



Year 10, Food Technology

Task 2: Researching, Planning and Preparing Food Fit for a Movie

Due Date: Friday 05 / 06 / 2026 (Week 7)

Task Distributed: 08.05.2026

Unit: Food Product Development

Task Type: Written and Practical

Task Weighting: 20%

Outcomes: FT5-1, FT5-5, FT5-7, FT5-8, FT5-9, FT5-11 & FT5-13

Task Description

Part A: Theory

Movie production across the world has been affected by COVID-19. Your job is to develop an enticing new snack to promote a new movie in order to pump more profit through the movie industry. Students will be provided 3 cards to discover the constraints of their project (1- movie, 2- brand and 3- packaging).

For this section, you have to complete the following (scaffold to be provided):

1. Design brief
2. Idea generation
3. Idea screening
4. Market research
5. Product specification
6. Feasibility study
7. Production process development
8. Development of a prototype
9. Testing of the product prototype
10. Marketing strategy
11. Assessment of marketing strategy
12. Nutritional value and environmental impact of your product

Electronic copy of the scaffold will be available on Google Classroom. This scaffold will guide you through each element of this component.

Part B: Practical

Your task is to research, plan and prepare a snack that is appropriate to eat at the cinema and fits with all your product constraints. This component will be completed at school.

You will need to:

- Select appropriate equipment and techniques for cooking your dish
- Demonstrate safe and hygienic work practices, including using PPE
- Present your meal appealingly

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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.

- **Describe:** Provide characteristics and features
- **Justify:** Support an argument or conclusion
- **Evaluate:** Make a judgment based on criteria; determine the value of

Check the NESA Glossary of Key Words for further guidance
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Details of Submission

The successful completion of this task requires an electric copy of their final assessment to be submitted by the due date. The practical component of the task will be conducted at school during your allocated period.

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 the speaker 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 return of the task, students will also be expected to complete an in-class self-reflection sheet.

How does this link to my learning?

- 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 be able to examine the relationship between food, technology and society

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.

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Criteria					
Design brief	Sound	Outstanding			
	1	2			
	Student has identified the cards they received and has attempted to rewrite the brief.	Student has identified the cards they received and has rewritten the brief including links to design constraints with no spelling errors.			
Idea Generation	Limited	Basic	Sound	High	Outstanding
	1	2-3	4-5	6-7	8
	Student has provided limited information.	Student has identified 2-3 snack ideas.	Student has identified 4-5 snack ideas.	Student has identified 6-8 snack ideas.	Student has identified 8 snack ideas and correctly labelled them as either a line extension or me too product.
Idea Screening	Basic	Sound	High	Outstanding	
	1	2	3	4	
	Student has been vague in their identification of their favourite snack idea.	Student has identified their favourite snack idea.	Student has selected their favourite snack idea and has sketched in general terms why it is the most appropriate.	Student has demonstrated critical and creative thinking whilst selecting their favourite snack idea and has sketched in general terms why it is the most appropriate.	

Market Research	Limited	Basic	Sound	High	Outstanding
	1	2-3	4-5	6-7	8
	Student has not attempted question OR Student has vaguely identified a target market.	Student has identified a specific target market.	Student has identified a specific target market and has provided characteristics and features of that group that correctly link to their chosen snack.	Student has correctly identified a specific target market and has provided characteristics and features of that group that correctly link to their chosen snack with 1 or more plausible examples.	Student has correctly identified a specific target market and has provided characteristics and features of that group that correctly expertly link to their chosen snack with 2 or more effective examples.
Product Specifications	Limited	Basic	Sound	High	Outstanding
	1	2-3	4-5	6-7	8
	Student has not attempted question OR Student has made an inadequate attempt at sketching their chosen snack.	Student has sketched their initial snack ideas with basic detail.	Student has sketched their initial snack idea and has made a sound attempt at providing annotations.	Student has provided detailed sketches of their initial ideas with annotations that show possible ingredient inclusions and idea formulation.	Student has demonstrated creativity in their detailed sketches of their initial idea. The annotations are well informed and show a clear and cohesive direction for their project with correct identification of ingredients.
Feasibility Study	Limited	Basic	Sound	High	Outstanding
	1	2	3-4	5	6
	Student has not attempted question OR Student has listed some ingredients included in the practical component.	Student has listed all ingredients used in the practical component of the task.	Student has listed all ingredients used in the practical component of the task and attempted to calculate the total price of their dish with a variety of numerical mistakes.	Student has listed all ingredients used in the practical component of the task and has calculated the total price of their dish with some numerical mistakes.	Students has completed the table provided in exhaustive detail with correct calculations and their final snack idea is under \$4.00.

Production Process Development	Limited	Basic	Sound	High	Outstanding
	1	2-3	4-5	6-7	8
	Student has not attempted question OR Student has made a limited attempt at providing a recipe.	Student has provided a basic recipe that incorporates incomplete components of the recipe.	Student has provided all components of the recipe. 3 or more spelling and/or grammatical errors present.	Student has correctly provided all components of the recipe. 1-2 spelling and/or grammatical errors present.	Student has correctly provided all components of the recipe with no spelling and/or grammatical errors. Student demonstrates critical and creative thinking in the production of their recipe. Student provides serving recommendations.
Development of a Prototype	Limited	Basic	Sound	High	Outstanding
	1-2	3-5	6-8	9-10	11-12
	Student has not attempted question OR Student has provided incomplete sketches of their product packaging.	Student has provided three basic sketches of their product packaging.	Student has provided three neat sketches of their product packaging with some detail evident.	Student has provided three neat, detailed sketches of their product packaging and has eluded to sustainability and impact on the environment.	Student has provided three neat, creative and detailed sketches of their product packaging. Designs show innovation and clearly consider sustainability and the impact on the environment.
Testing of a Product Prototype	Sound	Outstanding			
	1	2			
	Student has completed their own food evaluation sheet with little detail.	Student has both food evaluation sheets completed with insightful and meaningful improvements described.			

Marketing Strategy	Limited	Basic	Sound	High	Outstanding
	1	2-3	4-5	6-7	8
	Student has not attempted question OR Student provides an incomplete list of ways to entice target market.	Student identifies ways to entice target market.	Student provides characteristics and features of techniques used to entice target market and attempts to support their strategies,	Student provides characteristics and features of techniques used to entice target market and supports their strategies with examples. 1-2 spelling and/or grammatical errors.	Student provides characteristics and features of techniques used to entice target market and expertly supports their strategies with effective examples. No spelling and/or grammatical errors.
Assessment of a Marketing Strategy	Basic	Sound	High	Outstanding	
	1	2	3	4	
	Student identifies assessment techniques.	Student describes assessment techniques with some clarity.	Student describes assessment techniques with clarity, using examples to demonstrate understanding.	Student describes assessment techniques and provides effective examples on how this data can be interpreted.	
Nutritional and Environmental Impact	Limited	Basic	Sound	High	Outstanding
	1-2	3-4	5-7	8-9	10
	Student has not attempted question OR Student vaguely comments on impact of eating their chosen snack regularly.	Student identifies impact of eating their chosen snack regularly.	Student describes impact of eating their chosen snack regularly.	Student comments on nutritional value and impact on the environment with clarity. Student makes a judgement on the impact of their chosen snack. 1-2 spelling and/or grammatical errors present.	Student demonstrates insight when commenting on nutritional value and impact on the environment. Student makes an educated judgement on the impact of their chosen snack, supported with effective examples.

Practical	Limited	Basic	Sound	High	Outstanding
	1-2	3-4	5-7	8-9	10
	Student has not attempted this section OR Student has made an unsatisfactory attempt at the practical component of this task.	Student has produced a snack product that vaguely considers design constraints. Basic safety and hygienic practices are evident through photographs of their ingredients, equipment and PPE.	Student has produced a snack product that clearly fits the design constraints. Sound safety and hygienic practices are demonstrated through photographs of ingredients, equipment and PPE.	Student has produced a high quality final product that clearly considers all design constraints. A high level of safety and hygiene is evident through photographs of ingredients, equipment and PPE.	Student has produced a high quality final product that expertly considers all design constraints and is plated in a visually appealing manner. An outstanding level of safety and hygiene is evident through photographs of ingredients, equipment and PPE.
FEEDBACK:					

2026 Literacy Rubric

Literacy Outcomes	Elementary achievement You have:	Limited achievement You have:	Satisfactory achievement You have:	High achievement You have:	Outstanding achievement You have:
Vocabulary <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
Punctuation <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
Sentences & Cohesion <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
Paragraphs <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
Text Structure <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 all 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

Part A (Theory): / 80

Part B (Practical): / 10

Literacy: / 10

TOTAL: / 100