


Australian Curriculum: Food Specialisations – Years 9 - 10

| CURRICULUM | YEAR 9 | | YEAR 10 | | | |
|-------------------------|--|--|---|--|---|--|
| | Semester 1 | | Semester 1 | | Semester 2 | |
| | Term 1 | Term 2 | Term 1 | Term 2 | Term 3 | Term 4 |
| | Unit 1 | Unit 2 | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| Unit name | 'FOUNDATION FOR HEALTH' | 'MENU PLANNING' | 'AUSTRALIA'S CUISINE CULTURE' | 'FAST FOOD FRENZY' | 'EASY ENTERTAINING' | 'EATING WELL FOR THE FUTURE' |
| Unit description | In this unit students analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for everyday cookery. Students will develop their knowledge of food, food selection and preparation skills. This unit provides opportunities for students to investigate new foods and flavours, analyse and create food products for specific purposes. | In this unit students analyse menus and the factors for menu planning when designing solutions for everyday and special occasion cookery. Students will develop their knowledge of food, food selection and preparation skills. This unit provides opportunities for students to investigate new foods and flavours, analyse and create food products for specific purposes. | This unit will focus on the features of cuisines in other cultures and the influence on the Australian cuisine. | In this unit students will explore and analyse the fast food phenomenon. | This unit will focus on planning an event / project e.g. a morning tea or afternoon tea. This unit will consider suitable foods and drinks for a specific event, along with table setting, room set up and service. | In this unit students will critically analyse how our physical, social and economic factors can influence individual food choices. Students will gain an understanding of an individual's changing nutritional requirements and the skills needed to select and prepare foods to meet wellbeing of individuals. Students also examine the impact of lifestyle choices and health-related issues on the nutritional needs of an individual. |

| ASSESSMENT | | YEAR 9 | | YEAR 10 | | | |
|--|---------------------|------------------------------|------------------------------|-----------------------------|------------------------------|------------------------------|------------------------------|
| | | Semester 1 | | Semester 1 | | Semester 2 | |
| | | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
| | | Summative assessment task 1 | Summative assessment task 2 | Summative assessment task 1 | Summative Assessment task 2 | Summative Assessment task 3 | Summative Assessment task 4 |
| Range and balance of summative assessment conventions | Technique | Project | Project | Exam | Project | Project | Extended Response |
| | Type of text | Design Brief | Design Brief | Short response | Design Brief | Design Brief | Report |
| | Mode | Written & Practical Task | Written & Practical Task | Written | Written & Practical Task | Written & Practical Task | Written – extended response |
| | Conditions | 3 weeks in class and at home | 3 weeks in class and at home | 1 x 60 minutes | 2 weeks in class and at home | 2 weeks in class and at home | 2 weeks in class and at home |
| Aspects of the achievement standard | | | | | | | |
| explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments | | | | | | | |
| identify the changes necessary to designed solutions to realise preferred futures they have described | | | | | | | |
| when producing designed solutions for identified needs or opportunities, students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts | | | | | | | |
| create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities | | | | | | | |
| establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes | | | | | | | |
| create and connect design ideas and processes | | | | | | | |



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| of increasing complexity and justify decisions | | | | | | |
| communicate and document projects, including marketing for a range of audiences | | | | | | |
| independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary | | | | | | |
| select and use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose | | | | | | |

 Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

