Research assessment: Food, nutrition and diabetes

This sample has been compiled by the QSA to help teachers plan and develop assessment instruments for individual school settings. It demonstrates the following dimensions:

- Knowledge and understanding
- Reasoning and communicating processes

Assessment instrument

<table>
<thead>
<tr>
<th>Comments</th>
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<tbody>
<tr>
<td>Dimensions, technique and conditions are clearly outlined</td>
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<tr>
<td>Conditions match syllabus guidelines</td>
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A preamble:
- contextualises and/or provides background information on the task |
- should be short and not distract from the task |

The issue is:
- clearly defined |
- relates to the key concept |
- is a matter of significance the wellbeing of individuals, families or communities |
- can be viewed from a range of points of view |
- Concise task descriptions clearly state what students are to do |

Year 11 Semester 1 Formative assessment

Unit 1: Modern influences on food, nutrition and health on individuals' and families' wellbeing in Australia

Technique — Research assessment:
Analytical exposition on an issue

Dimensions assessed:
D1: Knowledge and understanding |
D2: Reasoning and communicating processes |

Conditions:
4 weeks class/own time |
800–1000 words |
Library resources available |

Preamble

Diabetes is Australia's fastest growing chronic disease. More than three million (or one in four) Australian adults over the age of 25 have either diabetes or impaired glucose tolerance (pre-diabetes). Over one million Australians have diagnosed diabetes (Type 1 or Type 2), while Type 2 diabetes represents 85% to 90% of this number (www.australiandiabetescouncil.com/About-Diabetes).

Issue

The number of people diagnosed with Type 2 diabetes is growing in Australia. Many individuals and families do not follow actions to combat this growing problem. Is educating people more about food, health and lifestyle choices going to reduce the statistics, or are other steps necessary? How can individuals take proactive steps to prevent this disease and maintain their wellbeing?

Task

You are to use an inquiry process to research this issue from a range of points of view, analyse information from a variety of sources, then evaluate and synthesise the evidence to justify and support your
conclusions. Write a persuasive research essay for the Your health newsletter produced by the local health food shop to justify your conclusions.

Task guidelines

Research
- Investigate the issue.
- Develop a key question for research. Create a set of sub-questions to assist in researching this key question. You might want to focus on your persuasive argument and sub-arguments.
- Collect a range of sources in order to conduct your analysis and evaluation and to provide supporting evidence for your conclusions.
- Remember to keep an accurate record of all sources you reference.

Analysis, evaluation
- Interpret, analyse and evaluate the evidence from your research.
- You may develop other questions and understandings and need to do further research.

Synthesise and draw conclusion/s
- Make links between Type 2 diabetes in Australia, food choices, health, lifestyle and possible actions to combat this disease.
- Use information from your research to justify your conclusion/s.
- Synthesise your analysis and evaluation of the information into a conclusion.

Communicate
- Present your conclusion in a persuasive essay.
- Use language that persuades your audience.
- Clearly support and justify your conclusion with evidence.
- Indicate where this evidence comes from through appropriate in-text referencing.

Acknowledgments

The QSA acknowledges the contribution of Corinda State High School in the preparation of this document.
## Instrument-specific criteria and standards

<table>
<thead>
<tr>
<th>Standard A</th>
<th>Standard B</th>
<th>Standard C</th>
<th>Standard D</th>
<th>Standard E</th>
</tr>
</thead>
</table>
| **Knowledge and understanding** | **Reasoning and communicating processes** | **Note:** Colour highlights have been used in the table to emphasise the qualities that discriminate between the standards. | **Key:** Cognitive words (thinking and doing)  
Instrument-specific context |
| The student work has the following characteristics: | The student work has the following characteristics: | The student work has the following characteristics: | The student work has the following characteristics: | The student work has the following characteristics: |
| • **description** of a comprehensive range of significant facts relevant to Type 2 diabetes and Australian diet key concepts | • **description** of a comprehensive range of facts relevant to Type 2 diabetes and Australian diet key concepts | • **description** of facts that relate to Type 2 diabetes and Australian diet key concepts | • **description** of simple facts that relate to Type 2 diabetes and Australian diet key concepts | • **identification** of simple facts |
| • thorough **explanation** and **application** of relevant health and nutrition key concepts related to individuals’ and families’ wellbeing. | • detailed **explanation** and **application** of relevant health and nutrition key concepts related to individuals’ and families’ wellbeing. | • **explanation** and **application** of health and nutrition key concepts related to individuals’ and families’ wellbeing. | • simple **explanation** of health and nutrition key concepts. | • **identification** of aspects of health and nutrition key concepts. |
| **Reasoning and communicating processes** | **Note:** Colour highlights have been used in the table to emphasise the qualities that discriminate between the standards. | **Key:** Cognitive words (thinking and doing)  
Instrument-specific context |