

# 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 9–10

- 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.

**Strands** Key organising elements within each curriculum area.

**Sub-strands** Supplementary organising elements within some curriculum areas.

### Content Descriptions

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

**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.

#### Technologies: Design and Technologies

#### Health and Physical Education

##### Technologies and Society

##### Technologies Contexts

##### Creating Designed Solutions

##### Personal, Social and Community Health

##### Food specialisations

##### Investigating, generating, producing, evaluating, planning and managing

##### Being healthy safe and active

##### Communicating and interacting for health and wellbeing

##### Contributing to healthy and active communities

Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved (VCDSTS054)  
Explain how designed solutions evolve with consideration of preferred futures and the impact of emerging technologies on design decisions (VCDSTS055)

Investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating (VCDSTC058)

**Investigating:** Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas (VCDSCD060)  
**Generating:** Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication (VCDSCD061)  
**Producing:** Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions (VCDSCD062)  
**Evaluating:** Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability (VCDSCD063)  
**Planning and managing:** Develop project plans to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes (VCDSCD064)

Evaluate factors that shape identities, and analyse how individuals impact the identities of others (VCHPEP142)  
Examine the impact of changes and transitions on relationships (VCHPEP143)  
Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk (VCHPEP144)  
Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices (VCHPEP145)

Evaluate health information from a range of sources and apply to health decisions and situations (VCHPEP148)

Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (VCHPEP149)  
Critique behaviours and contextual factors that influence the health and wellbeing of their communities (VCHPEP151)

- Students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to create designed solutions.(1)
- They identify the changes necessary to designed solutions to realise preferred futures they have described.(2)
- When creating 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.(3)
- Students create designed solutions for each of the prescribed technologies contexts based on a critical evaluation of needs or opportunities.(4)

- They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes.(5)
- They generate and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. (6)
- They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. (7)
- They select and use appropriate technologies skilfully and safely to produce quality designed solutions suitable for the intended purpose. (8)

- Students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. (1)
- They analyse the impact of attitudes and beliefs about diversity on community connection and wellbeing.(2)
- They evaluate the outcomes of emotional responses to different situations. (3)
- Students access, synthesise and apply health information from credible sources to propose and justify responses to situations in the home, in the school and the community.(4)

- They explain the importance of cooperation, leadership .... across a range of health and movement contexts. (8)
- They compare and contrast a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing. (9)