



CLANCY CATHOLIC COLLEGE

TAS

Year 7 - Rotation 1 - Food

Handed Out: _____ Term 1 Week 3

Due Date: _____ Term 2 Week 3

Name : _____ Teacher : _____

Assessment Policy:

This task is a formal assessment. It requires each student to demonstrate their understanding of the course studied by devoting sufficient time and effort to meeting the requirements as clearly stated below. I understand that this task must be submitted on time. The following reasons are not valid excuses for the late submission of tasks; computer difficulties, printer problems, or a student's lack of organisation. It is my understanding that any difficulty with the task must be brought to the attention of the classroom teacher several days before the due date of the task.

Declaration of Originality:

In accordance with the College Assessment Policy, I declare that this submission is my own work and that to the best of my knowledge, it contains no material previously published or written by another person except where acknowledgement has been made.

Student Signature: _____

ASSESSMENT SYLLABUS OUTCOMES: A student:

- 4.1.1 Applies design processes that respond to needs and opportunities in each design project
- 4.2.1 generates and communicates creative design ideas and solutions
- 4.3.1 Applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects.
- 4.5.1 Applies management processes to successfully complete design projects

Report Outcomes: A student has demonstrated the ability to:

- Utilises and effectively documents each stage of the design process
- Demonstrates knowledge and understanding of designers and designing
- Applies a range of tools, materials and techniques to complete quality design solutions in a safe and appropriate manner.
- Effectively manages a design project to completion

INSTRUCTIONS

A detailed explanation of the task and marking criteria has been attached to the following pages.

TASK INSTRUCTION:

PRACTICAL COMPONENTS:

- As a nutritionist, you have been assigned to Clancy Catholic College to observe their school canteen and the items sold to adolescent students. As part of this assignment you are to produce the following items:
- SNACK FOOD: In your allotted practical class produce one snack food that is healthy for the students at Clancy Catholic College.
- PACKAGE: Research and create a package for your snack food ensuring that the packaging is appropriate and includes a name, nutritional labeling and a slogan.

DESIGN FOLIO COMPONENT:

Create a design folio that shows the steps in managing, designing, making and evaluating your Technology project. The design folio is to be word processed (i.e. Microsoft Word) with the exception of drawings, which should be "hand-drawn". The folio must include the following:

	Section	Explanation	Complete
1.0 Identification	(1.1) Title Page	The title "Food technology- Snack food and packaging design", your name, teachers surname and class	
	(1.2) Design Situation	<u>Copy</u> the following design situation statement in your folio: The NSW government has implemented the "Healthy School Canteen Strategy" to help combat the increase in childhood obesity. Canteens in NSW schools are having a competition to see who can produce the healthiest canteen. You have been promoted to canteen manager.	
	(1.3) Design Brief	<u>Copy</u> the following design brief statement in your folio: Design, create and evaluate ONE (1) healthy snack food and food package.	
2.0 Preparation	(2.1) Limitations	Identify and explain THREE (3) or more of the limitations (boundaries) that will apply when developing your snack food and package	
	(2.2) Criteria for success	Identify and explain THREE (3) or more criteria to determine the success of your project (what does your package have to do OR what features does it have to have to be a successful design)	
	(2.3) Time management	Create a computer generated Gantt chart detailing the order and timing of each design process stage and construction step in the creation of your project.	

3.0 Investigation	Research	<p>Using a variety of sources, report on the following:</p> <p>3.1 Existing snack foods Conduct research into TEN (10) cost effective, current healthy snack food products by:</p> <p>3.1.1 Providing an image of each snack food item</p> <p>3.1.2 Calculate the cost of an item and the cost per serve (i.e. if a 6 pack of muesli bars costs 4.50, find out how much 1 muesli bar would cost also)</p> <ul style="list-style-type: none"> Ensure you provide a mixture of both sweet and savoury snacks <p>Conduct research into TWO (2) current unhealthy snack food products (1 sweet and 1 savoury) by:</p> <p>3.1.3 Providing an image of each</p> <p>3.1.4 Calculate the cost of the item and the cost per serve (i.e. if a pack of 12 chocolate bars costs 3.20, find out how much 1 chocolate bar would cost)</p> <p>3.2 Packaging requirements</p> <p>3.2.1 Brainstorm the properties/functions of food packaging</p> <p>3.2.2 Make a list of the labelling requirements for a food package</p> <p>3.3 Use of equipment</p> <p>3.3.1 Identify THREE (3) pieces of equipment that is available for you to make your <u>healthy snack food item</u></p> <p>3.3.2 Provide an image of each piece of equipment and describe how you will use it whilst producing your <u>healthy snack food item</u></p> <p>3.3.3 Identify THREE (3) pieces of equipment that is available for you to make your <u>food package</u></p> <p>3.3.4 Provide an image of each and describe how you will use it whilst producing your <u>food package</u></p> <p>3.4 Research Findings</p> <p>3.4.1 List the findings of the research you have conducted and explain how these will help you in designing your food package and healthy snack food item</p>	
4.0 Construction	(4.1) Ideas	<p>4.1.1 Sketch (hand drawn) THREE (3) annotated/ labeled pictures of possible designs for your food packaging and slogan. You may only use lead pencil in these sketches.</p> <p>4.1.2 Select ONE (1) sketch to construct. Justify your choice by providing three or more reasons by referring to your criteria for success for guidance</p>	
	(4.2) Final Drawing	<p>4.2.1 Create a pictorial drawing of your final design. This is to be <i>rendered</i> and contain a front and back view and contain labeling, branding and nutritional tables etc.</p> <p>4.2.2 Create a production drawing of your food package. This drawing should be created using a <i>lead pencil</i> and contain <i>dimensions</i> where possible. It should also show the design details in both the front and back view</p>	
	(4.3) Final Product	<p>4.3.1 In class time as specified by your class teacher, select and produce a snack food recipe from those provided.</p> <p>4.3.2 Select ONE (1) sketched idea to construct and produce a colourful package and slogan for your product.</p>	
5.0 Justification	(5.1) Final Evaluation	<p>Evaluate the project using the following headings:</p> <ul style="list-style-type: none"> Aesthetics Function Improvement 	
	(5.2) Bibliography	<p>You must include a list of sources used to complete your folio, particularly that of the research section.</p>	

Assessment Criteria

4.1.1: Applies design processes that respond to needs and opportunities in each design project

Level of achievement	Indicators
A 9 - 10	<ul style="list-style-type: none"> • The student has comprehensively completed all aspects of the design folio as identified in the Design Folio scaffold to an excellent level. • All components of the design folio have been communicated in a clear and logical manner, demonstrating excellent understanding of the design process as used by designers.
B 7 - 8	<ul style="list-style-type: none"> • The student has completed all aspects of the design folio as identified in the Design Folio scaffold. • Some small inaccuracies exist in the order of the design folio, demonstrating a high understanding of the design process.
C 5 - 6	<ul style="list-style-type: none"> • The student has completed most aspects of the design folio as identified in the Design Folio scaffold. • The design folio generally demonstrates an understanding of the design process, as it is presented mostly in a logical order.
D 3 - 4	<ul style="list-style-type: none"> • The student has completed some aspects of the design folio as identified in the Design Folio scaffold. • The design folio demonstrates some understanding of and consideration for a design process. The folio is ordered correctly in only a few areas.
E 1 - 2	<ul style="list-style-type: none"> • The student has completed limited aspects of the design folio as identified in the Design Folio scaffold. • The design folio is out of order and demonstrates little awareness of the correct design process.

4.2.1 Generates and communicates creative design ideas and solutions

Level of achievement	Indicators
<p style="text-align: center;">A</p> <p style="text-align: center;">9 - 10</p>	<ul style="list-style-type: none"> • The student has achieved a very high level of competence in communicating their design ideas. • Detailed drawings have a very high level of accuracy and contain precise dimensions. • The pictorial drawing is in proportion, is coloured appropriately and is very accurate in appearance in comparison to the finished product.
<p style="text-align: center;">B</p> <p style="text-align: center;">7 - 8</p>	<ul style="list-style-type: none"> • The student has achieved a high level of competence in communicating their design ideas and solutions. • Detailed drawings have a high level of accuracy, and contain dimensions. • The pictorial drawing has a high level of proportion, is coloured appropriately and is accurate in comparison to the finished product.
<p style="text-align: center;">C</p> <p style="text-align: center;">5 - 6</p>	<ul style="list-style-type: none"> • The student has achieved an adequate level of competence in communicating their design ideas and solutions. • Detail drawings have a satisfactory level of accuracy and contain dimensions. • The pictorial drawing has a sound level of proportion, is coloured and is of similar appearance in comparison to the finished product.
<p style="text-align: center;">D</p> <p style="text-align: center;">3 - 4</p>	<ul style="list-style-type: none"> • The student has achieved a limited level of competence in communicating their design ideas and solutions. • Detailed drawings have a basic level of accuracy and may contain some dimensions. • The pictorial drawing contains limited colour and is of little comparison to the finished product.
<p style="text-align: center;">E</p> <p style="text-align: center;">1 - 2</p>	<ul style="list-style-type: none"> • The student has achieved a very limited level of competence in communicating their design ideas and solutions. • Detailed drawing lacks any accuracy and contains little or no dimensions. • The pictorial drawing contains little or no colour and is of dissimilar appearance in comparison to the finished product.

4.3.1 Applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects.

Level of achievement	Indicators
<p>A</p> <p>13 - 15</p>	<ul style="list-style-type: none"> ▪ Demonstrates a very high level of proficiency in the correct application of appropriate tools, materials and techniques in the development of the design project. ▪ Student is able to independently select appropriate tools and processes. ▪ The student has achieved a very high quality project.
<p>B</p> <p>10 -12</p>	<ul style="list-style-type: none"> ▪ Demonstrates a high level of proficiency in the correct application of appropriate tools, materials and techniques in the development of the design project. ▪ Student is able to select and correctly use appropriate tools and processes with minimal teacher guidance required. ▪ The student has achieved a high quality project
<p>C</p> <p>7 - 9</p>	<ul style="list-style-type: none"> ▪ Demonstrates a sufficient level of proficiency in the correct application of appropriate tools, materials and techniques in the development of the design project. ▪ Student is able to select and correctly use appropriate tools and processes with some teacher guidance required. ▪ The student has achieved a project of adequate quality.
<p>D</p> <p>4 - 6</p>	<ul style="list-style-type: none"> ▪ Demonstrates a limited of proficiency in the correct application of appropriate tools, materials and techniques in the development of the design project. ▪ Student is able to select and use appropriate tools and processes with frequent teacher guidance required. ▪ The student has achieved a project of limited quality.
<p>E</p> <p>0 - 3</p>	<ul style="list-style-type: none"> ▪ Demonstrates a very limited level of proficiency in the correct application of appropriate tools, materials and techniques in the development of the design project. ▪ Student is unable to select and correctly use appropriate tools and processes without full teacher guidance. ▪ The student has achieved a project of very limited quality.

4.5.1 Applies management processes to successfully complete design projects

Level of achievement	Indicators
A 5	<ul style="list-style-type: none"> The Gantt Chart is very well presented using ICT's. The Gantt Chart is extensive and highly accurate in portraying all steps of the design and construction process of their project
B 4	<ul style="list-style-type: none"> The Gantt Chart is well presented using ICT's. The Gantt Chart is computer generated and accurate in portraying all steps of the design and construction process of their project
C 3	<ul style="list-style-type: none"> The Gantt Chart is presented at a satisfactory level and is computer generated. The Gantt Chart is mostly accurate in portraying the main steps of the design and construction process of their project
D 2	<ul style="list-style-type: none"> The Gantt Chart is presented at a basic level complete and is not computer generated The Gantt Chart is inaccurate in portraying the steps of the design and construction process of their project
E 1	<ul style="list-style-type: none"> The Gantt Chart is presented at a very basic level and is not computer generated. The Gantt Chart is quite incomplete or largely inaccurate in portraying steps of the design and construction process of their project

Assignment Overall Mark and Grade

Overall Mark	A	B	C	D	E	Overall Grade
	40 - 34	33 - 26	25 - 18	17 - 10	9 - 0	A B C D E