

**Liverpool Girls’ High School**

*Innovation Excellence Learning*

**Food Technology ~** Stage 5 Course Outline

INTRODUCTION TO FOOD TECHNOLOGY

The aim of the *Food Technology Years 7–10 Syllabus* isto actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students will develop confidence and proficiency in their practical interactions with and decisions regarding food.

COURSE OBJECTIVES AND OUTCOMES

*1. Students will develop knowledge, understanding and skills related to food hygiene, safety and the provision of quality food*

5.1.1 demonstrates hygienic handling of food to ensure a safe and appealing product

5.1.2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food

*2. Students will develop knowledge and understanding of food properties, processing and preparation and an appreciation of their interrelationship to produce quality food*

5.2.1 describes the physical and chemical properties of a variety of foods

5.2.2 accounts for changes to the properties of food which occur during food processing, preparation and storage

5.2.3 applies appropriate methods of food processing, preparation and storage

*3. Students will develop knowledge and understanding of nutrition and food consumption and an appreciation of the consequences of food choices on health*

5.3.1 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities

5.3.2 justifies food choices by analysing the factors that influence eating habits

*4. Students will develop skills in researching, evaluating and communicating issues in relation to food*

5.4.1 collects, evaluates and applies information from a variety of sources

5.4.2 communicates ideas and information using a range of media and appropriate terminology

*5. Students will develop skills in designing, producing and evaluating solutions for specific food purposes*

5.5.1 selects and employs appropriate techniques and equipment for a variety of food-specific purposes

5.5.2 plans, prepares, presents and evaluates food solutions for specific purposes

*6. Students will develop knowledge, understanding and appreciation of the significant role of food in society*

5.6.1 examines the relationship between food, technology and society

5.6.2 evaluates the impact of activities related to food on the individual, society and the environment

**Stage 5 Food Technology –** Two Year Course

*Students will learn the following focal areas:*

Food Technology

***Activities and Assessments***

* Research
* Oral presentation
* Practical tasks
* Examination
* New food product launch
* Group project
* Catering and service

## Food Technology ~ Performance Descriptors

### Areas for Assessment

**Food properties and preparation  
Food, nutrition and society  
Food hygiene and safety  
Researching and communicating  
Designing, producing and evaluating**

### Grade A

*A student at this grade typically:*

* evaluates the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage.
* independently identifies and uses advanced techniques and appropriate equipment for a broad range of food-specific purposes, independently assessing and managing risks associated with safe and hygienic preparation of food.
* demonstrates advanced technical skills in designing, producing and evaluating solutions of excellent quality for specific food purposes.
* evaluates the impact of food-related activities or tasks on the individual, society and environment, and the influences that technology has had on food supply.
* analyses a wide range of factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health.
* displays highly developed research skills, and communicates complex information effectively using a range of media.

### Grade B

*A student at this grade typically:*

* analyses the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage.
* identifies and uses advanced techniques and equipment for a variety of food-specific purposes, assessing and managing risks associated with the safe and hygienic preparation of food.
* demonstrates high-level technical skills in designing, producing and evaluating high quality solutions for specific food purposes.
* analyses the impact of food-related activities or tasks on the individual, society and environment, and the influences that technology has had on food supply.
* analyses a range of factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health.
* displays well-developed research skills, and communicates complex information using a range of media.

### Grade C

*A student at this grade typically:*

* describes the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage.
* identifies and uses appropriate techniques and equipment for a variety of food-specific purposes, identifying and managing risks associated with the safe and hygienic preparation of food.
* demonstrates adequate technical skills in designing, producing and evaluating solutions of sound quality for specific food purposes.
* describes the impact of food-related activities or tasks on the individual, society and environment, and the influences that technology has had on food supply.
* discusses a range of factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health.
* displays sound research skills, and communicates information using a range of media.

### Grade D

*A student at this grade typically:*

* outlines a number of chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage.
* identifies and uses basic techniques and equipment for a number of food-specific purposes, identifying and managing some risks associated with the safe and hygienic preparation of food.
* demonstrates basic technical skills in designing, producing and evaluating solutions for specific food purposes.
* outlines the impact of food-related activities or tasks on the individual, society and environment, and the influences that technology has had on food supply.
* identifies factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health.
* displays basic research skills, and communicates information using a limited range of media.

### Grade E

*A student at this grade typically:*

* identifies some chemical and physical properties of foods and, with assistance, identifies some changes that take place in food during preparation, processing and storage.
* with guidance, identifies and uses some appropriate techniques and equipment for a limited range of food-specific purposes.
* with guidance, demonstrates very limited technical skills in designing and producing solutions for specific food purposes.
* identifies some ways that food-related activities or tasks impact on the individual, society or the environment, and some influences that technology has had on food supply.
* identifies a limited number of factors that influence food choices and eating habits, and relates some aspects of consumption and the nutritional value of foods to health.
* displays very limited research skills and, with guidance, communicates simple information using a limited range of media.