



SAMPLE ASSESSMENT TASKS

**FOOD SCIENCE AND TECHNOLOGY
PRELIMINARY UNIT 1 AND UNIT 2**

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Sample assessment task

Food Science and Technology – Preliminary

Task 1 – Unit 1

Conditions

Time for the task: as required

Activity completed in class, student responds with assistance if required

Answer all questions

Working safely in the kitchen

Unit outcome: Students identify and use safe, sustainable practices when developing and using food-related technologies

Question 1

Personal hygiene practices are important when working with food in the kitchen. Complete the table.

Hygiene practice	Classroom rule	Reason why
Hair		
Clothing		
Hands and nails		
Coughing and sneezing		

Question 2

Personal safety is important in the kitchen. Complete the table.

Personal safety	Classroom rule	Reason why
Emergency procedures		
Footwear		
Hair		

Question 3

The Home Economics kitchen is a very busy place. At school, there are usually many cooks, sinks and stoves. Tools and equipment have the potential to cause incidents. The work spaces can cause hazards because of the equipment and number of people in these areas.

For each hazard area in the kitchen, name a safety rule that should be followed to avoid an incident occurring. Place your answers in the table.

Hazard area in the kitchen	Safety rule
Floor	
Stove top	
Oven	
Sink	
Small electrical appliances	
Sharp equipment, e.g. knives, graters, peelers	

Question 4

An egg has been accidentally dropped on to the floor and you notice it. What would you do?

Question 5

List **three** food items you would measure using this equipment.



Question 6

List **three** food items you would measure using this equipment.



From: Nunn, V. (2010). *File:MeasuringCups2.JPG*. Retrieved November, 2014, from <http://commons.wikimedia.org/wiki/File:MeasuringCups2.JPG>

Question 7

You are planning to make a fruit salad. Use the illustration/photograph of equipment (provided by your teacher) and circle or list the equipment you will use.

_____	_____
_____	_____
_____	_____
_____	_____

Your engagement with the task will be documented in the following ways:

- teacher and Education Assistant notes and/or observations
- photographs
- verbal interaction.

Task 1 – Completion checklist

Working safely in the kitchen

Unit outcome: Identify and use safe, sustainable practices when developing and using food-related technologies

Description of evidence to be collected by teacher	Date evidence collected	Level of support comments
Teacher observations and/or photographic evidence of:		
<ul style="list-style-type: none"> personal hygiene practices 		
<ul style="list-style-type: none"> kitchen practices, including sustainable clean-up procedures, organisation 		
<ul style="list-style-type: none"> preparation and safe use of equipment, particularly knives, graters and peelers 		
<ul style="list-style-type: none"> safe use of small electrical appliances, particularly when working in confined spaces 		
<ul style="list-style-type: none"> potential hazard areas and situations and implementing appropriate response, such as clearing water/oil spills 		

Sample assessment task

Food Science and Technology – Preliminary

Task 3 – Unit 1

Conditions

Suggested period for completion of the task: two weeks

Simple meals and snacks

Students will:

- recognise the properties of foods and related equipment used to meet needs
- produce food products or systems
- develop efficient step-by-step food production systems and food-safe processes, and produce food products, such as simple meals and snacks
- use a production plan template which includes the outline for an ingredient list, equipment list and step-by-step processes, with or without photographs.

Note: The production plan will become part of a collection of recipes for a recipe book or e-book.

Background scenario for the task:

A student gets home late after school and is feeling hungry so decides to make something to eat, either a quick snack or an early simple meal. The only food that can be found is some cooked rice and a packet of plain noodles, a few vegetables and some leftover protein. Use the available food to plan and produce a simple meal or snack.

Investigate factors that impact on food selection and consider the properties of food suitable for meal planning:

- vegetables
- fruit
- protein
- grains, grain products and seeds.

Devise a quick and simple meal or snack suitable to make at home. For the meal or snack, students should select (with a ✓) food from each of the following groups:

- Grains (rice – noodles) (select one only)
 - white rice
 - brown rice
 - noodles (student choice, or what is available in the pantry)

- Vegetables (select three)
 - carrot
 - celery
 - corn kernels
 - bean shoots
 - bok choy/wombok/pak choy
 - frozen peas
 - onion
 - spring onion

- Protein (select one only)
 - raw chicken
 - egg
 - bacon
 - tofu/tempeh
 - lentils
 - seafood
 - ham.

List other ingredients required to prepare the meal or snack, such as spices, flavours, sauces.

Devise a production plan for the simple meal or snack. Using the template provided by the teacher, complete the following steps:

- title of the meal or snack
- brief description of the task
- optional – complete the food order
- develop an ingredient list and include an illustration/photograph of ingredients
- develop an equipment list and include an illustration/photograph of each piece of equipment
- develop the step-by-step production plan for making the meal or snack; show steps from selecting and setting up equipment through to washing up and putting equipment away
- optional – include a simple time management plan.

Note: Education Assistant to photograph the production steps and the finished meal or snack, to be placed in the template for inclusion in the recipe book or e-book.

Produce a simple meal or snack. Use the developed production plan, which may include a simple time management plan.

At serving, photograph the meal or snack.

After the production and tasting of the simple meal or snack, evaluate the food produced. The evaluation could include:

- a description of the food made (consider sensory properties; appearance, texture, aroma, flavour, sound) and include a photograph
- reasons why the meal or snack was liked/not liked
- suggestions to improve the meal or snack if it was to be made again
- suggested changes in the production plan
- a description of how to safely store left-over food
- reasons why the recipe would be worthy of sharing with others.

Your engagement with the task will be documented in the following ways:

- teacher and Education Assistant notes and/or observations
- photographs
- verbal interaction.

Task 3 – Completion checklist

Simple meals and snacks

Unit outcome: Recognise the properties of foods and related equipment used to meet needs

Description of evidence to be collected by teacher	Date evidence collected	Level of support comments
Teacher observations and/or photographic evidence of:		
<ul style="list-style-type: none"> selecting foods for their sensory and physical properties, considering the effect of applying heat, storage, texture, aroma, flavour, sound 		
<ul style="list-style-type: none"> selecting food for nutritional properties and body's needs 		
<ul style="list-style-type: none"> preparing and cooking grain products, such as rice/noodles in appropriate cookware 		
<ul style="list-style-type: none"> preparing vegetables, such as washing, cutting, and slicing, using correct equipment 		
<ul style="list-style-type: none"> selecting appropriate equipment and methods for cooking specific protein food 		
<ul style="list-style-type: none"> storing grain products, vegetables and/or protein foods appropriately to extend shelf life 		

Task 3 – Completion checklist

Simple meals and snacks

Unit outcome: Produce food products or systems

Description of evidence to be collected by teacher	Date evidence collected	Level of support comments
Teacher observations and/or photographic evidence of:		
<ul style="list-style-type: none"> selecting and setting up equipment to prepare food products, such as simple meals and snacks 		
<ul style="list-style-type: none"> preparing food in a clean, organised manner using safe personal hygiene practices 		
<ul style="list-style-type: none"> using appropriate equipment for specific tasks 		
<ul style="list-style-type: none"> following simple step-by-step production processes and/or systems 		
<ul style="list-style-type: none"> following simple time management plans, food orders 		
<ul style="list-style-type: none"> preparing nutritious, tasty simple meals and snacks 		
<ul style="list-style-type: none"> working cooperatively with others 		

Sample assessment task

Food Science and Technology – Preliminary

Task 5 – Unit 2

Conditions

Suggested period for completion of the task: two weeks

Fast food

Students will:

- recognise foods are used to meet the body's needs
- apply organisational skills when undertaking food-related challenges and activities
- plan, prepare and produce 'fast food' in a kitchen setting and:
 - implement simple cooking techniques with the use of the microwave and small electrical appliances like a sandwich press and blender
 - use a variety of staple foods; convert raw ingredients into quick meals and snacks, that is, 'real food, real fast'
- produce quick meals rather than choosing commercially prepared foods which can have a high salt, sugar and/or fat content.

Background information for the task:

Can quick, nutritious and tasty 'fast food' be prepared and made at home? 'Fast food' is usually associated with commercially prepared foods, such as take-away and frozen meals. Home-made 'fast food' must be nutritious, simple to prepare, quick to cook, tasty and, of course, you have only a few things to wash up! Compare the meals and snacks produced in a kitchen setting with the commercially available 'fast food'.

Investigate and establish rules for the safe use and cleaning of the microwave and small electrical appliances before producing 'fast food'.

Appliance	Rules for safe use and cleaning
Microwave (insert photograph)	
Sandwich press (insert photograph)	
Blender (insert photograph)	
Other appliances (optional)	

Investigate quick, simple meals that can be made from a variety of staple foods and using the microwave. Consider 'mighty mini meals you can microwave in a mug', such as:

- porridge and fresh fruit
- scrambled egg and toast – using a toaster
- cheese herb muffin and crispy bacon
- vegetable couscous
- vegetable soup.

Investigate quick, simple meals that can be made from a variety of staple foods and using small electrical appliances like a sandwich press and blender. Consider 'super simple sandwich press snacks', such as:

- toasted sandwiches – a variety of filling combinations (pre-wrap in baking paper to minimise cleaning!)
- panini pizza pie

- spinach omelette and toast
- french toast and fruit
- croutons for soup
- vegetable 'smoothie' using a blender.

Investigate ways to meet the body's nutritional needs, particularly for salt, sugar and fat. Consider:

- if a recipe uses mostly fresh, raw ingredients, would it be low in salt, sugar and fat
- ingredients that add salt, sugar and/or fat in recipes
- how to reduce salt, sugar and/or fat when making ingredient choices and during cooking
- is the portion of food too much or too small for one person for a quick, simple meal
- how to adjust a recipe for smaller or larger individual portions.

The teacher will demonstrate a selection of quick, simple meals from the suggestions listed and include task organisation skills. During the demonstration, take photographs of the:

- ingredients
- utensils/appliances
- step-by-step production process
- quick, simple meal, served.

Based on the teacher demonstration, and using the template provided, devise a production plan for a quick, simple meal. Implement task organisation skills and simple cooking techniques with the use of the microwave and small electrical appliances like a sandwich press and blender. Incorporate photographs from the teacher demonstration to assist in the development of individual organisational skills.

Produce a quick, simple meal using the developed production plan. During production, consider photographing each step for inclusion in the recipe book or e-book.

At serving, photograph the quick, simple meal.

After the production and tasting of the quick, simple meal, evaluate the food produced. The evaluation could include:

- a description of the food made (consider appearance, colour, flavour, texture and aroma), including a photograph
- reasons why the simple meal is 'real food, real fast'
- reasons why the simple meal was liked/not liked
- suggestions for improving the simple meal if it was to be made again
- reasons why the recipe would be worthy of sharing with others.

Your engagement with the task will be documented in the following ways:

- teacher and Education Assistant notes and/or observations
- photographs
- verbal interaction.

Task 5 – Completion checklist

Fast food

Unit outcome: Recognise foods are used to meet the body's needs

Description of evidence to be collected by teacher	Date evidence collected	Level of support comments
Teacher observations and/or oral recording of:		
<ul style="list-style-type: none"> describing simplistic nutrient requirements for good health 		
<ul style="list-style-type: none"> identifying a range of foods high in salt, sugar and/or fat 		
<ul style="list-style-type: none"> adjusting recipes and processing techniques to reduce salt, sugar and/or fat in the diet 		
<ul style="list-style-type: none"> adjusting recipes for more suitable individual serving portions 		
<ul style="list-style-type: none"> comparing nutritional value of raw food with processed food, particularly for specific nutrients 		
<ul style="list-style-type: none"> identifying why the recipe should be passed on to another person, e.g. reduce salt, sugar and/or fat in the diet 		

Task 5 – Completion checklist

Fast food

Unit outcome: Apply organisational skills when undertaking food-related challenges and activities

Description of evidence to be collected by teacher	Date evidence collected	Level of support comments
Teacher observations of:		
<ul style="list-style-type: none"> production plan development, which may include step-by-step photographs 		
<ul style="list-style-type: none"> keeping work area clear and organised 		
<ul style="list-style-type: none"> using appropriate equipment for designated tasks 		
<ul style="list-style-type: none"> implementing safe procedures when using the microwave and small electrical appliances 		
<ul style="list-style-type: none"> applying appropriate processes to clean the microwave and small electrical appliances 		
<ul style="list-style-type: none"> implementing appropriate sequencing and timing of production tasks 		
<ul style="list-style-type: none"> working effectively and collaboratively in pairs and/or teams 		

Sample assessment task

Food Science and Technology – Preliminary

Task 7 – Unit 2

Conditions

Suggested period for completion of the task: two weeks

Simply cooking

Students will:

- produce food products or systems
- plan, prepare and produce simple nutritious meals using wet methods of cooking.

Background information for the task:

When we cook food the heat destroys most of the bacteria and generally makes the food tenderer and easier to eat. Cooking may also assist in developing and enhancing flavour and often changes the appearance and colour of the food. All cooking methods can be divided into one of two categories, dry or wet methods. For this task, the focus is on wet, or moist, methods of producing simple meals.

Investigate some wet methods of cooking from the list below. Identify foods and recipes cooked by each selected method. Practise some of these techniques in class. Take photographs and include them with this chart.

Wet cooking technique	Food	Recipe
Boiling		
Poaching		
Stewing		
Braising		
Casseroling		
Steaming		
Simmering		
Blanching		

Investigate factors to think about when planning and producing meals using wet methods of cooking, such as spaghetti bolognese and vegetables, and consider:

- using convenience foods, such as dried, package spaghetti and the impact on time management
- incorporating convenience foods, such as tinned tomatoes, tomato paste in the bolognese sauce and the impact on nutritional value
- storage, washing and preparation of fresh vegetables and whether to substitute with frozen vegetables
- cooking times; when to adjust the suggested cooking time, characteristics of cooked food and how to test for 'doneness', such as al dente pasta
- reading food package labels for nutritional value, particularly for salt, sugar and fat content
- selecting suitable preparation equipment for different tasks.

Spaghetti bolognese and vegetables

Bolognese (simmer)

Spaghetti (boil)

Broccoli (steam)

Zucchini wedges (blanch)

The teacher will demonstrate various wet methods of cooking with the making of spaghetti bolognese and vegetables. During the demonstration, take photographs of the:

- ingredients
- utensils/equipment
- step-by-step process/system involved in preparing the meat sauce, pasta and vegetables
- finished meal, all components of the meal served at the same time.

Work with a partner to design **three** simple meals that are mostly made using wet cooking techniques. Select **one** of the meals to produce and outline reasons for selecting this meal.

Based on the teacher demonstration and photographs, use the template provided to devise a step-by-step production plan, including ingredients, specific equipment and a simple time management outline for the selected meal. In the plan, indicate who is delegated to specific tasks and plan for all components of the meal to be served at the same time. Plan the timing to serve hot food hot and cold food cold.

Note: The production plan, with photographs, can be incorporated into a recipe book or e-book.

After the production and tasting of the meal made using mostly wet methods of cooking, evaluate the food produced. The evaluation could include:

- a description of the meal (consider appearance, colour, flavour, texture, and aroma), including a photograph
- reasons why the meal was liked/not liked
- timing of the meal, that is, were all components served at the same time
- suggestions for improving the meal if it was to be made again
- reasons why the recipe would be worthy of sharing with others.

Your engagement with the task will be documented in the following ways:

- teacher and Education Assistant notes and/or observations
- photographs
- verbal interaction.

Task 7 – Completion checklist

Simply cooking

Unit outcome: Produce food products or systems

Description of evidence to be collected by teacher	Date evidence collected	Level of support comments
Teacher observations and/or photographic evidence of:		
<ul style="list-style-type: none"> selecting and setting up correct equipment to prepare food for wet cooking techniques 		
<ul style="list-style-type: none"> simple step-by-step production process and/or system 		
<ul style="list-style-type: none"> simple time management plans, food orders 		
<ul style="list-style-type: none"> a simple meal made using wet methods of cooking 		
<ul style="list-style-type: none"> working in a clean, organised manner using safe personal and hygienic practices 		
<ul style="list-style-type: none"> serving hot food hot and cold food cold 		
<ul style="list-style-type: none"> working cooperatively with others 		