2007 School-assessed Task Report

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

2007 FOOD AND TECHNOLOGY GA 2: School-assessed Task

GENERAL COMMENTS

It is important for all Food and Technology teachers to read this report and apply the given information to their teaching because problems identified in 2007 were identical to those mentioned in the 2006 School-assessed Task report.

Consistent with the outcomes in the revised study design, the School-assessed Task was completed over two semesters, with the planning aspects of the task carried out for Outcome 3, Unit 3 and the production and evaluation aspects for Outcome 1 Unit 4. As this was only the second year of implementation of the study it was gratifying to see the majority of teachers have implemented the requirements of the School-assessed Task. There are still, however, teachers who are not fully conversant with these requirements despite the fact that there were only minor changes to the assessment criteria between 2006 and 2007.

Teachers must use the current year's February *VCAA Bulletin* Supplement Administrative Advice for School Assessment available on the VCAA website <www.vcaa.vic.edu.au> to ensure that they are fully conversant with the task. Teachers must also use the *Food and Technology VCE Study Design* (accreditation period 2006 – 2010), 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 the Melbourne Museum (during the Season of Excellence Top Designs Exhibition); subject associations such as Home Economics Victoria (HEV), Home Economics Institute of Australia – Victoria (HEIAV) and local networks. These are very worthwhile as teachers can work together both on the development and the assessment of the task. It is particularly important for schools with low enrolments in the study to work with other local schools. Whilst 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 *VCE and VCAL Administrative Handbook* for information relating to authentication. Teachers are required to monitor and record the development of the School-assessed Task and ensure 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 food 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. Several schools did not use a variety of secondary processing techniques and this impacted on their students' outcomes.

The School-assessed Task required students to produce:

For Unit 3:

- A design brief (related to School-assessed Task Assessment criterion 1)
  and
- Criteria for evaluation (related to criterion 1)
  and
- A design plan (related to criterion 2)
  and

- A production plan (related to criterion 3)

For Unit 4

- Production work accompanied by a pictorial and written record of progress and modifications (related to criteria 4, 5, 6 and 7)
  and
- 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.

Creativity was apparent in many folios although again many students still stayed in their comfort zone, which often did not allow for development of creative ideas. A major concern is teacher directed design briefs. The design brief is written by students and forms the basis for the development of planning their food product. Students are writing design briefs that are very structured and lack individualism. As the brief is assessed it is important that this is the student's work and not that of the teacher. Teachers should also ensure that they do not give students categories of food items to select from. This also limits the creativity of the student, as they are restricted in their own choices. The design brief needs to describe a situation, need or occasion based on a context or scenario and specifications (considerations and constraints).

Students took a variety of different approaches in the types of products they produced. Catering for specific functions such as dinner parties, celebratory lunches and fundraising activities for school or community organisations are popular. For this type of task students are more aware of producing sample/tasting menus for their clients. Increasingly teachers are encouraging students to base the task on students' individual interests. It is important for teachers to allow their students the opportunity to achieve at the highest possible performance, 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. Also many of them are annotating their photographs as a useful addition to the folio.

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 should identify the necessary specifications related to the task. The majority of students identified these specifications separately into constraints or considerations. This approach focuses students on aspects that are fixed (constraints) and those that have some flexibility (considerations). The specifications are initially located in the design brief and can be drawn out and classified as constraints or considerations. The specifications in some cases appeared to be after- thoughts that were based on the scope of the task. Students who achieved a very high were able to incorporate the scope of the task within their brief in language that reflected the scenario. Some students directly copied the scope of the task published in the VCAA Bulletin Assessment Supplement into their design brief and then based their evaluation criteria on this. Many students wrote solutions into their design briefs, including the number of required food items, complex processes and names of food items. This indicates a lack of understanding of the design process and function of the design brief.

Criteria for evaluation should be written as questions. Students who achieved a very high were able to formulate 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. The theme around which the design brief is based should easily provide an opportunity for the development of evaluation criteria.

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 lack of understanding of the process and consequently a set of questions similar to this could not score a 'very high'. When developing evaluation criteria students need to cover a range of aspects relevant to the product they develop that would 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.

- Range of research relevant to the design brief.
- Development of ideas for possible food items in response to the design brief.
- Selection and justification of the decisions made for the set of food items (the product), including the identification of the two foods and their commercial equivalents for comparison.

Many teachers expressed concern at the perceived quantity of work involved for students to achieve a 'very high' for this criterion. In many cases students produced an excessive amount of work some of which was not relevant to the task. Students were required to document research and develop ideas for suitable food items that could be produced to make up the product.

In developing their design 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.

When developing ideas students should be encouraged to be creative. Creativity is reflected in what is made as well as how it is made. This can be reflected in the use of different types of containers, incorporating alternative ingredients, producing the food items 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 in relation 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 identify the food items that would be used in their commercial comparisons. When identifying the commercial products it is important to note the name and manufacturer of the product. Research needed to be relevant to the development of their ideas and 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 would 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 do 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.
Note: The 2008 criterion 2 (first dot point) now includes the words 'from acknowledged sources.'

Criterion 3
Skill in planning for implementation.

- Skill in developing an overall timeline and individual food item production plans (or individual production sessions) to produce each food item (the product).
- Knowledge and selection of the main ingredients, tools, equipment and processes required for the set of food items.
- Appropriate knowledge of hygiene and safety.

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

The planning of production work involves an overall time plan, with students determining 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 overall time plan should commence from the beginning of the School-assessed Task to its completion.

The production plan should outline how the student intends 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 relates to students' knowledge of the ingredients, processes, tools and equipment; and hygiene and safety they intend 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. Some students write a generic list of hygiene and safety for all food items. The better responses indicated specific procedures for each food item.

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 flour that will be used in a foccacia should concentrate on the type of flour to be used (strong flour) and why it is the preferred flour for bread – based on 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 their folios **must** be accompanied by appropriate notation and acknowledgment of the sources of the information.

Production work and documentation

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 Supplement 2007 Advice for School assessment (page 58)*.

Although the 2007 February *VCAA Bulletin School Assessment Supplement* advised teachers to complete the Additional Teacher Comment sheet to document students' skills and competencies, this sheet was often not used effectively. Teachers need to relate their written comments to the specific criteria and how the student performed. It is not appropriate for teachers to comment on students' emotional or financial situations. Also the comments should be objective and not reflect the teachers' opinion of the student. Where appropriate, the samples of food items should reflect the written comments of the teacher.

The following four criteria do not specifically 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 were able to demonstrate 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 page of the VCAA website http://www.vcaa.vic.edu.au/vce/studies/foodtech/foodtechindex.html

Criterion 5
Skill in the use of tools and equipment.

- Appropriate choice of tools and equipment.
- Application of a range of tools and equipment.
- Links theoretical understanding with practical application.

Through the production of a set of food items, students were able to demonstrate their skill in the use of a range of tools and equipment. 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 plan.

- Extent to which the product reflects the plan.
- Reasons provided for alterations to the 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 allow 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 could 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. This criterion also reflects the students' ability to be organised over the production period. To achieve a 'very high' for this criterion students were able to submit food orders by due dates as well as having completed and used their production plans. They were also able to use the production time effectively and complete tasks as indicated in the production plan. Teachers are required to keep notes in order to make a judgement on this criterion.

Typically, teachers could record answers to questions such as: Was the student on time in regard to their individual plans? Did they bring anything extra 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 and production plan.

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 and innovation 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. It is important for students to recognize that this criterion relates to how they present their individual food items, and this should reflect the quality of the item – jars used for preserved items are clean and label free; plates are wiped free of spills.

Evaluation Report

Criterion 8
Skill in evaluating the product and in making commercial comparisons.

- Skill in evaluating the product using previously developed criteria.
- 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' were able to respond to each of their evaluation criteria thoroughly, with reference to individual food items where appropriate. Relevant information is used to respond to each criterion. Students were **not** required to evaluate each individual food item. If the evaluation criteria are poor then the student struggles 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. Many students used a tasting panel to gather their data whereas the majority of students used individual assessment. It is assumed that students 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 (student produced or commercial product) 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. Students who achieved a 'very high' tended to use the

dot points of the criterion to structure their evaluation. 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 used the dot points in the Assessment Supplement to guide their responses.