Kitchen garden, Levels 3 and 4

Summative assessment

Task specifications

In this assessment task students develop a nutritious recipe (design idea) for a product to be sold in the school canteen and evaluate their recipe using identified criteria for success.

Implementation instructions

Scenario

The manager of a school canteen has been offered 5 kilograms of carrots for free from a local farm. The carrots are left over from a sale to a local food outlet.

The manager would like to use the carrots in the lunch menu for students and teachers. They will need to use them soon because of limited storage facilities in the refrigerator.

Students have been asked to prepare a recipe (design idea) using carrots as the main ingredient, to be considered by the canteen manager.

Design brief

The recipe must be for a main meal or snack and follow these criteria for success:

* align with the principles of the [Australian Guide to Healthy Eating](https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating) (AGHE), including the use of at least three of the AGHE food groups
* include two or more additional ingredients that would be available from the school/community/home garden
* be able to be prepared within one hour, using ingredients and equipment that are likely to be available in a school canteen
* appeal to both students and teachers in terms of flavour, texture and ease of eating.

Presentation

Students are to:

* provide a drawing of the final product with a technical description of key features
* provide an assessment of the recipe against the criteria for success (for example, the drawing could be annotated against criteria)
* document the production process/method to prepare the recipe
* provide details on the equipment used to produce the recipe and the importance of this equipment, which helps ensure the recipe can be followed by those with different levels of cooking ability
* document safe work practices for producing the recipe.

Notes

As this is a hypothetical situation, students can make reasonable assumptions as to what ingredients and equipment are available in the canteen.

Required materials

This task focuses on generating design ideas and does not require food preparation. Students should be offered a range of material in which to record their responses, such as a workbook or digital device (including using the recording function).

Assessment

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| **Relevant elements of the achievement standards** |
| **Design and Technologies** |
| By the end of Level 2, students:* identify the features and uses of some technologies for each of the prescribed technologies contexts [Food specialisations]
* describe given needs or opportunities
* … evaluate their ideas … based on personal preferences
* communicate design ideas for their designed solutions, using modelling and simple drawings
* following sequenced steps, ... demonstrate safe use of tools and equipment when producing designed solutions
 |  | By the end of Level 4, students:* describe how the features of technologies can be used to create designed solutions for each of the prescribed technologies contexts [Food specialisations]
* explain needs or opportunities
* … evaluate ideas … against identified criteria for success, including sustainability considerations
* develop and expand design ideas and communicate these using models and drawings including annotations and symbols
* plan and sequence major steps in design and production
* identify appropriate technologies and techniques and demonstrate safe work practices when producing designed solutions.
 |  | By the end of Level 6, students:* explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts [Food specialisations]
* suggest criteria for success, including sustainability considerations and use these to evaluate their ideas …
* combine design ideas and communicate these to audiences using graphical representation techniques and technical terms
* record project plans including production processes
* select and use appropriate technologies and techniques correctly and safely to produce designed solutions.
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| **Health and Physical Education** |
| By the end of Level 2, students:* examine messages related to health decisions and describe how to help keep themselves and others healthy, safe and physically active.
 |  | By the end of Level 4, students:* interpret health messages and discuss the influences on healthy and safe choices.
 |  | By the end of Level 6, students:* describe their own and others’ contributions to health, physical activity, safety and wellbeing.
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| **Assessment rubric** |
| **Organising element** | **Performance descriptions** |
| At Level 2 students can: | When progressing towards Level 4, students can: | At Level 4 students can: | When progressing towards Level 6, students can: | At Level 6 students can: |
| Communication of design idea (final recipe) | Use simple drawing to communicate a design idea. | Use simple drawing with annotations or symbols to communicate a design idea. | Use drawing with annotations and symbols to communicate a design idea.  | Use drawing with annotations and symbols with technical terms to communicate a design idea. | Use graphical representation techniques and technical terms to communicate combined ideas to present a design idea. |
| Design brief specification | Evaluate the design idea according to personal preferences. | Identify how the design idea aligns with the design brief criteria for success. | Outline how the design idea aligns with the design brief criteria for success. | Describe the design idea according to the design brief criteria for success. | Evaluate the design idea according to the design brief criteria for success. |
| Alignment of the design idea (recipe) with the Australian Guide to Healthy Eating | Identify key nutritional features of the recipe. | Outline how the recipe aligns with the principles of a healthy diet. | Describe how the recipe aligns with the principles of a healthy diet. | Outline how the recipe contributes to health and wellbeing. | Describe how the recipe contributes to health and wellbeing.  |
| Steps to produce the design idea (recipe) | With guidance, identify the major steps to produce the recipe. | Identify the major steps to produce the recipe. | Plan and sequence major steps in the production of the recipe. | With guidance, develop a project plan for the production of the recipe that includes the major production steps. | Develop a project plan for the production of the recipe that includes the major production steps. |
| Equipment required to produce the design idea (recipe) | With guidance, identify equipment required to produce the recipe. | Identify equipment required to produce the recipe. | Describe the features of the equipment required to produce the recipe. | With guidance, explain how the features of the equipment required to produce the recipe have an impact on the final product. | Explain how the features of the equipment required to produce the recipe have an impact on the final product. |
| Safe work practices for producing the design idea (recipe)  | With guidance, identify safe work practices. | Identify safe work practices~~.~~ | Identify safe work practices to produce the recipe. | Describe safe work practices to produce the recipe. | Justify safe work practices to produce the recipe. |