

Food Technology

Stage 6 Draft Syllabus Package

Consultation Report

1. Background

The preparation of the Food Technology Stage 6 Draft Syllabus Package took into account the instructions described in the writing brief approved by the Board on the 8th of December 1998.

The Food Technology Stage 6 Draft Syllabus Package has been distributed widely for comment over the period 8th of February to the 8th of March. Additionally, consultations on the Food Technology Stage 6 Draft Syllabus Package have involved meetings with the following:

- ⇒ school sector representatives
 - DET
 - Lyndall Foster
 - Bill Blake
 - CEC
 - Marie Pascoe
 - Warren Dunbar
 - AIS
 - Rod Leverment
 - OTEN
 - Tanya Mannix
 - Janet Ridley

- ⇒ tertiary representatives
 - University of NSW
 - Professor Michael Wootton
 - University of Sydney
 - Professor A S Trusswell
 - University of Sydney
 - Ian Stevens
 - University of Western Sydney
 - Christine Hutchinson

- ⇒ industry education representatives
 - Food Science Australia
 - Brigette Cox
 - Central Coast Area Health Service (Nutrition Ed. working party)
 - Renee Liggett
 - Milk Marketing
 - Matt Brand
 - Foodwatch

- Catherine Saxelby
 - Nutritionist / Dietician
 - Rosemary Stanton
- ⇒ professional associations
- Technology Educators Association (TEA)
 - Home Economics Institute of Australia (HEIA)
- ⇒ the Board Curriculum Committee for Food Technology

Modifications to this draft, following widespread consultations, has enabled the syllabus package to be finalised for submission to the Board Curriculum Committee, and the Board.

106 written responses to the consultation progress report in Food Technology were received. The sample profile is as follows:

85 Individual responses

Teachers	81			
Rural	29			
Government	27	Catholic	-	Independent 2
Metropolitan	52			
Government	39	Catholic	11	Independent 7
Academics	2			
Others	2			

21 institution/group responses

Organisation details:

Schools:

Moderate (<500)	-	Medium (500 – 800)	4	Large (>800)	9
Government	10	Catholic	3	Independent	-

Tertiary/post-school:

Universities	-	TAFE	-	Industry/training	3
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Special Interest:

Parent Groups	-	School Sectors	-	Other	-
Teacher/professional associations			3		

Key Issues

<p>Summary of Key Issues for Stage 6 Food Technology arising from the consultation process:</p>	<p>Summary of action taken as a result of these Key Issues:</p>
<ul style="list-style-type: none"> • Objectives and outcomes need refining. • Assessment components need attention to better reflect the course components. • Modification of content in the HSC course option strands is required, especially “Global Food Issues”. 	<ul style="list-style-type: none"> • A reference group, along with the FT writers reviewed the objectives, outcomes and assessment components. The writers have amended the Draft Syllabus according to the recommendations of this group of experts. • The Options have been reconceptualised to create more appealing and current areas of study.

3. Analysis

3.1 Quantitative Analysis

3.1.1 Food Technology in the Stage 6 Curriculum

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
2	37	60	4	2	0
2%	35%	57%	4%	2%	0

3.1.2 Pathways for Food Technology Stage 6 Students

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
4	54	36	9	2	0
4%	51%	34%	9%	2%	0

3.1.3 Aim

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
4	40	46	9	6	1
4%	38%	43%	8%	6%	1%

3.1.4 Objectives

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
4	36	51	8	4	2
4%	34%	48%	8%	4%	2%

3.1.5 Course Structure

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
5	42	50	1	6	1
5%	40%	47%	1%	6%	1%

3.1.6 Outcomes

3.1.6a Preliminary course outcomes

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
4	39	55	5	1	2
4%	37 %	52%	5%	1%	1%

3.1.6b HSC course outcomes

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
6	38	48	9	1	3
6%	36%	46%	8%	1%	3%

3.1.7 Content

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
9	35	51	6	4	0
9%	33%	48%	6%	4%	0

3.1.8 Assessment Components, Weightings and Tasks

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
9	32	41	15	6	2
9%	30%	39%	14%	6%	2%

3.1.9 Food Technology Stage 6 HSC Examination Specifications

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
5	35	49	10	6	0
5%	33%	47%	9%	6%	0

3.1.10 Post-School Opportunities

3.1.10a Links between courses and training packages

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
7	22	54	21	0	1
7%	21%	51%	20%	0	1%

3.1.11 Food Technology Stage 6 Sample HSC Assessment Items

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
7	36	54	4	3	1
7%	34%	51%	4%	3%	1%

3.1.12 Food Technology Stage 6 Draft Performance Bands

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
9	15	54	15	6	0
10%	15%	53%	15%	7%	0

3.1.13 Overall Evaluation

Nil Response	Excellent as is	Good, with fine-tuning	Acceptable with re-working	Unsure	Unsatisfactory in issues treatment
11	14	57	18	2	2
11%	13%	55%	17%	2%	2%

3.2 Issues Raised and Writing Team Action

Syllabus Item	Issues	Source/s	Action
Food Technology in Stage 6 Curriculum	<ul style="list-style-type: none"> In general the rationale provided in this section is supported. This section should state that the syllabus has been designed to be inclusive of the needs, interests and aspirations of boys and girls and it provides opportunities for students to learn explicitly about gender issues related to food. This section will need to be modified in line with changes suggested through the consultation, especially regarding any changes to content and outcomes. Specific statements and references such as independent research and global focus may need to be reconsidered. 	<ul style="list-style-type: none"> Various schools DET BCC OTEN 	<ul style="list-style-type: none"> The writers have amended the Draft Syllabus accordingly. (Page 6)
Pathways for Food Technology Stage 6 Students	<ul style="list-style-type: none"> The intent of the model provided is supported. Some teachers have indicated confusion caused by the placement of the arrows, that is, the food technology course appearing to lead to TAFE and work only and the Hospitality Stage 6 course leading to university and other. 	<ul style="list-style-type: none"> DET BCC OTEN Various schools 	<ul style="list-style-type: none"> The writers have amended the Draft Syllabus accordingly. (Page 7)

Aim	<ul style="list-style-type: none"> • The phrase “food systems” is ambiguous. • “Well being” is a preferable term to “health of individuals”. • “Status” is a broader reference than “future”. 	<ul style="list-style-type: none"> • DET 	<ul style="list-style-type: none"> • Consultation responses favoured the Draft aim. The aim has been revised to include the term, “well being”. (Page 8)
Objectives	<ul style="list-style-type: none"> • The objectives do not address the breadth of Food Technology. • The objectives focus on knowledge and some skills. There is no reference to values or attitudes. • The objectives are not consistent with the aims or content of the course. 	<ul style="list-style-type: none"> • DET • BCC • OTEN • HEIA • TEA • Various schools 	<ul style="list-style-type: none"> • A reference group, along with the FT writers were brought into OBOS to workshop objectives, outcomes and assessment components. The writers have amended the Draft Syllabus according to the recommendations of this group of experts. (Page 8 and 10)
Course Structure	<ul style="list-style-type: none"> • The one page course structure outlines the arrangement of the course and is simple and easy to read. • The Course Structure diagram does not appear to show "relationships" between components as stated in the lead in statement. • The HSC course provides a percentage break up for 	<ul style="list-style-type: none"> • DET • BCC • OTEN • TEA • Various schools 	<ul style="list-style-type: none"> • The writers have amended the Course Structure diagram and lead in statement accordingly. (Page 9)

	strands, where the preliminary course does not.		
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<p>Outcomes</p>	<ul style="list-style-type: none"> • The outcomes are succinct, however, the wording of a number of outcomes need clarification. • There needs to be an increasing level of complexity in HSC outcomes. • Outcomes will need to be adjusted to reflect any content changes after consultation. • The outcomes are too general to clarify the depth of intended study and treatment of content. 	<ul style="list-style-type: none"> • DET • BCC • OTEN • TEA • Various schools 	<ul style="list-style-type: none"> • A reference group, along with the FT writers were brought into OBOS to workshop objectives, outcomes and assessment components. The writers have amended the Draft Syllabus according to the recommendations of this group of experts. (Page 10) • The revised outcomes together with the description of content clarify depth of treatment.
<p>Content</p>	<ul style="list-style-type: none"> • Content in the Draft Syllabus was strongly supported, with recommendations for some refining in the following areas; 	<ul style="list-style-type: none"> • DET • BCC • OTEN • TEA • Industry • Various 	<ul style="list-style-type: none"> • The writers have rewritten specific content areas according to feedback from consultation.

	<p>PRELIMINARY COURSE</p> <p>Food Availability and Selection</p> <ul style="list-style-type: none"> • Availability and use of foods native to Australia is no longer apparent in this section <p>Food Quality</p> <ul style="list-style-type: none"> • There needs to be a stronger emphasis on providing a safe food supply (through hygienic and safe handling of food) throughout all areas of content, most particularly, however, in this section. • This section contains a number of inaccuracies with regards to specific food properties. <p>Nutrition</p> <ul style="list-style-type: none"> • Components of the course dealing with nutrition should be updated to include “active non-nutrients”, “phytochemicals” and “probiotics”. • Point 1, 2 and 3 in the “learn about” column and point 7 and 11 in the “learn to” column need clarification. • The “learn to” points should line up with the appropriate “learn about” points. 	<p>schools</p> <ul style="list-style-type: none"> • BCC • Uni’s • BCC • Industry • Industry • Industry • BCC 	<ul style="list-style-type: none"> • This is now included. (Page 13) • This section has been rewritten, with a new introductory paragraph and a stronger focus on food safety and quality. (Pages 14,15) • This section has been rewritten in consultation with Food Science Australia. (Page 17) • The writers have included this in the Nutrition Option component. (Page 25) • These points have been clarified and
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	<p><u>HSC COURSE</u></p> <p>The Australian Food Industry</p> <ul style="list-style-type: none"> • The percentage of time allocated to this core component of the HSC course should be reduced as the content in this area has been significantly reduced. • References to Government policy and legislation need to be written in such a way that they remain current and allow for changes in policy. • Gender issues in the workforce could be explored in this core component of the HSC Course. <p>Food Manufacture</p> <ul style="list-style-type: none"> • Quality Management considerations should be explicit in this core component of the HSC Course along with food safety issues. • Reference should be made to appropriate technology in the food industry along with nutritional and social considerations. • The third dot point in the “learn to” column is potentially dangerous and should be removed. <p>Food Product Development</p> <ul style="list-style-type: none"> • This section was strongly supported. <p>Option – Nutrition</p>	<ul style="list-style-type: none"> • BCC • Industry • Industry • BCC • DET • Industry 	<p>realigned. (Page 17)</p> <ul style="list-style-type: none"> • The weighting has been reduced from 20% to 15%. (Page 9) • The writers have amended the Draft Syllabus to address these concerns. (Page 19) • The writers have amended the Draft Syllabus to address these concerns. (Pages 20, 21)
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	<ul style="list-style-type: none"> The option, “Nutrition Issues” needs to be presented in a more positive way, focusing more on maximising health, rather than avoiding deficiencies and diseases. Components of the course dealing with nutrition should be updated to include “active non-nutrients”, “phytochemicals” and “probiotics”. Attempting to address global nutrition issues in this Option is too ambitious in the time available. <p>Option – Marketplace</p> <ul style="list-style-type: none"> The option, “Global Food Issues”, is likely to be less popular with teachers and students alike. This Option component should focus on contemporary food issues in the marketplace, thereby keeping the syllabus current and allowing the inclusion of new and emerging technologies in the food industry. 	<ul style="list-style-type: none"> TEA HEIA BCC DET <ul style="list-style-type: none"> TEA BCC DET Teachers 	<ul style="list-style-type: none"> Noted. The writers have amended the Draft Syllabus to address these concerns. (Pages 24, 25) This Option has been reconceptualised to create a more appealing area of study. (Pages 26 and 27)
Course Requirements	<ul style="list-style-type: none"> This section should provide details regarding the practical and applied nature of the course. 	<ul style="list-style-type: none"> DET 	<ul style="list-style-type: none"> The writers have amended the Course Requirements section. (Page 28)
Assessment components, weightings and tasks	<ul style="list-style-type: none"> The division of components into knowledge and skills is artificial; does not reflect good teaching and learning practice and does not provide enhanced guidance to teachers about constructing effective assessment programs. 	<ul style="list-style-type: none"> DET BCC OTEN TEA 	<ul style="list-style-type: none"> A reference group, along with the FT writers reviewed the objectives, outcomes and assessment

			components. The writers have amended the Draft Syllabus according to the recommendations of this group of experts. (Pages 33 and 34)
Food Technology Stage 6 HSC Examination Specifications	<ul style="list-style-type: none"> The external assessment of the Australian Food Industry (AFI) strand could comprise 38% of the HSC exam, whereas, the weighting is only 20% of the revised course. The Options are only examined through extended free response type questions. A full specimen paper is required. 	<ul style="list-style-type: none"> DET BCC OTEN TEA 	<ul style="list-style-type: none"> The exam specifications have been altered to reduce the weighting of the AFI strand, and to allow options to be examined through short structured type questions. (Page 35) A complete sample paper has been developed.
Post-School Opportunities	<ul style="list-style-type: none"> This section was confusing to many teachers. Pages 39 and 40 raise some issues concerning the processes for credit towards a qualification under AQF and for credit transfer to TAFE. These processes require further clarification about what they mean in practice for schools. The units of competency included in this section appear to represent a significant downgrading of 	<ul style="list-style-type: none"> DET BCC OTEN Various schools 	<ul style="list-style-type: none"> Noted. The text in this section has been revised. (Page 29) The Draft Syllabus described a few

	recognition arrangements. Furthermore, they have not been verified by industry representatives.		credit transfer arrangements only. Future credit transfer arrangements will be published in another document which is currently being developed.
Food Technology Stage 6 Sample HSC Assessment Items	<ul style="list-style-type: none"> The sample questions provided are very limited. 	<ul style="list-style-type: none"> DET BCC OTEN Various schools 	<ul style="list-style-type: none"> A complete Sample HSC Exam has been developed.
Food Technology Stage 6 Draft Performance Bands	<ul style="list-style-type: none"> The individual descriptor statements of typical performance at each of the bands are adequate but will need to be modified in line with any changes made to the draft syllabus, especially to the outcomes. Teachers expressed uncertainty at the role performance bands are to play in teaching and learning. If they are meant to reflect the full range of course outcomes, this has significant implications for how they are written and the relationship they hold to the syllabus outcomes. 	<ul style="list-style-type: none"> DET BCC OTEN Various schools 	<ul style="list-style-type: none"> Work on performance bands will continue through to 2001. Another iteration of the draft performance bands will be published in the final syllabus package. Performance bands will not be finalised until 2001.
Overall	<ul style="list-style-type: none"> The draft Food Technology syllabus reflects the 	<ul style="list-style-type: none"> DET 	<ul style="list-style-type: none"> Noted

<p>Evaluation</p>	<p>directions indicated through previous consultations.</p> <ul style="list-style-type: none"> • The structuring of the syllabus, particularly with respect to content as Students will “learn about...” and “learn to...” is strongly supported. • The issues raised for comment during the consultation period have been addressed. • The extent of the revision for the Food Technology syllabus was assessed to be minor. The change however may be perceived as significant. This will need to be recognised and support documents to update content and pedagogy for teachers are required. • The practical nature of the course is now evident, however, it needs to be revisited in the course requirements section of the syllabus. • Depth of study has not been clarified. • Replacing the former ‘applications’ with “Learn 	<ul style="list-style-type: none"> • BCC • OTEN • Various schools 	<ul style="list-style-type: none"> • Noted • Noted. • Support Documents will be developed for the Food Technology syllabus. • Reference to practical work is now apparent in the Course Requirements section (Page 28). • Depth of study is apparent in the “Learn about” and “Learn to” columns.
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	<p>about..." and "Learn to..." is strongly supported.</p> <ul style="list-style-type: none">• The Draft Syllabus makes no reference to the use of computers in the classroom and is not explicit in addressing other technologies. • Overlap has been removed, however, the HSC course contains too much content.	<ul style="list-style-type: none">• Noted.• The writers have amended the Draft Syllabus to address this and outcome P3.2 makes specific reference to the use of computers. (Pages 10, 14)• The HSC Course has been refined.
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4. Responses

Written responses were received from the following individuals and groups:

Individuals

Name	School/Group
Rosemary Stanton	Dietician / Nutritionist
Brigitte Cox	Food Science Australia
Assoc. Prof. Michael Wootton	University of New South Wales
Catherine Saxelby	Foodwatch
Julie King	HEIA
Professor A S Trusswell	University of Sydney, Human Nutrition Unit
C. Terrill	Alstonville High School
C Williams	Alstonville High School
Marilyn Hansen	Avondale High School
Linda Thurston	Bonnyrigg High School
Suzy Brooker	Bulli High School
Rebecca Duryea	Campbelltown Performing Arts High School
Annon.	Caringbah High School
Karen Pick	Carlingford High School
Tonnie Walsh	Carlingford High School
Michele Capewell	Catherine McAuley High School
Louise Farrell	Catherine McAuley High School
Jennifer Goldstein	Cherrybrook Technology High School
Fae Payne	Chester Hill High School
Theresa Avery	Christ Catholic College
Tammy Prestage	Christ Catholic College - Clare Campus
Helen Miller	Coffs Harbour High School
Kim Mannes	Coleambally Central School
Georgina Buttell	Corrimal High
	Corrimal High School
Ms Debra Pepper	Engadine High School
Denise Nguy	Fairfield High School

Name	School/Group
Jill Gray	Galston High School
Donna Jackaman	Girraween High School
	Glen Innes High School
Elizabeth Mueller	Gorokan High School
R. Marshall	Grafton High School
Margaret Davies	Gundagai High School
Kylie Rytmeister	Heathcode High School
Carolyn Burgess	Holy Cross College
Vanessa Turansky	Ingleburn High School
P. Middlebrook	Kanahooka High School
Sue Hinks	Lake Illawarra High School
Suzanne Strazzari	Lake Macquarie High School
Helen Matthews	Lake Macquarie High School
Diane Shadlow	Macintyre High School
Jacqui McNee	Manly High School
B Donirim	Marian College Snr
Debbie Moore	Marian College, Goulburn
	Marsden High School
Luci Kelly	Mater Maria College
M O'Callaghan	MLC School
Norelle Rigby	Moorefield Girls High
Jenny Noone	Mount View High School
Mrs D Innes	Mount View High School
Catherine Ord	MT. St Patrick College
Mrs Diane Wilson	Nowa Technology High School
Penny Colley	Orara High School
Sharon Sweeney	Orara High School
	Oxley High School
Catherine Tucker	Pacific Hills Christian School
Marie Saker	Pennant Hills High School
Jane Peary	Penshurst Girls' High
Sarah Chapman	Pittwater High School
Mrs Maree McClintock	Port Macquarie High School

Name	School/Group
Barb Bailey	Port Macquarie High School
Ms Judith Cowan	Port Macquarie High School
Angela Thomas	Santa Sabina College
Jenny MacDonald	Singleton High School
Janet Lawrence	South Sydney High School
Mrs Gail Tate	St Francis Xavier's College
Cathy Chittick	St John the Evangelist High School
	St Mary Star of the Sea College
	St Paul's Catholic College
R. Stewart	St Paul's College
L. Pacey	St. Johns Park High School
K. Peck	St. John's Park High School
Norma McKellar	Taree High School
Neryl Barlin	Taree High School
Head Teacher	Taree High School
F. Nugent	The Entrance High School
Jill Wellings	Toongabbie Baptist Christian Community High
Cheryl Lakajev	Umina High
J Taylor	Uralla Central School
	Wade High School
Kathryn Rhodes	Wade High School
V. Fenwicke	Walcha Central School
Mrs Leonie Lee	Warners Bay High School
Alanna Rolfe	Yancs Agricultural High School
Carolyn Ryan	Young Technology High School

Groups

Group
Open Training and Education Network
Manufacturing Technologies BCC
Technology Educators Association
Department of Education and Training
Pendle Hill High School
Evans High School
Finley High School
Cerdon college, Merrylands
Murwillumbah High School
St John's College
Lismore High School
Rutherford Technology High School
Turrumurra High School
Goulburn High School
Gosford Selective High School
Heathcote High School