

8A Revision

8A Food and Nutrition- Revision Worksheet

List the 7 **nutrient groups**:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Describe how you would test if a food sample contained **starch**.

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.....

.....

.....

Describe how you would test if a food sample contained **protein**.

.....

.....

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.....

Describe why **food labels** are so important.

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.....

.....

Complete the table to show why we need each of the different **nutrient groups**.

Nutrient	Uses
Carbohydrates	
Fats	
	For growth and repair.
Vitamins & Minerals	
Water	

State which **nutrient group** can't be **digested** by the body and the use of this.

.....

.....

Describe what would happen if you ate more **carbohydrates** than you needed for **energy**.

.....

.....

.....

State 3 factors that determine how much **energy** a person needs each day.

1. _____
2. _____
3. _____

Describe how a particular **vitamin** is used in the body.

.....

Describe what a **balanced diet** is.

.....

Match up the **deficiency diseases** to what they are a lack of and how they affect the body:

Kwashiorkor	vitamin D	'pot belly'
Scurvy	Iron	painful joints
Rickets	Protein	tiredness
Anaemia	Vitamin C	soft/weak bones

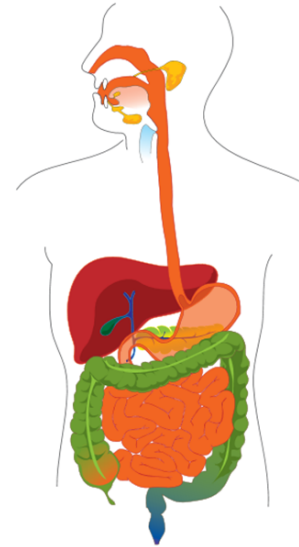
Describe what **starvation** and **obesity** are and why they are both forms of **malnutrition**.

.....

.....

.....

Label all of the parts of the body involved in **digestion**:



Complete the table by describing what happens in each organ in the digestive system.

Organ	What Happens?
Mouth	
Oesophagus / Gullet	
Stomach	
Small intestine	
Large Intestine	
Rectum	
Anus	

Describe the role of bacteria in your gut.

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Define the word 'enzyme' and state where they are found.

.....

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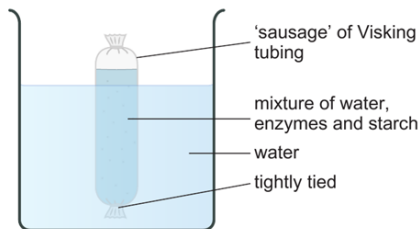
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Draw a model to represent how enzymes work.

Describe what would happen in the model small intestine below:



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Describe the process of diffusion.

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.....

Rate the following on how well you think you can do them:



I can...

- Recall the nutrients we need in our diets.
- Interpret nutrient information labels.
- Recall the tests used to detect some nutrients.
- Recall good sources of different nutrients.
- Describe how factors change the amount of energy we need.
- Describe what each nutrient does in the body.
- Identify how verbs and adjectives can add weight.
- Identify bias.
- Describe the benefits of a balanced diet.
- Explain how different types of malnutrition are caused and their effects.
- Recall parts of the digestive system and their functions.
- Explain why enzymes and bacteria are useful for digestion.
- Calculate area of rectangles and cuboids.
- Explain the importance of surface area in science.
- Explain how diffusion enables absorption by the small intestine.
- Explain how the small intestine is adapted to its function.

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Describe how you would test if a food sample contained **starch**.

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Describe how you would test if a food sample contained **protein**.

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Describe why **food labels** are so important.

.....
.....
.....
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.....

List the 7 **nutrient groups**:

1. **carbohydrates**

2. **fats**

3. **proteins**

4. **vitamins**

5. **minerals**

6. **fibre**

7. **water**

Describe how you would test if a food sample contained **starch**.

Iodine solution → turns
dark blue/black

.....

.....

.....

Describe how you would test if a food sample contained **protein**.

biuret solution → turns purple

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.....

Describe why **food labels**
are so important.

Let you compare.....
foods, can help to.....
plan your diet, have
warnings for problem
substances.....

Complete the table to show why we need each of the different **nutrient groups**.

Nutrient	Uses
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Fats	
	For growth and repair.
Vitamins & Minerals	
Water	

State which **nutrient group** can't be **digested** by the body and the use of this.

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State 3 factors that determine how much **energy** a person needs each day.

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Complete the table to show why we need each of the different **nutrient groups**.

Nutrient	Uses
Carbohydrates	energy
Fats	energy, insulation
protein	For growth and repair.
Vitamins & Minerals	Healthy body systems
Water	Fills cells, transport, cools you down

Complete the table to show why we need each of the different **nutrient groups**.

Nutrient	Uses
Carbohydrates	energy
Fats	energy, insulation
protein	For growth and repair.
Vitamins & Minerals	Healthy body systems
Water	Fills cells, transport, cools you down

State which **nutrient group** can't be **digested** by the body and the use of this.

Fibre – helps food move through the body

Describe what would happen if you ate more **carbohydrates** than you needed for **energy**.

Your body would turn them into fat and you would gain weight

State 3 factors that determine how much **energy** a person needs each day.

1. **Age**
2. **gender**
3. **How active**

Describe how a particular **vitamin** is used in the body.

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Vitamin A – healthy eyes + skin

Calcium - bones

Iron – red blood cells

Vitamin C – helps cells stick together

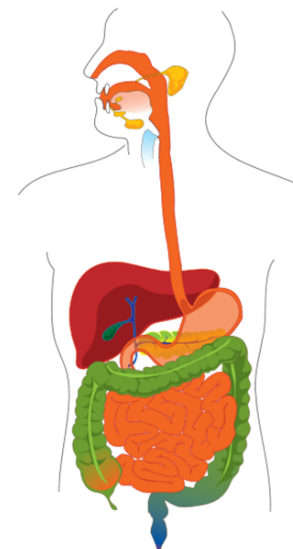
Describe what a **balanced diet** is.

Match up the **deficiency diseases** to what they are a lack of and how they affect the body:

Kwashiorkor	vitamin D	'pot belly'
Scurvy	Iron	painful joints
Rickets	Protein	tiredness
Anaemia	Vitamin C	soft/weak bones

Describe what **starvation** and **obesity** are and why they are both forms of **malnutrition**.

Label all of the parts of the body involved in **digestion**:



Describe what a **balanced diet** is.

Eating the right amounts of each nutrient

Match up the **deficiency diseases** to what they are a lack of and how they affect the body:

Kwashiorkor

vitamin D

'pot belly'

Scurvy

Iron

painful joints

Rickets

Protein

tiredness

Anaemia

Vitamin C

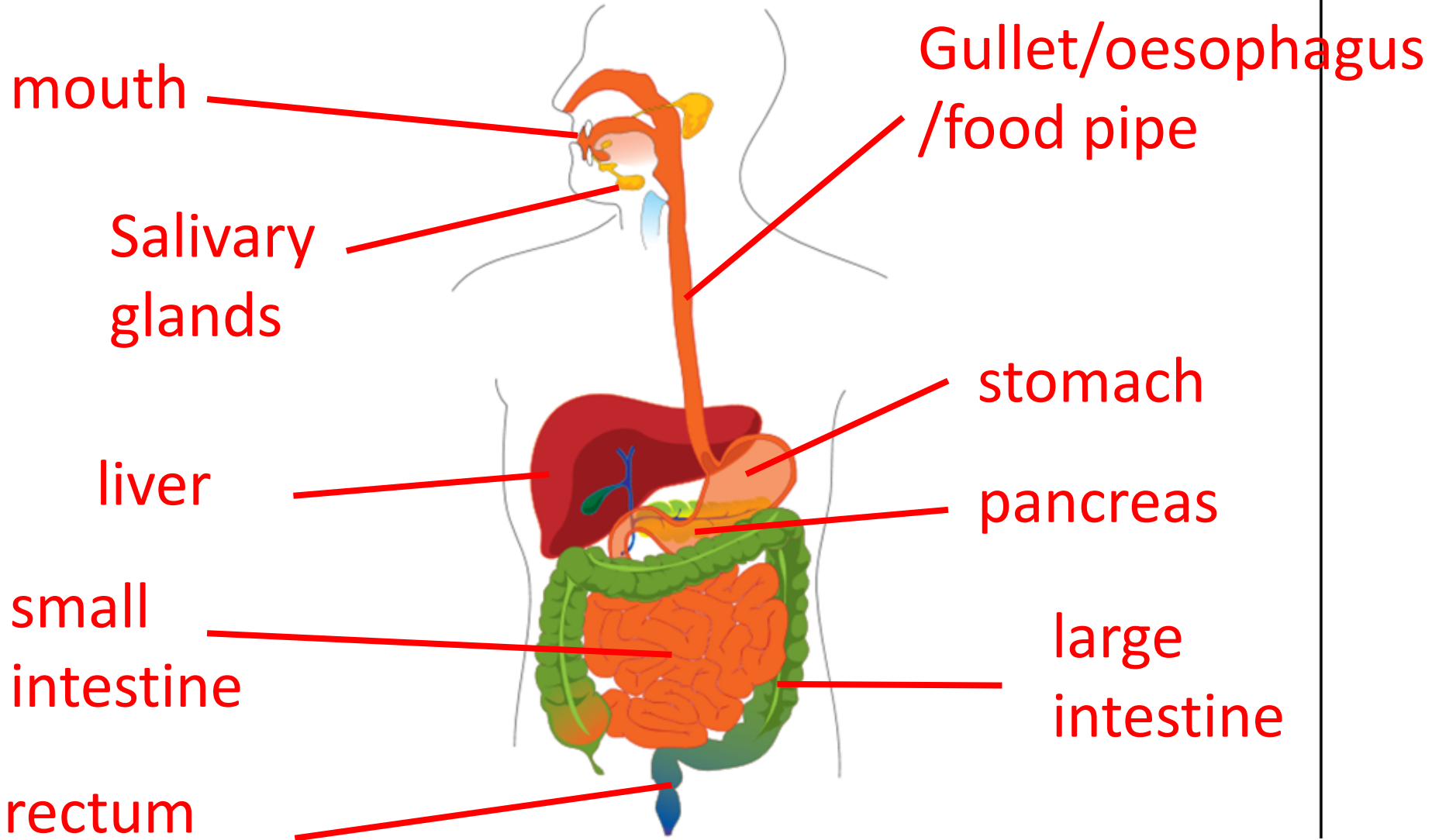
soft/weak bones

Describe what **starvation** and **obesity** are and why they are both forms of **malnutrition**.

Starvation → not enough nutrition.

Obesity → too much nutrition

Label all of the parts of the body involved in **digestion**:



Complete the table by describing what happens in each organ in the digestive system.

Organ	What Happens?
Mouth	
Oesophagus / Gullet	
Stomach	
Small intestine	
Large Intestine	
Rectum	
Anus	

Describe the role of bacteria in your gut.

.....
.....
.....
.....

Define the word 'enzyme' and state where they are found.

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Complete the table by describing what happens in each **organ** in the **digestive system**.

Organ	What Happens?
Mouth	Chews food → makes smaller Saliva → enzymes digest starch
Oesophagus / Gullet	Pushes food towards stomach
Stomach	Churns food in acid → breaks up. Enzymes digest protein
Small intestine	Enzymes → break up molecules → absorbed into blood
Large Intestine	Absorbs water , forms faeces
Rectum	Stores faeces
Anus	Pushes out faeces → egestion

Describe the role of **bacteria** in your **gut**.

Digest foods
that your body
can't

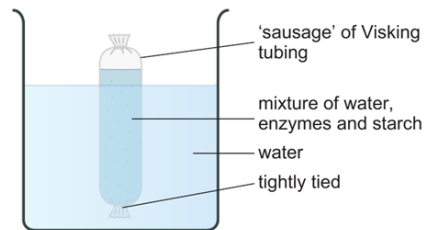
Define the word
'**enzyme**' and state
where they are
found.

Biological
substances
which speed
up reactions

Mouth, stomach,
pancreas, small intestine

Draw a **model** to represent how **enzymes** work.

Describe what would happen in the **model small intestine** below:



Explain how the **small intestine** is well **adapted** for its job.

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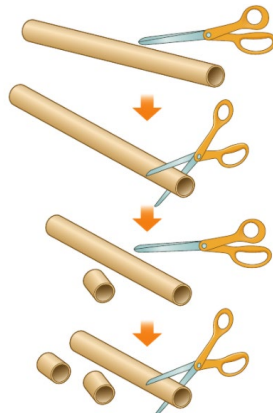
Describe the process of **diffusion**.

.....

.....

.....

Draw a **model** to represent how **enzymes** work.



Explain how the **small intestine** is well **adapted** for its job.

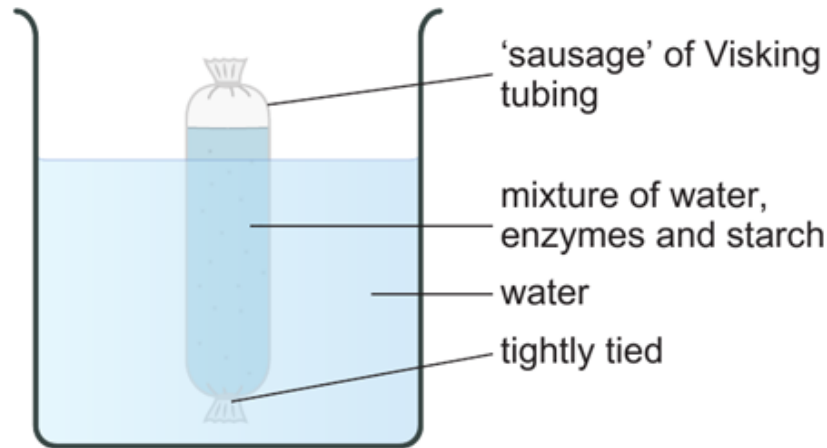
Long, folded, lined with hairs

(villi) → very large surface

area for absorption

Large blood supply

Describe what would happen in the **model small intestine** below:



The enzymes breakdown the starch into sugars. The sugars can diffuse out

Describe the process of **diffusion**.

Particles naturally spread out

.....
If there are more particles in

.....
one area than another they

.....
will diffuse to even out