



## Year 7 Technology: Food and Agriculture

### Task 3: Paddock to Plate

**Due Date:** Term 2 Week 6 07.06.23

**Task Distributed:** 17.05.24

**Unit:** Paddock to Plate

**Task Type:** Innovation Research - Presentation

**Task Weighting:** 45%

**Outcomes:** 3, 4, 5, 6

#### Task Description

##### **Presentation - 30 marks**

Food Technology is constantly evolving towards a more sustainable future. Choose a primary food staple plant/crop eg potato, wheat, corn, (not animals) to produce a presentation outlining the production process from paddock to plate.

Your presentation must include the following information:

1. Identify the food product
2. Identify and describe aspects relating to 'Paddock'
  - a. Where it's grown, the climate, the methods of farming
3. Explain the method of production
4. Identify and describe a method of processing
5. Describe the transportation involved
6. Give details about 'Plate' e.g. a final product for eating
  - a. Preparation, nutrition, cooking

##### Computer Programs

You can use Prezi, Google Slides, Powerpoint, Canva or similar.

##### Marking Criteria

- Information (24 marks)
- Presentation (6 marks)
- Literacy (20 marks)

#### NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

- **Describe:** provide characteristics and features
- **Explain:** relate cause and effect, make the relationships between things evident; provide why and/or how
- **Identify:** recognise and name

#### Details of Submission

The successful completion of this task requires a completed:

- **Presentation** - to be submitted on Google

# Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within 14 days of the due date.
- At this time feedback including information on how to improve will be provided through Google Classroom.
- Students can clarify or seek further feedback by speaking with their teacher or the assessment marker.
- You will also receive feedback on your literacy performance based on the criteria in the school's literacy marking rubric. The marks achieved for literacy will account for between 10% – 20% of the maximum task value.

Upon completion of the task, students will be expected to complete a self-reflective evaluation page. It is an important part of the learning process as it provides an opportunity to reflect on the strength of their performance, as well as areas that have been identified to strengthen in future tasks. Students are to consider what they have learnt from the assessment and how they managed their time.

## How does this link to my learning?

### What Areas of Learning will this Assessment Task Report on?

- This assessment task will build on theoretical concepts discussed in class and allow students to consolidate their learning in a creative and meaningful way.
- Students will have the opportunity to develop their independent research skills and ICT capabilities.
- Students will design, communicate and evaluate Sustainable Food Technology in Australia.

### Report outcomes:

Examines how people in technology related professions contribute to the sustainable and ethical use of technology in the economy, environment and society

Investigates how the characteristics and properties of tools, materials and processes affect their use in design solution

Uses computer applications in the development of design project materials

Investigates how food and fibre are produced in managed environments

## Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

## Task 3: Paddock to Plate Marking Criteria

Descriptors				
<b>Identify the food product</b>				
<b>2</b>		<b>1</b>		<b>0</b>
Identifies a food staple plant/crop to focus on for their presentation. At least one photo of the staple ingredient is included.		Identifies a food staple plant/crop to focus on for their presentation OR At least one photo of the staple ingredient is included.		Section is not completed or is completed to an insufficient level.
<b>Identify and describe aspects relating to ‘Paddock’</b>				
<b>6</b>	<b>4-5</b>	<b>3</b>	<b>1-2</b>	<b>0</b>
Identifies the country and region where the food is grown. Identifies the weather in that region. Explains how the weather impacts on the plant’s growth. Identifies what is needed to grow the food and what method(s) of farming is used. Explains whether the method of farming is sustainable and provides a justification for the answer. This section is completed with an <b>exceptional</b> level of detail.	Identifies the country and region where the food is grown. Identifies the weather in that region. Explains how the weather impacts on the plant’s growth. Identifies what is needed to grow the food and what method(s) of farming is used. Explains whether the method of farming is sustainable and provides a justification for the answer. This section is completed with a <b>thorough</b> level of detail.	Identifies the country and region where the food is grown. Identifies the weather in that region. Explains how the weather impacts on the plant’s growth. Identifies what is needed to grow the food and what method(s) of farming is used. Explains whether the method of farming is sustainable and provides a justification for the answer. This section is completed with a <b>good</b> level of detail.	Identifies the country and region where the food is grown. Identifies the weather in that region. Explains how the weather impacts on the plant’s growth. Identifies what is needed to grow the food and what method(s) of farming is used. Explains whether the method of farming is sustainable and provides a justification for the answer. This section is completed with <b>some</b> level of detail.	Section is not completed or is completed to an insufficient level.
<b>Explain the method of production</b>				
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
Identifies at least 4 steps in the production of their food staple. All	Identifies at least 3 steps in the production of their food staple. All	Identifies at least 3 steps in the production of their food staple.	Identifies at least 1-2 steps in the production of their food staple.	Section is not completed or is completed to an insufficient level.

steps are accurate.	steps are accurate.	Most steps are accurate.	Steps may or may not be accurate	
<b>Identify and describe a method of processing</b>				
<b>6</b>	<b>4-5</b>	<b>3</b>	<b>1-2</b>	<b>0</b>
Identifies one stage in production where the food staple is being processed. Provides an extensive explanation of that method. Includes an insightful and accurate description of how that method of processing affects the characteristics of the food.	Identifies one stage in production where the food staple is being processed. Provides a good explanation of that method. Includes an accurate description of how that method of processing affects the characteristics of the food.	Identifies one stage in production where the food staple is being processed. Provides an explanation of that method. Includes a description of how that method of processing affects the characteristics of the food.	Identifies one stage in production where the food staple is being processed. Provides an explanation of that method. OR Includes a description of how that method of processing affects the characteristics of the food.	Section is not completed or is completed to an insufficient level.
<b>Describe the transportation involved</b>				
<b>2</b>		<b>1</b>		<b>0</b>
Identifies at least four steps of transportation.		Identifies at least two steps of transportation.		Section is not completed or is completed to an insufficient level.
<b>Give details about 'Plate'</b>				
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
Identifies ways in which the food product can be prepared. Identifies some nutritional benefits of the food and identifies some dishes that feature the food staple. This section is completed with an <b>exceptional</b> level of detail.	Identifies ways in which the food product can be prepared. Identifies some nutritional benefits of the food and identifies some dishes that feature the food staple. This section is completed with a <b>thorough</b> level of detail.	Identifies ways in which the food product can be prepared. Identifies some nutritional benefits of the food and identifies some dishes that feature the food staple. This section is completed with a <b>good</b> level of detail.	Identifies ways in which the food product can be prepared. Identifies some nutritional benefits of the food and identifies some dishes that feature the food staple. This section is completed with <b>some</b> level of detail.	Section is not completed or is completed to an insufficient level.
<b>Presentation</b>				
<b>6</b>	<b>4-5</b>	<b>3</b>	<b>1-2</b>	<b>0</b>

<p>Presentation is highly engaging, visually appealing and easy to read. Appropriate use of colour and white space, with clear photos where appropriate. Fonts are consistent and the size appropriate.</p>	<p>Presentation is visually appealing and easy to read. Appropriate use of colour and white space, with clear photos where appropriate. Fonts are consistent and the size appropriate.</p>	<p>Presentation is mostly visually appealing and easy to read. Appropriate use of colour and white space, with clear photos where appropriate. Fonts are mostly consistent and the size appropriate.</p>	<p>Presentation is somewhat visually appealing and easy to read.</p>	<p>Presentation uses only the scaffold.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------	---------------------------------------------

## 2024 Literacy Rubric

Literacy Outcomes	Elementary achievement  You have:	Limited achievement  You have:	Satisfactory achievement  You have:	High achievement  You have:	Outstanding achievement  You have:
<b>Vocabulary</b>  <i>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</i>	Very limited response. Few content words used.	Only simple words are used.	Some precise and technical words are used.	Sustained use of precise and technical words.	Sustained, consistent and fluent use of precise and technical words.
	0	1	2	3	4
<b>Punctuation</b>  <i>Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text</i>	No evidence of correct sentence punctuation.	Sentence punctuation is correctly used in at least one place - <i>one sentence is punctuated correctly.</i>	Some correct sentence level punctuation (at least 50%). May attempt other punctuation where it is required.	Mostly correct sentence level punctuation (80%) and at least two correct examples of other punctuation.	Writing contains accurate use of all applicable punctuation.
	0	1	2	3	4
<b>Sentences &amp; Cohesion</b>  <i>The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.</i>	No clear evidence of sentences: a list of words OR text fragments.	At least one sentence is used correctly. Some meaning can be construed from the text.	Some correct formation of sentences. Mainly uses simple and compound sentences, but may attempt more complex structures.	Most sentences are correct. Range of sentence types and connectives are evident, but with varied effectiveness.	All sentences are correct, effective and controlled, and include a range of sentence types and connectives (complex sentences and other sophisticated structures)
	0	1	2	3	4
<b>Paragraphs</b>  <i>Paragraphs are used to effectively structure information and partition events and ideas</i>	No correct use of paragraphing; may be a block of text or random breaks.	Ideas are separated; paragraphs may contain some unrelated ideas.	At least ONE paragraph is well structured and develops an idea	Writing is organised into paragraphs that assist the reader to digest chunks of the text, but may not be linked or executed effectively.	All components of the paragraphs are evident and paragraphing is consistent and well-developed across the whole text.
	0	1	2	3	4

	0	1	2	3	4
<b>Text Structure</b> <i>Uses features of the appropriate text type</i>	No evidence of the structural features of the appropriate text type. <i>No attempt to write in the appropriate text type and/or response is off task.</i>	Minimal evidence of the structural features - <i>1 component evident</i> - of the appropriate text type.	Some evidence of the structural features - <i>2 components evident</i> - of the appropriate text type.	Substantial evidence of the structural features - <i>all components evident but there may be some lapses</i> - of the appropriate text type.	Coherent and controlled use of <b>all</b> the appropriate structural features of the text type.
	0	1	2	3	4
	Level of response is well below syllabus expectation	Level of response is below syllabus expectation	Level of response is equivalent to syllabus expectation	Level of response is above syllabus expectation	Level of response is well above syllabus expectation