### Year 8 Home Economics

#### Food and nutrition in the Australian Curriculum

In the Australian Curriculum students may be taught about food and nutrition in both Health and Physical Education and in the Technologies learning area through Design and Technologies. The focus in the Health and Physical Education curriculum is on understanding healthy choices in relation to nutrition, understanding the range of influences on these choices, and developing and applying the knowledge, understanding and skills to make healthier choices in relation to food and nutrition. In Technologies students will learn how to apply nutrition knowledge through the preparation of food. Beyond Year 8 students may choose to study other food-related subjects.

#### Health and Physical Education Years 7 and 8 Achievement Standard

By the end of Year 8, students investigate strategies and resources to manage changes and transitions and their impact on identities. They analyse factors that influence emotional responses. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

#### Technologies Years 7 and 8 Achievement Standard

By the end of Year 8 students explain factors that influence the design of products, services and environments to meet present and future needs. They explain the contribution of design and technology innovations and enterprise to society. Students explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts.

Students create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate techniques and technology representation techniques. Students apply project management skills to document and use project plans to manage production processes. They independently and safely produce effective designed solutions for the intended purpose.

### Assessment Breakdown

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>%</th>
<th>Topic</th>
<th>Potential Tasks</th>
</tr>
</thead>
</table>
| **Theoretical Content Assignment Based and Bookwork** | 40% | Safety and Hygiene | - Students discuss and establish workplace rules and a positive approach towards safety, hygiene and use of equipment in the home economics kitchen (e.g. design posters for the home economics room).  
- Discuss various types of knives and safe knife handling techniques.  
- Students acquire basic food preparation techniques.  
- Students begin to understand and use basic food preparation terminology.  

| Utensils and Preparation skills | - Students address the role of food and nutrition in enhancing health and wellbeing.  
- Students investigate strategies to promote health, safety and wellbeing in reference to the ADG.  
- Students investigate food serving recommendations from the Australian Guide to Healthy Eating and produce a guide to assist making healthy food choices when buying food or preparing meals.  
- Students develop knowledge, understanding and skills to make healthy, informed food choices.  
- Students investigate the five food groups and their location in various food models.  
- Students examine food choices on school camps or in school canteens and recommend changes in line with the Australian Dietary Guidelines and the five food groups.  
- Students evaluate their own diet and recommends changes (e.g. use a three-day food diary). |

| Food and Nutrition | - Students research a variety of lunch options, evaluating nutritional value, and sustainability impacts on the environment.  
- Students analyse recipes identifying “healthy meals” and then create a recipe to prepare.  
- Students learn how to read, write, use and analyse a selection of recipes.  
- Students will view and comment on YouTube chef demonstrations.  
- Students explore the dining trends that influence eating habits at local cafes and restaurants. |

| Food for life | - Students will complete a quiz based on the five food groups and the Australian dietary guidelines.  
- Students recall information and become informed to make future healthy food choices. |

| Practical Skills and Application Design and Technologies Content Strands and Sequence Knowledge and Understanding: Sub Strands | 40% | Food preparation and practical skills | - Students work safely and hygienically in the home economics kitchen.  
- Student work individually and in teams during practical lessons to prepare nutritious recipes weekly.  
- Students observe and develop basic food preparation and cooking skills (e.g. chopping, dicing, shredding, beating and frying food).  
- Students engage in observation of teacher demonstration and listening to explanations of various techniques for Mis en Place.  
- Students are introduced to basic preparation and cooking techniques such as the rubbing in method, the melt and mix method, frying and baking etc.  
- Students are encouraged to use subject specific terminology.  
- Students produce their own recipes and have them peer assessed.  
- Students peer assess their food presentation and evaluate practicals. |

| Processes and Production Skills: Investigating | 10% | Practical Exam | - Students work in pairs produce a recipe to be served to two people reflecting the Australian Dietary Guidelines  
- Students must, in pairs design, prepare and present their healthy meal for 2 people during a 90 minute practical examination (e.g. healthy hamburgers/ stir fry).  
- Presentation of the meals must reflect local cafe dining trends. |

| Generating |  
| Producing |  
| Evaluating |  
| Collaborating and managing |