Home Economics Education

Level 4 to Beyond Level 6

Queensland Studies Authority

Partnership and innovation

The cover shows students of Park Ridge State High School with the work of students from Corinda State High School.

Contents

Introduction

Subject area syllabuses have been developed to cater for specialised student interests within the framework of a core and common curriculum in Queensland.

The common curriculum and the subject areas

The role of the common curriculum for Queensland schools is to provide a comprehensive education for all students during the compulsory years of schooling. It consists of the eight nationally agreed key learning areas:

- The Arts
- English
- Health and Physical Education (HPE)
- Languages other than English (LOTE)
- Mathematics
- Science
- Studies of Society and Environment (SOSE)
- Technology.

The Queensland curriculum for the compulsory years of schooling is based on an outcomes approach.

The core of the Queensland curriculum for the compulsory years of schooling consists of a selection of essential learnings expressed as 'core learning outcomes'. 'Discretionary learning outcomes' describe what students know and can do beyond what is essential at a particular level.

Key learning area syllabuses describe core learning outcomes in developmental levels along learning continua for the 10 years of compulsory schooling. The common curriculum is conceptualised as a whole, rather than segmented into sections for different phases of schooling.

During the later years of compulsory schooling, many schools may offer their students subjects that allow them to engage in specialised studies in specific contexts. Syllabuses have been developed for five subject areas that are typically a focus of curriculum choice and specialisation. These are:

- Agricultural Education
- Business Education
- Home Economics Education
- Industrial Technology and Design Education
- Information and Communication Technology Education.

Through the experiences, challenges and opportunities associated with each subject area, students develop a unique range of knowledge, practices and dispositions. These can be

described through learning outcomes that are specific to the subject area. In certain contexts, some learning outcomes from different key learning areas contribute to a subject area.

Subject area syllabuses and guidelines

Syllabuses and guidelines have been developed for five subject areas. Typically, schools will use the subject area syllabuses to plan a variety of courses of study that will provide particular students with specialised learning experiences in specific contexts.

Subject area strands are contextual. The strands are used to organise the learning outcomes in the syllabus. The strands contain two types of learning outcomes — 'central learning outcomes' and 'supplementary learning outcomes'. The central learning outcomes describe the learnings that are considered fundamental to the subject area. It is recommended that these be the primary focus of a course of study developed for a subject area. Central learning outcomes consist of subject-area-specific learning outcomes and some core learning outcomes from different key learning areas. Supplementary learning outcomes are additional learning outcomes that could be considered for inclusion to enrich a course of study.

Central and supplementary learning outcomes have codes that identify the strand and developmental level to which they belong (see Outcomes section). If these learning outcomes have been selected from a key learning area syllabus, the key learning area code for that learning outcome is indicated in parentheses.

Subject area syllabuses describe learning outcomes from Level 4 to Beyond Level 6. Subject area syllabuses are not specifically associated with particular year levels of schooling; however, it is predicted that they will be used for planning courses of study in middle schools and lower secondary schools. These subject area syllabuses may also be used in other educational settings where there are specific student interests in the subject area, appropriate school resources and teacher expertise.

Subject area syllabuses cannot be regarded as alternatives to each other or to particular key learning areas. Each subject area syllabus contains different subsets of learning outcomes from different key learning areas, as well as learning outcomes that are specific to particular subject areas.

Courses of study

Courses of study are planned sets of learning experiences and assessment tasks that have a specified duration and location in a school's overall curriculum offering. They may be units offered within a vertical timetable, a semester, a single year or multiple years. Courses of study may be developed from any of the subject area and/or key learning area syllabuses.

The time allocation for courses of study based on subject area syllabuses is a school-based decision.

Subject area syllabuses enable schools to plan courses of study that meet a variety of student needs and interests.

When planning courses of study, the following should be considered:
- the needs of students
- resources and staff
- the place and role of courses of study within the total school curriculum.

Further information is available in the Guidelines section.

Rationale

Nature of the subject area

The central focus of home economics is the wellbeing of people within their personal, family, community and work roles. Home economics encourages personal independence, living effectively within the wider society, and promoting preferred futures for self and others in contexts related to food and nutrition, human development and relationships, living environments and textiles. Home economics is an interdisciplinary study drawing on the fields of nutrition and dietetics, textiles and fashion, architecture and the built environment, human development, relationships and behaviour.

Living and working effectively within dynamic, diverse and global societies presents challenges for individuals, families and communities. These challenges may include:

- selecting and preparing nutritious foods from complex and changing food markets
- establishing and maintaining a diverse range of effective interpersonal and family relationships
- making informed, responsible and ethical consumer decisions about new products that become available because of changing technologies and lifestyles
- balancing personal, family and work responsibilities with leisure
- resolving the influences of peer pressure, body image, economics, marketing and media when selecting clothing and textiles.

Informed people who think critically and creatively make socially and ethically responsible actions that enhance wellbeing. People who promote wellbeing and design their futures understand that the decisions and actions taken by themselves and others have consequences. Such people are therefore willing to confront and challenge practices that do not support wellbeing. Working individually and collaboratively, such people create physical and interpersonal environments that are supportive of individuals, families and communities. Personal and societal influences such as technology, culture, environment, ethics, lifestyle, media, advertising and peer pressure are considered when making decisions related to meeting the needs of individuals, families and communities.

Nature of learning in the subject area

Home Economics Education provides the context for students to develop a unique repertoire of knowledge, practices and dispositions. Students also have opportunities to develop some knowledge, practices and dispositions from the key learning areas of Health and Physical Education, Technology, and Studies of Society and Environment in home economics contexts.

Home Economics Education brings together theoretical understandings and practical applications related to food and nutrition, human development and relationships, living environments and textiles.

Home economics practice underpins studies within the subject area. Home economics practice consists of the actions of empowerment practice, social inquiry practice and technology practice (see Guidelines section). Home economics practice promotes students' knowing, thinking, investigating, creating, communicating, participating and reflecting. Students can use one or more of the actions of home economics practice to respond to home economics challenges. Home economics practice can be used when, for example:

- designing and enacting solutions that support personal and societal wellbeing
- taking personal control of health and developing health-promoting behaviours
- evaluating societal practices and advocating equitable and just societal practices.

Through Home Economics Education, students become empowered to be active and informed members of society, to design their social futures, to contribute to the wellbeing of themselves and others, and to examine and take action on matters of personal and societal significance.

Contribution of the subject area to lifelong learning

The Queensland school curriculum is designed to assist students to become lifelong learners. The overall learning outcomes of the curriculum contain elements common to all key learning areas and subject areas, and collectively describe the valued attributes of a lifelong learner.

A lifelong learner is:

- a knowledgeable person with deep understanding
- a complex thinker
- an active investigator
- a responsive creator
- an effective communicator
- a participant in an interdependent world
- a reflective and self-directed learner.

The Home Economics Education subject area provides many opportunities for students to develop the valued attributes of lifelong learners.

Knowledgeable person with deep understanding

Learners become knowledgeable people with deep understanding when they:

- develop an understanding of the knowledge, practices and dispositions related to food and nutrition, human development and relationships, living environments and textiles
- understand how home economics practice enhances individual, family and community wellbeing.

Complex thinker

Learners develop higher-order thinking skills related to food and nutrition, human development and relationships, living environments and textiles when they:

- make decisions and respond to challenges in order to promote wellbeing
- manage resources such as time, energy, materials and equipment to meet the needs of individuals and families
- develop products and processes that meet the needs of individuals, families and communities.

Active investigator

Learners become active investigators when they apply home economics practice in situations related to food and nutrition, human development and relationships, living environments and textiles. They investigate:

- societal practices related to food and nutrition, human development and relationships, living environments and textiles that impact on individuals, families and communities
- how the needs of individuals, families and communities can be met through the development of products and processes related to food and nutrition, human development and relationships, living environments and textiles
- how issues of personal and societal significance can be resolved by working independently or collaboratively to bring about change
- how consumer choices indicate personal attitudes and values.

Responsive creator

Learners become responsive creators when they develop strategies that enable them to:

- generate and evaluate solutions to meet challenges in home economics contexts
- create with imagination, originality and aesthetic judgment a wide range of products and processes to enhance individual, family and community wellbeing.

Effective communicator

Learners interpret and communicate information using appropriate language, symbols, systems and representations. They use written, verbal and visual forms of communication and use information and communication technologies to investigate and present information.

Learners become effective communicators when they:

- develop a range of interpersonal, verbal and nonverbal skills that enable them to meet their own and others' needs
- enhance individual, family and community wellbeing by designing and presenting ideas for products and processes related to food and nutrition, human development and relationships, living environments and textiles.

Participant in an interdependent world

Learners become participants in an interdependent world when they:

- develop self-management, personal development, social and citizenship skills
- develop personally satisfying and socially responsible practices and dispositions that contribute to personal, family and community wellbeing
- make informed, responsible and ethical decisions and take action related to food and nutrition, human development and relationships, living environments and textiles
- develop and demonstrate effective interpersonal and communication skills that enable them to contribute positively to group dynamics in their everyday interactions
- develop dispositions and skills to respect and care for others
- work collaboratively to promote a just society for individuals, families and communities.

Reflective and self-directed learner

Learners become reflective and self-directed learners when they reflect on their decisions, actions, products and outcomes and consider what they could do differently. They critically reflect on the impact of different influences on:

- the nature and actions of individuals, families and communities
- human relationships
- decision making related to food and nutrition, human development and relationships, living environments and textiles.

Cross-curricular priorities

The Home Economics Education subject area incorporates and promotes the cross-curricular priorities of literacy, numeracy, lifeskills and a futures perspective.

Literacy

Literacy is a social practice that uses language for thinking and making meaning in cultures. It includes reading and writing, speaking and listening, viewing and shaping, often in combination in multimodal texts within a range of contexts. Critical thinking is also involved in these practices. Students seek and critically appraise information, make choices and use their literacy skills to become independent learners. They develop critical literacy by questioning the cultural and social practices embedded in various kinds of texts. Students learn about relationships between the contexts and audiences of those texts. They understand that literacy influences how people view themselves, their identities and their environments as well as providing ways to represent these views.

In Home Economics Education students:

- read reports, articles, case studies, instructions, patterns, recipes and consumer advertising materials
- write using a variety of genres — for example, management plans, reports, labels, menus, tables and graphs
- use language and terminology specific to the subject area
- negotiate use of resources
- listen to and participate in debates and forums about issues such as the changing nature of families and the influence of the media on food and clothing choices.

Students become critical consumers of texts when they consider issues from a range of viewpoints including family, government and industry. They analyse texts to identify whose interests are, or are not, being served by the information. They use information to make informed choices, take actions that promote wellbeing and communicate with others.

Numeracy

Numeracy is the demonstration of practices and dispositions that accurately, efficiently and appropriately meet the demands of typical everyday situations involving number, space, measurement and data.

In Home Economics Education, students develop numeracy to deal with everyday situations relevant to their personal, family, community and work roles. They record and allocate time, and measure and compare mass, volume and length. Students describe and represent design using shape and spatial relationships. They manage budgets and money and judge good

value. They use numeracy practices such as estimating, counting, calculating, analysing and predicting to respond to home economics challenges.

Lifeskills

Lifeskills is a term used to describe the knowledge, practices and dispositions considered necessary for people to function adequately in their current and changing life roles and situations. Demonstration of lifeskills takes place in two overlapping dimensions: practical performance of, and critical reflection on, those skills.

It is possible to identify at least four sets of lifeskills that enable students to participate in four life roles. The lifeskills, and related life roles, are:

- personal development skills — growing and developing as an individual
- social skills — living with and relating to other people
- self-management skills — managing resources
- citizenship skills — receiving from and contributing to local, state, national and global communities.

In Home Economics Education, students become increasingly aware of the processes of growth and development and take increasing responsibility for their own growth and development. They make decisions and take actions to promote healthy eating, maintain personal hygiene and develop a sensitive approach to interpersonal relationships. They contribute to environments that are supportive of human growth and development, and develop a respect for the lifestyle choices of other people.

Students communicate verbally and nonverbally in a range of personal, family, community, paid, unpaid and voluntary situations. They express and manage a range of different emotions, work cooperatively with other people and resolve conflict in constructive ways. Students recognise and respect the rights, needs and viewpoints of others and enhance the wellbeing of others.

In Home Economics Education, students manage their resources and develop self-management skills. They manage resources including time, money, energy and materials to meet needs related to food and nutrition, human development and relationships, living environments and textiles. They set personal goals and plan and implement strategies to attain these.

In Home Economics Education, students critically analyse social structures that impact positively and negatively on individuals, families and communities. They consider and challenge the impact of education, media, work and government on the everyday practices of individuals, families and communities.

Futures perspective

A futures perspective involves knowledge, practices and dispositions that enable students to identify individual and shared futures. A futures perspective leads to insights and understandings about thinking ahead, and the roles of individuals and groups in envisioning and enacting preferred futures.

Students with insights and knowledge about the past and present consider the consequences of past and future actions. They take responsibility for their actions and decisions and are empowered to participate optimistically in processes of social innovation, recovery and renewal.

In Home Economics Education, students:

- consider, challenge and take action on issues that impact positively and negatively on the wellbeing of individuals, families and communities
- identify and develop products and processes that will create a preferred future for individuals, families and communities
- consider the impacts of consumer decisions on the future wellbeing of self and others
- consider equity and ethics as a basis for making decisions and taking actions to promote a future based on fairness and human rights
- consider their own values and belief systems as well as those of others and the impact of these on their own and others' futures.

Students challenge their own value and belief systems as well as those of others. They use critical and creative thinking to understand how personal or societal practices impact on individuals and groups in the community and evaluate the consequences of pursuing particular options.

Other curricular considerations

The Home Economics Education subject area also incorporates work education.

Work education

Work involves both the paid employment that people undertake and the unpaid work they perform within the groups, communities and societies to which they belong. It occurs with different types and groupings of people in different settings and is performed under many different conditions.

Work education involves **learning for work**, **learning about work** and **understanding the nature of work**:

- Learning for work involves developing work-related knowledge, practices and dispositions.
- Learning about work emphasises student understandings about work and the settings and conditions that characterise workplaces. It highlights the benefits of work to individuals and communities.
- Understanding the nature of work involves critically reflecting on and analysing the sociocultural, economic and political forces that influence the ways society values different kinds of work.

While work education includes providing opportunities for students to explore options for future education, training and paid employment, this is not its sole purpose; nor is it intended to focus exclusively on the development of vocationally oriented skills. Work education has a much broader role — that of preparing students for work in all the forms and contexts in which it occurs. This includes preparing students to participate effectively in paid and unpaid work, to understand the issues involved in balancing these different kinds of work (including family responsibilities), and to recognise the benefits to society of assisting workers achieve this balance.

Home Economics Education prepares students for work in a dynamic and challenging society. It prepares them for work in an unpaid environment, particularly in the home and in caring for others, and in the paid work environment in a diversity of professions.

Students are provided with opportunities to develop knowledge, practices and dispositions that prepare them for unpaid, paid and voluntary work. In responding to challenges in home economics contexts, students collect, analyse and organise data, and plan and organise activities. Students develop interpersonal, communicative, cooperative and collaborative skills when working on group and individual projects. They gain confidence in using a range of technologies. They develop positive attitudes and behaviours as they meet work obligations, and manage time and other resources.

Students learn about and challenge different roles in work contexts. In the unpaid work environment, they challenge any traditional assumptions about work roles that may not be fair or equitable. They develop understandings about paid work associated with home and family life. They learn about service industries such as hospitality and child care.

Students understand the need to balance unpaid, paid and voluntary work, and family and personal health and wellbeing. They investigate the impacts of changes over time on who performs the work associated with home and family responsibilities.

Understandings about learners and learning

The following assumptions about learners and learning underpin the Home Economics Education subject area.

Learners

- Learners are unique individuals and thinkers with divergent views about the world.

- Learners have a broad range of knowledge, attitudes, values and experiences shaped by their gender, socioeconomic status and geographical location, and by other aspects of their background, all of which form part of their learning environment. Their prior knowledge and experiences influence the meaning they make of any new learning experience.

- Learners grow, develop and learn in different ways, in different settings and at different rates. By engaging in learning activities that match their needs, interests, understandings and individual learning styles, learners have opportunities to develop and extend their capabilities.

Learning

- Learning is a lifelong process.

- Learning occurs within and across cultural contexts and social situations and is influenced by them.

- Learning is most effective when the learning environment is safe, supportive, enjoyable, collaborative, challenging and empowering.

- Learning is most effective when it involves active partnerships with students, parents/carers, peers, teachers, and school and community members.

- Learning contexts should acknowledge equity principles by being inclusive and supportive and by acknowledging and valuing diversity.

- Learning is enhanced and supported when teaching approaches are culturally sensitive.

- Learner-centred strategies are most effective in enabling learners to make informed choices and to take actions that support their own and others' wellbeing.

- Learning requires active construction of meaning and is effective when it is developed in meaningful contexts and accommodates, acknowledges and builds on prior knowledge.

- Learning is enhanced when learners have opportunities to reflect on their own thinking and learning.

- Learning is enhanced by the use of a range of technologies.

Learner-centred approach

A learner-centred approach to learning and teaching views learning as the active construction of meaning, and teaching as the act of guiding and facilitating learning. This approach considers knowledge as being ever-changing and built on prior experiences.

A learner-centred approach provides opportunities for students to practise critical and creative thinking, problem solving and decision making. This involves recall, application, analysis, synthesis, prediction and evaluation, all of which contribute to the development and enhancement of conceptual understandings. A learner-centred approach also encourages students to reflect on and monitor their thinking as they make decisions and take action.

Home Economics Education provides opportunities for students to develop conceptual understandings related to food and nutrition, human development and relationships, living environments and textiles that are relevant to a range of personal, family, community and work roles. Students develop conceptual understandings of processes and practices that can also be used in contexts outside of the school environment such as decision making, problem solving and management. These understandings empower students to be proactive in enhancing their own and others' wellbeing now and in the future.

Equity in the curriculum

The Queensland school curriculum is designed to challenge inequities by:
- acknowledging and minimising unequal outcomes of schooling for different groups of students
- identifying and minimising barriers to access, participation, active engagement, construction of knowledge and demonstrations of learning
- using the knowledge, practices and dispositions of all students as a basis for their learning and for enhancing the learning of others in the community
- developing understanding of, and respect for, diversity within and among groups
- making explicit the fact that knowledge is historically, socially and culturally constructed
- making explicit the relationship between valued knowledge and power relations
- identifying and promoting the capacity of the Home Economics Education subject area to develop knowledge, practices and dispositions that empower students to challenge injustices and inequities.

The curriculum also provides opportunities for students to learn about equity and equity issues in the context of the subject area.

Student access and participation

In an inclusive curriculum, consideration is given to the interrelationships between culture, language, ability, gender, sexual identity, location and socioeconomic circumstance, and their impact on students' perspectives and experiences, and therefore access to, and success in, the curriculum.

Students bring varied prior experiences to the classroom, some of which support their learning in Home Economics Education, and others that may make this more difficult. Students' diverse experiences and their resultant perspectives of home economics need to be considered when planning.

The selection of concepts, contexts, contents and learning experiences needs to accommodate the diverse learning styles, interests and experiences of students if learning is to be maximised.

Learning about equity

Students explore, express and challenge personal, group and societal values that reinforce and perpetuate inequities.

Through the learning activities in Home Economics Education, students understand and appreciate diverse needs and perspectives, and learn to value and respect people, cultures and their environments. Students develop knowledge, practices and dispositions to critique social and political structures and power relations created through activities in home economics contexts that have the potential to work for or against individuals or groups.

Students develop understandings about the historical, societal, cultural, spiritual, political and economic constructions of and contexts in which home economics products and practices are created and valued, and the dynamic interrelationships that exist between these. This promotes understanding of the heterogeneity of practices, beliefs and values within and across cultural groups. This, in turn, empowers students to become lifelong learners and active and critical participants in interdependent societies.

Outcomes

Framework

This syllabus provides a framework for planning learning activities and assessment opportunities through which students demonstrate what they know, and can do with what they know, in the Home Economics Education subject area.

Subject area outcomes

The subject area outcomes highlight the uniqueness of the Home Economics Education subject area and its particular contribution to lifelong learning. In contexts related to food and nutrition, human development and relationships, living environments and textiles, students develop knowledge, practices and dispositions necessary to:

* understand and promote personal, family and community wellbeing

* understand and think critically about personal and societal influences on wellbeing

* develop effective interpersonal and communication skills

* make informed and socially and ethically responsible decisions and consumer choices to meet personal, family and community needs

* engage in creative and enterprising actions when meeting the needs and enhancing the wellbeing of self and others

* understand the impact of decisions and actions on future wellbeing

* promote preferred futures for personal, family and community wellbeing.

Strands of the subject area

The learning outcomes of the Home Economics Education subject area are organised into three strands:

* Home Economics Practice

* Becoming Independent

* Living in the Wider Society.

Students develop their understandings of the concepts within the strands throughout the later years of compulsory schooling. Courses of study can be planned using learning outcomes from a single strand or from a number of strands. Learning outcomes from the Home Economics Practice strand should be considered for inclusion in a course of study together with learning outcomes from at least one other strand.

Home Economics Practice

This strand focuses on promoting individual, family and community wellbeing. Students develop an understanding of the impacts of decisions and actions on individuals, families

and communities in situations related to food and nutrition, human development and relationships, living environments and textiles. Home Economics Practice provides students with understandings about how to take personal actions and advocate for actions by others that promote preferred futures for individuals, families and communities.

The organisers for this strand are:

- empowerment practice
- social inquiry practice
- technology practice.

Becoming Independent

This strand focuses on the development of personal independence in preparation for a range of personal, family, community and work roles. Students are provided with opportunities to become confident and competent in making informed decisions and taking actions that enhance personal independence and wellbeing. They take account of personal and societal influences, make decisions and take actions in contexts related to food and nutrition, human development and relationships, living environments and textiles.

The organisers for this strand are:

- growth and development
- food, nutrition and health
- nature of materials and techniques to manipulate materials
- consumer decisions
- safety.

Living in the Wider Society

This strand focuses on how wellbeing is influenced by connections with other people and is interdependent with the broader society. The strand focuses on communicating, interacting and living with others, preparing for a diverse range of relationships, and meeting the needs of others. It also focuses on how societal influences such as technology, culture, environment and ethics impact on wellbeing in a changing society.

The organisers for this strand are:

- self-concept and self-esteem
- relationships with others
- personal and interpersonal skills
- futures in home economics contexts.

Levels

The levels outlined on the following pages indicate progressions of increasing sophistication and complexity in learning outcomes. This syllabus describes learning outcomes for Level 4, Level 5, Level 6 and Beyond Level 6. The sequencing of the learning outcomes is such that each level is 'nested' within the following level. Learning outcomes for successive levels are conceptually related to each other, forming a continuum rather than existing simply as a number of discrete entities.

A level statement is included for each level of each strand of the syllabus. The level statement summarises learning outcomes at each level and provides a framework for developing the central and supplementary learning outcomes.
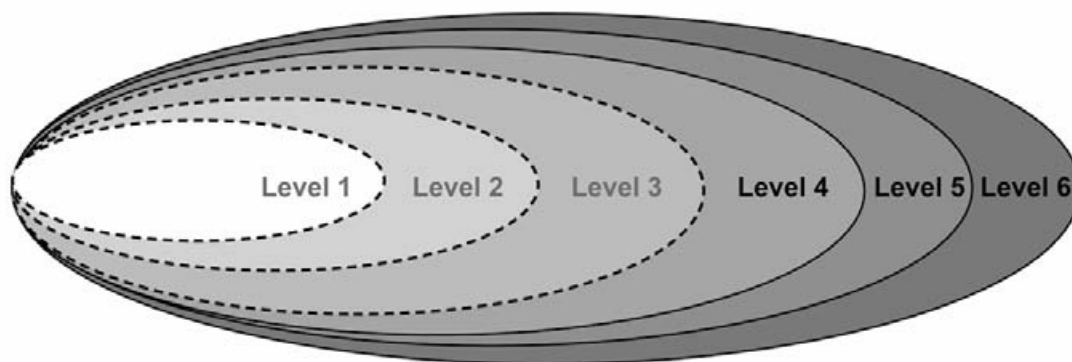
Progression of conceptual development of outcomes

Central learning outcomes

Central learning outcomes describe those learnings that are considered fundamental to a course of study based on a subject area syllabus. They describe what students know, and can do with what they know, as a result of planned learning activities. The central learning outcomes are presented in order of increasing complexity from Level 4 to Beyond Level 6. Students should be provided with multiple opportunities to demonstrate those learning outcomes selected for inclusion in a course of study. A course of study may include only some of the learning outcomes described in this syllabus.

Central learning outcomes may be of two types:

- subject-area-specific learning outcomes — these are specific to the subject area and are not described in the core learning outcomes of the key learning areas

- core learning outcomes — these are selected from antecedent key learning areas, in a subject area context, and are fundamental to the subject area. Core learning outcomes are included from the key learning areas of Health and Physical Education, and Technology. These learning outcomes are labelled to indicate their key learning area code and strand codes. For example, a core learning outcome from the *Years 1 to 10 Technology Syllabus* and Technology Practice strand will be coded as Tech TP.

Supplementary learning outcomes

Supplementary learning outcomes describe what students know, and can do with what they know, beyond what is considered fundamental at a particular level. They indicate additional learnings considered desirable. The supplementary learning outcomes are included to assist teachers in broadening the understandings of those students who have already demonstrated central learning outcomes. Additional supplementary learning outcomes could be developed by schools or teachers. At Beyond Level 6 all learning outcomes are supplementary.

Relationship of outcome levels to year levels

For the purposes of planning learning activities and assessment opportunities, outcome levels typically relate to years of schooling as follows:

- students demonstrating Level 4 outcomes are at the end of Year 7
- students demonstrating Level 6 outcomes are at the end of Year 10.

Some students will demonstrate learning beyond the typical levels described above. Other students will require more time to demonstrate their learning.

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*L*earning outcomes

Home Economics Practice

Organisers for learning outcomes in the Home Economics Practice strand are:
- empowerment practice
- social inquiry practice
- technology practice.

Level 4	Level 5
Level statement	**Level statement**
Students understand and use empowerment practice to take action on matters of personal and societal significance in home economics contexts. They explain how actions and behaviours related to home economics impact on people. They use technology practice in home economics contexts.*	*Students investigate home economics concepts when using empowerment practice to take action on issues of significance in home economics contexts.* They investigate societal issues related to home economics using social inquiry practice. They use technology practice in home economics contexts.*
Central learning outcomes	**Central learning outcomes**
HP 4.1 Students use empowerment practice to take action on matters of personal and societal significance in home economics contexts.*	**HP 5.1** Students analyse the relationships between home economics concepts when using empowerment practice to take action on matters of personal and societal significance in home economics contexts.*
HP 4.2 Students explain how some actions and behaviours in home economics contexts* impact on different groups.	**HP 5.2** Students use social inquiry practice to investigate societal issues in home economics contexts.*
HP 4.3 Students use technology practice (as described in the Level 4 core learning outcomes of the *Years 1 to 10 Technology Syllabus*) in home economics contexts* (see appendix 1).	**HP 5.3** Students use technology practice (as described in the Level 5 core learning outcomes of the *Years 1 to 10 Technology Syllabus)* in home economics contexts* (see appendix 1).

Key:

* Home economics contexts — food and nutrition, human development and relationships, living environments and textiles.

Home Economics Practice

Organisers for learning outcomes in the Home Economics Practice strand are:
- empowerment practice
- social inquiry practice
- technology practice.

Level 6	Beyond Level 6
Level statement	**Level statement**
Students understand the significance of the interrelationships between home economics concepts* when using empowerment practice. They consider a range of influences when using social inquiry practice. They use technology practice in home economics contexts.	*Students negotiate and work with others when using empowerment practice to take action in home economics contexts.* They gather data on societal issues in home economics contexts and use social inquiry. They use technology practice in home economics contexts.*
Central learning outcomes	**Supplementary learning outcomes**
HP 6.1 Students explore the interplay of home economics concepts and competing influences when using empowerment practice to take action on matters of personal and societal significance in home economics contexts.*	**HP B6.1** Students work collaboratively and negotiate effectively with others when using empowerment practice to take action on matters of personal and societal significance in home economics contexts.*
HP 6.2 Students explore a range of influencing factors and positions when using social inquiry practice in home economics contexts.*	**HP B6.2** Students collect and synthesise data related to societal issues when using social inquiry practice in home economics contexts.*
HP 6.3 Students use technology practice (as described in the Level 6 core learning outcomes of the *Years 1 to 10 Technology Syllabus*) in home economics contexts* (see appendix 1).	**HP B6.3** Students use technology practice (as described in the core learning outcomes Beyond Level 6 of the *Years 1 to 10 Technology Syllabus*) in home economics contexts* (see appendix 1).

Key:

* Home economics contexts — food and nutrition, human development and relationships, living environments and textiles.

Learning outcomes

Becoming Independent

Organisers for learning outcomes in the Becoming Independent strand are:
- growth and development
- food, nutrition and health
- nature of materials and techniques to manipulate materials
- consumer decisions
- safety.

Level 4	Level 5
Level statement	**Level statement**
Students understand factors influencing growth and development. They develop and implement strategies and manage resources to meet nutritional needs for growth, energy and health. They understand how the characteristics of materials influence the techniques used to manipulate materials. They use practical knowledge, equipment and techniques to manipulate and process materials. They investigate consumer behaviours and their relationship to wellbeing. They suggest ways to respond in unsafe, harmful or risky situations.	*Students understand how change related to transitions affects growth and development. They understand influences on dietary behaviours, implement health-promoting strategies, and design and prepare quality food products. They compare the characteristics of materials and use equipment and techniques to manipulate materials to meet predetermined standards. They propose strategies to assist themselves and others to make informed decisions as consumers. They demonstrate behaviours and actions to provide care and manage risk in unsafe or risky situations.*
Central learning outcomes	**Central learning outcomes**
BI 4.1 Students explain how factors, including challenges and inherited characteristics, influence physical, social and emotional growth and development. (HPE PD 4.3)	**BI 5.1** Students predict how changes associated with significant transitions in their lives, including pubertal changes, may influence physical, social and emotional growth and development. (HPE PD 5.3)
BI 4.2 Students develop and implement strategies for optimising personal diet based on identified nutritional needs for growth, energy and health. (HPE PH 4.2)	**BI 5.2** Students devise and implement for themselves and others health-promoting strategies which recognise the influence of a range of factors on personal dietary behaviours, now and in the future. (HPE PH 5.2)
BI 4.3 Students select and manage resources to prepare foods that meet physical, social or emotional needs.	**BI 5.3** Students design a range of health-promoting foods and use a variety of techniques to prepare quality food products.
BI 4.4 Students explain how characteristics of materials affect ways they can be manipulated. (Tech MAT 4.1)	**BI 5.4** Students compare and contrast materials according to their characteristics to determine how effectively the materials meet predetermined standards. (Tech MAT 5.1)
BI 4.5 Students employ their own and others' practical knowledge about equipment and techniques for manipulating and processing materials in order to enhance their products. (Tech MAT 4.2)	**BI 5.5** Students operate equipment and apply techniques for manipulating and processing materials to meet predetermined standards. (Tech MAT 5.2)
BI 4.6 Students investigate consumer behaviours that impact on wellbeing in home economics contexts.*	**BI 5.6** Students analyse influences on and impacts of consumer decision making in home economics contexts* and propose strategies to promote responsible decisions.

continued

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*L*earning outcomes	19

Becoming Independent (*continued*)

BI 4.7 Students propose ways of responding to situations and behaviours that are unsafe, harmful or risky, after assessing options and consequences. (HPE PH 4.3)	**BI 5.7** Students demonstrate behaviours and actions to provide care or manage risk in responding to unsafe or risky situations and behaviours. (HPE PH 5.3)
Supplementary learning outcome	**Supplementary learning outcome**
BI 4.8 Students debate how media images concerning gender, age, ethnicity and disability reflect groups to which they belong. (SOSE CI 4.3)	**BI 5.8** Students share their sense of belonging to a group to analyse cultural aspects that construct their identities. (SOSE CI 5.3)

Key:

HPE — in *Years 1 to 10 Health and Physical Syllabus*; Strands: PD — Enhancing Personal Development;
         PH — Promoting the Health of Individuals and Communities.

SOSE — in *Years 1 to 10 Studies of Society and Environment Syllabus*; Strand: CI — Culture and Identity.

Tech — in *Years 1 to 10 Technology Syllabus*; Strand: MAT — Materials.

* Home economics contexts — food and nutrition, human development and relationships, living
   environments and textiles.

Learning outcomes

Becoming Independent

Organisers for learning outcomes in the Becoming Independent strand are:
- growth and development
- food, nutrition and health
- nature of materials and techniques to manipulate materials
- consumer decisions
- safety.

Level 6	Beyond Level 6
Level statement	**Level statement**
Students propose actions to enhance growth and development. They consider current trends in eating behaviours and planned diets and prepare foods that support health and reflect current trends. They consider the impacts of materials, and use specialised equipment and refined techniques to manipulate materials to meet detailed product specifications. They suggest strategies to overcome the negative impacts of consumer behaviour trends. They develop personal and community strategies in response to potentially unsafe situations and behaviours.	*Students examine the influences of social and cultural expectations on growth and development across the life span. They evaluate the influence social factors have on the nutritional status of different population groups. They determine the most effective ways to prepare and present foods. They challenge traditional uses of materials to develop new products using techniques that approximate commercial and industrial standards. They evaluate the impacts of consumer decisions on communities. They evaluate community initiatives to promote safety.*
Central learning outcomes	**Supplementary learning outcomes**
BI 6.1 Students evaluate the influence of personal behaviours and social and physical environments on growth and development, and propose actions to enhance their own and others' growth and development. (HPE PD 6.3)	**BI B6.1** Students examine the influence on growth and development of various social and cultural expectations related to stages of the life span. (HPE PD DB6.3)
BI 6.2 Students propose and implement strategies that support healthy eating behaviours in response to the impact of current trends in eating behaviours and planned diets. (HPE PH 6.2)	**BI B6.2** Students analyse and evaluate the influence of a range of social factors on the nutritional status of specific population groups. (HPE PH DB6.2)
BI 6.3 Students select and use specialised techniques to prepare and present health-promoting foods that reflect current food trends.	**BI B6.3** Students develop and implement tests to determine the most effective ways to prepare and present health-promoting foods.
BI 6.4 Students incorporate in their design proposals ideas about the impacts of particular materials used in products. (Tech MAT 6.1)	**BI B6.4** Students challenge traditional uses of materials by applying their understandings about the characteristics of materials in the creation of innovative products. (Tech MAT B6.1)
BI 6.5 Students use specialised equipment and refined techniques to make quality products to detailed specifications. (Tech MAT 6.2)	**BI B6.5** Students use a variety of equipment and techniques to approximate commercial or industrial standards when combining or modifying materials. (Tech MAT B6.2)
BI 6.6 Students explain consumer behaviour trends in response to national and global marketing strategies and suggest ways to prevent and overcome negative impacts.	**BI B6.6** Students evaluate the impacts of consumer decisions in home economics contexts* on local, national and global communities.

*L*earning outcomes	21
Becoming Independent (*continued*)	

BI 6.7 Students devise personal and community strategies to respond to potentially unsafe situations and behaviours. (HPE PH 6.3) **Supplementary learning outcome** **BI 6.8** Students collaboratively develop a community strategy for celebrating or moderating the effects of globalisation on cultural groups to which they belong. (SOSE CI 6.3)	**BI B6.7** Students identify and evaluate community initiatives to promote safety. (HPE PH DB6.3)

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* Home economics contexts — food and nutrition, human development and relationships, living environments and textiles.

Living in the Wider Society

Organisers for learning outcomes in the Living in the Wider Society strand are:

- self-concept and self-esteem
- relationships with others
- personal and interpersonal skills
- futures in home economics contexts.*

Level 4	Level 5
Level statement	**Level statement**
*Students understand that behaviours influence their own and others' identities and relationships. They demonstrate skills and actions to support the rights and feelings of others. They describe the short-term and long-term consequences of pursuing actions in home economics contexts.**	*Students understand that the beliefs, values, attitudes and behaviours of different individuals and groups influence their own and others' identities and relationships. They demonstrate skills to effectively manage challenge and conflict in interactions and relationships. They predict the impact of current trends in home economics contexts* on individuals, families and communities.*
Central learning outcomes	**Central learning outcomes**
LW 4.1 Students evaluate the influence on self-concept and self-esteem of their own and others' behaviours, including recognition of achievement and changes in responsibilities. (HPE PD 4.1)	**LW 5.1** Students evaluate the influence of different beliefs and values, including those related to sex, sexuality and gender, on their own and others' self-concept and self-esteem. (HPE PD 5.1)
LW 4.2 Students explore different types of relationships and evaluate standards of behaviour considered appropriate for these relationships. (HPE PD 4.2)	**LW 5.2** Students develop strategies to manage the influence of individuals and groups on attitudes towards, behaviours in, and expectations of, relationships. (HPE PD 5.2)
LW 4.3 Students demonstrate skills and actions that support the rights and feelings of others, while adopting different roles and responsibilities in social, team or group activities. (HPE PD 4.4)	**LW 5.3** Students demonstrate skills to deal effectively with challenge and conflict in social, team or group situations. (HPE PD 5.4)
LW 4.4 Students describe the possible short- and long-term consequences for individuals, families and communities of pursuing actions in home economics contexts.*	**LW 5.4** Students describe current trends in home economics contexts* and predict the future impacts of these on individuals, families and communities.
Supplementary learning outcomes	**Supplementary learning outcomes**
LW 4.5 Students analyse sources and forms of information and match these to the requirements of design challenges. (Tech INF 4.1)	**LW 5.5** Students explain how changes to sources, forms and management of information affect design and production decisions. (Tech INF 5.1)
LW 4.6 Students apply techniques for transforming and transmitting information for different audiences. (Tech INF 4.2)	**LW 5.6** Students compare and select techniques for processing, managing and presenting information for specific users. (Tech INF 5.2)

Key:

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Tech — in *Years 1 to 10 Technology Syllabus*; Strands: MAT — Materials; INF — Information.

* Home economics contexts — food and nutrition, human development and relationships, living environments and textiles.

*L*earning outcomes

Living in the Wider Society

Organisers for learning outcomes in the Living in the Wider Society strand are:
- self-concept and self-esteem
- relationships with others
- personal and interpersonal skills
- futures in home economics contexts.*

Level 6	Beyond Level 6
Level statement	**Level statement**
Students understand that a range of factors affect identity and relationships. They understand that the impact of these factors varies at different stages of life. They demonstrate communication and cooperation skills to implement their decisions and resolve conflict. They propose futures that are supportive of the wellbeing of individuals, families and communities.	*Students understand the influence of interpersonal and intercultural relations and expectations on identity. They understand that differences between personal and community values, attitudes and beliefs affect relationships. They demonstrate skills to assert themselves in a range of situations. They propose strategies to create their preferred future in home economics contexts.**
Central learning outcomes	**Supplementary learning outcomes**
LW 6.1 Students evaluate the influence of sociocultural factors on their own and others' self-concept and self-esteem. (HPE PD 6.1)	**LW B6.1** Students analyse how ideas about gender, cultural identity and national stereotypes influence, and are influenced by, interpersonal and intercultural relations. (HPE PD DB6.1)
LW 6.2 Students evaluate the influence of sociocultural factors, including community expectations of behaviours, on relationships between individuals and between individuals and the family at different stages of life. (HPE PD 6.2)	**LW B6.2** Students explore the impact on relationships of conflicts between personal and community values, attitudes and beliefs. (HPE PD DB6.2)
LW 6.3 Students demonstrate communication and cooperation skills required to implement decisions of personal choice and to resolve conflict in relationships. (HPE PD 6.4)	**LW B6.3** Students demonstrate effective communication skills to assert independence and individuality in different situations. (HPE PD DB6.4)
LW 6.4 Students develop preferred futures scenarios that promote individual, family and community wellbeing and are socially and ethically responsible.	**LW B6.4** Students propose possible, probable and preferred futures in home economics contexts* and identify strategies to create their preferred futures.
Supplementary learning outcomes	
LW 6.5 Students analyse issues related to the ownership and control of information in societies. (Tech INF 6.1)	**LW B6.5** Students identify changes in the ways information is presented and used in societies and describe how to capitalise on these changes to meet the needs of specific communities and groups. (Tech INF B6.1)
LW 6.6 Students use specialised techniques for managing and organising the presentation of information to meet detailed specifications. (Tech INF 6.2)	**LW B6.6** Students develop and use specialised techniques to present information in innovative ways. (Tech INF B6.2)

Key:

HPE — in *Years 1 to 10 Health and Physical Syllabus*; Strands: PD — Enhancing Personal Development;
　　　PH — Promoting the Health of Individuals and Communities.

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* Home economics contexts — food and nutrition, human development and relationships, living environments and textiles.

Using learning outcomes to plan for learning and assessment

Learning outcomes provide a framework for planning learning and assessment by describing what it is that students should know and be able to do with what they know. Using learning outcomes for planning involves:

- adopting a learner-centred approach to learning and teaching
- planning learning activities and assessment at the same time
- assisting students to work towards demonstrating their learning
- establishing clear expectations of student demonstrations as a basis for monitoring the progress of student learning.

The learning outcomes are sequenced conceptually in four progressive levels. This conceptual development is represented in the level statements for each strand. Learning outcomes at each level are qualitatively different from the corresponding learning outcomes at the levels before and after. This sequencing across levels helps teachers plan learning activities to cater for the range of developmental characteristics of students.

When planning units of work, teachers could select learning outcomes from within a strand, across strands, across levels or across subject areas and key learning areas. Assessment tasks provide opportunities for students to demonstrate their learning.

Planning should make provision for students to demonstrate learning in more than one context and on more than one occasion. Activities incorporating a variety of content and contexts should be organised to provide these opportunities. Planning for learning and planning for assessment are concurrent processes. Learning activities can be opportunities for teachers to gather evidence about students' demonstrations of learning.

Central content

The central learning outcomes and central content are the focus for planning learning activities and assessment tasks.

The organisation of content within a strand should not be considered hierarchical. Any of the content can be considered at any level; not all of the content need be selected at every level. Central content should be selected to suit students' needs, interests and abilities and to take account of their prior knowledge and experiences.

The central content of each strand is identified on the following pages.

Central content

Home Economics Practice

Empowerment practice
- identifying matters of personal or societal significance
- actions of empowerment practice
  – collecting, analysing and evaluating information
  – setting goals
  – identifying barriers and enablers to goals
  – planning to achieve goals
  – taking action to achieve goals
  – reflecting on actions
- strategies to promote effective change including advocacy.

Social inquiry practice
- actions of social inquiry practice
  – discussing and reacting to practices
  – investigating the practices
  – considering the ethics and justice associated with the practices
  – determining if an issue exists
  – considering the issue from alternative value positions
  – adopting and defending a value position in relation to the issue
  – developing a plan of action and implementing it.

Technology practice*
- investigation
- ideation
- production
- evaluation
- impacts and consequences.

*Refer to appendix 2 for core content of Technology Practice.

Central content

Becoming Independent

Growth and development
- factors influencing physical, social and emotional growth, development and wellbeing
- how significant transitions in life influence growth, development and wellbeing
- actions to promote growth, development and wellbeing.

Food, nutrition and health
- the influence of food on individual, family and community wellbeing
- nutritional needs for growth and development
- dietary analysis
- strategies for optimising diet
- healthy eating behaviours
- trends in eating behaviours and planned diets
- characteristics of foods
- techniques to prepare, cook and serve food
- personal and societal influences on actions related to food, nutrition and health.

Nature of materials and techniques to manipulate materials
- influence of textiles on individual, family and community wellbeing
- characteristics of textiles
- suitability of textiles for specific purposes
- techniques to manipulate textiles
- techniques to care for textiles.

Living environments
- the influence of living environments on individual, family and community wellbeing
- characteristics of living environments.

Consumer decisions
- relationships between consumer decisions and individual, family and community wellbeing
- personal and societal influences on consumer decisions
- decision-making strategies
- impact of consumer decisions.

Safety
- unsafe, harmful and risky physical and social situations and behaviours
- behaviours and strategies to respond to unsafe physical and social situations and behaviours.

Central content

Living in the Wider Society

Self-concept and self-esteem
- influence of beliefs and values of other people on self-concept and self-esteem
- sociocultural factors affecting self-esteem and self-concept
- aspects of identity
  - gender
  - sexual
  - cultural.

Relationships with others
- types of relationships
- behaviours appropriate to different types of relationships
- influence of relationships on wellbeing
- relationships within families and groups, and between friends
- relationships across stages of life and family life cycle
- roles, rights and responsibilities in relationships
- factors influencing relationships
- promoting and managing healthy relationships
- expectations of relationships.

Personal and interpersonal skills
- verbal and nonverbal communication skills
- challenge identification and conflict resolution in social and group situations
- cooperation and assertiveness.

Futures in home economics contexts
- how current actions affect future wellbeing
- possible, probable and preferred futures of products and practices
- social and ethical responsibilities
- strategies that foster individual, family and community wellbeing.

Assessment

Assessment is the purposeful, systematic and ongoing collection of evidence for use in making judgments about students' learning. In this syllabus, the central learning outcomes are presented in levels of increasing sophistication and complexity to form continua of learning. The assessment focuses on monitoring demonstrations of learning to provide evidence of student progress in this subject area.

Purposes of assessment

Information obtained from assessment can be used for a variety of purposes, including providing feedback on students' learning and informing decision making about students' progress.

Providing feedback

Assessment:

- provides ongoing feedback on the progress of individual students and groups of students throughout the learning and teaching process
- informs students, teachers, parents/carers, others in the community and/or school authorities about students' learning.

Informing decision making

Assessment information helps teachers to:

- make decisions about student needs, the learning and teaching process, and resource requirements
- plan learning and teaching programs for individuals, classes and the whole school
- discuss future learning pathways with students and parents/carers
- make decisions about providing learning support to particular groups of students
- develop learning resources and curriculum materials.

Principles of assessment

For assessment to be effective, it should:

- focus on learning
- be comprehensive
- be valid and reliable
- take account of individual learners
- be an integral part of the learning and teaching process
- provide opportunities for students to take responsibility for their own learning and for monitoring their own progress
- reflect equity principles.

Focus on learning

Assessment should focus on what students are expected to know and be able to do with what they know. Students should be made aware of what is being assessed, how and when they will be assessed, and how judgments will be made about their demonstrations of learning. Teachers may then use information from assessment to plan further learning.

Comprehensive range of evidence

Judgments about students' demonstrations of learning should be based on a comprehensive range of evidence gathered and recorded over time. To collect such evidence, teachers need to provide multiple opportunities in a variety of contexts for students to demonstrate what they know and can do with what they know, and use a variety of assessment techniques and recording instruments. Because students have different learning styles, evidence should be gathered from various sources. (Examples of assessment techniques, recording instruments and sources are provided in table 1 on page 32.)

Valid and reliable evidence

Assessment should provide valid and reliable evidence. It is essential that judgments about what students know and can do with what they know are based on a broad range of evidence gathered and recorded over time. Teachers' judgments should be consistent within their own classes for different students, for different assessment opportunities, and at different times. They should also be consistent with the judgments of other teachers in their own school and other schools.

Individual learners

At any one time in their schooling, students could demonstrate their learning in different ways and at different levels. When planning assessment, teachers need to take account of the fact that each student will progress at a different rate across and within the subject area. They also need to take account of factors that influence students' learning — in particular, their prior knowledge, experiences and unique circumstances, and their social, emotional, physical, cognitive and linguistic development.

Integral part of learning and teaching process

Assessment is an integral part of the learning and teaching process and should support students' learning. As teachers plan learning activities, they should also plan how they will monitor student progress. Learning activities can be used as opportunities to gather evidence about the progress of students' learning. Assessment opportunities should match the learning activities and teaching methods students have experienced. Assessment opportunities should be meaningful, interesting and challenging, and contribute to the development of students as lifelong learners.

Responsibility for own learning and self-monitoring

Assessment should provide feedback and help students take responsibility for their own learning. This involves giving students opportunities to set their own learning goals, to monitor their progress in relation to their learning, and to gather information that they and others can use to make decisions about future learning. Opportunities also need to be provided for students and teachers to develop shared understandings about how learning might be demonstrated, and for students to explain in their own terms how they might demonstrate their learning.

Equity principles

Assessment based on principles of equity enables students to demonstrate learning in ways that are sensitive to, and inclusive of, their circumstances. When planning and conducting assessment, teachers need to take account of students' learning styles, abilities, disabilities, gender, sexual identity, socioeconomic circumstances, cultural and linguistic backgrounds, and geographical locations. This includes:

- providing assessment opportunities that assist students, or groups of students, to overcome barriers that might limit their demonstrations of what they know and can do with what they know

- negotiating assessment with students so that they maximise their opportunities to demonstrate their learning.

Process of assessment

The process of assessment involves:

- providing students with opportunities to demonstrate what they know and can do with what they know

- gathering and recording evidence of students' learning

- using the evidence to make overall judgments about students' learning.

Opportunities to demonstrate learning

Students should have multiple opportunities to demonstrate the learning that has been the focus of planned activities. Assessment opportunities need to be provided over time and in a range of contexts. Teachers can use learning activities as assessment opportunities, or design specific tasks that provide students with opportunities to demonstrate their learning.

Gathering and recording evidence

Evidence about students' learning should come from several different sources and be gathered and recorded over time using a variety of assessment techniques and recording instruments. This evidence should be relevant to the learning being assessed and should be collected in a focused and systematic way.

Sources of evidence

Using evidence from a variety of sources accommodates different learning styles, the different ways in which students may demonstrate learning, and learning that has taken place in different contexts. Sources of evidence can include learning activities as well as specifically designed assessment tasks. Examples of activities, tasks, products or processes that could be used as sources of evidence are shown in table 1.

Assessment techniques

Assessment techniques include observation, consultation and focused analysis. Peer- and self-assessment can also be used to gather evidence about students' learning. Combinations of these techniques provide teachers with more comprehensive evidence on which to base judgments.

Assessment techniques should be selected to suit the context in which the learning is being demonstrated, and the type of evidence required. Teachers should familiarise students with the techniques through modelling and practice. Descriptions of these techniques are provided in table 1.

Record keeping

Record keeping must support planning and be manageable and easily maintained. It must also provide accurate evidence drawn from a range of contexts.

Teachers need to keep records on observation, consultation, focused analysis and peer- and self-assessment. Several examples of recording instruments are listed in table 1.

A **student folio** is a useful way of collating and storing evidence about a student's learning. Folios are developed over time and can include evidence such as responses to assessment tasks, products from learning activities, annotated samples of work, anecdotal records, checklists, photographs or video/audio tapes. This collection of work provides an informative picture of a student's accomplishments. Materials for the folio could be selected by the student or the teacher, or by negotiation between the two.

The use of the folio will determine which materials are included. Examples of folios include working folios for ongoing feedback, documentary folios for making judgments, and show folios for reporting and comparing judgments.

Table 1: Examples of ways to gather and record evidence from a variety of sources

Sources of evidence	Assessment techniques	Recording instruments
Students can provide evidence about what they know, and can do with what they know, in a variety of forms. These include: • practical tasks such as product development and construction, models, group tasks, trade displays, simulations • oral tasks such as group discussions, debates, roleplays, interviews, persuasive speeches, seminar presentations • project folios including design briefs, design ideas, concept maps, management plans, working notes, procedures, data collection and analyses, test or survey results • diaries/journals/learning logs of items such as food intake management processes, group consultations • written tasks such as short and extended responses, instructions, explanations, reviews, creative writing, scripts, planning sheets, reports, recommendations and actions • computer-generated presentations/projects such as promotional campaigns, presentation of data and findings, proposals • photographic, video/audio tape records such as explanations of processes or demonstrations of products • peer- and self-reflection through feedback from small or large group discussions or responses to evaluation questions.	**Observation** Teachers observe students as they participate in planned activities. Teacher observation occurs continually as a natural part of the learning and teaching process and can be used to gather a broad range of evidence about students' learning. Teacher observations can also be structured to gather particular kinds of information in relation to learning. **Consultation** Teachers discuss student work with students, colleagues, parents/carers or other paraprofessionals. The varying perspectives of the participants in consultations can help enrich the evidence gathered about students' learning. Consultation can be used to verify the evidence gathered using other techniques. Some consultation may reveal a need for more detailed assessment. **Focused analysis** Teachers examine in detail student responses to tasks or activities. This technique provides detailed evidence about students' learning. **Peer- and self-assessment** Students use the above techniques to assess their own work and the work of their peers. Peer- and self-assessment allow teachers to take account of students' perceptions when gathering evidence.	Teachers can record their judgments about students' learning using a variety of instruments. Recording instruments include: • anecdotal records • teacher/student journals • folios • checklists • statements of anticipated evidence or criteria sheets • annotated work samples • audio and visual recordings (including photographic and video or multimedia) • test results over time • observation notes • feedback sheets • peer- and self-assessment sheets • profiles • progress charts.

Making judgments about demonstrations of learning

Judgments about what students know, and can do with what they know, are an integral and ongoing part of the assessment process. For example, throughout the assessment process, teachers make judgments about:

- students' responses to particular assessment tasks
- what students know and can do with particular content

Such judgments are part of the ongoing monitoring of student progress and inform planning for future learning activities and assessment opportunities. The criteria on which judgments are to be based should be drawn from students' learning and made known to students before tasks are undertaken so that the basis for judgments is clear.

Teachers make judgments about students' learning when satisfied that they have sufficient evidence. In making these judgments, teachers need to:

- analyse what it is that students are expected to know and be able to do with what they know
- consider how student learning has progressed
- use a range of evidence
- make judgments about what learning a student has demonstrated.

Some students may be able to demonstrate what they know and can do with what they know the first time they have an opportunity to do so. When they have additional opportunities that result in further demonstrations, they are considered to have demonstrated learning consistently. Other students may need more opportunities to demonstrate their learning before the same decision can be made. A judgment can be made when a consistent pattern of demonstrations has been established.

The exercise of each teacher's professional judgment is fundamental to the assessment process. Decisions should be based on explicit criteria, using a range of evidence to determine demonstrations of learning. Judgments about a student's demonstrations of learning should be made without reference to the performance of other students.

Consistency of teacher judgments

To be consistent, teacher judgments about students' learning must hold true in later situations and be comparable with the judgments of other teachers.

An individual teacher's judgments need to be consistent:

- within their own classes for different students
- for different assessment opportunities at different times
- with those of other teachers in the same school (i.e. consistency within schools)
- with those of teachers in other schools (i.e. consistency among schools).

Strategies for ensuring consistency of teacher judgments include:

- *sharing understandings about the learning*: Teachers discuss what students have to know and do to demonstrate their learning.

- *collaborative planning*: Teachers work together to plan for learning and assessment, and to reach shared understandings about what is required for learning to be demonstrated. Collaborative planning in middle or secondary schools may involve teachers of the same year level, teachers of consecutive year levels, or teachers with subject expertise in two or more areas. Teachers might also plan collaboratively, especially for the transition from Year 7 to Year 8.

- *common assessment tasks*: Teachers cooperatively plan and/or moderate assessment tasks focusing on the intended learning. This allows teachers to develop shared understandings about what students are expected to know and do with what they know.

- *statements of anticipated evidence, or criteria sheets*: Teachers identify the properties, components or dimensions by which students' demonstrations of learning will be judged. In developing a common statement of anticipated evidence, or criteria sheet, teachers collaboratively analyse the intended learning to identify and record the anticipated evidence or criteria that will be used as the basis for judgments. Anticipated evidence could be identified in a design brief, criteria sheet, assessment task or verbal description.

- *moderation processes (formal and informal)*: Teachers discuss and compare judgments made about students' work and associated demonstrations of learning. Formal moderation processes occur when school authorities require teachers from within or among schools to discuss the consistency of judgments about demonstrations of learning. Informal moderation occurs any time that teachers discuss and compare their judgments of students' work.

- *samples of typical responses*: Teachers compile, and refer to, samples of student work that show how learning may be demonstrated. The samples could be annotated samples of student responses to selected assessment tasks.

Reporting

Reporting is the process of communicating timely, accurate information about students' learning. Its main purpose is to acknowledge and support student learning. Reporting may be formal or informal.

Reporting to students and parents/carers

Teachers need to provide regular feedback to students and parents/carers about student learning and progress. This kind of reporting is an important and ongoing part of the learning and teaching process and can occur incidentally as well as in planned ways.

Students and parents/carers also need to be provided with information about student progress at certain points in time as identified by schools in their overall plans for learning, assessment and reporting.

Reporting on student progress in relation to learning

Information reported to students and parents/carers as part of the ongoing learning and teaching process could include:

- explanations of particular assessment opportunities
- evidence about demonstrations of learning
- judgments about demonstrations of particular learning
- clarification of what students are expected to know, and be able to do with what they know, and how their learning could be demonstrated
- identification of future assessment opportunities and anticipated evidence.

Information reported to students and parents/carers at particular points in time could include:

- records of the learning previously demonstrated by the student
- descriptions of the learning that students have had opportunities to demonstrate since reporting last occurred
- statements about what students were expected to know, and do with what they know, to demonstrate their learning
- descriptions of the contexts in which learning and assessment have occurred
- records of the learning demonstrated by the students since the previous report
- information that is specific to individual students, such as the student's self-assessment, goals or future learning plans.

Language, formats and modes of reporting

The language, formats and modes used for reporting should be meaningful and relevant to the proposed audience. Possible modes for reporting include:

- written reports (print or electronic)
- student–teacher conferences
- teacher–parent/carer interviews
- student-led three-way conferences (student, teacher and parents/carers)
- culminating presentations
- portfolios (print or electronic).

Guidelines

Planning courses of study

Subject area syllabuses broaden the curriculum choice and specialisation for students during the later years of compulsory schooling — that is, during middle and lower secondary schooling. The Home Economics Education subject area syllabus allows teachers to develop a variety of courses of study that meet the specific needs and interests of students.

Learning outcomes for a course of study should be selected on the basis of how best they complement each other and how they collectively fulfil the intent of the course of study. They may be selected from the Home Economics Education subject area syllabus or combined with learning outcomes from other syllabuses. For example, a home economics course of study can be planned using the learning outcomes from:

- the *Home Economics Education Subject Area Syllabus and Guidelines*
- the *Home Economics Education Subject Area Syllabus and Guidelines* and a key learning area syllabus (or syllabuses)
- the *Home Economics Education Subject Area Syllabus and Guidelines* and another subject area syllabus (or syllabuses).

The learning outcomes within subject area syllabuses are not mandated. Schools may develop courses of study using a subset of the learning outcomes described within the strands. Central learning outcomes, together with some or all of the supplementary learning outcomes, can be used to develop courses of study.

Decisions about learning outcomes selected for a course of study will be influenced by:

- school and school authority policies
- the place and role of a subject area course of study within the total school curriculum.

Home economics courses of study

Worthwhile home economics courses of study:
- provide opportunities for students to understand and use home economics practice
- take account of legal requirements
- take account of the availability of school facilities and resources.

Home Economics Practice

The Home Economics Practice strand consists of the organisers:

- empowerment practice
- social inquiry practice
- technology practice (as described in the *Years 1 to 10 Technology Syllabus*).

Management, decision making and problem solving are integral to these practices.

Home Economics Practice underpins courses of study in this subject area. At different times in a course of study, one or more of the organisers of Home Economics Practice could be selected or combined. There is much commonality between the organisers of Home Economics Practice, but each contributes a unique way of working within home economics contexts. Each of the organisers of Home Economics Practice is described below.

Empowerment practice

Empowerment practice is used to create change that will promote personal or collective wellbeing.

Empowerment practice involves:

- collecting, analysing and evaluating information
- setting goals
- identifying barriers and enablers to goals
- planning to achieve goals
- taking action to achieve goals
- reflecting on what has been learnt.
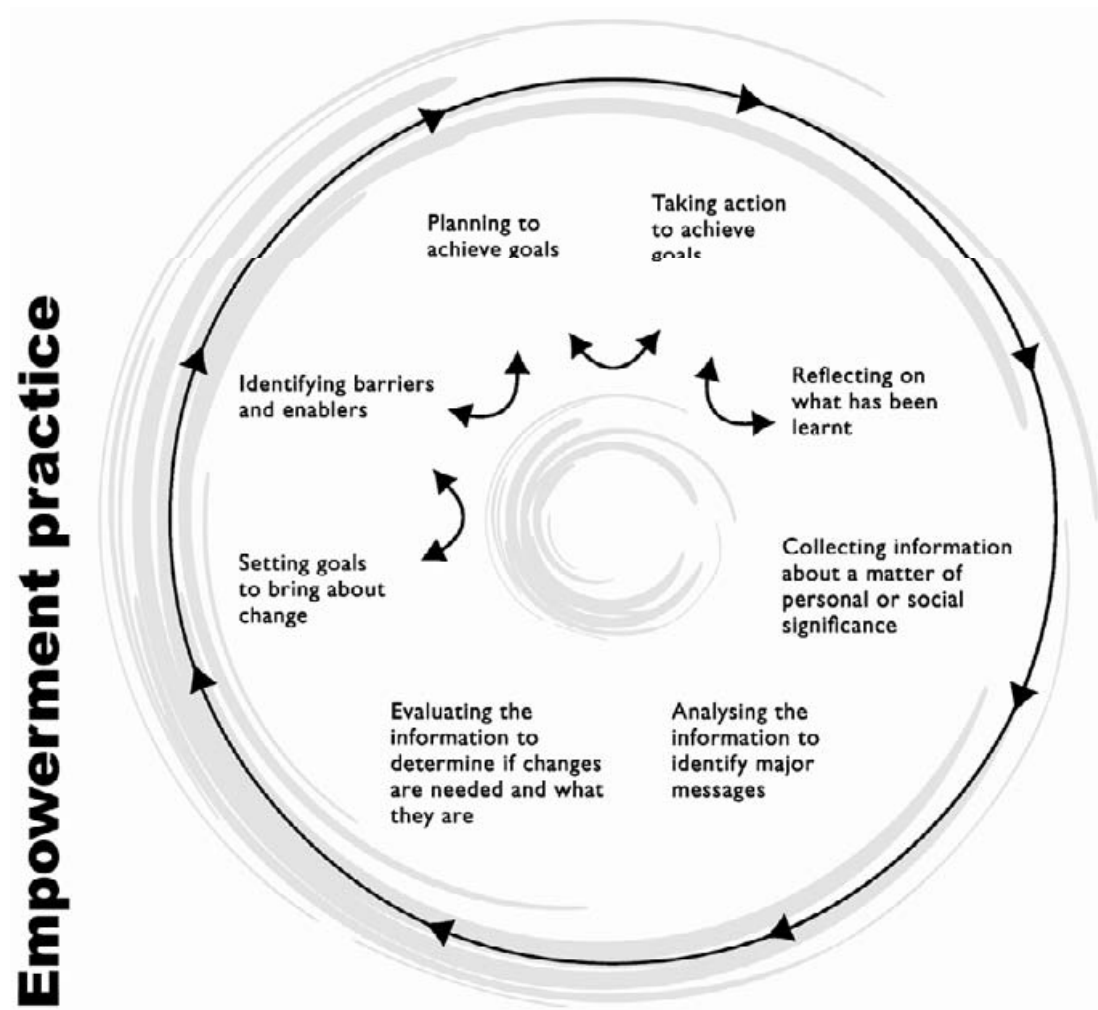
(Adapted from *Food and Nutrition in Action: A Curriculum Development Package* 1996, Curriculum Corporation, Melbourne.)

In Home Economics Education, students may work independently or collaboratively and use empowerment practice to redress issues such as men's participation in family life; the impact of media on body image and self-esteem; and school sports uniforms and body exposure to the sun. Students may also examine personal matters — for example, their eating habits.

Example unit of work: Taking control of my diet

Students use empowerment practice to collect information about their personal diet. They analyse and evaluate the information and set goals to improve their personal diet. Students identify barriers and enablers to achieving their goals. They develop a plan and take action to achieve their goals. They reflect on their actions and the outcomes. They could, for example, prepare healthy foods and ask friends to provide support for them as they work towards their goals.

Social inquiry practice

Social inquiry practice focuses on questioning assumptions in society that may perpetuate inequality and injustice. The figure below illustrates the process of social inquiry.
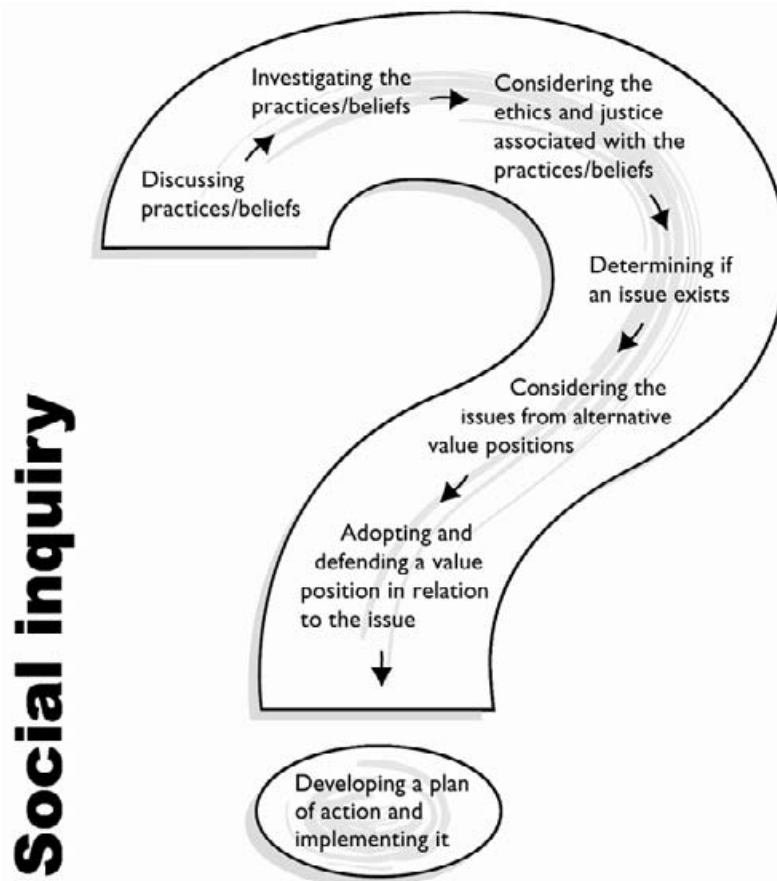
(Adapted from *Social Inquiry: An Approach to Learning and Teaching in Home Economics* 2000, Home Economics Institute of Australia, n.p.)

In Home Economics Education, students may use social inquiry practice to investigate, for example, television advertising and children's eating habits, consumer decision-making practices, and the influence of the media on fashion choices.

Example unit of work: Body image, media and fashion choices

Students use social inquiry practice to explore how the media may influence self-concept, particularly body image. Students consider who is advantaged and who is disadvantaged by the way products and services are often promoted in the media. They identify how people's wellbeing may be enhanced. They generate strategies that could be implemented to redress practices in society that promote the portrayal of inappropriate body images in the media. Students identify factors that should influence fashion choices and produce a folio of fashion/clothing items that meet their personal needs and wants.

Technology practice

Technology practice (as described in the *Years 1 to 10 Technology Syllabus*) involves developing practical, purposeful and innovative products that meet human needs and wants. Technology practice involves:

- **investigation** — this is carried out to gather knowledge, ideas and data to meet design challenges

- **ideation** — this is undertaken to generate and communicate ideas that meet design challenges, and to justify the selection of these ideas

- **production** — production procedures can be identified, described and managed when making products that meet design challenges

- **evaluation** — this is undertaken to make judgments about the appropriateness of design ideas, processes and products when meeting design challenges.
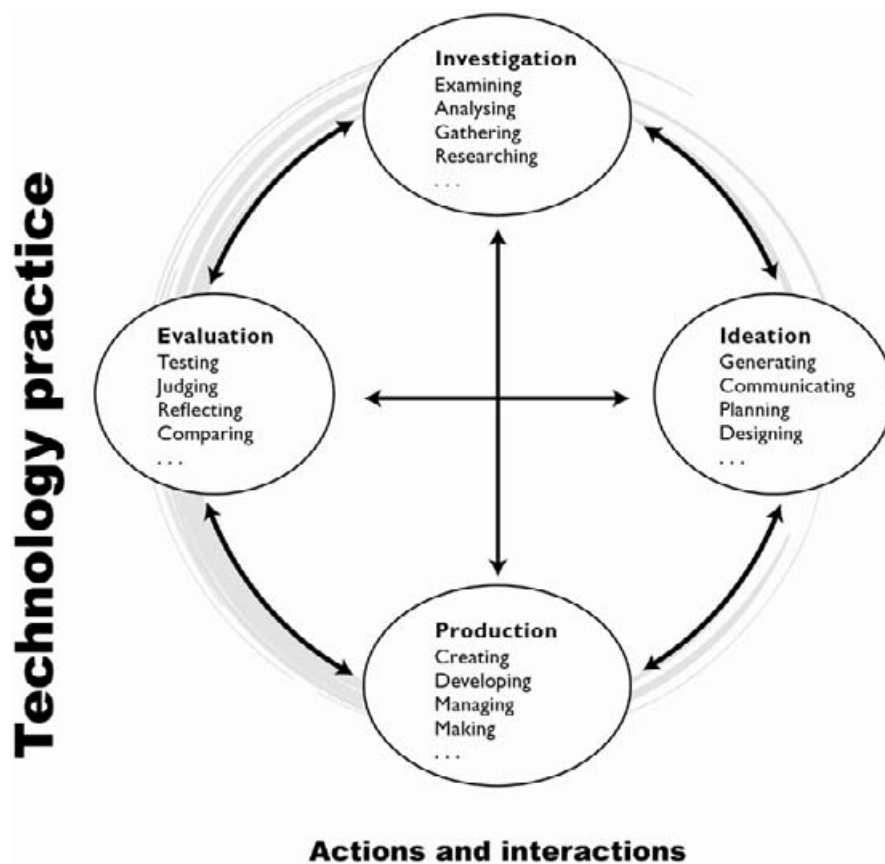
(From *Years 1 to 10 Technology Syllabus* 2003, Queensland Studies Authority, Brisbane.)

In Home Economics Education, students use technology practice to promote the wellbeing of individuals and families when they develop products related to food, human development and relationships, living environments and textiles.

Example unit of work: Sun Smart clothing

Students respond to a design challenge related to Sun Smart clothing. The design brief requires students to identify a target group for whom the use of sun-protective clothing is important. They consider the possible, probable and preferred future dress codes for their target group. They investigate the needs of this group, and design, produce and evaluate sun-protective clothing items for this target group, or design, produce and evaluate a campaign to promote the use of sun-protective clothing by this group.

Combining the organisers in Home Economics Practice

Sometimes it is appropriate to select and use one Home Economics Practice organiser for a particular unit or learning activity, whereas for other units and learning activities it is appropriate to use more than one Home Economics Practice organiser. Some examples of how organisers can be combined effectively are provided below.

Combining empowerment practice and technology practice
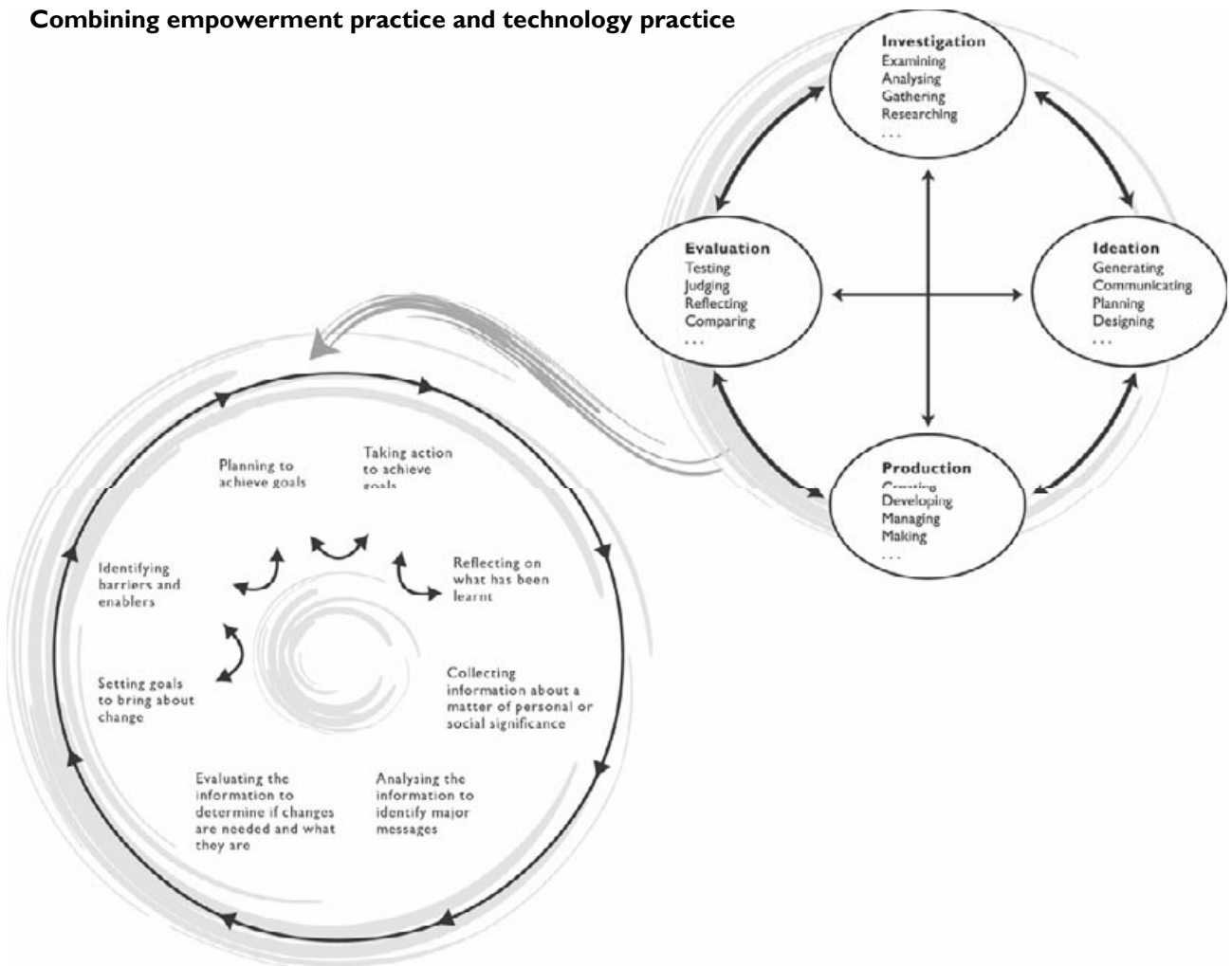
(Adapted from *Food and Nutrition in Action: A Curriculum Development Package* 1996, Curriculum Corporation, Melbourne, and from *Years 1 to 10 Technology Syllabus* 2003, Queensland Studies Authority, Brisbane)

Example unit of work: What's for lunch?

Students use empowerment practice to collect information about their own lunches, and analyse and evaluate this information. They work collaboratively to set goals to improve their lunches, identify the barriers and enablers to achieving their goals, and take action to achieve these goals. In taking action to achieve their goals, they use technology practice to investigate, ideate, produce and evaluate a range of food products that support their goals.

Combining social inquiry practice and empowerment practice
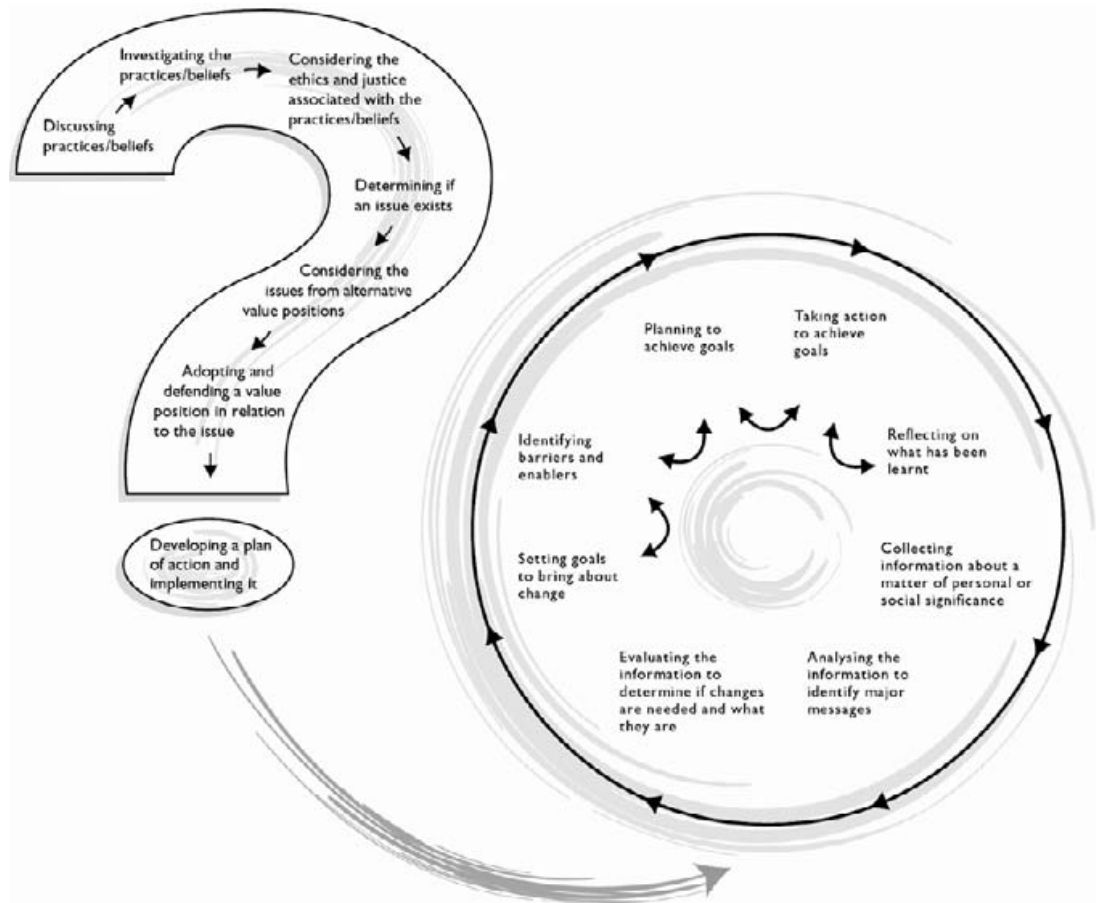
(Adapted from *Social Inquiry: An Approach to Learning and Teaching in Home Economics* 2000, Home Economics Institute of Australia, n.p., and from *Food and Nutrition in Action: A Curriculum Development Package* 1996, Curriculum Corporation, Melbourne.)

Example unit of work: The media and my food choices

Students use social inquiry practice to explore how advertising influences adolescent eating behaviours. They analyse the impact of advertising on the health of adolescents. They consider possible, probable and preferred futures with respect to advertising food products and consider actions that could be taken to promote a preferred future. Students recognise the influence of media and other factors on their diet and use empowerment practice to plan and implement strategies to optimise their personal diets.

Legal requirements

Home economics courses of study are conducted subject to a range of legislation and regulations. Courses of study in home economics must be planned taking account of legal requirements.

The underlying principle of legislation and regulations is protection for the people who work in the industry and for the consumers who use the products.

Safety

All learning activities undertaken in this subject area must be planned and conducted with due regard for the safety of all concerned. The legal requirements to do so are described in the documents listed below.

Teachers and students must follow safe work practices in a designated area free of avoidable hazards. They must be provided with appropriate safety equipment. Students should not participate in activities until they have been advised of the risks involved and provided with demonstrations of correct procedures. Staff and facilities must have current accreditation or certification for proposed activities and relevant material safety data sheets (MSDS) must be available and used to identify risks and precautions. Whenever specific tools or equipment are used, teachers/supervisors must ensure their safe use as described in the manufacturer's instructions.

The standards for establishing and maintaining a safe workplace in Queensland are set by the *Workplace Health and Safety Act 1995*. This Act provides for a number of regulations, advisory standards and codes of practice that apply to specific industries — for example, Workplace Health and Safety Regulation 1997, and Workplace Health and Safety (Miscellaneous) Regulation 1995.

The Department of Education and the Arts has developed policies related to risk assessment and risk management. The *Department of Education Manual* is available on their website. The following modules are specifically for planning courses of study in home economics:

- HS-10-45 Textiles
- HS-10-56 Maintaining a Safe Home Economics Kitchen in a School Setting
- HS-10-57 Food Handling
- HS-10-58 Cookery
- HS-10-59 Child-related Studies.

To view copies of these modules, go to http://education.qld.gov.au/corporate/doem/, click on 'Health & Safety' at the top of the page, then 'HS-10-1 – HS-10-121'. Alternatively, go directly to http://education.qld.gov.au/corporate/doem/healthsa/healthsa.html.

Examples of home economics courses of study

Multiple courses of study with different focuses can be developed from the Home Economics Education subject area syllabus. The following are examples of courses of study that may be planned to meet the needs and interests of students and school communities. These examples provide some preliminary ideas for planning and illustrate the range of courses of study that can be planned.

- A **Home Economics** course of study may include all home economics situations — food and nutrition, human development and relationships, living environments and textiles. Each situation could be developed for the strands Becoming Independent and Living in the Wider Society, and integrated with the Home Economics Practice strand.

- An **Adolescent Health** course of study focuses on the health and wellbeing of the adolescent as the context for the study of food and nutrition, human development and relationships, living environments and textiles.

- A **Food Studies** course of study focuses on food and nutrition as it relates to individual and family wellbeing, and may include other home economics situations such as human development and relationships.

- Other courses of study could be **Family Studies**; **Textile Studies**; **Healthy Lifestyles**; **Technology and Lifestyle**.

Planning learning and assessment

An outcomes approach requires that students demonstrate what they know and can do with what they know. In an outcomes approach there is a strong link between learning and assessment, and strategies for these should be planned together. Assessment involves the ongoing and systematic collection of information about students' demonstrations of learning.

Teachers are encouraged to monitor students' demonstrations of learning during everyday activities rather than at the end of a course of study. When planning, teachers should include opportunities for ongoing monitoring and gathering of information about students' demonstrations of learning. Feedback from assessment of these demonstrations, which may be diagnostic, formative or summative, leads to short-term or long-term revision of curriculum plans.

When planning for assessment, it is necessary to identify:

- suitable contexts in which students can demonstrate what they know and can do with what they know

- the anticipated evidence or criteria against which judgments can be made about whether students have demonstrated their learning.

A model for planning units of work

Although individual teachers will approach planning in different ways, when teachers plan using learning outcomes, they:

- select learning outcomes on which to focus

- select strategies to promote consistency of teacher judgments

- make explicit what students need to know and do with what they know

- choose the context(s) for learning

- select and sequence learning activities and teaching strategies

- identify or design assessment opportunities

- identify how evidence of demonstrations of learning will be gathered and recorded

- identify how and when judgments will be made about students' demonstrations of learning

- identify how and when reporting of student progress will occur.

These features are an essential part of long-term planning (e.g. yearly or semester programs) and short-term planning (e.g. units of work). The essential features of the planning process are illustrated in the following model. The model highlights the dynamic and cyclic nature of planning using learning outcomes.
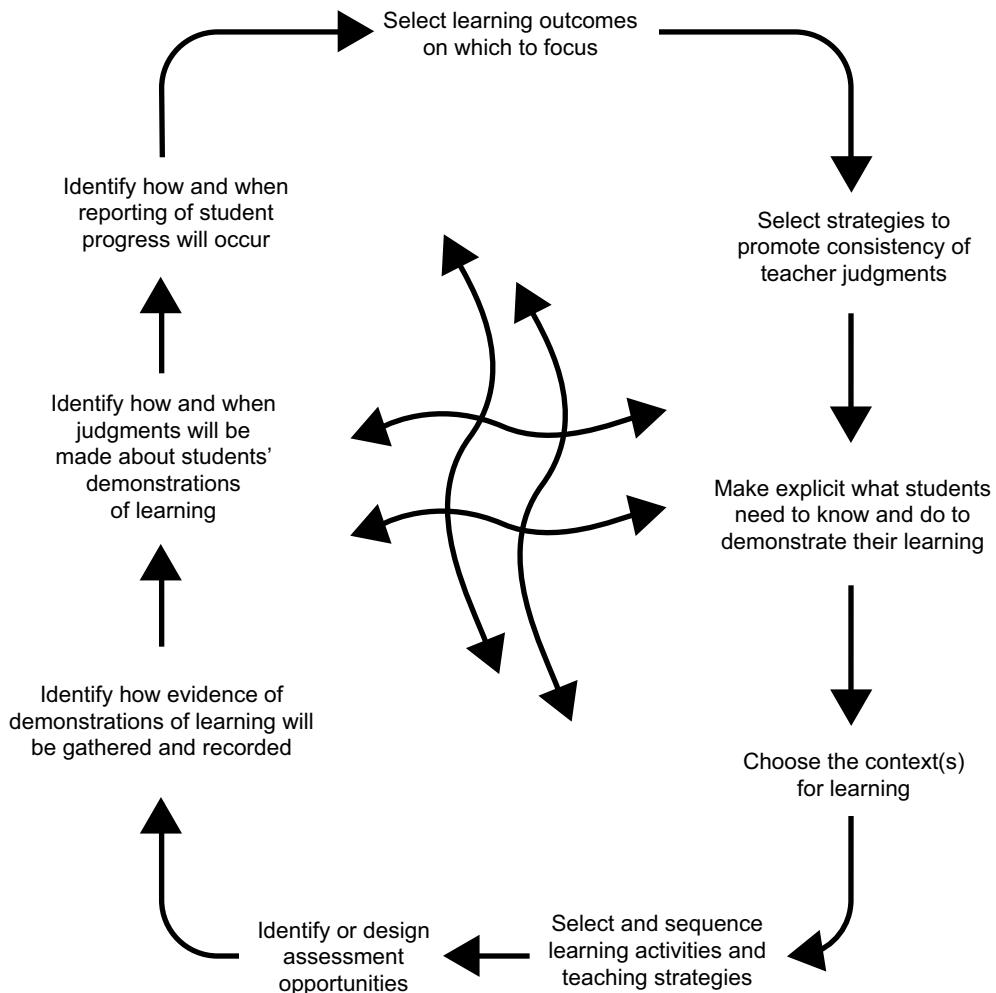
Planning for learning, teaching, assessment and reporting

Planning with central learning outcomes

The major considerations for planning learning opportunities and related assessment are the central learning outcomes.

Activities planned for students should have within them opportunities for student learning and the collection of information about students' demonstrations of learning.

Activities should draw on the central content of the relevant strands.

Elaborations

Elaborations are designed to help teachers understand the intent of the central learning outcomes. They provide examples of possible content and contexts for developing and demonstrating the learning outcomes.

Home Economics Practice		
HP 4.1 Students use empowerment practice to take action on matters of personal and societal significance in home economics contexts.*	**HP 5.1** Students analyse the relationships between home economics concepts when using empowerment practice to take action on matters of personal and societal significance in home economics contexts.*	**HP 6.1** Students explore the interplay of home economics concepts and competing influences when using empowerment practice to take action on matters of personal and societal significance in home economics contexts.*
Students know: • **empowerment practice** – potential outcomes e.g. create positive change, improve wellbeing • **actions of personal and societal significance** e.g. improve their diet, marketing strategies aimed at children, child obesity	**Students know:** • **home economics concepts** – sources of information related to home economics concepts e.g. personal beliefs and values, survey data, statistics, texts, internet	**Students know:** • **competing influences** – peer influences conflicting with traditional cultural values – personal and community values impacting on the importance given to different concepts – media-constructed images and scientific data
Students: • **use empowerment practice** – set goals – identify barriers and enablers – plan to achieve goals – take action to achieve goals – reflect on actions – work collaboratively – collect, analyse and evaluate information • **take action** e.g. improve their diet or the variety and quality of food available in the tuckshop	**Students:** • **analyse relationships between concepts when using empowerment practice** – identify the range of concepts relevant to the issues – use the concepts identified to inform actions in empowerment practice	**Students:** • **explore the interplay of concepts and competing influences when using empowerment practice** – analyse how one factor impacts on the choices and actions e.g. impact of media images on consumer choice – analyse how some factors exert greater influence than others e.g. desire to meet peer group approval overrides personal goals to consume healthy food – apply empowerment practice to facilitate change to personal and societal issues e.g. child obesity, sunsafe sports uniforms, changes to marketing practices targeting 'tweens'

* Home economics contexts — food and nutrition, human development and relationships, living environments and textiles.

Home Economics Practice

HP 4.2 Students explain how some actions and behaviours in home economics contexts* impact on different groups.	**HP 5.2** Students use social inquiry practice to investigate societal issues in home economics contexts.*	**HP 6.2** Students explore a range of influencing factors and positions when using social inquiry practice in home economics contexts.*
Students know: • **actions and behaviours that have an impact** e.g. marketing companies offering free toys or collector's cards can encourage children to eat unhealthy foods and have a negative impact	**Students know:** • **social inquiry practice** – a set of actions used to redress inequality and injustice • **societal issues in home economics contexts** – issues resulting from the actions and behaviours of individuals, groups, businesses, governments e.g. marketing practices by media, production of disposable clothing – issues identified by individuals and groups who then advocate for change – actions and behaviours with intended and unintended outcomes, impacts and consequences	**Students know:** • **influencing factors and positions** – a range of factors influence the actions and behaviours of individuals, groups, businesses, governments e.g. profit motive, ethics and valuing wellbeing in the case of a clothing company using images of underweight models to market fashion lines in magazines
Students: • **explain how actions and behaviours impact** – identify actions and behaviours that impact on different groups – describe how these actions impact on the wellbeing of individuals and groups	**Students:** • **use social inquiry practice** – discuss initial reactions to the practice e.g. 'tween' marketing – investigate the practice e.g. What is advertised? Who is the target group? What marketing strategies are being used? – consider ethical and justice perspectives related to the practice e.g. Are some people disadvantaged by the practice? How does the practice impact on manufacturer's profits? – determine if there is a valid concern about the practice – identify a range of people's or group's value positions on the practice e.g. manufacturer, advertising company, children, parents/carers – adopt and defend a value position e.g. marketing to children as if they are adolescents is unethical – develop and implement an action plan to redress an aspect of the issue or practice e.g. develop a report of findings for the school newsletter, identify alternative products that match children's developmental stage	**Students:** • **explore a range of influencing factors and positions when using social inquiry practice** – analyse data to identify key ideas related to a practice e.g. analyse teen magazine consumption, analyse the impact of images and advertising messages – use key ideas to inform the actions of social inquiry practice e.g. analyse representations of body images included in magazine images, analyse magazines that promote wellbeing

* Home economics contexts — food and nutrition, human development and relationships, living environments and textiles.

Home Economics Practice

HP 4.3 Students use technology practice (as described in the Level 4 core learning outcomes of the *Years 1 to 10 Technology Syllabus*) in home economics contexts.*	HP 5.3 Students use technology practice (as described in the Level 5 core learning outcomes of the *Years 1 to 10 Technology Syllabus*) in home economics contexts.*	HP 6.3 Students use technology practice (as described in the Level 6 core learning outcomes of the *Years 1 to 10 Technology Syllabus*) in home economics contexts.*
The learning outcomes from the Technology Practice strand of the *Years 1 to 10 Technology Syllabus* are reproduced below. These are to be used as a set.		
Students use consultative methods to gather knowledge, ideas and data when researching alternatives within design challenges. (Tech TP 4.1)	Students analyse links between the knowledge, ideas and data gathered to meet design challenges and the design and development of new and improved products. (Tech TP 5.1)	Students formulate detailed plans for gathering knowledge, ideas and data and validate choices of information, sources and methods. (Tech TP 6.1)
Students know: • **consultative methods** e.g. interviews, surveys, discussions, focus groups, questionnaires, online community discussions, teleconferences, meetings, professional advice • **alternatives within design challenges** – ideas, options – advantages and disadvantages of particular ideas and options	**Students know:** • **links between information gathered and the design and development of products** – knowledge, ideas and data inform development of products e.g. data about potential users – new materials, products, techniques e.g. Velcro instead of buttons or zips – ways of developing products to meet new or emerging needs • **ways to analyse links between information gathered and the development of products** – identify the knowledge, ideas and data that are reflected in the design and development of products, and those that are not reflected – consider how well the product design and development match the knowledge, ideas and data gathered e.g. conduct SWOT and PMI analyses	**Students know:** • **detailed plans for gathering knowledge, ideas and data** – information from a range of sources enhances accuracy and reliability – detailed plans may identify possible sources of information, methods of collecting data and timelines for gathering information • **ways to validate choices of information, sources and methods used to gather information** – consult experts about the validity of information gathered and the methods used – investigate the reliability of the source e.g. Who has produced the data? What qualifications does the group hold? – cross-reference with information gathered from other sources
Students: • **use consultative methods** – gather information using various methods e.g. interview people who design similar products; survey people who will use the products; question people who can provide professional advice; discuss design options with others – use resources that specialists have developed to gather information e.g. internet, email or online communities, brochures, journals • **research alternatives within design challenges** – analyse and compare ideas and information gathered through consultation	**Students:** • **analyse the links between information and the development of products** – analyse how information about the users' needs influences the development of new products e.g. tuckshop food, recycled fashion, quick and easy meals – survey groups of people in a particular community to determine their needs and wants e.g. define a range of products that could be provided by the school's home economics section – consult with people who design products to discover how their knowledge of the needs of the community affects their design work	**Students:** • **formulate detailed plans for gathering knowledge, ideas and data** – develop an action plan by identifying sources, collection methods, timelines e.g. a plan to source information from a visiting dietician when designing food packs for athletes • **validate choices, sources and methods** – evaluate the sources of data and the relevance to the design challenge – identify constraints that impact on the choice of sources and methods e.g. time, cost – provide evidence that the information is accurate, current and from a respected source

* Home economics contexts — food and nutrition, human development and relationships, living environments and textiles.

Home Economics Practice

Students generate design ideas through consultation and communicate these in detailed design proposals. (Tech TP 4.2)	Students generate design ideas and communicate these in design proposals that indicate an understanding of factors influencing production of the option(s) they have selected. (Tech TP 5.2)	Students generate design ideas and communicate these in design proposals that indicate various options and incorporate management strategies. (Tech TP 6.2)
Students know: • **strategies that lead to the generation of design ideas** e.g. brainstorming, negotiations, discussions, gathering opinions about design proposals • **detailed design proposals** – communicate design ideas – provide background information about the design challenge, product purpose, intended users – show considerations of resources, timelines, product specifications, production procedures • **ways to communicate design ideas** e.g. annotated diagrams, written descriptions, models, prototypes, sketches, scale drawings **Students:** • **generate design ideas through consultation** – consult with others to develop and refine ideas e.g. with a student team, end-users or other experts – consult with the teacher or other students to discuss alternative design proposals – visit experts to discuss how they plan and design their projects • **communicate design ideas in detailed design proposals** – select and use appropriate ways to communicate the details of design proposals – use annotated sketches to communicate ideas for a product	**Students know:** • **factors influencing the production of selected options** – human and physical resources e.g. knowledge, time, skills, equipment, technical expertise, availability of materials – considerations of appropriateness e.g. aesthetics, culture, environment, function, social impact – economic factors e.g. cost, sustainability **Students:** • **generate and select design ideas** – devise a range of options – analyse ideas and select the preferred options using strategies e.g. SWOT and PMI analyses – record consultations with clients/users to confirm that design ideas reflect needs and wants – identify impacts and consequences of different ideas – keep anecdotal records and notes of discussions – explain why a design idea was accepted or rejected • **communicate design proposals** – develop written proposals, oral presentations, diagrams, visual presentations, folios – develop sketches, flow charts, drawings, plans, procedures – describe the materials required, methods of production or implementation, sequence of action – use correct and suitable symbols, graphics and language for the intended audience	**Students know:** • **options within design proposals** – resources – production techniques • **management strategies** – strategies to manage resources e.g. people, time, materials, equipment **Students:** • **incorporate management strategies** – plan to minimise waste – prepare budgets – develop workable timelines by consulting team members – observe and refine workplace procedures – minimise negative impacts of particular practices e.g. negative impacts on the environment – formulate checklists to ensure that the processes used are appropriate e.g. workplace health and safety

Home Economics Practice

Students identify and make use of the practical expertise of others when following production procedures to make products for specific users. (Tech TP 4.3)	Students meet predetermined standards as they follow production procedures to make quality products. (Tech TP 5.3)	Students negotiate and refine production procedures in making quality products that meet detailed specifications. (Tech TP 6.3)

Students know:

- **practical expertise of others**
- people with specialised knowledge or equipment
- research techniques
- documentation of the designs and processes of others
- **specific users**
- identified individuals or groups for whom the product will meet a need/desire
- demographic description of a target group by features such as age, gender, occupation e.g. baby boomers, generation X/Y, housewives, professionals

Students know:

- **predetermined standards**
- design briefs or proposals
- client specifications
- government standards
- industrial and commercial standards of quality and performance
- desired effects e.g. aesthetic appeal, authenticity, features of trends/fashions

Students know:

- **reasons to negotiate and refine production procedures**
- minimise waste
- enhance product quality
- meet timelines and budget requirements
- accommodate unforeseen circumstances
- **ways to negotiate and refine production procedures**
- team consultation and feedback
- trials of production procedures
- timelines for production
- processes that streamline the production
- production can be systematised by breaking it into stages
- products may be modified to allow different or more simple methods of manufacture

Students:

- **identify and make use of practical expertise of others**
- identify individuals and groups in the community with expertise
- consult people with practical expertise
- seek assistance from experts about procedures
- observe experts at work
- engage mentors for skill development
- request feedback and advice
- **follow production procedures to make products for specific users**
- follow production procedures as detailed in the design proposals
- integrate points for feedback from users
- organise market research/test groups
- meet product specifications as detailed in the design proposals

Students:

- **follow production procedures**
- implement design and production steps
- manage resources within constraints e.g. finances, equipment, time
- **make quality products that meet predetermined standards**
- identify the predetermined standards or client specifications e.g. functionality, authenticity
- monitor procedures to reflect standards and modify procedures if required
- create aesthetic appeal e.g. embellishments

Students:

- **negotiate and refine production procedures**
- consult and negotiate with others to refine production procedures in progress
- identify and implement alternative production procedures to solve problems as the plan is implemented e.g. cutting all materials before assembly or cutting as assembly proceeds
- **make quality products that meet detailed specifications**
- identify the specifications required in design proposals
- implement production procedures to meet these specifications
- achieve accuracy, quality

Home Economics Practice

Students gather feedback to gauge how well their design ideas and processes meet design challenges and how effectively products meet the needs of specific users. (Tech TP 4.4)	Students use predetermined criteria to judge how well processes and products meet the needs of specific users, and recommend modifications or improvements. (Tech TP 5.4)	Students identify methods for evaluating commercial or industrial products and processes and use these to judge the appropriateness of their own processes and products. (Tech TP 6.4)

Students know:

- **how to gather feedback**
  e.g. simple surveys, interviews, product comparisons, people's reactions to a product, team members' critiques, self-reflection, observations
- **how to develop tools for gathering and interpreting feedback**
- open or closed questions
- compilation and interpretation of data
- collate data and identify key messages e.g. record data in tables, calculate percentages, graph data

Students:

- **gather feedback about design ideas, processes or products**
- develop a list of criteria to measure the effectiveness of their design e.g. cost of production, quality of the product or enterprise, conditions of production, profitability, management of resources
- gauge how well design ideas, processes and products meet design challenges
- gauge how effectively products meet the needs of specific users
- analyse if resources could have been better invested in a different enterprise
- survey the rest of the class, or another class, about the success or otherwise of the enterprise or product
- write a brief report comparing the final product or the outcome of the enterprise with the plan

Students know:

- **how to use predetermined criteria to modify or improve processes and products**
- strengths and weaknesses of a process or product in relation to the criteria
- recommendations for change on the basis of the criteria
- similarities and differences between the design ideas and the final processes and products
- determining how well users' needs are met

Students:

- **use predetermined criteria**
- identify the criteria
- use criteria established by the teacher or others
- generate criteria to test their processes, products or services
- devise criteria for the purpose of judging and improving documentation
- devise criteria for improving production methods and product performance
- **judge how well the products or processes match the criteria**
- rate the product
- describe strengths and weaknesses of processes
- carry out product tests
- conduct market research
- consider a range of ways to evaluate their designs and recognise that the most appropriate design depends on the criteria used to develop the design
- **use judgments to make recommendations for changes**
- modify a part of a process that could be strengthened

Students know:

- **methods for evaluating commercial or industrial products and processes**
- product tests and trials
- interviews with users
- market research e.g. telemarketing, surveys, focus groups
- consultations with experts
- independent evaluations

Students:

- **identify methods for evaluating**
- select and use methods e.g. for reliability, feasibility
- validate methods for evaluating their own products and processes
- **make judgments about the appropriateness of their own processes and products using data gathered**
- decide if the processes for conceptualising and making the products have achieved the goals
- analyse the data collected during evaluations and draw conclusions about the success of the products
- make judgments in devising evaluation criteria in relation to aesthetics, culture, economics, environment, ethics, function, society
- ask advice from experts, parents/carers, teachers about documentation, production methods and product performance
- compare their documentation, production methods or product performances to those of commercial companies
- use their own criteria to evaluate commercial companies' documentation, production methods and product performance

Becoming Independent

BI 4.1 Students explain how factors, including challenges and inherited characteristics, influence physical, social and emotional growth and development. (HPE PD 4.3)	**BI 5.1** Students predict how changes associated with significant transitions in their lives, including pubertal changes, may influence physical, social and emotional growth and development. (HPE PD 5.3)	**BI 6.1** Students evaluate the influence of personal behaviours and social and physical environments on growth and development, and propose actions to enhance their own and others' growth and development. (HPE PD 6.3)

Students know:

- **physical, social and emotional growth and development**
- growth occurs throughout the lifespan in physical, social and emotional ways e.g. body shape and size, maturity, emotional control
- growth occurs erratically
- **factors that influence growth and development**
- physical growth and development e.g. challenges in physical activity, exercise, nutrition, sleep, inherited characteristics
- social growth and development e.g. social challenges, culture, family, friendships, school experiences, peer relationships
- emotional growth and development e.g. intellectual and creative challenges, feelings of security, support networks, experiences of success, loss or grief

Students:

- **explain how factors, including inherited characteristics, influence physical growth and development** e.g. inherited genes, diet and physical activity influence height and body shape
- **explain how factors influence social growth and development** e.g. prior experiences in social situations influence confidence in peer relations
- **explain how factors influence emotional growth and development** e.g. early childhood experiences of sharing with others may affect a child's ability to work collaboratively with others

Students know:

- **significant transitions in their lives** e.g. puberty, changes in family structure, loss of a person close to them, changing schools
- **changes associated with significant transitions** e.g. changes in responsibilities, expectations, social networks
- **influence of changes associated with significant transitions in physical, social and emotional growth and development** e.g. physical changes in young adolescents owing to puberty may result in a lack of self-esteem

Students:

- **predict the influence of changes associated with significant transitions on physical, social and emotional growth and development**
- identify how pubertal changes might influence growth and development e.g. the effect of hormonal changes on physical growth, social relationships with others and personal independence
- identify how other transitions may influence the dimensions of growth and development e.g. change in family structure may cause a change in roles of children, moving to a new school may present emotional challenges including loss of friendships and establishing new peer relationships

Students know:

- **personal behaviours** e.g. risk taking, interpersonal, cooperative, competitive
- **influences on growth and development** e.g. cooperative behaviours can build rapport with others and promote positive relationships, safe and supportive home environments promote social and emotional development
- **social and physical environments** e.g. home, school, recreational, work, natural
- **actions that enhance growth and development of self and others** e.g. emotional support to peers, seeking help from experts when required, involvement in clubs and sports, taking on new challenges

Students:

- **evaluate the influence of personal behaviours and social and physical environments on all aspects of growth and development** e.g. consider the impact of risk-taking behaviours at parties
- **propose actions to enhance their own and others' growth and development**
- learn communicative and assertive behaviours
- set and articulate goals and plans to achieve goals
- promote and encourage others to live a healthy lifestyle
- start a club or interest group
- volunteer for a local action group

Becoming Independent

BI 4.2 Students develop and implement strategies for optimising personal diet based on identified nutritional needs for growth, energy and health. (HPE PH 4.2)	**BI 5.2** Students devise and implement for themselves and others health-promoting strategies which recognise the influence of a range of factors on personal dietary behaviours, now and in the future. (HPE PH 5.2)	**BI 6.2** Students propose and implement strategies that support healthy eating behaviours in response to the impact of current trends in eating behaviours and planned diets. (HPE PH 6.2)
Students know: • **strategies for personal diets** – information from *Dietary Guidelines for Children and Adolescents in Australia* (see website of National Health and Medical Research Council) – information from *Australian Guide to Healthy Eating* (see website of Australian Department of Health and Aged Care) – requirements of each food group for growth, energy and health **Students:** • **develop and implement strategies to improve their own diet** e.g. identify what improvements are needed, prepare foods that match needs • **strategies for optimising personal diet** e.g. reduce intake of fat, sugar and salt; increase fibre; reduce proportion of take-away foods	**Students know:** • **factors that influence dietary behaviours** – importance of food for the different dimensions of health e.g. physical, social, emotional – personal factors e.g. lifestyle, physical activity levels, specific health conditions – societal factors e.g. cultural background, media, availability of, and access to, a range of foods **Students:** • **devise and implement for themselves and others health-promoting strategies** – identify improvements needed – identify the factors that influence their own and others' food intake – develop and implement strategies for personal behaviour change e.g. asking a friend for assistance, preparing healthy foods – develop and implement strategies for creating a supportive environment for self and others e.g. advocating for change in foods available, teaching others to prepare foods to support their goals, promoting wise consumer decisions	**Students know:** • **current trends in eating behaviours** e.g. take-away foods, ready-to-heat meals, cultural foods, meals in a minute, meals prepared in 20 minutes or less • **current trends in planned diets** e.g. weight-loss diets, vegetarian diets, celebrity diets, niche nutrition, organic foods, glycemic index, carbohydrate loading **Students:** • **propose and implement strategies that support healthy eating behaviours** – evaluate the impacts of current trends in eating behaviours and planned diets – suggest and implement strategies that prevent or minimise negative impacts e.g. prepare health-promoting foods that reflect current eating trends, advocate for improved food choices within current trends, such as healthy take-away or fast foods

Becoming Independent

BI 4.3 Students select and manage resources to prepare foods that meet physical, social or emotional needs.	**BI 5.3** Students design a range of health-promoting foods and use a variety of techniques to prepare quality food products.	**BI 6.3** Students select and use specialised techniques to prepare and present health-promoting foods that reflect current food trends.
Students know: • **foods that meet physical, social or emotional needs** – foods that meet the dietary guidelines – foods that meet growth and energy needs e.g. protein foods for muscle development, carbohydrate foods for energy – foods that meet social or emotional needs e.g. foods served when entertaining friends	**Students know:** • **quality health-promoting foods** – characteristics of quality food products e.g. taste, visual appeal including texture and colour – foods that promote health • **food-preparation techniques** – methods and procedures to ensure quality food products – equipment that matches the food-preparation technique – principles of techniques to complete food preparation e.g. stir frying, low-fat cookery	**Students know:** • **specialised techniques** – techniques that require accuracy to produce quality products – food-presentation techniques e.g. garnishing techniques • **current food trends** – food styles e.g. modern Australian, Japanese, Thai, Greek, Italian, Indian – fashionable foods e.g. Asian greens – preparation techniques e.g. slow foods, fast foods – presentation styles e.g. plating, garnishing
Students: • **select and manage resources to prepare foods** – use terminology associated with food-preparation techniques e.g. combine, blend – select recipes – select ingredients and equipment e.g. ingredients low in fat, sugar and salt; woks rather than frypans for stir frying; grills rather than frypans to reduce the fat – use appropriate food-preparation techniques e.g. trim fat from meat – manage time – work safely in kitchen	**Students:** • **design and prepare health-promoting and quality foods** – modify recipes – create new meals or recipes – identify the criteria that characterise quality in relation to the food being prepared e.g. vegetables should retain colour, texture and nutrients – select food-preparation techniques that meet the criteria e.g. steaming vegetables for a short time	**Students:** • **identify health-promoting options within current food trends** e.g. low-fat curries, sushi, rice-paper rolls • **select and use specialised techniques** – select and prepare ingredients e.g. use pestle and mortar to prepare spices for a curry paste – use techniques e.g. prepare fresh pasta – garnishing techniques e.g. grooving, channelling, twisting, segmenting

Becoming Independent

BI 4.4 Students explain how characteristics of materials affect ways they can be manipulated. (Tech MAT 4.1)	**BI 5.4** Students compare and contrast materials according to their characteristics to determine how effectively the materials meet predetermined standards. (Tech MAT 5.1)	**BI 6.4** Students incorporate in their design proposals ideas about the impacts of particular materials used in products. (Tech MAT 6.1)
Students know: • **characteristics of materials** − textiles e.g. elasticity, absorbency − food e.g. texture, composition • **manipulation of materials** − characteristics of materials determine the ways they can be manipulated − techniques used to manipulate materials e.g. foods can be cut, cooked, combined or foamed; textiles can be cut, sewn, joined	**Students know:** • **how materials meet predetermined standards** − materials can be compared and contrasted according to their characteristics − how the characteristics of materials affect their performance e.g. a fabric with UPF 15 is less sun-protective than a fabric with UPF 50 − materials can be selected to meet standards e.g. low fat, high fibre and low salt ingredients are health promoting	**Students know:** • **impacts of particular materials** − impact on the environment e.g. pollution, depletion of resources − aesthetic qualities − final product
Students: • **explain how characteristics of materials affect ways they can be manipulated** − describe the properties of materials − describe how the characteristics of a material will allow it to be manipulated e.g. stretch and woven fabrics require different stitch techniques, tougher meat cuts can be marinated to increase tenderness − test the suitability of tools on a range of materials − compare equipment that is made with different materials	**Students:** • **compare and contrast materials in relation to the standards** − identify the characteristics of materials that would meet the standards e.g. colour, absorbency, UPF and fibre content of fabrics are characteristics that influence sun-protective quality − compare the strengths and weaknesses of two or more materials in relation to the standards e.g. analyse the information on textile labels and compare the sun-protective qualities of two fabrics − compare the finished items to the required specifications and criteria	**Students:** • **incorporate in their design proposals ideas about the impacts of materials** − describe how consideration of the impacts have influenced their design proposals e.g. use of recycled denim to create retro clothing designs may be economically viable, environmentally friendly and reflect fashion trends aesthetically − develop strategies to handle material waste effectively

Becoming Independent

BI 4.5 Students employ their own and others' practical knowledge about equipment and techniques for manipulating and processing materials in order to enhance their products. (Tech MAT 4.2)	**BI 5.5** Students operate equipment and apply techniques for manipulating and processing materials to meet predetermined standards. (Tech MAT 5.2)	**BI 6.5** Students use specialised equipment and refined techniques to make quality products to detailed specifications. (Tech MAT 6.2)
Students know: • **equipment to manipulate materials** – considerations when selecting equipment e.g. knowledge of equipment, access to equipment, ease of use, appropriate equipment for the technique • **techniques to manipulate materials** – considerations when selecting techniques to manipulate materials e.g. technique matches the purpose, time available, personal skill level, characteristics of materials **Students:** • **employ their own and others' practical knowledge** e.g. consult with industry personnel or teachers • **enhance their products by manipulating and processing materials** e.g. use embroidery to embellish a fabric and sew to create a bag	**Students know:** • **equipment to manipulate materials** – suitability of different equipment to meet predetermined standards – safe work practices when operating equipment • **techniques to manipulate materials** – suitability of different techniques to meet predetermined standards e.g. using a stretch stitch or a straight stitch on a stretch fabric – safe work practices when applying techniques **Students:** • **operate equipment and apply techniques to meet standards** – work safely, accurately, efficiently – incorporate predetermined standards when manipulating materials with precision	**Students know:** • **specialised equipment** – a range of specialised equipment e.g. sushi mats, pasta maker – effects that can be achieved using specialised equipment e.g. cutting tools for creating garnishes • **refined techniques** – effects that can be achieved by refined techniques e.g. piping for a cake, beading, embroidery, appliqué **Students:** • **use specialised equipment and refined techniques** – select the techniques and equipment that match detailed specifications

Becoming Independent

BI 4.6 Students investigate consumer behaviours that impact on wellbeing in home economics contexts.*	**BI 5.6** Students analyse influences on and impacts of consumer decision making in home economics contexts* and propose strategies to promote responsible decisions.	**BI 6.6** Students explain consumer behaviour trends in response to national and global marketing strategies and suggest ways to prevent and overcome negative impacts.
Students know: • **consumer behaviours** – decisions and actions that determine how financial resources will be used – informed decisions and actions that meet needs and wants • **wellbeing** – different dimensions of wellbeing e.g. physical, social, emotional, financial, environmental – relationship of consumer decisions to wellbeing e.g. purchasing an expensive fashion item can impact negatively on financial wellbeing but enhance self-confidence	**Students know:** • **influences on consumer decision making** – personal influences on decision making e.g. needs and wants, budget – societal influences on decision making e.g. fashion trends, marketing strategies • **impacts of consumer decision making** – impacts on wellbeing of individuals, families, communities – impacts on suppliers, environment • **responsible decisions** – characteristics of responsible decisions e.g. informed decisions, decisions that enhance wellbeing	**Students know:** • **consumer behaviour trends** e.g. purchase on credit with interest-free periods, high rates of credit card use, purchase goods manufactured overseas • **national and global marketing strategies** e.g. online shopping, reward schemes, price cuts, cheap imports, advertising campaigns, telemarketing • **negative impacts of consumer behaviour trends** – impacts on individuals, families, communities, economy e.g. credit card debt, unnecessary purchases, funds unavailable for needs, poor credit ratings – impacts on business, society, environment e.g. increase of multinational companies and monopolies may lead to a lack of competition and demise of local businesses
Students: • **investigate the impacts of consumer decisions** – describe the impact on personal wellbeing – evaluate decisions in relation to personal responsibilities e.g. money available and financial commitments	**Students:** • **analyse influences on decision making** e.g. purchase more expensive goods when discounts offered, purchase garments to match fashion trends • **analyse the impacts of decisions** – consider implications e.g. Who is affected by the decisions? Am I disadvantaged by the decision? • **propose strategies to promote responsible decisions** e.g. establish priorities and set goals, prepare a budget, investigate and evaluate product options	**Students:** • **explain how national and global marketing strategies influence consumer behaviour trends** e.g. increased online air travel bookings due to offers of discounts if purchased online • **suggest ways to prevent and overcome negative impacts of consumer trends** – investigate alternative consumer behaviour e.g. avoid accumulating credit card debt, impose limits on personal spending, support local businesses – investigate role of regulatory bodies/advisory bodies in relation to consumer rights e.g. Australian Competition and Consumer Commission (ACCC), Australian Consumers' Association

* Home economics contexts — food and nutrition, human development and relationships, living environments and textiles.

Becoming Independent

BI 4.7 Students propose ways of responding to situations and behaviours that are unsafe, harmful or risky, after assessing options and consequences. (HPE PH 4.3)	**BI 5.7** Students demonstrate behaviours and actions to provide care or manage risk in responding to unsafe or risky situations and behaviours. (HPE PH 5.3)	**BI 6.7** Students devise personal and community strategies to respond to potentially unsafe situations and behaviours. (HPE PH 6.3)
Students know: • **unsafe, harmful or risky situations and behaviours** – physical e.g. using equipment, sun exposure, handling food – social e.g. relationships, drug abuse – emotional e.g. emotional abuse • **consequences of situations and behaviours of unsafe, harmful or risky situations** e.g. physical harm or emotional torment to self and others **Students:** • **propose ways of responding** – identify options for responding to unsafe, risky or harmful situations – identify consequences of different situations and behaviours – develop strategies to respond	**Students know:** • **behaviours and actions that provide care** e.g. first aid, sun-protective behaviours, emotional support • **behaviours and actions that manage risk** – identify and assess risks or hazards – devise and implement action plans to minimise risk and promote safety e.g. develop a checklist of actions to promote safe handling of food **Students:** • **identify unsafe or risky situations and behaviours** e.g. identify potential conflict situations • **demonstrate behaviours and actions to provide care** e.g. communication and cooperation rather than competition; assertiveness rather than aggression • **demonstrate behaviours and actions to manage risk** e.g. conflict resolution strategies	**Students know:** • **personal strategies to respond to potentially unsafe situations and behaviours** e.g. learn appropriate skills, make personal decisions and take action to avoid risk; seek assistance and advice of others • **community strategies to respond to potentially unsafe situations and behaviours** e.g. education campaigns, advocacy to community groups, governments **Students:** • **devise personal strategies to respond to potentially unsafe situations and behaviours** e.g. maintain supportive friendships, select sun-protective clothing to prevent skin cancer • **devise community strategies to respond to potentially unsafe situations and behaviours** e.g. develop a campaign to promote the use of sun-protective clothing

Living in the Wider Society

LW 4.1 Students evaluate the influence on self-concept and self-esteem of their own and others' behaviours, including recognition of achievement and changes in responsibilities. (HPE PD 4.1)	**LW 5.1** Students evaluate the influence of different beliefs and values, including those related to sex, sexuality and gender, on their own and others' self-concept and self-esteem. (HPE PD 5.1).	**LW 6.1** Students evaluate the influence of sociocultural factors on their own and others' self-concept and self-esteem. (HPE PD 6.1).
Students know: • **self-concept** – construction of self-concept • **self-esteem** – development of self-esteem • **influence of own behaviours on self-concept and self-esteem** – personal behaviours e.g. commitment to activities, satisfaction with outcomes, interactions with others, clothing styles • **influence of others' behaviours on self-concept and self-esteem** – behaviours of others e.g. expressing support and love, recognising and celebrating achievement, inviting peers to join a group – behaviours of others have positive or negative impacts e.g. providing positive feedback builds self-esteem, rejecting a peer from the group can sabotage self-concept	**Students know:** • **beliefs** – different beliefs held by individuals and groups – beliefs related to sex, sexuality and gender • **values** – different values held by individuals and groups e.g. importance of family – values related to sex, sexuality and gender • **influence of personal and others' beliefs and values on own and others' self-concept and self-esteem** e.g. the inability to meet high aspirations of academic success as perceived by self or others may lead to low self-esteem	**Students know:** • **sociocultural factors** e.g. economic status, stereotypes associated with gender and sexuality, disability, expectations of relationships, media images, discrimination, power relationships, group affiliations, reward for achievement • **influence of sociocultural factors on own and others' self-concept and self-esteem** e.g. influence of economic status on one's ability to purchase goods may lead to perceptions by others that are different to perceptions of self
Students: • **evaluate how behaviours of self and others affect self-concept and self-esteem** – identify behaviours that impact on self-concept and self-esteem – explain the impact of behaviours (including recognition of achievement and changes in responsibilities) on self-concept and self-esteem – make judgments about how the impacts of their own and others' behaviours contribute to the construction of self-concept and the development of self-esteem	**Students:** • **evaluate how values and beliefs affect self-concept and self-esteem** – identify beliefs and values that impact on self-concept and self-esteem – explain ways the beliefs and values impact on self-concept and self-esteem – make judgments about the extent to which the beliefs and values impact on self-concept or self-esteem – make judgments about how the impacts of their own and others' beliefs and values contribute to the construction of self-concept and the development of self-esteem	**Students:** • **evaluate how sociocultural factors affect self-concept and self-esteem** – identify sociocultural factors that impact on self-concept and self-esteem – explain ways sociocultural factors impact on self-concept and self-esteem – make judgments about the extent to which sociocultural factors impact on self-concept and self-esteem

Living in the Wider Society

LW 4.2 Students explore different types of relationships and evaluate standards of behaviour considered appropriate for these relationships. (HPE PD 4.2)	**LW 5.2** Students develop strategies to manage the influence of individuals and groups on attitudes towards, behaviours in, and expectations of, relationships. (HPE PD 5.2)	**LW 6.2** Students evaluate the influence of sociocultural factors, including community expectations of behaviours, on relationships between individuals and between individuals and the family at different stages of life. (HPE PD 6.2)
Students know: • **types of relationships** e.g. child–parent, siblings, acquaintances, student–teacher, extended family, friendships (same sex, opposite sex), intimate, sexual, casual • **standards of behaviour** – why standards are established – who establishes standards – influences on standards of behaviour exhibited in relationships e.g. social context, closeness of relationship • **behaviours appropriate for different relationships** – aspects of behaviour e.g. verbal and nonverbal communication, physical contact, cultural norms – behaviours that match relationships e.g. relationship with acquaintances may be formal and polite	**Students know:** • **attitudes towards relationships** – different attitudes e.g. approval, disapproval – influence of individuals and groups on attitudes • **behaviours in relationships** – reasons for behaviours – influence of individuals and groups on behaviours e.g. parental role models for marital relationships • **expectations of relationships** – different expectations e.g. long-lasting versus short-term relationship, sharing versus secrecy – personal influences on expectations e.g. prior experiences, new experiences, beliefs, values – influence of individuals and groups on expectations of relationships • **strategies to manage the influence of individuals and groups** e.g. establish open communication, negotiation, compromise, respect for the attitudes of others, exercise rights, make own decisions	**Students know:** • **sociocultural factors influencing relationships** e.g. community expectations of behaviours, stereotypes associated with gender and sexuality, media images, power relationships, discrimination • **relationships** – between individuals e.g. friendships, siblings – between individuals and families e.g. close, estranged • **stages of life** – stages of the life cycle e.g. infancy, childhood, adulthood – stages of the family life cycle e.g. establishing, nesting, contracting
Students: • **explore different types of relationships** – identify different types of relationships between people – investigate typical characteristics of these relationships • **evaluate standards of behaviour appropriate for relationships** – develop criteria to evaluate standards of behaviour e.g. impact of a behaviour on others and on the relationship – make judgments about the standard of behaviour in relation to the criteria	**Students:** • **develop strategies to manage the influence of individuals and groups** – identify the influences – identify a range of strategies to manage influences – select the most appropriate strategies	**Students:** • **evaluate the influence of sociocultural factors on relationships** – identify how sociocultural factors impact on individuals, families, relationships e.g. positive and negative impacts of gendered expectations on behaviour

Living in the Wider Society

LW 4.3 Students demonstrate skills and actions that support the rights and feelings of others, while adopting different roles and responsibilities in social, team or group activities. (HPE PD 4.4)	**LW 5.3** Students demonstrate skills to deal effectively with challenge and conflict in social, team or group situations. (HPE PD 5.4)	**LW 6.3** Students demonstrate communication and cooperation skills required to implement decisions of personal choice and to resolve conflict in relationships. (HPE PD 6.4)
Students know: • **social, team and group activities** – rights of individuals e.g. right to feel safe, express thoughts – roles of individuals e.g. leader, team member – responsibilities of individuals e.g. to respect team members • **ways of supporting the rights and feelings of others** – skills and actions e.g. listening to others, demonstrating respect for others' ideas, acknowledging the input and strengths of others, assisting others, welcoming others to the group	**Students know:** • **skills to deal effectively with challenge and conflict** – nature of challenge – nature of conflict – factors contributing to challenge and conflict e.g. lack of open communication, testing boundaries – skills to deal with challenge e.g. assessing personal abilities, setting goals, problem solving – skills to deal with conflict e.g. discussion, active listening, negotiation, compromise, mediation, assertiveness	**Students know:** • **communication skills** e.g. clarifying understandings, acknowledging ideas and thoughts of others, expressing feelings assertively, empathising with the perspectives of others • **cooperation skills** e.g. acknowledging that a problem exists, developing shared goals and a plan of action, developing a supportive environment • **decisions of personal choice** e.g. decisions that require personal commitment
Students: • **demonstrate skills and actions that support rights and feelings of others** – identify roles and responsibilities of different people in an activity – select skills and actions to demonstrate support – implement the skills and actions e.g. demonstrate actions to support others while undertaking a class project	**Students:** • **demonstrate skills to deal effectively with challenge and conflict** – analyse the nature of the challenge or conflict – select skills to deal with the challenge or conflict – implement the skills e.g. analyse a scenario about conflict between peers working collaboratively on a group task and roleplay resolution of conflict	**Students:** • **demonstrate skills to implement decisions of personal choice and to resolve conflict** – analyse the situation – identify personal choices – select the communication and cooperation skills required to resolve conflict – roleplay resolution of conflict while maintaining personal choices

Living in the Wider Society

LW 4.4 Students describe the possible short- and long-term consequences for individuals, families and communities of pursuing actions in home economics contexts.*	**LW 5.4** Students describe current trends in home economics contexts* and predict the future impacts of these on individuals, families and communities.	**LW 6.4** Students develop preferred futures scenarios that promote individual, family and community wellbeing and are socially and ethically responsible.
Students know: • **actions in home economics contexts*** – actions by self, others, organisations e.g. dietary habits adopted by individuals and societies and those promoted by food organisations • **consequences of actions in home economics contexts** – short-term and long-term consequences for self, others, society	**Students know:** • **trends in home economics contexts*** – food e.g. diets, eating out frequently, homes without kitchens, organic foods – clothing e.g. fashion styles, disposable clothing, recycled clothing, antique fashions – relationships e.g. communicating via SMS, delayed marriage or choosing not to marry, forming relationships via internet – living environments e.g. small families living in large houses, single-person households • **impacts of trends** – strategies for predicting impacts e.g. forecasting, futures scenarios, statistics analyses, research findings – impacts on individuals, families, society	**Students know:** • **preferred futures scenarios** – preferred futures can be envisioned – probable futures can be identified by analysing current trends, new ideas, research – events of the past, choices and actions contribute to preferred futures • **criteria for assessing preferred futures** – impacts on individuals and families, and local, national and global communities – socially and ethically responsible e.g. promote social justice and equity, and economic and environmental sustainability
Students: • **describe consequences of pursuing actions** – identify possible actions e.g. eating a diet high in fat – examine the potential consequences of each action e.g. increased risk of obesity, heart disease and diabetes; overconsumption of goods and services may lead to increased debt and consumption of resources	**Students:** • **describe trends in home economics contexts*** – identify and describe trends e.g. adolescents communicating frequently via SMS and the internet, making decisions for sustainability • **predict the impacts of trends** – identify the nature of impacts e.g. Who does the trend impact on? How does it make an impact? – select and use prediction strategies to determine probable impacts e.g. use statistics and research findings to determine the impact of frequent use of digital communications (telephone, SMS, internet) on the financial, physical, social and emotional wellbeing of adolescents	**Students:** • **develop scenarios in home economics contexts*** – imagine possible and probable futures and use criteria to assess these e.g. generate possible future scenarios for clothing production; develop a futures wheel to consider impacts of producing clothing in sweat shops on workers, clothing manufacturers, consumers; develop a futures case study to illustrate the impact of long-term, single-person housing

* Home economics contexts — food and nutrition, human development and relationships, living environments and textiles.

Appendix 1

Technology Practice: Learning outcomes

Technology Practice: Learning outcomes

(Excerpt from the *Years 1 to 10 Technology Syllabus*)

*L*earning outcomes
Technology Practice

Investigation is carried out to gather knowledge, ideas and data for use in meeting design challenges.

Ideation is undertaken to generate and communicate ideas that meet design challenges, and to justify the selection of these ideas.

Production procedures can be identified, described and managed when making products that meet design challenges.

Evaluation is undertaken to make judgments about the appropriateness of design ideas, processes and products when meeting design challenges.

Level 4	Level 5
Level statement	**Level statement**
Students consult others when gathering information, generating design ideas and developing detailed design proposals. They make use of the practical expertise of others when following production procedures to make products. Students gather feedback to evaluate their ideas, processes and products.	*Students analyse the links that exist between information gathered and the design and development of products. They develop design proposals that show an understanding of factors influencing the production of their products. Students use predetermined criteria to evaluate their processes and products.*
Core learning outcomes	**Core learning outcomes**
TP 4.1 Students use consultative methods to gather knowledge, ideas and data when researching alternatives within design challenges.	**TP 5.1** Students analyse links between the knowledge, ideas and data gathered to meet design challenges and the design and development of new and improved products.
TP 4.2 Students generate design ideas through consultation and communicate these in detailed design proposals.	**TP 5.2** Students generate ideas and communicate these in design proposals that indicate an understanding of factors influencing production of the option(s) they have selected.
TP 4.3 Students identify and make use of the practical expertise of others when following production procedures to make products for specific users.	**TP 5.3** Students meet predetermined standards as they follow production procedures to make quality products.
TP 4.4 Students gather feedback to gauge how well their design ideas and processes meet design challenges and how effectively products meet the needs of specific users.	**TP 5.4** Students use predetermined criteria to judge how well processes and products meet the needs of specific users, and recommend modifications or improvements.

*L*earning outcomes

Technology Practice

Investigation is carried out to gather knowledge, ideas and data for use in meeting design challenges.

Ideation is undertaken to generate and communicate ideas that meet design challenges, and to justify the selection of these ideas.

Production procedures can be identified, described and managed when making products that meet design challenges.

Evaluation is undertaken to make judgments about the appropriateness of design ideas, processes and products when meeting design challenges.

Level 6	Beyond Level 6
Level statement	**Level statement**
Students prepare detailed plans for gathering information and validate their sources and methods. They develop various design proposals that incorporate strategies for managing resources and make quality products that meet detailed specifications. Students use methods that reflect commercial and industrial standards to evaluate their processes and products.	*Students analyse information in detail and develop understandings and ideas that can lead to innovative and enterprising ways of meeting design challenges. They develop detailed proposals, manage production procedures that reflect industrial and commercial standards and make innovative products. Students use a range of methods to make judgments about the feasibility and community acceptance of their processes and products.*
Core learning outcomes	**Discretionary learning outcomes**
TP 6.1 Students formulate detailed plans for gathering knowledge, ideas and data and validate choices of information, sources and methods.	**TP B6.1** Students develop formal analyses of knowledge, ideas and data to meet design challenges in innovative and enterprising ways.
TP 6.2 Students generate design ideas and communicate these in design proposals that indicate various options and incorporate management strategies.	**TP B6.2** Students generate design ideas and communicate these in detailed design proposals that show evidence of innovation and include in-depth analysis of appropriateness.
TP 6.3 Students negotiate and refine production procedures in making quality products that meet detailed specifications.	**TP B6.3** Students manage production procedures that reflect commercial or industrial standards in order to make innovative products.
TP 6.4 Students identify methods for evaluating commercial or industrial products and processes and use these to judge the appropriateness of their own processes and products.	**TP B6.4** Students use a range of methods to judge whether their design ideas, production procedures and products are commercially or industrially feasible, and acceptable to the community.

Appendix 2
Technology Practice: Core content

Technology Practice: Core content

(Excerpt from the *Years 1 to 10 Technology Syllabus*)

Core content **Technology Practice**

Investigation — gathering knowledge, ideas and data to meet design challenges

- analysis of design challenges
  - identifying needs, wants and opportunities (observing, consulting, conducting needs analyses or environmental scans)
  - identifying design requirements (user requirements, safety requirements, requirements under relevant legislation, regulations or conventions)
  - identifying design constraints
- sources of knowledge, ideas and data (familiar and unfamiliar)
  - environments
  - products of technology
  - internet (websites and online communities)
  - people (potential users, clients, specialists and experts)
  - libraries

- methods of gathering knowledge, ideas and data
  - consulting (questioning, questionnaires, surveys, interviews)
  - exploring, examining
  - researching
  - observing, scanning
  - experimenting, testing
- methods of organising and analysing knowledge, ideas and data
  - recording
  - selecting, sorting and comparing
  - interpreting, inferring and concluding
  - identifying alternatives
  - validating choices
  - challenging ideas
  - verifying accuracy
  - establishing relevance

Ideation — generating and communicating ideas that meet design challenges

- generation of ideas to meet design challenges
  - generating new ideas
  - modifying and refining designs
  - selecting and justifying design options
  - identifying materials, information and systems to meet design requirements
  - identifying equipment and techniques
- communication of ideas that meet design challenges
  - pictures, sketches, annotated drawings

- play, roleplay
- drawings of different views
- scale drawings
- computer-aided design (CAD)
- models
- technical terms
- design proposals and specifications
- detailed plans
- oral, written and multimedia presentations

Production — making products to meet design challenges

- production procedures
  - developed (independently and cooperatively)
  - informed by practical experience
  - described, negotiated, refined
  - standards specified
  - identified, sequenced, followed
  - managed

- products (artefacts, processes, systems, services and environments)
  - meet human needs or wants
  - capitalise on opportunities
  - extend human capabilities
  - make models and prototypes
  - meet standards (predetermined criteria, commercial or industrial standards)

Evaluation — judging the appropriateness of design ideas, processes and products when meeting design challenges

- evaluation of design ideas, processes and products
  - expressing thoughts and opinions
  - gaining feedback from others (clients, specific users)
  - testing and judging effectiveness in real-life or lifelike contexts

- comparing initial design ideas and final products
- applying standards (predetermined criteria, commercial or industrial standards)
- evaluating management decisions

Impacts and consequences

- historical, current and future developments
- impacts and consequences related to aesthetic, cultural, economic, environmental, ethical, functional and social appropriateness
- effects of management decisions

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