

FOOD SCIENCE AND TECHNOLOGY

Unit 1A Hospitality

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

Unit 1A: Spotlight on my food

Unit context: Skills to prepare healthy meals for adolescents

WEEK	CONTENT	LEARNING EXPERIENCES	ASSESSMENT	RESOURCES
1	<p>Safe and hygienic work practices when using equipment and appliances</p> <p>Workplace procedures for health and safety e.g. safe working techniques using knives and equipment, handling hot surfaces, emergency procedures</p> <p>Safe personal presentation standards e.g. personal grooming and hygiene, appropriate clothing and footwear</p>	<ul style="list-style-type: none"> • Introduction to unit, attendance, assessment and equipment requirements • Provide students with: <ul style="list-style-type: none"> ○ syllabus document unit 1A p. 16-17 ○ unit outline ○ assessment outline ○ school assessment policy ○ grade descriptors • Activity 'Food and Technology Bingo' (Food based: Getting to know you activity...) • Knife sharpening, storage, handling & safety (also to demonstrate/practice during practical lesson) • Small groups Watch brief (40 secs), video (Hand Washing) showing correct hand washing procedures and why it is important for good personal hygiene (Also to apply during practical lesson) • Food and personal hygiene: Watch "Food safe" video and take notes of important points relating to safe personal presentation standards and workplace procedures for health and safety (students to apply during practical lessons) 		<p>Compton, I. Warren. C. (2008) <i>e-food Food and Technology Book 1</i>. Melbourne: Oxford Press, p3</p> <p>http://www.foodstandards.gov.au/newsroom/educationalmaterial/handwashingtips.cfm</p> <p>Australian Institute of Environmental Health. (1998) <i>Food safe Food Handler Training Program</i>. (video)</p>

	<p>Preparation methods used to produce food products</p> <p>Relevant terminology</p> <p>Safe use and storage of equipment</p>	<p>Practical lesson</p> <ul style="list-style-type: none"> ○ demonstration and practical precision cuts ○ personal hygiene and presentation standards ○ mise-en-place set up (focus) ○ knife sharpening, storage, handling & safety (repeat) ○ chopped parsley ○ paste garlic ○ compound butter + uses ○ preparation methods for garlic bread (using compound butter) & bake ○ dice 1 onion ○ rings ½ onion <ul style="list-style-type: none"> • Skills/procedures <ul style="list-style-type: none"> ○ safe knife skills - handling - sharpening- carrying - storage ○ mise en place set up ○ dishes (order of washing up, draining) ○ terminology: compound butter, chef's knife, mise en place 		
2	<p>Teamwork skills</p> <p>Relevant terminology</p> <p>Safe use and storage of equipment:</p> <p>Effects of processing on sensory</p>	<ul style="list-style-type: none"> • Practical lesson <ul style="list-style-type: none"> ○ Demonstration and practical precision cuts ○ carrots julienne, brunoise, jardinière ○ celery paysanne ○ cabbage chiffonnade ○ onion dice (revision) ○ in pairs produce vegetable and vermicelli noodles using precision cuts ○ cooking method shallow frying • Skills procedures: <ul style="list-style-type: none"> ○ knife skills - handling - sharpening- carrying - safety ○ mise en place set up ○ dishes ○ safe equipment use and storage – frypan and knives ○ terminology: chiffonnade, paysanne, julienne, brunoise, jardinière ○ teamwork skills – sharing equipment and workload ○ class discussion during practical lesson ○ effects of processing on sensory and physical 		<p>Worksheet: “Effects of processing on Sensory & Physical Properties of Food”</p>

	<p>and physical properties of food e.g. vegetables become soft when cooked:</p> <p>Sensory and physical properties that influence selection and use of food e.g. aesthetics, texture, aroma, flavour, colour</p> <p>Workplace procedures for health and safety e.g. safe working techniques using knives and equipment, handling hot surfaces, emergency procedures:</p> <p>Safe personal presentation standards e.g. personal grooming & hygiene, appropriate clothing & footwear</p> <p>Safe food handling practices and processing techniques used to ensure the quality and palatability of food:</p>	<p>properties of onion (compare raw and processed) – completed example on worksheet</p> <ul style="list-style-type: none"> ○ identify the sensory and physical properties that encourage selection and use of onion ○ repeat above steps for cabbage - Students record observations on worksheet <ul style="list-style-type: none"> ● ‘Fling the teacher’ basic food hygiene quiz dealing with workplace procedures for health and safety and safe personal presentation standards ● Display: tray of food which has deteriorated <ul style="list-style-type: none"> ○ class discussion ○ changes in sensory and physical properties due to deterioration ○ influence of these changes on selection and use of food ● Completion of worksheet “Food deterioration” ● As a class participate in Glitterbug experiment (hand washing) to demonstrate safe personal presentation standards and workplace standards for health and safety ● As a class watch demonstration of “Safely separate” experiment (paint on sponge), focus on cross contamination 		<p>http://www.educationforum.co.uk/health/basicfoodhygiene.htm</p> <p>Worksheet “Food deterioration”</p> <p>Glitterbug equipment & instruction sheet</p> <p>Source: ASISTM: CURTIN UNIVERSITY PD (www.fightbac.org)</p>
3	<p>Sensory and physical properties that influence selection and use of food e.g. aesthetics, texture, aroma, flavour, colour</p> <p>Relevant terminology</p> <p>Workplace procedures for health and safety e.g. safe working techniques using knives and equipment, handling hot</p>	<ul style="list-style-type: none"> ● Demonstration and class discussion: <ul style="list-style-type: none"> ○ pre-cut apple, banana, watermelon and potato (to demonstrate possible deterioration due to oxidation over period of time). Discuss influence of oxidation on selection and use of certain foods. ● Practical lesson <ul style="list-style-type: none"> ○ demonstration and practical precision cuts ○ orange segments ○ 1/3 banana and 1/2 kiwi fruit paysanne ○ watermelon and 1/2 apple macedoine ○ 1 strawberry fan 		

<p>surfaces, emergency procedures</p> <p>Food sources that supply the same nutrient e.g. protein from meat, fish, egg, beans</p> <p>Function of food in the body e.g. protein food for growth and repair</p> <p>Positive and negative influences of food choice on health</p> <p>Classification of foods e.g. animal, plant, seasonal availability</p> <p>Food selection models to meet the nutrient requirements of</p>	<ul style="list-style-type: none"> ○ oxidation, methods of prevention ○ produce fruit salad • Skills procedures: <ul style="list-style-type: none"> ○ workplace safety and hygiene during production e.g. using knives ○ mise en place set up ○ terminology: paysanne, macedoine, oxidation • Introduce TASK 1 Part A • Brainstorm to determine prior nutrition knowledge of: <ul style="list-style-type: none"> ○ function of food in the body e.g. protein food for growth and repair ○ nutrient and their functions ○ food sources of nutrients • Class discussion of Handout “Normal eating is...” and implications for adolescent food choices • Class discussion of ways to classify foods and potential problems and drawbacks of different classifications <ul style="list-style-type: none"> ○ e.g. good Vs bad food ○ e.g. healthy Vs unhealthy ○ e.g. everyday Vs occasional ○ discuss positive and negative influences of such classifications on food choices made by adolescents, and subsequent influence on health • Teacher to introduce different food selection models to meet the nutritional requirements of adolescents <ul style="list-style-type: none"> ○ Australian Guide to Healthy Eating (AGHE) ○ Australian Dietary Guidelines ○ Healthy Eating Pyramid • In small groups (then as class group), students discuss <ul style="list-style-type: none"> ○ how to use food selection models ○ purpose of food selection models 		<p>ASISTM: CURTIN UNIVERSITY PD + Educational material “The Whole Women Workshops”</p> <p>AGHE wall charts</p> <p>Dietary Guidelines for Australians – Dept Health & Aging</p> <p>Health Eating Pyramid Chart –</p>
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	<p>adolescents e.g. HEP, AGHE</p>	<ul style="list-style-type: none"> ○ drawbacks of each food selection model ○ recommended no. of serves of each food group in the AGHE to meet nutritional needs of adolescents ○ food examples from each food group in AGHE ● Continue Task 1 Part A <ul style="list-style-type: none"> ○ use an Australian Guide to Healthy Eating (AGHE) template to enter the names of each of the six identified food groups ○ enter the appropriate number of serves required each day for an active adolescent for each section of the AGHE ○ enter two foods from each food group onto the AGHE template 		<p>Australian Nutrition Foundation</p> <p>Internet</p> <p>Range of nutrition resources available in school</p>
<p>4</p>	<p>Safe and hygienic work practices when using equipment and appliances</p> <p>Organisation of work using food orders and production plans</p> <p>teamwork skills</p> <p>Selection of appropriate equipment for stated purpose</p> <p>Safe use and storage of equipment</p> <p>Safe food handling practices and processing techniques used to ensure the quality and palatability of food</p> <p>Effects of processing on sensory and physical properties of food</p>	<ul style="list-style-type: none"> ● Practical lesson demonstration and practical Meat in pastry with duxelles, baton carrots, boiled peas, potato in jacket with parmesan cheese (duxelles, carrots and peas cooked in pairs) ● During practical lesson: Teacher to model writing a production plan – students to copy then use during production ● Skills procedures: <ul style="list-style-type: none"> ○ knife skills / handling / sharpening ○ mise-en-place set up ○ terminology: baton, duxelles, sear, production plan ○ teamwork skills e.g. negotiation for use of resources, cooperation, sharing work load equitably ○ safe use and storage of equipment e.g. oven/stove management, oven trays ○ selection of appropriate equipment for stated purpose oven trays, correct sized saucepan/hob ○ storage of protein foods in fridge when not being processed ○ safe food handling practices to avoid cross 		<p>Worksheet: "Effects of</p>

	<p>e.g. vegetables become soft when cooked</p> <p>Food sources that supply the same nutrient e.g. protein from meat, fish, egg, beans</p> <p>Food selection models to meet the nutrient requirements of adolescents e.g. HEP, AGHE</p>	<p>contamination</p> <ul style="list-style-type: none"> • Class discussion during practical <ul style="list-style-type: none"> ○ effects of processing on sensory and physical properties of mushrooms and meat (compare raw and processed) ○ identify the sensory and physical properties that encourage selection and use of mushrooms and meat ○ Students record observations on worksheet • As a class, enter all ingredients on AGHE chart for commodities used in practical productions completed so far • Identify which nutrients fit into each section of the AGHE chart (including 'extras') • Continue Task 1 Part A: <ul style="list-style-type: none"> ○ in small teams weigh or measure two different foods from each group into the recommended serve size are they realistic? ○ record this information individually ○ select two foods from the 'extras' group. Present them in a portion size acceptable to adolescents. ○ refer to the AGHE and present each food in the recommended portion size ○ calculate how many recommended portion sizes could be made from the portion sizes established as acceptable to adolescents ○ explain two reasons why the recommended portion size is, or is not realistic 		<p>processing on Sensory & Physical Properties of Food"</p> <p>AGHE wall charts</p> <p>Internet</p> <p>Home ec resources</p>
<p>5</p>	<p>Teamwork skills</p> <p>Cooking methods e.g. dry, moist (choose methods to suit focus)</p> <p>Workplace procedures for health and safety e.g. safe working techniques using knives and equipment, handling hot surfaces, emergency procedures</p>	<ul style="list-style-type: none"> • Practical lesson demonstration and practical Bruschetta (tomato concasse) and vegetable broth soup includes paysanne cuts • Skills and procedures <ul style="list-style-type: none"> ○ mise-en-place set up ○ teamwork skills – negotiation for use of resources, communication ○ cooking method – grilling, boiling ○ terminology: bruschetta, concasse, revise previous terms ○ workplace procedures for safety – safe use of grill 		

	<p>Innovative food products in a healthy diet:</p> <p>Positive and negative influences of food choice on health;</p> <p>Food advertising practices</p> <p>Family and peer customs that determine adolescent food choices</p> <p>Food sources that supply the same nutrient e.g. protein from meat, fish, egg, beans</p> <p>Function of food in the body e.g. protein food for growth and repair</p>	<ul style="list-style-type: none"> • Fibre activity <ul style="list-style-type: none"> ○ Taste a range of breads and examine packaging ○ added extras e.g. omega 3 and reasons for inclusion ○ advertising techniques on bread bags ○ amount of fibre in each bread ○ innovative bread products e.g. high fibre white bread developed to cater for young child/adolescent preference for white bread ○ discuss specialty shops Vs home brand ○ fibre in the diet – positive and negative influences on adolescent health of adequate and inadequate intake • Brainstorm – meal planning principles <ul style="list-style-type: none"> ○ record as spider diagram • Complete Task 1 Part A: <ul style="list-style-type: none"> ○ list six food sources of dietary fibre ○ describe four functions in the body of each of the nutrients protein, fat, dietary fibre, water ○ explain four negative influences on adolescent health of over consumption of fat ○ explain three positive influences on adolescent health of adequate consumption of fibre ○ explain three negative influences on adolescent health of under consumption of fibre 	<p>Task 1: Part A due</p>	<p>ASISTM: CURTIN UNIVERSITY Week 7 nutrition lecture</p> <p>Bread packets</p> <p>Internet</p> <p>Range of nutrition resources available in school</p>
<p>6</p>	<p>Organisation of work using food orders and production plans</p> <p>Safe food handling practices and processing techniques used to ensure the quality and palatability of food:</p> <p>Safe personal presentation standards e.g. personal grooming and hygiene, appropriate clothing and footwear</p>	<ul style="list-style-type: none"> • Students individually produce a production plan to be used in this week's practical lesson • Practical lesson <ul style="list-style-type: none"> ○ Chicken and vegetable stir fry demonstrating accurate precision cuts, with rice • Skills/procedures <ul style="list-style-type: none"> ○ knife skills / handling / sharpening ○ safe personal presentation standards - reminders ○ cooking methods – shallow frying, boiling ○ preparation methods - precision cuts ○ storage of protein food (chicken) during production stages 		

	<p>Preparation methods used to produce food products</p> <p>Food sources that supply the same nutrient e.g. protein from meat, fish, egg, beans</p> <p>Consideration of the beliefs and values of adolescent consumers to address their needs</p> <p>Choosing recipes to suit a purpose</p>	<ul style="list-style-type: none"> ○ using and modifying a production plan ○ safe food handling practices to avoid cross contamination ● Student response to practical lesson <ul style="list-style-type: none"> ○ evaluate the effectiveness of systems of work, including production plan, and make three recommendations for improvement ● Introduce Task 1 Part B <ul style="list-style-type: none"> ○ devise a menu that meets the constraints of the design brief ○ include one different processing technique in each course 		<p>-The Fat, fibre and carbohydrate counter (Family Circle)</p> <p>-www..nestle.com.au (fact sheets)</p> <p>-www.betterhealth.vic.gov.au/BHCV2/bhcarticles.nsf/pages/Fibre_in_food</p> <p>-www.gastro.net.au/diets/fibreboost.</p>
7	<p>Organisation of work using food orders and production plans</p> <p>Teamwork skills</p> <p>Safe food handling practices and processing techniques used to ensure the quality and palatability of food:</p> <p>Cooking methods e.g. dry, moist (choose methods to suit focus)</p> <p>Effects of processing on sensory and physical properties of food e.g. vegetables become soft when cooked</p>	<ul style="list-style-type: none"> ● Practical lesson, demonstration and practical Tandoori chicken kebab (grilled) - individual Potato salad and coleslaw – small groups ● Skills and procedures <ul style="list-style-type: none"> ○ students write production plan as per steps of dem ○ knife skills / handling / sharpening ○ teamwork skills – negotiation of workload, sharing equipment ○ cooking methods – grilling, boiling ○ terminology: grilling, boiling, + revision ○ storage of protein food during production stages ○ safe food handling practices to avoid cross contamination ● During practical lesson complete worksheet 'Effects of Processing on Sensory & Physical Properties' for chicken (compare raw and cooked) ● Demonstration and practical costing (using school costing program) using recipes for Tandoori chicken kebab, potato salad and coleslaw 		<p>Worksheet: "Effects of processing on Sensory & Physical Properties"</p>

	<p>Consideration of the beliefs and values of adolescent consumers to address their needs:</p> <p>Adapting recipes to suit a design brief</p>	<ul style="list-style-type: none"> • Demonstration and practical adapting recipe yield • Demonstration and practical -recipes adaptations e.g. to reduce fat, increase fibre • Continue Task 1 Part B <ul style="list-style-type: none"> ○ cost the menu to meet the constraints of the design brief ○ adapt the recipes to comply with the recommended serve size for one cover ○ make three recipe adaptations to increase the fibre content of the meal 		
8	<p>Teamwork skills</p> <p>Safe use and storage of equipment</p> <p>Cooking methods e.g. dry, moist (choose methods to suit focus)</p> <p>Safe personal presentation standards e.g. personal grooming and hygiene, appropriate clothing and footwear</p> <p>Effects of processing on sensory and physical properties of food e.g. vegetables become soft when cooked</p> <p>organisation of work using food orders and production plans</p>	<ul style="list-style-type: none"> • Practical lesson, demonstration and practical <ul style="list-style-type: none"> ○ pasta with meat sauce (slow cook with fresh herbs) - adapt flavourings - individual ○ family size fruit filling enclosed in pastry (baked) with custard (small groups) • Demonstration: individual sized fruit pastries • Skills procedures <ul style="list-style-type: none"> ○ review safe personal presentation standards ○ creating single portion sizes from family size fruit pastry ○ teamwork skills – communication, cooperation ○ cooking methods – boiling, stewing, baking ○ terminology: baking, stewing, adapting, portion size, garnishing ○ safe use and storage of equipment – stove top • During practical, complete 'Effects of Processing on Sensory and Physical Properties' worksheet for pastry and pasta (compare unprocessed – uncooked and processed – cooked) • Complete Task 1 Part B, Planning <ul style="list-style-type: none"> ○ produce a plating diagram that illustrates attractive plating of each course ○ submit an accurate food order on time ○ produce a production plan that includes all mise-en- 	Task 1 Part B Planning portfolio	Worksheet: "Effects of Processing on Sensory & Physical Properties"

		place duties <ul style="list-style-type: none"> ○ identify and sequence all tasks and include realistic time allocations 	due	
9	Producing food products, services and systems to meet the needs to adolescents	<ul style="list-style-type: none"> • Continue Task 1 Part B, Production • Complete Task 1 Part B, Evaluation <ul style="list-style-type: none"> ○ enter commodities used in menu onto an AGHE template ○ calculate recommended serves of each food group chosen meal provides ○ compare calculations to recommended daily food requirements for active adolescents, from each of five food groups ○ identify and justify three recipe adaptations made to increase fibre ○ evaluate the sensory properties of each course ○ evaluate the physical properties of each course • Watch an episode of any program recorded around dinner time count number and types of food advertisements • Complete collation sheet individually: <ul style="list-style-type: none"> ○ foods being advertised ○ company ○ gimmicks ○ healthy or unhealthy food ○ have you heard of the product before? If so, how? ○ have you tried the food? ○ did you try it because of the advertising? 		
10	Preparation methods used to produce food products Relevant terminology Selection of appropriate equipment for stated purpose	<ul style="list-style-type: none"> • Practical lesson, dem/prac Profiteroles & filling & chocolate decoration • Skills and procedures <ul style="list-style-type: none"> ○ cooking methods – baking, boiling ○ terminology: baking, boiling, portion size and control, piping bag, garnishing, choux pastry, double boiler ○ chocolate preparation and processing ○ selection and use of piping bags - for custard 		

		<ul style="list-style-type: none"> • Think, pair, share: students examine one more advertisement. Complete answers to points 1,2,3 • Students examine three more food advertisements, repeat above 		magazine examples
11	<p>Safe and hygienic work practices when using equipment and appliances</p> <p>Cooking methods e.g. dry, moist (choose methods to suit focus)</p> <p>Teamwork skills</p> <p>Workplace procedures for health and safety e.g. safe working techniques using knives and equipment, handling hot surfaces, emergency procedures</p> <p>Family and peer customs that determine adolescent food choices</p> <p>Food issues that impact on adolescents</p> <p>Consideration of the beliefs and values of adolescent consumers to address their needs</p>	<ul style="list-style-type: none"> • Practical lesson, demonstration and practical <ul style="list-style-type: none"> Curry lamb with pumpkin & rice (in pairs) Crunchy layered fruit parfait (individual) • Skills and procedures <ul style="list-style-type: none"> ○ knife skills / handling / sharpening ○ revision of workplace safety when using equipment e.g. stove, oven ○ mise-en-place set up, revision ○ teamwork skills- negotiation, communication, cooperation ○ cooking methods – stewing, boiling, poaching ○ terminology: stewing, poaching • Complete Task 3 Part A <ul style="list-style-type: none"> ○ individually use effective teamwork skills e.g. effective communication, cooperation and leadership ○ work in small teams to compare your interview findings. ○ record these comparisons in the table provided • Introduce Task 3 Part B <ul style="list-style-type: none"> ○ identify who decides what you eat most of the time at home ○ explain three reasons why this person has this influence ○ describe three main influences on this person’s food choices ○ describe three influences you think you have on the food choices at home ○ identify three changes you would make if you took over the role of preparing and purchasing the family’s food ○ justify each of these three changes 	Task 3 Part A due	
12	Preparation methods used to produce food products	<ul style="list-style-type: none"> • Practical lesson, demonstration and practical <ul style="list-style-type: none"> Layered Chocolate Towers Decorate with chocolate arabesques, maraschino cherries, 		Laminated pictures as examples of interesting sweet garnishing ideas

	<p>Selection of appropriate equipment for stated purpose</p> <p>Consideration of the beliefs and values of adolescent consumers to address their needs</p> <p>Family and peer customs that determine adolescent food choices</p> <p>Classification of food e.g. animal, plant, seasonal availability</p> <p>Variety and availability of local foods e.g. Buy WA First campaign Economic and environmental aspects of purchasing local foods</p>	<p>cream and (frozen) berry filling Use: Locally made sponge, cream</p> <ul style="list-style-type: none"> • Discuss local berry availability • Skills and procedures <ul style="list-style-type: none"> ○ preparation methods - chocolate work ○ terminology: arabesques, portion size, quality control, garnishing ○ appropriate equipment for stated purpose – baking paper piping bags for chocolate work, use of baking paper to make chocolate collar • Complete Task 3 Part B <ul style="list-style-type: none"> ○ identify three aspects you would retain if you took over the role of preparing and purchasing the family’s food ○ justify each of these three retained aspects ○ make three recommendations about how your food provider could better meet your adolescent food needs ○ identify and explain two influences on food choices that are the same as those in your home. ○ identify and explain two influences on food choices that are different in the other homes. ○ explain three possible reasons for differences in food choices in different homes • Think, pair, share: complete ‘Classifying Foods’ worksheet (animal, plant classification) • In small groups conduct internet research to locate seasonal availability of given foods to complete ‘Classifying Foods’ worksheet • Class discussion used to complete worksheet ‘Local foods’ and ‘Buy West Eat Best’ <ul style="list-style-type: none"> ○ identify local foods and production locations in WA ○ advantages of purchasing local foods 	<p>Task 3 Part B due</p>	<p>“Classifying foods” worksheet</p> <p>Seasonal availability: http://www.freshforkids.com.au/seasonal_guide/seasonal_guide.html</p> <p>http://www.agric.wa.gov.au/content/foods/buywest_comm.html Internet</p> <p>“Local foods & Buy West Eat Best” worksheet</p>
<p>13-14</p>	<p>Skills to participate in small-scale productions</p>	<ul style="list-style-type: none"> • Practical lesson Mini pizzas 		

	<p>Safe food handling practices and processing techniques used to ensure the quality and palatability of food:</p> <p>Consideration of the beliefs and values of adolescent consumers to address their needs</p> <p>Organisation of work using food orders and production plans</p> <p>Choosing recipes to suit purpose</p> <p>Adapting recipes to suit design briefs</p>	<ul style="list-style-type: none"> ○ use a production line process to produce mini pizzas ○ each student assigned tasks by chosen group leader ○ tasks to be rotated to ensure that each student completes several parts of the process ● Skills/procedures <ul style="list-style-type: none"> ○ food systems for bulk production ○ preparation methods i.e. production line ○ terminology: portion size and control, quality control, production line, oven management for bulk produced food ○ safe food handling practices – keeping food out of danger zone during various stages of the production, avoiding cross contamination ○ skills to participate in small scale productions e.g. teamwork (cooperation, negotiation, communication, leadership) task delegation, portion control, quality control, production line, assigned and rotating tasks. ● Introduce and complete Task 2 <ul style="list-style-type: none"> ○ devise a healthy menu that includes only the given ingredients ○ adapt recipes to produce a two-course meal using only given ingredients ○ use at least one different cooking method in each course ○ produce a diagram to demonstrate attractive plating of each course ○ produce a diagram that illustrates the restaurant set-up ○ submit a food order on time ○ produce a production plan to produce the menu 	<p>Task 2 Planning portfolio due</p>	
<p>15</p>	<p>Sensory and physical properties that influence selection and use of food e.g. aesthetics, texture, aroma, flavour, colour:</p> <p>Workplace procedures for health</p>	<ul style="list-style-type: none"> ● Experiment, demonstration only <ul style="list-style-type: none"> ○ display of different potato varieties ○ cut them, observe differences in colour of flesh, amount of liquid when cut, time taken to oxidise ○ discuss waxy – starchy potatoes ○ boil each variety (cubes) then taste – discuss 		<p>Potato pamphlets from Western Potatoes or Coles etc</p>

	<p>and safety e.g. safe working techniques using knives and equipment, handling hot surfaces, emergency procedures</p> <p>Variety and availability of local foods e.g. Buy WA First campaign</p> <p>Economic and environmental aspects of purchasing local foods</p>	<p>differences and why different potatoes are better for different cooking methods</p> <ul style="list-style-type: none"> • Practical lesson, demonstration and practical <ul style="list-style-type: none"> Four different recipes (using different potato varieties) prepared in small teams <ul style="list-style-type: none"> ○ Rosti ○ Hasselback potatoes with parmesan cheese, oil, garlic ○ Gaufrittes and shoestring (using mandolin) - deep fry ○ Duchesse potatoes ○ discuss production locations in WA ○ brainstorm economic and environmental benefits of purchasing local potatoes • Skills and procedures <ul style="list-style-type: none"> ○ teamwork skills- cooperation, sharing of equipment workload ○ cooking methods - shallow fry, deep fry, bake, boil ○ terminology: deep frying, mandolin, rosti, gaufrittes, mandolin ○ workplace safety using deep fryer • Introduce Task 4 <ul style="list-style-type: none"> ○ conduct Task 4 (test) revision as a class • Complete Task 4 <ul style="list-style-type: none"> Test to include content from: <ul style="list-style-type: none"> ○ Food as a commodity ○ Nutrition ○ Laws and regulations ○ Consumer and enterprise relationships 	<p>Task 4 due</p>	
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Assessment outline – Food Science and Technology (Hospitality)

Unit 1A: Spotlight on my food

Unit learning context: Skills to prepare healthy meals for adolescents

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
Investigation	20% (CC weighting 20-30%)	10%	Task 1 Part A Investigate the food needs of adolescents	5	Nutrition	✓			
		10%	Task 3 Part A Investigate influences on adolescent food choices	11 + 12	Issues, trends and innovation Consumer and enterprise relationships				✓
Production	65% (CC weighting 50-70%)	35%	Task 1 Part B Design brief	8 + 9	Nutrition Skills with food Food practices and processing Technology process Laws and regulations Properties of food	✓	✓	✓	
		30%	Task 2 Small-scale production	13 + 14	Skills with food Food practices and processing Technology process Properties of foods Laws and regulations Nutrition	✓	✓	✓	
Response	15% (CC weighting 10-20%)	10%	Task 3 Part B Interview response	12	Issues trends and innovation Consumer and enterprise relationships				✓
		5%	Task 4 Test	15	Food as a commodity Nutrition Laws and regulations Consumer and enterprise relationships	✓			✓

Assessment Task 1 Part A: Unit 1A FSTH

Task 1 Part A: Investigate adolescent food needs

Assessment type:	Investigation
Outcomes:	Outcome 1: Understanding food materials
Unit context:	Skills to prepare healthy meals for adolescents
Task weighting:	10% of unit total
Task duration:	3 weeks.

TASK 1 Part A: Investigate adolescent food needs (80 marks – 10%)

Use the AGHE to investigate adolescent food needs. Individually report your findings in an essay.

What you have to do:

1. Essay writing:

- Demonstrate accurate spelling of relevant terminology, correct punctuation and sentence structure and effective paragraphing.
- Include an introduction to the task outlining the focus of the investigation
- Include an effective and logical conclusion
- Use an approved format to record all references

2. Investigate adolescent food needs:

- Use an Australian Guide to Healthy Eating (AGHE) template to enter the names of each of the six identified food groups
- Enter the appropriate number of serves required each day for an active adolescent for each section of the AGHE
- Enter two foods from each food group onto the AGHE template
- In small teams weigh or measure two different foods from each group into the recommended serve size
- Record this information individually
- Select two foods from the 'extras' group. Present them in a portion size acceptable to adolescents.
- Refer to the AGHE and present each food in the recommended portion size
- Calculate how many recommended portion sizes could be made from the portion sizes established as acceptable to adolescents
- Explain two reasons why the recommended portion size is, or is not, realistic
- List six food sources of dietary fibre
- Describe four functions in the body of each of the nutrients protein, fat, dietary fibre, water
- Explain four negative influences on adolescent health of over consumption of fat
- Explain three positive influences on adolescent health of adequate consumption of fibre
- Explain three negative influences on adolescent health of under consumption of fibre

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

Marking key Task 1 Part A: Unit 1A FSTH

Investigate adolescent food needs	Maximum mark /80
1. Essay writing	
<ul style="list-style-type: none"> • Demonstrates accurate spelling of relevant terminology, correct punctuation and sentence structure and effective paragraphing <ul style="list-style-type: none"> ○ accurate spelling of relevant terminology ○ correct punctuation ○ correct sentence structure ○ correct paragraphing (1 mark each) 	 /1 /1 /1 /1
<ul style="list-style-type: none"> • Includes an introduction to the task outlining the focus of the investigation <ul style="list-style-type: none"> ○ clearly outlines the investigation issue (1 mark) 	/1
<ul style="list-style-type: none"> • Includes an effective and logical conclusion <ul style="list-style-type: none"> ○ provides logical conclusions or recommendations (1 mark) 	/1
<ul style="list-style-type: none"> • Uses an approved format to record all references (1 mark) 	/1
Total - Essay writing	/7
Investigate adolescent food needs	
<ul style="list-style-type: none"> • Uses an Australian Guide to Healthy Eating (AGHE) template to enter the names of each of the six identified food groups (1 mark each of six groups) 	/6
<ul style="list-style-type: none"> • Enters the appropriate number of serves required each day for an active adolescent for each section of the AGHE (1 mark for each of six groups) 	/6
<ul style="list-style-type: none"> • Enter two foods from each food group onto the AGHE template (1 mark for each of six groups) 	/6
<ul style="list-style-type: none"> • In small teams weighs or measures two different foods from each group into the recommended serve size (1 mark for each of two foods from each of six groups) 	/12
<ul style="list-style-type: none"> • Records this information individually (1 mark) 	/1
<ul style="list-style-type: none"> • Selects two foods from the 'extras' group. Presents them in a portion size acceptable to adolescents <ul style="list-style-type: none"> ○ selects two correct foods (1 mark each) ○ weighs or measures two foods (1 mark each) 	 /2 /2
<ul style="list-style-type: none"> • Refers to the AGHE and presents each food in the recommended portion size (1 mark each of two foods) 	/2
<ul style="list-style-type: none"> • Calculates how many recommended portion sizes could be made from the portion sizes established as acceptable to adolescents (1 mark for each of two foods) 	/2
<ul style="list-style-type: none"> • Explains two reasons why the recommended portion size is, or is not realistic (1 mark each reason) 	/2

<ul style="list-style-type: none"> • Lists six food sources of dietary fibre (1 mark each) 	/6
<ul style="list-style-type: none"> • Describes four functions in the body of each of the nutrients protein, fat, dietary fibre, water <ul style="list-style-type: none"> ○ protein (1 mark for each of four functions) ○ fat (1 mark for each of four functions) ○ dietary fibre (1 mark for each of four functions) ○ water (1 mark for each of four functions) 	/4 /4 /4 /4
<ul style="list-style-type: none"> • Explains four negative influences on adolescent health of over consumption of fat (1 mark each influence) 	/4
<ul style="list-style-type: none"> • Explains three positive influences on adolescent health of adequate consumption of fibre (1 mark each influence) 	/3
<ul style="list-style-type: none"> • Explains three negative influences on adolescent health of under consumption of fibre (1 mark each influence) 	/3
Total - Investigation	/73
TASK TOTAL	/80

Teacher comment:

Assessment Task 1 Part B: Unit 1A FSTH

Task 1 Part B: Design brief:

Assessment type:	Production
Outcomes:	Outcome 1: Understanding food materials Outcome 2: Developing food opportunities Outcome 3: Working in food environments
Unit context:	Skills to prepare healthy meals for adolescents
Task weighting:	35% of unit total
Task duration:	4 weeks.

Task 1 Part B: Design brief: (100 marks - 35 %)

Individually devise, plan and produce a healthy, high fibre, two-course meal that includes main and dessert courses, for an active adolescent. The meal will cost three dollars. Produce and serve the meal and complete cleaning duties in two hours. Demonstrate skills with food, safe food handling practices and processing techniques. Record the planning and evaluation in a folio.

What you have to do:

1. Planning

- Devise a menu that meets the constraints of the design brief
- Include one different processing technique in each course
- Cost the menu to meet the constraints of the design brief
- Adapt the recipes to comply with the recommended serve size for one cover
- Make two recipe adaptations to increase the fibre content of the meal
- Produce a plating diagram that illustrates attractive plating of each course
- Submit an accurate food order on time
- Produce a production plan that includes all mise-en-place duties, identifies and sequences all tasks and includes realistic time allocations.

2. Production

During production and serving of the menu demonstrate:

- Skills with food
 - organise work using food orders and production plans
 - choose recipes to suit a purpose.
- Safe food handling practices
 - safe personal presentation standards
 - workplace procedures for health and safety
 - safe food handling practices to ensure the quality and palatability of food
- Processing techniques to ensure the quality and palatability of food
 - select and correctly apply appropriate processing methods
 - apply processing techniques to retain nutrients.

3. Evaluation

- Enter the commodities used in your menu onto an AGHE template
- Calculate how many recommended serves of each food group your chosen meal provides

- Compare these calculations to the recommended daily food requirements, for an active adolescent, from each of the five food groups (keep in mind that this is only ONE meal for the day).
- Identify and justify two recipe adaptations made to increase fibre
- Evaluate the sensory properties of each course e.g. appearance, aroma, flavour, texture
- Evaluate the physical properties of each course e.g. colour, shape, size, plating.

What is required for assessment?	Due dates
<input type="checkbox"/> Planning portfolio (menu, food order, production plan, costing)	Week 8
<input type="checkbox"/> Evaluation	Week 9

Marking key Task 1 Part B: Unit 1A FSTH

Design brief	Maximum mark /100
1. Planning	
<ul style="list-style-type: none"> ○ Devises a menu that meets the constraints of the design brief <ul style="list-style-type: none"> ○ devises a main and dessert course ○ menu meets the food requirements for an active adolescent ○ menu is high fibre (1 mark each) 	/1 /1 /1
<ul style="list-style-type: none"> ○ Includes one different processing technique in each course (1 mark each) 	/2
<ul style="list-style-type: none"> • Costs the menu to meet the constraints of the design brief <ul style="list-style-type: none"> ○ main course ○ dessert course ○ total cost (1 mark each) 	/1 /1 /1
<ul style="list-style-type: none"> ○ Adapts the recipes to comply with the recommended serve size for one cover <ul style="list-style-type: none"> ○ main course ○ dessert course (1mark each) 	/1 /1
<ul style="list-style-type: none"> ○ Makes three recipe adaptations to increase the fibre content of the meal (1 mark each adaptation) 	/3
<ul style="list-style-type: none"> ○ Produces a plating diagram that illustrates attractive plating of each course (1 mark each course) 	/2
<ul style="list-style-type: none"> ○ Submits an accurate food order on time (1 mark) 	/1
<ul style="list-style-type: none"> ○ Produces a production plan that includes all mise-en-place duties, identifies and sequences all tasks and includes realistic time allocations <ul style="list-style-type: none"> ○ includes all mise-en-place duties ○ identifies all tasks ○ sequences all tasks ○ includes realistic time allocations (1 mark each) 	/1 /1 /1 /1
Total - Planning	/20

2. Production		1 = poor, 2 = satisfactory, 3 = very good		
Skills with food				
<ul style="list-style-type: none"> • <i>Organises work using food orders and production plans</i> 				
○ includes all mise-en-place duties	1	2	3	
○ identifies and sequences all tasks	1	2	3	
○ includes realistic time allocations	1	2	3	
○ adapts the plan as necessary during trialing and production	1	2	3	
○ produces the meal and cleans up in the given time	1	2	3	
<ul style="list-style-type: none"> • <i>Chooses recipes to suit a purpose</i> 				
○ to include the given commodities	1	2	3	
○ to meet the food requirements of adolescents	1	2	3	
○ to meet recommended serve sizes	1	2	3	
Total – Skills with food				/24
Safe food handling practices				
<ul style="list-style-type: none"> • <i>Demonstrates safe personal presentation standards</i> 				
○ clean, appropriate food preparation clothing	1	2	3	
○ covered footwear	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	
<ul style="list-style-type: none"> • <i>Safe food handling practices used to ensure the quality and palatability of food</i> 				
○ applies procedures to avoid cross contamination	1	2	3	
○ keeps raw and cooked food separate	1	2	3	
Total - Safe food handling practices				/15
Processing techniques to ensure the quality and palatability of food				
○ selects and correctly applies appropriate cooking methods	1	2	3	
○ applies processing techniques to retain nutrients	1	2	3	
Total - Processing techniques				/6
Total - Production				/45

4. Evaluation	
<ul style="list-style-type: none"> • Enters the commodities used in your menu onto an AGHE template (1 mark each food group) 	/5
<ul style="list-style-type: none"> • Calculates how many recommended serves of each food group your chosen meal provides (1 mark each food group) 	/5
<ul style="list-style-type: none"> • Compares these calculations to the recommended daily food requirements, for an active adolescent, from each of the five food groups (1 mark each food group) 	/5
<ul style="list-style-type: none"> • Identifies and justifies two recipe adaptations made to increase fibre <ul style="list-style-type: none"> ○ identifies two (1 mark each) ○ justifies two (1 mark each) 	/2 /2
<ul style="list-style-type: none"> • Evaluates the sensory properties of each course e.g. appearance, aroma, flavour, texture <ul style="list-style-type: none"> ○ appearance ○ aroma ○ flavour ○ texture (1 mark for each property for each course) 	/2 /2 /2 /2
<ul style="list-style-type: none"> • Evaluates the physical properties of each course e.g. colour, shape, size, plating <ul style="list-style-type: none"> ○ colour ○ shape ○ size ○ plating (1 mark for each property for each course) 	/2 /2 /2 /2
Total - Evaluation	/35
TASK TOTAL	/100

Teacher comment:

Assessment Task 2: Unit 1A FSTH

Task 2: Small-scale production

Assessment type: Production

Outcomes: Outcome 1: Understanding food materials
Outcome 2: Developing food opportunities
Outcome 3: Working in food environments

Unit context: Skills to prepare healthy meals for adolescents

Task weighting: 30% of unit total

Task duration: 2 weeks.

TASK 2: Small-scale production (90 marks - 30 %)

Individually plan, produce, serve and evaluate a two-course main and dessert menu, for ten adolescents.

Use the given commodities to produce the menu. You will have two hours to produce and serve the meal including cleaning the kitchen and restaurant. Record your planning and evaluation in a portfolio

What you have to do:

Commodities:

- 2 chicken wings or 80 grams of chicken breast
- ½ carrot
- your choice of two other vegetables
- ¼ cup white or brown rice
- 50 grams pasta
- ⅛ capsicum
- ⅛ onion
- 1 granny smith apple
- ½ sheet puff pastry or 3 sheets filo pastry
- sugar
- plain flour
- herbs, spices, oil, dried fruit, margarine, parsley, icing sugar

Planning

- Devise a healthy menu that includes selections from the given commodities
- Adapt recipes to produce a two-course meal using only the given commodities
- Use at least two different processing techniques in each course
- Justify the selection of processing techniques for each course
- Produce a diagram to demonstrate attractive plating of each course
- Produce a diagram that illustrates the restaurant set-up
- Submit a food order on time
- Produce a production plan for trialing the menu that includes all mise-en-place duties, identifies and sequences all tasks and includes realistic time allocations.

Production

During production and serving of the menu demonstrate:

- Skills with food
 - skills to manage small-scale productions
 - organise work using food orders and production plans
 - choose recipes to suit a purpose
- Safe food handling practices
 - safe personal presentation standards
 - workplace procedures for health and safety
 - safe food handling practices to ensure the quality and palatability of food
- Processing techniques to ensure the quality and palatability of food
 - select and correctly apply appropriate processing methods
 - apply processing techniques to retain nutrients.

Evaluation

- Evaluate the effectiveness of systems of work identify one positive aspect and make two recommendations for improvement.
- Evaluate the sensory properties of each course e.g. appearance, aroma, flavour, texture and use relevant terminology to record.
- Evaluate the physical properties of each course e.g. colour, shape, size, plate presentation and use relevant terminology to record.
- Evaluate the nutritional balance of the meal using the AGHE
- Explain the reasons for the selection of commodities from each of the food groups in the AGHE
- Explain two ways in which you could improve the nutritional value of this meal for adolescents (e.g. choice and quantities of food commodities, cooking methods).

What is required for assessment?	Due dates
<input type="checkbox"/> Planning portfolio (menu, recipe adaptations, trial and function food order and production plan, plating and restaurant set-up diagrams)	Week 13
<input type="checkbox"/> Evaluation	Week 14
<input type="checkbox"/> Attendance on the day of production (absence to be explained in accordance with the school assessment policy)	Week 13

Marking key Task 2: Unit 1A FSTH

Small-scale production	Maximum mark /90
1. Planning	
<ul style="list-style-type: none"> • Devises a healthy menu that includes only the given commodities <ul style="list-style-type: none"> ○ main course ○ dessert course (1 mark each course) 	/2
<ul style="list-style-type: none"> • Adapts recipes to produce a two-course meal using only the given commodities <ul style="list-style-type: none"> ○ main course ○ dessert course (1 mark each course) 	/1 /1
<ul style="list-style-type: none"> • Uses at least two different processing techniques in each course <ul style="list-style-type: none"> ○ main course ○ dessert course (1 mark each course) 	/2 /2
<ul style="list-style-type: none"> • Justifies the selection of processing techniques for each course (1 mark each course) 	/2
<ul style="list-style-type: none"> • Produces a diagram to demonstrate attractive plating of each course <ul style="list-style-type: none"> ○ main course ○ dessert course ○ includes garnishes (1 mark each course) 	/1 /1 /1
<ul style="list-style-type: none"> • Produces a diagram that illustrates the restaurant set-up (1 mark) 	/1
<ul style="list-style-type: none"> • Submits an accurate food order on time <ul style="list-style-type: none"> ○ accurate ○ on time (1 mark each) 	/1 /1
<ul style="list-style-type: none"> ○ Produces a production plan for trialing the menu that includes all mise-en-place duties, identifies and sequences all tasks and includes realistic time allocations <ul style="list-style-type: none"> ○ includes all mise-en-place duties ○ identifies all tasks ○ sequences all tasks ○ includes realistic time allocations (1 mark each) 	/1 /1 /1 /1
Total - Planning	/20

2. Production 1 = poor, 2 = satisfactory, 3 = very good				
Skills with food				
<ul style="list-style-type: none"> • <i>Skills to manage small-scale productions</i> 				
○ Produces the meal and cleans up in the given time	1	2	3	
<ul style="list-style-type: none"> • <i>Produces a production plan for the entire function</i> 				
○ includes all mise-en-place duties	1	2	3	
○ identifies and sequences all tasks	1	2	3	
○ includes realistic time allocations	1	2	3	
○ adapts the plan as necessary during trialing and production	1	2	3	
<ul style="list-style-type: none"> • <i>Chooses recipes to suit a purpose</i> 				
○ to include the given commodities	1	2	3	
○ to meet the food requirements of adolescents	1	2	3	
○ to meet recommended serve sizes	1	2	3	
Total – Skills with food				/24
Safe food handling practices				
<ul style="list-style-type: none"> • <i>Demonstrates safe personal presentation standards</i> 				
○ clean, appropriate food preparation clothing	1	2	3	
○ covered footwear	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	
<ul style="list-style-type: none"> • <i>Safe food handling practices used to ensure the quality and palatability of food</i> 				
○ applies procedures to avoid cross contamination	1	2	3	
○ keeps raw and cooked food separate	1	2	3	
Total - Safe food handling practices				/15
Processing techniques to ensure the quality and palatability of food				
○ selects and correctly applies appropriate cooking methods	1	2	3	
○ applies processing techniques to retain nutrients	1	2	3	
Total - Processing techniques				/6
Total - Production				/45

4. Evaluation	
<ul style="list-style-type: none"> • Evaluates the effectiveness of systems of work identifies one positive aspect and makes two recommendations for improvement (1 mark each recommendation) 	/3
<ul style="list-style-type: none"> • Evaluates the sensory properties of each course e.g. appearance, aroma, flavour, texture and use relevant terminology to record. <ul style="list-style-type: none"> ○ appearance ○ aroma ○ flavor ○ texture (1 mark each property) ○ uses relevant terminology 	/1 /1 /1 /1 /1
<ul style="list-style-type: none"> • Evaluates the physical properties of each course e.g. colour, shape, size, plating and use relevant terminology to record. <ul style="list-style-type: none"> ○ colour ○ shape ○ size ○ plating ○ uses relevant terminology 	/1 /1 /1 /1 /1
<ul style="list-style-type: none"> • Evaluates the nutritional balance of the meal using the AGHE (1 mark each food group) 	/5
<ul style="list-style-type: none"> • Explains the reasons for the selection of commodities from each of the food groups in the AGHE (1 mark each food group) 	/5
<ul style="list-style-type: none"> • Explains two ways in which you could improve the nutritional value of this meal for adolescents (1 mark each way) 	/2
Total - Evaluation	/25
TASK TOTAL	/90

Teacher comment:

Assessment Task 3 Part A: Unit 1A FSTH

Task 3 Part A: Investigate the influences on adolescent food choices

Assessment type:	Investigation
Outcomes:	Outcome 4: Understanding food in society
Unit context	Skills to prepare healthy meals for adolescents
Task weighting:	10% of unit total
Task duration:	2 weeks

TASK 3 Part A: Investigate the influences on adolescent food choices (40 marks - 10%)

Individually, conduct an interview with the person who purchases and/or prepares most of your food. In small teams investigate team members' interview findings. Record these results in a table.

What you need to do:

- Interview the person who purchases and/or prepares most of your food
- Complete the Food Choices interview forms provided
- Individually demonstrate effective teamwork skills e.g. effective communication, cooperation and leadership
- Work in small teams to evaluate your interview findings
- Record the evaluations in the table provided.

What is required for assessment?	Due dates
<input type="checkbox"/> Food choices interview form	Week 11
<input type="checkbox"/> Interview comparison table	Week 12

Marking key Task 3 Part A: Unit 1A FSTH

Description of marking criteria	Marks allocated 40	Marks awarded /40
Food Choices interview form		
<ul style="list-style-type: none"> • Completes “family numbers” table 	1	
<ul style="list-style-type: none"> • <i>Explains two reasons why given person(s) has food purchasing role:</i> <ul style="list-style-type: none"> ○ Time <ul style="list-style-type: none"> - detailed explanation of two reasons - satisfactory explanation of two reasons ○ Family task allocation <ul style="list-style-type: none"> - detailed explanation of two reasons - satisfactory explanation of two reasons ○ Food skills <ul style="list-style-type: none"> - detailed explanation of two reasons - satisfactory explanation of two reasons ○ Task preference. <ul style="list-style-type: none"> - detailed explanation of two reasons - satisfactory explanation of two reasons 	2 1 2 1 2 1 2 1	
<ul style="list-style-type: none"> • Completes ranking of statements regarding purchasing food 	1	
<ul style="list-style-type: none"> • <i>Explains two reasons why given person(s) has food preparation role:</i> <ul style="list-style-type: none"> ○ Time <ul style="list-style-type: none"> - detailed explanation of two reasons - satisfactory explanation of two reasons ○ Family task allocation <ul style="list-style-type: none"> - detailed explanation of two reasons - satisfactory explanation of two reasons ○ Food skills <ul style="list-style-type: none"> - detailed explanation of two reasons - satisfactory explanation of two reasons ○ Task preference. <ul style="list-style-type: none"> - detailed explanation of two reasons - satisfactory explanation of two reasons 	2 1 2 1 2 1 2 1	
<ul style="list-style-type: none"> • Lists frequency of take-away meals each week 	1	
<ul style="list-style-type: none"> • Lists types of take-away normally eaten 	1	
<ul style="list-style-type: none"> • Explains five reasons why your family eats take-away food 	5	
<ul style="list-style-type: none"> • <i>Explains three reasons why this type of take-away food is chosen</i> <ul style="list-style-type: none"> ○ thorough explanation of three relevant reasons ○ satisfactory explanation of three relevant reasons ○ clear explanation of two relevant reasons 	4 3 2	

○ satisfactory explanation of two relevant reasons	1	
• Explains five influences that the adolescents in family have on the choice of food that is purchased and prepared (1 mark each influence)	5	
Total - Food choices interview form	34	
Interview comparison		
• Demonstrates effective teamwork skills		
○ effective communication	1	
○ cooperation	1	
○ leadership	1	
Total - Interview comparison	3	
Food Choices Interview: Comparison table		
• Completes influences that are the same for all team members' families	1	
• Completes influences that are different	1	
• Completes reasons for differences	1	
Total - Food choices interview: Comparison table	3	
TASK TOTAL	40	/40

Teacher comment:

Assessment Task 3 Part B: Unit 1A FSTH

Task 3 Part B: Interview response

Assessment type:	Response
Outcomes:	Outcome 4: Understanding food in society
Unit context:	Skills to prepare healthy meals for adolescents
Task weighting:	10% of unit total
Task duration::	2weeks

Task 3 Part B: Interview response (45 marks - 10%)

From your interview and interview comparison in Task 3 Part A, individually draw conclusions and make recommendations about influences on adolescent food choices. Report your findings in an essay.

What you need to do:

1. Essay writing

- Demonstrate accurate spelling of relevant terminology, correct punctuation and sentence structure and effective paragraphing
- Include an introduction to the task outlining the focus of the investigation
- Include an effective and logical conclusion
- Use an approved format to record all primary references.

2. Interview results

- Identify who decides what you eat most of the time at home
- Explain three reasons why this person has this influence
- Describe three main influences on this person's food choices for your home
- Describe three influences you think you have on the food choices at home
- Identify three changes you would make if you took over the role of preparing and purchasing the family's food
- Justify each of these three changes
- Identify three aspects you would retain if you took over the role of preparing and purchasing the family's food
- Justify each of these three retained aspects
- Make four recommendations about how your food provider could better meet your adolescent food needs.

3. Interview evaluation

- Identify and evaluate two influences on food choices that are the same as those in your home
- Identify and evaluate two influences on food choices that are different in the other homes
- Evaluate three possible reasons for differences in food choices in different homes.

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

Marking key Task 3 Part B: Unit 1A FSTH

Description of marking criteria	Marks allocated	Marks awarded
<ul style="list-style-type: none"> • <i>Demonstrates accurate spelling of relevant terminology, correct punctuation and sentence structure, effective paragraphing</i> <ul style="list-style-type: none"> ○ consistently demonstrates accurate spelling of relevant terminology, correct punctuation, sentence structure and effective paragraphing ○ mainly demonstrates accurate spelling of relevant terminology, correct punctuation, sentence structure and effective paragraphing 	2 1	
<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"> • Identifies who decides what you eat most of the time at home 	1	
<ul style="list-style-type: none"> • Explains three reasons why this person has this influence (1 mark for each reason) 	3	
<ul style="list-style-type: none"> • <i>Describes three main influences on this person's food choices for your home</i> <ul style="list-style-type: none"> ○ thorough description of three relevant influences ○ satisfactory description of three relevant influences ○ clear description of two relevant influences ○ satisfactory description of two relevant influences 	4 3 2 1	
<ul style="list-style-type: none"> • <i>Describes three influences you think you have on the food choices at home</i> <ul style="list-style-type: none"> ○ thorough description of three relevant influences ○ satisfactory description of three relevant influences ○ clear description of two relevant influences ○ satisfactory description of two relevant influences 	4 3 2 1	
<ul style="list-style-type: none"> • Identifies three changes in food preparation and purchasing 	1	
<ul style="list-style-type: none"> • <i>Justifies three changes</i> <ul style="list-style-type: none"> ○ thorough justification of three relevant changes ○ satisfactory justification of three relevant changes ○ clear explanation of two relevant changes ○ satisfactory explanation of two relevant changes 	4 3 2 1	
<ul style="list-style-type: none"> • Identifies three aspects of food purchasing and preparation to be retained 	1	
<ul style="list-style-type: none"> • <i>Justifies three retained aspects</i> <ul style="list-style-type: none"> ○ thorough justification of three relevant retentions ○ satisfactory justification of three relevant retentions ○ clear explanation of two relevant retentions ○ satisfactory explanation of two relevant retentions 	4 3 2 1	
<ul style="list-style-type: none"> • <i>Makes four recommendations about how your food provider could better meet your adolescent nutritional needs</i> 		

<ul style="list-style-type: none"> ○ thorough justification of four relevant recommendations ○ satisfactory justification of four relevant recommendations ○ clear explanation of three relevant recommendations ○ satisfactory explanation of three relevant recommendations ○ satisfactory explanation of two relevant reasons 	5 4 3 2 1	
<ul style="list-style-type: none"> ● <i>Identify and evaluate two influences on food choices that are the same as those in your home.</i> <ul style="list-style-type: none"> ○ thorough evaluation of two relevant influences ○ satisfactory evaluation of two relevant influences ○ satisfactory explanation of one relevant influence 	3 2 1	
<ul style="list-style-type: none"> ● <i>Identifies and evaluates two influences on food choices that are different in the other homes</i> <ul style="list-style-type: none"> ○ thorough evaluation of two relevant influences ○ clear explanation of two relevant influence ○ satisfactory explanation of one relevant reason 	3 2 1	
<ul style="list-style-type: none"> ● <i>Evaluates three possible reasons for differences in food choices in different homes</i> <ul style="list-style-type: none"> ○ thorough evaluation of three relevant reasons ○ satisfactory evaluation of three relevant reasons ○ clear explanation of two relevant reasons ○ satisfactory explanation of two relevant reasons 	4 3 2 1	
<ul style="list-style-type: none"> ● <i>Includes a conclusion</i> <ul style="list-style-type: none"> ○ effective and logical conclusion, sums up the key points ○ brief and not conclusive 	2 1	
<ul style="list-style-type: none"> ● <i>Includes a reference list</i> <ul style="list-style-type: none"> ○ uses an approved format to acknowledge all references ○ uses an approved format to acknowledge some references 	2 1	
TASK TOTAL	45	/45

Teacher comment:

Assessment Task 4: Unit 1A FSTH

Task 4: Test (not provided)

Assessment type:	Response
Outcomes:	Outcome 1: Understanding food materials Outcome 4: Understanding food in society
Unit context	Skills to prepare healthy meals for adolescents
Task weighting:	5% of unit total
Task duration:	1 hour

TASK 4: Test (40 marks - 5%)

Part A: 20 true/false questions 20 marks

Part B: 5 Short answer questions 20 marks

Parts A and B will be completed under test conditions.

The test will include questions from the following unit content:

- Food as a commodity
- Nutrition
- Laws and regulations
- Consumer and enterprise relationships

What is required for assessment?	Due date
<input type="checkbox"/> Attendance on the day of the test (absence to be explained in accordance with the school assessment policy)	Week 15

Teacher comment:

WORKSHEETS

FOR

LESSONS

FOOD CHOICES INTERVIEW

Interviewer: _____ Interviewee _____

1. Complete the following table:

Number of people living in house	
How many children / teenagers	
Ages of children / teenagers	

2. Who does most of the food shopping for your family? Explain 2 reasons why this is his/her job for each of the headings below.

Person: _____

Time:

Family task allocation:

Food skills:

Task preference:

3. Rate the importance of the following statements to you when you are in the supermarket purchasing food (1= most important, 4 = least important)

Cost of items	1	2	3	4
light and easy to carry home	1	2	3	4
'pester power' from children or other family members	1	2	3	4
items on special	1	2	3	4
Local foods (vs interstate or overseas food)	1	2	3	4
special cultural requirements e.g.	1	2	3	4

halal meat and products				
fruit and vegetables in season	1	2	3	4
brand loyalty	1	2	3	4
things your children like	1	2	3	4
nutrition information on the label	1	2	3	4
convenience foods (to save preparation time)	1	2	3	4
special dietary requirements e.g. diabetes, vegetarian	1	2	3	4
things you have seen advertised	1	2	3	4
Impulse	1	2	3	4
healthy foods (e.g. low sat, low sugar, low fat)	1	2	3	4
trying new foods	1	2	3	4
Amount of packaging	1	2	3	4
variety of fruit and vegetables	1	2	3	4

4. Who does most of the food preparation in the house? Explain 2 reasons why this is his/her job for each of the headings below.

Person: _____

Time:

Family task allocation:

Food skills:

Task preference:

5. As a family, how often do you eat take-away meals each week? What types of take-away do you normally eat?

6. Explain three reasons why this type of take-away food is chosen.

7. Explain five reasons why your family eats take-away food.

8. Explain five influences that the adolescents in your family have on the choice of food that is purchased and prepared for the family.

FOOD CHOICES INTERVIEW: COMPARISON TABLE

In a small team, compare interviews. Individually record the team’s findings.

INFLUENCES ON FOOD CHOICES	PERSON 1 (ME)	PERSON 2	PERSON 3
INFLUENCES THAT ARE THE SAME FOR ALL TEAM MEMBERS' FAMILIES			
INFLUENCES THAT ARE DIFFERENT			
REASONS FOR DIFFERENCES			

EFFECTS OF PROCESSING ON SENSORY & PHYSICAL PROPERTIES OF FOOD

FOOD	DESCRIBE RAW STATE	DESCRIBE PROCESSED (e.g. cooked or cut) STATE
Onion	<p>Texture: <i>crisp, firm, hard, smooth</i></p> <p>Aroma: <i>strong, pungent, causes crying!</i></p> <p>Appearance (including colour): <i>white, rigid</i></p> <p>Taste: <i>strong, savoury</i></p> <p>Mouthfeel: <i>crisp, crunchy, 'hot',</i></p> <p>Size:</p> <p>Sound: <i>crisp when snapped</i></p>	<p>Texture: <i>soft, smooth,</i></p> <p>Aroma: <i>milder, doesn't cause crying</i></p> <p>Appearance (including colour) <i>opaque, could be browned depending how long it was cooked, can change shape because it is now soft</i></p> <p>Taste: <i>savoury</i></p> <p>Mouthfeel: <i>soft,</i></p> <p>Size: <i>slightly smaller due to loss of moisture when cooked</i></p> <p>Sound: <i>no sound</i></p>

Mushrooms	<p>Texture:</p> <p>Aroma:</p> <p>Appearance (including colour)</p> <p>Taste:</p> <p>Mouthfeel:</p> <p>Size:</p> <p>Sound:</p>	<p>Texture:</p> <p>Aroma:</p> <p>Appearance (including colour)</p> <p>Taste:</p> <p>Mouthfeel:</p> <p>Size:</p> <p>Sound:</p>
	<p>Texture:</p> <p>Aroma:</p> <p>Appearance (including colour)</p> <p>Taste:</p> <p>Mouthfeel:</p>	<p>Texture:</p> <p>Aroma:</p> <p>Appearance (including colour)</p> <p>Taste:</p> <p>Mouthfeel:</p>

	Size: Sound:	Size: Sound:
	Texture: Aroma: Appearance (including colour) Taste: Mouthfeel: Size: Sound:	Texture: Aroma: Appearance (including colour) Taste: Mouthfeel: Size: Sound:

WHY ISN'T FOOD ALWAYS PERFECT?????
FOOD DETERIORATION

After group and class discussion, complete the following:

1. Why we wouldn't eat 'off' food. List as many reasons as you can.

2. Give examples of foods that you eat and list what happens to this food when it starts to deteriorate or spoil.

FOOD	WHAT HAPPENS WHEN IT SPOILS
Apples	Look bruised, go soft and start to brown
Bananas	
Mushrooms	
Bread	
Meat	

3. *Bacteria*

Bacteria need the following to multiply:

T

M

F

W

If bacteria have all these conditions, they will multiply every _____ minutes.

4. *The Danger zone*

Bacteria multiply best in temperatures in the DANGER ZONE. The danger zone is between what temperatures.

_____ °C

THIS IS THE DANGER ZONE!!

_____ °C

SO..... keep hot foods _____

SO..... keep cold foods _____

5. In the kitchen, what can you do to prevent food spoiling due to bacterial growth??

<ul style="list-style-type: none">• Avoid cross contamination – don't let raw food (or juices) come into contact with cooked or ready to eat foods
<ul style="list-style-type: none">•
<ul style="list-style-type: none">•
<ul style="list-style-type: none">•
<ul style="list-style-type: none">•
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<ul style="list-style-type: none">•

Classifying foods:

1. For each food, tick the appropriate column to indicate that the food is either from an animal source OR from a plant source.
2. Use the internet to find out when each of these foods are 'in season' (that is, the time of year that they are most easily available in WA).

FOODS	ANIMAL	PLANT	SEASON
Chicken breast			
Potato			
Banana			
Bread			
Cucumber			
Fillet steak			
Nectarine			
Cheese			
Strawberries			
Cottage cheese			
Broccoli			
Eggs			

Asparagus			
Milk			
Grapes			
Pumpkin			
Yoghurt			
Leek			
Lamb chop			
Onion			
Pork loin chop			
Butter			
Tomatoes			
Tofu			

What are the advantages of buying fruit and vegetables in season??

- _____

- _____

- ---

- ---

- ---

- ---

- ---

LOCAL FOODS & "BUY WEST EAT BEST CAMPAIGN"

Complete the table below by deciding which of the foods listed are produced in Western Australia.

FOODS	PRODUCED IN WA Yes or No	WA PRODUCTION – SOME LOCATIONS
Wine		
Chocolate		
Grapes		
Bananas		
Cheese		
Milk, yoghurt		
Meat		
Eggs		
Halal meat		
Chicken		
Oranges		
Apples		
Nectarines		

Peaches		
Chick peas		
Wheat		
Barley		
Canola oil		
Olives		
Olive oil		
Macadamias		
Beef, sheep and goats for live export		
Strawberries		
Onions		
Herbs		
Sprouts		
Prawns		
Tomatoes		
Pumpkin, potato		
Honey		

The WA Government, (Department of Agriculture and Food) is currently conducting a campaign called 'BUY WEST EAT BEST'. This campaign is designed to assist local food producers to promote their products to WA consumers.

What are the advantages of WA consumers purchasing local foods?

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

ANSWERS

FOODS	PRODUCED IN WA Yes or No	WA PRODUCTION – SOME LOCATIONS
Wine	YES	Perth Hills, Swan Valley, South West
Chocolate	YES	Margaret River, Swan Valley
Grapes	YES	Perth Hills, Swan Valley, South West
Bananas	YES	Carnarvon, Kununurra Region
Cheese	YES	South West, Margaret River, Harvey
Milk, yoghurt	YES	South West, Margaret River, Harvey
Meat	YES	South West, North West
Eggs	YES	Perth, Northam
Halal meat	YES	Perth, Katanning
Chicken	YES	Perth
Oranges	YES	Perth Hills, South West, Wheatbelt
Apples	YES	Donnybrook, Perth Hills
Nectarines	YES	Perth Hills, South West
Peaches	YES	Perth Hills, South West
Chick peas	YES	Ord River
Wheat	YES	Wheatbelt Merredin, Esperance, Geraldton, Albany
Barley	YES	Esperance, Albany

Canola oil	YES	Esperance, Albany, Geraldton
Olives	YES	Lancelin, Chittering Valley
Olive oil	YES	Lancelin, Chittering Valley
Macadamias	YES	Baldivis
Beef, sheep and goats for live export	YES	North West, South West
Strawberries	YES	Perth - Wanneroo
Onions	YES	Perth - Spearwood
Herbs	YES	Perth, South West
Sprouts	YES	South West
Prawns	YES	Shark Bay, Exmouth
Tomatoes	YES	Carnarvon and Kununurra.
Pumpkin, potato	YES	Carnarvon and Kununurra.
Honey	YES	Perth, Bunbury, Denmark

POSSIBLE ANSWERS

What are the advantages of WA consumers purchasing local foods?

- keeps your money circulating within your community
- Supporting local food producers can help to create jobs for your region.
- Buying local food provides high-quality foods
- Locally-produced food is often fresher than conventional products grown far away and shipped in trucks for several days.
- Less travel time to transport goods to point of sale so fresher and less food miles covered
- Reduces dependence on foreign oil needed to ship food thousands of miles, thus cutting back on greenhouse gas emissions.
- Less need for storage (so less power used – no need for ethylene removal)
- Locally-grown foods can be high in nutrients, often reaching you within 24 hours of harvest, whereas produce shipped from out of state may be up to a week old and has often suffered from severe nutrient loss.
- Can be more certain about food production and handling practices to ensure a safe food supply to Australian standards which are often higher than elsewhere in the world
- Could be cheaper than imported products
- Potential to buy 'seconds' from the grower