

# Food & Nutrition 2019 v1.1

## Unit 2: Sample assessment instrument

September 2022

### Project — folio

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Schools develop internal assessments for each senior subject, based on the learning described in Units 1 and 2 of the subject syllabus. Each unit objective must be assessed at least once.

### Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. recognise and describe facts and principles related to food systems, consumer demand, labelling and food safety
2. explain ideas and problems related to current and emerging consumer food markets
3. analyse problems, information and data related to current and emerging consumer food markets
4. determine solution requirements and criteria for specific consumer food market problems
5. synthesise information and data to develop ideas for solutions related to consumer food market problems
6. generate consumer market solutions to provide data to determine the feasibility of the solution
7. evaluate and refine ideas and solutions to make justified recommendations for enhancement of consumer food market solutions
8. make decisions about and use mode-appropriate features, language and conventions for particular purposes and food and nutrition contexts.

<b>Subject</b>	Food & Nutrition
<b>Technique</b>	Project — folio
<b>Unit</b>	Unit 2: Food drivers and emerging trends
<b>Topic</b>	Topic 4: Food formulation for consumer markets

<b>Conditions</b>			
<b>Duration</b>	15 hours		
<b>Mode</b>	Written and visual	<b>Length</b>	10–12 A3 pages
<b>Individual/group</b>	Individual	<b>Other</b>	The table of contents and reference list are not included in the page count.
<b>Resources available</b>	Stimulus, experimental equipment, internet		
<b>Context</b>			
<p>This unit has covered a range of consumer food markets, including</p> <ul style="list-style-type: none"> <li>• ethical</li> <li>• time-poor</li> <li>• gourmet</li> <li>• solo</li> <li>• cultural food consumers.</li> </ul> <p>Consumer drivers are the factors that influence consumer demand for alternative food solutions. Formulation of alternative proteins to fulfil the needs of particular consumer markets would alleviate environmental concerns for many consumers. Consider the view that ‘diversifying our protein supply with sustainable ... options is critical to feeding the global population in the coming decades’ (Food Frontier n.d., <i>About Alternative Proteins</i>, <a href="http://www.foodfrontier.org/future-of-food">www.foodfrontier.org/future-of-food</a>).</p>			
<b>Task</b>			
<p>Select one consumer food market and identify a problem related to consumer demand for protein-based food. Using the provided stimulus, develop an alternative protein-based food solution for this consumer food market. Document the problem-solving process using written and visual modes of communication.</p>			
<b>To complete this task, you must:</b>			
<p>Use your knowledge of the facts and principles related to the food drivers and consumer demand for safe protein to:</p> <ul style="list-style-type: none"> <li>• explain food science ideas and the problem related to a current and emerging consumer food market</li> <li>• analyse <ul style="list-style-type: none"> <li>– the contextual stimulus, including stakeholder needs</li> <li>– information and data related to the properties and processing of protein-based food to identify essential characteristics and constraints and their relationship to the problem</li> <li>– the relevant personal, social, ethical, economic, environmental, legal and/or sustainability impacts and implications of the solution</li> <li>– the quality, functionality and reliability indicators for the consumer demand problem</li> </ul> </li> <li>• determine <ul style="list-style-type: none"> <li>– solution requirements to develop a brief</li> <li>– prescribed and self-determined criteria used to evaluate the solution</li> </ul> </li> </ul>			

- synthesise
  - food and nutrition information and data
  - primary experimental data about alternative ideas
  - alternative ideas to determine a proposed solution
- generate the proposed solution for the current and emerging consumer market problem to provide data to determine the feasibility of the solution
- evaluate and refine ideas and the solution, using self-determined criteria and generated data to recommend and justify enhancements to ideas and the solution for the current and emerging consumer market problem
- communicate
  - the application of the problem-solving process in response to the consumer market problem using written or visual features, e.g. annotations, diagrams, sketches, drawings, photographs, and a prototype
  - data using diagrams, tables, graphs and spreadsheets.

### Stimulus

See attached stimulus material.

### Checkpoints

- Term 2 Week 4: Teacher check in on student progress
- Term 2 Week 6: Complete draft submission 6–8 weeks after commencement

Criterion	Marks allocated	Result
<b>Recognising and explaining</b> Assessment objectives 1, 2		
<b>Analysing and determining</b> Assessment objectives 3, 4		
<b>Synthesising, generating and evaluating</b> Assessment objectives 5, 6, 7		
<b>Communicating</b> Assessment objective 8		
<b>Total</b>		

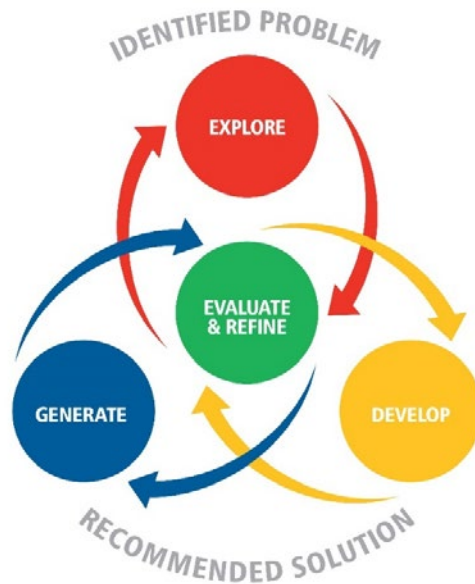
### Authentication strategies

- The teacher will provide class time for task completion.
- Students will provide documentation of their progress at indicated checkpoints.
- The teacher will collect copies of the student response and monitor at key junctures.
- The teacher will collect and annotate one draft.
- The teacher will conduct interviews or consultations with each student as they develop the response.
- Students must acknowledge all sources.

## Scaffolding

The folio is an individual written response that documents all activities you complete as you work through the stages of the Food & Nutrition problem-solving process. You can include graphs, tables, sketches or data from experiments, as well as other supporting evidence.

### Problem-solving process in Food & Nutrition



You should include:

- a table of contents
- headings that organise and communicate your thinking through the iterative phases of the Food & Nutrition problem-solving process
- a reference list and a recognised system of in-text referencing.

# Stimulus

Consider these statements and questions:

- What is the most ethical source of protein-based food?
- ‘Consumers are now more money-rich and time-poor.’
- How do alternative food products fulfil consumers' protein requirements?
- How do supermarkets cater for single-person households?
- ‘I want to eat fresh, authentic food — not chemicals!’
- How accessible is bush tucker?
- Are we developing a generation of people who can't cook because they have too many convenience food options?



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