	Year 8, Technology Mandatory
Gymea Technology High School INSPIRE. LEARN. SUCCEED.	**Task 1: Fantastic Food** **Due Date**: Monday 15 / 03 / 2021

Task Distributed: 19 / 02 / 2021   **Unit**: Food & Agriculture

Task Type: Research and Practical   **Task Weighting**: 40%

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.

Task Description

Part A: Fantastic Food Communication Tool

Many adolescents struggle to find information that accurately assists them to understand their nutritional requirements. You are going to **develop a communication tool** that will help adolescents understand how to maintain their health.

You can create a website (Wix or Weebly) or a PowerPoint presentation.

Information to be included:

1. **Homepage/First Slide:** Design in a manner that will appeal to your adolescent audience. Ensure the purpose of the webpage/slideshow is communicated here also.

2. **Page 1/Slide 2**: Plan and Manage Time plan of what you expect to achieve and by what date. An excel planning template is available on the scaffold website https://carly862.wixsite.com/techmanyear8 to help you to create this.

3. **Page 2/Slide 2**: Develop Adolescent health advice. Include here information on how many servings of each essential nutrient adolescents should consume. Add information about the function of the nutrient in the body and suggested food sources. Only use reputable sources (Dieticians Association of Australia, Nutrition Australia)

4. **Page 3/Slide 3**: Examine Find a recipe for a fast food you love to consume. Investigate how this recipe can be modified to enhance health benefits, and justify the recipe adjustment. Consider cooking methods and preparation techniques to maintain the nutrients in the food.

5. **Page 4/Slide 4**: Evaluate Your design. How successful will your website/slideshow be in relation to: aesthetic appeal for an adolescent audience, function- ease of use and suitable content.

Students wishing to go above and beyond requirements may like to add meaningful infographics, videos and extra recipes/food facts to their website/slideshow to make it more useful to the audience.

Part B: Practical Task

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

You will be marked on your ability to create an appealing lunchbox, the nutritional value of the lunch, safe food and hygienic handling. The practical component will be completed at home.

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
- **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

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Details of Submission

The successful completion of this task requires your completed PowerPoint Presentation or a link to your website 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 home and photographs included in the PowerPoint or website as evidence of completion.

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 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 design, communicate and evaluate innovative ideas and creative solutions to the lack of digital resources to help guide teenagers about 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.

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Part A: Fantastic Food Communication Tool					
Criteria	**1**	**2**	**3**	**4**	**5**
Home page / First slide • *Appeal innovatively* • *to an adolescent* • *audience.* • *Explicit purpose is communicated.* • *Spelling, grammar,* • *formatting (theme) and technology works effectively.*	- Student has not included a purpose on the webpage /slideshow. - The homepage mayor may not appeal to an adolescent audience. - Student has made a number of spelling, grammar or formatting/ technological issues.	- Student has attempted to communicate the purpose of the webpage/slideshow in a way that would appeal to an adolescent audience. - Student has made a number of spelling, grammar or formatting/technological issues.	- Student has communicated purpose of the webpage/slideshow in a considered way that would appeal to an adolescent audience. - Student has 2-3 spelling, grammar or formatting/ technological issues.	- Student has communicated purpose of the webpage/slideshow in an aesthetically pleasing way that would appeal to an adolescent audience due to its design considerations for the homepage. - Student has 1-2 spelling, grammar or formatting/ technological issues.	- Student has communicated purpose of the webpage/slideshow in an innovative way that would appeal to an adolescent audience due to its creative design choices and homepage solution. - Student has 0-1 spelling, grammar or formatting/ technological issues.
Page 1/Slide 2: Plan and Manage • *Excel spreadsheet has been used to its full capacity, using design features to enhance the aesthetic appeal.* • *Time plan is easy to read and follow.* • *Time plan has been applied to reach completion of the webpage / slideshow project.* • *Spelling, grammar, formatting (theme) and technology works effectively.*	- Student has not included the excel template or parts were incomplete or not attempted. - Student has not applied the time plan and as a result the webpage / slideshow is limited in its efficiency at capturing an adolescent audience. - The time plan if included features many spelling, grammar, formatting or technological errors.	- Student has included the excel template though some parts were incomplete or not attempted. - Student has applied the time plan to complete a basic standard design for the webpage / slideshow. - The time plan features some spelling, grammar, formatting or technological errors.	- Student has included the excel template and the time plan is easy to read. - Student has applied the time plan to complete a sound standard design for the webpage / slideshow. - The time plan features less than 2-3 spelling, grammar, formatting or technological errors.	- Student has utilised features of the excel template to ensure the time plan is easy to read and well designed. - Student has applied the time plan to complete a high standard design for the webpage/ slideshow. - The time plan features less than 1-2 spelling, grammar, formatting or technological errors.	- Student has utilised features of the excel template to ensure the time plan is easy to read and has a contemporary design which matches the website theme. - Student has applied the time plan to complete an innovative design for the webpage / slideshow. - The time plan features less than 0-1 spelling, grammar, formatting or technological errors.
Page 2: Develop • *Adolescent health advice includes:* - *Serving sizes and dietary guidelines*	-Student has attempted to list dietary guidelines for adolescent health. OR	-Student has recalled dietary guidelines for adolescent health. OR	-Student has recalled dietary guidelines for adolescent health. Student has	- Student has outlined all dietary guidelines for adolescent health. - Student has included recommendations for	- Student has explicitly outlined all dietary guidelines for adolescent health. - Student has included

outlined for adolescents of all *macro and micro nutrients.* • *Functions of the nutrients in the body is defined.* - *Food sources and suggestions are described.* • *Student has used reputable sources.* • *Spelling, grammar, formatting (theme)and technology works effectively.*	-Student has included some reference to 1 or more of the macronutrients or micronutrients. OR -Student has mentioned the functions of some macro and micronutrients in the body. OR - Student has named some food sources of macro and micronutrients. - Student has/has not used reputable sources suggested and may/may not have referenced them on the footnote of the webpage/slideshow - Many spelling, grammar, formatting and technology errors are present.	- Student has included some reference to 1 or more of the macronutrients or micronutrients. - Student has mentioned the functions of some macro and micronutrients in the body. - Student has named some food sources of macro and micronutrients. - Student has used mostly reputable sources suggested and may have referenced them on the footnote of the webpage/slideshow - Some spelling, grammar, formatting and technology errors are present.	included some recommendations for the servings of □protein, □carbohydrates, □fats, □vitamins, □water and □minerals. -Student has listed the functions of most macro and micronutrients in the body. -Student has named some food sources of macro and micronutrients. -Student has used reputable sources suggested and has referenced them on the footnote of the webpage/slideshow. - Spelling, grammar, formatting and technology are correct with 2-3 errors.	the servings of □protein, □carbohydrates, □fats, □vitamins, □water and □minerals. Student has defined the functions of most macro and micronutrients in the body. - Student has described some food sources of macro and micronutrients. - Student has used reputable sources suggested and has referenced them on the footnote of the webpage/slideshow. - Spelling, grammar, formatting and technology are correct with 1-2 errors.	Clear recommendations for the servings of □protein, □carbohydrates, □fats, □vitamins, □water and □minerals. Student has defined the functions of all macro and micronutrients in the body. - Student has described many food sources of macro and micronutrients. - Student has used reputable sources suggested and has referenced them on the footnote of the webpage/ slideshow. - Spelling, grammar, formatting and technology are correct with 0-1 errors.
Page 3: Examine • *Fast food recipe included.* • *Modifications have been made to; for* • *Justification for these modifications is sophisticated and adjustments are explicit through the use of supporting annotations.* • *Spelling, grammar, formatting (theme) and technology works effectively.*	- Fast food recipe may or may not be included. - Student has made 0-1 modifications to the fast food recipe. OR - Student has listed the modifications with annotations. - Many spelling, grammar, formatting and technology errors are present.	- Fast food recipe included. - Student has made 0-1 modifications to the fast food recipe and has rewritten the recipe. - Student has listed the modifications with annotations. - Some spelling, grammar, formatting and technology errors are present.	- Fast food recipe included. - Student has made 1-2 modifications to the fast food recipe. - Student has listed the modifications supporting the adjustments with annotations. - Spelling, grammar, formatting and technology are correct with 2-3 errors.	- Fast food recipe included. - Student has made 2-3 modifications to the fast food recipe. - Student has clarified the modifications supporting the adjustments with clear annotations. - Spelling, grammar, formatting and technology are correct with 1-2 errors.	- Fast food recipe included. - Student has made 3-4 modifications to the fast food recipe. - Student has justified the modifications supporting the adjustments with explicit annotations. - Spelling, grammar, formatting and technology are correct • with 0-1 errors.

Page 4: Evaluate					
- *Make a judgement on* - *function; ease of use,* - *aesthetic appeal for an adolescent audience,* - *suitable content.*	- Student has listed 3 or more features such as: □aesthetic appeal to an adolescent audience, □function-ease of use, □suitable content, - Identification is written with less than 5-6 spelling, grammar, formatting and ● technology errors.	- Student has sketched in general terms the features of the design of their webpage/slideshow based on: □aesthetic appeal to an adolescent audience, □function-ease of use, □suitable content, - Outline is written with less than 5-6 spelling, grammar, formatting and technology errors.	- Student has described features of the design of their webpage/slideshow based on: □aesthetic appeal to an adolescent audience, □function-ease of use, □suitable content, - Description is written in a clear manner with less than 2-3 spelling, grammar, formatting and technology errors.	- Student has explained features of the design of their webpage / slideshow based on: □aesthetic appeal to an adolescent audience, □function-ease of use, □suitable content. - Explanation is written in a logical manner with less than 1-2 spelling, grammar, formatting and technology errors.	- Student has made an honest judgement on the design of their webpage/slideshow based on: □aesthetic appeal to an adolescent audience, □function-ease of use, □suitable content, - Judgement is written in a sophisticated manner with clarity and spelling, grammar, formatting and technology are correct with 0-1 errors.
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 featured 4 or more spelling errors.	- Recipe was included. - Recipe followed mostly logical steps. - Recipe provided minimal examples of how the food should be presented. - Recipe featured 3 or more spelling errors.	- Recipe was written clearly. - Recipe followed logical steps. - Recipe provides some examples of how the food should be presented. - Recipe featured 2-3 spelling errors.	- Recipe was written using appropriate terminology. - Recipe was logical and cohesive. - Recipe provided many examples of how the food should be presented. - Recipe featured 1-2 spelling errors.	- 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 featured 0-1 spelling errors.
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.

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 *at least two* 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 (Communication Tool):   / 25   Part B (Practical):   / 10   Literacy: / 5   TOTAL: / 40