



<b>Sample assessment task</b>	
<b>Year level</b>	8
<b>Learning area</b>	Technologies
<b>Subject</b>	Design and Technologies: Food specialisations
<b>Title of task</b>	Healthy smoothie brochure
<b>Task details</b>	
<b>Description of task</b>	Students will create an informative brochure on a smoothie that they have designed and made.
<b>Type of assessment</b>	Formative/Summative
<b>Purpose of assessment</b>	To assess students' knowledge and understanding of Food specialisations and their process and production skills in Food specialisations
<b>Assessment strategy</b>	Visual representations, practical production of smoothie, written work
<b>Evidence to be collected</b>	<ul style="list-style-type: none"> <li>• Final recipe and smoothie imagery</li> <li>• Production plan</li> </ul>
<b>Suggested time</b>	5 x 1 hour lessons
<b>Content description</b>	
<b>Content from the Western Australian Curriculum</b>	<p><b><i>Knowledge and understanding</i></b></p> <p><b>Food specialisations</b> Sensory properties of food to create healthy eating solutions</p> <p><b><i>Processes and production skills</i></b></p> <p><b>Investigating and defining</b> Investigate a given need or opportunity for a specific purpose Consider components/resources to develop solutions, identifying constraints</p> <p><b>Designing</b> Design, develop, evaluate and communicate alternative solutions, using appropriate technical terms and technology Produce a simple plan designed to solve a problem, using a sequence of steps</p> <p><b>Producing and implementing</b> Safely apply appropriate techniques to make solutions using a range of components and equipment</p> <p><b>Evaluating</b> Develop contextual criteria independently to assess design processes and solutions</p> <p><b>Collaborating and managing</b> Work independently, and collaboratively when required, to plan, develop and communicate ideas and information when managing projects</p>

<b>Task preparation</b>	
<b>Prior learning</b>	Students are familiar with safety, hygiene and procedures of the kitchens, as well as the structure of a recipe. Students have previously created a healthy smoothie with a student-developed recipe in a previous task.
<b>Assessment differentiation</b>	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.
<b>Assessment task</b>	
<b>Assessment conditions</b>	Working independently in a collaborative environment.
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Student created smoothie recipe from previous task</li> <li>• Ingredients of smoothies</li> <li>• Laptops/computers</li> <li>• Flyers and cookbooks to display for inspiration</li> </ul>

## Task overview

Students are to individually create a two page recipe that will be used in a class Smoothie Book - one page for the photo of the smoothie and one for the recipe. The recipe must provide visual and written information centred on the health benefits of your smoothie as well as the recipe; ingredients and sequence of steps.

## Instructions for teacher

### Lesson 1

Introduction to the task: Class Recipe Book. Each student will develop one page creating a recipe advertising the healthy smoothie students created in the previous task. Outline healthy smoothie recipe; what makes it healthy?

- Review of flyers and cookbooks; what makes for an engaging flyer or cookbook? Colours, font, information, language used
- Recipe needs to include:
  - smoothie name
  - list of ingredients
  - nutritional value of ingredients
  - sensory properties of ingredients
  - health benefits of the ingredients
  - sequence of steps to create the smoothie
  - imagery of smoothie
  - visually engaging – theme?
- Begin planning and research

### Lesson 2

- Possible websites to use for developing their recipe, e.g. <https://www.mycreativeshop.com/create-flyer.html>, <http://www.designcrowd.com/t/flyer-development>
- Planning of flyer and research; design, layout and information
- Begin creating flyer

### Lesson 3

- Students remake their smoothie following the recipe they created in previous activity
- Photography set up of smoothie based on student planning

### Lesson 4

- Students continue working on their recipe production
- Students complete their recipe, ready to be peer evaluated in the next class

### Lesson 5

- Each recipe printed and laid out around the class
- Students move around the class with the pages laid out
- Discussion on general feel of the Smoothie Book:
  - Did each smoothie contain nutritional information?
  - Was the imagery enticing?
  - Were the recipes easy to read and follow?
  - What is the overall feel of the recipe book?

## **Smoothie Recipe Book planning**

Using \*insert relevant website\*, you will be creating a flyer that advertises your healthy smoothie.

Smoothie title and student's name:

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Create a blurb or summary of your healthy smoothie:

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Instructions on how to make your healthy smoothie at home:

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Why is your smoothie healthy? Include sensory properties of your ingredients

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References used in gathering information

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Mind map of design planning: *Colours, imagery, font, layout...*

Include three images of your smoothie, highlighting the image you will be using in the book.

<b>Sample marking key</b>	
<b>Healthy smoothie recipe book</b>	
<b>Description</b>	<b>Marks</b>
Consideration for sensory properties of smoothie ingredients	
Explains the sensory properties of selected ingredients and how they influenced the combination of ingredients.	5–4
Identifies some sensory properties of smoothie ingredients and briefly recognises the influence of ingredient selection.	3-1
<b>Subtotal</b>	<b>5</b>
<b>Description</b>	<b>Marks</b>
Smoothie ingredient nutrition research	
Completes detailed investigation of all questions.	5–4
Completes some of the investigation questions.	3-1
<b>Subtotal</b>	<b>5</b>
<b>Description</b>	<b>Marks</b>
Food order and production plan	
Completes a detailed and sequential production plan, using correct terminology and an accurate food order. (3 marks for each one)	6
Completes a production plan, using appropriate terminology and a food order.	4–5
Attempts to complete a production plan and a food order.	3–1
<b>Subtotal</b>	<b>6</b>
<b>Description</b>	<b>Marks</b>
Produce a healthy smoothie	
Works independently, using advanced practical skills to produce and present a healthy smoothie.	10-7
Works efficiently, using sound practical skills to produce a healthy smoothie.	6–4
Shows safe use of appropriate equipment to produce a produce a satisfactory smoothie.	3–1
<b>Subtotal</b>	<b>10</b>
<b>Description</b>	<b>Marks</b>
Brochure	
Produces a detailed, eye-catching brochure that meets all the criteria, with correct information. Includes 6 images (3 of their own smoothie)	8–10
Produces a brochure that meets all the criteria with the correct information and images.	7–6
Produces a brochure with some of the required criteria and images.	5–4
Attempts to produce a brochure.	3-1
<b>Subtotal</b>	<b>10</b>
<b>Total</b>	<b>36</b>