



# Australian Curriculum: Design and Technologies- Year 10

## *TFD-Food specialisations*

### Band plan-2025

CURRICULUM		YEAR 10			
		SEMESTER 1		SEMESTER 2	
		Term 1	Term 2	Term 3	Term 4
Unit name	The 'How to' of Hospitality		Stylish Services		
Unit description	Students will develop an understanding of hygiene and safety processes for a commercial cookery situation. They will undertake a series of cookery tasks to demonstrate their hygiene and safety skills. Café managers are responsible for maintaining workplace health and safety in their venues. They must be fully aware of the workplace health and safety guidelines so that they can respond appropriately if a breach is detected. A breach of workplace health and safety can put employees and the public at risk.	The Hospitality industry is a major contributor to the Australian economy and employs hundreds of thousands of people. Hospitality employees come from diverse backgrounds and work in a wide variety of different roles. Students are required to understand a range of important principles, procedures and protocols that apply to the different sectors of the hospitality industry. Some of the most prominent areas of Hospitality are Cafés and Casual Dining restaurants. The ingredients, cookery techniques and food presentation styles used within these restaurants is very different to Fine Dining style restaurants. Understanding why there are the differences in the ingredients, cookery techniques and presentation and being able to adapt to these differences will make an employee valuable in the Hospitality arena.		Communities contain a variety of different food establishments to cater for the clientele of the area. Such establishments may include food trucks, cafes, restaurants, food boxes and market stalls. Each establishment produces a particular style of food designed to attract a specific clientele. As a newcomer to the hospitality scene you will investigate the current situation to identify a niche market in which you will work.	After students have investigated and identified various hospitality establishments and the types of service they offer, they identify a niche market. Students will use this information to design, prepare and present a range of dishes for their chosen type of hospitality establishment.
ASSESSMENT		YEAR 9			
		SEMESTER 1		SEMESTER 2	
		Term 1	Term 2	Term 3	Term 4
		Safety & Hygiene –AT1	Café Menu-AT2	Creative Hospitality-AT3	My Hospitality Service-AT4
Range and balance of summative assessment conventions	Technique	Exam	Project	Investigation	Project
	Text type	Investigation	Design brief	Design brief	Menu
	Mode	Written	Written and products	Written	Written and products
	Conditions	600-800 words Exam conditions 60 minutes of class time	Use stimulus and menus provided Length 300 - 400 words 2 practical cookery products	Written response of 600-800 words In class time Computer access	Written response- 300-400 words Practical response - 4 examples of food products

		Seen scenario 1 page of dot point notes taken into exam	In class time		In class time Computer access
<b>Aspects of the achievement standard</b>					
explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments		✓			
identify the changes necessary to designed solutions to realise preferred futures they have described				✓	
when producing designed solutions for identified needs or opportunities, students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts			✓	✓	
create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities			✓		
establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes					✓
create and connect design ideas and processes of increasing complexity and justify decisions				✓	
communicate and document projects, including marketing for a range of audiences					✓
independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary					✓
select and use appropriate technologies skillfully and safely to produce high-quality designed solutions suitable for the intended purpose		✓	✓		

Term 1 Term 2 Term 3 Term 4



indicates opportunities that summative assessments provide for students to demonstrate evidence against aspects of the achievement standard