

**TACA ACADEMY**

**SEMESTER 1 2021**

<b>Course Title</b>	Food Studies	<b>Course Code</b>	7252
<b>Unit Title</b>	Food Communities	<b>Unit Code</b>	74671
<b>Semester Unit</b>	Food Communities	<b>Unit Value</b>	1.0
<b>Term 1 Unit</b>	Food Communities a	<b>Unit Value</b>	0.5
<b>Term 2 Unit</b>	Food Communities b	<b>Unit Value</b>	0.5

**Goals**

This unit should enable students to:

<b>A Course</b>
<ul style="list-style-type: none"> <li>• understand the significance of food and its role in customs and traditions in a range of communities</li> <li>• analyse the local, national and global prevalence and significance of food types, production processes and traditional practices in a range of cultural communities</li> <li>• apply technical skills and authentic production techniques to prepare and present foods</li> </ul>

**Content Descriptions**

All knowledge, understanding and skills below must be delivered:

<b>A Course</b>
<b>Industry Practices, Processes and Procedures</b>
<ul style="list-style-type: none"> <li>• investigate the significance of food and food products in the traditions of a range of cultural communities, including Aboriginal and Torres Strait Islander, e.g. food customs, religious practices, historic context of certain foods</li> <li>• create food products in response to the investigation of a cultural community to express intercultural understanding of a range of communities, e.g. fusion foods, adaptations of bush food, a cultural celebration meal</li> </ul>
<ul style="list-style-type: none"> <li>• analyse food from a range of cultures to devise menus to develop an understanding of cultural communities, including Asian cultures, e.g. kosher, halal menu</li> <li>• analyse consumption patterns for a range of cultural communities and the geographic and socio-economic contexts of food production, e.g. solutions to scarcity and seasonal abundance</li> </ul>

## A Course

### Technical Information

- analyse and apply the food practices, processes and procedures from a range of cultural community contexts
- select authentic ingredients from a range of cultural community food practices to produce authentic flavours, textures and colours, e.g. own spice blends versus ready-made mixes, pizza oven, convenience products versus homemade
- apply cultural community appropriate safe food handling practices, processes, procedures and service techniques for food products
- demonstrate appropriate use of a range of equipment from a range of cultural community food practices
- apply traditional techniques to available equipment to produce authentic food products, e.g. alternatives to tandoor ovens

### Workplace, Health and Safety (WHS)

- apply safety practices and procedures, including the use of personal protective equipment
- follow Workplace Health and Safety (WHS) practices appropriate to tasks, and reflect on own contribution to the health and safety of self and others

### Problem Solving

- identify problems, analyse different possible solutions and select the best option
- interact with others in solving problems, proposing solutions and justifying ideas

### Industry Literacy and Numeracy

- apply processes for writing, editing and recording of procedures
- interpret numerical and verbal information recipes and menus, and information about food consumption patterns

### Behaviour and Attitudes for the Workplace

- apply interpersonal skills required to work with others and to understand, communicate with and effectively interact with people across cultural communities
- demonstrate self-management skills, intercultural understanding, empathy and behaviours and attributes which contribute positively to work and continuous learning and contribute positively to group activities
- demonstrate organisation of self, materials and work to achieve quality products within deadlines

### Reflection on Own Learning

- reflect on own learning and ways of improving, and responding to feedback

### Communication

- communicate accurately with others in an appropriate format, both orally and in writing, using correct terminology
- articulate ideas to seek assistance, clarify, offer suggestions or justify approaches

### 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	DESCRIPTION	DUE DATE	WEIGHTING
Written Assignment	Research Task – developing a google site based on a cultural community within Australia.	Week 7 - 15 <sup>th</sup> March 2021	20%
Applied Learning Term 1	Practical work – food planning, preparation, and presentation	Ongoing Weeks 2- 9	30%
Applied Learning Term 2	Practical work - food planning, preparation, and presentation	Ongoing Weeks 10 -16	30%
Test	Short answer, multiple choice, extended response	Week 15 – 25 <sup>th</sup> May, 2021	20%

### Specific Entry & Exit Requirements for Term Units

To exit at Term 1, you must complete the Research Assignment and participate in the Applied Learning by Week 9. Entry into this course for Term 2 is by negotiation with the Executive teacher.

### 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 Tasks (Non-Test Tasks)

Students are encouraged to submit work on time as this is a valuable organisational skill and a key tenet of assessment condition standardisation. Students are also encouraged to complete work, even if it is late, as soon as possible after the due date. The following policy is to ensure equity for all students:

- All assessment tasks are expected to be submitted by the specified due time and date. Unless otherwise stipulated, the due time is 4.00pm for the physical submission of assessment and 11:59pm for the digital submission of assessment, on the due date.
- 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.
- 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 penalty of 35% or the notional zero is reached.
- If an item is more than 7 days late, it receives the notional zero score. Submission on weekends or

public holidays may not be acceptable if a physical submission is required.

- 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.
- It may not be possible to grade or score work submitted late after marked work in a unit has been returned to other students. Work not submitted by the time marked work is returned to other students may be declared as 'Not submitted'.

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.

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

[http://www.bsss.act.edu.au/\\_data/assets/pdf\\_file/0004/479803/P\\_and\\_P\\_Manual\\_2021\\_v4.pdf](http://www.bsss.act.edu.au/_data/assets/pdf_file/0004/479803/P_and_P_Manual_2021_v4.pdf)

**Executive Teacher: Clinton Codey**

**Class Teacher: Jessica Steenbergen & Vicki Gwilliam**

**Date: 10<sup>th</sup> February 202**

## Achievement Standards Industry and Services A Course - Year 11

	<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>analyses work practices, processes and procedures</li> <li>analyses technical information and specifications</li> <li>evaluates work, health and safety practices</li> </ul>	<ul style="list-style-type: none"> <li>explains work practices, processes and procedures</li> <li>explains technical information and specifications</li> <li>analyses work, health and safety practices</li> </ul>	<ul style="list-style-type: none"> <li>describes work practices, processes and procedures</li> <li>describes technical information and specifications</li> <li>describes work, health and safety practices</li> </ul>	<ul style="list-style-type: none"> <li>identifies work practices, processes and procedures</li> <li>identifies technical information</li> <li>identifies work, health and safety practices</li> </ul>	<ul style="list-style-type: none"> <li>identifies some work practices, processes and procedures</li> <li>identifies some technical information</li> <li>identifies some work, health and safety practices</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>applies with high proficiency, industry practices, processes and procedures to deliver a service and/or create a product</li> <li>applies with high proficiency, technical information and specifications to create high quality products and/or services</li> <li>solves problems, proposes solutions and justifies decisions in completing a task</li> <li>demonstrates with high proficiency, industry specific literacy and numeracy skills to a range of tasks</li> <li>demonstrates highly developed behaviours and attitudes and contributes positively to learning and work</li> <li>reflects with insight on own learning processes</li> <li>communicates with high proficiency, using a range of modes and medium using industry terminology and effectively organises materials and resources</li> </ul>	<ul style="list-style-type: none"> <li>applies with proficiency, industry practices, processes and procedures to deliver a service and/or create a product</li> <li>applies with proficiency, technical information and specifications to create quality products and/or services</li> <li>solves problems, proposes solutions and explains decisions in completing a task</li> <li>demonstrates with proficiency, industry specific literacy and numeracy skills to a range of tasks</li> <li>demonstrates developed behaviours and attitudes and contributes positively to learning and work</li> <li>explains own learning processes</li> <li>communicates with proficiency, using industry terminology and competently organises materials and resources</li> </ul>	<ul style="list-style-type: none"> <li>applies effectively industry practices, processes and procedures to deliver a service and/or create a product</li> <li>applies effectively technical information and specifications to create quality products and/or services</li> <li>solves problems, proposes solutions and describes decisions in completing a task</li> <li>demonstrates effectively industry specific literacy and numeracy skills to tasks</li> <li>demonstrates appropriate behaviours and attitudes and contributes positively to learning and work</li> <li>describes own learning processes</li> <li>communicates effectively, using industry terminology and organises materials and resources</li> </ul>	<ul style="list-style-type: none"> <li>applies some industry practices, processes and procedures to deliver a service and/or create a product</li> <li>applies some technical information and specifications to create products and/or services</li> <li>follows instructions, guidelines and procedures</li> <li>demonstrates some industry specific literacy and numeracy skills to tasks</li> <li>demonstrates some appropriate behaviours and attitudes and mainly contributes positively to learning and work</li> <li>describes some learning processes</li> <li>communicates using some industry terminology and demonstrates some ability to organise materials and resources</li> </ul>	<ul style="list-style-type: none"> <li>applies little or no industry practices, processes and procedures to deliver a service and/or create a product</li> <li>applies little or no technical information and specifications to create products and/or services</li> <li>follows simple instructions, guidelines and procedures</li> <li>demonstrates little or no industry specific literacy and numeracy skills to tasks</li> <li>demonstrates limited appropriate behaviours and attitudes</li> <li>describes limited learning processes</li> <li>communicates using little or no industry terminology and demonstrates little or no ability to organise materials and resources</li> </ul>

## Achievement Standards Industry and Services A Course - Year 12

	<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>analyses industry practices, processes and procedures and explains their significance in the application to workplace and/or work related contexts</li> <li>analyses technical information and specifications and evaluates a wide range of materials and equipment</li> <li>evaluates work, health and safety practices and analyses how they apply to the workplace and/or work related contexts</li> </ul>	<ul style="list-style-type: none"> <li>explains industry practices, processes and procedures and describes their significance in the application to workplace and/or work related contexts</li> <li>explains technical information and specifications and describes a range of materials and equipment</li> <li>analyses work, health and safety practices and explains how they apply to the workplace and/or work related contexts</li> </ul>	<ul style="list-style-type: none"> <li>describes industry practices, processes and procedures and identifies their significance in the application to workplace and/or work related contexts</li> <li>describes technical information and specifications and identifies a range of materials and equipment</li> <li>describes work, health and safety practices and identifies how they apply to the workplace and/or work related contexts</li> </ul>	<ul style="list-style-type: none"> <li>identifies industry practices, processes and procedures with some reference to their significance in the application to workplace and/or work related contexts</li> <li>identifies technical information and specifications and identifies some materials and equipment</li> <li>identifies work, health and safety practices, with some reference to how they apply to the workplace and/or work related contexts</li> </ul>	<ul style="list-style-type: none"> <li>identifies industry practices, processes and procedures with little or no reference to their significance in the application to workplace and/or work related contexts</li> <li>identifies some technical information with little or no reference to materials and equipment</li> <li>identifies work, health and safety practices, with little or no reference to how they apply to the workplace and/or work related contexts</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>applies with high proficiency, industry practices, processes and procedures to deliver a service and/or create a product</li> <li>applies with high proficiency, technical information and specifications to create high quality products and/or services</li> <li>solves problems, proposes solutions and justifies decisions in completing a task</li> <li>demonstrates with high proficiency, industry specific literacy and numeracy skills to a wide range of tasks</li> <li>demonstrates highly developed behaviours and attitudes and contributes positively to learning and work</li> <li>reflects with insight on own learning processes and needs related to industry and the workplace</li> <li>communicates with high proficiency, using industry terminology and effectively organises materials and resources</li> </ul>	<ul style="list-style-type: none"> <li>applies with proficiency, industry practices, processes and procedures to deliver a service and/or create a product</li> <li>applies with proficiency, technical information and specifications to create quality products and/or services</li> <li>solves problems, proposes solutions and explains decisions in completing a task</li> <li>demonstrates with proficiency, industry specific literacy and numeracy skills to a range of tasks</li> <li>demonstrates developed behaviours and attitudes and contributes positively to learning and work</li> <li>explains own learning processes and needs related to industry and the workplace</li> <li>communicates with proficiency, using industry terminology and competently organises materials and resources</li> </ul>	<ul style="list-style-type: none"> <li>applies effectively industry practices, processes and procedures to deliver a service and/or create a product</li> <li>applies effectively technical information and specifications to create quality products and/or services</li> <li>solves problems, proposes solutions and describes decisions in completing a task</li> <li>demonstrates effectively industry specific literacy and numeracy skills to tasks</li> <li>demonstrates appropriate behaviours and attitudes and contributes positively to learning and work</li> <li>describes own learning processes and needs related to industry and the workplace</li> <li>communicates effectively, using industry terminology and organises materials and resources</li> </ul>	<ul style="list-style-type: none"> <li>applies some industry practices, processes and procedures to deliver a service and/or create a product</li> <li>applies some technical information and specifications to create products and/or services</li> <li>follows instructions, guidelines and procedures</li> <li>demonstrates some industry specific literacy and numeracy skills to tasks</li> <li>demonstrates some appropriate behaviours and attitudes and mainly contributes positively to learning and work</li> <li>describes some learning processes and needs related to industry and the workplace</li> <li>communicates using some industry terminology and demonstrates some ability to organise materials and resources</li> </ul>	<ul style="list-style-type: none"> <li>applies little or no industry practices, processes and procedures to deliver a service and/or create a product</li> <li>applies little or no technical information and specifications to create products and/or services</li> <li>follows simple instructions, guidelines and procedures</li> <li>demonstrates little or no industry specific literacy and numeracy skills to tasks</li> <li>demonstrates limited appropriate behaviours and attitudes</li> <li>describes limited learning processes and needs related to industry and the workplace</li> <li>communicates using little or no industry terminology and demonstrates little or no ability to organise materials and resources</li> </ul>