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Curriculum
Council

FOOD
TECHNOLOGY
(Year 12 E291)

Common Assessment Tasks

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Guidelines for the Common Assessment Tasks

Four common assessment tasks are contained in this package. Each task is listed using specific headings which provide information outlining the requirements of the task.

The specific content of each task may be determined by the teacher. Whilst parameters are set as to the context of each task, the content of the task will be dependent upon the mode of delivery by the teacher.

The headings for each task are as follows:

1. Outcomes
2. Task
3. Task Description
4. Task Parameters
5. Authentication
6. Performance Criteria

1. Outcomes

From the outcomes in the Food Technology Syllabus, the teacher has the flexibility to choose the outcomes to be assessed in each task. On completion of the subject, the student must have been provided with at least two opportunities to demonstrate achievement of each outcome.

2. Task

This specifies the task to be completed.

3. Task Description

The Task Description outlines the requirements necessary for the student to complete the task. Where applicable, it contains specifications or guidelines to ensure the major focus of the task has been understood.

4. Task Parameters

The Task Parameters determine the context and conditions in which the task is to be carried out.

5. Authentication

This section relates to the requirements of the student and the teacher in ensuring the task has been completed by the student. It is important that the teacher assessing the student is able to authenticate all work completed by the student for assessment purposes.

6. Performance Criteria

Each outcome is assessed against a set of Performance Criteria to determine the level of student achievement.

Food Technology – Common Assessment Framework

Task	Outcome	Task Description	Suggested activities and content
One	*	<p>Marketing Strategies Report</p> <p>Report on the marketing of a specific food product by investigating the strategies used.</p>	<ul style="list-style-type: none"> • Niche marketing • Food fashions • Environmental concerns • Dietary analysis • Economy, Pricing • Distribution systems • Impact of legislation • Promotional programs • Ethics • Oral or written report • Group or individual work
Two	*	<p>Consumer Research</p> <p>Analyse a campaign which promotes improved community health by focusing on a food product or process.</p>	<ul style="list-style-type: none"> • Lifestyle and food choice • Food innovations • The manufacturing process • Dietary analysis • Niche marketing • Ethical practice • Consumer issues • Oral or written report • Group or individual work <p>Examples Lifestyle disorders; diabetes, obesity, lifestyle choices, high calcium diets. Food Products; Pre packaged meals designed for weight control, high fibre foods, foods free of specific additives, dietary supplements.</p>
Three	*	<p>Case study</p> <p>Research the design and development of a commercial food product.</p>	<ul style="list-style-type: none"> • Niche marketing • Functional properties of ingredients • Food innovations • Development of prototypes • The manufacturing process • Production • Marketing plan • Dietary analysis • Government policy, legislation • Consumer issues • Ethical practice • Oral or written report • Group or individual work

Task	Outcome	Task Description	Suggested activities and content
Four	*	<p>Project Folio</p> <p>Design and develop a new food product. Students to record all stages of the design process in their folio.</p>	<ul style="list-style-type: none"> • Consumer Research • Design Process • Ideas generation • Evaluation of product ideas • Product concept description • Cost feasibility study • Development of the process/ prototype • Testing process /prototype • Functional properties of foods • Dietary process • Production • Marketing plan • Economic environmental evaluation • Ethical practice • Food handling • Food hygiene • Quality control • Government legislation

* The teacher has the flexibility to choose which outcomes from the Food Technology Syllabus are to be assessed in each task.

Performance Criteria

Outcome 1: Makes food products which demonstrate the application of knowledge of the role and function of ingredients.

Satisfactory	High	Very High
The student is able to demonstrate knowledge of the role and function of ingredients when making food products.	The student is able to demonstrate knowledge of and use alternative ingredients when making food products.	The student is able to use and justify a range of alternative ingredients.

Outcome 2: Develops food products that meet specifications of identified market segments.

Satisfactory	High	Very High
The student is able to develop food products which meet the specifications of identified market segments.	The student is able to apply a knowledge and understanding of the functional properties the development of food products which meet the specification of identified market segments.	The student is able to apply a knowledge and understanding of the functional properties of food to the development of food products which meet the specifications of identified market segments and analyse issues specific to those market segments.

Outcome 3: Examines the relationship between consumers and the Australian food industry.

Satisfactory	High	Very High
The student is able to identify the relationship between consumers and the Australian food industry.	The student is able to draw conclusions relating to the relationship between consumers and the Australian food industry.	The student is able to justify conclusions relating to the relationship between consumers and the Australian food industry.

Outcome 4: Applies quality control to food production systems.

Satisfactory	High	Very High
The student is able to select and use quality control procedures in food production.	The student is able to select and use quality control procedures in the production of quality food products.	The student is able to select, use and appraise quality control procedures which result in the production of quality products.

Outcome 5: Evaluates food handling in manufacturing, retail and food service industries.

Satisfactory	High	Very High
The student is able to evaluate safe food handling practices in manufacturing, retail and food service industries.	The student is able to evaluate safe food handling practices in a range of contexts and identify potential sources of food contamination and spoilage.	The student is able to evaluate safe food handling practices in a range of contexts, identify potential sources of food contamination and spoilage and recommend procedures which maximise food safety.

Outcome 6: Explains the role of government in relation to the Australian food industry.

Satisfactory	High	Very High
The student is able to explain the role of government in relation to the Australian food industry.	The student is able to explain the government regulations which affect the Australian food industry	The student is able to explain the government regulations which affect the Australian food industry and analyse their impact on industry practices.

Outcome 7: Identifies legal and ethical issues related to the food industry.

Satisfactory	High	Very High
The student is able to identify the legal and ethical issues related to the Australian food industry.	The student is able to discuss the legal and ethical issues related to the Australian food industry.	The student is able to analyse the legal and ethical issues related to the Australian food industry and debate their implications for consumers and the industry.

Outcome 8: Demonstrates the skills needed to gain entry level employment in the Australian food industry.

Satisfactory	High	Very High
The student is able to demonstrate competence in skills needed to gain entry level employment in the Australian food industry.	The student is able to identify and demonstrate competence in skills needed to gain entry level employment in the Australian food industry.	The student is able to identify, demonstrate competence in and justify the need for skills required to gain entry level employment in the Australian food industry.

Outcome 9: Identifies a range of marketing systems and strategies used by the Australian food industry.

Satisfactory	High	Very High
The student is able to identify a range of marketing systems and strategies relevant to the Australian food industry.	The student is able to identify and analyse a range of marketing systems and strategies relevant to the Australian food industry.	The student is able to identify and analyse a range of marketing systems and strategies relevant to the Australian food industry and explain their effect on the consumer.

Outcome 10: Evaluates current health promotion programs which relate to food.

Satisfactory	High	Very High
The student is able to discuss current health promotion programs which relate to food.	The student is able to analyse current health promotion programs which relate to food.	The student is able to analyse current health promotion programs which relate to food, evaluate their impact on specific target groups and identify relevant ethical issues.

Assessment Sheet

Name:

Task	Task Description	Outcome									
		1	2	3	4	5	6	7	8	9	10
One	Marketing Strategies Report										
Two	Consumer Research										
Three	Case Study										
Four	Project Folio										
Final Outcome Achievement											

NB. Assessment sheets for recording outcomes ratings.

A total of four tasks forms the entire assessment program for Year 12 Food Technology. The outcomes chosen for each task must give students at least two opportunities to demonstrate their achievement of each outcome while completing the subject. All components must be covered at least once in the teaching/learning program. It is not necessary to cover all components each time an outcome is assessed.

Notes of Record of Performance

Enter the appropriate code (V, H, S or ND) to indicate the level of achievement of each outcome on each task.

V	=	Very High Achievement
H	=	High Achievement
S	=	Satisfactory Achievement
ND	=	Satisfactory Achievement not demonstrated
<input type="checkbox"/>	=	Outcome not related to this task

The final level of achievement for each outcome is determined using the following guide.

For all outcomes, a performance criteria of:

- V is attained when at least 50% of ratings are at a Very High level and at least 50% of the remainder are at a High level or better.
- H is attained when at least 50% of ratings are at High Achievement level or better and at least 50% of the remainder are at a Satisfactory level or better.
- S is attained when at least 50% of ratings are at a Satisfactory level or better.
- ND is attained when more than 50% of ratings are at a Not Demonstrated level.

GRADING COMBINATIONS

V	H	S	ND	GRADE
10	0	0	0	A
9	1	0	0	A
9	0	1	0	A
8	2	0	0	A
8	1	1	0	A
8	0	2	0	A
7	3	0	0	A
7	2	1	0	A
7	1	2	0	A
6	4	0	0	A
6	3	1	0	A
6	2	2	0	A
5	5	0	0	A
5	4	1	0	A
5	3	2	0	A

7	0	3	0	B
6	1	3	0	B
6	0	4	0	B
5	2	3	0	B
5	1	4	0	B
5	0	5	0	B
4	6	0	0	B
4	5	1	0	B
4	4	2	0	B
4	3	3	0	B
4	2	4	0	B
4	1	5	0	B
3	7	0	0	B
3	6	1	0	B
3	5	2	0	B
3	4	3	0	B
3	3	4	0	B
3	2	5	0	B

V	H	S	ND	GRADE
2	8	0	0	B
2	7	1	0	B
2	6	2	0	B
2	5	3	0	B
2	4	4	0	B
2	3	5	0	B
1	9	0	0	B
1	8	1	0	B
1	7	2	0	B
1	6	3	0	B
1	5	4	0	B
1	4	5	0	B
0	10	0	0	B
0	9	1	0	B
0	8	2	0	B
0	7	3	0	B
0	6	4	0	B
0	5	5	0	B

4	0	6	0	C
3	1	6	0	C
3	0	7	0	C
2	2	6	0	C
2	1	7	0	C
2	0	8	0	C
1	3	6	0	C
1	2	7	0	C
1	1	8	0	C
1	0	9	0	C
0	4	6	0	C
0	3	7	0	C
0	2	8	0	C
0	1	9	0	C
0	0	10	0	C

NOTE: A FINAL RATING OF “ND” FOR ANY OUTCOME WILL RESULT IN A GRADE OF “D” BEING AWARDED. WHERE THERE ARE MORE THAN 50% OF OUTCOMES WITH A FINAL RATING OF “ND” AN “E” GRADE IS AWARDED.

Task 1

Marketing Strategies Report

Curriculum Council requirements for this task are outlined below. Evidence must be provided to demonstrate student achievement of each of the selected outcomes.

1. Outcomes for Task 1

The teacher has the flexibility to choose which outcomes from the Food Technology Syllabus are to be assessed in this task.

2. Task

Report on the marketing of a specific food product.

3. Task Description

This task requires the student to report on the marketing of a specific food product. This report should investigate the following areas of the marketing plan:

- Market research
- Product planning
- Price structure
- Distribution system
- Promotion of the product

The product can be selected by the student or teacher. The report should include the following details.

Market Research

How was the market research conducted, eg. phone survey, supermarket survey, secondary data such as libraries, government reports or is the product simply a “Me Too”.

Product Planning

Describe the intended or perceived quality of the product eg. generic, classic, gourmet. Explain the special packaging features such as flip tops, *environmentally friendly* materials, refillable containers, *microwaveable*. What are the options in the product line? Is there any room for further additions.

Price Structure

How is the pricing determined? Is there a recommended retail price, what facilities are there for discounting?

Distribution Systems

Describe the distribution system in place, how does it protect the quality of the product? Does the product go through a wholesaler or is it delivered by the manufacturer straight to the point of sale? Does the product go to all areas?

Promotion of the Product

Describe the size of the company and the possible advertising budget. Detail the promotional program of the company. Research to find if the company used electronic and/or printed media, samples in letterboxes or magazines, or money back promotions. Does the manufacturer provide any extra services such as help lines, free recipes or product information? Describe the facilities available for product returns.

Impact of Marketing

What are the advantages or disadvantages of marketing this product to the consumer. Discuss any ethical, legal or environmental concerns related to the marketing strategies of this product.

NB When contacting industry it is often quicker and easier for teachers to make the initial contact by phone. Try to limit contacts to one per company and file any information collected for future use.

4. Task Parameters

The focus of this task is on the ability of the students to research and analyse information collected. The task can be completed individually or by group work. If working in groups a diary must be kept by each student to authenticate their contribution. The emphasis of this report is on the student's ability to assess, evaluate and communicate information.

5. Authentication

The teacher will monitor the role and contribution of each group member. Evidence of the task will be demonstrated in the documentation and report prepared by each group.

Tape or record oral reports for authentication purposes.

6. Performance Criteria

The Performance Criteria in the Food Technology Syllabus are used to rate student performance on each outcome to be assessed in this task.

Task 2

Consumer Research

Curriculum Council requirements for this task are outlined below. Evidence must be provided to demonstrate student achievement of each of the selected outcomes.

1. Outcomes for Task 2

The teacher has the flexibility to choose which outcomes from the Food Technology Syllabus are to be assessed in this task.

2. Task

Report on a marketing campaign which is designed to promote healthier food choices.

3. Task Description

This task requires the student to select a marketing campaign which is designed to promote healthier food choices, products or processes. The students are asked to clarify the information provided through the campaign to determine its accuracy. After analysis of this information students should evaluate the ethical and legal issues raised and discuss their findings.

Examples include;

Healthier Food Choices	Lower Fat, High Calcium, High Iron, Children's Diets, <i>What no Potato?</i> , <i>Weight Watchers</i> , Heart Foundation Promotions, <i>5 Vegetables and 2 Fruit</i>
Food Product	<i>Milk is less than 4% fat</i> , High Fibre Bread, Canola Oil, Polyunsaturated Table Margarines, Iron Man Foods, <i>Kieren Perkin's Milk</i>
Food Process	Trim Lamb, New Fashioned Pork, Oven Roasted Wedges, 100% Fruit Spreads

4. Task Parameters

The focus of this task is for students to analyse the information provided through the campaign, to check for reliability and relevancy to the consumer. Students should draw conclusions regarding any ethical implications of the information distributed, the form of the campaign eg is it directed at children or the elderly, the television time slots etc. Students should present the report in a format where other students can review their work and discuss the issues that have arisen. Students can work individually or together.

5. Authentication

The teacher will monitor the role and contribution of each group member. Evidence of the task will be demonstrated in the documentation and report prepared by each group.

Tape or record oral reports for authentication purposes.

6. Performance Criteria

The Performance Criteria in the Food Technology Syllabus are used to rate student performance on each outcome to be assessed in this task.

Task 3

Case Study

Curriculum Council requirements for this task are outlined below. Evidence must be provided to demonstrate student achievement of each of the selected outcomes.

1. Outcomes for Task 3

The teacher has the flexibility to choose which outcomes from the Food Technology Syllabus are to be assessed in this task.

2. Task

Research the design and development of a commercial food product.

3. Task Description

This task requires students to work individually or in groups to research the design and development of a commercial food product. Product choice can be decided by the student or directed by the teacher. The task requires students to ‘unpack’ a product ie, to begin with the selected product and investigate stages of design and development such as, packaging, testing of manufacturer’s preparation instructions and nutritional claims, use of ingredients, marketing plan, consumer issues and the manufacturing process. The conclusion to the report will include evaluation of the legal and ethical issues related to the design and development of the product.

Students will be required to show evidence of their research by means of a written or oral report.

4. Task Parameters

The emphasis is on the student’s ability to access, evaluate and communicate information.

The report may be presented in a variety of forms which include written, oral or recorded presentations. It must include a conclusion which evaluates the stages of design and development of the product.

The teacher may guide the research through a series of key questions or by presenting students with a product case study.

5. Authentication

The teacher is to implement and monitor the development of the task.

Evidence of the research should be contained in a written report or, if oral, recorded and retained.

6. Performance Criteria

The Performance Criteria in the Food Technology Syllabus are used to rate student performance on each outcome to be assessed in this task.

Task 4

Project Folio

Curriculum Council requirements for this task are outlined below. Evidence must be provided to demonstrate student achievement of each of the selected outcomes.

1. Outcomes for Task 4

The teacher has the flexibility to choose which outcomes from the Food Technology Syllabus are to be assessed in this task.

2. Task

Design and develop a new food product.

3. Task Description

This task requires the student to develop a new food product; the product may provide a solution to a preparation, nutritional, packaging, environmental, consumer demand, functional, cultural, economic, convenience or aesthetic problem in an existing product or it may demonstrate innovation.

Students are to record all stages of the design and development process in a folio.

4. Students may work from a design brief, a case study or identify their own topic.

The focus of the task is on the student's ability to solve problems and provide evidence of and justification for the stages of product development.

Students must be given adequate time and resources to enable them to complete the task.

The project folio will include the following:

- Identification and justification of the problem or the design intent
- Discussion of alternative solutions
- Product concept description
- Experimentation undertaken and prototypes or processes developed
- Production
- Economic evaluation
- Product/process evaluation

5. The teacher is to monitor implementation of the task.

Evidence of the task will be demonstrated in the folio submitted.

6. Performance Criteria

The Performance Criteria in the Food Technology Syllabus are used to rate student performance on each outcome to be assessed in this task.