Home Economics
Senior Syllabus 2010
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1. **Rationale**

The belief that today’s actions and attitudes determine present and future wellbeing is central to Home Economics. Home Economics is concerned with the development of deep understandings about the reciprocal impacts that capabilities, choices and priorities of individuals, families, government and non-government organisations and local and global communities have on each others’ wellbeing.

Through the exploration of pertinent practices and issues, home economics education promotes action in pursuit of individual and family wellbeing in the context of maintaining healthy and sustainable local and global communities. As a field of study located in the human sciences, Home Economics effectively draws from a range of disciplines in order to inform optimal and sustainable living for individuals, families and communities, synthesising the multiple disciplines through the processes of inquiry and production. The capacity to draw from such disciplinary diversity is a strength of Home Economics. The content bases upon which home economics education draws include clothing, consumerism, community services, design, families, fashion, food, food science, health, human development, living environments, management, nutrition, textiles and much more.

Home Economics as a field of study offers students opportunities to discover and further develop their critical and creative capabilities that enhance individual and family wellbeing. In turn, these attributes can be used in their personal and professional lives, informing their future decisions and actions. Home Economists educate, inform and advise government, industry and the community, to assist individuals to make better lifestyle choices. Career opportunities are available in community and education agencies such as health, families, housing, and community services as well as in industries related to design, fashion, food and textiles.

1.1 **Aboriginal and Torres Strait Islander perspectives**

The Queensland Studies Authority (QSA) recognises Aboriginal and Torres Strait Islander peoples, their traditions, histories and experiences from before European settlement and colonisation through to the present time. To strengthen students’ appreciation and understanding of the first peoples of the land, relevant sections of the syllabus identify content and skills that can be drawn upon to encourage engagement with:

- Indigenous frameworks of knowledge and ways of learning
- Indigenous contexts in which Aboriginal and Torres Strait Islander peoples live
- Indigenous contributions to Australian society and cultures.

Home Economics provides opportunity to explore how Aboriginal and Torres Strait Islander peoples, families and communities understand their wellbeing, their cultures and traditions. It also enables students to understand the connections to Aboriginal and Torres Strait Islander peoples while encompassing the broad areas of nutrition, health, textiles and housing.

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1 The Queensland Government has a vision that Aboriginal and Torres Strait Islander Queenslanders have their cultures affirmed, heritage sustained and the same prospects for health, prosperity and quality of life as other Queenslanders. QSA is committed to helping achieve this vision and supports teachers to include Aboriginal and Torres Strait Islander perspectives in the curriculum.
2. Dimensions and objectives

The objectives for this subject are those that the school is required to teach and students have the opportunity to learn. The objectives are grouped in three dimensions, i.e. the salient properties or characteristics of distinctive learning.

Progress in aspects of any dimension at times may be dependent on the characteristics and skills foregrounded and developed in another. The process of learning through each of the dimensions must be developed in increasing complexity and sophistication over a four-semester course.

Schools must assess how well students have achieved the objectives. The standards have a direct relationship with the objectives, and are described in the same dimensions.

2.1 Dimensions

The dimensions for a course in this subject are:

- Dimension 1: Knowledge and understanding
- Dimension 2: Reasoning and communicating processes
- Dimension 3: Practical performance

2.2 Objectives

The objectives grouped by dimension are set out below.

**Dimension 1: Knowledge and understanding**

*Knowledge and understanding* refers to acquiring knowledge of the key concepts (see Section 3.3) from the three areas of study: individuals, families and communities; nutrition and food; and textiles and fashion. This knowledge is interpreted and applied to demonstrate understanding in a range of situations and assessments (e.g. inquiries and design challenges).

By the conclusion of the course, students should:

- recall and describe facts, definitions and procedures relating to the key concepts across the areas of study
- explain and apply key concepts in a range of situations.

**Dimension 2: Reasoning and communicating processes**

*Reasoning and communicating processes* require thinking critically and creatively to respond to issues or design challenges that are relevant to the wellbeing of individuals, families and communities.

Reasoning processes refers to students analysing, synthesising and evaluating information from sources to justify conclusions that relate to an issue or solutions that arise from a design challenge.

Communication processes use appropriate modes and language for intended purposes and audiences should also be evident across the dimension.
By the conclusion of the course, students should:

- research and analyse information from sources
- synthesise and evaluate evidence to justify conclusions or solutions
- communicate using appropriate modes and language for intended purposes and audiences.

**Dimension 3: Practical performance**

*Practical performance* involves the processes of planning and management of resources, and the exploration, use, development and refinement of practical skills to create a product that meets the intended purpose in both food and textile contexts. Reflection in all stages of planning and production is used to determine and justify the effectiveness of actions.

By the conclusion of the course, students should:

- develop and refine practical skills to produce products for an intended purpose
- plan, manage and reflect on processes.
3. Course organisation

3.1 Time allocation

The minimum number of hours of timetabled school time, including assessment, for a course of study developed from this syllabus, is 55 hours per semester. A course of study will usually be completed over four semesters (220 hours).

3.2 Course overview

A four semester course of study in Home Economics has:

- core consisting of
  - three areas of study developed through an inquiry approach which explores issues or design challenges
  - key concepts for each area of study
  - four to six units of work
- elective elements.

Within each semester, students must be provided opportunity to demonstrate what they know and can do in each dimension: knowledge and understanding, reasoning and communicating processes and practical performance.

3.2.1 Core

Areas of study

The areas of study are content bases from which study in Home Economics is drawn. These are:

- Individuals, families and communities
- Nutrition and food
- Textiles and fashion.

The three areas are to be evident across the course of study. The areas of study may be delivered individually or integrated by combining two or more areas of study. Two areas of study must be studied and assessed in Year 12.

Inquiry approach

The syllabus requires an inquiry approach that facilitates critical and creative thinking in arriving at well reasoned responses to situations that impact on wellbeing. The inquiry approach is used to develop learning experiences and culminates in the assessment instruments for the unit of work.

An inquiry approach involves phases of investigating, analysing, synthesising and evaluating. Critical thinking and reflection occur throughout and may result in adjustments or modifications to decisions, actions or the final product. The inquiry approach is iterative and cyclical with identified components. The quality of latter components is dependent upon the outcomes of earlier ones. The figure on page 13 explains this further.
**Issues and design challenges**

An issue is a belief or action that manifests itself in inequality or injustice for one or more members of society, or contributes to undesirable impacts on local or global communities. Opportunities for students to research and investigate issues using a variety of technologies will be provided. Students will analyse, synthesise and evaluate evidence to justify conclusions.

A design challenge describes a particular situation in which there is a problem to be resolved, conditions under which the problem has to be solved, and responsibilities which the designers must fulfil. Students are required to research and investigate, using a variety of technologies, to analyse, synthesise and evaluate evidence to propose and justify solutions.

Issues and design challenges provide opportunity to develop learning and assessment which embraces the underpinning philosophy, areas of study, an inquiry approach and increasing complexity of challenge.

- An issue is a matter which has significance to the wellbeing of individuals, families or communities. It can be viewed from a range of points of view and tends to elicit a range of views or opinions and provides a framework where students will be able to develop the skills of research and investigation for critical and informed reasoning.

- A design challenge seeks solutions that help to improve the wellbeing of the individual, families and communities. The solutions require consideration and accommodation of constraints, i.e. use of resources, time management, needs of the design challenge, budget considerations.

For both issues and design challenges, critical and creative thinking skills that incorporate judgments based on a range of points of view should be evident in responses (see Section 4.1 for descriptions of the points of view).

Increasing complexity of challenge means there will be an increase in both breadth and depth of subject matter over the course of study. The increasing complexity will be evident in the variety and difficulty of teaching and learning experiences and the assessment program developed by the school.

**Key concepts**

The key concepts are accepted broad understandings that embody the underpinning philosophy central to a course of study in Home Economics. Key concepts are organised within the areas of study. Subject matter is suggested for each key concept guiding the possible breadth and depth for each area of study. Schools select subject matter that enables them to explore the key concepts in sufficient breadth and depth so that students are able to demonstrate the objectives of the course of study.

Breadth refers to the range and expansion of the key concepts across the course of study.

Depth refers to the development of knowledge and understandings in the key concepts and of the application of inquiry. An increase in student self-direction, higher order thinking skills and variety of practical skills would be developed across the course of study and within units of work, especially the substantial units of work, through learning and assessment.

Tables on pages 7–10 show the relationship between the areas of study and key concepts.

**Units of work**

A course of study in Home Economics will have between four and six units of work. Of these units, there are to be two substantial units of work undertaken, one in Year 11 and one in Year 12.
Units of work studied in Year 12 should offer greater challenge than those studied in Year 11.

Through the units of work, key concepts will be progressively addressed and assessed. Key concepts from one area of study may be integrated with those from another in the construction of units of work.

**Substantial units of work**

A substantial unit of work:
- is at least 30 hours of timetabled school time in Year 11 and at least 40 hours in Year 12
- must develop the dimensions and key concepts across the areas of study
- may integrate two or more areas of study
- shows evidence of increasing complexity in the depth and sophistication of understanding of key concepts through the offered learning experiences and assessment opportunities

### 3.2.2 Elective elements

The elective elements of Home Economics enable schools to structure and develop a course of study according to their particular contexts. When selecting elective elements, key concepts could be revisited. Examples of subject matter listed in Section 3.3 provide ideas for elective elements.

Elective elements can be achieved by:
- grouping key concepts to create units of work
- developing units of work using a theme

### 3.3 Areas of study and key concepts

The three areas of study are presented on the following pages, providing key concepts which are fundamental to a course of study in Home Economics. Examples of subject matter are provided for each key concept, illustrating the possible breadth and depth for an area of study. Areas of study may be integrated.
### 3.3.1 Individuals, families and communities

Influences of contemporary society impact directly on the wellbeing of individuals, families and communities. Students will acquire knowledge relating to effective family function including communication patterns for a variety of family types found within contemporary society. Students will develop inquiry skills for the appropriate use of resources within living environments and communities. Students will access information and investigate issues relating to how social, cultural, political, technological, ethical, economic and environmental points of view impact the wellbeing of individuals, families and communities, including Indigenous communities, as they move through stages of the life cycle.

<table>
<thead>
<tr>
<th>Key concept</th>
<th>1. Individuals and families can take action that enhances the living environment, improves relationships, manages change and supports individual, family and community wellbeing.</th>
<th>2. Housing choices and the development of communities influence the wellbeing of individuals, families and communities.</th>
</tr>
</thead>
</table>
| **Examples of subject matter** | • Families have different forms, functions, roles and responsibilities  
• Relationships are enhanced through effective communication and other social processes  
• Forming and maintaining positive relationships  
• Interdependence of individuals, families and communities  
• Family function and relationships are influenced by social processes including:  
  - conflict resolution and values clarification strategies  
  - resource management  
  - communication strategies  
  - processes for managing change  
• Wellbeing of individuals, their families and communities are interdependent and can be supported or challenged by social structures and change  
• Community and government organisations perform a variety of roles in providing support for individuals and families  
• Critical evaluation of the influences on social trends, structures and change for individuals, families and communities is required to consider its impact on wellbeing. These influences include:  
  - government agencies and decisions  
  - non-government agencies  
  - education  
  - technological advances  
  - disabilities  
• Decision making is required to solve issues or design challenges  
• Change management in our contemporary society | • Factors related to the built environment that affect individuals and families include:  
  - housing designs, forms and types  
  - history and cultural background  
  - population trends  
  - building materials  
  - aspect and site characteristics  
  - the needs (e.g. physical, social and psychological) of families  
  - socioeconomic factors  
  - work, lifestyle choices  
  - government policy  
• Community and government based organisations perform a variety of roles in providing housing for families and communities  
• Interrelationship between environments, health and development |
### 3.3.2 Nutrition and food

Food choices impact directly on the wellbeing of individuals, families and communities. Students will acquire knowledge of nutrition relating to food choices and its significance to health and sustainability. Students will develop inquiry skills through the effective use and evaluation of resources. Students will access nutritional information to critique and to develop a variety of practical skills to prepare and present nutritionally balanced foods. Students will investigate issues relating to how social, cultural, political, technological, ethical, economic and environmental points of view impact food choices and health.

<table>
<thead>
<tr>
<th>Key concept</th>
<th>1. Knowledge of nutrition and the use of food selection models or tools are necessary for the critiquing, designing and planning of dietary patterns.</th>
<th>2. Nutrition and food choices impact on wellbeing and sustainable food futures.</th>
<th>3. The use and development of a wide variety of practical skills is empowering for sustainable food choices.</th>
</tr>
</thead>
</table>
| Examples of subject matter | • Nutritional components of food including the use of food selection models or tools is required when assessing and planning for dietary patterns  
• Knowledge of food and nutrition needs of individuals, families and communities is necessary to solve design challenges associated with diet  
• Nutritional knowledge is necessary to consider the impact of eating habits on health  
• Food selection is influenced by:  
  - access to food / food availability  
  - education  
  - socioeconomic status  
  - individual food choice  
  - stage of the life cycle and special dietary needs  
  - marketing  
  - social and cultural factors  
  - practical skills and techniques  
  - resources | • Individuals, families and communities need to be critically aware of the practices of the food industry in order to evaluate:  
  - consumer production, packaging, processing, preparation methods of food  
  - marketing and advertising of food  
  - technological advances  
• Individuals, families and communities need to evaluate:  
  - the influence on eating and lifestyle habits relating to food choices  
  - the influence of government policies  
  - the impact of public policy on consumer decision making  
  - the impact on environmental sustainability and health  
• Decision making relating to the selection of appropriate food products and meals is required to solve issues or design challenges  
• The impact of contemporary lifestyles, consumer demand, marketing practices and other factors influencing food choices and consumption  
• Emerging innovations and trends | • A range of food preparation skills and techniques can enhance the quality and nutritional value of individual and family meals  
• Interpretation and modification of recipes or meals are necessary when preparing a range of food products or meals to suit and enhance a range of individual or family dietary needs  
• The management of resources is required for the preparation of food products  
• Principles and methods of cookery, including food safety and hygiene, need to be considered when selecting and preparing for a given design challenge  
• Decision making and planning is required to solve design challenges |
3.3.3 Textiles and fashion

Textile choices and practices within the textile industry impact directly on the wellbeing of individuals, families and communities. Students will acquire knowledge of textiles relating to clothing and/or fashion choices, use throughout the household, sustainability and cultural influences, including Indigenous influences. Students will develop inquiry skills through the effective use and evaluation of resources for the provision of textiles. Students will access information to discern, design and develop a variety of practical skills to construct textile products. Students will investigate issues relating to how social, cultural, political, technological, ethical, economic and environmental points of view impact fashion industry practices, textile choices and wellbeing.

<table>
<thead>
<tr>
<th>Key concept</th>
<th>1. Use of textiles is relative to their physical properties. Functional and aesthetic qualities can ensure optimum selection, use and care of fibres and fabrics.</th>
<th>2. The textile and fashion industry and consumers have rights and responsibilities.</th>
<th>3. A wide variety of practical skills, as well as the ability to solve problems, is necessary for developing viable, purposeful and innovative textile products.</th>
</tr>
</thead>
</table>
| Examples of subject matter | • Fabrics made from a variety of fibres and construction methods are suitable for a range of uses  
• Fabrics and textile products are selected for use through the consideration of the fabric properties and structure, fibre type, price, care and laundering recommendations, and suitability for design  
• Garment labelling identifies selection, use and care  
• Design principles and elements are used in the textile industry and when solving practical design challenges  
• Influences of historical, cultural and contemporary development on textiles  
• Changing trends in society which influence design and textiles | • Consumers have rights, responsibilities and decisions to make in relation to the textile and fashion industry  
• Both textile and fashion industry and consumers have rights, responsibilities and decisions to make in relation to the textile and fashion industry  
• Socially just environmentally responsible choices that impact wellbeing may apply to:  
  − industry manufacturing practices  
  − workplace conditions  
  − marketing and advertising  
  − technology  
  − sustainability  
  − globalisation  
• Decision making relating to the selection and production of textile products is required to solve issues or design challenges  
• Innovations and emerging textile technologies  
• Changing consumer demand and lifestyle impacts upon design and textiles | • The solving of problems to produce textile products includes consideration of purpose, fabric properties, design features, construction methods, time and cost  
• The management of resources is required for the production of textiles products  
• The development and refinement of a range of practical techniques and skills are required to produce quality products  
• Decision making is required to solve design challenges |
3.4 Composite classes

This syllabus enables teachers to develop a course that caters for a variety of circumstances, such as combined Year 11 and 12 classes, combined campuses, or modes of delivery involving periods of student-managed study.

The flexibility of the syllabus can support teaching and learning for composite classes by enabling teachers to:

- structure learning experiences and assessment that allow students to access the key concepts and ideas suited to their needs in each year level
- provide opportunities for multilevel group work, peer teaching and independent work on appropriate occasions

The following guidelines may prove helpful in designing a course of study for a composite class:

- The course of study could be written in a Year A/Year B format, if the school intends to teach the same topics to both cohorts.
- A topic that will allow Year 11 students ease of entry into the course should be placed at the beginning of each year.
- Learning experiences and assessment instruments need to cater for both year levels throughout the course. Even though tasks may be similar for both year levels, it is recommended that more extended and/or complex tasks be used with Year 12 students.

**Bridging study**

A bridging study could cater for students who enter a course later than the rest of the class. This may include students entering the first year of a composite class, or students entering a course significantly after its commencement. There may be other contexts in which a bridging study is used.

The bridging study:

- might introduce key terms and concepts or supplement topics already covered in the course
- is not intended to be considered as a substitute for key terms and concepts or a topic — the study is intended to supplement any subsequent key terms and concepts or topics
- is not expected to be included in a work program for approval.

Advice on designing a bridging study could be sought from relevant QSA personnel.

3.5 Work program requirements

A work program is the school’s plan of how the course will be delivered and assessed, based on the school’s interpretation of the syllabus. It allows for the special characteristics of the individual school and its students.

The requirements for on-line work program approval (WP Online), work program requirements, checklists and samples can be accessed on the Queensland Studies Authority’s website <www.qsa.qld.edu.au>.
3.6 Educational equity

Equity means fair treatment of all. In developing work programs from this syllabus, schools should incorporate the concepts of equity from the Equity policy, available at the QSA website <www.qsa.qld.edu.au> (search for “equity policy”).

All young people in Queensland have a right to gain an education that meets their needs and prepares them for active participation in creating a socially just, equitable and democratic global society. Schools need to provide opportunities for all students to demonstrate their abilities and what they know and can do. All students, therefore, should have equitable access to educational programs and human and physical resources. Teachers should ensure that particular needs of the following groups of students are met: female students; male students; Aboriginal students; Torres Strait Islander students; students from non–English-speaking backgrounds; students with disabilities; students with gifts and talents; geographically isolated students; and students from low socioeconomic backgrounds.

Subject matter chosen should include, whenever possible, the contributions and experiences of all groups of people. Learning contexts and community needs and aspirations should also be considered. In choosing appropriate learning experiences teachers can introduce and reinforce non-racist, non-sexist, culturally sensitive and unprejudiced attitudes and behaviour. Learning experiences should encourage the participation of students with disabilities and accommodate different learning styles.

Resource materials used should recognise and value the contributions of both females and males within society, and include social experiences of both genders. Resource materials should also reflect cultural diversity within the community and draw from the experiences of the diverse range of cultural groups in the community.

To allow students to demonstrate achievement, barriers to equal opportunity need to be identified, investigated and removed. This may involve being proactive in finding the best ways to meet the diverse range of learning and assessment needs of students. The variety of assessment techniques in the work program should allow students of all backgrounds to demonstrate their knowledge and skills related to the dimensions and standards stated in this syllabus. Syllabus dimensions and standards should be applied in the same way to all students.

Teachers should consider equity policies of individual schools and schooling authorities, and may find the following resources useful for devising an inclusive work program:


QSA, available at <www.qsa.qld.edu.au>
2009, Policy on Special Provisions for School-based Assessments in Authority and Authority-registered Subjects (search for “policy on special provisions”) 2006, Equity policy statement (search for “equity policy”).

4. Teaching and learning

4.1 Teaching and learning approach in Home Economics

As knowledge is constantly expanding and changing, there should be a nurturing of skills that develop an inquiring mind. The inquiry approach should underpin the teaching and learning of the subject.

4.1.1 Underpinning philosophy

Central to Home Economics is a focus on the fundamental belief that today’s actions and attitudes determine present and future welfare, security and happiness of individuals, families and communities. This is established through three broad underpinnings:

- The wellbeing of individuals, families and communities is explored through an inquiry process that explores a variety of points of view, including social/cultural, political/legal, historical, environmental, technological, economic and ethical.

- Purposeful and informed decision making and action as citizens and consumers will influence the creation of preferred futures.

- A range of practical skills is essential for resourceful, creative and innovative design and production.

The underpinning philosophy should influence the selection of content, the construction of learning experiences and assessment instruments across the course of study.

4.1.2 Using inquiry in Home Economics

The inquiry approach is to be embedded in the teaching and learning activities. Inquiry is not restricted to research projects. The inquiry approach is not linear. It need not encompass all of the steps shown in the diagram on page 13.

Inquiry involves a recursive and reflective return to earlier steps, either to monitor progress or to adapt and adjust the questions or hypothesis in relation to new information. Such metacognitive reflection applies not only to the conclusions of the research but also to the conduct of the inquiry itself.

Inquiry requires careful analysis of the information acquired, and emphasis should be placed on increasing student awareness of ways in which the application of an inquiry process may serve to determine outcomes. In analysing data collected by others, the student should be aware of variables that can affect the collection and validity of this data and avoid making unsupported generalisations.

Evaluation and synthesis must be supported by the processing of data and evidence. According to the nature of the task, the student may wish to make further recommendations, take action on the conclusions reached or suggest follow-up research.
Home Economics inquiry process

**DEFINE**
Refine the issue through:
- Have I identified the issue?
- Have I collected relevant information?
Refine the design challenge through:
- Have I clarified the design challenge?
- Have I identified constraints to be considered in decision-making?

**ANALYSE**
- Have I considered a range of points of view relating to an issue/design challenge?
- Have I explored skills required for the design challenge?

**SYNTHESISE**
- Do I have evidence to develop decisions?
- Have I formulated and implemented decisions for planning and management for the issue/design challenge?
- Have I utilised appropriate techniques in the production and presentation of the product/s?

**PRODUCE**
- Have I communicated using accepted genres?
- What is my decision/conclusion?
- Have I effectively created my product?
- Have I provided supporting documentation of the planning and decision making?

**EVALUATE**
- Have I justified decisions?
- Have I evaluated evidence and justified conclusions?
- Have I made recommendations for improvement to processes and product?

**REFLECT**
Re-examine the issue or design challenge, the research method and the outcomes:
- Has a solution been found?
- Do new questions arise?
- What have I learnt that can inform future learning?

**New learning**
Critical thinking/reflecting throughout the process
4.1.3 Points of view

Using collective points of view with no rigid boundaries, students will be able to develop the skills of research and investigation needed for the critical and informed reasoning of a range of issues.

Not all points of view are of equal significance within each area of study or as part of the key concepts. It is not expected that the points of view will be directly assessed, but rather that they frame the development of learning experiences to ensure that a critical approach is taken in the investigation and processing of relevant issues within the contexts. Teachers and students should decide on those points of view that may be most relevant to any particular unit of work. In addressing how issues of sustainability, for example, impact on wellbeing, the environmental and technological points of view may be considered most significant with the ethical and economic points of view providing further depth in the development of valuable learning experiences and assessment.

The following points of view have been identified as being of significance for the study of Senior Home Economics and build on understandings from Section 3.

Social/cultural

The social/cultural viewpoint considers the diverse values, attitudes, beliefs and behaviours of different groups in society, both at a macro whole-of-society level, and at a micro level that includes family, peer and community groups. In Home Economics, students consider this diversity, the way attitudes, values, beliefs and behaviours are shaped by a number of factors, and how individuals and groups are able to enhance individual and family wellbeing in diverse ways according to their social/cultural experiences.

Historical

Events over time shape attitudes and values of people living in that era. These attitudes and values in turn shape behaviours and policies of the era. The attitudes, values and behaviours are passed on and modified from generation to generation and, as such, affect the way that contemporary issues are viewed. In Home Economics, students consider how the historical point of view has shaped individual, family and community attitudes and behaviours.

Political/legal

Policies and laws affect everyday living, whether these policies and laws are developed in the home and family context, or in a government context. Such policies and laws involve considerations of power — who makes the policies and laws, how were they made, in whose interests, and for whose benefit. In Home Economics, students move from considerations of policies and laws made in the home environment by people living in that environment, to policies and laws made at the community and political level but which have an effect on individual and family wellbeing.

Technological

A technological point of view involves consideration of the impact that developments and changes in technology have had on society, and the individuals and groups within it. The consideration encompasses both the public and private domains. Students will be involved in considerations of changes in patterns of manufacturing and employment, and of changes brought to private and domestic life by the application of technological change.
Ethical
Ethical points of view involve the consideration of what ought to be, and thus involve the evaluation of situations and issues as being socially just. Students will discover that the ethical perspective is always contestable, involving conflicts of values and interest, and choices between principles and pragmatic action.

Economic
Economic points of view involve, at one level, the consideration of economics in the management of resources at an individual and family level; that is, how to meet needs using existing resources. At another level, students consider how some individuals and families are disadvantaged by the high cost of goods and services in their community, and how economic trends, poverty and unemployment influence their wellbeing.

Environmental
The environmental point of view in Home Economics involves students in considering how everyday actions related to food, textiles and living environments can affect the environment. Students will consider how action can be taken to support ecological sustainability through, for example, encouraging the use of more environmentally acceptable goods and services. Students may consider also the way the environment impacts on the practices and wellbeing of individuals and families.

4.2 Developing Aboriginal and Torres Strait Islander perspectives
To strengthen students’ appreciation and understanding of Aboriginal and Torres Strait Islander perspectives, teachers planning a course of study should identify content and skills that can be drawn upon to encourage awareness and understanding of Aboriginal and Torres Strait Islander:

- frameworks of knowledge and ways of learning
- contributions to Australian society and cultures
- ways of life and social contexts.

The Indigenous perspectives section of the QSA website has a collection of resources to help teachers engage with Indigenous histories and peoples (<www.qsa.qld.edu.au> P–12 approach > Indigenous perspectives).

The Aboriginal and Torres Strait Islander Studies handbook has valuable information on key success factors such as:

- establishing a supportive school and classroom environment
- consulting and collaborating with local Indigenous communities
- dealing with sensitive issues
- selecting appropriate resources and texts
- removing barriers to student success and engagement.
The Deadly pathways section of the Queensland Studies Authority (QSA) Career Information Service website <www.cis.qsa.qld.edu.au> has much information specifically for Aboriginal students and Torres Strait Islander students about networks, resources and opportunities for careers and educational pathways. The role of the community, in partnership with the school and other government and community groups, is particularly important.

4.3 **Subject resources**

Subject-specific resources, such as course overviews, learning experiences, sample units of work and sample assessment instruments can be found on the Queensland Studies Authority’s website <www.qsa.qld.edu.au> under the relevant subject area.

4.4 **Language and literacy education in Home Economics**

It is the responsibility of all teachers to develop and monitor students’ abilities to use the forms of language appropriate to their own subject areas. Their responsibility entails developing the following skills:

- ability in the selection and sequencing of information required in the various forms (such as reports, essays, interviews and seminar presentations)
- the use of technical terms and their definitions
- the use of correct grammar, spelling, punctuation and layout.

Teachers should plan for the development of skills necessary for students’ successful participation in language through Home Economics. Such skills include students’ abilities to:

- understand what they read and hear
- use effective language when speaking and writing
- select, organise, analyse and evaluate information to make and justify decisions or develop and support arguments
- participate in discussions, debates and presentations
- use conventions of form and genre relevant to Home Economics (e.g. essay, research assignment, seminar presentation) for varying purposes
- use language conventions related to grammar, spelling, punctuation and presentation
- use accepted referencing conventions.

Language and communication development should be an integral part of day-to-day classroom activities with various skills being taught explicitly.

The developmental process of language education should be reflected in the four semester assessment program so that students are assessed for exit by a variety of methods and techniques that are familiar in both format and language.
4.5 Numeracy education in Home Economics

Subjects such as Home Economics focus on the development and application of numerical and other mathematical concepts and skills. These subjects may provide a basis for the general development of such quantitative skills or have a distinct aim, such as to prepare students to cope with the quantitative demands of their personal lives or to participate in a specific workplace environment.

In Home Economics students are to be encouraged to develop their understanding and to learn through the incorporation — to varying degrees — of mathematical strategies and approaches to tasks. Similarly, students should be presented with experiences that stimulate their mathematical interest and hone those quantitative skills that contribute to operating successfully within the demands of their personal lives or to participate in society.

The distinctive nature of Home Economics may require that new mathematical concepts be introduced and new skills be developed. In many cases, however, it will be a matter for teachers, in the context of Home Economics, to encourage the use of quantitative skills and understandings that were developed previously by their students. Within appropriate learning contexts and experiences in the subject, opportunities are to be provided for the revision, maintenance and extension of such skills and understandings.
5. **Assessment**

Assessment is an integral part of the teaching and learning process. For Years 11 and 12 it is the purposeful, systematic and ongoing collection of information about student learning outlined in the senior syllabuses.

In Queensland, assessment is standards-based. The standards for each subject are described in dimensions, which identify the valued features of the subject about which evidence of student learning is collected and assessed. The standards describe the characteristics of student work.

The major purposes of assessment in senior Authority subjects are to:

- promote, assist and improve learning
- inform programs of teaching and learning
- advise students about their own progress to help them achieve as well as they are able
- give information to parents and teachers about the progress and achievements of individual students to help them achieve as well as they are able
- provide comparable levels of achievement in each Authority subject to be recorded in students’ learning accounts. The comparable levels of achievement may contribute to the award of a Queensland Certificate of Education
- serve as the base data for tertiary entrance purposes
- provide information about how well groups of students are achieving for school authorities and the State Education and Training Minister.

5.1 **Principles of exit assessment**

All the principles of exit assessment must be used when planning an assessment program and must be applied when making decisions about exit levels of achievement.

A standards-based assessment program for the four-semester course of study requires application of the following interdependent principles:

- Information is gathered through a process of continuous assessment i.e. *continuous assessment*.
- Balance of assessment is a balance over the course of study and not necessarily a balance over a semester or between semesters i.e. *balance*.
- Exit achievement levels are devised from student achievement in all areas identified in the syllabus as being mandatory i.e. *mandatory aspects of the syllabus*.
- Assessment of a student’s achievement is in the significant aspects of the course of study identified in the syllabus and the school’s work program i.e. *significant aspects of the course of study*.
- Selective updating of a student’s profile of achievement is undertaken over the course of study i.e. *selective updating*.
- Exit assessment is devised to provide the fullest and latest information on a student’s achievement in the course of study i.e. *fullest and latest*.

While most students will exit a course of study after four semesters, some will exit after one, two or three semesters.
**Continuous assessment**

Judgments about student achievement made at exit from a course of study must be based on an assessment program of continuous assessment.

Continuous assessment involves gathering information on student achievement using assessment instruments administered at suitable intervals over the developmental four-semester course of study.

In continuous assessment, all assessment instruments have a formative purpose. The major purpose of formative assessment is to improve teaching and student learning and achievement.

When students exit the course of study, teachers make a **summative** judgment about their levels of achievement in accordance with the standards matrix.

The process of continuous assessment provides the framework in which the other five principles of exit assessment operate: balance, mandatory aspects of the syllabus, significant aspects of the course, selective updating, and fullest and latest information.

**Balance**

Judgments about student achievement made at exit from a course of study must be based on a balance of assessments over the course of study.

Balance of assessments is a balance over the course of study and not a balance within a semester or between semesters.

Balance of assessment means judgments about students’ achievements of all the objectives are made a number of times using a variety of assessment techniques and a range of assessment conditions over the developmental four-semester course.

See also Section 5.6 Requirements for verification folio.

**Mandatory aspects of the syllabus**

Judgments about student achievement made at exit from a course of study must be based on mandatory aspects of the syllabus.

The mandatory aspects are:

- the objectives of the dimensions of knowledge and understanding, reasoning and communicating processes and practical performance and
- two areas of study which must be studied and assessed in Year 12.

To ensure that the judgment of student achievement at exit from a four-semester course of study is based on the mandatory aspects, the exit standards for the dimensions stated in the standards matrix (page 33) must be used.

**Significant aspects of the course of study**

Judgments about student achievement made at exit from a course of study must be based on significant aspects of the course of study.

Significant aspects are those areas described in the school’s work program that have been selected from the choices permitted by the syllabus to meet local needs.

The significant aspects must be consistent with the objectives of the syllabus and complement the developmental nature of learning in the course over four semesters.
Selective updating

Judgments about student achievement made at exit from a course of study must be selectively updated throughout the course.

Selective updating is related to the developmental nature of the course of study and works in conjunction with the principle of fullest and latest information.

As subject matter is treated at increasing levels of complexity, assessment information gathered at earlier stages of the course may no longer be representative of student achievement. Therefore, the information should be selectively and continually updated (not averaged) to accurately represent student achievement.

Schools may apply the principle of selective updating to the whole subject group or to individual students.

Whole subject group

A school develops an assessment program so that, in accordance with the developmental nature of the course, later assessment information based on the same groups of objectives replaces earlier assessment information.

Individual students

A school determines the assessment folio for verification or exit (post-verification). The student’s assessment folio must be representative of the student’s achievements over the course of study. The assessment folio does not have to be the same for all students, however the folio must conform to the syllabus requirements and the school’s approved work program.

Selective updating must not involve students reworking and resubmitting previously graded responses to assessment instruments.

Fullest and latest information

Judgments about student achievement made at exit from a course of study must be based on the fullest and latest information available.

- “Fullest” refers to information about student achievement gathered across the range of objectives.
- “Latest” refers to information about student achievement gathered from the most recent period in which achievement of the objectives is assessed.

As the assessment program is developmental, fullest and latest information will most likely come from Year 12 for those students who complete four semesters of the course.

The fullest and latest assessment data on mandatory and significant aspects of the course of study is recorded on a student profile.
5.2 Planning an assessment program

To achieve the purposes of assessment listed at the beginning of this section, schools must consider the following when planning a standards-based assessment program:

- dimensions and objectives (see Section 2)
- teaching and learning approaches (see Section 4)
- principles of exit assessment (see Section 5.1)
- variety in assessment techniques over the four-semester course (see Section 5.5)
- conditions in which assessment instruments are undertaken (see Section 5.5)
- verification folio requirements, that is, the range and mix of assessment instruments necessary to reach valid judgments of students’ standards of achievement (see Section 5.6)
- post-verification assessment (see Section 5.6.1)
- exit standards (see Section 5.7).

In keeping with the principle of continuous assessment, students should have opportunities to become familiar with the assessment techniques that will be used to make summative judgments.

Further information can be found at <www.qsa.qld.edu.au> under the relevant subject areas.

5.3 Special provisions

Guidance about the nature and appropriateness of special provisions for particular students may be found in the Authority’s Policy on Special Provisions for School-based Assessments in Authority and Authority-registered subjects (2009), available from <www.qsa.qld.edu.au> by searching for “special provisions”.

This statement provides guidance on responsibilities, principles and strategies that schools may need to consider in their school settings.

To enable special provisions to be effective for students, it is important that schools plan and implement strategies in the early stages of an assessment program and not at the point of deciding levels of achievement. The special provisions might involve alternative teaching approaches, assessment plans and learning experiences.

5.4 Authentication of student work

It is essential that judgments of student achievement are made on accurate and genuine student assessment responses. Teachers should ensure that students’ work is their own, particularly where students have access to electronic resources or when they are preparing collaborative tasks.

The QSA information statement Strategies for authenticating student work for learning and assessment is available from <www.qsa.qld.edu.au> by searching for “authenticating”. This statement provides information about various methods teachers can use to monitor that students’ work is their own. Particular methods outlined include:

- students’ planning production of drafts and final responses
- teachers seeing plans and drafts of student work
• maintaining documentation of the development of responses
• students acknowledging resources used.

Teachers must ensure students use consistent accepted conventions of in-text citation and referencing, where appropriate.

5.4.1 Advice on drafting of student assessment responses

Several assessment techniques require students to draft responses both as part of the process of developing the response and as a strategy to improve the quality of the response.

Teachers and other participants in the teaching and learning process play a significant role in the drafting of student assessment responses. It is important to make the distinction between feedback given as part of the teaching and learning process and structured feedback given as part of developing an assessment response.

The purpose of viewing student drafts is to provide them with feedback so that improvements can be made to the response. Drafting is a consultation process, not a marking process. Teachers should not award a notional result or level of achievement for a work in draft form.

Drafting feedback should ask the student to reflect on strategies they might use to refine their work. The instrument-specific standards should be used to help the students identify the areas they need to review. Schools should consider increasing independence of student learning when constructing drafting policies.

What is a draft in Home Economics?

A draft is a body of evidence that is provided by students in response to assessment instruments. In Home Economics this could be a response that is nearly good enough to submit for assessment — it is likely to be the student’s second or third attempt at the task. Prior to submitting a draft, students may be required to:
• submit a written outline about their approach
• discuss their approach with their teacher.

What sort of feedback will be provided?

In providing feedback, teachers will indicate aspects of the response which need to be improved or developed in order to meet the criteria. Students may be advised to:
• work on their role as writer/speaker and show more awareness of the audience
• give priority to the most important points by rearranging the sequence and structure of ideas
• conduct further research or substantiate points made with references.

Teachers may:
• indicate some textual errors and indicate that the draft requires more careful editing — they may not correct or edit all the textual errors in a draft
• provide some written feedback on drafts submitted by the due date
• provide a summary of their feedback and advice to the whole class.
<table>
<thead>
<tr>
<th>Instruments</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written</td>
<td>• teacher consultation allowed</td>
<td>• teacher consultation allowed</td>
</tr>
<tr>
<td></td>
<td>• outline submitted</td>
<td>• one draft or outline submitted</td>
</tr>
<tr>
<td></td>
<td>• maximum of two drafts submitted</td>
<td></td>
</tr>
<tr>
<td>Spoken</td>
<td>• teacher consultation allowed</td>
<td>• teacher consultation allowed</td>
</tr>
<tr>
<td></td>
<td>• maximum of two drafts submitted</td>
<td>• one draft or outline submitted</td>
</tr>
<tr>
<td></td>
<td>• feedback provided during rehearsal</td>
<td>• feedback provided during rehearsal</td>
</tr>
</tbody>
</table>

### 5.5 Assessment techniques

The techniques and associated conditions of assessment most suited to the judgment of student achievement in this subject are described in the tables below. The dimensions to which each technique is best suited are also indicated.

For each dimension, standards are described. These standards descriptors are used to determine the properties or characteristics to be assessed by individual assessment instruments. The properties or characteristics for each instrument determined by a school are termed criteria. Therefore, the criteria for an assessment instrument are drawn from the syllabus standards descriptors for relevant dimensions (see Standards matrix, page 33).

Schools decide the instruments to be used for assessment. For each assessment instrument, schools develop instrument-specific standards: a tool for making judgments about the quality of students’ responses. The instrument-specific standards list the properties or characteristics used to assess students’ achievements. Students must be given specific standards for each assessment instrument.

Where students undertake assessment in a group or team, instruments must be designed so that teachers can validly assess the work of individual students and not apply a judgment of the group product and processes to all individuals.

Assessment techniques in Home Economics include:

- supervised written
- research
- performance and product

There should be variety in the types of instruments used, thereby enabling students with different learning styles to demonstrate their performance within each dimension. Assessment instruments will often assess more than one dimension to effectively recognise the range of cognitive and practical processes found within the task itself.
5.5.1 Supervised written

Supervised written assessment

Purpose
Student responses are produced independently, under supervision and in a set time frame. The conditions of this technique should establish the authenticity of the student work.

Description
- A supervised assessment may include one or more items. These could be in response to stimulus materials, which may be seen or unseen, or questions, which should be unseen. If, however, a seen question is used then teachers must ensure the purpose of this technique is not compromised. These conditions must be explained on the assessment instrument.
- Unseen materials or questions should not be copied from information or texts that students have previously been exposed to or have directly used in class.
- When stimulus materials are used they should be succinct enough to allow students sufficient time to engage with them. If the stimulus materials are lengthy, complex or numerous, they may need to be shared with students before the assessment.

Specific guidance about the instruments that should be used. May include some conditions.
When assessing aspects of reasoning and communicating processes, an extended written response is required that is in response to an issue or design challenge. This assessment instrument enables students to demonstrate their ability to think critically through analysing, synthesising and evaluating evidence to justify conclusions or solutions and communicate information.
An issue is a matter which has significance to the wellbeing of individuals, families or communities. It can be viewed from a range of points of view and tends to elicit a range of views or opinions.
A design challenge seeks solutions that help to improve the wellbeing of the individual, families and communities. The solutions require consideration and accommodation of constraints i.e. use of resources, time management, needs of the design challenge, or budget considerations.

Dimensions to be assessed
Objectives from each of the dimensions of knowledge and understanding and aspects of reasoning and communicating processes should be evident in the instrument.

Types of items that could be included in instruments are:
- Extended written response — essay
  - requires sustained analysis, synthesis and evaluation to fully answer a problem, question or hypothesis
  - generally follows analytical exposition format/genre
  - can be a response to an seen or unseen question or statement and seen or unseen supplied sources/stimuli
Note: If an extended piece of writing is chosen, it is best if it is the only item, as this will better allow students to demonstrate the full range of standards
- Short responses — practical exercises and calculations
  - students are required to construct, use, interpret or analyse primary or secondary data, statistics, graphs, tables or diagrams; and/or to apply algorithms or demonstrate mathematical calculations and problem solving
  - may include paragraph responses
- Short response — prose
  - where further explanation can be done in a sentence
  - ideas are maintained, developed, justified
  - written in full sentences, a piece of prose that may have one or several paragraphs
- Short responses — multiple choice, single word, true/false, definitions or sentence answers
  - useful for diagnostic and formative purposes
  - often used for testing content knowledge
### Difficult to construct questions that will elicit meaningful higher order cognition responses

**Year 11**
- Recommended time: 1–1.5 hours.
- Perusal times may be added as required.
- Conditions must be clearly outlined on the assessment, e.g.
  - open book or notes allowed
  - questions seen or unseen
  - word processor or calculator allowed.
- Schools must ensure that where computers / word processors are used the purpose of this instrument is maintained. Teachers should consider which objectives are most appropriate.
- Word lengths
  - short responses: 50–250 words (diagrams and workings not included in word count)
  - extended written response: 400–600 words.

**Year 12**
- Recommended time: 1.5–2 hours.
- Perusal times may be added as required.
- Conditions must be clearly outlined on the assessment, e.g.
  - open book or notes allowed
  - questions seen or unseen
  - word processor or calculator allowed.
- Schools must ensure that where computers / word processors are used the purpose of this instrument is maintained. Teachers should consider which objectives are most appropriate.
- Word lengths
  - short responses: 50–250 words (diagrams and workings not included in word count)
  - extended written response: 600–800 words.

### What do teachers do when planning and implementing a supervised written assessment?

Teachers should:
- construct questions that are unambiguous
- format the assessment to allow for ease of reading and responding
- consider the language needs of the students
- ensure the questions allow the full range of standards to be demonstrated
- consider the instrument conditions in relation to the requirements of the question/stimulus
- outline any permitted material in the instrument conditions (e.g. one page of handwritten notes)
- determine appropriate use of stimulus materials and student notes — ensure stimulus materials are succinct enough to allow students to engage with them in the time provided; if they are lengthy, consider sharing them with students before the assessment
- provide students with learning experiences that support the types of items included in the assessment
- provide students with prior learning experiences that involve responding to unseen tasks and using appropriate communication strategies
- inform the students and indicate on the assessment what dimensions will be assessed.
### 5.5.2 Research

#### Research assessment

<table>
<thead>
<tr>
<th>Purpose</th>
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</thead>
<tbody>
<tr>
<td>To assess the research abilities of students and the outcomes of the application of that research.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>This technique is based on research practices. These practices include locating and using information that goes beyond the data that students have been given and the knowledge they currently have.</td>
</tr>
<tr>
<td>It may include the generation of primary data and/or the use of secondary data.</td>
</tr>
<tr>
<td>The research process is iterative. It is based on the exploration of a problem, question, issue, or design challenge (the research purpose). The issue or design challenge needs to be specific in focus to produce responses that effectively demonstrate stages of the research process.</td>
</tr>
<tr>
<td>A research assessment may be presented in a variety of modes. Regardless of the mode of presentation, research conventions (e.g. referencing) or similar must be adhered to. This occurs over a period of time, in class and often in students’ own time. Teachers must ensure that the full range of objectives and standards is possible when using spoken or multimodal responses. Scripts or supporting documentation, such as visual evidence where applicable, notes, palm cards, any other documentation, including the instrument specific standards marked and annotated by the teacher, will be required to substantiate decisions, but the student’s spoken or multimodal response is the focus for assessment decisions. Some responses will require students to present to an audience (e.g. speech), while others may be presented through the use of technology. Spoken and multimodal responses include</td>
</tr>
<tr>
<td>- interviews</td>
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<tr>
<td>- speeches</td>
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<tr>
<td>- PowerPoint presentations</td>
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<tr>
<td>- video evidence</td>
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<tr>
<td>- debates</td>
</tr>
<tr>
<td>- seminars.</td>
</tr>
<tr>
<td>- Most research responses will follow an inquiry approach and include:</td>
</tr>
<tr>
<td>- the establishment of research related to an issue or a design challenge</td>
</tr>
<tr>
<td>- the generation and/or collection of primary and/or secondary data/information</td>
</tr>
<tr>
<td>- student independent collection of information/data from a variety of sources</td>
</tr>
<tr>
<td>- the sorting and analysis of data/information — examining and evaluating validity and value</td>
</tr>
<tr>
<td>- synthesis of data/information</td>
</tr>
<tr>
<td>- development of research outcomes — conclusions or solutions with justifications.</td>
</tr>
<tr>
<td>- They may also include</td>
</tr>
<tr>
<td>- creation of a product</td>
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<tr>
<td>- a post product evaluation.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Dimensions to be assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives from the dimensions of knowledge and understanding and reasoning and communicating processes should be evident in the instrument, while practical performance may be considered.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Types of instruments that could be included</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytical exposition</td>
</tr>
<tr>
<td>- Examples include essay, magazine article, paper, and research assignment.</td>
</tr>
<tr>
<td>- Students provide a response to a specific question or issue.</td>
</tr>
<tr>
<td>- The response may be supported by references or where appropriate tables of data, diagrams and flowcharts.</td>
</tr>
<tr>
<td>- The response could be a persuasive argument.</td>
</tr>
<tr>
<td>Report</td>
</tr>
<tr>
<td>- Examples include research report, experimental investigation, and project.</td>
</tr>
</tbody>
</table>
Students would make some form of decision regarding the question, issue or design challenge under investigation and support the decision with logical argument.

- The report may be in response to observations made and conclusions drawn from various sources including a case study or studies or experimental outcomes.
- A report will normally be presented with section headings. It will often include tables, graphs or diagrams and the analysis of statistical data.

- **Research journal**
  - This is a purposeful collection of work that helps to define the student’s efforts and achievements in a specified area.
  - The journal can be used to document a variety of information, ideas and processes.
  - It should contain decisions made and reasons or justifications for these.
  - Evidence of research, including the collection and sorting of data, must be included.

### Year 11 | Year 12

- Implemented over time and uses class time and often the students’ own time.
- Written: 800–1000 words (word count includes data analysis, discussion and research outcomes).
- Spoken: 3–4 minutes.
- Multimodal: 3–5 minutes.
- Written: 1000–1500 words (word count includes data analysis, discussion and research outcomes).
- Spoken: 4–5 minutes.
- Multimodal: 5–7 minutes.

### What do teachers do when planning and implementing a research assessment?

Teachers should:

- provide a focus for the research or work in conjunction with the student to develop the focus
- allow class time for students to be able to effectively undertake each component of the research assessment. However, independent student time will be required to complete the task
- implement strategies to ensure authentication of student work. Some strategies are annotated notes in response to issues that emerged during research (e.g. journals, experimental logs), drafting, teacher observation sheets, research checklists, referencing, and reference lists
- consult, negotiate and provide feedback before and during the time the students are working on the research assessment to provide ethical guidance (see drafting guidelines) and to monitor student work. Feedback and assistance should be provided judiciously, gradually being reduced with the development of student experience and confidence
- provide scaffolding. When a research assessment technique is undertaken for the first time, the scaffolding should help students complete the assessment by modelling the process and skills required. However, the scaffolding provided should not specify or lead the student through a series of steps dictating a solution. Scaffolding should be reduced from Year 11 to Year 12 to allow the student to better demonstrate independence in the research process. When a research assessment technique is revisited (most likely in Year 12), the scaffolding should be reduced and could be a series of generic questions
- provide learning experiences in the use of appropriate communication strategies, including the generic requirements for presenting research (e.g. research report structures, referencing conventions)
- indicate on the assessment what dimensions will be assessed and inform students about the instrument specific standards.
5.5.3 Performances and products

<table>
<thead>
<tr>
<th>Products</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
</tr>
<tr>
<td>To assess the development and making of a tangible artefact (product).</td>
</tr>
</tbody>
</table>

**Description**
- A product is based on the application of skills, theory and conceptual understandings.
- Students are required to analyse, synthesise and evaluate data and/or information in the development of a product.
- The assessment will often involve the creative input of students and the application of technical skill in solving a problem or providing a solution.
- The assessment occurs over a period of time and uses class time and often students’ own time.

**Dimensions to be assessed**
Objectives from the dimensions of knowledge and understanding and practical performance should be evident in the instrument while reasoning and communicating processes may be considered.

**Items that should be included**
- **Product**
  - The outcome or culminating artefact of a unit of work. It requires the student to make something using skills learnt in the course of study. The development of the product is observed throughout the unit of work.
  - Possible types of products include food items and meals, and textile products.
- **Process journal**
  - Supports the working processes required to produce a product for an intended purpose by documenting the planning and management of resources and the exploration, use, development and refinement of skills.

**Specific guidance about the items that should be used. May include some conditions.**
A practical product and journal requires the processes of planning and management of resources, the exploration, use, development and refinement of skills to create a product that meets the intended purpose in both food and textile contexts. This technique is used to assess the performance of practical skills for an intended purpose as well as critical reflection of decisions made and the planning and management of resources evident in the journal.

The assessment should provide opportunity for students to perform to develop and refine skills, to test and trial and produce a quality product. A quality product is judged on the degree to which a solution is aesthetically and functionally appropriate for the prescribed audience and purpose. Judgment is based on the documentation of informed and appropriate solving of the design challenge as well as the effective use of management and practical skills in making a product.

Students are required to document the trials, test findings and/or data collection to inform the solution implemented.
Reflection on the planning, process and product which will be continuous throughout the task may result in adjustments or modifications to actions, decisions, or the final product.

The evidence should provide insight into the student’s ability to generate a solution that involves making a decision or following a course of action. For example, a food context may show evidence of experimentation, recipe modification, technique testing, design, graphs, tables and data, while a textile context may show evidence of creativity, imagination, originality, design, cuttings, annotated drawings and sketches.

The evidence might detail the strategies used to achieve the end product; exploration of techniques, the development and refinement of skills, what decisions and reflections occurred throughout the process; what impact resources had on the process; and how strategies were revised, if necessary.

The evidence is a working document that evolves throughout the process and is not a descriptive piece written on completion of the task.
Annotated photographs may also be useful to assist with evidencing stages of the process as well as the product.
The practical product and journal should:

- be structured so there is a progression from simple to more complex tasks over the four semester course of study
- foster students becoming increasingly self-directed and assured as the course progresses
- be authentic and reflective of real world contexts and be time appropriate.

Any assessment using teacher observation must be accompanied with documentary evidence such as teacher annotations for each student.

To demonstrate the standards of practical skills, teachers are required to submit photographic evidence of student performance for moderation purposes (see page 31 for further guidance). Practical skills must be assessed under supervised conditions and class time must be allocated for teacher observation of practical components of the task.

Outside class time will be required for students to complete the planning, management of resources, decision making, and reflection of the task.

Planning involves the decisions that are to be made before implementing a course of action; this includes the optimal use of resources such as time, equipment, skills, knowledge and budget to achieve the desired solution. The planning is required to be documented by students before beginning and throughout the assessment.

Management is the effective and efficient use of resources to achieve a solution. Effective management involves implementing and adjusting plans based on reflection of the courses of action and modifying the documented plans.

There will be a number of factors to be considered when planning and managing the product assessment. The factors may include time management, use of resources, suitability for an intended purpose, inclusion of a variety of techniques, and the development and refinement of skills.

### Year 11
- Implemented over time and uses class time and often the students’ own time.
- Written: 800–1000 words (word count includes data analysis, discussion and outcomes).
- Practical product.

### Year 12
- Implemented over time and uses class time and often the students’ own time.
- Written: 1000–1500 words (word count includes data analysis, discussion and outcomes).
- Practical product.

**What must students do to complete a product?**

Students should:

- develop and refine practical skills to produce a product
- explore, test and trial techniques to determine the most appropriate choice and quality - this may involve modifying and adapting the chosen product
- plan and manage efficient use of resources to complete the task in the required timelines
- implement the solution
- write a reflection on processes and outcomes, considering the planning, preparation and production phases of the practical product, including adjustments or modifications that may have been required, and justification of the effectiveness of actions, decisions and final product
- provide annotated photographic evidence as part of the reflection process.

**What do teachers do when planning and implementing a product?**

Teachers should:

- provide a focus for the product assessment
- allow class time for students to be able to effectively undertake each component of the product assessment. However, independent student time will be required to complete the instrument
- implement strategies to ensure authentication of student work. Some strategies are annotated notes compiled during the product assessment, teacher observation sheets
- consult, negotiate and provide feedback before and during the time the students are working on the product assessment to provide ethical guidance and to monitor student work. Feedback and assistance should be provided judiciously, gradually being reduced with the development of student experience and confidence
- provide scaffolding. When product assessment technique is undertaken for the first time,
the scaffolding should help students complete the assessment by modelling the process and skills required. However, the scaffolding provided should not specify or lead the student through a series of steps dictating a solution. Scaffolding should be reduced from Year 11 to Year 12 to allow the student to better demonstrate independence

- provide students with learning experiences to provide opportunity to develop appropriate product strategies
- indicate on the assessment what dimensions will be assessed and inform students about the instrument specific standards.

5.6 Requirements for verification folio

A verification folio is a collection of a student’s responses to assessment instruments on which the level of achievement is based. For students who are to exit with four semesters of credit, each folio must contain the range and mix of assessment techniques for making summative judgments stated below.

Students’ verification folios for Home Economics must contain:

- a minimum of four and a maximum of six assessment instruments which come from at least two of the three areas of study in Year 12.
- evidence of each dimension assessed at least twice
- one supervised written assessment
- one research assessment that is either an essay or report
- one product assessment
- a student profile, which is a summary of the student’s performance on those tasks included in the folio.

Verification submissions must also contain:

- a copy of the school’s approved work program
- assessment instrument requirements as outlined in Section 5.5 for each assessment instrument
- photographic evidence for validation of the practical skills component of Dimension 3, that illustrates Standard A and Standard C performances of students from the current Year 12 cohort under review (see advice below).

**Visual evidence for judgments made about practical performances**

It is a requirement that school’s judgments about the application of standards to practical performances be supported by photographic evidence. Photographic evidence does not have to illustrate the work of the individual students whose folios are included in the verification submission. The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

The photographic evidence for practical skills will:

- illustrate the typical A and C standards in Dimension 3. If there is no A or C standard in the cohort, then evidence of the next highest standard of work in each case will be supplied
- be accompanied by commentary explaining school decisions about highlighted standards
need to be sufficiently clear to illustrate the quality of the product and it may be necessary to include more than one photograph and accompanying comments to provide sufficient evidence of standard awarded.

- include evidence of the practical areas from which tasks have been developed, and about which judgments have been made, for example, food and textiles, if both are included in the submission.

For information about preparing monitoring and verification submissions, schools should refer to the moderation handbook, available at <www.qsa.qld.edu.au>.

5.6.1 Post-verification assessment

Schools must use assessment information gathered after verification in making judgments about exit levels of achievement for those students who are completing the fourth semester of the course of study. For this syllabus students are to complete at least one assessment instrument. The type of assessment and dimensions for assessment are at the discretion of the school. It should reflect the stage of the course from which it comes.

5.6.2 Student profile

The purpose of the student profile is to record student achievement over the four-semester course of study. Key elements on the profile include:

- semester units/themes/topics
- assessment instruments in each semester
- standard achieved in each dimension for each instrument
- instruments used for summative judgments
- interim level of achievement at monitoring and verification.

5.7 Exit standards

The purpose of standards is to make judgments about students’ levels of achievement at exit from a course of study. The standards are described in the same dimensions as the objectives of the syllabus. The standards describe how well students have achieved the objectives and are stated in the standards matrix.

The following dimensions must be used:

- Dimension 1: Knowledge and understanding
- Dimension 2: Reasoning and communicating processes
- Dimension 3: Practical performance

Each dimension must be assessed in each semester, and each dimension is to make an equal contribution to the determination of exit levels of achievement.
5.8 Determining exit levels of achievement

When students exit the course of study, the school is required to award each student an exit level of achievement from one of the five levels:

- Very High Achievement (VHA)
- High Achievement (HA)
- Sound Achievement (SA)
- Limited Achievement (LA)
- Very Limited Achievement (VLA).

Exit levels of achievement are summative judgments made when students exit the course of study. For most students this will be after four semesters. For these students, judgments are based on exit folios providing evidence of achievement in relation to all objectives of the syllabus and the standards.

All the principles of exit assessment must be applied when making decisions about exit levels of achievement.

5.8.1 Determining a standard

The standard awarded is an on-balance judgment about how the qualities of the student’s work match the standards descriptors overall in each dimension. This means that it is not necessary for the student to have met every descriptor for a particular standard in each dimension.

When standards have been determined in each of the dimensions for this subject, the following table is used to award exit levels of achievement, where A represents the highest standard and E the lowest. The table indicates the minimum combination of standards across the dimensions for each level.

### Awarding exit levels of achievement

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>VHA</td>
<td>Standard A in any two dimensions and no less than a B in the remaining dimension</td>
</tr>
<tr>
<td>HA</td>
<td>Standard B in any two dimensions and no less than a C in the remaining dimension</td>
</tr>
<tr>
<td>SA</td>
<td>Standard C in any two dimensions and no less than a D in the remaining dimension</td>
</tr>
<tr>
<td>LA</td>
<td>At least Standard D in any two dimensions</td>
</tr>
<tr>
<td>VLA</td>
<td>Standard E in the three dimensions</td>
</tr>
</tbody>
</table>

Some students will exit after one, two or three semesters. For these students, judgments are based on folios providing evidence of achievement in relation to the objectives of the syllabus covered to that point in time. The particular standards descriptors related to those objectives are used to make the judgment.

Further information can be found at [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au) (select Years 10–12 > Moderation and quality assurance > Forms and procedures (scroll to Additional guidelines and procedures)).
## Standards matrix

<table>
<thead>
<tr>
<th>Dimension</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
</tr>
<tr>
<td></td>
<td>description of a comprehensive range of significant facts, definitions and procedures relevant to key concepts across the areas of study</td>
<td>description of a comprehensive range of facts, definitions and procedures relevant to key concepts across the areas of study</td>
<td>description of simple facts, definitions or procedures that relate to key concepts across the areas of study</td>
<td>simple explanation of key concepts.</td>
<td>identification of aspects of key concepts.</td>
</tr>
<tr>
<td></td>
<td>thorough explanation and application of relevant key concepts in a range of situations.</td>
<td>detailed explanation and application of relevant key concepts in a range of situations.</td>
<td>explanation and application of key concepts in a range of situations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reasoning and communicating processes</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
</tr>
<tr>
<td></td>
<td>thorough analysis of significant, relevant information from a variety of sources</td>
<td>detailed analysis of relevant information from a variety of sources</td>
<td>analysis of relevant information from sources</td>
<td>simple analysis of information from provided sources</td>
<td>aspects of information from provided sources</td>
</tr>
<tr>
<td></td>
<td>synthesis and discerning and detailed evaluation of evidence, justification of valid and supported conclusions or solutions</td>
<td>synthesis and detailed evaluation of evidence, justification of supported conclusions or solutions</td>
<td>synthesis and simple evaluation of evidence, justified conclusions or solutions</td>
<td>superficial evaluation and conclusions or solutions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>effective use and sustained control of communication using appropriate modes and language for the intended purpose and audience.</td>
<td>effective use and control of communication using appropriate modes and language for the intended purpose and audience.</td>
<td>suitable communication, appropriate modes and language for the intended purpose and audience.</td>
<td>use of communication and modes to present information.</td>
<td></td>
</tr>
<tr>
<td>Practical performance</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
</tr>
<tr>
<td></td>
<td>refined variety of practical skills and a quality product that enhances the intended purpose</td>
<td>refined practical skills and a quality product for the intended purpose</td>
<td>practical skills and a product for the intended purpose</td>
<td>elements of practical skills and a product</td>
<td>elements of practical skills and an unresolved product</td>
</tr>
<tr>
<td></td>
<td>thorough planning, effective and efficient management and perceptive reflection.</td>
<td>detailed planning, efficient management, and logical reflection.</td>
<td>appropriate planning, management and reflection.</td>
<td></td>
<td>superficial elements of planning, management or reflection.</td>
</tr>
</tbody>
</table>
### 6. Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Syllabus context</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>analysis</td>
<td>analysis of Home Economics information</td>
<td>dissecting to ascertain and examine constituent parts and/or their relationships</td>
</tr>
<tr>
<td>application</td>
<td>apply key concepts to a range of situations</td>
<td>relevant and appropriate key concepts applied in a range of situations, i.e. a design challenge, an issue, practical performance or an exam</td>
</tr>
<tr>
<td>communication</td>
<td>dimension 2: reasoning and communicating processes</td>
<td>the way we write and speak, suitable to the purpose of the text and the audience it is intended for (e.g. formal or informal language). Includes mode (written, spoken, visual, multimodal), genre (accepted patterns and conventions for presenting texts e.g. the format for a written report, including referencing), vocabulary, spelling, punctuation, grammar, cohesion, sentence construction</td>
</tr>
<tr>
<td>comprehensive</td>
<td>“A” standard for knowledge and understanding — range of facts, definitions and procedures relevant to key concepts across the areas of study</td>
<td>thorough and inclusive — a broad coverage, demonstrates a range that will promote understanding, meaning</td>
</tr>
<tr>
<td>constraints</td>
<td>when providing a solution to a design challenge consideration and accommodation of constraints is required.</td>
<td>constraints are such things as use of resources, time management, needs of the design challenge, budget considerations. They can be clear, overt, open, unequivocal, understood, implied, inherent</td>
</tr>
<tr>
<td>discerning</td>
<td>“A” standard for reasoning and communicating processes</td>
<td>making thoughtful and astute choices about the evaluation of evidence, justification of valid and supported conclusions or solutions</td>
</tr>
<tr>
<td>evaluation</td>
<td>reasoning and communicating processes require the evaluation of evidence to justify conclusions or solutions</td>
<td>evaluation, judgment, review. Evaluate: assigning merit according to criteria</td>
</tr>
<tr>
<td>explanation</td>
<td>depth of explanation of key concepts in a range of situations</td>
<td>to make understandable by giving detail, presenting a meaning with clarity, precision, completeness in a range of situations, i.e. a design challenge, an issue, practical performance or an exam</td>
</tr>
<tr>
<td>justifying</td>
<td>reasoning and communicating processes require the evaluation of evidence to justify conclusions or solutions</td>
<td>justifying: providing sound reasons or evidence to support a statement. Soundness requires that the reasoning is logical and, where appropriate, that the premises are likely to be true</td>
</tr>
<tr>
<td>reflection</td>
<td>practical performance involves reflecting in all stages of planning and production to determine and justify the effectiveness of actions</td>
<td>reflection is the continual process of examining all stages of practical performance in order to inform learning and improve practical performance.</td>
</tr>
<tr>
<td>significant</td>
<td>“A” standard for knowledge and understanding — “comprehensive range of significant facts, definitions and procedures relevant to key concepts across the areas of study”</td>
<td>major, noteworthy, considerable, important facts, definitions and procedures</td>
</tr>
<tr>
<td>variety of sources</td>
<td>reasoning and communicating processes require the student to analyse, synthesise and evaluate from sources. “A” and “B” standards require a variety of sources</td>
<td>will incorporate both provided and independent sources. These sources may come from:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• print media — newspapers and journals, texts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• websites and computer software</td>
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<tr>
<td></td>
<td></td>
<td>• visual — documentaries, film, television</td>
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<tr>
<td></td>
<td></td>
<td>• interviews</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• surveys</td>
</tr>
</tbody>
</table>