



JOHN EDMONDSON HIGH SCHOOL

Assessment Notification

Faculty: Home Economics Course: Food Technology Year: 11

Assessment Task: Food Availability and Selection

Assessment Weighting: 30 % Due: Term: 1 Week: 8 Date: **15th March 2023(In Canvas)**

Task Type: Hand in Task In Class Task Practical Task

Outcomes assessed (NESA)

P1.2 accounts for individual and group food selection patterns in terms of physiological, social and economic factors

P4.2 plans, prepares and presents foods which reflect a range of the influences on food selection

P5.1 generates ideas and develops solutions to a range of food situations

Task Description/Overview

Explain how physiological factors of age, gender, size and activity level influence an individual's nutritional needs throughout the lifecycle.

Design and make a suitable food aimed at adolescents to be sold at the canteen.

Outline how your lunch has met the nutritional requirements for a high school aged adolescent.

SUCCESS CRITERIA

- Understand the NESA key term in each question (identify, explain, outline, justify)
- Research nutritional needs using your course booklet notes, textbook link in canvas and other resources supplied to help you answer the extended response.
- Use PEEL (point, explanation, evidence/example, link) to help with written response formatting.
- Prepare and cook a recipe suitable for a teenager, ensuring it meets this groups specific nutritional needs.
- **Submit Part 1 and Part 2**, including the recipe in **Canvas by 8:25 am** on the due date: **15th March.**
- Print an extra copy of your recipe to use during practical.
- **Submit a *food order* sheet by week 7 MONDAY IN CLASS TIME TO YOUR TEACHER**

Detailed Assessment Task Description

Task Description: AIM TO WRITE 800 WORDS

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

Part 1: WRITTEN RESPONSE – 10 MARKS

The image illustrates the stage of the lifecycle known as **Adolescence**. An adolescent is someone between the ages of 12-18. This group may have differences in nutritional requirements for females and males. "Nutritional requirements are the types and amounts of nutrients needed for good health."



Explain how the following physiological factors; **age, gender, size and activity level** influence an adolescent's nutritional requirements.

Part 2: LUNCH DESIGN - 10 MARKS

Your task is to design a quick and easy food suitable to be sold as a lunch item at a school canteen.

- The lunch item is for high school students. (adolescents)
- It needs to be a **takeaway lunch**- food only.
- You need to consider the factors you explained in Part 1 that influence nutritional needs and focus on an adolescent's specific nutritional needs in this section.

For this section (Part 2) you will need to hand in -

- A. A recipe for your lunch item. Recipe must be typed and printed. Include a name for the dish, ingredient list, method, and an image of your food. (Recipe ingredients only enough for **one** serving). **2 marks**
- B. An explanation on how the meal will be served, packaged and why you have made this choice. (Minimum one paragraph) **3 marks**
- C. Identify the main nutrients in your takeaway lunch and outline how they meet the nutritional needs of adolescents. (Minimum half page) **4 marks**
- D. Have completed a food order form – separate sheet (lists all the food required to prepare your lunch in the proper sections. Ensure your ingredients and quantities (metric) are correctly written. **1 mark**

Food order due: WEEK 7, MONDAY in class.

Part 3: Practical Application -10 MARKS

- A. You will be required to prepare your takeaway lunch during class time. Follow hygiene and safety procedures. **(6 marks)**
- B. You will be asked to justify your food selection in oral form on the day. (How and why this meal is suitable for a teenager and how it meets the nutritional needs of adolescents explained in part 1) This will be an informal conversation with your teacher as they are marking the finished product. **(2 marks)**
- C. Ensure your plating is well considered and appealing for a teenager. You may wish to serve your lunch food in the packaging you outlined in part 2, B. (Buy or make the package you wish to present take away in.) **(2 marks)**

**Practical date: WEEK 8, Wednesday 15th MARCH, PERIOD 5 & 6.(IONGO)
WEEK 9, THURSDAY 23RD MARCH, PERIOD 1&2- MISS BOLZAN'S CLASS**

Remember:

- *Work should be presented in a handwritten or typed format – as set out in the assignment.*
- *You may include diagrams, pictures and samples in your research.*
- *Students will be allocated some class-time to work on this task. (Week 6 double)*

Bibliography:

- You must include a bibliography with your assessment task.
- Your bibliography is a record of all the sources you obtained information from.
- This includes books, website addresses, newspaper articles etc.

NESA KEY TERMS:

Identify – recognise and name.

Explain – relate cause and effect; make the relationships between things evident; provide why and/or how.

Outline – sketch in general terms.

Justify – support an argument or conclusion.

Outcome: P1.2

Part 1: Written response

Investigate the factors that affect the food selection of the identified group and present this information in a written form.

Guidelines / Criteria	Marking
<ul style="list-style-type: none">• Provides an extensive explanation of all physiological factors (age, gender, size and activity level) affecting nutritional needs throughout life cycle stage.• Makes an extensive relationship between their nutritional needs evident.• Evidence of a variety of data sources used and accurate/extensive content on nutritional needs presented for adolescence.• Correctly written Bibliography	Outstanding 9-10
<ul style="list-style-type: none">• Provides a thorough explanation of all physiological factors (age, gender, size, and activity level) affecting nutritional needs throughout life cycle stage.• Makes a thorough relationship between their nutritional needs evident.• Evidence of a variety of data sources used and thorough content on nutritional needs presented for adolescent lifecycle stage.• Correctly written Bibliography.	High 7-8
<ul style="list-style-type: none">• Provides sound explanation of physiological factors (age, gender, size and activity level) affecting nutritional needs throughout life cycle stage.• Makes a sound relationship between their nutritional needs evident.• Sound evidence of data sources used and sound content on nutritional needs presented for adolescent lifecycle stage.• Correctly written Bibliography.	Sound 5-6
<ul style="list-style-type: none">• Provides basic explanation of two or less physiological factors (age, gender, size, and activity level) affecting nutritional needs throughout life cycle stage.• Makes basic relationship between their nutritional needs evident.• Basic evidence of data sources used and basic content on nutritional needs presented for adolescent lifecycle stage.• Bibliography may have errors.	Basic 3-4
<ul style="list-style-type: none">• Provides limited explanation of two or less physiological factors (age, gender, size, and activity level) affecting nutritional needs throughout life cycle stage.• Makes a limited or no relationship between their nutritional needs evident.• Limited evidence of data sources used and limited content on nutritional needs presented for adolescent lifecycle stage.• No Bibliography/ errors in formatting.	Limited 1-2

Outcome: P5.1

Part 2: Design: Takeaway lunch

Your task is to design a food suitable to be sold as a lunch item at a school canteen.

The lunch item is for high school students. It needs to be a takeaway lunch of food only. You need to consider the factors that influence food selection and nutritional needs; in particular those which are applicable to adolescents and explain why you have made your food choice.

Guidelines / Criteria	Marking
<ul style="list-style-type: none">• Correct identification and extensive explanation of the nutrients suitable for an adolescent in design of takeaway lunch.• Provides a detailed explanation of how meal will be served and packaged.• Strongly justifies food selection choice for an adolescent.• Correctly written recipe and food order form with right quantities.	Outstanding 9-10
<ul style="list-style-type: none">• Correct Identification and explanation the nutrients suitable for an adolescent in design of takeaway lunch.• Provides thorough explanation of how meal will be served and packaged.• Thorough justification food selection choice for an adolescent.• Correctly written recipe and food order form with right quantities.	High 7-8
<ul style="list-style-type: none">• Identifies and explains the nutrients suitable for an adolescent in design of takeaway lunch.• Provides sound explanation of how meal will be served and packaged.• Sound justification food selection choice for an adolescent.• Correctly written recipe and food order form with right quantities.	Sound 5-6
<ul style="list-style-type: none">• Basic identification and explanation of the nutrients suitable for an adolescent in design of takeaway lunch.• Provides basic explanation of how meal will be served and packaged.• Basic justification of food selection choice for an adolescent.• Incomplete/Incorrectly written recipe and food order form with some or no quantities.	Basic 3-4
<ul style="list-style-type: none">• Limited identification and explanation of the nutrients suitable for an adolescent in design of takeaway lunch.• Provides limited explanation of how meal will be served and packaged.• Limited or no justification of food selection choice for an adolescent was provided.• Incorrectly written recipe and food order form or not submitted. (0)	Limited 1-2

Outcome: P4.2**Part 3: Practical Application**

Guidelines / Criteria	Marking
<ul style="list-style-type: none">• Food is visually appealing.• Plating and packaging is well considered.• Correct food preparation and hygiene techniques demonstrated.• Uses relevant descriptive terminology to evaluate finished lunch item.	Outstanding 9-10
<ul style="list-style-type: none">• Food is visually appealing. Plating and packaging is well considered.• Correct food preparation and hygiene techniques demonstrated.• Uses some relevant descriptive terminology to evaluate finished lunch item.	High 6-8
<ul style="list-style-type: none">• Food is not very visually appealing.• Packaging is satisfactory.• Some incorrect food preparation techniques demonstrated.• Sensory evaluation is limited with few references to criteria and descriptive terminology.	Sound 3-5
<ul style="list-style-type: none">• Food is not very visually appealing.• No or poor package choice.• Some incorrect food preparation and hygiene techniques demonstrated.• Sensory evaluation is limited with few references to criteria and descriptive terminology.	Basic 1-2
<ul style="list-style-type: none">• Practical not attempted	Limited 0

Assessment Task 1 – Food Availability and Selection

Weighting 30%

Name: _____

Outcome	Question	Mark
P1.2	Part 1: Written Response	/10
P5.1	Part 2: Design: Takeaway Lunch	/10
P4.2	Part 3: Practical application	/10
	Total	/30
	Penalties (late, plagiarism- not your own work)	0
	Rank	/

Teacher Feedback/Comments

Student reflection on Feedback

Assessment Criteria

Grade	Description	Mark Range
Outstanding (O)	See criteria attached	27-30
High (H)	See criteria attached	21-26
Sound (S)	See criteria attached	15-20
Basic (B)	See criteria attached	9-14
Limited (L)	See criteria attached	0-8

Satisfactory completion of courses

A course has been satisfactorily completed, when the student has:

- Followed the course developed/endorsed by the NSW Educational Standards Authority (NESA)
- Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes