

FOOD QUALITY

Unit of work

Food Quality

School analysis

This unit of work was designed to be taught at Figtree High School which is a 7-12 public high school situated in the Illawarra region. Figtree high school has 908 students currently enrolled at the school and 24% of the students have a different language background (Australian Curriculum Assessment and Reporting Authority [ACARA], 2024).

Food quality is an 11 preliminary food technology topic. Students will be studying this unit in Term 2 of the school year which starts in May. This yr. 11 classroom is a small diverse learning environment with only 12 students in the class. Within this small group there are students with varied learning abilities. Two students in the classroom are gifted students with another student who is talented. These students are quickly able to develop a strong understanding of the content that is taught.

The ELAD student in the classroom environment has been a student at the school since yr. 7. They are consolidating English on the ELAD learning progression by ACARA (2011). A student who is on the consolidating progression can confidently participate in classroom discussions and activities that require reading, speaking listening and they are also able to create a range of different texts (ACARA,2011). These students may still require support when using technical and content specific words. In the classroom there is a student who has a learning difficulty where they find the writing progress cognitively difficult. A writing activity can cause this student to disengage from the lesson however this student is highly passionate about food technology. They are highly talented in plating and presentation of dishes and have an ambition to be a pastry chef when they leave school.

All Students have set learning goals for what they would like to achieve this year in this subject.

Reflection

This unit has been designed and planned in reference to the NESA (2013) stage 6 food technology syllabus. The unit is plan is designed so that the lessons are sequential which allows students to be able to create connections between content and solidify the content that they have been learning. For example, students have a practical lesson where they make mayo, lemon curd and caramelised banana toast which all show different functional properties of food, which is the dot point that they have been learning about in the previous lesson. Students also have opportunities to make connections to knowledge from the last topic.

This unit has been designed around a combination of pedagogical strategies including the 4C's of learning; communication, collaboration, creative and critical thinking. This pedagogical practice is centred around 4 main skills which are believed to be vital in order to succeed not

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only within the classroom but also in society (Cho, 2023). There are activities within the unit which require students to use at least one of the skills at one time. For example, the expert learning activity on Heston Blumenthal requires students to engage in collaboration as it is a group task, but it also requires students to be able to communicate and think critically. Ahmed (2022) notes that communication is the process where students express their views and thoughts either through oral or written channels. He also notes that these skills are required to work in the 21st century (Ahmed, 2022). Within this unit there has also been activities that have been designed to engage students with Higher order thinking skills [HOT] which is based on Blooms Taxonomy (Armstrong, 2010). The range of assessment tools that have been implemented within the unit include a diagnostic assessment, informal formative assessments as well as a formal and informal summative assessment.

It is important that the ACARA [ACARA] general capabilities are implemented within every unit that is taught because these skills are fundamental skills that students will need and use in their everyday life (Bandura & Leal, 2022). This unit has many opportunities for students to be able to be able to further develop their literacy and numeracy skills which are imperative for a student to have. During the unit there are many opportunities for students to be able to develop their digital literacy skills which include effectively interacting with digital devices and digital programs, adapting to new technology and safely working within digital environments (ACARA, 2020). Digital literacy skills also require students to be able to critically evaluate sources of information and their credibility due to having access to copious amounts of information (Daugherty & Hansen , 2022). Digital literacy skills are vital to students as they live in a world technology rapidly changing and advancing (Slack, 2023).

As a teacher, it is vital to remember that every learning environment has learner diversity. These diversities may include socioeconomic status, English is a second language, learning disabilities/difficulties or gifted and talented students. The unit has been designed so that differentiation can be applied to all activities in hope that all students are able to engage with the content and the activity to the best of their ability. Differentiation of the formal summative assessment has been offered to the low end students in the classroom in the form of a viva voce assessment. A viva voce assessment is where students complete the same assessment however they give their answers orally (Salomão, 2024). This type of assessment is generally associated with a PhD thesis defence; however, it can also be used as an alternative assessment tool for students who have learning difficulties and disabilities, ties into a UDL classroom approach (Bridgeman, Denham, Haq, & Weeks, 2021). In this unit a student's major learning block is writing and throughout the unit where writing may be required options such as highlighting pre-written notes or the option to voice record has been given. The removal of barriers is another differentiation strategy that has been implemented in hope to effectively engage the student in the content and activities. Extension activities have also been provided throughout the unit as to challenge differentiation for the gifted and talented students

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Course: Food technology	Unit title: Food Quality
Teaching period: 10 weeks	Unit Length: 10 weeks
<p>Unit overview - In this unit students will investigate the sensory characteristics of food and identify the characteristics that are considered favourable for those foods. Students are required to complete a sensory analysis of foods and evaluate the sensory analysis. Students will also explore the functional properties of food and the factors that affect the functional properties. Methods of safe storage of food will also be investigated by the students. In practical lessons students will prepare a range of foods that demonstrate the sensory characteristics and functional properties of food.</p>	
<p>Rationale - Food Technology is a stage 6 board endorsed course. As part of this course students will study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues (NES REFERENCE) . This unit requires students to participate in practical lesson. During these practical lessons a range of dishes will be made by students which will relate to the topic they are learning about.</p>	
<p>Learning outcomes (NESA, 2013):</p> <p>P2.2 identifies and explains the sensory characteristics and functional properties of food</p> <p>P3.2 presents ideas in written, graphic and oral form using computer software where appropriate</p> <p>P4.1 selects appropriate equipment, applies suitable techniques and utilises safe and hygienic practices when handling food</p> <p>P4.4 applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products.</p>	
<p>Assessment</p> <p>During this unit there are many opportunities to conduct informal formative assessments as well as a diagnostic assessment.</p> <p>Summative assessment – Lemon Meringue pie</p> <p>During this unit students will be required to complete a summative assessment. This assessment will have a written report as well as a practical component. In the written report students will have questions on the following topics: The sensory characteristics of food (taste, texture, appearance, odour), The functional properties of food that occur in a lemon meringue, Factors that affect the functional properties and Hygienic and safe practices in the kitchen.</p> <p>Viva voce – Specific students will have the option to complete this assessment as a viva voce assessment (orally). These students will have the same questions and marking criteria as the other students in the class. They will have the option to bring notes into the exam to use as prompts when answering the question however, these notes will need to be handed into the teacher when the exam is completed.</p>	
<p>Resources</p> <p>Google drive → all worksheets, presentations, activity instructions, website links, recipe cards jam board links, exam questions, extension activities, assessment task notifications and marking criteria will be in the food quality file.</p> <ul style="list-style-type: none"> - MindMiester - Kahoot - Kitchen appliances - Notebooks and pens - Ingredients - Butchers paper, pencils - YouTube - Whiteboard markers - Laptop / ipad - Zoom - Whiteboard - Google classroom 	<p>Notes - The registration (reg.) column needs to be dated and signed off when the activities are completed.</p>

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Week 1				
Students learn about (NESA, 2013):	Students learn to (NESA, 2013):	Integrated teaching and Learning activities	Assessment & evidence of learning (EOL)	Reg.
Safe preparation and presentation of food <ul style="list-style-type: none"> equipment and utensils to produce quality food products across a range of settings safe and hygienic work practices when handling food 	<ul style="list-style-type: none"> select appropriate equipment and utensils to produce quality food products across a range of settings 	Kitchen Safety Revision – Class Discussion & New equipment introduction T will facilitate a conversation around the general safety rules including the appropriate use of utensils and equipment as well as hygienic practices. T will also talk to Ss about some equipment that may be used in this topic that Ss haven't used before. Introductory Kahoot Quiz Ss to complete a kahoot quiz on this topic. T should read out the questions and the answer options.	Informal formative- T can ask questions and record who answers the question. Diagnostic Assessment Kahoot can collect valuable information on Ss prior knowledge.	
Differentiation - During the discussion T will show the students the new equipment that they may use during this unit so that students are able to put a visual connection to the equipment. Extension: when having a class discussion, T will ask Ss what the equipment may be used for or what is a dish that uses the equipment. During the Kahoot T will read the questions and the answer options to the class.				
Week 2				
Students Learn about (NESA, 2013):	Students learn to (NESA, 2013):	Integrated teaching and learning activities	Assessment & evidence of learning (EOL)	Reg.
Sensory characteristics of food <ul style="list-style-type: none"> sensory characteristics of foods, including appearance, odour, taste (flavour) and texture (mouth feel) sensory assessment of a variety of foods 	<ul style="list-style-type: none"> identify sensory characteristics that constitute quality in a variety of foods evaluate the appeal of foods using sensory assessment 	KWL Jam board- Ss to complete a KWL Jam board about what they <u>know</u> and want to <u>learn</u> about the sensory characteristics of food. PowerPoint presentation, Class discussion & Note taking T to go through the PowerPoint with the Ss while facilitating the class discussion around the sensory characteristics of food. Ss to take notes on important points. <i>*T make connection to factors that affect food selection</i> Experiment- Sensory characteristics of food This experiment has 3 parts for Ss to complete in pairs and Ss should swap halfway through. <u>Exp. 1</u> (Blind Description), <u>Exp. 2</u> (Blind Taste & Texture test w/ nose plug), <u>Exp. 3</u> (Blind Taste & Texture test) <i>*Experiment instructions can be found in the google classroom.</i>	Informal diagnostic Evidence of learning – SS taking notes & Ss participation in the discussion Informal formative- Looking for students to use content specific words	

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		KWL Jam Board - Ss to complete a KWL Jam board about what they have learnt about the sensory characteristics of food. <i>*Ss should use the sensory characteristics descriptive words sheet in this experiment. → resources in google drive.</i>	Informal formative	
Differentiation - T to read out the questions and the information on each slide before telling students what important information they should make notes on. T to give student a physical copy of the notes for them to highlight the important information instead of writing. T will also make a copy available on google classroom for everyone. T has a scaffolded sheet for the science experiment if required, this sheet has a brief description of what should be written. Extension: Ss have the option to complete the research and read the article at the bottom of the sheet and answer the questions.				
Week 3				
Students learn about (NESA, 2013):	Students learn to (NESA, 2013):	Integrated teaching and Learning activities	Assessment & evidence of learning (EOL)	Reg.
<ul style="list-style-type: none"> functional properties of food, including: the role of proteins in denaturing, coagulation, gelation, foaming and browning -the role of carbohydrates in gelatinising, dextrinising, caramelising and crystallising -the role of fats in emulsifying and aerating 	<ul style="list-style-type: none"> explain some of the functional properties of food prepare a range of foods which demonstrate the functional properties of food 	PowerPoint presentation, Class discussion & Note taking T to go through the PowerPoint with the Ss while facilitating a class discussion around the functional properties of food. Ss to take notes on important points that will be highlighted by the T. T get Ss to conduct mini egg whisking experiment . <i>*Experiment instructions can be found in the google classroom.</i> Practical lesson (double period) Ss will be cooking the following 3 mini dishes to demonstrate the functional properties: 1. Mayonnaise, 2. Lemon curd, 3. Caramelised banana toast. <i>*T will have chicken nuggets and pre-made tart bases.</i> Class discussion T will facilitate class discussion around the different functional properties that were investigated during the practical lesson. T will also highlight that the lemon curd recipe will be the same for their assessment task.	EOL – Ss taking notes Informal formative participation in the discussion Informal formative – T make notes of who is responding and using topic specific language T can use this to create focus group on who is not using content specific language	
Differentiation - T to read out the questions and the information on each slide before telling students what important information they should make notes on. T to give student a physical copy of the notes for them to highlight the important information instead of writing. During class discussion T will ask questions to a range of different students and may provide answer prompts if it is required or refer the Ss to the glossary that will be projected on the board.				
Week 4				

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Students learn about (NESA, 2013):	Students learn to (NESA, 2013):	Integrated teaching and Learning activities	Assessment & evidence of learning (EOL)	Reg.
<ul style="list-style-type: none"> functional properties of food, including: <ul style="list-style-type: none"> -the role of proteins in denaturing, coagulation, gelation, foaming and browning -the role of carbohydrates in gelatinising, dextrinising, caramelising and crystallising -the role of fats in emulsifying and aerating 	<ul style="list-style-type: none"> explain some of the functional properties of food 	<p>Exam question breakdown</p> <p>T will present an exam question that directly relates to the function properties of foods. As a class the question will be broken down and a sample response will be drafted. The sample answer will be compared to the marking rubric. T will then project another past exam question for Ss to answer. After a period of time T will project the marking criteria for that question and Ss will swap their answers and peer mark before handing them in.</p> <p>Mini Design Challenge – Menu design</p> <p>In groups or pairs Ss will create a menu or dining experience that utilises the functional properties of food. Ss are encouraged to use one functional property from each dot point. Ss are able to research different functional properties or foods that go together.</p>	<p>Informal formative – T looking for Ss to add/ give points to answer the Q using technical or content specific language</p> <p>Informal formative – T uses observation to see whether Ss are understanding the concepts.</p>	
<p>Differentiation - All Ss will have access to the exam question that was answered as a class, they will also all have access to the definition list of all of the HSC verbs. For Ss who require extra support and help answering the next question T will have a table where Ss can sit down and work with the T. T may also provide Ss with sentence starters if required. Alternatives to writing will also be provided to certain Ss – Ss will have the option of voice recording their answer or verbalising the answer to the T to write down for them. Extension: more exam questions will be presented to the Ss as well as a long response question and HSC questions which Ss can work together to answer. There is an option for the design challenge for Ss to only include 1 or 2 functions and Ss will have access to the definitions of the functions. Ss will be able to work with the T if required. Ss have alternative options for writing such as drawing and verbally presenting their ideas to the T. Extension: Ss are encouraged to use more than 3 functional properties or create another menu. They are also able to plan out their kitchen or restaurant to reflect their dishes.</p>				
Week 5				
Students learn about (NESA, 2013):	Students learn to (NESA, 2013):	Integrated teaching and Learning activities	Assessment & evidence of learning (EOL)	Reg.
<ul style="list-style-type: none"> factors that affect the functional properties of food, including: <ul style="list-style-type: none"> - oxygen 	<ul style="list-style-type: none"> investigate through experimentation the factors that affect the 	<p>PowerPoint presentation, Class discussion & Note taking</p> <p>T to go through the PowerPoint with the Ss while facilitating a class discussion around the factors that affect functional properties of food. Ss to take notes on important points that will be highlighted by the T.</p> <p>Experiment- factors that affect functional properties of food</p>	<p>EOL – Ss taking notes</p> <p>Informal formative participation in the discussion</p>	

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<ul style="list-style-type: none"> - temperature - acidity - agitation - enzymes - addition of other ingredients 	<ul style="list-style-type: none"> • functional properties of foods • identify the factors that affect the functional properties of food 	<p>KWL Jam board- Ss to complete a KWL Jam board about what they <u>know</u> and want to <u>learn</u> about the factors that affect functional properties of food. This experiment will be conducted as a class.</p> <p><u>Exp. 1</u>- Bread & <u>Exp. 2</u> (apple & lemon juice)</p> <p><i>*Experiment instructions can be found in the google classroom.</i></p> <p>Practical - Ss will be cooking meringue to demonstrate factors such as agitation and addition of other ingredients. This is also able to be used as a practice for the assessment.</p> <p>KWL Jam Board - Ss to complete a KWL Jam board about what they have learnt about the factors that affect functional properties of food.</p>	<p>Informal formative- Looking for students to use content specific words</p> <p>Informal formative – focusing on the specific equipment and processes & presentation Ss use.</p>	
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Differentiation - T to read out the questions and the information on each slide before telling students what important information they should make notes on. T to give student a physical copy of the notes for them to highlight the important information instead of writing. Notes will also be on google classroom. When asking questions during class discussion T will give answer prompts for some Ss if required. T has a scaffolded sheet for the science experiment if required, this sheet has a brief description of what should be written. Jam board questions will be read to Ss before Ss answer. T will be floating around the kitchen to help Ss if required.

Extension: T will ask Ss follow up questions during the class discussion that will require Ss to further explain or give their judgement. Extension activities will be at the bottom of the experiment sheet.

Week 6				
Students learn about (NESA, 2013):	Students learn to (NESA, 2013):	Integrated teaching and Learning activities	Assessment & evidence of learning (EOL)	Reg.
<ul style="list-style-type: none"> • factors that affect the functional properties of food, including: <ul style="list-style-type: none"> - oxygen - temperature - acidity - agitation - enzymes 	<ul style="list-style-type: none"> • investigate through experimentation the factors that affect the functional properties of foods • prepare a range of foods which 	<p>Video – Heston Blumenthal - Ss watch YouTube video of Heston to get an insight about who he is and how he is relevant to this topic. Allow Ss 5 mins to discuss Heston and develop questions they might want to ask in the zoom.</p> <p>Incursion – Zoom call with Heston Blumenthal - Ss will have the opportunity to talk to one of the head chef at ‘Dinner’ by Heston Blumenthal. Ss will be given the opportunity to ask questions about the type of dishes that they serve.</p> <p>Expert Learning Activity - In groups pick a dish from <i>Fat Duck</i> or <i>Dinner by Heston Blumenthal</i> or a recipe written by Heston and become a an ‘expert’ in the dish using the prompts on the google doc. Ss then split up and pair up with Ss who</p>	<p>Informal formative – looking for Ss to use content specific language in their questions.</p> <p>Informal formal – observation of Ss during</p>	

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- addition of other ingredients	demonstrate the functional properties of food	looked at a different dish and compare notes. Ss then join their original pair and answer the analyse and evaluate questions & submit the worksheet. <i>*T will make the groups</i>	the activity & record of work submitted.	
Differentiation - T has the option to make groups of students with varied abilities or like abilities. Another google docs sheet is available for Ss who are struggling with the EL activity. T can also work with small groups during this activity. S has choice to follow a buddy during the EL activity and verbally participate instead of writing and submit a combine worksheet with both names on it. Extension: Ss are able to analyse another dish or pick a menu from one of the restaurants and complete the analyse and evaluate question on that dish/menu.				
Week 7				
Students learn about (NESA, 2013):	Students learn to (NESA, 2013):	Integrated teaching and Learning activities	Assessment & evidence of learning (EOL)	Reg.
Safe storage of food <ul style="list-style-type: none"> methods of storing foods to maintain quality such as dry storage, cold storage and freezing 	<ul style="list-style-type: none"> describe methods of storing foods to maintain sensory characteristics and ensure safety 	<p>Assessment task notification- T to hand out and discuss the assessment task with the Ss including giving the Ss the practical date. Ss will be given time to ask questions as well as start the assessment.</p> <p>Class discussion T facilitate a class discussion around the different methods of storing food and what the best method is to store certain foods.</p> <p>Kitchen Walkthrough T will take Ss down to the kitchens and get the TAS assistant to take the students through the different methods of storage that is in the kitchens and what ingredients that Ss will find in there. Ss are encouraged to ask questions.</p> <p>PowerPoint presentation, Class discussion & Note taking T to go through the PowerPoint with the Ss while facilitating a class discussion around the methods of storing food. Ss to take notes on important points that will be highlighted by the T.</p>	<p>Summative assessment notification</p> <p>Informal Formative & EOL – observation of which Ss participate in discussion and looking for content specific terms</p> <p>EOL – Ss taking notes Informal formative participation in the discussion</p>	
Differentiation - T to read out the questions and the information on each slide before telling students what important information they should make notes on. T to give student a physical copy of the notes for them to highlight the important information instead of writing. Notes will also be on google classroom. S will have differentiated assessment task – they can present it viva voce. During class discussion T will provide prompts to Ss if required. Extension: T will ask certain Ss to further explain or provide examples from their answer. Ss have a safe storage activity they can complete → it is on google classroom.				

Week 8				
Students learn about (NESA, 2013):	Students learn to (NESA, 2013):	Integrated teaching and Learning activities	Assessment & evidence of learning	Reg.
Safe storage of food <ul style="list-style-type: none"> methods of storing foods to maintain quality such as dry storage, cold storage and freezing 	<ul style="list-style-type: none"> describe methods of storing foods to maintain sensory characteristics and ensure safety 	<p>Planning challenge Ss will work together in groups to 'stack' various printed food items in their right storage method. Each group will get some of the same food items and some different food items. T will come around and check on the groups.</p> <p>Exam question breakdown T will present an exam question that directly relates to the function properties of foods. As a class the question will be broken down and a sample response will be drafted. The sample answer will be compared to the marking rubric. T will then project another past exam question for Ss to answer. After a period of time T will project the marking criteria for that question and Ss will swap their answers and peer mark before handing them in.</p> <p>Assessment task preparation – Meringue & curd recipe Ss are given the task to halve both the Meringue and lemon curd recipe in half. Ss are able to complete this activity in pairs and their recipe must be checked.</p>	<p>EOL – observation to see how Ss complete the activity</p> <p>Informal formative – T looking for Ss to add/ give points to answer the Q using technical or content specific language</p> <p>Informal formative – observation of how Ss are able to split a recipe Ss will also submit to T.</p>	
<p>Differentiation – Ss can have access to notes on storage of foods to help with the challenge. Extension: T has list of ingredients and photo of different types of storage shelves from a professional kitchen, Ss are required to effectively sort ingredients onto shelves.</p> <p>All Ss will have access to the exam question that was answered as a class, they will also all have access to the definition list of all of the HSC verbs. For Ss who require extra support and help answering the next question T will have a table where Ss can sit down and work with the T where T may provide sentence starters. Alternatives to writing will also be provided to certain Ss – Ss will have the option of voice recording their answer or verbalising the answer to the T to write down for them. Extension: exam questions will be presented to the Ss as well as a long response question and HSC questions -Ss can work in groups.</p>				
Week 9				
Students learn about (NESA, 2013):	Students learn to (NESA, 2013):	Integrated teaching and Learning activities	Assessment & evidence of learning	Reg.
<ul style="list-style-type: none"> layout of food for visual appeal, including styling for 	<ul style="list-style-type: none"> select and apply suitable preparation 	<p>Class mind map activity T will give Ss 5 minutes to research some myths surrounding food styling and add it to the class mind map.</p>	<p>EOL – class participation through adding answer to mind map.</p>	

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photography and plating for service	<p>methods to produce quality food products and plate meals for service across a range of settings</p> <ul style="list-style-type: none"> style foods for photography 	<p>Food styling presentation T will show Ss different food styling techniques used and talk about how it can be used for their assessment.</p> <p>Photography demonstration A photography T will come down and give the students a demonstration on how to use the camera for their assessment. Ss will use the lesson to practice using the camera.</p> <p>Syllabus review T and Ss will review and highlight what have been covered so far.</p>	<p>Informal formative – observation of how Ss use the cameras</p> <p>Informal formative – looking for content specific terms</p>	
<p>Differentiation – T will provide prompts or examples during mind map activity. T can work with Ss who require extra help with operating the camera. During the syllabus review T will ask questions to Ss and give prompts if Ss are unsure. Extension: Ss have the opportunity to research other food styling and presentation methods. During the photography lesson Ss are able to get food items out of the pantry and practice taking photos in different light. During the syllabus review Ss are able to further their review by trying to list examples or provide definitions for different parts of content covered.</p>				
Week 10				
Students learn about (NESA, 2013):	Students learn to (NESA, 2013):	Integrated teaching and Learning activities	Assessment	Reg.
<p>Safe preparation and presentation of food</p> <p>Sensory characteristics of food</p> <p>Functional properties of food</p>	<ul style="list-style-type: none"> 	<p>PRACTICAL ASSESSMENT TASK - Ss will have a double period to cook, present and photograph their lemon meringue tarts</p> <p>THEORY ASSESSMENT TASK DUE - Ss will have the lesson to finish and hand in their assessment task.</p> <p>Kahoot Quiz - Ss to complete the same kahoot quiz on this topic. T should read out the questions and the answer options</p>	<p>Formal summative assessment- Ss will be marked against a rubric for several different criteria.</p> <p>Informal Summative- T can compare data to when Ss did the quiz before the unit.</p>	
<p>Differentiation – S has the option of completing viva voce assessment instead of written report.</p>				

Resources

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