

YEAR 10 FOOD TECHNOLOGY COURSE AND VELS POINTS

	Learning	Focus	Assessment	VELS Points
Week	Topics	Production/s	Assessment and Activities	
1 - 3	<p>KEEPING FOOD SAFE –</p> <ul style="list-style-type: none"> • Food hygiene • Safe food handling • Food spoilage • food poisoning 	<ul style="list-style-type: none"> • Pork Buns (yeast) • Cornish Pasties (pastry) • Mini Victorian Sponge Cakes/Mini Pavlovas <p>Optional –</p> <ul style="list-style-type: none"> • Spring Rolls (deep frying) 	<p>Knowledge about Food Hygiene and Safe Food Handling (Chapter One)</p> <ul style="list-style-type: none"> • Test your knowledge questions in the chapter • Common tools and equipment handout • Food Packaging task handout • Food Storage Handout • Food Technology terms and definitions handout • “Perth Restaurants making people sick” article and questions <p>Knowledge about Food Spoilage and Food Poisoning (Chapter Two)</p> <ul style="list-style-type: none"> • Food Spoilage Test Questions • Food Poisoning Activities • Optional – Multiple Choice Test 	<p><i>Technologies Context –</i></p> <p>*Materials and technologies specialisations -</p> <ul style="list-style-type: none"> • Investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions <p><i>Creating Designed Solutions –</i></p> <p>*Producing –</p> <ul style="list-style-type: none"> • Work flexibly to safely test, select and justify and use appropriate technologies and process to make designed solutions <p>*Evaluating –</p> <ul style="list-style-type: none"> • Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability
4 – 5	Food Properties – FRUIT	<ul style="list-style-type: none"> • Apple Cake (creaming) • Mango Chutney (optional) • Own Choice – Fruit Prac 	<p>Knowledge about Fruits (Chapter Three)</p> <ul style="list-style-type: none"> • Fruit Classification activity • Test your knowledge questions • Chemical properties of Fruit • Design Brief Task (pg 43) • Media Analysis (pg 44) • Sensory properties of Fruit • Fruit Taste Test – different types to taste eg star fruit etc • Browning of Fruits Activity (pg 48) 	<p><i>Technologies and Society –</i></p> <ul style="list-style-type: none"> • Explain how designed solutions evolve with consideration of preferred futures and the impact of emerging technologies on design decisions

6 – 7	VEGETABLES	<ul style="list-style-type: none"> Fennel or Chicken and Vegetable Risotto recipe (gelatinisation) Creating their own Stirfry recipe Corn Bread Muffins 	<p>Knowledge about Vegetables (Chapter Four)</p> <ul style="list-style-type: none"> Origin of Vegetables and different classifications Test Questions and/or Activity 4.1 (pg 52) Design Brief – design your own Stirfry Physical, chemical and sensory properties of vegetables GM Vegetables Media Analysis Activity 4.6 (pg 62) Preventing browning of vegetables Activity 4.7 (pg 65) 	<p><i>Technologies Context –</i></p> <p>*Food and fibre production –</p> <ul style="list-style-type: none"> Investigate and make judgements on the ethical and sustainable production and marking of food and fibre
8 – 10	CEREALS	<ul style="list-style-type: none"> Own Pasta Sauce and fresh Pasta (pasta making) Cheese and Herb Bread Sago or other milk pudding 	<p>Knowledge about Cereals (Chapter Five)</p> <ul style="list-style-type: none"> Origins of Cereals – different types Investigating Cereals Activity 5.1 (pg 69) Physical, chemical and sensory properties of cereals Cereal Comparison activity 5.3 (pg 72) Design your own pasta sauce design brief Gluten – True or False question sheet Functional properties of cereals – dextrinization and gelatinisation 	<p>*Food Specialisation –</p> <ul style="list-style-type: none"> Investigate and make judgements on how the principals of food safety, preservation and presentation and sensory perceptions influence the creating of food solutions for healthy eating
11-12	NUTS & LEGUMES	<p>OR</p> <ul style="list-style-type: none"> Carrot and Walnut Loaf Vegetable curry with legumes Beef Satay with Roti <p>OR</p> <ul style="list-style-type: none"> Spiced Beef Nachos Moroccan Sweet Potato and chickpea soup 	<p>Knowledge about Nuts and Legumes (Chapter Six)</p> <ul style="list-style-type: none"> Origin and classification of nuts Different Nuts Taste Test and Sensory analysis – Activity 6.2 (pg 87) Property changes in nuts during cooking process Classification of legumes Chemical and functional properties of legumes Comparing the cost Activity 6.8 (pg 99) Testing knowledge questions 	<p><i>Creating Designed Solutions –</i></p> <p>*Generating –</p> <ul style="list-style-type: none"> Apply design, thinking, creativity and innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication

13-14	MEAT, POULTRY AND SEAFOOD	<ul style="list-style-type: none"> • Homemade Meatloaf • Irish Stew • Parmesan crusted chicken with hollandaise 	<p>Knowledge about Meat, Poultry and Seafood (Chapter Seven)</p> <ul style="list-style-type: none"> • Origin of meat • Structure and classification of meat • Research task Activity 7.2 (pg 105) • Quality considerations of meat • Cooking meat • Physical properties of meat • Changes of properties of meat with preparation and processing • Origin and classification of Poultry • Chemical properties of poultry • Origin and classification of seafood • Structure and selection of seafood • Sensory properties of seafood • Chemical properties of seafood • Testing questions in chapter 7 	<p>*Producing –</p> <ul style="list-style-type: none"> • Work flexibly to safely test, select and justify and use appropriate technologies and process to make designed solutions
15-16	DAIRY PRODUCTS	<ul style="list-style-type: none"> • Vanilla Panna Cotta • Mini Cheesecakes • Choose your own Dairy Recipe 	<p>Knowledge of Dairy Products (Chapter Eight)</p> <ul style="list-style-type: none"> • Origin of dairy products • Classification of dairy products • Investigate milk products Activity 8.2 (pg 132) • Storage and quality considerations of dairy products • Physical and sensory products of dairy foods • Cheese Sensory Taste Test Activity 8.7 (pg 138) • Changes in properties of dairy foods during preparation and processing • Testing your knowledge questions 	<p>*Evaluating –</p> <ul style="list-style-type: none"> • Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability

17-18	EGGS	<ul style="list-style-type: none"> • Own Egg Recipe choice • Frittatas OR <ul style="list-style-type: none"> • Homemade icecream – choice of own flavours 	<p>Knowledge of Eggs (Chapter Nine)</p> <ul style="list-style-type: none"> • Origin and Structure of Eggs • Classification of eggs • Which eggs are best Activity 9.3 (pg 146) • Quality considerations of eggs • Design Brief – promoting caged eggs (pg 152) • Changes to properties of eggs with preparation and processing • Testing your knowledge questions 	<p>*Planning and Managing –</p> <ul style="list-style-type: none"> • Develop project plans to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes
19 –20	REVISION OR START UNIT TWO – Tools, equipment and processing	<ul style="list-style-type: none"> • Own Prac Choices 	<ul style="list-style-type: none"> • Unit One Revision Test and Questions OR <ul style="list-style-type: none"> • Unit One Food Tech Exam (optional) <p>OPTIONAL ASSESSMENT TASK DURING THE SEMESTER –</p> <ul style="list-style-type: none"> • Students to research one of the above food properties and complete questions on it by revising notes and chapter • Present in Powerpoint or other Computer Program 	<p><i>Technologies Context –</i></p> <p>*Materials and technologies specialisations -</p> <ul style="list-style-type: none"> • Investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions <p><i>Creating Designed Solutions –</i></p> <p>*Producing –</p> <ul style="list-style-type: none"> • Work flexibly to safely test, select and justify and use appropriate technologies and process to make designed solutions <p>*Evaluating –</p> <ul style="list-style-type: none"> • Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability