YEAR 11 Food Technology

Nutrition

Assessment Task 2023

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| **TOPIC**: Nutrition report and practical | **MARKS:** /35 |
| **SUBMISSION REQUIREMENTS:** Term 3, Week 4 Thursday 9th August 2023  Theory to be submitted via CANVAS. | **WEIGHTING:** 35% |
| **OUTCOMES TO BE ASSESSED:**  P2.1 - **Explains** the role of food nutrients in human nutrition  P3.2 - **Presents** ideas in written, graphic and oral form using computer software where appropriate  P4.3 - **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 | |

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| **ASSESSMENT MARKING CRITERIA** | | |
| **PART A:** A student **explains** the role of three interrelationships of nutrients  P2.1 - **Explains** the role of food nutrients in human nutrition  P3.2 - **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 |

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| **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 appropriate  P4.3 - **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 |