**Leanne Compton** - This video is one in a series of videos developed to support the delivery of the 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. This particular video on Unit 3: Food in daily life is presented in four sections by Hannah, 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 of Study 1, The science of food. The third section offers some ideas for teaching and learning strategies for Area of Study 2, Food choices, health and wellbeing. And 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.

**Hannah** - Hi everyone. My name's Hannah, and I'm here to present to you our new Food Studies Study Design for the years 2023 to 2027. And that is Food in the daily life. So, the aim is this of this video is to give you a little overview about our Unit three. So, our first area of study, we're looking at The science of food, and our second area of study is we're looking at the Food choices, health and wellbeing. And we're also going to go through the practical activities that we could use within our classroom as well. So, the accreditation period of this study design is 2023 to 2027. So, this will be implemented in 2023. It consists of four units. And this video here, we're going to be focusing just on Unit 3.

It is also important to note that any changes that do occur to this study design will be announced throughout the VCAA Bulletin, and that is the only official source of information. Our Unit 3 as a whole, focuses on food in the daily life and within these students are going to investigate the many roles and everyday influences on food through our two areas of study. So, our first one again is our Science of food, and our second one is our Food choices, health and wellbeing. The students are also going to complete a range of topical and contemporary practical activities about food in the daily life to help enhance, demonstrate, and then share their learning with others.

Within the area of study one, The science of Food, students are going to have the opportunity to explore the science of food through investigating our physical needs for food, understanding food appreciation, and eating digestion, understanding the role of our diet on our gut health, and also making links within that through our physical and our mental health and the links between those. Students are going to be able to understand the scientific evidence behind our Australian Guide to Healthy Eating, our Australian Dietary Guidelines, and the evidence behind these guidelines and what makes them a credible source of information. And they're also going to get to learn a diverse range of nutrient requirements.

So, looking at our key words here, on completion of this unit students should be able to explain, they should be able to justify, they should be able to apply and examine. So, within our teaching and learning programme, we should be able to be giving students these opportunities to meet these within what they say, within what they do, they create, they make, they write. So, it's really important as us as teachers are giving the students as many opportunities as we can to help them meet these criteria. Our Area of Study 2 Food choices, health and wellbeing focuses on patterns of eating in Australia and the influences on the food we eat.

So, students are going to explore this through looking at the relationships between social factors, food access and choices. They're going to look at the social and emotional roles of food, so linking it in with how it shapes and expresses our identity. Linking it in also with our physiological factors, understanding how the formation of food habits, beliefs, and food sovereignty through political influences, media influences. That's very big at the moment. Students looking at things that they're seeing online, how that impacts what they're eating. They're going to understand the principles of why we're encouraging healthy food patterns in children. And then they also get to investigate the principles of how we can encourage these healthy food patterns in children and then undertake some practicals within developing repertoire of healthy meals suitable for children and also families.

Again, on completion of this unit, students should be able to analyse, they should be able to demonstrate, and they should be able to evaluate all the different key knowledge and key skills they've learned within this unit. And again, on teachers making sure we give students every opportunity to be able to demonstrate these things within their learning. It's important that we're implementing practical activities within all units throughout the year. So, they need to be planned and they really need to link in with our key knowledge and our key skills. So, giving students the ability to apply and demonstrate these key knowledge, and these key skills in a practical way. It's important to include a variety of practical activities within your unit of work. So, students should be given the opportunity to partake in multiple different ways of demonstrating their practical knowledge when trying to demonstrate the key knowledge and key skills within their learning.

So, they can look like a comparative food test, they can be doing cooking, they could create and respond to a design group. For example, they could design a meal with high satiety for minimal kilojoules. They could do a demonstration, they could do a dietary or a nutritional or a product analysis. They could do a scientific experiment, for example, creating gluten-free bread rolls and then comparing them to conventional bread rolls when looking at a gluten intolerance. They could do a sensory analysis, they could taste-test different foods. So, there's multiple different ways students should be demonstrating their practical knowledge within trying to meet the key knowledge and key skills and giving students multiple opportunities of different ways to demonstrate this.

We're now going to dive a bit deeper into our Area of Study 1, The science of food. Within this video, we're going to be looking at an overview of the content within our Area of Study 1. We're going to be going through each of the key knowledge and the key skills, and also going to provide you with some different learning activities that you could use within your classroom to help you teach some of the different key knowledge and key skills. Within our Area of Study 1, students are going to be exploring the science of food through understanding food appreciation. They're going to be understanding our physical need for food. So that includes how food can nourish us, but also how food could sometimes be harmful to us. They're going to learn about the physiology of eating and digestion, and they're going to be able to understand the role of our diet on gut health.

So how that also links in with our physical and our mental health and how these work together within our diet. They're going to learn about the Australian Dietary Guidelines and our Australian Guide to Healthy Eating, understanding this scientific evidence behind these. So why are these credible sources of information? So how is this information keeping up to date to be able to use this as a source of information and why is it credible? And students are also going to be able to understand a diverse range of nutrient requirements that our body needs to function. Looking at our different key knowledge, I find it really important at the start of each area of study to go through the key knowledge and the key skills with the students as a class.

So, giving them time to read through it and also just highlight or write out some words or some concepts that they don't understand. And then going through these as a class. And I find this really helps when we are learning each key knowledge that they have that base understanding from us going through that as a class. And there's nothing in there that they don't already have some prior knowledge about. So, our first key knowledge is the physiology and conditioning of appetite, satiety and the sensory appreciation of food. Our second one is the microbiology of the gastrointestinal track and the accessory organs. So, I find it really important to explicitly teach this microbiology of the intestinal tract and the accessory organs and then getting students to, they could create animation of the sequential process of macronutrient digestion, absorption, utilisation, and including our enzymatic hydrolysis as well.

So, this is allowing students to really gain a solid understanding of this and looking at it in a real-life process as well. Students are also going to be exploring the role of our diet on our gut and looking at the mental and physical aspects that come along with that as well. And there's some really good podcasts out there as well that really dive into a deep understanding of gut health. So that could be something that you set for students for home learning or some parts of a podcast you might listen to together as a class and then talk about that and what they've taken away from that.

So, there's heaps of resources out there for gut health, which is a really good starting point, even if you wanted to get your head around that a bit more as well. The fourth one is our principles of research in the development of the guidelines. So how our guidelines are developed, what makes this study a credible source of information. So that's really important that students are able to understand and also describe why these guidelines - The Australian Guide for Healthy Eating, the Australian Dietary Guidelines are a credible source of information. So, they should be able to describe how they've changed over the years to keep up with that relevant evidence that's being supported within their guidelines. Students will also be looking at the nutritional rationale of the Australian Guides to Healthy Eating, so paying particular focus within how food selection can assist with prevention of obesity and diet related diseases.

So having that understanding of what they're eating plays an impact on their physical health as well as also their mental health is really important to link in there. Within diet related diseases, obesity too. Students are going to be looking at reasons for different dietary requirements. So not just about maybe lifestyle choices, but some things that could affect what people are eating. So maybe their age, their sex, if they're pregnant, their activity levels. So, all of the different factors that come into play when people should be thinking about what they're eating, how much they're eating, what they're eating more of, depending on their lifestyle factors. Students are also going to be learning about the physiology of food allergies and intolerances.

So how do these two differ? What's the difference between them? So, the symptoms, the causes, what management could you have if someone ate gluten, and they were intolerant depending on if they were coeliac. So, understanding the difference between an intolerance to an allergy and something really I find is helpful with the classes doing even diagram on this. So, on the board you have your food allergies, you have your food intolerances, what are the similarities, what are the differences? And this gives a really visual representation for the students to understand the differences between these. And they also should be looking at the food standards, Australian and New Zealand. Within our key skills, students should really be able to look at these key words and then be able to implement this based on what they've learn within their key knowledge.

So, they should be able to explain appetite, satiety, sensory appreciation, explain the physiology of digestion, understanding absorption and the utilisation of macronutrients, explain the role of the diet and the gut for our health. Justify the science behind the Australian Dietary Guidelines in Australian Guide to Healthy Eating. They should to the nutritional rationale of these as well and evaluate the nutritional quality of foods, justify the substitution of ingredients in management of food allergies and intolerances. Apply the healthy eating recommendations of the guidelines and food intake through practical activities and create nutritious meals to cater for a diverse range of needs. So, students should be given opportunities within their learning to not only do this in a theory sense, but also in a practical sense.

So, giving students multiple exposures to demonstrate their understanding of the key knowledge and apply these key skills within their learning. So, our outcome statement for our Area of Study 1 is students should be able to explain the processes of eating and digesting food and the utilisation of macronutrients, justify the science behind the development of the Australian Dietary Guidelines and apply principles of nutrition in practical examples to examine specific dietary needs. So, we're going to look at some specific learning activities that link in with our key knowledge and our key skills that you could use within your teaching and learning. So, for this specific teaching and learning example, we're going to be looking at the key knowledge of the microbiology of the gastrointestinal tract and the accessory organs. And our key skills that we're focusing on is students are going to be able to explain the physiology of digestion and its relationship to absorption and utilisation of macronutrients.

So, to start off, students can watch a demonstration that re-creates the digestion process using basic household items. So, there's a good video on STEM learning of this. And then they can conduct this experiment in class. So, the practical activity could be they're demonstrating an experimental focus within the sequential process of digestion. So, looking at protein, carbs and including our fibre and our fats. And then our record of this could be an annotation of the digestion of the macronutrients and identifying the relevant parts of the gastrointestinal tract and its accessory organs as well. So, our tongue, our salivatory glands, our pancreas, our liver, and our gallbladder. So, our second teaching and learning example is looking at our key knowledge and our key skill of looking at the role of the diet on our gut.

So, there's a good video on YouTube that talks about the human gut microbiome, and you can conduct a See-Think-Wonder strategy within your class. So having students watch the video, taking that time to think about it and then writing, got some wonderings that they might have. So, you could do some prompting questions on the board as well. So, what did you see and think about the gut microbiome. What do you, sorry, yeah, what do you think about it? What do you see about it and what do you still wonder about it? So, what's some questions that you still have? And students might take some time to really gain a good understanding of this. So having students respond to these questions as a class is a really good source of peer teaching and peer learning that they can also conduct in within this teaching and learning activity.

The third teaching and learning activity is still focusing on that key knowledge in the key skill of the role of the gut and out diet. And there's a really good article that's called 'Looking through the lens of how food can improve our mood' So getting students to have a read through that, maybe you are going to read it together as a class or maybe they're going to read it individually for home learning and then come back in the next session ready to talk about it. So, it's up to you how you want to do that within your classroom and what works best within your team of students. And getting students to identify three key points from the article so they can discuss how the diet is recognised as a factor in the prevention and treatment of mental illness. The final learning activity is looking at our food allergies and food intolerances. And students should be able to justify the substitution of ingredients in the management of food allergies and intolerances.

So, students could research similarities and differences between these and represent these findings in a Venn diagram. So maybe you'll start this activity as a class together on the board and go through what is a food allergy? What is a food intolerance? So, the differences are there and then maybe they'll go off and have to add in 10 more points each or maybe in pairs. They will work together to complete one together and one will do food allergies, one will do food intolerances, and then they'll come back and talk about the differences between these and add that into their Venn diagram. So, it's all about adapting these learning activities to suit your classroom style. So, what's going to work best with your students maybe that's individual work, maybe that's a lot of pair work or group work or class learning together to help them really gain a solid understanding of the key knowledge and key skills that they're learning.

Area of Study 2, Food choices, health and wellbeing. We're going to be looking at an overview of the content, the key knowledge and key skills in this area of study. And some examples of learning activities as well. Area of study focuses on the patterns of eating Australia and the influences of the food we eat. So, looking at the relationships between social factors and food access and choices, social and emotional roles of food, and the impact that has on our diet, the role politics and media in influencing food habits, beliefs and food sovereignty. So, what impact does the media have? We know social media is such a big thing in young people's lives at the moment. So how does this influence the foods they eat? The principles for establishment of healthy diets, the patterns of eating in Australia. So, including recent developments, changes and trends in food purchasing and consumption behaviours. So again, what food trends influence the foods that they're eating and their families eating? What does the development in these changes have on them? The ways in which the social factors across Australia.

So, things like education, income, location, available time, so convenience, cultural norms, what influence does this have on their eating, their food choices, the impact if they're having a healthy diet and their food accessibility as well. And the social and emotional roles of food in shaping and expressing individual identity and connectedness. So, thinking about sharing food, using food within celebrations within their families and their communities, their peer groups. The influence that this has on that as well. The role of food in influencing our mental health. So how does food choices and mental health correlate? We know there's a strong connection between a healthy diet and a stronger mental health, the role of the media in shaping food information, beliefs, choices and values, and how can this elicit physiological and emotional responses to foods. Looking at our food behaviours, looking at body image, looking at restrictive diets.

You can look at diets such as paleo diet, the keto diet, the bacterial diet, comfort eating as well, and how these all are shaped by the media and what people are seeing online and popularity that these have on influencing people. And the relationships between current food systems and personal and social behaviours. So, focusing on patterns that may encourage overconsumption of foods and also sedentary behaviour as well. Looking at the political influences on as well. So, looking at food systems, so things like the manufacturing industry, the advertising industry and consumer activism as well, and how these impact on our food choices in our daily lives. And also, food sovereignty and the role of key behavioural principles for the establishment of healthy diets in children and nutritious meal patterns within the home. So, exposure, why do you eat what you eat? Has this, what you've been brought up eating, modelling by parents and family members and repetition as well. Students should be able to demonstrate their understanding of the key knowledge within their key skills.

So, looking at our key words within these. So, they should be able to discuss recent changes in food trends and behaviours, analyse social factors that influence responses to food information, explain the social and emotional roles of food and analyse the behaviours, discussing consequences, analysing the role of the media in shaping our food information, discussing links between food behaviours and effects on our health and wellbeing. So, looking at our physical, our mental, our social and our emotional health. So, our different dimensions of health within that. Analysing the political influences on the food system, explaining key behavioural principles, developing a repertoire of healthy household meals, applying practical activities as well, evaluating factors that influence our food guidelines.

So, students should be given multiple opportunities to demonstrate their understanding of the key knowledge and the key skills within your teaching and learning practises. Within our teaching and learning activities, we as teachers need to provide students opportunities to demonstrate the outcome statement for our Area of Study 2. And that is analysing factors affecting food behaviours of individuals through examining the relationship between food access, values, beliefs, and choices, and demonstrate practical skills to evaluate factors affecting planning and preparing healthy meals for children and families. So, on the next few sides, we're going to look at some different learning activities that link in with our key knowledge and key skills that you could use within your own teaching and learning practises.

The first learning activity is looking at our key knowledge of the social and emotional roles of food in shaping, expressing individual identity and connectedness, including its sharing and celebratory role within families, peer groups, and community. And we're demonstrating our key skill of explaining social and emotional roles of food, analysing behaviours and discussing consequences relating to the psychology of food through practical activities.

So, students can discuss food items or dishes that have shaped them in some way. So, this could be a family recipe that's been passed down through generations. It could be a specific cultural meal that they eat on special occasions, it could be a vegan or vegetarian dish that they had looked up and cooked for their family and it's led to them eating less meat one day a week. So absolutely anything that students feel that has shaped them in some way. It could be any meal or any dish. They're then going to prepare this and share it to the class and explain the reasoning behind that as well and how it has shaped them.

The second learning activity is the same key knowledge and key skills. So, looking at social and emotional roles of food. This time students are going to identify social occasions that involve food. So, it could be a specific cultural holiday, could be something like Christmas, it could be a birthday where they always go to the same restaurant with their family or friends or maybe they all have their family over and everyone brings a dish. So, students are going to describe the food, food consumed at these and identify the significance of this food. So, the social roles that food specifically plays at these events. So, what do people bring? Why do they bring that specific dish? What influences food have on these events? And then you're going to share this as a class and look at the similarities and the differences between their peers. So, you could do this as a Venn diagram on the board when students are sharing. Students could be writing down in their own notebooks. You could do it virtually like on a tablet. And you are typing up or students put in their own and then they highlight the similarities and differences within the class.

The third learning activity looks at our key knowledge of patterns of eating in Australia, including recent developments, changes and trends in food purchasing and consumption behaviours. And looking at our key skills of discussing recent changes in current trends in food behaviours, discussing links between food behaviours and effects on our health and wellbeing. So, students could explore a case study on the rise of food delivery services in Australia. So, things like Uber Eats, Deliveroo, Menulog, specific restaurants having delivery as well now. Looking at why there is such a rise in this and things like COVID-19 was a huge influence on this. Things like convenience has become a major thing in Australians' lives. So why is this on the rise?

You could also link in the media and advertising in with this one as well, looking at how they're trying to differ and gauge an audience. So, Uber Eats using celebrities within their ads, Menulog's jingle, so different things like that as well come into play within this activity. And then asking students who include commentary on the possible effects of their eating behaviours. So, both the negative and the positive. So, what influence does food delivery services have on Australia's eating habits and behaviours? And present this information, you could do it on something like a graffiti wall within the classroom.

The final learning activity is looking at our key knowledge of the base 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. And our key skills, analysing social factors that may influence responses to food information, accessibility, choices and healthy eating through practical activities. So, students can design two separate daily food plans for a family of four. So, two adults and two children, that follow the healthy eating recommendations from the Australian Guide to Healthy Eating. So, one plan is to be prepared on a minimal budget where the other has no restriction. So, no budget at all.

Students can discuss the challenges encountered in developing these plans in relation to meeting the healthy eating recommendations. So, was it harder to meet the healthy eating recommendations on the minimal budget than it was with no restrictions? What was their source of protein that they used within the minimal budget? Maybe they're going to go for something like lentils or tofu, things that are cheaper compared to when they have no budget, is their food plan going to be more gourmet? So, things like steak or salmon. And then using media articles as well to assist in their discussion. So, in their analysis, using that as evidence as well. And then asking them to analyse how income influences, food choices and healthy eating. So, looking at low SES [socioeconomic status] family versus a higher SES family, what influence does money or income have on these two households. Access and availability to different foods. Location as well comes into another, can come into play as well within this as well as available time. So, students can talk about all these different influences on the diet and really focus on income for the main one of this.

We're now going to have a look at an overview of assessment we can use within Unit 3. So, unpacking the assessment within [outcome] 1 and [Outcome] 2 as well. There are four assessment tasks for Unit 3 Food in daily life. So, there's two for each outcome. So, we need our practical activities with our records as well as an additional task for each outcome. So again, so there are different types of practical activities that we should be using within our unit and each area of study. So, students shouldn't be doing the same thing each time. So, they shouldn't be cooking each time to demonstrate their practical knowledge. So, you want to include a variety of different practical activities and also have them create records on at least two of these.

So, they could be doing food testing, they can be cooking or creating and responding to design briefs, doing demos, doing analysis, whether that's dietary, nutritional or product, scientific experiments or sensory analysis as well. So, taste testing, looking at different food groups, so making sure there's a variety within their practical records and giving them multiple opportunities to demonstrate these key knowledge and key skills within their practical records. Students are required to complete two assessment tasks for each outcome. So, each assessment task needs to address different parts of the outcome statement.

So, within your teaching you need to identify which parts of the outcome statement is going to be assessed by determining the specific key knowledge and key skills that you're going to use for each task. So, you only need to assess each key knowledge and each key skill once. So, within your practical demonstrations, within your records, you might assess X amount of key knowledge and key skills. You don't then need to assess them again in your second assessment. So, you are making sure that you've assessed each key knowledge and each key skill, but they only need to be assessed once either within those practical demonstrations and records or within the second assessment. And each outcome has an assessment task related to practical activities and records.

So, you need to make sure within your area of study one and within your Area of study 2 you have assessed the students using a range of practical activities and they have records on two of these as well. And you need to consider the purpose for each practical activity, making sure they're relating to that key knowledge and their key skills that they've learnt and making sure that assessment is valid as well. Within Area of Study 1, students need to have two assessment tasks. So, they should have their range of practical activities and records that reflect on two of these practical activities. So, they should be related to nutritious foods to examine specific dietary needs. Also, with this, they need to have another assessment task.

So, within their practical activities, they should have been assessed on some of the key knowledge and key skills already. And then within their second assessment task, they're going to be assessed on the ones they haven't already been assessed on within that practical activity. So, the second assessment task would look something like an annotated visual report. It could be an oral presentation. This doesn't need to be them standing up in front of the class talking to them and delivering that oral presentation. It could be that or it could be recorded or a video or a podcast. They could also do a practical demonstration.

Again, you don't need to be standing there watching them the whole time. This could also be recorded as a video or a podcast also, or they could complete a short written report. So, a media analysis, a research inquiry, or a case study analysis. So, students need to have these two assessments for each outcome. So, their practical assessment. So, they need to have a range of practical activities related to nutritious foods to examine specific dietary needs. And they should come from the list provided in the study design on page 12. So going back and thinking about what we talked about before. So, they could be cooking, they could be doing a demo, they could be doing a taste test, they could be doing a product analysis or a dietary analysis. So, all of those ones we looked at before are examples of assessments you can use within this practical aspect. And they need to have two records on those. And then they also need to be, we need to be ensuring that they are relating to the key knowledge and the key skills, so ensuring that they're valid and they're assessing what we want them to assess within these demonstrations and within these records as well.

So, you could do a blind sensory analysis of one type of food. So, you could be looking at different types of yoghurt and explaining the sensory components of these. It could also think about the way it affects the way we think about food, feel about food, our appetite, our satiety, our sensory appreciation. They could prepare a dish and identify food sources. So, looking at carbs, looking at unsaturated fats, looking at protein in the recipe breaking that down and thinking about how it goes through our ...travels, through our body, our digestive system, our organs, the chemicals of digestion, and being able to explain that. They could demonstrate how to prepare a recipe that's been modified to address a gluten intolerance. And they need to be able to identify and justify the replacement of those specific ingredients and how that fits in with that intolerance. They could taste-test foods high in fibre with low fibre counterparts and discuss the different types of fibre, the impact on the gut. And they could also then link this in again with satiety, food appreciation as well, understanding what we're eating, the guidelines.

So, making sure you are linking in the key knowledge students have learned within these practical activities. Our second assessment, so you can choose to do any of these four different types of assessment. So, you can do a visual report, you can do an oral presentation or a practical demonstration or a written report where they respond to a media analysis or a case study. Look at a research inquiry. So, making sure your assessment task is assessing the key skills and the key knowledge that you have not already assessed within your practical activities and records. So, you do not need to assess them twice, you only need to assess them once. So, either within that practical and records or within your second assessment. And making sure that your second assessment is not the same for both of your different areas of study.

So, you've wanted to make sure they're different and making sure you're giving students different opportunities to demonstrate their knowledge. So, for our Area of study 2, we again need to have our two practical records, so our range of practical activities and then our records on two of those, and these should be related to healthy meals with children and families to evaluate factors on influencing food choices. So again, you can be doing demos, you can be doing cooking, they could be looking at dietary analysis, nutritional analysis, they could be taste-testing. So again, you want to try and mix up what kind of records they're using to demonstrate this assessment and focusing on specific key knowledge and key skills that they're being assessed on within these practical activities and records. And then you need to have your second assessment as well for this area of study. And that could be, again, your visual report, your oral presentation, your practical demonstration, or your short, written report.

So, you can have them responding to a media analysis, a research inquiry or a case study and having some questions on those. So, you could have, for example, 10 short answer questions and five extended response questions that they respond to, based on that case study or media analysis or whatever it is you focus on within that assessment.

So, the assessment task needs to have a range of practical activities that are focusing on our outcome statement. And these need to be focusing on specific key knowledge, specific key skills. And again, you do not need to assess them in the second assessment. So, making sure that you are not assessing the same key knowledge and same key skills twice. You are only assessing them on each of these key knowledge and key skills once and making sure that assessment is valid. So, an example of making sure your assessment is valid. For example, within your oral presentation, you could give students one session to create this oral presentation. So, they get their question or their topic that they're going to be presenting on and they do a draft, or they write their notes during that first session, you take up all of that information that they've prepared, their cue cards, whatever it is they've created. And the second session they come back, and they present that to the class, or they record their oral presentation within that session. So that's an example of how you can make sure that assessment is valid.

So, examples for our second assessment for our Area of Study 2, students could prepare a main meal using typical recipe from the 1950s and identify and discuss the key differences such as how long it's going to take them to prepare from back then to now, the cost, the different cost of ingredients and the number of ingredients and the nutrition rationale behind this as well. They could create or they could respond to a design brief that relates to creating a food item that has shaped identity in some ways. They could conduct a product analysis that explores the nutritional information panel of two products and make a judgement about each of these products and compare them as well. Or they could explore ways to prepare dishes that reflect on the key behaviours of principle and principles of repetition. And for your second assessment task, again, you can choose any of the four that are listed in this study design.

So, your annotated visual report, your oral presentation, a practical demonstration, a short, written report, and making sure that you are only assessing each key knowledge of each key skill once. So, if you've already assessed it in your practical demonstration with your records, you do not need to assess it again in your second assessment. So, summing up the assessment for our Unit, there's heaps of flexibility within the way we're assessing our students. So, you just need to ensure that each assessment task is relating to what you've already taught your students. So, you need to ensure the teaching and learning of the content. So, the key knowledge and the key skills has all happened before you're assessing your students. You need to give them the opportunity to be allowing them to demonstrate their understanding of this key knowledge and the key skills throughout your teaching and learning activities.

So, your assessments, there's so much flexibility within it within your practical records, your practical activities and your records, and then also your second assessment as well. So, there's heaps of resources within the study design on the VCAA page, on the Advice for teachers [Support Material]. So, they're really good places that you can go and look and gain some more understanding about how you can assess your students and again, what's going to work best for your students. So, making sure you understand how they learn best and what assessment is going to help them the most demonstrate this knowledge of the key knowledge and key skills. There's lots of different ways that you can assess the outcome statement using the key knowledge and key skills. So, this is an example of how two different schools may assess the key knowledge and key skills within their two assessments.

So, they've looked at their outcome statement and they've broken that down. So, the first, the blue might be their second assessment and they might be doing a case study. So, within that they're focusing on ensuring they're analysing factors of food behaviours with individuals through examining relationships between food access, values, beliefs, and choices. And the highlighted key knowledge and key skills are the ones focusing on that assessment. And first assessment would've been their practical activities with the two records. And that's going to be looking at them demonstrating their practical skills to evaluate factors affecting planning and preparing healthy meals for children and families. And their yellow key knowledge and key skills is what they're assessing within those practical assessments. Comparing them to School B. And they've done this a bit different.

So, they're still looking at the same outcome statement, the same key knowledge, the same key skills, but they're assessing them differently. So, they're including different ones within their practical assessment compared to School A and looking at different ones within their second assessment as well compared to School A. So, it's just making sure you have that understanding that you do not need to assess each key knowledge and each key skill more than once. You only need to assess it, whether that be in your practicals or within your second assessment. And this should really be based on the school's judgement and the teacher judgement. So, looking at how your student cohort is going to learn or demonstrate this key knowledge and key skill best, is that going to work best within a practical and having your records reflecting on that or are they going to do that best within their second assessment in an oral presentation, a case study, a visual annotation, whatever that may be. So just ensuring that you have that understanding with your students, how they learn and what's going to work best within their assessment of where you're going to assess them for each key knowledge and each key skill, whether that be in the practicals within their records or their second assessment.

And that is our overview of Unit 3. So, I hope you've got a better understanding and a more solid understanding of the overview of the unit, different teaching and learning activities for our Area of Study 1 and our Area of Study 2, and also some assessment ideas as well that you can use within your unit. So, Leanne is your contact point from VCAA. If you do have any questions or anything you want to discuss further with her, her email is there and it's also on the VCAA page as well.

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