



Pre-approved Learning and Assessment Plan

Stage 2 Nutrition

Pre-approved learning and assessment plans are for *school use only*.

- Teachers may make changes to the plan, retaining alignment with the subject outline.
- The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
- The plan does not need to be submitted to the SACE Board for approval.

School _____ Teacher(s) _____

SACE school code			Year		Enrolment code			Program variant code (A-W)	
					Stage	Subject code			No. of credits (20)
			2021	2	X	X	X	20	

Addendum – changes made to the pre-approved learning and assessment plan

Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:

- what changes have been made to the plan
- the rationale for making the changes
- whether these changes have been made for all students, or for individuals within the student group.

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

Signature of principal or delegate _____

Date _____

Assessment overview

Stage 2 Nutrition

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

Assessment Type 1: Investigation Folio (40%)

Assessment details	Assessment design criteria		Assessment conditions (e.g. task type, word length, time allocated, supervision)
	KU	IAE	
Case Study	2, 3	1, 2, 3	<p>Students demonstrate their knowledge and understanding of a particular diet related disorder/disease. They analyse information from a variety of sources, applying knowledge and identifying how choices influence health and nutritional outcomes.</p> <p>Students select a recipe and modify it based on the requirements of the diet related disorder/disease.</p> <p>Students make this modified recipe and compare the macro/micronutrient content with the original recipe and conduct a sensory evaluation using their peers, analysing the data collected.</p> <p>Word length 1000</p> <p>Class time provide for research and support</p> <p>Sensory evaluation done in class</p>
SHE task	1, 3, 4		<p>Student investigates and demonstrates a comprehensive understanding of science as a human endeavour in Nutrition related to any of the topics in Stage 2 Nutrition. The focus of this task is to explore an aspect of contemporary Nutrition with a particular emphasis on the interaction between societies and, for example; the application and use of Nutritional knowledge, the influence and development of new technologies, or the design of solutions to problems.</p> <p>They may choose to present their research findings as either an article in a scientific journal, as a written report providing an expert's point of view, an analysis of a new development in a field or a concern about a development that has economic, social, environmental or political implications on any aspect related to any topic in the Stage 2 Nutrition science understandings.</p> <p>Word length 1500 or 10 minute presentation</p> <p>Class time provide for research and support</p> <p>Time frame is 4 weeks</p>
Practical		1, 2, 3, 4	<p>Students work in small, collaborative groups to design their own investigation based on knowledge and skills developed in a teacher-directed formative task. Students grow microorganisms on agar plates, investigate suitable means to calculate the number of colonies, and determine the most suitable way to evaluate and report data.</p> <p>Using the design prepared by the students, they order the foods, conduct the investigation and combine raw data. Students then complete an individual report in which they display and analyse the data, evaluate the procedures, and formulate a conclusion.</p> <p>Word length 1500 words</p> <p>Design done in class in test conditions</p> <p>Collaboration done the following lesson</p> <p>Investigation conducted in class, data collected 3 days later</p> <p>Final piece due 1 week after data collection</p>

Assessment Type 2: Skills and Applications Task 30%

Assessment details	Assessment design criteria		Assessment conditions (e.g. task type, word length, time allocated, supervision)
	KU	IAE	
One task responding to scenario One task internal examination	1, 2, 3, 4	3, 4	<p>Students demonstrate their knowledge and understanding of nutrition from <i>Principles of nutrition, physiology, and health</i> in response to a variety of short answer questions.</p> <p>They analyse information from a variety of sources such as graphs and tables, applying knowledge and identify how choices influence nutritional outcomes.</p> <p>Students are provided with an investigation and collated data and evaluate the methodologies used and the possible effects on data.</p> <p>Total Time 2 hours in class under supervision</p>

Assessment Type 3: Examination 30%

Assessment details	Assessment design criteria		Assessment conditions (e.g. task type, word length, time allocated, supervision)
	KU	IAE	
Examination	1, 2, 3, 4	3,	<p>Students undertake one 2-hour external examination.</p> <p>The exam consists of case studies and analytical questions that enable students to apply their learning in a variety of contexts related to the core topics and investigation skills.</p>

Five assessments, including external assessment component. Please refer to the Stage 2 Nutrition subject outline.