



## SAMPLE COURSE OUTLINE

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**FOOD SCIENCE AND TECHNOLOGY  
PRELIMINARY UNIT 1 AND UNIT 2**

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## Sample course outline

### Food Science and Technology – Preliminary

#### Unit 1 – Food for me

##### Semester 1

(Notional timeframe only – may take up to whole year)

Week	Syllabus content	Teaching points
1	<b>Work safely</b> <ul style="list-style-type: none"> <li>clean protective clothing</li> <li>clean hands and nails</li> <li>hair back/net/cap</li> <li>transfer of microorganisms, such as when sneezing and coughing</li> <li>emergency procedures</li> <li>protective footwear</li> <li>hair back/net/cap</li> <li>use of equipment</li> </ul>	<ul style="list-style-type: none"> <li>personal hygiene practices</li> <li>personal safety</li> </ul>
2	<b>In the kitchen</b> <ul style="list-style-type: none"> <li>prepare and organise work area</li> <li>collect ingredients</li> <li>clean-up procedures</li> <li>self-organisation</li> </ul>	<ul style="list-style-type: none"> <li>kitchen practices</li> <li>accurately measure ingredients</li> <li>organisational/interpersonal skills</li> </ul>
3	<b>Use equipment safely</b> <ul style="list-style-type: none"> <li>potential hazard areas and situations in the kitchen, such as the accidental spillage of dry and/or wet ingredients</li> </ul> <b>Task 1: Working safely in the kitchen</b>	<ul style="list-style-type: none"> <li>safe use of preparation equipment, such as knives, graters and peelers</li> <li>safe use of small electrical appliances</li> </ul>
4–5	<b>Getting organised</b> <ul style="list-style-type: none"> <li>self-organisation</li> <li>follow recipes</li> <li>select food</li> <li>prepare food</li> <li>present food</li> </ul>	<ul style="list-style-type: none"> <li>organisational/interpersonal skills</li> <li>meals and snacks</li> </ul>
6	<b>The microwave</b> <ul style="list-style-type: none"> <li>safe use</li> <li>cleaning</li> </ul>	<ul style="list-style-type: none"> <li>microwave cooking</li> </ul>
7–8	<b>Food selection models</b> <ul style="list-style-type: none"> <li>energy</li> <li>growth and repair</li> <li>regulation/protection to stay healthy</li> <li>maintain alertness to learn</li> <li><i>Healthy Eating Pyramid (Nutrition Australia May 2015)</i> and/or <i>Australian Guide to Healthy Eating</i></li> </ul> <b>Task 2: Food selection models</b>	<ul style="list-style-type: none"> <li>reasons for eating food</li> <li>food selection model/s</li> </ul>
9	<b>Sensory properties</b> <ul style="list-style-type: none"> <li>appearance</li> <li>texture</li> <li>aroma</li> <li>flavour</li> <li>sound</li> </ul>	<ul style="list-style-type: none"> <li>sensory properties of food</li> </ul>

Week	Syllabus content	Teaching points
10–14	<p><b>Meal planning</b></p> <ul style="list-style-type: none"> <li>• vegetables</li> <li>• fruit</li> <li>• protein</li> <li>• grains, grain products and seeds</li> <li>• follow recipes</li> <li>• select food</li> <li>• prepare food</li> <li>• present food</li> <li>• high-risk food</li> <li>• hot food hot, cold food cold</li> <li>• cooperate with others</li> <li>• listening skills</li> </ul> <p><b>Task 3: Simple meals and snacks</b></p>	<ul style="list-style-type: none"> <li>• food for meal planning</li> <li>• meals and snacks</li> <li>• food safety</li> <li>• organisational/ interpersonal skills</li> </ul>
15–16	<p><b>Shop for healthy food</b></p> <ul style="list-style-type: none"> <li>• shopping skills</li> <li>• availability</li> <li>• diversity and variety</li> <li>• effect of processing techniques</li> <li>• added nutrients and variety to diets</li> </ul> <p><b>Task 4: Shop for healthy food</b></p>	<ul style="list-style-type: none"> <li>• nutritional value of raw food compared with processed food</li> <li>• factors influencing healthy food choices</li> <li>• experiencing new foods</li> </ul>

## Sample course outline

### Food Science and Technology – Preliminary

#### Unit 2 – Fast food

##### Semester 2

(Notional timeframe only – may take up to whole year)

Week	Syllabus content	Teaching points
1–2	<b>Work safely</b> <ul style="list-style-type: none"> <li>• clean protective clothing</li> <li>• clean hands and nails</li> <li>• emergency procedures</li> <li>• protective footwear</li> <li>• hot surfaces/equipment</li> <li>• prepare and organise work area</li> <li>• collect ingredients</li> <li>• clean-up procedures</li> <li>• safety</li> <li>• cleaning</li> <li>• storage</li> </ul>	<ul style="list-style-type: none"> <li>• personal hygiene practices</li> <li>• personal safety</li> <li>• kitchen practices</li> <li>• use of small electrical appliances</li> </ul>
3–4	<b>Nutritional information</b> <ul style="list-style-type: none"> <li>• effect of over-consumption</li> <li>• ways to reduce salt, sugar and/or fat in the diet</li> </ul>	<ul style="list-style-type: none"> <li>• food high in salt, sugar and/or fat</li> <li>• nutritional value of raw food compared with processed food</li> <li>• nutritional information on food packages</li> </ul>
5–6	<b>Fast food</b> <ul style="list-style-type: none"> <li>• home-made food</li> <li>• ‘real food, real fast’, such as raw ingredients into quick meals</li> <li>• ways to reduce salt, sugar and/or fat in the diet</li> <li>• follow recipes and/or instructions</li> <li>• home-made ‘real food, real fast’</li> <li>• microwaving</li> <li>• task organisation</li> </ul> <b>Task 5: Fast food</b>	<ul style="list-style-type: none"> <li>• staple ingredients/commodities</li> <li>• food high in salt, sugar and/or fat</li> <li>• simple meals</li> <li>• simple cooking techniques</li> <li>• organisational/interpersonal skills</li> </ul>
7–9	<b>Home-made versus commercially prepared food</b> <ul style="list-style-type: none"> <li>• frozen, dried, canned</li> <li>• ready-to-heat/serve</li> <li>• pre-packaged/minimal preparation</li> <li>• incorporate convenience food</li> <li>• ready to heat/serve</li> <li>• home-made</li> <li>• commercially prepared</li> </ul> <b>Task 6: Quick meals</b>	<ul style="list-style-type: none"> <li>• convenience food</li> <li>• take-away/ready-to-eat/fast food</li> <li>• simple meals</li> <li>• sensory properties influencing the selection of home-made, convenience and fast food</li> <li>• nutritional value of food</li> </ul>
10	<b>Investigate food choices</b> <ul style="list-style-type: none"> <li>• availability</li> <li>• advertising</li> <li>• packaging</li> <li>• cost</li> </ul>	<ul style="list-style-type: none"> <li>• factors influencing choices when shopping for food</li> </ul>

Week	Syllabus content	Teaching points
11–12	<p><b>Simple wet cooking techniques</b></p> <ul style="list-style-type: none"> <li>• wet processing</li> <li>• ways to reduce salt, sugar and/or fat in the diet</li> <li>• follow recipes and/or instructions</li> <li>• incorporate convenience food</li> <li>• adjust suggested cooking time</li> <li>• characteristics of cooked food</li> <li>• test for 'doneness'</li> </ul> <p><b>Task 7: Simply cooking</b></p>	<ul style="list-style-type: none"> <li>• simple cooking techniques</li> <li>• food high in salt, sugar and/or fat</li> <li>• simple meals</li> <li>• nutritional information on food packages</li> <li>• cooking time</li> <li>• selection of suitable preparation equipment for different tasks</li> </ul>
13–14	<p><b>Simple dry cooking techniques</b></p> <ul style="list-style-type: none"> <li>• dry processing</li> <li>• adjust suggested cooking time</li> <li>• characteristics of cooked food</li> <li>• test for 'doneness'</li> <li>• follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>• simple cooking techniques</li> <li>• cooking time</li> <li>• selection of suitable preparation equipment for different tasks</li> <li>• organisational/ interpersonal skills</li> </ul>
15–16	<p><b>Food for friends</b></p> <ul style="list-style-type: none"> <li>• transfer of microorganisms</li> <li>• confidence when using kitchen equipment</li> <li>• task organisation</li> <li>• cooperate with others</li> <li>• follow instructions</li> <li>• storage</li> <li>• freezing and thawing</li> <li>• safe temperature zone</li> </ul> <p><b>Task 8: Food for friends</b></p>	<ul style="list-style-type: none"> <li>• selection of suitable preparation equipment for different tasks</li> <li>• personal hygiene practices</li> <li>• personal safety</li> <li>• organisational/ interpersonal skills</li> <li>• food safety</li> </ul>