# Pre-approved Learning and Assessment Plan

Stage 2 Food and Hospitality

Pre-approved learning and assessment plans are for *school use only*.

* Teachers may make changes to the plan, retaining alignment with the subject outline.
* The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
* The plan does not need to be submitted to the SACE Board for approval.

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| School |  | Teacher(s) |  |

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| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **2** | **F** | **O** | **H** | **20** | **A** |

Addendum – changes made to the pre-approved learning and assessment plan

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| Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:  what changes have been made to the plan   * the rationale for making the changes * whether these changes have been made for all students, or for individuals within the student group. |

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

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| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Food and Hospitality – 20 credits

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

Assessment Type 1:Practical Activity – weighting 50%

| Assessment details | Assessment design criteria | | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- | --- |
| ICA | P | PA | C | E |
| Technological Influences  Research Task: Individually, students will investigate and critically analyse the Area of Study 5: Technological Influences of the developments in food supply, distribution and preparation and the impact of these on food availability, storage, preparation and presentation. The statement to respond to is: “*While basic ‘chef skills’ are still important, technological advances in availability of equipment, storage, preparation and presentation has reduced time and cost without having an impact on the final product.”*  Practical Application: Individually, plan, prepare and present a meal that demonstrates the use of advanced technological equipment and products to reflect the impact technological advances have had on today’s Food and Hospitality Industry.  Evaluation Report: Students individually complete an evaluation report in which they evaluate the key findings in the research task, their performance in the practical application, the processes involved in the practical application, and the outcome. In their evaluation report they formulate conclusions and recommend possible improvements. | 1,2,3 |  | 1,2,3,4 |  | 2,3 | Research Task: 2 weeks  Practical Application: One double lesson, with a single lesson available to complete mise en place prior to the practical application.  Evaluation Report: 1 week  The research task and evaluation report may be presented in written, oral, or multimodal form, and should each be a maximum of 500 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form. |
| Contemporary and Future Issues  Signature Dish – Dessert Or Culinary Competition Action Plan: Students individually complete an action plan in which they identify and discuss contemporary trends and issues relevant to Area of Study 1: Contemporary and Future Issues, make a decision, justify what they intend to do, and identify the implementation requirements.  Practical Application: Individually, students select, prepare and present their signature dessert that is suitable for a Function Centre and which includes at least two high risk ingredients. The dish needs to include three elements and be plated as an individual serve.  Evaluation report: Students individually complete an evaluation report in which they evaluate the decisions made in the action plan, their performance in the practical application, the processes involved in the practical application, and the outcome. In their evaluation report they formulate conclusions and recommend possible improvements. |  | 1,2,3 | 1,2,4 |  | 3,4 | *Action Plan*: 1 week  *Practical Application*: 2 weeks  *Evaluation Report*: 1 week  The action plan and evaluation report may be presented in written, oral, or multimodal forms, and should each be a maximum of 500 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form. |
| Political and Legal Influences– Gourmet Picnic Hamper  Action Plan: Students individually complete an action plan in which they identify and discuss safe food handling issues relevant to Area of Study 3: Political and Legal Influences and related to packaging, storing and serving food to a variety of people. Students will make a decision, justify what they intend to do and identify the implementation required.  Practical Application: In pairs, to plan, prepare and present the basket, incorporating at least one high risk food and a minimum of three elements. In the planning they will need to consider packaging and serving of the basket to ensure customer safety by observing the practices of safe food handling.  Evaluation report: Individually, students complete an evaluation report in which they evaluate the decisions contained in the action plan, their performance in the practical application; the processes involved in the practical application, and the outcome. In their evaluation report they formulate conclusions and recommend possible improvements. |  | 1,2,3 | 1,2,4 |  | 1,3 | *Action plan*: 1 week  *Practical application*: 2 weeks  *Evaluation report*: 1 week  The action plan and evaluation report may be presented in written, oral, or multimodal forms, and should each be a maximum of 500 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form. |
| Contemporary and Future Issues and Technological Influences – Celebration Cake  Research Task: Students individually investigate and critically analyse the impact of Contemporary and Future Issues (Area of Study 1) and Technological Influences (Area of Study 5) on celebration cakes.  Critically analyse the following topic: *“The contemporary trends in cake decorating and presentation are constantly changing, being influenced by cost, skill and presentation styles.”*  Practical Application: Individually, students are to select, prepare and present a celebration cake demonstrating the current trends in cake decorating. | 1,2,3 |  | 1,2,3 |  |  | Research Task: 2 weeks  *Practical Application*: 1 week  The research task may be presented in written, oral, or multimodal form, and should be a maximum of 500 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form. |

Assessment Type 2: Group Activity – weighting 20%

| Assessment details | Assessment design criteria | | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- | --- |
| ICA | P | PA | C | E |
| Economic and Environmental Influences and Sociocultural Influences – Food Hall  Group Decision-Making: The group response needs to identify and discuss contemporary trends relating to the Area of Study 2: Economic and Environmental Influences, and Area of Study 4: Sociocultural Influences. They must state the decision made and allocate tasks to group members for the successful presentation of a Multi-Cultural Food Hall, keeping in mind Healthy Eating practices. The event will be presented at school, for 8 invited guests per group member.  Group Practical Application: In a group, select, prepare and present a simulated Multicultural Food Hall, which supports current healthy eating practices, to eight (8) invited guests per student, and demonstrates management skills. (This task involves out of hours commitment as group.)  Evaluation Report: Students individually complete an evaluation report in which they formulate conclusions about the effectiveness with which the group member worked, evaluate the outcomes and his/her own performance and recommend possible improvements. |  | 1,2 | 1,2,4 | 1,2 | 1,3 | The Group Activity occurs over 5 weeks. *Trial food practical* applications occur prior to the group decision-making task over 2 weeks. G*roup Decision-Making task* is competed under supervision in a double lesson and the *group practical* application occurs over 4 lessons.  The Evaluation Report is completed over one week.  The record of decision-making and the evaluation report should each be a maximum of 500 words if written or 3 minutes for an oral presentation, or the equivalent in multimodal form. |
| Sociocultural Influences and Contemporary and Future Issues – Tapas Dinner  Group decision making: In Australia, tapas restaurants have been popular on the eastern seaboard for about 10 years but have only recently taken off in Adelaide. The group response needs to identify and discuss the effects on the food and hospitality industry of changing local and economic patterns and trends, in particular healthy eating trends. (Area of Study 4: Sociocultural Influences and Area of Study 1 Contemporary and Future Issues).  Practical Application: In small groups, students select, prepare, and present three (3) tapas style main courses and two (2) dessert courses that would be suitable to be incorporated in a food and hospitality menu and present them to four (4) invited guests per student (This will involve out of hours commitment for the group).  Evaluation Report: Students individually complete an evaluation report in which they formulate conclusions about the effectiveness with which the group members worked, evaluate the outcomes and his/her own performance and recommend possible improvements. |  | 1,2 | 1,2,4 | 1,2 | 1,3,4 | The Group Activity occurs over 5 weeks. Trial food practical applications occur prior to the group decision-making task over 2 weeks. The group decision-making task is competed under supervision in a double lesson and the group practical application occurs over 4 lessons.  The Evaluation Report is completed over one week.  The record of decision-making and the evaluation report should each be a maximum of 500 words if written or 3 minutes for an oral presentation, or the equivalent in multimodal form. |

External Assessment – weighting 30%

| Assessment details | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
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| *Students undertake one investigation. Teachers should clarify with students the intent, nature and requirements of the investigation and advise them on planning, researching, drafting, and presenting the investigation. Students should be encouraged to develop original and innovative ideas for their investigation.*  *Students: identify a relevant contemporary issue related to a selected area of study and state this issue as a research question or hypothesis relate their study to the learning requirements and define the scope of the study analyse information for relevance and appropriateness, and acknowledge sources appropriately evaluate evidence analyse findings and draw relevant conclusions.* | *One investigation. The investigation is presented as a written report of a maximum of 2000 words.*  *Teachers check and complete a written verification of each student’s investigation.* |

*Please refer to the Stage 2 Food and Hospitality subject outline.*