# 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** | **T** | **N** | **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 1 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:Investigations Folio – weighting %

| Assessment details | Assessment design criteria | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- |
| IEA | KA |
| Design or conduct practical investigation task:  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.  A practical report may include: • introduction with relevant nutrition concepts • hypothesis • variables (independent, dependent, controlled) in an experiment • materials/apparatus (table or image) used in an experiment • the method that was implemented (flow chart, table or image) • identification and management of safety and/or ethical risks • results, including table(s) and/or graph(s) • analysis of results, including identifying trends and linking results to concepts • evaluation of procedures and their effect on data • conclusion, with justification | 1, 2, 3, 4 | 1, 4 | Practical completed during lesson time. Practical investigations can be conducted individually or collaboratively. Students present an individual report written within a week of the practical.  The report should be a maximum of 1000 words if written, or a maximum of 6 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  The Science as a Human Endeavour Investigation enables students to demonstrate a comprehensive understanding of an aspect of, or an issue in Nutrition related to **Sustainable food systems.** The focus of this task is for a student to research water quality, sustainable food supply or food processing. Students will need to access information from different sources, select and acknowledge appropriate sources to support their own conclusions. Students will select at least one key concept of the Science as a Human Endeavour understandings described in the subject outline as a basis for their chosen aspect or issue. Based on their investigation, students prepare a scientific text, which must include the use of scientific terminology. Students may choose the format of their work: either an article for a scientific journal or a written report providing an expert’s point of view. | 3, 4 | 3, 4 | 3 weeks to complete. Class time provided for research and to support students.  Students may submit one draft for feedback  Word Count: maximum of 1000 words or 6 minutes for an oral presentation, or the equivalent in multimodal form. |

Assessment Type 2: Skills and Applications Tasks –weighting %

| Assessment details | Assessment design criteria | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- |
| IEA | KU |
| **Case study or skills and application task- Test**  **Fundamentals of Nutrition and Australian Dietary Guidelines:** Students prepare three short answer questions and answers on a teacher allocated aspect of macronutrients and micronutrients, 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. | 2, 3 | 1, 2, 4 | 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 |

*three assessments. Please refer to the Stage 1 Nutrition subject outline.*