



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	Food Technology (Stage 5)
<b>Topic</b>	Food Selection and Health
<b>Class Teacher</b>	Y. Whitfield, M Hope, L Phillips
<b>Head Teacher</b>	D Wait
<b>Year</b>	9
<b>Date Given</b>	Term 1, Week 6 2023
<b>Date Due</b>	<b>Term 1, Week 9 2023</b>
<b>Weighting</b>	20 %

### Assessment Outline

#### Research Task:

A current food advocate has seen your healthy eating posts on Instagram and have asked you to conduct research for their webpage

*the fit foodie*

They have asked you to inform adolescents of the importance of **IRON** in their diet and to develop a recipe to incorporate iron into everyday meals.

You will need to present this information on Google Slides.

Your Slides will be titled “*Jam Packing your Spag Bol full of additional* 🍷  
IRON 🍷”

The Google Slides must include all the information listed in parts ONE and TWO

## **PART 1**

You are to prepare the educational material **aimed at teenagers in a Google Slide presentation**. It must include the following information:

1. **Describe** the mineral and its functions in the body.  
**Explain** 3 reasons why it is important in the diet of a teenager. ( 6 marks)
2. **Examine** the Recommended Dietary Intake (RDI) of this mineral for adolescent males and females.  
**Explain** why the RDI may change depending on your gender. (5 marks)
3. **Discuss** problems associated with a deficiency of this nutrient in the diet. (5 marks)
4. **Identify** the ten best food sources of the nutrient, **suitable for teenagers**. (5 marks)
5. **Explain** 4 ways adolescents could increase the amount of iron eaten each day. ( 4 marks)
6. a) Find 3 recipes that are rich in Iron and suitable for a teenager.  
Name them, eg "Spaghetti Bolognese". (3 marks)  
  
b) **Evaluate** why each meal would be suitable to increase Iron in the teens diet.  
In your answer be sure to **identify the key ingredients** in each meal that assist in providing the **RDI**.  
(3 marks for each explanation) (9 marks)

**\*Do not present the entire recipe with ingredients and method, this is not necessary.**

## **PART 2 - Practical Component**

*\*You will be assessed on a range of skills including your ability to incorporate iron into your dish, use hygienic work methods in the kitchen and selects and employs appropriate cooking techniques*

You will be preparing and presenting a version of Spaghetti Bolognaise.

1. You will be provided with a basic recipe of this dish.
2. You will then need to add an extra element to this dish that will add extra iron to it.
3. You will be required to list the ingredient used and **justify** how it provides extra iron. ( 5 marks for justification).
4. This will be an individual practical task. (10 marks)

### **Part 3 - Overall presentation of your task.**

You will be marked on the following

- grammar, spelling and your ability to collect, evaluate and apply information from a variety of sources, and communicate ideas and information using a range of media and appropriate terminology. (5 marks)
- Include a bibliography to show suitable resources used and format is correct.

**Total Marks: /55**

**Non-completion of Task:** If you are away on the day that the task is due, make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both cases.

**Plagiarism:** Plagiarism, the using of the work of others without acknowledgement will incur serious penalties and may result in zero award. Any cheating will also incur penalties.

**Failure to follow the above procedures may result in a zero award. The policies and procedures that are outlined on the ROSA booklet will be followed regarding the non-completion of assessment tasks.**

### **Outcomes Assessed**

- › FT5-1 Demonstrates hygienic handling of food to ensure a safe and appealing product
- › FT 5-6 Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
- › FT 5-8 Collects, evaluates and applies information from a variety of sources
- › FT5-11 Plans, prepares, presents and evaluates food solutions for specific purposes



Marking Guidelines	Outstanding	High	Sound	Basic	Limited
Circle marks earned	5	4	3	2	0-1
1. Describe the mineral, its function and its importance in the body	<p>Student has provided excellent characteristics and features of the mineral.</p> <p>Student has been able to clearly articulate its importance in the diet of a teenager.</p>	<p>Student has provided many characteristics and features of the mineral.</p> <p>Student has been able to clearly articulate its importance in the diet of a teenager.</p>	<p>Student has provided characteristics and features of the mineral.</p> <p>Student has been able to articulate its importance in the diet of a teenager.</p>	<p>Student has provided few characteristics and features of the mineral.</p> <p>Student has attempted to articulate its importance in the diet of a teenager.</p>	<p>Student has provided no characteristics and features of the mineral.</p> <p>Student has not articulated its importance in the diet of a teenager.</p>
Circle marks earned	5	4	3	2	0-1
2.Explain why the RDI may change depending on your gender.	<p>Student has clearly demonstrated the ability to interpret RDI's.</p> <p>Student has carefully considered the role of gender on nutrient intake.</p>	<p>Student has clearly demonstrated the ability to interpret RDI's.</p> <p>Student has considered the role of gender on nutrient intake.</p>	<p>Student has soundly demonstrated the ability to interpret RDI's.</p> <p>Student has considered the role of gender on nutrient intake.</p>	<p>Student has attempted to demonstrate the ability to interpret RDI's.</p> <p>Student has attempted to consider the role of gender on nutrient intake.</p>	<p>Student has not demonstrated the ability to interpret RDI's.</p> <p>Student has not considered the role of gender on nutrient intake.</p>

Circle marks earned	5	4	3	2	0-1
3.Discuss problems associated with a deficiency in the diet	Student has clearly demonstrated the ability to identify key issues with a deficiency of this nutrient in the diet.	Student has demonstrated the ability to identify key issues with a deficiency of this nutrient in the diet.	Student has demonstrated a sound ability to identify key issues with a deficiency of this nutrient in the diet.	Student has attempted to identify key issues with a deficiency of this nutrient in the diet.	Student has not identified key issues with a deficiency of this nutrient in the diet.
Circle marks earned	5	4	3	2	0-1
4.Identify the ten best food sources for this nutrient - suitable for a teenager.	Student successfully listed 10 food sources.  Student clearly and cohesively explained why these foods are suitable for teenager	Student successfully listed 10 food sources.  Student clearly explained why these foods are suitable for teenager	Student listed some food sources.  Student explained why these foods are suitable for teenager	Student listed food sources.  Student listed some reasons why these foods are suitable for teenager	Student provided no food sources.  Student did not explain why these foods are suitable for teenager
5.Circle marks earned	4	3	2	1	0
5.Explain 4 ways adolescents could increase iron each day.	Students provided 4 outstanding ways to increase iron.	Students provided 3 ways to increase iron.	Students provided 2 ways to increase iron.	Students provided 1 way to increase iron	Students provided no ways to increase iron.

Circle marks earned	12-10	9-7	6-4	3-1	0
6. Find 3 recipes rich in iron for a teenager	Student successfully selects 3 iron rich recipes	Student successfully selects 3 iron rich recipes	Student selects 2 iron rich recipes	Student selects 1 iron rich recipe	Student does not select iron rich recipes
Evaluate why the meal increases iron	Student concisely evaluates the recipes and provides clear judgment on their value.	Student evaluates the recipes and provides a judgment on their value.	Student discusses the recipes and provides some judgment on their value.	Student provides basic judgment on their value.	Student provides no judgment on their value.
Identifies key ingredients	Student demonstrates the ability to identify ingredients rich in iron in each recipe.	Student demonstrates the ability to identify ingredients rich in iron in each recipe.	Student demonstrates the ability to identify some ingredients rich in iron in each recipe.	Student demonstrates a basic ability to identify ingredients in each recipe.	Student demonstrates the ability to identify ingredients rich in iron in each recipe.
Circle marks earned	10-8	7-5	4-2	1	0
7. Practical Component					
Preparing and Presentation of Selected Dish	Student successfully prepares and present a dish that has been modified to include extra iron.  Student has displayed outstanding hygienic work methods	Student successfully prepares and present a dish that has been modified to include extra iron.  Student has displayed high hygienic work methods	Student prepares and present a dish that has been modified.  Student has displayed sound hygienic work methods	Student presents a dish.  Student has displayed basic hygienic work methods	Student did not prepare a dish.  Student displayed no hygienic work methods

Circle marks earned	5	4	3	2	0-1
Justification of recipe modification	Student was able to clearly justify the reasons why their chosen ingredient added extra iron	Student was able to justify the reasons why their chosen ingredient added extra iron	Student mentioned some reasons why their chosen ingredient added extra iron	Student provide basic reasons why their chosen ingredient added extra iron	Student provided limited to no reasons why their chosen ingredient added extra iron
Circle marks earned	5	4	3	2	1-0
Overall presentation	<p>Student demonstrates an outstanding level of correct grammar, spelling and formatting</p> <p>Student collected information from a variety of sources</p> <p>Student included a bibliography</p>	<p>Student demonstrates a high level of correct grammar, spelling and formatting</p> <p>Student collected information from a variety of sources</p> <p>Student included a bibliography</p>	<p>Student demonstrates a sound level of correct grammar, spelling and formatting</p> <p>Student collected information a few sources</p> <p>Student included a bibliography</p>	<p>Student demonstrates a basic level of correct grammar, spelling and formatting</p> <p>Student collected information one or two sources</p> <p>Student did not include a bibliography</p>	<p>Student demonstrates a limited level of correct grammar, spelling and formatting</p> <p>Student collected information from a limited variety of sources</p> <p>Student did not include a bibliography</p>



**Task Scaffold:**

1.

a) Your mineral is:

\_\_\_\_\_

b) Its features and characteristics:

\_\_\_\_\_

\_\_\_\_\_

c) Reasons why it is important:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

2. Look at these websites ( or find your own!)

<https://nutritionaustralia.org/fact-sheets/australian-dietary-guidelines-recommended-daily-intakes/>

<https://www.nrv.gov.au/nutrients>

<https://www.health.gov.au/health-topics/food-and-nutrition>

Look at the iron levels for males and females.

Females is: \_\_\_\_\_

Males is \_\_\_\_\_

Why are these figures different? Why does it make a difference if you are male or female in relation to how much iron you need to eat.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. If you don't eat enough iron you will develop what is called a deficiency. You are lacking in iron. What happens to your body when you do not get enough iron:

I.

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II

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III.

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3. The 10 best food sources of iron:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

4. What can a teenager eat during the day to get more iron in their diet:

1. Food: \_\_\_\_\_

Why does this food help?

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2 Food: \_\_\_\_\_

Why does this food help?

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3. Food: \_\_\_\_\_

Why does this food help?

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5. List 3 recipes high in iron.

a. Recipe 1: \_\_\_\_\_.

b. What food in this recipe is high in iron? \_\_\_\_\_

c. Why does this ingredient increase iron?

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d. Recipe 2: \_\_\_\_\_

e. What food in this recipe is high in iron? \_\_\_\_\_

f. Why does this ingredient increase iron?

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g. Recipe 3: \_\_\_\_\_

h. What food in this recipe is high in iron? \_\_\_\_\_

i. Why does this ingredient increase iron?

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6. What ingredient did you add to your recipe to make it higher in iron:

\_\_\_\_\_

Why will it make your dish higher in iron ?

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