



Government of **Western Australia**
School Curriculum and Standards Authority



FOOD SCIENCE AND TECHNOLOGY

PRELIMINARY COURSE

Year 11 and Year 12 syllabus

IMPORTANT INFORMATION

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority on a cyclical basis, typically every five years.

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Introduction

Preliminary courses provide a relevant option for students who cannot access the ATAR or General course content with adjustment and/or disability provisions, or who are unable to progress directly to training from school, or who require modified and /or independent education plans. Preliminary courses are designed for students who have been identified as having a recognised disability under the *Disability Discrimination Act 1992*, and who meet the above criteria.

The preliminary courses are:

- Business Management and Enterprise
- English
- Food Science and Technology
- Health and Physical Education
- Materials Design and Technology
- Mathematics
- Religious Education
- Visual Arts

Preliminary courses provide opportunities for practical and well-supported learning to help students develop skills required for them to be successful upon leaving school. They acknowledge the broad scope of abilities of students with special needs and the need for adapted approaches to teaching and learning.

Preliminary courses may form all or part of a program of study. Schools will make decisions about the content to be taught in each course on the basis that it meets individual student needs, goals and priorities.

Rationale for the Food Science and Technology Preliminary course

Food impacts on every aspect of daily life and is essential for maintaining overall health and wellbeing. The application of sound nutrition principles, kitchen practices and hygienic procedures play an important role in building and maintaining good health required for healthy, active lifestyles.

In the Food Science and Technology Preliminary course, students develop their interests and skills through the production of food-related tasks and consider various reasons for eating food; experience a variety of new foods; and explore the diversity of food available at local markets to guide meal planning for individuals, families and special occasions. They develop knowledge of the sensory and physical properties of food and apply these when selecting and preparing raw and processed foods to prepare quality, palatable home-made meals.

Students demonstrate an awareness of personal hygiene, personal safety and food safety when handling food in a kitchen setting to prepare individual meals, food for the family and food to share with others. They develop a range of practical food-related skills, such as being able to follow recipe instructions, accurately measure ingredients, select suitable preparation equipment and appliances, use simple cooking techniques and appropriate clean up procedures.

Working efficiently and safely with food involves organising personal work areas and cooperating with others. Problem solving abilities, interpersonal and decision making skills are practised and enhanced throughout all stages of food production and service.

Aims

The Food Science and Technology Preliminary course aims to develop students’:

- Knowledge of foods and processing techniques to meet identified needs
- use of the technology process to develop food-related products, services or systems
- skills and operational procedures to work in productive food-related environments
- knowledge of the beliefs and values of consumers and producers and how these impact on food-related decisions

Organisation

Structure of the syllabus

This Year 11 and Year 12 syllabus is divided into four units.

Unit 1 – Food for me

This unit focuses on life skills required to prepare food for meeting personal nutritional needs. Students learn how to select, use and store foods for quality, safety and convenience.

Students are encouraged to experience new foods, use food selection models and investigate factors that influence food choices to enable them to achieve a well-balanced diet. They explore the sensory properties of food products, including appearance, texture, aroma, flavour and sound to identify food preferences. Students learn about the importance of making healthy food choices.

Students demonstrate hygienic and safe kitchen practices. They recognise the steps involved in following a recipe and learn how to accurately measure ingredients. With guidance, they prepare food and evaluate the end product in simple terms.

Unit 2 – Fast food

The focus of this unit is the skills and knowledge required to prepare ‘real food, real fast’ using staple ingredients and convenience foods.

Students select a wide variety of food for maintaining overall good health and wellbeing with a focus on ways to reduce the over-consumption of salt, sugar and/or fat. The nutritional value of raw food is compared with processed food, particularly for nutrient content. Based on staple ingredients, students plan simple home-made meals using a combination of fresh, raw foods and convenience foods, with minimal preparation.

Students examine factors that influence choices when shopping for food, such as advertising and packaging. They consider the nutritional information available on food packages to make food choices.

Students demonstrate hygienic and safe kitchen practices, and select suitable equipment for a variety of processing techniques to prepare foods quickly and efficiently. They use a range of recipes and simple cooking techniques to prepare, compare and evaluate home-made food with similar commercially prepared food.

Unit 3 – Food for family

This unit focuses on the skills required to prepare food for the family.

Students are introduced to the nutrients required for good health. They investigate ways to include specific nutrients into food for the family and examine methods of extending family meals with additional ingredients. Students explore the variety and availability of food at the local market, and recognise seasonal influences, sensory properties and the nutritional value of raw and processed food. Students apply these skills to plan simple family meals.

Students work individually and/or in small groups to develop shopping lists and/or food orders and follow recipe instructions to produce simple family meals.

Students demonstrate personal hygiene and safety requirements, and implement procedures to keep food safe when working in a kitchen environment. They interpret basic cooking terminology in recipes and follow simple processing techniques to produce and present food for the family.

Unit 4 – Food to share

This unit focuses on the skills required to prepare food suitable to share with others.

Students develop skills to work in small teams, and plan, prepare and serve simple menus. They consider a range of factors that influence choices when planning food to share, such as special occasions, dietary needs and the preparation skills required. A variety of food is sourced from the local market and selected for sensory and physical properties. Students modify and/or adapt recipes for nutrient content and larger quantities, and follow recipe instructions. They consider various production methods, such as assembly line and batch production to determine the most efficient way to produce food for large and/or small functions.

Students demonstrate a variety of teamwork and organisational skills to prepare, present and serve quality, palatable food using hygienic and safe food preparation methods.

Each unit includes:

- a unit description – a short description of the focus of the unit
- unit outcome – a set of statements describing the learning expected as a result of studying the unit
- unit content – the content to be taught and learned.

Organisation of content

For each unit, the course content is organised into the following areas:

- nature of food
- processing food
- food in society

Nature of food

Food as a commodity

Food commodities come from many different sources and can be classified as either animal or plant and raw or processed. The variety of a raw food influences its use and performance during processing. Staple food commodities constitute the dominant portion of diets and provide the basis for planning and producing meals and snack foods. As individuals choose and purchase food, they consider social, nutritional, environmental and cost factors.

Properties of food

Foods are complex mixtures of substances composed of nutrients and chemical compounds. These mixtures, and how they are combined and processed, give foods their sensory and physical properties. The changes that occur during food preparation, processing and storage impact on the sensory and physical properties, including changes in appearance, texture and flavour.

Nutrition

Ensuring a balanced diet appropriate to individual needs requires an understanding of food values, the food source, the role of nutrients in the body, and the balance required for optimal health. Nutrient requirements can alter depending on age and lifestyle. An understanding of appropriate nutritional requirements and the importance of a balanced diet, including the consumption of a wide variety of foods, is required for good health. Nutrition-related health conditions, foods high in salt, sugar and/or fat and the effect of over-consumption or under-consumption of food may have an adverse impact on health. Food selection models and goal setting are used to achieve nutritional health and evaluate food intake.

Processing food

Food products and processing systems

Food production skills in a kitchen environment include choosing food, selecting and adapting recipes, accurately measuring quantities, work area organisation, coordinating processing tasks, and using safe, hygienic operational practices when working with food and equipment. Food handling skills and processing techniques are used to improve physical appearance, palatability, digestibility and the nutritional value of food products. They are dependent on an understanding of the properties of food and ingredients and how they change during food handling and processing.

Food in society

Food issues

Family values, peer group, nutritional needs, availability and cost often guide factors influencing food choices. Media, advertising and marketing practices also influence food choices, particularly those made by adolescents. These choices impact on health, some of which are not desirable. Health issues that arise from an imbalance of nutrients include malnutrition, underweight, overweight, allergies and intolerances.

Hygiene and safety

Food handling practices, including the prevention of cross contamination, correct temperature zone, and appropriate storage of raw and processed foods, are important in the preparation and production of safe, quality individual and family meals. Personal hygiene practices, such as preventing the transfer of microorganisms due to coughing or sneezing, and when tasting food for seasoning, are identified and incorporated into food production and processing procedures.

Representation of general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the Food Science and Technology Preliminary course.

Literacy

Literacy involves students in listening to, reading, viewing, speaking, writing and creating texts, and using and modifying language for different purposes in a range of contexts. It encompasses knowledge and skills students need to access information, make meaning, interact with others, and participate in activities within and beyond school. Students learn to understand and use language to discuss and communicate information, concepts and ideas related to recipe construction and instruction, and the production of food products.

Numeracy

Numeracy encompasses the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations. When teachers identify numeracy demands across the curriculum, students have opportunities to transfer their mathematical knowledge and skills to contexts outside the mathematics classroom. Students use numerical skills to calculate and estimate food costs and quantities, measure ingredients accurately, and predict proportion control during food production and service.

Information and communication technology capability

The nature and scope of information and communication technology (ICT) capability is not fixed, but is responsive to ongoing technological developments. Students develop capability in using ICT for tasks associated with information access and management, information creation and presentation, problem solving, decision making, communication, creative expression, and evidence-based reasoning. Students develop knowledge, skills and dispositions around ICT and its use, and the ability to transfer these across environments and applications. They develop simple design ideas and production plans, and communicate simplistic solutions when planning and producing meals.

Critical and creative thinking

This capability combines two types of thinking – critical thinking and creative thinking. Critical thinking involves students learning to use information to solve problems. Creative thinking involves students in learning to generate and apply new ideas, and seeing or making new links that generate a positive outcome. Students explore possible food choices, alternative preparation equipment and appliances and, share ideas to review and evaluate end products and processes in simple terms.

Personal and social capability

Personal and social capability encompasses students' personal/emotional and social/relational dispositions. It develops effective life skills for students, including understanding and handling themselves, their relationships, learning and work. The more students learn about their own emotions, values, strengths and capacities, the more they are able to manage their own emotions and behaviours, and to understand others

and establish positive relationships. Students develop simple step-by-step strategies to work effectively with others and enhance interpersonal skills particularly when working in small groups to prepare and serve food for special occasions.

Ethical understanding

Students learn to behave ethically as they recognise ethical issues with others, discuss ideas, and learn to be accountable as members of a democratic community. As ethics is largely concerned with what we ought to do and how we ought to live, students need to understand how people can come to ethical decisions. Students consider ethical implications when selecting ingredients and preparing food.

Intercultural understanding

Intercultural understanding involves students learning to value their own cultures and practices and those of others. Intercultural understanding encourages students to make connections between their own worlds and the worlds of others, and to work through differences. They recognise and use strategies to foster cultural diversity in the preparation, processing and presentation of food and during food service.

Representation of cross-curriculum priorities

The cross-curriculum priorities address contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the Food Science and Technology Preliminary course.

Aboriginal and Torres Strait Islander histories and cultures

The Food Science and Technology Preliminary course values the histories, cultures, traditions and languages of Aboriginal and Torres Strait Islander Peoples, and their central place in contemporary Australian society and culture. This priority may provide opportunities for all learners to deepen their knowledge of Australia by exploring the world's oldest continuous living cultures.

Asia and Australia's engagement with Asia

The Asia and Australia's engagement with Asia priority reflects Australia's extensive engagement with Asia in social, cultural, political, and economic spheres. Through this course, students may have the opportunity to develop an understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world.

Sustainability

Education for sustainability develops the knowledge and skills necessary for people to act in ways that contribute to more sustainable patterns of living. Sustainability education encourages students to think about the future, focusing on protecting environments. Actions that support more sustainable patterns of living require consideration of connected systems (environmental, social, cultural, and economic) in our world.

Unit 1 – Food for me

Unit description

This unit focuses on life skills required to prepare food for meeting personal nutritional needs. Students learn how to select, use and store foods for quality, safety and convenience.

Students are encouraged to experience new foods, use food selection models and investigate factors that influence food choices to enable them to achieve a well-balanced diet. They explore the sensory properties of food products, including appearance, texture, aroma, flavour and sound to identify food preferences. Students learn about the importance of making healthy food choices.

Students demonstrate hygienic and safe kitchen practices. They recognise the steps involved in following a recipe and learn how to accurately measure ingredients. With guidance, they prepare food and evaluate the end product in simple terms.

Unit outcomes

By the end of this unit, students will:

- recognise the properties of foods and related equipment used to meet needs
- recognise foods are used to meet the body's needs
- produce food products or systems
- evaluate plans, results and actions
- identify and use safe, sustainable practices when developing and using food-related technologies

Unit content

This unit includes the knowledge, understandings and skills described below.

Nature of food

Food as a commodity

- food for meal planning
 - vegetables
 - fruit
 - protein
 - grains, grain products and seeds

Properties of food

- sensory properties of food
 - appearance
 - texture
 - aroma
 - flavour
 - sound

Nutrition

- reasons for eating food
 - energy
 - growth and repair
 - regulation/protection to stay healthy
 - maintain alertness to learn
- nutritional value of raw food compared with processed food
- food selection model/s
 - *Healthy Eating Pyramid (Nutrition Australia May 2015) and/or Australian Guide to Healthy Eating*

Processing food

Food products and processing systems

- kitchen practices
 - prepare and organise work area
 - collect ingredients
 - clean-up procedures
- meals and snacks
 - follow recipes
 - select food
 - prepare food
 - present food
- accurately measure ingredients
- safe use of preparation equipment, such as knives, graters and peelers
- safe use of small electrical appliances
- microwave cooking
 - safe use
 - cleaning
- organisational/interpersonal skills
 - self-organisation
 - cooperate with others
 - listening skills

Food in society

Food issues

- factors influencing healthy food choices
 - shopping skills
 - availability
- experiencing new foods
 - diversity and variety
 - effect of processing techniques

Hygiene and safety

- personal hygiene practices
 - clean protective clothing
 - clean hands and nails
 - hair back/net/cap
 - transfer of microorganisms, such as when sneezing and coughing
- personal safety
 - emergency procedures
 - protective footwear
 - hair back/net/cap
 - use of equipment
- food safety
 - high-risk food
 - hot food hot, cold food cold

Unit 2 – Fast food

Unit description

The focus of this unit is the skills and knowledge required to prepare ‘real food, real fast’ using staple ingredients and convenience foods.

Students select a wide variety of food for maintaining overall good health and wellbeing, with a focus on ways to reduce the over-consumption of salt, sugar and/or fat. The nutritional value of raw food is compared with processed food, particularly for nutrient content. Based on staple ingredients, students plan simple home-made meals using a combination of fresh, raw foods and convenience foods, with minimal preparation.

Students examine factors that influence choices when shopping for food, such as advertising and packaging. They consider the nutritional information available on food packages to make food choices.

Students demonstrate hygienic and safe kitchen practices, and select suitable equipment for a variety of processing techniques to prepare foods quickly and efficiently. They use a range of recipes and simple cooking techniques to prepare, compare and evaluate home-made food with similar commercially prepared food.

Unit outcomes

By the end of this unit, students will:

- recognise foods are used to meet the body’s needs
- organise, implement and manage production processes in food-related environments
- produce food products or systems
- investigate issues, values, needs and opportunities
- apply organisational skills when undertaking food-related challenges and activities

Unit content

This unit includes the knowledge, understandings and skills described below.

Nature of food

Food as a commodity

- staple ingredients/commodities
 - home-made food
 - ‘real food, real fast’, such as raw ingredients into quick meals
- convenience food
 - frozen, dried, canned
 - ready-to-heat/serve
 - pre-packaged/minimal preparation
- take-away/ready-to-eat/fast food

Properties of food

- sensory properties influencing the selection of home-made, convenience and fast food

Nutrition

- food high in salt, sugar and/or fat
 - effect of over-consumption
 - ways to reduce salt, sugar and/or fat in the diet
- nutritional value of raw food compared with processed food
- nutritional information on food packages
- nutritional value of food
 - home-made
 - commercially prepared

Processing food

Food products and processing systems

- kitchen practices
 - prepare and organise work area
 - collect ingredients
 - clean-up procedures
- simple meals
 - follow recipes and/or instructions
 - home-made 'real food, real fast'
 - incorporate convenience food
 - ready to heat/serve
- cooking time
 - adjust suggested cooking time
 - characteristics of cooked food
 - test for 'doneness'
- selection of suitable preparation equipment for different tasks
- use of small electrical appliances
 - safety
 - cleaning
 - storage
- simple cooking techniques
 - wet processing
 - dry processing
 - microwaving

- organisational/interpersonal skills
 - task organisation
 - cooperate with others
 - follow instructions

Food in society

Food issues

- factors influencing choices when shopping for food
 - availability
 - advertising
 - packaging
 - cost

Hygiene and safety

- personal hygiene practices
 - clean protective clothing
 - clean hands and nails
 - transfer of microorganisms
- personal safety
 - emergency procedures
 - protective footwear
 - hot surfaces/equipment
 - confidence when using kitchen equipment
- food safety
 - storage
 - freezing and thawing
 - safe temperature zone

Unit 3 – Food for family

Unit description

This unit focuses on the skills required to prepare food for the family.

Students are introduced to the nutrients required for good health. They investigate ways to include specific nutrients into food for the family and examine methods of extending family meals with additional ingredients. Students explore the variety and availability of food at the local market, and recognise seasonal influences, sensory properties and the nutritional value of raw and processed food. Students apply these skills to plan simple family meals.

Students work individually and/or in small groups to develop shopping lists and/or food orders and follow recipe instructions to produce simple family meals.

Students demonstrate personal hygiene and safety requirements, and implement procedures to keep food safe when working in a kitchen environment. They interpret basic cooking terminology in recipes and follow simple processing techniques to produce and present food for the family.

Unit outcomes

By the end of this unit, students will:

- recognise the nature and operation of simple food-related systems
- plan and create ideas and prepare family meals
- produce food products, services or systems
- apply operational procedures and practical skills to safely meet defined standards
- apply self-management and communication skills in food-related environments
- recognise that beliefs and values of consumers impact on food-related technologies

Unit content

This unit includes the knowledge, understandings and skills described below.

Nature of food

Food as a commodity

- availability and variety of raw food in the local market
 - seasons

Properties of food

- physical properties of food
 - size
 - shape
 - colour

Nutrition

- nutrients required for good health
 - protein
 - carbohydrates
 - vitamins
 - minerals
 - fats/oils
- role of water for good health
- nutritional information on food packages
- nutritional intake
 - portion control
 - serving sizes

Processing food**Food products and processing systems**

- kitchen practices
 - prepare and organise work area
 - collect ingredients
 - handling raw ingredients
 - clean-up procedures
- interpret cooking terminology used in recipes
- modify/adapt recipes
 - improve nutrient value
 - extend family meals
- simple family meals
 - follow recipes and/or instructions
 - necessary ingredients: shopping lists, food orders
 - variety of processing techniques
 - coordinate processing tasks
 - time management skills
- selection of suitable preparation equipment for different tasks
- use of cooking appliances
 - stove top
 - grill/barbecue
 - oven
 - cleaning
- simple food presentation skills
 - appearance
 - colour
 - garnish
 - temperature

- organisational/interpersonal skills
 - prioritise tasks
 - decision making
 - problem solving

Food in society

Food issues

- factors influencing food choices for family meals
 - family structure
 - family size
 - special dietary needs
 - season
 - cost
- experiencing new foods
 - diversity and variety, including across cultures
 - presentation

Hygiene and safety

- personal hygiene practices
 - clean protective clothing
 - clean hands and nails
 - tie hair back/net/cap
 - transfer of microorganisms, such as when tasting food for seasoning
- personal safety
 - emergency procedures
 - protective footwear
 - hot surfaces/equipment
 - gas appliances, including ignition
- food safety
 - storage
 - freezing and thawing
 - cross contamination

Unit 4 – Food to share

Unit description

This unit focuses on the skills required to prepare food suitable to share with others.

Students develop skills to work in small teams and plan, prepare and serve simple menus. They consider a range of factors that influence choices when planning food to share, such as special occasions, dietary needs and the preparation skills required. A variety of food is sourced from the local market and selected for sensory and physical properties. Students modify and/or adapt recipes for nutrient content and larger quantities, and follow recipe instructions. They consider various production methods, such as assembly line and batch production, to determine the most efficient way to produce food for large and/or small functions.

Students demonstrate a variety of teamwork and organisational skills to prepare, present and serve quality, palatable food using hygienic and safe food preparation methods.

Unit outcomes

By the end of this unit, students will:

- identify the properties of foods and related equipment used to meet needs
- devise and generate ideas and prepare production proposals
- organise, implement and manage production processes in food-related environments
- produce food products, services or systems
- evaluate plans and results
- apply self-management and communication skills in food-related environments

Unit content

This unit includes the knowledge, understandings and skills described below.

Nature of food

Food as a commodity

- availability and variety of food in the local market
 - processed food, such as apples, potatoes
- classification of food
 - raw
 - processed

Properties of food

- sensory properties of food
 - appearance
 - texture
 - aroma
 - flavour
 - sound

- physical properties of food
 - size
 - shape
 - colour

Nutrition

- importance of a balanced diet and the consumption of a variety of food for health
- nutritional intake
 - portion control
 - serving sizes
- food selection model/s
 - *Healthy Eating Pyramid (Nutrition Australia May 2015)* and/or *Australian Guide to Healthy Eating*

Processing food

Food products and processing systems

- kitchen practices
 - prepare and organise work area
 - collect ingredients
 - handle raw ingredients
 - coordinate tasks
 - clean up procedures
- modify/adapt recipes
 - improve nutrient value
 - larger quantities
- food to share
 - follow recipes/instructions
 - assembly line/batch production
 - allocate tasks/roles and responsibilities
 - variety of processing techniques
 - coordinate processing tasks
 - present safe, quality, palatable food
- time management skills
 - prepare food for appropriate service time
- selection and use of suitable equipment/appliances
 - preparation of food
 - table setting
 - food service
 - beverage service
- simple food presentation skills
 - appearance
 - colour
 - garnish
 - temperature

- organisational/interpersonal skills
 - communication
 - team work
 - leadership
 - evaluation

Food in society

Food issues

- factors influencing choices when planning food to share
 - culture
 - occasion
 - number of people
 - location
 - preparation skills
 - dietary needs
 - storage/transport
 - cost

Hygiene and safety

- personal hygiene practices
 - clean protective clothing
 - clean hands and nails
 - hair back/net/cap
 - transfer of microorganisms, such as when tasting food for seasoning
- personal safety
 - emergency procedures
 - protective footwear
 - work in confined areas, including knife safety
 - confidence when using kitchen equipment
 - hot surfaces/equipment
 - carry/lift heavy equipment
 - safe pathways through work/service areas
- food safety
 - safe temperature zone
 - cross contamination
 - storage/transport

School-based assessment

Approaches to assessment should support teachers to identify, broaden and deepen their understanding of what students can do, and assist teachers to determine the educational priorities for each student.

The unit content forms the basis of a teaching, learning and assessment program. The content points in each unit form the basis of teaching and learning opportunities for students, and also provide examples of assessable activities on which teachers can make informed judgements.

Teachers are required to develop an assessment outline for each unit.

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for a task).

To cater for individual needs and student capabilities, a range of assessment tasks will be developed by the teacher, appropriate for a student's expected ways of learning.

The assessment tasks will provide opportunities for teachers and students to reflect on progress towards individual learning goals. Teachers make decisions about each student's readiness to progress to the next level of proficiency on his or her individual learning goals using a range of assessment tools.

Tools for the collection of evidence to support student progress towards individual learning goals may include:

- observation rubrics
- oral and/or written tasks, or any combination of oral and written tasks
- work experience feedback and/or reports.

Decisions about whether it is appropriate to offer adjustments to students in course work and assessment tasks are the responsibility of the school.

Unit completion

Schools report on each student's learning progress for a unit in Preliminary courses as either completed or not completed.

To be deemed to have completed the course, the school determines whether a student meets the following criteria:

- completion of the education and assessment program for the unit (unless the school accepts that there are exceptional and justifiable circumstances)
- evidence of progress in demonstrating the unit outcomes, including sufficient attendance and engagement, either independently or with support.

The WACE Manual contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.