

Assessment Task Notification

RESPECT | RESPONSIBILITY | PERSONAL BEST

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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:

☒	Communication	☒	Use of technology
☒	Critical Thinking	☒	Self-reflection and refinement
☒	Creativity	☒	Problem Solving
☒	Collaboration	☒	Initiative and Enterprise
☒	Planning and Organising	☒	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 Dayz platter 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 styling, food safety and contemporary food trends. This website may help you select a free blogging site

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
A	• 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
B	• 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
C	• 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
E	• 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

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. /3

For **each of the 3** photographs comment on the following:

- a) **Evaluate** how this food trend gained recognition. **Assess** what role media played in its popularity? /12
- b) **Describe** the way this food has been plated/presented /12
- c) **Assess** the use of garnishes or decorations /9
- d) **Describe** the photography style/methods /9

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? /8

3. Design your Graie Dayz platter. Consider how you will make your platter unique. /6
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. /6

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? /8

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). /7

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. /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



Grazie Dayz Assessment Practical Student Name: _____

Cooked element (tick the box of recipe choice): ☐ Mini Scones ☐ Mini Cupcakes

Choose _____ items from the following list:

PLATTER (in alphabetical order)

- ☐ ½ apple
- ☐ 1 carrot
- ☐ 2 celery sticks
- ☐ ½ cucumber
- ☐ 50g cheddar cheese
- ☐ 5 cherry tomatoes
- ☐ 1/8 C cubed tin beetroot
- ☐ 5 dried apricots
- ☐ 3 dried apple rings
- ☐ ½ flat bread
- ☐ 6 gherkins
- ☐ 6 olives
- ☐ ½ orange
- ☐ ½ pear
- ☐ 40g potato chips
- ☐ 5 pickled onions
- ☐ 40g pretzels
- ☐ 6 rice crackers
- ☐ 8 snow peas
- ☐ 30g of sultanas
- ☐ 50g tasty cheese
- ☐ 2 tbs tinned corn
- ☐ 10 wafer crackers
- ☐ 6 water crackers

Choose _____ items from the following list:

DIPS

- ☐ French onion dip (simply mix ingredients together)
 - 40g cream cheese
 - 50g sour cream
 - ½ packet French onion soup mix
- ☐ Tzatziki dip (simply mix ingredients together)
 - ¼ cucumber, grated
 - ¾ C Greek yoghurt
 - ½ tsp minced garlic
 - 1 Tbsp olive oil
 - ¼ Tbsp lemon juice
 - Pinch of salt

Choose _____ items from the following list:

GARNISHES

- ☐ 15 g baby spinach
- ☐ 3 edible flowers
- ☐ 2 lettuce leaves
- ☐ ½ lemon
- ☐ Sprig of mint
- ☐ Sprig of parsley
- ☐ 3 spring onions
- ☐ 15g rocket

Choose _____ items from the following list:

CHARCUTERIE

- ☐ ½ stick of cabanossi
- ☐ 2 slices of ham
- ☐ 2 slices of roast beef
- ☐ 2 slices of salami
- ☐ 2 slices of turkey

Choose _____ items from the following list:

SEASONAL PRODUCE

- ☐ small bunch of grapes (only if in season)
- ☐ 5 strawberries (only if in season)
- ☐ 2 slices of watermelon (only if in season)

Special instructions: _____

Class: _____

Teacher approval: _____

Mini Scones

Between 2

Ingredients

- 3 cups (340g) self-raising flour
- 80g butter, chilled and cut into cubes
- 1 to 1 ½ 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

- 100g 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.

Grazie Dayz Snap Blog

Student name: _____

Class: _____

PART A: Digital Grazie Dayz Snap Blog

	OUTSTANDING	HIGH	SOUND	BASIC	LIMITED
Circle mark earned →	3	2	1.5	1	0
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.	- 3 photographs included and successfully uploaded onto the blog. - All 3 photos are correctly labelled with APA style referencing.	- 3 photographs included and successfully uploaded onto the blog. - 2 photographs are labelled with APA style referencing with 1-2 small errors.	- 3 photographs included and successfully uploaded onto the blog. - Photographs are labelled and an attempt has been made to reference them with 3 or more small errors.	- 3 photos included and uploaded onto the blog.	- Incomplete information submitted. Please see teacher for detailed feedback.
	OUTSTANDING	HIGH	SOUND	BASIC	LIMITED
	12-11	10-8	7-6	5-3	2-0
a. Evaluate how this food trend gained recognition. Assess what role media played in its popularity? /12	- Student has made a judgement on all 3 food trends assessing how they gained recognition with precise detail and clarity. - Extensive evidence of research and critical thinking was present in the student's value judgement. - Student made an accurate assessment of the role media played 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 trends comprehensively.	- Student has made a judgement on all 3 food trends assessing how they gained recognition in detail. - Student made an accurate assessment of the role media played in the popularity of all 3 trends referring to a variety of media forms in the answer.	- Student has made a judgement on all 3 food trends assessing how they gained recognition. - Student assessed the role media played in the popularity of all 3 trends referring to media in the answer.	- Student has made a judgement on 1-2 food trends and/ or has referred to media in the answer.	- Incomplete information submitted. Please see teacher for detailed feedback.

b. Describe the way this food has been plated/presented /12	OUTSTANDING	HIGH	SOUND	BASIC	LIMITED
	12-11	10-8	7-6	5-3	2-0
	- 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 evidence of extensive research.	- 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, arrangement and balance.	- 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.	- Student has listed the plating/ presentation style in all 1-2 photographs. - Student has referred to minimal food plating features with inaccuracies.	- Incomplete information submitted. Please see teacher for detailed feedback.
	OUTSTANDING	HIGH	SOUND	BASIC	LIMITED
c. Assess the use of garnishes or decorations	9-8	7-6	5-4	3-2	1-0
	- 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.	- 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.	- Incomplete information submitted. Please see teacher for detailed feedback.

d. Describe the photography style/methods	OUTSTANDING	HIGH	SOUND	BASIC	LIMITED
	9-8	7-6	5-4	3-2	1-0
	- 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 angles, props, cropping, use of colour and lighting style.	- 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 lighting style in all 3 food photographs demonstrating clear understanding.	- Student has identified 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 lighting style in the 3 food photographs.	- Student has referred to the style of food photography used in 1-3 photographs. - Student has referred to features such as angles, props, cropping, use of colour and lighting style in the 1-3 food photographs.	- Incomplete information submitted. Please see teacher for detailed feedback.
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?	OUTSTANDING	HIGH	SOUND	BASIC	LIMITED
	8	7- 6	5-4	3-2	1-0
	- 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 aesthetically 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
3. Design your Grazie Dayz platter Consider how you will make your platter unique. Sketch your idea, <i>annotating</i> 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.	- Students grazing platter design demonstrates extensive research and has been influenced by the contemporary styling of share plates. - Student has demonstrated critical and creative thinking to set the platter design apart showcasing unique and innovative ideas. Sketch is neat and clear. - Student has annotated all ingredients on the Grazie Dayz platter and uploaded it onto the blog successfully. - Students blog design is visually appealing and has a consistent aesthetic format throughout.	- Student has made a deliberate attempt to set the platter apart by showcasing unique ideas. Sketch is neat and clear. - Student has annotated all ingredients on the Grazie Dayz platter and uploaded it onto the blog successfully. - Students blog design has a consistent aesthetic format throughout.	- Student's platter design sketch is neat and clear. - Student has annotated most ingredients on the Grazie Dayz platter and uploaded it onto the blog successfully. - Students blog design has a consistent aesthetic format throughout.	- Student has annotated some ingredients on the Grazie Dayz platter sketch. - Students blog design has a consistent format throughout.	- Incomplete information submitted. Please see teacher for detailed feedback.

	OUTSTANDING	HIGH	SOUND	BASIC	LIMITED
	6	5	4-3	2	1-0
4. Describe the physical and chemical properties of three ingredients you chose and consider how they will complement each other on the platter.	-Student has considered the physical and chemical makeup of the food included on the platter design. This has impacted the ingredients chosen. - Student has referred to shape and colour when providing accurate characteristics and features of the 3 ingredients. - Student has referred to the pH of the 3 foods and how this will impact ingredient interaction on the platter in detail.	- Student has referred to shape and colour when providing characteristics and features of the 3 ingredients. - Student has referred to the pH of the 3 foods and how this will impact ingredient interaction on the platter.	- Student has referred to shape and/or colour when identifying the 3 ingredients. - Student has referred to the pH of the 3 foods accurately.	- Student has referred to shape and/or colour when naming 1-3 ingredients. - Student has referred to the pH of the 1-3 foods.	- Incomplete information submitted. Please see teacher for detailed feedback.
	OUTSTANDING	HIGH	SOUND	BASIC	LIMITED
	8	7-6	5-4	3-2	1-0
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?	-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 to reduce the risk of cross contamination by considering platter arrangement such as cheeses, dips and meats placed on the edges of the platter.	-Student has identified perishable ingredients that may increase the chance of food borne illness occurring. -Student has suggested methods to reduce the risk of cross contamination by considering platter arrangement. - Student has provided suggestions for the safe preparation of the platter such as	-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 and equipment. -Student has considered the use of tongs for service.	-Student has mentioned cross contamination and has referred to the safe and hygienic principles of preparing the platter.	- Incomplete information submitted. Please see teacher for detailed feedback.

6. Create a workflow plan for the assessment practical, including baking your cooked element, arranging and presenting your platter, platter photography and cleaning.	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 non-perishable items on the platter when not in use.	as clean hands, utensils and equipment. - Student has considered the use of tongs for service.			
	OUTSTANDING	HIGH	SOUND	BASIC	LIMITED
	7	6-5	4-3	2	1-0
	- Workflow plan for platter presentation includes recipe task, equipment needed, time allocation and role allocation completed with outstanding clarity. - Timing is realistic and detail is outstanding.	- Workflow plan for platter presentation includes recipe task, equipment needed, time allocation and role allocation completed at a high standard. - Timing is realistic.	- Workflow plan for platter presentation includes recipe task, equipment needed, time allocation and role allocation completed at a satisfactory standard.	- Workflow plan for platter presentation includes recipe task and/or equipment needed and/or time allocation and role allocation.	- Incomplete information submitted. Please see teacher for detailed feedback

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:

Needs improvement:

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

