Food labelling practices, Levels 7 and 8

Summative assessment

Task specifications

In this assessment task students critically analyse food labelling practices in Australia, including the importance of food labels and current labelling approaches, and they provide suggested improvements to enhance consumer health and wellbeing.

Implementation instructions

Ask students to provide a critical analysis of food labelling practices in Australia that includes, as a minimum:

* why food labelling is important for helping consumers make informed food choices
* any areas of concern related to the information voluntarily included by food companies on food labels, and why these are a concern
* suggested improvements for food labelling in Australia to help consumers make healthy food choices, with an associated justification.

Students can choose how to present an overview of their analysis, such as via:

* a podcast or short video
* a slideshow with slide notes
* a mind map with accompanying notes
* an essay.

Required materials

Students should be offered a range of equipment with which to develop and present their critical analysis, including their workbook and a digital device for producing digital outputs (podcast, slideshow, mind map).

Assessment

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| **Relevant elements of the achievement standards** | | | | |
| **Design and Technologies** | | | | |
| By the end of Level 6, students:   * describe how design and technologies contribute to meeting present and future needs. |  | By the end of Level 8, students:   * explain the contribution of design and technology innovations and enterprise to society. |  |  |
| **Health and Physical Education** | | | | |
| By the end of Level 6, students:   * access and interpret health information * explain and apply strategies to enhance their own and others’ health, safety and wellbeing at home, at school and in the community. |  | By the end of Level 8, students:   * gather and analyse health information * justify actions that promote their own and others’ health, safety and wellbeing at home, at school and in the community. |  | By the end of Level 10, students:   * access, synthesise and apply health information from credible sources to propose and justify responses to situations in the home, in the school and the community * compare and contrast a range of actions that could be undertaken to enhance their own and others’ health, safety and wellbeing. |

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| **Assessment rubric** | | | | | |
| **Organising element** | **Performance descriptions** | | | | |
| At Level 6 students can: | When progressing towards Level 8, students can: | At Level 8 students can: | When progressing towards Level 10, students can: | At Level 10 students can: |
| Importance of food labelling for providing health/nutrition information to consumers | Describe the information provided on food labels. | Explain how food labels help consumers make informed choices. | Analyse the role of health/nutrition information provided on food labels in helping consumers make informed food choices. | Describe the purpose of mandatory food labelling requirements in Australia from a health/nutrition perspective. | Justify the regulatory requirement for mandatory food labelling. |
| Enhancements to food labels for the promotion of health | Make suggested improvements to food labelling practices to help promote their own and others’ health and wellbeing. | Explain why the suggested improvements to food labelling will help promote their own and others’ health and wellbeing. | Justify why the suggested improvements to food labelling will help promote their own and others’ health and wellbeing. | Synthesise an argument for why suggested improvements to food labelling will help promote their own and others’ health and wellbeing. | Compare and contrast a range of suggested improvements to food labelling that will help promote their own and others’ health and wellbeing. |