

FOOD SCIENCE AND TECHNOLOGY

Unit 1A/B Hospitality

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Teaching and learning program – Food Science and Technology (Hospitality)

Unit 1A - Spotlight on my food and Unit 1B - Food, health and choices

Unit focus: Producing healthy meals and Healthy food choices

Week	Content	Learning experiences	Assessment	Resources	
1	1A	Safe personal presentation standards e.g. personal grooming and hygiene, appropriate clothing and footwear	<ul style="list-style-type: none"> • Introduction to the unit, attendance, assessment and equipment requirements • Provide students with: <ul style="list-style-type: none"> ○ syllabus document unit 1A pages 16-17 and unit 1B pages 18-19 ○ unit outline ○ assessment outline ○ school assessment policy ○ grade descriptors • Teaching lesson <ul style="list-style-type: none"> ○ access websites to obtain a copy of each model ○ identify the differences between them e.g. food groups, portion sizes, daily recommended intakes ○ dietary recall of food intake from previous day to determine whether food intake promotes health ○ nutrients supplied by each food group ○ 'extra foods' and water in the diet • Identify foods that appear in more than one group, what nutrients do they supply? • Action plan to improve food intake <ul style="list-style-type: none"> ○ use a food diary to record one week's food 		
	1A	Food selection models e.g. Healthy Eating Pyramid, The Australian Guide to Healthy Eating			Australian Government Department of Health and Ageing. (1998). <i>The Australian Guide to Healthy Eating</i> , Victoria: Commonwealth of Australia.
	1A	Function of food in the body e.g. protein foods for growth and repair			Australian Nutrition Foundation. (2007). <i>Healthy Eating Pyramid</i>
	1A	Food sources that supply the same nutrient e.g. protein from meat, fish, eggs, beans			
	1B	Dietary analysis e.g. food intake diary, dietary			

		analysis software	intake		Alexander, Y. Luscombe, J. McNally, E. (2008). <i>Food Science and Technology: A Resource for Units 1A-1B</i> . Cottesloe, Australia: Impact Publishing. Ch. 2
	1A	Preparation methods used to produce food products	<ul style="list-style-type: none"> • Practical lesson <ul style="list-style-type: none"> ○ Salad , Fruit Salad and bruschetta using a range of cuts ○ physical properties e.g. colour, shape, size ○ sensory properties e.g. appearance, flavour, texture, aroma 		
	1B	Sensory and physical properties that influence the selection and use of food e.g. aesthetics, texture, aroma, flavor and colour	<ul style="list-style-type: none"> • Preparation methods <ul style="list-style-type: none"> ○ knife skills ○ precision cutting, minimising waste presentation of food ○ presenting food attractively 		
	1A	Sensory properties that encourage the consumption of healthy foods	<ul style="list-style-type: none"> • Physical and sensory properties <ul style="list-style-type: none"> ○ use the food presented for the lesson to identify and discuss the properties of the foods that are appealing and those that are not 		
	1A	Relevant terminology	<ul style="list-style-type: none"> • Use relevant terminology to describe properties 		
2	1B	Food selection models e.g. Healthy Eating Pyramid, The Australian Guide to Healthy Eating	<ul style="list-style-type: none"> • Action plan to improve food intake <ul style="list-style-type: none"> ○ use the food diary recorded from week 1 ○ use the AGHE to identify areas in which personal food intake could be improved ○ use goal setting to plan improvements in food intake ○ set dates by which short (two weeks) and long term (1 term) goals will be achieved ○ set a date for evaluating the effectiveness of the action plan (end of unit) 		
	1B	Balanced diets	<ul style="list-style-type: none"> • Use a food selection model to develop the action plan <ul style="list-style-type: none"> ○ need to eat from a wide variety of foods ○ recommended daily intake from each food group ○ recommended portion sizes of foods 		Australian Government Department of Health and Ageing. (1998). <i>The Australian Guide to Healthy Eating</i> , Victoria: Commonwealth of Australia. Australian Nutrition

	1A	Cooking methods e.g. dry, moist (choose methods to suit focus)	<ul style="list-style-type: none"> ○ the place of 'extra' foods in a balanced diet <p>Introduce Task 2 Part A</p> <ul style="list-style-type: none"> ○ read and discuss the task ○ students select one food selection model to investigate ○ identify the food groups named in the model ○ list the daily food requirements for adolescents ○ identify the main nutrient supplied by each food group ○ identify one nutrient supplied by all food groups ○ identify the function of each nutrient in the body <ul style="list-style-type: none"> ● Practical lesson <ul style="list-style-type: none"> ○ moist - steaming and stewing of vegetables and fruit e.g. fruit compote, ratatouille ○ principles of steaming and stewing 		Foundation. (2007). <i>Healthy Eating Pyramid</i>
	1A	Effects of processing on the sensory and physical properties of foods e.g. vegetables become soft when cooked	<ul style="list-style-type: none"> ● Observe and discuss the effects of processing on fruit and vegetables <ul style="list-style-type: none"> ○ change in texture – softening ○ change in colour - if overcooked ○ change in flavour – addition of salt or sugar ○ change in shape – water content 		
3	1A	Positive and negative influence of food choice on health	<ul style="list-style-type: none"> ● Continue Task 1 Part A <ul style="list-style-type: none"> ○ describe four positive and four negative influences of food choice on health ○ evaluate the selected model ○ recommend one model as being most useful for adolescents ○ explain five reasons for the recommendation ● Teaching lesson <ul style="list-style-type: none"> ○ discuss the importance of establishing good eating habits that promote long term good 	Task 2 Part A due	Blake, G. Gualtieri, R. Fanning, A. Cornelius-Randall, R. (2004). <i>Food Technology First</i> , Melbourne: Pearson Education Australia, p. 162

	1B	Economic aspects of purchasing healthy/unhealthy foods	<p>health and reduce the incidence of disease</p> <ul style="list-style-type: none"> ○ discuss short term negative influences e.g. hunger, lack of energy, increase in snacking ○ discuss long term negative influences e.g. predisposition to health problems such as obesity, diabetes, dental caries, heart disease <ul style="list-style-type: none"> ● Class discussion <ul style="list-style-type: none"> ○ health costs, highly processed food more expensive, cost of packaging etc. ● Provide and explain a report writing model <ul style="list-style-type: none"> ○ writing introductions and conclusions ○ presenting information graphically ● Practical lesson <ul style="list-style-type: none"> ○ moist- soup making e.g. using vegetables and a protein source other than meat ○ dry, baking. Damper to accompany soup ● Safe work techniques when using knives and equipment, handling hot surfaces, emergency procedures 		
4	1A	Variety and availability of local foods e.g. 'Buy WA First' campaign	<ul style="list-style-type: none"> ● Introduce Task 1 Part A <ul style="list-style-type: none"> ○ define local foods ○ examine and explain the 'Buy West, Eat Best' campaign ○ discuss the concept of food miles ○ environmental aspects of food production and distribution e.g. energy usage, pollution, use of non-renewable resources, waste, landfill ○ factors that affect the local food supply e.g. distance, political situation, climate ○ identify the laws and regulations that ensure a 		'Buy West Eat Best: http://www.agric.wa.gov.au/content/foods/buywest_index.htm
	1A	Economic and environmental aspects of purchasing local foods			

			<p>safe local food supply e.g. role of local government</p> <ul style="list-style-type: none"> ○ food preparation and storage techniques that prevent contamination 		
	1A	Classification of foods e.g. animal, plant, seasonal availability	<ul style="list-style-type: none"> ● Produce a food classification table of local foods according to: <ul style="list-style-type: none"> ○ animal or plant ○ seasonal availability ○ food group ○ physical properties ○ sensory properties ○ fresh or processed ● Practical lesson <ul style="list-style-type: none"> ○ dry e.g. frying, dry baking ○ crumbed fish with jacket potato and salad ○ compare the fat absorbed using each method ○ principles of frying, dry baking ○ use of oven, frying pans and baking paper ● Identify effects of processing in the meal prepared <ul style="list-style-type: none"> ○ browning of fish coating - appearance ○ change in texture and colour of fish ○ softening of potato – texture ○ absorption of fat - flavour 		
	1B	Classification of foods e.g. healthy nutritious foods, unhealthy foods			
	1A	Cooking methods e.g. dry, moist (choose methods to suit focus) Safe use and storage of equipment			
	1A	Effects of processing on the sensory and physical properties of food e.g. vegetables become soft when cooked			
5	1A	Choosing recipes to suit a purpose	<ul style="list-style-type: none"> ● Continue Task 1 Part A <ul style="list-style-type: none"> ○ investigate recipes that include local foods ○ devise a two-course menu ○ identify the ingredients that promote health ○ identify the fat, sugar, and salt content of the recipes ○ explain how fibre could be increased 	Task 1 Part A due	Alexander, Y. Luscombe, J. McNally, E. (2008). <i>Food Science and Technology: A Resource for Units 1A-1B.</i> Cottesloe, Australia:

	1A	Adapting recipes to suit design briefs	<ul style="list-style-type: none"> ○ identify two processing methods used in each course ○ adapt recipes to improve health ○ produce a table comparing the original and the adapted recipes and giving reasons for the adaptations 		Impact Publishing. p. 204
	1A	Safe and hygienic work practices when using equipment and appliances	<ul style="list-style-type: none"> ● Practical lesson <ul style="list-style-type: none"> ○ use eggs, milk, butter, bread, a piece of fruit, a vegetable to produce a healthy breakfast ○ choose or adapt cooking methods to promote health 		
6	1A	Teamwork skills	<ul style="list-style-type: none"> ● Communication, negotiation, leadership, flexibility 	Task 1 Part B	
	1A	Selection of appropriate equipment for stated purpose	<p>Introduce Task 1 Part B and Part C</p> <ul style="list-style-type: none"> ○ read and discuss the task ○ produce a food order and a production plan for trialing the menu devised in Task 1 Part A 		
	1A	Organisation of work using food orders and production plans	<ul style="list-style-type: none"> ○ use sensory testing to evaluate ○ make adaptations to comply with the design brief, following trialing ○ negotiate a final menu ○ produce a food order ○ produce a production plan 		
	1A	Safe food handling practices and processing techniques used to ensure the quality and palatability of food	<ul style="list-style-type: none"> ● Food handling practices <ul style="list-style-type: none"> ○ gloves or tongs to handle food ○ procedures to avoid cross contamination ○ correct food storage ● Processing techniques <ul style="list-style-type: none"> ○ sensory evaluation ○ correct application of cooking methods 		
	1A	Producing food products, services and	<ul style="list-style-type: none"> ● Revise the technology process <ul style="list-style-type: none"> ○ the role of adaptation in the process to meet needs 		

		systems to meet the needs of adolescents	<ul style="list-style-type: none"> ○ evaluation in the technology process 	due	
7	1A	Consideration of the beliefs and values of adolescent consumers to address their needs	<ul style="list-style-type: none"> ● Brainstorm activity <ul style="list-style-type: none"> ○ identify adolescent beliefs and values e.g. culture, income, family customs, food skills, environment 	Task 1 Part C and D due	
	1A	Skills to participate in small-scale food productions	<p>Introduce Task 1 Part C and D</p> <ul style="list-style-type: none"> ● Produce the Task 1 Part D menu <ul style="list-style-type: none"> ○ invite guests ○ set up the restaurant ○ produce a guest evaluation form ○ produce the menu items ○ provide service ○ collect guest feedback ○ clean and clear the kitchen and restaurant ○ evaluate the small-scale production 		
	1A	Safe use and storage of equipment	<ul style="list-style-type: none"> ● Demonstrate skills with food, safe food handling practices and processing techniques 		
8	1B	Influence of peer groups and the media on adolescents' food choices	<ul style="list-style-type: none"> ● Class discussion, investigation of media advertisements, discussion with family examination of food products to determine influences 		
	1A	Influence of advertising on adolescent food choice	<ul style="list-style-type: none"> ● Peer groups e.g. eating together, sharing food, pressure to conform, expressing independence, lifestyle 		
	1B	Influence of the media and food manufacturers on adolescent eating patterns	<ul style="list-style-type: none"> ● Media and advertising e.g. stereotyping of adolescents in advertising, promotion of the convenience of food products, economy of products 		

Health, G. McKenzie, H. Tully, L. (2006). *Food Solutions Food and*

	1A	Family and peer customs that determine adolescent food choices	<ul style="list-style-type: none"> • Food manufacturers e.g. some misleading labeling, use of additives and preservatives, labeling that uses chemical terms, profit motive, production of high sugar and high fat products • Family e.g. income, food skills, lifestyle, customs, 		<i>Technology Units 3&4</i> , Melbourne: Pearson Longman. p.142
	1A	Preparation methods used to produce food products	<ul style="list-style-type: none"> • Practical lesson <ul style="list-style-type: none"> ○ baking. Produce a healthy biscuit or slice ○ compare with a similar commercial product ○ browning of flour based products – colour ○ softening of additional ingredients e.g. dried fruit, cereals - texture 		
	1B	Effects of processing on the physical properties of food	<p>Introduce Task 2</p> <ul style="list-style-type: none"> ○ read and discuss the task ○ discuss methods of finding information e.g. interview, questionnaire, survey ○ advantages and disadvantages of each method 		
9	1A	Food issues that impact on adolescents	<ul style="list-style-type: none"> • Food issues <ul style="list-style-type: none"> ○ e.g. new technology, food availability, nutritional knowledge, cost of food, occasion, food trends, culture • Health issues <ul style="list-style-type: none"> ○ predisposition to disease, obesity, malnutrition, lack of fitness • Environmental issues <ul style="list-style-type: none"> ○ Waste disposal, recycling, energy usage and cost • Lifestyle patterns <ul style="list-style-type: none"> ○ sedentary lifestyle, alcohol, drugs, snacking 		Health, G. McKenzie, H. Tully, L. (2006). <i>Food Solutions Food and Technology Units 3&4</i> , Melbourne: Pearson Longman. p.152
	1B	Health and environmental issues that arise from food consumption and lifestyle patterns			
	1B	Conflicts between individual food preferences and nutrient requirements			

	1A	Cooking methods e.g. dry, moist (choose methods to suit focus)	<ul style="list-style-type: none"> • Practical lesson <ul style="list-style-type: none"> ○ healthy burger or wrap that includes canned fish or chicken and vegetables with fruit kebab ○ enter on a food selection model template to evaluate • Continue Task 2 <ul style="list-style-type: none"> ○ compose questions to investigate the influences on adolescent food choices ○ produce the survey ○ carry out the research 		
10			<ul style="list-style-type: none"> • Continue task 2 • How to write an introduction. Include: <ul style="list-style-type: none"> ○ who (who did the research) ○ how (the research was done e.g. survey) ○ what (the purpose or investigation issue) ○ why (why was the research carried out) ○ where (where was the data collected) ○ when (date and time data was collected) • Data analysis <ul style="list-style-type: none"> ○ collate results ○ analyse data ○ make recommendations ○ report writing 		
	1A	Innovative food products in a healthy diet	<ul style="list-style-type: none"> • Ways to use innovative processed products in the recommended serve sizes and daily recommended amounts • Inclusion of new varieties of natural foods in the diet 		
	1A	Preparation methods used to produce food products	<ul style="list-style-type: none"> • Practical lesson <ul style="list-style-type: none"> ○ produce a two-course meal using innovative processed products and innovative varieties of 		

			<ul style="list-style-type: none"> ○ natural products ○ select appropriate cooking methods ○ the keeping qualities of innovative processed products and innovative varieties of natural products varies. Identify why 		
11	<p>1A Food selection models e.g. Healthy Eating Pyramid, Australian Guide to Healthy Eating</p> <p>1B Safe and work hygienic practices when using equipment and appliances</p> <p>1A Effects of processing on the sensory and physical properties of food</p>	<ul style="list-style-type: none"> ● Continue Task 2 report writing ● How to make recommendations <ul style="list-style-type: none"> ○ do not repeat the research results ○ Recommend ways in which adolescent food choices may be improved e.g. traffic light campaign, media campaign, nutrition education ● Practical lesson <ul style="list-style-type: none"> ○ food from the AGHE food groups ○ bread and cereals ○ pasta with a healthy sauce e.g. wholemeal and white pastas tomato based sauces with vegetables ○ compare the time taken to cook white and wholemeal pastas ○ serve a sample serve of the pasta recipe, compare with what would be a normal adolescent serve size ○ effect of processing, heating e.g. swelling and softening of pasta 		<p>Alexander, Y. Luscombe, J. McNally, E. (2008). <i>Food Science and Technology: A Resource for Units 1A-1B.</i> Cottesloe, Australia: Impact Publishing. p.76</p>	
12	<p>1B Selection of appropriate equipment for stated purpose</p>	<ul style="list-style-type: none"> ● Complete Task 3 Part A ● Practical lesson <ul style="list-style-type: none"> ○ food from the AGHE food groups ○ bread and cereals ○ breadmaking e.g. loaves and rolls from white 	Task 2 due	<p>Australian Government Department of Health and Ageing. (1998). <i>The</i></p>	

	1A	Effects of processing on the sensory and physical properties of foods	<ul style="list-style-type: none"> ○ and wholemeal, flours ○ cost loaves, compare with a similar commercial product ○ serve a sample serve of the bread, compare with what would be a normal adolescent serve size ○ effect of processing e.g. browning of flour products, aroma of fresh bread products ○ physical changes to foods when they are heated and manipulated e.g. raising of bread, setting of risen bread structure 		<i>Australian Guide to Healthy Eating, Victoria: Commonwealth of Australia.</i>
13	1B	Food selection models e.g. Healthy Eating Pyramid, Australian Guide to Healthy eating	<ul style="list-style-type: none"> ● Practical lesson <ul style="list-style-type: none"> ○ food from the AGHE food groups ○ vegetables and legumes ○ e.g. stir fry, fried rice, salads, chilli con carne, vegetable and bean soup ○ choose a wide variety of food each day ○ include vegetables in season, canned and frozen vegetables ● Compare products with similar commercial products 		Australian Government Department of Health and Ageing. (1998). <i>The Australian Guide to Healthy Eating, Victoria: Commonwealth of Australia.</i>
	1B	Consideration of the key design features of food products to address social and environmental needs	<ul style="list-style-type: none"> ● Identify the key design features of the commercial products <ul style="list-style-type: none"> ○ features to address social needs e.g. health, cost, convenience, storage qualities ○ features to address environmental needs e.g. packaging, locally produced, energy for reheating ○ social and environmental effects of the disposal of waste from food production and packaging 		

14	1B	Cooking methods e.g. dry , moist (choose methods to suit focus)	<ul style="list-style-type: none"> • Practical lesson <ul style="list-style-type: none"> ○ food from the AGHE food groups ○ fruit e.g. fruit tart, pie, crumbles, puddings ○ serve a sample serve of the dessert, compare with what would be a normal adolescent serve size 		
	1B	Effects of processing on the physical properties of food	<ul style="list-style-type: none"> ○ effect of processing e.g. browning of flour products, aroma of cooked fruit products ○ physical changes to foods when they are heated e.g. softening of fruit, browning of pastries and toppings 		
15	1B	Cooking methods e.g. dry , moist (choose methods to suit focus)	<ul style="list-style-type: none"> • Practical lesson <ul style="list-style-type: none"> ○ food from the AGHE food groups ○ milk, yoghurt, cheese ○ e.g. bread and butter mini pudding, quiche ○ serve a sample serve of the product, compare with what would be a normal adolescent serve size 		Australian Government Department of Health and Ageing. (1998). <i>The Australian Guide to Healthy Eating</i> , Victoria: Commonwealth of Australia.
	1B	Effects of processing on the physical properties of food	<ul style="list-style-type: none"> ○ effect of processing e.g. setting of egg and milk mixtures ○ physical changes to foods when they are heated e.g. thickening (change in viscosity) 		
16			Complete all unit requirements to date		
17	1B	Cooking methods e.g. dry , moist (choose methods to suit focus)	<ul style="list-style-type: none"> • Practical lesson <ul style="list-style-type: none"> ○ food from the AGHE food groups ○ meat, poultry, fish, eggs, nuts, legumes ○ chicken stir fry, spaghetti, bolognaise, salmon rissoles, soya burger 		
	1B	Effects of processing on the physical properties of food	<ul style="list-style-type: none"> ○ produce a meal containing meat ○ produce a vegetarian meal with a protein source other than meat ○ serve a sample serve of the product, compare with what would be a normal adolescent serve 		

			<ul style="list-style-type: none"> ○ size ○ effect of processing e.g. softening of meat fibres, change in colour, softening of fibre in beans ○ physical changes to foods when they are heated e.g. tenderising (texture), browning (appearance) 		
18	<p>1B Cooking methods e.g. dry , moist (choose methods to suit focus)</p> <p>1B Effects of processing on the physical properties of food</p> <p>1B Adapting recipes to suit design briefs</p>	<ul style="list-style-type: none"> ● Practical lesson <ul style="list-style-type: none"> ○ food from the AGHE food groups ○ 'extra' foods ○ make 'extra' foods healthier e.g. oven baked wedges, reducing fat in cakes and slices, using low fat products in cooking, inclusion of fruit and vegetables in cakes, reduce the use of pastry – use filo, make tarts instead of pies ○ produce an 'extra' food group product and improve nutrition by adapting recipes and processing methods ○ serve a sample serve of the product, compare with what would be a normal adolescent serve size ○ identify the effect of processing in the product selected 		<p>Australian Government Department of Health and Ageing. (1998). <i>The Australian Guide to Healthy Eating</i>, Victoria: Commonwealth of Australia.</p>	
19	<p>1B Organisation of work using food orders and production plans</p>	<ul style="list-style-type: none"> ● Introduce Task 3 Part A <ul style="list-style-type: none"> ○ explain the task ○ identify teams of six ○ select and adapt recipes ○ produce a food order for trialing ● Investigate café menus <ul style="list-style-type: none"> ○ visit cafes ○ collect menus ● Practical lesson 		<p>Alexander, Y. Luscombe, J. McNally, E. (2008). <i>Food Science and Technology: A Resource for Units 1A-1B</i>. Cottesloe, Australia: Impact Publishing. Ch. 8</p>	

	1B	Preparation methods used to produce food products	<ul style="list-style-type: none"> ○ tea and coffee making ○ tea and coffee presentation ○ produce non-alcoholic beverages either mock syrup or fruit based 		
20	1B	Consideration of the beliefs and values of producers and consumers to meet consumer needs	<ul style="list-style-type: none"> ● Beliefs and values of consumers e.g. value for money, health, safe food, convenience, availability ● Beliefs and values of producers e.g. increase market share, health, profit, technology, convenience <ul style="list-style-type: none"> ○ students determine the personal, physical, intellectual, emotional, social and spiritual needs and wants that define their eating habits 	Task 3 Part A due	
	1B	Workplace procedures for health and safety e.g. safe work techniques when using knives and equipment, handling hot surfaces, emergency procedures	<ul style="list-style-type: none"> ● Continue Task 3 Part A <ul style="list-style-type: none"> ○ product trialing and evaluation ○ select a small team menu following trialing ○ select and justify a final menu selection after negotiation with other teams ○ trial beverage production ○ produce a food order ○ cost food and beverage products ○ produce a table menu ○ identify production teams, tasks and roles ○ produce a production plan ○ demonstrate skills with food 		
	1B	Choosing recipes to suit a purpose			
	1B	Adapting recipes to suit design briefs			
	1B	Safe use and storage of equipment	<ul style="list-style-type: none"> ● Practical lesson <ul style="list-style-type: none"> ○ produce and store food items than are to be reheated for the café 		
	1B	Safe food handling	<ul style="list-style-type: none"> ● Introduce Task 3 Part B <ul style="list-style-type: none"> ○ explain task requirements 		

		practices and processing techniques used to ensure the quality and palatability of food			
21	1B	Safe personal presentation standards e.g. personal grooming and hygiene, appropriate clothing and footwear	<ul style="list-style-type: none"> • Café production <ul style="list-style-type: none"> ○ demonstrate effective teamwork skills ○ demonstrate preparation methods used to produce food products e.g. kitchen and restaurant mise-en-place ○ demonstrate safe and hygienic work practices when using equipment and appliances 	Task 3 Part B due	
	1B	Preparation methods used to produce food products	<ul style="list-style-type: none"> • Complete kitchen and restaurant mise-en-place 		
	1B	Teamwork skills	<ul style="list-style-type: none"> • Work in production teams to produce the café 		
	1B	Skills to manage small-scale food productions	<ul style="list-style-type: none"> • Effectively demonstrate the required skills 		
	1B	Safe and hygienic practices when using equipment and appliances	<ul style="list-style-type: none"> • Clean the kitchen and restaurant • Use equipment safely 		
22	1B	Producing food products, services or systems suitable to meet the needs of adolescents with health issues	<ul style="list-style-type: none"> • Adolescent health problems <ul style="list-style-type: none"> ○ identify health problems common to adolescents e.g. obesity, diabetes, ○ identify nutritional issues common to the health problems e.g. reducing fat, sugar and salt, increasing fibre ○ identify the function in the body of fat identify the food groups in which fat is found 		Sullivan, c. Meredith, S Weihen, L. 2004). <i>Hi Tech Food technology Stage 5</i> , Melbourne: Heinemann Harcourt Education. Ch. 8

	1B	Dietary analysis e.g. food intake diary, dietary analysis software	<ul style="list-style-type: none"> ○ use dietary analysis software to identify the fat content of foods ○ identify intake of fat through dietary recall ○ read labels on processed foods to identify the forms in which fat is listed 		Blake, G. Gualtieri, R. Fanning, A. et al. (2007). <i>Food Technology First</i> , Melbourne: Pearson Education Australia. p.47
	1B	Sensory and physical properties that encourage the consumption of healthy food	<ul style="list-style-type: none"> ● Practical lesson <ul style="list-style-type: none"> ○ low fat meals ○ list ways to reduce the fat content of meals e.g. use of spray oils rather than frying, removing skin from chicken and visible fat from meat, reducing fat in baked products, use filo rather than other types of pastry, use low fat products 		
	1B	Adapting recipes to suit design briefs	<ul style="list-style-type: none"> ○ adapt recipes to reduce fat ○ produce a low fat main and dessert course ○ identify the methods used to reduce fat ○ use sensory testing to evaluate products 		
23	1B	Producing food products, services or systems suitable to meet the needs of adolescents with health issues	<ul style="list-style-type: none"> ● Adolescent health problems <ul style="list-style-type: none"> ○ identify health problems common to adolescents e.g. obesity, diabetes, ○ identify nutritional issues common to the health problems e.g. reducing fat, sugar and salt, increasing fibre ○ identify the function in the body of sugar ○ identify the food groups in which sugar is found 		
	1B	Dietary analysis e.g. food intake diary, dietary analysis software	<ul style="list-style-type: none"> ○ use dietary analysis software to identify the sugar content of foods ○ identify intake of sugar through dietary recall ○ read labels on processed foods to identify the forms in which sugar is listed 		
	1B	Sensory and physical	<ul style="list-style-type: none"> ● Practical lesson 		

		properties that encourage the consumption of healthy food	<ul style="list-style-type: none"> ○ low sugar meals ○ list ways to reduce the sugar content of meals e.g. reducing sugar added to baked products, use fresh and dried fruit and fruit juices as sweeteners in baked products ○ produce low sugar muesli, desserts cakes ○ identify the methods used to reduce sugar ○ use sensory testing to evaluate products 			
	1B	Adapting recipes to suit design briefs				
24	1B	Producing food products, services or systems suitable to meet the needs of adolescents with health issues	<ul style="list-style-type: none"> ● Adolescent health problems <ul style="list-style-type: none"> ○ identify health problems common to adolescents e.g. obesity, diabetes, ○ identify nutritional issues common to the health problems e.g. reducing fat, sugar and salt, increasing fibre ○ identify the effect on the body of high salt intake ○ identify the food groups in which salt is found ○ use dietary analysis software to identify the salt content of foods ○ identify intake of salt through dietary recall ○ read labels on processed foods to identify the forms in which salt is listed 		Alexander, Y. Luscombe, J. McNally, E. (2008). <i>Food Science and Technology: A Resource for Units 1A-1B</i> . Cottesloe, Australia: Impact Publishing. Ch. 9	
	1B	Dietary analysis e.g. food intake diary, dietary analysis software				
	1B	Sensory and physical properties that encourage the consumption of healthy food	<ul style="list-style-type: none"> ● Practical lesson <ul style="list-style-type: none"> ○ low salt meals ○ list ways to reduce the salt content of meals e.g. reducing or remove salt added during cooking, use fresh and dried herbs as flavourings, limit the use of processed sauces, limit the use of processed additions to recipes, avoid the use of foods in brine ○ produce low salt main courses ○ identify the methods used to reduce salt ○ use sensory testing to evaluate products 			
	1B	Adapting recipes to suit design briefs				

25	1B	Producing food products, services or systems suitable to meet the needs of adolescents with health issues	<ul style="list-style-type: none"> • Adolescent health problems <ul style="list-style-type: none"> ○ identify health problems common to adolescents e.g. obesity, diabetes, ○ identify nutritional issues common to the health problems e.g. reducing fat, sugar and salt, increasing fibre ○ identify the function of fibre in the body ○ identify the food groups in which fibre is found ○ use dietary analysis software to identify the fibre content of foods ○ identify intake of fibre through dietary recall ○ read labels on processed foods to identify the forms in which fibre is listed 		Alexander, Y. Luscombe, J. McNally, E. (2008). <i>Food Science and Technology: A Resource for Units 1A-1B</i> . Cottesloe, Australia: Impact Publishing. Ch. 9
	1B	Dietary analysis e.g. food intake diary, dietary analysis software			
	1B	Sensory and physical properties that encourage the consumption of healthy food	<ul style="list-style-type: none"> • Practical lesson <ul style="list-style-type: none"> ○ high fibre meals ○ list ways to increase the fibre content of meals e.g. add fresh or dried fruit, nuts, cereals to baked product, include dried or canned beans in soups, add a salad to accompany meals, include fruit and vegetables ○ produce high fibre main courses ○ identify the methods used to increase fibre ○ use sensory testing to evaluate products 		
	1B	Adapting recipes to suit design briefs			
26	1B	Producing food products, services or systems suitable to meet the needs of adolescents with health issues	<ul style="list-style-type: none"> • Adolescent health problems <ul style="list-style-type: none"> ○ identify the dietary modifications common to adolescent health problems ○ define 'healthy diet' ○ plan a two course menu suitable for adolescents with health problems ○ produce a food order ○ produce a production plan • Practical lesson 		Alexander, Y. Luscombe, J. McNally, E. (2008). <i>Food Science and Technology: A Resource for Units 1A-1B</i> . Cottesloe, Australia: Impact Publishing. Ch. 4

	1B	Balanced diets	<ul style="list-style-type: none"> ○ produce a two course menu suitable for adolescents with health problems ○ serve food products in recommended serve sizes ○ evaluate the menu using the AGHE 		
27	1A 1B 1B	Producing food products, services and systems to meet the needs of adolescents Safe food handling practices and processing techniques used to ensure the quality and palatability of food Organisation of work using food orders and production plans	<ul style="list-style-type: none"> ● Introduce Task 4 <ul style="list-style-type: none"> ○ explain the test – one hour for planning, one hour for production ● Planning <ul style="list-style-type: none"> ○ use resources to locate recipes ○ plan the menu ○ produce a food order ○ produce a production plan ● Production <ul style="list-style-type: none"> ○ explain the skills to be demonstrated and the marking key ● Evaluation <ul style="list-style-type: none"> ○ enter commodities and serve sizes on an AGHE template ○ give reasons for the selection of commodities ○ explain the recommended serve sizes ○ explain the selection of processing techniques ○ explain how the menu meets adolescent food needs 	Task 4 due	
28	1B	Conflicts between individual food preferences and nutrient requirements	<ul style="list-style-type: none"> ● Review action plan to improve food intake <ul style="list-style-type: none"> ○ class discussion ○ have the goals been achieved? ○ explain why or why not ○ how difficult is it to change food habits? ○ how important to you is it to change food habits? ○ identify action plan goals that are common to 		Alexander, Y. Luscombe, J. McNally, E. (2008). <i>Food Science and Technology: A Resource for Units 1A-1B.</i> Cottesloe, Australia: Impact Publishing. Ch.

			<p>class members</p> <ul style="list-style-type: none"> • Identify the family customs and history that indicate a change in food habits is wise • Practical lesson <ul style="list-style-type: none"> ○ work in small teams to present a healthy barbecue for the class that reflects the goals in the action plans ○ identify how the selected menu reflects the goals 		11
29	1B 1A	Marketing practices Food advertising practices	<ul style="list-style-type: none"> • Marketing practices <ul style="list-style-type: none"> ○ advertising strategies to influence adolescents e.g. foods and restaurants promoted as fun, health promoting, promoting a positive image of an adolescent ○ marketing strategies e.g. celebrity endorsement, free gifts, in-store product, promotions, recipes, competitions ○ ethical practice and influence of food manufacturers and the media • Introduce Task 5 <ul style="list-style-type: none"> ○ Explain the need to read the questions ○ Importance of the test and the weighting it attracts • Complete test 	Task 5 due	Alexander, Y. Luscombe, J. McNally, E. (2008). <i>Food Science and Technology: A Resource for Units 1A-1B</i> . Cottesloe, Australia: Impact Publishing. Ch. 11
30			<ul style="list-style-type: none"> • Complete all requirements for Units 1A and 1B 		

Assessment outline – Food Science and Technology (Hospitality)

Unit 1A – Spotlight on my food and Unit 1B - Food, health and choices

Unit focus: Producing healthy meals and Healthy food choices

Assessment type	Type weighting	Task weighting		Assessment task	Week due	Content	Outcome 1 Understanding food materials	Outcome 2 Developing food opportunities	Outcome 3 Working in food environments	Outcome 4 Understanding food in society
		1A	1B							
Investigation	1A – 20% 1B – 20% (CC weighting 20-30%)	10%		Task 1 Part A Investigate healthy, local foods	5	Food as a commodity Properties of food Nutrition	✓			✓
		10%		Task 1 Part B Devise a menu using local foods	6	Food as a commodity Nutrition	✓			✓
			10%	Task 2 Part A Investigate food selection models	3	Food as a commodity Nutrition	✓			✓
			10%	Task 2 Part B Investigate the influences on adolescent food choices	12	Issues, trends and innovation Consumer and enterprise relationships		✓		✓
Production	1A – 60% 1B – 60% (CC weighting 50-70%)	20%		Task 1 Part C Produce a healthy meal for adolescents	7	Properties of food Technology process Skills with food Laws and regulations	✓	✓		
		40%		Task 1 Part D Skills with food	7	Technology process Skills with food	✓		✓	
			40%	Task 3 Part A Plan a small-scale café production	20	Technology process Skills with food Laws and regulations		✓	✓	
			20%	Task 3 Part B Produce a café function	21	Technology process Skills with food			✓	
	1A – 20% 1B – 20%	20%		Task 4 Practical test	27	Food as a commodity Properties of food Nutrition			✓	

Response	(CC weighting 10-20%)		20%	Task 5 Written test	29	Issues trends and innovation Consumer and enterprise relationships				✓
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Assessment Task 1 Part A: Unit 1A FSTH

Task 1 Part A: Investigate healthy, local foods

Assessment type:	Investigation
Outcomes:	Outcome 1: Understanding Food Materials Outcome 4: Understanding food in society
Context:	Producing healthy meals
Task duration:	1 week
Task weighting:	10% of unit total

Task 1 Part A: Investigate healthy, local foods (55 marks – 10%)

Investigate healthy, local foods. Report the results of the investigation in a report that includes information presented in graphic form.

What you need to do:

1. Report writing

- Include an introduction to the topic outlining the investigation issue
- Demonstrate accurate spelling of relevant terminology, correct punctuation and sentence structure and effective paragraphing
- Include one example of information in graphic form e.g. food classification table
- Include an effective, logical conclusion
- Include an accurate reference list using an approved format.

2. Investigate local foods

- Define the term 'local foods'
- Access the "Buy West, Eat Best" website and explain the aim of this campaign http://www.agric.wa.gov.au/content/foods/buywest_index.htm
- Identify the organisation that manages the campaign
- Explain the criteria to be met for fresh foods to use the campaign logo.
- Explain the criteria to be met for processed foods to use the campaign logo.
- Identify four foods that appeal to adolescents, from each of the five food groups named in a food selection model, that carry the campaign logo
- Identify two physical properties of each food that influence adolescent food choices
- Identify two sensory properties of each food that influence adolescent food choices
- Describe two economic aspects of purchasing local foods
- Describe two environmental aspects of purchasing local foods
- Produce a food classification table that classifies the selected foods according to:
 - animal or plant
 - seasonal availability
 - food group
 - physical properties
 - sensory properties
 - fresh or processed

What is required for assessment	Due date
<input type="checkbox"/> Report	Week 5

Marking key Task 1 Part A: Unit 1A FSTH

Investigate healthy, local foods	Maximum mark /55
1. Report writing	
• Includes an introduction to the topic outlining the investigation issue	/1
• Demonstrates:	
○ accurate spelling of relevant terminology (1 mark)	/1
○ correct punctuation and sentence structure (1 mark each)	/2
○ effective paragraphing (1 mark)	/1
• Includes one example of information in graphic form i.e. food classification table (1 mark)	/1
• Includes an effective, logical conclusion (1 mark)	/1
• Includes an accurate reference list using an approved format (1 mark)	/1
Total - Report writing	/8
3. Investigate local foods	
• Defines the term 'local foods' (1 mark)	/1
• Accesses the "Buy West, Eat Best" website and explains the aim of this campaign (1 mark)	/1
• Identifies the organisation that manages the campaign (1 mark)	/1
• Explains the criteria to be met for fresh foods to use the campaign logo (1 mark)	/1
• Explains the criteria to be met for processed foods to use the campaign logo (1 mark)	/1
• Identifies two foods that appeal to adolescents, from each of the five food groups named in a food selection model, that carry the campaign logo (1 mark each of two foods from each of five food groups)	/10
• Identifies one physical property of each of these foods that influence adolescent food choices (1 mark each food)	/10
• Identifies one sensory property of each of these foods that influence adolescent food choices (1 mark each food)	/10
• Describes three economic aspects of purchasing local foods (1 mark each aspect)	/3
• Describes three environmental aspects of purchasing local foods (1 mark each aspect)	/3

<ul style="list-style-type: none"> • Produces a food classification table that classifies the ten selected foods according to: <ul style="list-style-type: none"> ○ animal or plant ○ seasonal availability ○ food group ○ physical properties ○ sensory properties ○ fresh or processed 	/1 /1 /1 /1 /1 /1
Total - Local foods	/47
TASK TOTAL	/55

Teacher comment:

Assessment Task 1 Part B: Unit 1A FSTH

Task 1 Part B: Devise a menu using healthy, local foods

Assessment type:	Investigation
Outcomes:	Outcome 1: Understanding Food Materials Outcome 4: Understanding food in society
Context:	Producing healthy meals
Task duration:	1 week
Task weighting:	10% of unit total

Task 1 Part B: Devise a menu using healthy, local foods (30 marks – 10%)

Use your knowledge of healthy, local foods to devise a healthy two-course meal for an adolescent, made from local foods. Produce a summary of the process of devising.

What you need to do:

- Investigate recipes made from local foods, suitable for lunch, and select a main and a dessert recipe that will appeal to adolescents
- Examine the ingredients and give four examples of ingredients that do not promote health
- Explain the effect on health of each of the four ingredients
- Identify three commodities that it is recommended be reduced in the diet to promote health. Give three strategies for achieving this
- List one commodity that it is recommended be increased in the diet to promote health. Give two strategies for achieving this
- Identify two processing methods used in each course
- Give an example how each of the four processing methods could be adapted to successfully make the recipe more healthy
- Adapt each recipe ingredient list and the method of each to improve health
- Produce a table that identifies the ingredients and method of the original and the adapted recipes and gives reasons for each adaptation

What is required for assessment	Due date
<input type="checkbox"/> Summary	Week 6

Marking key Task 1B: Unit 1A FSTH

Devise a menu using local foods	Marks allocated /30
<ul style="list-style-type: none"> Investigates recipes made from local foods, suitable for lunch, and selects a main and a and dessert recipe that will appeal to adolescents (1 mark main, 1 mark dessert course) 	/2
<ul style="list-style-type: none"> Examines the ingredients and gives three examples of ingredients that do not promote health (1 mark each example) 	/3
<ul style="list-style-type: none"> Explains the effect on health of each of the three ingredients (1 mark each ingredient) 	/3
<ul style="list-style-type: none"> Identifies three nutrients that it is recommended be reduced in the diet to promote health. Gives three strategies for achieving this (1 mark each nutrient, 1 mark each strategy) 	/6
<ul style="list-style-type: none"> Lists one nutrient that it is recommended be increased in the diet to promote health. Gives three strategies for achieving this (1 mark nutrient, 1 mark each strategy) 	/4
<ul style="list-style-type: none"> Identifies two processing methods used in each course (1 mark each) 	/2
<ul style="list-style-type: none"> Gives an example of how each of the four processing methods could be adapted to successfully make the recipe more healthy (1 mark each processing method) 	/4
<ul style="list-style-type: none"> Adapts each recipe ingredient list and the method of each to improve health (1 mark ingredients, 1 mark method, for each recipe) 	/4
<ul style="list-style-type: none"> Produces a table that identifies the ingredients and method of the original and the adapted recipes and gives reasons for each adaptation (1 mark each course) 	/2
TASK TOTAL	/30

Teacher comment:

Assessment Task 1 Part C: Unit 1A FSTH

Task 1 Part B: Produce a healthy meal for adolescents

Assessment Type:	Production
Outcomes:	Outcome 1: Understanding food materials Outcome 3: Working in food environments
Context:	Producing healthy meals
Task duration:	1 week
Task weighting:	20% of unit total

Task 1 Part C: Produce a healthy meal for adolescents (60 marks – 20%)

Produce the healthy, two-course meal devised in Task 1 Part A, for four adolescents.
Evaluate the results and report in a written format.

What you need to do:

1. Trial the menu - Work individually:

- Produce an accurate food order for trialing one portion of each course
- Produce a production plan for trialing the menu
- Produce the food products
- Plate the dishes attractively and provide table service
- Evaluate the sensory and physical properties of each course
- Make adaptations to the recipes to comply with the design brief

2. Produce the menu - Work in pairs to:

- Negotiate and communicate to select the most appealing menu from the trialed products
- Produce an accurate food order for four quantities of each dish and submit it on time
- Produce a production plan to present the small-scale function
- Plan the restaurant set-up
- Explain three reasons why you have selected the guests you have invited
- Produce a guest evaluation form that includes a question each about the appeal of the food, the sensory properties of the food and the food presentation
- Produce the food products
- Set up the restaurant and provide table service
- Collect guest feedback
- Clean the kitchen and service areas

3. Evaluation - Work individually to:

- Evaluate the effectiveness of the production plan
- Evaluate teamwork
- Evaluate guest feedback

What is required for assessment	Due date
<input type="checkbox"/> Evaluation	Week 7

Marking key Task 1 Part C: Unit 1A FSTP

Produce a healthy meal for adolescents 1 = poor, 2 = satisfactory, 3 = very good				Maximum mark /60
1. Trial the menu, work individually				
• Produces an accurate food order for trialing one portion of each course	1	2	3	
• Produces a production plan for trialing the menu	1	2	3	
• Produces the food products	1	2	3	
• Plates the dishes attractively and provides table service	1	2	3	
• Evaluates the sensory and physical properties of each course	1	2	3	
• Makes adaptations to the recipes to comply with the design brief	1	2	3	
Total - Trialing				/24
2. Produce the menu, work in pairs				
• Negotiates and communicates to select the most appealing menu from the trialed products	1	2	3	
• Produces an accurate food order for four quantities of each dish and submits it on time	1	2	3	
• Produces a production plan to present the small-scale function	1	2	3	
• Explain three reasons why you have selected the guests you have invited	1	2	3	
• Produces a guest evaluation form that includes a question each about the appeal of the food, the sensory properties of the food and the food presentation	1	2	3	
• Produces the food products	1	2	3	
• Sets up the restaurant and provides table service	1	2	3	
• Collects guest feedback	1	2	3	
• Cleans the kitchen and service areas	1	2	3	
Total - Production				/27

2. Evaluation, work individually				
• Evaluates the effectiveness of the production plan	1	2	3	
• Evaluates teamwork	1	2	3	
• Evaluates guest feedback	1	2	3	
Total - Evaluation				/9
TASK TOTAL				/60

Teacher comment:

Assessment Task 1 Part D: Unit 1A FSTH

Task 1 Part D: Demonstrate skills with food, safe food handling practices and processing techniques

Assessment type:	Production
Outcomes:	Outcome 1: Understanding Food Materials Outcome 3: Working in food environments
Context:	Producing healthy meals
Task duration:	1 week
Task weighting:	20% of unit total

Task 1 Part D: Demonstrate skills with food, safe food handling practices and processing techniques (45 marks – 20%)

During the production of a healthy, adolescent, two-course meal using local foods, demonstrate skills with food, safe food handling practices and processing techniques.

What you need to do:

During the production of the small-scale function demonstrate the following:

- Skills with food
 - effective teamwork skills
 - select the appropriate equipment for the stated purpose
 - adapt recipes to suit design briefs.
- Safe food handling practices
 - safe and hygienic work practices when using equipment and appliances
 - workplace procedures for health and safety.
- Processing techniques to ensure the quality and palatability of food
 - select healthy cooking methods and applies correctly
 - select processing techniques that enhance the physical properties of food commodities
 - monitors food contamination critical control points
 - applies procedures to avoid cross contamination.

What is required for assessment?	Due date
<input type="checkbox"/> Attendance on the day of production (absence to be explained in accordance with the school assessment policy)	Week 7

Marking key Task 1 Part D: unit 1A FSTH

Demonstrate skills with food, safe food handling practices and processing techniques				Maximum mark	
1 = poor, 2 = satisfactory, 3 = very good				/45	
Skills with food					
<ul style="list-style-type: none"> • <i>Demonstrates effective teamwork skills</i> 					
○ communication and negotiation	1	2	3		
○ cooperation	1	2	3		
<ul style="list-style-type: none"> • <i>Selects appropriate equipment for stated purpose</i> 					
○ uses separate boards for raw and cooked food	1	2	3		
○ uses correct knives for tasks	1	2	3		
<ul style="list-style-type: none"> • <i>Adapts recipes to suit design briefs</i> 					
○ meet adolescent food preferences	1	2	3		
○ promotes health	1	2	3		
○ made from local foods	1	2	3		
Total –Skills with food					/21
Safe food handling practices					
<ul style="list-style-type: none"> • <i>Demonstrates safe and hygienic work practices when using equipment and appliances</i> 					
○ uses appliances and equipment safely	1	2	3		
○ cleans appliances and equipment correctly	1	2	3		
<ul style="list-style-type: none"> • <i>Demonstrates workplace procedures for health and safety</i> 					
○ uses safe techniques when using knives	1	2	3		
○ uses safe techniques when handling hot surfaces	1	2	3		
Total -Safe food handling practices				/12	
Processing techniques used to ensure the quality and palatability of food					
• selects healthy cooking methods and applies correctly	1	2	3		
• selects processing techniques that enhance the physical properties of food commodities	1	2	3		
• monitors food contamination critical control points	1	2	3		
• applies procedures to avoid cross contamination	1	2	3		
Total – Processing techniques				/12	
TASK TOTAL				/45	

Teacher comment:

Assessment Task 2 Part A: Unit 1B FSTH

Task 2 Part A: Investigate food selection models

Assessment type:	Investigation
Outcomes:	Outcome 1: Understanding Food Materials Outcome 4: Understanding food in society
Context:	Producing healthy meals
Task duration:	2 weeks
Task weighting:	10% of unit total

Task 2 Part A: Investigate food selection models (60 marks – 10%)

Investigate food selection models. Record the results of the investigation in a short report.

What you need to do:

1. Report writing

- Include an introduction to the topic outlining the investigation issue
- Demonstrate accurate spelling of relevant terminology, correct punctuation and sentence structure and effective paragraphing
- Include one example of information in graphic form e.g. food classification table
- Include an effective, logical conclusion
- Include an accurate reference list using an approved format.

2. Investigate food selection models

- Obtain copies of two food selection models
- Analyse the models and describe four differences between them
- Select one model to investigate
- Identify the five food groups named in the selected model
- Use the selected model to list the daily food requirements, from each food group, for adolescents
- Identify the main nutrient supplied by each food group
- Identify one other nutrient supplied by all food groups
- Identify the function in the body of each nutrient
- Identify three food suggestions given in the AGHE
- Describe four positive influences of food choices on adolescent health
- Describe four negative influences of food choices on adolescent health
- Evaluate the effectiveness or ineffectiveness of the selected model in providing the information required for this task. Provide four examples
- Recommend one model as being the most useful for adolescents
- Explain five reasons for your recommendations.

What is required for assessment	Due date
<input type="checkbox"/> Report	Week 3

Marking key Task 2 Part A: Unit 1B FSTH

Investigate food selection models	
1. Report writing	
• Includes an introduction to the topic outlining the investigation issue	/1
• Demonstrates:	
○ accurate spelling of relevant terminology (1 mark)	/1
○ correct punctuation and sentence structure (1 mark each)	/2
○ effective paragraphing (1 mark)	/1
• Includes an effective, logical conclusion (1 mark)	/1
• Includes an accurate reference list using an approved format (1 mark)	/1
Total - Report writing	/7
2. Investigate food selection models	
• Obtains copies of two food selection models (1 mark each)	/2
• Analyses the models and describes four differences between them	
○ analyses (1 mark)	/1
○ describes four differences (1 mark each)	/4
• Selects one model to investigate (1 mark)	/1
• Identifies the five food groups named in the selected model (1 mark each group)	/5
• Uses the selected model to list the daily food requirements, from each food group, for adolescents (1 mark each food group)	/5
• Identifies the main nutrient supplied by each food group (1 mark each food group)	/5
• Identifies one other nutrient supplied by all food groups (1 mark)	/1
• Identifies the function in the body of each nutrient (1 mark each nutrient)	/6
• Identify three food suggestions given in the AGHE (1 mark each)	/3
• Describes four positive influences of food choices on adolescent health (1 mark each influence)	/4
• Describes four negative influences of food choices on adolescent health (1 mark each influence)	/4
• Evaluates the effectiveness or ineffectiveness of the selected model in providing the information required for this task. Provide four examples (1 mark each example)	/4

• Recommends one model as being the most useful for adolescents (1 mark)	/3
• Explains five reasons for your recommendations (1 mark each reason)	/5
Total – Investigate food selection models	/53
TASK TOTAL	/60

Teacher comment:

Assessment Task 2 Part B: Unit 1B FSTH

Task 2 Part B: Investigate the influences on adolescent food choices

Assessment type:	Investigation
Outcomes:	Outcome 2: Developing food opportunities Outcome 4: Food in society
Context:	Healthy food choices
Task duration:	5 weeks
Task weighting:	20% of unit total

Task 2 Part B: Investigate the influences on adolescent food choices (80 marks – 20%)

Work in small teams and conduct research to determine the influences on adolescent food choices. Produce a report.

What you need to do:

1. Conduct research – work in small teams

- Identify a method to investigate the influence on the food choices of ten peers e.g. survey, questionnaire, interview
- Explain two reasons for the choice of the method
- Compile a vocabulary list of ten relevant research terms to use in writing the report
- Devise a method that will identify the following information
 - four peer customs that determine adolescent food choices e.g. sharing with friends, snacking, income, lack of meal planning, lifestyle.
 - four ways in which advertising influences adolescent food choices
 - four ways in which the hospitality industry (food manufacturer) influences adolescent food choices e.g. cost, restaurant environment
 - four food issues that impact on adolescents e.g. cost, food availability, food preferences, lifestyle, food skills
 - four positive influences of food choice on adolescent health
 - four negative influences of food choice on adolescent health
- Devise six open-ended questions for the research
- Include questions that will describe the ten peers e.g. age, sex, lifestyle
- Trial the questions to determine whether they will collect the required information
- Modify the six questions in response to the trial
- Produce ten copies of the questions
- Carry out the research
- Collate the answers collected for each of the questions
- Analyse the data.

2. Produce a report – work individually

- Produce a report that uses relevant terminology and includes:
 - aim i.e. a clear definition of the investigation issue, who, what, where, when and how about the research
 - method i.e. describe how the research was carried out
 - results i.e. describe the main findings

- conclusion i.e. analyse the results of the research and provide three logical conclusions about the influences on the choices adolescents make when they purchase food
- recommendations i.e. make three recommendations about how to improve adolescent food choices
- appendix i.e. include a copy of the research questions.

What is required for assessment?	Due date
<input type="checkbox"/> Report	Week 12

2. Research report	
<ul style="list-style-type: none"> • Produces a research report that includes <ul style="list-style-type: none"> ○ market research terminology /1 ○ <u>aim</u> i.e. a clear definition of the investigation issue, who, what, where, when and how about the research /1 ○ <u>method</u> i.e. describe how the research was carried out /1 ○ results i.e. describe four main findings /4 ○ <u>conclusion</u> i.e. analyses the results of the research and provides three logical conclusions about the influences on the choices adolescents make when they purchase food /3 ○ <u>recommend</u> three ways to improve adolescent food choices /3 ○ <u>appendix</u> i.e. include a copy of the research instrument /1 ○ correct use of paragraphs /1 	
Total – Research report	/15
TASK TOTAL	/80

Teacher comment:

Assessment Task 3 Part A: Unit 1B FSTH

Task 3 Part A: Plan a small-scale production

Assessment type:	Production
Outcomes:	Outcome 2: Developing food opportunities Outcome 3: Working in food environments
Context:	Healthy food choices
Task duration:	2 weeks
Task weighting:	40% of unit total

Task 3 Part A: Plan a small-scale production (50 marks – 40%)

Work in small teams to plan a menu of healthy food and beverages to serve at a café style, lunchtime production to fifteen adolescent customers. Record the planning in a portfolio.

What you need to do:

1. Planning

- Work in teams of six to identify three healthy, savoury and three healthy, sweet recipes suitable for café service
- Choose recipes that could include fruit or vegetables and are low in fat and/or sugar
- Choose or allocate one recipe to each team member
- Adapt the recipes to include fruit and vegetables and reduce fat and sugar
- Individually produce an accurate food order to trial one of the recipes, submit it on time
- Trial the chosen or allocated product
- Obtain oral peer feedback from team members on the sensory properties of the product
- Communicate in a team and select a menu following trialing of all products
- Provide three reasons for the menu selection
- Communicate and negotiate, as a small team, with other teams to identify a cold beverage, three savoury and three sweet products for the café production
- Provide three reasons for the final menu selection
- Trial the production of coffee, tea and a cold beverage
- Individually produce an accurate food order for the A la carte café menu for fifteen customers and submit it on time
- Cost each food item for sale
- Produce a café table menu
- Negotiate as a class group to identify production teams, tasks and allocate roles
- Individually produce a production plan for the café presentation
- Produce food items for the café that are to be reheated on the day.

What is required for assessment?	Due date
<input type="checkbox"/> Portfolio (recipe adaptations, trial food order, reasons for small team menu selections, reasons for final menu selections, final food order, production plan)	Week 20

Marking key Task 3 Part A: Unit 1B FSTH

Plan a small-scale café production	Maximum mark /50
1. Planning	
<ul style="list-style-type: none"> • Works in teams of six to identify three healthy, savoury and three healthy, sweet recipes suitable for café service (1 mark each recipe) 	/6
<ul style="list-style-type: none"> • Chooses recipes that could include fruit or vegetables and are low in fat or sugar (1 mark each recipe) 	/6
<ul style="list-style-type: none"> • Chooses or allocates one recipe to each team member (1 mark) 	/1
<ul style="list-style-type: none"> • Adapts the recipe to include fruit or vegetables and reduce fat and/or sugar <ul style="list-style-type: none"> ○ includes fruit or vegetables ○ reduces fat and/or sugar (1 mark each) 	/1 /1
<ul style="list-style-type: none"> • Individually produces an accurate food order to trial one of the recipes and submits it on time <ul style="list-style-type: none"> ○ accurate ○ submitted on time (1 mark each) 	/1 /1
<ul style="list-style-type: none"> • Trials the chosen or allocated product (1 mark) 	/1
<ul style="list-style-type: none"> • Obtains peer feedback from team members on the sensory properties, plating and presentation of the product <ul style="list-style-type: none"> ○ sensory properties ○ plating 	/1 /1
<ul style="list-style-type: none"> • Communicates in a team and selects a menu following trialing of all products (1 mark) 	/1
<ul style="list-style-type: none"> • Provides three reasons for the team menu selection (1 mark each) 	/3
<ul style="list-style-type: none"> • Communicates and negotiates, as a small team, with other teams to identify a cold beverage, three savoury and three sweet products for the café production <ul style="list-style-type: none"> ○ communication ○ listening skills ○ cooperation (1 mark each) 	/1 /1 /1
<ul style="list-style-type: none"> • Provides three reasons for the final menu selection (1 mark each) 	/1
<ul style="list-style-type: none"> • Trials the production of coffee, tea and a cold beverage (1 mark each) 	/3
<ul style="list-style-type: none"> • Individually produces a food order for the A la carte café menu for fifteen customers <ul style="list-style-type: none"> ○ accurate ○ submitted on time (1 mark each) 	/1 /1

<ul style="list-style-type: none"> • Costs each menu item for sale <ul style="list-style-type: none"> ○ three savoury dishes (1 mark each) /3 ○ three sweet dishes (1 mark each) /3 ○ tea, coffee, cold beverage (1 mark each) /3 	
<ul style="list-style-type: none"> • Produces a café table menu (1 mark) /1 	
<ul style="list-style-type: none"> • Negotiates as a class group to identify production teams, tasks and allocate roles <ul style="list-style-type: none"> ○ identifies production teams /1 ○ identifies tasks /1 ○ allocates roles /1 ○ negotiation skills (1 mark each) /1 	
<ul style="list-style-type: none"> • Individually produces a production plan for the café presentation <ul style="list-style-type: none"> ○ identifies all tasks /1 ○ includes all class members /1 ○ includes realistic time allocations (1 mark each) /1 	
TASK TOTAL	/50

Teacher comment:

Assessment Task 3 Part B: Unit 1B FSTH

Task 3 Part B: Produce a small-scale café function

Assessment type:	Production
Outcomes:	Outcome 3: Working in food environments
Context:	Healthy food choices
Task duration:	2 weeks
Task weighting:	20% of unit total

Task 3 Part B: Produce a small-scale café function (60 marks – 20%)

Produce a small-scale café serving a selection of sweet and savoury foods, hot and cold beverages for fifteen customers.

What you have to do:

- Work in small production teams to follow and modify the production plan produced in Task 4 Part A
- Demonstrate effective teamwork skills
- Demonstrate preparation methods used to produce food products i.e.
 - kitchen mise-en-place
 - prepare commodities for food items to be produced as ordered
 - prepare pre-prepared food items for heating
 - OR
 - restaurant mise-en-place
 - set up the restaurant
 - polish cutlery and glassware
- Demonstrate preparation methods used to produce food products i.e.
 - kitchen duties
 - use a quality control system to serve standard portions
 - use a system to fill food orders
 - plate food attractively
 - notify service personnel if menu items are no longer available
 - OR
 - provide customer service
 - use an order pad to record orders
 - provide table service
 - make beverages and provide service
 - manage billing and payment by customers.
- Safe and hygienic work practices when using equipment and appliances
 - use equipment safely
 - clean the kitchen or restaurant.

What is required for assessment?	Due date
<input type="checkbox"/> Attendance on the day of production (absence to be explained in	Week 21

accordance with the school assessment policy)

Marking key Task 3 Part B: Unit 1B FSTH

Present a small-scale café function 1 = poor, 2 = satisfactory, 3 = very good				Maximum mark /60
<ul style="list-style-type: none"> Works in small production teams to follow and modify the production plan produced in Task 4 Part A 				
o follows production plan	1	2	3	
o modifies production plan	1	2	3	
<ul style="list-style-type: none"> Demonstrates effective teamwork skills 				
o negotiation	1	2	3	
o cooperation	1	2	3	
o effective communication	1	2	3	
o leadership	1	2	3	
o decision making	1	2	3	
<ul style="list-style-type: none"> Preparation methods used to produce food products 				
➤ <i>Completes kitchen mise-en-place</i>				
o prepares commodities for food items to be produced as ordered	1	2	3	
o prepares pre-prepared food items for heating	1	2	3	
OR				
➤ <i>Completes restaurant mise-en-place</i>				
o sets up the restaurant	1	2	3	
o polishes cutlery and glassware	1	2	3	
<ul style="list-style-type: none"> Preparation methods used to produce food products 				
➤ <i>Performs kitchen duties</i>				
o uses a quality control system to serve standard portions	1	2	3	
o uses a system to fill orders	1	2	3	
o plates food attractively	1	2	3	
o notifies service personnel if menu items are no longer available	1	2	3	

OR				
➤ <i>Provides customer service</i>				
○ uses an order pad to record orders	1	2	3	
○ provides table service				
○ provides beverage service	1	2	3	
○ manages billing and payment by customers	1	2	3	
• <i>Safe and hygienic work practices when using equipment and appliances</i>				
○ uses equipment safely	1	2	3	
○ cleans the kitchen or restaurant	1	2	3	
TASK TOTAL			/60	

Teacher comment:

Assessment Task 4: Unit 1A FSTH

Task 4: Practical test

Assessment Type:	Response
Outcomes:	Outcome 3: Working in food environments
Context:	Producing healthy meals
Task duration:	One hour
Task weighting:	20% of unit total

Task 4: Practical test (75 marks - 20%)

Plan and prepare a healthy two-course adolescent breakfast for one, with a beverage, from the given ingredient list. Include foods from each of the AGHE food groups, select healthy processing techniques and serve in recommended serve sizes. Planning will take place under open book test conditions and production under test conditions, for set times. Evaluate the planning and production in a written format.

What you need to do:

Ingredient list

Bread and cereals	White bread, wholegrain bread, crumpet, baked muesli, toasted muesli, sweet cereal, biscuit cereal, croissant, flour
Vegetables and legumes	Spinach, corn, potato, tomato, mushroom, onion, spring onion, parsley
Fruit	Fresh orange, fruit juice drink, pure orange juice, canned peaches, fresh apple, sultanas
Milk, yoghurt, cheese	Full cream milk, Hi-lo milk, choc milk, cheese, yoghurt, cottage cheese
Meat, fish, poultry, eggs, nuts, legumes	Sardines, salmon, sausage, bacon, mince, lamb chop, baked beans, eggs
Extras	Butter, margarine, oil, jam, honey

1. Planning – use only the listed foods

- Plan a healthy two- course adolescent breakfast for one, with a beverage, in half an hour
- Select a minimum of one food from each of the AGHE food groups
- Refer to the AGHE recommended serve sizes and produce a food order
- Produce a production plan to serve the meal and clean up in half an hour.

2. Production

- Demonstrate safe food handling techniques i.e.
 - use gloves or tongs to handle food
 - wash hands
 - maintain a clean the work area
- Demonstrate safe personal presentation standards i.e.
 - appropriate clean clothing
 - safe, appropriate footwear

- safe and hygienic personal grooming and hygiene
- Demonstrate healthy food processing techniques i.e
 - select or modify processing techniques to improve health
- Preparation methods used to produce food products i.e.
 - clean plates
 - present food attractively.
 - produces the meal and cleans in the given time

3. Evaluation

- Enter the commodities and serve sizes of each on an AGHE template
- Evaluate the menu. Give five reasons for the selection of commodities
- Explain the portion sizes for foods selected from each food group
- Explain two reasons the choice of processing techniques
- Explain two reasons why the menu meets adolescent food needs.

What is required for assessment?	Due date
<input type="checkbox"/> Menu, food order, production plan <input type="checkbox"/> Evaluation <input type="checkbox"/> Attendance on the day of the practical test (absence to be explained in accordance with the school assessment policy)	Week 27

Marking key Task 4: Unit 1A FSTH

Practical test					Maximum mark
					/75
1. Planning					
<ul style="list-style-type: none"> • Plans a two- course adolescent breakfast for one, with a beverage, in half an hour <ul style="list-style-type: none"> ○ plans a two-course menu with a beverage (1 mark each course, 1 mark beverage) ○ completes all planning in half an hour (1 mark) 					/3
<ul style="list-style-type: none"> ○ plans a two-course menu with a beverage (1 mark each course, 1 mark beverage) ○ completes all planning in half an hour (1 mark) 					/1
<ul style="list-style-type: none"> • Selects a minimum of one food from each of the AGHE food groups (1 mark each food group) 					/6
<ul style="list-style-type: none"> • Refers to the AGHE recommended serve sizes and produce an accurate food order <ul style="list-style-type: none"> ○ includes accurate recommended serve sizes ○ produces an accurate food order ○ submits on time (1 mark each) 					/1
<ul style="list-style-type: none"> ○ includes accurate recommended serve sizes ○ produces an accurate food order ○ submits on time (1 mark each) 					/1
<ul style="list-style-type: none"> ○ produces an accurate food order ○ submits on time (1 mark each) 					/1
<ul style="list-style-type: none"> • Produces a production plan to serve the meal and clean up in half an hour <ul style="list-style-type: none"> ○ includes all tasks and time allocations ○ plan extends for a maximum of half an hour (1 mark each) 					/1
<ul style="list-style-type: none"> ○ includes all tasks and time allocations ○ plan extends for a maximum of half an hour (1 mark each) 					/1
Total - Planning					/15
2. Production					
<i>Demonstrates safe food handling food techniques</i>					
○ uses gloves or tongs to handle food	1	2	3		
○ washes hands	1	2	3		
○ maintains a clean work area	1	2	3		
<i>Demonstrates safe personal presentation standards</i>					
○ appropriate, clean clothing	1	2	3		
○ appropriate safe footwear	1	2	3		
○ safe and hygienic personal grooming and hygiene	1	2	3		
<i>Demonstrates healthy food processing techniques</i>					
○ selects or modifies processing techniques to improve health	1	2	3		
<i>Preparation methods used to produce food products</i>					

○ cleans plates	1	2	3	
○ presents food attractively	1	2	3	
○ produces the meal and cleans in the given time	1	2	3	
Total - Production				/30
3. Evaluation				
• Enters the commodities and serve sizes of each on an AGHE template				
○ enters commodities (1 mark each of six food groups)				/6
○ enters serve sizes (1 mark for each of six food groups)				/6
• Evaluates the menu. Give five reasons for the commodities selected (1 mark each reason)				/5
• Explains the portion sizes for foods selected from each of six food groups (1 mark each food group)				/6
• Explains two reasons the choice of processing techniques (1 mark each reason)				/2
• Explains two reasons why the menu meets adolescent food needs (1 mark each reason)				/2
• Evaluates the effectiveness of three aspects of the production plan (1 mark each)				/3
Total - Evaluation				/30
TASK TOTAL				/75

Teacher comment:

Assessment Task 5: Unit 1B FSTH

Task 5: Written test

Assessment Type:	Response
Outcomes:	Outcome 4: Food in society
Context:	Healthy food choices
Task duration:	1 week
Task weighting:	20% of unit total

Task 5: Written test (20 marks – 20%)

Write an essay in response to the following statement: *‘The hospitality industry is the greatest influence on food habits as it has responded to consumer needs by offering menus that promote healthy eating’.*

The test will be completed in one hour under open book test conditions.

What you need to do:

In your response include the following:

- An introduction to the essay outlining the response
- Explain two relevant examples of the influence of peer groups on adolescent food choices
- Explain two relevant examples of the Influence of the media on adolescent eating patterns
- Explain two relevant examples of the Influence of food manufacturers (hospitality industry) on adolescent eating patterns
- Identify and clearly explain two relevant examples of the influence of marketing practices on adolescent food choices
- A clear logical conclusion.

What is required for assessment?	Due date
<input type="checkbox"/> Essay	Week 29
<input type="checkbox"/> Attendance on the day of the written test (absence to be explained in accordance with the school assessment policy)	

Marking key Task 5: Unit 1B FSTH

Description of marking criteria	Marks allocated 20	Marks awarded /20
<ul style="list-style-type: none"> • <i>Includes an introduction to the topic</i> <ul style="list-style-type: none"> ○ clearly outlines the argument or response ○ provides a brief introduction 	2 1	
<ul style="list-style-type: none"> • <i>Explains two relevant examples of the influence of peer groups on adolescent food choices</i> <ul style="list-style-type: none"> ○ thorough explanation of two relevant peer influences ○ satisfactory explanation of two relevant peer influences ○ clear explanation of one relevant peer influence ○ satisfactory explanation of one relevant peer influence 	4 3 2 1	
<ul style="list-style-type: none"> • <i>Explains two relevant examples of the influence of the media on adolescent eating patterns</i> <ul style="list-style-type: none"> ○ thorough explanation of two relevant media influences ○ satisfactory explanation of two relevant media influences ○ clear explanation of one relevant media influence ○ satisfactory explanation of one relevant media influence 	4 3 2 1	
<ul style="list-style-type: none"> • <i>Explains two relevant examples of the influence of food manufacturers (hospitality industry) on adolescent eating patterns</i> <ul style="list-style-type: none"> ○ thorough explanation of two relevant influences of food manufacturers ○ satisfactory explanation of two relevant influences of food manufacturers ○ clear explanation of one relevant influence of food manufacturers ○ satisfactory explanation of one relevant influence of food manufacturers 	4 3 2 1	
<ul style="list-style-type: none"> • <i>Identifies and clearly explains two relevant examples of the influence of marketing practices on adolescent food choices</i> <ul style="list-style-type: none"> ○ identifies and clearly explains the influence of two relevant marketing practices ○ identifies and satisfactorily explains the influence of two relevant marketing practices ○ identifies and clearly explains the influence of one relevant marketing practice ○ identifies and satisfactorily explains the influence of one relevant 	4 3 2 1	

marketing practice		
• <i>Includes a conclusion</i>		
○ effective and logical conclusion that responds to the task statement	2	
○ brief and not conclusive	1	
TASK TOTAL	20	/20

Teacher comment:
