# 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** | **U** | **T** | **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 40%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| I | AE | A | KU |
| Core Topic 1: Practical - Energy density of foods  Students work in small groups to complete the practical based on the skills developed in a teacher directed practical. The skills include the manipulation of equipment, development of an understanding of what data to collect and how to evaluate. Students are to use two food samples to calculate the energy density and then evaluate data and the practical. | 3,4 | 1,2 | 2 | 3 | The Practical is completed collaboratively in lesson time.  Individual Report is written within a week of the practical. |
| Core Topic 3: Practical - Sensory evaluation of foods (design)  Students work individually to design an investigation based on a teacher-directed formative task. They then work collaboratively to refine the experimental design that the small group will undertake. This practical involves students tasting supplied foods and recording the sensory characteristics. In the formative practical the teacher models data collation, evaluation and reporting methods.  Students order the foods, conduct the investigation, combine raw data and then complete an individual report. | 1,4 | 1,2 | 3 | 3 | The Practical is completed partly during lesson time and partly during the student’s own time.  Written report is completed within a week of gathering the data. |
| Core Topic 4: Practical - Growth of microorganisms  Students work in small, collaborative groups to design their own investigation based on knowledge and skills developed in a teacher-directed formative task in which they 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.  Using the design prepared by the students, they order the food, 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. | 3,4 | 1,2 | 1,3 |  | Students prepare the design in one lesson. For two days, students view and record results. The Investigation is completed in lesson time.  The individual written report is completed within one week of collecting the results. |
| Issues Investigation  A contemporary nutrition theme is determined by the teacher to provide the focus of the issues investigation. Students formulate a specific question related to the theme. They locate two relevant sources of information related to their question and assess them for relevance, credibility, and bias. Students complete the Issues Investigation report based on their own question, using two additional articles supplied by the teacher and their own sources of information. | 2 | 1 | 1,2 | 1,2,3 | Class and student time is used over three weeks to complete this assessment. The initial analysis of sources is assessed before students complete the remainder of the assessment.  The students complete the issues investigation report under supervision in class.  Total word count for analysis and report is a maximum of 1,500 words if written or 10 minutes if an oral presentation (undertaken at a time to be negotiated with teacher). |

Assessment Type 2: Skills and Applications Tasks – weighting 30%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| I | AE | A | KU |
| Core Topic 1: Supervised task  Students demonstrate knowledge and understanding of nutrition from *The Fundamentals of Human Nutrition* in response to a variety of short-answer questions. They analyse information from a variety of sources such as graphs and tables, apply knowledge and identify how choices influence nutritional outcomes. Students communicate their knowledge using several formats. |  | 1 | 2 | 1,2 | Supervised assessment in class. Approximately 50 minutes with 5 minutes reading time. Use of calculator and dictionaries permitted. |
| Core Topic 2: Supervised task  Students demonstrate knowledge and understanding of nutrition from *Diet, Lifestyle, and Health* in response to a variety of short-answer questions. They analyse information from a variety of sources, apply knowledge and identify how choices influence nutritional out comes. They recommend changes in lifestyle and diet to reduce disorders due to under and/or over nutrition. Students communicate their knowledge using several formats, including diagrams. |  | 1 | 1,2 | 2 | Supervised assessment in class. Approximately 50 minutes with 5 minutes reading time. Use of calculator and dictionaries permitted. |
| Trial exam – Core Topics 1, 2 and 3  Students demonstrate knowledge and understanding of nutrition from *The Fundamentals of Human Nutrition, Diet, Lifestyle, and Health* and *Food Selection and Dietary Evaluation* in response to a variety of short-answer questions and in an extended response. They analyse information from a variety of sources, apply knowledge and identify how choices influence health and nutritional outcomes. Skills and knowledge related to practical tasks are assessed as well as the implications of culture on food choices. Students communicate their knowledge using several formats, including graphs and tables. | 4 | 1 | 1,2 | 2,3 | Supervised in class. Approximately 120 minutes with 10 minutes reading time. Use of calculator and dictionaries permitted. |
| Core Topic 4 and Option Topic 2: Supervised task  Students demonstrate knowledge and understanding of nutrition from *Food, Nutrition, and the Consumer* and Option Topic 2: *Global Hunger* in response to a variety of short-answer questions and in an extended-response. They analyse information from a variety of sources, apply knowledge and identify how choices influence health and nutritional outcomes. Skills and knowledge related to practical tasks are included in the assessment. Students communicate their knowledge using several formats, including extended writing. |  | 1 | 1,2 | 1,2,3 | Supervised activity in class. Approximately 100 minutes with 10 minutes reading time. Use of calculator and dictionaries permitted. |

Assessment Type 3: External Assessment – weighting 30%

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| Assessment details | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| Examination | 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.  In Part 2, students choose one extended-response question related to one of the option topics.  2-hour written examination |

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