

Food, Cooking and Nutrition

LEVEL 2	15 TCE CREDIT POINTS
COURSE CODE	FDN215113
COURSE SPAN	2013 — 2017
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2017. Use [A-Z Courses](#) to find the current version (if available).

Food, Cooking and Nutrition has been developed to offer a variety of pathways in the food area for a diverse range of learners

It has a non-commercial focus which is based on practical skills. Health issues and diet related diseases are a major concern in Tasmania. Limited nutrition awareness, food knowledge and preparation skills are recognised as significant contributing factors. This course enables students to learn about, prepare and experience healthy foods, thereby improving dietary habits.

Course Description

This course provides learners an opportunity to develop knowledge of food and food preparation skills. Learners will apply safe food handling practices and food safety hygiene procedures as they work individually and in a team to prepare key foods for a range of contexts. They will learn about the nutritional, sensory and functional properties of foods and prepare healthy meals. Learners will consider cultural and environmental aspects of food in Australia.

Rationale

This course has been developed to offer a variety of pathways in the food area for a diverse range of learners. It has a non-commercial focus which is based on practical skills.

Health issues and diet related diseases are a major concern in Tasmania. Limited nutrition awareness, food knowledge and preparation skills are recognised as significant contributing factors. This course enables students to learn about, prepare and experience healthy foods, thereby improving dietary habits.

Learning Outcomes

On successful completion of this course, learners will have the following knowledge and skills:

1. explain and apply safe, and hygienic work practices when handling and storing food
2. analyse the nutritional, physical, sensory and functional properties of key foods
3. design and evaluate recipes and menus for a range of contexts
4. individually, and as a team member, use skills to prepare food
5. consider environmental, cultural, economic and nutritional factors relating to food.

Pathways

This course offers a foundation for Food and Nutrition Level 3, as well as being an extension from Food and Cooking Essentials Level 1.

It supports learners wishing to go on to, or who are currently studying VET Hospitality or Tourism. It has been designed to give learners life skills including an understanding of current environmental issues related to Australian Food. It supports learners working towards allied health, sports, community, hospitality and education focused career paths.

Resource Requirements

Learners must have access to domestic-style kitchen facilities.

Access to information technology such as the internet is desirable.

Course Size And Complexity

This course has a complexity level of 2.

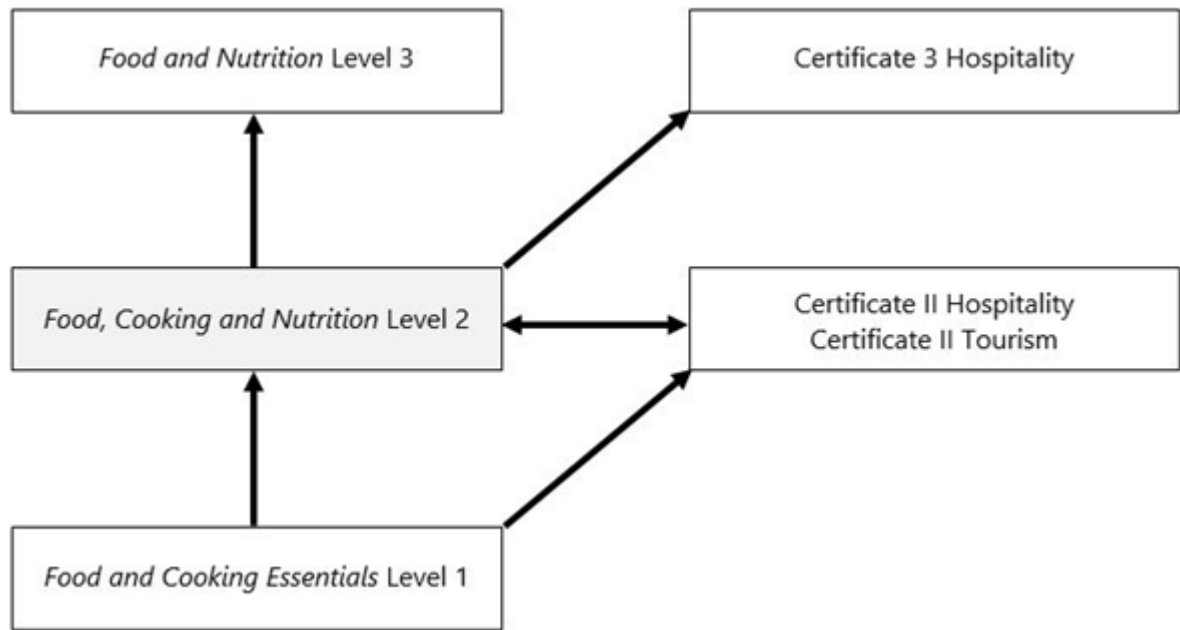
At Level 2, the learner is expected to carry out tasks and activities that involve a range of knowledge and skills, including some basic theoretical and/or technical knowledge and skills. Limited judgement is required, such as making an appropriate selection from a range of given rules, guidelines or procedures. VET competencies at this level are often those characteristic of an AQF Certificate II.

This course has a size value of 15.

Relationship To Other TASC Accredited And Recognised Senior Secondary Course

Food, Cooking and Nutrition supports learners who choose to study food at various levels.

Overview of Foods Courses



Relationship of Course with VET Training Package Qualifications

Food, Cooking and Nutrition Level 2 prepares learners for further study in the following VET Training Package qualifications:

VET Training Package Qualifications	Food, Cooking and Nutrition
Implement food safety procedures (SITXFSA001A)	Course Unit A and Criterion 4
Follow workplace hygiene procedures (SITXFSA001A)	Course Unit A and Criterion 4

Course Content

Learners are required to complete **all** units of study. Learners must have access to domestic-style kitchen facilities and comply with WHS issues for kitchen use (e.g. correct footwear).

Learners are required to prepare and taste foods.

Learners will be involved in implementing food preparation processes **at least 50%** of the allocated time.

Suggested text: Perraton et al Food and Technology 1 (3rd Ed) 2010 Jacaranda.

Unit	Key Knowledge	Key Skills	Suggested Activities/Delivery/Work Requirements	Assessment Criteria	Suggested Time Allocation
A. Keeping food safe	<ul style="list-style-type: none"> Food safety hygiene procedures in a non-commercial setting. Causes and prevention of food spoilage. Food storage and safe handling practices. 	<ul style="list-style-type: none"> Implement safe and hygienic work practices. 	<ul style="list-style-type: none"> All learners must cover basic food safety and hygiene procedures and demonstrate these throughout practical lessons. Knowledge test. 	2 & 4	10 hours
B. Nutrients and Energy	<ul style="list-style-type: none"> Basic functions of Protein, Carbohydrates and Fibre, Fats, Vitamins, Minerals and Water. Understanding the link between nutrition and maintaining a healthy weight range. Using The Australian Guide to Healthy Eating. 	<ul style="list-style-type: none"> Identify the nutrients within a practical setting. Modifying recipes, menus and diets to reflect current nutrition principles. Prepare and taste healthy food. 	<ul style="list-style-type: none"> Learners adapt recipes to reflect current nutrition information. Learners plan menus and/or recipes using the Australian Guide to Healthy Eating. Prepare low fat foods, including recipes with high fibre and vegetables. 	1, 2, 3, 5, 6, 7 & 8	20 hours
C. Key Foods <ul style="list-style-type: none"> Fruits, Vegetables, Legumes, Nuts Cereal products Meat, poultry, seafood and eggs Dairy foods Fats, oils, salts and 	<ul style="list-style-type: none"> Types, structure. Origin and sustainability. Nutritional qualities. Sensory properties. Changes during food preparation and processing. Cooking methods. 	<ul style="list-style-type: none"> Prepare and taste foods from each of the key food groups. Make informed decisions about healthy food selection. Prepare key foods to demonstrate cooking methods and/or functional properties, for example 	<ul style="list-style-type: none"> Use a variety of recipes to investigate the properties and nutritional value of the key foods. Use a variety of cooking methods. Include meal cooking. Work as an individual and/or group member to prepare and present food. 	1, 2, 3, 4, 5, 6 & 7	60 hours

sugar	<ul style="list-style-type: none"> Modification of methods and ingredients to improve nutritional value of food. 	coagulation, thickening, caramelisation, etc...	<ul style="list-style-type: none"> Learners must taste a variety of different foods. Research key foods. 		
D. Social, Cultural and Economic Aspects of Food	<ul style="list-style-type: none"> Social and cultural factors that impact on planning, including beliefs, customs, lifestyle, life span and purpose of the meal. Impact of resources on planning, including access to ingredients, skills, equipment, time, money and transport. 	<ul style="list-style-type: none"> Within a broad range of contexts design, prepare and evaluate recipes, menus and foods. Suggested contexts could include other cultures, religions, celebrations, budgeting, community. 	<ul style="list-style-type: none"> Must take part in a catering event or manage/plan a small project/catering event. Select, cost, make and consume a variety of foods for a variety of diverse situations. International cooking. Learners to use a variety of different cooking technology (e.g. thermomix, microwave, food processor). Prepare healthy food on a budget. 	1, 2, 3, 4, 5 & 8	40 hours
E. Contemporary food applications	<p>Teacher directed extension topic.</p> <p>Possible options:</p> <ul style="list-style-type: none"> Australian chefs Environmental factors New food products Food related technology Packaging 	<ul style="list-style-type: none"> Research, evaluate and present information. Prepare relevant recipes. 	<ul style="list-style-type: none"> Learners must undertake an investigation in a chosen topic – presentation could be written, PowerPoint, etc... 	1, 2 & 8	20 hours

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's [quality](#)

[assurance](#) processes and [assessment](#) information.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

Quality Assurance Process

The following process will be facilitated by TASC to ensure there is:

- a match between the competencies specified in the course and the skills and knowledge demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

Process – TASC will verify that the provider's course delivery and assessment standards meet the course requirements and community expectations for fairness, integrity and validity of qualifications TASC issues. This will involve checking:

- learner attendance records
- course delivery plans (the sequence of course delivery/tasks and when assessments take place)
- assessment instruments and rubrics (the 'rules' or marking guide used to judge achievement)
- class records of assessment
- examples of learner work that demonstrate the use of the marking guide
- samples of current learner's work, including that related to any work requirements articulated in the course document.

This process will usually also include interviews with past and present learners.

It will be scheduled by TASC using a risk-based approach.

Criteria

The assessment for Food, Cooking and Nutrition Level 2 is based on the degree to which the learner can:

1. collect and evaluate information
2. communicate ideas and information
3. demonstrate organisational and time management skills
4. apply safe practices and food hygiene procedures
5. demonstrate food preparation skills
6. understand the key properties of foods
7. understand and apply nutrition principles
8. investigate and address food-related issues

Standards

Criterion 1: collect and evaluate information

The learner:

Rating A	Rating B	Rating C
collects and categorises information from a variety of oral, written, visual and multimodal material	collects and categorises information from a given range of oral, written, visual and multimodal material	collects information from a given range of written, visual and multimodal material
selects and uses a variety of relevant ICT technologies to collect, categorise and analyse information	uses a variety of relevant ICT technologies to collect and categorise information	uses a limited range of relevant ICT technologies to collect and categorise information
uses ICT technologies in accordance with established safety procedures	uses ICT technologies in accordance with established safety procedures	uses ICT technologies in accordance with established safety procedures
identifies sources of information correctly using referencing/citation techniques.	identifies sources of information using referencing/citation techniques.	identifies sources of information as directed.

Criterion 2: communicate ideas and information

The learner:

Rating A	Rating B	Rating C
clearly conveys ideas and information to the intended audience	conveys ideas and information to the intended audience	conveys basic ideas and information to the intended audience
correctly uses a wide range of relevant course-specific terms	uses a range of course-specific terms. The usage is generally correctly.	uses some course-specific terms. The usage is generally correctly.
edits and presents information using a broad range of ICT methods	presents information using a range of ICT methods	presents information using a limited range of ICT methods
correctly spells common and course-specific terms and uses grammar, punctuation and complex sentence structure to clearly convey meaning.	correctly spells common words and most course-specific terms, and uses basic grammar, punctuation and sentence structure to convey meaning.	correctly spells most common words and uses simple punctuation and sentence structure to convey basic meaning.

Criterion 3: demonstrate organisational and time management skills

The learner:

Rating A	Rating B	Rating C
considers, selects and uses strategies to manage activities within proposed times	selects and uses strategies to perform tasks within proposed times	uses strategies as directed to perform tasks within proposed times
identifies and uses appropriate equipment for food preparation tasks	selects appropriate equipment for food preparation tasks	uses appropriate equipment for food preparation tasks, as directed
plans ahead and sequentially organises food and working space	follows appropriate method in managing food and working space	demonstrates basic organisation of food and working space

reflects on progress towards meeting goals, evaluates progress and plans future actions.	reflects on progress towards meeting goals and articulates ways in which goals can be met in the future.	reflects on progress towards meeting goals in a constructive manner.
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Criterion 4: apply safe practices and food hygiene procedures

The learner:

Rating A	Rating B	Rating C
describes and follows safe practices in kitchen settings, and acts with a high level of awareness of the safety of others	describes and follows safe practices in kitchen settings	follows direction regarding basic safe practices in kitchen settings
explains a range of food safety hygiene principles, including those that are essential	describes essential food safety hygiene principles	identifies essential food safety hygiene principles
considers, selects and applies appropriate food hygiene practices	applies appropriate food hygiene practices	follows basic food hygiene practices as directed
explains a range of causes and prevention of food spoilage including appropriate food storage methods.	describes causes of food spoilage and appropriate food storage methods.	identifies main causes of food spoilage and outlines food storage methods.

Criterion 5: demonstrate food preparation skills

The learner:

Rating A	Rating B	Rating C
prepares food, demonstrating proficiency in a wide range of techniques	prepares food, demonstrating proficiency in a range of techniques	prepares food, demonstrating proficiency in a limited range of food preparation techniques
utilises own knowledge and skills to follow and adjust a recipe as necessary	successfully follows a recipe with minimal direction	follows a recipe successfully, with direction
completes dishes, plates food and presents neatly and attractively, taking into account visual appeal, colour and contrast	completes dishes, plates food and presents neatly (e.g. without drips and spills)	completes dishes and plates food
explains and uses a wide range of appropriate food preparation methods.	describes and selects appropriate food preparation methods.	selects suitable food preparation methods.

Criterion 6: understand the key properties of foods

The learner:

Rating A	Rating B	Rating C
describes a wide range of varieties of foods within the key food groups*	identifies a range of varieties of foods within the key food groups*	lists a small range of foods within key food groups*
explains production of a range of foods and examines issues affecting sustainability	discusses production of a range of foods and issues affecting sustainability	describes origin of key foods and generalised issues affecting sustainability
describes and compares sensory and physical characteristics of key foods before and after	describes sensory and physical characteristics of key foods before and after	identifies sensory and physical characteristics of key foods

preparation	preparation	
explains functional properties of foods (such as coagulation, gelatinisation and caramelisation).	describes basic functional properties of foods (such as coagulation, gelatinisation and caramelisation).	describes some changes in foods through cooking process.

* Key Foods are as specified in Content:

- Fruits, Vegetables, Legumes, Nuts
- Cereal Products
- Meat, Poultry, Seafood and Eggs
- Dairy Foods
- Fats, Oils, Salts and Sugar

Criterion 7: understand and apply nutrition principles

The learner:

Rating A	Rating B	Rating C
identifies nutrient content and explains nutritional quality of a range of foods within key food groups	identifies general nutrient content and discusses nutritional quality of foods within key food groups	identifies general nutrient content of key food groups and unhealthy foods
modifies recipes, menus and diets, explaining in detail how nutritional quality is improved	modifies recipes, menus and diets to improve nutritional quality, discussing reasons for changes	adjusts recipes, menus or diets to improve nutritional quality, as directed
analyses links between nutrition and obesity.	describes links between nutrition and obesity.	identifies links between nutrition and obesity.

Criterion 8: investigate and address food-related issues

The learner:

Rating A	Rating B	Rating C
investigates and describes foods of an ethnic/religious group and a range of social and cultural factors affecting their food choice	investigates and describes foods of an ethnic/religious group and some social and cultural factors affecting their food choice	identifies and discusses foods and food culture of an ethnic/religious group
plans and evaluates menus considering a range of appropriate social and cultural factors	plans and evaluates menus considering a range of social and cultural factors	plans menus considering general social and cultural factors
designs food for specific events considering a wide range of resources*	designs food for specific events considering a range of resources*	with direction, plans food for specific events considering a range of resources*
explores and analyses a current food issue in Australia.	explores and describes a current food issue in Australia.	discusses a current food issue in Australia.

* 'range of resources' include, but are not limited to: time; costs; availability of equipment, facilities, ingredients, and so on.

Qualifications Available

Food, Cooking and Nutrition Level 2 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 8 ratings.

The minimum requirements for an award in Food, Cooking and Nutrition Level 2 are as follows:

Exceptional Achievement (EA)

7 'A' ratings, 1 'B' rating

High Achievement (HA)

3 'A' ratings, 4 'B' ratings, 1 'C' rating

Commendable Achievement (CA)

3 'B' ratings, 4 'C' ratings

Satisfactory Achievement (SA)

5 'C' ratings

Preliminary Achievement (PA)

3 'C' ratings

A learner who otherwise achieves the ratings for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

Course Developer

The Department of Education acknowledges the significant leadership of Wendy Irvine and Leanne Mann of the Tasmanian Academy in the development of this course.

Accreditation

The accreditation period for this course is from 1 January 2013 to 31 December 2017.

Version History

Version 1 – Accredited 14 November 2012.

Version 1.a – Reference to 'A' and 'B' ratings included in ASSESSMENT section.

Appendix 1

LINE OF SIGHT- Food, Cooking and Nutrition Level 2

Learning Outcomes	Unit	Criterion
<ul style="list-style-type: none">explain and apply safe, and hygienic work practices when handling and storing food	A, B	4
<ul style="list-style-type: none">analyse the nutritional, physical, sensory and functional properties of key foods	B, C	6, 7
<ul style="list-style-type: none">design and evaluate recipes and menus for a range of contexts	C, D, E	5, 7, 8
<ul style="list-style-type: none">individually, and as a team member, use skills to prepare food	A, B, C, D, E	3, 5
<ul style="list-style-type: none">consider environmental, cultural, economic and nutritional factors relating to food	B, C, D	1, 2, 8



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