



Unit 1 & 2

Food Studies

Connecting students to the world through Food Studies.

"I looked forward to our lessons where we applied our understanding to practical tasks and developed our food preparation and cooking skills."

Unit 1 ~ Food Origins

Outcome 1
Food Around the World

Assessment:

Three practical activities and two records of practical activities.
One additional task.

Outcome 2
Food in Australia

Assessment:

Three practical activities and two records of practical activities.
One additional task.

Unit 2 ~ Food Makers

Outcome 1
Australia's Food Systems

Assessment:

Design and produce a practical food solution in response to an opportunity or a need in the food industry or school community.

Outcome 2
Food in the Home

Assessment:

Design and produce a practical food solution in response to an opportunity or a need in a domestic or small-scale setting.



Unit 3 & 4 Food Studies

Empowering students to create a healthy, safe and sustainable food system.

"I really loved applying the things I was learning and skills I was developing to my everyday life."

Unit 3 ~ Food in Daily Life

Outcome 1
The Science of Food

Assessment:

Three practical activities and two records of practical activities.

One additional task.

Outcome 2
Food Choices, Health & Wellbeing

Assessment:

Three practical activities and two records of practical activities.

One additional task.

Unit 4 ~ Food Issues, Challenges and Futures

Outcome 1
Navigating Food Information

Assessment:

Three practical activities and two records of practical activities.

One additional task.

Outcome 2
Environment and Ethics

Assessment:

A research enquiry report about a food related topic based on concerns related to ethics, sustainability and/or food sovereignty.

Unit 1, 2, 3 and 4 Food Studies

Key Concepts

The following concepts underpin VCE Food Studies:

- Aboriginal and Torres Strait Islander knowledge, culture and history;
- food citizenship;
- food security and food sovereignty;
- food systems;
- healthy eating (Eat for Health Program);
- innovations and technologies;
- issues in food; and
- sustainability.

Practical Activities

Practical activities are integrated into all units of VCE Food Studies. Practical activities are planned according to key knowledge and key skills being studied. They enable students to apply and demonstrate key knowledge and key skills in practical ways.

Practical activities could include:

- comparative food testing;
- cooking;
- creating and responding to design briefs;
- demonstrations;
- dietary analysis;
- nutritional analysis;
- product analysis ;
- scientific experiments; and
- sensory analysis including taste-testing and use of focus groups.



Levels of achievement

Unit 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Unit 3 and 4

Level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SAC) as specified in the VCE study design, and external assessment.

Percentage contributions to the study score in VCE Food Studies are as follows:

- Unit 3 School-assessed Coursework: 30 per cent
- Unit 4 School-assessed Coursework: 30 per cent
- End-of-year examination: 40 per cent.

Unit 1 ~ Food Origins

Outcome 1 ~ Food Around the World

Key Knowledge:

- the factors influencing the emergence of different food systems, food products and food practices 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 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
- the effect of industrialisation, technologies and globalisation on food availability, production and consumption and the implications for health.

Key Skills:

- 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
- examine attributes and challenges of hunter-gatherer and agricultural food systems
- 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
- undertake practical activities to analyse the origins and cultural roles of food

Outcome 2 ~ Food in Australia

Key Knowledge:

- 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 practices; and the contribution to health;
- the challenges encountered by the first non-indigenous settlers in striving to establish a secure and sustainable food supply;
- the factors influencing the development of food production, 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 practices 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 their impact on health; and
- key points of debate on whether Australia has its own distinctive cuisine,.

Key Skills:

- evaluate foods and flavourings indigenous to Australia and through practical activities demonstrate, observe and reflect on contemporary culinary uses;
- 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 and through practical activities demonstrate, observe and draw conclusions about the influence of the selected cuisine in Australia;
- analyse and summarise current trends in food practices and food subcultures in Australia;
- construct and justify a 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.

Source: VCE Food Studies Study Design (2023-2027).



Unit 2 ~ Food Makers

Outcome 1 ~ Australia's Food Systems

Key Knowledge:

- the components and activities that comprise Australian food systems;
- current environmental and economic sustainability and social trends, issues and influences in Australian food industry sectors, and the impact on food security and food sovereignty;
- the key elements of primary production of food in Australia, including the leading agricultural and horticultural industries, and major food-growing regions and products for local and export markets;
- the characteristics of leading food processing and manufacturing industries in Australia;
- the roles of the food service sector, major food retailers and food marketers in Australia;
- the influence of consumer demand on the food supply, including the role of media, activism, health professionals, consumer rights organisations, food sovereignty and food citizenship;
- the steps in the process of developing new food products using design briefs: research, design and innovations, product testing, production, evaluation and marketing;
- qualitative and quantitative measures used to evaluate foods, including the principles and practices for the sensory evaluation of food products, such as sensory analysis, dietary analysis and nutrition analysis;
- an overview of the governance and regulation behind the setting and maintaining of food standards and ensuring a safe food supply, including labelling; and
- the characteristics and efficacy of food industry safety programs currently in place to reduce the risks of food contamination.

Key Skills:

- describe major sectors and explain current developments in Australian food systems;
- describe Australia's leading industries in primary food production, processing, manufacturing and marketing;
- analyse opportunities and challenges and relationships within the Australian food service and food retailing industries, and through practical activities demonstrate, observe and evaluate the influence on food patterns in Australia;
- analyse the influence of consumers on food industries and discuss their influence on food sovereignty and food citizenship;
- use design briefs and other practical activities to explain and apply the process of developing new food products that maximise their nutritional profile;
- compare and evaluate foods using qualitative and quantitative measurements;
- explain the reasons for Australia's governance and regulation of food standards and food safety; and
- describe food industry programs that prevent and address food contamination risks, and undertake practical activities to analyse commercial food production in Australia.

Outcome 2 ~ Food in the Home

Key Knowledge:

- sensory, physiological, economic, social and health considerations in the comparison of particular meals and dishes prepared in commercial and domestic or small-scale settings
- influences on effective planning, management and decision making in the provision and preparation of food in the home, including resources such as time and money, and values such as health and sustainability
- the considerations in the design and adaptation of recipes to suit individuals, households and other groups with differing dietary requirements due to factors such as lifespan stage, activity level, personal food tastes and preferences, as well as medical (food intolerances and allergies), cultural and ethical food restrictions
- the economic, social, emotional and physical benefits of developing individual food skills and applying these skills in the home, and factors that enable the development of these skills
- the principles of heat transfer in cooking techniques, and the effects on the properties of food of dry and moist heat, electromagnetic radiation, mechanical action, enzymes and changes to pH
- the functional properties of fats and oils, protein, starch and sugar in food, and the physical and chemical changes that occur to these components during preparation and cooking, including aeration, caramelisation, coagulation, dextrinisation, emulsification, denaturation, gelatinisation, and the Maillard reaction
- the opportunities and pathways for the transition of practical food skills from domestic to entrepreneurial or commercial settings, such as school canteens

Key Skills:

- understand and apply principles and practices in the sensory evaluation of food products;
- compare and evaluate foods using qualitative or quantitative measurements;
- develop and demonstrate food knowledge and skills through consideration of the principles of effective planning, management, preparation and cooking of food;
- design and adapt food in response to specific dietary needs and considerations through practical activities;
- analyse the benefits of developing practical food skills and identify factors enabling the acquisition and application of these skills;
- use accurate food science terminology and techniques to describe and demonstrate, through practical activities, chemical and physical changes to the properties of food;
- investigate food ideas that have moved into successful businesses;
- design and develop a practical food solution in response to an opportunity or a need in a domestic or small-scale setting; and
- undertake practical activities to explore domestic and small-scale commercial food production.

Unit 3 ~ Food in Daily Life

Outcome 1 ~ The Science of Food

Key Knowledge:

- the physiology and conditioning of appetite, satiety and the sensory appreciation of food;
- the microbiology of the gastrointestinal tract and accessory organs (tongue, salivary glands, pancreas, liver and gall bladder) in the sequential process of macronutrient digestion, absorption and utilisation, including enzymatic hydrolysis;
- the role of diet in influencing gut microbiota and the relationship between gut microbiota and physical and mental health;
- the principles of research in the development of the Australian Dietary Guidelines and Australian Guide to Healthy Eating, including recognition of credible sources, evidence-based information and accurate analysis of data;
- the nutritional rationale of the Australian Guide to Healthy Eating, with particular focus on the ways in which food selection can assist in the prevention of obesity and related lifestyle diseases;
- reasons for differences in dietary requirements, considering factors including age, sex, pregnancy and lactation and activity levels; and
- the physiology of food allergies and intolerances, including how allergy and intolerance differ and their respective symptoms, causes and management with a focus on allergies identified by Food Standards Australia New Zealand and lactose, gluten and fermentable oligosaccharides, disaccharides, monosaccharides and polyols (FODMAP) intolerances.

Key Skills:

- explain appetite, satiety and the sensory appreciation;
- explain the physiology of digestion and its relationship to absorption and utilisation of macronutrients;
- explain the role of diet and gut microbiota for health;
- justify the science behind why the Australian Dietary Guidelines and the Australian Guide to Healthy Eating are credible sources of dietary information;
- discuss the nutritional rationale of the Australian Guide to Healthy Eating;
- evaluate the nutritional quality of foods and meals;
- justify the substitution of ingredients in the management of food allergies and intolerances; and
- apply the healthy eating recommendations of the Australian Dietary Guidelines and Australian Guide to Healthy Eating to the planning of daily food intake and, through practical activities, create nutritious meals to cater for a diverse range of needs.

Outcome 2 ~ Food Choices, Health and Wellbeing

Key Knowledge:

- the patterns of eating in Australia, including recent developments, changes and trends in food purchasing and consumption behaviours;
- the ways in which social factors across Australia, including education, income, location, accommodation, available time and cultural norms, influence responses to food information, food accessibility, food choices and healthy eating;
- the social and emotional roles of food in shaping and expressing individual identity and connectedness, including its sharing and celebratory role within families, peer groups and communities;
- the role of food in influencing mental health;
- the role of the media in shaping food information, beliefs, choices and values and how this can elicit emotional and psychological responses to food, including behaviours and consequences relating to body image, restrictive dieting and comfort eating;
- the relationships between current food systems and personal and social behaviours, with a focus on patterns that may encourage overconsumption of food and sedentary behaviour;
- the political influences on the food systems including the manufacturing industry, the advertising industry and consumer activism, and how these impact on food choices and food sovereignty; and
- the role of key behavioural principles for the establishment of healthy diets in children and nutritious meal patterns within the home: exposure, modelling, and repetition.

Key Skills:

- discuss recent changes and current trends in food behaviours;
- analyse social factors that may influence responses to food information, accessibility, choices and healthy eating through practical activities;
- explain social and emotional roles of food, analyse behaviours and discuss consequences relating to the psychology of food through practical activities;
- analyse the role of media in shaping food information and values, and in influencing food choices;
- discuss links between food, behaviours and effects on health and wellbeing;
- analyse political influences on the food systems and discuss the potential impacts on food choices including food sovereignty
- explain key behavioural principles behind establishing healthy meal patterns in families and, through practical activities, develop a repertoire of healthy household meals; and
- apply practical activities to evaluate factors that influence food selections and demonstrate understandings about repertoires that reflect the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

Unit 4 ~ Food Issues, Challenges and Futures

Outcome 1 ~ Navigating Food Information

Key Knowledge:

- contexts for gaining food knowledge and skills;
- the principles of evidence-based research used in the development of the Australian Dietary Guidelines and Australian Guide to Healthy Eating and their application in response to contemporary food fads, trends and diets;
- criteria used when assessing the validity of food information, including source, purpose, context, presentation of evidence and language use;
- criteria used when assessing claims made by weight-loss and nutrient supplement companies, including commercial gain, ethics, and the effectiveness of the product;
- the key elements of regulatory food standards relating to nutrition content claims and health claims on food labels and in food advertisements; and
- practical ways to apply healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating to everyday food behaviours and habits, with particular attention to maintaining a healthy weight.

Key Skills:

- assess validity of information provided by a variety of contexts in which food knowledge and skills takes place;
- apply principles of research and healthy eating recommendations to assess food information ;
- analyse the nutritional efficacy of contemporary food fads, trends and diets;
- describe standards relating to food advertisement claims and analyse marketing terms on food packaging and in food advertising;
- use food labels appropriately to compare, select and prepare food;
- demonstrate understanding of the healthy eating recommendations of the Australian Guide to Healthy Eating by applying them to food selection, planning and preparation; and
- participate in practical activities to assess and reflect on issues related to navigating food information.

Outcome 2 ~ Environment and Ethics

Key Knowledge:

- the key issues of the challenge of adequately feeding a rising world population, with particular focus on proposed solutions to global food insecurity, including the potential contribution of innovations and technologies and improved equity in food access and distribution;
- the relationship between food security, food sovereignty and food citizenship;
- sociocultural and ethical concerns of Australian food consumers, and the ways in which these concerns affect individual food choices and the range of foods available;
- the environmental sustainability of primary food production in Australia, including use of fertilisers, pesticides and water, choices of crops and animals for farming, and risks associated with biosecurity, climate change and loss of biodiversity;
- the environmental effects of food processing and manufacturing, retailing and consumption in Australia, including food packaging, food transportation, marketing, retailing, food service, and consumption and disposal or recycling and repurposing of food; and
- the role of food citizenship to ensure both an optimal diet for people and the health of the planet.

Key Skills:

- discuss sociocultural, sustainability and ethical concerns affecting food systems;
- evaluate contributions of innovations and technologies to food security in terms of ethics and sustainability;
- debate the role of food citizenship and its relationship to food security and food sovereignty;
- describe global food security and explain possible pathways to achieving food security;
- explain diverse points of view in a range of food systems debates;
- examine an array of issues and evaluate pathways to improve environmental sustainability within the food systems;
- apply principles of research to clarify, analyse and draw conclusions on a selected food debate; and
- apply a range of practical food skills to demonstrate understanding of sociocultural, sustainable and ethical food choices and preparation.

Source: VCE Food Studies Study Design (2023-2027).

