



Sample assessment task	
Year level	4
Learning area	Technologies
Subject	Design and Technologies: Food and fibre production
Title of task	Funky food for a purpose
Task details	
Description of task	Students investigate different food and fibre production strategies to meet the needs of people in the community, e.g. babies, elderly people, fitness-focused people, religions. They describe what the production strategies are and use this knowledge to produce a food for a specific need – an identified group in the community.
Type of assessment	Summative
Purpose of assessment	Visual – including a model Written work
Assessment strategy	Work sample, written work, self-assessment
Evidence to be collected	<ul style="list-style-type: none"> • Booklet • Design and photo of ‘Funky Food Creature’ and justification to sell it to a specific group • Six Thinking Hats Evaluation
Suggested time	Four lessons
Content description	
Content from the Western Australian Curriculum	<p>Food and fibre production Types of technologies used in food and fibre production or processing, including how they are used to help meet consumer needs</p> <p>Creating solutions by: <i>Investigating and defining</i> Define a sequence of steps to design a solution for a given task <i>Designing</i> Develop and communicate design ideas and decisions using annotated drawings and appropriate technical terms <i>Producing and implementing</i> Select, and safely use, appropriate components and equipment to make solutions <i>Evaluating</i> Use criteria to evaluate and justify simple design processes and solutions</p>
Connected curriculum	<p>Literacy – specifically persuasion (<i>not assessed in this activity</i>)</p> <p>Creating texts Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features</p>

Task preparation	
Prior learning	Food is produced using different equipment in the production and preparation process. Different groups in society have different needs.
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	Individually
Resources	<ul style="list-style-type: none"> • Supermarket and food brochures • Art materials – paper • Camera – photos of creatures • Advertisements about food • Food (bought from home) to construct 'Funky Food Creature' • Paper plates to put the 'Funky Food Creature' on

Instructions for teacher

Incorporating HOTS (Higher Order Thinking Skills) strategies, demonstrate an understanding about how food is developed to suit different groups in our community, including the different process and production strategies (types of technologies used).

- Brainstorm ideas about food and fibre production – list them on the board so students can review them when needed.
- View food advertising. Identify for whom the food is produced. Have students identify why they think this. Have students verbally give reasons in a whole-class situation.
- Students make a booklet using brochures identifying different foods. They write statements for each food in their book, justifying why the food is for a specific group in the community.
- Students negotiate a target audience for which they will construct a 'Funky Food Creature' to meet its specific needs. *They will need to bring the food from home to construct their creature.*
- Design, construct and photograph the creature and write a brief advertisement selling it to that group, with explanations of various technologies used to produce the food.
- Complete the Edward de Bono Six Thinking Hats self-evaluation.

Instructions to students


Lesson	Level of understanding (HOTS)	Sequential Strategies: Learning Experiences What is to be taught?	Assessment
1	Remember and Understand	<ul style="list-style-type: none"> As a whole class investigate how different foods are produced and processed to meet consumer needs, e.g. how the food is grown, processed food and stored. Develop a joint list on the board. As a whole class, discuss (and view) food advertising. What information the adverts give us? Explain what advertisers are trying to do. For whom is the food produced? List the positives and negative on the board. 	Formative <i>(as learning)</i>
2	Apply and Analyse	<ul style="list-style-type: none"> Make a booklet using resources gathered from supermarket brochures, demonstrating your understanding about different process and production types as well as potential technology used to get the end product to the consumer (e.g. machinery used, processes link snap freezing). Include in your booklet a statement making a clear judgement directly relating the food type to consumer need (e.g. baby food). 	Summative <i>(of learning)</i> <i>Booklet</i> <i>Judgement statement</i>
3	Create	<ul style="list-style-type: none"> Design a 'Funky Food Creature' (relate to target audience). Make the 'Funky Food Creature' using your chosen materials (food). Use this creature to sell a new food product to a particular group in the community, e.g. toddlers, old people, kids your age. 	Summative <i>(of learning)</i> <i>Design and photo</i> <i>Selling justification of 'creature'</i>
4	Evaluate	<ul style="list-style-type: none"> Complete a Six Thinking Hats self-evaluation about food production for a purpose. 	Reflective <i>(for learning)</i> <i>Six Thinking Hats Evaluation</i>

Any worksheets or scaffolding specific to the task

- Booklet template
- Design and photo with sales pitch template
- Edward de Bono's Six Thinking Hats self-evaluation

Booklet templates – Print hard copies or use digitally as many pages as you need to complete your booklet.
Glue pictures of chosen food types and answer the following questions. Make a new page for each chosen food.

Food (glue pictures of your selected food):



For whom is this food produced (targeted consumer group, e.g. babies, teenagers)?

How is this food produced and processed to meet the specific group's needs (what technology might have been used, e.g. growing it, processing it, storing it)?

Draw your 'Funky Food Creature' design. Insert a photo of your finished 'Funky Food Creature' and write your sales pitch. Include in your sales pitch:

- For whom the food is intended (the target consumer group)
- The technology used to produce and process the food and how this is going to convince your target audience to purchase it (e.g. the baby food has only natural fruit, grown locally and used no chemicals in production)

Design of 'Funky Food Creature'	Photo of finished 'Funky Food Creature'
Sales pitch <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	



White
The Facts

What did you have to achieve in this activity?
(Remember) **Recall the facts:**



Black Hat
The challenges

What did you find the most difficult in this activity?
(Apply) **Identify and explain why:**



Yellow Hat
The good bits

What did you like the most about investigating food production for a purpose?
(Understand) **Relate your reasons to what you have learnt:**



Red Hat
Feelings

Give your opinions and feelings about food and fibre production for a purpose:
(Analyse) **Make inferences:**



Green Hat
New Ideas

Where else do you think you could use your understanding about food processing and production?
(Create) **Adapt to a new situation:**



Blue Hat
Thinking about Thinking

How have the hats helped you bring your learning together?
(Evaluating) **Appraise the process:**

Funky Food Thinking Hat Evaluation (Edward de Bono) NAME

Sample marking key

Part 1	
Description	Marks
Food and fibre	
Competently and comprehensively explains the role of food professionals and food productions skills and is able to apply this knowledge to the task in detail, relating them to consumer needs.	5
Demonstrates a high level of competence when explaining food professionals and food production and processes, and links these to consumer needs.	4
Has an accurate understanding of who the people are in design and technologies industries and can explain in line with meeting consumer needs.	3
Has basic understanding of who the people are in food industries and how food is produced and processed. Links to consumer needs are inaccurate or illogical.	2
Makes errors in explanations about people in food industries and the food processing and production process. Makes no attempt to link product to consumer needs.	1
Subtotal	5
Description	Marks
Investigating and defining	
Applies learning accurately and comprehensively demonstrates a sequence of steps by drawing a diagram of their intended 'Funky Food Creature' that matches the finished product to meet a specific audience need.	3
Steps are clear, in a logical sequence and reflect the planned design. They demonstrate a connection between the product and its intended audience.	2
Shows little accuracy in the task at this level. Design may be incomplete and lacks any detail. Makes little connection to the intended audience.	1
Subtotal	3
Description	Marks
Designing	
Applies learning accurately and demonstrates this in the design and creation of a 'Funky Food Creature' for a specific audience/purpose.	3
The 'Funky Food Creature' design and finished product has clear links and is connected to an audience.	2
Shows little accuracy in the task at this level.	1
Subtotal	3
Description	Marks
Producing and Implementing	
Selects a range of materials and equipment that complement the design ideas and construction processes. Uses all components and equipment safely.	3
Selects appropriate materials and equipment for construction and uses them safely to make a 'Funky Food Creature'.	2
Requires assistance to make satisfactory choices of materials and construction equipment. May require guidance in their safe use.	1

	Subtotal	3
	Description	Marks
Evaluating		
Evaluation is comprehensive and may include issues encountered and how to solve them in the sales pitch for the end product. Makes connection to other contexts.		3
States accurate facts with little elaboration or detail beyond this. Answers are superficial, with minimal depth.		2
Demonstrates very limited understanding about food industries and food production. Evaluation may be unrelated to task or is incomplete.		1
	Subtotal	3
	Total	17

ACKNOWLEDGEMENTS

[White fedora hat clipart]. (2012). Retrieved November, 2017 from <http://www.clker.com/clipart-white-hat-2.html>

[Black fedora hat clipart]. (2011). Retrieved November, 2017 from <http://www.clker.com/clipart-jjjj.html>

[Yellow hat with purple band clipart]. (n.d.). Retrieved November, 2017 from <http://www.clipartmasters.com/moda-clipart-sombrero-de-paja-clipart-zwAN7K.html>

[Red hat with pink rose clipart]. (n.d.). Retrieved November, 2017 from <http://clipart-library.com/clipart/6ipo9edMT.htm>

[Green leprechaun hat clipart]. (n.d.). Retrieved November, 2017 from <http://clipart-library.com/clipart/1107525.htm>

[Blue top hat clipart]. (n.d.). Retrieved November, 2017 from <http://clipart-library.com/clipart/1051829.htm>