For public consultation

Food Studies

A/M

Written under the XX Course Framework 20xx Edition

Accredited from 20xx – 20xx

Front Cover Art provided by Canberra College student Aidan Giddings

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The ACT Senior Secondary System

The ACT senior secondary system recognises a range of university, vocational or life skills pathways.

The system is based on the premise that teachers are experts in their area: they know their students and community and are thus best placed to develop curriculum and assess students according to their needs and interests. Students have ownership of their learning and are respected as young adults who have a voice.

A defining feature of the system is school-based curriculum and continuous assessment. School-based curriculum provides flexibility for teachers to address students' needs and interests. College teachers have an opportunity to develop courses for implementation across ACT schools. Based on the courses that have been accredited by the BSSS, college teachers are responsible for developing programs of learning. A program of learning is developed by individual colleges to implement the courses and units they are delivering.

Teachers must deliver all content descriptions; however, they do have flexibility to emphasise some content descriptions over others. It is at the discretion of the teacher to select the texts or materials to demonstrate the content descriptions. Teachers can choose to deliver course units in any order and teach additional (not listed) content provided it meets the specific unit goals.

School-based continuous assessment means that students are continually assessed throughout years 11 and 12, with both years contributing equally to senior secondary certification. Teachers and students are positioned to have ownership of senior secondary assessment. The system allows teachers to learn from each other and to refine their judgement and develop expertise.

Senior secondary teachers have the flexibility to assess students in a variety of ways. For example: multimedia presentation, inquiry-based project, test, essay, performance and/or practical demonstration may all have their place. College teachers are responsible for developing assessment instruments with task specific rubrics and providing feedback to students.

The integrity of the ACT Senior Secondary Certificate is upheld by a robust, collaborative and rigorous structured consensus-based peer reviewed moderation process. System moderation involves all year 11 and 12 teachers from public, non-government and international colleges delivering the ACT Senior Secondary Certificate.

Only students who desire a pathway to university are required to sit a general aptitude test, referred to as the ACT Scaling Test (AST), which moderates student scores across courses and colleges. Students are required to use critical and creative thinking skills across a range of disciplines to solve problems. They are also required to interpret a stimulus and write an extended response.

Senior secondary curriculum makes provision for student-centred teaching approaches, integrated and project-based learning inquiry, formative assessment and teacher autonomy. ACT Senior Secondary Curriculum makes provision for diverse learners and students with mild to moderate intellectual disabilities, so that all students can achieve an ACT Senior Secondary Certificate.

The ACT Board of Senior Secondary Studies (BSSS) leads senior secondary education. It is responsible for quality assurance in senior secondary curriculum, assessment and certification. The Board consists of nominees from colleges, professional bodies, universities, industry, parent/carer organisations and unions. The Office of the Board of Senior Secondary Studies (OBSSS) consists of professional and administrative staff who support the Board in achieving its objectives and functions.

ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education

- enable students to develop the essential capabilities for twenty-first century learners

- empower students as active participants in their own learning

- engage students in contemporary issues relevant to their lives

- foster students' intellectual, social and ethical development

- nurture students' wellbeing, and physical and spiritual development

- enable effective and respectful participation in a diverse society.

Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum

- is based on a model of learning that integrates intended student outcomes, pedagogy and assessment

- outlines teaching strategies which are grounded in learning principles and encompass quality teaching

- promotes intellectual quality, establish a rich learning environment and generate relevant connections between learning and life experiences

- provides formal assessment and certification of students' achievements.

Underpinning beliefs

- All students are able to learn.

- Learning is a partnership between students and teachers.

- Teachers are responsible for advancing student learning.
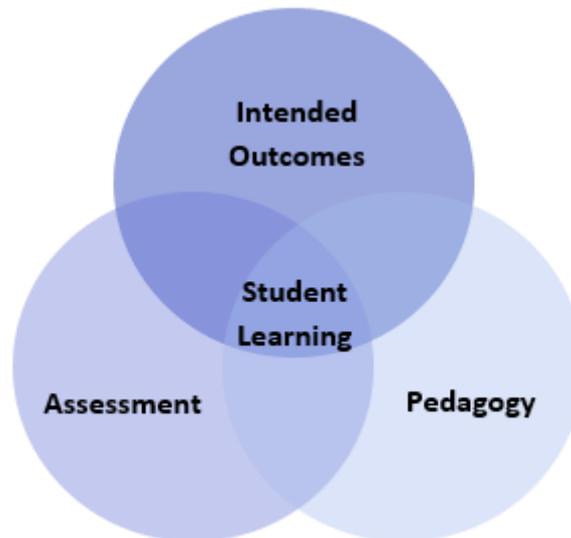
Learning Principles

1. Learning builds on existing knowledge, understandings and skills.
   (Prior knowledge)

2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.
   (Deep knowledge and connectedness)

3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
   (Metacognition)

4. Learners' sense of self and motivation to learn affects learning.
   (Self-concept)

5. Learning needs to take place in a context of high expectations.
   (High expectations)

6. Learners learn in different ways and at different rates.
   (Individual differences)

7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.
   (Socio-cultural effects)

8. Learning is a social and collaborative function as well as an individual one.
   (Collaborative learning)

9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
   (Explicit expectations and feedback)

General Capabilities

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- literacy

- numeracy

- information and communication technology (ICT)

- critical and creative thinking

- personal and social

- ethical understanding

- intercultural understanding

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

- Aboriginal and Torres Strait Islander histories and cultures

- Asia and Australia's engagement with Asia

- Sustainability

Elaboration of these General Capabilities and priorities is available on the ACARA website at www.australiancurriculum.edu.au.

Literacy

Students develop literacy capability as they apply their reading, comprehension, written and oral skills. They learn to understand and use language to discuss and communicate information, concepts and ideas related to food Student apply specific instructions and safe operating procedures, and interpret technical information. They communicate orally in seeking assistance, solving problems with others and justifying choices. Students use language for different purposes including to interpret, discuss and explain concepts, issues, problems and solutions, read and interpret online documentation and acknowledge sources appropriately**.** They communicate using appropriate modes and language for intended purposes and audiences.

Numeracy

Students extend and apply their numeracy capability in Food Studies by measuring and weighing food portions or ingredients accurately, reading and interpreting numerical information in recipes, and interpreting correct cooking temperatures. They display numerical information in accordance with correct technical standards and procedures. Students interpret graphs, tables, and diagrams relevant to food and food products, and critique data presented by the media on food. They develop and apply numeracy knowledge and skills to analyse, interpret and present information in numerical form, draw conclusions and make recommendations. They identify patterns and relationships in data and use these to identify trends in consumer choices, food innovation and food production practices.

Information and Communication Technology (ICT) Capability

Students develop information and communication technology (ICT) capability as they learn to use and apply ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively. They develop the knowledge and skills to use digital technologies to locate, organise, analyse, represent and present information. Students develop ideas, create plans and communicate solutions when producing safe, quality food.

Critical and Creative Thinking

Students use a problem- solving approach in Food Studies. They develop capability in critical and creative thinking as they analyse information, clarify concepts and ideas, seek possibilities and consider alternatives. They analyse evidence, explore alternatives and share ideas in creating food and food products. In solving problems, students propose solutions and justify decisions in completing a task. They reflect on their own learning processes.

Personal and Social Capability

Students develop personal and social capability as they learn to understand themselves and others, manage their relationships, appreciate their own strengths and abilities and develop a range of self-management and interpersonal skills. Students work collaboratively and independently, developing skills to build effective relationships within the workspace.

Students listen to and respect the perspective of others, participating in activities that foster problem-solving and practical application skills. They seek advice, share ideas about problems and innovative solutions. They develop personal capabilities and skills such as planning effectively and managing time, planning and working in productive ways. They make decisions and take initiative. They acquire practical skills, knowledge, and understanding related to creating food and food products.

Ethical Understanding

Students develop ethical understanding as they identify and investigate the nature of ethical concepts, values and principles, and understand how reasoning can assist ethical judgement. They learn the importance of treating others with integrity, compassion and respect, value diversity and reflect on ethical principles of food choices considering animal welfare, fair trade and resource use.

Intercultural Understanding

Students develop intercultural understanding as they learn about, and engage with, diverse cultures in ways that recognise commonalities and differences, and cultivate mutual respect, particularly when making food decisions. They develop an understanding of how culture shapes personal and social perspectives, and appreciate differences in beliefs and perspectives that may cause tension between individuals and groups. Students develop strategies to maintain and foster cultural diversity in the preparation and production of food.

Cross Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

Opportunities exist for drawing students' attention to the value of Aboriginal and Torres Strait Islander knowledge and perspectives from the past and the present in working with food products,

through similarities and differences in food sources, preparation methods and environmental practices. There may be opportunities to incorporate produce or foods that are indigenous to Australia

Asia and Australia's Engagement with Asia

This course provides an opportunity to learn about the uniqueness and diversity of social structures and systems, ethnic backgrounds, cultures and food choices in communities within the Asia region. Students reflect on traditional, contemporary and emerging technological achievements in the supply, processing and development of varieties of fresh produce and influences on food choices, such as culture, traditions, lifestyle and ethical issues; all of which impact on Asia and Australia's engagement with Asia.

Sustainability

Students learn about environmental considerations in the selection and use of foods and food products. They consider how technological advances and social, economic and environmental factors are related to sustainable development and supply of safe, fresh food. The sustainability priority provides insights into sustainable practices to meet the needs of the present population, without compromising the ability of future generations to meet their food needs.

Food Studies
A/M

Rationale

Food is fundamental to our lives and impacts directly on the wellbeing of individuals, families and communities. In Food Studies, students experience the role of food across a range of contexts, cultures and experiences. They learn to value the contributions of primary producers, manufacturers, retailers and cooks to the experience of a healthy and sustainable life. They explore and respond to the factors that determine food choices locally, nationally and globally.

Students develop knowledge and understanding of the properties and characteristics of food and apply that understanding to the preparation of aesthetically pleasing and nutritious food. They learn about the importance of a variety of foods and nutritional principles. They develop food preparation skills for a range of purposes, including the workplace. Students analyse and draw evidence-based conclusions in response to the cultural contexts, nutritional information, food advertising, and current food and dietary trends.

Food Studies develops skills in the selection and safe use of food, equipment and techniques to produce a variety of food items. Students progressively develop knowledge and understanding about the nature of food and food safety, and how to make informed and appropriate food preparation choices when experimenting with and preparing food in a sustainable and culturally appropriate manner. They learn to select, prepare and present food, and to analyse, problem solve and make decisions.

Students develop interpersonal and intrapersonal skills that are useful life-long and as a transition to employment or further education. The knowledge, skills and understandings contribute to the development of workplace skills and build students' awareness and capacity to take up opportunities in food related occupations. The capabilities developed in this course prepare students for a range of pathways, such as the food handling industry

Goals

This course should enable students to:

- analyse industry practices, processes and procedures
- analyse technical information and specifications
- understand materials and equipment
- demonstrate industry specific literacy and numeracy skills
- solve problems and use industry specific terminology
- organise resources and material to create quality products and services
- work independently and collaboratively in accordance with WHS principles and industry standards
- communicate in a range of modes and mediums.

Unit Titles

- Food and Health
- Food Choices
- Food Communities
- Contemporary Food
- Negotiated Study

Organisation of Content

Food and Health

In this unit, students develop skills in the selection and use of food, equipment and techniques to produce a variety of food items. They select and use appropriate ingredients, equipment and techniques to produce quality food items, and use hygienic and safe practices in the selection, handling and storage of food. Students demonstrate safe practices in the use of equipment and appliances.

Students develop an understanding of the nature of food, nutrition and the relationship of food to health. They learn to recognize the aesthetic and nutritional value of a variety of foods, apply knowledge of the aesthetic and nutritional value of foods to meet a range of dietary and cultural needs, and understand and be informed about the impact of food on health.

Food Choices

In this unit students develop knowledge and understanding of the functional properties and sensory characteristics and processes of food for a range of applications. They evaluate the sustainability of food packaging. Students learn about the factors that influence food choices and food production. They use a problem-solving approach to explore and apply a range of techniques and processes for producing food products.

Students investigate the influence of a range of factors on the selection of food available to consumers. They consider the challenges people face in accessing healthy food, including seasonal availability, and propose solutions.

Food Communities

In this unit students explore the cultural experience of food from a variety of local and global communities to understand the cultural significance of the food and its role in customs and traditions. They develop intercultural understanding through the medium of food. Students account for the prevalence and significance of food types and practices. Students develop an understanding of worldwide consumption patterns and food practices that responds to their ecological and economic context. They apply their cultural knowledge and authentic production techniques to prepare and deliver a food based cultural experience.

Contemporary Food

In this unit, students develop an appreciation of the strengths and weaknesses of emerging and contemporary food and food products in society and make informed and ethical decisions as consumers. They explore factors that contribute to innovations in the quality, styles, forms and availability of food. Innovations and contemporary trends are explored in the preparation and

presentation of foods, such as advertising and consumer demand, sustainable food production, the desire for novelty, food styling and the impact of social media.

Negotiated Study

Students must have studied at least TWO standard 1.0 units from this course.

A negotiated study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. A negotiated study unit is decided upon by a class, group(s) or individual student in consultation with the teacher and with the Principal's approval. The program of learning for a negotiated study unit must meet all the content descriptions as appears in the unit.

Assessment

The identification of criteria within the achievement standards and assessment tasks types and weightings provide a common and agreed basis for the collection of evidence of student achievement.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix C). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

Rubrics are constructed for individual tasks, informing the assessment criteria relevant for a particular task and can be used to assess a continuum that indicates levels of student performance against each criterion.

Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- knowledge and understanding
- skills.

Assessment Task Types

	Theory	Practical
	Suggested tasks: test folio assignment research project cooperative task planning tasks risk assessments presentations drawings	**Suggested tasks:** demonstration individual project/activity group project continuous observation (e.g. skills, WH&S) folio test presentations online collaboration/discussion forum
Weightings in A/V 1.0 and 0.5 Units	30 - 40%	60 - 70%
Weighting in M/V 1.0 and 0.5 Units	30 - 70%	30 - 70%
Weighting in T/V 1.0 and 0.5 Units	40-60%	40-60%

Additional Assessment Advice

For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.

For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.

Achievement Standards

Student achievement in **A** and **M** units is reported based on system standards as an A - E grade. Grade descriptors and standard work samples where available, provide a guide for teacher judgement of students' achievement over the unit.

Grades are awarded on the proviso that the assessment requirements have been met. Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

Achievement Standards

Years 11 and 12 Achievement Standards are written for A/T courses. A single achievement standard is written for M courses.

A Year 12 student in any unit is assessed using the Year 12 achievement standards. A Year 11 student in any unit is assessed using the Year 11 achievement standards. Year 12 achievement standards reflect higher expectations of student achievement compared to the Year 11 achievement standards. Years 11 and 12 achievement standards are differentiated by cognitive demand, the number of dimensions and the depth of inquiry.

An achievement standard cannot be used as a rubric for an individual assessment task. Assessment is the responsibility of the college. Student tasks may be assessed using rubrics or marking schemes devised by the college. A teacher may use the achievement standards to inform development of rubrics. The verbs used in achievement standards may be reflected in the rubric. In the context of combined Years 11 and 12 classes, it is best practice to have a distinct rubric for Years 11 and 12. These rubrics should be available for students prior to completion of an assessment task so that success criteria are clear.

Achievement Standards Food Studies A Course Year 11

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Knowledge and understanding	• analyses work practices, processes and procedures • analyses technical information and specifications • evaluates work, health and safety practices	• explains work practices, processes and procedures • explains technical information and specifications • analyses work, health and safety practices	• describes work practices, processes and procedures • describes technical information and specifications • describes work, health and safety practices	• identifies work practices, processes and procedures • identifies technical information • identifies work, health and safety practices	• identifies some work practices, processes and procedures • identifies some technical information • identifies some work, health and safety practices
Skills	• applies with high proficiency, industry practices, processes and procedures to deliver a service and/or create a product • applies with high proficiency, technical information and specifications to create high quality products and/or services • solves problems, proposes solutions and justifies decisions in completing a task • demonstrates with high proficiency, industry specific literacy and numeracy skills to a range of tasks • demonstrates highly developed behaviours and attitudes and contributes positively to learning and work • reflects with insight on own learning processes • communicates with high proficiently, using a range of modes and medium using industry terminology and effectively organises materials and resources	• applies with proficiency, industry practices, processes and procedures to deliver a service and/or create a product • applies with proficiency, technical information and specifications to create quality products and/or services • solves problems, proposes solutions and explains decisions in completing a task • demonstrates with proficiency, industry specific literacy and numeracy skills to a range of tasks • demonstrates developed behaviours and attitudes and contributes positively to learning and work • explains own learning processes • communicates with proficiency, using industry terminology and competently organises materials and resources	• applies effectively industry practices, processes and procedures to deliver a service and/or create a product • applies effectively technical information and specifications to create quality products and/or services • solves problems, proposes solutions and describes decisions in completing a task • demonstrates effectively industry specific literacy and numeracy skills to tasks • demonstrates appropriate behaviours and attitudes and contributes positively to learning and work • describes own learning processes • communicates effectively, using industry terminology and organises materials and resources	• applies some industry practices, processes and procedures to deliver a service and/or create a product • applies some technical information and specifications to create products and/or services • follows instructions, guidelines and procedures • demonstrates some industry specific literacy and numeracy skills to tasks • demonstrates some appropriate behaviours and attitudes and mainly contributes positively to learning and work • describes some learning processes • communicates using some industry terminology and demonstrates some ability to organise materials and resources	• applies little or no industry practices, processes and procedures to deliver a service and/or create a product • applies little or no technical information and specifications to create products and/or services • follows simple instructions, guidelines and procedures • demonstrates little or no industry specific literacy and numeracy skills to tasks • demonstrates limited appropriate behaviours and attitudes • describes limited learning processes • communicates using little or no industry terminology and demonstrates little or no ability to organise materials and resources

Achievement Standards Food Studies A Course Year 12

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Knowledge and understanding	• analyses industry practices, processes and procedures and explains their significance in the application to workplace and/or work related contexts • analyses technical information and specifications and evaluates a wide range of materials and equipment • evaluates work, health and safety practices and analyses how they apply to the workplace and/or work related contexts	• explains industry practices, processes and procedures and describes their significance in the application to workplace and/or work related contexts • explains technical information and specifications and describes a range of materials and equipment • analyses work, health and safety practices and explains how they apply to the workplace and/or work related contexts	• describes industry practices, processes and procedures and identifies their significance in the application to workplace and/or work related contexts • describes technical information and specifications and identifies a range of materials and equipment • describes work, health and safety practices and identifies how they apply to the workplace and/or work related contexts	• identifies industry practices, processes and procedures with some reference to their significance in the application to workplace and/or work related contexts • identifies technical information and specifications and identifies some materials and equipment • identifies work, health and safety practices, with some reference to how they apply to the workplace and/or work related contexts	• identifies industry practices, processes and procedures with little or no reference to their significance in the application to workplace and/or work related contexts • identifies some technical information with little or no reference to materials and equipment • identifies work, health and safety practices, with little or no reference to how they apply to the workplace and/or work related contexts
Skills	• applies with high proficiency, industry practices, processes and procedures to deliver a service and/or create a product • applies with high proficiency, technical information and specifications to create high quality products and/or services • solves problems, proposes solutions and justifies decisions in completing a task • demonstrates with high proficiency, industry specific literacy and numeracy skills to a wide range of tasks • demonstrates highly developed behaviours and attitudes and contributes positively to learning and work • reflects with insight on own learning processes and needs related to industry and the workplace • communicates with high proficiency, using industry terminology and effectively organises materials and resources	• applies with proficiency, industry practices, processes and procedures to deliver a service and/or create a product • applies with proficiency, technical information and specifications to create quality products and/or services • solves problems, proposes solutions and explains decisions in completing a task • demonstrates with proficiency, industry specific literacy and numeracy skills to a range of tasks • demonstrates developed behaviours and attitudes and contributes positively to learning and work • explains own learning processes and needs related to industry and the workplace • communicates with proficiency, using industry terminology and competently organises materials and resources	• applies effectively industry practices, processes and procedures to deliver a service and/or create a product • applies effectively technical information and specifications to create quality products and/or services • solves problems, proposes solutions and describes decisions in completing a task • demonstrates effectively industry specific literacy and numeracy skills to tasks • demonstrates appropriate behaviours and attitudes and contributes positively to learning and work • describes own learning processes and needs related to industry and the workplace • communicates effectively, using industry terminology and organises materials and resources	• applies some industry practices, processes and procedures to deliver a service and/or create a product • applies some technical information and specifications to create products and/or services • follows instructions, guidelines and procedures • demonstrates some industry specific literacy and numeracy skills to tasks • demonstrates some appropriate behaviours and attitudes and mainly contributes positively to learning and work • describes some learning processes and needs related to industry and the workplace • communicates using some industry terminology and demonstrates some ability to organise materials and resources	• applies little or no industry practices, processes and procedures to deliver a service and/or create a product • applies little or no technical information and specifications to create products and/or services • follows simple instructions, guidelines and procedures • demonstrates little or no industry specific literacy and numeracy skills to tasks • demonstrates limited appropriate behaviours and attitudes • describes limited learning processes and needs related to industry and the workplace • communicates using little or no industry terminology and demonstrates little or no ability to organise materials and resources

Achievement Standards Food Studies M Course

	A student who achieves an A grade typically	A student who achieves a B grade typically	A student who achieves a C grade typically	A student who achieves a D grade typically	A student who achieves an E grade typically
Knowledge and understanding	• describes industry practices, processes and procedures independently • describes technical information and specifications independently • describes work, health and safety practices independently	• explains industry practices, processes and procedures with some assistance • explains technical information and specifications with some assistance • describes work, health and safety practices with some assistance	• describes industry practices, processes and procedures with assistance • describes technical information and specifications with assistance • recounts work, health and safety practices with assistance	• identifies industry practices, processes and procedures with continuous guidance • identifies technical information with continuous guidance • recounts work, health and safety practices with continuous guidance	• identifies some industry practices, processes and procedures • identifies some technical information with direct instruction • recounts work, health and safety practices with direct instruction
Skills	• applies industry practices, processes and procedures to deliver a service and/or create a product independently • applies technical information and specifications to products and/or services independently • demonstrates industry specific literacy and numeracy skills to a range of tasks independently • demonstrates behaviours and attitudes and contributes positively to learning independently • communicates ideas using appropriate terminology independently	• applies industry practices, processes and procedures to deliver a service and/or create a product with some assistance • applies technical information and specifications to products and/or services with some assistance • demonstrates industry specific literacy and numeracy skills to a range of tasks with some assistance • demonstrates behaviours and attitudes and contributes positively to learning with some assistance • communicates ideas using appropriate terminology with some assistance	• applies industry practices, processes and procedures to deliver a service and/or create a product with assistance • applies technical information and specifications to products and/or services with assistance • demonstrates industry specific literacy and numeracy skills to a range of tasks with assistance • demonstrates behaviours and attitudes and contributes positively to learning with assistance • communicates ideas using appropriate terminology with assistance	• applies industry practices, processes and procedures to deliver a service and/or create a product with continuous guidance • applies technical information and specifications to products and/or services with continuous guidance • demonstrates industry specific literacy and numeracy skills to a range of tasks with continuous guidance • demonstrates behaviours and attitudes and contributes positively to learning with continuous guidance • communicates ideas using appropriate terminology with continuous guidance	• applies industry practices, processes and procedures to deliver a service and/or create a product with direct instruction • applies technical information and specifications to products and/or services with direct instruction • demonstrates industry specific literacy and numeracy skills to a range of tasks with direct instruction • demonstrates behaviours and attitudes and contributes positively to learning with direct instruction • communicates ideas using appropriate terminology with direct instruction

Food and Health   Value: 1.0

Food and Health a   **Value 0.5**
Food and Health b   **Value 0.5**

Unit Description

In this unit, students develop skills in the selection and use of food, equipment and techniques to produce a variety of food items. They select and use appropriate ingredients, equipment and techniques to produce quality food items, and use hygienic and safe practices in the selection, handling and storage of food. Students demonstrate safe practices in the use of equipment and appliances.

Students develop an understanding of the nature of food, nutrition and the relationship of food to health. They learn to recognize the aesthetic and nutritional value of a variety of foods, apply knowledge of the aesthetic and nutritional value of foods to meet a range of dietary and cultural needs, and understand and be informed about the impact of food on health.

Specific Unit Goals

This unit should enable students to:

A Course	M Course
• develop skills in the selection and use of food, equipment and techniques to produce quality food items	• develop skills in the selection and use of food and equipment to produce food items
• apply knowledge of the of the nutritional value of food to meet a range of dietary needs	• describes the nutritional value of food to meet a range of dietary needs
• demonstrate hygienic and safe practices in the handling and storage of food.	• demonstrate hygienic and safe practices in the handling and storage of food

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Industry Practices, Processes and Procedures	
• analyse kitchen policies, procedures and processes, and apply when making food and food products	• describe kitchen policies and processes, and apply when making food and food products
• create food products following guidelines and a recipe or menu, including accurate measurements and specifications	• make food products following a recipe or menu, including accurate measurements
• analyse ethical and sustainability practices and apply to selecting ingredients and making food products e.g. managing waste, alternatives to convenience and fast food, kitchen garden	• describe ethical and sustainability practices when selecting ingredients and making food products

A Course	M Course
• analyse and apply nutritional requirements to planning and making food for a range of dietary and cultural needs e.g. Asian diets, traditional Aboriginal and Torres Strait Islander foods	
Technical Information	
• analyse the nutritional nature of food and apply to food preparation and meal planning	• describe the nutritional value of food in food preparation and meal planning
• select appropriate techniques to meet specifications to produce a variety of food products	• select appropriate techniques to produce a variety of food products
• apply safe food handling practices, processes and procedures	• demonstrate hygienic and safe practices in the handling and storage of food
• demonstrate appropriate use of a range of equipment	• demonstrate appropriate use of a range of equipment
• analyse the aesthetics of quality food products e.g. taste, appearance and aroma	• describe the appeal of food products e.g. taste, appearance and aroma
Workplace, Health and Safety (WHS)	
• identify safety practices and procedures and apply, including the use of personal protective equipment	• understand WHS practices and follow procedures including the use of personal protective equipment
• follow Workplace Health and Safety (WHS) practices appropriate to tasks, and reflect on own contribution to the health and safety of self and others	• take responsibility for health and safety of self and contribute to the health and safety of others
Problem Solving	
• identify problems, analyse different possible solutions and select the best option	• solve simple problems and justify choices
• interact with others in solving problems, proposing solutions and justifying ideas	• interact with others in solving problems
Industry Literacy and Numeracy	
• apply processes for writing, editing and recording of procedures	• develop writing, editing skills and recording of work procedures
• interpret numerical and verbal information in recipes, menus and nutritional information	• demonstrate accurate use of numeracy in practical activities
Behaviour and Attitudes for the Workplace	
• apply interpersonal skills required to work with others and to understand, communicate with and effectively interact with people across cultures	• apply interpersonal skills in working with a range of people

A Course	M Course
• demonstrate self-management skills and behaviours and attributes which contribute positively to work and continuous learning and contribute positively to group activities • demonstrate organisation of self, materials and work to achieve quality products within deadlines	• demonstrate self-management skills which contribute to positive outcomes
Reflection on Own Learning	
• reflect on own learning and ways of improving, and responding to feedback	• reflect on own learning and ways of improving, and responding to feedback
Communication	
• communicate accurately with others in an appropriate format, both orally and in writing, using correct terminology • articulate ideas to seek assistance, clarify, offer suggestions or justify approaches	• communicate accurately with others in an appropriate format, using correct terminology • actively listen and follow instructions, seek assistance and act on feedback

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to page 10.

Food Choices   Value: 1.0

Food Choices a   Value 0.5
Food Choices b   Value 0.5

Unit Description

In this unit students develop knowledge and understanding of the functional properties and sensory characteristics and processes of food for a range of applications. They evaluate the sustainability of food packaging. Students learn about the factors that influence food choices and food production. They use a problem-solving approach to explore and apply a range of techniques and processes for producing food products.

Students investigate the influence of a range of factors on the selection of food available to consumers. They consider the challenges people face in accessing healthy food, including seasonal availability, and propose solutions.

Specific Unit Goals

This unit should enable students to:

A Course	M Course
• understand the factors that influence choice and consider the challenges people face when selecting food for a range of applications	• describe factors that affect food choices
• apply a problem-solving approach to address problems of choice by creating food products using a range of techniques and processes	• create food products using a variety of techniques and processes
• develop knowledge, understanding and application of the functional properties and sensory characteristics of foods to produce food products	• understand different properties and sensory characteristics of foods to produce food products

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Industry Practices, Processes and Procedures	
• analyse the factors that influence food choices and food production e.g. aesthetic, physiological, psychological, social, cultural and economic factors	• describe factors that influence food choices and food production
• create quality food products to address food choice factors, considering aesthetic, sensory and functional properties of the ingredients	• create food products to address food choice factors
• analyse the impact of ethical and sustainable food choices and the challenges people face in accessing a variety of food e.g. food miles, paddock to plate, nose to tail, fair trading	• describe ethical and sustainable food choices

A Course	M Course
• analyse the influence of factors, such as geographic and socio-economic contexts, marketing, advertising, packaging, and regulations on the food available to consumers	• describe the impact of advertising, packaging, and regulations on the food available to consumers
Technical Information	
• analyse quality standards and apply in producing a variety of meals • analyse the implications of food and budget on food selection and choices e.g. the difference between processed, preserved and raw ingredients • apply safe food handling practices, processes, procedures • demonstrate appropriate use of a range of equipment • apply preservation techniques and processes to seasonally available foods	 • describe how costs differ between ingredients • apply safe food handling practices, processes, procedures • demonstrate appropriate use of a range of equipment
Workplace, Health and Safety (WHS)	
• apply safety practices and procedures, including the use of personal protective equipment • follow Workplace Health and Safety (WHS) practices appropriate to tasks, and reflect on own contribution to the health and safety of self and others	• understand WHS practices and follow procedures including the use of personal protective equipment • take responsibility for health and safety of self and contribute to the health and safety of others
Problem Solving	
• identify problems, analyse different possible solutions and select the best option • interact with others in solving problems, proposing solutions and justifying ideas	• solve simple problems and justify choices • interact with others in solving problems
Industry Literacy and Numeracy	
• apply processes for writing, editing and recording of procedures • interpret numerical and verbal information recipes, menus and labels, and analyse the implications for food choice	• develop writing, editing skills and recording of work procedures • demonstrate accurate use of numeracy in practical activities
Behaviour and Attitudes for the Workplace	
• apply interpersonal skills required to work with others and to understand, communicate with and effectively interact with people across cultures	• apply interpersonal skills in working with a range of people

A Course	M Course
• demonstrate self-management skills and behaviours and attributes which contribute positively to work and continuous learning and contribute positively to group activities • demonstrate organisation of self, materials and work to achieve quality products within deadlines	• demonstrate self-management skills which contribute to positive outcomes
Reflection on Own Learning	
• reflect on own learning and ways of improving, and responding to feedback	• reflect on own learning and ways of improving
Communication	
• communicate accurately with others in an appropriate format, both orally and in writing, using correct terminology • articulate ideas to seek assistance, clarify, offer suggestions or justify approaches	• demonstrate basic communication skills, both orally and in writing • actively listen and follow instructions, seek assistance and act on feedback

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to page 10.

Food Communities   Value: 1.0

Food Communities a   **Value 0.5**
Food Communities b   **Value 0.5**

Unit Description

In this unit students explore the cultural experience of food from a variety of local and global communities to understand the cultural significance of the food and its role in customs and traditions. They develop intercultural understanding through the medium of food. Students account for the prevalence and significance of food types and practices. Students develop an understanding of worldwide consumption patterns and food practices that responds to their ecological and economic context. They apply their cultural knowledge and authentic production techniques to prepare and deliver a food based cultural experience.

Specific Unit Goals

This unit should enable students to:

A Course	M Course
• understand the cultural significance of food and its role in customs and traditions in a range of communities	• describe customs and traditions relating to food in different communities
• analyse the local, national and global prevalence and significance of food types, production processes and traditional practices in a range of communities	• describe different food types and ways of preparing food in different communities
• apply technical skills and authentic production techniques to prepare and present foods	• use technical skills to prepare and present foods

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Industry Practices, Processes and Procedures	
• investigate the significance of food and food products in the cultural traditions of a range of communities, including Aboriginal and Torres Strait Islander, e.g. food customs, religious practices, historic context of certain foods	• describes the role of food in the cultural tradition of a different community
• create food products in response to the investigation of a culture to express intercultural understanding of a range of communities, e.g. fusion foods, adaptations of bush food, a cultural celebration meal	• applies understanding of a different culture to create foods

A Course	M Course
• analyse food from a range of cultures to devise menus to develop an understanding of cultures, including Asian cultures, e.g. kosher, halal menu • analyse consumption patterns for a range of cultures and the geographic and socio-economic contexts of food production, e.g. solutions to scarcity and seasonal abundance	• demonstrates understanding of menu items that reflect a different culture
Technical Information	
• analyse and apply the food practices, processes and procedures from a range of cultural contexts • select authentic ingredients from a range of cultural food practices to produce authentic flavours, textures and colours, e.g. spice blends versus ready-made mixes, pizza oven, convenience products versus homemade • apply culturally appropriate safe food handling practices, processes, procedures and service techniques for food products • demonstrate appropriate use of a range of equipment from a range of cultural food practices • apply traditional techniques to available equipment to produce authentic food products, e.g. alternatives to tandoor ovens	• describe the food practices in several different cultures • uses authentic ingredients and/ or techniques to create food from a different culture
Workplace, Health and Safety (WHS)	
• apply safety practices and procedures, including the use of personal protective equipment • follow Workplace Health and Safety (WHS) practices appropriate to tasks, and reflect on own contribution to the health and safety of self and others	• understand WHS practices and follow procedures including the use of personal protective equipment • take responsibility for health and safety of self and contribute to the health and safety of others
Problem Solving	
• identify problems, analyse different possible solutions and select the best option • interact with others in solving problems, proposing solutions and justifying ideas	• solve simple problems and justify choices • interact with others in solving problems

A Course	M Course
Industry Literacy and Numeracy	
• apply processes for writing, editing and recording of procedures • interpret numerical and verbal information recipes and menus, and information about food consumption patterns	• develop writing, editing skills and recording of work procedures • demonstrate accurate use of numeracy in practical activities
Behaviour and Attitudes for the Workplace	
• apply interpersonal skills required to work with others and to understand, communicate with and effectively interact with people across cultures • demonstrate self-management skills, intercultural empathy and behaviours and attributes which contribute positively to work and continuous learning and contribute positively to group activities • demonstrate organisation of self, materials and work to achieve quality products within deadlines	• apply interpersonal skills in working with a range of people • demonstrate self-management skills which contribute to positive outcomes
Reflection on Own Learning	
• reflect on own learning and ways of improving, and responding to feedback	• reflect on own learning and ways of improving
Communication	
• communicate accurately with others in an appropriate format, both orally and in writing, using correct terminology • articulate ideas to seek assistance, clarify, offer suggestions or justify approaches	• demonstrate basic communication skills, both orally and in writing • actively listen and follow instructions, seek assistance and act on feedback

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to page 10.

Contemporary Food   Value: 1.0

Contemporary Food a   **Value 0.5**
Contemporary Food b   **Value 0.5**

Unit Description

In this unit, students develop an appreciation of the strengths and weaknesses of emerging and contemporary food and food products in society and make informed and ethical decisions as consumers. They explore factors that contribute to innovations in the quality, styles, forms and availability of food. Innovations and contemporary trends are explored in the preparation and presentation of foods, such as advertising and consumer demand, sustainable food production, the desire for novelty, food styling and the impact of social media.

Specific Unit Goals

This unit should enable students to:

A Course	M Course
• assess the strengths and weaknesses of emerging and contemporary food and food products to understand informed and ethical decisions as consumers	• describes the strengths and weaknesses of emerging and contemporary food
• explore factors that contribute to innovations in the quality, styles, forms and availability of food	• describes ways in which innovations impact food
• demonstrate technology skills and techniques in creating contemporary food products	• applies technology skills to create contemporary food products

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Industry Practices, Processes and Procedures	
• analyse the strengths and weaknesses of emerging and contemporary food and food products	• describes the strength or weakness of an emerging or contemporary food
• analyse factors that contribute to innovations in the quality, styles, forms and availability of food, e.g. social media in food advertising, food novelties	• gives reasons for new foods becoming popular
• analyse informed and ethical consumer behaviour of self and others	• describes how an ethical choice can be made about food
• Investigate how emerging technologies provides opportunities to improve food and food products, e.g. Instagram albums	• describes how technology leads to better food and food products

A Course	M Course
Technical Information	
• investigate emerging technologies and the application to food products • select sustainable and ethical ingredients to create food products to meet identified consumer demand • apply safe food handling practices, processes, procedures • demonstrate appropriate use of equipment for contemporary food • apply skills in emerging technologies for food production, styling and/or advertising, e.g. create a contemporary food project, style food products, advertise food products	• describe how emerging technologies are applied to food products • use sustainable or ethical ingredients to create food products • apply safe food handling practices and procedures • demonstrate appropriate use of equipment • apply skills in technology to food, e.g. advertise food products
Workplace, Health and Safety (WHS)	
• apply safety practices and procedures, including the use of personal protective equipment • follow Workplace Health and Safety (WHS) practices appropriate to tasks, and reflect on own contribution to the health and safety of self and others	• understand WHS practices and follow procedures including the use of personal protective equipment • take responsibility for health and safety of self and contribute to the health and safety of others
Problem Solving	
• identify problems, analyse different possible solutions and select the best option • interact with others in solving problems, proposing solutions and justifying ideas	• solve simple problems and justify choices • interact with others in solving problems
Industry Literacy and Numeracy	
• apply processes for writing, editing and recording of procedures • interpret numerical and verbal information recipes and menus, and information about contemporary food issues	• develop writing, editing skills and recording of work procedures • demonstrate accurate use of numeracy in practical activities
Behaviour and Attitudes for the Workplace	
• apply interpersonal skills required to work with others and to understand, communicate with and effectively interact with people across cultures • demonstrate self-management skills and behaviours and attributes which contribute positively to work and continuous learning and contribute positively to group activities	• apply interpersonal skills in working with a range of people • demonstrate self-management skills which contribute to positive outcomes

A Course	M Course
• demonstrate organisation of self, materials and work to achieve quality products within deadlines	
Reflection on Own Learning	
• reflect on own learning and ways of improving, and responding to feedback	• reflect on own learning and ways of improving
Communication	
• communicate accurately with others in an appropriate format, both orally and in writing, using correct terminology • articulate ideas to seek assistance, clarify, offer suggestions or justify approaches	• demonstrate basic communication skills, both orally and in writing • actively listen and follow instructions, seek assistance and act on feedback

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to page 10.

Negotiated Study   Value: 1.0

Negotiated Study a   **Value 0.5**
Negotiated Study b   **Value 0.5**

Prerequisites

Students must have studied at least <u>TWO</u> standard 1.0 units from this course.

Unit Description

A negotiated study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. A negotiated study unit is decided upon by a class, group(s) or individual student in consultation with the teacher and with the Principal's approval. The program of learning for a negotiated study unit must meet all the content descriptions as appears in the unit.

Specific Unit Goals

This unit should enable students to:

A Course	M Course
• analyse the factors that contribute to the nature of the chosen area of study in Food Studies	• describe the factors that contribute to the nature of the chosen area of study in Food Studies
• demonstrate technology skills and techniques in creating food products	• demonstrate technology skills in creating food products
• apply a problem-solving approach to address a challenge in the chosen area of study using a range of techniques and processes	• describes how to solve a problem in the chosen area of study

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Industry Practices, Processes and Procedures	
• analyse food practices to apply processes and procedures related to a chosen context	
• analyse the effects of context on practices, processes and procedures related to the chosen area of study	
• investigate the impact of food practices, processes and procedures in the chosen area of study	• describe the food practices in the chosen area of study
• create food products related to the chose area of study	• create food products related to the chose area of study
Technical Information	
• investigate the nature and properties of materials and procedures pertaining to the chosen context	

A Course	M Course
• select ingredients to create food products for the chosen area • apply safe food handling practices, processes, procedures • demonstrate appropriate use of equipment to create food products • apply specific technical skills pertaining to the chosen context	• select ingredients create food products for the chosen area • apply safe food handling practices, processes, procedures • demonstrate appropriate use of equipment to create food products • apply technical skills to the chosen context
Workplace, Health and Safety (WHS)	
• apply safety practices and procedures, including the use of personal protective equipment • follow Workplace Health and Safety (WHS) practices appropriate to tasks, and reflect on own contribution to the health and safety of self and others	• understand WHS practices and follow procedures including the use of personal protective equipment • take responsibility for health and safety of self and contribute to the health and safety of others
Problem Solving	
• identify problems, analyse different possible solutions and select the best option • interact with others in solving problems, proposing solutions and justifying ideas	• solve simple problems and justify choices • interact with others in solving problems
Industry Literacy and Numeracy	
• apply processes for writing, editing and recording of procedures • interpret numerical and verbal information recipes and menus, and information about chosen topics	• develop writing, editing skills and recording of work procedures • demonstrate accurate use of numeracy in practical activities
Behaviour and Attitudes for the Workplace	
• apply interpersonal skills required to work with others and to understand, communicate with and effectively interact with people across cultures • demonstrate self-management skills and behaviours and attributes which contribute positively to work and continuous learning and contribute positively to group activities • demonstrate organisation of self, materials and work to achieve quality products within deadlines	• apply interpersonal skills in working with a range of people • demonstrate self-management skills which contribute to positive outcomes
Reflection on Own Learning	
• reflect on own learning and ways of improving, and responding to feedback	• reflect on own learning and ways of improving

Communication	
• communicate accurately with others in an appropriate format, both orally and in writing, using correct terminology	• demonstrate basic communication skills, both orally and in writing, using correct terminology
• articulate ideas to seek assistance, clarify, offer suggestions or justify approaches	• actively listen and follow instructions, seek assistance and act on feedback

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to page 10.

Appendix A – Implementation Guidelines

Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor, major, major/minor or double major course.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units
Major	Minimum of 3.5 units

Units in this course can be delivered in any order.

Prerequisites for the course or units within the course

For the Negotiated Study Unit (if applicable), students must have studied a minimum of <u>two</u> standard 1.0 units from this course.

Arrangements for students continuing study in this course

Students who studied the previous course may undertake any units in this course provided there is no duplication of content.

Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student rests with the principal and the teacher delivering the course. Students will only be given credit for covering the content once.

Guidelines for Delivery

Program of Learning

A program of learning is what a school provides to implement the course for a subject. This meets the requirements for context, scope and sequence set out in the Board endorsed course. Students follow programs of learning in a college as part of their senior secondary studies. The detail, design and layout of a program of learning are a college decision.

The program of learning must be documented to show the planned learning activities and experiences that meet the needs of particular groups of students, taking into account their interests, prior knowledge, abilities and backgrounds. The program of learning is a record of the learning experiences that enable students to achieve the knowledge, understanding and skills of the content descriptions. There is no requirement to submit a program of learning to the OBSSS for approval. The Principal will need to sign off at the end of Year 12 that courses have been delivered as accredited.

Content Descriptions

Are all content descriptions of equal importance? No. It depends on the focus of study. Teachers can customise their program of learning to meet their own students' needs, adding additional content descriptions if desired or emphasising some over others. A teacher must balance student needs with their responsibility to teach all content descriptions. It is mandatory that teachers address all content descriptions and that students engage with all content descriptions.

Half standard 0.5 units

Half standard units appear on the course adoption form but are not explicitly documented in courses. It is at the discretion of the college principal to split a standard 1.0 unit into two half standard 0.5 units. Colleges are required to adopt the half standard 0.5 units. However, colleges are not required to submit explicit documentation outlining their half standard 0.5 units to the BSSS. Colleges must assess students using the half standard 0.5 assessment task weightings outlined in the framework. It is the responsibility of the college principal to ensure that all content is delivered in units approved by the Board.

Moderation

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment

- form the basis for valid and reliable assessment in senior secondary schools

- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership

- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses, as well as statistical moderation of course scores, including small group procedures, for T courses.

Moderation by Structured, Consensus-based Peer Review

Review is a subcategory of moderation, comprising the review of standards and the validation of Unit Grades. In the review process, Unit Grades, determined for Year 11 and Year 12 student assessment portfolios that have been assessed in schools by teachers under accredited courses, are moderated by peer review against system wide criteria and standards. This is done by matching student performance with the criteria and standards outlined in the unit grade descriptors as stated in the Framework. Advice is then given to colleges to assist teachers with, and/or reassure them on, their judgments.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers teaching a Year 11 class are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers teaching a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A, T and M course/units offered by the school and is sent into the Office of the Board of Senior Secondary Studies.

The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on moderation days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges

- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the unit grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each Moderation Day will be outlined by the Board Secretariat through memoranda and Information Papers.

Visual evidence for judgements made about practical performances

(also refer to BSSS Website Guidelines)

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS guidelines at:

http://www.bsss.act.edu.au/grade_moderation/moderation_information_for_teachers

for current information regarding all moderation requirements including subject specific and photographic evidence.

Appendix B – Course Developers

Name	College

Appendix C – Common Curriculum Elements

Common curriculum elements assist in the development of high-quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose and apply	apply	ideas and procedures in unfamiliar situations, content and processes in non-routine settings
	compose	oral, written and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols or signs
	create	creative thinking to identify areas for change, growth and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
	investigate	issues, problems
organise, sequence and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
	select	main points, words, ideas in text
identify, summarise and plan	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
	summarise	main points, words, ideas in text, review, draft and edit

Appendix D – Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a Judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and /or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Planning, inquiry into and drawing conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategize, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events or circumstances
Represent	Use words, images, symbols or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words

Appendix E – Glossary for ACT Senior Secondary Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for year 11 and 12. They will describe the knowledge, understanding and skills that students will be expected to develop for each learning area across the years of schooling.

Learning areas are broad areas of the curriculum, including English, mathematics, science, the arts, languages, health and physical education.

A **subject** is a discrete area of study that is part of a learning area. There may be one or more subjects in a single learning area.

Frameworks are system documents for Years 11 and 12 which provide the basis for the development and accreditation of any course within a designated learning area. In addition, frameworks provide a common basis for assessment, moderation and reporting of student outcomes in courses based on the framework.

The **course** sets out the requirements for the implementation of a subject. Key elements of a course include the rationale, goals, content descriptions, assessment, and achievement standards as designated by the framework.

BSSS courses will be organised into units. A unit is a distinct focus of study within a course. A standard 1.0 unit is delivered for a minimum of 55 hours generally over one semester.

Core units are foundational units that provide students with the breadth of the subject.

Additional units are avenues of learning that cannot be provided for within the four core 1.0 standard units by an adjustment to the program of learning.

A **negotiated study unit** makes provision for students, classes, groups or individuals to negotiate the program of learning based on the specific unit goals, content descriptions, assessment and achievement standards of the course.

An **elective** is a lens for demonstrating the content descriptions within a standard 1.0 or half standard 0.5 unit.

A **lens** is a particular focus or viewpoint within a broader study.

Content descriptions refer to the subject-based knowledge, understanding and skills to be taught and learned.

A **program of learning** is what a college develops to implement the course for a subject and to ensure that the content descriptions are taught and learned.

Achievement standards provide an indication of typical performance at five different levels (corresponding to grades A to E) following completion of study of senior secondary course content for units in a subject.

ACT senior secondary system **curriculum** comprises all BSSS approved courses of study.

Appendix F – Course Adoption

Condition of Adoption

The course and units of this course are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course.

Adoption Process

Course adoption must be initiated electronically by an email to bssscertification@ed.act.edu.au by the principal or their nominated delegate.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and **A** and/or **T** and/or **M** and/or **V** to the **Classification/s** section of the table.

College:						
Course Title:	**Food Studies A - M**					
Classification/s:	**A**	**T**	**M**			
Framework:						
Dates of Course Accreditation:		**from**	20XX	**to**	20XX	