

Home Economics in the Victorian Curriculum



home economics Victoria

Subject Home Economics supports students to develop the capacity to make decisions, solve problems and develop critical and creative responses to practical concerns of individuals, families and communities. Where Home Economics is offered as a subject, the teaching and learning program is based on curriculum drawn from both Health and Physical Education and Design and Technologies.

Home Economics Levels 7–8

- Ethical Capability
- Intercultural Capability
- Personal and Social Capability
- Critical and Creative Thinking

Curriculum Areas

The curriculum sets out the learning continuum, it includes content descriptions organised by strands and achievement standards.

Technologies: Design and Technologies

Health and Physical Education

Strands Key organising elements within each curriculum area.

Technologies and Society

Technologies Contexts

Creating Designed Solutions

Personal, Social and Community Health

Sub-strands Supplementary organising elements within some curriculum areas.

Food specialisations

Investigating, generating, producing, evaluating, planning and managing

Focus area: Food and nutrition addresses the role of food and nutrition in enhancing health and wellbeing. The curriculum supports students to develop knowledge, understanding and skills to make healthy, informed food choices and to explore the contextual factors that influence eating habits and food choices.

Being healthy safe and active

Communicating and interacting for health and wellbeing

Contributing to healthy and active communities

Content Descriptions

Specific and discrete information identifying what teachers are expected to teach and students are expected to learn.

Examine and prioritise competing factors including social, ethical, economic and sustainability considerations in the development of technologies and designed solutions to meet community needs for preferred futures (VCDSTS043)
Investigate the ways in which designed solutions evolve locally, nationally, regionally and globally through the creativity, innovation and enterprise of individuals and groups (VCDSTS044)

Analyse how characteristics and properties of food determine preparation techniques and presentation when creating solutions for healthy eating (VCDSTC047)

Investigating: Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas (VCDSCD049)
Generating: Generate, develop and test design ideas, plans and processes using appropriate technical terms and technologies including graphical representation techniques (VCDSCD050)
Producing: Effectively and safely use a broad range of materials, components, tools, equipment and techniques to produce designed solutions (VCDSCD051)
Evaluating: Independently develop criteria for success to evaluate design ideas, processes and solutions and their sustainability (VCDSCD052)
Planning and managing: Use project management processes to coordinate production of designed solutions (VCDSCD053)

Examine barriers to seeking support and evaluate strategies to overcome these (VCHPEP125)
Investigate and select strategies to promote health, safety and wellbeing (VCHPEP126)

Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (VCHPEP127)
Develop skills to evaluate health information and express health concerns (VCHPEP129)

Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)
Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity (VCHPEP132)

Elaborations Non-mandated, advisory examples that provide guidance on how the curriculum may be transformed into a classroom activity or learning opportunity.

Achievement Standards

Statements that describe what students are typically able to understand and do, and are the basis for reporting student achievement.

- Students explain factors that influence the design of solutions to meet present and future needs.(1)
- They explain the contribution of design and technology innovations and enterprise to society.(2)
- Students explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts.(3)
- Students create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities. (4)
- They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes.(5)
- They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques.(6)
- Students apply project management skills to document and use project plans to manage production processes. (7)
- They independently and safely produce effective designed solutions for the intended purpose.(8)

- Students evaluate the benefits of relationships on wellbeing and respecting diversity. (2)
- They analyse factors that influence emotional responses.(3)
- They gather and analyse health information. (4)
- They investigate strategies that enhance their own and others' health, safety and wellbeing. (5)
- They justify actions that promote their own and others' health, safety and wellbeing at home, at school and in the community. (9)