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Sample course outline
Food Science and Technology – General Year 11
Unit 1 – Food choices and health and Unit 2 – Food for communities

Semester 1

<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
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</table>
| 1–2  | **Preparation practices**  
• workplace regulations for safety and health  
  ▪ protective clothing and footwear  
  ▪ personal hygiene  
  ▪ emergency procedures  
  ▪ signage for procedures and hazards  
  ▪ safe posture, including lifting, bending and standing  
• safe food handling practices  
  ▪ safe storage and thawing of raw and processed foods  
  ▪ prevention of cross contamination  
  ▪ clean equipment and work surfaces  
• produce food products using raw and processed foods  
  ▪ select and safely use appropriate equipment, such as knives and hot surfaces  
  ▪ demonstrate mise-en-place and precision cutting skills  
  ▪ demonstrate safe food handling practices |
| 3–4  | **Investigate raw and processed food**  
• classification of food  
  ▪ animal  
  ▪ plant  
  ▪ raw  
  ▪ processed  
• investigate a raw and a processed food product  
  ▪ use  
  ▪ nutrition  
  ▪ cost  
  ▪ shelf life  
• devise food products using raw and processed foods  
  ▪ cost recipes  
**Task 1: Test – Preparation practices** |
| 5–6  | **Selecting raw and processed food**  
• sensory properties that influence selection and use of raw and processed food  
  ▪ appearance  
  ▪ texture  
  ▪ aroma  
  ▪ flavour  
  ▪ sound  
• physical properties that influence selection and use of raw and processed food  
  ▪ size  
  ▪ shape  
  ▪ colour  
  ▪ volume  
  ▪ viscosity |
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| 7–8  | - effects of processing techniques on sensory and physical properties of food  
   - change in appearance  
   - change in texture  
   - change in flavour  
   - evaluate food products developed from raw and processed foods  
   - sensory properties  

  **Celebrate local foods**  
  - economic and environmental considerations when purchasing locally produced commodities  
    - food availability  
    - cost  
    - ‘food miles’  
    - packaging  
    - waste  
  - environmental issues that arise from food and lifestyle choices  
    - food availability  
    - ‘food miles’  
    - packaging  
    - recycling and waste  
  - devise food products using raw and processed foods  
  - organise food orders and production plans  
  - produce food products using raw and processed foods  
    - demonstrate teamwork skills, such as communication and collaboration  
    - present safe, quality, palatable food  
  - evaluate food products developed from raw and processed foods  
    - the effectiveness of skills, practices or processes  
    - use relevant terminology  

  **Task 2: Celebrate local foods**

  **Nutritional value of food**  
  - food sources and functions of nutrients and water in the body  
    - protein  
    - carbohydrates  
    - vitamins  
    - minerals  
    - lipids  
  - importance of a balanced diet and the consumption of a wide variety of foods for health  
  - devise food products using raw and processed foods  
    - adapt recipes to suit a purpose  

  **Food choices**  
  - factors that influence food choices  
    - cost  
    - food availability  
    - family characteristics  
    - peer group  
    - nutritional value  
  - use of food selection models and guides to evaluate diets  
    - *Healthy Eating Pyramid (Nutrition Australia May 2015)*  
    - *The Australian Guide to Healthy Eating*  
  - devise food products using raw and processed foods  
    - interpret recipes  

  **Task 3: Food choices**
<table>
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<tr>
<th>Week</th>
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</table>
| 13–14 | **Food for adolescents**  
• nutritional requirements of adolescents
  ▪ protein
  ▪ calcium
  ▪ iron
• devise food products using raw and processed foods
  ▪ adapt recipes to suit a purpose
  ▪ organise food orders and production plans
• produce food products using raw and processed foods
  ▪ measure ingredients using Australian Standard metric measurement
  ▪ demonstrate various methods of cooking
• evaluate food products using raw and processed foods
  ▪ effective use of skills, practices or processes
  ▪ sensory properties |
| 15–16 | **A food advertisement**  
• influences on adolescent food choices
  ▪ use of celebrities, media practices, including music, body image, colour, fonts and graphics, and food styling techniques to market food products
  ▪ advertising
  ▪ marketing |

**Task 4: A food advertisement**
<table>
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</table>
| **1** | **Staple food commodities**  
• staple food commodities readily available in Australia  
• factors that affect the supply of staple food  
  ▪ food availability  
  ▪ cost  
  ▪ climate or seasons  
  ▪ natural disasters  
• investigate staple food products  
  ▪ use  
  ▪ nutrition  
  ▪ cost  
  ▪ shelf life |
| **2–3** | **Selecting staple foods**  
• primary and secondary processes used to convert raw commodities into safe, quality food products  
• sensory properties that influence selection and use of staple food  
  ▪ appearance  
  ▪ texture  
  ▪ aroma  
  ▪ flavour  
  ▪ sound  
• physical properties that influence selection and use of staple food  
  ▪ size  
  ▪ shape  
  ▪ colour  
  ▪ volume  
  ▪ viscosity  
• evaluate food products developed from staple foods  
  ▪ product’s sensory properties  
**Task 5: Staple food commodities** |
| **4–5** | **Dry processing techniques**  
• the effect of processing techniques on the sensory and physical properties of food  
  ▪ dry processing techniques  
• produce food products using staple foods  
  ▪ measure ingredients using Australian Standard metric measurement  
  ▪ demonstrate safe food handling practices  
  ▪ demonstrate dry processing techniques  
• evaluate food products developed from staple foods  
  ▪ product’s sensory properties  
**Task 6: The big bake-off** |
| **6–7** | **Wet processing techniques**  
• the effect of processing techniques on the sensory and physical properties of food  
  ▪ wet processing techniques  
• produce food products using staple foods  
  ▪ select and safely use appropriate equipment  
  ▪ demonstrate mise-en-place and precision cutting skills  
  ▪ demonstrate wet processing techniques  
• evaluate food products developed from staple foods  
  ▪ product’s sensory properties |
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| 8    | **Macronutrients for health**  
   - food sources and role of macronutrients and water for health  
     ▪ protein: complete and incomplete  
     ▪ carbohydrates: starches, sugars, and fibre or cellulose  
     ▪ lipids: saturated fats and oils, and unsaturated fats and oils  
   - macronutrient requirements depending on age and lifestyle  
     ▪ protein  
     ▪ carbohydrates  
     ▪ lipids  
| 9–10 | **Health issues**  
   - health issues that arise from food choices  
     ▪ malnutrition  
     ▪ underweight  
     ▪ overweight  
     ▪ allergies  
   - intolerances  
   - nutrition-related health conditions and the need for specialised diets  
     ▪ coeliac  
     ▪ lactose intolerance  
   - devise food products using staple foods  
     ▪ adapt recipes to suit a purpose  
   - use of food selection models and guides to evaluate diets  
     ▪ *Australian Dietary Guidelines*  
   **Task 7: Test – Health issues**  
| 11   | **Microwave cooking**  
   - the effect of processing techniques on the sensory and physical properties of food  
     ▪ microwave cooking  
   - produce food products using staple foods  
     ▪ demonstrate microwave cooking  
   - evaluate food products developed from staple foods  
     ▪ product’s sensory properties  
| 12–13| **A healthy food product**  
   - devise food products using staple foods  
     ▪ cost recipes  
   - produce food products using staple foods  
     ▪ present safe, quality, palatable food  
   - evaluate food products developed from staple foods  
     ▪ use of relevant terminology  
   - use of the *Australian Dietary Guidelines* to evaluate food choices  
   - labelling requirements for food and beverage products available in Australia  
     ▪ nutrition information panel  
     ▪ percentage labelling  
     ▪ name and/or description of the food  
     ▪ food recall information  
     ▪ information for allergy sufferers  
     ▪ date marking  
     ▪ ingredients list  
     ▪ country of origin  
     ▪ barcode  
     ▪ weights and measures  
   **Task 8: A healthy food product**
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<tr>
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<td><strong>Ethical choices</strong></td>
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<tr>
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<td>• ethical influences on food choices, such as animal welfare, fair trade, resource use and country of origin</td>
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<td>• reasons for vegetarian or vegan diets</td>
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<td></td>
<td>▪ health</td>
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<td>▪ ethical values</td>
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<td>▪ cultural</td>
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<td>▪ economic cost</td>
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<td>15–16</td>
<td><strong>Food for communities</strong></td>
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<tr>
<td></td>
<td>• investigate a staple food product</td>
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<td>▪ demonstrate teamwork skills, such as planning and problem solving</td>
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