**Course Outline – Unit 3**

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| **Week** | **Area of study** | **Book reference** | **Key knowledge**  | **Production task** | **Activities** |
| 1(31st Jan) | **1: Maintaining food safety in Australia** | * 1. Introduction
	2. Microbial contamination and growth

Food spoilage and poisoning1.3 Safety and hygiene practices to prevent food spoilage and food poisoning | * Causes of food spoilage
* Causes of food poisoning
* Safety and hygiene practices

**STUDY ON GUIDE**Food spoilage FT34-001 Food poisoning FT34-002Conditions required for bacterial growthFT34-003Cross-contaminationFT34-004Preventing food spoilage and poisoningFT34-005 | No practical class | Read thoroughly textbook 1.1, 1.2 and 1.3Do Test your understanding questions and apply your understanding p 10, p19 and p27Complete a production plan for Paella, recipe on p 18Familiarise yourself with your ‘study on’ guide, do practise exam questionsSet up study, revision book and start a glossary of terms for these first 3 chapters of the book |
| 2(4th Feb) |  | * 1. Hazard analysis and critical control points, HACCP
	2. Food standards code
	3. Food labelling
 | * FSANZ
* HACCP
* Food Standards Code
* food labelling

**STUDY ON GUIDE**The role of HACCPFT34-020Steps involved in HACCPFT34-021Development of a food safety programFT34-011The Food Standards CodeFT34-015Food labelling categoriesFT34-016Food labelling regulationsFT34-017What’s on a label?FT34-018 | Paella with chicken and seafood* Thermometer calibrating
* Identify possible hazards and the critical control points
* Testing internal temp of chicken
 | Test knowledge so far.Concept map to revise knowledge so far to put in your revision book-show spiderscribe.net programRead thoroughly textbook 1.4, 1.5, 1.6Do Test your understanding questions and apply your understandingLook up what the Food recalls are for this monthList the food item and reason for recall and present in a tableCollect 3 Food labels from products your family has bought from home. What do they all have in common? Are there any differences between the products? Do they all meet the standard requirements?Brainstorm HACCP for Zeally bay excursion, each have 3 questions to ask John about critical control points, monitoring, record keeping, labelling, refer to p19 apply your understanding, p27 and HACCP TEMPLATEDesign brief brainstorm, set up ideas board, encourage students to have a book to record any design ideas, recipes etc.-30 mins |
| 3 (11th Feb) |  | * 1. Nutrition, health and related claims

1.8 Food legislation: the roles and relationships of National, state and local authorities | * Nutritional content and health claims

Understand the role of**STUDY ON GUIDE**Health and nutrient claimsFT34-019National authoritiesFT34-006The role of FSANZFT34-007The role of AQIS | Excursion booked Monday 11th Feb, 10.30-12.30 Zeally Bay Sour DoughExcursion to Zeally bay sourdoughFood safety program records and  | REFERENCING(could be done in a connect session)- Keep a record of everything-websites, interviews, magazines, booksWhat is the role of AQISLook up and print an example of a Foods safety program template. Why are these important in commercial food productionTest your knowledgePractice exam questions in’ study on’ guideRevision notes adding terms and summariesMemory pair match gameExam question practice in ‘study on’ guideconcept maps for preparation for first outcome |
| 4(18th Feb) |  |  | **SAC 1 Outcome 1:** **‘Explain the roles and responsibilities of and the relationship between national, state and local authorities in ensuring and maintaining food safety within Australia.’** | P 124 Bread making-roast garlic, caramelised onions, rosemary and parmesan twists (Complex process – yeast making, caramelisation)Gluten? What is it and how do we activate in this process  | SAC 1 Outcome 1 TESTHandoutRevision overview what you know so far about food properties of key foods |
| 5(25th Feb) | **2:** **Food Properties, Preparation and Processing** | **Chapter 2****Food Properties, preparation and processing**2.1 Primary and secondary processing2.2 Cereals2.3 Fruits and vegetables2.4 nuts and legumes | * Primary and secondary processing
* Key foods: cereals, fruits, vegetables, nuts and legumes
* Physical, chemical and sensory properties of these key foods
 | Shortcrust pastry, blind baking and freeze to preserve(complex process-pastry making) | Primary processingSecondary processingEvaluating fruitNoting nuts **Start SAC2 Primary and Secondary Processing worksheets** |
| 6(4th march) |  | 2.5 Meats and seafood2.6 Dairy Foods2.7 Eggs | * Primary and secondary processing
* Key foods: meats, seafood, dairy foods and eggs
* Physical, chemical and sensory properties of these key foods
 | Make citrus curd , sterilise jars, labelling(use of acid to preserve, coagulation of egg protein))P93 food solutions book | Chicken cutsMilk tastingSummarise thisTest your knowledgePractice exam question |
| 7 (11th Mar)Labour day holiday, mon |  | 2.8 Functions of Natural food components2.9 the pH of food | * Natural food components: acids, alkalis
* Functional properties
 | No prac-Labour day | Where does it fit on the pH chart?Egg poachingInvestigate alkalis |
| 8(18th Mar) |  | 2.10 Enzymes and proteins | * Natural food components: enzymes, proteins, sugar
* Functional properties
 | Make meringue and put together tartsMake passionfruit sauce for presentation(complex process-aeration) | Understanding enzymesFact sheetBecome an expert in sugar  |
| 9(25th Mar)End of term 1 |  | 2.11 Carbohydrates- starches and sugars2.12 Fats and oils | * Natural food components: starch, fats and oils
* Functional properties
 | Mayonnaise- Choose flavouring e.g aioli, saffron, mustard and capers, chilli and lime(emulsifying)Battered fish???? Or twice cooked chips | **\*\*Work on design brief for SAT. Give handout guide for SAT, and timeline grid**Make your own emulsionTest your knowledgePractice exam questions |
| 10Start term2(15th April) |  | **Chapter 4:****Preservation techniques**4.1 Food deterioration and spoilage4.2 Food preservation principles, techniques and processes4.3 Temperature control- chilling and freezing | * Preservation techniques: freezing, dehydration, use of sugars, salting
 | **Outcome 2 Prac 1** Semi dried tomatoes and tomato relish**SAC 2 Outcome 2:****‘Analyse preparation, processing and preservation techniques for key foods, and prepare foods safely and hygienically.’** | Production plan and food order for production 2 of outcomeCheck the freeze valueOven-dried tomatoesSterilisationPectinTesting for the setting point |
| 11(22nd April) |  | 4.4 Temperature control-heating4.5 Dehydration-the removal of moisture4.6 Addition of chemicals4.7 Preservation using acids | * Preservation techniques: use of acids, heat processing
 | **Outcome 2 Prac 2 Tomato and cheese roulade (cooking the Australian Way or Thai Gourmet burgers- Bread rolls, beef mince patties, relish and tomatoes, fresh coriander, lettuce** | **TEST COMPONENT OF SAC****HAND IN PRODUCTION PLANS FOR SAC 2**In a pickleTest your knowledgePractice exam question |
| 12(29th April) |  | 3.4 Moist methods of cooking3.5 Microwave cooking | * Wet methods of cooking
* Microwave cooking
 | P157 Master stock chicken with lychee, coriander and chilli peanut salad and sticky soy(Wet method cooking) Jointing a chicken | **\*\*Design brief SAT draft due**Which way to cook vegetables?Compare and contrastTest your knowledgePractice exam question |
| 13(6 th May) |  | Chapter 3**Techniques of cooking** 3.1 Reasons for cooking food3.2How is food cooked3.3 Dry methods of cooking | * Techniques for cooking food
* Dry methods of cooking
 | P 154 basil crumbed veal schnitzel with bocconcini and red pepper caponata (cuts of meat that suit this quick dry cooking)Microwave sliced potatoes, green vegetable(Dry and Microwave cooking methods) | Heat transferPotatoes three ways Complete the table **Final brief due****Criteria of eval draft**Caution when deep fryingWattage and powerMicrowave has highs and lows  |
| 14(13th May)Top designs May14 th | **Area of study3: Developing a design plan** | Chapter 5: Developing a design plan5.1 Establishing the brief5.2 Criteria for evaluation | * Components of design brief
* Writing a brief
 | P164 Spinach and ricotta agnolotti with a brown butter, hazelnut and sage sauce(Complex process – pasta making) |  |
| 15(20th May) |  |  |  | Sugar decorations- how these can be used to decorate and enhance your designsHoneycomb(role of bicarb soda)Spun sugar(Complex process – aeration/confectionary) | **Criteria of evaluation due**How to adapt recipes- why and how? Refer to handoutConcept mapDeveloping ideas, justifying |
| 16(27th May) |  | 5.3 What makes a good design solution | * Specifications
* Understanding complex processes
 | Making custard base ice-cream. Choose flavouring(complex process | Preparing design plan, relevant research, at least 4 different complex processes, 2 preservation products, understanding of properties of food used, recipes, safety and hygiene |
| 17(3rd June) |  | 5.4 Exploration and research ideas5.5 Selecting the design options | * Developing criteria
* Research
 | Turkish delight or marshmallow(Complex process – aeration/confectionary) | **Referencing Check- Must show evidence of resources used so far correctly referenced**Work on design plan |
| 18(10th June) |  | 5.6 Planning the production process | * Evaluation
* Production plan
 | Students to bring in plate for presentationFood photographyFood styling Practice Using icecream and sugar decorations. | **First production Plan, food order due for folio (ready for week 1 term 3**Work on design plan |
| 19(17th June) |  |  | * Continue with SAT work
 | Complex process- working with chocolate, melting and temperingP92 Food solutions Chocolate truffles with caramalised hazelnuts | **Second production Plan, food order due for folio (ready for week 2 term 3)**Test your knowledgePractice exam question**Design plan draft due(final due 1st week of term3** |
| 2024th June | ??? Exams?? |  |  | Excursion to Scorched restaurant- plating ideas and presentation. Food pairing and creative ideas ideas.  | **Third production Plan**  |