

## Task 3: Food Product Development

**Due Date:** Friday 13th June 2025 (Week 7)

**Task Distributed:**

**Unit:** Food Product Development

**Task Type:** Theory and Practical

**Task Weighting:** 30%

**Outcomes:** H1.3, H4.1 and H5.1

### Task Description

#### Part A: Theory

**(50 marks)**

You have been employed at Loftus Pies as a Food Product Development Manager. Your first task is to invent a new-to-the-world or line extension pie to boost sales. The pie should be suitable for the whole family, affordable and delicious! You have to produce a proposal to your boss with all the steps you took in the food product development process.

The proposal should include the following:

- |   |                  |
|---|------------------|
| 1. Title page                             | <b>(2 marks)</b> |
| 2. Design brief                           | <b>(2 marks)</b> |
| 3. Idea generation and screening          | <b>(8 marks)</b> |
| 4. Market research                        | <b>(6 marks)</b> |
| 5. Product specifications                 | <b>(6 marks)</b> |
| 6. Feasibility study                      | <b>(8 marks)</b> |
| 7. Development and testing of a prototype | <b>(8 marks)</b> |
| 8. Promotional program                    | <b>(5 marks)</b> |
| 9. Bibliography                           | <b>(5 marks)</b> |

#### Part B: Practical

**(5 marks)**

As part of your product development process, you will make and test 3 different pies. One practical will be completed in class, making a Key Lime Pie. The other two pies are completely up to your own discretion and you will make and test these at home. Once all three pies have been made and tested, you will choose the most suitable for the project and recreate that in the practical lesson. Most of the development and testing of each pie will be documented in the theory section of the assessment. However, the marking criteria for Part B pertains to the final recipe and product plated during the practical period.

#### Part C: Literacy

**(5 marks)**

Vocabulary  
Punctuation  
Sentence  
Paragraphs  
Text structure

**TOTAL = /60**

Please see the scaffold and marking criteria on Google Classroom for additional information and guidance.

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# 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.

- **Outline:** Sketch in general terms
- **Describe:** Provide characteristics and features
- **Justify:** Support an argument or conclusion

## Details of Submission

Students can submit a hard-copy or electronic copy of **Part A: Theory** by the due date. Students should come prepared to their practical class with a printed hard-copy of their recipe plus any ingredients they must provide for themselves (as discussed with the teacher).

## 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 and/or on the provided hard-copy assessment sheet.
- 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-reflection 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 future tasks.

## How does this link to my learning?

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

- H1.3 Justifies processes of food product development and manufacture in terms of market, technological and environmental considerations
- H4.1 Develops, prepares and presents food using product development processes
- H5.1 Develops, realises and evaluates solutions for a range of food situations

## 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.