Student 1: Low Excellence

Intended for teacher use only

GRADE AWARDED	TEACHER COMMENT
E *Final grade will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.*	Great work, thorough reflection after each trial to see what worked and how to solve problems. Excellent outcome that met all specifications. Student changed steps, e.g. chilling filing in fridge to speed up setting time so jelly could go on sooner. Experimented with varying amounts of agar in the jelly topping until ideal setting level reached. The student worked purposefully in a planned and prepared way, looking for ways to speed the process up. You thoroughly understand the processing steps and the purpose of your tests and you responded to testing feedback intelligently improving your outcome to meet your specifications.

1

Teacher Practical Observations

Student: [redacted]

Overall comments on student	Overall comments on outcome
Student demonstrated confidence and efficiency in the processing and testing throughout. Well organised, questioning, challenging XXXself to improve the outcome.	Excellent outcome, very consistent in all aspects. Testing ensured when it came to executing the final cheesecake the whole process was without issue. The careful measurement and timing ensured all components were perfect and there was no ingredient wastage.

1

Practical criteria for implementation	Evidence observed by teacher
Student follows steps in their flow diagram • Executing processing operations • Executing tests	Student executed all processes and tests in the flow diagram which [redacted] had written prior to the final implementation. Tests were timely and not excessive.
Student modifies processing operations in response to testing feedback	Student modified several processes in response to testing feedback, e.g. length of cooking, amount of agar, amount of time for setting, amount of blending of nuts for almond flour etc.
Student undertakes accurate testing using replicate measurements	Accurate and independent tests carried out throughout trials to determine correct temperatures, viscosity, setting times, taste and texture.
Student explains • Processing operations • How reliable test feedback can inform choice of processing operations, equipment, time, temperature and/or techniques	Student explained how [redacted] modified processing as a result of testing feedback. [redacted] could clearly communicate how testing helped her decision making in regards to equipment, cookery methods, temperatures for cooking and storage. Feedback informed changes to cooking time, blending times, cooing times and amount of thickening ingredients.
During processing student implements: • Their developed health and safety plan • Their developed quality assurance plan	Student adhered to HACCP plan and QA plan during processing. Quality assurance testing wasn't excessive but sufficient to ensure high standard of finish.
Student demonstrates accuracy and independence?	Student accurately measured and weighed and processed ingredients. In final pie [redacted] misread the amount of sweetener, but her sensory test picked up the mistake and [redacted] self corrected realising her error. Outcome was unaffected.
Student demonstrates efficiency in materials, time and effort?	Efficiency demonstrated in materials, time, and effort. Testing was effective but not excessive. Small amount of wastage calculated into costing without affecting yield.

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