**Sample Assessment Outline**

Food Science and Technology

Preliminary Unit 1 and Unit 2

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# Sample assessment outline

# Food Science and Technology – Preliminary

# Unit 1 – Food for me

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Assessment task** | **Notional due date** | **Unit outcome:** Recognise the properties of foods and related equipment used to meet needs | **Unit outcome:** Recognise foods  are used to meet  the body’s needs | **Unit outcome:** Produce food products or  systems | **Unit outcome:** Evaluate plans,  results and actions | **Unit outcome:** Identify and use  safe, sustainable practices when developing and  using food-related technologies |
| **Task 1:** Working safely in the kitchen  Based on personal hygiene practices and personal safety in a kitchen environment. Safe use of preparation equipment, accurate measurement and sustainable kitchen practices are also reviewed. | Semester 1  Week 3 |  |  |  |  | **✓** |
| **Task 2:** Food selection models  Investigate reasons for eating food. Use food selection models to assist in choosing foods and making healthy food choices to meet the body’s needs. | Semester 1  Week 8 |  | **✓** |  |  |  |
| **Task 3:** Simple meals and snacks  Select foods and related preparation equipment, follow recipe instructions, and develop organised systems of working independently and with others to produce simple meals and snacks for self and others. | Semester 1  Week 14 | **✓** |  | **✓** |  |  |
| **Task 4:** Shop for healthy food  Plan simple menus, include a variety of new foods and associated shopping list. Compare the nutritional value of raw food with processed food and identify influences on healthy food choices before and after shopping. | Semester 1  Week 16 |  |  |  | **✓** |  |

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| --- | --- | --- | --- | --- |
| **SAMPLE PLANNING CHECKLIST  Food Science and Technology**  **Preliminary Unit 1**  (✓ = Unit content covered) | **Task 1** Working safely in the kitchen | **Task 2** Food selection models | **Task 3** Simple meals and snacks | **Task 4** Shop for healthy food |
| **Nature of food** | | | | |
| **Food as a commodity** | | | | |
| food for meal planning |  |  | ✓ |  |
| **Properties of food** | | | | |
| sensory properties of food |  |  | ✓ |  |
| **Nutrition** | | | | |
| reasons for eating food |  | ✓ |  |  |
| nutritional value of raw food compared with processed food |  |  |  | ✓ |
| food selection model/s |  | ✓ |  |  |
| **Processing food** | | | | |
| **Food products and processing systems** | | | | |
| kitchen practices | ✓ |  |  |  |
| meals and snacks |  |  | ✓ |  |
| accurately measure ingredients | ✓ |  |  |  |
| safe use of preparation equipment, such as knives, graters and peelers | ✓ |  |  |  |
| safe use of small electrical appliances | ✓ |  |  |  |
| microwave cooking \* |  |  |  |  |
| organisational/interpersonal skills | ✓ |  | ✓ |  |
| **Food in society** | | | | |
| **Food issues** | | | | |
| factors influencing healthy food choices |  |  |  | ✓ |
| experiencing new foods |  |  |  | ✓ |
| **Hygiene and safety** | | | | |
| personal hygiene practices | ✓ |  |  |  |
| personal safety | ✓ |  |  |  |
| food safety |  |  | ✓ |  |

\* Content engaged with, but not a direct focus of the task

# Sample assessment outline

# Food Science and Technology – Preliminary

# Unit 2 – Fast food

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Assessment task** | Notional due date | **Unit outcome:** Recognise foods  are used to meet  the body’s needs | **Unit outcome:** Organise,  implement and manage production processes in  food-related environments | **Unit outcome:** Produce food products or  systems | **Unit outcome:** Investigate issues, values, needs and opportunities | **Unit outcome:** Apply  organisational skills when undertaking  food-related challenges and activities |
| **Task 5:** Fast food  Follow recipes and use simple cooking techniques and staple ingredients to quickly convert raw ingredients into quick nutritious meals. Develop efficient organisational skills and work cooperatively with others. | Semester 2  Week 6 | **✓** |  |  |  | **✓** |
| **Task 6:** Quick meals  Investigate issues related to preparing quick home-made meals or using commercially prepared meals or incorporating convenience foods such as frozen, dried and canned. Consider the nutritional value and the sensory properties that influence the selection of home-made or commercially prepared or convenience foods. | Semester 2  Week 9 |  |  |  | **✓** |  |
| **Task 7:** Simply cooking  Follow instructions; implement efficient kitchen processes and systems to produce simple meals using suitable preparation equipment and simple cooking techniques. Recognise characteristics of cooked food and when to adjust suggested cooking times. Incorporate ways to reduce salt, sugar and/or fat when preparing meals. | Semester 2  Week 12 |  |  | **✓** |  |  |
| **Task 8:** Food for friends  Manage production processes, apply organisation skills and work collaboratively with others to produce food for friends. Practise good personal hygiene practices, work safely and confidently, and store food appropriately for a special occasion. | Semester 2  Week 16 |  | **✓** |  |  | **✓** |

| **SAMPLE PLANNING CHECKLIST  Food Science and Technology**  **Preliminary Unit 2**  (✓ = Unit content covered) | **Task 5**  Fast food | **Task 6**  Quick meals | **Task 7**  Simply cooking | **Task 8**  Food for friends |
| --- | --- | --- | --- | --- |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Nature of food** | | | | |
| **Food as a commodity** | | | | |
| staple ingredients/commodities | ✓ |  |  |  |
| convenience food |  | ✓ |  |  |
| take-away/ready-to-eat/fast food |  | ✓ |  |  |
| **Properties of food** | | | | |
| sensory properties influencing the selection of home-made, convenience and fast food |  | ✓ |  |  |
| **Nutrition** | | | | |
| food high in salt, sugar and/or fat | ✓ |  | ✓ |  |
| nutritional value of raw food compared with processed food \* |  |  |  |  |
| nutritional information on food packages |  |  | ✓ |  |
| nutritional value of food |  | ✓ |  |  |
| **Processing food** | | | | |
| **Food products and processing systems** | | | | |
| kitchen practices | ✓ |  |  |  |
| simple meals | ✓ | ✓ | ✓ |  |
| cooking time |  |  | ✓ |  |
| selection of suitable preparation equipment for different tasks |  |  | ✓ | ✓ |
| safe use of small electrical appliances \* |  |  |  |  |
| simple cooking techniques | ✓ |  | ✓ |  |
| organisational/interpersonal skills | ✓ |  |  | ✓ |
| **Food in society** | | | | |
| **Food issues** | | | | |
| factors influencing food choices when shopping for food \* |  |  |  |  |
| **Hygiene and safety** | | | | |
| personal hygiene practices |  |  |  | ✓ |
| personal safety |  |  |  | ✓ |
| food safety |  |  |  | ✓ |

\* Content engaged with, but not a direct focus of the task