# Pre-approved Learning and Assessment Plan

Stage 2 Material Products (context: Food)

Pre-approved learning and assessment plans are for *school use only*.

* Teachers may make changes to the plan, retaining alignment with the subject outline.
* The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
* The plan does not need to be submitted to the SACE Board for approval.

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| School |  | Teacher(s) |  |

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| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **2** | **M** | **M** | **A** | **20** |  |

Addendum – changes made to the pre-approved learning and assessment plan

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| Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:  what changes have been made to the plan   * the rationale for making the changes * whether these changes have been made for all students, or for individuals within the student group. |

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

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| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Material Products – 20 credits

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

Assessment Type 1: Skills and Applications Tasks – weighting 20%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
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| I | Pl | Pr | E |
| Specialised Skills Application 1  Food preparation and presentation requires specialised processes and production techniques. These vary depending on whether the product is savoury or sweet. Specialised appliances may also be a part of the production process, thus requiring skill and safety in the use of these appliances.  Task;Students identify two or more skills or processes that may be associated with their Major Project. The skills area chosen may provide further development of existing skills or develop new skills required for the Major Project. Students negotiate with the teacher which skill or process to focus on.  Some examples include, but are not limited to;   |  |  | | --- | --- | | *Sweet:* | *Savoury:* | | Cake-making techniques | Dry heat cooking methods | | Pastry making techniques | Moist heat Cooking methods | | Egg foams | Maillard Reaction development | | Gelatine mixtures | Sous vide techniques | | Aeration techniques | Molecular gastronomy (limited) |   Production;Using their chosen process and appropriate equipment, students make a product. They should use appropriate skills, processes, procedures, and techniques to create a product to an appropriate standard and specification.  Students demonstrate accomplished use of resources, equipment, and materials to create a product or system *safely and accurately*. Safety includes food safety and hygiene, environmental safety and safe use of equipment and appliances.  Students record their progress and decisions made to provide evidence of accomplished and *resourceful development of solutions to technical problems that may arise* during the making/completion of the product. Evidence should indicate an extension of existing skills or development of new ones. |  | 2 | 1,2,3 | 3 | Evidence of student learning may be presented in the form of reports, tables or checklists, comparison charts, photos of finished effect, annotated images, scanned images, multimedia presentation.  Skills will be assessed over an extended period of time.  Teacher checklist will be used to indicate level of competency and safety. |
| Specialised Skills Application 2  Garnishing is a skill that requires the production of edible decorations to enhance the visual appeal and flavour of a dish. These are used on both savoury and sweet dishes. On savoury dishes they are generally referred to as garnishes, and on sweet foods they are generally referred to as decorations. Garnishes must be edible, however decorations need not be.  Task;Prepare a range of garnishes or decorations suitable for *either* sweet or savoury foods.  Production**;** Use a variety of tools and techniques prepare a range of garnishes or decorations that may be suitable for students’ Major Project. Use appropriate skills, processes, procedures, and techniques to create product to an appropriate standard and specification | 4 |  | 1,2,3 |  | Students are assessed against a checklist. Criteria may include visual effect created by tool, able to be prepared in advance, quick to apply, aesthetic appeal, functionality, prepared in a timely manner, suitability for food chosen (as applicable).  Time allocated 3 weeks.  Teacher checklist will be used to indicate level of competency and safety. |
| Materials Application  There are many contemporary issues related to foods that influence production in the food and hospitality industry. These current food trends may be influenced by health, environmental, individual or social issues.  Students investigate and analyse different foods that are currently trends in the industry. Students consider the main/key ingredients they may use in their Major Project ie eggs, flour, chocolate, fish, steak. Students identify TWO trends that may apply to these main/key ingredients and influence the range available. Determine their suitability for use in the Major Product.  Current food trends related to health, environmental or social issues include:   * “Super foods” e.g. blueberries, kale, quinoa, coconut oil * Environmentally friendly products e.g. Organic, Biodynamic, No-GM * Animal friendly products e.g., free-range. * Socially influenced products e.g. Halal, Kosher, low-fat, “raw” * Fair Trade products * Individually influenced products e.g. diabetic, gluten-free   Students devise TWO appropriate tests that will investigate the functional properties and characteristics of each of the “trendy” food ingredient in comparison to its everyday alternative. Tests should relate to how the food may be used in the Major Project. Testing is to include both qualitative and quantitative measures. Conduct appropriate tests showcasing the properties of each chosen “trendy” food in comparison to its everyday equivalent.  Students evaluate the suitability of the functional properties and characteristic of the chosen food ingredients and link these results to the use of these materials in their major product. They analyse the impact their identified ingredients would have on individuals, society, and/or the environment if used in the major product. | 1,3,4 | 1,3 |  | 3 | Investigating and planning and evaluation of this task should be a maximum of 800 words if written or a maximum of 5 minutes if oral, or the equivalent in multimodal form.  Presentation of this information could be in the form of annotated images, computer-generated information, scanned images, annotated visual displays, multimedia presentations, web pages, oral presentations, or written reports.  Time allocation: 8 weeks. |

Assessment Type 2: Product – weighting 50%

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| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| I | Pl | Pr | E |
| Minor product  Students develop a Minor Product that will be a component of, or designed to complement, the Major product. For example a Major Product focused on savoury food, the Minor product may be a course that complements a main course; for sweet foods, the Minor may be the decorations that go on the dessert cake.  Using the design process, students develop a design brief, investigate, plan, produce and evaluate their Minor Product.  The minor product is supported by a product record that documents the process, including modifications, planning, and production. A product record is used to provide evidence of modification and planning, production, and/or evaluation aspects of the design process that occur during the creation of the product. |  | 3 | 1,2,3 | 2 | Time allocation 4 weeks, conducted in conjunction with construction of Major Product.  The product RECORD may consist of a range of different forms of documentation appropriate to the product(s). |
| Major product  Using reference to global and environmental influences, students are to plan and produce a Major Product that allows them to demonstrate an appropriate range of skills, techniques, knowledge, and ideas. The product may also be a model, prototype, process, or part. The Major Product must be suitable for a special occasion, and reflects Stage 2 standard. Students are required to choose to focus on EITHER a Main Course (savoury food) OR a dessert cake (sweet food) for a negotiated function or business brief. The Major Product must focus on a minimum of two different materials (foods) and incorporate specialised skills.  Using the design process, students develop a design brief, investigate, plan, produce and evaluate their Major Product.  The major product is supported by a product record that documents the process, including modifications, planning, and production. A product record is used to provide evidence of modification and planning, production, and/or evaluation aspects of the design process that occur during the creation of the product |  | 3 | 1,2,3 | 2 | Time allocation: 10 weeks including compilation and completion of Major Product Record.  The product RECORD may consist of a range of different forms of documentation appropriate to the product(s), for example:   * a journal or work notes * annotated images of production processes * computer-generated information with scanned images * annotated visual displays * multimedia presentations * web pages * oral presentations * a flow chart * reports. |

Assessment Type 3: Folio – weighting 30%

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| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| I | Pl | Pr | E |
| External Assessment ( two assessments for the folio)  *Product design (documentation and analysis)*  *Students create a design brief and analyse their investigation and planning for their major product, based on the skills and activities outlined in the section ‘The Design Process’ section of the Learning Scope and Requirements .* The design brief should include a statement of intent, functional outcomes, aesthetic considerations, and constraints. It can be presented in dot point form.  The investigating part of the design process should include an investigation into the impact on individuals, society, and/or the environment of technological practices related to the type of product that the student is designing. The analysis involved in investigation can be included in the product design documentation or in the product evaluation.  *Product evaluation:*  *Students evaluate their producing skills, using evidence from the major product record in Assessment Type 2, and evaluate their realised major product.* The evaluation should include:   * a critical comparison of the realised product with the requirements of the design brief, and an explanation of and justification for any changes made * a review of criteria, standards, reliability, safety, quality, and cost-effectiveness * reflection on outcomes, with recommendations for possible improvement or redevelopment of designs or procedures * analysis of the impact of the product on individuals, society, and/or the environment (if not part of product design documentation) * evaluative observations about the student’s own skills development.   Evidence of development, with supporting written or oral summaries that explain, analyse, and evaluate the process and product, could take the form of:   * all or sections of the product record * photographic or electronic or digitally generated materials * audiovisual evidence * materials * products * models * sketches, diagrams, or annotations.   Oral summaries may emerge from teacher-led discussion questions. | 1,2,3,4,5 | 1,2,3 |  | 1,2,3,4 | The combined evidence should be a maximum of 2000 words if written, or a maximum of 12 minutes recorded oral documentation, analysis, and evaluation, or the equivalent in multimodal form. |

*Seven or eight assessments.**Please refer to the Stage 2 Design and Technology subject outline.*