**Year 10 Food Technology**

|  |
| --- |
| **Food Equity Assessment Task 2024** |

|  |  |
| --- | --- |
| **TOPIC**: Food Equity | **MARKS:** /35  |
| **SUBMISSION REQUIREMENTS:** You need to submit your report on Canvas by Week 8, Friday 22nd of March |
| **OUTCOMES TO BE ASSESSED:****FT5-7- Justifies** food choices by analysing the factors that influence eating habits**FT5-12**- **Examines** the relationship between food, technology and society |
| **DIRECTIONAL VERBS:****Examine:** Inquire into**Justify:** Support an argument or conclusion |
| **TASK DESCRIPTION*** You are required to **examine** the relationship between food, technology and society. Students will:
* Choose **one** group affected by food inequity from the list below

|  |
| --- |
| * + Homeless
	+ The Aged people
	+ Rural and remote communities
 |

* Write a report which **examines** why your chosen group is affected by food inequity. In your response, you need to communicate the following things:
	+ - What are the two main reasons that the group suffers from food inequity? Think about money, physical ability, isolated locations and transport
		- What types of foods are available to each group?
		- How do these foods contribute to diet problems for the group?
		- What are the three main impacts of food inequity on the group? Think about impacts other than health problems. Consider education, income and lifestyle impacts
		- Discuss how belonging to more than one risk group can increase nutritional disadvantage (eg. a homeless alcoholic person)
* You are to **justify** food choices by analysing **TWO** of the following factors that influence eating habits on your chosen group:
* Geography and climate
* Religious and cultural beliefs
* Countries affected by conflict
* Technological developments (Improved transportation)
 |
| **ASSESSMENT CRITERIA: STUDENT CHECKLIST*** + Have you chosen **one** group- Homeless, The Aged people, Rural and remote communities
	+ Have you have included the following
* Two main reasons that the group suffers from food inequity? Think about money, physical ability, isolated locations and transport
* Food types available to each group?
* How do these foods contribute to diet problems for the group?
* Three main impacts of food inequity on the group? Think about impacts other than health problems. Consider education, income and lifestyle impacts
* Discuss how belonging to more than one risk group can increase nutritional disadvantage

 (eg. a homeless alcoholic person)* Have you chosen **two factors** that influence eating habits. The factors are:
* Geography and climate
* Religious and cultural beliefs
* Countries affected by conflict
* Technological developments (improved transportation)
* Have you included the following information for each of the factors:
* how these factors affect food availability
* Impact of these factors on food sources
* Influence on eating habits
 |

|  |
| --- |
|  **ASSESSMENT MARKING CRITERIA** |
| A student **examines** ONE group which suffers from food inequity ***FT5-12****- Examines the relationship between food, technology and society* | **Mark** | **Grade** |
| * **A student examines**, to an outstanding level, one group which suffers from food inequity, through the inclusion of all of the following:
* Clear identification of the group suffering food inequity
* Clear, detailed and accurate information on all of the following:
* TWO main reasons the group suffers food inequity
* Comprehensive list of foods available to the group
* Diet and health problems that occur from the available foods
* THREE main impacts of food inequity on the group, other than health issues
 | 17-20  | A |
| * **A student examines**, to a high level, one group which suffers from food inequity, through the inclusion of all of the following:
* Clear identification of the group suffering food inequity
* Clear and accurate information on all of the following:
* TWO main reasons the group suffers food inequity
* Thorough list of foods available to the group
* Diet and health problems that occur from the available foods
* THREE main impacts of food inequity on the group, other than health issues
 | 13-16 | B |
| * **A student examines**, to a sound level, one group which suffers from food inequity, through the inclusion of all of the following:
* Identification of the group suffering food inequity
* Information on most of the following:
* TWO reasons the group suffers food inequity
* List of foods available to the group
* Diet and health problems that occur from the available foods
* THREE impacts of food inequity on the group, other than health issues
 | 9-12 | C |
| * **A student examines**, to a basic level, one group which suffers from food inequity, through the inclusion of all of the following:
* Unspecific identification of the group suffering food inequity
* Minimal information on one or two of the following:
* At least ONE reason the group suffers food inequity
* Brief list of foods available to the group
* At least one diet or health problems that occur from the available foods
* At least TWO impacts of food inequity on the group, other than health issues
 | 5-8  | D |
| * **A student examines**, to a limited level, one group which suffers from food inequity, through the inclusion of all of the following:
* Unspecific or no identification of the group suffering food inequity
* Minimal and inaccurate information on at least one of the following:
* ONE reason the group suffers food inequity, which may not be accurate
* Minimal list of foods available to the group
* One diet or health problems that occur from the available foods
* At least ONE impact of food inequity on the group, other than health issues
 | 1-4 | E |

|  |
| --- |
|  **ASSESSMENT MARKING CRITERIA** |
| A student **justifies** food choices by analysing factors that influence eating habits***FT5-7-*** *Justifies food choices by analysing the factors that influence eating habits* | **Mark** | **Grade** |
| * A student **justifies**, to an outstanding level, information on factors that influence eating habits, through the inclusion of all of the following:
* Clear identification of the factors
* Clear, detailed and accurate information on the factors influencing eating habits. All factors are covered:
* Geography and climate
* Religious and cultural beliefs
* Countries affected by conflict
* Technological developments (improved transportation)
 | 13-15  | A |
| * A student **justifies**, to a high level, information on factors that influence eating habits, through the inclusion of all of the following:
* Clear identification of the factors
* Detailed information on the factors influencing eating habits. All factors are covered:
* Geography and climate
* Religious and cultural beliefs
* Countries affected by conflict
* Technological developments (improved transportation
 | 10-12  | B |
| * A student **justifies**, to a sound level, information on factors that influence eating habits, through the inclusion of all of the following:
* Some Identification of the factors
* Some information on the factors influencing eating habits. At least three factors are covered:
* Geography and climate
* Religious and cultural beliefs
* Countries affected by conflict
* Technological developments (improved transportation
 | 7-9  | C |
| * A student **justifies**, to a basic level, information on factors that influence eating habits, through the inclusion of all of the following:
* Unspecific identification of the factors
* A brief amount of information on the factors influencing eating habits. At least one relevant factor is covered:
* Geography and climate
* Religious and cultural beliefs
* Countries affected by conflict
* Technological developments (improved transportation
 | 4-6  | D |
| * A student **justifies,** to a limited level, information on factors that influence eating habits, through the inclusion of all of the following:
* Unspecific or no identification of the factors
* Minimal/ general information on the factors influencing eating habits.
 | 1-3 | E |