



Task 1: Food Selection and Health

Due Date: Friday 28 / 03 / 2025 (Week 8)

Task Distributed:

Unit: Food Selection and Health

Task Type: Written and Practical

Task Weighting: 20%

Outcomes:

Justifies food choices by analysing the factors that influence eating habits **FT5-7**

Collects, evaluates and applies information from a variety of sources **FT5-8**

Plans, prepares, presents and evaluates food solutions for specific purposes **FT5-11**

Examines the relationship between food, technology and society **FT5-12**

Describes the physical and chemical properties of a variety of foods **FT5-3**

Task Description

PART A - Theory:

You have been hired as a dietitian to complete a profile on a particular life stage and the specific nutritional requirements that pertain to that life stage.

To successfully create your profile, you will need to make a PowerPoint that includes the following:

1. Background/ general information about the life stage you have been allocated
2. Nutritional requirements that pertain to the life stage you have been allocated (must write about a minimum of two different nutrients)
3. Recipe that you will use to complete the practical element of this task (including title, time, servings, ingredients, method and a picture of the final product)
4. Feasibility study that ensure one serving of your dish costs less than \$5.00 to produce
5. Justification on how your chosen dish is suitable for your allocated life stage
6. Detailed bibliography

PART B - Practical:

You must prepare and present a dish that aligns with the nutritional requirements pertaining to your allocated life stage. This practical element of the task will be conducted in your usual 50-minute demonstration OR practical lesson:

| | Week 7 | |
|--------|-------------------------------|--------------------------------|
| 10FOO1 | Monday 17 th March | Tuesday 18 th March |

PART C – Literacy:

You will also be marked on your literacy, including vocabulary, punctuation, sentences, paragraphs and text structure.

NOTE: A scaffold will be provided on Google Classroom to aid you in the completion of Part A

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.

- **Identify:** recognise and name
- **Describe:** provide characteristics and features
- **Examine:** inquire into

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 the PowerPoint to be submitted as an electronic copy on the due date. The practical component of the task will be conducted at school during your allocated period.

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?

- This assessment task will build on theoretical concepts discussed in class and allow students to consolidate their learning in a creative and meaningful way.
- Students will have to opportunity to develop their independent research skills and ICT capabilities.
- Students will be able to examine the relationship between food, technology and society

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.

10 Food Technology, Food Availability and Selection

| Criteria | E | D | C | B | |
|---|--|---|--|--|--|
| | Limited | Basic | Sound | Outstanding | |
| | 0 | 1 | 2 | 3 | |
| Background/ general information about allocated life stage. | - Information is incomplete. | - Vague information is stated about allocated life stage. | - Characteristics and features of allocated life stage are provided. | - Exhaustive characteristics and features of the allocated life stage are provided in a logical manner. | |
| Nutritional requirements that pertain to the life stage you have been allocated (must write about a minimum of two different nutrients). | 0-1 | 2 | 3-4 | 5 | 6 |
| | - Nutrients that somewhat relate to the allocated life stage are listed. | - Nutrients that somewhat relate to the allocated life stage are outlined. | - Nutrients that relate to the allocated life stage are described. | - Nutrients are correctly linked to the nutritional requirements of the allocated life stage. Detail is provided. | - Nutrients are expertly linked to the nutritional requirements of the allocated life stage. Exhaustive detail is provided. |
| Recipe that you will use to complete the practical element of this task (including title, time, servings, ingredients, method and a picture of the final product). | 0-1 | 2 | 3-4 | 5 | 6 |
| | - Recipe is provided 1-2 components. | - Recipe is provided with at least 3 components. | - Recipe is provided with most components. | - Suitable recipe is provided with most components. | - Suitable recipe is provided with all necessary components. |
| Feasibility study that ensures one serving of your dish costs less than \$5.00 to produce. | 1 | 2 | 3 | 4 | 5 |
| | - Student uses template provided. Some ingredients are listed. | - Student uses template provided. Some ingredients are listed. 4 or more calculations errors are evident. | - Student uses template provided. Most ingredients are listed. Research into ingredient cost is somewhat evident. Most calculations are correct, with 3-4 errors. Total comes to less than \$5.00. | - Student uses template provided. All ingredients are listed. Research into ingredient cost is evident. Most calculations are correct, with 1-2 errors. Total comes to less than \$5.00. | - Student uses template provided. All ingredients are listed. Research into ingredient cost is evident. All calculations are correct. Total comes to less than \$5.00. |

| | | | | | |
|---|---|---|--|---|---|
| Justification on how your chosen dish is suitable for your allocated life stage. | 1 | 2 | 3 | 4 | 5 |
| | - Reasons for choosing the dish are stated. | - Reasons for choosing the dish are stated and loosely linked to how the dish is suitable. | - Reasons for choosing the dish are stated and accompanied by some supporting statements as to how the dish is suitable. The justification demonstrates sound knowledge of nutritional requirements of allocated life stage and food sources of those nutrients. | - Reasons for choosing the dish are stated and accompanied by supporting statements as to how the dish is suitable. The justification demonstrates knowledge of nutritional requirements of allocated life stage and food sources of those nutrients. | - Reasons for choosing the dish are stated with detail and accompanied by supporting statements as to how the dish is suitable. The justification clearly demonstrates extensive knowledge of nutritional requirements of allocated life stage and food sources of those nutrients. |
| Bibliography | 1 | 2 | 3 | 4 | 5 |
| | - 1-2 reputable sources listed. | - 2-3 reputable sources listed. | - 3-4 reputable sources listed. | - 4-5 reputable sources listed. | - 5 or more reputable sources listed. |
| Practical | 1-2 | 3-4 | 5-6 | 7-8 | 9-10 |
| | - Not prepared for practical component of the task. | - Brought some ingredients to practical lesson. Showed basic level of skills and technique. Cleaned up. Dish was somewhat suitable. | - Prepared for practical lesson. Showed some level of skills and technique. Cleaned up. Plated their dish with some consideration to visual appeal. Dish was suitable. | - Prepared for practical lesson. Showed high level of skills and technique. Cleaned up efficiently. Plated their dish with consideration to visual appeal. Dish was suitable. | - Well prepared for practical lesson. Showed excellent level of skills and technique. Cleaned up efficiently. Plated their dish in a visually appealing manner. Dish was suitable. |
| FEEDBACK: | | | | | |

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: |
|---|---|---|--|--|---|
| Vocabulary <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 |
| Punctuation <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 |
| Sentences & Cohesion <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 |
| Paragraphs <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 |
| Text Structure <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 all 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 (Theory): / 30

Part B (Practical): / 10

Literacy: / 5

TOTAL: / 45

