

/ 140 marks

***Written 86 │ Practical 20 │***

***Collaborating & Managing 14 │ Knowledge & Understanding 20***

30% of semester marks

**DESIGN CHALLENGE**

You are to design a healthy and nutritious recipe, which can be frozen, thawed and if necessary reheated for a morning or afternoon tea. The morning tea will be served to parents, grandparents, favourite teacher or older brother or sister (who is not at school). The morning/afternoon tea will be held as a fundraiser for **Australia’s Biggest Morning Tea** which is run through the **Cancer Council**.

**You will be assessed on the following criteria:**

**Knowledge and Understanding**

Sustainable production systems are subject to competing demands (social, environmental, economic) and how these factors influence their design

**Processes and Production Skills**

Investigate a given need or opportunity for a specific purpose)

Consider [components](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/technologies-overview/glossary/components)/resources to develop solutions, identifying [constraints](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/technologies-overview/glossary/constraints)

Safely apply appropriate [techniques](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/technologies-overview/glossary/techniques) to make solutions using a range of [components](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/technologies-overview/glossary/components) and [equipment](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/technologies-overview/glossary/equipment))

Develop [contextual criteria](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/technologies-overview/glossary/contextual-criteria) independently to [assess](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/technologies-overview/glossary/assess) [design processes](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/technologies-overview/glossary/design-process) and solutions

Work independently, and collaboratively when required, to plan, develop and communicate ideas and [information](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/technologies-overview/glossary/information) when managing projects

**INVESTIGATION & DEFINING**

1. **Create a one-page report discussing what the Biggest Morning tea is and why people fundraise.** */10 marks*

* Think about where the money is sent to and how it helps contribute to people in our community.
* Find someone’s story discussing their experience with cancer and how it impacted their lives.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

1. **List five (5) savoury foods that are suitable to be served at a morning/afternoon tea** /*5 marks*

|  |
| --- |
|  |
|  |
|  |
|  |

1. **List five (5) sweet foods that are suitable to be served at a morning/afternoon tea** /*5 marks*

|  |
| --- |
|  |
|  |
|  |
|  |

1. **Research 8 recipes you could make with a link to the recipe** /*8 marks*

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| **Link:**  **Pros:**  **Cons:** | **Link:**  **Pros:**  **Cons:** | **Link:**  **Pros:**  **Cons:** | **Link:**  **Pros:**  **Cons:** |
|  |  |  |  |
| **Link:**  **Pros:**  **Cons:** | **Link:**  **Pros:**  **Cons:** | **Link:**  **Pros:**  **Cons:** | **Link:**  **Pros:**  **Cons:** |

1. **List four (4) constraints to consider when planning your design** /*4 marks*

|  |
| --- |
|  |
|  |
|  |
|  |

**DESIGNING**

1. **The recipe we have chosen is:** /*4 marks*

|  |
| --- |
| **Because: .** |
|  |
|  |
|  |

1. **Shape

   Description automatically generated with medium confidenceLabel the healthy eating pyramid and plot your ingredients on it:** /*4 marks*
2. **Is your recipe healthy or unhealthy? Explain your answer:** /*2 marks*

|  |
| --- |
|  |
|  |
|  |
|  |

1. **Create a recipe card to support your recipe, researching the ingredients using Coles online, to cost.** /*12 marks*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RECIPE CARD** | | | | | | | | | | | | | |
| RECIPE NAME: | | | | | | | | | | PREP TIME: | | | |
| PORTIONS: | | | COST PER SERVING: $ | | | | | | | COOKING TIME: | | | |
| **INGREDIENTS:** | | | | | **QUANTITY:** | | | **INGREDIENTS:** | | | | **QUANTITY:** | |
|  | | | | |  | | |  | | | |  | |
|  | | | | |  | | |  | | | |  | |
|  | | | | |  | | |  | | | |  | |
|  | | | | |  | | |  | | | |  | |
|  | | | | |  | | |  | | | |  | |
|  | | | | |  | | |  | | | |  | |
|  | | | | |  | | |  | | | |  | |
| EQUIPMENT: | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| RECIPE METHOD: | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **COST ANALYSIS** | | | | | | | | | | | |
| **INGREDIENTS:** | | | **Item Cost** | | | **Quantity Purchased** | | **Recipe Amount**  **(Portion required)** | | **Final Cost** | |
|  | | |  | | |  | |  | |  | |
|  | | |  | | |  | |  | |  | |
|  | | |  | | |  | |  | |  | |
|  | | |  | | |  | |  | |  | |
|  | | |  | | |  | |  | |  | |
|  | | |  | | |  | |  | |  | |
|  | | |  | | |  | |  | |  | |
|  | | |  | | |  | |  | |  | |
|  | | |  | | |  | |  | |  | |
|  | | |  | | |  | |  | |  | |
|  | | |  | | |  | |  | |  | |
|  | | |  | | |  | |  | |  | |
|  | | |  | | |  | |  | |  | |
|  | | |  | | |  | |  | |  | |
|  | | |  | | |  | |  | |  | |
|  | | |  | | |  | |  | |  | |
|  | | |  | | |  | |  | |  | |
|  | | |  | | |  | |  | |  | |
|  | | |  | | |  | |  | |  | |
|  | | |  | | |  | |  | |  | |
|  | | |  | | |  | |  | |  | |
|  | | |  | | |  | |  | |  | |
|  | | |  | | |  | |  | |  | |
|  | | |  | | |  | |  | |  | |
|  | | |  | | |  | |  | |  | |
|  | | |  | | | |  | | | **Total:** | |  | |
|  | | |  | | | |  | | | **Serves:** | |  | |
|  | | |  | | | |  | | | **Cost per serve:** | |  | |

**5. Create a workflow plan to ensure you can complete your task in the allocated time.** */ 10 marks*

|  |  |  |  |
| --- | --- | --- | --- |
| **WORKFLOW PLAN – FUNCTION:** | **DATE:** | |  |
| **DISH:** | | | |
| **NAME/S:** | | | |
| **STEPS:** | **TIME:** | **INGREDIENTS:** | **EQUIPMENT NEEDED:** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Notes:**

|  |
| --- |
|  |
|  |
|  |

1. **How will you present and serve your chosen recipe?** */2 marks*

|  |
| --- |
|  |
|  |
|  |
|  |

1. **List at least 5 things that will be important on the day of the morning tea. Consider presentation, hygiene and teamwork etc.** /*5 marks*

|  |
| --- |
|  |
|  |
|  |
|  |

**PRODUCING & IMPLEMENTING**

1. **Produce your morning tea food** */20 marks*

|  |  |
| --- | --- |
| **C** | 0-7 |
| Plans production of morning tea food(recipe/time plan) |  |
| Makes products using equipment and resources safely. |  |
| **B** | 8-15 |
| Detailed production plan, including time line. |  |
| Makes products using equipment and resources safely and efficiently |  |
| Completes food on time. |  |
| **A** | 15-20 |
| Organises and implements production plan, making changes where necessary. |  |
| Works within constraints. |  |
| Recognizes and reports hazards, adopts safe work practices. |  |

**EVALUATION**

* + - 1. **Was my recipe suitable for the morning tea? Why/Why not.** */2 marks*

|  |
| --- |
|  |
|  |

1. **Rate your recipe in terms of the following:** */1 marks*

Unhealthy / Healthy / Very Healthy

**Why does it get the above rating?**

|  |
| --- |
|  |
|  |
|  |

1. **Give yourself a score out of 3 (1 lowest and 3 highest), justify your score.** /*5 marks*

|  |  |  |
| --- | --- | --- |
|  | Score | Provide reasons for your decision |
| Teamwork skills |  |  |
|  |
| Organisation of work |  |  |
|  |
| Food orders |  |  |
|  |
| Recipe plans |  |  |
|  |
| Safe food handling practices |  |  |
|  |
| Food processing techniques |  |  |
|  |

1. **Did you experience any minor problems or complications when preparing and cooking this food and if so, what were they and how did you overcome them?** /2 *marks*

|  |
| --- |
|  |
|  |
|  |
|  |

1. **What was most challenging part of the task?** /*2 marks*

|  |
| --- |
|  |
|  |
|  |
|  |

1. **What was the most interesting fact you learnt whilst completing your research?** /*2 marks*

|  |
| --- |
|  |
|  |
|  |
|  |

**MARKING KEY TASK 1: Morning/Afternoon Tea Task**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| STRAND: PROCESSES AND PRODUCTION SKILLS | | | | | | | | | | | | |
|  | | | | | | | | **POSSIBLE MARK** | | | | **AWARDED** |
| **INVESTIGATING AND DEFINING** | | | | | | | | 32 | | | |  |
| **DESIGNING** | | | | | | | | 39 | | | |  |
| **PRODUCING AND IMPLEMENTING** | | | | | | | | 20 | | | |  |
| **EVALUATING** | | | | | | | | 15 | | | |  |
| **COLLABORATING AND MANAGING** | | | | | | | | 14 | | | |  |
|  | | | | | | | | 120 marks | | | | GRADE: |
| STRAND: KNOWLEDGE AND UNDERSTANDING | | | | | | | | | | | | |
| **TECHNOLOGIES AND SOCIETY** | | | | | | | | 20 | | | |  |
|  | | | | | | | |  | | | |  |
|  | | | | | | | | 20 marks | | | | GRADE: |
|  | | | | | | | |  | | | |  |
| PROCESSS AND PRODUCTION SKILLS: Food specialisations | | | | | | | | | | | | | | | | |
| A | | | B | | | C | | D | | | E | | | | | |
| Uses a range of relevant examples to explain, in detail, the principles of food safety, nutrition, preparation, presentation, preservation, physical and sensory properties and perceptions. | | | Uses relevant examples to explain the principles of food safety, nutrition, preparation, presentation, preservation, physical and sensory properties and perceptions. | | | Describes the principles of food safety, nutrition, preparation, presentation, preservation, physical and sensory properties and perceptions. | | Lists some of the principles of food safety, nutrition, preparation, presentation, preservation, physical and sensory properties and perceptions. | | | Does not meet the expected standard. | | | | | |
|  | | |  | | |  | |  | | |  | | | | | |
| KNOWLEDGE AND UNDERSTANDING: Technologies and society | | | | | | | | | | | | | | |
| A (17-20) | | | B (13-16) | | | C (9-12) | | D (5-8) | | | E (0-4) | | | |
| Explains, with relevant examples, social, ethical and sustainability factors. | | | | Describes, with examples, social, ethical and sustainability factors. | | Identifies social, ethical and sustainability factors. | | States some social or ethical or sustainability factors. | | | | Does not meet the expected standard. | | |
| Describes economic, environmental and social sustainability in the development of designed solutions for products, services and environments. | | | | Considers economic, environmental and social sustainability in the development of designed solutions for products, services and environments. | | Considers economic, environmental and social sustainability in the development of designed solutions for products, services and environments. | | Considers social, economic and/or environmental sustainability in the development of designed solutions for products, services and/or | | | |  | | |