



SAMPLE ASSESSMENT TASKS

FOOD SCIENCE AND TECHNOLOGY
GENERAL YEAR 12

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Sample assessment task

Food Science and Technology – General Year 12

Task 1 – Unit 3

Assessment type: Response

Conditions

Time for the task: 40 minutes

In-class test to be completed under test conditions

Answer all questions

Task weighting

5% of the school mark for this pair of units

Test – Nutrition for health **(40 marks)**

1. (a) Identify **two** main categories of vitamins. Name **one** vitamin in each category. (4 marks)

(i) _____

(ii) _____

(b) Describe the main differences between the two categories of vitamins. (3 marks)

2. (a) Briefly explain why vitamin C should be consumed every day. (2 marks)

(b) Identify **two** benefits of consuming vitamin C. (2 marks)

(i) _____

(ii) _____

3. Many areas of Australia enjoy extended periods of warm, sunny weather conditions.

(a) Discuss **two** reasons why Australians may be deficient in vitamin D. (4 marks)

(i) _____

(ii) _____

(b) Identify **two** ways office workers in Australia could increase their vitamin D intake. (2 marks)

(i) _____

(ii) _____

(c) Identify the condition associated with a deficiency of vitamin D. Outline the signs of vitamin D deficiency. (2 marks)

Condition: _____

4. Anaemia is a common deficiency condition in Australia.

- (a) Discuss the under-consumption of nutrients related to anaemia. Include the common symptoms of anaemia. (3 marks)

- (b) Discuss why vegetarians and women may be at greater risk of developing anaemia. (3 marks)

5. Discuss the under-consumption of nutrients associated with constipation. Make recommendations to improve the nutrient imbalance. (3 marks)

6. Describe the deficiency condition osteoporosis and its effect on long-term health. (3 marks)

7. The B group vitamins work together to release energy from carbohydrates, proteins and fats. Name **three** vitamins in the B group. (3 marks)

8. Good food sources of sodium include fresh, unprocessed foods, such as vegetables.

(a) Briefly discuss why Australians tend to consume too much sodium. (2 marks)

Dietary guidelines recommend that Australians choose low-salt foods and use salt sparingly.

(b) Outline **four** tips to reduce salt in the diet. (4 marks)

Marking key for sample assessment task 1 – Unit 3

1. (a) Identify **two** main categories of vitamins. Name **one** vitamin in each category.

Description	Marks
Accurately identifies two main categories of vitamins; correctly names one vitamin for each category	4
Accurately identifies two main categories of vitamins; correctly names one vitamin for one category only	3
Accurately identifies one main category of vitamins and correctly names one vitamin for that category	2
Accurately identifies one main category of vitamins; no correctly named vitamin	1
Total	/4
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> fat-soluble vitamins, such as vitamin A, vitamin D water-soluble vitamins, such as vitamin B1 (thiamine), vitamin B2 (riboflavin), vitamin B3 (niacin), vitamin C (ascorbic acid) 	

- (b) Describe the main differences between the two categories of vitamins.

Description	Marks
Provides an accurate description of the main differences between the two categories of vitamins	3
Provides a general description of differences between the two categories of vitamins	2
Provides a brief, limited statement on differences; may note one or two vitamins	1
Total	/3
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> fat-soluble vitamins: soluble in lipids, stored in body tissues, tend to remain there for a period of time water-soluble vitamins: soluble in water, not stored in body for extended period of time, easily lost through urination 	

2. (a) Briefly explain why vitamin C should be consumed every day.

Description	Marks
Provides a brief, accurate explanation why vitamin C should be consumed every day	2
Provides a general explanation why vitamin C should be consumed every day	1
Total	/2
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> vitamin C is water soluble, not stored in the body, excess is lost through urination and, hence, needs to be replaced every day 	

(b) Identify **two** benefits of consuming vitamin C.

Description	Marks
For each of two reasons:	
Provides valid and relevant reason for including vitamin C in the diet	1
Total	/2
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> prevents scurvy, a deficiency of vitamin C disease the formation of connective tissue (collagen), cells in blood vessels, skin and other body tissues development of healthy gums and teeth 	

3. (a) Discuss **two** reasons why Australians may be deficient in vitamin D.

Description	Marks
For each of two reasons:	
Provides a detailed, accurate description why Australians may be deficient in vitamin D	2
Provides a general description why Australians may be deficient in vitamin D	1
Total	/4
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> limited exposure to sunlight due to working indoors during sunlight hours not consuming the recommended daily intake of vitamin D; limited consumption of food rich in vitamin D sources, such as fish, fish oils, egg yolks, cheese, beef, liver; strict vegan diet wearing long robes and/or head coverings being homebound darker skin; increased skin pigmentation older adults; may produce less vitamin D as they get older 	

(b) Identify **two** ways office workers in Australia could increase their vitamin D intake.

Description	Marks
Correctly identifies two valid ways office workers could increase their vitamin D intake	2
Correctly identifies one valid way office workers could increase their vitamin D intake	1
Total	/2

(c) Identify the condition associated with a deficiency of vitamin D. Outline the signs of vitamin D deficiency.

Description	Marks
Correctly identifies the condition associated with vitamin D deficiency as rickets	1
Provides an accurate outline of the signs of vitamin D deficiency	1
Total	/2

4. (a) Discuss the under-consumption of nutrients related to anaemia. Include the common symptoms of anaemia.

Description	Marks
Provides an accurate description of developing anaemia as a result of an under-consumption of iron rich foods OR iron not being absorbed; a reduction of red blood cells, lack of oxygen to cells leading to fatigue, feeling weak, tiredness and general ill-health	3
Provides a general description of developing anaemia, reference to a diet low in iron; lack of oxygen, draws some connection to fatigue, tiredness	2
Provides a brief, limited statement of anaemia and lack of iron, vague connection to fatigue, tiredness	1
Total	/3

- (b) Discuss why vegetarians and women may be at greater risk of developing anaemia.

Description	Marks
Provides an accurate description of the need for food sources rich in iron, some of which may not be suitable for vegetarian diets; for example, red meat; compensate for blood loss due to menstruation	3
Provides a general description of the need for iron and notes food source; some connection to vegetarian diets; blood loss due to menstruation	2
Provides a brief, limited description of anaemia; vague connection to vegetarian diet and menstruation	1
Total	/3

5. Discuss the under-consumption of nutrients associated with constipation. Make recommendations to improve the nutrient imbalance.

Description	Marks
Provides a detailed, accurate description of how the under-consumption of insoluble and soluble fibre, and water, contributes to constipation; recommendation to improve nutrient imbalance by increasing fibre intake from a variety of nutrient-dense foods, such as high-fibre breakfast cereals, vegetables and legumes	3
Provides a general description on an under-consumption of some nutrients, contributing to constipation; broad statement regarding the inclusion of high-fibre content foods in the diet, with examples	2
Provides a brief, limited statement related to constipation; lists a few high-fibre content foods	1
Total	/3

6. Describe the deficiency condition osteoporosis and its effect on long-term health.

Description	Marks
Provides a brief, accurate description of the development of osteoporosis due to calcium loss from bones; hence, thinning and weakening of bones to become fragile and fracture more easily; over time, can lead to changes in spine shape and loss of mobility	3
Provides a general description of osteoporosis and need for calcium in the diet; some connection to loss of bone strength; increased chance of bone fracture	2
Provides a limited statement on osteoporosis and little reference to long-term health implications	1
Total	/3

7. Name **three** vitamins in the B group.

Description	Marks
Correctly names three vitamins in the B group, which could include vitamin B1 (thiamine), vitamin B2 (riboflavin), vitamin B3 (niacin), for example	3
Correctly names two vitamins in the B group	2
Correctly names one vitamin in the B group	1
Total	/3

8. (a) Briefly discuss why Australians tend to consume too much sodium.

Description	Marks
Provides a description of the tendency of Australians to have a diet of mostly processed foods, such as ham, salami, cheeses, sauces, spreads, as well as snack foods (biscuits, crisps) and take-away meals, all of which are often high in salt	2
Provides a general statement on Australians consuming food high in salt	1
Total	/2

- (b) Outline **four** tips to reduce salt in the diet.

Description	Marks
For each of four tips, provides a valid way to reduce salt in the diet	1
Total	/4
Final total	/40
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> • use flavour alternatives (herbs, spices) • select 'reduced-salt' or 'low-salt' options • limit consumption of salted foods like bacon, corned beef • avoid salted snack foods like crisps, nuts • use small quantities of soy sauce, fish sauce, oyster sauce • avoid salty marinades • select fresh food alternatives, minimal processing 	

Sample assessment task

Food Science and Technology – General Year 12

Task 5 – Unit 3

Assessment type: Production

Conditions

Period allowed for completion of the task: three weeks

The evaluation will be conducted in class. The working time for the evaluation is 30 minutes.

Task weighting

10% of the school mark for this pair of units

Heat and eat meals

(47 marks)

Background scenario for the task

Kate and Pete live in an inner-city suburb. They both work full-time and are often at work by 7.30am. To avoid the mealtime rush at the end of the day, they are investigating a local catering service that delivers ‘heat and eat’ meals to the door. Although a little expensive, Kate and Pete feel the cost is worth it, as they do not have to shop for food, there is minimal food preparation and very little cleaning up.

Topp Catt catering delivers meals on Monday. There are four meals in the weekly plan. *Topp Catt* offers a free meal as a trial before customers commit to a meal plan. As an assistant at *Topp Catt*, your proposed product is a nutritious, tasty two-course meal incorporating a wet processing technique and a dry processing technique. The meal will be packaged, labelled and ready for delivery.

The technology process (notes)

(20 marks)

Before production, prepare notes and then use the technology process to:

- investigate **two** similar food caterers in the market and consider
 - labelling requirements (2 marks)
 - packaging alternatives (2 marks)
 - wet processing techniques (2 marks)
 - dry processing techniques (2 marks)
 - equipment and resources, such as time and skills required for the production and packaging of the proposed product (2 marks)
- devise a two-course meal and develop
 - a production plan (2 marks)
 - a food order; include specialised equipment, if required (2 marks)
 - a plan to trial a recipe or processing technique (2 marks)
 - suitable packaging and presentation ideas for the meal (2 marks)
 - a label, incorporating heating and serving instructions (2 marks)

During production

- produce and package a high quality two-course meal suitable for delivery and ready to heat and eat

After production

- evaluate the meal on the day of preparation and record the sensory properties and any issue with ingredients, production plan, food order, equipment use, application of the processing techniques and packaging
- outline other issues that may have impacted on the production process
- consider class members as potential customers and include their feedback into your evaluation.

The technology process notes developed for the proposed product may be used during the in-class writing of the evaluation. Notes on the technology process are to be submitted at the conclusion of the evaluation.

Evaluation**(27 marks)**

The technology process notes developed for the proposed product may be used during the in-class writing of the evaluation. Notes on the technology process are to be submitted at the conclusion of the evaluation.

For the evaluation process, reflect on your planning, compliance with the proposal and note any modifications or changes that were necessary during production.

Work independently and reflect on the following criteria:

1. (a) Product's compliance with the proposal

Discuss the product's compliance with the proposal; that is, a two-course meal, incorporating wet processing technique, dry processing technique, packaged, labelled and readiness for delivery. (5 marks)

(b) Briefly describe **five** food labelling requirements. (5 marks)

2. Product's sensory properties

Describe the product's sensory properties (i.e. the variety and mix of sensory properties).

(3 marks)

3. Selection of processing techniques

Discuss the selection of a wet processing technique and a dry processing technique. Note the results from the trial process.

(6 marks)

4. Selection of equipment and resources

Justify the selection and use of equipment and resources. Support your answer with an example.

(2 marks)

5. Time requirements

Discuss timing, as outlined in the production plan; note any issues.

(3 marks)

6. Summary

Make a concluding statement. Justify why your proposed product is or is not suitable for inclusion in the *Topp Catt* range of heat and eat meals.

(3 marks)

Marking key for sample assessment task 5 – Unit 3

The technology process (notes)

(20 marks)

Description	Marks
Investigate	/10
Labelling requirements	
Notes accurately detail labelling requirements	2
Notes detail a labelling requirement	1
Packaging alternatives	
Notes accurately detail packaging options	2
Notes relate to one packaging option	1
Wet processing techniques	
Notes accurately detail wet processing techniques	2
Notes detail a wet processing technique	1
Dry processing techniques	
Notes accurately detail dry processing techniques	2
Notes detail a dry processing technique	1
Equipment and resources	
Notes accurately detail required equipment and resources	2
Notes detail a required equipment or resource	1
Devise	/10
Production plan	
Notes accurately detail a production plan	2
Notes relate to some aspect of the production plan	1
Food order	
Notes accurately detail a food order, with specialised equipment, if necessary	2
Notes relate to some aspect of the food order	1
Trial	
Notes accurately detail trial of recipe or processing technique	2
Notes relate to some aspect of trialling a recipe or processing technique	1
Packaging and presentation	
Notes accurately detail suitable packaging and presentation ideas	2
Notes relate to some aspect of packaging and presentation	1
Food label	
Notes accurately relate to development of food labels, heating and serving instructions	2
Notes relate to a food label, heating or serving instruction	1
Total	/20

Evaluation

(27 marks)

1. (a) Product's compliance with the proposal

Discuss the product's compliance with the proposal; that is, a two-course meal, incorporating wet processing technique, dry processing technique, packaged, labelled and readiness for delivery.

Description	Marks
Provides a comprehensive and detailed description of how the product complies with the proposal, including relevant evidence, such as two-course meal, wet and dry processing techniques, packaged, appropriate information on the label, 'heat and eat' ready	5
Provides a comprehensive description of how the product complies with the proposal, including relevant evidence	4
Provides a general description of how the product meets some of the compliance requirements, including some relevant evidence	3
Provides a brief description of how the product possibly meets two of the compliance requirements	2
Provides a limited statement on the product and how it meets one, or maybe two, of the compliance requirements	1
Total	/5

(b) Briefly describe five food labelling requirements.

Description	Marks
For each of five brief descriptions:	
Provides an accurate food labelling requirement	1
Total	/5

2. Product's sensory properties

Describe the product's sensory properties (i.e. the variety and mix of sensory properties).

Description	Marks
Provides an extensive description of the variety and mix of sensory properties that enhance the final product	3
Provides a general description of the mix of sensory properties evident in the final product	2
Provides a limited, brief description of some sensory properties evident in the final product	1
Total	/3

3. Selection of processing techniques
Discuss the selection of a wet processing technique and a dry processing technique. Note the results from the trial process.

Description	Marks
For each of two processing techniques:	
Provides an accurate description of the selected processing technique, with relevant consideration of the results from the trial process	3
Provides a general description of the selected processing technique, with some consideration of the results from the trial process	2
Provides a brief, limited description of the selected processing techniques, with little or no consideration of the results from the trial process	1
Total	/6

4. Selection of equipment and resources
Justify the selection and use of equipment and resources. Support your answer with an example.

Description	Marks
Provides justification for the appropriate selection and use of identified equipment and resources (if relevant); uses example	2
Provides little or no justification for the selection and use of equipment or resources; no example	1
Total	/2

5. Time requirements
Discuss timing, as outlined in the production plan; note any issues.

Description	Marks
Provides a detailed production plan, noting adjustments to: timing (if necessary), time saving practices, efficient use of equipment; and makes valid recommendations to alter sequencing of processes	3
Provides a general production plan, noting some adjustments to: timing (if necessary), elements of time saving, use of equipment; and makes some recommendations to adjust sequencing of processes	2
Provides a simplistic production plan and makes a brief comment on timing	1
Total	/3

6. Summary
Make a concluding statement. Justify why your proposed product is or is not suitable for inclusion in the *Topp Catt* range of heat and eat meals.

Description	Marks
Provides a detailed concluding statement justifying whether the selection of the proposed product is or is not suitable for the <i>Topp Catt</i> range of heat and eat meals	3
Provides a general concluding statement with limited justification as to whether the proposed product is or is not suitable for the <i>Topp Catt</i> range of heat and eat meals	2
Provides a limited concluding statement, with no justification as to whether the proposed product is or is not suitable for the <i>Topp Catt</i> range of heat and eat meals	1
Total	/3
Subtotal	/27
Final total	/47

Sample assessment task

Food Science and Technology – General Year 12

Task 6 – Unit 4

Assessment type: Investigation

Conditions

Period allowed for completion of the task: three weeks

In-class validation (short answer) at the completion of the investigation; suggested working time is 40 minutes

Task weighting

15% of the school mark for this pair of units

Dietary planning

(47 marks)

Investigate the:

- nutritional needs of a demographic group, such as adolescents
- use of either the *Healthy Eating Pyramid (Nutrition Australia May 2015)*, *Australian Guide to Healthy Eating*, or *Australian Dietary Guidelines* for dietary planning
- modification and fortification of foods by altering nutrient content
- influences on nutritional wellbeing of individuals.

Prepare notes on the following investigation (research notes).

(20 marks)

- Determine how the health, food-related profile of a selected demographic group influences dietary planning strategies and the nutritional needs of the group. Include anecdotal evidence to support your findings.
Select a demographic group and investigate:
 - the health, food-related profile of the group (2 marks)
 - dietary planning strategies suitable for the group (2 marks)
 - the nutritional needs of the group. (2 marks)
- Determine how a food selection model can assist dietary planning for a demographic group. Use either the *Healthy Eating Pyramid (Nutrition Australia May 2015)*, *Australian Guide to Healthy Eating*, or *Australian Dietary Guidelines* food selection model to:
 - make suitable food choices (2 marks)
 - identify the recommended daily nutrition requirements (2 marks)
 - guide average serving sizes. (2 marks)

- Determine how modification and fortification of foods alter nutrient content and assist in dietary planning for a demographic group. Include at least one recipe to support your findings. Investigate how to alter nutrient content of foods through:
 - modification (2 marks)
 - fortification. (2 marks)

- Investigate how the nutritional wellbeing of individuals is influenced by:
 - lifestyle (2 marks)
 - cultural traditions. (2 marks)Include examples for each influence to support your findings.

The notes prepared and developed through your investigation of using a food selection model for dietary planning, the nutritional needs of a selected demographic group, the modification and fortification of foods by altering nutrient content, and influences on nutritional wellbeing, may be used during the in-class validation process.

Your notes are to be submitted at the conclusion of the validation (short answer) process.

Validation (short answer)**(27 marks)**

The validation (short answer) will be completed in class under test conditions.

The notes prepared and developed through your investigation of using a food selection model for dietary planning, the nutritional needs of a selected demographic group, the modification and fortification of foods by altering nutrient content, and influences on nutritional wellbeing, may be used during the in-class validation process.

Your notes are to be submitted at the conclusion of the validation (short answer) process.

Name the selected demographic group. _____

Answer the following questions based on the selected demographic group.

1. (a) Describe the health, food-related profile for the demographic group. Identify a significant feature of the group that could impact on health and briefly discuss why. (3 marks)

- (b) Outline the recommended daily nutrition requirements for the demographic group. Identify, with examples or anecdotal evidence, any significant nutritional issues within the group. (3 marks)

2. Select a food selection model. Demonstrate how this model can assist in dietary planning for the demographic group. Include:
- making suitable food choices
 - applying recommended daily nutrition requirements
 - average serving sizes. (3 marks)

Food selection model: _____

Making suitable food choices: _____

Applying recommended daily nutrition requirements: _____

Average serving sizes: _____

3. (a) Outline the process of modifying food to alter nutrient content. Provide **one** example to support your answer. (2 marks)

- (b) Describe the process of adding nutrients for the fortification of food. Provide **one** example to support your answer. (3 marks)

- (c) Determine how modification and fortification of food may assist in dietary planning for the demographic group. Provide **one** example of each to support your answer. (4 marks)

Modification: _____

Fortification: _____

4. Briefly describe how the nutritional wellbeing of individuals in the demographic group may be influenced by:
- lifestyle
 - cultural traditions.

Include **one** example for each influence to support your answer.

(6 marks)

Lifestyle: _____

Cultural traditions: _____

5. Plan a two-course meal for the demographic group. Interpret and adapt the recipes, including ingredient modifications or inclusion of fortified foods for the meal to be suitable for the group. (3 marks)

Marking key for sample assessment task 6 – Unit 4

Investigation (research notes)

(20 marks)

Description	Marks
Notes on the selected demographic group	/6
Health, food-related profile	
Notes accurately describe characteristics of the health, food-related profile	2
Notes describe a health or food-related characteristic	1
Dietary planning	
Notes accurately describe dietary planning strategies	2
Notes describe a dietary planning strategy	1
Nutritional needs	
Notes accurately describe nutritional needs	2
Notes describe a nutritional need	1
Notes on dietary planning for a demographic group using a food selection model	/6
Suitable food choices	
Notes accurately describe suitable food choices	2
Notes a suitable food choice	1
Daily nutrition requirements	
Notes accurately outline the recommended daily nutrition requirements	2
Notes outline a recommended daily nutrition requirement	1
Serving sizes	
Notes accurately describe recommended serving sizes	2
Notes describe broadly recommended serving sizes	1
Notes on altering nutrient content of foods for the demographic group	/4
Modification of food	
Notes accurately describe suitable modification of foods	2
Notes describe modification of a food	1
Fortification of food	
Notes accurately describe suitable fortification of foods	2
Notes describe fortification of a food	1
Notes on influences on nutritional wellbeing	/4
Lifestyle	
Notes accurately describe aspects of lifestyle influences	2
Notes describe a lifestyle influence	1
Cultural traditions	
Notes accurately describe aspects of cultural traditions influences	2
Notes describe a cultural tradition influence	1
Total	/20

Validation (short answer)

(27 marks)

1. (a) Describe the health, food-related profile for the demographic group. Identify a significant feature of the group that could impact on health and briefly discuss why.

Description	Marks
Provides a detailed, accurate description of the health, food-related profile for the group; identifies a significant feature of the group and makes direct links to negative impact on health	3
Provides a general description of the health, food-related profile for the group; identifies a feature of the group and makes some links to impact on health	2
Provides a brief, limited statement of the health, food-related profile for the group; names a feature of the group which may not link to health	1
Total	/3

- (b) Outline the recommended daily nutrition requirements for the demographic group. Identify, with examples or anecdotal evidence, any significant nutritional issues within the group.

Description	Marks
Outlines accurately the recommended daily nutrition requirements for the group; identifies significant nutritional issues, supported with relevant examples or anecdotal evidence	3
Outlines some of the recommended daily nutrition requirements mostly relevant for the group, with an example or anecdotal evidence of a nutritional issue	2
Outlines one or two nutrition requirements which may be relevant to the group; states a nutritional issue	1
Total	/3

2. Select a food selection model. Demonstrate how this model can assist in dietary planning for the demographic group. Include:

- making suitable food choices
- applying recommended daily nutrition requirements
- average serving sizes.

Description	Marks
Clearly demonstrates use of the model to assist in dietary planning, to include evidence of making suitable food choices; applies recommended daily nutrition requirements; notes serving sizes, which are relevant for the group	3
Demonstrates some use of the model to assist in dietary planning; includes some evidence of either making suitable food choices; applies recommended daily nutrition requirements; notes serving sizes, which are mostly relevant for the group	2
Demonstrates limited use of the model in dietary planning; limited evidence provided for food choices, nutrition requirement or serving sizes; may be relevant for the group	1
Total	/3

3. (a) Outline the process of modifying food to alter nutrient content. Provide **one** example to support your answer.

Description	Marks
Provides an outline of how food can be modified to alter nutrient content, such as reducing fat, sugar, salt content OR adding nutrients for added flavour, with one suitable example	2
Provides an outline of how food can be modified to alter nutrient content, with incorrect example OR Provides incorrect process for modifying food, one suitable example	1
Total	/2

- (b) Describe the process of adding nutrients for the fortification of food. Provide **one** example to support your answer.

Description	Marks
Provides a description of how food may be fortified to alter nutrient content, such as restoring nutrients lost during processing, increasing nutrient levels above those normally found in food and/or adding nutrients not normally found in food, with a relevant example	3
Provides a general description of how food may be fortified, with a relevant example	2
Provides a limited, brief statement of fortified food, with an example which may be relevant	1
Total	/3

- (c) Determine how modification and fortification of food may assist in dietary planning for the demographic group. Provide **one** example of each to support your answer.

Description	Marks
For each of modification and fortification:	
Provides an accurate account of the process in which nutrients may be added to food to supplement nutrient deficiencies OR to remove excess nutrients, relevant to the needs of demographic group; suitable example given	2
Provides a brief account of the process, mostly relevant to the demographic group; example may not be suitable	1
Total	/4

4. Briefly describe how the nutritional wellbeing of individuals in the demographic group may be influenced by:
- lifestyle
 - cultural traditions.

Include **one** example for each influence to support your answer.

Description	Marks
For each influence:	
Provides a concise description of how the influence may impact the nutritional wellbeing of individuals and links to the demographic group, with suitable example	3
Provides a general description of how the influence may impact the nutritional wellbeing of individuals and the demographic group, with example	2
Provides a brief description of how the influence may impact the nutritional wellbeing of individuals; example may be relevant	1
Total	/6

5. Plan a two-course meal for the demographic group. Interpret and adapt the recipes, including ingredient modifications or inclusion of fortified foods, for the meal to be suitable for the group.

Description	Marks
Provides an appropriate two-course meal for the group and adapt: ingredients and method choices; complement the recommended daily nutrition requirements, for appropriate serving sizes; and inclusion of modified or fortified foods	3
Provides a two-course meal for the group, with at least two relevant adaptations	2
Provides a simplistic, two-course meal for the group, with a relevant adaptation	1
Total	/3
Subtotal	/27
Final total	/47