



# **Shape of ACT Senior Secondary Curriculum:**

## **Food Studies**

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## 1. PURPOSE

- 1.1 The *Shape of ACT Senior Secondary Curriculum: Food Studies* will guide the writing of the revised Food Studies course.
- 1.2 This paper has been prepared following the deliberations of the Food Studies writing team.
- 1.3 The paper should be read in conjunction with The Shape of the ACT Senior Secondary Curriculum located at:  
[http://www.bsss.act.edu.au/curriculum/bsss\\_course\\_development\\_consultation](http://www.bsss.act.edu.au/curriculum/bsss_course_development_consultation)

## 2. INTRODUCTION

- 2.1 The Food Studies A/M course will be the basis of planning, teaching, learning and assessment in ACT senior secondary schools. It will be useful for and useable by experienced and less experienced teachers.

## 3. BACKGROUND

- 3.1 The ACT Board of Senior Secondary Studies is reviewing the Food for Life curriculum in the five - year course development cycle of improvement and renewal.
- 3.2 Food Studies is a discreet food subject that develops significant skills, knowledge and understandings for day to day living, as well as a range of general capabilities to pursue future work and life aspirations. The more general life skills components previously found in the Food for Life curriculum are to be extended and further developed in the Connected Learning course currently under development. In its updated form, this course will be contemporary and highly relevant to senior secondary students in the 21<sup>st</sup> Century. Students may undertake both courses, Food Studies and Connected Learning.
- 3.3 Food Studies will not duplicate content in either of the two other food courses currently under development: Food Science and Nutrition T/A/M or Hospitality T/A/M/V. It is not a (V) vocational or a (T) tertiary course.
- 3.4 All courses under development are required to meet Board design specifications and to align with Board requirements for senior secondary curriculum. These specifications align with ACARA course design specifications and provide teachers with flexibility to plan, teach and assess according to the needs and interests of their students.
- 3.5 The Food Studies course is a highly practical course and to facilitate delivery it is to be developed under the Industry and Services Framework, which prioritises practical applications. The Framework located at:  
[http://www.bsss.act.edu.au/data/assets/pdf\\_file/0010/411022/Industry\\_and\\_Services\\_Framework.pdf](http://www.bsss.act.edu.au/data/assets/pdf_file/0010/411022/Industry_and_Services_Framework.pdf)

The rationale for this framework describes Industry and Services courses:

*Courses written under this framework provide students with knowledge, understanding and skills relating to areas of work inside the industry & services domains. In broad terms, students learn about industry practices, processes, procedures and concepts such as technical information, materials, sustainability, equipment and work health & safety (WHS). Students learn to analyse, problem solve, make decisions and develop interpersonal and intrapersonal skills suitable for employment and further training.*

- 3.6 All courses based on this framework 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.

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

### 3.7 Concepts, knowledge and skills from the Industry and Services Framework:

#### Concepts and knowledge

- industry practices, process, concepts and procedures
- technical information and terminology
- materials and equipment
- Workplace Health and Safety Skills.

#### Skills

- analysing and evaluating
- problem solving
- decision making
- reflecting on own learning
- industry specific literacy and numeracy
- interpersonal and intrapersonal strategies communication.

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

3.9 The importance of the senior years of schooling as a critical transition point for young people is highlighted in two extracts from the *Alice Springs (Mparntwe) Education Declaration*:

*All Australian Governments and the education community need to support students in their senior years by helping them acquire the cognitive and social skills necessary for life after school and equip students to remain engaged in learning throughout life.*

*Australian Governments commit to working with the education community to provide a senior secondary education that equips young people with the skills, knowledge, values and capabilities to succeed in employment, personal and civic life.*

<https://docs.education.gov.au/documents/alice-springs-mparntwe-education-declaration>

## 4. THE CONTEXT OF THE ACT

### 4.1 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.

### 4.2 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 generates relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

### 4.3 In consideration of the ACT context, and in response to contemporary research and literature, the Food Studies curriculum should include:

- a student-centred pedagogical approach
- the educational needs of young people with respect to food preparation techniques, nutrition and healthy eating
- understanding about the nature of food and food safety
- making informed and appropriate food preparation choices when experimenting with and preparing food in a sustainable manner
- working and communicating with others
- the Industry and Services Framework and Achievement Standards
- the needs of different schools and sectors (government and non-government)
- awareness of local, national and global issues
- aesthetic, ethical, environmental and sustainability factors.

## 5. AIMS OF THE FOOD STUDIES CURRICULUM

In the Food Studies course students develop creativity, understanding of the role of socialising and enjoyment through practical food experience and in sharing food with others. They immerse in the food from different cultures, strengthen interpersonal skills and ignite a passion for food.

The *Australian Curriculum Connection: Food and Wellbeing* provides a framework for all young Australians to understand and value the importance of good nutrition for health and wellbeing:

*There are increasing community concerns about food issues, including the nutritional quality of food and the environmental impact of food manufacturing processes. Students need to understand the importance of a variety of foods, sound nutrition principles and food preparation skills when making food decisions to help better prepare them for their future lives. Students should 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 manner.*

<https://www.australiancurriculum.edu.au/resources/curriculum-connections/portfolios/food-and-wellbeing/>

The Food Studies course enables students to:

- explain and apply safe, and hygienic work practices when handling and storing food
- develop an understanding of the nature of food, nutrition and the relationship of food to health
- develop knowledge and understanding of the properties and characteristics of food for a range of applications
- appraise the aesthetic, nutritional, physical, sensory and functional properties of foods
- create and appraise foods through practical experience
- design and evaluate recipes and menus for a range of contexts
- develop skills in the selection and use of food
- apply skills in the use of equipment and techniques to produce a variety of food items
- describe how environmental, cultural, economic and nutritional factors can relate to food choice
- develop an appreciation of the significant role of food in groups, communities and societies.



## 6. STRUCTURE OF THE FOOD STUDIES CURRICULUM

### RATIONALE

#### Food Studies

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.

### UNITS

(May be studied in any order)

- **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 in 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. They apply authentic production techniques to prepare and present the foods of various communities.

Students apply their cultural knowledge and technical skills to devise and deliver a food based cultural experience.

- **Contemporary Food**

In this unit students develop an appreciation of the significant role of emerging and contemporary food in society and 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. They explore the factors that drive consumer demand for innovation, such as sustainability, the desire for novelty, food styling and the impact of social media.

Students develop knowledge and skills in a range of technologies for a variety of purposes and use a design process in the production of a contemporary food project. They demonstrate awareness that technology can be used for a variety of purposes in a food design process and utilise those skills and techniques in the context of a food project.

- **Negotiated Study**

(Two units in the course are to be completed before undertaking a Negotiated Study.)

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.

## 7. CONSIDERATIONS

### 7.1 Incorporating a futures orientation

*The Future of Education and Skills Education 2030* stresses the importance of being future focused in the development of curriculum for schools. The Food Studies course has a futures orientation in addressing the growing need for young people to be innovative, responsible and aware:

*To prepare for 2030, people should be able to think creatively, develop new products and services, new jobs, new processes and methods, new ways of thinking and living, new enterprises, new sectors, new business models and new social models. Increasingly, innovation springs not from individuals thinking and working alone, but through cooperation and collaboration with others to draw on existing knowledge to create new knowledge. The constructs that underpin the competency include adaptability, creativity, curiosity and open-mindedness.*

[http://www.oecd.org/education/2030-project/contact/E2030\\_Position\\_Paper\\_\(05.04.2018\).pdf](http://www.oecd.org/education/2030-project/contact/E2030_Position_Paper_(05.04.2018).pdf)

The course does more than prepare students for the world of work. It enables students to develop the essential capabilities for twenty-first century learners:

*Education has a vital role to play in developing the knowledge, skills, attitudes and values that enable people to contribute to and benefit from an inclusive and sustainable future. Learning to form clear and purposeful goals, work with others with different perspectives, find untapped opportunities and identify multiple solutions to big problems will be essential in the coming years. Education needs to aim to do more than prepare young people for the world of work; it needs to equip students with the skills they need to become active, responsible and engaged citizens.*

[http://www.oecd.org/education/2030-project/contact/E2030\\_Position\\_Paper\\_\(05.04.2018\).pdf](http://www.oecd.org/education/2030-project/contact/E2030_Position_Paper_(05.04.2018).pdf)

### 7.2 Food Studies curriculum

The Food Studies curriculum has an important place in ACT senior secondary curriculum. The curriculum promotes problem-solving and decision-making, and in creating Food Studies students are active participants in their own learning. Students are challenged to think about and respond to contemporary food and nutrition issues relevant to their lives. Their personal and social development is fostered through working independently and collaboratively, and in the development of communication skills and intercultural awareness.

### 7.3 Equity and opportunity

The Food Studies curriculum is inclusive of students' needs and interests. It provides flexibility and choice for teachers and students. The factors that influence this choice include school and community contexts, local community learning opportunities, contemporary and local issues, and available learning resources.

### 7.4 Connections to other learning areas

The Food Studies course builds on knowledge skills and understanding from students' previous studies of Australian Curriculum courses. The course builds on the Technologies learning area developed in the Australian Curriculum: Design and Technologies F – 10, and the two strands Food and Fibre Production and Food Specialisations.

The Australian Curriculum Connection: Food and wellbeing provides a framework for all young Australians to understand and value the importance of good nutrition for health and wellbeing both across learning areas and specifically within the Technologies learning area as a technologies context in core learning across Foundation to Year 8 and as additional learning opportunities offered by states and territories in Years 9–10.

The food and wellbeing connection is presented in the bands of schooling. In Foundation – Year 6, the connection is described as nutrition, health and wellbeing. In Years 7–10, it is described as home economics.

Students learn about food and nutrition in both Health and Physical Education (HPE) and in the Technologies learning area through Design and Technologies from Foundation to Year 8. In Technologies students learn how to apply nutrition knowledge through the preparation of food. In years 9 and 10 students may have further chosen to study a food-related subject offered by their school.

At the senior secondary level, Food Science and Nutrition A/T/M, Hospitality A/T/M/V, Health and Wellbeing A/T/M, and Exercise Science A/T/M include aspects of food and nutrition. However, these courses have a very different focus to Food Studies.

### **7.5 Role of digital technologies**

Students and teachers integrate a growing range of online information, tools and applications. These include digitised online materials such as historical documents, books, newspapers, images and items from museum collections, as well as other online resources including databases, reference works and indexes to library holdings.

### **7.6 Clarity of curriculum**

The curriculum is substantial and flexible. It is sufficiently rich and descriptive to guide teachers with limited experience but avoid excessive prescription that would hamper experienced teachers from exercising their skills. The curriculum document is expressed clearly in terms that are accessible to a new teacher, while allowing all teachers to enhance it with their interests and expertise.

### **7.7 Breadth and depth of study**

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.

A program of learning is what a college provides to implement the course for a subject meeting students' needs and interests. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content if it meets the specific unit goals providing that it does not duplicate content in other units.

### **7.8 The nature of the learner**

The courses address the needs of diverse learners and cater for Accredited (A) and Modified (M) levels of study.

### **7.9 General capabilities**

Skills and understanding related to numeracy, literacy and ICT are further developed and used in Food Studies, as are problem solving and creativity. Critical and creative thinking are developed when students explore problems, develop innovative ideas, generate solutions, and evaluate and refine their ideas. They develop personal and social capability while working collaboratively and independently, and build on self-management skills. They develop intercultural understanding as they engage with diverse cultures in ways that recognise commonalities and differences.

### **7.10 Cross curriculum perspectives**

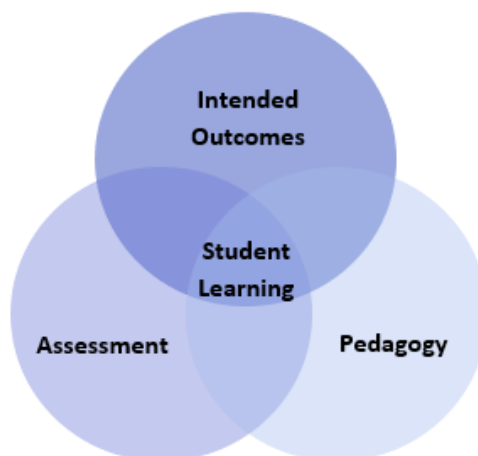
Each of the perspectives, Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability are represented in ways that are appropriate to in the course.

## 8. PEDAGOGY AND ASSESSMENT

The underpinning beliefs and learning principles for the development of ACT Board of Senior Secondary School curriculum as are follows:

### 8.1 Underpinning beliefs

- All students are able to learn
- Learning is a partnership between students and teachers
- Teachers are responsible for advancing student learning.



### 8.2 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).*

## 9. CONCLUSION

The Food Studies course is to be developed under the Industry and Services framework. Students develop an understanding of the nature of food, nutrition and the relationship of food to health and they apply safe, and hygienic work practices when handling and storing food. They learn to analyse, problem solve and create solutions. The course equips students to engage confidently with appropriate technologies and to communicate appropriately to different audiences in a range of mediums. Students work both independently and collaboratively, and develop interpersonal and intrapersonal skills suitable for employment and further training.

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