| Task Number | 1 | Task Name | Special Dessert |
| :--- | :--- | :--- | :--- |
| Course | Food Technology | Faculty | TAS |
| Teacher | Ms Godden | Head <br> Teacher | Ms Godden |
| Issue date | Week 5 Thurs 29th Feb 2024 | Due date | 10.1 Prac Week 7 Thurs 14/03/24 <br> 10.2 Prac Week 8 Fri 22/03/24 <br> THEORY WEEK 8 Fri 22/03/24 |
| Focus (Topic) | Food For Specific Needs | Task <br> 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 |
| :---: | :---: |
| - Demonstrates a comprehensive understanding of the nutritional needs of their chosen diet related disease/disorder <br> - Critically analyses who generally suffers from disease/disorder and factors that contribute/cause it. <br> - Extensively justifies symptoms/effects of chosen diet related disease/disorder <br> - Explicitly explains the six main nutrients and their benefits for the chosen diet related disease/disorder <br> - Provides highly appropriate examples of food choice to prevent or control disease/disorder <br> - Presents information in a well-structured, appropriately formatted extended response layout. <br> - Outstanding use of format, terminology, grammar, and punctuation | 18-20 |
| - Demonstrates a concise understanding of the nutritional needs of their chosen diet related disease/disorder <br> - Analyses who generally suffers from disease/disorder and factors that contribute/cause it. <br> - Accurately justifies benefits and consequences of nutritional choices <br> - Clearly explains the six main nutrients and their benefits for the chosen diet related disease/disorder <br> - Provides appropriate examples of food choice to prevent or control disease/disorder <br> - Presents information in a well formatted layout <br> - Excellent use of format, terminology, grammar, and punctuation | 14-17 |
| - Demonstrates a satisfactory understanding of the nutritional needs of their chosen diet related disease/disorder <br> - Incorporates who generally suffers from disease/disorder and factors that contribute/cause it. <br> - Discusses benefits and consequences of nutritional choices <br> - Explains the six main nutrients and their benefits <br> - Provides some appropriate examples of food choices <br> - Presents information in a well formatted layout <br> - Satisfactory use of format, terminology, grammar, and punctuation | 9-13 |
| - Demonstrates a basic understanding of the nutritional needs of their chosen diet related disease/disorder <br> - Discusses who generally suffers from disease/disorder and a factor that contribute/cause it. <br> - Lists benefits and consequences of nutritional choices <br> - Discusses two-three of the main nutrients <br> - Provides basic examples of food choices <br> - Presents information in a typed layout <br> - Basic use of terminology, grammar, and punctuation | 5-8 |
| - Demonstrates a limited understanding of the nutritional needs of their |  |

chosen diet related disease/disorder

- Identifies who generally suffers from disease/disorder and a factor that contribute/cause it
- Lists benefits or consequences of nutritional choices
- Lists zero-one of the main nutrients
- Limited use of terminology, grammar, and punctuation

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1-4
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- 7-day meal plan completed to an outstanding standard, representing all required nutritional needs
- Thoughtfully considered and incorporated a variety in colour, flavour and texture into meal plan
- Includes all meals (breakfast, lunch, dinner, snacks, beverages)
- Meals are suitable and accurately described in excellent detail
- 7-day meal plan completed to a high standard, representing all required nutritional needs
- Appropriately incorporated a variety in colour, flavour and texture into meal plan
- Includes all meals (breakfast, lunch, dinner, snacks, beverages)
- Meals are suitable and described in good detail
- 7-day meal plan completed to a satisfactory standard, representing all required nutritional needs
-7
- Attempted to incorporate a variety in colour, flavour and texture into meal plan
- Includes all meals (breakfast, lunch, dinner, snacks, beverages)
- Meals are described in detail
- Meal plan missing days or inconsistent
- Included basic variety in colour and flavour into meal plan
- Includes some meals (breakfast, lunch, dinner)
- Meals are listed, details missing

D

- Meal plan is incomplete
- Included limited variety
- Includes limited meals
- Meals are listed, details incomplete


## Feedback

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

| - Fully prepared for lesson - ingredients, recipe, apron, leather shoes, hygienic (hair tied back, hands washed) <br> - Recipe includes all components of the brief <br> - High degree of difficulty and appropriate food choice <br> - Outstanding food skills and techniques used accurately <br> - Independent work - no help or advice given <br> - Outstanding time management and bench space operation <br> - Display excellent standards of safety at all times | $42-50$ <br> A |
| :---: | :---: |
| - Fully prepared for lesson - ingredients, recipe, apron, leather shoes, hygienic (hair tied back, hands washed) <br> - Recipe includes all components of the brief <br> - Good degree of difficulty and appropriate food choice <br> - Excellent food skills and techniques used accurately <br> - Independent work <br> - Excellent time management and bench space operation <br> - Display high standards of safety at all times | $30-41$ B |
| - Prepared for lesson - ingredients, recipe, apron, leather shoes <br> - Recipe includes most components of the brief <br> - Satisfactory degree of difficulty <br> - Satisfactory food skills and techniques used <br> - Independent work with some assistance <br> - Good time management and bench space operation <br> - Satisfactory hygiene and safety skills used | $22-29$ C |
| - Unprepared for lesson - missing ingredients, recipe, apron, leather shoes <br> - Recipe does not appropriately meet the brief <br> - Basic degree of difficulty <br> - Basic food skills used with limited techniques <br> - Assistance required to complete recipe <br> - Poor time management and bench space operation <br> - Poor hygiene and safety skills used | $11-21$ <br> D |
| - Unprepared for lesson <br> - Recipe does not meet the brief <br> - Limited food skills displayed <br> - High level of assistance required <br> - Poor time management and bench space operation <br> - Poor hygiene and safety skills used | $0-10$ <br> E |
| TOTAL TOTAL ASSESSMENT MARK | /50 <br> $/ 75$ |

Final Assessment Feedback: $\qquad$

