



Quality Assessment Tasks

NAME: _____

UNIT 3 OUTCOME 3 and UNIT 4 OUTCOME 1

VCE Food and Technology: School Assessed Task

INTRODUCTION

Unit 3 Outcome 3

Develop a design brief, evaluation criteria and a design plan for the development of a food product.

Unit 4 Outcome 1

Safely and hygienically implement the production plans for a set of four to six food items that comprise the product, evaluate the sensory properties of the food items, evaluate the product using the evaluation criteria, and evaluate the efficiency and effectiveness of production activities.

Task

SAT including the following components:

Unit 3 Outcome 3

Design folio that includes all of the following:

- *a design brief*
- *evaluation criteria*
- *a design plan that includes*
 - *research and ideas*
 - *outline of food item*
 - *properties of main ingredients, techniques, tools and equipment, safety and hygiene requirements to produce the food items*
- *an overall timeline for production for food items.*

Unit 4 Outcome 1

- *individual food item production plans*
- *production work accompanied by photographic and written records of progress and modifications*
- *an evaluation of the properties of the food items, the product using evaluation criteria, and efficiency and effectiveness of production activities.*

The task has been designed to meet the assessment criteria for this task and covers a range of **key knowledge** and **key skills** for the two relevant outcomes.

The School-assessed Task (SAT) contributes 40% to the final study score.

To demonstrate satisfactory completion of Unit 3, Outcome 3 you must present evidence of the development of a design brief, evaluation criteria and a design plan.

Your teacher will advise you of any variation to these conditions.

Refer to the Food and Technology page on the VCAA website for administrative advice for school-based assessment including the School-assessed Task assessment criteria (pages 7 – 13) and authentication record form (page 16).

TASK OVERVIEW

<i>Component of the task</i>	<i>Key information and advice</i>	<i>Authentication check</i>
UNIT 3		
DESIGN BRIEF AND EVALUATION CRITERIA		
<i>Criteria 1</i>		
Design brief	The design brief must include a context (theme or event) and specifications. The VCAA 'Scope of the task' must also be incorporated into the design brief.	
Evaluation criteria	Written as questions that relate to all the specifications in the design brief.	
DESIGN PLAN		
<i>Criteria 2</i>		
Primary and secondary research in relation to the design brief and appropriate referencing	All research must be relevant to the design brief and be documented. All of the primary and secondary resources must be referenced appropriately.	
Design ideas for food items	Exploring ideas and using graphic organisers and mind maps to document your thought processes when exploring ideas to address your design brief.	
Selection of food items	This is the final selection of food items (the product) that will be produced to meet the specifications in the design brief.	
Justification of selected food items	This is a detailed explanation of the decisions made when selecting each food item and the reason for rejecting others.	
<i>Criteria 3</i>		
Research and notes on the properties of main ingredients	Discussion of the properties of the main ingredients in each of the selected food items including physical, chemical, sensory and functional properties. Outline of preparation (complex processes), cooking and presentation techniques, choice of tools and equipment. <i>NOTE: Appropriate referencing should be used to reference key information.</i>	
<i>Criteria 4</i>		
Overall timeline	The overall timeline covers the weeks of production only to demonstrate how the 4 – 6 food items will be completed within the time available.	

<i>Component of the task</i>	<i>Key information and advice</i>	<i>Authentication check</i>
UNIT 4		
Criteria 4		
Food orders	You will need to prepare a food order for each week of production.	
Individual food item production plans	A plan is required for each production session. Modifications must be recorded on this document after each production session.	
Criteria 6		
Documenting evidence of production	You must provide dated photographic evidence of the main steps in the production of each food item that makes up the product as well as a photograph of the finished food item.	
Sensory analysis of each food item	Complete a brief sensory analysis of each food item after each production session. Document your production work by making notes about how successful you were in producing each food item. Remember to note any modifications on your individual food item production plans. This information will be used as part of the final evaluation.	
EVALUATION REPORT		
Criteria 7		
Respond to the criteria for evaluation	The criteria for evaluation questions should be copied to this document so that you can respond to them in detail using examples from the individual food items.	
Analysis of the properties of individual food items	This analysis demonstrates the interrelationship of the properties of individual food items. It includes discussion of the properties of the food items using technical terminology.	
Evaluation of the effectiveness of planning	Ensure you address your effectiveness in planning by discussion of: <ul style="list-style-type: none"> – the overall production timeline – individual food item production plans – reasons for modifications including changes to time, ingredients, equipment and tools, cooking techniques. 	
Evaluation of the efficiency of production activities	Ensure you address your efficiency and skills in implementing the production by discussion of: <ul style="list-style-type: none"> – use of tools and equipment – preparation processes and cooking techniques – safety and hygiene practices. 	

Helpful hints for completing the written component of the School-assessed Task

- This task is much more manageable if you word-process the written aspects of the SAT as you go. This will save a lot of time and make it much easier to incorporate corrections from your draft much more easily.
- Make sure you set up a new folder for your Food and Technology SAT on your computer.
- Within this folder it is also advisable to set up separate documents for individual components of the task.
- REMEMBER to back-up your work each time you work on the task.

Appropriate referencing of your work

- As you undertake your research, remember to record all sources of information you have used and to footnote any material that is directly cited or copied.
- Start your **bibliography** as soon as you begin work on the SAT. Below is an example of how to develop your references, footnotes and bibliography. Remember, your librarian will be able to assist you in this component of the task.

How to record your references, footnotes and bibliography using Microsoft Word

1. On the **Reference tab, in the Citations & Bibliography** group, click **Manage Sources** which will bring up the source manager box where all your references will be stored.
2. Click on the **New** button in **Source Manager** to see the **Create Source** box. Tick the **Show all Bibliography Fields** located in the bottom left.
3. Complete all the **Recommended Fields** using correct punctuation. When entering information into the **Author** field, use the author's full name or if you use an initial, be sure to include a full-stop for example, G. Heath.
4. If you have multiple authors, click on the **Edit** button next to the author filed and add each author separately.
5. **Insert footnotes:** place your cursor at the end of the sentence or paragraph that you have copied directly from another source. On the **Reference tab, in the Footnotes** group, click **Insert Footnote** which will bring up the **insert citation** box. It will add the footnote to the bottom of the page.
6. **Create the Bibliography:** once you have completed your citations and footnotes you can start the bibliography. **Insert a page break** then on the **References tab, in the Citations & Bibliography** group, click **Bibliography**. All of the reference material you have cited will have automatically been stored.

How to reference using the Harvard in-text referencing system

Include three pieces of information about a source within the text of your work:

- the name of the author or authors;
- the year of publication;
- the page number (when the information can be located on a particular page, or when directly quoted).

The following is an example of how to use the Harvard in-text referencing system:

‘In strong concentrations, sugar inhibits the growth of microorganisms because it has a dehydrating effect similar to that of salt.’ (Heath, McKenzie, Tully, 2010, p143)

Preparing a bibliography to include a range of resources

Books:

- Heath, G, McKenzie, H & Tully L., 2010, *Food Solutions Food and Technology Units 3 & 4 (Third Edition)*, Pearson Education Australia.

Magazines:

- *Gourmet Traveller*, ACP Magazines Ltd, Sydney Australia, date, volume number.

Websites:

- Meat and Livestock Australia: www.mla.com.au; date accessed.
- Taste.com.au
<http://www.taste.com.au/how+to/articles/988/how+to+make+chocolate+curls>; date accessed.
- *The Age* Epicure:
<http://www.goodfood.com.au/good-food/cook/homemade-pasta-20121107-28xy8.html>;
date accessed.

Television programs

- http://www.sbs.com.au/ondemand/video/11780163745/Squid-curry?utm_source=Programs:My-Sri-Lanka-With-Peter-Kuruvita:Latest
- http://www.sbs.com.au/ondemand/video/11742787681/Ravioli-con-patate?utm_source=Programs:Italian-Food-Safari:Latest
- <http://www.masterchef.com.au/recipes/ginger-macarons.htm>

Twitter

Matt Preston: <https://twitter.com/mattscravat>

Poh Ling Yeow: <https://twitter.com/pohskitchen>

Interview with an expert in the field

- Their name, position, main cooking experience and location of interview.

Note: Visit Top Designs to gain an overview of the total task and the quality of A+ work. This will also enable you to look at some very creative student work.

TASK**Unit 3 Outcome 3**

1. Design brief

Identify a **theme** or event and develop the **context**.

Use the following 5Ws chart to develop your design brief.

<p>Who: Who has asked you to prepare the product? This might be an individual or a representative of an organisation. Remember to outline or describe some background information about who the product is being prepared for to inform the reader.</p>
<p>Why: Why is the product needed? Discuss the reason or purpose the product needs to be prepared.</p>
<p>When: When the product is to be prepared by or served or available.</p>
<p>Where: Where the product is to be served, displayed or used.</p>

What:

This should be an outline of the product that is required.

The information from the VCAA Scope of the Task needs to be incorporated into this part of the design brief. When writing this section of the brief it is important to ensure that you link this information to your client and theme.

- A range of 4 – 6 food items.
- Use at least 4 different complex processes in the production work to produce high quality food items.
- Use a range of preparation, processing and cooking techniques safely and hygienically to produce high quality, creative food items that are well presented.

- Once you have established your ideas in the 5W's chart use this information to write your detailed design brief. Remember to use complete sentences and paragraph format. These five components will form one or two paragraphs of the design brief.
- Guidelines for length of brief: approximately one A4 page, word processed.

2. Evaluation criteria

You now need to use the information in your design brief to develop the evaluation criteria. These questions will be used to evaluate the set of food items as a single product rather than individual items once you have completed your production work.

The first step in developing the criteria for evaluation is to identify the specifications (considerations and constraints) in your design brief.

1. On your design brief underline or highlight the specifications (considerations and constraints). It is important that these are clearly evident.
2. Using the specifications identified, develop approximately 5 to 6 relevant evaluation criteria questions. If you have a lot of specifications you might want to combine more than one specification into a question. Remember, the questions must be taken directly from the information in the design brief.
3. The first of the criteria questions should focus on the theme of your design brief.
4. The evaluation questions should provide the opportunity to give detailed responses. Questions could begin with:
 - Have ...
 - Was ...
 - Did ...
 - Were ...
 - How ...
 - Are ...
5. Include a criteria about properties (sensory) of the product.

3. Research relevant to specifications in the design brief

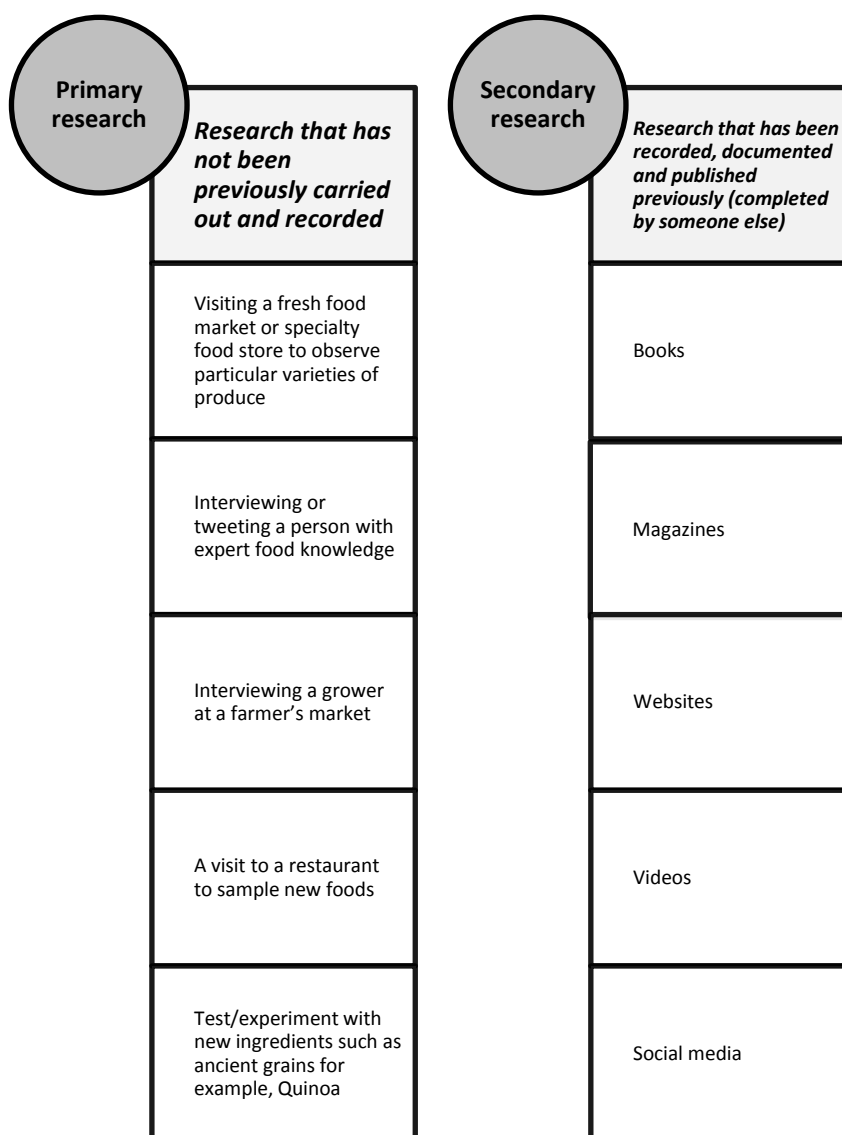
After writing your design brief you will need to ask yourself the following question:

What information do I need to find out to help me meet the specifications in the design brief?

This information must be **relevant** and **directly related to the specifications** in the design brief and should be no more than approximately one to two A4 pages.

You will need to use **a range of relevant of primary and secondary sources** (approximately five different sources).

The following are examples of primary and secondary sources of research:

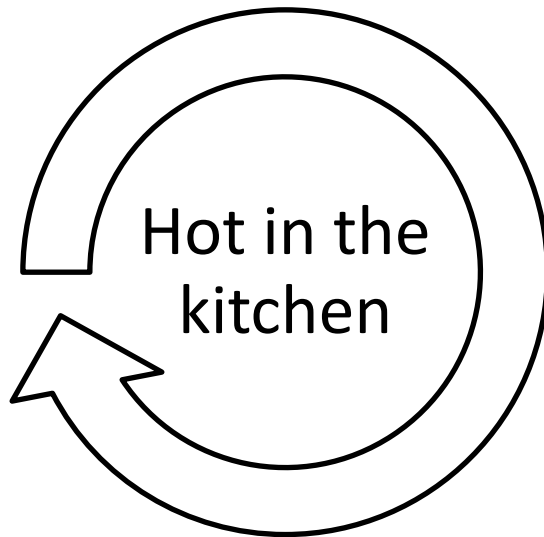


You must footnote all of the resources you have used to gather this information – see pages 3 and 4 for footnoting methodology. Remember to write the information in your own words and not include downloads or screen dumps from websites.

The following are examples of design brief themes and possible areas for research.

Hot in the kitchen

An appliance manufacturer wishes to promote a new range of cooking equipment; hand-held, food processor, pasta maker, ice-cream maker.



- Possible processes that each appliance can perform
- How each appliance can enhance the sensory properties of food items
- Possible food items produced using each appliance
- Creative presentation ideas using each appliance

Key ingredient: Lemons

- varieties/types of lemons
- natural components of lemons
- functional properties of lemons
- seasonal availability
- ways in which lemons can be purchased
- foods that pair well with lemons
- ways of preserving lemons
- presentation ideas using lemons

A sporting hero: a dinner for the players at Australian Open

- indigenous Australian ingredients to be highlighted
- seasonal availability of ingredients at the time of the year the event is to be held
- style of the dinner service for example a sit down three-course dinner or finger food or shared plates
- menus suitable to be served or types of foods suitable to serve at the dinner
- creative ideas for presentation of the food.

A favourite film or book

- how food relates to the film or book
- identify foods used in the story or film
- the characteristics of the main characters and link them to foods
- creative presentation of foods identified
- remember, if you select a film or book theme you will need to seek permission from the publisher or film-maker if you wish to enter your work into Top Designs.

A celebrity such as a fashion designer, scientist, artist, musician, movie star

- favourite foods
- food in relation to the characteristics of their work
- foods that reflect their personal life style
- what they cook at home or what is in their fridge or shopping trolley
- favourite restaurant or dining experience.

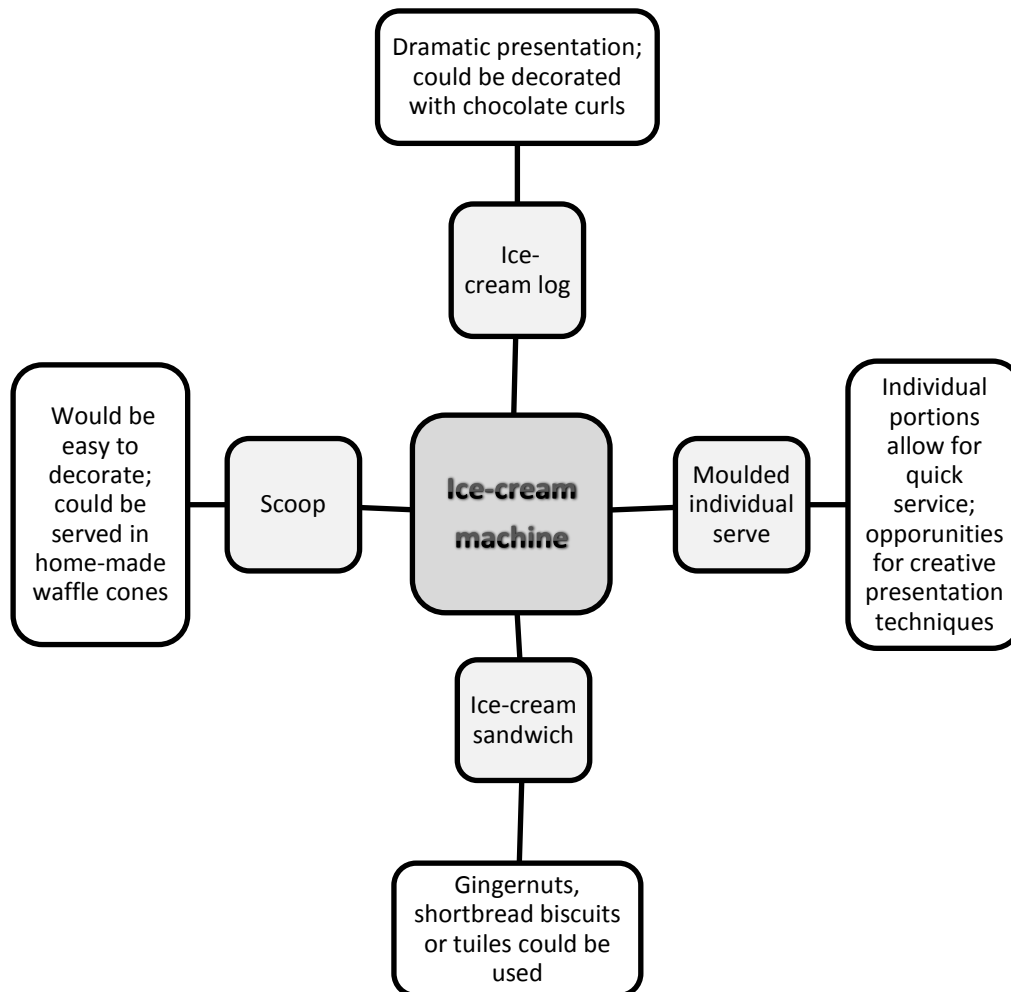
Regional Victorian produce for a region such as the Yarra Valley, Mornington Peninsula, Geelong region, Gippsland, Daylesford or Sunraysia

- foods grown or promoted in the particular area
- secondary production of food in the area
- farmers markets in the area
- cafes restaurant that include local produce in their area.

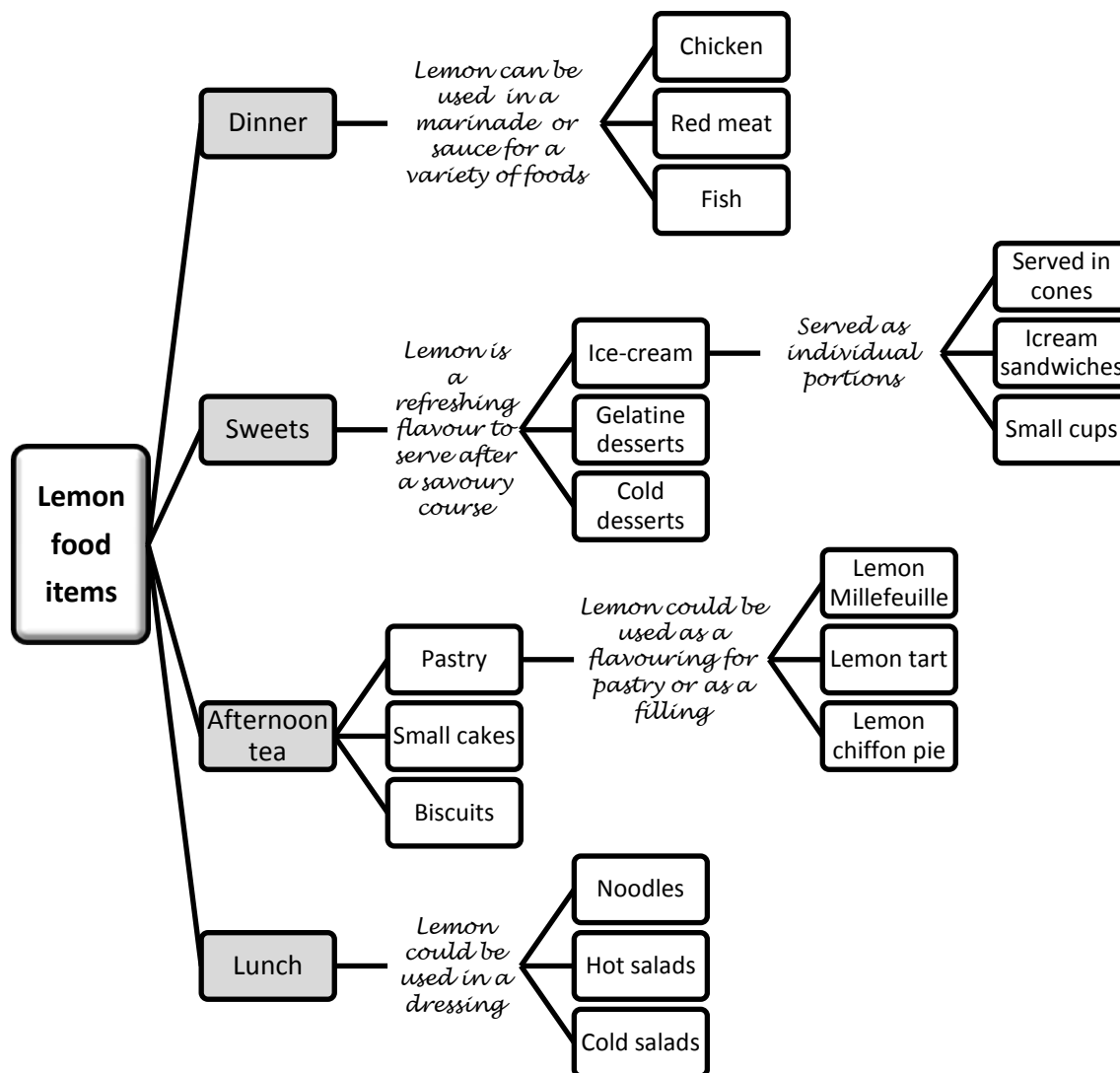
4. Exploration of possible ideas for food items – documenting thought processes

Prepare a diagram to outline useful information about components or characteristics of the food items that will guide your recipe search and meet the needs of the design brief. You should include 4 or 5 ideas for each food item. This is not a recipe search but a way of documenting some of your thought processes after you have started your research. This may be a simple, hand-drawn mind map to capture your initial thoughts or it can be produced using a software package such as Inspiration. The following mind map has been prepared using SmartArt.

Design brief: Hot in the kitchen



The following is an example that meets the needs of the specifications of the design brief in *Food Solutions 3 & 4* 3rd Edition Heath, McKenzie, Tully page 170 – 171.



Now you must research possible recipe ideas based on the information in your mind map. You will need to have at least three (3) possible ideas for each food item that must also meet the specifications in the design brief. Your selection of the food items **MUST** be creative and of a high standard.

5. Design ideas

	Reference	Complex process	Cooking technique	Comments about how the product will creatively meet the needs of the design brief
Food item 1:				
Recipe name				
Recipe name				
Recipe name				
Food item 2:				
Recipe name				
Recipe name				
Recipe name				
Food item 3:				
Recipe name				
Recipe name				
Recipe name				

Set up a table in your own file similar to the one above to record your design ideas.

	Reference	Complex process	Cooking technique	Comments about how the product will creatively meet the needs of the design brief.
Food item 4:				
Recipe name				
Recipe name				
Recipe name				
Food item 5:				
Recipe name				
Recipe name				
Recipe name				
Food item 6:				
Recipe name				
Recipe name				
Recipe name				

Set up a table in your own file similar to the one above to record your design ideas.

6. Selection of food items (the product)

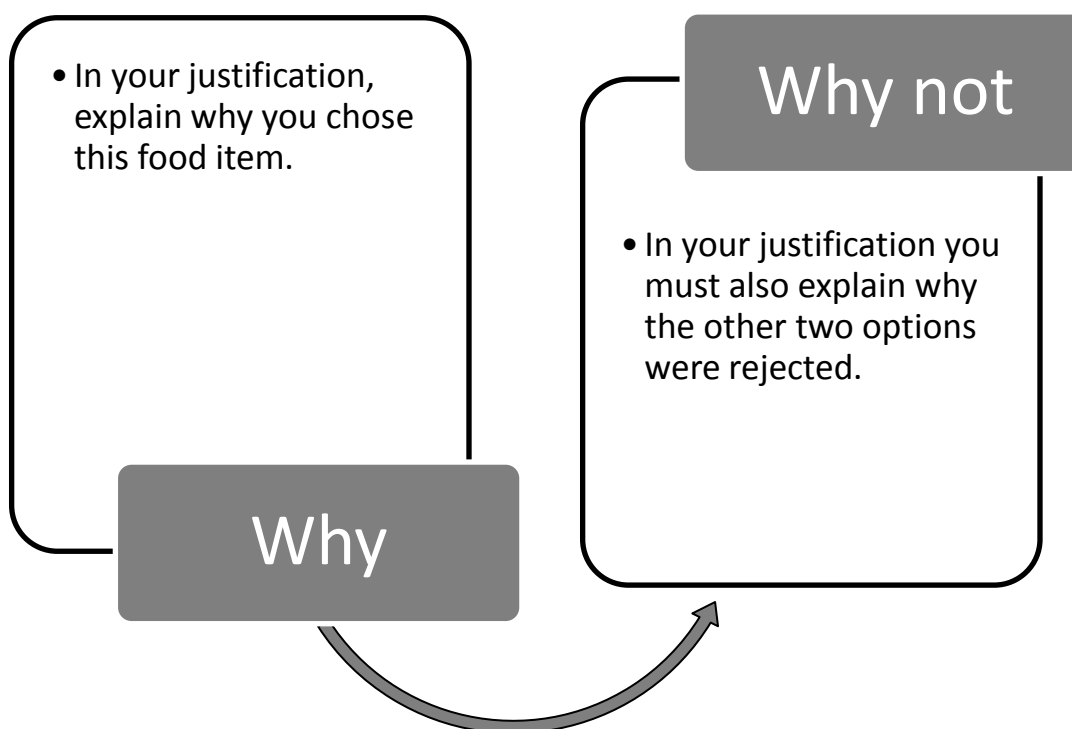
The following table will record your final selection of food items that will make up your product for production. *Hint: use your criteria for evaluation as a way of making decisions about which food items to select as part of your final product.*

Food item	Specification	Complex Process	Cooking Method
Item 1			
Item 2			
Item 3			
Item 4			
Item 5			
Item 6			

Set up a table in your own file similar to the one above to record your final selection of food items (the product).

7. Justification of selected food items

- You must justify each of the food items you have selected individually. Use your criteria for evaluation as a checklist.
- The justification for each food item should be approximately 100 to 150 words in length.
- Your discussion should outline how the item meets the specifications in the design brief **AND** must make reference to your research. It may include some or all of the following:
 - identification of the food item
 - how the food item relates to the theme
 - how the food item will meet the other specifications/needs of the brief
 - identification of any complex process that will be used to prepare the food item
 - identification of cooking methods
 - a discussion of how the food item could be creatively presented.
- Reasons why each of the other two recipe ideas were not selected.

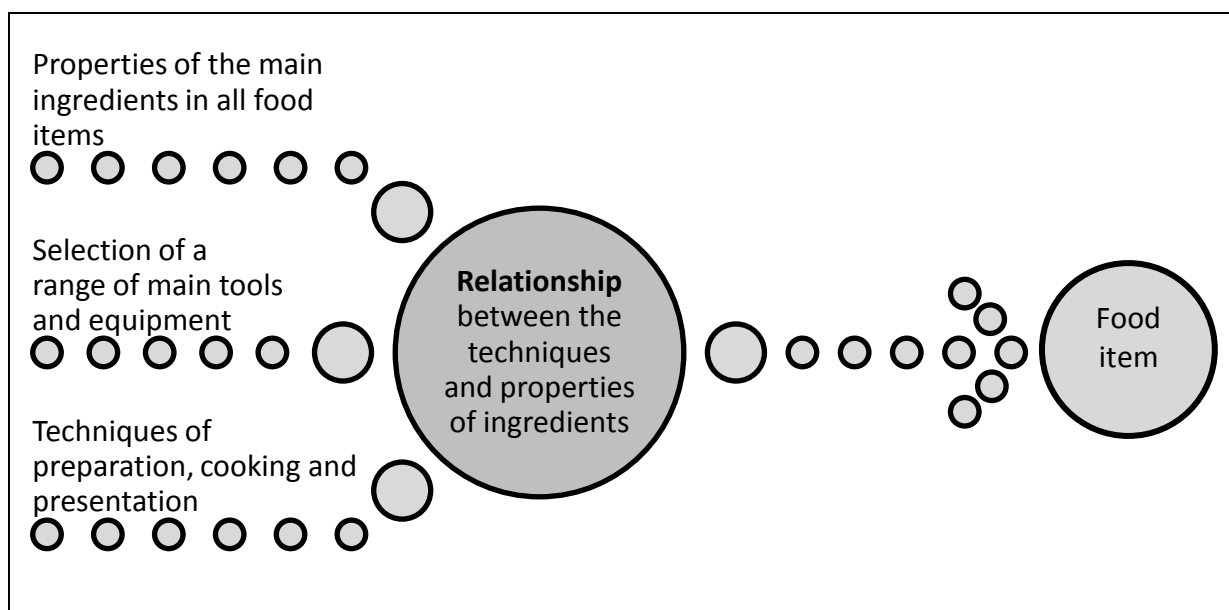


8. Research and notes on the properties of main ingredients

For **each** food item you have selected in your product, you must prepare well detailed notes about each of the following aspects. This information should be approximately one A4 page in length.

- Properties of the main ingredients in all food items
- Selection of a range of main tools and equipment
- Techniques of preparation, cooking and presentation
- Intended presentation

The diagram below shows how to demonstrate your knowledge and understanding of the relationship between the techniques and properties of ingredients.



1. **Properties of main ingredients** - select **three** or **four** of the most significant ingredients used in the preparation of the food item and prepare notes which clearly demonstrates your understanding of its functional role as well as the physical, chemical and sensory properties.

Use a table similar to the following to record your information. This information can also be written in sentences or short paragraphs.

<i>Ingredient</i>	<i>Physical</i>	<i>Chemical</i>	<i>Sensory</i>	<i>Functional</i>

2. **Main tools and equipment** – Identify the most significant tools and/or equipment used in the preparation of the food item. Explain how it is used and why it is important in the production of the food item. Try and use a range of different tools and equipment throughout the production of your food items. Do not cover every minor piece of equipment you have used across your selected food items; focus on different pieces of equipment.

What?	Why?
Tools and/or equipment	Explanation of how and why it is used to achieve a high quality product

Draw up a table in your own file similar to the one above to record the information about the main tools and equipment used or write this information in a short paragraph.

3. **Complex process** – Use the following table to demonstrate your knowledge of the complex process used to produce the food item. Select approximately **five** steps for each complex process.

Key step where decisions in the complex process must be made	Preparation and cooking technique	Tools and equipment	The impact of the decision on the properties of the main ingredients
Step 1			
Step 2			
Step 3			
Step 4			
Step 5			

Draw up a table in your own file similar to the one above to record the stages in the complex processes used to produce your food items.

Your teacher will provide you with a list of some of the complex processes suitable for year 12. These can be also be downloaded from the VCAA website at www.vcaa.vic.edu.au/vce/studies/foodtech/foodtechindex.html

4. **Intended presentation** – Sketch/draw (in colour) either manually or using ITC, how you intend to present the food item creatively, including props. Annotate the illustration to highlight the creative features of the presentation. Do not cut and paste an image from a secondary source – this should be your own ideas.

9. Overall production timeline

The next step in the development of your design plan is to prepare an overall production timeline showing how you will prepare all of the 4 to 6 food items you selected in the time you have available.

Individual food item production plans will be prepared later.

The type of information you will need to include on your overall production timeline is:

- The date each food item will be produced.
- Any preparation that needs to be done prior to preparing the food item such as soaking dried fruit for jam, marinating meat, selecting jars for preserved products, collecting props for photography.
- Ensure that the food items are logically sequenced. For example preparing the raspberry jam in the session or week before you need to use it as a filling for the vanilla and raspberry sponge you will be making.
- Note any other important school or personal commitments you will have during this period which will have an impact on you over this time.
- Show any modifications or changes you made on the timeline.

Date	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
Week 1 Date:						
Week 2 Date:						
Week 3 Date:						
Week 4 Date:						
Week 5 Date:						

Set up the overall timeline in your own file similar to the one above.

Student Record of Completion

Student name:			
Unit 3			
	Due date	Teacher's signature	Comments
1. Design brief			
2. Evaluation criteria			
3. Research: <ul style="list-style-type: none"> • Primary • Secondary • Appropriate referencing and bibliography 			
4. Exploration of ideas for food items <ul style="list-style-type: none"> – Documenting thought processes 			
5. Design ideas <ul style="list-style-type: none"> – Table including 3 options per food item 			
6. Selection of food items (the product)			
7. Justification			
8. Research and notes on the properties of main ingredients			
9. Overall production timeline			
Additional comments			
Satisfactory completion of Unit 3 S / N			

Unit 4 Outcome 1

10. Food orders

FOOD ORDER			
Name:			
Production date:			
Recipe:			
Grocer	Greengrocer	Butcher	Miscellaneous
Specialist equipment			

* *Photocopy of the recipe is attached*

Set up a table in your own file similar to the one above to record your food orders.

11. Individual food item production plans

Hints for preparing an individual food item production plan.

- You must prepare an individual food item production plan for each of the four to six food items which you have selected. Use the format on the following page as a template.
- Do not just rewrite the method from the recipe.
- Demonstrate how you will manage to combine the steps from different components of the recipe or recipes you will be making. For example, demonstrate the tasks you will complete in preparing your minestrone soup while your bread loaf is proving.
- On your plan, you must identify and explain key safety and hygiene practices relevant to the key steps in the plan.
- Allow time for the presentation and photography of your food item.
- Use an icon to identify the steps in the recipe that you intend to photograph. This will act as a reminder when you are completing these steps. Remember to date each photograph.



INDIVIDUAL FOOD ITEM PRODUCTION PLAN					
Recipe:					
Reference:					
Date of production:					
Time in 5 minute sequences	Ingredients	Explanation of processes and techniques	Tools and equipment	Safety and safety practices	Modifications
Summary of any other decisions made during production and general comments about the success and efficiency of the production					

Set up a table in your own file similar to the one above to complete your individual food item production plans and record any modifications.

12. Production

- *Hints for successful production work*

Before class:

1. Submit all of your food orders well in advance of the production session.
2. Practice your recipe before the production day to develop a good level of skill in the preparation and processing techniques required.
3. Make sure all the ingredients and equipment you need are available.
4. The night before, read through your recipe and your individual food item production plan.
5. Collect any special equipment or props you need for your presentation and photography.

During class:

1. Make sure you arrive on time for each production session.
2. Make sure you bring your recipe and individual food item production plan with you.
3. Work calmly and safely – don't panic!
4. You will be expected to work independently during these production sessions.
5. Photograph the key stages in the complex processes so that you can include these in your folio.

- *Photographic record of production:*

- During the production session you will need to photograph the **five** significant steps of the complex process you have identified in your production notes.
- When including the photographic information in your folio, the production progress photographs must be dated and annotated. This means that you briefly identify the step that has been photographed. Two time-efficient strategies to present this work are software programs such as comic life or smart art. Comic life: <http://plasq.com/products/comiclif>
- You must also take a photograph of your finished food item. You may wish to include props to link with your theme. Take photographs from several angles.

- *Modifications during production*

At the conclusion of each production session you need to record information about choices and decisions you had to make during production, including any modifications made. For example, if you needed to make modifications because certain ingredients were unavailable during production, or if you had to make any alterations to the processes or timing in the recipes. You should also note any problems that occurred with the use of the tools and equipment or if any other unforeseen problems occurred during production. You should also make note on your production plan if you did not make any changes.

13. Evaluation report – Analysis of the properties of the food item

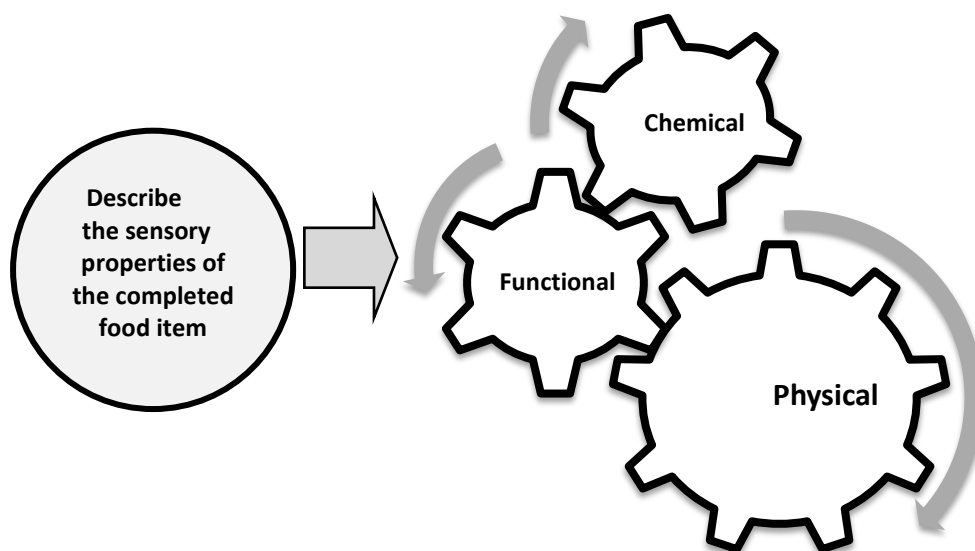
There are four components to the evaluation:

1. Respond to the criteria for evaluation questions.

- Rewrite/copy and paste your criteria questions from your design plan into your evaluation in their correct order. Write your response under each of the questions.
- In your response to each of your criteria questions you need to **refer to the completed product** (the set of individual food items.) In your response, use examples of individual food items to support your discussion. **DO NOT** evaluate each individual food item separately.
- Make critical judgements throughout your discussion. Remember to comment on how the product satisfies or is a solution to the specifications in the design brief.
- Do not begin your answer to any of the criteria questions with ‘yes’ or ‘no’!

2. Analysis of the interrelationship of the properties

- Complete a comprehensive analysis of the properties of each of the food items you have produced.
- Use your notes on the sensory properties of the completed food items that you recorded after your production work as a starting point for this analysis.
- Ask yourself the question ‘What has caused these properties to come about?’
- In your discussion you should show an understanding of the interrelationship of these properties using technical terminology.



An example demonstrating the interrelationship of properties



Lemon meringue tart
Describe the sensory properties – appearance, aroma, flavour, texture of your food item

Sensory and physical

What has caused these properties to come about?

Appearance:
The tarts are round as they are cooked in a round tin. The pastry case is browned due to the **Maillard reaction**. The filling is pale yellow in colour because of the addition of lemon rind and juice. The meringue is white in colour, with brown tips due to the **caramelisation** of the sugar in the meringue.

Chemical and functional

Aroma:
The buttery aroma in the pastry is a result of the **high ratio** of butter it contains. The slightly 'lemony' aroma in the filling is due to the aromatic oils in the zest of the lemon. The sweet toasted aroma is due to the **caramelisation** of the sugar in the meringue when exposed to the high radiant heat during baking.

Chemical and functional

Flavour :
The pastry case has a buttery flavour due to the **large ratio** of butter in the pastry. The filling is slightly tart due to the **acidic properties** of lemon juice and zest. The sweetness of the meringue is due to the **high proportion** of sugar beaten in to stabilise the egg white.

Chemical and functional

Texture: The tart case has a crisp, short texture as a result of the **high ratio** of butter to flour. The filling is smooth and velvety and slightly thickened as a result of the process of **gelatinisation** - the thickening of the starch in the cornflour when it is mixed with a liquid and heated. The meringue has a soft, airy texture as a result of **aeration** of the egg white (the **denaturation** of the protein) during mechanical beating. The edges of the meringue are crisp due to the **caramelisation** of the sugar.

Chemical and functional

3. Evaluation of the effectiveness of your planning

How effective was your planning?

Consider:

- Your overall production timeline
- Your individual food item production plans
- Ingredients
- Choice of tools and equipment
- Preparation processes
- Timing of each step in the production plan
- Presentation of the food items

Refer to you the modifications you noted during production and give detailed reasons for any of these changes.

4. Evaluation of the efficiency of your production and health and safety practices implemented

How efficient and skilled were you in carrying out the production of the food items?

Consider:

- How skilfully you undertook the preparation, cooking and presentation techniques to produce the food items.
- How skilfully, competently and accurately you were able to use the tools and equipment.
- How well you were able to prepare your food items in a safe and hygienic manner.

Student Record of Completion

Student name:			
Unit 3			
	Due date	Teacher's signature	Comments
1. Design brief			
2. Evaluation criteria			
3. Research: – Primary – Secondary – Referencing and bibliography			
4. Exploration of ideas for food items			
5. Design ideas – Table including 3 options per food item			
6. Selection of food items (the product)			
7. Justification			
8. Research and notes for each food item – Diagram of intended presentation			
9. Overall production timeline			
Unit 4			
10. Food orders			
11. Individual production plans			
12. Production – Photographic record of production – Modifications to planning – Notes about sensory properties			
13. Evaluation report: – Evaluation criteria – Analysis of properties – Effectiveness of planning – Efficiency of production skills			
Additional comments			

Organising your folio for submission

Title page – Food and Technology, School-assessed Task, Student number, theme

Design brief

- Design brief
- Criteria for evaluation

The design plan

- Research relevant to specifications in the design brief
- Exploration of possible ideas for food items – graphic organiser
- Design ideas – table with 3 ideas for each specification
- Selection of food items – table
- Justifications of selected food items
- Overall production time line

Food item 1 – write the name of the food item on this page

- Photograph of the finished food item
- Research and notes on food item
- Recipe (including reference)
- Food order
- Individual food item production plan including:
 - notes about changes or modifications you made during production
- Photographic record dated and annotated of five key steps in production
- Brief notes on sensory properties and comments about the food item

Present the information for each of the 4 – 6 food items in the above order.

Evaluation report

Bibliography

- A list of all references you used for the SAT

TEACHER ADVICE

Components of the School-assessed Task

<p>Unit 3 Outcome 3</p> <p>Developing a design brief, evaluation criteria and a design plan for the development of a food product</p>	<p>Design folio that includes all of the following:</p> <ul style="list-style-type: none"> • a design brief • evaluation criteria • a design plan that includes <ul style="list-style-type: none"> – research and ideas – outline of food item – properties of main ingredients, techniques, tools and equipment, safety and hygiene requirements to produce the food items • an overall timeline for production for food items. 	<p>The School-assessed Task contributes 40% to the study score and is subject to external review.</p>
<p>Unit 4 Outcome 1</p> <p>Safely and hygienically implement the production plans for a set of four to six food items that comprise the product, evaluate the sensory properties of the food items, evaluate the product using the evaluation criteria, and evaluate the efficiency and effectiveness of production activities.</p>	<ul style="list-style-type: none"> • individual food item production plans • production work accompanied by photographic and written records of progress and modifications • an evaluation of the properties of the food items, the product using evaluation criteria, and efficiency and effectiveness of production activities. 	

- Teachers should be familiar with information provided by the VCAA in relation to the School-assessed Task. Detailed information is available in the **VCAA 2016 Administrative information for school-based assessment** which is found on the Food and Technology page of the VCAA website:

VCE → VCE studies → Food and Technology → Assessment → VCAA 2016 Administrative information for school-based assessment – Food and Technology

- http://www.vcaa.vic.edu.au/Documents/vce/technology/SBA_foodtech.pdf
- This document contains information on:
 - *The 2016 Scope of the Task* pages 3 – 4.
 - Advice for the use of the 2016 Food and Technology Teacher Additional Comment Sheet pages 5 – 6.
 - *Assessment criteria for 2016* pages 7 – 13.
 - *Food and Technology Assessment sheet 2016* page 18.
 - *The 2016 Teacher Additional Comment Sheet* page 17. Refer to pages 5–6 of the *VCAA 2016 Administrative information for school-based assessment* for advice on the use of this sheet.
 - *Authentication Record Form VCE Food and Technology School-assessed Task 2016* page 16. This document must be completed and retained as part of the school-based assessment audit.
- **NOTE: IN CASE OF AUDIT** the Authentication Record Form on page 16 along with the Teacher Additional Comment Sheet on page 17 are to be used to record information for each student and must be made available on request by the VCAA.

- The VCAA has prepared a list of responses to ‘Frequently asked questions’. These can be downloaded from the Food and Technology page of the VCAA website <http://www.vcaa.vic.edu.au/vcaa/correspondence/bulletins/2010/November/2010NOVSUP2.pdf>
- We advise teachers to arrange an excursion for students to visit the VCAA Top Designs exhibition at the Melbourne Museum. If this is not possible, students should be encouraged to attend the exhibition either on a weekend or during the school holidays (entry for students to the Museum and exhibition is free).

Managing assessment for the Production component of the School-assessed Task

- Teachers should use the *Food and Technology School-assessed Task assessment criteria for 2016* found in the *VCAA 2016 Administrative information for school-based assessment* pages 7 – 13 in assessing the School-assessed Task.
- The following assessment grid is provided to assist teachers in assessing the following criterion during the student production work.
- It is advisable for teachers to help students to set up a new folder for their Food and Technology SAT on their computer or secure school network. Within this folder it is also advisable to set up separate folders for individual components of the task. However, it is recommended that the research and notes for each individual food item are prepared in the one document as this will enable students to ensure that the footnoting in this document is sequential.
- See student notes for a step-by-step guide to referencing, footnoting and bibliography.

Production Assessment Grid 2016 – Criterion 4, 5 and 6						
STUDENT NAME:						
Production Food items:	1.	2.	3.	4.	5.	6.
Criterion 4 – Skill in development and organisation of planning for production.						
<i>Submitted food orders on time</i>						
<i>Referred to and followed individual food item production plan</i>						
<i>Self-directed, independent production work</i>						
<i>Completed production work within an appropriate time frame</i>						
Criterion 5 – Skill in the use of tools and equipment, ingredients, techniques of food preparation, cooking and presentation including demonstration of safe and hygienic work practices.						
<i>Appropriate selection of a wide range of tools and equipment</i>						
<i>Safe use of tools and equipment and hygienic work practices</i>						
<i>Understanding of the properties of ingredients during production work</i>						
<i>Range of processes (including complex) used.</i>						
Criterion 6 – Skill in implementing and documenting production work and producing a food product.						
<i>The product was creative and of a high standard</i>						
<i>The product provides a solution to the design brief</i>						
Scale: VH (Very High), H (High), M (Medium), L (Low), VL (Very Low), NS (Not Shown)						
Additional comments:						