

Assessment Task Notification

RESPECT | RESPONSIBILITY | PERSONAL BEST



Faculty: TAS	Course: FOOD TECHNOLOGY	Time allowed: 3 WEEKS
Teacher: NICHOLAS ARMSTRONG	Email: Nicholas.armstrong12@det.nsw.edu.au	
Task number: 2	Title: Children's Party Planning and Practical Application	
Year: 5YFOT	Due date: 24/10/25	Weighting: 50%

Syllabus outcomes assessed:

FT5-5 – Applies appropriate methods of food processing, preparation, and storage.

FT5-6 – Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities.

FT5-9 communicates ideas and information using a range of media and appropriate terminology.

FT5-11 – Plans, prepares, presents and evaluates food solutions for specific purposes.

21st Century and employment related skills:

☒	Communication	☒	Use of technology
☐	Critical Thinking	☐	Self-reflection and refinement
☒	Creativity	☐	Problem Solving
☒	Collaboration	☐	Initiative and Enterprise
☒	Planning and Organising	☒	Cross-Cultural Understanding

Task description:

SITUATION:

Throughout different cultures and family life there is a need to celebrate the life of a child or teenager. Through creative planning and organisation birthdays can be a special occasion.

DESIGN BRIEF:

You are a party planner who is organising a child/teenager's birthday party. Working in groups of two, you are to plan the event and create a suitable birthday cake. You will also need to produce a folio that documents your planning, ideas generation and evaluation.

You are to complete the following:

- State** the name, age, gender, interests of the child/teenager that is having the party and include a picture.
- Produce** a mind-map that presents at least 5 possible party themes suitable to the age and gender of the child/teenager. Below this identify the final theme idea. Justify your choice in a sentence.
- Design** an invitation for the event which relates to the theme. ½ -1 A4 page.
- Plan** some activities/ entertainment, decoration ideas by creating a collage.
- Produce** a food and drink menu for this event that ties in with the theme. To create healthy choices for the guests you will need to include one (1) dish that caters for a specific allergy or intolerance e.g. coeliac disease, lactose intolerance or diabetes AND one (1) vegetarian dish in your menu.
- Compare** two (2) of the chosen foods on your menu's nutritional information. You may choose to make these comparisons in the form of a table. **Justify** which of these is the healthiest alternative.

7. **Identify** the cause and symptoms of your chosen food allergy or intolerance. What alternative ingredients did you use in your menu? Describe your chosen vegetarian dish. Explain the health benefits of two (2) nutrients in your chosen vegetarian dish.
8. **Draw, colour** and label two (2) cake ideas and the **final cake design** you will attempt to make. These drawings can be hand-drawn.
9. **Design** a recipe card for the cake, which will include instructions for the cake, icing and any decoration techniques you use (using Canva or similar as your software).
10. **Produce** a suitable birthday cake for this event that ties into the theme. This is usually a centerpiece and has a massive impact. (You will make and decorate the cake at school.)
11. **Self-evaluation** sheet.

Assessment criteria:

You will be assessed on your ability to:

- **Design** a creative menu.
- **Evaluate** based on a judgement criterion.
- **Create** a menu, based of artistic and imaginative skills.
- **Justify** the choices of food items chosen.

Method of task submission:

The task can be submitted in two ways.

- Emailed to me by 8:30am on the allocated due date.
- Printed out in colour and handed to classroom teacher on the allocated due date.
- The cake will be produced over two practical lessons. These will be on the 30th and 31st of October.

MARKING GUIDELINES

Performance descriptor	Grade
• Applies appropriate methods of food processing, preparation and storage with a very high level of competency. • Extensively describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities. • Plans, prepares, presents and evaluates food solutions for specific purposes with a very high level of competency.	A 41-50
• Applies appropriate methods of food processing, preparation and storage with a high level of competency. • Thoroughly describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities. • Plans, prepares, presents and evaluates food solutions for specific purposes with a high level of competency.	B 31-40
• Applies appropriate methods of food processing, preparation and storage with an adequate level of competency. • Soundly describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities. • Plans, prepares, presents and evaluates food solutions for specific purposes with an adequate level of competency.	C 21-30
• Applies appropriate methods of food processing, preparation and storage with a limited level of competency. • Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities to a basic level. • Plans, prepares, presents and evaluates food solutions for specific purposes with a limited level of competency.	D 11-20
• Applies appropriate methods of food processing, preparation and storage with a very limited level of competency. • Elementary knowledge and understanding is demonstrated in the description of the relationship between food consumption, the nutritional value of foods and the health of individuals. • Plans, prepares, presents and evaluates food solutions for specific purposes with a very limited level of competency.	E 0-10

PORTFOLIO – SCAFFOLD BOOKLET

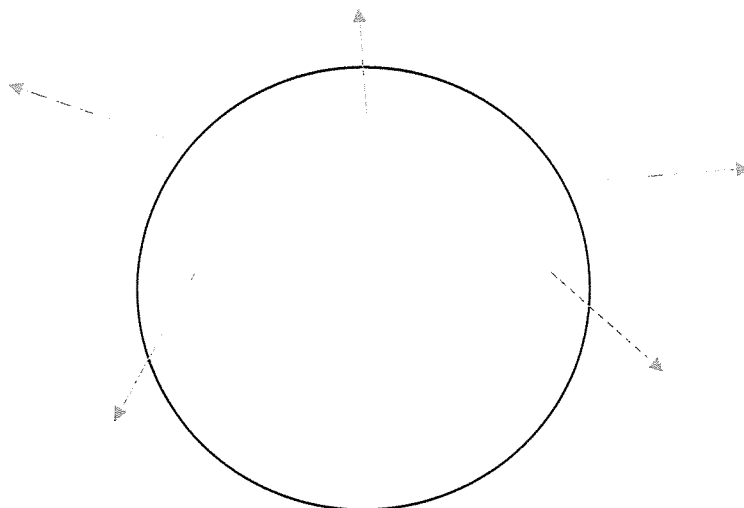
1. State the name, age, gender, interests of the child/teenager that is having the party and include a picture.

PROFILE OF CHILD/ TEENAGER

PICTURE

2. Produce a mind-map that presents at least 5 possible party themes suitable to the age and gender of the child/teenager. Below this identify the final theme idea. Justify your choice in a sentence.

MIND MAP OF PARTY THEMES



FINAL PARTY THEME IDEA AND JUSTIFICATION

3. Design an invitation for the event which relates to the theme. ½-1 A4 page. This can be computer generated or hand made.

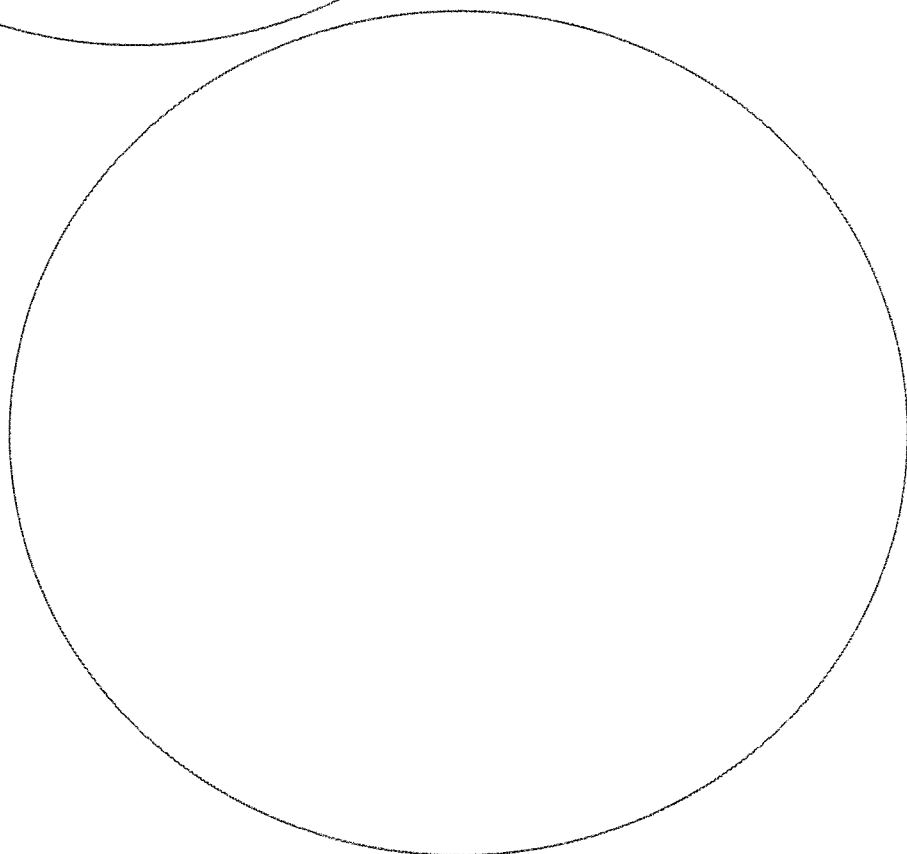
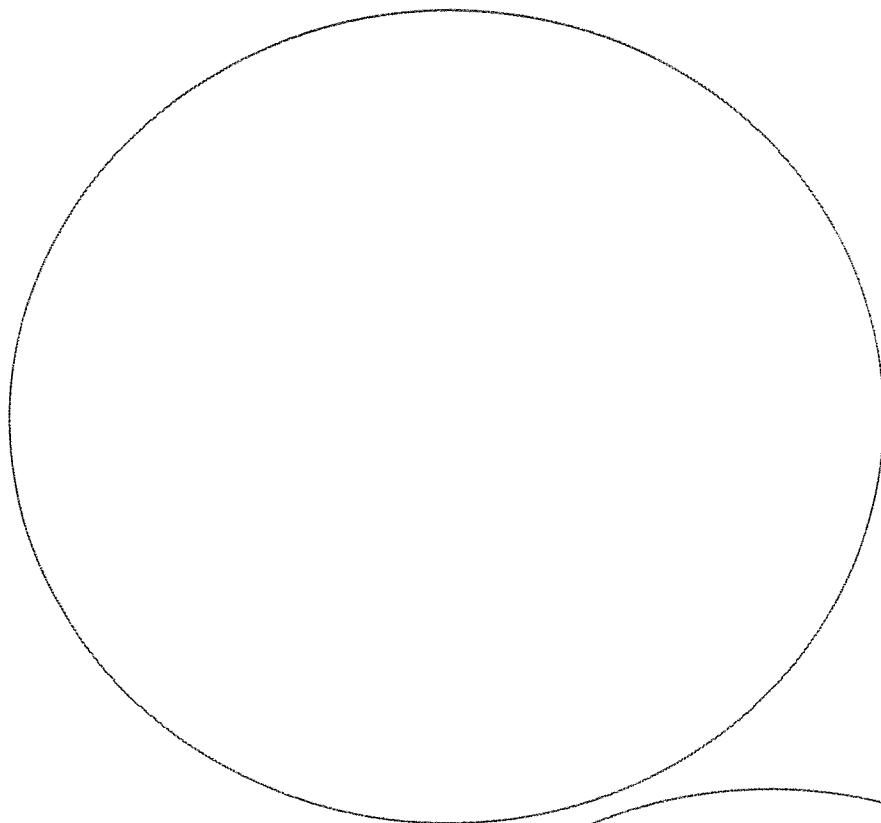
4. Plan some activities/ entertainment, decoration ideas by creating a collage.

5. Produce a food and drink menu for this event that ties in with the theme. To create healthy choices for the guests you will need to include one (1) dish that caters for a specific allergy or intolerance e.g. coeliac disease, lactose intolerance or diabetes AND one (1) vegetarian dish in your menu.

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- This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

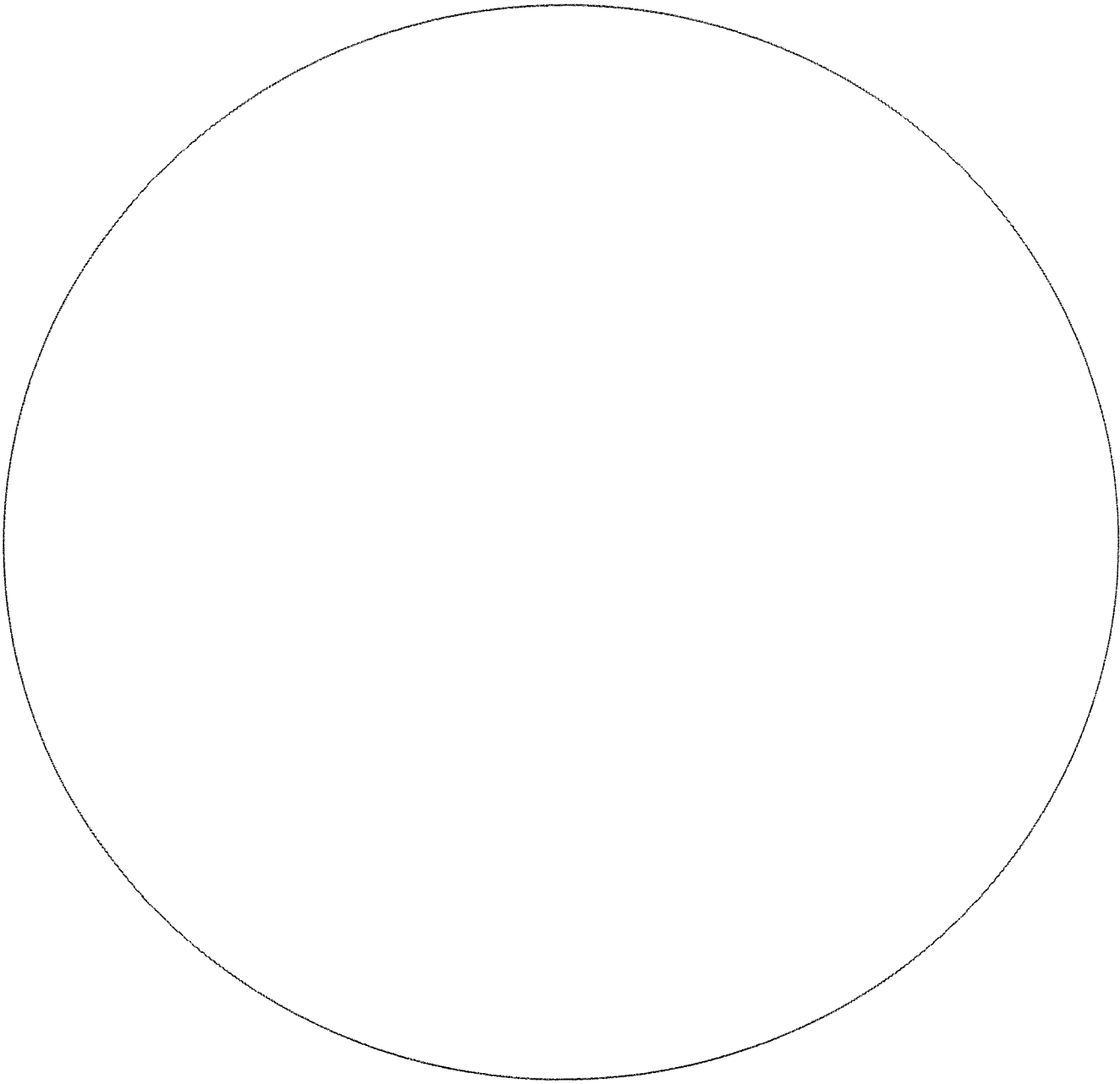


7. **Draw, colour and label** 2 cake ideas then produce the final cake design that you will attempt to make. These drawings can be hand-drawn.



FINAL CAKE DESIGN

Colour and label your final cake idea



8. **Design a recipe card** for the cake, which will include instructions for the cake, icing and any decoration techniques you use.

NAME OF CAKE:	
INGREDIENTS	METHOD
EQUIPMENT USED	DECORATIONS USED

SELF EVALUATION OF THE ASSESSMENT TASK

9. State the positive points and negative points about the Special Occasion’s assessment task. Explain how you could have improved your performance?

POSITIVES POINTS	NEGATIVES POINTS
IMPROVEMENTS	

