



## Technology and Creative Arts Academy

### UNIT OUTLINE

Year: 12      Accreditation: A

Timetable Period: Semester 2, 2020

Classroom Teacher: Donna Smythe

Executive Teacher: Clinton Codey

<b>Course Title</b>	Food for Life	<b>Course Code:</b>	7146
<b>Semester Unit</b>	Nutrition for life	<b>Unit Value/Code:</b>	1.0 / 71413
<b>Term Unit (a)</b>	Life's essentials	<b>Unit Value:</b>	0.5
<b>Term Unit (b)</b>	Food for healthy eating	<b>Unit Value:</b>	0.5

### Specific Unit Goals:

The specific goals of this unit are for students to:

- acquire a sound knowledge of food selection models, in particular the Australian Guide to Healthy Eating
- describe nutrients required for good health
- identify and describe the attributes of a balanced diet and its role in maintaining health throughout the lifecycle
- design and prepare foods from appropriate selection models that meet the needs of individuals at various stages of the lifecycle, or those with specific dietary requirements
- recognise, research and describe nutritional issues in our society today
- explain the implications of lifestyles and attitudes towards exercise on food habits
- critique nutritional information provided by a variety of media.

### Content Summary:

- nutritional requirements for good health:
  - why do we eat food?
  - nutrients in food
  - functions of food in the body
- current food selection models in different cultures
- nutrition throughout the life cycle
- a study of nutritional issues, which may include some of the following:
  - high fat diet
  - low fibre diet
  - low calcium intake
  - low iron intake
  - dieting
  - special diets such as vegetarian, vegan, diabetic, healthy heart, coeliac, etc.

- nutritional disorders relating to health in the Australian community such as:
  - obesity
  - diabetes
  - heart disease
- height and weight recommendations for children, adolescents and adults
- current health related issues for adolescents:
  - maintaining physical and psychological health
  - the role of school canteens in promoting healthy food choices
  - investigation of exercise as a strategy for maintaining health through life
  - health products and nutritionally modified foods
  - exploring new food products and nutraceuticals
- factors influencing food choices, which may include some of the following:
  - lifestyle
  - time
  - budget
  - role of government, community groups, the food industry and private organisations.
  - the role of media through food marketing, advertising and labelling
  - meal times and their significance on family traditions
  - food sustainability

**Cost of Materials:**

There are costs associated with this unit of study, and they are as follows:

**\$30.00 per term**, \$60.00 for the semester. This covers consumables such as food used in practical lessons.

**Assessment:**

TASK	DUE DATE	WEIGHTING
Assignment	Week 5	20%
Test	Week 9	15%
Applied Learning	Ongoing	30%
Practical Test	Week 13	20%
Test	Week 16	15%

**SPECIFIC ENTRY & EXIT REQUIREMENTS FOR TERM UNITS:**

This is a Semester Unit, students wishing to enter or exit after the end of term must have the change approved by the Academy Executive Leader and need to complete 50% of the assessment.

To exit at Term 3 you must complete the Assignment, Written Test and participated in the Applied Learning by Week 9.

Entry into this course for Term 4 is by negotiation with the Executive teacher.

**ASSESSMENT CRITERIA FOR ASSESSMENT AND REPORTING OF STUDENT ACHIEVEMENT:**

The following assessment criteria are a focus for assessment and reporting in this unit. Criteria are the essential qualities that teachers look for in student work. These criteria must be used by teachers to assess student's performance, however not all of them need to be used on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

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

- Knowledge and understanding
- Skills application
- Effective management and work practices
- Communication
- Innovation and creativity

Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

**Attendance and Participation**

It is expected that students will attend and participate in all scheduled classes/contact time/structured learning activities for the units in which they are enrolled, unless there is due cause and adequate documentary evidence is provided. Any student whose attendance falls below 90% of the scheduled classes/contact time or 90% participation in structured learning activities in a unit, without having due cause with adequate documentary evidence will be deemed to have voided the unit. However, the principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

**Completion of Assessment Items**

Students are expected to substantially complete and submit all assessment items. Exemption from an item and/or alternative assessment without penalty is available to students providing adequate documentary evidence. In order to meet the minimum assessment requirements of a unit, a student must substantially complete and submit at least 70% of the total assessment. However, the principal has the right to exercise discretion in the award of a grade or score in special circumstances where satisfactory documentation is supplied.

**Late Submission of Assessment Items**

Students are encouraged to submit work on time as this is a valuable organisational skill. Students are also encouraged to complete work even if it is late as there are educational benefits in so doing. The following policy is to ensure equity for all students:

- All assessment tasks are expected to be submitted by the specified due date
- Where marks are awarded for assessment tasks, a late penalty will apply unless an extension is granted. The penalty for late submission is 5% of possible marks per calendar day late, including weekends and public holidays, until a notional zero is reached. If an item is more than 7 days late, it receives the notional zero. Submission on weekends or public holidays is not acceptable. Calculation of a notional zero is based on items submitted on time or with an approved extension (Refer to Notional Zeros)
- Where marks are not awarded, and a grade only is given for an assessment task, teachers will take into account the extent to which students have demonstrated their ability to complete and submit the task by the due date (taking into account any extensions granted) in awarding the grade
- Unless there are exceptional circumstances, students must apply for an extension to the specified due date in advance, providing due cause and adequate documentary evidence for late submission
- It may not be possible to grade or score work submitted late after marked work in a unit has been returned to other students
- The principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation has been provided.

### **Notional Zeros**

Where students fail to hand in assessment items for which marks are awarded, they will be awarded a notional zero for that assessment item. The notional zero will be a score, which lies between 0.1 of a standard deviation below the lowest genuine score for that item and zero. Note: if the lowest genuine score is zero, the notional zero is zero.

### **Cheating and Dishonest Practice**

The integrity of the College's assessment system relies upon all involved acting in accordance with the highest standards of honesty and fairness. Plagiarism is the copying, paraphrasing or summarising of work, in any form, without acknowledgement of sources, and presenting this as a student's own work. Examples of plagiarism could include, but are not limited to:

- submitting all or part of another person's work with/without that person's knowledge
- submitting all or part of a paper from a source text without proper acknowledgement
- copying part of another person's work from a source text, supplying proper documentation, but leaving out quotation marks
- submitting materials which paraphrase or summarise another person's work or ideas without appropriate documentation
- submitting a digital image, sound, design, photograph or animation, altered or unaltered, without proper acknowledgement of the source.

### **Right to Appeal**

The ACT system operates a hierarchy of reviews and appeals:

- Student seeks review from teacher regarding assessment task mark/grade, unit score, unit grade, course score
- Student seeks review from head of department, if required following review by teacher
- Student appeals to her/his college principal for a review of college assessment relating to assessment task grade/mark, unit grade, unit score, course score, penalty imposed for breach of discipline in relation to assessment
- Student, who has been through the college appeal process, may appeal to the Board against the college procedures by which the appeal decision was reached.

**Executive Teacher:** Clinton Codey

**Class Teachers:** Donna Smythe

### **FURTHER INFORMATION ON RELEVANT BSSS POLICIES CAN BE FOUND HERE:**

[http://www.bsss.act.edu.au/\\_data/assets/pdf\\_file/0010/313777/P\\_and\\_P\\_Manual\\_2019\\_V5.pdf](http://www.bsss.act.edu.au/_data/assets/pdf_file/0010/313777/P_and_P_Manual_2019_V5.pdf)

## UNIT GRADES FOR COURSE

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge and understanding of the concepts in this unit</li> <li>• Successfully applies these concepts to familiar and unfamiliar contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge and understanding in most of the concepts in this unit</li> <li>• Appropriately applies these concepts to familiar contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge and understanding in some of the concepts in this unit</li> <li>• Applies these concepts to familiar contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge and understanding in some of the concepts in this unit</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge in some of the concepts in this unit</li> </ul>
<b>Skills Application</b>	<ul style="list-style-type: none"> <li>• Is organised and prepared</li> <li>• Presents and applies concepts independently</li> <li>• Demonstrates initiative in the completion of tasks</li> <li>• Collects, researches and critically evaluates information</li> </ul>	<ul style="list-style-type: none"> <li>• Is organised and prepared</li> <li>• Presents and applies most concepts independently</li> <li>• Sees tasks through to completion</li> <li>• Collects, researches and evaluates information effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Is organised and prepared</li> <li>• Presents and applies some concepts with guidance</li> <li>• Sees tasks through to completion with guidance</li> <li>• Collects, researches and evaluates information satisfactorily</li> </ul>	<ul style="list-style-type: none"> <li>• Requires support with organisation and preparation</li> <li>• Shows limited application of concepts</li> <li>• Completes tasks with supervision</li> <li>• Provides minimal evidence of research and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• With direct supervision, attempts tasks with limited application of concepts, research and evaluation</li> </ul>
<b>Effective Management and Work Practices</b>	<ul style="list-style-type: none"> <li>• Works in an hygienic and safe manner to complete practical tasks in familiar and unfamiliar situations</li> <li>• Works efficiently on tasks that have complexity</li> <li>• Works productively as an independent learner and as a valuable member of a group</li> </ul>	<ul style="list-style-type: none"> <li>• Works in an hygienic and safe manner to complete practical tasks in familiar and some unfamiliar situations</li> <li>• Works efficiently on tasks that have some complexity</li> <li>• Works productively as an independent learner and as a member of a group</li> </ul>	<ul style="list-style-type: none"> <li>• Works in an hygienic and safe manner to complete practical tasks in familiar situations</li> <li>• Works on tasks under limited supervision</li> <li>• Actively participates in group work</li> </ul>	<ul style="list-style-type: none"> <li>• Works in a hygienic and safe manner to complete practical tasks with instruction</li> <li>• Works on tasks under direct supervision</li> <li>• Minimal participation within a group</li> </ul>	<ul style="list-style-type: none"> <li>• Works in a hygienic and safe manner to complete practical task with direct supervision</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Records information in a logical manner</li> <li>• Presents ideas clearly using task appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>• Records most information in a logical manner</li> <li>• Presents ideas using task appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>• Collects and records some information</li> <li>• Generally presents ideas using task appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>• Collects and records limited information</li> <li>• Presents some ideas clearly</li> </ul>	<ul style="list-style-type: none"> <li>• Requires assistance in collecting and recording information</li> </ul>
<b>Innovation and Creativity</b>	<ul style="list-style-type: none"> <li>• Displays originality and is imaginative in their work</li> </ul>	<ul style="list-style-type: none"> <li>• Displays some originality and effectively adapts ideas in their work</li> </ul>	<ul style="list-style-type: none"> <li>• Adapts suitable ideas in their work</li> </ul>	<ul style="list-style-type: none"> <li>• Copies some ideas in their work</li> </ul>	<ul style="list-style-type: none"> <li>• Has difficulty in conveying ideas in their work</li> </ul>