

# Approaching assessment for VCE Food Studies

## Unit 3: Food in daily life

### Area of study 1: The science of life

In this area of study students should be able to **explain the processes of eating and digesting food and absorption of macronutrients, explain causes and effects of food allergies, food intolerances and food contamination and analyse food selection models.** In this area of study students **apply principles of nutrition and food science in the creation of food products.**



Key knowledge	Key skills	Outcome 1	Assessment tasks	Activities	Marks allocated
<ul style="list-style-type: none"> <li>the physiology and conditioning of appetite, satiety and the sensory appreciation of food</li> <li>the microbiology of the intestinal tract and the sequential processes of the digestion of carbohydrates, protein and fats, including enzymatic hydrolysis, absorption and utilisation of these macronutrients in the body</li> <li>the rationale and evidence-based principles of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, with particular focus on the ways in which food selection can assist in the prevention of obesity and related lifestyle diseases</li> <li>biological reasons for differences in dietary requirements, considering factors including age, sex, pregnancy and lactation, and activity levels</li> <li>the physiology of food allergies and intolerances including how allergy and intolerance differ and their respective symptoms and causes and management</li> <li>microorganisms that cause food poisoning, their effects, and preventative practices for a safe food supply</li> <li>the principles of heat transfer in cooking techniques, and the effects on the properties of food of dry and moist heat, electromagnetic radiation, mechanical action, enzymes and changes to pH</li> <li>the functional properties of protein, sugar, starch, fats and oils in food, and the physical and chemical changes that occur to these components during preparation and cooking including dextrinisation, caramelisation, gelatinisation, emulsification, denaturation and coagulation, aeration, and the Maillard reaction.</li> </ul>	<ul style="list-style-type: none"> <li><b>explain</b> appetite, satiety and the sensory appreciation of food</li> <li><b>explain</b> the physiology of eating and digesting, and the absorption and utilisation of macronutrients</li> <li><b>apply</b> the principles of the Australian Dietary Guidelines and Australian Guide to Healthy Eating to the planning of daily food intake and <b>demonstrate</b> a range of practical food skills to create healthy meals</li> <li><b>evaluate</b> the nutritional quality of foods and meals</li> <li><b>explain</b> and <b>justify</b> the substitution of ingredients in the management of food allergies and intolerances</li> <li><b>use</b> appropriate food science terminology and techniques to <b>describe</b> and <b>demonstrate</b> chemical and physical changes to food during preparation and cooking</li> <li><b>use</b> equipment and techniques appropriately, <b>justify</b> and <b>apply</b> principles of safe and hygienic food handling practices in the prevention of food poisoning, and <b>demonstrate</b> organisational and technical skills in relation to the preparation, cooking and presentation of nutritious meals in a range of practical activities.</li> </ul>	<p>On completion of this unit students should be able to <b>explain</b> the processes of eating and digesting food and absorption of macronutrients, <b>explain</b> causes and effects of food allergies, food intolerances and food contamination, <b>analyse</b> food selection models, and <b>apply</b> principles of nutrition and food science in the <b>creation</b> of food product.</p>	<p>Any one or a combination of the following:</p> <ul style="list-style-type: none"> <li>a short written report: media analysis, research inquiry, structured questions, case study analysis</li> <li>an annotated visual report</li> <li>an oral presentation or a practical demonstration</li> <li>a video or podcast.</li> <li>a range of practical activities and records of two practical activities <b>related to the functional properties of components of food.</b></li> </ul>		<p>A total of <b>50</b> for outcome 1</p>

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### Area of study 2: Food choice, health and wellbeing

In this area of study students focus on patterns of eating in Australia and the influences on the food we eat. Students look at relationships between social factors and food access and choice, as well as the social and emotional roles of food in shaping and expressing identity, and how food may link to psychological factors. **They inquire into the role of media, technology and advertising as influences on the formation of food habits and beliefs, and investigate the principles of encouraging healthy food patterns in children.** In this area of study **students undertake a practical component developing a repertoire of healthy meals suitable for children and families.**



Key knowledge	Key skills	Outcome 2	Assessment tasks	Activities	Marks allocated
<ul style="list-style-type: none"> <li>patterns of eating in Australia, including recent developments, changes and trends in food purchasing and consumption behaviours</li> <li>ways in which social factors across Australia, including education, income, location, accommodation, available time and cultural norms, influence food accessibility, food choice and healthy eating</li> <li>the social and emotional roles of food in shaping and expressing individual identity and connectedness, including its sharing and celebratory role within families, peer groups and communities</li> <li>emotional and psychological responses to food and food marketing, including behaviours and consequences relating to body image, restrictive dieting and comfort eating</li> <li>the role of the media in shaping food information and food choice, including the influence of marketing and advertising, news reportage, popular culture and social media</li> <li>relationships between current food systems and personal and social behaviours, with a focus on patterns that may encourage overconsumption of food and sedentary behaviour</li> <li>the role of modelling, exposure and repetition as key behavioural principles for the establishment of healthy diets in children and nutritious meal patterns within the home.</li> </ul>	<ul style="list-style-type: none"> <li><b>analyse</b> recent changes and current trends in food behaviours and <b>analyse</b> social factors that may influence healthy eating</li> <li><b>explain</b> social and emotional roles of food and <b>analyse</b> consequences relating to the psychology of food</li> <li><b>analyse</b> the role of media in shaping food information and influencing food choice</li> <li><b>explain</b> and <b>analyse</b> links between food, behaviours and effects on health.</li> <li><b>explain</b> principles behind establishing healthy meal patterns in families</li> <li><b>apply</b> practical food skills to demonstrate development of a repertoire of household meals</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 healthy household meals in a range of practical activities</li> </ul>	<p>On completion of this unit the student should be able to <b>explain</b> and <b>analyse</b> factors affecting food access and choice, <b>analyse</b> the influences that shape an individual's food values, beliefs and behaviours <b>and apply</b> practical skills to <b>create</b> a range of healthy meals for children and families.</p>	<p>Any one or a combination of the following:</p> <ul style="list-style-type: none"> <li>a short written report: media analysis, research inquiry, structured questions, case study analysis</li> <li>an annotated visual report</li> <li>an oral presentation or a practical demonstration</li> <li>a video or podcast.</li> <li>a range of practical activities and records of two practical activities <b>related to healthy meals for children and families</b></li> </ul>		<p>A total of <b>50</b> for outcome 2</p>