

## Task 1: Food Availability and Selection Case Study

**Due Date:** Friday 15 / 03 / 2024 (Week 7)

**Task Distributed:** 23.04.2024

**Unit:** Food Availability and Selection

**Task Type:** Case Study

**Task Weighting:** 20%

### Outcomes:

**P1.1** Identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods

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

**P4.1** Selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food

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

## Task Description

### **PART A: PRACTICAL ASSESSMENT (MARK /15)**

In pairs, design, prepare and present a suitable recipe that reflects Australian food habits (\$5.00 single portion)

### **PART B: FOOD AVAILABILITY AND SELECTION CASE STUDY (MARK /40)**

Complete a typed report containing the following (please use scaffold available on Google Classroom):

- Record in a table format, the meals eaten by a family for ONE week, documenting their use of pre-prepared/convenience foods, foods which demonstrate global migration affecting food availability and any meals eaten outside the home
- Analyse the information to construct a profile of your family's eating habits, commenting on their nutritional patterns and create a pie chart to visually represent their intake
- Research and explain the role of the physiological, psychological, social and economic factors affecting the selection of foods purchased by the family (800 words)
- Investigate the current food consumption and expenditure patterns in Australia and analyse whether the trends are apparent in the family's eating habits (200 words)

### **PART C: LITERACY (MARK /5)**

The Literacy Marking criteria will be applied to Part B. Plan and proofread your task before submission.

# NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

- **Explain:** relate cause and effect; make the relationships between things evident; provide why and/or how
- **Analyse:** identify components and the relationship between them; draw out and relate implications

Check the NESA Glossary of Key Words for further guidance <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

## Details of Submission

The successful completion of this task requires you to submit a hard-copy or electronic copy of Part B on the due date. The task also requires the completion of the practical component of the assessment in the assigned period.

*Note: If a student is absent for an assessment task or fails to submit a task when it is due, a medical certificate must be presented on the first day the student returns to school.*

## Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within 14 days of the due date.
- At this time feedback including information on how to improve will be provided through Google Classroom.
- Students can clarify or seek further feedback by speaker with their teacher or the assessment marker.
- You will also receive feedback on your literacy performance based on the criteria in the school's literacy marking rubric. The marks achieved for literacy will account for between 10% – 20% of the maximum task value.

Upon return of the task, students will also be expected to complete an in-class self-reflection sheet.

## How does this link to my learning?

- Students will consolidate learning about theoretical concepts covered in class, such as factors affecting food selection
- Students will develop their report writing skills as well as be provided with individualised feedback and links to opportunities for improvement
- Students will account for individual and group food selection patterns in terms of physiological, psychological, social and economic factors

## Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

## 11 Food Technology, Food Availability and Selection Case Study

Criteria	E	D	C	B	A
	Limited	Basic	Sound	High	Outstanding
	1-2	3-4	5-6	7-9	9-10
<b>Design, prepare and present a suitable recipe that reflects Australian food habits</b>	Student did not make a serious attempt at practical assessment	<ul style="list-style-type: none"> <li>Food order sheet was submitted on time accurately with many alterations required</li> <li>Product demonstrates limited knowledge of Australian food habits based on the global migration of cultural groups to Australia</li> <li>Product was produced using some correct equipment, some hygienic practices and was created outside of the time boundaries</li> <li>Product was presented with limited consideration of current food presentation trends</li> </ul>	<ul style="list-style-type: none"> <li>Food order sheet was submitted on time accurately with small alterations required</li> <li>Product demonstrates some knowledge of Australian food habits based on the global migration of cultural groups to Australia</li> <li>Product was produced using mostly correct equipment, some hygienic practices and was created within the time allocated</li> <li>Product was presented with some consideration of current food presentation trends</li> </ul>	<ul style="list-style-type: none"> <li>Food order sheet was submitted on time accurately with no alterations required</li> <li>Product is an accurate perception of Australian food habits based on the global migration of cultural groups to Australia</li> <li>Product was produced using correct equipment, competent hygienic practices and was created in a timely manner</li> <li>Product was presented appealingly with consideration of current food presentation trends</li> </ul>	<ul style="list-style-type: none"> <li>Food order sheet is submitted on time accurately with no alterations required</li> <li>Product is an expert perception of Australian foods habits based on the global migration of cultural groups to Australia</li> <li>Product was produced successfully, using correct equipment, exemplar hygienic practices and was created in a timely manner</li> <li>Product was presented appealingly with extensive knowledge of current food presentation trends</li> </ul>
<b>Table recording family intake</b>	0-2	3-4	5-6	7-8	9-10
	Student made a non-serious attempt at this assessment	Table format recorded some eating habits of the family with some accurate highlighting	Table format displayed the eating habits of the family, with some correct highlighting of pre-prepared/convenience foods and/or foods that demonstrate global migration	Table format accurately displayed the eating habits of the family, with clear highlighting of pre-prepared/convenience foods and foods that demonstrate global migration. 1-5 mistakes were made in highlighting the foods correctly	Table format explicitly displayed the eating habits of the family, with correct highlighting of pre-prepared/convenience foods, foods that demonstrate global migration and foods eaten outside the home
	0	1	2	3	4

<b>Profile of family eating habits</b>	Student made a non-serious attempt at this assessment	Profile of the family's eating habits was completed at a limited level, demonstrating a very simple identification of data research in the table	Profile of the family's eating habits was completed to a sound level, demonstrating an <b>identification of some components</b> of data research in the table	Profile of the family's eating habits was completed at a competent standard, demonstrating some <b>analysis</b> of data research in the table	Profile of the family's eating habits was completed at a sophisticated level, demonstrating an explicit <b>analysis</b> of data research in the table
<b>Explain the role of factors affecting food selection</b>	<b>0-2</b>	<b>3-5</b>	<b>6-9</b>	<b>10-13</b>	<b>14-16</b>
	Student made a non-serious attempt at this assessment	Student has <b>named and recognised</b> some details regarding physiological, psychological, social and economic factors affecting selection of foods eaten by the family was completed at a sound level. Student met the word limit within 15%	Student has <b>sketched in general terms</b> some details of regarding physiological, psychological, social and economic factors affecting the selection of foods eaten by the family was completed at a sound level. Student met the word limit within 12%	<b>Description</b> regarding physiological, psychological, social and economic factors affecting the selection of foods eaten by the family was completed at a competent level. Student met the word limit within 10%	<b>Explanation</b> of physiological, psychological, social and economic factors affecting the selection of foods eaten by the family was completed at an expert level with frequent reference to research. Student met the word limit within 5% and extensively communicated deep knowledge of the factors
<b>Investigation of current food consumption and expenditure patterns in Australia</b>	<b>0-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7-8</b>	<b>9-10</b>
	Student made a non-serious attempt at this assessment	Student has referred to the current consumption and expenditure patterns data but has not drawn out relationships or made correct observations of the trends in the family data. Student has met word limit within 15%	Student has referred to the current food consumption and expenditure patterns data but has not drawn out relationships or made correct observations of the trends in the family data. Student met word limit within 12%	Student has <b>enquired into</b> the current food consumption and expenditure patterns data to make observations of the trends are apparent in the family's eating habits. Student met the word limit within 10%	Student has <b>drawn conclusions</b> and <b>enquired into</b> the current food consumption and expenditure patterns data to analyse whether the trends are apparent in the family's eating habits Student has <b>drawn out relationships</b> and <b>implications</b> between the two data types <b>identifying components</b> clearly. Student has met the word limit within 5%

## 2024 Literacy Rubric

Literacy Outcomes	Elementary achievement You have:	Limited achievement You have:	Satisfactory achievement You have:	High achievement You have:	Outstanding achievement You have:
<b>Vocabulary</b> <i>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</i>	Very limited response. Few content words used.	Only simple words are used.	Some precise and technical words are used.	Sustained use of precise and technical words.	Sustained, consistent and fluent use of precise and technical words.
	0	1	2	3	4
<b>Punctuation</b> <i>Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text</i>	No evidence of correct sentence punctuation.	Sentence punctuation is correctly used in at least one place - <i>one sentence is punctuated correctly.</i>	Some correct sentence level punctuation (at least 50%). May attempt other punctuation where it is required.	Mostly correct sentence level punctuation (80%) and at least two correct examples of other punctuation.	Writing contains accurate use of all applicable punctuation.
	0	1	2	3	4
<b>Sentences &amp; Cohesion</b> <i>The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.</i>	No clear evidence of sentences: a list of words OR text fragments.	At least one sentence is used correctly. Some meaning can be construed from the text.	Some correct formation of sentences. Mainly uses simple and compound sentences, but may attempt more complex structures.	Most sentences are correct. Range of sentence types and connectives are evident, but with varied effectiveness.	All sentences are correct, effective and controlled, and include a range of sentence types and connectives (complex sentences and other sophisticated structures)
	0	1	2	3	4
<b>Paragraphs</b> <i>Paragraphs are used to effectively structure information and partition events and ideas</i>	No correct use of paragraphing; may be a block of text or random breaks.	Ideas are separated; paragraphs may contain some unrelated ideas.	At least ONE paragraph is well structured and develops an idea	Writing is organised into paragraphs that assist the reader to digest chunks of the text, but may not be linked or executed effectively.	All components of the paragraphs are evident and paragraphing is consistent and well-developed across the whole text.
	0	1	2	3	4
<b>Text Structure</b> <i>Uses features of the appropriate text type</i>	No evidence of the structural features of the appropriate text type. <i>No attempt to write in the appropriate text type and/or response is off task.</i>	Minimal evidence of the structural features - <i>1 component evident</i> - of the appropriate text type.	Some evidence of the structural features - <i>2 components evident</i> - of the appropriate text type.	Substantial evidence of the structural features - <i>all components evident but there may be some lapses</i> - of the appropriate text type.	Coherent and controlled use of <b>all</b> the appropriate structural features of the text type.
	0	1	2	3	4
	Level of response is well below syllabus expectation	Level of response is below syllabus expectation	Level of response is equivalent to syllabus expectation	Level of response is above syllabus expectation	Level of response is well above syllabus expectation

Part A (Practical): / 10

Part B (Case Study): / 40

Literacy: / 10

TOTAL: / 60