**Leanne Compton** - This video is one in a series of videos developed to support the delivery of VCE Food Studies Study Design accredited in 2023 to 2027. My name is Leanne Compton and I'm the Curriculum Manager for VCE Food Studies at the Victorian Curriculum and Assessment Authority. This particular video focuses on Unit 1: Food origins and is presented in four sections by Bec, a Food Studies teacher. The first section provides an overview of content in this unit. The second section gives some ideas of teaching and learning strategies for Area of Study 1: Food around the world. The third section offers some ideas for teaching and learning strategies for Area of Study 2: Food in Australia, while the final section gives an overview of assessment for this unit. This video should be viewed in conjunction with reading the VCE Food Study Study Design 2023 to 2027. Thank you.

**Rebecca** - Hi, everyone. My name's Rebecca and I'm a VCE Food Studies teacher. Today, I'll be presenting to you an overview of Unit 1: Food Studies, Food origins from the new study design set for implementation in 2023. The aims of this session will be to take an overview Unit 1: Food origins, as well as Area of Study 1: Food around the world, Area of Study 2: Food in Australia, and to take a look at some practical activities that can be used for the teaching and learning of Unit 1. VCE Food Studies is an accredited study set for implementation in 2023 right through till 2027. It consists of four units with this video particularly focusing on Unit 1. It is important to note that any changes to the study design will be announced in the VCAA Bulletin. This is the only source of information from the VCAA, and it is the responsibility of the teacher to monitor for these changes and advice regularly and make changes accordingly.

Unit 1: Food origins. Students will investigate the origins and roles of food through time and across the world. It is important for students to know where their food has come from as a value of knowing this sort of information helps them to understand with present and future issues relating to food. Within Area Unit 1, there are two areas of study. The first area of study, Food around the world, and the second being Food in Australia. Through these areas of study, it will allow students to consider the influence of innovations, technologies and globalisation on food patterns around the world, as well as right here in Australia. They also complete a range of practical activities that are both topical and contemporary to help enhance, demonstrate and share their learning with others.

Area of Study 1: Food around the world allows students to explore how humans have historically sourced their food, examine the general progression from a hunter-gatherer society to a rural-based agricultural society to today's urban living and global trade in food. It also allows students to inquire into one food-producing region of the world other than Australia with a particular focus on their food history and their culture. Area of Study 1: Food around the world.

The first dot point on the screen there is the outcome statement for Area of Study 1. It reads as, "On completion of this unit, the student should be able to analyse major factors in the development of a globalised food supply and through practical activities, critique the uses and adaptations of selected food from early cuisines in contemporary recipes. The teaching and learning programme that's developed by the teachers should provide opportunities for students to meet this particular outcome statement through what they can say, what they can do, what they can make, and what they can write.

Area of Study 2: Food in Australia focuses on Australia, which allows students to look at Australian Indigenous foods prior to European settlement, how food patterns have changed since, particularly through the influence of food production, food processing, food manufacturing, manufacturing industries and immigration. Area of Study 2 also allows students to investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of what an Australian cuisine is. It will also allow them to consider the influence, innovations, technologies and the globalisation has on food patterns.

Again, with Area of Study 2: Food in Australia, that first dot point is the outcome statement. So, the completion of the unit, this is what students should be able to do. They should be able to describe patterns of change in Australia's food industries and cultures and through practical activities, critique contemporary uses of food indigenous to Australia and those foods that have been introduced through migration. The teaching and learning programme should be developed again to provide opportunities for students to meet this particular outcome statement through what they can say, what they can do, what they can make, and what they can write.

Finally, we'll touch on practical activities, so it is an integral part of VCE Food Studies to incorporate a range of practical activities. Practical activities must be planned according to key knowledge and key skills particular to each area of study. They must enable students to apply and demonstrate examples of key knowledge and key skills in practical ways. This page here has come directly from the study design on page 12, and it is a list practical activities that could be used in the classroom to help students demonstrate key knowledge and key skills. It includes comparative food tasting, cooking, creating and responding to design briefs, demonstrations, dietary analysis, nutritional analysis, product analysis, scientific experiments, and finally sensory analysis, including taste testing and the use of focus groups. Again, this information can be found on page 12 of the study design.

This presentation will be taking a further look at Area of Study 1: Food around the world as part of Unit 1 Food Studies. The aims of this session are to investigate further into the content, the key knowledge and key skills, and some examples of learning activities that can be used as part of the teaching and learning programme. Area of Study 1: Food around the world will explore the origins and cultural roles that food plays from early civilizations through to today's industrialised and globalised world. It will look at an overview of the earliest food production regions and systems and allow students to gain an understanding of their natural resources, climatic influences and social circumstances that have led to a variety of food commodities, cuisines, and cultures with a focus on one selected region other than Australia.

Area of Study 1: Food around the world will allow students to explore the use of ingredients that are available today that were also available in earlier cultures through a range of practical activities. It'll also allow them to demonstrate and reflect on adaptations of selected food from earlier cultures. There are six key knowledge points as part of Area of Study 1 that should be taught as part of your teaching and learning programmes. These include the factors influencing the emergence of different food systems, food products and food practises around the world; the historical development of food systems, food cultures, and distinctive cuisines with a focus on one selected region other than Australia; the factors that have facilitated the early development of agricultural food systems, including those that enabled the cultivation of wild plants and the domestication of animals for farming; hunter-gatherer food systems and how they differ from and are similar to early agricultural food systems, including the types of foods available; the potential advantages for communities and the challenges in terms of feeding human populations; patterns in the global spread of food production and the growth of trade in food commodities such as chocolate, coffee, grains, oils, salt, spices, sugar and tea.

And finally, the effective industrialisation technologies and globalisation on food availability, production and consumption and implications for health. To go with that, there are also six key skills that need to be demonstrated by students at the completion of Area of Study 1. They need to be able to explain factors that have influenced the emergence of distinctive food cultures and cuisines throughout the world; research and analyse the development of food production and food customs in one selected region other than Australia and critique the use of ingredients from this region. They need to be able to examine attributes and challenges of hunter-gatherer and agricultural food systems. Students need to be able to research and explain key historical factors and developments in global food production systems. Identify foods that can be traced back to early cultures and through practical activities demonstrate, observe and critique their uses and adaptations in contemporary recipes, and finally undertake practical activities to analyse the origins and cultural roles of food.

The following slides will contain some examples of learning activities with links to specific key knowledge and key skills for Area of Study 1 that can be used as part of your teaching and learning programmes. Teaching and learning activities need to provide students with the opportunity to demonstrate the outcome statement. The outcome statement for Area of Study 1 is to analyse major factors in the development of a globalised food supply and through practical activities, critique the uses and adaptations of selected food from early cuisines in contemporary recipes. An example learning activity number one looks at the key knowledge point, the historical development of food systems, food cultures, and distinctive cuisines with a focus on one selected region other than Australia. The key skill that this example activity looks at is research and analyse the development of food production and food customs in one selected region other than Australia and critique the use of ingredients from this region.

To introduce this learning activity, you could provide students with a list of examples of food regions that are well documented as early centres for agriculture. Some examples that have been provided could include the Fertile Crescent, the Far East, Mesoamerica, Eastern North America, the South American Highlands, the New Guinea Highlands or West Africa. Select one of the world's earliest agriculture regions and prepare a Food Lovers' Guide to their selected region that will create interest in the food stories and cuisines of that selected region. Students could use the SBS website, 'Food Lover’s Guide to Australia' for inspiration on how to present their material, but note this guide is about regions other than Australia. There's further information on the next slide here that looks at that learning example. Students could select their own region or be provided with one by their teacher.

Some examples of what the Food Lovers' Guide could consist of. It might be a basic map, a timeline of key events, evidence of animals or plants domesticated for agriculture, it could be foods that originated in this region. It could be foods and dishes typical of the region cooking tips, food customs, celebrations, curiosities rituals and traditions, and also recipe recommendations. Another example could be to turn this into a practical activity where students prepare and demonstrate typical dishes from their selected region, and an example of how this could be incorporated as a record of practical activity could be students provide notes on shared tastings and or caption photographs of their dish to critique the use of the ingredients that we used from that region.

Another example learning activity focusing on key knowledge point, hunter-gatherer food systems and how they differ from or a similar too early agricultural food systems, including the types of food available, the potential advantages for communities and the challenges in terms of feeding human populations. With a focus on key skill, examine attributes and challenges of hunter-gatherer and agricultural food systems. The example learning activity could be that a class together devised definitions or descriptions of what a hunter-gatherer community is and what an agrarian civilization is. They could construct a compare and contrast matrix or chart, something like a Venn diagram, to analyse these two systems of feeding human populations. They could consider the advantages and challenges for each from both a historical and present-day perspective.

The final example learning activity focuses on key knowledge point patterns in the global spread of food production and the growth of trade in food commodity such as chocolate, coffee, grains, oils, salt, spices, sugar and tea. And the key skill. Identify foods that can be traced back to early cultures and through practical activities demonstrate, observe and critique their uses and adaptations in contemporary recipes. The example learning activity could be choosing a food, for example, a spice, a tea, coffee, et cetera, and tell its story in a four-minute presentation. Students could then create or find a recipe that uses this ingredient in a contemporary way.

This presentation is going to focus on Area of Study 2: Food in Australia as part of Unit 1 Food Studies. The aims of this presentation are to take an overview of the content as part of Area of Study 2, the key knowledge and key skills, and provide you with some example learning activities that could be used as part of your teaching and learning programme. Area of Study 2: Food in Australia will explore the history and culture of food in Australia. It looks at Indigenous food prior to European settlement and the attempts of the first non-Indigenous settlers to establish a secure and sustainable food supply. It will also allow students to consider the development of food production, processing and manufacturing industries and how Australian food producers and consumers today have been influenced by immigration and other cultural factors.

Food in Australia Area of Study 2 will allow students to research into foods and food preparation techniques introduced by immigrants, the resurgence of interest in Indigenous food practises, an exploration of whether Australia has developed a distinctive cuisine of its own and an exploration of trends in food practises and food subcultures in Australia with a particular focus on impact on health. Area of Study 2: Food in Australia allows students to demonstrate, observe and reflect on the use of ingredients Indigenous to Australia through a range of practical activities.

Area of Study 2 contains seven key knowledge points, including the characteristics of food production and consumption among Victoria's first peoples prior to European settlement, including the range of foods and flavourings available; tools and technologies used; human and natural resources required; specialist knowledge and practises and the contribution to health. The challenges encountered by the first non-Indigenous settlers in striving to achieve and establish a secure and sustainable food supply. The factors influencing the development of food production, food processing and manufacturing industries across Australia; patterns of migration to Australia and the influence of immigrants on Australian food tastes and consumption. The characteristics of a selected cuisine of influence in Australia, including typical ingredients and meals; flavours and other sensory properties; methods of preparation and serving; and associated customs and celebrations.

Trends in food practises and food subcultures in contemporary Australia, including the resurgence of interest in Indigenous foods and emerging food movements and changing social behaviours relating to food and the impact on health. And finally, the key points of debate on whether Australia has its own distinctive cuisine. Area of Study 2 contains seven key skill points that students should be able to demonstrate at the conclusion of Area of Study 2. Students should be able to evaluate foods and flavourings indigenous to Australia and through practical activities, demonstrate, observe, and reflect on contemporary culinary uses.

Students should be able to explain influences on the development of Australian food, production, processing and manufacturing industries. Describe historical patterns of Australian immigration and analyse effects on the nation's food tastes and behaviours. Describe a cuisine brought by migrants to Australia through practical activities, demonstrate, observe, and draw conclusions about the influence of the selected cuisine in Australia. Analyse and summarise current trends in food practises and food subcultures in Australia. Construct and justify point of view about the development of a distinctive Australian cuisine and participate in and reflect on practical activities to explore the history and culture of food in Australia. The following slides contain some example learning activities that we've put together with links to particular key knowledge and key skills for Area of Study 2 that could be used as part of your teaching and learning programme.

The first example learning activity is looking at key knowledge point, the characteristics of food production and consumption among Victoria's first peoples prior to European settlement, including the range of foods and flavourings available, tools and technologies used, human and natural resources required, specialist knowledge and practises and the contributions to health. The key skill linked to this activity is to evaluate foods and flavourings indigenous to Australia through practical activities, demonstrate, observe, and reflect on contemporary culinary uses. The example learning activity could allow students to complete a practical activity based on a range of recipes that reflect foods from a past, present and future Australia. You could split students into groups and have them cook traditional recipes of Victoria's first peoples, as well as recipes commonly cooked in Australia today. Students can share their recipes amongst each other and share tastings amongst the class and then reflect in a class discussion on the past and present recipes used and discuss what future Australian recipes might look like.

Example learning activity number two, again, is looking at the characteristics of a selected cuisine of influence in Australia, including typical ingredients and meals; flavours and other sensory properties, methods of preparation and serving and associated customs and celebrations. The key skill link to this example learning activity is to describe a cuisine brought by migrants to Australia and through practical activities, demonstrate, observe and draw conclusions about the influence of the selected cuisine in Australia.

As a class, you could select a cuisine that has influenced food consumption patterns and tastes in Australia. You could focus on your student cohort, their backgrounds, their history, or select one as a group. Students could then research typical ingredients and recipes, particular techniques and practises that are used during cooking and eating and techniques associated with social and cultural customs and celebrations. As a class, you could come together and draw conclusions about what this cuisine has influenced Australia or how this cuisine has influenced Australia. The final example learning activity is looking at key knowledge point, key points of debate on whether Australia has its own distinctive cuisine with a link to the key skill to participate in and reflect on practical activities to explore the history and culture of food in Australia.

You could use resources such as YouTube, Instagram, food blogs, et cetera to illustrate a range of iconic Australian foods. For example, Vegemite, meat pies, Tim Tams, Pavlova, etc. You could ask students to consider are these products important to a discussion on national cuisine or are they just about nostalgia and marketing? Students could then draw their own conclusions about their own concept of what an Australian cuisine is and design a recipe based on that concept through critiquing contemporary uses of food ingredients and foods that are indigenous to Australia and those foods that have been introduced through migration.

This presentation will take an overview of the assessment requirements of Unit 1: Food origins. The presentation will look at the assessment requirements of Unit 1, as well as unpacking the assessment requirements for Outcome 1 and Outcome 2 in a little bit more detail. Unit 1 has four assessment tasks, two for each outcome. Both outcomes require a range of practical activities with evidence of practical records, as well as an additional task which is listed on page 15 for Outcome 1 and page 16 for Outcome 2.

As mentioned, Unit 1 requires assessment of practical activities. The types of practical activities that can be used for assessing Unit 1 are listed on page 12 of the study design. They include comparative food testing, cooking, creating, and responding to design briefs, demonstrations, dietary analysis, nutritional analysis, product analysis, scientific experiments, sensory analysis, including taste testing, and the use of focus groups. As mentioned, there are two assessment tasks required for each outcome. Each assessment task will need to address different parts of the outcome statement. It's important to identify which part of the outcome statement is being assessed in each assessment task by determining which specific key knowledge and key skills you will be using in each assessment task. It's really important to note that each key knowledge and key skill point mentioned in each area of study only needs to be assessed once.

In Unit 1, each outcome has an assessment task relating to practical activities and records. It's important to consider the purpose of each practical activity you are setting your students and records being used for assessment. It needs to relate directly to a key knowledge or key skill being assessed. Looking at Outcome 1 in particular, there are two assessment tasks required. As mentioned, the range of practical activities, as well as at least one task from the following list, an oral presentation, a practical demonstration, or a short-written report. To unpack these a little bit further, one assessment task relates to practical activities and records. This means you are required to introduce to your students a range of practical activities that use ingredients found in earlier cultures, including records that reflect on two of the practical activities using ingredients found in earlier cultures. Remembering that a range of practical activities refers to at least three. This range should come from the list provided on page 12, and the two practical records need to be incorporated in this as well. The range of practical activities and two records of practical activities need to relate directly to key knowledge and key skills of that particular area of study.

Below are some examples of practical activities and records that could be used to assess Outcome 1. You could use a comparative food testing of different types of grains recording on a world map where and when they can be dated back to. You could provide students with a demonstration of making cheese or yoghurt from the milk of sheep or goats as they are two of the earliest animals known to be domesticated in the Fertile Crescent region, and then have students provide notes on the sensory properties for each of those. You could get students to cook a recipe using an ingredient known as a food commodity in earlier cultures, and then get them to take notes on the ingredient's history of where and when it can be dated back to.

Or finally, conducting a sensory analysis of different types of methods of food preservation relevant to the rise of food surpluses. This could include fermentation, salting, pickling, smoking, or drying techniques. The second assessment task needs to come from the list on page 15 of the study design, and includes either an oral presentation, which could be face-to-face recorded as a video or podcast. It could be a practical demonstration, either again, face-to-face or recorded as a video or podcast or a short-written report such as a research inquiry or historical timeline. The key knowledge and key skills that have not been assessed in that first assessment task, which was the practical activities and records needs to be assessed in this second assessment task.

The assessment for Outcome 2, again, requires two assessment tasks, a range of practical activities with records that reflect on two of the practical activities that use ingredients that are indigenous to Australia and or ingredients that have been introduced through migration. The second assessment task is, again, from a list. You can either select an oral presentation face-to-face or record it as a video or a podcast, either a practical demonstration, again, which could be face to face or recorded as a video or podcast or selecting a short-written report such as a research inquiry or historical timeline.

The assessment for Outcome 2, again, you need practical activities and records. It's required for you to supply students with a range of practical activities that use ingredients that are indigenous to Australia and ingredients that have been introduced through migration. This range of practical activities and two practical records need to relate to the specific key knowledge and key skills of Area of Study 2.

Some examples of assessment tasks that could be used for Outcome 2 could include creating and responding to a design brief, asking students to use an ingredient indigenous to Australia in a contemporary fashion with notes on a sensory analysis of the recipe completed at the end. It could be a demonstration of the making of a traditional damper recipe. You could get students to make a traditional Za'atar recipe, which is a Middle Eastern spice mix, and have it served on flatbread and get students to take notes on the spices that have been used.

Or finally, you could conduct a focus group to gather data about Victorian native foods. This is just a list of ideas. Please feel free to implement your own. Further to that, the second assessment task for Outcome 2, again, needs to be either an oral presentation face to face or recorded as a video or podcast, a practical demonstration either face to face or recorded as a video or podcast, or a short-written report such as a research inquiry or historical timeline. It's important to note that knowledge or key skills that were not assessed as part of the practical activities, the first assessment task, need to be assessed with this assessment task.

Finally, it's inherent to be flexible in your delivery of assessment. You need to ensure that your assessment tasks relate to what you have taught your student cohort. You need to make sure that you have taught the content before you are assessing students and remember that there are lots of ways to assess according to your student needs and resources, so please take the time to cater your teaching and learning programme and assessment to your students.

Finally, the last two slides are some examples of how different schools could use the outcome statement and key knowledge and key skills in an assessment. Highlighted in blue, so in the outcome statement and the key knowledge and key skills could be the key knowledge and key skills that are used in the second assessment task and highlighted in yellow could be the parts of the outcome statement and the key knowledge and key skills used for the practical activities for Outcome 1. And the second slide is a different example of how the practical activities assessment and the second assessment task could use the different key knowledge and key skills. So again, highlighted in blue would be the second assessment task and highlighted in yellow would be the part of the outcome statement and the key knowledge and key skills used for the practical activities assessment task or the first assessment task.

Finally, if you've got any further questions or queries about Unit 1 assessment, please feel free to contact our Food Study study design manager Dr. Leanne Compton with her details on the screen. Thank you for your time.

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