



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION



Subject	Technology Mandatory- Food
Topic	Stephanie Alexander Kitchen Garden Program
Class Teacher	Ms Hope, Mrs Whitfield & Mrs Nash
Head Teacher	Mr Daniel Wait
Year	Year 7 & 8
Date Given	Week: Term 1: Week 5
Date Due	Theory: Term 1: Week 10 Video: Term 2: Week 3
Weighting	20%

Assessment Task Guidelines:

Task 1: Australian Guide to Healthy Eating Recipe Documentation: Using the Australian Guide to Healthy Eating, you and a partner are to select a healthy recipe suitable for a teenager that will be prepared and cooked in class. You need to interpret nutritional guides, complete a daily personal food journal, analyse your daily diet, research nutritious recipes and justify the recipe selected according to the AGHE Guidelines. You will complete an evaluation on the process and final product. (Cooking segment).

Task 2: Cooking Segment: You are to produce and film a cooking segment using the healthy recipe you selected in Task 1. The video will be filmed during a practical lesson at the end of Term 1. Using the storyboards provided, you are to plan out your segment. After the segment is filmed, you and your partner are responsible for editing your cooking segment using various techniques, opening titles and closing credits.

Task 3: 2 x Practical Assessments: In Term 1 and Term 2, you will be assessed for your knowledge and skills in hygiene, safety, food preparation techniques and use of equipment during two practical lessons.

Non-completion of Task:

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both classes.

Plagiarism:

Plagiarism, the using of the work of others without acknowledgement will incur serious penalties and may result in zero award. Any cheating will also incur penalties.

Failure to follow the above procedures may result in a zero award.

The policies and procedures that are outlined on the ROSA booklet will be followed regarding the non-completion of assessment tasks.

Year 7- Technology Mandatory Marking Rubric

Stephanie Alexander Kitchen Program – Let’s Cook! Healthy Eating Project: 50 marks

Outcome	Section of the Task	Outstanding	High	Sound	Basic	Limited
TE4-6FO Explains how the characteristics and properties of food determine preparation techniques for healthy eating.	Serves required for an average teenager			Student has competently utilised the health calculator to correctly calculate the number of serves of the 5 food groups required for an adolescent.(2 marks)	Student has utilised the health calculator to correctly calculate the number of serves of some of the 5 food groups required for an adolescent. (1 mark)	Student has not attempted this section. (0 mark)
TE4-6FO Explains how the characteristics and properties of food determine preparation techniques for healthy eating.	Personal food journal	Student has completed the daily food journal to include all foods for all meals including breakfast, lunch, dinner, snacks and drinks.(4 marks)	Student has completed the daily food journal to include most foods for all meals including breakfast, lunch, dinner, snacks and drinks.(3 marks)	Student has completed the daily food journal to include some foods for all meals- breakfast, lunch, dinner, snacks and drinks.(2 marks)	Student has completed some of the daily food journal to include a few foods for some of the meals-breakfast or lunch or dinner or snacks or drinks. (1 mark)	Student has not attempted the daily food journal. (0 mark)
TE4-6FO Explains how the characteristics and properties of food determine preparation techniques for healthy eating.	Analysis of personal daily diet	Student has completed a detailed analysis of their daily diet, evaluating the number of serves of the 5 food groups. (4 marks)	Student has completed an analysis of their daily diet, evaluating the number of serves of the 5 food groups. (3 marks)	Student has analysed their daily diet, evaluating some information on the number of serves of the 5 food groups. (2 marks)	Student has analysed some aspects of their daily diet, answering some of the evaluation questions. (1 mark)	Student has not attempted the analysis and has not completed the questions. (0 mark)
TE4-2DP Plans and manages the production of designed	Recipe research and selection	Student has researched and provided 3	Student has researched and	Student has provided less than	Student has provided less than	Student has not provided any

solutions.		appropriate recipes, including the details of the recipe to be used in video. (5 marks)	provided 3 appropriate recipes, including some details of the recipe to be used in the video. (4 marks)	3 recipes and included some details listed for the recipe to be used in the cooking video. (3-2 marks)	3 recipes and has included limited or no details for the recipe to be included in the video. (1 mark)	recipes, including the recipe to be used in the video. (0 mark)
TE4-2DP Plans and manages the production of designed solutions.	Justification of the final recipe selection	Student has justified the recipe, referencing recommendations to the Australian Guide to Healthy Eating. A comprehensive and coherent response. (5 marks)	Student has justified the recipe, referencing some recommendations to the Australian Guide to Healthy Eating. A detailed and coherent response. (4 marks)	Student has justified the recipe, referencing a few recommendations to the Australian Guide to Healthy Eating. Less detailed and generally coherent response.(3-2 marks)	Student has provided little detail as to the justification of recipe, making no reference to the Australian Guide to Healthy Eating. Unstructured response. (1 mark)	Student has minimal to no attempt to justify recipe selection. (1 mark)
TE4-1DP Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities.	Storyboard/script	Student has completed a detailed, creative and informative storyboard and script. (5 marks)	Student has completed a detailed storyboard and script. (4 marks)	Student has outlined, with less detail a storyboard and script. (3-2 marks)	Student has provided basic detail to plot storyboard or script. (1 mark)	Student has minimal to no information for storyboard/script. (0 mark)
TE4-3DP Selects and safely applies a broad range of tools, materials and processes in the production of quality products.	Production of cooking segment	Student has produced a cooking segment using various presentation elements including opening title, closing credits, outstanding filming techniques, variety of camera angles, outstanding use of editing techniques, required time length. (20-18 marks)	Student has produced a cooking segment using an opening title, closing credits, commendable filming techniques, some variation in camera angles, commendable use of editing techniques, < or > 2 minutes/under the time limit. (17-13 marks)	Student has produced a cooking segment using an opening title, closing credits attempted, basic filming techniques, minimal variation in camera angles, basic editing techniques and > 5 minutes over time.(12-9 marks)	Student has produced cooking segment using some editing techniques, no variation in filming techniques, no attempt at opening and closing credits.(8-4 marks)	Student has filmed some footage of the practical cooking with no editing techniques or has not attempted to produce a cooking segment.(3-0 marks)
TE4-1DP	Evaluation of	Student has critically	Student has	Student discusses	Student lists the	Student has not

<p>Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities.</p>	<p>cooking segment</p>	<p>evaluated the effectiveness and suitability of the cooking segment against the predetermined criteria to include positives, negatives, function, aesthetics, improvements, modifications and impact to target audience etc. (5 marks)</p>	<p>evaluated the effectiveness and suitability of the cooking segment against the predetermined criteria to include positives, negatives, function, aesthetics, improvements, modifications and impact to target audience etc. (4-3 marks)</p>	<p>points for and against to evaluate the features of the cooking segment and suggests basic improvements. (2 marks)</p>	<p>points for and/or against to evaluate the features of the cooking segment. (1 mark)</p>	<p>attempted to evaluate their cooking segment video. (0 marks)</p>
--	-------------------------------	--	--	--	--	---

Year 7- Technology Mandatory Marking Rubric

Stephanie Alexander Kitchen Program – Practical Assessment: 20 marks (2 per semester)

Outcome	Task	Outstanding (10-9 marks)	High (8-7 marks)	Sound (6-5 marks)	Basic (4-3 marks)	Limited (2-0 mark)
TE4-3DP: Selects and safely applies a broad range of tools, materials and processes in the production of quality projects.	Student selects, justifies and uses a range of appropriate tools and techniques in food preparation.	Student demonstrates outstanding food preparation and cooking techniques including the appropriate use of equipment in preparing recipes.	Student demonstrates thorough food preparation and cooking techniques including the appropriate use of equipment in preparing recipes.	Student demonstrates sound food preparation and cooking techniques including the appropriate use of equipment in preparing recipes.	Student demonstrates basic food preparation and cooking techniques including the appropriate use of equipment in preparing recipes.	Student demonstrates limited food preparation and cooking techniques including the appropriate use of equipment in preparing recipes.
TE4-3DP: Selects and safely applies a broad range of tools, materials and processes in the production of quality projects.	Student identifies and applies safe work practices. -correct use of tools and equipment food safety and hygiene practices	Student demonstrates outstanding food safety and hygiene procedures including use of knives, equipment, washing hands, hair tied back and maintaining clean workspaces.	Student demonstrates thorough food safety and hygiene procedures including use of knives, equipment, washing hands, hair tied back and maintaining clean workspaces.	Student demonstrates sound food safety and hygiene procedures including use of knives, equipment, washing hands, hair tied back and maintaining clean workspaces.	Student demonstrates basic food safety and hygiene procedures including use of knives, equipment, washing hands, hair tied back and maintaining clean workspaces.	Student demonstrates limited food safety and hygiene procedures including use of knives or equipment, or washing hands, or hair tied back and/ or maintaining clean workspaces.

Stephanie Alexander Kitchen Program – Let’s Cook! Practical Activities: Semester 1: 2019

Term 1: Plants	Term 2: Animals
<ul style="list-style-type: none">1. Smoothie Bowl2. Blueberry and Yoghurt Breakfast Pots (toasted seed sprinkle)3. Hummus and Vegetable Stick Combo/Mango Lassi4. Poached Fruit and Crumble5. Asian Omelette or Summer Vegetable Omelette Stack6. Stephanie’s Simple Pasta Sauces/Pasta Making7. Fried Rice8. Cherry Tomato and Basil Focaccia/homemade butter9. Rice Filling- Capsicums10. Filming Cooking Segment (Peach and Honey Frozen Yoghurt)	<ul style="list-style-type: none">1. Basic Pizza Dough/Toppings2. Roast Pumpkin, Chickpea and Sage Sausage Rolls3. Breakfast- Designer breakfast4. Salad of the Imagination & Corn Fritters5. Risotto of the Imagination6. Oven baked spring rolls7. Beef Stir-fry8. Seasonal fruit muffins9. Steamed Chicken, Ginger & Vegetable Wontons