

## `Sec 2 Food and Consumer Education

<b>The Food and Consumer Education Curriculum and Approaches to Learning</b> The Food and Consumer Education syllabus aims to broaden student’s understanding on two different aspects of the syllabus. - Food studies - Consumer studies			Key Programmes / Competitions ● Lower secondary cooking competition ● Elective Module Programme ( <i>Express only</i> )
Term	Week	Learning Experiences	Learning Outcomes
1	1	<ul style="list-style-type: none"> <li>● Theory                             <ul style="list-style-type: none"> <li>○ Introduction</li> <li>○ Food and Kitchen Safety</li> </ul> </li> </ul>	<i>Students will be able to:</i> <ul style="list-style-type: none"> <li>● Set attainable targets</li> <li>● Identify and explain the uses of different kitchen equipment</li> <li>● Identify safety features in food labs, list steps on addressing injuries and guidelines of kitchen safety, personal hygiene and food hygiene</li> </ul>
	2	<ul style="list-style-type: none"> <li>● Theory                             <ul style="list-style-type: none"> <li>○ A Balanced Diet</li> </ul> </li> </ul>	<i>Students will be able to:</i> <ul style="list-style-type: none"> <li>● Explain why the body needs food</li> <li>● Define a balanced diet</li> <li>● Explain how to achieve a balanced diet</li> <li>● List the factors that affect a person’s energy requirement</li> <li>● Explain the concept of energy balance</li> </ul>
	3	<ul style="list-style-type: none"> <li>● Practical                             <ul style="list-style-type: none"> <li>○ Sushi Roll</li> </ul> </li> </ul>	<i>Students will be able to:</i> <ul style="list-style-type: none"> <li>● Demonstrate the culinary skill – Julienne, Rolling</li> <li>● Describe the cooking method used – Boiling</li> <li>● Decorate and garnish food appropriately</li> <li>● Present food attractively</li> <li>● Carry out the sensory evaluation for the dish prepared</li> </ul>
	4	<ul style="list-style-type: none"> <li>● Theory                             <ul style="list-style-type: none"> <li>○ Nutrients</li> </ul> </li> </ul>	<i>Students will be able to:</i> <ul style="list-style-type: none"> <li>● State the functions of nutrients, water and dietary fibre found in food</li> <li>● Identify the different food groups in My Healthy Plate</li> </ul>

5	<ul style="list-style-type: none"> <li>● Practical (WA1) <ul style="list-style-type: none"> <li>○ Creamy Pasta</li> </ul> </li> </ul>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>● Demonstrate the culinary skill – Slicing, Roux sauce</li> <li>● Describe the cooking method used – Stir-frying, simmering</li> <li>● Decorate and garnish food appropriately</li> <li>● Present food attractively</li> <li>● Carry out the sensory evaluation for the dish prepared</li> </ul>
6	<ul style="list-style-type: none"> <li>● Theory <ul style="list-style-type: none"> <li>○ Nutritional Needs of Different Age Groups</li> </ul> </li> </ul>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>● Differentiate the nutritional requirements of different age groups</li> <li>● Explain the factors to consider when planning meals for the different age groups</li> </ul>
7	<ul style="list-style-type: none"> <li>● Theory <ul style="list-style-type: none"> <li>○ Nutritional Needs of Different Age Groups</li> </ul> </li> </ul>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>● Differentiate the nutritional requirements of different age groups</li> <li>● Explain the factors to consider when planning meals for the different age groups</li> <li>● Apply appropriate guidelines when planning meals for the different age groups</li> </ul>
8	<ul style="list-style-type: none"> <li>● Practical <ul style="list-style-type: none"> <li>○ Sardine Puff</li> </ul> </li> </ul>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>● Demonstrate the culinary skill – Shortcrust pastry</li> <li>● Describe the cooking method used – Baking</li> <li>● Decorate and garnish food appropriately</li> <li>● Present food attractively</li> <li>● Carry out the sensory evaluation for the dish prepared</li> </ul>
9	<ul style="list-style-type: none"> <li>● Theory <ul style="list-style-type: none"> <li>○ Diet-Related Health Problems</li> </ul> </li> </ul>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>● List different types of diet-related health problems and their causes, health risks and preventive measures.</li> </ul>

	10	<ul style="list-style-type: none"> <li>● VIA <ul style="list-style-type: none"> <li>○ Poster on healthy eating for the elderly</li> </ul> </li> </ul>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>● Use a web-based application (Canva, Piktochart) to create an informative poster</li> <li>● Design a poster to campaign healthy eating among the elderly.</li> </ul>
March Holidays			
2	1	<ul style="list-style-type: none"> <li>● VIA <ul style="list-style-type: none"> <li>○ Poster on healthy eating for the elderly</li> </ul> </li> </ul>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>● Select the most attractive and informative poster</li> <li>● Translate the content of the poster to 3 mother-tongue language (Chinese, Malay, Tamil)</li> </ul>
	2	<ul style="list-style-type: none"> <li>● Practical <ul style="list-style-type: none"> <li>○ Banana cupcake</li> </ul> </li> </ul>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>● Demonstrate the culinary skill – Creaming</li> <li>● Decorate and garnish food appropriately</li> <li>● Present food attractively</li> <li>● Carry out the sensory evaluation for the dish prepared</li> <li>● Compare the different sensory properties for cupcakes made using variables</li> </ul>
	3	<ul style="list-style-type: none"> <li>● Theory <ul style="list-style-type: none"> <li>○ Food Choices</li> </ul> </li> </ul>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>● Explain the factors to consider when planning meals</li> <li>● Explain different ways to modify meals</li> </ul>
	4	<ul style="list-style-type: none"> <li>● Theory <ul style="list-style-type: none"> <li>○ Methods of Cooking</li> </ul> </li> </ul>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>● Explain the reasons for cooking food</li> <li>● List the different methods of cooking</li> <li>● Compare the advantages and disadvantages of different methods of cooking</li> <li>● Describe how cooking affects the appearance, flavour, texture and nutritional value of food</li> <li>● Suggest ways to reduce time, fuel, waste and loss of nutrients when cooking food</li> </ul>
	5	<ul style="list-style-type: none"> <li>● Coursework <ul style="list-style-type: none"> <li>○ Introduction</li> </ul> </li> </ul>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>● Identify the keywords from the coursework question</li> </ul>

			<ul style="list-style-type: none"> <li>● Conduct a market survey to understand the needs of the business [EXP]</li> </ul>
	6	<ul style="list-style-type: none"> <li>● Coursework <ul style="list-style-type: none"> <li>○ Research</li> </ul> </li> </ul>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>● Obtain relevant information from a variety of credible sources (e.g. websites and textbooks)</li> <li>● Apply summarising skills by paraphrasing relevant information for their coursework.</li> </ul>
	7	<ul style="list-style-type: none"> <li>● Theory <ul style="list-style-type: none"> <li>○ WA2</li> </ul> </li> <li>● Coursework <ul style="list-style-type: none"> <li>○ Research</li> </ul> </li> </ul>	<p><i>Students will be able to:</i></p> <p><u>WA</u></p> <ul style="list-style-type: none"> <li>● Apply acquired knowledge in Weighted Assessment</li> </ul> <p><u>Research</u></p> <ul style="list-style-type: none"> <li>● Summarise information gathered concisely</li> <li>● Organise information in an orderly manner</li> </ul>
	8	<ul style="list-style-type: none"> <li>● Coursework <ul style="list-style-type: none"> <li>○ Research</li> </ul> </li> </ul>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>● Summarise information gathered concisely</li> <li>● Organise information in an orderly manner</li> </ul>
	9	<ul style="list-style-type: none"> <li>● Coursework <ul style="list-style-type: none"> <li>○ Decision Making</li> </ul> </li> </ul>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>● Decide on a dish which fulfils the requirement of the coursework question</li> <li>● Justify their chosen dish clearly based on a wide range of factors</li> </ul>
	10	<ul style="list-style-type: none"> <li>● Coursework <ul style="list-style-type: none"> <li>○ Decision Making</li> </ul> </li> </ul>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>● Justify their chosen dish clearly based on a wide range of factors</li> </ul>
June Holidays			
3	1	<ul style="list-style-type: none"> <li>● Coursework <ul style="list-style-type: none"> <li>○ Investigation [EXP] / Exploratory Study [NA/NT]</li> </ul> </li> </ul>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>● Craft a clear investigation aim</li> <li>● Plan a detailed investigation process and data collection methods</li> </ul>

2	<ul style="list-style-type: none"> <li>● Coursework <ul style="list-style-type: none"> <li>○ Investigation [EXP] / Exploratory Study [NA/NT]</li> </ul> </li> </ul>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>● Craft a clear investigation aim</li> <li>● Plan a detailed investigation process and data collection methods</li> </ul>
3	<ul style="list-style-type: none"> <li>● Coursework <ul style="list-style-type: none"> <li>○ Investigation [EXP] / Exploratory Study [NA/NT]</li> </ul> </li> </ul>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>● Carry out the investigation / exploration proficiently</li> <li>● Record the observations based on attributes identified in the aim of the investigation/ exploration</li> <li>● Interpret the observation results based on of food science knowledge [EXP]</li> <li>● Link the recorded sensory qualities to the target group [NA/NT]</li> </ul>
4	<ul style="list-style-type: none"> <li>● Coursework <ul style="list-style-type: none"> <li>○ Planning</li> </ul> </li> </ul>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>● Prepare a detailed Food Order List, Equipment List and Time Plan</li> <li>● Prepare a detailed Overall Work Plan and Business Proposal [EXP]</li> </ul>
5	<ul style="list-style-type: none"> <li>● Coursework <ul style="list-style-type: none"> <li>○ Planning</li> </ul> </li> </ul>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>● Prepare a detailed Food Order List, Equipment List and Time Plan</li> <li>● Prepare a detailed Overall Work Plan and Business Proposal [EXP]</li> </ul>
6	<ul style="list-style-type: none"> <li>● Coursework <ul style="list-style-type: none"> <li>○ Execution</li> </ul> </li> </ul>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>● Demonstrate practical skills when cooking their choice of dish based on the coursework question</li> </ul>
7	<ul style="list-style-type: none"> <li>● Theory <ul style="list-style-type: none"> <li>○ Revision</li> </ul> </li> <li>● Coursework <ul style="list-style-type: none"> <li>○ Showcase [EXP]</li> <li>○ Evaluation</li> </ul> </li> </ul>	<p><i>Students will be able to:</i></p> <p><u>Revision</u></p> <ul style="list-style-type: none"> <li>● Recall concepts taught in Chapter 4, 5 &amp; 7</li> </ul> <p><u>Showcase</u></p> <ul style="list-style-type: none"> <li>● Promote their product using promotional posters [EXP]</li> </ul> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> <li>● Use appropriate and accurate sensory vocabulary in evaluating their dishes</li> <li>● Reflect on their strengths and weaknesses in completing the coursework</li> </ul>

	8	<ul style="list-style-type: none"> <li>● Theory <ul style="list-style-type: none"> <li>○ WA3</li> </ul> </li> <li>● Coursework <ul style="list-style-type: none"> <li>○ Showcase [EXP]</li> <li>○ Evaluation</li> </ul> </li> </ul>	<p><i>Students will be able to:</i></p> <p><u>WA</u></p> <ul style="list-style-type: none"> <li>● Apply acquired knowledge in Weighted Assessment</li> </ul> <p><u>Showcase</u></p> <ul style="list-style-type: none"> <li>● Make an informed decision on the best product based on information from a poster</li> </ul> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> <li>● Use appropriate and accurate sensory vocabulary in evaluating their dishes</li> <li>● Reflect on their strengths and weaknesses in completing the coursework</li> </ul>
	9	<ul style="list-style-type: none"> <li>● Theory <ul style="list-style-type: none"> <li>○ Review of WA3</li> </ul> </li> </ul>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>● Identify and correct their mistakes recorded.</li> <li>● Ensure that the grades are accurately</li> </ul>
	10	<ul style="list-style-type: none"> <li>● Coursework <ul style="list-style-type: none"> <li>○ Evaluation</li> </ul> </li> </ul>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>● Use appropriate and accurate sensory vocabulary in evaluating their dishes</li> <li>● Reflect on their strengths and weaknesses in completing the coursework</li> </ul>
September Holiday			
4	1	<ul style="list-style-type: none"> <li>● Theory <ul style="list-style-type: none"> <li>○ Food Sustainability</li> </ul> </li> </ul>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>● Identify some issues of food sustainability</li> <li>● Explore ideas on maintaining food sustainability</li> </ul>
	2	<ul style="list-style-type: none"> <li>● Theory <ul style="list-style-type: none"> <li>○ Food Innovation</li> </ul> </li> </ul>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>● Explore alternative food production methods to maintain food sustainability</li> </ul>