

FOOD SCIENCE AND TECHNOLOGY

Unit 1B Hospitality

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

Unit 1B: Food, health and choices

Focus: Food for adolescent entertaining

| WEEK | CONTENT | LEARNING EXPERIENCES | RESOURCES | ASSESSMENT |
|------|--|--|---|------------|
| 1 | <p>Classification of food e.g. healthy, nutritious foods, unhealthy foods.</p> <p>Safe personal presentation standards e.g. personal grooming and hygiene, appropriate clothing and footwear</p> | <p>Introduction to the course, equipment, attendance and assessment requirements.</p> <ul style="list-style-type: none"> • Provide students with: <ul style="list-style-type: none"> ○ syllabus document 1B pp.18-19 ○ unit outline ○ assessment outline ○ school assessment policy ○ grade descriptors. • Healthy/Unhealthy Foods <ul style="list-style-type: none"> ○ provide shopping basket filled with fresh and processed food. ○ provide students with a worksheet to classify foods into healthy/unhealthy. ○ as a class discuss the differences in student response – e.g. section of Healthy Eating Pyramid, processing of, quantity consumed, frequency of consumption, freshness of, storage conditions, health status of consumer, conditions grown in etc. | <p>Worksheet: Healthy/Unhealthy Foods H.E.P (not provided.)</p> <p>Worksheet illustrating safe/unsafe practices (not included).</p> | |

| WEEK | CONTENT | LEARNING EXPERIENCES | RESOURCES | ASSESSMENT |
|------|--|--|--|------------|
| | <p>Workplace procedures for health and safety e.g. safe work techniques, using knives and equipment, handling hot surfaces, emergency procedures, safe posture including lifting, bending and standing.</p> <p>Safe food handling and processing techniques used to ensure the quality and palatability of food.</p> <p>Preparation methods used to produce food products</p> <p>Cooking methods e.g. dry moist (choose methods to suit focus)</p> <p>Effects of processing on the physical properties of food</p> <p>Sensory and physical properties that encourage the consumption of healthy food (or not).</p> | <ul style="list-style-type: none"> • Potato dishes <ul style="list-style-type: none"> ○ revise different moist and dry methods of cooking. ○ pair students. ○ each pair of students is given a potato and process-using one of the following methods: mashed, boiled with/without skins, roasted, baked, micro waved, fried. ○ each student to taste a sample of uncooked potato ○ each student to complete a sensory evaluation. ○ discuss changes in physical properties | <p>Heath,G.,McKenzie, H. and Tully,L.,(2005) <i>Food by Design</i>, Pearson Education Australia Port Melbourne Australia p.20</p> <p>Potatoes. Recipe sheets (not included).</p> <p>Sensory evaluation table (not included).</p> <p>Major. G. and Maes, G., 2000, <i>Food, People and Technology Book 2</i>, MacMillan Education Australia Pty Ltd, 627 Chapel St, South Yarra, 3141p.11</p> | |

| WEEK | CONTENT | LEARNING EXPERIENCES | RESOURCES | ASSESSMENT |
|------|--|--|---|-------------------------|
| | <p>Sensory and physical properties that encourage the consumption of healthy food (or not).</p> <p>Food labeling practices that protect the consumer</p> | <ul style="list-style-type: none"> • Milk tasting <ul style="list-style-type: none"> ○ check for lactose intolerant students. ○ display samples of milk. ○ pair students ○ one of pair to apply blindfold and 'feed' partner the samples one at a time ○ cleanse palate between each sample ○ partner to record the response of the blindfolded student after each sample is tested. ○ swap roles and repeat. ○ students are to view results and discuss as a class. ○ as a class examine the nutrition labels, use-by-date, storage instructions, heating instructions, manufacturer's details, country of origin etc. and discuss the importance of the various labels in protecting consumers. | <p>Worksheet: 9 Step Chart (not included).</p> <p>Blindfold for each student.</p> <p>Bottles/cartons of various milks:</p> <p>cow's – full cream, Hi-Lo, skim, calcium enriched, UHT, Rice, goats, Soy etc.</p> <p>Home Economics Institute of Australia Inc. 2003, <i>Nutrition the inside story</i>, HEIA, PO Box 779, Jamison Centre, Macquarie, ACT, 2614 6 0</p> | |
| 2 | | <p>Introduce Task 1: Investigate adolescent food needs and personal food intake</p> <ul style="list-style-type: none"> ○ give out Task 1 booklets. ○ read through and discuss expectations. ○ students are to complete a food intake diary for all the food/drink consumed for the day ensuring an accurate description and quantity has been recorded. ○ check to ensure students' accuracy ○ continue checking food intake diary each lesson for 7 days. | <p>Task 1 booklet (not included).</p> | <p>Introduce Task 1</p> |

| WEEK | CONTENT | LEARNING EXPERIENCES | RESOURCES | ASSESSMENT |
|------|--|--|---|------------|
| | <p>Economic aspects of purchasing healthy/unhealthy food.</p> <p>Conflicts between individual food preferences and nutrient requirements.</p> <p>Health and environmental issues that arise from food consumption and lifestyle patterns.</p> <p>Food selection models e.g. Healthy Eating Pyramid, The Australian Guide to Healthy Eating.</p> <p>Balanced Diets.</p> | <p>Students view video/DVD Etiquette, manners and rituals with food</p> <ul style="list-style-type: none"> ○ Complete worksheet. <ul style="list-style-type: none"> • Revise/teach the Healthy Eating Pyramid and The Australian Guide to Healthy Eating. <ul style="list-style-type: none"> ○ students to access a copy of these food selection models <ul style="list-style-type: none"> • Investigate the dietary requirements for adolescents including special requirements for vegetarians, females and athletes. <ul style="list-style-type: none"> ○ students summarise the nutritional requirements of adolescents to be used in completing their analysis | <p>Video/DVD: Etiquette, manners and rituals with food. Classroom video- 21 minutes</p> <p>Worksheet (not included).</p> <p>Major. G. and Maes, G., 2000, <i>Food, People and Technology Book 2</i>, MacMillan Education Australia Pty Ltd, 627 Chapel St, South Yarra, 3141p.30,34</p> <p>Home Economics Institute of Australia Inc. 2003, <i>Nutrition the inside story</i>, HEIA,PO Box 779, Jamison Centre, Macquarie, ACT,2614 8.0</p> <p>Library/trolley of books.</p> | |

| WEEK | CONTENT | LEARNING EXPERIENCES | RESOURCES | ASSESSMENT |
|------|--|---|--|------------|
| | <p>Preparation methods used to produce food products</p> <p>Cooking methods e.g. dry, moist (choose methods to suit focus)</p> <p>Effects of processing on the physical properties of food</p> <p>Sensory and physical properties that encourage the consumption of healthy food (or not).</p> <p>Food labeling practices that protect the consumer</p> <p>Food selection models e.g. Healthy Eating Pyramid, The Australian Guide to Healthy Eating.</p> <p>Balanced Diets.</p> | <ul style="list-style-type: none"> • Practical lesson <ul style="list-style-type: none"> ○ soup production and tasting ○ students work in small groups to prepare and serve fresh and processed soups. ○ students sample the soups and complete the sensory evaluation sheet. ○ discuss the physical and sensory properties that may influence adolescents' selection of soups. | <p>Recipe sheets and food items including fresh, packet. Cup A Soup and canned soups.</p> <p>Sensory evaluation sheet</p> <p>Major. G. and Maes, G., 2000, <i>Food, People and Technology Book 2</i>, MacMillan Education Australia Pty Ltd, 627 Chapel St, South Yarra, 3141p.11</p> <p>Major. G. and Maes, G., 2000, <i>Food, People and Technology Book 2</i>, MacMillan Education Australia Pty Ltd, 627 Chapel St, South Yarra, 3141p.30,34</p> <p>Home Economics Institute of Australia Inc. 2003, <i>Nutrition the inside story</i>, HEIA,PO Box 779, Jamison Centre, Macquarie, ACT,2614 8.0</p> | |

| WEEK | CONTENT | LEARNING EXPERIENCES | RESOURCES | ASSESSMENT |
|------|--|--|--|--|
| 3 | <p>Food selection models e.g. Healthy Eating Pyramid, The Australian Guide to Healthy Eating.</p> <p>Balanced Diets.</p> <p>Classification of food e.g. healthy, nutritious foods, unhealthy foods.</p> <p>Economic aspects of purchasing healthy/unhealthy food.</p> <p>Conflicts between individual food preferences and nutrient requirements</p> <p>Food labeling practices that protect the consumer</p> <p>Effects of processing on the physical properties of food</p> <p>Sensory and physical properties that encourage the consumption of healthy food (or not)</p> | <ul style="list-style-type: none"> • Discuss techniques for report writing and provide students with a structure. • Students commence an analysis of their diet based on their week's food intake diary. <ul style="list-style-type: none"> ○ total all foods/beverages from food intake diary. ○ utilize The Australian Guide to Healthy Eating to classify all food and beverages as healthy/unhealthy and write a report on their findings. ○ include discussion on factors that may/have influenced food selection habits – cultural, social, nutritional attitudes, personal likes/dislikes, religious beliefs, the media. ○ make recommendations to improve the nutritional status of the diet. • Students view video: Reading Food Labels | <p>Task booklet (not included)</p> <p>Video: <i>Reading Food Labels</i> – VEA – 15 minutes on ANZFA regulations</p> <p>Lockhart, A., 1994, <i>Food Science and Technology</i>, Jacaranda Wiley Ltd, 33 Park Road, Milton, Qld, 4064 p.12</p> | <p>Task 1 Due Food intake diary</p> |

| WEEK | CONTENT | LEARNING EXPERIENCES | RESOURCES | ASSESSMENT |
|------|---|---|---|---|
| | Cooking methods e.g. dry, moist (choose methods to suit focus) | <ul style="list-style-type: none"> • Practical: Soup cookery Stock making, Puree soups, accompaniments and garnishes Students to learn/revise: <ul style="list-style-type: none"> ○ types of soups ○ stock making, types ○ moist methods – boiling, simmering ○ accompaniments and garnishes ○ nutritive value ○ faults in making/reasons | | |
| 4 | <p>Balanced diet</p> <p>Classification of foods e.g. healthy nutritious foods, unhealthy foods</p> <p>Conflicts between individual food preferences and nutrient requirements</p> | <ul style="list-style-type: none"> • Introduce Task 2: Plan, prepare and produce a small-scale function 1 <ul style="list-style-type: none"> ○ give out task booklet, read and discuss ○ Students view video: Designing menus for balanced diets and complete worksheet ○ revise the technology process to complete design briefs when producing food products ○ students complete a class brainstorm of healthy foods suitable for an adolescent birthday party. List six each of savoury, sweet and beverage recipes | <p>Video: Designing menus for balanced diets – Classroom video – 20 minutes (Worksheet not included)</p> <p>Major. G. and Maes, G., 2000, <i>Food, People and Technology Book 2</i>, MacMillan Education Australia Pty Ltd, 627 Chapel St, South Yarra, 3141p.2</p> <p>Recipe books/library</p> | <p>Task 1 Due Food classification table and report</p> <p>Introduce Task 2</p> |

| WEEK | CONTENT | LEARNING EXPERIENCES | RESOURCES | ASSESSMENT |
|------|---|--|---|------------|
| | <p>Adapting recipes to suit design briefs</p> <p>Cooking methods - dry, moist (choose method to suit focus)</p> | <ul style="list-style-type: none"> ○ discuss factors that influence adolescent health ○ negotiate a final list of savoury, sweet and beverage recipes ○ adapt the recipes to. reduce fat, sugar, salt, refined carbohydrates ● Cookery practical: Traditional soups, accompaniments and garnishes Students in pairs: <ul style="list-style-type: none"> ○ select and make a traditional soup ○ complete a sensory and physical properties analysis | | |
| 5 | <p>Teamwork</p> <p>Safe food handling and processing techniques used to ensure the quality and palatability of food</p> <p>Safe and hygienic work practices when using equipment and appliances</p> | <ul style="list-style-type: none"> ● Return Task 1 and discuss results Discuss the importance of good teamwork skills ● Cost final recipes for function – online ● Discuss the importance of safe food handling practices: <ul style="list-style-type: none"> ○ cross contamination of food ○ using equipment hygienically to prevent food contamination ○ safe food storage – cupboard, freezer, refrigerator ● Experiment <ul style="list-style-type: none"> ○ leave a variety of commodities on a bench for a week to observe the changes. | <p>Worksheets depicting different scenarios</p> <p>Blake, G., Gualtieri, R., Fanning, A., Cornius-Randall, R.,. 2004, <i>Food Technology First</i>, Pearson Education Australia Ch. !</p> | |

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| | Cooking methods e.g. dry, moist (choose methods to suit focus) | <ul style="list-style-type: none"> • Practical lesson, main course, dry method grilling <ul style="list-style-type: none"> ○ dry methods of cookery ○ students to learn/revise grilling ○ method ○ foods suitable, reasons ○ safety | | |
| 6 | <p>Organisation of work using food orders and production plans</p> <p>Teamwork</p> <p>Cooking methods e.g. dry, moist (chose method to suit focus)</p> | <ul style="list-style-type: none"> • Students to learn/revise napkin folding: <ul style="list-style-type: none"> ○ select one suitable for a buffet ○ fold napkin ○ class discussion on choice of napkin fold for function • Students to complete food orders for function recipes • Organise the equipment list required for the function e.g. tablecloth, decoration, serving plates/tongs/spoons, glasses etc. • Practical lesson <ul style="list-style-type: none"> ○ main course – shallow frying ○ dry method of cookery ○ students to learn/revise grilling ○ foods suitable, reasons ○ safety | Napkins | |
| 7 | Organisation of work using food orders and production plans | <ul style="list-style-type: none"> • Students to learn/revise types of invitations and necessary information to include <ul style="list-style-type: none"> ○ students to design and produce an invitation for ten guests. It must include: <ul style="list-style-type: none"> ○ name of guest ○ occasion ○ time ○ venue | | |

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| <p>9</p> | <p>Oganisation of work using food orders and production plans</p> <p>Teamwork skills</p> <p>Adapting recipes to suit design briefs</p> <p>Cooking methods e.g. dry, moist (choose method to suit focus)</p> | <ul style="list-style-type: none"> • Students view DVD: Catering skills – setting the scene Complete the worksheet <ul style="list-style-type: none"> ○ discuss strengths and weaknesses of function 1 ○ class brainstorm of healthy foods suitable for a two course sit down evening meal ○ using recipe books supplied select six savoury, sweet and beverage recipes ○ class negotiate a suitable menu ○ complete food orders and an equipment list ○ complete a production plan for recipes • Practical lesson: main course, braising, stewing , moist methods | <p>DVD: Catering skills – setting the scene – V.E.A.</p> <p>Worksheet</p> | <p>Task 2 Due Small-scale function 1</p> |
| <p>10</p> | <p>Safe food handling practices and processing techniques used to ensure the quality and palatability of food</p> <p>Adapting recipes to suit design briefs</p> <p>Methods of cookery e, g dry, moist (choose method to suit focus)</p> | <ul style="list-style-type: none"> • Students to: <ul style="list-style-type: none"> ○ trial function recipes ○ trial plating and garnishing ○ complete a sensory evaluation of dishes ○ make any necessary alterations • Practical lesson <ul style="list-style-type: none"> ○ dessert recipes, poaching and stewing, moist methods | | |
| <p>11</p> | <p>Organisation of work using food orders and production plans</p> <p>Teamwork skills</p> | <ul style="list-style-type: none"> ○ cost recipes – online ○ complete production plans for function ○ negotiate roles for function <ul style="list-style-type: none"> • Practical lesson <ul style="list-style-type: none"> ○ dessert, baking, dry methods | | |

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| | Cooking methods e.g. dry, moist (choose method to suit focus) | | | |
| 12 | <p>Skills to participate in small-scale food productions</p> <p>Safe food handling practices and processing techniques to ensure the quality and palatability of food</p> <p>Adapting recipes to suit design briefs</p> | <ul style="list-style-type: none"> • Students to: <ul style="list-style-type: none"> ○ trial table setting and decoration for the function and make any necessary alterations ○ fold napkins ○ prepare, cook and present the two course sit down meal ○ greet guests, serve and cater for their needs ○ clear and clean up thoroughly after the function and store all equipment correctly ○ complete the evaluation of the function • Students to alter sweet snack recipes to be cooked in week 13 to create a healthier alternative • Produce food orders for the healthier alternatives | | |
| 13 | <p>Influence of the media and food manufacturers on adolescent eating patterns</p> <p>Adapting recipes to suit design briefs</p> | <p>Introduce Task 4: Media response</p> <p>Students to view video: Mmarketing – a food marketing case study</p> <ul style="list-style-type: none"> • Students to learn/revise marketing practices used by food manufacturers to influence adolescent food choices <ul style="list-style-type: none"> ○ graphics ○ language ○ promotional strategies • Practical lesson | <p>Worksheet</p> <p>Home Economics Institute of Australia Inc. 2003, <i>Nutrition the inside story</i>, HEIA, PO Box 779, Jamison Centre, Macquarie, ACT, 2614 12.0</p> | <p>Task 3 Due</p> <p>Small-scale function 2</p> |

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| | | <ul style="list-style-type: none"> ○ sweet snacks ○ pair students:one to prepare recipe as is, other to alter food items to produce a more nutritious snack ○ complete a sensory analysis of both and discuss ○ students to alter savoury snack recipes to be cooked in week 14 and alter to create a healthier alternative ○ produce food orders for the healthier alternatives | <p>Lockhart, A., 1994, <i>Food Science and Technology</i>, Jacaranda Wiley Ltd, 33 Park Road, Milton, Qld, 4064 p.155</p> | |
| 15 | <p>Balanced diets</p> <p>Consideration of the beliefs and values of producers and consumers to address consumer needs</p> <p>Effects of processing on the physical properties of food</p> <p>Safe food handling practices and processing techniques to ensure the quality and palatability of food</p> <p>Food labeling practices that protect the consumer</p> | <ul style="list-style-type: none"> ● Return Task 4 to students and discuss results ● Discuss the place of 'extra' foods in the diet ● Practical lesson Christmas cookery Students to select prepare and produce two food items from the following: <ul style="list-style-type: none"> ○ preserves ○ fruit mince pies ○ savoury biscuits ○ confectionery ● Students to store food items appropriately to ensure food safety until Christmas ● Students design, produce and attach labels for the two food items and present the items attractively in a decorated basket or box | <p>Major. G. and Maes, G., 2000, <i>Food, People and Technology Book 2</i>, MacMillan Education Australia Pty Ltd, 627 Chapel St, South Yarra, 3141 p.249</p> | |

Assessment outline – Food Science and Technology (Hospitality)

Unit 1B: Food, health and choices

Unit learning context: Food for adolescent entertaining

| 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%) | 20% | Task 1 Investigate adolescent food needs and personal food intake | 4 | Food as a commodity Nutrition Issues trends and innovation Consumer and enterprise relationships | ✓ | | | ✓ |
| Production | 70% (CC weighting 50-70%) | 35% | Task 2 Plan, produce and evaluate small-scale function 1, and demonstrate skills with food | 9 | Nutrition Skills with food Technology process Food practices and processing | ✓ | ✓ | ✓ | |
| | | 35% | Task 3 Plan, produce and evaluate small-scale function 2 and demonstrate skills with food | 13 | Nutrition Skills with food Technology process Food practices and processing | ✓ | ✓ | ✓ | |
| Response | 10% (CC weighting 10-20%) | 10% | Task 4 Media response | 14 | Nutrition Issues trends and innovation Consumer and enterprise relationships | | | | ✓ |

Assessment Task 1: Unit 1B FSTH

Task 1: Investigate adolescent food needs and personal food intake

Assessment type: Investigation

Outcomes: Outcome 1: Understanding food materials
Outcome 4: Understanding food in society

Unit context: Food for adolescent entertaining

Task duration: 3 weeks

Task weighting: 20% of unit total

Task 1: Investigate adolescent food needs and personal food intake (65 marks – 20%)

Investigate and evaluate personal food intake and the influences on adolescent food choices. Present the results in a food classification table and a short report.

What you need to do:

1. Investigate and analyse personal food intake

- Use the Australian Guide to Healthy Eating to identify the daily food needs, from each food group, of adolescents
- Enter your weekly intake of food and beverages in the journal supplied
- Use appropriate measures to accurately record food intake.
- Classify the foods consumed in a table according to:
 - healthy/unhealthy
 - nutrient content
 - variety
 - availability
 - storage
 - cost
- Enter the foods consumed onto an AGHE template
- Evaluate your diet using the recommendations of the AGHE. Consider variety of foods consumed, intake from each food group, intake of 'extra' foods, types of beverages consumed
- Explains five recommendations to improve food intake

2. Investigate the influences on adolescent food choices

- Explain three peer group influences on your personal food choices e.g. cost, eating together, lifestyle, independence
- Explain two reasons for each influence
- Explain three media influences on your personal food choices e.g. promotional strategies, celebrity endorsement, advertising
- Explain two reasons for each influence
- Explain three influences food manufacturers have on your personal food choices e.g. convenience, new technology, production of unhealthy foods
- Explain two reasons for each influence
- Evaluate the influences on adolescent food choices
- Explain three recommendations to improve adolescent food choices

3. Present the results of your investigation in a written report that includes:

- an introduction that explains the investigation issue
- correct spelling of relevant terminology
- correct use of sentence structure and paragraphing to organise information
- a logical conclusion
- an accurate reference list using an approved format

| What is required for assessment | Due dates |
|--|-----------|
| <input type="checkbox"/> Food intake diary | Week 3 |
| <input type="checkbox"/> Food classification table | Week 4 |
| <input type="checkbox"/> Report | Week 4 |

Marking key Task 1: Unit 1B FSTH

| Investigate influences on adolescent eating patterns | Maximum mark /65 |
|--|----------------------------------|
| 1. Investigate and analyse personal food intake | |
| <ul style="list-style-type: none"> • Uses the Australian Guide to Healthy Eating to identify the daily food needs, from each food group, of adolescents (1 mark each food group) | /5 |
| <ul style="list-style-type: none"> • Enters weekly intake of food and beverages in the journal supplied (1 mark for each day's entries) | /7 |
| <ul style="list-style-type: none"> • Uses appropriate measures to accurately record food intake. <ul style="list-style-type: none"> ○ appropriate measures used for liquids ○ accurately records liquids ○ appropriate measures used for solids ○ accurately records solids | /1 /1 /1 /1 |
| <ul style="list-style-type: none"> • Classifies the foods consumed in a table according to: <ul style="list-style-type: none"> ○ healthy/unhealthy ○ nutrient content ○ variety ○ availability ○ storage ○ cost (1 mark for each category) | /1 /1 /1 /1 /1 /1 |
| <ul style="list-style-type: none"> • Enters the foods consumed onto an AGHE template <ul style="list-style-type: none"> ○ enters each food group correctly ○ enters the extras group correctly | /5 /1 |
| <ul style="list-style-type: none"> • Evaluates diet using the recommendations of the AGHE. e.g. consider variety of foods consumed, intake from each food group, intake of 'extra' foods, types of beverages consumed <ul style="list-style-type: none"> ○ uses the AGHE to evaluate the diet ○ considers variety of foods consumed ○ considers intake from each food group ○ considers intake of 'extra' foods ○ considers types of beverages consumed (1 mark each) | /1 /1 /1 /1 /1 |
| <ul style="list-style-type: none"> • Explains five recommendations to improve food intake (1 mark each explanation) | /5 |
| Total – Investigate and analyse personal food intake | /38 |
| 2. Investigate the influences on adolescent food choices | |
| <ul style="list-style-type: none"> • Explains three peer group influences on personal food choices e.g. cost, eating together, lifestyle, independence (1 mark each) | /3 |
| <ul style="list-style-type: none"> • Explains two reasons for each influence (1 mark each reason) | /2 |
| <ul style="list-style-type: none"> • Explains three media influences on personal food choices e.g. promotional strategies, celebrity endorsement, advertising | /3 |

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|--|----------------------------------|
| (1 mark each) | |
| • Explains two reasons for each influence (1 mark each reason) | /2 |
| • Identifies three influences food manufacturers have on your personal food choices e.g. convenience, new technology, production of unhealthy foods (1 mark each) | /3 |
| • Explains two reasons for each influence (1 mark each reason) | /2 |
| • Evaluates the influences on adolescent food choices <ul style="list-style-type: none"> ○ influence of peer groups ○ influence of the media ○ influence of food manufacturers (1 mark each influence) | /1 /1 /1 |
| • Explains three recommendations to improve adolescent food choices (1 mark each recommendation) | /3 |
| Total – Investigate the influences on adolescent food choices | /21 |
| 3. Report writing | |
| • Presents the results of the investigation in a written report that includes: <ul style="list-style-type: none"> ○ an introduction that explains the investigation issue ○ correct spelling of relevant terminology ○ correct use of sentence structure and paragraphing to organise information ○ a logical conclusion ○ an accurate reference list (1 mark each) | /1 /1 /1 /1 /1 /1 |
| Total – Report writing | /6 |
| TASK TOTAL | /65 |

Teacher comment:

Assessment Task 2: Unit 1B FSTH

Task 2: Plan, produce and evaluate small-scale function 1

Assessment type: Production

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

Unit context: Food for adolescent entertaining

Task duration: 5 weeks

Task weighting: 35% of unit total

Task 2: Plan, produce and evaluate small-scale function 1 (90 marks – 35%)

Plan, prepare, present and evaluate a healthy, two course buffet birthday luncheon suitable for ten adolescent guests. Record the planning and evaluation in a task booklet.

What you need to do:

1. Planning

Work in teams

- View video designing 'Menus for Balanced Diets' and complete worksheet
- Complete a brainstorm of healthy foods suitable for an adolescent evening meal. List six each of savoury, sweet and beverage recipe options
- Explain six factors influencing adolescent health that need to be considered in the selection of food and beverages
- Choose one savoury, one sweet and one beverage suitable for the meal
- As a class communicate and negotiate a final list of savoury, sweet and beverage recipes
- Adapt recipes to suit the design brief
- Ensure each class member has a food item to prepare
- Describe the importance of the following when working with others:
 - teamwork
 - communication
 - cooperation
- Select an appropriate method for folding a napkin for a buffet and fold two napkins to be used at the party
- As a class communicate and negotiate the roles for the function
- Identify four safety and four food hygiene practices to observe when producing and serving the food products
- Complete an accurate food order and submit it on time
- Produce a detailed, accurate production plan
- Cost the food item or beverage produced
- Devise and produce an appropriate birthday invitation.

2. Practical preparation and service

Work in teams

- Teamwork skills
- Preparation methods used to produce food products
- Safe food handling practices and processing techniques used to ensure the quality and palatability of food.

3. Function evaluation

Work individually

- Evaluates the suitability of the menu and explains two positive aspects and explains three recommendations for modifications
- Evaluate systems of work, explain two positive aspects and explain three recommendations for improvement.

| What is required for assessment | Due date |
|---------------------------------------|----------|
| <input type="checkbox"/> Task booklet | Week 9 |

Marking key Task 2: Unit 1B FSTH

| Plan, produce and evaluate small-scale function 1 | Maximum mark /85 |
|---|------------------|
| 1. Planning | |
| <ul style="list-style-type: none"> • Views video Menu Planning and completes worksheet | /2 |
| <ul style="list-style-type: none"> • Completes a brainstorm of buffet foods suitable for an adolescent birthday party. Lists six each of savoury, sweet and beverage recipe options (1 mark each list) | /6 |
| <ul style="list-style-type: none"> • Explains six factors influencing adolescent health that need to be considered in the selection of the food and beverages | /6 |
| <ul style="list-style-type: none"> • Chooses a savoury, a sweet and a beverage buffet recipe | /3 |
| <ul style="list-style-type: none"> • Adapts recipes to suit the design brief <ul style="list-style-type: none"> ○ adapts to improve health ○ adapts to produce ten portions | /1 /1 |
| <ul style="list-style-type: none"> • As a class communicates and negotiates a final list of savoury, sweet and beverage recipes (1 mark each list) • Ensures each class member has a recipe to prepare | /3 /1 |
| <ul style="list-style-type: none"> • Describes the importance of the following when working with others: <ul style="list-style-type: none"> ○ teamwork ○ communication ○ cooperation (1 mark each) | /1 /1 /1 |
| <ul style="list-style-type: none"> • Selects an appropriate method for folding a napkin for a buffet and folds two napkins to be used at the party <ul style="list-style-type: none"> ○ selects fold ○ folds napkins | /1 /1 |
| <ul style="list-style-type: none"> • Negotiates, as a class, the roles for the function <ul style="list-style-type: none"> ○ negotiates ○ allocates a role to each class member | /1 /1 |
| <ul style="list-style-type: none"> • Lists four safety and four food hygiene practices to observe when producing and serving the food products <ul style="list-style-type: none"> ○ four safety practices ○ four food hygiene practices | /8 |
| <ul style="list-style-type: none"> • Completes an accurate food order and submits on time <ul style="list-style-type: none"> ○ accurate ○ submits on time (1 mark each) | /1 /1 |
| <ul style="list-style-type: none"> • Produces a detailed production plan <ul style="list-style-type: none"> ○ includes all tasks ○ realistic time allocations (1 mark each) | /1 /1 |
| <ul style="list-style-type: none"> • Costs the food item or beverage produced | /1 |
| <ul style="list-style-type: none"> • Devises and produces a birthday invitation <ul style="list-style-type: none"> ○ details of time, venue ○ appropriate design (1 mark each) | /1 /1 |

| | | | | | | |
|---|--|--|--|------------|------------|---|
| Total - Planning | | | | /45 | | |
| 2. Skills to manage small-scale food productions | | | | | | |
| 1 = poor, 2 = satisfactory, 3 = very good | | | | | | |
| <ul style="list-style-type: none"> • <i>Teamwork skills</i> | | | | | | |
| ○ works effectively with a partner | | | | 1 | 2 | 3 |
| ○ works effectively in a team | | | | 1 | 2 | 3 |
| ○ communicates and negotiates | | | | 1 | 2 | 3 |
| ○ leadership skills | | | | 1 | 2 | 3 |
| <ul style="list-style-type: none"> • <i>Preparation methods used to produce food products</i> | | | | | | |
| ○ uses appropriate precision cuts to prepare food items prior to the function | | | | 1 | 2 | 3 |
| ○ provides effective customer service OR effective kitchen brigade duties on the day of the function | | | | 1 | 2 | 3 |
| <ul style="list-style-type: none"> • <i>Safe food handling practices and processing techniques used to ensure the quality and palatability of food</i> | | | | | | |
| ○ selects appropriate processing methods and applies correctly | | | | 1 | 2 | 3 |
| ○ packages food products hygienically for storage | | | | 1 | 2 | 3 |
| ○ stores food products safely | | | | 1 | 2 | 3 |
| ○ uses sensory testing to evaluate food products | | | | 1 | 2 | 3 |
| Total –Skills to manage small-scale food productions | | | | | /30 | |
| 3. Evaluation | | | | | | |
| <ul style="list-style-type: none"> • Evaluates the suitability of the menu and explains two positive aspects and explains three recommendations for modifications <ul style="list-style-type: none"> ○ explains two positive aspects (1 mark each) ○ explains three recommendations for modifications (1 mark each) | | | | | /2 /3 | |
| <ul style="list-style-type: none"> • Evaluates systems of work, explains two positive aspects and explains three recommendations for improvement <ul style="list-style-type: none"> ○ explains two positive aspects (1 mark each) ○ explains three recommendations for modifications (1 mark each) | | | | | /2 /3 | |
| Total - Evaluation | | | | | /10 | |
| TASK TOTAL | | | | | /85 | |

Teacher comment:



Assessment Task 3: Unit 1B FSTH

Task 3: Plan, produce and evaluate small-scale function 2

| | |
|-------------------------|--|
| Assessment type: | Production |
| Outcomes: | Outcome 1: Understanding food materials Outcome 2: Developing food opportunities Outcome 3: Working in food environments |
| Unit context: | Food for adolescent entertaining |
| Task duration: | 5 weeks |
| Task weighting: | 35% of unit total |

Task 3: Plan, produce and evaluate small-scale function 2 (85 marks – 35%)

Plan, produce and evaluate a healthy, two course, sit down, evening meal for ten adolescent guests. Record the planning and evaluation in a task booklet and a task journal.

What you need to do:

1. Planning:

- View video 'Designing Menus for Balanced Diets' and complete worksheet
- Complete a brainstorm of healthy foods suitable for a sit down, evening adolescent meal.
- List six each of savoury, sweet and beverage recipe options
- Explain six factors influencing adolescent health that need to be considered in the selection of food and beverages
- Choose one savoury, one sweet and one beverage suitable for a sit down meal
- As a class communicate and negotiate a final list of savoury sweet and beverage recipes
- Adapt recipes to suit the design brief
- Ensure each team member has a food item to prepare
- Describe the importance of the following when working with others:
 - teamwork
 - communication
 - cooperation
- Select an appropriate method for folding a napkin and fold 2 napkins to be used
- As a class communicate and negotiate the roles for the function
- Identify four safety and four food hygiene practices to observe when producing and serving the food products
- Complete an accurate food order and submit it on time
- Produce a detailed, accurate production plan
- Cost the menu
- Devise and produce an appropriate invitation.

2. Practical preparation and service

- Demonstrate safe food handling practices and food processing techniques used to ensure the quality and palatability of food
- Demonstrate safe personal presentation standards e.g. personal grooming and hygiene and appropriate clothing and footwear

- Demonstrate workplace procedures for health and safety e.g. safe work techniques, using knives and equipment, handling hot surfaces, emergency procedures, safe posture including lifting, bending and standing.
- Demonstrate preparation methods to produce food products
- Demonstrate teamwork skills
- Follow and modify the production plan

3. Function evaluation

- Evaluates the suitability of the menu and explains two positive aspects and explains three recommendations for modifications
- Evaluates systems of work, explains two positive aspects and explains three recommendations for improvement

| What is required for assessment | Due dates |
|---------------------------------------|-----------|
| <input type="checkbox"/> Task booklet | Week 13 |
| <input type="checkbox"/> Task journal | Week 13 |

Marking key Task 3: Unit 1B FSTH

| Plan, produce and evaluate small-scale function 2 | Maximum mark /85 |
|---|------------------|
| 1. Planning | |
| Views video Catering Skills – Setting the Scene and complete worksheet | /2 |
| <ul style="list-style-type: none"> • Completes a brainstorm of foods suitable for a sit down, evening, adolescent meal Lists six each of savoury, sweet and beverage recipe options (1 mark each list) | /6 |
| <ul style="list-style-type: none"> • Explains six factors influencing adolescent health that need to be considered in the selection of the food and beverages | /6 |
| <ul style="list-style-type: none"> • Chooses a savoury, a sweet and a beverage recipe for the meal | /3 |
| <ul style="list-style-type: none"> • Adapts recipes to suit the design brief <ul style="list-style-type: none"> ○ adapts to improve health ○ adapts to produce ten portions | /1 /1 |
| <ul style="list-style-type: none"> • As a class communicates and negotiates a final list of savoury, sweet and beverage recipes (1 mark each list) • Ensures each class member has a recipe to prepare | /3 /1 |
| <ul style="list-style-type: none"> • Describes the importance of the following when working with others: <ul style="list-style-type: none"> ○ teamwork ○ communication ○ cooperation (1 mark each) | /1 /1 /1 |
| <ul style="list-style-type: none"> • Selects an appropriate method for folding a napkin for and folds two napkins to be used <ul style="list-style-type: none"> ○ selects fold ○ folds napkins | /1 /1 |
| <ul style="list-style-type: none"> • Negotiates, as a class, the roles for the function <ul style="list-style-type: none"> ○ negotiates ○ allocates a role to each class member | /1 /1 |
| <ul style="list-style-type: none"> • Lists four safety and four food hygiene practices to observe when producing and serving the food products <ul style="list-style-type: none"> ○ four safety practices ○ four food hygiene practices | /8 |
| <ul style="list-style-type: none"> • Completes an accurate food order and submits on time <ul style="list-style-type: none"> ○ accurate ○ submits on time (1 mark each) | /1 /1 |
| <ul style="list-style-type: none"> • Produces a detailed production plan <ul style="list-style-type: none"> ○ includes all tasks ○ realistic time allocations (1 mark each) | /1 /1 |
| <ul style="list-style-type: none"> • Costs the food item or beverage produced | /1 |
| <ul style="list-style-type: none"> • Devises and produces an appropriate invitation <ul style="list-style-type: none"> ○ details of time, venue ○ appropriate design (1 mark each) | /1 /1 |

| | | | | |
|---|---|------------|---|------------|
| Total - Planning | | /45 | | |
| 2. Skills to manage small-scale food productions | | | | |
| 1 = poor, 2 = satisfactory, 3 = very good | | | | |
| <ul style="list-style-type: none"> • <i>Teamwork skills</i> | | | | |
| ○ works effectively with a partner | 1 | 2 | 3 | |
| ○ works effectively in a team | 1 | 2 | 3 | |
| ○ communicates and negotiates | 1 | 2 | 3 | |
| ○ leadership skills | 1 | 2 | 3 | |
| <ul style="list-style-type: none"> • <i>Preparation methods used to produce food products</i> | | | | |
| ○ uses appropriate precision cuts to prepare food items prior to the function | 1 | 2 | 3 | |
| ○ provides effective customer service OR effective kitchen brigade duties on the day of the function | 1 | 2 | 3 | |
| <ul style="list-style-type: none"> • <i>Safe food handling practices and processing techniques used to ensure the quality and palatability of food</i> | | | | |
| ○ selects appropriate processing methods and applies correctly | 1 | 2 | 3 | |
| ○ packages food products hygienically for storage | 1 | 2 | 3 | |
| ○ stores food products safely | 1 | 2 | 3 | |
| ○ uses sensory testing to evaluate food products | 1 | 2 | 3 | |
| Total –Skills to manage small-scale food productions | | | | /30 |
| 3. Evaluation | | | | |
| <ul style="list-style-type: none"> • Evaluates the suitability of the menu and explains two positive aspects and explains three recommendations for modifications <ul style="list-style-type: none"> ○ explains two positive aspects (1 mark each) ○ explains three recommendations for modifications (1 mark each) | | | | /2 /3 |
| <ul style="list-style-type: none"> • Evaluates systems of work, explains two positive aspects and explains three recommendations for improvement <ul style="list-style-type: none"> ○ explains two positive aspects (1 mark each) ○ explains three recommendations for modifications (1 mark each) | | | | /2 /3 |
| Total - Evaluation | | | | /10 |
| TASK TOTAL | | | | /85 |

Teacher comment



Assessment Task 4: Unit 1B FSTH

Task 4: Media response

Assessment type: Response

Outcomes: Outcome 4: Understanding food in society

Unit context: Food for adolescent entertaining

Task duration: 2 weeks

Task weighting: 20% of unit total

Task 4: Media response (30 marks – 20%)

Analyse advertisements promoting restaurants popular with adolescents. Predict the adolescent response to the advertisements. Draw conclusions about the following statement: *“Food manufacturers are more concerned about healthy profits than about healthy adolescents”*. Complete an in-class open book essay. Present the media analysis in a written format.

What you need to do:

1. Media analysis – Written analysis

- Collect four advertisements for restaurants popular with adolescents, from three different sources e.g. junk mail, newspaper, adolescent magazine
- Analyse the marketing practices used by food manufacturers seeking to influence adolescent food choices i.e.
 - analyse two ways graphics are used to promote the menu
 - analyse two ways graphics are used to portray adolescents who eat at the restaurants e.g. sexy, popular, slim, healthy
 - analyse two ways language is used to influence adolescents e.g. persuasive, emotional, manipulative
 - analyse two ways promotional strategies are used to attract adolescent attention e.g. give-aways, sponsorship, celebrity endorsement
 - analyse two ways the focus of the advertisements are used to influence adolescents e.g. health, fun, convenience, cost
- Predict and explain three adolescent responses to the advertisements.

2. In-class open book essay

- *“Food manufacturers are more concerned about healthy profits than about healthy adolescents”*
In response to the statement explain the following:
 - the promotion by food manufacturers of two examples of conflict between adolescent food preferences and nutrient requirements
 - two examples of nutritional balance of meals promoted by the food manufacturers.
 - two examples of consideration of the beliefs and values of producers and consumers to meet consumer needs
- Provide a clear, logical conclusion.

| What is required for assessment | Due dates |
|---|-----------|
| <input type="checkbox"/> Written analysis | Week 14 |

Marking key Task 4: Unit 1B FSTH

| Media response | Maximum mark /30 |
|---|---------------------|
| 1. Media analysis | |
| <ul style="list-style-type: none"> • Collects four advertisements for restaurants popular with adolescents, from three different sources e.g. junk mail, newspaper, adolescent magazine, menu | /4 |
| <ul style="list-style-type: none"> • Analyses the marketing practices used by food manufacturers seeking to influence adolescent food choices i.e. <ul style="list-style-type: none"> ○ analyses two ways graphics are used to promote the menu (1 mark each way) /2 ○ analyses two ways graphics are used to portray adolescents who eat at the restaurants e.g. sexy, popular, slim, healthy (1 mark each way) /2 ○ analyses two ways language is used to influence adolescents e.g. persuasive, emotional, manipulative (1 mark each way) /2 ○ analyses two ways promotional strategies are used to attract adolescent attention e.g. give-a-ways, sponsorship, celebrity endorsement (1 mark each way) /2 ○ analyses two ways the focus of the advertisements are used to influence adolescents e.g. health, fun, convenience, cost (1 mark each way) /2 | |
| <ul style="list-style-type: none"> • Predicts and explains three adolescent responses to the advertisements <ul style="list-style-type: none"> ○ three predictions /3 ○ three explanations (1 mark each) /3 | |
| Total – Media analysis | /20 |
| 2. In-class essay | |
| <p><i>Explains the promotion by food manufacturers of two examples of conflict between adolescent food preferences and nutrient requirements.</i></p> <ul style="list-style-type: none"> ○ clear, detailed explanation of two examples 3 ○ clear, satisfactory explanation of two examples 2 ○ clear, satisfactory explanation of one example 1 | |
| <p><i>Explains two examples of the nutritional balance of meals promoted by the food manufacturers</i></p> <ul style="list-style-type: none"> ○ clear, detailed explanation of two examples 3 ○ clear, satisfactory explanation of two examples 2 ○ clear, satisfactory explanation of one example 1 | |
| <p><i>Explains the two examples of consideration of the beliefs and values</i></p> | |

| | |
|--|------------|
| <i>of producers and consumers to meet consumer needs</i> | |
| ○ clear, detailed explanation of two examples | 3 |
| ○ clear, satisfactory explanation of two examples | 2 |
| ○ clear, satisfactory explanation of one example | 1 |
| • Provides a clear, logical conclusion | /1 |
| Total – In-class essay | /10 |
| TASK TOTAL | /30 |

Teacher comment:
