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

FOOD SCIENCE AND TECHNOLOGY

ATAR course

Year 11 syllabus for teaching from 2026

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.

Important information

As part of the Western Australian Certificate of Education (WACE) Refreshment, the School Curriculum and Standards Authority (the Authority) has revised the course rationale and aims, and updated the General Capabilities to create clearer connections with the syllabus content.

This syllabus is effective from 1 January 2026.

Users of this syllabus are responsible for checking its currency.

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

Contents

Rationale

The Food Science and Technology ATAR course develops students' appreciation and understanding of ways that food is sourced, selected, prepared, shared and served. Students investigate and analyse societal influences, the concept of value-adding, reasons for the development of varieties of food commodities and the ways these contribute significantly to food choices. They consider and apply sensory, physical, chemical, social and ethical factors and functional properties of food to create food products, improve packaging and integrate old and new preservation methods to meet food needs.

Students examine food as a commodity. They observe and appreciate how innovations in science and technology are applied to food products, processes and packaging. Students apply the technology process to ideate issues, problem-solve through design and analyse processing systems to manipulate, improve and create innovative solutions. They examine influences on the supply of food for the world's population and analyse issues associated with food security, equity and sustainability. They understand that food security can be achieved through the supply of safe, secure and sustainable food products for all.

Students learn to adapt and incorporate evolving practices, processes, technologies and requirements of food science and the food industry, with a focus on practical skills and professional expectations. They investigate social and local community responsibilities, ethical practices, food trends, and new and emerging foods as they design and create meals for specified requirements. Students use an agile approach to apply processes to select food; manage production resources, time and systems; apply appropriate technologies; and provide efficient service. They consider the functional properties of a range of foods, considering the needs of individuals and communities and the ways producers adjust processes for improved performance.

Students in the course acquire, develop and apply practical skills for use in everyday life. These skills support a lifelong curiosity about nutrition; understanding of economic, social and ethical influences; application of safe food handling practices; and awareness of food security issues. They develop key skills in methods of inquiry, project management, collaboration, problem-solving, practical solutions, effective communication, strong leadership, selection and safe use of food-related technologies and the application of regulatory requirements.

The course equips students with knowledge and skills that prepare them for further education and careers as a food scientist/technologist, dietician, nutritionist, child health supervisor, public health officer or aged care manager, or in the fields of allied health, hospitality, marketing, food manufacturing and processing, food service and management. Through industry-relevant information and practical experiences, students become informed leaders and contributors to the health of the community and acquire knowledge and skills for the robust, creative and expanding food industry.

Aims

The Food Science and Technology ATAR course aims to develop students':

- knowledge, skills and understanding of food science and food for health
- application of a range of technologies to support food production, processing systems and food services and transform food as a commodity
- appreciation of processes designed to examine the functional properties of food and how they are adapted, used and processed to meet identified needs, utilising appropriate technologies and food-related processing systems
- application of the technology process to develop and market food-related products, services or systems by:
  - investigating and ideating issues, values, needs and opportunities
  - generating and designing ideas for, and preparing, production proposals
  - organising, implementing and adjusting production processes in food-related environments
  - producing food products, services and/or systems
  - evaluating intentions, plans and actions
- application of self-management, leadership, communication and research skills in food-related environments
- demonstration of operational protocols to work in safe food-related environments
- respect for interrelationships, beliefs, values and ethical considerations of consumers and producers
- capacity to consider the impact on food-related technologies, resource management and sustainable practices when developing and using current and future food-related technologies and industries.

Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1 – Food science

In this unit, students explore how sensory, physical and chemical properties influence the selection, use and consumption of raw and processed foods. Using scientific methods, they examine the functional properties, which determine the performance of food. Students explore societal and economic issues and lifestyles that influence food choices.

Students examine primary and secondary food processes that affect nutrition, food quality and supply. They research the effect of under-consumption and over-consumption of nutrients on health and investigate a range of diet-related health conditions that affect individuals and families.

Students develop their expertise with technology and communication skills to implement strategies to design food products, services or processing systems. They select resources to meet performance

requirements and use evaluation strategies to monitor and maintain optimum standards. Students follow occupational safety and health requirements and safe food handling practices. They use a variety of foods and processes to produce and evaluate food products, services or systems.

Unit 2 – The undercover story

This unit focuses on food spoilage and contamination and explores reasons for preserving food. Students investigate food processing techniques and preservation principles. They consider the laws and regulations that determine the way food is safely preserved, packaged, labelled and stored.

Students learn how the principles of the Hazard Analysis Critical Control Point (HACCP) system are implemented to produce and provide safe food. They investigate the food supply chain, natural and processed functional foods and value-adding techniques that are applied to food to meet producer and consumer requirements. Students examine cultural traditions, beliefs and values, location, economic and media influences on the nutritional wellbeing of individuals that arise from lifestyle and food choices.

Students apply their knowledge of the technology process to meet design specifications, including legal requirements and devise food orders, production plans, and produce safe, palatable, quality food. Students implement the principles of dietary planning, use food models, and adapt recipes and processing techniques when considering specific nutritional needs of demographic groups.

Each unit includes:

- a unit description – a short description of the focus of the unit
- unit content – the content to be taught and learned.

Organisation of content

For each unit, the content is organised into:

- 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. As individuals choose and purchase food they consider social, nutritional, environmental and economic factors. The variety of a raw food influences its potential use and performance. The continuous supply of safe, quality food is achieved through primary and secondary production practices and systems. The concept of value-adding to food is to provide food products to meet the needs and requirements of different demographic groups.

Properties of food

Foods are complex mixtures of substances composed of nutrients and chemical compounds. These mixtures, and how they are processed, give foods their sensory, physical and chemical properties. The changes that occur during food preparation, processing and storage are described as the functional properties of foods, not all of which are desirable. The functional properties of foods determine the way foods are selected, stored, prepared and presented. Food spoilage and

contamination can occur from certain environmental factors, enzymatic activity and microbial contamination. Foods can be preserved to extend shelf life, preserve nutritional value, provide out of season availability and economic viability.

Nutrition

Ensuring a balanced diet appropriate to individual needs and optimal health requires an understanding of food values, the food source and the role of specific macronutrients and micronutrients in the body. Nutrition-related health conditions, such as the effect of under-consumption of nutrients on health, including anaemia, osteoporosis, malnutrition and constipation and the over-consumption of nutrients, including obesity, cardiovascular disease and Type 2 diabetes are explored. Food selection models, dietary guidelines and goal setting are used to achieve and evaluate nutritional health.

Processing food

Food products and processing systems

The technology process is used to create food products, services and systems. The process involves investigating, devising, producing and evaluating wet processing techniques and dry processing techniques to develop a range of food products. Product proposals are used to guide the technology process and analyse the final outcome. Using the principles of preservation, the development of preserved food products is managed by organising, implementing and adjusting processes. A range of methods is used when testing, reporting, evaluating and analysing food products.

Food in society

Food issues

Beliefs and values that relate to needs, wants, lifestyles, health and living standards underpin food issues of individuals and communities. Solutions to issues often trigger innovations and trends in foods and related industries. These, however, may have unforeseen ethical, environmental, economic, social and health consequences that in turn create new and different issues. Informed consumers understand concepts, such as planning, pricing, placement, packaging, distribution, sales and advertising when making decisions about product selection.

Laws and regulatory codes

Legal processes regulate the interaction between consumers and food-related enterprises. Industry and consumer associations work to influence policy, legislation and practices impacting systems that regulate food availability, safety and quality. Food handling and related risk management systems, advertising, labelling, processing and production practices, occupational safety and health are regulated in Australia.

Progression from the Years 7–10 curriculum

This syllabus continues to develop student understanding and skills from the Years 7–10 Design and Technologies curriculum. The contexts Food and fibre production and Food specialisations provide elements of continuity into this course through the study of the strands Technologies and society and Design thinking skills.

Representation of the General Capabilities

The General Capabilities encompass the knowledge, skills, behaviours and dispositions that will support students to live and work successfully now and into the future. They are not assessed unless identified within the specified unit content. Teachers should find opportunities to incorporate the following General Capabilities into the teaching, learning and assessment program for the Food Science and Technology ATAR course.

Critical and creative thinking

Students develop critical and creative thinking in the course through the application of the design process. They learn to identify and appreciate different perspectives and ideas, consider alternatives to process food and critically evaluate evidence to determine the best option in critical and creative ways. This process respects societal influences on food choices, such as lifestyle, peer group, advertising, marketing, culture and tradition. Students investigate ways to devise food products, modify and fortify foods by altering their nutrient content, adapt recipes for different lifestyles and apply preparation and processing techniques for time, resource and economic management. Factors that influence food choices encourage creative thinking and innovative solutions; these can include location, income, supply and demand pressures, environmental issues and ethical issues such as animal welfare, fair trade, resource use and country of origin. Students apply, adapt and reflect on the processes they use to put their ideas into action. They evaluate the design process and the new, innovative food products produced, and critically review selected procedures.

Ethical understanding

Students develop ethical understanding as they explore ethical concepts related to food as a commodity and for nutritional wellbeing, food supply issues, and laws and regulations. They examine rights and responsibilities and ethical norms to treat food and food systems with respect. They acknowledge influences on the health of individuals and communities, including social and cultural traditions, beliefs and values, economic circumstance and lifestyle. Students develop an understanding of how reasoning can assist in making ethical judgements and recognise different perspectives to work and communicate with integrity, compassion and respect, to acknowledge diversity and reflect on ethical principles of food innovation and marketing. They develop informed understandings of different ethical frameworks and reflect on potential outcomes in relation to the handling of food products and the application of appropriate processing techniques and systems.

Personal and social capability

To foster personal and social capability, students are encouraged to apply self-management strategies to set goals, regulate their emotions and build on their own strengths and abilities when working individually or in teams to complete complex food-related tasks. Students learn to work with time and resource constraints, make decisions through communication and management skills, instigate negotiation, review processes and enhance leadership. These skills encourage and promote personal and social resilience and encourage effective relationships. Students appreciate the variety of ways to demonstrate effective leadership, work collaboratively, apply project management skills and prompt reflective practices.

Addressing the other General Capabilities

Although the following General Capabilities have not been identified as a focus in the Food Science and Technology ATAR Year 11 syllabus, teachers may find opportunities to incorporate them into the teaching and learning program.

- Digital literacy
- Intercultural understanding
- Literacy
- Numeracy

Such opportunities may occur through the application of different contexts, pedagogical practices and/or assessment strategies that relate to the syllabus as part of the teaching and learning program.

Summary representation of the General Capabilities in the Food Science and Technology ATAR course

The unit content and assessment types for this course provide students with the opportunity to develop the General Capabilities summarised in the table below.

Year	Course	Course type	General Capabilities						
			CCT	DL	EU	IU	L	N	PSC
Year 11	Food Science and Technology (AEFST, A1FST, A2FST)	ATAR	✓		✓				✓
Year 12	Food Science and Technology (ATFST)	ATAR	✓		✓				✓

Key
CCT: Critical and creative thinking, DL: Digital literacy, EU: Ethical understanding, IU: Intercultural understanding, L: Literacy, N: Numeracy, PSC: Personal and social capability

Representation of the Cross-curriculum Priorities

The Cross-curriculum Priorities address the contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate them into the teaching and learning program for the Food Science and Technology ATAR course. The Cross-curriculum Priorities are not assessed unless they are identified within the specified unit content.

Aboriginal and Torres Strait Islander histories and cultures

This course provides an opportunity for students to learn about, and appreciate, Aboriginal and Torres Strait Islander histories and cultures through similarities and differences in food sources, preparation methods and environmental practices. Students may explore a range of practices and strategies used within different communities to manage, maintain and promote healthy lifestyles and wellbeing of all members and ensure the sustainability of food sources from one season to the next.

Asia and Australia's engagement with Asia

This course provides an opportunity to learn about the uniqueness and diversity of social structures and systems, ethnic backgrounds, cultures and food choices in communities within the Asia region. An understanding of Asia underpins the capacity of Australian students to be active and informed citizens, working together to build harmonious local, regional and global communities. Students reflect on traditional, contemporary and emerging technological achievements in the supply, processing and development of varieties of fresh produce and influences on food choices, such as culture, traditions, lifestyle and ethical issues; all of which impact on Asia and Australia's engagement with Asia.

Sustainability

This course provides an opportunity for students to learn how changes in Australian and global demographics, trends in life expectancy, the diversity and nature of society, technological advances and social, economic and environmental factors are related to sustainable development and supply of safe, fresh food. The sustainability priority provides insights into future generations and promotes sustainable farming and processing practices to meet the needs of the present population, without compromising the ability of future generations to meet their food needs. Students evaluate the extent to which the process of supplying food embraces sustainability. They reflect on past and current farming and processing practices and assess new and emerging technologies from a sustainability perspective.

Unit 1 – Food science

Unit description

In this unit, students explore how sensory, physical and chemical properties influence the selection, use and consumption of raw and processed foods. Using scientific methods, they examine the functional properties, which determine the performance of food. Students explore societal and economic issues and lifestyles that influence food choices.

Students examine primary and secondary food processes that affect nutrition, food quality and supply. They research the effect of under-consumption and over-consumption of nutrients on health and investigate a range of diet-related health conditions that affect individuals and families.

Students develop their expertise with technology and communication skills to implement strategies to design food products, services or processing systems. They select resources to meet performance requirements and use evaluation strategies to monitor and maintain optimum standards. Students follow occupational safety and health requirements and safe food handling practices. They use a variety of foods and processes to produce and evaluate food products, services or systems.

Unit content

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

Nature of food

Food as a commodity

- primary and secondary processes used to convert raw commodities into safe, quality food products
- effect of seasonal conditions on the quality, supply and price of food commodities
- reasons for the development and use of varieties of food commodities
  - alter sensory and physical properties
  - alter nutritional content
  - improve yield
  - new technologies in food processing
  - line extensions
  - profit

Properties of food

- influence of sensory properties on the selection, use and consumption of raw and processed food
  - appearance
  - texture
  - aroma
  - flavour
  - sound
- influence of physical properties on the selection, use and consumption of raw and processed food

  - size
  - shape
  - colour
  - volume
  - viscosity
  - elasticity
- functional properties that determine the performance of food
  - dextrinisation
  - caramelisation
  - crystallisation
  - emulsification
  - gelatinisation
  - oxidation
  - denaturation
  - coagulation
  - leavening
  - aeration
  - rancidity

Nutrition

- food sources and role of macronutrients and water in the body
  - protein – complete and incomplete
  - carbohydrates – starches, sugars, and fibre or cellulose
  - lipids – saturated fats and oils, and unsaturated fats and oils
- food sources and role of micronutrients in the body
  - fat-soluble vitamins – A and D
  - water-soluble vitamins – B1 (thiamine), B2 (riboflavin), B3 (niacin) and C (ascorbic acid)
  - minerals – calcium, iron and sodium
- effects of under-consumption of nutrients on health
  - anaemia
  - osteoporosis
  - malnutrition
  - constipation
- effects of over-consumption of nutrients on health
  - obesity
  - cardiovascular disease
  - Type 2 diabetes

Processing food

Food products and processing systems

- investigate wet processing techniques and dry processing techniques
  - suitable food commodities
  - effect on nutrition
  - heat transfer

  - sensory properties
  - cost
- devise food products
  - interpret and adapt recipes
  - devise food orders
  - develop and trial recipes
  - devise production plans
  - apply preparation and processing techniques
  - cost recipes
- the technology process to produce a food product that demonstrates a wet processing technique and a dry processing technique based on a product proposal
  - investigate
  - devise
  - produce
  - evaluate
- evaluate the food product
  - product's compliance with the proposal
  - product's sensory properties
  - selection of processing techniques
  - selection of equipment and resources
  - time requirements

Food in society

Food issues

- societal influences on food choices
  - lifestyle
  - culture and traditions
  - peer group
  - media
  - advertising
  - marketing
- economic influences on food choices
  - competition in the marketplace
  - product availability
  - consumer resources
- use of celebrities, media practices (including music, body image, colour, fonts and graphics) and food styling techniques to market food products

Laws and regulatory codes

- role of *Food Standards Australia New Zealand* (FSANZ)
- *Australia New Zealand Food Standards Code* for food labelling requirements
  - 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
- categories of food exempt from food labelling laws
- objectives of the *Food Act 2008* (WA)
- purpose of the *Work Health and Safety Act 2020*

Unit 2 – The undercover story

Unit description

This unit focuses on food spoilage and contamination and explores reasons for preserving food. Students investigate food processing techniques and preservation principles. They consider the laws and regulations that determine the way food is safely preserved, packaged, labelled and stored.

Students learn how the principles of the Hazard Analysis Critical Control Point (HACCP) system are implemented to produce and provide safe food. They investigate the food supply chain, natural and processed functional foods and value-adding techniques that are applied to food to meet producer and consumer requirements. Students examine cultural traditions, beliefs and values, location, economic and media influences on the nutritional wellbeing of individuals that arise from lifestyle and food choices.

Students apply their knowledge of the technology process to meet design specifications, including legal requirements and devise food orders, production plans, and produce safe, palatable, quality food. Students implement the principles of dietary planning, use food models, and adapt recipes and processing techniques when considering specific nutritional needs of demographic groups.

Unit content

This unit builds on the content covered in Unit 1.

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

Nature of food

Food as a commodity

- the food supply chain
  - production
  - processing
  - packaging
  - storage
  - distribution of food commodities
- the concept of value-adding to food
  - changes to nutritional content
  - additional processing of food
  - presentation and service
  - packaging
- define and classify functional foods
  - natural functional foods
  - processed functional foods – modified, fortified

Properties of food

- reasons for preserving food
  - extend shelf life
  - preserve nutritional value

  - out of season availability
  - palatability
  - convenience
  - economics
  - reduce waste
- causes of food spoilage and contamination
  - environmental factors, such as oxygen, light, heat, water, infestation
  - enzymatic activity on food
  - microbial contamination of food, such as mould, yeast, bacteria
- principles of food preservation
  - control of temperature, such as pasteurisation, ultra-high temperature treatment, freezing, and canning or bottling
  - anaerobic breakdown of organic substances or nutrients, such as fermentation
  - addition of chemicals, such as salt, sugar, acid and artificial preservative
  - removal of moisture through dehydration and evaporation
  - removal of oxygen through vacuum packing

Nutrition

- dietary planning
  - *Healthy Eating Pyramid (Nutrition Australia May 2015)*
  - *Australian Guide to Healthy Eating*
  - *Australian Dietary Guidelines*
- nutritional needs of demographic groups, such as adolescents and adults
- modification and fortification of foods by altering nutrient content
- influences on the nutritional wellbeing of individuals
  - lifestyle
  - cultural traditions
  - beliefs and values
  - economic circumstances
  - location
  - media

Processing food

Food products and processing systems

- food processing techniques used to control the performance of food
  - temperature – heat, cold
  - exposure to air
  - pH level
  - addition of chemicals – salt, sugar
  - removal of moisture
  - manipulation
- devise food products
  - interpret and adapt recipes
  - devise food orders

  - develop, produce and evaluate prototypes
  - devise production plans
  - apply preparation and processing techniques
  - cost recipes
- the technology process to produce a preserved food product based on a product proposal
  - investigate
  - devise
  - produce
  - evaluate
- analysis of the preserved food product
  - product's compliance with the proposal
  - product's use in another food product
  - product's sensory properties
  - selection of processing techniques
  - selection of equipment and resources
  - time requirements

Food in society

Food issues

- influence of lifestyle choices, market demands and the impact of new technologies in developing innovative food products
- factors that influence food choices
  - location
  - income
  - supply and demand
  - environmental issues
  - advertising and marketing
  - ethical issues, such as animal welfare, fair trade, resource use, country of origin
- sponsorship, tokens and free gifts, and supersizing techniques used to market food products

Laws and regulatory codes

- *Australia New Zealand Food Standards Code* labelling requirement for health claims and for mandatory fortification of food
- principles of the Hazard Analysis Critical Control Point (HACCP) management system
  - conduct a hazard analysis
  - identify critical control points
  - establish critical limits for each critical control point
  - establish critical control point monitoring requirements
  - establish corrective actions
  - verify procedures
- establish record keeping procedures
- regulation of food safety in Australia
  - national authorities
  - state authorities
  - local authorities
- *Work Health and Safety Act 2020* and rights and responsibilities of employers and employees in food environments

School-based assessment

The *Western Australian Certificate of Education (WACE) Manual* contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Food Science and Technology ATAR Year 11 syllabus and the weighting for each assessment type.

Assessment table – Year 11

Type of assessment	Weighting
Investigation Directed research in which students plan, conduct and communicate an investigation of an issue related to Food Science and Technology. They apply processes to food-related practices, use a variety of investigative approaches to individually and/or collaboratively collect and interpret primary sources and produce secondary sources. Processes include testing, analysing, evaluating and communicating findings. The investigation can be presented as a written report or a multimedia presentation. Other evidence can include: practical investigations, investigation plans, self or peer evaluations and/or journal reflections.	30%
Production analysis A production project in which students explore ideas, design products and/or implement production processes. Students manage a range of production processes, evaluating and modifying them as necessary. This includes making products, prototypes or implementing processes and systems in response to a proposal and evaluating design ideas while managing a range of production processes. Evidence can include: analysis of survey results, design ideas, recipes, nutritional values, sensory properties, food products, production plans, production processes, and/or food systems; modifications used to manage quality control, product test results, evaluation tools (target market group) and/or journal reflections.	20%
Response Students respond to questions which can require them to refer to stimuli or prompts, such as production practices, case studies, scenarios and primary and secondary sources. Tasks can be conducted inside or outside class time. Students apply their understandings and skills to analyse, and/or interpret information, solve problems and/or answer questions. Formats can include short and extended written responses and/or oral presentations. Other evidence can include: situation analysis exercises, observation records and checklists, journal entries and/or self, peer or target group evaluations.	20%
Examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.	30%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units (or for a single unit where only one is being studied).

The assessment outline must:

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

In the assessment outline for the pair of units, each assessment type must be included at least once over the year/pair of units. In the assessment outline where a single unit is being studied, each assessment type must be included at least once.

The set of assessment tasks must provide a representative sampling of the content for Unit 1 and Unit 2.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes. For example, student performance for a production could be validated by a task (such as a structured essay, extended answer or analysis of the processes used in the production) which is completed in class after the final production process is completed.

Grading

Schools report student achievement in terms of the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The teacher prepares a ranked list and assigns the student a grade for the pair of units (or for a unit where only one unit is being studied). The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the Food Science and Technology ATAR Year 11 syllabus are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link on the course page of the Authority website at www.scsa.wa.edu.au.

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the *WACE Manual* for further information about the use of a ranked list in the process of assigning grades.

Appendix 1 – Grade descriptions Year 11

A	**Investigation** Clearly defines a food-related issue. Gathers, organises and uses accurate information and data from a range of reliable and relevant sources to validate various points of view. Makes valid comparisons, informed decisions, logical recommendations and substantiated conclusions. Comprehensively explains ideas and points of view, with realistic alternative and appropriate recommendations for a range of food-related issues. Develops explanations which are organised and logical, and use a variety of formats. Applies concise food science terminology, supported by relevant examples.
	Production analysis Examines, in detail, the use of time, equipment and resources, and validates suitable alternative preparation and processing techniques when required. Provides detailed analysis of the influence of food processing techniques on sensory and physical properties for a variety of food products. Provides comprehensive analysis for the choice of food and selection of food processing techniques, and justifies the compliance of the food produced for the product proposal.
	Response Provides accurate and detailed explanations for a range of health issues that arise from food and lifestyle choices, supported by relevant examples. Provides well-developed and accurate responses, referring to appropriate, reliable information to justify points of view. Uses reliable evidence to make valid choices and substantiated conclusions. Responds to food-related issues in logical and detailed ways, applying concise food science terminology.

B	**Investigation** Defines a food-related issue. Gathers, organises and uses information and data from reliable and relevant sources to describe various points of view. Makes comparisons, informed decisions, recommendations, and mostly valid conclusions. Explains ideas and points of view, with appropriate recommendations for food-related issues. Develops explanations which are organised and use suitable formats. Uses appropriate food science terminology and relevant examples.
	Production analysis Explains the use of time, equipment and resources, and describes alternative preparation and processing techniques when required. Provides explanations of the influence of food processing techniques on sensory and physical properties for a variety of food products. Provides explanations for the choice of food and selection of food processing techniques, and describes the compliance of the food produced for the product proposal.
	Response Provides accurate explanations for health issues that arise from food and lifestyle choices, with relevant examples. Provides developed and accurate responses, referring to reliable information to support points of view. Uses evidence to make mostly valid choices and draw conclusions. Responds to food-related issues in detail, using appropriate food science terminology.

C	**Investigation** Describes a food-related issue. Uses mostly relevant information and data to provide various points of view. Makes decisions, simplistic recommendations, and broad, general conclusions. Communicates ideas and points of view on food-related issues using some food science terminology and relevant examples.
	Production analysis Describes the use of time, equipment and resources, and notes some alternative preparation and processing techniques when required. Provides wide-ranging descriptions of the influence of food processing techniques on sensory and physical properties of some food products. Provides general descriptions for the choice of food, selection of food processing techniques and outlines compliance of the food produced for the product proposal.
	Response Describes some health issues that arise from food and lifestyle choices, with mostly relevant examples. Provides mostly accurate responses, using generally reliable information to support points of view and make conclusions. Responds to food-related issues without detail, using some food science terminology.

D	**Investigation** Provides a superficial and incomplete definition for a food-related issue. Uses minimal information or data to list ideas. Makes brief, unsubstantiated statements and superficial summaries. States ideas or opinions on food-related issues. Uses minimal food science terminology and simple examples.
	Production analysis Recalls the use of time, equipment and resources and gives an alternative preparation or processing technique when required. Gives simple statements of the effect of processing techniques on sensory or physical properties of food. Makes limited attempts to explain the choice of food or selection of a food processing technique.
	Response States health issues with ambiguous connections to food or lifestyle choices, with or without simple examples. Provides brief responses and states a point of view, often with unsubstantiated claims. Responds to food-related issues in brief, disorganised ways and with frequent errors, using minimal food science terminology.

E	Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.