

# Food, Cooking and Nutrition

LEVEL 2	15 TCE CREDIT POINTS
<b>COURSE CODE</b>	FDN215118
<b>COURSE SPAN</b>	2018 — 2026
<b>READING AND WRITING STANDARD</b>	NO
<b>MATHEMATICS STANDARD</b>	NO
<b>COMPUTERS AND INTERNET STANDARD</b>	NO

This course is current for 2022.

**Food, Cooking and Nutrition enables students to learn about, prepare and consume healthy foods, thereby providing a foundation for informed decision-making and improving dietary habits.**

## Rationale

Food education enables learners to develop an understanding of basic nutrition, and the skills and knowledge to select appropriate foods and cooking methods to create meals. This empowers learners to make responsible, healthy, sustainable food choices for life. Food choices impact directly on the wellbeing of individuals, families and communities. Health issues and are a major concern in Tasmania and the development of nutrition awareness, food knowledge and preparation skills have been recognised as factors which can contribute to the improvement of the health of Tasmanians.

Food, Cooking and Nutrition enables students to learn about, prepare and consume healthy foods, thereby providing a foundation for informed decision-making and improving dietary habits.

## Aims

Food, Cooking and Nutrition Level 2 aims to build practical skills in the planning, preparation and assessment of food, including the principles and practices that ensure safe preparation of food within a domestic context. Learners develop the capacity to be discerning consumers and to select and prepare foods to meet individual and family nutritional needs. Learners will also develop an awareness of a range of factors which affect individuals' food choices.

## Learning Outcomes

On successful completion of this course, learners will be able to:

- explain and apply safe, and hygienic work practices when handling and storing food
- appraise the nutritional, physical, sensory and functional properties of key foods
- design, make and evaluate recipes and menus for a range of contexts
- prepare food, working both individually and collaboratively
- describe how environmental, cultural, economic and nutritional factors can relate to food choice.

## Pathways

This course provides a pathway to Food and Nutrition Level 3, as well as being a pathway from Food and Cooking Essentials Level 1.

Learners may study Food, Cooking and Nutrition Level 2 alongside the Food and Hospitality Enterprise level 2 course. It has been designed to give students life skills including an understanding of current environmental issues related to Australian Food. It supports students working towards allied health, sports, community, hospitality and education focused career paths.

## Resource Requirements

Learners must have access to domestic-style kitchen facilities and computers with internet access.

Providers are responsible for the collection and management of information relating to learners' food allergies, intolerance and requirements, and the management of this in relation to maintaining their health and safety during his course.

## 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 judgment 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.

## Course Description

This course provides learners with an opportunity to develop knowledge of food and food preparation skills within a domestic context. 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, including indigenous food, and from around the world.

## Course Requirements

Learners are required to complete **all units** of study. Keeping Food Safe **must be covered first**. It is recommended Contemporary Food Applications be studied last.

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 a variety of foods throughout the course. Consideration needs to be given to learners' dietary needs and preferences, especially on the basis of allergy, intolerance or religious, cultural and ethical factors.

## Course Content

Unit 1. Keeping Food Safe	
UNIT OUTLINE	In this Unit learners will use equipment and techniques appropriately, and apply principles of safe and hygienic food handling. They will develop organisational and technical skills in relation to the preparation, cooking and presentation of food in a range of practical activities.
KEY KNOWLEDGE	<ul style="list-style-type: none"> <li>• food safety and hygiene procedures in a non-commercial setting</li> <li>• causes and prevention of food spoilage</li> <li>• food storage and safe handling practices.</li> </ul>
KEY SKILLS	<ul style="list-style-type: none"> <li>• select appropriate equipment</li> <li>• apply suitable techniques</li> <li>• implement safe and hygienic practices.</li> </ul>
SUGGESTED ACTIVITIES	Practical demonstration of food safety and hygiene skills* create posters to promote food safety and hygiene* guest speaker.
WORK REQUIREMENTS	<ol style="list-style-type: none"> <li>1. Poster based on promoting a key hygiene or food safety message.</li> <li>2. Practical implementation of safety and hygiene as evidenced through an observational checklist.</li> </ol>

Unit 2. Nutrients, Energy and Health	
UNIT OUTLINE	This unit enables learners to understand, prepare and experience healthy foods, which can contribute to improving dietary habits. Learners develop an awareness of links between food and health, this includes a recognition of food allergies and intolerances and the role they play in diet and health.
KEY KNOWLEDGE	<ul style="list-style-type: none"> <li>• basic functions of Protein, Carbohydrates and Fibre, Fats, Vitamins, Minerals and Water</li> <li>• links between nutrition and maintaining a healthy weight range</li> <li>• use the Australian Guide to Healthy Eating</li> <li>• recognise the importance of allergies and intolerances and their relationship to food* develop an awareness of labelling and the role this can play in relationship to health.</li> </ul>
KEY SKILLS	<ul style="list-style-type: none"> <li>• identify nutrients within a practical setting</li> <li>• assess the nutritional quality of foods and meals</li> <li>• modify recipes, menus and diets to reflect current nutrition principles</li> <li>• prepare and taste healthy food* design and adapt food in response to specific needs and considerations, for example people with allergies.</li> </ul>
SUGGESTED ACTIVITIES	learners adapt recipes to reflect current nutrition information.* learners plan menus and recipes using the Australian Guide to Healthy Eating.* learners prepare low fat and low sugar foods, including recipes with high fibre and vegetables.
WORK REQUIREMENTS	<ol style="list-style-type: none"> <li>1. Recipe adaptation to improve nutritional content.</li> <li>2. Learner-designed menu for 1-3 days, to fit Australian Dietary Guidelines (ADG).</li> </ol>

Unit 3. Key Foods	

UNIT OUTLINE	<p>This Unit focuses on the key food groups (listed below), understanding their properties and roles during food preparation and processing. Learners must taste a variety of different foods during this unit. Subject to consideration of learners' dietary needs and preferences, especially on the basis of allergy, intolerance or religious, cultural and ethical factors.</p> <ul style="list-style-type: none"> <li>• fruits and vegetables</li> <li>• cereal products</li> <li>• eggs</li> <li>• meat, seafood, poultry</li> <li>• dairy foods</li> <li>• legumes and nuts</li> <li>• fats and oils</li> <li>• salt and sugar</li> </ul>
KEY KNOWLEDGE	<ul style="list-style-type: none"> <li>• types and relevant structure of foods in key groups</li> <li>• origin and sustainability, considering food waste</li> <li>• nutritional qualities</li> <li>• sensory properties</li> <li>• changes to key foods during food preparation and processing</li> <li>• appropriate cooking methods</li> <li>• modification of methods and ingredients to improve nutritional value of food.</li> </ul>
KEY SKILLS	<ul style="list-style-type: none"> <li>• make informed decisions about healthy food selection</li> <li>• practical skills, including organisational and technical, in relation to preparation, cooking and presentation of food</li> <li>• preparation of key foods to demonstrate cooking methods and/or functional properties, for example coagulation, thickening, caramelisation</li> <li>• applying principles and practices in the sensory evaluation of food products</li> <li>• developing, realising and evaluating solutions for a range of food situations.</li> </ul>
SUGGESTED ACTIVITIES	<ul style="list-style-type: none"> <li>• use a variety of recipes to investigate the properties and nutritional value of key foods (as specified)</li> <li>• use a variety of cooking methods* meal cooking</li> <li>• work as an individual and/or group member to prepare and present food</li> <li>• research and communicate information relating to key foods.</li> </ul>
WORK REQUIREMENTS	<ol style="list-style-type: none"> <li>1. Investigation: functional properties of four (4) key foods as specified in the unit outline. 700- 800 words. This may be presented as a single item or four smaller ones each focussing on a key food. This may take the form of a written report, poster, pamphlet or alternative.</li> <li>2. Evidence of a minimum of eight (8) practical activities from this unit. Evidence may include: annotated recipes; photos with notes; production plans; or evaluations.</li> </ol>

<b>Unit 4. Influences on food choice</b>	
UNIT OUTLINE	<p>This Unit builds the capacity of learners to make informed food choices. Learners will develop an awareness of the influence of social, cultural and economic factors that impact on food choice. Learners will also explore the role advertising and marketing have on individuals' food selection.</p>
KEY KNOWLEDGE	<ul style="list-style-type: none"> <li>• social and cultural factors that impact on foods, including beliefs, customs, lifestyle, life span and purpose of the meal</li> <li>• impact of resources on planning, including access to ingredients, skills, equipment, time, money and transport</li> <li>• the economic, social , emotional and physical benefits of developing individual food skills and applying these skills in the home, and factors that enable to development of these skills</li> <li>• the role of the media in shaping food information and food choice, including the influence of marketing and advertising, popular culture and social media.</li> </ul>

KEY SKILLS	<ul style="list-style-type: none"> <li>design, prepare and evaluate recipes, menus and foods within a broad range of contexts. Suggested contexts could include other cultures, religions, celebrations, budgeting, community</li> <li>investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.</li> </ul>
SUGGESTED ACTIVITIES	<ul style="list-style-type: none"> <li>select, cost, make and consume a variety of foods for a variety of diverse situations</li> <li>international cooking</li> <li>students to use a variety of different cooking technology (e.g. thermomix, microwave, food processor)</li> <li>prepare healthy food on a budget</li> <li>design and develop a practical food solution in response to an opportunity or a need in a domestic or small scale setting</li> <li>take part in a catering event or manage/plan a small project/catering event.</li> </ul>
WORK REQUIREMENTS	<ol style="list-style-type: none"> <li>Investigation into impact of two major influences on food choice including one religious or cultural influence and one other from unit content. 400-500 words presented in a format of choice or presentation 3-5 min. The presentation may be an oral presentation, pre-recorded video or multimodal form of presentation.</li> <li>Evidence of a minimum of eight (8) practical activities from this unit. Evidence may include: annotated recipes; photos with notes; production plans; or evaluations.</li> </ol>

### Unit 5. Contemporary Food Applications

UNIT OUTLINE	In this Unit learners will be guided to plan, conduct and communicate an investigation. This unit focusses on developing investigation skills to consider contemporary food applications. Learners are to explore an area of interest that relates to food within a contemporary situation, and to plan and complete at least two practical sessions in relation to this.
KEY KNOWLEDGE	<p>Contemporary food applications could include (but are not limited to):</p> <ul style="list-style-type: none"> <li>food and the environment e.g. composting, recycling, food equity, sustainability, food production</li> <li>fresh vs processed foods</li> <li>new food products</li> <li>food related technology</li> <li>packaging</li> <li>Australian chefs and cuisine.</li> </ul>
KEY SKILLS	<ul style="list-style-type: none"> <li>research, and present information</li> <li>prepare relevant recipes.</li> </ul>
SUGGESTED ACTIVITIES	<ul style="list-style-type: none"> <li>using graphic organisers to map and plan their investigation</li> <li>assess information from a variety of sources on a particular topic. Consider and discuss the reliability and relevance of information sources.</li> </ul>
WORK REQUIREMENTS	<ol style="list-style-type: none"> <li>Learners must undertake an investigation in a chosen topic and present this information. The focus can be any contemporary application of food as indicated in the unit outline and key knowledge. Learning can be presented as a written investigation (750-1000 words), oral, digital or multimodal presentation (5-8 min). This must also include records that reflect on a minimum of two (2) related practical activities.</li> </ol>

## Work Requirements

### PRACTICAL AND THEORETICAL REQUIREMENTS

Learners will be involved in implementing practical food preparation processes at least 50% of the allocated time. This may include the set-up, preparation and cooking, presentation and consumption of food.

To successfully complete the practical and theoretical components of this course, learners must submit a folio of work for internal assessment including:

- evidence of involvement in a range of practical activities. There must be evidence of participation in a minimum of **18 practical activities** included from the Units as specified below:
  - 8 from Unit 3
  - 8 from Unit 4
  - 2 from Unit 5
- work specified in each unit, demonstrating evidence of understanding and application of the key knowledge and skills.

### SUMMARY OF UNIT WORK REQUIREMENTS

Unit 1	Keeping Food Safe	<ol style="list-style-type: none"> <li>1. A poster created to promote a key hygiene or food safety message</li> <li>2. Practical implementation of safety and hygiene as evidenced through an observational checklist</li> </ol>
Unit 2	Nutrients, Energy and Health	<ol style="list-style-type: none"> <li>1. Recipe adaptation to improve nutritional content</li> <li>2. Student designed menu for 1-3 days, to fit Australian Dietary Guidelines (ADG)</li> </ol>
Unit 3	Key Foods	<ol style="list-style-type: none"> <li>1. Investigation: functional properties of <b>four (4)</b> key foods as specified in the unit outline. 800 word report</li> <li>2. Evidence of a minimum of <b>eight (8)</b> practical activities from this unit. Evidence may include: annotated recipes, photos with notes, production plans or evaluations.</li> </ol>
Unit 4	Influences on Food Choice	<ol style="list-style-type: none"> <li>1. Investigation into impact of two major influences on food choice including one religious/cultural influence and one other of choice. 500 word report or presentation 3-5 min</li> <li>2. Evidence of a minimum of <b>eight (8)</b> practical activities from this unit. Evidence may include: annotated recipes, photos with notes, production plans or evaluations.</li> </ol>
Unit 5	Contemporary Food Application	<ol style="list-style-type: none"> <li>1. Learners must undertake an investigation in a chosen topic and present this information. The focus can be any contemporary application of food as indicated in the unit outline and key knowledge. Learning can be presented as a written investigation (750-1000 words), oral, digital or multimodal presentation (5-8 min). This must also include records that reflect on <b>a minimum of two (2)</b> related practical activities.</li> </ol>

## 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 processes will be facilitated by TASC to ensure there is:

- a match between the standards of achievement 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:

- student 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 student work that demonstrate the use of the marking guide
- samples of current student's work, including that related to any work requirements articulated in the course document.

This process may also include interviews with past and present students.

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

## Criteria

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

1. collect and categorise information
2. communicate ideas and information
3. use organisational and time management skills
4. apply safe practices and food hygiene procedures
5. use food preparation skills
6. identify key properties of foods
7. apply nutritional principles
8. investigate and address food-related choices.

Standards

### Criterion 1: collect and categorise information

Rating A	Rating B	Rating C
collects, categorises and assesses information from a variety of oral, written, visual and multimodal materials	collects and categorises information from a range of oral, written, visual and multimodal materials	collects and categorises information from a given range of written, visual and multimodal materials
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
accurately records sources of information.	records sources of information.	records sources of information as directed.

### Criterion 2: communicate ideas and information

The learner:

Rating A	Rating B	Rating C
clearly and effectively conveys ideas and information to the intended audience	clearly conveys ideas and information to the intended audience	clearly conveys basic ideas and information to intended audience
correctly uses a wide range of relevant, course- specific terms	uses a range of course- specific terms. Usage is generally correct	uses a limited range of course- specific terms. Usage is generally correct
presents information using a broad range of ICT tools*	presents information using a range of ICT tools*	presents information using a limited range of ICT tools*
uses communication devices** to appropriately communicate, consistently adhering to established protocols and safety procedures	uses communication devices** to communicate adhering to established protocols and safety procedures	uses communication devices** in accordance with established protocols and safety procedures, as directed
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.

\*ICT tools include computers, other digital devices, applications and programs

\*\*'communication devices' include mobile phones, tablets, social media and other digital technologies

### Criterion 3: use organisational and time management skills

The learner:

Rating A	Rating B	Rating C
appraises, 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
selects and uses appropriate equipment for food preparation tasks and justifies choices	selects and uses appropriate equipment for food preparation tasks	uses appropriate equipment for food preparation tasks, as directed
plans ahead and sequentially organises food	applies appropriate methods in managing food and	follows basic processes to



and working space	working space	organise food and working space as directed
reflects, orally and in writing, on progress towards meeting goals, assesses progress and plans future actions.	reflects, orally and in writing, on progress towards meeting goals and articulates ways in which goals can be met in the future.	reflects, orally and in writing, on progress towards meeting goals.

## 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, identifies potential risks and can justify and explain safety decisions	describes and follows safe practices in kitchen settings	follows directions regarding basic safe practices in kitchen settings
explains a range of food safety hygiene principles, including essential principles	describes essential food safety hygiene principles	identifies essential food safety hygiene principles
selects, justifies 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: use food preparation skills

The learner:

Rating A	Rating B	Rating C
prepares food, using an appropriate range of food preparation techniques	prepares food, using a range of food preparation techniques	prepares food, using a limited range of food preparation techniques
utilises own knowledge and skills to follow and adjust recipes as necessary	successfully follows recipes with minimal direction	successfully follows recipes, 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 a wide range of appropriate food preparation methods in theoretical situations.	describes appropriate food preparation methods in theoretical situations.	identifies suitable food preparation methods in theoretical situations.

## Criterion 6: identify key properties of foods

The learner:

Rating A	Rating B	Rating C
describes a wide range of foods within the key food groups*	lists and identifies a range of foods within the key food groups*	lists and identifies a limited range of foods within key food groups*
describes production of a range of key foods and compares and contrasts issues affecting	identifies production methods of a range of key foods and describes associated issues affecting	identifies origins of key foods and generalised issues affecting

sustainability	sustainability	sustainability
describes and compares sensory and physical characteristics of key foods before and after preparation	identifies sensory and physical characteristics of key foods before and after preparation	outlines sensory and physical characteristics of key foods
describes functional properties of foods and the impact of cooking on them.	identifies basic functional properties of foods and the impact of cooking on them.	outlines basic changes in foods through cooking processes.

\*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: apply nutritional principles

The learner:

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

## Criterion 8: investigate and address food-related choices.

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 a limited range of social and cultural factors affecting their food choice	investigates*, identifies and outlines foods and food culture of an ethnic/religious group
plans and appraises menus considering a wide range of social and cultural factors	plans and appraises menus providing justification in regards to a range of social and cultural factors	plans menus providing limited justification in regards to general, social and cultural factors
designs recipes and/or menus for specific events using a wide range of resources**	designs recipes and/or menus for specific events using a range of resources**	plans menus for specific events using a range of resources** with direction
explores and assesses current food issues in Australia.	describes current food issues in Australia.	identifies a limited range current food issues in Australia.

\*investigation methods may include research online, through written materials or in person

\*\* '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 (from the internal assessment).

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

Exceptional Achievement (EA)  
6 'A' ratings, 2 '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)  
6 'C' ratings

Preliminary Achievement (PA)  
4 'C' ratings

A student 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 Melinda Williams in the development of this course.

## Expectations Defined By National Standards

There are no statements of national standards relevant to this course.

## **Accreditation**

The accreditation period for this course has been renewed from 1 January 2022 until 31 December 2026.

During the accreditation period required amendments can be considered via established processes.

Should outcomes of the Years 9-12 Review process find this course unsuitable for inclusion in the Tasmanian senior secondary curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.

## **Version History**

Version 1 – Accredited on 10 July 2017 for use from 1 January 2018. This course replaces *Food, Cooking and Nutrition* Level 2 (FDN215113) that expired on 31 December 2017.

Accreditation renewed on 22 November 2018 for the period 1 January 2019 until 31 December 2021.

Version 1.a - Renewal of Accreditation on 14 July 2021 for the period 31 December 2021 until 31 December 2026, without amendments.

## Appendix

### GLOSSARY

Term	Explanation
allergy	allergy occurs when a person's immune system reacts to substances in the environment that are harmless for most people
apply	use or employ knowledge and skills in a particular situation
assess	make a judgement about, to rate, weigh up, to form an opinion
basic	essential or elementary
beliefs	an acceptance that something exists or is true
carbohydrate	any of a large group of organic compounds occurring in foods and living tissues and including sugars, starch, and cellulose
cereal	any grass cultivated for the edible components of its grain
clear	easy to understand, fully intelligible, without ambiguity; explicit
caramelisation	caramelisation occurs when carbohydrates like sugar are subjected to dry heat, causing them to brown
coagulation	Protein separates from other nutrients and turns from a liquid to a solid. This occurs after denaturation. The denatured proteins start to rejoin, forming a different structure and a solid mass.
coherent	orderly, logical and internally consistent relation of parts
communicate	convey information about, clearly reveal or make known
compare	estimate, measure or note how things are similar or dissimilar
consider	formed after careful thought
cooking methods	different ways of cooking ingredients e.g. roasting, steaming
cultural	relating to the ideas, customs, and social behavior of a society
cuisine	a style or method of cooking, especially as characteristic of a particular country, region, or establishment
customs	a habitual practice; the usual way of acting in given circumstances
denaturation	This occurs when proteins are heated. The bonds holding the helix structure of the protein break apart, causing strands to separate and unravel. If heat continues to be applied coagulation will take place.
describe	recount, comment on, and provide an account of characteristics or features
detailed	meticulous, specific, precise
develop	construct, elaborate or expand on an opinion or idea
discerning	showing good, informed judgement
discuss	talk or write about a topic, taking into account different issues and ideas
energy	power derived from the utilisation of physical or chemical resources, especially to provide light and heat or to work machines

enterprise	a project undertaken or to be undertaken; a company organised for commercial purposes
evaluate	appraise, measure, examine and judge the merit, significance or value of something
explain	provide additional information that demonstrates understanding and reasoning; present a meaning with clarity, precision, completeness, and with due regard to the order of statements in the explanation
fibre	the indigestible parts of plant foods, such as vegetables, fruits, grains, beans and legumes
functional	foods that provide health benefits beyond basic nutrition due to certain physiologically active components
gelatinisation	starch gelatinisation is the process where starch and water are subjected to heat causing the starch granules to swell and the mixture to thicken
graphic organisers	graphic organizers to help organise ideas and communicate more effectively
health	a condition of optimal well-being
hygiene	conditions or practices conducive to maintaining health and preventing disease, especially through cleanliness
identify	name, list and establish or indicate who or what something is
interpret	explain the meaning of information or actions
intolerances	food intolerance occurs when the body has a chemical reaction to eating a particular food or drink
investigation	the action of investigating something
kilojoule	kilojoule is a unit of energy
legumes	a group of plant foods which include beans, lentils and dried peas
lifestyle	a way of life or living of a person or group
macronutrient	a chemical element of which relatively large quantities are essential to the growth and health of a plant.
meat	the flesh of an animal
menu	a list of dishes available in a restaurant or a person's diet
micronutrient	a chemical element or substance required in trace amounts for the normal growth and development of living organisms
mineral	minerals are substances found in food that your body needs for growth and health e.g. calcium, iodine
nutrient	a substance that provides nourishment essential for the maintenance of life and for growth
nutrition	nourishment or energy that is obtained from food consumed or the process of consuming the proper amount of nourishment and energy
organise	systematically order and arrange
outline	give the main features or aspects of
packaging	wrapping from a product
pH	a number between 0 and 14 that indicates if a chemical is neutral, an acid or a base
poultry	domestic fowl, such as chickens, turkeys, ducks, and geese
problem	a question proposed for solution

protein	a nutrient found in food (as meat, milk, eggs, and beans) that is made up of many amino acids joined together
pulses	another name for legumes
range	a number of different things of the same general type; breadth
relevant	applicable and pertinent
research	investigate using different sources of information
seafood	any form of sea life regarded as food by human, including fish and shellfish
select	choose in preference to another or others
sensory	relating to the senses
smallgoods	small meat products such as sausage or bacon
social media	technological platforms that allow people and organisations to view, create and share information, ideas, career interests, and other forms of expression via virtual communities
sustainable	able to be maintained at a certain rate or level
temperature	a measure of warmth or coldness
thickening	the act or process of making or becoming thick
vitamin	any of a group of organic compounds which are essential for normal growth and nutrition and are required in small quantities in the diet because they cannot be synthesized by the body
volume	the amount of space that a substance or object occupies, or that is enclosed within a container
weight	a measurement that indicates how heavy a person or object is
WHS	Work Health and Safety

## Line Of Sight

### Line of Sight

Learning Outcome	Criteria	Criteria Elements	Content	Work Requirements
Explain and apply safe, and hygienic work practices when handling and storing food	1, 2 & 4	C1 E1 E2 E3, C2 E1 E2 E3 E4 E5, C4 E1 E2 E3 E4	Unit 1	Unit 1 WR 1 + 2, Practical activities from Units 3, 4 & 5
Appraise the nutritional, physical, sensory and functional properties of key foods	1, 2, 5, 6 & 7	C1 E1 E2 E3, C2 E1 E2 E3 E4 E5, C5 E4, C6 E1 E2 E3 E4, C7 E1	Units 2 & 3	Unit 2 WR 1 + 2, Unit 3 WR 1, Practical activities from Units 3, 4 & 5
Design, make and evaluate recipes and menus for a range of contexts	3, 5, 7 & 8	C3 E1 E2 E3 E4, C5 E1 E2 E3 E4, C7 E2, C8 E2 E3	Units 3, 4 & 5	Unit 2 WR 1 + 2, Practical activities from Units 3, 4 & 5
Prepare food both individually and collaboratively	3, 4 & 5	C3 E1 E2 E3 E4, C4 E1 E2, C5 E1 E2 E3 E4	Unit 3	Practical activities from Units 3, 4 & 5
Describe how environmental, cultural, economic and nutritional factors can relate to food choice	1, 2, 6, 7 & 8	C1 E1 E2 E3, C2 E1 E2 E3 E4 E5, C6 E2, C7 E3, C8 E1 E4	Units 2, 4 & 5	Unit 2 WR 1 + 2, Unit 4 WR 1