

**STAGE 1 COMMUNITY STUDIES
CONTRACT OF WORK TEMPLATE**

STUDENT TO COMPLETE

Students and teachers are advised to refer to pages 14–16 and 19 – 20 of the current Subject Outline for information on completing this contract of work.

Student _____

SACE registration number

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Teacher _____

School _____

Insert 10 or 20 in the last two boxes to indicate a 10-credit or 20-credit enrolment. (Please note that students may undertake more than one Community Studies subject. They prepare a separate contract for each subject. Students will use the same subject code for each Community Studies subject).

Enrolment code

1	C	O	M	1	0
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Insert a tick to indicate the area of study

AREA OF STUDY	
Arts and the Community	
Communication and the Community	
Foods and the Community	✓
Health, Recreation, and the Community	
Science, Technology and the Community	
Work and the Community	

Filling out this contract of work will satisfy one of the requirements of Assessment Type 1. It is an opportunity for you to provide evidence of learning in relation to the first four learning requirements described in the subject outline, and to the following assessment design criteria:

- planning and organisation
- communication and interaction.
- fulfilment of the contract
- reflection

You may change this initial contract as part of your ongoing planning. Changes should be noted on the contract as they happen.

DECIDING ON THE COMMUNITY ACTIVITY

Briefly outline the focus and scope of the community activity by:

- providing some **background information about yourself** and **why you have chosen this Area of Study**

My name is _____ and I am currently undertaking Year 11 at _____. The reason I chose Stage 1 Community Studies is that I would like to research a topic that interests me and constructing a folder of my findings and how I got to the final product. I am interested in many things including: cooking, chocolate making, sport, music, meeting new people and crafty activities.

I have decided that I will design and create a step by step recipe book of bite size desserts and chocolates. Firstly I want to improve my cooking skills, my consistency and learn to make more challenging recipes. Secondly I am very eager to research the process of chocolate making which fascinates me and what is involved in making a recipe book.

To do this I need to analyse a selection of recipes, test them, put my own spin on them and retest the modified recipe. I will draw design and decoration inspiration from images and published recipe books. In this book I will include a forward giving background information on the book, a contents page and an alphabetical listing of recipe names. Next will be frame by frame recipes with pictures on the process, pictures of the ingredients. I want to make the recipes easy to follow, therefore I will use simple but concise language.

In my folio I will include photos of the process, the recipes, trials, things I could improve, analysis of recipes.

- providing **details** of the community activity you have selected

I have decided that I will design and create a step by step recipe book of bite size desserts and chocolates. Firstly I want to improve my cooking skills, my consistency and learn to make more challenging recipes. Secondly I am very eager to research the process of chocolate making which fascinates me and what is involved in making a recipe book.

To do this I need to analyse a selection of recipes, test them, put my own spin on them and retest the modified recipe. I will draw design and decoration inspiration from images and published recipe books. In this book I will include a forward giving background information on the book, a contents page and an alphabetical listing of recipe names. Next will be frame by frame recipes with pictures on the process, pictures of the ingredients. I want to make the recipes easy to follow, therefore I will use simple but concise language.

- providing clearly defined, challenging, and **achievable goals** related to this activity.

Despite my love of food, I have not previously undertaken to do such extensive research, cooking, photographing, creating and editing a cookbook of chocolate recipes. It is something that appeals to my creativity.

PREPARING FOR THE COMMUNITY ACTIVITY

You are required to:

- **identify existing personal knowledge and skills (including literacy and numeracy skills) that you can build on to complete the community activity successfully**
- **identify any new knowledge or skills needed to engage in the community activity**
- **explore the link between the new knowledge and skills needed and the relevant capabilities described in the subject outline (e.g. communication, citizenship, personal development, work, and learning), and identify one or more capabilities for focused development.**

*Thinking about your community activity, what specific knowledge and skills, including literacy and numeracy, **do you already have** that you can build on to complete your community activity successfully?*

Specific knowledge and skills:

Existing Skills

I am reasonably good at baking desserts as I spend time every weekend trying out new recipes and perfecting ones that I have made before.

Personal Skills

I am very creative, imaginative and energetic. I am good at cooking, baking, sport and crafty activities but I don't believe I am good at drawing or painting.

Literacy Skills

I am good at spelling and punctuation, writing recounts and poetry. I have confidence in my ability to make a simple P P presentations, use E and add photos and graphs to documents. However I am not good at , or and I find essay writing challenging.

(3 software product names deleted)

Numeracy Skills

I have undertaken Stage 1 Maths Applications for a semester. I find maths quite difficult. I am good at saving money that I earn from my part time job and I have a personal budget at home.

*What **new** knowledge and skills, including literacy and numeracy, will you develop to complete your community activity?*

Specific knowledge and skills:

New Skills

Apart from creating recipes new to me, I will be selecting, trialling, photographing and then designing a visually appealing cook book, with clear concise instructions and illustrations.

Literacy skills:

Literacy will be involved in the actual writing of the cook book as this is a specific form of writing, as will the placement of informative and illustrative photos.

Numeracy skills:

Maths will be involved in the costing and measuring of ingredients and the packaging.

The five capabilities are citizenship, communication, learning, personal development and work.

Which capability will be your main focus in your community activity?

Personal Development

How will the development of this focus capability help you in carrying out your community activity?

Capabilities

Through completing Stage 1 Community Studies, I hope to improve in the Personal Development capability. I will have to plan this project in detail, which I hope to do by following a timeline that will help me to manage my time and complete the folio within the due dates. To do this I must take into account what I am capable of achieving in a certain time and the level of difficulty I am able to work at. Interaction with others is a vital part in this process as I will need constant feedback from people who taste test the food and from my peers on my recipe book. I feel this will help me to achieve my goal of becoming a better cook and help to determine areas of this topic that I need to persevere with.

(Optional) Are there any other capabilities that you are considering developing to help you in carrying out your community activity?

Learning is a capability that will be on-going as will communication as to create a cook book is to communicate through a specific written and visual way.

CARRYING OUT THE COMMUNITY ACTIVITY & KEEPING EVIDENCE OF ACTIVITY AND LEARNING

You are required to:

- **complete and maintain a record of evidence to document your learning, including evidence of the development of one or more capabilities**
- **compile a Folio which will include evidence of :**
 - *planning, undertaking, and completing the community activity*
 - *engaging in activities to complete the community activity (e.g. telephoning or emailing, researching from different sources, summarising meetings, and formulating plans) and presenting these in different forms (e.g. digital recording, photographs, transcripts, and other appropriate forms)*
 - *explaining changes or modifications to the contract of work*
 - *inviting and responding to feedback from others, including the community contact(s).*
 - *reflecting on the ongoing development of knowledge, skills, and capabilities.*

You will need to keep **evidence** of what you have done throughout the community activity. For possible forms of evidence, refer to page 15 and 16 of the Community Studies 2013 Subject Outline.

Provide a **detailed list of steps** (or tasks) that you will go through to complete all aspects of your community activity.

Indicate how you will demonstrate **action** and **communication** required.

Indicate the **number of hours** for each step. (Note: A 10-credit subject is approximately 60 hours work and a 20-credit subject is approximately 120 hours work.)

Step	Description	Action/ Communication	Hours	Evidence
1.	Research the internet for recipes and images	Annotated Internet search	5	Annotated in Folio
2.	Make a bibliography of all the sites I visit	Record of sites	1	Annotated in Folio
3.	Analyse the information and conduct PMIs (Plus – things I like about them, Minus- things I don't like and Interesting- things I find interesting)	PMI and annotated information	5	Annotated in Folio
4.	Similarly I will research existing recipe books and Keep a bibliography	Recipe Books	5	Annotated in Folio
5.	Analyse the information and conduct PMIs (Plus – things I like about them, Minus- things I don't like and Interesting- things I find interesting)	PMI and annotated information	5	Annotated in Folio

6.	Research on YouTube and keep a record of sites visited	Annotated YouTube, form of communication	5	Annotated in Folio
7.	Analyse the information and conduct PMIs (Plus – things I like about them, Minus- things I don't like and Interesting- things I find interesting)	PMI and annotated information	5	Annotated in Folio
8.	Analyse recipes and designs Decide what I like about the presentation of the recipes I have selected	Written Analysis	1	Annotated in Folio
9.	Look at different flavours, shapes, designs and presentation of desserts.	Talk to others, write about in Record of Evidence	1	Annotated in Folio
10.	Consult with my expert about my ideas and recipes	Verbal or email communication	5	Annotated in Folio and discussed in Record of Evidence.
11.	Gather ingredients Create these desserts, inspired by other recipes (change them)	Create desserts	10	Record of Evidence, Photos
12.	Document the making of recipes step by step and their final appearance Make the recipes and ask people to for feedback on taste, texture and how I could improve them.	Document, Create and get feedback from tasters	5	Record of Evidence, Photos
13.	Type out all the various trial recipes Re-make and change the recipes until I am satisfied with their taste, texture and appearance.	Document changes	5	Record of Evidence, Photos
14.	Make a final selection of recipes and outline why these were chosen for my book Write out the final recipes, select the final pictures and make into a	Annotate changes	2	Record of Evidence, Final

	book	Talk to expert		Booklet
15.	Gain feedback from my expert on the cooking process	Organise time and Talk to expert	1	Feedback Sheet
16.	Show how these desserts can be presented	Arrange photo-shoot	5	Photos
17.	Design a front cover Create an index Create a title Draft and edit all work	Design and create, Edit	3	Folio and final Booklet
18.	Write a forward explaining why I chose to create a unique chocolate collation	Draft and edit	1	Final Booklet
19.	Gain feedback from my expert and act on the advice given	Organise time and Talk to expert	1	Record of Evidence
20.	Print off a final copy	Final Bound Booklet	1	Final Printed booklet
			72 hrs	

*ADD OR DELETE ROWS AS REQUIRED

GETTING FEEDBACK FROM THE COMMUNITY

You are required to:

- seek feedback from teacher(s), peer(s) and community contact(s)
- respond to feedback to inform planning and development of community activity and own learning
- provide evidence of feedback in any form (eg written documentation or electronically recorded).

The name of the person giving me feedback is **Jenny Richards**

I have selected this person because **I have selected this person because she is a chef who has taught home economics and cake decorating that is especially skilled in desserts.**

Planning for feedback:

To help with your planning select one or more of the following:

The times during my learning/activity when I will interact and ask for feedback are

while planning when starting as I go at completion

The type of feedback I will ask for will be

written comment notes of a conversation a form I develop Other (please describe)

Ways I will respond to feedback are

formal letter email journal Other (please describe)

REFLECTING ON MY LEARNING

When you have completed the community activity and received feedback, think about what you have learnt and its value to you. Evidence of your learning during this process must be submitted for assessment as a reflection on the value of the community activity to you and to others.

The reflection should be a maximum of 500 words if written, or 3 minutes if oral, visual, or digital.

The form my reflection will take will be [Written Reflection of 500 words](#)

SIGNING THE CONTRACT

By signing this contract you indicate your intention to complete the work that you have negotiated with your teacher in all sections of the contract.

Student's signature

Date

Teacher's signature

Date

Record of evidence

Capability

What you started with, what you ended up with, talk about the fillings, learnt about artistic presentation, found peoples love of chocolates. Changed the content and therefore annotated the contract. Learnt about lighting – PHOTOS,

Week 1

This week I have half filled out my contract and preparatory contract. I have brainstormed possible topics that I may focus my community based project on. I have three ideas, the first being designing a line of chocolates. This would include both inventing new flavours and fillings for the chocolates and decorating them. My final product would be a recipe book full of all the steps to make the various chocolates. My second idea is to make a recipe book of sweets and baked goods with step by step, frame by frame instructions for making the recipes. I like step by step recipe books as they are very descriptive and easy to follow. Also by comparing the photos in those books you can see where you have gone wrong or whether certain things are uncooked or overcooked. Lastly I have considered making the goods and designing packaging for them. This would involve a bit of marketing and graphic design work however as I would have to design labels that appeal to a certain demographic and people on a certain budget. I have organised a folder for all my sheets and have started making my folder dividers and title pages. (See Below) In my spare time I researched chocolate moulds and their prices online.

 <p>SACE Board of SA</p> <p>STAGE 1 COMMUNITY STUDIES CONTRACT OF WORK TEMPLATE</p> <p>STUDENT TO COMPLETE</p> <p>Students and teachers are advised to refer to pages 14–16 of the current Subject Outline for information on completing this contract of work.</p> <p>Student- _____</p> <p>SACE registration number _____</p> <p>Teacher _____</p> <p>School- _____</p> <p>Area of study - Food and the Community</p> <p>Enrolment code 1 C O M 1 0</p> <p><small>(Insert 10 or 20 in the last two boxes to indicate a 10-credit or 20-credit enrolment.)</small></p> <p>Filling out this contract of work will satisfy one of the requirements of Assessment Type 1. It is an opportunity for you to provide evidence of learning in relation to the first four learning requirements described in the subject outline, and to the following assessment design criteria:</p> <ul style="list-style-type: none"> • planning and organisation • communication and interaction <p>You may change this initial contract as part of your ongoing planning. Changes should be noted on the contract as they happen.</p>	<p>Deciding on the Community Activity</p> <p>Outline the focus and scope of the community activity by:</p> <ul style="list-style-type: none"> • providing details of the community activity you have selected • providing clearly defined, challenging, and achievable goals related to this activity. <p>My name is _____ and I am currently undertaking Year 11 at _____</p> <p>The reason I chose Stage 1 Community Studies is that I would like to research a topic that interests me and constructing a folder of my findings and how I got to the final product. I am interested in many things including: cooking, chocolate making, sport, music, meeting new people and crafty activities.</p> <p>I have decided that I will design and create a step by step recipe book of bite size desserts and chocolates. Firstly I want to improve my cooking skills, my consistency and learn to make more challenging recipes. Secondly I am very eager to research the process of chocolate making which fascinates me and what is involved in making a recipe book.</p> <p>To do this I need to analyse a selection of recipes, test them, put my own spin on them and retest the modified recipe. I will draw design and decoration inspiration from images and published recipe books. In this book I will include a forward giving background information on the book, a contents page and an alphabetical listing of recipe names. Next will be frame by frame recipes with pictures on the process, pictures of the ingredients. I want to make the recipes easy to follow, therefore I will use simple but concise language.</p> <p>In my folio I will include photos of the process, the recipes, trials, things I could improve, analysis of recipes.</p> <p>Preparing for the Community Activity</p> <ul style="list-style-type: none"> • Identify existing personal knowledge and skills (including literacy and numeracy skills) that you can build on to complete the community activity successfully. • Identify any new knowledge or skills needed to engage in the community activity. • Explore the link between the new knowledge and skills needed and the relevant capabilities described in the subject outline (e.g. communication, citizenship, personal development, work, and learning), and identify one or more capabilities for focused development. <p>Existing Skills</p> <p>I am reasonably good at baking desserts as I spend time every weekend trying out new recipes and perfecting ones that I have made before.</p> <p>I am good at spelling and punctuation, writing recounts and poetry. I have confidence in my ability to make a simple PowerPoint presentations, use Excel and add photos and graphs to documents. However I am not good at Adobe Photoshop, Adobe Flash or Movie Maker and I find essay writing challenging.</p> <p>I have undertaken Stage 1 Maths Applications for a semester. I find maths quite difficult. I am good at saving money that I earn from my part time job and I have a personal budget at home.</p> <p>Personal Skills</p> <p>I am very creative, imaginative and energetic. I am good at cooking, baking, sport and crafty activities but I don't believe I am good at drawing or painting.</p> <p>New Skills</p> <p>Apart from creating recipes new to me, Literacy will be involved in the actual writing of the cook book as this is a specific form of writing, as will the placement of informative and illustrative photos. Maths will be involved in the costing and measuring of ingredients and the packaging.</p> <p>Capabilities</p> <p>Through completing Stage 1 Community Studies, I hope to improve in the Personal Development capability. I will have to plan this project in detail, which I hope to do by following a timeline that will help me to manage my time and complete the folio within the due dates. To do this I must take into account what I am capable of achieving in a certain time and the level of difficulty I am able to work at. Interaction with others is a vital part in this process as I will need constant feedback from people who taste test the food and from my peers on my recipe book. I feel this will help me to achieve my goal of becoming a better cook and help to determine areas of this topic that I need to persevere with.</p> <p>Page 2 of 4 Stage 1 Community Studies Contract of Work for use from 2011 © SACE Board of South Australia 2011</p>
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CARRYING OUT THE COMMUNITY ACTIVITY

To assist in planning and organisation give details of the processes you will follow to complete the community activity you have selected, including how you will demonstrate communication and interaction.

Note: A 10-credit subject is approximately 60 hours' work and a 20-credit subject is approximately 120 hours' work.

For my project I plan to

- Research the internet for recipes and images
- Make a bibliography of all the sites I visit
- Analyse the information and conduct PMIs (Plus – things I like about them, Minus- things I don't like and Interesting- things I find interesting)
- Similarly I will research existing recipe books
- Keep a bibliography
- Analyse the information and conduct PMIs (Plus – things I like about them, Minus- things I don't like and Interesting- things I find interesting)
- Research on YouTube
- Keep a record of sites visited
- Analyse the information and conduct PMIs (Plus – things I like about them, Minus- things I don't like and Interesting- things I find interesting)
- Analyse recipes and designs
- Decide what I like about the presentation of the recipes I have selected
- Look at different flavours, shapes, designs and presentation of desserts.
- Consult with my expert about my ideas and recipes
- Gather ingredients
- Create these desserts, inspired by other recipes (change them)
- Document the making of recipes step by step and their final appearance
- Make the recipes and ask people to for feedback on taste, texture and how I could improve them.
- Type out all the various trial recipes
- Re-make and change the recipes until I am satisfied with their taste, texture and appearance.
- Make a final selection of recipes and outline why these were chosen for my book
- Write out the final recipes, select the final pictures and make into a book
- Gain feedback from my expert on the cooking process
- Show how these desserts can be presented
- Design a front cover
- Write a forward explaining why I chose to create a unique chocolate collation
- Create an index
- Create a title
- Draft and edit all work
- Gain feedback from my expert and act on the advice given
- Print off a final copy

Getting Feedback from the Community

You are advised to ask for feedback from a member of the community who has some knowledge and understanding of the type of work you are planning to undertake. The feedback that you obtain can be documented in any form (e.g. written, electronically recorded).

The name of the person giving me feedback is .

I have selected this person because she is a chef who has taught home economics and cake decorating that is especially skilled in desserts.

Reflecting on Learning

When you have completed the community activity and received feedback, think about what you have learnt and its value to you. Evidence of your learning during this process must be submitted for assessment as a reflection on the value of the community activity to you and to others.

The reflection should be a maximum of 500 words if written, or 3 minutes if oral, visual, or digital.

Please indicate the form your reflection will take:

I will reflect on my learning with a word processed report of no more than 500 words.

Keeping Evidence of Activities and Learning

You will need to collect as much evidence of your activities and learning as possible to provide proof that you have completed your contract.

Specify the forms of evidence that you intend to collect. If you need more space, please attach another page.

Form of evidence	Relation of evidence to activity
Analysis of research	I will keep notes on everything I research
Journal entries	I will fill out a weekly journal of the processes and challenges I have undertaken.
Evidence of contact with community contact	I will reflect on my discussions with my community contact
Record of visits/telephone calls, emails etc.	I will keep a record of all the discussions I have with my friends, family and experts in this area.
The recipe book, photos	I will take photos of the process of making a recipe book and include step by step photos on how to make the recipes.
The final product	I will create a recipe book on desserts and chocolates

Signing the Contract

By signing this contract you indicate your intention to complete the work that you have negotiated with your teacher in all sections of the contract.

Student's signature

Date

Teacher's signature

Date

Record Of Evidence

Image removed due to copyright

Image removed due to copyright.

Image removed due to copyright

RECORD OF EVIDENCE

Week 2

I have decided I will just make chocolates and sweets and package them. I brainstormed 99 possible flavours for chocolates and truffles in my notebook, many inspired by popular desserts and fruit. Additionally I thought of decorations and shapes for the chocolates. Also I sought others' opinions (especially my chocolate loving friends) on the brainstormed flavours, resulting in a list of the ten most desirable chocolates as voted by my peers. These are listed in the main part of my folder.

Week 3

Monday-Thursday

I photocopied a page from a cookbook "W" and I am in the process of analysing the layout of the recipe. I've lengthened my list of chocolate fillings (and added them to the above list) and drawn inspiration from other cookbooks and recipes on the Internet. Also I have cleared the memory card on my sister's camera so it's ready for when I begin making chocolates later this week.

Annotated image of recipe book cover removed due to copyright.

Friday

I made many chocolate recipes, for both truffles and moulded chocolates. I played around with ganache recipes. Firstly I tried using 2 thirds of chocolate and one third thickened cream. It turned out well but my taste testers agreed that adding a small amount of butter to the mixture, improved the flavour and caused the ganache to have a glossy finish. I refrigerated some and then rolled them into truffles, coating them in cocoa to counteract the

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sweetness of the chocolate. The others I coated in grated white chocolate, but it did not look as good as the cocoa dusted one. I tried spiking the ganache with vanilla extract but it was decided that it did not add to the flavour. Some of the chocolates are pictured below.



Week 4

I have completed my contract and am in the process of researching recipes for my cook book. I am now making a dessert cookbook rather than just a chocolate cook book. This was because I wanted to explore more ingredients like seasonal fruits to include. Budget wise, chocolate is also more expensive to buy as an ingredient and by widening

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and making a more extensive selection of recipes I can cater to wider choices. I plan to attach a stand to the book so it is in prime reading position for cooks in the kitchen.

Week 5

I searched for recipes on this chocolate site called C who make a range of different types of chocolates and fillings. However it was not helpful as the recipes were hard to follow, assumed that the readers have lots of knowledge in this area and wasn't very descriptive. I will have to ensure that my recipes are easy to follow and descriptive. I may have a glossary of terms used and explain the basics in the front of my book. I compiled a list of recipes, some of which are for more advanced home cooks. I took this into consideration and now my aim is for the book to make it easy for even beginners to make well-presented and delicately flavored desserts.

Week 6

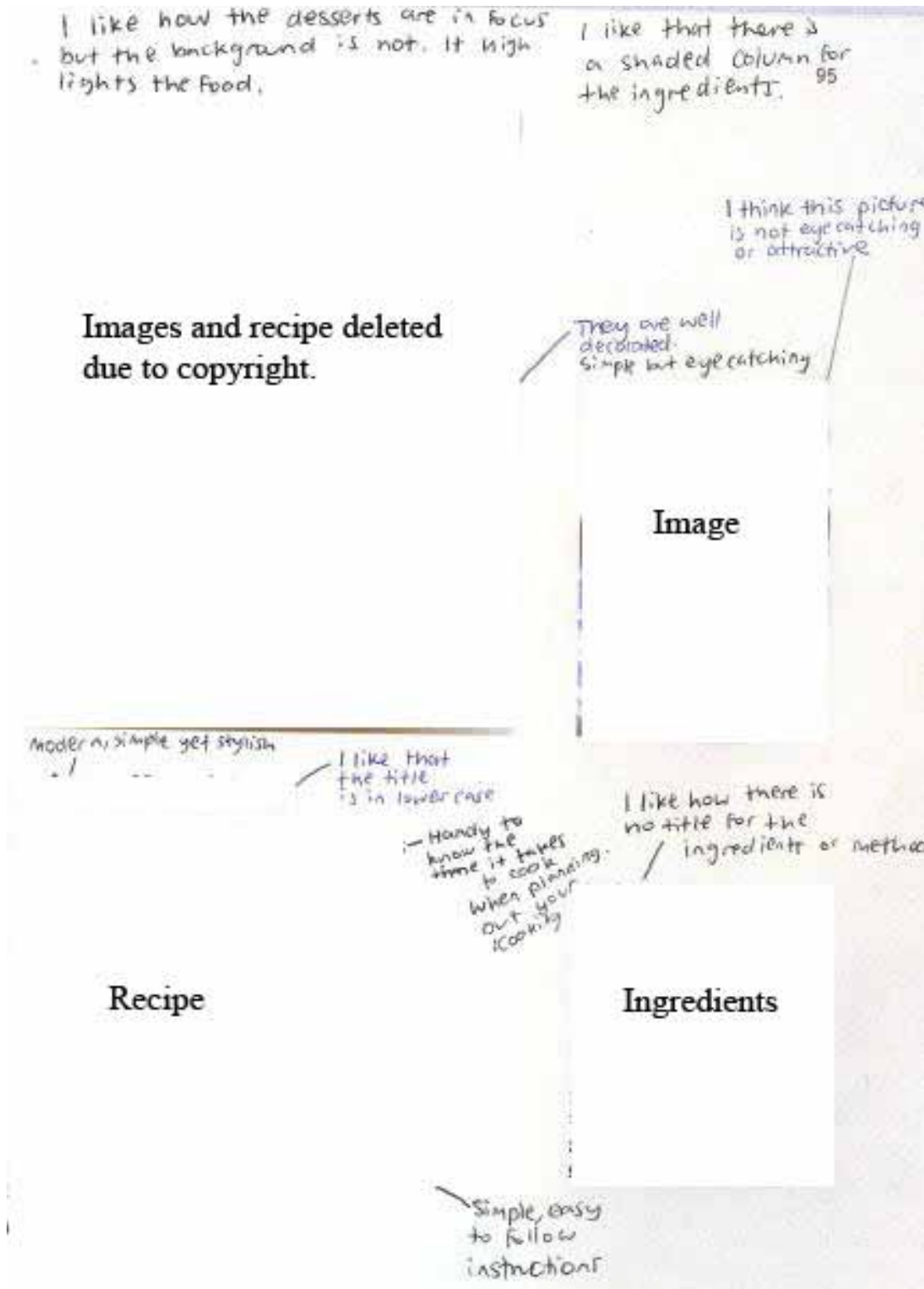
After discussion with my creative consultant we devised an in-depth index of achievable recipes for enjoyment by any age. However then I decided that all the recipes should be served in glasses of all different shapes and sizes. As my sister is a glass blower I thought I would ask her to make some glasses especially for this project, so the desserts can be presented in a diverse fashion. Also some desserts suit certain glass sizes and shapes. I have come up with three possible names for the recipe book: Tempt, Class in glass, glassy. On the weekend I made Viennese fingers but I used the wrong type of chocolate melts so the chocolate coating did not set hard. This got me interested in the different types of chocolate and how couverture chocolate has a higher percentage of cocoa butter than compound chocolate and therefore has to be tempered before it sets hard. I may use this recipe in my book if the chocolate truffle idea does not materialise. I'm going to keep my options open by making other desserts as well as there are only so many recipes that can be made in glasses.

Week 7

This week I have realised that as dessert glasses and jars cannot be heated in the oven, I will have trouble making many of the ideas I had planned. Therefore I am now going to focus my book on modern desserts and tempting treats. At this moment I think the book will be called Tempt. I baked simple blueberry muffins, a reliable D recipe that I have made on many occasions (see below). I have found that it is important to use recipes from reputable chefs and reliable recipe books as they tend to work the best. I have annotated the change of book's theme in my contract.



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Week 8

I thought of yet more possible ideas for recipes. Including banana cakes, salted caramel tarts and Viennese finger biscuits all of which I tested over the weekend. The mousse recipe will have to be altered though as I was not pleased with the runny consistency. The banana cakes tasted quite good and the meringue icing (which I had had trouble with in the past) was perfect consistency for piping. I have a great sense of achievement when the recipes work out well as they can often be quite challenging. I feel I'm developing my cooking skills to a great extent and these skills will be very useful for when I train as a pastry chef. I also considered churros with warm salted caramel and cream, but I'm not confident deep frying for fear of burning myself. I annotated more recipes which helped me decide on the types and presentation of the recipes that I want in my book (see below). I set myself a goal that I

RECORD OF EVIDENCE

would have no less than 15 recipes featured in the book. If I feel that this is too easy I may increase the number of recipes in order to challenge myself.

Week 9

This week I displayed my folio of work to my expert, Chef J_____. Throughout the term I have been more confident in organising meetings and talking with my expert. I have developed in confidence in my work and interaction with teachers and peers. I have received and acted on constructive criticism from both my expert and my peers, which has assisted me in improving the overall standard of my recipe book. I have increased my efficiency in the preparation of ingredients and the cooking and decorating procedure. I have explored different camera angles, lighting and zoom of the camera in taking photos of the food. I observed the importance of having varied presentation of the desserts. I discussed traditional and modern layouts of recipes and picture placement of and an array of recipe books with J_____. She suggested that the photos be on a separate page to the recipes and that I choose a simple, easy to read font and make a template to speed up the publishing process. I acted on this feedback and changed the font to Calibri and constructed a template on M_____. I remade the tiramisu recipe, this time in a bar version instead of in a glass, which really enhanced the appearance of the ingredients.



Week 10

I am finalising the list of recipes to go into my book. The book will have a simple layout and titled pictures on the opposite page. I don't like any frames on the photos, rather opting for the picture to fade into the background. This may change however as I analyse and draw inspiration from existing recipe books. I plan for it to be an A5 landscape book printed on white paper. Due to the small page size I may put the icing recipes, tips, tricks and simple skills in a section at the front of the book. I also feel it is necessary to include a section on the different types of chocolate and which are best suited to different recipes. I felt this is important after the chocolate didn't set on the Viennese fingers. As the list of fonts on M_____ are limited I may resort to making the title with online fonts. For aesthetic purposes the method may be in a dark shade of grey rather than the traditional black. In the process of typing out recipes I have had to alter the instructions to make the language similar and add in ml, cup and gram measurements for all recipes. This is so ingredients can be measured in either a cup or using scales. My expert has suggested that my book cover be simple and modern. I will keep this in mind when I am designing the cover. Through the process of testing and altering recipes I have become much more confident in my ability to cook and experiment with flavours and presentation. Below is a picture of what the recipes may be presented like. The pages will have different colours to increase the book's visual appeal. Having to allocate time to cook on weeknights in my busy schedule has improved my ability to manage time. I feel I have really improved in all aspects of my personal development capability

Three recipes (Tiramisu, Hummingbird Cakes, Blueberry Muffins) were provided.