

Stage 2 Nutrition



School Assessment for a 20 credit subject

Assessment Type 1

Investigations Folio (40%)

For a 20-credit subject, students conduct at least three practical investigations with practical reports, each one from a different core topic. At least one practical investigation must involve collaboration and at least one must give students the opportunity to design the method. Students also complete one issues investigation.

Practical Investigations

Students conduct practical investigations in which they:

- formulate and test their own hypotheses and questions
- identify independent and dependent variables
- identify factors that are held constant
- demonstrate safe work practices
- follow instructions
- manipulate apparatus or equipment
- record data
- present data in tables and graphs
- design an experiment or method
- analyse, interpret, and evaluate data and draw conclusions.

These may occur in one assessment or in separate assessments.

Practical investigations may include food preparation, laboratory experiments, and diet assessments. Although students may work collaboratively to design an investigation and collect data, each student is required to produce a separate report.

The completed practical investigations should include:

- graphing results
- designing and performing an experiment to test a hypothesis or guiding question
- displaying and interpreting results
- evaluating an investigation or experiment and suggesting improvements
- understanding the sources of errors
- formulating a conclusion
- understanding safety considerations in a practical investigation.

Suggested formats for presentation of a practical investigation report include:

- a written report
- a multimedia product.

Issues Investigation

For a 20-credit subject, the issues investigation is included in the school assessment.

Students conduct an issues investigation in which they:

- investigate one current issue of personal or social relevance in nutrition related to one of the core and/or option topics
- gather information from different sources, identify and discuss at least two different points of view on the issue
- analyse their findings
- critically evaluate the evidence
- develop and explain their own conclusions
- use terms and conventions appropriate to the study of nutrition to explain links between concepts.

The completed issues investigation should include:

- an introduction that identifies the issue investigated and its relevance to the topic
- relevant background to the issue
- the identification of alternative views
- an understanding of different perspectives on the issue
- an evaluation of information gathered
- a summary of the results or findings and conclusions drawn
- citations and a reference list.

The issues investigation may be divided into smaller sections that may be presented in different formats.

Suggested formats for presentation of an issues investigation include:

- an extended response
- a written, oral, or multimedia presentation.

The issues investigation should be a maximum of 1500 words if written or a maximum of 10 minutes for an oral presentation, or the equivalent in multimedia form.

For a 20-credit subject, the issues investigation may be conducted individually or collaboratively.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

- Investigation
- Analysis and evaluation
- Application
- Knowledge and understanding

Assessment Type 2

Skills and Applications Tasks (30%)

For a 20-credit subject, students undertake at least two skills and applications tasks. Students may undertake more than two skills and applications tasks, but at least two should be under the direct supervision of the teacher. The supervised setting should be appropriate to the task.

Skills and applications tasks require students to use their knowledge and understanding of nutrition in a range of tasks that may be:

- routine, analytical, and/or interpretative posed in new and familiar contexts
- assessed individually or collaboratively, depending on the design of the assessment.

Skills that could be assessed include:

- using nutrition terms, conventions, and notations
- demonstrating understanding
- applying knowledge

- graphing
- analysing data
- drawing conclusions
- designing an investigation to test a hypothesis.

The skills and applications tasks should enable students to demonstrate an understanding of nutrition ideas, facts, and relationships, and to select appropriate data and relevant nutritional evidence and information to successfully solve a range of problems. Some of these problems should be set in a personal, social, or global context.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

- Investigation
- Analysis and evaluation
- Application
- Knowledge and understanding

External Assessment for a 20 credit subject

Assessment Type 3

Examination (30%)

For a 20-credit subject, students undertake a 130-minute external examination, which is divided into two parts.

Part 1 consists of short-answer and analytical questions that enable students to apply their learning in a variety of contexts related to the core topics and investigation skills.

Part 2 students choose one extended-response question related to one of the option topics.



The following specific features of the assessment design criteria for this subject may be assessed in the external examination:

- Investigation – I1 and I4
- Analysis and evaluation – AE1 and AE2
- Application – A1 and A2
- Knowledge and understanding – KU1, KU2, and KU3.



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