**STAGE 2 NUTRITION**

**Investigations Folio: Issues Investigation**

**Purpose**

* To investigate a contemporary issue in Nutrition
* To analyse sources for relevance, bias and credibility
* To present concluding views.

**Context**

Today there are many Nutrition issues that influence the health and well-being of individuals and communities. Information available can be very helpful but it can also be unreliable and biased, therefore confusing consumers.

**Description of Assessment**

The class group focuses on one broad contemporary Nutrition issue around which the investigations will develop.

Students then design their own investigation of a more specific topic related to this broad issue.

*Part A*

After the teacher models how to deconstruct an article, students choose two or three further articles which they then individually deconstruct and analyse for relevance, bias and credibility.

Students submit Part A for assessment prior to completing Part B.

*Part B*

Students examine the extra articles supplied by the teacher (two or three) and determine their relevance, bias and credibility in relation to the specific issue each has individually chosen.

They collect any other materials that will assist them in writing their final Issues Investigation.

One week of homework time is allocated to the development of Part B.

**Assessment Conditions**

Using any collected reference materials related to their specific issue, students complete their final Issues Investigation Report in class under supervision ensuring that they correctly reference any quotes used in the report.

*Issues Investigation format*

Introduction:

* Clearly state the Issue investigated.
* Provide a context for the issue (some history and reasons why it is considered an issue).
* Briefly discuss the links between the issue and diet/lifestyle/culture/health (the selected issue may not have links with all four).

Points of View

* Present different points of view on the issue and how each impacts on good health   
  (minimum 2).
* Present the reasoning behind the alternate points of view.
* Include evidence for statements made (correctly referenced quotes, minimum 2).
* Display balance in presenting alternate points of view.

Conclusion

* Conclude findings and state a personal opinion on the issue.

|  |  |  |
| --- | --- | --- |
| ***Learning Requirements*** | ***Assessment Design Criteria*** | ***Capabilities*** |
| 1. Identify and formulate questions, hypotheses, and purposes that guide nutrition investigations and their design 2. Design, safely conduct, and evaluate investigations, and apply knowledge and problem-solving skills to individual and collaborative practical tasks 3. Select and use evidence to analyse, compare, and evaluate strategies for the prevention and management of disorders related to diet and lifestyle, and to make recommendations for promoting good health 4. Communicate knowledge and understanding of nutrition using the terms and conventions of the language of nutrition to suit particular purposes and contexts 5. Critically evaluate and apply knowledge and understanding of nutrition to identify and explain decisions based on ethical, personal, social, environmental, and/or economic factors that influence the diet and lifestyle choices of individuals and communities 6. Demonstrate knowledge and understanding of, and respect for, varying cultural influences on diet and lifestyle decisions. | Investigation The specific features are as follows:   * + I1 Design of nutrition investigations.   + I2 Selection and acknowledgment of information about nutrition and issues in nutrition from different sources.   + I3 Manipulation of apparatus, equipment, and technological tools to implement safe and ethical investigation procedures.   + I4 The obtaining, recording, and display of findings of investigations using appropriate conventions and formats.  Analysis and Evaluation The specific features are as follows:   * + AE1 Analysis of data and concepts and their connections, to formulate conclusions and make relevant predictions.   + AE2 Evaluation of procedures, with suggestions for improvements.  Application The specific features are as follows:   * + A1 Application of nutrition concepts and evidence from investigations to solve problems and to promote good health in new and familiar contexts.   + A2 Use of appropriate nutrition terms and conventions.   + A3 Demonstration of skills in individual and collaborative work.  Knowledge and Understanding The specific features are as follows:   * + KU1 Demonstration of knowledge and understanding of nutrition concepts.   + KU2 Use of knowledge of nutrition to understand and explain issues related to diet, lifestyle, culture, and health.   + KU3 Communication of knowledge and understanding of nutrition in different contexts, using different formats. | Communication  Citizenship  Personal Development  Work  Learning |

Performance Standards for Stage 2 Nutrition

|  | Investigation | Analysis and Evaluation | Application | Knowledge and Understanding |
| --- | --- | --- | --- | --- |
| A | Designs logical, coherent, and detailed nutrition investigations.  Critically and logically selects and consistently and appropriately acknowledges information about nutrition and issues in nutrition from a range of sources.  Manipulates apparatus, equipment, and technological tools carefully and highly effectively to implement well-organised safe and ethical investigation procedures.  Obtains, records, and displays findings of investigations using appropriate conventions and formats accurately and highly effectively. | Critically and systematically analyses data and their connections with concepts, to formulate logical and perceptive conclusions and make relevant predictions.  Logically evaluates procedures and suggests a range of appropriate improvements. | Applies nutrition concepts and evidence from investigations to suggest solutions to complex problems and to promote good health in new and familiar contexts.  Uses appropriate nutrition terms and conventions highly effectively.  Demonstrates initiative in applying constructive and focused individual and collaborative work skills. | Consistently demonstrates a deep and broad knowledge and understanding of a range of nutrition concepts.  Uses knowledge of nutrition perceptively and logically to understand and explain issues related to diet, lifestyle, culture, and health.  Uses a variety of formats to communicate knowledge and understanding of nutrition in different contexts coherently and highly effectively. |
| B | Designs well-considered and clear nutrition investigations.  Logically selects and appropriately acknowledges information about nutrition and issues in nutrition from different sources.  Manipulates apparatus, equipment, and technological tools carefully and mostly effectively to implement organised safe and ethical investigation procedures.  Obtains, records, and displays findings of investigations using appropriate conventions and formats mostly accurately and effectively. | Clearly and logically analyses data and their connections with concepts, to formulate consistent conclusions and make mostly relevant predictions.  Evaluates procedures and suggests some appropriate improvements. | Applies nutrition concepts and evidence from investigations to suggest solutions to problems and to promote good health in new and familiar contexts.  Uses appropriate nutrition terms and conventions effectively.  Applies mostly constructive and focused individual and collaborative work skills. | Demonstrates some depth and breadth of knowledge and understanding of a range of nutrition concepts.  Uses knowledge of nutrition logically to understand and explain issues related to diet, lifestyle, culture, and health.  Uses a variety of formats to communicate knowledge and understanding of nutrition in different contexts coherently and effectively. |
| C | Designs considered and generally clear nutrition investigations.  Selects with some focus, and mostly appropriately acknowledges, information about nutrition and issues in nutrition.  Manipulates apparatus, equipment, and technological tools generally carefully and effectively to implement safe and ethical investigation procedures.  Obtains, records, and displays findings of investigations using generally appropriate conventions and formats with some errors but generally accurately and effectively. | Analyses data and their connections with concepts, to formulate generally appropriate conclusions and make simple predictions, with some relevance.  Evaluates some procedures in nutrition and suggests some improvements that are generally appropriate. | Applies nutrition concepts and evidence from investigations to suggest some solutions to basic problems and to promote good health in new or familiar contexts.  Uses generally appropriate nutrition terms and conventions with some general effectiveness.  Applies generally constructive individual and collaborative work skills. | Demonstrates knowledge and understanding of a general range of nutrition concepts.  Uses knowledge of nutrition with some logic to understand and explain one or more issues related to diet, lifestyle, culture, and health.  Uses different formats to communicate knowledge and understanding of nutrition in different contexts with some general effectiveness. |
| D | Prepares the outline of a nutrition investigation.  Selects and may partly acknowledge one or more sources of information about nutrition or an issue in nutrition.  Uses apparatus, equipment, and technological tools with inconsistent care and effectiveness and attempts to implement safe and ethical investigation procedures.  Obtains, records, and displays findings of investigations using conventions and formats inconsistently, with occasional accuracy and effectiveness. | Describes basic connections between some data and concepts, and attempts to formulate a conclusion and make a simple prediction that may be relevant  For some procedures, identifies improvements that may be made. | Applies some evidence to describe some basic problems and identify one or more simple solutions, or to promote good health, in familiar contexts.  Attempts to use some nutrition terms and conventions that may be appropriate.  Attempts individual work inconsistently, and contributes superficially to aspects of collaborative work. | Demonstrates some basic knowledge and partial understanding of nutrition concepts.  Identifies and explains some nutrition information that is relevant to one or more issues related to diet, lifestyle, culture, and health.  Communicates basic information about nutrition to others, using one or more formats. |
| E | Identifies a simple procedure for a nutrition investigation.  Identifies a source of information about nutrition or an issue in nutrition.  Attempts to use apparatus, equipment, and technological tools with limited effectiveness or attention to safe or ethical investigation procedures.  Attempts to record and display some descriptive information about an investigation, with limited accuracy or effectiveness. | Attempts to connect data with concepts, formulate a conclusion, and make a prediction.  Acknowledges the need for improvements in one or more procedures. | Identifies a basic problem and attempts to identify a solution or promote good health in a familiar context.  Uses some nutrition terms or conventions.  Shows emerging skills in individual and collaborative work. | Demonstrates some limited recognition and awareness of nutrition concepts.  Shows an emerging understanding of an issue related to diet, lifestyle, culture, and health.  Attempts to communicate information about nutrition. |

**Part A**

This part assists students to source and reference suitable articles for their investigation.

Selection and acknowledgment of information about nutrition and issues in nutrition from different sources.

It is assessed.

**Example Task:** Find two articles that either support or refute the topic

***“Grain Fed VS Grass Fed Beef”***

Students may use the table below to assist in referencing their sources

This is the general issue; students are required to design their own investigation by making their own statements e.g.

Contemporary research indicates that grass fed beef is nutritionally superior to grain fed beef. Considering this, should grain fed beef be labelled on packaging to

allow consumers to make more

Informed decisions?

How does the consumption of grass fed beef compared to grain fed beef have in terms of obesity?

|  |  |
| --- | --- |
| **Type of reference** | **Example of how to correctly reference** |
| **Website** | Beumont, P 2007, *Anorexia Nervosa is a serious disease,* Eating Disorders Foundation, Willoughby NSW, accessed 14 April 2007, <http://www.edf.org.au/Disorders.htm> |
| **Book with one author** | Brandon, JR 2007, `Computing the universe', *A.P.C.* vol. 27, no. 6, pp. 16-17. |
| **Book no author** | *The Essential vegetarian cookbook* 2004, Murdoch Books, London. |
| **Video recording** | *Gallipoli* 2007, video recording, ABC Television, Sydney, 26 April. |
| **Book with one author** | Kirberger, K 2003, No *body's perfect,* Scholastic Inc., Sydney. |
| **Book with two authors** | La Marca, S & Macintyre, P 2006, *Knowing readers: unlocking the pleasures of reading,* SLAV, Carlton, Vic. |
| **Book with four authors** | Polster, B, Neumann, C, Schuler, M & Leven, F 2006, *The A-Z of modern design,* Merrell, London. |
| **Newspaper article** | Truce stems bloodshed' 2007, *The Age,* 24 May, p. 13. |
| **Encyclopedia** | Walker, A (ed.) 2005, *The Encyclopedia of wood,* Quarto, New York. |

Note that 'The', 'A' and 'An' at the beginning of an entry are ignored and the place of a resource in the list is determined by first letter of next word.

Also note the list is in alphabetical order

**Example**

This demonstrates to students that comments are only required to be brief.

**Article Number: Student name:**

**Issue Topic: Butter Vs Margarine**

**Grain Fed vs. Grass Fed: The debate continues**

**By Joe Smith**

http://www.meateaters.com/health-and-nutrition/nutrition-and-diet/grain-fed-vs-grass-fed-the-debate-continues/

Shows students how to evidence critical and logical selection of sources of information.

|  |  |
| --- | --- |
|  | **Comments** |
| Relevance: - the degree to which a source addresses the issue | * article provides information about both grain fed and grass fed beef * the benefits of both are clearly outlined * the health benefits of both grain fed beef and grass fed beef are discussed * **Conclusion [students must formulate]**– a relevant article |
| Bias: - refers to a prejudiced or partial viewpoint that would affect someone's interpretation of the issue | * It was pointed out that the issue is still a debate from the title * The author does state her own preference but clearly labelled it as a personal preference so was not biased * Presenting positive and negative information for grain fed beef and grass fed beef eliminated bias * **Conclusion**  **[students must formulate]**– an unbiased article |
| Credibility: - the trustworthiness (credentials, education, experience, etc.) of the source | * The information sourced from Homemakers.com/health and nutrition is not a government site therefore credibility is not guaranteed * The author states she is a Nutritionist but no reference to her degree or where it was obtained, limiting the credibility of the statement, this could have been searched as a link was given * **Conclusion**  **[students must formulate]**– not enough information to assess true credibility of article without searching the link |

**I2** Selects with some focus, and mostly appropriately acknowledges information about nutrition and issues in nutrition (C)

**I4** Obtains, records, and displays findings of investigations using appropriate conventions and formats mostly accurately and effectively (C)

**AE1** Systematically analyses, compares and evaluates data, strategies, and other evidence to formulate logical and highly relevant conclusions (A)

**KU3** Uses a variety of formats to communicate knowledge and understanding of nutrition in different contexts coherently and highly effectively (A)

|  |  |
| --- | --- |
|  | Stage 2 Nutrition **Investigations Folio: Issues Analysis** (Relevance, bias and credibility of sources) |

**Article Number:**   **of 2 Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Issue:**

|  |  |
| --- | --- |
| **Source type** (e.g. internet, journal, newspaper article, book, video): | |
| **Information source** (correctly formatted reference): | |
|  | **Comments** |
| Relevance: - the degree to which a source addresses the issue |  |
| Bias: - refers to a prejudiced or partial viewpoint that would affect someone's interpretation of the issue |  |
| Credibility: - the trustworthiness (credentials, education, experience, etc.) of the source |  |

|  |  |
| --- | --- |
|  | Stage 2 Nutrition **Investigations Folio: Issues Analysis** (Relevance, bias and credibility of sources) |

**Article Number:**   **of 2 Student name: \_\_\_\_\_\_\_\_\_\_\_**

**Issue:**

|  |  |
| --- | --- |
| **Source type** (e.g. internet, journal, newspaper article, book, video): | |
| **Information source** (correctly formatted reference): | |
|  | **Comments** |
| Relevance: - the degree to which a source addresses the issue |  |
| Bias: - refers to a prejudiced or partial viewpoint that would affect someone's interpretation of the issue |  |
| Credibility: - the trustworthiness (credentials, education, experience, etc.) of the source |  |