LEARNING AND ASSESSMENT PLAN

Stage 2 Food and Hospitality

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| School | Birdwood High | | Contact Teacher | Michelle Povey |
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| Other schools using this plan | |  | | |
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| SACE  School Code | | |  | Year |  | Enrolment Code | | | | |  | Program Variant Code (A–W) |
| Stage | Subject Code | | | No. of Credits (10 or 20) |
| **5** | **2** | **2** | **2015** | **2** | **F** | **O** | **H** | **20** |  |

**COHORT/CONTEXT DESCRIPTION**

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| This should describe:   * the cohort of students (e.g. student background and learning needs)   This program has been designed for a class of twenty students. The students have a keen interest in the subject and some of the students work part time in the food and hospitality industry. Most students completed a 10-credit course in Stage 1 Food and Hospitality. The students have a range of literacy and numeracy skills. |

**PROGRAM DESIGN**

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| This should describe:   * how the program has been designed to engage the range of students in the cohort described above * the intended delivery of the program (e.g. students will undertake elements of the program off-campus, program delivered in single and block lessons across a 5-day cycle) * topic choices (e.g. option topics) and give details of negotiated topics.   This program provides opportunities for students to participate in a range of practical activities that reflect a range of dining experiences. It allows for the demonstration of skills, knowledge and understanding related to the food and hospitality industry. Students are encouraged to use a variety of primary and secondary sources to support their learning. Accessing food and hospitality establishments in Adelaide and the local region is difficult for many of the students as they live quite a distance from such establishments. Birdwood also has limited eating establishments, which don’t necessarily reflect current food trends. The class has full-time access to kitchen facilities and the availability of wireless computers in class should be up and running soon. This enhances the use of ICT as a learning tool. Students can present evidence of their learning in a range of forms, including written, oral, and multimodal.  There are two lesson blocks per week both about 90minutes long. |

capabilities, literacy and NUMERACY OPPORTUNITIES

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| This should explain:   * how the program provides opportunities for students to develop their capabilities and their literacy and numeracy skills (e.g. strategies and resources)   **Capabilities** In this course the emphasis is on the capabilities of *communication*, *learning* and *work*. The capability of *communication* is developed through group, written and practical experiences provided during the course. The *learning* capability is built through the emphasis on practical activities in which students develop skills, knowledge and understanding of the ever changing food and hospitality industry. Discussion and critiquing of issues related to the food and hospitality industry encourage an understanding of the work environment, and the practical work develops a range of skills relevant to the food and hospitality industry (*work)*.  **Literacy and Numeracy skills**  Students have opportunities to develop their literacy skills using oral and written communication appropriately in a range of forms for a range of audiences. Numeracy skills are developed through reading, interpreting, and using numerical information, and by critiquing data presented by the media on the food and hospitality industry. |

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| Recommended by Principal or nominee (signature) | | | |  | | Date | |  |
|  | | | |  | |  | |  |
| Signature of SACE Board Officer | |  | | | | Date | |  |
|  | | | |  |  | |  | |
| SACE Board Officer Number |  | | | | Approved / Not Approved | | | |
|  | | |  | |  |  | | |
| Accession Number |  | | Expiry date of Learning and Assessment Plan | | |  | | |

Subject **Food and Hospitality (20-credit)** School \_\_\_\_\_Birdwood High School\_\_\_\_\_\_\_ Contact Teacher \_\_\_\_\_Michelle Povey\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ASSESSMENT OVERVIEW**

Complete the table below to demonstrate how the set of assessments addresses all of the learning requirements and assessment design criteria.

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| **Weighting of Assessment Types** | | **Name of Assessment**  (as described in the assessment details following)  Please add/delete rows as necessary | **Learning Requirements**  *(Indicate the Learning Requirements addressed)* | | | | | | | **Assessment Design Criteria**  *(Indicate the Assessment Design Criteria addressed)* | | | | |
| Apply knowledge and problem-solving skills to practical activities in food and hospitality and to evaluate the processes and outcomes | Apply management, organisational, and problem-solving skills that demonstrate an understanding of contemporary issues in the food and hospitality industry | Make and justify decisions about issues related to food and hospitality | Select and use appropriate technology to prepare and serve food, applying safe food-handling practices | Investigate, critically analyse, and evaluate contemporary trends and/or issues related to food and hospitality | Work individually and collaboratively to prepare and present activities that support healthy eating practices | Evaluate the impact of technology, and/or sustainable practices or globalisation, on the food and hospitality industry. | Investigation and Critical Analysis | Problem-solving | Practical Application | Collaboration | Evaluation |
| Assessment Type | Weighting  (%) |
| Practical activity | 50 | Café meal | \* | \* | \* | \* |  |  |  |  | 1,2,3 | 1,2,3, |  | 1,3,4 |
| Regional foods | \* |  | \* | \* | \* | \* | \* | 1, 2, 3 |  | 1, 2, 3 |  | 1, 2, 3, 4 |
| Fast Food | \* | \* | \* | \* | \* | \* | \* |  | 1,2,3 | 1,2,3 |  | 1,2,4 |
| Hygiene | \* |  |  | \* |  |  |  | 1,2,3 |  | 1,2,3 |  |  |
| Internet Meals | \* | \* | \* | \* |  |  |  |  | 1,2,3 | 1,2,3 |  |  |
| Group activity | 20 | Morning Tea | \* | \* | \* | \* |  |  |  |  | 1,2,3 | 1,2,3 | 1,2 | 1,3,4 |
| *External Assessment* | *30* | *Investigation* | *Please refer to the Health and Physical Education Learning Area Manual for details.* | | | | | | | | | | | |

**Seven or eight** assessments. Please refer to the *Food and Hospitality Subject Outline*.

Subject **Food and Hospitality (20-credits)**  School \_\_\_\_Birdwood High School\_\_\_\_\_ Contact Teacher \_\_Michelle Povey\_

**ASSESSMENT DETAILS**

Use the table below to provide details of the assessments designed to provide opportunities for the range of students in the cohort to show evidence of their learning against the performance standards.

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| Name of Assessment  (Assessment Type) | Description of Assessment (a description of the flexible, and where appropriate, negotiable, ways in which students show evidence that demonstrates their learning against the performance standards, including to the highest standard) | Assessment conditions as appropriate (e.g. task type, word length, time allocated, supervision) |
| Regional foods  (Practical activity) | 1. Research task: Individually, students research and develop an opinion on the Area of Study 2: Economic and Environmental influences of regional foods on the contemporary food and hospitality scene and its contribution to the local economy. The statement to respond to is:   ‘The promotion of regional foods is a state Government target, yet there are still many challenges faced by the food and hospitality industry in achieving this goal.’   1. Practical application: In pairs, students select, prepare and present two dishes that showcase regional foods and would be suitable to be included in an Adelaide hotel’s ‘South Australian menu’.   3. Evaluation report: Individually, students are to complete an evaluation report in which they critically reflect on opinions developed 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. | 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. |
| Café Meal  (Practical Activity) | **Task**: You have been asked to develop a two course lunch menu for a trendy, up-market café. The owners are hoping your lunch menu dishes will become a café speciality.   1. 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. Then make a decision, justify what they intend to do, and identify the implementation requirements.   2. Practical application: Individually, students plan, prepare and present your 2 course lunch meal suitable for a trendy, up-market café. The meal must demonstrate your knowledge of current trends in cuisine styles and presentation in café culture.  3. 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. | Action plan: 1 week  Practical application: 1 week  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. |
| Food Hygiene  (Practical Activity) | 1. Research Task: Individually investigate and critically analyse the impact of the food safety laws relating to Area of Study 3: Political and Legal Influences as they apply in the food and hospitality industry.  The focus question is: Have food safety laws made the food and hospitality industry safer for consumers?  2. Each person is asked to select, prepare and present two identical serves of a refrigerated, dairy-based dessert suitable for serving at a café or restaurant. This will involve working with high-risk foods and you will need to consider how these are handled in terms or preparation, storage and presentation. Food safety issues will need to be considered in relation to the working area. | Research task: 2 weeks  Practical application: One double lesson, with a single lesson available to complete mise en place prior to the practical application.  The research task 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. |
| Morning Tea  (Group Activity) | 1. Group decision-making: The group identifies and discusses contemporary trends relating to Area of Study 1: Contemporary and Future Issues, Area of Study 2: Economic and Environmental Influences and Area of Study 4: Socio-cultural Influences, states the decision made, and allocate tasks to group members. 2. Group practical application: In groups of four, students have been asked to provide a morning tea for eight invited guests. As a group, plan and organise a menu which reflects the diversity of cultures in Australian society. Sound management and economic practices, and knowledge of current food trends must be demonstrated. Your morning tea will be provided for paying guests. 3. 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. | 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. |
| Fast Food  (Practical Activity) | 1. Action plan: Students individually complete an action plan in which they identify and discuss contemporary trends and issues relevant to Area of Study 4: Socio-cultural Influences. Then make a decision, justify what they intend to do, and identify the implementation requirements  2. Practical application: In pairs, students develop a healthy take-away food item that would be suitable to be incorporated as a new food item at the local deli/cafe. They then manage and market a small fast food venture. They must sell a minimum of 10 serves during school lunchtime. The target market is time poor people who wish to eat healthily but eat take out food regularly and are looking new options.  3. Evaluation report: Individually, students complete an evaluation report in which they formulate conclusions about the effectiveness of the group members’ work, evaluate the outcome and their own performance, and recommend possible improvements. | Action plan: 1 week  Practical application: 1 week  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. |
| Internet Meals  (Practical Activity) | 1. Action plan: Students individually complete an action plan in which they identify and discuss contemporary trends and issues relevant to Area of Study 5: Technological Influences. Then make a decision, justify what they intend to do, and identify the implementation requirements. 2. Practical application: Work individually to prepare and present a healthy two-course meal suitable to serve to a family on a budget in a range of food and hospitality settings. The internet must be used to find a recipe with good reviews. | Action plan: 1 week  Practical application: 1 week  The action plan 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. |
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| *External Assessment* | *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.* |

*Addendum to:*

LEARNING AND ASSESSMENT PLAN

Stage 2 Food and Hospitality

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| School | | Birdwood High \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | Contact Teacher | | | Michelle Povey | | | | |
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| Other schools using this plan | | | | | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | |
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| Stage | | Subject Code | | | | No. of Credits (10 or 20) |
| **5** | **2** | | **2** | **2015** | | **2** | | **F** | **O** | | **H** | **20** |  |

**CHANGES MADE TO THE LEARNING AND ASSESSMENT PLAN**

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| Describe any changes made to the 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 individuals within the student group. |

**PRINCIPAL ENDORSEMENT**

The changes made to the Learning and Assessment Plan support student achievement of the performance standards and retain alignment with the subject outline.

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| Signature of Principal or nominee |  | Date |  |