



Year 9, Food Technology

Task 1: Food in Australia

Due Date: Friday 6 / 03 / 2026 (Week 6)

Task Distributed: 18.2.26

Unit: Food in Australia

Task Type: Persuasive Advertisement

Task Weighting: 20%

Outcomes:

- Collects, evaluates and applies information from a variety of sources **FT5-8**
- Communicates ideas and information using a range of media and appropriate terminology **FT5-9**
- Selects and employs appropriate techniques and equipment for a variety of food-specific purposes **FT5-10**
- Plans, prepares, presents and evaluates food solutions for specific purposes **FT511**
- Examines the relationship between food, technology and society **FT5-12**

Task Description

Part A: Theory

Tourism Australia has hired you to run their Food in Australia campaign to encourage travellers to visit Australia to experience the extraordinary nature of Australian cuisine and the cultural traditions.

Your task is to create an advertisement presentation that will appeal to the 'foodie audience'.

To complete a successful advertisement, you will need to include the following:

1. 1 or more annotated images of the types of food and flavourings that you can find here in Australia.
2. How Australian food has evolved over time with at least 3 opinions or examples
3. The impact of 2 or more multicultural influences and how this adds to Australian cuisine
4. 1 or more preparation techniques and cooking methods used in Australian cuisine
5. Types of flavours, ingredients and fusions of cultures in Australian cuisine, providing 2 or more examples
6. Cultural celebrations and food habits of Australia, including 2 or more examples
7. Include a detailed bibliography

Part B: Practical

You will design and prepare a dish to serve to the overseas guests when they visit Australia. Ensure your dish reflects the changing nature of Australian cuisine. You must upload your recipe and food order to Google Classroom in consultation with your teacher prior to your practical date.

You will only be required to create 1 serving of your dish in the assessment practical period you are allocated:

	Week 7	
9FOO1	Thursday 12.03 Period 1	Friday 13.03 Period 2
	Week 7	
9FOO2	Thursday 12.03 Period 5	Friday 13.03 Period 1

A recipe should be submitted with all necessary information (including title, time, servings, ingredients, method and a picture of the final product).

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.

- **Describe:** provide characteristics and features
- **Explain:** relate cause and effect; make the relationships between things evident; provide why and/or how

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

This assessment task must be submitted electronically via Google Classroom on the due date. The practical will be conducted in 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 communicate ideas and information using a range of media and appropriate terminology

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.

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Criteria	1	2	3	4	5
Presentation of advertisement and persuasive language	Displays limited skills in communicating information using some media.	Shares basic ideas and/or information and attempts to use persuasive language techniques more than twice .	Communicates ideas and/or information using appropriate software and 3 or more persuasive language techniques for a 'foodie' audience.	Communicates ideas and information in an appealing manner using appropriate software and 4 or more persuasive language techniques for a 'foodie' audience.	Communicates ideas and information dynamically using appropriate software and 5 or more persuasive language techniques to appeal to a 'foodie' audience.
Annotated image	An image of a food product is presented.	An image of Australian cuisine is presented. An attempt was made to label the cuisine.	An annotated image of Australian cuisine was presented. Annotations name elements such as flavour and/or ingredients.	1 or more annotated image/s of Australian cuisine are presented. Annotations present details on elements such as flavour and ingredients.	1 or more annotated image/s of Australian cuisine are presented with clarity. Annotations present a clear understanding of Australian cuisine and multicultural influences such as flavour and ingredients.
Introduction and how Australian food has evolved over time.	Limited information or ideas submitted with limited links to travellers and characteristics of Australian food.	A basic introduction presented with information to engage travellers. Basic attempts to present characteristics of Australian food presented.	Introduction presented the desired engagement of overseas travellers. Characteristics and features of Australian food and how it has evolved over time presented with 1 or more opinions and examples.	A detailed introduction presented the desired engagement of overseas travellers. Characteristics and features of Australian food and how it has evolved over time presented with 2 or more opinions and examples.	An appealing introduction presented outlining the desired engagement of overseas travellers. Characteristics and features of Australian food and how it has evolved over time presented with 3 or more opinions and examples.
The impact of multicultural influences and how this adds to Australian cuisine.	Limited statements related to Multicultural or Australian cuisine presented.	Basic comments mentioning Multicultural cuisine as an influence on Australian cuisine presented.	General comments on the impact of multicultural influence/s on Australian cuisine were made.	1 or more examples of the impact of multicultural influences on Australian cuisine with clear comments on how this makes Australian cuisine more appealing.	2 or more examples of the impact of multicultural influences on Australian cuisine with detailed comments on how this makes Australian cuisine more appealing.

Criteria	1	2	3	4	5
Preparation techniques and cooking methods used in Australian cuisine.	Limited preparation techniques and cooking methods were presented in an incomplete manner	Basic preparation techniques and cooking methods were presented.	Preparation techniques and cooking methods were presented.	1 or more different preparation techniques and cooking methods were well described and associated with the native culture.	1 or more different preparation techniques and cooking methods were described in detail and associated with the native culture.
Types of flavours, ingredients and fusions of cultures in Australian cuisine.	A limited list of types of flavours or ingredients were presented.	A basic list of types of flavours or ingredients were presented.	Characteristics of the different types of flavours or ingredients were named or listed.	1 or more correct characteristics of the different types of flavours, ingredients and fusions of cultures in Australian cuisine were presented.	2 or more characteristics of the different types of flavours, ingredients and fusions of cultures in Australian cuisine were presented with detail.
Conclusion/ cultural celebrations and food habits.	Limited conclusion presented.	Basic conclusion with links to 'foodies' presented.	Conclusion includes an attempt to encourage 'foodies' to travel to Australia.	Conclusion includes 1 or more of traditions, food habits and cultural celebrations to provide reasons why 'foodies' would travel to Australia.	Conclusion includes 2 or more of our finest traditions, food habits and cultural celebrations to sum up appealing reasons why 'foodies' would travel to Australia.
Bibliography	A limited attempt to construct a bibliography was made and is incorrectly formatted.	A basic attempt to construct a bibliography was made though it is incorrectly formatted.	Demonstrates some evidence of information collection in formatted bibliography. Student has applied the information within the advertisement.	Demonstrates clear evidence of collection and application of information in well formatted bibliography. Student has clearly applied the information throughout the advertisement.	Demonstrates extensive evidence of collection, evaluation and application of information in correctly formatted bibliography. Student has clearly applied the information expansively throughout the advertisement.

Criteria	1	2	3	4	5
Recipe design	Recipe was not included OR Recipe didn't follow logical steps. OR Recipe provided minimal to no examples of how the food should be presented.	Recipe was included. Recipe followed mostly logical steps. Recipe provided minimal examples of how the food should be presented.	Recipe was written clearly. Recipe followed logical steps. Recipe provided some examples of how the food should be presented. Recipe reflects the changing nature of Australian cuisine.	Recipe was written using appropriate terminology. Recipe was logical and cohesive. Recipe provided many examples of how the food should be presented. Recipe clearly reflects the changing nature of Australian cuisine.	Recipe was written in a sophisticated manner with appropriate terminology. Recipe was logical and cohesive. Recipe provided several examples of how the food should be presented. Recipe clearly reflects the changing nature of Australian cuisine.
Criteria	1-2	3-4	5-6	7-8	9-10
Practical	Final product is of a limited standard. Presentation is not evident. Student selects and employs minimal techniques and equipment. Personal and environmental hygiene practices are not evident.	Final product is of a basic standard. Presentation is not evident. Student selects and employs different techniques and equipment. Personal and/or environmental hygiene practices are evident but need to be maintained throughout the whole process.	Final product is of a sound standard. Presentation is lacking. Student selects and employs different techniques and equipment. Personal and/or environmental hygiene practices are not maintained throughout the process.	Final product is of an excellent quality and presented to a high standard. Student selects and employs appropriate techniques and equipment in a timely manner. Personal and environmental hygiene practices are maintained throughout the process.	Final product is of an outstanding quality and presented to a professional standard. Student selects and employs appropriate techniques and equipment in a professional and timely manner. Personal and environmental hygiene practices are maintained professionally throughout the process.

2026 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