

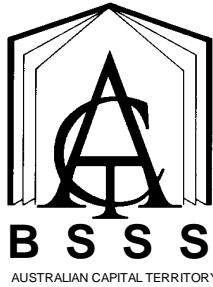
# Food and Resource Management

*Food and Resource Management*

**Course  
Framework**

**For courses accredited from 2012**





# 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:

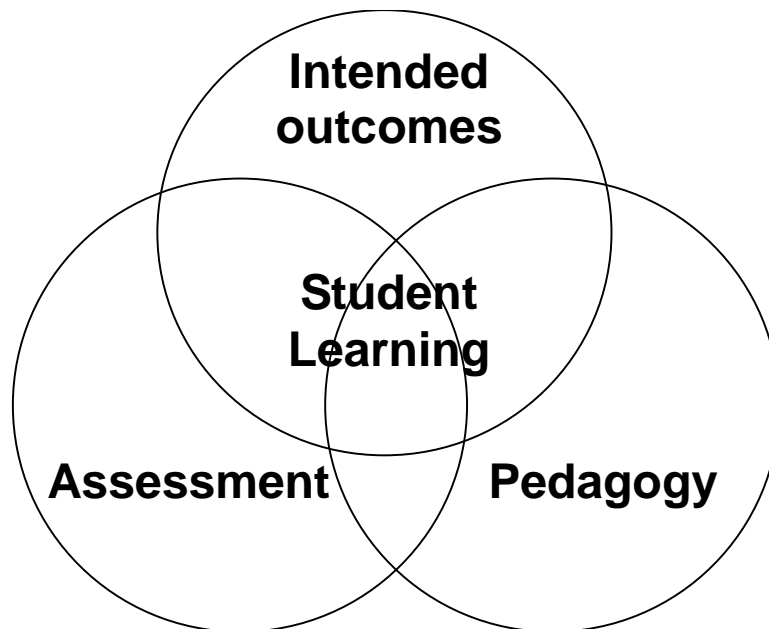
- a comprehensive body of specific knowledge, principles and concepts
- a basis for self-directed and lifelong learning
- personal attributes enabling effective participation in society

*Examples of these student capabilities are provided at **Appendix B**.*

### 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 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 learner' 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*)

The Food and Resource Management framework covers such courses as Food Science and Management and Food and Living.

## **RATIONALE**

Food is fundamental to the survival of individuals, societies and the world as a whole and influences every aspect of life. The food industry has global economical, environmental and cultural impacts. Underpinning this framework is the theme of resource management essential to the health and wellbeing 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 regulatory influences that impact on decisions about food use, production and consumption.

Courses developed under this framework provide a balance between theoretical understandings and practical capabilities. 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, ethical 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.

## **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. They are **intended student outcomes**.

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
- Develop an understanding of the properties of food and the links between theoretical knowledge and applications of practical skills
- 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

Courses developed under this Framework will provide details of course content through the component units of the course. While this content will differ according to the particular course classification (A, T, M or C), all content will be chosen to enable students to work towards the achievement of the common and agreed goals of the Framework.

## Essential Concepts and Skills

All courses developed under this Framework will be based on the essential concepts and skills of the subject area, as outlined below.

### Concepts

- Health
- Nutrition
- Resource management

### Skills

- Food preparation and presentation
- Safe and hygienic work practice
- Design process
- Research and evaluation
- Decision making
- Managing resources
- Team work
- Communication
- Investigation and experimentation

## Recommended Content

The content areas are interrelated and no specific sequence is recommended.

### 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 foods groups
- Factors contributing to flavour, colour, texture of foods and the reasons behind these factors
- Scientific investigation of food and emerging food science research and development

### **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, relevant standards and governing bodies within the food processing and hospitality industries including:
  - primary production
  - processing standards
- Design principles
- Market research
- Role of industry in food production
- Impact of technologies on the provision of food

### **Food sociology**

- Factors affecting food choice and availability such as economic; cultural; physical; regulatory; technological; environmental and ethical
- Historical development of Australian food supply
- Consumer aspects of food such as labelling and dietary needs
- Issues in food supply, distribution and social justices
- Consumption trends
- Diet related trends in eating habits and associated health issues

### **Resource management**

- Local and global availability and sustainability of resources
- Management processes
- Budgeting

### **Vocational Courses**

There are no vocational courses under this Course Framework.

# PEDAGOGY

## Teaching Strategies

Course developers are encouraged to outline teaching strategies that are grounded in the Learning Principles and encompass quality teaching. Pedagogical techniques and assessment tasks should promote intellectual quality, establish a rich learning environment and generate relevant connections between learning and life experiences

Teaching strategies that are particularly relevant and effective in *Food and Resource Management* include:

- Collaborative work
- Mind maps
- Visual and text stimulus to generate discussion
- Scaffolding
- Excursions, field studies and industry partnerships
- Web Quests, online resources
- Design briefs
- Designing and evaluating surveys
- Analysing and evaluating information including websites for reliability and credibility
- Self and peer evaluation
- Regular and meaningful feedback
- Mentoring
- Role plays, scenarios, games
- Guest speakers
- Creation of posters, pamphlets, brochures, newspaper articles and overheads
- Journals
- Debates and discussions
- Student directed seminars
- Power point presentations and other technologies
- Exemplars from past students
- Teacher demonstration and modelling
- Practical workshops
- Experimental research activities
- Observational skills
- Dietary analysis
- Case studies
- Proposing and evaluating hypotheses that can be use for investigation
- Work plans



## **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 that indicates levels of student performance against each criterion.

## Assessment Task Types

	Assessment Task Type		
Modes of learning	Test	Research /Assignment	Applied learning
Written	Short answer Multiple choice Extended response In class essay	Research report Essay	Experimental reports Design task Field study report Self evaluation of practical work Web Quest design
Oral		Seminar Discussion* Debate	Seminar presentation Discussion* Role Plays* Debate Self evaluation
Other	Online testing	Web Quests* Design tasks PowerPoint presentations Field study	Design tasks Food preparation and presentation Experimentation Field studies Practical test
Weightings in <b>A</b> 1.0 Units	25 - 35%	15 - 25%	50 - 60%
Weightings <b>T</b> 1.0 unit	35 - 45%	25 - 35%	30 - 40%
Weightings in <b>A</b> 0.5 Units	40 - 50%		50 - 60%
Weightings in <b>T</b> 0.5 units	50%	50%	

\* Appropriate for **A** courses only

**Assessment Items** in T courses should require students to utilise the higher order thinking skills that are the basis of the AST.

### Additional Assessment Advice

- There are three types of assessment tasks – research/assignment, tests and applied learning and three modes of learning - written, oral and other. Teachers are encouraged to use:
  - A variety of tasks and modes
  - Tasks which combine modes
  - Tasks which utilise technologies
- It is recommended that an extended task be undertaken at least once during a minor course of study and twice for a major as this provides evidence of the depth of student learning.
- An extended task should combine different modes of learning
- Multiple choice questions should be a minor component of test assessment items.
- The Board recommends 3 - 5 assessment tasks per standard unit (1.0) and 2 - 3 per half standard unit (0.5)

## **Assessment Criteria**

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

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

**Assessment Rubrics** have been developed for some of the Task Types. It is envisaged that teachers would use these rubrics as the basis for their assessment amending them where appropriate. These are included at ***Appendix A***.

## **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** that describe generic standards of student achievement across all courses.

### Unit Grade Descriptors for A Course

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and Understanding</b>	Demonstrates extensive knowledge and understanding of the concepts in this unit  Successfully applies these concepts to familiar and unfamiliar contexts	Demonstrates knowledge and understanding in most of the concepts in this unit  Appropriately applies these concepts to familiar contexts	Demonstrates knowledge and understanding in some of the concepts in this unit  Applies these concepts to familiar contexts	Demonstrates knowledge and understanding in some of the concepts in this unit	Demonstrates knowledge in some of the concepts in this unit
<b>Skills Application</b>	Is organised and prepared  Presents and applies concepts independently  Demonstrates initiative in the completion of tasks  Collects, researches and critically evaluates information	Is organised and prepared  Presents and applies most concepts independently  Sees tasks through to completion  Collects, researches and evaluates information effectively	Is organised and prepared  Presents and applies some concepts with guidance  Sees tasks through to completion with guidance  Collects, researches and evaluates information satisfactorily	Requires support with organisation and preparation  Shows limited application of concepts  Completes tasks with supervision  Provides minimal evidence of research and evaluation	With direct supervision, attempts tasks with limited application of concepts, research and evaluation
<b>Effective Management and Work Practices</b>	Works in an hygienic and safe manner to complete practical tasks in familiar and unfamiliar situations  Works efficiently on tasks that have complexity  Works productively as an independent learner and as a valuable member of a group	Works in an hygienic and safe manner to complete practical tasks in familiar and some unfamiliar situations  Works efficiently on tasks that have some complexity  Works productively as an independent learner and as a member of a group	Works in an hygienic and safe manner to complete practical tasks in familiar situations  Works on tasks under limited supervision  Actively participates in group work	Works in a hygienic and safe manner to complete practical tasks with instruction  Works on tasks under direct supervision  Minimal participation within a group	Works in a hygienic and safe manner to complete practical task with direct supervision
<b>Communication</b>	Records information in a logical manner  Presents ideas clearly using task appropriate language	Records most information in a logical manner  Presents ideas using task appropriate language	Collects and records some information  Generally presents ideas using task appropriate language	Collects and records limited information  Presents some ideas clearly	Requires assistance in collecting and recording information
<b>Innovation and Creativity</b>	Displays originality and is imaginative in their work	Displays some originality and effectively adapts ideas in their work	Adapts suitable ideas in their work	Copies some ideas in their work	Has difficulty in conveying ideas in their work

### Unit Grade Descriptors for T Course

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and Understanding</b>	Demonstrates comprehensive knowledge and understanding of the concepts in this unit  Successfully applies these concepts to familiar and unfamiliar contexts	Demonstrates a knowledge and understanding of most the concepts in this unit  Successfully applies some of these concepts to familiar and unfamiliar contexts	Demonstrates a knowledge and understanding of some of the concepts in this unit  Successfully applies these concepts to familiar contexts	Demonstrates basic knowledge and understanding of the concepts in this unit  May apply these concepts to familiar contexts	Demonstrates limited knowledge and understanding of the concepts in this unit
<b>Skills Application</b>	Identifies, clarifies and solves problems making thorough use of a variety of appropriate and relevant resources and information  Effectively and independently researches, analyses, synthesises and evaluates information	Identifies, clarifies and solves problems making good use of a variety of appropriate and relevant resources and information  Independently researches, analyses, synthesises and evaluates information	Identifies and solves problems making use of a variety of resources and information  Researches, analyses, and evaluates information	Makes use of limited resources and information  Researches information with assistance	Makes use of given resources and information  Limited evidence of research
<b>Effective Management and Work Practices</b>	Efficiently and consistently applies the principles of resource management to food processes procedures and experimentation  Works productively as an independent learner and as a valuable member of a group	Consistently applies principles of resource management to food processes, procedures and experimentation  Works productively as an independent learner and as a member of a group	Applies the principles of resource management to food processes, procedures and experimentation  Actively participates in group work	Applies some of the principles of resource management to food processes, procedures and experimentation as an individual  Participates in group work	Has limited application of the principles of resource management to food processes, procedures and experimentation  Minimal participation within a group
<b>Communication</b>	Communicates ideas and concepts clearly and effectively  Confidently communicates information and ideas using a variety of appropriate media	Communicates ideas and concepts effectively  Communicates information and ideas using a variety of media	Communicates some ideas and concepts  Communicates information and ideas with a limited use of media	Communicates and presents basic ideas, concepts and information	Communicates few ideas with limited information
<b>Innovation and Creativity</b>	Demonstrates a very high level of innovation and creativity  Uses their own initiative in a variety of learning situations	Demonstrates a high level of innovation and creativity  Uses their own initiative in most learning situations	Demonstrates a satisfactory level of innovation and creativity  Uses their own initiative in some learning situations	Demonstrates limited innovation and creativity	Demonstrates little or no innovation and creativity

# 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 judgements.

### 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 and any M units 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 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.

# BIBLIOGRAPHY

## References for Curriculum Development

### Books

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Burnett-Fell, B. et al, *Food Technology in Action*, 3rd edn, Jacaranda Publishing, Milton, Qld.

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(A history of Australian food science and technology over two centuries.)

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### **Websites**

Food Standard Australia – requirements for foods such as additives, food safety, labelling and Genetically Modified (GM) foods

<http://www.foodstandards.gov.au/foodstandards/foodsafetystandardsaustraliaonly/>

Primary Production and Processing Standards

<http://www.foodstandards.gov.au/foodstandards/primaryproductionprocessingstandardsaustraliaonly/>

Australian Guide to Healthy Eating – What is the national food selection guide?

<http://www.health.gov.au/internet/healthyactive/publishing.nsf/content/eating>

Promoting Healthy Weight

<http://www.health.gov.au/internet/main/publishing.nsf/Content/health-pubhlth-strateg-hlthwt-index.htm>

National Heart Foundation

<http://www.heartfoundation.org.au/Pages/default.aspx>

Diabetes Australia

<http://www.diabetesaustralia.com.au/>

Nutrition Australia

<http://www.nutritionaustralia.org/>

AusAID Global Education

<http://www.globaleducation.edna.edu.au>

Choice Online – articles on a variety of health, food safety, labelling, technology and nutrition issues

<http://www.choice.com.au/Consumer-Action/Your-food-labels/Food-labelling-review/Better-labels-on-all-GM-foods/page/Better-labels-on-all-GM%20foods.aspx>



## COURSE FRAMEWORK DEVELOPMENT GROUP

<b>Name</b>	<b>College</b>
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The group gratefully acknowledges the work of previous groups who developed and revised the Food and Resource Management Course Framework.

**RUBRIC FOR PRACTICAL ASSESSMENT TASK FOR A COURSE**

*Note: Rubrics have been created as a guideline for schools. Rubrics do not replace a sustained comment by the teacher that is specific to the task*

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Skills Application</b>	Is organised and prepared  Demonstrates initiative in the completion of tasks  Effectively and accurately evaluates work	Is organised and prepared  Sees tasks through to completion  Effectively evaluates work	Is organised and prepared  Sees tasks through to completion with guidance  Evaluates work in a satisfactory manner	Requires support with organisation and preparation  Completes tasks with supervision  Provides a minimal evaluation	With direct supervision, attempts tasks with limited evaluation
<b>Effective Management and Work Practices</b>	Works in a hygienic and safe manner to complete practical tasks in familiar and unfamiliar situations  Works efficiently on tasks that have complexity  Works productively as an independent learner and as a valuable member of a group	Works in a hygienic and safe manner to complete practical tasks in familiar and some unfamiliar situations  Works efficiently on tasks that have some complexity  Works productively as an independent learner and as a member of a group	Works in a hygienic and safe manner to complete practical tasks in familiar situations  Works on tasks under limited supervision  Actively participates in group work	Works in a hygienic and safe manner to complete practical tasks with instruction  Works on tasks under direct supervision  Participates in group work	Works in a hygienic and safe manner to complete practical task with direct supervision    Minimal participation in group work
<b>Communication</b>	Presents ideas clearly using appropriate language and terminology	Presents ideas using appropriate language and terminology	Generally presents ideas using appropriate language and terminology	Presents some ideas clearly	No evidence provided
<b>Innovation and Creativity</b>	Displays originality and is imaginative in their work	Displays some originality and effectively adapts ideas in their work	Adapts suitable ideas in their work	Copies some ideas in their work	Has difficulty in conveying ideas in their work

GRADE/MARK: ..... SIGNATURE OF MARKER: .....

SUBMISSION OF NOTES AND ANNOTATED BIBLIOGRAPHY: YES / NO

DELIVERED ON SCHEDULED DATE: YES / NO LENGTH OF TIME: .....

**RUBRIC FOR ORAL ASSESSMENT TASK FOR A COURSE**

*Note: Rubrics have been created as a guideline for schools. Rubrics do not replace a sustained comment by the teacher that is specific to the task*

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and Understanding</b>	Demonstrates extensive knowledge and understanding of the topic  Presents highly relevant information	Demonstrates substantial knowledge and understanding of the topic  Presents relevant information	Demonstrates knowledge and developing understanding of the topic  Presents mostly relevant information	Demonstrates limited knowledge and understanding of the topic  Presents some relevant information	Demonstrates superficial or flawed knowledge of the topic
<b>Skills Application</b>	Collects, researches and critically evaluates information	Collects, researches and evaluates information effectively	Collects, researches and evaluates information satisfactorily	Provides minimal evidence of research and evaluation	Limited evidence research and evaluation
<b>Communication</b>	Presents information in a logical manner  Presents ideas clearly using appropriate language  High level of engagement through confident and lively delivery  Efficient and effective use of time	Presents most information in a logical manner  Presents ideas using appropriate language  Effective engagement of audience through well developed skills of delivery  Efficient use of time	Presents some information  Generally presents ideas using appropriate language  Evidence of engagement with a sense of audience  Awareness of time constraints	Presents limited information  Presents some ideas clearly  Communicates with a limited sense of audience and reliance on notes  Poor use of time	Requires assistance in presenting information  No evidence of an attempt to engage the audience  No evidence of an attempt to engage the audience  Insufficient length
<b>Innovation and Creativity</b>	Displays originality and is imaginative in their work  Excellent use of support material	Displays some originality and effectively adapts ideas in their work  Effective use of support material	Adapts suitable ideas in their work  Some use of support material	Copies some ideas in their work  Little use of support material	Has difficulty in conveying ideas in their work  No effective supporting material
<b>Awareness and efficient use of time</b>	Efficient and effective use of time	Efficient use of time	Awareness of time constraints	Poor use of time	Insufficient length

GRADE/MARK: .....

SIGNATURE OF MARKER:.....

SUBMISSION OF NOTES AND ANNOTATED BIBLIOGRAPHY: YES / NO

DELIVERED ON SCHEDULED DATE: YES / NO

LENGTH OF TIME: .....

**RUBRIC FOR RESEARCH/ASSIGNMENT ASSESSMENT TASK FOR A COURSE**

*Note: Rubrics have been created as a guideline for schools. Rubrics do not replace a sustained comment by the teacher that is specific to the task*

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and Understanding</b>	Demonstrates extensive knowledge and understanding of the concepts  Successfully applies these concepts	Demonstrates knowledge and understanding in most of the concepts  Appropriately applies these concepts	Demonstrates knowledge and understanding in some of the concepts  Applies these concepts	Demonstrates knowledge and understanding in some of the concepts	Demonstrates knowledge in some of the concepts
<b>Skills Application</b>	Collects, researches and critically evaluates information	Collects, researches and evaluates information effectively	Collects, researches and evaluates information satisfactorily	Provides minimal evidence of research and evaluation	Limited evidence research and evaluation
<b>Communication</b>	Records information in a logical manner  Presents ideas clearly using formal language  Writes with effective control of spelling, grammar, sentence structure, paragraphing and word choice	Records most information in a logical manner  Presents ideas using formal language  Writes with control of spelling, grammar, sentence structure, paragraphing and word choice	Records some information  Generally presents ideas using formal language  Developing control of spelling, grammar, sentence structure, paragraphing and word choice	Records limited information  Presents some ideas clearly  Partial control of spelling, grammar, sentence structure, paragraphing and word choice	Requires assistance in recording information  Presents few ideas  Lacks control of spelling, grammar, sentence structure, paragraphing and word choice

GRADE/MARK: .....

SIGNATURE OF MARKER: .....

SUBMISSION OF NOTES AND ANNOTATED BIBLIOGRAPHY: YES / NO

DELIVERED ON SCHEDULED DATE: YES / NO

LENGTH OF TIME: .....

### RUBRIC FOR APPLIED LEARNING ASSESSMENT FOR T COURSE

*Note: Rubrics have been created as a guideline for schools. Rubrics do not replace a sustained comment by the teacher that is specific to the task*

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and Understanding</b>	Demonstrates comprehensive knowledge and understanding of the concepts Successfully applies these concepts to familiar and unfamiliar contexts	Demonstrates a knowledge and understanding of most the concepts Successfully applies some of these concepts to familiar and unfamiliar contexts	Demonstrates a knowledge and understanding of some of the concepts Successfully applies these concepts to familiar contexts	Demonstrates basic knowledge and understanding of the concepts May apply these concepts to familiar contexts	Demonstrates limited knowledge and understanding of the concepts
<b>Skills Application</b>	Identifies, clarifies and solves problems making thorough use of a variety of appropriate and relevant resources and information  Effectively and independently researches, analyses, synthesises and evaluates information	Identifies, clarifies and solves problems making good use of a variety of appropriate and relevant resources and information  Independently researches, analyses, synthesises and evaluates information	Identifies and solves problems making use of a variety of resources and information  Researches, analyses, and evaluates information with assistance	Makes use of limited resources and information  Researches information with assistance	Makes use of given resources and information  Limited evidence of research
<b>Effective Management and Work Practices</b>	Efficiently and consistently applies the principles of resource management to food processes procedures and experimentation  Works productively as an independent learner and as a valuable member of a group	Consistently applies principles of resource management to food processes, procedures and experimentation  Works productively as an independent learner and as a member of a group	Applies the principles of resource management to food processes, procedures and experimentation  Actively participates in group work	Applies some of the principles of resource management to food processes, procedures and experimentation as an individual  Participates in group work	Has limited application of the principles of resource management to food processes, procedures and experimentation  Minimal participation within a group
<b>Communication</b>	Communicates ideas and concepts clearly and effectively  Confidently communicates information and ideas using a variety of appropriate media  Always clearly and accurately cites sources in bibliography  Writes with effective control of spelling, grammar, sentence structure, paragraphing and word choice	Communicates ideas and concepts effectively  Communicates information and ideas using a variety of media  Clearly and accurately cites sources in bibliography  Writes with control of spelling, grammar, sentence structure, paragraphing and word choice	Communicates some ideas and concepts  Communicates information and ideas with a limited use of media  Adequately cites sources in bibliography  Developing control of spelling, grammar, sentence structure, paragraphing and word choice	Communicates and presents basic ideas, concepts and information  Inconsistently cites sources in bibliography  Partial control of spelling, grammar, sentence structure, paragraphing and word choice	Communicates few ideas with limited information  Inadequately cites sources in bibliography  Lacks control of spelling, grammar, sentence structure, paragraphing and word choice
<b>Innovation and Creativity</b>	Demonstrates a very high level of innovation and creativity  Uses their own initiative in a variety of learning situations	Demonstrates a high level of innovation and creativity  Uses their own initiative in most learning situations	Demonstrates a satisfactory level of innovation and creativity  Uses their own initiative in some learning situations	Demonstrates limited innovation and creativity	Demonstrates little or no innovation and creativity

**RUBRICS for ORAL ASSESSMENT for T Course**

*Note: Rubrics have been created as a guideline for schools. Rubrics do not replace a sustained comment by the teacher that is specific to the task*

	<b>Advanced</b>	<b>Established</b>	<b>Demonstrated</b>	<b>Some evidence</b>	<b>Little Evidence</b>
<b>Knowledge and Understanding</b>	Demonstrates comprehensive knowledge and understanding of the concepts  Successfully applies these concepts to familiar and unfamiliar contexts	Demonstrates a knowledge and understanding of most the concepts  Successfully applies some of these concepts to familiar and unfamiliar contexts	Demonstrates a knowledge and understanding of some of the concepts  Successfully applies these concepts to familiar contexts	Demonstrates basic knowledge and understanding of the concepts  May apply these concepts to familiar contexts	Demonstrates limited knowledge and understanding of the concepts
<b>Skills Application</b>	Identifies, clarifies and solves problems making thorough use of a variety of appropriate and relevant resources and information  Effectively and independently researches, analyses, synthesises and evaluates information	Identifies, clarifies and solves problems making good use of a variety of appropriate and relevant resources and information  Independently researches, analyses, synthesises and evaluates information	Identifies and solves problems making use of a variety of resources and information  Researches, analyses, and evaluates information with assistance	Makes use of limited resources and information  Researches information with assistance	Makes use of given resources and information  Limited evidence of research
<b>Communication</b>	Communicates ideas and concepts clearly and effectively  Confidently communicates information and ideas using a variety of appropriate media  High level of engagement through confident and lively delivery  Efficient and effective use of time	Communicates ideas and concepts effectively  Communicates information and ideas using a variety of media  Effective engagement of audience through well developed skills of delivery  Efficient use of time	Communicates some ideas and concepts  Communicates information and ideas with a limited use of media  Evidence of engagement with a sense of audience  Awareness of time constraints	Communicates and presents basic ideas, concepts and information  Communicates with a limited sense of audience and reliance on notes  Poor use of time	Communicates few ideas with limited information  No evidence of attempt to engage the audience  Insufficient length
<b>Innovation and Creativity</b>	Demonstrates a very high level of innovation and creativity	Demonstrates a high level of innovation and creativity	Demonstrates a satisfactory level of innovation and creativity	Demonstrates limited innovation and creativity	Demonstrates little or no innovation and creativity
<b>Awareness and efficient use of time</b>	Efficient and discerning use of time.	Efficient use of time	Awareness of time constraints	Poor use of time	Insufficient length

GRADE/MARK: .....

SIGNATURE OF MARKER: .....

SUBMISSION OF NOTES AND ANNOTATED BIBLIOGRAPHY: YES / NO

DELIVERED ON SCHEDULED DATE: YES / NO

LENGTH OF TIME: .....

**RUBRICS for RESEARCH/ASSIGNMENT FOR T COURSE**

*Note: Rubrics have been created as a guideline for schools. Rubrics do not replace a sustained comment by the teacher that is specific to the task*

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and Understanding</b>	Demonstrates comprehensive knowledge and understanding of the concepts  Successfully applies these concepts to familiar and unfamiliar contexts	Demonstrates a knowledge and understanding of most the concepts  Successfully applies some of these concepts to familiar and unfamiliar contexts	Demonstrates a knowledge and understanding of some of the concepts  Successfully applies these concepts to familiar contexts	Demonstrates basic knowledge and understanding of the concepts  May apply these concepts to familiar contexts	Demonstrates limited knowledge and understanding of the concepts
<b>Skills Application</b>	Identifies, clarifies and solves problems making thorough use of a variety of appropriate and relevant resources and information  Effectively and independently researches, analyses, synthesises and evaluates information from a range of sources	Identifies, clarifies and solves problems making good use of a variety of appropriate and relevant resources and information  Independently researches, analyses, synthesises and evaluates information from a range of sources	Identifies and solves problems making use of a variety of resources and information  Researches, analyses, and evaluates information from a range of sources	Makes use of limited resources and information  Researches information with assistance	Makes use of given resources and information  Limited evidence of research
<b>Effective Management and Work Practices</b>	Efficiently and consistently applies the principles of resource management to food processes procedures and experimentation	Consistently applies principles of resource management to food processes, procedures and experimentation	Applies the principles of resource management to food processes, procedures and experimentation	Applies some of the principles of resource management to food processes, procedures and experimentation as an individual	Has limited application of the principles of resource management to food processes, procedures and experimentation
<b>Communication</b>	Communicates ideas and concepts clearly and effectively  Always clearly and accurately cites sources in bibliography  Writes with effective control of spelling, grammar, sentence structure, paragraphing and word choice	Communicates ideas and concepts effectively  Clearly and accurately cites sources in bibliography  Writes with control of spelling, grammar, sentence structure, paragraphing and word choice	Communicates some ideas and concepts  Adequately cites sources in bibliography  Developing control of spelling, grammar, sentence structure, paragraphing and word choice	Communicates and presents basic ideas, concepts and information  Inconsistently cites sources in bibliography  Partial control of spelling, grammar, sentence structure, paragraphing and word choice	Communicates few ideas with limited information  Inadequately cites sources in bibliography  Lacks control of spelling, grammar, sentence structure, paragraphing and word choice
<b>Innovation and Creativity</b>	Demonstrates a very high level of innovation and creativity	Demonstrates a high level of innovation and creativity	Demonstrates a satisfactory level of innovation and creativity	Demonstrates limited innovation and creativity	Demonstrates little or no innovation and creativity

GRADE/MARK: .....

SIGNATURE OF MARKER: .....

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

	The examples are indicative and not exhaustive. Those in <b>bold</b> relate particularly to the Employability Skills; those in <i>italics</i> to the Across Curriculum Perspectives.
• creative and critical thinkers	exploring, imagining, observing, predicting, <b>thinking laterally, generating ideas, inquiring and researching</b> , interrogating, conceptualising, collecting and <b>analysing data and information, classifying</b> , interpreting, formulating hypotheses, generalising, synthesising, <b>reflecting</b> , justifying conclusions, understanding different perspectives, <b>understanding and application of different thinking strategies, understanding of scientific and mathematical language, using scientific and mathematical techniques</b> (eg estimating, reading and interpreting data, interpolation and extrapolation)
• enterprising problem-solvers	showing <b>initiative, resourcefulness</b> , resilience, persistence, assessing and taking risks, <b>recognising and seizing opportunities, problem-posing, problem-identification, problem clarification</b> , being practical, <b>being innovative</b> , using mathematical techniques, <b>using appropriate technologies, working independently and/or collaboratively</b> to achieve a solution, testing assumptions and solutions, modifying approaches
• skilled and empathetic communicators	<b>oral and written skills in Standard Australian English, matching communication to audience and purpose</b> , using terminology and style appropriate to particular disciplines, <b>using mathematical language</b> , creating and <b>communicating meaning</b> using multi-modal forms, <b>imagining the feelings and views of others</b> , respecting and valuing diversity
• informed and ethical decision-makers	<b>finding information</b> and using evidence as the basis for judgements and decisions, <b>developing awareness of differing perspectives</b> , having integrity, taking action, <b>exploring and critically reflecting on own values, attitudes and beliefs</b>
• 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, <b>acting in the public sphere</b> , understanding consequences of choices and decisions
• confident and capable users of technologies	<b>having a range of IT skills</b> , accessing and evaluating <i>information</i> , <b>designing</b> and making, <b>communicating using technologies, choosing most appropriate technologies for the task</b> , refining processes, <b>willingness to learn new skills</b>
• independent and self-managing learners	eg <b>understanding self</b> ( <i>including gender</i> ), <b>having personal goals, evaluating and monitoring own performance, taking responsibility</b> , flexibility in adapting course of action, <b>openness to new ideas, managing time and resources, planning and organising</b>
• collaborative team members	eg <b>contributing to group effectiveness, building trust, capacity to take different roles within a team, respecting differing strengths</b> ( <i>including contributions of boys and girls</i> ), <b>skills in negotiation and compromise, sustaining commitment to achieve group goals</b>

***and provide students with***

• a comprehensive body of specific knowledge, principles and concepts	through subjects, cross-disciplinary courses and/or projects, <b>work experience</b>
• a basis for self-directed and lifelong learning	<b>through understanding and managing self, developing capabilities and modelling an approach</b> ('taking stock, taking steps') <b>that prepares for a social and economic environment of greater individual responsibility</b>
• personal attributes enabling effective participation in society	<b>through developing social skills</b> and capabilities for citizenship, <b>work experience and recognition of outside learning</b> ; through understanding of a globalised knowledge society