

**Updated – version 1.2**

Amendments to study design history

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| Version | Status | Release Date | Comments |
| 1.2 | Current | January 2024 | Update of wording for clarity around practical activities used in assessment tasks (pages 12,15,16, 24 and 29 |
| 1.1 | Suspended | October 2022 | Data analysis added as an option for short written report assessment task for Units 3 and 4 (pages 24 and 29). |
| 1.0 | Superseded | February 2022 | Original study design. |

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Important information

Accreditation period

Units 1–4: 1 January 2023 – 31 December 2027

Implementation of this study commences in 2023.

Other sources of information

The [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx) is the only official source of changes to regulations and accredited studies. The Bulletin also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the Bulletin. The Bulletin is available as an e-newsletter via [free subscription](https://www.vcaa.vic.edu.au/Footer/Pages/Subscribe.aspx) on the VCAA website.

To assist teachers in developing courses, the VCAA publishes online [Support materials](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/foodstudies/Pages/Index.aspx) (incorporating the previously known Advice for teachers).

The current [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) contains essential information on assessment processes and other procedures.

VCE providers

Throughout this study design the term ‘school’ is intended to include both schools and other VCE providers.

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Introduction

Scope of study

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills, and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today’s complex architecture of influences and choices.

Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems, and the many physical and social functions and roles of food. Students research sustainability and the legal, economic, psychological, sociocultural, health, ethical and political dimensions of food, and critically evaluate information, marketing messages and new trends.

Practical activities are integral to Food Studies and include comparative food testing, cooking, creating and responding to design briefs, demonstrations, dietary analysis, nutritional analysis, product analysis, scientific experiments and sensory analysis (including taste testing and use of focus groups).

Rationale

Australia has a varied and abundant food supply. Globally, many people do not have access to a secure and varied food supply and many Australians, amid a variety of influences, consume food and beverage products in quantities that may harm their health. Also, food and cooking, and their central roles in our lives, have become prominent topics in digital media and publishing. This study examines the various factors for this increased exposure and the background to this abundance of food, and it explores reasons for our food choices.

VCE Food Studies is designed to build the capacities of students to make informed food choices and develop an understanding about food security, food sovereignty and food citizenship. Students develop   
their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

Aims

This study enables students to:

* develop as informed, discerning and capable food citizens
* build practical food skills in the planning, preparation, evaluation and enjoyment of food
* apply principles of nutrition, food science and sensory evaluation to food planning and preparation
* extend understanding of food origins, cultures, customs and behaviours
* understand global and local systems of food production, distribution and governance
* develop awareness of a diverse range of influences on food choices
* research and discuss issues relating to sustainability, and the legal, economic, psychological, sociocultural, health, ethical and political dimensions of our food systems
* analyse and draw evidence-based conclusions in response to food information, food advertising   
  and current food trends.

Structure

The study is made up of four units.

* Unit 1: Food origins
* Unit 2: Food makers
* Unit 3: Food in daily life
* Unit 4: Food issues, challenges and futures

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1–4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Duration

Each unit involves at least 50 hours of scheduled classroom instruction.

Changes to the study design

During its period of accreditation minor changes to the study will be announced in the [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx). The Bulletin is the only source of changes to regulations and accredited studies. It is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the Bulletin.

Monitoring for quality

As part of ongoing monitoring and quality assurance, the VCAA will periodically undertake an audit of   
VCE Food Studies to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx). Schools will be notified if they are required to submit material to be audited.

Safety and wellbeing

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking the study. This study may involve the use of potentially hazardous equipment. Particular care should be taken regarding students with allergies to foods that may be used in classes. Allergen awareness training is available at <https://foodallergytraining.org.au/>.

Employability skills

This study offers a number of opportunities for students to develop employability skills. The Support materialsprovide specific examples of how students can develop employability skills during learning activities and assessment tasks.

Legislative compliance

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Privacy and Data Protection Act 2014* and *Health Records Act 2001*, and the federal *Privacy   
Act 1988* and *Copyright Act 1968*, must be met.

Child Safe Standards

Schools and education and training providers are required to comply with the Child Safe Standards made under the Victorian *Child Wellbeing and Safety Act 2005*. Registered schools are required to comply with *Ministerial Order No. 1359 Implementing the Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Premises*. For further information, consult the websites of the [Victorian Registration and Qualifications Authority](https://www.vrqa.vic.gov.au/childsafe/Pages/Home.aspx), the [Commission for Children and Young People](https://ccyp.vic.gov.au/) and the [Department of Education and Training](https://www2.education.vic.gov.au/pal/child-safe-standards/policy).

Assessment and reporting

Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher’s decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student’s result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

Levels of achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3   
and 4. Designated assessment tasks are provided in the details for each unit in VCE study designs.

The student’s level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SAC) as specified in the VCE study design, and external assessment.

The VCAA will report the student’s level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments in the study and receive an S for both Units 3 and 4. The study score is reported on a scale   
of 0–50; it is a measure of how well the student performed in relation to all others who completed the study. Teachers should refer to the current [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) for details on graded assessment and calculation of the study score. Percentage contributions to the study score in VCE Food Studies are as follows:

* Unit 3 School-assessed Coursework: 30 per cent
* Unit 4 School-assessed Coursework: 30 per cent
* end-of-year examination: 40 per cent.

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

Authentication

Work related to the outcomes of each unit will be accepted only if the teacher can attest that, to the best   
of their knowledge, all unacknowledged work is the student’s own. Teachers need to refer to the current   
[*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) for authentication rules and strategies.

Cross-study specifications

This section contains information on the key concepts and applied practical activities underpinning the study.

1. Key concepts

The following concepts underpin VCE Food Studies. Teachers should ensure that students develop the ability to use and apply these concepts when framing questions, and discussing, interpreting, analysing and evaluating issues related to primary food production, processing and packaging, distribution and access through the retail and food service sectors, media and marketing, consumption and waste management.

Aboriginal and Torres Strait Islander knowledge, culture and history

Aboriginal and Torres Strait Islander peoples are the first Australians, and the oldest, continuous living cultures in human history. They have diverse cultures, social and kinship structures and unique, complex knowledge systems. VCE Food Studies provides opportunities for students to develop understandings of the significant contributions of Aboriginal and Torres Strait Islander peoples’ connection to Country, Place and culture through food and cooking knowledge, growing and food preparation practices, and the social and kinship act of sharing meals together.

Aboriginal and Torres Strait Islander peoples historically worked with the land to preserve rich biodiversity, provide nutritious foods and be resilient to climate. This was essential for food security and food sovereignty as well as cultural identity, spiritual wellbeing and land stewardship. Their food systems were highly productive, sustainable and equitable. This understanding helps support cultural learning, encouraging students to make connections between their own world and the worlds of others, encourage collaboration, develop empathy with others, and provide students with the insight to understand themselves as part of a diverse and global community.

Teachers are encouraged to include Aboriginal and Torres Strait Islander knowledge and perspectives in the design and delivery of teaching and learning programs related to VCE Food Studies. Many local Aboriginal and Torres Strait Islander communities have protocols that they have developed in relation to education. The Victorian Koorie community-preferred education model enables teachers to focus inclusively on supporting students to consider Victorian Koorie education matters, and systematically support students to learn about local, regional, state and national Indigenous perspectives. VCE studies involve a focused extension of this model and include a broader application of national and international perspectives.

*Protocols for Koorie education in Victorian schools*, and other resources relating to the inclusion of Aboriginal and Torres Strait Islander knowledge and perspectives may be accessed at [VAEAI](http://www.vaeai.org.au/documents/).

Food citizenship

An emerging movement in relation to food is the concept of food citizenship, which encourages individuals to not just think of themselves as consumers of food but to take a more active role to shape food systems for the better. It highlights that as a collective, individuals can influence and guide food systems towards one that is fair and resilient for all, be it for people, animals or the planet. Food citizenship can be described as the shared practice of encouraging food-related behaviours that support the development of democratic, socially and economically just, and environmentally sustainable food systems.

Individuals make food choices on a regular basis; we all engage in eating as part of life. Food citizenship involves individuals having various rights in relation to food but also having responsibilities. For example, we have the right to adequate nutrition, a safe food supply and accurate food product information. The practice of food citizenship includes the individual’s responsibilities when considering the implications of their actions on food systems and when making ethical decisions about food choices. Food citizenship also encompasses supporting sustainability, which includes protecting the natural environment and supporting the human rights of food producers. Students develop an understanding of their place in both the local and the global food systems, including how the decisions made by individuals have a broad global impact. Food citizenship emphasises that individuals are not consumers at the end of food systems, but participants in the food system as a whole.

VCE Food Studies enables students to develop food citizenship by reflecting on the rights and responsibilities associated with making considered and informed food choices.

Food security and food sovereignty

The term food security is often thought of in terms of developing/low income countries. However, issues including hunger, obesity, access to sustainable food sources and vulnerability to natural disasters caused by climate change, are prevalent and increasingly visible in developed/high income countries such as Australia. Food security is defined as:

‘When all people at all times have physical and economic access to sufficient, safe and nutritious food to meet dietary needs and food preferences for an active and healthy life.’

(*Australia and Food Security in a Changing World*, The Prime Minister’s Science, Engineering and Innovation Council, 2010, Canberra, p.1).

Food security has five dimensions:

* Availability – sufficient supply of food for all people at all times
* Accessibility – physical and economic access to food at all times, which means equity of access to food
* Acceptability – access to culturally acceptable food which is produced and obtained in ways that do not compromise people’s dignity, self-respect or human rights
* Adequacy – access to food that is nutritious, safe and produced in environmentally sustainable ways
* Stability – reliability of food supply.

(*Australia and Food Security in a Changing World*, The Prime Minister’s Science, Engineering and Innovation Council, 2010, Canberra, p.9).

Food security seeks to address the issue of food availability, accessibility, acceptability, adequacy and stability through current food practices.

Food sovereignty, on the other hand, seeks to address the basic issues of food and hunger by challenging the control of the food supply by large corporations, and aims to give farmers greater control of the decisions that affect their ability to produce food ethically and sustainably. Food sovereignty promotes everyone’s right to access culturally appropriate and nutritious food grown and distributed in ethical and ecologically sound ways, and the right to democratically determine their own food and agriculture systems. Food sovereignty focuses on ensuring that the health of people and the health of the planet is considered in the food systems, including primary production, processing and packaging, distribution and access through the retail and food service sectors, media and marketing, consumption and waste management of food.

In this study, the focus of food security and food sovereignty relates to Australian issues.

Food systems

Food systems refers to the many components and activities involving the primary production, processing and packaging, distribution and access, media and marketing, consumption and waste management of food, all of which can affect food accessibility in different ways, and subsequently affect health. A food system analyses raw commodities, from farm to consumer, and includes supply of agricultural inputs, primary food production, processing and manufacturing sectors, packaging, food distribution, food retailing and marketing, food catering and domestic food. The various ways consumers eat (prepare and consume) and dispose of and/or recycle food is also part of the food systems. The Support materials have more information about the activities of the components of the food systems.

Healthy eating

Eat for Health Program

The National Health and Medical Research Council developed the Eat for Health Program, which includes the Australian Dietary Guidelines (including the Australian Guide to Healthy Eating). The Eat for Health Program was developed to promote health and wellbeing and to reduce the risk of diet related diseases in healthy populations. The Australian Dietary Guidelines provide advice at the population, not individual, level. They apply to all healthy Australians, as well as those with common health conditions such as being overweight. They do not apply to people who need special dietary advice for a medical condition, or to the frail elderly. Across the study, the importance of healthy eating is implicit when learning about food and when designing practical activities. The selection of practical activities should ensure that student learning is consistent with the healthy eating recommendations of the Australian Dietary Guidelines.

Innovations and technologies

Food industries and food products are subject to widespread change in light of the development of new technologies and innovations. Innovations can occur at any stage of the food systems, such as primary food production, processing and packaging, distribution and access through the retail and food service sectors, media and marketing, consumption and waste management. Innovations can result in new or improved food products in response to nutritional, health, environmental, sociocultural, political and economic influences of the community. Examples of innovations in food production include dolphin-friendly tuna, plant-based substitutes for meat, genetic engineering or editing of plant and animal products used for food, and 3D printing of food products. Examples of new technologies not previously used in food production include ultrasounds and shockwaves, Internet of Things network in the food supply chain, use of big data and artificial intelligence to manage primary production of food, augmented reality to enhance consumer understanding about food and new packaging materials and innovations to manage food waste.

Issues in food

This study requires students to explore a range of contemporary issues related to the supply and consumption of food. Many aspects of food are subject to public scrutiny and to government action and regulation. Some aspects are contentious and/or politicised in public discourse and are therefore seen   
as issues. Through engaging with and analysing issues associated with food, students consider relevant sustainability, legal, economic, psychological, sociocultural, health, political and ethical viewpoints.

Sustainability

Sustainability is presented throughout this study as a complex, holistic concept comprising three dimensions: environmental, economic and social.

The environmental dimension focuses on ensuring that the resources of the planet are available for future generations and includes how the primary production, processing and packaging, distribution and access, media and marketing, consumption and waste management of food contribute to maintaining biodiversity   
as well as reducing waste, water usage and carbon emissions.

The economic dimension is about using resources efficiently so that economic growth continues over time; this includes the contribution of food industries to the Australian and global economies, the creation of employment opportunities and the ability of individuals and families to access affordable food that is nutritious and culturally appropriate.

The social dimension is about ensuring that future generations have access to social resources such as human rights, education, political empowerment and connection to community. It includes the impact on human rights of growing and producing food, food as a prerequisite for human health and wellbeing, accommodating a variety of culturally diverse eating patterns that includes the cooking and sharing of food, as well as individuals having the right to be educated to enable informed food choices. Social sustainability extends to land custodianship that is considerate of the broad community and future generations.

2. Applied practical activities

The integration of practical activities is essential for all units of VCE Food Studies. Practical activities must   
be planned according to key knowledge and key skills specific to an area of study. They enable students to apply and demonstrate key knowledge and key skills in practical ways.

Practical activities are contingent on school settings, resources and capabilities, and would generally be carried out in kitchen/school-based settings.

Practical activities

Practical activities could include:

* comparative food testing
* cooking
* creating and responding to design briefs
* demonstrations
* dietary analysis
* nutritional analysis
* product analysis
* scientific experiments
* sensory analysis including taste-testing and use of focus groups.

When designing practical activities one or more of the categories above should be used. For example, if exploring gluten intolerance in Unit 3 Area of Study 1, students could investigate the differences between gluten-free bread and wheat bread by a combination of taste testing and analysing the appearance, ingredients and nutritional content of the breads.

Assessment should include three different practical activities along with two records of practical activities (if stated). Examples of records of practical activities have been included in the Support materials. Student should reflect on both the practical activities and the records in their assessment tasks.

Safety and hygiene

When students are carrying out practical activities, consideration must be given to safe and hygienic food handling practices. Students are required to demonstrate safe use of equipment and techniques in relation   
to preparation, cooking and presentation of food. Proper steps must be taken to always ensure all foods are safe for consumption. This means practising personal hygiene, appropriately storing foods and maintaining cleanliness in the kitchen.

Practical activities may need to be adapted to cater for students with allergies to foods that may be used in classes.

Unit 1: Food origins

In this unit students focus on food from historical and cultural perspectives, and investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today’s urban living and global trade in food. Students consider the origins and significance   
of food through inquiry into one particular food-producing region of the world.

In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia’s culinary identity today and reflect on the concept of an Australian cuisine.

Students consider the influence of innovations, technologies and globalisation on food patterns. Throughout this unit they complete topical and contemporary practical activities to enhance, demonstrate and share their learning with others.

Area of Study 1

Food around the world

In this area of study students explore the origins and cultural roles of food, from early civilisations through   
to today’s industrialised and global world. Through an overview of the earliest food production regions and systems, students gain an understanding of the natural resources, climatic influences and social circumstances that have led to global variety in food commodities, cuisines and cultures, with a focus on   
one selected region other than Australia. Through practical activities, students explore the use of ingredients available today that were used in earlier cultures. These activities provide opportunities for students to extend and share their research into the world’s earliest food-producing regions, and to demonstrate and reflect on adaptations of selected food from earlier cuisines.

Outcome 1

On completion of this unit the student should be able to analyse major factors in the development of a globalised food supply, and through practical activities critique the uses and adaptations of selected food from earlier cuisines in contemporary recipes.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

* the factors influencing the emergence of different food systems, food products and food practices around the world
* the historical development of food systems, food cultures and distinctive cuisines, with a focus on   
  one selected region other than Australia
* the factors that facilitated the early development of agricultural food systems, including those that enabled the cultivation of wild plants and the domestication of animals for farming
* hunter-gatherer food systems and how they differ from and are similar to early agricultural food systems, including the types of foods available, the potential advantages for communities, and the challenges in terms of feeding human populations
* patterns in the global spread of food production and the growth of trade in food commodities such   
  as chocolate, coffee, grains, oils, salt, spices, sugar and tea
* the effect of industrialisation, technologies and globalisation on food availability, production and consumption and the implications for health

Key skills

* explain factors that have influenced the emergence of distinctive food cultures and cuisines throughout the world
* research and analyse the development of food production and food customs in one selected region other than Australia, and critique the use of ingredients from this region
* examine attributes and challenges of hunter-gatherer and agricultural food systems
* research and explain key historical factors and developments in global food production systems
* identify foods that can be traced back to early cultures and through practical activities demonstrate, observe and critique their uses and adaptations in contemporary recipes
* undertake practical activities to analyse the origins and cultural roles of food

Area of Study 2

Food in Australia

In this area of study students focus on the history and culture of food in Australia. They look at indigenous food prior to European settlement and the attempts of the first non-indigenous settlers to establish a secure and sustainable food supply. Students consider the development of food production, processing and manufacturing industries and how Australian food producers and consumers today have been influenced by immigration and other cultural factors. Students conduct research into foods and food preparation techniques introduced by immigrants over time and consider the resurgence of interest in indigenous food practices, while reflecting on whether Australia has developed a distinctive cuisine of its own. Students explore trends in food practices and food subcultures in Australia and their impact on health.

Practical activities enable students to demonstrate, observe and reflect on the use of ingredients indigenous to Australia. These activities also provide students with opportunities to extend and share their research into a selected cuisine brought by migrants to Australia.

Outcome 2

On completion of this unit the student should be able to describe patterns of change in Australia’s food industries and cultures, and through practical activities critique contemporary uses of foods indigenous   
to Australia and those foods introduced through migration.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

* the characteristics of food production and consumption among Victoria’s first peoples prior to European settlement, including the range of foods and flavourings available; tools and technologies used; human and natural resources required; specialist knowledge and practices; and the contribution to health
* the challenges encountered by the first non-indigenous settlers in striving to establish a secure and sustainable food supply
* the factors influencing the development of food production, processing and manufacturing industries across Australia
* patterns of migration to Australia and the influence of immigrants on Australian food tastes and consumption
* the characteristics of a selected cuisine of influence in Australia, including typical ingredients and meals; flavours and other sensory properties; methods of preparation and serving; and associated customs and celebrations
* trends in food practices and food subcultures in contemporary Australia, including the resurgence of interest in indigenous foods, and emerging food movements and changing social behaviours relating   
  to food and their impact on health
* key points of debate on whether Australia has its own distinctive cuisine

Key skills

* evaluate foods and flavourings indigenous to Australia and through practical activities demonstrate, observe and reflect on contemporary culinary uses
* explain influences on the development of Australian food production, processing and manufacturing industries
* describe historical patterns of Australian immigration and analyse effects on the nation’s food tastes   
  and behaviours
* describe a cuisine brought by migrants to Australia and through practical activities demonstrate,   
  observe and draw conclusions about the influence of the selected cuisine in Australia
* analyse and summarise current trends in food practices and food subcultures in Australia
* construct and justify a point of view about the development of a distinctive Australian cuisine
* participate in and reflect on practical activities to explore the history and culture of food in Australia

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set   
of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement   
in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

The assessment task for Outcome 1 is:

* a reflection on three practical activities and two records of practical activities that use ingredients found in earlier cultures.

In addition, at least one task for the assessment of Outcome 1 should be selected from the following:

* an oral presentation: face-to-face or recorded as a video or podcast
* a practical demonstration: face-to-face or recorded as a video or podcast
* a short written report: research inquiry or historical timeline.

The assessment task for Outcome 2 is:

* a reflection on three practical activities and two records of practical activities that use ingredients indigenous to Australia and/or ingredients introduced through migration.

In addition, at least one task for the assessment of Outcome 2 should be selected from the following:

* an oral presentation: face-to-face or recorded as a video or podcast
* a practical demonstration: face-to-face or recorded as a video or podcast
* a short written report: research inquiry or historical timeline.

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.

Unit 2: Food makers

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in domestic and small-scale settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

Area of Study 1

Australia’s food systems

In this area of study students focus on commercial food production in Australia, encompassing components of the food systems that include primary food production, processing and packaging, distribution and access through the retail and food service sectors, media and marketing, consumption and waste management.

Students explore the ever-changing and dynamic nature of our food industries and their ongoing importance to Australia’s economy. They investigate the characteristics of the various food industries and analyse current and future challenges and opportunities, including the importance of food citizenship.

Students reflect on the sustainability of Australia’s food industry, including the impact on food security and food sovereignty. They consider the influences on food industries and, in turn, how the food industries influence people. Students investigate new food product development and innovations, and the processes   
in place to ensure a safe food supply.

Through practical activities, students create new food products using design briefs, and apply commercial principles such as research, design and innovations, product testing, production, evaluation and marketing.

Outcome 1

On completion of this unit the student should be able to analyse relationships, opportunities and challenges within Australia’s food systems, and respond to a design brief that produces a food product and demonstrates the application of commercial food production principles.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

* the components and activities that comprise Australian food systems
* current environmental and economic sustainability and social trends, issues and influences in Australian food industry sectors, and the impact on food security and food sovereignty
* the key elements of primary production of food in Australia, including the leading agricultural and horticultural industries, and major food-growing regions and products for local and export markets
* the characteristics of leading food processing and manufacturing industries in Australia
* the roles of the food service sector, major food retailers and food marketers in Australia
* the influence of consumer demand on the food supply, including the role of media, activism, health professionals, consumer rights organisations, food sovereignty and food citizenship
* the steps in the process of developing new food products using design briefs: research, design and innovations, product testing, production, evaluation and marketing
* qualitative and quantitative measures used to evaluate foods, including the principles and practices for the sensory evaluation of food products, such as sensory analysis, dietary analysis and nutrition analysis
* an overview of the governance and regulation behind the setting and maintaining of food standards and ensuring a safe food supply, including labelling
* the characteristics and efficacy of food industry safety programs currently in place to reduce the risks of food contamination

Key skills

* describe major sectors and explain current developments in Australian food systems
* describe Australia’s leading industries in primary food production, processing, manufacturing and marketing
* analyse opportunities and challenges and relationships within the Australian food service and food retailing industries, and through practical activities demonstrate, observe and evaluate the influence   
  on food patterns in Australia
* analyse the influence of consumers on food industries and discuss their influence on food sovereignty and food citizenship
* use design briefs and other practical activities to explain and apply the process of developing new food products that maximise their nutritional profile
* compare and evaluate foods using qualitative and quantitative measurements
* explain the reasons for Australia’s governance and regulation of food standards and food safety
* describe food industry programs that prevent and address food contamination risks
* undertake practical activities to analyse commercial food production in Australia

Area of Study 2

Food in the home

In this area of study students further explore food production, focusing on domestic and small-scale food production. They compare similar food products prepared in different settings and evaluate them using a range of measures. They consider the influences on the effective provision and preparation of food in the home.

Students learn and apply food science terminology relating to physical and chemical changes that occur during food preparation and cooking, and undertake hands-on experimentation to demonstrate techniques and effects. Through practical activities, students design and adapt recipes, encompassing a range of dietary requirements commonly encountered by the food service sector and within families. Students propose and test ideas for applying their food skills to entrepreneurial projects that potentially may move their products from a domestic or small-scale setting to a commercial context.

Outcome 2

On completion of this unit the student should be able to use a range of measures to evaluate food products prepared in different settings for a range of dietary requirements, and create a food product that illustrates potential adaptation in a commercial context.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

* sensory, physiological, economic, social and health considerations in the comparison of particular meals and dishes prepared in commercial and domestic or small-scale settings
* influences on effective planning, management and decision making in the provision and preparation of food in the home, including resources such as time and money, and values such as health and sustainability
* the considerations in the design and adaptation of recipes to suit individuals, households and other groups with differing dietary requirements due to factors such as lifespan stage, activity level, personal food tastes and preferences, as well as medical (food intolerances and allergies), cultural and ethical food restrictions
* the economic, social, emotional and physical benefits of developing individual food skills and applying these skills in the home, and factors that enable the development of these skills
* the principles of heat transfer in cooking techniques, and the effects on the properties of food of dry and moist heat, electromagnetic radiation, mechanical action, enzymes and changes to pH
* the functional properties of fats and oils, protein, starch and sugar in food, and the physical and chemical changes that occur to these components during preparation and cooking, including aeration, caramelisation, coagulation, dextrinisation, emulsification, denaturation, gelatinisation, and the Maillard reaction
* the opportunities and pathways for the transition of practical food skills from domestic to entrepreneurial or commercial settings, such as school canteens

Key skills

* understand and apply principles and practices in the sensory evaluation of food products
* compare and evaluate foods using qualitative or quantitative measurements
* develop and demonstrate food knowledge and skills through consideration of the principles of effective planning, management, preparation and cooking of food
* design and adapt food in response to specific dietary needs and considerations through practical activities
* analyse the benefits of developing practical food skills and identify factors enabling the acquisition and application of these skills
* use accurate food science terminology and techniques to describe and demonstrate, through practical activities, chemical and physical changes to the properties of food
* investigate food ideas that have moved into successful businesses
* design and develop a practical food solution in response to an opportunity or a need in a domestic or small-scale setting
* undertake practical activities to explore domestic and small-scale commercial food production

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment in this unit may be selected from the following:

The assessment task for Outcome 1 is:

* design and produce a practical food solution in response to an opportunity or a need in the food industry or school community.

The assessment task for Outcome 2 is:

* design and produce a practical food solution in response to an opportunity or a need in a domestic or small-scale setting.

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are   
of comparable scope and demand.

Unit 3: Food in daily life

In this unit students investigate the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au), and develop their understanding of diverse nutrient requirements.

Area of Study 2 focuses on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness, and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

Practical activities enable students to understand how to plan and prepare food to cater for various dietary needs through the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Area of Study 1

The science of food

In this area of study students focus on the science of food, underpinned by practical activities. They investigate the science of food appreciation, physiology of digestion, absorption and utilisation of macronutrients: carbohydrates, including dietary fibre, fats and proteins. Students develop their capacity to analyse advice on food choices through investigating food allergies and intolerances, and the science behind the nutritional rationale and evidence-based recommendations of the Australian Dietary Guidelines. They apply this knowledge in the exploration of diets, which cater for a diverse range of needs, and in the analysis of practical activities. They explain the influence of diet on gut microbiota and how gut health contributes to overall health and wellbeing.

Outcome 1

On completion of this unit the student should be able to explain the processes of eating and digesting food, and the utilisation of macronutrients, and justify the science behind the development of the Australian Dietary Guidelines, and apply principles of nutrition in practical activities to examine specific dietary needs.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

* the physiology and conditioning of appetite, satiety and the sensory appreciation of food
* the microbiology of the gastrointestinal tract and accessory organs (tongue, salivary glands, pancreas, liver and gall bladder) in the sequential process of macronutrient digestion, absorption and utilisation, including enzymatic hydrolysis
* the role of diet in influencing gut microbiota and the relationship between gut microbiota and physical and mental health
* the principles of research in the development of the Australian Dietary Guidelines and Australian Guide to Healthy Eating, including recognition of credible sources, evidence-based information and accurate analysis of data
* the nutritional rationale of the Australian Guide to Healthy Eating, with particular focus on the ways in which food selection can assist in the prevention of obesity and related lifestyle diseases
* reasons for differences in dietary requirements, considering factors including age, sex, pregnancy and lactation and activity levels
* the physiology of food allergies and intolerances, including how allergy and intolerance differ and their respective symptoms, causes and management with a focus on allergies identified by Food Standards Australia New Zealand and lactose, gluten and fermentable oligosaccharides, disaccharides, monosaccharides and polyols (FODMAP) intolerances

Key skills

* explain appetite, satiety and the sensory appreciation
* explain the physiology of digestion and its relationship to absorption and utilisation of macronutrients
* explain the role of diet and gut microbiota for health
* justify the science behind why the Australian Dietary Guidelines and the Australian Guide to Healthy Eating are credible sources of dietary information
* discuss the nutritional rationale of the Australian Guide to Healthy Eating
* evaluate the nutritional quality of foods and meals
* justify the substitution of ingredients in the management of food allergies and intolerances
* apply the healthy eating recommendations of the Australian Dietary Guidelines and Australian Guide to Healthy Eating to the planning of daily food intake and, through practical activities, create nutritious meals to cater for a diverse range of needs

Area of Study 2

Food choices, health and wellbeing

In this area of study students focus on patterns of eating in Australia and the influences on the food we eat. Students look at relationships between social factors and food access and choices, as well as the social and emotional roles of food in shaping and expressing identity and how food may link to psychological factors. They inquire into the role of politics and media as influences on the formation of food habits, beliefs and food sovereignty. Students investigate the principles of encouraging healthy food patterns in children and undertake practical activities to develop a repertoire of healthy meals suitable for children and families.

Outcome 2

On completion of this unit the student should be able to analyse factors affecting food behaviours of individuals through examining the relationships between food access, values, beliefs and choices, and demonstrate practical skills to evaluate factors affecting planning and preparing healthy meals for children and families.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

* the patterns of eating in Australia, including recent developments, changes and trends in food purchasing and consumption behaviours
* the ways in which social factors across Australia, including education, income, location, accommodation, available time and cultural norms, influence responses to food information, food accessibility, food choices 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
* the role of food in influencing mental health
* the role of the media in shaping food information, beliefs, choices and values and how this can elicit emotional and psychological responses to food, including behaviours and consequences relating to body image, restrictive dieting and comfort eating
* the relationships between current food systems and personal and social behaviours, with a focus on patterns that may encourage overconsumption of food and sedentary behaviour
* the political influences on the food systems including the manufacturing industry, the advertising industry and consumer activism, and how these impact on food choices and food sovereignty
* the role of key behavioural principles for the establishment of healthy diets in children and nutritious meal patterns within the home: exposure, modelling, and repetition

Key skills

* discuss recent changes and current trends in food behaviours
* analyse social factors that may influence responses to food information, accessibility, choices and healthy eating through practical activities
* explain social and emotional roles of food, analyse behaviours and discuss consequences relating to the psychology of food through practical activities
* analyse the role of media in shaping food information and values, and in influencing food choices
* discuss links between food, behaviours and effects on health and wellbeing
* analyse political influences on the food systems and discuss the potential impacts on food choices including food sovereignty
* explain key behavioural principles behind establishing healthy meal patterns in families and, through practical activities, develop a repertoire of healthy household meals
* apply practical activities to evaluate factors that influence food selections and demonstrate understandings about repertoires that reflect the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Assessment of levels of achievement

The student’s level of achievement in Unit 3 will be determined by School-assessed Coursework. School-assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes Support materials for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student’s level of achievement. The score must be based on the teacher’s assessment of the performance of each student on the tasks set out in the following table.

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 30 per cent to the study score.

|  |  |  |
| --- | --- | --- |
| **Outcomes** | **Marks allocated** | **Assessment tasks** |

|  |  |  |
| --- | --- | --- |
| **Outcome 1**  Explain the processes of eating and digesting food, and the utilisation of macronutrients, and justify the science behind the development of the Australian Dietary Guidelines, and apply principles of nutrition in practical activities to examine specific dietary needs. | **50** | The assessment tasks are:   * a reflection on three practical activities and two records of practical activities related to nutritious foods to examine specific dietary needs   AND  Any one or a combination of the following:   * an annotated visual report * an oral presentation: face-to-face or recorded as a video or podcast * a practical demonstration: face-to-face or recorded as a video or podcast * a short-written report: data analysis, media analysis, research inquiry or case study analysis. |
| **Outcome 2**  Analyse factors affecting food behaviours of individuals through examining the relationships between food access, values, beliefs and choices, and demonstrate practical skills to evaluate factors affecting planning and preparing healthy meals for children and families. | **50** | The assessment tasks are:   * a reflection on three practical activities and two records of practical activities related to healthy meals for children and families to evaluate factors influencing food choices   AND  Any one or a combination of the following:   * an annotated visual report * an oral presentation: face-to-face or recorded as a video or podcast * a practical demonstration: face-to-face or recorded as a video or podcast * a short-written report: data analysis, media analysis, research inquiry or case study analysis. |
| **Total marks** | **100** |  |

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 40 per cent to the study score.

Unit 4: Food issues, challenges and futures

In this unit students examine debates about Australia’s food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population.

In Area of Study 1 students focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They also consider the relationship between food security, food sovereignty and food citizenship. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

In Area of Study 2 students focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage. They 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. The focus of this unit is on food issues, challenges and futures in Australia.

Practical activities provide students with opportunities to apply their responses to environmental and ethical food issues, reflect on healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and consider how food selections and food choices can optimise human and planetary health.

Area of Study 1

Navigating food information

In this area of study students focus on food information and misinformation and the development of food knowledge, skills and habits. Students learn to assess information and draw evidence-based conclusions   
to navigate contemporary food fads, trends and diets. They reflect on a selected food fad, trend or diet and assess its credibility and the reliability of its claims, taking into consideration the principles of evidence-based research and healthy eating recommendations that support the Australian Dietary Guidelines and the Australian Guide to Healthy Eating. Students practise and improve their food selection skills by interpreting the claims of food labels and interrogating the marketing terms on food packaging. Practical activities provide opportunities for students to extend their understandings about food selections and repertoires that reflect the healthy eating recommendations of Australian Dietary Guidelines.

Outcome 1

On completion of this unit the student should be able to analyse food information by applying principles of evidence-based research and healthy eating recommendations to evaluate a selected food trend, fad or diet, and claims on food packaging and advertisements, and undertake practical activities that meet the healthy eating recommendations of the Australian Dietary Guidelines.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

* contexts for gaining food knowledge and skills
* the principles of evidence-based research used in the development of the Australian Dietary Guidelines and Australian Guide to Healthy Eating and their application in response to contemporary food fads, trends and diets
* criteria used when assessing the validity of food information, including source, purpose, context, presentation of evidence and language use
* criteria used when assessing claims made by weight-loss and nutrient supplement companies, including commercial gain, ethics, and the effectiveness of the product
* the key elements of regulatory food standards relating to nutrition content claims and health claims on food labels and in food advertisements
* practical ways to apply healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating to everyday food behaviours and habits, with particular attention to maintaining a healthy weight

Key skills

* assess validity of information provided by a variety of contexts in which food knowledge and skills takes place
* apply principles of research and healthy eating recommendations to assess food information
* analyse the nutritional efficacy of contemporary food fads, trends and diets
* describe standards relating to food advertisement claims and analyse marketing terms on food packaging and in food advertising
* use food labels appropriately to compare, select and prepare food
* demonstrate understanding of the healthy eating recommendations of the Australian Guide to Healthy Eating by applying them to food selection, planning and preparation
* participate in practical activities to assess and reflect on issues related to navigating food information

Area of Study 2

Environment and ethics

In this area of study students address debates concerning Australian and global food systems, relating to issues on the environment, ethics, innovations and technologies, food access, food safety, and the use of agricultural resources. Students explore a range of debates through identifying issues, 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.

Outcome 2

On completion of this unit the student should be able to critique issues affecting food systems in terms   
of ethics, sustainability and food sovereignty, and through practical activities propose future solutions that reflect sociocultural, sustainable and ethical food values and goals.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

* the 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 innovations and technologies and improved equity in food access and distribution
* the relationship between food security, food sovereignty and food citizenship
* sociocultural and ethical concerns of Australian food consumers, and the ways in which these concerns affect individual food choices and the range of foods available
* the environmental sustainability of primary food production in Australia, including use of fertilisers, pesticides and water, choices of crops and animals for farming, and risks associated with biosecurity, climate change and loss of biodiversity
* the environmental effects of food processing and manufacturing, retailing and consumption in Australia, including food packaging, food transportation, marketing, retailing, food service, and consumption and disposal or recycling and repurposing of food
* the role of food citizenship to ensure both an optimal diet for people and the health of the planet

Key skills

* discuss sociocultural, sustainability and ethical concerns affecting food systems
* evaluate contributions of innovations and technologies to food security in terms of ethics and sustainability
* debate the role of food citizenship and its relationship to food security and food sovereignty
* describe global food security and explain possible pathways to achieving food security
* explain diverse points of view in a range of food systems debates
* examine an array of issues and evaluate pathways to improve environmental sustainability within the food systems
* apply principles of research to clarify, analyse and draw conclusions on a selected food debate
* apply a range of practical food skills to demonstrate understanding of sociocultural, sustainable   
  and ethical food choices and preparation

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set   
of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Assessment of levels of achievement

The student’s level of achievement in Unit 4 will be determined by School-assessed Coursework. School-assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and   
within a limited timeframe.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes Support materials for this study, which includes advice on the design   
of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student’s level of achievement. The score must be based on the teacher’s assessment of the performance of each student   
on the tasks set out in the following table.

Contribution to final assessment

School-assessed Coursework for Unit 4 will contribute 30 per cent to the study score.

|  |  |  |
| --- | --- | --- |
| **Outcomes** | **Marks allocated** | **Assessment tasks** |
| **Outcome 1**  Analyse food information by applying principles of evidence-based research and healthy eating recommendations to evaluate a selected food trend, fad or diet, and claims on food packaging and advertisements, and undertake practical activities that meet the healthy eating recommendations of the Australian Dietary Guidelines. | **40** | The assessment tasks are:   * a reflection on three practical activities and two records of practical activities related to healthy food choices based on the recommendations of the Australian Dietary Guidelines   AND  Any one or a combination of the following:   * an annotated visual report * an oral presentation: face-to-face or recorded as a video or podcast * a practical demonstration: face-to-face or recorded as a video or podcast * a short written report: data analysis, media analysis or case study analysis. |
| **Outcome 2**  Critique issues affecting food systems in terms of ethics, sustainability and food sovereignty, and through practical activities propose future solutions that reflect sociocultural, sustainable and ethical food values and goals. | **60** | The assessment task is:   * a research inquiry report that includes a selected food-related topic based onthree practical activities, explanation of concerns related to ethics, sustainability and/or food sovereignty, analysis of work being done to solve problems and support solutions, and a conclusion outlining major findings and suggested set of practical guidelines for food consumers. |
| **Total marks** | **100** |  |

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

Contribution to final assessment

The examination will contribute 40 per cent to the study score.

End-of-year examination

Description

The examination will be set by a panel appointed by the VCAA. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

Conditions

The examination will be completed under the following conditions:

* Duration: 1.5 hours.
* Date: end-of-year, on a date to be published annually by the VCAA.
* VCAA examination rules will apply. Details of these rules are published annually in the [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx).
* The examination will be marked by assessors appointed by the VCAA.

Further advice

The VCAA publishes specifications for all VCE examinations on the VCAA website. Examination specifications include details about the sections of the examination, their weighting, the question format(s) and any other essential information. The specifications are published in the first year of implementation of   
the revised Unit 3 and 4 sequence together with any sample material.