



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

Exemplar for Internal Achievement Standard Technology Level 3

This exemplar supports assessment against:

Achievement Standard AS91608

Undertake brief development to address an issue within a determined context

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade boundaries.

New Zealand Qualifications Authority

To support internal assessment

| | |
|----|--|
| | Grade Boundary: Low Excellence |
| 1. | <p>For Excellence, the student needs to undertake comprehensive brief development to address an issue within a determined context.</p> <p>This involves justifying why the specifications allow a judgement of an outcome's fitness for purpose in the broadest sense.</p> <p>This student has developed a brief for an educational game for young children to play on a personal device.</p> <p>The student has justified (1) why the specifications (2) allow a judgement of an outcome's fitness for purpose in the broadest sense (3).</p> <p>For a more secure Excellence, the student could provide evidence of further ongoing reflection of context considerations and wider stakeholder feedback.</p> |

Student 1: Low Excellence

NZQA Intended for teacher use only

Final Brief**Context:**

I read a number of newspaper articles which emphasized that exceeding number of educators believe that smart devices with touch screens are a very useful learning tool for teaching young children, even as young or less than 1 year olds. This is because smart devices are easy to use, colourful, intuitive and exciting. Smart devices are used in schools, in homes, in libraries and in kindergartens.

Issue: There is a shortage of quality interactive learning activities for young children and especially New Zealand children because smart devices and touch screen are relatively new there isn't much interactive activities for young children. Because young children like using iPads and tables there could be a risk letting them use it because they could be viewing inappropriate things therefore there is a need of interactive learning resources for young new Zealand children so that they will have things to do using smart devices and also would have the benefit of being educated. It would be good to have activities that taught young kiwis about New Zealand culture and environment with an accent of the NZ curriculum. I selected four possible subject areas to develop an interactive learning activity on, they were an activity centre game which it had alphabets, number, colour and puzzle. A maths Q&A which was from the mathematical area. A New Zealand Q&A which is from the social studies area. A reading game which is themed New Zealand /kiwiana that is from the English area. A human body drag and drop which is from the science area. I evaluated each one from the usefulness and the suitability to the child and also my ability to create it. I ran my ideas past 3 people to see which idea would be the most useful and suitable for a young child. Two out of three through that the reading game would be a better choice because they would be able to read and pronounce words correctly, and also most children in New Zealand have English as their second language.

Specifications

- My outcome must be appropriate **(2)** therefore it should be for their age so it is not too hard or too easy for them because if it is too easy they would know everything and not learn anything new and if it is too hard they will find it difficult and not play with it. **(1)**
- My outcome must be accurate **(2)** so that it is not misleading or inappropriate for the child and it should meet the NZ curriculum because if it doesn't they won't gain anything from playing the game. **(1)**
- My outcome must be legal therefore it should comply with the advertising standards and the broadcasting standards It should also comply with the copyrights law because if it doesn't I would be breaching the laws which would make my game illegal.
- My outcome should be informative **(2)** therefore the child should gain good quality information from using the final product and it should be accurate information because if the game didn't have useful information they wouldn't learn anything from playing the game. **(1)**
- My outcome must be appealing therefore it should be visually appealing for the child by being colourful and it should also be rewarding because if it isn't appealing for the child it could put them off and they wouldn't want to play the game.
- My outcome should be portable therefore it should be to play in ipads, tablets and smartphones because if it wasn't deigned to be able to play on portable device the game wouldn't be portable and wouldn't be able to take to places which makes it portable.

- My outcome should be motivational therefore it should have a positive effect to the child as they play the game because if they don't get motivated while playing the game they could get bored of it.
- My outcome should be globally trendy as I would check what is trendy in outer countries therefore I would know what is out there and is expected by the users because if it is not trendy they will lose interest in playing the game.
- My outcome must not be threatening to the users in any way therefore I should make sure that is suitable for both genders and is suitable for all races because if it is racist or for one gender they wouldn't like it so they will stop playing.
- My outcome must be user friendly therefore the rules of the game should be clear because it would be misleading to the user. It should have colours used that are clear and have good contrast because the user must be able to see the text and images clearly. The game should not be too long or get frustrating because the user will get tired and would no longer want to play the game. The game should have the ability for young children to play therefore the buttons should not be too small because they have small hands and would need to press buttons and it shouldn't have complicated words as young children have limited language skills.
- As a designer I will make sure that I don't collect research from bias websites therefore I will collect information from people of different cultures and genders.
- As a designer I will make sure that I don't copy other people's ideas as being aware that we are going this assessment as a class and there are other student who are coming up with ideas for their final outcome.
- I will make sure that I act responsibly and ethically when collecting feedback by not forcing them to give feedback but by asking if they could volunteer to give feedback.

Broadest Sense

3

I have made sure that my proposed outcome is fit for the purpose in the broadest sense. I have made sure that my game could be **modified and updated** therefore it could be changed to fit different needs. The game will be **user friendly** – I make sure that the user will know how to play the game before it has started therefore I will add an instruction page to allow the user to know how the game is played. I will make sure that my game is **dependable** and reliable therefore I will make sure that it has failsafe features so when the user is playing the game **there will be no errors**. I will make sure the game is flexible therefore it could be **adapted to other languages and themes**. I will make sure that my game is modern and in line with the **global trends as people like things that are trendy**. My game should be appealing and sophisticated therefore it will attract the users to play my game. I will make sure that my game is **legal therefore it will not breach any laws** which will make my game illegal. I have to use correct information in my game therefore it would be **accurate and reliable**. I have made sure my game **meets the NZ curriculum** therefore I have researched the NZ curriculum so I know what is expected. I have made sure that **my game is ethical and culturally sensitive to the user by making sure that it is not or of any material that would offend anyone or anyone's culture religion or gender**. When I tested a young child and made sure that **I would not be using the pictures disrespectfully or uploading them on social media websites**. I will make sure that there are **no negative effect on the environment because it doesn't use paper** to make my game. If the game needs to be **disposed it could be simply deleted and the device could be recycled where they collect electronics**. The **health and safety can be met if the child has limited time on the device** and it is **safe because it is a portable device the children can take it to where the adults are so that they could supervise the child** as they play on the device. The game will need to be updated which could be done by pressing the update button.

| | |
|----|--|
| | Grade Boundary: High Merit |
| 2. | <p>For Merit, the student needs to undertake in-depth brief development to address an issue within a determined context.</p> <p>This involves demonstrating (1) how the specifications (2) allow a judgement of an outcome's fitness for purpose in the broadest sense (3).</p> <p>This student has developed a brief for a website that allows students to order food from the school tuck shop.</p> <p>The student has demonstrated how the specifications allow a judgement of an outcome's fitness for purpose in the broadest sense.</p> <p>To reach Excellence, the student could show more evidence of on-going wider stakeholder feedback and justifying why the specifications allow a judgement of an outcome's fitness for purpose in the broadest sense.</p> |

Final Brief

Student 2: High Merit

NZQA Intended for teacher use only

Target Audience

The target audience for this website is the XXXXXXXXX population. They will be the websites main users.

Secondary Audience

The secondary audience is those who will see the content however are not directly affected by its content. This includes the wider population of XXXXXXXX. Parents, caregivers and friends of those who attend XXXXXXXXXX fall under this category. Since the creation of my database and website will be on the XXXXXXXXXX network, it is possible to be reached by visitors to the school and others using the server. This is a small minority however in considering the broadest sense I would want to include this as a wider audience.

Specifications

Within the brief I was able to extract the following important information outlined by the stakeholder. XXXXX would like students to be able to search for food, based on the type of product that it is-Filled Rolls, Drinks, Biscuits etc

Instead of implementing a search bar (which would take up time and require copious amounts of coding) I have made a search box of six icons that will be available to be reached from the home page.

She would like a table of hot meals that are able to be ordered as well as the day that they are available. The food page that contains solely the hot food options compensates for this specification. Through doing some research I found that it was important to include separate pages for each of the different types of foods available, e.g drinks, biscuits etc, to avoid confusion for students as well as being able to set out the database in a more organised fashion

Details on how food can be ordered should also be included as a form for submission. The message needs to be appropriate and free from any profanities, it also needs to be at a level that is able to read by every year level throughout the school.

Preferably an administrative area so XXXXX can update, add and delete the information on the website. This may have to be time sensitive as I am beginning the planning of the database a few days later than first expected. I will have to make sure that the administrative area is simplistic enough for XXXXX to use. After doing some research I found that most administrative pages were simple as many clients did not have any knowledge of how the database worked.

After doing some research I was able to find some of my own specifications that should be included in the outcome.

- The database must be relational, meaning that multiple tables connect to one another.
- A form where users can enter what they would like from the canteen is also required.
- Looking at the criteria again I have come up with a few things that need to be evaluated/included in my end design before submission these things include.....
 - Considering the technical and social acceptability
 - Sustainability
 - Cultural appropriateness of trialling/testing practices
 - Health and Safety

The last bullet point, I will need to allocate extra time for, at the end of the design process.

After a consultation with the stakeholder, XXXXX mentioned the life of the project, e.g how long it can be sustained and when its ultimate disposal would occur. I researched into this and came up with a

solution (identified in the substantiation). Many projects of the same sort as my own had the ultimate disposal at the consent of the client, which I think is a very fair, so I will be hoping to consult with XXXXXX further on this matter and agree to her being the one that decides on when the website is going to be discontinued. ①

Stakeholder

The major stakeholder is XXXXX, the canteen manager. XXXXX has the most invested in the production and execution of the canteen website in order to promote her business. The wider community of XXXXXXXX, are the secondary stakeholders also relying on the prestigious XXXXXXXX image to be upheld through this website. The wider XXXXXXXX community is also to be considered as XXXXXX is one of XXXXXXXX's most recognisable schools.

Issue

I have constructed an issue that gives my outcome credit and purpose. At present the current flow of the canteen lines is slow and often you can be waiting for up to 20 minutes. The second most important issue that is addressed through the creation of this website is the stress that the canteen manager XXXXX is put under everyday. By making a simple and easy to use website where things can be ordered in advance, the stress that XXXXX is under would be greatly reduced.

Constraints

The constraints I need to consider when progressing through the design process are as follows

- Technological Restrictions
- Specific Content
- Ethical moral and legal considerations
- Broadest Sense
- Time

The first constraint, is at this point, the most important, as it is the most relevant. As I will be working with new technologies, such asxampp I will need to allocate extra time for assumed technological difficulties that I am planning to come by. By doing this I will be able to complete this project on time, effectively and efficiently by the deadline date.

Outlined by the stakeholder, the specific content that needs to be included in my design is going to take time to perfect and specify. In order to work around this I could make a planned, bullet pointed list outlining the content I need to include and then ticking it off as I have done so, ensuring that I will have everything the stakeholder requires.

The ethical moral and legal considerations at this point revolve around the usability and allure of the website. The context for the outcome is XXXXX and the wider community therefore I need my design to comply with the standards and regulations that are upheld here. These will be the basis of which I will base my ethical moral and legal considerations on. ③

Broadest Sense I need to create an outcome that has considered every aspect of the design process and has been through rigorous testing, inclusive of all those who are affected, whether it be directly or indirectly. The maintenance of the site will be done by my stakeholder so it needs to be easy for her to do. I will give her access to the database so she can update the product list.

This website will help students as they will have less time spent waiting for their lunch in the queue and the wider community (their parents) will be happy to know that their children have more leisure time. The Teachers at school will be pleased the students more time during lunch for sports practises and other activities ③

| | |
|----|--|
| | Grade Boundary: Low Merit |
| 3. | <p>For Merit, the student needs to undertake in-depth brief development to address an issue within a determined context.</p> <p>This involves demonstrating how the specifications allow a judgement of an outcome's fitness for purpose in the broadest sense.</p> <p>This student has developed a brief for a database for stock control of an antiques shop.</p> <p>Evidence is provided that demonstrates how the specifications allow a judgement of an outcome's fitness for purpose in the broadest sense (1) (2) (3) (4) (5) (6) (7).</p> <p>For a more secure Merit, the student could have provided more evidence of wider stakeholder consultation.</p> |

Specifications related to context considerations

1. Content – All of the content must be chosen carefully, my client doesn't want to have content that is not needed or appropriate for the database. The content must be correct; if there is many mistakes it looks unprofessional and would not only frustrate my client customers but my client and stakeholders. So, my specifications relating to content are:
 - Choose data wisely. ①
 - Check the data more than once.
2. Accuracy – All of the data must be accurate; we need to insure that it is correct for my stakeholder, clients and the wider community. If the data is not correct then this could harm the business as prices could be entered wrong; therefore items would not be sold or you could end up even possibly losing money. The profits needs to be set up efficiently to show accurate results as these are some of the most important things to my client, they are kept for business reasons and if something was wrong then it wouldn't all add up and my stakeholder may think he has lost or made more money than he actually has. To make sure that the data is accurate my stakeholder and myself will have to double check all the information and also test all functions, as they need to be accurate as well. So my specifications relating to accuracy are:
 - Correct codes need to be entered in the spreadsheet to insure that profit is calculated correctly.
 - Double-checking data entries to insure the information.
 - Testing needs to be carried out with the functions to insure they work.
3. Maintenance – The information in the database needs to be kept up to date at all times, this way my stakeholder can continue to add data into the database and take old data from certain parts of the database and put it into another part if it has sold. The data needs to be reliable to the customers of my client, as we do not want them to purchase something that has already been sold. Therefore, my client and stakeholders must update the database regularly; they need to know how to do this and if they don't then I will have to teach them certain skills. So my specifications relating to maintenance are:
 - Kept up to date and easily without requiring too much effort ③
 - Reliable data
 - Teach of write a guide on how certain things will work in Microsoft Access
4. Usability – My client and stakeholders must easily access the tables, queries, reports and forms created on Microsoft access so that they can efficiently find the information they are after. To do this I must name the tables, queries, reports and forms carefully so that my user does not get confused. In the long run this will save a lot of time sorting through the data to find what they are after and make it easier to navigate. The usability also has to be easy for my clients' customers to use; so that they can view the items for sale, and if they are looking for something specific. E.g. made in a certain era then this information can be easily found, without frustrating the customer.

The colours used on the database need to be simple, fresh and modern; it can't be over the top and several colours can't be used, as it will discourage customers of my clients form wanting to look at the database again. This would also impact the usability of the database as the colours could come across and 'distracting'. If the usability of the database is not easy to use then it affect the functionality. The colours should be silver, black or maroon, possibly even a combination of these, as they represent Silver Service Antiques. The database needs to be readable for all ages, although mainly 30 and over people will be accessing the database. Therefore I have to make sure that the layout is set out in a way that will not confuse people and that the font is at an appropriate size. ④

My client has specified how many tables, reports, forms and queries he wants. I must make sure that

they are all easy to use and that the appropriate people can access them. Certain parts of the database will be locked and have a password you have to enter to see the database; this will not be used by people other than my client and stakeholders; so the usability is limited but it has significant importance to my client and stakeholders; so the usability is limited but it has significant importance to my client and he doesn't want certain data to be dished out to the public.

When a macro is run for examples, we need to make sure that the user knows that the macro has been done, therefore we could display a visual image when it has run, and perhaps a note that says "complete". To prevent errors by making yes/no fields, lookup wizards. Use things that will limit their choices!

So my specifications relating to usability are:

- The databases, queries, reports and forms should be named appropriately.
- The database needs to be easy to navigate
- The colours used should be silver, black and marron, or a combination
- The font should be of an appropriate size and font
- The number of fonts should be limited
- Security needs to be set up for some parts of the database; it needs to work.

5. Layout – The layout needs to be easy to navigate and must have a simple layout so that it is not distracting for the user. From consulting with my client and stakeholders I have discussed the colour theme they would like, these being: maroon, silver or black (or a combination). They want the tables, forms, reports and queries to be named carefully so that they are easy to find and it's more efficient for the user of the database. A consistent layout gives a much cleaner and tidier outcome.

My client doesn't want any visual graphics; he just wants a database where he can input the data. He is in his 50's and wears glasses so the text size must be readable at a size 12. 5

So my specifications for layout are:

- Easy navigation
- Clean fresh layout in the colours maroon, silver, black or a combination.
- No visual graphics
- Font size 12pt.

6. Security – I need to make sure that the security of the database is up to the standard that my clients wants. However, only certain parts of the database should be locked; I need to relearn this practice, as it has been a while since I have done this. The password must not be easy to guess and must be only know by my client and stakeholders.

So, my specifications relating to security are:

- To make sure that I know how to lock the database.
- Password has to be hard to guess. 6

7. Functionality – the database will not be run on the Internet, but on my clients home/work computer. The database will be created on Microsoft Access; my stakeholder may want to export some data into Microsoft Excel. The database must simple so that the functionality of the database is easy to use.

Things must be set out appropriately within the database. The functions of the database must work e.g. macros, if they do not work then it will be annoying for my client and they would not be satisfied, therefore testing needs to be done by myself and my client regularly to insure that the macros or any other functionality's such as drop down boxes work.

So, my specifications relating to functionality are: 7

- Database needs to be accessed on a work/home computer of my client
- Testing the functions myself and by my client.

| | |
|----|---|
| | Grade Boundary: High Achieved |
| 4. | <p>For Achieved, the student needs to undertake brief development to address an issue within a determined context.</p> <p>This involves:</p> <ul style="list-style-type: none"> • establishing an issue, identifying and explaining related context considerations • determining a need or opportunity that resides within the established issue • ongoing reflection of views of key stakeholders associated with the need or opportunity and wider stakeholders associated with the context • ongoing reflection of context considerations including the social and physical environment where the outcome will be developed and situated • developing a final brief that allows judgement of an outcome's fitness for purpose in the broadest sense. <p>This student has developed a brief that leads to a prototype for a nurse's uniform for a hospital in Kenya.</p> <p>The student has established an issue (1) and identified related context considerations (2). The context considerations have been explained as related to an established issue (3). They have determined a need or opportunity that resides within the established issue (3).</p> <p>Evidence is seen of ongoing reflection of views of key stakeholders associated with the need or opportunity and wider stakeholders associated with the context (4). The student shows ongoing reflection of context considerations including the social and physical environment where the outcome will be developed and situated (5).</p> <p>The student then developed a final brief developed that allowed judgement of an outcome's fitness for purpose in the broadest sense (not shown here).</p> <p>To reach Merit, the student could demonstrate how the specifications allow a judgement of an outcome's fitness for purpose in the broadest sense.</p> |

Student 4: High Achieved
 NZQA Intended for teacher use only

Issue:
 Through my contacts, I found that Kenyatta national hospital in Kenya was in need of a new nurses uniform that meets the requirements for female nurses and patients but provides comfort for their work. **1**

Nursing is a profession that focuses on the care of individuals, families, and communities so they may attain, maintain, or recover optimal health. Nurses need to carry equipment's such as, stethoscope, a calculator, a pair of scissors, pens, notebook to make it easier while handling patients. They also need a uniform that is suitable for different African body shapes, African weather and it relates to African culture. **3**



Context: Kind Kiwi's helping Humanity

Cotton vs other fibres

I have chosen cotton unlike polyester which was used in the old uniform. This is because cotton is durable and can withstand high temperatures in Kenya, where there is a tropical climate. In such areas cotton is an excellent material for unlike polyester because it absorbs the moisture during perspiration of the body by permitting movement of air from the skin through the fabric. It is thus ideal for the hot Kenyan weather. Cotton is also easy to clean, absorbs moisture well keeping the skin dry unlike polyester which holds body heat and therefore is not suitable for a tropical regions. It is also easy to wash which will make it easy for the nurses to maintain cleanliness. This is important because nurses have to look presentable around the patients and public. **5**

When buying fabric 75% of shoppers said durability was the most important factor in their purchase. Proof of the strength of cotton can be found the great number of uses it has, for instance, it has been used for active wear, as work clothes, in upholstery, draperies, rugs, towels, and bedding. Cotton can withstand heat as it can be boiled or sterilized, making it ideal for hospitals.

I have sketched some initial design ideas and got stakeholder feedback. These ideas came from the inspiration from my research and my design specifications. **4**

Chosen concept **1** Front to evaluate and develop.

Concept 2

Back African Print

well fitting

client

measure

short sleeve

means of identification

KENYAT

Recycling Cotton

Cotton also provides a comfortable, natural choice for clothing and other textile uses and is highly sustainable. This fabric can also be recycled, which means one can convert existing material for a new one. Cotton recycling prevents unneeded wastage and can be a more sustainable option to disposal. For example, recycled cotton can be used in industrial settings as polishing and wiper cloth or can be sold as recycled yarn for consumers to create their own items. This means if the nurses uniform I am designing is changed again the nurses can create something new with the uniform. Recycling cotton cuts down on the harsh process of creating brand new cotton products. As a natural fibre cotton is a renewable and natural because its energy is self sustaining and long lasting, because it uses sunlight and doesn't require much energy to manufacture. This shows how sustainable cotton is so this is why I have chosen it to design the nurses uniform. **5**

Stakeholder Feedback **4**

I like the idea of the African themed pattern. It makes the uniform look original, but the design of the uniform is not original. I like how the pockets are wide, which is great for the equipment that we use. Unlike what we have at the moment.

CLIENT

The idea of the of the heavy pockets in the pants is a great one but will make the uniform look too busy & make the pants we have at the moment.

... The stakeholder and I also discussed if I am on track with design the perfect uniform for the hospital. She says I have highlighted all the ideas and specifications but just need to develop my ideas further. To do this, my stakeholder wants me to talk to an expert at Kenya nurses uniform association on how I can improve these ideas and any important requirements or specifications that I missed out or have been introduced for me to analyse. The Expert said that my ideas are on track because I have highlighted all the requirements for nurses except one. Nurses need to be easily identified by patients. So this will make changes to my design ideas because the nurses where comfortable with just having badges with the **4**

| | |
|----|--|
| | Grade Boundary: Low Achieved |
| 5. | <p>For Achieved, the student needs to undertake brief development to address an issue within a determined context.</p> <p>This involves:</p> <ul style="list-style-type: none"> • establishing an issue and identifying related context considerations • explaining the context considerations as related to an established issue • determining a need or opportunity that resides within the established issue • ongoing reflection of views of key stakeholders associated with the need or opportunity and wider stakeholders associated with the context • ongoing reflection of context considerations including the social and physical environment where the outcome will be developed and situated • developing a final brief that allows judgement of an outcome's fitness for purpose in the broadest sense. <p>The student is undergoing brief development to make recipe cards for distribution in a foodbank.</p> <p>These excerpts show that the student has established an issue (1) and identified related context considerations (2). The context considerations are explained relative to the established issue (3). Ongoing reflections of views of key stakeholders (4) with the need or opportunity and the wider stakeholders associated with the context is evident (5).</p> <p>The student has conducted ongoing reflection of context considerations including the social and physical environment where the outcome will be developed and situated (not exemplified).</p> <p>A final brief that allows judgement of an outcome's fitness for purpose in the broadest sense has been created (6).</p> <p>For a more secure Achieved, the student could provide more development of the final brief with more detail about the specifications to allow judgements of an outcome's fitness for purpose in the broadest sense.</p> |

Brainstorming Important Considerations for my Project 2

Student 5: Low Achieved
NZQA Intended for teacher use only

Consider health issues e.g. allergies. Also keep in mind different cultural foods. 3

Basic ingredients are provided by the food bank (food is often donated by the [redacted] students) I will have to try and come up with creative ideas to use these ingredients. 3

Keep in mind of budget meals yet at the same time healthy and appealing meals.

To create recipe cards for healthier food parcels for families who are in need within our community

Consider food safety and hygiene. When trialling the recipes for the meals I must keep everything clean, wear a hair net and wash my hands. 3

It is important to know how many people are in the families and their age group so the recipes can provide them with enough food. 3

Recipes need to be basic and instructions need to be simple and easy to follow as many families mightn't have advanced cooking skills or

Issue: Some families are going through hard times that need help and support financially. They may need help planning daily meals for their family and making them healthy and nutritious on a low budget and with only basic ingredients. To make dinner time a lot less stressful for families in need and who receive food parcels recipes cards would be ideal for this situation. Finalising the recipe cards is important and is needed to be completed as soon 1

Today I had a meeting with my client, [REDACTED]. We ~~disc~~ discussed what I will need to do to produce my recipe card. [REDACTED] suggested that the recipe card must simple, easy to read with clear instructions (method). She told me that it would help to do some ~~see~~ research on recipe cards, to collect recipe cards from the supermarket which will help me to get an idea on some designs. We both agreed that we will keep the font simple so it is easy to read. Also the recipe card should not be too cluttered, again, must be simple. (4)

Survey for Families

Do you like the idea of receiving meal recipes every week?

YES

Do you think they will be helpful? (5)

yes to give good ideas

If you would like this to continue, how many recipes do you think you would like a week? (e.g. 7 for each day of the week.)

Yes 7, 1 for each day

Any other comments?

Yes, It would be good to get a variety say for different seasons like soups for winter etc.

Thank you for your time.

Final Brief - (6)

My aim for XXXX was to finalise my recipe cards and give to families with food parcels that are given out by the De Paul house. My aim it now to give my final recipe cards out to teh families of the De Paul House to trial so that I can get an idea of whether this is successful and see if it will be able to be used in other foodbanks in the area.

Objective: I must finalise these recipe cards by gathering all my information and research to complete the cards. I must look over all my recipes and choose which recipes would be most suitable to give out to the families. I must make the cards readable as many of the people getting them are elderly and can not read so well. I must make the card readable and in order to do so, I have to consider the style of font, the sizing to the font and the layout of the recipe cards.

The recipe cards will be used in a kitchen and I intend for people to use them again and again. Their hands could be messy and food could get dropped on them. So I will need to make sure that they are laminated so they look presentable. Constraints: I will have to consider how much it will cost to make each recipe card which will include the cost of printing and maintaining the cards. This shouldn't cost too much as to print in colour at school is \$0.40 and in black and white is \$0.05. I will also have to consider the time it will take to make the recipe cards as well as delivering the cards to families and receiving feedback as I have a limited time to complete his project.

People who get food from the foodbank are from many cultures. So I will need to make sure that there are a variety of different types of recipes on the cards. Such as taro, fish for Pasific people, and rice based food for asian. I will also have to make sure that the food is healthy so that food donors will be happy to still give food to the foodbank.

Also, I will need to make sure that the cards do not look anything like XXXX supermarkets recipe cards as I don't want any chance of them being upset about copyright issues.

| | |
|----|---|
| | Grade Boundary: High Not Achieved |
| 6. | <p>For Achieved, the student needs to undertake brief development to address an issue within a determined context.</p> <p>This involves:</p> <ul style="list-style-type: none"> • establishing an issue and identifying related context considerations • explaining the context considerations as related to an established issue • determining a need or opportunity that resides within the established issue • ongoing reflection of views of key stakeholders associated with the need or opportunity and wider stakeholders associated with the context • ongoing reflection of context considerations including the social and physical environment where the outcome will be developed and situated • developing a final brief that allows judgement of an outcome's fitness for purpose in the broadest sense. <p>This excerpt shows evidence of ongoing reflection of context considerations including the social (1) and physical environment (1) where the outcome will be developed and situated.</p> <p>A final brief has been developed (2) (3) (4) (5).</p> <p>To reach Achieved, the student could establish an issue and identify related context considerations, explain the context considerations as related to an established issue.</p> |

Initial Issue (21/05/2014)

The staff at XXXX School would like to have a 3 course meal catered for them in their staffroom. The meal must coincide into \$20 per person.

Student 6: High Not Achieved

NZQA Intended for teacher use only

Initial Brief (21/05/2014)

2

We (Y13 FNT) will prepare a Staff dinner for the teachers at XXXXXXXX School in the Staff Room. There will be 42 diners. The meal will be three courses, starter, main and dessert. This meal will be served on the 10th June, on a Tuesday at 6:30pm.

Second Brief (07/06/2014)

3

I will be preparing a 'Staff Dinner' for some teachers and their spouses/acquaintances. The meal will be three courses, starter, main and dessert. This meal will be served on the 10th June, on a Tuesday at 6:30pm. Miss XXXX, Miss XXXX and Miss XXXX are my primary stakeholders, and I will craft my menu to meet their needs. My stakeholders all tend to like rich foods, and all would prefer a medium/small serving for their meals. None of my stakeholders have any major allergies, however Miss XXXXX has got minor allergies, specifically to corn. All Stakeholders are from the XXX Department.

Third Brief (23/06/2014)

4

I will be preparing a 'Staff Dinner' for some teachers and their spouses/acquaintances. The meal will be three courses, starter, main and dessert. This meal will be served on the 10th June, on a Tuesday at 6:30pm. Miss XXXX, Miss XXXX and Miss XXXX are my primary stakeholders, and I will craft my menu to meet their needs. My stakeholders all tend to like rich foods, and all would prefer a medium/small serving for their meals. None of my stakeholders have any major allergies, however Miss XXXX has got minor allergies, specifically to corn. My menu will have three courses; Spinach and Filo Triangles, Lasagna with a Garden salad, Tan Square with vanilla Ice cream. These dishes will be crafted to fit into my maths theme for the evening. I will be serving in conjunction with XXXX, and we will coordinate our serving and clearing on the night, and assist each other if one of us is running behind time.

Final Brief (2/07/2014)

5

I will be preparing a 'Staff Dinner' for some teachers and their spouses/acquaintances. The meal will be three courses, starter, main and dessert. This meal will be served on the 10¹ June, on a Tuesday at 6:30pm. Miss XXXX, Miss XXXX and Miss XXXX are my primary stakeholders, and I will craft my menu to meet their needs. My stakeholders all tend to like rich foods, and all would prefer a medium/small serving for their meals. None of my stakeholders have any major allergies, however Miss XXXX has got minor allergies, specifically to corn. My menu will have three courses; Spinach and Filo Triangles, Lasagna with a Garden salad, Tan Square with vanilla Ice cream. These dishes will be crafted to fit into my maths theme for the evening. I will be serving in conjunction with XXXX, and we will coordinate our serving and clearing on the night, and assist each other if one of us is running behind time. We are both sharing a mathematics theme, I will be working with her on the laying out and preparation of *our* dining area. We will consult each other on any major decoration decisions. We will also be attempting to keep *all* glassware and utensils/cutlery uniform across the evening, once more to ensure a professional atmosphere and also create a seamlessness between XXXX's and my own dinners. My meal will fit into my \$60 budget, and I will be conscious in my food practices. Eg, how I will store and dispose of any food scraps or extras. We will be borrowing extra tables and chairs from the Senior College Library, which we will return at the end of the evening. These tables seat around 3 people each, so there should be around one table per Student serving the meal. We will be covering the notice boards around the staff room, in an attempt to keep any confidential information that way. We will use candles to create a 'restaurant-y' mood. We will also use professional, nice plates instead the usual brown, scratched ones in the foods pantry. We will also be using nice, matching cutlery sets to ensure that there is a professional atmosphere maintained. We will also be laying the tables in a full 'Table D 'Hote' fashion, as we were taught on the CPIT STAR course. Our table will also reflect our 'Maths' theme, using colours such as black and white. We will have our 'Math Themed' menus on the table, once more creating a sense of professionalism. They will also provide an easy conversation starter, as all of our diners are from the maths department, we hope that they will be able to laugh over the menu. We will all be wearing our school uniforms, as these look 'sharp' and more professional than mufti. We have also been supplied with special 'XXXX School' serving aprons. Once more this will make us look more professional, adding to the night's atmosphere.

Physical Environment

①

The setting for the 2014 Staff Dinner is the XXXX staffroom, above student services. It is important for us to generate as much as possible, a suitable restaurant atmosphere. This will make the whole evening feel as genuine and professional as possible. There are a few steps that I will take to ensure this.

Firstly, we will use candles to create a 'restaurant-y' mood. We will also use professional, nice plates instead the usual brown, scratched ones in the foods pantry. We will also be using nice, matching cutlery sets to ensure that there is a professional atmosphere maintained. We will also be laying the tables in a full 'Table D'Hote' fashion, as we were taught on the CPIT STAR course. Our table will also reflect our 'Maths' theme, using colours such as black and white. We will be bringing in various 'restaurant-y' decorative pieces to make the physical environment suit my brief.

We will be cooking food in the Food and Nutrition Classroom, and plating up in the staffroom. We will have 'pop-up' screens separating the dining area from the serving area, continuing to ensure the professional environment.

Unfortunately, the Staff Room does not have adequate seating or tables. To solve this problem, we will be borrowing extra tables and chairs from the Senior College Library, which we will return at the end of the evening. These tables seat around 3 people each, so there should be around one table per Student serving the meal.

As many Students have decided to pair up and share a theme, we will most likely have to move tables around to accommodate for these numbers. This means that we will be pushing tables and chairs into appropriate positions. As I am partnered with XXXX, and we are both sharing a mathematics theme, I will be working with her on the laying out and preparation of *our* dining area. We will consult each other on any major decoration decisions. We will also be attempting to keep *all* glassware and utensils/cutlery uniform across the evening, once more to ensure a professional atmosphere and also create a seamlessness between XXXX's and my own dinners.

As the dinner is being hosted in the Staff Room, which is a professional teaching environment, we will be covering the notice boards around the room, in an attempt to keep any confidential information that way.

Social Environment

①

Because the Staffroom has not been set up for our meal, we will need to adjust the seating arrangements to suit the situation. This is for social reasons. At present, tables in the staffroom are both not present or not facing each other. If we kept them this way, it would make it extremely difficult for there to be any social interactions between individuals. To solve this problem, I will be placing the tables in suitable groups (to coincide with the number of diners), so everyone is facing each other. This helps to enable social interactions, and avoids awkward silences along with shouting across the room.

We will have our 'Math Themed' menus on the table, once more creating a sense of professionalism. They will also provide an easy conversation starter, as all of our diners are from the maths department, we hope that they will be able to laugh over the menu...

We will use candles, table cloths, nice cutlery and professional table-laying skills, to create a professional, social restaurant-y atmosphere. This as important as we are serving the meal in their workplace. We want them to feel like they can relax, and that this isn't a staff meeting. We want to make them feel comfortable, enabling them to continue with social interactions, as you would in a restaurant.

We will all be wearing our school uniforms, as these look 'sharp' and more professional than mufti. We have also been supplied with special 'XXXX School' serving aprons. Once more this will make us look more professional, adding to the night's atmosphere.

