

Lanyon High School



Food & Hospitality

Identify curriculum	Achievement standard	By the end of Year 10 students explain how people consider factors that impact on design decisions and the technologies used to design and produce products, services and environments for sustainable living. They explain the contribution of innovation, enterprise skills and emerging technologies to global preferred futures. For one or more of the technologies contexts, students explain the features of technologies and their appropriateness for purpose, and create designed solutions based on an analysis of needs or opportunities. Students create, adapt and refine design ideas, processes and solutions and justify their decisions against developed design criteria that include sustainability. They communicate design ideas, processes and solutions to a range of audiences, including using digital tools. Students independently and collaboratively develop and apply production and project management plans, adjusting processes when necessary. They select and use technologies skilfully and safely to produce designed solutions.			
Teaching and learning	Semester overview	<div>Semester</div> <div>Unit Overview In Food Technology students learn about how to meet design briefs through portfolio and practical work. Students learn about the history and traditions of cake decorating while learning and developing skills to create foods for birthday parties. As well as a range of cooking techniques to cook in a hospitality kitchen to then design and cook a two course meal. Students focus on adhering to design briefs for a range of audiences, developing portfolios, and learning about kitchen safety, food poisoning, and cooking methods.</div> <div>The unit will provide opportunities for students to:<ul style="list-style-type: none">Analyse the features of these technologies and discuss their suitability for specific purposes in food production or preparation.Real-world scenarios in the hospitality industry, meeting design briefs, executing projects effectively, and ensuring kitchen safetyOpportunity to learn how to effectively meet design briefs in cake decorating projectsBuild and develop skills to use a range of kitchen appliances, food packaging materials, or food processing equipmentUse of digital tools such as presentation software to create visually engaging presentationsWork in a team in project and practical tasksAdhering to budgets and workflow plansImplement protocols and procedures to ensure the safe handling of ingredients, equipment, and food products</div> <div>Understandings and skills<ul style="list-style-type: none">Precision cutsKitchen SafetyMethods of cookeryMenu planning and cost controlScope and sequence of the industrySafety requirements/HACCP proceduresFood pathogens and poisoningDesigning a menu and meeting a design briefWorkflow and recipe cardsPortions and costingCake decoration</div>			
	Cross curriculum priorities and General capabilities				
Assessment	Evidence types Teachers will make judgements and provide feedback throughout the semester	Teachers make judgments about evidence of student learning against the Australian Curriculum achievement standard. During moderation processes, teachers engage in professional conversations to share their observations and judgments about evidence in student work. Schools and school clusters conduct moderation to improve the consistency, comparability and defensibility of teacher judgments, to ensure teacher judgments are as valid, reliable and fair as possible.			
		Week	Major Assessment	Week	Major Assessment
		2	Kitchen safety quiz	12	Kitchen safety quiz
		5	Food poisoning research task	15	Celebrating food around the world research task
		9	Come dine with me portfolio and practical	17	Cake design portfolio and product
		Ongoing	Practical knowledge and skill evaluation	Ongoing	Practical knowledge and skill evaluation
		Students will be continually assessed throughout the semester on a variety of classwork and project based tasks including.			