



## SAMPLE ASSESSMENT TASKS

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**HEALTH AND PHYSICAL EDUCATION  
PRELIMINARY UNIT 3 AND UNIT 4**

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## Sample assessment task

### Health and Physical Education – Preliminary

#### Task 1 – Unit 3

##### **Conditions**

Period allowed for completion of the task: three weeks

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##### **Task 1: Healthy relationships**

You will brainstorm the qualities of a good relationship and provide reasons why you think they are important. Based on these reasons, you will choose the qualities that you feel are most important to you, and create a recipe for a healthy, positive relationship.

For this task, you will need to:

- with the help of your teacher, brainstorm the qualities/characteristics of a good relationship
- discuss each quality, noting which ones are consistent with a healthy, respectful relationship
- refer to the relationship qualities on Worksheet 1: Relationship rating and rate each one as 'important' or 'not so important'
- add five more qualities that you think are important (these may have come from the brainstorm activity)
- provide reasons why you think they are important
- create a recipe for a good relationship, choosing qualities that are important to you (use the example provided) on Worksheet 2: Recipe for a good relationship
- present the recipe to the class.

Your progress in this task will be documented in the following ways:

- your completion of Worksheet 1: Relationship rating
- your completion of Worksheet 2: Recipe for a good relationship.

## Worksheet 1: Relationship rating

For each relationship quality, tick yes or no to identify whether that quality is important or not in a healthy relationship. On the next page, add five more good qualities to this list and comment on why you think these are important.

Quality	Important?	Give reasons for your answer
Honesty	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Friendly	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Good looking	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Has money	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Has similar interests	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Adventurous	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Brings me presents	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Respectful	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Tolerant	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Is smart at school	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Good sense of humour	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Is a good listener	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Always agrees with what I say	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Lives in a nice house	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Your list of good qualities of a healthy relationship

Qualities of a healthy relationship	Reason(s) for your suggestion
1.	
2.	
3.	
4.	
5.	

## Worksheet 2: Recipe for a good relationship

### Example

**Ingredients:** 1 cup of kindness  
½ cup of understanding  
2 tablespoons of honesty  
2 tablespoons of patience  
A drop of tolerance  
Fun and laughter (for dusting)

### Method

Mix kindness with understanding and stir for one minute.

Add honesty and patience and a drop of tolerance.

Finish with a generous dusting of fun and laughter.

Create your own recipe for a healthy relationship

Ingredients
Method

## Task 1 – Completion checklist

Unit outcome: Identify and understand basic health skills and concepts

Description of evidence to be collected by teacher	Date evidence collected	Level of support comments
Student completion of Worksheet 1: Relationship rating		
Student completion of Worksheet 2: Recipe for a good relationship		

## Sample assessment task

### Health and Physical Education – Preliminary

#### Task 2 – Unit 3

##### Conditions

Suggested working time for the task: three weeks

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##### Task 2: What is a serve?

You will use the Australian Dietary Guidelines Summary to work out what a serve looks like for the following food groups:

- fruit
- vegetables
- grain (cereal) foods
- lean meats and poultry, fish, eggs tofu, nuts and seeds and legumes/beans
- milk, yoghurt, cheese
- water.

You will determine the number of serves a person your age should eat in a normal day according to the Guidelines, and communicate this information in a pamphlet or poster.

##### For this task, you will need:

- a copy of the Australian Dietary Guidelines Summary. Specifically, you will need to have a copy of pages 4, 15–17, 19, 24–25. The summary is available at: [http://www.eatforhealth.gov.au/sites/default/files/files/the\\_guidelines/n55a\\_australian\\_dietary\\_guidelines\\_summary\\_131014.pdf](http://www.eatforhealth.gov.au/sites/default/files/files/the_guidelines/n55a_australian_dietary_guidelines_summary_131014.pdf).

For this task, you will need to:

- look at page 4 of the Guidelines Summary which shows a plate split into five colour-coded portions
- complete Worksheet 1: What's on the plate?
- look at pages 15–17, 19, 22 and 24–25 of the Guidelines Summary
- calculate the number of serves of food groups you should be eating each day for your age and gender. Write your answers on Worksheet 2: How many serves?
- draw some examples of what a serve looks like for each food group in column 3 on Worksheet 2
- create a poster or a pamphlet which shows the five types of food groups and the number of serves a person your age should be eating daily. Include a title, pictures of different foods (use cut-out images and/or photographs or drawings) and indicate the serving size for each food.

Your progress in this task will be documented in the following ways:

- your completion of Worksheet 1 and Worksheet 2
- your poster or pamphlet, showing types of food groups and amount of serves required for good health for a particular age and gender.



## Worksheet 1: What's on the plate?

The Australian Guide to Healthy Eating shows the types of foods we all need to eat for good health and wellbeing and how much we need to eat.

On page 4 of the Guidelines Summary, there is a picture of a plate split into five sections. Look at the plate and fill in the gaps in the table below.

Colour	Type of food	Examples of foods of this type
Dark green		
		Milk and cheese
	Whole grains and high fibre cereals	
Light green		
	Lean meats, fish, chicken, nuts and seeds and beans	

## Worksheet 2: How many serves?

I am a \_\_\_\_\_ year old male/female (circle which applies).

Refer to the pages of the Australian Dietary Guidelines Summary to help you complete columns 2 and 3 of the table below. The pages you need to look at are noted in column 1.

1	2	3	
Food group	What is the recommended number of serves per day for my age and gender?	Draw and describe two examples of a serve	
Fruit (page 17)			
Vegetables (pages 15 and 16)			
Grains (page 19)			
Lean meats and poultry, fish, eggs, tofu, nuts and seeds and legumes/beans (page 22)			
Milk, yoghurt and cheese (pages 24 and 25)			

## Task 2 – Completion checklist

Unit outcome: Identify and understand basic health skills and concepts

Description of evidence to be collected by teacher	Date evidence collected	Level of support comments
Student completion of Worksheet 1		
Student completion of Worksheet 2		
Student completion of a pamphlet to illustrate the correct food groups and serving sizes for age and gender		

## Sample assessment task

### Health and Physical Education – Preliminary

#### Task 6 – Unit 4

**Conditions**

Suggested working time for the task: three weeks

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**Task 6: Health quest**

You will use the internet to locate information about a healthy lifestyle topic and choose two internet sites you could use to research information about the topic. You will explain why or why not each site can be relied upon to provide accurate and up-to-date information.

For this task, you will need to:

- choose a topic from the list below
  - staying safe in the sun
  - eating for good health and wellbeing
  - getting enough physical activity for good health
- with the help of your teacher, locate two internet sites that can provide you with information on the topic
- use Resource Sheet 1: Is it really true? to check these sites are reliable and provide up-to-date information about the topic.

Your progress in this task will be documented in the following ways:

- application of Resource Sheet 1
- verbal or written summary to explain whether each site contains reliable and up-to-date information.

## Resource Sheet 1: Is it really true?

There is so much information on the internet, it can be hard to know what is true and what is not true. Use the resource sheets to assess each internet site you have chosen.

Name of website 1 \_\_\_\_\_

URL address \_\_\_\_\_

Questions	My answers
1. Who is hosting the website? For example, .gov, .edu, .com, .org.	
2. Who is the author of the website?	
3. What are the qualifications of the author?	
4. Can you contact the author for further information?	
5. When was the webpage last updated?	
6. Is the site well organised and easy to navigate?	

Write 2–3 sentences, or use words to describe to your teacher whether you would use this site to research information about your health topic.

Name of website 2 \_\_\_\_\_

URL address \_\_\_\_\_

Questions	My answers
1. Who is hosting the website? For example, .gov, .edu, .com, .org.	
2. Who is the author of the website?	
3. What are the qualifications of the author?	
4. Can you contact the author for further information?	
5. When was the webpage last updated?	
6. Is the site well organised and easy to navigate?	

Write 2–3 sentences, or use words to describe to your teacher whether you would use this site to research information about your health topic.

## Task 1 – Completion checklist

Unit outcome: Identify and understand basic health skills and concepts

Description of evidence to be collected by teacher	Date evidence collected	Level of support comments
Completion of Resource Sheet 1: Is it really true?		
Teacher notes of student's verbal or written recount/summary explaining reliability of sites		