

PICTON HIGH SCHOOL

Creating Opportunities Achieving Success



Year 9 Food Technology- Assessment Task 2: Food Selection and Health

Due Date: Thursday 25th July 2024 Term 3 Week 1

Part A: Educational Resource: Submitted on CANVAS or handed in to classroom teacher.

Meal Plan and Analysis: Submitted on CANVAS using template.

Assessment Name: Healthy Digestion

Mark A-E

TASK DESCRIPTION:

This assessment task has three sections:

- **Part A: Educational Resource**
- **Part B: Meal Plan & Nutritional Analysis**
- **Part C: Ongoing Practical Assessment**
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Part A: Educational Resource

You have been hired by "Healthy Harold" to create an interactive resource that could be used during a presentation on how food is digested by the body to year seven and eight students.

Using the ALARM scaffold completed in class; **construct** a visual educational resource that can be used to educate year 7 & 8 students about the function of each organ in the digestive system and how food is digested and absorbed into the body.

Choose one of the following options to showcase your information.

- Interactive poster
- 3D model
- Video – Multimedia presentation
- Other method – To be negotiated with teacher.

Your educational resource needs to:

- **Identify** the major organs of the digestive system.
- **Describe** the function of each organ within the digestive system.
- **Explain** how nutrients are broken down and absorbed into the body (Carbohydrates, protein, lipids)
- **Analyse** the role of the active non nutrient dietary fibre in promoting good health.

Part B: Meal Plan & Nutritional Analysis

Using the template provided on CANVAS:

Create a daily meal plan for an adolescent which meets the requirements of the Australian Dietary Guidelines recommendations.

Meal Plan

| | Grains | Vegetables | Fruit | Milk/ Yoghurt/ Cheese | Meat/Alternatives |
|----------------------|----------|------------|----------|-----------------------|-------------------|
| Boys (14-18) | 7 serves | 5½ serves | 2 serves | 3½ serves | 2½ serves |
| Girls (14-18) | 7 serves | 5 serves | 2 serves | 3½ serves | 2½ serves |

Your meal plan should:

- Include food items for Breakfast, Morning Snack, Lunch, Afternoon Snack, Dinner, After Dinner Snack.
- Include the weight or portion size of each ingredient used within your meal plan.
- **Identify** the food group and number of serves from each food group for each food item.

Nutritional Analysis

- **Identify** the ingredients that contain the following nutrients within your meal plan.
 - The sources of carbohydrates
 - The sources of protein
 - The sources of lipids
 - The sources of water
 - 2 named vitamins
 - 2 named minerals
- **Describe** the function within the body of each nutrient identified above. (Carbohydrates, protein, lipids, water, two types of vitamins and two types of minerals)
- **Evaluate** the overall nutritional value of your meal plan.

Part C: Ongoing Practical Assessment

Throughout the duration of the Food Selection and Health unit you will be assessed during your classes allocated practical lesson on your ability to:

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

SYLLABUS OUTCOMES TO BE ASSESSED:

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

FT - 3 Describes the physical and chemical properties of a variety of foods

FT - 9 Communicates ideas and information using a range of media and appropriate terminology

FT - 11 Plans, prepares, presents and evaluates food solutions for specific purposes

DIRECTIVES TO BE ASSESSED:

Construct – make, build, put together items or arguments.

Describe - Provide characteristics and features

Evaluate – Make a judgment based on criteria

Explain - Relate cause and effect; make the relationships between things evident; provide why and/or how

Identify -Recognise and name

Outline - Sketch in general terms; indicate them main features

STUDENT CHECKLIST-

Have you:

Part A:

Created a student interactive resource that:

- Identifies the major organs of the digestive system.
- Describes the function of each organ within the digestive system.
- Explains how nutrients are broken down and absorbed into the body (Carbohydrates, protein, lipids)
- Discusses the role of the active non nutrient dietary fibre in promoting good health.

Part B:

Meal Plan

- Developed a meal plan that includes food items for Breakfast, Morning Snack, Lunch, Afternoon Snack, Dinner, After Dinner Snack.
- Included the weight or portion size of each ingredient used within your meal plan.
- Identified** the food group and number of serves from each food group for each food item.

Analysis

Identified the ingredients that contain the following nutrients within your meal plan.

- The sources of carbohydrates
- The sources of protein
- The sources of lipids
- The sources of water
- 2 named vitamins
- 2 named minerals
- Described** the function within the body of each nutrient identified above. (Carbohydrates, protein, lipids, water, two types of vitamins and two types of minerals)
- Evaluated the overall nutritional value of your meal plan. Make a judgment on the overall nutritional value of your meal plan.

| Part A – Educational Resource (FT-3) | Mark/Grade |
|--|---|
| <ul style="list-style-type: none"> - Showcased ideas and information dynamically using appropriate creative technology and terminology using language techniques to appeal to audience - Clearly identifies the major organs of the digestive system. - Provides a concise detailed and description of the functions of each organ of the digestive system. - Provides a detailed explanation of how each nutrient (Carbohydrates, Protein, Lipids) are digested and absorbed into the body. - Provides a detailed analysis of the role of the active non nutrient dietary fibre in promoting good health | <p style="text-align: center;">Outstanding</p> <p style="text-align: center;">A</p> |
| <ul style="list-style-type: none"> - Showcased ideas and information in an appealing manner using appropriate technology and terminology using language techniques to appeal to audience. - Clearly identifies the major organs of the digestive system. - Clearly describes of the function of each organ of the digestive system. - Explains how each nutrient (Carbohydrates, Protein, Lipids) are digested and absorbed into the body. - Analyses the role of the active non nutrient dietary fibre in promoting good health. | <p style="text-align: center;">High</p> <p style="text-align: center;">B</p> |
| <ul style="list-style-type: none"> - Showcased ideas and information using appropriate technology and terminology. - Identifies some of the major organs of the digestive system. - Identifies/lists the functions of each organ of the digestive system. - Describes how each nutrient (Carbohydrates, Protein, Lipids) are digested and absorbed into the body. - Describes the role of the active non nutrient dietary fibre in promoting good health. | <p style="text-align: center;">Sound</p> <p style="text-align: center;">C</p> |
| <ul style="list-style-type: none"> - Shares some ideas and/or information using appropriate technology. - Provides some information related to the major organs of the digestive system. - Provides some information related to the functions of the components of digestive system - Identifies some information related to how each nutrient (Carbohydrates, Protein, Lipids) are digested and absorbed into the body. - Identifies some of the roles of the active non nutrient dietary fibre in promoting good health | <p style="text-align: center;">Basic</p> <p style="text-align: center;">D</p> |
| <ul style="list-style-type: none"> - Some sections of the digestive system are included – however a lot of detail is missing or incomplete. - Completely irrelevant information - Large amounts of generalisations. - Section missing or submitted mostly incomplete. | <p style="text-align: center;">Limited</p> <p style="text-align: center;">E</p> |

FT - 11 Plans, prepares, presents and evaluates food solutions for specific purposes

| Part B- Meal Plan & Analysis (FT-11) | Mark/Grade |
|---|---|
| <ul style="list-style-type: none"> - Presents an outstanding meal plan for an adolescent which meets the requirements of the Australian Guide to Healthy Eating. - Include food items for Breakfast, Morning Snack, Lunch, Afternoon Snack, Dinner, After Dinner Snack. - Include the weight or portion size of each ingredient used within your meal plan. - Clearly identifies the food group and number of serves from each food group for each food item. - Identifies multiple sources of each type of nutrient. - Provides a detailed description of the role of each nutrient in the body. - Provides a clear and detailed evaluation of the impact of eating the dish regularly. | <p style="text-align: center;">Outstanding</p> <p style="text-align: center;">A</p> |
| <ul style="list-style-type: none"> - Presents a thorough meal plan for an adolescent which meets the requirements of the Australian Guide to Healthy Eating. - Include food items for Breakfast, Morning Snack, Lunch, Afternoon Snack, Dinner, After Dinner Snack. - Include the weight or portion size of each ingredient used within your meal plan. - Identifies the food group and number of serves from each food group for each food item. - Identifies sources from each category of nutrients. - Provides a description of the role of each nutrient in the body. - Describes the impact of eating the dish regularly. | <p style="text-align: center;">High</p> <p style="text-align: center;">B</p> |
| <ul style="list-style-type: none"> - Presents a complete meal plan for an adolescent which meets the requirements of the Australian Guide to Healthy Eating. - Include food items for Breakfast, Morning Snack, Lunch, Afternoon Snack, Dinner, After Dinner Snack. - Includes some of the weights or portion sizes of each ingredient used within your meal plan. - Identifies some sources of nutrients correctly. - Identifies the role of nutrients within the body. - Lists some of the impacts of eating the dish regularly. | <p style="text-align: center;">Sound</p> <p style="text-align: center;">C</p> |
| <ul style="list-style-type: none"> - Presents a basic meal plan for an adolescent which meets the requirements of the Australian Guide to Healthy Eating. - Include some food items for Breakfast, Morning Snack, Lunch, Afternoon Snack, Dinner, After Dinner Snack. - Identifies possible weight or portion size of each ingredient used within your meal plan. - Identifies some sources from each category of nutrients. - Identifies the role of some nutrients within the body. - Identifies an impact of eating the dish regularly. - Some sections incomplete/ missing/contains errors. | <p style="text-align: center;">Basic</p> <p style="text-align: center;">D</p> |
| <ul style="list-style-type: none"> - Presents a limited or incomplete meal plan missing large amounts of information. - Incomplete analysis submitted. - Section missing. | <p style="text-align: center;">Limited</p> <p style="text-align: center;">E</p> |

| Part C: Ongoing Practical Assessment (FT-1) | Mark/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 satisfactory food products which 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 B |
| <ul style="list-style-type: none"> - Practical tasks not attempted. - Food products do not meet the requirements of the task. | Limited E |

| | Name and Identify What are the main components/elements of the topic/ or the steps /stages of the process | Define/Describe Each feature or component. What is it? What are the properties? | Explain How and Why? Cause and Effect of each feature/ component/ stage | Analyse What is the effect and impact. |
|--|---|--|---|--|
| 1. Identify the major organs of the digestive system. | | | | |
| 2. Describe the function of each organ in the digestive system. | | | | |

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|--|--|--|--|--|
| <p>3. Explain how nutrients are broken down and absorbed into the body (Carbohydrates, protein, lipids)</p> | | | | |
| <p>4. Analyse the role of the active non nutrient dietary fibre in promoting good health</p> | | | | |

Check your assessment booklet for the PHS Assessment Policy