



Food Technology

Stage 6 Syllabus

Amendments
2009

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2 Rationale for Food Technology in the Stage 6 Curriculum

For the purposes of the *Food Technology Stage 6 Syllabus*, food technology refers to knowledge and activities that relate to meeting food needs and wants. The provision and consumption of food are significant activities of human endeavour, with vast resources being expended across domestic, commercial and industrial settings. Food issues have a constant relevance to life. This concept underpins the subject and is reflected throughout the Preliminary and HSC courses.

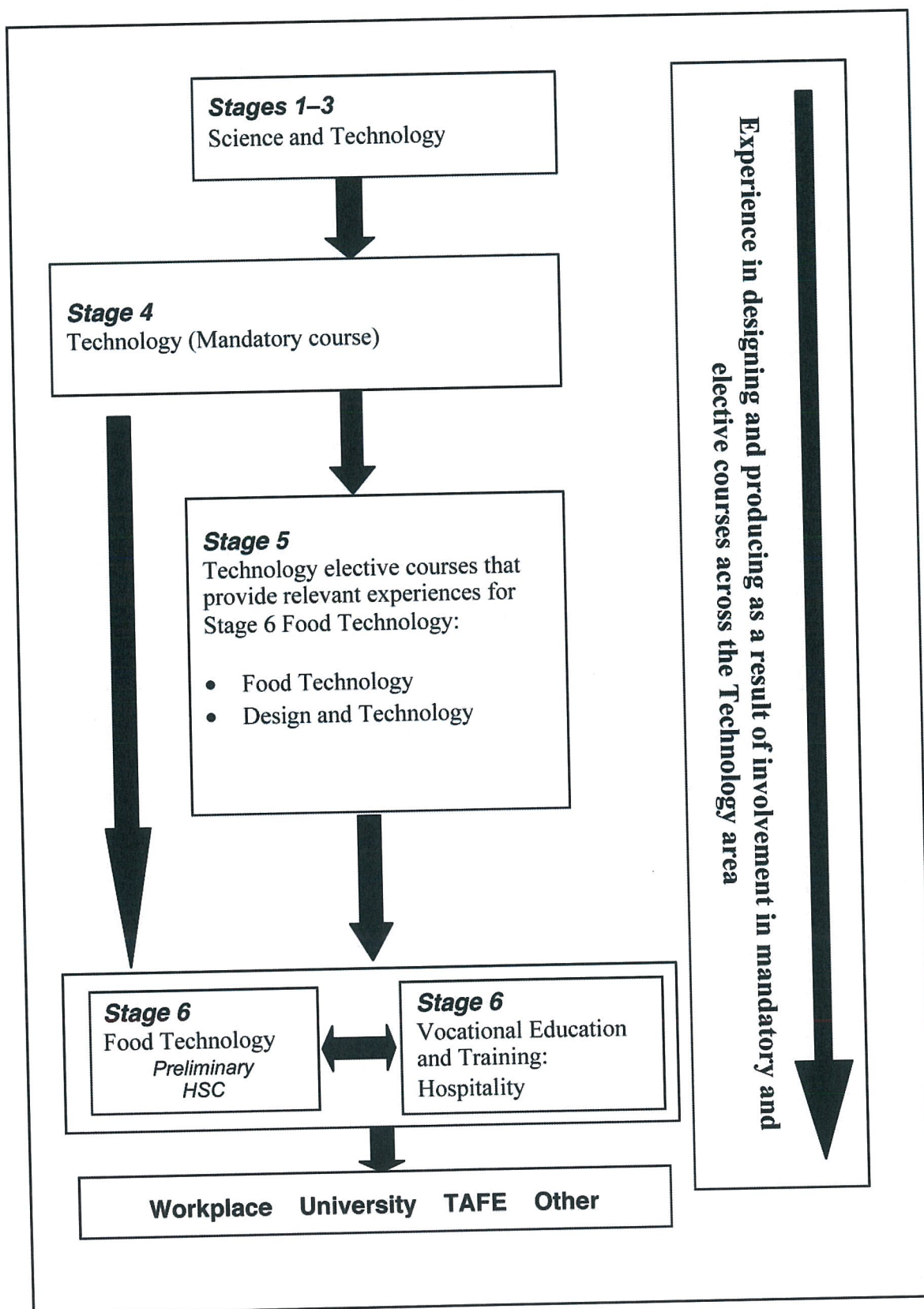
The syllabus provides students with a broad knowledge of food technology. The factors that influence food availability and selection are examined and current food consumption patterns in Australia investigated. Food handling is addressed with emphasis on ensuring safety and managing the sensory characteristics and functional properties of food to produce a quality product. The role of nutrition in contributing to the health of the individual and the social and economic future of Australia is explored. The structure of the Australian food industry is outlined and the operations of one organisation investigated. Production and processing practices are examined and their impact evaluated. The activities that support food product development are identified and the process applied in the development of a food product. Contemporary nutrition issues are raised, investigated and debated. This knowledge enables students to make informed responses to changes in the production to consumption continuum and exert an influence on future developments in the food industry as educated citizens and in their future careers.

Opportunities exist for students to develop skills relating to food that are relevant and transferable to other settings. Such skills include the ability to research, analyse and communicate. Students also develop the capability and competence to experiment with and prepare food as well as design, implement and evaluate solutions to a range of food situations.

The syllabus is inclusive of the needs, interests and aspirations of both genders and provides opportunities and challenges for students of all abilities to deal with food products and systems. In order to be a relevant and meaningful learning experience, which fully extends students' understanding and application of food technology, programs developed from this syllabus must take into consideration the life experiences, values, learning styles and characteristics of both male and female students. The knowledge, skills and attitudes gained during the course will have applications to, and provide benefits for, both vocational and general life experiences.

With the knowledge, skills and attitudes gained through the study of this syllabus, young men and women will have the potential to contribute positively to their own future and to the social, economic and ecological future of Australia.

3 Continuum of Learning for Food Technology Stage 6 Students



4 Aim

Food Technology Stage 6 aims to develop an understanding about food systems and skills that enable students to make informed decisions and carry out responsible actions. Students will also develop an appreciation of the importance of food to the wellbeing of the individual and to the social and economic future of Australia.

5 Objectives

Students will develop:

1. knowledge and understanding about food systems in the production, processing and consumption of food and an appreciation of their impact on society
2. knowledge and understanding about the nature of food and human nutrition and an appreciation of the importance of food to health
3. skills in researching, analysing and communicating food issues
4. skills in experimenting with and preparing food by applying theoretical concepts
5. skills in designing, implementing and evaluating solutions to food situations.

6 Course Structure

The following schematic diagram provides an overview of the arrangement of components in the Preliminary course and HSC course for Stage 6 Food Technology.

Preliminary Course	HSC Course
Core strands (100% total)	Core strands (100% total)
Food Availability and Selection (30%) <ul style="list-style-type: none"> • Influences on food availability • Factors affecting food selection 	The Australian Food Industry (25%) <ul style="list-style-type: none"> • Sectors of the AFI • Aspects of the AFI • Policy and legislation
Food Quality (40%) <ul style="list-style-type: none"> • Safe storage of food • Safe preparation and presentation of food • Sensory characteristics of food • Functional properties of food 	Food Manufacture (25%) <ul style="list-style-type: none"> • Production and processing of food • Preservation • Packaging, storage and distribution
Nutrition (30%) <ul style="list-style-type: none"> • Food nutrients • Diets for optimum nutrition 	Food Product Development (25%) <ul style="list-style-type: none"> • Factors which impact on food product development • Reasons for and types of food product development • Steps in food product development • Marketing plans
	Contemporary Nutrition Issues (25%) <ul style="list-style-type: none"> • Diet and health in Australia • Influences on nutritional status

7.2 Key Competencies

Food Technology Stage 6 provides a context within which to develop general competencies essential for students to become effective learners and make a positive contribution to their community.

During the course students learn to:

- source, select and sequence information about food issues developing competence in collecting, analysing and organising information
- debate, describe, discuss and explain food issues in written, graphic and oral form, developing competency in communicating ideas and information
- plan, prepare and present foods and meals to meet a range of needs developing competence in planning and organising activities
- cooperate with individuals and groups developing competence in working with others and teams
- design, implement and evaluate solutions to food situations, developing competence in solving problems
- evaluate the nutritional requirements and assess the nutritional value of meals/diets for individuals and groups, developing competence in using mathematical ideas and techniques
- experiment with and prepare foods using appropriate materials and equipment developing competence in using technology.

The course structure and pedagogy provide extensive opportunities to develop the key competencies.