



JOHN EDMONDSON HIGH SCHOOL

Assessment Notification

Faculty: Home Economics Course: Food Technology Year: 11 Preliminary Course11

Assessment Task: Food Availability and Selection

Assessment Weighting: 30 % Due: Term: 1 Week: 8 Date: 21st March 2024

Task Type: Hand in Task via CANVAS (21/3/24) before 8:40am

In Class Task Practical Task WEEK 9 double lesson Thursday period 1 and 2

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

Analyse the factors that influence food selection for teenagers. Design and make a suitable food aimed at this group to be sold at the canteen. Describe how your lunch has met the factors for food selection you have discussed.

Detailed Assessment Task Description

Task Description:

Part 1: 10 marks

Analyse TWO factors that affect the food selection of **teenagers** and present this information in a written form. You can choose between:

- **Physiological factors** such as hunger, nutritional requirements, age, gender and reaction to food
- **Psychological factors** such as values, attitudes and experiences
- **Social factors** such as education, climate and geographic location, the media, peer group
- **Economic factors**, such as resources available, finances and the marketplace

Part 2: 10 marks

Your task is to design 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**- food only.

You need to consider the TWO factors (chosen in part 1) that influence food selection; particularly those applicable to your target market (teenagers) and explain why you have made your food choice by answering the questions below.

For this section (Part 2) you will need to include in your submission -

- A. A recipe for your lunch item (enough for **one** serving). /2
- B. An explanation of how the meal will be served (how it will be packaged and why) and why you have made this choice in terms of food safety. /4
- C. A description of the factors (as in part 1) that make your takeaway lunch suitable for teenagers at a high school (look at the Australian Guide to Healthy Eating, the nutrients the meal includes and why they are important in this stage of development.) /4
- D. Have completed an order form – separate sheet (lists all the food required to prepare your lunch) handed in on

Food order due: Week 8 in class Date: _____

Part 3: Practical Application 10 marks

You must prepare your takeaway lunch during class. You will be marked on:

- Visual appeal of food /4
- Food safety, preparation and hygiene practices /4
- Plating using appropriate storage container for serving at a school canteen. /2

Practical date: Week 9 in our timetabled double lesson

Remember:

- *Work should be presented in a handwritten or typed format – as set out in the assignment and submitted through the canvas portal. **Before 8:40 am***
- *You may include diagrams, pictures and samples in you research*
- *Students will be allocated some class-time to work on this task.*

NESA KEY TERMS:

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

Describe

Provide characteristics and features

Bibliography:

Note: 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.

See separate information sheet on 'How to write a bibliography' or go to Eduweb/ Links/ JEHS/ General

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
Analyses two of the factors affecting food selection in detail. Supports factors using relevant examples. Evidence of a variety of data sources – Bibliography	Outstanding 9-10
Discusses two of the factors affecting food selection Supports factors with some illustrative examples Evidence of a variety of data sources – Bibliography	High 7-8
Identifies and or outlines two of the factors affecting food selection. Some factors supported by examples, but more detail/elaboration required Evidence of some data sources – Bibliography	Sound 5-6
Limited information on factors affecting food selection Irrelevant material incorrect facts, hardly any illustrative examples. Presents few ideas relevant to the questions Little use of factual material to support generalisations. Limited Bibliography	Basic 3-4
No or very few of the factors affecting food selection Completely irrelevant information Large amounts of generalisations. Has few to no relevant points in answer. – no bibliography	Limited 0-2

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; those which are applicable to you target market and explain why you have made your food choice.

Guidelines / Criteria	Marking
Identifies and describes the relevant food selection factors in design of takeaway lunch. Recipe is correctly written and formatted and serves one Justifies the selection of chosen food for teenagers with relevant examples of food safety and nutrient needs Uses appropriate terminology	Outstanding 9-10
Identifies and describes mostly relevant food selection factors in design of takeaway food. Recipe is correctly written and formatted and serves one Justifies the selection of chosen food for teenagers with some relevant examples of food safety and nutrient needs Uses appropriate terminology	High 7-8
Some food selection factors identified, some description but more detail required. Recipe presents some errors in formatting, serves one Presents some facts related to the design of food for the teenagers. Uses appropriate terminology	Sound 5-6

Limited identification of factors affecting food selection and their relationship to design of chosen food for teenagers. Recipe is not for one serving and incorrectly formatted Limited information on food safety and nutrient needs Uses some appropriate terminology.	Basic 3-4
Identifies one/ two factors relating to the selection of lunch for teenagers. Significant errors in recipe formatting or not submitted Restatement of the question. No or very few relevant facts about food safety or nutrient needs	Limited 0-2

Outcome: P4.2

Part 3: Practical Application

Guidelines / Criteria	Marking
Food is visually appealing, considers colour and texture. Correct food preparation techniques demonstrated safety and hygiene Outstanding plating and container for service	outstanding achievement 9-10
Food is visually appealing has tried to consider colour and texture. Correct food preparation techniques demonstrated food safety and hygiene High plating and suitable container for service	high 6-8
Meal is poorly considered and lacks visually appeal. Some incorrect food preparation techniques demonstrated, safety and hygiene Sound plating and mostly suitable container for serving	sound/Working Towards 1-5
Practical not attempted	Limited Achievement 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	/

Comments

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