



JOHN EDMONDSON HIGH SCHOOL

Assessment Notification

Faculty: Home Economics Course: Food Technology Year: 9

Assessment Task: Food Product Development

Assessment Weighting: 50%

Theory Due: Term 3 Week 7 Date: Wednesday 4th September

Practical Due: Term 3 Week 8 Date: Mrs Lipari – Monday 9th September

Ms Bolzan and Ms Longo – Wednesday 11th September

Task Type: Hand in Task In Class Task Practical Task

Outcomes assessed (NESA)

FT5-1

demonstrates hygienic handling of food to ensure a safe and appealing product

FT5-2

identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food

FT5-10

selects and employs appropriate techniques and equipment for a variety of food-specific purposes

FT5-11

plans, prepares, presents and evaluates food solutions for specific purposes

FT5-13

evaluates the impact of activities related to food on the individual, society and the environment

Detailed Assessment Task Description

PART A: New Food Product Development for the Movies

Every month new movies are released at the cinemas and although new movies come out, the snack bar generally stays the same. Your task is to develop a new 'movie long' snack to entice movie guests and promote the movie.

Select 3 cards and discover the constraints of your product. **(THESE CARDS ARE FOUND ON CANVAS)**

To complete a successful new food product, you will need to complete the questions that have been provided to you in the scaffold. You are to submit the scaffold to your teacher in class.

Part B: New Movie Snack Product Development practical

Develop a new 'movie long' snack to entice movie guests and promote the movie.
Ensure that you have considered the card constraints when designing your product.

You will be cooking in pairs and will be required to create 8-10 samples in the assessment practical.

In the assessment practical you will need to:

- Select appropriate equipment and techniques for cooking your dish.
- Demonstrate safe and hygienic work practices.
- Identify, assess and manage risks during the practical

Assessment Criteria

Grade	Description	Mark Range
Outstanding (O)	Extensive completion all components of task as outlined above.	83-92
High (H)	Thorough completion of all components of task as outlined above.	69-82
Sound (S)	Sound completion all components of task as outlined above.	46-68
Basic (B)	Basic completion all components of task as outlined above.	23-45
Limited (L)	Limited completion all components of task as outlined above.	0-22

Satisfactory completion of courses

A course has been satisfactorily completed, when the student has:

- Followed the course developed/endorsed by the NSW Educational Standards Authority (NESA)
- Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes



SNACK FOUNDER

YEAR 9 FOOD PRODUCT DEVELOPMENT ASSESSMENT

NAME:



Design Brief

Every month new movies are released at the cinemas and although new movies come out, the snack bar generally stays the same.

Your task is to develop a new 'movie long' snack to entice movie guests and promote the movie.

Select 3 cards and discover the **constraints** of your product.

Write in the boxes below the card you received so that you'll remember.

You'll be creating a new food product for this company:

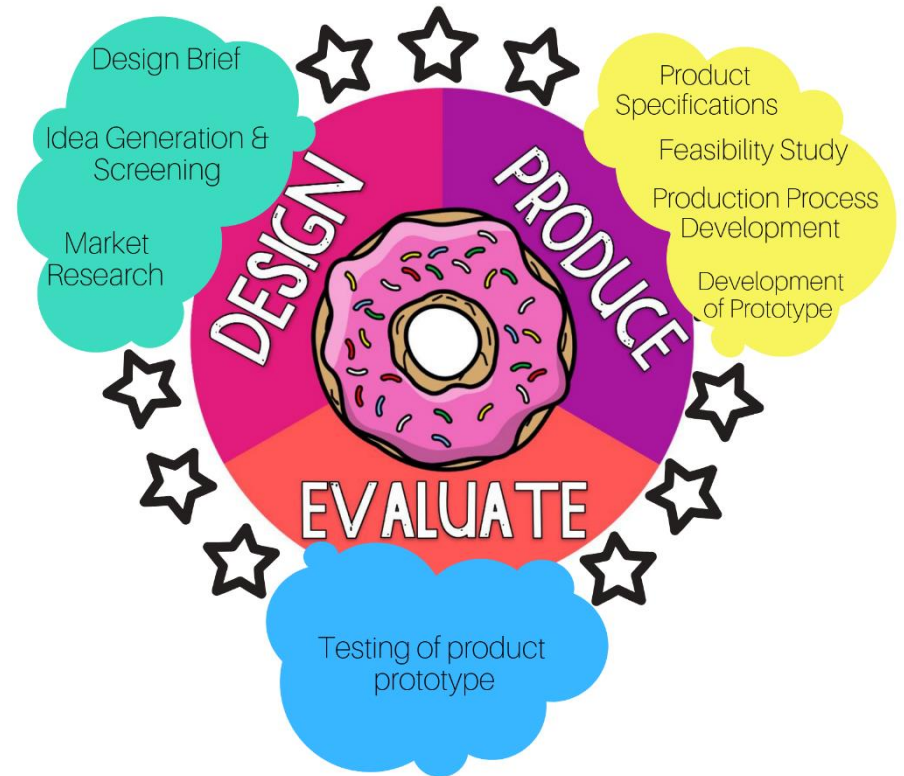
Write the company card you picked above.

The packaging will be:

Write the packaging card you picked above.

The movie you'll be promoting is:

Write the movie card you picked above.




Design Brief: In your own words

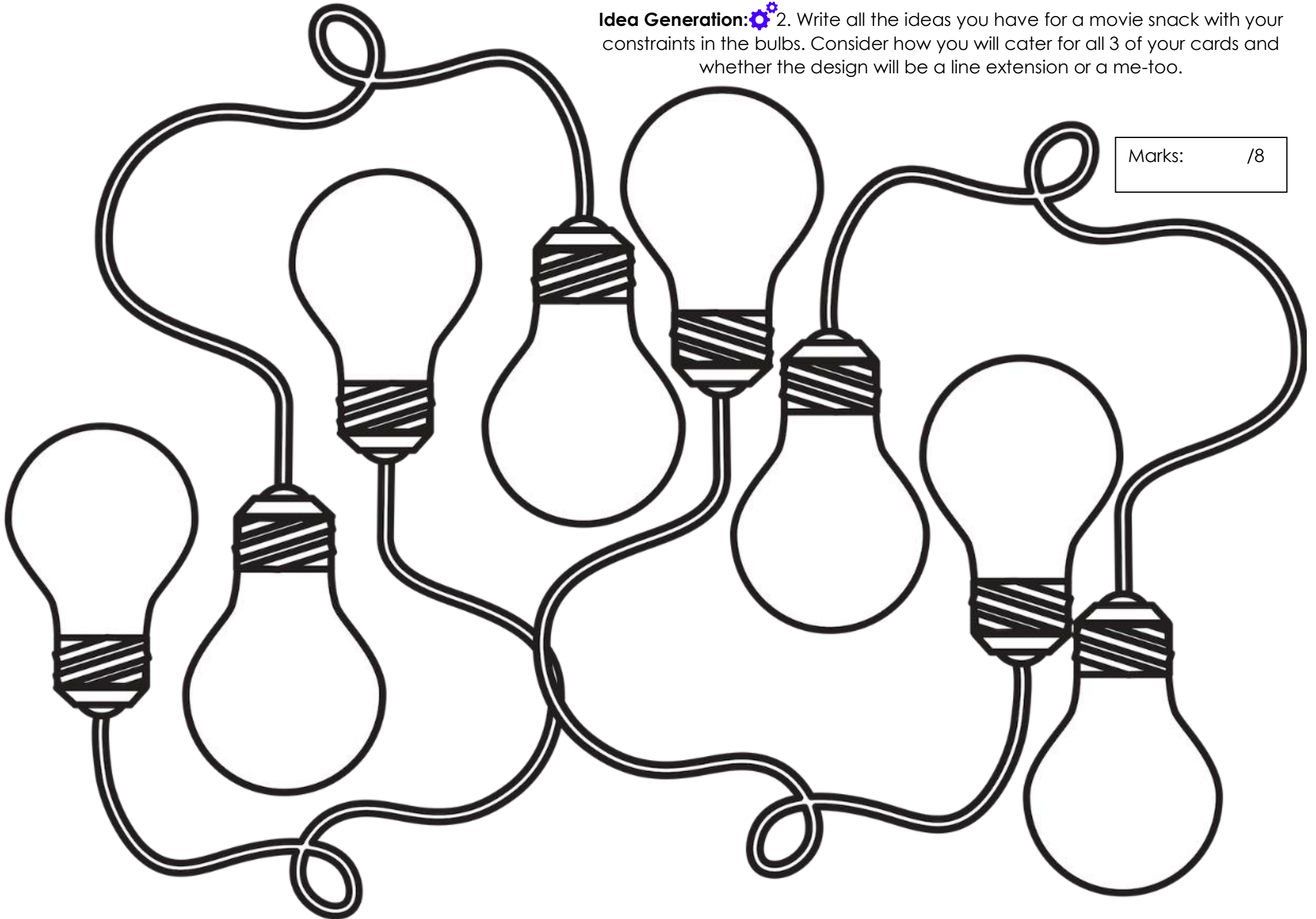


1. Identify what the design brief requires you to do?

Marks: /2

Idea Generation:  2. Write all the ideas you have for a movie snack with your constraints in the bulbs. Consider how you will cater for all 3 of your cards and whether the design will be a line extension or a me-too.

Marks: /8

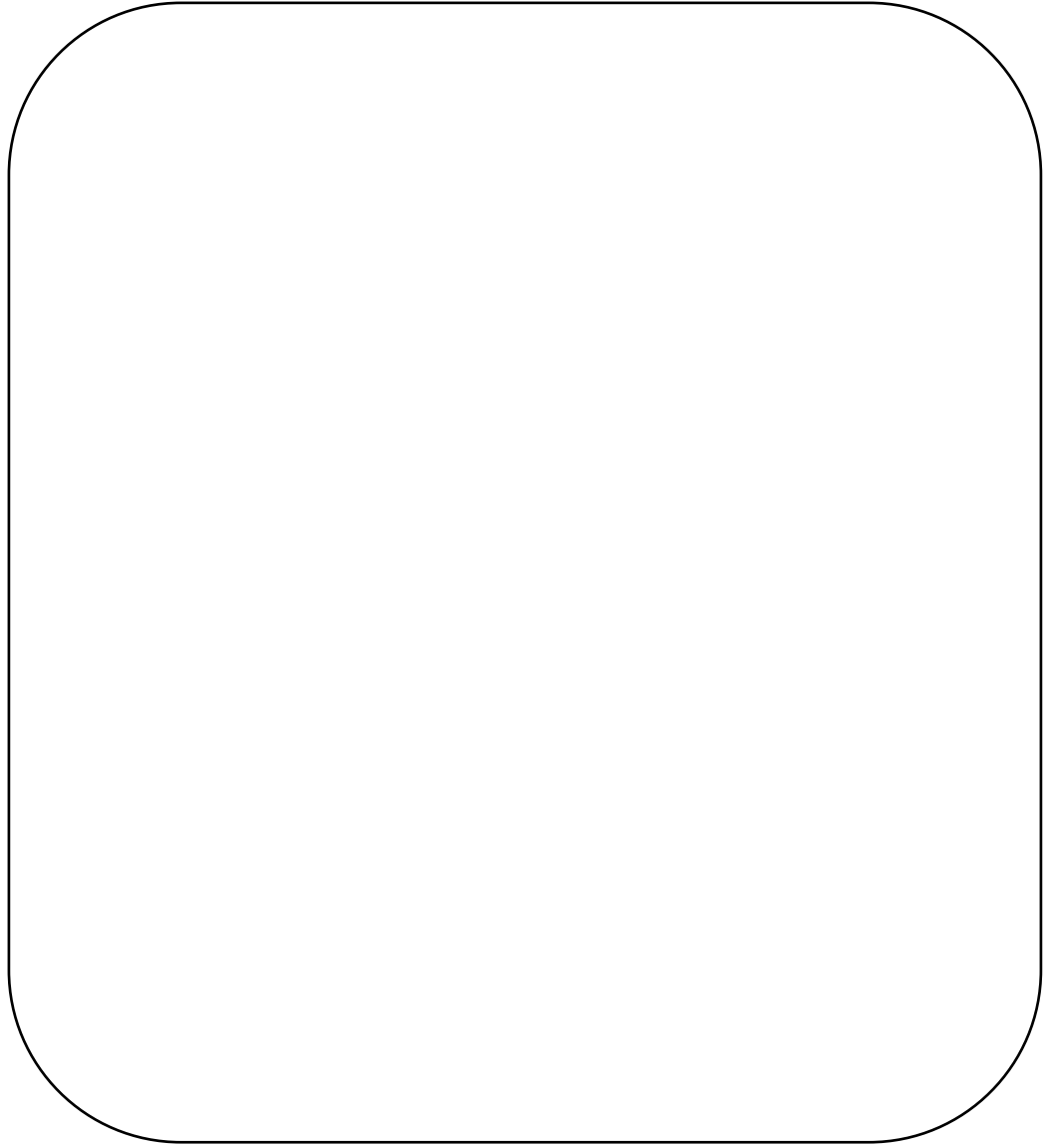
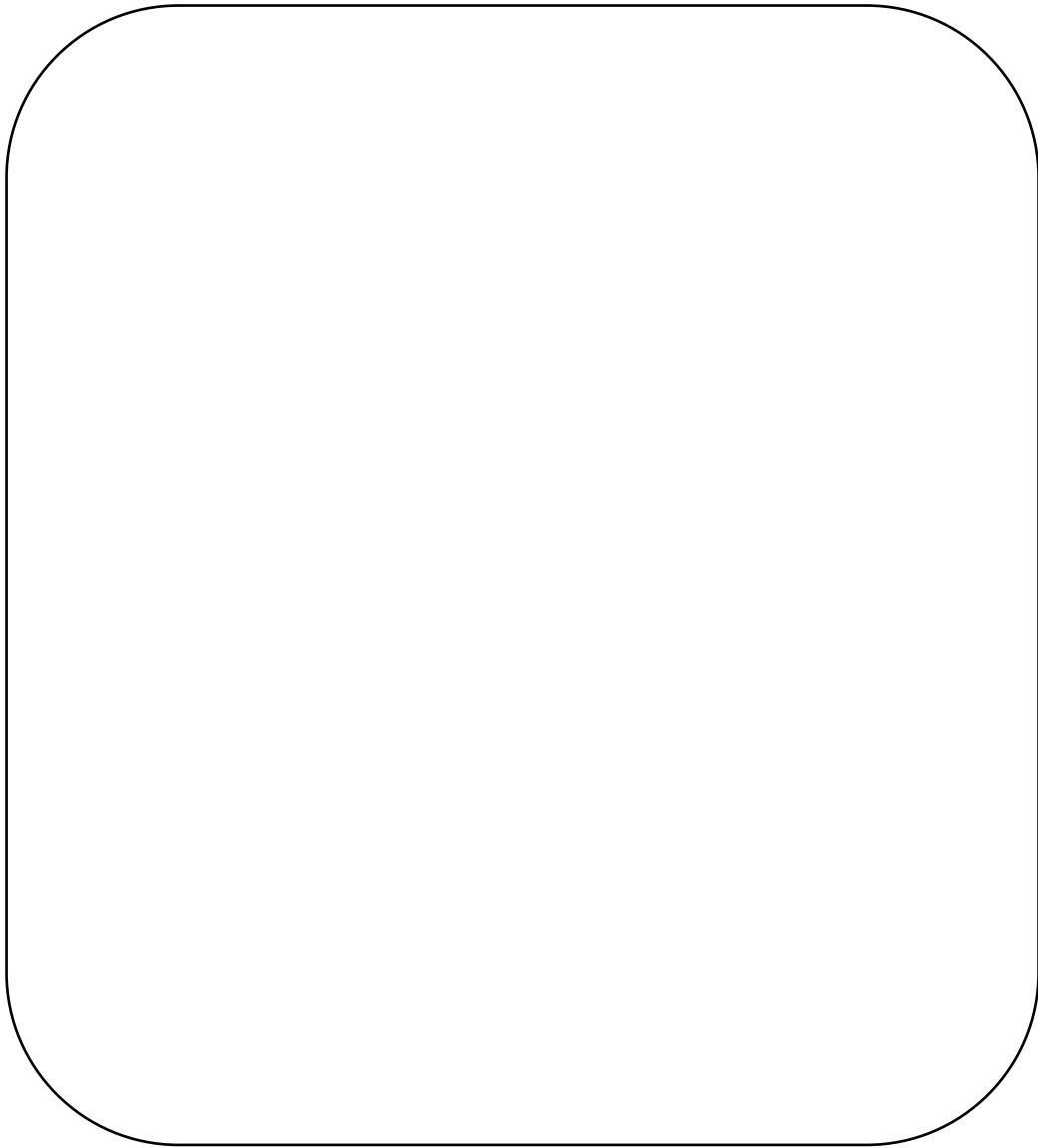


Product Specifications:


Add notes to (a text or diagram) giving explanation or comment.

Marks:
/8

 5. Sketch your initial ideas in the boxes below. **Annotate** them to show the ingredients you'd like to use.



Development of Prototype:

 8. Design your product packaging. Sketch the front, back and side of your package. Consider sustainability and the environment and how you will promote the product on the package.

Front

Marks: /4


Back

Marks: /4

Side

Marks: /4

Testing of the product prototype

 9. Use the practical lesson to test your recipe. Evaluate its sensory properties using the food evaluation survey sheet (on the following page). Have a friend complete one sheet so you can make a valid judgement.

Evaluate Make a judgement based on criteria; determine the value of

Food Evaluation: Descriptive Test and Hedonic Scale

Student: _____

The **colour** of the recipe is: (tick all boxes that apply)
 consistent too light too dark correct incorrect

Other: _____

The **texture** of the recipe is: (tick all boxes that apply)
 consistent correct mushy grainy crumbly
 crispy crunchy doughy dry moist
 greasy soggy hard chewy soft

Other: _____

The **aroma** of the recipe is: (tick all boxes that apply)
 correct comforting delicate fresh
 pungent savoury sweet unusual

Other: _____

The **flavour** of the recipe is: (tick all boxes that apply)
 bitter sweet bland spicy savoury
 rich salty tasty sugary scrumptious
 sour flavourful fruity harsh strong
 mellow peppery rancid putrid tart

Other: _____

9-point Hedonic Scale: Circle the answer which best describes how much you liked the recipe:
9. Like extremely **8.** Like very much **7.** Like moderately
6. Like slightly **5.** Neither like nor dislike **4.** Dislike slightly
3. Dislike moderately **2.** Dislike very much **1.** Dislike extremely.

If you circled an answer below **5**, please comment below what you would change about the recipe:

Student: _____

The **colour** of the recipe is: (tick all boxes that apply)
 consistent too light too dark correct incorrect

Other: _____

The **texture** of the recipe is: (tick all boxes that apply)
 consistent correct mushy grainy crumbly
 crispy crunchy doughy dry moist
 greasy soggy hard chewy soft

Other: _____

The **aroma** of the recipe is: (tick all boxes that apply)
 correct comforting delicate fresh
 pungent savoury sweet unusual

Other: _____

The **flavour** of the recipe is: (tick all boxes that apply)
 bitter sweet bland spicy savoury
 rich salty tasty sugary scrumptious
 sour flavourful fruity harsh strong
 mellow peppery rancid putrid tart

Other: _____

9-point Hedonic Scale: Circle the answer which best describes how much you liked the recipe:
9. Like extremely **8.** Like very much **7.** Like moderately
6. Like slightly **5.** Neither like nor dislike **4.** Dislike slightly
3. Dislike moderately **2.** Dislike very much **1.** Dislike extremely.

If you circled an answer below **5**, please comment below what you would change about the recipe:

Assessment Task One: Food Product Development

Snack Founder- New Movie Food Product

Student Name: _____

Class: _____ **Teacher:** _____

PART A: New Movie Food Product

<i>Outcomes and specific dot points</i>	OUTSTANDING	HIGH	SOUND	BASIC	LIMITED
Circle mark earned →	2	1.5	1	0.5	0
<p>> plans, prepares, presents and evaluates food solutions for specific purposes FT5-11</p> <ul style="list-style-type: none"> outline steps in food product development, for example: <ul style="list-style-type: none"> design produce evaluate <p>1. Identify what the design brief requires you to do?</p>	<p>Design brief has been recognised and named with consideration of what it requires the student to do; with reference to the particular cards the student drew.</p> <p>Student has recognised and named the cards picked in the identification response and demonstrated an understanding of what the design brief expects with clarity.</p> <p>Student has demonstrated a clear, cohesive response with correct grammar, punctuation, spelling and capital letters.</p>	<p>Design brief has been recognised and named with reference to the cards picked.</p> <p>Student has demonstrated some understanding of what the design brief expects.</p> <p>Student has demonstrated a cohesive response with less than 2 literacy errors.</p>	<p>Design brief has been rewritten in students' own words.</p> <p>Student has mentioned the cards picked and has provided some relevant information.</p> <p>Student has demonstrated a response with less than 3 literacy errors.</p>	<p>Design brief has been written out again with small variations.</p> <p>Student has mentioned the cards picked up.</p> <p>Literacy errors present.</p>	<p>Student has not attempted this question</p> <p><u>OR</u></p> <p>Student's answer is incomplete without relevant information. Literacy errors present.</p>
Circle mark earned →	8	7-6	5-4	3-2	1-0
<p>> plans, prepares, presents and evaluates food solutions for specific purposes FT5-11</p> <ul style="list-style-type: none"> outline steps in food product development, for example: <ul style="list-style-type: none"> design produce evaluate <p>2. Write all the ideas you have for a movie snack with your constraints in the bulbs.</p>	<p>Student has demonstrated critical and creative thinking and problem solving in the eight ideas.</p> <p>The ideas demonstrate the students' deep knowledge of line extensions and me-too designs.</p> <p>Student has considered all 3 card constraints in the answers provided. The solutions are logical and creative, and the student has used appropriate terminology.</p>	<p>Student has provided responses for all of the eight bulbs.</p> <p>The ideas demonstrate the students' knowledge of line extensions and me-too designs.</p> <p>Student has considered all 3 card constraints comprehensively in the answers provided.</p>	<p>Student has provided responses for 6 or more of the eight bulbs.</p> <p>The ideas include line extensions and me-too designs.</p> <p>Student has considered 2-3 card constraints in the answers provided.</p>	<p>Student has provided responses for 4 or more of the eight bulbs.</p> <p>Student has considered all 1-2 card constraints in the answers provided.</p>	<p>Student has not attempted this question</p> <p><u>OR</u></p> <p>Student's answer is incomplete without relevant information.</p>





Circle mark earned →	4	3	2	1	0.5
<p>> plans, prepares, presents and evaluates food solutions for specific purposes FT5-11</p> <ul style="list-style-type: none"> • outline steps in food product development, for example: <ul style="list-style-type: none"> - design <p>3. Choose your favourite idea and outline why it would be most appropriate:</p>	<p>Student has sketched in general terms and included the main features of their favourite idea.</p> <p>Student has demonstrated critical and creative thinking in their choice.</p> <p>The idea is aligned with successful line extensions or me-too products sold at the movies.</p>	<p>Student has sketched in general terms and included the main features of their favourite idea.</p> <p>The idea meets the criteria set and could be sold at the movies.</p>	<p>Student has sketched in general terms their favourite idea.</p> <p>The idea could potentially be a successful item sold at the movies.</p>	<p>Student has recognised and named an idea.</p>	<p>Student has not attempted this question</p> <p style="text-align: center;"><u>OR</u></p> <p>Student's answer is incomplete without relevant information.</p>
Circle mark earned →	8	7-6	5-4	3-2	1-0
<p>> plans, prepares, presents and evaluates food solutions for specific purposes FT5-11</p> <ul style="list-style-type: none"> • outline steps in food product development, for example: <ul style="list-style-type: none"> - design - produce - evaluate • describe elements of the marketing mix, for example: <ul style="list-style-type: none"> - product planning - price - placement and distribution - promotion <p>4. Describe your target market? Justify why you have chosen this audience.</p>	<p>Student has provided characteristics and features of the ideal target market for their food product.</p> <p>Student has supported their conclusion with 2 or more clear examples of why this market is ideal demonstrating critical and creative thinking in the process.</p> <p>The reasons provided are well suited to the constraint cards picked. Student has demonstrated a clear, cohesive response with correct grammar, punctuation, spelling and capital letters.</p>	<p>Student has provided characteristics and features of the chosen target market for their food product.</p> <p>Student has supported their conclusion with 1 or more plausible examples of why this market is ideal.</p> <p>The reasons provided are suited to the constraint cards picked. Student has demonstrated a cohesive response with less than 2 literacy errors.</p>	<p>Student has provided characteristics and features of target markets in general.</p> <p>Student has supported their conclusion with 1 or more incomplete examples.</p> <p>The reason/s provided are suitable.</p> <p>Student has demonstrated a response with less than 3 literacy errors.</p>	<p>Student has provided characteristics and features of target markets in general.</p> <p style="text-align: center;"><u>OR</u></p> <p>The reason/s provided are suitable. Student has demonstrated a response with less</p>	<p>Student has not attempted this question</p> <p style="text-align: center;"><u>OR</u></p> <p>Student's answer is incomplete without relevant information.</p>

				than 4 literacy errors.	
Circle mark earned →	8	7-6	5-4	3-2	1-0
<p>> plans, prepares, presents and evaluates food solutions for specific purposes FT5-11</p> <ul style="list-style-type: none"> outline steps in food product development, for example: <ul style="list-style-type: none"> design produce evaluate <p>5. Sketch your initial ideas in the boxes below. Annotate them to show the ingredients you'd like to use.</p>	<p>All student's sketches demonstrate critical and creative thinking.</p> <p>All ideas are drawn clearly with attention to detail. Lines are clear and annotations show logical ingredient inclusions and idea formulation.</p> <p>Annotations are cohesive and reveal the direction of the student's plans.</p>	<p>Sketches demonstrate ideas well and are drawn clearly with attention to detail.</p> <p>Annotations show possible ingredient inclusions and idea formulation.</p>	<p>Student's sketches are drawn clearly in 1-2 boxes.</p> <p>Annotations show some ingredient inclusions.</p>	<p>Student has attempted to sketch ideas in 1 of the boxes.</p> <p>Student has attempted to annotate ideas without clear ingredient inclusions.</p>	<p>Student has not attempted this question</p> <p><u>OR</u></p> <p>Student's answer is incomplete without relevant information.</p>
6. Feasibility study completed in class					
Circle mark earned →	8	7-6	5-4	3-2	1-0
<p>> plans, prepares, presents and evaluates food solutions for specific purposes FT5-11</p> <ul style="list-style-type: none"> outline steps in food product development, for example: <ul style="list-style-type: none"> design produce evaluate <p>7. Design your food product development recipe.</p>	<p>Student has demonstrated critical and creative thinking in the design of the recipe.</p> <p>Student has considered the 'movie-length' snack part of the brief and the recipe would compete strongly with the other items available.</p> <p>The recipe has clearly identified ingredients in correct ratios and amounts.</p> <p>The method includes logical, cohesive steps.</p>	<p>Student has completed the recipe and has clearly identified ingredients in correct ratios and amounts.</p> <p>The method includes well-thought out steps.</p> <p>The recipe considers the style of food that</p>	<p>Student has identified ingredients in mostly correct ratios and amounts.</p> <p>The method includes steps with 1-2 small errors.</p> <p>The recipe considers the style of food that consumers usually enjoy at the movies.</p>	<p>Student has identified ingredients in mostly correct ratios and amounts. 1-2 items have been added or left out.</p> <p>The method includes steps with 3 or more errors.</p>	<p>Student has not attempted this question</p> <p><u>OR</u></p> <p>Student's answer is incomplete without relevant information.</p>

	The recipe considers the style of food that consumers usually enjoy at the movies.	consumers usually enjoy at the movies.			
Circle mark earned →	12-11	10-9	8-6	5-3	2-0
<p>> plans, prepares, presents and evaluates food solutions for specific purposes FT5-11</p> <ul style="list-style-type: none"> outline steps in food product development, for example: <ul style="list-style-type: none"> design produce evaluate <p>8. Design your product packaging. Sketch the front of your package, the back of your package and the side of the package. Consider sustainability and the environment and how you will promote the product on the package.</p>	<p>Student has demonstrated critical and creative thinking in sketching the front, back and side of the package.</p> <p>Student has made ethical, sustainable decisions when designing the package, choosing recyclable or low impact materials.</p> <p>Student has investigated established promotional techniques in the design of the package, using a variety of strategies to catch the consumers attention.</p> <p>The package drawings are neat, logical and legible.</p>	<p>Student has presented neat sketches of the front, back and side of the package.</p> <p>Student has made ethical, sustainable decisions when designing the package, choosing recyclable or low impact materials.</p> <p>Student has used strategies to catch the consumers attention.</p> <p>The package drawings are neat, logical and legible.</p>	<p>Student has sketched front, back and sides of the package.</p> <p>Student has considered strategies to attempt to get the attention of consumers.</p> <p>The package drawings are mostly neat.</p>	<p>Student has sketched front, back and/or sides of the package.</p> <p>The package drawings are unclear, however effort has been demonstrated.</p>	<p>Student has not attempted this question</p> <p><u>OR</u></p> <p>Student's answer is incomplete without relevant information.</p>

9. Use the practical lesson to test your recipe. Evaluate its sensory properties using the food evaluation survey sheet.

Completed Not completed

Circle mark earned →	8	7-6	5-4	3-2	1-0
<p>> plans, prepares, presents and evaluates food solutions for specific purposes FT5-11</p> <ul style="list-style-type: none"> describe elements of the marketing mix, for example: <ul style="list-style-type: none"> planning <ul style="list-style-type: none"> product price placement and distribution <ul style="list-style-type: none"> promotion <p>**10. Describe how you would market your new food product to entice your target market to purchase the product when they go to the movies. Justify your strategy.</p>	<p>Student has provided detailed characteristics and features of how they would market the new food product.</p> <p>The features of the product that would entice the consumer have been illustrated in the justification.</p> <p>The justification illustrates and supports the marketing strategy using logical examples.</p> <p>Student has demonstrated a clear, cohesive response with correct grammar, punctuation, spelling and capital letters.</p>	<p>Student has provided characteristics and features of how they would market the new food product.</p> <p>The justification illustrates and supports the description using clear examples.</p> <p>Student has demonstrated a cohesive response with less than 2 literacy errors.</p>	<p>Student has outlined how they would market the new food product.</p> <p>Student has provided example/s supporting their target market strategy.</p> <p>Student has demonstrated a cohesive response with less than 3 literacy errors.</p>	<p>Student has identified how they would market the new food product.</p> <p>Student has provided example/s supporting their target market strategy.</p> <p>Student has demonstrated a cohesive response with less than 4 literacy errors.</p>	<p>Student has not attempted this question</p> <p><u>OR</u></p> <p>Student's answer is incomplete without relevant information.</p>
Circle mark earned →	4	3	2	1	0
<p>> evaluates the impact of activities related to food on the individual, society and the environment FT5-13</p> <ul style="list-style-type: none"> evaluate the effectiveness of a range of marketing strategies in promoting new products, for example: <p>(ACTDEK040)    </p> <ul style="list-style-type: none"> media <ul style="list-style-type: none"> social promotional strategies, eg taste testing in supermarkets pricing strategies 	<p>Student has made a clear judgement of how they would assess the effectiveness of the marketing strategy selected.</p> <p>Student has demonstrated a cohesive judgement on the value of a variety of marketing strategies and the suitability for their particular product.</p> <p>Student has demonstrated a clear, cohesive response with correct</p>	<p>Student has made a clear judgement of how they would assess the effectiveness of the marketing strategy selected.</p> <p>Student has demonstrated a</p>	<p>Student has made a judgement of how they would assess the effectiveness of marketing strategies in general.</p> <p>Student has demonstrated a cohesive response</p>	<p>Student has suggested how they would assess marketing strategies in general.</p> <p>Student has demonstrated a cohesive response</p>	<p>Student has not attempted this question</p> <p><u>OR</u></p> <p>Student's answer is incomplete</p>

<p>*11. How would you assess whether your marketing strategy is working?</p>	<p>grammar, punctuation, spelling and capital letters.</p>	<p>cohesive response with less than 2 literacy errors.</p>	<p>with less than 3 literacy errors.</p>	<p>with less than 4 literacy errors.</p>	<p>without relevant information.</p>
<p>Circle mark earned →</p>	<p>10-9</p>	<p>8-7</p>	<p>6-5</p>	<p>4-3</p>	<p>2-0</p>
<p>> evaluates the impact of activities related to food on the individual, society and the environment FT5-13</p> <p>***12. Evaluate the impact of eating your new food product regularly. Comment on its <i>nutritional value</i> and <i>impact on the environment</i>.</p>	<p>Student has made a judgement on eating the new food product regularly; using nutritional value and environmental impact as criteria for the overall value of the product.</p> <p>Student has provided 6 or more logical and cohesive examples and statements to support the conclusion.</p> <p>Student has demonstrated a clear, cohesive response with correct grammar, punctuation, spelling and capital letters.</p>	<p>Student has identified impacts of eating the new food product regularly; using nutritional value and environmental impact as criteria.</p> <p>Student has provided some 4 or more examples to support the conclusion.</p> <p>Student has demonstrated a cohesive response with less than 2 literacy errors.</p>	<p>Student has recalled the meaning of nutritional value and environmental impact without a clear relationship to the new food product.</p> <p>Student has included 3 or more unclear examples.</p> <p>Student has demonstrated a cohesive response with less than 3 literacy errors.</p>	<p>Student has made comments about eating the new food product without providing a clear relationship to their product.</p> <p>Student has provided some unclear examples.</p>	<p>Student has not attempted this question</p> <p style="text-align: center;"><u>OR</u></p> <p>Student's answer is incomplete without relevant information.</p>

Positive aspects:

Needs improvement:

PART A:	/50
*	/22
PART B:	/20