Influences on food choice, Levels 9 and 10

Summative assessment

Task specifications

In this authentic assessment task students utilise their learning from throughout the unit to develop a submission to government on influences on food choices and provide recommendations that aim to help shape a more healthy future for Australians.

Implementation instructions

Scenario

Based on the findings of the 2011–13 National Nutrition and Physical Activity Survey and the more frequent National Health Surveys, the Australian Government is preparing a Healthy Eating Action Plan to enhance the nutritional health of the population. They are calling for submissions from interested parties to help inform their action plan, including submissions to do with specific areas for action.

As the head of a public health organisation, you are preparing a submission that will address the issue of influences on food choice and put forward recommendations that aim to help shape a healthier future for Australians.

In the submission you are to:

* introduce the issue – that is, provide context around the influences on the food choices of individuals and communities
* provide evidence for how these influences affect food choices, whether positively or negatively
* provide an overview of your organisation’s vision (preferred future) in relation to these influencing factors
* identify the changes needed to adapt/modify/remove these influencing factors so as to realise this vision (preferred future) and present these as key areas/themes of action
* provide recommendations for what action the government can take to help make a positive change(s) in relation to influences on food choices and to help initiate change for better health and wellbeing.

Your submission is to be presented as a formal report with headings, subheadings and references.

Use the ‘Student investigative task’ outline from the unit to help guide your work.

Required materials

Student investigative task template (Appendix 1 of the Levels 9 and 10 unit of work).

Assessment

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| **Relevant elements of the achievement standards** |
| **Design and Technologies** |
| By the end of Level 8, students:* explain the contribution of design and technology innovations and enterprise to society
* create and adapt design ideas, [and] make considered decisions.
 |  | By the end of Level 10, students:* identify the changes necessary to designed solutions to realise preferred futures they have described
* generate and connect design ideas and processes of increasing complexity and justify decisions.
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| **Health and Physical Education** |
| By the end of Level 8, students:* investigate strategies and resources to manage changes and transitions and their impact on identities
* gather and analyse health information
* investigate strategies that enhance their own and others’ health, safety and wellbeing
* 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:* critically analyse contextual factors that influence their identities, relationships, decisions and behaviours
* 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 8 students can: | When progressing towards Level 10, students can: | At Level 10 students can: | Beyond Level 10, students can: |  |
| Influences on food choices | Examine a range of influences on food choices. | Analyse the influence of personal, social, cultural and environmental factors on food choices. | Critically evaluate a range of influences on food choices.  | Compare and contrast the influences on food choices across different population groups. |  |
| Changes needed to adapt/modify/remove influencing factors on food choices | Identify marketing/promotional strategies that may influence food choices. | Identify changes that are needed to make a positive influence on food choices. | Describe the changes needed to make a positive influence on food choices. | Promote positive influences on food choices through marketing strategies. |   |
| Key areas/themes of action  | Present the identified changes needed to make a positive influence on food choices according to the broad categories of influences. | Present the identified changes needed to make a positive influence on food choices according to the broad categories of influences, and provide commentary on their similarities and differences.  | Describe the similarities and differences in the identified changes needed to make a positive influence on food choices according to the broad categories of influences. | Analyse the key areas/themes of action in terms of their similarities and differences. |  |
| Recommended actions | Identify recommended actions to help bring about change for better health and wellbeing. | Describe recommended actions to help bring about change for better health and wellbeing. | Justify the recommended actions to help bring about change for better health and wellbeing. | Critique the recommended actions to help bring about change for better health and wellbeing.  |  |

Note: Teachers can add criteria to the blank column in this rubric to extend and assess any students who are working beyond this rubric.