

# **FOOD SCIENCE AND TECHNOLOGY**

## **Unit 1D Hospitality**

This material has been developed as part of the *Australian School Innovation in Science, Technology and Mathematics Project* funded by the Australian Government Department of Education, Employment and Workplace Relations as a part of the Boosting Innovation in Science Technology and Mathematics Teaching (BISTMT) Programme.

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

### Unit 1D: Food for communities

#### Focus: Food for differing community groups

WEEK	CONTENT	LEARNING EXPERIENCES	RESOURCES	ASSESSMENT
1	Safe personal presentation standards e.g. personal grooming and hygiene, appropriate clothing and foot wear	<ul style="list-style-type: none"> <li>• Introduction to the unit, attendance, assessment and equipment requirements</li> <li>• Provide students with:               <ul style="list-style-type: none"> <li>○ syllabus document unit 1D pages 22-23</li> <li>○ unit outline</li> <li>○ assessment outline</li> <li>○ school assessment policy</li> <li>○ grade descriptors</li> </ul> </li> <li>• Revise safe personal presentation standards with question and answer e.g. clean protective clothing, hair covered, hand washing, covered footwear               <ul style="list-style-type: none"> <li>○ identify situations in hospitality where poor personal hygiene may cause food contamination</li> <li>○ identify situations in hospitality where clothing and footwear can contribute to accidents</li> </ul> </li> <li>• High and low kilo joule foods Prepare a display of high and low kilo joule foods e.g. fresh, processed, fast foods, beverages. Display packaging where available               <ul style="list-style-type: none"> <li>○ use food composition tables to define</li> </ul> </li> </ul>	Heath, G, McKenzie, H, Tully. L. (2006). <i>Food Solutions Food and Technology Units 1&amp;2</i> , Melbourne: Pearson Longman. P.2-20	

	<p>The impact of nutrition related health problems associated with food intake e.g. obesity, diabetes, anaemia, malnutrition</p> <p>Factors that affect nutrition related health issues e.g. culture, local environment, income, food availability</p>	<ul style="list-style-type: none"> <li>○ the term low kilo joule</li> <li>○ read food labels and use food composition tables to identify low kilo joule foods from the display</li> <li>○ identify the nutrients that make foods high or low kilo joule</li> <li>○ identify the processing methods that make foods high or low kilo joule</li> <li>○ classify the display foods into high and low kilo joule</li> <li>○ produce a table of the results</li> <li>● <b>Introduce Task 1</b> <ul style="list-style-type: none"> <li>○ 'Gallery walk' technique to look at health issues e.g. heart disease, obesity, diabetes</li> </ul> </li> <li>● Access the Australian Bureau of Statistics website: <ul style="list-style-type: none"> <li>○ identify the incidence of one nutrition related health problem e.g. obesity diabetes, anaemia, malnutrition, in the Australian population</li> <li>○ identify the impact of nutrition related health problems e.g. economic, social, personal</li> <li>○ Task 1: provide and explain statistics showing the incidence of the selected health problem in four community groups</li> </ul> </li> <li>● Brainstorm to identify and assess the factors that affect nutrition related health issues in the local community <ul style="list-style-type: none"> <li>○ identify 'at risk' community groups e.g. homeless, elderly living alone, cultural groups, low income etc</li> <li>○ research local government and charity</li> </ul> </li> </ul>	<p><a href="http://www.abs.gov.au/Ausstats/abs">http://www.abs.gov.au/Ausstats/abs</a></p>	<p>Introduce Task 1</p>
--	--	--	--	-------------------------

	<p>Safe and hygienic work practices when using equipment and appliances</p> <p>Preparation methods used to produce food products</p> <p>Safe use and storage and use of equipment</p>	<p>group websites to identify sources of support for these groups</p> <ul style="list-style-type: none"> <li>• Obesity <ul style="list-style-type: none"> <li>○ identify the causes of overweight and obesity</li> <li>○ review provided media articles related to obesity</li> <li>○ access websites e.g. Draw the Line campaign, Traffic Light Labelling system and list food intake and lifestyle strategies to reduce obesity</li> <li>○ identify foods popular with adolescents e.g. beverages, ice cream, cheese, flavoured milk</li> <li>○ prepare a display of low fat, low sugar alternatives and use sensory testing to evaluate adolescent approval</li> <li>○ identify recipe adaptation techniques that reduce kilo joules e.g. cooking methods, use of low fat commodities, reducing sugar, reducing portion size</li> <li>○ view video</li> </ul> </li> <li>• Practical lesson <ul style="list-style-type: none"> <li>○ in small groups prepare a low kilo joule meal</li> <li>○ produce two courses over two lessons</li> <li>○ identify adaptations made to reduce kilo joules</li> <li>○ identify the effect of the adaptations on physical and sensory properties</li> <li>○ revise safe and hygienic work practices</li> <li>○ establish food preparation skill level of students</li> </ul> </li> </ul>	<p>Traffic Light Labelling: <a href="http://www.choice.com.au">www.choice.com.au</a></p> <p>Draw the Line: <a href="http://drawthelinewa.com.au">drawthelinewa.com.au</a></p> <p>Click view: 'Australian lifestyle Diseases 1 Diabetes, Dental Decay and Anaemia' Classroom Video 2006</p>	
2		<ul style="list-style-type: none"> <li>• Revision</li> </ul>		

	<p>Variation of micronutrient requirements depending on an individual's age and lifestyle e.g. vitamins, minerals</p> <p>Safe food handling practices to control reactions between ingredients and equipment to achieve performance requirements e.g. cross contamination, food storage</p> <p>Preparation methods used to produce food products</p>	<ul style="list-style-type: none"> <li>○ identify the three macronutrients</li> <li>○ explain the function of each in the body</li> <li>○ conduct a pantry search to identify food sources of each macronutrient</li> <li>○ research to discover how many kilojoules is provided by a gram of each macronutrient</li> </ul> <ul style="list-style-type: none"> <li>● Micronutrients <ul style="list-style-type: none"> <li>○ define the term micronutrient</li> <li>○ identify nutrients that are micronutrients e.g. vitamins and minerals including iron, calcium, folate, thiamine, niacin</li> <li>○ use the AGHE to identify food groups that provide micronutrients in significant amounts</li> <li>○ teaching lesson to identify stages of the lifespan e.g. child, adolescent, adult, pregnant woman, elderly and the micronutrient requirements for each</li> <li>○ reasons for variations in requirements at different life stages</li> </ul> </li> <li>● Practical lesson <ul style="list-style-type: none"> <li>○ identify the food sources of iron</li> <li>○ produce a food order</li> <li>○ produce an iron rich meal for a teenager suffering anaemia e.g. lean red meat casserole, spinach and wholegrain casserole, grilled steak and leafy green salad, egg yolk custard</li> </ul> </li> </ul>		
--	--	--	--	--

	Organisation of work using food orders and production plans	<ul style="list-style-type: none"> <li>• Practical lesson <ul style="list-style-type: none"> <li>○ identify the dietary requirements for diabetes e.g. low fat, high fibre, limited highly refined commodities, recommended serve sizes</li> <li>○ produce a food order</li> <li>○ produce a diabetic meal e.g. low fat, low sugar muesli; high fibre, low fat pizza; lentil casserole; vegetable and lentil soup; fruit and oat crumble</li> </ul> </li> </ul>		
3	Societal and environmental factors that impact on individuals and family groups e.g. advertising, pricing, packaging and distribution	<ul style="list-style-type: none"> <li>• Continue Task 1 <ul style="list-style-type: none"> <li>○ library lesson for Task 1 research</li> <li>○ discuss report writing and provide students with a report writing model</li> <li>○ primary and secondary resources</li> <li>○ identify the causes and symptoms of the health issue</li> <li>○ explain two impacts of the health issue</li> <li>○ explain dietary changes necessary to manage the health issue</li> </ul> </li> <li>• Brainstorm factors affecting food selection of individuals and community groups using 'place mat' technique e.g. low income, isolation, transport, access to shops, food preparation skills, food preparation and storage facilities, nutrition knowledge, motivation to improve health</li> <li>• Food for community groups Healthy meals for low income community groups</li> </ul>	Alexander, Y. Luscombe, J. McNally, E. (2008) <i>Food Science and Technology: A Resource for Units 1C-1D</i> Cottesloe, Australia. Impact Publishing p.124 - 130	



	<p>Preparation methods used to produce food products</p> <p>Choosing recipes to suit a purpose</p> <p>Adapting recipes to suit design briefs</p> <p>Organisation of work using food orders and production plans</p> <p>Workplace procedures for health and safety, e.g. safe work techniques, using knives and equipment, handling hot surfaces, emergency procedures, safe posture including lifting, bending and standing</p>	<ul style="list-style-type: none"> <li>• Practical lesson <ul style="list-style-type: none"> <li>○ use two examples of innovative equipment and two examples of innovative ingredients to produce a meal for a family group with a busy lifestyle. The meal must be suitable for storage from the weekend until a weeknight</li> <li>○ choose and adapt suitable recipes</li> <li>○ select suitable healthy cooking methods e.g. stir frying, baking, microwaving, steaming, poaching</li> <li>○ produce a food order</li> <li>○ identify the of processing on physical and sensory properties, e.g. enhance palatability, soften fibre, tenderise meat, change shape and colour</li> </ul> </li> <li>• Demonstrate safe knife handling, lifting, emergency procedures, hot surfaces, spills etc.</li> </ul>		
4		<ul style="list-style-type: none"> <li>• Continue Task 1 <ul style="list-style-type: none"> <li>○ explain lifestyle changes necessary to manage the health issue</li> <li>○ describe cultural issues that may affect the health issue</li> <li>○ describe how the local environment may affect the health issue</li> <li>○ continue essay writing</li> </ul> </li> </ul>	Alexander, Y.	



	Preparation methods used to produce food products	<ul style="list-style-type: none"> <li>○ effect of over cooking on the process of coagulation</li> <li>● Practical lesson Food presentation <ul style="list-style-type: none"> <li>○ practice a range of garnishes suitable for use in the home and industry</li> <li>○ practice a range of decorations e.g. chocolate piping, toffee shards</li> </ul> </li> </ul>		
5	Preparation methods used to produce food products	<ul style="list-style-type: none"> <li>● Continue Task 1</li> <li>● Food for community groups Healthy food for individuals living alone <ul style="list-style-type: none"> <li>○ dividing foods into individual portions before freezing</li> <li>○ preparing single or double quantities and freezing in meal size portions</li> <li>○ labelling and packaging frozen food correctly</li> <li>○ reducing the quantity of take away and prepared foods consumed</li> <li>○ increasing nutrition knowledge</li> <li>○ making use of leftovers to reduce cost and food wastage</li> <li>○ thawing techniques that ensure the quality and palatability of food</li> </ul> </li> <li>● Practical lesson <ul style="list-style-type: none"> <li>○ Produce a meal using leftovers e.g. pasta for a pasta salad, cooked vegetables for a vegetable pizza, roast meat for a curry, canned fish for a tuna and vegetable mornay</li> </ul> </li> </ul>	Recipe books	

	<p>Safe food handling practices and processing techniques used to ensure the quality and palatability of food</p> <p>Recycling of waste from food production and packaging</p>	<ul style="list-style-type: none"> <li>• Safe storage of leftovers <ul style="list-style-type: none"> <li>○ appropriate packaging</li> <li>○ label with the date of cooking</li> <li>○ label with a use-by-date</li> </ul> </li> <li>• Conduct a debate 'Food packaging is destroying the environment'</li> <li>• Collect a wide range of packaging used in the sale of food e.g. <ul style="list-style-type: none"> <li>○ Traditional: aluminium foil, metal cans, glass paperboard</li> <li>○ Plastics: rigid plastics (ice cream, yoghurt) polystyrene (fruit boxes) PET (soft drinks) plastic film (sheets and bags) moulded plastics (squeeze bottles)</li> <li>○ Laminations: combinations of paper, plastic and aluminium foil held together with resins</li> <li>○ Co-extrusions: (vacuum packing and cook chill systems)</li> <li>○ Natural materials: biodegradable packaging made from wheat starch, potato starch</li> </ul> </li> <li>• Identify the types of waste produced from food production and how it is recycled or disposed of e.g. fats</li> <li>• Identify the biodegradability of packaging and waste examples</li> </ul>	<p>Health, G. McKenzie, H. Tully, L. (2006). <i>Food Solutions Food and Technology Units 3&amp;4</i>, Melbourne: Pearson Longman. p.217</p>	
--	--	--	---	--

<p><b>6</b></p>	<p>Producing a range of food products, services or systems based on community needs</p> <p>Consideration of the beliefs and values of producers and consumers to address consumer needs</p> <p>Choosing recipes to suit a purpose</p> <p>Adapting recipes to suit design briefs</p>	<ul style="list-style-type: none"> <li>• <b>Introduce task 2 part A</b></li> <li>• Food for community groups <ul style="list-style-type: none"> <li>Food for entertaining Senior Citizens <ul style="list-style-type: none"> <li>○ reduced energy requirements</li> <li>○ definite food preferences established</li> <li>○ food to suit common dietary related health issues</li> </ul> </li> </ul> </li> <li>• Identify the dietary needs of the community group <ul style="list-style-type: none"> <li>Each student to compose a letter, email or script of a phone conversation that will determine the food needs of guests</li> </ul> </li> <li>• Identify the beliefs and values of the producers (students) that address consumer needs e.g. demonstrate food preparation skills, cost, resources available, skills available, time available</li> <li>• Identify the beliefs and values of the consumers (guests) that address consumer needs e.g. health, special treat, eating with others, time available</li> <li>• Function menu planning <ul style="list-style-type: none"> <li>○ identify sweet and savoury dishes suitable for the function</li> <li>○ identify suitable beverages</li> <li>○ devise a menu</li> <li>○ justify menu selections</li> <li>○ adapt recipes to meet dietary needs of guests</li> </ul> </li> </ul>		<p><b>Task 1 Due</b></p> <p>Introduce Task 2 Part A and Part B</p>
-----------------	---	--	--	--

	<p>Organisation of work using food orders and production plans</p> <p>Preparation methods used to produce food products</p>	<ul style="list-style-type: none"> <li>○ determine quantities needed</li> <li>○ produce a food order</li> <li>● Practical lesson <ul style="list-style-type: none"> <li>○ sandwich making produce a range of sandwich types e.g. closed, open, club, ribbon with savoury fillings</li> <li>○ cup cakes</li> <li>○ students to select recipes suitable for the function</li> </ul> </li> </ul>		
7	<p>Selection of appropriate equipment for stated purpose</p> <p>Preparation methods used to produce food products</p>	<ul style="list-style-type: none"> <li>● Continue Task 2 Part A</li> <li>● Recipe trialing <ul style="list-style-type: none"> <li>○ produce and plate the trialed recipe</li> <li>○ calculate yield</li> <li>○ evaluate sensory properties</li> <li>○ identify further adaptations</li> </ul> </li> <li>● Production organisation <ul style="list-style-type: none"> <li>○ allocate a production team role to each class member</li> <li>○ cost the function menu</li> <li>○ brainstorm ideas for function presentation and service</li> </ul> </li> <li>● Front of house skills <ul style="list-style-type: none"> <li>○ scenarios that may confront people working front of house</li> <li>○ e.g. poor language skills</li> <li>○ hard of hearing</li> <li>○ how to accommodate these needs</li> <li>○ effective customer service e.g. provide service, product knowledge</li> </ul> </li> </ul>	<p>Alexander, Y. Luscombe, J. McNally, E. (2008) <i>Food Science and Technology: A Resource for Units 1C-1D</i> Cottesloe, Australia. Impact Publishing p.157 -162</p>	

8		<ul style="list-style-type: none"> <li>• Continue Task 2 Part A Compile a task portfolio containing: <ul style="list-style-type: none"> <li>○ reasons for selection of the function menu</li> <li>○ recipe adaptation</li> <li>○ trial food order</li> <li>○ recipe brochure</li> <li>○ trial dish sensory evaluation</li> <li>○ food order for the entire function</li> <li>○ production plan for the entire function</li> <li>○ costing of the function menu</li> <li>○ guest evaluation form</li> <li>○ justification of service style</li> </ul> </li>   <li>• Production organisation <ul style="list-style-type: none"> <li>○ individually produce a food order and a production plan for the entire function</li> <li>○ produce a guest evaluation form</li> </ul> </li>   <li>• Produce a recipe brochure for the trialed recipe showing <ul style="list-style-type: none"> <li>○ the original recipe and the adapted recipe</li> <li>○ an annotated photo of the adapted product and explaining two health reasons for the adaptations</li> </ul> </li>   <li>• Function planning for the following week <ul style="list-style-type: none"> <li>○ venue layout</li> <li>○ theme</li> <li>○ food service</li> <li>○ role of each student</li> <li>○ napkin folding</li> </ul> </li> </ul>		
---	--	---	--	--

<p><b>9</b></p>	<p>Organisation of work using food orders and production plans</p> <p>Teamwork skills</p> <p>Selection of appropriate equipment for stated purpose</p> <p>Skills to ,manage small scale food productions</p> <p>Safe personal presentation standards e.g. personal grooming and hygiene, appropriate clothing and foot wear</p> <p>Preparation methods used to produce food products</p> <p>Safe use and storage and use of equipment</p>	<ul style="list-style-type: none"> <li>• <b>Task 2 Part A Function for Senior Citizens</b></li> <li>• Demonstrate the following skills to manage small-scale food productions during the function presentation <ul style="list-style-type: none"> <li>○ safe personal presentation standards</li> <li>○ teamwork</li> <li>○ safe food handling practices to control reactions between ingredients and equipment to achieve performance requirements</li> <li>○ preparation methods used to produce food products</li> <li>○ organises work using food orders and production plans</li> </ul> </li> <li>• <b>Introduce Task 2 Part B</b> Response completion Task 2 Part B <ul style="list-style-type: none"> <li>○ evaluate guest feedback</li> <li>○ evaluate teamwork</li> <li>○ evaluate systems of work</li> <li>○ evaluate the function production plan</li> </ul> </li> </ul>		<p><b>Task 2 Part A Due</b></p>
<p><b>10</b></p>	<p>Classification of foods e.g. staple foods of communities</p>	<ul style="list-style-type: none"> <li>• <b>Introduce Task 3 Part A</b></li> <li>• Staple foods Define staple foods and identify the staple foods of various cultures <ul style="list-style-type: none"> <li>○ prepare a display of staple foods in the unprocessed form and in the processed form in which each is commonly used e.g. wheat, rice, corn, rye, potato</li> <li>○ produce a classification table that includes:</li> </ul> </li> </ul>	<p>Alexander, Y. Luscombe, J.</p>	<p><b>Task 2 Part B Due</b></p> <p>Introduce Task 3 Part A</p>

	<p>Staple foods, food habits and cultural traditions</p> <p>Physical properties that influence the selection and use of staple foods</p> <p>Preparation methods used to produce food products</p> <p>Effects of processing on the properties of foods e.g. gelatinization, dextrinisation, coagulation</p>	<ul style="list-style-type: none"> <li>- identification of the staple</li> <li>- country in which it is the staple</li> <li>- nutritive value</li> <li>- a traditional dish made from the staple</li> <li>- the processed form of the staple</li> <li>- food habits and cultural traditions involving the staple</li> <li>- physical properties that influence selection and use</li> </ul> <ul style="list-style-type: none"> <li>• Practical lesson <ul style="list-style-type: none"> <li>○ produce a range of rice dishes from around the world e.g. paella, risotto, fried rice etc.</li> <li>○ develop an Australian style risotto or a rice based dessert</li> <li>○ cook rice by the various methods e.g. boiling, microwaving, absorption using a rice cooker and in a saucepan and determine the advantages and disadvantages of each method</li> <li>○ observe and discuss gelatinization, the thickening property of starch</li> </ul> </li> </ul>	<p>McNally, E. (2008)  <i>Food Science and Technology: A Resource for Units 1C-1D</i>  Cottesloe, Australia.  Impact Publishing  p. 53-54, 63-64</p>	
11	<p>Environmental factors that contribute to the availability of staple foods e.g. paddock to plate</p>	<ul style="list-style-type: none"> <li>• Continue Task 3 Part A</li> <li>• Environmental factors influencing the availability of staple foods e.g. <ul style="list-style-type: none"> <li>○ land forms and land availability</li> <li>○ soil type</li> <li>○ farming techniques</li> <li>○ pests</li> <li>○ climate</li> <li>○ water availability</li> </ul> </li> </ul>	<p>Alexander, Y.  Luscombe, J.  McNally, E. (2008)</p>	

	<p>Preparation methods used to produce food products</p> <p>Effects of processing on the properties of foods e.g. gelatinization, dextrinisation, coagulation</p>	<ul style="list-style-type: none"> <li>○ knowledge and skills of agricultural workers</li> <li>○ production costs</li> <li>● Practical lesson <ul style="list-style-type: none"> <li>Produce bread using staple foods e.g. wheat, mixed grains</li> <li>○ produce loaves and buns, white, wholemeal and mixed grain breads</li> <li>○ observe and discuss dextrinisation, the browning of starch when heated</li> </ul> </li> </ul>	<p><i>Food Science and Technology: A Resource for Units 1C-1D</i> Cottesloe, Australia. Impact Publishing p. 63-64</p>	
<b>12</b>	Innovative technologies created for the food industry e.g. equipment and ingredients	<ul style="list-style-type: none"> <li>● Innovative technologies</li> <li>● Pasta investigation <ul style="list-style-type: none"> <li>○ use a display of different forms of pasta e.g. fresh, dried, ready-made products, a range of shapes, refined and wholemeal, vegetable and egg</li> <li>○ determine the physical properties of completed dishes using this range</li> <li>○ production: <ul style="list-style-type: none"> <li>investigate commercial pasta production equipment technologies e.g. extrusion</li> </ul> </li> </ul> </li> <li>● Practical lesson <ul style="list-style-type: none"> <li>○ use a pasta machine to produce fresh pasta</li> <li>○ in groups students to prepare a pasta dish using home-made, fresh, quick cook or dried pasta with a simple tomato based sauce</li> <li>○ use sensory testing to evaluate the products</li> </ul> </li> </ul>		

		<ul style="list-style-type: none"> <li>• <b>Introduce Task 3 Part B</b> Use the research from Task 3 Part A to devise a breakfast, lunch and dinner menu, with accompaniments, typical of a selected country <ul style="list-style-type: none"> <li>○ produce a food order for each menu for each lesson</li> </ul> </li> </ul>		
<b>13</b>	<p>Producing a range of food products, services or systems based on community needs</p> <p>Safe food handling practices and processing techniques used to ensure the quality and palatability of food</p>	<ul style="list-style-type: none"> <li>• Continue Task 3 Part B Over three lessons students produce a breakfast, lunch and dinner menu typical of a selected country <ul style="list-style-type: none"> <li>○ demonstrate the use of traditional and innovative equipment and ingredients</li> <li>○ demonstrate a culturally traditional daily eating pattern</li> </ul> </li> <li>• Produce a Task portfolio that includes: <ul style="list-style-type: none"> <li>○ recipe adaptations</li> <li>○ food orders and production plans</li> <li>○ list of traditional and innovative equipment</li> <li>○ explanation of innovative ingredients</li> <li>○ annotated photo or diagram illustrating the plating and garnishing of each meal</li> </ul> </li> <li>• Demonstrate skills with food during production <ul style="list-style-type: none"> <li>○ safe food handling practices to control reactions between ingredients and equipment to achieve performance requirements</li> <li>○ safe personal presentation standards</li> <li>○ workplace procedures for health and safety</li> </ul> </li> </ul>		<b>Task 3 Part A Due</b>

<p><b>14</b></p>	<p>Innovative technologies created for the food industry e.g. equipment and ingredients</p> <p>The impact of consumer beliefs and values on food supply and market practices</p> <p>The impact on enterprises of the ability of consumers to make informed decisions</p>	<ul style="list-style-type: none"> <li>• Practical lesson <ul style="list-style-type: none"> <li>○ Compare a home-made meal to a convenience product found in the freezer section of a supermarket</li> <li>○ cost</li> <li>○ nutrient content</li> <li>○ sensory evaluation</li> <li>○ preparation time</li> </ul> </li> <li>• Identify the consumer issues that have led to the production of the convenience product e.g. health, cost, convenience</li> <li>• Identify the effect on enterprises of failure to respond to consumer need e.g. loss of market share and profit</li> <li>• Do consumers have the ability to make informed food decisions? e.g. knowledge of nutrition, food preparation skills, ability to understand food labelling, value</li> </ul>	<p>Alexander, Y. Luscombe, J. McNally, E. (2008) <i>Food Science and Technology: A Resource for Units 1C-1D</i> Cottesloe, Australia. Impact Publishing p. 416-417</p>	<p><b>Task 3 Part B Due</b></p>
<p><b>15</b></p>	<p>Safe and hygienic work practices when using equipment and appliances</p> <p>Choosing recipes to suit a purpose</p> <p>Preparation methods used to produce food products</p>	<ul style="list-style-type: none"> <li>• Festivals and Foods for Celebrations <ul style="list-style-type: none"> <li>○ celebration foods from other cultures e.g. Yule Log, Gingerbread House Mini Christmas Cakes</li> </ul> </li> <li>• Complete all unit requirements</li> </ul>		

## Assessment outline – Food Science and Technology (Hospitality)

### Unit 1D: Food for communities

#### Unit learning context: Food for differing community groups

Assessment Type	Type weighting	Task weighting	Assessment task	Week due	Content	Outcome 1 Understanding food materials	Outcome 2 Developing food opportunities	Outcome 3 Working in food environments	Outcome 4 Understanding food in society
Investigation	30% (CC weighting 20-30%)	20%	<b>Task 1</b> Investigate a nutrition related health issue	6	Nutrition Issues, trends and innovation	✓			✓
		10%	<b>Task 3 Part A</b> Investigate food habits of a community cultural group	13	Food as a commodity Properties of food Nutrition Technology process	✓			✓
Production	60% (CC weighting 50-70%)	30%	<b>Task 2 Part A</b> Produce a small-scale function for a community group	9	Technology process Skills with food Food practices and processing Laws and Regulations		✓	✓	
		30%	<b>Task 3 Part B</b> Produce culturally traditional meals	14	Properties of foods Technology process Skills with Food Food practices and processing		✓	✓	
Response	10% (CC weighting 10-20%)	10%	<b>Task 2 Part B</b> Evaluate a small-scale function for a community group	10	Properties of food Skills with food Technology process Food practices and processing			✓	✓

## Assessment Task 1: Unit 1D FSTH

### Task 1: Investigate a health issue associated with food intake

**Assessment type:** Investigation

**Outcomes:** Outcome 1: Understanding Food Materials  
Outcome 4: Understanding Food in Society

**Unit Context:** Food for differing community groups

**Task duration:** 6 weeks

**Task weighting:** 20% of unit total

### Task 1: Investigate a health issue associated with food intake. (50 marks - 20%)

Investigate a health issue associated with food intake that affects the Australian population. Produce an essay to report your findings.

#### What you need to do:

##### 1. Essay writing

- Include an introduction to the topic outlining the investigation issue
- Demonstrate accurate spelling of relevant terminology, correct punctuation and sentence structure and effective paragraphing
- Include an effective and logical conclusion
- Use an approved format to reference all information sources.

##### 2. Investigation

- Identify a health issue to investigate
- Use two primary e.g. survey, interview, e-mail contact and two secondary e.g. books, magazine, newspapers, statistics, resources to locate information
- Provide and explain four statistics showing the incidence of the identified health problem in Australia e.g. age groups affected, increased incidence, socio-economic groups affected, cultural groups affected
- Describe three characteristics of one family type that increase the likelihood of the health issue developing e.g. high income, low income, poorly educated, indigenous
- Describe three characteristics of one type of individual that increase the likelihood of the health issue developing e.g. elderly, homeless, adolescent
- Describe three causes of the health issue e.g. dietary, lifestyle, genetic
- Explain three symptoms of the health issue
- Predict two impacts on an individual diagnosed with the health problem
- Explain three dietary changes necessary to control the health issue
- Explain three lifestyle changes necessary to control the health issue
- Describe three examples of how culture may affect the incidence of the health issue e.g. language difficulties may limit access to information
- Describe three examples of how the local environment may affect the incidence of the health issue e.g. transport
- Evaluate three ways in which income and the cost of healthy food may affect the incidence of the health issue
- Analyse how food availability in Australia affects health issues associated with food intake. Provide three examples.

**What is required for assessment**

**Due date**



## Marking key Task 1: Unit 1D FSTH

Investigate a health issue associated with food intake	Maximum mark /50
<b>1. Essay writing</b>	
<ul style="list-style-type: none"> <li>Includes an introduction to the task outlining the investigation issue (1 mark)</li> </ul>	/1
<ul style="list-style-type: none"> <li>Demonstrates accurate spelling of relevant terminology, correct punctuation and sentence structure and effective paragraphing               <ul style="list-style-type: none"> <li>accurate spelling of relevant terminology</li> <li>correct punctuation</li> <li>correct sentence structure</li> <li>correct paragraphing</li> </ul>               (1 mark each)             </li> </ul>	/1 /1 /1 /1
<ul style="list-style-type: none"> <li>Includes an effective and logical conclusion               <ul style="list-style-type: none"> <li>provides logical conclusions or recommendations (1 mark)</li> </ul> </li> </ul>	/1
<ul style="list-style-type: none"> <li>Uses an approved format to reference all information sources (1 mark)</li> </ul>	/1
<b>Total - Essay writing</b>	<b>/7</b>
<b>2. Investigation</b>	
<ul style="list-style-type: none"> <li>Identifies a health issue to investigate (1 mark)</li> </ul>	/1
<ul style="list-style-type: none"> <li>Uses two primary e.g. survey, interview, e-mail contact and two secondary e.g. books, magazine, newspapers, statistics, resources to locate information               <ul style="list-style-type: none"> <li>two primary</li> <li>two secondary (1 mark each of four resources)</li> </ul> </li> </ul>	/2 /2
<ul style="list-style-type: none"> <li>Provides and explains four statistics showing the incidence of the identified health problem in Australia               <ul style="list-style-type: none"> <li>provides four statistics</li> <li>explains four statistics</li> </ul> </li> </ul>	/4 /4
<ul style="list-style-type: none"> <li>Describes three characteristics of one family type that increase the likelihood of the health issue developing e.g. high income, low income, poorly educated, indigenous (1 mark each)</li> </ul>	/3
<ul style="list-style-type: none"> <li>Describes three characteristics of one type of individual that increase the likelihood of the health issue developing e.g. elderly, homeless, adolescent, (1 mark each)</li> </ul>	/3
<ul style="list-style-type: none"> <li>Describes three causes of the health issue e.g. dietary, lifestyle, genetic (1 mark each)</li> </ul>	/3
<ul style="list-style-type: none"> <li>Explains three symptoms of the health issue (1 mark each)</li> </ul>	/3
<ul style="list-style-type: none"> <li>Predicts three impacts on an individual diagnosed with the health</li> </ul>	/3

problem (1 mark each)	
• Explains three dietary changes necessary to control the health issue	/3
• Explains three lifestyle changes necessary to control the health Issue (1 mark each)	/3
• Describes three examples of how culture may affect the incidence of the health issue e.g. language difficulties may limit access to information (1 mark each)	/3
• Describes three examples of how the local environment may affect the incidence of the health issue e.g. transport (1 mark each)	/3
• Evaluates three ways in which income and the cost of healthy food may affect the incidence of the health issue (1 mark each)	/3
• Analyses how food availability in Australia affects health issues associated with food intake. Provides three examples <ul style="list-style-type: none"> <li>○ analyses how food availability affects health issues</li> <li>○ provides three examples</li> </ul> (1 mark each)	/1 /3
<b>Total - Investigation</b>	<b>/43</b>
<b>TASK TOTAL</b>	<b>/50</b>

**Teacher comment:**

---



---



---



---



---



---

## Assessment Task 2 Part A: Unit 1D FSTH

### Task 2 Part A: Small-scale function for a community group

<b>Assessment type:</b>	Production
<b>Outcomes:</b>	Outcome 2: Developing food opportunities Outcome 3: Working in food environment
<b>Unit context:</b>	Food for differing community groups.
<b>Task duration:</b>	4 weeks
<b>Task weighting:</b>	30% of unit total

### Task 2: Small-scale function for a community group (95 marks – 30%)

Plan, produce and present a small-scale function for a maximum of twenty senior citizens. Record the planning in a portfolio. Demonstrate skills to manage small-scale food productions during the function preparation and presentation.

#### What you need to do:

##### 1. Planning and production

- Compose a letter, email or the script of a phone conversation inviting the guests to the function and establishing their dietary needs
- Work in small teams to identify three sweet and three savoury dishes plus a hot and a cold beverage suitable for an afternoon tea for Senior Citizens
- Work in small teams and devise a buffet menu
- Communicate and negotiate with other small teams and decide the function menu. Individually give one nutritional justification for the selection of each dish
- Communicate and select or allocate each small team member a recipe to trial
- Adapt own recipe to cater for dietary needs, to improve nutritional content and the improve the nutritive balance of the menu
- Individually prepare an accurate food order for trialing and submit on time
- Produce a recipe brochure for the trialed recipe showing the original recipe, the adapted recipe, a photo of the adapted product and explaining two health reasons for the adaptations
- Produce and plate the trialed dish
- Evaluate the sensory properties of the food products, identify further recipe adaptations
- Identify production teams and team roles
- Allocate a production team role to each class member
- Individually produce an accurate food order for the entire function and submit by the due date
- Individually produce a production plan for the entire function
- Cost the function menu
- Produce a guest evaluation form that asks two questions about the food and two questions about the service
- Brainstorm ideas for the function presentation and service

- Individually justify the final selection of function presentation and service style. Give three examples of each.

## 2. Skills to manage small-scale food productions

- Safe personal presentation standards
- Teamwork
- Safe food handling practices to control reactions between ingredients and equipment to achieve performance requirements
- Preparation methods used to produce food products
- Safe use and storage of equipment.

What is required for assessment	Due date
<input type="checkbox"/> Portfolio (reasons for selection of the function menu, recipe adaptations, trial food order, recipe brochure, trial dish sensory evaluation, food order, production plan and costing for the function, guest evaluation form, justification of service style)	Week 9
<input type="checkbox"/> Attendance on the day of production (absence to be explained in accordance with the school assessment policy)	Week 9

**Marking key: Task 2 Part A: Unit 1D FSTH**

Small-scale function for Senior Citizens	Maximum mark /95
<b>1. Planning and production</b>	
<ul style="list-style-type: none"> <li>• Composes a letter, email or the script of a phone conversation inviting the guests to the function and establishing their dietary needs               <ul style="list-style-type: none"> <li>○ composes a letter, email or script</li> <li>○ establishes dietary needs (1 mark each)</li> </ul> </li> </ul>	     /1 /1
<ul style="list-style-type: none"> <li>• Works in small teams to identify three sweet and three savoury dishes plus a hot and a cold beverage suitable for an afternoon tea for Senior Citizens               <ul style="list-style-type: none"> <li>○ three sweet dishes</li> <li>○ three savoury dishes</li> <li>○ hot and cold beverage (1 mark each course)</li> </ul> </li> </ul>	     /1 /1 /1
<ul style="list-style-type: none"> <li>• Works in small teams to devise the buffet menu (1 mark)</li> </ul>	/1
<ul style="list-style-type: none"> <li>• Communicates and negotiates with other small teams and decides the function menu (1 mark)</li> <li>• Individually gives one nutritional justification for the selection of each dish               <ul style="list-style-type: none"> <li>○ three sweet dishes</li> <li>○ three savoury dishes (1 mark each reason for each dish)</li> </ul> </li> </ul>	     /1   /3 /3
<ul style="list-style-type: none"> <li>• Adapts own recipe to cater for dietary needs, to improve nutritional content and the improve the nutritive balance of the menu               <ul style="list-style-type: none"> <li>○ adapts to cater for dietary needs</li> <li>○ adapts to improve nutritional content</li> <li>○ adapts to improve the nutritive balance of the menu</li> </ul> </li> </ul>	     /1 /1 /1
<ul style="list-style-type: none"> <li>• Individually prepares an accurate food order for trialing and submits on time               <ul style="list-style-type: none"> <li>○ accurate</li> <li>○ submitted on time</li> </ul> </li> </ul>	     /1 /1
<ul style="list-style-type: none"> <li>• Produces a recipe brochure for the trialed recipe showing the original recipe, the adapted recipe, a photo of the adapted product and explaining two health reasons for the adaptations               <ul style="list-style-type: none"> <li>○ shows the original</li> <li>○ shows the adapted recipe</li> <li>○ a photo of the adapted product</li> <li>○ explains two health reasons for the adaptations</li> </ul> </li> </ul>	     /1 /1 /1 /1
<ul style="list-style-type: none"> <li>• Produces and plates the trialed dish               <ul style="list-style-type: none"> <li>○ produces</li> </ul> </li> </ul>	/1

<ul style="list-style-type: none"> <li>○ plates (1 mark)</li> </ul>	/1
<ul style="list-style-type: none"> <li>● Evaluates the sensory properties of the food products, identifies any further recipe adaptations necessary <ul style="list-style-type: none"> <li>○ flavour</li> <li>○ texture</li> <li>○ aroma</li> <li>○ appearance</li> <li>○ identifies further adaptations</li> </ul> </li> </ul>	 /1 /1 /1 /1 /1
<ul style="list-style-type: none"> <li>● Identifies production teams and team roles <ul style="list-style-type: none"> <li>○ identifies production teams</li> <li>○ identifies production team roles (1 mark each)</li> </ul> </li> </ul>	 /1 /1
<ul style="list-style-type: none"> <li>● Allocates a production team role to each class member (1 mark)</li> </ul>	/1
<ul style="list-style-type: none"> <li>● Individually produces an accurate food order for the entire function and submits on time <ul style="list-style-type: none"> <li>○ accurate</li> <li>○ submits on time</li> </ul> </li> </ul>	 /1 /1
<ul style="list-style-type: none"> <li>● Individually produces a production plan for the entire function <ul style="list-style-type: none"> <li>○ includes all tasks</li> <li>○ sequences tasks effectively</li> <li>○ includes realistic time allocations</li> </ul> </li> </ul>	 /1 /1 /1
<ul style="list-style-type: none"> <li>● Costs the function menu <ul style="list-style-type: none"> <li>○ accurate calculations</li> <li>○ all costs included</li> </ul> </li> </ul>	 /1 /1
<ul style="list-style-type: none"> <li>● Produces a guest evaluation form that asks two questions about the food and two questions about the service ( 1 mark for each of four questions)</li> </ul>	/4
<ul style="list-style-type: none"> <li>● Brainstorms ideas for the function presentation and service (1 mark)</li> </ul>	/1
<ul style="list-style-type: none"> <li>● Individually justifies the final selection of function presentation and service style. Gives three examples of each <ul style="list-style-type: none"> <li>○ three examples for presentation style (1 mark each)</li> <li>○ three examples for service style (1 mark each)</li> </ul> </li> </ul>	 /3 /3
<b>Total - Planning and production</b>	<b>/50</b>

<b>2. Skills to manage small-scale food productions</b>				<b>Marks awarded</b>
<b>1 = poor, 2 = satisfactory, 3 = very good</b>				
• <i>Safe personal presentation standards</i>				
○ personal grooming and hygiene	1	2	3	
○ appropriate clothing	1	2	3	
○ appropriate footwear	1	2	3	
○ jewellery removed	1	2	3	
• <i>Teamwork</i>				
○ communication	1	2	3	
○ cooperation	1	2	3	
○ decision making	1	2	3	
• <i>Safe food handling practices to control reactions between ingredients and equipment to achieve performance requirements</i>				
○ applies procedures to avoid cross contamination	1	2	3	
○ stores food correctly	1	2	3	
• <i>Preparation methods used to produce food products</i>				
○ selects cooking methods that retain nutrition	1	2	3	
○ applies cooking methods correctly	1	2	3	
○ provides effective customer service OR	1	2	3	
○ performs kitchen duties effectively				
○ plates food attractively	1	2	3	
○ produces hot and cold beverages	1	2	3	
• <i>Organises work using food orders and production plans</i>				
○ follows a production plan	1	2	3	
○ modifies production plan as necessary	1	2	3	
<b>Total – Skills to manage small-scale food productions</b>				<b>/45</b>
<b>TASK TOTAL</b>				<b>/95</b>

**Teacher comment:**

---



---



---



## Assessment Task 2 Part B: Unit 1D FSTH

### Task 2 Part B: Evaluate a small-scale function for a community group

<b>Assessment type:</b>	Response
<b>Outcomes:</b>	Outcome 3: Working in food environment Outcome 4: Food in society
<b>Unit context:</b>	Food for differing community groups.
<b>Task duration:</b>	2 weeks
<b>Task weighting:</b>	10% of unit total

### Task 2 Part B: Evaluate a small-scale function for a community group (25 marks – 10%)

Individually produce an essay that evaluates the production processes and results of the small-scale presentation produced in Task 2 Part A.

#### What you need to do - work individually:

##### 1. Essay writing

- Include an introduction to the topic outlining the response
- Demonstrate accurate spelling of relevant terminology, correct punctuation and sentence structure and effective paragraphing
- Include an effective and logical conclusion.

##### 2. Evaluation

- Evaluate guest feedback and explain two relevant positive aspects and two recommendations for improvement.
- Evaluate the preparation methods used to produce food products e.g.
  - to what extent did the menu choices respond to the needs of the community group?
  - were the sensory properties of the menu items appropriate?
  - was the quantity of food and the food portioning accurate?
  - was the customer service friendly and efficient?
- explain two positive aspects and make two recommendations for improvement
- Evaluate teamwork e.g.
  - how effective was the team communication, cooperation and problem solving?
  - explain two relevant positive aspects and two recommendations for improvement
- Evaluate the systems of work implemented e.g.
  - describe the appropriateness of the production teams identified in the planning
  - were there sufficient teams identified? Identify those that were not
  - were all tasks that needed completing allocated to teams? Identify those that were not
  - explain two relevant positive aspects and make two recommendations for improvement
- Evaluate the effectiveness of the function production plan e.g.
  - explain two relevant positive aspects of the plan and two recommendations for improvement.

What is required for assessment?

Due date



## Marking key Task 2 Part B: Unit 1D FSTH

Description of marking criteria	Marks allocated 25	Marks awarded /25
<b>1. Essay writing</b>		
<ul style="list-style-type: none"> <li>• <i>Includes an introduction to the topic</i> <ul style="list-style-type: none"> <li>○ clearly outlines the argument or response</li> <li>○ provides a brief introduction</li> </ul> </li> </ul>	2 1	
<ul style="list-style-type: none"> <li>• <i>Demonstrates accurate spelling of relevant terminology, correct punctuation, sentence structure and effective paragraphing</i> <ul style="list-style-type: none"> <li>○ consistently demonstrates accurate spelling of relevant terminology, correct punctuation, sentence structure and effective paragraphing</li> <li>○ mainly demonstrates accurate spelling of relevant terminology, correct punctuation, sentence structure and effective paragraphing</li> </ul> </li> </ul>	2 1	
<ul style="list-style-type: none"> <li>• <i>Includes a conclusion</i> <ul style="list-style-type: none"> <li>○ effective and logical conclusion, sums up the key points</li> <li>○ brief and not conclusive</li> </ul> </li> </ul>	2 1	
<b>2. Evaluation</b>		
<ul style="list-style-type: none"> <li>• <i>Evaluates guest feedback and explains two relevant positive aspects and two recommendations for improvement</i> <ul style="list-style-type: none"> <li>○ evaluates guest feedback and thoroughly explains two relevant positive aspects and two recommendations for improvement</li> <li>○ evaluates guest feedback and satisfactorily explains two relevant positive aspects and two recommendations for improvement</li> <li>○ evaluates guest feedback and thoroughly explains one relevant positive aspect and one recommendation for improvement</li> <li>○ evaluates guest feedback and satisfactorily explains one relevant positive aspect and one recommendation for improvement</li> </ul> </li> </ul>	4 3 2 1	
<ul style="list-style-type: none"> <li>• <i>Evaluates the preparation methods used to produce food products and explains two positive aspects and makes two recommendations for improvement</i></li> </ul>		

<ul style="list-style-type: none"> <li>○ evaluates preparation methods and thoroughly explains two positive aspects and makes two relevant recommendations for improvement</li> <li>○ evaluates preparation methods and satisfactorily explains two positive aspects and makes two relevant recommendations for improvement</li> <li>○ evaluates preparation methods and thoroughly explains one positive aspect and makes one relevant recommendation for improvement</li> <li>○ evaluates preparation methods and satisfactorily explains one positive aspect and makes one relevant recommendation for improvement</li> </ul>	<p style="text-align: center;">4</p> <p style="text-align: center;">3</p> <p style="text-align: center;">2</p> <p style="text-align: center;">1</p>	
<ul style="list-style-type: none"> <li>● <i>Evaluates teamwork and explains two relevant positive aspects and two recommendations for improvement</i></li> <li>○ evaluates teamwork and clearly explains two relevant positive aspects and two recommendations for improvement</li> <li>○ evaluates teamwork and satisfactorily explains two relevant positive aspects and two recommendations for improvement</li> <li>○ evaluates teamwork and clearly explains one relevant positive aspect and one recommendation for improvement</li> </ul>	<p style="text-align: center;">3</p> <p style="text-align: center;">2</p> <p style="text-align: center;">1</p>	
<ul style="list-style-type: none"> <li>● <i>Evaluates the systems of work implemented and explains two relevant positive aspects and two relevant recommendations for improvement</i></li> <li>○ evaluates the systems of work implemented and thoroughly explains two relevant positive aspects and two relevant recommendations for improvement</li> <li>○ evaluates the systems of work implemented and satisfactorily explains two relevant positive aspects and two relevant recommendations for improvement</li> <li>○ evaluates the systems of work implemented and thoroughly explains one relevant positive aspect and one relevant recommendation for improvement</li> <li>○ evaluates the systems of work implemented and satisfactorily explains one relevant positive aspect and one relevant recommendation for improvement</li> </ul>	<p style="text-align: center;">4</p> <p style="text-align: center;">3</p> <p style="text-align: center;">2</p> <p style="text-align: center;">1</p>	
<ul style="list-style-type: none"> <li>● <i>Evaluates the effectiveness of the function production plan and explains two relevant positive aspects and two relevant recommendations for improvement</i></li> <li>○ evaluates the effectiveness of the function production plan and thoroughly explains two relevant positive aspects and two relevant recommendations for improvement</li> <li>○ evaluates the effectiveness of the function production plan and satisfactorily explains two relevant positive aspects and two relevant recommendations for improvement</li> <li>○ evaluates the effectiveness of the function production plan and</li> </ul>	<p style="text-align: center;">4</p> <p style="text-align: center;">3</p>	

thoroughly explains one relevant positive aspect and one relevant recommendation for improvement	2	
○ evaluates the effectiveness of the function production plan and satisfactorily explains one relevant positive aspect and one relevant recommendation for improvement	1	
<b>TASK TOTAL</b>	<b>25</b>	<b>/25</b>

**Teacher comment:**

---



---



---



---



---



---

## Assessment Task 3 Part A: Unit 1D FSTH

### Task 3 Part A: Investigate food habits of a community cultural group

<b>Assessment type:</b>	Investigation
<b>Outcomes:</b>	Outcome 1: Understanding food materials Outcome 4: Understanding food in society
<b>Unit context:</b>	Food for differing community groups
<b>Task duration:</b>	4 weeks
<b>Task weighting:</b>	10% of unit total

### Task 3 Part A: Investigate food habits of a community cultural group (40 marks – 10%)

Investigate the effect on health of the cultural traditions, food habits and use of staple foods by a community cultural group. Produce a report of your findings.

#### What you need to do:

##### 1. Essay writing

- Include an introduction to the topic outlining the investigation issue
- Demonstrate accurate spelling of relevant terminology, correct punctuation and sentence structure and effective paragraphing
- Include an effective and logical conclusion
- Use an approved format to reference all information sources.

##### 2. Investigation

- Select a culture from the local community to investigate
- Define the term 'staple foods' and identify the staple food of the selected culture
- Identify three staple food products that are commonly consumed by the cultural group
- Explain how each of the three products is incorporated into a traditional diet
- Describe three environmental factors that contribute to the availability of the staple food in the country of origin e.g. climate, location, land availability
- Explain three innovative food technologies that contribute to the availability of the staple food in Australia e.g. processing, packaging, transportation technologies
- Analyse three impacts on food supply and market practices of two food related beliefs and values of consumers from the cultural group e.g. food availability, cost, variety
- Evaluate the influence on health of two food related religious customs of the culture
- Evaluate the influence on health of two food related cultural customs of the selected culture
- Predict three possible effects on the health of the selected culture of the consumption of a Western diet.

##### 3. Devise a menu

- Devise a menu consisting of a main course and accompaniments, for breakfast, lunch and dinner that reflects eating patterns typical of the selected culture.

What is required for assessment?

Due date

**Marking key Task 3 Part A: Unit 1D FSTH**

<b>Investigate food habits of a community cultural group</b>	<b>Maximum mark /40</b>
<b>1. Essay writing</b>	
<ul style="list-style-type: none"> <li>• Includes an introduction to the task outlining the investigation issue (1 mark)</li> </ul>	/1
<ul style="list-style-type: none"> <li>• Demonstrates accurate spelling of relevant terminology, correct punctuation and sentence structure and effective paragraphing                             <ul style="list-style-type: none"> <li>○ accurate spelling of relevant terminology</li> <li>○ correct punctuation</li> <li>○ correct sentence structure</li> <li>○ correct paragraphing</li> </ul>                             (1 mark each)                         </li> </ul>	/1 /1 /1 /1
<ul style="list-style-type: none"> <li>• Includes an effective and logical conclusion                             <ul style="list-style-type: none"> <li>○ provides logical conclusions or recommendations (1 mark)</li> </ul> </li> </ul>	/1
<ul style="list-style-type: none"> <li>• Uses an approved format to reference all information sources (1 mark)</li> </ul>	/1
<b>Total - Essay writing</b>	<b>/7</b>
<b>2. Investigation</b>	
<ul style="list-style-type: none"> <li>• Selects a culture from the local community to investigate (1 mark)</li> </ul>	/1
<ul style="list-style-type: none"> <li>• Defines the term 'staple foods' and identifies the staple food of the selected culture                             <ul style="list-style-type: none"> <li>○ defines staple food</li> <li>○ identifies the staple food (1 mark each)</li> </ul> </li> </ul>	/1 /1
<ul style="list-style-type: none"> <li>• Identifies three food products made from the staple food that are commonly consumed by the selected cultural group (1 mark each)</li> </ul>	/3
<ul style="list-style-type: none"> <li>• Explains how each of the three products is incorporated into a traditional diet (1 mark each explanation)</li> </ul>	/3
<ul style="list-style-type: none"> <li>• Describes three environmental factors that contribute to the availability of the staple food in the country of origin e.g. climate, location, land availability (1 mark each)</li> </ul>	/3
<ul style="list-style-type: none"> <li>• Explains three innovative food technologies that contribute to the availability of the staple food in Australia e.g. processing, packaging, transportation technologies</li> </ul>	/3

(1 mark each)	
<ul style="list-style-type: none"> <li>• Analyses two impacts on food supply and market practices of two food related beliefs and values of consumers from the cultural group <ul style="list-style-type: none"> <li>○ identifies two food related beliefs and values (1 mark each)</li> <li>○ explains three impacts (1 mark each)</li> </ul> </li> </ul>	/2 /3
<ul style="list-style-type: none"> <li>• Evaluates the influence on health of two food related religious customs of the selected culture (1 mark each)</li> </ul>	/2
<ul style="list-style-type: none"> <li>• Evaluates the influence on health of two food related cultural customs of the selected culture (1 mark each)</li> </ul>	/2
<ul style="list-style-type: none"> <li>• Predicts three possible effects on the health of the selected culture of the consumption of a Western diet (1 mark each)</li> </ul>	/3
<b>Total - Investigation</b>	<b>/27</b>
<b>3. Devise a menu</b>	
<ul style="list-style-type: none"> <li>• Devises a menu consisting of a complete main course for breakfast, lunch and dinner that reflects eating patterns typical of the selected culture <ul style="list-style-type: none"> <li>○ breakfast main course and accompaniments</li> <li>○ lunch main course and accompaniments</li> <li>○ dinner main course and accompaniments</li> </ul> </li> </ul> <p>(2 marks each course)</p>	/2 /2 /2
<b>Total - Devise a menu</b>	<b>/6</b>
<b>TASK TOTAL</b>	<b>/40</b>

**Teacher comment:**

---



---



---



---



---

## Assessment Task 3 Part B: Unit 1D FSTH

### Task 3 Part B: Produce meals typical of a cultural group

**Assessment type:** Production

**Outcomes:** Outcome 2: Developing food opportunities  
Outcome 3: Working in food environments

**Unit context:** Food for differing community groups

**Task duration:** 3 weeks

**Task weighting:** 30% of unit total

### Task 3 Part B: Produce meals typical of a cultural group (90 marks – 30%)

Plan and produce the meals devised in Task 3 Part A. Record the planning in a portfolio. Demonstrate skills with food during the production process.

#### What you have to do:

##### 1. Planning

- Adapt the recipe quantities for each meal to produce a portion for one person
- Produce a food order for each meal, include accompanying dishes and beverages
- Produce a production plan for each meal
- Identify one item of traditional equipment typically used to produce, serve or consume each meal
- Identify a technologically innovative substitute item of equipment used to produce, serve or consume the meal in Australia
- Explain the use of one substitute technologically innovative ingredient in each of the meals
- Produce annotated photos or diagrams illustrating traditional plating and garnishing of each meal.

##### 2. Production

During planning and production demonstrate the following:

- Skills with food
  - select the appropriate equipment for stated purpose
  - preparation methods to used to produce food products
  - choose recipes to suit a purpose
  - organise work using food orders and production plans
- Safe food handling practices
  - safe food handling practices to control reactions between ingredients and equipment to achieve performance requirements
  - safe personal presentation standards
  - workplace procedures for health and safety.

What is required for assessment?	Due date
<input type="checkbox"/> Portfolio (recipe adaptations, food orders, production plans, list of traditional and innovative equipment, explanation of innovative ingredients, annotated photo or diagram	Week 14

### Marking key Task 3 Part B: Unit 1D FSTH

Produce meals typical of a cultural group	Maximum mark /90
<b>1. Planning</b>	
<ul style="list-style-type: none"> <li>• Adapts the recipe quantities for each meal to produce a portion for one person (1 mark for each of three meals)</li> </ul>	/3
<ul style="list-style-type: none"> <li>• Produces a food order for each meal, include accompanying dishes and beverages               <ul style="list-style-type: none"> <li>○ accurate, for each meal (1 mark each)</li> <li>○ submitted on time, for each meal (1 mark each)</li> </ul> </li> </ul>	/3 /3
<ul style="list-style-type: none"> <li>• Produces a production plan for each meal               <ul style="list-style-type: none"> <li>○ includes all tasks (1 mark each plan)</li> <li>○ includes realistic time allocations (1 mark each plan)</li> </ul> </li> </ul>	/3 /3
<ul style="list-style-type: none"> <li>• Identifies one item of traditional equipment typically used to produce, serve or consume each meal (1 mark each meal)</li> </ul>	/3
<ul style="list-style-type: none"> <li>• Identifies a technologically innovative substitute item of equipment used to produce, serve or consume the meal in Australia (1 mark each meal)</li> </ul>	/3
<ul style="list-style-type: none"> <li>• Explains the use of one substitute technologically innovative ingredient in each of the meals (1 mark each meal)</li> </ul>	/3
<ul style="list-style-type: none"> <li>• Produces annotated photos or diagrams illustrating traditional plating and garnishing of each meal.               <ul style="list-style-type: none"> <li>○ produces three photos or diagrams</li> <li>○ annotates plating features on each</li> <li>○ annotates garnish details on each</li> </ul> </li> </ul> <p style="margin-left: 20px;">( 1 mark each category for each meal)</p>	/3 /3 /3
<b>Total - Planning</b>	<b>/33</b>

2. Production				Marks awarded
1 = poor, 2 = satisfactory, 3 = very good				
<b>Skills with food</b>				
<ul style="list-style-type: none"> <li>• <i>Selects the appropriate equipment for stated purpose</i></li> </ul>				
○ selects traditional equipment when available	1	2	3	
○ substitutes innovative equipment when necessary	1	2	3	
○ correct use, cleaning and storage of equipment	1	2	3	
<ul style="list-style-type: none"> <li>• <i>Preparation methods used to produce food products</i></li> </ul>				
○ uses traditional methods correctly	1	2	3	
○ uses innovative methods correctly	1	2	3	
○ plates food in a traditionally appropriate manner	1	2	3	
○ uses traditionally appropriate garnishes	1	2	3	
<ul style="list-style-type: none"> <li>• <i>Chooses recipes to suit a purpose</i></li> </ul>				
○ chooses recipes typical of the culture investigated	1	2	3	
○ chooses recipes appropriate for each meal	1	2	3	
○ chooses appropriate accompanying dishes	1	2	3	
<ul style="list-style-type: none"> <li>• <i>Organises work using food orders and production plans</i></li> </ul>				
○ follows a production plan for each meal	1	2	3	
○ adapts each production plan as necessary	1	2	3	
<b>Safe food handling practices</b>				
<ul style="list-style-type: none"> <li>• <i>Safe food handling practices to control reactions between ingredients and equipment to achieve performance requirements</i></li> </ul>				
○ applies procedures to avoid cross contamination	1	2	3	
○ stores food correctly	1	2	3	
○ uses equipment compatible with the chemical properties of ingredients	1	2	3	
<ul style="list-style-type: none"> <li>• <i>Safe personal presentation standards</i></li> </ul>				
○ personal grooming and hygiene	1	2	3	
○ appropriate clothing and footwear	1	2	3	
<ul style="list-style-type: none"> <li>• <i>Workplace procedures for health and safety</i></li> </ul>				
○ safe work techniques when using knives	1	2	3	
○ safe work techniques when using equipment	1	2	3	
<b>Total – Production</b>				<b>/57</b>

	TASK TOTAL /90
--	----------------

**Teacher comment:**

---

---

---

---

---