# 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** | **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 1 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%

| Assessment details | Assessment design criteria | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- |
| IEA | KA |
| Design or conduct practical investigation task 1:  How much water is in an orange?  Students conduct an investigation based on a method provided by the teacher. Students undertake a dehydration activity that is used in food production of some foods. They extract relevant information, record and display data in tables or graphs; analyse, interpret and evaluate the data; and draw conclusions based on evidence. | 1, 2, 3, 4 | 1, 4 | Practical completed over several lessons.  Students work collaboratively but prepare an individual written report.  Individual reports 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 |
| Design or conduct practical investigation task 2:  **Design Food sensory practical:**  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, 2, 3, 4 | 1, 4 | 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.  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 1  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. |
| Science as a human endeavour task 2  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 stage 1 concepts: **Health promotion and emerging trends.** The focus of this task is for a student to research future foods or health promotion for specific communities. 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 |
| **Task 1- Case study**  Students conduct a case study in which they analyse and/or evaluate nutrition data from a patient/client case study. They identify any problems or issues using their knowledge, understanding and analytical skills to make decisions and recommendations to prevent or solve problems or issues,  Case study data set provided by the teacher  Students analyse and advise if at the next stage of the lifecycle would this person be obtaining enough essential nutrients for good health if a similar diet is followed. |  |  | The case study should be a maximum of 1,000 words if written, or a maximum of 6 minutes for an oral presentation, or the equivalent in multimodal form. |
| **Task 2- Skills and application task**  Students demonstrate knowledge and understanding of nutrition from topics covered in course in response to a variety of short-answer questions. They analyse information from sources supplied, apply knowledge and identify how choices influence health and nutritional outcomes. Skills and knowledge related to practical tasks are assessed as well. Students communicate their knowledge using several formats, including graphs and tables |  |  | 80-minute supervised test |

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