

Food Technology



A Guide to the New Years 7–10 Syllabus

The new *Food Technology Years 7–10 Syllabus* will replace the current syllabus and will be implemented in 2005 with Year 9 students and in 2006 with Year 10 students. Stage 4 outcomes have been provided for those schools that wish to implement the syllabus with Year 7 or Year 8 students concurrently with the *Technology (Mandatory) Years 7–8 Syllabus*.

The new syllabus is informed by contemporary research about how people learn and about how learning outcomes can be enhanced by teaching practice.

The syllabus promotes *assessment for learning* as an essential component of good teaching. It follows the broad directions established in the NSW Board of Studies *K–10 Curriculum Framework* and is part of a continuum of learning from Kindergarten to Year 12 that supports sustained, sequential, high quality learning.

What is similar?

Much of the content is similar to the current syllabus content. Students will continue to:

- develop knowledge, understanding and skills relating to a diverse range of activities involved in food technology
- evaluate relationships between food technology, nutritional status and the consequences of food choice
- design, produce and evaluate solutions in response to specific food needs.

Current programs can be modified to meet the requirements of the new syllabus and many existing units of work will form the bases of effective programs. The majority of existing resources will continue to be relevant.

The recent experience teachers have gained in implementing the range of Stage 6 Technology syllabuses will assist in the implementation of the new *Food Technology Years 7–10 Syllabus*.

What is different?

The new syllabus builds on the current syllabus in directions identified through research into the teaching of Technology-related subjects in other systems nationally and internationally, and through consultation at forums, meetings and during wide circulation of the draft syllabus.

- There is a significant reduction in the number of outcomes. This will simplify the process of programming, assessment and reporting.
- The content has been updated and organised to align with the Stage 6 Food Technology course and the terminology used in the two documents is now consistent.
- Students have the option to negotiate an independent project in a focus area of interest.
- The syllabus has core content in the areas of food preparation, and processing and nutrition.
- There is a reduction from 14 Focal Issues to 8 Focus Areas.
- The practical nature of the course has been reinforced.
- Stage statements from Early Stage 1 to Stage 5 describe the continuum of learning in Food Technology.
- Content additional to the essential syllabus content is included to help teachers address the needs and interests of students who have demonstrated Stage 5 outcomes in less than the indicative time.

The features of the content pages

Content is expressed as *Students learn about* and *Students learn to* in a consistent format.

Food Technology Years 7–10 Syllabus

Focus area: Food selection and health

The health of communities is related to the nutritional content of the food eaten. Students will examine the role of food and its nutritional components in the body, explore the nutritional needs of individuals and groups, explain the effects of poor nutrition and investigate means of improving the nutritional status of individuals and groups. Students will select, plan and prepare safe and nutritious foods to reflect national food guides.

Outcomes

A student:

- 5.3.2 justifies food choices by analysing the factors that influence eating habits
- 5.5.1 selects and employs appropriate techniques and equipment for a variety of food-specific purposes
- 5.5.2 plans, prepares, presents and evaluates food solutions for specific purposes
- 5.6.1 examines the relationship between food, technology and society

Students learn about:

- function of food in the body
 - growth and development
 - provide energy
 - repair and maintain the body's cells
- digestion of food
 - gastro-intestinal tract
 - process of digestion
 - absorption of nutrients
 - metabolism
- function and sources of food components including
 - proteins
 - carbohydrates/fibre
 - lipids
 - vitamins and minerals
- nutritional needs including
 - factors that affect nutritional needs
 - Recommended Dietary Intakes (RDIs) for various life stages
- factors that influence food habits
 - social practices
 - religious
 - geographical
 - economic

Students learn to:

- outline the functions of food in the body
- describe the process of digestion
- outline the source and function of the components of food
- identify RDIs of major nutrients for different life stages
- select foods for various groups to meet their nutritional requirements
- evaluate the usefulness of nutritional food guides
- analyse the nutritional value of a menu, meal or food item
- modify a menu, meal or food item to reflect food guides
- design, plan and prepare safe and nutritious food items to reflect food guides

Outcomes and content are linked in tables to assist teachers with planning and programming.

Cross-curriculum content is embedded in the syllabus content.

Additional content

Students learn about:

- active non-nutrients such as phytochemicals and probiotics

Students learn to:

- evaluate the potential health benefits of active non-nutrients

Additional content is provided to cater for students working beyond essential syllabus requirements.

- An overview statement is provided that shows how each cross-curriculum area is embedded in the essential content.
- Content relating to the use and understanding of information and communication technologies (ICT) is incorporated in the syllabus content.
- Life Skills outcomes and content have been provided for those students with special education needs, particularly those students with an intellectual disability, for whom it has been determined that the outcomes and content found in sections 6 and 7 of the syllabus are not appropriate.
- Built into the syllabus is the concept that *assessment for learning* is integral to teaching and learning in a standards-referenced framework. *Assessment for learning* involves teachers planning how and when they will gather evidence of learning at the same time as they plan the work that students will do. It recognises the importance of assessment to student motivation and self-esteem, and promotes the active involvement of students in their own learning.

How can the syllabus be used to program?

The syllabus outcomes provide the focus for teaching and learning in Food Technology. This syllabus encourages a model of programming that begins with outcomes, and is precise about what is being taught and what is being learnt. Developing integrated programs from the new *Food Technology Years 7–10 Syllabus* involves:

- identifying the outcomes to be addressed (see syllabus pp 12–13)
- identifying the required evidence of learning
- planning explicit teaching and learning experiences (see syllabus pp 18–37) to address the outcomes to allow students to demonstrate evidence of learning
- identifying strategies to teach the content
- incorporating *assessment for learning* by using the assessment advice in the syllabus and in the support material that will be provided by the Board of Studies.

The advice about additional content on p 15 in the syllabus will assist teachers to develop programs for students who are demonstrating Stage 5 outcomes prior to the completion of Year 10.

Stage statements describe a continuum of learning from Early Stage 1 to Stage 5. This enables teachers to map students' learning development, and to plan and program work according to students' needs and abilities.

How does the syllabus cater for all students?

A key principle of the *K–10 Curriculum Framework*, which guides K–10 syllabus development, is that the curriculum must be inclusive of all students in New South Wales.

The rationale, aim, objectives, outcomes and content of the syllabus have been designed to accommodate teaching approaches that support the learning needs of all students.

Students with special education needs will participate fully in learning experiences and assessment activities. These students may require additional support in terms of modified tasks and varied learning approaches. There may also be occasions when different strategies need to be adopted to broaden and deepen the learning experiences of gifted and talented students.

Life Skills outcomes and content, using the rationale, aim and objectives of this syllabus, have been included in section 8. They will provide the basis for a program of study for the small percentage of students with special education needs for whom the outcomes and content in sections 6 and 7 of the *Food Technology Years 7–10 Syllabus* are not appropriate.

What support is the Board providing to assist with initial implementation of the syllabus?

Following the release of the syllabus, support materials will be distributed to assist teachers in understanding the syllabus and its associated assessment requirements.

The first School Certificate credential based on the new syllabuses will be awarded in 2006. Specific advice about requirements for the School Certificate will be provided well in advance of 2006.

distributed with the syllabus	Phase 1 <ul style="list-style-type: none">■ this guide to the new <i>Food Technology Years 7–10 Syllabus</i>■ draft Descriptions of Levels of Achievement
3 months after distribution of the syllabus	Phase 2 <ul style="list-style-type: none">■ advice on programming■ sample units of work■ sample assessment activities
6 months after distribution of the syllabus	Phase 3 (incorporates Phases 1 and 2) <ul style="list-style-type: none">■ annotated samples of student work
12 months after implementation of the syllabus	Phase 4 <ul style="list-style-type: none">■ final Descriptions of Levels of Achievement

The Department of Education and Training, the Catholic Education Commission, other school systems, the Association of Independent Schools and professional associations will assist and support the ongoing implementation of the syllabus.
