



Mount St Joseph, Milperra
Stages 4 - 5 Notification of Formal Assessment Task

Overview			
Course	Year 9 Food Technology	KLA	Technology
Task No.	2		
Nature of Task	Meal Plan Design and Practical		
Topic	Unit 1 - Food for You (Food Selection and Health)		

Assessment Details	
Date of Issue	Term 3 Week 5 - 18/08/2025
Due Date	Term 3 Week 9 - 19/9/2025

Task Context
<p>You are tasked with being the Dietitian for the company Nourish Co. As a dietitian, it is your role to translate the scientific knowledge about nutrition into practical solutions to improve people's health. Considering their lifestyle demands and nutritional needs for their stage of life are essential for their food selection and health.</p> <p>Based on the clients that the business seems to be drawing in as of recent, your employer has given its team of dietitians groups of people to focus on. You must choose one of these groups.</p> <p>In this task, investigate a group of people, then create and annotate a meal plan for that group. You will then be asked to make and present ONE dish from your meal plan in class time. Following this, you will write a written justification about your choices for the meal plan.</p>

Outcomes Assessed	Learning Statements
FT5-3 describes the physical and chemical properties of a variety of foods FT5-4 accounts for changes to the properties of food which occur during food processing, preparation and storage FT5-5 applies appropriate methods of food processing, preparation and storage	FTE-LS2 Applies knowledge of preparation and cooking procedures to develop quality food products
FT5-8 collects, evaluates and applies information from a variety of sources FT5-9 communicates ideas and information using a range of media and appropriate terminology	FTE-LS4 Investigates and communicates information about current food-related themes

Task Description

1. Investigation

(FTE-LS4 Investigates and communicates information about current food-related themes)

Select ONE of the following societal groups:

- Athletes
- Uni Students
- Full-Time Workers
- Shift Workers
- Single Parents
- Toddlers
- Pregnant Women
- Elderly / Retired

Please discuss with your teacher if you would like to do a group of people that is not part of this list. This needs to be approved first.

Investigate this group and respond to the following questions in the portfolio shared with you:

- a. **Describe** the typical lifestyle of this group, including factors that influence their eating habits (positively or negatively). Hence, create a visual mind map of food products that they are typically attracted to based on this lifestyle.
- b. **Identify** the *stage of the life cycle* in which this group would mostly belong. Hence, **describe** the nutritional requirements for people from this stage of the life cycle.
- c. Select TWO nutrients that are important to this group. **Explain** the importance of these nutrients to their health based on their stage in the life cycle.
- d. Referencing specific sources, **discuss** their typical diet - e.g. nutritional needs that are often not being met, where they could improve, what they usually have enough of, their general strengths. **Refer to school diary page 133 - 134**

OR

Extension: Conduct an interview with a person from this group. Record (voice or video) and present a transcript of the interview, highlighting key information. Respond to the following questions in the portfolio shared with you:

- A. **Describe** this person's typical lifestyle, including factors that influence their eating habits (positively or negatively). Hence, create a visual mind map of food products that this person is typically attracted to based on this lifestyle.
- B. **Identify** the *stage of the life cycle* in which this person belongs. Hence, **describe** the nutritional requirements for this stage of the life cycle.
- C. Select TWO nutrients that are important to this person based on their lifestyle and stage of life cycle. **Explain** the importance of these nutrients to their health.
- D. Referencing additional sources, **assess** how well their diet meets their nutritional needs (explain positive and negative aspects first).

2. Meal Plan Design & Justification

(FTE-LS4 Investigates and communicates information about current food-related themes)

Meal Plan:

Based on the findings of your investigation, create a meal plan that caters for the nutritional needs of this chosen group of people - breakfast, lunch, dinner and a snack.

Recipe Food Order

Complete the relevant section of the portfolio and present a food order for ONE of your recipes.

Justification:

This extended response will be completed **in-class on the due date**. Justify your food choices that were implemented in the meal plan, taking into consideration the functions of food, nutritional composition, and positive affect on the body for the chosen group of people. For this component, you can refer to:

- a. Part 1: Investigation notes, summarised to 1 page (size 12 font)
- b. Meal plan
- c. Recipe

3. **Making and Presenting**

(FTE-LS2 Applies knowledge of preparation and cooking procedures to develop quality food products)

Due to the nature of the task, making and presenting will be split across two lessons. **Your class teacher will communicate which practical session you are making and presenting in, which will include when your preparation lesson will be.**

For this activity you will be working individually and be assessed individually.

You will select ONE dish from your meal plan to make and present in class. **The chosen meal must be either the meal for breakfast, lunch OR, dinner.** You will be given the lesson prior to the practical date to prepare for the practical. "Preparation" can include preparing ingredients, combining dry ingredients, cutting foods etc.

Present the dish professionally, making sure to take at least one quality photograph.

Success Criteria

In order to succeed in this task, you will need to demonstrate:

- Research skills
- Visual communication skills, presentation skills
- An understanding of subject content - for example, flavour profiles, food pairings, factors that influence people's food selection
- Time management
- Safety and hygiene in the practical classroom

Submission Instructions

- Submit Section 1 and 2 to Google Classroom by 8:40am of the due date. Late penalties apply for tasks submitted after this time.
- The justification will be written on the due date of the assessment task,
- Section 3 (Making and Presenting) will be done in class. Students will be given the lesson prior to the practical date to "prepare" as per the details in the task notification. If there are any variations to the recipe, students should bring in these ingredients on the day as its availability can not be guaranteed.

Absence Procedures

- If a student is absent from school on the day an assessment task is due or is to be completed, an illness/misadventure form is to be completed. Illness/misadventure forms can be located on Compass under the Favourites menu (marked with a star).
- Students in Year 10-12 need to have supporting documentation (eg. medical certificate or police report) to support their illness/misadventure documentation.
- Year 11 and 12 students also require illness/misadventure forms and supporting documentation if they are absent from school on the day prior to an assessment task or are late to school on the morning of an assessment task.
- Travel and family holidays are not considered to be misadventures and no extension is granted for an assessment task when students are absent for the purpose of travel. Submission tasks need to be submitted by the scheduled due date and time. In-class assessment tasks that are missed due to travel or holidays will be penalised in-line with the College assessment policy and may receive a zero

For further details please refer to the College Assessment Handbook

Malpractice Statement

Malpractice is any form of plagiarism, cheating or dishonesty. Plagiarism is the same as cheating. It means taking another person's ideas or words and passing them off as your own.

When you use a direct quotation from another piece of work, you must enclose it with quotation marks and provide bibliographical details. You must also provide bibliographical details if you simply paraphrase, that is, express another person's ideas in your own words.

You will be given a zero if you plagiarise another person's work or are involved with any malpractice incidents. The zero mark will be awarded no matter how much plagiarism has occurred. Plagiarism and other forms of malpractice are obvious to an experienced marker and it is not up to the marker to provide proof.

Year 9 Food Technology Assessment Task 2
MARKING CRITERIA

Student Name:

Outcome/Learning Statement

FTE-LS4 Investigates and communicates information about current food-related themes

Part 1: Investigation of the Selected Group of People

Grade

In addition to the “Extensive” descriptors, the student:

- **Information from an interview is clearly outlined in a transcript, highlight key information regarding the investigation for this group of people.**

Extension

- Uses a wide range of reliable secondary sources to locate relevant information about the selected group of people.
- Information is exceptionally relevant and explicitly states the nutritional needs for this group of people.
- Information is exceptionally relevant and explicitly states the lifestyle demands that impact the nutrition for this group of people.
- Information is conveyed exceptionally clearly and logically, addressing a wide range of factors that support the investigation.

Extensive

- Uses a range of mostly reliable secondary sources to locate relevant information about the selected group of people.
- Information is relevant and clearly outlines the nutritional needs for this group of people.
- Information is relevant and clearly outlines some lifestyle demands that impact nutrition for this group of people.
- Information is communicated clearly and logically, addressing several factors that support the investigation.

Thorough

- Uses some reliable secondary sources to locate information about the selected group of people.
- Information is generally relevant and identifies some nutritional needs for this group of people.
- Information identifies some lifestyle demands that impact the nutrition for this group of people, though may lack detail.
- Information is communicated with some clarity and logic, addressing a few factors that support the investigation.

Sound

- Uses a limited range of sources, with some relevance to the selected group of people.
- Information shows a basic understanding of the nutritional needs for this group of people.
- Information shows a basic understanding of lifestyle demands that impact the nutrition for this group of people.
- Information is communicated in a simple manner, with limited supporting factors for the investigation.

Basic

- Uses minimal or no relevant sources to locate information about the selected group of people.
- Information shows little or no understanding of the nutritional needs for this group of people.
- Information shows little or no understanding of lifestyle demands that impact nutrition for this group of people.
- Information is communicated in a limited or unclear manner, with little or no supporting evidence.

Elementary

Outcome/Learning Statement

FTE-LS4 Investigates and communicates information about current food-related themes

Part 2: Meal Plan Design and Justification

Grade

- Creates a highly detailed, innovative, and nutritionally balanced meal plan (breakfast, lunch, dinner, snack) that comprehensively addresses the nutritional and lifestyle needs of the chosen group of people.
- Demonstrates exceptional variety, creativity, and cultural appropriateness, while adhering to dietary guidelines.

Extensive

<ul style="list-style-type: none"> • Presents an accurate and complete food order for one recipe, with precise quantities and preparation requirements clearly outlined. • Provides an exceptionally clear and well-structured justification that explicitly links food choices to the functions of food, nutritional composition, and positive health impacts on the chosen group of people. • Information is conveyed exceptionally clearly and logically, with precise and consistent use of food technology terminology. 	
<ul style="list-style-type: none"> • Creates a detailed meal plan that addresses most nutritional and lifestyle needs of the chosen group of people. • Demonstrates some variety and appropriateness, with some consideration of dietary guidelines. • Presents a food order for one recipe with generally accurate quantities and preparation requirements. • Provides a justification that explains food choices in relation to some functions of food, nutritional composition, and health impacts. • Information is communicated clearly, with some appropriate use of food technology terminology. 	Thorough
<ul style="list-style-type: none"> • Creates a basic meal plan that addresses some nutritional needs of the chosen group of people. • Demonstrates variety and appropriateness, with some reference to dietary guidelines. • Presents a food order for one recipe with accuracy in quantities and preparation requirements. • Provides a justification that makes simple links between food choices and nutritional composition or health impacts. • Information is communicated in a simple manner, with some use of food technology terminology. 	Sound
<ul style="list-style-type: none"> • Creates a simple meal plan that addresses very few nutritional needs of the chosen group of people. • Demonstrates little variety or appropriateness, with minimal relevance to dietary guidelines. • Presents an incomplete food order for one recipe, with inaccuracies in quantities or preparation requirements. • Provides a limited justification that identifies food choices but makes minimal or unclear links to nutrition or health impacts. • Information is communicated in a limited way, with inconsistent use of food technology terminology. 	Basic
<ul style="list-style-type: none"> • Creates a minimal or incomplete meal plan with little or no relevance to the nutritional needs of the chosen group of people. • Demonstrates little or no variety or appropriateness, with no clear link to dietary guidelines. • Presents little or no food order for one recipe, with significant inaccuracies. • Provides a very limited justification with little or no connection to nutrition, food functions, or health impacts. • Information is communicated unclearly, with little or no use of food technology terminology. 	Elementary

Learning Statement

FTE-LS5 Designs and produces food solutions to meet specific needs or contexts

Part 3: Making and Presenting

Grade

- Demonstrates an extensive knowledge of hygiene practices by bringing and applying PPE, correctly washing hands, handling food effectively to actively prevent cross contamination and cleaning effectively
- Actively manages and minimises risk in a practical setting to maintain a safe working environment at all times

Extensive

- Demonstrates strong knowledge of hygiene practices by consistently bringing and applying PPE, washing hands correctly, handling food safely to prevent cross-contamination, and cleaning effectively.
- Proactively identifies and minimises risks in a practical setting, maintaining a safe working environment with confidence and awareness.

Thorough

- Demonstrates good knowledge of hygiene practices by bringing and using PPE, washing hands, handling food safely, and cleaning appropriately.
- Recognises and responds to potential risks in a practical setting, maintaining a safe working environment.

Sound

- Demonstrates an understanding of hygiene practices by using PPE, washing hands, and handling food safely with some guidance.
- Engages with risk management strategies and follows safety guidelines in a practical setting.

Basic

- Shows awareness of hygiene practices by participating in handwashing, food handling, and cleaning routines.
- Works within the practical setting with a developing understanding of risk management and safety procedures.

Elementary

Feedback

Areas of strength:

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Actions for improvement:

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