Food from different cultures, Levels 5 and 6

Summative assessment

Task specifications

In this assessment task students use their knowledge of the features of food and food preparation from a variety of cultures to develop a menu (design option) for a school event. Students evaluate their menu using self-devised criteria for success.

Implementation instructions

Scenario

Harmony Week is held each year to celebrate Australia’s cultural diversity. This year your school is holding an evening event for families to celebrate the diverse school community.

Your class has been tasked with helping to design the menu for the evening. The food will be made by volunteers in the school kitchen/canteen and made available for purchase by the school community. You are to design a menu (design idea) to be considered by the Parents and Friends Association (PFA).

Design brief

* Your menu must include the following:
* two snack items
* two main items
* two dessert items
* two drink items.
* At least half of the items must align with the principles of the [Australian Guide to Healthy Eating](https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating).
* The foods must represent two or more different cultures from the school community.
* The menu must use equipment that is likely to be available in the school kitchen/canteen.
* The snack and drink items must be able to be prepared within half an hour and the main and dessert items within one hour.
* You are to develop criteria for success that can be used to assess the suitability of the menu for the Harmony Week event. The criteria may include the details listed above, as well as other identified requirements, such as food and personal safety considerations, ingredient limitations and sensory requirements.

Presentation

Using the presentation method of your choice, you are to:

* devise the menu (design idea) according to the design brief
* develop a project plan that can be used to manage the production of part of this menu (two snacks, two mains, two desserts or two drinks)
* explain how the features of the equipment impact the menu
* identify and justify safe work practices to produce the menu
* explain how the menu links with celebrating cultural diversity and community wellbeing
* provide an assessment of the menu against the criteria for success.

The project plan should include:

* ingredients, equipment and method for each recipe, including time required for the major steps
* how the recipes will be sequenced to prepare the menu.

An example project plan template is provided in [Appendix A](#AppendixA).

Notes

Where necessary, the teacher can identify the two cultures to be represented.

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

|  |
| --- |
| **Relevant elements of the achievement standards** |
| **Design and Technologies** |
| 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 and evaluate ideas and designed solutions against identified criteria for success …
* plan and sequence major steps in design and production
* identify appropriate technologies and techniques ...
 |   | 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 … and use these to evaluate their ideas and designed solutions
* record project plans including production processes
* select … appropriate technologies and techniques correctly … to [safely] produce designed solutions.
 |   | By the end of Level 8, students:* explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts [Food specialisations]
* develop criteria for success … and use these to judge the suitability of their ideas and designed solutions and processes
* apply project management skills to document … project plans to manage production processes.
 |
| **Health and Physical Education** |
| By the end of Level 4, students:* describe the connections they have to their community and how these can promote health and wellbeing.
 |  | By the end of Level 6, students:* examine how community wellbeing is supported by celebrating diversity …
 |   | By the end of Level 8, students:* examine how connecting to the environment can enhance health and wellbeing.
 |

|  |
| --- |
| **Assessment rubric** |
| **Organising element** | **Performance descriptions** |
| At Level 4 students can: | When progressing towards Level 6, students can: | At Level 6 students can: | When progressing towards Level 8, students can: | At Level 8 students can: |
| Project plan for design idea (menu) preparation | Plan and sequence major steps in the production of two menu items. | With guidance, develop a project plan for the production of two menu items that includes the sequencing of major production steps of the recipes, and identifies the production processes, equipment and timing for each recipe. | Develop a project plan for the production of two menu items that includes the sequencing of major production steps of the recipes and outlines the production processes, equipment and timing for each recipe. | With guidance, develop a project plan for the management of the menu that includes the sequencing of major production steps of two or more recipes and describes the production processes, equipment and timing for each recipe. | Develop a project plan for the management of the menu that includes the sequencing of major production steps of two or more recipes and describes the production processes, equipment and timing for each recipe. |
| Impact of equipment features | Identify how the features of the equipment impact the menu. | Describe how the features of the equipment impact the menu. | Explain how the features of the equipment impact the menu. | Explain how the features of the equipment influence the design decisions for the menu. | Explain how the features of the equipment impact the menu items (recipes) and influence design decisions for the menu. |
| Criteria for success | With guidance, identify criteria for success for the menu based on the design brief. | Identify criteria for success for the menu based on the design brief. | Identify criteria for success for the menu based on the design brief and additional identified requirements. | With guidance, describe criteria for success for the menu based on the design brief and additional identified requirements. | Describe criteria for success for the menu based on the design brief and additional identified requirements. |
| Assessment of design idea (menu) against criteria for success | Use teacher-generated criteria for success to evaluate the menu according to the design brief. | With guidance, use criteria for success to explain the menu according to the design brief. | Use criteria for success to evaluate the menu according to the design brief. | Describe the suitability of the menu according to the criteria for success. | Judge the suitability of the menu according to the criteria for success. |
| Supporting community wellbeing | Identify the cultural connections of the menu to the school community. | Describe the role the menu plays in celebrations of different cultures within the school community. | Explain how connecting the menu to different cultures can promote health and wellbeing of the school community. | Discuss how celebrations such as Harmony Week can build connections within the school community.  | Examine the benefits of valuing cultural diversity to the health and wellbeing of the school community.  |
| Assessment of safe work practices for producing the design idea (menu) | Identify appropriate safe work practices required to produce the menu. | Describe the safe work practices required to produce the menu. | Justify safe work practices required to produce the menu. | Describe management of safe work practices to produce the menu. | Explain management of safe work practices to produce the menu. |

Appendix A – Project plan template

|  |
| --- |
| **Recipe (one for each recipe)** |
| **Ingredients and method, including time required for the major steps** |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
| **Equipment** |
|  |  |  |
|  |  |  |
|  |  |  |

Project plan template, continued

|  |
| --- |
| **Production sequence – how the recipes will be sequenced to prepare the menu** |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
| **Safety considerations** |
|  |
|  |
|  |
|  |