**Leanne Compton** - Hello, everyone, and welcome to this afternoon's session on VCE Food Studies, the implementation of the study design 2023 to 2027. For those people who don't know me, my name is Leanne Compton. I'm the Curriculum Manager for Design and Technologies at the Victorian Curriculum Assessment Authority. I'd like to acknowledge that I'm presenting this session from the lands of the Wadawurrung people. I also acknowledge the Traditional Custodians of the various lands on which you are all participating from today and any Aboriginal and Torres Strait Islander People participating in this session. I pay my respects to Elders past, present and emerging and celebrate the diversity of Aboriginal peoples and their ongoing culture and connections to the lands and waters of Victoria.

I'd like to begin by saying thank you for coming along to this session. I know it's in the middle of a busy school term for everyone, so I appreciate you've made the effort to come along for this session. If you do have questions, there is an opportunity for you to ask questions along the way. Ruta from the VCE Curriculum Unit is moderating this session as well. So, she may respond to some of your technical issues, but please use the Q&A box. And please make sure that you use the Select All Panellists when you are asking a question there. So please do that along the way, and we'll respond to those questions in a timely manner.

Okay, so I'm going to start by just reminding you that we have got a new study design, which I know that you're all well aware of. And this study design will be implemented in 2023 and will go until at least 2027. Be aware that it refers to units one to four. So, all four units are being implemented next year. The study design has been published on the VCAA Food Studies Study page. So, you scroll down the page, and you'll get a copy of the new study design under the heading about implementation. Just a reminder though, that in 2022, all schools must ensure that they use the current study design, which is VCE Food Studies Study Design Units 1-4 with the accreditation period 2017 to 2022, this year. So, you must ensure that you're teaching content related to Units 1, 2, 3, and 4 from the current study design that's accredited until the end of this year. It's also really important for you to look at students who will be going into VCE in future years and make sure that you are teaching them the Victorian Curriculum F-10 because any VCE study builds on the F-10 curriculum. So, the knowledge and skills and understanding from the Victorian Curriculum is what we use to develop our VCE units.

Sometimes I hear that teachers want to water down the VCE and teach it in year 11, year 10. It doesn't work that way. We actually use the curriculum, the Victorian Curriculum to build on so students will be coming in with skills, how to analyse, how to critique and have that understanding as well. They don't necessarily need to be taught, for example, food specialisations levels nine to 10 to really step into Unit 1, VCE Food Studies, because they'll bring the skills and knowledge from other areas of Victorian Curriculum. So that knowledge about analysing, explaining, and critiquing. So, it's so important to use the Victorian Curriculum when you're teaching students in the junior levels because we build on for VCE level. The other reminder is to ensure that you read the study design in its entirety, and it's really important for you to get an understanding of how the whole study design comes together. So, make sure you do read the introduction on page five of the new study design. And that will take you through the Scope, the Rationale, and the Aims of the study.

So, the Scope of VCE Food Studies is really about the exploration of food and it follows, I guess, an interdisciplinary approach with the emphasis on extending food knowledge and skills of students and building individual pathways to health and wellbeing through the application of practical food skills. So, this really sets the parameters of what Food Studies is about, the emphasis is on food. Sometimes I'll have queries from teachers about... Sometimes the study design might refer to the influence of food and the impact on body image, but we're not referring to body image per se. The focus is in on the impact of food. So really read that study design to really understand the scope of what Food Studies is about. It's a study of food.

The Rationale gives a reasoning behind why we should be studying Food Studies and really get students to examine the various factors of our increased exposure to food and the background to our abundance of food and explores the reasons for our food choices. So, we've designed Food Studies to build the capacity of students to make informed food choices and to develop an understanding about food security, food sovereignty, and food citizenship. So, we really want students to develop their understanding of food while acquiring skills and enable them to take greater ownership of their food decisions and eating patterns because everyone eats food, so we really want to make sure that students get an understanding of their own reasonings about their choices for food and the reasons for that.

And then we have the Aims listed in the study design, and this is what we want students to demonstrate after studying Food Studies. So, we want them to develop as informed, discerning, and capable food citizens. We want to build their practical food skills, and there's an emphasis there also on the enjoyment of food, to actually enjoy food. We want them to apply the principles of nutrition, food science, and sensory evaluation of food to get an understanding of their food origins, cultures, and customs and behaviours. Because if you look at the research, it's so important for students to understand where their food has come from to get an understanding about food today. We want them to understand global and local systems of food production, distribution, and governance. Look at the influences on food, research and discuss issues related to a range of issues and also analyse and draw evidence-based conclusions about food.

So, let's look at the structure of VCE Food Studies. There are four units. Unit 1 is about Food origins. Unit 2 is Food makers. Unit 3 is Food in daily life. And Unit 4 is Food issues, challenges, and futures. All VCE study designs have Cross-study specifications or characteristics of the study. And in VCE Food Studies, we have Cross-study specifications. Each unit consists of an introduction, areas of study, outcome statements, key knowledge, and key skills. And it's critical for you as teachers to understand how each unit is developed and how it all goes together. It's so important to make sure you read the introduction to each unit and then to read the area of study to make sure you get an understanding about what this area of study is about. To read the outcome statement, because the outcome statement links into the key knowledge and the key skills. So, the key knowledge and the key skills need to be read in conjunction and you need to make decisions about which key knowledge you're going to be linking with which key skill so students can demonstrate the outcome statement.

In VCE Food Studies, our Cross-study specifications are grouped under two headings, one of them is Key concepts. And these are listed on pages 9 to 12 of the study design and Applied practical activities, which are listed on page 12. So, the Key concepts that underpin the content in VCE Food Studies are Aboriginal and Torres Strait Islander knowledge, culture and history, food citizenship, food security and food sovereignty, food systems, healthy eating, which is exemplified by the Eat for Health programme, The Australian Dietary Guidelines, including the Australian Guide to Healthy Eating. Innovations and technologies, issues in food, and sustainability. So, these concepts run throughout units one to four and where appropriate you should be teaching these Key concepts in the content.

Of course, VCE Food Studies is a practical study. So, we have Applied practical activities, and we've listed the practical activities on page 12 and also underpinning these practical activities is safety and hygiene. Keep in mind that students coming into VCE, would've been taught safety and hygiene throughout the Victorian Curriculum. So, students may not necessarily have been doing a food study in years nine and 10, but they would've learned about safety, whether it's through their science studies or whether it's through health and PE. And so, they can use that knowledge and apply it in a new situation in Food Studies. If you look at where safety is taught in the F-10 Curriculum, it's right down at level foundation level. So just keep in mind that you want students to be applying safety and hygiene throughout VCE Food Studies, but you don't need to explicitly teach it because there is an expectation that students will have that knowledge and that they can apply it in a new situation in Food Studies.

Of course, if they don't know about safety, you would need to teach it. But that will take up other valuable teaching time in terms of VCE Food Studies. But just keep in mind that Food Studies is about food generally in the home. We're not doing hospitality, which is a different subject. So just keep in mind that students should have an understanding about safety and hygiene and that they'll be applying it in Food Studies, but you most likely don't need to explicitly teach it. You might need to remind students and definitely you want to keep safety at the forefront of your teaching, but it may not be something you need to explicitly teach.

The practical activities, as I said, are listed on page 12 of the study design. It's important for you to use the terminology that's listed in the study design when designing your practical activities. And also, it's important to use a range of practical activities in your teaching and learning programme. So, students are aware of what cooking is, what is a product analysis, what are scientific experiments, demonstrations, et cetera. So just keep in mind that there's a variety of practical activities and these need to be considered when designing your teaching and learning programme. And you will make the best decisions based on your resources and on your students, but they should be exposed to a variety of practical activities throughout units one to four. As I mentioned, practical activities are integral to VCE Food Studies. They are underpinned by healthy eating.

So, it's important that healthy eating is at the forefront of when you are designing the practical activities for both the teaching and learning and for the assessment programme. And when designing practical activities, one or more of the categories need to be used. So, you could be using several practical activities when you're doing some practical work in your classroom. Keep in mind that we've explicitly stated a range, i.e., three practical activities need to be used in the assessment. And that's explicitly stated in this study design. So, let's unpack each of the units. So, each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. So, through the teaching and learning programme, students should be able to demonstrate that outcome. And that's really important to remember that the teaching and learning programme is designed to enable students to demonstrate that outcome.

So, you should be able to determine an S and N through the teaching and learning programme. Most students who participate in the classroom activities should be able to demonstrate the outcome through what they do, say, make or write. So that's where you can determine that S and N. So, if they have been participating, you'll most likely get an S, the students will achieve an S there. So, if you're designing your teaching or learning programme based around the key knowledge and the key skills, students should be able to demonstrate that outcome. And as I said, it's through what they say, do, make, or write in the classroom. Each outcome is described in terms of key knowledge and key skills so it's important to read the key knowledge and the key skills and design your teaching and learning programme so students can demonstrate the S or the outcome statement through the teaching and learning that's occurring, and that's distinct from the assessment, which is purely to do a ranking.

So, let's unpack each of the units. The first unit is Food origins. It has two areas of study. First area of study is about Food around the world. And then the second area of study is Food in Australia. Unit 1 focuses in on food from historical and cultural perspectives and investigates the origins and roles of food through time and across the world. And as I mentioned, it's so important for students to have an understanding about the history of food and the cultural perspectives of food because that really helps them understand about their food today. So, Area of Study one is about food around the world. So, this is where students will explore a range of cultures from around the world, excluding Australia. So, they explore how humans have historically sourced their food. They explore the progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. They'll consider the origins and significance of food through inquiry into one particular food producing region of the world. And we give examples in the Support material, but you can choose your own, I guess, food producing region to explore. You don't have to do all the ones listed. You only need to do one, but keep in mind that we have given some guidance, but it is guidance only. And you can choose, and it might be based on knowledge that you have, your culture, your students, et cetera.

Area of Study two is Food in Australia. And this is where we focus in on Australia. And we explore Australian Indigenous food prior to European settlement. And then how our food patterns have changed since particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australian's culinary identity today, and really reflect on the concept of an Australian cuisine. And we ask them to debate, does Australia have its own cuisine? So, we're getting students to really think at a high level and there's no right or wrong answer. It's about how they do that debate in terms of the concept of an Australian cuisine. So, with Unit 1, there are two outcome statements. And as I mentioned, if you're teaching the content in the study design and students are participating in the classroom activities, they should be able to demonstrate the outcome statement through the teaching and learning programme.

So, the first area of study, Food around the world. You want students to analyse major factors in the development of a globalised food supply and through practical activities critique the uses and the adaptations of selected food from early cuisines and contemporary recipes. I've highlighted the command terms there, analyse and critique. That's really important that you teach students these skills, and you might initially start with some of the lower order ones like identifying major factors, describing major factors. Then you get students to analyse major factors in the development of a globalised food supply. The VCAA has recently published some descriptions for command terms so you might want to use some of those descriptions to help you in developing your teaching and learning programmes. So, students can demonstrate those command terms. And remember, it's really the S and N is really S or N. It's they either meet the outcome or don't meet the outcome, and they should be given opportunities in that teaching and learning programme to demonstrate those outcome statements. And as I said, those command terms have been published and they're on the VCAA website for you to use with descriptions.

The second area of study, Food in Australia, asks students to describe patterns of change in Australia's food industries and cultures, and through practical activities critique contemporary uses of food indigenous to Australia and those foods introduced through migration. So, it's important when you're looking at the outcome statement to make sure that the practical activities enable students to demonstrate the ability to critique contemporary uses of food and then the other part is describe patterns of change. So that's a pretty lower order thinking skill there, but critiquing is quite a complex one, but they're the two outcome statements for Unit 1.

So, moving along to Unit 2, which is Food makers, and again, we have two areas of study. Area of Study one, which is about Australia's food systems and Area of Study two, which is about food in the home. So, Food makers, this unit is really about students investigating food systems in contemporary Australia. So, the first Area of Study, which is about Australia's food systems, we want them to focus in on commercial food production industries, get an understanding about the significance of food industries to the Australian economy. Investigate the capacity to provide safe, high-quality food that meets needs of consumers. And also consider a range of evaluation measures to compare their food to commercial products. In the second area of study Food in the home, we get students to look at food production in the domestic or small-scale setting, so i.e., in the home. And they look at food as both a comparison and a complement to food production. We want them to consider the effective provision and preparation of food in the home and analyse the benefits and challenges of developing and using practical food skills in daily life. And I think it's really topical at the moment where we're really talking about the cost of living and the expenses of families and you can link that into having food skills and being able to know how to shop, know how to budget, know how to prepare meals quite economically.

So, you can see some links into what's happening in contemporary Australia to this unit, and particularly this area of study. In this unit now we have content related to the chemical and physical changes to the properties of food. And we ask students to design new food products and adapt recipes to suit particular needs and circumstances and this is really important for you to look at the F-10 Curriculum. Because this is where students would have developed skills in design thinking, and this is where the design thinking enables students to design new food products. So, they may not have done design thinking or studied food at 9 to 10 level, but somewhere in level seven, eight, they should have done design thinking whether it was through a different context, whether it was through wood, metal, plastics, or engineering or food and fibre. But they should have an understanding of designing to create new food products.

So, what they've got to do is use critical and creative thinking, which is one of the Capabilities as well to come up with new food products. So, it's not about following a recipe or about modifying a recipe. It's about designing new foods. Of course, we say design new food products and adapt recipes. So, adapt recipes could be where they increase the fibre content of a bread or where they increase the vegetable content of a pizza, for example, so that's adapting a recipe. But designing new food products is where they've got that design thinking coming up with an original recipe. And that links really closely to the F-10 Curriculum. So, you can see where we can really build on from that F-10 Curriculum. And as I mentioned that they don't need to have studied food at year 9-10 level to do that. They should have the skills to actually apply their design thinking in a new situation, i.e., Food Studies.

Also, in this area of study, we consider the possible extension of their role as small scale food producers to explore possible entrepreneurial opportunities. And you'll see in the new Australian curriculum, that there is that entrepreneurial element there. And you can see where it builds on here in VCE Food Studies. Unit 2 has two outcome statements, area of study one, Australia's food systems. The outcome statement is stated there. Analyse relationships, opportunities, and challenges within Australia's food systems and respond to a design brief that produces a food product and demonstrate the application of commercial food production principles. Again, if you look at the command words, we've highlighted those there in bold. Students need to respond to a design brief for this outcome statement. They don't need to write a design brief, so you can give them a design brief for them to respond to. So that's something to keep in mind, that they're responding to a brief there, and they're demonstrating the application of commercial food production principles.

The second outcome listed there for Area of Study 2: Food in the home asks students to use a range of measures to evaluate food products prepared in different settings for a range of dietary requirements and create a food product that illustrates potential adaptation in a commercial context. So, this is where in your teaching or learning programme, students should be given the opportunity to use a range of measures to evaluate food products and also in the teaching or learning programme, they should be able to create a food product that illustrates potential adaptation in a commercial context. And that will assist you with determining that S and N when you're teaching that content there.

Unit 3: Food in daily life. There's two Areas of Study for this unit. Area of Study 1 is The science of food and Area of Study 2 is Food choices, health, and wellbeing. So, Food in daily life is really about exploring the many roles and everyday influences of food. Food as you're well aware is consumed by everyone every day. And it has lots of roles in our lives, and there are lots of influences.

So, the first Area of Study, The science of food, is where we really focus in on the science of food appreciation. We explore our physical need for food and how it's so important to keep us healthy, but also it can sometimes harm us. We focus in on the physiology of digestion. We investigate the science behind the nutritional rationale of the Australian Guide to Healthy Eating, and also the evidence-based recommendations of the Australian Dietary Guidelines. It's important to note here that we're not asking students to understand or to study the dietary guidelines, per se, such as dietary guideline one, dietary guideline two. That content would be in the F-10 Curriculum. What we're asking here is they understand the nutritional rationale behind the Australian Guide to Healthy Eating.

So, they need to understand why we have the five food groups and why the food groups are grouped according to... and how they're grouped according to their nutrients. But then within each of those food groups, they need to have a variety. So, it's not about just eating one type of Grain. You need to eat a variety of Grains, because there's different nutrients even within the Grain group. Another way to think about it is the Vegetable group where we need to eat a variety of vegetables within the Vegetable and legume group by having different colour vegetables, because different colours of vegetables contribute different nutrients. So, someone might say, 'Well, I eat my vegetables every day. I have a green smoothie,' but green vegetables only contribute particular nutrients. So, students need to understand the nutritional rationale that you need to be having a variety of different coloured vegetables. And of course, we need to understand the science behind the evidence base behind the dietary guidelines. And they need to understand that this is the best evidence we have about healthy eating.

And there may be other people coming along with other opinions about the Australian Dietary Guidelines, but it doesn't have the rigour of the research that the dietary guidelines have. And they need to understand that rigour in terms of the amount of research that was undertaken, how contemporary the research was, how it was ranked and so forth. So just getting students to understand the evidence base, and this is the best evidence we've got available to us at this point in time. As well, they need to understand the food allergies and food intolerances and the influence of the gut and food and how gut health contributes to overall health and wellbeing there.

Area of study 2 is about food choices and health and wellbeing. So, we focus on the patterns of eating in Australia and the influences on the food we eat. We look at the social factors and how that influences our access to food and our food choices. We look at the social and emotional roles of food, particularly in shaping our identity and how food can be linked to psychological factors. And notice here that it's about how food may be linked to psychological factors. So, we don't want students to really go into psychological factors per se, but really the focus here is how food is linked to psychological factors. So that's what's really important to read the key knowledge and the key skills in their entirety to really understand what it is that the key skill and knowledge asking us to teach the students. We also want students to inquire into the role of politics and media as influences on formation of food habits, beliefs, and food sovereignty, and investigate the principles of encouraging healthy food patterns in children.

So, the outcomes for Unit 3, we have two outcome statements. So, for The science of food, we want students to explain the processes of eating and digesting and the utilisation of macronutrients and justify the science behind the development of the Australian Dietary Guidelines and apply principles of nutrition in practical activities to examine specific dietary needs. Keep in mind that this outcome is only asking about the process of eating and digesting. We only ask about appetite. We don't ask about hunger. So just keep that in mind. So really read that study design and make sure you really get an understanding of what we're asking and teach what's in the study design.

Area of study 2 is about food choices, health, and wellbeing. So, we want students to analyse factors affecting food behaviours of individuals through examining the relationships between food access, food values, food beliefs, and food choices. And then to demonstrate practical skills to evaluate factors affecting planning and preparing healthy meals for children and families there. So, you can see in the outcome statements, practical activities are quite explicit as well. So, it's important to really think about your practical activities to enable students to demonstrate the outcome statements through practical work.

Unit 4: Food issues, challenges, and futures. There are two areas of study for Unit 4, Navigating food information is the first area of study. And the second area of study is Environment and ethics. And this is where we get students to examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population. And I really want to highlight it's about examining debates. It's not about determining that one food system is better than another food system. It's about students examining the debate and debating and putting forward their point of view about why it is. Sometimes there'll be statements that organic food is better than non-organic food, but you need to think about it in relation to feeding a rising world population and those considerations and I'm not saying one is better than the other. It's about having that debate and working through the arguments there.

Area of study 1 is Navigating food information. So, we want to focus here on food information and misinformation and the development of food knowledge, skills, and habits. As I said earlier, everyone eats food. Everyone seems to be an expert on food. So, what is the correct information and what is misinformation? You want students to learn to assess information about food and draw evidence-based conclusions to navigate contemporary food fads, trends, and diets. So, students should be exposed to information that is related to a food fad, a food trend, or a food diet. You don't need to be specific in terms of, what is the difference between a food fad, trend, and diet, but you need to expose students to examples of fads, trends, and diets there. Students need to practise and improve their food selection skills by interpreting claims on food labels and interrogating marketing terms on food packaging. The second area of study's Environment and ethics.

So, this is where they're examining debates about Australian and global food systems. And there's a range of issues there you want them to explore, whether it's to do with the environment, ethics, innovations, and technologies, food access, safety, and the use of agricultural resources. And then they go and research one selected debate in depth. It's really important for students to be taught the content first before they go off and do the assessment. So, make sure in your teaching or learning programme that you do teach them about one debate and that they are able to seek clarity on points of view. They're able to propose solutions and analyse work. Then you do the assessment task. So, it's really important to think about explicitly teaching the content before you're assessing it as well.

So, this leads me into assessment. So, think about the VCE assessment principles, and please work with your curriculum manager or your VCE coordinator to get a really good understanding about the VCE assessment principles. Because the purpose of VCE assessment, the assessment tasks are purely to do a ranking of your student cohort. You're not ranking them against any other students other than the students in your cohort. So just keep that in mind. You're just ranking your student cohort. You also need to keep in mind that the assessment needs to be valid, and that means it needs to be coming from the study design. So clearly read the study design, check the key knowledge, and key skills to make sure you're assessing what's stated in the key knowledge and key skills. You might need to be teaching content outside of the key knowledge and key skills.

For example, you might need to get them up to speed with the dietary guidelines, but you don't assess that because that's not what's listed in the study design. You're going to make sure your assessment is balanced. And that means you need to have a variety of assessment tasks. Remember, the assessment is not to prepare your students for the external exam. You would do that in your teaching and learning programme. And of course, you would need to use structured questions, multiple choice questions, et cetera, and to help them understand how the exam works, but that's not the purpose of school-based assessment. School-based assessment is separate from the exam.

So, this is where you need to have a variety of task types as listed in the study design. So, you might be getting students to do a short-written report. That's a case study for one of the outcome statements. Another outcome statement, they might be doing an oral presentation. And what you've got to think about is that you're enabling students to perform to their strengths as well. So, you've got to make sure you have a variety of assessments. So, when you do your planning, think about which tasks you're going to be doing for which outcome so that you can have a variety so it's balanced. You're also going to make sure it's equitable. So, all students can have access to the task. So, you want to make sure that everyone has the same equipment when you're doing the assessment and you want to make sure it's efficient.

And generally, for VCE Food Studies, there's two assessment tasks per outcome for units one, three, and four... sorry, Units 1 and 3. With Unit 4, I'll talk through the assessment in a moment, 'cause we've made a couple of changes there. And for Unit 2, we have one assessment per outcome. Well, one assessment task per outcome. So practical activities are essential for the assessment across all outcomes, so we've been quite explicit that you need to use practical activities in your assessment across the outcomes. So, when you are designing your assessment for units one and two, all the assessment is school based. So, you are making a decision at a school level and no one's going to question your ranking because you know your students best and you are doing a ranking of your student cohort.

So, when you are doing your assessment, think about the who, what, when, where why and how. Your cohort, so develop assessment that suits your cohort. So, write it in a language that suits your students. Make sure that you are assessing what you have taught them, consider the outcomes that are being assessed, consider the timing. So, make sure you teach the content first before you do the assessment. Consider the conditions of the assessment. So, some of the assessment tasks you might allow students to bring in notes, or you might allow them certain pieces of equipment.

Of course, there's authentication concerns you need to address at a school level but consider the conditions of the assessment task. Consider why you're doing the task and consider the types of different task types. So, in Unit 1, as I mentioned, there's two assessment tasks. You've got a range of practical activities with records of two. So, you would have three assessment tasks... sorry, three, I'll start again. Sorry, I've got to start again.

The assessment for Outcome 1, there's two assessment tasks. You have a range of practical activities. So, there's three practical activities. 'Cause in the study design, it says that a range is three with records of two. So, in your teaching and learning programme, you may get students to collect two records and a record can be anything. It could be some data that they've collected from their scientific experiment, could be some photographs that they've taken of their product analysis. And then you'll get students to apply that understanding with a task that refers to three of the practical activities and uses two of the records. And in Unit 1, it's about using ingredients found in earlier cultures.

Then for Unit 1, there's another assessment task. And that will be selected from the list listed there, whether it's an oral presentation, a practical demonstration, or a short-written report. And we've actually defined the types of short written reports, a research inquiry, or a historical timeline. And when you are deciding the assessment of the outcome, you need to make sure that you only assess part of the outcome statement because you don't want to be inefficient and assess the outcome statement twice.

So, you just determine which part is going to go for one task and which part is going to go to the other. And that's a school-based decision. So, for Outcome 2, again, it's a range of practical activities and records of two that use ingredients indigenous to Australia and/or ingredients introduced through migration. And another task from the task types listed there. For assessment of Unit 2, you have one assessment task listed for Outcome 1 design and produce a practical food solution in response to an opportunity or need in the food industry or school community. And the second assessment task which is for Outcome 2 is design and produce practical food solution in response to an opportunity or need in a domestic or small-scale setting.

For units three and four, we have school-based assessment, and we have external assessment. So, for Unit 3, 30% of the school-based, or the school-assessed coursework will contribute to the study score and another 30% from Unit 4. So, you're looking at 60% of the study score coming from school-assessed coursework that combines units three and four. And so, this is where you need to think about the task that would suit your student cohort the best. That school-based assessment is statistically moderated against the external end of year exam, which is 40% but, again, think about your cohort and think about the assessment that would be best suited for your cohort because you're contributing about 60% in regard to the study score there.

So, for Unit 3, the assessment is linked to a range of practical activities and records of two that are related to nutritious foods to examine specific dietary needs. And then one additional task as listed there, an annotated visual report, an oral presentation, a practical demonstration, or a short-written report. And in this case, it's media analysis, research inquiry or case study analysis. So, by a media analysis it means that the questions you're asking will relate to media and that media could be a newspaper article. It could be a YouTube clip. It could be a TV show. Research inquiry is where they do some research and there's an inquiry base to their research. And then a case study analysis is where they have questions that link to a case study. So, there's no questions that sit outside the case study. So, all the questions should relate to some content you've given them, where they're analysing a case.

For Unit 3, Outcome 2, you've got a range of practical activities and records of two that are related to healthy meals for children and families to evaluate factors influencing food choices and then an additional task there. The assessment of Unit 4 Outcome 1 has two assessment tasks. You've got a range of practical activities and records of two related to healthy food choices based on the recommendations of the Australian Dietary Guidelines. And then you have an additional task type there. And keep in mind that... I'm going to go back to Unit 3, that both the outcome statements were worth 50 marks. So, you decide how you're going to split those 50 marks up. So, remember you're doing a ranking. So, one school might decide to give 30 marks for the practical activities because their students really perform well on practical activities and 20 marks here. So overall adds up to 50 marks.

Another school might decide 25, 25, for example. So, there's lots of ways you can determine that mark allocation, as long as it adds up to 50. So, with Unit 3, both outcomes are worth 50 marks. With Unit 4, the first outcome is worth 40 marks. The second outcome is worth 60 marks. So that gives you an indication that perhaps there'll be less time spent on Outcome 1 compared to Outcome 2 in Unit 4. The other thing to keep in mind is when we are working through the exam that in the... I guess, percentage of exam that there'll be a greater weighting to the assessment of Unit 4 Outcome 2 when compared to Outcome 1. And that's just something to keep in mind as well. So, we want to have an even split between units three and units four. But when we're looking at the Unit 4 component, that there'll be a greater percentage of questions linked to Outcome 2 because it's worth 60 marks compared to 40 marks here.

So, when we're looking at Unit 4 Outcome 2, there's one assessment task and it's still the research inquiry report, but we have included that it's based on a range of practical activities, as well as the explanation of concerns related to ethics, sustainability, and or food sovereignty. So, you can choose whether it's going to be ethics, sustainability, or food sovereignty and or and an analysis of work done to solve the problem and support solutions. And in conclusion, outlining major findings and suggested set of practical guidelines for food consumers. Now remember this content needs to be taught first before you assess it with the students. Keep in mind also the purpose of school-based assessment is to do a ranking. So, this will hopefully help you understand that this shouldn't be an enormous task for students to do because all you're doing using it for is determine a ranking and perhaps spend more time in the teaching and learning programme, teaching the content to students.

So, in summing up, I would say, make sure you read the study design in its entirety. It's so important to understand how it all goes together and understand that the introduction, the scope rationale and aims are so important for you to understand how to teach content in units one to four and make sure you read the unit introductions, read the areas of study, and then use the key knowledge and the key skills to link together to determine how the outcome could be met, Understand the content that you need to teach. So really read, as I said, the introduction and even the key knowledge and key skills to understand, what is it that I'm going to be teaching? And what do students need to demonstrate? And students can demonstrate through what they say, what they do, what they make or what they write. And that's important when you're determining that S and N for your student cohort.

Develop your teaching programme according to your strengths, according to your student cohort, according to their interests, according to your resources. And use the VCE assessment principles when developing assessment tasks. So, keep in mind that the assessment, the school-based assessment is purely to do a ranking. So, make sure your assessment is valid, it's efficient, it's balanced, and it's equitable for your cohort of students.

We are developing Support material for VCE Food Studies. We have published a lot of the Support material already on the VCE Study page for Food Studies. And you'll notice that there's teaching activities listed. We've got performance descriptors and keep in mind that performance descriptors need to be modified for specific tasks. So, the performance descriptors are written for outcome statements. So, in Food Studies, we have two assessment tasks per outcome, so you need to modify, first of all, the performance descriptors, according to your task, but also need to then think about, am I assessing equity or environment or sustainability? So that there'll be some tweaking. You might even need to be really specific about how your task is described in the performance descriptors.

And we'll be doing some more work with the Support material to provide further advice about how to modify performance descriptors for specific assessment tasks. So, I would advise you when you're doing your planning to actually use the Support material that's available. And as I said, there's more work happening with the Support material. We're developing a series of videos and there'll be some practising teachers providing some advice along the way. And we will let you know when we publish those materials. We're also developing some sample examination materials as well so there's some teachers working, that are practising teachers, it's a great opportunity for practising teachers to be involved with writing exam material.

And that's being undertaken by the Examination Development Unit as well. So, there'll be some sample exam material published for VCE Foods later in the year as well. Now I'd like to thank everyone who wrote some questions in prior to the webinar, and I'm sure there'll be questions at the end as well, but I'm going to go through some of the questions that were submitted previously, prior. And I just want to go through these questions and then we'll answer any other questions. So, the first question was, are the Cross-study specifications examinable? And these are listed on pages nine through 11 of the study design. And the answer is yes, they are examinable in the external exam. The Cross-study specifications need to be read in conjunction with the study design. This person who asked the question was saying in the Cross-study specifications, we refer to five dimensions of food security. And we talk about availability, accessibility, acceptability, adequacy, and stability in regard to food security.

So, when you're teaching content related to food security, you need to make sure that you incorporate that content into the teaching and learning programme. So, for example, in Unit 4, there's a key skill where students have to describe food security and explain possible pathways to achieving food security. So, when you're teaching that content to students, you need to make sure you're referring to those five dimensions. So, when they're describing food security, they should be describing it in regard to availability, accessibility, acceptability, adequacy, and stability. And when they're explaining possible pathways to achieving food security, they should be able to use examples that relate to availability, accessibility, acceptability, adequacy, and stability as well. So yes, the Cross-study specifications are examinable and that they are there for you to read in conjunction with the study design and to teach it where applicable.

The next question: Is food security specific to Australia? And the answer is yes. So, we've made it really clear in this, excuse me, study design, that the focus of food security and food sovereignty relates to Australian issues. And that's stated on page 10. Now the question wanted to clarify, well, why do we state that about global food systems? And the reason is, is that Australia's food systems are part of the world food system, the global food system. We can't separate Australia's food systems from global food systems as they both impact on one another.

And if you think about what's happening currently in the world, we have conflict happening in the Ukraine. And that is affecting Australia's food supplies. Now, Ukraine is a major exporter of some commodities, such as wheat, barley, corn, and even sunflower oil, but they don't export to Australia. They mainly export to other countries such as Africa and so forth, but what's happening is the conflict is destroying crops so they're not exporting any of these commodities. And obviously they won't be planting any of these grains. And so that's going to have impact for quite a while, but what's happening because of this is because other nations are now putting restrictions on food exports. So, India, for example, isn't exporting wheat. Indonesia isn't exporting palm oil and palm oil is used in a lot of Australian products still believe it or not. So that has an impact on Australia. Also with the wheat, what's happening now is that Australia is in demand for their exports of wheat and other countries such as America and Canada, they because of droughts and so forth, haven't got the amount of wheat to export either. So, Australia's wheat is in demand.

So, what that happens is it disrupts the food supply chain, and it's increasing the price of wheat and commodities generally, so it impacts back in Australia. So even though we're not talking about Australia per se, it really impacts on the Australian food system. So that's where you got to have an understanding that we can't just separate Australia's food system from the world food system. So, you need to think about how each impacts, but when you're talking about the examples, you talk about the focus of food security and food sovereignty in regard to Australian issues. So, the rising food commodity, even the rising cost of transportation, like the cost of fuel impacts on the transportation of our food in Australia, and that's impacting on food security in Australia. So hopefully that helps understand why we have listed it with global food systems that we focus in on Australia as well. So, you won't be studying what's happening over in Asia or Europe or Africa, but you'll be talking about how it impacts on Australia, because you can't separate Australia's food systems from other food systems. And it's really good for students to understand that we are part of a global food system, but we are focusing in on Australia.

Will you provide the framework for the research inquiry report for Unit 4, Outcome 2 in the Support material? And yes, we will. And I actually thought it was there and it's not there. You're right, and we will be publishing that in the Unit 4 Outcome 2 Support material somewhere. And thanks for drawing that to our attention, that that's not there. Keep in mind the framework, it is a good framework. It's a useful framework for the research inquiry report. It's not meant to be too scaffolded. And we know that some commercial companies have taken our work and they really scaffolded it. And it's become an issue that it raises authentication issues. It raises too much scaffolding and too much teacher input. So definitely use the framework we've got there because it is a framework, because you're trying to provide some scaffold, some scaffolding for students, but not too much, but for what we're seeing is too much emphasis and it doesn't help you with that ranking. And I wouldn't be purchasing work that's already freely available on the VCAA website. So yes, we will publish that. And thank you for listing that as a query because I went and looked and thought, oh, it's not there, so we'll get it up shortly.

Next question is: What is an annotated visual report? And this is a really difficult one because there's no one answer because what you've got to think about, it's a visual report. So, a visual means images such as photographs, diagrams could be video graphs, tables, infographics, et cetera, with annotations. This is a type of assessment task where it's more visual with minimal words, as opposed to, for example, a written report, which would be written. So, you've got to think it's really open in terms of what it is, but it needs to be very visual with annotations. So, it doesn't need to have lots of paragraphs, but it needs to link into the key knowledge and the key skills that you have identified that you will be assessing. So, if it's getting students to explain something, you need to make sure that the explanation comes through the visual representation or the annotations that are listed there, but there's no one size fits all. It's like, what is a media review or what is a case study? But that being said, we will develop some Support material that will be related to the task types. And we'll unpack some descriptions about what each of the task types are and we'll publish those as well. And again, that will be developed by one of the practising teachers.

So, we will take that on board and give you some advice, but we probably won't give specific examples, but just keep in mind that it's really broad and we trust your judgement in terms of this is a visual report and it's got annotations so it would be an annotated visual report. Can you clarify the different types of assessment tasks, especially practical activities for all units? Again, we will develop some Support material for you. Some videos that go through each of the assessment task types and unpacks them for you. And I think also this question is asking about practical activities. So again, students can demonstrate their learning through the practical activities, but you might be in your assessment, getting them to draw on information through the three practical activities you've done in the teaching and learning programme. And they might use two records. So, the questions you're asking them in that assessment are relating to the three assessment tasks, they're not additional questions outside of the practical activities. So, any of those questions are relating to the practical activities and using the two records would meet the requirement of using a range of practical activities and reports of two, as long as the questions relate to the practical activities. But we'll put some explanation in those Support materials. So hopefully that's answered that question for you as well. And then I'm just going to open up, see whether there's any other questions available, whether anyone's got any questions, I'll just see whether there's any there. There's a few, and I'll just pull them down.

So, this question there... Does this mean students don't need to be able to describe the guidelines or what each one is? So, the answer is it doesn't say they need to know what guideline one is, guideline two is. If we did ask a question in the exam about the guidelines, we would actually explicitly need to state them because that's not what is listed in the study design. What's listed in the study design is they need to understand the nutritional rationale and the evidence base behind the development of the dietary guidelines. So no, they don't need to know what dietary guideline one, two and three is. The end of year exam in year 12 is only covering content from units three and four. It doesn't assess content from one and two. That school-based assessment and we have a very rigorous process. We go through vetting to make sure content is accessible for students that have only studied units three and four. And that we are really clear that we... that anyone can answer the questions if they study the study design. So, for example, they may not have studied something specific, we would provide enough stimulus for students to apply their understanding there.

So, the question... says the number of practical activities there. I want to emphasise it's not practical assessments, it's practical activities. It's three practical activities and records of two. So, they need to have two records. And those records could be, as I said, it could be data that they've collected. It could be photographs, it could be annotations. So, they're the records, but they must also refer to three of the practical activities that they've undertaken as well. So, it's really clear that it's three practical activities and there's two records. So, there's some comments here. Will this require food in relation to health that is physical or physical and mental health? I think off the top of my head, are you talking about... I'm not too sure whether that's linked? Is that Unit 1 or is that Unit 4? Maybe if you contact me afterwards with a question. I'm not too sure which outcome, which key knowledge you're referring to there.

And also, just there's a question about whether indigenous foods across Australia or Victoria, I guess it's what you have access to. And probably it's probably easiest to have access to food that's in your local community, but you need to read the key knowledge and the key skill. And I don't think we state that it needs to be in Victoria. So just keep that in mind, but I'm happy to have that discussion, but it's probably really useful to connect with Elders in your local community, if possible, but certainly you just need to make sure you're demonstrating the key knowledge and the key skill. And I don't think we state that it needs to be Victoria there.

Yes, there'll be further resources added to the Support material. And of course, we will use the VCAA official communication channels. So, they would be either the Bulletin or the Notice to Schools when we update the Support material. So just keep an eye on the communication channels that come from us. As I said, we're working with teachers and as you would know, it's a very busy time throughout the entire year. And so, we are balancing when they're available and I appreciate the time and effort they're putting into developing these resources, but we don't just have specific timelines for you, but there will be published hopefully by the end of the year, but we will communicate through our official VCAA channels as well as we do work closely with the subject associations. So, we will be using them to help disseminate information, but it does officially come from the VCAA through our Bulletin or Notice to Schools.

Okay, so there's a question about the marks for assessment that we need to record and submit to the VCAA. So, the question is: Could I assess a written reflection of a cooking session to collect data or marks but don't need to collect marks from a cooking session? It's important, I guess, to really think about, well, what is the key knowledge and the key skill you're assessing? So, this is where it's hard to make a call on it because you need to start with the key knowledge and the key skill. So, if the key skills are about... I'll just pull out a key knowledge. Top of my head, I've gone blank, but just say it is... Explaining key behavioural principles behind the establishment of healthy eating patterns in families, so students need to explain that. So, it could be written explanation. It could be an oral explanation. So, they might refer to the practical activities that they've done. So, they might talk about how they've exposed students to new vegetables through such and such a practical activity and they've done it through the practical activity, but then they've written that in a reflection. So, the practical activities need to be done. And it's your decision about how you do the practical activities as part of the teaching and learning to assess. Yes, so you need to have done practical activities.

So, I've just read, so I'm interpreting the question. You need to have done practical activities for Unit 4, Outcome 2 that would link into the research task. So, students might draw on the practical activities that you've done in a teaching and learning programme and use that when they complete their research question. So hopefully that answers that question as well. So that's why it's so important that when you're developing your assessment programme, you think about what's happening in your teaching and learning programme. So, you need to teach the content first and then use that for assessment. So, what you're trying to do with assessment is just do that ranking based on what you've taught them. There's lots of resources out there on the gut microbiota and off the top of my head, I'd look on our Support material for starters, but I know there's a lot of... Joanna McMillan does a lot of sessions on gut health. Deakin University and their Food & Mood do some work as well. So, there's lots of credible stuff out there on gut health and microbiota as well. Okay. And there is, I think the person's asking about unit three, I think it is, and Outcome 1 about food and its impact on physical and mental health. So, there's a lot of research coming through about food and mood there, so definitely for Unit 3, it is on physical and mental health. And I think we explicitly state that in Unit 3, Outcome 1, I think it is.

So, there's a question about Unit 4, Outcome 2, that it doesn't have to be students selected and I don't think it ever did. I think we just had some advice that it could be. You could be giving them the same topic question for the entire class as long as you can authenticate it, that's fine. So, remember, there's a lot of flexibility with delivery of VCE assessments. Sometimes we think it isn't as flexible as it is. And it's up to you as a teacher to make those decisions about how best to do that ranking of your cohort of students.

I think that's all the questions, but as I mentioned, feel free to contact me directly. There's my contact details and I appreciate all the questions; they've been really great questions. So, the question here who creates, writes, or plans practical activities that students will be writing about in their research inquiry for Unit 4, Outcome 2? That will be the classroom teacher, because they would be determining the practical activities and how they link into the key knowledge and the key skills. So, there could be decisions there from the classroom teacher about what you're doing and how you're teaching it.

So, thank you for your time this evening. I'd like to thank Ruta as well for moderating the session. And if I haven't answered your question thoroughly or enough, please email me directly. But thank you everyone for listening and all the best for the rest of the term and stay warm.

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