Where does our food come from? Levels 1 and 2

Summative assessment

Task specifications

In this assessment task students detail the production process for a food of their choice, with consideration of the origin of the ingredients (plants and animals), the production/processing steps and the technologies/  
equipment used. Students evaluate the product with reference to the [Australian Guide to Healthy Eating](https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating).

Implementation instructions

Ask students to develop a depiction of the production process/system (flow chart) for a food of their choice, starting at the ‘paddock’ and ending at the ‘plate’ (point of consumption). Students are to identify the:

* processes involved
* technologies/equipment used.

Students use the flow chart template at [Appendix A](#AppendixA). Students use as many boxes as they need or recreate the flow chart to add more boxes.

Note: Students may need assistance with selecting an appropriate food. For example, some students may benefit from selecting foods that have been minimally processed and contain no or minimal additional ingredients, as the steps will be simpler. Suggestions include eggs, milk, beef, lamb, vegetables, honey, bush foods, bread, rolled oats or rice. Other students may benefit from looking at foods that are produced using more complex steps.

Once the flow chart is completed, ask students to create a health message for the food product that encourages their friends to eat it as part of a healthy diet.

Required materials

Production process template at Appendix A.

Prompts

If needed, the following prompts can be used:

* How is the core ingredient(s) or food grown (plant or animal)? How are they harvested/ butchered/processed?
* How does the ingredient(s) get to the next stage? What is the next stage? Where is this stage (farm, factory, shop)? What equipment is involved? What does the equipment look like? How is the equipment used?

Assessment

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| **Relevant elements of the achievement standards** | | | | |
| **Design and Technologies** | | | | |
|  |  | By the end of Level 2, students:   * identify the features and uses of some technologies for each of the prescribed technologies contexts [Food specialisations]. |  | 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]. |
| **Health and Physical Education** | | | | |
| By the end of Foundation Level, students:   * identify actions that help them be healthy, safe and physically active. |  | By the end of Level 2, students:   * examine messages related to health decisions and describe how to help keep themselves and others healthy, safe and physically active. |  | By the end of Level 4, students:   * interpret health messages and discuss the influences on healthy and safe choices. |

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| **Assessment rubric** | | | | | |
| **Organising element** | **Performance descriptions** | | | | |
| At Foundation Level students can: | When progressing towards  Level 2, students can: | At Level 2 students can: | When progressing towards  Level 4, students can: | At Level 4 students can: |
| Features of equipment used for food production process |  | With guidance, identify the equipment used for producing a food product from paddock to plate. | Identify the features of the equipment used for producing a food product from paddock to plate. | Outline the features of the equipment used for producing a food product from paddock to plate. | Describe the features of the equipment used to produce a food product from paddock to plate. |
| Use of equipment for food production process |  | Identify the use of the equipment used for producing a food product from paddock to plate. | Outline the use of the equipment used for producing a food product from paddock to plate. | Describe the use of the equipment used to produce a food product from paddock to plate. |
| Contribution to a healthy lifestyle | Classify the food product as an ‘always’ or ‘sometimes’ food. | Identify health benefits of eating foods classified as ‘always’ foods. | Identify key nutritional features of the food product. | Outline how the food product can contribute to a healthy diet. | Describe how the food product aligns with the principles of a healthy diet. |

Appendix A: Flow chart template

Plate

Paddock