



# GEORGES RIVER COLLEGE PEAKHURST CAMPUS

## TAS Faculty

### NOTIFICATION OF ASSESSMENT TASK

Year: 9	Subject: Food Technology
Date due:	
Weighting: 25%	Task Number: 2
Topic: Food Trends	
<b>Syllabus outcomes:</b> <ul style="list-style-type: none"><li>● FTLS-5 -Gathers and uses information from a variety of sources</li><li>● FTLS-6 - Uses a variety of communication techniques</li><li>● FTLS-8- Uses appropriate equipment and techniques in making a variety of food items</li><li>● FTLS-9- Demonstrates safe practices in the making of food items</li></ul>	
<b>Assessment criteria:</b> <p>In your answer/s you will be assessed on how well you:</p> <ul style="list-style-type: none"><li>● Comprehensively answer all questions and complete all practical tasks.</li><li>● Trivial attempts will be counted as a non-attempt and may result in an official warning letter being issued</li></ul>	

**Note: This task is part of your formal assessment in this subject. Tasks not submitted on the due date may be given a zero mark. Failure to complete this task may affect the award of the ROSA (Record of School Achievement). If you are sick on the due date you will have to provide a medical certificate to support your appeal. This medical certificate will need to be presented to your teacher on the morning of the first day you return to school.**

#### **Important:**

Plagiarism is unacceptable in all forms. Students found to be plagiarising will receive zero. All information must be in your own words and a bibliography must be included at the end of your task. Copying and pasting from any source is considered to be plagiarism. If you are caught plagiarising, you will have to redo the task in order to meet the syllabus requirements. **Plagiarism** - 'the imitation or use of another's ideas and manner of expressing them to be passed off as one's own.' *Source: Macquarie Concise Dictionary – 3<sup>rd</sup> Ed.*

## Task Information

# Food Art Challenge

### Design Situation

A recent trend on social media is to post Food Art photographs.

Food Art is used in advertising, in artwork, in food displays and food catering as well as in the home such as for special occasions such as baby showers and even when plating food. For instance, children love to eat food that is displayed in an interesting and fun way.



### Design brief/ Requirements

#### ***During your practical lesson:***

*Create and photograph an edible food art display for a child.*

*You also need to -*

***Document your design process on this design folio.***

The following ingredients can be provided by the school, other ingredients and props you must bring from home:

***Sliced white bread eggs sultanas' cloves toothpicks white plates sliced cheese black olives***

*Note - foods such as fruits, vegetables, pancakes, rice crackers and jelly are very suitable for decorating.*

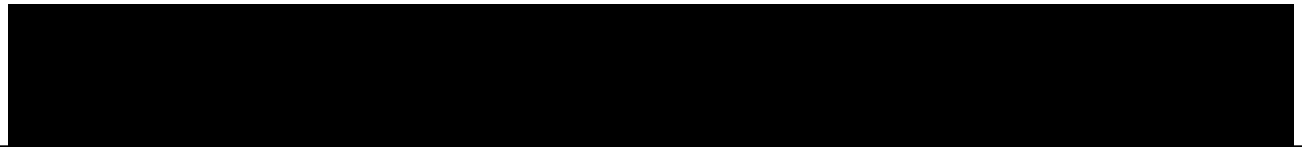
*Remember keep your costs down as some fruits such as blueberries and raspberries can be expensive.*



***Produce a collage/ mood board of 10 possible ideas***

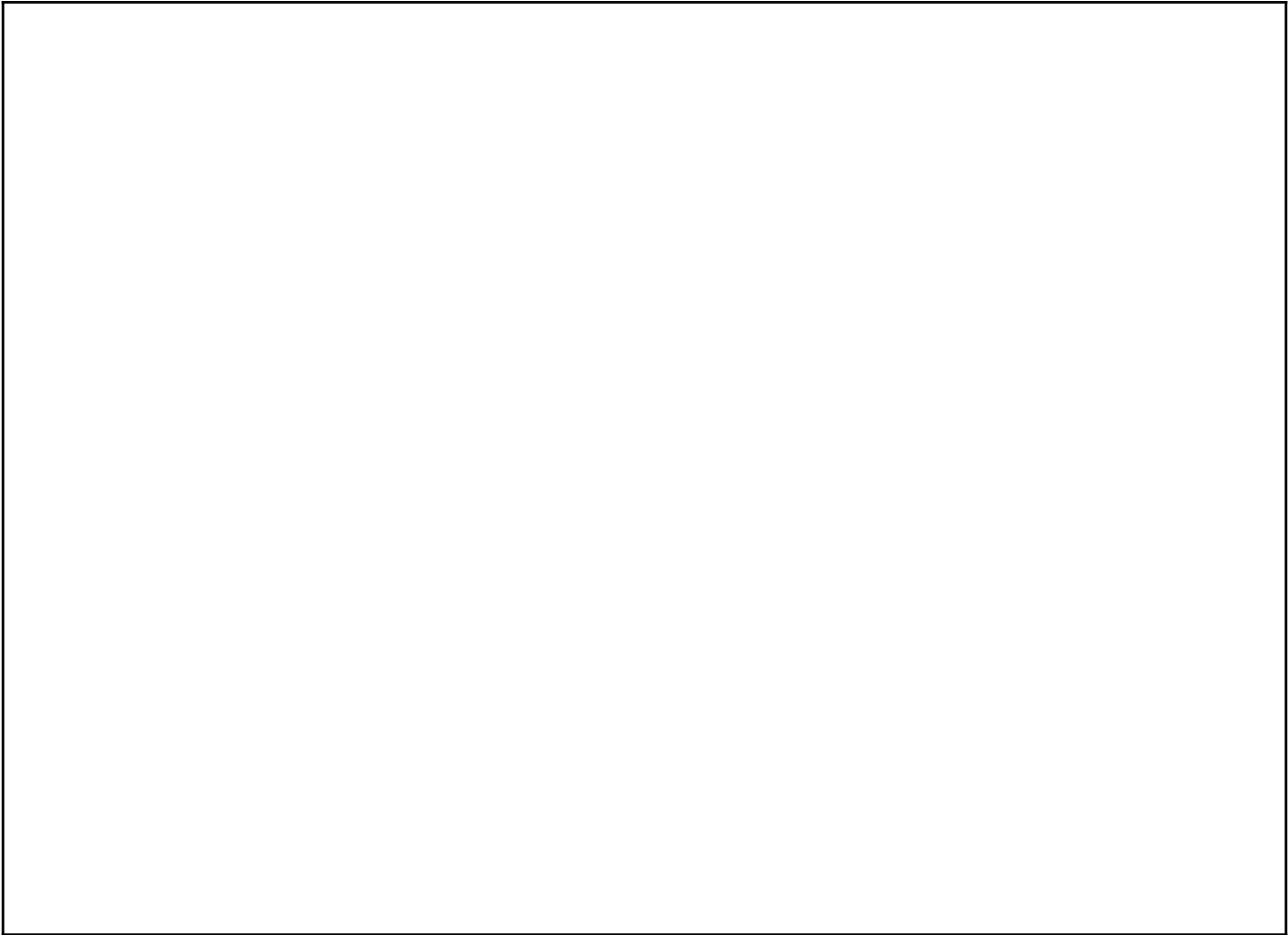
*Give examples of where food is art used in our society:*

*/5*



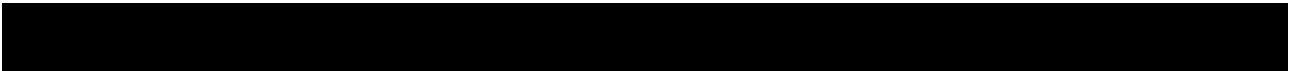
*Design Idea 1*

*Design Idea 2*



Design 1		
Design 2		

Which design have you decided to make and give reasons why?



Ingredients – (include quantities)	Equipment and Props /8

List any other resources you may utilise e.g. YouTube clips, Facebook pages, Google Images, Pinterest etc. /1

What do you need to do to work safely and hygienically on the task? /5






Remember to start each step with and **adjective or adverb** and include graphics if it helps your explanation.



How did you feel you went in your display?

/3

*Tick the appropriate box on the hedonic scale for your thought of your product*

Hedonic scale	Like a lot 	Like a little 	Neutral 	Dislike a little 	Dislike a lot 
Overall appearance					
Time management					
Skill level					

**Assess your work:**

/5

*Did your design change from your original idea? How and why or why did it not change  
What did you do well in the task? What could you have done better? What would you  
change if you did it again?*

**What did you learn from the task? How might you implement what you have learnt from  
the task into your future food preparation?**

/3

**Feedback:**

**Total: /80**

**PART 2: Practical****Name:**

- Prepare your food art design in class.
- Bring ingredients from home.
- Ensure that your food art can be prepared and presented in 1 hour lesson time.

**Marking Criteria-**  
**Practical Component**

<ul style="list-style-type: none"> <li>● Food art is superior and meets the design brief in an outstanding manner.</li> <li>● Food art demonstrates a degree of difficulty which is completed in an outstanding manner.</li> <li>● Student demonstrates very highly developed time management and completes all processes within the time frame independently.</li> <li>● Correct techniques used at all times to produce superior food art.</li> <li>● All safety and hygiene issues addressed during preparation, cooking and cleaning.</li> </ul>	<b>A</b>  <b>40-34</b>
<ul style="list-style-type: none"> <li>● Food art is of high quality and is visually appealing. The food art meets the design brief.</li> <li>● Food art has a degree of difficulty evident which is completed to a high standard.</li> <li>● Demonstrates developed time management skills and completes all processes within the time frame independently.</li> <li>● Correct techniques used most of the time to produce a quality food art.</li> <li>● Most safety and hygiene issues addressed during preparation, cooking and cleaning.</li> </ul>	<b>B</b>  <b>33-26</b>
<ul style="list-style-type: none"> <li>● Food art is of good quality but may not be visually appealing.</li> <li>● Food art meets design brief/addresses most of the criteria.</li> <li>● Food art has some degree of difficulty which is attempted to a sound standard. Some improvements could be made. Some assistance is required.</li> <li>● Demonstrates sound time management skills and completes all processes within the time frame, however, some may be rushed.</li> <li>● Correct techniques are used most of the time to produce a satisfactory food art.</li> <li>● Some safety and hygiene issues addressed during preparation, cooking or cleaning.</li> </ul>	<b>C</b>  <b>25-18</b>
<ul style="list-style-type: none"> <li>● Food art is not a quality product and is not visually appealing.</li> <li>● Food art may not meet all or any of the design brief criteria.</li> <li>● Food art has limited degree of difficulty.</li> <li>● Student demonstrates basic time management skills and does not complete all the processes within the time frame. Some assistance may be required.</li> <li>● Few correct techniques used some of the time.</li> <li>● Few safety and hygiene issues addressed during preparation, cooking or cleaning.</li> </ul>	<b>D</b>  <b>17-10</b>
<ul style="list-style-type: none"> <li>● Student demonstrates very poor organisation and preparation skills.</li> <li>● Food art does not meet design brief criteria and is incomplete.</li> <li>● Food art does not represent any degree of difficulty in relation to task.</li> <li>● Demonstrates limited time management skills and completes very few processes within the time frame. Some assistance may be required.</li> <li>● Very little techniques were demonstrated.</li> <li>● Safety and hygiene were not addressed during preparation, cooking or cleaning.</li> </ul>	<b>E</b>  <b>9-0</b>

**Feedback:**