

### Task 2: Food Equity

**Due Date:** Theory: Friday 6th June 2025 (Week 6), Practical: Week 7 as per Schedule on Google Classroom

**Task Distributed:** Week 3 Friday 16/5

**Unit:** Food Equity

**Task Type:** Theory and Practical

**Task Weighting:** 20%

**Outcomes:** FT5-1, FT5-2, FT5-5, FT5-6, FT5-11 & FT5-13

#### Task Description

##### Part A: Theory

You will be provided an aid agency by your teacher. You are to complete the research and practical components with that aid agency at the core. Scaffold provided on Google Classroom.

For this section, you have to complete the following (scaffold to be provided):

1. Describe your aid agency. Identify whether they help individuals and societies here in Australia or internationally
2. Discuss the aid agency's role. Include in your answer:
  - What do they do?
  - Who do they help?
  - What specific needs do they meet?
3. Identify potential issues for and against the aid agency assisting individuals and communities
4. Investigate the group that your aid agency predominantly helps. Provide 4 or more examples of the circumstances which have contributed to their situation
5. Identify ways that you can help the aid agency. Provide at least 2 examples
6. Brainstorm a variety of suitable nutritious snacks that you could serve to the group your aid agency provides for. Suggest 8 or more nourishing examples
7. Provide a recipe for you practical of a dish that would be suitable to serve the people that your aid agency helps
8. Evaluate the nutritional impact of producing this snack for the group at risk. Provide at least two examples demonstrating the importance of nourishment and health for the community

##### Part B: Practical

Design, prepare and present a suitable recipe for a nutritious snack that could be served to the group your agency provides for. This component of the task will be completed **at school** in your normal demonstration and practical periods (your teacher will allocate you your cooking period). You will be marked on whether your dish suits the brief, organisation, safe & hygienic practices, cleanliness and the visual appeal of the final product.

See Scaffold and Google Classroom for marking criteria and allocations.

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# 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.

- **Describe:** Provide characteristics and features
- **Discuss:** Identify issues and provide points for and/or against
- **Evaluate:** Make a judgment based on criteria; determine the value of

## Details of Submission

Students must submit an electronic copy of their final assessment to their teacher on the due date stated above via Google Classroom. The electronic copy must include all completed elements of the theory portion of the task.

## 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 and on the provided hard-copy assessment sheet.
- Students can clarify or seek further feedback by speaking 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 completion of the task, students will be expected to complete a self-reflection evaluation page. It is an important part of the learning process as it provides an opportunity to reflect on the strength of their performance, as well as areas that have been identified to strengthen future tasks.

## How does this link to my learning?

### What Areas of Learning will this Assessment Task Report on?

- Demonstrates hygienic handling of food to ensure a safe and appealing product FT5-1
- Identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food FT5-2
- Applies appropriate methods of food processing, preparation and storage FT5-5
- Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities FT5-6
- Plans, prepares, presents and evaluates food solutions for specific purposes FT5-11
- Evaluates the impact of activities related to food on the individual, society and the environment FT5-13

## 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.

## HOW WILL MARKS BE AWARDED TO MEASURE MY LEARNING?

### Food Equity Task PART A

Outcome	Limited	Basic	Sound	High	Outstanding
	0-1	2-3	4	5	6
<p><b>1. Describe your chosen aid agency. Identify whether they help individuals and societies here in Australia or internationally</b></p>	<p>Student has submitted an incomplete description of the aid agency and where they operate in the world AND/OR Student has presented incorrect information with multiple errors</p>	<p>Student has identified the aid agency without detail Student has provided an unclear response on where the agency operates OR student has provided incorrect information Student has produced an answer with 4 or more grammar or spelling errors</p>	<p>Student has identified the aid agency  Student has attempted to answer whether the agency assists in Australia only, or whether they are a global agency  Student has produced an answer with 3-4 grammar or spelling errors</p>	<p>Student has provided characteristics and features of the aid agency  Student has recognised OR named whether the agency assists in Australia only, or whether they are a global agency  Student has produced an answer with 1-2 grammar or spelling errors</p>	<p>Student has provided characteristics and features of the aid agency comprehensively and with clear details  Student has recognised and named whether the agency assists in Australia only, or whether they are a global agency  Student has produced a logical and cohesive answer with minimal grammar or spelling errors</p>
	0-1	2-3	4	5	6
<p><b>2. Discuss the aid agency's role in providing for individuals and communities. Identify issues for and/or against the aid agency's assistance in your answer</b></p> <p><b>What do they do?</b></p> <p><b>Who do they help?</b></p> <p><b>What specific needs do they meet?</b></p>	<p>Student has submitted an incomplete discussion of the aid agency and what they do  AND/OR Student has presented incorrect information</p>	<p>Student has demonstrated an understanding of what the aid agency does  Student has named the group at risk who are helped by the agency with some errors  Student has stated some of the specific needs that the agency assists with  Student has produced an answer with 4 or more grammar and spelling errors</p>	<p>Student has demonstrated an understanding of what the aid agency does  Student has named the group at risk who are helped by the agency  Student has stated some of the specific needs that the agency assists with  Student has produced an answer with 3-4 grammar and spelling errors</p>	<p>Student has demonstrated a clear understanding of what the aid agency does  Student has named the group at risk who are helped by the agency  Student has stated the specific needs that the agency assists with  Student has provided accurate examples in their answer</p>	<p>Student has identified issues for and/or against the aid agencies operations and activities  Student has demonstrated a clear understanding of what the agency does  Student has identified the group at risk who are helped by the agency  Student has stated the specific needs that the agency assists with</p>

				Student has produced an answer with 1-2 grammar and spelling errors	Issues for and against the support were raised in a balanced, comprehensive manner  Student has provided correct examples in their answer  Student has produced a logical and cohesive answer with minimal grammar or spelling errors
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>3. Potential issues for and against the aid agency assistance</b>	Student has not attempted the question seriously.	Student has made an incomplete attempt at identifying the potential issues for and against the aid agency's assistance.	Student has identified potential issues for and against the aid agency's assistance. 3-4 spelling and/or grammatical errors.	Student has described potential issues for and against the aid agency's assistance. 1-2 spelling and/or grammatical errors	Student has described potential issues for and against the aid agency's assistance in a balanced and cohesive manner that shows insight and understanding. Less than 2 spelling and/or grammatical errors.
	<b>0-1</b>	<b>2-3</b>	<b>4-5</b>	<b>6-7</b>	<b>8</b>
<b>4. Investigate the group that your aid agency predominantly helps. Provide 4 or more examples of the circumstances which have contributed to their situation</b>	Incomplete information or incorrect ideas submitted	Student has listed the group that the aid agency predominantly assists  Student has at least 1 correct example of the possible circumstances which has led to the group requiring assistance	Student has named the group that the aid agency predominantly assists  Student has provided 1-2 correct examples of the possible circumstances which have led the group to require assistance	Student has identified the group that the aid agency predominantly assists  Student has provided 3-4 correct examples of the possible circumstances leading to the group requiring assistance, describing the characteristics at a high standard	Student has planned their research and inquired into the group that is predominantly helped by the agency  Student has drawn clear conclusions and provided at least 4 logical examples; describing the circumstances with clear characteristics and features contributing to the group's situation  Student has presented a cohesive response illustrating their

					understanding well at an outstanding level
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>5. Identify ways that you can help the aid agency, provide at least two examples</b>	Incomplete information or incorrect ideas submitted	Student has recalled way(s) that they can assist the agency without clarity	Student has listed correct way(s) that they can assist the agency without clarity  Student has provided 1-2 examples	Student has named correct way(s) that they can assist the agency  Student has provided at least 2 logical examples	Student has recognised and named valid and correct ways that they can assist the agency demonstrating outstanding critical and creative thinking  Student has provided 2 or more comprehensive and logical examples
	<b>0-1</b>	<b>2-3</b>	<b>4-5</b>	<b>6-7</b>	<b>8</b>
<b>6. Brainstorm a variety of suitable nutritious snacks that you could serve to the group your agency serves. Suggest 8 or more nourishing examples</b>	Incomplete information or incorrect ideas submitted	Student has presented 3 or more basic examples of food that could possibly benefit the health of the group	Student has presented 6-8 sound examples of healthy foods that could benefit the health of the group	Student has presented 8 high standard examples which could benefit the health of the group with clarity	Student has considered the needs of the group when brainstorming suitable ideas  Student has considered the nutrition and health of the group when brainstorming ideas  Student has presented a variety of outstanding ideas, including 8 nourishing, logical examples with clarity
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>7. Evaluate the impact of producing this snack for the group at risk. Provide at least two examples demonstrating the importance of</b>	Incomplete information or incorrect ideas submitted	Student has commented on the health of the group  Student has provided one or more correct examples of how the recipe may assist the group	Student has predicted the impact of this snack on the health of the group  Student has provided 1-2 examples of how the	Student has made a judgement on the impact of this snack on the health of the group  Student's judgement is based on criteria of	Student has made a clear judgement on the impact of this snack on the health of the group  Student's judgement is based on the criteria of

<p><b>nutrition and health for the community</b></p>			<p>recipe may assist in the specified situation</p>	<p>nutrition and health of the community</p> <p>Student has provided at least two examples of how the recipe may assist in the specified situation</p>	<p>nutrition and health of the community</p> <p>Student has determined the value of the recipe in assisting the group's health; providing at least two clear examples of how the recipe may assist in the specified situation</p>
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**9 Food Technology Food Equity Task PART B**

Outcome	Limited	Basic	Sound	High	Outstanding
	<b>0</b>	<b>1</b>	<b>2</b>		
<b>Food order</b>	Non attempt	Food order is submitted but requires multiple adjustments	Food order is submitted with no adjustments needed		
	<b>0</b>	<b>1</b>	<b>2-3</b>	<b>4</b>	<b>5</b>
<b>Cook</b>	Non attempt	Student demonstrates a basic cooking technique encompassing safe and hygienic practices, some preparation skills or a basic cooking capability	Student demonstrates a sound cooking technique encompassing safe and hygienic practices, adequate preparation skills and a sound cooking capability	Student demonstrates a highly accomplished cooking technique encompassing safe and hygienic practices, quality preparation skills and a commendable cooking capability	Student demonstrates an outstanding cooking technique encompassing safe and hygienic practices, quality preparation skills and an excellent cooking capability
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	
<b>Cleaning</b>	Non attempt	Student demonstrates basic organisation by washing dishes using the correct procedures and cleaning benches at the end of the cook	Student demonstrates quality organisational skills by keeping bench reasonably clean as they cook, washing dishes using the correct procedures and benches are cleaned at the end of the cook	Student demonstrates excellent organisational skills by cleaning as they cook, washing dishes using the correct procedure and the benches are clean and sanitised at the end of the cook	

	<b>0</b>	<b>1</b>	<b>2</b>	
<b>Time</b>	Non attempt	Student has not completed cook in the set time limit	Student has completed cook in the set time limit	
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Presentation</b>	Non attempt	Student presents their food with little to no attention to detail	Student presents their food in a visually appealing manner	Student presents their food in a visually appealing manner and according to what is trendy in food presentation today

LITERACY MARKING CRITERIA	Descriptors				
	1	2	3	4	5
<b>Vocabulary</b> Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect	- Symbols or drawings	- Only simple and nontechnical 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.
<b>Punctuation</b> Use of correct and appropriate punctuation for effect and to aid in reading of the text	- No or minimal evidence of correct sentence punctuation (less than 25%)	- Limited evidence of correct sentence punctuation (at least 25%)	- Some correct sentence level punctuation (at least 50%).	- Mostly correct sentence level punctuation (80%) and <i>at least two</i> examples of other punctuation.	-Writing contains accurate use of all applicable punctuation.
<b>Sentences</b> Intentionally constructs a variety of sentences to match purpose and audience	- No evidence of sentences - Drawings, symbols, a list of words OR text fragments	- At least one sentence is used correctly.	- Some correct formation of sentences. (at least 50%)	- Most sentences (80%) are correct but are largely unsophisticated.	- All sentences are correct including sophisticated sentences.
<b>Paragraphs</b> Paragraphs are used to effectively structure information and partition events and ideas	- No correct use of paragraphing - may be a block of text or random breaks	- Ideas are separated, provides at least ONE correct break between ideas - Paragraphs may contain some unrelated ideas	- At least ONE paragraph is well structured and develops an idea	- All paragraphs are focused on one idea or a set of like ideas but may not be linked effectively.	- Paragraphing creates flow, connectivity and supports argument.
<b>Text Structure</b> Uses features of the appropriate text type	- No evidence of structural components of the appropriate text type	- Minimal evidence of the structural components of the appropriate text type.	- Some evidence of the structural components of the appropriate text type.	- Substantial evidence of the structural components of the appropriate text type.	- Coherent and controlled use of the appropriate structural components of the text type.