**Advice and example for development of case study tasks**

**Assessment Type 2: Skills and Application Task - Case study**

**Type 1**: The analytical approach

The case study is examined in order to try and understand what has happened and why. It is not necessary to identify problems or suggest solutions.

**Type 2**: The problem-oriented method

The case study is analysed to identify the major problems that exist and to suggest solutions to these problems.

**Introduction**

A case study is a scenario in a context where students are expected to analyse and respond to, guided by specific questions posed concerning a situation. In many cases, the scenario involves several issues/problems that must be explored and reviewed.

Case study assignments usually require students to identify problems and issues in a scenario, to demonstrate their knowledge and understanding and analytic skills to make decisions and recommendations based on these to either prevent or solve some of the issues in the scenario.

*Source modified from, Flinders University.*

A successful case study analyses a real-life situation where existing problems need to be solved. It should:

**Synopsis/Summary**

* Present the scenario and/or focus question
* Identify the issues/problems of the case study

**Findings**

* Research and present, relevant selected information and collated data (IAE2)

**Discussion**

* Link nutritional knowledge and understanding to case study findings (KU1)
* Critically analyse and interpret the findings (IAE3)

**Conclusion**

* Suggest solutions to these major problems (KU2 and IAE3)
* Recommend the best solution to be implemented (IAE3)

**Implementation**

* Detail how this solution should be implemented

**Reference list/Bibliography**

* Identify sources used to research and collect data

**Aim**

To demonstrate skills, knowledge and understanding in researching, analysing, evaluating a nutritional linked case study.

**Possible case study (Open hence below are some suggestions)**

*Dietary models (Topic 1 and 2)*

* Research, critically analysis and evaluate the benefits of a **Mediterranean diet** in improving and maintaining the general health of the Australian population

*Dietary requirements due to life circumstance (Topic 2)*

* Examine the diet and symptoms of the **British Antarctic expedition** in 1910 to 1913 to the South Pole. Determine whether the details of Scott and his party could have been due, at least in part, to inadequate diet.
* Examine the dietary needs of an **athlete**
* Examine the dietary needs of an **astronaut**

*Dietary pattern and modifications (Topic 2)*

* Analyses the relationship between the **food choices** to the health and wellbeing of individuals by modifying and analysing dietary patterns

*Social influence on dietary patterns (Topic 2)*

* Research critically analyses and evaluate the influence of an **advertising** campaign and its influence on the food choices of a group of individuals.

*Farming and Sustainability (Topic 3)*

* Research desert farming and its impact on the urban environment (e.g. Salisbury)
* Research the use of vertical farming in remote areas to improve access to cheap fresh food
* Evaluate the impact of fish farming in coastal environments

**Example**

**Mediterranean diet scenario**

**Individual Scenario**

**Vertical farming**

**Assessment Conditions:**

4 weeks to complete. Class time provided for research and support.

Students may submit one draft of the final scientific communication for feedback. This does not include the checkpoints and plan.

Verification of student work will occur throughout the task.

Word Count: maximum of 1500 words or 9 minutes for an oral presentation.

**Assessment Design Criteria**

**Investigation Analysis and Evaluation:** IAE2, 3 or 4 depending on relevant performance standard selected

**Knowledge and Understanding:** KU1, 2 and 4 depending on relevant performance standard selected

**Due Dates**

**Draft submission due date:** …………………………………………………….

**Final submission due date:** …………………………………………………….

**Select the relevant Performance Standard for your Stage 1 or Stage 2 case study task.**

**Stage 1 Nutrition Performance Standards**

| - | Investigation, Analysis, and Evaluation | Knowledge and Application |
| --- | --- | --- |
| A | Critically designs or conducts investigations using appropriate methodologies.  Obtains, records, and displays findings of investigations, using appropriate conventions and formats accurately and highly effectively.  Systematically analyses and interprets data and/or information to formulate logical conclusions.  Critically and logically evaluates methodologies and/or research processes and their effect on data or findings. | Demonstrates deep and broad knowledge and understanding of a range of nutrition concepts.  Applies nutrition concepts highly effectively in familiar and unfamiliar contexts.  Critically explores and understands the relationship between nutrition science and society.  Coherently and clearly communicates nutrition concepts and nutrition literacy and numeracy. |
| B | Logically designs or conducts investigations using appropriate methodologies.  Obtains, records, and displays findings of investigations, using appropriate conventions and formats mostly accurately and effectively.  Analyses and interprets data and/or information to formulate reasonable conclusions.  Logically evaluates methodologies and/or research processes and their effect on data or findings. | Demonstrates some depth and breadth of knowledge and understanding of a range of nutrition concepts.  Applies nutrition concepts mostly effectively in familiar and unfamiliar contexts.  Logically explores and understands the relationship between nutrition science and society.  Mostly coherently and clearly communicates nutrition concepts and nutrition literacy and numeracy. |
| C | Designs or conducts investigations using appropriate clear methodologies.  Obtains, records, and displays findings of investigations, using appropriate conventions and formats, with some errors but generally accurately and effectively.  Interprets data and/or information to formulate generally appropriate conclusions.  Evaluates methodologies and/or research processes and some of their effect on data or findings. | Demonstrates knowledge and understanding of a general range of nutrition concepts.  Applies nutrition concepts generally effectively in familiar and unfamiliar contexts.  Explores and understands aspects of the relationship between nutrition science and society.  Generally coherently and clearly communicates nutrition concepts and nutrition literacy and numeracy. |
| D | Prepares or conducts investigations using some appropriate methodologies.  Obtains, records, and displays findings of investigations, using appropriate conventions and formats inconsistently, with occasional accuracy and effectiveness.  Describes data and/or information to formulate basic conclusions.  Attempts to evaluate methodologies and/or research processes and suggest an effect on data or findings. | Demonstrates some basic knowledge and partial understanding of nutrition concepts.  Applies some nutrition concepts in familiar contexts.  Partially explores and recognises aspects of the relationship between nutrition science and society.  Clearly communicates some nutrition concepts and nutrition literacy and numeracy. |
| E | Attempts to prepare or conduct investigations using simple methodologies.  Attempts to record and represent some data, with limited accuracy or effectiveness.  Attempts to describe data and/or information and formulates a simple conclusion.  Acknowledges that methodologies and/or research processes affect data or findings. | Demonstrates limited recognition and awareness of nutrition concepts.  Attempts to apply nutrition concepts in familiar contexts.  Attempts to explore and identify an aspect of the relationship between nutrition science and society.  Attempts to communicate nutrition concepts and nutrition literacy and numeracy. |

**Stage 2 Nutrition Performance Standards**

| - | Investigation, Analysis, and Evaluation | Knowledge and Application |
| --- | --- | --- |
| A | Critically designs and conducts investigations using appropriate methodologies.  Obtain, record and display findings of investigations, using appropriate conventions and formats accurately and highly effectively.  Systematically analyse and interpret data and /or information to justify logical conclusions.  Critically and logically evaluates methodologies and/ or research processes and the effect on data or findings. | Deep and broad knowledge and understanding of a range of nutrition concepts.  Highly effective application of nutrition concepts in familiar and unfamiliar contexts  Critically explores and understands the relationship between nutrition science and society.  Coherent and clear communication of nutrition concepts and nutrition literacy and numeracy. |
| B | Logically designs and conducts investigations using well considered methodologies.  Obtain, record, and display findings of investigations, using appropriate conventions and formats mostly accurately and effectively.  Analyse and interpret of data and /or information to justify reasonable conclusions.  Logically evaluates methodologies and/ or research processes and the effect on data or findings. | Some depth and breadth of knowledge and understanding to a range of nutrition concepts.  Mostly effective application of nutrition concepts in familiar and unfamiliar contexts.  Logically explores and understands the relationship between nutrition science and society.  Mostly coherent and clear communication of nutrition concepts and nutrition literacy and numeracy. |
| C | Design and conducts investigations using appropriate clear methodologies.  Obtain, record, and display findings of investigations, using appropriate conventions and formats, with some errors but generally accurately and effectively.  Interpret data and /or information to justify generally appropriate conclusions.  Evaluates methodologies and/ or research processes and some of the effect on data or findings. | Knowledge and understanding of a general range of nutrition concepts.  Generally effective application of nutrition concepts in familiar and unfamiliar contexts.  Explores and understands aspects of the relationship between nutrition science and society.  Generally coherent and clear communication of nutrition concepts and nutrition literacy and numeracy. |
| D | Prepare and conducts investigations using some appropriate methodologies.  Obtain, record, and display findings of investigations, using appropriate conventions and formats inconsistently, with occasional accuracy and effectiveness.  Describe data and /or information to formulate basic conclusions.  Attempts to evaluate methodologies and/ or research processes and suggest an effect on data or findings. | Some basic knowledge and partial understanding of nutrition concepts.  Application of some nutrition concepts in familiar contexts.  Partially explores and recognises aspects of the relationship between nutrition science and society.  Some clear communication of nutrition concepts and nutrition literacy and numeracy. |
| E | Attempts to prepare and conducts investigations using simple methodologies.  Attempts to record and represent some data, with limited accuracy or effectiveness.  Attempts to describe data and /or information and formulates a simple conclusion.  Acknowledges that methodologies and/ or research processes effect data or findings. | Limited recognition and awareness of nutrition concepts.  Attempted application of nutrition concepts in contexts.  Attempts to explore and identify an aspect of the relationship between nutrition science and society.  Attempted communication of nutrition concepts and nutrition literacy and numeracy. |