PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 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) |
|  |  |  |  | **1** | **N** | **U** | **T** | **10** |  |

**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 |  |

Stage 1 Nutrition (10-credits)

Assessment Overview

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 and Weighting** | **Details of assessment** | **Assessment Design Criteria** | | | | **Assessment conditions**  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- | --- |
| **I** | **AE** | **Ap** | **KU** |
| **Assessment Type 1: Investigations Folio**  **Weighting 60%** | **Practical Investigation (Food analysis):** Students conduct an investigation based on a method provided by the teacher. They examine ingredients as listed on labels of a variety of different foods, to make a comparison of, for example, sugar, salt, and energy content. They extract relevant information, record and display data in tables or graphs; analyse, interpret and evaluate the data; and draw conclusions based on evidence. They use the evidence to suggest product selections that promote health. | 2,3,4 | 1 | 1,2 |  | Practical completed during lesson time.  Individual report is written within a week of the practical. |
| **Practical Investigation (Food sensory practical):** Using techniques learned in previous class activities, students work individually to design an investigation to test the effect of sensory responses on food selection. They then work collaboratively to refine the experimental design that the small group will undertake. They use equipment to obtain, record, manipulate and display relevant data and observations using appropriate nutrition conventions. They analyse the data that is collected, and draw conclusions based on evidence. Students’ research design is approved by the teacher. | 1,3,4 | 1 | 2,3 |  | Practical completed over several lessons.  Students work collaboratively in the selection and refinement of the practical design but prepare an individual written report.  Individual reports written within a week of the practical. |
| **Issues Investigation**: Students negotiate a suitable topic with the teacher to investigate an issue linked to the topic ‘Nutrition in the Life Cycle’. They access and critically evaluate information from various sources, display relevant data and gather evidence to form a personal view and recommendation based on their findings. They acknowledge sources of information correctly and use appropriate nutrition terms and conventions. Students prepare a presentation of their investigation under direct supervision and in a format negotiated with the teacher. | 2,4 | 1,2 | 1 | 1,3 | Both class and homework time is used for the completion of this assessment.  Format to be negotiated with the teacher:  Maximum of 750 words for a written report or a maximum of 5 minutes for an oral presentation, or the equivalent in multimedia format. |
| **Assessment Type 2: Skills and Applications Tasks**  **Weighting**  **40%** | **Nutrition and Dietary Guidelines:** Students prepare three short answer questions and answers on a teacher allocated aspect of macro and micro nutrients, and the Australian Dietary Guidelines, and provide them to the teacher in electronic form. A selection of these questions is combined with three questions prepared by the teacher to create a class test. Students then respond to the questions in the class under direct supervision. Students use nutrition terminology and conventions to demonstrate their understanding of links between diet and health. |  | 1 | 2 | 1,2,3 | Class time is provided for questions development.  For the completion of class test, 5 minutes reading time, 50 minutes to answer questions. Completed under supervision. |
| **Food models**: Students demonstrate knowledge and understanding of the key nutrition concepts and learning covered in the Food models and stages in lifecycle and apply this knowledge to solve problems in a test made up of short answer questions. Students analyse nutrition problems and pose solutions using appropriate nutrition terms and conventions. | 4 | 1 | 2 | 1,2,3 | Written – supervised in class.  5 minutes reading time and 50 minutes writing time. |

***Four or five assessments.*** *Please refer to the Nutrition subject outline.*