

RTO LOGO INSERTED HERE

Assessment Resource Summary

Unit Details	SITHCCC021A – Handle & Serve Cheese	
Assessment Type	This is a summative assessment , which requires each student to have adequate practice prior to undertaking this assessment This assessment Must also be undertaken in a Commercial Kitchen	
Assessment Methods	Projects	Assessment 1 <i>(1 research assignment)</i>
	Observations	Assessment 2 <i>(5 observations – cheese dishes)</i>
	Written Assessment / Project	Assessment 3 <i>(Written Assessment / Project)</i>

Last Modification Date

June 2011

Unit Summary

This unit describes the performance outcomes, skills and knowledge required to identify, handle and present cheese.

Cheeses may include milk-based products from cows, sheep, goats or buffalo, or alternatives such as soy. They may be traditional, contemporary or specialist and may be locally produced or imported.

This unit applies to those working in hospitality and catering enterprises where cheese is prepared and served, such as restaurants, hotels and other catering operations. Those responsible for undertaking the role of purchasing and handling cheese may be cooks, food and beverage attendants, or part of a catering team.

Prerequisite Units

SITXOHS002A	Follow workplace hygiene procedures
-------------	-------------------------------------

All products purchased remain the intellectual property of Accredited Education & Training. All rights reserved; no part of any publication provided by Accredited Education & Training may be reproduced by any means for use outside the purchasing organisation, without the prior written permission of Accredited Education & Training.

Assessment Resource | SITHCCC021A

ASSESSMENT COVER SHEET

This form is to be completed by the assessor and used a final record of student competency.
 All student submissions including any associated checklists (outlined below) are to be attached to this cover sheet before placing on the students file.
 Student results are not to be entered onto the Student Database unless all relevant paperwork is completed and attached to this form.

Student Name:	
Student ID No:	
Final Completion Date:	

Unit Code:	SITHCCC021A
Unit Title:	Handle & Serve Cheese

Please attach the following documentation to this form		Result S = Satisfactory NS = Not Satisfactory NA = Not Assessed
Assessment 1	<input type="checkbox"/> Project Checklist and Project attached	S NS NA
Assessment 2	<input type="checkbox"/> Observation Checklist attached (5 cheese dishes)	S NS NA
Assessment 3	<input type="checkbox"/> Written Assessment / Project attached	S NS NA
<i>Final Assessment Result for this unit</i>		C / NYC

Student Feedback: _____

<p>Assessor: I declare that I have conducted a fair, valid, reliable and flexible assessment with this student, and I have provided appropriate feedback.</p>	<p>Signature: _____</p> <p>Date: ____/____/____</p>
--	---

Administrative use only

Entered onto Student Management Database	<input type="checkbox"/> _____ <i>Date</i>	_____ <i>Initials</i>
--	---	--------------------------

ASSESSMENT 1 – STUDENT INFORMATION

This information is to be handed to each student to outline the assessment requirements

For this task, you are to research 3 different cheese suppliers for a commercial cooking based business of your choice. You are to present your findings in the form of a written report, that (for each supplier), being sure that you:

- Identify the different categories of cheeses available
- Identify the different types of cheeses available
- Comment on the type, quality and price relating to cheeses for each supplier
- Make a recommendation as to which supplier you would purchase from

This Project is due on: _____ -

Good Luck

© Accredited Education & Training Pty Ltd

ASSESSMENT 1 – ASSESSOR INSTRUCTIONS

These instructions must be followed when assessing the student in this unit. The checklist on the following page is to be completed for each student. Please refer to separate mapping document for specific details relating to alignment of this task to the unit requirements.

For this task, students are to research 3 different cheese suppliers for a commercial cooking based business of their choice. Students are to present their findings in the form of a written report, that (for each supplier), being sure that they:

- Identify the different categories of cheeses available
- Identify the different types of cheeses available
- Comment on the type, quality and price relating to cheeses for each supplier
- Make a recommendation as to which supplier they would purchase from

SPECIFIC ASSESSOR NOTES

As this is a research based project, it is not required to be undertaken in a real or simulated workplace

In setting up this assessment, please:

1. Set a date for this assessment and advise students of the topic.
2. Advise your students of the project description (refer to project sheet), and answer any questions.
3. Print a copy of the attached 'Checklist' - (you will need one for each student)
4. Assess the students submitted work
5. Where the students' performance does not meet competency, discuss the issues with the student, and allow them to be re-assessed (at a different date).
6. Attach the completed checklist to the Assessment Summary Page, and retain as evidence until all assessment tasks are completed.
7. Hand all completed assessment checklists / evidence; along with the Assessment Summary Page to Student Administration at the completion of this unit.

Assessment Resource | SITHCCC021A

ASSESSMENT 1 – ASSESSOR CHECKLIST

This checklist is to be used when assessing the students in the associated task. This checklist is to be completed for each student. Please refer to separate mapping document for specific details relating to alignment of this task to the unit requirements.

Please complete below

Student Name:	
Student ID No:	
Date:	

Did the students report	Satisfactory	Comments
Identify different categories of available cheeses.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Identify different types of available cheeses.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Consider each supplier with regard to type of cheeses offered.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Consider each supplier with regard to quality of cheeses offered.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Consider each supplier with regard to price per unit.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Make an informed decision on the preferred supplier	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Justify their decision in a manner that suits the industry sector selected	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Student Report Attached	<input type="checkbox"/> Yes <input type="checkbox"/> No	

COMMENTS:

Assessment Resource | SITHCCC021A

Comments / Feedback

Result: **Satisfactory** | **Not Satisfactory** | **Not Assessed**

Student Declaration: I declare that I have been assessed in this unit, and I have been advised of my result. I also am aware of my appeal rights.

Signature: _____

Date: ____/____/____

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

Signature: _____

Date: ____/____/____

Assessment Resource | SITHCCC021A

ASSESSMENT 2 – STUDENT INFORMATION

This information is to be handed to each student to outline the assessment requirements

You are required to prepare and present the following cheese dishes in a commercial kitchen, to real customers. This assessment will occur under workplace conditions.

Your assessor will supply recipes for you to review prior to your assessment, and will include the following:

Dishes to be produced	
• Dish 1:	Cheese plate for 8
• Dish 2:	Individual appetisers for a finger-food function
• Dish 3:	A cheese tasting stand
• Dish 4:	An Entree
• Dish 5:	A dessert

Cheese categories to be observed should include 5 of the following	Cheese types should include a mixture of:
<ul style="list-style-type: none">• fresh cheese• white mould• blue mould• semi-hard or eye• stretched curd• washed rind• cheddar• soft• hard.	<ul style="list-style-type: none">• Farmhouse• Specialist• Commodity (Massed Produced)

All dishes are to be presented ready to be served to your customer.

It is important that you plan your work, taking into consideration

- Your production method
- The yield quality
- Creativity
- Displayability characteristics
- The purpose / event your dishes are produced for

You are also required to store your dishes at completion of production for readiness of service

This task will be assessed on: _____

ASSESSMENT 2 – ASSESSOR INSTRUCTIONS

These instructions must be followed when assessing the student in this unit. The checklist on the following page is to be completed for each student. Please refer to separate mapping document for specific details relating to alignment of this task to the unit requirements.

Each student is to prepare the following 5 Cheese dishes for the assessor to demonstrate their skills, knowledge and ability within a commercial kitchen. The assessor is to use the attached checklist to assess the students' competency. Dishes may be substituted with other dishes at the assessors' discretion, but must ensure the following techniques and cooking methods are observed. Recipes must be planned by the students before commencement of each dish

Cheese categories to be observed should include 5 of the following	Cheese types should include a mixture of:
<ul style="list-style-type: none">• fresh cheese• white mould• blue mould• semi-hard or eye• stretched curd• washed rind• cheddar• soft• hard.	<ul style="list-style-type: none">• Farmhouse• Specialist• Commodity (Massed Produced)

Dishes to be produced
<ul style="list-style-type: none">• Dish 1: Cheese plate for 8• Dish 2: Individual appetisers for a finger-food function• Dish 3: A cheese tasting stand• Dish 4: An Entree• Dish 5: A dessert

It is also recommended that the assessor takes a digital photo of each of the finished plate, and attaches it to the assessment checklist

NB: Where appropriate, products made during other units may be used in these assessments. However it is important that the above listed categories and types are observed during the recipe swaps

SPECIFIC ASSESSOR NOTES

It is important that the assessment ensures demonstration of skills within normal operating conditions of a fully equipped commercial kitchen including industry-current equipment; and industry-realistic ratios of kitchen staff to customers.

In setting up this assessment, please:

1. Set a date for this assessment and advise students of the topic.
2. Hand out and explain the Student Information Form and allow opportunities for the student ask questions
3. Assess the candidates' submissions / observations using the following checklist

Assessment Resource | SITHCCC021A

This assessment may be undertaken in the following formats:

- **On the job.** These assessments must:
 - using a registered and operating workplace
 - ensure access to customers relevant to the work role and unit requirements
 - ensure access to staff members / colleagues
 - ensure candidate is working in a suitable role to the unit (i.e. - candidates undertaking units requiring customer service, must have customers to serve and authority to do so)
 - ensure access to relevant, working and current tools and equipment as appropriate to the unit requirement including an operational commercial kitchen with real products. Please refer to the comments below on what must be included in an operational bar.
 - relate the observation to the students current employment situation

- **Classroom / Simulated environment.** These assessments must
 - As outlined in the TAA04 Training Package Glossary, *“Simulation is a form of evidence gathering that involves the candidate in completing or dealing with a task, activity or problem in an off-the-job situation that replicates the workplace context. Simulations vary from recreating realistic workplace situations such as in the use of flight simulators, through the creation of role plays based on workplace scenarios to the reconstruction of a business situation on a spreadsheet. In developing simulations, the emphasis is not so much on reproducing the external circumstance but on creating situations in which candidates are able to demonstrate:*
 - *technical skills*
 - *underpinning knowledge*
 - *generic skills such as decision making and problem solving*
 - *workplace practices such as effective communication.”*
 - If role plays are required, the assessor must ensure all ‘actors’ or ‘participants’ perform in a professional manner - reflecting an actual workplace. Participants are to be informed of their expected involvement.
 - Wherever assessment is conducted, however, it is vital that the assessment environment is as industry realistic as possible. It is therefore essential that assessment is conducted using suitable resources and equipment and under industry-relevant workplace conditions. This involves:
 - appropriate environments as specified in the ‘Context of and specific resources for assessment’ section within each unit (specific requirements for each location are detailed on the following pages)
 - adequate, up-to-date equipment and technology that reflect current industry practices
 - speed and timing for tasks typical for a commercial operation
 - productivity to reflect industry expectations
 - integration of multiple tasks and application of multiple competencies simultaneously
 - dealing with multiple and varied customers* and team members
 - interruptions to work typical of the workplace
 - dealing with multiple and varied problems in given timeframes
 - integration into work of health and safety issues, employability skills and compliance demands
 - sufficient customer traffic that accurately reflects the complexity of the role and allows candidates to deal with multiple tasks simultaneously.
 - Each student must dress appropriately and professionally in line with workplace standards
 - Relate the task to a hospitality based establishment with products and services relevant to the students vocational direction

- For each assessment, you are to act as a supervisor and not interfere with the assessment. In the event that the assessment is activities will impact on the safety of a student or bystander, the assessment must be stopped immediately

Assessment Resource | SITHCCC021A

ASSESSMENT 2 – ASSESSOR CHECKLIST

This checklist is to be used when assessing the students in the associated task. This checklist is to be completed for each student. Please refer to separate mapping document for specific details relating to alignment of this task to the unit requirements.

Please complete below

Student Name:	
Student ID No:	

Assessor Instructions:

Please refer to the detailed instructions outlined on the Assessment Instruction Page (*previous*) that provides more detail as to products and processes:

Dish	Detail Cheese and Garnish Used (Refer to assessor instructions for requirements)
Dish 1: Cheese plate for 8	
Dish 2: Individual appetisers for a finger-food function	
Dish 3: Cheese tasting stand	
Dish 4: Entree	
Dish 5: Dessert	

Please comment on each of the following area for each dish prepared by the student

Areas to be assessed		Dish 1 Date: _____	Dish 2 Date: _____	Dish 3 Date: _____	Dish 4 Date: _____	Dish 5 Date: _____	Comments
Mise en place		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Ingredients	• storage	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	• amount	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	• organisation	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Assessment Resource | SITHCCC021A

	<ul style="list-style-type: none"> wastage 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<ul style="list-style-type: none"> Cheese brought to room temperature before serving 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Bench-work	<ul style="list-style-type: none"> clutter 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<ul style="list-style-type: none"> cross contamination 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Workflow	<ul style="list-style-type: none"> logical 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<ul style="list-style-type: none"> sequential 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<ul style="list-style-type: none"> smooth 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<ul style="list-style-type: none"> timing 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Safety	<ul style="list-style-type: none"> bench 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<ul style="list-style-type: none"> stoves 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<ul style="list-style-type: none"> use of tools and equipment including knives 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<ul style="list-style-type: none"> haste 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<ul style="list-style-type: none"> OH&S 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Hygiene	<ul style="list-style-type: none"> personal 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<ul style="list-style-type: none"> uniform 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<ul style="list-style-type: none"> food (HACCP) 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Preparation	<ul style="list-style-type: none"> appropriate methods 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<ul style="list-style-type: none"> professional techniques 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Assessment Resource | SITHCCC021A

Finished Product	• saleable product	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
	• taste	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
	• texture	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
	• acceptable Industry Standard	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Presentation	• timing	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
	• temperature	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
	• number of portions	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
	• serving dishes	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
	• creativity (garnish)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Comments / Feedback

Result: Satisfactory | Not Satisfactory | Not Assessed

<p>Student Declaration: I declare that I have been assessed in this unit, and I have been advised of my result. I also am aware of my appeal rights.</p>	<p>Signature: _____</p> <p>Date: ____/____/____</p>
---	---

<p>Assessor: I declare that I have conducted a fair, valid, reliable and flexible assessment with this student, and I have provided appropriate feedback</p>	<p>Signature: _____</p> <p>Date: ____/____/____</p>
---	---

ASSESSMENT 3 – ASSESSOR INSTRUCTIONS

WRITTEN ASSESSMENT / PROJECT

This assessment may be undertaken in one of the following formats

Written assessment

1. Set a date for this written assessment.
2. Advise students of the topic.
3. Set up room with a gap between each student (staggered formation recommended)
4. Set ground rules including no phones, talking, books, etc.
5. Pass a copy of the assessment to each student (Ensure the answers have been deleted from the students copy)
6. Allow time for reading and questions before commencing assessment.
7. Once assessment has commenced, no communication between students is allowed.
8. If students repeatedly talk, or are caught cheating, they are to be removed from the classroom, and reported to student administration. Mark the assessment tasks as “incomplete”
9. Allow 1 hour for this assessment. No students are to leave the classroom within 15 minutes of commencement of the assessment.
10. Remember – assessments are a participatory process, so you can help re-word questions, but be careful NOT TO LEAD. We are assessing the students, not you!
11. Once completed, mark the assessment accordingly. Refer to the sample answers as direction on expected student responses
12. In the event that a question is not answered correctly, discuss the response with the candidate to determine if the student did not know the answer, or did not understand the question.
13. In order to achieve competency, all questions that are mapped in the associated mapping document MUST be answered correctly.

Project

1. Set a date for this written assessment.
2. Advise student of the topic and assessment format.
3. Provide student the opportunity to ask questions prior to starting the assessment.
4. In the event that a question is not answered correctly, discuss the response with the candidate to determine if the student did not know the answer, or did not understand the question.
5. Remember – assessments are a participatory process, so you can help re-word questions, but be careful NOT TO LEAD. We are assessing the students, not you!
6. Once completed, mark the assessment accordingly. Refer to the sample answers as direction on expected student responses
7. In order to achieve competency, all questions that are mapped in the associated mapping document MUST be answered correctly.

ASSESSMENT 3 – WRITTEN ASSESSMENT / PROJECT

Student Name: _____

Student ID No: _____

Date: _____

Student Instructions: (Written Assessment Only)

This is a closed book written assessment. In the time allocated, you are to answer all of the following questions. Make sure you:

1. Print Clearly
2. Answer all questions
3. Use a pen. Assessments written in pencil will not be accepted.
4. Ask your assessor if you do not understand a question. Whilst your assessor cannot tell you the answer, he/she may be able to reword the question for you
5. Do not talk to your classmates. If you are caught talking, you will be asked to leave and your assessment will not be marked.
6. Do not cheat. Anyone caught cheating will automatically be marked Not Yet Competent for this unit. There are NO EXCEPTIONS to this rule.

Questions	
1	List the 8 different Australian Cheese categories
<p>Fresh Unripened Cheese</p> <p>Stretched Curd Cheese</p> <p>White Mould Cheese</p> <p>Washed Rind Cheese</p> <p>Semi-Hard Cheese (Cheddar and Cheddar Style)</p> <p>Eye Cheese</p> <p>Blue Cheese</p> <p>Hard Cheese</p>	

Assessment Resource | SITHCCC021A

2	List 2 types of the following cheeses
Name	Description and Age
Fresh Unripened Cheese	Feta Ricotta Quark Cream Cheese Neufchatel Cottage Cheese Creamed Cottage Cheese Stracchino and Mascarpone
Stretched Curd Cheese	Mozzarella Bocconcini and Haloumi.
White Mould	Brie Camembert Triple Cream Cheese Washed Rind Cheese
Semi-Hard Cheese	Cheddar Cheshire Club Cheese Colby Red Leicester Creamy and Tasty Lancashire Single Gloucester and Double Gloucester
Eye cheese	Hard Cooked Eye Cheese Emmental (Emmentaler) Gruyère Tilsit Semi-Hard Eye Cheese Raclette Gouda Edam
Blue cheese	Gorgonzola Danish Blue Blue Brie
Hard cheese	Parmesan Pecorino Romano and Pepato

Assessment Resource | SITHCCC021A

3	Describe the following for each of the listed cheeses		
Cheese	Characteristics	Selection & Storage	Serving Suggestions
<p>Parmesan</p>	<p>Parmesan is produced in large wheels. Well aged, it has a shiny, oiled rind which, when cut, reveals a dry, grainy and often crunchy texture.</p>	<ul style="list-style-type: none"> • Can be stored covered and refrigerated for months. • Simply cut off any mould which may appear. • The age of the Parmesan will have a direct impact on the flavour and character of the cheese. • Freezing is not recommended unless grated. 	<ul style="list-style-type: none"> • Can be stored covered and refrigerated for months. • Simply cut off any mould which may appear. • The age of the Parmesan will have a direct impact on the flavour and character of the cheese. • Freezing is not recommended unless grated.
<p>Romano</p>	<p>Usually produced in a 5kg wheel with a patterned, hard rind, Romano is a hard grainy cheese. Flavour Romano has a strong flavour when fully matured, yet it is not sharp. Different Lipase enzymes are used to give the cheese different flavour characteristics to Pecorino.</p>	<ul style="list-style-type: none"> • Select if hard and granular in texture. • Ensure there are no cracks or splits. • Store wrapped in foil or calico. • Refrigerate for up to 12 months. • If mould appears, cut it off and use remaining cheese. • Freezing is not recommended unless grated. Store in an airtight freezer bag or container for up to twelve months. 	<ul style="list-style-type: none"> • Use as a table cheese. • Grate over pasta, soups and salad. • Fold into mashed potato. • Blend into risotto. • Shave over cooked asparagus. • Infuse the rind in olive oil and add fresh thyme over a low heat for 10 minutes. Allow to cool and use on pizza, pasta or in salads. • Add to a cream sauce.

Assessment Resource | SITHCCC021A

Cheese	Characteristics	Selection & Storage	Serving Suggestions
<p>Gorgonzola</p>	<p>Gorgonzola Style Blue is made in large wheels weighing between 6kg and 8kg. It has a natural, crusty rind that is usually blue-grey in colour and mottled with orange. When cut, its soft texture shows distinctive mould development and marbling</p>	<ul style="list-style-type: none"> • Choose if the natural rind is dry to slightly sticky. • When cut, ensure the blue veining is evenly distributed with subtle marbling around the veins. • Store in foil or its original wrapper. • Freezing is not recommended. 	<ul style="list-style-type: none"> • Add to a sauce or salad. • Serve as a table cheese with slightly sweet accompaniments such as pear, nashi pear or figs. • Blend into a pasta.
<p>Edam</p>	<p>Most Edam is produced from semi-skimmed reduced fat milk. It is easily identified by its ball shape and the distinctive red wax covering its rind. Edam is generally sold young, maturing in only three to four weeks. Its texture is supple and elastic and it may have a few pea-sized eyes.</p>	<ul style="list-style-type: none"> • Choose if surface rind is completely intact and, internally, with no cracks or slits between the eyes. • Select if the cheese is smooth and light golden in colour. • Store covering only the exposed cut surface with plastic wrap or waxed cheese paper. • Freezing is not recommended unless grated into an airtight freezer bag. • 	<ul style="list-style-type: none"> • Slice on an open sandwich. • Toss through salads. • Grate into soups, tarts and quiches. • Sprinkle over freshly blanched asparagus. • Add to the classic steak sandwich. • Serve on a cheese platter at room temperature accompanied by cracked almonds and walnuts. •

Assessment Resource | SITHCCC021A

Cheese	Characteristics	Selection & Storage	Serving Suggestions
<p>Cheddar</p>	<p>The many flavour variations of Cheddar reflect different methods of making the cheese and the length of its maturation. An aged Cheddar, for example, crumbles in the mouth and has a long lingering flavour whereas a mild Cheddar slices well for sandwich making.</p>	<ul style="list-style-type: none"> • Select if free from dryness or cracks on the surface. • Store wrapped loosely in plastic wrap. • Note the use-by date. Shelf life will vary depending on the age of the cheese when purchased. • Freezing, causing the cheese to dry and crumble, is not recommended unless grated for cooking. 	<ul style="list-style-type: none"> • Serve at room temperature for the best flavour. • Accompany with muscatels or with pickled onions and chutney as part of a Ploughman's Lunch. • Shave over soups and roasted vegetables. • Sprinkle over sweet potatoes. • Grill on toast. • Stir into thick polenta. • Add to garlic bread for a cheesy touch.
<p>Feta</p>	<p>Distinctively white in colour, Feta has a moist, often crumbly texture that varies from soft to firm. Flavour Feta has a fresh, clean slightly acidic flavour. It can be quite salty as it is stored in brine.</p>	<ul style="list-style-type: none"> • Choose Feta that is moist and looks fresh. • Avoid if dull, dry, sticky or yellowing in appearance, as these characteristics indicate the cheese is old. • Store fully immersed in its brine solution. • If packaged in vacuum-sealed packs, re-wrap in plastic film once opened and use within one to two weeks. • Freezing is not recommended unless used in cooked foods such as pastries, quiches and pies. 	<ul style="list-style-type: none"> • Traditionally used in Greek salads, Feta is a versatile cheese that lifts a salad or pasta. • Marinated Feta gives an extra dimension of flavour. • Crumble over ripe sliced tomatoes and finish with olives, olive oil and oregano. • Toss through warm pasta, with olives and chopped fresh tomato. • Include on an antipasto platter. • Place on pizza. • Sprinkle with olive oil and oregano and serve on crusty bread.

Cheese	Characteristics	Selection & Storage	Serving Suggestions
Ricotta	<p>A mass of snowy-white, fine and moist grains, Ricotta should be firm in texture and not too wet or too solid. Ricotta is sold in large round wheels that look like an upturned basin with a patterned surface, the result of being drained in a colander or in smaller tubs. Smooth Ricotta is usually available in tubs and more suitable for spreading rather than cooking.</p>	<ul style="list-style-type: none"> • Preferably purchase Ricotta fresh and eat within a few days. • Be guided by the use-by date indicated. Drain off any whey as it can sour the cheese. • Discard if it has lost its pure white shiny look and becomes yellow and sour. • When packed in an airtight bag or tub, Ricotta has a longer shelf life than unpackaged fresh Ricotta. However, handle as a fresh cheese once opened. 	<ul style="list-style-type: none"> • Use as a base for sweet or savoury dishes. • Add to sandwiches, lasagne, dips, or cheesecakes. • Use as a low fat alternative to cream for fruit salad and cakes. • Serve chilled as a dessert cheese with fresh or poached fruit. • Bake and drizzle with honey or serve with fresh fruit. • Blend with honey, and use as a light alternative to cream. • Combine with pesto for a quick, low fat dip served with grissini sticks or as a spread. • Fill poached or grilled peaches with Ricotta mixed with toasted almonds, honey and cinnamon.

4 Describe the history of Cottage Cheese including its origin and cultural aspects.

Mentioned in Homer's Odyssey, Cottage Cheese was probably discovered around 9,000 years ago. Its discovery was likely by accident when warm milk was left and became sour. Later, the soured milk was placed into muslin cloth to drain. In about 1915, modern industrial Cottage Cheese was developed in the USA and spread to many countries. This is the granular cottage cheese packed in tubs with cream added. The original form (Continental style Cottage) is still sold

Assessment Resource | SITHCCC021A

5	Describe the history of Feta Cheese including its origin and cultural aspects.
<p>Feta (meaning 'slice' in Greek) grew out of necessity. It gave shepherds a way to preserve their milk. Traditionally made with sheep milk, or a mixture of sheep and goats' milk, Feta was then pickled in brine to enable long-term storage without refrigeration. Australian Feta is usually made with cows' milk. It is milder and creamier than imported varieties, crumbles less and therefore is much easier to handle</p>	
6	Describe the history of Cheddar Cheese including its origin and cultural aspects.
<p>Indisputably England's most famous cheese, Cheddar is perhaps the most well-known cheese in the western world and certainly Australia's most popular cheese.</p> <p>Cheddaring began in the village of Cheddar in Somerset during the 12th Century. With innovation and creative flair, the early settlers improvised to provide equipment to make Australia's first Cheddars.</p> <p>Australian cheesemakers were quick to learn from the technology of England. So much so, Australian Cheddar production was regarded as some of the best in the world. At the turn of the 20th Century, Australian Cheddar was winning prizes at international dairy shows.</p>	
7	Describe the history of Ricotta Cheese including its origin and cultural aspects.
<p>A mass of snowy-white, fine and moist grains, Ricotta should be firm in texture and not too wet or too solid. Ricotta is sold in large round wheels that look like an upturned basin with a patterned surface, the result of being drained in a colander or in smaller tubs. Smooth Ricotta is usually available in tubs and more suitable for spreading rather than cooking.</p>	

Assessment Resource | SITHCCC021A

8	Describe the history of a Blue Cheese including its origin and cultural aspects.
<p>Danish Style Blue was invented in the early 20th century by a Danish cheesemaker. Today, it has become one of the most widely imitated blue cheeses in the world</p> <p>A product of 20th century technology, Blue Brie is a commercially-made cheese which, unlike most other blue styles, was not discovered by chance.</p> <p>Gorgonzola is the oldest named Blue Cheese in the world. It was created, by chance, when shepherds left fresh cheese (Stracchino) in caves near Gorgonzola, and returned to find mould growing on the cheese.</p>	
9	Describe the history of Eye Cheese including its origin and cultural aspects.
<p>First produced in the monasteries and abbeys of the region, Eye Cheese became popular as they travelled well and could be sold abroad.</p> <p>Eye cheese has been made in Australia since the 1890s when small quantities were available for the local Sydney market. The popularity of these cheeses was created by the European cheesemakers who settled in Australia.</p> <p>In the 1920s Eye Cheese was made in southern Queensland. It was made in Tasmania in the 1950s while 1986 saw the establishment of a factory dedicated to making Eye Cheese in the Albury/Wodonga region.</p>	
10	What garnishes could you put with cheese?
<p>Breads Biscuits and crackers Fresh and dried fruits Vegetables Herbs, edible leaves and flowers Nuts Jelly</p>	

Assessment Resource | SITHCCC021A

11	Describe the optimum serving conditions for the following cheeses including the degree of ripeness and temperature	
Cheese	Ripeness	Optimum serving temperature
Brie (Charleston)	You can determine the ripeness of the cheese by looking for softness all the way across its surface. Generally this occurs at 4-5 weeks from make date. The cheese will develop strong flavours and oozing custardy body	Room temperature
White Mould Ashed (Edith)	As the cheese matures 2 main changes occur - there is a pronounced intensity and sharpness on the palate and the paste changes to a velvety runny consistency. There is very little acid present when the cheese is at this stage	Half an hour to 1 hour at room temperature before serving is ideal
Fresh (Goat Curd)	The Curd should be treated as a fresh cheese, kept at or below 4 degrees Celsius before a short rest outside prior to use	Refrigerated
12	How should cheese be stored?	
<ul style="list-style-type: none"> • As a general rule and where possible, always store cheese wrapped in its original wrapper. • Use waxed paper (or loose cling wrap, depending on the cheese style) if the original wrapper is not available as it allows the cheese to breathe. • Avoid using foil for wrapping blue cheese for more than 2 weeks as it will react with the cheese. • Store fresh unripened cheeses in a covered container or tub and use preferably within a week of purchase or as indicated by the use-by date. • As a general rule, the harder the cheese the longer its shelf life. • Store blue mould and washed rind cheeses separate to other foods. • Cheeses should be stored in the refrigerator at temperatures between approximately 4°C – 6°C. • Only cover the cut surface of cheese to enable the natural rind to breathe, except for earthy smelling washed rinds and blue cheeses that require individual wrapping and storing to reduce odours in the refrigerator. • When cheeses are removed from their original packaging, avoid stacking them on top of one another as it damages the rind, misshapes the cheeses and hinders further maturation. 		

13	Discuss what you would do when preparing and presenting a cheese dish
----	---

- Choose cheeses from different categories to offer a variety of textures, colours and flavours.
- Enhance the presentation of a platter with different cheese shapes or by placing wedges at different angles on the plate.
- Cheeses with rinds should be cut from the centre of the cheese to the edge, allowing each part of the cheese to be enjoyed.
- When serving more than one cheese, always use a different knife for each cheese to prevent mixing flavours.
- Remove cheese from the refrigerator at least one hour before service then cut to size and plate for presentations
- Serve Australian cheeses at room temperature to achieve optimum flavour. To minimise wastage, only remove the portion of cheese that is required for use.
- To avoid cheeses drying-out whilst bringing them to room temperature, cover with a clean, damp tea towel or individually cover with plastic wrap.
- Serve with complementary accompaniments that don't overpower, such as quince paste, muscatel clusters, figs, pears or crisp apples. Keep it simple, yet stylish and feature only one or two accompaniments to complement the cheese selection on offer.
- Encourage guests to cut cheese wedges along the length (from 'nose to tail') rather than cutting off the point!

Assessment Resource | SITHCCC021A

14	List 3 different suitable accompaniments for the following cheeses
Cheese variety	Suitable accompaniment
Fresh Unripened and Fresh Stretched Curd (specifically Bocconcini styles)	<ul style="list-style-type: none"> • Olive bread • Olives • Anchovies • Fresh herbs • Capers • Prosciutto • Semi-dried tomatoes • Olive oil • Roasted peppers • Fresh berries • Basil and olive oil • Slow-roasted onions
White Mould (Brie/Camembert styles)	<ul style="list-style-type: none"> • Crisp baguette • Almond bread • Water crackers • Quince paste • Fresh or frozen grapes • Figs • Poached pear
Washed Rind	<ul style="list-style-type: none"> • Toasted raisin bread • Pears • Bitter greens • Apple puree • Sultanas • Hazelnuts • Fruit bread • Rye bread
Cheddar and Cheddar Styles	<ul style="list-style-type: none"> • Muscatels • Chutney • Sourdough bread • Oatmeal or wheatmeal biscuits • Green tomato chutney • Celery • Green apples • Quince paste • Fig jam • Fruit cake

Assessment Resource | SITHCCC021A

Eye Cheese	<ul style="list-style-type: none"> • When melted: • Warm waxy potatoes • Peaches • Sweet potato • Smoked meats • On a cheese plate: • Pickles • Gherkins • Dried fruit
Blue Vein	<ul style="list-style-type: none"> • Drizzle of wild honey • Walnuts • Port-soaked prunes • Fresh or grilled figs • Fresh or roasted pears • Quince paste • Fresh dates • Toasted walnut bread • Almond biscotti
Hard Cheese	<ul style="list-style-type: none"> • Apples • Chutney • Pears • Rocket • Tomatoes • Grapes/Walnuts • Olives • Ham/Prosciutto • Nashi
15	Describe the following terms as they relate to cheese
Term	Description / comments
Body:	A term which denotes the physical consistency of a cheese – soft, firm, hard, crumbly - and is often determined by the moisture content
Curd:	This is the first stage in cheese-making which is a coagulated portion of milk comprising protein, fat, water and a small amount of milk sugar (lactose).

Assessment Resource | SITHCCC021A

Eyes:	Holes are formed in the cheese from bubbles of carbon dioxide gas produced during fermentation.
Farmhouse Cheese	Refers to handmade cheese using milk sourced from the cheese-maker's farm.
Maturation:	Also referred to as "Ageing". This important stage in cheese-making is when a cheese is left to ripen.
Moulds:	Moulds can be on the surface or interior of the cheese. They assist in the development of flavour and aroma, and hasten the ripening process. Most moulds are strains of Penicillium
Rind:	A protective external surface of a cheese. Its role is to protect the interior of the cheese while allowing it to ripen and develop in flavour and texture.
Specialist Cheese	Refers to handmade cheese using both on farm and bought-in milk.
Surface Ripened	Ripening takes place from the surface of the cheese towards the centre. Surface ripened cheeses, such as brie, camembert and washed rind, develop an edible rind or crust which influences the flavour and body of the cheese.
Use-by Date	Australian cheeses all display a use-by date on their packaging. It serves as a guide for when a cheese is expected to be in peak condition for serving
Wrapping:	The style of cheese dictates how and when the cheese is wrapped. For example, white mould cheeses often breathe through the wrapping as they continue to ripen.

Assessment Resource | SITHCCC021A

16	Describe the nutritional value of cheese
<p data-bbox="145 423 1422 490">Cheese contains the goodness of a number of essential nutrients, including protein, calcium, zinc, phosphorus, magnesium, vitamin A, vitamin B2 (riboflavin) and vitamin B12.</p> <p data-bbox="145 521 1406 589">The amount of nutrients in cheese may vary depending on the composition of milk used and also how the cheese is made, but the major nutrients found in cheese include: [1,2,3,4]:</p> <ul data-bbox="236 589 1453 969" style="list-style-type: none">• Protein – is important for growth and development, and helping to build and repair tissues in the body.• Calcium – is important for the health of bones and teeth, and for normal nerve and muscle function.• Zinc – can contribute to the structure of skin, can assist in wound healing, and can also help support immune function.• Phosphorus – is important for the health of bones and teeth.• Vitamin A – is a fat soluble vitamin which is important for vision, for maintaining the health of skin, as well as being important for bones.• Vitamin B2 (Riboflavin) – is involved in converting energy from food, for use by the body.• Vitamin B12 – is important for producing cells in the body, such as red blood cells.	
17	Provide a comment on Lactose and cheese, including comment on the level of lactose in cheese
<p data-bbox="145 1211 1437 1312">Lactose is a carbohydrate naturally found in milk and milk products. It is broken down and digested by the body by an enzyme called lactase. Some people who do not produce enough lactase may have trouble digesting lactose, and for some, it may also cause unpleasant gut symptoms.</p> <p data-bbox="145 1344 1437 1411">Although cheese is made from milk, it has a low lactose content compared to other dairy foods, and can generally be enjoyed by people that have concerns with lactose digestion</p> <p data-bbox="145 1442 1437 1711">During the cheesemaking process, the whey component of milk is removed. This is where most of the lactose content of milk is found. Cheeses such as Cheddar and Swiss-styles undergo a further process called ripening, giving the cheeses their unique flavour, texture and appearance. During the ripening phase, any remaining lactose is often converted into lactic acid and other products, so little or no lactose is left in the cheese. Sometimes optional ingredients such as non-fat milk and cheese whey may be added, and this can increase the amount of lactose found in cheese. Fresh cheeses such as creamed cottage cheese and marscapone contain higher levels of lactose. However, most varieties of cheese are low in lactose and are generally well tolerated</p>	
18	How much cheese should you serve per person?
<p data-bbox="145 1962 911 1995">In general, allow 30 - 50 grams of each cheese per person.</p>	

Assessment Resource | SITHCCC021A

19	What sort of knives should you use when working with cheese
<ul style="list-style-type: none"> • To cut a wedge of cheese from a wheel, use a large sharp cook's knife dipped in hot water and wiped. Score the cheese rind or wax first and then gently rock the knife from front-to-back, applying pressure to evenly cut through the body of the cheese. • For serving, whilst cheese knives are very handy to cut and extract a piece of cheese with the prongs on the end of the knife, a sharp knife will also suffice. A butter or pate knife can be used for softer cheeses. Marinated cheeses in oil can be served with a small fork or spoon. • Remember to provide a separate cheese knife or utensil for each cheese, and encourage guests not to mix the knives to avoid mixing cheese flavours. 	
20	What hygiene rules should you follow when working with cheese?
<ul style="list-style-type: none"> • Keep raw foods and ready-to-eat foods separate to avoid cross-contamination. • Use separate and clean utensils and cutting boards for raw foods and ready-to-eat foods, or wash and sanitise utensils and cutting boards between uses. • Thoroughly clean, sanitise and dry cutting boards, knives, pans, plates, containers and other utensils after using them. • Avoid keeping cheese in the Temperature Danger-Zone. Keep chilled foods cold at 5°C or colder, and hot food hot at 60°C or hotter.. • Follow the business Food Safety Program. • Follow the advice given by the Food Safety Supervisor. 	

<p>Student Declaration: I declare that the work submitted is my own, and has not been copied or plagiarised from any person or source.</p>	<p>Signature: _____</p> <p>Date: ____/____/____</p>
---	---

ASSESSOR USE ONLY

<i>Comments</i>	Assessment Method: WRITTEN / PROJECT		
Result (Please Circle)	Satisfactory	Not Satisfactory	Incomplete
<p>Assessor: I declare that I have conducted a fair, valid, reliable and flexible assessment with this student, and I have provided appropriate feedback</p>	<p>Signature: _____</p> <p>Date: ____/____/____</p>		