School-developed Learning and Assessment Plan form

Stage 2 Nutrition

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| School |  | | Teacher(s) |  |
| Other schools using this plan | |  | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **2** | **N** | **T** | **N** | **20** |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| School use only   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Approved |  | Not approved |  |  |      |  |  |  |  | | --- | --- | --- | --- | | Signature of Principal/delegate |  | Date |  | |

Addendum

Please only use this section for any changes made after the learning and assessment plan has been approved.  
Changes made to the learning and assessment plan

|  |
| --- |
| 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 of changes

The changes made to the learning and assessment plan support student achievement of the performance standards and retain alignment with the subject outline.

|  |  |  |  |
| --- | --- | --- | --- |
| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 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 30%

| Assessment details | Assessment design criteria | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- |
| IEA | KA |
| Design practical task: |  |  |  |
| Science as a human endeavour task |  |  |  |

Assessment Type 2: Skills and Applications Tasks –weighting 40%

| Assessment details | Assessment design criteria | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- |
| IEA | KU |
| **Task 1- case study** |  |  |  |
| **Task 2** |  |  |  |
| **Task 3** |  |  |  |

Assessment Type 3: External Assessment – weighting 30%

| Assessment details | Assessment design criteria | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- |
| IEA | KA |
| Examination  Stage 2 science enquiry skills and nutrition understanding will be assessed from the following concepts: • Principles of nutrition, physiology and health • Health promotion and emerging trends • Sustainable food systems  Questions: • Will include case studies/ or scenarios • Application of knowledge and skills to different contexts • Analysis and interpretation of data or information | 3 | 1,2,3 | 130-minute electronic exam |

*Six assessments. Please refer to the Stage 2 Nutrition subject outline.*