



Year 10 Food Technology Assessment Task 2: Food Equity

Due Date: Monday 1st July 2024 Term 2 Week 10

Submitted Online before 9:00am (CANVAS)

Assessment Name: Aid Agency Case Study Report

Mark A-E

TASK DESCRIPTION:

This assessment task has three sections:

- 1. Part A: ALARM Scaffold**
- 2. Part B: Aid Agency Case Study Report**
- 3. Part C: Ongoing Practical Assessment**

Select an Aid Agency that delivers food assistance and support to communities or individuals, either within Australia or internationally. You are required to prepare a detailed case study report that examines the activities and impact of the selected aid agency by responding to each of the questions below.

Part A: ALARM Scaffold

Complete an ALARM matrix using the attached scaffold before compiling your written report.

Part B: Aid Agency Report 1000-1200 words. (Maximum of 4 pages if you include images)

- 1. Outline** the aid agency's role in providing for individuals and communities. *What types of aid do they provide? What technologies do they utilise to support groups in society? Identify ways that you could assist this aid agency. Provide at least two examples.*
- 2. Investigate** the group(s) that your chosen aid agency predominantly helps. **Describe** the factors that influence/ impact their food choices, considering their specific circumstances and environment.
- 3. Explain** how the factors identified above can impact the overall nutritional value of foods consumed and the overall health of individuals and communities your aid agency assists.
- 4. Evaluate** the role of your chosen aid agency in addressing food insecurity/ malnutrition for the groups identified above.

Report Guidelines:

- **Word Count:** 1000-1200 words. Images may be included as part of your submission (maximum of 4 pages) Size 12 font.
- **Formatting:** The above information must be presented in a typed report and submitted digitally through CANVAS as a word document. **You should use each question as a section heading in your report.**
- **Bibliography:** A bibliography must be included as part of your submission which references each source of information (books, websites, newspaper articles etc) used in the completion of the task. This is to be completed on a separate page and submitted as part of the report. The bibliography does not count towards the page limit or word count. **A minimum of 8 sources of information to be included.**

Part C: Ongoing Practical Assessment

Throughout the duration of the Food Equity unit, you will be assessed during each practical lesson on your ability to:

- Select and safely use food preparation equipment.
- Demonstrate hygienic handling and preparation of food.
- Demonstrate organisational skills and time management.
- Present appealing food products.

SYLLABUS OUTCOMES TO BE ASSESSED:

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

FT-6: Describes the relationship between food consumption, the nutritional value of foods, and the health of individuals and communities

FT-7: Justifies food choices by analysing the factors that influence eating habits

FT-8: collects, evaluates and applies information using a range of media and appropriate terminology

FT-12: Examines the relationship between food, technology, and society

FT-13: Evaluates the impact of activities related to food on the individual, society, and the environment

DIRECTIVES TO BE ASSESSED:

Describe: Provide characteristics and features.

Evaluate: Make a judgement based on criteria. Determine the value of.

Explain: Relate cause and effect. Make the relationships between things evident. Provide why and/or how.

Investigate: Plan, inquire into and draw conclusions about.

Outline: Sketch in general terms; indicate the main features of

ASSESSMENT CRITERIA AND STUDENT CHECKLIST:

Have you:

Part A:

- Completed an ALARM scaffold for your case study report.

Part B:

Written a case study that addresses the following questions:

- Outlined** the aid agency's role in providing for individuals and communities. *What types of aid do they provide? What technologies do they utilise to support groups in society? Identify ways that you could assist this aid agency, provide at least two examples.*
- Investigated** the group(s) that your chosen aid agency predominantly helps.
- Described** the factors that influence/ impact their food choices, considering their specific circumstances and environment.
- Explained** how the factors identified above can impact the overall nutritional value of foods consumed and the overall health of individuals and communities your aid agency assists.
- Evaluated** the role of your chosen aid agency in addressing food insecurity/ malnutrition for the groups identified above.

Marking Criteria

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

Ongoing Practical Assessment	Grade
<ul style="list-style-type: none"> - Consistently produces outstanding food products which are visually appealing. - Demonstrates extensive knowledge of safe and hygienic practices when handling and preparing food items. - Demonstrates outstanding time management skills. - Selects appropriate equipment and applies a range of appropriate cookery techniques. 	Outstanding A
<ul style="list-style-type: none"> - Produces high-quality food products which are visually appealing. - Demonstrates thorough knowledge of safe and hygienic practices when handling and preparing food items. - Demonstrates time management skills. - Selects appropriate equipment and applies appropriate cookery techniques. 	High B
<ul style="list-style-type: none"> - Student produces a satisfactory food products that are visually appealing. - Demonstrates sound knowledge of safe and hygienic practices when handling and preparing food items. - Demonstrates some time management skills. - Selects some appropriate equipment and demonstrates some appropriate cookery techniques. 	Sound C
<ul style="list-style-type: none"> - Demonstrates a basic/ understanding of food preparation techniques. - Some unsafe and or unhygienic practices demonstrated when handling and preparing food items. - Selects some inappropriate equipment when preparing food products. 	Basic D
<ul style="list-style-type: none"> - Practical tasks not attempted. - Food products do not meet the requirements of the task. 	Limited E

FT-6: Describes the relationship between food consumption, the nutritional value of foods, and the health of individuals and communities

Explain how the factors identified above can impact the overall nutritional value of foods consumed and the overall health of individuals and communities your aid agency assists.	Grade
<ul style="list-style-type: none"> - Provides a detailed and comprehensive explanation of how the factors identified above can impact the overall nutritional value of foods consumed and the overall health of individuals and communities the chosen aid agency assists. - Response supported through the use of specific examples. 	Outstanding A
<ul style="list-style-type: none"> - Provides a thorough explanation of how the identified factors above can impact the overall nutritional value of foods consumed and the overall health of individuals and communities the chosen agency assists. - Response supported through the use of examples. 	High B
<ul style="list-style-type: none"> - Provides a satisfactory explanation of how the identified factors can impact the overall nutritional value of foods consumed and the overall health of individuals and communities the chosen agency assists. - Refers to specific examples in response. 	Sound C
<ul style="list-style-type: none"> - Provides a basic explanation of how the identified factors impact the overall nutritional value of foods consumed and/or the overall health of individuals and communities the chosen agency assists. 	Basic D
<ul style="list-style-type: none"> - Provides a limited explanation of how factors identified impact the overall nutritional value of foods consumed and/or the overall health of individuals and communities the chosen agency assists. - Question incomplete not attempted. 	Limited E

FT-7: Justifies food choices by analysing the factors that influence eating habits

Investigate the group(s) that your chosen aid agency predominantly helps. Describe the factors that influence/ impact their food choices, considering their specific circumstances and environment.	Grade
<ul style="list-style-type: none"> - Comprehensively investigates the group(s) that the chosen aid agency predominantly helps. - Provides a detailed description of the factors that influence/ impact their food choices, considering their specific circumstances and environment. 	Outstanding A
<ul style="list-style-type: none"> - Thoroughly investigates the group(s) that chosen aid agency predominantly helps. - Provides a clear description of the factors that influence/ impact their food choices, considering their specific circumstances and environment. 	High B
<ul style="list-style-type: none"> - Investigates the group(s) that chosen aid agency predominantly helps. - Describes the factors that influence/ impact their food choices, considering their specific circumstances and environment. 	Sound C
<ul style="list-style-type: none"> - Provides a basic investigation of the group(s) that chosen aid agency predominantly helps. - Identifies some factors that influence/ impact their food choices. 	Basic D
<ul style="list-style-type: none"> - Provides a limited investigation of the group(s) that chosen aid agency predominantly helps. - Question incomplete not attempted. 	Limited E

FT-8 collects, evaluates and applies information using a range of media and appropriate terminology

Alarm Scaffold & Bibliography	Grade
<ul style="list-style-type: none"> - ALARM Scaffold is completed with an extensive level of information and effectively communicates complex ideas and information. - Response demonstrates extensive knowledge of the work and activities carried out by an aid agency. - Evidence of a variety of data sources - Bibliography complete with no errors. 	Outstanding A
<ul style="list-style-type: none"> - ALARM Scaffold is completed thoroughly and clearly communicates complex ideas and information. - Response demonstrates thorough knowledge of the work and activities carried out by an aid agency. - Evidence of a variety of data sources – Bibliography complete. 	High B
<ul style="list-style-type: none"> - ALARM Scaffold is complete and demonstrates skills in selecting and integrating information and communicating relevant ideas in an appropriate manner. - Response demonstrates a sound understanding of the work and activities carried out by an aid agency. - Evidence of some data sources - Bibliography mostly complete. 	Sound C
<ul style="list-style-type: none"> - ALARM Scaffold is mostly complete and demonstrates basic skills in selecting and using information and communicating ideas in a descriptive manner. - Response demonstrates a basic understanding of the work and activities carried out by an aid agency. - Little use of factual material to support generalisations. - Limited/ Incomplete Bibliography 	Basic D
<ul style="list-style-type: none"> - ALARM matrix scaffold contains limited information related to the task. - Has few to no relevant points in answer. - No bibliography. 	Limited E

FT-12: Examines the relationship between food, technology, and society

Outline the aid agency's role in providing for individuals and communities	Grade
<ul style="list-style-type: none"> - Provides a clear and comprehensive outline of the aid agency's role in providing for individuals and communities. - Provides relevant information related to the types of aid provided, types of technologies that are utilised by your chosen agency and two or more examples of how an individual could assist the aid agency. 	<p>Outstanding</p> <p>A</p>
<ul style="list-style-type: none"> - Provides a thorough outline of the aid agency's role in providing for individuals and communities. - Provides information related to the types of aid provided, types of technologies that are utilised by your chosen agency and two or more examples of how an individual could assist the aid agency. 	<p>High</p> <p>B</p>
<ul style="list-style-type: none"> - Provides a sound outline of the aid agency's role in providing for individuals and communities. - Provides information related to the types of aid provided and or types of technologies that are utilised by your chosen agency and or two or more examples of how an individual could assist the aid agency. 	<p>Sound</p> <p>C</p>
<ul style="list-style-type: none"> - Provides a basic outline of the aid agency's role in providing for individuals and communities. - Provides information related to the types of aid provided or types of technologies that are utilised by your chosen agency or two or more examples of how an individual could assist the aid agency. 	<p>Basic</p> <p>D</p>
<ul style="list-style-type: none"> - Provides a limited outline of the aid agency's role in providing for individuals and communities. - Question incomplete not attempted. 	<p>Limited</p> <p>E</p>

FT-13: Evaluates the impact of activities related to food on the individual, society, and the environment

Evaluate the role of your chosen aid agency in addressing food insecurity/ malnutrition for the groups identified above.	Grade
<ul style="list-style-type: none"> - Presents a comprehensive and detailed evaluation of chosen aid agencies ability to address food insecurity/ malnutrition for the groups identified above. - Response clearly references and evaluates the suitability strategies and programs the agency uses to combat malnutrition/ food insecurity. 	<p>Outstanding</p> <p>A</p>
<ul style="list-style-type: none"> - Presents a thorough evaluation of chosen aid agencies ability to address food insecurity/ malnutrition for the groups identified above. - Response references a variety of strategies and programs the agency uses to combat malnutrition/ food insecurity. 	<p>High</p> <p>B</p>
<ul style="list-style-type: none"> - Presents a sound evaluation of chosen aid agencies ability to address food insecurity/ malnutrition for the groups identified above. - Response references a strategy and/or programs the agency uses to combat malnutrition/ food insecurity. 	<p>Sound</p> <p>C</p>
<ul style="list-style-type: none"> - Presents a basic description of chosen aid agencies ability to address food insecurity/ malnutrition for the groups identified above. - Identifies a strategy and/or programs the agency uses to combat malnutrition/ food insecurity. 	<p>Basic</p> <p>D</p>
<ul style="list-style-type: none"> - Limited reference to the role of your chosen aid agency in addressing food insecurity/ malnutrition for the groups identified above. - Question incomplete or not attempted. 	<p>Limited</p> <p>E</p>

<p>1. Outline the aid agency's role in providing for individuals and communities.</p> <p>Outline: Sketch in general terms; indicate the main features of</p>	<p>What types of aid does your chosen agency provide? (Only a brief outline this will be spoken about in more detail in question 4). This could include the distribution of supplies or relief during emergencies, healthcare services, education, clean water and sanitation, shelter or housing, or economic support. What technologies do they utilise to support groups in society? Outline the types of technologies that are utilised by your chosen agency to assist them in helping others. Identify ways that you could assist this aid agency. Provide at least two examples. How can you as an individual assist this agency or organisation?</p>
<p>2. Investigate the group(s) that your chosen aid agency predominantly helps. Describe the factors that influence/ impact their food choices, considering their specific circumstances and environment.</p> <p>Investigate: Plan, inquire into and draw conclusions about. Describe: Provide characteristics and features.</p>	<p>Investigate who the main groups in society that your aid agency assists are . For example, your aid agency might focus on children, women, rural communities, refugees, or any other specific group the agency targets. Provide details about these groups, such as their demographics, geographic locations, and economic statuses. Describe the various factors that impact the food choices of these groups. This could include:</p> <ul style="list-style-type: none"> • Economic Factors: How income levels and employment status affect what foods they can afford and access. • Environmental Factors: How the climate, agricultural conditions, and whether they live in urban or rural areas impact the availability and types of food they can consume. • Cultural Factors: How traditional diets, cultural food preferences, and religious dietary restrictions influence their food choices. • Political and Social Factors: How government policies, conflicts, and displacement affect their food security and access to nutritious foods. <p>Take into account any unique conditions or environments that these groups live in. This might include frequent natural disasters, ongoing conflicts, poor infrastructure (housing or access to facilities to transport store or prepare food), and how these factors specifically affect their ability to choose and access nutritious food.</p>
<p>3. Explain how the factors identified above can impact the overall nutritional value of foods consumed and the overall health of individuals and communities your aid agency assists.</p> <p>Explain: Relate cause and effect. Make the relationships between things evident. Provide why and/or how.</p>	<p>This question is asking you to explain (cause and effect) the specific ways in which the various identified factors (economic, environmental, cultural, political, social, and specific circumstances) you spoke about above influence the quality of the diet (nutritional value of foods) and the health outcomes of the people and communities that your aid agency helps. You should consider:</p> <ul style="list-style-type: none"> • Malnutrition: Describe how limited access to nutritious food leads to malnutrition and associated health problems. • Chronic Diseases: Discuss how poor diet quality contributes to chronic diseases like obesity, diabetes, and heart disease. • Immune Function: Explain how nutrient deficiencies weaken immune systems, making individuals more susceptible to infections and illnesses. • Growth and Development: Highlight the impact on children's growth and cognitive development due to poor nutrition. • General Wellbeing: Consider the overall physical and mental health outcomes of communities with limited access to nutritious food.

4. Evaluate the role of your chosen aid agency in addressing malnutrition for the groups identified above.

Evaluate the role of your chosen aid agency in addressing food insecurity/ malnutrition for the groups identified above

This question asks you to evaluate (make a judgement) on how effectively your chosen aid agency assists with food insecurity or malnutrition within the specific groups it helps. You need to consider the strategies and programs the agency employs, the technologies it uses, and the overall impact of its efforts on improving nutrition and reducing malnutrition among these groups. Specifically, you should:

- Describe the strategies and programs the agency uses to combat malnutrition/ food insecurity.
- Evaluate the effectiveness of these efforts in improving the nutritional status of the group's insecurity.
- Consider any challenges or limitations the agency faces in addressing malnutrition/ insecurity.