

### **Assessment Task Notification**

# RICHMOND RIVER HIGH CAMPUS

Task Number	1	Task Name	Special Dessert
Course	Food Technology	Faculty	TAS
Teacher	Ms Godden	Head Teacher	Ms Godden
Issue date	Week 5 Thurs 29 <sup>th</sup> Feb 2024	Due date	10.1 Prac Week 7 Thurs 14/03/24 10.2 Prac Week 8 Fri 22/03/24 THEORY WEEK 8 Fri 22/03/24
Focus (Topic)	Food For Specific Needs	Task Weighting	25%

#### **Outcomes**

FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product

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

FT5-10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes

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

#### Task description

#### PART 1A - Research Questions and Seven Day Meal Plan Food for Specific Needs

An increasing number of Australians suffer diet related disorders and require specific food needs. Choose **ONE** of the following diet related disorders and answer the research questions provided to you, complete handwritten or digitally via Google Classroom

- Gluten Free
- Lactose Free
- Type 2 Diabetes
- Heart Disease
- Specific Allergies Egg, Peanuts
- OR another Circumstance that leads to the need for a specific food

#### PART 1B

For one specific food need above create a 7-day meal plan to cater for their food needs. Ensure that breakfast, lunch, dinner, snacks, and beverages are included in all days. Task B Template attached and digital template in Google Classroom

#### **PART 2 – Practical**

From your menu (PART 1B) choose ONE DESSERT to cook and present in class time.

• The meal must be a dessert. You will have a double period to prepare, cook, clean and present your Dessert

# Marking Criteria – PART 1A

Criteria	Mark
<ul> <li>Demonstrates a comprehensive understanding of the nutritional needs of their chosen diet related disease/disorder</li> </ul>	18 – 20
<ul> <li>Critically analyses who generally suffers from disease/disorder and factors that contribute/cause it.</li> </ul>	
<ul> <li>Extensively justifies symptoms/effects of chosen diet related disease/disorder</li> </ul>	
Explicitly explains the six main nutrients and their benefits for the chosen diet related	
disease/disorder	
<ul> <li>Provides highly appropriate examples of food choice to prevent or control</li> </ul>	Α
disease/disorder	
<ul> <li>Presents information in a well-structured, appropriately formatted extended response layout.</li> </ul>	
<ul> <li>Outstanding use of format, terminology, grammar, and punctuation</li> </ul>	
Demonstrates a concise understanding of the nutritional needs of their chosen diet related disease/disorder	14 – 17
<ul> <li>Analyses who generally suffers from disease/disorder and factors that contribute/cause it.</li> </ul>	14 1/
<ul> <li>Accurately justifies benefits and consequences of nutritional choices</li> </ul>	
<ul> <li>Clearly explains the six main nutrients and their benefits for the chosen diet related</li> </ul>	
disease/disorder	
<ul> <li>Provides appropriate examples of food choice to prevent or control disease/disorder</li> </ul>	В
Presents information in a well formatted layout	P P
<ul> <li>Excellent use of format, terminology, grammar, and punctuation</li> </ul>	
Demonstrates a satisfactory understanding of the nutritional needs of their chosen diet	9-13
related disease/disorder	
<ul> <li>Incorporates who generally suffers from disease/disorder and factors that</li> </ul>	
contribute/cause it.	
<ul> <li>Discusses benefits and consequences of nutritional choices</li> </ul>	
<ul> <li>Explains the six main nutrients and their benefits</li> </ul>	С
<ul> <li>Provides some appropriate examples of food choices</li> </ul>	
Presents information in a well formatted layout	
Satisfactory use of format, terminology, grammar, and punctuation	
Demonstrates a basic understanding of the nutritional needs of their chosen diet related	
disease/disorder	5-8
<ul> <li>Discusses who generally suffers from disease/disorder and a factor that contribute/cause it.</li> </ul>	
Lists benefits and consequences of nutritional choices     Discusses two three of the main nutrients.	
Discusses two-three of the main nutrients     Provides basis examples of food shaises	
Provides basic examples of food choices     Procents information in a typed layout	D
Presents information in a typed layout      Resigness of terminology, grammar, and punctuation	
Basic use of terminology, grammar, and punctuation	
Demonstrates a limited understanding of the nutritional needs of their	

• Identifies who generally suffers from disease/disorder and a fa	1 – 4 actor that
<ul> <li>contribute/cause it</li> <li>Lists benefits or consequences of nutritional choices</li> <li>Lists zero-one of the main nutrients</li> </ul>	E
Limited use of terminology, grammar, and punctuation	
	Feedback
	<b>-</b> ееараск

# Marking Criteria – Part 1B 7- day Meal Plan

<ul> <li>7-day meal plan completed to an outstanding standard, representing all</li> </ul>	
required nutritional needs	12 – 15
<ul> <li>Thoughtfully considered and incorporated a variety in colour, flavour</li> </ul>	_
and texture into meal plan	Α
<ul> <li>Includes all meals (breakfast, lunch, dinner, snacks, beverages)</li> </ul>	
Meals are suitable and accurately described in excellent detail	
7-day meal plan completed to a high standard, representing all required	
nutritional needs	8 – 11
<ul> <li>Appropriately incorporated a variety in colour, flavour and texture into</li> </ul>	
meal plan	В
<ul> <li>Includes all meals (breakfast, lunch, dinner, snacks, beverages)</li> </ul>	
Meals are suitable and described in good detail	
<ul> <li>7-day meal plan completed to a satisfactory standard, representing all</li> </ul>	
required nutritional needs	5 – 7
<ul> <li>Attempted to incorporate a variety in colour, flavour and texture into</li> </ul>	_
meal plan	С
<ul> <li>Includes all meals (breakfast, lunch, dinner, snacks, beverages)</li> </ul>	
Meals are described in detail	
Meal plan missing days or inconsistent	
<ul> <li>Included basic variety in colour and flavour into meal plan</li> </ul>	2 – 4
<ul> <li>Includes some meals (breakfast, lunch, dinner)</li> </ul>	
Meals are listed, details missing	D
Meal plan is incomplete	
Included limited variety	0-1
Includes limited meals	_
Meals are listed, details incomplete	E
Feedback	

## Marking Criteria – PART 2: Recipe and Practical Assessment

Fully prepared for lesson – ingredients, recipe, apron, leather	er shoes, <b>42 – 50</b>
hygienic (hair tied back, hands washed)	42 30
Recipe includes all components of the brief	
High degree of difficulty and appropriate food choice	Α
Outstanding food skills and techniques used accurately	
<ul> <li>Independent work – no help or advice given</li> </ul>	
Outstanding time management and bench space operation	
	er shoes, <b>30 – 41</b>
Fully prepared for lesson – ingredients, recipe, apron, leather business (hoir tind back, hands washed)	er snoes, <b>30 – 41</b>
hygienic (hair tied back, hands washed)	
Recipe includes all components of the brief	В
Good degree of difficulty and appropriate food choice	
Excellent food skills and techniques used accurately	
Independent work	
Excellent time management and bench space operation	
Display high standards of safety at all times	
<ul> <li>Prepared for lesson – ingredients, recipe, apron, leather sho</li> </ul>	es <b>22 – 29</b>
Recipe includes most components of the brief	
Satisfactory degree of difficulty	С
<ul> <li>Satisfactory food skills and techniques used</li> </ul>	
<ul> <li>Independent work with some assistance</li> </ul>	
<ul> <li>Good time management and bench space operation</li> </ul>	
<ul> <li>Satisfactory hygiene and safety skills used</li> </ul>	
<ul> <li>Unprepared for lesson – missing ingredients, recipe, apron,</li> </ul>	leather <b>11 – 21</b>
shoes	
Recipe does not appropriately meet the brief	_
Basic degree of difficulty	D
Basic food skills used with limited techniques	
Assistance required to complete recipe	
Poor time management and bench space operation	
Poor hygiene and safety skills used	
Unprepared for lesson	0-10
Recipe does not meet the brief	
Limited food skills displayed	
High level of assistance required	E
Poor time management and bench space operation	
Poor hygiene and safety skills used	
, , , , , , , , , , , , , , , , , , , ,	TOTAL /50
TOTAL ASSESSME	•
	1 7.0

Final Assessment Feedback:	