

SWINBURNE
SENIOR SECONDARY COLLEGE

FOOD STUDIES



HOLIDAY HOMEWORK

2018

Name: _____

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FOOD STUDIES examines food from many sides, with a focus on where food comes from, how it is produced, the complex range of influences on food selection, and the effects of food on the health of individuals and the environment.

Unit 3: Food in daily life Area of Study 1 - The science of food

Some examples of the key knowledge and skills studied:

- Understand and explaining the physiology and conditioning of appetite, satiety and the sensory appreciation of food
- Explain the microbiology of the intestinal tract and the sequential processes of the digestion of carbohydrates, protein, and fats.
- Apply the rationale and evidence-based principles of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, with particular focus on the ways in which food selection can assist in the prevention of related lifestyle diseases. Demonstrate a range of practical food skills to create healthy meals and evaluate the nutritional quality of foods and meals (using the food selection models above).

Outcome 2: Food choice, health and well-being.

(some examples)

- patterns of eating in Australia, including recent developments, changes and trends in food purchasing and consumption behaviours.
- ways in which social factors across Australia, including education, income, location, accommodation, available time and cultural norms, influence food accessibility, food choice and healthy eating.
- the social and emotional roles of food in shaping and expressing individual identity and connectedness, including its sharing and celebratory role within families, peer groups and communities.

Assessment Tasks in Outcome 1 & 2 of Unit 3: The assessment tasks are:

- a range of practical activities and records of two of these practical activities related to the functional properties of components of food

AND any one or a combination of the following:

- a short written report: media analysis, research inquiry, structured questions, case study analysis
- an annotated visual report
- an oral presentation or a practical demonstration
- a video or podcast.

The total of these tasks are worth 50 marks.

Unit 4: Food issues, challenges and futures – Area of Study 1:

Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures.

Area of Study 1 : Environment and ethics

In this area of study students address debates concerning Australian and global food systems, relating to issues on the environment, ethics, technologies, food access, food safety, and the use of agricultural resources. Students conduct a critical inquiry into a range of debates through identifying issues involved, forming an understanding of current situations and considering possible futures. They research one selected debate in depth, seeking clarity on disparate points of view, considering proposed solutions and analysing work undertaken to solve problems and support sustainable futures. Students will consider environmental and ethical issues relating to the selected debate and apply their responses in practical ways. E.g.:

- key issues of the challenge of adequately feeding a rising world population, with particular focus on proposed solutions to global food insecurity, including the potential contribution of technologies and improved equity in food access and distribution.
- key ethical principles and questions of concern to Australian food consumers, and the ways in which ethical concerns affect individual food choices and the range of foods available.
- define global food security and explain possible pathways to achieving food security.
- use equipment and techniques appropriately, apply principles of safe and hygienic food handling practices and demonstrate organisational and technical skills in relation to the preparation, cooking and presentation of food, taking into account environmental and ethical questions in a range of practical activities.

Area of Study 2 : Navigating food information.

The practical component of this area of study provides opportunities for students to extend their food production repertoire by creating recipes that reflect the Australian Dietary Guidelines.

On completion of this unit the student should be able to explain a variety of food information contexts, analyse the formation of food beliefs, evaluate a selected food trend, fad or diet and create food products that meet the Australian Dietary Guidelines. (some examples of key knowledge & skills)

- contemporary contexts in which food knowledge and skills develop and the factors that influence individual, family and community responses to food information
- the principles of research used in the development of Australian Dietary Guidelines, including the recognition of credible sources, evidence-based information and accurate analysis of data, and how these principles can be applied in response to contemporary food fads, trends and diets
 - claims made by weight-loss and nutrient supplement companies, including commercial gain, ethics, and the effectiveness of the product
- use equipment and techniques appropriately, apply principles of safe and hygienic food handling practices and demonstrate organisational and technical skills in relation to the preparation, cooking and presentation of food according to the Dietary Guidelines & Australian Guide to Healthy Eating in ***a range of practical activities.***

Percentage contributions to the study score in VCE Food Studies are as follows:

- Unit 3 School-assessed Coursework: (SACs) 30 per cent
- Unit 4 School-assessed Coursework: (SACs) 30 per cent
- End-of-year examination: 40 per cent.

Work required in preparation for start of 2018.

Due date: First Food Studies Lesson in 2018.

- Read Chapter 1: Eating and Digesting Food from Food Solutions. See Textbook details further on in this document. When attending transition, you will receive a printed copy of the relevant chapter, while you may be waiting on books to use in 2018.
- Answer all Questions, 1 to 30, 'Answering the text' found throughout Chapter 1. Answer these (in full sentences please), directly into your computer or write them into your folder. If you are keeping a handwritten copy of your work in a folder, it will be helpful to you to get some Dividers that you can use for the different Units (3 & 4). Some work might have to go into a protective plastic pocket, so it would be handy to have some of those in a size that fits your folder.
- Complete Activity 1.1 Page 17. 'Trans fats, but not saturated fats, are the problem', in your Food Solutions textbook.

- If you want to get a head start on the first 'prac'; it will be the **Free-form pumpkin tart with Olive Oil pastry**, page 390-391 in your textbook. I am quite happy for you to practice this at home and maybe even make some variation (e.g. fillings) in the recipe! If you do make any changes, please record them for production plans/reports and let me know by Edumail so I have a record for your assessment. ***IT IS IMPORTANT TO DO THIS PLANNING AHEAD OF THE CLASS PRAC IF YOU NEED TO MAKE CHANGES FOR A FOOD ALLERGY/INTOLERANCE OR IF YOU FOLLOW A VEGETARIAN DIET & TELL VIV & CARAYL FOR FOOD ORDER.***
- Complete the annotations on the picture of the human body, contained in this holiday homework.* Digestive System.
- **Other:** If you do not finish the crossword (terminology regarding Digestion) or 'poster' in transition class (demonstrating the passage of food through the digestive tract), then also finish them for homework.
- **Extension work if you wish:** Complete the tasks under the heading: Preparing for Exams, in your textbook on page 19, that is, Analysing information (Macronutrients) and Evaluating concepts.

Textbook :

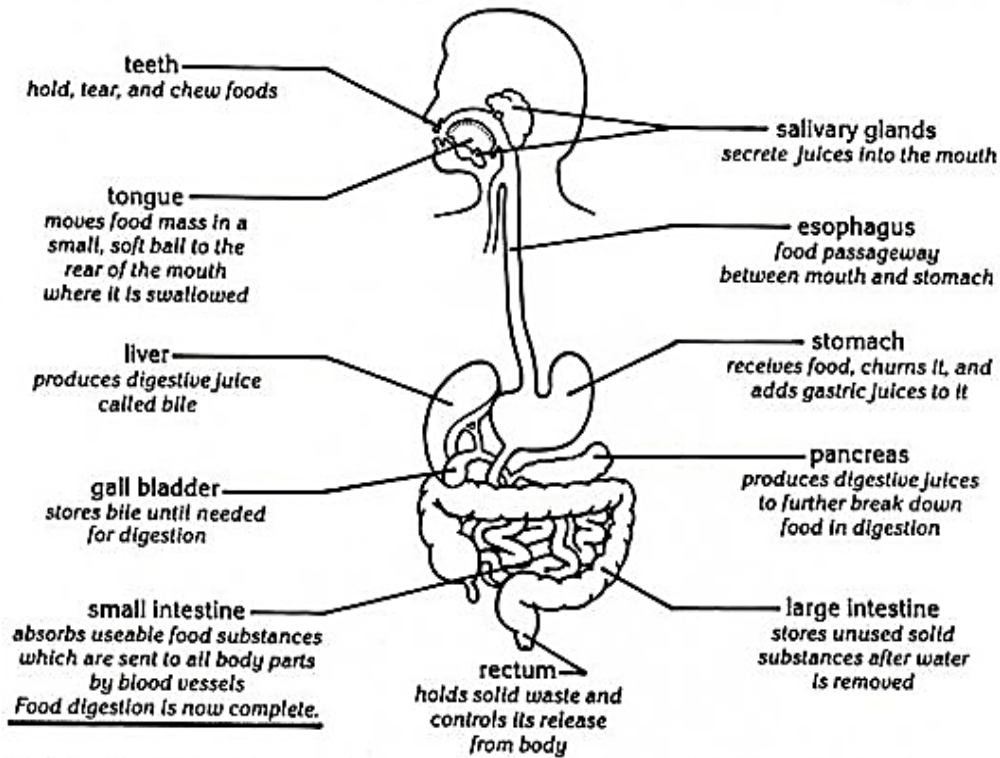
Food Solutions Units 3 & 4. New edition published in 2017. (Green cover)
Available through your booklist provider on the SSSC website.



By Glennis Heath, Heather McKenzie & Laurel Tully.

The Digestive System

The digestive system changes food into useable substances for the body.



Find the statement in Column B that best describes each word in Column A. Write the letter of that statement in the space provided.

<u>Column A</u>	<u>Column B</u>
1. _____ mouth	A. makes bile
2. _____ large intestine	B. produce juices in the mouth
3. _____ liver	C. churns food, adds juices
4. _____ stomach	D. where digestion begins
5. _____ teeth	E. water removed, solids stored
6. _____ small intestine	F. tiny, finger-like projections found in small intestine
7. _____ salivary glands	G. breaks, grinds food into pieces
8. _____ gall bladder	H. absorbs food, sends it throughout body
9. _____ villi	I. stores bile

Fill in the gaps please. The boxes next to the diagram annotations are for you to write the function of that part of the digestive system indicated.

Key Links:

VCAA Food Studies:

www.vcaa.vic.edu.au/Pages/vce/studies/foodstudies/foodstudiesindex

Edrolo:

<https://edrolo.com.au/>

Compass:
School Intranet

Go to the Swinburne Senior Secondary College website and scroll to the bottom of the page, click on the box marked COMPASS. You then will need your user id and password to log into Compass and it will bring up your individual page. Using the tabs to operate the drop-down menu, go to Food Studies and then individual date of lesson plan for outline of lesson OR Resources, as necessary. On Compass you will find daily newsfeed information, your schedule, information needed for your classes and many other important pieces of information. It is also a communication hub for the school to contact you and vice versa, in a confidential manner.

Home Economics Victoria

<https://www.homeeconomics.com.au/>