

# Approaching assessment for VCE Food Studies

## Unit 2: Food makers

### Area of study 1: Food industries

In this area of study students focus on commercial food production in Australia, encompassing primary production and food processing and manufacturing, and the retail and food service sectors. **Students apply an inquiry approach, with emphasis on the ever-changing and dynamic nature of our food industries and their ongoing importance to Australia's economy. Students investigate the characteristics of the various food industries and identify current and future challenges and opportunities. They consider the influences on food industries, and in turn how they influence people. Students investigate new food product development and innovation, and the processes in place to ensure a safe food supply. Students undertake a practical component, creating new food products using design briefs, and applying commercial principles such as research, design, product testing, production, evaluation and marketing.**



Key knowledge	Key skills	Outcome 1	Assessment tasks	Marks allocated
<ul style="list-style-type: none"> <li>components of the Australian food system</li> <li>overview of current economic trends, issues and influences in Australian food industry sectors including farm and fisheries food production; retail food and beverage sales; and food exports and imports</li> <li>key elements of primary production of food in Australia, including the leading agricultural and horticultural industries, and major food-growing regions and products (for local and export markets)</li> <li>the characteristics of leading food processing and manufacturing industries in Australia</li> <li>the roles of the food service sector and major food retailers in Australia</li> <li>the influence of consumer demand on the food supply, including the role of media, activism and consumer rights organisations</li> <li>the steps in the process of developing new food products using design briefs: research, design, innovation, product testing, production, evaluation and marketing</li> <li>overview of the governance and regulation behind the setting and maintaining of food standards and ensuring a safe food supply</li> <li>the structure and purpose of the Food Standards Code, including use of food additives and food labelling regulations</li> <li>characteristics and efficacy of food industry safety programs currently in place to reduce the risks of food contamination.</li> </ul>	<ul style="list-style-type: none"> <li><b>identify</b> major sectors and explain current developments in the Australian food system</li> <li><b>describe</b> Australia's leading industries in primary food production, processing and manufacturing</li> <li><b>analyse</b> opportunities and challenges within the Australian food service and food retailing industries</li> <li><b>analyse</b> the influence of consumers on food industries</li> <li><b>explain</b> and <b>apply</b> the process of developing new food products using design briefs</li> <li><b>explain</b> the reasons for Australia's governance and regulation of food standards and food safety</li> <li><b>discuss</b> food industry programs that prevent and address food contamination risks</li> <li><b>use</b> equipment and techniques appropriately, <b>apply</b> principles of safe and hygienic food handling practices and <b>demonstrate</b> organisational and technical skills in relation to the preparation, cooking and presentation of food in a range of practical activities.</li> </ul>	<p>On completion of this unit the student should be able to <b>describe</b> Australia's major food industries, <b>analyse</b> relationships between food suppliers and consumers, <b>discuss</b> measures in place to ensure a safe food supply and <b>design</b> a brief and a food product that <b>demonstrates</b> the application of commercial principles.</p>	<p>The assessment for Outcome 1 is:</p> <ul style="list-style-type: none"> <li><b>design and develop a practical food solution in response to an opportunity or a need in the food industry or school community.</b></li> </ul>	<p>Procedures for assessment of levels of achievement are a matter for school decision.</p>

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## Unit 2: Food makers

### Area of study 2: Food in the home

In this area of study students further explore food production, focusing on domestic and small-scale food production. **Students compare similar products prepared in different settings and evaluate them using a range of measures. They consider the influences on the effective provision and preparation of food in the home. Their practical skills are extended through designing and adapting recipes, encompassing a range of dietary requirements commonly encountered by the food service sector and within families. Students propose and test ideas for applying their food skills to entrepreneurial projects that potentially may move their products from a domestic or small-scale setting to a commercial context.**



Key knowledge	Key skills	Outcome 2	Assessment tasks	Marks allocated
<ul style="list-style-type: none"> <li>the principles and practices for the sensory evaluation of food products</li> <li>sensory, physiological, economic and social considerations in the comparison of particular meals and dishes prepared in commercial and domestic or small-scale settings</li> <li>influences on effective planning, management and decision making in the provision and preparation of food in the home, including resources such as time and money, and values such as health and environmental sustainability</li> <li>the considerations in the design and adaptation of recipes to suit individuals, households and other groups with differing dietary requirements due to factors such as lifespan stage, activity level, personal food tastes and preferences, medical, cultural and ethical food restrictions, and food intolerances and allergies</li> <li>the economic, social, emotional and physical benefits of developing individual food skills and applying these skills in the home, and factors that enable the development of these skills</li> <li>the opportunities and pathways for the transition of practical food skills from domestic to entrepreneurial or commercial settings.</li> </ul>	<ul style="list-style-type: none"> <li><b>use</b> equipment and techniques appropriately in the preparation of food in a domestic or small-scale setting</li> <li><b>understand</b> and <b>apply</b> principles and practices in the sensory evaluation of food products</li> <li><b>compare</b> and <b>evaluate</b> foods using sensory analysis and other measurements</li> <li><b>develop</b> food knowledge and skills through consideration of the principles of effective planning, management, preparation and cooking of food</li> <li><b>design</b> and <b>adapt</b> food in response to specific needs and considerations</li> <li><b>analyse</b> the benefits of developing practical food skills and <b>identify</b> factors enabling the acquisition and application of these skills</li> <li><b>investigate</b> food ideas that have moved into successful businesses</li> <li><b>apply</b> principles of safe and hygienic food handling practices and <b>demonstrate</b> organisational and technical skills in relation to the preparation, cooking and presentation of food in a range of practical activities.</li> </ul>	<p>On completion of this unit the student should be able to <b>compare</b> and <b>evaluate</b> similar foods prepared in different settings, <b>explain</b> the influences on effective food provision and preparation in the home, and <b>design</b> and <b>create</b> a food product that illustrates potential adaptation in a commercial context.</p>	<p>The assessment for Outcome 2 is:</p> <ul style="list-style-type: none"> <li><b>design and develop a practical food solution in response to an opportunity or a need in a domestic or small-scale setting.</b></li> </ul>	<p>Procedures for assessment of levels of achievement are a matter for school decision.</p>