



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	Food Technology Stage 5
Topic	Food Selection and Health
Class Teacher	Nash, Ryan, Phillips and Hope
Head Teacher	Mr Wait
Year	9
Date Given	Week 4
Date Due	Practical Week 9/ Theory Week 10
Weighting	25%

Assessment Outline

PART A: Your task is to create awareness around the food consumption patterns in Australia and the contributing factors that impact what we eat.

Choose ONE of the following options to create your content based on the questions provided:

- A four-page newspaper/ magazine/or blog article
OR
- An interview style podcast
OR
- A videotaped news-style report, like 'The Project' or 'A Current Affair'.

PART B: Design a safe, nutritious, ready to eat meal that can be easily delivered. Include a recipe that serves 1. Your recipe needs to include nutritional items from each column to ensure it adds up to a *minimum of 10 points* and a maximum of 20 points.

OUTCOMES ASSESSED

- > justifies food choices by analysing the factors that influence eating habits FT5-7
- > collects, evaluates and applies information from a variety of sources FT5-8
- > plans, prepares, presents and evaluates food solutions for specific purposes FT5-11
- > examines the relationship between food, technology and society FT5-12
- > describes the physical and chemical properties of a variety of foods FT5-3

SPECIFIC CONTENT DOT POINTS

- explore food-consumption patterns in Australia and the impact this has on nutrient intake and health
- investigate factors that influence food habits, for example:
 - tradition and culture
 - religion
 - economic situation
 - influence of media and social media
- design, plan and prepare safe and nutritious food items to reflect food guides (ACTDEK045, ACTDEK047, ACTDEK048)
- prepare food items using basic ingredients, for example: (ACTDEK045, ACTDEK049)
 - protein-rich foods
 - carbohydrate foods

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.

Failure to follow the above procedures may result in a zero award.

The policies and procedures that are outlined in the ROSA booklet will be followed regarding the non-completion of assessment tasks.

Part A: HelloEats

Australians want convenience, and we want it NOW. In 2019, food delivery apps reign supreme. Traditional supermarkets, grocers, butchers and fruit shops are in competition with speedy delivery services.

And that's not all, when Australians aren't eating out or ordering in, we want meal kits to make the cooking experience a simple one. As a result, food producers are responding. The growth of individual meal kits and a new generation of prepared meals, sides, and sauces that rival the flavours of restaurant meals are entering the market.

Dinner is not the only time that Australians want ultimate convenience either. With advanced technology, Aussies can order meals and snacks for breakfast, lunch and dinner and every snack in between.

Technology is changing the landscape of the food industry, and it is doing so very rapidly. But what does that mean for our health?

Your task is to create awareness around the food consumption patterns in Australia and the contributing factors that impact what we eat.

Choose **ONE** of the following options to **create your content**:

- A four-page newspaper/ magazine/or blog article
OR
- An interview style podcast
OR
- A videotaped news-style report, like 'The Project' or 'A Current Affair'.

To successfully create your content, you will need to report on the following:

1. Investigate the food-consumption patterns in Australia. Provide data and statistics to demonstrate your findings. **/6**
 2. Examine and identify the food items that are popular and eaten regularly in Australia in 2019? Provide at least 6 popular items. **/6**
 3. Describe the physical properties of 4 or more popular foods, including their nutritional characteristics, for e.g. are they high in protein, vitamins and minerals, carbohydrates or additional ingredients. **/8**
 4. Investigate the factors that influence why we eat what we eat. Justify your conclusion with 4 or more supporting examples from your research. **/8**
 5. Evaluate if we are eating better or worse than we did in the past? Provide 2 or more examples, demonstrating your knowledge of the impact of the food we eat on our health. **/8**
 6. Design a safe, nutritious, ready to eat meal that can be easily delivered. Include a recipe that serves 1, you will cook this as your assessment practical. Further details on the constraints are on the following page. **/8**
 7. Include a detailed bibliography with all research cited in APA style. **/2**
- Presentation of content:** **/4**

BONUS

*******Analyse how technology has impacted the food we eat in Australian society? **/12**

You will need to **collect, evaluate** and **apply** information from a variety of trustworthy sources and communicate **your ideas and information using a range of media, depending on your choice of content creation** (for e.g. Adobe Creative Cloud, Microsoft Publisher, Animation software, Video editing software.)

Student Name: _____

Teacher: _____

PART B: HelloEats

Design a safe, nutritious, ready to eat meal that can be easily delivered. Include a recipe that serves 1. Your recipe needs to include nutritional items from each column to ensure it adds up to a **minimum of 10 points** and a maximum of 20 points.

Protein (incomplete and complete) 2 points	Carbohydrates 2 points	Lipids and Dairy 2 points	Minerals 2 points	Vitamins 2 points
<input type="checkbox"/> 100g chicken breast	<input type="checkbox"/> ½ cup broccoli	<input type="checkbox"/> 250ml milk	<input type="checkbox"/> 2 nori sheets (calcium, iron, magnesium, manganese, iodine)	<input type="checkbox"/> ½ C kale (vitamin K, C, A)
<input type="checkbox"/> 2 eggs	<input type="checkbox"/> 1 cup green leafy or raw salad vegetables	<input type="checkbox"/> 2 slices of cheese	<input type="checkbox"/> ½ cup spinach (Magnesium)	<input type="checkbox"/> 1 clove of garlic (vitamins C, B1 and B6)
<input type="checkbox"/> 1 cup of black beans	<input type="checkbox"/> ¼ cup rice	<input type="checkbox"/> ¾ C yoghurt	<input type="checkbox"/> 1 tomato (potassium)	<input type="checkbox"/> ½ capsicum (vitamin C)
<input type="checkbox"/> 1 cup of chickpeas	<input type="checkbox"/> 1 carrot	<input type="checkbox"/> 1 spray or 1T cooking oil	<input type="checkbox"/> 2 chicken thigh fillets (zinc)	<input type="checkbox"/> ½ C wholegrain oats (vitamin E)
<input type="checkbox"/> 1 cup of lentils	<input type="checkbox"/> 1 small jacket potato	<input type="checkbox"/> ¼ C coconut milk	<input type="checkbox"/> ½ C wholegrain pasta (iron)	<input type="checkbox"/> 95g canned salmon (vitamin D)

Special requests/requirements:

Teacher's Confirmation: YES or NO

In the assessment practical you will need to:

- ★ • Select appropriate equipment and techniques for cooking your dish.
- ★ • Demonstrate safe and hygienic work practices.
- ★ • Ensure your dish reflects nutritional choices.

Hello Eats

INGREDIENTS:

Student Name: _____
Teacher: _____

METHOD:



Assessment Task Four: Food Selection and Health

HelloEats: Content Creator

Student Name: _____

Class: _____

Teacher: _____

PART A: HelloEats		OUTSTANDING	HIGH	SOUND	BASIC	LIMITED
Outcomes and specific dot points						
Circle mark earned ➔	4					
> collects, evaluates and applies information from a variety of sources F15-8		<ul style="list-style-type: none"> - Student has collected, evaluated and applied information to create awareness around the food consumption patterns in Australia. - Student has used critical and creative thinking strategies to communicate the contributing factors that impact what we eat. - Student has communicated ideas and information using a range of media to capture the attention and appeal to a wide audience. - Presentation is logical and cohesive with great attention to detail. 	<ul style="list-style-type: none"> - Student has collected, evaluated and applied information to create awareness around the food consumption patterns in Australia. - Student has communicated the contributing factors that impact what we eat. - Student has used a range of media to appeal to a wide audience. - Presentation is logical and cohesive. 	<ul style="list-style-type: none"> - Student has attempted to apply information around food consumption patterns in Australia. - Student has communicated impacts on what we eat. - Presentation is logical and cohesive. 	<ul style="list-style-type: none"> - Student has attempted to apply information around food consumption patterns in Australia. - Student has presented incorrect information with multiple errors. 	0.5 - 0
Presentation of content:						
Circle mark earned ➔	6					
• explore food-consumption patterns in Australia and the impact this has on		<ul style="list-style-type: none"> - Student has planned their research and inquired into the food 	<ul style="list-style-type: none"> - Student has provided accurate data and 	<ul style="list-style-type: none"> - Student has presented research 	<ul style="list-style-type: none"> - Student has attempted to provide 	1 - 0

<p> nutrient intake and health</p>	<p>consumption patterns in Australia.</p> <ul style="list-style-type: none"> - Student has provided accurate data and statistics to support the research. - Student has drawn clear conclusions regarding the food consumption patterns in Australia with clarity. - Student has produced a logical and cohesive answer with minimal grammar or spelling errors. 	<p>statistics to support the research.</p> <ul style="list-style-type: none"> - Student has drawn conclusions regarding the food consumption patterns in Australia with clarity. - Student has produced an answer with less than 1-2 grammar or spelling errors. 	<p>demonstrating the food consumption patterns in Australia.</p> <ul style="list-style-type: none"> - Student has produced an answer with 3-4 grammar or spelling errors. 	<p>information about the food consumption patterns in Australia with minimal clarity.</p> <ul style="list-style-type: none"> - Student has produced an answer with 5 or more grammar or spelling errors. 	<p>incomplete investigation AND/OR</p> <ul style="list-style-type: none"> - Student has presented incorrect information with multiple errors.
<p> 1. Investigate the food-consumption patterns in Australia. Provide data and statistics to demonstrate your findings.</p>	<ul style="list-style-type: none"> • explore food-consumption patterns in Australia and the impact this has on nutrient intake and health 	<ul style="list-style-type: none"> - Student has inquired into popular food items in a resourceful manner demonstrating critical and creative thinking strategies. 	<p>6</p>	<p>5</p>	<p>4</p>
<p> 2. Examine and identify the food items that are popular and eaten regularly in Australia in 2019? Provide at least 6 popular items.</p>	<ul style="list-style-type: none"> - Student has correctly recognised and named 6 popular/trending food items/ styles of food/cuisines with clarity. 	<ul style="list-style-type: none"> - Student has correctly recognised and named 6 popular/trending food items/ styles of food/cuisines with clarity. 	<p>3-2</p>	<p>3</p>	<p>1-0</p>

Circle mark earned ➔	8	7-6	5-4	3-2	1-0
> describes the physical and chemical properties of a variety of foods FT5-3	- Student has chosen to decompose 4 different popular foods, demonstrating their knowledge of the physical make-up of the food items chosen.	- Student has provided characteristics and features of the physical make-up of the food, correctly naming the nutrients present in all 4 foods.	- Student has correctly identified parts of the food, and the nutrients present in 1-4 foods.	- Student has listed a number of nutrients in the foods selected without connecting the food to the nutrient accurately.	- Student has presented incorrect information with multiple errors.
3. Describe the physical properties of 4 or more popular foods, including their nutritional characteristics, for e.g. are they high in protein, vitamins and minerals, carbohydrates or additional ingredients.	- Student has provided characteristics and features of the physical make-up of the food, correctly naming the nutrients present in all 4 foods. - Student has made minimal errors and has presented a logical and cohesive response.	- than 3 errors in the representation of this information and has used reputable sources of information.	- made less than 4 errors in the representation of this information.		
Circle mark earned ➔	8	7-6	5-4	3-2	1-0
• investigate factors that influence food habits, for example: - tradition and culture - religion - economic situation - influence of media and social media > justifies food choices by analysing the factors that influence eating habits FT5-7	- Student has planned their research and inquired into a variety of plausible factors that influence why we eat the food we do. - Student has drawn conclusions about the factors and accurately matched them to supporting examples, justifying the research.	- researched the factors influencing the food we choose. - supported the research with 4 accurate supporting examples.	- Student has presented information about the factors influencing the food we choose with minimal clarity. - Student has supported the research with	- Student has listed influences on food selection, without accurately naming the factors. AND/OR Student has presented incorrect research and less than 2 correct examples.	- Student has presented an incorrect investigation with multiple errors.

4. Investigate the factors that influence why we eat what we eat. Justify your conclusion with 4 or more supporting examples from your research.	- Student has included 4 accurate examples supporting the factors in a logical and cohesive manner.	less than 3 accurate supporting examples.		
Circle mark earned ➔	8	7-6	5-4	3-2
> examines the relationship between food, technology and society FT5-12	<ul style="list-style-type: none"> - Student has made a logical judgement about Australian eating habits, based on whether we are eating better now or in the past. - Student has determined the value of the knowledge we have now of the impact of food on our health. - Student has provided 2 or more examples supporting their evaluation accurately. 	<ul style="list-style-type: none"> - Student has made a judgement about Australian eating habits, based on whether we are eating better now or in the past. - Student has provided 2 or more examples supporting their evaluation accurately. 	<ul style="list-style-type: none"> - Student has listed aspects of Australian eating habits without providing a judgement based on criteria. - Student has provided less than 2 examples with minimal clarity or with incorrect information. 	<ul style="list-style-type: none"> - Student has presented an incorrect evaluation with multiple errors.
5. Evaluate if we are eating better or worse than we did in the past? Provide 2 or more examples, demonstrating your knowledge of the impact of the food we eat on our health.	<ul style="list-style-type: none"> - Student has provided 2 or more examples supporting their evaluation accurately and with clarity. 			
Circle mark earned ➔	8	7-6	5-4	3-2
> plans, prepares, presents and evaluates food solutions for specific purposes FT5-11 • design, plan and prepare	<ul style="list-style-type: none"> - Student has submitted a recipe, suitable for a meal kit or meal 	<ul style="list-style-type: none"> - Student has submitted a recipe, that may be suitable for a meal kit 	<ul style="list-style-type: none"> - Student has submitted the recipe and 	<ul style="list-style-type: none"> - Student has not submitted the

<p>safe and nutritious food items to reflect food guides (ACTDER045, ACTDEK047, ACTDEK048)     prepare food items using basic ingredients, for example: (ACTDER045, ACTDEK049)     protein-rich foods - carbohydrate foods - fruits and vegetables</p> <p>6. Design a safe, nutritious, ready to eat meal that can be easily delivered. Include a recipe that serves 1.</p>	<p>delivery service innovatively.</p> <ul style="list-style-type: none"> - Student has submitted the recipe and point/food order sheet on time. - Student has selected ingredients that add up to 10-20 points. - Student has demonstrated critical and creative thinking in the development of the recipe. - Student has prioritised nutrition in the development of the recipe. 	<p>or meal delivery service.</p> <ul style="list-style-type: none"> - Student has submitted the recipe and point/food order sheet on time. - Student has selected ingredients that add up to 10-20 points. - Student has prioritised nutrition in the development of the recipe. 	<p>point/food order with minimal clarity.</p> <ul style="list-style-type: none"> - Student has attempted to ensure nutrition is part of the development of the recipe. 	<p>point/food order but is not using the selected ingredients appropriately to ensure nutrition.</p>	<p>points/food order sheet or recipe or has done so incorrectly with multiple errors.</p>
<p>Circle mark earned ➔</p> <p>> collects, evaluates and applies information from a variety of sources FT5-8</p> <p>7. Include a detailed bibliography with all research cited in APA style.</p>	<p>2</p> <ul style="list-style-type: none"> - Demonstrates extensive evidence of collection, evaluation and application of information in correctly formatted bibliography. - Student has applied the information expansively throughout the content. - Student has used government websites, journals or books in exploring the topic. 	<p>1.5</p> <ul style="list-style-type: none"> - Demonstrates clear evidence of collection and application of information in well formatted bibliography with less than 2 mistakes. 	<p>1</p> <ul style="list-style-type: none"> - Demonstrates some evidence of information collection in formatted bibliography with less than 3 mistakes. 	<p>0.5</p> <ul style="list-style-type: none"> - An attempt to construct a bibliography was made though it is incorrectly formatted. 	<p>0</p> <ul style="list-style-type: none"> - Incomplete and incorrect bibliography submitted.

BONUS	12-11	10-9	8-6	5-3	2-0
<p>> Justifies food choices by analysing the factors that influence eating habits FT5-7</p> <p>> examines the relationship between food, technology and society FT5-12</p> <p>***Analyse how technology has impacted the food we eat in Australian society?</p>	<ul style="list-style-type: none"> - Student has identified components of how technology has impacted the food we eat in Australian society providing clear, relevant examples supporting the implications. - Student has demonstrated a relationship between the components of food, technology and Australian society, illustrating the impact with detail. - Student has drawn out and related implications of components such as meal delivery services, apps, online food shopping, self-service checkouts and meal kits. 	<ul style="list-style-type: none"> - Student has identified correct examples of technology that has impacted the way Australians eat. - Student has provided examples linking the components accurately and with detail. - Student has presented examples outlining and supporting correct implications. 	<ul style="list-style-type: none"> - Student has outlined types of technology which have impacted the way Australians eat. - Student has made vague connections between Australian food and technology. 	<ul style="list-style-type: none"> - Student has listed technology types and attempted to make a link between food and technology with minimal connections and clarity. 	<ul style="list-style-type: none"> - Incomplete and/or incorrect components and connections submitted.

Positive aspects:	
Needs improvement:	

PART A:		/50
*		/12
PART B:		/20
Combined		/70
*		/82
Rank:		/
Total		/25 %