Year 9 PDHPE

Nutrition Assessment Task 2024

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| **TOPIC**: You Are What You Eat | **MARKS:** /30  |
| **SUBMISSION REQUIREMENTS:** Due to be submitted on CANVAS – Friday 14th March 2024 at 5pm | **WEIGHTING:**  25% |
| **OUTCOMES TO BE ASSESSED:****PD5.2 *Researches*** and ***appraises*** the effectiveness of health information and support services available in the community.**PD5.8 *Designs***, implements and ***evaluates*** personalised plans to enhance health and participation in a lifetime of physical activity |
| **DIRECTIONAL VERBS:****Researches** –  investigation into and study of materials and sources in order to establish facts and reach new conclusions**Appraise-** assess the value or quality of**Design-** a plan**Evaluate-** make a judgement |
| **TASK DESCRIPTION:**There are two parts to this task. Part A –The Invention of a food productandPart B – An evaluation of food labels PART A - Invention Test ***Research*** the heart foundation websiteand ***appraise*** health information around how healthy eating can protect your heart. Using this information, ***design*** a healthy meal based on the information you found from the heart foundation website. You must then create a nutritional panel for your food product that has been created from the Food Standards Australia and New Zealand website (FSANZ) using the ingredients from your original recipe. **(15marks)**  PART B- Evaluation of a food label ***Evaluate*** the health information on your food label and compare it to a similar processed or pre-packaged food, critically analysing the effect of young people that are eating less healthy foods.  **(15 marks)***Please ensure it is all your own work. You cannot copy recipes from the internet.*  |
| **ASSESSMENT CRITERIA:**Students must complete the following using the template provided on Canvas:**Part A**When creating your recipe:* The recipe must be healthy, as in low fat, low in sugar, low in salt, high in nutrients, stay away from processed foods and packets.
* Include some sort of protein. It doesn't have to be only beef, chicken or fish.
* Include plenty of salad and/or vegetables.

**To do this you will need to** * Select a meal or food product
* Create a name for your meal.
* Provide a list of all ingredients.
* Provide the method to make your chosen meal (see attached example)
* Create food packaging for the recipe you created **OR** an advertisement poster promoting your healthy meal.
* The packaging or poster needs to be appropriate for the type of food product you created (for example, plastic, cardboard, tin packaging).
* The packaging or poster needs to include product name, advertising techniques, use of colours and pictures to appeal to a young audience.
* You must create a nutritional panel for your food product that has been created from the **Food Standards Australia and New Zealand website** (FSANZ) using the ingredients from your original recipe.

 a. Go to: **http://www.foodstandards.gov.au/industry/npc/Pages/Legal-agreement-** **and-terms-of-use.aspx**  b. Select “I Agree” at the bottom on the page. c. Enter your recipe name in the correct box and hit continue. d. Start to add your ingredients with correct weight of each ingredient**Part B**You will need to: * Look at the ingredients you have selected and say why these are a better alternative
* Show what are the consequences of unhealthy nutrition practices of young people
* How can reading and understanding health information and food labels help reduce the consequences of poor nutrition.
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|  **ASSESSMENT MARKING CRITERIA** |
| Part A – Invention test**PD5.2 *Researches*** and ***appraises*** the effectiveness of health information and support services available in the community. | **Mark** | **Grade** |
| Extensive ***research*** of the Heart Foundation website and ***appraisal*** of health information to ***design*** a healthy meal that protects your heart. *The student designs a meal that protects heart health, provides an in-depth list of all ingredients and step by step method to make the product, outstanding packaging or poster promoting your healthy meal* and development of a nutritional panel created on the FSANZ website*.*  | 13-15 | A |
| Thorough ***research*** of the Heart Foundation website and ***appraisal*** of health information to ***design*** a healthy meal that protect your heart. *The student designs a meal that protects heart health, provides a detailed list of ingredients and step by step method to make the product, detailed packaging or poster promoting your healthy meal* and development of anutritional panel created on the FSANZ website*.* Although aspects of the appraisal may in incorrect/ incomplete.  | 10-12 | B |
| Sound ***research*** of the Heart Foundation website and ***appraisal*** of health information to ***design*** a healthy meal that protects your heart. *The student designs a meal that has some heart health protection, provides a list of ingredients and a method to make the product, sound packaging or poster promoting your healthy meal* and development of anutritional panel created on the FSANZ website*.*  Although some aspects of the appraisal may be incorrect/incomplete. | 7-9 | C |
| Basic ***research*** of the Heart Foundation website and ***appraisal*** of health information to ***design*** a healthy meal that protects your heart. *The student attempts to design a meal that has basic heart health protection, provides a basic list of ingredients and outlines a few steps to make the product, basic packaging or poster promoting your healthy meal* and development of anutritional panel created on the FSANZ website*. Although many aspects of the appraisal may be incorrect/incomplete.*   | 4-6 | D |
| Limited ***research*** of the Heart Foundation website and ***appraisal*** of health information to ***design*** a healthy meal that protects your heart. *The student attempts to design a meal that has heart health protection, identifying an incomplete list ingredients and steps to make the product, limited packaging or poster promoting your healthy meal and* development of anutritional panel created on the FSANZ website*.* Although most aspects of the appraisal may be incorrect/incomplete. | 1-3 | E |

Teacher Feedback

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|  **ASSESSMENT MARKING CRITERIA** |
| Part B – Evaluation of food label**PD5.8** Designs, implements and ***evaluates*** personalised plans to enhance health and participation in a lifetime of physical activity | **Mark** | **Grade** |
| Outstanding ***evaluation*** of the health information on your food, comparing to a similar, processed meal. *The student* extensively *compares the food labels, demonstrating the similarities and differences, identifies better alternatives, explains in depth the consequences of unhealthy nutritional practices of young people and how understanding health information and food labels can help reduce the consequence of poor nutrition.*  | 13-15 | A |
| Thorough ***evaluation*** of the health information on your food label, comparing to a similar, processed meal. *The student* *compares the food labels, demonstrating similarities and differences, identifies better alternatives, details the consequences of unhealthy nutritional practices of young people and how understanding health information and food labels can help reduce the consequence of poor nutrition. Although some of the judgement may be unclear/irrelevant.*  | 10-12 | B |
| Sound ***evaluation*** of the health information on your food label, comparing to a similar, processed meal. *The student* *compares the food labels, outlining some similarities and differences, identifies some better alternatives, outlines some consequences of unhealthy nutritional practices of young people and understanding of how health information and food labels can help reduce the consequence of poor nutrition. Although some of the judgement may be unclear/irrelevant.* | 7-9 | C |
| Basic ***evaluation*** of the health information on your food label, comparing to a similar, processed meal. *The student* *compares the food labels, outlining a few similarities and differences, identifies a few better alternatives, outlines a few consequences of unhealthy nutritional practices of young people and understanding of how health information and food labels can help reduce the consequence of poor nutrition. Although the judgement may be unclear/irrelevant.* | 4-6 | D |
| Basic ***evaluation*** of the health information on your food label, comparing to a similar, processed meal. *The student attempts to* *compare the food labels, identifying similarities or differences and better alternatives, outlines a few consequences of unhealthy nutritional practices of young people and understanding of how health information and food labels can help reduce the consequence of poor nutrition. Although most of the judgement may be unclear/irrelevant.* | 1-3 | E |

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