



**COURSE OUTLINE**  
**YEAR 11 FOOD SCIENCE AND TECHNOLOGY – GENERAL 2022**  
**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	<b>Preparation Practices</b> <b>Food in society</b> <b>Laws and regulatory codes</b> <b>Food in society</b> <b>Laws and regulatory codes</b>  <b>Processing food</b> <b>Food products and processing systems</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><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></li></ul>	<b>Task 1: Preparation Practices</b>



Term	Week	Topic and key teaching points	Syllabus content	Assessment
1	3	<p>Nature of food Properties of food</p> <p>Processing food Food products and processing systems</p> <p>Processing food Food products and processing systems</p>	<p><b>Nature of food</b> <b>Properties of food</b></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><b>Processing food</b> <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 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><b>Processing food</b> <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>	<b>Task 1: Preparation Practices</b>

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Term	Week	Topic and key teaching points	Syllabus content	Assessment
1	4-5	<b>Investigate Raw and Processed Food</b> <b>Nature of food</b> <b>Food as a commodity</b> <b>Processing Food</b> <b>Food products and processing systems</b>	<b>Nature of food</b> <b>Food as a commodity</b> <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> <b>Food products and processing systems</b> <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>	<b>Task 1: Preparation Practices</b>
1	6-8	<b>Selecting raw and processed food</b> <b>Nature of food</b> <b>Properties of food</b>	<b>Nature of food</b> <b>Properties of food</b> <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> </ul>	<b>Task 1: Test-Preparation practices</b> <b>Task 2: Celebrate Local Foods</b>

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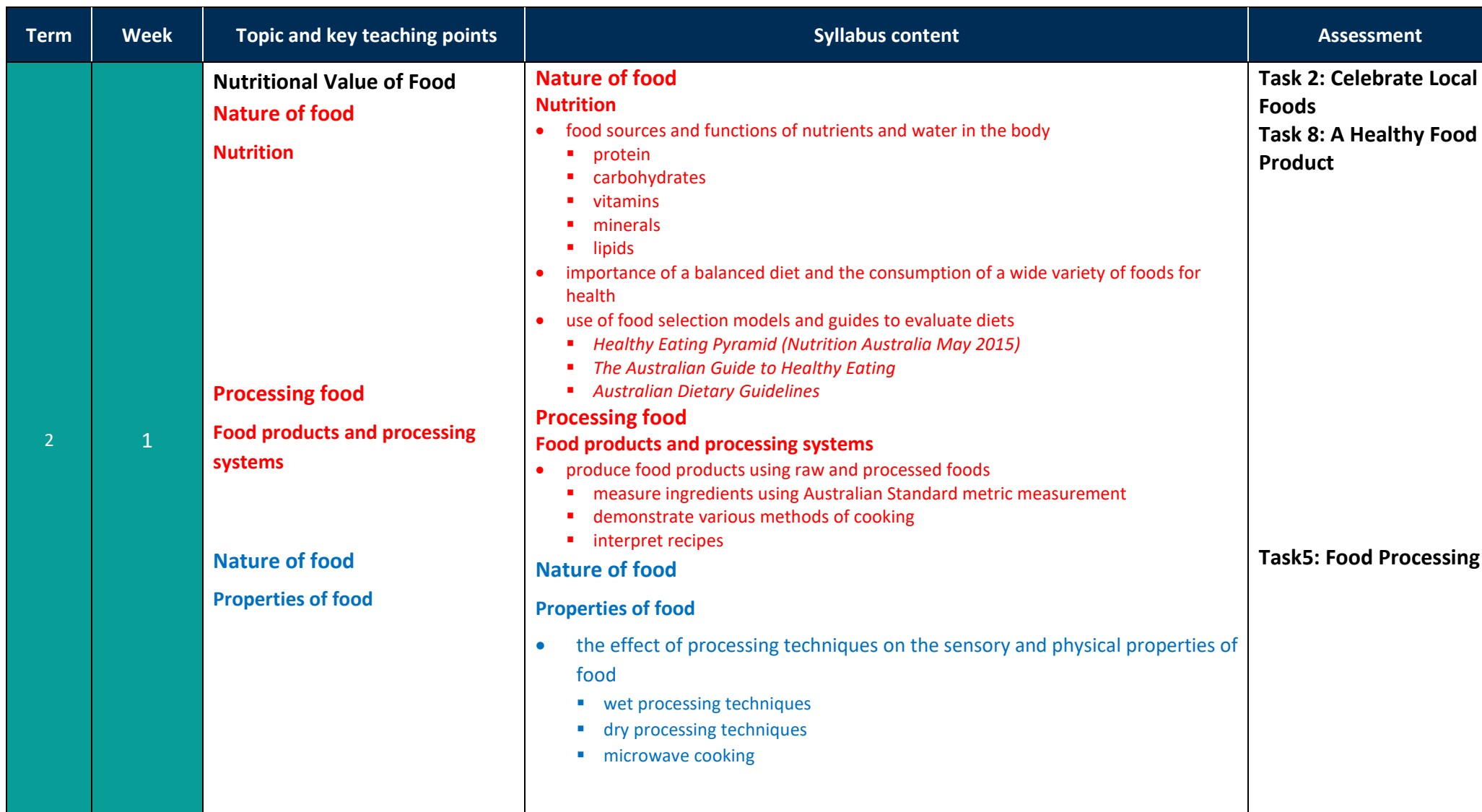
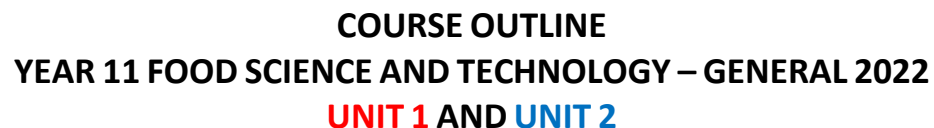
Term	Week	Topic and key teaching points	Syllabus content	Assessment
1	6-8 cont.	<p><b>Processing food</b></p> <p><b>Food products and processing systems</b></p> <p><b>Nature of food</b></p> <p><b>Properties of food</b></p> <p><b>Food as a commodity</b></p>	<ul style="list-style-type: none"> <li>effects 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><b>Processing food</b></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><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 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> <li>viscosity</li> </ul> </li> </ul> <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> </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>	

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Term	Week	Topic and key teaching points	Syllabus content	Assessment
		<b>Nature of food</b> <b>Properties of 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> </ul>	<b>Task 5:</b> <b>Food Processing</b>
1	9-10	<b>Celebrate Local Foods</b> <b>Nature of food</b> <b>Food as a commodity</b>  <b>Food in society</b> <b>Food issues</b>	<b>Nature of food</b> <b>Food as a commodity</b> <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> <b>Food in society</b> <b>Food issues</b> <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> <li>packaging</li> <li>recycling and waste</li> </ul> </li> </ul>	<b>Task 2- Celebrate Local Foods</b>

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Term	Week	Topic and key teaching points	Syllabus content	Assessment
1	9-10 cont.	<p><b>Processing food</b></p> <p><b>Food products and processing systems</b></p> <p><b>Nature of food</b></p> <p><b>Properties of food</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 raw and processed 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 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> <li>evaluate food products developed from raw and processed foods <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> <p><b>Nature of food</b></p> <p><b>Properties of food</b></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><b>Task 5:</b></p> <p><b>Food Processing</b></p>





Term	Week	Topic and key teaching points	Syllabus content	Assessment
2	2	<p><b>Macronutrients for Health</b></p> <p><b>Nature of Food</b> Nutrition</p> <p><b>Nature of food</b> <b>Properties of food</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> <p><b>Processing food</b> <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> <p><b>Nature of food</b> <b>Properties of food</b></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><b>Task 7: Test Health Issues</b></p> <p><b>Task5: Food Processing</b></p>



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Term	Week	Topic and key teaching points	Syllabus content	Assessment
2	3-5	<b>Food Choices</b> <b>Food in society</b> <b>Food issues</b>  <b>Nature of food</b> <b>Nutrition</b> <b>Food in Society</b> <b>Food issues</b>	<b>Food in society</b> <b>Food issues</b> <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> <b>Nutrition</b> <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> <b>Nutrition</b> <ul style="list-style-type: none"> <li>use of the <i>Australian Dietary Guidelines</i> to evaluate food choices</li> </ul> <b>Food issues</b> <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>	Task 3: Food Choices
2	6	<b>Staple food commodities</b>  <b>Nature of food</b> <b>Food as a commodity</b>	<b>Food as a commodity</b> <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>	Task 5: Food Processing



Term	Week	Topic and key teaching points	Syllabus content	Assessment
2	6 cont.	<p><b>Processing food</b></p> <p><b>Food products and processing systems</b></p> <p><b>Nature of food</b></p> <p><b>Properties of food</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>Properties of food</b></p>	<p><b>Processing food</b></p> <p><b>Food products and processing systems</b></p> <ul style="list-style-type: none"> <li>investigate staple food products <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 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> <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 <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> <p><b>Nature of food</b></p> <p><b>Properties of food</b></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>	

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2	7	<b>Selecting Staple Foods</b> <b>Nature of food</b> <b>Food as a commodity</b> <b>Properties of food</b>	<b>Nature of food</b> <b>Food as a commodity</b> <ul style="list-style-type: none"> <li>primary and secondary processes used to convert raw commodities into safe, quality food products</li> </ul> <b>Nature of food</b> <b>Properties of food</b> <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> <li>viscosity</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> </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>	<b>Task 5:</b> <b>Food Processing</b>

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Term	Week	Topic and key teaching points	Syllabus content	Assessment
2	8 - 9	<p><b>Processing food</b> Food products and processing systems</p> <p><b>Food in society</b> Food issues</p>	<p><b>Food For Communities</b> <b>Processing Food</b> Food products and processing systems</p> <ul style="list-style-type: none"> <li>▪ investigate staple food products</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> </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> </ul> </li> </ul> <p><b>Food in society</b> <b>Food issues</b> <b>Ethical Choices</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>	<p><b>Task 5:</b> <b>Food Processing</b></p>

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Term	Week	Topic and key teaching points	Syllabus content	Assessment
2	10	<b>Nature of food</b> <b>Properties of 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> </ul>	<b>Task 5: Food Processing</b>
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 <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>	<b>Task 6: Small Scale Function</b> <b>Task 8: A Healthy Food Product</b>

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Term	Week	Topic and key teaching points	Syllabus content	Assessment
			<ul style="list-style-type: none"> <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> <b>Processing food</b> <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> <li>evaluate food products developed from raw and processed foods the effectiveness of skills, practices or processes sensory properties</li> </ul>	<b>Task 6 Small Scale Function</b> <b>Task 8: A Healthy Food Product</b>

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3	6-7	<b>A Healthy Food Product</b> <b>Processing Food</b> <b>Food products and processing systems</b>  <b>Food in society</b> <b>Laws and regulatory codes</b>	<b>Processing Food</b> <b>Food products and processing systems</b> <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> <b>Food in society</b> <b>Laws and regulatory codes</b> <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> <b>Nature of food</b> <b>Nutrition</b> <ul style="list-style-type: none"> <li>use of the <i>Australian Dietary Guidelines</i> to evaluate food choices</li> <li>food sources and role of macronutrients and water for health</li> </ul> <b>Nutrition</b> <ul style="list-style-type: none"> <li>food sources and function of nutrients and water in the body</li> <li>nutritional requirements of adolescents</li> <li>use of food selection models and guides to evaluate diets</li> </ul>	<b>Task 8: A Healthy Food Product</b>

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**UNIT 1 AND UNIT 2**

Term	Week	Topic and key teaching points	Syllabus content	Assessment
3	8-9	<b>Health Issues</b>  <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>	<b>Food in society</b> <b>Food issues</b> <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> <b>Nature of food</b> <b>Nutrition</b> <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> <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> <li>food sources and role of macronutrients and water for health</li> </ul> <b>Food Processing</b> <b>Food products and processing systems</b> <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>	<b>Task 7: Test- Health Issues</b>



**COURSE OUTLINE**  
**YEAR 11 FOOD SCIENCE AND TECHNOLOGY – GENERAL 2022**  
**UNIT 1 AND UNIT 2**

Term	Week	Topic and key teaching points	Syllabus content	Assessment
3/4	Term 3 week 10 Term 4 Week 1-2	<b>A Food Advertisement</b> <b>Food in society</b> <b>Food issues</b>  <b>Food Processing</b> <b>Food products and processing systems</b>	<b>Food in society</b> <b>Food issues</b> <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> <b>Food Processing</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 4: A Food Advertisement</b>
4	3-5	<b>Nature of food</b> <b>Properties of Food</b>	<b>Begin GTFST</b> <b>Properties of food</b> <ul style="list-style-type: none"> <li>functional properties that determine the performance of food <ul style="list-style-type: none"> <li>caramelisation</li> <li>crystalisation</li> <li>oxidation</li> <li>rancidity</li> <li>coagulation</li> <li>dextrinisation</li> </ul> </li> </ul>	



**COURSE OUTLINE**  
**YEAR 11 FOOD SCIENCE AND TECHNOLOGY – GENERAL 2022**  
**UNIT 1 AND UNIT 2**



Term	Week	Topic and key teaching points	Syllabus content	Assessment
		<b>Processing food</b> Food products and processing systems	<b>Food products and processing systems</b> <ul style="list-style-type: none"><li>• devise food products<ul style="list-style-type: none"><li>▪ devise food products</li><li>▪ apply preparation and processing techniques</li></ul></li><li>• investigate wet processing techniques and dry processing techniques<ul style="list-style-type: none"><li>▪ suitable food commodities</li><li>▪ effect on nutrition</li><li>▪ heat transfer</li><li>▪ sensory properties</li><li>▪ cost of ingredients and energy</li></ul></li></ul>	

*\*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.*