**Leanne Compton** - This video is one in a series of videos developed to support the delivery of VCE Food Studies Study Design accredited from 2023 to 2027. My name is Leanne Compton and I'm the Curriculum Manager for VCE Food Studies at the Victorian Curriculum and Assessment Authority. This particular video focuses on Unit 2: Food makers and is presented in four sections by Tessa, a food studies teacher. The first section provides an overview of content in this unit. The second section gives some ideas of teaching and learning strategies for Area Study 1: Australia's food systems. The third section offers some ideas for teaching and learning strategies for Area Study 2: Food in the home. While the final section gives an overview of assessment for this unit. This video should be viewed in conjunction with reading the VCE Food Studies Study Design 2023 to 2027. Thank you.

**Tessa** - Hello, my name's Tessa and we are going to be looking at the Food Studies Study Design coming into effect in 2023 specifically looking at Unit 2: Food makers. The aims of this video are to provide an overview of Unit 2: Food makers, looking at Area of Study 1: Australia's food systems and Area of Study 2: Food in the home, as well as diving into a few practical activities. So, the new VCE Food Studies design comes into effect in 2023, ending in 2027 with implementation commencing in 2023. The study design consists of four units with this video focusing on just Unit 2. It is important for teachers to note that any changes to this design will be announced through the VCAA Bulletin, which is up to the teacher to monitor for any changes.

So, you can actually sign up to the VCAA Bulletin and receive updates of any changes. So that just makes it a little bit easier. So, Unit 2, otherwise known as Food makers, is all about students investigating food systems in contemporary Australia and unpacking what that means. So, we'll go through that a little bit more in the next few slides. Within Unit 2, there are two areas of study, Area of Study 1 being Australia's food systems and Area of Study 2: Food within the home. Through these areas of studies, students explore the various components and activities of the food systems in Australia today. They also complete a range of topical and contemporary practical activities to enhance, demonstrate, and share this learning with others.

So, students are learning that food doesn't just arrive on a plate in front of them, but there are many processes in which food undergoes, whether it be harvesting, washing, sorting, processing, packaging, distribution, or marketing before it arrives to their plate. Food Studies is a practical subject and practical activities should be embedded throughout the course, which is a really fun and hands-on way for students to be able to learn. Area of Study 1 allows students to explore the dynamic and ever-changing nature of food industries and their ongoing importance to Australia's economy. So, if you ask students to think about how what we eat in Australia has changed in the last 25, 50, even a hundred years, and think about some of the factors that have contributed to this.

And I think students love going home and asking their parents and their grandparents how what we eat has changed and looking at the reasons why this has happened. Area of Study 1 also allows students to analyse the current and future challenges and opportunities within Australia's food systems with a focus on the importance of food citizenship and sustainability considerations, including impact on food security and food sovereignty. So, such a rich stop point there with a lot to unpack. Looking at the current food system and potential challenges so what does the food system currently look like and what are some challenges arising within that?

So, I guess our population is an increasing population that's growing. So how can we produce food in a secure way that is also ethical and sustainable. And the importance of food citizenship. So, teaching our students that we are not just consumers at the end of a food chain, but that we can be active participants. But in order to do that, we need to be informed about what we are eating and where it comes from to have an active role in what we eat. And sustainability considerations. So, ensuring that we are producing food in a way that is not destroying the environment. So being considerate of the soil that the food is being grown in, being considerate of water use, chemical use, but also producing food in a way that all people have access to enough healthy food at all times. And lastly, this unit allows students to focus on commercial food production in Australia and new food product development whereby they design and create some new food products themselves.

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. The teaching and learning programme developed should provide students to, so opportunities for students to meet this outcome statement through what they say, do, make, or write. It's important to note here the two terms in bold here, otherwise known as command terms. The VCAA has actually produced a command term sheet which can be accessed on their website, which defines what these command terms, what their meaning are.

And it's really important that students understand their meaning and what is expected from students when they see these words and understanding that there's a difference between these terms. And the second dot point here, students should be able to demonstrate their learning through practical activities as well as written and verbal work. Area of Study 2: Food in the home allows students to focus on domestic and small-scale food production. That is food in the home. Apply food science terminology relating to physical and chemical changes that occur during food preparation and cooking and demonstrate techniques and effects. So, food science terminology is really ensuring that students are familiar with and understand the words such as dextrinisation, Maillard browning, caramelisation, coagulation, emulsification, et cetera. And what physical and chemical changes are occurring during cooking.

So, if we look at this pumpkin here, we can see that physically it's softening and changing in colour slightly. But what are the chemical changes happening that are causing these changes to happen? And what cooking techniques will cause the pumpkin to go brown? So, we can see here that it's browning and crisping up in the oven or under the grill, but will this also happen if the pumpkin is microwaved or steamed? Area of Study 2 also allows students to design and adapt recipes, incorporating a range of common dietary requirements. So, looking at reasons why recipes would need to be adapted. So, for example, lactose intolerance, coeliac disease, veganism, vegetarianism, and a range of different allergies, for example.

And if we're teaching our students what the functions of ingredients are within recipes, students should then be able to learn what ingredients can be used as substitutes if they can find something that has the same function in a recipe. And lastly, students should be able to propose and test ideas for applying their food skills to entrepreneurial projects. So, in 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 setting. The teaching and learning programme developed should provide students with opportunities to meet this outcome through what they say, do, make, or write.

So, moving on to practical activities, the integration of practical activities is essential for all units in VCE Food Studies. Practical activities must be planned according to key knowledge and key skills specific to each area of study. And they must enable students to apply and demonstrate key knowledge and key skills in practical ways. So, some examples of practical activities that can be embedded within the course are comparative food testings, cooking, creating and responding to design briefs, demonstrations, dietary analysis, nutritional analysis, product analysis, scientific experiments, sensory analysis and taste testing and use of focus groups. So, you can see that practical activity should not just be the students cooking, but there are a range here that should be incorporated throughout the course throughout Unit 2 and all of the units.

Today, we'll be looking at the new VCE Food Studies Study Design coming into effect in 2023, specifically focusing on Unit 2 Area of Study 1: Australia's food systems. The aims of today's session will be to provide an overview of Area of Study 1, looking at the key knowledge, the key skills, and to provide some examples of learning activities. So, what is Area of Study 1 all about? So, it focuses on the commercial food production in Australia, incorporating components of 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.

So, Area of Study 1 investigates Australia's food industries to examine their characteristics. So, when we're talking about characteristics, we're talking about what regions in Australia does this food grow in? What conditions does this food require to grow? Is it an easy or difficult type of food to grow? Is this food exported out of Australia and if so, to which countries? And are there different types of species of this particular food? Explore their importance to the economy. So, does this industry bring in a lot of money to the Australian economy? Would our economy struggle without it? Discuss their current and future challenges including the importance of food citizenship. So, this is a really great opportunity to look at some recent articles or news videos on farming in Australia in recent years. Students can investigate common diseases that affects crops, and they can also look at changing weather patterns and particularly rainfall like that, you can talk about how we've had so much rainfall on the east coast recently and how that impacts the growth of crops. And lastly, reflect on the sustainability, including the impact on food security and food sovereignty.

So, students should be looking at a range of food produced in Australia and determining whether its production is sustainable and asking is there enough for all people to access this food or is it at a price that all people can access it or is it physically accessible to all people? Area of Study 1 also requires students to investigate new food product development through creating new food products using design briefs and applying commercial principles. So how do these new products that hit the market in Australia come about? What are the processes that businesses go through to launch a new product? Students can be given here a design brief and then they develop a new food product to meet that design brief or, if you like, the students can be given the freedom and flexibility of creating their own design brief and then following the same principles used commercially such as completing market research, finding a gap in the market, creating a prototype product and completing sensory evaluations, for example. We're going to take some time to go through the key knowledge now and break down what some of these dot points mean.

So, the first one is the components and activities that comprise Australia's food systems. So, this is basically all of these steps that are involved in our food system from when food is harvested until when it is consumed. So basically, the principle of paddock to plate. Secondly, we have current environmental and economic sustainability and social trends, issues, and influences in the Australian food industry sectors and the impacts on food security and food sovereignty. There's a lot to unpack in the dot point here, but here, you could be looking at food packaging, food waste, the way food is farmed. Is it intensive farming with a high output but is damaging to the land or is it a more gentle style of farming that may have a lower crop output? Thirdly, the key elements of primary food production 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 role 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. So, this comes back to how what we eat has changed over time due to consumer demand. We live such busy lives that there is a demand for convenience foods that can be consumed on the go so there is a large market, for example, of ready-to-eat, on-the-go foods. There is also a lot more transparency around the food industry these days and a lot more knowledge of where food comes from.

So, consumers are becoming more interested in finding food that is more sustainably and ethically produced. 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 practises for the sensory evaluation of food products such as sensory analysis, dietary analysis and nutrition analysis.

For the qualitative and quantitative measures, you might like to use things such as hedonic testing, triangle tests, star chart, volume, weight, length, viscosity, et cetera. And this provides a really great opportunity for some fun, practical activities to take place. An overview of the governance and regulation behind the setting and maintaining of food standards and ensuring a safe food supply, including labelling. This is about students understanding the Food Standards Code and FSANZ, Food Standards Australia New Zealand, and the rules that are in place to ensure that we have such a safe food supply here in Australia and what is and isn't allowed on a food label and why is a food label so important for consumers. And lastly, we have here the characteristics and efficacy of food industry safety programmes currently in place to reduce the risk of food contamination.

So here, we're looking at things like HACCP plans and a lot of your students may actually work in the food industry and might like to discuss what this looks like in their workplace. So that brings us to the end of the key knowledge, and now we'll go through the key skills that follow. And these are the skills that students need to be able to demonstrate during and at the end of the area of study. These go hand in hand with the key knowledge, and you'll find similarities between them. However, these are, as I've said, the skills. Don't forget that in here you can see the command terms, which are in bold and that students should be able to understand the difference between these terms and what each of these words is actually asking them to do.

So, the first one here is to describe major sectors and explain current developments in Australia's food systems. So, this might be current developments in farming practises. It might be in transport or packaging or along the actual production line itself. 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. Students should be able to analyse the influence of consumers on food industries and discuss their influence on food sovereignty and food citizenship.

So how consumer demand affects what's on the market. 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 and we spoke about what some of these look like in the previous slide. Students should be able to explain the reasons for Australia's governance and regulation of food standards and food safety. And you can look at some examples here of times where these haven't been followed and things have gone wrong. Students should be able to describe food industry programmes that prevent and address food contamination risks. And students should lastly be able to undertake practical activities to analyse commercial food production in Australia.

So, this brings us to some examples of learning activities. So, the following slides will contain three different example learning activities with links to key knowledge and key skills for Area of Study 1 that could be used within your teaching and learning programme. The activities need to provide students with the opportunities to demonstrate the following outcome statement, which is 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. So, learning activity number one relates to the key knowledge, the components, and activities that comprise Australian food systems and the key skill, describe major sectors and explain current developments in Australian food systems.

And the activity asks for students to work in small groups, completing a flow chart mapping a food system of a well-known product that is purchased by Australians. Include the countries in which the product is sold, the sourcing of ingredients and packaging to manufacture the product and the sites of production. So here, students might like to choose their own product, or you could provide them with a product, but obviously, there will be more work involved in a product with many ingredients. But this could be a really great way of differentiating between students. And this is a really great example of helping the students to become food citizens in that they are learning that there are so many steps involved in the production and the manufacture of food and that it doesn't just arrive on a plate in front of them but there is a lot of involvement and I guess it's helping students to understand that the more educated they become about the food system, the more they can make informed choices about what they are choosing to purchase and consume.

Example learning activity number two relates to the key knowledge, 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. And the key skill, analyse the influence of consumers on food industries and discuss their influence on food sovereignty and food citizenship. So, the activity proposed here is that students discuss how CHOICE, a consumer's rights organisation, assists consumers as a collective to influence food industries by taking a more active role to shape food systems for the better, i.e., food citizenship. For example, explore how and why CHOICE campaigns for better labelling of free-range eggs.

So, this activity provides students with an excellent opportunity to look at a consumer rights organisation and see how it can change food on the market for the better. Students could investigate what some of the issues with egg labelling were in the past and perhaps currently still are. And you can look at how, as consumers, have become more educated about this particular issue so egg labelling, how that has affected what consumers choose to buy and then, in turn, how that has affected what is being manufactured and put on the market. And the final learning activity relates to two key knowledge and three key skills, the steps in the process of developing new food products using design briefs: research, design, and innovations, product testing, production, evaluation, and marketing and qualitative and quantitative measures used to evaluate foods, including the principles and practises for the sensory evaluation of food products such as sensory analysis, dietary analysis and nutrition analysis. And the key skills, use design briefs and other practical activities to explain and apply the process of developing new food products that maximise their nutritional profile and compare and evaluate foods using qualitative and quantitative measurements.

So, the task here, ask students as a class, design a new nutritious food product for the school's sporting day using a design process that would be similar to that which is used in industry. Then produce a batch of the food product using processes for evaluation of the product such as focus groups and tastings. Ask students to discuss the potential of this new food product for its intended purpose. So that is, is it a nutritious food product? Is it appropriate for the school's sporting day? Students can also then discuss and evaluate the health and nutrition content of this product as well. So, you can see here how this activity meets the two different key knowledge and key skills listed here. We're focusing on Area of Study 2: Food in the home. The aims of this video will be to look at Area of Study 2 Food in the home, providing an overview of the content, key knowledge and key skills, and some example learning activities.

So, the following six dot points will provide an overview of Area of Study 2. So firstly, explore food production, focusing on domestic and small-scale food production. So domestic being in the home and small scale more so small business or event production. Number two, compare similar food products prepared in different settings and evaluate them using a range of measures.

So, this might be comparing the same meal but made with different equipment or perhaps it's a recipe that's altered for dietary requirements and comparing the two. Consider influences on effective provision and preparation of food in the home. So, these influences might be things like time, money, preferences, equipment, and facilities available. Learn and apply food science terminology relating to changes that occur during food preparation and cooking. So, food science terminology, we're talking about the terms related to the physical and chemical changes that occur whilst cooking food. Design and adapt recipes for a range of dietary requirements such as vegetarianism, veganism, intolerances, allergies, health requirements, et cetera. And propose entrepreneurial projects that may move their products to a commercial setting. So key knowledge number one, sensory, physiological, economic, social, and health considerations in the comparison of particular meals and dishes prepared in commercial and domestic or small-scale settings.

So, whenever we plan a meal, whether we are aware of it or not, we are considering different aspects to ensure that the meal is appropriate for its intended purpose and setting such as ensuring that it has optimal sensory qualities or ensuring that it meets the physiological demands of the family. That might be a really active family, for example, that requires high energy levels or a particular nutrient requirement such as high iron. There may also be health requirements present such as the need to consume a low cholesterol or low sodium diet. And this key knowledge dot point is about comparing these different meals made for different considerations. The second point here, influences on effective planning, management and decision-making in the provision and preparation of food in the home, including resources such as time, money, and values such as health and sustainability.

So, students can unpack how time, money, cooking equipment and facilities can all impact the quality and healthiness of a meal prepared, but similarly can investigate how healthy meals can still be prepared with time, money, and resource constraints. Students can also look at how our values influence what we cook and prepare so students could brainstorm or even write up a recipe of what a meal might look like for someone who values saving time in the kitchen versus someone who values 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. So, for this key knowledge, you might like to give your students a range of case studies here, which includes people from different lifespan stages or from differing backgrounds to investigate how and why their dietary requirements or preferences may be different.

So, for example, you might like to investigate why an active adolescent has high energy requirements and how this might be reflected in what they are consuming and adapt recipes suitable to this. Just a reminder here that even though in this example, this person might have higher energy demands that discretionary food items should not be included in practical activities for VCE Food Studies, the focus of the study design is on healthy eating and eating foods from the five food groups, and this does not include discretionary foods. And the next key knowledge dot point, 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.

So, I guess the more food literate we become, the more confident we are in making meals, meaning that we are more confident in preparing food with the ingredients that we have in the home rather than going out and purchasing new ones, which relates to the economic benefits of developing food skills. Preparing and sharing meals promote socialness within families and communities, which in turn relates directly to our emotions of happiness and comfort. And, of course, learning the skills of food preparation equips us with the ability to cook healthy meals with much less salt or sugar or [saturated] fats which are more likely to be found in processed and pre-made food products. 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.

So, if we break this dot point down, the principles of heat transfer, here we're looking at radiation, conduction, and convection and students being able to identify which type of heat transfer is or are present in the cooking technique that they are looking at and how does that technique affect the final quality of the food. So really breaking down here the why in our cooking. So why do we beat egg whites? What is the purpose of doing that in that recipe and what is happening to the protein in the egg white when we do this? The changes in pH.

So, when we're adding, for example, golden syrup and bicarb together, why is it that a gas, a bubble is being produced? Which ingredient here is the acid, and which one is the base? And what happens when we add an acid and a base together? And what is the purpose of this in our recipe? 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. So, whenever I'm teaching the functional properties, I'm asking my students what is the function of this component in the recipe? And that's helpful if the students are aware of some of the basic things that components bring to a recipe. So, for example, what do fats typically bring or often bring? What do sugars often bring? What does starches often bring?

So, if we look at fat, for example, fats often bring a smooth and rich mouth feel to a recipe. They can help to preserve a food item, prevent it from going stale. They might produce a really fine crumb texture in a recipe, for example. And the physical and chemical changes, it's really important that students are taught the difference between physical changes. So, what we can see and smell and taste versus the chemical change that it has undergone. So why has it gone golden brown? What's the chemical reaction that's happening there that has caused this to go golden brown? So, is it the Maillard reaction? Is it caramelisation? And what chemical change is happening there? And the last key knowledge here is the opportunities and pathways for the transition of practical food skills from domestic to entrepreneurial or commercial settings such as a school canteen.

So, this key knowledge is about students seeing that the skills they have been learning about can be transferred to a larger-scale setting, such as a small business, catering event, school canteen, morning tea, barbecue in the local community, et cetera. And the steps and stages involved in this transition, thinking about the design process, food safety control, serving, packing, packaging and nutrition content, et cetera. So, the key skills are the skills that the students should be able to demonstrate throughout and at the end of this area of study. And they are to understand and apply principles and practises in the sensory evaluation of food products. So, the steps involved in a sensory analysis. To compare and evaluate foods using qualitative or quantitative measurements.

So, students should be given opportunities to complete a range of both of these types of measurements. To develop and demonstrate food knowledge and skills through consideration of the principles of effective planning, management, preparation, and cooking of food, and to 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. So, students should be able to demonstrate that they understand the many factors contributing to having practical food skills and be able to analyse the social, economic, sustainable, environmental, et cetera benefits of these skills. Students should be able to use accurate food science terminology and techniques to describe and demonstrate through practical activities, chemical and physical changes to the properties of food.

So, when completing practical activities, students should be aware of the chemical and physical changes that are taking place. Investigate food ideas that have moved into successful businesses. There are so many great businesses that could be explored here and I'm sure that the students would be able to come up with some business ideas themselves that they would like to discuss and investigate. Design and develop a practical food solution in response to an opportunity or a need in a domestic or small-scale setting and undertake practical activities to explore domestic and small-scale commercial food production.

So, we'll take some time now to look at some examples of learning activities. The following slides that we're about to go through contain some example learning activities with links to key knowledge and key skills for Area of Study 2 that could be potentially used in your teaching and learning programme. So, example learning activity number one relates to the key knowledge, 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. And this activity relates to the key skill which is develop and demonstrate food knowledge and skills through consideration of the principles of effective planning, management, preparation and cooking of food. So, the activity asks students to conduct a survey within the class to determine what small equipment each family uses and how often, find out which piece of equipment is most commonly used and suggest possible reasons for this. As a class, discuss why small equipment has become popular to assist food preparers in the home.

So, discussing why small equipment is used within the home now and what purpose and advantage does that bring. So maybe it's saving time. Maybe it's producing food in different ways than traditionally may have been able to in the home. Maybe it's saving space if they're small appliances. And as you can see, this activity doesn't relate to the whole of the key knowledge, but it relates to one part of the key knowledge in looking at resources that are available within the home. And so not all learning activities need to be applicable to the whole of the key knowledge. Obviously, you can do different learning activities for different aspects of the key knowledge there. Learning activity example number two relates to the 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. Understand and apply principles and practises in the sensory evaluation of food products is the key skill that it relates to.

So, the activity is that students as in a class read the article 'The strange science of gastrophysics', which highlights things that can affect our sense of taste and discuss the idea behind gastrophysics so what actually is it. Conduct practical activities to explore some of the ideas and how our experiences of food and drink are affected by our senses and surroundings, not just the food itself. So, for example, if students are to eat off a red plate, does this suppress their appetite? And there could be other different activities that students engage in to see if it influences whether they want to eat the food or not. So, for example, if the food is presented really nicely versus if it's sort of just thrown together and thrown onto the plate, does that affect students' desire to eat the food? And example learning activity number three relates to the key knowledge, 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.

And relates to the key skill, use accurate food science terminology and techniques to describe and demonstrate through practical activities, chemical and physical changes to the properties of food. So, the learning activity is that students can make an emulsion by making mayonnaise and then they can record this practical activity by drawing a diagram to illustrate the changes and labelling the diagram to demonstrate their understanding of the process of an emulsion, using appropriate food science terminology in doing so. And they could do this with more than just an emulsion with any example that you wanted them to use. So, it might be the Maillard reaction, for example.

The aim of this video is to provide an overview of assessment of Unit 2 and to unpack assessment of Outcome 1: Australia's food systems and Outcome 2: Food in the home. So, there are two assessment tasks for Unit 2: Food makers. One assessment task for each outcome. So, Outcome 1, the assessment is to design and produce a practical food solution in response to a need or opportunity in the food industry or school community. And Outcome 2, the assessment is for students to design and produce a practical food solution in response to a need or opportunity in a domestic or small-scale setting. So very similar here, but the first one is within the food industry or school community, and the second one is within a domestic or small-scale setting. Students need to design and produce a practical food solution.

So, it must be an original food solution. So as a teacher, you can provide the students with the opportunity or need that they will need to respond to. However, students must create an original food solution. That is, they must use design thinking to come up with an original recipe. They need to think creatively and critically to design an original food solution. They cannot follow a recipe that is already published or adapt a recipe, such as adding different vegetables to increase its fibre content. The responses to the practical food solutions for both Outcome 1 and 2 need to demonstrate design thinking that enables students to demonstrate creative thinking, critical thinking, experimentation, and testing and trialling and gathering feedback.

So, there is one assessment task for each outcome and when teachers are developing their assessment tasks, you need to ensure that the key knowledge and the key skills in each area of study are explicitly taught before the assessment begins. The assessment task should explicitly relate to the key knowledge and the key skills in the area of study. So, it should address the outcome statement found in the study design. The key knowledge and the key skills only need to be assessed once within the assessment task and the task can be designed so that students can demonstrate their understanding through what they say, do, make, or write. Ideally, over the course of the year, there's a range of different assessment tasks designed and developed so that students are able to demonstrate their understanding and their knowledge through different avenues such as speaking, doing, making, and writing.

So, there is one assessment task required for Outcome 1, which is to design and produce a practical food solution in response to an opportunity or a need in the food industry or school community. So, some examples of this might be that your school canteen is in need of some new vegetarian options as there is an increased demand in the school community of some vegetarian or vegan options. And so, students have been asked to design some vegetarian or vegan healthy lunchtime ideas for the school canteen. Or it might be that there is a school open night coming up and your food tech class has been asked to design and produce some small finger food, healthy finger food that can be provided for people coming into the school on open night. This task can be designed so that students can demonstrate their understanding through what they say, do, make, and/or write.

Similarly, outcome two involves one assessment task also, which is to design and produce a practical food solution in response to an opportunity or a need in a domestic or a small-scale setting. Again, teachers can come up with their own setting here for students to respond to, or teachers might like to give students some freedom here in designing their own. Or you might like to do a mix between the two and have a few settings that students can choose to respond to. So, some examples here might be a celebration within the family, for example, grandparents' wedding anniversary and students are asked to design and provide dinner for the extended family, taking into considerations such as grandpa's low-sodium diet or grandma's coeliac disease. Or it might be something completely different. Perhaps a friend has started up a food truck business and the students have been asked to develop and design a new vegan option that can be added to the Mexican menu for the food truck.

So, you can have a lot of fun with this and come up with different ideas, or students can come up with different ideas for this. And again, this task can be designed so that students can demonstrate their understanding through what they say, do, make, and/or write. So, summing up assessment for Unit 2, inherent flexibility in the delivery of assessment. You need to ensure that each assessment task relates to what you have taught your student cohort. So, it needs to be relevant to your teaching and learning programme and to your students. You need to ensure that you teach the content before assessing your students. Don't just expect that they know something or have learned it in earlier years. It needs to be specifically taught to your students in your year of teaching. And there are lots of different ways to assess according to your student needs and school resources so please don't think there is one way to assess, which is writing down.

Food studies is a practical subject, and we should be engaging that and using that to our advantage and assessing students through their practical activities. So, thank you so much for listening today. If you have any questions or queries, please don't hesitate to contact Dr. Leanne Compton, the Curriculum Manager for Design and Technologies, and her email can be seen below here.

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