



Sample assessment task	
Year level	5
Learning area	Technologies
Subject	Design and Technologies: Food specialisations
Title of task	Food glorious food
Task details	
Description of task	Children are introduced to the idea that food is produced by different expert professionals using specific processes and that the food we eat is processed at different levels to make it safe for consumption. Students are asked to identify where food comes from, who is responsible for its production, and what production processes have taken place to make the food safe and edible.
Type of assessment	Summative
Purpose of assessment	To inform progression in a learning cycle
Assessment strategy	Visual representation and written work
Evidence to be collected	Photo of 'plate of food' and design brief relating to plate of food
Suggested time	1 hour lesson
Content description	
Content from the Western Australian Curriculum	<i>Knowledge and understanding</i> Food and fibre production People in design and technologies occupations aim to increase efficiency of production systems, or consumer satisfaction of food and natural fibre products <i>Processes and production skills</i> Evaluating Develop negotiated criteria to evaluate and justify design processes and solutions
Connected curriculum	<i>Knowledge and understanding</i> Food specialisations Food safety and hygiene practices

Task preparation	
Prior learning	<p>Students have a basic understanding of the following key terms and industries related to food production and what their function is:</p> <ul style="list-style-type: none"> • paddock to plate • farm to factory • fresh or processed • agriculture • farmers • Health Department • nutritionists • quality control.
Assessment differentiation	<p>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.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p>
Assessment task	
Assessment conditions	Individual task
Resources	<ul style="list-style-type: none"> • Magazines (scissors and glue), paper plates • Worksheet • Cameras (to take pictures of the end product)

Instructions for teacher

Brainstorm ideas students have about the following overarching key points. Do this as a whole class to ensure common understanding.

1. Discuss and note what foods are grown:
 - *nationally*
 - *in your state (farming, orchards)*
locally (market garden, orchards)
 - *at home (do they have gardens, chickens?).*
2. Food is produced by a range of expert people, in a range of places and under a range of conditions
Points for discussion include:
 - *name the sources of common ingredients*
 - *climate and conditions affect when and where food is produced.*
3. Food is processed on different levels to make it edible and safe.
Points for discussion include:
 - *food goes through basic processes before it reaches us to make it edible and safe*
 - *food is processed on a large scale in places such as factories to prepare it for consumer consumption*
 - *at home, we process food (e.g. maintain it, keep it fresh by refrigerating it, for example).*

What connection do the students see across all growing areas? Discuss and note on the board.

Task instructions

Students are to design a plate of food and identify:

1. where the food comes from and who produced it.
2. the process and production skills that were required to get the food to the plate, including safety and hygiene practices used.
3. what specific process has been carried out on the food to make it safe to eat (e.g. pasteurised milk)?

Any worksheets or scaffolding specific to the task

- Use magazines and paper plates so students can physically 'make' a plate of food to label.
- Complete the worksheet relating to the plate of food.

Instructions to students

1. Insert a photo of your labelled 'plate' of food.

Photo of labelled plate of food

2. Complete the table, relating it to your plate of food. You may need to further research the different professionals involved in the processing of the specific food on your plate.

Name and source of each food on your plate <i>(e.g. eggs – from a poultry farm)</i>	Processed or not? What processing of food has taken place? <i>(e.g. frozen)</i>	Who is responsible for what? <i>(e.g. farmer grows the food, factory processes the food)</i>	What professionals do they need at factories and what are their key roles? <i>(e.g. nutritionists, health department representatives to check food quality)</i>

Include as many lines as needed to show all the food on the plate.

3. Evaluation:

What I did? <i>What did you do to complete the task?</i>	What I learnt? <i>Consider safety and hygiene practices, who works in the food industry.</i>	Where to next? <i>How does this information help you? The food industry? Farmers?</i>

Sample marking key

Description	Marks
Food and fibre production	
Competently and comprehensively explains the role of food professionals and food productions skills and is able to apply this knowledge to other learning areas.	5
Demonstrates a high level of competence when explaining food professionals and food production processes.	4
Has an accurate understanding of who the people are in design and technologies industries and explains food is processed to be safe to eat.	3
Has basic understanding of who the people are in food industries and how food is processed.	2
Makes errors in explanations about people in food industries and the food processing process.	1
Subtotal	5
Description	Marks
Food specialisations	
Demonstrates extensive and accurate knowledge of how food is processed for safe consumption in a range of different settings	5
Demonstrates thorough and accurate understanding of food production processes for safe consumption in different common settings	4
Demonstrates accurate understanding of food production processes and hygiene practices used in known settings	3
Demonstrates basic understanding of safety and hygiene practices in food production processes. Can describe safe food preparation in the home.	2
Shows little accuracy in describing food safety and hygiene practices.	1
Subtotal	5
Description	Marks
Evaluating	
Demonstrates an extensive knowledge and understanding of food professionals and food industries and competently explains them.	5
Demonstrates a high level of competence when explaining food professionals and food industries.	4
Able to accurately explain who works in food industries and how food is processed for safety.	3
Demonstrates a basic level of understanding and has inaccuracies in their explanations about food industries and food production	2
Demonstrates a very simple understanding about food industries and food production.	1
Subtotal	5
Total	15