



JOHN EDMONDSON HIGH SCHOOL

Assessment Notification


Faculty: Home Economics Course: Food Technology Year: 9

Assessment Task: Hello Eats

Assessment Weighting: 100% Due: Term 2 Week 2 Date:
(See your class teacher for practical dates)

03/05/23 Ms Khanna
5/5/23 Ms Longo

Task Type: Hand in Task In Class Task Practical Task

Outcomes assessed (NESA)	
FT5-3 describes the physical and chemical properties of a variety of foods	
FT5-7 justifies food choices by analysing the factors that influence eating habits	
FT5-8 collects, evaluates and applies information from a variety of sources	
FT5-9 communicates ideas and information using a range of media and appropriate terminology	
FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes	
FT5-12 examines the relationship between food, technology and society	
Task Description/Overview	
<p>You have been hired by "Healthy Harold" to create a visual aid resource that could be used during a presentation on how food is digested by the body to Year Seven and Eight students.</p>	
Detailed Assessment Task Description	
<p><i>This assessment task has two sections:</i></p> <p>Part A (45 marks)</p> <p>Your task is to create awareness around the food consumption patterns in Australia specially carbohydrates</p> <p>Choose ONE of the following options to create your content and upload on canvas:</p> <ul style="list-style-type: none">• A four-page newspaper/ magazine/or blog article (set out like an article in columns) <p style="text-align: center;">OR</p> <ul style="list-style-type: none">• An interview style podcast <p style="text-align: center;">OR</p> <ul style="list-style-type: none">• A videotaped news-style report, like 'The Project' or 'A Current Affair' <p style="text-align: center;">OR</p> <ul style="list-style-type: none">• Other method – discuss with teacher	

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

1. Outline the difference between *simple and complex* carbohydrates **(5)**
2. Explain what happens if we do not eat enough carbohydrates? **(5)**
3. What health issues can result from too many carbohydrates in the diet?**(5)**
4. Explain why **Complex Carbohydrates** are Important for Athletes? **(5)**
5. Identify **FIVE Food Sources** for each of **Simple carbohydrates and complex carbohydrates**. Include pictures with your answer **(10)**
6. Imagine you are a carbohydrate write a recount on a "**Day In The life of Carbohydrates**" in the digestive system. Here you will start at the beginning and tell what happens when and where along the way in the breakdown of sugars and starches. **(10)**
7. Describe the role of '**dietary fibre**' in promoting good health. **(10)**
8. Include a detailed bibliography with all research - Check JEHS website for guide **(5)**
9. **Presentation of the content (10)**

To succeed and score high marks you need to ensure that you do the following:

Answer what the verb is asking:-

- **Outline** – sketch in general terms; indicate the main features of
- **Explain** – relate cause and effect; make the relationships between things evident; provide why and/ or how
- **Identify** – recognise and name
- **Describe** – provide characteristics and features
- **Recount** – is a text which retells events or experiences in the past. It should inform and entertain the reader.

You need to produce work with the following features:

- ✓ Create an interesting and engaging visual aid suitable for the target audience
- ✓ Provide detailed and well written research and information that addresses the set criteria
- ✓ Include all parts of the task in a well set out ordered manner
- ✓ Use appropriate subject specific language, correct sentence structures and punctuation

Part B (30 marks)



Design a nutritious ready to eat meal that can be easily prepared and delivered.

- Include a recipe that serves one person. You will need to use your Maths skills to divide the recipe to make it one serve.
- 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 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"/> 1 wholemeal wrap	<input type="checkbox"/> 250ml milk	<input type="checkbox"/> 2 nori sheets (calcium, iron, magnesium, manganese, iodine)	<input type="checkbox"/> ½ cup broccoli <input type="checkbox"/> ½ C kale (vitamin K, C, A)
<input type="checkbox"/> 2 eggs	<input type="checkbox"/> 1 cup mixed salad leaves	<input type="checkbox"/> 2 slices cheese/80g grated cheese	<input type="checkbox"/> ½ cup spinach (Magnesium)	<input type="checkbox"/> 1 clove garlic (vitamins C, B1 and B6)
<input type="checkbox"/> 1 cup three bean mix	<input type="checkbox"/> ¼ cup rice (uncooked)	<input type="checkbox"/> ¾ cup 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"/> spray oil or 1T cooking oil	<input type="checkbox"/> 2 chicken thigh fillets (zinc)	<input type="checkbox"/> ½ cup wholegrain oats (Vitamin E)
<input type="checkbox"/> 100g steak/ beef strips	<input type="checkbox"/> 1 small jacket potato	<input type="checkbox"/> ¼ cup coconut milk	<input type="checkbox"/> ½ cup wholegrain pasta (iron)	<input type="checkbox"/> 95g canned tuna (vitamin D)

Optional Extras: honey, soy sauce, mixed herbs, canned tomatoes, sauce (tomatoes, BBQ etc)

Special requests/requirements:

Teacher's Confirmation: YES or NO



You need to submit the following for this section:





- Food Order sheet – with your selections highlighted
- Recipe for One – title, ingredients, method, picture

In the assessment practical you will need to:

- Select appropriate equipment and techniques for cooking your dish.
- Demonstrate safe and hygienic work practices.
- Demonstrate good time management skills
- Ensure your dish reflects nutritional choices and looks good when presented

<i>Outcomes and specific dot points</i>	OUTSTANDING	HIGH	SOUND	BASIC	LIMITED
Circle mark earned	10	9 8	7 6 5	3 2	1 0
<p>> communicates ideas and information using a range of media and appropriate terminology-FT5-9</p> <p>Presentation of content:</p>	<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 applied information around food consumption patterns in Australia. - Student has communicated impacts on what we eat. - Presentation is logical and cohesive. 	<p>Student has attempted to apply information around food consumption patterns in Australia.</p>	<ul style="list-style-type: none"> - Student has submitted an incomplete or incorrect presentation. <p>AND/OR</p> <ul style="list-style-type: none"> - Student has presented incorrect information with multiple errors.
Circle mark earned	5	4	3	2	1-0
<p>describes the physical and chemical properties of a variety of foods FT5-3</p> <p>Outline the difference between simple and complex carbohydrates (5)</p>	<p>Demonstrated extensive knowledge about the difference between simple and complex carbohydrates</p>	<p>Demonstrated high knowledge about the difference between simple and complex carbohydrates</p>	<p>Demonstrated good knowledge about the difference simple and complex carbohydrates</p>	<p>Demonstrated basic knowledge about the difference between simple and complex carbohydrates</p>	<p>Demonstrated limited knowledge about the difference between simple and complex carbohydrates</p>
Circle mark earned	5	4	3	2	1-0
<p>describes the physical and chemical properties of a variety of foods FT5-3</p> <p>Explain what happens if we do not eat enough carbohydrates?</p>	<p>Demonstrated extensive knowledge about functions of carbohydrates</p>	<p>Demonstrated high knowledge about functions of carbohydrates</p>	<p>Demonstrated good knowledge about the functions of carbohydrates</p>	<p>Demonstrated basic knowledge about the functions of carbohydrates</p>	<p>Demonstrated limited knowledge about the functions of carbohydrates</p>
Circle mark earned	5	4	3	2	1-0
<p>examines the relationship between food, technology and society FT5-12</p> <p>What health issues can result from too many carbohydrates in the diet</p>	<p>Demonstrated extensive knowledge about issues regarding consuming too many carbohydrates in the diet.</p>	<p>Demonstrated high knowledge about regarding consuming too many carbohydrates in the diet.</p>	<p>Demonstrated good knowledge about regarding consuming too many carbohydrates in the diet.</p>	<p>Demonstrated basic knowledge about regarding too many carbohydrates in the diet.</p>	<p>Demonstrated limited knowledge about health issues arising due to too many carbohydrates in the diet.</p>


Circle mark earned	5	4	3	2	1-0
examines the relationship between food, technology and society FT5-12 Explain why are complex Carbohydrates Important for Athletes?	Clearly relates with examples cause and effect; make the relationships between things evident; provide why in detail and with good explanation the importance of complex Carbohydrates Important for Athletes	Clearly relate cause and effect; make the relationships between things evident; provide why in detail and with good explanation the importance of complex Carbohydrates Important for Athletes	Relate cause and effect; make the relationships between things evident; provide why in detail the importance of complex Carbohydrates Important for Athletes	Relate some cause and effect; make some the relationships between things evident; the importance of complex Carbohydrates Important for Athletes	Limited information regarding the importance of complex Carbohydrates Important for Athletes
Circle mark earned	10	9 8	7 6	5 4	3 2 1 0
collects, evaluates and applies information from a variety of sources FT5-8 Identify 10 Food Sources of carbohydrates- 5 Simple and 5 complex carbohydrates. Include pictures with your answer	Clearly recognised all 10 Food Sources of carbohydrates- 5 Simple and 5 complex carbohydrates. Including pictures	Clearly Identify 8 Food Sources of carbohydrates. Including pictures	Clearly Identify 7 , 6, 5 Food Sources of carbohydrates- Including pictures	Identify 4 or more Food Sources of carbohydrates- Including some pictures -	Identify 2 Food Sources of carbohydrates- Including pictures
Circle mark earned	10	9 8	7 6	5 4	3 2 1 0
describes the physical and chemical properties of a variety of foods FT5-3 Explain how Carbohydrates move through the digestive system (10)	Explain in detail the digestion of carbohydrates in all different parts of digestive system	Explain well the digestion of carbohydrates in different parts of digestive system	Explain the digestion of carbohydrates in most of the parts of digestive system	Some explanation of digestion of carbohydrates in some of the parts of digestive system	Limited or no information about digestion of carbohydrates
Circle mark earned	10	9 8	7 6	5 4	3 2 1 0
examines the relationship between food, technology and society FT5-12 Describe the role of the active non-nutrient of dietary fibre in promoting good health. (10)	Provide in greater detail the characteristics and features of the role of the active non-nutrient of dietary fibre in promoting good health.	Provide in detail the characteristics and features of the role of the active non-nutrient of dietary fibre in promoting good health	Provide good detail the characteristics and features of the role of the active non-nutrient of dietary fibre in promoting good health	Provide some information regarding the characteristics and features of the role of the active non-nutrient of dietary fibre	Very basic random information and features of the role of the active non-nutrient of dietary fibre in promoting good health
Circle mark earned	10	9 8	7 6	5 4	3 2 1 0
plans, prepares, presents and evaluates food solutions for specific purposes FT5-11 <ul style="list-style-type: none"> 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)  Design a safe, nutritious, ready to eat meal that can be easily delivered. Include a recipe that	<ul style="list-style-type: none"> Student has submitted a recipe, suitable for a meal kit or meal delivery service innovatively. (2) Student has submitted the recipe and point/food order sheet on time.(1) Student has selected ingredients that add up to 10-20 points. (1) Student has demonstrated critical and creative thinking in the development of the recipe. (3) Student has prioritised nutrition in the development of the recipe.(3) 	<ul style="list-style-type: none"> Student has submitted a recipe, that may be suitable for a meal kit or meal delivery service. 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. 	<ul style="list-style-type: none"> Student has submitted the recipe and point/food order with minimal clarity. Student has attempted to ensure nutrition is part of the development of the recipe. 	<ul style="list-style-type: none"> Student has submitted the recipe and point/food order but is not using the ingredients selected appropriately to ensure nutrition. 	<ul style="list-style-type: none"> Student has not submitted the points/food order sheet or recipe or has done so incorrectly with multiple errors.

<p>serves 1.</p>	<ul style="list-style-type: none"> - Student has prepared the recipe using all safety and hygiene work practices and practical skills (20) 	-			
Circle mark earned	20 19 18	17 16 15 14	12 11 10	9 8 7 6	5 4 3 2 1 0
<p>plans, prepares, presents and evaluates food solutions for specific purposes FT5-11</p> <ul style="list-style-type: none"> • 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)   <p>Design a safe, nutritious, ready to eat meal that can be easily delivered. Include a recipe that serves 1.</p>	<ul style="list-style-type: none"> - Student has prepared the recipe using all safety and hygiene work practices and practical skills (20) - (See the attached practical marking sheet) 	<ul style="list-style-type: none"> - Student has prepared the recipe using safety and hygiene work practices (See the attached practical marking sheet) - 	<ul style="list-style-type: none"> - Student has prepared the recipe using some of the safety and hygiene work practices (See the attached practical marking sheet) - 	<ul style="list-style-type: none"> - Student has prepared the recipe using some of the safety and hygiene work practices (See the attached practical marking sheet) - 	<ul style="list-style-type: none"> - student has prepared the meal with some help (See the attached practical marking sheet) -
Circle mark earned	5	4 3	2	1 0	0
<p>collects, evaluates and applies information from a variety of sources FT5-8</p> <p>Include a detailed bibliography with all research cited in APA style.</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>Demonstrates clear evidence of collection and application of information in well-formatted bibliography with less than 2 mistakes.</p>	<p>Demonstrates some evidence of information collection in formatted bibliography with less than 3 mistakes.</p>	<p>An attempt to construct a bibliography was made though it is incorrectly formatted.</p>	<p>Incomplete and incorrect bibliography submitted.</p>

Positive aspects:



Needs improvement:



Part A	/65
Part B	/30
Total	/95

Food and Equipment Order Sheet

Quantity	Food item	Quantity	Food item
	Fruit & vegetables		Milk and Dairy products
			Meat and Meat Alternatives
	Breads, Cereals, Nuts, Legumes		Other – eg sauces, spices, Oils

Equipment list		

Hello Eats

INGREDIENTS:

METHOD:

