

PICTON HIGH SCHOOL

Creating Opportunities Achieving Success



Year 10 Food Technology - Food Product Development

Due Date: Food Order and Theory Due: March 24 th by 3:10pm Practical Component: Practical: TBC (Approx. Term 2 Week 2)	Assessment Name: Movie Snack Founder
Mark: /80	Weighting: 40 %

SYLLABUS OUTCOMES TO BE ASSESSED:

FT5-1 Demonstrates hygienic handling of food to ensure safe and appealing product

FT5- 8 Collects, evaluates and applies information using a range of media and appropriate terminology

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

DIRECTIVES TO BE ASSESSED:

Assess: Make a judgement of value, quality, outcomes, results or size

Demonstrate: Show by example

Describe: Provide characteristics and features

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

Identify: Recognise and name

Outline: Sketch in general terms; indicate the main features of

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.

Write each card below so you remember.

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

The packaging will be: _____

The movie you'll be promoting is: _____

To complete a successful new food product, you will need to complete the following (it is recommended that you use the scaffold provided).

- | | |
|--|------------|
| 1. <i>Identify</i> what the design brief requires you to do? | /2 |
| 2. Write all the ideas you have for a movie snack. Consider how you will cater for all 3 of your cards and whether the design will be a line extension or a me-too. | /8 |
| 3. Choose your favorite idea and <i>outline</i> why it would be most appropriate. | /4 |
| 4. <i>Describe</i> your target market? <i>Justify</i> why you have chosen this audience. | /8 |
| 5. Sketch your 2 initial ideas in the boxes below. Annotate them to show the ingredients you would like to use | /8 |
| 6. Research possible recipes for your idea | - |
| 7. Design your food product development recipe | /8 |
| 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. Production the final design as a physical packaging product with all the correct labeling (such as ingredient list, NIP chart, product name, any allergies, business name and location see: https://www.foodstandards.gov.au/consumer/labelling/Pages/default.aspx) | /22 |
| 9. Use the practical lesson to test your recipe. <i>Evaluate</i> its sensory properties using the food evaluation survey sheet. | - |
| TOTAL | /60 |

Part B: 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 need to submit the following for this section: (10 marks)

- Food Order sheet – you will be given this on a separate sheet
- Recipe for TWO – title, ingredients, method, picture (*print this off twice – one for the assessment and one for when you are completing your practical*)

In the assessment practical you will need to: (10 marks)

- Select appropriate equipment and techniques for cooking your dish.
- Demonstrate safe and hygienic work practices.
- Demonstrate good time management skills
- Ensure your dish reflects nutritional choices and looks appealing
- Teamwork – are you able to work together

Marking Criteria

PART A: New Movie Food Product					
Outcomes and specific dot points	OUTSTANDING	HIGH	SOUND	BASIC	LIMITED
Outcome: FT5-11	2	1.5	1	0.5	0
1. Identify what the design brief requires you to do?	<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 style="text-align: center;"><u>OR</u></p> <p>Student's answer is incomplete without relevant information. Literacy errors present.</p>
Outcome: FT5-11	8	7-6	5-4	3-2	1-0
2. Write all the ideas you have for a movie snack with your constraints in the bulbs.	<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 style="text-align: center;"><u>OR</u></p> <p>Student's answer is incomplete without relevant information.</p>

Outcome: FT5-11	4	3	2	1	0.5
<p>3. Choose your favorite 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><u>OR</u></p> <p>Student's answer is incomplete without relevant information.</p>
Outcome: FT5-11	8	7-6	5-4	3-2	1-0
<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><u>OR</u></p> <p>The reason/s provided are suitable. Student has demonstrated a 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>

Outcome: FT5-8	8	7-6	5-4	3-2	1-0
<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>
<p>6. Feasibility study completed in class</p>					
Outcome: FT5-11	8	7-6	5-4	3-2	1-0
<p>7. Design your food product development recipe.</p>	<p>Student has demonstrated critical and creative thinking in the design of the recipe. 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. The recipe considers the style of food that consumers usually enjoy at the movies.</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 consumers usually enjoy at the movies.</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>

Outcome: FT5-8	22-17	16-15	14-10	9-5	4-0
<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. Produce the final package design and place all the appropriate labelling and notices.</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>The package has been produced with all the correct labelling placed on the packaging.</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>The package has been produced and majority of labelling is correct</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>The package has been made with minimal labelling and effort</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>The package is made with no or incorrect labelling</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>

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

Completed Not completed

MARKING GUIDELINES	
Part B- Food Order and recipe (FT-11)	Mark
<ul style="list-style-type: none"> - Student has submitted a recipe, suitable for one person – with all sections complete - Student has submitted the recipe and point/food order sheet on time. - Student has selected ingredients that add up to 10-20 points. - Student has demonstrated critical and creative thinking in the development of the recipe and has prioritized nutrition in the development of the recipe. 	9-10
<ul style="list-style-type: none"> - Student has submitted a recipe, suitable for one person – with most sections complete - Student has submitted the recipe and point/food order sheet on time. - Student has selected ingredients that add up to 10-20 points. - Student has prioritized nutrition in the development of the recipe. 	7-8
<ul style="list-style-type: none"> - Student has submitted the recipe and point/food order with minimal clarity. - Student has attempted to ensure nutrition is part of the development of the recipe. 	5-6
<ul style="list-style-type: none"> - Student has submitted the recipe and point/food order but is not using the ingredients selected appropriately to ensure nutrition. 	3-4
<ul style="list-style-type: none"> - Student has not submitted the points/food order sheet or recipe or has done so incorrectly with multiple errors. 	0-2

MARKING GUIDELINES	
Part B- Practical (FT-1)	Mark
<ul style="list-style-type: none"> - Select appropriate equipment and techniques for cooking your dish. - Demonstrate safe and hygienic work practices. - Demonstrate good time management skills - Ensure your dish reflects nutritional choices and looks appealing 	9-10
<ul style="list-style-type: none"> - Select mostly appropriate equipment and techniques for cooking your dish. - Demonstrate safe and hygienic work practices. - Demonstrate good time management skills - Dish looks nutritious and appealing 	7-8
<ul style="list-style-type: none"> - Selects some appropriate equipment and techniques for cooking your dish. - Demonstrate some safe and hygienic work practices. - Time management skills could be improved - Dish looks somewhat nutritional and appealing 	5-6
<ul style="list-style-type: none"> - Appropriate equipment and techniques not always selected for cooking your dish. - Demonstrate some safe and hygienic work practices. - Time management skills could be improved - Dish looks somewhat nutritional but lacks appeal/ looks appealing but lacks nutrition 	3-4
<ul style="list-style-type: none"> - Some equipment and techniques employed correctly - Safety ad hygiene not evident - Time management skills could be improved - Dish does not look appealing or nutritious 	0-2