Gorokan High School

Assessment Task Notification

RESPECT | RESPONSIBILITY | PERSONAL BEST

Faculty: TAS	**Course:** Food Technology	**Time allowed:** 5 weeks
Teacher: Victoria Toland		**Email:** victoria.toland@det.nsw.edu.au
Task number: 1	**Title:** Scone recipe modification and practical application	
Year: 9XFOT1	**Due date:** Term 2, Week 4, Practical - 22/05/24, Theory - 24/05/24	**Weighting:** 30%

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.

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:

1. **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

2. **Research** 5 different processed food items online and cut and paste a picture of each of them into the same table. /5

3. **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

4. **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

5. **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

6. **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

7. Submit a **food order sheet** with the ingredients, amounts and special instructions. /10
8. Practical application. /20
9. Bibliography /5

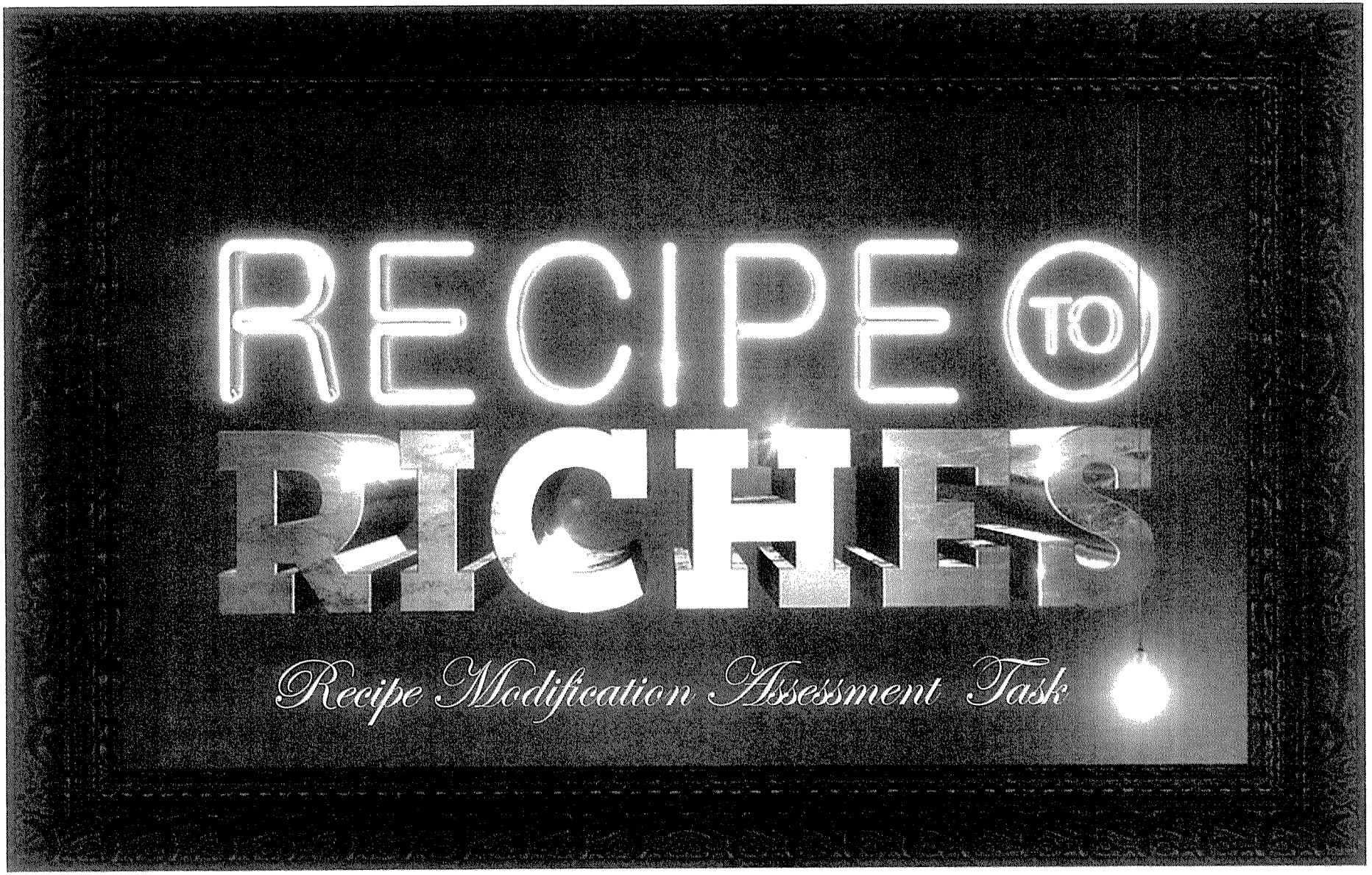
TOTAL /100

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 on Google Classroom by the 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 basic 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 (Stages 5 and 6)	• Non-submission of task. • Task does not meet minimum course standard.	0

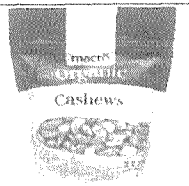

RECIPE TO
RICHES
Recipe Modification Assessment Task

1. **Research** various Australian nutritional food guides 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 your Recommended Dietary Intake (RDI) results.
2. **Research** 5 different processed food items online and cut and paste a picture of each of them into the same table.
3. **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.

Marks
Q1.10 Marks
Q2. 5 Marks
Q3. 5 Marks

Processed Food Image and identification	**Energy Per 100g**	*Your Energy RDI*	**Protein Per 100g**	*Your Protein RDI*	**Fat, Total Per 100g**	*Your Fat RDI*	**Carbs Per 100g**	**Sugars Per 100g**	*Your Sugar Guide*	**Dietary Fibre Per 100g**	*Your Dietary Fibre RDI*	**Sodium (Salt) Per 100g**	*Your Sodium RDI*	**Vitamins Per 100g**	**Minerals Per 100g**

EXAMPLE

Processed Food	Energy Per 100g	Protein Per 100g	Fat, Total Per 100g	Carbohydrates Per 100g	Sugars Per 100g	Dietary Fibre Per 100g	Sodium (Salt) Per 100g	Vitamins Per 100g	Minerals Per 100g
 Macro Organic Cashews 500g	2510kj	19.4g	46.4g	26.7g	7.1g		6mg		
 Maggi 2 Minute Noodles 72g	330kj	1.9g	3.0g	10.7g	<1.0g	<1.0g	245mg		
 Arnotts Tim Tam chocolate biscuit 200g Net	2170kj	4.6g	26.9g	63.9g	44.9g		161mg		
 Zappo Sour Straws 150g	1360kj	<1.0g	1.6g	76.0g	52g		100g		
Sakatas – Sweet and sour 90grams 	1770kj	5.9g	6.6g	83.6g	4.1g	1.0g	420mg		Potassium 92mg

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	2,000	1,800
2	5.3	4.9	2,400	2,100
3	6.0	5.5	2,400	2,200
4	6.7	6.1	2,400	2,200
5	7.3	6.7	2,500	2,300
6	7.9	7.2	2,700	2,500
7	8.4	7.7	2,800	2,500
8	8.9	8.1	3,000	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
15	11.3	10.3	3,800	3,500
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 NHMRC (2002). Reference weights from Kuczmarski et al (2000)

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		Fats
	Linoleic acid	α-linolenic acid	Total LC n-3 (DHA+EPA+DPA)
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	AI
All	
1–3 yr	14 g/day
4–8 yr	18 g/day
Boys	*Dietary Fibre*
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	*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)

4. **Compare** the amount of **fat, protein, carbohydrates, sugar, 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 unhealth 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.

Mark:
Q4. 25 Marks

PROCESSED FOOD 1: _____

Mark /5

PROCESSED FOOD 2: _____

Mark /5

PROCESSED FOOD 3: _____

Mark /5

PROCESSED FOOD 4: _____

Mark /5

PROCESSED FOOD 5: _____

Mark /5

5. Mark /10

5. Scone dough recipe research

Research and **select** a scone dough recipe and cut and paste it on this page. The recipe should cater for two.

6. **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. The recipe should cater for two people.

6. **Mark** /10

7. Submit food order sheet (with the ingredients, amounts and special instructions)

7. Marks /10

(Please submit your food order sheet to your teacher by:

My name is: _____ Class: _____ Teacher: _____

Recipe Name: _____ Date required: _____

Ingredient	Amount	Special instructions

Teacher Approved: _____

8.Mark /20

8. Practical application

_____**recipe choice is likely to be accepted for Recipe to Riches because:**

***Judgement* based on:**

PPE / Recipe /2.5

Hygiene/ Safety /2.5

Organisation/ Time management /5

Appropriateness/ Plate presentation /5

Washing dishes, cleaning and putting away equipment /5

Marks	/5

9. Bibliography

Marking Guidelines:

Task	Mark Value	Comment
1.Research various Australian nutritional food guides 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 your Recommended Dietary Intake (RDI) results.	/10	
2.Research 5 different processed food items online and cut and paste a picture of each of them into the same table.	/5	
3.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	
4. Compare the amount of fat, protein, carbohydrates, sugar, 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 unhealth 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/	

5. Research and **select** a scone dough recipe and cut and paste it on this page. Include a reference at the bottom of the page. The recipe should cater for two.	/10	
6. Modify and Annotate healthier recipe	/10	
7. Submit food order sheet (with the ingredients, amounts and special instructions)	/10	
8.Practical application	/20	
9. Bibliography	/5	
Total	/100	
Rank	/	
%	/	