**Sample Assessment Outline**

Food Science and Technology

General Year 12

**Copyright**

© School Curriculum and Standards Authority, 2015

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority’s moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution-NonCommercial 3.0 Australia licence](http://creativecommons.org/licenses/by-nc/3.0/au/)

**Disclaimer**

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

# Sample assessment outline

# Food Science and Technology – General Year 12

## Unit 3 and Unit 4

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment type**  | **Assessment type weighting**  | **Assessment** **task** **weighting** | **Due date** | **Assessment task** |
| Investigation | 30% | 15% | Semester 1Week 7 | **Task 2:** Functional properties of foodInvestigate, through practical food processing, the functional properties that determine the performance of food, such as caramelisation, crystallisation, emulsification, and relate application to recipes and menu planning. |
| 15% | Semester 2Week 4 | **Task 6:** Dietary planningInvestigate the nutritional needs of a selected demographic group; use dietary planning strategies, modification and fortification of foods to devise food products relevant for the demographic group. |
| Production | 40% | 10% | Semester 1Week 11 | **Task 3:** Meals for healthDevise food products and processing techniques to demonstrate how to overcome the effects of over-consumption of nutrients, specifically related to obesity, cardiovascular disease and Type 2 diabetes. |
| 10% | Semester 1Week 16 | **Task 5:** Heat and eat mealsUse the technology process to produce a food product that demonstrates wet and dry processing techniques based on a product proposal. |
| 10% | Semester 2Week 7 | **Task 7:** Food processing techniquesImplement food processing techniques that can be used to control the performance of food and guide in devising food products for specific purposes. |
| 10% | Semester 2Week 11 | **Task 8:** Food preservationImplement a variety of processing systems to preserve food, noting the causes of food spoilage and contamination; process food using the principles of food preservation. |
| Response | 15% | 5% | Semester 1Week 3 | **Task 1:** Test –Nutrition for healthAn in-class test on food sources and the role of micronutrients, such as fat-soluble vitamins, water-soluble vitamins and minerals for health; and the effects of under-consumption of nutrients on health, considering anaemia, osteoporosis, malnutrition and constipation. |
| 10% | Semester 2Week 13 | **Task 9:** Test – Laws and regulatory codesAn in-class test based on the regulation of food safety in Australia, including the principles of the HACCP system. |
| Externally set task | 15% | 15% | Semester 1Week 14 | **Task 4:** Externally set taskA task set by the SCSA based on the following content from Unit 3 – <teacher to insert information provided by the Authority>. |
| **Total** | **100%** | **100%** |  |  |