



Assessment Support Materials

MANAAKI MARAE



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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(Ngā Puhī, Te Arawa, Ngāti Porou, Ngāi Tai)



Assessment Support Materials

MANAAKI MARAE

Introduction

Welcome to the Assessment Support Materials for Manaaki Marae

The Assessment Support Materials for Manaaki Marae have been developed to support you the assessor in achieving the outcomes of the unit standards listed below and are guidelines only. Please ensure you are using the most up to date standard by checking the NZQA website before using the materials in this booklet. If you would like to provide us with feedback on these materials or suggest changes to the content of this resource please contact us on Māori Qualification Services mqs@nzqa.govt.nz

Ngā mihi

Level 2

- 29566 Prepare fruit and vegetables to present for manuhiri
- 29568 Prepare equipment and fry kai to present for manuhiri

'Te manu ka kai i te miro, nōna te ngahere
Te manu ka kai i te mātauranga, nōna te ao'

—

*'The bird that partakes of the berry, his is the forest.
The bird that partakes of knowledge, his is the world'*

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MANAAKI MARAE

UNIT STANDARD 29566 (version 3)

Prepare fruit and vegetables to present for manuhiri

(Level 2, Credits 3)

ASSESSOR BOOKLET

Assessor Information

This assessor booklet is a guide for use in assessing against **Manaaki Marae - Whāngai Manuhiri unit standard 29566**. Further guidance (credit value, authenticity, moderation etc) is also provided at the rear of this booklet.

This resource is designed to help you assess ākonga evidence, by outlining tasks they could carry out to meet the requirements of the unit standard. Please use your discretion as to whether you instruct your ākonga to do more than what is required by this booklet (and, of course, their ākonga booklet). You should also, where possible, look for any and all naturally occurring evidence.

The ākonga booklet has been designed with the intention to efficiently gather the evidence needed to attest to competence.

Good luck. Kia ora rā.

Assessment criteria

Paetae/Achieved

Ākonga that achieve this standard will be able to: prepare fruit and vegetables to present for manuhiri.

The only grades for this unit standard are **Paetae/Achieved or Not Achieved**.

The ākonga must complete all assessment tasks correctly to achieve the unit standard. Once completed, please fill-out an assessment schedule (one has been provided at the rear of this booklet) for each ākonga.

Your ākonga may present evidence for this assessment orally, visually, digitally or in writing. This may include, but is not limited to 3D images/printings, power point presentations, videos, photos, illustrations, performances, etc. You will need to discuss their presentation method with them and any resources they might need

Integrated assessment

Integrated assessment (where an assessment task (or tasks) allows assessment of several relevant outcomes at the same time) is encouraged. For this reason, tasks conducted in the assessment against this unit standard may also provide some evidence for use with the following unit standards:

Level 2		Credits
29567	Prepare equipment and cook kai in an oven to present for manuhiri	4
29568	Prepare equipment and fry kai to present for manuhiri	4
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Level 3		Credits
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30541	Prepare, cook, and present a range of dishes for manuhiri	15
Level 4		Credits
31162	Prepare and produce a hāngi in accordance with tikanga and provided plan	10

Questions?

Your ākonga will need to know the requirements of achieving this unit standard (this may include time allowed to complete assessment, pre-assessment preparation, assessment, post-assessment follow-up, and reassessment (only if needed)). Please make yourself available to discuss this with them and answer any questions they may have.

Ngā mihi nui!

GUIDANCE INFORMATION

It is recommended that you complete Unit 167, Practise food safety methods in a food business under supervision, prior to being assessed against this standard.

It is also recommended that assessment against this unit standard occurs concurrently with assessment against other Manaaki Marae - Whāngai Manuhiri unit standards.

This entry-level unit standard is intended for learners who will carry out activities under close supervision and guidance in a marae context to prepare and present fruit and vegetables.

Manaaki is an ethic of thoughtfulness, generosity and caring for others. Manaaki manuhiri links this ethic directly to Māori well-being, to the marae and the mana of its people. The proverb, 'ka tika ā muri, ka tika ā mua' best describes this significant aspect of the Māori value system, ensuring the front and back of the marae (both of which are interdependent), work together to provide for its guests. It is characterised through the acts of hospitality and demands excellence of the hosts to uphold their mana, the mana of all guests, and (therefore) the mana of the marae itself. The basic principles underpinning manaaki (in a marae context) are common, but while there are some constants, the details of its execution may differ. These differences may be at a rohe, iwi, hapū, whānau, or marae level.

REFERENCE

Te Kai Manawa Ora –Marae Food Safety Guide (July 2013). Ministry for Primary Industries(available online from <https://www.mpi.govt.nz/food-safety/food-act-2014/marae-food/> or <https://www.mpi.govt.nz/food-safety/community-food/marae-food-safety/>).

Legislation and regulations to be complied with include but are not limited to the Food Hygiene Regulations 1974, Food Act 2014, Animal Products Act 1999, Health and Safety at Work Act 2015, and any subsequent amendments.

Ākongā must demonstrate appropriate health, safety, and hygiene techniques at all times.

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DEFINITIONS

Marae context refers to a context or environment that incorporates the tikanga and kawa of the marae, and must be reflected in the outcome of this unit standard.

Tikanga are cultural practices and procedures exercised by Māori in their daily lives. These practices reflect the concepts upon which they are based and provide guidelines for appropriate behaviour in Māori society. They also prescribe consequences for any breaches or when tikanga is not followed. They can be particular to a rohe, iwi, hapū, whānau, marae, or hapori.

Kawa are the protocols or customs of the marae (and inside the wharenuī); particularly those related to formal activities such as pōwhiri, karanga, whaikōrero, mihi, hākari etc. Kawa can be particular to marae, and may vary amongst whānau, hapū, and iwi.

Dish requirements refer to any recipe or dish type made known to the candidate prior to assessment against this unit standard.

Brunoise – to dice finely.

Macedoine – to dice.

Julienne – to cut into very thin batons (matchsticks).

Jardinière – to cut into thin batons.

Mirepoix – to roughly cut (for flavouring stocks, soups and sauces).

Chiffonade – to coarsely shred (of leafy herbs or vegetables).

Haché – to mince or grind (not with a machine).

ASSESSOR INFORMATION ASSESSMENT TASKS

Name

NSN #

Outcome 1 Prepare fruit and vegetables in accordance with marae context and tikanga.
Assessment Task 1 – this task assesses ER 1.1, 1.2 and 1.3
For this task ākonga need to:

- identify the fruits and vegetables required for their dish(es)
- wash and/or peel the fruits and vegetables required for their dish(es), and
- cut the fruit and vegetables required for their dish(es) using classical cuts
- in accordance with marae context and tikanga.

They also need to demonstrate appropriate health, safety, and hygiene techniques at all times, and incorporate tikanga in the execution of all tasks.

For this task ākonga need to prepare **both fruits and vegetables**. They may wish to prepare fruit for one dish and vegetables for another, but they can prepare both in the one dish.

Classical cuts may include brunoise, macedoine, julienne, jardinière, mirepoix, chiffonade, and haché (see Guidance information above).

They must provide evidence of four different classical cuts. Only four in total is needed, no matter how many dishes they are preparing.

Ākonga may present their evidence for one dish, using both fruit and vegetables, and show four different classical cuts if they wish. If they are preparing fruit and vegetables for more than one dish, they only need to show a total of four classical cuts (not four classical cuts for each dish); however, it is a good idea for them to do more.

Ākonga may use the worksheets in their ākonga book to present their evidence (they may use additional paper if required).

Using photos is a good way to show what they have done, but they will need to provide explanations for each photo, so that you can determine if they have provided enough of the right evidence. Video evidence is even better.

An example of what is required for this task at the level for Paetae/Achieved follows over the page.


Brunoise

This is a very small diced cube, sized between 1-3 mm square. Often used as a garnish for consommé. Typical vegetables used are carrot, onion, turnip and celery.


Macédoine

This is diced cube 5 mm square. Root vegetables are suited to this cut, e.g. carrot, turnip, swede.


Jardinière

A short thin baton or stick, about 2.5 cm long and approximately 3 mm wide and 3 mm thick. Size may be varied depending on end use.


Baton

Sticks of vegetables approximately 5 cm long, 5 mm wide and 5 mm thick. Used as an accompaniment.


Paysanne

Various thin shapes such as squares, triangles, circles or half rounds. In order to cut economically, the shape of the vegetable will decide which shape to choose. All are cut thinly, about 1-2 mm thick.





Julienne

Long thin match-stick shaped pieces about 4 cm in length. Vegetables cut julienne are mostly used as garnish.

This image taken from <http://lcm-ua.org/vegetable-cuts-chart/>.

Work Sheet 1

LEVEL 2

DISH 1	FRUIT SALAD	
Fruit and/ or vegetables required	bananas pineapple kiwifruit rapes strawberries raspberries mango lime juice mint leaves	
FRUIT AND/OR VEGETABLES WASHED AND/OR PEELED (INSERT PHOTO(S))		
	I washed the strawberries in a bowl of cold water and then rinsed them under cold running water.	
I peeled the pineapple by cutting the skin off. I then quartered it and sliced the hard centre out of each piece.		
	I peeled the banana by hand.	

Work Sheet 1 cont...

Classical cuts (insert photos and names of cuts)

Cut 1

Macedoine is a small dice. This is how I cut the mango and watermelon



Cut 2

Chiffonade is a technique used to cut leafy vegetables and herbs into slender ribbons. This is the cut I used for the mint.



Health, safety and hygiene practices; and tikanga

Explain and/or show (with photos) all the health, safety and hygiene practices; and tikanga, you incorporated when carrying out the assessment tasks




TIKANGA

1. I did karakia before I started mahi.
2. I didn't waste kai or play with kai.
3. I didn't mix tapu and noa (eg sitting/leaning on tables or work benches; passing kai over someone's head etc).
4. I worked collaboratively with others in the kitchen (mahi tahi).
5. I focussed on doing a good job to ensure the mana of the marae is upheld.

HEALTH, SAFETY AND HYGIENE

1. I washed my hands regularly.
2. I kept my hair tied up and away from my face and the food.
3. I ensured my hands, equipment and workstation were clean.
4. I kept workstation clear and free from obstacles.
5. I waited for leftover cooked food cooled before storing.
6. I stored leftovers and other food (ingredients) in sealed containers.
7. I ensured cross-contamination didn't occur (eg cleaned/changed knives, boards etc when cutting meat and vegetables; didn't store cooked meat with raw foods etc).
8. I disposed of waste efficiently and properly (compost, pig bucket or rubbish).

Work Sheet 2

Dish 2	GARLIC HONEY CARROTS	
Fruit and/or vegetables required	carrots garlic parsley	
Fruit and/or vegetables washed and/or peeled (insert photo(s))		
	I peeled the carrot with a peeler and the garlic by hand 	
I washed the parsley in a bowl of cold water and then rinsed them under cold running water.		

Classical cuts (insert photos and names of cuts)

Cut 1

Batonnet is basically creating a rectangular stick. It is also the starting point for another cut, the macedoine. This is how I cut the carrots.

**Cut 2**

Haché is to chop finely or mince (by hand). This is how I prepared the garlic.



Health, safety and hygiene practices; and tikanga

Explain and/or show (with photos) all the health, safety and hygiene practices; and tikanga, you incorporated when carrying out the assessment tasks

TIKANGA

1. I did karakia before I started mahi.
2. I didn't waste kai or play with kai.
3. I didn't mix tapu and noa (eg sitting/leaning on tables or work benches; passing kai over someone's head etc).
4. I worked collaboratively with others in the kitchen (mahi tahi).
5. I focussed on doing a good job to ensure the mana of the marae is upheld.

HEALTH, SAFETY AND HYGIENE

1. I washed my hands regularly.
2. I kept my hair tied up and away from my face and the food.
3. I ensured my hands, equipment and workstation were clean.
4. I kept workstation clear and free from obstacles.
5. I waited for leftover cooked food cooled before storing.
6. I stored leftovers and other food (ingredients) in sealed containers.
7. I ensured cross-contamination didn't occur (eg cleaned/changed knives, boards etc when cutting meat and vegetables; didn't store cooked meat with raw foods etc).
8. I disposed of waste efficiently and properly (compost, pig bucket or rubbish).

Outcome 2 Present fruit and vegetables in accordance with marae context and tikanga.

Assessment Task 2 – this task assesses ER 2.1 and 2.2

For this task ākonga need to:

For this task ākonga need to present the fruits and vegetables:

- required for their dish(es)
- in a manner acceptable to serve to manuhiri, and
- in accordance with marae context and tikanga.

You also need to demonstrate appropriate health, safety, and hygiene techniques at all times, and incorporate tikanga in the execution of all tasks.

For this task, ākonga should present the fruits and vegetables required for their dish(es) that they prepared in the previous task.

Dish requirements may include (but are not limited to) portioning, basic garnishing, plating, and simple accompaniments (see Guidance information above).

Ākonga must provide evidence of two different dish requirements.

Acceptable to serve to manuhiri includes (but is not limited to) presentation, temperature, and taste. If it:

- doesn't look good
- is cold when it should be hot or hot when it should be cold etc, and
- doesn't taste good

then it is not good enough to serve to manuhiri.

Ākonga may use the worksheets in their ākonga book to present their evidence (they may use additional paper if required).

Using photos is a good way to demonstrate what they have done, but they will need to provide explanations for each photo, so that you can determine if they have provided enough of the right evidence. Video evidence is even better.

Note: The ākonga must present information in their own words and provide references. Where you have referred to a book, or website, or person, please acknowledge this in your lessons



Above image taken from <https://savvytokyo.com/food-presentation-time/>.

Work Sheet 3

DISH REQUIREMENT 1

Insert a photo(s) of the fruit and vegetables you have prepared and are presenting; and explain which dish requirement they meet



Rather than plate these roasted carrots into individual servings, I served it “family style”. This platter is enough for a family of 4-6 people.

The first dish requirement I am meeting here is portioning.

DISH REQUIREMENT 2

Insert a photo(s) of the fruit and vegetables you have prepared and are presenting; and explain which other dish requirement they meet



In the same dish, I minced some parsley (haché) to sprinkle of the top of the carrots.

The second dish requirement I am meeting is basic garnishing

ACCEPTABLE TO SERVE TO MANUHIRI

Insert a photo(s) of the fruit and vegetables you have prepared and are presenting; and explain the temperature and taste



This is the fruit salad that I made.

This dish was served chilled and was an accompaniment to a dessert.

My family thought it was delicious, particularly with the addition of some lime juice and mint leaves.

It looks delicious too, right?

HEALTH, SAFETY AND HYGIENE PRACTICES; AND TIKANGA

Explain and/or show (with photos) all the health, safety and hygiene practices; and tikanga, you incorporated when carrying out the assessment tasks

TIKANGA

1. I did karakia before I started mahi.
2. I didn't waste kai or play with kai.
3. I didn't mix tapu and noa (eg sitting/leaning on tables or work benches; passing kai over someone's head etc).
4. I worked collaboratively with others in the kitchen (mahi tahi).
5. I focussed on doing a good job to ensure the mana of the marae is upheld.

HEALTH, SAFETY AND HYGIENE

1. I washed my hands regularly.
2. I kept my hair tied up and away from my face and the food.
3. I ensured my hands, equipment and workstation were clean.
4. I kept workstation clear and free from obstacles.
5. I waited for leftover cooked food cooled before storing.
6. I stored leftovers and other food (ingredients) in sealed containers.
7. I ensured cross-contamination didn't occur (eg cleaned/changed knives, boards etc when cutting meat and vegetables; didn't store cooked meat with raw foods etc).
8. I disposed of waste efficiently and properly (compost, pig bucket or rubbish).

Kia maumahara

For Paetae/Achieved

Achievement of this standard will be evidenced through:

- preparing fruit and vegetables in accordance with marae context and tikanga
 - identifying fruit and vegetables in terms of dish requirements
 - washing and/or peeling fruit and vegetables as per dish requirements
 - preparing fruit and vegetables in accordance with dish requirements, using classical cuts
 - classical cuts may include (but are not limited to) brunoise, macedoine, julienne, jardinière, mirepoix, chiffonade, haché
- presenting fruit and vegetables in accordance with marae context and tikanga
 - presenting fruit and vegetables in accordance with at least two dish requirements
 - dish requirements may include (but are not limited to) portioning, basic garnishing, plating, and simple accompaniments
 - presenting fruit and vegetables in a manner acceptable to serve to manuhiri
 - acceptable includes (but is not limited to) presentation, temperature, taste.

Remember, you are being assessed against this unit standard because your kaiako/assessor is confident that you are ready to be assessed.

If you have any pātai, or are unsure about anything, please discuss with your kaiako/assessor.

Kia kaha!

Further guidance

Ākonga booklet

The ākonga receives this booklet. It outlines important information for their assessment.

Ākonga assessment material

All ākonga assessment material and any other evidence must be collected by the assessor and retained for assessment and moderation purposes.

If ākonga choose to provide oral evidence this must be recorded (ie recorded onto CD-R, DVD-R or USB flash drive).

Where ākonga work has been selected for moderation the CD-R, DVD-R or USB flash drive must be included with the assessment materials.

If a recording of the demonstration is submitted for moderation, the ākonga identification sheet (refer following link: <http://www.nzqa.govt.nz/assets/Providers-and-partners/Assessment-and-moderation/mod-visevidence-cvr.doc>) must be included.

Credit value

Credit value relates to the amount of learning in the standard, with each credit representing 10 notional learning hours. Notional learning hours include all planned learning activities (directed learning, self-directed learning, assessment) leading toward the achievement of the standard.

Authenticity

As per NZQA requirements, the assessor must:

- verify that the work submitted for assessment has been produced by the ākonga
- consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book or downloaded from the internet.

Ākonga may work with and learn from others to gather information from a variety of sources. However, you must be clear that the work to be assessed has been processed and produced by the ākonga.

To help manage authenticity of ākonga work, where the ākonga is asked to complete any written tasks, the ākonga is asked to use their own words as well as provide reference/s for their information. Please ensure you discuss this with your ākonga.

For further information, please refer to the following link:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>

Preparation for moderation

It is no longer necessary to complete a Moderation Cover Sheet as this information is entered online. If physical materials are sent for moderation, please ensure name of school and standard are included.

Digital submissions can be made directly through the application at any time. Using the online External Moderation Application, schools and providers must include:

1. a copy of the task and any key supporting resources
2. a copy of the assessment schedule
3. up to 8 samples of student work consisting of the key materials that the assessor has used to make an assessment judgement. (ungraded unit standards: schools – 4 learner samples; providers – 3 learner samples).

For moderation to occur:

1. all files must be viewable online
2. URLs, eg for student created websites, will need to be submitted as links within a document.

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For more information on the digital moderation process, please contact your Principal Nominee or Moderation Liaison (ML).



If you have any issues with preparing materials for moderation OR do not have materials to submit (ie you didn't assess this standard), speak to your Principal Nominee (PN) or Moderation Liaison (ML).

Referencing

This assessment requires the ākonga to reference their information. For the purposes of this assessment, the following are examples of reference styles.

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EXAMPLES OF REFERENCING STYLES

1 **Book**

King, M. (2000). *Wrestling with the angel: A life of Janet Frame*. Auckland, New Zealand: Viking.

2 **Course handout/Lecture notes (electronic version)**

Archard, S., Merry, R., & Nicholson, C. (2011). Karakia and waiata [PowerPoint slides]. Retrieved from TEPS757-11B (NET): Communities of Learners website: <http://elearn.waikato.ac.nz/mod/resource/view.php?id=174650>.

3 **Film**

Māori Television (Producer). (2016). Iwi Anthems, Series 2 Episode 5 [video file]. Retrieved from: <http://www.maoritelevision.com/tv/shows/iwi-anthems/S02E005/iwi-anthems-series-2-episode-5>.

4 **Magazine/Newspaper article – popular/trade/general interest**

Fox, D. (2015, 15 September). Viewpoint: Not one more acre. *Mana*. Retrieved from: <http://www.mana.co.nz/heritage/viewpoint.html>.

5 **Personal Communication (letters, telephone conversations, emails, personal interviews, private social networking) – no reference list entry required (not recoverable); however, for quoting or citing in text**

J. Jackson, personal communication, March 12, 2011.

6 **Webpage**

New Zealand Trade and Enterprise. (n.d). Agribusiness. Retrieved from <https://www.nzte.govt.nz/en/export/market-research/agribusiness/>.

Assessment schedule

 LEVEL
2

Learning Outcomes	Evidence Statements	Evidence Statements
Prepare fruit and vegetables to present for manuhiri.	<p>The ākonga is able to:</p> <ul style="list-style-type: none"> prepare fruit and vegetables in accordance with marae context and tikanga, and present fruit and vegetables in accordance with marae context and tikanga. 	<p>The ākonga has, in accordance with marae context and tikanga, shown evidence of:</p> <ul style="list-style-type: none"> identifying, washing and/or peeling fruits and vegetables as per dish requirements preparing fruit and vegetables in accordance with dish requirements (demonstrating four different classical cuts) presenting fruit and vegetables in accordance with dish requirements (two different dish requirements) presenting fruit and vegetables in a manner acceptable to serve to manuhiri (presentation, temperature, taste) as well as the demonstration of appropriate health, safety, and hygiene techniques at all times; and the incorporation of tikanga in the execution of all tasks.

Overall grade (please circle)	N (Not Achieved)	A (Paetae/Achieved)
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Ākonga name		Ākonga name	
Ākonga signature		Ākonga signature	
Completion date			



MANAAKI MARAE

UNIT STANDARD 29568 (version 3)

Prepare equipment and fry kai to present to manuhiri

(Level 2, Credits 4)

ASSESSOR BOOKLET

Tēnā koe

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Legislation

Legislation and regulations to be complied with include but are not limited to the Food Hygiene Regulations 1974, Food Act 2014, Animal Products Act 1999, Health and Safety at Work Act 2015, and any subsequent amendments.

Ākonga must demonstrate appropriate health, safety, and hygiene techniques at all times.

Definitions

Marae context refers to a context or environment that incorporates the tikanga and kawa of the marae, and must be reflected in the outcome of this unit standard.

Tikanga are cultural practices and procedures exercised by Māori in their daily lives. These practices reflect the concepts upon which they are based and provide guidelines for appropriate behaviour in Māori society. They also prescribe consequences for any breaches or when tikanga is not followed. They can be particular to a rohe, iwi, hapū, whānau, marae, or hapori.

Kawa are the protocols or customs of the marae (and inside the wharenuī); particularly those related to formal activities such as pōwhiri, karanga, whaikōrero, mihi, hākari etc. Kawa can be particular to marae, and may vary amongst whānau, hapū, and iwi.

Dish requirements refer to any recipe or dish type made known to the candidate prior to assessment against this unit standard.

ASSESSOR INFORMATION ASSESSMENT TASKS

Name

NSN #

Outcome 1 Prepare kai and equipment to fry in accordance with marae context and tikanga.
Assessment Task 1 – this task assesses ER 1.1
For this task ākonga need to:

- identify kai and equipment required in terms of dish requirements, and
- in accordance with marae context and tikanga.

For this task ākonga need to identify the kai and equipment they need to fry kai using **two** different frying methods (two separate dishes is probably easiest). These will be dictated by the dish requirements, which refer to any recipe or dish type you made known to your ākonga prior to assessment.

Ākonga should think of all the kai and all the equipment they'll need to fry kai using **two** different frying methods, and make a list.

Frying methods may include (but are not limited to) **shallow fry, deep fry** or **stir fry**. Remember, your ākonga need **two different frying methods** to achieve the standard.

Ākonga may use the worksheets in their ākonga book to present their evidence (they may use additional paper if required).

Using photos is a good way for them to show what they have done, but they will need to provide explanations for each photo, so that you can determine if they have provided enough of the right evidence. Video evidence may be even better.

An example of what is required for this task at the level for Paetae/Achieved follows over the page.



This image taken from <https://www.bbcgoodfood.com/howto/guide/how-deep-fry-safely>.

Work Sheet 1

FRYING METHOD 1	DEEP FRY – FRIED BREAD
<p>Kai</p> <p>rice bran oil (or any oil with a high smoke point is good)</p> <p>fried bread dough (pre-cut, ready to fry)</p>	
<p>Equipment</p> <p>deep-sided pan, or pot</p> <p>tongs</p> <p>paper towels (for draining oil)</p> <p>stove</p> <p>small bowls (for serving accompaniments)</p>	
FRYING METHOD 2	SHALLOW FRY – STEAK
<p>Kai</p> <p>steak (I used rump, because I like the flavour)</p> <p>salt flakes and pepper (most people choose freshly cracked black pepper, but I went with white pepper)</p> <p>rice bran oil (or any oil with a high smoke point is good)</p> <p>butter</p> <p>garlic</p> <p>thyme</p>	
<p>Equipment</p> <p>pan</p> <p>tongs</p> <p>paper towels (for drying steak)</p> <p>large dessert spoon (for basting steak)</p> <p>sharp knife</p> <p>chopping board</p> <p>stove</p> <p>wooden chopping board (for serving)</p>	

Outcome 2 Fry kai in accordance with marae context and tikanga.

Assessment Task 2 –this task assesses ER 1.2

For this task ākonga need to:

- prepare kai and equipment, in terms of suitability for two frying methods, and
- in accordance with marae context and tikanga.

Ākonga also need to demonstrate appropriate health, safety, and hygiene techniques at all times, and incorporate tikanga in the execution of all tasks.

For this task, ākonga must fry kai using two different frying methods (again, two separate dishes is probably easiest). The kai and methods will be those from the recipe or dish type you made known to your ākonga prior to assessment.

Frying methods are shallow fry, deep fry or stir fry. Ākonga must use two different frying methods.

Ākonga may use the worksheets in their ākonga book to present their evidence (they may use additional paper if required).

Using photos is a good way for them to show what they have done, but they will need to provide explanations for each photo, so that you can determine if they have provided enough of the right evidence. Video evidence may be even better.

Note: The ākonga must present information in their own words and provide references. Where you have referred to a book, or website, or person, please acknowledge this in your lessons.



This image taken from <https://www.finecooking.com/article/the-wonder-of-a-wok>.

Work Sheet 2

FRYING METHOD 1	DEEP FRY – FRIED BREAD
<p>Kai and equipment preparation</p> <p>I made sure my pan was clean.</p> <p>I cleaned my bench thoroughly.</p> <p>I remove the dough from the bowl onto my clean and lightly floured bench.</p> <p>I rolled the dough out to a 2cm thickness (approx) and cut each bread into 6cmx6cm squares (approx).</p> <p>I covered the dough with plastic wrap and left to proof on the bench for 15 minutes.</p> <p>I poured the oil into my pan, so that it came $\frac{3}{4}$ of the way up the side.</p>	
FRYING METHOD 2	SHALLOW FRY – STEAK
<p>Kai and equipment preparation</p> <p><i>I took the steak out of the fridge 30mins before I was ready to fry (this allowed the steak to come to room temperature, ensuring a better crust).</i></p> <p><i>I ensured my pan was clean.</i></p> <p><i>I bruise two cloves of garlic by pressing on them (this allowed them to release their oils).</i></p> <p><i>I added enough oil to the pan to just cover the bottom.</i></p> <p><i>I patted the steak dry with paper towels (again to ensure a better crust).</i></p>	
<p>HEALTH, SAFETY AND HYGIENE PRACTICES; AND TIKANGA</p> <p>Explain and/or show (with photos) all the health, safety and hygiene practices; and tikanga, you incorporated when carrying out the assessment tasks</p> <p>TIKANGA</p> <ol style="list-style-type: none"> I didn't waste or play with kai. I didn't mix tapu and noa (eg being unclean around kai; sitting/leaning on tables or work benches; passing kai over someone's head; coughing/sneezing/scratching/touching hair/nose/mouth around kai etc). I focussed on doing a good job to ensure the mana of my manuhiri and whānau is upheld. <p>HEALTH, SAFETY AND HYGIENE</p> <ol style="list-style-type: none"> I kept my hair tied up and away from my face and the food. I washed my hands thoroughly before starting. I ensured my hands, equipment and workstation were clean. I kept workstation clear and free from obstacles. I ensured cross-contamination didn't occur (eg cleaned/changed knives, boards etc when cutting meat and other foods; didn't store raw meat above other foods etc). I disposed of waste efficiently and properly (compost, pig bucket or rubbish). 	

Outcome 2 Fry kai in accordance with marae context and tikanga.

Assessment Task 2 – this task assesses ER 2.1

For this task you need to:

For this task ākonga need to fry kai:

- in accordance with dish requirements and the prescribed method, and
- in accordance with marae context and tikanga.

They also need to demonstrate appropriate health, safety, and hygiene techniques at all times, and incorporate tikanga in the execution of all tasks.

For this task you need to identify the kai and equipment you need to fry kai using **two different frying methods** (two separate dishes is probably easiest). These will be dictated by the dish requirements, which refer to any recipe or dish type made known to you prior to assessment, so use these (as well as your own thoughts) to help make a list.

Frying methods may include (but are not limited to) **shallow fry, deep fry or stir fry**. Remember, you need **two different frying methods** to achieve the standard.

You may use the following worksheets to present your evidence (you may also use additional paper if required).

Using photos is a good way to show what you have done, but please provide explanations for each photo to allow your kaiako/assessor to determine if you have provided enough of the right evidence. Video evidence is even better.

REMEMBER – You must present information in your own words, and all references must be provided.



This image taken from <https://www.yiannislucacos.gr/en/how/4430/how-fry-shallow-frying-basic-cooking-method>.

Work Sheet 3

KAI AND FRYING METHOD 1

Insert a photo(s) of the kai you are frying, and explain the frying method you are using

I heated the oil in the pan over a medium heat to about 165°C.

I gently placed each bread (dough) in the hot oil away from me and fried until golden brown.

Once that side was done, I turned each bread over and fried the other side until golden brown.

Once cooked, I remove the bread from the oil and put on paper towels to drain.

I allowed fried bread to rest whilst frying the rest of the batch – this cools the bread a little before serving and means the inside won't be so doughy, and allows more oil to drain off.



KAI AND FRYING METHOD 2

Insert a photo(s) of the kai you are frying, and explain the frying method you are using

I heated the oil in the pan over a high heat until almost smoking.

Just before salting the steak, I gave it another pat dry with a paper towel.

I sprinkled one side of the steak with a generous sprinkle of salt flakes and (using the tongs) carefully placed it in the pan, salted side down.

I allowed the steak to sizzle for a minute before turning the pan down a little (to a medium/medium-high heat).

After frying for three minutes (this time varies depending on the thickness of your steak) I salted the upper side of the steak and carefully turned it over (again using the tongs).

After two minutes, I pressed my finger to the steak to test its doneness. I wanted to eat a medium-rare steak, but knew I had another step to do, so looked for a rare "feel".

I turned the steak on its side, pressing the layer of fat into the pan until I had melted it; and added the butter, garlic and thyme to melt.

As soon as the butter had melted, I put the steak down and basted it with the melted butter (for about 45 seconds to a minute).

Once done (I pressed the steak again, looking for a soft-bouncy feel) I put the steak on the chopping board to rest and seasoned with pepper.



Work Sheet 3 contd....

HEALTH, SAFETY AND HYGIENE PRACTICES; AND TIKANGA

Explain and/or show (with photos) all the health, safety and hygiene practices; and tikanga, you incorporated when carrying out the assessment tasks

TIKANGA

1. I didn't waste or play with kai.
2. I didn't mix tapu and noa (eg being unclean around kai; sitting/leaning on tables or work benches; passing kai over someone's head; coughing/sneezing/scratching/touching hair/nose/mouth around kai etc).
3. I focussed on doing a good job to ensure the mana of my manuhiri and whānau is upheld.

HEALTH, SAFETY AND HYGIENE

4. I kept my hair tied up and away from my face and the food.
5. I washed my hands thoroughly before starting.
6. I ensured my hands, equipment and workstation were clean.
7. I kept workstation clear and free from obstacles.
8. I ensured cross-contamination didn't occur (eg cleaned/changed knives, boards etc when cutting meat and other foods; didn't store raw meat above other foods etc).
9. I told people around me that I was working with hot oil and pans.
10. The food I was to fry I carefully place into hot pans, placing it away from me (so as to not splash oil back towards me).
11. I was careful not to drip any water (from my hands or utensils) into my pan of hot oil for the fried bread.
12. I disposed of waste efficiently and properly (compost, pig bucket or rubbish).

Outcome 3 Present kai that has been fried in accordance with marae context and tikanga.
Assessment Task 4 –this task assesses ER 3.1 and 3.2
For this task you need to:

For this task ākonga need to present kai:

- in accordance with dish requirements
- in a manner acceptable to serve to manuhiri, and
- in accordance with marae context and tikanga.

They also need to demonstrate appropriate health, safety, and hygiene techniques at all times, and incorporate tikanga in the execution of all tasks.

For this task, ākonga should present the kai that they fried in the previous task.

Dish requirements may include (but are not limited to) portioning, basic garnishing, plating, simple accompaniments (see Guidance information above).

Ākonga must provide evidence of two different dish requirements.

Acceptable to serve to manuhiri includes (but is not limited to) presentation, temperature, cooked to required standard (eg rare, medium rare etc), and taste. If it:

- doesn't look good
- is cold when it should be hot (or hot when it should be cold etc)
- isn't cooked to the required standard (under-cooked, over-cooked), and
- doesn't taste good

then it is not good enough to serve to manuhiri.

Ākonga may use the worksheets in their ākonga book to present their evidence (they may use additional paper if required).

Using photos is a good way to demonstrate what they have done, but they will need to provide explanations for each photo, so that you can determine if they have provided enough of the right evidence. Video evidence is even better.

Note: The ākonga must present information in their own words and provide references. Where you have referred to a book, or website, or person, please acknowledge this in your lessons.

Work Sheet 4

DISH REQUIREMENT 1

Insert a photo(s) of the kai you have fried and are presenting; and explain which dish requirement they meet

I chose to serve my fried bread with jam and cream (simple accompaniments), like someone might serve scones. I plated three breads per person (portioning) in a “nest” made from a paper napkin (continues capturing any hinu still draining).

DISH REQUIREMENT 2

Insert a photo(s) of the kai you have fried and are presenting; and explain which dish requirement they meet

I served my steak on a wooden chopping board. In terms of practicality, it works just as well as a plate, but it is more aesthetically pleasing (plating). I also spooned some of the thyme and garlic butter from the pan as a basic garnishing (I also served it with a rocket and parmesan salad, which is also like a garnish).

ACCEPTABLE TO SERVE TO MANUHIRI

Insert a photo(s) of the kai you have fried and are presenting; and explain the temperature, the standard of cooking you achieved, and taste

The fried bread was cooked to a golden-brown colour (looks good). I served the jam and the cream in separate containers, so people could decide if they just wanted jam, cream or both – and because the bread is still hot (temperature), I didn’t want the accompaniments melting into the breads. I tested one of the fried breads before serving, to ensure it was cooked through and not doughy inside (cooked to required standard), and to ensure it tasted delicious.

I cut the first few slices of the steak for presentation purposes and so the manuhiri could immediately see I had cooked it to medium-rare (cooked to required standard). I also sampled a small slice to check that it tasted delicious, as well as looked delicious. Though I had let the steak rest for a few minutes before cutting, it was still hot. Looking at the steak and knowing the ingredients used, you can see it looks delicious.

I cut the first few slices of the steak for presentation purposes and so the manuhiri could immediately see I had cooked it to medium-rare (cooked to required standard). I also sampled a small slice to check that it tasted delicious, as well as looked delicious. Though I had let the steak rest for a few minutes before cutting, it was still hot. Looking at the steak and knowing the ingredients used, you can see it looks delicious.



Work Sheet 4 contd...

HEALTH, SAFETY AND HYGIENE PRACTICES; AND TIKANGA

Explain and/or show (with photos) all the health, safety and hygiene practices; and tikanga, you incorporated when carrying out the assessment tasks

TIKANGA

1. I didn't waste or play with kai.
2. I didn't mix tapu and noa (eg being unclean around kai; sitting/leaning on tables or work benches; passing kai over someone's head; coughing/sneezing/scratching/touching hair/nose/mouth around kai etc).
3. Didn't use my hands to sample kai.
4. I focussed on doing a good job to ensure the mana of the marae is upheld.

HEALTH, SAFETY AND HYGIENE

1. I kept my hair tied up and away from my face and the food.
2. I washed my hands thoroughly before starting.
3. I ensured my hands, equipment and workstation were clean.
4. I kept workstation clear and free from obstacles.
5. Used clean utensils when sampling kai.
6. I sharpened my knife using proper knife sharpening technique.
7. I was handled my sharp knives safely, preventing injury to myself and others.
8. I ensured cross-contamination didn't occur (eg cleaned/changed knives, boards etc when cutting meat and other foods; didn't store raw meat above other foods etc).
9. I disposed of waste efficiently and properly (compost, pig bucket or rubbish).

Kia maumahara

For Paetae/Achieved

Achievement of this standard will be evidenced through:

- preparing kai and equipment to fry in accordance with marae context and tikanga
 - identifying kai and equipment needed, in terms of dish requirements
 - preparing kai and equipment, in terms of suitability for two different frying methods
 - frying methods may include (but are not limited to) shallow, deep, or stir fry.
- frying kai in accordance with marae context and tikanga
 - frying kai in accordance with dish requirements and the prescribed method, using two different frying methods
 - frying methods may include (but are not limited to) shallow, deep, or stir fry.
- presenting kai that has been fried in accordance with marae context and tikanga
 - presenting kai in accordance with dish requirements
 - dish requirements may include (but are not limited to) portioning, basic garnishing, plating, and simple accompaniments.
 - presenting kai in a manner acceptable to serve to manuhiri
 - acceptable includes (but is not limited to) presentation, temperature, cooked to required standard, taste.

Remember, you are being assessed against this unit standard because your kaiako/assessor is confident that you are ready to be assessed.

If you have any pātai, or are unsure about anything, please discuss with your kaiako/assessor.

Kia kaha!

Further guidance

CREDIT VALUE

Credit value relates to the amount of learning in the standard, with each credit representing 10 notional learning hours. Notional learning hours include all planned learning activities (directed learning, self-directed learning, assessment) leading toward the achievement of the standard.

AUTHENTICITY

All work submitted for assessment must be produced by you. You may work with and learn from others to gather information from a variety of sources. However, your kaiako/assessor must be clear that the work has been produced by you. To help manage authenticity of your work, you will need to use your own words and provide references to sources of information.

If you have any pātai, or are unsure about anything, talk to your kaiako/assessor.

For further information, please refer to the following link:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>

EXAMPLES OF REFERENCING STYLES

Please talk to your kaiako/assessor about how to reference and/or use the examples below.

1 **Book**

King, M. (2000). *Wrestling with the angel: A life of Janet Frame*. Auckland, New Zealand: Viking.

2 **Course handout/Lecture notes (electronic version)**

Archard, S. Merry, R., & Nicholson, C. (2011). Karakia and waiata [PowerPoint slides]. Retrieved from TEPS757-11B (NET): Communities of Learners website: <http://elearn.waikato.ac.nz/mod/resource/view.php?id=174650>.

3 **Film**

Māori Television (Producer). (2016). Iwi Anthems, Series 2 Episode 5 [video file]. Retrieved from: <http://www.maoritelevision.com/tv/shows/iwi-anthems/S02E005/iwi-anthems-series-2-episode-5>.

4 **Magazine/Newspaper article – popular/trade/general interest**

Fox, D. (2015, 15 September). Viewpoint: Not one more acre. *Mana*. Retrieved from: <http://www.mana.co.nz/heritage/viewpoint.html>.

5 **Personal Communication (letters, telephone conversations, emails, personal interviews, private social networking) – no reference list entry required (not recoverable); however, for quoting or citing in text**

J. Jackson, personal communication, March 12, 2011.

6 **Webpage**

New Zealand Trade and Enterprise. (n.d.). Agribusiness. Retrieved from <https://www.nzte.govt.nz/en/export/market-research/agribusiness/>.

Preparation for moderation

It is no longer necessary to complete a Moderation Cover Sheet as this information is entered online. If physical materials are sent for moderation, please ensure name of school and standard are included.

Digital submissions can be made directly through the application at any time. Using the online External Moderation Application, schools and providers must include:

- 1 a copy of the task and any key supporting resources
- 2 a copy of the assessment schedule
- 3 up to 8 samples of student work consisting of the key materials that the assessor has used to make an assessment judgement. (ungraded unit standards: schools – 4 learner samples; providers – 3 learner samples).

For moderation to occur:

- 1 all files must be viewable online
- 2 URLs, eg for student created websites, will need to be submitted as links within a document.

For more information on the digital moderation process, please contact your Principal Nominee or Moderation Liaison (ML).

If you have any issues with preparing materials for moderation OR do not have materials to submit (ie you didn't assess this standard), speak to your Principal Nominee (PN) or Moderation Liaison (ML).

Assessment schedule

Learning Outcomes	Evidence Statements	Evidence Statements
Prepare equipment and fry kai to present for manuhiri	The ākonga is able to: <ul style="list-style-type: none"> • prepare kai and equipment to fry in accordance with marae context and tikanga • frying kai in accordance with marae context and tikanga • presenting kai that has been fried in accordance with marae context and tikanga 	The ākonga has, in accordance with marae context and tikanga, shown evidence of: <ul style="list-style-type: none"> • identifying kai and equipment needed, as per dish requirements • preparing kai and equipment suitable for chosen frying methods (for two different frying methods). • frying kai in accordance with dish requirements and prescribed methods (for two different frying methods). • presenting kai in accordance with two dish requirements (not limited to – portioning, basic garnishing, plating, basic accompaniments), and • presenting kai in a manner acceptable to serve to manuhiri (not limited to – presentation, temperature, cooked to required standard, taste) as well as the demonstration of appropriate health, safety, and hygiene techniques at all times; and the incorporation of tikanga in the execution of all tasks.

Overall grade (please circle)	N (Not Achieved)	A (Paetae/Achieved)
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Ākonga name		Ākonga name	
Ākonga signature		Ākonga signature	
Completion date			

