

## Task 1: Nutrition for Me

Due Date: 2/4/2026

**Task Distributed:** 9/03/2026

**Unit:** Food & Agriculture

**Task Type:** Research and Practical

**Task Weighting:** 45%

**Outcomes:** *TE4-1DP, TE4-2DP, TE4-3DP, TE4-6FO*

### Task Description

#### Part A: Theory (40%)

Many young people find it challenging to access reliable information about their nutritional needs and how these affect their overall wellbeing. In this assessment, you will complete the provided PowerPoint presentation that explores adolescent nutrition by completing several key activities:

- The purpose of your presentation in the first slide.
- A time plan to organise your activities and submissions.
- Research and describe health advice relevant to adolescents.
- Select a fast food menu item and present its recipe, including title, servings, time, ingredients, and method.
- Modify the recipe to make it healthier, explaining the changes you have made.
- Include an annotated picture (photo or drawing) of a healthy lunch option. Label the image with ingredients, texture, and flavour.
- Evaluate your final product by reflecting on whether it meets the purpose, is visually appealing, and is easy to understand.
- Submit your food order (if required by your class), practise cooking your modified recipe at home, and take part in a practical activity at school.

Your responses and presentation should demonstrate your knowledge of healthy eating habits, identify strategies that support positive health outcomes for adolescents, and show your ability to apply information to real-life situations. Make sure your slideshow is well-organised, visually engaging, and clearly communicates your understanding of adolescent nutrition.

#### Part B: Practical (60%)

After investigating the dietary needs of adolescents, as well as the range of cooking and preparation techniques to maintain nutrient value, you are to create a healthy lunch option for an adolescent.

You will be marked on your organisation, safety/hygiene, skill, cleaning and presentation.

**NOTE: A document will be provided to you to complete 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.

- **Examine:** inquire into
- **Describe:** characteristics and features
- **Evaluate:** make a judgement based on criteria; determine the value of

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 your completed PowerPoint (theory component) to be submitted on Google Classroom and checked off by your teacher by the due date. The practical component of the task is to be conducted at school in the following lessons:

Class	Surname A-M	Surname N-Z
8TEB4	TBA	TBA
8TEB5	TBA	TBA
8TEB6	TBA	TBA

The practical submission will be done over two cooking periods. Half the class will cook the first period and the second half will cook in the second 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 the Google Classroom.
- 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 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 the opportunity to develop their independent research skills and ICT capabilities.
- Students will design, communicate and evaluate innovative ideas and creative solutions to the lack of digital resources to help guide teenagers about healthy eating.

## Syllabus Outcomes

**TE4-1DP** designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities.

**TE4-2DP** plans and manages the production of design solutions.

**TE4-3DP** selects and safely applies a broad range of tools, materials and processes in the production of quality projects.

**TE4-6FO** explains how the characteristics and properties of food determine preparation techniques for healthy eating.

## 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.

## 8 Technology Nutrition for Me

Part A: Theory					
Criteria	1	2	3	4	5
<b>First slide</b> <ul style="list-style-type: none"> <li>• <i>Appeal innovatively to an adolescent audience.</i></li> </ul>	- The first slide may not appeal to an adolescent audience or has not be altered from the template provided	- The first slide appeals to an adolescent audience and the template has been altered to improve the design of the slide.	- The first slide appeals to an adolescent audience and includes highly appropriate design features.		
<b>Slide 3: Purpose</b> <ul style="list-style-type: none"> <li>• <i>Explicit purpose is communicated.</i></li> </ul>	- Student has attempted to include or provide a limited purpose statement	- Student has outline, with some detail the purpose of the slideshow in a way that somewhat appeals to an adolescent audience.	- Student has outline, with detailing the purpose of the slideshow in a way that appeals to an adolescent audience.	- Student has describes the purpose of the slideshow in a way that effectively appeals to an adolescent audience.	
<b>Slide 4: Time Plan</b> <ul style="list-style-type: none"> <li>• <i>Time plan is easy to read and follow.</i></li> <li>• <i>Time plan has been applied to reach completion of the slideshow project.</i></li> </ul>	- Student has incomplete time plan including a limited number of activities - Student has not applied the time plan effectively	- Student has included some activities in the time plan - Student has attempted to apply the time plan to complete their project	- Student has included most activities required to complete the project - Student has applied the time plan to a sound standard to support the completion of the project within the given time frame.	- Student has included all relevant activities and applied the time plan in a highly effective manner to support the completion of the project within the given time frame.	

<p><b>Slide 5 - 6</b></p> <ul style="list-style-type: none"> <li>• <i>Adolescent health advice includes:</i> <ul style="list-style-type: none"> <li>- <i>Serving sizes and dietary guidelines outlined for adolescents of all food groups</i></li> <li>- <i>Food sources and suggestions are identified.</i></li> </ul> </li> <li>• <i>Student has used reputable sources to find information.</i></li> </ul>	<p>- Student has attempted to list dietary guidelines for adolescent health or student has included limited reference to 1 or more of the food groups</p> <p>- Student has/has not used reputable sources suggested and may/may not have referenced them on the footnote of the slideshow</p>	<p>- Student has outline recommend servings or identified examples of food source and included some reference to 1 or more of the food groups</p> <p>- Student has used some reputable sources and/or have referenced them on the footnote of the slideshow</p>	<p>- Student has outlined recommended servings or identified examples of food source and included some reference to 1 or more of the food groups related to adolescents</p> <p>- Student has used some reputable sources suggested and has referenced some of them in the footnote of the slideshow.</p>	<p>- Student has outlined recommended servings and identified examples of food source and included references to most of the food groups related to adolescents</p> <p>- Student has used reputable sources suggested and has referenced them on the footnote of the slideshow.</p>	<p>- Student has provided a detailed outline of the recommended servings and identified highly accurate examples of food source and included references to all of the food groups related to adolescents</p> <p>- Student has used highly reputable sources suggested and has referenced them on the footnote of the slideshow.</p>
<p><b>Slide 7</b></p> <ul style="list-style-type: none"> <li>• <i>Recipe design</i></li> </ul>	<p>- 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.</p>	<p>- Recipe was included.</p> <p>- Recipe followed some logical steps.</p> <p>- Recipe provided minimal examples of how the food should be presented.</p>	<p>- Recipe was written clearly.</p> <p>- Recipe followed logical steps.</p> <p>- Recipe provides some examples of how the food should be presented.</p>	<p>- Recipe was written using appropriate terminology.</p> <p>- Recipe was logical and cohesive.</p> <p>- Recipe provided many examples of how the food should be presented.</p>	<p>- Recipe was written in a sophisticated manner with appropriate terminology.</p> <p>- Recipe was logical and cohesive.</p> <p>- Recipe provided several examples of how the food should be presented.</p>
<p><b>Slide 8</b></p> <ul style="list-style-type: none"> <li>• <i>Ingredient Analysis</i></li> </ul>	<p>- Student provides little to no analysis of ingredients.</p>	<p>- Student provides a basis analysis, listing or identifying some of the ingredients</p>	<p>- Student provides a sound analysis, outlining all of the ingredients</p>	<p>- Student provides a detailed and accurate analysis of all ingredients.</p>	<p>- Student provides a comprehensive, highly accurate and expert analysis of all ingredients.</p>

<p><b>Slide 11 - 13</b></p> <ul style="list-style-type: none"> <li>● <i>Fast food recipe included.</i></li> <li>● <i>Modifications have been made to; for</i></li> <li>● <i>Justification for these modifications is sophisticated and adjustments are explicit through the use of supporting annotations.</i></li> </ul>	<ul style="list-style-type: none"> <li>- Fast food recipe not be included.</li> <li>- Student has made a limited number of modifications to the fast food recipe or has listed the modifications with no annotations.</li> </ul>	<ul style="list-style-type: none"> <li>- Fast food recipe included.</li> <li>- Student has made some modifications to the fast food recipe and has rewritten the recipe.</li> <li>- Student has listed the modifications with some annotations.</li> </ul>	<ul style="list-style-type: none"> <li>- Fast food recipe included.</li> <li>- Student has made a few appropriate modifications to the fast food recipe.</li> <li>- Student has outlined the modifications supporting the adjustments with annotations.</li> </ul>	<ul style="list-style-type: none"> <li>- Fast food recipe included.</li> <li>- Student has made multiple appropriate modifications to the fast food recipe.</li> <li>- Student has clarified the modifications supporting the adjustments with clear annotations.</li> </ul>	<ul style="list-style-type: none"> <li>- Fast food recipe included.</li> <li>- Student has made a wide range of highly appropriate modifications to the fast food recipe.</li> <li>- Student has justified the modifications supporting the adjustments with explicit annotations.</li> </ul>
<p><b>Slide 14: Evaluation</b>  <i>Make a judgement on</i></p> <ul style="list-style-type: none"> <li>- <i>function; ease of use,</i></li> <li>- <i>aesthetic appeal for an adolescent audience,</i></li> <li>- <i>suitable content.</i></li> </ul>	<ul style="list-style-type: none"> <li>- Evaluation is not attempted or incomplete.</li> </ul>	<ul style="list-style-type: none"> <li>- Student has sketched in general terms addressing a limited number of areas with some relevant points.</li> </ul>	<ul style="list-style-type: none"> <li>- Student has addressed some of the required areas and provided some reasoning and/or judgement and/or relevant points.</li> </ul>	<ul style="list-style-type: none"> <li>- Student has addressed most areas providing a thorough and well structured, logical judgement providing appropriate reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>- Student has addressed all areas making a sophisticated judgement and providing detailed reasoning.</li> </ul>

**Part B - Practical**

	<b>0 - 2</b>	<b>3 - 4</b>	<b>5 - 6</b>	<b>7 - 8</b>	<b>9 - 10</b>
<b>Practical</b>	<ul style="list-style-type: none"> <li>- Final product is of a limited standard.</li> <li>- Presentation is not evident.</li> <li>- Student selects and employs minimal techniques and equipment.</li> <li>- Personal and environmental hygiene practices are not evident.</li> <li>- Limited organisational skills displayed during the cook.</li> </ul>	<ul style="list-style-type: none"> <li>- Final product is of a basic standard.</li> <li>- Presentation is basic.</li> <li>- Student selects and employs a basic range of different techniques and equipment.</li> <li>- Personal and/or environmental hygiene practices are evident but need to be maintained throughout the whole process.</li> <li>- Some organisational skills displayed during the cook.</li> </ul>	<ul style="list-style-type: none"> <li>- Final product is of a sound standard.</li> <li>- Presentation is sound.</li> <li>- Student selects and employs a number of different techniques and equipment.</li> <li>- Personal and/or environmental hygiene practices are somewhat maintained throughout the process.</li> <li>- Organisational skills displayed but not consistently applied during the cook.</li> </ul>	<ul style="list-style-type: none"> <li>- Final product is of an excellent quality and presented to a high standard.</li> <li>- Student selects and employs appropriate techniques and equipment in a timely manner.</li> <li>- Personal and environmental hygiene practices are maintained throughout the process.</li> <li>- Organisational skills displayed and consistently applied during the cook.</li> </ul>	<ul style="list-style-type: none"> <li>- Final product is of an outstanding quality and presented to a professional standard.</li> <li>- Student selects and employs appropriate techniques and equipment in a professional and timely manner.</li> <li>- Personal and environmental hygiene practices are maintained professionally throughout the process.</li> <li>- Outstanding organisational skills displayed and consistently applied during the cook.</li> </ul>

## 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:
<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 (Theory): / 36

Part B (Practical): / 10

Literacy: / 5

TOTAL: / 40