

STAGE 5 COURSE: FOOD TECHNOLOGY YEAR 9 2024

TERM 1

Food Selection and Health

The health of communities is related to the nutritional content of the food eaten. Students examine the role of food and its nutritional components in the body. They explore the nutritional needs of individuals and groups, and explain the effects of poor nutrition. Students investigate means of improving the nutritional status of individuals and groups. They select, plan, and prepare safe and nutritious foods to reflect national food guides.

Food For Special Needs

Foods for specific needs arise for a variety of reasons including age, health, lifestyle choices, cultural influences or logistical circumstances. Students explore a range of foods for specific needs and the means to satisfy these. Students plan and prepare safe and nutritious foods to meet specific food needs in various circumstances.

UNIT OVERVIEW

- outline the functions of food in the body
- describe the process of digestion
- outline the functions and sources of nutrients, including proteins, lipids, carbohydrates, vitamins, minerals and water
- describe the role of active non-nutrients in promoting good health
- prepare food items using basic ingredients
- demonstrate appropriate selection of equipment and techniques used in food preparation
- demonstrate safe and hygienic work practices
- investigate nutritional requirements throughout the life cycle
- plan and prepare nutritious meals to meet the needs of specific groups throughout the life cycle
- investigate factors that influence food habits
- explore food-consumption patterns in Australia and the impact this has on nutrient intake and health
- outline conditions associated with under and overnutrition
- investigate food guides that promote healthy eating
- design, plan and prepare safe and nutritious food items to reflect food guides
- analyse the role and ethical responsibilities various groups in society play in promoting good nutrition
- investigate circumstances which lead to specific food needs
- describe nutritional requirements for each stage of the life cycle
- investigate Recommended Dietary Intake (RDI) for various life stages and design and prepare meals to meet specific groups
- design, plan and prepare safe and nutritious food items for a specific food need

ASSESSMENT

Task Number:
1

Nature of Task:
Research and Practical Task

Percentage:
90%

Week:
Term 1, Week 10

Reported:
Semester 1

TIMING

Weeks: 1 – 11

TERM 2

TIMING Weeks: 1 – 3	Food Selection and Health The health of communities is related to the nutritional content of the food eaten. Students examine the role of food and its nutritional components in the body. They explore the nutritional needs of individuals and groups, and explain the effects of poor nutrition. Students investigate means of improving the nutritional status of individuals and groups. They select, plan, and prepare safe and nutritious foods to reflect national food guides.	
	Food For Special Needs Foods for specific needs arise for a variety of reasons including age, health, lifestyle choices, cultural influences or logistical circumstances. Students explore a range of foods for specific needs and the means to satisfy these. Students plan and prepare safe and nutritious foods to meet specific food needs in various circumstances.	
	UNIT OVERVIEW	ASSESSMENT
	<ul style="list-style-type: none"> • discuss the impact of food allergies and intolerances on an individual’s food choices • investigate the role of nutritionally modified foods in meeting the requirements of individuals with specific needs • investigate the role of support networks for individuals with specific needs • prepare food items using basic ingredients • demonstrate appropriate selection of equipment and techniques used in food preparation • demonstrate safe and hygienic work practices • plan and prepare nutritious meals to meet the needs of specific groups throughout the life cycle 	Nature of Task: Cumulative Practical Skills Assessment Percentage: 10% Week: Ongoing Reported: Semester 1
TIMING Weeks: 4 – 10	Food For Special Occasions Food is an important component of many special occasions. Students explore a range of special occasions including social, cultural, religious, historical and family. They examine small and large-scale catering establishments. Students plan and prepare safe food for special occasions, demonstrating appropriate food-handling and presentation skills.	
	UNIT OVERVIEW	
	ASSESSMENT	
	<ul style="list-style-type: none"> • outline the significance of food throughout history • explore reasons for celebrating with food • investigate the significance of food in various cultures around the world • design, plan and prepare food items for special occasions • demonstrate appropriate selection of equipment and techniques used in food preparation • demonstrate safe and hygienic work practices • investigate factors to consider when menu-planning for special occasions • devise a workflow plan to be used when conducting a practical activity • investigate the importance of food presentation and service for special occasions 	

TERM 3

TIMING Weeks: 1 – 4	Food For Special Occasions Food is an important component of many special occasions. Students explore a range of special occasions including social, cultural, religious, historical and family. They examine small and large-scale catering establishments. Students plan and prepare safe food for special occasions, demonstrating appropriate food-handling and presentation skills.	
	UNIT OVERVIEW	ASSESSMENT
	<ul style="list-style-type: none"> • devise a workflow plan to be used when conducting a practical activity • investigate the importance of food presentation and service for special occasions • design, plan and prepare food items for special occasions • demonstrate appropriate selection of equipment and techniques used in food preparation • demonstrate safe and hygienic work practices 	Task Number: 2 Nature of Task: Research, Design and Practical Task Percentage: 35% Week: Term 3, Week 3 Reported: Semester 2
TIMING Weeks: 5 – 10	Food in Australia Migration has had a dramatic effect on the food eaten in Australia. Students examine the history of food in Australia, including bush tucker prepared in the past and present by Aboriginal and/or Torres Strait Islander Peoples, the influence of early European settlers, together with continuing immigration from a variety of cultures, and examine the subsequent effects on contemporary Australian eating patterns. Students plan and prepare safe foods, which reflect the eclectic nature of Australian cuisine and develop knowledge of cultural protocols associated with food and its preparation.	
	UNIT OVERVIEW	ASSESSMENT
	<ul style="list-style-type: none"> • investigate the use and nutritional values of bush tucker ingredients • modify a recipe(s) to include bush tucker ingredients • demonstrate appropriate selection of equipment and techniques used in food preparation • demonstrate safe and hygienic work practices • discuss the impact of migration on food habits • investigate the development of food production and processing technologies • investigate Aboriginal and/or Torres Strait Islander cultural knowledge of food and food practices, and the protection of that knowledge • assess the nutritional implications for Aboriginal and/or Torres Strait Islander Peoples of introduced foods • investigate multicultural influences on contemporary Australian diets 	

TERM 4

Food in Australia

Migration has had a dramatic effect on the food eaten in Australia. Students examine the history of food in Australia, including bush tucker prepared in the past and present by Aboriginal and/or Torres Strait Islander Peoples, the influence of early European settlers, together with continuing immigration from a variety of cultures, and examine the subsequent effects on contemporary Australian eating patterns. Students plan and prepare safe foods, which reflect the eclectic nature of Australian cuisine and develop knowledge of cultural protocols associated with food and its preparation.

UNIT OVERVIEW

- investigate the food habits of a specific culture
- design, plan and prepare safe food items which reflect the changing nature of Australian cuisine
- examine influences on food selection
- demonstrate appropriate selection of equipment and techniques used in food preparation
- demonstrate safe and hygienic work practices

ASSESSMENT

Task Number:

3

Nature of Task:

Research and Practical Task

Percentage:

35%

Week:

Term 4, Week 2

Reported:

Semester 2

Task Number:

4

Nature of Task:

Yearly Examination

Percentage:

30%

Week:

Term 4, Week 5

Reported:

Semester 2

TIMING

Weeks: 1 – 10