Year 9 Food Technology

Food in Australia Assessment Task 2023

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| **TOPIC**: Food in Australia – Infographic & ALARM Scaffold | **MARKS:** /20 |
| **SUBMISSION REQUIREMENTS:**  Term 4, Week 3 - Thursday 26th October 2023 via CANVAS |  |
| **OUTCOMES TO BE ASSESSED:**  FT5-6 – **Describes** the relationship between food consumption, the nutritional value of food and the health of individuals and communities.  FT5-13 – **Evaluates** the impact of activities related to food on the individual, society and the environment | |
| **DIRECTIONAL VERBS:**  **Describe:** Provide characteristics and features  **Evaluate:** Make a judgement based on criteria; determine the value of | |
| **TASK DESCRIPTION:**  This assessment task contains two parts and must be completed individually.  **Part A: Infographic or Poster (10 marks)**  Students must create a *visually appealing* poster or infographic, which identifies and **describes** Indigenous Australian Foods (“bush tucker”).  **Part B: ALARM Scaffold (10 marks)**  Students must **evaluate** the impact of processed foods and Australian native foods on the individual, society and the environment in the form of an *ALARM Scaffold.* | |
| **ASSESSMENT CRITERIA:**  **PART A: Infographic or Poster (10 marks)**  Students are to create a *visually appealing* poster or infographic (or series of posters) using Word, Google Docs, Canva or Photoshop, which identifies and **describes** Indigenous Australian food sources (“bush tucker”). Your poster must include a minimum of 5 traditional animal food sources & 5 traditional plant food sources,  For each traditional food source, you must include:  - the name  - a picture  - a description relating to how the food is gathered/cooked/prepared, the nutritional value and how it can improve health.  **Part B: ALARM Scaffold (10 marks)**  Using the Food in Australia course notes on CANVAS, students must ***evaluate*** *the impact of processed foods and Indigenous Australian food sources on the individual, society and the environment in the form of an ALARM Scaffold, which can be accessed on CANVAS.* | |

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| **ASSESSMENT MARKING CRITERIA** | | |
| **Part A: Infographic or Poster (10 marks)**  FT5-6 – A student **describes** the relationship between food consumption, the nutritional value of food and the health of individuals and communities by creating a poster or infographic describing Indigenous Australian food sources (“bush tucker”). | **Mark** | **Grade** |
| A student **describes** the relationship between food consumption, the nutritional value of food and the health of individuals and communities by creating a poster or infographic (or series of posters) describing Indigenous Australian food sources to an *outstanding* level, through the inclusion of the following:   * *a minimum of 5 traditional animal food sources including a picture of each* * *a minimum of 5 traditional plant food sources including a picture of each* * *a comprehensive description relating to how the food is gathered/cooked/prepared, the nutritional value and how it can improve health.* * *a well-planned, logical layout that has exemplary visual appeal* | 9 - 10 | A |
| A student **describes** the relationship between food consumption, the nutritional value of food and the health of individuals and communities by creating a poster or infographic (or series of posters) describing Indigenous Australian food sources to a *high* level, through the inclusion of the following:   * *4-5 traditional animal food sources including a picture of each* * *4-5 traditional plant food sources including a picture of each* * *a detailed description relating to how the food is gathered/cooked/prepared, the nutritional value and how it can improve health.* * *a clear layout that has visual appeal* | 7 - 8 | B |
| A student **describes** the relationship between food consumption, the nutritional value of food and the health of individuals and communities by creating a poster or infographic (or series of posters) describing Indigenous Australian food sources to a *sound* level, through the inclusion of the following:   * *3-5 traditional animal food sources including a picture of each* * *3-5 traditional plant food sources including a picture of each* * *a description relating to how the food is gathered/cooked/prepared, the nutritional value and how it can improve health.* * *Satisfactory layout* | 5 - 6 | C |
| A student **describes** the relationship between food consumption, the nutritional value of food and the health of individuals and communities by creating a poster or infographic (or series of posters) describing Indigenous Australian food sources to a *basic* level, that may include some the following   * *1-2 traditional animal food sources including a picture of each* * *1-2 traditional plant food sources including a picture of each* * *Brief information that relates to how the food is gathered/cooked/prepared, the nutritional value and how it can improve health.* * *Unclear layout* | 3 - 4 | D |
| A student **describes** the relationship between food consumption, the nutritional value of food and the health of individuals and communities by creating a poster or infographic (or series of posters) describing Indigenous Australian food sources to a *limited* level, and may include a few of the following:     * *a traditional animal food source – may or may not include a picture* * *a traditional plant food source – may or may not include a picture* * *some information that may or may not relating to how the food is gathered/cooked/prepared, the nutritional value and how it can improve health.* * *disorganised layout that may be difficult to follow* | 1 – 2 | E |

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| **ASSESSMENT MARKING CRITERIA** | | |
| **PART B – ALARM Scaffold (10 marks):**  FT5-13 – A student ***evaluates*** *the impact of processed foods and Indigenous Australian food sources on the individual, society and the environment* | **Mark** | **Grade** |
| A student effectively **evaluates** the impact of processed foods and Indigenous Australian food sources on the individual, society and the environment at an *outstanding level* through the inclusion of the following:   * *Accurate and clear examples of the processed foods and Indigenous Australian food sources* * *Accurate and clear examples of the impact of processed foods and Indigenous Australian food sources on individuals* * *Accurate and detailed judgement on the impact of processed foods and Indigenous Australian food sources on Australian society & the environment* * *A thorough and detailed ALARM scaffold* | 9 - 10 | A |
| A student thoroughly **evaluates** the impact of processed foods and Indigenous Australian food sources on the individual, society and the environment at a *high level* through the inclusion of the following:   * *Clear examples of the processed foods and Indigenous Australian food sources* * *Clear examples of the impact of processed foods and Indigenous Australian food sources on individuals* * *Detailed judgement on the impact of processed foods and Indigenous Australian food sources on Australian society & the environment* * *A detailed ALARM scaffold* | 7 - 8 | B |
| A student **evaluates** the impact of processed foods and Indigenous Australian food sources on the individual, society and the environment at a *sound level* through the inclusion of most of the following:   * *Some examples of processed foods and Indigenous Australian food sources* * *Some examples of the impact of processed foods and Indigenous Australian food sources on individuals* * *Judgement on the impact of processed foods and Indigenous Australian food sources on Australian society & the environment, which is lacking detail* * *An adequate ALARM scaffold* | 5 – 6 | C |
| A student briefly **evaluates** the impact of processed foods and Indigenous Australian food sources on the individual, society and the environment at a *basic level* through the inclusion of some of the following:   * *At least one example of processed foods and Indigenous Australian food sources* * *At least one example of the impact processed foods and Indigenous Australian food sources on individuals* * *Brief notes on the impact of processed foods and Indigenous Australian food sources on Australian society & the environment, which may be incorrect or incomplete* | 3 - 4 | D |
| A student makes little attempt to **evaluate** the impact of processed foods and Indigenous Australian food sources on the individual, society and the environment at a *limited level* through the inclusion a few of the following:   * *may or may not include an example of processed foods and Indigenous Australian food sources* * *may or may not include an example of the impact processed foods and Indigenous Australian food sources on individuals* * *One comment or note the impact of processed foods and Indigenous Australian food sources on Australian society & the environment which may be incorrect or incomplete* | 1 - 2 | E |