Gorokan High School

Assessment Task Notification

RESPECT | RESPONSIBILITY | PERSONAL BEST

10



Faculty: TAS	Course: Food Technology	Time allowed: 6 Weeks
Teacher: Mrs V Toland		Email: victoria.toland@det.nsw.edu.au
Task number: 1	Title: Food Trends	
Year: 10XFOT1	Due date: Term 2, Week 3, 12/5/25	Weighting: 50%

Syllabus outcomes assessed:

- FT5-9 Communicates ideas and information using a range of media and appropriate terminology.
- FT5-12 Examines the relationship between food, technology and society.
- FT5-11 Plans, prepares, presents and evaluates food solutions for specific purposes to a very high standard.

21st Century and employment related skills:

\boxtimes	Communication	\boxtimes	Use of technology
\boxtimes	Critical Thinking	\boxtimes	Self-reflection and refinement
\boxtimes	Creativity	\boxtimes	Problem Solving
\boxtimes	Collaboration	\boxtimes	Initiative and Enterprise
	Planning and Organising	\boxtimes	Cross-Cultural Understanding

Task description:

Part A: Grazie Dayz Snap Blog

By now we all know the importance of eating well, exercising and seeking foods that nourish our bodies. But how many of us know that social connection is just as important? Social connection improves our well-being, generating a positive feedback loop of social, emotional and physical health. For instance, the emotional support provided by social ties enhances psychological well-being, which, in turn, may reduce the risk of poor physical health.

The human need for social connection is one reason why grazing tables are trending. Grazing tables encourage social interaction since they are often the focus of a gathering; a shared place where guests can chat, connect and interact. What sets grazing tables apart from a typical platter is their aesthetic appeal. It is what makes them so frequently shared on social media and explains why the tag 'grazing table' has over 924,000 posts on Instagram alone. The colours, tastes and variety of ingredients on a grazing table convey a welcoming sense of generosity helping guests to feel valued and appreciated. Grazing tables help reflect the theme, décor and styling of an event and their visual appeal makes them the perfect muse for food photography.

Your task is to create a visually appealing digital snap blog sharing your answers and conclusions to the questions below. Part B is an assessment practical where you will create your own Grazie Days planter in class. Use images, colour and a consistent format to plan, design and develop your unique platter. You will need to conduct extensive research to demonstrate your understanding of food photography styding, food raties and contemporary food trends. This website may help you select a free biogging site.

Google sites

Assessment criteria:

You will be assessed on your ability to:

Part A: Grazie Dayz Snap Blog

/80

Include the following in your digital snap blog:

1. Find 3 photographs of past or present food trends that you find appealing. Paste or upload them onto your blog. Ensure you label them with their APA style reference.

For each of the 3 photographs comment on the following:

- a) Evaluate how this food trend gained recognition. Assess the role media played in its popularity.
- b) Describe the way this food has been plated/presented.
- c) Assess the use of garnishes or decorations.
- d) Describe the photography style/methods.
- **2.** Find 2 photographs of grazing tables or platters that inspire you. Paste or upload them onto your blog. Ensure you label them with their APA style reference. Justify why they appeal to you?
- **3.** Design your Grazie Dayz platter. Consider how you will make your platter unique. Sketch your idea, annotating your selection of ingredients. Scan and upload your sketch onto the blog. Ensure your blog's aesthetic matches the visual theme of your Grazie Dayz Platter.
- **4.** Describe the physical and chemical properties of three ingredients you chose and consider how they will complement each other on the platter.
- **5.** The platter may include perishable and non-perishable ingredients. How will you avoid cross contamination and prepare your platter safely? What suggestions would you provide for serving and storing the platter?
- **6.** Create a workflow plan for the assessment practical, including baking your cooked element, arranging and presenting your platter, platter photography and cleaning. Choose between mini scones or mini cupcakes for your cooked element (recipes follow).

Part B: Grazie Dayz Platter Assessment Practical

/20

You will be assessed on the following:

- 1. Use of personal, protective equipment and safe hygienic work practices.
- 2. Appropriate use of equipment and techniques avoiding cross contamination.
- 3. Cooked element: golden brown, no undercooked or burnt spots.
- 4. Platter arrangement and presentation.
- 5. Unique aesthetic styling for food photography. Visually appealing photograph.
- 6. Platter photograph. Uploaded onto snap blog.

Method of task submission:

Theory and practical submission.

Marking guidelines:

Grade	Descriptor	Mark
Α	 Demonstrates an extensive knowledge and understanding when communicating ideas and information using a range of media and appropriate terminology. Demonstrates an extensive knowledge and understanding when examining the relationship between food, technology and society. Plans, prepares, presents and evaluates food solutions for specific purposes to a very high standard 	A 91-100
8	 Demonstrates a thorough knowledge and understanding when communicating ideas and information using a range of media and appropriate terminology. Demonstrates a thorough knowledge and understanding when examining the relationship between food, technology and society. Plans, prepares, presents and evaluates food solutions for specific purposes to a high standard 	B 71-90
С	 Demonstrates sound knowledge and understanding when communicating ideas and information using a range of media and appropriate terminology. Demonstrates sound knowledge and understanding when examining the relationship between food, technology and society. Plans, prepares, presents and evaluates food solutions for specific purposes to an adequate standard. 	C 51-70
D	 Demonstrates basic knowledge and understanding when communicating ideas and information using a range of media and appropriate terminology. Demonstrates basic knowledge and understanding when examining the relationship between food, technology and society. Plans, prepares, presents and evaluates food solutions for specific purposes to a limited standard. 	D 31-50
	 Demonstrates elementary knowledge and understanding when communicating ideas and information using a range of media and appropriate terminology. Demonstrates elementary knowledge and understanding when examining the relationship between food, technology and society. Plans, prepares, presents and evaluates food solutions for specific purposes to a very limited standard. 	E 1-30
N (Stages 5 and 6)	Non-submission of task. Does not produce a product. Task does not meet minimum course standard.	

Year 10-Food Trends Assessment Task

Part A: Grazie Dayz Snap Blog	/80
nclude the following in your digital snap blog:	
. Find 3 photographs of past or present food trends that you find appealing. Paste or pload them onto your blog. Ensure you label them with their APA style reference.	/3
for each of the 3 photographs comment on the following:	
 a) Evaluate how this food trend gained recognition. Assess what role media play in its popularity? b) Describe the way this food has been plated/presented c) Assess the use of garnishes or decorations d) Describe the photography style/methods 	/ed /12 /12 /9 /9
2. Find 2 photographs of grazing tables or platters that inspire you. Paste or upload the onto your blog. Ensure you label them with their APA style reference. Justify why they appeal to you?	
3. Design your Graie Dayz platter. Consider how you will make your platter unique. Sketch your idea, annotating your selection of ingredients. Scan and upload your ske onto the blog. Ensure your blog's aesthetic matches the visual theme of your Grazie Dayz Platter.	/6 etch
1. Describe the physical and chemical properties of three ingredients you chose and consider how they will complement each other on the platter.	/6
5. The platter may include perishable and non-perishable ingredients. How will you aveross contamination and prepare your platter safely? What suggestions would you provide for serving and storing the platter?	void /8
s. Create a workflow plan for the assessment practical, including baking your cooked element, arranging and presenting your platter, platter photography and cleaning. Choose between mini scones or mini cupcakes for your cooked element (recipes	
follow).	/7
Part B: Grazie Dayz Platter Assessment Practical You will be assessed on the following:	/20
. Use of personal, protective equipment and safe hygienic work practices.	/3
2. Appropriate use of equipment and techniques avoiding cross contamination.	/2
3. Cooked element: Golden brown, no undercooked or burnt spots.	/2
4. Platter arrangement and presentation.	/6
5. Unique aesthetic styling for food photography. Visually appealing photograph.	/6
6. Platter photograph, Uploaded onto snap blog.	/1



Cooked element (tick the box of recipe choice):	Mini Scones 🗖 Mini Cupcakes
Choose items from the following list:	Choose items from the following list:
PLATTER (in alphabelical order)	
□ ½ apple	GARNISHES
□ i carrot	☐ 15 g baby spinach
☐ 2 celery sticks	☐ 3 edible flowers
□ ½ cucumber	☐ 2 lettuce leaves
☐ 50g cheddar cheese	□ ½ lemon
☐ 5 cherry tomatoes	☐ Sprig of mint
☐ 1/8 C cubed tin beetroot	□ Sprig of parsley
☐ 5 dried apricots	☐ 3 spring onions
☐ 3 dried apple rings	☐ 15g rocket
□ ½ flat bread	
☐ 6 gherkins	Choose items from
☐ 6 olives	the following list:
☐ ½ orange	
□ ½ pear	CHARCUTERIE
☐ 40g potato chips	☐ ½ stick of cabanossi
☐ 5 pickled onions	☐ 2 slices of ham
☐ 40g pretzels	☐ 2 slices of roast beef
6 rice crackers	☐ 2 slices of salami
☐ 8 snow peas	☐ 2 slices of turkey
☐ 30g of sultanas	per production de la pr
☐ 50g tasty cheese	Chooseitems from
☐ 2 tbs tinned corn	the following list:
10 wafer crackers	
□ 6 water crackers	SEASONAL PRODUCE
	☐ small bunch of grapes (only
Chooseitems from the following list:	if in season)
Choose nervis nervine relieving its.	5 strawberries (only if in
DIPS	season)
☐ French onion dip (simply mix ingredients together)	2 slices of watermelon (only
	if in season)
- 40g cream cheese	
- 50g sour cream	Special instructions:
- ½ packet French onion soup mix	opecies manocheria.
Tzatziki dip (simply mix ingredients together)	
- 1/4 cucumber, grated	
- % C Greek yoghurt	
- 1% tsp minded garlic	
- 1 Thap only end	Class:
- in Thisp lenner juice - Princip of soil	Teacher approval:

Grazie Dayz Assessment Practical Student Name:_____

Mini Scones

Between 2

Ingredients

- 3 cups (340g) self-raising flour
- 80g butter, chilled and cut into cubes
- 1 to 1 1/4 cups milk
- Extra plain flour, for dusting

Method

- 1. Preheat oven to 200°C. Grease and line a flat baking tray.
- 2. Sift self-raising flour into a large bowl.
- 3. Rub butter into flour with your fingertips, until the mixture resembles breadcrumbs.
- 4. Make a well in the centre of the mixture. Add 1 cup of milk gradually.
- 5. Mix with a butter knife until mixture forms a soft dough. Add more milk if mixture is too dry and mix gently to combine.
- 6. Turn dough onto a lightly floured surface. Knead gently until smooth. Avoid kneading the dough too much or scones will come out of the oven too hard.
- 7. Lightly flour the dough and gently roll out or pat into a 2cm thick sheet. Using a small round cutter around 3cm in diameter cut scones and gently place on prepared baking tray. Nestle scones together so they are touching slightly to help the scones rise.
- **8.** Bake for 15-20 minutes or until golden and well risen. Tap the top of the scone to check for a hollow sound before removing. When satisfied they are cooked, transfer onto a wire rack to cool.

Mini Cupcakes

Between 2

Ingredients

- 100a butter, softened
- ¾ cup (170g) caster sugar
- 1 tsp vanilla extract
- 2 eggs
- 1 ½ cups (200g) self-raising flour
- ½ cup (125ml) milk

Method

- 1. Preheat oven to 180°C. Grease a cupcake tray (this will help with cleaning, if any batter spills over) and add patty papers. Grease again to stop papers from sticking to cakes.
- 2. Cream the butter, sugar and vanilla with an electric mixer on low speed until combined.
- 3. Crack the egg into a ramekin and add to the mixture one at a time. Beat until just combined.
- 4. In alternating batches, add the flour and milk and stir with a wooden spoon until just mixed.
- 5. Spoon mix equally between patty cases.
- 6. Bake for 15-20 minutes or until golden, check with a cake skewer to see if it comes out clean. Take out of the oven and transfer to a wire rack to cool.



Assessment (ask: rood (fenas Grazie Dayz Snap Blog Student name: Class: PART A: Digital Grazie Dayz Snap Blog SOUND BASIC LIMITED OUTSTANDING HIGH Circle mark earned 🤌 0 3 1.5 The same - 3 photographs - 3 - 3 photos - Incomplete - 3 photographs 1. Find 3 included information included and photographs included and photographs of and submitted. included and successfully successfully past or present successfully uploaded Please see uploaded onto the uploaded onto food trends that onto the teacher for uploaded onto the bloa. detailed vou find - 2 photographs the bloa. blog. -All 3 photos are feedback. are labelled with - Photographs correctly labelled appealing. are labelled with APA style APA style Paste or upload referencing with and an referencing. them onto your 1-2 small errors. attempt has blog. Ensure been made to vou label them reference them with 3 or with their APA more small style reference. errors. BASIC LIMITED OUTSTANDING SOUND HIGH 7-6 5-3 2-0 12-11 10-8 - Student has - Student has - Student - Incomplete - Student has a. Evaluate how information made a has made made a made a this food trend submitted. iudgement on judgement on all 3 judgement on all aained judgement Please see food trends 3 food trends all 3 food recognition. on 1-2 teacher for trends assessing how they assessing how Assess what food detailed gained recognition they gained assessing how role media feedback. they gained trends with precise detail recognition in played in its and/or and clarity. detail. recognition. popularity? /12 - Extensive has evidence of - Student made - Student referred to media in assessed the research and an accurate assessment of the role media the critical thinking was played in the answer. present in the role media student's value played in the popularity of judgement. popularity of all 3 all 3 trends - Student made an trends referring to referring to accurate a variety of media in the assessment of the media forms in answer. role media played ihe answer. in the popularity of all 3 trends referring to a wide array of media forms in the answer. Student determined the value of the 3 frends



comprehensively.

	OUTSTANDING	HIGH	SOUND	BASIC	LIMITED
b. Describe the	12-11	10-8	7-6	5-3	2-0
b. Describe the way this food has been plated/present ed /12	- Student has provided defined characteristics and features of the plating/ presentation style in all 3 photographs. - Student has accurately referred to a variety of food plating features such as: composition, colour, table wear, size, texture, arrangement and balance with	- Student has provided characteristics and features of the plating/ presentation style in all 3 photographs. - Student has accurately referred to a variety of food plating features such as: composition, colour, table wear, size, texture,	- Student has identified the plating/ presentation style in all 3 photographs Student has referred to food plating features such as: composition, colour, table wear, and/or size, texture, arrangement and balance.	5-3 - Student has listed the plating/ presentation style in all 1-2 photographs. - Student has referred to minimal food plating features with inaccuracies.	2-0 - Incomplete information submitted. Please see teacher for detailed feedback.
	evidence of extensive research.	arrangement and balance.	and bulance.		
	OUTSTANDING	HIGH	SOUND	BASIC	LIMITED
	9-8	7-6	5-4	3-2	1-0
c. Assess the use of garnishes or decorations	- Student has defined the garnish and decorative ingredients on all 3 dishes with clarity. - Student has made an informed value judgement of the use of garnishes or decorative techniques on all 3 dishes referring to techniques or equipment used.	- Student has identified the garnish and decorative ingredients on all 3 dishes. - Student has made an informed judgement of the use of garnishes or decorative techniques on all 3 dishes.	- Student has recognised the garnish and decorative ingredients on all 3 dishes. - Student has made a judgement of the use of garnishes or decorative techniques on all 3 dishes.	3-2 - Student has listed the garnish and decorative ingredients on 1- 3 dishes. - Student has made a judgement of the use of garnishes or decorative techniques on 1-3 dishes.	1-0 - Incomplete information submitted. Please see teacher for detailed feedback.



	OUTSTANDING	HIGH	SOUND	BASIC	LIMITED
	9-8	7-6	5-4	3-2	1-0
d. Describe the photography style/methods	- Student has provided accurate characteristics and features of the style of food photography used in all 3 photographs Student has demonstrated critical thinking in the description of all 3 food photographs referring to features such as	- Student has provided characteristics and features of the style of food photography used in all 3 photographs. - Student has accurately referred to features such as angles, props, cropping, use of colour and			
	angles, props, cropping, use of colour and lighting style. OUTSTANDING 8	lighting style in all 3 food photographs demonstrating clear understanding. HIGH 7-6	or colour and lighting style in the 3 food photographs. SOUND 5-4	use of colour and lighting style in the 1-3 food photograp hs. BASIC 3-2	LIMITED 1-0
2. Find 2 photographs of grazing tables or platters that inspire you. Paste or upload them onto your blog. Ensure you label them with their APA style reference. Justify why they appeal to you?	- Student has successfully uploaded 2 grazing table inspiration photographs Student has labelled the photographs correctly using APA referencing style Student has justified the appeal of these examples supporting the photographs with reasons and examples of why they are aestinetically engaging.	- Student has successfully uploaded 2 grazing table inspiration photographs Student has labelled the photographs correctly using APA referencing style Student has supported the photographs with reasons and examples of why they are aesthetically engaging.	- Student has successfully uploaded 2 grazing table inspiration photographs Student has attempted to label the photographs using APA referencing style Student has provided some examples of why the photographs are appealing.	- Student has successfully uploaded 1-2 grazing table inspiration photographs Student has attempted to label the photographs using APA referencing style. And/or - Student has provided an example/s of why the photographs are appealing.	- Incomplete information submitted. Please see teacher for detailed feedback.

	OUTSTANDING	HIGH	SOUND	BASIC	LIMITED
	6	5	4-3	2	1-0
	- Students grazing	- Student has	- Student's	- Student	- Incomplete
3. Design your	platter design	made a	platter design	has	information
Grazie Dayz	demonstrates	deliberate	sketch is neat	annotated	submitted.
platter	extensive research	attempt to set	and clear.	some	Please see
Consider how	and has been	the platter apart		ingredients	teacher for
you will make	influenced by the	by showcasing	- Student has	on the	detailed
your platter	contemporary	unique ideas.	annotated	Grazy Dayz	feedback.
unique.	styling of share	Sketch is neat	most	platter	
Sketch your	plates.	and clear.	ingredients on	sketch.	
idea,	- Student has	- Student has	the Grazie	-Students	
1	demonstrated	annotated all	Dayz platter and uploaded	blog	
annotating your	critical and	ingredients on	it onto the	design has	
selection of	creative thinking to	the Grazie Dayz	blog	a	
ingredients.	set the platter	platter and	successfully.	consistent	
Scan and	design apart	uploaded it onto		format	
upload your	showcasing unique	the blog	-Students blog	throughout.	
sketch onto the	and innovative	successfully.	design has a		
blog.	ideas. Sketch is		consistent		
Ensure your	neat and clear.	-Students blog	aesthetic		
blog's aesthetic		design has a	format		
matches the	- Student has	consistent	throughout.		
visual theme of	annotated all	aesthetic format			
your Grazie	ingredients on the	throughout.			
Dayz Platter.	Grazie Dayz platter			The Parties of the Pa	
	and uploaded it onto the blog				
	successfully.				
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	-Students blog				
	design is visually				
	appealing and has				
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	OUTSTANDING	HIGH	SOUND	BASIC	LIMITED
	6	5	4-3	2	1-0
	-Student has	- Student has	- Student has	- Student	- Incomplete
	considered the	referred to shape	referred to	has	information
	physical and	and colour when	shape and/or	referred to	submitted.
	chemical makeup	providing	colour when	shape	Please see
4. Describe the	of the food	characteristics	identifying the	and/or	teacher for
physical and	included on the	and features of	3 ingredients.	colour	detailed
chemical	platter design. This	the 3 ingredients.		when	feedback.
	has impacted the		- Student has	naming 1-3	COLUMN TO THE PARTY OF THE PART
properties of	ingredients chosen.	- Student has	referred to the	ingredients.	
three		referred to the	pH of the 3		TO COURT OF THE PARTY OF THE PA
ingredients you	- Student has	pH of the 3 foods	foods	- Student	to proceed the second s
chose and	referred to shape	and how this will	accurately.	has	en Veryor and Administration of the Administ
consider how	and colour when	impact		referred to	Sporter
they will	providing accurate	ingredient		the pH of	Control of the Contro
complement	characteristics and	interaction on		the 1-3	And Andrews The Control of the Contr
each other on	features of the 3	the platter.		foods.	The second secon
the platter.	ingredients.				an area a manager
				o el Vandidacentes	a
	- Student has		1	- Total	
	referred to the pH	***			
	of the 3 foods and			o destabling in page 100 and 1	
	how this will impact				
	ingredient				
	interaction on the			To de la Constitución de la Cons	
	platter in detail.				
1	AND PARTICIPATION OF EACH AND A SECOND	5 K F 400 F K	AND ASSESSED TO BE THEN	1 10 2 10 11 11	E E E E E Sedan San San
	OUTSTANDING	HIGH	SOUND	BASIC	LIMITED
	8	7-6	5-4	3-2	1-0
	8 -Student has	7-6 -Student has	5-4 -Student has	3-2 -Student	1-0 - Incomplete
5. The platter	& -Student has identified	7-6 -Student has identified	5-4 -Student has suggested	3-2 -Student has	1-0 - Incomplete information
5. The platter may include	-Student has identified perishable	7-6 -Student has identified perishable	5-4 -Student has suggested some methods	3-2 -Student has mentioned	1-0 - Incomplete information submitted.
may include	8 -Student has identified perishable ingredients that	7-6 -Student has identified perishable ingredients that	5-4 -Student has suggested some methods to reduce the	3-2 -Student has mentioned cross	1-0 - Incomplete information submitted. Please see
may include perishable and	-Student has identified perishable ingredients that may increase the	7-6 -Student has identified perishable ingredients that may increase the	5-4 -Student has suggested some methods to reduce the risk of cross	3-2 -Student has mentioned cross contamina	1-0 - Incomplete information submitted. Please see teacher for
may include perishable and non-perishable	Sudent has identified perishable ingredients that may increase the chance of food	7-6 -Student has identified perishable ingredients that	5-4 -Student has suggested some methods to reduce the risk of cross contamination	3-2 -Student has mentioned cross	1-0 - Incomplete information submitted. Please see
may include perishable and non-perishable ingredients.	-Student has identified perishable ingredients that may increase the chance of food borne illness	7-6 -Student has identified perishable ingredients that may increase the chance of food borne illness	5-4 -Student has suggested some methods to reduce the risk of cross	3-2 -Student has mentioned cross contamina tion and	1-0 - Incomplete information submitted. Please see teacher for detailed
may include perishable and non-perishable ingredients. How will you	Sudent has identified perishable ingredients that may increase the chance of food	7-6 -Student has identified perishable ingredients that may increase the chance of food	5-4 -Student has suggested some methods to reduce the risk of cross contamination by considering	3-2 -Student has mentioned cross contamina tion and has	1-0 - Incomplete information submitted. Please see teacher for detailed
may include perishable and non-perishable ingredients. How will you avoid cross	-Student has identified perishable ingredients that may increase the chance of food borne illness occurring. Student	7-6 -Student has identified perishable ingredients that may increase the chance of food borne illness	5-4 -Student has suggested some methods to reduce the risk of cross contamination by considering platter	3-2 -Student has mentioned cross contamina tion and has referred to	1-0 - Incomplete information submitted. Please see teacher for detailed
may include perishable and non-perishable ingredients. How will you avoid cross contamination	Saludent has identified perishable ingredients that may increase the chance of food borne illness occurring. Student has referred to the	7-6 -Student has identified perishable ingredients that may increase the chance of food borne illness occurring.	5-4 -Student has suggested some methods to reduce the risk of cross contamination by considering platter arrangement.	3-2 -Student has mentioned cross contamina tion and has referred to the safe	1-0 - Incomplete information submitted. Please see teacher for detailed
may include perishable and non-perishable ingredients. How will you avoid cross contamination and prepare	-Student has identified perishable ingredients that may increase the chance of food borne illness occurring. Student has referred to the food danger zone	7-6 -Student has identified perishable ingredients that may increase the chance of food borne illness occurring.	5-4 -Student has suggested some methods to reduce the risk of cross contamination by considering platter arrangement Student has	3-2 -Student has mentioned cross contamina tion and has referred to the safe and	1-0 - Incomplete information submitted. Please see teacher for detailed
may include perishable and non-perishable ingredients. How will you avoid cross contamination and prepare your platter	-Student has identified perishable ingredients that may increase the chance of food borne illness occurring. Student has referred to the food danger zone in precaution	7-6 -Student has identified perishable ingredients that may increase the chance of food borne illness occurringStudent has suggested	5-4 -Student has suggested some methods to reduce the risk of cross contamination by considering platter arrangement Student has provided some	3-2 -Student has mentioned cross contamina tion and has referred to the safe and hygienic	1-0 - Incomplete information submitted. Please see teacher for detailed
may include perishable and non-perishable ingredients. How will you avoid cross contamination and prepare your platter safely? What	-Student has identified perishable ingredients that may increase the chance of food borne illness occurring. Student has referred to the food danger zone in precaution	7-6 -Student has identified perishable ingredients that may increase the chance of food borne illness occurringStudent has suggested methods to reduce the risk of cross	-Student has suggested some methods to reduce the risk of cross contamination by considering platter arrangement Student has provided some suggestions for the safe preparation of	3-2 -Student has mentioned cross contamina tion and has referred to the safe and hygienic principles of preparing	1-0 - Incomplete information submitted. Please see teacher for detailed
may include perishable and non-perishable ingredients. How will you avoid cross contamination and prepare your platter safely? What suggestions	-Student has identified perishable ingredients that may increase the chance of food borne illness occurring. Student has referred to the food danger zone in precaution suggestions.	7-6 -Student has identified perishable ingredients that may increase the chance of food borne illness occurringStudent has suggested methods to reduce the risk of cross contamination	-Student has suggested some methods to reduce the risk of cross contamination by considering platter arrangement Student has provided some suggestions for the safe preparation of the platter	3-2 -Student has mentioned cross contamina tion and has referred to the safe and hygienic principles of	1-0 - Incomplete information submitted. Please see teacher for detailed
may include perishable and non-perishable ingredients. How will you avoid cross contamination and prepare your platter safely? What suggestions would you	-Student has identified perishable ingredients that may increase the chance of food borne illness occurring. Student has referred to the food danger zone in precaution suggestions. -Student has suggested accurate	7-6 -Student has identified perishable ingredients that may increase the chance of food borne illness occurringStudent has suggested methods to reduce the risk of cross contamination by considering	-Student has suggested some methods to reduce the risk of cross contamination by considering platter arrangement Student has provided some suggestions for the safe preparation of the platter such as clean	3-2 -Student has mentioned cross contamina tion and has referred to the safe and hygienic principles of preparing	1-0 - Incomplete information submitted. Please see teacher for detailed
may include perishable and non-perishable and non-perishable ingredients. How will you avoid cross contamination and prepare your platter safely? What suggestions would you provide for	-Student has identified perishable ingredients that may increase the chance of food borne illness occurring. Student has referred to the food danger zone in precaution suggestions. -Student has suggested accurate recommendations	7-6 -Student has identified perishable ingredients that may increase the chance of food borne illness occurringStudent has suggested methods to reduce the risk of cross contamination by considering platter	-Student has suggested some methods to reduce the risk of cross contamination by considering platter arrangement Student has provided some suggestions for the safe preparation of the platter such as clean hands, utensils	3-2 -Student has mentioned cross contamina tion and has referred to the safe and hygienic principles of preparing	1-0 - Incomplete information submitted. Please see teacher for detailed
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	the platter so they can be easily removed and refrigerated. - Student has provided suggestions for the safe preparation of the platter such as clean hands, utensils and equipment. -Student has considered the use of tongs for service as well as methods to cover the nonperishable items on the platter when not in use.	as clean hands, utensils and equipment. -Student has considered the use of tongs for service.			
<i>t</i>	OUTSTANDING	HIGH	SOUND	BASIC	LIMITED
6.Create a	7	6-5	4-3	2	1-0
workflow plan	- Workflow plan for	- Workflow plan	- Workflow	- Workflow	- Incomplete
for the	platter	for platter	plan for	plan for	information
assessment	presentation	presentation	platter	platter	submitted.
practical,	includes recipe	includes recipe	presentation	presentation	Please see
including	task, equipment needed, time	task, equipment needed, time	includes recipe task,	includes recipe task	teacher for detailed
baking your	allocation and role	allocation and	equipment	and/or	feedback
cooked element,	allocation	role allocation	needed, time	equipment	,000000
erement, arranging and	completed with	completed at a	allocation and	needed	
presenting your	outstanding clarity.	high standard.	role allocation	and/or	
platter, platter			completed at	time	
photography	- Timing is realistic	- Timing is	a satisfactory	allocation	
and cleaning.	and detail is outstanding.	realistic.	standard.	and role allocation.	
are are are ready	somanding.			anocanon.	



ASSESSMENT PRACTICAL

- 1. Use of personal, protective equipment and safe hygienic work practices. /3
- 2. Appropriate use of equipment and techniques avoiding cross contamination. 2
- 3. Cooked element: Golden brown, no undercooked or burnt spots. /2
- 4. Platter arrangement and presentation. /6
- 5. Unique aesthetic styling for food photography. Visually appealing photograph.6
- 6. Platter photograph. Uploaded onto snap blog. /1

Positive aspects:	and the second of the second of	Needs improvement:
	Andrew Printers in the Control of Street, or other Control	
	ACAD SERVICE STREET, S	
	and a section of the section of	
	NAME OF TAXABLE PARTY O	
	un est auroproprie à l'abore	

PART A:	/80
PART B:	/20
Combined	/100
Rank:	
Total	/50 %



