



SAMPLE ASSESSMENT TASKS

FOOD SCIENCE AND TECHNOLOGY
GENERAL YEAR 11

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Sample assessment task

Food Science and Technology – General Year 11

Task 1 – Unit 1 and Unit 2

Assessment type: Response

Conditions

Time for the task: 60 minutes

In-class test including Part A: Practical (20 minutes) and Part B: Short answer (40 minutes)

All questions to be completed under test conditions

Answer all questions

Task weighting

5% of the school mark for this pair of units

Part A: Practical

(12 marks)

For the practical component of this test, you will be provided with **four** of each of the following:

- pieces of a fruit or vegetable; for example, carrot
- plates
- small pieces of card (label)

Question 1

Select **four** precision cuts from the list below:

- Julienne
- Brunoise
- Macedoine
- Jardinière
- Chiffonnade
- Paysanne

The selected precision cuts are:

_____	_____
_____	_____

Take a piece of the fruit or vegetable provided and cut as required for a selected precision cut, then:

- present a sample of the cut fruit or vegetable on a plate
- label each precision cut, and
- indicate the measurements.

Repeat this procedure for each of the three remaining selected precision cuts.

(12 marks)

Part B: Short answer

(37 marks)

Question 2

Define the term mise-en-place as used in the hospitality/food industry. Provide examples to support your answer. (3 marks)

Question 3

(a) Describe the recommended protective clothing to be worn when performing the following tasks: (3 marks)

- food preparation

- food service

- cleaning food processing equipment

(b) Discuss the need for wearing enclosed footwear when working in a kitchen. (2 marks)

Question 4

Hot surfaces in a kitchen can be the cause of serious burns. Discuss how to manage hot surfaces safely. Support your answer with examples. (3 marks)

Question 5

In the event of a kitchen emergency caused by fire or explosion:

- outline the recommended procedure for exiting the building (1 mark)

- outline the system of accounting for everyone in the kitchen area (1 mark)

- describe the responsibilities of the supervisor (2 marks)

Question 6

Safe work practices in a kitchen are important to prevent injuries.

- (a) Describe how to lift a large pot of stock and move it safely from the cool room to the stove. (2 marks)

- (b) Discuss reasons to maintain safe posture when working in a busy kitchen. (2 marks)

Question 7

Briefly describe **four** work techniques to use knives safely.

(4 marks)

Question 8

An important aspect of workplace safety and health is personal hygiene. Explain why. Provide examples to support your answer.

(3 marks)

Question 9

To ensure food is safe for consumption, outline the storage requirements for the following foods:

(5 marks)

- chicken thighs – frozen

- broccoli – fresh

- sponge cake – unfilled

- chilli powder

- beef kebabs – marinating

Question 10

Describe how cross contamination of food can occur. Provide examples of practices used to prevent cross contamination. (3 marks)

Question 11

Given optimum conditions, bacteria can grow and may cause food poisoning. Describe the procedure for thawing a whole raw chicken safely. (3 marks)

Marking key for sample assessment task 1 – Unit 1 and Unit 2

Part A: Practical

Question 1

Take a piece of the fruit or vegetable provided and cut as required for a selected precision cut, then:

- present a sample of the cut fruit or vegetable on a plate
- label each precision cut, and
- indicate the measurements.

Repeat this procedure for each of the three remaining selected precision cuts.

Description	Marks
For each of four precision cuts:	
Provides a consistently correct sample of appropriate shape and size	2
Provides a sample of generally appropriate shape and/or size	1
Presentation:	
Presents correctly on a plate, labelled with accurate measurements indicated	1
Part A total	/12

Part B: Short answer

Question 2

Define the term mise-en-place as used in the hospitality/food industry. Provide examples to support your answer.

Description	Marks
Provides a detailed, accurate definition of mise-en-place in the hospitality and/or food industry. Uses specific, appropriate examples to support the definition	3
Provides a broad definition of mise-en-place. Example provided	2
Provides a brief, limited statement of mise-en-place, with or without example	1
Total	/3

Question 3

(a) Describe the recommended protective clothing to be worn when performing the following tasks:

- food preparation
- food service
- cleaning food processing equipment

Description	Marks
Provides a detailed description of appropriate protective clothing worn by staff during food preparation	1
Provides a detailed description of appropriate protective clothing worn by staff during food service	1
Provides a detailed description of appropriate protective clothing worn by staff when cleaning food processing equipment	1
Total	/3

(b) Discuss the need for wearing enclosed footwear when working in a kitchen.

Description	Marks
Provides a clear, valid description of the importance for wearing enclosed footwear when working in a kitchen	2
Provides a general description for wearing enclosed footwear in a kitchen	1
Total	/2

Question 4

Hot surfaces in a kitchen can be the cause of serious burns. Discuss how to manage hot surfaces safely. Support your answer with examples.

Description	Marks
Provides a detailed, accurate description of management practices aimed at reducing risk of serious burns from hot surfaces. Uses appropriate supporting examples	3
Provides a description, in some detail, of ways to reduce risk of serious burns. Example provided	2
Provides a brief, limited description of how to prevent burns, with or without example	1
Total	/3

Question 5

In the event of an emergency in a kitchen caused by fire or explosion:

- outline the recommended procedure for exiting the building
- outline the system of accounting for everyone in the kitchen area
- describe the responsibilities of the supervisor

Description	Marks
Provides an appropriate procedure for exiting the building	1
Provides an appropriate system of accounting for everyone in the kitchen area	1
Responsibility of supervisor:	
Provides a clear, accurate description of responsibilities expected of the supervisor	2
Provides a brief outline of responsibilities of the supervisor	1
Total	/4

Question 6

(a) Describe how to lift a large pot of stock and move it safely from the cool room to the stove.

Description	Marks
Provides a detailed, accurate description of how to lift using correct posture and communicate with others when moving a large pot of stock from the cool room to the stove safely	2
Provides a brief, accurate description of how to lift and move a large pot of stock	1
Total	/2

(b) Discuss reasons to maintain safe posture when working in a busy kitchen.

Description	Marks
Provides detailed, appropriate reasons to maintain safe posture, including factors such as prevention of injuries, accidents, work days lost; reduce fatigue through repetitive motion tasks and long hours in a kitchen environment	2
Provides a brief statement on safe posture	1
Total	/2

Question 7

Briefly describe **four** work techniques to use knives safely.

Description	Marks
For each of four work techniques:	
Provides a brief, accurate description of how to use a knife safely	1
Total	/4

Question 8

An important aspect of workplace safety and health is personal hygiene. Explain why. Provide examples to support your answer.

Description	Marks
Provides a detailed, accurate explanation of appropriate personal hygiene practices for workplace safety and health. Links suitable examples with the explanation	3
Provides an explanation, in some detail, of personal hygiene practices for workplace safety and health, with an example	2
Provides a brief, limited explanation of personal hygiene in the workplace, with or without example	1
Total	/3

Question 9

To ensure food is safe for consumption, describe the storage requirements for the following foods:

- chicken thighs – frozen
- broccoli – fresh
- sponge cake – unfilled
- chilli powder
- beef kebabs – marinating

Description	Marks
For each of five foods:	
Provides an accurate description of correct, safe storage requirements	1
Total	/5

Question 10

Describe how cross contamination of food can occur. Provide examples of practices used to prevent cross contamination.

Description	Marks
Provides a detailed, accurate description of how cross contamination of food occurs, such as transfer of harmful bacteria from raw to cooked food, use of tea towels. Chooses appropriate examples of practices to prevent cross contamination, such as use of coloured chopping boards, tasting spoon	3
Provides an accurate description of how cross contamination of food occurs. Uses example	2
Provides a brief, limited description of cross contamination of food, with or without example	1
Total	/3

Question 11

Given optimum conditions, bacteria can grow and may cause food poisoning. Describe the procedure for thawing a whole raw chicken safely.

Description	Marks
Provides an accurate description of the correct procedure for thawing a whole chicken, accounting for risk of contamination and constant safe temperature	3
Provides a general description of the process for thawing a whole chicken	2
Provides a brief statement for thawing a whole chicken, elements of which may not be safe	1
Total	/3
Part B total	/37
Part A + Part B total	/49
Convert to a percentage	/5%

Sample assessment task

Food Science and Technology – General Year 11

Task 3 – Unit 1 and Unit 2

Assessment type: Investigation

Conditions

Period allowed for completion of the task: two weeks

In class validation (short answer) at the completion of the investigation, suggested working time is 40 minutes

Task weighting

15% of the school mark for this pair of units

Food choices

Investigate:

- the use of food selection models and guides to evaluate diets
- factors that influence food choices.

Part A: Investigation (Research notes)

(24 marks)

Prepare notes on the following investigation.

For each of the *Healthy Eating Pyramid (Nutrition Australia May 2015)* and the *Australian Guide to Healthy Eating* diagrams:

- identify and describe three features
- outline advantages and disadvantages.

There are many factors that influence food choices, including:

- cost
- food availability
- family characteristics
- peer group
- nutritional value.

Determine how each of the factors influences food choices. Include examples for each factor to support your findings.

Your investigation should include facts and data collated from a survey or interview of family members, peers and/or friends.

The notes prepared and developed through your investigation of the use of food selection models and guides to evaluate diets, and factors that influence food choices, may be used during the in-class validation process.

Your notes are to be submitted at the conclusion of the validation (short answer) process.

Part B: Validation (Short answer)**(30 marks)**

The notes prepared and developed through your investigation of the use of food selection models and guides to evaluate diets, and factors that influence food choices, may be used during the in-class validation process.

Your notes are to be submitted at the conclusion of the validation (short answer) process.

The validation (short answer) will be completed in class under test conditions.

Question 1

Compare the difference between features of the *Healthy Eating Pyramid* and the *Australian Guide to Healthy Eating* diagrams. (3 marks)

Question 2

List twelve foods and beverages you have consumed in the last 24 hours.

• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____

- (a) Place the foods and beverages listed above into an outline of the *Healthy Eating Pyramid* (in the space below). (3 marks)

- (b) Identify **one** food or beverage difficult to place into the *Healthy Eating Pyramid* and explain why. (2 marks)

- (c) Use the *Healthy Eating Pyramid* to evaluate the nutritional value of the foods and beverages consumed over the last 24 hours. Discuss your findings. (3 marks)

Question 3

The intake of food listed below could be considered a daily diet for an individual.

Breakfast

- ❖ bowl of rice pops, half a cup of milk
- ❖ two slices toast, butter, jam
- ❖ one cup of hot chocolate drink

Lunch

- ❖ ham and cheese sandwich
- ❖ small bag crisps
- ❖ small box sultanas
- ❖ small juice box

Afternoon snack

- ❖ chocolate bar
- ❖ can of soft drink

Dinner

- ❖ hamburger in a bun with lettuce, tomato, grated carrot and tomato sauce
- ❖ hot chips
- ❖ vanilla ice-cream and chocolate sauce
- ❖ glass 100% orange fruit juice

- (a) Place the foods and beverages from the daily diet into an outline of *the Australian Guide to Healthy Eating* (in the space below).

Which foods were difficult to place and where did you put them? Discuss why.

(3 marks)

- (b) Use the *Australian Guide to Healthy Eating* to evaluate the nutritional value of this daily diet. Discuss your findings. (3 marks)

Question 4

Discuss the importance of a balanced diet and the consumption of a wide variety of foods. (3 marks)

Question 5

Using facts and data collated from the survey or interview, identify the factor that has the **greatest** influence on food choices and discuss why. (3 marks)

Question 6

Using facts and data collated from the survey or interview, identify the factor that has the **least** influence on food choices and discuss why. (3 marks)

Question 7

Of the five factors listed in Part A (Investigation), in your opinion which has the **greatest** influence on food choices? Explain how this factor could influence individual good health. (4 marks)

Marking key for sample assessment task 3 – Unit 1 and Unit 2

Part A: Investigation (Research notes)

Description	Marks
Notes on the <i>Healthy Eating Pyramid</i>	
Significant features	/2
Notes accurately describe features	2
Notes describe a feature	1
Advantages and disadvantages	/2
Notes accurately outline advantages and disadvantages	2
Notes outline an advantage and a disadvantage	1
Notes on the <i>Australian Guide to Healthy Eating diagram</i>	
Significant features	/2
Notes accurately describe significant features	2
Notes describe a feature	1
Advantages and disadvantages	/2
Notes accurately outline advantages and disadvantages	2
Notes outline an advantage and a disadvantage	1
Notes on factors influencing food choices	
Costs	/2
Notes accurately describe cost factors	2
Notes describe a cost factor	1
Food availability	/2
Notes accurately describe aspects of food availability	2
Notes describe food availability	1
Family characteristics	/2
Notes accurately describe aspects of family characteristics	2
Notes describe a family characteristic	1
Peer group	/2
Notes accurately describe characteristics of peer group influence	2
Notes describe a peer group influence	1
Nutritional value	/2
Notes accurately describe aspects of nutritional value	2
Notes describe nutritional value	1
Survey or interview	
Questions	/2
Provides some complex questions	2
Provides mostly simplistic questions	1
Facts and data	/2
Collates survey or interview facts and data into chart/graph format	2
Notes survey or interview facts and data	1
Results	/2
Notes account for survey or interview findings	2
Notes state survey or interview findings	1
Part A total	/24

Part B: Validation (Short answer)

Question 1

Compare the difference between features of the *Healthy Eating Pyramid* and the *Australian Guide to Healthy Eating* diagrams.

Description	Marks
Provides a detailed account of a number of features and differences associated with each model, such as shape, origin, recommended daily activity, consumption amounts	3
Provides an account of some features and differences associated with each model	2
Attempts to account for different features with limited association to each model	1
Total	/3
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> • <i>Healthy Eating Pyramid</i> shows food in a pyramid shape, cut into three sections; <i>Australian Guide to Healthy Eating</i> shows food in a circle – pie – plate like, into five sections • HLP encourages 'move more' with feet shown at base of pyramid • HLP shows do not add extra salt to diet – AGHE does not show this • AGHE shows the extras, such as oil, juices, burgers, chips, cakes, salami outside the circle as 'only sometimes and in small amounts', HLP, these foods are not shown, generally mostly whole foods indicated • HLP indicates what foods should be consumed in small amounts (top of pyramid), and moderate amounts, the mid-section of the pyramid etc. • AGHE from Department of Health and Ageing, HLP is not 	

Question 2

(a) Place the foods and beverages listed above into an outline of the *Healthy Eating Pyramid*.

Description	Marks
Places most foods correctly into an outline of the <i>Healthy Eating Pyramid</i>	3
Places some foods correctly into an outline of the <i>Healthy Eating Pyramid</i>	2
Places most foods incorrectly into an outline of the <i>Healthy Eating Pyramid</i>	1
Total	/3

(b) Identify **one** food or beverage difficult to place into the *Healthy Eating Pyramid* and explain why.

Description	Marks
Provides a clear, accurate explanation of why the identified food or beverage is difficult to place, such as lasagne as it contains food from more than one section of the pyramid	2
Provides a general explanation of why the identified food or beverage is difficult to place	1
Total	/2

(c) Use the *Healthy Eating Pyramid* to evaluate the nutritional value of the foods and beverages consumed over the last 24 hours. Discuss your findings.

Description	Marks
Provides evidence of accurate nutritional judgements based on <i>Healthy Eating Pyramid</i> criteria. Provides critical reflection of personal food intake and makes valid suggestions to improve consumption	3
Provides evidence of nutritional judgements based on some <i>Healthy Eating Pyramid</i> criteria. Provides some reflection of personal food intake and makes general suggestions to change consumption	2
Provides limited evidence or understanding of <i>Healthy Eating Pyramid</i> criteria. Provides simplistic suggestions to change consumption	1
Total	/3

Question 3

- (a) Place the foods and beverages from the daily diet into an outline of the *Australian Guide to Healthy Eating*. Which foods were difficult to place and where did you put them? Discuss why.

Description	Marks
Accurately locates most foods into the <i>Australian Guide to Healthy Eating</i> outline. Provides clear, concise justification of why specific foods, difficult to categorise, were placed at alternative, but appropriate, places on the model	3
Accurately locates some foods into the <i>Australian Guide to Healthy Eating</i> outline. Provides a general explanation of why foods difficult to categorise were placed at alternative locations	2
Accurately locates few foods into the <i>Australian Guide to Healthy Eating</i> outline. Provides a brief statement of why foods may be difficult to place. Inappropriate alternatives suggested	1
Total	/3

- (b) Use the *Australian Guide to Healthy Eating* to evaluate the nutritional value of this daily diet. Discuss your findings.

Description	Marks
Provides evidence of accurate nutritional judgements based on the <i>Australian Guide to Healthy Eating</i> criteria. Critical reflection of the daily diet and makes valid suggestions to improve quality/quantity of food consumed	3
Provides evidence of nutritional judgements based on some of the <i>Australian Guide to Healthy Eating</i> criteria. Some reflection of the daily diet and makes general suggestions to change food consumed	2
Provides limited evidence or understanding of the <i>Australian Guide to Healthy Eating</i> criteria. Provides simplistic suggestions to change food consumed	1
Total	/3

Question 4

Discuss the importance of a balanced diet and the consumption of a wide variety of foods.

Description	Marks
Provides a concise, accurate description of a balanced diet by consuming a variety of foods and meeting nutritional requirements to achieve good health. Identifies diet-related health issues as consequences of an unbalanced diet	3
Provides a general description of a balanced diet including a variety of foods to achieve good health	2
Provides a limited description of the need for a balanced diet	1
Total	/3

Question 5

Using facts and data collated from the survey or interview, identify the factor that has the **greatest** influence on food choices and discuss why.

Description	Marks
Correctly identifies factor from survey/interview data. Provides a detailed, accurate description of why this factor influences food choices. Provides relevant facts and anecdotal evidence from survey/interview to support description	3
Correctly identifies factor from survey/interview data. Provides a general description of why this factor influences food choices. Provides facts from survey/interview to support description	2
Identifies a factor from survey/interview data. Provides a brief, simplistic description with or without survey/interview facts and/or data	1
Total	/3

Question 6

Using facts and data collated from the survey or interview, identify the factor that has the **least** influence on food choices and discuss why.

Description	Marks
Correctly identifies factor from survey/interview data. Provides a detailed, accurate description of why this factor has had limited influence on food choices. Provides relevant facts and anecdotal evidence from survey/interview to support description	3
Correctly identifies factor from survey/interview data. Provides a general description of why this factor has had limited influence on food choices. Provides facts from survey/interview to support description	2
Identifies a factor from survey/interview data. Provides a brief, simplistic description with or without survey/interview facts and/or data	1
Total	/3

Question 7

Of the five factors listed in Part A (Investigation), in your opinion which has the **greatest** influence on food choices? Explain how this factor could influence individual good health.

Description	Marks
Justifies selection of factor with greatest influence on food choices. Develops point of view, logical, and coherent. Supports opinion with facts from survey/interview. Provides clear explanation of how factor impacts on individual good health	4
Selects factor with greatest influence. Develops point of view, with a number of generalisations and some supporting evidence from survey/interview. Provides a general explanation of factor affecting individual health	3
Selects factor with greatest influence. Attempts to develop a point of view using an example from survey/interview. Provides a sketchy explanation of factor, food choices and effect on health	2
Identifies a factor. Provides a disjointed point of view, with or without example from survey/interview. Suggests limited understanding of influence of food choices on health	1
Total	/4
Part B total	/30
Part A + Part B	/54
Convert to percentage	/15%

Sample assessment task

Food Science and Technology – General Year 11

Task 6 – Unit 1 and Unit 2

Assessment type: Production

Conditions

Period allowed for completion of the task: 1 week

The technology process notes are developed prior to and during production. The evaluation will be conducted in class after the production under test conditions

Task weighting

10% of the school mark for this pair of units

Background scenario for the task:

It's show time! As part of the 'big bake-off' you are invited to be an exhibitor in the local cookery competition. This section of the competition is centred on flour-based products. The food is cooked using a dry technique, such as baking and dry/shallow frying and is focused on a staple food product like wheat flour. You will be given class time leading up to competition to prepare for the competition.

There are five categories in the cookery competition:

- scones
- pikelets
- cup cakes
- mini muffins
- choux pastry

Exhibitors will be assigned a category through a random draw process.

As an exhibitor, ensure your exhibit complies with the competition specifications, which include:

- prepare and make the product using the standard recipe as provided
- present three single pieces for the category you have been assigned
- present food on the plate provided
- patty pan papers must be removed
- product must not be iced or filled
- ensure the exhibit number is placed securely on the plate
- prepare and serve within the allotted time, 40 minutes

The judges will arrive promptly (40 minutes after commencement of the big bake-off) at which time all entries must be displayed ready for judging. There will be no extension of time. Each judge will rate each entry 1, 2 or 3 marks according to the list of observable characteristics. The winning entry will be determined by the exhibitor who has the highest number of marks for that category. Prizes may be awarded at the discretion of the organising committee.

You may wish to practise your techniques at home prior to the big bake-off and remember the competition judges' decision is final!

Part A: Technology process notes**(11 marks)**

Before production, prepare notes and then use the technology process to:

- investigate dry processing techniques, such as suitable foods, equipment, effect of heat on sensory and physical properties
- devise:
 - the production plan, include time, required equipment, procedures for using Australian Standard metric measurement and safe food handling practices for the big bake-off. Interpret and, if necessary, trial the given recipe.
 - a short list of observable qualities for the 'perfect product' for the category you have been assigned.

During production:

- produce and present a high-quality, flour-based food product within 40 minutes
- evaluate the final product on competition day. Record the sensory and physical properties. Outline issues that may have affected the production process.

Part B: Evaluation**(15 marks)**

The technology process notes developed for the big bake-off may be used during the writing of the evaluation. Notes on the technology process are to be submitted at the conclusion of the evaluation.

Complete the evaluation in class under test conditions.

Question 1

Describe the process you implemented to accurately use Australian Standard metric measurement during production. Do you think you consistently measured accurately? Explain why. (3 marks)

Question 2

Describe safe food handling practices you implemented during production. Do you think you consistently applied these practices? Explain why. (3 marks)

Question 3

Using the observable qualities developed for the 'perfect product', including the sensory properties, how would you rate your final product? Discuss why. (3 marks)

Question 4

Did you work according to your production plan? Explain why or why not. (3 marks)

Question 5

Describe the effect of dry processing techniques on the sensory and physical properties of Australian staple food products made with wheat flour. (3 marks)

Marking key for sample assessment task 6 – Unit 1 and Unit 2

Part A: Technology process notes

Description	Marks
Part A: Technology process notes	
Investigate	/4
Notes accurately relate to detailed investigation of dry processing techniques	4
Notes accurately relate to investigation of dry processing techniques	3
Notes relate to some details of investigation into some dry processing techniques	2
Notes relate briefly to dry processing techniques	1
Devise	/4
Notes accurately detail appropriate development of procedures and practices	4
Notes detail appropriate development of procedures and practices	3
Notes outline some development of procedures and practices	2
Notes relate briefly to development of procedures and/or practices	1
Evaluation	/3
Notes accurately relate to detailed evaluation of product, procedures and practices, including sensory properties	3
Notes accurately relate to evaluation of product, procedures and/or practices	2
Notes relate to some aspect of evaluation	1
Part A total	/11

Part B: Evaluation

Question 1

Describe the process you implemented to accurately use Australian Standard metric measurement during production. Do you think you consistently measured accurately? Explain why.

Description	Marks
Provides a detailed and concise description of accurate processes required for using Australian Standard metric measurement, and reflects critically on personal application. Makes valid explanations for any consistent and/or inconsistent measurement	3
Provides an overall description of processes required for Australian Standard metric measurement, and reflects generally on personal application. Makes broad statements about consistent and/or inconsistent measurement	2
Provides a brief statement about using Australian Standard metric measurement. Limited evidence of consistent or inconsistent measurement	1
Total	/3

Question 2

Describe safe food handling practices you implemented during production. Do you think you consistently applied these practices? Explain why.

Description	Marks
Provides a detailed and concise description of safe food handling practices implemented during production. Reflects critically on the application of these practices and makes valid explanations for any consistent and/or inconsistent application	3
Provides an overall description of safe food handling practices implemented during production. Reflects generally on the application of these practices and makes broad statements about consistent and/or inconsistent application	2
Provides a brief statement about using safe food handling practices. Limited evidence of consistent or inconsistent application	1
Total	/3

Question 3

Using the observable qualities developed for the 'perfect product', including the sensory properties, how would you rate your final product? Discuss why.

Description	Marks
Provides a detailed rating of the final product based on pre-determined observable qualities. Discusses why product's observable qualities meet developed rating	3
Provides a general description of the final product based on pre-determined observable qualities. Broadly discusses why product's observable qualities meet developed rating	2
Provides a brief description of the final product. Simplistic statement of product's observable qualities	1
Total	/3

Question 4

Did you work according to your production plan? Explain why or why not.

Description	Marks
Provides a reflective and detailed account of production procedures as stated in the production plan. Provides valid reasoning for any changes in the production plan	3
Provides a general account of production procedures. Provides some reasoning for any changes in the production plan	2
Provides a brief account of production procedures. Simplistic statement of changes in the production plan	1
Total	/3

Question 5

Describe the effect of dry processing techniques on the sensory and physical properties of Australian staple food products made with wheat flour.

Description	Marks
Provides a detailed, accurate description of the effect of applying heat to wheat-based staple foods and analyses the impact on sensory properties	3
Provides a general description of the effect of applying heat to wheat-based staple foods and considers impact on sensory properties	2
Provides a brief description of the effect of heat on wheat-based food and limited consideration of sensory properties	1
Total	/3
Part B total	/15
Part A + Part B	/26
Convert to a percentage	/10%