YEAR 11 Food Technology

Nutrition

 Assessment Task 2023

|  |  |
| --- | --- |
| **TOPIC**: Nutrition report and practical | **MARKS:** /35  |
| **SUBMISSION REQUIREMENTS:** Term 3, Week 4 Thursday 9th August 2023Theory to be submitted via CANVAS. | **WEIGHTING:** 35%  |
| **OUTCOMES TO BE ASSESSED:**P2.1 - **Explains** the role of food nutrients in human nutritionP3.2 - **Presents** ideas in written, graphic and oral form using computer software where appropriateP4.3 - **Selects** foods, **plans** and prepares meals/diets to achieve optimum nutrition for individuals and groups  |
| **DIRECTIONAL VERBS:****Explain** – show cause and effect or how and why**Presents** –to deliver information **Select** - carefully choose as being the best or most suitable **Plan** - design or make a plan of  |
| **TASK DESCRIPTION:****Part A** (20 marks)You are to write a report which **explains** the role of food nutrients in human nutrition, specifically the interrelationships between nutrients which benefit teenagers. You must report on THREE of the following interrelationships: * iron and vitamin C
* iron and fibre
* calcium and phosphorous
* calcium and vitamin D
* calcium and fibre
* calcium and lactose
* folate and vitamin B12
* sodium and potassium

**Part B** (15 marks)**Plan** a three-day meal plan for a specific group. To do this you will: * present information on the life cycle stage – teenagers (1 paragraph)
* use the three interrelationships between nutrients that you wrote about in Part A to inform your food choices
* **plan** a three-day meal plan which includes **selected** foods that would ensure that this group achieves optimum nutrition
 |
| **ASSESSMENT CRITERIA:**You will be assessed on your ability to: **PART A**Explain the role of nutrients in the body, specifically the interrelationships between nutrients by using correct terminology and covering the following areas:* Stage of the life cycle – teenagers. Write *at least* one paragraph on the nutritional needs of this group
* Choose nutrient pairs (interrelationships) which greatly benefit the life cycle stage of teenagers
* The main features of each nutrient group you. For example – if you choose iron and vitamin C you must explain the main features of BOTH iron and vitamin C
* How the two nutrients work together to improve each other in terms of how the nutrients are digested by the body and their role in the body
* List at least six food sources for each nutrient interrelationship
* Signs and symptoms of a deficiency of each nutrient group
* Overall health effect of a nutrient deficiency on the body

**PART B** Plan a three-day menu suitable for teenagers by:* Creating a menu for breakfast, morning tea, lunch, afternoon tea and dinner including drinks
* Creating a menu which covers all the nutrient interrelationships explained in Part A that are essential to the nutrition of teenagers
* Presenting your menu in a clear way which includes name of mealtime, name of recipe, list of ingredients (quantities not needed), nutrients included in meal
* Using the template provided to create your meal plan
 |

|  |
| --- |
|  **ASSESSMENT MARKING CRITERIA** |
| **PART A:** A student **explains** the role of three interrelationships of nutrientsP2.1 - **Explains** the role of food nutrients in human nutritionP3.2 - **Presents** ideas in written, graphic and oral form using computer software where appropriate | **Mark** | **Grade** |
| * A student **explains**, to an outstanding level, the role of three interrelationships, through the inclusion of all of the following:
* *Subject specific terminology used extensively and accurately*
* *A thoroughly detailed, accurate and clearly written report on three nutrient interrelationships which covers:*
* *All of the main features of each nutrient group*
* *Information on how the two nutrients work together to improve each other’s absorption in the body*
* *Clearly defined role of the nutrient in the body*
* *How the nutrient is digested in the body*
* *Listing at least six food sources for each nutrient interrelationship*
* *Signs and symptoms of a deficiency of each nutrient group*
* *Overall health effect of a deficiency on the body*
 | 17- 20 | A |
| * A student **explains**, to a high level, the role of three interrelationships, through the inclusion of all of the following:
* *Subject specific terminology used accurately*
* *A detailed, accurate and clearly written report on three nutrient interrelationships which covers:*
* *All of the main features of each nutrient group*
* *Information on how the two nutrients work together to improve each other’s absorption in the body*
* *Clearly defined role of the nutrient in the body*
* *How the nutrient is digested in the body*
* *Listing at least six food sources for each nutrient interrelationship*
* *Signs and symptoms of a deficiency of each nutrient group*
* *Overall health effect of a deficiency on the body*
 | 13-16 | B |
| * A student **explains**, to a sound level, the role of three interrelationships, through the inclusion of most of the following:
* *Subject specific terminology is used*
* *A clearly written report on three nutrient interrelationships which covers:*
* *Most of the main features of each required nutrient group*
* *Information on how the two nutrients work together to improve each other’s absorption in the body*
* *Information on the role of the nutrient in the body*
* *How the nutrient is digested in the body*
* *Listing at least six food sources for each nutrient interrelationship*
* *Signs and symptoms of a deficiency of each nutrient group*
* *Overall health effect of a deficiency on the body*
 | 9-12 | C |
| * A student **explains**, to a basic level, the role of three interrelationships, through the inclusion of some of the following:
* *Some subject specific terminology used*
* *A brief report on at least one of the nutrient interrelationships which covers some of the following:*
* *At least two of the main features of each nutrient group*
* *Some information on how the two nutrients work together to improve each other’s absorption in the body*
* *Some information on the role of the nutrient in the body*
* *Some information on how the nutrient is digested in the body*
* *Listing at least four food sources for each nutrient interrelationship*
* *Some signs and symptoms of a deficiency of each nutrient group*
* *Brief information on the health effect of a deficiency on the body*
 | 5-8 | D |
| * A student **explains**, to a limited level, the role of three interrelationships, through the inclusion of at least one of the following:
* *Subject specific terminology used at least once*
* *A minimal amount of information written on at least one nutrient interrelationship which covers:*
* *At least one of the main features of some of the nutrient groups*
* *A minimal amount of information on how the two nutrients work together to improve each other’s absorption in the body*
* *A minimal amount of information on the role of the nutrient in the body*
* *A minimal amount of information on how the nutrient is digested in the body*
* *Listing at least two food sources for at least one nutrient interrelationship*
* *At least two signs and symptoms of a deficiency of each nutrient group*
* *A minimal amount of information on the health effect of a deficiency on the body*
 | 1-4 | E |

|  |
| --- |
| **ASSESSMENT MARKING CRITERIA** |
| **PART B:** A student plans a three-day meal plan P3.2 - **Presents** ideas in written, graphic and oral form using computer software where appropriateP4.3 - **Selects** foods, **plans** and prepares meals/diets to achieve optimum nutrition for individuals and groups | **Mark** | **Grade** |
| * A student creates a three-day meal plan, to an outstanding level, by **selecting** foods suitable for teenagers and **planning** a menu, through the inclusion of all of the following:
* *The life cycle stage and nutritional needs of teenagers are clearly and accurately described*
* *Clearly presented and thoroughly detailed three-day meal plan which meets all of the nutritional needs of teenagers*
* *All meals use one or more interrelationship of nutrients from Part A*
* *Breakfast, morning tea, lunch, afternoon tea and dinner are all included in the menu*
* *Each meal is named, all ingredients are listed and nutrient interrelationships are listed*
 | 13-15 | A |
| * A student creates a three-day meal plan, to a high level, by **selecting** foods suitable for teenagers and **planning** a menu, through the inclusion of all of the following:
* *The life cycle stage and nutritional needs of teenagers are accurately described*
* *Clearly presented three-day meal plan which meets all of the nutritional needs of teenagers*
* *All meals use one or more interrelationship of nutrients from Part A*
* *Breakfast, morning tea, lunch, afternoon tea and dinner are included in the menu*
* *Each meal is named, all ingredients are listed and nutrient interrelationships are listed*
 | 10-12 | B |
| * A student creates a three-day meal plan, to a sound level, by **selecting** foods suitable for teenagers and **planning** a menu, through the inclusion of most of the following:
* *The life cycle stage and nutritional needs of teenagers are described*
* *A three-day meal plan which meets most of the nutritional needs of teenagers*
* *Most meals use one interrelationship of nutrients from Part A*
* *Breakfast, morning tea, lunch, afternoon tea and dinner are included in the menu*
* *Each meal is named, all ingredients are listed and nutrient interrelationships are listed*
 | 7-9 | C |
| * A student creates a three-day meal plan, to a basic level, by **selecting** foods suitable for teenagers and **planning** a menu, through the inclusion of some of the following:
* *The life cycle stage and nutritional needs of teenagers are briefly described*
* *A three-day meal plan which meets some of the nutritional needs of teenagers, which may not be complete*
* *Some meals use one interrelationship of nutrients from Part A*
* *Breakfast, morning tea, lunch, afternoon tea and dinner may be or may not be included in the menu*
* *Some meals are named, some ingredients are listed and some nutrient interrelationships are listed*
 | 4-6 | D |
| * A student creates a three-day meal plan, to a limited level, by **selecting** foods suitable for teenagers and **planning** a menu, through the inclusion of at least one of the following:
* *The life cycle stage and nutritional needs of teenagers may be identified*
* *An incomplete three-day meal plan which meets some of the nutritional needs of teenagers*
* *At least one meal may or may not use one or more interrelationship of nutrients from Part A*
* *Breakfast, morning tea, lunch, afternoon tea and dinner may or may not be included in the menu*
* *At least one meal is named, some ingredients are listed and at least one nutrient interrelationship is listed*
 | 1-3 | E |