

Home Economics Education

(Part 2 of 4)

Level 4 to Beyond Level 6

Note: The PDF version of this document has been split into sections for easier download. This file is Part 2 of 4.

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.

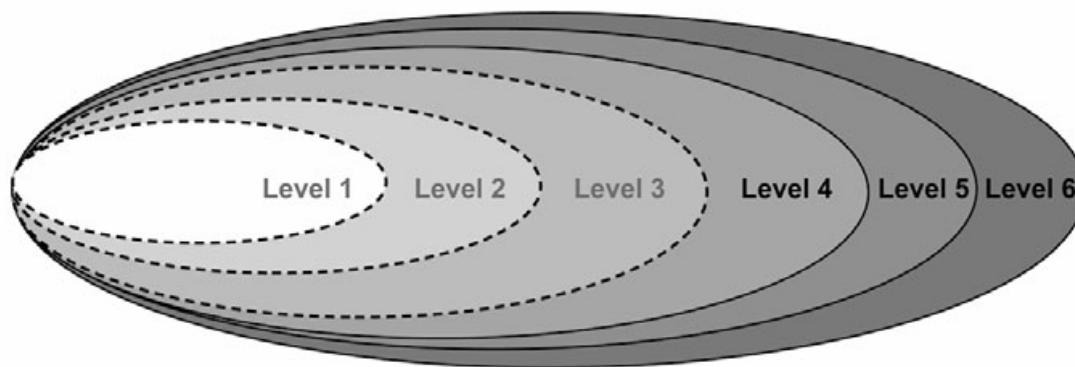
The organisers for this strand are:

- 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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Learning outcomes	
Home Economics Practice	
Organisers for learning outcomes in the Home Economics Practice strand are: <ul style="list-style-type: none"> • empowerment practice • social inquiry practice • technology practice. 	
Level 4	Level 5
<p>Level statement</p> <p><i>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.</i></p> <p>Central learning outcomes</p> <p>HP 4.1 Students use empowerment practice to take action on matters of personal and societal significance in home economics contexts.*</p> <p>HP 4.2 Students explain how some actions and behaviours in home economics contexts* impact on different groups.</p> <p>HP 4.3 Students use technology practice (as described in the Level 4 core learning outcomes of the <i>Years 1 to 10 Technology Syllabus</i>) in home economics contexts* (see appendix 1).</p>	<p>Level statement</p> <p><i>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.</i></p> <p>Central learning outcomes</p> <p>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.*</p> <p>HP 5.2 Students use social inquiry practice to investigate societal issues in home economics contexts.*</p> <p>HP 5.3 Students use technology practice (as described in the Level 5 core learning outcomes of the <i>Years 1 to 10 Technology Syllabus</i>) in home economics contexts* (see appendix 1).</p>

Key:

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

<u>Learning outcomes</u>	
Home Economics Practice	
Organisers for learning outcomes in the Home Economics Practice strand are: <ul style="list-style-type: none"> • empowerment practice • social inquiry practice • technology practice. 	
Level 6	Beyond Level 6
<p>Level statement</p> <p><i>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.</i></p> <p>Central learning outcomes</p> <p>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.*</p> <p>HP 6.2 Students explore a range of influencing factors and positions when using social inquiry practice in home economics contexts.*</p> <p>HP 6.3 Students use technology practice (as described in the Level 6 core learning outcomes of the <i>Years 1 to 10 Technology Syllabus</i>) in home economics contexts* (see appendix 1).</p>	<p>Level statement</p> <p><i>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.</i></p> <p>Supplementary learning outcomes</p> <p>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.*</p> <p>HP B6.2 Students collect and synthesise data related to societal issues when using social inquiry practice in home economics contexts.*</p> <p>HP B6.3 Students use technology practice (as described in the core learning outcomes Beyond Level 6 of the <i>Years 1 to 10 Technology Syllabus</i>) in home economics contexts* (see appendix 1).</p>

Key:

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

Learning outcomes	
Becoming Independent	
<p>Organisers for learning outcomes in the Becoming Independent strand are:</p> <ul style="list-style-type: none"> • growth and development • food, nutrition and health • nature of materials and techniques to manipulate materials • consumer decisions • safety. 	
Level 4	Level 5
<p>Level statement</p> <p><i>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.</i></p> <p>Central learning outcomes</p> <p>BI 4.1 Students explain how factors, including challenges and inherited characteristics, influence physical, social and emotional growth and development. (HPE PD 4.3)</p> <p>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)</p> <p>BI 4.3 Students select and manage resources to prepare foods that meet physical, social or emotional needs.</p> <p>BI 4.4 Students explain how characteristics of materials affect ways they can be manipulated. (Tech MAT 4.1)</p> <p>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)</p> <p>BI 4.6 Students investigate consumer behaviours that impact on wellbeing in home economics contexts.*</p>	<p>Level statement</p> <p><i>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.</i></p> <p>Central learning outcomes</p> <p>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)</p> <p>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)</p> <p>BI 5.3 Students design a range of health-promoting foods and use a variety of techniques to prepare quality food products.</p> <p>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)</p> <p>BI 5.5 Students operate equipment and apply techniques for manipulating and processing materials to meet predetermined standards. (Tech MAT 5.2)</p> <p>BI 5.6 Students analyse influences on and impacts of consumer decision making in home economics contexts* and propose strategies to promote responsible decisions.</p>

continued

<i>Learning outcomes</i>	
Becoming Independent (<i>continued</i>)	
<p>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)</p> <p>Supplementary learning outcome</p> <p>BI 4.8 Students debate how media images concerning gender, age, ethnicity and disability reflect groups to which they belong. (SOSE CI 4.3)</p>	<p>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)</p> <p>Supplementary learning outcome</p> <p>BI 5.8 Students share their sense of belonging to a group to analyse cultural aspects that construct their identities. (SOSE CI 5.3)</p>

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	
<p>Organisers for learning outcomes in the Becoming Independent strand are:</p> <ul style="list-style-type: none"> • growth and development • food, nutrition and health • nature of materials and techniques to manipulate materials • consumer decisions • safety. 	
Level 6	Beyond Level 6
<p>Level statement</p> <p><i>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.</i></p> <p>Central learning outcomes</p> <p>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)</p> <p>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)</p> <p>BI 6.3 Students select and use specialised techniques to prepare and present health-promoting foods that reflect current food trends.</p> <p>BI 6.4 Students incorporate in their design proposals ideas about the impacts of particular materials used in products. (Tech MAT 6.1)</p> <p>BI 6.5 Students use specialised equipment and refined techniques to make quality products to detailed specifications. (Tech MAT 6.2)</p> <p>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.</p>	<p>Level statement</p> <p><i>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.</i></p> <p>Supplementary learning outcomes</p> <p>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)</p> <p>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)</p> <p>BI B6.3 Students develop and implement tests to determine the most effective ways to prepare and present health-promoting foods.</p> <p>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)</p> <p>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)</p> <p>BI B6.6 Students evaluate the impacts of consumer decisions in home economics contexts* on local, national and global communities.</p>

continued

<i>Learning outcomes</i>	
Becoming Independent (<i>continued</i>)	
<p>BI 6.7 Students devise personal and community strategies to respond to potentially unsafe situations and behaviours. (HPE PH 6.3)</p> <p>Supplementary learning outcome</p> <p>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)</p>	<p>BI B6.7 Students identify and evaluate community initiatives to promote safety. (HPE PH DB6.3)</p>

Key:

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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.

<u>Learning outcomes</u>	
Living in the Wider Society	
Organisers for learning outcomes in the Living in the Wider Society strand are: <ul style="list-style-type: none"> • self-concept and self-esteem • relationships with others • personal and interpersonal skills • futures in home economics contexts.* 	
Level 4	Level 5
<p>Level statement</p> <p><i>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.*</i></p> <p>Central learning outcomes</p> <p>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)</p> <p>LW 4.2 Students explore different types of relationships and evaluate standards of behaviour considered appropriate for these relationships. (HPE PD 4.2)</p> <p>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)</p> <p>LW 4.4 Students describe the possible short- and long-term consequences for individuals, families and communities of pursuing actions in home economics contexts.*</p> <p>Supplementary learning outcomes</p> <p>LW 4.5 Students analyse sources and forms of information and match these to the requirements of design challenges. (Tech INF 4.1)</p> <p>LW 4.6 Students apply techniques for transforming and transmitting information for different audiences. (Tech INF 4.2)</p>	<p>Level statement</p> <p><i>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.</i></p> <p>Central learning outcomes</p> <p>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)</p> <p>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)</p> <p>LW 5.3 Students demonstrate skills to deal effectively with challenge and conflict in social, team or group situations. (HPE PD 5.4)</p> <p>LW 5.4 Students describe current trends in home economics contexts* and predict the future impacts of these on individuals, families and communities.</p> <p>Supplementary learning outcomes</p> <p>LW 5.5 Students explain how changes to sources, forms and management of information affect design and production decisions. (Tech INF 5.1)</p> <p>LW 5.6 Students compare and select techniques for processing, managing and presenting information for specific users. (Tech INF 5.2)</p>

Key:

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

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

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Learning outcomes	
Living in the Wider Society	
Organisers for learning outcomes in the Living in the Wider Society strand are: <ul style="list-style-type: none"> • self-concept and self-esteem • relationships with others • personal and interpersonal skills • futures in home economics contexts.* 	
Level 6	Beyond Level 6
<p>Level statement</p> <p><i>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.</i></p> <p>Central learning outcomes</p> <p>LW 6.1 Students evaluate the influence of sociocultural factors on their own and others' self-concept and self-esteem. (HPE PD 6.1)</p> <p>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)</p> <p>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)</p> <p>LW 6.4 Students develop preferred futures scenarios that promote individual, family and community wellbeing and are socially and ethically responsible.</p> <p>Supplementary learning outcomes</p> <p>LW 6.5 Students analyse issues related to the ownership and control of information in societies. (Tech INF 6.1)</p> <p>LW 6.6 Students use specialised techniques for managing and organising the presentation of information to meet detailed specifications. (Tech INF 6.2)</p>	<p>Level statement</p> <p><i>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.*</i></p> <p>Supplementary learning outcomes</p> <p>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)</p> <p>LW B6.2 Students explore the impact on relationships of conflicts between personal and community values, attitudes and beliefs. (HPE PD DB6.2)</p> <p>LW B6.3 Students demonstrate effective communication skills to assert independence and individuality in different situations. (HPE PD DB6.4)</p> <p>LW B6.4 Students propose possible, probable and preferred futures in home economics contexts* and identify strategies to create their preferred futures.</p> <p>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)</p> <p>LW B6.6 Students develop and use specialised techniques to present information in innovative ways. (Tech INF B6.2)</p>

Key:

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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
<p>Students can provide evidence about what they know, and can do with what they know, in a variety of forms. These include:</p> <ul style="list-style-type: none"> • 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. 	<p>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.</p> <p>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.</p> <p>Focused analysis Teachers examine in detail student responses to tasks or activities. This technique provides detailed evidence about students' learning.</p> <p>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.</p>	<p>Teachers can record their judgments about students' learning using a variety of instruments. Recording instruments include:</p> <ul style="list-style-type: none"> • 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).