

JOHN EDMONDSON HIGH SCHOOL

Assessment Notification

Faculty: PDHPE Course: PDHPE Year: 8

Assessment Task: Healthy Lifestyles Assessment Task

Assessment Weighting: 25% Due: Term 1, Week 8. Friday 22nd March by 5 pm

Task Type: Hand in Task In Class Task Practical Task

Outcomes assessed (NESA)

PD4-1 examines and evaluates strategies to manage current and future challenges.

PD4-2 examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others.

PD4-6 recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity.

PD4-7 investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities.

PD4-8 plans for and participates in activities that encourage health and a lifetime of physical activity.

Task Description/Overview

Over the term students have been exploring the idea of Healthy Lifestyles and how individuals can ensure they are remaining healthy across all the dimensions of health. Students are to use their knowledge to prepare a presentation answering the 3 questions below.

Your presentation can take one of the following forms (it is your choice):

- Prezi or PowerPoint (to be submitted to your class teacher via Canvas).
- Audio recording/Podcast (to be submitted to your class teacher via Canvas).
- Newspaper Article (to be submitted to your class teacher via Canvas).

Detailed Assessment Task Description

Your task needs to include the following information:

1. **Describe** a nutritious, balanced diet and why it is important for children and adolescents. Include a range of reasons and examples. **(6 marks)**
(Approx. 200 words / Recording: approx. 40 seconds).
2. Choose one **(1)** type of food from the list below and **explain** the benefits of the type of food for children and adolescents. Provide examples and recommended servings. **(6 marks)**
(Approx. 150 words / Recording: approx. 35 seconds).
1) Grain Cereals Vegetables 2) Legumes/beans 3) Fruit 4) Lean meats, poultry, fish, eggs, tofu, nuts and seeds 5) Milks, yoghurts, cheese and/or alternatives
3. **Discuss** the food label provided to determine whether this food is healthy or not healthy. Provide specific examples from the label to justify your answer. **(8 marks)**

You can use the 'How to read a food label' information sheet provided and additional research to help you decide how healthy this food item is. (Approx. 200 words / Recording: approx. 40 secs)

Mark breakdown:

Questions – 20 marks

Presentation and bibliography – 5 marks

GLOSSARY TERMS:

Describe: State the characteristics and features of something and its' effect.

Explain: Relate cause and effect (what is it, what does it do and what is the result), make a relationship between things showing why/how.

Discuss: Identify issues and provide points for and/or against.

Justify: Support an argument or conclusion.

Use the following food label and 'How to read a food label' information sheet, to answer question 3 from the Detailed Assessment Task Description:

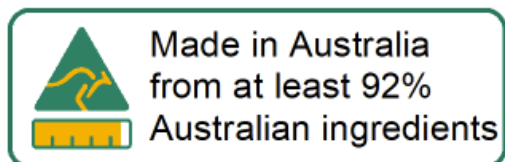
Chickpeas With Roast Pumpkin

NUTRITION INFORMATION

	AVERAGE QUANTITY PER SERVING	AVERAGE QUANTITY PER 100g
SERVING PER PACKAGE: 2		SERVING SIZE: 340g
ENERGY	1510kJ (361Cal)	445kJ (106Cal)
PROTEIN	10.4g	3.1g
FAT, TOTAL	21.4g	6.3g
- SATURATED	3.1g	0.9g
CARBOHYDRATE	27.5g	8.1g
- SUGARS	12.7g	3.7g
SODIUM	465mg	137mg

INGREDIENTS: Roast Pumpkin, Chick Peas, Celery, Roast Capsicum, Sesame Oil Dressing (Sesame Oil, Soy Sauce, Vinegar, Brown Sugar), Spring Onion

Contains Soybean, Sesame Seeds, Lupin



How to read a food label

When you pick up a packaged food at the supermarket there are usually a lot of messages on the packaging.

What should you look for to help you make a better choice?

STEP 1

READ THE INGREDIENTS LIST TO LEARN WHAT HAS BEEN PUT INTO THE FOOD AND HOW MUCH

Ingredients are listed in order from the **BIGGEST** to the **SMALLEST** amount.

If fat or sugar are listed as the first or second ingredient the food is likely to be **HIGH** in fat or sugar and is recommended to only be eaten sometimes.

PLAY DETECTIVE

SOMETIMES SUGAR AND FAT ARE LISTED USING OTHER NAMES. LOOK OUT FOR THESE CULPRITS:

Other names for **FAT**:
oil, vegetable/animal
oil/fat, coconut oil,
palm oil, shortening,
lard, milk solids. .

Other names for
SUGAR: sucrose,
maltose, lactose,
dextrose, fructose,
glucose, glucose syrup,
corn syrup, molasses,
malt, maltodextrin,
fruit juice concentrate

How to read a food label

STEP 2

LOOK AT THE NUTRITION INFORMATION PANEL (NIP) TO FIND OUT WHAT NUTRIENTS THE FOOD CONTAINS
KEY THINGS TO LOOK OUT FOR ARE THE AMOUNTS OF TOTAL FAT, SATURATED FAT, SUGAR AND SODIUM/SALT

HERE'S A GUIDE:

Per 100g →

	BEST	OKAY	SOMETIMES
TOTAL FAT	0 - 3g	3.1 - 20g	20g+
SATURATED FAT	0 - 1.5g	1.6 - 5g	5g+
SUGAR	0 - 5g	5.1 - 15g	15g+
SODIUM	0 - 120mg	121 - 600mg	600mg+

How many people could the packet feed

How much in each serve

Total fat: less than 3g per 100g is best

Sugar: less than 5g per 100g is best

Ingredients list

NUTRITION INFORMATION		
Servings per package: 3 Serving Size: 150g		
	Quantity per Serving	Quantity per 100g
Energy	608kJ	405kJ
Protein	4.2g	2.8g
Fat, total	7.4g	4.9g
- Saturated	4.5g	3.0g
Carbohydrate, total	18.6g	12.4g
- Sugars	18.6g	12.4g
Sodium	90mg	60mg
*Percentage of recommended dietary intake		
Ingredients: Whole milk, concentrated skim milk, sugar, banana (8%), strawberry (6%), grape (4%), peach (2%), pineapple (2%), gelatine, culture, thickener (1442).		
All quantities above are averages		

Use this column to compare products

Saturated fat: less than 1.5g per 100g is best

Sodium: less than 120mg/100g is best

1. **Describe** a nutritious, balanced diet and why it is important for children and adolescents. Include a range of reasons and examples. (6 marks)

Assessment Criteria	
Description	Mark Range
<ul style="list-style-type: none"> • Uses subject specific terminology consistently and correctly. • Provides a thorough description of a nutritious and balanced diet for children and adolescents. • Explains (2-3) reasons as to why a nutritious and balanced diet is important for children and adolescents. • Includes a range of examples that support the statements being made. • Answer is clear and well-structured. 	6
<ul style="list-style-type: none"> • Uses some subject specific terminology correctly. • Outlines the components/requirements of a nutritious and balanced diet for children and adolescents. • Outlines (1-2) reasons as to why a nutritious and balanced diet is important for children and adolescents. • Includes some examples that support the statements being made. • Answer is clear. 	4-5
<ul style="list-style-type: none"> • Identifies one or more component/requirement of a nutritious, balanced diet for children and adolescents. • Identifies at least one reason as to why it is important for children and adolescents to have a nutritious and balanced diet. • May provide an example to support their answer. 	2-3
<ul style="list-style-type: none"> • Provides something relevant to the question. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Fails to answer the question. • Non-serious attempt. 	0-1

2. Choose one (1) type of food from the list below and **explain** the benefits of the type of food for children and adolescents. Provide examples and recommended servings. (6 marks)

- 1) Grain Cereals Vegetables 2) Legumes/beans 3) Fruit 4) Lean meats, poultry, fish, eggs, tofu, nuts and seeds
5) Milks, yoghurts, cheese and/or alternatives

Assessment Criteria	
Description	Mark Range
<ul style="list-style-type: none"> Provides a detailed explanation of the benefits of the chosen type of food for children and adolescents. Successfully provides (2-3) benefits to the type of food for children and adolescents. Includes a range of examples of the chosen type of food. Provides the recommended serving size for children and adolescents. Answer is clear and well-structured. 	6
<ul style="list-style-type: none"> Provides a brief explanation of the benefits of the chosen type of food for children and adolescents. Provides (1-2) benefits to the type of food for children and adolescents. Includes examples of the chosen type of food. Attempts to include the recommended serving size for children and adolescents. Answer is clear. 	4-5
<ul style="list-style-type: none"> Outlines the benefits OR explains one benefit of the chosen type of food for children and adolescents. Includes an example of the chosen type of food. May include the recommended serving size for children and adolescents. 	2-3
<ul style="list-style-type: none"> Identifies a benefit of the chosen type of food for children and adolescents. OR Includes an example of the chosen type of food. OR Identifies the recommended serving for children and adolescents. OR Fails to answer the question. Non-serious attempt. 	0-1

3. **Discuss** the food label provided to determine whether this food is healthy or not healthy. Provide specific examples from the label to justify your answer. (8 marks)

Assessment Criteria	
Description	Mark Range
<ul style="list-style-type: none"> Provides a detailed discussion of the food label. Successfully makes a judgement on the health level of the food item. Uses most pieces of data from the food label to support the judgement made. Includes additional research to support their answer. Answer is clear and well-structured. 	8
<ul style="list-style-type: none"> Provides a thorough discussion of the food label. Makes a judgement on the health level of the food item. Uses some pieces of data from the food label to support the judgement made. Answer is clear. 	6-7
<ul style="list-style-type: none"> Outlines some components from the food label. Attempts to make a judgement on how healthy the food is. Identifies if a component is too high and/or low. Uses some examples to support the judgement made. 	4-5
<ul style="list-style-type: none"> Identifies basic components from the food label. Identifies if a component is too high/low. Uses minimal examples to support the judgement made. Attempts to make a judgement. 	2-3
<ul style="list-style-type: none"> Provides something relevant to the question. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Fails to answer the question. Non-serious attempt. 	0-1

Assessment Criteria- Presentation	
Description	Mark Range
<ul style="list-style-type: none"> Creates an in-depth and engaging presentation. Presentation is visually appealing and easy to read. Uses graphics, colour and images to engage the reader. Includes a bibliography. 	4-5
<ul style="list-style-type: none"> Creates a satisfactory presentation. Presentation lacks visual appeal. Limited use of graphics and images. May/may not provide a bibliography 	2-3
<ul style="list-style-type: none"> Presentation offers little visual appeal. Information is difficult to read. Limited use of graphics and/or no images. No bibliography is provided. 	0-1

Satisfactory completion of courses

A course has been satisfactorily completed when the student has:

- Followed the course developed/endorsed by the NSW Educational Standards Authority (NESA).
- Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes.