Year 11, Food Technology

Task 3: Year 12 Australian Food Industry Case Study

Due Date: Friday 20th November 2020

Task Distributed: 02.11.2020

Unit: The Australian Food Industry

Task Type: Case Study

Task Weighting: 15%

Outcomes: H1.2, H1.4 and H3.1

Task Description

Investigate the activities of a food-related organisation that operates within the Australian Food Industry. Choose one of the following companies:

- Bega Cheese
- McDonald's
- Arnott's
- Sanitarium
- Kraft
- Uncle Toby's
- Kellogg's

- Dairy Farmers
- Boost Juice
- Sunrice
- Brumby's Bakeries
- Red Rooster
- Oporto
- Devondale

Prepare an information report detailing clearly and concisely the following points about the organisation:

1- Name the organisation selected, location in Australia (head office), the specific sector of the AFI which it belongs and the level of operation of the organisation

2- Explain how the company conducts quality assurance (e.g. quality assurances of stock in fridges, cool rooms, freezers, dry store, temperature and monitoring, chemicals, production line control and HACCP etc.)

3- Evaluate how the organisation may impact on the individual, society (healthy alternative, wellbeing for the population and education) and the environment (waste management, water control and recycling measures)

4- Describe the career opportunities and working conditions that exist within the organisation, including gender issues (awards, agreements, training, paternity and maternity leave)

5- Reference list of all sources used to complete the task (referencing system will be shown to you in class)

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
- **Explain**: relate cause and effect; make the relationships between things evident; provide why and/or how
- **Evaluate**: make a judgement 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

Students will submit their AFI Case Study on or before the due date (see above). Students may submit a hard-copy or electronic copy of their assessment. Hard copies must be submitted directly to the classroom teacher before 3pm on the due date. Electronic copies must be submitted via Google Classroom before 3pm on the due date.

Teacher Feedback and Student Self-Reflection

- The task will 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 written feedback via Google Classroom or on the hard copy submission
- Students can clarify or seek further feedback during the overview of the assessment task lesson that will be conducted once all assessments are marked
- 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 a self-reflection.

A self-reflection worksheet will be provided via Google Classroom for completion as part of homework throughout the holidays.

How does this link to my learning?

- This task will allow students to practice answering questions with HSC-style verbs
- Students will gain valuable experience researching and reporting on Food Technology concepts
- H1.2 Examines the nature and extent of the Australian food industry
- H1.4 Evaluates the impact of the operation of an organisation within the Australian food industry on the individual, society and environment
- H3.1 Investigates operations of one organisation within the Australian food industry

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.

Marking Criteria

Criteria	E	D	C	B	A
	Limited	**Basic**	**Sound**	**High**	**Outstanding**
1	Identifies an organisation within the food industry.	Identifies an organisation within the food industry. Identifies the sector and/or sectors of the AFI the organisation operates and the level of operation of the organisation.	Correctly identifies an Australian organisation that operates within the AFI. Identifies the sector and/or sectors of the AFI the organisation operates and the level of operation of the organisation.	Correctly identifies an Australian organisation that operates within the AFI. Identifies the location/locations of the organisation, the sector and/or sectors of the AFI the organisation operates and the level of operation of the organisation.	Correctly identifies an Australian organisation that operates within the AFI. Identifies the location/locations of the organisation, the specific sector/sectors of the AFI the organisation operates and the level of operation of the organisation.
2	Lists the main components of the quality assurance practices carried out by the company.	Describes features and characteristics of the quality assurance practices carried out by the company.	Explains the function and/or purpose of how the company carries out quality assurance. No evidence to support claims.	Explains the function and/or purpose of how the company carries out quality assurance using evidence to support claims.	Explains in detail the function and purpose of quality assurance practices carried out by the organisation using extensive evidence to support claims.
3	Lists the main components of the organisation referring to the individual, society and the environment.	Describes the features and characteristics of the organisation referring to the individual, society and the environment.	Explains the effect the organisation has on the individual, society and the environment.	Evaluates the impact the organisation has on the individual, society and the environment using examples to support claims.	Evaluates in extensive detail, the impact the organisation has on the individual, society and the environment using clear and extensive examples to support claims.
4	Lists the main components of career opportunities and/or working conditions that exist within the chosen organisation.	Provides a brief description of characteristics and features of the career opportunities and/or working conditions that exist within the chosen organisation.	Provides a description of characteristics and features of the career opportunities and/or working conditions that exist within the chosen organisation. Little/no reference to gender issues.	Provides a description of characteristics and features of the career opportunities and working conditions that exist within the chosen organisation referring to gender issues.	Provides an extensive description of characteristics and features of the career opportunities and working conditions that exist within the chosen organisation with a clear reference to gender issues.
5	States 1 source.	Lists at least 2 reputable sources.	Uses correct referencing system to list all sources used. The list shows research with at least 2 reputable sources.	Uses correct referencing system to accurately list all sources used. The list shows wide research with at least 3-4 reputable sources.	Uses the correct referencing system to accurately list all sources used. The list shows extensive and wide research with at least 5 reputable sources.

2020 Literacy Rubric

LITERACY MARKING CRITERIA	Descriptors				
	0	**1**	**2**	**3**	**4**
Vocabulary Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect	- Symbols or drawings	- Only simple and nontechnical 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.
Punctuation Use of correct and appropriate punctuation for effect and to aid in reading of the text	- No or minimal evidence of correct sentence punctuation (less than 25%)	- Limited evidence of correct sentence punctuation (at least 25%)	- Some correct sentence level punctuation (at least 50%).	- Mostly correct sentence level punctuation (80%) and *at least two* examples of other punctuation.	-Writing contains accurate use of all applicable punctuation.
Sentences Intentionally constructs a variety of sentences to match purpose and audience	- No evidence of sentences - Drawings, symbols, a list of words OR text fragments	- At least one sentence is used correctly.	- Some correct formation of sentences. (at least 50%)	- Most sentences (80%) are correct but are largely unsophisticated.	- All sentences are correct including sophisticated sentences.
Paragraphs Paragraphs are used to effectively structure information and partition events and ideas	- No correct use of paragraphing - may be a block of text or random breaks	- Ideas are separated, provides at least ONE correct break between ideas - Paragraphs may contain some unrelated ideas	- At least ONE paragraph is well structured and develops an idea	- All paragraphs are focused on one idea or a set of like ideas but may not be linked effectively.	- Paragraphing creates flow, connectivity and supports argument.
Text Structure Uses features of the appropriate text type	- No evidence of structural components of the appropriate text type	- Minimal evidence of the structural components of the appropriate text type.	- Some evidence of the structural components of the appropriate text type.	- Substantial evidence of the structural components of the appropriate text type.	- Coherent and controlled use of the appropriate structural components of the text type.