



SAMPLE COURSE OUTLINE

FOOD SCIENCE AND TECHNOLOGY
GENERAL YEAR 11

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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

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 • physical properties that influence selection and use of raw and processed food <ul style="list-style-type: none"> ▪ size ▪ shape ▪ colour ▪ volume ▪ viscosity

Week	Syllabus content
	<ul style="list-style-type: none"> 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>
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>

Week	Syllabus content
	<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 <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 ▪ 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
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 <p>Task 6: The big bake-off</p>
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

Week	Syllabus content
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>
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"> • labelling requirements for food and beverage products available in Australia <ul style="list-style-type: none"> ▪ 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 <p>Task 8: A healthy food product</p>

Week	Syllabus content
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
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