

# PICTON HIGH SCHOOL

Creating Opportunities Achieving Success



## Year 10 Food Technology - Food Equity Assessment Task

<b>Due Date: Friday 22 May 2020 3:10pm</b> (Term 2 Week 4)	<b>Assessment Name: THE HUNGER CASE</b>
<b>Mark: /50</b>	<b>Weighting: 25%</b>

### SYLLABUS OUTCOMES TO BE ASSESSED:

**FT5-6** describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities

**FT511** plans, prepares, presents and evaluates food solutions for specific purposes

**FT5-13** evaluates the impact of activities related to food on the individual, society and the environment

### DIRECTIVES TO BE ASSESSED:

**Identify:** Recognise and name

**Apply:** Use, utilise, employ in a particular situation

**Demonstrate:** Show by example

**Describe:** Provide characteristics and features

**Discuss:** Identify issues and provide points for and/or against

**Evaluate:** Make a judgement based on criteria; determine the value of

### TASK DESCRIPTION: *The Hunger Case*

**Case Number:** HC05/04/01/3654

**Incident:** Inadequate access to food

**Evidence:**

The world produces enough food to feed all 7.5 billion people.

Despite this, 1 in 9 people around the world go hungry each day.

New evidence continues to signal that the number of hungry people in the world is growing.

Limited progress is also being made in addressing the multiple forms of malnutrition, ranging from child stunting to adult obesity, putting the health of hundreds of millions of people at risk.

**Record the aid agency  
that you chose:**

\_\_\_\_\_

## Food Equity Detective: Hunger Investigation Department (SCAFFOLD)

Investigate the aid agency you have received to better understand inadequate access to food. **Compile a report using the scaffold provided to present your findings.**

- |   |  |            |
|---|--|------------|
|     | <b>1.</b> Describe your chosen aid agency. Identify whether they help individuals and societies here in Australia or internationally.  | /6         |
|    | <b>2.</b> Discuss the aid agencies role. Include in your answer: <ul style="list-style-type: none"><li>• What do they do?</li><li>• Who do they help?</li><li>• What specific needs do they meet?</li><li>• Identify potential issues <u>for</u> and/or <u>against</u> the aid agency assisting individuals and communities. Ensure you support your answer with examples.</li></ul> | /12        |
|    | <b>3.</b> Investigate the group that your aid agency predominantly helps. Provide 4 or more examples of the circumstances which have contributed to their situation.   | /8         |
|    | <b>4.</b> Identify ways that you can help the aid agency. Provide at least two examples.   | /4         |
|  | <b>5.</b> Brainstorm a variety of suitable nutritious snacks that you could serve to the group your agency provides for. Suggest 8 or more nourishing examples.  | /8         |
|  | <b>6.</b> Design a recipe for a nutritious, inexpensive, suitable snack idea that could improve the health of the group.   | /8         |
|  | <b>7.</b> Evaluate the impact of producing this snack for the group at risk. Provide at least two examples demonstrating the importance of nutrition and health for the community.   | /4         |
|   | <b>TOTAL</b>   | <b>/50</b> |

**Assessment Task Two:** Food Equity  
*Food Equity Detective: The Hunger Case*

**Student Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_

**PART A:** The Hunger Case

<i>Outcomes and specific dot points</i>	<b>OUTSTANDING</b>	<b>HIGH</b>	<b>SOUND</b>	<b>BASIC</b>	<b>LIMITED</b>
<i>Circle mark earned →</i>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3 - 2</b>	<b>1 - 0</b>
<p>› describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities <b>FT5-6</b></p> <p>• identify a range of local and global aid agencies 🌐 🗺️ ⭐</p> <p><b>1. Describe your chosen aid agency. Identify whether they help individuals and societies here in Australia or internationally.</b></p>	<ul style="list-style-type: none"> <li>- Student has provided characteristics and features of the aid agency comprehensively and with clear details.</li> <li>- Student has recognised and named whether the agency assists in Australia only, or whether they are a global agency.</li> <li>- Student has produced a logical and cohesive answer with minimal grammar or spelling errors.</li> </ul>	<ul style="list-style-type: none"> <li>- Student has provided characteristics and features of the aid agency.</li> <li>- Student has recognised OR named whether the agency assists in Australia only, or whether they are a global agency.</li> <li>- Student has produced an answer with 1-2 grammar or spelling errors.</li> </ul>	<ul style="list-style-type: none"> <li>- Student has identified the aid agency.</li> <li>- Student has attempted to answer whether the agency assists in Australia only, or whether they are a global agency.</li> <li>- Student has produced an answer with 3-4 grammar or spelling errors.</li> </ul>	<ul style="list-style-type: none"> <li>- Student has identified the aid agency without detail.</li> <li>- Student has provided an unclear response on where the agency operates OR student has provided incorrect information.</li> <li>- Student has produced an answer with 4 or more grammar or spelling errors.</li> </ul>	<ul style="list-style-type: none"> <li>- Student has submitted an incomplete description of the aid agency and where they operate in the world. AND/OR</li> <li>- Student has presented incorrect information with multiple errors.</li> </ul>
<i>Circle mark earned →</i>	<b>12 - 11</b>	<b>10 - 9</b>	<b>8 - 6</b>	<b>5 - 3</b>	<b>2 - 0</b>
<p>› evaluates the impact of activities related to food on the individual, society and the environment <b>FT5-13</b></p> <p>• discuss the role of</p>	<ul style="list-style-type: none"> <li>- Student has identified issues for and/or against the aid agencies operations and activities. Student has demonstrated</li> </ul>	<ul style="list-style-type: none"> <li>- Student has demonstrated a clear understanding of what the agency does.</li> </ul>	<ul style="list-style-type: none"> <li>- Student has demonstrated an understanding of what the agency does.</li> </ul>	<ul style="list-style-type: none"> <li>- Student has demonstrated some understanding of what the agency does.</li> </ul>	<ul style="list-style-type: none"> <li>- Student has submitted an incomplete discussion of the aid agency and what they do.</li> </ul>

<p>aid agencies in providing individual and community assistance, for example: ⚙️ ⚙️</p> <ul style="list-style-type: none"> <li>- emergency relief</li> <li>- psychological and social support</li> <li>- financial assistance</li> <li>- education</li> </ul> <p><b>2. Discuss the aid agencies role in providing for individuals and communities. Identify issues for and/or against the aid agencies assistance in your answer. What do they do? Who do they help? What specific needs do they meet?</b></p>	<p>a clear understanding of what the agency does.</p> <ul style="list-style-type: none"> <li>- Student has identified the group at risk who are helped by the agency.</li> <li>- Student has stated the specific needs that the agency assists with. Issues for and against the support were raised in a balanced, comprehensive manner.</li> <li>- Student has provided correct examples in their answer.</li> <li>- Student has produced a logical and cohesive answer with minimal grammar or spelling errors.</li> </ul>	<ul style="list-style-type: none"> <li>- Student has identified the group at risk who are helped by the agency.</li> <li>- Student has stated the specific needs that the agency assists with.</li> <li>- Student has provided correct examples in their answer.</li> <li>- Student has produced an answer with 1-2 grammar or spelling errors.</li> </ul>	<ul style="list-style-type: none"> <li>- Student has named the group at risk who are helped by the agency.</li> <li>- Student has stated some of the specific needs that the agency assists with.</li> <li>- Student has produced an answer with 3-4 grammar or spelling errors.</li> </ul>	<ul style="list-style-type: none"> <li>- Student has named the group at risk who are helped by the agency with some errors.</li> <li>- Student has stated some of the specific needs that the agency assists with.</li> <li>- Student has produced an answer with 4 or more grammar or spelling errors.</li> </ul>	<p>AND/OR</p> <ul style="list-style-type: none"> <li>- Student has presented incorrect information with multiple errors.</li> </ul>
<p>Circle mark earned →</p>	<p style="text-align: center;"><b>8</b></p>	<p style="text-align: center;"><b>7 - 6</b></p>	<p style="text-align: center;"><b>5 - 4</b></p>	<p style="text-align: center;"><b>3 - 2</b></p>	<p style="text-align: center;"><b>1-0</b></p>
<p>› describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities <b>FT5-6</b></p>	<ul style="list-style-type: none"> <li>- Student has planned their research and inquired into the group that is predominantly helped by the agency.</li> <li>- Student has drawn clear conclusions and provided at least 4 logical examples; describing the</li> </ul>	<ul style="list-style-type: none"> <li>- Student has identified the group that the aid agency predominantly assists.</li> <li>- Student has provided 3-4 correct examples of the possible</li> </ul>	<ul style="list-style-type: none"> <li>- Student has named the group that the aid agency predominantly assists.</li> </ul>	<ul style="list-style-type: none"> <li>- Student has listed the group that the aid agency predominantly assists.</li> <li>- Student has at least 1 correct example</li> </ul>	<ul style="list-style-type: none"> <li>- Incomplete information or incorrect ideas submitted.</li> </ul>

<p><b>3. Investigate the group that your aid agency predominantly helps. Provide 4 or more examples of the circumstances which have contributed to their situation.</b></p>	<p>circumstances with clear characteristics and features contributing to the group's situation.</p> <ul style="list-style-type: none"> <li>- Student has presented a cohesive response illustrating their understanding well at an outstanding level.</li> </ul>	<p>circumstances leading to the group requiring assistance, describing the characteristics at a high standard.</p>	<ul style="list-style-type: none"> <li>- Student has provided 1-2 correct examples of the possible circumstances which has led to the group requiring assistance.</li> </ul>	<p>of the possible circumstances which has led to the group requiring assistance.</p>	
<p>Circle mark earned →</p>	<p><b>4</b></p>	<p><b>3</b></p>	<p><b>2</b></p>	<p><b>1</b></p>	<p><b>0.5 - 0</b></p>
<p>› describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities <b>FT5-6</b></p> <p><b>4. Identify ways that you can assist the aid agency, provide at least two examples.</b></p>	<ul style="list-style-type: none"> <li>- Student has recognised and named valid and correct ways that he/she can assist the agency demonstrating outstanding critical and creative thinking.</li> <li>- Student has provided 2 or more comprehensive and logical examples.</li> </ul>	<ul style="list-style-type: none"> <li>- Student has named correct way/s that he/she can assist the agency.</li> <li>- Student has provided at least 2 highly logical examples.</li> </ul>	<ul style="list-style-type: none"> <li>- Student has listed correct way/s that he/she can assist the agency without clarity.</li> <li>- Student has provided 1-2 examples.</li> </ul>	<ul style="list-style-type: none"> <li>- Student has recalled way/s that he/she can assist the agency without clarity.</li> </ul>	<ul style="list-style-type: none"> <li>- Incomplete information or incorrect ideas submitted.</li> </ul>
<p>Circle mark earned →</p>	<p><b>8</b></p>	<p><b>7 - 6</b></p>	<p><b>5 - 4</b></p>	<p><b>3 - 2</b></p>	<p><b>1 - 0</b></p>
<p>› plans, prepares, presents and evaluates food solutions for specific purposes <b>FT511</b></p> <p><b>5. Brainstorm a</b></p>	<ul style="list-style-type: none"> <li>- Student has considered the needs of the group when brainstorming suitable ideas.</li> <li>- Student has considered the nutrition and health of</li> </ul>	<ul style="list-style-type: none"> <li>- Student has presented 8 high standard examples which could benefit the health of the group with clarity.</li> </ul>	<ul style="list-style-type: none"> <li>- Student has presented 6-8 sound examples of healthy foods which could benefit the health of the group.</li> </ul>	<ul style="list-style-type: none"> <li>- Student has presented 3 or more basic examples of foods which could possibly benefit the health of the group.</li> </ul>	<ul style="list-style-type: none"> <li>- Incomplete or incorrect ideas submitted.</li> </ul>

<p><b>variety of suitable nutritious snacks that you could serve to the group your agency serves. Suggest 8 or more nourishing examples.</b></p>	<p>the group when brainstorming ideas.</p> <ul style="list-style-type: none"> <li>- Student has presented a variety of outstanding ideas, including 8 nourishing, logical examples with clarity.</li> </ul>				
<p>Circle mark earned →</p>	<p><b>8</b></p>	<p><b>7-6</b></p>	<p><b>5-4</b></p>	<p><b>3-2</b></p>	<p><b>1-0</b></p>
<p>› plans, prepares, presents and evaluates food solutions for specific purposes <b>FT511</b></p> <ul style="list-style-type: none"> <li>• design, plan and prepare safe and nutritious food items appropriate to specific situations, for example: (ACTDEK045, ACTDEK047, ACTDEK049)   </li> <li>- rural communities</li> <li>- remote Aboriginal and/or Torres Strait Islander communities</li> <li>- low socioeconomic groups</li> </ul> <p><b>6. Design a recipe for a nutritious, inexpensive, suitable snack idea that could</b></p>	<ul style="list-style-type: none"> <li>- Student has demonstrated critical and creative thinking in the design of the recipe.</li> <li>- Student has considered the most suitable recipe from the brainstormed ideas.</li> <li>- Student has prioritised the health of the group by including nutritious ingredients.</li> <li>- The recipe has clearly identified ingredients in correct ratios and amounts.</li> <li>- The method includes logical, cohesive steps.</li> <li>- The recipe considers the style of food that the group may enjoy and has made an inexpensive choice.</li> </ul>	<ul style="list-style-type: none"> <li>- Student has prioritised the health of the group by including nutritious ingredients.</li> <li>- The recipe has clearly identified ingredients in correct ratios and amounts.</li> <li>- The method includes logical, cohesive steps.</li> <li>- The recipe considers the style of food that the group may enjoy and has made an inexpensive choice.</li> </ul>	<ul style="list-style-type: none"> <li>- Student has included some nutritious ingredients.</li> <li>- The recipe has clearly identified ingredients in correct ratios and amounts.</li> <li>- The method includes logical steps.</li> <li>- The recipe is an inexpensive choice.</li> </ul>	<ul style="list-style-type: none"> <li>- Student has included some nutritious ingredients.</li> <li>- The recipe has some clear ingredients listed.</li> <li>- The method includes clear steps.</li> </ul>	<ul style="list-style-type: none"> <li>- Incomplete or incorrect recipe submitted.</li> </ul>

<b>improve the health of the group.</b>					
<i>Circle mark earned →</i>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0.5-0</b>
<p>› evaluates the impact of activities related to food on the individual, society and the environment <b>FT5-13</b></p> <p><b>7. Evaluate the impact of producing this snack for the group at risk. Provide at least two examples demonstrating the importance of nutrition and health for the community.</b></p>	<ul style="list-style-type: none"> <li>- Student has made a clear judgement on the impact of this snack on the health of the group.</li> <li>- Student's judgement is based on the criteria of nutrition and health of the community.</li> <li>- Student has determined the value of the recipe in assisting the groups health; providing at least 2 clear examples of how the recipe may assist in the specified situation.</li> </ul>	<ul style="list-style-type: none"> <li>- Student has made a judgement on the impact of this snack on the health of the group.</li> <li>- Student's judgement is based on the criteria of nutrition and health of the community.</li> <li>- Student has provided at least 2 examples of how the recipe may assist in the specified situation.</li> </ul>	<ul style="list-style-type: none"> <li>- Student has predicted the impact of this snack on the health of the group.</li> <li>- Student has provided 1-2 examples of how the recipe may assist in the specified situation.</li> </ul>	<ul style="list-style-type: none"> <li>- Student has commented on health of the group.</li> <li>- Student has provided 1 or more correct examples of how the recipe may assist the group.</li> </ul>	<ul style="list-style-type: none"> <li>- Incomplete or incorrect evaluation submitted.</li> </ul>

**Positive Aspects:**

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**Areas for improvement:**

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**TOTAL MARKS:**

The Hunger Case	/50
Outcome FT5-6	/18
Outcome FT5-11	/16
Outcome FT5-13	/16

