
Marks / value: 25% of semester mark.

Date due:

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<th>9FTY21 PER</th>
<th>9FTY13 GRA</th>
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<tbody>
<tr>
<td>Recipe</td>
<td>21 Feb - Week 4</td>
<td>23 Feb - Week 4</td>
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<tr>
<td>Oral Report</td>
<td>Weeks 9 &amp; 10</td>
<td>Weeks 9 &amp; 10</td>
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<td>Practical</td>
<td>7 March - Week 6</td>
<td>9 March - Week 6</td>
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Special instructions:
This assignment is to be completed in pairs. Students in each pair may not receive the same mark if the report work was not completed equally. Recipe needs to be submitted 2 weeks before the practical lesson. Your group will lose 1 mark per day your recipe is late. After 5 days late you will bring in your own ingredients.

Purpose of this assignment
This assignment forms part of students’ study into the effect migration has had on Australian eating habits. It will give students the opportunity to plan, produce and present a meal of their choice.

Outcomes being assessed
- Collects, evaluates and applies information from a variety of sources.
- Plans, prepares and presents and evaluates food solutions for specific purposes.
- Demonstrates hygienic handling of food to ensure a safe and appealing product.
- Communicates ideas and information using a range of media and appropriate terminology.
- Examines the relationship between food, technology and society.

Task:
Students will research the food traditions of one culture and study the effect the culture has had on Australian eating habits. They will plan, produce and present a meal from their chosen culture.

PLANNING SECTION

Define the Task
In pairs, select a country or culture of interest. In your practical lesson prepare and present a dish for one from the chosen culture. Produce an oral report on this culture by following the guidelines given.

Guidelines:
Part A - Practical and Recipe (50 marks)
- Select one dish from your research. It may be an entrée, main or dessert.
- You will work in pairs and make enough (yield) for four people only.
- You must have your dish made and presented 30 minutes before the end of the practical lesson.
- Your dish will be tasted and assessed by the teacher and other class members (peers).
- Present the dish as traditionally as possible. Bring in cutlery, crockery, table linen and/or table decoration (after asking permission to bring from home). Also a name tag with the name of the dish, both partners names and the country name (no smaller than size 48 font).
- You will be marked on skills shown, personal hygiene, apron, container, method, time management, organization and cleanliness, presentation and plating, taste testing and name tag.

Submit the recipe 2 weeks before the practical lesson. It should be set out using the following headings: recipe name, country of origin, yield, time needed, ingredients and method, names of people in group.
Part B - Oral Report (50 marks)

Choose a country or culture (in pairs) and give a five minute presentation that summarises the information under the headings below.

Set your report out using the following headings. You will divide responsibility for sections of the report between the pair.

A & B  Country/culture name and recipe.
A  Map, climate, population, flag.
A  Customs and traditions, (only those that involve food).
A  Traditional foods (typical ingredients and/or dishes and how they are prepared).
B  Foods that are produced/grown in the country.
B  Presence of this culture in Australia (eg population, food stuffs available in the supermarket).
B  Recipe background (what you cooked and what the dish is made of! When/how it would be eaten!)
A & B  Presentation of report.

Locate Information

Students must use a variety of library resources to complete this task including, Internet, encyclopedias, magazines, reference books and recipe books from the 641 shelves. Use the library catalogue to find books on individual countries.

Create and Present

The report may be presented in any form eg PowerPoint, Prezi, Pin it, movie, etc. Include relevant pictures. The dish should be presented traditionally. You will be required to bring in cutlery, crockery, table linen and table decoration to add to your theme.

Evaluate and Reflect

Use the guidelines below to help you achieve a result in the higher performance bands.

Helpful Websites

Geographic.org – Select your country from the vast list in country profiles listing.

Ethnic Foods – From the Cyber-Kitchen, useful links for the foods of many countries.

Taste.com
http://www.taste.com.au

Marking guidelines

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<thead>
<tr>
<th>Advanced</th>
<th>The report will give a clear, detailed overview of the culture.</th>
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<tbody>
<tr>
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<td>It will follow the guidelines provided and include all required information.</td>
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<td></td>
<td>The report will be divided up evenly between the pair.</td>
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<td></td>
<td>The dish produced will be a typical example of food from the chosen culture.</td>
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<td>The recipe will be handed in on time and will be in the correct format.</td>
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<td>Students will be thoroughly prepared for the practical lesson and will work in an organized, independent, hygienic and efficient manner.</td>
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<tr>
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<td>The dish will be plated correctly and presented in the style of the culture using appropriate props (cutlery/crockery/table linen/decoration).</td>
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<tr>
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<td>Both students will present the talk equally. It will be audible, informative and provide a clear and concise summary of the researched information.</td>
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| Highly Competent | The report will give a clear overview of the culture.  
| | It will follow the guidelines provided and include the required information.  
| | The report will be divided up evenly between the pair  
| | The dish produced will be an example of food from the chosen culture.  
| | The recipe will be handed in on time and will be in the correct format.  
| | Students will be well prepared for the practical lesson and will work in an organized and hygienic manner. They may need minor teacher assistance.  
| | The dish will be plated correctly and presented in the style of the culture using appropriate props (cutlery/crockery/table linen/decoration).  
| | Both students will present the talk equally. It will be audible and provide a summary of the researched information. |
| Competent | The report will give an overview of the culture.  
| | It will follow the guidelines provided and include most of the required information in reasonable depth.  
| | One student may not have contributed fairly to the report.  
| | The dish produced will be an example of food from the chosen culture.  
| | The recipe will be handed in on time and will mostly be in the correct format.  
| | Students will be reasonably well prepared for the practical lesson. They may need some teacher assistance to complete the practical.  
| | The dish will be plated correctly and mostly presented in the style of the culture using some props (cutlery/crockery/table linen/decoration).  
| | Both students will have roles in the presentation of the talk. It will mostly be audible and will provide a brief summary of the researched information. |
| Developing | The report may be only partially completed, not set out following the guidelines and provide limited depth of information.  
| | One student may not have contributed fairly to the writing of the report.  
| | The dish produced will be an example of food from the chosen culture.  
| | The recipe will be handed in on time but may not be in the correct format.  
| | Students may not be fully prepared for the practical lesson and will need teacher assistance to complete the task.  
| | Presentation will be messy with little effort to pursue the theme.  
| | Both students might not participate in the talk. It may not be audible or may contain limited information. |
| Experiencing difficulty | The report may not be complete.  
| | The recipe may not be in handed in on time preventing the practical section from being completed.  
| | Students are unable to complete the practical task. |