



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION



*Growing Harvesting Preparing Sharing*

Subject	Technology Mandatory- Food	
Topic	Stephanie Alexander Kitchen Garden Program	
Class Teacher	Mrs Ryan, Mrs Phillips	
Head Teacher	Mr Daniel Wait	
Year	Year 7 & 8	
Date Given	Week: Term 3: Week 5	
Date Due	Theory: Term 4: Week 2	Video: Term 4: Week 2
Weighting	20%	

### **Assessment Task Guidelines:**

**Task 1: Australian Guide to Healthy Eating Recipe Documentation:** Using the Australian Guide to Healthy Eating, you and a partner are to select a healthy recipe suitable for a teenager that will be prepared and cooked in class. You need to interpret nutritional guides, complete a daily personal food journal, analyse your daily diet, research nutritious recipes and justify the recipe selected according to the AGHE Guidelines. You will complete an evaluation on the process and final product. (Cooking segment).

**Task 2: Cooking Segment:** You are to produce and film a cooking segment using the healthy recipe you selected in Task 1. The video will be filmed during a practical lesson at the end of Term 1. Using the storyboards provided, you are to plan out your segment. After the segment is filmed, you and your partner are responsible for editing your cooking segment using various techniques, opening titles and closing credits.

**Task 3: 2 x Practical Assessments:** In Term 1 and Term 2, you will be assessed for your knowledge and skills in hygiene, safety, food preparation techniques and use of equipment during two practical lessons.

### **Non-completion of Task:**

If you know you are going to be away on the day that the task is due, you must 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 classes.

### **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.

## Year 7- Technology Mandatory Marking Rubric

### Stephanie Alexander Kitchen Program – Let’s Cook! Healthy Eating Project: 50 marks

Outcome	Section of the Task	Outstanding	High	Sound	Basic	Limited
<b>TE4-6FO</b> Explains how the characteristics and properties of food determine preparation techniques for healthy eating.	Serves required for an average teenager			Student has competently utilised the health calculator to correctly calculate the number of serves of the 5 food groups required for an adolescent.(2 marks)	Student has utilised the health calculator to correctly calculate the number of serves of some of the 5 food groups required for an adolescent. (1 mark)	Student has not attempted this section. (0 mark)
<b>TE4-6FO</b> Explains how the characteristics and properties of food determine preparation techniques for healthy eating.	Personal food journal	Student has completed the daily food journal to include all foods for all meals including breakfast, lunch, dinner, snacks and drinks.(4 marks)	Student has completed the daily food journal to include most foods for all meals including breakfast, lunch, dinner, snacks and drinks.(3 marks)	Student has completed the daily food journal to include some foods for all meals- breakfast, lunch, dinner, snacks and drinks.(2 marks)	Student has completed some of the daily food journal to include a few foods for some of the meals-breakfast or lunch or dinner or snacks or drinks. (1 mark)	Student has not attempted the daily food journal. (0 mark)
<b>TE4-6FO</b> Explains how the characteristics and properties of food determine preparation techniques for healthy eating.	Analysis of personal daily diet	Student has completed a detailed analysis of their daily diet, evaluating the number of serves of the 5 food groups. (4 marks)	Student has completed an analysis of their daily diet, evaluating the number of serves of the 5 food groups. (3 marks)	Student has analysed their daily diet, evaluating some information on the number of serves of the 5 food groups. (2 marks)	Student has analysed some aspects of their daily diet, answering some of the evaluation questions. ( 1 mark)	Student has not attempted the analysis and has not completed the questions. (0 mark)
<b>TE4-2DP</b> Plans and manages the production of designed	Recipe research and selection	Student has researched and provided 3	Student has researched and	Student has provided less than	Student has provided less than	Student has not provided any

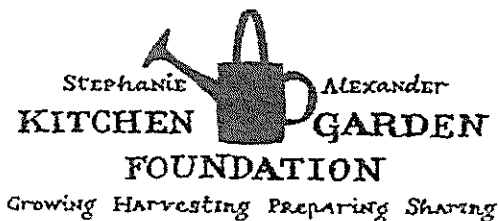
<p>solutions.</p>		<p>appropriate recipes, including the details of the recipe to be used in video. (5 marks)</p>	<p>provided 3 appropriate recipes, including some details of the recipe to be used in the video. (4 marks)</p>	<p>3 recipes and included some details listed for the recipe to be used in the cooking video. (3-2 marks)</p>	<p>3 recipes and has included limited or no details for the recipe to be included in the video. (1 mark)</p>	<p>recipes, including the recipe to be used in the video. (0 mark)</p>
<p><b>TE4-2DP</b> Plans and manages the production of designed solutions.</p>	<p><b>Justification of the final recipe selection</b></p>	<p>Student has justified the recipe, referencing recommendations to the Australian Guide to Healthy Eating. A comprehensive and coherent response. (5 marks)</p>	<p>Student has justified the recipe, referencing a few recommendations to the Australian Guide to Healthy Eating. A detailed and coherent response. (4 marks)</p>	<p>Student has provided little detail as to the justification of recipe, making no reference to the Australian Guide to Healthy Eating. Unstructured response. (1 mark)</p>	<p>Student has minimal to no attempt to justify recipe selection. (1 mark)</p>	
<p><b>TE4-1DP</b> Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities.</p>	<p><b>Storyboard/script</b></p>	<p>Student has completed a detailed, creative and informative storyboard and script. (5 marks)</p>	<p>Student has outlined, with less detail a storyboard and script. (3-2 marks)</p>	<p>Student has provided basic detail to plot storyboard or script. (1 mark)</p>	<p>Student has minimal to no information for storyboard/script. (0 mark)</p>	
<p><b>TE4-3DP</b> Selects and safely applies a broad range of tools, materials and processes in the production of quality products.</p>	<p><b>Production of cooking segment</b></p>	<p>Student has produced a cooking segment using various presentation elements including opening title, closing credits, outstanding filming techniques, variety of camera angles, outstanding use of editing techniques, required time length. (20-18 marks)</p>	<p>Student has produced a cooking segment using an opening title, closing credits attempted, basic filming techniques, minimal variation in camera angles, basic editing techniques and &gt; 5 minutes over time. (12-9 marks)</p>	<p>Student has produced cooking segment using some editing techniques, no variation in filming techniques, no attempt at opening and closing credits. (8-4 marks)</p>	<p>Student has filmed some footage of the practical cooking with no editing techniques or has not attempted to produce a cooking segment. (3-0 marks)</p>	
<p><b>TE4-1DP</b></p>	<p><b>Evaluation of</b></p>	<p>Student has critically</p>	<p>Student discusses</p>	<p>Student lists the</p>	<p>Student has not</p>	

<p>Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities.</p>	<p><b>cooking segment</b></p>	<p>evaluated the effectiveness and suitability of the cooking segment against the predetermined criteria to include negatives, function, aesthetics, improvements, modifications and impact to target audience etc. (5 marks)</p>	<p>evaluated the effectiveness and suitability of the cooking segment against the predetermined criteria to include positives, negatives, function, aesthetics, improvements, modifications and impact to target audience etc. (4-3 marks)</p>	<p>points for and against the features of the cooking segment and suggests basic improvements. (2 marks)</p>	<p>points for and/or against to evaluate the features of the cooking segment. (1 mark)</p>	<p>attempted to evaluate their cooking segment video. (0 marks)</p>
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**Year 7- Technology Mandatory Marking Rubric  
Stephanie Alexander Kitchen Program – Practical Assessment: 20 marks (2 per semester)**

<b>Outcome</b>	<b>Task</b>	<b>Outstanding (10-9 marks)</b>	<b>High (8-7 marks)</b>	<b>Sound (6-5 marks)</b>	<b>Basic (4-3 marks)</b>	<b>Limited (2-0 mark)</b>
<b>TE4-3DP:</b> Selects and safely applies a broad range of tools, materials and processes in the production of quality projects.	Student selects, justifies and uses a range of appropriate tools and techniques in food preparation.	Student demonstrates outstanding food preparation and cooking techniques including the appropriate use of equipment in preparing recipes.	Student demonstrates thorough food preparation and cooking techniques including the appropriate use of equipment in preparing recipes.	Student demonstrates sound food preparation and cooking techniques including the appropriate use of equipment in preparing recipes.	Student demonstrates basic food preparation and cooking techniques including the appropriate use of equipment in preparing recipes.	Student demonstrates limited food preparation and cooking techniques including the appropriate use of equipment in preparing recipes.
<b>TE4-3DP:</b> Selects and safely applies a broad range of tools, materials and processes in the production of quality projects.	Student identifies and applies safe work practices. -correct use of tools and equipment food safety and hygiene practices	Student demonstrates outstanding food safety and hygiene procedures including use of knives, equipment, washing hands, hair tied back and maintaining clean workspaces.	Student demonstrates thorough food safety and hygiene procedures including use of knives, equipment, washing hands, hair tied back and maintaining clean workspaces.	Student demonstrates sound food safety and hygiene procedures including use of knives, equipment, washing hands, hair tied back and maintaining clean workspaces.	Student demonstrates basic food safety and hygiene procedures including use of knives, equipment, washing hands, hair tied back and maintaining clean workspaces.	Student demonstrates limited food safety and hygiene procedures including use of knives or equipment, or washing hands, or hair tied back and/or maintaining clean workspaces.

# Australian Guide to Healthy Eating Activity

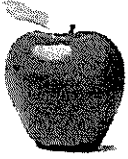


Use the Australian Guide to Healthy Eating website <https://www.eatforhealth.gov.au/eat-health-calculators> to complete this activity.

## 1. How many serves of the 5 Food Groups do you as a teenager need each day?

Go to the Australian Guide to Healthy Eating website <https://www.eatforhealth.gov.au/eat-health-calculators> and complete the Average Recommended Number of Serves Calculator for yourself.

Record your results in the table below.

	Breads and Cereals	Fruit	Vegetables	Dairy	Meat and Protein	Fats and Oils
Serves						

Comments:

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2. Complete a 1 day food journal for a normal day's eating for you.



Breakfast	
Lunch	
Dinner	
Snacks	
Drinks	

Comments:

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### 3. Analyse your food journal- how many serves of each food group are you eating?

Use the information on Google Sites to help decide how many servings you are getting per day.

[https://sites.google.com/s/1Pm0w7g0rDLRn\\_SMEYH4d986G73O1v0Y/p/1NuddwlatsetpgZVdo\\_wzxBqPd9RvQzylu/edit](https://sites.google.com/s/1Pm0w7g0rDLRn_SMEYH4d986G73O1v0Y/p/1NuddwlatsetpgZVdo_wzxBqPd9RvQzylu/edit)

Your food servings for the one day journal.

	Breads and Cereals	Fruit	Vegetables	Dairy	Meat and Protein	Fats and Oils
Servings						

Are you getting the recommended servings for each group? \_\_\_\_\_

Highlight the food groups yellow that you are getting enough of.

Highlight the food groups **blue** that you need to eat more of.

What did you learn by analysing your daily diet?

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Go to [www.eatforhealth.gov.au/game/index.html](http://www.eatforhealth.gov.au/game/index.html) and play the Food Balance game. Help the characters walk the tightrope by choosing healthy foods for a day's eating.



# Recipe Selection

Research food recipes using sites such as:

<https://taste.com.au/recipes/collections/kids-healthy-recipes>

<https://kidshealth.org/en/teens/recipes/>

<https://www.bbcgoodfood.com/howto/guide/recipes-teenagers>

<https://jeanetteshealthyliving.com/tips-and-healthy-recipes-for-hungry-teenagers/>

Select 3 recipes that would be suitable for your Cooking Segment.

REMEMBER!!

- They must be healthy
- They can be made within a 50 minute practical lesson
- They are targeted at teenagers
- They aren't too challenging!

RECIPE NUMBER 1:

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RECIPE NUMBER 2:

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RECIPE NUMBER 3:

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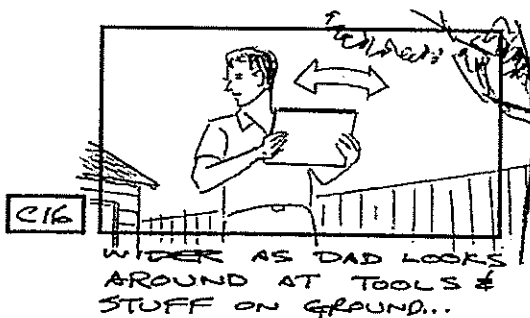
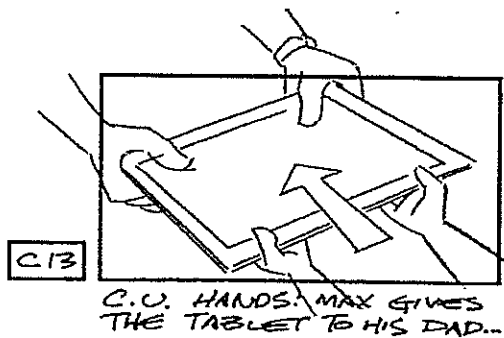
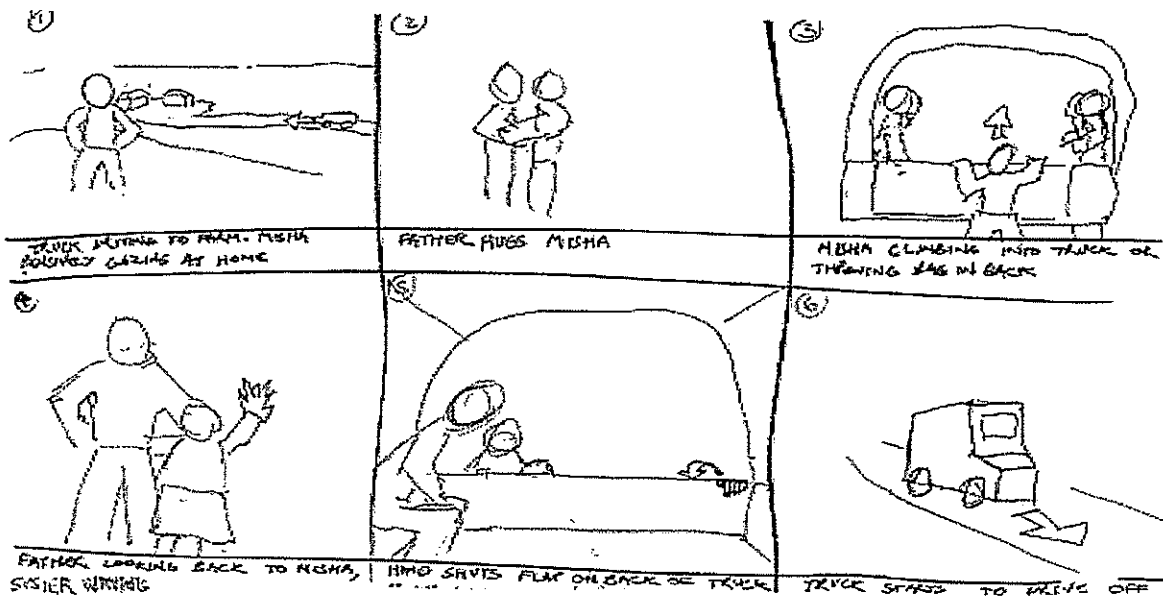






# Storyboard and Script Development.

A storyboard is a sequence of drawings, typically with some directions and dialogue, representing the shots planned for a film or television production.



Storyboards by Ed Cook

Watch the clip on Jamie Oliver (Google Sites) and fill in the storyboards to map out his segment. Use basic stick drawings and a brief explanation of what is happening underneath.

# Jamie Oliver Cooking Clip


Now watch the clip on the 4 different slow cooker meals.

What camera angles did they use? \_\_\_\_\_

What editing tools did they use to help fit all that cooking into such a short segment?

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How did they make the food look so good? (Think decoration, colours etc.)

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Think about the recipe you are making. What editing techniques can you use to make your cooking segment look professional and to fit in all in in 2-3 minutes?

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How can you decorate your food to make the final product look really appealing? (Think: garnish, using a fork to break the food up, someone eating it, how you're going to serve it) Use the internet to get some inspiration.

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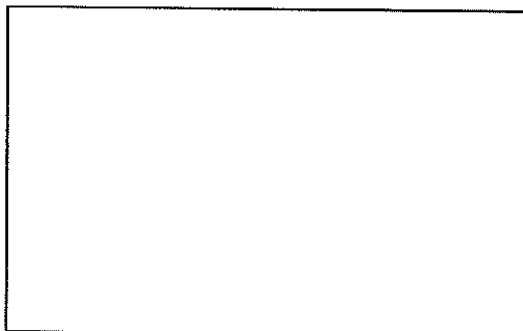
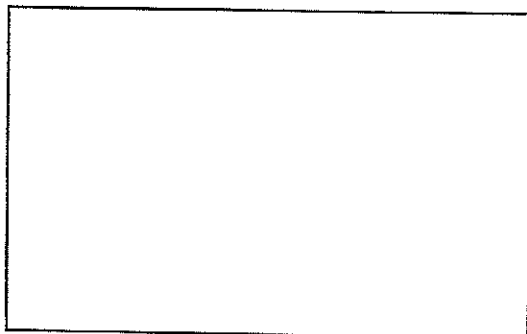
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# Student Cooking Segment

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