



COSMIC COOKIE

THE BEST COOKIES IN THE COSMOS

HSC FOOD TECHNOLOGY ASSESSMENT TASK



2
0
2
2



the Happiness Mission

Name:

Class:

Year 12- Cosmic Cookie Line Extension Assessment Task 2022

Course: HSC Food Technology

Teacher: _____

Task no: _____

Term: _____

Date due: _____

Weighting: _____

Topic: Food Product Development and Contemporary Nutrition Issues

Part A: Cosmic Cookie Line Extension Design & Practical Evaluation

Student Name: _____

Class: _____

Total:	/140
Worth:	/30
Rank:	/
Percentage:	%

OUTCOMES:

H2.1 evaluates the relationship between food, its production, consumption, promotion and health

H3.2 independently investigates contemporary nutrition issues

H4.1 develops, prepares and presents food using product development processes.

H1.3 justifies processes of food product development and manufacture in terms of market, technological and environmental considerations

SPECIFIC CONTENT DOT POINTS

Students learn about:

- types of food product development:
 - line extensions
 - me toos
 - new to world
- design brief based on project aims and development criteria:
 - idea generation and screening
 - market research
 - product specifications
 - feasibility study
 - production process development
 - development of a prototype
 - testing product prototype, eg sensory evaluation, consumer testing, packaging tests, storage trials
- health and the role of diet in the development of conditions, including obesity, diabetes, cardiovascular disease, food sensitivity/intolerance /allergies

Students learn to:

- develop a food product that meets a consumer need
- plan diets and prepare foods/meals to address dietary requirements of specific groups

KEY WORDS

Assess Make a judgement of value, quality, outcomes, results or size

Calculate Ascertain/determine from given facts, figures or information

Clarify Make clear or plain

Define State meaning and identify essential qualities

Describe Provide characteristics and features

Discuss Identify issues and provide points for and/or against

Evaluate Make a judgement based on criteria; determine the value of

Examine Inquire into

Extract Choose relevant and/or appropriate details

Identify Recognise and name

Investigate Plan, inquire into and draw conclusions about

Justify Support an argument or conclusion

Outline Sketches in general terms; indicate the main features of

Part A Cosmic Cookie Line Extension Design & Evaluation

Design Brief

Cosmic Cookie was established in Mollmook in 1995 and its Original Choc Chip Cookie has been a favourite treat for Australian consumers ever since. These cookies are individually packaged and sold separately as well as in share packs at supermarkets, cafes and service stations across Australia. The company has tried numerous line extensions of different flavours and sizes with varying levels of success. Its Salted Caramel Choc Chip Cookie is its most successful line extension with sales just below the Original Choc Chip Cookie line.

However, Cosmic Cookie has noticed that the market is changing. Australian consumers have begun showing interest in health foods and foods that meet certain dietary considerations. Cosmic Cookie has hired you to inform the food product development of its next line extension. Your task is to investigate and report on the health of a group in Australia and develop a cookie that supports optimum health through good nutrition for this group.

Present your answers to the questions outlined in the pages that follow.

Part A Cosmic Cookie Line Extension Design & Evaluation

Choose a group of Australian consumers to **investigate**. Some groups that are nutritionally vulnerable are:

- people with health conditions (such as hypertension, osteoporosis, diabetes, anaemia) that are managed with diet
- people with food sensitivities/allergies/intolerances
- people with a restricted diet (such as vegans, vegetarians, athletes)
- elderly people, particularly those who live alone
- adolescent girls
- pregnant and lactating women
- Aboriginal and Torres Strait Islander people, particularly those who are geographically isolated

If you would like to choose another group not listed, seek approval from your teacher.

Record the group you are investigating and designing the cookie line extension for.

1. Idea generation and screening

To inform the idea generation you will need to conduct some background research on your chosen group.

1a. **Identify** the specific nutritional considerations of the group. /4

1b. **Describe** factors that influence its nutritional requirements. /6

1c. **Examine** any common dietary disorders or health concerns among the group. /4

1d. **Assess** any lifestyle factors that are related to the health concerns. /6

1e. Considering the research you have conducted on your chosen group, write a project aim for the Cosmic Cookie line extension. This sets out your general goal and priority for the cookie. It should be 1-2 sentences only and it should align with the design brief. /3

Brainstorming:

1f. Record your initial ideas

/5



1g. Choose your 3 favourite ideas that you'd like to pursue further and **describe** them below. /9

The image shows three thought bubbles arranged horizontally. Each bubble is connected to a vertical rectangular box below it. The bubbles are labeled 'Cookie idea 1', 'Cookie idea 2', and 'Cookie idea 3'. The boxes below them are labeled 'Potential ingredients:'.

Idea Screening:

Do the cookie ideas comply with the project aim and design brief? Give each cookie a pass (P) or fail (F) grade in the table below. /3

1h.

Cookie idea	Screening factors			Overall result
	Financial constraints What cost restrictions do you have for the cookie? Are the ingredients chosen expensive?	Production compatibility Are raw materials readily available? Can the product be made and stored using existing equipment? Will any processing waste harm the environment?	Market acceptance Does it have strong appeal to the target market/chosen group? Does the pie have the characteristics that consumers want (colour, appearance, taste, shelf-life, convenience, texture etc?)	
Cookie one				
Cookie two				
Cookie three				

2. Market research

Primary research

Conduct primary research using the sample survey below or a survey of your own to collect data and determine which cookie design is most popular with your target market. Issue the survey to 10-20 individuals. You may choose to complete this online or print multiple copies to hand out to your chosen group.

Cookie 1: _____

Would you buy this cookie for yourself?

- never rarely sometimes often

Would you recommend a cookie like this to others?

- never rarely sometimes often

What texture would you expect this cookie to have?

- soft hard crunchy crispy

How would you prefer to buy this cookie?

- one large cookie individually wrapped multiple cookies in a box multiple cookies in small packets in a share pack individually wrapped large cookies in a share pack

Where would you prefer to purchase this cookie?

- supermarket cafe service station vending machine

Cookie 2: _____

Would you buy this cookie for yourself?

- never rarely sometimes often

Would you recommend a cookie like this to others?

- never rarely sometimes often

What texture would you expect this cookie to have?

- soft hard crunchy crispy

How would you prefer to buy this cookie?

- | | | | |
|----------------------------------------------------------------|----------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <input type="checkbox"/> one large cookie individually wrapped | <input type="checkbox"/> multiple cookies in a box | <input type="checkbox"/> multiple cookies in small packets in a share pack | <input type="checkbox"/> individually wrapped large cookies in a share pack |
|----------------------------------------------------------------|----------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------------------------|

Where would you prefer to purchase this cookie?

- | | | | |
|--------------------------------------|-------------------------------|------------------------------------------|------------------------------------------|
| <input type="checkbox"/> supermarket | <input type="checkbox"/> cafe | <input type="checkbox"/> service station | <input type="checkbox"/> vending machine |
|--------------------------------------|-------------------------------|------------------------------------------|------------------------------------------|

Cookie 3: _____

Would you buy this cookie for yourself?

- | | | | |
|--------------------------------|---------------------------------|------------------------------------|--------------------------------|
| <input type="checkbox"/> never | <input type="checkbox"/> rarely | <input type="checkbox"/> sometimes | <input type="checkbox"/> often |
|--------------------------------|---------------------------------|------------------------------------|--------------------------------|

Would you recommend a cookie like this to others?

- | | | | |
|--------------------------------|---------------------------------|------------------------------------|--------------------------------|
| <input type="checkbox"/> never | <input type="checkbox"/> rarely | <input type="checkbox"/> sometimes | <input type="checkbox"/> often |
|--------------------------------|---------------------------------|------------------------------------|--------------------------------|

What texture would you expect this cookie to have?

- | | | | |
|-------------------------------|-------------------------------|----------------------------------|---------------------------------|
| <input type="checkbox"/> soft | <input type="checkbox"/> hard | <input type="checkbox"/> crunchy | <input type="checkbox"/> crispy |
|-------------------------------|-------------------------------|----------------------------------|---------------------------------|

How would you prefer to buy this cookie?

- | | | | |
|----------------------------------------------------------------|----------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <input type="checkbox"/> one large cookie individually wrapped | <input type="checkbox"/> multiple cookies in a box | <input type="checkbox"/> multiple cookies in small packets in a share pack | <input type="checkbox"/> individually wrapped large cookies in a share pack |
|----------------------------------------------------------------|----------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------------------------|

Where would you prefer to purchase this cookie?

- | | | | |
|--------------------------------------|-------------------------------|------------------------------------------|------------------------------------------|
| <input type="checkbox"/> supermarket | <input type="checkbox"/> cafe | <input type="checkbox"/> service station | <input type="checkbox"/> vending machine |
|--------------------------------------|-------------------------------|------------------------------------------|------------------------------------------|

2a. **Extract** the data from your primary market research surveys. **Evaluate** the results to determine which cookie would be most popular. /6

3. Product Specifications

3a. **Outline** the product specifications in the table below.

<p>Product A brief definition about the form and style of the food product.</p>		/2
<p>Features A description of features such as flavour, texture, nutritive value, kilojoule content, additives, shelf life.</p>		/4
<p>Raw materials A list of all foods and additives used in the product, with acknowledgement of suppliers and storage requirements.</p>		/6

3b. Recipe Specifications

/8

Consider trialling the recipe at home before writing your final recipe specifications.

Ingredients

4. Feasibility Study

The feasibility study will demonstrate your knowledge of the ingredient cost for the line extension. An example feasibility study has been provided. Ensure your cookie recipe stays under the \$5.00 budget.

This feasibility study is for double choc chip cookies sold in a packet of 15.

This recipe makes 15 cookies. Cookies could also be sold separately.

Ingredient	Ingredient amount	Ingredient cost	Amount cost
Butter	65g	\$1.60 per 100g	$1.60/100 \times 65g = 1.04$
Vanilla essence	1 tsp (5ml)	\$4.00 for 50ml	$4.00/ 50 \times 5 = 0.40$
Brown sugar	123g	\$0.30 per 100g	$0.30/ 100 \times 123 = 0.37$
Egg	1 egg	\$3.95 for 12	$3.95/ 12 = 0.33$
Plain flour	55g	\$1.10 per kg	$1.10/ 1000 \times 55 = 0.06$
Self-raising flour	38g	\$1.25 per kg	$1.25/ 1000 \times 38 = 0.05$
Cocoa powder	20g	\$1.07 per kg	$1.07/ 1000 \times 20 = 0.02$
Milk chocolate chips	50g	\$1.15 per 100g	$1.15/ 100 \times 50 = 0.58$
Dark chocolate chips	50g	\$1.15 per 100g	$1.15/ 100 \times 50 = 0.58$
Total cost of ingredients:			\$ 3.43
Cost of one cookie = total cost of ingredients / number of food items produced			$\\$3.43/15 = 0.23$

4a. Calculate your feasibility study.

/10

Ingredient	Ingredient amount	Ingredient cost	Amount cost
Total cost of ingredients:			
Cost of one cookie = total cost of ingredients / number of food items produced			

5. Production Process Development

5a. Consider what equipment or technology you will need to create the line extension in the classroom kitchen.

/6

Equipment required	Define its purpose

6. Development of a Prototype

6a. **Clarify** how you will sell the cookie, e.g., individually, share pack, box, packet.

/1

6b. **Describe** the materials you would choose to use for your cookie packaging. /3

6c. Design and sketch or insert pictures of your choice of packaging. Include annotations where necessary.

/14

- When designing the package ensure you emphasise the health benefits of the cookie responsibly, ensuring your label abides by all legal requirements. You may conduct storage trials to decide the best before date.

Front view

Left side view

Back view

Right side view

7. Testing product prototype

7a. Develop, prepare and present your cookie line extension using product development processes in the practical lesson provided. You will be assessed on your skills in experimenting with and preparing the cookie applying theoretical concepts and hygienic protocols.

Practical cookie line extension development

Submission of food order sheet on time and within the \$5.00 budget.	/2
Skilled use of utensils and outlined equipment.	/3
Hygienic procedures, sanitisation, use of PPE.	/3
Presentation of prototype; cooked evenly, no burnt or undercooked spots.	/8

Have your cookie assessed by 5-10 consumers after the lesson. Ask your testers to complete a sensory evaluation and collect the data. Submit your sensory evaluations with your assessment. You could use the sample sensory evaluation sheet provided below or create your own.

Sensory evaluation sample survey

Consider printing out 5-10 surveys for your consumer testers or share the survey digitally.

1. Please score the **flavour** of the cookie by circling the appropriate number.

- 9 Like extremely
- 8 Like very much
- 7 Like moderately
- 6 Like slightly
- 5 Neither like or dislike
- 4 Dislike slightly
- 3 Dislike moderately
- 2 Dislike very much
- 1 Dislike extremely

2. Please score the **texture** of the cookie by circling the appropriate number.

- 9 Like extremely
- 8 Like very much
- 7 Like moderately
- 6 Like slightly
- 5 Neither like or dislike
- 4 Dislike slightly
- 3 Dislike moderately
- 2 Dislike very much
- 1 Dislike extremely

3. Please provide some information about the **texture** and **mouthfeel** of the cookie by circling the descriptive words that represent the cookie best.

Circle all words that apply.

Crunchy	Crusty	Oily	Smooth
Doughy	Crispy	Soft	Greasy
Dry	Chewy	Goosey	Bumpy
Gritty	Soggy	Powdery	Spongey

4. Please provide some information about the **appearance** of the cookie by circling the descriptive words that represent the cookie best.

Dull	Flat	Raised	Smooth
Delicate	Round	Small	Large
Burnt	Golden	Glossy	Appealing
Colourful	Appetising	Tempting	Overcooked

5. How likely are you to recommend this cookie to others?

Very Unlikely Unlikely Neutral Likely Very Likely

7b. **Evaluate** your cookie using the sensory evaluation surveys and your own judgement.

/6

7c. **Discuss** how the consumption of your cookie may impact the nutritionally vulnerable group you have selected as your target market. /6

7d. **Assess** how well your packaging would stand up to the following tests. /8

Compression	
Piercing	
Transportation	
Vertical impact	
Horizontal impact	
Tamper-proof	
Environmental	
Opening/resealing	

7e. **Evaluate** how your cookie production development will impact the environment. /4

Marking guidelines

1. Idea Generation and Screening

/40

Marking Criteria	Marks
<ul style="list-style-type: none">• Completes all idea generation and screening questions to a high standard.• Demonstrates a strong understanding of food product development in relation to food and the skills related to cooking within their responses to the questions.• Uses sophisticated terminology in responses to questions.• Applies a strong understanding of key words in responses.	33 - 40
<ul style="list-style-type: none">• Completes all idea generation and screening questions to a good standard.• Demonstrates a good understanding of food product development in relation to food and the skills related to cooking within their responses to the questions.• Uses relevant terminology in responses to questions.• Applies a good understanding of key words in responses.	25 - 32
<ul style="list-style-type: none">• Completes all idea generation and screening questions to a sound standard.• Demonstrates a sound understanding of food product development in relation to food and the skills related to cooking within their responses to the questions.• Uses some relevant terminology in responses to questions.• Applies a sound understanding of key words in responses.	17 - 24
<ul style="list-style-type: none">• Completes all idea generation and screening questions to a basic standard.• Demonstrates a basic understanding of food product development in relation to food and the skills related to cooking within their responses to the questions.• Uses basic terminology in responses to questions.• Applies a basic understanding of key words in responses.	9 - 16
<ul style="list-style-type: none">• Attempts to complete all idea generation and screening questions.• Attempts to demonstrate an understanding of food product development in relation to food and the skills related to cooking within their responses to the questions.• Attempts to use some terminology in responses to questions.• Applies a limited understanding of key words in responses.	1 - 8

2. Market Research

/6

Marking Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a strong understanding of the food product development process to successfully conduct market research.• Chooses relevant survey data to determine the value of the most popular cookie.• Makes a strong judgement on the cookie based on the data collected from the surveys.• Uses sophisticated terminology in responses to questions.• Applies a strong understanding of key words in responses.	5 - 6

<ul style="list-style-type: none"> • Demonstrates a sound understanding of the food product development process to successfully conduct market research. • Chooses relevant survey data to determine the value of the most popular cookie. • Makes a sound judgement on the cookie based on the data collected from the surveys. • Uses some relevant terminology in responses to questions. • Applies a sound understanding of key words in responses. 	3 - 4
<ul style="list-style-type: none"> • Attempts to demonstrate an understanding of the food product development process to successfully conduct market research. • Attempts to choose relevant survey data to determine the value of the most popular cookie. • Attempts to make a judgement on the cookie based on the data collected from the surveys. • Attempts to use some terminology in responses to questions. • Attempts to apply an understanding of key words in responses. 	1 - 2

3. Product Specifications

/20

Marking Criteria	Marks
<ul style="list-style-type: none"> • Completes all product specification questions to a high standard. • Demonstrates a strong understanding of the food product development process to successfully outline product specifications. • Develops a sophisticated recipe for their Cosmic Cookie line extension. • Recipe strongly demonstrates student's highly developed skills and knowledge of cooking. • Uses sophisticated terminology in responses to questions. • Applies a strong understanding of key words in responses. 	17 - 20
<ul style="list-style-type: none"> • Completes all product specification questions to a good standard. • Demonstrates a good understanding of the food product development process to successfully outline product specifications. • Develops a good recipe for their Cosmic Cookie line extension. • Recipe demonstrates student's skills and knowledge of cooking. • Uses relevant terminology in responses to questions. • Applies a good understanding of key words in responses. 	13 - 16
<ul style="list-style-type: none"> • Completes all product specification questions to a sound standard. • Demonstrates a sound understanding of the food product development process to successfully outline product specifications. • Develops a sound recipe for their Cosmic Cookie line extension. • Recipe demonstrates some of the student's skills and knowledge of cooking. • Uses some relevant terminology in responses to questions. • Applies a sound understanding of key words in responses. 	9 - 12
<ul style="list-style-type: none"> • Completes all product specification questions to a basic standard. • Demonstrates a basic understanding of the food product development process to outline product specifications. • Develops a basic recipe for their Cosmic Cookie line extension. • Recipe demonstrates some of the student's basic skills and knowledge of cooking. • Uses basic terminology in responses to questions. • Applies a basic understanding of key words in responses. 	5 - 8

<ul style="list-style-type: none"> • Attempts to complete product specification questions. • Attempts to demonstrate an understanding of the food product development process to outline product specifications. • Attempts to develop a recipe for their Cosmic Cookie line extension. • Attempts to demonstrate limited skills in the recipe. • Attempts to use terminology in responses to questions. • Attempts to apply an understanding of key words in responses. 	1 - 4
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4. Feasibility Study

/10

Marking Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a strong understanding of the food product development process to successfully conduct the feasibility study. • Correctly calculates the feasibility study well within the budget. • Applies a strong understanding of the key word in response. 	9 - 10
<ul style="list-style-type: none"> • Demonstrates a good understanding of the food product development process to successfully conduct the feasibility study. • Correctly calculates the feasibility study within the budget. • Applies a good understanding of the key word in response. 	6 - 8
<ul style="list-style-type: none"> • Demonstrates a sound understanding of the food product development process to conduct the feasibility study. • Calculates the feasibility study with ingredients slightly over the budget. • Applies a sound understanding of the key word in response. 	3 - 5
<ul style="list-style-type: none"> • Attempts to demonstrate an understanding of the food product development process to conduct the feasibility study. • Attempts to calculate the feasibility study with ingredient costs over the budget. • Applies a good understanding of the key word in response. • Attempts to apply an understanding of the key word in response. 	1 - 2

5. Production Process Development

/6

Marking Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a strong understanding of the food product development process in relation to production process development. • Demonstrates a strong understanding of the equipment or technology needed to create the line extension in a classroom kitchen. • States the meaning and identifies essential qualities of each piece of equipment listed to a high standard. • Uses sophisticated terminology in response to the question. • Applies a strong understanding of the key word in response. 	5 - 6
<ul style="list-style-type: none"> • Demonstrates a sound understanding of the food product development process in relation to production process development. • Demonstrates a sound understanding of the equipment or technology needed to create the line extension in a classroom kitchen. • States the meaning and identifies essential qualities of each piece of equipment listed to a sound standard. • Uses some terminology in response to the question. • Applies a sound understanding of the key word in response. 	3 - 4
<ul style="list-style-type: none"> • Attempts to demonstrate an understanding of the food product development process in relation to production process development. 	1 - 2

<ul style="list-style-type: none"> • Attempts to demonstrate an understanding of the equipment or technology needed to create the line extension in a classroom kitchen. • Attempts to state the meaning and identifies essential qualities of each piece of equipment listed. • Attempts to use some terminology in response to the question. • Attempts to apply an understanding of the key word in response. 	
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6. Development of a Prototype

/18

Marking Criteria	Marks
<ul style="list-style-type: none"> • Completes all development of a prototype questions to a high standard. • Demonstrates a strong understanding of the food product development process in relation to the development of a prototype. • Designs and sketches or inserts images of their choice of packaging that reflects a strong understanding of the packaging requirements for a cookie. • Uses sophisticated terminology in responses to questions. • Applies a strong understanding of key words in responses. 	16 - 18
<ul style="list-style-type: none"> • Completes all development of a prototype questions to a good standard. • Demonstrates a good understanding of the food product development process in relation to the development of a prototype. • Designs and sketches or inserts images of their choice of packaging that reflects a good understanding of the packaging requirements for a cookie. • Uses relevant terminology in responses to questions. • Applies a good understanding of key words in responses. 	11 - 15
<ul style="list-style-type: none"> • Completes all development of a prototype questions to a sound standard. • Demonstrates a sound understanding of the food product development process in relation to the development of a prototype. • Designs and sketches or inserts images of their choice of packaging that reflects a sound understanding of the packaging requirements for a cookie. • Uses sound terminology in responses to questions. • Applies a sound understanding of key words in responses. 	7 - 10
<ul style="list-style-type: none"> • Completes development of a prototype questions to a basic standard. • Demonstrates a basic understanding of the food product development process in relation to the development of a prototype. • Designs and sketches or inserts images of their choice of packaging that reflects a basic understanding of the packaging requirements for a cookie. • Uses some terminology in responses to questions. • Applies a basic understanding of key words in responses. 	4 - 6
<ul style="list-style-type: none"> • Attempts to complete development of a prototype questions. • Attempts to demonstrate an understanding of the food product development process in relation to the development of a prototype. • Attempts to design and sketch or inserts images of their choice of packaging. • Attempts to use some terminology in responses to questions. • Attempts to apply an understanding of key words in responses. 	1 - 3

7. Testing product prototype

/40

Marking Criteria	Marks
<ul style="list-style-type: none"> • Applies sophisticated cooking techniques and skills when using utensils and equipment. • Demonstrates and applies a strong understanding of hygienic procedures, sanitisation and use of PPE. • Presents a cookie that is aesthetically pleasing and evenly cooked. • Successfully collects 5 to 10 sensory evaluations. • Makes a strong judgement of the cookie based on the sensory evaluation surveys and their own opinion. • Identifies issues and provides strong points for and/or against how the consumption of the cookie may impact the nutritionally vulnerable group selected as the target market. • Makes a strong judgement of quality on all packaging tests. • Makes a strong judgement on how the cookie production and development will impact the environment. • Uses sophisticated terminology in responses to questions. • Applies a strong understanding of key words in responses. 	33 - 40
<ul style="list-style-type: none"> • Applies good cooking techniques and skills when using utensils and equipment. • Demonstrates and applies a good understanding of hygienic procedures, sanitisation and use of PPE. • Presents a cookie that is aesthetically pleasing and evenly cooked. • Successfully collects 5 to 10 sensory evaluations. • Makes a good judgement of the cookie based on the sensory evaluation surveys and their own opinion. • Identifies issues and provides good points for and/or against how the consumption of the cookie may impact the nutritionally vulnerable group selected as the target market. • Makes a good judgement of quality on all packaging tests. • Makes a good judgement on how the cookie production and development will impact the environment. • Uses relevant terminology in responses to questions. • Applies a good understanding of key words in responses. 	25 - 32
<ul style="list-style-type: none"> • Applies sound cooking techniques and skills when using utensils and equipment. • Demonstrates and applies a sound understanding of hygienic procedures, sanitisation and use of PPE. • Presents a cookie that is aesthetically pleasing and evenly cooked. • Successfully collects 5 to 10 sensory evaluations. • Makes a sound judgement of the cookie based on the sensory evaluation surveys and their own opinion. • Identifies issues and provides sound points for and/or against how the consumption of the cookie may impact the nutritionally vulnerable group selected as the target market. • Makes a sound judgement of quality on all packaging tests. • Makes a sound judgement on how the cookie production and development will impact the environment. • Uses some relevant terminology in responses to questions. • Applies a sound understanding of key words in responses. 	17 - 24

<ul style="list-style-type: none"> • Applies basic cooking techniques and skills when using utensils and equipment. • Demonstrates and applies a basic understanding of hygienic procedures, sanitisation and use of PPE. • Attempts to present a cookie that is evenly cooked. • Collects sensory evaluations. • Makes a basic judgement of the cookie based on the sensory evaluation surveys and their own opinion. • Identifies issues and provides basic points for and/or against how the consumption of the cookie may impact the nutritionally vulnerable group selected as the target market. • Makes a basic judgement of quality on all packaging tests. • Makes a basic judgement on how the cookie production and development will impact the environment. • Attempts to use some terminology in responses to questions. • Attempts to apply a basic understanding of key words in responses. 	9 - 16
<ul style="list-style-type: none"> • Attempts to apply basic cooking techniques and skills when using utensils and equipment. • Attempts to demonstrate and apply an understanding of hygienic procedures, sanitisation and use of PPE. • Attempts to present a cookie that is evenly cooked. • Attempts to collect sensory evaluations. • Attempts to make a judgement of the cookie based on the sensory evaluation surveys and their own opinion. • Attempts to identify issues and provide points for and/or against how the consumption of the cookie may impact the nutritionally vulnerable group selected as the target market. • Attempts to make a judgement of quality on all packaging tests. • Attempts to make a judgement on how the cookie production and development will impact the environment. • Attempts to use some terminology in responses to questions. • Attempts to apply a basic understanding of key words in responses. 	1 - 8



Remarkable parts of your submission:

Wonderful

Spelling, grammar, metalanguage, capital letters, punctuation was mostly:



OUTSTANDING
 HIGH
 SOUND
 BASIC
 LIMITED

Total /140
/30

Rank /
%



Errors in your submission:

Make mistakes. Learn from them. Move on.



Suggestions for future tasks:

good things ahead

Tick	Mark range	Grade	Performance
	85-100	A	<ul style="list-style-type: none"> • Extensive knowledge of content and understanding of course concepts demonstrated. • Highly developed skills and processes applied. • Critical and creative thinking skills presented. • Effective communication of complex ideas and information evident.
	75 - 84	B	<ul style="list-style-type: none"> • Thorough knowledge of content and understanding of course concepts demonstrated. • Well-developed skills and processes applied. • Critical and creative thinking skills presented. • Clear communication of complex ideas and information evident.
	65 - 74	C	<ul style="list-style-type: none"> • Sound knowledge of content and understanding of course concepts demonstrated. • Skills and processes applied in familiar contexts. • Evident skills in selecting and integrating information and communicating relevant ideas in an appropriate manner.
	50 - 64	D	<ul style="list-style-type: none"> • Basic knowledge of content and understanding of course concepts demonstrated. • Skills and processes applied in some familiar contexts. • Evident skills in selecting and using information and communicating ideas in a descriptive manner.
	0 - 49	E	<ul style="list-style-type: none"> • Elementary knowledge of content and understanding of course concepts demonstrated. • Some skills and processes applied with guidance. • Elementary skills evident in recounting information and communicating ideas.

Adapted from NESAs. (2021, January 26). *Common grade scale*. NSW Education Standards. <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/awarding-grades/monitoring-grades/common-grade-scale/>

Basic Cookie Recipe

These ingredients will be supplied as a base for your Cosmic Cookie line extension.

You may choose to use some or all of them for your cookie and you may order other ingredients using the food order request sheet on the next page. You will need to include the cost of these ingredients in your feasibility study. Remember the total budget for your cookie batch is \$5.00.

Makes 24 cookies

Time 25 minutes

Ingredients

- 2 cups (270g) plain flour
- 1/2 tsp bicarb soda
- 1 cup (240g) unsalted butter room temperature
- 1/2 cup (100g) caster sugar
- 1 cup (200g) packed brown sugar
- 3/4 tsp salt
- 2 tsp vanilla extract
- 2 large eggs

Method

1. Preheat oven to 180C.
2. Line baking trays with baking paper.
3. Whisk flour, salt and bicarb soda together then set aside.
4. Combine butter and caster sugar in a large bowl with an electric mixer. Beat on high until light and fluffy then add the brown sugar and continue mixing until well combined.
5. Add the vanilla extract then mix in the eggs one at a time and scrape the bowl down one last time.
6. Add the flour mixture and mix on low until almost combined.
7. Add your extra assessment ingredients.
8. Scoop two tablespoon sized portions of dough and place 7cm apart on the prepared tray. Place in the oven and bake for about 10 minutes or until the edges are golden.

Food Order Request

Class:

Teacher:

Date required:

Ingredients between: 1

Type of ingredient	Exact quantity	Cost
Example: spaghetti	25g	25c
	Total budget \$5.00	

Special requests/requirements:

Teacher's confirmation: YES or NO