



## 2006 Food and Technology GA 2: School-assessed Task

### GENERAL COMMENTS

2006 was the first year of implementation of the revised *Food and Technology VCE Study Design* (accreditation period 2006–2010). As per the outcomes in the revised study design, in 2006 the School-assessed Task was completed over two semesters, with the planning aspects of the task carried out in Unit 3 and the production and evaluation aspects in Unit 4. While the majority of teachers have implemented the new requirements of the School-assessed Task in line with the revised study design, there were still a few teachers who were not totally conversant with these requirements. The VCAA 'Food and Technology School-assessed Task Assessment Report' for 2005 contained helpful hints for the implementation of the 2006 School-assessed Task to assist teachers.

Teachers must use the February Advice for School Assessment Supplement of the VCAA Bulletin, also available on the VCAA website ([www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)) to ensure that they are fully conversant with the requirements of the task. Teachers must also use the *Food and Technology VCE Study Design*, which clearly states the key knowledge and skills required for demonstrating Outcome 3 of Unit 3 (Develop a design plan folio that effectively satisfies the requirements of a design brief) and Outcome 1 of Unit 4 (Implement the design plan for a set of five to eight food items, and evaluate the outcome of the product against the requirements of the design brief developed in Outcome 3 Unit 3) on which the School-assessed Task is based.

Professional development should be accessed through subject associations such as the Victorian Home Economics and Textiles Teachers Association (VHETTA), the Home Economics Institute of Australia (Victoria), the Melbourne Museum (during the Season of Excellence Top Designs Exhibition) and local networks. These are very worthwhile as teachers can work together on both the development and the assessment of the task. It is particularly important for schools with low enrolment numbers to work with other local schools. While the use of commercial material, including textbooks, assists in understanding the task, it is important teachers continually refer back to the appropriate VCAA documents.

All VCE teachers should use the **current year's** Administrative Handbook for information relating to authentication. Teachers are required to monitor and record the development of the School-assessed Task and ensure that students acknowledge all resources, including sources of recipes or information related to tools, equipment, ingredients or processes. Bibliographies are a necessary tool for authentication and must be presented by all students in an appropriate format.

For visitation purposes, the samples of the set of preserved food items needed to be clearly identified by student number. Students were required to keep three samples of their work that demonstrated a variety of different secondary processing techniques; they did not need to keep samples of all items that comprised the product. Also, it is important to recognise that these are **samples** of the products. Teachers must ensure that both these samples and the students' written work are kept until after the visitation process.

For Unit 3, the School-assessed Task requires students to produce:

- a design brief (related to School-assessed Task assessment criterion 1)
- criteria for evaluation (related to criterion 1)
- a design plan (related to criterion 2)
- a production plan (related to criterion 3).

For Unit 4, the School-assessed Task required students to produce:

- production work, accompanied by a pictorial and written record of progress and modifications (related to criteria 4, 5, 6 and 7)
- an evaluation report (related to criteria 8 and 9).

Planning and organisational skills are highly important for successful completion of the School-assessed Task. Many students reflected these skills in their written work.

From 2006, a design brief is written by each student and is the basis for the development their food product. The design brief is assessed. In 2006 the design briefs generally seemed to be less creative than in 2005. It appeared that students were 'playing safe' and were less adventurous. The design brief needed to describe a theme or scenario and specifications (considerations and constraints).



Students took a variety of different approaches to the types of products they produced. Hampers continued to be popular, as were dinner parties, celebratory lunches and fundraising activities for school or community organisations. Increasingly, teachers are encouraging students to base the task on students' individual interests. It is important for teachers to allow students the opportunity to achieve at the highest possible level by encouraging them to think broadly and take advantage of local resources.

Students are becoming more creative in the presentation of their food items and the record of planning and production. Many students used photographs to document production activities and the final product. This is another new aspect of the task that requires students to provide either photographic or text records as evidence of their work.

## SPECIFIC INFORMATION

### Design plan folio

#### Criterion 1 – Skill in developing a design brief and evaluation criteria

- ability to develop a design brief including specifications (considerations and constraints)
- ability to develop relevant evaluation criteria

To achieve a 'very high', students were required to complete a thorough design brief that included all relevant information from which the criteria for evaluation could be drawn. The information within the design brief needed to identify the necessary specifications related to the task. The majority of students grouped these specifications separately into constraints or considerations, which helps focus them on aspects that are fixed (constraints) and those that have some flexibility (considerations).

Teachers may need to provide some guidance on the wording of the design brief. For example, students should state in the brief if a sample (set of food items) is being produced for a wedding breakfast, rather than inferring that they are catering for 120 guests.

Criteria for evaluation should be written as questions. Students who achieved a 'very high' formulated criteria that reflected all the information contained in the design brief. Students whose design briefs were well written were able to develop a range of criteria that included questions on the theme and the overall product and not just questions based on the scope of the task. A criterion such as 'Was I able to produce five to eight products?' is based solely on the scope of the task and shows a lack of ability to develop evaluation criteria specifically related to the student's own design brief. It also reflects a lack of understanding of the process and consequently could not score a 'very high'. The evaluation criteria need to cover a range of aspects relevant to the product and should elicit more than a very short response. Students who scored a 'very high' often did not have a large number of criteria but the ones they had developed were relevant to information in the design brief and specifications.

#### Criterion 2 – Skill in developing a design plan in response to the design brief

- skill in developing a design plan
- range of research and development of ideas in response to the design brief
- description of food preparation and food processing activities to be undertaken, including the identification and description of the two products for comparison with similar commercial products

In addressing this criterion, many students produced an excessive amount of work, some of which was not relevant to the task. Students were required to document their research and develop ideas for suitable food items that could be produced to make up the product.

When developing their plan, students needed to explore a wide range of ideas that could be used to creatively satisfy the requirements of the design brief. Students who scored highly documented their thought processes when evaluating these ideas.

Many students used concept maps to develop their ideas, but did not present a discussion about their choices. The discussion should start with the original, generic product ideas and be refined through to the final, specific choices. Students were required to develop a range of ideas before making their final selection. It appeared that many students had predetermined their final food items without completing this necessary step in the design process. In developing a range of suitable ideas, it is important that each is a feasible item for the production; that is, it reflects the requirements of the design brief. With respect to this aspect, the design brief should not outline a situation that requires the production of food products that are well beyond the capabilities of the student, for example, that assigns the student the role of a top chef.



Students should be encouraged to be creative when developing their ideas. Creativity is reflected in what is made as well as how it is made. This could involve using different types of containers, incorporating alternative ingredients or producing the food item in a form to suit the theme. Students showed creativity at this stage of the design plan through discussions, scanning recipes and annotating them with relevant changes and using magazine photographs and annotating them as to how they could use the ideas in their work. Using such methods enabled students to score highly on this criterion as they were able to demonstrate their thought processes. These students were also able to describe what they intended to produce and describe the food items that would be used in their commercial comparisons. The research was relevant to the development of their ideas and was appropriately noted and acknowledged. Students who researched their theme/scenario were better able to make relevant decisions about food items that were appropriate for the event, function, etc.

Students who scored well in the development of their design plan included a general discussion of what they planned to make and noted specific decisions about each particular food item. Students needed to **discuss** the food preparation and food processing activities that they would carry out; lists did not reflect an adequate depth of knowledge. Within this discussion, students needed to refer back to information contained in the design brief. Students' choices about their food items had to reflect information in the design brief.

### **Criterion 3 – Skill in preparing a production plan and understanding of the properties of the ingredients used**

- description of the sequence of steps needed to complete the product
- knowledge and selection of the ingredients, tools, equipment and processes required
- appropriate knowledge of hygiene and safety

The production plan should have contained two main elements: how the student planned to use their time; and documentation of the intended ingredients, tools, equipment and processes and safety and hygiene that would ensure satisfactory completion of their food items.

Planning the production work involves an overall time plan, and students should determine when they will make each food item. The production plan should include all information relevant to the task. Many students used a calendar format and included the due dates for food orders, submission of production plans and completion of the School-assessed Task.

The production plan should have outlined how the student intended to use their production time to develop each food item. A well-written plan should be detailed and clear enough for another person to follow, and include preparation and cleaning up. Copies of recipes are not production plans.

The second element of this criterion related to students' knowledge of the ingredients, processes, tools and equipment, and hygiene and safety they intended to use to complete the task. To achieve a 'very high', this information needed to be detailed and explain why that item was chosen and what particular hygiene and safety methods would be used in that particular production activity.

A lot of research was included that gave students a good knowledge base for the exam but had no relevance to this task. When researching an ingredient, students need to understand the properties and function of the ingredient **as it relates to the food item that they are producing**. Relevant research on rice that will be used in a risotto should concentrate on the type of rice to be used (Arborio) and why it is the preferred rice for risotto; that is, its properties. Similarly, when using eggs students should document the properties of the egg that make it suitable for that particular food item. Again, it is important for students to note that research in the folios **must** be accompanied by appropriate notation and acknowledgment of the sources of the information.

## **Production work**

The criteria below relate to the production sessions. Teachers were provided with information to assist in documenting the skills related to these criteria in the *VCAA Bulletin VCE, VET and VCAL*.

Although the February 2006 Bulletin Advice for School Assessment Supplement advised teachers to complete the Additional Teacher Comment sheet to document students' skills and competencies, this sheet was not used effectively. Teachers need to relate their written comments to the specific criteria and how the student performed. Where appropriate, the samples of food items should reflect the written comments of the teacher.



The following four criteria do not require any written component from the student as they reflect the production work. However, some students found it useful to keep comments about their production work to assist in completing the work assessed under criteria 8 and 9.

#### **Criterion 4 – Skill in the application of food preparation and food processing techniques**

- safe and hygienic application of a range of food preparation and food processing techniques
- links theoretical understanding with practical application

The knowledge demonstrated in criterion 3 should be reflected in the food items. As students use the ingredients listed in a recipe, they should be able to use appropriate tools, equipment and processes, and apply appropriate safety and hygiene practices that enable them to achieve the best possible outcome. Students who were able to use their knowledge in the production sessions usually achieved a ‘very high’ for this criterion.

Through the production of a set of food items, students were able to demonstrate skill in the safe and hygienic application of a wide range of food preparation and processing techniques. Students who achieved a ‘very high’ for this criterion demonstrated a very high skill level in at least four complex processes as well as three food preservation techniques. They also demonstrated safe and hygienic practices throughout their production work which reflected comments in their production plans.

The term ‘complex process’ still appears to be misunderstood by both students and teachers. A complex process is one that involves making critical decisions during the food production and processing activities that will directly affect the outcome. It is part of the ‘hands on’ process. Further advice about complex processes can be found on the Food and Technology study page of the VCAA website.

#### **Criterion 5 – Skill in the use of tools and equipment**

- application of a range of tools and equipment
- appropriate choice of tools and equipment
- links theoretical understanding with practical application

Students were able to demonstrate their skill in the use of a range of tools and equipment through the production of a set of food items. These skills were reflected in the quality and presentation of the completed product. The range of tools and equipment used by the students for this task should extend beyond the standard ‘bench equipment’. Frequently, students were restricted by not having access to a wide range of tools and equipment.

#### **Criterion 6 – Skill in implementing the production plan**

- extent to which the product reflects the production plan
- reasons provided for alterations to the production plan
- demonstrated organisation in the completion of five to eight food items

When students had produced a well thought out production plan this was usually reflected in their products. However, many students continued to provide copies of recipes as production plans, which did not enable them to indicate their choices in regard to tools and equipment. It also did not reflect whether the student had used their time efficiently, especially if they had produced two items during the production session. These students were unable to achieve a ‘very high’ as they did not demonstrate organisation. If a change in the production plan is required for any reason, the change needs to be recorded and justified. Students who had kept notes on their individual production plans had the information readily available. Teachers are required to keep notes in order to make a judgement on this criterion – was the student on time in regard to their individual plans? Did they bring anything extra that they said they would?

#### **Criterion 7 – Skill in presenting a completed, quality food product**

- extent to which the product reflects a creative solution
- degree of difficulty in the food preparation and food processing techniques used
- maximisation of the qualities of food in processing and production
- accuracy of planning and informed decision making that reflects the design plan

This criterion was introduced in line with the revised study. Students who scored a ‘very high’ on this criterion used either photographs or text-based evidence of their overall product. Photographs were annotated to provide additional information about their work. Students had another opportunity to demonstrate creativity in response to their design



brief. Presentation, as well as the food item itself, is an important aspect of this criterion. Students should experience the challenge of developing their skills in the more difficult food preparation and processing techniques.

## Evaluation Report

### Criterion 8 – Skill in evaluating the product and in making commercial comparisons

- skill in evaluating the product
- skill in evaluating and comparing two of the produced food items with similar commercial products

Students must use their previously established criteria to evaluate the product. Students who achieved a ‘very high’ responded to each of their evaluation criteria thoroughly, referring to individual food items where appropriate. Relevant information was used to respond to each criterion. Students were **not** required to evaluate each individual food item. If the evaluation criteria were poor, the student often struggled to develop detailed responses at this stage of the task.

The second part of this criterion assesses how well students are able to compare two of their individual food items with similar commercial products. Students scored highly when they tabulated information to show similarities and differences in sensory, physical and chemical properties. It is important that teachers ensure that students use the language of the study. Many students used nutritional information when discussing the chemical properties, which is not necessarily correct. Students should note additives and their impact on the food items being compared. Some students used a tasting panel to gather their data, whereas the majority of students used individual assessment. It is assumed that students will use the same tool(s) for both comparisons. To achieve a ‘very high’ students need to use this data and draw a conclusion about which of the food items they prefer and why.

### Criterion 9 – Evaluation of the effectiveness of the planning and production activities

- effectiveness of planning
- efficiency of production activities undertaken
- safety and hygiene practices
- suitability of tools, equipment and processes

Students who achieved a ‘very high’ were able to review their work with respect to their ability to plan. For a ‘very high’, students needed to include comments on the ingredients, processes, tools and equipment; and safety and hygiene practices they had used during their production. Students should also have commented on how well their product matched the design plan. Very often students did not complete this part of the task. It is an important aspect of the evaluation, as it gives students the opportunity to reflect on their ability to meet the demands of the task. Students who had kept notes about each production activity were able to complete this part of the evaluation more thoroughly. Many students effectively used the dot points to guide their responses.