 **NSW Syllabus  
for the Australian  
Curriculum**

# **Food Technology**

## **Years 7–10**

### **Syllabus**

© 2019 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

The NESA website holds the ONLY official and up-to-date versions of these documents available on the internet. ANY other copies of these documents, or parts of these documents, that may be found elsewhere on the internet might not be current and are NOT authorised. You CANNOT rely on copies from any other source.

The documents on this website contain material prepared by NESA for and on behalf of the Crown in right of the State of New South Wales. The material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form, or transmitted to any other person or stored electronically in any form without the prior written permission of NESA, except as permitted by the *Copyright Act 1968*.

When you access the material you agree:

- to use the material for information purposes only
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire material without the prior permission of NESA
- to acknowledge that the material is provided by NESA
- to include this copyright notice in any copy made
- not to modify the material or any part of the material without the express prior written permission of NESA.

The material may contain third-party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

NESA has made all reasonable attempts to locate owners of third-party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer.

Phone: (02) 9367 8289

Fax: (02) 9279 1482

Email: [copyright@nesa.nsw.edu.au](mailto:copyright@nesa.nsw.edu.au)

Published by  
NSW Education Standards Authority  
GPO Box 5300  
Sydney NSW 2001  
Australia

[www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)

NCS-466

D2018/82756

# Contents

---

Introduction .....	4
Food Technology Key .....	7
Rationale.....	10
The Place of the Food Technology Years 7–10 Syllabus in the K–12 Curriculum.....	11
Aim .....	12
Objectives .....	13
Outcomes .....	14
Stage Statements.....	17
Content .....	19
Content for Years 7–10 .....	26
Years 7–10 Life Skills Outcomes and Content .....	42
Years 7–10 Life Skills Outcomes.....	43
Years 7–10 Life Skills Content.....	50
Assessment .....	67
Glossary.....	70

# Introduction

---

## The K–10 curriculum

The NSW Education Standards Authority (NESA) syllabuses are developed with respect to some overarching views about education. These include the NESA *K–10 Curriculum Framework* and *Statement of Equity Principles* and the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008).

NESA syllabuses include agreed Australian Curriculum content and content that clarifies the scope, breadth and depth of learning. The Australian Curriculum achievement standards underpin the syllabus outcomes and the Stage statements for Early Stage 1 to Stage 5.

In accordance with the *K–10 Curriculum Framework* and the *Statement of Equity Principles*, the syllabus takes into account the diverse needs of all students. It identifies essential knowledge, understanding, skills, values and attitudes. It outlines clear standards of what students are expected to know and be able to do in Years 7–10. It provides structures and processes by which teachers can provide continuity of study for all students.

The framework also provides a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes essential for all students in all learning areas to succeed in and beyond their schooling.

The continued relevance of the *K–10 Curriculum Framework* is consistent with the intent of the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008), which sets the direction for Australian schooling for the next ten years. There are two broad goals:

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

The way in which learning in the *Food Technology Years 7–10 Syllabus* contributes to the curriculum, and to students' achievement of the broad learning outcomes, is outlined in the syllabus rationale.

## Diversity of learners

NSW syllabuses are inclusive of the learning needs of all students. Syllabuses accommodate teaching approaches that support student diversity, including students with disability, gifted and talented students, and students learning English as an additional language or dialect (EAL/D). Students may have more than one learning need.

### Students with disability

All students are entitled to participate in and progress through the curriculum. Under the *Disability Standards for Education 2005*, schools are required to provide additional support or adjustments to teaching, learning and assessment activities for some students with [disability](#). [Adjustments](#) are measures or actions taken in relation to teaching, learning and assessment that enable a student with disability to access syllabus outcomes and content and demonstrate achievement of outcomes.

Students with disability can access outcomes and content from Years 7–10 syllabuses in a range of ways. Students may engage with:

- syllabus outcomes and content from their age-appropriate Stage with adjustments to teaching, learning and/or assessment activities; or
- selected syllabus outcomes and content from their age-appropriate Stage, relevant to their learning needs; or
- syllabus outcomes from an earlier Stage, using age-appropriate content; or
- selected Years 7–10 Life Skills outcomes and content from one or more syllabuses for students in Stages 4 and 5.

Decisions regarding curriculum options, including adjustments, should be made in the context of [collaborative curriculum planning](#) with the student, parent/carer and other significant individuals to ensure that syllabus outcomes and content reflect the learning needs and priorities of individual students.

Further information can be found in support materials for:

- [Technologies](#)
- [Special Education](#)
- [Life Skills](#).

### Gifted and talented students

Gifted and talented students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities assist in meeting the needs of gifted and talented students.

Generally, gifted and talented students demonstrate the following characteristics:

- the capacity to learn at faster rates
- the capacity to find and solve problems
- the capacity to make connections and manipulate abstract ideas.

There are different kinds and levels of giftedness and talent. Gifted and talented students may also have learning disabilities and/or English as an additional language or dialect. These needs should be addressed when planning appropriate teaching, learning and assessment activities.

Curriculum strategies for gifted and talented students may include:

- differentiation: modifying the pace, level and content of teaching, learning and assessment activities
- acceleration: promoting a student to a level of study beyond their age group
- curriculum compacting: assessing a student's current level of learning and addressing aspects of the curriculum that have not yet been mastered.

School decisions about appropriate strategies are generally collaborative and involve teachers, parents/carers and students, with reference to documents and advice available from NESAs and the education sectors.

Gifted and talented students may also benefit from individual planning to determine the curriculum options, as well as teaching, learning and assessment strategies, most suited to their needs and abilities.

## Students learning English as an additional language or dialect (EAL/D)

Many students in Australian schools are learning English as an additional language or dialect (EAL/D). EAL/D students are those whose first language is a language or dialect other than Standard Australian English and who require additional support to assist them to develop English language proficiency.

EAL/D students come from diverse backgrounds and may include:

- overseas and Australian-born students whose first language is a language other than English, including creoles and related varieties
- Aboriginal and Torres Strait Islander students whose first language is Aboriginal English, including Kriol and related varieties.

EAL/D students enter Australian schools at different ages and stages of schooling and at different stages of English language learning. They have diverse talents and capabilities and a range of prior learning experiences and levels of literacy in their first language and in Standard Australian English. EAL/D students represent a significant and growing percentage of learners in NSW schools. For some, school is the only place they use Standard Australian English.

EAL/D students are simultaneously learning a new language and the knowledge, understanding and skills of a syllabus through that new language. They require additional time and support, along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing language proficiency.

The *ESL Scales* and the [English as an Additional Language or Dialect: Teacher Resource](#) provide information about the English language development phases of EAL/D students. These materials and other resources can be used to support the specific needs of EAL/D students and to assist students to access syllabus outcomes and content.

# Food Technology Key

---

The following codes and icons are used in the *Food Technology Years 7–10 Syllabus*.

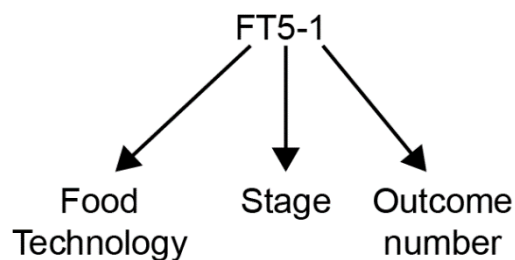
## Outcome coding

Syllabus outcomes are coded in a consistent way. The code identifies the subject, Stage, outcome number and the way content is organised.

Stage 4, Stage 5 and Life Skills are represented by the following codes:

Stage	Code
Stage 4	4
Stage 5	5
Life Skills	LS

In the Food Technology syllabus, outcome codes indicate subject, Stage and outcome number. For example:

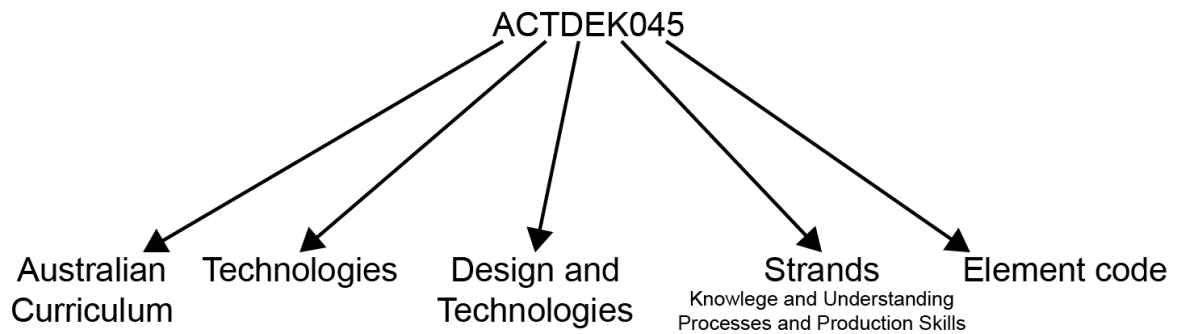


Outcome code	Interpretation
FT5-1	Food Technology, Stage 5 – Outcome number 1
FTLS-7	Food Technology, Life Skills – Outcome number 7

## Coding of Australian Curriculum content




The syllabus includes Australian Curriculum content for Design and Technologies with Australian Curriculum codes in brackets at the end of each content description, for example:

- Investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating (ACTDEK045)



Where a number of content descriptions are jointly represented, all description codes are included, eg (ACTDEK045, ACTDEK047, ACTDEK048).

For example:




- explain the principles of food preservation, for example: (ACTDEK045, ACTDEK047)   
  - control of temperature
  - removal of air










## Learning across the curriculum icons

Learning across the curriculum content, including the cross-curriculum priorities, general capabilities and other areas identified as important learning for all students, is incorporated and identified by icons in the syllabus.




### **Cross-curriculum priorities**

-  Aboriginal and Torres Strait Islander histories and cultures
-  Asia and Australia's engagement with Asia
-  Sustainability

### **General capabilities**

-  Critical and creative thinking
-  Ethical understanding
-  Information and communication technology capability
-  Intercultural understanding
-  Literacy
-  Numeracy
-  Personal and social capability

### **Other learning across the curriculum areas**

-  Civics and citizenship
-  Difference and diversity
-  Work and enterprise

# Rationale

---

The Australian food industry is growing in importance, providing numerous employment opportunities and increasing the relevance of Food Technology for the individual and society. There are increasing community concerns about food issues, including hygiene and safety, nutritional claims and the nutritional quality of food, genetic engineering, functional foods, ethical and sustainable food sourcing, and the environmental impact of food-production processes.

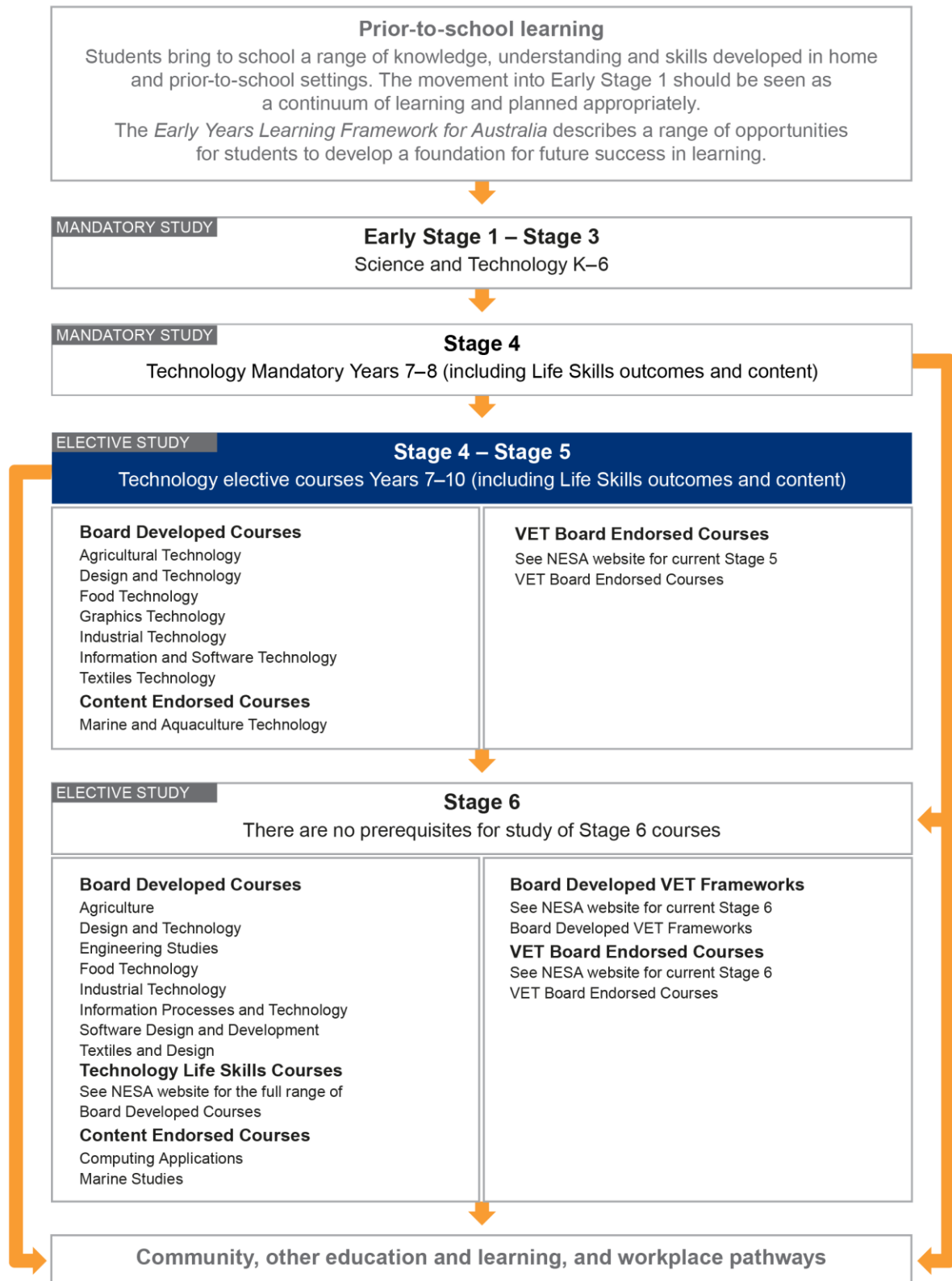
Food habits change based on economic, social, cultural, technological and environmental factors. In Australia, as a result of rapid technological change, consumers are confronted with an increasing array of food products designed to complement our changing lifestyles. Making informed food decisions requires an explicit understanding of nutrition principles in both theory and practice, and this is embedded in the study of Food Technology. This is essential to the development of sound food habits and contributes significantly to the wellbeing of all Australians.

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe work practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

This knowledge and understanding is fundamental to the development of food-specific skills, which can then be applied in a range of contexts, enabling students to produce quality food products. Students explore food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices. They are provided with opportunities to develop practical skills in preparing and presenting food to enable them to select and use appropriate ingredients, methods and equipment.

Through a study of food and its applications in domestic, commercial, industrial and global settings, the syllabus caters for all students' needs and interests. It contributes to both vocational and general life experiences. Integral to this syllabus is the ability to design, produce and evaluate solutions to situations involving food. These skills are transferable to other study, work and life contexts that students may encounter.

# The Place of the Food Technology Years 7–10 Syllabus in the K–12 Curriculum



## Aim

---

The aim of the *Food Technology Years 7–10 Syllabus* is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students develop confidence and proficiency in their practical interactions with and decisions regarding food.

# Objectives

---

## Knowledge, understanding and skills

Students develop:

- knowledge, understanding and skills related to food hygiene, safety and the provision of quality food
- knowledge and understanding of food properties, processing and preparation and their interrelationship to produce quality food
- knowledge and understanding of nutrition and food consumption, and the consequences of food choices on health
- skills in researching, evaluating and communicating issues in relation to food
- skills in designing, producing and evaluating solutions for specific food purposes
- knowledge and understanding of the significant role of food in society.

## Values and attitudes

Students:

- appreciate the contribution and impact of innovation and technologies now and in the future
- appreciate the significant role of food in society and how food is used to develop solutions to personal, social and global issues
- appreciate the finite nature of some resources and the impact of their use on the environment and society
- value the development of skills and gain satisfaction from their use to solve problems and create quality products.

# Outcomes

---

## Table of objectives and outcomes – continuum of learning

### Knowledge, understanding and skills

#### Objective

Students develop:

- knowledge, understanding and skills related to food hygiene, safety and the provision of quality food

<b>Stage 4 outcomes</b> A student:	<b>Stage 5 outcomes</b> A student:
<b>FT4-1</b> demonstrates hygienic handling of food to ensure a safe and appealing product	<b>FT5-1</b> demonstrates hygienic handling of food to ensure a safe and appealing product
<b>FT4-2</b> describes and manages the risks of injury and WHS issues associated with handling food	<b>FT5-2</b> identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food

#### Objective

Students develop:

- knowledge and understanding of food properties, processing and preparation and their interrelationship to produce quality food

<b>Stage 4 outcomes</b> A student:	<b>Stage 5 outcomes</b> A student:
<b>FT4-3</b> lists the basic components of a variety of foods	<b>FT5-3</b> describes the physical and chemical properties of a variety of foods
<b>FT4-4</b> describes changes which occur during processing, preparation and storage of food	<b>FT5-4</b> accounts for changes to the properties of food which occur during food processing, preparation and storage
<b>FT4-5</b> applies appropriate methods of food preparation	<b>FT5-5</b> applies appropriate methods of food processing, preparation and storage

## Objective

Students develop:

- knowledge and understanding of nutrition and food consumption, and the consequences of food choices on health

<b>Stage 4 outcomes</b> A student:	<b>Stage 5 outcomes</b> A student:
<b>FT4-6</b> relates the nutritional value of foods to health	<b>FT5-6</b> describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
<b>FT4-7</b> identifies the factors that influence food habits and relates them to food choices	<b>FT5-7</b> justifies food choices by analysing the factors that influence eating habits

## Objective

Students develop:

- skills in researching, evaluating and communicating issues in relation to food

<b>Stage 4 outcomes</b> A student:	<b>Stage 5 outcomes</b> A student:
<b>FT4-8</b> collects, interprets and uses information from a variety of sources	<b>FT5-8</b> collects, evaluates and applies information from a variety of sources
<b>FT4-9</b> communicates ideas and information using a range of media and appropriate terminology	<b>FT5-9</b> communicates ideas and information using a range of media and appropriate terminology

## Objective

Students develop:

- skills in designing, producing and evaluating solutions for specific food purposes

<b>Stage 4 outcomes</b> A student:	<b>Stage 5 outcomes</b> A student:
<b>FT4-10</b> uses appropriate techniques and equipment for a variety of food-specific purposes	<b>FT5-10</b> selects and employs appropriate techniques and equipment for a variety of food-specific purposes
<b>FT4-11</b> plans, prepares, presents and evaluates practical food activities	<b>FT5-11</b> plans, prepares, presents and evaluates food solutions for specific purposes

## Objective

Students develop:

- knowledge and understanding of the significant role of food in society

<b>Stage 4 outcomes</b> A student:	<b>Stage 5 outcomes</b> A student:
<b>FT4-12</b> outlines the influence of technology and society on food supply	<b>FT5-12</b> examines the relationship between food, technology and society
<b>FT4-13</b> recognises the impact of food and related activities on the individual, society and the environment	<b>FT5-13</b> evaluates the impact of activities related to food on the individual, society and the environment

Stage 4 outcomes have been provided to assist the assessment and reporting of student achievement in those schools that choose to begin elective study before Year 9. Teachers are advised to select from the syllabus content to target the specific needs of students who commence study in Stage 4.



# Stage Statements

---

Stage statements are summaries of the knowledge, understanding, skills, values and attitudes that have been developed by students as a result of achieving the outcomes for the relevant Stage of learning.

## Stage 4 – Technology Mandatory

By the end of Stage 4, students explore problems and opportunities, considering functional, economic, environmental, cultural, social, technical and/or usability constraints. They investigate, select, justify and safely use a range of tools, materials, components, equipment and processes to develop, test and communicate design ideas using appropriate technical terms and technologies. Students plan, manage and evaluate the production of design solutions. They develop thinking skills to communicate the development of digital and non-digital solutions.

Students investigate how managed systems are used to sustainably produce food and fibre. They explain food selection and preparation and food safety, and make informed and healthy food choices. Students collect and interpret data from a range of sources to assist in making informed judgements. They explain how data is represented in digital systems, and transmitted and secured in networks.

Students explain how force, motion and energy can be used in systems, machines and structures. They investigate characteristics and properties of a range of materials, develop skills and techniques in the use of a broad range of tools and safely apply them in the production of projects.

Students are responsible users of technology, capable of designing and producing solutions to identified needs or opportunities. They develop an appreciation of the contribution of technologies to their lives now and the impact of innovations for creating preferred futures. They develop an appreciation of the dynamic nature of design and production processes and how thinking skills are used to develop solutions to personal, social and global issues.

## Stage 4 – Food Technology

By the end of Stage 4, students have developed higher-order understanding and skills in the context of more specialised technology applications through a study of Food Technology.

Students recognise the importance of hygienic handling of food when producing safe and appealing products. They list the basic components of a variety of foods and describe changes, which occur during processing, preparation and storage of food.

Students relate the nutritional value of foods to health and identify the factors that influence food habits.

## Stage 5 – Food Technology

By the end of Stage 5, students are able to make informed decisions based on knowledge and understanding of the impact of food on society, of food properties, preparation and processing, and the interrelationship of nutrition and health. This understanding enables them to design, manage and implement solutions, in a safe and hygienic manner, for specific purposes with regard to food.

Students select, use and apply appropriate terminology, resources and a broad range of media to accurately communicate ideas, understanding and skills to a variety of audiences.

Students demonstrate practical skills in preparing and presenting food that enable them to select and use appropriate ingredients, methods and equipment. Students apply skills and gain confidence in managing, realising and evaluating solutions for specific food purposes.

Through the study of Food Technology, students are aware of the development of technology and its impact on the individual, society, the environment and the food industry. Students have understanding, knowledge and skills of a range of processes, resources and technologies, including computer software, appropriate to the planning, preparation, manufacture, experimentation and plating of food.

Students have a body of knowledge, skills, values and attitudes and apply these in a practical manner. Students express ideas and opinions, experiment and test ideas and demonstrate responsibility in decision-making in a safe learning environment.

Students reflect on and evaluate decisions made in relation to solutions for specific purposes with regard to food at a personal level, and also consider the social implications of these in a variety of settings.

# Content

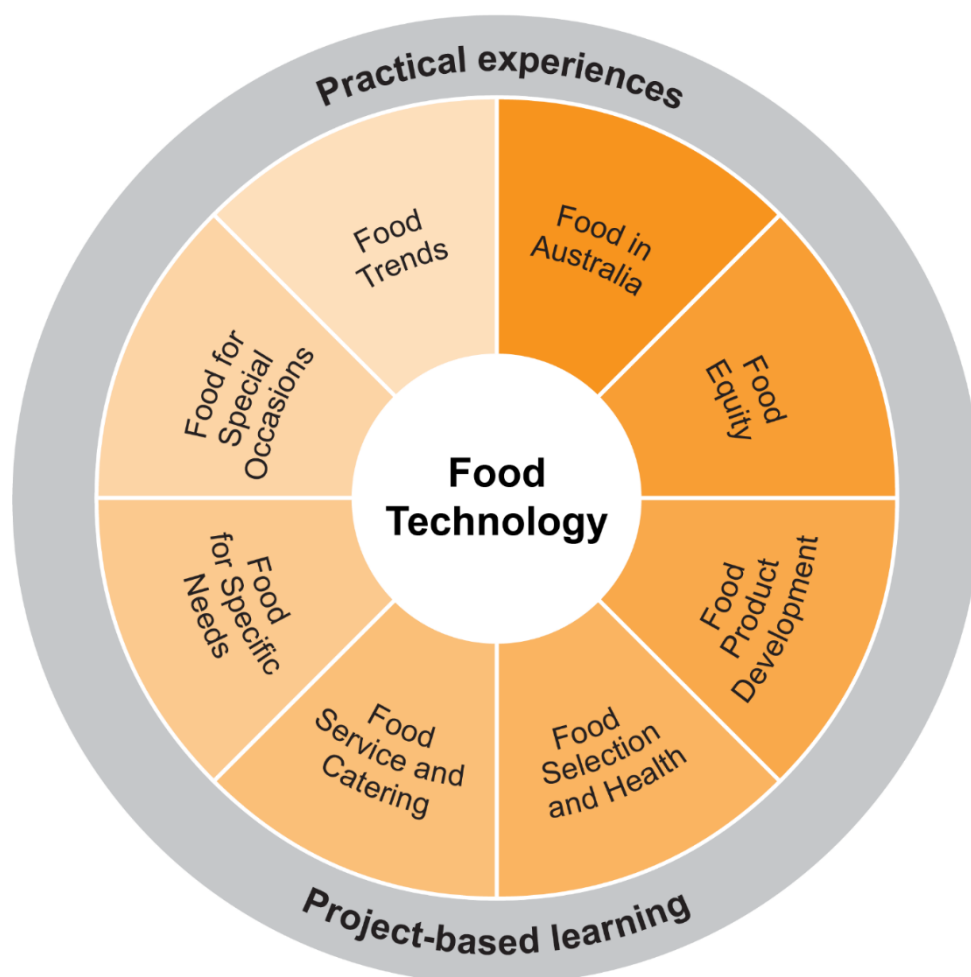
---

For Kindergarten to Year 10, courses of study and educational programs are based on the outcomes of syllabuses. The content describes in more detail how the outcomes are to be interpreted and used, and the intended learning appropriate for the Stage. In considering the intended learning, teachers will make decisions about the sequence, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students.

The knowledge, understanding and skills described in the outcomes and content provide a sound basis for students to successfully move to the next stage of learning.

## Organisation of content

The following diagram provides an illustrative representation of elements of the course and their relationship.



## Course structure and requirements

Food Technology Years 7–10 is an elective course designed to build upon the Technology Mandatory Years 7–8 course. Outcomes for Stage 4 have been included to allow flexibility for those schools who wish to offer the course in Years 7 and 8.

Food Technology can be offered as a 100-hour or a 200-hour course. Students undertaking the 100-hour course are required to complete 3–4 focus areas. Students studying the 200-hour course are required to complete 6–8 focus areas.

### Focus areas

There are eight focus areas:

- Food in Australia
- Food Equity
- Food Product Development
- Food Selection and Health
- Food Service and Catering
- Food for Specific Needs
- Food for Special Occasions
- Food Trends.

<b>100-hour course delivery</b>
<ul style="list-style-type: none"><li>• Students must undertake a range of practical experiences that occupy the majority of the course time.</li><li>• 3–4 focus areas must be delivered.</li><li>• Focus areas may be taught individually, concurrently or integrated.</li></ul>



<b>200-hour course delivery</b>
<ul style="list-style-type: none"><li>• Students must undertake a range of practical experiences that occupy the majority of the course time.</li><li>• 6–8 focus areas must be delivered.</li><li>• Focus areas may be taught individually, concurrently or integrated.</li></ul>

## Practical experiences

To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment. Student capability, confidence and expertise at their current stage of development are important considerations in determining the teaching and learning sequences in the course.

Students with disability may require adjustments and/or additional support in order to engage in practical experiences.

## Safety

Schools have a legal obligation in relation to safety. Teachers need to ensure that they comply with relevant legislation as well as system and school requirements in relation to safety and risk management when implementing their programs. This includes legislation and guidelines relating to Work Health and Safety, and the handling and storage of food, chemicals and dangerous goods. Teachers need to be aware of activities that may require notification, certification, permission, permits and licences.

Schools need to be aware of legal, ethical and cyber security considerations of digital solutions, including copyright and intellectual property, cultural considerations, accessibility, privacy issues and digital footprints.

Teachers need to be aware that students may have food or other allergies that can result in anaphylaxis, a severe and sometimes sudden allergic reaction which is potentially life-threatening and always requires an emergency response. This is an important consideration in selecting foods or other resources.

## Learning across the curriculum

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the *NESA K–10 Curriculum Framework* and *Statement of Equity Principles*, and in the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008).

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures 🇺🇸
- Asia and Australia's engagement with Asia 🌏
- Sustainability 🌱

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

The general capabilities are:

- Critical and creative thinking ⚙️
- Ethical understanding 🏛️
- Information and communication technology capability 💻
- Intercultural understanding 🌐
- Literacy 📖
- Numeracy 📊
- Personal and social capability 🧑

NESA syllabuses include other areas identified as important learning for all students:

- Civics and citizenship 🇺🇸
- Difference and diversity 🌈
- Work and enterprise ⚡

Learning across the curriculum content is incorporated, and identified by icons, in the content of the syllabus in the following ways.

## Aboriginal and Torres Strait Islander histories and cultures 🖐️

The syllabus provides students with opportunities to learn about how Aboriginal and Torres Strait Islander Peoples have developed and refined knowledge about the world through observation, making predictions, testing and responding to environmental factors within specific contexts.

Students develop knowledge and understanding of Aboriginal and Torres Strait Islander Peoples histories and cultures through the study of food in Australia and food equity. Students learn to appreciate and value aspects of Aboriginal and Torres Strait Islander Peoples' histories and cultures through the investigation of bush tucker.

When planning and programming content relating to Aboriginal and Torres Strait Islander histories and cultures, teachers are encouraged to:

- involve local Aboriginal communities and/or appropriate knowledge holders in determining suitable resources, or to use Aboriginal or Torres Strait Islander authored or endorsed publications
- read the [Principles and Protocols](#) relating to teaching and learning about Aboriginal and Torres Strait Islander histories and cultures and the involvement of local Aboriginal communities.

## Asia and Australia's engagement with Asia 🇦🇺

Students have opportunities to explore the links that exist between Australia and Asia and appreciate how our interactions help to shape Australia's economy, areas of research and technological advancement. Students identify how the Asia region plays an important role in research and technological developments in areas such as natural resource management and natural disaster food management.

Students are provided with opportunities to investigate the influence of Asian regions on our food supply and the diverse Australian cuisine.

## Sustainability 🌱

Sustainability content is focused on renewable resources, the protection of the environment and sustainable patterns of living and requires consideration of environmental, social, cultural and economic systems and their interdependence.

Students develop an understanding of the ecological impact of food production, packaging and processing, and the various ways in which environments influence access to and choice of food. This provides opportunities for them to make informed decisions with regard to food and the environment.

## Critical and creative thinking ⚙️

Critical thinking is at the core of most activities where students recognise or develop an argument, use evidence in support of an argument, draw reasoned conclusions, and use information to solve problems. Students are provided with opportunities to generate and apply new ideas in specific contexts, view existing situations in a new way, identify alternative explanations, and make links that generate a positive outcome.

Students develop critical and creative thinking when they design, plan and prepare foods.

## Ethical understanding

Students develop capacity to behave ethically as they identify and investigate ethical concepts, values and principles, and understand how reasoning can assist ethical judgement. The syllabus provides opportunities for students to form and make ethical judgements in relation to food choices.

Students apply ethical guidelines as they design projects, particularly when considering the implications for others and the environment. They learn about intellectual property, including Indigenous cultural and intellectual property and the protection of cultural knowledge and designs. Students are encouraged to demonstrate ethical digital citizenship, follow social and ethical protocols and understand the need to protect data and intellectual property.

## Information and communication technology capability

The information and communication technology (ICT) capability enables students to become effective users of information and communication technologies. Students engage with ICT when they research, organise information, develop design ideas and solutions, solve problems, collaborate online and communicate information and ideas related to food.

Students engage with a variety of ICT applications for example, operating domestic and commercial kitchen appliances and equipment, food photography and developing recipe eBooks.

## Intercultural understanding

Students develop intercultural understanding and value their own culture and those of others as they engage with people from diverse cultural backgrounds in ways that recognise similarities and differences, create connections and cultivate respect.

Students explore a number of multicultural perspectives concerning food. They enhance their understanding, appreciation and acceptance of people from a variety of cultural backgrounds. Students examine various cultures and the way in which food is an integral part of celebrations.

## Literacy

The syllabus provides students with opportunities to develop skills in literacy to effectively communicate and comprehend using a variety of modes and media. Being 'literate' is more than the acquisition of technical skills – it includes the ability to identify, understand, interpret, create and communicate effectively using written, visual and/or digital forms of expression.

Throughout the study of Food Technology students have opportunities to develop literacy skills in reading, writing, speaking and listening. Students learn to use technical vocabulary specific to Food Technology contexts.

## Numeracy

Real-world numeracy connections are formed when numerical data is collected and manipulated and numeracy concepts, such as size, proportion and measurement, are used by students as tools in the design and production process. An appreciation of the fundamental importance of numeracy in everyday life is fostered as students develop an understanding of how numeracy is essential to the study of Food Technology.

Numeracy skills are integral to the effective use of food through concepts such as quantity, measurement and costing, which are significant parts of practical work and nutritional analysis.



## Personal and social capability

Students develop personal and social capability as they learn to understand and manage themselves, their relationships and their lives more effectively. This provides students with opportunities to establish positive relationships, work effectively both individually and collaboratively, and resolve difficult situations. The syllabus encourages students to explore, question, solve problems and develop skills in communication, display initiative, set goals and make responsible decisions.

## Civics and citizenship

The syllabus provides students with opportunities to become self-reliant and active members of a society driven by change, emerging technologies and increasingly sophisticated communication and information systems.

Students develop a sound understanding of the nutritional, social and environmental roles of food and food products. They develop understanding that allows them to become discriminating consumers of food products, enabling them to participate in society in an active and informed manner. Students develop their understanding of inequities in food distribution on a global scale.

## Difference and diversity

Difference and diversity comprises gender, ethnicity, ability and socioeconomic circumstances. The syllabus provides students with opportunities to develop their awareness, understanding and appreciation of difference and diversity within their lives and the wider community.

Students examine cultural, religious and socioeconomic issues related to food. They explore the manner in which food is used by individuals and groups within the community. Students develop an awareness of the positive and negative impact of food-related issues on diverse groups. This knowledge enables students to develop an awareness and acceptance of diversity within our community.

## Work and enterprise

Students develop an understanding of work and employment through the study of workplace practices within the Australian food industry. Students explore work-related concepts, including individual and collaborative work practices. They develop an understanding of current work practices including Work Health and Safety (WHS) requirements, safe work practices, industrial legislation, industrial awards and enterprise agreements and the *Anti-Discrimination Act*. Students are encouraged to develop initiative, and to become independent thinkers and confident communicators.

Knowledge and skills gained through food handling in all practical classroom activities are transferable to personal and vocational contexts.

# Content for Years 7–10

---

## Focus area: Food in Australia

### Outcomes

#### A student:

- › demonstrates hygienic handling of food to ensure a safe and appealing product FT5-1
- › identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food FT5-2
- › applies appropriate methods of food processing, preparation and storage FT5-5
- › describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities FT5-6
- › justifies food choices by analysing the factors that influence eating habits FT5-7
- › collects, evaluates and applies information from a variety of sources FT5-8
- › communicates ideas and information using a range of media and appropriate terminology FT5-9
- › selects and employs appropriate techniques and equipment for a variety of food-specific purposes FT5-10
- › plans, prepares, presents and evaluates food solutions for specific purposes FT5-11
- › examines the relationship between food, technology and society FT5-12
- › evaluates the impact of activities related to food on the individual, society and the environment FT5-13

**Related Stage 4 outcomes:** FT4-1, FT4-2, FT4-5, FT4-6, FT4-7, FT4-8, FT4-9, FT4-10, FT4-11, FT4-12, FT4-13






**Related Life Skills outcomes:** FTLS-1, FTLS-2, FTLS-3, FTLS-4, FTLS-5, FTLS-6, FTLS-7, FTLS-8, FTLS-9, FTLS-10, FTLS-11, FTLS-12

### Content focus

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.

### Content

#### Students:

- investigate the use and nutritional values of bush tucker ingredients, for example: (ACTDEK044) 
  - ✦
  - crocodile
  - kangaroo
  - lilly pilly
  - quandong
- modify a recipe(s) to include bush tucker ingredients, for example: (ACTDEK046)    
  - damper or biscuits with wattleseed
  - kangaroo stir-fry

- demonstrate appropriate selection of equipment and techniques used in food preparation
- demonstrate safe and hygienic work practices, for example: (ACTDEK045, ACTDEP050) ✨
  - personal hygiene
  - food safety, eg the food danger zone, cross-contamination
  - safe work practices
  - use of personal protective equipment (PPE)
- discuss the impact of migration on food habits, for example: 🌐 ✨
  - diet of early settlers
  - introduction of new foods to Australia
- investigate the development of food production and processing technologies, for example: 🗑️ 📺
  - contemporary and past farming practices using fire
  - earth ovens and roasting on hot coals
  - microwaving
  - sous-vide
- investigate Aboriginal and/or Torres Strait Islander cultural knowledge of food and food practices, and the protection of that knowledge, for example: 🗑️ ✨
  - cyclic occupation on Country to source nutritious foods
  - cultural responsibilities about resource management
  - gender-specific responsibilities
  - the significance of Indigenous cultural and intellectual property
- assess the nutritional implications for Aboriginal and/or Torres Strait Islander Peoples of introduced foods, for example: 🗑️ ✨ ✨
  - access to bush tucker ingredients, eg plants and animals
  - provision of rice, flour and sugar on reserves and missions
- investigate multicultural influences on contemporary Australian diets, for example: 🌐 🌐 ✨
  - effects of immigration on lifestyle and food habits
  - types of foods and flavourings
  - preparation techniques and cooking methods, eg steaming, stir-frying, smoking
- investigate the food habits of a specific culture, for example: 🌐 📺 🌐
  - Indonesia
  - India
  - Lebanon
- design, plan and prepare safe food items which reflect the changing nature of Australian cuisine (ACTDEK045, ACTDEK047, ACTDEK048) 🌐 ✨ ✨
- examine influences on food selection, for example: ✨
  - physiological
  - psychological
  - social
  - economic

## Focus area: Food Equity

### Outcomes

#### A student:

- › demonstrates hygienic handling of food to ensure a safe and appealing product FT5-1
- › identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food FT5-2
- › applies appropriate methods of food processing, preparation and storage FT5-5
- › describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities FT5-6
- › justifies food choices by analysing the factors that influence eating habits FT5-7
- › collects, evaluates and applies information from a variety of sources FT5-8
- › communicates ideas and information using a range of media and appropriate terminology FT5-9
- › selects and employs appropriate techniques and equipment for a variety of food-specific purposes FT5-10
- › plans, prepares, presents and evaluates food solutions for specific purposes FT5-11
- › examines the relationship between food, technology and society FT5-12
- › evaluates the impact of activities related to food on the individual, society and the environment FT5-13

**Related Stage 4 outcomes:** FT4-1, FT4-2, FT4-5, FT4-6, FT4-7, FT4-8, FT4-9, FT4-10, FT4-11, FT4-12, FT4-13




**Related Life Skills outcomes:** FTLS-1, FTLS-2, FTLS-3, FTLS-4, FTLS-5, FTLS-6, FTLS-7, FTLS-8, FTLS-9, FTLS-10, FTLS-11, FTLS-12

### Content focus

Access to an adequate food supply is a global issue. Students examine food production and distribution globally and how this is influenced by factors such as transport, infrastructure, political environment and geographic considerations. Students plan and prepare safe and nutritious foods appropriate to specific situations.

### Content

#### Students:

- investigate globalisation of food and issues relating to food security, for example: (ACTDEK044) 
  - safe food and water as a basic human right
  - equitable accessibility
- explore the circumstances contributing to food inequity, for example: (ACTDEK040) 
  - access to clean water
  - financial means to meet food needs
  - knowledge of nutrition principles to enable appropriate food selection
  - distribution issues
- explain groups at risk of food inequity locally and globally, for example: 
  - rural and remote communities
  - aged
  - homeless people

- discuss influences on food availability, for example: 🌐
  - geography and climate
  - religious and cultural beliefs
  - countries affected by conflict
  - technological developments, eg improved transportation
- identify dietary diseases associated with malnutrition, for example:
  - beri beri
  - rickets
  - xerophthalmia
- explain consequences of malnutrition, for example: 🌐
  - physical, eg stunted growth, disease
  - social, eg level of education
  - economic, eg income potential, health care burden
- identify a range of local and global aid agencies 🌐 🗺️ ⭐
- discuss the role of aid agencies in providing individual and community assistance, for example: ⚙️ ⭐
  - emergency relief
  - psychological and social support
  - financial assistance
  - education
- design, plan and prepare safe and nutritious food items appropriate to specific situations, for example: (ACTDEK045, ACTDEK047, ACTDEK049) 🗑️ ⚙️ 📄
  - rural communities
  - remote Aboriginal and/or Torres Strait Islander communities
  - low socioeconomic groups
- demonstrate appropriate selection of equipment and techniques used in food preparation
- demonstrate safe and hygienic work practices, for example: (ACTDEK045, ACTDEP050) ⭐
  - personal hygiene
  - food safety, eg the food danger zone, cross-contamination
  - safe work practices
  - use of PPE

## Focus area: Food Product Development

### Outcomes

#### A student:

- › demonstrates hygienic handling of food to ensure a safe and appealing product FT5-1
- › identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food FT5-2
- › applies appropriate methods of food processing, preparation and storage FT5-5
- › justifies food choices by analysing the factors that influence eating habits FT5-7
- › collects, evaluates and applies information from a variety of sources FT5-8
- › communicates ideas and information using a range of media and appropriate terminology FT5-9
- › selects and employs appropriate techniques and equipment for a variety of food-specific purposes FT5-10
- › plans, prepares, presents and evaluates food solutions for specific purposes FT5-11
- › examines the relationship between food, technology and society FT5-12
- › evaluates the impact of activities related to food on the individual, society and the environment FT5-13

**Related Stage 4 outcomes:** FT4-1, FT4-2, FT4-5, FT4-7, FT4-8, FT4-9, FT4-10, FT4-11, FT4-12, FT4-13

**Related Life Skills outcomes:** FTLS-1, FTLS-2, FTLS-4, FTLS-5, FTLS-6, FTLS-7, FTLS-8, FTLS-9, FTLS-10, FTLS-11, FTLS-12

### Content focus

An ever-increasing variety of food products are available in the marketplace as a result of food product innovations. Students examine the reasons for developing food products and the impact of past and present food product innovations on society. They explore the processes in food product development and develop, produce and evaluate a food product.

### Content

#### Students:

- describe a range of food product developments, for example:
  - new to world
  - line extensions
  - me-too products
- explain reasons for food product development, for example: ✚ ✚ ✚
  - health and environmental issues
  - company profitability
  - technological developments
  - increasing demand for convenience foods and packaging
  - societal changes, eg ageing population
- discuss the introduction of new food products and their effect on society, for example: ✚ ✚ 📄
  - environmental
  - nutritional
  - technological

- outline steps in food product development, for example:
  - design
  - produce
  - evaluate
- design, produce and evaluate a food product development, for example: (ACTDEK045, ACTDEK047, ACTDEK050, ACTDEK051) ✚ ⚙️ 🖨️ 📦
  - an individual healthy breakfast box
- demonstrate appropriate selection of equipment and techniques used in food preparation
- demonstrate safe and hygienic work practices, for example: (ACTDEK045, ACTDEP050) ★
  - personal hygiene
  - food safety, eg the food danger zone, cross-contamination
  - safe work practices
  - use of PPE
- outline the role of market research in food product development, for example: 🖨️
  - identifying needs
  - economic viability
  - consumer feedback
- describe elements of the marketing mix, for example:
  - product planning
  - price
  - placement and distribution
  - promotion
- evaluate the effectiveness of a range of marketing strategies in promoting new products, for example: (ACTDEK040) ⚙️ 📱 🖨️ 📦
  - social media
  - promotional strategies, eg taste testing in supermarkets
  - pricing strategies
- outline the functions of food packaging, for example:
  - to contain
  - to preserve
  - to inform and persuade
- investigate suitable packaging options for a variety of food products and discuss environmental considerations ✚ 📱
- outline legislative food-labelling requirements, for example: 🖨️
  - ingredient list, eg food additive coding
  - date marking
  - nutrition information panel, eg country of origin
  - information for allergy sufferers
- discuss the role of technology in the preparation of food domestically and industrially (ACTDEK041) ⚙️ ★
- investigate the role of food additives in food processing
- investigate a range of emerging technologies in the food industry, for example: (ACTDEK044, ACTDEK047) ✚ ⚙️ 📱 ★
  - sustainable food production methods
  - packaging innovations, eg active, vacuum and gas
  - augmented reality (AR) shopping
  - 3D printed food
  - unmanned aerial vehicles (UAV), eg drones used in food production, monitoring and delivery

## Focus area: Food Selection and Health

### Outcomes

#### A student:

- › demonstrates hygienic handling of food to ensure a safe and appealing product FT5-1
- › identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food FT5-2
- › describes the physical and chemical properties of a variety of foods FT5-3
- › applies appropriate methods of food processing, preparation and storage FT5-5
- › describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities FT5-6
- › justifies food choices by analysing the factors that influence eating habits FT5-7
- › collects, evaluates and applies information from a variety of sources FT5-8
- › communicates ideas and information using a range of media and appropriate terminology FT5-9
- › selects and employs appropriate techniques and equipment for a variety of food-specific purposes FT5-10
- › plans, prepares, presents and evaluates food solutions for specific purposes FT5-11
- › examines the relationship between food, technology and society FT5-12
- › evaluates the impact of activities related to food on the individual, society and the environment FT5-13

**Related Stage 4 outcomes:** FT4-1, FT4-2, FT4-3, FT4-5, FT4-6, FT4-7, FT4-8, FT4-9, FT4-10, FT4-11, FT4-12, FT4-13

**Related Life Skills outcomes:** FTLS-1, FTLS-2, FTLS-3, FTLS-4, FTLS-5, FTLS-6, FTLS-7, FTLS-8, FTLS-9, FTLS-10, FTLS-11, FTLS-12

### Content focus

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.

### Content

Students:

- outline the functions of food in the body, for example:
  - growth and development
  - provision of energy
  - repair and maintenance of cells
- describe the process of digestion, for example:
  - metabolism
  - absorption of nutrients
- 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, for example: 🍷
  - dietary fibre
  - phytochemicals
  - probiotics
- prepare food items using basic ingredients, for example: (ACTDEK045, ACTDEK049) 🍷 🍷 🍷 🍷
  - protein-rich foods
  - carbohydrate foods
  - fruits and vegetables
- demonstrate appropriate selection of equipment and techniques used in food preparation
- demonstrate safe and hygienic work practices, for example: (ACTDEK045, ACTDEP050) ⚡
  - personal hygiene
  - food safety, eg the food danger zone, cross-contamination
  - safe work practices
  - use of PPE
- investigate nutritional requirements throughout the life cycle, for example:
  - pregnancy
  - infancy
  - adolescence
- plan and prepare nutritious meals to meet the needs of specific groups throughout the life cycle (ACTDEK045, ACTDEK047, ACTDEK049) 🍷 🍷 🍷 🍷
- investigate factors that influence food habits, for example: 🍷 🍷 🌐 🍷
  - tradition and culture
  - religion
  - economic situation
  - influence of media and social media
- explore food-consumption patterns in Australia and the impact this has on nutrient intake and health 🍷 🍷
- outline conditions associated with under and overnutrition, for example:
  - anaemia
  - cardiovascular disease
  - obesity
  - osteoporosis
  - type 2 diabetes
- investigate food guides that promote healthy eating
- design, plan and prepare safe and nutritious food items to reflect food guides (ACTDEK045, ACTDEK047, ACTDEK048) 🍷 🍷 🍷 🍷
- analyse the role and ethical responsibilities various groups in society play in promoting good nutrition, for example: (ACTDEK040, ACTDEK047) 🍷 🏛️ 📄 🍷
  - government
  - food manufacturers
  - health professionals, eg doctors, dietitians, nutritionists

## Focus area: Food Service and Catering

### Outcomes

#### A student:

- › demonstrates hygienic handling of food to ensure a safe and appealing product FT5-1
- › identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food FT5-2
- › describes the physical and chemical properties of a variety of foods FT5-3
- › accounts for changes to the properties of food which occur during food processing, preparation and storage FT5-4
- › applies appropriate methods of food processing, preparation and storage FT5-5
- › describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities FT5-6
- › justifies food choices by analysing the factors that influence eating habits FT5-7
- › selects and employs appropriate techniques and equipment for a variety of food-specific purposes FT5-10
- › plans, prepares, presents and evaluates food solutions for specific purposes FT5-11
- › examines the relationship between food, technology and society FT5-12
- › evaluates the impact of activities related to food on the individual, society and the environment FT5-13

**Related Stage 4 outcomes:** FT4-1, FT4-2, FT4-3, FT4-4, FT4-5, FT4-6, FT4-7, FT4-10, FT4-11, FT4-12, FT4-13

**Related Life Skills outcomes:** FTLS-1, FTLS-2, FTLS-3, FTLS-4, FTLS-7, FTLS-8, FTLS-9, FTLS-10, FTLS-11, FTLS-12

### Content focus

Food service and catering are important areas of the food industry. They provide people with both food and employment. Students examine food service and catering ventures and their ethical operations across a variety of settings and investigate employment opportunities. Students plan and prepare safe and appealing foods appropriate for catering for small or large-scale functions.

### Content

#### Students:

- examine a variety of food service and catering operations, for example: 🍷 🍷 🍷
  - those by local Aboriginal Peoples
  - not-for-profit, eg hospitals, school canteens
  - for-profit, eg restaurants, mobile food trucks
- discuss the contribution of the food service and catering industry to society, for example: 🌟 🌟 🌟
  - economic
  - social
  - cultural
- describe employment opportunities, for example: 🌟
  - front of house, eg waiter, barista
  - back of house, eg chef, kitchen hand

- outline rights and responsibilities of employers and employees with regard to food establishments, for example: 🏢 📄 🔄 ⭐
  - government regulations, eg WHS, food safety guidelines
- outline rights and responsibilities of consumers with regard to food, for example: 📄 🔄 🔄 ⭐
  - safety and hygiene expectations
  - accurate labelling and marketing
- outline causes of food deterioration and spoilage, for example: (ACTDEK045)
  - microbial activity
  - enzymatic changes
  - environmental factors
- discuss reasons for cooking food, for example: (ACTDEK045)
  - sensory properties, eg colour, flavour, texture
  - safety
- investigate functional properties of food, for example: (ACTDEK045) ⚙️
  - denaturation of proteins
  - dextrinisation of carbohydrates
  - emulsification of lipids
- explain the principles of food preservation, for example: (ACTDEK045, ACTDEK047) ⚙️ 📄 🔄
  - control of temperature
  - removal of air
- describe a range of methods to preserve and store foods safely, for example: 🤝 🌐
  - Aboriginal cultural practices of curing meats
  - refrigeration and freezing
  - heating and pasteurisation
  - canning and bottling
- investigate a variety of menus from a range of food service and catering operations 📄
- explore menu-planning considerations, for example: ⚙️
  - scale of function
  - type of menu, eg à la carte, buffet, silver service
  - facilities, staff, time, finance
- develop or modify a recipe for use in large-scale catering, for example: 📄 🔄 📄
  - ingredients
  - method
- design, plan and prepare appealing food items appropriate for catering for small or large-scale functions, applying the principles of food preservation and storage (ACTDEK047, ACTDEK052) 📄 🌐 🔄 📄
- demonstrate appropriate selection of equipment and techniques used in food preparation
- demonstrate safe and hygienic work practices, for example: (ACTDEK045, ACTDEP050) ⭐
  - personal hygiene
  - food safety, eg the food danger zone, cross-contamination
  - safe work practices
  - use of PPE

## Focus area: Food for Specific Needs

### Outcomes

#### A student:

- › demonstrates hygienic handling of food to ensure a safe and appealing product FT5-1
- › identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food FT5-2
- › applies appropriate methods of food processing, preparation and storage FT5-5
- › describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities FT5-6
- › justifies food choices by analysing the factors that influence eating habits FT5-7
- › collects, evaluates and applies information from a variety of sources FT5-8
- › communicates ideas and information using a range of media and appropriate terminology FT5-9
- › selects and employs appropriate techniques and equipment for a variety of food-specific purposes FT5-10
- › plans, prepares, presents and evaluates food solutions for specific purposes FT5-11
- › examines the relationship between food, technology and society FT5-12
- › evaluates the impact of activities related to food on the individual, society and the environment FT5-13

**Related Stage 4 outcomes:** FT4-1, FT4-2, FT4-5, FT4-6, FT4-7, FT4-8, FT4-9, FT4-10, FT4-11, FT4-12, FT4-13

**Related Life Skills outcomes:** FTLS-1, FTLS-2, FTLS-3, FTLS-4, FTLS-5, FTLS-6, FTLS-7, FTLS-8, FTLS-9, FTLS-10, FTLS-11, FTLS-12

### Content focus

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.

### Content

#### Students:

- investigate circumstances which lead to specific food needs, for example: 🇺🇸 🇦🇺 🇯🇵 🇰🇷
  - Aboriginal cultural considerations, eg not consuming or preparing foods associated with totems
  - health status or disability, eg diet-related disorders
  - religious beliefs
  - lifestyle choices, eg vegetarianism
- 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 (ACTDEK045, ACTDEK047, ACTDEK048) 🧑 🧒 🧑 🧓
- demonstrate appropriate selection of techniques and equipment used in food preparation

- demonstrate safe and hygienic work practices, for example: (ACTDEK045, ACTDEP050) ✨
  - personal hygiene
  - food safety, eg the food danger zone, cross-contamination
  - safe work practices
  - use of PPE
- 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, for example: ✨
  - low kilojoule
  - low fat, salt and/or sugar
  - high fibre
  - gluten free
- investigate the role of support networks for individuals with specific needs (ACTDEK040) ✨ 📄 🗨️

## Focus area: Food for Special Occasions

### Outcomes

#### A student:

- › demonstrates hygienic handling of food to ensure a safe and appealing product FT5-1
- › identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food FT5-2
- › applies appropriate methods of food processing, preparation and storage FT5-5
- › describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities FT5-6
- › justifies food choices by analysing the factors that influence eating habits FT5-7
- › collects, evaluates and applies information from a variety of sources FT5-8
- › communicates ideas and information using a range of media and appropriate terminology FT5-9
- › selects and employs appropriate techniques and equipment for a variety of food-specific purposes FT5-10
- › plans, prepares, presents and evaluates food solutions for specific purposes FT5-11
- › examines the relationship between food, technology and society FT5-12
- › evaluates the impact of activities related to food on the individual, society and the environment FT5-13

**Related Stage 4 outcomes:** FT4-1, FT4-2, FT4-5, FT4-6, FT4-7, FT4-8, FT4-9, FT4-10, FT4-11, FT4-12, FT4-13

**Related Life Skills outcomes:** FTLS-1, FTLS-2, FTLS-3, FTLS-4, FTLS-5, FTLS-6, FTLS-7, FTLS-8, FTLS-9, FTLS-10, FTLS-11, FTLS-12

### Content focus

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.

### Content

#### Students:

- outline the significance of food throughout history 🌐
- explore reasons for celebrating with food, for example:
  - social
  - religious
  - historical
- investigate the significance of food in various cultures around the world, for example: 🌐 🌐 🌐
  - international indigenous peoples
  - French
  - Korean
  - Vietnamese

- design, plan and prepare food items for special occasions, for example: (ACTDEK045, ACTDEP048) 🖐️ ⚙️ 🍷
  - a child's birthday party
  - NAIDOC celebrations
- demonstrate appropriate selection of equipment and techniques used in food preparation
- demonstrate safe and hygienic work practices, for example: (ACTDEK045, ACTDEP050) ⚡
  - personal hygiene
  - food safety, eg the food danger zone, cross-contamination
  - safe work practices
  - use of PPE
- investigate factors to consider when menu-planning for special occasions, for example: (ACTDEK045) ⚡
  - nutritional value of food
  - occasion and setting
  - characteristics of diners, eg age, health, culture
  - resources, eg ingredients, equipment, skills, finance, time
- devise a workflow plan to be used when conducting a practical activity ⚙️ 🖥️ 🍷 📄
- investigate the importance of food presentation and service for special occasions, for example: (ACTDEK045) ⚙️
  - garnishing and decorating techniques

## Focus area: Food Trends

### Outcomes

#### A student:

- › demonstrates hygienic handling of food to ensure a safe and appealing product FT5-1
- › identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food FT5-2
- › describes the physical and chemical properties of a variety of foods FT5-3
- › accounts for changes to the properties of food which occur during food processing, preparation and storage FT5-4
- › applies appropriate methods of food processing, preparation and storage FT5-5
- › describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities FT5-6
- › justifies food choices by analysing the factors that influence eating habits FT5-7
- › collects, evaluates and applies information from a variety of sources FT5-8
- › communicates ideas and information using a range of media and appropriate terminology FT5-9
- › selects and employs appropriate techniques and equipment for a variety of food-specific purposes FT5-10
- › plans, prepares, presents and evaluates food solutions for specific purposes FT5-11
- › examines the relationship between food, technology and society FT5-12
- › evaluates the impact of activities related to food on the individual, society and the environment FT5-13

**Related Stage 4 outcomes:** FT4-1, FT4-2, FT4-3, FT4-4, FT4-5, FT4-6, FT4-7, FT4-8, FT4-9, FT4-10, FT4-11, FT4-12, FT4-13



**Related Life Skills outcomes:** FTLS-1, FTLS-2, FTLS-3, FTLS-4, FTLS-5, FTLS-6, FTLS-7, FTLS-8, FTLS-9, FTLS-10, FTLS-11, FTLS-12

### Content focus






Food trends influence food selection, food service and food presentation. Students examine historical and current food trends and explore factors that influence their appeal and acceptability. Students plan, prepare and present safe, appealing food that reflects contemporary food trends.

### Content

Students:

- discuss current trends in food, for example: (ACTDEK041) 
  - local produce, eg bush tucker, farmers' markets, food miles
  - food waste
  - mindful eating
  - value-added products
  - dietary trends, eg paleo, wheat-free
- discuss issues surrounding food sustainability, for example: (ACTDEK040, ACTDEK047) 
  - customary Aboriginal and/or Torres Strait Islander practices
  - management of resources, eg water, land and energy
  - farm-management practices, eg crop rotation, biodiversity
  - ethical treatment of animals



- investigate emerging technologies in the food industry, for example: (ACTDEK041, ACTDEK046) ✦  

  - packaging innovations, eg wood fibre and edible packaging, self-heating cans
  - robotics in manufacturing
  - manufacturing processes, eg extrusion, freeze-drying
  - 3D food printing
  - point of sale ordering systems
- investigate trends in food presentation and styling, for example: (ACTDEK045)
  - garnishing and decorating
  - photography
  - plating styles
- assess the role of the media in promoting food styling and photography, for example: (ACTDEK045)  

  - celebrity chefs
  - social media
  - TV cooking shows
- design, plan, prepare and present appealing contemporary foods that reflect food trends (ACTDEK045, ACTDEK047, ACTDEK050) ✦ 
- demonstrate appropriate selection of equipment and techniques used in food preparation
- demonstrate safe and hygienic work practices, for example: (ACTDEK045, ACTDEP050) ✦
  - personal hygiene
  - food safety, eg the food danger zone, cross-contamination
  - safe work practices
  - use of PPE
- style food for photography using electronic media 
- investigate factors influencing acceptance of food trends, for example: ✦ 
  - personal experiences and the formation of food habits
  - cultural taboos and beliefs
  - traditions

## Years 7–10 Life Skills Outcomes and Content

---

The Years 7–10 Life Skills outcomes and content are developed from the objectives of the *Food Technology 7–10 Syllabus*.

Before deciding that a student should undertake a course based on Life Skills outcomes and content, consideration should be given to other ways of assisting the student to engage with the regular course outcomes. This assistance may include a range of adjustments to teaching, learning and assessment activities.

If the adjustments do not provide a student with sufficient access to some or all of the Stage 4 and Stage 5 outcomes, a decision can be explored for the student to undertake Life Skills outcomes and content. This decision should be made through the collaborative curriculum planning process involving the student and parent/carer and other significant individuals. School principals are responsible for the management of the [collaborative curriculum planning process](#).

The following points need to be taken into consideration:

- students are required to demonstrate achievement of one or more Life Skills outcomes
- specific Life Skills outcomes should be selected based on the needs, strengths, goals, interests and prior learning of each student
- achievement of an outcome may be demonstrated through selected Life Skills content
- outcomes may be demonstrated independently or with support.

Further information in relation to planning, implementing and assessing Life Skills outcomes and content can be found in support materials for:

- [Technologies](#)
- [Special Education](#)
- [Life Skills](#).

## Years 7–10 Life Skills Outcomes

---

### Table of objectives and outcomes

#### Knowledge, understanding and skills

##### Objective

Students develop:

- knowledge, understanding and skills related to food hygiene, safety and the provision of quality food

<b>Life Skills outcome</b>
A student:
<b>FTLS-1</b> demonstrates hygienic and safe practices in the selection, handling and storage of food

##### Objective

Students develop:

- knowledge and understanding of food properties, processing and preparation and their interrelationship to produce quality food

<b>Life Skills outcome</b>
A student:
<b>FTLS-2</b> recognises the relationship between food properties, preparation and processing

##### Objective

Students develop:

- knowledge and understanding of nutrition and food consumption, and the consequences of food choices on health

<b>Life Skills outcomes</b>
A student:
<b>FTLS-3</b> recognises the nutritional value of food items
<b>FTLS-4</b> recognises the impact of food habits and choices on health

**Objective**

Students develop:

- skills in researching, evaluating and communicating issues in relation to food

<p><b>Life Skills outcomes</b> A student:</p>
<p><b>FTLS-5</b> gathers and uses information from a variety of sources</p>
<p><b>FTLS-6</b> uses a variety of communication techniques</p>

**Objective**

Students develop:

- skills in designing, producing and evaluating solutions for specific food purposes

<p><b>Life Skills outcomes</b> A student:</p>
<p><b>FTLS-7</b> participates in making food items</p>
<p><b>FTLS-8</b> uses appropriate equipment and techniques in making a variety of food items</p>
<p><b>FTLS-9</b> demonstrates safe practices in the making of food items</p>
<p><b>FTLS-10</b> cares for equipment</p>

**Objective**

Students develop:

- knowledge and understanding of the significant role of food in society

<p><b>Life Skills outcomes</b> A student:</p>
<p><b>FTLS-11</b> explores the impact of innovation and emerging technologies on food</p>
<p><b>FTLS-12</b> recognises the significant role of food in society</p>

## Values and attitudes

Students:

- appreciate the contribution and impact of innovation and technologies now and in the future
- appreciate the significant role of food in society and how food is used to develop solutions to personal, social and global issues
- appreciate the finite nature of some resources and the impact of their use on the environment and society
- value the development of skills and gain satisfaction from their use to solve problems and create quality products.

## Years 7–10 Life Skills and Related Syllabus Outcomes

### Knowledge, understanding and skills

#### Objective

Students develop:

- knowledge, understanding and skills related to food hygiene, safety and the provision of quality food

<b>Life Skills outcome</b> A student:	<b>Related Stage 4 and 5 outcomes</b> A student:
<b>FTLS-1</b> demonstrates hygienic and safe practices in the selection, handling and storage of food	<b>FT4-1</b> demonstrates hygienic handling of food to ensure a safe and appealing product  <b>FT4-2</b> describes and manages the risks of injury and WHS issues associated with handling food  <b>FT5-1</b> demonstrates hygienic handling of food to ensure a safe and appealing product  <b>FT5-2</b> identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food

**Objective**

Students develop:

- knowledge and understanding of food properties, processing and preparation and their interrelationship to produce quality food

<b>Life Skills outcome</b> A student:	<b>Related Stage 4 and 5 outcomes</b> A student:
<b>FTLS-2</b> recognises the relationship between food properties, preparation and processing	<b>FT4-3</b> lists the basic components of a variety of foods  <b>FT4-4</b> describes changes which occur during processing, preparation and storage of food  <b>FT4-5</b> applies appropriate methods of food preparation  <b>FT5-3</b> describes the physical and chemical properties of a variety of foods  <b>FT5-4</b> accounts for changes to the properties of food which occur during food processing, preparation and storage  <b>FT5-5</b> applies appropriate methods of food processing, preparation and storage

**Objective**

Students develop:

- knowledge and understanding of nutrition and food consumption, and the consequences of food choices on health

<b>Life Skills outcomes</b> A student:	<b>Related Stage 4 and 5 outcomes</b> A student:
<b>FTLS-3</b> recognises the nutritional value of food items	<b>FT4-6</b> relates the nutritional value of foods to health  <b>FT5-6</b> describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
<b>FTLS-4</b> recognises the impact of food habits and choices on health	<b>FT4-7</b> identifies the factors that influence food habits and relates them to food choices  <b>FT5-7</b> justifies food choices by analysing the factors that influence eating habits

**Objective**

Students develop:

- skills in researching, evaluating and communicating issues in relation to food

<b>Life Skills outcomes</b> A student:	<b>Related Stage 4 and 5 outcomes</b> A student:
<b>FTLS-5</b> gathers and uses information from a variety of sources	<b>FT4-8</b> collects, interprets and uses information from a variety of sources  <b>FT5-8</b> collects, evaluates and applies information from a variety of sources
<b>FTLS-6</b> uses a variety of communication techniques	<b>FT4-9</b> communicates ideas and information using a range of media and appropriate terminology  <b>FT5-9</b> communicates ideas and information using a range of media and appropriate terminology



**Objective**

Students develop:

- skills in designing, producing and evaluating solutions for specific food purposes

<b>Life Skills outcomes</b> A student:	<b>Related Stage 4 and 5 outcomes</b> A student:
<p><b>FTLS-7</b> participates in making food items</p> <p><b>FTLS-8</b> uses appropriate equipment and techniques in making a variety of food item</p>	<p><b>FT4-10</b> uses appropriate techniques and equipment for a variety of food-specific purposes</p> <p><b>FT5-10</b> selects and employs appropriate techniques and equipment for a variety of food-specific purposes</p>
<p><b>FTLS-9</b> demonstrates safe practices in the making of food items</p> <p><b>FTLS-10</b> cares for equipment</p>	<p><b>FT4-11</b> plans, prepares, presents and evaluates practical food activities</p> <p><b>FT5-11</b> plans, prepares, presents and evaluates food solutions for specific purposes</p>

**Objective**

Students develop:

- knowledge and understanding of the significant role of food in society

<b>Life Skills outcomes</b> A student:	<b>Related Stage 4 and 5 outcomes</b> A student:
<p><b>FTLS-11</b> explores the impact of innovation and emerging technologies on food</p>	<p><b>FT4-12</b> outlines the influence of technology and society on food supply</p> <p><b>FT5-12</b> examines the relationship between food, technology and society</p>
<p><b>FTLS-12</b> recognises the significant role of food in society</p>	<p><b>FT4-13</b> recognises the impact of food and related activities on the individual, society and the environment</p> <p><b>FT5-13</b> evaluates the impact of activities related to food on the individual, society and the environment</p>

# Years 7–10 Life Skills Content

---

The Years 7–10 Life Skills content is suggested.

Content describes the intended learning for students as they work towards achieving one or more of the Life Skills outcomes. It provides the foundations for students to progress to the next stage of schooling or post-school opportunities.

Teachers make decisions about the choice of outcomes and selection of content regarding the sequence, emphasis and any adjustments required based on the needs, strengths, goals, interests and prior learning of students. Examples provided in the content are suggestions only. Teachers may use the examples provided or use other examples to meet the particular needs of individual students.

## Focus areas

The Years 7–10 Life Skills content has been organised around the focus areas of:

- Food in Australia
- Food Equity
- Food Product Development
- Food Selection and Health
- Food Service and Catering
- Food for Specific Needs
- Food for Special Occasions
- Food Trends.

These areas provide possible frameworks for addressing the Life Skills outcomes and content, and are suggestions only. Teachers have the flexibility to develop focus areas that will meet the needs, strengths, goals, interests and prior learning of their students.

## Practical experiences

Where appropriate, students should have the opportunity to develop their knowledge, understanding and skills of food processes and preparation through practical experiences. Students with disability may require adjustments and/or additional support in order to engage in practical experiences.

Further information can be found in [Course Structure and Requirements](#)

## Focus area: Food in Australia

### Outcomes

#### A student:

- › demonstrates hygienic and safe practices in the selection, handling and storage of food FTLS-1
- › recognises the relationship between food properties, preparation and processing FTLS-2
- › recognises the nutritional value of food items FTLS-3
- › recognises the impact of food habits and choices on health FTLS-4
- › gathers and uses information from a variety of sources FTLS-5
- › uses a variety of communication techniques FTLS-6
- › participates in making food items FTLS-7
- › uses appropriate equipment and techniques in making a variety of food items FTLS-8
- › demonstrates safe practices in the making of food items FTLS-9
- › cares for equipment FTLS-10
- › explores the impact of innovation and emerging technologies on food FTLS-11
- › recognises the significant role of food in society FTLS-12

**Related Stage 4/5 outcomes:** FT4-1, FT4-2, FT4-5, FT4-6, FT4-7, FT4-8, FT4-9, FT4-10, FT4-11, FT4-12, FT4-13, FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13

### Content focus

Students explore 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. Students investigate the effects of migration on modern Australian cuisine. Students are provided with opportunities to plan and prepare safe foods that reflect the diverse nature of Australian cuisine.

### Content

Students:

- identify bush tucker, for example: 🍄 🍌
  - lilly pilly
  - kangaroo
  - crocodile
  - quandong
  - bush tomato
- recognise that new foods have been introduced to the Australian cuisine through migration, for example: 🌐 ✳️
  - rice
  - pasta
  - salami
  - calamari

- identify different methods of food production and processing over time, for example: 🌿🌿
  - fire pits
  - gas and electric ovens
  - refrigeration
  - smoking
  - milling
  - bottling and canning
  - microwaving
- explore cultural influences on food, for example: 🌍🌍🌍
  - exposure to different cuisines
  - introduction of new ingredients
  - cooking technique, eg stir-frying in a wok
  - cooking equipment, eg pasta machine, sushi mats
- recognise factors that influence food habits and choices, for example: 🌍🌍
  - cost
  - food availability
  - marketing and social media
  - nutrition
  - culture
  - taste
  - family diet
- prepare food items which are influenced by different cultures, for example: 🌍🌍🌍
  - meat pie
  - lasagne
  - sushi
  - naan bread
  - paella
- select and use appropriate equipment for the preparation of food, for example: 🛠️🛠️
  - utensils, eg knives, spatulas, can openers
  - cooking equipment, eg saucepans, baking dishes, tagine
  - appliances, eg oven, cooktop, microwave, slow cooker
  - serving dishes, eg platters, trays, plates
- demonstrate safe and hygienic work practices, for example: 🧤🧼🧼🌟
  - PPE, eg covered leather shoes, oven mitts
  - personal hygiene, eg hand-washing procedures, hair tied back or covered
  - food safety, eg the food danger zone, cross-contamination
  - WHS and safe work practices, eg handling equipment safely
  - washing-up procedures
  - cleaning and storage of equipment
  - transportation of food
  - storing leftover foods

## Focus area: Food Equity

### Outcomes

#### A student:

- › demonstrates hygienic and safe practices in the selection, handling and storage of food FTLS-1
- › recognises the relationship between food properties, preparation and processing FTLS-2
- › recognises the nutritional value of food items FTLS-3
- › recognises the impact of food habits and choices on health FTLS-4
- › gathers and uses information from a variety of sources FTLS-5
- › uses a variety of communication techniques FTLS-6
- › participates in making food items FTLS-7
- › uses appropriate equipment and techniques in making a variety of food items FTLS-8
- › demonstrates safe practices in the making of food items FTLS-9
- › cares for equipment FTLS-10
- › explores the impact of innovation and emerging technologies on food FTLS-11
- › recognises the significant role of food in society FTLS-12

**Related Stage 4/5 outcomes:** FT4-1, FT4-2, FT4-5, FT4-6, FT4-7, FT4-8, FT4-9, FT4-10, FT4-11, FT4-12, FT4-13, FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13


















### Content focus

Students explore the global distribution of food, identifying factors that may contribute to food inequality such as geographic, economic and political considerations. Students investigate the effects of malnutrition and have opportunities to plan and prepare foods rich in nutrition appropriate for specific situations.

### Content

Students:

- recognise that food inequality exists around the world, for example: 🌐 🌍 🌎 🌏
  - differences between urban and rural communities
  - differences between developed and developing countries
- explore factors that contribute to food inequity, for example: 🌐 🌍 🌎 🌏
  - access to clean water
  - availability of nutritious food
  - financial means to meet food needs
  - access to arable land
  - knowledge, skills and ability to access and prepare meals
  - countries at war
  - famine or drought
- identify groups around the world at risk of food inequity, for example: 🌐 🌍 🌎 🌏
  - developing countries
  - people living below the poverty line
  - remote communities
  - countries in famine or drought conditions
  - countries affected by conflict
  - people with disability
  - aged

- define malnutrition, for example:   
  - compare undernutrition and overnutrition
- explore physical symptoms of malnutrition, for example:   
  - slow rates of growth
  - disease, eg dental caries
  - slow recovery from wounds and illnesses
- participate in the preparation of nutritious food items appropriate to specific situations, for example:    
  - infants
  - people who are ill
  - aged
- select and use appropriate equipment for the preparation of food, for example:   
  - utensils, eg knives, spatulas, can openers
  - cooking equipment, eg saucepans, baking dishes, tagine
  - appliances, eg oven, cooktop, microwave, slow cooker
  - serving dishes, eg platters, trays, plates
- demonstrate safe and hygienic work practices, for example:    
  - PPE, eg covered leather shoes, oven mitts
  - personal hygiene, eg hand-washing procedures, hair tied back or covered
  - food safety, eg the food danger zone, cross-contamination
  - WHS and safe work practices, eg handling equipment safely
  - washing-up procedures
  - cleaning and storage of equipment
  - transportation of food
  - storing leftover foods

## Focus area: Food Product Development

### Outcomes

#### A student:

- › demonstrates hygienic and safe practices in the selection, handling and storage of food FTLS-1
- › recognises the relationship between food properties, preparation and processing FTLS-2
- › recognises the impact of food habits and choices on health FTLS-4
- › gathers and uses information from a variety of sources FTLS-5
- › uses a variety of communication techniques FTLS-6
- › participates in making food items FTLS-7
- › uses appropriate equipment and techniques in making a variety of food items FTLS-8
- › demonstrates safe practices in the making of food items FTLS-9
- › cares for equipment FTLS-10
- › explores the impact of innovation and emerging technologies on food FTLS-11
- › recognises the significant role of food in society FTLS-12




**Related Stage 4/5 outcomes:** FT4-1, FT4-2, FT4-5, FT4-7, FT4-8, FT4-9, FT4-10, FT4-11, FT4-12, FT4-13, FT5-1, FT5-2, FT5-5, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13

### Content focus

An ever-increasing variety of food products are available in the marketplace as a result of food product innovations. Students explore the reasons for developing food products and the impact of past and present food product innovations on society. Students investigate the processes in food product development and have opportunities to develop, produce and evaluate a selected food product.

### Content

Students:

- explore different food product developments, for example: 
  - new to world, eg innovative products that are completely new ideas
  - line extensions, eg the development of a new yoghurt flavour
  - me-too products, eg generic brands of existing food products
  - new foods from different cultures
- recognise that different reasons exist for food product development, for example: 
  - as a response to health issues, eg reduced-fat milk, probiotic yoghurt
  - concern for environment, eg food products packaged using recyclable materials
  - technological developments, eg modified atmosphere packaging
  - response to consumer demand, eg convenience food products
- investigate steps in food product development, for example: 
  - design, eg exploring ideas for new products
  - plan, eg working out how the process will develop
  - produce, eg choosing ingredients and selecting appropriate techniques
  - evaluate, eg teamwork, visual appeal, taste, texture, colour
- outline functions of food packaging, for example: 
  - to contain
  - to preserve
  - to inform and persuade

- explore environmental considerations of food packaging, for example: ✚ ⚙️ ⭐
  - over-packaging, eg boxed chocolates
  - biodegradability
  - identification of recyclability
  - re-use, eg using sterilised jars to bottle homemade jams
- explore legislative labelling requirements, for example: ⚙️ 📄 📢
  - ingredient list
  - nutrition panel
  - date marking
  - allergy warnings
- participate in the design and production of a food product development, for example: ✚ ⚙️ 📄 📢
  - a muffin range with flavour or size variations
  - a healthier pizza, eg low fat, high fibre
- explore marketing considerations for new food products, for example: ⚙️ 📄 📢 📱
  - price, eg a higher price than competitors to imply quality
  - promotion, eg TV advertising or social media campaign
  - packaging
  - target market, eg adolescents, food for families
- use a variety of techniques to communicate ideas about food products, for example: 📄 📱
  - photographs
  - pamphlets and eBrochures
  - food-packaging models
  - posters
  - slide presentations
  - infographics
  - augmented reality (AR)
  - virtual reality (VR)
  - quick response (QR) codes
- select and use appropriate equipment for the preparation of food, for example: 📱 ⚙️ ⭐
  - utensils, eg knives, spatulas, can openers
  - cooking equipment, eg saucepans, baking dishes, tagine
  - appliances, eg oven, cooktop, microwave, slow cooker
  - serving dishes, eg platters, trays, plates
- demonstrate safe and hygienic work practices, for example: 📱 📄 📱 ⭐
  - PPE, eg covered leather shoes, oven mitts personal hygiene, eg hand-washing procedures, hair tied back or covered
  - food safety, eg the food danger zone, cross-contamination
  - WHS and safe work practices, eg handling equipment safely
  - washing-up procedures
  - cleaning and storage of equipment
  - transportation of food
  - storing leftover foods



## Focus area: Food Selection and Health

### Outcomes

#### A student:

- › demonstrates hygienic and safe practices in the selection, handling and storage of food FTLS-1
- › recognises the relationship between food properties, preparation and processing FTLS-2
- › recognises the nutritional value of food items FTLS-3
- › recognises the impact of food habits and choices on health FTLS-4
- › gathers and uses information from a variety of sources FTLS-5
- › uses a variety of communication techniques FTLS-6
- › participates in making food items FTLS-7
- › uses appropriate equipment and techniques in making a variety of food items FTLS-8
- › demonstrates safe practices in the making of food items FTLS-9
- › cares for equipment FTLS-10
- › explores the impact of innovation and emerging technologies on food FTLS-11
- › recognises the significant role of food in society FTLS-12

**Related Stage 4/5 outcomes:** FT4-1, FT4-2, FT4-3, FT4-5, FT4-6, FT4-7, FT4-8, FT4-9, FT4-10, FT4-11, FT4-12, FT4-13, FT5-1, FT5-2, FT5-3, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13

### Content focus

The health of communities is related to the nutritional content of the food eaten. Students investigate the role of food and its nutritional components in the body, exploring the nutritional needs of individuals and the effects of poor nutrition. Students have opportunities to select, plan and prepare safe and nutritious foods which reflect national food guides.

### Content

#### Students:

- identify the functions of food in the body, for example: 🍷 🍷 🍷
  - growth and development
  - provision of energy
  - prevent and fight infection
- identify food nutrients and outline their functions, for example: 🍷 🍷
  - proteins for growth and repair in the body
  - carbohydrates for the main energy source
  - vitamins, eg vitamin C for the synthesis of collagen
  - minerals, eg calcium for bone strength and density
  - water for hydration and assisting in the transportation of nutrients around the body
- explore major sources of food nutrients, for example: 🍷 🍷 🍷
  - protein in meat
  - carbohydrates in cereal grains
  - vitamins in fruits and vegetables
  - minerals, eg calcium in dairy foods
- recognise foods which provide high levels of nutrition, for example: 🍷 🍷
  - food groups
  - balanced diets
  - nutritional value, eg Kakadu plum is a rich source of vitamin C 🍷

- recognise the impact of poor food choices on health, for example: ⚙️ 🍷 🍔
  - obesity
  - heart disease
  - diabetes
  - skin conditions
  - dental caries
  - fatigue
- use a range of strategies to communicate healthy food choices, for example: 🗣️ 🍷 🍔
  - indicate preferred foods
  - select from a range of available food items
  - order food items from an everyday food service eg, canteen, café or restaurant
- identify and prepare food items with basic ingredients used in food preparation, for example: 🍷 ⚙️
  - protein-rich foods, eg meat dishes
  - carbohydrate foods, eg breads, muffins, rice dishes
  - fruits and vegetables, eg salads and stir-fries
- select and use appropriate equipment for the preparation of food, for example: ⚙️ 🍷 ⭐
  - utensils, eg knives, spatulas, can openers
  - cooking equipment, eg saucepans, baking dishes, tagine
  - appliances, eg oven, cooktop, microwave, slow cooker
  - serving dishes, eg platters, trays, plates
- demonstrate safe and hygienic work practices, for example: 🍷 🗣️ 🍔 ⭐
  - PPE, eg covered leather shoes, oven mitts
  - personal hygiene, eg hand-washing procedures, hair tied back or covered
  - food safety, eg the food danger zone, cross-contamination
  - WHS and safe work practices, eg handling equipment safely
  - washing-up procedures
  - cleaning and storage of equipment
  - transportation of food
  - storing leftover foods

## Focus area: Food Service and Catering

### Outcomes

#### A student:

- › demonstrates hygienic and safe practices in the selection, handling and storage of food FTLS-1
- › recognises the relationship between food properties, preparation and processing FTLS-2
- › recognises the nutritional value of food items FTLS-3
- › recognises the impact of food habits and choices on health FTLS-4
- › participates in making food items FTLS-7
- › uses appropriate equipment and techniques in making a variety of food items FTLS-8
- › demonstrates safe practices in the making of food items FTLS-9
- › cares for equipment FTLS-10
- › explores the impact of innovation and emerging technologies on food FTLS-11
- › recognises the significant role of food in society FTLS-12

**Related Stage 4/5 outcomes:** FT4-1, FT4-2, FT4-3, FT4-4, FT4-5, FT4-6, FT4-7, FT4-10, FT4-11, FT4-12, FT4-13, FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-10, FT5-11, FT5-12, FT5-13

### Content focus

Food service and catering are important areas of the food industry. They provide people with both food and employment. Students examine food service and catering ventures and their operations across a variety of settings and investigate employment opportunities. Students plan and prepare safe and appealing foods appropriate for catering for small or large-scale functions.

### Content

#### Students:

- explore a variety of food service and catering operations, for example: 🍷🍴🍷🌟
  - those by local Aboriginal Peoples
  - school canteens
  - restaurants
  - mobile food trucks
- explore relationships between social interaction and food services, for example: 🍷🍴🍷
  - eating with friends and family
  - celebrating an event
  - meeting new people
  - social media
- explore employment opportunities within food service and catering industries, for example: 🍷🍴🍷
  - waiter
  - barista
  - kitchen hand
  - chef
- explore a variety of menus from a range of food service and catering operations, for example: 🍷🍴
  - à la carte restaurants
  - cafés
  - bistros
  - food trucks
  - school canteens

- use their senses to identify properties of common foods, for example: 🌀 🍷
  - texture, eg crisp carrots
  - odour, eg sour milk, sweet strawberries
  - colour, eg overripe bananas
  - taste, eg sour lemons
  - touch, eg the firmness of ripe fruit and vegetables
- explore why foods are prepared and processed, for example: 🌀 🍷 📱 🍷
  - improve palatability
  - increase shelf life
  - convenience
  - transportation and storage
  - value adding
- communicate changes to food properties as a result of preparation, for example: 🌀 📱 🍷
  - egg whites become a light and frothy foam when beaten
  - eggs firm or set when poached
  - rice softens and swells when boiled
  - cream thickens when whipped
- investigate a range of methods to preserve and store food safely, for example: 🌀 📱 🍷
  - refrigeration
  - freezing
  - canning
  - vacuum packaging
  - salting
  - smoking
  - plastic containers
  - plastic wrap and/or bags
- explore menu-planning considerations, for example: 🌀 📱 🍷 📱
  - visual appeal and plating
  - cost
  - taste
  - smell
  - profit
  - impact on environment, eg using biodegradable serving plates or reusable plates
- plan and prepare menu items suitable for a catering or service operation, for example: 🌀 📱 🌐
  - wraps and sandwiches
  - mini quiches
  - pies and sausage rolls
  - salad plates
- select and use appropriate equipment for the preparation of food, for example: 🌀 🍷 🌟
  - utensils, eg knives, spatulas, can openers
  - cooking equipment, eg saucepans, baking dishes, tagine
  - appliances, eg oven, cooktop, microwave, slow cooker
  - serving dishes, eg platters, trays, plates
- demonstrate safe and hygienic work practices, for example: 🍷 📱 🍷 🌟
  - PPE, eg covered leather shoes, oven mitts
  - personal hygiene, eg hand-washing procedures, hair tied back or covered
  - food safety, eg the food danger zone, cross-contamination
  - WHS and safe work practices, eg handling equipment safely
  - washing-up procedures
  - cleaning and storage of equipment
  - transportation of food
  - storing leftover foods

## Focus area: Food for Specific Needs

### Outcomes

#### A student:

- › demonstrates hygienic and safe practices in the selection, handling and storage of food FTLS-1
- › recognises the relationship between food properties, preparation and processing FTLS-2
- › recognises the nutritional value of food items FTLS-3
- › recognises the impact of food habits and choices on health FTLS-4
- › gathers and uses information from a variety of sources FTLS-5
- › uses a variety of communication techniques FTLS-6
- › participates in making food items FTLS-7
- › uses appropriate equipment and techniques in making a variety of food items FTLS-8
- › demonstrates safe practices in the making of food items FTLS-9
- › cares for equipment FTLS-10
- › explores the impact of innovation and emerging technologies on food FTLS-11
- › recognises the significant role of food in society FTLS-12

**Related Stage 4/5 outcomes:** FT4-1, FT4-2, FT4-5, FT4-6, FT4-7, FT4-8, FT4-9, FT4-10, FT4-11, FT4-12, FT4-13, FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13

### Content focus

Specific food needs arise for a variety of reasons including age, health, lifestyle choices, cultural influences or logistical circumstances. Students explore a range of specific food needs and the impact they may have on food choices. Students have opportunities to plan and prepare safe and nutritious foods to meet specific food needs in various circumstances.

### Content

Students:

- identify stages of the life cycle, for example: 🧑👶👦👧👨
  - infancy
  - childhood
  - adolescence
  - adulthood
  - aged
- explore different nutritional requirements for each stage of the life cycle, for example: 🧑👶👦👧👨
  - breast milk for infants
  - nutritionally rich foods for growing children
  - protein, calcium and iron needs for adolescents
  - iron and folate needs during pregnancy
  - protein and calcium needs for the aged
- explore circumstances which lead to specific food needs, for example: 🧑👶👦👧👨
  - stage of life cycle
  - individual health
  - disability
  - lifestyle choices, eg vegetarianism

- investigate food allergies and intolerances and recognise the impact they may have on an individual's food choices, for example: ⚙️ 📱 🗑️ ✚
  - coeliac disease
  - nut allergies
  - egg allergies
  - crustacean allergies
  - lactose intolerance
  - soy intolerance
- explore food options available for individuals with specific dietary needs, for example: 📱 🗑️ ✚
  - low kilojoule
  - gluten free
  - low fat
  - high fat
  - egg, nut, dairy or soy free
  - low salt
- plan and prepare food items suitable for specific life cycle stages or individuals with special dietary needs ⚙️ 🗑️ 📱
  - gluten-free meals for people with coeliac disease
  - nut-free preparation areas and equipment for people with allergies or anaphylaxis
  - soft foods for infants
- select and use appropriate equipment for the preparation of food, for example: ⚙️ 🗑️ ✚
  - utensils, eg knives, spatulas, can openers
  - cooking equipment, eg saucepans, baking dishes, tagine
  - appliances, eg oven, cooktop, microwave, slow cooker
  - serving dishes, eg platters, trays, plates
- demonstrate safe and hygienic work practices, for example: 🗑️ 📱 🗑️ ✚
  - PPE, eg covered leather shoes, oven mitts
  - personal hygiene, eg hand-washing procedures, hair tied back or covered
  - food safety, eg the food danger zone, cross-contamination
  - WHS and safe work practices, eg handling equipment safely
  - washing-up procedures
  - cleaning and storage of equipment
  - transportation of food
  - storing leftover foods

## Focus area: Food for Special Occasions

### Outcomes

#### A student:

- › demonstrates hygienic and safe practices in the selection, handling and storage of food FTLS-1
- › recognises the relationship between food properties, preparation and processing FTLS-2
- › recognises the nutritional value of food items FTLS-3
- › recognises the impact of food habits and choices on health FTLS-4
- › gathers and uses information from a variety of sources FTLS-5
- › uses a variety of communication techniques FTLS-6
- › participates in making food items FTLS-7
- › uses appropriate equipment and techniques in making a variety of food items FTLS-8
- › demonstrates safe practices in the making of food items FTLS-9
- › cares for equipment FTLS-10
- › explores the impact of innovation and emerging technologies on food FTLS-11
- › recognises the significant role of food in society FTLS-12

**Related Stage 4/5 outcomes:** FT4-1, FT4-2, FT4-5, FT4-6, FT4-7, FT4-8, FT4-9, FT4-10, FT4-11, FT4-12, FT4-13, FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13

### Content focus

Food is an important component of various special occasions and celebrations in many cultures. Students explore the relationship between food and a range of social, cultural, religious, historical and personal special occasions. Students have opportunities to plan and prepare food for a selected special occasion, demonstrating appropriate food-handling and presentation skills.

### Content

Students:

- explore foods associated with different types of special occasions from cultures across the world, for example: 🌐 📺 🌐 📺 🌐
  - social
  - cultural
  - religious
  - historical
- explore the significance of food in historical special occasions and celebrations, for example: 📺 🌐 🌐 🌐
  - harvest festivals
  - Australia Day
  - Chinese New Year
  - Ramadan
- investigate the significance of food in various cultures around the world, for example: 📺 🌐 🌐 🌐 🌐
  - Aboriginal and/or Torres Strait Islander Peoples
  - Vietnamese
  - French

- explore factors to consider when menu-planning for special occasions, for example: 🖐️ ⚙️ ⚖️ 🍽️
  - nutritional value of food
  - appeal, eg colour, flavour, taste
  - resources, eg skills, time, finance
  - dietary requirements, eg coeliac
  - traditional, cultural or religious considerations
- prepare food items for a special occasions, for example: 🖐️ ⚙️ 🍽️ 📅 🌟
  - a child's birthday
  - morning tea
  - Christmas dinner
  - NAIDOC celebrations
  - Passover feast
  - wedding
- select and use appropriate equipment for the preparation of food, for example: ⚙️ 🍽️ 🌟
  - utensils, eg knives, spatulas, can openers
  - cooking equipment, eg saucepans, baking dishes, tagine
  - appliances, eg oven, cooktop, microwave, slow cooker
  - serving dishes, eg platters, trays, plates
- demonstrate safe and hygienic work practices, for example: 🖐️ 📅 🍽️ 🌟
  - PPE, eg covered leather shoes, oven mitts
  - personal hygiene, eg hand-washing procedures, hair tied back or covered
  - food safety, eg the food danger zone, cross-contamination
  - WHS and safe work practices, eg handling equipment safely
  - washing-up procedures
  - cleaning and storage of equipment
  - transportation of food
  - storing leftover foods



## Focus area: Food Trends

### Outcomes

#### A student:

- › demonstrates hygienic and safe practices in the selection, handling and storage of food FTLS-1
- › recognises the relationship between food properties, preparation and processing FTLS-2
- › recognises the nutritional value of food items FTLS-3
- › recognises the impact of food habits and choices on health FTLS-4
- › gathers and uses information from a variety of sources FTLS-5
- › uses a variety of communication techniques FTLS-6
- › participates in making food items FTLS-7
- › uses appropriate equipment and techniques in making a variety of food items FTLS-8
- › demonstrates safe practices in the making of food items FTLS-9
- › cares for equipment FTLS-10
- › explores the impact of innovation and emerging technologies on food FTLS-11
- › recognises the significant role of food in society FTLS-12

**Related Stage 4/5 outcomes:** FT4-1, FT4-2, FT4-3, FT4-4, FT4-5, FT4-6, FT4-7, FT4-8, FT4-9, FT4-10, FT4-11, FT4-12, FT4-13, FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13

### Content focus

Food trends influence food selection, food service and food presentation. Students explore historical and current food trends and investigate factors that influence their appeal and acceptability. Students have opportunities to plan, prepare and present safe, appealing food that reflects contemporary food trends.

### Content

Students:

- explore current trends in food, for example: 🍷 🍷 🍷 🍷
  - farmers' markets
  - bush tucker
  - food waste
  - 'superfoods'
- investigate sustainability in food preparation and service, for example: 🍷 🍷 🍷 🍷
  - excess packaging
  - wastage of resources, eg water
  - ethical treatment of animals
  - nose to tail eating
  - wastage in crop farming
  - supermarket requirements
- recognise the emergence of new technologies in the food industry, for example: 🍷 🍷 🍷 🍷
  - robots in manufacturing
  - biodegradable packaging
  - 3D printed food
  - point of sale ordering systems

- explore trends in food presentation and styling, for example: ⚙️ 📺 🍷
  - garnishing and decorating
  - photography
  - plating
- explore the role of the media in promoting food styling trends, for example: 📺 📺 🍷
  - celebrity chefs
  - TV cooking shows
  - social media
- participate in food styling for a specific purpose, for example: ⚙️ 📺 ⭐
  - food photography using electronic media
  - choosing props to represent a theme
- participate in the preparation of contemporary food items that reflect food trends, for example: 📺
  - fine dining
  - café meal
  - fast food
  - superfoods
- select and use appropriate equipment for the preparation of food, for example:
  - utensils, eg knives, spatulas, can openers
  - cooking equipment, eg saucepans, baking dishes, tagine
  - appliances, eg oven, cooktop, microwave, slow cooker
  - serving dishes, eg platters, trays, plates
- demonstrate safe and hygienic work practices, for example: 🍷 📺 🍷 ⭐
  - PPE, eg covered leather shoes, oven mitts
  - personal hygiene, eg hand-washing procedures, hair tied back or covered
  - food safety, eg the food danger zone, cross-contamination
  - WHS and safe work practices, eg handling equipment safely
  - washing-up procedures
  - cleaning and storage of equipment
  - transportation of food
  - storing leftover foods

# Assessment

---

## Standards

The NSW Education Standards Authority (NESA) *K–10 Curriculum Framework* is a standards-referenced framework that describes, through syllabuses and other documents, the expected learning outcomes for students.

Standards in the framework consist of three interrelated elements:

- outcomes and content in syllabuses showing what is to be learned
- Stage statements that summarise student achievement
- samples of work on the NESA website that provide examples of levels of achievement within a Stage.

Syllabus outcomes in Food Technology contribute to a developmental sequence in which students are challenged to acquire new knowledge, understanding and skills.

## Assessment

Assessment is an integral part of teaching and learning. Well-designed assessment is central to engaging students and should be closely aligned to the outcomes within a Stage. Effective assessment increases student engagement in their learning and leads to enhanced student outcomes.

*Assessment for Learning*, *Assessment as Learning* and *Assessment of Learning* are three approaches to assessment that play an important role in teaching and learning. The NESA Years 7–10 syllabuses particularly promote *Assessment for Learning* as an essential component of good teaching.

### Assessment for Learning

- enables teachers to use information about students' knowledge, understanding and skills to inform their teaching
- teachers provide feedback to students about their learning and how to improve

### Assessment as Learning

- involves students in the learning process where they monitor their own progress, ask questions and practise skills
- students use self-assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals

### Assessment of Learning

- assists teachers to use evidence of student learning to assess student achievement against learning goals and standards

Further advice on programming and appropriate assessment practice is provided on the NESA website. This support material provides general advice on assessment as well as strategies to assist teachers in planning education programs.

## Assessment for students with disability

Some students with disability will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. These may be:

- adjustments to the assessment process, for example scaffolded instructions, additional guidance provided, highlighted key-words or phrases, the use of specific technology, extra time in an examination
- adjustments to assessment activities, for example rephrasing questions, using simplified language, fewer questions or alternative formats for questions
- alternative formats for responses, for example written point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

It is a requirement under the *Disability Standards for Education 2005* for schools to ensure that assessment tasks are accessible to students with disability. Schools are responsible for any decisions made at school level to offer adjustments to coursework, assessment activities and tasks, including in-school tests. Decisions regarding adjustments should be made in the context of [collaborative curriculum planning](#).

Further examples of adjustments to assessment for students with disability and information on assessment of students undertaking Life Skills outcomes and content can be found in support materials for:

- [Technologies](#)
- [Special Education](#)
- [Life Skills](#).

## Reporting

Reporting is the process of providing feedback to students, parents/carers and other teachers about student progress.

Teachers use assessment evidence to extend the process of Assessment for Learning into their Assessment of Learning. In a standards-referenced framework, teachers make professional judgements about student achievement at key points in the learning cycle. These points may be at the end of a Year or Stage, when schools may wish to report differentially on the levels of knowledge, understanding and skills demonstrated by students.

Descriptions of student achievement provide schools with a useful tool to report consistent information about student achievement to students and parents/carers, and to the next teacher to help plan the future steps in the learning process.

The A–E grade scale or equivalent provides a common language for reporting by describing observable and measurable features of student achievement at the end of a Stage, within the indicative hours of study. Teachers use the descriptions of the standards to make a professional, on-balance judgement, based on available assessment information, to match each student's achievement to a description. Teachers use the Common Grade Scale (A–E) or equivalent to report student levels of achievement from Stage 1 to Stage 5.

For students with disability, teachers may need to consider, in consultation with their school and sector, the most appropriate method of reporting student achievement. It may be deemed more appropriate for students with disability to be reported against outcomes or goals identified through the collaborative curriculum planning process. There is no requirement for schools to use the Common Grade Scale (A–E) or equivalent to report achievement of students undertaking Life Skills outcomes and content.

# Glossary

Glossary term	Definition
<b>Aboriginal and Torres Strait Islander Peoples</b>	<p>Aboriginal Peoples are the first peoples of Australia and are represented by over 250 language groups, each associated with a particular Country or territory. Torres Strait Islander Peoples are represented by five major island groups, and are associated with island territories to the north of Australia's Cape York which were annexed by Queensland in 1879.</p> <p>An Aboriginal and/or Torres Strait Islander person is someone who:</p> <ul style="list-style-type: none"> <li>• is of Aboriginal and/or Torres Strait Islander descent</li> <li>• identifies as an Aboriginal person and/or Torres Strait Islander person, and</li> <li>• is accepted as such by the Aboriginal and/or Torres Strait Islander community(ies) in which they live.</li> </ul>
<b>accessibility</b>	The extent to which a system, environment or object may be used irrespective of a user's capabilities or abilities. For example, the use of assistive technologies to allow people with disability to use computer systems, or the use of icons in place of words to allow young children to use a system.
<b>allergy</b>	An immune reaction to a protein in food that the body identifies as foreign. The most common triggers are eggs, cow's milk, peanuts, tree nuts, seafood, sesame, soy, fish and wheat.
<b>augmented reality (AR)</b>	A direct or indirect live view of a physical, real-world environment whose elements are altered by computer-generated technology.
<b>bush tucker</b>	An Aboriginal English term used to describe edible bush foods both in customary and contemporary food practices by Aboriginal Peoples which may include meat (wild animals), fish, seafood, nuts, seeds, spices and fruits.
<b>copyright</b>	The protection provided to the creators of original works that offers a legal framework for the control and reproduction or transmission of their creations. Copyright protects written works, computer programs and artistic works such as: architecture, broadcasts, computer programs, drawings, films, music, paintings, photographs, sound recordings and videos.
<b>designing</b>	The development of a solution to an identified need or opportunity. Designing involves research and investigation with consideration of human, technical and environmental factors, available resources and time frames. Designs should be tested and evaluated against predetermined criteria.
<b>disability</b>	<p>An umbrella term for any or all of the following components:</p> <ul style="list-style-type: none"> <li>• impairments: challenges in body function or structure</li> <li>• activity limitations: difficulties in executing activities</li> <li>• participation restrictions: challenges an individual may experience in involvement in life situations.</li> </ul>

<b>Glossary term</b>	<b>Definition</b>
<b>diversity</b>	Differences that exist within a group, eg age, sex, gender, gender expression, sexuality, ethnicity, ability/disability, body shape and composition, culture, religion, learning differences, socioeconomic background, values and experience.
<b>emerging technology</b>	New technologies that are still immature or will be developed over the next five to ten years, which may deliver significant value and substantially alter the business and social environment.
<b>evaluate</b>	Assessing performance against predetermined criteria.
<b>food miles</b>	The distance food travels from the time of its production until it reaches the consumer.
<b>food security</b>	Having reliable access to a sufficient quantity of affordable, nutritious food now and into the future.
<b>globalisation</b>	The increase of trade and cultural exchange worldwide through the use of a global network of trade, communication, immigration and transportation.
<b>health</b>	A state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity (World Health Organisation 1948).
<b>healthy eating</b>	Dietary patterns that aim to promote health and wellbeing, including types and amounts of foods and food groups that reduce the risk of diet-related conditions and chronic disease (National Health and Medical Research Council 2013).
<b>Indigenous</b>	Internationally recognised term for the first people of a land. In New South Wales the term 'Aboriginal person/Peoples' is preferred.
<b>Indigenous cultural and intellectual property</b>	Includes objects, sites, cultural knowledge, cultural expression and the arts, that have been transmitted or continue to be transmitted through generations as belonging to a particular Indigenous group or Indigenous people as a whole or their territory.
<b>intolerance</b>	A personal response to a specific chemical found in food. For example lactose intolerance.
<b>malnutrition</b>	The result of an inadequate or unbalanced intake of nutrients.
<b>mindful eating</b>	A concept relating to the practice of giving full attention to the sensory characteristics associated with eating or drinking food.
<b>nutrients</b>	Nutrients provide nourishment essential for the maintenance of life and for growth. There are 6 food nutrients: protein, carbohydrate, lipids (fats and oils), vitamins, minerals and water.
<b>nutritious foods</b>	Foods that supply the nutrients needed by a body to grow, develop and maintain health.
<b>personal protective equipment (PPE)</b>	Equipment used or worn by a person to minimise risk to the person's health or safety, for example apron, ear muffs, enclosed leather footwear, gloves, hair covering and safety glasses.

<b>Glossary term</b>	<b>Definition</b>
<b>phytochemicals</b>	Chemical compounds produced by plants that may have protective or disease-preventing properties.
<b>probiotics</b>	Microorganisms that may have health-promoting benefits, for example <i>lactobacillus acidophilus</i> .
<b>resources</b>	Materials, data, systems, components, tools and equipment used to create solutions for identified needs and opportunities, and the knowledge, understanding and skills used by people involved in the selection and use of these. Resources can also include energy, finance and time.
<b>sustainability</b>	Supporting the needs of the present without compromising the ability of future generations to meet their needs.
<b>Work Health and Safety (WHS)</b>	The identification of risks and the management of those risks in a workplace. WHS is concerned with the safety, health and welfare of people in the workplace. The <i>Work Health and Safety Act 2011</i> (the WHS Act) provides a framework to protect the health, safety and welfare of all workers at work.