

# Approaching assessment for VCE Food Studies

## Unit 4: Food issues, challenges and futures

### Area of study 1 Environment and ethics

In this area of study **students address debates concerning Australian and global food systems, relating to issues on the environment, ethics, technologies, food access, food safety, and the use of agricultural resources. Students conduct a critical inquiry into a range of debates through identifying issues involved, forming an understanding of current situations and considering possible futures. They research one selected debate in depth, seeking clarity on disparate points of view, considering proposed solutions and analysing work undertaken to solve problems and support sustainable futures. Students will consider environmental and ethical issues relating to the selected debate and apply their responses in practical ways.**



Key knowledge	Key skills	Outcome	Assessment tasks	Activities	Marks allocated
<ul style="list-style-type: none"> <li>key issues of the challenge of adequately feeding a rising world population, with particular focus on proposed solutions to global food insecurity, including the potential contribution of technologies and improved equity in food access and distribution</li> <li>key ethical principles and questions of concern to Australian food consumers, and the ways in which ethical concerns affect individual food choices and the range of foods available</li> <li>key perspectives on:               <ul style="list-style-type: none"> <li>the environmental sustainability of primary food production in Australia, including use of fertilisers, pesticides and water, choice of crops and animals for farming, and risks associated with biosecurity, climate change and loss of biodiversity</li> <li>the environmental effects of food processing and manufacturing, retailing and consumption in Australia, including food packaging, food transportation and food waste</li> </ul> </li> <li>the characteristics, challenges and advantages of different approaches and methods in farming and primary food production, including genetically modified food production and low-impact and organic farming.</li> </ul>	<ul style="list-style-type: none"> <li><b>identify</b> environmental and ethical questions and issues affecting food systems</li> <li><b>define</b> global food security and <b>explain</b> possible pathways to achieving food security</li> <li><b>identify</b> and <b>explain</b> diverse points of view in a range of food systems debates</li> <li><b>examine</b> an array of issues and identify opportunities for further research</li> <li><b>apply</b> research principles to clarify, <b>analyse</b> and <b>draw</b> conclusions on a selected topic</li> <li><b>apply</b> a range of practical food skills to demonstrate understanding of sustainable and ethical food choice and preparation</li> <li><b>use</b> equipment and techniques appropriately, apply principles of safe and hygienic food handling practices and demonstrate organisational and technical skills in relation to the preparation, cooking and presentation of food, taking into account environmental and ethical questions in a range of practical activities.</li> </ul>	<p>On completion of this unit the student should be able to <b>explain</b> a range of food systems issues, <b>respond</b> to a selected debate with <b>analysis</b> of problems and proposals for future solutions, <b>apply</b> questions of sustainability and ethics to the selected food issue and <b>develop</b> and <b>create</b> a food repertoire that reflects personal food values and goals</p>	<ul style="list-style-type: none"> <li>a written report that includes a selected food-related topic, explanation of concerns related to environment, ethics and/or equity, analysis of work being done to solve problems and support solutions, and a conclusion outlining major findings and suggested set of practical guidelines for food consumers.</li> <li>a range of practical activities and records of two practical activities related to sustainable and/or ethical food choices.</li> </ul>	<pre> graph TD     PA[Practical Activities] --&gt; SE[Scientific experiments]     PA --&gt; C[Cooking]     PA --&gt; D[Demonstration]     PA --&gt; PA1[Product analysis]     PA --&gt; CR[Creating and responding to design briefs]     PA --&gt; SA[Sensory analysis]     PA --&gt; FST[Food sampling and taste-testing]     PA --&gt; DA[Dietary analysis]     </pre>	<p>A total of <b>60</b> for outcome 1</p>

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### Area of study 2 Navigating food information

In this area of study **students focus on food information and misinformation and the development of food knowledge, skills and habits. Students learn to assess information and draw evidence-based conclusions to navigate contemporary food fads, trends and diets. They investigate a selected food fad, trend or diet and assess its credibility and the reliability of its claims, taking into consideration the evidenced-based recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating. Students practise and improve their food selection skills by interpreting food labels and interrogating the marketing terms on food packaging. The practical component of this area of study provides opportunities for students to extend their food production repertoire by creating recipes that reflect the Australian Dietary Guidelines.**



Key knowledge	Key skills	Outcome	Assessment tasks	Activities	Marks allocated
<ul style="list-style-type: none"> <li>contemporary contexts in which food knowledge and skills develop and the factors that influence individual, family and community responses to food information</li> <li>the principles of research used in the development of Australian Dietary Guidelines, including the recognition of credible sources, evidence-based information and accurate analysis of data, and how these principles can be applied in response to contemporary food fads, trends and diets</li> <li>criteria used when assessing the validity of:               <ul style="list-style-type: none"> <li>food information, including source, purpose, context, presentation of evidence and language use</li> <li>claims made by weight-loss and nutrient supplement companies, including commercial gain, ethics, and the effectiveness of the product</li> </ul> </li> <li>categories of compulsory and optional information contained on food labels, the purpose behind them, and the advantages of accurate label information for food consumers</li> <li>key elements of regulatory food standards relating to nutrition content claims and health claims on food labels and in advertisements</li> <li>practical ways to apply evidenced-based recommendations relating to food and health, including the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, to everyday food behaviours and habits, with particular attention to maintaining a healthy weight.</li> </ul>	<ul style="list-style-type: none"> <li><b>identify</b> a variety of contexts in which food knowledge and skills takes place</li> <li><b>analyse</b> reasons for different responses to food information and <b>apply</b> research principles to assess food information and <b>justify</b> the role of the Australian Dietary Guidelines as evidence-based recommendations</li> <li><b>analyse</b> the nutritional efficacy of contemporary food fads, trends and diets</li> <li><b>identify</b> the components of a food label and <b>summarise</b> the purpose of each</li> <li><b>use</b> food labels appropriately to compare, select and prepare food</li> <li><b>demonstrate</b> understanding of the Australian Guide to Healthy Eating by applying it to practical food selection, planning and preparation and cooking activities</li> <li><b>use</b> equipment and techniques appropriately, apply principles of safe and hygienic food handling practices and demonstrate organisational and technical skills in relation to the preparation, cooking and presentation of food according to the Australian Guide to Healthy Eating in a range of practical activities.</li> </ul>	<p>On completion of this unit the student should be able to <b>explain</b> a variety of food information contexts, <b>analyse</b> the formation of food beliefs, evaluate a selected food trend, fad or diet and create food products that meet the Australian Dietary Guidelines.</p>	<p>Any one or 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> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>a range of practical activities and records of two practical activities related to healthy food choices based on the Australian Guide to Healthy Eating.</li> </ul>		<p>A total of <b>40</b> for outcome 2</p>