



MOUNT ANNAN HIGH SCHOOL ASSESSMENT TASK NOTIFICATION

FACULTY	TAS	COURSE	FOOD TECHNOLOGY	YEAR	12
TASK NUMBER	3	TASK NAME	Food Product Development		
TASK WEIGHT	35%	MARKS AWARDED	100		
DATE OF NOTIFICATION					
DUE DATE	Theory: Friday 21 st June 2024, via Google classroom				
	Practical: Monday 24 th June 2024 period 4				

OUTCOMES

H1.3 justifies processes of food product development and manufacture in terms of market, technological and environmental considerations.

H2.1 evaluates the relationship between food, its production, consumption, promotion and health.

H4.1 develops, prepares, and presents food using product development processes.

H5.1 develops, realises, and evaluates solutions to a range of food situations.

TASK DESCRIPTION/TASK INSTRUCTIONS

There are TWO parts to this task: **Research Report and Practical Assessment**

Task Description – New food Product Design Portfolio

Design situation

The company “Simple Food” is a famous Food company known for its traditional baked snacks (meat pies, muffins, and pastries). However, their latest research has shown that consumers want a more healthy, convenient and gourmet version of their traditional products. To increase its market share, “Simple Food” is aiming to develop a range of new gourmet snacks to their current product range.

As head of the product development section of “Simple food”, you need to:

- design, develop, and present a snack product that will address Simple Food consumer’s needs by following the STEPS IN FOOD PRODUCT DEVELOPMENT
- The snack can be either hot or cold, sweet, or savoury.
- You need to follow the following FOOD PRODUCT DEVELOPMENT STEPS

1. DESIGN BRIEF
2. IDEA GENERATION AND SCREENING
3. MARKET RESEARCH
4. PRODUCT SPECIFICATION
5. FEASIBILITY STUDY
6. PRODUCTION PROCESS DEVELOPMENT
7. DEVELOPMENT OF PROTOTYPE
8. TESTING THE PROTOTYPE
9. MARKETING STRATEGIES



MOUNT ANNAN HIGH SCHOOL ASSESSMENT TASK NOTIFICATION

Assessment criteria and checklist (What you need to do):

1. Design Brief- H4.1

- a. Establish a design brief (you must mention which consumer need you are creating the product for e.g., the need for a healthy snack food for teenagers). /2

2. Idea generation and screening-H4.1

- a) Conduct a SWOT analysis of "Simple Food". /2
- b) Select pictures of three existing snack products, identify their target market and why are they successful /4
- c) Brainstorm a minimum of 8 ideas for a snack that meet the design brief. /2
- d) Describe 3 possible food ideas (recipes) to proceed to screening. Identify advantages and disadvantages for each idea. /6

3. Market Research H2.1, H4.1

- a) Discuss the purpose of undertaking market research during the product development process. /2
- b) Outlines the type of market research that could be conducted for this design brief /2
- c) Survey a minimum of 6 people about their food needs and discuss findings (include survey with task). / 6
- d) Provide an evaluation of your survey results and justify why this product has been selected continue to the next stage of food product development /4
- e) Describe the target market for your product. /2

4. Product Specification H1.3

- a) Outline all components required to develop the new food product development (product specification table) /4

5. Feasibility study H4.1

- a) Conducts a feasibility study based on the cost of food ingredients to produce the new food product /2

6. Production Process development. H1.3

- a) Produce a detailed flow chart, outlining all the steps in the production of the new food product- identify raw materials, methods of processing, processing equipment and quality control measures /8

7. Development of a Prototype. H4.1

- b) Develop a recipe and outline possible modifications /4
- c) Sketch a suitable packaging for the new product – front, back and side views.
The drawing should be annotated and reflect ALL legislative requirements for food products. /6
- d) Produce the food prototype during a practical lesson /20



MOUNT ANNAN HIGH SCHOOL ASSESSMENT TASK NOTIFICATION

8. Testing product prototype. H4.1

- | | |
|---|----|
| a) Develop a sensory test record sheet | /2 |
| b) Evaluate the results of sensory testing on the new food product | /6 |
| c) Describe another 2 types of testing that can be conducted on the new food product | /4 |
| d) Discuss how the results of these tests may affect the success of the final product | /6 |

9. Marketing Plan

- | | |
|---|----|
| a) Propose and justify a pricing strategy for the new food product | /2 |
| b) Propose and justify a promotional program for the new food product | /2 |

Total Marks /100

Part B – Practical Assessment- New Food product

- | | |
|-----------------------------|-----|
| a) Hygiene- | /5 |
| b) Correct use of equipment | /5 |
| c) Presentation | /10 |

TASK SUBMISSION INSTRUCTIONS

Assessment Policy- This is a brief outline; you must check your assessment booklet for further details.

- **Assessment task must be submitted on the due date- Friday 21st June 2024 via Google classroom**
- **Failure to complete an assessment task will result in a zero mark.**
- Late submission of assessment items **will be awarded zero** unless there are very extenuating circumstances (Doctor's Certificate, etc.)
- Students found guilty of malpractice will be awarded a zero mark. If a piece of work is incomplete at the time of submission, it should be submitted as is, and you will be given a mark on what has been completed.
- Computer/ printer malfunctions are not considered a valid excuse for submitting an assignment late. Assignment must be submitted ELECTRONICALLY in Google classroom by COB time (5 pm) on the due date.
- Make sure you use format provided

Requirements:

- A cover page with your name and the name of the task
- The assessment task must be word processed in size 12 Arial or Times New Roman Font.
- **YOUR TASK MUST BE SIGNED FOR WHEN YOU RECEIVE IT AND WHEN YOUR HAND IT IN.**
- **Your name should be located on each page submitted;** it is a good idea to use a footer.
- **All pages need to be numbered**
- You must provide a bibliography of all references and resources used in this assessment task, including and pictures or graphs you may use.



MOUNT ANNAN HIGH SCHOOL ASSESSMENT TASK NOTIFICATION

HOW DOES THIS TASK LINK TO MY LEARNING

- This assessment task will build on theoretical concepts discussed in class and allow students to consolidate their learning in a meaningful way
- Students will have the opportunity to develop their independent research skills and ICT capabilities.
- Students will be able to describe different types of food on the market and develop a food product that meets consumer needs

Marking guidelines/criteria

A student in this band is able to:	Marks/Grade
<ul style="list-style-type: none"> ● Describes an extensive design brief based on project aims and development criteria. State specifically the needs of the product and any constraints that exist. ● Presents a highly detailed SWOT analysis and project aim. ● Clearly and extensively shows idea generation, evaluation and fully justifies decisions. ● Conducts an extensive and appropriate research for chosen product including, market research, correct product specifications and an in-depth feasibility study. ● Conducts extensive testing and experimentation of products and communicates process and findings in depth. ● Presents an extensive marketing strategy for the new product. 	72-80 A (Extensive)
<ul style="list-style-type: none"> ● Describes a thorough design brief based on project aims and development criteria. States the specific needs of the product and constraints that exist ● Presents a thorough SWOT analysis and project aim. ● Presents a thorough idea generation and screening, evaluation and fully justifies decisions. ● Conducts thorough research for chosen product including correct product specifications and a thorough feasibility study. ● Conducts thorough testing and experimentation of products and communicates process and findings in depth. ● Presents a thorough marketing strategy for the new product launch 	56-71 B (High)
<ul style="list-style-type: none"> ● Provides some characteristics of a design brief based on project aims and development criteria. States some specific need and constraints ● Presents an adequate SWOT analysis and project aim. ● Shows sound ideas generation, evaluation and justifies some decisions. ● Conducts sound research for chosen product including some product specifications and a feasibility study. ● Conducts sound testing and experimentation of products and communicates process and findings. ● Presents a sound marketing strategy for the new product launch. 	40-55 C (Sound)
<ul style="list-style-type: none"> ● Describes a basic design brief, with just a few sentences. ● Presents a brief SWOT analysis and project aim. ● Shows some idea generation and evaluation. ● Conducts basic research for chosen product ● Attempts to conduct testing and experimentation of products and communicates briefly process and findings. ● Presents a basic marketing strategy for the new product launch. 	24-39 D (Basic)
<ul style="list-style-type: none"> ● Describes a limited design brief based on project aims and development criteria. There is no mention of constraints. ● Presents an incomplete SWOT analysis and project aim. ● Shows limited idea generation skills with little or no evaluation ● Conducts some research for chosen product but with brief product specifications and little evidence of feasibility study. Attempts some testing and experimentation of products however does not communicate process 	E 0-23 (Elementary)
Non Attempt – Non Submission – Non Serious Attempt	0



MOUNT ANNAN HIGH SCHOOL ASSESSMENT TASK NOTIFICATION

Part B: practical activity

A student in this band is able to demonstrate:	Marks/Grade
<ul style="list-style-type: none"> ● Develops, prepares, and presents food using product development processes while demonstrating outstanding preparation and presentation skills ● Selects appropriate equipment and demonstrate a very high level of competence with its use ● Demonstrates a very high level of skill when applying appropriate techniques ● Demonstrates very high level of personal and environmental hygiene when preparing food ● Implements safe work procedures to a very high standard when preparing food ● Demonstrates very high level of skill when applying principles of food preservation to extend the life of food and maintain safety 	18-20 A (Extensive)
<ul style="list-style-type: none"> ● Develops, prepares, and presents food using development processes while demonstrating high levels of preparation and presentation skills. ● appropriate equipment and demonstrate a high level of competence with its use ● Demonstrates a high level of skill when applying appropriate techniques ● Demonstrates a high level of personal and environmental hygiene when preparing food ● Implements safe work procedures to a high standard when preparing food ● Demonstrates a high level of skill when applying principles of food preservation to extend the life of food and maintain safety 	14-17.8 B (High)
<ul style="list-style-type: none"> ● Develops, prepares, and presents food using development processes while demonstrating sound levels of preparation and presentation skills. ● Selects appropriate equipment and demonstrate a sound level of competence with its use ● Demonstrates a sound level of skill when applying appropriate techniques ● Demonstrates a sound level of personal and environmental hygiene when preparing food ● Implements safe work procedures to a sound standard when preparing food ● Demonstrates a sound level of skill when applying principles of food preservation to extend the life of food and maintain safety 	10-13.8 C (Sound)
<ul style="list-style-type: none"> ● Develops, prepares, and presents food using development processes while demonstrating basic levels of preparation and presentation skills. ● Selects appropriate equipment and demonstrate a basic level of competence with its use ● Demonstrates a basic level of skill when applying appropriate techniques ● Demonstrates a basic level of personal and environmental hygiene when preparing food ● Implements safe work procedures to a basic standard when preparing food ● Demonstrates a basic level of skill when applying principles of food preservation to extend the shelf life of food and maintain safety 	6-9.8 D (Basic)
<ul style="list-style-type: none"> ● Develops, prepares, and presents food using development processes while demonstrating elementary levels of preparation and presentation skills. ● Selects appropriate equipment and demonstrate a elementary level of competence with its use ● Demonstrates an elementary level of skill when applying appropriate techniques ● Demonstrates an elementary level of personal and environmental hygiene when preparing food ● Implements safe work procedures to an elementary standard when preparing food ● Demonstrates an elementary level of skill when applying principles of food preservation to extend the shelf life of food and maintain safety 	0-5.8 E (Elementary)
Non Attempt – Non Submission – Non Serious Attempt	0



MOUNT ANNAN HIGH SCHOOL ASSESSMENT TASK NOTIFICATION

STUDENT REFLECTION

I FEEL MY STRENGTHS WITHIN THIS TASK WERE

I FEEL MY WEAKNESSES WITHIN THIS TASK WERE

FROM THE MARKING CRITERIA I WOULD MOST LIKE FEEDBACK ON

TEACHER FEEDBACK

OUTCOMES	MARKS
Part A- Research and report H1.3 justifies processes of food product development and manufacture in terms of market, technological and environmental considerations. H2.1 evaluates the relationship between food, its production, consumption, promotion, and health. H5.1 develops, realises, and evaluates solutions to a range of food situations.	/80
Part B: Practical activity H4.1 develops, prepares, and presents food using product development processes.	/ 20
total	/ 100