COLLINSVILLE STATE HIGH SCHOOL
Design and Technologies Education Plan
Food Specialisation
2022

		Term 1	Term 2	Term 3	Term 4

HOSPITALITY	7			**Thinking globally, growing locally**
				
				Food and fibre production
				
				In this unit, students analyse how food and fibre are produced when designing managed environments and how these can become more sustainable. They will apply design thinking to design a sustainable food or fibre production environment to address a school need or opportunity.
				
				They will explore factors, including sustainability, that impact on designs that meet community needs and explain the contribution of design and technology innovations and enterprise to society.
				
				Students will apply these processes and production skills:
				
				• investigating by:
				    o analysing case studies on local, national and global impacts on food and fibre production
				    o examining sustainable management practices
				    o conducting trials to explore technologies and techniques that improve productivity, such as by improving soil or water quality.
				• generating design ideas, communicating design plans and processes using appropriate technical terms and technologies
				• producing and presenting a persuasive proposal for a designed environment including prototype or model
				• independently developing criteria for success including sustainability and evaluating design ideas, processes and solutions
				• collaborating and working individually throughout the process
				• managing by developing project plans that include resources.	

| 8 | | | | **Fusing Cultural Diversity** |
| | | | | **Food specialisations** |

Fusing Cultural Diversity

Food specialisations

In this unit, students analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating. They will apply design thinking as they develop a savoury parcel that fuses elements from two cultures.

Students will explore how social, ethical and environmental issues influence the design of a food product to create preferred futures for the school community.

Students will apply these processes and production skills:

- investigating:
  - critiquing needs or opportunities for different food items
  - comparing the design of food items from different cultures
  - comparing ingredients, tools and processes
- generating and documenting design ideas for a food that fuses cultural influences
- producing a food item by effectively selecting and applying safe and hygienic procedures in a designed environment
- independently developing criteria for success including sustainability and evaluating design ideas, processes and solutions

9/10 Year A (2023)

Term 1: Food Wastage   **Term 2: Food Production and Presentation**

Food specialisations

In this unit, students investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating. They critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures.

Students will apply design thinking as they design and produce a food product suitable for a school event. They will investigate and make judgments on how food safety and preservation contribute to waste.

Students will apply these processes and production skills:

- critically evaluate needs and opportunities
- investigating the principles of food safety, preservation, preparation and the impact of social, cultural and individual preferences on food products
- generating design ideas for products (food items) and environments (safe, hygienic spaces to produce food)
- selecting and using appropriate technologies skilfully and safely to produce high quality food products evaluating ideas, processes and solutions against comprehensive criteria for success including sustainability and client needs
- collaborating and working individually throughout the process
- managing by using digital technologies to develop project plans that include time, risk and production processes.
- create designed solutions based on a critical evaluation of needs or opportunities
- establish and use detailed criteria for success to evaluate ideas, solutions and processes
- make judgments about features of food technologies and their appropriateness for an end purpose

9/10 Year B (2022)

Term 1: Make a smart food choice   **Term 2: Café**

Food specialisations

Students design and produce a food item suitable for sale at a school event and they design a plan to manage the food sale environment.

Assessment will gather evidence of the student's ability to:

- explain how people in food occupations consider factors that impact on design decisions and the technologies used, and identify changes necessary to realise preferred food futures
- make judgments about features of food technologies and their appropriateness for an end purpose
- create designed solutions based on a critical evaluation of needs or opportunities
- create and connect design ideas and processes and justify decisions
- communicate and document design and market product
- select and use appropriate technologies skilfully and safely to produce high-quality food products suitable for the intended purpose
- establish and use detailed criteria for success to evaluate ideas, solutions and processes
- independently and collaboratively apply sequenced production and management plans, making adjustments when necessary.

Students create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They create and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose.

Balance and coverage of general capabilities and cross-curriculum priorities across 7–10

Key: Literacy · Numeracy · ICT capability · Critical and creative thinking · Ethical behaviour · Personal and social capability · Intercultural understanding · Aboriginal and Torres Strait Islander histories and cultures · Asia and Australia's engagement with Asia · Sustainability

Subject	Yr	T1 Lit	T1 Num	T1 ICT	T1 CCT	T1 Eth	T1 PSC	T1 ICU	T1 ATSI	T1 Asia	T1 Sus	T2 Lit	T2 Num	T2 ICT	T2 CCT	T2 Eth	T2 PSC	T2 ICU	T2 ATSI	T2 Asia	T2 Sus	T3 Lit	T3 Num	T3 ICT	T3 CCT	T3 Eth	T3 PSC	T3 ICU	T3 ATSI	T3 Asia	T3 Sus	T4 Lit	T4 Num	T4 ICT	T4 CCT	T4 Eth	T4 PSC	T4 ICU	T4 ATSI	T4 Asia	T4 Sus
Hospitality	7																					X	X	X	X	X	X	X			X										
	8																															X	X	X	X	X	X	X			X
	A	X	X	X	X		X	X				X	X	X	X		X	X			X																				
	B	X	X	X	X		X	X				X	X	X	X		X	X			X																				

Whole school assessment plan: 7–10 overview

		Term 1	Term 2	Term 3	Term 4
7				*Portfolio* Students design a sustainable food or fibre production environment to address a school need or opportunity. Assessment will gather evidence of their ability to: • explain how factors influence design and technologies • explain how technologies impact design and designed solutions • evaluate needs or opportunities • create, adapt and communicate ideas to different audiences • independently and safely produce a component of the designed environment • develop and use criteria for success to judge suitability of ideas, designed solutions and processes • use project management skills to document and use a project plan.	
8					*Portfolio* Students design, produce and evaluate a savoury parcel that incorporates food technologies from two cultures. Assessment will gather evidence of their ability to: • examine how factors influence the design of food products to meet present and future needs • explain the contribution of food technology innovations and enterprise on society and how the features of technologies impact the design of food products • evaluate needs and opportunities • create and communicate design ideas using technical terms, technologies and graphical representation techniques • safely produce a food product for a client • develop criteria for success, prioritising design factors and manage project using production plans.
9/10 (2021)		*Response to Stimulus* Students will understand the environmental and economic impacts of food wastage. Students will respond to stimulus. Assessment will gather evidence of the student's ability to: • explain factors that impact on food wastage • justify decisions	*Portfolio* Students design and produce a food item using left over food. Students investigate and evaluate solutions to use pantry items and left over food. Assessment will gather evidence of the student's ability to:		

	• make judgments about features of food technologies and their appropriateness for an end purpose	• explain how people in food occupations consider factors that impact on design decisions and the technologies used, and identify changes necessary to realise preferred food futures • make judgments about features of food technologies and their appropriateness for an end purpose • create designed solutions based on a critical evaluation of needs or opportunities • create and connect design ideas and processes and justify decisions • communicate and document design and market product • select and use appropriate technologies skilfully and safely to produce high-quality food products suitable for the intended purpose • establish and use detailed criteria for success to evaluate ideas, solutions and processes • collaboratively apply sequenced production and management plans, making adjustments when necessary. • explain how people in food occupations consider factors that impact on design decisions and the technologies used, and identify changes necessary to realise preferred food futures		

9/10 (2022)	*Portfolio*
	Students design and produce a food item suitable for sale at a school event and they design a plan to manage the food sale environment.
	Assessment will gather evidence of the student's ability to:
	• explain factors that impact on design decisions
	• create and connect design ideas and processes
	• justify decisions
	• select and use appropriate technologies skilfully and safely
	• establish and use detailed criteria for success
	• use sequenced production and management plans.
		Examination
		Short response. Closed book.
		
		Student respond to items/questions on:
		
		• food production
		  - selection and use of equipment
		  - recipes
		  - plans
		  - flavours
		
		• food presentation
		  - plating
		  - presenting
		  - evaluating
		
		• hygiene
		  - personal
		  - food preparation
		
		• safe work practices		

			• café culture		
			- service		
			- presentation (location/service).		

Timing of assessment across 7–10 by learning area

^ School reporting deadlines   ▢ Systemic assessment   ▢ School-based assessment   ¥ The assessment provides an opportunity for planned consistency of teacher judgments activities

		Term 1										Term 2										Term 3										Term 4									
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
7	PAT																												¥	^										
8	PAT																																						¥	^
9A	PAT					NP			¥	^				N					¥	^																				
10 A	PAT								¥	^									¥	^																				
9B	PAT					NP			¥	^				N					¥	^																				
10 B	PAT								¥	^									¥	^																				