



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b><u>Subject</u></b>	<u>Food Technology (Stage 5)</u>
<b><u>Topic</u></b>	<u>Food Selection and Health</u>
<b><u>Class Teacher</u></b>	<u>Y. Whitfield, K Collins, N, Nealon</u>
<b><u>Head Teacher</u></b>	<u>D Wait</u>
<b><u>Year</u></b>	<u>9</u>
<b><u>Date Given</u></b>	
<b><u>Date Due</u></b>	<u>Practical Component Week Term 1 2022</u> <u>Research Component Week Term 1 2022</u>
<b><u>Weighting</u></b>	<u>20 %</u>

**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**

- › 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



# Year 9 Assessment ONE- Food Selection and Health

## Assessment 1 Outline

### PART 1

	You will be marked on the following	Marks
1a	What is iron?	2
1b	<b>Explain</b> three reasons why it is important to have iron in the diet of a teenager.	3
2a	<b>Identify</b> the iron levels for males and females. Research the Recommended Dietary Intake (RDI)	2
2b	<b>Describe</b> why these figures are different?	3
2c	<b>Identify</b> the difference between heme and non heme sources of iron.	2
3	<b>Discuss</b> what happens to your body when you do not get enough iron:	5
4	<b>Identify</b> five heme and five non heme food sources of iron	5
5	<b>Identify</b> TWO items you can buy from the OHS Canteen, and the source of iron	4
6	<b>Analyse</b> the items in Q5. for the suitability of increasing iron in a teenagers diet	6

Marks	32
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## Task Scaffold:

### Part 1

1a. What is iron?:

/2


b. Explain three reasons why it is important in the diet of a teenager:

/3

1.
2
3.

c. Identify the difference between heme and non heme

/2


2. Research the Recommended Dietary Intake (RDI)

Use 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>

a. Identify the iron levels for males and females.

/2

Males
Females



**b. Describe** why these figures are different?

/3


**3.** If you don't eat enough iron you will develop what is called a **deficiency**, (You are lacking in iron).

**Discuss** what happens to your body when you do not get enough iron:

/5


**4. Identify** five heme and five non heme food sources of iron:

/5

Heme	Non heme
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

**5. Identify** TWO items you can buy from the OHS Canteen with iron, and the source of iron

/4

1.	Source of iron:
2.	Source of iron:



6. **Analyse** the two items in Q5. above for the suitability of increasing iron in a teenagers diet.

/6

Item 1.

Item 2.



## PART 2 - Practical Component

You will be marked on the following	Marks
● Personal hygiene (hand washing, hair tied back, wearing an apron)	1
● Food hygiene (use of colour coded chopping boards, storage of food)	1
● Mise en Place (correct collection of ingredients, correct measurement and preparation of ingredients)	1
● Cookery methods ( follows the method selection of the recipe accurately )	1
● Add an extra element to this dish that will add extra iron to it.	1
● Plating up (food presented to a service standard- clean plate, garnish, appropriate quantity of food)	1
● Clean up procedures followed ( wash up, dry up, correct placement of equipment, benches wiped, floors swept, aprons returned, dish cloths in laundry basket, clean sink and sink area.)	5
<b>Total</b>	<b>11</b>

You will be preparing and cooking a version of Spaghetti Bolognaise with your selected iron ingredient (prior food order required) .

You will be provided with a basic recipe of this dish.

## Part 3 - Presentation of your task.

You will be marked on the following	Marks
● Correct grammar and spelling	1
● Incorporated metalanguage into written responses eg mineral, heme/non heme, deficiency, haemoglobin etc	1
● Includes a bibliography [ sourcing credible references]	1
<b>Total</b>	<b>3</b>



## Bibliography

1
2
3
4
5



## Marking Guidelines

	Outstanding	High	Sound	Basic	Limited
<b>Part One</b>					
1a. What is iron?			Student has provided characteristics and features of the mineral.  2	Student has provided few characteristics and features of the mineral.  1	Student has provided no characteristics and features of the mineral.  0-1
1b. <b>Explain</b> three reasons why it is important in the diet of a teenager			Student has been able to articulate why iron is important in the diet of a teenager.  2-3	Student has attempted to articulate iron's importance in the diet of a teenager.  1	Student has not attempted to reference the importance of iron in the diet of a teenager.  0-1
2a. <b>Identify</b> the iron levels for males and females			Student has soundly demonstrated the ability to interpret Iron RDI's for male and females  2	Student has attempted to demonstrate the ability to interpret iron RDI's for male or female.  1	Student has not demonstrated the ability to interpret RDI's.  0





<p>2b.<b>Describe</b> why these figures are different for genders.</p>			<p>Student has soundly considered the role of gender on nutrient intake.</p> <p>3</p>	<p>Student has attempted to consider the role of gender on nutrient intake.</p> <p>1-2</p>	<p>Student has not considered the role of gender on nutrient intake.</p> <p>0-1</p>
<p>2c.<b>Identify</b> the difference between heme and non heme sources of iron</p>				<p>Student has identified or partly identified the difference between heme and non heme</p> <p>1-2</p>	<p>Student has not attempted to identify heme and non heme</p> <p>0</p>
<p>3.<b>Discuss</b> what happens to your body when you don't get enough iron.</p>	<p>Student has explained in depth the pros and cons of iron deficiencies in the diet.</p> <p>5</p>	<p>Student has clearly demonstrated the pros and cons of iron deficiencies in the diet.</p> <p>4</p>	<p>Student has soundly demonstrated some of the pros and cons of iron deficiencies in the diet.</p> <p>3</p>	<p>Student has attempted to identify some of the iron deficiencies in the diet.</p> <p>1-2</p>	<p>Student has not identified key issues with a deficiency of this nutrient in the diet.</p> <p>0</p>
<p>4.<b>Identify</b> five heme and five non heme food sources for this nutrient - suitable for a teenager.</p>			<p>Student listed 7-10 heme and non heme food sources of iron.</p> <p>5-3</p>	<p>Student listed 4-6 heme or non heme food sources of iron..</p> <p>1-2</p>	<p>Student listed no or little heme or non heme food sources of iron.</p> <p>0-1</p>



<p>5. <b>Identify</b> TWO items you can buy from the OHS Canteen and the source of iron</p>			<p>Student has been able to identify two sources of canteen food and listed the iron ingredient sources of iron.</p> <p>3-4</p>	<p>Student has been able to identify some sources of food from the canteen and or iron ingredient sources.</p> <p>1-2</p>	<p>Student has not been able to identify food from the Canteen and sources of iron ingredient</p> <p>0-1</p>
<p>6. <b>Analyse</b> the items in Q5 for the suitability of increasing iron in a teenagers diet.</p>	<p>Student has used evidence to determine how and why chosen food source increases the intake of iron in a teenagers diet</p> <p>5-6</p>	<p>Student has been able to correctly determine how and why the food source chosen increases the intake of iron in a teenagers diet</p> <p>3-4</p>	<p>Student has attempted to determine some of the reasons the food source chosen increases the intake of iron in a teenagers diet</p> <p>2</p>	<p>Student has used a limited evidence to determine some of the reasons the food source chosen increases the intake of iron in a teenagers diet</p> <p>1</p>	<p>Student has not shown evidence of analysis for increasing iron in the diet of a teenager.</p> <p>0</p>
<p><b>Part Two</b></p>					
<p><b>Practical Component</b></p> <p>Preparing and Presentation of Selected Dish</p>	<p>Student has completed the practical component at a outstanding level of excellence in techniques, presentation and hygiene.</p> <p>10-11</p>	<p>Student has completed the practical component at a high level of excellence in techniques, presentation and hygiene.</p> <p>8-9</p>	<p>Student has completed the practical component at a sound level of quality in techniques, presentation and hygiene.</p> <p>6-8</p>	<p>Student has completed the practical component at a basic level of excellence in techniques, presentation and hygiene.</p> <p>4-6</p>	<p>Student did not completed the practical component or has completed it at a limited level, showing the need for improvement in techniques, presentation and/or hygiene.</p> <p>0-3</p>



Part 3					
<b>Presentation of the Task</b>			Student demonstrates a sound level of correct grammar, spelling and formatting	Student demonstrates a basic level of correct grammar, spelling and formatting	Student demonstrates a limited level of correct grammar, spelling and formatting
			Student collected information a three or more sources	Student collected information two sources	Student collected information from one or zero sources
			Student included a bibliography 3	Student did not include a correct bibliography 2	Student did not include a bibliography 0-1

## Total Marks

Part One	32
Part Two	11
Part Three	3
<b>Total</b>	<b>46</b>

