

# Australian Curriculum: Design and Technologies- Years 7-8

## TFD-Food specialisations

### Band plan-2025

#### YEAR LEVEL DESCRIPTION

By the end of Year 8 students should have had the opportunity to create at least 3 types of **designed solutions**, and addressed each of the 4 **technologies contexts**:

Engineering principles and systems

Food and **fibre** production

Food specialisations

Materials and technologies specialisations.

Students should have opportunities to design and produce **products**, **services** and **environments**. There are rich connections to other learning areas and subjects, for example Science, Geography and Health and Physical Education.

Students investigate and select from a range of technologies – tools, equipment, processes, materials, systems and components. They consider how the **characteristics** and **properties** of technologies can be combined to design and produce sustainable **designed solutions** to problems for individuals and the community, considering ethical, economic, environmental and social sustainability factors. Students use innovation and **enterprise skills** with increasing independence and collaboration. They respond to feedback from others and evaluate **design processes** and **designed solutions** for **preferred futures**. Students investigate design and technologies professions and the contributions that each makes to society locally, regionally and globally through innovation and enterprise. They critique the advantages and disadvantages of design ideas and technologies.

Using a range of technologies including a variety of **graphical representation techniques** to communicate, students generate and clarify ideas through sketching, **modelling** and technical drawing techniques (for example, perspective and **orthogonal drawings**). They use a range of symbols and technical terms in a variety of contexts to produce patterns; annotate concept sketches and drawings; and use scale, **pictorial and aerial views** to communicate design ideas and **designed solutions**.

With greater autonomy, students identify the sequences and steps involved in design tasks. They develop plans to manage design tasks, including safe and responsible use of materials and tools, and apply their plans to successfully complete these tasks. Students establish safety procedures that minimise risk and manage a project with safety and efficiency when making **designed solutions**.

CURRICULUM		YEAR 7	YEAR 8	
		SEMESTERS 1&2	SEMESTERS 1&2	
		Terms 1-4	Terms 1/3	Terms 2/4
Unit name		Is Fast Food Fun?	Muffin Mania	Tantalising Tastes
Unit description		An introduction to Food Specialisations where students investigate a range of cookery techniques with a view to create a healthy version of a junk food for the tuckshop.	Analyse opportunities for designing a muffin recipe that meets the determined needs of a target audience and select ingredients, equipment and processes to create a muffin to meet identified criteria.	In this unit, students will explore cooking methods such as frying, boiling, steaming, poaching and baking. They will document and manage food production processes independently and collaboratively, ensuring safety and hygiene. Students will analyse how different cooking methods impact their design decisions and create innovative dishes to feed a family of at least 4 people a healthy, economical meal. Through hands-on activities and group projects, they will gain practical culinary skills and a deeper understanding of food technology.
ASSESSMENT		YEAR 7	YEAR 8	
		SEMESTERS 1&2	SEMESTERS 1&2	
		AT1	AT1	AT2
Range and balance of summative assessment conventions	Technique	Investigation	Project	Project
	Type of text	Design presentation	Design presentation	Evaluation
	Mode	Multimodal	Multimodal	Written
	Conditions	<ul style="list-style-type: none"> <li>Written responses that include graphical representations 200-400 words</li> <li>1-3 A3 pages</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative design and individual presentation.</li> <li>Written responses that include graphical representations 200-400 words</li> <li>1-3 A3 pages</li> </ul>	<ul style="list-style-type: none"> <li>Written 400 – 600 words.</li> </ul>
Aspects of the achievement standard				
explain how people design, innovate and produce products, services and environments for preferred futures.		✓		
Explain how the features of technologies impact on design decisions, and create designed solutions based on analysis of needs or opportunities, for the Food Specialisations context.				✓
create and adapt design ideas, processes and solutions, and justify their decisions against developed design criteria that include sustainability		✓	✓	

communicate design ideas and solutions to audiences using technical terms and graphical representation techniques, including using digital tools.		✓	
independently and collaboratively document and manage production processes to safely produce designed solutions		✓	<div>MT</div> <div>Could be monitored through a tool such as a checklist or observation strategy.</div>

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