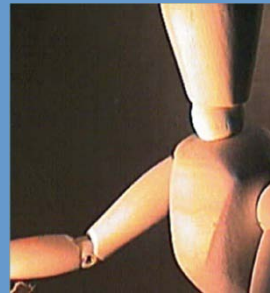
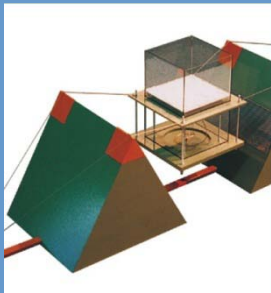


VCE Food and Technology 2011–2015

Implementation Workshops

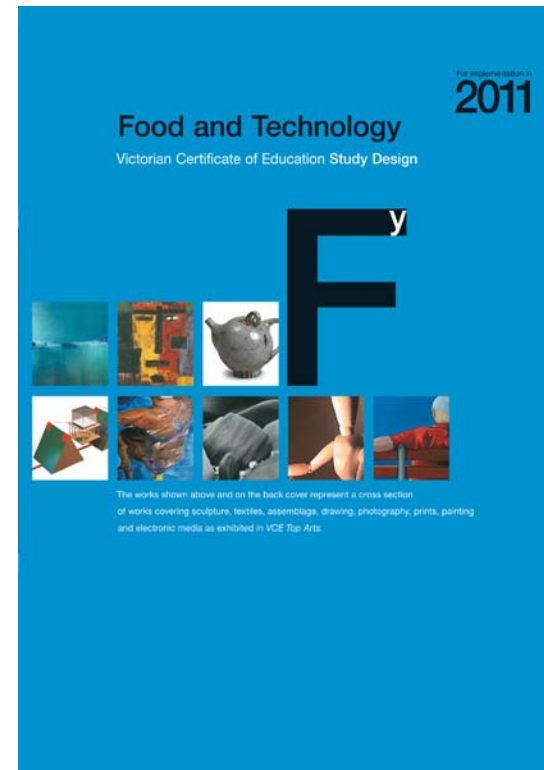


The copyright in this PowerPoint presentation is owned by the Victorian Curriculum and Assessment Authority or in the case of some materials, by third parties. No part may be reproduced by any process except in accordance with the provisions of the Copyright Act 1968 or with permission from the Copyright Officer at the Victorian Curriculum and Assessment Authority.

VCE Food and Technology Implementation

VCE Food and Technology Units 1–4 (2011–2015)

Implementation Workshops 2010



VCE Food and Technology Study Design

Teachers should thoroughly familiarise themselves with the study design including:

- Introduction (page 7)
- Structure (page 8)
- Safety (page 9)
- Assessment and reporting (pages 10–11)
- Units 1–4 (pages 12–29)
- Advice for teachers (pages 30–58)
- Glossary (pages 33–35)

Goals for the workshop

- To introduce the reaccredited VCE Food and Technology Study Design (2011–2015)
- Highlight the differences between reaccredited study design and the current study design
- Review draft assessment criteria for the School-assessed Task and extract of the draft Assessment Handbook
- Provide implementation ideas and opportunity for discussion

General changes

- Some new titles and minor change in content in areas of study
- Re ordering of key knowledge and key skills dot points to improve flow
- Elaboration of some content areas
- Updating currency within content areas including a greater focus on sustainable practices in food production and use.

VCE Food and Technology study design (2011–2015)

Rationale of the study makes explicit:

- use of the design process, critical thinking and problem solving
- knowledge of physical, chemical, sensory and functional properties of food
- application of knowledge in a practical context
- environmental issues and sustainability practices
- role of technology
- product development process
- food safety and hygiene

Structure of the study

Four units: each with two areas of study except for Unit 3, which has three areas of study.

Theoretical outcomes precede practical outcomes except in Unit 4.

Unit 1: Food safety and properties of food

- **Area of Study 1** – Keeping food safe
- **Area of Study 2** – Food properties and preparation

Unit 2: Planning and preparation of food

- **Area of Study 1** – Tools, equipment, preparation and processing
- **Area of Study 2** – Planning and preparing meals

Structure of the study

Unit 3: Food preparation, processing and food controls

- **Area of Study 1** – Maintaining food safety in Australia
- **Area of Study 2** – Food preparation and processing
- **Area of Study 3** – Developing a design plan

Unit 4: Food product development and emerging trends

- **Area of Study 1** – Implementing a design plan
- **Area of Study 2** – Food product development

Structure of the study

Key knowledge	Key skills
Provides content	Provides application <i>For example:</i> <ul style="list-style-type: none">• explain• investigate• evaluate• analyse• use/apply

Advice for teachers

This section includes advice on:

- developing a course
- explanation of specific terms used throughout the study design
- relationship of the study to VELS
- employability skills
- learning activities

Outcome 1

Explain and apply safe and hygienic work practices when storing, preparing and processing food.

Unit 1 Area of Study 2 – Food properties and preparation

Outcome 2

Analyse the physical, sensory, chemical and functional properties of key foods, and select, prepare and process foods safely and hygienically to optimise these properties using the design process.

Unit 2 Area of Study 1 – Tools, equipment, preparation and processing

Outcome 1

Use a range of tools and equipment to demonstrate skills and implement processes in the preparation, processing, cooking and presentation of key foods to maximise their properties.

Unit 2 Area of Study 2 – Planning and preparing meals

Outcome 2

Individually and as a member of a team, to use the design process to plan, safely and hygienically prepare and evaluate meals for a range of contexts.

Unit 3 Area of Study 1 – Food preparation, processing and food controls

Outcome 1

Roles and responsibilities of and the relationship between national, state and local authorities in ensuring and maintaining food safety within Australia.

Unit 3 Area of Study 2 – Food preparation and processing

Outcome 2

Analyse preparation, processing and preservation techniques for key foods, and prepare foods safely and hygienically using these techniques.

Unit 3 Area of Study 3 – Developing a design plan

Outcome 3

Develop a design brief, evaluation criteria and a design plan for the development of a food product.

Unit 4 Area of Study 1 – Implementing a design plan

Outcome 1

Safely and hygienically implement the production plans for a set of four to six food items that comprise the product, evaluate the sensory properties of the food items, evaluate the product using the evaluation criteria, and evaluate the efficiency and effectiveness of production activities.

Unit 4 Area of Study 2 – Food product development

Outcome 2

Analyse driving forces related to food product development, analyse new and emerging food products, and explain processes involved in the development and marketing of food products.

Units 1 and 2 assessment

Slight changes to assessment task types, but essentially the same as in the current study design



Sarah Waitzer, Shelford Girls' Grammar, from 2010 Top Designs Exhibition

Assessment of Units 3 and 4

Unit	Outcome	School-assessed Coursework	School-assessed Task	November exam	Study score total
Unit 3	Outcome 1	✓		✓	18%
	Outcome 2	✓		✓	
	Outcome 3		✓	✓	40%
Unit 4	Outcome 1		✓	✓	
	Outcome 2	✓		✓	12%
% of study score		30%	40%	30%	100%

Assessment Handbook

Parts of the Food and Technology Assessment Handbook are:

- Introduction
- Assessment
- Assessment advice
- Sample approaches

Using the assessment handbook – designing the tasks, using performance descriptors and assessment criteria

Assessment advice timeline

Published annually in the *VCAA Bulletin* each February

Submission and Audit of Unit 3 Coursework – August

Visitation Review and Submission and Audit of Unit 4 Coursework – October/November

Feedback on Visitation Review – December

School-assessed Task

Small group discussion:

1. What questions might you ask when assessing work using this criteria?
2. What concerns might you have determining the achieved level of performance?

School-assessed Task – Questions

Assessment questions

- **What evidence is there that the student has made decisions about the selection of the set of four to six food items? (Criterion 2)**
- **To what degree has the student shown evidence of knowledge about and skills in using ingredients? (Criterion 3)**
- **How has the student demonstrated knowledge and application of techniques of food preparation and processing (Criterion 4)**

Professional development for teachers

- SAT information days held at VCAA assessment centre Coburg, Term 1 held annually, notification of dates published in the *VCAA Bulletin* and Memorandum to schools and online at the relevant study pages
<http://www.vcaa.vic.edu.au/vce/studies/foodtech/foodtechindex.html>
- Review folio work
- Unpack assessment criteria and apply to student work
- Attend Top Designs

Professional development for teachers

To register for Information session contact Susan Meadows meadows.susan.s@edumail.vic.gov.au
Ph: (03) 9225 2214

Apply to be a reviewer for School-assessed Task visitation

<http://www.vcaa.vic.edu.au/vce/exams/vceassessor.html>
www.ssms.vic.edu.au

Applications to be an examination assessor via SSMS

General enquiries – VCE Examinations
Ph: (03) 9225 2349

Bulletin online

- The *VCAA Bulletin VCE, VCAL and VET* is now online
- A free subscription is available at www.vcaa.vic.edu.au
- Follow the prompts to the subscription page and enter your details
- Ensure your email address is entered correctly

Evaluation

Please complete your evaluation form

List questions that you have in relation to
the new VCE Food and Technology
Study Design

Contact Details

Victorian Curriculum and Assessment Authority (VCAA)

Lorraine Tran
Curriculum Manager – Food and Technology

Ph: (03) 9651 4407

Fax: (03) 9651 4324

Email: tran.lorraine.i@edumail.vic.gov.au

www.vcaa.vic.edu.au