

B O A R D O F S T U D I E S
NEW SOUTH WALES

Food Technology

Stage 6 Syllabus

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1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure that encourages students to complete secondary education;
- foster the intellectual, social and moral development of students, in particular developing their:
 - knowledge, skills, understanding and attitudes in the fields of study they choose
 - capacity to manage their own learning
 - desire to continue learning in formal or informal settings after school
 - capacity to work together with others
 - respect for the cultural diversity of Australian society;
- provide a flexible structure within which students can prepare for:
 - further education and training
 - employment
 - full and active participation as citizens;
- provide formal assessment and certification of students' achievements;
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

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.

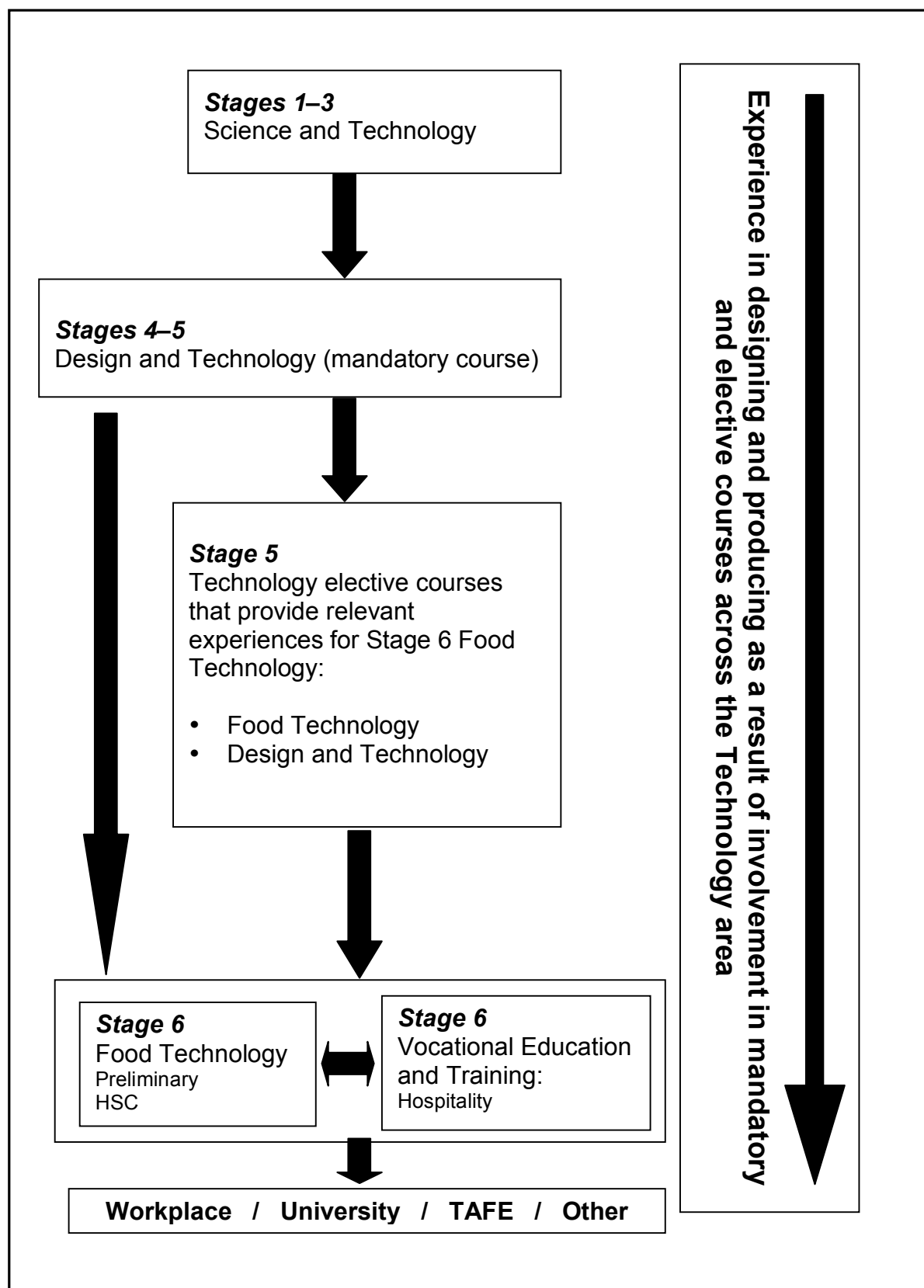
The syllabus provides students with a broad knowledge of food technology. The factors that influence food availability and selection are examined and current food consumption patterns in Australia investigated. Food handling is addressed with emphasis on ensuring safety and managing the sensory characteristics 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 food issues related to nutrition or the market place 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 (75% total)
<p>Food Availability and Selection (30%)</p> <ul style="list-style-type: none"> Influences on food availability Factors affecting food selection <p>Food Quality (40%)</p> <ul style="list-style-type: none"> Safe storage of food Safe preparation and presentation of food Sensory characteristics of food Functional properties of food <p>Nutrition (30%)</p> <ul style="list-style-type: none"> Food nutrients Diets for optimum nutrition 	<p>The Australian Food Industry (15%)</p> <ul style="list-style-type: none"> Sectors of the AFI Aspects of the AFI Policy and legislation <p>Food Manufacture (30%)</p> <ul style="list-style-type: none"> Production and processing of food Preservation Packaging, storage and distribution Impact of food manufacturing technologies <p>Food Product Development (30%)</p> <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
	<p>Option strands (25% total)</p> <p>Select one of the following options:</p> <p>Contemporary Food Issues: Nutrition (25%)</p> <ul style="list-style-type: none"> Diet and health in Australia Influences on nutritional status <p>OR</p> <p>Contemporary Food Issues: Marketplace (25%)</p> <ul style="list-style-type: none"> Trends in the marketplace Implications of marketplace trends

7 Objectives and Outcomes

7.1 Table of Objectives and Outcomes

Objectives	Preliminary Outcomes	HSC Outcomes
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	A student: P 1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods P 1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors	A student: H1.1 explains manufacturing processes and technologies used in the production of food products H1.2 examines the nature and extent of the Australian food industry H1.3 justifies processes of food product development and manufacture in terms of market, technological and environmental considerations H1.4 evaluates the impact of food manufacture on the individual, society and environment
2. knowledge and understanding about the nature of food, human nutrition and an appreciation of the importance of food to health	P 2.1 explains the role of food nutrients in human nutrition P 2.2 identifies and explains the sensory characteristics and functional properties of food	H2.1 evaluates the relationship between food, its production, consumption, promotion and health
3. skills in researching, analysing and communicating food issues	P 3.1 assesses the nutrient value of meals/diets for particular individuals and groups P 3.2 presents ideas in written, graphic and oral form using computer software where appropriate.	H3.1 investigates operations of one organisation within the Australian food industry H3.2 independently investigates contemporary food issues
4. skills in experimenting with and preparing food by applying theoretical concepts	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	H4.1 develops, prepares and presents food using product development processes H4.2 applies principles of food preservation to extend the life of food and maintain safety
5. skills in designing implementing and evaluating solutions to food situations	P 5.1 generates ideas and develops solutions to a range of food situations	H5.1 develops, realises and evaluates solutions to a range of food situations

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.

8 Content: Food Technology Stage 6 Preliminary Course

8.1 Food Availability and Selection

Communities endeavour to obtain an adequate supply of food. Throughout human history, the availability of food has been determined by local and/or external influences. Selection of food is influenced by physiological and psychological factors as well as broader social and economic factors.

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

8.2 Food Quality

Quality food products result from safe and hygienic handling of food in domestic, commercial and industrial settings. The sensory characteristics and functional properties of food determine the most appropriate storage, preparation and presentation techniques used.

Outcomes

A student:

- P2.2 identifies and explains the sensory characteristics and functional properties of food
- 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
- P4.4 applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products.

Students learn about:	Students learn to:
<p>Safe storage of food</p> <ul style="list-style-type: none"> • methods of storing foods to maintain quality such as dry storage, cold storage and freezing <p>Safe preparation and presentation of food</p> <ul style="list-style-type: none"> • equipment and utensils to produce quality food products across a range of settings • safe and hygienic work practices when handling food • preparation methods to produce food products across a range of settings • layout of food for visual appeal, including styling for photography and plating for service <p>Sensory characteristics of food</p> <ul style="list-style-type: none"> • sensory characteristics of foods, including appearance, odour, taste (flavour) and texture (mouth feel) • sensory assessment of a variety of foods <p>Functional properties of food</p> <ul style="list-style-type: none"> • functional properties of food, including: <ul style="list-style-type: none"> – the role of proteins in denaturing, coagulation, gelation, foaming and browning – the role of carbohydrates in gelatinising, dextrinising, caramelising and crystallising – the role of fats in emulsifying and aerating • factors that affect the functional properties of food, including: <ul style="list-style-type: none"> – oxygen – temperature – acidity – agitation – enzymes – addition of other ingredients 	<ul style="list-style-type: none"> • describe methods of storing foods to maintain sensory characteristics and ensure safety • select appropriate equipment and utensils to produce quality food products across a range of settings • implement safe and hygienic work practices when handling food • select and apply suitable preparation methods to produce quality food products and plate meals for service across a range of settings • style foods for photography • identify sensory characteristics that constitute quality in a variety of foods • evaluate the appeal of foods using sensory assessment • explain some of the functional properties of food • identify the factors that affect the functional properties of food • investigate through experimentation the factors that affect the functional properties of foods • prepare a range of foods which demonstrate the functional properties of food

8.3 Nutrition

Nutrition is a significant factor contributing to the health of the individual and to the economic and social future of the people of Australia. Planning diets to meet the requirements of particular individuals, preparing foods that are nutritious and assessing the nutritional value of products requires a knowledge of nutrition and skills in food preparation.

Outcomes

A student:

- P2.1 explains the role of food nutrients in human nutrition
- 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
- P4.3 selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
- P5.1 generates ideas and develops solutions to a range of food situations.

Students learn about:	Students learn to:
<p>Food nutrients</p> <ul style="list-style-type: none"> • food nutrients: carbohydrates, proteins, lipids, vitamins, minerals and water • structure of carbohydrates, proteins and lipids • sources of carbohydrates, proteins, lipids, vitamins, minerals and water • functions of carbohydrates, proteins, lipids, vitamins, minerals and water in the body • significant interrelationships between nutrients, including: <ul style="list-style-type: none"> – iron and vitamin C – iron and fibre – calcium and phosphorous – calcium and vitamin D – calcium and fibre – calcium and lactose – folate and vitamin B12 – sodium and potassium • digestion, absorption and metabolism of food <p>Diets for optimum nutrition</p> <ul style="list-style-type: none"> • nutritional requirements throughout the life cycle • current food selection guides and nutritional information that assist in planning and evaluating meals/diets • preparation techniques to produce nutritious foods 	<ul style="list-style-type: none"> • identify food nutrients • identify types of carbohydrates, proteins, lipids and vitamins • identify the nutrient composition of various foods • explain the functions of food nutrients in human nutrition • combine foods to demonstrate nutritionally beneficial interrelationships between foods • describe the process of digestion, absorption and metabolism of food • investigate the recommended dietary intake of energy, protein, vitamins and minerals for particular individuals and groups using appropriate data such as RDI tables in print or electronic format • select foods to provide a balanced intake of nutrients for particular individuals and groups to meet a variety of nutritional needs • use suitable preparation methods to optimise the nutritional value of foods • assess meals/diets in regard to meeting nutritional needs throughout the life cycle • plan, prepare, present and evaluate meals/diets that address the needs for optimal nutrition throughout the life cycle

9 Content: Food Technology Stage 6 HSC Course

9.1 The Australian Food Industry

The Australian food industry has developed in response to changes in our physical, social, technological, economic and political environment. This is evident in the structure, operations and products of the Australian food industry. The industry contributes significantly to the gross domestic product and is a major employer.

Outcomes

A student:

H1.2 examines the nature and extent of the Australian food industry

H3.1 investigates operations of one organisation within the Australian food industry.

Students learn about:	Students learn to:
<p>Sectors of the Australian food industry</p> <ul style="list-style-type: none"> • sectors of the agri-food chain in the Australian food industry, including agriculture and fisheries, food processing/manufacturing, food service and catering, food retail <p>Aspects of the Australian food industry</p> <ul style="list-style-type: none"> • operation of organisations within the Australian food industry with particular attention to: <ul style="list-style-type: none"> – levels of operation and mechanisation, including household, small business, large companies, multinationals – research and development – quality assurance – consumer influences – impact on the environment, economy, society – career opportunities and working conditions <p>Policy and legislation</p> <ul style="list-style-type: none"> • advisory groups that have a role in formulating and implementing policy and legislation • government policies and legislation (local, state, federal) that impact on the Australian food industry 	<ul style="list-style-type: none"> • identify sectors within the Australian food industry and investigate recent developments in one specific sector • describe the activities carried out in one organisation within the food industry • identify career opportunities and working conditions, including gender issues within the Australian food industry • identify significant government policies and legislation and explain their impact upon the Australian food industry

9.2 Food Manufacture

Developments in food manufacture have an impact on society and the environment. A knowledge and understanding of manufacturing processes and their social and ecological impact engenders informed choices and encourages responsible patterns of consumption.

Outcomes

A student:

- H1.1 explains manufacturing processes and technologies used in the production of food products
- H1.4 evaluates the impact of food manufacture on the individual, society and environment
- H4.2 applies principles of food preservation to extend the life of food and maintain safety.

Students learn about:	Students learn to:
<p>Production and processing of food</p> <ul style="list-style-type: none"> • quality and quantity control in the selection of raw materials for food processing • role of food additives in the manufacturing process • characteristics of equipment used in different types of production and the factors influencing their selection • production systems used in the manufacture of food, eg small scale, large scale, manual, automated, computerised • quality management considerations in industrial practices to achieve safe foods for public consumption, eg hazard analysis and critical control point (HACCP); occupational health, safety and hygiene 	<ul style="list-style-type: none"> • describe processes that transform raw materials into manufactured food products • compare the processing techniques, equipment, storage and distribution systems used in industry with those used domestically • identify critical control points and describe quality control procedures in food production systems • identify food safety hazards and risks

9.3 Food Product Development

Food product development is an integrated system involving expertise in the fields of marketing and manufacture. The food product development process applies knowledge and skills developed through study of a range of areas, including nutrition, food properties and food manufacture.

Outcomes

A student:

H1.3 justifies processes of food product development and manufacture in terms of market, technological and environmental considerations

H4.1 develops, prepares and presents food using product development processes.

Students learn about:	Students learn to:
<p>Factors which impact on food product development</p> <ul style="list-style-type: none"> • external factors (macro-environment) that impact on food product development, including the: <ul style="list-style-type: none"> – economic environment – political environment – ecological environment – technological environment • internal factors (micro-environment) that impact on food product development, including: <ul style="list-style-type: none"> – personnel expertise – production facilities – financial position – company image <p>Reasons for and types of food product development</p> <ul style="list-style-type: none"> • drivers of the development of food products: <ul style="list-style-type: none"> – market concerns such as health and the environment – consumer demands such as convenience and cost – technological developments such as processing equipment and packaging materials – company profitability such as increasing market share and entering new and non-traditional markets, eg Asia – specialised applications such as military purposes and space missions • types of food product development: <ul style="list-style-type: none"> – line extensions – me toos – new to world <p>Steps in food product development</p> <ul style="list-style-type: none"> • design brief based on project aims and development criteria: <ul style="list-style-type: none"> – idea generation and screening – market research – product specifications – feasibility study – production process development – development of a prototype – testing product prototype, eg sensory evaluation, consumer testing, packaging tests, storage trials <p>Marketing plans</p> <ul style="list-style-type: none"> • product planning • price structure • place and distribution system • promotional program 	<ul style="list-style-type: none"> • analyse commercial practices in terms of a food company's response to the macro and micro environments • conduct a SWOT analysis to identify strengths, weaknesses, opportunities and threats • identify different types of food products on the market • develop a product that meets a consumer need • plan suitable strategies for the marketing of a specific food product

9.4 Option Strand: Contemporary Food Issues – Nutrition

The decisions people make have social, economic, health and environmental consequences. Raising, investigating and debating contemporary food issues enable individuals to make informed decisions and respond appropriately.

Outcomes

A student:

- H2.1 evaluates the relationship between food, its production, consumption, promotion and health
- H3.2 independently investigates contemporary food issues
- H5.1 develops, realises and evaluates solutions for a range of food situations.

Students learn about:	Students learn to:
<p>Diet and health in Australia</p> <ul style="list-style-type: none"> • physical effects and economic costs of malnutrition (under and over nutrition) and diet related disorders • nutritional considerations for specific groups • the production/manufacture of nutritionally modified foods to meet consumer demand • the role of ‘active non-nutrients’ in the diet, eg phytochemicals, probiotics and fibre • the role of supplements in the diet, eg vitamins, minerals, protein • the role of the individual, community groups, the food industry, government organisations and private agencies in promoting health <p>Influences on nutritional status</p> <ul style="list-style-type: none"> • health and the effect of heredity and role of diet in the development of conditions, including diabetes, cardiovascular disease, food sensitivity/intolerance/allergies • media and the impact of advertising practices on food consumption such as the promotion of ‘health’ foods and ‘fast’ foods • lifestyle and the effect of cultural and social practices such as food taboos and levels of physical activity 	<ul style="list-style-type: none"> • explain the consequences of malnutrition • independently investigate and report on the health of a group in Australia. Develop a strategy to promote optimum health through good nutrition for this group • discuss the relationship between nutritionally modified foods and health • discuss the role of ‘active non-nutrients’ in the diet • debate the value of dietary supplements in a balanced diet • describe the relationship between nutrient intake and dietary disorders • explain how advertising may influence attitudes towards foods and body image • plan diets and prepare foods/meals to address dietary requirements of specific groups

9.5 Option Strand: Contemporary Food Issues – Marketplace

Decisions made about food have social, economic, health and environmental consequences. Decision-making occurs constantly and may be through formal or informal processes. It may involve consumers making choices for themselves and their family or decisions that influence a company, a nation or the world.

Outcomes

A student:

- H2.1 evaluates the relationship between food, its production, consumption, promotion and health
- H3.2 independently investigates contemporary food issues
- H5.1 develops, realises and evaluates solutions for a range of food situations.

Students learn about:	Students learn to:
<p>Trends in the marketplace</p> <ul style="list-style-type: none"> • emerging technology in food production, manufacturing and packaging, eg biotechnology in genetically modifying foods • ecologically sustainable production methods, eg organic farming • health enhancing foods, eg functional foods • value added convenience foods, eg home meal replacement • food product marketing practices, eg labelling foods with nutritional claims <ul style="list-style-type: none"> • ownership concentration in the food industry, eg multinational food companies <ul style="list-style-type: none"> • globalisation of the food trade, eg trade agreements <p>Implications of marketplace trends</p> <ul style="list-style-type: none"> • environmental impact, eg reduction of pesticide residue • economic impact, eg the generation of profit and the changes in employment • social impact, eg change to traditional diets and consumer health • ethical issues, eg responsible advertising of food products 	<ul style="list-style-type: none"> • identify trends in the marketplace • discuss the relationships between developments in the food industry and trends in the marketplace • plan and prepare foods/meals that reflect the trend toward value added products <ul style="list-style-type: none"> • identify factors contributing to the inequitable access to the global food supply and discuss the consequences • debate the issue of social justice related to food consumption in developed and developing parts of the world <ul style="list-style-type: none"> • conduct a cradle-to-grave analysis of a food product to determine the cost benefit • discuss the potential risks and benefits of using technology in food production and manufacture • independently investigate and report on a trend in the marketplace and examine the environmental, economic, social and ethical implications

10 Course Requirements

The *Food Technology Stage 6 Syllabus* includes a Preliminary course of 120 hours (indicative time) and an HSC course of 120 hours (indicative time).

There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite to the study of the HSC course.

In order to meet the course requirements, students must **learn about** food 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 **learn to** section of each strand.

11 Post-school Opportunities

The study of Food Technology Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of Food Technology Stage 6 assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

11.1 Recognition of Student Achievement in Vocational Education and Training (VET)

Wherever appropriate, the skills and knowledge acquired by students in their study of HSC courses should be recognised by industry and training organisations.

Recognition of student achievement means that students who have satisfactorily completed HSC courses will not be required to repeat their learning in courses in TAFE NSW or other Registered Training Organisations (RTOs).

Registered Training Organisations, such as TAFE NSW, provide industry training and issue qualifications within the Australian Qualifications Framework.

The degree of recognition available to students in each subject is based on the similarity of outcomes between HSC courses and industry training packages endorsed within the Australian Qualifications Framework (AQF). Training packages are documents that link an industry's competency standards to AQF qualifications. More information about industry training packages can be found on the National Training Information Service (NTIS) website (www.ntis.gov.au).

Recognition by TAFE NSW

TAFE NSW conducts courses in a wide range of industry areas, as outlined each year in the *TAFE NSW Handbook*. Under current arrangements, the recognition available to students of Food Technology in relevant courses conducted by TAFE is described in the *HSC/TAFE Credit Transfer Guide*. This guide is produced by the Board of Studies and TAFE NSW and is distributed annually to all schools and colleges. Teachers should refer to this guide and be aware of the recognition available to their students through the study of Food Technology Stage 6. This information can be found on the TAFE NSW website (www.tafensw.edu.au/mchoice).

Recognition by other Registered Training Organisations

Students may also negotiate recognition into a training package qualification with another Registered Training Organisation. Each student will need to provide the RTO with evidence of satisfactory achievement in Food Technology Stage 6 so that the degree of recognition available can be determined.

12 Assessment and Reporting

Advice on appropriate assessment practice in relation to the Food Technology syllabus is contained in *Assessment and Reporting in Food Technology Stage 6*. That document provides general advice on assessment in Stage 6 as well as the specific requirements for the HSC courses. The document contains:

- suggested components and weightings for the internal assessment of the Preliminary course
- mandatory components and weightings for the internal assessment of the HSC course
- the HSC examination specifications, which describe the format of the external HSC examination.

The document and other resources and advice related to assessment in Stage 6 Food Technology are available on the Board's website at

www.boardofstudies.nsw.edu.au/syllabus_hsc