



**a. Assessment Task Notification**

**RICHMOND RIVER HIGH CAMPUS**

<b>Task Number</b>	1	<b>Task Name</b>	Food in Australia
<b>Course</b>	Food Technology	<b>Faculty</b>	TAS
<b>Teacher</b>	Lisa Godden, Denise Burch	<b>Head Teacher</b>	Lisa Godden
<b>Issue date</b>	Week 5, Term 1 2025	<b>Due date</b>	<b>Food Order and Recipe Due</b> Friday Week 7 Term 1 <b>Research</b> Friday Week 9, Term 1 <b>Practical</b> Week 9, Term 1
<b>Focus (Topic)</b>	Food In Australia	<b>Task Weighting</b>	25%

**Outcomes**

<p><b>FT5 - 8</b> collects, evaluates and applies information from a variety of sources</p> <p><b>FT5 - 9</b> communicates ideas and information using a range of media and appropriate terminology</p> <p><b>FT 5– 10</b> selects and employs appropriate techniques and equipment for a variety of food-specific purposes</p> <p><b>FT5 – 11</b> plans, prepares, presents and evaluates food solutions for specific purposes</p> <p><b>FT5 – 12</b> examines the relationship between food, technology and society</p>
---

**Task description**

<p><b>2. PART A: Research- The influence of culture on Australian Food</b></p> <p><b>3. Using a variety of sources, choose a culture from the list below that is <i>different from your own</i> and research the following:</b></p> <p><b>4.</b> (Submit all the information as a PowerPoint OR complete the scaffolded questions on the Assessment sheet provided to you or similar type of presentation.)</p> <table border="1" data-bbox="205 1720 1417 1854"> <tr> <td>China</td> <td>Italy</td> <td>France</td> <td>India</td> <td>Greece</td> </tr> <tr> <td>Germany</td> <td>Spain</td> <td>Lebanon</td> <td>Vietnam</td> <td>Malaysia</td> </tr> <tr> <td>America</td> <td>Thailand</td> <td>Japan</td> <td>Croatia</td> <td>UK</td> </tr> </table> <p>a) <b>Identify</b> and <b>briefly describe</b> the location and weather conditions and climate that would affect the food production in your chosen country.</p> <p>b) <b>List</b> and <b>describe</b> the main foods/meals and flavourings associated with this culture and any habits and/or festivals celebrated by this culture.</p>	China	Italy	France	India	Greece	Germany	Spain	Lebanon	Vietnam	Malaysia	America	Thailand	Japan	Croatia	UK
China	Italy	France	India	Greece											
Germany	Spain	Lebanon	Vietnam	Malaysia											
America	Thailand	Japan	Croatia	UK											

- c) **Identify** and **explain** TWO preparation techniques and TWO cooking methods used in this culture. (continue to next page)
- d) **Explain** how, when and why this culture's foods were introduced to Australia.
- e) **Explain** how this culture has influenced the eating habits for you, your family and the wider community (for example by introducing certain foods, drinks, spices, dishes, cooking methods, festivals and utensils)

3. Choose ONE of the following bush foods (or your own) and answer the questions below:

- Lemon Myrtle
- Kangaroo
- Wattle Seeds
- Bush Tomato
- Davidson Plum
- Lilly Pilly

- a. **Identify** the native bush food and **describe** its nutritional benefits.
- b. **Identify and describe** traditional and contemporary uses of the native/bush food (e.g. medicinal purposes).
- c. **Describe** the native/bush food and provide details of how it is currently obtained (purchased) and stored.

5. **PART B: Practical (15%)**

**Note: You are able to work in pairs.**

**Choose ONE recipe from the three provided, either Chicken Parmigiana with a simple green salad, Barramundi with a simple green salad OR, Lemonade Scones.**

**Step 1:** Modify the recipe to serve 1 person or 2 if you are working in pairs.

**Step 2:** Replace or substitute at least ONE ingredient or no more than Three ingredients with a Bush Food and/or Bush Food Seasoning, listed below. Follow the correct procedural format and ensure your ingredients work well together..

**YOU CANNOT USE MORE THEN SIX (6) INGREDIENTS IN YOUR RECIPE, this does not including oils, sauces, herbs needed**

- One ingredient must be a Bush Tucker Ingredient
- Must include one Protein source (Max 1 except for scones)

**SUBMIT YOUR FOOD ORDER AND RECIPE BY END OF WEEK 7 TERM 1 2025**

## Marking Guidelines: Theory Part A

<p><b>Outstanding</b></p>	<p>A student:</p> <ul style="list-style-type: none"> <li>• Can correctly locate the country in relation to the world and accurately describe the weather conditions and the climate of the country to an outstanding standard</li> <li>• Provide clear and outstanding reasoning about how food production is affected due to weather conditions/climate</li> <li>• Can identify a wide range of foods, flavorings and meals that are associated with the country to an outstanding standard.</li> <li>• Provide a detailed description of where and how each of these foods, flavorings and meals are eaten</li> <li>• List two (2) or more preparation techniques and / or cooking methods that are associated with the country</li> <li>• Provides an extensive description of how the preparation techniques and/ or cooking methods reflect the types of meals/foods associated with the country</li> <li>• Demonstrates outstanding research skills and presents them in an outstanding manner in PowerPoint or similar presentation</li> <li>• Provides an accurate and outstanding description of the nutritional benefits of the native bush food.</li> <li>• Provide a highly detailed description of the native bush food and clear details of how the food is obtained and appropriately stored.</li> <li>• Provides an extensive list of how the bush food is used in both traditional and contemporary settings.</li> <li>• Designs an outstanding creative recipe that incorporates at least ONE bush food and ONE ingredient commonly used by the chosen culture. The recipe is written correctly, using the correct procedural language and structure.</li> <li>• FOOD ORDER IS SUBMITTED ON TIME IN WEEK 7</li> <li>• Completes practical Assessment to an outstanding standard demonstrating safe and hygienic practices</li> </ul>	<p><b><u>21 - 25</u></b></p>
<p><b>Well-Developed</b></p>	<p>A Student:</p> <ul style="list-style-type: none"> <li>• Broadly locate country in relation to the world</li> <li>• Provides a well-developed description of weather conditions of the country</li> <li>• Provide well-developed reasons for how food production is affected by weather conditions</li> <li>• Can identify some foods, flavourings and meals that are associated with the country to a well-developed standard</li> <li>• Provide well-developed details of where and how some of these foods, flavourings and meals are eaten</li> <li>• Provide a well-developed description of some of the preparation techniques and cooking methods which reflect the types of meals/foods associated with the country</li> <li>• Demonstrates well-developed research skills and presents them in an interesting way in PowerPoint or similar presentation</li> <li>• Provides an accurate and well-developed description of the nutritional benefits of the native bush food.</li> <li>• Provides a well-developed description of the native bush food and clear details of how the food is obtained and appropriately stored.</li> <li>• Provides an extensive list of how the bush food is used in both traditional and contemporary settings.</li> <li>• Designs a highly creative recipe that incorporates at least ONE bush food and ONE ingredient commonly used by the chosen</li> </ul>	<p><b><u>16 - 20</u></b></p>

	<p>culture. The recipe is written correctly, using the correct procedural language and structure.</p> <ul style="list-style-type: none"> <li>• FOOD ORDER IS SUBMITTED ON TIME IN WEEK 7</li> </ul>	
<p><b>Sound</b></p>	<p>A Student:</p> <ul style="list-style-type: none"> <li>• Locate country to a sound level</li> <li>• List some weather conditions</li> <li>• Provide sound reasoning about how food production is affected</li> <li>• Identifies a sound number of foods, flavourings or meals</li> <li>• Provides sound details of where and how each of these foods, flavoring's and meals are eaten</li> <li>• Lists some preparation techniques and/or cooking methods, however may not be associated with the country</li> <li>• Provides a sound description of preparation techniques and/or cooking methods associated with the country</li> <li>• Demonstrates sound research skills and presents them in an interesting way</li> <li>• Provides a sound description of the nutritional benefits of the native bush food.</li> <li>• Provides a sound description of the native bush food and clear details of how the food is obtained and appropriately stored.</li> <li>• Provides a sound list of how the bush food is used in both traditional and contemporary settings.</li> <li>• Designs a sound recipe that incorporates at least ONE bush food and ONE ingredient commonly used by the chosen culture. The recipe is written correctly, using the correct procedural language and structure.</li> <li>• FOOD ORDER IS SUBMITTED ON TIME IN WEEK 7</li> </ul>	<p><b><u>11 - 15</u></b></p>
<p><b>Basic</b></p>	<p>A Student:</p> <ul style="list-style-type: none"> <li>• Locates country to a basic level</li> <li>• List some weather conditions to a basic level</li> <li>• Provides basic reasoning about how food production is affected</li> <li>• Identifies a basic number of foods, flavourings or meals</li> <li>• Provides basic details of where and how each of these foods, flavourings and meals are eaten</li> <li>• Lists some preparation techniques and / or cooking methods, however may not be associated with the country</li> <li>• Provides a basic description of preparation techniques and/or cooking methods associated with the country</li> <li>• Demonstrates basic research skills and presents them in an interesting way</li> <li>• Provides a basic description of the native bush food and clear details of how the food is obtained and appropriately stored.</li> <li>• Provides a basic list of how the bush food is used in both traditional and contemporary settings.</li> <li>• Designs a basic recipe that incorporates at least ONE bush</li> </ul>	<p><b><u>6 - 10</u></b></p>

	<p>food and ONE ingredient commonly used by the chosen culture. The recipe is written correctly, using the correct procedural language and structure.</p> <ul style="list-style-type: none"> <li>FOOD ORDER IS SUBMITTED ON TIME IN WEEK 7</li> </ul>	
<b>Limited (Elementary)</b>	<ul style="list-style-type: none"> <li>Provides and incomplete task or non-serious attempt</li> <li>Provides minimal evidence of understanding of theoretical components or practical skill.</li> <li>Parts are incomplete or not attempted</li> <li>Incomplete recipe</li> <li>Food order <b>not</b> submitted by end of WEEK 7.</li> </ul>	<b><u>0 - 5</u></b>

**Total Theory Mark: \_\_\_\_\_ /25**

**Marking Guidelines: Practical Part B**

<b>Outstanding</b>	<p>A student:          Designs an outstanding creative recipe that incorporates at least ONE bush food and ONE ingredient commonly used by the chosen culture. The recipe is written correctly, using the correct procedural language and structure.          FOOD ORDER IS SUBMITTED ON TIME IN WEEK 7          Completes practical Assessment to an outstanding standard demonstrating safe and hygienic practice</p>	8-10
<b>Well-Developed</b>	<p>A Student:</p> <ul style="list-style-type: none"> <li>Designs a highly creative recipe that incorporates at least ONE bush food and ONE ingredient commonly used by the chosen culture. The recipe is written correctly, using the correct procedural language and structure.</li> <li>FOOD ORDER IS SUBMITTED ON TIME IN WEEK 7</li> </ul>	5-7
<b>Sound</b>	<p>A Student:</p> <ul style="list-style-type: none"> <li>Designs a sound recipe that incorporates at least ONE bush food and ONE ingredient commonly used by the chosen culture. The recipe is written correctly, using the correct procedural language and structure.</li> <li>FOOD ORDER IS SUBMITTED ON TIME IN WEEK 7</li> </ul>	2-4
<b>Basic</b>	<p>A Student:</p> <ul style="list-style-type: none"> <li>Designs a basic recipe that incorporates at least ONE bush food and ONE ingredient commonly used by the chosen culture. The recipe is written correctly, using the correct procedural language and structure.</li> <li>FOOD ORDER IS SUBMITTED ON TIME IN WEEK 7</li> </ul>	2-3

<b>Limited (Elementary)</b>	<ul style="list-style-type: none"><li>• Provides and incomplete task or non-serious attempt</li><li>• Provides minimal evidence of understanding of theoretical components or practical skill.</li><li>• Parts are incomplete or not attempted</li><li>• Incomplete recipe</li><li>• Food order not submitted by end of WEEK 7.</li></ul>	0-1
---------------------------------	---	-----

<b><u>Total Practical Mark =</u>            <u>/10</u></b>
<b><u>Total Mark Theory + Practical =</u>            <u>/35</u></b>

**Teacher Comments:**

---

---

---

---

---