

FOOD SCIENCE AND TECHNOLOGY

Unit 1A Product development

This material has been developed as part of the *Australian School Innovation in Science, Technology and Mathematics Project* funded by the Australian Government Department of Education, Employment and Workplace Relations as a part of the Boosting Innovation in Science Technology and Mathematics Teaching (BISTMT) Programme.

Teaching and learning program - Food Science and Technology (Product development)

Unit 1A: Spotlight on my food

Unit learning context: Using local foods to produce nutritious food products for adolescents

Week	Content	Learning experiences	Assessment	Resources
1	<p>Safe personal presentation standards e.g. personal grooming and hygiene, appropriate clothing and footwear</p> <p>Workplace procedures for health and safety e.g. safe work techniques using knives and equipment, handling hot surfaces, emergency procedures</p> <p>Classification of foods e.g. .animal, plant, seasonal availability</p>	<ul style="list-style-type: none"> • Introduction to the unit, attendance, assessment and equipment requirements • Provide students with <ul style="list-style-type: none"> ○ syllabus document Unit 1A p. 16-17 ○ unit outline ○ assessment outline ○ school assessment policy ○ grade descriptors • Revise safe personal presentation standards for food handlers e.g. personal grooming and hygiene, appropriate clothing and footwear • Worksheets and activities revising safe working procedures e.g. correct use of knives and equipment, handling hot surfaces and emergency procedures • Practical lesson to assess student skills e.g. muffins • List and discuss factors that affect the local food supply and personal food production systems e.g. seasons, consumer demand, 		<p>Heath, G. McKenzie, H. Tully, L. (1999). <i>Food by Design Book 1</i> Melbourne: Longman. p.1-28</p> <p>Ashton, Y. (2007). <i>Hospitality-Health, Safety and Security</i>, Sydney: Blake Education.(black line masters)</p> <p>Glaister, Y. (2003). <i>Catering towards a Career</i> Melbourne: Longman</p> <p>www.foodstandards.gov.au</p>

	<p>Economic and environmental aspects of purchasing local foods</p> <p>Sensory and physical properties that influence selection and use of food e.g. appearance, texture, aroma, flavour and colour</p> <p>Relevant terminology</p>	<p>transport, resources, knowledge, budget, skills</p> <ul style="list-style-type: none"> • Identify the environmental and economic advantages and disadvantages of purchasing local foods • Practical lesson: <ul style="list-style-type: none"> ○ use local Western Australian products e.g. hamburger and salad • Use appropriate terminology to describe sensory and physical properties <ul style="list-style-type: none"> ○ brainstorm these on the board with students and match food examples with each one • Provide specific examples of foods that illustrate variety in texture, aroma, flavour, appearance and colour <ul style="list-style-type: none"> ○ display a range of local food products to identify sensory and physical properties of food 		
2	<p>Food selection models to meet nutrient requirements of adolescents e.g. Australian Guide to Healthy Eating</p> <p>Effect of processing on sensory and physical properties of foods</p>	<ul style="list-style-type: none"> • Introduce Task 1 Part A: Investigate local foods <ul style="list-style-type: none"> ○ brainstorm the term 'local food' ○ use the Australian Guide to Healthy Eating to identify six food groups • Display a range of fresh and processed food products – select five processed and five fresh local foods from the display 		<p>Alexander, Y. Luscombe, J. McNally, E. (2008) <i>Food Science and Technology: A resource for units 1A-1B</i> Cottesloe, Australia: Impact Publishing</p>

	<p>Classification of foods e.g. animal, plant, seasonal availability</p> <p>Sensory and physical properties that influence selection and use of food e.g. appearance, texture, aroma, flavour and colour</p> <p>Classification of foods e.g. animal, plant</p> <p>Safe and hygienic work practices when using equipment and appliances</p>	<p>which will then be used for the investigation</p> <ul style="list-style-type: none"> • Produce a food classification table that classifies the ten foods according to: <ul style="list-style-type: none"> ○ animal or plant ○ seasonal availability ○ food group e.g. AGHE ○ fresh or processed ○ sensory properties that influence selection and use e.g. flavour, appearance, aroma, texture • Physical properties that influence selection and use e.g. colour,, shape, size, viscosity <ul style="list-style-type: none"> ○ effect of processing on physical and chemical properties e.g softening of fruit and vegetables, tenderizing of meat, change in colour and texture • Classification tray of vegetables with a range of sensory and physical properties e.g. flavour, appearance, aroma, texture, colour, shape, size, viscosity • Practical lesson: <ul style="list-style-type: none"> ○ use local Western Australian products e.g. stir fried vegetables • Video: Food Handler Training Program(Australian Institute Environmental Health) 		<p>Heath, G. McKenzie, H. Tully, L. (1999). <i>Food by Design Book 2</i> Melbourne: Longman.</p> <p>Nicholls, C. (2005). <i>The story of Vegetables in Australia-The Workbook Series</i> Western Australia Scott Print</p>
--	--	--	--	--

		<ul style="list-style-type: none"> • Video: Avoid that hazard! Equipment Safety in the Kitchen (VEA) 		
3	<p>Sensory and physical properties that influence selection and use of food e.g. aesthetics, texture, aroma, flavour and colour</p> <p>Safe use and storage of equipment</p> <p>Economic and environmental aspects of purchasing local foods</p> <p>Selection of appropriate equipment for stated purpose</p>	<ul style="list-style-type: none"> • Classification of a tray of fresh and processed fruit that illustrate variety in sensory properties <ul style="list-style-type: none"> ○ identify sensory and physical properties e.g. flavor, appearance, aroma, texture, colour, shape, size, viscosity • Kitchen equipment e.g. juicer <ul style="list-style-type: none"> ○ storage ○ use ○ cleaning • Practical lesson: <ul style="list-style-type: none"> ○ use fresh and processed fruit e.g.a smoothie ○ identify the physical and sensory properties e.g. flavour, aroma, texture, viscosity. appearance • Storage, economic and environmental issues e.g. types of packaging and the effects of waste disposal • Practical lesson: <ul style="list-style-type: none"> ○ using local Western Australian products: fruit salad and icecream • Video: Mise-en-Place and basic Preparation (Technical Publications) 		
4	Variety and availability of local foods	<ul style="list-style-type: none"> • Investigate the '<i>Buy West Eat Best</i>' and 		'Buy West Eat Best:

<p>e.g. 'Buy WA First' campaign Influence of advertising on adolescent food choices</p> <p>Food issues that impact on adolescents</p> <p>Food selection models to meet nutrient requirements of adolescents e.g. Australian Guide to Healthy Eating</p>	<p>'Buy WA First' campaigns</p> <ul style="list-style-type: none"> ○ access the websites and obtain copies of each to use for class discussion ○ brainstorm why these campaigns were developed ○ describe the economic aspects of purchasing local foods ○ explain possible impacts on adolescents of the issue of local food ○ brainstorm local foods which are part of the adolescent diet ○ for each food list why it was selected e.g. taste, advertising, cost, availability <ul style="list-style-type: none"> ● Practical lesson <ul style="list-style-type: none"> ○ using local Western Australian products e.g. make fresh pasta and a Neapolitan sauce ○ use appropriate terminology to describe sensory and physical properties of the meal <ul style="list-style-type: none"> ● Introduce Task 1 Part A: Product design brief <ul style="list-style-type: none"> ○ use AGHE to identify the daily recommended sample serves, of one food from each of the six food groups, for adolescents ○ identify three Australian Dietary Guidelines for adolescents that refer to fat, sugar and salt ○ explain either one positive or one 		<p>http://www.agric.wa.gov.au/content/foods/buywest_index.htm</p> <p>Buy WA First: http://www.doir.wa.gov.au/1191.aspx</p> <p>Major, G. Davis, G. (1997) <i>Food, People and Technology Book 2</i> Melbourne Macmillan:</p> <p>Riddell, R. Scott, L. (1990) <i>Exploring Home Economics Book 1</i> Melbourne: Longman</p> <p>Grant, E. (2008) <i>The Healthy Body Cookbook</i>, Milton, Queensland: Jacaranda</p>
---	---	--	--

	<p>Sensory and physical properties that influence selection and use of food e.g. aesthetics, texture, aroma, flavour and colour</p> <p>Food selection models to meet the nutrient requirements of adolescents e.g. Australian Dietary Guidelines</p> <p>Influence of advertising on adolescent food choices</p>	<p>negative effect on health of consumption of fat, sugar and salt</p> <ul style="list-style-type: none"> ○ identify two product design principles that will be the focus of the development of each products e.g. health, cost, sensory properties, environmental issues, convenience <ul style="list-style-type: none"> ● Produce a food order for a main and dessert for an adolescent <ul style="list-style-type: none"> ○ adapt the recipes to reduce fat, sugar and salt ○ determine what is the recommended serve size for each product ○ devise a container or package for your product ○ devise a label that promotes your product ● Investigate the Australian Dietary Guidelines, specifically focus on the low salt, sugar and fat guidelines. <ul style="list-style-type: none"> ○ when were the guidelines developed? ○ why were they developed? ○ influence of the guidelines on your eating ○ attitudes to the guidelines ● Brainstorm the school canteen menu e.g. <ul style="list-style-type: none"> ○ healthy verses unhealthy menu items ○ traffic light policy ○ impact on adolescents ○ peer customs that determine adolescent food choices 		
5	Sensory and physical properties that	<ul style="list-style-type: none"> ● Sensory evaluation of a range of local food 		

	<p>influence selection and use of food e.g. aesthetics, texture, aroma, flavor and colour</p>	<p>products which are high in fat, salt and sugar</p> <ul style="list-style-type: none"> ○ brainstorm how these products could be adapted to meet adolescent nutritional requirements <ul style="list-style-type: none"> ● Provide a range of pastries, complete the sensory properties on the table e.g. flavor, appearance, aroma, texture, fat content and recommended serving for adolescent ● Provide a range of fruit juices e.g. freshly squeezed, processed juices-complete the sensory properties table e.g. flavour, appearance, aroma, texture, sugar content and recommended serving for adolescent ● Research salt content found in a variety of pizza bases and ready-made pizzas ● Practical lesson: <ul style="list-style-type: none"> ○ low fat and low salt options e.g. home-made pizza 	<p>Task 1 Part A due</p>	
<p>6</p>	<p>Adapting recipes to suit design briefs</p> <p>Cooking methods e.g. dry, moist (choose methods to suit focus)</p> <p>Organisation of work using food</p>	<ul style="list-style-type: none"> ● Select a main and dessert recipe suitable for adolescents and adapt to reduce fat, sugar and salt <ul style="list-style-type: none"> ○ discuss cooking methods e.g. dry, moist ○ list recommended serve size for adolescents for each product produced ○ cost each food product-remember each product is to be packaged for sale and cost a maximum of three dollars each ○ produce a food order for each product 		<p>http://www.foodstandards.gov.au/foodmatters/foodsafetyinformationcouncil/foodsafetymatters.cfm</p> <p>Australian Nutrition Foundation, (1990) <i>Healthy Food for Families</i> Rushcutters Bay, NSW:Fairfax</p>

<p>orders and production plans</p> <p>Teamwork skills</p> <p>Producing food products, services and systems to meet the needs of adolescents</p>	<ul style="list-style-type: none"> ○ devise a proposed container or packaging for each product and produce an annotated illustration ○ devise a proposed label that promotes the two products design principles of each product and produce an annotated illustration <ul style="list-style-type: none"> ● Practical lesson: <ul style="list-style-type: none"> ○ baking: work in pairs to produce a main and dessert food product which would be suitable to serve in the canteen in winter, one to use traditional recipe and the other to use the adapted recipe e.g. low in salt, sugar and fat <p>Introduce Task 1 Part B</p> <ul style="list-style-type: none"> ● Revise and discuss: <ul style="list-style-type: none"> ○ safe and hygienic work practices when using equipment and appliances ○ preparation methods used to produce food products ○ safe food handling and processing techniques to ensure the quality and palatability of food ○ safe personal presentation standards ● Organisation of work using food orders and production plans <ul style="list-style-type: none"> ○ individually submit a production plan for two food products ● Individually produce a container or packaging, devised in the product design brief, for each product <ul style="list-style-type: none"> ○ produce labelling, devised in the 			<p>Saxelby, C. (1999), <i>Nutrition for Life</i>, Victoria: Hardie Grant Books p. 26</p>
---	---	--	--	--

	<p>Safe food handling practices and processing techniques used to ensure the quality and palatability of food</p> <p>Adapting recipes to suit design briefs</p>	<p>product design proposal for each product</p> <ul style="list-style-type: none"> ○ name of product ○ nutritional content ○ use by date ○ where made ○ consumer information ○ claims re health ○ products included <ul style="list-style-type: none"> ● Discuss any adaptations necessary for the product developed ● Produce a production plan for the two products to be completed in one lesson <ul style="list-style-type: none"> ○ complete Task 1 Part B: Production of main and dessert in one lesson ○ present food in the package or container you devised ○ include your label that promotes your two products 	<p>Task 1 Part B Due</p>	
<p>7</p>	<p>Relevant terminology</p>	<ul style="list-style-type: none"> ● Introduce Task 1 Part C Product evaluation <ul style="list-style-type: none"> ○ evaluate the main and lunch product produced in Task 1 Part B ● Essay writing <ul style="list-style-type: none"> ○ format of essay to be distributed ○ explain what is to be included in the introduction, middle paragraphs and conclusion ○ explain format for referencing information sources ○ explain importance of proof reading to ensure correct spelling of relevant terminology, punctuation, sentence 		<p>Alexander, Y. Luscombe, J. McNally, E. (2008) <i>Food Science and Technology: A resource for units 1A-1B</i> Cottesloe, Australia: Impact Publishing</p>

	<p>Innovative food products in a healthy diet</p> <p>Consideration of the beliefs and values of adolescent consumers to address their needs</p>	<p>structure and correct paragraphing</p> <ul style="list-style-type: none"> • Evaluation to include <ul style="list-style-type: none"> ○ three ways in which product provided adolescent nutrient requirements ○ two healthy aspects of the design of each product ○ three design principles that makes the products suitable for winter 	<p>Task 1 Part C Due</p>	
<p>8</p>	<p>Influence of advertising on adolescent food choices</p> <p>Family and peer customs that determine adolescent food choices</p> <p>Food issues that impact on adolescents</p>	<p>Introduce Task 2 Part A</p> <ul style="list-style-type: none"> • Market research <ul style="list-style-type: none"> ○ describe terms used in market research terminology e.g. target market, demographics, research method, data ○ work in teams to complete market research ○ explain what is needed in a successful survey. Provide sample questions e.g. open ended, multiple choice, extensions to answers options to tick or circle: <ul style="list-style-type: none"> - male/female - age - live at home with parents/guardian/family? - do you eat breakfast? - what do you eat for breakfast? - where breakfast is eaten - how does family influences what you eat for breakfast? - how does advertising influence your choices for breakfast? - what health issues influences adolescents breakfast choices - what beliefs and values influence adolescent choices - what is the favourite carbohydrate 		<p>Survey writing: http://www.ehow.com/how_16596_write-survey-questionnaire.html</p> <p>Factor of product development: http://science.uniserve.edu.au/school/curric/stage6/foodtech/foodprodev.html</p> <p>Product development: http://www.ausfoodnews.com.au/2008/05/19/pressure-mounts-on-junk-food-advertising.html</p> <p>Nicholls, C. (2005). <i>The story of Eggs in Australia-The Workbook Series</i> Western Australia Scott Print</p> <p>Heath, G. McKenzie, H. Tully, L. (1999). <i>Food by Design Book 2</i> Melbourne: Longman.</p>

		<p>based breakfast food?</p> <ul style="list-style-type: none"> - what is the favourite protein based breakfast food? <ul style="list-style-type: none"> • Assist students to write survey questions <ul style="list-style-type: none"> ○ conduct survey with six peers ○ collate results • Explain what is needed in report writing: <ul style="list-style-type: none"> ○ introduction ○ demographics ○ survey method ○ results, record data graphically ○ conclusions ○ recommendations 		
9	<p>Relevant terminology</p> <p>Sensory and physical properties that influence selection and use of food e.g. aesthetics, texture, aroma, flavor and colour</p> <p>Preparation methods to produce food products</p>	<ul style="list-style-type: none"> • Complete market research report <ul style="list-style-type: none"> ○ explain purpose of report ○ how the research was carried out? ○ three main findings ○ three conclusions about adolescent food habits ○ two recommendations • Use sensory evaluation to evaluate a range of breakfast cereals • Investigate the labelling of each of the breakfast cereals tasted and complete a chart comparing nutritional content- compare to recommended adolescent daily requirements • Practical lesson: <ul style="list-style-type: none"> ○ prepare a healthy home-made muesli using a range of fresh and processed ingredients displayed 		<p>Saxelby, C. (1999). <i>Nutrition for Life</i>, Victoria: Hardie Grant Books</p>

	<p>Preparation methods used to produce food products</p> <p>Sensory and physical properties that influence selection and use of food e.g. aesthetics, texture, aroma, flavor and color</p> <p>Food issues that impact on adolescents</p> <p>Relevant terminology</p>	<ul style="list-style-type: none"> ○ resubmit food order and production plan ○ practical: carry out adapted production plan ○ conduct a self sensory evaluation of each product produced and record findings ● Produce six peer response forms for Task 2 Part C <ul style="list-style-type: none"> ○ sensory evaluation e.g. appearance, flavour, aroma, texture ○ influence promotional flyer has on peer food choices ○ what is product innovation and how is it determined? ○ how healthy is the product for adolescents ● Discuss how and why companies develop advertising campaigns <ul style="list-style-type: none"> ○ types of advertising ○ samples of each type for discussion ○ relevant terminology used 		<p>Books</p>
<p>12</p>		<ul style="list-style-type: none"> ● Contact a local supermarket and ask permission to visit the store when a food or beverage company is promoting and conducting tastings of a product <ul style="list-style-type: none"> ○ class excursion to supermarket ○ observe a promotional display ○ evaluate the in-store placement of the product being promoted ○ describe the type of food product for tasting ○ collect promotional materials ● List and discuss visit to supermarket <ul style="list-style-type: none"> ○ importance and types of promotional 		<p>Food labels: http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Food_labels_explained?open http://www.foodlegal.com.au/resources/</p>

	<p>Skills to participate in small-scale productions</p> <p>Adapting recipes to suit design briefs</p>	<ul style="list-style-type: none"> material <ul style="list-style-type: none"> ○ how do companies influence people to taste? ○ serving sizes for sampling ○ what type of advertising was used? • Practical lesson: <ul style="list-style-type: none"> ○ produce adapted products into tasting portions for the display • Introduce Task 2 Part C <ul style="list-style-type: none"> ○ use information from the excursion to devise a plan for the product promotion • Product promotion <ul style="list-style-type: none"> ○ set up stall to display breakfast products ○ display products for tasting ○ display promotional flyer ○ response forms ○ evaluate response forms 	<p>Task 2 Part B due</p>	
<p>13</p>	<p>Choosing recipes to suit a purpose</p>	<ul style="list-style-type: none"> • Oral presentation <ul style="list-style-type: none"> ○ discussion, what makes a good oral presentation? ○ clear voice, eye contact, visual aids, logically presented, correct length, palm cards ○ visual aids e.g. power point, poster, pamphlet, overheads ○ Use all gathered information to prepare an oral presentation <ul style="list-style-type: none"> ○ introduction ○ peer sensory evaluation ○ two influences of the promotional flyer 		

		<ul style="list-style-type: none"> ○ innovative aspects of the product ○ reasons why peers would or would not purchase ○ logical conclusion ● Product promotion <ul style="list-style-type: none"> ○ set up stall to display breakfast products ○ display products for tasting ○ display promotional flyer 		
14-15	<p>Influence of advertising on adolescent food choices</p> <p>Innovative food products in a healthy diet</p> <p>Influence of advertising on adolescent food choices</p> <p>Innovative food products in a healthy diet</p> <p>Relevant Terminology</p>	<ul style="list-style-type: none"> ● Task 2 Part C Oral presentations 	Task 2 Part C due	

Assessment outline - Food Science and Technology (Product development)

Unit 1A: Spotlight on my food

Unit learning context: Using local foods to produce nutritious food products for adolescents

Assessment type	Type weighting	Task weighting	Assessment task	Week due	Content	Outcome 1 Understanding food materials	Outcome 2 Developing food opportunities	Outcome 3 Working in food environments	Outcome 4 Understanding food in society
Investigation	20% (CC weighting 20–30%)	10%	Task 1 Part A Investigate local foods and devise a product design proposal for lunch products for adolescents	5	Food as a commodity Nutrition Properties of foods Issues, trends and innovation	✓	✓		
		10%	Task 2 Part A Market research	12	Food as a commodity Nutrition Technology process Issues, trends and innovations		✓		✓
Production	60% (CC weighting 50–70%)	30%	Task 1 Part B Implement a product design proposal. Demonstrate skills with food	6	Skills with food Food practices and processing Technology process Laws and regulations		✓	✓	
		30%	Task 2 Part B Produce healthy breakfast food products for adolescents. Demonstrate skills with food	12	Skills with food Food practices and processing Technology process Laws and regulations	✓	✓		
Response	20% (CC weighting 10–20%)	10%	Task 1 Part C Product evaluation essay	8	Properties of food Nutrition Technology process		✓		✓
		10%	Task 2 Part C Product promotion event, oral presentation	15	Nutrition Technology process Issues, trends and innovation			✓	✓

Assessment Task 1 Part A: Unit 1A FSTP

Task 1 Part A: Investigate local foods

Assessment Type: Investigation

Outcomes: Outcome 1: Understanding food materials
Outcome 2: Developing food opportunities

Unit context: Using local foods to produce nutritious food products for adolescents

Task duration: 3 weeks

Task weighting: 10% of unit total

Task 1 Part A: Investigate local foods (50 marks – 10%)

Investigate and classify local foods and examine a promotional campaign that encourages the purchase of local food products. Devise a product design proposal for a main and a dessert lunch food product suitable for adolescents and made from local foods, which could be sold at the school canteen. Record the results in a portfolio..

What you have to do:

1. Investigation

- Define the term 'local foods'
- Select five fresh and five processed food products from a display of local foods
- Produce a food classification table that classifies the ten foods according to:
 - animal or plant
 - fresh or processed
 - food group e.g. Australian Guide to Healthy Eating
 - seasonal availability
 - sensory properties that influence selection and use e.g. flavor, appearance, aroma, texture
 - physical properties that influence selection and use e.g. colour, shape, size, viscosity
 - effect of processing on physical and chemical properties
- Access the 'Buy West Eat Best' website:
http://www.agric.wa.gov.au/content/foods/buywest_index.htm and the 'Buy WA First' website: <http://www.doir.wa.gov.au/1191.aspx> and obtain a copy of each campaign
- Explain two reasons for the development of these campaigns
- Describe two economic aspects of purchasing local foods
- Describe two environmental aspects of purchasing local foods
- Predict two possible impacts on adolescents of the issue of local foods.

2. Product design proposal

Design brief:

Devise a main and a dessert lunch food product suitable for adolescents and made from local foods, which could be sold at the school canteen. The products are to be healthy, sold in winter, are to be low in fat, sugar and salt and produced in the serve sizes recommended in the AGHE. They are to be packaged for sale and cost a maximum of three dollars each.

- Use the AGHE to identify the daily recommended sample serves, of one food from each of the six food groups, for adolescents
- Identify three Australian Dietary Guidelines for adolescents that refer to fat, sugar and salt

- Explain either one positive or one negative effect on health of consumption each of fat, sugar and salt
- Identify two product design principles that will be the focus of the development of each product e.g. health, cost, sensory properties, environmental issues, convenience
- Select a main and a dessert recipe suitable for adolescents
- Adapt the recipes to reduce the fat, sugar and salt content
- Use the AGHE to determine the recommended serve sizes of each product
- Produce a food order for each product
- Cost each product
- Devise a proposed container or packaging for each product and produce an annotated illustration
- Devise a proposed label that promotes two product design principles of each product and produce an annotated illustration.

What is required for assessment?	Due date
<input type="checkbox"/> Food classification table	Week 5
<input type="checkbox"/> Product design proposal	Week 5
<input type="checkbox"/> Portfolio (Sample serves, Dietary Guidelines, effect on health, product design principles, adapted recipes, food order, costing, annotated illustration of proposed packaging and labelling)	Week 5

Marking key Task 1 Part A: Unit 1A FSTP

Investigate local foods	Maximum mark /50
1. Investigation	
<ul style="list-style-type: none"> • Defines the term 'local foods' (1 mark) 	/1
<ul style="list-style-type: none"> • Selects five fresh and five processed food products from a display of local foods <ul style="list-style-type: none"> ○ five fresh foods (1 mark) ○ five processed foods (1 mark) 	/1 /1
<ul style="list-style-type: none"> • Produces a food classification table that classifies the ten foods according to: <ul style="list-style-type: none"> ○ animal or plant ○ fresh or processed ○ food group e.g. Australian Guide to Healthy Eating ○ seasonal availability ○ sensory properties that influence selection and use e.g. flavor, appearance, aroma, texture ○ physical properties that influence selection and use e.g. colour, shape, size, viscosity ○ effect of processing on physical and chemical properties (1 mark each category for ten correct classifications) 	/1 /1 /1 /1 /1 /1 /1
<ul style="list-style-type: none"> • Accesses websites and obtains a copy of each campaign (1 mark each) 	/2
<ul style="list-style-type: none"> • Explains two reasons for the development of these campaigns (1 mark each) 	/2
<ul style="list-style-type: none"> • Describes two economic aspects of purchasing local foods (1 mark each) 	/2
<ul style="list-style-type: none"> • Describes two environmental aspects of purchasing local foods (1 mark each) 	/2
<ul style="list-style-type: none"> • Predicts two possible impacts on adolescents of the issue of local foods (1 mark each) 	/2
Total - Investigation	/20
2. Product design proposal	
<ul style="list-style-type: none"> • Uses the AGHE to identify the daily recommended sample serves, of one food from each of the six food groups, for adolescents (1 mark each food group) 	/6
<ul style="list-style-type: none"> • Identifies three Australian Dietary Guidelines for adolescents that refer to fat, sugar and salt (1 mark each guideline) 	/3
<ul style="list-style-type: none"> • Explains either one positive or one negative effect on health of consumption of fat, sugar and salt (1 each) 	/3
<ul style="list-style-type: none"> • Identifies two product design principles that will be the focus of the 	/2

development of each product e.g. health, cost, sensory properties, environmental issues, convenience (1 mark each)	
<ul style="list-style-type: none"> Selects a main and a dessert recipe suitable for adolescents (1 mark each recipe) 	/2
<ul style="list-style-type: none"> Adapts the recipes to reduce the fat, sugar and salt content (1 mark each recipe) 	/2
<ul style="list-style-type: none"> Uses the AGHE to determine the recommended serve sizes of each product (1 mark each product) 	/2
<ul style="list-style-type: none"> Produces a food order and submits on time for each product (2 marks each product) 	/4
<ul style="list-style-type: none"> Costs each product (1 mark each product) 	/2
<ul style="list-style-type: none"> Devises a proposed container or packaging for each product and produces an annotated illustration (1 mark each product) 	/2
<ul style="list-style-type: none"> Devises a proposed label that promotes two product design principles of each product and produces an annotated illustration (1 mark each product) 	/2
Total – Product design proposal	/30
TASK TOTAL	/50

Teacher comment:

Assessment Task 1 Part B: Unit 1A FSTP

Task 1 Part B: Implement a product design proposal

Assessment Type: Production

Outcomes: Outcome 2: Developing food opportunities
Outcome 3: Working in food environments

Unit context Using local foods to produce nutritious food products for adolescents

Task duration: 1 week

Task weighting: 30% of unit total

Task 1 Part B: Implement a product design proposal (40 marks – 30 %)

Produce the food products devised in Task 1 Part A. Submit the planning in a portfolio.
Demonstrate skills with food.

What you need to do:

1. Planning: Work individually

- Produce a production plan to produce the two food products in one lesson
- Produce a container or packaging, devised in the product design proposal, for each product
- Produce labelling, devised in the product design proposal, for each product

2. Production: Work individually

- Produce the packaged, labelled products and demonstrate:
 - safe and hygienic work practices when using equipment and appliances
 - preparation methods used to produce food products
 - safe food handling practices and processing techniques used to ensure the quality and palatability of food
 - organisation of work using food orders and production plans
 - safe personal presentation standards.

What is required for assessment?	Due dates
<input type="checkbox"/> Production plan	Week 6
<input type="checkbox"/> Portfolio	Week 6
<input type="checkbox"/> Attendance on the day of production (absence to be explained in accordance with the school assessment policy)	Week 6

Marking key Task 1 Part B: Unit 1A FSTP

Implement a product design proposal					Marks awarded	
					/40	
1. Planning						
• Produces a production plan to produce the two food products (1 mark)					/1	
• Produces a container or packaging, devised in the product design proposal, for each product (1 mark each product)					/2	
• Produces labelling, devised in the product design proposal, for each product (1 mark each product)					/2	
• Promotes two product design principles on the label of each product					/4	
• Produces the packaged, labelled products (1 mark)					/1	
Total - Planning					/10	
2. Production						
1 = poor, 2 = satisfactory, 3 = very good						
• <i>Safe and hygienic work practices when using equipment and appliances</i>						
○ uses equipment safely and correctly	1	2	3			
○ uses appliances safely and correctly	1	2	3			
• <i>Preparation methods used to produce food products</i>						
○ selects healthy cooking methods	1	2	3			
○ applies cooking methods correctly	1	2	3			
• <i>Safe food handling practices and processing techniques used to ensure the quality and palatability of food</i>						
○ uses gloves or tongs to handle food	1	2	3			
○ stores food correctly	1	2	3			
• <i>Organises work using food orders and production plans</i>						
○ follows own production plan	1	2	3			
○ modifies production plan as necessary	1	2	3			
• <i>Safe personal presentation standards</i>						
○ appropriate, clean clothing and footwear	1	2	3			
○ hair covered	1	2	3			
Total - Production						/30
TASK TOTAL						/40

Teacher comment:

Assessment Task 1 Part C: Unit 1A FSTP

Task 1 Part C: Product evaluation

Assessment Type: Response

Outcomes: Outcome 2: Developing food opportunities
Outcome 4: Food in society

Unit context: Using local foods to produce nutritious food products for adolescents

Task duration: 2 weeks

Task weighting: 10% of unit total

Task 1 Part C: Product evaluation (35 marks - 10%)

Evaluate the products produced in Task 1 Part B. Produce an essay that reports the evaluation.

What you need to do:

1. Essay writing

- Include an introduction to the topic outlining the investigation issue
- Demonstrate accurate spelling of relevant terminology, correct punctuation and sentence structure and effective paragraphing
- Include an effective and logical conclusion
- Use an approved format to reference all information sources.

2. Evaluation

- Compare the products to the design brief:
 - evaluate three ways in which the products provided adolescent nutrient requirements
 - evaluate two healthy aspects of the design of the products
 - evaluate three design principles that make the products suitable for winter
 - evaluate three design principles implemented to produce products low in fat, sugar and salt
 - justify the serve sizes in which each product was produced
 - justify the cost of each product
- Evaluate the effectiveness of the production plan and explain three recommendations for improvement
- Evaluate the effectiveness of the labelling in promoting the product design principles of each product.

What is required for assessment?

Essay

Due date

Week 8

Marking key Task 1 Part C: Unit 1D FSTH

Product evaluation	Maximum mark /35
1. Essay writing	
<ul style="list-style-type: none"> Includes an introduction to the task outlining the evaluation issue (1 mark) 	/1
<ul style="list-style-type: none"> Demonstrates accurate spelling of relevant terminology, correct punctuation and sentence structure and effective paragraphing <ul style="list-style-type: none"> accurate spelling of relevant terminology correct punctuation correct sentence structure correct paragraphing (1 mark each) 	 /1 /1 /1 /1
<ul style="list-style-type: none"> Includes an effective and logical conclusion <ul style="list-style-type: none"> provides logical conclusions or recommendations (1 mark) 	/1
<ul style="list-style-type: none"> Uses an approved format to reference all information sources (1 mark) 	/1
Total - Essay writing	/7
2. Evaluation	
<ul style="list-style-type: none"> <i>Evaluates three ways in which the products provided adolescent nutrient requirements</i> <ul style="list-style-type: none"> thorough evaluation of three ways satisfactory evaluation of three ways thorough evaluation of two ways satisfactory evaluation of two ways limited evaluation of one way 	 5 4 3 2 1
<ul style="list-style-type: none"> <i>Evaluates two healthy aspects of the design of each product</i> <ul style="list-style-type: none"> detailed, accurate and clear evaluation of two healthy aspects mainly accurate and clear evaluation of two healthy aspects detailed, accurate and clear evaluation of one healthy aspect mainly accurate and clear evaluation of one healthy aspect 	 4 3 2 1
<ul style="list-style-type: none"> <i>Evaluates three design principles that make the products suitable for winter</i> <ul style="list-style-type: none"> thorough evaluation of three design principles satisfactory evaluation of three design principles thorough evaluation of two design principles satisfactory evaluation of two design principles limited evaluation of one design principle 	 5 4 3 2 1

<ul style="list-style-type: none"> • <i>Evaluates three design principles implemented to produce products low in fat, sugar and salt</i> <ul style="list-style-type: none"> ○ identifies and thoroughly evaluates three design principles ○ identifies and satisfactorily evaluates three design principles ○ identifies and thoroughly evaluates two design principles ○ identifies and satisfactorily evaluates two design principles 	4 3 2 1
<ul style="list-style-type: none"> • <i>Justifies the serve sizes in which each product was produced</i> <ul style="list-style-type: none"> ○ clearly and accurately justifies the serve size ○ satisfactorily justifies serve size 	2 1
<ul style="list-style-type: none"> • <i>Justifies the cost of each product</i> <ul style="list-style-type: none"> ○ clearly and accurately justifies the serve size ○ satisfactorily justifies serve size 	2 1
<ul style="list-style-type: none"> • <i>Evaluates the effectiveness of the production plan and explains three recommendations for improvement</i> <ul style="list-style-type: none"> ○ clearly explains three relevant recommendations ○ satisfactorily explains three relevant recommendations ○ clearly explains two relevant recommendations ○ satisfactorily explains two relevant recommendations 	4 3 2 1
<ul style="list-style-type: none"> • <i>Evaluates the effectiveness of the labelling in promoting the product design principles of each product</i> <ul style="list-style-type: none"> ○ thoroughly evaluates effectiveness of the labelling ○ satisfactorily evaluates effectiveness of the labelling 	2 1
Total - Evaluation	/28
TASK TOTAL	/35

Teacher comment:

Assessment Task 2 Part A: Unit 1A FSTP

Task 2 Part A: Market research

Assessment Type:	Investigation
Outcomes:	Outcome 2: Developing food opportunities Outcome 4: Food in society
Unit context:	Using local foods to produce nutritious food products for adolescents
Task duration:	4 weeks
Task weighting:	10% of unit total

Task 2 Part A: Market research (35 marks – 10%)

Conduct market research to determine adolescents' preferred breakfast food products. Produce a report that explains the research results.

What you need to do:

1. Report writing

- Include an introduction to the topic outlining the investigation issue
- Demonstrate accurate spelling of relevant terminology, correct punctuation and sentence structure and effective paragraphing
- Include an effective and logical conclusion
- Use an approved format to reference all information sources.

2. Market research, work in teams

- Devise a survey that includes questions that will:
 - find out whether the adolescent eats breakfast
 - find out what the adolescent eats for breakfast
 - finds out where the adolescent eats breakfast
 - identify two family influences on the adolescent's choice of breakfast foods
 - identify one influence of advertising on the adolescent's breakfast choices
 - identify one health issue that influences the adolescent's breakfast choices
 - identify one belief and value that influences adolescent food choices
 - identify the adolescent's preferred carbohydrate based breakfast food
 - identify the adolescent's preferred protein based breakfast food
- Conduct the survey with six peers
- Collate the results as a team
- Produce a report that describes:
 - the aim of the research
 - the method e.g. how the research was carried out
 - the results e.g. the main findings
 - conclusions e.g. what you conclude about adolescent breakfast food habits
 - recommendations e.g. describe a carbohydrate and a protein based breakfast product that would appeal to adolescents.

What is required for assessment	Due date
<input type="checkbox"/> Report	Week 12

Marking key Task 2 Part A: Unit 1D FSTH

Market research	Maximum mark /35
1. Essay writing	
<ul style="list-style-type: none"> • Includes an introduction to the task outlining the evaluation issue (1 mark) 	/1
<ul style="list-style-type: none"> • Demonstrates accurate spelling of relevant terminology, correct punctuation and sentence structure and effective paragraphing <ul style="list-style-type: none"> ○ accurate spelling of relevant terminology ○ correct punctuation ○ correct sentence structure ○ correct paragraphing (1 mark each) 	/1 /1 /1 /1
<ul style="list-style-type: none"> • Includes an effective and logical conclusion <ul style="list-style-type: none"> ○ provides logical conclusions or recommendations (1 mark) 	/1
<ul style="list-style-type: none"> • Uses an approved format to reference all information sources (1 mark) 	/1
Total - Essay writing	/7
Market research	
<ul style="list-style-type: none"> • Devises a survey that includes questions that will: (1 mark) <ul style="list-style-type: none"> ○ find out whether the adolescent eats breakfast (1 mark) ○ find out what the adolescent eats for breakfast (1 mark) ○ find out where the adolescent eats breakfast (1 mark) ○ identify two family influences on the adolescent's choice of breakfast foods (1 mark each) ○ identify one influence of advertising on the adolescent's breakfast food choices (1 mark) ○ identify one health issue that influences the adolescent's breakfast food choices (1 mark) ○ identify one belief and value that influences adolescent food choices (1 mark) ○ identify the adolescent's preferred carbohydrate based breakfast food (1 mark) ○ identify the adolescent's preferred protein based breakfast food (1mark) 	/1 /1 /1 /1 /2 /1 /1 /1 /1 /1

<ul style="list-style-type: none"> • Conducts the survey with six peers (1 mark each completed survey) 	/6
<ul style="list-style-type: none"> • Collates the results as a team (1 mark) 	/1
<ul style="list-style-type: none"> • Produces a report that describes: <ul style="list-style-type: none"> ○ the aim of the research (1 mark) ○ the method e.g. how the research was carried out (1 mark) ○ three results e.g. the main findings (1 mark each) ○ three conclusions e.g. what you conclude about adolescent breakfast food habits (1 mark each) ○ two recommendations e.g. describe a carbohydrate and a protein based breakfast product that would appeal to adolescents. (1 mark each) 	/1 /1 /3 /3 /2
Total – Market research	/28
TASK TOTAL	/35

Teacher comment:

Assessment Task 2 Part B: Unit 1A FSTP

Task 2 Part B: Produce healthy breakfast food products

Assessment type:	Production
Outcomes:	Outcome 1: Understanding food materials Outcome 2: Developing food opportunities
Unit content:	Use local foods to produce nutritious food products for adolescents
Task duration:	2 weeks
Task weighting:	30% of unit total

Task 2 Part B: Produce healthy breakfast food products (90 marks - 30%)

Produce a healthy carbohydrate and a healthy protein based breakfast food product, using local foods, which meet adolescent nutritional requirements. Record the planning in a folio. Demonstrate skills with food, safe food handling practices and processing techniques.

What you need to do:

1. Planning, work individually

- Refer to the Australian Guide to Healthy Eating and identify the daily recommended serve sizes for carbohydrate and protein
- Refer to Task part A and identify the preferred carbohydrate and protein based breakfast food products of the adolescents surveyed
- Identify one local food product that will be the base ingredient of each recipe
- Select two recipes, one for each of these products
- Adapt the ingredients and processing methods to improve health and the quantities to produce one recommended serve size of each product
- Produce a food order for trialing the products
- Produce a production plan to trial the food products
- Produce a promotional flyer that highlights two design principles of each product e.g. health, cost, convenience
- Include in flyer three examples of persuasive terminology used by advertisers to promote breakfast food products
- Produce six copies of the flyer
- Produce one recommended serve size of each product
- Conduct and record self sensory evaluation of each product
- Adapt each recipe following sensory evaluation
- Produce the adapted products and present each in six tasting portions for Task 2 Part C
- Produce six peer response forms, for use in Task 2 Part C, that include questions that find out:
 - peer sensory evaluations e.g. appearance, flavor, aroma, texture
 - two influences of the promotional flyer on peer food choices
 - two reasons why peers do or do not find the products innovative
 - two reasons why peers would or would not purchase the products to include in a healthy diet.

2. Production, work individually and demonstrate:

- Skills with food
 - preparation methods used to produce food products
 - organization of work using food orders and production plans
 - adapting recipes to suit design briefs
- Safe food handling practices and processing techniques to ensure the quality and palatability of food
 - safe and hygienic work practices when using equipment and appliances
 - sensory evaluation of food products.

What is required for assessment	Due date
<input type="checkbox"/> Folio (recommended serve sizes, recipe adaptations, food order, production plan, promotional flyers, sensory evaluations, sensory adaptations, peer response form)	Week 12
<input type="checkbox"/> Attendance on the day of production (absence to be explained in accordance with the school assessment policy)	Week 12

Marking key Task 2 Part B: Unit 1A FSTP

Produce healthy breakfast food products	Marks awarded /90
1. Planning	
<ul style="list-style-type: none"> Refers to the Australian Guide to Healthy Eating and identifies the daily recommended serve sizes for carbohydrate and protein (1 mark each nutrient) 	/2
<ul style="list-style-type: none"> Refers to Task 1 Part A and identifies the preferred carbohydrate and protein based breakfast food products of the adolescents surveyed (1 mark each product) 	/2
<ul style="list-style-type: none"> Identifies one local food product that will be the base ingredient of each recipe (1 mark each product) 	/2
<ul style="list-style-type: none"> Selects two recipes, one for each of these products (1 mark each recipe) 	/2
<ul style="list-style-type: none"> Adapts the ingredients and processing methods to improve health and the quantities to produce one recommended serve size of each product <ul style="list-style-type: none"> o adapts ingredients o adapts processing methods o adapts quantities (1 mark each category for each recipe) 	/2 /2 /2
<ul style="list-style-type: none"> Produces a food order for trialing each product (1 mark each product) 	/2
<ul style="list-style-type: none"> Produces a production plan to trial the food products (1 mark) 	/1
Produces a promotional flyer that highlights two design principles of each product e.g. health, cost, convenience (1 mark each of two design features)	/2
<ul style="list-style-type: none"> Includes in the flyer three examples of persuasive terminology used by advertisers to promote breakfast food products (1 mark each example) 	/3
<ul style="list-style-type: none"> Produces six copies of the flyer 	/6
<ul style="list-style-type: none"> Produces one recommended serve size of each product (1 mark each) 	/2
<ul style="list-style-type: none"> Conducts and records self sensory evaluation of each product. <ul style="list-style-type: none"> o conducts for each product (1 mark each product) o records for each product (1 mark each sense for each product) <ul style="list-style-type: none"> - appearance - flavor - aroma - texture 	/2 /2 /2 /2
<ul style="list-style-type: none"> Adapts each recipe following sensory evaluation 	/2
<ul style="list-style-type: none"> Produces the adapted products and presents each in six tasting portions for Task 2 Part C (1 mark each product) 	/2

<ul style="list-style-type: none"> • Produces six peer response forms, for use in Task 2 Part C, that include questions that find out: <ul style="list-style-type: none"> ○ peer sensory evaluations e.g. appearance, flavor, aroma, texture (1 mark each) /4 ○ two influences of the promotional flyer on peer food choices (1 mark each) /2 ○ two reasons why peers do or do not find the products innovative (1 mark each) /2 ○ two reasons why peers would or would not purchase the products to include in a healthy diet (1 mark each) /2 																																																	
Total - Planning	/54																																																
2. Production																																																	
1 = poor, 2 = satisfactory, 3 = very good																																																	
<ul style="list-style-type: none"> • <i>Preparation methods used to produce food products</i> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td>○ selects healthy cooking methods</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td>○ applies cooking methods correctly</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> </tbody> </table> • <i>Organises work using food orders and production plans</i> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td>○ follows own production plan</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td>○ modifies production plan as necessary</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td>○ produces an accurate food order and submits on time</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> </tbody> </table> • <i>Adapts recipes to suit design briefs</i> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td>○ adapts to produce one portion</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td>○ adapts to improve health</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> </tbody> </table> • <i>Safe food handling practices and processing techniques used to ensure the quality and palatability of food</i> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td>○ uses gloves or tongs to handle food</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td>○ stores food correctly</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td>○ uses healthy cooking methods correctly</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td>○ cleans equipment hygienically and stores safely</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td>○ conducts sensory evaluation</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> </tbody> </table> 	○ selects healthy cooking methods	1	2	3	○ applies cooking methods correctly	1	2	3	○ follows own production plan	1	2	3	○ modifies production plan as necessary	1	2	3	○ produces an accurate food order and submits on time	1	2	3	○ adapts to produce one portion	1	2	3	○ adapts to improve health	1	2	3	○ uses gloves or tongs to handle food	1	2	3	○ stores food correctly	1	2	3	○ uses healthy cooking methods correctly	1	2	3	○ cleans equipment hygienically and stores safely	1	2	3	○ conducts sensory evaluation	1	2	3	
○ selects healthy cooking methods	1	2	3																																														
○ applies cooking methods correctly	1	2	3																																														
○ follows own production plan	1	2	3																																														
○ modifies production plan as necessary	1	2	3																																														
○ produces an accurate food order and submits on time	1	2	3																																														
○ adapts to produce one portion	1	2	3																																														
○ adapts to improve health	1	2	3																																														
○ uses gloves or tongs to handle food	1	2	3																																														
○ stores food correctly	1	2	3																																														
○ uses healthy cooking methods correctly	1	2	3																																														
○ cleans equipment hygienically and stores safely	1	2	3																																														
○ conducts sensory evaluation	1	2	3																																														
Total - Production	/36																																																
TASK TOTAL	/90																																																

Teacher comment:

Assessment Task 2 Part C: Unit 1A FSTP

Task 2 Part C: Product promotional event

Assessment type:	Response
Outcomes:	Outcome 3: Working in food environments Outcome 4: Food in society
Unit content:	Use local foods to produce nutritious food products for adolescents
Task duration:	2 weeks
Task weighting:	10% of unit total

Task 2 Part C: Product promotional event (45 marks – 10%)

Individually promote the breakfast products produced in Task 2 Part B to six peers at a small-scale promotional event. Obtain and evaluate peer feedback. Evaluate the response in a ten minute oral presentation.

What you need to do:

1. Product promotion

Work individually

- Set up a product promotional stall to display the breakfast products in tasting portions, the promotional flyer and the peer response forms
- Use the response forms to obtain and collect response to the products from six peers
- Collate the responses
- Evaluate the responses
- Prepare and present an oral presentation that evaluates response to the products.

2. Oral presentation

Work individually

- Provide a clear introduction to the topic
- Logically organise accurate, relevant information as evidence of product evaluation i.e.
 - peer sensory evaluation results
 - two influences of the promotional flyer on peer food choices
 - two reasons why peers do or do not find the products innovative
 - two reasons why peers would or would not purchase the products to include in a healthy diet
- Respond in a clear well structured way using relevant terminology
- Provide a logical conclusion
- Keep to the time allocated
- Speak clearly and confidently
- Address the audience.

What is required for assessment	Due dates
<input type="checkbox"/> Oral presentation	Week 14 - 15
<input type="checkbox"/> Attendance on the day of the presentation (absence to be explained in accordance with the school assessment policy)	Week 14 - 15

Marking key Task 2 Part C: Unit 1A FSTP

Product promotional event	Marks awarded /45
1. Product promotion	
<ul style="list-style-type: none"> • Sets up a product promotional stall to display the breakfast products in tasting portions, the promotional flyer and the peer response forms <ul style="list-style-type: none"> ○ sets up /1 ○ displays products in tasting portions /1 ○ displays promotional flyer /1 ○ displays peer response forms (1 mark each) /1 	
<ul style="list-style-type: none"> • Uses the response forms to obtain and collect response to the products from six peers (1 mark each response) /6 	
<ul style="list-style-type: none"> • Collates the responses (1 mark each response) /6 	
<ul style="list-style-type: none"> • Evaluates the responses (1 mark each response) /6 	
<ul style="list-style-type: none"> • Prepares and presents an oral presentation that evaluates response to the products (1 mark prepare, 1 mark present) /2 	
Total – Product promotion	/24
2. Oral presentation	
<ul style="list-style-type: none"> • Provides a clear introduction to the topic (1 mark) /1 	
<ul style="list-style-type: none"> • Logically organises accurate, relevant information as evidence of product evaluation <ul style="list-style-type: none"> ○ peer sensory evaluation (1 mark each of four sense for each product) /8 ○ two influences of your promotional flyer on peer food choices (1 mark each influence) /2 ○ two reasons why peers do or do not find the products innovative (1 mark each) /2 ○ two reasons why peers would or would not purchase the products to include in a healthy diet (1 mark each) /2 	
<ul style="list-style-type: none"> • Responds in a clear well structured way using relevant terminology <ul style="list-style-type: none"> ○ clear, well structured /1 ○ uses relevant terminology (1 mark) /1 	
<ul style="list-style-type: none"> • Provides a logical conclusion (1 mark) /1 	
<ul style="list-style-type: none"> • Keeps to the time allocated (1 mark) /1 	
<ul style="list-style-type: none"> • Speaks clearly and confidently (1 mark) /1 	
<ul style="list-style-type: none"> • Addresses the audience (1 mark) /1 	
Total - Oral presentation	/21
TASK TOTAL	/45

Teacher comment:
