

**STAGE 2 FOOD AND HOSPITALITY  
ASSESSMENT TYPE 3: INVESTIGATION  
STUDENT RESPONSE  
(B STANDARD)**

## Performance Standards for Stage 2 Food and Hospitality

	Investigation and Critical Analysis	Problem-solving	Practical Application	Collaboration	Evaluation
<b>A</b>	<p>In-depth investigation and perceptive critical analysis of contemporary trends and/or issues related to the food and hospitality industry.</p> <p>Perceptive analysis of information for relevance and appropriateness, with appropriate acknowledgment of sources.</p> <p>Highly effective application of literacy and numeracy skills, including clear and consistent use of appropriate terminology.</p>	<p>Astute identification and discussion of factors involved in problem-solving related to the food and hospitality industry.</p> <p>Sophisticated and well-informed decision-making about problem-solving and implementation strategies.</p> <p>Clear and very relevant justification of decisions about problem-solving and implementation strategies.</p>	<p>Ongoing and productive implementation of appropriate techniques, and sophisticated generation and maintenance of quality control in preparing and serving food.</p> <p>Productive and efficient organisation and management of time and resources.</p> <p>Logical selection and application of the most appropriate technology to prepare and serve food.</p> <p>Sustained and thorough application of safe food-handling and management practices.</p>	<p>Initiation of ideas and procedures, display of leadership within the group, and proactive and inclusive response to members of the group.</p> <p>Proactive and focused involvement in group activities and discussions to support healthy eating practices.</p>	<p>Insightful evaluation of the processes and outcomes of practical and group activities, including their own performance.</p> <p>Sophisticated appraisal of the impact of technology, and/or sustainable practices or globalisation, on the food and hospitality industry.</p> <p>Insightful explanation of the connections between research and/or planning, and practical application.</p> <p><b>In-depth evaluation of contemporary trends and/or issues related to the food and hospitality industry in a variety of settings.</b></p>
<b>B</b>	<p>Detailed investigation and well-considered critical analysis of contemporary trends and/or issues related to the food and hospitality industry.</p> <p>Well-considered analysis of information for relevance and appropriateness, with appropriate acknowledgment of sources.</p> <p>Effective application of literacy and numeracy skills, including mostly clear use of appropriate terminology.</p>	<p>Well-considered identification and discussion of factors involved in problem-solving related to the food and hospitality industry.</p> <p>Well-informed decision-making about problem-solving and implementation strategies.</p> <p>Mostly clear and relevant justification of decisions about problem-solving and implementation strategies.</p>	<p>Mostly productive implementation of appropriate techniques, and well-considered generation and maintenance of quality control in preparing and serving food.</p> <p>Mostly productive organisation and management of time and resources.</p> <p>Mostly logical selection and application of appropriate technology to prepare and serve food.</p> <p>Capable application of safe food-handling and management practices.</p>	<p>Initiation of some ideas and procedures, some display of leadership within the group, and thoughtful and active response to members of the group.</p> <p>Active and thoughtful involvement in group activities and discussions to support healthy eating practices.</p>	<p>Thoughtful evaluation of the processes and outcomes of practical and group activities, including their own performance.</p> <p>Well-informed appraisal of the impact of technology, and/or sustainable practices or globalisation, on the food and hospitality industry.</p> <p>Well-considered explanation of the connections between research and/or planning, and practical application.</p> <p><b>Well-informed evaluation of contemporary trends and/or issues related to the food and hospitality industry in different settings.</b></p>
<b>C</b>	<p>Competent investigation and some considered critical analysis of contemporary trends and/or issues related to the food and hospitality industry.</p> <p>Considered analysis of information for relevance and appropriateness, with generally appropriate acknowledgment of sources.</p> <p>Generally effective application of literacy and numeracy skills, including competent use of appropriate terminology.</p>	<p>Considered identification and discussion of some factors involved in problem-solving related to the food and hospitality industry.</p> <p>Informed decision-making about problem-solving and implementation strategies.</p> <p>Generally relevant justification of decisions about problem-solving and implementation strategies, with some clarity.</p>	<p>Competent implementation of appropriate techniques, and considered generation and maintenance of quality control in preparing and serving food.</p> <p>Competent organisation and management of time and resources.</p> <p>Appropriate selection and application of technology to prepare and serve food.</p> <p>Competent application of safe food-handling and management practices most of the time.</p>	<p>Some initiative with ideas or procedures, occasional leadership within the group, and generally active response to members of the group.</p> <p>Active involvement in group activities and discussions to support healthy eating practices.</p>	<p>Considered evaluation of the processes and outcomes of practical and group activities, including their own performance.</p> <p>Informed appraisal of the impact of technology, and/or sustainable practices or globalisation, on the food and hospitality industry.</p> <p>Considered explanation of the connections between research and/or planning, and practical application.</p> <p><b>Informed evaluation of contemporary trends and/or issues related to the food and hospitality industry in different settings.</b></p>
<b>D</b>	<p>Some investigation and basic description of one or more contemporary trends or issues related to the food and hospitality industry.</p> <p>Some consideration of information for relevance or appropriateness, with some inconsistent acknowledgment of sources.</p> <p>Inconsistent application of literacy and numeracy skills, with use of some terminology that may be appropriate.</p>	<p>Superficial identification and discussion of some factors involved in solving basic problems related to the food and hospitality industry.</p> <p>Some basic and inconsistent decision-making about problem-solving and/or implementation strategies.</p> <p>Some description and partial justification of one or more problem-solving and/or implementation strategies.</p>	<p>Basic implementation of one or more techniques, and some basic consideration of the generation and maintenance of quality control in preparing and serving food.</p> <p>Inconsistent organisation and management of time and resources.</p> <p>Identification and some application of technology that may be appropriate to prepare or serve food.</p> <p>Some endeavour to apply safe food-handling and management practices some of the time.</p>	<p>Some participation within the group, and some response to members of the group. Participation is often passive.</p> <p>Some basic involvement in group activities or discussions to support healthy eating practices.</p>	<p>Basic consideration of the processes and/or outcomes of practical and group activities, which may include their own performance.</p> <p>Superficial consideration of the impact of technology, sustainable practices, or globalisation on the food and hospitality industry.</p> <p>Some basic description of one or more connections between research and/or planning, and practical application.</p> <p><b>Superficial reflection on one or more contemporary trends or issues related to the food and hospitality industry, tending towards basic description.</b></p>

	Investigation and Critical Analysis	Problem-solving	Practical Application	Collaboration	Evaluation
<b>E</b>	<p>Limited investigation or basic description of one or more contemporary trends or issues related to the food and hospitality industry.</p> <p>Limited identification or acknowledgment of information that may have some relevance.</p> <p>Attempted application of literacy and numeracy skills, with attempted use of some basic terminology that may be appropriate.</p>	<p>Identification of one or more factors involved in solving basic problems related to the food and hospitality industry.</p> <p>Attempted decision-making about a problem-solving or implementation strategy.</p> <p>Attempted description of one or more problem-solving or implementation strategies.</p>	<p>Attempted development or implementation of a technique, and some awareness of the need for quality control in preparing or serving food.</p> <p>Limited organisation or management of time and resources.</p> <p>Limited identification or application of technology that may be appropriate to prepare or serve food.</p> <p>Emerging awareness of safe food-handling and management practices.</p>	<p>Some attempted participation in one or more aspects of group work, and occasional response to members of the group.</p> <p>Attempted involvement in one or more group activities or discussions to support healthy eating practices.</p>	<p>Attempted consideration of one or more processes or outcomes of a practical or group activity, which may include their own performance.</p> <p>Attempted description of an impact of technology, sustainable practices, or globalisation on the food and hospitality industry.</p> <p>Limited awareness of any connections between research and/or planning, and practical application.</p> <p><b>Some recognition of one or more contemporary trends or issues related to the food and hospitality industry.</b></p>

## STAGE 2 FOOD AND HOSPITALITY ASSESSMENT TYPE 3: INVESTIGATION

### INTRODUCTION

Whilst it may not feel like much at the time, *Australians are wasting \$5.2 billion worth of food each year*<sup>1</sup>. This concerning finding was exposed in an Australian Institute survey into the amount of food Australians throw away and why.

*We waste up to 30 percent of the food we purchase*<sup>2</sup>. Every time we discard of food, we are also discarding the vast amounts of resources, water and energy that it took to produce, process, store, transport and cook the food. Not only does it cost us billions to waste food, it also has a negative impact on the environment. These statistics don't just apply to households, but also to supermarkets and school canteens.

The canteen holds a very important function in a school as it not only supplies every student with food, but it also provides the school with money and as a result it is considered as a business. *Statistics show that 24 to 35 per cent of school lunches end up in the bin everyday*<sup>3</sup>. However, no statistics show how much food waste occurs *inside* school canteens.

This investigation relates to the Economical and Environmental area of study as the issue being investigated falls under the topics of; the effects of greening strategies and the role of food and hospitality management practices.

### SCOPE OF THE STUDY

The aim of the investigation is to determine how well school canteens manage their food waste. My research question is:

#### **"How Much Food Waste Occurs In School Canteens?"**

The focus questions that will underpin the investigation are the following:

1. What impact does food waste have on the environment?
2. How well do school canteens manage their waste?
3. How can you avoid food wastage?

### METHODOLOGY

This investigation utilised primary and secondary resources. The secondary sources used such as reliable internet sites provided factual information. Interviewing one high-school and two local primary-school canteen managers, and also having work experience in the high-school canteen; provided in depth knowledge of the school canteen business and what goes on behind the scenes to avoid food wastage.

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<sup>1</sup> Foodwaste in Australia article by David Baker- viewed: 9/9/11

<http://foodwise.com.au/did-you-know/expert-opinions/food-waste-in-australia.aspx>

<sup>2</sup> Living Greener- Minimise Food Waste- Viewed: 9/9/11

<http://www.livinggreener.gov.au/waste/kitchen-food-waste/minimise-food-waste>

<sup>3</sup> EcoRecycle Victoria (2005), Information Sheet 2 - Waste Facts- Viewed: 9/9/11

[www.sustainability.vic.gov.au/www/html/2039-waste-and-recycling-information-sheets.asp](http://www.sustainability.vic.gov.au/www/html/2039-waste-and-recycling-information-sheets.asp)

[www.feeding5k.org/food-waste-facts.php](http://www.feeding5k.org/food-waste-facts.php)

-methane, they are considered the better option compared to non-biodegradable plastics which can take a long time or never decompose.

#### HOW WELL DO SCHOOL CANTEENS MANAGE THEIR WASTE?

To discover how school canteens manage their food waste, three interviews were conducted within two primary-schools and one high-school with the canteen managers. 3 weeks work-experience was also undertaken within the high-school canteen.

Research revealed the difference between primary-school and high-school canteens. Primary-school canteens use a system where lunches are ordered at the beginning of the day. Only the food that has been ordered is then prepared and care is taken to avoid waste whilst doing so. Whereas, high-school canteens prepare several dishes at the beginning of the day, then during recess and lunch, the students choose what they would like to purchase and what quantity.

Here are some comments from the interviews that support this:

Primary School #1: *"At this school most students have "lunch orders" which they hand in at the start of the day. We then work from there to see what foods need to be prepared. So it depends on what the students order to what we make. The foods available to purchase through the canteen at recess or lunch time without a lunch order are pre-packaged foods or fruit that do not require preparation, so no or very little food is being wasted inside the canteen."*<sup>12</sup>

Primary School #2: *"we only make what is ordered"*<sup>13</sup>

High School: *"Food waste is documented in a book and if there is a pattern to quiet days less food is cooked on these days and because we have themed days when I order my food for the week, I basically follow the same order each week."*<sup>14</sup>

When asked what systems the company provided for food wastage and how manageable the system was, Primary-School #1 said: *"We are careful to not waste food that we use to prepare ordered lunches. We only order what food is regularly ordered in "lunch orders" and the other foods are packaged or can be frozen to keep fresh until ordered."*<sup>15</sup>

Primary-School #2 said that they did not have any systems as they currently did not have any food wastage due to the "lunch-order" system.

Whilst the high-school said: *"Food waste is documented in a book. It's a good system to follow because food wastage cuts your profit down."*<sup>16</sup>

This research shows that the primary-schools have little or no wastage due to their "lunch-order" system. The lunch-order system is not used in high-schools, so instead the food wastage is documented in a book so that the staff can view where things are going bad and make improvements.

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<sup>12</sup> Primary School #1 Interview- Conducted: 21/9/11

<sup>13</sup> Primary School #2 Interview- Conducted: 15/9/11

<sup>14</sup> High School Interview: Conducted: 12/9/11

<sup>15</sup> Primary School #1 Interview- Conducted: 21/9/11

<sup>16</sup> High School Interview: Conducted: 12/9/11

Research also revealed that the students played a big part of the system inside the canteen as the enrolment numbers effected how much food would be made and purchased. Students that left the school grounds to get fast-food options instead would also affect the number of food purchased and food could be left over and wasted.

Here is a comment to support this:

High-School: *"The involvement the students have is usually me asking them what kinds of things they would want me to sell. Student enrolments play a big part in it too. A school with a high number of students enrolled and made use to the canteen will have a big turn in profit, therefore more food would have to be made compared to a smaller school with low enrolments, or like our school, where students leave the school to get fast food like*

<sup>17</sup>

When asked if they found it difficult to avoid wasting food, the high-school said: *"Sometimes when I don't get told of sausage sizzles or when they have lots of kids not on site then this can sometimes happen."*<sup>18</sup>

Whereas, both primary-schools said that they did not find it difficult to avoid wasting food.

#### HOW CAN YOU AVOID FOOD WASTAGE?

Avoiding and minimising food-waste can save the environment and save you money.

Most of the food wastage in our kitchen comes from buying too much or insufficient planning<sup>19</sup>. Planning what you need to eat before you go shopping and making a list will help you to buy only what you need. When shopping, buy in quantities that you are sure you will use. Make sure to check use-by dates to ensure that you will consume the product before it goes out of date.

Remember to take your reusable shopping bags and try to select food with minimal packaging. Recycle and re-use packaging where possible (such as using containers again to store food). You can also try to buy local and/or organic to reduce emissions from transport and the use of pesticides<sup>20</sup>.

The next place to avoid food wastage is at home when storing food. Ensure that you store your food correctly as it has a huge impact on the shelf-life of food<sup>21</sup>. Different foods have different storage needs. Use your freezer to store food that would otherwise go off.

When cooking, try to cook only as much as will be eaten.

If there are leftovers keep them in the fridge or freezer for lunches, snacks or a part of another meal. If you can't use leftovers straight away, freeze them for later.

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<sup>17</sup> High School Interview: Conducted: 12/9/11

<sup>18</sup> High School Interview: Conducted: 12/9/11

<sup>19</sup> Living Greener- <http://www.livinggreener.gov.au/waste/kitchen-food-waste/minimise-food-waste>- Viewed: 22/9/11

<sup>20</sup> Living Greener- <http://www.livinggreener.gov.au/waste/kitchen-food-waste/minimise-food-waste>- Viewed: 22/9/11

<sup>21</sup> Lean Path- A Short Guide to Food Waste Management Best Practices: [http://www.leanpath.com/docs/Waste\\_Guide\\_o.pdf](http://www.leanpath.com/docs/Waste_Guide_o.pdf)- Viewed: 22/9/11

#### WHAT IMPACT DOES FOOD WASTE HAVE ON THE ENVIRONMENT?

Australians waste close to 3 million tonnes of food per year<sup>4</sup>. However, because food is biodegradable; most people do not realise that food waste actually has a negative impact on the environment.

What people don't realise is that most food ends up in a landfill where it then rots and produces a greenhouse gas called methane. Methane has 25 times the warming potential of the carbon pollution (Carbon Dioxide) that comes out of a car exhaust<sup>5</sup>. National greenhouse inventory data shows that landfills contribute two percent of Australia's total greenhouse gas emissions<sup>6</sup>. This shows that food waste is a contributing factor to climate change.

When you waste food, you are also wasting the resources that it took to get that food from the paddock and onto your plate during production, storage, processing, transportation and cooking. In Australia, the food production processes are responsible for approximately 23 percent of greenhouse gas emissions. This makes it the second-highest emissions generating after power stations.<sup>7</sup>

Farming processes used for the production of food such as clearing, irrigating, grazing, spraying chemicals, fertilising and cropping, associated with the introduction of pests, soil-loss, weeds and salinity can also impact the environment. Farming practises have changed our landscapes over the last 150 years.<sup>8</sup>

Wasting food also wastes water. The largest impact Australian households have on the use of water is through the food we consume<sup>9</sup>. CSIRO data shows that throwing out just one kilogram of beef wastes the 50,000 litres of water that it took to produce it. Whilst throwing out one kilogram of white rice wastes 1,550 litres.<sup>10</sup> These findings show a preview of what immense impact food wastage has on water wastage.

Food packaging and the plastic bags that people receive there shopping in are usually discarded of with the food. Biodegradable plastic bags are usually made from farmed products like cornstarch<sup>11</sup>. In the right conditions they will break down; however they break down into elements such as carbon-dioxide and methane. This then has a negative impact on the environment. Although biodegradable bags can produce carbon-dioxide and

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<sup>4</sup> Foodwise- Did You Know Fast Facts- <http://foodwise.com.au/did-you-know/fast-facts.aspx> - Viewed: 17/9/11

<sup>5</sup> Zero Waste- "Valuing Our Food Waste- <http://www.zerowaste.sa.gov.au/at-home/food-waste>- Viewed: 9/9/11

<sup>6</sup> NSW Government- Office of Environment and Heritage- Love Food, Hate Waste- <http://www.lovefoodhatewaste.nsw.gov.au/love-food/environmental-impacts.aspx> - Viewed: 21/9/11

<sup>7</sup> NSW Government- Office of Environment and Heritage- Love Food, Hate Waste- <http://www.lovefoodhatewaste.nsw.gov.au/love-food/environmental-impacts.aspx> - Viewed: 21/9/11

<sup>8</sup> NSW Government- Office of Environment and Heritage- Love Food, Hate Waste- <http://www.lovefoodhatewaste.nsw.gov.au/love-food/environmental-impacts.aspx> - Viewed: 21/9/11

<sup>9</sup> NSW Government- Office of Environment and Heritage- Love Food, Hate Waste- <http://www.lovefoodhatewaste.nsw.gov.au/love-food/environmental-impacts.aspx> - Viewed: 21/9/11

<sup>10</sup> CSIRO- Water For Food- [http://www.clw.csiro.au/issues/water/water\\_for\\_food.html#howmuch](http://www.clw.csiro.au/issues/water/water_for_food.html#howmuch)- Viewed: 21/9/11

<sup>11</sup> No Plastic Bags- Biodegradable & Degradable Plastic Bags: <http://www.noplasticsbags.org.au/alternatives/bio.aspx>- Viewed: 21/9/11

If you do not wish to eat the leftovers, keep the scraps for pets or chickens, however make sure that the food is suitable for them to eat.

To help reduce waste and return nutrients to your soil, you can turn food scraps into compost for your garden or recycle your food waste and turn it into a rich fertilizer through a worm farm. And growing your own fruit and vegetables helps to reduce some of the harmful gases produced by processing and transporting food.

There are not just ways you can prevent food wastage yourself at home, but there are also many community organisations and food charities that help such as Food Wise<sup>22</sup> and Zero Waste SA<sup>23</sup>.

### CONCLUSION

The research for this investigation revealed the following key findings:

- #1- Food wastage has a negative impact on the environment
- #2- Although primary-school canteens and high-school canteens manage their food waste differently, both manages it well and it is not a problem
- #3- There are several measures that you can take at home and within the community to avoid food waste

#### "WHAT IMPACT DOES FOOD WASTE HAVE ON THE ENVIRONMENT?"

The evidence seemed to suggest that food wastage impacts a great part of our environmental footprint. Research has shown that this impact is negative. No positive effects were discovered. If current food wastage trends continue, the world will need to produce twice as much food by the year 2050 when there will be a changing climate and higher prices for energy, water and fertilisers<sup>24</sup>.

#### "HOW WELL DO SCHOOL CANTEENS MANAGE THEIR WASTE?"

From the research, we can conclude that the three school canteens interviewed did not have any problems managing food waste. The primary-schools used a "lunch-order" system where they only had to make what was ordered. This system allowed them to have very little or no food waste and was extremely effective. Whilst the high-school used a system of preparing a variety of dishes in the morning and relying on student enrolment, past experiences of knowing what days were 'lazy' and information from a book that they documented their food waste in. Although this system was not as effective as the primary-school's, they still did not appear to have a problem with food-waste.

#### "HOW CAN YOU AVOID FOOD WASTAGE?"

In this focus question, it was made clear what things could be done to avoid and minimise the wastage of food. Several helpful things were listed including things that people could do themselves at home or within the community.

**Total Word Count: 1,991**

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<sup>22</sup> FoodWise- <http://foodwise.com.au/>

<sup>23</sup> Zero Waste SA- <http://www.zerowaste.sa.gov.au/resource-centre/publications/food-waste->

<sup>24</sup> NSW Government- Office of Environment and Heritage- Love Food, Hate Waste- <http://www.lovefoodhatewaste.nsw.gov.au/love-food/environmental-impacts.aspx> - Viewed: 21/9/11

## **BIBLIOGRAPHY:**

### **PRIMARY SOURCES:**

#### **INTERVIEWS:**

*Primary School #1 Interview-*  
Conducted on: 21/9/11

*Primary School #2 Interview-*  
Conducted on: 15/9/11

*High School Interview-*  
Conducted on: 12/9/11

#### **OBSERVATION:**

*3 weeks work experience in high-school canteen*  
Commenced on: 8/8/11, Finished on: 26/8/11

### **SECONDARY SOURCES:**

#### **ARTICLES:**

*Baker, David "Food Waste in Australia" (10/4/2010)- Viewed: 9/9/11*  
< <http://foodwise.com.au/did-you-know/expert-opinions/food-waste-in-australia.aspx>>

#### **E-BOOKS:**

*Eco Recycle Victoria, Information Sheet 2- "Waste Facts" (2005)- Viewed: 9/9/11*  
< [www.sustainability.vic.gov.au/www/html/2039-waste-and-recycling-information-sheets.asp](http://www.sustainability.vic.gov.au/www/html/2039-waste-and-recycling-information-sheets.asp)-[www.feeding5k.org/food-waste-facts.php](http://www.feeding5k.org/food-waste-facts.php)>

*Lean Path- "A Short Guide to Food Waste Management Best Practices" (2010)-*  
Viewed: 22/9/11  
< [http://www.leanpath.com/docs/Waste\\_Guide\\_o.pdf](http://www.leanpath.com/docs/Waste_Guide_o.pdf)>

#### **WEBSITES:**

*Living Greener- "Minimise Food Waste" (2010)- Viewed: 9/9/11*  
< <http://www.livinggreener.gov.au/waste/kitchen-food-waste/minimise-food-waste>>

*Foodwise- "Did You Know Facts" (2011)- Viewed: 17/9/11*  
< <http://foodwise.com.au/did-you-know/fast-facts.aspx>>

*Zero Waste- "Valuing Our Food Waste"- Viewed: 9/9/11*  
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< <http://www.lovefoodhatewaste.nsw.gov.au/love-food/environmental-impacts.aspx>>

*CSIRO- "Water For Food"-* Viewed: 21/9/11

< [http://www.clw.csiro.au/issues/water/water\\_for\\_food.html#howmuch](http://www.clw.csiro.au/issues/water/water_for_food.html#howmuch)>

*No Plastic Bags- "Biodegradable & Degradable Plastic Bags" –* Viewed: 21/9/11

< <http://www.noplasticbags.org.au/alternatives/bio.aspx>>

## Additional Comments

### Assessment Type 3: Investigation (B-)

*How much food waste occurs in school canteens?*

- Topic is specific, related to an Area of Study, which is identified in the Introduction.
- Introduction captures the topic in the form of a question.
- Focus questions are specific and relate well to introduction above, which defines and contains the topic of study.
- The Methodology is defined, adequate range of primary and secondary sources.

Question 1: *Impact of food waste on the environment*

- Shows well considered analysis of the impact of food waste and impact on environment.
- Relies on a range of Internet sources.

Question 2: *How well do canteens manage waste?*

- Relies heavily on interviews with canteen workers, with some analysis of information for relevance.
- Student voice is not strong as mostly all interviews.

Question 3: *How can we avoid food waste?*

- This question doesn't really relate to the topic of school canteens, as is mostly about preventing waste at home.
- Considered analysis of information for relevance.

Conclusion

- More a summary of each question, a few key findings.
- Some informed evaluation of contemporary trends.

The investigation shows appropriate acknowledgement of sources, effective literacy and numeracy skills. Use of data to support findings demonstrates good numeracy and analysis.

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	Investigation and Critical Analysis	Problem-solving	Practical Application	Collaboration	Evaluation
<b>A</b>	<p>In-depth investigation and perceptive critical analysis of contemporary trends and/or issues related to the food and hospitality industry.</p> <p>Perceptive analysis of information for relevance and appropriateness, with appropriate acknowledgment of sources.</p> <p>Highly effective application of literacy and numeracy skills, including clear and consistent use of appropriate terminology.</p>	<p>Astute identification and discussion of factors involved in problem-solving related to the food and hospitality industry.</p> <p>Sophisticated and well-informed decision-making about problem-solving and implementation strategies.</p> <p>Clear and very relevant justification of decisions about problem-solving and implementation strategies.</p>	<p>Ongoing and productive implementation of appropriate techniques, and sophisticated generation and maintenance of quality control in preparing and serving food.</p> <p>Productive and efficient organisation and management of time and resources.</p> <p>Logical selection and application of the most appropriate technology to prepare and serve food.</p> <p>Sustained and thorough application of safe food-handling and management practices.</p>	<p>Initiation of ideas and procedures, display of leadership within the group, and proactive and inclusive response to members of the group.</p> <p>Proactive and focused involvement in group activities and discussions to support healthy eating practices.</p>	<p>Insightful evaluation of the processes and outcomes of practical and group activities, including their own performance.</p> <p>Sophisticated appraisal of the impact of technology, and/or sustainable practices or globalisation, on the food and hospitality industry.</p> <p>Insightful explanation of the connections between research and/or planning, and practical application.</p> <p><b>In-depth evaluation of contemporary trends and/or issues related to the food and hospitality industry in a variety of settings.</b></p>
<b>B</b>	<p><b>Detailed investigation and well-considered critical analysis of contemporary trends and/or issues related to the food and hospitality industry.</b></p> <p><b>Well-considered analysis of information for relevance and appropriateness, with appropriate acknowledgment of sources.</b></p> <p><b>Effective application of literacy and numeracy skills, including mostly clear use of appropriate terminology.</b></p>	<p>Well-considered identification and discussion of factors involved in problem-solving related to the food and hospitality industry.</p> <p>Well-informed decision-making about problem-solving and implementation strategies.</p> <p>Mostly clear and relevant justification of decisions about problem-solving and implementation strategies.</p>	<p>Mostly productive implementation of appropriate techniques, and well-considered generation and maintenance of quality control in preparing and serving food.</p> <p>Mostly productive organisation and management of time and resources.</p> <p>Mostly logical selection and application of appropriate technology to prepare and serve food.</p> <p>Capable application of safe food-handling and management practices.</p>	<p>Initiation of some ideas and procedures, some display of leadership within the group, and thoughtful and active response to members of the group.</p> <p>Active and thoughtful involvement in group activities and discussions to support healthy eating practices.</p>	<p>Thoughtful evaluation of the processes and outcomes of practical and group activities, including their own performance.</p> <p>Well-informed appraisal of the impact of technology, and/or sustainable practices or globalisation, on the food and hospitality industry.</p> <p>Well-considered explanation of the connections between research and/or planning, and practical application.</p> <p><b>Well-informed evaluation of contemporary trends and/or issues related to the food and hospitality industry in different settings.</b></p>
<b>C</b>	<p>Competent investigation and some considered critical analysis of contemporary trends and/or issues related to the food and hospitality industry.</p> <p>Considered analysis of information for relevance and appropriateness, with generally appropriate acknowledgment of sources.</p> <p>Generally effective application of literacy and numeracy skills, including competent use of appropriate terminology.</p>	<p>Considered identification and discussion of some factors involved in problem-solving related to the food and hospitality industry.</p> <p>Informed decision-making about problem-solving and implementation strategies.</p> <p>Generally relevant justification of decisions about problem-solving and implementation strategies, with some clarity.</p>	<p>Competent implementation of appropriate techniques, and considered generation and maintenance of quality control in preparing and serving food.</p> <p>Competent organisation and management of time and resources.</p> <p>Appropriate selection and application of technology to prepare and serve food.</p> <p>Competent application of safe food-handling and management practices most of the time.</p>	<p>Some initiative with ideas or procedures, occasional leadership within the group, and generally active response to members of the group.</p> <p>Active involvement in group activities and discussions to support healthy eating practices.</p>	<p>Considered evaluation of the processes and outcomes of practical and group activities, including their own performance.</p> <p>Informed appraisal of the impact of technology, and/or sustainable practices or globalisation, on the food and hospitality industry.</p> <p>Considered explanation of the connections between research and/or planning, and practical application.</p> <p><b>Informed evaluation of contemporary trends and/or issues related to the food and hospitality industry in different settings.</b></p>
<b>D</b>	<p>Some investigation and basic description of one or more contemporary trends or issues related to the food and hospitality industry.</p> <p>Some consideration of information for relevance or appropriateness, with some inconsistent acknowledgment of sources.</p> <p>Inconsistent application of literacy and numeracy skills, with use of some terminology that may be appropriate.</p>	<p>Superficial identification and discussion of some factors involved in solving basic problems related to the food and hospitality industry.</p> <p>Some basic and inconsistent decision-making about problem-solving and/or implementation strategies.</p> <p>Some description and partial justification of one or more problem-solving and/or implementation strategies.</p>	<p>Basic implementation of one or more techniques, and some basic consideration of the generation and maintenance of quality control in preparing and serving food.</p> <p>Inconsistent organisation and management of time and resources.</p> <p>Identification and some application of technology that may be appropriate to prepare or serve food.</p> <p>Some endeavour to apply safe food-handling and management practices some of the time.</p>	<p>Some participation within the group, and some response to members of the group. Participation is often passive.</p> <p>Some basic involvement in group activities or discussions to support healthy eating practices.</p>	<p>Basic consideration of the processes and/or outcomes of practical and group activities, which may include their own performance.</p> <p>Superficial consideration of the impact of technology, sustainable practices, or globalisation on the food and hospitality industry.</p> <p>Some basic description of one or more connections between research and/or planning, and practical application.</p> <p><b>Superficial reflection on one or more contemporary trends or issues related to the food and hospitality industry, tending towards basic description.</b></p>

	Investigation and Critical Analysis	Problem-solving	Practical Application	Collaboration	Evaluation
<b>E</b>	<p>Limited investigation or basic description of one or more contemporary trends or issues related to the food and hospitality industry.</p> <p>Limited identification or acknowledgment of information that may have some relevance.</p> <p>Attempted application of literacy and numeracy skills, with attempted use of some basic terminology that may be appropriate.</p>	<p>Identification of one or more factors involved in solving basic problems related to the food and hospitality industry.</p> <p>Attempted decision-making about a problem-solving or implementation strategy.</p> <p>Attempted description of one or more problem-solving or implementation strategies.</p>	<p>Attempted development or implementation of a technique, and some awareness of the need for quality control in preparing or serving food.</p> <p>Limited organisation or management of time and resources.</p> <p>Limited identification or application of technology that may be appropriate to prepare or serve food.</p> <p>Emerging awareness of safe food-handling and management practices.</p>	<p>Some attempted participation in one or more aspects of group work, and occasional response to members of the group.</p> <p>Attempted involvement in one or more group activities or discussions to support healthy eating practices.</p>	<p>Attempted consideration of one or more processes or outcomes of a practical or group activity, which may include their own performance.</p> <p>Attempted description of an impact of technology, sustainable practices, or globalisation on the food and hospitality industry.</p> <p>Limited awareness of any connections between research and/or planning, and practical application.</p> <p><b>Some recognition of one or more contemporary trends or issues related to the food and hospitality industry.</b></p>