**Tess -** Hi, I'm Tess. Today, I'm going to look at the VCE Food Studies 2023 to 2027 Sample approach to developing assessment tasks. Aim of the session. Understand one approach to developing assessment tasks. Assessment tasks in VCE Food Studies. These are set out in the study design from Unit 1 through to Unit 4. On the right-hand side, you can see the number of assessment tasks required for each unit from one to four.

I am now going to go through the steps of how to develop a school-based assessment. So first of all, you would have a look at the area of study in the unit that you are teaching and are going to be assessing. You are going to list the key knowledge, the key skills that are being assessed and decide on what assessment type you are going to use. Step three is to examine the assessment advice. If you're going to use the VCAA performance descriptors, you need to fully understand them first. Next, you have to give a clear indication of qualities and characteristics that are required in a student response. And then the descriptors need to be tailored to suit your cohort and they can be written as a rubric.

So, step four is to identify the qualities and the characteristics that you are looking for from your student cohort and their response. And then you are going to design the criteria and then a marking scheme. Step five is to identify the nature and sequence of the teaching and learning activities. So, you need to think about how you are going to develop the key knowledge and the key skills and how you are going to teach the key knowledge and key skills being assessed. Once you have done that, you will go to step six which is to design the assessment task. The performance descriptors can be adapted to the marking scheme and then it is an excellent idea to explain to your students before starting the task what you are looking for in your performance descriptors.

So, deciding when to assess the student is really important because you want the student cohort to do their best, so you have to think about what their other study workload is and what implications it is going to make for students, like if they go out on excursions. Then, decide how long it is going to take to cover the key knowledge and the key skills for the outcome. For students' learning, it is incredibly important to provide feedback and look at their performance according to the criteria for assessment marking scheme.

So, this will allow the students to see what they need to learn, or ultimately, for you to decide how much further teaching that the students will need. As you can see in the example below, teachers are to develop an assessment task that allows student to, and this highlighted, the key knowledge and the key skills that the students will have to display to show their understanding of the key knowledge. The next step in the example is step two, to select the assessment task type. This can be found in the study design, and you can see the outcome on the left and you can see the assessment tasks on the right.

So, when selecting the assessment task type, you have got the outcome on the left and as you can see highlighted what is actually going to be assessed. And on the right, the assessment tasks are going to be a range of practical activities, and they are going to be based on healthy food choices based on the recommendations of the Australian Dietary Guidelines. So, when selecting another assessment task type, on the left-hand side you can see the outcome and what is going to be assessed. And on the right-hand side, you can see that anyone or a combination of the following, so a short-written report case study analysis has been chosen.

So, step three is to examine the assessment advice. So, on the rubrics that we have below, you can see that this is Unit 4 Outcome 1, the indicators and then the performance descriptors are set out below. So, when looking at qualities and characteristics, on the left-hand side, you have the Unit 4 Outcome 1, and then highlighted in red is what you are going to assess, and the indicators are on the right-hand side.

In step five, you are going to plan, and you are going to teach the content to cover this task. Then after that, in step number six, you are actually going to design the assessment task. Continuing with the example, so all questions relate to a case study where students are required to describe standards relating to food advertisement claims and analyse marketing terms on food packaging and food advertising and use food labels appropriately to compare, select and prepare food. Now, the task is short. It could only be 50 minutes, and the response is written.

If you have any more questions, please contact Dr. Leanne Compton, Curriculum Manager, Design and Technologies. Thank you.

[Copyright Victorian Curriculum and Assessment Authority](https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx) 2023