# 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.

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| --- | --- | --- | --- |
| School |  | Teacher(s) |  |

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| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **2** | **N** | **T** | **N** | **20** |  |

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

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| 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.

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| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Nutrition – 20 credits

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:Investigations Folio – weighting 30%

| Assessment details | Assessment design criteria | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- |
| IEA | KA |
| Design practical task:  Students design and conduct a practical investigation demonstrating their science inquiry skills and following scientific guidelines. The investigation can be conducted individually or collaboratively. For the investigation, students present an individual report. In consultation with the teacher, students undertake one of the following investigations   * Conduct an experiment to recognize and compare quantities of macronutrients in different foods * Investigate different cooking methods, for example, boiling, steaming, microwaving and frying to determine the effects of different vitamins * Consider a specific nutritional health issue for a group of people and identify foods that can have nutritional modification to recipes to bring about improved health outcomes. Conduct food sensory-analysis test on these foods and assess foods for preference by individuals * Conduct an experiment to measure microbe development on specific foods and conditions | 1, 2, 3, 4, | 2, 4 | The report should be a maximum of 1500 words if written, or a maximum of 9 minutes for an oral presentation, or the equivalent in multimodal form. Only the following sections of the report are included in the word count: • introduction • analysis of results • evaluation of procedures • conclusion and justification |
| Science as a human endeavour task  Each student selects a topical / contemporary article that shows nutrition science interacting with society. Students identify at least one key concept of science as a human endeavour to explore in the context of a contemporary example that related to one of the topics in Stage 2 Nutrition. They research relevant nutrition concepts or background by gathering information from different sources, then identify and discuss the significance of the focus. They analyse their findings and develop and justify their conclusions. Students use the literacy and numeracy skills of nutrition to explain links between concepts and issues. They then communicate the relevant nutritional science and the interactions between science and society in a scientific report, which also includes an explanation of the impact or significance of the focus of their exploration. | 3 | 3, 4 | 5-6 weeks  Students are allocated 80 minutes of supervised class time to decide on a SHE key concept (s), determine context and focus for the exploration, and begin research. Students individually form a focus to explore, begin locating information and test the suitability of the focus. Students have two weeks to gather their research information, make notes, and show and discuss one draft with the teacher. Report submitted 3 weeks later.  The report should be a maximum of 1500 words if written, or a maximum of 9 minutes for an oral presentation, or the equivalent in multimodal form and be submitted electronically. This report could take the form of, for example: • an article for a scientific publication • an oral or multimodal scientific presentation |

Assessment Type 2: Skills and Applications Tasks –weighting 40%

| Assessment details | Assessment design criteria | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- |
| IEA | KU |
| **Task 1- case study**  Students conduct a case study in which they analyse and/or evaluate nutrition data from a patient/client case study. They identify any problems or issues using their knowledge, understanding and analytical skills to make decisions and recommendations to prevent or solve problems or issues,  Case study data set provided by the teacher | 3, | 1, 2 ,4 | The case study should be a maximum of 1500 words if written, or a maximum of 9 minutes for an oral presentation, or the equivalent in multimodal form. This report could take the form of, • an article for a scientific publication • report • video • an oral or multimodal scientific presentation |
| **Task 2**  Students develop either a multimodal product, an oral presentation or an extended response which is shared to the class on completion.  Students demonstrate knowledge and understanding of nutrition from an aspect of Topic 2: Health promotion and emerging trends, negotiated with the teacher. They analyse information from a variety of sources, apply knowledge and identify how this information influence nutritional outcomes. | 2, 3 | 1, 2, 3, 4 | The skills and applications task should be up to a maximum of 1000 words or 6 minutes (equivalent) in oral or multimodal form |
| **Task 3; supervised task**  Students demonstrate knowledge and understanding of nutrition from Topic1: Principles of Nutrition, Physiology and Health and Topic 3: Sustainable food systems in response to a variety of short-answer questions and analysis of scenarios/or case studies. They analyse information from sources supplied, apply knowledge and identify how choices influence health and nutritional outcomes. Skills and knowledge related to practical tasks are assessed as well. Students communicate their knowledge using several formats, including graphs and tables | 2, 3 | 1, 2, 3, 4 | Supervised in class. Approximately 80 minutes. Use of calculator and dictionaries permitted |

Assessment Type 3: External Assessment – weighting 30%

| Assessment details | Assessment design criteria | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- |
| IEA | KA |
| Examination  Stage 2 science enquiry skills and nutrition understanding will be assessed from the following concepts: • Principles of nutrition, physiology and health • Health promotion and emerging trends • Sustainable food systems  Questions: • Will include case studies/ or scenarios • Application of knowledge and skills to different contexts • Analysis and interpretation of data or information | 3 | 1,2,3 | 130-minute electronic exam |

*Six assessments. Please refer to the Stage 2 Nutrition subject outline.*