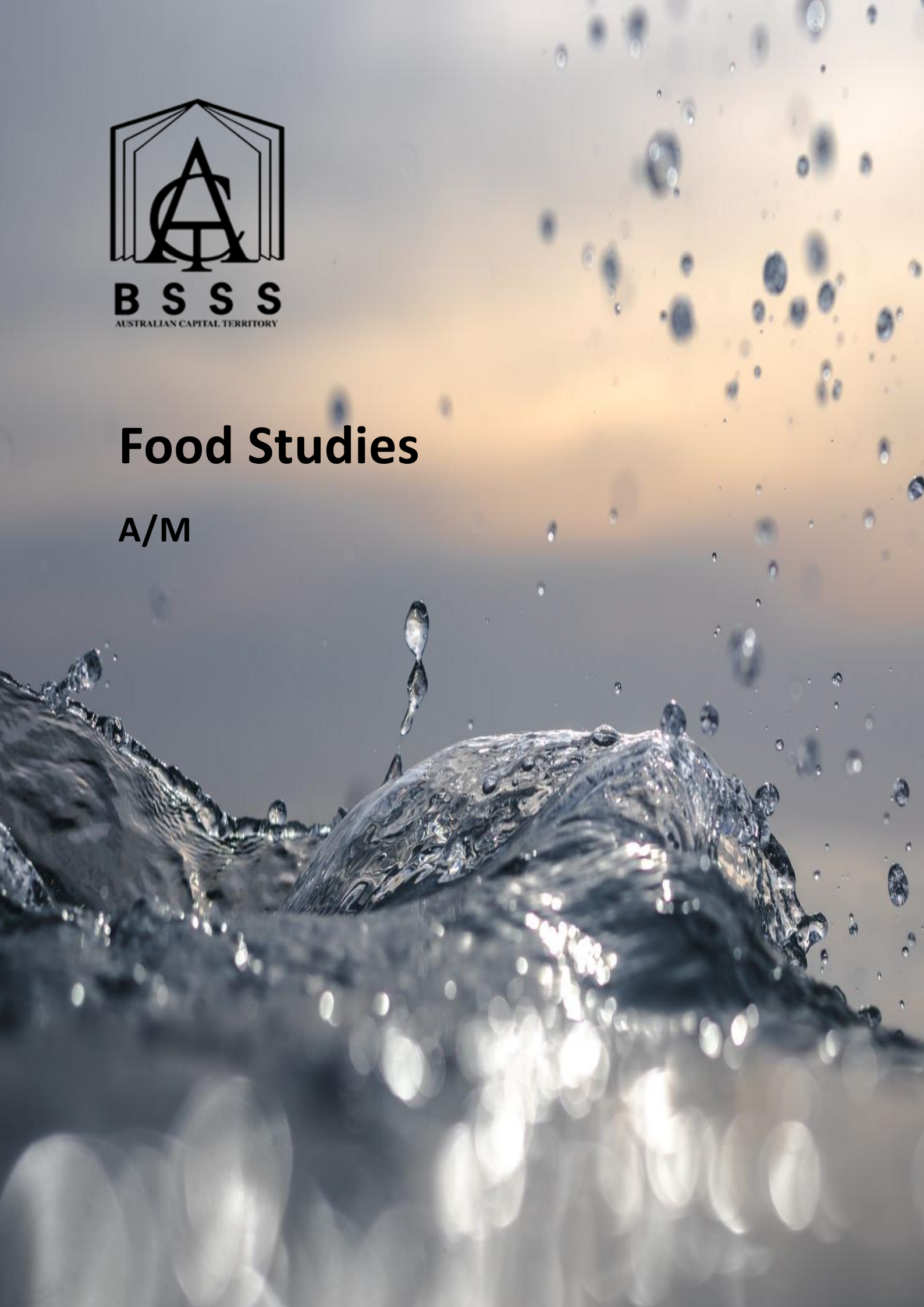
BSSS
AUSTRALIAN CAPITAL TERRITORY

Food Studies

A/M



Front Cover Art provided by Canberra College student Aidan Giddings

Table of Contents

The ACT Senior Secondary System

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

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

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

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

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

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

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

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

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

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

ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

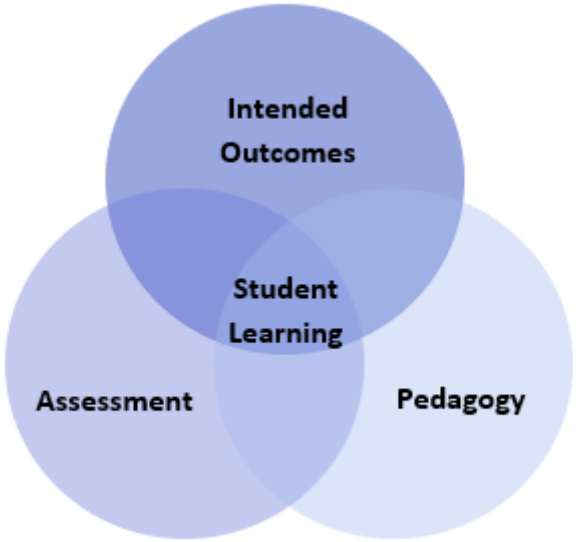
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in contemporary issues relevant to their lives
- foster students' intellectual, social and ethical development
- nurture students' wellbeing, and physical and spiritual development
- enable effective and respectful participation in a diverse society.

Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum
- is based on a model of learning that integrates intended student outcomes, pedagogy and assessment
- outlines teaching strategies which are grounded in learning principles and encompass quality teaching
- promotes intellectual quality, establishes a rich learning environment and generates relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

Underpinning beliefs

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



Learning Principles

1. Learning builds on existing knowledge, understandings and skills.
   (Prior knowledge)
2. When learning is organised around major concepts, principles and significant real-world issues, within and across disciplines, it helps students make connections and build knowledge structures.
   (Deep knowledge and connectedness)
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
   (Metacognition)
4. Learners' sense of self and motivation to learn affects learning.
   (Self-concept)
5. Learning needs to take place in a context of high expectations.
   (High expectations)
6. Learners learn in different ways and at different rates.
   (Individual differences)
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.
   (Socio-cultural effects)
8. Learning is a social and collaborative function as well as an individual one.
   (Collaborative learning)
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
   (Explicit expectations and feedback)

General Capabilities

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

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT)
- critical and creative thinking
- personal and social
- ethical understanding
- intercultural understanding

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

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

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

Literacy

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

Numeracy

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

Information and Communication Technology (ICT) Capability

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

Critical and Creative Thinking

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

Personal and Social Capability

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

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

Ethical Understanding

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

Intercultural Understanding

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

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

Opportunities exist for drawing students' attention to the value of Aboriginal and Torres Strait Islander knowledge and perspectives from the past and the present in working with food products, through similarities and differences in food sources, preparation methods and environmental practices. There may be opportunities to incorporate produce or foods that are indigenous to Australia

Asia and Australia's Engagement with Asia

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

Sustainability

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

Food Studies

A / M

Rationale

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

Students develop knowledge and understanding of the properties, characteristics and importance of food and apply that understanding to the preparation of aesthetically pleasing and nutritious food. They apply nutritional guidelines and 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. They develop a useful skill set to engage with food in a variety of personal and occupational contexts. 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 develop transferable skills in analysis, problem solving and making decisions.

Students develop interpersonal and intrapersonal skills that will assist them in their transition to employment and further education as well as provide them with lifelong skills. The knowledge, skills and understandings contribute to the development of workplace skills and build students' awareness and capacity to take up opportunities in food related occupations. The capabilities developed in this course prepare students for a range of pathways, such as the food handling industry.

Goals

This course should enable students to:

- analyse industry practices, processes, and procedures
- analyse theories and concepts
- analyse technical information, equipment specifications, materials, and resources
- analyse plans and results using the principles of sustainability and ethics
- synthesise industry and services knowledge and skills to innovate, plan and develop products and services
- apply project management skills to organise resources and material to create quality products and services
- apply Work Health and Safety principles and industry standards when working independently and collaboratively
- apply communication, interpersonal and intrapersonal skills in a range of modes, mediums, and professional contexts
- apply industry specific literacy, numeracy, and ICT skills for planning, designing, and implementing industry applications
- reflect on learning, success, and setbacks to make improvements to support resilience, safe risk taking and an improvement mindset.

Unit Titles

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

Organisation of Content

Food and Health

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

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

Food Choices

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

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

Food Communities

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

Contemporary Food

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

Independent Study

An Independent 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. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

Assessment

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

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

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

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

Assessment Criteria

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

- knowledge and understanding
- skills.

Assessment Task Types

Suggested Tasks include: • test • folio • assignment • research project • cooperative task • planning tasks • risk assessments • presentations • drawings • demonstration	• individual project/activity • group project • continuous observation • workplace simulation • real-life project implementation • reflection and evaluation report • validation task
No task should be greater than 60% for a 1.0 or 0.5 unit	

Additional Assessment Advice

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Each assessment item must enable students to demonstrate higher order thinking.
- Duration or length of student responses should be determined by the nature of the task and requirements of the Achievement Standards.
- For tasks completed in unsupervised conditions, schools need to have mechanisms to uphold academic integrity, for example: assessment design, student declaration, plagiarism software, oral defence, interview, or other validation tasks.

Achievement Standards

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

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

Achievement Standards

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

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

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

Achievement Standards Industry and Services Year 12 A

	A	B	C	D	E
Knowledge and Understanding	• analyse relevant practices and procedures to make plausible conclusions • analyse a range theories and concepts to draw own conclusion • analyse a range of relevant technical information and specifications for a variety of equipment and resources • analyse a range of materials or resources to enhance a product or service • analyse plans and results using the principles of sustainability or ethics to make plausible conclusions	• explain practices and procedures with examples required to complete the task • explain theories and concepts relevant to an industry and services context • explain a range of relevant technical information and specifications for equipment and resources • explain a range of materials or resources for a product or service • explain how their plans and results are sustainable or ethical using research	• describe practices and procedures required to complete the task • describe theories and concepts relevant to an industry and services context • describe a range of technical information and specifications for required equipment and resources • describe a range of materials or resources used in a product or service • describe sustainable or ethical plans and results	• describe some practices and procedures within a task • identify theories and concepts relevant to an industry and services context • describe some technical information and equipment specifications • identify relevant materials or resources used in a product or service • identify sustainable or ethical plans and results	• describe some practices and procedures with limited accuracy • identify some theories and concepts relevant to an industry and services context • describe some technical information and equipment specifications with limited accuracy • identify some materials or resources used in a product or service • identify sustainable or ethical plans or results with limited accuracy
Skills	• create products or services to an industry standard for familiar and unfamiliar contexts • synthesise knowledge understanding and practical skills to solve non-routine problems efficiently • apply project management skills for planning and undertaking tasks efficiently to completion • apply relevant terminology and communication skills to clearly justify ideas and proposals • apply transferable work skills to work effectively in familiar and unfamiliar contexts • apply Work Health and Safety principles to self and others using best practice in familiar and unfamiliar contexts • reflect with insight on learning, successes, and setbacks and accurately to propose well-reasoned improvements	• create products or services to an industry standard with some success for familiar and unfamiliar contexts • apply knowledge understanding and practical skills to solve non-routine problems • apply project management skills to planning and undertaking tasks to completion • apply relevant terminology and communication skills to justify ideas and proposals • apply transferable work skills in a range of familiar and unfamiliar contexts • apply Work Health and Safety principles to self and others with some independence in familiar and unfamiliar contexts • reflect on learning, successes, and setbacks accurately to propose plausible improvements	• create products or services to an industry standard with direction for familiar contexts • use knowledge understanding and practical skills under direction to solve routine problems • uses plans and keep to schedules under direction to completion • use relevant terminology and communication protocols and processes to explain ideas and proposals • use transferable work skills to work effectively under direction for familiar contexts • follow Work Health and Safety protocols and processes for self with limited direction for familiar contexts • reflect on learning, successes, and setbacks accurately to propose improvements	• create products or services with some functionality with direction in familiar contexts • use knowledge understanding and practical skills under direction to attempt to solve routine problems • use plans and schedules under direction with limited success • use relevant terminology and communication protocols and processes to describe ideas and proposals • use transferable work skills to work effectively under direction for familiar contexts with some success • follow Work Health and Safety protocols and processes for self with direction for familiar contexts • reflect on learning, successes, and setbacks to propose improvements	• create products or services with limited functionality with direction in familiar contexts • use knowledge understanding and practical skills under direction to attempt to solve simple problems • attempts to follow plans and schedules • use relevant terminology and communication protocols and processes to attempt to describe ideas and proposals • use a limited set of transferable work skills in familiar contexts under direction • follow Work Health and Safety protocols and processes for self with regular direction for familiar contexts • reflect on learning, successes, and setbacks with direction

Achievement Standards Industry and Services Year 11 A

	A	B	C	D	E
Knowledge and Understanding	• analyse relevant practices or procedures to make plausible conclusions • analyse theories and concepts in a response relevant to an industry and services context • analyse relevant technical information and specifications for equipment and resources • analyse materials or resources suitable for a product or service • analyse plans and results using the principles of sustainability or ethics	• explain relevant practices or procedures with examples in a response • explain theories and concepts relevant to an industry and services context • explain relevant technical information and specifications for equipment and resources • explain choices of materials or resources for a product or service • explain how their plans and results are sustainable or ethical	• describe practices or procedures required to complete the task • describe theories and concepts relevant to an industry and services context • describe technical information and specifications for equipment and resources • describe materials or resources chosen for a product or service • describe sustainable or ethical plans and results	• describe some practices or procedures required to complete the task • identify theories and concepts relevant to an industry and services context • describe some technical information and specifications for equipment and resources • identify materials or resources chosen for a product or service • identify sustainable or ethical plans and results	• describe some practices or procedures required to complete the task with limited accuracy • identify concepts relevant to an industry and services context • describe some technical information and specifications for equipment and resources with limited accuracy • identify some materials or resources chosen for a product or service • identify sustainable or ethical plans and results limited accuracy
Skills	• create products or services to an industry standard with some success for familiar and unfamiliar contexts • apply knowledge, understanding and practical skills with some independence to solve non-routine problems • apply project management skills to planning and undertaking tasks effectively • apply relevant terminology and communication skills to justify ideas and proposals • apply transferable work skills in range of professional contexts in familiar and unfamiliar contexts with some direction • apply Work Health and Safety principles to self and others in familiar and unfamiliar contexts • reflect with insight on learning, successes, and setbacks and accurately to propose well-reasoned improvements	• create products or services to an industry standard with direction for familiar contexts • use knowledge, understanding and practical skills under direction to solve routine problems • uses plans and keep to schedules under limited direction with success • use relevant terminology and communication skills to explain ideas and proposals • use transferable work skills in range of professional contexts under direction for familiar contexts • apply Work Health and Safety principles to self with some success in familiar and unfamiliar contexts • reflect on learning, successes, and setbacks accurately to propose plausible improvements	• create products or services with some functionality with direction for familiar contexts • use knowledge, understanding and practical skills under direction to attempt to solve routine problems • use plans and schedules under direction with success • use relevant terminology and communication protocols and processes to attempt to explain ideas and proposals • use transferable work skills in professional contexts under direction with some success for familiar contexts • follow Work Health and Safety protocols and processes for self with limited direction for familiar contexts • reflect on learning, successes, and setbacks accurately to propose improvements	• create products or services with limited functionality with direction for familiar contexts • use knowledge, understanding and practical skills under direction to attempt to solve simple problems • attempt to follow plans and schedules under direction with some success • use terminology and communication protocols and processes to describe ideas and proposals • use a limited set of transferable work skills in familiar professional contexts under direction • follow Work Health and Safety protocols and processes for self with direction for familiar contexts • reflect on learning, successes, and setbacks to propose improvements	• create components of products or services for familiar contexts • use knowledge, understanding and practical skills to attempt to solve simple problems under direction with limited success • attempts to follow plans and schedules under direction with limited success • use terminology and communication protocols and processes with assistance to identify ideas and proposals • use basic transferable work skills in familiar professional contexts under direction • follow Work Health and Safety protocols and processes for self with regular direction for familiar contexts • reflect on learning, successes, and setbacks with direction

Achievement Standards Industry and Services M

	A	B	C	D	E
Knowledge and understanding	• describe industry practices and procedures independently • describe technical information and specifications independently • describe ethical and sustainable practices independently	• describe industry practices and procedures with some assistance • describe technical information and specifications with some assistance • describe ethical and sustainable practices with some assistance	• describe industry practices and procedures with assistance • describe technical information and specifications with assistance • recount ethical and sustainable practices with assistance	• identify industry practices and procedures with continuous guidance • identify technical information with continuous guidance • recount ethical and sustainable practices with continual guidance	• identify some industry practices, and procedures with direct instruction • identify some technical information with direct instruction • recount ethical and sustainable practices with direct instruction
Skills	• use industry practices, and procedures to deliver a service and/or create a product independently • use technical information and specifications to create products and/or services independently • demonstrate industry specific literacy and numeracy skills to a range of tasks independently • demonstrate work, health, and safety practices independently • demonstrate behaviours and attitudes that contribute positively to industry tasks independently • communicate ideas using appropriate terminology independently • reflect on learning to propose improvements independently	• use industry practices, and procedures to deliver a service and/or create a product with some assistance • use technical information and specifications to create products and/or services with some assistance • demonstrate industry specific literacy and numeracy skills to a range of tasks with some assistance • demonstrate work, health, and safety practices with some assistance • demonstrate behaviours and attitudes that contribute positively to industry tasks with some assistance • communicate ideas using appropriate terminology with some assistance • reflect on learning to propose improvements with some assistance	• use industry practices, and procedures to deliver a service and/or create a product with assistance • use technical information and specifications to create products and/or services with assistance • demonstrate industry specific literacy and numeracy skills to a range of tasks with assistance • demonstrate work, health, and safety practices with assistance • demonstrate behaviours and attitudes that contribute positively to industry tasks with assistance • communicate ideas using appropriate terminology with assistance • reflect on learning to propose improvements with assistance	• follow industry practices, and procedures to deliver a service and/or create a product with continuous guidance • use technical information and specifications to create products and/or services with continuous guidance • demonstrate industry specific literacy and numeracy skills to a range of tasks with continuous guidance • demonstrate work, health, and safety directions with continuous guidance • demonstrate behaviours and attitudes that contribute positively to industry tasks with continuous guidance • communicate ideas using appropriate terminology with continuous guidance • reflect on learning to propose improvements with continuous guidance	• follow industry practices and procedures to deliver a service and/or create a product with direct instruction • apply technical information and specifications to products and/or services with direct instruction • demonstrate industry specific literacy and numeracy skills to a range of tasks with direct instruction • demonstrate work, health, and safety practices with direct instruction • demonstrate behaviours and attitudes that contribute positively to industry tasks with direct instruction • communicate ideas using appropriate terminology with direct instruction • reflect on learning to propose improvements with direct instruction

Food and Health — Value: 1.0

Food and Health a — **Value 0.5**

Food and Health b — **Value 0.5**

Unit Description

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

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

Specific Unit Goals

This unit should enable students to:

A Course	M Course
• analyse practices, procedures and technical information to draw conclusions about health of ingredients and methods	• describe healthy practices, procedures and technical information
• apply skills in the use of food, equipment and techniques to produce quality food items	• use skills in the selection and use of food and equipment to produce food items
• apply theories and concepts about the of the nutritional value of food to meet dietary needs	• describes the nutritional value of food to meet a range of dietary needs
• apply hygienic and safe practices in the handling and storage of food	• use hygienic and safe practices in the handling and storage of food

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Knowledge and Understanding	
• analyse kitchen procedures and processes to draw conclusions or make proposals	• describe kitchen policies and processes
• analyse ethical and sustainability practices and apply to selecting ingredients and making food products, for example, managing waste, alternatives to convenience and fast food, kitchen gardens	• describe ethical and sustainability practices when selecting ingredients and making food products
• analyse a range of nutritional theories and concepts, including in the context of food of different cultures, for example, Asian diets, traditional Aboriginal and Torres Strait Islander foods	• describe nutritional food and meals

A Course	M Course
• analyse the aesthetics of quality food products, for example, taste, appearance and aroma	• describe the appeal of food products, for example, taste, appearance and aroma
Skills	
• create food products following nutritional guidelines and specifications, including methods and ingredients, for example, Coeliac diets, low sodium, halal	• create food products following a recipe or menu, including accurate measurements
• synthesise knowledge, understanding and practical skills to solve problems in food and health	• use appropriate techniques to produce a variety of food products
• apply a range of equipment to creating healthy food	• use a range of equipment to create healthy food
• apply WHS principals to self and other using best practice, including safe food handling and personal protective equipment	• use WHS practices and follow procedures including the use of personal protective equipment
• apply for writing and editing skills for recording of procedures and outcomes	• use writing and editing skills for recording procedures and outcomes
• apply numerical information in applying recipes, menus and nutritional information	• use numeracy in practical activities
• communicate accurately with others in an appropriate format, both orally and in writing, using correct terminology	• communicate accurately with others in an appropriate format, using correct terminology
• apply transferable work skills to interact with others in solving problems, proposing solutions and justifying ideas	• use transferable work skills in solving simple problems and to describe choices
• apply self-management skills and behaviours and attributes which contribute positively to work and continuous learning, for example, contributing positively to group activities	• use self-management skills which contribute to positive outcomes
• apply project managements to the organisation of self, materials and work to achieve quality products within deadlines	• use time management skills
• reflect on own learning, successes, setbacks, and propose ways of improving	• reflect on own learning and ways of improving

A guide to reading and implementing content descriptions

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

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

Assessment

Refer to pages 9-11.

Food Choices — Value: 1.0

Food Choices a — **Value 0.5**

Food Choices b — **Value 0.5**

Unit Description

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

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

Specific Unit Goals

This unit should enable students to:

A Course	M Course
• analyse theories and concepts about the factors that influence choice and consider the challenges people face when selecting food for a range of applications	• describe factors that affect food choices
• apply a problem-solving approach to address issues of choice by creating food products using a range of techniques and specifications for equipment and ingredients	• create food products using a variety of techniques and processes
• analyse relevant practices and procedures and about of the functional properties and sensory characteristics of foods, and apply to produce food products	• understand different properties and sensory characteristics of foods to produce food products

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Knowledge and Understanding	
• analyse theories and concepts about the that influence food choices and food production, for example, aesthetic, physiological, psychological, social, cultural and economic factors	• describe factors that influence food choices and food production
• analyse specifications and ingredients of food products that address food choice factors, considering aesthetic, sensory and functional properties	• create food products to address food choice factors

A Course	M Course
• analyse the impact of ethical and sustainable food choices and the challenges people face in accessing a variety of food, for example, food miles, paddock to plate, nose to tail, fair trade	• describe ethical and sustainable food choices
• analyse theories and concepts about the factors that affect the food available to consumers, for example, geographic and socio-economic contexts, marketing, advertising, packaging, and regulations	• describe the impact of advertising, packaging, and regulations on the food available to consumers
• analyse food costs and budgetary constraints on food choices	• describe food choices in relationship to budgets
• analyse preservation techniques and processes, for example, jam making, freezing, drying, pickling	• apply basic processes to seasonally available foods, for example, jam making, freezing, drying, pickling
Skills	
• create food products that respond to particular food choices	• create food products that respond to particular food choices
• apply basic food preservation techniques and processes to seasonally available foods	• apply basic food preservation techniques and processes to seasonally available foods
• apply basic food preservation techniques and processes to seasonally available foods	• apply basic food preservation techniques and processes to seasonally available foods
• apply safety practices and procedures, including the use of personal protective equipment and apply to tasks	• use WHS practices and follow procedures including the use of personal protective equipment and follow in tasks
• apply a range of equipment to food products that respond to particular food choices	• use a range of equipment to food products that respond to particular food choices
• identify problems, synthesise knowledge understanding and practical skills to analyse different possible solutions and select the best option	• solve simple problems and justify choices
• apply numerical information in applying recipes, menus and nutritional information	• use numeracy in practical activities
• communicate accurately with others in an appropriate format, both orally and in writing, using correct terminology	• communicate accurately with others in an appropriate format, using correct terminology
• apply transferable work skills to interact with others in solving problems, proposing solutions and justifying ideas	• use transferable work skills in solving simple problems and to describe choices

A Course	M Course
• apply self-management skills and behaviours and attributes which contribute positively to work and continuous learning, for example, contributing positively to group activities	• use self-management skills which contribute to positive outcomes
• apply project managements to the organisation of self, materials and work to achieve quality products within deadlines	• use time management skills
• reflect on own learning, successes, setbacks, and propose ways of improving	• reflect on own learning and ways of improving

A guide to reading and implementing content descriptions

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

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

Assessment

Refer to pages 9-11.

Food Communities — Value: 1.0

Food Communities a — **Value 0.5**

Food Communities b — **Value 0.5**

Unit Description

In this unit students explore how cultural communities experience food in a variety of local, regional and global contexts to understand the cultural significance of the food and its role in people's lives customs and traditions. They develop intercultural understanding through the medium of food. Students account for the prevalence and significance of food types and practices. Students develop an understanding of a range of consumption patterns and food practices and the relationship to cultural community context. They apply their knowledge of a food cultural community and authentic production techniques to prepare and deliver a food-based cultural community experience.

Specific Unit Goals

This unit should enable students to:

A Course	M Course
• analyse theories and concepts about the significance of food and its role in customs and traditions in a range of communities	• describe practices, customs and/or traditions relating to food in different communities
• analyse the local, national and global prevalence and significance of food types, production practices and processes and traditional practices in a range of cultural communities	• describe different food types and ways of preparing food in different communities
• analyse ingredients and food resources, technical skills and authentic production techniques	• use technical skills to prepare and present foods
• create and present foods in response to the investigation of a cultural community to express intercultural understanding of a range of communities	• create and present foods in response to the investigation of a cultural community to express intercultural understanding of a range of communities

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Knowledge and Understanding	
• analyse theories and concepts about the significance of food and food products in the traditions of a range of cultural communities, including Aboriginal and Torres Strait Islander, for example, food customs, religious practices, historic context of certain foods	• describes the role of food in the cultural life of a different community
• analyse practices and procedures for food from a range of cultures to devise menus to develop an understanding of cultural communities, including Asian cultures, for example, kosher, halal menu	• demonstrates understanding of menu items that reflect a different cultural community

A Course	M Course
• analyse ethics and sustainability of consumption patterns for a range of cultural communities and the geographic and socio-economic contexts of food production, for example, solutions to scarcity and seasonal abundance	• describe ethical and sustainable food products from a range of cultures and traditions
• analyse the food practices, processes and procedures from a range of cultural community contexts and apply to creating food	• describe the food practices in several different cultural community
• analyse ingredients from a range of cultural community food practices to produce and enhance authentic flavours, textures and colours, for example, own spice blends versus ready-made mixes, pizza oven, convenience products versus homemade	• uses authentic ingredients and/ or techniques to create food from a different cultural community
Skills	
• create food products in response to the investigation of a cultural community to express intercultural understanding of a range of communities, for example, fusion foods, adaptations of bush food, a cultural celebration meal	• create food products in response to the investigation of a cultural community, for example, fusion foods, adaptations of bush food, a cultural celebration meal
• apply culturally safe and community appropriate safe food handling practices, processes, procedures and service techniques for food products, for example, kosher, halal	• use culturally safe and community appropriate safe food handling practices, processes, procedures and service techniques for food products, for example, kosher, halal
• apply a range of equipment and techniques from a range of cultural community food practices to food products that respond to particular food choices, for example, tandoor ovens, wok frying, ceviche, sushi	• use a range of equipment and techniques from a range of cultural community food practices to food products that respond to particular food choices, for example, tandoor ovens, wok frying, ceviche, sushi
• identify problems, synthesise knowledge understanding and practical skills to analyse different possible solutions and select the best option	• solve simple problems and describe choices
• apply numerical information in applying recipes, menus and technical information	• use numeracy in practical activities
• communicate accurately with others in an appropriate format, both orally and in writing, using correct terminology	• communicate accurately with others in an appropriate format, using correct terminology
• apply transferable work skills to interact with others in solving problems, proposing solutions and justifying ideas	• use transferable work skills in solving simple problems and to describe choices

A Course	M Course
• apply self-management skills and behaviours and attributes which contribute positively to work and continuous learning, for example, contributing positively to group activities	• use self-management skills which contribute to positive outcomes
• apply project managements to the organisation of self, materials and work to achieve quality products within deadlines	• use time management skills
• reflect on own learning, successes, setbacks, and propose ways of improving	• reflect on own learning and ways of improving

A guide to reading and implementing content descriptions

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

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

Assessment

Refer to pages 9-11.

Contemporary Food — Value: 1.0

Contemporary Food a — **Value 0.5**

Contemporary Food b — **Value 0.5**

Unit Description

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

Specific Unit Goals

This unit should enable students to:

A Course	M Course
• analyse the strengths and weaknesses of emerging and contemporary food and food products to make informed and ethical decisions as consumers	• describes the strengths and weaknesses of emerging and contemporary food
• analyse practices and procedures that contribute to innovations in the quality, styles, forms and availability of food	• describes ways in which innovations impact food
• apply technology skills and techniques in creating contemporary food products	• applies technology skills to create contemporary food products

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Knowledge and Understanding	
• analyse the strengths and weaknesses of emerging and contemporary food and food products	• describes the strength or weakness of an emerging or contemporary food
• analyse factors that contribute to innovations in the quality, styles, forms and availability of food, for example, social media in food advertising, food novelties	• gives reasons for new foods becoming popular
• analyse ideas about informed and ethical consumer behaviour of self and others	• describes how an ethical choice can be made about food
• analyse relevant technical and information and specifications of emerging technologies provides opportunities to improve food and food products, for example, Instagram albums	• describes how technology leads to better food and food products

A Course	M Course
• analyse emerging technologies and the application to food products	• describe how emerging technologies are applied to food products
• analyse sustainable and ethical implications of ingredients to create food products to meet identified consumer demand	• use sustainable or ethical ingredients to create food products
Skills	
• apply safety practices and procedures, including the use of personal protective equipment	• understand WHS practices and follow procedures including the use of personal protective equipment
• apply appropriate use of equipment and techniques for creating contemporary food	• demonstrate appropriate use of equipment and techniques for creating contemporary food
• apply skills in emerging technologies for food production, styling and/or advertising, for example, create a contemporary food project, style food products, advertise food products	• apply skills in technology to food, for example, advertise food products
• identify problems, synthesise knowledge understanding and practical skills to analyse different possible solutions and select the best option	• solve simple problems and describe choices
• apply numerical information in applying recipes, menus and technical information	• use numeracy in practical activities
• communicate accurately with others in an appropriate format, both orally and in writing, using correct terminology	• communicate accurately with others in an appropriate format, using correct terminology
• apply transferable work skills to interact with others in solving problems, proposing solutions and justifying ideas	• use transferable work skills in solving simple problems and to describe choices
• apply self-management skills and behaviours and attributes which contribute positively to work and continuous learning, for example, contributing positively to group activities	• use self-management skills which contribute to positive outcomes
• apply project managements to the organisation of self, materials and work to achieve quality products within deadlines	• use time management skills
• reflect on own learning, successes, setbacks, and propose ways of improving	• reflect on own learning and ways of improving

A guide to reading and implementing content descriptions

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

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

Assessment

Refer to pages 9-11.

Independent Study — Value: 1.0

Independent Study a — **Value 0.5**

Independent Study b — **Value 0.5**

Prerequisites

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

Unit Description

An Independent 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. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Specific Unit Goals

This unit should enable students to:

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

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Knowledge and Understanding	
• analyse food practices to apply processes and procedures related to a chosen context • analyse the effects of context on practices, processes and procedures related to the chosen area of study	
• investigate the impact of food practices, processes and procedures in the chosen area of study	• describe the food practices in the chosen area of study
• create food products related to the chosen area of study	• create food products related to the chosen area of study

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

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

A guide to reading and implementing content descriptions

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

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

Assessment

Refer to pages 9-11.

Appendix A – Implementation Guidelines

Available course patterns

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

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

Units in this course can be delivered in any order.

Prerequisites for the course or units within the course

Students must have studied at least three standard 1.0 units from this course in order to access the Independent Study unit. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

Arrangements for students continuing study in this course

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

Duplication of Content Rules

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

Guidelines for Delivery

Program of Learning

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

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

Content Descriptions

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

Half standard 0.5 units

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

Moderation

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

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

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses over two Moderation Days. In addition to Moderation Days, there is statistical moderation of course scores, including small group procedures, for T courses.

Moderation by Structured, Consensus-based Peer Review

Consensus-based peer review involves the review of student work against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the criteria and standards outlined in the Achievement Standards, as stated in the Framework. Advice is then given to colleges to assist teachers with, or confirm, their judgments. In addition, feedback is given on the construction of assessment instruments.

Preparation for Structured, Consensus-based Peer Review

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

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

The College Course Presentation

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

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges, including marking schemes and rubrics for each assessment item
- 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 the *Requirements for Moderation Memoranda* and Information Papers.

Visual evidence for judgements made about practical performances

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

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

Teachers should consult the BSSS website for current information regarding all moderation requirements including subject specific and photographic evidence.

Appendix B – Course Developers

Name	**College**
Lucas Consola	Canberra College
Cathleen Jackson	Radford College
Janelle Maas	St Mary MacKillop College
Minor Variation	
David Moss	Gungahlin College
Karen Hundy	St Mary MacKillop College
Shannon Dunn	Radford College

Appendix C – Common Curriculum Elements

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

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

Appendix D – Glossary of Verbs

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

Appendix E – Glossary for ACT Senior Secondary Curriculum

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

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

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

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

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

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

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

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

An **Independent Study unit** is a pedagogical approach that empowers students to make decisions about their own learning. Independent Study units can be proposed by a student and negotiated with their teacher but must meet the specific unit goals and content descriptions as they appear in the course.

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

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

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

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

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

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

Appendix F – Course Adoption Form

Conditions of Adoption

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

Adoption Process

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

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and circling the **Classification/s** required.

College:	
Course Title:	Food Studies
Classification/s:	A M
Accredited from:	2021
Minor variation Active From	2025
Framework:	Industry and Services