FOOD SCIENCE AND TECHNOLOGY

Unit 1C/D Hospitality

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

Unit 1C - Food and my life and Unit 1D - Food for communities

Unit context: Fast Food and Food Safari

WEEK	UNIT	CONTENT	LEARNING EXPERIENCES	ASSESSMENT	RESOURCES
1	1C	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	• Introduction to the unit, attendance, assessment and equipment requirements • Provide students with : ○ syllabus documents Unit 1C FSTH and Unit 1D FSTH pages 20-23 ○ unit outline ○ assessment outline ○ school assessment policy ○ grade descriptors • What is Food Science and Technology? ○ where can it lead you? ○ what are the job prospects? ○ who works in this industry? ○ where can you complete courses in Food Science and Technology? Hand out course information forms for Curtin University • Show power point presentation on Food Science and Technology. Power point presentations available on the internet. Video clips also available with interviews of young graduates working in the food industry	Set up assessment files and work files	Curriculum Council Syllabus Documents www.curriculum.com.au The Australian Institute of Food Science and Technology http://www.aifst.asn.au The New Zealand Institute of Food Science and Technology http://www.nzifst.org.nz/careers/secondaryresources.asp Curtin University of Technology http://publichealth.curtin.edu.au/html/areasofstudyfsandt.htm What is food science? http://www.youtube.com%2fwatch%3fv%3d72eHuIakdLc Glitterbug and UV lights available from: Food Stars Pty Ltd PO Box 756 Willeton WA 6955
	1C	Safe personal presentation standards e.g. personal grooming and hygiene, appropriate clothing and footwear.	• Examine the importance of good personal hygiene and safe food handling practices used to ensure the quality and palatability of food ○ use glitterbug lotion and UV light to show the effect of using soap when washing hands ○ demonstrate how thoroughly hands must be washed using warm water, soap and friction to remove bacteria and other		

	1C	Safe food handling practices and processing techniques required to ensure the quality and palatability of food	substances that you cannot see. ○ experiment with washing hands with: ○ water only ○ water, soap and no rubbing ○ water, soap, rubbing and no drying ○ water, soap, rubbing, rinsing and drying ○ watch Clickview: 363.1927-SAF- Safety in Food handling (26 mins) This program looks at practical steps to keep food safe from contaminants which often cause serious illness. Complete worksheet • Identify the difference between food spoilage and food poisoning ○ Clickview: 363.192 : Food Poisoning and Contamination: Prevention is better than cure ○ what is food poisoning? how is it caused? ○ techniques to prevent food poisoning? 24 mins • Causes of food poisoning: ○ chemical contamination e.g. Insecticides and herbicides ○ biological contamination- foods contain substances that are poisonous to humans e.g. green potatoes, rhubarb leaves ○ bacterial contamination usually through poor food handling. Most common bacteria are: bacillus cereus, listeria monocytogenes and salmonella. • Causes of food poisoning and food spoilage ○ yeasts ○ moulds ○ enzymes ○ bacteria • Practical lesson: Experiment ○ examine the type and quantity of bacteria present in the classroom ○ have petri dishes with agar prepared ○ students take swabs from various places		Ph: 93121149 www.foodstars.com.au Arrow Scientific www.arrowscientific.com.au 1/332 Burns Bay Rd Lane Cove 2066 Ph: 02 95641065 Clickview: *Safety in Food Handling* : 26 mins H.E.I.A. (2008*), Nutrition the Inside Story,* HEIA Inc,ACT. P100-101 Heath, G.,McKenzie,H., & Tully,L. (2006), *Food Solutions- Unit 3 & 4,* Pearson Longman, Australia. P125-137 Clickview: 363.162 : Food *Poisoning and Contamination- Prevention is better than cure.* 24mins. Worksheet from resource section of clickview Fisher, J. (2006) *Instant Lessons in Nutrition Book 2*, Instant Lessons, Victoria.

			around foods room. e.g. bench tops, sink tops, door handles, inside microwave ovens, taps, damp tea towel, hand towel ○ seal with tape and leave for 1 week ○ examine the results to look at the colour, number and size of bacteria colonies that have grown ○ ensure that dishes are sealed and disposed of once culture has grown. Do not open sealed petri dishes. Why? • Use glitter bug to demonstrate the risks of cross contamination ○ place a little glitter bug on your hands and rub them together ○ pick up a plastic ball and throw it to all class members ○ pass the UV torch over everyone's hands to show cross contamination		Worksheet-"p26- "Food Poisoning and Micro-organisms" Petri dishes Agar solution Swabs Tape for sealing Markers for labelling
2	1C 1C 1C 1C	Preparation methods used to produce food products Safe use and storage of equipment Teamwork skills Skills to manage small scale food productions	• Practical lesson ○ students practice cutting techniques ○ rough cuts and precision cuts e.g. brunoise, julienne, macedoine, baton ○ use various cuts to produce carrot cakes for sale ○ practice cutting techniques using carrots ○ keep cut carrots for the next lesson ○ advertise cakes to staff via email • Practical lesson ○ discuss procedures for small-scale production allocate tasks to students e.g. greasing and lining tins, processing carrots, weighing and preparing dry ingredients ○ produce carrot cakes in disposable aluminium cake containers ○ produce and freeze cakes • Practlical lesson ○ ice cakes, package, label and distribute to staff		Worksheets: Cutting Techniques Carrot Cake recipe Packaging, labelling materials

3	1C 1C 1C 1C 1C 1C 1C	Safe food handling practices and processing techniques used to ensure the quality and palatability of food Selection of appropriate equipment for stated purpose Safe use and storage of equipment Safe and hygienic work practices when using equipment and appliances Classification of foods. e.g. natural, processed Economic and environmental aspects of purchasing fresh compared to processed foods e.g. packaging, recycling, composting cost Food issues related to lifestyle that affect personal needs, wants, beliefs and values	• Examine juice outlets ○ smoothie / juice bar- juice analysis ○ examine the success of these food outlets ○ why are they so popular with teenagers? ○ what is their nutritional value? ○ Investigate fruits and vegetables used e.g. carrots, apple, mango, strawberry, raspberry • Practical lesson ○ students prepare a range of juices and smoothies. e.g. Pear Smoothie, Beetroot Smoothie, Cranberry Smoothie, Ruby Red Citrus Smoothie, Chlorophyll Booster, Orange, Apple and Ginger Juice, Beetroot, Carrot and Spinach Juice , Kiwifruit, orange and mint frappe, watermelon and pineapple Frappe ○ extras added e.g. wheat germ, yoghurt, ice cream, grasses, wheatgrass ○ are the extras really a bonus? • Examine fast food outlets ○ discuss fast food outlets popular amongst the class ○ play clips from websites to stimulate discussion on appeal of various outlets ○ identify reasons for their popularity eg. image, access to products, price, advertising, peer acceptance, health, convenience, time ○ complete worksheet- 'The Shift towards Junk Food'. ○ distribute a range of menus from fast food outlets to students ○ working in pairs, examine the menus and classify the ingredients used on the menu as natural or processed. ○ each group classifies their menu on a large sheet of paper. Pin up on board and discuss the nutritional, economic and environmental aspects of purchasing natural compared to processed foods		Smoothie and Juice recipes *The Australian Women's Weekly Cookbook* (2003) Lean Foods, ACP Publishing, Sydney. P48-49 Juicers Blenders *The Australian Women's Weekly Cookbook* (2007) Healthy Eating- foods that fight back, ACP Publishing Sydney. p.42-45 Alexander, Y. Luscombe, J. McNally, E. (2008). *Food Science and Technology: A Resource for Units 1C-1D.* Cottesloe, Australia: Impact Publishing.Ch 1. www.hungryjacks.com.au www.boostjuice.com/# www.mcdonalds.com.au www.subway.com.au www.kfc.com.au www.redrooster.com.au Heath, G., McKenzie, H., and Tully, L. (2008) *Food by Design for Levels 5 and 6.* Port Melbourne, Vic: Pearson Education Australia.p54, p111.

	1C 1C 1C	Selection of appropriate equipment for stated purpose Safe use and storage of equipment Use of food selection models to appraise food and diet. e.g. The Healthy Eating Pyramid, The	○ develop a list of positive and negative aspects of purchasing natural compared to processed food • Practical lesson ○ taste potatoes cooked in various ways and discuss the energy value of a range of 100g portions of potato e.g. baked jacket potato (306kj), potato wedges (695kj), potato chips (1030kj), potato crisps (2100kj), mashed potato(279kj), roast potato(447kj), boiled potato (272kj) hash brown potato(1310kj). ○ discuss the effect of processing on the nutritional value of the potato and the economic and environmental aspects of purchasing fresh compared to processed foods • Take-away options ○ discuss Fish and Chips as a take-away option e.g. affordability, fat and salt content, cooking methods, convenience, traditions ○ is it still a popular take away meal? ○ is there a healthierway to prepare this high fat meal? ○ use the Choice website to determine the number of teaspoons of fat in a range of fast foods- including fish and chips • Practical lesson Prepare a low fat version of Fish and Chips with Tomato Salsa • Food selection models ○ discuss why food selection models are used .e.g. Healthy Eating Pyramid and the Australian Guide to Healthy Eating (AGHE), based on The Core Food Groups		Fisher, J. (2004) *Assignments in Food Technology Book 1,* Learning Essentials Pty. Ltd.Victoria. Worksheet P35- 36.- 'The Shift towards Junk Food.' BBC Australian Good Food (Free Issue). Makeover of fish and chips- (low fat version - fish and chips with tomato salsa. p.24 http://www.choice.com.au/viewArticle.aspx?id=105259&catId=100198&tid=100008 Choice- How much fat? Shows the no. of teaspoons of fat in a range of fast foods including a piece of fish and a serve of chips. Australian Government Department of Health and Ageing. (1998). *The Australian Guide to Healthy Eating.* Victoria: Commonwealth of Australia. Australian Nutrition Foundation. (1999). *Healthy Eating Pyramid*

		Australian Guide to Healthy Eating	○ provide copies of both models to students and discuss ○ Read p.102- 106, Nutrition the Inside Story. - Tools for food selection ○ using the fast food menu provided, students choose a range of foods that they would eat for dinner from the menu ○ place the ingredients into the Healthy Eating Pyramid ○ examine the AGHE and see how many serves the meal would make up ○ identify the long term consequences of consuming this type of diet. E.g. Lack of fibre, too much salt, high intake of saturated fat		H.E.I.A. (2008), *Nutrition the Inside Stor.,* HEIA Inc,ACT. P102-109 Fisher, J. (2004) *Assignments in Food Technology Book 1*, Learning Essentials Pty. Ltd.Victoria. Worksheet P37- The Healthy Eating Pyramid
4	1C 1C	Physical properties that influence selection and use of fresh and processed foods Food issues related to lifestyle that affect personal needs, wants, beliefs and values	• Classification of foods ○ is there a healthy fast food? ○ what is a healthy food? ○ brainstorm healthy and unhealthy fast food choices ○ discuss what makes these choices healthy? ○ how can we classify foods? ○ amount of fat per serving ○ determine the RDI's of ingredients in the products ○ determine the amount of sodium in the products ○ identify the amount of fibre or fresh fruits and vegetables and grains contained in the product ○ classify the ingredients as natural or processed. ○ why do we choose the foods that we do? • **Introduce Task 1 Part A: Fast food investigation** • Task 1 Part A: Fast Food Investigation: ○ discuss the purpose of the survey e.g. to determine the adolescent beliefs and values that influence food choices ○ discuss how to construct a survey	Introduce Task 1 Part A Fast food investigation	www.betterhealth.vic.gov.au/hav/articles.nsf/leveltwoview/healthy_recipes All recipes have a nutritional analysis attached and are categorised. www.choice.com.au Test: Healthy fast food Online 03/06 www.hungryjacks.com.au www.boostjuice.com/# www.mcdonalds.com.au www.subway.com.au www.kfc.com.au www.redrooster.com.au www.dominos.com.au www.eagleboys.com.au www.sumosalad.com.au www.purenat.com.au Book computing room to allow students to construct

	1C 1C	Food issues related to local food habits and trends. The impact of beliefs and values on the selection of food products, services and resources	○ the essential elements that need to be included ○ each student constructs a survey to determine the five fast food outlets most frequently visited by adolescents, five reasons why they choose these outlets, five food related beliefs and values of teenagers ○ produce survey, produce twenty copies and conduct research with peers • Task 1: Fast Food Investigation ○ choose one fast food outlet to investigate ○ using the internet, locate the store menu and nutritional information for your chosen fast food outlet ○ students select what they would purchase for a typical two-course lunch menu ○ enter ingredients into HEP template ○ analyse the nutritional value of the meal by constructing a table to show the amount of energy, protein, fat, carbohydrate, sugar and sodium		their surveys Computing Room
5	1C 1C 1C 1C	The impact of beliefs and values on the selection of food products, services and resources Food issues related to lifestyle that affect personal needs, wants, beliefs and values Food issues related to local food habits and trends Safe and hygienic work practices when using equipment and appliances	• Task 1: Fast Food Investigation ○ complete analysis of the effect of the fast food outlet on the community ○ complete analysis of survey to determine the five fast food outlets most frequently visited by adolescents, five reasons why they choose these outlets, five food related beliefs and values of adolescents ○ select a product from the menu and locate a similar recipe ○ make adaptations to the recipe • **Introduce Task 1 Part B: Produce a healthy fast food product** ○ Produce a recipe and food order for a healthy version of a fast food product ○ demonstrate skills with food ○ demonstrate safe food handling practices	**Task 1 Part A Due** Fast food investigation Introduce Task 1 Part B: Produce a healthy fast food product	Food order sheets Recipe sheets Book computing room

	1C 1D

	1D 1D	Selection of appropriate equipment for stated purpose Safe use and storage of equipment		**Task 1 Part B Due** Produce a healthy fast food product	
6	1D

			○ enter the data into a dietary food analysis package ○ print the results	requirements	of Australia, ACT. Email: nhmrc.publications@nhmrc.gov.au
7	1C

			oil • **Introduce task 2 Part B** **Dietary analysis** ○ use Nutrient Reference Values to analyse food intake ○ make recommendations to improve food intake ○ analyse food issues that influence food intake ○ set short and long term goals to improve food intake • Complete fats quiz: www.abc.net.au/health/quizzestools/2006/08 "Get your fats right" www.betterhealth.vic.gov.au/hav/articles.nsf/leveltwoview/healthy_recipes • Complete worksheet 'Fats' p.21. • Practical lesson Adapt a recipe to produce a low fat version		the diet. Suggested Recipes Cheesecake Low Fat Low Fat Sausage Rolls Cottage Rolls Croissant Danish Pastries www.sanitarium.com.au www.calorieking.com.au/createameal/?menu=1
8	1D 1C 1C 1C	Physical properties that influence selection and use of fresh and processed foods Foods that promote health e.g. fresh fruit and vegetables Producing food products, services or systems for themselves and their families using the technology process Consideration of the beliefs and values of producers and consumers to address changing consumer needs	• **Introduce Task 3 Part A: Healthy food for adolescents** ○ brainstorm the types of foods that teenagers like to eat ○ examine a range of commercially available foods suitable for teenagers ○ analyse products for nutrition and appeal ○ brainstorm ideas for possible snack foods that could be prepared and sold. ○ what is a healthy recipe? ○ use lean meat ○ use reduced fat or low fat ingredients ○ use unsaturated fat rather than sources of saturated fat ○ use low fat cooking methods ○ avoid adding salt	**Task 2 Part B Due** Dietary analysis Introduce Task 3 Part A Healthy food for adolescents	H.E.I.A. (2008), *Nutrition the Inside Story,* HEIA Inc,ACT. P150- Compton, L. & Warren, C. (2008) e *Food and Technology 2*, Oxford University Press, Victoria. P83-84 www.abc.net.au/health/library/stories/2007/04/23/1904178.htm ABC Health and Wellbeing Fact File

	1C 1D 1D 1C 1C 1D 1D 1C 1D	Use of food selection models to appraise food and diet e.g. Healthy Eating Pyramid, The Australian Guide to Healthy Eating 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 Safe personal presentation standards e.g. personal grooming and hygiene, appropriate clothing and footwear Use of food selection models to appraise food and diet e.g. Healthy Eating Pyramid, The Australian Guide to Healthy Eating Foods that promote health e.g. fresh fruit and vegetables Safe and hygienic work practices when using equipment and appliances Preparation methods used to produce food products Teamwork skills Selection of appropriate equipment for stated purpose	○ use only small amounts of high salt ingredients ○ avoid large amounts of added sugars ○ include plenty of legumes and vegetables ○ use wholegrain ingredients ○ read article 'Deadly Snack Attack' p.83, Children are eating foods stacked with sugar, fat, salt and caffeine ○ investigate a range or recipes and see if they meet the criteria above • Select products to trial • Trial a variety of snack foods to sell to teenagers at a healthy food for teenagers' expo. Recipes selected by teacher e.g. ○ dried fruit and coconut trail mix (no nuts) ○ chicken and vegetable yakatori ○ tortilla cones with chicken ○ mini roast vegetable pizza ○ passionfruit, banana and vanilla yoghurt smoothie ○ sandwich sushi ○ salmon and avocado rice balls ○ hearty chicken and vegetable soup ○ chicken and avocado sushi ○ cheesy popcorn, barbecue popcorn or a variety of popcorn flavours ○ fruity breakfast bars ○ healthy chicken and vegetable sausage rolls ○ other ideas e.g. muesli bars, muffins, bruschetta, vegetable sticks and dips, fresh fruit salad, hot pasta dishes, fresh fruit jelly		What is a healthy recipe? www.taste.com.au Dieticians Association of Australia Smart Eating for you: Recipes Suitable recipes to trial for Food Expo

	1C 1C 1D 1C	Skills to manage small-scale food productions Choosing recipes to suit a purpose Relevant terminology Adapting recipes to suit design briefs	• Taste and evaluate the recipes prepared • Enter ingredients from each recipe into the HEP • Product storage, packaging and labelling o students develop their own food orders and recipe sheets to trial a product that they think would be suitable for teenagers. o considerations; - heating or cooling of product - pre-preparation of product (mise-en-place) - safe preparation and storage of food o packaging of product o labelling of product o cost of product o selling price of product o presentation of product o when and where to sell all of the products o complete food orders and recipe sheets		
9	1C 1D 1D 1D	Organisation of work using food orders and production plans Teamwork skills Selection of appropriate equipment for stated purpose Skills to manage small-scale food productions Choosing recipes to suit a purpose	• In groups work on considerations: o safe storage and preparation of product o hygienic food handling o safe food handling o presentation and service of food o packaging of product o labelling of product o cost of product o selling price of product o presentation of product o when and where to sell all of the products • Homework: Compare commercial product to		Search for Dieticians Association of Australia home page Select Smart Eating for you Choose Virtual Supermarket Tour-Rainbow Supermarket – a virtual grocery store. Learn about how you can use the nutrition information on the label of

	1D 1D 1D 1D 1D	Relevant terminology Adapting recipes to suit design briefs Safe and hygienic work practices when using equipment and appliances Organisation of work using food orders and production plans Teamwork skills	the home-made product that has been selected for production • Labelling ○ search for Dieticians Association of Australia home page ○ select Smart Eating for you ○ choose Virtual Supermarket Tour- Rainbow Supermarket – a virtual grocery store ○ learn about how you can use the nutrition information on the label of packaging to make healthy food choices ○ get the facts by reading "Nutrition Label basics"- Nutrition Information Panel Information		packaging to make healthy food choices
10	1D 1D 1D 1D 1D	Selection of appropriate equipment for stated purpose Safe food handling practices and processing techniques used to ensure the quality and palatability of food Organisation of work using food orders and production plans Choosing recipes to suit a purpose Safe food handling practices and processing techniques used to ensure the quality and palatability of food	• Trial recipes for Food Expo ○ determine the serve size of your product. ○ determine how many serves the recipe makes ○ determine the weight of the serving size • Product adaptation ○ resubmit food order for trialling, adjusting recipe or trialling a new recipe for a new product ○ complete food orders and recipe sheets ○ continue work on packaging and labelling of the product ○ examine a range of types of packaging ○ discuss recycling, biodegradability, cost ○ order materials for appropriate packaging of your product	**Task 3 Part A Due**	
11		Producing food products, services or systems for themselves and their families using the technology process	• Using the Nutrition Panel Calculator ○ book into computing lab to work on product labelling and nutritional information panel for food product being prepared ○ go to www.foodstandards.gov.au ○ click on the 'quick links' box and locate the Nutrition Panel Calculator (NPC) ○ proceed to Legal Agreement and Terms of Use ○ click on 'I Agree'		Get the facts by reading "Nutrition Label basics"- Nutrition Information Panel Information. www.foodstandards.gov.au

			○ proceed to the Nutriton Panel Calculator ○ enter data and prepare Nutrition Information Panel for product ○ students need to add ingredients list to the bottom of the N.I.P.		
12	1D 1D 1D 1D 1D 1D 1D 1D 1D	Safe and hygienic work practices when using equipment and appliances Preparation methods used to produce food products Organisation of work using food orders and production plans Teamwork skills Selection of appropriate equipment for stated purpose Skills to manage small-scale food productions Choosing recipes to suit a purpose Relevant terminology Adapting recipes to suit design briefs	• Trial recipe for Food Expo – modified or new recipe ○ evaluate recipe and decide on a product to make for the Food Expo • Food Labelling ○examine a range of packaging ○ list all of the information contained on the package ○read p 64-71 Nutrition the Inside Story ○ identify laws relating to packaging and labelling preparation, packaging and labelling of product for Food Expo • Students develop ideas to use on their own product packaging and labelling • **Introduce Task 3 Part C** **Expo evaluation** ○ discuss task requirements, students to be aware of evaluation critieria during function production	Introduce Task 3 Part C Expo evaluation	H.E.I.A. (2008), *Nutrition the Inside Story,* HEIA Inc,ACT. P64-71 Computer Room
13	1C 1C 1C	Economic and environmental aspects of purchasing fresh compared to processed foods eg. packaging, recycling, composting, cost. Producing food products, services or systems for themselves and their families using the technology process Safe and hygienic work practices when using equipment and appliances	• Food Expo ○examine a range of available packaging ○ evaluate packaging types in terms of – recycling, sustainability, ability to achieve or maintain performance requirements, cost ○ decide on the most appropriate packaging to be used with the product ○ students devise their own labels to suit the packaging being used for their product • Food Expo trialling, preparation, labelling and packaging of product		Computing Room

			• Prepare recipes to distribute to students so that they can make these healthy snacks and lunches at home • Advertising of Expo to the rest of the school		
14	1C 1D	Safe and hygienic work practices when using equipment and appliances Recycling of waste from food production and packaging	• Food Expo ○ Food Expo: use before school, recess and class time to prepare food for expo Students preparing fresh products need a considerable amount of time to prepare bulk quantities ○ set up tables, organise money floats, decorations, etc. ○hold expo at recess or lunchtime	**Task 3 Part B Due** Food Expo	Floats of money Trestle tables Tablecloths Decorations Signs Bins Camera to take photographs
15	1C	Producing food products, services or systems for themselves and their families using the technology process	• Evaluate success of Food Expo and complete evaluation for assessment	**Task 3 Part C Due** Food Expo Evaluation	Computing Room
16	1C	Use of food selection models to appraise food and diet e.g. Healthy Eating Pyramid, The Australian Guide to Healthy Eating	• **Introduce Task 2 Part A Dietary Analysis** ○ let's talk about you!! ○ students complete a profile of themselves ○ using the AGHE and the Nutrient Reference Values for Australia and New Zealand to determine required macronutrient intake, micronutrient intake, total energy requirements, suggested number of servings of food groups per day, identify six ways to maximise fruit and vegetable intake ○ record a diary of food intake for 3 days (including at least one day of the weekend) • Revise the various models used to help with Food selection e.g. ○ Dietary Guidelines for Australians – 1991 ○ The Australian Guide to Healthy Eating ○ The Healthy Eating Pyramid (1982, revised 1999) ○ Target on Healthy Eating (1987)	Introduce Task 2 Part A Investigate adolescent nutrient requirements	Student Profile Computer Room H.E.I.A. (2008), Nutrition the Inside Story, HEIA Inc,ACT.p.36-37, 72-101,102-109 www.foodchoices.com.au The Australian Guide to Healthy Eating- www.healthconnect.gov.au/internet/wcms/publishing.nsf/content/health-pubhlth-strateg-food-guide-index.htm Dietary Guidelines for Australians

			○ 12345+ Food and Nutrition Plan (1991) ○ The Core Food Groups (2000) ○ Traffic Lights System ○ Nutrient Reference Values for Australia and New Zealand (NRV'S) • Ideas for exploring models: ○ search: Dieticians Association of Australia ○ choose "Smart Eating for You" ○ select: Healthy Eating Self Assessment ○ 'What did you eat today?' ○ students complete the quiz to find out how their food intake compares with The Australian Dietary Guidelines, based on their food intake for one day		www.nhmrc.gov.au/publications/synopses/dietsyn.htm Healthy Living Pyramid www.nutritionaustralia.org Go for 2 and 5 www.gofor2and5.com.au www.dieticiansassociationofaustralia.com
17	1D 1C	Variation of micronutrient requirements depending on an individual's age and lifestyle e.g. vitamins, minerals Use of food selection models to appraise food and diet eg. Healthy Eating pyramid, The Australian Guide to Healthy Eating	• Continue work on Task 2 Part A ○ input data into computer using Food Choices software	**Task 2 Part A Due** Investigate adolescent nutrient requirements	Food Choices www.foodchoices.com.au www.aifst.asn.au/foodworx/ Food Choices www.foodchoices.com.au
18	1D	Variation of micronutrient requirements depending on an individual's age and lifestyle e.g. vitamins, minerals Use of food selection models to appraise food and diet e.g. Healthy Eating pyramid, The Australian Guide to Healthy Eating Physical properties that influence selection and use of staple foods	• Analyse data results ○ recommendations for improvements ○ analysis of lifestyle and food choices • Calculate BMI ○ BMI worksheet • Practical lesson ○ healthy breakfast: ○ prepare porridge served with Apple Compote ○ prepare porridge using different grains – rolled rice, rolled oats, rolled barley, rolled rye, rolled triticale (diabetic)	**Task 2 Part B Due** Personal dietary analysis	Food Choices www.foodchoices.com.au H.E.I.A. (2008), *Nutrition the Inside Story,* HEIA Inc,ACT. p. 38-41 *The Australian Women's Weekly* (2001) Good Food Fast, ACP Publishing, Sydney p.13 Porridge with Apple Compote
19	1D	The impact of nutrition related health problems associated with	• Dietary Issues ○ nutrition related disease, culture, income,		www.portiondistortion.com

		food intake e.g. obesity, diabetes, anaemia, malnutrition	food availability, nutrition knowledge ○ complete worksheet 'Nutrition Related Disorders' ○ using the Australian Guide to Healthy Eating examine serve sizes recommended for adolescents ○ portion size- portion distortion ○ view website to examine how portion sizes have changed over time ○ examine foods provided visually ○ is it more, less or equal to the sample in the AGHE ○ weigh serves ○ are the sample serves realistic or not ○ examine meal sizes served in take-away outlets.- super size, meal deals ○ nutrition, attitudes and behaviour ○ food messages ○ what influences Food choices? ○ food choice determinants ○ complete worksheet 'Food Choices- Obesity, relationship between eating and exercise' • Anaemia- Iron deficiency ○ examine the iron content of a range of foods ○ are your iron requirements being met?		Fisher, J. (2006) *Instant Lessons in Nutrition*, Instant Lessons, Victoria. Worksheet- "Nutrition Related Disorders" p. 22. Compton, L. & Warren, C. (2008) *e Food and Technology 2*, Oxford University Press, Victoria. p.73 Fisher, J. (2004) *Assignments in Food Technology Book 1*, Instant Lessons, Victoria. Worksheet – "Food Choices-Obesity, relationship between eating and exercise", p.39. Compton, L. & Warren, C. (2008) *e Food and Technology 2*, Oxford University Press, Victoria. p.80
	1D	Effects of processing on properties of foods e.g. coagulation, gelatinization, dextrinisation	• Practical lesson: Prepare Pate and Toast ○ observe and discuss dextrinisation		
20	1D	Factors that affect nutrition related health issues e.g. culture, local environment, income, food availability	• Special Dietary Needs for Vegetarians ○ three types of vegetarian ○ pure vegetarian or vegan diet ○ lacto-vegetarian (no meat or eggs but includes milk and milk products) ○ lacto-ovo-vegetarian (no meat, fish or poultry but does include milk, milk products and eggs ○ need to include alternative sources of		H.E.I.A. (2008*), Nutrition the Inside Story*, HEIA Inc,ACT. P112-115

			complete proteins. • Practical lesson Vegetarian Lunch e.g. Grilled Vegetable Salad and Risotto Cakes ○ method of cooking: grilling, boiling		
21	1C 1D 1D	Economic and environmental aspects of purchasing fresh vs processed foods Societal and environmental factors that impact on individuals and community groups e.g. advertising, pricing, packaging and distribution Recycling of waste from food production and packaging	• Food Bank – Display pictures of fresh and processed foods ○ in groups find out the cost per Kg of each food on the board. Discuss the differences in terms of cost, nutrition, packaging, wastage of purchasing fresh vs processed foods ○ food issues related to lifestyle. e.g. Income ○ What is the food situation really like in Perth? Availability, cost,quality? ○ what will happen as unemployment rates rise in Perth? ○ Who are the people really at risk? – remote communities, Indigenous Australians, homeless, economically disadvantaged, disabled, elderly, pregnant teenagers, families with unemployed parents, asylum seekers and migrants. ○ How is food recycled to meet the needs of others in the community? ○ Who are the clients? ○ What agencies are available to help people in need of food? Where do they go? Can we help?? • Consequences of Food Insecurity reduced mental, physical, spiritual, social health, well being reduced short and long term health status, psychological consequences nutritional consequences- diet related disease disordered eating habits • Explore the reasons behind the paradox: ○ cheap foods are energy dense ○ healthy foods cost more money ○ poor food, poor physical activity ○ different cultural norms of weight		FoodBank Food Cents Program www.olliesworld.com www.cansmart.org www.sustainability.vic.gov.au www.obesityguidelines.gov.au

			○ obesity, poverty and food insecurity		
22	1D 1D	The impact of nutrition related health problems associated with food intake e.g. obesity, diabetes, anaemia, malnutrition Effects of processing on properties of foods. e.g. coagulation, gelatinisation, dextinisation	• Define Diabetes- Type 1, Type 2, ○ discuss the diabetes epidemic ○ What contributes to diabetes? ○ Why does our current diet and lifestyle make us more susceptible to diabetes ○ the Glycaemic Index ○ the role of fibre in the diet • Practical lesson Citrus Rice Pudding using Doongara Rice ○ observe and discuss gelatinisation and coagulation		*The Diabetes Cookbook, ACP Magazines,* Sydney. Pear and Oatmeal Cake Apricot Strudel Apple Bread Pudding Apricot Upside Down Cakes www.idi.org.au International Diabetes Institute www.dav.org.au Diabetes Australia-Victoria website H.E.I.A. (2008), *Nutrition the Inside Story,* HEIA Inc,ACT. P132-133 p.44-46
23	1D 1D	The impact of nutrition related health problems associated with food intake e.g. obesity, diabetes, anaemia, malnutrition The impact on enterprises of the ability of consumers to make informed decisions	• Osteoporosis ○ sources of calcium in the diet. ○ examine the amount of calcium in a range of foods. ○ measure out the amounts of each food. e.g. white bread, milk, low fat fruit yoghurt, cottage cheese, cheddar cheese, almonds, broccoli, soy beans, canned salmon, cooked spinach. ○ label with the quantity of calcium contained in each. ○ What to do if you are lactose intolerant? ○ Why are there now such a diverse range of milks and milk products available? ○ sensory evaluation- milk drinks and cheeses		Sensory Evaluation- milk drinks and cheeses. Compton, L. & Warren, C. (2008) *e Food and Technology 2*, Oxford University Press, Victoria. p.79
24	1D 1D	Classification of foods e.g. staple foods of communities Physical properties that influence	• **Introduce Task 4 Part A** **Investigate staple foods** • Staple foods	Introduce Task 4 Part A: Investigate Staple Foods	Perraton, G, Weston, K, Carey, D, Lamb, F (2001) *VCE Food & Technology Book 2 – VCE Units 3 & 4*

	1D 1D	selection and use of staple foods Staple foods, food habits and cultural traditions Environmental factors that contribute to the availability of staple foods e.g. paddock to plate	○ staple foods are foods that are eaten as a major part of the daily diet. They can be of plant or animal origin. To be classified as a staple food, the product must be a major energy source for most of the people, be available all year round and be relatively inexpensive ○ examine a range of staple foods in clear plastic bags and see if students can identify what they are? ○ staple foods e.g. oats, barley, rye, corn, maize, sorghum, millet, rice, triticale , potato, yams, sweet potato, quinoa, amaranth and legumes ○ examine products made from the basic cereals. e.g. rice flour, pasta, bread, rolled oats, popcorn, polenta, cornflour, rice cakes, pumpernickel bread and examine a variety of puffed grains ○ examine the composition and structure of a cereal grain ○ complete worksheet 'Staple Foods Around the World' ○ supergrains or not? - quinoa, salba, amaranth, millet, teff, kamut, spelt, chiatah ○ examine the nutritional content of cereals- e.g. water, protein, fat, carbohydrate, calcium, iron, thiamine, riboflavin, niacin		John Wiley & Sons, Queensland ISBN 0 7016 3463 4 Compton, L. & Warren, C. (2008) *e Food and Technology 1*, Oxford University Press, Victoria. p.84 Perraton, G, Weston, K, Carey, D, Compton, L (2001) *VCE Food & Technology Book 1 – VCE Units 1 & 2* John Wiley & Sons, Queensland ISBN 0 7016 3463 4 www.chiatah.com – recipes, information and stockists www.quinoa.net/ Heath, G.., McKenzie, H., Tully, L. (2008) *Food by Design for levels 5 and 6,* Pearson Heinemann, Victoria. Fisher, J. (2006) *Instant Lessons in Nutrition Book 2,* Instant Lessons, Victoria. Worksheet- Staple foods around the World p.40-41.

25	1D 1D 1D 1D 1D	Classification of foods e.g. staple foods of communities Physical properties that influence selection and use of staple foods Staple foods, food habits and cultural traditions Environmental factors that contribute to the availability of staple foods e.g. paddock to plate Effects of processing on properties of foods e.g. coagulation, gelatinisation, dextrinisation	• Rice • Classification- long, medium, short grain • Cook and taste a variety of rices e.g. ○ Doongara Clever Rice ○ Brown long grain rice ○ Long Grain white rice in 90 seconds ○ Thai jasmine fragrant rice ○ Japanese Style Sushi Rice ○ Basmati Indian Aromatic Rice ○ Arborio Mediterranean Rice • Compare and contrast, cooking methods- boiling, absorption, microwave cooking, taste, texture, appearance, price, etc. ○ use left over rice from tasting to prepare fried rice. • Define gelatinisation ○ complete worksheet on gelatinisation - 'Gelatinisation' ○ examine the effects of processing on the many types of convenience rice products available. ○ the cost of convenience		Compton, L. & Warren, C. (2008) *e Food and Technology 1*, Oxford University Press, Victoria. P84 Perraton, G, Weston, K, Carey, D, Lamb, F (2001) *VCE Food & Technology Book 2 – VCE Units 3 & 4* John Wiley & Sons, Queensland ISBN 0 7016 3463 4 Fisher, J. (2004) *Assignments in Food Technology Book 1*. Instant Lessons, Victoria. Worksheet- "Gelatinisation"- p21.
26	1D 1D 1D 1D 1D	Classification of foods e.g. staple foods of communities Environmental factors that contribute to the availability of staple foods e.g. paddock to plate Staple foods, food habits and cultural traditions Physical properties that influence selection and use of staple foods Innovative technologies created	• **Introduce Assessment Task 4 Part B** ○ students select a staple food to research ○ give examples of staple foods and the countries in which they are typically consumed ○ Investigate various aspects about the staple, including food products traditionally made from the staple, ○ forms in which the staple is available to purchase in shops ○ cultural traditions relating to the staple ○ environmental factors that affect production of other foods traditionally consumed with the staple ○ functional and nutritional properties of the staple and processing techniques ○ use of innovative technologies to produce the staple dish	Introduce Task 4 Part B: Produce a food product that includes a staple food	Computing Lab Compton, L. & Warren, C. (2008) e Food and Technology 1, Oxford University Press, Victoria Compton, L. & Warren, C. (2008) e Food and Technology 2, Oxford University Press, Victoria. Recipe books, internet access

	1D 1D	for the food industry The impact of consumer beliefs and values on food supply and market practices Staple foods, food habits and cultural traditions	• Using staple foods ○ identify the consumer beliefs and values that impact on the production and sale of staple food products ○ investigate and devise a recipe that is suitable to share with the class ○ considerations- food related beliefs and customs, food decisions, beliefs and values, physical and sensory properties of the food, food laws and regulations that apply to production, culturally appropriate ways of serving the staple • Possible themes ○ Middle Eastern theme e.g. chick peas - felafel, hummus ○ Asian theme- rice as a staple e.g. noodles, sushi, rice paper rolls, spring rolls ○ Italian theme e.g. wheat - pasta. semolina gnocchi ○ Indian theme e.g. rice as a staple- lentils ○ African theme e.g. couscous, jollof rice ▪		
27	1D 1D 1D	Classification of foods e.g. staple foods of communities Environmental factors that contribute to the availability of staple foods e.g. paddock to plate Physical properties that influence selection and use of staple foods	• Investigate corn as a staple food. ○ examine the physical properties that influence selection and use of corn ○ examine gelatinisation and dextrinisation as it occurs when making the polenta wedges • Practical lesson ○ beef and bean stew and polenta wedges. ○ cooking method: stewing, boiling and shallow frying • Students investigate a staple food of their choice	**Task 4 Part B Due** Produce a staple food product	Recipe: Beef and Bean Stew and polenta wedges
28	1D	Effects of processing on properties of foods e.g. coagulation, gelatinisation, dextrinisation. Consideration of the beliefs and	• Bubble Tea also called Boba tea, is a tea beverage containing gelatinous tapioca pearls. Especially popular in many Asian countries ○ discuss gelatinisation of starch ○ complete a true /false quiz on	**Task 4 Part A Due** Investigate staple foods	www.bubbleteasupply.com Recipes available from the internet by searching for 'Bubble Tea' Available from large

	1D
	
	1D
		values of producers and consumers to address changing consumer needs
		
		Societal and environmental factors that impact on individuals and community groups e. g. Advertising, pricing, packaging and distribution
			gelatinisation.
			
			• Practical lesson
			  ○ students prepare Bubble Tea using pearl tapioca
			  ○ two types- fruit flavoured teas and milk teas
			  ○ alternatively, make custards using different types of starches
			  ○ taste and compare the different custards
			  ○ make into custard fruit tarts
					Oriental Food Supply outlets (Northbridge)
					Large Tapioca pearl- available as coloured balls, black balls or cheapest as white tapioca balls
					Milk tea sachets- available from large oriental food supply stores
					Fruit flavourings- fresh mango, strawberries
					
					Gelatinisation of starch- Black line master- Learning Essentials 2004

29	1D
	
	1D
	
	1D
	
	1D
	
	1D
	
	1D
		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
		
		Producing a range of food products, services or systems based on community needs
		
		Organisation of work using food orders and production plans
		
		Teamwork skills
		
		Selection of appropriate equipment for stated purpose
		
		Skills to manage small-scale food productions
			• **Introduce Task 5: Small-scale food production for a cultural group**
			  ○ discuss possibilities of breakfast, lunch, dinner, cocktail function
			  ○ discuss how a cultural theme could be incorporated into a function
			  ○ e.g. tapas theme, country theme, regional theme,
			  ○ discuss style of dining, setting, date, time, guests
			  ○ trialling of recipes, tasting and evaluation
			  ○ prepare invitations to guests
			
			• Demonstrate table setting appropriate to the function being held
			  ○ students practice setting table according to the courses being prepared and the style of service being offered
			  ○ work out table decorations, colour scheme, table cloths, colour of serviettes, etc
			
			• Trialling of recipes, tasting and evaluation
			• Submit a food order
				Introduce Task 5 Small-scale production for a cultural group	

			• Final preparations for function ○ practice recipes ○ finalise table settings ○ prepare menu cards ○ prepare table decorations ○ decorations for the room		
30	1D 1D 1D 1D 1D 1D 1D	Organisation of work using food orders and production plans Teamwork skills Selection of appropriate equipment for stated purpose Skills to manage small-scale food productions Choosing recipes to suit a purpose Relevant terminology Adapting recipes to suit design briefs	• Small-scale function for a cultural group ○ students complete as much preparation as possible during class time ○ food preparation ○ setting tables ○ room preparation ○ stay on after school to prepare for dinner ○ evening function for community group • Finalise event portfolio • Task 6: Test/Exam	**Task 5 Due** Small-scale food production for a cultural group **Task 6** Exam	

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Useful websites:

http://www.nhmrc.gov.au- The National Health and Medical Research Council Web Site

www.itf.org- > education > Teacher Resources > Food Science Experiments- Institute of Food Technologists

www.agric.wa.gov.au/content/foods/fstrat/ - The Food Strategy WA- Building a Healthy Food Future Discussion Paper- download at:

www.agric.wa.gov.au/content/foods/fstrat/FSWADiscussionPaperFeb08.pdf

www.health.vic.gov.au/foodsafety

www.foodstandards.gov.au

www.safefood.net.au

www.woolworths.com.au

www.colesonline.com.au

www.health.gov.au

www.nphp.gov.au/workprog/signal

www.nal.usda.gov/fnic

www.betterhealth.vic.gov.au

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www.tropicalfruitworld.com.au

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www.meat4health.com.au
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www.gssiweb.com
http://www.foodlink.org.uk/
http://www.safefood.net.au/AudienceHierarchy/Factsheets/Default.htm
http://www.ozfoodnet.org.au/
www.choice.com.au **Test: Healthy fast food Online 03/06**
www.hungryjacks.com.au
www.boostjuice.com/#
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www.subway.com.au
www.kfc.com.au
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www.sumosalad.com.au
www.jesters.com.au

Assessment outline – Food Science and Technology (Hospitality)

Unit 1C – Food and my life and Unit 1D – Food for communities

Unit focus: Healthy fast food for adolescents and Food safari

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
		1C	**1D**							
Investigation	**1C** – 25 % **1D** – 30 % (CC weighting 20-30%)	10%		**Task 1 Part A** Fast food investigation	5	Properties of food Nutrition	✓			✓
		5%		**Task 2 Part A** Investigate adolescent nutrient requirements	6	Food as a commodity Nutrition Skills with food		✓		✓
		10%		**Task 3 Part A** Investigate healthy food for adolescents	10	Nutrition Technology process Skills with food	✓	✓		✓
			20%	**Task 4 Part A** Investigate staple foods	28	Food as a commodity Issues and trends	✓		✓	✓
Production	**1C** – 60 % **1D** – 60 % (CC weighting 50-70%)	10%		**Task 1 Part B** Produce a healthy fast food product	5	Technology process Skills with food Food practices	✓		✓	
		50%		**Task 3 Part B** Produce a Healthy Food Expo for adolescents	14	Technology process Skills with food Food practices		✓	✓	✓
			10%	**Task 4 Part B** Produce a staple food product	27	Skills with food Issues, trends and innovation	✓	✓	✓	
			50%	**Task 5** Small-scale production for a cultural group	30	Food as a commodity Skills with food Technology process	✓	✓	✓	
Response	**1C** – 15 % **1D** – 20 % (CC weighting 10-20%)	5%		**Task 2 Part B** Dietary analysis	8	Nutrition Issues and trends	✓			✓
		10%		**Task 3 Part C** Food Expo evaluation	15	Nutrition Technology process		✓	✓	✓
			20%	**Task 6** Test/Exam	30	Food in society	✓			✓

Assessment Task 1 Part A: Unit 1C FSTH

Task 1 Part A: Fast food investigation

Assessment type: Investigation
Outcomes: Outcome 1: Understanding food materials
Outcome 4: Understanding food in society
Unit context: Healthy fast food for adolescents
Task duration: 1 2 week
Task weighting: 10% of unit total

Task 1 Part A: Fast food investigation (90 marks - 10%)
Investigate adolescent fast food outlets. Determine the adolescent beliefs and values that influence food choices. Devise a recipe for a healthier version of one menu item. Record your investigation in a portfolio.

What you have to do:
Work individually
1. Survey

- Construct a survey to determine:
  - the five fast food outlets most frequently visited by adolescents
  - five reasons why they choose these outlets
  - five food related beliefs and values of adolescents
- Produce twenty copies of the survey
- Conduct the survey with twenty peers and record the responses
- Collate the responses
- Analyse the responses and explain four conclusions

2. Investigation

- Choose one fast food outlet to investigate
- Use the internet to locate the outlet menu and explain three ways in which the outlet advertises nutritional information
- Reference the information source using an approved format
- Select two menu items that you consider would make up a typical two-course lunch purchased by an adolescent
- Enter the ingredients from the complete meal onto a Healthy Eating pyramid template
- Use the internet to access the outlet website to analyse the nutritional value of the meal
- Devise a table to show the amount of;
  - energy
  - protein
  - fat
  - carbohydrate
  - sugar
  - sodium

  for each of the menu items included in the selected lunch menu and the total amount of each consumed in the whole lunch menu
- Describe three evaluations of the nutritional value of this meal using each of the following food selection models

- Healthy Eating Pyramid
- Australian Dietary Guidelines
- Australian Guide to Healthy Eating

- Identify four ways in which you could make this meal a healthier choice
- Describe four food issues related to local food habits and trends that can be attributed to this food outlet
- Describe four ways in which advertising by this outlet affects adolescent food choices
- Explain four effects this fast food outlet has on the local environment
- Identify four ways in which this company manages waste created from its food production and packaging.
- Select a main course product from the menu and locate a similar recipe
- Make two adaptations to the recipe and devise a healthier version of the product
- Justify three ways in which the adaptations improve health
- Evaluate three values and beliefs of teenagers that affect their fast food choices.

What is required for assessment?	Due date
☐ Investigation portfolio (referenced menu, HEP template, nutritional analysis, nutritional evaluations, food issues, advertising, local environment, waste management, recipe adaptations, values and beliefs, survey and conclusions)	Week 5

Marking key Task 1 Part A: Unit 1C FSTH

Fast food investigation	**Maximum mark /90**
1. Survey	
• Constructs a survey to determine: ○ the five fast food outlets most frequently visited by adolescents (1 mark each) ○ five reasons why they choose these outlets ○ (1 mark each) ○ five food related beliefs and values of adolescents (1 mark each)	/5 /5 /5
• Produces twenty copies of the survey (1 mark)	**/1**
• Conducts the survey with twenty peers and records the responses ○ conducts ○ records responses	/1 /1
• Collates the responses (1 mark)	/1
• Analyses the responses and explains four conclusions ○ analyses (1 mark) ○ explains four conclusions (1 mark each)	/1 /4
Total- Survey	**/24**
2. Investigation	
• Chooses one fast food outlet to investigate (1 mark)	/1
• Uses the internet to locate the outlet menu and explains three ways in which the outlet advertises nutritional information ○ uses the internet (1 mark) ○ locates the menu (1 mark) ○ explains three advertising methods (1 mark each)	/1 /1 /3
• References the information source using an approved format (1 mark)	/1
• Selects two menu items that you consider would make up a typical two-course lunch purchased by an adolescent (1 mark each)	/2
• Enters the ingredients from the complete meal onto a Healthy Eating pyramid template (1 mark each food group)	/5
• Uses the internet to access the outlet website and analyses the nutritional value of the meal ○ uses the internet	/1

○ analyses nutritional value (1 mark each)	/1
• Devises a table to show the amount of: ○ energy ○ protein ○ fat ○ carbohydrate ○ sugar ○ sodium (1 mark each category for each of two menu items) • The total amount of each category consumed in the whole lunch menu (1 mark each category for the total menu)	/1 /1 /1 /1 /1 /1 /6
• Describes three evaluations of the nutritional value of this meal using each of the following food selection models ○ Healthy Eating Pyramid ○ Australian Dietary Guidelines ○ Australian Guide to Healthy Eating (three marks each food model)	/3 /3 /3
• Identifies four ways in which you could make this meal a healthier food choice (1 mark each)	/4
• Describes four food issues related to local food habits and trends that can be attributed to this food outlet (1 mark each)	/4
• Describes four ways in which advertising by this outlet affects adolescent food choices (1 mark each)	/4
• Explains four effects this fast food outlet has on the local environment (1 mark each)	/4
• Identifies four ways in which this company manages waste created from its food production and packaging (1 mark each)	/4
• Selects a main course product from the menu and locates a similar recipe (1 mark select, 1 mark locate)	/1
• Makes two adaptations to the recipe and devises a healthier version of the product (1 mark each)	/2
• Justifies three ways in which the adaptations improve health (1 mark each)	/3
• Evaluates three values and beliefs of teenagers that affect their fast food choices (1 mark each)	/3
Total – Investigation	**/66**
TASK TOTAL	**/90**

Teacher comment:

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Assessment Task 1 Part B: Unit 1C FSTH

Task 1 Part B: Produce a healthy fast food product

Assessment type: Production
Outcomes: Outcome 1: Understanding food materials
Outcome 3: Working in food environments
Unit context: Healthy fast food for adolescents
Task duration: 1 week
Task weighting: 30% of unit total

Task 1 Part B: Produce a healthy fast food product (30 marks - 30%)
Produce the healthy fast food product devised in Task 1 Part A. Demonstrate skills with food.

What you need to do:
Work individually
During production demonstrate the following skills:

- Skills with food
  - produce an accurate food order and submit on time
  - select appropriate equipment for stated purpose
  - safe and hygienic work practices when using equipment and appliances

- Safe food handling practices used to ensure the quality and palatability of food
  - apply procedures to avoid cross contamination
  - select appropriate processing techniques
  - safe personal presentation standards
  - use separate spoons for tasting and processing

- Processing techniques used to ensure the quality and palatability of food
  - select processing techniques that enhance the nutrition of food products
  - taste food and adjust seasonings during processing
  - use sensory testing to evaluate food products

What is required for assessment?	Due date
☐ Attendance on the day of production (absence to be explained in accordance with the school assessment policy)	Week 5

Marking key Task 1 Part B: Unit 1C FSTH

Produce a healthy fast food product **1 = poor, 2 = satisfactory, 3 = very good**				
• *Skills with food*				
○ produces an accurate food order and submits on time	1	2	3	
○ selects appropriate equipment for stated purpose	1	2	3	
○ safe and hygienic work practices when using equipment and appliances	1	2	3	
• *Safe food handling practices used to ensure the quality and palatability of food*				
○ applies procedures to avoid cross contamination	1	2	3	
○ safe personal presentation standards	1	2	3	
○ uses separate spoons for tasting and processing	1	2	3	
• *Processing techniques used to ensure the quality and palatability of food*				
○ selects processing techniques that enhance the nutrition of food products	1	2	3	
○ tastes food and adjust seasonings during processing	1	2	3	
○ uses sensory testing to evaluate food products	1	2	3	
○ selects appropriate processing techniques and applies correctly	1	2	3	
			TASK TOTAL	**/30**

Teacher comment:

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Assessment Task 2 Part A: Unit 1C FSTH

Task 2 Part A: Investigate adolescent nutrient requirements

Assessment Type:	Investigation
Outcomes:	Outcome 1: Understanding food materials Outcome 2: Developing food opportunities
Unit context:	Healthy fast food for adolescents
Task duration:	1 week
Task weighting:	5% of unit total

Task 2 Part A: Investigate adolescent nutrient requirements (35 marks - 5%)
Investigate the dietary requirements for a person of your age and gender. Use a food diary to record your total food and beverage consumption for three days and enter it into a dietary analysis software program. Record the investigation in a portfolio.

What you need to do:

1. Investigate dietary requirements

- Use the Australian Guide to Healthy Eating (AGHE) and the Nutrient Reference Values for Australia and New Zealand (N.R.V's) to determine:
  - required macronutrient intake for a person of your gender and age
  - required micronutrient (calcium and iron) intake for a person of your gender and age
  - total energy requirements
  - suggested number of servings of food groups per day as recommended in the Australian Guide to Healthy Eating. (AGHE)
- Identify six ways to maximize fruit and vegetable intake.

2. Personal food intake

- Record all food and beverages consumed over three days (including one day of the weekend)
- Accurately record the quantities consumed. The quantities can be in spoons, grams, or by the size of the food. e.g. 1 large apple
  Do not cheat- this activity is designed to help you improve your diet
- Enter your data into a dietary food analysis package
- Print your results.

What is required for assessment?	Due date
☐ Portfolio (Dietary requirements, completed food diary, data entry printout)	Week 6

Marking Key Task 2 Part A: Unit 1C FSTH

Investigate adolescent nutrient requirements	**Maximum possible mark 35**	**Actual mark /35**
1. Investigate dietary requirements		
• Uses the Australian Guide to Healthy Eating (AGHE) and the Nutrient Reference Values for Australia and New Zealand (N.R.V's) to determine: (1 mark each, AGHE and NRV's)	2	
○ required macronutrient intake for a person of your gender and age (1 mark each macronutrient)	3	
○ required micronutrient (calcium and iron) intake for a person of your gender and age (1 mark each)	2	
○ total energy requirements (1 mark)	1	
○ suggested number of servings of food groups per day as recommended in the Australian Guide to Healthy Eating. (AGHE) (1 mark each of six food groups)	6	
○ Identifies six ways to maximize fruit and vegetable intake (1 mark each)	6	
Total – Investigate dietary requirements	**20**	
2. Personal food intake		
• Records all food and beverages consumed over three days (including one day of the weekend) (1 mark each day)	3	
• Accurately records the quantities consumed. The quantities can be in spoons, grams, or by the size of the food. e.g. 1 large apple (1 mark each meal, snacks and beverages for each day)	9	
• Enters data into a dietary food analysis package (1 mark all data, 1 mark accurately)	2	
• Prints results	1	
Total – Personal food intake	**15**	
TASK TOTAL	**35**	**/35**

Teacher comment:

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Food Diary for:_____Record your daily food intake below

	Day 1 (Day_____)		Day 2 (Day_____)		Day 3 (Day_____)	
Meal	Amount	Food	Amount	Food	Amount	Food
Breakfast						
Before School						
Morning Tea						
Lunch						
After School						
Dinner						
After Dinner						
Other Snacks						

Recommended Dietary Requirements

Complete the following table in order to determine your own Dietary Requirements.

Use the following resources to help complete the table.

http://www.healthyactive.gov.au/internet/healthyactive/publishing.nsf/Content/girl-14... (girls)

http://www.healthyactive.gov.au/internet/healthyactive/publishing.nsf/Content/boy-14... (boys)

This information is based on the Nutrient Reference Values for Australia and New Zealand including Recommended Dietary Intakes, the Dietary Guidelines for Children and Adolescents in Australia, and the Australian Guide to Healthy Eating. These recommendations are for healthy adolescents with standardised weight, height and estimated energy requirements and may not meet the specific nutritional requirements of individuals.

National Health and Medical Research Council - Publications- Recommended Dietary Intakes for use in Australia

http://www.nhmrc.gov.au/publications/files/n35.pdf

To convert megajoules (MJ) to kilojoules, multiply by 1000

Name	
Age	
Height	
Weight	
Energy requirements per day	
The Australian Guide to Healthy Eating recommends:	**No. of serves per day**
Breads, cereals, rice, pasta, noodles group	
Vegetables and legumes group	
Fruit	
Milk, yoghurt, cheese group	

Lean meat, fish, poultry, eggs, nuts and legumes		
The Dietary Guidelines for Children and Adolescents in Australia recommend that Adolescents should:		
•		
•		
○		
○		
•		
Children and adolescents should be encouraged to:		
○		
○		
○		
○		
○		
And care should be taken to:		
○		
○		
○		
•		
Calcium: average requirement for calcium per day		
Function in the body		
To maximise calcium intake, avoid:		

Iron: average requirement for Iron per day		
Function in the body		
To maximise iron intake:		
Adolescents can maximise their intake of fruits and vegetables by eating the following:		

Assessment Task 2 Part B: Unit 1 C FSTH

Task 2 Part B: Personal dietary analysis

Assessment Type:	Response
Outcomes:	Outcome 1: Understanding food materials Outcome 4: Food in society
Unit context:	Healthy fast food for adolescents
Task duration:	1 week
Task weighting:	5% of unit total

Task 2 Part B: Personal dietary analysis (30 marks - 5%)
Use the data printout from Task 2 Part A to analyse your nutrient intake. Explain the issues that impact on your food choices, make recommendations and set goals to improve food intake. Produce an essay to record your response.

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 response
- Include an effective and logical conclusion
- Use an approved format to record all references.

2. Personal Dietary analysis
Use the Nutrient Reference Values for Australia and New Zealand and refer to the recommended Dietary Intakes (RDI) and Adequate Intake (AI) to analyse your food intake.

- Examine six data results, identify the percentage of R.D.I, A.I and E.E.R met by the intake
- Analyse six data results with reference to R.D.I's, A.I's and E.E.R's
- List five nutrients and /or energy intake in your food diary that are outside the recommended range and identify the dietary cause for each
- Make three recommendations on ways in which your dietary intake can be improved to meet the nutritional requirements for a person of your age. e.g. the percentage of energy from protein should be 15-25% and this could be met by…….

3. Factors influencing food intake

- Analyse three food issues related to local food habits and trends that have influenced your choice of food e.g. location, transport, food outlets, health
- Set three short and three long term goals to improve your food intake
- Explain three personal food related beliefs and values that have influenced the results of the analysis of your diet e.g. cost, convenience, food skills, culture, religion
- Describe four ways in which food poverty may affect adolescents e.g. access to healthy food, nutrition knowledge, homelessness, lifestyle issues, processed food.

What is required for assessment?	Due date
☐ Essay	Week 8

Marking key Task 2 Part B: Unit 1C FSTH

Description of marking criteria	Marks allocated	Marks awarded
1. Essay writing		
• *Demonstrates accurate spelling of relevant terminology, correct punctuation and sentence structure, effective paragraphing* ○ 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	
• *Includes an introduction to the topic* ○ clearly outlines the argument or response ○ provides a brief introduction	2 1	
• *Includes a conclusion* ○ effective and logical conclusion, sums up the key points ○ brief and not conclusive	/2 /1	
• *Includes a reference list* ○ uses an approved format to acknowledge all references ○ uses an approved format to acknowledge some references	2 1	
Total - Essay writing	**7**	**/7**
2. Personal dietary analysis		
• *Examines six data results and identifies the percentage of R.D.I, A.I and E.E.R met by the intake* ○ uses three tables to accurately identify intake for six data results ○ uses three tables to satisfactorily identify intake for six data results ○ uses two tables to provide a limited identification of fewer than six data results	3 2 1	
• *Analyses six data results with reference to R.D.I's, A.I's and E.E.R's* ○ uses three tables to accurately analyse intake for six data results ○ uses three tables to satisfactorily analyse intake for six data results	3 2	

○ uses two tables to provide a limited analysis of fewer than six data results	1	
• *Lists five nutrients and /or energy intake in food diary that are outside the recommended range and identifies the dietary cause for each* ○ lists five nutrients and clearly and accurately identifies the cause for each ○ lists five nutrients and clearly and satisfactorily identifies the cause for each ○ lists five nutrients and provides limited identification of the cause for each	3 2 1	
• *Makes three recommendations on ways in which dietary intake can be improved to meet the nutritional requirements for a person of your age* ○ makes three clear, relevant recommendations ○ makes three clear, satisfactory recommendations ○ makes two clear, relevant recommendations ○ makes two clear, satisfactory recommendations	4 3 2 1	
Total personal dietary analysis	**13**	**/13**
3. Factors influencing food intake		
• *Analyses three food issues related to local food habits and trends that have influenced your choice of food e.g. location, transport, food outlets, health* ○ detailed analysis of three relevant issues ○ satisfactory analysis of three relevant issues ○ detailed analysis of two relevant issues ○ satisfactory analysis of two relevant issues ○ limited analysis of two issues	5 4 3 2 1	
• *Sets three short and three long term goals to improve food intake* ○ sets three achievable short and three achievable long term goals ○ sets three satisfactory short and three satisfactory long term goals ○ sets three limited short and three limited long term goals	3 2 1	
• *Explains three personal food related beliefs and values that have influenced the results of the analysis of your diet e.g. cost, convenience, food skills, culture, religion* ○ clear detailed explanation of three relevant beliefs and values	4	

○ clear satisfactory explanation of three relevant beliefs and values ○ clear detailed explanation of two relevant beliefs and values ○ clear satisfactory explanation of two relevant beliefs and values	3 2 1	
• *Describes four ways in which food poverty may affect adolescents e.g. access to healthy food, nutrition knowledge, homelessness, lifestyle issues, processed food* ○ detailed explanation of four relevant effects ○ satisfactory explanation of four relevant effects ○ detailed explanation of three relevant effects ○ satisfactory explanation of three relevant effects ○ limited explanation of two effects	5 4 3 2 1	
Total – Factors influencing food intake	**17**	**/17**
TASK TOTAL	**30**	**/30**

Teacher comment:

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Assessment Task 3 Part A: Unit 1C FSTH

Task 3 Part A: Investigate healthy foods for adolescents

Assessment Type:	Investigation
Outcomes:	Outcome 1: Understanding food materials Outcome 2: Developing food opportunities Outcome 4: Understanding food in society
Unit context:	Healthy fast food for adolescents
Task duration:	2 weeks
Task weighting:	10% of unit total

Task 3 Part A: Investigate healthy foods for adolescents (35 marks - 10%)
Use the knowledge about adolescent food needs gained from Task 1 Part A to investigate healthy foods for adolescents and complete a product comparison table. Devise a food product suitable for sale at a Healthy Food Expo for your peers and record the results in a portfolio.

What you need to do:

1. Investigate healthy foods

- Brainstorm ideas for healthy foods and snacks for adolescents available at school and in the local area
- Identify one healthy food or snack idea that you would like to investigate
- Select one similar product from a given range of commercially available products e.g. Caesar salad, salad packs, fruit snack packs, trail mix (no nuts), freshly squeezed fruit juice, shakes and smoothies, sushi packs, popcorn, pizzas, cups of soup, oodles of noodles in a cup, fresh rice paper rolls, salad packs, fruit crumbles, fresh vegetable and dip packs, muffins, wraps
- Locate a recipe for a home-made version of the product you select
- Complete a table comparing the home-made and commercial product using the following criteria
  - ingredients
  - cost of ingredients
  - cost of packaging
  - portion size
  - packaging type
  - labelling information
  - appeal
  - current trends

2. Devise a healthy food product for adolescents - Work with a partner

- Identify a healthy food product that you consider would successfully sell to your peers
- Give three justifications for your choice of product
- Locate a recipe for the product. Use recipe books, the internet and any other resources. Reference all information sources
- Adapt the recipe and devise a new recipe for product trialing

- Justify three recipe adaptations e.g. cost, health, yield
- Produce a copy of the adapted recipe. Produce a fully costed food order, submit on time.

What is required for assessment?	Due date
☐ Product comparison table	Week 10
☐ Portfolio (product choice justification, adaptation justification, recipe, costed food order)	Week 10

Marking key Task 3 Part A: Unit 1C FSTH

Investigate healthy foods for adolescents	**Maximum mark /35**
1. Investigate healthy foods	
• Brainstorms ideas for healthy foods and snacks for adolescents available at school and in the local area (1 mark)	/1
• Identifies one healthy food or snack idea that you would like to investigate (1 mark)	/1
• Selects one similar product from a given range of commercially available products (1 mark)	/1
• Locates a recipe for a home-made version of the product you select (1 mark)	/1
• Completes a comparison of the home-made and commercial product using the eight criteria in the comparison table provided ○ ingredients ○ cost of ingredients ○ cost of packaging ○ portion size ○ packaging type ○ labelling information ○ appeal ○ current trends (1mark each product for each criteria)	/2 /2 /2 /2 /2 /2 /2 /2
Total – Investigate healthy foods	**/20**
2. Devise a healthy food product for adolescents	
• Identifies a healthy food product that you consider would successfully sell to your peers (1 mark)	/1
• Gives three justifications for the choice of product (1 mark each)	/3
• Locates a recipe for the product. Uses recipe books, the internet and any other resources. References all information sources (1 mark locates, 1 mark references all sources)	/2
• Adapts the recipe and devises a new recipe for product trialing (1 mark adapts, 1 mark devises)	/2
• Justifies four recipe adaptations e.g. cost, health, yield, processing methods (1 mark each)	/4
• Produces a copy of the adapted recipe (1 mark)	/1
• Produces a fully costed food order and submits on time (1 mark fully costed, 1 mark submits on time)	/2
Total - Devise a healthy food product for adolescents	**/15**
TASK TOTAL	**/35**

Teacher comment:

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Assessment Task 3 Part B: Unit 1C FSTH

Task 3 Part B: Produce a healthy food expo for adolescents

Assessment type:	Production
Outcomes:	Outcome 2: Developing food opportunities Outcome 3: Working in food environments Outcome 4: Understanding food in society
Unit context:	Healthy fast food for adolescents
Task duration:	6 weeks
Task weighting:	50% of unit total

Task 3 Part B: Produce a healthy food expo for adolescents (80 marks - 50%)
Trial, produce and package the healthy food product devised in Task 3 part A. Showcase the product at a Healthy Food Expo and sell the product to your peers. Record the production process in a portfolio. Demonstrate skills to manage small-scale productions.

What you need to do:

1. Product trialing – Work with a partner

- Trial the production of the product devised in task 3 Part A
- Determine the recipe yield e.g. 1 pack of sushi = 6 slices = ____ g
- Obtain sensory evaluation feedback from three peers
- Evaluate the feedback
- Identify modifications and adapt the recipe and production processes
- Identify two types of packaging suitable for the product
- Package two trial product portions in each of the types of packaging and use two appropriate storage methods
- Evaluate the packaging and storage methods
- Select one type of packaging for the final product and give two reasons for your choice e.g. cost, recyclable, biodegradability, durability
- Identify product:
  - ingredients
  - ingredient quantities
  - batch weight
  - portion size
  - yield, and
- Access **www.foodstandards.gov.au** > quick links > legal agreement > I agree > Nutrition Panel Calculator (NPC)
- Use the NPC to produce a product nutritional information panel
- Cost the complete recipe i.e. ingredients, packaging and labelling and determine the selling price for one unit of the product
- Produce a label for the product. Include a product name, producer's name, contact details, storage instructions and cost
- Produce the completed packaged, labeled product as it will be presented for sale

- Produce recipes to distribute to expo customers as they purchase the product.

2. Healthy Food Expo - Work in teams

- Communicate and negotiate and to determine
  - Expo venue, date and time
  - Expo publicity e.g. posters, notices in daily bulletin, notices on year group notice boards, power point presentation at assembly
  - when the food products will be produced
  - how food products will be stored to ensure quality and palatability
- Produce a food order for the expanded production of the product developed by you and your partner
- Participate effectively in the presentation of the Healthy Food Expo for Adolescents
- Produce photos to record all stages of product and Expo production

3. Skills to manage small-scale productions

- Demonstrate skills to manage small-scale productions:
  - teamwork skills
  - organization of work using food orders and production plans
  - safe food handling practices and processing techniques to ensure the quality and palatability of food

What is required for assessment?	Due date
☐ Production process portfolio (evaluation of trial sensory feedback, adapted trial recipe, trial packaging and storage evaluations, reasons for selection of packaging, nutrition information panel, product costing, product label, recipe for distribution)	Week 14
☐ Attendance on the day of production (absence to be explained in accordance with the school assessment policy)	Week 14

Marking key Task 3 Part B: Unit 1C FSTH

Produce a healthy food expo for adolescents	**Maximum mark /80**
1. Product trialing	
• Trials the production of the product (1 mark)	/1
• Determines the recipe yield (1 mark)	/1
• Obtains sensory evaluation feedback from three peers (1 mark each peer response)	/3
• Evaluates the feedback (1 mark)	/1
• Identifies modifications and adapt the recipe and production processes ○ identifies modifications ○ adapts recipe ○ adapts production processes (1 mark each)	 /1 /1 /1
• Identifies two types of packaging suitable for the product (1 mark each)	/2
• Packages two trial product portions in each of the types of packaging and uses two appropriate storage methods ○ packages two portions (1 mark each) ○ stores appropriately (1 mark each)	 /2 /2
• Evaluates the packaging and storage methods (1 mark each)	/2
• Selects one type of packaging for the final product and gives two reasons for your choice (1 mark each)	/2
• Identifies product: ○ ingredients ○ ingredient quantities ○ batch weight ○ portion size ○ yield (1 mark each)	 /1 /1 /1 /1 /1
• Accesses the Food Standards website and uses the NPC to produce a product nutritional information panel ○ ingredients ○ ingredient quantities ○ batch weight ○ portion size ○ yield (1 mark each)	 /1 /1 /1 /1 /1
• Costs the complete recipe i.e. ingredients, packaging and labelling and determine the selling price for one unit ○ ingredients ○ packaging and labelling	 /1 /1 /1

○ final selling price	
• Produce a label for the product. Include a product name, producer's name, contact details, storage instructions and cost ○ product name ○ producers name and contact details ○ storage instructions ○ cost	 /1 /1 /1 /1
• Produces the completed packaged, labelled product as it will be presented for sale ○ produces the product ○ packages the product ○ labels the product ○ adds the nutrition information panel (1 mark each)	 /1 /1 /1 /1
• Produces recipes to distribute to expo customers as they purchase the product (1 mark)	/1
Total – Product trialing	**/41**
2. Healthy Food Expo	
• Communicates and negotiates and to determine ○ expo venue, date and time ○ expo publicity e.g. posters, notices in daily bulletin, notices on year group notice boards, power point presentation at assembly ○ when the food products will be produced ○ how food products will be stored to ensure quality and palatability (1 mark each)	 /1 /1 /1 /1
• Produces a food order for the expanded production of the product developed by you and your partner (1 mark)	/1
• Participates effectively in the presentation of the Healthy Food Expo for Adolescents ○ participates ○ effectively (1 mark each)	 /1 /1
• Produces photos to record all stages of product and Expo production ○ product production ○ expo production	 /1 /1
Total – Healthy Food Expo	**/9**

Skills to manage small-scale food productions **1 = poor, 2 = satisfactory, 3 = very good**				
• *Teamwork skills*				
○ 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	
• *Organisation of work using food orders and production plans*				
○ accurate trial food order submitted on time	1	2	3	
○ accurate production food order submitted on time	1	2	3	
• *Safe food handling practices and processing techniques used to ensure the quality and palatability of food*				
○ selects appropriate processing methods and applies correctly	1	2	3	
○ packages food products hygienically	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**
TASK TOTAL				**/80**

Teacher comment:

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Assessment Task 4 Part A: Unit 1D FSTH

Task 4 Part A: Investigate staple foods

Assessment type:	Investigation
Outcomes:	Outcome 1: Understanding food materials Outcome 3: Working in food environments Outcome 4: Understanding food in society
Unit context:	Food safari
Task duration:	4 weeks
Task weighting:	20% of task total

Task 4 Part A: Investigate staple foods (50 marks - 20%)
Work in a small team and investigate a staple food. Individually produce an essay to report your findings.

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 references

2. Investigation

- Define the term 'staple food'
- Give five examples of staple foods and the countries in which each is typically consumed
- Select and identify one staple food to investigate
- Produce a labelled diagram of the selected staple
- List five food products traditionally made from this staple
- List five forms in which the staple is available in Australia
- Explain two cultural traditions, in the country of origin, that involve the staple food
- Explain two environmental factors that affect production of the staple in the country of origin
- Explain two food habits, involving the staple, of the culture that traditionally consumes it
- Identify four foods that are traditionally consumed with the staple to make a balanced meal
- Explain one functional and one nutritional property of the staple
- Describe three processing techniques traditionally used to prepare the staple e.g. cooking method, traditional equipment, heat source
- Describe three innovative technologies used to prepare the staple in Australia e.g. cooking method, equipment, heat source
- Explain two differences in the product cooked traditionally using innovative technologies.

What is required for assessment?	Due date
☐ Essay	Week 28

Marking key Task 4 Part A: Unit 1D FSTH

Investigate staple foods	**Maximum mark /50**
1. Essay writing	
• Demonstrates accurate spelling of relevant terminology, correct punctuation and sentence structure and effective paragraphing ○ accurate spelling of relevant terminology ○ correct punctuation ○ correct sentence structure ○ correct paragraphing (1 mark each)	 /1 /1 /1 /1
• Includes an introduction to the task outlining the focus of the investigation ○ clearly outlines the investigation issue (1 mark)	/1
• Includes an effective and logical conclusion ○ provides logical conclusions or recommendations (1 mark)	/1
• Uses an approved format to record all references (1 mark)	/1
Total - Essay writing	**/7**
2. Investigation	
• Define the term 'staple food' (1 mark)	/1
• Give five examples of staple foods and identify the country in which each is typically consumed (1 mark each food, 1mark each country)	/10
• Select and identify one staple food to investigate (1 mark)	/1
• Produce a labelled diagram of the selected staple (1 mark diagram, 1 mark correctly labelled)	/2
• List five food products traditionally made from this staple (1 mark each)	/5
• List three forms in which the staple is available in Australia (1 mark each)	/3
• Explain two cultural traditions, in the country of origin, that involve the staple food (1 mark each)	/2
• Explain two environmental factors that affect production of the staple in the country of origin (1 mark each)	/2
• Explain two food habits, involving the staple food, of the cultural group that traditionally consumes it (1 mark each)	/2

• Identify four foods that are traditionally consumed with the staple to make a balanced meal (1 mark each)	/4
• Explain one functional and one nutritional property of the staple (1 mark each)	/2
• Describe three processing techniques traditionally used to prepare the staple e.g. cooking method, traditional equipment, heat source (1 mark each)	/3
• Describe three innovative technologies used to prepare the staple in Australia e.g. cooking method, equipment, heat source (1 mark each)	/3
• Explain two differences in the product cooked traditionally and by using innovative technologies (1 mark each)	/3
Total - Investigation	**/43**
TASK TOTAL	**/50**

Teacher comment:

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Assessment Task 4 Part B: Unit 1D FSTH

Task 4 Part B: Produce a food product that includes a staple food

Assessment type:	Production
Outcomes:	Outcome 1: Understanding food materials Outcome 3: Working in food environments Outcome 4: Understanding food in society
Unit context:	Food safari
Task duration:	3 weeks
Task weighting:	10% of unit total

Task 4 Part B: Produce a food product that includes a staple food (40 marks - 10%)
Devise and produce a food product for a cultural group using a staple food traditional of the culture. Record the issues considered during the devising process in a task booklet.

What you need to do:

1. Devising

- Explain two food related beliefs and values of the cultural group e.g. commodity availability cost, variety, nutrition, custom
- Describe how two societal factors impact on the ability of the cultural group to make informed food decisions e.g. language difficulties, location, budget
- Explain two beliefs and values related to market practices of the cultural group e.g ethical marketing, accessibility, fair pricing
- Comment on two physical and two sensory food properties important to the cultural group
- Describe three food laws or regulations that apply to product production e.g. food hygiene
- Identify the function of the product e.g. meal, snack, to be stored, to be reheated
- List four recipes that include the staple food investigated in Task 4 Part A
- Complete a table that records the reference for each recipe
- Select one recipe and explain four reasons for your choice
- Adapt recipe and explain three adaptations e.g. ingredients, processing techniques
- Produce a food order for a portion for one person.

2. Producing

- Produce food product
- Serve the product in a culturally appropriate manner. Use two traditional service items e.g. cutlery, chopsticks, table mats or decorations, plates, bowls
- Demonstrate safe food handling practices

What is required for assessment?	Due dates
☐ Task booklet	Week 27
☐ Food order	Week 26

Marking key Task 4 Part B: Unit 1D FSTH

Produce a food product that includes a staple food				**Maximum mark /40**
1. Devising				
• Explains two food related beliefs and values of the cultural group e.g. commodity availability cost, variety, nutrition, custom (1 mark each)				/2
• Describes how two societal factors impact on the ability of the cultural group to make informed food decisions e.g. language difficulties, location, budget (1 mark each)				/2
• Explains two beliefs and values related to market practices of the cultural group e.g ethical marketing, accessibility, fair pricing (1 mark each)				/2
• Comments on two physical and two sensory properties of food important to the cultural group (1 mark each)				/4
• Describes three food laws or regulations that apply to product production e.g. food hygiene (1 mark each)				/3
• Identifies the function of the product e.g. meal, snack, to be stored, to be reheated (1 mark)				/1
• Lists four recipes that include the staple food investigate in task 5 Part A (1 mark each)				/4
• Completes a table that records the reference for each recipe (1 mark each of four references)				/4
• Selects one recipe and explain four reasons for your choice (1 mark each reason)				/4
• Adapts the recipe e.g. adapt ingredients, processing techniques, Equipment. Explain three adaptations (1 mark each)				/3
• Produces a food order for a portion for one person (1 mark)				/1
Total - Devising				**/30**
2. Production	**1 = poor, 2 = good, 3 = very good**			
• Produces the food product	1	2	3	
• Serves the product in a culturally appropriate manner	1	2	3	
• Demonstrates safe food handling practices	1	2	3	
• Shares the product with the class (1 mark)				/1
Total - production				**/10**
TASK TOTAL				**/40**

Teacher comment:

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Assessment Task 5: Unit 1D FSTH

Task 5: Small-scale production

Assessment type:	**Production**
Outcomes:	Outcome 2: Developing food opportunities Outcome 3: Working in food environments Outcome 4: Understanding food in society
Unit context:	Food safari
Task duration:	1 week
Task weighting:	50% of unit total

Task 5: Small-scale production (60 marks - 50%)
Plan and produce and evaluate a two-course meal typically consumed by a cultural group. The meal is to be served to invited guests. The meal is to consist of a main and dessert course and include a staple food typical of the culture. Produce an event portfolio to record the planning, demonstrate skills with food and produce a written evaluation.

What you need to do:
1 Planning – Work in small teams

- Communicate and negotiate to decide a theme for the menu
- Select recipes for a menu that includes a main and dessert course, coffee and an accompaniment
- Communicate and negotiate to determine the final menu and appropriate table decorations
- Provide a reason why each course has been selected
- Produce an invitation for two guests per student
- Produce a menu card and place cards for the table
- Produce a costed food order and production plan
- Produce guest feedback forms that includes one question each about the menu, the service and the restaurant atmosphere

2. Production – Work in small teams
Demonstrate the following skills with food during the production of the small-sale function

- Demonstrate safe and hygienic work practices when using equipment and appliances
  - use equipment and appliances safely
  - clean equipment and appliances correctly
- Choose recipes to suit a purpose
  - Choose culturally appropriate recipes
  - include a relevant staple food
- Preparation methods used to produce food products
  - include a wet and dry method of cookery
  - demonstratemise-en-place skills
- Safe food handling practices to control the reactions between ingredients and equipment to achieve performance requirements

- apply procedures to avoid cross contamination
- store food correctly
- use tongs or gloves to handle food
- apply cooking methods correctly

3. Evaluation – Work individually

- Evaluate guest feedback. Explain two relevant positive aspects and make two recommendations for improvement
- Evaluate systems of work. Explain two relevant positive aspects and make two recommendations for improvement
- Evaluate the nutrition of each course of the meal

What is required for assessment?	Due date
☐ Event portfolio (recipes and reasons for selection, invitation, menu card, place cards, costed food order, production plan, guest feedback form)	Week 30
☐ Evaluation	Week 30
☐ Attendance on the day of production (absence to be explained in accordance with the school assessment policy)	Week 30

Marking key Task 5: Unit 1D FSTH

Small-scale production	**Maximum mark** **/60**
1. Planning	
• Communicates and negotiates to decide a theme for the menu ○ communicates ○ negotiates (1 mark each)	/2
• Selects recipes for a menu that includes a main and dessert course, coffee and an accompaniment, a staple food and a wet and dry method of cooking ○ main course ○ dessert course ○ coffee and ○ an accompaniment (1 mark each)	/1 /1 /1 /1
• Communicates and negotiates to determine the final menu and appropriate table decorations ○ communicates ○ negotiates (1 mark each)	/1 /1
• Provides a reason why each course has been selected ○ main course ○ dessert course (1 mark each)	/1 /1
• Produces an invitation for two guests per student (1 mark)	/1
• Produces a menu card and place cards for the table ○ menu card ○ place cards	/1
• Produces a costed food order and production plan ○ accurately costed food order submitted on time (2 marks) ○ all tasks included in a sequenced production plan with realistic time allocations (3 marks)	/2 /3
• Produces guest feedback forms that includes one question each about the menu, the service and the restaurant atmosphere (1 mark each question)	/3
Total - Planning	**/20**

2. Production	**1 = poor, 2 = satisfactory, 3 = very good**			
Skills with food				
• *Demonstrates safe and hygienic work practices when using equipment and appliances*				
○ uses equipment and appliances safely	1	2	3	
○ cleans equipment and appliances correctly	1	2	3	
• *Chooses recipes to suit a purpose*				
○ chooses culturally appropriate recipes	1	2	3	
○ includes a relevant staple food	1	2	3	
• *Preparation methods used to produce food products*				
○ includes a wet and dry method of cookery	1	2	3	
○ demonstrates mise-en-place skills	1	2	3	
• *Safe food handling practices to control the reactions between ingredients and equipment to achieve performance requirements*				
○ applies procedures to avoid cross contamination	1	2	3	
○ stores food correctly	1	2	3	
○ uses gloves or tongs to handle food	1	2	3	
○ applies cooking methods correctly	1	2	3	
Total – Skills with food				**/30**
3. Evaluation				
• Evaluates guest feedback. Explains two relevant positive aspects and explains two recommendations for improvement ○ explains two relevant positive aspects ○ explains two recommendations for improvement (1 mark each of four explanations)				/2 /2
• Evaluates systems of work. Explains two relevant positive aspects and explains two recommendations for improvement ○ explains two relevant positive aspects ○ explains two recommendations for improvement (1 mark each of four explanations)				/2 /2
• Evaluates the nutrition of each course of the meal ○ main course ○ dessert course (1 mark each)				/1 /1
Total - Evaluation				**/10**
TASK TOTAL				**/60**

Teacher comment:

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Assessment Task 6: Unit 1D FSTH

Task 6: Test/Exam

Assessment type:	Response
Outcomes:	Outcome 1: Understanding food materials Outcome 2: Developing food opportunities Outcome 3: Working in food environments Outcome 4: Understanding food in society
Unit context:	Food safari
Task duration:	2 hours
Task weighting:	20% of unit total

Task 6: Test/Exam (100 marks – 20%)
Complete a two hour test/exam under exam conditions. A ten minute reading period will precede the exam.

What you need to do:
The exam will consist of:

• Section 1 Multiple choice	20 questions	20 marks
• Section 2 Short response	5 questions	35 marks
• Section 3 Extended answer	1 question	15 marks
• Section 4 Context specific extended answer	1 question	30 marks
		TOTAL 100 marks

Exam questions will be taken from the following Unit 1D content:

- Properties of food
- Nutrition
- Issues, trends and innovations
- Laws and regulations
- Consumer and enterprise relationships

What is required for assessment?	Due date
☐ Attendance on the day of the exam (absence to be explained in accordance with the school assessment policy)	Week 30