



GEORGES RIVER COLLEGE PEAKHURST CAMPUS

YEAR 8 PDHPE ASSESSMENT TASK

TOPIC: 'Eat Well, Think Well, Be Well'	TYPE OF TASK: Analysis and Report
DUE DATE : Term 3 Week 9 - Friday 16th September, 2022 Via Google Classroom.	WEIGHTING: 20%
OUTCOMES TO BE ASSESSED: 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	

TASK DESCRIPTION

Part A

Using the [Australian Guide to Healthy Eating](#), you need to write between 300-400 words evaluating the food diary provided. The evaluation must include the following:

- **Describe** the Australian Guide to Healthy Eating, including key principles and its design.
- **Describe** five (5) parts of the eating diary which don't meet the Australian Guide to Healthy Eating's recommendations and **explain** why they don't.
- **Research** and **explain** at least three (3) long term and three (3) short term potential negative health consequences that could result if the person continued to maintain these current eating habits. Use relevant examples from the sample food diary to support.

Part B

You need to create a food diary of your own using the template provided and summarise why you have made the changes and the health benefits (300-400 words):

- Fill out the new eating diary, making sure it meets the standards set by the Australian Guide for Healthy Eating. This is included in your word count.
- Include meals that are practical and easy to prepare. Be sure to include how you would prepare the types of foods you include, e.g. steamed, baked, fresh etc.
- **Explain** (6) healthy inclusions you have made to your food diary compared to the original, outlining a health benefit that could result for each change.
- Include the recommended daily intake of fluids required, within your food diary.

RESOURCE IDEAS:

- Australian Guide for Healthy Eating - <https://www.eatforhealth.gov.au/>
National Health & Medical Research Council -
<https://nhmrc.gov.au/about-us/publications/australian-dietary-guidelines>
- Nutrition Australia -
<http://www.nutritionaustralia.org/national/resource/australian-dietary-guidelines-2013>

Use the scaffold provided to complete this assessment task. Ensure you address all of the criteria and your writing is well planned, checked for correct spelling, grammar and punctuation.

STUDY AND PREPARATION:

- ❖ Your work from the 'Eat Well, Think Well, Be Well' unit should provide you with relevant information.
- ❖ You are encouraged to utilise a range of resources to research and create your report including the internet, books and health publications (Australian Guide for Healthy Eating).
- ❖ Your report should be word processed and submitted in printed form (Meaning on the computer).

LATE SUBMISSION OF ASSESSMENT TASKS

Apart from exceptional circumstances, all work must be submitted on time. If a student knows that they will be absent on the due date of the tasks, they MUST submit the task before the due date.

Computer failure will not be accepted as an excuse for late submission of an assessment task.

Tasks submitted after the due date will occur with a 20% deduction of possible marks per day late:

Task submitted 1 school day after the due date - 20%

Task submitted 2 school days after the due date - 40%

Task submitted 3 school days after the due date - 60%

Task submitted 4 school days after the due date - 80%

Task submitted 5 school days after the due date -100% - ZERO Mark Recorded and an After school Reflection will be issued

WHAT TO DO IF YOU ARE SICK/ABSENT ON THE DUE DATE:

If you are absent on the due date you must see Ms Yates on the first day that you arrive back at school with a medical certificate. Failure to submit a medical certificate with your task will result in an automatic zero mark, as per the GRC assessment policy.

GOOD LUCK YEAR 8!



Assessment Cover Sheet

Year 8

Eat Well, Think Well, Be Well

TOPIC: Eat Well, Think Well, Be Well	TYPE OF TASK: Analysis and Report
DUE DATE: Term 3 Week 9 - Friday 16th September, 2022	WEIGHTING: 20%

Name:

Subject:

Teacher:

- I confirm that this assessment is all my own work.
- I have used the correct punctuation and checked the spelling to the best of my understanding.
- I have used a range of resources to write this report.
- My task clearly addresses each of the questions within the assessment.
- I have asked my teacher questions and/or requested feedback about my task before submitting.
- I understand that my assessment will be checked for plagiarism, and that penalties will be applied if I have plagiarised.
- If I know I will be absent on the due date, I acknowledge that I must submit the task before the due date. I also understand that any task submitted after the due date will incur a loss of 20% of marks per day late.

Signature/Initials: _____

Date: _____

Name:

Class:

- ❖ Use these marking criteria as a checklist to ensure that you have addressed all criteria
- ❖ Please attach this to your task and hand it to your teacher on the due date.
- ❖ Please ensure your task has your name and teacher's name clearly written on the front

<u>Marking Criteria</u>	1	2	3			
Describe the Australian Guide to Healthy Eating, including its design and key principles.						
<u>Marking Criteria</u>	1	2	3	4	5	
Use the Australian Guide to Healthy Eating to evaluate provided food diary. Describe and explain which parts don't meet the guidelines and why.						
<u>Marking Criteria</u>	1	2	3	4	5	6
Detailed explanation of the consequences of a bad diet.						
<u>Marking Criteria</u>	1	2	3			
Complete blank food diary with practical meals that meet the standards set by the Australian Guide to Healthy Eating.						
<u>Marking Criteria</u>	1	2	3	4	5	6
Outline the changes made to the eating plan including the subsequent health benefits.						
<u>Marking Criteria</u>	1	2				
Correct spelling, punctuation and grammar and use of subject related terminology.						
Total /25						
Comment:						

PART A: (300 - 400 Words)

USE THE EATING DIARY BELOW FOR PART A OF YOUR ASSIGNMENT

DAY	BREAKFAST	LUNCH	DINNER	OTHER
MONDAY	Large bowl of Coco Pops. Glass of cordial	McDonald's large Big Mac meal with a coke.	Chicken schnitzel with Rice.	Milo and milk.
TUESDAY	Large bowl of Coco Pops.	Pizza from school canteen.	Meat pie with chips and vegetables.	600mL bottle of Coke.
WEDNESDAY	Bacon and egg roll with BBQ sauce.	KFC large Zinger meal with a Pepsi.	Chicken stir fry with vegetables.	2 scoops of chocolate ice cream for dessert.
THURSDAY	Large bowl of Coco Pops. Glass of orange juice.	Chicken sandwich and a packet of chips from the school canteen.	No dinner	Milo and milk.
FRIDAY	Large bowl of Coco Pops.	2 minute noodles.	4 slices of Hawaiian pizza and a glass of coke.	Milo and milk.
SATURDAY	Pancakes with golden syrup.	Party pies and tomato sauce.	Chicken nuggets and chips with tomato sauce.	600mL bottle of Coke. Packet of chips.
SUNDAY	Yoghurt and granola with honey. Glass of orange juice.	Toasted cheese sandwich.	Lamb roast with potatoes, pumpkin and carrot.	Cheesecake for dessert.

PART A Questions:

- **Describe** the Australian Guide to Healthy Eating, including its design and key principles.

- **Describe** five (5) parts of the eating diary which don't meet the Australian Guide to Healthy Eating's recommendations and **explain** why they don't.

- **Research** and **explain** at least three (3) long term and three (3) short term potential negative health consequences that could result if the person continued to maintain these current eating habits. Use relevant examples from the sample food diary to support.

Part B: (300 - 400 Words)

**USE THE EATING DIARY BELOW FOR PART B OF YOUR ASSIGNMENT -
INCLUDED IN WORD COUNT**

DAY	BREAKFAST	LUNCH	DINNER	OTHER
MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY				
SATURDAY				
SUNDAY				

- **Explain** (6) healthy inclusions you have made to your food diary compared to the original, **outlining** a health benefit that could result for each change.

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Word definitions – How do I?

Identify	Describe	Explain
Name it (and move on!)	Name it Give some basic features	Name it Give some basic features Show how or why (cause / effect or consequences)

Australian Guide to Healthy Eating

Enjoy a wide variety of nutritious foods from these five food groups every day.

Drink plenty of water.

Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties



Vegetables and legumes/beans



Lean meats and poultry, fish, eggs, tofu, nuts and seeds and legumes/beans



Milk, yoghurt, cheese and/or alternatives, mostly reduced fat



Fruit



Use small amounts



Only sometimes and in small amounts

