

Task 1: Hello Eats

Due Date: Friday 12 / 03 / 2021 (Week 7)

Task Distributed: 19 / 02 / 2021

Unit: Food Selection and Health

Task Type: Written and Practical

Task Weighting: 30%

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

You are to create awareness around the food consumption patterns in Australia and the contributing factors that impact what we eat.

You must choose ONE of the following:

- A magazine or blog article (4 pages)
- A videotaped news-style report, like 'The Project' or 'A Current Affair'

To successfully create your content, you will need to report on the following:

1. Investigate the food consumption patterns in Australia. Provide data and statistics to demonstrate your findings
2. Examine and identify the food items that are popular and eaten regularly in Australia in 2019. Provide at least 6 popular items
3. Describe the physical properties of 4 or more popular foods, including their nutritional characteristics e.g. high in protein
4. Investigate the factors that influence why we eat what we eat. Justify your conclusion with 4 or more supporting examples from your research
5. Evaluate if we are eating better or worse than we did in the past. Provide two or more examples, demonstrating your knowledge of the impact of the food we eat on our health
6. Design a safe, nutritious, ready to eat meal that can be easily delivered. Include a recipe that serves 1, you will cook this as your assessment practical at home
7. Include a detailed bibliography

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 magazine/blog article or videotaped report to be submitted in either hard or electronic copy on Friday 12th March by 3pm. The practical component of the task will be conducted at home and photos are to be included with the written component.

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.

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Criteria	E	D	C	B	A
	Limited	Basic	Sound	High	Outstanding
	0-0.5	1	2	3	4
Presentation of content.	<ul style="list-style-type: none"> - Student has submitted an incomplete or incorrect presentation. <p style="text-align: center;">AND/OR</p> <ul style="list-style-type: none"> - Student has presented incorrect information with multiple errors. 	<ul style="list-style-type: none"> - Student has attempted to apply information around food consumption patterns in Australia. 	<ul style="list-style-type: none"> - Student has applied information around food consumption patterns in Australia. - Student has communicated impacts on what we eat. - Presentation is logical and cohesive. 	<ul style="list-style-type: none"> - Student has collected, evaluated and applied information to create awareness around the food consumption patterns in Australia. - Student has communicated the contributing factors that impact what we eat. - Student has used a range of media to appeal to a wide audience. - Presentation is logical and cohesive. 	<ul style="list-style-type: none"> - Student has collected, evaluated and applied information to create awareness around the food consumption patterns in Australia. - Student has used critical and creative thinking strategies to communicate the contributing factors that impact what we eat. - Student has communicated ideas and information using a range of media to capture the attention and appeal to a wide audience. - Presentation is logical and cohesive with great attention to detail.
Investigate the food consumption patterns in Australia. Provide data and statistics to demonstrate your findings.	<ul style="list-style-type: none"> - Student has submitted an incomplete investigation <p style="text-align: center;">AND/OR</p> <ul style="list-style-type: none"> - Student has presented incorrect information with multiple errors. 	<ul style="list-style-type: none"> - Student has attempted to provide information about the food consumption patterns in Australia with minimal clarity. - Student has produced an answer with 5 or more grammar or spelling errors. 	<ul style="list-style-type: none"> - Student has presented research demonstrating the food consumption patterns in Australia. - Student has produced an answer with 3-4 grammar or spelling errors. 	<ul style="list-style-type: none"> - Student has provided accurate data and statistics to support the research. - Student has drawn conclusions regarding the food consumption patterns in Australia with clarity. - Student has produced an answer with less 	<ul style="list-style-type: none"> - Student has planned their research and inquired into the food consumption patterns in Australia. - Student has provided accurate data and statistics to support the research. - Student has drawn clear conclusions

				than 1-2 grammar or spelling errors.	regarding the food consumption patterns in Australia with clarity. - Student has produced a logical and cohesive answer with minimal grammar or spelling errors.
Examine and identify the food items that are popular and eaten regularly in Australia in 2019? Provide at least 6 popular items.	0-1	2-3	4	5	6
	- Student has presented incorrect information with multiple errors.	- Student has listed 3 or more popular/trending food items/ styles of food/cuisines. AND/OR - Student has incorrectly identified 2 or more items.	- Student has named 5 or more popular/trending food items/ styles of food/cuisines.	- Student has correctly recognised and named 6 popular/trending food items/ styles of food/cuisines with clarity.	- Student has inquired into popular food items in a resourceful manner demonstrating critical and creative thinking strategies. - Student has correctly recognised and named 6 popular/trending food items/ styles of food/cuisines with clarity. - Student's answer is logical and cohesive.
Describe the physical properties of 4 or more popular foods, including their nutritional characteristics, for e.g. are they high in protein, vitamins and minerals, carbohydrates or additional ingredients.	0-1	2-3	4-5	6-7	8
	- Student has presented incorrect information with multiple errors.	- Student has listed a number of nutrients in the foods selected without connecting the food to the nutrient accurately.	- Student has correctly identified parts of the food, and the nutrients present in 1-4 foods. - Student has made less than 4 errors in the representation of this information.	- Student has provided characteristics and features of the physical make-up of the food, correctly naming the nutrients present in 4 foods. - Student has made less than 3 errors in the representation of this information and has used reputable sources of information.	- Student has chosen to decompose 4 different popular foods, demonstrating their knowledge of the physical make-up of the food items chosen. - Student has provided characteristics and features of the physical make-up of the food, correctly naming the nutrients present in all 4 foods. - Student has made minimal errors and has presented a logical and cohesive response.

<p>Investigate the factors that influence why we eat what we eat. Justify your conclusion with 4 or more supporting examples from your research.</p>	<p style="text-align: center;">0-1</p> <ul style="list-style-type: none"> - Student has presented an incorrect investigation with multiple errors. 	<p style="text-align: center;">2-3</p> <ul style="list-style-type: none"> - Student has listed influences on food selection, without accurately naming the factors. <p style="text-align: center;">AND/OR</p> <ul style="list-style-type: none"> - Student has presented incorrect research and less than 2 correct examples. 	<p style="text-align: center;">4-5</p> <ul style="list-style-type: none"> - Student has presented information about the factors influencing the food we choose with minimal clarity. - Student has supported the research with less than 3 accurate supporting examples. 	<p style="text-align: center;">6-7</p> <ul style="list-style-type: none"> - Student has researched the factors influencing the food we choose. - Student has supported the research with 4 accurate supporting examples. 	<p style="text-align: center;">8</p> <ul style="list-style-type: none"> - Student has planned their research and inquired into a variety of plausible factors that influence why we eat the food we do. - Student has drawn conclusions about the factors and accurately matched them to supporting examples, justifying the research. - Student has included 4 accurate examples supporting the factors in a logical and cohesive manner.
<p>Evaluate if we are eating better or worse than we did in the past? Provide 2 or more examples, demonstrating your knowledge of the impact of the food we eat on our health</p>	<p style="text-align: center;">0-1</p> <ul style="list-style-type: none"> - Student has presented an incorrect evaluation with multiple errors. 	<p style="text-align: center;">2-3</p> <ul style="list-style-type: none"> - Student has listed aspects of Australian eating habits without providing a judgement based on criteria. - Student has provided less than 2 examples with minimal clarity or with incorrect information. 	<p style="text-align: center;">4-5</p> <ul style="list-style-type: none"> - Student has identified the impact of Australian eating habits without providing a judgement based on criteria. - Student has provided 2 examples with minimal clarity. 	<p style="text-align: center;">6-7</p> <ul style="list-style-type: none"> - Student has made a judgement about Australian eating habits, based on whether we are eating better now or in the past. - Student has provided 2 or more examples supporting their evaluation accurately. 	<p style="text-align: center;">8</p> <ul style="list-style-type: none"> - Student has made a logical judgement about Australian eating habits, based on whether we are eating better now or in the past. - Student has determined the value of the knowledge we have now of the impact of food on our health. - Student has provided 2 or more examples supporting their evaluation accurately and with clarity.

Design a safe, nutritious, ready-to-eat meal that can be easily delivered. Include a recipe that serves 1.	0-1	2-3	4-5	6-7	8
	- Student has not submitted the points/food order sheet or recipe or has done so incorrectly with multiple errors.	- Student has submitted the recipe and point/food order but is not using the ingredients selected appropriately to ensure nutrition.	- Student has submitted the recipe and point/food order with minimal clarity. - Student has attempted to ensure nutrition is part of the development of the recipe.	- Student has submitted a recipe, that may be suitable for a meal kit or meal delivery service. - Student has submitted the recipe and point/food order sheet on time. - Student has selected ingredients that add up to 10-20 points. - Student has prioritised nutrition in the development of the recipe.	- Student has submitted a recipe, suitable for a meal kit or meal delivery service innovatively. - Student has submitted the recipe and point/food order sheet on time. - Student has selected ingredients that add up to 10-20 points. - Student has demonstrated critical and creative thinking in the development of the recipe. - Student has prioritised nutrition in the development of the recipe.
Include a detailed bibliography	0	0.5	1	1.5	2
	Non-attempt	Lists sources used	Lists sources used with some detail	Bibliography written in the correct format with 3-4 relevant sources	Bibliography written in the correct format with 5 or more relevant sources
FEEDBACK:					

2021 Literacy Rubric

LITERACY MARKING CRITERIA	Descriptors				
	1	2	3	4	5
Vocabulary 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.
Punctuation 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.
Sentences 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.
Paragraphs 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.
Text Structure 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.

Part A (Theory): / 42

Part B (Practical): / 8

Literacy: / 5

TOTAL: / 55