



CLANCY CATHOLIC COLLEGE

Year 9 Food Technology

Assessment Task 3: Foods for Special Occasions

NAME:	TEACHER:
DUE DATE/EXAM DATE:	DATE SUBMITTED:
KLA: TAS (FOOD TECHNOLOGY)	WEIGHTING: 25%
HOW TO SUBMIT: Your assessment will be submitted/completed in the following manner:	
HAND IN	EMAIL
PRACTICAL	PERFORMANCE
USB	CD
SPEAKING/LISTENING	EXAMINATION

Assessment Policy:

This task is a formal assessment. It requires each student to demonstrate their understanding of the course studied by devoting sufficient time and effort to meeting the requirements as clearly stated below. This task must be submitted on time. The following reasons are not valid excuses for late submission of tasks; computer difficulties, printer problems, or lack of organisation. It is understood that any difficulty with the task must be brought to the attention of the classroom teacher several days before the due date of the task.

Declaration of Originality:

In accordance with the College Assessment Policy, I declare that this submission is my own work and that to the best of my knowledge, it contains no material previously published or written by another person except where acknowledgement has been made.

Student Signature: _____

PART A:	PART B:
5.4.1: Collects, evaluates and applies information from a variety of sources.	5.1.1: Demonstrates hygienic handling of food to ensure a safe and appealing product.
5.4.2: Communicates ideas and information using a range of media and appropriate terminology.	5.1.2: Identifies, assesses and manages the risk of injury and OHS issues associated with food handling.
5.5.1: Selects and employs appropriate techniques and equipment for a variety of food-specific purposes.	5.2.3: Applies appropriate methods of food processing, preparation and storage.
5.5.2: Plans, prepares, presents and evaluates food solutions for specific purposes.	

Context of Task:

In this unit students have been studying content from the Food for Special Occasions focus area. They have examined a variety of food service and catering operations, and the production and preparation of foods for special occasions. Students have learnt about menu planning considerations and recipe development. They have undertaken a range of practical food preparation experiences.

Task Instructions:

Prepare a proposal for catering a child's birthday party (12 years and under).

Part A – Proposal and Menu Plan (10%)

1. Using a variety of sources, create a detailed profile of the special occasion. The proposal should include the following:

- a) Name of the occasion
- b) Time of the year
- c) Time of day
- d) Party theme
- e) Number of guests
- f) Age and gender of guests
- g) Food preferences and health considerations
- h) Length of the function
- i) Time available to prepare food
- j) Overall budget and cost per person
- k) Venue
- l) Number of people available to prepare food
- m) Facilities available to prepare and cook food
- n) Design an invitation for the occasion

2. Plan a suitable menu for your special occasion using appropriate layout and terminology. Your menu should include the following categories; starters, lunch, dessert, beverages.

- a) Select one food item on your menu. Word process the recipe using the correct procedural text format.
- b) Calculate the total cost of the recipe for all guests as well as the cost per portion.
- c) Describe how you could modify or adapt the recipe for another function.

3. Justify why you have chosen the food on the menu and how it suits the theme and occasion.

4. Draw a place setting for one guest.

Part B – Practical Cooking Task (15%)

You will have the opportunity to express your creativity by designing, producing and decorating a celebratory cake for your special occasion. Cake will be baked Tuesday, Week 1 and decorated on Wednesday and Thursday of Week 1, Term 4.

In order to produce your cake, you will need to complete the following:

1. Draw THREE annotated sketches of THREE ideas for your cake. These must be coloured in.
2. *Identify* your final design idea and *explain* why you have selected this design.
3. List extra lollies / requirements to be purchased.
4. Create a workflow plan for the production of your cake.
5. Complete a ONE page evaluation that includes; What worked well? What didn't work so well? What could have been improved?

Materials Supplied: 1 Packet Cake Mix, Vienna Cream, Eggs, Butter, Milk, Food Colouring

Constraints:

- Work individually.
- Supply cardboard cake base, covered in foil.
- Supply lollies; and any other requirements for decoration.
- Complete in 3 lessons: 1 practical for baking and 2 practicals for icing and decorating.

Students will need to think about the following during the practical lesson:

- ✓ Cake is a **quality** product and is **visually appealing**.
- ✓ **Practical** completed in the **timeframe (1 period for cooking and 2 periods for decorating)**
- ✓ **Correct techniques** used to produce a **quality** product.
- ✓ **All safety and hygiene** issues have been addressed during preparation.

Marking Criteria

Part A

Question 1 – (5.5.2)

15 – 13	<ul style="list-style-type: none"> • The proposal is comprehensive and reflects an extensive understanding of event and menu planning, costing of food and catering for the needs of guests. • A comprehensive and detailed explanation of why the foods on the menu were chosen is presented. • Relevant and clear links to the theme of the special occasion are made and justified.
12 – 10	<ul style="list-style-type: none"> • The proposal is complete and reflects a thorough understanding of event and menu planning, costing of food and catering for the needs of guests. • A thorough explanation of why the foods on the menu were chosen is presented. • Relevant links to the theme of the special occasion are made and justified.
9 – 7	<ul style="list-style-type: none"> • The proposal is complete and reflects a sound understanding of event and menu planning, costing of food and catering for the needs of guests. • An adequate explanation of why the foods on the menu were chosen is present. • Some clear links to the theme of the special occasion are made, but not well justified.
6 – 4	<ul style="list-style-type: none"> • The proposal reflects a basic understanding of event and menu planning, costing of food and catering for the needs of guests. • A limited explanation of why the foods on the menu were chosen is presented. • Few links to the theme of the special occasion are made, but not well justified.
3 - 0	<ul style="list-style-type: none"> • The proposal reflects a very limited understanding of event and menu planning, costing of food and catering for the needs of guests. • Very few links to the theme of the special occasion are made, but not justified. • No justification evident. • No proposal evident

Question 1 (5.4.1)

12.5 - 11	<ul style="list-style-type: none"> • Detailed research has been collected and applied from a wide variety of sources. • Extensively evaluates the entire process and provides critical analysis.
10 – 9	<ul style="list-style-type: none"> • Research has been collected and applied from a variety of sources. • Thoroughly evaluates the entire process and provides detailed analysis.
8 – 6	<ul style="list-style-type: none"> • Research has been collected and applied from some sources. • Evaluates most of the process and provides an analysis.
5 – 4	<ul style="list-style-type: none"> • Research has been collected from few sources, but not well applied. • Evaluates some of the process and provides a basic analysis.
3 - 0	<ul style="list-style-type: none"> • Research has been collected from very few sources, but not applied. • Very basic evaluation of the process and displays no analysis. • No proposal evident. • No evaluation evident.

Question 2 (5.5.1)

5	<ul style="list-style-type: none"> Description of how to modify or adapt recipe for another function is very highly detailed.
4	<ul style="list-style-type: none"> Description of how to modify or adapt the recipe for another function is detailed.
3	<ul style="list-style-type: none"> Description of how to modify or adapt recipe for another function shows adequate detail.
2	<ul style="list-style-type: none"> Description of how to modify or adapt the recipe for another function shows limited detail.
1 - 0	<ul style="list-style-type: none"> Description of how to modify or adapt recipe for another function is very limited. No Justification evident.

Question 3 and 4– (5.4.2)

12.5 - 11	<ul style="list-style-type: none"> Menu is very highlight detailed using appropriate layout and terminology. Menu is relevant to the special occasion and meets the needs of the guests. Procedural text is evident in all areas of the recipe. Recipe costing is very highly detailed and accurate. Place setting drawing is very highly detailed and annotated. Place setting suits the theme of the special occasion to a very high level.
10 - 9	<ul style="list-style-type: none"> Menu is highly detailed using appropriate layout and terminology. Menu is relevant to special occasion and meets most needs of guests. Procedural text is evident in most areas of recipe. Recipe costing is highly detailed and most of the calculations are accurate. Place setting drawing is highly detailed and mostly annotated. Place setting suits the theme of the special occasion to an adequate level.
8 - 6	<ul style="list-style-type: none"> Menu shows adequate detail and uses some appropriate layout and terminology. Some of the menu is relevant to the special occasion and meets some needs of the guests. Procedural text is evident in some areas of the recipe. Recipe costing shows adequate detail and some calculations are correct. Place setting drawing shows some detail and has some elements annotated. Place setting suits the theme of the special occasion to a satisfactory level.
5 - 4	<ul style="list-style-type: none"> Menu shows limited detail and uses little appropriate terminology and an unordered layout. Few items of the menu are relevant to the special occasion and meet few of the needs of guests. Procedural text is evident in few areas of the recipe. Recipe costing shows limited detail and few calculations are correct. Place setting drawing shows limited detail and has few elements annotated. Suitability of the place setting in relation to the theme is limited.
3 - 0	<ul style="list-style-type: none"> Menu shows very limited detail and uses very little appropriate terminology and an unordered layout. Very few items of the menu are relevant to the special occasion and meet very little or no needs of the guests. Procedural text is not appropriately used. Recipe costing shows very limited detail and very little or no calculations are correct. Place setting drawing shows very limited detail and is not annotated. Place setting is not suitable for the special occasion. No place setting drawing evident. Menu is not evident.

Part B

Techniques and Time (5.2.3)

Students:

30 - 26	<ul style="list-style-type: none"> • Cake is a superior product and is very visually appealing. Student demonstrates extensive organisational and preparation skills in decorating. • Demonstrates very highly developed time management skills and completes all processes within the time frame to a superior standard. • Correct techniques used all of the time to produce a superior quality product.
25 - 20	<ul style="list-style-type: none"> • Cake is a quality product and is visually appealing. Student demonstrates well developed organisational and preparation skills in decorating. • Demonstrates developed time management skills and completes all processes within the time frame. • Correct techniques used most of the time to produce a quality product.
19 - 14	<ul style="list-style-type: none"> • Cake is a quality product but not visually appealing. Student demonstrates sound organisational and preparation skills. • Demonstrates sound time management skills and completes all processes within the time frame, however some are rushed. • Correct techniques used some of the time to produce a product of satisfactory product.
13 - 8	<ul style="list-style-type: none"> • Cake is not a quality product and is not visually appealing. Student demonstrates basic organisation and preparation skills. • Demonstrates basic time management skills and does not complete all processes within the time frame. • Few correct techniques used some of the time to produce a product of poor quality.
7 - 0	<ul style="list-style-type: none"> • Student demonstrates very poor organisation and preparation skills, therefore practical task not completed. • Demonstrates elementary management skills and completes few processes within the time frame. • Very little techniques were used to produce a produce of very poor quality.

Safety and Hygiene (5.1.1) (5.1.2)

10 - 9	<ul style="list-style-type: none"> • All safety and hygiene issues addressed during preparation, cooking and cleaning up.
8 - 7	<ul style="list-style-type: none"> • Most safety and hygiene issues addressed during preparation, cooking and cleaning up.
6 - 5	<ul style="list-style-type: none"> • Some safety and hygiene issues addressed during preparation or cooking or cleaning up.
4 - 3	<ul style="list-style-type: none"> • Few safety and hygiene issues addressed during preparation or cooking or cleaning up.
2 - 0	<ul style="list-style-type: none"> • Safety and hygiene were not addressed during preparation, cooking and cleaning up.

Proposal / Menu Plan Mark

A	B	C	D	E
45 – 38	37 – 29	28 – 20	19 – 11	10 - 0

Practical Cooking Mark

A	B	C	D	E
40 – 34	33 – 26	25 – 18	17 – 10	9 - 0

Overall Mark

A	B	C	D	E
85 – 71	70 – 55	54 – 38	37 – 21	20 - 0

Comments:
