**Tess -** Hi, I'm Tess. Today, I am going to look at the VCE Food Studies 2023 to 2027, Using practical activities for teaching and learning and assessment. The aims of this session is to understand how to use practical activities in the teaching and learning programme and for assessment.

Practical activities are integral to Food Studies, not only for teaching and learning, but also the assessment programme. They are underpinned by healthy eating, and they follow healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating. They do not include discretionary food, dishes, or recipes. In VCE Food Studies, the importance of healthy eating is implicit when learning about food and when designing practical activities. So, the selection of practical activities should ensure that the learning is consistent with the healthy eating recommendations of the Australian Dietary Guidelines, and this is on page 11 of the study design. There are categories of practical activities that from the list below you can see is quite extensive and that actually can be applied to any of the area of studies that is applicable to your cohort.

So, when you are looking at the practical activities, you may use a variety of categories of those activities in the teaching programme. For example, you might look at exploring gluten intolerance in Unit 3 Area Study 1, where students could look at the difference between gluten-free wheat bread and wheat bread. And they could look at a combination of taste testing. They could analyse the appearance; they could look at the nutritional content of the bread. They could do a product analysis by looking at the packaging and labelling. When looking at your teaching and learning programme, you need to link the key knowledge and the key skills. You also need to look at explicit key skills that refer to practical activities.

So, for example, in Unit 1 Area of Study 1, you may identify foods that can be traced back through earlier civilisations, and you may use your information in contemporary recipes. Also, you might look at Unit 3 Area Study 2, and explain key behavioural principles establishing healthy meal patterns, and you could do that as a repertoire of healthy household meals. When designing practical activities, it is important that students are provided with opportunities to demonstrate their understanding through the teaching and learning programme through what they do, say, make, write and draw. Your teaching and learning programme should provide opportunities for students to demonstrate their understanding in a variety of ways.

So, a range of practical activities need to be used in assessment, and the range is three practical activities. An assessment needs to be based on what you have taught your cohort of students. When using practical activities in assessment, you must refer to three practical activities and two records of practical activities in the assessment task. It is important that a variety of practical activities are used such as product analysis, demonstration, and cooking, or other examples listed in the study design.

The record of practical activity can be a variety of formats, and in this example, it shows a photo of a star diagram. Students will use their experiences of undertaking the practical activities and their records to apply the understanding in the assessment task. This is an example of developing an assessment task. The teacher has identified the key skills that the assessment task will assess. These key skills are related to what the teacher has taught and what is stated in the study design. It is important to use the command terms in the assessment task to provide opportunities for students to perform at the highest level.

In this example, the students need to refer to the following three practical activities. Product analysis of two types of yoghurt, taste testing of different types of grains, and demonstration of digestion. These activities have been completed in the teaching and learning programme. The student collects two records from these practical activities: data collected from the taste testing of grains; labelled diagram of digestion and demonstration related to carbohydrate digestion. The assessment task will ask questions where students apply their understanding of the practical activities and use the records in their response. The assessment task might ask students to present this information in an oral presentation, recorded as a five-minute video, or it could be written. These decisions will be determined by the school. It is important to use the records of practical activities as stimulus or context for students to apply their understanding. In this example, the student has annotated the photo with the information about dextrinisation.

So, asking a question to describe what is dextrinisation does not provide opportunities for students to apply their understanding as students would be copying information from the record. And this type of question does not provide opportunities to discriminate students' understanding. Consider how the record of practical activities can be used for students to apply their understanding. In this example, the students may be asked questions where they respond to questions related to the principles of heat transfer in cooking technique.

So, there is an application of knowledge. This is another example of how an assessment task could be developed that links the key skills with the practical activities and records undertaken in the teaching programme. It is important that the assessment task is closely related to the teaching programme and provides opportunities for students to demonstrate their understanding and for the task to fairly rank the student cohort.

Thank you.

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