

# MANILLA CENTRAL SCHOOL - ASSESSMENT TASK NOTIFICATION 2024

## STAGE 4 TECHNOLOGY MANDATORY (FOOD)

Teacher: Mrs D. Jones

Task Number: 3      Notification Date: Thursday 2<sup>nd</sup> May 2024 (T2, W1)

Weighting: 50%

Design folio due: In class, Monday 3<sup>rd</sup> June 2024 (T2, W6)



### OUTCOMES ASSESSED

TE4-1DP	designs, communicates and evaluates design ideas and creative solutions to authentic problems or opportunities
TE4-6FO	explains how the characteristics and properties of food determine preparation techniques for healthy eating

### TASK DESCRIPTION

Use the design process to plan and evaluate a nutritious dish to suit a group within society.

### TASK INSTRUCTIONS

- Complete all activities in the design folio (we will work through this together as a class).
- After your practical assessment (Assessment task 2) complete the Evaluation in your design folio and submit completed folio in class (Monday 3<sup>rd</sup> June 2024).

Teacher's signature: \_\_\_\_\_

Mrs D Jones

Head Teacher's signature: \_\_\_\_\_

Miss A Nott

Deputy Principal's Signature: \_\_\_\_\_

Mrs R Ferguson

MARKING CRITERIA		Excellent (5)	High (4)	Sound (3)	Basic (2)	Limited (1)	Non Attempt (0)	Your Mark
<b>Design Folio</b> (Outcomes TE4-1DP & TE4-6FO)		<i>Teacher to indicate with ✓</i>						<b>/5</b>
Analysis of the brief								
Research & planning								
Idea generation								
Final idea								
Testing & evaluating								
<b>TOTAL</b>		<b>25</b>						
<b>Task rank</b>		<b>Cumulative rank</b>						
<b>Additional feedback:</b>								
<b>Teacher Signature:</b> _____					<b>Date:</b> _____			

**DESIGN FOLIO**

**&**

**PRACTICAL  
ASSESSMENT**

## Design brief

Plan, prepare, present and evaluate a nutritious dish to suit a group within society, for example:

- Vegetarians
- Gluten intolerant.

## Analysis of the brief

Re-write the design brief in your own words (What do you have to do?)

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## ***Identifying and defining***

Define “nutritious dish”

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## ***Researching and planning***

There are multiple food guides that exist to help us to select nutritious foods. Research and list below the food guides that are commonly used by Australians.

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Select one of these guides and use the space below to explain the main principles (draw a diagram if appropriate)

According to your research, nutritious dishes should include which ingredients?

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Brainstorm some groups within society that have specific nutrient needs

<p><i>Vegetarians</i></p> <p><i>Gluten intolerant</i></p>
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Choose one (1) of the groups you've listed above that you'd like to plan a meal for.

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What are their specific nutrient needs? What do you need to consider when planning a meal?

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### Idea Generation

Come up with three (3) dishes that you could make for your selected group.  
For each dish, complete a PMI (Plus, Minus, Interesting).

*Dish 1* - \_\_\_\_\_

P –

M –

I –

Dish 2 - \_\_\_\_\_

P –

M –

I –

Dish 3 - \_\_\_\_\_

P –

M –

I –

### Final Idea

From your design ideas choose which dish you'd like to prepare in class.

Is this dish nutritious?

Does the dish suit your chosen group's specific needs?

Can you prepare and present this dish within a double period?

On the next page, write or glue in a copy of a recipe for your dish.

## Final Idea – Recipe

Submit a copy of your recipe to your teacher by Friday 17<sup>th</sup> May 2024.



## ***Producing and implementing***

You will prepare and present your chosen dish in our scheduled practical assessment time during the examination week (Term 2, Week 5).

You will be marked on:

- Equipment
- Hygiene
- Time management/technique
- Finished product

## ***Testing and evaluating***

After participating in the practical assessment, complete the following questions:

What went well with the practical assessment?

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What didn't go well?

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If I were to do the assessment again, what could I do better next time?

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Turn back to page 3 to the *Analysis of design brief*. Do you believe that you did everything the brief asked of you? Give reasons for your answer.

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