

POSSIBLE ANSWERS FOR :

GAUTENG DEPARTMENT OF EDUCATION
HOME ECONOMICS EXAMINATION
SG

SECTION A

| | | | | |
|------|--------------|--------------|--------------|--------------|
| 1.1 | A | B | C | D |
| 1.2 | A | B | C | D |
| 1.3 | A | B | C | D |
| 1.4 | A | B | C | D |
| 1.5 | A | B | C | D |
| 1.6 | A | B | C | D |
| 1.7 | A | B | C | D |
| 1.8 | A | B | C | D |
| 1.9 | A | B | C | D |
| 1.10 | A | B | C | D |

(2x10=20)

| | |
|---|---|
| 1.11 | |
| Vit C verlies Vit C loss | |
| 1.11.1 | G |
| 1.11.2 | H |
| 1.11.3 | C |
| 1.11.4 | D |
| 1.11.5 | A |

(5)

| | |
|--|---|
| 1.12 | |
| Broodbak Baking bread | |
| 1.12.1 | E |
| 1.12.2 | C |
| 1.12.3 | G |
| 1.12.4 | F |
| 1.12.5 | A |

(5)

| | |
|--|-----|
| 1.13 | |
| Hulpmiddel/ Resources | |
| 1.13.1 | A |
| 1.13.2 | D |
| 1.13.3 | E/A |

(3)

| | |
|--|--|
| 1.14 | |
| Enkellopers Single people | |
| A | |
| C | |
| D | |
| G | |

(4)

| | |
|---|--|
| 1.15 | |
| Kaas verhit Heating cheese | |
| B | |
| C | |
| F | |

(3)

| | |
|-----------------|--|
| 1.16 | |
| TPP/ TVP | |
| A | |
| E | |
| F | |

(3)

| | |
|----------------|--|
| 1.17 | |
| Eclairs | |
| A | |
| E | |
| G | |
| H | |

(4)

| | |
|---|--|
| 1.18 | |
| Beplanningsfase Planning phase | |
| A | |
| B | |
| D | |

(3)

**SECTION B
QUESTION 2**

2.1

- MENU ✓
- Dinner ✓
- Date, top/bottom, right, bottom centre ✓
- 2 courses ✓
- Correct order
 - Meat
 - Starch
 - Vegetables
 - Salad
 - Dessert
- Centred ✓
- Space between courses ✓
- First letter – Capital letter ✓

MENU

DINNER
23 November 2003

Roast Lamb
Mint Jellie
Roast Potato Wedges
Rice
Brusselsprouts
Steamed Spinach
Cabbage

Apple Tart
Cream

Coffee
23 November 2003

(8)

Ignore anything else e.g. Spelling
Application Menu Planning Syll. 2.2

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 sprout and spinach ✓
 - It needs colour variety e.g. orange
- 2.2.2 **Starch dishes**
Poor combination ✓
- Rice and potatoes served together ✓
 - The apple tart has starch in the dough
- 2.2.3 **Nutrient value**
Poor ✓
- Too much starch – rice and potato and pastry ✓
 - Too rich and fatty – pork, roasted potato and cream

Higher cognitive Menu planning Syll. 2.2

- 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 food can be cooked together ✓✓
- Knowledge Methods of cooking Syll. 2.4 (2)
Nutrients and flavour better retained

- 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 ✓✓
- Knowledge Methods of cooking Syll 2.4 (2)
• Do not fill with too much or little water

2.4 **Cooking methods**

| | COOKING METHODS METHODE | CLASSIFICATION | COOKING MEDIUM |
|----------------------|------------------------------------|-----------------------|-----------------------|
| Rice | Boiling ✓ | Moist ✓ | Water ✓ |
| Potato wedges | Roast ✓ | Dry ✓ | Oil (Fat) / Air ✓ |

Insight Methods of cooking Syll 2.4 (6)

- 2.5 2.5.1 **Bacteria responsible** (1)
- Staphylococci
- Knowledge

- 2.5.2 **Symptoms of food poisoning**
- Vomiting ✓ Nausea ✓
 - Diarrhoea ✓ Fever ✓
 - Stomach cramps ✓
- Knowledge (3)

- 2.5.3 **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 Food hygiene Syll. 2.7 (2)

[30]

QUESTION 3

- 3.1 **Starch molecules**
 A : Amylose ✓
 B: Amylopectin ✓
 Comprehension (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 Syll 2.8 (3)
- 3.3 **Excessive stirring after gelatinization**
 • The swollen starch granules rupture ✓
 • Water flows out ✓
 • Solution becomes thinner, viscosity decreases ✓
 Knowledge (2)
- 3.4 **Effect on starch**
- 3.4.1 **Flour is browned** ✓
 • Starch becomes more soluble ✓
 • Colour changes to brown, dextrin is formed ✓
 • Becomes sweeter
 • Thickening ability reduces!!! (2)
- 3.4.2 **Extra sugar is added** ✓
 • Reduced viscosity in cooked custard ✓
 • Cooled product is less firm ✓
 • Sugar competes for available water (2)
 Explanation Cereals Syll 2.8
 • Suiker kompeteteer vir die beskikbare water

3.5 Meringues

| | Effect on foam formation | |
|-----------|--|-----|
| Learner 1 | Egg-yolk in egg-white: <ul style="list-style-type: none"> Prevents foam formation ✓ | (1) |
| Learner 2 | Eggs from fridge: ✓ ✓ <ul style="list-style-type: none"> Take longer to beat up; smaller volume Get higher surface tension → takes longer to beat OR Room temperature ✓ <ul style="list-style-type: none"> Beat up quicker, more easily and bigger volume | (2) |
| Learner 3 | Added sugar at beginning ✓ <ul style="list-style-type: none"> Take longer to beat up to maximum volume ✓ Retards denaturation of protein | (3) |

Explanation Eggs Syll 2.10

3.6 Starch mixtures thickened with egg

- Cook starch mixture to 100° C (without adding egg) ✓ Temperatures do not have to be mentioned
 - Cool mixture to 60°C ✓
 - Add the cooled starched mixture to the cold egg mixture ✓
 - Reheat until the egg is cooked ± 60°C. ✓
- Explanation Cereals / Eggs Syll 2.8 / 2.10

3.7 3.7.1 Classification of fish

| | | | |
|--|----|---|-----|
| <ul style="list-style-type: none"> Oily fish Knowledge Recommended for slimmer <ul style="list-style-type: none"> No Motivate | OR | White fish Motivate Yes Low fat content | (1) |
| <ul style="list-style-type: none"> Oil content too high Knowledge | | | (2) |

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 smell – no ammonia smell
- Knowledge Fish Syll 2.11
- Scales: Lots of scales

3.8 Raising agents in cream puffs and bread rolls

| | Raising agent | Classification |
|-------------|---------------------------|----------------|
| Cream puffs | Steam ✓ | Physical ✓ |
| Bread rolls | Yeast / Co ₂ ✓ | Biological ✓ |

Knowledge Baked Products Syll 2.16 / 2.17 (4) [30]

QUESTION 4

4.1 Gelatine

- 4.1.1 Hydration ✓
- 4.1.2 Gelation ✓ Setting / / Firming / Gel/ stiffening (2)
 Knowledge Gelatine Syll. 2.5

4.2 Bread making

- 4.2.1 Function of kneading ✓ ✓
- Gluten is developed or strengthened ✓
 - Dough becomes more elastic ✓ ✓ ✓
 - Distributes the ingredients evenly
 - Becomes less sticky
 - Becomes smooth and silky (3)

Explanation

- 4.2.2 Too little kneading END RESULT!!
- Stiff texture ✓
 - Dense loaf ✓
 - Small volume ✓ (3)

- 4.2.3 Too much kneading
- Gluten strands stretch excessively ✓
 - Gluten structure collapses = Small volume (2)

Knowledge

- 4.2.4 Prevent too long a fermentation process ✓
- The carbon dioxide and alcohol turn into citric acid ✓
 - The bread will have sour taste or smell (2)

Comprehension

- 4.2.5 Test when loaf is baked ✓
- When tapped with the knuckles, must make a hollow sound ✓
 - Should feel light for its size (2)

Knowledge Baked Products Syll. 2.16

4.3 Interior

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

| | | | | | |
|------------------------------------|----|--------------------------------|----|------------|-----------------------------|
| 4.3.2 Change colour harmony | | | | | |
| YG | RO | • Use red as the main colour ✓ | RO | Red | Red |
| Y | R | • Red-orange ✓ | O | Red-orange | Red-purple |
| YO | RP | • Red-purple ✓ | YO | Orange | Purple |
| | | Explanation | | | O YO Y ₍₃₎ |

4.3.3 **Emphasis**

- The painting above the fireplace ✓
- Draws the attention to the painting immediately ✓ (2)

Application

4.3.4 **Lighting**

1. Natural light / sunlight / daylight ✓
2. Artificial lighting / indirect lighting / combination ✓
3. General lighting / direct lighting / (NOT = SPOT) ✓ (3)

Application

Interior

Syll 3.1.1

4.3.5 **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
- 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 (3)

Comprehension

Interior

Syll. 3.1.1

Identify

+ explain

- 4.4 a **Storage**
 Storage of **saucepans** – Items used together must be stored together.
- (a) Pots and pans have been stored too far away from the stove.
 They need to be closer to the stove.
 Store items where they will be used first (2)
- (b) Storage of vegetables
 Don't store vegetables under the stove. It is too hot.
 Placed directly under stove.
 Store vegetables in a cool place to maintain quality (2)
- Application Interior 3.1.1
 Don't store vegies in open exposed to light.
- [30]

SECTION C
QUESTION 5

5.1

| NATURAL ENVIRONMENT | BEHAVIOURAL ENVIRONMENT | MAN-MADE ENVIRONMENT |
|--------------------------------------|---|---------------------------------|
| Food and clothing ✓ Temperature ✓ | Development of values ✓ Clothing and food Social capability | Social capabilities ✓ Values |

Comprehension Management and Consumption Syll. 1.1.1 (4)

5.2

MANAGEMENT PROCESS

- a) Goal ✓
 b) Standards ✓
 c) Esteem / ego needs ✓
 d) Intrinsic values ✓
 e) Extrinsic values ✓
 f) Resources ✓ (6)
- Application Management and Consumption Syll. 1.1.1

5.3

5.3.1 NEW HOUSE CHALLENGE

- a) Traffic pattern – from living → sleeping is good / traffic lane at coffee table limited (2)
- b) **Furniture for activities**
 • Bed for sleeping
 • Desk for working ✓ ✓
 • Chair and sofa for relaxing and entertaining (2)
- c) **Colour scheme**
 • too cold/needs warm colour scheme example: reds, oranges, yellow. (1)

Application / knowledge Principles of Functional Design Syll 3.1.1

- 5.3.2 a) **HEATING** Cork on walls
- Keep doors to room closed, do not go in / out unnecessarily ✓
 - Insulate roof, windows, floors – thick curtains, fibre glass (2)
- b) **PRECAUTIONARY MEASURE – FIRE**
- Have a fire guard around the fire ✓✓
 - Fire extinguisher handy
 - Install a smoke detector
 - Have a protective mat on floor on front of fire / tiles (2)
- Knowledge Principles of Functional Design Syll 3.1.1

5.4 KITCHEN

- 5.4.1 Corridor kitchen shape (1)
- 5.4.2 A – Food storage area (not fridge etc.)
 B – Working, cooking area (not stove)
 C – Preparations area (not sink) (3)
- Comprehension Planning for Living Spaces
- 5.4.3 (a) 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 (1)
- Room B: Poor traffic flow as the sofa in the way and anyone entering the room must go around the sofa OR OK better than A (1)
- Room C: Good traffic flow. Easy access and nothing to go around (1)
- (b) Room C has the **best traffic flow** ✓ (1)
- Comprehension Principal of Functional Design Syll 3.1.1

5.5

FAMILY COMMITMENT TO COMMUNITY

- Jenny – Red Cross worker – good value offered to community
 - Belinda – S.P.C.A. volunteer ✓✓
 - Andrew – Life guard ✓ – Brian – Soccer coach ✓ (3)
- Higher Cognitive Family Studies Syll 4.5

[30]

QUESTION 6

- 6.1 6.1.1 Three types of money ()
 • Fixed (salary) Only examples NOT marked
 • Possible (car washing)
 • Uncertain (lotto)
 Application Financial Management Syll 1.2.1 (3)
- 6.1.2 **DEDUCTIONS**
 • Income tax
 • Pension fund ✓✓✓
 • Medical aid
 • Unemployment
 • Group insurance (3)
 Knowledge Financial Management Syll 1.2.1
- 6.1.3 **BENEFITS**
 • Paid holidays ✓✓✓ • Educational
 • Housing subsidy • Medical Fund
 • Company car – free petrol • recreating
 • Paid sick leave • Clinic, canteen
 • Retirement
 Knowledge Financial Management (3)
- 6.1.4 **PROBLEM IN BUDGET**
 Expenditure EXCEEDS income ✓
 Application (1)
- 6.2 **NON-MONEY INCOME**
 • Home production ✓
 • Services from goods and property they own ✓
 • Public services e.g. Library ✓ (3)
 Knowledge Financial Management Syll 1.2.3

- 6.3 6.3.1 **FACTORS INFLUENCING JESSIE'S DECISION** (Examples must be related to passing matric)
- Values
 - Family characteristics ✓✓✓
 - Family resources ✓
 - Roles and aspirations
 - Socio-economic factors
 - Awareness of available goods and services extra classes (4)
- Knowledge Decision Making Syll 1.1.2
- 6.3.2 **TYPES OF DECISIONS**
- Economic ✓
 - Technical ✓
 - Social ✓
 - Knowledge Decision Making Syll. 1.1.2 (3)
- 6.4 **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 (4)
 - Consider productivity curve
- Knowledge Home and environmental care Syll 1.1.3
- 6.5 6.5.1 **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**
- Method of work ✓✓
 - Lack of skill
 - Time consuming
 - Monotony or boredom
- NOT:** Strenuous task, lack of equipment, Lack appreciation

Mental

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



Application Work study Syll. 1.1.4

(4)

6.5.2 HUMAN RESOURCES

- | | | |
|--------------|----|----------------|
| • Energy | | • Self control |
| • Time | ✓✓ | • adaptation |
| • Creativity | | • intelligence |

(2)

Knowledge Home and environmental care Syll. 1.1.1

[30]

**MOONTLIKE ANTWOORDE VIR :
GAUTENG DEPARTEMENT VAN ONDERWYS
HUISHOUDKUNDE EKSAMEN
SG**

AFDELING A

| | | | | |
|------|--------------|--------------|--------------|--------------|
| 1.1 | A | B | C | D |
| 1.2 | A | B | C | D |
| 1.3 | A | B | C | D |
| 1.4 | A | B | C | D |
| 1.5 | A | B | C | D |
| 1.6 | A | B | C | D |
| 1.7 | A | B | C | D |
| 1.8 | A | B | C | D |
| 1.9 | A | B | C | D |
| 1.10 | A | B | C | D |

(2x10=20)

| 1.11 | |
|-----------------------------|---|
| Vit C verlies Vit C loss | |
| 1.11.1 | G |
| 1.11.2 | H |
| 1.11.3 | C |
| 1.11.4 | D |
| 1.11.5 | A |

(5)

| 1.12 | |
|--------------------------|---|
| Broodbak Baking bread | |
| 1.12.1 | E |
| 1.12.2 | C |
| 1.12.3 | G |
| 1.12.4 | F |
| 1.12.5 | A |

(5)

| 1.13 | |
|--------------------------|---|
| Hulpmiddel/ Resources | |
| 1.13.1 | A |
| 1.13.2 | D |
| 1.13.3 | E |

(3)

| 1.14 | |
|------------------------------|--|
| Enkellopers Single people | |
| A | |
| C | |
| D | |
| G | |

(4)

| 1.15 | |
|-------------------------------|--|
| Kaas verhit Heating cheese | |
| B | |
| C | |
| F | |

(3)

| 1.16 | |
|----------|--|
| TPP/ TVP | |
| A | |
| E | |
| F | |

(3)

| 1.17 | |
|---------|--|
| Eclairs | |
| A | |
| E | |
| G | |
| H | |

(4)

| 1.18 | |
|-----------------------------------|--|
| Beplanningsfase Planning phase | |
| A | |
| B | |
| D | |

(3)

Vraag 2

2.1 Uitskryf 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 ✓

SPYSKAART

AANDETE

23 November 2003

Lamsboud
 Kruisement Jellie
 Gebraaide Aartappelwiggies
 OF
 Rys
 Brusselse Spruite
 Gestoomde Spinasie
 Koolslai
 Appeltert
 Room
 Koffie
 23 November 2003

(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 ✓
- Benodig kleur variasies 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 **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

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 nutriënte + geur beter behou

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
- Moenie te veel of te min water byvoeg nie

2.4 Gaarmaakmetodes

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

Begrip

2.5 2.5.1 Bakterie wat siekte veroorsaak het

- Staphylococci

Kennis

2.5.2 Simptome van die vergiftiging

- Vomering ✓ Naarheid ✓
- Diarree ✓ Koors ✓
- Maagkrampe ✓ (geen ander nie)

Kennis

2.5.3 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 Voedselhygiëne

Vraag 3

- 3.1 **Styselmolekule**
 A : Amilose ✓
 B: Amilopektien ✓
 Begrip (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!!!
- 3.4.2 **ekstra suiker by bakkersvla** (2)
 • die dikte van gaar produk neem af ✓
 • styfheid van afgekoelde produk is minder ferm (2)
 verduidelik Sill 2.8 Graansoorte
 • Suiker kompeteer vir die beskikbare water
- 3.5 **Skuimpies**

| | Effek op skuimvorming | |
|------------|---|-----|
| Leerling 1 | Eiergeel in eierwit • Verhoed dat skuim vorm ✓ | (1) |
| Leerling 2 | Eiers uit yskas • Neem langer om te klop. Het hoër oppervlakspanning neem langer om te klits ✓✓ • Kleiner volume OF Kamertemperatuur • Klop gouer, makliker ✓ • Groter volume | (2) |
| Leerling | Voeg suiker aan begin by • 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 ✓
 - 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 | Wit vis | (1) |
| Kennis | | | |
| <u>Aanbeveel vir verslank. Motiveer</u> | | | |
| • Nee | | Ja | (2) |
| Motivering | | | |
| • Die olie inhoud te hoog | | Lae vet inhoud | |
| 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
 - Skubbe: baie skubbe
- Kennis Sill 2.11 Vis

3.8 Rysmiddel in roompoffertjies en broodrolletjies

| | Rysmiddel | Klassifikasie |
|-----------------|-------------------------|---------------|
| Roompoffertjies | Stoom ✓ | Fisies ✓ |
| Broodrolletjies | Gis / Co ₂ ✓ | Biologies ✓ |

Kennis Sill 2.16 Gisgebak en 2.17 Chouxpasta

(4)

[30]

Vraag 4

4.1 Gelatien ✓

4.1.1 Hidrering ✓

4.1.2 Jellering / Jel, Stolling, styf word, ferm word.
Kennis

(2)

4.2 Broodbak

4.2.1 Funksie van knie ✓

- Gluten te ontwikkel en / of versterk ✓
- Maak deeg elasties ✓ ✓ ✓
- Versprei die suurdeeg en bestanddele eweredig
- Word minder klewerig
- Word glad en syagtig

(3)

Verduidelik

4.2.2 Te min knie Eindresultaat! ✓

- Stywe tekstuur ✓
- kompakte brood ✓
- Klein volume ✓

(3)

4.2.3 Te veel knie

- Glutendrade rek oormatig ✓
- Struktuur van brood kan platval = klein volume ✓

(2)

Kennis

4.2.4 Voorkom fermentasie te lank aanhou ✓

- Die koosuurgas en alkohol sal in sitroensuur omsit ✓
- Die brood sal suur ruik of smaak ✓

(2)

Begrip

4.2.5 Toets of brood gaar is ✓

- Moet 'n hol klank hê wanneer met kneukel getik word ✓
- Voel lig in verhouding met grootte ✓

(2)

Kennis Sill 2.16 Gisgebak

4.3 4.3.1 Kleurharmonie ✓

- Komplementêr

(1)

Toepassing

4.3.2 Verander na warm analogiese kleurharmonie

| | | | | | | | | | | |
|----|----|----|----|---|------|---|----|------|---|-----|
| R | RO | O | RO | <ul style="list-style-type: none"> • Gebruik rooi as hoofkleur • rooi – oranje, rooipers Verduidelik | Rooi | <ul style="list-style-type: none"> • Rooi Oranje • Oranje | GG | Rooi | <ul style="list-style-type: none"> • Rooi pers • Pers | (3) |
| RO | O | GO | R | | G | | G | | | |
| O | GO | G | RP | | GO | | GO | | | |

4.3.3 Nadruk

- Die skildery bokant die kaggel ✓
- Trek die aandag dadelik na die skildery ✓

Toepassing

4.3.4 Verligting

1. Natuurlike lig / sonlig / daglig ✓
2. kunsmatige lig / indirekte verligting / kombinasie ✓
3. algemene lig / direkte verligting ✓

Toepassing

(NOT SPOT)

4.4.5 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 + verduidelik

4.4 a Bêreplek van kastrolle

- Items wat saam gebruik word – moet saam gebêre word – Moet nader aan stoof kom. (2)
- Kastrolle moet nader aan die stoof gebêre word
- Apparaat moet gebêre word waar dit gebruik gaan word

b Stoorplek van groente

- Moenie die groente onder die stoof bêre nie – Groente onder stoof
- Die groente moet by 'n koel plek gestoor word om kwaliteit te behou (2)

Toepassing Sill 3.1.1 Interieur

- Moenie groente in oop plek bêre – blootgestel aan lig.

[30]

VRAAG 5

5.1

| NATUURLIKE OMGEWING | GEDRAGSOMGEWING | MENSGEMAAKTE OMGEWING |
|---------------------------------------|----------------------------|----------------------------------|
| Voedsel en kleding ✓ Temperatuur ✓ | Ontwikkeling van waardes ✓ | Sosiale vaardighede Waardes ✓ |

Begrip Voedsel + kleding
Bestuur en verbruik Sosiaal vaardighede

(4)

5.2

BESTUURSPROSES

- a) doelwit ✓
- b) standarde ✓
- c) ego behoeftes ✓
- d) intrinsieke waardes ✓
- e) ekstrinsieke waardes ✓
- f) hulpmiddels ✓

Toepassing Sill 1.1.1 Huisbestuur

(6)

5.3

5.3.1 NUWE HUIS UITDAGING

- a) Loopspaaie van leefarea na slaaparea is goed verkeersvloei om tafel is beperk- slegs een rigting en een rigting uit (2)
- b) **Meubels vir aktiwiteite**
 - Bed vir slaap ✓
 - Lesenaar om by te werk ✓
 - Stoel en bank vir ontspanning en onthaal (2)
- c) **Kleurharmonie**
 - Te koud/ benodig 'n warm kleurharmonie /voorbeeld (1)

Toepassing + kennis

rooi, oranje, geel

5.3.2 a) VERHOED HITTE VERLIES Bv. Kurk op mure

- Hou deure van kamer toe, moenie onnodig in/uit gaan nie ✓
- Soleer – Veselglas die dak, venster – dik gordyne, vloer (2)

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 / Teëls (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 – verkeervloei**
 (a) Kamer A: Swak verkeervloei – stoel in die pad, moet om die stoel en bank loop
 Kamer B: Swak verkeervloei – bank in die pad, moet om die loop of OK beter as A
 Kamer C: Goeie verkeervloei – maklike toegang, niks is in die weg nie (4)
 (b) Het die beste verkeervloei

Begrip Sill 3.1.1 Interieur

- 5.5 **FAMILIE BETROKKENHEID BY GEMEENSKAP**
- Jenny – Rooi Kruis werker – goeie waarde word gebied aan gemeenskap
 - Belinda – DBV vrywilliger ✓
 - Andrew – Lewensredder ✓
 - Brian – sokkerafrigter ✓
- (3)

Hoër kognitief Sill 4.6 Verantwoordelikheid van gesin in gemeenskap

[30]

VRAAG 6

- 6.1 6.1.1 Drie tipe inkomste ()
 Versekerde (salaries) Slegs voorbeelde word
 Moontlike (motor was) NIE gemerk nie
 Onsekere (lotto)
 Toepassing Sill 1.2.2 Finansiële Bestuur

(3)

6.1.2 AFTREKKINGS

- Inkomste belasting
- Pensioenfonds
- Mediese fonds ✓✓✓
- Werkloosheidsversekering
- Groepsversekering

Kennis

(3)

6.1.3 VOORDELE

- Betaalde vakansies ✓✓✓
- Behuisingssubsidie
- Maatskappy motor – gratis brandstof
- Betaalde siekverlof
- Pensioenfonds
- Opvoedkundig
- Mediese fonds
- Ontspanning
- Kliniek, kantien

Kennis Sill 1.2.2 Inkomste

(3)

6.1.4 PROBLEME MET BEGROTING

Uitgawes OORSKRY inkomste ✓

Toepassing

Sill 1.2.3 Behoeftbevreeding 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 6.3.1 FAKTORE WAT JESSIE SE BESLUIT BEINVLOED

(Voorbeelde moet op Matriekwerk van toepassing wees.)

- Waardes – sy moet presteer
- Familie eienskappe
- Familie hulpmiddels ✓✓✓✓
- Rol en verwagtings
- Sosio ekonomiese faktore
- Kennis van beskikbare goedere en dienste (ekstra klasse)

Kennis

(4)

6.3.2 Tipes Besluite

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

(3)

6.4 RIGLYNE VIR EFFEKTIEWE GEBRUIK VAN TYD

- Maak lysies van wat om te studeer
- Beplan studie program 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)

6.5 6.5.1 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 werkoppevlak – lessenaar

NIE: Dinamiese en beperkte beweging, staan, momentum, swaartekrag of hefboom werking

Emosioneel

- Metode van werk
- Gebrek aan vaardigheid
- Tydrowende werk ✓✓
- Eentonig en verveling

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

Verstandelik

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

(4)

6.5.2 MENSLIKE HULPMIDDELS

- | | |
|------------------------|-----------------|
| • Energie ✓✓ | • Selfbeheer |
| • Tyd | • aanpassing |
| • Kreatiwiteit | • intelligensie |
| • Positiewe gesindheid | |

(2)

[30]