**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 at Victorian Curriculum and Assessment Authority. This particular video focuses on Unit 4 Food issues, challenges, and futures, and is presented in four sections by Tess, 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 Navigating food information. The third section offers some ideas for teaching and learning strategies for Area of Study 2 Environment and ethics. 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.

**Tess** - My name is Tess and today, I would like to provide you with an overview of Unit 4 as part of the 2023 to 2027 Food Studies Study Design. Unit 4 continues to build the skills and knowledge developed by the students in previous units and studies and ensure that they're becoming capable and informed consumers. The aim of the session is to provide teachers with an overview of Unit 4, to ensure teachers feel confident in preparing in teaching and learning programme for their students that allows each student to achieve the outcomes, to ensure teachers understand the requirements of the unit including the importance of practical work and activities that help the students apply their skills to real world situations and make informed decisions relating to food selection not only for themselves but for the planet.

As you know, the world of food nutrition is diverse giving teachers the opportunities to be flexible in both the delivery of content and the assessment throughout the unit. As teachers, we have the opportunity to inspire and excite the students about the role food has in everyone's lives whilst considering the impact it has throughout the various stages of food system. The study design's accreditation period is 2023 to 2027 and contains four units, this video focusing on Unit 4. The VCAA Bulletin will be the only source of information if there are any changes to the study design. So, it's important that you are keeping an eye on these and subscribing to that so that you are updated on any changes that do occur throughout the accreditation period. You'll be able to see the overview of Unit 4, direct from the study design, along with the regularly updated Advice to teachers and the VCAA Bulletin, these should be used and revised to help plan and guide your teaching and learning programme.

When planning, look at ways in which the students can say, do, make or write their answers and therefore, satisfactorily meet each outcome. It is essential that throughout the unit, students will be looking at global issues that relate to Australia's food system and our role in these issues and challenges. So yes, we're going to be looking at things that are affecting the whole world, but we do need to focus on what Australia and Australians are doing and their part in the food system. There are two areas of study, Navigating food information and Environment and ethics.

Area of Study 1 focuses around developing the knowledge and skills of the students to distinguish, discern and evaluate the difference between food information and misinformation, and how they can make informed choices when selecting food for optimal health. This includes assessing food packaging and identifying how marketing can be deceptive and encourage the over consumption of food, in particular, discretionary foods. This area of study is critical in helping develop the students into becoming educated, critical consumers and the impact that their food choices are having on their health, the health of others and the planet, including food sovereignty, food security and food citizenship, which are part of the cross-curricular components of the course.

As teachers, we need to address the rise and rise of social media and the copious amounts of unreliable food information that people are exposed to and help the students look through the hype as we want them making food choices that encourage healthy and balanced lifestyle for both their mental and physical health. Students will use and expand their knowledge and understanding of the evidence-based Australian Dietary Guidelines and the Australian Guide to Healthy Eating, part of the Eat for Health programme, to improve their knowledge of food labelling and marketing, as well as using the developed criteria to determine the validity of food information. There are a variety of practical activities that can be used throughout the area of study to give the students opportunities to compare food products, for example and make judgements about the nutritional profile, the sensory characteristics and the differences between the various products.

The study design does not specify specific food fads, trends or diets that the students have to know or study but rather develop the skills to allow them to assess the validity of the food information presented to them. I do encourage you to expose the students to a variety of food trends and fads to allow them to develop those skills to become critical consumers. Area of Study 2 focuses on the environment and ethics and Australia's part in the global food system. Students consider a variety of issues in the food system including the links between food safety, food wastage and farming, and how they impact the planet along with what is being done to provide sustainability into the future. Issues such as climate change, ethics, food sovereignty and food security are investigated and linked throughout the key knowledge and the key skills.

As mentioned, the focus is on Australia's role in the global food system and students should be given opportunities throughout the area of study to demonstrate their key knowledge and skills. Students should identify issues relating to the environment, ethics, innovation, food access, food safety, and the use of agriculture. These include the environmental impact during each stage of the food system, including food production, processing, distribution, and access. It is essential that practical activities are integrated throughout the course, allowing the students to develop their skills and understanding in practical ways and apply their knowledge that they've already developed throughout previous studies. It allows students to learn in a variety of ways also.

As food consumers we make decisions multiple times every day so developing these skills to make healthier and more informed choices allows the students to apply these skills during the course and then hopefully, into the future. There are variety of practical activities which are listed in the study design, and these include comparative food testing, cooking, of course, creating and responding to design briefs, demonstrations, dietary analysis, nutritional analysis, product analysis, scientific experiments and sensory analysis. These can all be included as part of the end-of-year examination, so please, or I encourage you to expose your students to a variety of these. You may consider completing two practical activities at a time. For example, cooking in a sensory analysis or a demonstration in a dietary analysis and continue to expose the students to these activities as part of the teaching and learning programme to give them familiarity and confidence.

Please be aware that practical activities are part of your teaching and learning programme as well as the assessment of the unit, so please ensure that you read the study design thoroughly, so you know what has to be included for each outcome. Today, I am going to provide you with some suggested activities for Area of Study 1 Navigating food information of Unit 4 Food Studies. The aims of the session are to provide a range of ideas for learning activities for area study one and to provide opportunities for teachers to consider how they can link the key knowledge and the key skills. As teachers, we can adapt and refine activities that have been proven to be positive learning experiences in the past for our students and alter them to suit the new course content.

I'm sure that you have a collection of tried and tested activity ideas, which can be the basis for your new activities that can be included in your teaching and learning programme. It is encouraged that you choose a range of activities to appeal to the different learning types and to allow the students to practise and refine their skills and knowledge prior to assessment tasks, allowing them to become critical learners and consumers. Creating collaborative networks with other teachers is a great way to share activities and to support each other. However, it is important when planning learning activities that you choose the most appropriate for your students based on the specific location and resources that you have available to you. Also, as you've gotten to know the students during Unit 3, find areas and topics that integrate with the course but will also interest them when planning your programme.

Area of Study 1 focuses on upskilling our students to become food consumers that are able to assess food information and determine fact from fiction. They do this whilst considering the principles of research used in the Australian Dietary Guidelines. The practical activities provide opportunities for students to extend their understanding of the food selection models. You'll see the outcome statement for this area of study. It is important to always read this in conjunction with the key knowledge and key skills when developing your teaching and learning programme. Students would need to use their knowledge of evidence-based recommendations when analysing food information and practical activities should reflect the principles and allow students to extend their practical skills whilst making healthy meals.

You'll see listed here the key knowledge for Area of Study 1, Navigating food information. And as you can see, there is a focus of the Australian Dietary Guidelines and the Australian Guide to Health Eating, as well as allowing the students to look at a variety of food information from a variety of different sources. The key skills, as always, linking with the key knowledge and should be used when planning your teaching and learning programme and the different activities that you might be including. So, I encourage you to have a highlighter, or you might like to cut and paste to ensure that you are covering the key skills and covering the key knowledge in the various activities that you are doing as well as assessment practises. Here is an example of a learning activity that you might like to include or adapt for your cohort of students.

When assessing food information, you could complete a class brainstorm about the various ways in which students learn about food knowledge and skills and the reliability about each of these sources. The class could then be broken into groups to look at different sources such as reputable websites, mainstream websites, social media and media such as television programme, etc. Some students could look at the sample meal plans provided for health website and compare them to the daily meal plan, recommendations of particular fad diets such as the Dukan diet, low carbohydrate or ketogenic diet. They can then discuss the evidence-based research used when developing the Australian Dietary Guidelines and how they're more reliable than the ones provided on the various mainstream websites. It's important they include strong examples to support their findings.

For social media, students could choose a diet trend or fad using forms of social media such as TikTok, which we know is very popular, YouTube and Instagram. They can use the criteria to evaluate the trend or fad and present their findings to the class. Getting the students out of the classroom and off their computers is an engaging way to either consolidate, revise, or apply themselves. This style of activity can be completed either using catalogues or in store, depending on where you're located and the time you have to complete this activity. You can create a bingo square with a range of marketing terms such as natural, low fat, high protein as well as a range of food trends such as 'superfoods', vegan, gluten-free, or no sugar.

Students then need to find products that display those terms on them and complete the grid. There are no specific trends, fads or diets that have to be included or are included in the study design, however, it is about developing the students skills to analyse the nutritional efficacy of the food trend, fat or diet. Students could then choose a product and use the FoodSwitch app to scan it and use its nutrition information panel or see its nutrition information panel. They can provide a recommendation of the efficacy of the product whilst analysing any marketing claims that may have been used. It's a great way of exposing the students to a range of different food products, food trends and food fads as well. Another example of a learning activity could get the students to analyse different breakfast cereals using a breakfast cereal review website to look at the different types that are available.

Alternatively, you might like to purchase a range of breakfast cereals for a practical task. Students can then pick several different cereals and complete an analysis of the fibre, saturated fat, sugar and sodium content and justify if it is the best choice to start the day. They could then use the cereal in a practical activity. For example, making healthy bran muffins or alternatively, they could design their own practical activity using one of the cereals.

Today, I would like to provide you with some suggestions for activities for Area of Study 2, Unit 4 for VCE Food Studies 2023 to 2027. The aims of this session are to provide a range of ideas for learning activities to include throughout this area of study and to provide opportunities for teachers to consider how they can link the various key knowledge and key skills into their teaching and learning programme. Regardless of whether you are new to teaching Food Studies or if you've done it before, we know that the world of food is constantly evolving, and we are exposed to a range of insights that we can pass on to our students.

I recommend that you follow the Food and Agricultural Organisation, World Health Organisation, Food Standards Australia New Zealand, on social media or via email correspondence to keep up to date with what is happening around the world in terms of the environment and ethics. When you read through the study design including the key knowledge and key skills, you'll see that it's stated to explain diverse points of view in a range of food systems debates. Students do not have to explicitly know every single part of the food system as we know it is very, very big. But should be able to look at the various areas and look at the diverse points of view within them. When planning activities, especially assessments, you must ensure that it is suitable for your students and must also ensure that it is unique to ensure appropriate authentication.

This area of study is broad and exciting, and the students are fascinated about learning about all the amazing things that are going on in the world and in Australia in relation to the environment and ethics. It's important that your students look at the big picture and the interconnections between the above. However, even though we are looking at some of the global issues, we do need to remember to focus on Australia's role in the food system and the concerns and provide our students with a range of activities and information that's specific to our country. It is critically important that we look at the key knowledge and the key skills relating to this outcome along with the outcome statement to guide your teaching and learning programme along with your assessment. Keep a copy handy, highlight as needed when planning and consider how you're incorporating the key knowledge and key skills into your course.

Practical tasks are integral to the course and can be used in ways for students to demonstrate these key knowledge and key skills and also have a range of practical experiences in their memory bank. When planning the practical activities, look at the current issues that are occurring to make it relevant to the students. Find out about their interests and things that are going on and that will help engage them in the classroom activities. This could be related to fair trade, egg production, organic produce, biosecurity or food waste.

As an introductory activity, you could start by looking into reliable source such as the World Economic Forum: 'In 10 years, the world may not be able to feed itself'. This article is short and helps students to understand the enormity of some of the issues looked at in the area of study. However, you will be able to find a range of reliable resources out there that are similar so find one that works for you and your students. Students could investigate the OzHarvest app which connects people with surplus food with individuals and businesses that require this food. This not only prevents the food ending up in landfill and releasing methane, but also provides people with nutritious food helping to, in foods, improve food security. They could then analyse the app in terms of how it relates to food security, food sovereignty, and food citizenship as well as the sustainability of programme such as this.

The focus of this learning activity relates to Australia's food system and how it's part of the global food system. The rise of popularity in kangaroo meat over recent years in Australia has been evident. It's higher in protein and lower in fat than some other vegetable proteins, sorry, my apologies, animal proteins. Students should look or could look at kangaroo production from an ethical point of view and how it is not as normalised as say, beef or lamb. And have a debate regarding should we be eating an animal that's part of our coat of arms? Students could also look at kangaroo meat production from environmental point of view. They could focus on how it does not impact the land as much as cattle or sheep and how it has reduced food miles due to it being produced in Australia. Students could use this as segue into the environmental impact of monocultural farming practises or even looking at biosecurity or biodiversity. You could complement this activity with a taste test or sensory analysis of a dish containing kangaroo marinated in traditional indigenous spices served with warrigal greens and look at the environmental impact of those crops in comparison to mainstream vegetables.

A practical activity that could look at multiple areas could involve students working individually to produce a healthy Mexican meatball which includes the addition of grated vegetables and corn. The mixture could contain kidney beans, or another type of legume being added or could even be a vegetarian meatball using just legumes as the protein source. After cooking the dish, students could then investigate the differences between legumes and meat products in terms of the environmental impact including how they're grown, the use of fertilisers and the amount of water they will require. They could explore how legumes are typically a part of diets in particular cultures. For examples in parts of Africa, Europe, and Asia.

They could also look at legumes in terms of food security and how pulses are cheaper, non-perishable vegetarian protein sources that can help people with their nutritional requirements and explore the relationship between legumes and the link to the health of themselves and also the planet. This could be a great way to introduce some of these concepts to the students or throughout the unit of work. Students could complete a food audit for a range of ingredients that they have at home as a flipped classroom tasks prior to a lesson. They could choose, say for example, three ingredients or foods that they have in their pantry or fridges and look at the process in which to make them, such as factory, machinery, the transport, how far they've come and the food miles, and the environmental impact that that particular food may be having.

A good way to get them thinking about what happens in a factory is either by visiting one, if that's a possible option for your school or by watching any of the 'How it's made' videos on YouTube. These are short, fire-up videos that allow the students to visually see the manufacturing process the particular foods go through and consider things like conveyor belts, lighting, and other machinery and how they're used and how they contribute to greenhouse gas emissions and climate change. Students could even use these ingredients or foods to design a practical activity to reduce food waste in the style of a mystery box and complete this during a lesson. Throughout each of these tasks, students should gain an understanding about the environmental effects throughout food systems and can be used to evaluate the pathway for improved sustainability within these food systems and look at industries that are providing more sustainable forms of energy production. There are a variety of ways that you can adapt and plan learning tasks and consider how the various ways that they integrate and link with the key knowledge and key skills.

I would like to provide you with an overview of VCE Food Studies Unit 4, Food issues, challenges, and futures. The aim of the session is to provide teachers with an understanding of the assessment practises for Unit 4 Food Studies, including the records of practical tasks. I will also discuss some ideas for how records of practical activities could be designed to ensure that teachers are able to adapt and create their own assessments that meet the needs of their students whilst addressing the requirements of satisfactorily completing the course.

Teachers should develop assessments that are specific to their group of students and the settings of the school, and it is important that all assessments are unique to the cohort and are modified to ensure that work can be authenticated for all students. Teachers know their students best and have a wealth of knowledge that can be applied when both planning the teaching and learning programme and creating assessment tasks. Teachers should use the study design, Advice for teachers and VCAA support materials to ensure that they are allowing students opportunities to demonstrate each part of the outcome. Learning activities and assessments should be varied while still comparable in scope and sequence to allow all students to set demonstrate the outcome.

School-assessed Coursework, or SACs, will be used to determine a numerical score for the student's level of achievement as a ranking. An assessment task should be designed to include a variety of questions to allow all students the opportunity to show their achievement level. Performance descriptors provided on the Advice to Teachers page can help when creating assessments that are differentiated as well as command terms provided by the VCAA such as 'assess', 'analyse', 'demonstrate', 'debate', and 'explain' that are specific to the study design, can be used to scaffold the questions for the students and should be used in learning activities as well as in assessments to allow students opportunity to show growth.

There are three assessment tasks for Unit 4 [Environment and Ethics] Food issues, challenges, and futures. There are two for Outcome 1 and one for Outcome 2. Outcome 1 consists of the practical activities with records and an additional task provided from the range of those on page 28 of the study design and that equates for 40 marks. The research inquiry report for Outcome 2 is worth 60 marks. You can see here an overview of assessment for Unit 4. There are a variety of practical activities that can be used whether they're incorporated in your teaching and learning programme, but also used for assessment. These can include comparative food testing, cooking, creating and responding to design briefs, demonstrations, dietary, nutritional or product analysis, scientific experiments and sensory analysis and taste testing.

There are two assessment tasks for Outcome 1. You need to consider which part of the outcome statement is included in each of those assessments. Use a highlighter to identify what is included where to ensure all parts of the outcomes are covered sufficiently. There's one assessment task for Outcome 2. This is the research inquiry report. It equates for 60 marks, towards the overall score of 100 for Unit 4 and it needs to include elements that are listed on page 28 of the Food Studies Study Design. It's important to not provide too much scaffolding for the students and to use some of the support material that's provided by the VCAA to help guide the research required for your students. It's important that when planning practical activities and records, that they relate to the key knowledge and key skills and are not being over assessed.

It's also important that they have valid assessment tasks. You can see here a very thorough overview of the outcome statements, the mark allocation and assessment tasks that can be used in Unit 4. It is important that when teachers are designing assessment tasks, that they are not laborious or repetitive for either the student or the teacher. In other words, it's important not to over assess. It is not necessary to assess the same key knowledge or key skill multiple times so it is recommended that you identify how and when each key knowledge and key skill will be assessed. It is important to notify students in a timely manner about which practical activities are being used as part of the teaching and learning programme versus as an assessment task.

In other words, the difference between the records of practicals and practical activities that support learning and demonstration of the outcome. Unit 4 accounts for 30% of the total score for the students. Unit 3 is 30%, and the end-of-year examination is 40% of the final mark. Area of Study 1 has 40 marks allocated which is split into the three assessment tasks and there are two assessment tasks for Outcome 1 and one for Outcome 2. Area of Study 1 equates for 40 marks and Area of Study 2 is 60 marks and this should be considered when planning and covering the content and how much you spend on each of the outcomes.

If you require any further clarification or have any questions, please contact Dr. Leanne Compton using the contact information below. Thank you.

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