



Food Technology Years 7–10

Advice on Programming and Assessment

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1 Introduction

This support document has been designed to help teachers understand key aspects of the new *Food Technology Years 7–10 Syllabus* and to provide guidance for implementation. The document shows how these aspects can be incorporated in teaching and learning programs, and how these programs are underpinned by the principles of *assessment for learning* (*Food Technology Years 7–10 Syllabus*, p 52).

The document provides advice about constructing a program that will cover the scope of Food Technology for a stage. It sets out a process for planning and sequencing units of work, and developing teaching and learning activities.

The sample stage program plans and the sample units of work in this document demonstrate ways in which teachers can build a teaching and learning program and develop units of work to ensure coverage of the scope of the syllabus.

The document contains two Stage 5 sample units of work:

- *Celebrations* – Students examine a range of special occasions and prepare foods unique to specific celebrations. Food presentation and service is a focus of the unit and students learn how to present and garnish foods appropriate to a given setting. Students submit a proposal for a large scale catering event and collaboratively host a celebration for a major school event.
- *A Fair Share for All* – Students examine food equity issues and world food distribution patterns. Students identify groups at risk of food inequity and circumstances that contribute to this situation. Students plan and prepare a variety of meals to meet the nutritional needs of specific at risk groups.

These sample units can be used as models for planning units of work. They include:

- relevant outcomes and content
- assessment activities that have been designed and integrated into the units of work
- different types of possible feedback
- a variety of teaching and learning experiences
- opportunities for student reflection.

An assessment activity from each unit has been selected to show how assessment can fit into teaching and learning sequences. They are described in some detail to illustrate the process of *assessment for learning*. Teachers would not provide this level of detail in day-to-day classroom situations. The units of work and activities may be modified or amended to suit the needs, interests and abilities of students.

For a small percentage of students with special education needs who are undertaking Life Skills outcomes and content, support materials will be provided which will assist in the development of a meaningful and relevant program of study related to the *Food Technology Years 7–10 Syllabus*. Units of work adapted for students undertaking Food Technology Life Skills will be included in a consolidated document that will be distributed to schools early in 2004.

2 Establishing a Scope and Sequence Plan

A scope and sequence plan provides an overview of the units of work to be taught and details the placement, sequence and duration of units. When establishing a scope and sequence plan for Food Technology a number of factors should be considered.

Syllabus requirements

- all outcomes are to be addressed by the end of a course
- students undertaking the 100-hour course are required to complete two to four units of work
- students undertaking the 200-hour course are required to complete four to eight units of work
- all core content must be covered by the end of the course
- core content (Food preparation and processing, Nutrition and consumption) must be integrated with the content of a selected focus area and appropriate practical experiences to form a unit of work.

By the end of a 100-hour and a 200-hour course, students should have been given opportunities to demonstrate achievement in relation to each of the course outcomes. However, some students may demonstrate achievement in relation to the outcomes quickly, while others may need additional time. Teachers plan and adjust their teaching/learning programs to cater for these individual differences.

Practical experiences

A range of practical experiences must be undertaken by students and make up the majority of the course. Practical experiences will be used to develop knowledge and understanding of and skills in designing, producing and evaluating. Practical experiences should be developmental and increase in complexity, sophistication and skill as the course progresses.

Practical experiences extend beyond students preparing and presenting food for specific purposes. Practical experiences also involve a broad range of activities such as food styling and photography, consumer surveys, market research, investigation of new and emerging technologies, food sensory evaluations and the use of information and communication technologies (ICT). These include: word processing applications to generate and manipulate procedural text, spread sheets to tabulate data and generate graphs, digital technologies to produce a finished visual image, databases to assess and analyse information, advance web searches to locate information. Other ICT applications may include: spread sheets to model and compare alternative solutions, desktop publishing to produce high quality facts sheets, email to consult experts, suppliers and potential users, digital technologies to record the progress of a project, computer-generated slide shows to present research information or marketing proposals, graphic packages to create food labels and packaging, advance web searches to assess industry employment opportunities and career pathways.

Further considerations

Teachers also need to consider:

- the specific needs, interests, previous experiences and abilities of students and/or areas of community significance
- the most effective utilisation of existing and available resources
- the relevant guidelines and directives of their education authorities and/or schools so that teaching programs developed recognise and reflect relevant state and Commonwealth legislation, Regulations and standards including Occupational Health and Safety, Chemical Safety in Schools and Animal Welfare guidelines. Teachers need to be aware of activities that may require notification, certification, permission, permits and licences.

2.1 Sample Stage 5 Scope and Sequence Plan

The sample scope and sequence plan provided is based on a Stage 5 200-hour program.

There are opportunities to address aspects of all syllabus outcomes in each unit of work. Alternatively, teachers may choose to place particular emphasis on specific outcomes in individual units of work. Regardless of the approach taken by individual teachers it is essential that all outcomes are addressed by the completion of the course.

Term	Year 9	Year 10
1	Unit 9.1: An Apple a Day Focus Area: Food selection and health Outcomes: 5.1.1, 5.1.2, 5.2.3, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.5.2, 5.6.1, 5.6.2	Unit 10.1: Current Cuisines Focus Area: Food trends Outcomes: 5.1.1, 5.1.2, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.5.2, 5.6.1, 5.6.2
2	Unit 9.2: Aussie Bites Focus Area: Food in Australia Outcomes: 5.1.1, 5.1.2, 5.2.1, 5.2.3, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.5.2, 5.6.1, 5.6.2	Unit 10.2: A Fair Share for All Focus Area: Food equity Outcomes: 5.1.1, 5.1.2, 5.2.3, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.5.2, 5.6.1, 5.6.2
3	Unit 9.3: Healthy Living for Life Focus Area: Food for special needs Outcomes: 5.1.1, 5.1.2, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.5.2, 5.6.1, 5.6.2	Unit 10.3: On the Cutting Edge Focus Area: Food product development Outcomes: 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.5.2, 5.6.1, 5.6.2
4	Unit 9.4: Celebrations Focus Area: Food for special occasions Outcomes: 5.1.1, 5.1.2, 5.2.3, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.5.2, 5.6.1, 5.6.2	Unit 10.4: Service with a Smile Focus Area: Food service and catering Outcomes: 5.1.1, 5.1.2, 5.2.3, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.5.2, 5.6.1, 5.6.2

* The highlighted units are included in this document.

2.2 Stage 5 Unit Overviews

Unit 9.1	Name: An Apple a Day Focus Area: Food selection and health
Unit Description	Food is a source of health and energy, yet the basic nutritional facts are sometimes difficult to distinguish amid all the media hype. In this unit students gain an understanding of nutritional requirements and basic menu planning for optimal health. Students also investigate and evaluate controversial food issues and common nutritional myths in order to make more informed food choices. Students work collaboratively to carry out an investigation and present findings on factors that influence adolescent food habits. The class then implements strategies within the school to promote healthy eating among peers or the school community.

Unit 9.2	Name: Aussie Bites Focus Area: Food in Australia
Unit Description	A range of factors influences our distinct Australian cuisine. In this unit students examine the diverse range of foods offered in the Australian marketplace and identify the factors that influence this selection. Students investigate the traditional use of bush foods by Aboriginal peoples and design contemporary foods using bush food ingredients. The unit will also focus on historical perspectives including early European settlements and multicultural influences on food selection and preparation. During practical activities students will have the opportunity to experiment with a range of ingredients available in the marketplace developing innovative approaches to Australian cuisine.

Unit 9.3	Name: Healthy Living for Life Focus Area: Food for special needs
Unit Description	Nutritional needs vary as individuals move through the life cycle. In this unit students gain an understanding of an individual's changing nutritional requirements and the skills needed to select and prepare foods to meet nutritional wellbeing of all family members. Students also examine the impact of lifestyle choices and health-related issues on the nutritional needs of an individual. A research project allows students to investigate an area of interest, and develop educational materials and foods that address the needs of a specific group.

Unit 9.4	Name: Celebrations Focus Area: Food for special occasions
Unit Description	Food is an important part of any celebration regardless of culture or religion. In this unit students examine a range of special occasions and prepare foods unique to specific celebrations. Food presentation and service is a focus of the unit and students learn how to present and garnish foods appropriate to a given setting. Students submit a proposal for a large scale catering event and collaboratively host a celebration for a major school event.

Unit 10.1	Name: Current Cuisines Focus Area: Food trends
Unit Description	Food is a major consideration in consumer spending and an important part of the Australian lifestyle. In this unit students examine current food trends and factors that influence the appeal and acceptability of a range of foods. Historical perspectives are examined by investigating the development of recipe and food lifestyle publications over the last 100 years. Students identify trends in dining, food presentation and service over this period producing timelines that identify significant developments. Contemporary food lifestyle programs are viewed and students are asked to collaboratively produce a video food segment or magazine that showcases current food-styling and presentation trends.

Unit 10.2	Name: A Fair Share for All Focus Area: Food equity
Unit Description	Globally and locally not all people have equal access to food and basic living conditions. In this unit students examine food equity issues and world food distribution patterns. Students identify groups at risk of food inequity and circumstances that contribute to this situation. Students investigate aid agencies and their role in providing short term and long term relief. Students plan and prepare a variety of meals to meet the nutritional needs of specific at-risk groups.

Unit 10.3	Name: On the Cutting Edge Focus Area: Food product development
Unit Description	Food product development is a continuous process and is driven by consumer demand and market trends. In this unit students identify recent food product developments and consider how subtly changes in food habits may affect wellbeing. Students will examine case studies and document the process of food product development. In groups students will be allocated a brief and asked to develop a food product and marketing campaign which addresses the food and lifestyle needs of a particular group. Students will test their product in a market research setting and evaluate its viability.

Unit 10.4	Name: Service with a Smile Focus Area: Food service and catering
Unit Description	The hospitality industry plays an ever-increasing role in providing food and employment. In this unit students examine a variety of catering industries by visiting a number of facilities, identifying their clientele and documenting their employment conditions and opportunities. The unit's focus is the practical application of catering principles, such as menu planning for various settings, customer service, food presentation and system development for large scale catering events. During this unit students gain insight into the operations of the hospitality industry, and develop relevant food-handling and presentation skills.

3 Advice on Assessment

3.1 Assessment for Learning

The Board’s revised syllabuses advocate *assessment for learning*. Assessment that enhances learning recognises that learners use their current understanding to discover, develop and incorporate new knowledge, understanding and skills. *Assessment for learning* helps teachers and students to know if that current understanding is a suitable basis for future learning.

Assessment occurs as an integral part of teaching and learning. Teacher instruction and assessment influence student learning and learning processes. This involves using assessment activities to clarify student understanding of concepts, and planning ways to remedy misconceptions and promote deeper understanding.

Assessment for learning encourages self-assessment and peer assessment. Students can develop and use a range of strategies to actively monitor and evaluate their own learning and the learning strategies they use.

The feedback that students receive from completing assessment activities will help teachers and students decide whether they are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills. Teachers should consider the effect that assessment and feedback have on student motivation and self-esteem, and the importance of the active involvement of students in their own learning.

By integrating learning and assessment, the teacher can choose which aspects of a student’s performance to record. These records can be used to monitor the student’s progress, determine what to teach next and decide the level of detail to be covered. At key points, such as the end of the year, this information is also available for the teacher to use to form a judgment of the student’s performance against levels of achievement. This judgement can be used to inform parents, the next teacher and especially the student, of the student’s progress. Consequently, teachers using their professional judgement in a standards-referenced framework are able to extend the process of *assessment for learning* into the assessment of learning.

Principles of assessment for learning

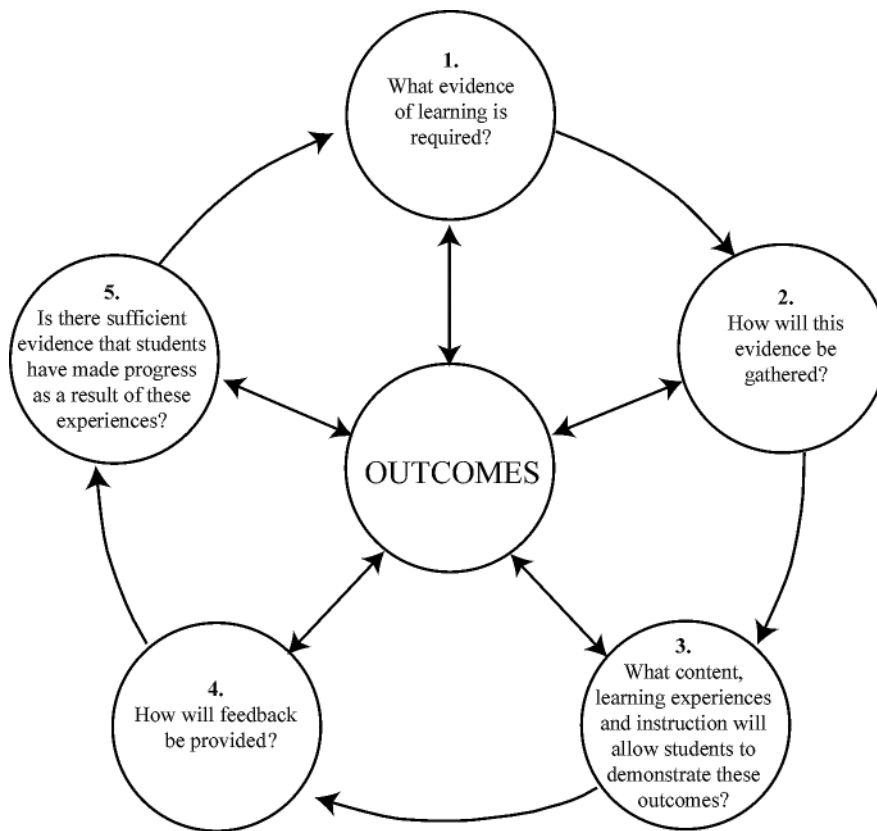
Assessment for learning:

- AP1 emphasises the interactions between learning and manageable assessment strategies that promote learning
- AP2 clearly expresses for the student and teacher the goals of the learning activity
- AP3 reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- AP4 provides ways for students to use feedback from assessment
- AP5 helps students take responsibility for their own learning
- AP6 is inclusive of all learners.

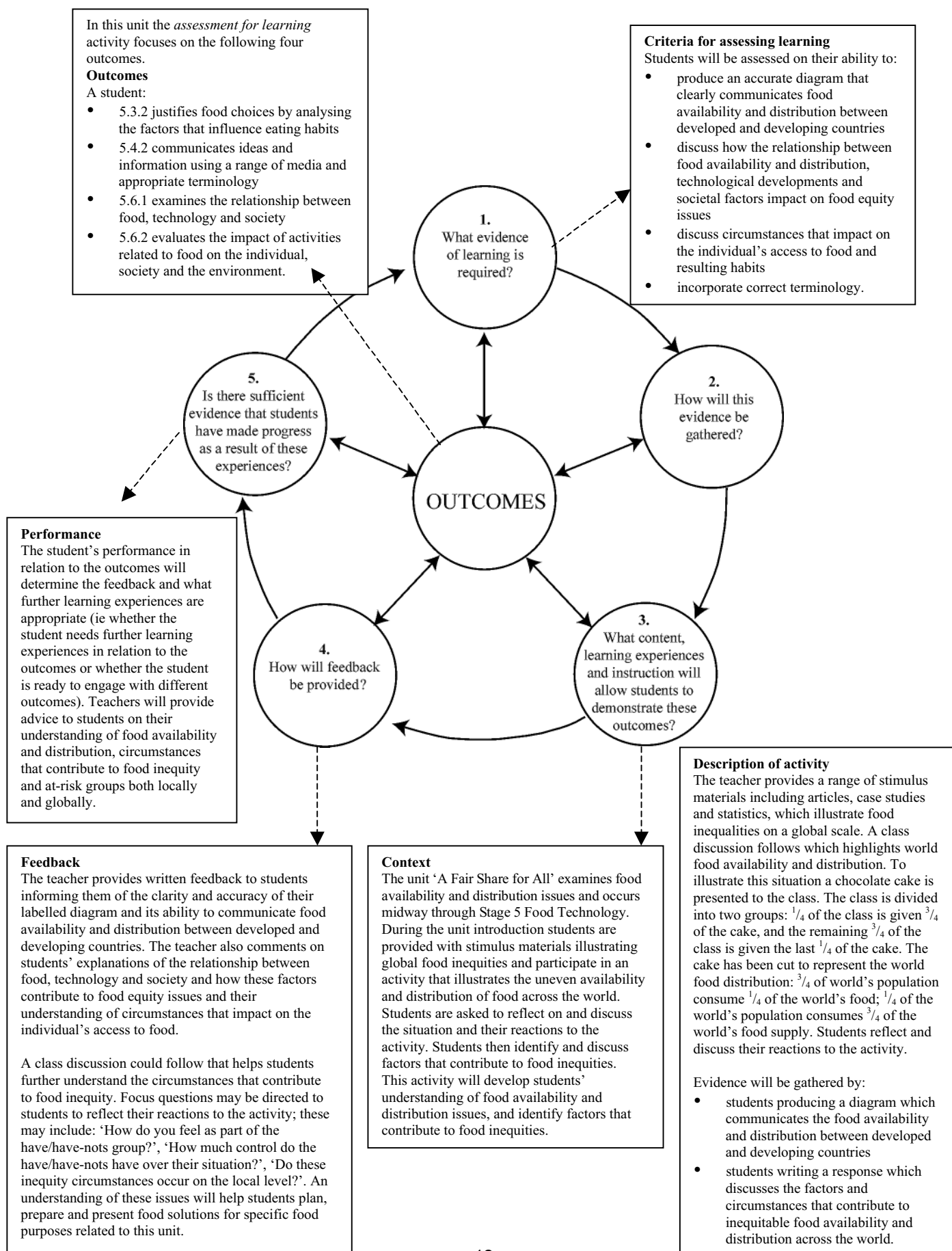
Details on how these principles translate in practice can be found on page 52 of the *Food Technology Years 7–10 Syllabus*. One activity in this document has been annotated to show how the principles of *assessment for learning* feature in that activity. It can be found on pages 14–16.

3.2 Planning for Effective Learning and Assessment

The diagram below summarises a model for integrating learning and assessment. It emphasises that outcomes are central to the decisions teachers make about the learning to be undertaken and the evidence of learning that needs to be collected. This evidence enables teachers to determine how well students are achieving in relation to the outcomes and to provide students with feedback on their learning. Evidence of learning assists teachers and students to decide if students are ready for the next phase of learning or if teachers need to adapt programs to provide further learning experiences to consolidate students' knowledge, understanding and skills.



The diagram below shows how this process has been applied in the design of the sample activity ‘World Food Availability and Distribution’ from the sample unit ‘A Fair Share for All’ (pages 36–44).



3.3 Designing Effective Learning and Assessment

Designing effective learning experiences requires the selection of activities that develop students' knowledge, understanding and skills and that allow evidence of learning to be gathered. Methods of gathering evidence could include informal teacher observation, questioning, peer evaluation and self-evaluation, as well as more structured assessment activities. Assessment should be an integral part of each unit of work and should support student learning.

When designing learning and assessment activities, teachers should consider whether the activity:

- has explicitly stated purposes that address the outcomes
- is integral to the teaching and learning program
- shows a clear relationship between the outcomes and content being assessed
- allows students to demonstrate the extent of their knowledge, understanding and skills
- focuses on what was taught in class and what students were informed would be assessed
- provides opportunities to gather information about what further teaching and learning is required for students to succeed
- provides valid and reliable evidence of student learning and is fair.

3.4 Annotated Assessment for Learning Activity

The *Assessment for Learning Principles* provide the criteria for judging the quality of assessment materials and practices. The Stage 5 sample assessment activity, 'World Food Availability and Distribution' (pages 45–47), has been annotated on pages 14–16 to show these principles.

Sample assessment for learning activity: World Food Availability and Distribution

Context

This is an introductory activity from the Year 10 unit of work, ‘A Fair Share for All’, in Stage 5 Food Technology. In this unit students examine food availability and distribution, and identify groups at risk of food inequity. Food equity issues will be investigated from an international perspective, and factors contributing to these circumstances.

Students participate in an activity that illustrates the distribution of food. The activity highlights food inequities between developed and developing countries. Students reflect on and discuss the situation and their reactions to the activity and discuss factors that contribute to food inequities.

Outcomes

A student:

- 5.3.2 justifies the relationship between food, technology and society using the factors that influence eating habits
- 5.4.2 communicates ideas and information using a range of media and appropriate terminology
- 5.6.1 examines the relationship between food, technology and society
- 5.6.2 evaluates the impact of activities related to food on the environment

Description of activity

The teacher provides a range of stimulus materials including statistics, which illustrate food inequalities on a global scale. A class discussion follows which highlights world food availability and distribution.

A chocolate cake is presented to the class. The class is divided into two groups: $\frac{1}{4}$ of the class is given $\frac{3}{4}$ of the cake, and the remaining $\frac{3}{4}$ of the class is given the last $\frac{1}{4}$ of the cake. The cake has been cut to represent world food distribution: $\frac{3}{4}$ of the world’s population consumes $\frac{1}{4}$ of the world’s food; $\frac{1}{4}$ of the world’s population consumes $\frac{3}{4}$ of the world’s food supply. Students reflect and discuss their reactions to the activity.

Students:

- draw a diagram which compares the food availability and distribution between developed and developing countries
- discuss how food availability and distribution, technological developments and societal factors impact on food equity.

Criteria for assessing learning

(These criteria would normally be communicated to students with the activity.)

Students are assessed on their ability to:

- produce an accurate diagram that clearly communicates food availability and distribution between developed and developing countries
- discuss how the relationship between food availability and distribution, technological developments and societal factors impact on food equity issues
- discuss circumstances that impact on the individual’s access to food and the resulting food habits
- incorporate correct terminology.

AP1 The activity forms part of the learning and has clear links to learning goals.
AP1 The activity shows the knowledge, skills and understanding that are being built on.
AP3 The activity models an approach that has the activity as an integral component of the learning.
AP6 The activity is inclusive of gender, ethnicity, and a variety of socio-economic and geographical groupings.

AP1 The activity lists the outcomes to be addressed.

AP1 The activity has a clear statement of purpose.
AP1 The activity is appropriate for the outcomes being assessed.
AP3 The activity has the capacity to engage the learner.

AP2 The link between the marking guidelines and/or criteria for judging performance and the outcomes is clear and explicit.

AP3 The activity has been designed to target skills and understanding that lead to deeper learning as well as knowledge.

Guidelines for marking

The following guidelines for marking show one approach to assigning a value to a student’s work. Other approaches may be used that better suit the reporting process of the school. Categories, marks, grades, visual representations or individual comments/notations may all be useful.

Range	A student in this range:	
7–10 (High)	<ul style="list-style-type: none"> produces an accurate labelled diagram which communicates the distribution of the world’s developed and developing countries explains how the relationship between food distribution, technological developments and societal factors impact on food equity identifies and discusses a range of circumstances that impact on the individual’s access to food and resulting food habits uses correct terminology, demonstrating a sound understanding of food technology and related issues 	<p>AP2 The link between the marking guidelines and/or criteria for judging performance and the outcomes is clear and explicit.</p> <p>AP2 The language of the marking guidelines and/or criteria for judging performance and the outcomes is clear and explicit.</p> <p>AP4 Marking guidelines and/or criteria for judging performance reflect the nature and intention of the activity and will be expressed in terms of the knowledge and skills demanded by the activity.</p> <p>AP4 Marking guidelines and/or criteria for judging performance enable meaningful and useful information on performance relative to the outcomes, to be gathered and reported.</p>
4–6 (Satisfactory)	<ul style="list-style-type: none"> produces a labelled diagram which communicates the world’s food supplies between developed and developing countries describes how the relationship between food distribution, technological developments and societal factors impact on food equity identifies circumstances that impact on the individual’s access to food and resulting food habits uses terminology indicating a sound understanding of food technology and related issues 	
1–3 (Progressing)	<ul style="list-style-type: none"> produces a simple diagram with minimal labelling which communicates the division of the world’s food supplies identifies with guidance how the relationship between food availability and distribution, technological developments and societal factors impact on food equity lists some circumstances that impact on the individual’s access to food uses limited terminology indicating a developing understanding of food technology and related issues. 	

Feedback

Written comments inform students about:

- the clarity and accuracy of their labelled diagram and its ability to communicate food inequity between developed and developing countries
- their explanations and discussion of the relationship between food distribution, technological developments and societal factors impact on food equity
- the level and depth of understanding reflected in their discussion of circumstances that impact on the individual’s access to food and resulting food habits
- their use of terminology and how this contributes to the quality of their written responses.

AP5 The activity models ways that self-assessment and peer assessment can be used as valid means of assessment.

A class discussion could follow which helps students further understand the circumstances that contribute to food inequity. Focus questions may be directed to students to encourage reflection on their reactions to the activity. These may include: ‘How do you feel as part of the have/have-nots group?’, ‘How much control do the have/have-nots have over their situation?’, ‘Do these inequity circumstances occur on the local level?’. An understanding of these issues will help students plan, prepare and present food solutions for specific food purposes further on in this unit.

Future directions

This activity helps students understand food equity distribution across the world. Students continue to explore issues of food availability and distribution in developing countries and consider the impact of malnutrition on individuals and communities. Students also explore food equity issues within Australia, listen to guest speakers from a local aid organisation and identify groups that may experience food inequity within the local community.

AP2 The activity clearly indicates the knowledge, skills and understanding that are being built on.

Assessment for Learning Principles

The following table shows some of the criteria that have been used to annotate the *assessment for learning* activity on the preceding pages. This list of criteria is not exhaustive; it has been included to assist with understanding the *assessment for learning* principles.

It is not envisaged that teachers will use this table as a checklist each time an assessment activity is developed but it could be a valuable tool for use in staff development activities.

Assessment principle 1	Related criteria
<i>The activity emphasises the interactions between learning and manageable assessment strategies that promote learning</i>	<ul style="list-style-type: none"> • The activity has a clear statement of purpose • The activity lists the outcome(s) to be addressed • The activity is appropriate for the outcomes being assessed • The activity forms part of the learning and has clear links to learning goals • The activity shows the knowledge, skills and understanding that are being built on
Assessment principle 2	Related criteria
<i>The activity clearly expresses for the student and teacher the goals of the learning activity</i>	<ul style="list-style-type: none"> • The link between the marking guidelines and/or criteria for judging performance and the outcomes is clear and explicit • The language of the marking guidelines and/or criteria for judging performance and the outcomes is clear and explicit • The activity clearly indicates the knowledge, skills and/or understanding to be developed
Assessment principle 3	Related criteria
<i>The activity reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark</i>	<ul style="list-style-type: none"> • The activity has the capacity to engage the learner • The activity has been designed to target skills and understandings that lead to deeper learning as well as knowledge • The activity models an approach that has the activity as an integral component of the learning
Assessment principle 4	Related criteria
<i>The activity provides ways for students to use feedback from assessment</i>	<ul style="list-style-type: none"> • Marking guidelines and/or criteria for judging performance reflect the nature and intention of the activity and will be expressed in terms of the knowledge and skills demanded by the activity • Marking guidelines and/or criteria for judging performance enable meaningful and useful information on performance, relative to the outcomes, to be gathered and reported
Assessment principle 5	Related criteria
<i>The activity is designed to help students take responsibility for their own learning</i>	<ul style="list-style-type: none"> • The activity models ways that self-assessment and peer assessment can be used as valid means of assessment
Assessment principle 6	Related criteria
<i>The activity has been designed to be inclusive of all learners</i>	<ul style="list-style-type: none"> • The activity is inclusive of all learners regardless of their gender, ethnicity, socioeconomic status or geographical location.

3.5 Sharing Learning and Assessment Intentions

Students must be aware of what they need to do to demonstrate evidence of learning. This information could be conveyed informally or formally by the teacher, as appropriate for the learning activity. Students should be informed of the criteria that will be used to assess their learning. They should be clear about the meaning of the language used, and the subject-specific terminology. They also need to be clear about any sources or stimulus material that are appropriate to the activity.

It may be helpful to give students models of good responses and templates, or procedures to help them demonstrate the extent of their knowledge, understanding and skills.

3.6 Effective Feedback to Students

The aim of feedback is to communicate to students how well their knowledge, understanding and skills are developing in relation to the outcomes. Feedback enables students to recognise their strengths and areas for development, and to plan with their teacher the next steps in their learning. They are then given opportunities to improve and further develop their knowledge, understanding and skills.

Teacher feedback about student work is essential for students and is integral to the teaching and learning process. Student self-reflection and peer evaluation will also provide valuable feedback to students. Students should be provided with regular opportunities to reflect on their learning.

Feedback should:

- focus on the activity and what was expected
- be constructive, providing meaningful information to students about their learning
- correct misunderstandings
- identify and reinforce students' strengths and state clearly how students can improve.

Forms of feedback include:

- oral discussion with class, groups or individual students
- written annotations
- general comments to the class about those aspects of the activity in which students excelled and those aspects that still need addressing
- examples of good responses
- peer evaluation and self-evaluation.

3.7 Recording Evidence for Assessment

Recording student performance needs to be manageable. Teachers should make decisions about which aspects of student performance on an activity should be recorded, and in what format. The teacher can use this information to ascertain students' progress, what needs to be taught next and to what level of detail, and to form a judgement of student achievement at key points.

Record-keeping should reflect the reporting processes of the school and may take the form of individual comments or notations, marks, grades or visual representations for the activities.

A scale such as the one below may be a useful way to summarise the extent of students’ learning. This example shows how individual students performed on the same assessment activity.

Student	Activity 1 World Food Availability and Distribution		
	A		
B	x		
C			x
D	x		
E			x
F	x		
	Progressing	Satisfactory	High

This method can be adapted to capture evidence of an individual student’s strengths and weaknesses on various elements of one activity, or the performance of a particular student, class, group or cohort of students, across a range of assessment activities.

4 Programming Units of Work

The sample units of work in section 5 have been developed using the following process:

Step 1

- a) Select the focus area – focus areas provide the context to address a range of food-related issues, cater for a variety of student interests and provide a range of practical food experiences.
- b) Select outcomes – identify the outcomes that will be addressed in the unit of work.

Step 2

Decide on the specific evidence of learning to be observed through the teaching and learning, and assessment activities. This evidence will enable judgements to be made about student achievement in relation to the outcomes and identified content.

Step 3

- a) Select the relevant syllabus content, identifying what students are going to ‘learn about’ and ‘learn to’ do.

Content from the ‘learn about’ and ‘learn to’ columns is selected and organised into a logical sequence. The amount of content selected should be manageable in the time allocated to the unit. When creating a unit of work, relevant content is selected from the core and integrated with all of the content of a focus area and appropriate practical experiences.

- b) Plan the teaching and learning strategies for the identified content and decide on the *assessment for learning* strategies that will provide the evidence of learning. *Assessment for learning* activities occur as a normal part of the teaching process. Strategies should include a range of student-centred experiences that promote the development of knowledge, understanding and skills. Teachers should ensure that a range of practical experiences occupy the majority of course time.

Step 4

Plan feedback that provides students with the necessary information and direction to progress their learning. Teachers should consider how to maximise feedback in the context of the teaching and learning and assessment activities, and how the feedback contributes to student learning.

Step 5

Reflect on the previous steps and evaluate the degree to which the unit has remained focused on the outcomes.

4.1 Sample Unit Proforma

Teachers can design unit proforma that best meets their specific needs and circumstances. The sample unit proforma below has been annotated to highlight specific characteristics of each section.

Unit title:				
Unit description:		Outcomes:		
<p>Identify the focus area to be addressed in the unit of work to ensure the syllabus requirements are met.</p>		<p>Ensure they are manageable in number, as not all outcomes have to be addressed in every unit of work.</p>		
Focus Area:				
Length of unit:				
Resources:				
<p>Identify the resources necessary for the unit of work.</p>				
Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment:	Evidence of learning:	Feedback:
<p>Identify, from the syllabus, the content appropriate to the selected outcomes. Ensure it is manageable in the time allocated.</p>		<p>Describe learning experiences, instruction and assessment that are best suited to the syllabus content and that allow students to provide the required evidence of learning in relation to the outcomes.</p>	<p>Decide on the observable evidence resulting from the activity that will allow judgments to be made on achievement in relation to outcomes.</p>	<p>Identify the type of feedback and how it contributes to the student's learning.</p>

5 Sample Units of Work

The sample units of work that follow are designed to assist teachers in planning for the implementation of the *Food Technology Years 7–10 Syllabus*. The units provide programming ideas for selected syllabus content.

The sample units provide opportunities for students to engage in questioning and dialogue, self-assessment, peer assessment and reflection. Through these activities students can become clear about their own learning, understanding and needs.

The sample units show ways in which teachers can meet the needs, interests and abilities of their students, while assessing their progress towards a demonstration of outcomes. The sample units also illustrate ways in which assessment activities may be integrated into the teaching and learning sequence. They will assist teachers to understand the importance of:

- being explicit about the outcomes and content they are addressing
- being explicit about the evidence required to demonstrate student learning
- providing meaningful feedback to students
- adapting teaching and learning programs to students' demonstrated needs
- having a sound basis for modifying future teaching and learning programs (in light of students' demonstrated needs).

The sample units provide opportunities for students to engage in questioning and dialogue, self-assessment, peer assessment and reflection. Through these activities students can become clear about their own learning, understanding and needs.

Note that the assessment activities are described here in some detail to illustrate the process of *assessment for learning*. Teachers would not provide this level of detail in day-to-day classroom situations.

5.1 Stage 5 Sample Unit of Work: Celebrations

Unit title: Celebrations	
<p>Unit description: Food is an important part of any celebration regardless of culture or religion. In this unit students examine a range of special occasions and prepare foods unique to specific celebrations. Food presentation and service is a focus of the unit and students learn how to present and garnish foods appropriate to a given setting. Students submit a proposal for a large scale catering event and as a class collaboratively host a celebration for a major school event.</p>	<p>Outcomes A student:</p> <ul style="list-style-type: none"> 5.1.1 demonstrates hygienic handling of food to ensure a safe and appealing product 5.1.2 identifies, assesses and manages the risks of injury and OHS issues associated with the handling of food 5.2.3 applies appropriate methods of food processing, preparation and storage 5.3.1 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities 5.3.2 justifies food choices by analysing the factors that influence eating habits 5.4.1 collects, evaluates and applies information from a variety of sources 5.4.2 communicates ideas and information using a range of media and appropriate terminology 5.5.1 selects and employs appropriate techniques and equipment for a variety of food-specific purposes 5.5.2 plans, prepares, presents and evaluates food solutions for specific purposes 5.6.1 examines the relationship between food, technology and society 5.6.2 evaluates the impact of activities related to food on the individual, society and the environment
<p>Focus Area: Food for special occasions Length of Unit: 10 weeks</p>	
<p>Resources: Weißen, L, Aduckiewicz, J & Amys, J, 2000, <i>Investigating Food Technology</i>, Heinemann, Victoria.</p>	<p>Useful Websites: Novelty Cake www.michels.com.au www.scrummys.com.au www.elegantoccasions.com.au www.icecreamcakes.com.au www.celebrationcakes.com.au Celebrations – general www.betterhealth.vic.gov.au, search ‘food and celebrations’</p>

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment:	Evidence of learning:	Feedback:
<ul style="list-style-type: none"> • the role and significance of food around the world and throughout history 	<ul style="list-style-type: none"> • outline the significance of food throughout history 	<p>Introduction Teacher:</p> <ul style="list-style-type: none"> • presents stimulus materials illustrating a range of social events incorporating food. The stimulus materials should show a range of celebrations from varied cultures, demographics and eras • explains the role and significance of food used in celebrations around the world and throughout history. <p>Students:</p> <ul style="list-style-type: none"> • discuss the stimulus materials and participate in a brainstorming activity • develop mind maps on the focus question ‘Why do we celebrate with food?’ • complete worksheet on the role of food in celebrations. 	<p>Oral responses, discussion and mind map activities demonstrate student understanding of the significance of food in celebrations.</p>	<p>Teacher provides oral feedback to students during brainstorm, discussion and mind map activities.</p>
<ul style="list-style-type: none"> • reasons for celebrations including <ul style="list-style-type: none"> – social – cultural – religious – historical – family. 	<ul style="list-style-type: none"> • explore the special occasions celebrated by various groups 	<p>The significance of food in celebrations Students:</p> <ul style="list-style-type: none"> • discuss special occasions which incorporate food and list events • share knowledge of special events from personal experiences • describe the reasons for the various celebrations • collate information under the following headings: <ul style="list-style-type: none"> – special occasion – reason for celebration – foods traditionally used for celebrations. 	<p>Student’s written responses show their ability to identify a range of celebrations, the reason for the celebrations and associated foods.</p>	<p>Teacher provides oral feedback to students on collated information, ensuring students provide a variety of events and sufficient detail.</p>

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment:	Evidence of learning:	Feedback:
<ul style="list-style-type: none"> the importance of presentation and service for special occasions including garnishing and decorating techniques 	<ul style="list-style-type: none"> demonstrate appropriate food-handling and presentation skills for a special occasion 	<p>Gifts of food</p> <p>Teacher:</p> <ul style="list-style-type: none"> discusses the concept of ‘Gifts of food’ instructs students on practical activity and assessment demonstrates a special occasion food such as Rocky Road slice, chocolate truffles or similar. <p>Student:</p> <ul style="list-style-type: none"> collects materials showing a range of packaged foods that have been presented as a gift investigates a range of recipes suitable for the activity ‘Gifts of food’ prepares a recipe suitable for the activity packages food product as a gift suitable for special occasions such as Mothers Day, Fathers Day, St Valentines Day presents and evaluates the finished food product. 	<p>Practical application demonstrates student’s presentation skills when designing food products suitable as gifts.</p>	<p>Teacher provides oral feedback as students prepare their ‘Gifts of food’ product.</p> <p>Peer evaluation and feedback provided on the finished product.</p>

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment:	Evidence of learning:	Feedback:
<ul style="list-style-type: none"> • production and preparation of foods for special occasions including <ul style="list-style-type: none"> – food, techniques and equipment for special occasions – small and large scale catering for special occasions. • workflow planning including sequencing tasks and allocating time • presentation and service of food <ul style="list-style-type: none"> – visual appeal – garnishes – styles of service such as buffet, a la carte and silver service. 	<ul style="list-style-type: none"> • design, plan and prepare food items for special occasions • devise a workflow plan to be used when conducting a practical activity • select and apply appropriate presentation techniques and styles of service for various occasions 	<p>Small scale catering Teacher:</p> <ul style="list-style-type: none"> • discusses small scale catering events such as a dinner party • provides students with recipes for a simple two-course menu suitable for a dinner party • explains workflow planning • demonstrates a two-course meal for students • demonstrates a range of suitable garnishes for the meal prepared to enhance visual appeal. <p>Students:</p> <ul style="list-style-type: none"> • observe demonstration given by the teacher and complete workflow plan. The details of the workflow plan activity are provided at the end of the unit – Assessment Activity 1 – Workflow Planning • view videos on garnishing • plan garnishes suitable for the menu demonstrated by the teacher • prepare the two-course menu in pairs using the prepared workflow plan • present food • evaluate the setting and visual appeal of the meal. 	<p>Student’s workflow plan and application of plan demonstrate their ability to efficiently plan and prepare a two-course meal in the allocated time with available resources.</p> <p>Student’s presentation of the meal shows their ability to present a meal with appropriate garnishes.</p>	<p>Teacher provides written feedback to students on their ability to identify and sequence tasks, correctly allocate times for identified tasks and list suitable pieces of equipment to be used.</p> <p>Teacher provides oral feedback to students on meal presentation.</p>

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment:	Evidence of learning:	Feedback:
<ul style="list-style-type: none"> • reasons for celebrations including <ul style="list-style-type: none"> – social – cultural – religious – historical – family. • menu planning considerations for special occasions including <ul style="list-style-type: none"> – nutritional value of food – appeal of the food such as colour, aroma, flavour texture – occasion and setting – characteristics of dinners including age, health, energy, culture, tastes, numbers – resources such as ingredients, equipment, skills, money, time. 	<ul style="list-style-type: none"> • explore the special occasions celebrated by various groups • plan a menu for a special occasion using products in the market place 	<p>Special occasion – Religious celebration Teacher:</p> <ul style="list-style-type: none"> • compiles a list of religious celebrations suitable for students’ research activity. These may include such events as Greek Easter, Christmas, Ramadan, Hanukah etc. <p>Students:</p> <ul style="list-style-type: none"> • form groups and research a religious celebration such as Greek Easter, Christmas, Ramadan, Hanukah etc • use various ICT to identify the following: religion, background to celebration, reason for the celebration, associated ritual and icons, foods • present their findings to the class as an oral and visual presentation • peer assess the oral presentations • display visual presentations • in groups investigate two dishes for the religious celebration they have researched. The following points should be taken into consideration: <ul style="list-style-type: none"> – nutritional value – food visual appeal including garnishes and presentation – religious or cultural considerations – resources required including ingredients, equipment skills, money and time. 	<p>Group work activity demonstrates student’s research skill using ICT and their ability to play a productive role in a group setting.</p> <p>Student’s planning of dishes for their nominated religious celebration demonstrate their ability to recognise dietary constraints and plan a menu accordingly.</p>	<p>Teacher provides written feedback to students on group work investigation, oral report and visual display.</p> <p>Peer assessment occurs during oral group presentations</p> <p>Teacher provides oral feedback to students during the planning of their menus.</p>

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment:	Evidence of learning:	Feedback:
<ul style="list-style-type: none"> • presentation and service of food <ul style="list-style-type: none"> – visual appeal – garnishes – styles of service such as buffet, a la carte and silver service. 	<ul style="list-style-type: none"> • select and apply appropriate presentation techniques and styles of service for various occasions 	<ul style="list-style-type: none"> • prepare a planned menu • plate food, garnishes to enhance visual appeal • serve prepared dishes with other members of the class in a buffet-style setting. 	<p>Students demonstrate their ability to prepare and present a meal according to religious dietary constraints/ guidelines.</p>	<p>Teachers and peers provide oral feedback on menu choices and presentation of celebration meals.</p>

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment:	Evidence of learning:	Feedback:
<ul style="list-style-type: none"> • menu planning considerations for special occasions including <ul style="list-style-type: none"> – nutritional value of food – appeal of the food such as colour, aroma, flavour, texture – occasion and setting – characteristics of dinners including age, health, energy, culture, tastes, numbers – resources such as ingredients, equipment, skills, money, time • selection of nutritious foods 	<ul style="list-style-type: none"> • plan a menu for a special occasion using products in the market place • design, plan and prepare balanced diets for various stages of the lifecycle 	<p>Special occasion – Children’s party</p> <p>Teacher:</p> <ul style="list-style-type: none"> • discusses the needs of children in a party situation • explains the nutritional requirements of children. <p>Students:</p> <ul style="list-style-type: none"> • recall their most memorable children’s party experience • compile a list of requirements for a child’s party, including nutritional considerations • discuss and plan a menu for a children’s party. The following points should be taken into consideration: <ul style="list-style-type: none"> – nutritional requirement relevant to the age group – food appeal including garnishes and presentation suitable to age group – safety considerations relevant to age group including allergies and portion sizes – resources required including ingredients, equipment skills, money and time – activities which are age appropriate. <p>Teacher:</p> <ul style="list-style-type: none"> • organises a visit with a local children’s group or similar. <p>Students:</p> <ul style="list-style-type: none"> • develop a checklist of criteria which will be used to evaluate a children’s party, taking into consideration points previously listed • prepare a planned menu • plate food with appropriate garnishes to enhance visual appeal • host a party • conduct an evaluation according to developed criteria for success 	<p>Student’s responses as part of class discussion show their ability to identify considerations specific to children’s celebrations.</p> <p>Student’s menu planning for a children’s party demonstrates their ability to identify specific dietary needs for a given age group.</p> <p>Student’s preparation and presentation of the party indicates their ability to plan, prepare, present and evaluate food solutions for a specific purpose.</p>	<p>Teacher provides oral feedback during discussion on children’s parties.</p> <p>Teacher provides constant oral feedback to students during the planning stage.</p> <p>Students participate in self-evaluation and peer evaluation after the event.</p>

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment:	Evidence of learning:	Feedback:
<ul style="list-style-type: none"> • the role of technology in the preparation of food domestically and the social implications • methods and equipment used in the preparation and processing of food • production and preparation of foods for special occasions including <ul style="list-style-type: none"> – foods, techniques and equipment for special occasions – small and large scale catering for special occasions. 	<ul style="list-style-type: none"> • discuss social implications of technological developments in domestic food preparation equipment • demonstrate appropriate selection of techniques and equipment in food preparation • design, plan and prepare food items for special occasions 	<p>Novelty cakes for celebrations</p> <p>Teacher:</p> <ul style="list-style-type: none"> • explains the novelty cake design brief. <p>Students:</p> <ul style="list-style-type: none"> • research the history and use of novelty cakes for celebrations by interviewing an older person such as a grandparent. They present findings as a written report • research designs, prices, sizes and flavours of commercially available novelty cakes • survey parents and identify preferences for novelty cakes and when they may be used • identify an occasion for which the novelty cake will be used • develop criteria for success for the novelty cake • design and produce a novelty cake considering criteria for success • design a package suitable for the commercial sale of the novelty cake • evaluate the novelty cake according to criteria for success and explain the ingredient and processing modifications necessary to produce large scale commercial batches. Assessment Activity – Novelty cake evaluation 	<p>Research and surveys conducted by students demonstrate their ability to collect, evaluate and apply information relevant to the design development of their novelty cake.</p> <p>Student’s preparation and presentation of their novelty cake demonstrates their ability to develop a food solution which meets a set of design specifications.</p> <p>Student’s written evaluation demonstrates their ability to assess a product according to design specifications and plan modifications necessary for commercial production.</p>	<p>Teacher provides oral feedback to students as they investigate and develop design specifications for their novelty cakes.</p> <p>Teacher and students’ assessment of novelty cakes provides feedback on the cake’s production and visual appeal.</p> <p>Teacher provides written feedback to students on their evaluations and modifications proposal for commercial production.</p>

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment:	Evidence of learning:	Feedback:
<ul style="list-style-type: none"> • production and preparation of foods for special occasions including <ul style="list-style-type: none"> – food, techniques and equipment for special occasions – small and large scale catering for special occasions. 	<ul style="list-style-type: none"> • design, plan and prepare food items for special occasions 	<p>Special occasion – Large scale event Teacher:</p> <ul style="list-style-type: none"> • provides audiovisual stimulus materials illustrating large-scale celebrations involving food (eg ‘My Big Fat Greek Wedding’, ‘Father of the Bride’) • discusses large scale catering for special events and relevant issues for such events • leads a brainstorming activity to compile a list of questions that could be directed to the function centre manager/head chef. <p>Students:</p> <ul style="list-style-type: none"> • view audiovisual stimulus materials • discuss personal experiences of large scale events, either as a participant or worker • develop mind maps which illustrate the considerations for large scale catering events • devise a list of questions suitable to collect relevant information on excursion to function centre. <p>Group Activity – Excursion Teacher:</p> <ul style="list-style-type: none"> • organises an excursion for the class to visit a local function centre. <p>Students:</p> <ul style="list-style-type: none"> • collect information from the function centre • write a report on their findings describing: <ul style="list-style-type: none"> – staff employed, and their roles – facilities and equipment – targeted clientele and services offered – food ordering and supplier’s pricing. 	<p>Student discussion and development of mind maps demonstrate their ability to identify special considerations when planning a large scale catering event.</p> <p>Completion of a written report indicates student’s understanding of commercial catering on a large scale including resources, personnel and facilities requirements.</p>	<p>Teacher provides oral feedback to students during discussion and mind map activity.</p> <p>Teacher provides written feedback to students on their written excursion report.</p>

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment:	Evidence of learning:	Feedback:
<ul style="list-style-type: none"> • menu planning considerations for special occasions including <ul style="list-style-type: none"> – nutritional value of food – appeal of the food such as colour, aroma, flavour, texture – occasion and setting – characteristics of dinners including age, health, energy, culture, tastes, numbers – resources such as ingredients, equipment, skills, money, time. • workflow planning including sequencing tasks and allocating time 	<ul style="list-style-type: none"> • plan a menu for a special occasion using products in the marketplace • devise a workflow plan to be used when conducting a practical activity 	<p>Planning a large scale event Teacher:</p> <ul style="list-style-type: none"> • explains the ‘large scale special occasions’ brief. Student groups will develop and submit a proposal for a large scale event. The class will select one plan which best suits the available facilities and resources including budget and skill level of students. <p>Students:</p> <ul style="list-style-type: none"> • brainstorm options for the special occasion listing a range of special events that suit the time of year and are relevant to the local community. Special occasions may include, but are not limited to: <ul style="list-style-type: none"> – bbq to celebrate a school achievement – multicultural day function – lunch/supper for staff function/in-service – host a lunch for a local aged-care facility – fundraising dinner. • in a small group develop a proposal for a special occasion from the compiled list. The proposal should cover the following points: <ul style="list-style-type: none"> – setting, including venue – possible dates and times – characteristics of dinners and numbers – suggested style of service and menu suggestions – resources required including projected budget. • present the proposal to the class as a short oral presentation <p>Class:</p> <ul style="list-style-type: none"> • decides on the most suitable proposal • identifies and allocate roles to class members for the activity • selects suitable food/recipes for the event • identifies resources required • devises workflow plans. 	<p>Class discussion demonstrates students’ understanding of large scale catering events and necessary requirements.</p> <p>Proposals indicate student’s ability to collaboratively plan with their peers for a given catering situation.</p>	<p>Teacher provides oral feedback during class discussion on large scale catering.</p> <p>Teacher and class members provide feedback to groups as proposal is presented. With teacher guidance the class selects the most suitable proposal.</p>

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment:	Evidence of learning:	Feedback:
<p>Additional content</p> <ul style="list-style-type: none"> • use of pre-prepared and partly prepared convenience foods for presenting food on a special occasion • methods and equipment used in the preparation and processing of food • importance of presentation and service for special occasions including garnishing and decorating techniques 	<ul style="list-style-type: none"> • plan, prepare and host a function to celebrate a special occasion that incorporates the use of convenience foods • demonstrate appropriate selection of techniques and equipment in food preparation • demonstrate appropriate food handling and presentation skills for a special occasion 	<p>Note: Teachers can further extend students' learning by incorporating the syllabus additional content. Students investigate the use of convenience foods and compare aspects such as cost, time efficiency, skill level and equipment requirements</p> <p>Students:</p> <ul style="list-style-type: none"> • select appropriate equipment and techniques to prepare foods for a large scale event • in small groups prepare allocated foods using workflow plan • present food with appropriate garnishing and setting to enhance visual appeal • serve food using a style appropriate to setting. <p>Large scale event – Evaluation activity</p> <p>Teacher:</p> <ul style="list-style-type: none"> • leads discussion about the development of criteria to evaluate the large scale function. <p>Students:</p> <ul style="list-style-type: none"> • develop a checklist of criteria which will be used to evaluate the large scale function • participate in peer evaluation and self-evaluation. 	<p>Students demonstrate their ability to collaboratively plan, prepare and present a menu for a specified event.</p> <p>Participation in peer evaluation and self-evaluation demonstrates student's ability to evaluate and identify strengths and areas for development in future practical activities.</p>	<p>Teacher provides constant feedback to students during the large scale catering event.</p> <p>Teacher and peer feedback is given at the end of the catering event according to the checklist of criteria.</p>

5.1.1 Sample assessment for learning activity: Workflow Planning

Context

The unit of work, ‘Celebrations’, is located midway through Stage 5 Food Technology. In this unit students explore a range of special occasions and examine the elements of small and large scale catering. Students plan and prepare a range of foods for a variety of special occasions.

Prior to this activity the teacher provides notes and discusses the reasons for workflow planning. The teacher demonstrates a two-course meal suitable for a small dinner party. During the demonstration students design a workflow plan for the preparation of this menu.

Outcomes

A student:

- 5.2.3 applies appropriate methods of food processing, preparation and storage
- 5.5.1 selects and employs appropriate techniques and equipment for a variety of food-specific purposes
- 5.5.2 plans, prepares, presents and evaluates food solutions for specific purposes.

Description of activity

The teacher demonstrates the preparation of a two-course meal suitable for a small dinner party. Students are provided with the recipe for each dish and a worksheet to develop a workflow plan.

The assessment activity requires students to:

- detail the preparation of the menu
- identify tasks performed during the demonstration
- sequence steps into a logical order
- allocate preparation time for each step
- list the equipment required to complete each task
- allocate tasks to a group member.

Criteria for assessing learning

(These criteria would normally be communicated to students with the activity.)

Students will be assessed on their ability to:

- provide adequate detail to ensure the correct preparation of the menu
- sequence identified tasks into a logical and methodical order so that productivity and time management is maximised
- accurately allocate times for each step identified
- select appropriate pieces of equipment for the tasks identified
- allocate tasks to group members to ensure even distribution of work and time efficiency.

Guidelines for marking

The following guidelines for marking show one approach to assigning a value to a student’s work. Other approaches may be used that better suit the reporting process of the school. Categories, marks, grades, visual representations or individual comments/notations may all be useful.

Range	A student in this range:
7–10 (High)	<ul style="list-style-type: none">• provides a detailed, concise and clear description to ensure the correct preparation of the menu• accurately identifies tasks and lists steps in a logical and sequential order to ensure time efficiency and productivity when producing the menu• accurately allocates times for each task identified to ensure the menu is completed within the specified period• correctly selects all the pieces of equipment required for each task• allocates roles to group members to ensure equitable responsibilities and time efficiency
4–6 (Satisfactory)	<ul style="list-style-type: none">• provides adequate detail to ensure the correct preparation of the menu• identifies tasks and lists steps in a sequential order to complete the preparation of the menu• allocates times for tasks identified to ensure the menu is completed within the specified period• selects most pieces of equipment required for each task• allocates roles to group members
1–3 (Progressing)	<ul style="list-style-type: none">• provides limited detail in their description of the menu• identifies tasks and lists steps in a sequential order with teacher’s guidance• allocates times for tasks identified with teacher’s guidance• lists some pieces of equipment required for each task• allocates roles to group members with teacher’s assistance.

Feedback

Written comments will inform students about their:

- detail provided to ensure the correct preparation of the menu
- ability to correctly identify all the tasks performed during the preparation of the menu and sequence these tasks in a logical and methodical format to ensure productivity and time efficiency
- ability to accurately allocate times for each task and select appropriate pieces of equipment to correctly complete the tasks identified
- allocation of roles within a group to ensure all members are working in a cooperative, equitable and organised manner.

A class discussion could follow where students are encouraged to consider the advantages of workflow planning in a Food Technology class setting and commercial kitchen. High productivity, time efficiency and minimising waste are factors that could be discussed when effective workflow planning is employed.

Future directions

Students will use their workflow plan and feedback from the teacher when the menu is prepared during class time. As the unit progresses students will plan and prepare more challenging and complicated menus. The skills and knowledge gained from this activity will help students increase their efficiency and confidence when dealing with food-specific activities.

5.2 Stage 5 Sample Unit of Work: A Fair Share for All

Unit Title: A Fair Share for All	
<p>Unit Description: Globally and locally not all people have equal access to food and basic living conditions. In this unit students examine food equity issues and world food distribution patterns. Students identify groups at risk of food inequity and circumstances that contribute to this situation. Students investigate aid agencies and their role in providing short and long term relief. Students plan and prepare a variety of meals to meet the nutritional needs of specific at-risk groups.</p>	<p>Outcomes:</p> <p>5.1.1 demonstrates hygienic handling of food to ensure a safe and appealing product</p> <p>5.1.2 identifies, assesses and manages the risks of injury and OHS issues associated with the handling of food</p> <p>5.2.3 applies appropriate methods of food processing, preparation and storage</p> <p>5.3.1 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities</p> <p>5.3.2 justifies food choices by analysing the factors that influence eating habits</p> <p>5.4.1 collects, evaluates and applies information from a variety of sources</p> <p>5.4.2 communicates ideas and information using a range of media and appropriate terminology</p> <p>5.5.1 selects and employs appropriate techniques and equipment for a variety of food-specific purposes</p> <p>5.5.2 plans, prepares, presents and evaluates food solutions for specific purposes</p> <p>5.6.1 examines the relationship between food, technology and society</p> <p>5.6.2 evaluates the impact of activities related to food on the individual, society and the environment</p>
<p>Focus Area: Food equity Length of Unit: 10 weeks</p>	
<p>Resources: Texts:</p> <ul style="list-style-type: none"> • Weihen, L, Aduckiewicz, J & Amys, J, 1995, <i>Investigating Food Technology</i>, Heinemann, Victoria. • Dengate, B, Ridgewell, Mortimer, Braybon, Hatch, 1995, <i>Focus on Junior Food Technology</i>, Jacaranda, Milton, QLD. • King, J & Redfern, J, 1997, <i>Food Technology – The Essential Ingredient</i>, Hodder Headline Australia, Rydalmere, NSW. • Issues in Society series <p>Guest speakers from voluntary and aid organisations such as:</p> <ul style="list-style-type: none"> • World Vision • Red Cross • Salvation Army • St. Vincent de Paul. 	<p>Useful websites:</p> <ul style="list-style-type: none"> • www.mcspotlight.org • www.nutrition.uu.se/studentprojects/malnutrition/ • www.fao.org • www.feedingminds.org/ • www.babymilkaction.org • www.who.int • www.unicef.org • www.ibfan.org

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment:	Evidence of learning:	Feedback:
<ul style="list-style-type: none"> • circumstances that bring about food inequity including <ul style="list-style-type: none"> – access to a continuous and safe supply of water – availability of safe and nutritious food – financial means to meet food needs – knowledge of nutrition principles to enable appropriate selection of food – distribution issues. 	<ul style="list-style-type: none"> • explain the circumstances that relate to food inequities 	<p>Introduction Teacher:</p> <ul style="list-style-type: none"> • explains the concept of food equity • describes scales (developed and developing) and the availability and distribution of foods around the world • explains the characteristics of developing and developed countries; such factors as living conditions, job types, national income, types of agriculture and education <p>Students:</p> <ul style="list-style-type: none"> • research the occurrence of natural disasters and their impact on people in developed and developing countries • participate in pair-share to disseminate research information among class members • develop mind maps to document research findings 	<p>Oral discussion and responses demonstrate student’s understanding of the concept of food equity and the characteristic of developed and developing countries.</p> <p>Mind maps developed by students show their ability to compare and contrast the impact of natural disaster on developed and developing countries, also their ability to graphically document research findings.</p>	<p>Teacher provides oral feedback during discussion about developed and developing countries.</p> <p>Teacher provides oral feedback to students as they share their research information and develop mind maps.</p>

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment:	Evidence of learning:	Feedback:
<ul style="list-style-type: none"> • circumstances that bring about food inequity including <ul style="list-style-type: none"> – access to a continuous and safe supply of water – availability of safe and nutritious food – financial means to meet food needs – knowledge of nutrition principles to enable appropriate selection of food – distribution issues. 	<ul style="list-style-type: none"> • explain the circumstances that relate to food inequities 	<p>Distribution of the world’s food supplies – Chocolate cake activity</p> <p>Teacher:</p> <ul style="list-style-type: none"> • introduces the assessment activity to illustrate the world food availability and distribution. <p>Students:</p> <ul style="list-style-type: none"> • form two groups representative of the world population. $\frac{1}{4}$ of the class represents developed countries and $\frac{3}{4}$ of the class represents developing countries. The cake is cut into two portions ($\frac{1}{4}$ and $\frac{3}{4}$). $\frac{3}{4}$ is given to the smaller, developed country group and $\frac{1}{4}$ is given to the larger, developing country group • discuss the inequity of food distribution and design a diagram which compares food availability and distribution between developed and developing countries • explain how food availability and distribution, technological developments and societal factors bring about different levels of food equity • describe the relationship between safe and nutritious food, level of income and knowledge and how this affects food availability and equity. This activity is modelled in detail at the end of the unit, Assessment Activity 2 – World Food Availability and Distribution. 	<p>Student diagrams communicate their understanding of food availability and distribution globally.</p> <p>Student’s written responses demonstrate their ability to identify circumstances that contribute to an individual’s access to food and factors that contribute to food inequity.</p>	<p>Teacher assesses student diagrams and written responses against the guidelines for marking and provides written feedback.</p>

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment:	Evidence of learning:	Feedback:
<ul style="list-style-type: none"> • circumstances that bring about food inequity including <ul style="list-style-type: none"> – access to a continuous and safe supply of water – availability of safe and nutritious food – financial means to meet food needs – knowledge of nutrition principles to enable appropriate selection of food – distribution issues. 	<ul style="list-style-type: none"> • explain the circumstances that relate to food inequities 	<p>Living conditions in developing countries</p> <p>Teacher:</p> <ul style="list-style-type: none"> • provides stimulus materials (such as a video) illustrating the living conditions typical of a developing country. <p>Students:</p> <ul style="list-style-type: none"> • view video or suitable stimulus materials • compare and contrast characteristics of the developing country including presence of vegetation, growing of food supply, food markets, health status of locals, health statistics including causes of death, access to and levels of education • form groups and for an allocated developing country ‘buy’ foods considering such factors as average weekly wage, the number of people in the family, availability of foods, seasonal conditions • pair share finding with other class members • plan and prepare a family meal typical of that consumed in a developed country such as Australia. This meal may typically include meat and vegetables • evaluate the meal on the basis of equity, taste, nutritional value, variety, cost, use of technology compared to that of a family meal consumed in the allocated country researched. 	<p>Group work activities, including practical application, demonstrate student’s understanding of factors that contribute to food inequity in developing countries and contrast this to living standards in Australia, a developed country.</p>	<p>Teacher moves between groups and provides oral feedback to students on their group work skills, understanding of food equity issues, planning and preparation of the meal.</p>

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment:	Evidence of learning:	Feedback:
<ul style="list-style-type: none"> • groups that may experience food inequity in developing and developed countries such as <ul style="list-style-type: none"> – rural and isolated people – people on low incomes or unemployed – women and children – people with disabilities – the aged/elderly – Aboriginal and Indigenous people – chronically ill people – people with dementia – alcohol and drug abusers – homeless people 	<ul style="list-style-type: none"> • identify groups at risk of food inequity locally and globally • discuss how belonging to more than one risk group can compound nutritional disadvantage 	<p>Aid agencies – Guest speaker</p> <p>Teacher:</p> <ul style="list-style-type: none"> • identifies forms of aid • organises a guest speaker or accesses information from a charitable organisation, eg Salvation Army, St Vincent De Paul etc, and outlines situations, problems and compounding factors that affect the groups that these agencies assist. <p>Students:</p> <ul style="list-style-type: none"> • identify a range of local and national aid agencies • listen to guest speaker and describe the role of the agency in their particular community • research, using ICT, a local government or health agency such as Meals on Wheels • identify the at-risk groups who would utilise the services provided and explain the assistance/services they provide • plan and prepare a meal for an at-risk group suitable for delivery by an agency such as Meals on Wheels • evaluate the nutritional value of the meal. 	<p>Student’s research of local aid agencies demonstrates their understanding of local welfare issues and groups at risk of food inequities in their community.</p> <p>Students, in planning and preparing a suitable meal, demonstrate their understanding of the nutritional requirements of identified target groups.</p>	<p>Teacher provides oral feedback to students on their research skills and use of the internet.</p> <p>Teacher provides written feedback to students on the nutritional adequacy of the meal prepared for the nominated target group.</p>

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment:	Evidence of learning:	Feedback:
<ul style="list-style-type: none"> • provision of aid <ul style="list-style-type: none"> – aid agencies – emergency/ relief aid – developmental aid, eg promoting breastfeeding, developing agricultural skills 	<ul style="list-style-type: none"> • identify the role of agencies which provide aid 	<p>Students:</p> <ul style="list-style-type: none"> • review a case study from a global perspective such as from the World Vision resource kits • examine the nutritional disadvantage that may be experienced within an identified group • explain the circumstances that may have brought about food inequity • explain the role of aid agencies in these situations both short and long term • present findings to the class in an oral report. 	<p>Oral presentations demonstrate student's understanding of circumstances of identified groups and the nutritional disadvantages they may experience, also the role of aid agencies in these situations.</p>	<p>Peer evaluation sheets are filled in by the class members and returned to each student at the conclusion of their presentation.</p>
<ul style="list-style-type: none"> • influences on food availability and distribution such as <ul style="list-style-type: none"> – geography/climate – religious/cultural beliefs – socioeconomic status – government policy such as trade restrictions – natural disasters such as flooding or drought – war – educational levels – multinationals – technological developments such as transport and refrigeration 	<ul style="list-style-type: none"> • relate the factors that influence food availability and distribution to food equity • compare and contrast access to food by different groups 	<p>Food availability and distribution</p> <p>Teacher:</p> <ul style="list-style-type: none"> • describes the factors that influence food availability and distribution. <p>Students:</p> <ul style="list-style-type: none"> • develop a mind map in class to identify factors that affect food availability and distribution • create a collage from a variety of media and then, in written form, reflect on the images and the relationship between the three factors: food, technology and society • record food choices for two days and evaluate how the three factors have impacted on their food selection • visit websites such as www.babymilkaction.org or www.ibfan.org and document the impact of promoting infant formula in developing countries. 	<p>Student's ability to respond to the various activities (eg mind map, collage, evaluation of own food choices) demonstrates their understanding of food distribution and availability on a local and global level.</p>	<p>Teacher provides written feedback on the range of activities undertaken by students.</p>

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment:	Evidence of learning:	Feedback:
		<ul style="list-style-type: none"> • visit websites such as www.mcspotlight.org and explain the impact multi-nationals have on food availability and distribution • research religious beliefs from a different culture • evaluate the impact that religious/cultural beliefs have on food availability and food choices • plan and prepare a meal from the culture they have researched • present findings to the class as a brief oral presentation 	<p>Students also demonstrate their ability to identify those factors, which impact on these circumstances.</p> <p>Student’s oral presentations and preparation of meal for a nominated religion demonstrate their ability to identify religious or cultural dietary constraints that may impact on food availability and choices.</p>	<p>Teacher provides oral feedback to students on the completion of their oral presentations.</p>

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment:	Evidence of learning:	Feedback:
<ul style="list-style-type: none"> food production practices – cash cropping, subsistence farming 	<ul style="list-style-type: none"> examine food production and distribution on a global scale 	<p>Food production practices</p> <p>Teacher:</p> <ul style="list-style-type: none"> defines the terms ‘agribusiness’, ‘cash crop’ and ‘subsistence farming’ identifies the types (industrial and subsistence) and characteristics of agricultural practices that exist around the world discusses the relationship between industrialised agriculture and value adding. <p>Students:</p> <ul style="list-style-type: none"> research mono-agriculture and judge the social, economic and environmental effects identify a range of potato products that need preparation, eg cooked potatoes, potato soup, wedges, hash browns, Deb Potato, crisps, tiny potatoes in can, potato salad record the price of the purchase product, the price per kilo, then consider the additional processes ‘added’ to these foods draw conclusions on those foods which bring greatest profits to the manufacturer design a range of fillings suitable for a stuffed baked potato that would provide a good source of calcium, iron and protein prepare a baked filled potato using one of the design fillings. 	<p>Student’s responses and discussion demonstrate their understanding of the impact of agricultural practices on food availability.</p> <p>Student’s investigations of food products demonstrate their understanding of value adding and resulting profits to the manufacturer.</p> <p>Practical application demonstrates student’s ability to modify a recipe to enhance the nutritional value of a food for a specific purpose.</p>	<p>Teacher provides oral feedback during class discussion.</p> <p>Teacher provides written feedback to students on value adding investigation.</p> <p>Teacher provides oral feedback to students on recipe modification.</p>

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment:	Evidence of learning:	Feedback:
<ul style="list-style-type: none"> physical and social costs of malnutrition 	<ul style="list-style-type: none"> explain the consequences of malnutrition identify dietary diseases associated with malnutrition 	<p>Malnutrition</p> <p>Teacher:</p> <ul style="list-style-type: none"> defines the term malnutrition describes how malnutrition manifests itself in developed and developing countries explains a malnutrition cycle/flowchart. <p>Students:</p> <ul style="list-style-type: none"> research dietary diseases associated with malnutrition visit www.nutrition.uu.se/studentsprojects/malnutrition and create a malnutrition cycle/flowchart – one for developed and one for developing countries identify the physical and social cost of malnutrition modify an existing biscuit or slice recipe and create a high protein/calcium product prepare modified recipe participate in peer evaluation, including sensory evaluation of modified slice 	<p>Student’s flowchart demonstrates their understanding of malnutrition and the physical and social costs to a community.</p> <p>Practical application demonstrates student’s ability to modify a recipe to enhance the nutritional value of a food for a specific purpose and evaluate the sensory properties of the prepared food.</p>	<p>Teacher provides written feedback to students on their flowcharts.</p> <p>Teacher provides oral feedback to students on recipe modification and student’s evaluation.</p>

5.2.2 Sample assessment for learning activity: World Food Availability and Distribution

Context

This is an introductory activity from the Year 10 unit of work, ‘A Fair Share for All’, in Stage 5 Food Technology. In this unit students will examine the food availability and distribution, and identify groups at risk of food inequity. Food equity issues will be investigated from a national and international perspective, and factors contributing to these circumstances will be identified.

Students participate in an activity that illustrates the distribution of food across the world and highlights food inequities between developed and developing countries. Students are asked to reflect on and discuss the situation and their reactions to the activity. Students then identify and discuss factors that contribute to food inequities.

Outcomes

A student:

- 5.3.2 justifies food choices by analysing the factors that influence eating habits
- 5.4.2 communicates ideas and information using a range of media and appropriate terminology
- 5.6.1 examines the relationship between food, technology and society
- 5.6.2 evaluates the impact of activities related to food on the individual, society and the environment.

Description of activity

The teacher provides a range of stimulus materials including articles, case studies and statistics, which illustrate food inequalities on a global scale. A class discussion follows which highlights world food availability and distribution.

A chocolate cake is presented to the class. The class is divided into two groups: $\frac{1}{4}$ of the class is given $\frac{3}{4}$ of the cake, and the remaining $\frac{3}{4}$ of the class is given the last $\frac{1}{4}$ of the cake. The cake has been cut to represent the world food distribution: $\frac{3}{4}$ world’s population consume $\frac{1}{4}$ of the world’s food; $\frac{1}{4}$ of the world’s population consumes $\frac{3}{4}$ of the world’s food supply. Students reflect and discuss their reactions to the activity.

Students:

- draw a diagram which compares the food availability and distribution between developed and developing countries
- explain and discuss how food availability and distribution, technological developments and societal factors impact on food equity.

Criteria for assessing learning

(These criteria would normally be communicated to students with the activity.)

Students will be assessed on their ability to:

- produce an accurate diagram that clearly communicates food availability and distribution between developed and developing countries
- discuss how the relationship between food availability and distribution, technological developments and societal factors impact on food equity issues
- discuss circumstances that impact on the individual’s access to food and resulting food habits
- incorporate correct terminology.

Guidelines for marking

The following guidelines for marking show one approach to assigning a value to a student’s work. Other approaches may be used that better suit the reporting process of the school. Categories, marks, grades, visual representations or individual comments/notations may all be useful.

Range	A student in this range:
7–10 (High)	<ul style="list-style-type: none"> • produces an accurate labelled diagram which clearly and creatively communicates the distribution of the world’s food supplies between developed and developing countries • explains how the relationship between food availability and distribution, technological developments and societal factors impacts on food equity • identifies and discusses a range of circumstances that impact on the individual’s access to food and resulting food habits • uses correct terminology, demonstrating an extensive understanding of food technology and related issues
4–6 (Satisfactory)	<ul style="list-style-type: none"> • produces a labelled diagram which communicates the distribution of the world’s food supplies between developed and developing countries • describes how the relationship between food availability and distribution, technological developments and societal factors impacts on food equity • identifies circumstances that impact on the individual’s access to food and resulting food habits • uses terminology indicating a sound understanding of food technology and related issues
1–3 (Progressing)	<ul style="list-style-type: none"> • produces a simple diagram with minimal labelling which communicates the division of the world’s food supplies • identifies, with guidance, how the relationship between food availability and distribution, technological developments and societal factors impacts on food equity • lists some circumstances that impact on the individual’s access to food • uses limited terminology indicating a developing understanding of food technology and related issues.

Feedback

Written comments will inform students about:

- the clarity and accuracy of their labelled diagram and its ability to communicate food inequity between developed and developing countries
- their explanations and discussion of the relationship between food availability and distribution, technological developments and societal factors, and how these impact on food equity
- the level and depth of understanding reflected in their discussion of circumstances that impact on the individual’s access to food
- their use of terminology and how this contributes to the quality of their written responses.

A class discussion could follow which helps students further understand the circumstances that contribute to food inequity. Focus questions may be directed to students to encourage reflection of their reactions to the activity. These may include ‘How do you feel as part of the have/have-nots group?’, ‘How much control do the have/have-nots have over their situation?’, ‘Do these inequity circumstances occur on the local level?’. An understanding of these issues will help students plan, prepare and present food solutions for specific food purposes further on in this unit.

Future directions

This activity helps students understand food equity issues and food availability and distribution across the world. Students will continue to explore issues of food availability and distribution in developing countries and consider the impact of malnutrition on individuals and communities. Students will also explore food equity issues within Australia, listen to guest speakers from a local aid organisation and identify groups that may experience food inequity within the local community.