

Year 8, PDHPE

Task 1: Wealth in Health

Due Date:

PART 1- Due on Google Classroom by Friday 20th March 2026

PARTS 2 & 3- 8G Period 2 Thurs 24th March 2026,
8Y Period 1 Mon 16th March 2026
8M Period 3 Tues 17th March 2026
8E Period 4 Tues 17th March 2026
8A Period 4 Mon 16th March 2026



Task Distributed: Week 5 beginning
23/2/26

Unit: Wealth in Health

Task Type: In Class

Task Weighting: 25%

Outcomes: PD4-2, PD4-7, PD4-8

Task Description

During the 'Wealth in Health' unit, students have been studying concepts related to nutrition, wellbeing and healthy eating. There are THREE parts to this assessment task. Part 1 is to be completed in students' own time and Parts 2&3 are to be completed in the class time specified above.

PART 1: Meal Plan (10 marks)- Completed at home

Using the Australian Dietary Guidelines and knowledge gained throughout the unit, create a three-day healthy meal plan. Your meals should show variety and should not be repeated over any of the days. Ensure you include sufficient detail in your meal plan.

HINT: Remember to incorporate sufficient water within your meal plan.

PART 2: Multiple Choice (15 marks)- Completed in class

Students will complete a multiple choice quiz in class (on the dates mentioned above), based on content covered throughout the 'Wealth in Health' unit of work.

PART 3: Written Response (8 Marks)- Competed in class

On the google doc provided on the day of the task, students will be required to construct a response to the following question (making reference to the meal plan provided on the day):

Explain how TWO food groups help us to meet our nutrient needs. Make reference to specific nutrients and examples from the meal plan provided (8 marks)

NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

Explain: Relate cause and effect; make the relationships between things evident; provide why and/or how

Check the NESA Glossary of Key Words for further guidance

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Details of Submission

PART 1 of the assessment task will be completed in students' own time (due on google classroom Friday 20th March 2026)

PARTS 2&3 are to be completed during class time on the dates/periods specified at the top of this assessment notification.

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within 14 days of the due date.
- At this time feedback including information on how to improve will be provided through the marking criteria.
- Students can clarify or seek further feedback by speaking with their teacher or the assessment marker.

Upon return of the task, students will also be expected to complete a self-reflection.

Students will be required to complete a self-reflection worksheet at the time students receive their assessment mark and teacher feedback. Self-reflection is an important part of the learning process as it provides an opportunity to reflect on the strength of our performance, as well as areas that have been identified to strengthen in future tasks.

How does this link to my learning?

- This task addresses student's theoretical applications of the Personal Development, Health and Physical Education course. It involves the development of individual health and wellbeing that students have engaged with during the Wealth in Health unit.
- This task is important regarding students' ability to understand information related to healthy eating habits. Students will gain an understanding of how to create a healthy meal plan with a variety of options using the Australian Dietary Guidelines as a guide.
- **Report Outcomes** - Demonstrates an understanding of self and respectful relationships.
 - Participates in activities to strengthen health, safety and wellbeing.

Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group. All students should be fully aware of the school assessment procedures. Students who are absent when submitting the task, or have a legitimate reason for missing the task, must notify the school. To avoid a zero mark being awarded, any absence must be supported by valid misadventure/illness documentation as outlined in the Year 11 Assessment Guide. Students should access this guide for more information.

Marking Criteria

PART 1 (Meal Plan)- Outcome PD4-8	
Criteria	Marks
<ul style="list-style-type: none"> Meal plan shows a very high level of variety across the three days, including a wide range of food types to meet nutritional requirements. Meal plan is very healthy as it follows all relevant Australian Dietary Guidelines. Extensive detail included in the meal plan across all meals (including specific contents of meals and quantities). 	9-10
<ul style="list-style-type: none"> Meal plan mostly shows variety across the three days, including a range of food types to meet nutritional requirements. Meal plan is predominantly healthy as it follows most relevant Australian Dietary Guidelines. Thorough detail included in the meal plan (including contents of meals and quantities). 	7-8
<ul style="list-style-type: none"> Meal plan shows some variety across the three days, including a range of food types to meet nutritional requirements. Meal plan is somewhat healthy as it follows most relevant Australian Dietary Guidelines. Satisfactory detail included in the meal plan. 	5-6
<ul style="list-style-type: none"> Meal plan shows limited variety across the three days, including some food types to meet nutritional requirements. Meal plan follows some Australian Dietary Guidelines, but does not meet some (e.g. too many 'sometimes' foods included). Limited detail included in the meal plan. 	3-4
<ul style="list-style-type: none"> Meal plan shows very limited variety across the three days. Meal plan does not meet the Australian Dietary Guidelines. Very minimal detail included in the meal plan. 	1-2

PART 2 (Multiple Choice) -Outcome PD4-2	
Level	Marks
Extensive	13-15
Thorough	10-12
Sound	7-9
Basic	4-6
Elementary	1-3

PART 3 (Written Response)- Outcome PD4-7

Criteria

FOOD GROUP 1	FOOD GROUP 2	MARKS
Provides a cause and effect link between food groups and SPECIFIC nutrient needs (mention nutrient name/s)	Provides a cause and effect link between food groups and SPECIFIC nutrient needs (mention nutrient name/s)	4
Provides a general cause and effect link between food groups and nutrient needs (or general health)	Provides a general cause and effect link between food groups and nutrient needs (or general health)	3
Describes food groups (provides characteristics and specific food examples)	Describes food groups (provides characteristics and specific food examples)	2
Identifies a food group or one relevant point	Identifies a food group or one relevant point	1

Overall Marks- Wealth in Health

Level	PD4-2 - RO1	PD4-8 - RO4	PD4-7 - RO4	Literacy
Extensive	13-15	9-10	8	5
Thorough	10-12	7-8	6-7	4
Sound	7-9	5-6	4-5	3
Basic	4-6	3-4	3	2
Elementary	1-3	1-2	1-2	1
Mark Achieved (/38)				

Literacy Outcomes	Elementary achievement You have:	Limited achievement You have:	Satisfactory achievement You have:	High achievement You have:	Outstanding achievement You have:
	0	0.25	0.5	0.75	1
Vocabulary <i>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</i>	Very limited response. Few content words used.	Only simple words are used.	Some precise and technical words are used.	Sustained use of precise and technical words.	Sustained, consistent and fluent use of precise and technical words.
Punctuation <i>Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text</i>	No evidence of correct sentence punctuation.	Sentence punctuation is correctly used in at least one place - <i>one sentence is punctuated correctly.</i>	Some correct sentence level punctuation (at least 50%). May attempt other punctuation where it is required.	Mostly correct sentence level punctuation (80%) and at least two correct examples of other punctuation.	Writing contains accurate use of all applicable punctuation.
Sentences & Cohesion <i>The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.</i>	No clear evidence of sentences: a list of words OR text fragments.	At least one sentence is used correctly. Some meaning can be construed from the text.	Some correct formation of sentences. Mainly uses simple and compound sentences, but may attempt more complex structures.	Most sentences are correct. Range of sentence types and connectives are evident, but with varied effectiveness.	All sentences are correct, effective and controlled, and include a range of sentence types and connectives (complex sentences and other sophisticated structures)
Paragraphs <i>Paragraphs are used to effectively structure information and partition events and ideas</i>	No correct use of paragraphing; may be a block of text or random breaks.	Ideas are separated; paragraphs may contain some unrelated ideas.	At least ONE paragraph is well structured and develops an idea	Writing is organised into paragraphs that assist the reader to digest chunks of the text, but may not be linked or executed effectively.	All components of the paragraphs are evident and paragraphing is consistent and well-developed across the whole text.
Text Structure <i>Uses features of the appropriate text type</i>	No evidence of the structural features of the appropriate text type. <i>No attempt to write in the appropriate text type and/or response is off task.</i>	Minimal evidence of the structural features - <i>1 component evident</i> - of the appropriate text type.	Some evidence of the structural features - <i>2 components evident</i> - of the appropriate text type.	Substantial evidence of the structural features - <i>all components evident but there may be some lapses</i> - of the appropriate text type.	Coherent and controlled use of all the appropriate structural features of the text type.