

FOOD AND RESOURCE MANAGEMENT

COURSE FRAMEWORK

INTRODUCTION

All programs of study for the ACT Year 12 Certificate should enable students to become

- creative and critical thinkers
- enterprising problem-solvers
- skilled and empathetic communicators
- informed and ethical decision-makers
- environmentally and culturally aware citizens
- confident and capable users of technologies
- independent and self-managing learners
- collaborative team members

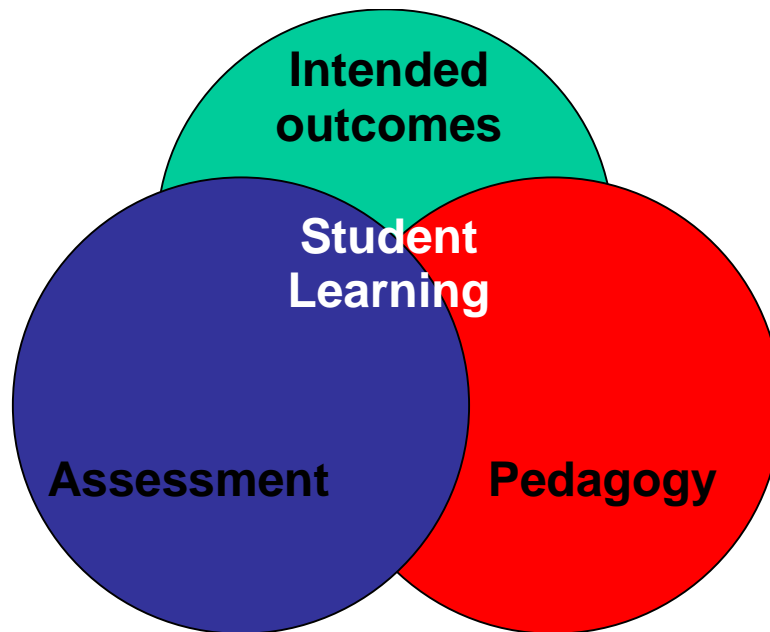
and provide students with

- a comprehensive body of specific knowledge, principles and concepts
- a basis for self-directed and lifelong learning
- personal attributes enabling effective participation in society.

Examples of these student capabilities are provided at Appendix A.

COURSE FRAMEWORKS

Course Frameworks provide the basis for the development and accreditation of any course within a broad subject area and provide a common basis for the assessment, moderation and reporting of student outcomes in courses based on the Framework. Course Frameworks support a model of learning that integrates intended student outcomes, pedagogy and assessment. This model is underpinned by a set of beliefs and a set of learning principles.



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 affect 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)

RATIONALE

Food is fundamental to the survival of individuals, societies and the world as a whole and impacts on every aspect of life. Underpinning this Course Framework is the theme of resource management essential to the health and well being of individuals and the wider community.

Courses under this Framework develop an understanding of a diverse and changing world in relation to food and resource management and the safety and sustainability of food supply. Courses will address social, economic and political influences that impact on decisions about food use, production and consumption.

Courses developed under this Framework provide a balance between theoretical understandings and practical capacities. The Framework recognises the importance of a practical approach to solving everyday life problems and provides students with the opportunity to develop management skills involved in the selection and manipulation of resources. Courses will provide students with the skills, attitudes and understandings fundamental to effective functioning in a wide range of life roles and choices.

Students will have opportunities to explore and develop food related interests and passions. These experiences have the potential to shape personal and professional goals, enhance individual and collaborative problem-solving abilities, and provide foundations for informed decision-making and life choices. Courses developed under this Framework encourage innovation and enterprise and enable students to display personal creativity and to refine and express personal values. Such courses integrate language, numeracy, science, technology and health perspectives in meaningful and practical contexts.

Courses will also examine the impact of food production and population on the environment.

GOALS

Course Framework Goals focus on the essential things that students should know and be able to do as a result of studying any course in this subject area. All courses based on this Course Framework should enable students to:

- demonstrate skills in food processes, procedures, and techniques in the promotion of good health
- understand and appreciate the maintenance of a healthy lifestyle
- research, analyse, synthesise and evaluate information from a variety of sources
- make and implement decisions in the changing world of food and resource management
- manage personal and communal resources
- undertake work in a collaborative, active and efficient manner
- communicate ideas and skills effectively and creatively
- demonstrate initiative, innovation and enterprise.

GUIDE TO THE SELECTION OF CONTENT

While the content will differ according to the course classification (A, T or M, including vocational programs), all content will be chosen to address the essential concepts and skills of the subject area, as outlined below and enable students to work towards the achievement of the common and agreed goals of the Framework.

Essential concepts

The concepts of health, nutrition and resource management (and their interrelationships) underpin all courses under this Framework.

This includes:

- nutritional aspects of food
- OH&S
- effects of media and advertising on choice
- influence of industry on food production and choice
- impact of technologies on the provision of food
- local and global availability and sustainability of resources
- food distribution and social justice.

Essential skills

- Food preparation and presentation
- Safe and hygienic work practices
- Design Process
- Research and evaluation
- Decision-making
- Managing resources
- Team work
- Communication

Recommended content

The goals of this course will be achieved through the study of content areas such as those suggested below. Although the content areas are interrelated, no specific sequence is recommended. In determining content, course developers should refer to relevant government policies and guidelines and include indigenous and cross-cultural perspectives.

Nutrition

Functions and sources of food nutrients

Food models and dietary analysis

Overview of digestion and metabolism

Nutritional needs of different groups related to stages of the lifespan

The impact of diet on health.

Influence of media and advertising

Food Science

Composition, structure, properties and nutritive value of the major food groups.

The factors contributing to:

- flavour

- colour
- texture of foods
- reasons underlying domestic and commercial food processing.

Food Technology

Food handling

Causes of food spoilage

Principles and methods of preparation, presentation and preservation of foods

Effects of food processing on food quality attributes (aesthetic and nutritive)

Food packaging

Issues relating to technological innovations in foods

Legal controls and governing bodies within the food processing industry

Design principles

Market research

Food Sociology

Factors affecting food choice and availability:

- economic
- cultural
- political
- physical
- technological
- environmental

Historical development of Australian food supply

Consumer aspects of food

Issues in food supply, distribution and social justice

Consumption trends

Resource Management

Local and global availability and sustainability of resources

Goal setting, problem solving and decision-making

Hygienic and safe work practices

Management processes

Budgeting

Data and technology resources

Evaluation systems including - work flow, teamwork, meal and menu planning

VOCATIONAL COURSES

There are currently no vocational courses under this Course Framework. Course developers are asked to consider possible opportunities under the Health Training Package.

PEDAGOGY

Teaching Strategies

Teachers are encouraged to use a variety of modes of presentation and participation to address different learning styles. Course developers should refer to the **Learning Principles** (page 2) and the examples provided below of strategies that are

particularly relevant and effective in Food and Resource Management. The examples are grouped under each of the Course Framework goals.

Demonstrate skills in food processes, procedures, and techniques in the promotion of good health

- Practical workshops and demonstrations
- Participate in experimental research activities
- Develop observational skills
- Use technologies for dietary analysis
- Work plans to encourage resource management

Understand and appreciate the maintenance of a healthy lifestyle

- Create mind maps to understand conceptual connections.
- Use cartoons, photographs and other images to generate discussion
- Visit museums relevant to the topics in the course being studied, eg indigenous culture at the National Museum
- Use film and television in order to demonstrate particular concepts and perspectives
- Examine case studies, journal articles and newspaper articles in order to investigate and apply theoretical understandings
- Field studies

Research, analyse, synthesise and evaluate information from a variety of sources

- Propose hypotheses that can be used for investigation
- Web Quests
- Design briefs and design surveys
- Create mind maps to understand conceptual connections.
- Access online internet resources for research purposes

Make and implement decisions in the changing world of food and resource management

- Create mind maps to understand conceptual connections.
- Analysing and evaluating information

Manage personal and communal resources

- Role-play scenarios, games that demonstrate particular concepts.
- Work plans to encourage resource management
- Web Quests
- Guest speakers

Undertake work in a collaborative, active and efficient manner

- Create posters, pamphlets, brochures, newspaper articles and overheads to demonstrate understanding of particular texts and ideas.
- Web Quests
- Investigations

Communicate ideas and skills effectively and creatively

- Role-play scenarios, play games that demonstrate particular concepts.
- Brainstorm ideas to solve problems and make effective decisions
- Devise tests to measure understanding
- Write journal entries in response to particular topics.

- Debate particular issues and perspectives
- Evaluate websites for their credibility, validity and reliability
- Discussions, questioning and debating
- Seminars and oral presentations
- PowerPoint presentations and other technologies

Demonstrate initiative, innovation and enterprise

- Exemplars from past students
- Self evaluations
- Mentoring
- Small business simulation

ASSESSMENT

The purpose of including assessment task types (with examples of tasks) and assessment criteria in Course Frameworks is to provide a common and agreed basis for the collection of evidence of student achievement. This collection of evidence enables a comparison of achievement within and across colleges, through moderation processes. This enables valid, fair and equitable reporting of student achievement on the Year 12 Certificate.

Assessment tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit (and the course as a whole).

Assessment Task Types (with **weightings**) group assessment tasks in ways that reflect agreed shared practice in the subject area and facilitate the comparison of student work across different assessment tasks.

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 use all of these criteria to assess students' performance, but do not necessarily use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Rubrics draw on the general course framework criteria to develop assessment criteria for a task type and a continuum, which indicates levels of student performance against each criterion.

Assessment Task Types

There are three types of assessment tasks - assignments, tests and applied learning - and three modes of assessment – written, oral and other. Teachers are encouraged to use

- a variety of tasks and modes
- tasks which combine modes
- tasks which utilise technologies.

Assessment Task Types (A Courses)

Assessment modes	Task Types		
	Assignment such as	Test such as:	Applied learning such as:
Written	Research report Essay	Short Answer Multiple choice Extended response	Experimental reports Evaluations Design tasks Field study report Self evaluation of practical work
Oral	Seminar Discussion Role plays Debate Question and answer session Web Quests	Dialogue Q & A	Seminar presentation Discussion Role Plays Debating Question and answer session Web Quests Self evaluation
Other modes of applied learning	Web Quests Design Tasks Powerpoint presentations Field study	Online testing	Design tasks Food Preparation and Presentation Experimentation Field Studies Practical Test
Weightings	25-35%	15-25%	50-60%

Assessment Task Types (T Courses)

Assessment modes	Task Types		
	Assignment such as	Test such as:	Applied learning such as:
Written	Research report Essay	Short Answer Multiple choice Extended response In-class Essay	Experimental reports Evaluations Design tasks Field study report
Oral	Seminar Discussion Role plays Debate	Dialogue Q & A	Seminar presentation Discussion Role Plays Debating Question and answer session Web Quests
Other modes of applied learning	Web Quests Design Tasks Powerpoint presentations Field study	Online testing	Food processes/ experimentation Design tasks
Weightings	35 - 45%	25-35%	30-40%

Additional Assessment Advice

The ACT Board of Senior Secondary Studies recommends 4-6 summative assessment tasks across a full semester unit and 2- 3 assessment tasks for a 0.5 unit. These should not be a compilation of a number of small discrete tasks (eg mini-tests) as these detract from assessing depth of knowledge and skill.

In each semester unit (or two 0.5 units over a semester) students should communicate their learning through a variety of modes: written, oral and other modes of applied learning. Within a minor course an oral assessment task must be included. Teachers are encouraged to combine the modes and use innovative assessment practices.

It is recommended that an extended task be undertaken at least once during a minor and twice during a major as this provides evidence of the depth of student learning.

An extended task should combine different modes of learning and assessment.

Assessment Criteria

- Knowledge and understanding
- Skills application
- Effective management and work practices
- Communication
- Innovation and creativity

Assessment Rubrics

A **Generic Rubric**, combining the Criteria and Achievement Standards may be used to develop rubrics for specific tasks in both A and T courses. More specific rubrics will be developed in course documents.

Relating Assessment Task Types and Assessment Criteria to the Course Framework Goals

The congruence between goals, assessment task types (the evidence) and the assessment criteria (the basis for judging the evidence) is vital in teaching and learning. The following table suggests these relationships. This is not prescriptive.

Goals	Assessment Task Types	Assessment Criteria
Demonstrate skills in food processes, procedures, and techniques in the promotion of good health	Applied learning	Skills application Effective management and work practices
Understand and appreciate the maintenance of a healthy lifestyle	Assignments Tests Applied learning	Communication Knowledge and understanding Effective management and work practices
Research, analyse, synthesise and evaluate information from a variety of sources	Assignments Tests Applied learning	Knowledge and understanding Communication
Make and implement decisions in the changing world of food and resource management	Assignments Applied learning	Communication Skills application
Manage personal and communal resources	Assignments Applied learning	Skills application Effective management and work practices

Undertake work in a collaborative, active and efficient manner	Assignments Applied learning	Skills application Communication
Communicate ideas and skills effectively and creatively	Assignments Tests Applied learning	Communication Innovation and creativity
Demonstrate initiative, innovation and enterprise	Assignments Applied learning	Communication Innovation and creativity

ACHIEVEMENT STANDARDS

Grade descriptors provide a guide for teacher judgement of students' achievement, based on the assessment criteria, over a unit of work in this subject. Grades are organized on an A-E basis and represent standards of achievement. 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. The following descriptors are consistent with the **system grade descriptors** which describe generic standards of student achievement across all courses.

Unit Grades Descriptors for A Courses

Grade	Descriptor
A student who achieves the grade A typically	<ul style="list-style-type: none"> • Demonstrates knowledge and understanding in all/most of the concepts in Food and Resource Management and successfully applies these to familiar and unfamiliar contexts. • Is organised and prepared; presents and applies concepts independently; demonstrates initiative in the completion of tasks; effectively and accurately evaluates work. • Works in an organised and safe manner to complete complex practical tasks efficiently; demonstrates initiative and works productively as an independent learner and as a member of a group. • Effectively collects and records information in a logical manner and presents ideas clearly using task appropriate language. • Displays originality and is imaginative in design work.
A student who achieves the grade B typically	<ul style="list-style-type: none"> • Demonstrates knowledge and understanding in most of the concepts in Food and Resource Management and appropriately applies these to familiar contexts. • Is organised and prepared; presents and applies most concepts in the completion of tasks; effectively evaluates work. • Works in an organised and safe manner to complete most practical tasks efficiently; works productively as an independent learner and as a member of a group. • Effectively collects and records most information in a logical manner and presents ideas using task appropriate language. • Displays some originality and/or effectively copies and adapts ideas in design work.
A student who achieves	<ul style="list-style-type: none"> • Demonstrates knowledge and understanding in some of the concepts in Food and Resource Management and applies these to familiar contexts. • Is organised and prepared; presents and applies some concepts

the grade C typically	<p>independently in the completion of tasks; evaluates work in a satisfactory manner.</p> <ul style="list-style-type: none"> • Works in an organised and safe manner to complete practical tasks and actively participates in group work; works on routine tasks with limited supervision. • Collects and records some information and generally presents ideas using task appropriate language. • Copies suitable ideas in design work.
A student who achieves the grade D typically	<ul style="list-style-type: none"> • Demonstrates knowledge and understanding in some of the concepts in Food and Resource Management. • With some supervision completes tasks with limited application of concepts. • Works safely to complete practical tasks in a group with supervision. • Collects and records limited information and presents some ideas clearly. • Copies some ideas in design work.
A student who achieves the grade E typically	<ul style="list-style-type: none"> • Demonstrates knowledge in some of the concepts in Food and Resource Management; recognizes some terminology of the unit. • With direct supervision, attempts tasks with limited application of concepts. • Works safely on simple practical tasks in a group with direct supervision. • Requires assistance in collecting and recording information. • Has difficulty in conveying ideas in design work.

Unit Grades Descriptors for T Courses

Grade	Descriptor
A student who achieves the grade A typically	<ul style="list-style-type: none"> • Uses a variety of resources and research skills to effectively and independently research, analyse, synthesise, and evaluate information, to show clear understanding and depth of knowledge. • Works effectively in both independent and collaborative situations to organise, prepare and present foods; and demonstrates a very high level of skill in food processes, procedures and experimentation. • Identifies, clarifies and solves problems making thorough use of a variety of resources and information. • Consistently applies sound work practices in OH&S procedures, when working individually or as a group member, and when applying the principles of time and resource management. • Communicates ideas and concepts clearly and effectively, demonstrating a clear ability to gather, record and present information and ideas using a variety of media. • Demonstrates a very high level of innovation and creativity, and uses their own initiative in a variety of learning environments/situations.
A student who achieves the grade B typically	<ul style="list-style-type: none"> • Uses a variety of resources and research skills to independently research, analyse, synthesise, and evaluate information, to show a good understanding and depth of knowledge. • Works well in most independent and collaborative learning situations to organise, prepare and present foods; and demonstrates a high level of skill in food processes, procedures and experimentation. • Identifies, clarifies and solves problems making good use of a variety of resources and information. • Displays sound work practices often in OH&S procedures, when working individually or as a group member, and when applying the principles of time and resource management. • Communicates most ideas and concepts clearly and effectively, demonstrating the ability to gather, record and present information and ideas using a variety of media. • Demonstrates a high level of innovation and creativity, and uses their own initiative in some learning environments/situations.
A student who achieves the grade C typically	<ul style="list-style-type: none"> • Follows instruction to utilise available resources and apply basic research skills to effectively complete research tasks, and show a good understanding and depth of knowledge. • On occasion demonstrates an ability to work independently and as part of a team to organise, prepare and present foods. • Identifies, and solves problems when given assistance and direction. Uses a variety of resources and information. • Displays sound work practices in OH&S procedures when guided, and on occasion is able to manage time and other resources. • Communicates some ideas and concepts clearly and effectively, and with assistance is able to gather, record and present information using a variety of media. • Demonstrates a sound level of innovation and creativity, and occasionally uses their own initiative in some learning environments/situations.

<p>A student who achieves the grade D typically</p>	<ul style="list-style-type: none"> • With direction presents and communicates simple ideas. Applies limited knowledge for specific end uses. • With supervision uses appropriate techniques and equipment to produce a food product. • Applies OH & S practices in most situations and contributes to the safety of the working environment. • With support follows structured plans and organisational strategies when working individually or with others. • Uses limited research sources to communicate and present basic responses to written, oral and graphical tasks. • With assistance designs simple products in response to innovative or creative tasks.
<p>A student who achieves the grade E typically</p>	<ul style="list-style-type: none"> • With assistance presents and communicates ideas. Uses basic knowledge in application of learning. • With supervision and monitoring uses demonstrated techniques and limited equipment on practical tasks. • Applies OH & S practices in most situations and contributes to the safety of the working environment. • When assisted will contribute to individual or group projects. • Uses suggested research sources to present basic responses to written, oral and graphical tasks. Tasks are often incomplete and contain significant errors in spelling, punctuation and grammar.

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 Course 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 Course

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 and T course offered by the school, and is sent in to 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.

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NOTE: Web links were accurate as at October 2005.

COURSE FRAMEWORK DEVELOPMENT GROUP

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The group gratefully acknowledges the work of previous groups who developed and revised the Food and Resource Management Course Framework.

APPENDIX A

All programs of study for the ACT Year 12 Certificate should enable students to become:

	The examples are indicative and not exhaustive. Those in bold relate particularly to the Employability Skills; those in <i>italics</i> to the Across Curriculum Perspectives.
<ul style="list-style-type: none"> creative and critical thinkers 	exploring, imagining, observing, predicting, thinking laterally, generating ideas, inquiring and researching , interrogating, conceptualising, collecting and analysing data and information, classifying , interpreting, formulating hypotheses, generalising, synthesising, reflecting , justifying conclusions, understanding different perspectives, understanding and application of different thinking strategies, understanding of scientific and mathematical language, using scientific and mathematical techniques (eg estimating, reading and interpreting data, interpolation and extrapolation)
<ul style="list-style-type: none"> enterprising problem-solvers 	showing initiative, resourcefulness , resilience, persistence, assessing and taking risks, recognising and seizing opportunities, problem-posing, problem-identification, problem clarification , being practical, being innovative , using mathematical techniques, using appropriate technologies, working independently and/or collaboratively to achieve a solution, testing assumptions and solutions, modifying approaches
<ul style="list-style-type: none"> skilled and empathetic communicators 	oral and written skills in Standard Australian English, matching communication to audience and purpose , using terminology and style appropriate to particular disciplines, using mathematical language , creating and communicating meaning using multi-modal forms, imagining the feelings and views of others , respecting and valuing diversity
<ul style="list-style-type: none"> informed and ethical decision-makers 	finding information and using evidence as the basis for judgements and decisions, developing awareness of differing perspectives , having integrity, taking action, exploring and critically reflecting on own values, attitudes and beliefs
<ul style="list-style-type: none"> environmentally and culturally aware citizens 	understanding <i>the interconnectedness of the natural and constructed world</i> ; the <i>multicultural nature of Australian society</i> ; <i>Indigenous perspectives</i> ; and global economic, social and <i>environmental</i> issues; <i>respecting difference</i> , exercising rights and responsibilities, acting in the public sphere , understanding consequences of choices and decisions
<ul style="list-style-type: none"> confident and capable users of technologies 	having a range of IT skills , accessing and evaluating <i>information</i> , designing and making, communicating using technologies, choosing most appropriate technologies for the task , refining processes, willingness to learn new skills

<ul style="list-style-type: none"> independent and self-managing learners 	eg understanding self (<i>including gender</i>), having personal goals, evaluating and monitoring own performance, taking responsibility , flexibility in adapting course of action, openness to new ideas, managing time and resources, planning and organising
<ul style="list-style-type: none"> collaborative team members 	eg contributing to group effectiveness, building trust, capacity to take different roles within a team, respecting differing strengths (<i>including contributions of boys and girls</i>), skills in negotiation and compromise, sustaining commitment to achieve group goals

and provide students with

<ul style="list-style-type: none"> a comprehensive body of specific knowledge, principles and concepts 	through subjects, cross-disciplinary courses and/or projects, work experience
<ul style="list-style-type: none"> a basis for self-directed and lifelong learning 	through understanding and managing self, developing capabilities and modelling an approach ('taking stock, taking steps') that prepares for an social and economic environment of greater individual responsibility
<ul style="list-style-type: none"> personal attributes enabling effective participation in society 	developing social skills and capabilities for citizenship, work experience and recognition of outside learning; through understanding of a globalised knowledge society