweefsel wat in gelatien verander. ✓</li> </ul>

(8)

### 3.8

#### Uitwerking op TEKSTUUR van groente

##### 3.8.1 suurlemoensap by brocoli ✓

- die tekstuur sal fermier wees (sure maak die selle fermier) (1)

##### 3.8.2 koeksoda by wortels ✓

- sellulose verbreek en die wortels sal sag en pap word. (1)
- Verduidelik Sill 2.14 Vrugte en Groente

### 3.8

#### Rysmiddel in roompoffertjies en broodrolletjies

	Rysmiddel	Klassifikasie
<b>Roompoffertjies</b>	Stoom ✓	Fisies ✓
<b>Broodrolletjies</b>	Gis / Co <sub>2</sub> koolstofdiksied	Biologies ✓

Kennis Sill 2.16 Gisgebak en 2.17 Chouxpasta (4)

[40]

#### Vraag 4

### 4.1

#### Gelatien

##### 4.1.1 Hidrering ✓✓

- ##### 4.1.2 Jellering / Stolling, fermheid, verdikking. (2)
- Kennis



4.2 **Fout begaan tydens voorbereiding van gelatien vorm** (Tabel nie gevra nie).

FOUT	VOORKOMING
<ul style="list-style-type: none"> <li>• Pynappelstukkies sak af na die bodem, want die gel is te sag/te min gelatien is gebruik/die mengsel was nie gedeeltelik gestol nie/vrugte te gou bygevoeg. ✓</li> <li>• Eierwitskuim stug na bo want die gel is te sag/te min gelatien is gebruik/die mengsel was nie gedeeltelik gestol nie/skuim te gou bygevoeg ✓</li> <li>• Te veel suurlemoensap ✓</li> <li>• Te veel suiker ✓</li> </ul>	<ul style="list-style-type: none"> <li>• Vermeerder die verhouding van die gelatien ✓</li> <li>• Stol jellie gedeeltelik voordat die vrugte bygevoeg word. ✓</li> <li>• Vermeerder gelatien om die effek van die suurlemoen tee te werk/verminder suurlemoensap ✓</li> <li>• Verminder die hoeveelheid suiker ✓</li> </ul> <p>X <b>Foutief:</b> Gebruik fyn (crushed) pynappel.</p>

Hoër kognitief Sill 2.15 Gelatien (8)

4.3 **Broodbak**4.3.1 **Funksie van knie** ✓

- Gluten te ontwikkel en versterk ✓ (kan 2 punte wees)
  - Maak deeg elasties
  - Versprei die suurdeeg en bestanddele eweredig ✓ ✓ ✓
  - Word minder klewerig
  - Word glad en syagtig
- Verduidelik (3)

4.3.2 **Te min knie**

- Stywe tekstuur
  - kompakte brood
  - Klein volume
- (3)

4.3.3 **Te veel knie** ✓

- Glutendrade rek oormatig = klein volume.
  - Struktuur van brood kan platval = te swaar volume
- Kennis (2)

4.3.4 **Voorkom fermentasie te lank aanhou** ✓

- Die kooldioksied en alkohol sal in sitroensuur omsit
  - Die brood sal suur ruik of smaak
- Begrip Suur smaak (2)

4.3.5 **Toets of brood gaar is** ✓

- Moet 'n hol klank hê wanneer met kneukel getik word
  - Voel lig in verhouding met grootte ✓
- Kennis Sill 2.16 Gisgebak (2)



- 4.4 4.4.1 a. **Tafeltjie in middel van vertrek** ✓
- Goed – Plant goeie proporsie tot vuurmaak plek. (1)
  - Swak – want die tafeltjie moet dieselfde hoogte wees as die sitplek van die bank

b. **Plant in pot**

- Swak – Plant in swak verhouding tot stoel voor dit.
- Goed – Plant goeie proporsie tot muur
- Swak – Die plant is heeltemal te groot en te hoog vir die pot.

Verduidelik

4.4.2

**Kleurharmonie**

- Komplementêr ✓

Toepassing

4.4.3 **Verander na warm analogiese kleurharmonie**

• Gebruik rooi as hoofkleur ✓	1. Rooi oranje, rooi, rooi pers	(3)
• rooi – oranje, ✓	2. Rooi, rooi oranje, oranje	
• rooipers ✓	3. Rooi oranje, oranje, geel	
<b>Verduidelik</b>	4. Oranje, geel oranje, geel.	
	5. Geelgroen, geel, geel-oranje.	

4.4.4 **Nadruk**

- Die skildery bokant die kaggel ✓
- Trek die aandag dadelik na die skildery ✓ (2)

Toepassing

4.4.5 **Verligting**

1. Natuurlike lig / sonlig ✓
2. kunsmatige lig / indirekte lig / kombinasie ✓
3. algemene lig / direkte verligting (x spotlig) (3)

Toepassing

4.4.6 **Bank aankoop**

- Moet kan ontspan wanneer in natuurlike posisie sit
- Moet goeie ondersteuning aan rug en skouers bied
- Liggaam moet gemaklik in hoek van 90 ° by knieë en kruis buig ✓✓✓
- Rugleuning moet effens agteroor buig
- Hoogte van sitplek moet so wees dat voete die vloer raak
- Die sitplek moet groot genoeg wees om die hele bobeen te ondersteun (3)
- Sitplek moet nie harde rand hê wat drukking op die waai van die been plaas nie

Begrip

Identifiseer ✓ + ✓ rede



- 4.5 a **Bêreplek van kastrolle**
- Items wat bymekaar hoort – bêre bymekaar ✓
  - Kastrolle moet nader aan die stoof gebêre word ✓ (2)
  - Apparaat moet gebêre word waar dit gebruik gaan word
- b **Stoorplek van groente**
- Moenie die groente onder die stoof bêre nie ✓
  - Die groente moet by 'n koel plek gestoor word om kwaliteit te behou ✓ (2)
- Toepassing Sill 3.1.1 Interieur  
Moenie groente bêre in direkte sonlig nie. [40]

### AFDELING C VRAAG 5

5.1

NATUURLIKE OMGEWING	GEDRAGSOMGEWING	MENSGEMAAKTE OMGEWING
Voedsel en kleding Temperatuur ✓✓	Ontwikkeling van waardes ✓	Sosiale vaardighede Ontw. van waardes (4)
Begrip	Klere	
Bestuur en verbruik	Sosiaal vaardighede	

5.2

**BESTUURSPROSES**

- a) doelwit ✓
  - b) standarde ✓
  - c) ego behoeftes ✓
  - d) intrinsieke waardes ✓
  - e) ekstrinsieke waardes ✓
  - f) hulpmiddels ✓ (6)
- Toepassing Sill 1.1.1 Huisbestuur

5.3

**5.3.1 NUWE HUIS UITDAGING**

- Geen obstruksie tussen leefarea en slaap.
  - Spasie tussen stoel en tafel te klein.
- a) **Looppaaie**  
Geen verkeerspatroon – slegs een rigting en een rigting uit (2)
- b) **Meubels vir aktiwiteite**
- Bed vir slaap
  - Lesenaar om by te werk/studeer
  - Stoel en bank vir ontspanning en onthaal (2)
- c) **Beskikbare beligting**
- Algemene beligting(sambreel)lig vir ontspan/onthaal
  - Goeie lig vir werk
  - Geen sigbare spesifieke (direkte) lig in slaapkamer (2)
- c) **Kleurharmonie**
- Te koud/ benodig 'n warm kleurharmonie /voorbeeld rooi, oranje. (1)



5.3.2 a) **VERHOED HITTEVERLIES**

- Hou deure van kamer toe, moenie onnodig in/uit gaan nie ✓✓
- Isoleer die dak, venster vloer - houtplafon/houtvloer (2)
  - kurk op mure
  - matte, gordyne, dubbele glas.

b) **VOORSORGMAATREëLS BY VUUR**

- Plaas 'n vuurskerm om die vuur ✓✓
- Hou brandblusser byderhand
- Installeer 'n rookmonitor
- Plaas 'n beskermde mat op die vloer voor die vuur (2)

Kennis

5.4 **KOMBUIS**

5.4.1 Gangtipe kombuis ✓ (1)

5.4.2 **Areas in werksdriehoek**

- A – Voedselopbergings area ( nie yskas) ✓
- B – Werk, kookarea ( nie stoof) ✓
- C – Voorbereidings area ( nie wasbak) ✓ (3)

Begrip

5.4.3 **Meubelrangskikking – verkeersvloei**

Kamer A: Swak verkeersvloei – stoel in die pad, moet om die stoel en bank loop. ✓

Kamer B: Swak verkeersvloei – bank in die pad, moet om dit loop OF Goed. Loop slegs om bank ✓

Kamer C: Goeie verkeersvloei – maklike toegang, niks is in die weg nie ✓ (4)

Het die beste verkeersvloei ✓

Begrip Sill 3.1.1 Interieur

5.5 5.5.1 **FAMILIEBETROKKENHEID BY GEMEENSKAP**

- Jenny – Rooi Kruis werker – goeie waarde word gebied aan gemeenskap ✓
- Belinda – DBV vrywilliger ✓✓
- Andrew – Lewensredder (3)
- Brian – Rig sokker af.

Hoër kognitief Sill 4.6 Verantwoordelikheid van gesin in gemeenskap



5.5.2 **KONFLIK EN OORKOM**

	<b>KONFLIK</b>	<b>OORKOM</b>
Jenny	<ul style="list-style-type: none"> <li>• Voel eensaam omdat Brian te veel tyd by klub spandeer</li> </ul>	<ul style="list-style-type: none"> <li>• Kommunikasie</li> <li>• Praat met Brian</li> </ul>
Belinda	<ul style="list-style-type: none"> <li>• Voel sy moet baie van die huishoudelike take doen</li> </ul>	<ul style="list-style-type: none"> <li>• Herindeling van take</li> <li>• Indeling van take</li> </ul>
Sara	<ul style="list-style-type: none"> <li>• Morserig</li> <li>• Geen verantwoordelikheid</li> </ul>	<ul style="list-style-type: none"> <li>• Kommunikasie</li> <li>• Indeling van take</li> </ul>
Andrew	<ul style="list-style-type: none"> <li>• Gewoonte om uit te gaan sonder om te sê waarheen en wanneer hy terugkom</li> </ul>	<ul style="list-style-type: none"> <li>• Kommunikasie</li> </ul>
Brian	<ul style="list-style-type: none"> <li>• Spandeer baie tyd by die klub</li> <li>• Finansiële komplikasies</li> <li>• Alkohol misbruik</li> </ul>	<ul style="list-style-type: none"> <li>• Spandeer meer tyd tuis</li> <li>• Gebruik minder geld vir drank</li> <li>• Drink minder</li> </ul>

(8)

Hoër kognitief Sill 4.5 Handhawing van orde

✓✓✓✓

(Enige 4 oplossings)

✓✓✓✓

[40]

**VRAAG 6**

## 6.1

6.1.1 **BEGROTING**

- Help om beperkings in inkomste te aanvaar
- Laat mens objektief teenoor geldsake staan
- Behoeftes en doelwitte word duidelik omlyn
- Inkomstebesteding is doelgerig en verhoed onnodige uitgawes/spaar ✓✓✓
- Word voorsiening gemaak vir kort en langtermyn doelwitte. Dit bring foute uit in die bestedingsplan/Bestee geld wys. (3)

Toepassing Sill 1.2.2 Inkomste

6.1.2 **AFTREKKINGS**

- Inkomste belasting
  - Pensioenfonds ✓✓✓
  - Mediese fonds
  - Werkloosheidsversekering
  - Groepsversekering (3)
- Kennis



### 6.1.3 VOORDELE

- Betaalde vakansies
- Behuisingssubsidie
- Maatskappy motor/brandstof toelaag
- Betaalde siekverlof
- Pensioenfonds
- Kennis Sill 1.2.2 Inkomste
- Opvoedkundig: beurse/speelgroep
- Medies - kliniek
- Snoepie

(3)

### 6.1.4 PROBLEME MET BEGROTING

Uitgawes OORSKRY inkomste  
Toepassing

Sill 1.2.3 Behoeftebevrediging binne perke van inkomste

(1)

### 6.2 NIE-GELDELIKE INKOMSTE

- Tuisproduksie
- Nut van eie besittings
- Openbare dienste bv. biblioteek
- Kennis sill 1.2.2 Inkomste

(3)

### 6.3 EVALUEER VOORDELE VAN LEWENS-, AFTREE ANNUITEITE, EN UITKEERVERSEKERING

Lewensversekering	Uitkeerversekering	Uittree annuiteit
<ul style="list-style-type: none"> <li>• Die volle waarde word uitbetaal aan begunstigde, maar is nie beskikbaar gedurende die versekerde se lewe nie.</li> <li>• Premies word dwarsdeur die lewe van die versekerde betaal, en is baie duur.</li> <li>• Polis met wins beteken dat die wins aan die einde hoër is – bied beskerming teen inflasie.</li> </ul>	<ul style="list-style-type: none"> <li>• Volle uitbetaling ten tye van dood, maar word uitbetaal op 'n vooraf vasgestelde datum indien persoon leef.</li> <li>• Baie duur – kan beskou word as 'n spaarplan</li> <li>• Kan gebruik word as sekuriteit as geld wil leen.</li> </ul>	<ul style="list-style-type: none"> <li>• Betaal uit wanneer persoon aftree en nie net tydens dood nie.</li> <li>• Premies kan oorgeslaan word indien nodig</li> <li>• Almal bied belastingsvoordele.</li> </ul>

\* - Hoër kognitief Sill 1.2.2 Inkomste

(8)



## 6.4

6.4.1 **FAKTORE WAT JESSIE SE BESLUIT BEÏNVLOED**

- Waardes
- Familie eienskappe
- Familie hulpmiddels
- Rol en verwagtings
- Sosio ekonomiese faktore
- Kennis van beskikbare goedere en dienste
- Kennis

Enige korrekte voorbeeld

(4)

✓✓✓✓

6.4.2 **TIPES BESLUITE**

- Ekonomies ✓
- Tegnies ✓
- Sosiaal ✓
- Kennis Sill 1.1.2 Besluitneming

(3)

\* - **Evaluering**

A: Familie dieselfde lewenstyl as voor dood

B: Besparing

C: Aftrede – goeie belegging.

6.5 **RIGLYNE VIR EFFEKTIEWE GEBRUIK VAN TYD**

- Maak lysies van wat om te studeer
- Beplan studieprogram vir die dag
- Gebruik beste tyd vir die NB werk
- Moenie uitstel nie
- Konsolideer leer so ver as moontlik
- Gebruik kort tydies om kort afdelings te leer
- Neem produktiwiteitskurwe in ag
- Kennis Sill 1.1.3 Tydsindeling

✓✓✓✓

(4)

6.6 6.6.1 **EISE AAN JESSIE****Fisies**

- Spandeer te veel energie aan studeer
- Werksposisie en werksbewegings – statiese spiere (sit)
- Uitputting – beweeg nie genoeg rond nie
- Uitputtende posisie – sit te lank by lessenaar
- Hoogte van werkoppervlak – lessenaar

✓✓

**NIE:** Dinamiese en beperkte beweging, staan, momentum, swaartekrag of hefboomwerking**Emosioneel**

- Metode van werk
- Gebrek aan vaardigheid
- Tydrowende werk
- Eentonig en vervelig

✓✓

**NIE:** Uitputtende werk, gebrek aan apparaat of gebrek aan waardering



**Verstandelik**

- Kennis
- Vermoë om te dink
- Vermoë om te beoordeel /situasies te interpreteer ✓✓
- Aandag skenk / konsentrasie
- Vaardighede

Toepassing Sill 1.1.4 Werkstudie

(6)

6.6.2 **MENSLIKE HULPMIDDELS**

- |                |                    |
|----------------|--------------------|
| • Energie      | • Selfbeheer       |
| • Tyd          | • Aanpassing       |
| • Kreatiwiteit | • Intelligensie ✓✓ |

(2)

**[40]**