**Year 10 Food Technology**

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| **Food Equity Assessment Task 2024** |

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| **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 | |

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| **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 |

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| **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 |