

Task 2: Paddock to Plate

Due Date: 19 Nov 2025

Task Distributed: 16 Oct 2025

Task Weighting: 45%

Task Type: Innovation Research - Presentation **Unit:** Food and Agriculture - Paddock to Plate

Syllabus Outcomes: TE4-5AG, TE4-6FO

Task Description

PRESENTATION:

Food Technology is constantly evolving towards a more sustainable future. More than ever it's important for us to have a better understanding of how our food goes from Paddock to Plate.

For this task, you will choose a primary food staple plant/crop (eg potato, wheat, corn, NOT animal/meat) and 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 is it grown?
 - b. The climate
 - c. 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 (eg how it looks when prepared)
 - b. Nutrition (eg what sort of nutrients does it contain?)
 - c. Cooking (eg how would you cook or prepare this product?)

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

Use either Canva, Google Slides, Powerpoint, Prezi or another presentation program of your own choosing to create your presentation and submit this to Google Classroom by the due date.

You will then present your work in the lesson following the due date

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within **14 days** of the due date. Information on how to improve will be provided through written teacher feedback and the marking criteria. Students can clarify or seek further feedback by speaking with their teacher.
- 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.

How does this link to my learning?

What Areas of Learning will this Assessment Task Report on?

- 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.

Syllabus Outcomes:

- **TE4-5AG:** Investigates how food and fibre are produced in managed environments
- **TE4-6FO:** Explains how the characteristics and properties of food determine preparation techniques for healthy eating

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 menu for each year group.

Marking Criteria

Criteria	1	2	3	4	5	6
Identify the Food Product	Identifies a food staple plant/crop to focus on for their presentation OR At least one photo of the staple ingredient is included.	Identifies a food staple plant/crop to focus on for their presentation. At least one photo of the staple ingredient is included.				
Identify and describe aspects relating to 'Paddock'	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 some 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 some 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 good 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 thorough 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 thorough 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 an exceptional level of detail.
Explain the method of production	Identifies at least 1-2 steps in the production of their food staple. Steps may or may not be accurate	Identifies at least 2 steps in the production of their food staple. Most steps are accurate.	Identifies at least 3 steps in the production of their food staple. All steps are accurate.	Identifies at least 4 steps in the production of their food staple. All steps are accurate.		

Criteria	1	2	3	4	5	6
Identify and describe a method of processing	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.	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.	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 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 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 extensive explanation of that method. Includes an insightful and accurate description of how that method of processing affects the characteristics of the food.
Describe the transportation involved	Identifies at least two steps of transportation.	Identifies at least four steps of transportation.				
Give details about 'Plate'	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 some 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 good 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 thorough 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 an exceptional level of detail.		

Criteria	1	2	3	4	5	6
Presentation	Presentation is somewhat visually appealing and easy to read.	Presentation is somewhat visually appealing and easy to read.	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.	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.	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.	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.
					SUB-TOTAL	/ 30

LITERACY MARKING CRITERIA					
Criteria	0	0.25	0.50	0.75	1
<p>Paragraph Paragraphs are used to effectively structure information and partition events and ideas</p>	<ul style="list-style-type: none"> - No correct use of paragraphing - May be a block of text or random breaks 	<ul style="list-style-type: none"> - Ideas are separated, provides at least ONE correct break between ideas - Paragraphs may contain some unrelated ideas 	<ul style="list-style-type: none"> - At least ONE paragraph is well structured and develops an idea 	<ul style="list-style-type: none"> - All paragraphs are focused on one idea or a set of like ideas but may not be linked effectively 	<ul style="list-style-type: none"> - Paragraphing creates flow, connectivity and supports argument
<p>Punctuation Use of correct and appropriate punctuation for effect and to aid in reading of the text</p>	<ul style="list-style-type: none"> - No or minimal evidence of correct sentence punctuation (less than 25%) 	<ul style="list-style-type: none"> - Limited evidence of correct sentence punctuation (at least 25%) 	<ul style="list-style-type: none"> - Some correct sentence level punctuation (at least 50%). 	<ul style="list-style-type: none"> - Mostly correct sentence level punctuation (80%) and <i>at least two</i> examples of other punctuation. 	<ul style="list-style-type: none"> - Writing contains accurate use of all applicable punctuation.
<p>Sentences Intentionally constructs a variety of sentences to match purpose and audience</p>	<ul style="list-style-type: none"> - No evidence of sentences - Drawings, symbols, a list of words OR text fragments 	<ul style="list-style-type: none"> - At least one sentence is used correctly. 	<ul style="list-style-type: none"> - Some correct formation of sentences. (at least 50%) 	<ul style="list-style-type: none"> - Most sentences (80%) are correct but are largely unsophisticated. 	<ul style="list-style-type: none"> - All sentences are correct including sophisticated sentences.
<p>Vocabulary Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</p>	<ul style="list-style-type: none"> - Symbols or drawings 	<ul style="list-style-type: none"> - Only simple and nontechnical words are used 	<ul style="list-style-type: none"> - Some precise and technical words are used 	<ul style="list-style-type: none"> - Sustained use of precise and technical words 	<ul style="list-style-type: none"> - Sustained, consistent and fluent use of precise and technical words
<p>Text Structure Uses features of the appropriate text type</p>	<ul style="list-style-type: none"> - No evidence of structural components of the appropriate text type 	<ul style="list-style-type: none"> - Minimal evidence of structural components of the appropriate text type 	<ul style="list-style-type: none"> - Some evidence of structural components of the appropriate text type 	<ul style="list-style-type: none"> - Substantial evidence of the structural components of the appropriate text type 	<ul style="list-style-type: none"> - Coherent and controlled use of the appropriate structural components of the text type
SUB-TOTAL					/ 5
GRAND TOTAL					/ 35