Lanyon High School

Food & Hospitality

Identify curriculum	**Achievement standard**	**By the end of Year 10, students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments. They identify the changes necessary to designed solutions to realise preferred futures they have described. When producing designed solutions for identified needs or opportunities, students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts.** **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.**						
Teaching and learning	**Term overview**	**Semester 1**				**Semester 2**			
		Understandings • Scope and sequence of the industry • Safety requirements/HACCP procedures • Food pathogens and poisoning **Skills** • precision cuts • methods of cookery • soups, emulsions		**Understandings** • designing a menu meeting a brief • workflow and recipe cards • portions and costing **Skills** • Methods of cookery • deep frying , shallow frying, panure anglaise • Cake decoration		**Understandings** • designing and producing food products to meet a design brief • Using food photography and digital technology to market an item to consumers • Safety requirements/food law legislation **Skills** • Precision cuts and garnishes • Food styling for advertising purposes		**Understandings** • Cafe operations • Sustainability in industry • Menu design • event management **Skills** • Espresso production • Machine maintenance • methods of cookery	
	Cross curriculum priorities **General capabilities**								
	Key to general capabilities and cross-curriculum priorities	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							
Develop assessment	**Assessment**	**Week**	**Assessment instrument**	**Week**	**Assessment instrument**	**Week**	**Assessment Instrument**	**Week**	**Assessment Instrument**
		4	Roles in industry poster	4	Cake design folio and product	4	Smoothie practical	4	Espresso booklet/case study
		8	Food poisoning Research task	8	Workflow and recipe card costing	7	Advertisement and marketing	8	Menu design and workflow
		Ongoing	Practical knowledge and skill evaluation	Ongoing	Practical knowledge and skill evaluation	Ongoing	Practical knowledge and Skill evaluation	Ongoing	Practical knowledge and skill evaluation
Make judgments and use feedback	**Moderation**	Teachers moderate assessment task to ensure consistency of judgment		Teachers moderate assessment task to ensure consistency of judgment		Teachers moderate assessment task to ensure consistency of judgment		Teachers moderate assessment task to ensure consistency of judgment	