



## Year 10 Food Technology

### Assessment Task 1: Foods for Special Needs

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

**Due Date: Term 2, Week 1**

**Type of Task:** Design Task – Planning Food Requirements

**Collection of Assessment:** Submit in Class

#### **Assessment Policy:**

This task is a formal assessment. It requires each student to demonstrate their understanding of the course studied by devoting sufficient time and effort to meeting the requirements as clearly stated below. I understand that this task must be submitted on time. The following reasons are not valid excuses for the late submission of tasks; computer difficulties, printer problems, or a student's lack of organisation. It is my understanding that any difficulty with the task must be brought to the attention of the classroom teacher several days before the due date of the task.

#### **Declaration of Originality:**

In accordance with the College Assessment Policy, I declare that this submission is my own work and that to the best of my knowledge, it contains no material previously published or written by another person except where acknowledgement has been made.

**Student Signature:** \_\_\_\_\_

#### **Report Outcomes:**

- 5.1.1: Demonstrates hygienic handling of food to ensure a safe and appealing product.
- 5.1.2: Identifies, assesses and manages the risks of injury and OHS issues associated with handling of food.
- 5.2.3: Applies appropriate methods of food processing, preparation and storage.
- 5.3.1: Describes the relationship between food consumption, the nutritional values of foods and the health of individuals and communities.
- 5.3.2: Justifies food choices by analysing the factors that influence eating habits.
- 5.4.1: Collects, evaluates and applies information from a variety of sources.
- 5.4.2: Communicates ideas and information using a range of media and appropriate terminology.
- 5.5.1: Selects and employs appropriate techniques and equipment for a variety of food specific purposes.
- 5.5.2: Plans, prepares, presents and evaluates food solutions for specific purposes.

**Assessment Outcomes:** *Students will be assessed on their ability to:*

- Design, produce and evaluate solutions for specific food purposes.
- Demonstrate knowledge, understanding and skills related to food hygiene, safety and the provision of quality food.

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**Objectives:** *Students will develop:*

- Knowledge, understanding and skills related to food hygiene, safety and the provision of quality food.
- Skills in designing, producing and evaluating solutions for specific food purposes.

## **TASK INSTRUCTIONS**

The task is made up of TWO sections. Students are to actively participate in the following components of the task:-

**Part A:** Group work requiring research, folio production, practical application and oral presentation.

**Part B:** Individual work requiring research and a portfolio.

All work must be word processed and presented as a portfolio (in a display folder or bound with an appropriate title page).

### **PART A: Group Work**

#### **Part A, Section I:**

In a group of three, you are to prepare and serve a two-course meal (main meal and dessert) suitable for an *Adolescent*. All students must contribute to the final product and all names must be written on the work.

1. Select a variety of recipes for a main meal and dessert (at least 5 for each) suitable for an adolescent. Write a brief statement (1 paragraph) on why you have selected each recipe. Use the Australian Guide to Healthy Eating to assist you here.
2. From your selection, choose ONE main meal and ONE dessert, which you will prepare in a practical lesson.
3. Create a workflow plan that lists all tasks to be completed in the practical lesson. In your workflow plan, be sure to allocate tasks to each group member.
4. Prepare a list of ALL the utensils needed in the practical lesson.
5. Hand in a list of ALL food needed TWO weeks before practical lesson (remember to adjust recipe quantities for the number in your group).

*Students will need to think about the following during the practical lesson:*

- ✓ Meal is **quality** product and is **visually appealing**.
- ✓ All group members are **actively involved**.
- ✓ **Practical** completed in the **timeframe (1 hour period)**.
- ✓ **Correct techniques** used to produce a **quality** product.
- ✓ **All safety** and **hygiene** issues have been addressed **during** preparation.

#### **Part A, Section II:**

In the same group of three, you are to choose ONE of the following dietary disorders and prepare a presentation that will be shown to the class. Your presentation should be between **5-10 minutes** in length.

**The dietary disorders that you may choose from include;**

Dental Caries	Type 2 Diabetes	Coronary Heart Disease
Diverticulitis	Hypertension	Anaemia
Colon Cancer	Obesity	Osteoporosis

**In your presentation, you must address the following;**

- a) Identify the disorder and explain what it is (good to use graphics).
- b) Describe the causes and symptoms of the disorder.
- c) Explain the impact of the disorder on the human body.
- d) Describe how the disorder can be prevented and cured (good to provide a chart of the recommended daily intake of nutrients for adults).
- e) Create a ONE day eating plan to prevent the chosen dietary disorder. Your eating plan should include breakfast, lunch, dinner, snacks and beverages.
- f) Prepare a ONE page summary that can be given as a class handout (You should make 25 copies of this).

*Students will need to think about the following during their presentation:*

- ✓ Information is **accurate** and **detailed**.
- ✓ Presentation is **informative, engaging** and **interactive**.
- ✓ Presentation is between **5-10** minutes.
- ✓ All **group members contribute** to the presentation.

**PART B: Individual Work**

Many traditional recipes, even though they may include ingredients that are not suitable for specific dietary requirements, can be altered to suit the diet of individuals with special needs.

1. Choose ONE special food need from either one of the following; Health Status Issues (e.g.: Coeliac Disease, etc.) Lifestyle Choices (e.g.: Vegetarianism. Etc.), Logistical Considerations (e.g.: Canteens, etc.).
2. Describe the special food need and document the special nutritional requirements for that need.
3. Select FIVE snack foods and alter the ingredients according to the special food need you have chosen by either removing an ingredient, substituting a similar ingredient or cutting down on the quantity. These changes must be clearly written and highlighted on each recipe.
4. Explain how each snack food meets the requirements for the special need you have chosen and how it fits into the requirements of the Australian Guide to Healthy Eating.

## **Marking Criteria**

### **Question 1, Section 1 Part A: (5.3.1)**

<ul style="list-style-type: none"> <li>○ Provides an extensive variety of recipes suitable for an adolescent and justifies decisions extensively.</li> <li>○ Makes constant reference to the nutritional requirements of adolescents.</li> </ul>	9-10
<ul style="list-style-type: none"> <li>○ Provides a large variety of recipes suitable for an adolescent and justifies decisions thoroughly.</li> <li>○ Makes reference to the nutritional requirements of adolescents.</li> </ul>	7-8
<ul style="list-style-type: none"> <li>○ Provides the required variety of recipes suitable for an adolescent and justifies decisions soundly.</li> <li>○ Makes some reference to the nutritional requirements of adolescents.</li> </ul>	5-6
<ul style="list-style-type: none"> <li>○ Provides a variety of suitable recipes for an adolescent and explains decisions.</li> <li>○ Makes little reference to the nutritional requirements of adolescents.</li> </ul>	3-4
<ul style="list-style-type: none"> <li>○ Provides some recipes suitable for an adolescent and briefly describes each/ no explanations provided.</li> <li>○ Makes very little or no reference to the nutritional requirements of adolescents.</li> </ul>	1-2
<ul style="list-style-type: none"> <li>○ No recipes or justification evident.</li> </ul>	0

### **Question 3, Section 1 Part A (5.5.2)**

<ul style="list-style-type: none"> <li>○ Provides an extensive work flow plan and list of utensils to be used to create each dish.</li> </ul>	5
<ul style="list-style-type: none"> <li>○ Provides a thorough work flow plan and list of utensils to be used to create each dish.</li> </ul>	4
<ul style="list-style-type: none"> <li>○ Provides a sound work flow plan and list of utensils to be used to create each dish.</li> </ul>	3
<ul style="list-style-type: none"> <li>○ Provides basic work flow plan and list of utensils to be used to create each dish.</li> </ul>	2
<ul style="list-style-type: none"> <li>○ Provides an elementary work flow plan and list of utensils to be used to create each dish.</li> </ul>	1
<ul style="list-style-type: none"> <li>○ Plan and list not evident.</li> </ul>	0

### **Part A, Section II (5.3.1)**

<ul style="list-style-type: none"> <li>○ Demonstrates extensive knowledge and understanding of chosen dietary disorder, including RDI's, and daily menu for prevention.</li> </ul>	13-15
<ul style="list-style-type: none"> <li>○ Demonstrates thorough knowledge and understanding of chosen dietary disorder, including RDI's, and daily menu for prevention.</li> </ul>	10-12
<ul style="list-style-type: none"> <li>○ Demonstrates a sound knowledge and understanding of chosen dietary disorder, including RDI's, and daily menu for prevention.</li> </ul>	7-9
<ul style="list-style-type: none"> <li>○ Demonstrates a basic knowledge and understanding of chosen dietary disorder, including RDI's, and daily menu for prevention</li> </ul>	4-6
<ul style="list-style-type: none"> <li>○ Demonstrates an elementary knowledge and understanding of chosen dietary disorder, including RDI's, and daily menu for prevention.</li> </ul>	1-3
<ul style="list-style-type: none"> <li>○ No knowledge or understanding of dietary disorder displayed.</li> </ul>	0

**Part A, Section II (5.4.2)**

<ul style="list-style-type: none"> <li>○ Provides a very highly detailed handout.</li> <li>○ Provides a highly informative, engaging and interactive oral presentation on the chosen diet related disorder.</li> </ul>	9-10
<ul style="list-style-type: none"> <li>○ Provides a highly detailed handout.</li> <li>○ Provides an informative and engaging oral presentation on the chosen diet related disorder.</li> </ul>	7-8
<ul style="list-style-type: none"> <li>○ Provides an adequately detailed handout.</li> <li>○ Provides a sound oral presentation that is informative and/or engaging at times.</li> </ul>	5-6
<ul style="list-style-type: none"> <li>○ Provides a handout with little detail.</li> <li>○ Provides an attempted presentation.</li> </ul>	3-4
<ul style="list-style-type: none"> <li>○ Provides handout on diet related disorder with very little detail.</li> <li>○ Presentation is very basic and not very informative.</li> </ul>	1-2
<ul style="list-style-type: none"> <li>○ Diet related handout not evident.</li> <li>○ Oral presentation not evident</li> </ul>	0

**Part B (5.4.1)**

<ul style="list-style-type: none"> <li>○ Presents a professional portfolio that has been accurately word processed and includes a range of suitable diagrams and pictures.</li> <li>○ Highly detailed bibliography provided with a variety of sources used.</li> </ul>	5
<ul style="list-style-type: none"> <li>○ Presents a portfolio that has been word processed and includes diagrams and pictures.</li> <li>○ Detailed bibliography with some variety of sources used.</li> </ul>	4
<ul style="list-style-type: none"> <li>○ Presents a portfolio that has been word processed and includes some diagrams and pictures.</li> <li>○ Correct bibliography provided with a few sources used.</li> </ul>	3
<ul style="list-style-type: none"> <li>○ Presents a portfolio that has been word processed and includes some diagrams or pictures.</li> <li>○ Bibliography is basic and lacks variety.</li> </ul>	2
<ul style="list-style-type: none"> <li>○ Presents a portfolio that has been word processed and includes little to no pictures or diagrams.</li> <li>○ Incorrect Bibliography provided and one source of information used.</li> </ul>	1
<ul style="list-style-type: none"> <li>○ Portfolio not evident.</li> <li>○ Bibliography not provided.</li> </ul>	0

**Part B (5.3.2)**

<ul style="list-style-type: none"> <li>○ Provides extensive documentation on a special food need, the nutritional requirements and how each snack food meets the requirements related to each special need.</li> </ul>	13-15
<ul style="list-style-type: none"> <li>○ Provides thorough documentation on a special food need, the nutritional requirements and how each snack food meets the requirements related to each special need.</li> </ul>	10-12
<ul style="list-style-type: none"> <li>○ Provides sound documentation on a special food need, the nutritional requirements and how each snack food meets the requirements related to each special need.</li> </ul>	7-9
<ul style="list-style-type: none"> <li>○ Provides basic documentation on a special food need, the nutritional requirements and some explanation of how each snack food meets some special need requirements.</li> </ul>	4-6
<ul style="list-style-type: none"> <li>○ Provides elementary documentation on a special food need and some explanation of how each snack food meets some special need requirements.</li> </ul>	1-3
<ul style="list-style-type: none"> <li>○ Documentation, snack foods and adherence to dietary recommendations not evident.</li> </ul>	0

### Theory Component

A	B	C	D	E
60-51	50-39	38-27	26-15	14-0

### Practical Component

A	B	C	D	E
40-34	33-26	25-18	17-10	9-0

### Overall Mark

A	B	C	D	E
100-85	84-65	64-45	44-25	24-0

**Teacher Comment:**

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