



# TAS ASSESSMENT TASK NOTIFICATION

## YEAR 8 Technology Mandatory 2019

<b>Task Number:</b>	1
<b>Topic/s:</b>	Food Technology
<b>Weightings:</b>	100%
<b>Due Date:</b>	8TEC5 – Tuesday Week 6 – 19 <sup>th</sup> November
<b>Time:</b>	In your normal class period – Period 2
<b>Venue:</b>	Room 8

### Outcomes to be Assessed:

- 4.1.1 applies design processes that respond to needs and opportunities in each design project
- 4.1.2 describes factors influencing design in the areas of study of products
- 4.2.1 generates and communicates creative design ideas and solutions
- 4.3.1 applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects
- 4.3.2 demonstrates responsible and safe use of a range of tools, materials and techniques in each design project

<b>Task:</b>	HI and IC
	Part A – Practical (25 marks)
	Part B – Portfolio (30 marks)

### Electronic Submission of Task:

Combination  
Part A: No  
Part B: Yes

### Format of Electronic Submission:

Google Classroom  
Specific instructions can be found on the back of this cover sheet

### Please Note:

1. The College policy regarding malpractice, including cheating and plagiarism, late submission and absenteeism will apply. Please refer to [moodle.pmaclism.catholic.edu.au](http://moodle.pmaclism.catholic.edu.au) (Assessment Tasks – Rules and Procedures). Stage 6 students should also refer to their *2019 Assessment Handbooks*.
2. Email is NOT an accepted form of assessment task submission.
3. If you are going to be away for any reason, including school based activities, you must fill in a “Planned Absence Notification” form and submit to the Assistant Principal Curriculum or the Leader of Curriculum. This form can be found at <http://moodle.pmaclism.catholic.edu.au/mod/page/view.php?id=17637>.

## **Electronic Submission Specifications:**

**STEP 1:** Send a copy of your Portfolio presentation to our Google classroom as a PDF (the file name needs to be Folio Your Name)

### **Reminder(s):**

1. You will complete this electronic submission in your normal Food Technology class on the due date. If you are absent, please upload this task from home.

## TASK

1.To produce a portfolio that follows the steps of the design process to create a healthy snack food solution for the school canteen. The presentation on your iPad will contain design ideas, recipe development, final recipe plan and evaluation of the solution. Students are to refer to the ‘portfolio layout’ for a description of each sides requirements.

2.Following the portfolio, the snack food that has been design will then be independently created. Students will adhere to safe work practices, hygiene, cleanliness, preparation techniques, cooking techniques and time management throughout the practical lesson.

## ASSESSMENT OUTLINE

### Design Statement:

A large proportion of school students buy their food each day from the school canteen. To help these students make better choices about the food they eat at school, it is important that the school canteen provides appealing, tasty and nutritious foods, for breakfast, lunch and snacks. These foods must meet the needs of adolescents and assist in good nutrition and health.

### Design Brief:

Design, produce and evaluate a food product which would be suitable for sale in the school canteen. This food product must be low in fat, sugar and salt as well as high in fibre. Your portfolio is to be completed using a suitable presentation app on your iPad.

### Portfolio Outline

Slide	Heading	Information	Mark
1	Title Page	It must include the headings, <b>Canteen Creations</b> and <b>Design Folio</b> . It must also indicate <b>your name, your class, your teacher</b> and <b>one relevant image</b> .	2
2	Design Brief	Write your design brief and highlight the key words.	2
3	Features	Create a mind map (Popplet) show all the <b>features of a successful product</b> . Refer to relevant page in theory book.	2
4	Research	Create a mind map (Popplet) of 2 <b>possible solutions</b> you could make for your healthy snack using the following headings: <b>savoury, sweet, hot, cold, breakfast, lunch</b> .	4
5-9	Ideas	Choose the <b>best 2 solutions</b> from above. Take a photo or type each recipe and insert separate slides, clearly displaying the following. <ul style="list-style-type: none"> <li>• <b>Name of the Dish</b></li> <li>• <b>Image</b></li> <li>• <b>Ingredients and quantities</b></li> <li>• <b>Method</b></li> </ul> Complete a PMI chart for each recipe on another slide using the template located on Moodle.	7
10	Final Design	Choose and <b>justify</b> your <b>final design/recipe</b> , giving reference to the features of a successful product (slide 3). Make sure that it is healthy, can be completed in a 40-minute lesson, by yourself and that the teacher has checked your final choice.	3
12	Resources	<b>Modify the ingredients</b> to make it healthy and feed two people. Submit ingredients list to your teacher for ordering <u>1 lesson prior to your Practical Assessment</u> .	1
13	Procedure	List the <b>steps of construction</b> by completing a time plan for your final design.	3
14	Evaluation	Write the <b>positives, negatives</b> and any <b>improvements</b> about your final completed <b>Design Folio</b> using the PMI template on Moodle.	3
Presentation		The overall <b>presentation</b> of your Portfolio.	3
<b>TOTAL</b>			<b>30</b>

## Canteen Creations Assessment: Design Folio Marking Criteria

Name:

<b>Title Page</b>	2		1		0
	Title page includes headings <b>Canteen Creations</b> and <b>Design Folio</b> . Your name, your class, your teacher and one relevant image is evident.		Title page is missing one or more of the required information. The headings, <b>Canteen Creations</b> and <b>Design Folio</b> . Name, your class, your teacher and one relevant image		No title page is written
<b>Design Brief</b>	2		1		0
	Detailed design brief outlining the task and all key words are highlighted.		Simple design brief statement is written with not key words highlighted.		No design brief is written.
<b>Features</b>	2		1		0
	A range of features are listed and clearly elaborated by examples.		Some features are listed with no examples.		Features or examples are not listed.
<b>Research</b>	4	3	2	1	0
	Mind map of possible solutions shows thorough evidence of research and investigation.	Mind map of possible solutions shows satisfactory evidence of research and investigation.	Mind map of possible solutions shows basic evidence of research and investigation.	Mind map of possible solutions shows limited evidence of research and investigation.	Mind map is not attempted.
<b>Ideas</b>	4	3	2	1	0
	Development of 2 solutions is evident and all requirements are indicated.	Development of 2 solutions is evident with only some requirements indicated.	Development of 2 solutions is evident with requirements missing or not indicated.	Missing solution/s with minimal requirements indicated.	No development of solutions evident.
	3	2	1	0	
	PMI chart is completed for each recipe to a detailed standard.	PMI charts are completed to a satisfactory standard.	PMI chart completed to a basic level or only one attempted.	Neither PMI chart attempted	
<b>Final Design</b>	3		1		0
	Clearly identifies which recipe is selected and gives a detailed explanation in relation to the design brief. The student neatly presents the modified recipe with a time line and organised plan.	Identifies which recipe is selected and gives a brief explanation in relation to one aspect of the design brief. The student makes a small modification to the recipe and presents it in an organised manner.	The student gives a very brief explanation for the chosen recipe but does not list its name. The student makes no modifications to the recipe and minimal attempt has been made to present it in an organised manner.	No recipe is selected and no modified recipe is recorded.	
<b>Resources</b>	1		0		
	A detailed modification of ingredients to make it healthy and feed two people.		No modification of ingredients to make it healthy and feed two people.		
<b>Procedure</b>	3		1		0
	Time plan completed to a detailed standard.	Time plan completed to a satisfactory standard.	Time plan completed to a basic standard.	Time plan not submitted.	
<b>Evaluation</b>	3		1		0
	Evaluation completed to a detailed and honest standard.	Evaluation completed to a satisfactory standard.	Evaluation completed to a basic standard.	Minimal or no attempt has been made to complete the evaluation.	
<b>Presentation</b>	3		1		0
	Folio is presented in a neat and creative manner, all writing is legible and slides are in order.	Folio is presented in a tidy manner, writing is legible and neat.	Folio is presentation in a satisfactory manner. Some writing appears to be untidy.	Folio presentation is unsatisfactory with pages missing and writing appears illegible.	
<b>Folio SUBTOTAL</b> <b>/30</b>	<b>Comment</b>				

## Canteen Creations Assessment: Practical Marking Criteria

Name:

<b>Recipe Selection</b>	2		1		0					
	Student has selected a canteen food with a moderate degree of difficulty to create..		Student has selected a canteen food with a low degree of difficulty.		The student came unprepared for the lesson and did not bring their recipe.					
<b>Nutrition</b>	2		1		0					
	The recipe selected is very nutritious .		The recipe selected has little nutrition.		The recipe selected is unhealthy.					
<b>Appeal to Students</b>	2		1		0					
	Recipe would appeal to students if placed at the school canteen		Recipe would appeal to very little students if placed at the school canteen		Recipe would not appeal to students if placed at the school canteen					
<b>Equipment</b>	2		1		0					
	Student brings all necessary equipment and all additional food. The recipe is clear and precise.		Student comes with minimal equipment and an incomplete/illegible recipe.		Student does not bring equipment, food or recipe					
<b>Preparation Skills</b>	3		2		1		0			
	Student demonstrates an excellent variety of preparation and a high level of quality workflow skills.		Student demonstrates a good variety of preparation and a good level of organisational skills.		Student demonstrates some preparation and cooking skills.		Student shows very basic cooking skills and/or no organisational skills.			
<b>Cooking Skills</b>	4		3		2		1		0	
	Displays a very high level of executed cooking skills and presents a very successful end product.		Displays a moderate amount of cooking skills and presents a successful end product.		Displays a moderate amount of cooking skills, BUT does not produce a successful end product.		Demonstrates minimal cooking skills. The end product was successful.		Displays a no cooking skills and needs intervention from the teacher and/ or does not complete an end product.	
<b>Safe work Practices</b>	4		3		2		1		0	
	Student demonstrates excellent safe cooking practices.		Student demonstrates great safe cooking practices.		Student demonstrates good safe cooking practices.		Student demonstrates basic safe cooking practices.		Student does not demonstrate safe work practices.	
<b>Time Management</b>	2		1		0					
	Student has demonstrated good time management.		Student lacks time management skills.		The student is disorganised.					
<b>Hygiene</b>	2		1		0					
	Student demonstrates great hygienic practices.		Student demonstrates basic hygienic practices.		The student does not demonstrate hygienic practices.					
<b>Clean up</b>	2		1		0					
	.Some duties in the bay are complete to a good standard.		Duties are only completed when prompted and only to a satisfactory standard.		Student needs continual prompting by the teacher throughout cleaning.					
<b>Practical SUBTOTAL /25</b>	<b>Comment</b>									