**Tess -** Hi, my name is Tess and I'm a Food Studies teacher. I am going to present to you in this video an overview of the assessment task types in VCE Food Studies. The aim of this session is an overview of the assessment task types. Task types need to relate to what is stated in the study design. A range of task types needs to be used throughout the assessment to ensure that it is balanced. Teachers should be familiar with the area of study and the outcome statement, so relevant key knowledge and key skills, in order to plan for the assessment task.

It should be noted that the assessment task does not have to identify every part of the key knowledge and key skill dot point in the assessment nor should the task focus on to narrow a range of key knowledge and key skills. Teachers need to understand which type of task is used in the study design to plan which task types will be used to assess each outcome, so a variety of task types are used across the assessment for each unit to ensure the VCE assessment principle of balance is addressed.

I am going to go through a range of task types listed in the VCE Food Studies Study Design and unpack each of the task types. The first task is a range of practical activities with records of two. It is clearly stated in the study design that a range refers to three. So, teachers must ensure that a range refers to three practical activities when completing this task type, along with records of two of these practical activities. The scope of the practical activities is listed on the screen and in the study design. It is important that students are exposed to a variety of practical activities in both the teaching and assessment programmes. It should be noted that several practical activities can be completed concurrently in the teaching programme. For example, students may undertake a comparative food testing product analysis and sensory analysis concurrently. Here are some of the examples of practical activities.

So, for example, a student could undertake a comparative food analysis by comparing the sensory properties of organic foods with non-organic foods. Students could undertake a range of sensory analysis activities such as taste testing different varieties of plant-based milk. Students could also explore the different types of fibre, so creating and responding to design briefs, looking at the difference between prebiotics and probiotics. Sensory analysis includes taste testing, ranking a set of plant-based products in a chart based on the sensory properties such as taste. As mentioned, students need to refer to two records in the range of practical activities task type. A record could include a video recording of a live demonstration or a handwritten note of key steps in a demonstration in class to identify the physical and chemical changes that occur in making bread, a flow chart outlining key stages such as in making a mayonnaise to demonstrate an emulsification. Records could include an audio file or a photo. The record must relate to the content in the study design.

So, examples of records shown here include a video recording, a photo, diagrams, and categorisation of foods. A record can be anything that is collected from conducting the practical activities. So, when deciding what records could be used for the assessment, think about the content you will be assessing. In this example, we have two examples of records related to dextrinisation. If the record on the right is used in assessment, you could ask students questions such as refer to the photo and describe the chemical change that has occurred. However, this question would not be appropriate for the record on the left as students would only be copying information rather than applying their understanding.

So, it is important that schools consider their student cohort when determining the types of records that could be used in their assessments, the records should be used for students to refer to when responding to questions and enable them to apply their understanding of content to relate to the study design. So, this is another example of where teachers need to ensure students apply their understanding of content in the study design when responding to questions in the assessment task. The record on the right is a photo without annotations. So, questions could be asked for students to identify and describe the change in the egg at zero minutes to the egg at five minutes. The record on the left is a photo with annotations.

So, the questions I just said does not provide opportunities for students to apply their understanding if they use this record. It would only require them to copy the information on the record and this would not assist with ranking the student cohort. The teacher needs to consider another question related to content in the study design if this record is used in the assessment. For example, the teacher could ask students to identify the type of change whether physical or chemical that occurs during coagulation and describe the changes to the properties of the egg using technical language.

This type of question could also be asked if referring to the record on the right, right hand side as students also need to apply their understanding. The records student used in the assessment should relate directly to the content from the study design and provide opportunities for students to apply their understanding. The questions asked should enable the student cohort to be ranked fairly. An annotated visual report is, as the name suggests an annotated visual report that is visual. An annotated visual report means the focus is on the student presenting their understanding visually with minimal text. Students can present their oral presentation in a variety of ways, including face-to-face, as a video or as a podcast. Students may be provided two options as how to present their oral presentation.

For example, face-to-face or recorded as a video or podcast. This is fine as long as the same assessment criteria is used to rank the student cohort. Teachers may provide students with a checklist of the criteria required when doing an oral presentation. The presentation should be kept short, such as five minutes.

This should be adequate time for the teacher to assess student work against the checklist or the criteria. And students do not need to present to the class. They may present face-to-face oral presentation just to the teacher. When assessing the oral presentation, make sure you focus on assessing content from the study design. The quality of a video recording is outside the requirements of this study design.

So, recording an oral presentation as a podcast is another option as a task type in the study design. Practical demonstrations can also be done face-to-face or recorded as a video. It is recommended to set a time limit on the length of the demonstration. It is important that the assessment is efficient so include several key knowledge and key skills in the assessment task.

For example, students could demonstrate one way to support a key behavioural principles behind the establishment of healthy meal patterns in families and explain how the demonstration supports these principles and also make links to analyse a social factor that influences food choice and discuss one food trend which relates to the demonstration. Or the task may ask students to give a description of key steps in a chemical or physical change during the demonstration along with describing the method of heat transfer and the economic and social benefits of using these food skills.

So as mentioned, a practical demonstration could be done as a video, and it is recommended to keep the recording to five minutes to assist with time management for both the teacher and the student, but it would depend on the amount of content being assessed and is a school-based decision. A short-written report is, as the name suggests a report that is short and is written. A short-written report can be completed in various ways. A short-written report could be done as a blog, handwritten or word processed. A case study refers to an in-depth examination of a particular case with real world context. A case study can be related to an individual, a group of people, or to a situation. Teachers can present the case study to the student in a variety of ways. It could be written, or it could be a video or a podcast. It is important that the student response to the case study is written. The assessment task needs to make sure all the questions relate to the case study and the case study and that needs to be short.

So, the task at the end needs to be short. A short-written report data analysis requires teachers to present data to the students. All the questions that students are required to respond to need to relate to the data. The data could be provided to the student in a written or electronic format, but it is important that the student responses are written. The task needs to be short too. A short-written report media analysis requires the teachers to provide students with media to respond to. The media may be hard copy newspaper or a magazine article or could be online articles or videos or stimulus from social media.

The questions need to relate to the media provided and students need to be responsive in a written format. The task needs to be short too. An historic timeline can also be a short-written report. The students need to present the information as an historical timeline or respond to information in an historical timelines. The student response needs to be written, and again the task needs to be short. A short-written report research inquiry is where students conduct research. The teacher needs to provide students with an inquiry question that is complex for them to research. This assessment task is short so it should not go over several periods. The teacher can provide some scaffolding such as high-level questions but should not provide too much scaffolding so that the students are not able to be ranked fairly.

This is important to ensure that the task is short and enables students to undertake research inquiry where they respond in a written format. Another type of assessment task is the research inquiry report and like the research inquiry mentioned previously, students need to undertake a research inquiry. It does not say that this type of report is short, but teachers need to ensure the assessment is efficient and need to consider the content being assessed and the time allocated to complete the assessment task.

The VCAA has developed a framework for teachers to use with their students when completing this research inquiry report as part of their assessment for Unit 4. This framework can be found in the support material under Unit 4, Sample approach to developing an assessment task. It is important that teachers do not provide students with too much scaffolding or teacher assistance in this task as it may not allow the student cohort to be ranked fairly. Designing and producing a practical food solution is another assessment task type. Teachers should provide students with a design brief that relates to the content being taught and assessed so students can respond to the opportunity or need in the brief.

I have provided an overview of the assessment task types in the VCE Food Studies Study Design. For further information, please follow up with the VCE coordinator or for specific information, contact Dr. Leanne Compton at the VCAA. Thank you.

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