



HEALTH SCIENCES

GRADE 12 TERM 1 PROJECT TEACHER GUIDE

Objective

For this project students will be assessed on the following unit:

- Unit 1 Nutritional assessment
- The project is split into two tasks. Each task will be marked out of 25 and students will get a mark out of 50 for the whole project.

Students must make sure the final project meets the following criteria:

- Presented clearly in a logical and structured format
- Scientific terminology is used accurately
- Written work is supported with appropriate images
- The language used is appropriate for the intended audience
- Spelling and punctuation is accurate

Task 1

Health Science Grade 12 Term 1 Project

Unit(s) covered	Unit 1 – Nutritional assessment
Learning outcomes covered	12.1.1 Perform anthropometric assessments to to assess nutritional status.

Objective

For this task the students will be creating information cards based on **three** nutritional assessments. The students will do research surrounding each type of nutritional assessment and present the information as patient information cards.

The students are to present their task in the following form:

- Patient Information Cards



Each patient information card (5 marks) must include the following points –

- Name of the nutritional assessment (1 mark)
- Explanation of what the nutritional assessment measures (1 mark)
- Instructions of how to accurately take the measurement (1 mark)
- Explanation of why this type of nutritional assessment is important (1 mark)
- An appropriate image to show the assessments (1 mark)

Students can choose from the following assessments:

Health Science Grade 12 Term 1 Project

- Length
- Height
- Weight
- Laboratory measurements
- Waist Circumference
- BMI
- Body Fat %

Students must then work out BMI/Body Fat % for five case studies. (5 marks)

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Section/Marks	5	4	3	2	1	0	Total
Presentation	<ul style="list-style-type: none"> Information is presented clearly in a logical and structured format. The information is supported by appropriate images. The language used is appropriate for the intended audience. Spelling and punctuation are accurate. Student was involved in class work/discussions 	Four of the relevant bullet points are covered.	Three of the relevant bullet points are covered.	Two of the relevant bullet points are covered.	One of the relevant bullet points is covered.	Non-Performance*: 1. There is evidence of cheating, plagiarism, and/or identical work to a peer. 2. Nothing of meaning is present and communicated in the final product. *If the student was absent, the project-task is to be given for completion at home and graded accordingly.	/5
Nutritional Assessment 1	The student has accurately completed all the following: •Name of the nutritional assessment •Explanation of what it measures •Instructions of how to do it •Explanation of why it is important •An appropriate image showing the assessment	The student has accurately completed 4 of the following: •Name of the nutritional assessment •Explanation of what it measures •Instructions of how to do it •Explanation of why it is important •An appropriate image showing the assessment	The student has accurately completed 3 of the following: •Name of the nutritional assessment •Explanation of what it measures •Instructions of how to do it •Explanation of why it is important •An appropriate image showing the assessment	The student has accurately completed 2 of the following: •Name of the nutritional assessment •Explanation of what it measures •Instructions of how to do it •Explanation of why it is important •An appropriate image showing the assessment	The student has accurately completed 1 of the following: •Name of the nutritional assessment •Explanation of what it measures •Instructions of how to do it •Explanation of why it is important •An appropriate image showing the assessment		/5
Nutritional Assessment 2	The student has accurately completed all the following: •Name of the nutritional assessment •Explanation of what it measures •Instructions of how to do it •Explanation of why it is	The student has accurately completed 4 of the following: •Name of the nutritional assessment •Explanation of what it measures •Instructions of how to do it •Explanation of why it is	The student has accurately completed 3 of the following: •Name of the nutritional assessment •Explanation of what it measures •Instructions of how to do it •Explanation of why it is	The student has accurately completed 2 of the following: •Name of the nutritional assessment •Explanation of what it measures •Instructions of how to do it •Explanation of why it is	The student has accurately completed 1 of the following: •Name of the nutritional assessment •Explanation of what it measures •Instructions of how to do it •Explanation of why it is		/5

Health Science Grade 12 Term 1 Project

	<p>important</p> <ul style="list-style-type: none"> •An appropriate image showing the assessment 	<p>important</p> <ul style="list-style-type: none"> •An appropriate image showing the assessment 	<p>important</p> <ul style="list-style-type: none"> •An appropriate image showing the assessment 	<p>important</p> <ul style="list-style-type: none"> •An appropriate image showing the assessment 	<p>important</p> <ul style="list-style-type: none"> •An appropriate image showing the assessment 		
Nutritional Assessment 3	<p>The student has accurately completed all the following:</p> <ul style="list-style-type: none"> •Name of the nutritional assessment •Explanation of what it measures •Instructions of how to do it •Explanation of why it is important •An appropriate image showing the assessment 	<p>The student has accurately completed 4 of the following:</p> <ul style="list-style-type: none"> •Name of the nutritional assessment •Explanation of what it measures •Instructions of how to do it •Explanation of why it is important •An appropriate image showing the assessment 	<p>The student has accurately completed 3 of the following:</p> <ul style="list-style-type: none"> •Name of the nutritional assessment •Explanation of what it measures •Instructions of how to do it •Explanation of why it is important •An appropriate image showing the assessment 	<p>The student has accurately completed 2 of the following:</p> <ul style="list-style-type: none"> •Name of the nutritional assessment •Explanation of what it measures •Instructions of how to do it •Explanation of why it is important •An appropriate image showing the assessment 	<p>The student has accurately completed 1 of the following:</p> <ul style="list-style-type: none"> •Name of the nutritional assessment •Explanation of what it measures •Instructions of how to do it •Explanation of why it is important •An appropriate image showing the assessment 		/5
BMI/Body Fat % Calculations	<p>Student has accurately calculated five BMI/Body Fat % calculations</p>	<p>Student has accurately calculated four BMI/Body Fat % calculations</p>	<p>Student has accurately calculated three BMI/Body Fat % calculations</p>	<p>Student has accurately calculated two BMI/Body Fat % calculations</p>	<p>Student has accurately calculated one BMI/Body Fat % calculations</p>		/5
							/25
Comments							

Health Science Grade 12 Term 1 Project

Task 2

Unit(s) covered	Unit 1 – Nutritional Assessment
Learning Outcomes covered	12.1.4 Understand how to use and interpret dietary intake assessments to measure nutritional status. 12.1.5 Calculate simple nutritional indices such as body mass index (BMI) and percent body fat, and correlate the results to healthy/unhealthy body weight.

Objective

For this task students will carry out a nutritional review on a patient's dietary intake.

Students will research and carry out a dietary recall task and a food frequency questionnaire for the client. They will then evaluate advantages and disadvantages of using both as well as analysing the results for client.

Students can choose to carry out the review on themselves or a family member/friend. The student must get permission to use the person in their review and maintain confidentiality in their report.

Students are required to produce a review which includes the following points:

- Explanation of how the patient views their nutrition (*1 mark*) including any improvements they think they can make (*1 mark*)
- Dietary recall for 2 days (*4 marks*)
- Food frequency questionnaire (*4 marks*)
- An advantage and disadvantage of using both types of dietary intake assessment (*4 marks*)
- Three personalised recommendations for patient on how to improve their diet with a reason why relating to review (*6 marks*)

Health Science Grade 12 Term 1 Project

Students will also be assessed on their written presentation skills. (5 marks)

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Health Science Grade 12 Term 1 Project

Section/Marks	5	4	3	2	1	0	Total
Written presentation	<ul style="list-style-type: none"> • Information is presented clearly in a logical and structured format. • The language used is appropriate for the intended audience. • Spelling is accurate. • Punctuation is accurate. • Student was involved in class work/discussions 	<ul style="list-style-type: none"> • Four of the relevant bullet points are covered. 	<ul style="list-style-type: none"> • Three of the relevant bullet points are covered. 	<ul style="list-style-type: none"> • Two of the relevant bullet points are covered. 	One of the relevant bullet points is covered.	Non-Performance*: 1. There is evidence of cheating, plagiarism, and/or identical work to a peer. 2. Nothing of meaning is present and communicated in the final product. *If the student was absent, the project-task is to be given for completion at home and graded accordingly.	/5
Patient view of their health				Student explains how the patient views their own health and Student explains how the patient thinks they can improve their diet	Student explains how the patient views their own health or Student explains how the patient thinks they can improve their diet		/2
Dietary intake		The student has accurately completed 2 days of section 1 on the dietary recall and The student has accurately completed 2 days of the section 2 on the dietary recall	The student has accurately completed 2 days of section 1 on the dietary recall and The student has accurately completed 1 day of the section 2 on the dietary recall	The student has accurately completed 1 day of section 1 on the dietary recall and The student has accurately completed 1 day of the section 2 on the dietary recall or The student has accurately completed 2 days of section 1 on the dietary recall	The student has accurately completed 1 day of section 1 on the dietary recall		/4
Food frequency questionnaire		The student has accurately completed how often and how much sections of the food frequency	The student has accurately completed how often and how much sections of the food frequency	The student has accurately completed how often OR how much section of the food frequency	The student has accurately completed how often section of the food frequency questionnaire.		/4

Health Science Grade 12 Term 1 Project

		questionnaire. and The student has highlighted 2 recommendations for improvement in diet.	questionnaire. and The student has highlighted 1 recommendation for improvement in diet.	questionnaire. and The student has highlighted 1 recommendation for improvement in diet	Or The student has accurately completed how much section of the food frequency questionnaire.		
Advantages/ disadvantages – Dietary intake				The student has accurately identified an advantage of using a dietary intake assessment tool. and The student has accurately identified an disadvantage of using a dietary intake assessment tool.	The student has accurately identified an advantage of using a dietary intake assessment tool. or The student has accurately identified an disadvantage of using a dietary intake assessment tool.		/2
Advantages/ Disadvantages – FFQ				The student has accurately identified an advantage of using a FFQ assessment tool. and The student has accurately identified an disadvantage of using a FFQ assessment tool.	The student has accurately identified an advantage of using a FFQ assessment tool. or The student has accurately identified an disadvantage of using a FFQ assessment tool.		/2
Personalised Advice 1				Student has accurately identified area for improvement in patient diet. and Student has accurately made a recommendation for improvement.	Student has accurately identified area for improvement in patient diet. or Student has accurately made a recommendation for improvement.		/2
Personalised Advice 2				Student has accurately identified area for improvement in patient diet. and Student has accurately made a recommendation for improvement.	Student has accurately identified area for improvement in patient diet. or Student has accurately made a recommendation for improvement.		/2
Personalised Advice 3				Student has accurately identified	Student has accurately identified		

Health Science Grade 12 Term 1 Project

				area for improvement in patient diet. and Student has accurately made a recommendation for improvement.	area for improvement in patient diet. or Student has accurately made a recommendation for improvement.		/2
							/25
Comments							

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