



<b>Sample assessment task</b>	
<b>Year level</b>	7
<b>Learning area</b>	Technologies
<b>Subject</b>	Design and Technologies: Food specialisations
<b>Title of task</b>	Nutritional information poster
<b>Task details</b>	
<b>Description of task</b>	Students will investigate three nutrients from the Australian Dietary Guidelines. They will choose one to create an informative poster.
<b>Type of assessment</b>	Formative
<b>Purpose of assessment</b>	Students to understand the nutritional value of a nutrient prior to embarking on cooking exercise
<b>Assessment strategy</b>	Visual representation
<b>Evidence to be collected</b>	<ul style="list-style-type: none"> <li>• Planning and research</li> <li>• Poster</li> </ul>
<b>Suggested time</b>	2 x 1 hour lessons
<b>Content description</b>	
<b>Content from the Western Australian Curriculum</b>	<p><b>Knowledge and understanding</b></p> <p><b>Food specialisations</b> Nutritional value and physical properties of food determine preparation techniques and presentation</p> <p><b>Processes and production skills</b></p> <p><b>Investigating and defining</b> Define and break down a given task, identifying the purpose</p> <p><b>Investigating and defining</b> Consider components/resources to develop solutions, identifying constraints</p> <p><b>Designing</b> Design, develop, review and communicate design ideas, plans and processes within a given context, using a range of techniques, appropriate technical terms and technology</p> <p><b>Designing</b> Follow a plan designed to solve a problem, using a sequence of steps</p> <p><b>Producing and implementing</b> Safely make solutions using a range of components, equipment and techniques</p> <p><b>Evaluating</b> Independently apply given contextual criteria to evaluate design processes and solutions</p>
<b>Task preparation</b>	
<b>Prior learning</b>	Students have prior knowledge of calcium, salt and fat and the influence these three nutrients have in developing nutritious meals.
<b>Assessment differentiation</b>	<p>Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p>

## Assessment task

**Assessment  
conditions**

Individual task

## **Instructions for teacher**

### **Lesson 1**

**Prior knowledge:** three weeks on sugar, fat and salt with a practical for each lesson content

1. Introduction to the nutritional information poster – Purpose is to create a nutrition poster on one nutrient to promote the health benefits to assist teenagers (target audience) to make healthy food choices.
2. Nutritional poster is to be informative and engaging for a teenage target audience.
3. Students to start their research in the library, or in classroom if resources are available.

### **Lesson 2**

1. Students complete their research in the library to use at home to complete their nutrition information poster.
2. Posters will be assessed by other Food Specialisations staff with a nutrient reward and with the poster being displayed in the cooking rooms.

## Instructions to students

# *Nutritional Information Poster*



**Task marks** - 17 marks

### **Task description:**

You are to pick one of the nutrients listed below that you've been studying over the last three weeks. Once you have selected your nutrient, you will be required to create an informative poster that can be used as a display around the classroom.

- Fat
- Sugar
- Salt ( Sodium)

After selecting your nutrient, use the criteria below to create your poster.

You will be given two lessons in the library to complete your poster research.

You will need to find information from at least two websites and one from a written source (books, magazines).

Rewrite and **summarise** the information you find from your chosen resources, not just cut/copy and paste.

### **Worksheet/booklet for students**

**Title and student name**

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**Definition of your chosen nutrient**

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**Foods that are good sources of your chosen nutrient**

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**How does the body digest your chosen nutrient (include at least one picture)**

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**Three images that contain your chosen nutrient**

**Over-consumption of your chosen nutrient**

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**Under-consumption of your chosen nutrient**

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**Recommended daily intake of your chosen nutrient (adolescents)**

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**References**

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## Sample marking key

<b>Nutrition information poster</b>	
<b>Description</b>	<b>Marks</b>
<b>Nutrition information</b>	
Detailed description of the chosen nutrient (6 questions).	6
Description of the chosen nutrient.	4–5
Basic description of the nutrient.	1–3
<b>Subtotal</b>	<b>6</b>
<b>Description</b>	<b>Marks</b>
<b>Pictures</b>	
Includes three relevant, interesting pictures of food sources of the nutrient.	3
Includes two pictures of food sources of the nutrient.	2
Includes one picture of a food source of the nutrient.	1
<b>Subtotal</b>	<b>3</b>
<b>Description</b>	<b>Marks</b>
<b>Poster presentation</b>	
Poster meets all of the requirements of a poster format.	4–5
Poster meets most of the requirements of a poster format.	2–3
Poster meets some of the requirements of a poster format.	1–2
<b>Subtotal</b>	<b>5</b>
<b>Description</b>	<b>Marks</b>
<b>References</b>	
Three relevant references included.	3
Some references used.	1–2
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>17</b>





## ACKNOWLEDGEMENTS

Food image

Stux. (2013). [Image of food spelling the word food]. Retrieved December, 2017, from <https://pixabay.com/en/eat-food-nutrition-feed-logo-191902/>