



## Year 9 Food Technology

### Food for Special Occasions Assessment Task 2024

<b>TOPIC:</b> Food for Special Occasions	<b>MARKS:</b> /35
<b>SUBMISSION REQUIREMENTS:</b> <b>PART A: Week 5 of Term 3</b> The practical to be completed in the following practical lessons: <i>9FDTC7- Tuesday 20<sup>th</sup> August Period 2 (Ms Russell)</i> <i>9FDT6 – Friday 23<sup>rd</sup> August Period 2 (Ms Kumar)</i> <i>9FDTA7- Friday 23<sup>rd</sup> August Period 4 (Mrs Palmer)</i> <b>PART B: Due to CANVAS – Friday 23<sup>rd</sup> August 2024 (Week 5)</b>	<b>WEIGHTING:</b> 35%
<b>OUTCOMES TO BE ASSESSED:</b> FT5-7: <b>justifies</b> food choices by <b>analysing</b> the factors that influence eating habits FT5-11: <b>plans, prepares, presents</b> and evaluates food solutions for specific purposes	
<b>DIRECTIONAL VERBS:</b> <b>Justify:</b> support an argument or conclusion <b>Analyse:</b> identify components and the relationship between them; draw out and relate implications. <b>Plan:</b> decide on and make arrangements for <b>Prepare:</b> make something ready for consideration <b>Present:</b> to display or show	
<b>TASK DESCRIPTION:</b> This task is in two parts. <ul style="list-style-type: none"><li>• The theory component will be completed at home.</li><li>• The practical component will be completed at school.</li></ul> <b>Part A: Practical (20 marks)</b> You must make a dessert which reflects a cultural, historical, social or religious celebration. You will: <ul style="list-style-type: none"><li>• <b>Plan</b> your dessert by choosing a dessert recipe that reflects a specific celebration.</li><li>• <b>Prepare</b> your dessert at school during your allocated Food Technology lesson <b>in week 5</b>.</li><li>• <b>Present</b> your dessert to your teacher by completing it within the one-hour time limit.</li></ul> <b>Part B: Theory (15 marks)</b> You must write a report which: <ul style="list-style-type: none"><li>• <b>justifies</b> how your chosen dessert is connected to a religious, social or historical reason for celebration.</li><li>• <b>analyses</b> the factors that influence eating habits.</li></ul>	

## ASSESSMENT CRITERIA:

### Part A - Practical

You will make a dessert which is served during a specific historical, social or religious celebration by:

- Identifying a specific celebration and the types of desserts served at the celebration.
- Choosing an appropriate recipe which you can cook and present in one hour.
- Modifying the recipe where needed (for example, reducing the serving size)
- Supplying **TWO COPIES** of the recipe for your dessert (*template available on CANVAS*)
- Ordering **basic pantry items** via your teacher. A food order will need to be completed and submitted to your teacher **by week 3**.
  - Flour
  - Eggs
  - Salt
  - Pepper
  - Milk
  - Sugar
  - Vanilla essence
- Supplying any additional ingredients, you need for your dessert. If you need special equipment, please speak to your teacher **by week 3**.

NOTE: You may prepare some parts of the recipe at home, bring them to school and complete the preparation and presentation of your dessert during class. For example – if you are making a birthday cake you can bake the cake at home and cut, shape and decorate it during the practical lesson.

### PART B – Written Report

You will write a report which **justifies** how your chosen dessert is connected to a religious, social or historical reason for celebration. You will need to:

- Write a MINIMUM of one page.
- Include five or more images to support your written information.
- Describe your dessert and the reason for celebration (for example, Christmas - religious)
- Explain the connections between your chosen dessert and the reason for celebration.
- Support your connections between the dessert and the reason for celebration by giving examples.
- **Analyse** information on the factors that influence eating habits. They may not all be relevant to your dessert. The factors include:
  - Nutritional value of food
  - Occasion and setting.
  - Characteristics of diners (age, health, culture)
  - Resources (ingredients, equipment, skills, finance, time)

***See the ALARM scaffold attached and on CANVAS to help you to complete this.***

## ASSESSMENT MARKING CRITERIA

<b>PART A:</b> A student <b>plans, prepares</b> and <b>presents</b> a dessert generally served at a specific celebration. (FT5-11: <b>plans, prepares, presents</b> and evaluates food solutions for specific purposes)	<b>Mark</b>	<b>Grade</b>
<p>A student <b>plans, prepares</b> and <b>presents</b> a dessert generally served at a historical, social or religious celebration, <i>to an outstanding level</i>, through the inclusion of all of the following:</p> <ul style="list-style-type: none"> <li>• Chosen celebration is clearly and accurately identified on the recipe template.</li> <li>• Recipe template is detailed and accurately followed during the practical lesson.               <ul style="list-style-type: none"> <li>- Name of recipe</li> <li>- Number of serves</li> <li>- Time to prepare and cook</li> <li>- Ingredients and quantities</li> <li>- List of equipment</li> <li>- Step by step method</li> </ul> </li> <li>• All ingredients are provided for the practical lesson</li> <li>• The dessert is prepared to an excellent standard with a professional standard of presentation and exemplary visual appeal</li> <li>• The dessert is completed within the one-hour time limit</li> </ul>	17-20	A
<p>A student <b>plans, prepares</b> and <b>presents</b> a dessert generally served at a historical, social or religious celebration, <i>to a high level</i>, through the inclusion of all of the following:</p> <ul style="list-style-type: none"> <li>• Chosen celebration is clearly identified on the recipe template</li> <li>• Recipe template is detailed and followed during the practical lesson               <ul style="list-style-type: none"> <li>- Name of recipe</li> <li>- Number of serves</li> <li>- Time to prepare and cook</li> <li>- Ingredients and quantities</li> <li>- List of equipment</li> <li>- Step by step method</li> </ul> </li> <li>• All ingredients are provided for the practical lesson</li> <li>• The dessert is prepared to a strong standard with great visual appeal</li> <li>• The dessert is completed within the one-hour time limit</li> </ul>	13-16	B
<p>A student <b>plans, prepares</b> and <b>presents</b> a dessert generally served at a historical, social or religious celebration, <i>to a sound level</i>, through the inclusion of most of the following:</p> <ul style="list-style-type: none"> <li>• Chosen celebration is identified on the recipe template</li> <li>• Recipe template is mostly completed and followed during the practical lesson               <ul style="list-style-type: none"> <li>- Name of recipe</li> <li>- Number of serves</li> <li>- Time to prepare and cook</li> <li>- Ingredients and quantities</li> <li>- List of equipment</li> <li>- Step by step method</li> </ul> </li> <li>• Most ingredients are provided for the practical lesson</li> <li>• The dessert is prepared to a satisfactory standard with some visual appeal</li> <li>• The dessert is mostly completed within the one-hour time limit</li> </ul>	9-12	C
<p>A student <b>plans, prepares</b> and <b>presents</b> a dessert generally served at a historical, social or religious celebration, <i>to a basic level</i>, through the inclusion of some of the following:</p> <ul style="list-style-type: none"> <li>• Chosen celebration may or may not be identified on the recipe template</li> <li>• Recipe template is partially completed and mostly followed during the practical lesson               <ul style="list-style-type: none"> <li>- Name of recipe</li> <li>- Number of serves</li> <li>- Time to prepare and cook</li> <li>- Ingredients and quantities</li> <li>- List of equipment</li> <li>- Step by step method</li> </ul> </li> <li>• Some ingredients are provided for the practical lesson</li> <li>• The dessert is prepared to a simple standard with minimal visual appeal</li> <li>• The dessert may not be completed within the one-hour time limit</li> </ul>	5-8	D
<p>A student <b>plans, prepares</b> and <b>presents</b> a dessert generally served at a historical, social or religious celebration, <i>to a limited level</i>, through the inclusion of a few of the following:</p> <ul style="list-style-type: none"> <li>• Chosen celebration may not be identified on the recipe template</li> <li>• Recipe template has not been completed and is not followed during the practical lesson               <ul style="list-style-type: none"> <li>- Name of recipe</li> <li>- Number of serves</li> <li>- Time to prepare and cook</li> <li>- Ingredients and quantities</li> <li>- List of equipment</li> <li>- Step by step method</li> </ul> </li> <li>• At least one ingredient is provided for the practical lesson</li> <li>• The dessert is prepared to an elementary standard with poor visual appeal</li> <li>• The dessert is not completed within the one-hour time limit</li> </ul>	1-4	E

## ASSESSMENT MARKING CRITERIA

<b>PART B:</b> A student <b>justifies</b> the dessert made in Part A as part of a specific celebration by <b>analysing</b> the factors that influence eating habits. (FT5-7: <b>justifies</b> food choices by <b>analysing</b> the factors that influence eating habits)	<b>Mark</b>	<b>Grade</b>
A well-written report, with outstanding detail, has been presented which clearly <b>justifies</b> how the dessert prepared in Part A is related to a specific celebration and its influence of eating habits. The report includes: <ul style="list-style-type: none"> <li>• <i>At least five images representing the chosen dessert and celebration</i></li> <li>• <i>Dessert is clearly and accurately described</i></li> <li>• <i>Detailed connections between the dessert and reason for celebration are clearly made with relevant examples</i></li> <li>• <i>In depth <b>analysis</b> on the factors influencing eating habits. All relevant factors are covered:</i> <ul style="list-style-type: none"> <li>○ <i>Nutritional value of food</i></li> <li>○ <i>Occasion and setting</i></li> <li>○ <i>Characteristics of diners (age, health, culture)</i></li> <li>○ <i>Resources (ingredients, equipment, skills, finance, time)</i></li> </ul> </li> </ul>	13-15	A
A well-written report, with high level detail, has been presented which clearly <b>justifies</b> how the dessert prepared in Part A is related to a specific celebration and its influence of eating habits. The report includes: <ul style="list-style-type: none"> <li>• <i>At least four images representing the chosen dessert and celebration</i></li> <li>• <i>Dessert is clearly described</i></li> <li>• <i>Detailed connections between the dessert and reason for celebration are made with relevant examples</i></li> <li>• <i>Detailed <b>analysis</b> on the factors influencing eating habits. All relevant factors are covered:</i> <ul style="list-style-type: none"> <li>○ <i>Nutritional value of food</i></li> <li>○ <i>Occasion and setting</i></li> <li>○ <i>Characteristics of diners (age, health, culture)</i></li> <li>○ <i>Resources (ingredients, equipment, skills, finance, time)</i></li> </ul> </li> </ul>	10-12	B
A satisfactory report, with sound detail, has been presented which clearly <b>justifies</b> how the dessert prepared in Part A is related to a specific celebration and its influence of eating habits. The report includes: <ul style="list-style-type: none"> <li>• <i>At least three images representing the chosen dessert and celebration</i></li> <li>• <i>Dessert is described</i></li> <li>• <i>Connections between the dessert and reason for celebration are made with some relevant examples</i></li> <li>• <i>Satisfactory <b>analysis</b> on the factors influencing eating habits. Most relevant factors are covered:</i> <ul style="list-style-type: none"> <li>○ <i>Nutritional value of food</i></li> <li>○ <i>Occasion and setting</i></li> <li>○ <i>Characteristics of diners (age, health, culture)</i></li> <li>○ <i>Resources (ingredients, equipment, skills, finance, time)</i></li> </ul> </li> </ul>	7-9	C
A report, with basic detail, has been presented which may or may not <b>justifies</b> how the dessert prepared in Part A is related to a specific celebration and its influence of eating habits. The report may or may not include: <ul style="list-style-type: none"> <li>• <i>At least two images representing the chosen dessert and celebration</i></li> <li>• <i>Dessert is briefly described</i></li> <li>• <i>Some connections between the dessert and reason for celebration are clearly made with at least two relevant examples</i></li> <li>• <i>Basic <b>analysis</b> that may or may not include information on the factors influencing eating habits.</i> <ul style="list-style-type: none"> <li>○ <i>Nutritional value of food</i></li> <li>○ <i>Occasion and setting</i></li> <li>○ <i>Characteristics of diners (age, health, culture)</i></li> <li>○ <i>Resources (ingredients, equipment, skills, finance, time)</i></li> </ul> </li> </ul>	4-6	D
A report, with limited detail, has been presented which may not <b>justifies</b> how the dessert prepared in Part A is related to a specific celebration and its influence of eating habits. The report may include: <ul style="list-style-type: none"> <li>• <i>At least one image representing the chosen dessert and celebration</i></li> <li>• <i>Dessert may be identified</i></li> <li>• <i>Connections between the dessert and reason for celebration may be or may not be made with one example</i></li> <li>• <i>A minimal amount of information on the factors influencing eating habits. At least one factor is covered:</i> <ul style="list-style-type: none"> <li>○ <i>Nutritional value of food</i></li> <li>○ <i>Occasion and setting</i></li> <li>○ <i>Characteristics of diners (age, health, culture)</i></li> <li>○ <i>Resources (ingredients, equipment, skills, finance, time)</i></li> </ul> </li> </ul>	1-3	E