



Sample assessment task	
Year level	8
Learning area	Technologies
Subject	Design and Technologies: Food specialisation
Title of task	Gourmet burgers
Task details	
Description of task	Students will investigate, design and produce a healthy hamburger.
Type of assessment	Summative
Purpose of assessment	To assess students' knowledge of the physical and sensory properties of food and the key elements of nutrition when selecting and preparing their burger
Assessment strategy	Written and practical
Evidence to be collected	<ul style="list-style-type: none">Task booklet and observational checklist
Suggested time	3 x 1 hour lessons
Content description	
Content from the Western Australian Curriculum	<p><i>Knowledge and understanding</i></p> <p>Food Specialisations</p> <p>Sensory properties of food to create healthy eating solutions</p> <p><i>Processes and production skills</i></p> <p>Investigating and defining</p> <p>Investigate a given need or opportunity for a specific purpose</p> <p>Evaluate and apply a given brief</p> <p>Consider components/resources to develop solutions, identifying constraints</p> <p>Designing</p> <p>Design, develop, evaluate and communicate alternative solutions, using appropriate technical terms and technology</p> <p>Produce a simple plan designed to solve a problem, using a sequence of steps</p> <p>Producing and implementing</p> <p>Safely apply appropriate techniques to make solutions, using a range of components and equipment</p> <p>Evaluating</p> <p>Develop contextual criteria independently to assess design processes and solutions</p> <p>Collaborating and managing</p> <p>Work independently, and collaboratively when required, to plan, develop and communicate ideas and information when managing projects</p>

Task preparation	
Prior learning	Students will be familiar with the equipment and routines of food production. They will have completed minor tasks that require them to use the processes and production skills prior to this assessment. Students will have built a 'word wall' of sensory evaluation descriptors.
Assessment differentiation	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.
Assessment task	
Assessment conditions	Students will work individually to complete this task. During the practical lesson, they will work collaboratively, sharing equipment and cleaning up responsibilities.
Resources	<ul style="list-style-type: none"> • Task booklet – Gourmet Burgers • https://mcdonalds.com.au/maccas-food/nutrition • https://hungryjacks.com.au/media/15135/nutriguide2014.pdf • Recipe books, cards, access to computers, if available

Instructions for teacher

Lesson 1

Introduce task. Is there any basis for the bad press that companies such as McDonald's and Hungry Jacks have? Teacher shows nutritional information from websites.

NOTE: This step could be included as part of the task Investigation if access to the Internet is reliable and students have computers OR teacher could print off fact sheets. Teacher would need to add appropriate questions in task booklet.

<https://mcdonalds.com.au/maccas-food/nutrition>

<https://hungryjacks.com.au/media/15135/nutriguide2014.pdf>

Reminder of nutritional needs of teenagers <http://www.nutritionaustralia.org/national/resource/balancing-energy-and-out>

What does it take to make a great hamburger?

Teaching properties of food

Teacher demonstrates patty – just meat – what would happen if I cooked it like this?

How would it taste? What can we add to make it tasty? Suggestions may include onion – teacher adds diced onion.

What else? Teacher may provide fresh/dried herbs. Students taste/smell.

What else? Sauces. Students suggest a variety of sauces.

How can we make it healthier? E.g. grated/pureed vegetables. Teacher may/may not add grated vegetables.

What will happen if we cook it like this? Will it hold together? How can we make it stick together?

Teacher explains 'binding agents' - continues to build patty until it is ready to cook.

Gourmet patty is ready. What else do we need to complete a great burger? Reminder of sensory evaluation criteria on word map.

Brainstorm: When researching burger ideas, what other names could it have? E.g. meatballs, patty, rissoles

Students work on task booklets.

Depending on the class, students may complete the Investigate/designing task at home or teacher may allocate a second lesson. Determine an appropriate time for submission of food orders.

Lesson 2 or 3

Students produce their burger.

Teacher uses evaluation criteria in marking key to assess.

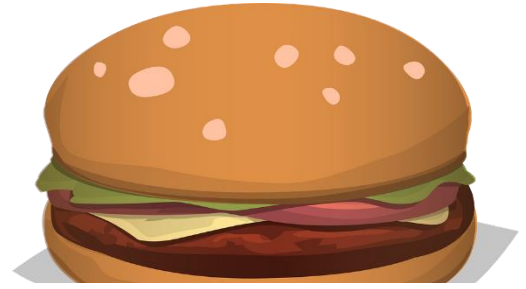
Students complete evaluation task, either in class if time permits or for homework, to be returned for next class.

Gourmet Burgers

CONTEXT

Hamburgers are one of the most popular takeaway fast foods sold in WA. Companies such as McDonald's and Hungry Jacks frequently bring out 'special' new types in an effort to increase their share of the market.

However, in recent years, the fast-food companies have been accused of contributing to the obesity epidemic. In response, they have asked you to develop and name a tasty and delicious hamburger, which will appeal to hungry, health-conscious teenagers like you!



<https://pixabay.com/en/hamburger-cheeseburger-burger-lunch-576419/>

CONSTRAINTS:

You will work **on your own** to plan and prepare your hamburger.

To satisfy the requirements of this brief, you need to complete the following tasks.

FOOD ORDER: Use the attached sheet,

RECIPE and EQUIPMENT LIST: Use the recipe outline attached.

ORDER OF WORK: For the practical lesson

EVALUATING: Complete the attached self-evaluation sheet.

Now, consider the context of this task and develop two criteria that you could use to evaluate **your finished burger**

1. _____

Response 1 (to be completed after you have made your burger).

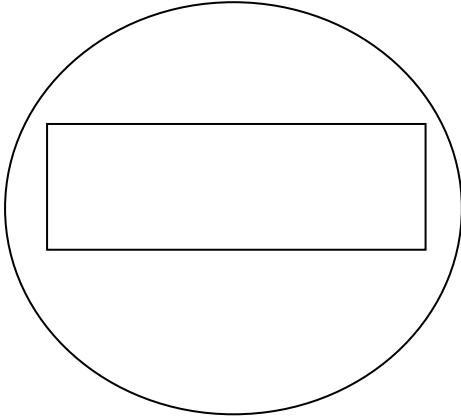
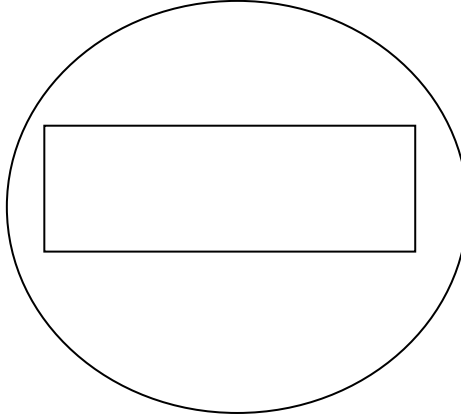
2. _____

Response 2

INVESTIGATING and DEFINING: The key to a great burger is to include tasty ingredients in the patty. You should look in cookbooks, research the Internet and ask Mum, Dad, Gran ... for suggestions to make your patty really delicious. Select two meat choices from those listed on the Ingredient Order Form and place the name of the meat in the centre box. Use your research to develop a list of flavouring ingredients for your **hamburger patty** that would complement each meat choice.

Choice 1

Choice 2

	
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DECISION TIME: I am going to make my burger using ingredients from choice because

Name of Burger	
INGREDIENTS: To make burger patty	INGREDIENTS: To complete burger

METHOD

Follow the instructions below to make your burger patty and then the assembly of the burger is up to you.

- Mix all patty ingredients in a bowl
- Shape into a patty that will fit your choice of roll
- Roll in flour until lightly coated
- Fry in hot oil OR grill under pre-heated grill
- Drain on kitchen paper
- Serve between bread roll with ingredients you have chosen to complete burger
- You may like to toast the roll under the grill

EQUIPMENT LIST	EXTRA EQUIPMENT I FOUND I NEEDED

PLAN OF ACTION

Name: _____

Burger Ingredient Order Form: Year 8 Technologies Food Studies

Ingredient	✓	Ingredient	Amount	Ingredient	Amount
Bread Rolls		Vegetables		Sauces	
Wholemeal		Iceberg lettuce		Yoghurt	
Mixed Grain		Red lettuce		Mayonnaise	
Sour Dough		Tomato		Chutney	
Soy and Linseed		Cucumber		Soy	
White		Beetroot		Teriyaki	
Knot		Carrot		Chilli - sweet	
Poppy-seed		Onion		Tomato	
		Alfalfa		Plum	
Meat - minced	Total 80 gm	Celery		Mustard	
Lamb		Red Capsicum		Barbeque	
Beef		Green Capsicum		Worcestershire	
Chicken		Avocado		Other Items	
Pork		Corn Kernels		Breadcrumbs	
Sausage Meat		Potato		Cooked Rice	
Fish - whole		Garlic		Egg	
Tinned tuna		Ginger		Margarine	
Cheese		Chilli		Mint - Fresh	
Cream cheese		Lemon		Parsley - Fresh	
Tasty Cheese		Dill pickle		Basil - Fresh	
Parmesan		Pineapple		Chick Peas	
Dry herbs/spices - order here				Refried Beans	

SELF EVALUATION: Part A

Investigating and Defining	Great job	Good job	OK	Needs work
I researched many patty recipes				
Designing				
My recipe reflected the purpose of the brief				
From the list of ingredients available, I selected those that complemented each other				
Producing and Implementing				
I read and understood my recipe before starting to cook				
I had all the equipment I needed before beginning work				
I used efficient work practices				
I demonstrated sound hygiene practices				
I followed instructions safely and carefully				
I worked well under the time constraint				
I left my work area spotless				
Evaluating				
The evaluation criteria I developed were relevant to the task				
My responses were detailed				
I evaluated my progress as I worked				
I completed all the evaluation parts of this task				

SELF EVALUATION: Part B

Now refer to the evaluation criteria that you developed on page 1 of this task to evaluate your burger and complete a response for each.

Collaborating and Managing: You should consider how YOU worked. Answer the questions below.

Did you have any problems? If so, what were they and how did you solve them?

You should comment on your organisation and how efficiently you used your time. Did you stick to your order of work?

Sample marking key	
Gourmet Burger	
Description	Marks
Investigate and Defining	
Choice options for patty demonstrate clear evidence of research. Final recipe choice meets all constraints of the task.	5–4
Choice options for patty show evidence of research. Final recipe choice considers constraints of the task.	3
Choice options for patty indicates limited evidence of research. Final recipe choice based on own knowledge.	2–0
Subtotal	5
Description	Marks
Designing	
Consistently uses correct terminology. Comprehensive equipment list. Food order accurate. Order of work indicates clear understanding of the food production process.	10–8
Uses technical terms where appropriate. Detailed equipment list. Food order mostly accurate. Order of work indicates some knowledge of the food production process.	7–6
Begins to use correct names for familiar equipment and cooking procedures. Lists most equipment needed. Food order has too many/too few ingredients. Order of work lacks detail.	5–0
Subtotal	10
Description	Marks
Producing and Implementing	
Works safely and efficiently. Advanced practical skills demonstrated during production and presentation of final product. Produces a well presented a burger that includes all planned ingredients.	15–10
Works safely and efficiently. Final product shows evidence of sound preparation and presentation skills.	9–7
Shows safe, controlled use of appropriate equipment. Follows steps of a recipe to produce satisfactory final product.	6–5
Some safe practice when using equipment. Misses steps when following a recipe.	4–0
Subtotal	15
Description	Marks
Evaluating	
In-depth, relevant evaluation criteria developed. Justifies the final product in terms of own criteria in relation to context of the task. Justifies answers to process evaluation questions.	5
Criteria for product evaluation directly relates to context. Critically discusses the final product in terms of own criteria. Reflects accurately on own performance when completing self-evaluation.	4

Explains in detail answers to process evaluation questions.	
Criteria for product evaluation considers the context. Completes the response section of own criteria. Completes self-evaluation. Makes suggestions for improvement.	3
Criteria for product evaluation has minimal links to the context. Starts the response section of own criteria and self-evaluation.	2-0
Subtotal	5
Description	Marks
Collaborating and managing	
Works independently, shows initiative, seeks assistance only after repeated attempts to solve own problems.	5-4
Attempts to solve problems as they arise, seeking assistance where necessary.	3
Overlooks self-problem-solving, seeks assistance as first action.	2-0
Subtotal	5
Total	40

ACKNOWLEDGEMENTS

Page 4 – Burger image

OpenClipart-Vectors. (2015). [Image]. Retrieved August, 2017, from <https://pixabay.com/en/hamburger-cheeseburger-burger-lunch-576419/>