



## Year 9, Food Technology

### Task 3: Food for Specific Foods

**Due Date:** Theory: Friday 5th September 2024 (Week 7)  
Practical: Dem/Prac Lessons of Week 7 (schedule posted on Google Classroom)

**Task Distributed:** 4/8/25

**Unit:** Food for Specific Needs

**Task Type:** Theory and Practical

**Task Weighting:** 30%

#### Outcomes:

FT5-1: Demonstrates hygienic handling of food to ensure a safe and appealing product,

FT5-5: applies appropriate methods of food processing, preparation and storage

FT5-6: describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities

FT5-7: justifies food choices by analysing the factors that influence eating habits

FT5-8: collects, evaluates and applies information from a variety of sources

FT5-9: communicates ideas and information using a range of media and appropriate terminology

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

### Task Description

#### Part A: Theory (/50 marks)

You have won a competition to go on a World Tour! But there is a catch. To go on this incredible travel experience, you must earn it. The competition states that to be eligible for the tickets, you must prepare a meal to serve to the other people on the tour.

The World Tour is for people aged 14-18 years old. The tour is physically demanding, most days involve hiking, city walks, swimming and other adventures, such as white-water rafting so it is extremely important that all people on the tour receive nutritious, filling meals.

You will choose out of three locations available in the scaffold and complete the following:

- Nutrients table
- Brainstorm of recipe ideas
- Recipe development
- Annotated final dish
- Feasibility study
- Safety and hygiene considerations

#### Part B: Practical (/10 marks)

Design, prepare and present a suitable recipe for a nutritious snack/meal that could be served to your tour group guests. This component of the task will be completed **at school** in a period allocated by your teacher. You will be marked on suitability of your dish, organisation, safe & hygienic practices, cleanliness and the visual appeal of the final product.

#### Part C: Literacy (/10 marks)

You will be marked on your vocabulary, punctuation, sentences & cohesion, paragraphing and text structure.

Scaffold and marking criteria are available on Google Classroom.



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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
- **Investigate:** Plan, inquire into and draw conclusions about

## 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. Practical component will be completed and assessed in class.

## 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
- Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities FT5-6
- justifies food choices by analysing the factors that influence eating habits FT5-7
- Plans, prepares, presents and evaluates food solutions for specific purposes FT5-11

## 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.

## Marking Criteria:

Criteria	0	1			
<b>Design Brief</b>	Non-attempt	Student chose one of the locations provided.			
<b>Nutrient Table</b>	Limited: 3	Basic: 5	Sound: 9	High: 12	Outstanding: 14
	Some general information provided.	Some recommended dietary intakes of nutrients are recorded. Functions are attempted.	Most recommended dietary intakes of nutrients are correctly recorded. Functions of each nutrient are recorded.	All recommended dietary intakes of nutrients are correctly recorded. Functions of each nutrient are detailed.	All recommended dietary intakes of nutrients are correctly recorded based on age and gender. Functions of each nutrient are exhaustive.
<b>Meal/Snack Brainstorm</b>	Limited: 2	Basic: 4	Sound: 6	High: 7	Outstanding: 8
	Some general information provided.	5-7 meal/ snack ideas are presented. Some suit the tour group chosen and justifications are attempted. Some pictures are provided.	8 meal/ snack ideas are presented. Most suit the tour group chosen and suitability is justified. Pictures of all meals/ snacks are provided.	8 meal/ snack ideas are presented. All suit the tour group chosen and suitability is well justified. Pictures of all meals/ snacks are provided.	8 creative meal/ snack ideas are presented. All suit the tour group chosen and suitability is extensively justified. Pictures of all meals/ snacks are provided.
<b>Recipe Development</b>	Limited: 1	Basic: 2	Sound: 4	High: 5	Outstanding: 6
	Some general information provided.	Some elements to the recipe are provided.	All elements to the recipe are provided.	All elements to the recipe are provided. The recipe method demonstrates practical skills. Time constraints are considered.	All elements to the recipe are provided. The recipe method demonstrates a variety of practical skills. The time constraints are evidently considered. The dish explicitly suits the chosen tour group dietary restrictions
<b>Dish Annotation</b>	Limited: 2	Basic: 4	Sound: 6	High: 7	Outstanding: 8
	Some general information provided.	A drawing or picture is presented. Annotations are provided vaguely.	A drawing or picture is presented. Annotations are provided. Ingredients and sensory characteristics are mentioned.	A drawing or picture is presented. Annotations are detailed. Annotations demonstrate an understanding of ingredients and sensory characteristics.	A detailed drawing or picture is presented. Annotations are extensive and detailed. Annotations demonstrate a deep understanding of ingredients and sensory characteristics.
<b>Feasibility Study</b>	Limited: 2	Basic: 4	Sound: 6	High: 7	Outstanding: 8
	Some general information provided.	All ingredients are listed. other information is unclear or not complete. Total is clearly stated.	All ingredients are listed. Most prices of ingredients are correctly recorded, with quantities included. Quantity being used are correctly recorded. Calculations are mostly correct and clearly show working out. Total is clearly stated.	All ingredients are listed. All prices of ingredients are correctly recorded, with quantities included. Quantity being used are correctly recorded, with quantities included. Calculations are mostly correct and clearly show working out. Total is correctly recorded and clearly stated.	All ingredients are listed. All prices of ingredients are well researched and correctly recorded, with quantities included. Quantity being used are correctly recorded, with quantities included. Calculations are all correct and clearly show working out. Total is correctly recorded and clearly stated.
	Limited: 1	Basic: 2	Sound: 3	High: 4	Outstanding: 5

<b>Safety &amp; Hygiene Considerations</b>	Some general information provided.	1-3 safety and hygiene considerations are stated.	Safety and hygiene considerations are stated.	Safety and hygiene considerations are insightful and detailed.	Safety and hygiene considerations are insightful and detailed. They clearly relate to the chosen tour group and the dietary restrictions present.	
<b>Practical</b>	Limited: 2	Basic: 4	Sound: 6	High: 8	Outstanding: 10	
	Organisation Safety and hygiene Skills Cleaning Presentation	Organisation Safety and hygiene Skills Cleaning Presentation	Organisation Safety and hygiene Skills Cleaning Presentation	Organisation Safety and hygiene Skills Cleaning Presentation	Organisation Safety and hygiene Skills Cleaning Presentation	
Total					60 MARKS	
<b>Literacy Outcomes</b>	<b>Elementary achievement You have:</b>	<b>Limited achievement You have:</b>	<b>Satisfactory achievement You have:</b>	<b>High achievement You have:</b>	<b>Outstanding achievement You have:</b>	
<b>Vocabulary</b> Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect	Very limited response. Few content words used. 0	Only simple words are used. 1	Some precise and technical words are used. 2	Sustained use of precise and technical words. 3	Sustained, consistent and fluent use of precise and technical words. 4	
<b>Punctuation</b> Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text	No evidence of correct sentence punctuation. 0	Sentence punctuation is correctly used in at least one place - <i>one sentence is punctuated correctly.</i> 1	Some correct sentence level punctuation (at least 50%). May attempt other punctuation where it is required. 2	Mostly correct sentence level punctuation (80%) and at least two correct examples of other punctuation. 3	Writing contains accurate use of all applicable punctuation. 4	
<b>Sentences &amp; Cohesion</b> The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.	No clear evidence of sentences: a list of words OR text fragments. 0	At least one sentence is used correctly. Some meaning can be construed from the text. 1	Some correct formation of sentences. Mainly uses simple and compound sentences but may attempt more complex structures. 2	Most sentences are correct. Range of sentence types and connectives are evident, but with varied effectiveness. 3	All sentences are correct, effective and controlled, and include a range of sentence types and connectives (complex sentences and other sophisticated structures) 4	
<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. 0	Ideas are separated; paragraphs may contain some unrelated ideas. 1	At least ONE paragraph is well structured and develops an idea 2	Writing is organised into paragraphs that assist the reader to digest chunks of the text but may not be linked or executed effectively. 3	All components of the paragraphs are evident, and paragraphing is consistent and well-developed across the whole text. 4	
<b>Text Structure</b> Uses features of the appropriate text type	No evidence of the structural features of the appropriate text type. No attempt to write in the appropriate text type and/or response is off task. 0	No evidence of the structural features of the appropriate text type. No attempt to write in the appropriate text type and/or response is off task. 1	No evidence of the structural features of the appropriate text type. No attempt to write in the appropriate text type and/or response is off task. 2	No evidence of the structural features of the appropriate text type. No attempt to write in the appropriate text type and/or response is off task. 3	No evidence of the structural features of the appropriate text type. No attempt to write in the appropriate text type and/or response is off task. 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	
<b>Literacy</b>	<b>/10</b>				<b>Total</b>	<b>/70 Marks</b>