

Task 2: Crop to Cuisine

Due Date: 5 Jun 2026

Task Distributed: 21 May 2026

Task Weighting: 30%

Task Type: Research Presentation

Unit: Food and Agriculture

Syllabus Outcomes: TE4-SDP-01, TE4-PDP-01, TE4-DES-01

Task Description

Agriculture is constantly evolving towards a more sustainable future and it's important for us all to have a better understanding of how our food goes from Crop to Cuisine, and how we can improve our farming practise to be more sustainable into the future.

For this task, you will choose a primary Australian food staple crop (eg potato, wheat, corn, NOT animal/meat) and produce Google Slide Deck or Microsoft PowerPoint addressing the production process from crop to cuisine.

Your Google Slide Deck or Microsoft PowerPoint must include the following information:

1. Identify the crop being researched and include an image.
 - a. Identify where it is grown? What is the ideal climate?
 - b. Outline the main methods of farming.
2. Identify all the stages of production to take the crop from seed to plate.
3. Examine TWO of the stages of production in detail, one of which must be the transportation of the crop.
4. Describe how the farming industry is contributing to sustainable farming practices, giving examples relevant to your selected crop.
5. Describe the 'Cuisine' as a final product on the plate:
 - a. Preparation (eg how it looks when prepared)
 - b. Nutrition (e.g. what sort of nutrients does it contain?)
 - c. Cooking (e.g. how would you cook or prepare this product?)
 - d. Healthy Eating (eg how does this crop fit into a balanced diet for adolescents)

Glossary of NESA 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
- **Outline:** Sketch in general terms, indicate the main features of
- **Examine:** Inquiry into

Details of Submission

Submit your completed Google Slide Deck/Powerpoint Presentation to Classroom by 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?

Syllabus Outcomes:

- **TE4-SDP-01** explains relationships between sustainability, design and production
- **TE4-PDP-01** describes the practices and processes of designers and producers
- **TE4-DES-01** communicates and evaluates design ideas and solutions

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 crop to focus on OR At least one image of the staple ingredient is included.	Identifies a food crop to focus on. At least one image of the staple ingredient is included.				
Identify Climate and Location	Identifies the country OR climate where the food is grown.	Identifies the country AND climate where the food is grown.				
Outline the main methods of farming	Identifies one feature of the farming method	Identifies at least TWO farming methods that could be used	Outlines at least TWO methods of farming, providing examples relevant to the crop selected			
Identify all the stages of production to take the crop from seed to plate.	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.		
Examine stages of production	Identifies a non transport related stage in production where the food staple is being processed.	Outline ONE stage in the production process where the food staple is being processed.	Outlines TWO stages in the production process. Includes an outline of how that method of processing affects the characteristics of the food. Includes examples.	Describes ONE stage in the production process. Includes an accurate description of how that method of processing affects the characteristics of the food. Includes examples.	Describes TWO stages in the production process. Includes an accurate description of how that method of processing affects the characteristics of the food. Includes examples.	Examines TWO stages of the production process. Includes an insightful and accurate explanation of how the stages of production affects the characteristics of the food. Includes highly relevant examples.

Criteria	1	2	3	4	5	6
Sustainable Farming Practices	Identifies a farming practice.	Identifies a sustainable farming method.	Outlines sustainable farming method. Includes an example.	Describes sustainable farming methods. Includes examples.	Describes highly relevant sustainable farming methods. Include highly relevant examples to crop selected.	
Give details about 'Cuisine'	Limited attempt to identify methods of preparation OR cooking OR nutrition around the selected crop.	Identifies some methods of preparation and cooking of the selected crop.	Outlines some information around the preparation, nutrition and cooking methods of the selected crop. Identifies how the crop can form part of a balanced diet for adolescents.	Outlines the preparation, nutrition and cooking methods of the selected crop. Outlines how the crop can form part of a balanced diet for adolescents. Included highly relevant examples.	Describes the preparation, nutrition and cooking methods of the selected crop. Describes how the crop can form part of a balanced diet for adolescents. Included highly relevant examples.	
SUB-TOTAL:						/ 27

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					/ 32