BACKGROUND INFORMATION
The School-assessed Task contributes 40 per cent to the study score and is commenced in Unit 3 and completed in Unit 4. For this assessment teachers will provide to the Victorian Curriculum and Assessment Authority (VCAA) a total score representing an assessment of the student’s level of performance in achieving Unit 3 Outcome 3 and Unit 4 Outcome 1.

UNIT 3: FOOD PREPARATION, PROCESSING AND FOOD CONTROLS
Area of Study 3: Developing a design plan
Outcome 3
Develop a design brief, evaluation criteria and a design plan for the development of a food product.

Nature of task
A design folio that includes:
A design brief
and
Evaluation criteria
and
A design plan including
• research and ideas
  and
• an outline of food items, properties of main ingredients, processes, tools and equipment, safety and hygiene requirements to produce the food items.
and
An overall timeline for production of food items.

UNIT 4: FOOD PRODUCT DEVELOPMENT AND EMERGING TRENDS
Area of Study 1: Implementing a design plan
Outcome 1
Safely and hygienically implement the production plans for a set of four to six food items that comprise the product, evaluate the sensory properties of the food items, evaluate the product using the evaluation criteria, and evaluate the efficiency and effectiveness of production activities.

Nature of task
Individual food item production plans
and
Production work accompanied by photographic and written records of progress and modifications
Scope of task
The design folio includes:

• A design brief developed and written by the student – that identifies a context (for example, a theme or event) that gives rise to the need for a set of food items (the product) and includes specifications (considerations and constraints). There is no word limit to the design brief, however it should contain the necessary information that will allow the student to demonstrate key knowledge and skills related to Unit 3 Outcome 3, and Unit 4 Outcome 1. The teacher is required to sign and date the authentication record once the completed design brief is sighted.

and

• Relevant criteria for evaluation that relate to the information in the design brief. Criteria for evaluation should be written as questions and a design plan that includes:
  – documented research related to the design brief and to inform the other components of the design plan
  – exploration of possible ideas, including notes, images and diagrams, as a response to the design brief
  – documentation of choices and decisions made that relate to the selection and justification of the four to six suitable food items (the product) and their appropriateness to meet the requirements of the design brief
  – discussion of properties – sensory, chemical, physical and functional – of the main ingredients to be used in the product
  – outline of a range of preparation, processing, preservation and presentation techniques, including at least four different complex processes and two to three different food preservation techniques to be used to preserve two or three of the food items. For the purposes of the School-assessed Task, food preservation is the process applied to an ingredient or food item to stop or slow down spoilage (loss of quality, edibility or nutritive value) caused or accelerated by micro-organisms. Preservation techniques that can be done in school kitchen settings include techniques that reduce moisture levels, such as dehydration, use of sugar in jam making, preserving in syrup, sugar crystallisation and use of salt in salting and curing. Preservation may also involve temperature changes such as freezing and bottling; changing pH levels or chemical methods that result in pickles, chutneys and relishes. Note that the use of alcohol for preservation is not permitted in the School-assessed Task.
  – discussion of choices of tools and equipment suitable for preparing and processing the food items
  – outline of food safety and hygiene requirements applicable to the production of each food item

and

  – an overall sequenced production timeline to show how the four to six food items will be completed in the allocated time.

• The design brief, development of evaluation criteria, design plan and overall timeline for production should be completed prior to students commencing their individual food item production plans and the production work in Unit 4. A record of all decision-making should be documented throughout the design folio.

• Implementation of the design and production plans for the set of four to six food items, and evaluation of the outcome of the production work includes:
- developing and documenting individual food item production plans, which identify the ingredients, sequence of steps, food preparation, processing and preservation techniques, selected tools and equipment to produce each food item and intended presentation and appropriate health and safety requirements/work practices
- producing the four to six food items in response to the design brief developed as part of Unit 3 Outcome 3
- selecting and safely and hygienically using appropriate ingredients, tools and equipment
- using appropriate techniques in food preparation, processing and preservation and presentation
- using at least four different complex processes in the production work
- using two to three different food preservation techniques to preserve two or three of the food items
- applying appropriate/specifc food safety and hygiene practices
- recording evidence of production (written and photographic evidence of production work), decisions made, modifications and reasons for any modifications that are made to the overall plan and/or the individual food item production plans, including any changes to ingredients, processes, preparation, processing, preservation and presentation techniques, selected tools or equipment, order of production activities and timing during the production of the product (four to six food items)
- analysing the sensory properties (appearance, aroma, flavour and texture) of each of the food items produced
- evaluating the product using the previously developed criteria with reference to the sensory analysis
- evaluating the effectiveness of planning, safety and hygiene practices and the efficiency of production activities.

Throughout the development of the School-assessed Task, students will need to refer to primary sources, for example interviews, practical experience and secondary resources. Students must appropriately acknowledge all sources of information, including footnotes and a bibliography, using a recognised referencing system.

In planning for the School-assessed Task, it should be noted that a representative sample of two or three of the set of food items for each student should be retained, after they are produced in Unit 4, and are to be made available to reviewers should visitation be required. These samples should comprise foods that have been preserved using two or three different preservation techniques.

Teachers must sight and monitor the development and documentation of the student’s work on a regular basis.

Photographs must be true and accurate representations of a student’s work – this should be recorded in the final submission comments section of the Authentication Record for School-assessed Tasks and the Externally-assessed Task form. The Authentication Record for School-assessed Tasks and the Externally-assessed Task should be used for monitoring students’ work in progress for authentication purposes must be available if requested by the VCAA. The Teacher Additional Comment sheet should be used to document skills and competencies; particularly those relating to correct selection and use of ingredients, the safe and appropriate use of tools and equipment, use of appropriate preparation, processing and presentation techniques during production and the use of safe and hygienic work practices. This is related to work completed and assessed by Criteria 3–7.
GENERAL COMMENTS:

In 2011 the School-assessed Task was based on the new VCE Food and Technology Study Design (accreditation period 2011–2015). The 2011 School-assessed Task was assessed using the criteria set out in Supplement 1 to the February 2011 VCAA Bulletin VCE, VCAL and VET No. 86, Administrative advice for school-based assessment.

As this was the first year of the revised Food and Technology study, it was noted that most teachers had adapted their teaching to the new requirements of the School-assessed Task. Most student folios were assessed using the new criteria, which indicated teachers were current with their knowledge. The requirements of the School-assessed Task have evolved since the introduction of the Food and Technology study in 2001.

The School-assessed Task is worth 40 per cent of the total mark and requires students to develop their learning-by-doing skills in research, decision making, food preparation, processing, styling and photography, creativity and evaluation. While there was evidence of high performing students meeting all the requirements of the scope of the School-assessed Task some folios reflected teachers’ lack of understanding of the study design content. For example, approaches to complex processes were apparent in students’ work, which is likely to be carried over into student responses on the examination. The 2010 VCAA Food and Technology School-assessed Task report for 2010 contained helpful hints for the implementation of the 2011 School-assessed Task, and it would appear not all teachers read that report.

Professional development should be accessed through the Melbourne Museum (during the Season of Excellence Top Designs Exhibition); subject associations such as Home Economics Victoria, Home Economics Institute of Australia – Victoria (HEIAV) and local networks. These are very worthwhile as teachers can work together both on the development and the assessment of the task. It is particularly important for schools with low enrolments in the study to form partnerships and/or work with other local schools. While the use of commercial material, including textbooks, assists in understanding the task, it is important for teachers to continually refer back to the appropriate VCAA documents. In 2011 the VCAA provided professional development as well as maintaining current information on the Food and Technology page of the website, www.vcaa.vic.edu.au/vce/studies/foodtech/foodtechindex.html.

All VCE teachers should use the current year’s VCE and VCAL Administrative Handbook for information relating to authentication. In addition, they need to fill in the Authentication Record Form for the VCE School-assessed Task for Food and Technology. Teachers are required to monitor and record the development of the School-assessed Task and ensure students acknowledge all resources, including sources of recipes and information related to tools, equipment, ingredients or processes.

For visitation purposes, the samples of the set of preserved food items needed to be clearly identified by student number. Students were required to keep three samples of their work that demonstrated at least two different methods of preservation techniques; they did not need to keep samples of all food items that comprised the product. Also, it is important to recognise that these are samples of the food items. Student work in several schools lacked a variety of preservation techniques, which had a negative impact on their marks. Teachers must ensure that students’ work is retained until the release date provided by the VCAA. It should be noted that from 2012 the School-assessed Task will be statistically moderated and will not be subject to the review by visitation process. However, student work and teacher records may be requested as part of the new audit and review process. For details see the 2011 December Special Edition VCAA Bulletin VCE, VCAL and VET Supplement.
Teachers must ensure that students complete the School-assessed Task as described in the scope of the task in the February 2012 VCAA Bulletin VCE, VCAL and VET Supplement and then they assess the work using the published assessment criteria. When students present their work with subheadings such as ‘criterion one’, it is apparent that teachers are teaching to the criteria rather than the task.

The main changes for 2011 involved students providing evidence of their understanding of ingredients, tools and equipment, preparation, processing, preservation and presentation techniques. This aspect was part of Unit 3 Outcome 3 and should have been completed prior to production work, because assessment of production activities was based on this information. In some cases it was apparent this work was completed after production and therefore the teacher would have been unable to assess work based on the criteria.

As previously stated, in 2012 the School-assessed Task will be statistically moderated instead of reviewed. This will not lessen the need for teachers to complete the appropriate documentation. The Teacher Additional Comment sheet was an important piece of documentation that teachers found difficult to complete in a manner that supported the work submitted by their students. Although advice was included in the Supplement 1 to the February 2011 VCAA Bulletin VCE, VCAL and VET No. 86 – 2011 Administrative advice for school-based assessment, it appeared many teachers did not use this as the basis for completing this sheet. One network developed an expanded teacher comment sheet, which was found to be informative and relevant to this requirement.

It will be important for teachers to maintain good authentication records for 2012; this includes sighting written content regularly, dating photographs, production notes and production plans.

SPECIFIC INFORMATION

Criterion 1
Skill in developing a design brief and criteria for evaluation
• Skill in developing a design brief including context and specifications (considerations and constraints).
• Skill in developing relevant evaluation criteria that relate to the design brief context and specifications.

This aspect of the task has not changed from the previous study design.

To achieve a ‘very high’, students were required to complete a thorough design brief that included all relevant information from which the criteria for evaluation could be drawn. The information within the design brief should identify the necessary specifications related to the task. The majority of students identified these specifications separately into constraints or considerations. This approach focuses students on aspects that are fixed (constraints) and those that have some flexibility (considerations). Students who achieved a ‘very high’ were able to incorporate the scope of the task within their brief in language that reflected the scenario. Many students wrote solutions into their design briefs, including the number of required food items, complex processes and names of food items. This indicates a lack of understanding of the design process and function of the design brief.

Students need to write a thorough description of the context or scenario based on research to articulate their understanding of the food product that is required. A thorough description opens up opportunities for students to explore and develop more creative ideas.

Criteria for evaluation must be written as questions. Students who achieved a ‘very high’ were able to formulate criteria that reflected all the information contained in the design brief. Students whose design briefs were well written were able to develop a range of criteria that included questions on the theme and the overall product and not just questions based on the scope of the task. The theme around which the design brief is based should easily provide an
opportunity for the development of criteria for evaluation. As the theme is the focus of the task then the criterion that relates to this should be listed first. Many students are unable to develop a criterion based on the theme and yet, in order to achieve a satisfactory outcome for their work, the theme is the priority.

When developing evaluation criteria students need to cover a range of aspects relevant to the product they develop that would elicit more than a very short response. Students who scored a ‘very high’ often did not have a large number of criteria but the ones they had developed were relevant to information in the design brief and specifications. This enabled them to evaluate the suitability of their product later on and the extent to which it matched the problem/need/scenario identified in the design brief.

**Criterion 2**

**Skill in completing research relevant to the design brief, developing ideas, and documenting decisions**

- Skill in completing a range of research relevant to the specifications in the design brief.
- Skill in exploring ideas for possible food items in response to the design brief.
- Skill in selection and justification of the decisions made for the set of four to six food items (the product).

Students who achieved a ‘very high’ were able to clearly identify what they needed to research to help them solve the problem/need/scenario outlined in the design brief. They were able to determine what was relevant to the task and not include information that was only included to fill a space. In order to achieve ‘very high’ students needed to utilise a range of research using primary sources and secondary resources. The following information explains the difference between primary and secondary research and resources and gives examples.

Primary research documents first hand experiences the researcher (student) does or gathers themselves. Examples of primary research include: interviews, observations, visiting markets, shops and displays. Primary research involves gaining information ‘straight from the horses’ mouth’ and requires students to make and record their own observations. Primary resources may also include creative works, photographs, relics and artefacts. For more information refer to [www.princeton.edu/~refdesk/primary2.html](http://www.princeton.edu/~refdesk/primary2.html)

Primary research and subsequent development of resources or documentation based on primary research occurs as close to the event (i.e. interview, visit and so on) as possible. For further information, go to [www.collectionscanada.gc.ca/education/008-3010-e.html](http://www.collectionscanada.gc.ca/education/008-3010-e.html)

Secondary resources are based on another person’s work (existing primary research or related resources) and usually include some level of interpretation or analysis (e.g. commentary, criticism, review). Secondary resources include recipe books, textbooks, internet, magazine articles, television programs etc.

Although many students cited these resources in their bibliography they did not refer to the gathered information in their discussions.

Some students practised their productions prior to the actual assessment session as a form of primary research. Students then made comments about how this practice changed, modified or assisted in their decision making. Other students recorded information after interviewing primary producers, and visiting markets or speciality shops but did not incorporate the information into their decision-making discussions (Criterion 9).

It is becoming more apparent that the exploration of ideas allows students to develop their creativity. Students were able to develop groups of ideas that reflected their design brief. Those students who achieved a ‘very high’ were able to discuss the choice of groups and how they related to the design brief. They then listed ideas for each group, clearly recording the source of their information and how they related to the design brief. In their discussions students explained reasons for their choices and how each food item idea would be a good
choice prior to making a decision about the preferred product. At no stage did these students exclude an idea because it did not meet the design brief. Their discussions focused on what would be the best choice.

In this section, too often students continued to utilise concept maps that contained information varying from a little to a lot but were not explained or easily understood. Those students who used them effectively were able to clearly identify the various aspects of the task and how they related to their ideas and choices.

The range of food items students are now producing for the School-assessed Task has expanded. It is apparent that students took on the challenge of expanding their range of skills beyond what they may have learnt in Years 9 and 10.

Approaches to Criterion 3 – 7 were of concern. It was obvious that some students completed the production work prior to doing research. One of the aims of this study is for students to use theoretical knowledge to develop practical skills. Teachers should advise students to submit their notes when conducting production work. It is important for the teacher to be able to determine whether the student has been able to demonstrate what they have learned through their research. In some instances, teachers noted students had explained what they were doing but there was no evidence of this.

It is also important for teachers to recognise that students are only required to develop their knowledge of the key ingredients, tools and equipment, and processes as they relate to the specific food item.

For 2011 the knowledge and production aspects (ingredients, tools and equipment, safety and hygiene, and techniques for food preparation and processing, cooking and preservation) have not changed from previous years except that they are now assessed together. Teachers need to make a holistic judgment regarding demonstration of both knowledge and skills.

**Criterion 3**

**Knowledge and skill in the use of ingredients**

- Knowledge of properties (physical, sensory, chemical and functional) of main ingredients.
- Links theoretical understanding with practical application.

To achieve a ‘very high’, students were required to develop their knowledge of the key ingredients that were being used in each food item. Students were expected to demonstrate this knowledge through practical application. The second part of this criterion assessed the students’ skill level.

Students were required to explain the key properties of their ingredients as they related to the specific food item. Teachers can assist student understanding by asking this question: ‘By adding this ingredient what impact will it have on the food item?’ This approach lends itself to understanding the properties of the ingredient.

**Criterion 4**

**Skill in the selection and use of tools and equipment including knowledge of, and demonstration of, safe and hygienic work practices**

- Knowledge of, and safe and correct use of, suitable tools and equipment.
- Knowledge of, and use of, safe and hygienic work practices.

To achieve a ‘very high’, students were not only required to know how to use tools and equipment safely and hygienically, they were also required to explain why they chose to use that specific tool or piece of equipment during the production of the specific food item. It is expected that students will use more tools and equipment than is normally contained in a school kitchen work space. Limited tools and equipment can impact on students’ breadth of understanding, which is assessed in this criterion.
Students who were able to use their knowledge in the production sessions usually achieved a ‘very high’ for this criterion. These skills were reflected in the quality and presentation of the completed product.

**Criterion 5**  
**Knowledge of, and skill in, techniques of food preparation, processing, cooking and preservation**

- Knowledge of, and safe use of, techniques for food preparation and processing, cooking and preservation.
- Range of processes (including complex) used.

As students use the ingredients listed in a recipe, they should be able to use appropriate tools, equipment and processes, and apply appropriate safety and hygiene practices that enable them to achieve the best possible outcome. Students who were able to use their knowledge in the production sessions usually achieved a ‘very high’ for this criterion.

Through the production of a set of food items, students were able to demonstrate skill in the safe and hygienic application of a wide range of food preparation and processing techniques. Students who achieved a ‘very high’ for this criterion were able to demonstrate a very high skill level in at least four complex processes as well as two or three different food preservation techniques. It was apparent and surprising that some teachers required their students to freeze all food items including jams and sauces.

The term ‘complex process’ still appears to be misunderstood. A complex process is one that involves making critical decisions during the food production and processing activities that will directly affect the outcome. Further advice about complex processes can be found on the Food and Technology page of the VCAA website [www.vcaa.vic.edu.au/vce/studies/foodtech/foodtechindex.html](http://www.vcaa.vic.edu.au/vce/studies/foodtech/foodtechindex.html)

An area of concern was that there were several instances of classes of students identifying complex processes as gelatinisation, dextrinisation, Maillard reaction etc.

**Criterion 6**  
**Skill in development, organisation and implementation of planning for production**

- Skill in developing an overall production timeline.
- Skill in developing an individual production plan and intended presentation for each food item to be made List all components.
- Skill in organisation and implementation of the overall production timeline and individual food item production plans in the completion of the food items.

Criterion 6 required students to prepare an overall production timeline, as well as individual food item production plans. Based on this planning, students were assessed on their organisational ability. The overall production timeline only requires students to record intended production work for the food items.

To achieve a ‘very high’ students were required to develop and document individual food item production plans that identify the ingredients, sequence of steps, food preparation, processing and preservation techniques, selected tools and equipment to produce each food item and intended presentation and appropriate health and safety requirements/work practices. (Refer to the ‘Scope of task’.)

As part of student planning the inclusion of food orders may also be required as evidence depending on the policy of the school, if it is the school that provides the ingredients.

This was one criterion where teachers who relied solely on the criteria as their teaching tool overlooked certain aspects of the task. Students who achieved a ‘very high’ included the proposed presentation of the food items into their production plans.
For any production activity it is imperative that students refer to their production plans. If changes occur, students must record them.

**Criterion 7**

*Skill in documenting production work and presenting a food product*

- Documentation of production (including progress) and modifications.
- Quality and presentation of the food items supported by photographic and written evidence.
- Extent to which the product provides a creative solution to the design brief.

To achieve a ‘very high’, students were required to provide evidence of their ongoing progress. Many students used production photos to illustrate the various steps in each production. These photos were annotated and dated to provide the necessary evidence of their work. Others recorded progress on their production plans.

It was pleasing to see improvement in the level of creativity displayed in student work. By developing ideas for presentation of food items in their planning aspect students were able to prepare their backgrounds, props and serving plates. Photography of finished food items has greatly improved in quality. It was apparent that some teachers had encouraged students to research food photography for ideas and suggestions.

Evidence of quality and presentation of each food item was captured using both photographs and written information. Samples of food items and the Teacher Additional Comment sheet were used as further evidence for assessment. In some cases the written comments did not reflect the sample that was presented. Teachers need to ensure their comments on students’ work are consistent with the samples and photographs that students provide as their evidence for this task.

**Criterion 8**

*Skill in evaluating individual food items through sensory analysis and evaluating the completed product using previously established criteria*

- Skill in analysing individual food items through sensory analysis (appearance, aroma, flavour and texture).
- Skill in evaluating the completed product using previously established criteria and the extent to which the product matches the proposals in the design plan.

To achieve a ‘very high’, students were required to respond to their previously established criteria as well as provide a sensory analysis of their food items. Students in this category analysed the sensory properties of the food items as they were produced, kept a record of the sensory properties and were able to use appropriate terminology. These records accompanied each production. At the conclusion of this part of the task students used this data to write a comprehensive sensory analysis based on the taste, texture, aroma and appearance of each food item. They used this analysis to make a comment about the sensory properties of the final product.

The second aspect of this criterion was identical to previous years. Development of criteria was discussed under the Criterion 1 heading in this report. Students who developed relevant evaluation criteria at the commencement of this task were usually able to provide detailed responses to each question. They were able to use individual food items as examples in each response. Good evaluation criteria establish the basis for well-developed and relevant responses. Students who achieved a ‘very high’ were also able to describe how their product matched the design plan. As students reflect on the task it is important for them to recognise whether they achieved what they set out to do and whether they have met the requirements of the design brief.
**Criterion 9**

*Skill in evaluating the effectiveness and efficiency of the planning and production activities; and appropriate use of referencing and providing a bibliography*

- Skill in evaluating the effectiveness of planning with reference to the overall production timeline, and the individual food item production plans, including modifications to these plans.
- Skill in evaluating efficiency of production activities and safety and hygiene practices.
- Skill in, and appropriate use of, a range of primary and secondary resources used in the research and development of the product and recording acknowledgments and a bibliography.

To achieve a ‘very high’, students were required to complete an overall evaluation of their planning and production activities. This criterion again was similar to previous years. The evaluation of the planning required students to comment on their overall timeline and their individual production plans. Students who achieved a ‘very high’ wrote detailed evaluations and reflected on how well their production plans were written and whether they were easy to follow. They also commented on any changes that they had to make. Using information from Criterion 7 these students were able to make references to their production photos and comments to support their evaluations. They were also able to comment on the individual food item plans to provide further evidence of their effectiveness and efficiency. Maintaining ongoing records meant that students who achieved a ‘very high’ had enough data on which to base their evaluation.

The second aspect of this criterion recognised the resources students used during this task and the need to acknowledge and record them appropriately. Comments relating to the range of resources to be used were made in this report in Criterion 2. Criterion 9 refers to how the resources were used throughout the development of the folio and product.

Bibliographies were created in an appropriate format. They were often very lengthy and unfortunately there was little, if any, reference made to them (and the information gathered from them) in the development work. Students are expected to use the resources they cite and acknowledge them in the body of the folio. This skill needs to be taught to students during Unit 3 Outcome 3.

Teachers can suggest students create a bibliography in Microsoft Word to cite resources in an appropriate manner.