

Assessment Task Notification



RESPECT | RESPONSIBILITY | PERSONAL BEST

Faculty: TAS	Course: Food Technology	Time allowed: 4 weeks
Teacher: Nicholas Armstrong		Email: nicholas.armstrong12@det.nsw.edu.au
Task number: 1	Title: Scone Recipe Modification and Practical Application	
Year: 5YFOT	Due date: Term 2, Week 4 19/05/25	Weighting: 50%

Syllabus outcomes assessed:

FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product.

FT5-8 collects, evaluates and applies information from a variety of sources.

FT5-10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes.

FT5-12 examines the relationship between food, technology and society.

21st Century and employment related skills:

☒	Communication	☒	Use of technology
☒	Critical Thinking	☐	Self-reflection and refinement
☒	Creativity	☒	Problem Solving
☒	Collaboration	☒	Initiative and Enterprise
☒	Planning and organising	☐	Cross-Cultural Understanding

Task description:

Woolworths are promoting a brand-new series called 'Recipes to Riches' on Channel 10. However, this year there is a twist. Every person who enters must submit a recipe and dish that is nutritionally balanced to have their audition accepted. You will need to conduct your own research into Australian food guides to ensure your recipe and dish will be accepted.

Assessment criteria:

You will be assessed on your ability to:

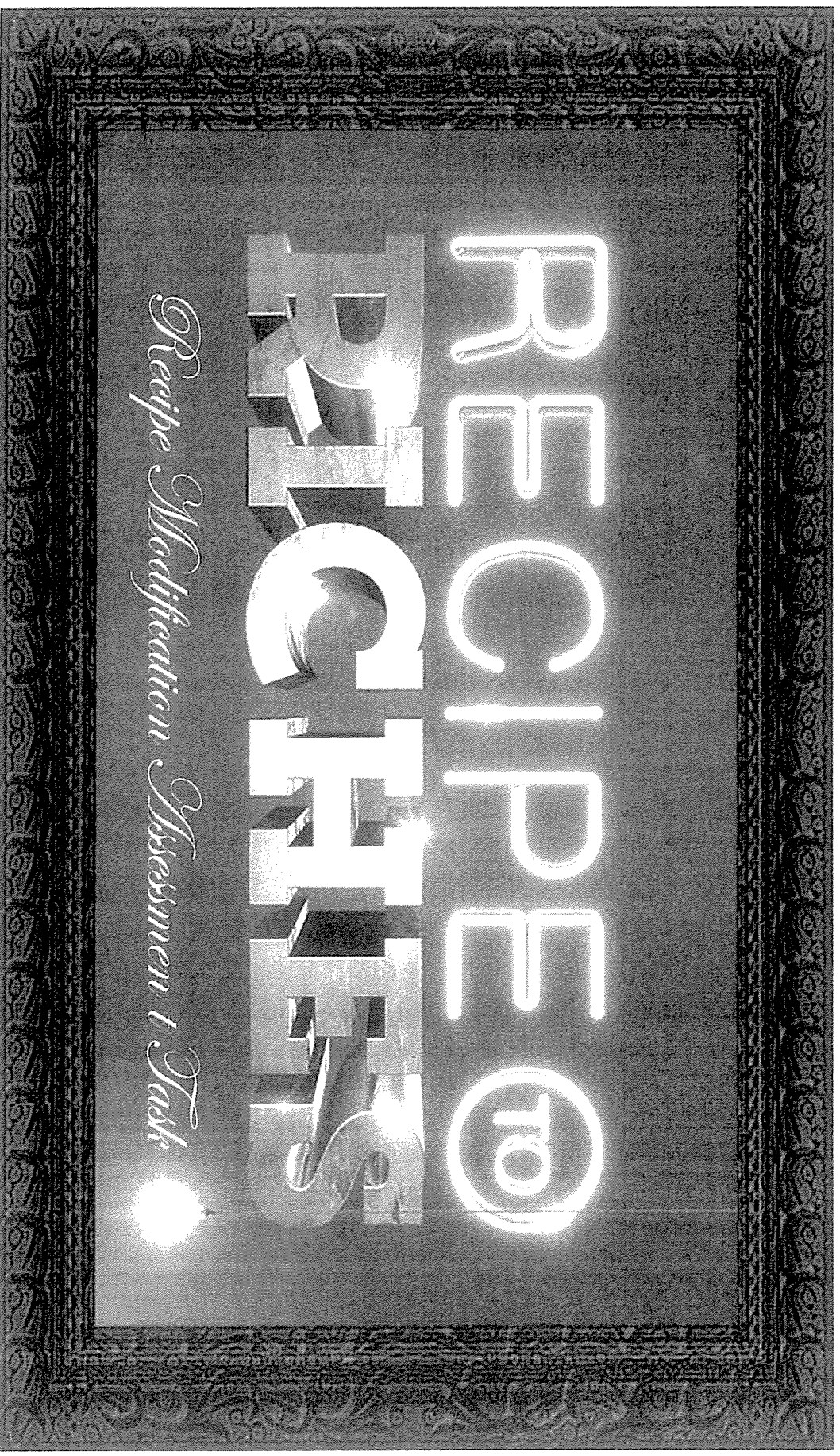
- Research** various Australian nutritional food guides e.g., <https://www.eatforhealth.gov.au/>. Investigate the recommended daily intake for an adolescent of **energy, protein, fat, carbohydrates, sugar, fibre, sodium**. Taking into consideration age and gender. Use the table provided to write in the Recommended Dietary Intake (RDI) results. /10
- Research** 5 different processed food items online and cut and paste a picture of each of them into the same table./5
- Analyse** the nutrition information panel of each of your chosen processed foods and write the amount of energy, protein, fat, carbohydrates, sugar, fibre, salt, vitamins, minerals per 100 grams in the space provided. /5
- Compare** the amount of fat, protein, carbohydrates, fibre, sugar, vitamins, minerals per 100 grams for each of the processed food you have chosen with the Recommended Dietary Intake (RDI) for an adolescent that you have written down in the table. Are the amounts different? Are the processed foods healthy or unhealthy compared to your RDI? What are the dietary implications of eating too much or too little of these nutrients? In your answer give examples of two potential dietary disorders that could occur and why. /25
- Research and select** a scone dough recipe and cut and paste it into your folio. Include a reference at the bottom of the page. /10
- Modify** your recipe once to create a healthier version. E.g., less sugar, less salt, more fibre and less fat. **Annotate** the recipe in red where you made modifications and why. For this to be accepted by Recipe to Riches it must be healthy and likely to be popular with customers. /10
- Submit a **food order sheet** with the ingredients, amounts and special instructions. /10
- Practical application. /20
- Bibliography /5
- TOTAL** /100

Method of task submission:

- Some time in class will be allocated to start the task. Students can also complete the task outside of class.
- Task will be submitted to classroom teacher on due date.

Marking guidelines:

Grade	Descriptor	Mark
A	• Demonstrates a very high understanding of hygienic handling of food to ensure a safe and appealing product. • Extensively collects, evaluates and applies information from a variety of sources. • Demonstrates a very high understanding when selecting and employing appropriate techniques and equipment for a variety of food-specific purposes.	25–30
B	• Demonstrates a high understanding of hygienic handling of food to ensure a safe and appealing product. • Thoroughly collects, evaluates and applies information from a variety of sources. • Demonstrates a high understanding when selecting and employing appropriate techniques and equipment for a variety of food-specific purposes.	19–24
C	• Demonstrates an adequate understanding of hygienic handling of food to ensure a safe and appealing product. • Sound knowledge is demonstrated when collecting, evaluating and applying information from a variety of sources. • Demonstrates an adequate understanding when selecting and employing appropriate techniques and equipment for a variety of food-specific purposes.	13–18
D	• Demonstrates a basic understanding of hygienic handling of food to ensure a safe and appealing product. • Basic knowledge is demonstrated when collecting, evaluating and applying information from a variety of sources. • Demonstrates a limited understanding when selecting and employing appropriate techniques and equipment for a variety of food-specific purposes.	7–12
E	• Demonstrates a very limited understanding of hygienic handling of food to ensure a safe and appealing product. • Elementary knowledge is demonstrated when collecting, evaluating and applying information from a variety of sources. • Demonstrates a very limited understanding when selecting and employing appropriate techniques and equipment for a variety of food-specific purposes.	1–6
N	• Non-submission of task. • Task does not meet minimum course standard.	0



Review the recommended dietary guidelines. (RDI's)

TABLE 1 ESTIMATED ENERGY REQUIREMENTS (EER) OF INFANTS AND YOUNG CHILDREN

Age (months)	Reference weight (kg)		EER (kJ/day)	
	Boys	Girls	Boys	Girls
1	4.4	4.2	7000	1,800
2	5.3	4.9	7400	2,100
3	6.0	5.5	7700	2,300
4	6.7	6.1	7900	2,200
5	7.3	6.7	7900	2,300
6	7.9	7.2	7,700	2,500
7	8.4	7.7	7,800	2,500
8	8.9	8.1	3000	2,700
9	9.3	8.5	3,100	2,800
10	9.7	8.9	3,300	3,000
11	10.0	9.2	3,400	3,100
12	10.3	9.5	3,500	3,200
13	11.1	10.3	3,800	4,500
18	11.7	11.0	4,000	3,800
21	12.2	11.6	4,200	4,000
24	12.7	12.1	4,400	4,200

Adapted from IMAK M (2002). Reference weights from Kuczmarski et al (2000)

Children & adolescents	AI
All	
1-3 yr	14 g/day
4-8 yr	18 g/day
Boys	
9-13 yr	24 g/day
14-18 yr	28 g/day
Girls	
9-13 yr	20 g/day
14-18 yr	22 g/day

Sugar - whilst there is no recommended dietary intake for sugar the guideline for children and adults is:

No more than 10% of our total kilojoule intake.

No more than 55 grams or 13 teaspoons of sugar per day

Children & adolescents	RDI	Protein
All		
1-3 yr	12	14 g/day (1.08 g/kg)
4-8 yr	16	20 g/day (0.91 g/kg)
Boys		
9-13 yr	31	40 g/day (0.94 g/kg)
14-18 yr	49	65 g/day (0.99 g/kg)
Girls		
9-13 yr	24	35 g/day (0.87 g/kg)
14-18 yr	35	45 g/day (0.77 g/kg)

Children, adolescents & adults	AI	Total LC n-3 (DHA+EPA+DPA)	Fats
Linoleic acid			
Boys and girls			
1-3 yr	5 g/day	0.5 g/day	40 mg/day
4-8 yr	8 g/day	0.8 g/day	55 mg/day
Boys			
9-13 yr	10 g/day	1.0 g/day	70 mg/day
14-18 yr	12 g/day	1.2 g/day	125 mg/day
Girls			
9-13 yr	8 g/day	0.8 g/day	70 mg/day
14-18 yr	8 g/day	0.8 g/day	85 mg/day
Adults 19+ yr			
Men	13 g/day	1.3 g/day	160 mg/day
Women	8 g/day	0.8 g/day	90 mg/day

Children & adolescents	SODIUM	AI
All		
1-3 yr	200-400 mg/day	(9-17 mmol)
4-8 yr	300-600 mg/day	(13-26 mmol)
9-13 yr	400-800 mg/day	(17-34 mmol)
14-18 yr	460-920 mg/day	(20-40 mmol)

3. A) Identify the difference between the processed foods and your RDI.

B) What are the dietary implications of eating these foods on a regular basis? In your answer give examples and outline dietary disorders.

Mark: /30
6 marks if student has identified the relationship between the processed food and their own RDI. Student must also have related the RDI and processed food to dietary implications. Examples of potential dietary disorders are required.

PROCESSED FOOD 1: _____

PROCESSED FOOD 2: _____

Mark
/10

PROCESSED FOOD 3: _____

Mark
/10

PROCESSED FOOD 4: _____

Mark
/10

PROCESSED FOOD 5: _____

Mark
/10

4. **SCONE DOUGH RECIPE RESEARCH**

You will be making a scone dough recipe. You will be bringing in from home 3-4 ingredients. The basic ingredients will be supplied e.g. flour, sugar, butter. Research a scone dough recipe of your choice and copy and paste it here.

Copy and Paste an original processed food relating to a scone dough recipe here:

Mark /5
Researching a
scone dough recipe

5. **Modify a scone dough recipe to improve nutritional benefits and paste here.**

- You will need to ensure that the serving size is for 2-4 people.
- Annotate where you have made modifications, and why, in red.
- Remember, for this to be accepted by Recipe to Riches it must be healthy and likely to be popular with customers. For example: lower in fat, lower in sugar, higher fibre, lower in salt.

Mark /10
Modifications could be made based on sugar, salt, protein, energy, dietary fibre and fat. Providing reasons related to RDI's.

YOU ARE TO CREATE A PROCESSED FOOD RELATED TO A SCONE DOUGH RECIPE

7: SUBMIT FOOD ORDER SHEET – (Please submit your food order sheet to your kitchen assistant by:

My name is: _____

Class: _____

Teacher: _____

Class: _____ Teacher: _____

Recipe Name: _____

Date received: _____

Date required: _____

[illegible]

Teacher Approved: _____

8. EVALUATION TEMPLATE:

- Complete after you have finished your practical assessment.
- My recipe choice is likely to be accepted for Recipe to Riches because:

Make a value judgement based on your:

- PPE

- Hygiene

- Safety

- Plate presentation

- Time management

Year 9 Food Selection and Health Assessment Task
Marking Guidelines:

Task	Mark Value	Comment
5 processed foods table 2 marks per correct processed food recording.	/10	
Recommended Dietary Intake recording. 1 mark per correct RDI recording.	/10	
Processed Food 1 Analysis 6 marks if student has identified the relationship between the processed food and their own RDI. Student must also have related the RDI and processed food to dietary implications. Clarity, examples and outlining of potential dietary disorders are required for full marks.	/10	
Processed Food 2 Analysis 6 marks if student has identified the relationship between the processed food and their own RDI. Student must also have related the RDI and processed food to dietary implications. Clarity, examples and outlining of potential dietary disorders are required for full marks.	/10	
Processed Food 3 Analysis 6 marks if student has identified the relationship between the processed food and their own RDI. Student must also have related the RDI and processed food to dietary implications. Clarity, examples and outlining of potential dietary disorders are required for full marks.	/10	
Processed Food 4 Analysis 6 marks if student has identified the relationship between the processed food and their own RDI. Student must also have related the RDI and processed food to dietary implications. Clarity, examples and outlining of potential dietary disorders are required for full marks.	/10	

9X/ 5Y Food Selection and Health Assessment Task

Processed Food 5 Analysis 6 marks if student has identified the relationship between the processed food and their own RDI. Student must also have related the RDI and processed food to dietary implications. Clarity, examples and outlining of potential dietary disorders are required for full marks.		/10	
Original scone dough recipe copy and paste 1 mark for finding a recipe that bears resemblance to the processed food.		/2	
Modified scone dough recipe and annotations Modifications made based on sugar, salt, protein, energy, dietary fibre and fat. Providing reasons related to RDI's.		/8	
Practical Evaluation Student has made an honest judgement of recipe based on nutritional modifications and suitability for Recipe to Riches.		/5	
Practical Evaluation 1 mark per section of practical performance based on honesty. Student has provided example/s in each section.		/5	
Practical		10/	
Total		/100	
Rank		/	
%		/	