

 **Liverpool Girls’ High School**

 *Innovation Excellence Learning*

 **Food Technology**

 STAGE 6 PRELIMINARY ~ COURSE OUTLINE

Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations.

![MC900388844[1]]()

**PRELIMINARY COURSE CONTENT**

* Food Availability and Selection (30%)
* Food Quality (40%)
* Nutrition (30%)

**COURSE REQUIREMENTS:**

* There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.
* In order to meet the course requirements students must learn aboutfood availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues.
* It is a mandatory requirement that students undertake practical activities. Such experiential learning activities are specified in the ‘learning to’ section of each strand.

**SYLLABUS OUTCOMES**

*A student …*

**P1.1** identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods

**P1.2** accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors

**P2.1** explains the role of food nutrients in human nutrition

**P2.2** identifies and explains the sensory characteristics and f

**P2.3** functional properties of food

**P3.1** assesses the nutrient value of meals/diets for particular individuals and groups

**P3.2** presents ideas in written, graphic and oral form using computer software where appropriate.

**P4.1** selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food

**P4.2** plans, prepares and presents foods which reflect a range of the influences on food selection

**P4.3** selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups

**P4.4** applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products

**P5.1** generates ideas and develops solutions to a range of food situations

**BOSTES PRELIMINARY ASSESSMENT INFORMATION**

|  |  |
| --- | --- |
| **Component**  | **Weighting** |
| **A** | Knowledge and understanding of food technology  | 20 |
| **B** | Skills in researching, analysing and communicating food issues  | 30 |
| **C** | Skills in experimenting with and preparing food by applying theoretical concepts  | 30 |
| **D** | Skills in designing, implementing and evaluating solutions to food situations  | 20 |
|  | **100** |

EVIDENCE OF LEARNING (Assessment)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Task No.** | **Targeted Outcomes** | **Learning Context** | **Task** | **Date Due** | **Weighting** | **Marks** |
| A | B | C | D |
| 1 | P 1.1, 1.2, 3.2 | Food availability and selection | Research Task | Term 1Week 8 |  | 15% |  | 10% | 25% |
| 2 | P 2.2, 3.2, 9.2 | Food Quality | Oral Presentation | Term 2Week 8 | 10% |  | 15% |  | 25% |
| 3 | P 2.1, 3.1, 3.2, 5.1 | Nutrition | Practical and Research Task | Term 3Week 7 | 10% | 15% | 15% | 10% | 50% |
| **TOTAL** | **20%** | **30%** | **30%** | **20%** | **100%** |

**REPORTING PERFORMANCE AND ACHIEVEMENT IN PRELIMINARY COURSES**

The Common Grade Scale shown below is used to report student achievement and performance in the Preliminary Stage 6 year in all NSW schools.

The Common Grade Scale describes performance and achievement at each of five grade levels.

|  |  |
| --- | --- |
| A | The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information. |
| B | The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information. |
| C | The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner. |
| D | The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner. |
| E | The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas. |