



**COURSE OUTLINE**  
**COURSE FOOD SCIENCE AND TECHNOLOGY – GENERAL**  
**UNIT 1 AND UNIT 2**



This course will run the two units, 1 and 2, concurrently. The student Semester 1 grade will therefore be an estimate. **Red = Unit 1 content / Blue = Unit 2 content**

Term	Week	Topic and key teaching points	Syllabus content	Assessment
1	1–2	Preparation Practices <b>Food in society</b> <b>Laws and regulatory codes</b> Food in society <b>Laws and regulatory codes</b>	<b>Food in society</b> <b>Laws and regulatory codes</b> <ul style="list-style-type: none"> <li>• workplace regulations for safety and health               <ul style="list-style-type: none"> <li>▪ protective clothing and footwear</li> <li>▪ personal hygiene</li> <li>▪ emergency procedures</li> </ul> </li> <li>• safe food handling practices               <ul style="list-style-type: none"> <li>▪ safe storage and thawing of raw and processed foods</li> <li>▪ prevention of cross contamination</li> <li>▪ clean equipment</li> </ul> </li> </ul> <b>Food in society</b> <b>Laws and regulatory codes</b> <ul style="list-style-type: none"> <li>▪ workplace regulations for safety and health               <ul style="list-style-type: none"> <li>▪ protective clothing and footwear</li> <li>▪ signage for procedures and hazards</li> <li>▪ safe posture, including lifting, bending and standing</li> <li>▪ emergency procedures</li> </ul> </li> <li>▪ safe food handling practices               <ul style="list-style-type: none"> <li>▪ safe storage and thawing of raw and processed foods</li> <li>▪ prevention of cross contamination</li> <li>▪ clean equipment and work surfaces</li> </ul> </li> </ul> <b>Processing food</b> <b>Food products and processing systems</b> <ul style="list-style-type: none"> <li>• produce food products using raw and processed foods               <ul style="list-style-type: none"> <li>▪ select and safely use appropriate equipment, such as knives and hot surfaces</li> </ul> </li> </ul>	<b>Task 1: Test-Preparation practices</b>



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		<p><b>Processing food</b></p> <p><b>Food products and processing systems</b></p>	<ul style="list-style-type: none"> <li>▪ measure ingredients using Australian Standard metric measurement</li> <li>▪ demonstrate mise-en-place and precision cutting skills</li> <li>▪ demonstrate safe food handling practices</li> <li>▪ demonstrate teamwork skills. Such as communication and collaboration</li> </ul>	
	3-15	<p>Nature of food</p> <p>Properties of food</p> <p>Processing food</p> <p>Food products and processing systems</p>	<p>Nature of food</p> <p>Properties of food</p> <ul style="list-style-type: none"> <li>• the effect of processing techniques on the sensory and physical properties of food             <ul style="list-style-type: none"> <li>▪ wet processing techniques</li> <li>▪ dry processing techniques</li> <li>▪ microwave cooking</li> </ul> </li> </ul> <p>Processing food</p> <p>Food products and processing systems</p> <ul style="list-style-type: none"> <li>• produce food products using staple foods             <ul style="list-style-type: none"> <li>▪ select and safely use appropriate equipment</li> <li>▪ measure ingredients using Australian Standard metric measurement</li> <li>▪ demonstrate mise-en-place and precision cutting skills</li> <li>▪ demonstrate safe food handling practices</li> <li>▪ demonstrate wet processing techniques</li> <li>▪ demonstrate dry processing techniques</li> <li>▪ demonstrate microwave cooking</li> <li>▪ demonstrate teamwork skills, such as planning and problem solving</li> <li>▪ present safe, quality, palatable food</li> </ul> </li> </ul> <p>Processing food</p> <p>Food products and processing systems</p>	



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		<p><b>Processing food</b></p> <p><b>Food products and processing systems</b></p>	<ul style="list-style-type: none"> <li>• produce food products using raw and processed foods <ul style="list-style-type: none"> <li>▪ select and safely use appropriate equipment, such as knives and hot surfaces</li> <li>▪ measure ingredients using Australian Standard metric measurement</li> <li>▪ demonstrate mise-en-place and precision cutting skills</li> <li>▪ demonstrate safe food handling practices</li> <li>▪ demonstrate teamwork skills. Such as communication and collaboration</li> <li>▪ demonstrate various methods of cooking</li> <li>▪ present safe, quality, palatable food</li> </ul> </li> </ul>	
1	3-4	<p>Investigate Raw and Processed Food</p> <p><b>Nature of food</b></p> <p><b>Food as a commodity</b></p> <p><b>Processing Food</b></p> <p><b>Food products and processing systems</b></p>	<p><b>Nature of food</b></p> <p><b>Food as a commodity</b></p> <ul style="list-style-type: none"> <li>▪ classification of food <ul style="list-style-type: none"> <li>▪ animal</li> <li>▪ plant</li> <li>▪ raw</li> <li>▪ processed</li> </ul> </li> </ul> <p><b>Food products and processing systems</b></p> <ul style="list-style-type: none"> <li>• investigate a raw and a processed food product <ul style="list-style-type: none"> <li>▪ use</li> <li>▪ nutrition</li> <li>▪ cost</li> <li>▪ shelf life</li> </ul> </li> <li>• produce food products using raw and processed foods <ul style="list-style-type: none"> <li>▪ demonstrate teamwork skills, such as communication and collaboration</li> <li>▪ present safe, quality, palatable food</li> </ul> </li> </ul>	



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1	5-6	<p>Selecting raw and processed food</p> <p>Nature of food</p> <p>Properties of food</p>       <p>Processing food</p> <p>Food products and processing systems</p>       <p>Nature of food</p> <p>Properties of food</p> <p>Food as a commodity</p>	<p><b>Nature of food</b></p> <p><b>Properties of food</b></p> <ul style="list-style-type: none"> <li>▪ sensory properties that influence selection and use of raw and processed food               <ul style="list-style-type: none"> <li>▪ appearance</li> <li>▪ texture</li> <li>▪ aroma</li> <li>▪ flavour</li> <li>▪ sound</li> </ul> </li> <li>▪ physical properties that influence selection and use of raw and processed food               <ul style="list-style-type: none"> <li>▪ size</li> <li>▪ shape</li> <li>▪ colour</li> <li>▪ volume</li> <li>▪ viscosity</li> </ul> </li> <li>• effects of processing techniques on sensory and physical properties of food               <ul style="list-style-type: none"> <li>▪ change in appearance</li> <li>▪ change in texture</li> <li>▪ change in flavour</li> </ul> </li> </ul> <p>Processing food</p> <p><b>Food products and processing systems</b></p> <ul style="list-style-type: none"> <li>▪ evaluate food products developed from raw and processed foods               <ul style="list-style-type: none"> <li>▪ sensory properties</li> </ul> </li> </ul>   <p>Nature of food</p> <p><b>Properties of food</b></p> <ul style="list-style-type: none"> <li>▪ sensory properties that influence selection and use of staple food               <ul style="list-style-type: none"> <li>▪ appearance</li> <li>▪ texture</li> <li>▪ aroma</li> </ul> </li> </ul>	
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			<ul style="list-style-type: none"><li>▪ flavour</li><li>▪ sound</li><li>▪ physical properties that influence selection and use of staple food<ul style="list-style-type: none"><li>▪ size</li><li>▪ shape</li><li>▪ colour</li><li>▪ volume</li><li>▪ viscosity</li></ul></li></ul> <p><b>Food as a commodity</b></p> <ul style="list-style-type: none"><li>▪ primary and secondary processes used to convert raw commodities into safe, quality food products</li></ul>	
<b>1</b>	7-8	<p><b>Celebrate Local Foods</b></p> <p>Nature of food</p> <p><b>Food as a commodity</b></p>           <p>Food in society</p> <p><b>Food issues</b></p>	<p><b>Nature of food</b></p> <p><b>Food as a commodity</b></p> <ul style="list-style-type: none"><li>• economic and environmental considerations when purchasing locally produced commodities<ul style="list-style-type: none"><li>▪ food availability</li><li>▪ cost</li><li>▪ 'food miles'</li><li>▪ packaging</li><li>▪ waste</li></ul></li></ul> <p><b>Food in society</b></p> <p><b>Food issues</b></p> <ul style="list-style-type: none"><li>• environmental issues that arise from food and lifestyle choices<ul style="list-style-type: none"><li>▪ food availability</li><li>▪ 'food miles'</li></ul></li></ul>	<p><b>Task 2- Celebrate Local Foods</b></p>



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		<p><b>Processing food</b></p> <p><b>Food products and processing systems</b></p>	<ul style="list-style-type: none"><li>▪ packaging</li><li>▪ recycling and waste</li></ul> <p><b>Processing food</b></p> <p><b>Food products and processing systems</b></p> <ul style="list-style-type: none"><li>• <b>devise food products using raw and processed foods</b><ul style="list-style-type: none"><li>▪ adapt recipes to suit a purpose</li><li>▪ interpret recipes</li><li>▪ organise food orders and production plans</li><li>▪ cost recipes</li></ul></li><li>• <b>produce food products using raw and processed foods</b><ul style="list-style-type: none"><li>▪ demonstrate teamwork skills, such as communication and collaboration</li><li>▪ present safe, quality, palatable food</li></ul></li><li>• <b>evaluate food products developed from raw and processed foods</b><ul style="list-style-type: none"><li>▪ sensory properties</li><li>▪ the effectiveness of skills, practices or processes</li><li>▪ use relevant terminology</li></ul></li></ul>	
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1	9	<p><b>Nutritional Value of Food</b></p> <p><b>Nature of food</b></p> <p><b>Nutrition</b></p>          <p><b>Processing food</b></p> <p><b>Food products and processing systems</b></p>	<p><b>Nature of food</b></p> <p><b>Nutrition</b></p> <ul style="list-style-type: none"> <li>• food sources and functions of nutrients and water in the body <ul style="list-style-type: none"> <li>▪ protein</li> <li>▪ carbohydrates</li> <li>▪ vitamins</li> <li>▪ minerals</li> <li>▪ lipids</li> </ul> </li> <li>• importance of a balanced diet and the consumption of a wide variety of foods for health</li> <li>• use of food selection models and guides to evaluate diets <ul style="list-style-type: none"> <li>▪ <i>Healthy Eating Pyramid (Nutrition Australia May 2015)</i></li> <li>▪ <i>The Australian Guide to Healthy Eating</i></li> <li>▪ <i>Australian Dietary Guidelines</i></li> </ul> </li> </ul> <p><b>Processing food</b></p> <p><b>Food products and processing systems</b></p> <ul style="list-style-type: none"> <li>• produce food products using raw and processed foods <ul style="list-style-type: none"> <li>▪ measure ingredients using Australian Standard metric measurement</li> <li>▪ demonstrate various methods of cooking</li> <li>▪ interpret recipes</li> </ul> </li> </ul>	
2	1	<p><b>Macronutrients for Health</b></p> <p><b>Nature of Food</b></p> <p><b>Nutrition</b></p>	<p><b>Nutrition</b></p> <ul style="list-style-type: none"> <li>• food sources and role of macronutrients and water for health <ul style="list-style-type: none"> <li>▪ protein: complete and incomplete</li> <li>▪ carbohydrates: starches, sugars, and fibre or cellulose</li> <li>▪ lipids: saturated fats and oils, and unsaturated fats and oils</li> </ul> </li> <li>• macronutrient requirements depending on age and lifestyle <ul style="list-style-type: none"> <li>▪ protein</li> <li>▪ carbohydrates</li> <li>▪ lipids</li> </ul> </li> </ul>	



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			<p><b>Processing food</b></p> <p><b>Food products and processing systems</b></p> <ul style="list-style-type: none"><li>produce food products using staple foods<ul style="list-style-type: none"><li>select and safely use appropriate equipment</li><li>measure ingredients using Australian Standard metric measurement</li><li>demonstrate mise-en-place and precision cutting skills</li><li>demonstrate safe food handling practices</li><li>demonstrate wet processing techniques</li><li>demonstrate dry processing techniques</li><li>demonstrate teamwork skills, such as planning and problem solving</li><li>present safe, quality, palatable food</li></ul></li></ul>	
2	2-4	<p><b>Food Choices</b></p> <p><b>Food in society</b></p> <p><b>Food issues</b></p> <p><b>Nature of food</b></p> <p><b>Nutrition</b></p> <p><b>Processing Food</b></p> <p><b>Food products and processing systems</b></p>	<p><b>Food in society</b></p> <p><b>Food issues</b></p> <ul style="list-style-type: none"><li>factors that influence food choices<ul style="list-style-type: none"><li>cost</li><li>food availability</li><li>family characteristics</li><li>peer group</li><li>nutritional value</li></ul></li></ul> <p><b>Nutrition</b></p> <ul style="list-style-type: none"><li>use of food selection models and guides to evaluate diets<ul style="list-style-type: none"><li><i>Healthy Eating Pyramid (Nutrition Australia May 2015)</i></li><li><i>The Australian Guide to Healthy Eating</i></li></ul></li></ul> <p><b>Nutrition</b></p> <ul style="list-style-type: none"><li>use of the <i>Australian Dietary Guidelines</i> to evaluate food choices</li></ul> <p><b>Food products and processing systems</b></p> <ul style="list-style-type: none"><li>devise food products using raw and processed foods<ul style="list-style-type: none"><li>adapt recipes to suit a purpose</li></ul></li><li>produce food products using raw and processed foods</li></ul>	<p><b>Task 3: Food Choices</b></p>





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		<p><b>Food in Society</b>  <b>Food issues</b></p>	<ul style="list-style-type: none"> <li>▪ measure ingredients using Australian Standard metric measurement</li> <li>▪ demonstrate various methods of cooking</li> </ul> <p><b>Food issues</b></p> <ul style="list-style-type: none"> <li>• ethical influences on food choices, such as animal welfare, fair trade, resource use and country of origin</li> </ul>	
2	5-6			
2	7	<p><b>Staple food commodities</b></p> <p><b>Nature of food</b>  <b>Food as a commodity</b></p>	<p><b>Food as a commodity</b></p> <ul style="list-style-type: none"> <li>▪ staple food commodities readily available in Australia</li> <li>▪ factors that affect the supply of staple food <ul style="list-style-type: none"> <li>▪ food availability</li> <li>▪ cost</li> <li>▪ climate or seasons</li> <li>▪ natural disasters</li> </ul> </li> </ul> <p><b>Processing food</b>  <b>Food products and processing systems</b></p> <ul style="list-style-type: none"> <li>▪ investigate staple food products</li> </ul>	



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		<p>Processing food</p> <p><b>Food products and processing systems</b></p> <p>Nature of food</p> <p>Properties of food</p>	<ul style="list-style-type: none"> <li>▪ use</li> <li>▪ nutrition</li> <li>▪ cost</li> <li>▪ shelf life</li> </ul> <ul style="list-style-type: none"> <li>• produce food products using staple foods             <ul style="list-style-type: none"> <li>▪ measure ingredients using Australian Standard metric measurement</li> <li>▪ demonstrate safe food handling practices</li> </ul> </li> </ul>	
2	8-11	<p><b>Selecting Staple Foods</b></p> <p>Nature of food</p> <p><b>Food as a commodity</b></p> <p>Properties of food</p>	<p><b>Nature of food</b></p> <p><b>Food as a commodity</b></p> <ul style="list-style-type: none"> <li>▪ primary and secondary processes used to convert raw commodities into safe, quality food products</li> </ul> <p>Nature of food</p> <p><b>Properties of food</b></p> <ul style="list-style-type: none"> <li>▪ sensory properties that influence selection and use of staple food             <ul style="list-style-type: none"> <li>▪ appearance</li> <li>▪ texture</li> <li>▪ aroma</li> <li>▪ flavour</li> <li>▪ sound</li> </ul> </li> <li>▪ physical properties that influence selection and use of staple food             <ul style="list-style-type: none"> <li>▪ size</li> <li>▪ shape</li> <li>▪ colour</li> <li>▪ volume</li> </ul> </li> </ul>	<b>Task 5: Staple Foods</b>



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			<ul style="list-style-type: none"> <li>• viscosity devise food products using staple foods               <ul style="list-style-type: none"> <li>▪ adapt recipes to suit a purpose</li> <li>▪ interpret recipes</li> <li>▪ organise food orders and production plans</li> </ul> </li> <li>• produce food products using staple foods               <ul style="list-style-type: none"> <li>▪ demonstrate teamwork skills, such as planning and problem solving</li> <li>▪ present safe, quality, palatable food</li> </ul> </li> <li>• evaluate food products developed from staple foods               <ul style="list-style-type: none"> <li>▪ product’s sensory properties</li> <li>▪ effective use of skills, practices or processes</li> <li>▪ use of relevant terminology</li> </ul> </li> </ul>	
3	1-4	<b>Wet and dry processing techniques</b> <b>Nature of food</b> <b>Properties of food</b> <b>Processing food</b>	<b>Nature of food</b> <b>Properties of food</b> <ul style="list-style-type: none"> <li>• the effect of processing techniques on the sensory and physical properties of food               <ul style="list-style-type: none"> <li>▪ wet processing techniques</li> <li>▪ dry processing techniques</li> <li>▪ microwave cooking</li> </ul> </li> <li>• devise food products using staple foods               <ul style="list-style-type: none"> <li>▪ adapt recipes to suit a purpose</li> <li>▪ interpret recipes</li> <li>▪ organise food orders and production plans</li> <li>▪ cost recipes</li> </ul> </li> <li>• produce food products using staple foods</li> </ul>	



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			<ul style="list-style-type: none"> <li>▪ select and safely use appropriate equipment</li> <li>▪ measure ingredients using Australian Standard metric measurement</li> <li>▪ demonstrate mise-en-place and precision cutting skills</li> <li>▪ demonstrate safe food handling practices</li> <li>▪ demonstrate wet processing techniques</li> <li>▪ demonstrate dry processing techniques</li> <li>▪ demonstrate microwave cooking</li> <li>▪ demonstrate teamwork skills, such as planning and problem solving</li> <li>▪ present safe, quality, palatable food</li> <li>• evaluate food products developed from staple foods             <ul style="list-style-type: none"> <li>▪ product's sensory properties</li> <li>▪ effective use of skills, practices or processes</li> <li>▪ use of relevant terminology</li> </ul> </li> </ul>	
3	5	<b>Food for adolescents</b> <b>Nature of food</b> <b>Nutrition</b> Processing food <b>Food products and processing systems</b>	<b>Nature of food</b> <b>Nutrition</b> <ul style="list-style-type: none"> <li>▪ nutritional requirements of adolescents             <ul style="list-style-type: none"> <li>▪ protein</li> <li>▪ calcium</li> <li>▪ iron</li> </ul> </li> </ul> <b>Processing food</b> <b>Food products and processing systems</b> <ul style="list-style-type: none"> <li>▪ devise food products using raw and processed foods             <ul style="list-style-type: none"> <li>▪ adapt recipes to suit a purpose</li> </ul> </li> <li>▪ produce food products using raw and processed foods             <ul style="list-style-type: none"> <li>▪ measure ingredients using Australian Standard metric measurement</li> <li>▪ demonstrate various methods of cooking</li> </ul> </li> </ul>	<b>Task 6 Small Scale Function</b>



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			<ul style="list-style-type: none"> <li>▪ evaluate food products developed from raw and processed foods</li> <li>the effectiveness of skills, practices or processes</li> <li>sensory properties</li> </ul>	
3	6-7	<p><b>A Healthy Food Product</b></p> <p><b>Processing Food</b></p> <p><b>Food products and processing systems</b></p> <p><b>Food in society</b></p> <p><b>Laws and regulatory codes</b></p>	<p><b>Processing Food</b></p> <p><b>Food products and processing systems</b></p> <ul style="list-style-type: none"> <li>• devise food products using staple foods             <ul style="list-style-type: none"> <li>▪ cost recipes</li> </ul> </li> <li>• produce food products using staple foods             <ul style="list-style-type: none"> <li>▪ present safe, quality, palatable food</li> </ul> </li> <li>• evaluate food products developed from staple foods             <ul style="list-style-type: none"> <li>▪ use of relevant terminology</li> </ul> </li> </ul> <p><b>Food in society</b></p> <p><b>Laws and regulatory codes</b></p> <ul style="list-style-type: none"> <li>• labelling requirements for food and beverage products available in Australia             <ul style="list-style-type: none"> <li>▪ nutrition information panel</li> <li>▪ percentage labelling</li> <li>▪ name and/or description of the food</li> <li>▪ food recall information</li> <li>▪ information for allergy sufferers</li> <li>▪ date marking</li> <li>▪ ingredients list</li> <li>▪ country of origin</li> <li>▪ barcode</li> <li>▪ weights and measures</li> </ul> </li> </ul> <p>Nature of food</p>	<p><b>Task 8: A Healthy Food Product</b></p>



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			<p>Nutrition</p> <ul style="list-style-type: none"> <li>• use of the <i>Australian Dietary Guidelines</i> to evaluate food choices</li> </ul>	
3	8-9	<p><b>Health Issues</b></p> <p><b>Food in society</b>  <b>Food issues</b>  <b>Nature of food</b>  <b>Nutrition</b>  <b>Food Processing</b>  <b>Food products and processing systems</b></p>	<p>Food in society</p> <p><b>Food issues</b></p> <ul style="list-style-type: none"> <li>▪ health issues that arise from food choices <ul style="list-style-type: none"> <li>▪ malnutrition</li> <li>▪ underweight</li> <li>▪ overweight</li> <li>▪ allergies</li> <li>▪ intolerances</li> </ul> </li> </ul> <p><b>Nature of food</b></p> <p><b>Nutrition</b></p> <ul style="list-style-type: none"> <li>▪ nutrition-related health conditions and the need for specialised diets <ul style="list-style-type: none"> <li>▪ coeliac</li> <li>▪ lactose intolerance</li> </ul> </li> <li>▪ reasons for vegetarian or vegan diets <ul style="list-style-type: none"> <li>▪ health</li> <li>▪ ethical values</li> <li>▪ cultural</li> <li>▪ economic cost</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• use of food selection models and guides to evaluate diets <ul style="list-style-type: none"> <li>▪ <i>Australian Dietary Guidelines</i></li> </ul> </li> </ul> <p>Food Processing</p> <p><b>Food products and processing systems</b></p> <ul style="list-style-type: none"> <li>• devise food products using staple foods <ul style="list-style-type: none"> <li>▪ adapt recipes to suit a purpose</li> </ul> </li> </ul>	<p><b>Task 7: Test- Health Issues</b></p>



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3/4	Term 3 week 10 Term 4 Week 1-2	<p><b>A Food Advertisement</b>  <b>Food in society</b>  <b>Food issues</b></p> <p><b>Food Processing</b>  <b>Food products and processing systems</b></p>	<p><b>Food in society</b>  <b>Food issues</b></p> <ul style="list-style-type: none"> <li>• influences on adolescent food choices <ul style="list-style-type: none"> <li>▪ use of celebrities, media practices, including music, body image, colour, fonts and graphics, and food styling techniques to market food products</li> <li>▪ advertising</li> <li>▪ marketing</li> </ul> </li> </ul> <p><b>Food Processing</b>  <b>Food products and processing systems</b></p> <ul style="list-style-type: none"> <li>• devise food products using raw and processed foods <ul style="list-style-type: none"> <li>▪ adapt recipes to suit a purpose</li> </ul> </li> <li>• produce food products using raw and processed foods <ul style="list-style-type: none"> <li>▪ measure ingredients using Australian Standard metric measurement</li> <li>▪ demonstrate various methods of cooking</li> </ul> </li> </ul>	<b>Task 4: A Food Advertisement</b>
4	3-4	<p>Nature of food  Properties of Food</p>	<p><b>Begin GTFST</b>  <b>Properties of food</b></p> <ul style="list-style-type: none"> <li>• functional properties that determine the performance of food <ul style="list-style-type: none"> <li>▪ oxidation</li> <li>▪ rancidity</li> </ul> </li> </ul> <p><b>Food as a commodity</b></p> <ul style="list-style-type: none"> <li>• the economic cost of raw and processed food products</li> <li>• the development and use of varieties of food commodities, such as apples and potatoes, to: <ul style="list-style-type: none"> <li>▪ alter sensory and physical properties</li> <li>▪ alter nutritional content</li> </ul> </li> </ul>	



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			<ul style="list-style-type: none"><li>improve yield</li></ul>	
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*\*At times, due to in class functions, some delivery of content may be rescheduled, so that students have better opportunities to learn and display their skills.*