# 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** | **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 |  |

# Assessment overview

Stage 2 Nutrition – 10 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:Practical Investigations – 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: Energy density of foods:  Students work in small groups to complete the practical based on the skills developed in a teacher directed formative practical. The skills include the manipulation of equipment and an understanding of what data to collect and how to evaluate it. Students use two food samples to calculate the energy density, evaluate data and the practical. | 3,4 | 1,2 | 3 | 3 | The practical is completed in lesson time.  Individual written report is completed within a week of the practical. |
| Core Topic 3: Sensory evaluation of foods (design): Students work individually to design an investigation based on a teacher directed formative task involving students tasting supplied foods and recording the sensory characteristics. They then work collaboratively to refine the experimental design that the small group will undertake. In the formative practical the teacher models data collation, evaluation and reporting methods. For the practical designed by the students, the students order the foods, conduct the investigation, combine raw data and then complete an individual report. | 1,2,4 | 1,2 | 2,3 | 3 | Summative practical completed partly during lesson time and partly during student’s own time.  Written report to be completed within a week. |

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 2: Supervised task:  Students demonstrate knowledge and understanding of nutrition in a variety of short answer questions related to diet, lifestyle, and health. They select and display information from an investigation and use it to identify how choices influence nutritional outcomes. 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. | 4 | 1 | 1,2 | 1,2 | Supervised assessment in class. Approximately 50 minutes, with 5 minutes reading time. Use of a 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) |
| Issues Investigation | Students undertake one issues investigation in which they investigate at least one current issue of personal or social relevance in nutrition related to one of the core and/or option topics. Students design and conduct the investigation. The issues investigationmust be conducted individually. Report of a maximum of 1000 words if written or a maximum of 6 minutes for an oral presentation, or the equivalent in multimedia form. |

*Four or five assessments. Please refer to the Stage 2 Nutrition subject outline.*