

Below is an excerpt from the Home Economics Victoria VCE Food Studies weekly forum (posted 24 Feb 2017)

At Home Economics Victoria we regularly liaise with Leanne Compton, Curriculum Manager at the VCAA to make sure that what we do for you is on track with the study design.

Our key message this week is to use the study design as your starting point, your constant reference and your end point. We realise that for many of you, this is stating the obvious, however we have felt the need to re-state this due to feedback we have been receiving. We're concerned that some people are grabbing at ideas or activities which are inappropriate for VCE and quite simply, not relevant to the study.

We would like to draw your attention to some other key messages, which were highlighted at our VCE Food Studies professional learning last Friday.

Key message: Read the study design from cover to cover and revisit it regularly.

Why: VCE Food Studies is a *brand new study*, it is not VCE Food and Technology. It's not just about the key knowledge and key skills, it's also about the outcomes and scope of the study.

Key message: Practical activities are more than recipes and cooking.

Why: Practical work ...*"includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste testing, sensory analysis, product analysis and scientific experiments"*. Students need to undertake a range of practical activities in their assessment tasks for Units 1, 3 and 4.

Key message: Records of practical activities are not just production plans.

Why: Assessment tasks are to be a *"range of practical activities"*. A production plan is not relevant to food sampling or a scientific experiment for example. Rewriting a recipe and allocating time, equipment and safety considerations does not address any key knowledge or key skills in VCE Food Studies. A record of practical work needs to relate to relevant key knowledge and key skills. Examples of records to support you can be found on the VCAA Advice for Teachers <http://www.vcaa.vic.edu.au/Pages/vce/adviceforteachers/foodstudies/examples.aspx> and DET's FUSE for <http://fuse.education.vic.gov.au/?452HY7> Production plans that are used as records need to relate to VCE Food Studies' key knowledge and key skills.

Key message: Before developing or using a shared resource, check it is relevant to the study design and appropriate for VCE students.

Why: Students undertaking units 3/4 do not need to learn the definition of boiling or baking and they don't need to fill in the missing words from a book! The aims of the study for example are for students to *"apply principles", "extend understanding", "research", "analyse and draw evidence-based conclusions"*.

Key message: Choose healthy foods and meals **especially** if *"cooking"* as part of practical activities.

Why: The study design says to apply the principles of nutrition, the Australian Dietary Guidelines and the Australian Guide to Healthy Eating to *"create healthy meals"*. This does **not** mean mapping food to the Australian Guide to Healthy Eating. It is about understanding the rationale and principles and applying them to practical activities.

Key message: Read the information regarding assessment in the study design.

Why? Assessment needs to address the outcome statement; it needs to be part of the regular learning and teaching program and must not duly add to workload. Providing an assessment task as Part a, b, c, d etc. is not in the spirit of VCE assessment.