

Stage 6 (Preliminary) Food Technology	
Course : Year 11 - Food Technology (Preliminary)	Teaching Period : Term 1 (Week 1 - Week 10)
Focus Area : Food Quality	Unit Length : 10 Weeks = 35 hours (7 hours per cycle)
<p>Unit Overview :</p> <p>Theory: The theory component of this unit will enable students to understand that quality food products result from safe and hygienic handling of food in domestic, commercial and industrial settings. Students will also gain understanding of the sensory characteristics and functional properties of food of all 3 macronutrients - Carbohydrates, Lipids and Proteins. Analytical skills will be demonstrated as students will be required to explain the factors that affect each of the functional properties, using practical examples.</p> <p>Practical: Students will be conducting a number of experiments to determine the duration and factors affecting microbial growth. As part of their assessment tasks, they will be assessed on their ability to prepare a food item and explain the functional properties observed.</p>	
<p>Learning Outcomes (<i>Nesa, 2009</i>)</p> <p>P2.2: Identifies and explains the sensory characteristics and functional properties of food</p> <p>P3.2 Presents ideas in written, graphic and oral form using computer software where appropriate.</p> <p>P4.1: Selects appropriate equipment, applies suitable techniques and utilises safe and hygienic practices when handling food.</p> <p>P4.4: Applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products.</p> <p>Assessment Outcomes: P2.2 P4.1, P4.2</p>	
<p>Assessment tasks for the unit :</p> <p><u>Formative</u> - Preliminary past questions, multiple choice and short answer questions, forms of questioning in class.</p> <p><u>Summative</u> - Assessment Task 1 - Preparation of a Lemon Meringue Pie (in class practical) and In Class Extended Response. Weighting of this task will be 40% which will be completed in week 10. Ss will complete 10 multiple choice questions, 4 short answers and 1 extended response</p>	
<p>Diverse Learning :</p> <p>Sarah – ADHD</p> <p>Sarah experiences difficulty maintaining focus and staying on task for extended periods (<i>Health Direct, 2024</i>). While she excels in hands-on, engaging activities, she is easily distracted. Clear, explicit instructions and positive reinforcement help keep her motivated and on track.</p> <p>Indi – Motor-Based Dysgraphia</p> <p>Motor-based dysgraphia affects Indi's ability to manage the mechanical and manual aspects of handwriting (<i>Government of South Australia, 2022</i>). As a result, handwriting can be laborious and even painful when required for extended periods (<i>Government of South Australia, 2022</i>). Indi works most effectively and efficiently when using a laptop.</p>	
<p>WHS Considerations :</p> <ul style="list-style-type: none"> Ss are expected to have all OnGuard training completed before stepping into a food technology room 	
<p>Resources : ‘Food Tech Focus’ - Stage 6 Textbook</p>	

Outcomes	Ss learn about	Ss learn to	Integrated Teaching & Learning Activities	Diverse Learning	Assessment / Evidence of Learning Diagnostic / Formative / Summative
Week 1 (4 hours)					
P4.4	SAFE STORAGE OF FOOD Methods of storing food to maintain quality such as dry storage, cold storage and freezing.	Describe methods of storing food to maintain sensory characteristics and ensure safety.	Introduction to Year 11 Food Technology and Food Quality Unit <ul style="list-style-type: none"> T Introduces the topic using the syllabus and following documents: <ul style="list-style-type: none"> Glossary of terms Syllabus Unit outline Assessment Task 1 (Preliminary - Lemon Meringue Pie / In-Class exam) T hands out pre-test and Ss complete it T hands out Frayer Model on 'Food Quality' and S and T discuss prior knowledge of content. T models each part of the frayer model using the whiteboard. <p>Note: OnGuard due by end of Week 1</p> <p><i>Learning Intention: To investigate the safe storage of food.</i></p> <p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> Describe the instance of food safety Identify the ideal storage requirements for different food types Describe the differences between shelf-life of food Explain the difference between dry storage, cold storage and freezer storage <p>Types of Food and Methods of Storage</p> <ul style="list-style-type: none"> T uses pages 55 - 65 (Food Tech Focus Stage 6) to lead a class discussion for the types of food and methods of storage OR use the PPT to present information. Students receive printed pages from the textbook and read, highlight and annotate the text focusing on the types of food and methods of storage. Students complete the 'Methods of Storage' worksheet in domestic and commercial settings. T and Ss discuss the question "What do all food products have which help us to determine the quality of food?" T and Ss discuss shelf life of food and various methods of listing shelf life for different products. T outlines three main ways to store food and equipment associated with each 	Sarah - Ensure there is a structured format that is easy to follow. Consider using colour-coded visuals for the frayer model. Indi - permitted to use laptop (Google Doc) and submit all work to Google Classroom rather than extensive handwriting tasks Engage Sarah with interactive questioning to maintain focus. Regularly check on Sarah during individual work to ensure she is on task.	Pretest to determine students knowledge before T uses questioning techniques to gauge Ss pre-existing understanding. T uses questioning techniques to test Ss understanding T reviews Ss knowledge and understanding developed from the focus activity T roams around the classroom and checks Ss understanding asking individual questions T collects Ss work and provides informal written feedback.

<p>P2.2 P4.1 P4.4</p>			<p>and appropriate temperature control.</p> <ul style="list-style-type: none"> → Dry Storage → Cold Storage (0-5 degrees celsius) → Freezing (-18 degrees celsius) <ul style="list-style-type: none"> • T and Ss experiment with different foods to analyse the most suitable storage method (apple and cheese stored in different environments, covered and uncovered) (Teacher discretion as to which foods, which environments to test). • Ss will use their knowledge of microbial growth and temperature ranges to determine the reason behind each ingredient's spoilage and how it can be prevented. • T and Ss explain the correct method of storing foods to maintain aroma, flavour, and smell. • T discusses the Food Act 2003 (NSW) and the legal reasons commercial and industrial businesses are required to follow the legal reasons for storing food safely. • Ss engage in class discussion and complete the “Food Storage Legislation” cloze passage • Ss complete the chapter review questions on page 65 to consolidate knowledge. <p>Practical Lesson : Experimenting with vegetables</p> <p>Ss are to conduct an experiment to determine the effects of freezing and how it results in preservation. Ss complete the following post practical questions in their food technology workbooks</p> <ul style="list-style-type: none"> - Outline the reasons for blanching vegetables before freezing? - Why is packaging and labelling important for frozen foods? - Are frozen foods healthy? Justify your response. <p>Note: Ss are required to complete all OnGuard safety tests before any practical lessons</p>	<p>Indi - permitted to use laptop (Google Doc) and submit all work to Google Classroom rather than extensive handwriting tasks</p> <p>Break the task into smaller chunks</p> <p>Provide Sarah with explicit instructions and a structured checklist to keep her on track during the experiment</p>	<p>T reviews Ss progress on the Chapter Review exam style questions and provides feedback, T determines whether or not to revise concepts or move forward in program</p> <p>Formative Assessment - Safe Storage of Food Past Prelim Questions Quiz</p>
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Week 2 (3 hours)

P4.1

FACTORS AFFECTING MICROBIAL GROWTH

Describe the different factors that affect microbial growth:

- pH
- Temperature
- Gas Atmosphere
- Moisture
- Adverse Conditions

Food-borne illness:

- What it is
- Personal experiences of food-borne illness
- Real instances where food-borne illness was caused
- Comparing food-borne illnesses

Learning Intention : To explore the importance of safe food storage

Success Criteria: Explain the impact microbial activity has on food spoilage

Introduction and factors affecting microbial growth

- T presents information on types of microorganisms and factors that affect their growth. T uses pages 71-72 of the Food Tech Focus textbook to teach content whilst also following the 'Factors Affecting Microbial Growth PPT' focusing on subheadings *Adverse conditions, pH, temperature, moisture, gas atmosphere.*
- Ss copy down information into their exercise books from the lesson
- T presents a discussion question: 'Discuss the factors that influence the growth of microorganisms'
- T & Ss attack the question. Ss answer the question, T shows Ss a band 6 response and asks Ss to highlight subject specific terminology

Learning Intention: To understand food borne illness and the impact it may have on individuals and businesses in society

Success Criteria:

- ❖ *Identify and describe food borne illness*
- ❖ *Identify examples of food borne illness*
- ❖ *Describe conditions in which food borne illnesses occur*
- ❖ *Describe the effects / symptoms of food borne illnesses*
- ❖ *Explain the impact food borne illness has on individuals in society through case study examples*

Food Borne Illness

- T and Ss discuss the term 'food borne illness'
- T and Ss discuss own experiences of food borne illnesses
- T watches the clickview video titled '[Food Poisoning, Prevention Better than Cure](#)'
- Ss complete the interactive video with questions
- T and Ss work in pairs to research TWO food-borne illnesses (Ss are to choose 2 from page 72 in textbook)
- Ss document their research on a google document and create a Venn Diagram comparing the 2 food-borne illnesses
- T shows SS 'KFC food borne outbreak'. T and Ss discuss the short term and long term physical effects of food borne illnesses

EXTENSION: Ss read an article on 'Sylvania Box Bakery' and discuss causes of food-borne illness.

Practical Lesson : Bacon and Egg Rolls

- Ss complete practical lesson of bacon and egg rolls to demonstrate competence in using tools and equipment in the kitchen

Underline key information on smartboard for Sarah to copy down only important information

Keep class discussions interactive

Provide Indi with a printed version of the PPT where she can highlight the important information

Provide Indi with sentence starters for answering discussion question to ease cognitive load

Allow Indi to use speech-to-text tools for documenting research

Have a visual timer for Sarah - time management

T uses questioning techniques to test Ss understanding.

T reviews Ss knowledge and understanding developed from the focus activity

T collects Ss work and provides informal written feedback

T collects Ss short answer responses through Clickview video.
T completes a book check to ensure work is up to date.

T observes Ss during practical lessons to ensure they are completing the practical safely. T ensures Ss are competent with using tools & equipment. T records competency on OnGuard website.

Week 3 (4 hours)

P2.2 P4.4	<p>FUNCTIONAL PROPERTIES OF FOOD</p> <p>Functional properties of food including:</p> <ul style="list-style-type: none"> - Role of proteins in denaturation, coagulation, gelation, foaming and browning (enzymatic, non-enzymatic and maillard reaction) - The role of carbohydrates in gelatinisation, dextrinisation, caramelising and crystallising - The role of fats in emulsifying and aerating 	<p>Explain the functional properties of proteins, carbohydrates and fats.</p>	<p><i>Learning Intention: To explore the functional properties of proteins, carbohydrates and lipids, and explain the factors affecting the functional properties of food</i></p> <p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> ❖ <i>Identifies and explains the functional properties of proteins, providing specific examples</i> ❖ <i>Identifies and explains the functional properties of carbohydrates, providing specific examples</i> ❖ <i>Identifies and explains the functional properties of lipids, providing specific examples</i> ❖ <i>Identifies and explains the factors affecting the functional properties of food, including oxygen, pH levels, temperature, agitation, acidity, enzymes and addition of other ingredients</i> <p>Note: This content is what Ss will be assessed on for Assessment Task 1</p> <p>T discusses the meaning of functional properties and explains that all 3 of the macronutrients (proteins, carbohydrates and lipids) will change their structure when exposed to different factors. This is how different foods are made and chefs/ cooks must understand the science behind these functional properties when preparing and cooking a quality meal.</p> <p>Functional Properties Of Proteins</p> <ul style="list-style-type: none"> • T explains proteins and their different functional properties as well as the factors that affect them. • Denaturation, coagulation, gelation, foaming and browning • Ss complete Prelim Questions on 'Functional Properties of Proteins'. <p>Functional Properties Of Carbohydrates</p> <ul style="list-style-type: none"> • T explains carbohydrates and their different functional properties as well as the factors that affect them. • Gelatinisation, dextrinisation, caramelisation and crystallisation • Ss complete Prelim Questions on 'Functional Properties of Carbohydrates'. <p>Functional Properties Of Lipids</p> <ul style="list-style-type: none"> • T explains lipids and their different functional properties as well as the factors that affect them. • Aeration and emulsification • Ss complete Prelim Questions on 'Functional Properties of Lipids'. • T shows Ss video on 'Functional Properties of Food' 	<p>Interactive element - show food samples to demonstrate concepts where possible</p> <p>Provided structured graphic organiser for note taking</p> <p>Scaffolded worksheets with fill-in-the-blanks for less physical handwriting</p>	<p>T uses questioning techniques to test Ss understanding.</p> <p>T collects and marks Ss questions by providing an informal mark and written comments</p>
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Week 4 (3 hours)

P2.2 P4.4	<p>FUNCTIONAL PROPERTIES OF FOOD (continued)</p> <p>Identify the factors that affect the functional properties of food. Factors that affect the functional properties of food including: → Oxygen → Temperature → Acidity → Agitation → Enzymes → Addition of other ingredients</p>	<p>Investigate through experiment ation the factors that affect the functional properties of food</p> <p>Prepare a range of foods, which demonstrate the functional properties of food.</p>	<p>Practical Lesson : Functional Properties found in foods Students are to work in pairs. They are given an experiment each (on one functional property) in which they will prepare in a practical lesson. Ss must record findings in their groups with the worksheet attached. List of foods each group will prepare. (Note two groups will make each food item) → Chicken Schnitzel – Dextrinisation of Starch. → Cupcakes - Creaming → Scrambled Eggs and toast/ Bacon – Aerating, Dextrinisation, → Banana mini cakes – Aerating, Dextrinisation, Denaturation. → Toffee and Marshmallows - Crystallisation</p> <p>Factors affecting the functional properties of food:</p> <ul style="list-style-type: none"> • T is to continue with PPT ‘Factors Affecting the Functional Properties of Food’ whilst Ss are to write key points in their exercise book. T is to go through each factor <i>Oxygen, Temperature, Acidity, Agitation, Enzymes, Addition of other ingredients</i> in detail. • T is to come up with an acronym with the Ss to remind them what the 6 factors are. • Ss complete the chapter review questions (in Food Tech Focus) on page 68 to consolidate knowledge. <p>Practical / Experimenting with the 6 factors:</p> <ul style="list-style-type: none"> • T is to recap key factors affecting functional properties (temperature, acidity, agitation) introducing the experimental method. • Ss are to work in groups to test one factor on a food property (e.g., how temperature affects the thickening of a starch-based sauce). Ss are then to record data on time, temperature, pH levels, or volume. • Ss are to then calculate changes (e.g., percentage increase in thickness, rate of reaction based on temperature, pH shift). • Ss are to compare their findings, discuss why different results occurred, and answer questions provided on the given worksheet. 	<p>Visual recipe cards must be printed with step-by-step instructions to maintain focus and time management</p> <p>Assign Sarah a role</p> <p>Use checklists to track progress</p> <p>Pair Indi with a peer scribe</p> <p>Underline important information for Sarah to copy down</p> <p>Provide Indi with a printed copy of PPT for her to highlight main points</p> <p>Provide a scaffold to reduce manual writing</p>	<p>T observes Ss during practical lessons and provides verbal feedback.</p> <p>T reads Ss worksheets to determine if they understand the functional property they had to investigate within the practical lesson.</p>
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Week 5 (4 hours)

P2.2 P4.4	SENSORY CHARACTERISTICS OF FOOD	Identify sensory characteristics that constitute quality in a variety of foods.	<p><i>Learning Intention: To explore the sensory characteristics and assessment of foods when selecting quality food products</i></p> <p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> ❖ <i>Identifies and describes the five sensory characteristics of food.</i> ❖ <i>Describes food example characteristics and the assessment when selecting quality food products.</i> <ul style="list-style-type: none"> • T introduces the concept of sensory characteristics of food. • Ss read and summarise textbook pages 67-68 on sensory characteristics of food. • Ss evaluate a number of foods and indicate how each food shows quality against sensory characteristics. • T leads discussion on how we use our senses to choose food from the fresh food section of the supermarket. • T outlines the formal sensory assessment of food. • T organises food for sensory tests and runs sensory evaluation tests. • T goes over important guidelines for conducting sensory tests. Eg not talking, water in between, numbers, should not be hungry, labelling of samples etc. • Ss and T participate in quality and difference testing. <p><i>Learning Intention: To explore the different sensory tests used to assess food and food products</i></p> <p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> ❖ <i>Identifies and describes the different sensory tests used</i> ❖ <i>Completes THREE sensory tests and evaluate the sensory characteristics of food based on the tests</i> <ul style="list-style-type: none"> • T outlines the difference between the following tests: <ul style="list-style-type: none"> ◦ Hedonic scale, descriptive tests, paired comparison tests, triangular comparison tests, two-out-of-five comparison tests, ranking tests, star profiling tests • Ss take notes. • T outlines why tests are used and numbers needed to make it worthwhile. • Ss complete the following experiments: <ul style="list-style-type: none"> • Paired Comparison – Lemonade VS Sprite. ◦ Students conduct tests (shortened) to judge differences between the two. <ul style="list-style-type: none"> • 2 out of 5 comparison tests- Corn chips. <ul style="list-style-type: none"> ◦ Students are presented with corn chips, two of which are the same. Students are to judge which ones are the same. • During the taste testing, Ss evaluate the foods based on the sensory characteristics 	<p>Provide scaffolds for note taking instead of open-ended writing</p> <p>Encourage Sarah to use mind maps to break down the 5 sensory characteristics</p> <p>Allow speech-to-text for summarising textbook content</p> <p>Structured worksheet with fill-in-the-blanks</p> <p>Provide explicit instructions</p> <p>Structured data tables to reduce writing load</p>	<p>T observe Ss during sensory evaluations and question Ss individually</p> <p>T discusses answers with the SS</p> <p>T observes Ss during sensory evaluation and questions Ss individually</p>
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Week 6 (3 hours)

P4.1	SAFE PREPARATION AND PRESENTATION OF FOOD Equipment and utensils to produce quality food products across a range of settings	Select appropriate equipment and utensils to produce a quality food product across a range of settings	<p><i>Learning Intention: To understand the equipment and utensils used across a range of settings (domestic and commercial)</i></p> <p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> ❖ Understand the difference between equipment and utensils ❖ Differentiate equipment/utensils used in a domestic setting compared to a commercial setting ❖ Provide examples of equipment and utensils <ul style="list-style-type: none"> • T reintroduces the issue of preparing food across a range of settings and explains that foods are prepared differently according to the setting. • Ss read and summarise pages 67-68 in textbook • Ss complete interactive clickview video on utensils and equipment • T tours Ss of school hospitality room and food technology room to show the comparison between commercial and industrial equipment. • T hands out a worksheet that contains pictures of commercial and industrial equipment and suggests differences and explains why there are differences. Compare utensils found in the school compared to home. Students are to judge if it represents a domestic or commercial kitchen based on equipment / materials • Ss Watch video – Arnott’s biscuit making. Students are to watch assembly and production of making a biscuit on a commercial scale compared to a domestic scale. Students are to explain equipment and safety procedures and how it compares to biscuit making in a domestic setting. 	Use visual aids to show differences between domestic and commercial Allow Indi to type responses	T uses questioning techniques to test Ss understanding T discusses answers with the class T checks Ss answer in interactive clickview video
P4.1	Safe and hygienic work practices when handling food	Implement safe and hygienic work practices when handling food	<p><i>Learning Intention: To understand the importance of safe and hygienic work practices when handling food</i></p> <p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> ❖ Differentiate between hygiene and safe work practices. ❖ Explain the importance of following safe and hygienic practices when handling foods. <ul style="list-style-type: none"> • T presents the following PPT on Safe and Hygienic work practices when handling food (information retrieved from pages 68-72 of textbook) • T discusses the potential risks of unsafe and unhygienic work practices and the risk of cross-contamination. • T demonstrates the consequences of not preparing food safely and hygienically in a kitchen - food poisoning and food contamination - using images and videos. • T briefly discusses HACCP and the legal requirements. • Ss create their own HACCP plan to learn how to control food hazards in the kitchen. • Ss engage in class discussion and completes a close-passage following teachers PPT slides. • Ss read and complete activities on the two case studies from the Food. 	Provide step-by-step diagram of HACCP processes Allow Indi to use Google Document and submit all work to classroom	T uses questioning techniques to test Ss understanding T discusses answers with the class

Week 7 (4 hours)					
P4.1	SAFE PREPARATION AND PRESENTATION OF FOOD (continued) Safe and hygienic work practices when handling food	Implement safe and hygienic work practices when handling food	Practical Lesson : Commercial Setting-Chicken Schnitzel and Vegetables <ul style="list-style-type: none"> T outlines a brief cooking meal in a commercial setting. Students elect 2 restaurant managers to organise tasks required for the preparation, cooking and cleaning of the meal. Managers encourage students to tell them what utensils and equipment will be needed on the day. Ss are to prepare and cook meals in a production line approach with students doing one or two allocated tasks. These tasks range from preparation of vegetables to preparing crumbing of chicken, cleaning, plate presentation and putting away equipment. Ss are to analyse how this method is different to a domestic setting. 	Visual recipe cards must be printed with step-by-step instructions to maintain focus and time management Ensure visual timer is shown to maintain time management	T observes Ss completing both practical lessons.
P4.1	Preparation methods to produce food products across a range of settings	Select and apply suitable preparation methods to produce quality food products and plate meals for service across a range of settings	Practical Lesson : Domestic Setting- Spiced Scrolls <ul style="list-style-type: none"> T issues recipe and students outline potential safety hazards and hygiene requirements. Ss list all equipment required to produce a recipe. Ss complete recipe and present food suitable for an afternoon tea. <p><i>Learning Intention: To investigate the preparation and cooking methods used to produce high quality foods</i></p> <p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> ❖ Outline the principles of cooking ❖ Provide examples of each principles of cooking ❖ Outline the methods of cooking ❖ Provide examples of each method of cooking ❖ Discuss the importance of using the correct cooking methods when preparing foods (positives / negatives) ❖ Explain the relationship between cooking methods and food presentation <ul style="list-style-type: none"> T presents the following slides on the Principles of Cooking T differentiated between “preparing” and “cooking” T & Ss look at different precision cuts when preparing foods T discusses the different ways heat can be transferred to a food: conduction, convection and radiation T discusses the two categories of methods of cookery: moist heat and dry heat Ss engage in class discussion and completed the worksheet activities Ss differentiate between the different ways heat can be transferred and the methods of cookery Ss complete past prelim multiple choice questions 	Provide a printed equipment list where Indi can highlight required items instead of handwriting Use visual aids to show the different between conduction, convection and radiation Allow typed responses /speech-to-text	

Week 8 (3 hours)

<p>P4.4</p> <p>P3.2</p>	<p>Assessment Task 1 (preparation)</p> <ul style="list-style-type: none"> Prepare a Lemon meringue pie <p>LAYOUT OF FOOD FOR VISUAL APPEAL</p> <p>Layout of food for visual appeal, including styling for photography and plating for service</p>	<p>Style foods for photography</p>	<p>With Ss completing their assessment in Week 9, Ss are given 2x lessons in Week 8 to learn how to make a lemon meringue pie (1x lesson for base and lemon curd/ 1x lesson for meringue and baking). During the practical T is to explain the functional properties that are occurring. Ss will then reflect on the making of the lemon meringue pie and the functional properties of maillard reaction, foaming and denaturation, dextrinsation, coagulation, aeration, gelatinisation.</p> <p><i>Learning Intention: To understand the importance of plating, styling and presenting food for visual appeal</i></p> <p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> ❖ Differentiates between garnish and decoration ❖ Provides example of garnishes and decorations ❖ Describes how and why food styling for photography has changed over the years ❖ Describe the importance of food styling for photography and plating for service <ul style="list-style-type: none"> T introduces the terms garnish, garnishing and decorations. Ss Identify garnishing techniques they have used in previous food technology practical lessons. Ss are to look at various foods presented in magazines. Identify garnishing or decoration techniques used. Students are to explain why they find the dish appealing or not, indicating colour, textures, and appearance. 	<p>Allow for visual timer to keep Sarah on task and to manage time well</p> <p>Allow Indi to verbalise her opinions rather than writing them down - engage in a class discussion</p>	<p>T uses questioning techniques to test Ss understanding.</p> <p>T collects and marks activities on Google Slides</p> <p>T completes a book check to ensure Ss work is up to date.</p>
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Week 9 (4 hours)

P4.4 P3.2	<p>LAYOUT OF FOOD FOR VISUAL APPEAL (continued)</p> <p>Layout of food for visual appeal, including styling for photography and plating for service</p>	<p>Style foods for photography</p>	<ul style="list-style-type: none"> T and Ss discuss how styling food for photography changes. T distributes photographs from food with 1980's visual appeal including patterned plates and older cutlery. Compare it to plating in contemporary society and why it's changed. T Leads discussion in modern food stylists including Donna Hay. Ss complete Google Slides activities on 'Food Presentation and Styling'. Ss Identify equipment and resources needed to set up a photography shoot. Ss complete the food styling and photography video clips activities <p>Practical - Garnishing Techniques - Avocado on Toast</p> <ul style="list-style-type: none"> Ss will watch video on garnishing techniques to gain inspiration Ss will then be tasked to garnish avocado on toast Using the school camera, Ss will have the opportunity to also take photos of their final product and consider the background of their food set up by using props. Ss will need to submit their final photo onto google classroom <p>Note: emphasise to Ss that on the day they submit their Lemon Meringue Pie they will need to take a photo and need props etc to enhance the styling of the photo as this counts towards marks in the assessment task.</p> <p>Assessment Practical - 2x Lessons</p> <ul style="list-style-type: none"> Ss are to walk into the kitchen with all PPE required Ss have 2 lessons to complete the entirety of the Lemon Meringue Pie following the provided recipe Ss are to the garnish, style and photograph their final product and submit to Google Classroom for grading 	<p>Use visual comparisons to show how food presentation has changed over time</p> <p>Allow speech-to-text usage to prevent less physical workload</p> <p>Provide Sarah with a structured step-by-step checklist</p> <p>Allow for LSO to visit to check on Sarah and work with her if needed</p> <p>LSO also to check in with Indi</p>	<p>T marks their photo to determine how well they have garnished their food item and the usage of props to enhance the styling of the food.</p> <p>T is to ask questions about the functional properties occurring during the practical to gauge for Ss understanding.</p>
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Week 10 (3 hours)

P2.2 P4.1, P4.2	NESA key glossary terms and the differences between terms	Attack exam style questions and understand the NESA key glossary terms	<p>Functional Properties - Revision lesson</p> <ul style="list-style-type: none"> • With all content covered Ss will have 1 lesson to go over the functional properties of food with the T to assist in the preparation of their exam. • T is to go over what they expect to see in the exam and how to answer an extended response style question • T is to go over NESA key glossary terms to enhance Ss understanding with exam style questions <p>Assessment Task 1 - Exam component</p> <ul style="list-style-type: none"> • Ss will be given 60 minutes to complete exam on the functional properties of a lemon meringue pie • Ss will complete 10 multiple choice questions, 4 short answers and 1 extended response <p>Practical - Sponge Cake</p> <ul style="list-style-type: none"> • With the completion of content and assessment tasks, for the final lesson, Ss are to make a sponge cake and reflect on the functional properties occurring when making the sponge cake. 	<p>Create a structured scaffold for Ss to write their notes in - create digitally for Indi</p> <p>Print out NESA Glossary terms rather than hand writing</p> <p>Indi will complete her exam online however under exam provisions of Diverse Learner Coordinator to ensure she is using her laptop appropriately</p> <p>Special provisions - Sarah to ensure she is on task</p>	<p>Summative Assessment (weighting of 40%)</p> <p>Questioning during the practical to determine understanding</p>
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Annotations

Expectation	Evidence	Annotation
Learning outcomes or objectives, including any relevant adjustments for students working below and above standard	<p><i>Learning Intention: To investigate the safe storage of food.</i></p> <p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> ❖ <i>Describe the instance of food safety</i> ❖ <i>Identify the ideal storage requirements for different food types</i> ❖ <i>Describe the differences between shelf-life of food</i> ❖ <i>Explain the difference between dry storage, cold storage and freezer storage</i> <p>Provide Sarah with explicit instructions and a structured checklist to keep her on track during the experiment</p> <p>Provide Indi with a printed copy of PPT for her to highlight main points</p>	<p>Under the ‘<i>Diverse Learning</i>’ column, differentiation and adjustments have been implemented to support diverse learners effectively. Differentiation ensures that all students experience learning growth, regardless of their starting point (<i>Department of Education, 2023</i>).</p> <p>Each week of the unit plan includes clearly defined learning intentions and success criteria aligned with syllabus outcomes. Explicit learning intentions provide students with a clear purpose and rationale for the lesson, guiding their understanding and setting clear learning goals for what they should achieve by the end of the lesson (<i>NSW Government, 2025</i>).</p>
Alignment with subject-specific syllabus.	<p>SAFE STORAGE OF FOOD</p> <p>FACTORS AFFECTING MICROBIAL GROWTH</p> <p>FUNCTIONAL PROPERTIES OF FOOD</p>	<p>Within the ‘<i>Ss learn about</i>’ column, each syllabus dot point was color-coded and bolded to demonstrate that all dot points were addressed. As a result, throughout the entire unit plan, each syllabus requirement was met, and lessons were deliberately structured to ensure students were effectively taught these key concepts.</p>
Information about the nature, content and conditions of the summative assessment	<p>Note: This content is what Ss will be assessed on for Assessment Task 1</p> <p>Functional Properties Of Proteins</p> <ul style="list-style-type: none"> • T explains proteins and their different functional properties as well as the factors that affect them. • Denaturation, coagulation, gelation, foaming and browning <p>Functional Properties Of Carbohydrates</p> <ul style="list-style-type: none"> • T explains carbohydrates and their different functional properties as well as the factors that affect them. • Gelatinisation, dextrinisation, caramelisation and crystallisation <p>Functional Properties Of Lipids</p> <ul style="list-style-type: none"> • T explains lipids and their different functional properties as well as the factors that affect them. • Aeration and emulsification 	<p>Weeks 3 and 4 focused on content-heavy lessons related to the functional properties of food. This was noted in the unit plan to ensure the teacher could monitor and support students' understanding. Additionally, in Week 8, students were given two lessons to practice making lemon meringue pie, reinforcing their practical skills. In Week 10, dedicated preparation time was provided for the exam, allowing students to review key concepts with the teacher to ensure they were well-prepared. This structured approach ensured that students had ample time to develop their understanding of key concepts, refine their practical skills, and engage in targeted revision, ultimately supporting their readiness for the summative assessment.</p>

Pedagogical sequencing of content and activities appropriate for your teaching area	<p>SENSORY CHARACTERISTICS - <i>Learning Intention: To explore the sensory characteristics and assessment of foods when selecting quality food products</i></p> <p>SENSORY TESTS - <i>Learning Intention: To explore the different sensory tests used to assess food and food products</i></p>	In Week 5, the unit plan demonstrated a logical progression, where students first explored sensory characteristics before applying this knowledge through sensory testing. This pedagogical sequencing aligns with Kolb's Experiential Learning Theory, which emphasises the importance of building theoretical understanding before engaging in hands-on application. By first developing foundational knowledge of sensory characteristics, students were better prepared to conduct sensory tests in subsequent lessons, reinforcing their learning through experience (Bartle, 2015).
A variety of formative assessment strategies suitable for tracking and supporting student learning	<p>T roams around the classroom and checks SS ' understanding asking individual questions.</p> <p>T collects Ss work and provides informal written feedback.</p> <p>T reviews Ss progress on the Chapter Review exam style questions and provides feedback, T determines whether or not to revise concepts or move forward in program</p>	Formative assessment is embedded throughout the unit plan, allowing the teacher to continuously gauge student understanding and address learning needs (NSW Government, n.d). These assessments enable targeted feedback, providing students with opportunities to refine their knowledge and enhance their learning (NSW Government, n.d).
Planning for the development of students' subject-specific literacy, numeracy and digital skills.	<p>Practical / Experimenting with the 6 factors:</p> <ul style="list-style-type: none"> Ss are to work in groups to test one factor on a food property (e.g., how temperature affects the thickening of a starch-based sauce). Ss are then to record data on time, temperature, pH levels, or volume. Ss are to then calculate changes (e.g., percentage increase in thickness, rate of reaction based on temperature, pH shift). Ss are to compare their findings, discuss why different results occurred 	Throughout my unit plan, literacy, numeracy, and digital skills were intentionally integrated, as these are fundamental to learning, educational attainment, social interaction, and future employment (NSW Government, 2024). This is evident in Week 4's practical experiment, where students applied numeracy skills by measuring pH and temperature variations, then analysing the collected data.
Diagnostic, formative and summative approaches to tracking and assessing student learning.	<p>Pretest to determine students knowledge before</p> <p>T uses questioning techniques to gauge Ss pre-existing understanding.</p> <p>T collects and marks Ss questions by providing an informal mark and written comments</p> <p>T is to ask questions about the functional properties occurring during the practical to gauge for Ss understanding.</p>	Assessment is a fundamental aspect of effective teaching, as it allows educators to gather evidence of student progress and determine achievement levels (NSW Government, 2024). In my unit plan, I strategically incorporated diagnostic, formative, and summative assessments to monitor student learning at different stages. The diagnostic assessment in Week 1 identified prior knowledge, formative assessments throughout Weeks 3–7 tracked skill development, and the summative assessment in Weeks 9-10 evaluated overall understanding. This comprehensive approach ensured that student learning was continuously assessed and supported.

Differentiation of teaching and assessment to consider implications for students.	<p>Indi will complete her exam online however under exam provisions of Diverse Learner Coordinator to ensure she is using her laptop appropriately</p> <p>Special provisions - Sarah to ensure she is on task</p> <p>Underline important information for Sarah to copy down</p> <p>Provide Indi with a printed copy of PPT for her to highlight main points</p> <p>Provide a scaffold to reduce manual writing</p> <p>Provide Sarah with explicit instructions and a structured checklist to keep her on track during the experiment</p>	<p>Differentiation in teaching and assessment ensures that every learner has the opportunity to grow academically, intellectually, and socially (Tomlinson, 2023). Throughout my unit plan, differentiation and adjustments were implemented to support both Indi and Sarah. For instance, Indi was provided with exam provisions, including access to support teachers and adjustments to her work, to accommodate her dysgraphia and ensure she could effectively demonstrate her understanding. Additionally, Sarah received explicit instructions to help her stay on track in class. These adaptations reflect a strong commitment to inclusive education by addressing diverse learning needs and equipping all students with the necessary support to succeed (Tomlinson, 2023).</p>
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