

OUTCOMES & INDICATORS

<p>TECHNOLOGY & ENTERPRISE- TECHNOLOGY PROCESS STRAND</p> <p>TP 5 Understands the relationship between the needs of individuals, communities and environments and assesses the appropriateness of existing technologies; considers functional, aesthetic, social and environmental issues in design and production proposals; safely and effectively organises, implements and controls production so specified standards are achieved; and evaluates in an ongoing way and includes assessment of how results meet design requirements, including appropriate codes of conduct.</p>	
<p>TP 5.1 Investigating - Investigates and explains how the design, production and use of technologies are affected by the needs of communities and environments.</p>	<p>Selects the menu item product primarily in relation to production, which minimises waste and the impact on environment & society, (cruelty to animals, economy etc). Demonstrates a clear understanding of functional, aesthetic, social, economic and environmental factors when considering product and design choice.</p>
<p>TP 5.2 Devising - Creates and prepares design and production proposals that include an examination of a range of options; demonstrates consideration of functional, aesthetic, social and environmental issues; and communicates using graphics and technical languages associated with particular fields of technology.</p>	<p>Generates a complete restaurant menu item & that uses technology for costing/source suppliers & to take images. Technical terms and symbols used. Shows an accurate understanding of time allocation in the completion and use of a time plan.</p>
<p>TP 5.3 Producing - Organises, implements and adjusts production processes based on detailed production plans, which are described using suitable technical languages and conventions to achieve defined standards of quality and safety.</p>	<p>Independently organises and carries out the steps of production, paying attention to timing, availability of equipment and resources. Demonstrates good practical skills and techniques, critically appraises their work Anticipates problems and works out solutions with limited guidance. Adopts safe work practices, recognizes hazards.</p>
<p>TP 5.4 Evaluating - Assesses own products, systems, processes,</p>	<p>Critically evaluates their process and product through self-</p>

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services and environments according to specified design requirements, including ethical criteria and comparisons with similar technologies.	reflection, and by others/peer views. Considers the market suitability of their menu item, using feedback from possible purchasers Considers the environmental implications of their product in terms of waste.
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TECHNOLOGY & ENTERPRISE- INFORMATION STRAND	
I 5 Understands that the form, transmission and controls applied affect the use of information and that accuracy, privacy, global access and distribution are issues to be considered; and applies this understanding to the use and creation of information to achieve particular effects.	
I 5.1 Nature - Understands that forms, methods of transmission, standards and conventions affect the use and impact of information.	Presents convincing arguments from credible sources and disregards non-credible information obtained from the Internet when investigating the topic for presentation and debate.
I 5.2 Techniques - Manipulates, transforms and creates information to achieve particular effects and meanings.	Considers environmental factors when creating a presentation for staff. Consider your choice of features and how it is presented to maximise the impact you would like to have on the staff.

ENGLISH - LISTENING AND SPEAKING STRAND	
LS 6 Students speak with purpose and effect in a wide range of contexts The student interprets different perspectives on ideas and issues in a range of structured and unstructured situations, recognising how socio-cultural factors and background knowledge influence interpretations; and controls a range of strategies to experiment with verbal and non-verbal conventions and to achieve specific effects	
LS 6.1 Processes ideas and information and interprets different perspectives on complex issues in spoken texts, including sustained	Interprets issues pertaining to sustainable food and argues/forms an opinion by examining different perspectives from a variety of

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and unstructured discourse, in a variety of media and situations.	Internet sources. These range from structured text and unstructured discourse.
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MATHEMATICS - CHANCE & DATA STRAND	
Level 5. Students locate, interpret, analyse and draw conclusions from data, taking into account data collection techniques and chance processes involved	
C&D 14.5 The student: Reads and makes sensible statements about the trends and patterns in data in tables, diagrams, plots and graphs and summary statistics and comments on data collection and results.	<ul style="list-style-type: none"> □ The student can interpret data and makes sensible statements about the data and statistics relating to sustainable/non sustainable food consumption or similar. Analyses and represents the data/statistics graphically.

The outcomes table above was created using the Curriculum framework and Outcomes and standards framework in conjunction with the levels and outcomes simplified article written by Fuller. This article assisted in matching the appropriate outcome with the level being taught.

Curriculum Council. (2005). *Curriculum framework*. Western Australia: Curriculum Council.

Curriculum Council. (2005). *Outcomes and standards framework*. Western Australia: Department of Education and Training.

Fuller, J. [n.d.]: "Levels and outcomes simplified". Retrieved September 2010, from <http://www.ecawa.asn.au/home/jfuller/outcomes/outcomes.htm>