



SAMPLE COURSE OUTLINE

FOOD SCIENCE AND TECHNOLOGY

GENERAL YEAR 11

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Copyright

© School Curriculum and Standards Authority, 2023

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Sample course outline

Food Science and Technology – General Year 11

Unit 1 – Food choices and health and Unit 2 – Food for communities

Semester 1

Week	Syllabus content
1–2	<p>Laws and regulatory codes</p> <ul style="list-style-type: none"> workplace regulations for safety and health: <ul style="list-style-type: none"> protective clothing and footwear personal hygiene emergency procedures. safe food handling practices: <ul style="list-style-type: none"> safe storage of raw and processed foods prevention of cross contamination clean equipment. <p>Food products and processing systems</p> <ul style="list-style-type: none"> produce food products using raw and processed foods: <ul style="list-style-type: none"> 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	<p>Food as a commodity</p> <ul style="list-style-type: none"> classification of food: <ul style="list-style-type: none"> animal plant raw processed. <p>Food products and processing systems</p> <ul style="list-style-type: none"> investigate a raw and a processed food product: <ul style="list-style-type: none"> use nutrition cost shelf life. devise food products using raw and processed foods: <ul style="list-style-type: none"> cost recipes. <p>Task 1: Test – Preparation practices</p>
5–6	<p>Properties of food</p> <ul style="list-style-type: none"> sensory properties that influence selection and use of raw and processed food: <ul style="list-style-type: none"> appearance texture aroma flavour sound.

Week	Syllabus content
	<ul style="list-style-type: none"> physical properties that influence selection and use of raw and processed food: <ul style="list-style-type: none"> size shape colour volume viscosity. effects of processing techniques on sensory and physical properties of food: <ul style="list-style-type: none"> change in appearance change in texture change in flavour. <p>Food products and processing systems</p> <ul style="list-style-type: none"> evaluate food products developed from raw and processed foods: <ul style="list-style-type: none"> sensory properties.
7–8	<p>Food as a commodity</p> <ul style="list-style-type: none"> economic and environmental considerations when purchasing locally produced commodities: <ul style="list-style-type: none"> food availability cost ‘food miles’ packaging waste. <p>Food issues</p> <ul style="list-style-type: none"> environmental issues that arise from food and lifestyle choices: <ul style="list-style-type: none"> food availability ‘food miles’ packaging recycling and waste. <p>Food products and processing systems</p> <ul style="list-style-type: none"> devise food products using raw and processed foods: <ul style="list-style-type: none"> organise food orders and production plans. produce food products using raw and processed foods: <ul style="list-style-type: none"> demonstrate teamwork skills, such as communication and collaboration present safe, quality, palatable food. evaluate food products developed from raw and processed foods: <ul style="list-style-type: none"> the effectiveness of skills, practices or processes use of relevant terminology. <p>Task 2: Celebrate local foods</p>

Week	Syllabus content
9–10	<p>Nutrition</p> <ul style="list-style-type: none"> food sources and functions of nutrients and water in the body: <ul style="list-style-type: none"> protein carbohydrates vitamins minerals lipids. importance of a balanced diet and the consumption of a wide variety of foods for health. <p>Food products and processing systems</p> <ul style="list-style-type: none"> devise food products using raw and processed foods: <ul style="list-style-type: none"> adapt recipes to suit a purpose.
11–12	<p>Food issues</p> <ul style="list-style-type: none"> factors that influence food choices: <ul style="list-style-type: none"> cost food availability family characteristics peer group nutritional value. <p>Nutrition</p> <ul style="list-style-type: none"> use of food selection models and guides to evaluate diets: <ul style="list-style-type: none"> <i>Healthy Eating Pyramid (Nutrition Australia May 2015)</i> <i>The Australian Guide to Healthy Eating</i> <i>Australian Dietary Guidelines.</i> <p>Food products and processing systems</p> <ul style="list-style-type: none"> devise food products using raw and processed foods: <ul style="list-style-type: none"> interpret recipes. <p>Task 3: Food choices</p>
13–14	<p>Nutrition</p> <ul style="list-style-type: none"> nutritional requirements of adolescents: <ul style="list-style-type: none"> protein calcium iron. <p>Food products and processing systems</p> <ul style="list-style-type: none"> devise food products using raw and processed foods: <ul style="list-style-type: none"> adapt recipes to suit a purpose. produce food products using raw and processed foods: <ul style="list-style-type: none"> measure ingredients using Australian Standard metric measurement demonstrate various methods of cooking.

Week	Syllabus content
	<p>Laws and regulatory codes</p> <ul style="list-style-type: none"> • Australian food labelling requirements: <ul style="list-style-type: none"> ▪ nutrition information panel ▪ percentage labelling ▪ food identification ▪ information for food allergies or intolerances ▪ date marking ▪ ingredient list ▪ labels must tell the truth ▪ food additives ▪ directions for use and storage ▪ legibility requirements ▪ country of origin ▪ nutrition and health claims.
15–16	<p>Food issues</p> <ul style="list-style-type: none"> • influences on adolescent food choices: <ul style="list-style-type: none"> ▪ use of celebrities, media practices, including music, body image, colour, fonts and graphics, and food styling techniques to market food products ▪ advertising ▪ marketing. <p>Task 4: A food advertisement</p>

Semester 2

Week	Syllabus content
1	<p>Food as a commodity</p> <ul style="list-style-type: none"> • staple food commodities readily available in Australia. • factors that affect the supply of staple food: <ul style="list-style-type: none"> ▪ food availability ▪ cost ▪ climate or seasons ▪ natural disasters. <p>Food products and processing systems</p> <ul style="list-style-type: none"> • investigate staple food products: <ul style="list-style-type: none"> ▪ use ▪ nutrition ▪ cost ▪ shelf life.
2–3	<p>Food as a commodity</p> <ul style="list-style-type: none"> • primary and secondary processes used to convert raw commodities into safe, quality food products. <p>Properties of food</p> <ul style="list-style-type: none"> • sensory properties that influence selection and use of staple food: <ul style="list-style-type: none"> ▪ appearance ▪ texture ▪ aroma ▪ flavour ▪ sound. • physical properties that influence selection and use of staple food: <ul style="list-style-type: none"> ▪ size ▪ shape ▪ colour ▪ volume ▪ viscosity. <p>Task 5: Staple food commodities</p>
4–5	<p>Properties of food</p> <ul style="list-style-type: none"> • the effect of processing techniques on the sensory and physical properties of food: <ul style="list-style-type: none"> ▪ dry processing techniques. <p>Food products and processing systems</p> <ul style="list-style-type: none"> • produce food products using staple foods: <ul style="list-style-type: none"> ▪ measure ingredients using Australian Standard metric measurement ▪ demonstrate safe food handling practices ▪ demonstrate dry processing techniques. • evaluate food products developed from staple foods: <ul style="list-style-type: none"> ▪ product's sensory properties.

Week	Syllabus content
	Task 6: The big bake-off
6–7	<p>Properties of food</p> <ul style="list-style-type: none"> the effect of processing techniques on the sensory and physical properties of food: <ul style="list-style-type: none"> wet processing techniques. <p>Food products and processing systems</p> <ul style="list-style-type: none"> produce food products using staple foods: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> effective use of skills, practices or processes.
8	<p>Nutrition</p> <ul style="list-style-type: none"> food sources and role of macronutrients and water for health: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> protein carbohydrates lipids.
9–10	<p>Food issues</p> <ul style="list-style-type: none"> health issues that arise from food choices: <ul style="list-style-type: none"> malnutrition underweight overweight allergies intolerances. <p>Nutrition</p> <ul style="list-style-type: none"> nutrition-related health conditions and the need for specialised diets: <ul style="list-style-type: none"> coeliac lactose intolerance. use of the <i>Australian Dietary Guidelines</i> to evaluate food choices. <p>Food products and processing systems</p> <ul style="list-style-type: none"> devise food products using staple foods: <ul style="list-style-type: none"> adapt recipes to suit a purpose. <p>Task 7: Test – Health issues</p>

Week	Syllabus content
11	<p>Properties of food</p> <ul style="list-style-type: none"> the effect of processing techniques on the sensory and physical properties of food: <ul style="list-style-type: none"> microwave cooking. <p>Food products and processing systems</p> <ul style="list-style-type: none"> produce food products using staple foods: <ul style="list-style-type: none"> demonstrate microwave cooking. evaluate food products developed from staple foods: <ul style="list-style-type: none"> product's sensory properties.
12–13	<p>Food products and processing systems</p> <ul style="list-style-type: none"> devise food products using staple foods: <ul style="list-style-type: none"> cost recipes. produce food products using staple foods: <ul style="list-style-type: none"> present safe, quality, palatable food. evaluate food products developed from staple foods: <ul style="list-style-type: none"> use of relevant terminology. <p>Laws and regulatory codes</p> <ul style="list-style-type: none"> Australian food labelling requirements: <ul style="list-style-type: none"> nutrition information panel percentage labelling food identification information for food allergies or intolerances date marking ingredient list labels must tell the truth food additives directions for use and storage legibility requirements country of origin nutrition and health claims. <p>Task 8: A healthy food product</p>
14	<p>Food issues</p> <ul style="list-style-type: none"> ethical influences on food choices, such as animal welfare, fair trade, resource use and country of origin. <p>Nutrition</p> <ul style="list-style-type: none"> reasons for vegetarian or vegan diets: <ul style="list-style-type: none"> health ethical values cultural economic cost.

Week	Syllabus content
15–16	<p>Laws and regulatory codes</p> <ul style="list-style-type: none"> workplace regulations for safety and health: <ul style="list-style-type: none"> protective clothing and footwear signage for procedures and hazards safe posture, including lifting, bending and standing emergency procedures. safe food handling practices: <ul style="list-style-type: none"> safe storage and thawing of raw and processed foods prevention of cross contamination clean equipment and work surfaces. <p>Food products and processing systems</p> <ul style="list-style-type: none"> devise food products using staple foods: <ul style="list-style-type: none"> interpret recipes organise food orders and production plans. produce food products using staple foods: <ul style="list-style-type: none"> demonstrate teamwork skills, such as planning and problem solving present safe, quality, palatable food. evaluate food products developed from staple foods: <ul style="list-style-type: none"> effective use of skills, practices or processes use of relevant terminology.