Year 9 Food Technology

Food Trends Assessment Task 2024

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| **TOPIC**: Food trends – Instagram worthy Freak Shake | **MARKS:** /20 |
| **SUBMISSION REQUIREMENTS:**  **Part A:** 9FDTC7 – Ms Russell- Week 9 Tuesday 26th March, Period 2  9FDTA7 – Mrs Palmer - Week 9 Wednesday 27th March, Period 4  9FDT6- Ms Kumar- Week 9 Monday 25th March, Period 1  **Part B:** Week 9 Thursday 28th March via CANVAS | |
| **OUTCOMES TO BE ASSESSED:**  FT5-9: **communicates** ideas and information using a range of media and appropriate terminology  FT5-10: selects and **employs** appropriate techniques and equipment for a variety of food specific purposes  FT5-12: **examines** the relationship between food, technology and society | |
| **DIRECTIONAL VERBS:**  **Communicates:** to convey knowledge of or information about  **Employs:** make use of  **Examines:** inspect thoroughly in order to determine the nature or condition | |
| **TASK DESCRIPTION:**  **Part A (Practical): 10 marks**  You are to design, create and photograph a FREAK SHAKE using the ingredients provided. When creating this shake you will be required to **employ** a range of utensils, equipment and techniques.  **Part B: 10 marks**  You will **examine** and **communicate** the relationship between your shake, the technology that allows us to enjoy modern foods and society by completing a design scaffold attached via CANVAS. | |
| **ASSESSMENT CRITERIA:**  **Part A:**   * Choose and appropriately use a range of utensils, equipment and food styling props to design and style your freak shake in your allocated one-hour practical lesson. * ALL ingredients, equipment and styling props will be supplied by the school as listed on page 7 of the task. Confirm your ingredient list and any dietary requirements **ONE WEEK** before your due date with your teacher – consider colour, shape, texture when designing your shake. * Think about any additional props you may want to bring in that are not provided. * You will need to use your phone to take photos of your shake once it has been styled. Make sure it is charged and ready to use. This Instagram worthy photograph will need to be inserted into the design scaffold PART B.   **Part B:**   * Complete the attached design scaffold (also available electronically on CANVAS) and submit via CANVAS by the due date. Use the shake styling and final photograph to examine the relationship between food, technology and society. * Think carefully about the colours, shapes, ingredients and textures you will use to make your photograph very appealing to viewers. | |

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| **PART A ASSESSMENT MARKING CRITERIA** | | |
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| Selects and **employs** a range of techniques and equipment in the creating and styling of a freak shake. (FT5-10) | **Mark** | **Grade** |
| A student selectsand **employs** techniques and equipment when creating and styling a freak shake through the inclusion of all of the following:   * *Exemplary styling of a freak shake which carefully considers use of colour, shape, texture and props* * *Excellent quality photograph of the Instagrammable freak shake* * *A freak shake which is completed within the one-hour time frame* | 9-10 | A |
| A student selectsand **employs** techniques and equipment when creating and styling a freak shake through the inclusion of all of the following:   * *Well planned styling of a freak shake which carefully considers use of colour, shape, texture and props* * *High quality photograph of the Instagrammable freak shake* * *A freak shake which is completed within the one-hour time frame* | 7-8 | B |
| A student select**s** and **employs** techniques and equipment when creating and styling a freak shake through the inclusion of most of the following:   * *Styling of a freak shake which carefully considers use of colour, shape, texture and props* * *A sound quality photograph of the Instagrammable freak shake* * *A freak shake which is completed within the one-hour time frame* | 5-6 | C |
| A student selectsand **employs** techniques and equipment when creating and styling a freak shake through the inclusion of some of the following:   * *Simple styling of a freak shake which may or may not consider the use of colour, shape, texture or props* * *A low-quality photograph of the Instagrammable freak shake* * *A freak shake which may or may not be completed within the one-hour time frame* | 3-4 | D |
| A student selects and **employs** techniques and equipment when creating and styling a freak shake through the inclusion of at least one of the following:   * *Limited quality plating and styling of a freak shake which does not appear to consider the use of colour, shape, texture or props* * *A limited quality photograph of the Instagrammable freak shake* * *A freak shake which may or may not be completed within the one-hour time frame* | 1-2 | E |

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| **PART B ASSESSMENT MARKING CRITERIA** | | |
| **Examines** the relationship between food, technology and society through the final photograph and rationale. (FT5-12)  **Communicates** ideas and information using a range of media and appropriate terminology (FT5-9) | **Mark** | **Grade** |
| **Examines** and **communicates** the relationship between food, technology and society, to an outstanding level, using a range of media and appropriate terminology through the inclusion of all of the following:   * *An outstanding scaffold submission that examines the relationship between food, technology and society* * *Sketch design for your Instagrammable freak shake* * *Photograph of the finished product* * *Description of how technology has been used in the design created* | 9-10 | A |
| **Examines** and **communicates** the relationship between food, technology and society, to a high level, using a range of media and appropriate terminology through the inclusion of all of the following:   * *A high-level scaffold submission that examines the relationship between food, technology and society* * *Sketch design for your Instagrammable freak shake* * *Photograph of the finished product* * *Description of how technology has been used in the design created* | 7-8 | B |
| **Examines** and **communicates** the relationship between food, technology and society, to a sound level, using a range of media and appropriate terminology through the inclusion of most of the following:   * *A sound scaffold submission that examines the relationship between food, technology and society* * *Sketch design for your Instagrammable freak shake* * *Photograph of the finished product* * *Description of how technology has been used in the design created* | 5-6 | C |
| **Examines** and **communicates** the relationship between food, technology and society, to an basic level, using a range of media and appropriate terminology through the inclusion of some of the following:   * *A basic scaffold submission that examines the relationship between food, technology and society* * *Sketch design for your Instagrammable freak shake* * *Photograph of the finished product* * *Description of how technology has been used in the design created* | 3-4 | D |
| **Examines** and **communicates** the relationship between food, technology and society, to a limited level, using a range of media and appropriate terminology, that may/not include the following:   * *A limited scaffold that examines the relationship between food, technology and society* * *Sketch design for your Instagrammable freak shake* * *Photograph of the finished product* * *Description of how technology has been used in the design created* | 1-2 | E |

**Design Scaffold**

**INSERT DESIGN SKETCH HERE**

**1. Sketch a design for your freak shake.** Ensure you keep colours, flavours and textures balanced and achievable. Sometimes less is more.

1. **Insert a photo of the finished product.**

**INSERT PHOTO HERE**

**3. Describe how technology has been used in the design and creation of the Freak Shake?**

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4. **Examine how social media influences food trends in our society.**

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**Freak Shake Optional Ingredients Available**

Please **highlight and submit** to your teacher at least **ONE week** before the assessment.

Remember to consider colour, shape, texture when designing your shake.

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Mandatory items**

1 scoop ice-cream

1 cup milk

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| 1 Tbsp Flavouring (Caramel, chocolate or strawberry) | I small flake | 2 marshmallows | ¼ C caramel popcorn |
| I tsp vanilla essence | I tsp chocolate powder | I tsp sprinkles | 2 Oreos |
| 1 cinnamon donut | 1 tsp icing sugar | 2 chocolate squares | 1 wafer stick |
| 1 Tbsp pretzels | 1 strawberry | ½ banana | 1 Rainbow sour strap |
| 1 Tbsp M&M’s | ¼ cup Maltesers | Whipped Cream |  |

**Props provided:**

1 straw

Wooden boards

Assorted glasses

Assorted plates