Hospitality Kitchen Operations

Cluster D

Assessment Task

Quality Café Meals

Units of Competency:

SITHCCC006: Prepare appetisers and salads
SITXINV002: Maintain the quality of perishable items

Student Name: ________________________________

Date of Issue: 30/11/17

Due Date: 14/12/17
### Student Assessment Task

**Name of VET Course**: Hospitality – Kitchen Operations  
**Qualification Code and Name**: SIT20416 Certificate II in Kitchen Operations  
**Assessor Name(s)**: MR. G. REYNOLDS  

**Email**: gordon.reynolds3@det.nsw.edu.au  
**Name of Task**: Cluster D: Quality Café Meals  

### Units of Competency Assessed
- SITHCCC006: Prepare appetisers and salads  
- SITXINV002: Maintain the quality of perishable items  

### Pre-requisite units
- SITXFSA001 Use hygienic practices for food safety  

### Assessment Conditions
Skills must be demonstrated in an operational commercial kitchen that makes use of perishable food and beverage supplies. This can be:  
- an industry workplace  
- a simulated industry environment, such as a training kitchen or food and beverage outlet serving customers.

### Resources Required for Assessment
Class notes, Textbooks, Internet sites

Assessors must satisfy the Standards for Registered Training Organisations’ requirements for assessors; and have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

### Assessment Method

<table>
<thead>
<tr>
<th>Assessment method</th>
<th>Units of Competency</th>
<th>Duration [e.g. 1 lesson, 1 week]</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A: Written Task</td>
<td>SITXINV002: Maintain the quality of perishable items</td>
<td>Maximum 2 weeks, own time</td>
<td>Insert date</td>
</tr>
<tr>
<td>Part B: Written Task</td>
<td>SITHCCC006: Produce appetisers and salads</td>
<td>Maximum 2 weeks, own time</td>
<td></td>
</tr>
</tbody>
</table>
| Part C: Observation of Practical Work | SITHCCC006: Produce appetisers and salads  
SITXINV002: Maintain the quality of perishable items | As an event such as café, function to reflect industry deadlines and customer ratios. |          |

The completed cluster assessment task is to be submitted To the assessor (teacher), by 14/12/17:  
- in class / before roll call on the due date  
- online through the school moodle

### Foundation Skills
Incorporating language, literacy, numeracy and employment skills required for competent performance are embedded in the units of competency.
STUDENT ACKNOWLEDGEMENT  (To be completed before student is assessed)

- I understand the requirements of the assessment task and assessment methods.
- I understand what is being assessed and can perform the tasks described in this assessment.
- I have been provided with information about RPL, Credit Transfer and Assessment Appeals.
- I have notified the assessor of any special needs to be considered during this assessment.
- I declare the work submitted is my own and has not been copied from another person or source.

Student’s Signature: ............................................ Name ........................................ Date: ........................................
Part A: Written Task (Maintain the quality of perishable items)

- **Part A** – To successfully complete this assessment and demonstrate your knowledge, you must attempt and complete **ALL** questions satisfactorily.
- This section is to be completed in your own time (maximum 2 weeks).
- You may use your class notes, textbook and learning resources (eg. Didasko, Futura)
- Your assessor will inform you of the due date for this section of the assessment task (page 2).
- Answer questions 1 – 8 in the space provided.

1. What is the purpose of each the following on food labels:

<table>
<thead>
<tr>
<th>Use By Date</th>
<th>Best Before Date</th>
<th>Storage Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. What contents are required in stock date codes and stock rotation labels? How would you use this information for FIFO?

3. Identify TWO types of wastage in a commercial catering organisation and reasons to avoid it.

4. Describe a correct and environmentally sound disposal method for kitchen waste and hazardous substances eg rinsing chemical solution for commercial dishwasher.
5.

i) List TWO reasons a food business must protect food from contamination.

ii) Refer to the Australia New Zealand Food Standards Code complete the following definitions:

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>potentially hazardous foods</td>
<td></td>
</tr>
<tr>
<td>contamination</td>
<td></td>
</tr>
<tr>
<td>contaminant</td>
<td></td>
</tr>
</tbody>
</table>

iii) In the following table - Identify THREE potential types of contamination, give ONE example for each and a method used for rejecting contaminated food.

<table>
<thead>
<tr>
<th>Identify type of contamination</th>
<th>Example/Method for rejecting contaminated food</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

iv) What action would you take if food in the dry store has signs of pest activity. For example, droppings, eggs, webs, feathers, rot or damaged packaging.

…………………………………………………………………………………………………………………………………………………………
v) Describe how you would safely store the following items likely to be the source of contamination:

<table>
<thead>
<tr>
<th>Item to be stored</th>
<th>Method of Storage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemicals</td>
<td></td>
</tr>
<tr>
<td>Clothing or soiled linen – table cloths, napkins</td>
<td></td>
</tr>
<tr>
<td>Personal belongings</td>
<td></td>
</tr>
</tbody>
</table>

vi) Complete the following table using listed items below as a guide to identify indicators of spoilage and contamination of perishable supplies and indicators of quality of perishable items:

- degradation of flavour, aroma, colour and texture
- currency of best by or use by dates
- enzymic browning
- odour
- drying and hardening
- crystalisation
- infestation of animal and pest waste
- mould
- exposed packaged food through damaged packaging
- freshness
- size
- weight

<table>
<thead>
<tr>
<th>Indicators of spoilage and contamination of perishable supplies</th>
<th>Indicators of quality of perishable items</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Food needs to be stored under environmental conditions that will not adversely affect its suitability or safety.

6. Simulated activity: Conduct temperature checks on the following delivered goods:

<table>
<thead>
<tr>
<th>Food Item</th>
<th>Temperature Check 1</th>
<th>Temperature Check 2</th>
<th>Allowable tolerance (temperature)</th>
<th>Within Allowable tolerance?</th>
<th>Action taken if not within allowable tolerance?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cold or chilled foods</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frozen foods</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Raw foods</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reheated foods or ingredients</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Identify the following statements as either true or false.

<table>
<thead>
<tr>
<th>Statement</th>
<th>T or F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heat will encourage microbial growth and may also damage food.</td>
<td></td>
</tr>
<tr>
<td>Humid conditions may encourage mould growth and could also damage food packaging</td>
<td></td>
</tr>
<tr>
<td>Potatoes need to be protected from direct light to delay the production of glycoalkaloids.</td>
<td></td>
</tr>
<tr>
<td>Potentially hazardous food must be stored at a temperature below 5ºC or above 60ºC</td>
<td></td>
</tr>
<tr>
<td>It is acceptable to receive frozen food that partially thawed.</td>
<td></td>
</tr>
<tr>
<td>It is not an offence to sell food that is damaged, deteriorated or has perished.</td>
<td></td>
</tr>
<tr>
<td>Food should be stored in food-grade containers and covered if there is any likelihood of contamination.</td>
<td></td>
</tr>
<tr>
<td>Containers that may be placed on food contact surfaces should be stored off the floor on shelves.</td>
<td></td>
</tr>
</tbody>
</table>
Part B – To successfully complete this assessment and demonstrate your knowledge, you must attempt and complete **ALL** questions satisfactorily.
- This section is to be completed in your own time (maximum 2 weeks).
- You may use your class notes, textbook and learning resources (eg. Didasko, Futura)
- Your assessor will inform you of the due date for this section of the assessment task (page 2).
- Answer questions 1 – 11 in the space provided.

1. Describe suitable environmental conditions **ensuring food safety** and **optimising shelf life** when storing each of the completed dishes listed below when service will be in 2 hours time:

   **Nicoise Salad**

   ..........................................................................................................................................................................................

   ..........................................................................................................................................................................................

   ..........................................................................................................................................................................................

   ..........................................................................................................................................................................................

   **Fruit Salad**

   ..........................................................................................................................................................................................

   ..........................................................................................................................................................................................

   ..........................................................................................................................................................................................

   ..........................................................................................................................................................................................

   **Spiced cherry tomato and avocado canapés**

   ..........................................................................................................................................................................................

   ..........................................................................................................................................................................................

   ..........................................................................................................................................................................................

   ..........................................................................................................................................................................................

2. List **THREE** quality checks you should make when selecting lettuces and other leafy greens for appetisers or salads:

   ..........................................................................................................................................................................................

   ..........................................................................................................................................................................................

   ..........................................................................................................................................................................................

   ..........................................................................................................................................................................................

3. Dressings are used in salads to:
   a) Use up left over salad ingredients
   b) Allow all the flavours of the salad ingredients to blend together
   c) Distinguish the type of salad you have created
   d) Add flavour, moisten ingredients and allow the ingredients to blend together.

4. A vinaigrette is a mixture of:
   a) One part vinegar and two parts balsamic vinegar
   b) Three parts oil to one part vinegar
   c) One part vinegar and two parts ghee
   d) Two parts vinegar to one part oil
5. When cutting cabbage, which precision cut would be used to create a traditional coleslaw?
   a) Chiffonnade
   b) Macedoine
   c) Brunoise
   d) Julienne

6. What adjustments to presentation might you need to make after visually evaluating a dish before service?
   a) Modify ingredients to adjust the flavour and texture of the dish
   b) Increase portion sizes if the dish looks too small
   c) Clean up drips and spills. Change dips or sauces if they are incorrect.
   d) Make sure any special dietary requests have been met.

7. A tossed garden salad should be dressed
   a) The night before service
   b) Just prior to service
   c) At the table by the guest
   d) Two to three hours before service

8. Tapas originates from the Mediterranean and include:
   a) Prawn fritters, Spanish-style kebabs and tomato and anchovy toasts
   b) Scones, jam and cream and pork pies
   c) Dim Sims, asparagus in bread and curry puffs
   d) Sauerkraut, rice paper rolls and pumpernickel

9. What must be considered when garnishing cold canapés?
   a) Canapés are relatively small so the garnish must be in proportion to the item.
   b) Canapés must catch the customer’s eye, so a brightly coloured garnish is required.
   c) When producing large numbers of the same canapé, use different garnishes for variety.
   d) Fruit garnishes will deteriorate quickly, making the base of the canapé soggy.

10. Complete the table to work out how many egg yolks would be required to make 1 litre mayonnaise if the recipe lists the following quantities?

<table>
<thead>
<tr>
<th>Ingredients</th>
<th>250ml</th>
<th>1 litre</th>
</tr>
</thead>
<tbody>
<tr>
<td>egg</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>oil</td>
<td>250ml</td>
<td></td>
</tr>
<tr>
<td>Dijon mustard</td>
<td>½ tsp</td>
<td></td>
</tr>
<tr>
<td>white wine vinegar</td>
<td>1T</td>
<td></td>
</tr>
<tr>
<td>lemon</td>
<td>1/4</td>
<td></td>
</tr>
<tr>
<td>salt</td>
<td>pinch</td>
<td></td>
</tr>
</tbody>
</table>

Answer: ……………………………………………………
11. What is the correct storage location and environmental conditions for the following food types?

Identify the following:
- Food type
- Environmental storage Conditions
- Indicator of spoilage and/or contamination
- Quality Indicators

<table>
<thead>
<tr>
<th>Food Type</th>
<th>Perishable supply</th>
<th>Location stored (eg dry store, cool room etc)</th>
<th>Environmental Storage Conditions (including humidity, ventilation, sanitary cleanliness and temperature)</th>
<th>Indicator of spoilage and/or contamination (potential deficiencies) and HOW to dispose of when contaminated</th>
<th>Quality Indicators</th>
</tr>
</thead>
</table>
| Dairy products | Natural yoghurt   | Cool room                                    | Refrigerated between 1-4°C  
Shelf life varies depending on item.  
Always check use by dates on packaging.                                          | Stock is stored in dangerous temperature zone (eg temperature check of delivery truck)  
Distinct 'off' smell  
Use by date has been passed  
Packaging damaged                                                    | White, creamy texture, glossy, mild smell                                           |
| Beverages      |                   |                                              |                                                                                                           |                                                                                                                 |                   |
| Frozen goods   |                   |                                              |                                                                                                           |                                                                                                                 |                   |
| Fruit          |                   |                                              |                                                                                                           |                                                                                                                 |                   |
| Meat           |                   |                                              |                                                                                                           |                                                                                                                 |                   |
| Poultry        |                   |                                              |                                                                                                           |                                                                                                                 |                   |
| Seafood        |                   |                                              |                                                                                                           |                                                                                                                 |                   |
| Vegetables     |                   |                                              |                                                                                                           |                                                                                                                 |                   |
Part C: Observation of Practical Work

Part C – To successfully complete this assessment and demonstrate your demonstrated knowledge and practical skills, you must attempt and complete ALL questions satisfactorily.

- Your assessor will inform you of the date/s for your practical assessment.
- Work flow must be prepared for ALL recipes
- Complete HACCP table for Chicken Caesar Salad.
- Students must prepare ALL recipes provided (including additional appetisers chosen by teacher) in a commercial setting – this may be a café, or event (or simulated event) with minimum 6 different customers. (NOTE: each student must prepare and serve each dish, however each dish doesn’t have to be prepared for SIX customers – the key is that it is served in a commercial setting)

NOTE TO TEACHERS
- Student observation checklists MUST be completed and signed by assessor with result (S/MER) identified in the Practical Observation Checklist found in the EAG.
- The ingredients for the following recipes will need to be calculated to reflect the required quantities to be produced depending on number of customers (minimum SIX customers for service period to reflect commercial constraints and deadlines).

Practical Assessment Task Recipes

Follow standard recipes to prepare EACH of the following appetisers and salads:

- appetisers:
  - antipasto
  - canapés
  - hors d’oeuvres
  - tapas

- salads:
  - classical
  - modern
  - cold
  - warm
  - fruit

Salads:
Chicken Caesar Salad (classical salad)
Deconstructed Salad Bowl (Modern Salad)
Nicoise Salad (cold salad)
Bean and Roast Vegetable Salad (Warm Salad)
Fruit Salad
Spiced cherry tomato and avocado (canapes)

Appetisers: NOTE: schools to select OWN recipes for antipasto, canapés, hors d’oeuvres and tapas for service period/function/cafe but MUST include canape recipe provided above.
Directions to students:

1. Students are to work as a team, however each student must demonstrate skills and knowledge of EACH recipe.
2. The time allowed for the practical examination is specified on the assessment task cover sheet under “duration”. Students are expected to start the practical examination in full uniform at the scheduled time. There will not be time allocated to change into your uniform.
3. Each student requires a fully equipped tool kit.
4. WHS and personal and environmental hygiene principles should be followed.
5. Student will need to select ingredients provided for spoilage or contamination prior to preparation.
6. Select correct type and size of equipment suitable to requirements and safely assemble and ensure cleanliness of equipment before use.
7. Your teacher will provide instructions about any additional requirements (including serving requirements and equipment) at the start/prior to the assessment task.
8. Students are expected to organise all mise en place to prepare the menu item according to the recipe provided. No other recipe can be substituted. This should include organisation of all equipment and collection of ingredients at the start of the assessment task.
9. Ensure that workflow plans are visible during the practical examination and that they are implemented.
10. The assessor will observe and ask questions during the practical examination. Written feedback will be provided to students at a later date.
11. If you have any questions regarding the practical examination, ask your teacher (NOT other students).
12. Cleaning procedures are to be followed during and at the conclusion of the practical examination/function. You must not leave the kitchen/food preparation area until your teacher has checked that it is clean.
13. Prior to the assessment task, you will be required to submit:
   - [ ] HACCP
   - [ ] Workflow plan
14. Following the assessment task
   - [ ] Completed observation checklist for every recipe signed by assessor
1. Prepare a workflow plan using the template provided (This should be submitted 2 weeks prior to the practical examination for your teacher to check.)
   - Read through the recipe/s then prepare a detailed list of tasks considering food safety practices for handling different food types.
   - Include appropriate cleaning and storage techniques to minimise the risk of food contamination.
   - The time listed can either be the time of day, or the estimated time it will take you to complete the task (in minutes).
   - List all ingredients that you will use including quantities.
   - List each ingredient only once at the task/step that you will use it.
   - Prepare a detailed list of all equipment you will need and record it on the workflow plan beside the task and ingredients that are relevant.
   - Include items from the observation criteria in your plan.

### Workflow Plan

<table>
<thead>
<tr>
<th>TIME</th>
<th>TASK</th>
<th>INGREDIENTS/TEMPERATURES*/STORAGE</th>
<th>UTENSILS/EQUIPMENT</th>
</tr>
</thead>
</table>

*Food storage/holding temperatures to prevent microbial contamination should be used at the critical control points indicated.
NB Students can copy additional pages as required
<table>
<thead>
<tr>
<th>TIME</th>
<th>TASK</th>
<th>INGREDIENTS/TEMPERATURES/STORAGE</th>
<th>UTENSILS/EQUIPMENT</th>
</tr>
</thead>
</table>

*Food storage/holding temperatures to prevent microbial contamination should be used at the critical control points indicated*
Workflow Plan

<table>
<thead>
<tr>
<th>TIME</th>
<th>TASK</th>
<th>INGREDIENTS/TEMPERATURES*/STORAGE</th>
<th>UTENSILS/EQUIPMENT</th>
</tr>
</thead>
</table>

*Food storage/holding temperatures to prevent microbial contamination should be used at the critical control points indicated.
Workflow Plan

Name of Menu Item: ____________________________

Date: ____________________________

<table>
<thead>
<tr>
<th>TIME</th>
<th>TASK</th>
<th>INGREDIENTS/TEMPERATURES*/STORAGE</th>
<th>UTENSILS/EQUIPMENT</th>
</tr>
</thead>
</table>

*Food storage/holding temperatures to prevent microbial contamination should be used at the critical control points indicated
Complete the following HACCP Audit Table for Chicken Caesar Salad.

<table>
<thead>
<tr>
<th>OPERATION</th>
<th>CONTAMINATION HAZARDS</th>
<th>CONTROL MEASURES</th>
<th>CCP</th>
<th>CRITICAL LIMIT</th>
<th>MONITORING</th>
<th>CORRECTIVE ACTION</th>
<th>RECORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Foods obtained from unsafe sources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Storage</td>
<td>Microbial growth in food</td>
<td>Temperature Cover product Follow cleaning program</td>
<td>CP</td>
<td></td>
<td>What: Chilled foods How: Thermometer Where: refrigerator When: twice daily Who: food service assistant</td>
<td></td>
<td>Cool Room Check list</td>
</tr>
<tr>
<td></td>
<td>Cross contamination</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical e.g. Break in package</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hot-Holding and Food Service</td>
<td>Bacterial growth</td>
<td></td>
<td>CCP</td>
<td>Hold at above 60°C</td>
<td>What: product How: thermometer/visual Where: core of product (temp) When: personal hygiene and Who: service staff</td>
<td>Remove from service and reheat to 750°C for 15 seconds Check equipment</td>
<td>Hot holding check sheet</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>
**CAESAR SALAD**

- Oil for frying
- 40 g butter / ghee
- 1 rasher bacon (frozen, needs to thawed)
- ½ chicken breast fillet (frozen, needs to be thawed)
- 4 leaves Cos lettuce
- 1 tablespoon grated parmesan
- 1 anchovy (optional)
- 1 egg
- Splash white vinegar

**DRESSING**

- 1 egg yolk
- 1 anchovy fillet (optional)
- 1 clove of garlic
- 1 tablespoon lemon juice (cut and squeeze from a lemon)
- ½ teaspoon Dijon mustard
- ½ cup olive oil

**Mise en place**

- Wash and tear lettuce
- Remove crusts from bread and make 8mm croutons
- Crush garlic
- Boil egg (safely store)
- Remove rind and chop bacon (safety store)
- Clarify butter
- Crush garlic
- Chop anchovy
- Juice lemon

**Clarify Butter**

1. Melt the butter in a small saucepan over low heat
2. When the butter has completely melted, skim (remove) scum off the surface.
3. Pour butter oil into a clean bowl leaving the sediment (milk solids) behind.
4. Remember do not allow butter to boil rapidly.

**Prepare croutons**

1. Transfer clarified butter to a small saucepan
2. Heat clarified butter
3. Toss the croutons in clarified butter
4. When croutons are golden, drain them on absorbent paper

**Prepare Dressing**

1. Separate egg. Store egg white appropriately for further use (date, code and refrigerate).
2. Put the crushed garlic and anchovy into a small bowl/food processor, add the egg, lemon juice, Dijon mustard, and whisk/process until smooth.
3. While beating gradually add in the oil, drop by drop at first, then in a thin stream, until the dressing is thick and creamy. Leave aside.

**Prepare Salad**

1. Remove rind from the bacon and chop the bacon; date, code and refrigerate.
2. Boil water, reduce to simmer; lower egg into water and boil for 8 – 10 mins. Refresh cold.
3. Fry the bacon in a dry frypan on a low heat and then drain on paper towels.
4. Grill the chicken till cooked.
5. Tear the lettuce leaves into pieces and toss in a medium mixing bowl with croutons, bacon and half the parmesan cheese.
6. Pour dressing over the salad ingredients and toss well.
7. Transfer salad to a serving plate, sprinkle with parmesan cheese and serve.
Deconstructed Salad Bowl (Modern Salad)

Serves 6

*Beef brisket in an inexpensive cut of meat that becomes meltingly tender and flavoursome with long, slow cooking. You can order it from your butcher or find in the supermarket.*

**Ingredients**
- 1.2kg piece beef brisket
- 2L (8 cups) beef stock
- 1 lemongrass stalks (inner core only)
- 2 kaffir lime leaves
- 150g vermicelli noodles, cooked according to packet instructions
- 1 cup coriander
- 1 cup mint leaves
- 2 spring onions, thinly sliced on the angle
- 1 cucumber
- 1 carrot
- 50 g bean sprouts

**Dressing Ingredients**
- 2 lemongrass stalks (inner core only)
- 1 kaffir lime leaf
- 1/2 cup (125ml) rice vinegar
- 2 tablespoons fish sauce
- 1/4 cup (55g) caster sugar
- 2 long red chillies
- 2 garlic cloves

**Mis en place**
- remove outer stem of lemongrass stalks
- deseed and thinly slice chillies
- crush garlic using salt
- pick, wash and dry coriander and mint
- wash and peel carrot, remove the top, julienne
- measure all commodities
  - remove the ends of the cucumber and slice into ribbons

1. Place brisket, stock, 1 lemongrass stalk, 1 kaffir lime leaf and 1 teaspoon salt in a large saucepan. Cover and simmer over medium-low heat, topping up with water if needed, for 3 hours or until the meat is tender. Cool slightly in the stock.
2. Shred the brisket, reserving the braising stock, and toss with half the dressing. (See below)
3. Finely grate the remaining 2 lemongrass stalks and shred kaffir lime leaves, then place in a pan along with rice vinegar, chilli, fish sauce, garlic and sugar. Bring to a simmer over medium heat, stirring to dissolve the sugar, remove from heat.
4. Cover, date and return to the refrigerator for storage
5. Present the salad in the bowl by arranging all ingredients beside each other, starting with the noodles to one side, place the shredded beef to the side of the noodles. Arrange carrot and cucumber alongside, sprouts, mint and coriander leaves. Drizzle the cooled dressing over the beef and noodles in the bowl and sprinkle with sliced shallots as a garnish.
## Nicoise Salad (cold Salad)
(serves 2)

### Ingredients
- 6 (300g) small chat potatoes
- 200g baby green beans
- 200g can tuna in oil or (fresh tuna optional - pan-fry or grill)
- 100g grape tomatoes, halved
- 1/3 cup black olives
- 1 baby cos lettuce heart, leaves separated, washed
- 2 eggs
- 3 anchovy fillets in oil
- 1 quantity nicoise dressing

### Mis en place
- halve potatoes
- trim beans
- drain and flake tuna
- halve tomatoes
- drain olives
- drain and halve anchovies lengthways (optional)
- hard boil eggs for 8 minutes, peel and quarter

### NICOISE DRESSING
- 1/3 cup olive oil
- 1/3 cup red wine vinegar
- 1 tablespoon dijon mustard

### Dressing
1. Whisk oil, vinegar and mustard in a bowl. Season with salt and pepper.
2. Cover, date and return to the refrigerator for storage

### Salad
1. Boil potatoes in a large saucepan of boiling water for 10 mins until tender, transfer to a large bowl. Retain water.
2. Add the beans to the remaining boiling water and blanch for 1-2 minutes until bright green and just tender. Drain. Slice in half on an angle when cool.
3. Refresh the beans in ice cold water then add beans to the potato mixture
4. Add tuna, tomatoes, olives, lettuce, egg and anchovy to the potato mixture
5. Add red wine dressing and toss to combine
6. Season with salt and pepper and serve
Bean and Roast Vegetable Salad (Warm Salad)
serves 6 (vegetarian)

Ingredients
- 1 medium red capsicum
- 1 medium yellow capsicum
- 2 medium zucchinis
- 100g button mushrooms
- 1 medium red onion
- 2 garlic cloves
- 250g cherry tomatoes
- 200g green beans, trimmed
- 2 tablespoons pine nuts (option: Chango noodles)
- 1 - 2 tsp mixed Italian dried herbs

DRESSING
- 1 tablespoon olive oil
- 2 tablespoons balsamic vinegar

Mis en place
- thickly slice capsicums
- Cut zucchini diagonally into 1 cm thick slices
- cut mushrooms in half
- cut red onion into wedges
- crush garlic
- trim beans

Vegetables
1. Preheat oven to 200°C/180°C. Place capsicum, zucchini, mushrooms, onion and Italian herbs in a large baking dish. Combine oil, vinegar and garlic in a bowl. Drizzle over vegetables. Toss to coat.
2. Roast for 20 minutes. Add tomatoes. Roast for 15 minutes or until vegetables are tender and tomatoes are starting to collapse.

Steamed beans
Meanwhile, bring a large saucepan of water to the boil over high heat and place a bamboo steaming basket on top with beans inside. Steam beans for 3 minutes or until bright green and just tender. Pat dry with paper towel to remove any moisture. Alternatively, use an atmospheric steamer for the beans.

Dressing
Combine ingredients in jar with lid and shake vigorously

Assemble
Add beans to the roast vegetable mixture. Toss to combine. Sprinkle with pine nuts or Chango noodles. Serve.
**Fruit Salad (serves 4)**

*Note to teachers: You may substitute any of the fruits in the recipe based on seasonal availability, cost and waste.*

<table>
<thead>
<tr>
<th>Ingredients</th>
<th>Mis en place</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 300g pineapple</td>
<td>• Remove skin and top from the pineapple</td>
</tr>
<tr>
<td>• 400g rockmelon</td>
<td>• wash grapes and pick from the stem, cut in half</td>
</tr>
<tr>
<td>• 400g seedless watermelon</td>
<td>• peel and cut watermelon into 2cm cubes</td>
</tr>
<tr>
<td>• 125g (half a punnet) strawberries</td>
<td>• peel and cut rockmelon into 2 cm cubes</td>
</tr>
<tr>
<td>• 100g seedless green grapes</td>
<td>• wash, hull and quarter strawberries</td>
</tr>
<tr>
<td>• 100g seedless red grapes</td>
<td>• pulp passionfruit</td>
</tr>
<tr>
<td><strong>DRESSING</strong></td>
<td>• juice lime</td>
</tr>
<tr>
<td>• 2 passionfruit</td>
<td></td>
</tr>
<tr>
<td>• 2 teaspoons lime juice</td>
<td></td>
</tr>
<tr>
<td>• 200ml natural yoghurt</td>
<td></td>
</tr>
<tr>
<td>• 1 teaspoon cinnamon</td>
<td></td>
</tr>
<tr>
<td>• 1 tablespoon dried, shaved coconut (optional)</td>
<td></td>
</tr>
</tbody>
</table>

1. Mix together passionfruit pulp, lime juice and the natural yoghurt in a bowl the spoon into a small serving dish.
2. Cover, date and return to the refrigerator for storage
3. Combine fruit in large bowl
4. Portion and serve with yoghurt and coconut
## Spiced cherry tomato and avocado canapé’s

**makes 36**

*(vegetarian)*

<table>
<thead>
<tr>
<th>Ingredients</th>
<th>Mis en place</th>
</tr>
</thead>
<tbody>
<tr>
<td>● 2 avocados</td>
<td>● preheat oven to 190 °C</td>
</tr>
<tr>
<td>● 250g cherry tomatoes</td>
<td>● remove stones from avocado</td>
</tr>
<tr>
<td>● ½ small red onion</td>
<td>● coarsely chop tomatoes</td>
</tr>
<tr>
<td>● ¼ C fresh continental parsley</td>
<td>● brunoise onion</td>
</tr>
<tr>
<td>● olive oil spray</td>
<td>● wash, dry, pick and chop parsley</td>
</tr>
<tr>
<td>● 36 wonton wrappers</td>
<td>● ⅓ C natural yoghurt</td>
</tr>
<tr>
<td>● ½ C lemon juice</td>
<td>● 10-12 drops of Tabasco sauce</td>
</tr>
<tr>
<td>● salt and pepper</td>
<td>● 2 T lemon juice</td>
</tr>
</tbody>
</table>

1. Spray a mini muffin pan with oil. Press a wonton wrapper into each hole. Bake for 8 minutes or until golden brown. Set aside in the muffin pan to cool.

2. Place avocado and yoghurt in a bowl. Stir to combine. Add the Tabasco sauce to taste. In a separate bowl, combine tomato, onion, lemon juice and parsley. Season with salt and pepper.

3. Spoon the avocado mixture evenly among the wonton cups. Arrange on a serving platter and top with the tomato mixture. Garnish with remaining parsley and serve immediately.
**Clustering D**

**Student Skills and Knowledge Checklist**

Assessor must comment on the students’ skills and knowledge for each part of the assessment. Comment could include:
- What happened during the assessment?
- How well was the task performed?
- How to improve future performance

If multiple observations are necessary insert the date in the comments column.

### Part A: Written Task

- □ Satisfactory
- □ More Evidence Required

**Demonstrated knowledge of stock date codes and rotation labels.**

**Demonstrates knowledge of food contamination including methods of rejecting contaminated food as defined by the Australia New Zealand Food Standards Code.**

**Correct environmental storage conditions provided for food types identified in Maintain the quality of perishable items and food types used in preparation of Appetisers and Salads.**

### Part B: Written Task

- □ Satisfactory
- □ More Evidence Required

**Demonstrates knowledge of storing appetisers and salads to ensure food safety and optimise shelf life**

**Demonstrates knowledge of characteristics of different appetisers and salads including indicators of spoilage and how to dispose of correctly when contaminated.**

### Part C: Observation of Practical Work

- □ Satisfactory
- □ More Evidence Required

**Plan and follow recipe to select quality, fresh ingredients, free from spoilage or contamination.**

**Selects and prepares ingredients using correct portions and equipment to successfully prepare ALL of the dishes, to industry standards, during preparation of Appetisers and Salads**

**Present and store appetisers and salads using appropriate service-ware and adjusting to maximise presentation.**

**Store dishes in appropriate environmental conditions and conduct temperature checks to ensure goods are stored safely.**

**Demonstrated correct methods of controlling food hazards, during work functions at critical control points identified in HACCP.**

### Additional Evidence

List below if additional evidence was required to determine competence: e.g. verbal questioning; third party evidence (e.g. work placement employer report, photographs), school events, videos etc. and upload to QMS

<table>
<thead>
<tr>
<th>Unit of Competency</th>
<th>Evidence description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITXINV002 Maintain the quality of perishable items.</td>
<td></td>
</tr>
<tr>
<td>SITHCCC006 Prepare appetisers and salads</td>
<td></td>
</tr>
</tbody>
</table>
Assessors must satisfy the Standards for Registered Training Organisations’ requirements for assessors; and have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

Instruction to teacher
Indicate (with a tick ✔️), which alternate assessment model has been used to determine the assessment outcome for each unit of competency.

<table>
<thead>
<tr>
<th>Unit of Competency</th>
<th>Model 1 - Teacher with Industry Experience Assessment</th>
<th>Model 2 - Internal Collaborative Assessment</th>
<th>Model 3 - External Collaborative Assessment (Teacher from RTO/Industry Expert)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHCCC006 Prepare appetisers and salads</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If model 2 or 3 is implemented, the collaborator must sign and complete contact details.

Model 2 – Collaborative Assessor
Industry experience verified on QMS
By signing, I agree with the assessment outcome

<table>
<thead>
<tr>
<th>Name:</th>
<th>Signature:</th>
<th>Date:</th>
</tr>
</thead>
</table>

Model 3 – External Collaborative Assessor
Industry experience verified on QMS or Industry Experience Log
By signing, I agree with the assessment outcome

<table>
<thead>
<tr>
<th>Name:</th>
<th>School/Company:</th>
<th>Signature:</th>
<th>Date:</th>
</tr>
</thead>
</table>

Third Party Evidence

Assessment Outcome:

<table>
<thead>
<tr>
<th>SITXINV002 Maintain the quality of perishable items.</th>
<th>☐ Competent</th>
<th>☐ Not yet competent</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHCCC006 Prepare appetisers and salads</td>
<td>☐ Competent</td>
<td>☐ Not yet competent</td>
</tr>
</tbody>
</table>

If you have been deemed NOT YET COMPETENT this is the Further Action Required:

In order for you to be deemed competent for these units, you must:

<table>
<thead>
<tr>
<th>Unit of Competency</th>
<th>Action required if More Evidence is Required</th>
<th>Date of Reassessment/ Date Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITXINV002 Maintain the quality of perishable items.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SITHCCC006 Prepare appetisers and salads</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher’s general comment

I declare that I have conducted a fair, valid, reliable and flexible assessment with this student and I have provided appropriate feedback

Teacher’s Signature……………………………………………………………………………… Date: ..............
STUDENT FEEDBACK

Please provide feedback to your teacher regarding this assessment task

<table>
<thead>
<tr>
<th>STUDENT EVALUATION</th>
<th>Yes</th>
<th>No</th>
<th>A bit</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the class work and activities help you to complete this competency task?</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Were the instructions in this task clear?</td>
<td></td>
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</tr>
<tr>
<td>Did this task help you to gain a better understanding of the unit of competency being studied and assessed?</td>
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<tr>
<td>Did you find the task challenging? If yes, why?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Could this task be improved? If yes, how?</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you do not agree with the assessment outcome, please ask your teacher about the appeals process.

Student’s Signature: ………………………………………………………………………………… Date: …………………

Teachers: The completed student assessment task and the Evidence and Answer guide must be securely retained on QMS for six months after the completion of the course. Also retain any other evidence that demonstrated how the student was deemed competent e.g. written tasks, photographs, videos.