**OVERVIEW:**

This trimester, students have examined the multi-dimensional nature of health and nutrition and have had the opportunity to take action to optimise personal health. Throughout the unit, students analysed the physical dimension of health and the nutritional requirements for adolescents in relation to ‘fast food’ eating trends.

This unit has integrated theory with practical cooking lessons, as students prepare a range of nutritious food and beverage products. As such, the assessment is structured to combine both concepts.

**INSTRUCTIONS:**

This trimester, you are required to create a production journal which will be gradually completed during Food Technology lessons.

This production journal will consist of the attached tasks.

**NOTE:** A production journal is an informative and creative piece of work which you will use to demonstrate the design process in the context of Food Technology and the topic ‘Fast food’.

Alongside this production journal, you will work in groups of three to four to prepare and produce your selected meal during the double practical lesson (as outlined in the task requirements).

You must also submit a bibliography with your journal (refer to your student handbook for specific guidelines).

This criteria sheet must be submitted with your assignment.
### Design and Technologies Assessment Rubric

#### Knowledge and Understanding

<table>
<thead>
<tr>
<th>STANDARD A</th>
<th>STANDARD B</th>
<th>STANDARD C</th>
<th>STANDARD D</th>
<th>STANDARD E</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student work has the following characteristics:</td>
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<tr>
<td>- Appropriate definition and comprehensive description of factors (social, ethical and sustainability) showing discriminating use of design thinking</td>
<td>- Appropriate definition and detailed description of factors (social, ethical and sustainability) using relevant design thinking</td>
<td>- Definition and description of factors (social, ethical and sustainability) using some design thinking</td>
<td>- Partial definition or simple description of some factors (social, ethical or sustainability) using design thinking</td>
<td>- Statement of facts about factors (social, ethical or sustainability) using some design thinking</td>
</tr>
<tr>
<td>- Thorough and effective explanation of a comprehensive range of design and production processes</td>
<td>- Detailed explanation of a range of design and production processes</td>
<td>- Explanation of design and production processes</td>
<td>- Simple explanation of some design or production processes</td>
<td>- Statement of aspects of design or production processes</td>
</tr>
<tr>
<td>- Coherent and effective communication of meaning using well-chosen language conventions suited to the design purpose and audience</td>
<td>- Clear communication of meaning using appropriate language conventions suited to the design purpose and audience</td>
<td>- Communication of meaning using language conventions suited to the design purpose and audience</td>
<td>- Communication using language conventions suited to aspects of the design purpose or audience</td>
<td>- Communication using inconsistent language conventions</td>
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### FEEDBACK:

__________________________________________________________________________________
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Teacher: Miss K Stone/Mrs C Beattie  
Date: _________________ 2016
<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Food Specialisation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STANDARD A</strong></td>
<td><strong>STANDARD B</strong></td>
</tr>
<tr>
<td>• Considered investigation of concepts, ideas and procedures relating to food solutions for healthy eating</td>
<td>• Logical investigation of concepts, ideas and procedures relating to food solutions for healthy eating</td>
</tr>
<tr>
<td>• Considered investigation of food safety concepts relating to food solutions for healthy eating</td>
<td>• Logical investigation of food safety concepts relating to food solutions for healthy eating</td>
</tr>
<tr>
<td>• Thorough and effective generation of ideas, possibilities and actions to influence food solutions for healthy eating</td>
<td>• Detailed explanation of a range of ideas, possibilities and actions to influence food solutions for healthy eating</td>
</tr>
</tbody>
</table>

| **STANDARD C**              | **STANDARD D**      |
| • Investigation of concepts, ideas and procedures relating to food solutions for healthy eating | • Simple investigation of concepts, ideas and procedures relating to food solutions for healthy eating |
| • Investigation of food safety concepts relating to food solutions for healthy eating | • Simple investigation of food safety concepts relating to food solutions for healthy eating |
| • Explanation of ideas, possibilities and actions on food solutions for healthy eating | • Simple of ideas, possibilities or actions on food solutions for healthy eating |

| **STANDARD E**              |                       |
| • Partial investigation of aspects of concepts, ideas and procedures relating to food solutions for healthy eating | • Partial investigation of food safety concepts relating to food solutions for healthy eating |
| • Statement of aspects of ideas, possibilities or actions on food solutions for healthy eating |                       |

<table>
<thead>
<tr>
<th>Process and Production Skills</th>
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</thead>
<tbody>
<tr>
<td><strong>STANDARD A</strong></td>
</tr>
<tr>
<td>• Controlled and skilful implementation of production processes to work flexibly to design and produce a meal product</td>
</tr>
<tr>
<td>• Perceptive reflection on the impact of the trial lesson and application in preparing a quality food solution for healthy eating</td>
</tr>
<tr>
<td>• Perceptive evaluation of meal product and processes</td>
</tr>
</tbody>
</table>

| **STANDARD C**              | **STANDARD D**      |
| • Appropriate and credible implementation of production processes to design and produce a meal product | • Variable implementation of production processes to produce a meal product |
| • Relevant reflection on the impact of the trial lesson and minimal application in preparing a food solution for healthy eating | • Superficial reflection on the impact of the trial lesson and minimal application in preparing a food solution |
| • Relevant evaluation of meal product and processes | • Narrow evaluation of meal product and processes |

| **STANDARD E**              |                       |
| • Minimal implementation of production processes to produce a meal product | • Minimal reflection on the impact of the trial lesson in preparing a food solution |
| • Cursory evaluation of meal product and processes |                       |
This trimester, we have been discussing healthy food choices and fast food meal alternatives.

You need to visualise the following:

*In Queensland, there has been an increase in the incidence of obesity (nearly double) among adolescents/teenagers. Furthermore, there has also been an increase in the amount of 'unhealthy fast food' outlets….*

You are required to analyse the above statement…. Is there a link?

You are required to write a (minimum) 250 words response presenting your analysis of the above statement – *Is the increase in obesity in Queensland due to an increase in the amount of ‘unhealthy fast food’ outlets? Ensure you explain why or why this is not the case.*

### Helpful questions to think about….
Consider answering the following questions when writing your essay.

- What is the issue?
- Who are the people involved in the issue?
- What is the nutrition information related to this issue: you may wish to include data analysis from the ‘fast’ food restaurant analysis we completed in class (i.e. KFC vs McDonald’s vs Subway vs Hungry Jacks)?
- How does the increase in the number of fast food choices impact on people?
- What is the definition of ‘unhealthy fast food’ compared to ‘healthy fast food’ (Provide examples of foods teenagers do eat and examples of what they should eat)?
- What is ‘obesity’?
- Is obesity the only concern amongst teenagers (you might look at other things that impact on eating habits: for example, time/money)?
- What are the nutritional needs of teenagers (for example: calcium, iron, carbohydrates)?
- What are the opposing arguments concerning this issue?
- What approaches could be used to achieve a positive outcome?
- What is the “best outcome” for teenagers in relation to food choices?
- How is this “best outcome” fair and effective?

**NOTE:** You do not necessarily need to address each of the above in order, but you should aim to cover all of the above in your essay answer and your ideas should be logically sequenced. You MUST using in-text referencing and submit a bibliography with your response (use APA 6th edition referencing).
You are required to complete the following tasks listed below. Ensure that each page is stapled together into a journal before submitting this.

**TASK ORDER**

**Front Cover:** Please ensure names of the students in your group are listed, class and title “Master Class: Year 9C Food Technology” on this page.

a) Investigate popular nutritional meal options for your age group that you could prepare for your practical exam: note that you are required to present one food option per person in your group. In your investigation, you need to consider the practical exam requirements and recall nutritional information from theory lessons. Use recipe books, magazines and the internet to search and locate information and a recipe. Label the photo of the meal and reference (use APA 6th edition referencing format) where you located the recipe.

b) Write/ type a paragraph underneath these chosen meal options discussing the following;
   a. Compare and contrast each meal and explain how each could be a suitable choice to prepare.
   b. Compare and contrast the main nutritional benefits of the ingredients in your food item
   c. Compare and contrast the health and safety considerations if you are to prepare these meals
   d. Generate three ideas, possibilities or actions that can be made to your meal for healthy eating.

c) Select your meal that you will prepare for the practical Master Class Exam: Tasting Lesson. Create an invitation to the Master Class Tasting Lesson that promotes your meal. As a group, you can select the form for presenting this invitation (for example: written invite/ iMovie invite/ e-vite).

NOTE: Ensure this invitation is coherent and effectively communicates the purpose to the audience (e.g. address the invitation, purpose of the event, time, date, place/ venue, what to bring, and a motivating/ encouraging reason for attending).
a) As a group, select one of your meals discussed in Task 1, Step C. You need to consider the guidelines below when making your choice:

In doing so, you must consider the following guidelines:

**GUIDELINES**
- **Ingredients** – your recipe cannot contain more than 7 ingredients
- **Time Management** – double lesson (75 minutes is allocated for each group)
- **Cooking methods** - you have access to the stove, oven or microwave
- **Safety and Hygiene in the kitchen** – high level of consideration as per normal practical lesson expectations
- **Teamwork** – allocate tasks so that all are involved in preparing the food item
- **Communication** – consider how you will work effectively in your group to prepare the meal in the given time
- **Clean-up** – you will be required to demonstrate effective clean-up skills

As a group, compile a work plan for making your chosen meal (apply a progression of steps to achieve the required answer to this task).

Your group can search and locate recipes of your meal. However, you need to calculate the ingredient quantities for the number of people in your group and reference your research.

Include the following headings in your work plan;
- Name of Recipe
- Goal
- Ingredients
- Utensils
- Method
- Any other health and hygiene advice

b) You are required to access Coles online shopping OR Woolworths online shopping and construct a budget which approximates the total cost of purchasing your ingredients for your chosen recipe. You are required to include: ingredients, amount required for each ingredient, cost of ingredients (if purchased from Coles or Woolworths), calculate your proportion required and the approximate cost of the ingredients, and approximate total costs of the meal. Construct a table for summarising your costings.

c) Your group is required to trial your chosen meal item in the provided practical lesson time and as a group, criticise this trial meal by completing answers to the following ‘ladder of feedback’ questions:
   - a. What did you value about the trial lesson?
   - b. What was of concern?
   - c. What do you need to clarify for your final practical exam?
   - d. What suggestions would you make to address the concerns that you have raised?

Following this critique, your group is required to implement changes to the work plan and compile a list of these changes.
TASK 4: EVALUATION

~ Production & Process Skills

Please note: Task 4 is an individual task and requires each student to submit a response.

You are required to complete an individual evaluation in regards to your group’s final meal product and you need to seek another peer to evaluate your ways of working during the practical exam lesson (using provided forms below).

YEAR 9 – FOOD TECHNOLOGY (Individual Evaluation Form) NAME_____________________

Complete the following evaluation – Using a 5 point scale (1 being the least and 5 being the best) rate the following;

1 = need to improve next time
2 = some improving next time
3 = good
4 = very good
5 = excellent

a. How well did I follow a work plan?

1 2 3 4 5

b. How well did I prepare the food product?

1 2 3 4 5

c. How well did I use the equipment/ utensils in the kitchen?

1 2 3 4 5
d. How well did I follow hygiene and safety rules and procedures?

1 2 3 4 5
e. How well did I work with others?

1 2 3 4 5

f. How well did the finished product turn out?

1 2 3 4 5
g. How well did I contribute to clean-up?

1 2 3 4 5

Describe;
- What worked well?
- What were the concerns?
- What suggestions do you have if you were to make this again?
Peer Reflection;
You are required to give this form to another student in your group to complete about your ways of working.

Name of Student Completing Peer Reflection: _______________________

Peer Reflection Completed for: _______________________

<table>
<thead>
<tr>
<th>Did the student:</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Select correct cooking methods?</td>
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<tr>
<td>2. Take into account the influence of a range of factors on eating choices in the meal design?</td>
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<tr>
<td>3. Produce a quality product design (work plan)?</td>
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<tr>
<td>4. Follow the work plan?</td>
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<td>5. Work effectively in a team?</td>
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<td>6. Deal with any challenges?</td>
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<tr>
<td>7. Prepare a nutritious meal?</td>
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<td>8. Implement safe kitchen practices?</td>
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<td>9. Contribute to cleaning up?</td>
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<td>10. Evaluate the quality of the product?</td>
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<td>11. Contribute to the written tasks (group work)?</td>
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Comments;
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Please hand this to your teacher when completed.

Thank you.