



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	HSC Exploring Early Childhood
<b>Topic</b>	Food and Nutrition
<b>Class Teacher</b>	Katie Cutcliffe
<b>Head Teacher</b>	Tegan Dray
<b>Year</b>	12
<b>Date Given</b>	30.4.20
<b>Midway Checkpoint</b>	17.4.20
<b>Date Due</b>	28.5.20
<b>Weighting</b>	35%

<b>Learning Intention</b>	<b>Success Criteria</b>
<b>The purpose of this task is to learn:</b> About dietary requirements of babies and young children	<b>A successful task will demonstrate:</b> - Analyse the dietary needs of chosen age group - Ability to select a range of suitable recipes for chosen age group - present with clear text, images/video in a logical sequence

### Assessment Outline

You are a parent of a child starting Kindergarten. You are the parent responsible for preparing your child's lunch box.

1) For each of the following categories select one recipe to include in the lunchbox. For each recipe chosen you need to be able to **explain** why this recipe would be appealing to school aged children

- Vegetarianism and natural foods
- Snack foods
- Foods for special occasions: cultural and social aspects
- Food allergies

2) For the chosen food allergy from question 1, **analyse** (using TWO credible sources) the implication of this food allergy on a young child and the preparation of food for individuals with the chosen allergy.

3) Using the recipes from question 1, compile a visually appealing recipe book.

4) Prepare a shopping list with all ingredients required and quantities.

5) At home prepare one of the recipes from your recipe book and document the process to make the recipe

6) Include a Bibliography

### 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.**

**Outcomes Assessed**

- 1.3 examines the nature of different periods in childhood - infant, toddler, preschool and the early school years
- 1.5 examines the implications for growth and development when a child has special needs
- 6.1 demonstrates an understanding of decision-making processes

# STUDENT SELF-ASSESSMENT

Name: \_\_\_\_\_

Areas of preparation...	Yes/No	Comment
1. I clarified the task before starting		
2. I have read the success criteria		
3. I planned my assessment using the scaffold or prior learning provided		
4. I included all aspects of the task		
5. I used my time effectively		
6. I used various examples in my answers		
7. I submitted a draft for feedback at the mid- point check		
8. It was my best work		
9. I asked for peer and parent feedback		
10. I have implemented any feedback provided		

After completing this task, the thing I learned the most was:

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### Student Declaration

I \_\_\_\_\_ hereby declare that this is entirely my own work. All attempts have been made to acknowledge the work of others in producing this research task.

Signed: \_\_\_\_\_

# MID-POINT CHECK DRAFT NOTES (DUE IN CLASS \_\_\_\_\_)

## QUESTION 1:

For each of the following categories select one recipe to include in the lunchbox. For each recipe chosen you need to be able to **explain** why this recipe would be appealing to school aged children

- Vegetarianism and natural foods
- Snack foods
- Foods for special occasions: cultural and social aspects
- Food allergies

### **Explain -**

Relate cause and effect; make the relationships between things evident; provide why and/or how

	<u>Recipe ideas</u>	<u>Source (website/app/book)</u>	<u>Why would this recipe be appealing for a school aged child? (provide examples)</u>
<b>VEGETARIAN or NATURAL FOODS</b>			

<b>SNACK FOODS</b>	<u>Recipe ideas</u>	<u>Source (website/app/book)</u>	<u>Why would this recipe be appealing for a school aged child? (provide examples)</u>
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<b>FOODS FOR SPECIAL OCCASIONS: CULTURAL AND SOCIAL ASPECTS</b>	<u>Recipe ideas</u>	<u>Source (website/app/book)</u>	<u>Why would this recipe be appealing for a school aged child? (provide examples)</u>
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<b>FOODS ALLERGIES</b>	<u>Recipe ideas</u>	<u>Source (website/app/book)</u>	<u>Why would this recipe be appealing for a school aged child? (provide examples)</u>
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**QUESTION 3: USING THE RECIPES FROM QUESTION 1, COMPILE A VISUALLY APPEALING RECIPE BOOK.**

**Use this page to plan what you want your recipe book to look like**

**Format**  
Eg app, website, docs  
etc



Layout

What information is required to  
prepare recipe?





**QUESTION 5: AT HOME PREPARE ONE OF THE RECIPES FROM YOUR RECIPE BOOK AND DOCUMENT THE PROCESS TO MAKE THE RECIPE**

**How will you document your preparation of the chosen recipe? How will it be submitted?**

**QUESTION 6: BIBLIOGRAPHY**

**What sources have I used to complete this assessment task?**

**MARKING CRITERIA:**

**QUESTION 1:** For each of the following categories select one recipe to include in the lunchbox. For each recipe chosen you need to be able to explain why this recipe would be appealing to school aged children

- Vegetarianism and natural foods
- Snack foods
- Foods for special occasions: cultural and social aspects
- Food allergies

Mark	Criteria
4	<ul style="list-style-type: none"><li>• Identifies a suitable recipe for each category listed</li><li>• Explains why the chosen recipe is suitable for school aged children</li><li>• Presents ideas in a clear and logical manner</li></ul>
3	<ul style="list-style-type: none"><li>• Identifies a recipe for each of the category listed</li><li>• Describes reasons why the recipe is suitable for school aged children</li><li>• Presents ideas in a clear and logical manner</li></ul>
2-1	<ul style="list-style-type: none"><li>• Lists recipes for each category <b>AND/OR</b></li><li>• Sketches in general terms information about food suitable for school aged children</li></ul>
<b>Feedback:</b>	

**QUESTION 2:** For the chosen food allergy from question 1, **examine** the implication of this food allergy on a young child and the preparation of food for individuals with the chosen allergy.

Mark	Criteria
6-7	<ul style="list-style-type: none"><li>• Analyses (using two credible sources) the risk factors and consequences of the food allergy</li><li>• Explains management of the food allergy</li><li>• Presents ideas in a clear and logical manner</li></ul>
4-5	<ul style="list-style-type: none"><li>• Describes the risk factors and consequences of the food allergy</li><li>• Describes management of the food allergy</li><li>• Presents ideas in a clear and logical manner</li></ul>
1-3	<ul style="list-style-type: none"><li>• Sketches in general terms the risks factors of the food allergy <b>AND/OR</b></li><li>• Sketches in general terms the consequences of the food allergy <b>AND/OR</b></li><li>• Sketches in general terms the management of the food allergy</li></ul>
<b>Feedback:</b>	

<b>QUESTION 3:</b> Using the recipes from question 1, compile a visually appealing recipe book.	
Mark	Criteria
3	<ul style="list-style-type: none"> <li>Creates a visually appealing recipe book that includes ingredients list, method, images</li> <li>Includes all recipes identified in question 1</li> </ul>
2	<ul style="list-style-type: none"> <li>Creates a visually appealing recipe book with at least an ingredient list, method or images</li> <li>Includes all recipes identified in question 1</li> </ul>
1	<ul style="list-style-type: none"> <li>Recipe book contains some of the recipes listed in question 1 and may include an ingredient list, method or images</li> </ul>
<b>Feedback:</b>	

<b>QUESTION 4:</b> Prepare a shopping list with <u>all</u> ingredients required and quantities.	
Mark	Criteria
3	<ul style="list-style-type: none"> <li>Creates a shopping list includes ingredients for all recipes, including quantities</li> <li>Presents list in a clear and logical manner</li> </ul>
2	<ul style="list-style-type: none"> <li>Creates a list of ingredients or quantities</li> <li>Presents list in a clear and logical manner</li> </ul>
1	<ul style="list-style-type: none"> <li>Lists some of the ingredients required, however not all recipes</li> </ul>
<b>Feedback:</b>	

**QUESTION 5:** At home prepare one of the recipes from your recipe book and document the process to make the recipe

Mark	Criteria
4	<ul style="list-style-type: none"> <li>• Prepares and documents one of the recipes from the recipe book</li> <li>• Clearly documents steps using visual aids and clear instructions</li> <li>• Clear evidence that the process has been completed by the student</li> </ul>
3	<ul style="list-style-type: none"> <li>• Prepares and documents one of the recipes from the recipe book</li> <li>• Some steps are documented using visual aids AND/OR clear instructions</li> <li>• Clear evidence that the process has been completed by the student</li> </ul>
2	<ul style="list-style-type: none"> <li>• Prepares and documents the chosen recipe</li> <li>• Presented with images and instructions that may be sourced from elsewhere</li> <li>• No evidence of the preparation being completed by the student</li> </ul>
1	<ul style="list-style-type: none"> <li>• Includes some evidence of documenting recipe process</li> </ul>
<b>Feedback:</b>	

**QUESTION 6:** Include a Bibliography

Mark	Criteria
3	<ul style="list-style-type: none"> <li>• Bibliography used for all content (recipes, research, resources to complete shopping list etc)</li> <li>• Correct bibliography format is used as shown in class</li> <li>• Bibliography is presented in a logical manner, using many sources</li> </ul>
2	<ul style="list-style-type: none"> <li>• Bibliography used for some content (minimal sources)</li> <li>• Correct bibliography format used as shown in class</li> </ul>
1	<ul style="list-style-type: none"> <li>• Includes sources, however correct format not used</li> </ul>
<b>Feedback:</b>	

## Glossary of Verbs

Analyse	Identify components and the relationship between them; draw out and relate implications
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Identify	Recognise and name

