**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 | **Laws and regulatory codes**   * workplace regulations for safety and health   + protective clothing and footwear   + personal hygiene   + emergency procedures * safe food handling practices   + safe storage of raw and processed foods   + prevention of cross contamination   + clean equipment   **Food products and processing systems**   * produce food products using raw and processed foods   + 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 | **Food as a commodity**   * classification of food   + animal   + plant   + raw   + processed   **Food products and processing systems**   * investigate a raw and a processed food product   + use   + nutrition   + cost   + shelf life * devise food products using raw and processed foods   + cost recipes   **Task 1: Test – Preparation practices** |
| 5–6 | **Properties of food**   * sensory properties that influence selection and use of raw and processed food   + appearance   + texture   + aroma   + flavour   + sound * physical properties that influence selection and use of raw and processed food   + size   + shape   + colour   + volume   + viscosity |

| **Week** | **Syllabus content** |
| --- | --- |
|  | * effects of processing techniques on sensory and physical properties of food   + change in appearance   + change in texture   + change in flavour   **Food products and processing systems**   * evaluate food products developed from raw and processed foods   + sensory properties |
| 7–8 | **Food as a commodity**   * economic and environmental considerations when purchasing locally produced commodities   + food availability   + cost   + ‘food miles’   + packaging   + waste   **Food issues**   * environmental issues that arise from food and lifestyle choices   + food availability   + ‘food miles’   + packaging   + recycling and waste   **Food products and processing systems**   * devise food products using raw and processed foods   + organise food orders and production plans * produce food products using raw and processed foods   + demonstrate teamwork skills, such as communication and collaboration   + present safe, quality, palatable food * evaluate food products developed from raw and processed foods   + the effectiveness of skills, practices or processes   + use of relevant terminology   **Task 2: Celebrate local foods** |
| 9–10 | **Nutrition**   * food sources and functions of nutrients and water in the body   + protein   + carbohydrates   + vitamins   + minerals   + lipids * importance of a balanced diet and the consumption of a wide variety of foods for health   **Food products and processing systems**   * devise food products using raw and processed foods   + adapt recipes to suit a purpose |
| 11–12 | **Food issues**   * factors that influence food choices   + cost   + food availability   + family characteristics   + peer group   + nutritional value   **Nutrition**   * use of food selection models and guides to evaluate diets   + *Healthy Eating Pyramid (Nutrition Australia May 2015)*   + *The Australian Guide to Healthy Eating*   + *Australian Dietary Guidelines*   **Food products and processing systems**   * devise food products using raw and processed foods   + interpret recipes   **Task 3: Food choices** |
| 13–14 | **Nutrition**   * nutritional requirements of adolescents   + protein   + calcium   + iron   **Food products and processing systems**   * devise food products using raw and processed foods   + adapt recipes to suit a purpose * produce food products using raw and processed foods   + measure ingredients using Australian Standard metric measurement   + demonstrate various methods of cooking   **Laws and regulatory codes**   * Australian food labelling requirements   + 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 | **Food issues**   * influences on adolescent food choices   + use of celebrities, media practices, including music, body image, colour, fonts and graphics, and food styling techniques to market food products   + advertising   + marketing   **Task 4: A food advertisement** |

#### Semester 2

| **Week** | **Syllabus content** |
| --- | --- |
| 1 | **Food as a commodity**   * staple food commodities readily available in Australia * factors that affect the supply of staple food   + food availability   + cost   + climate or seasons   + natural disasters   **Food products and processing systems**   * investigate staple food products   + use   + nutrition   + cost   + shelf life |
| 2–3 | **Food as a commodity**   * primary and secondary processes used to convert raw commodities into safe, quality food products   **Properties of food**   * sensory properties that influence selection and use of staple food   + appearance   + texture   + aroma   + flavour   + sound * physical properties that influence selection and use of staple food   + size   + shape   + colour   + volume   + viscosity   **Task 5: Staple food commodities** |
| 4–5 | **Properties of food**   * the effect of processing techniques on the sensory and physical properties of food   + dry processing techniques   **Food products and processing systems**   * produce food products using staple foods   + measure ingredients using Australian Standard metric measurement   + demonstrate safe food handling practices   + demonstrate dry processing techniques * evaluate food products developed from staple foods   + product’s sensory properties   **Task 6: The big bake-off** |
| 6–7 | **Properties of food**   * the effect of processing techniques on the sensory and physical properties of food   + wet processing techniques   **Food products and processing systems**   * produce food products using staple foods   + 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   + effective use of skills, practices or processes |
| 8 | **Nutrition**   * food sources and role of macronutrients and water for health   + 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   + protein   + carbohydrates   + lipids |
| 9–10 | **Food issues**   * health issues that arise from food choices   + malnutrition   + underweight   + overweight   + allergies   + intolerances   **Nutrition**   * nutrition-related health conditions and the need for specialised diets   + coeliac   + lactose intolerance * use of the *Australian Dietary Guidelines* to evaluate food choices   **Food products and processing systems**   * devise food products using staple foods   + adapt recipes to suit a purpose   **Task 7: Test – Health issues** |
| 11 | **Properties of food**   * the effect of processing techniques on the sensory and physical properties of food   + microwave cooking   **Food products and processing systems**   * produce food products using staple foods   + demonstrate microwave cooking * evaluate food products developed from staple foods   + product’s sensory properties |
| 12–13 | **Food products and processing systems**   * devise food products using staple foods   + cost recipes * produce food products using staple foods   + present safe, quality, palatable food * evaluate food products developed from staple foods   + use of relevant terminology   **Laws and regulatory codes**   * labelling requirements for food and beverage products available in Australia   + 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   **Task 8: A healthy food product** |
| 14 | **Food issues**   * ethical influences on food choices, such as animal welfare, fair trade, resource use and country of origin   **Nutrition**   * reasons for vegetarian or vegan diets   + health   + ethical values   + cultural   + economic cost |
| 15–16 | **Laws and regulatory codes**   * workplace regulations for safety and health   + protective clothing and footwear   + signage for procedures and hazards   + safe posture, including lifting, bending and standing   + emergency procedures * safe food handling practices   + safe storage and thawing of raw and processed foods   + prevention of cross contamination   + clean equipment and work surfaces   **Food products and processing systems**   * devise food products using staple foods   + interpret recipes   + organise food orders and production plans * produce food products using staple foods   + demonstrate teamwork skills, such as planning and problem solving   + present safe, quality, palatable food * evaluate food products developed from staple foods   + effective use of skills, practices or processes   + use of relevant terminology |