Food and Hospitality

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2024 Subject Outline | Stage 1 and Stage 2

Published by the SACE Board of South Australia,  
11 Waymouth Street, Adelaide, South Australia 5000

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First published 2010

Reissued for 2011 (published online October 2010,  
printed January 2011), 2012, 2013, 2014, 2015, 2016,   
2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024

ISBN 978 1 74102 709 9 (online Microsoft Word version)

ref:

*This subject outline is accredited for teaching at Stage 1 from 2010 and at Stage 2 from 2011*

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Introduction

Subject Description

Food and Hospitality is a 10‑credit subject or a 20‑credit subject at Stage 1, and a 10‑credit subject or a 20‑credit subject at Stage 2.

In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry and develop an understanding of contemporary approaches and issues related to food and hospitality. Students develop skills in using technology and safe work practices in the preparation, storage, and handling of food, and complying with current health and safety legislation. They investigate and discuss contemporary food and hospitality issues and current management practices, and explore concepts such as the legal and environmental aspects of food production, trends in food and hospitality, consumer protection, and the nutritional impact of healthy eating.

By working with a range of people within the school and the wider community, students develop their interpersonal communication skills. They establish and develop cooperative working relationships and learn the value of working independently, while also being able to respond to instructions or directions.

The study of Food and Hospitality integrates active, problem-solving approaches to learning. Students participate in collaborative activities to support healthy eating practices. They develop their ability to think critically and to solve problems related to the food and hospitality industry in individual, family, and community contexts, both locally and globally.

Capabilities

The capabilities connect student learning within and across subjects in a range of contexts. They include essential knowledge and skills that enable people to act in effective and successful ways.

The five capabilities that have been identified are:

* communication
* citizenship
* personal development
* work
* learning.

In Food and Hospitality, the emphasis is on the capabilities for communication, learning, and work. Students develop their capability for communication through collaborative activities. Learning is demonstrated through the application of knowledge and skills in practical activities and through investigation and analysis of issues related to food and hospitality. The development and demonstration of capabilities for work are reflected in the learning requirements.

Communication

In this subject, students communicate with each other in collaborative activities and interact with members of the wider community. Students use specific terminology related to the field of food and hospitality. In designing a practical activity, students communicate for a particular purpose and with a specific audience and context in mind. Students develop and demonstrate respect for the ways in which different cultural attitudes, values, and beliefs influence food and hospitality practices in the community. Students express their ideas and opinions in both written and oral texts. They have opportunities to use information and communication technologies and to consider the impact of new and emerging technologies on food and hospitality.

Citizenship

Students have opportunities to develop an understanding of the role of food and hospitality in the lives of people from a variety of cultures and community groups. Students develop their own interests and an understanding of how they can contribute positively to the community and to the health and well-being of others. They investigate and analyse contemporary local, national, and global trends and issues in the food and hospitality industry.

Students develop an understanding of current legislation and implement safe management practices in food and hospitality. They apply safe practices in the preparation, storage, and serving of food. Students critically reflect on ethical issues related to food and hospitality and to personal health and well-being. There are opportunities for students to explore the place of Indigenous foods and cultures in the food and hospitality industry.

Personal Development

Students develop a sense of purpose and direction by designing and being involved in challenging practical tasks, which may take place in both the school and the wider community. Students take responsibility for, and make decisions about, their own practical applications, and learn to take directions in the preparation of food. Students consider ways in which personal identity, culture, family, and community influence food and hospitality. Through the practical application of knowledge and skills, students have opportunities to develop their self-confidence and self-esteem.

Work

Students have opportunities to develop a range of employability skills relevant to the food and hospitality industry. Students analyse and reflect on contemporary issues in the food and hospitality industry in local, national, and/or global environments. They discuss and critique sustainable practices in the selection and preparation of food. Students may participate in learning and work opportunities beyond school. They also have opportunities to understand and act in relation to shared obligations and rights within the food and hospitality industry.

Learning

In this subject, students engage in active learning processes to develop their knowledge and skills. The emphasis is on individual and collaborative practical learning and problem‑solving. Students apply and evaluate their knowledge and understanding of concepts and issues related to food and hospitality in different forms, including action plans, research tasks, practical applications, and evaluation reports. They investigate, reflect on, and make decisions about contemporary issues related to food and hospitality in different contexts.

Literacy in Food and Hospitality

In Food and Hospitality, students have opportunities to develop the following literacy skills:

* understanding and using terminology related to the field of food and hospitality
* using and evaluating appropriate technology and communication media
* using oral and written communication appropriately for a range of audiences in different contexts
* reading and understanding aspects of occupational health, safety, and welfare legislation related to food handling
* listening to and following instructions and applying them appropriately in different contexts
* presenting action plans and evaluation reports in written, oral, and/or multimodal form
* accessing and analysing relevant information on food and hospitality, and acknowledging sources appropriately
* writing in a style appropriate to the context
* sequencing information for reports
* constructing interviews and surveys
* interpreting and adapting recipes.

Numeracy in Food and Hospitality

In Food and Hospitality, students have opportunities to develop the following numeracy skills:

* measuring and weighing food portions or ingredients accurately
* reading and interpreting numerical information in recipes
* interpreting correct cooking temperatures
* using and interpreting graphs, tables, and diagrams relevant to food and hospitality
* constructing accurate graphs, tables, and diagrams from collated data
* critiquing data presented by the media on food and hospitality
* budgeting for the purchase and preparation of food
* estimating and costing food orders, and keeping accurate records of costings
* critically comparing food label information for healthy outcomes
* using computer programs to analyse the nutritional value of food
* using technology for financial literacy.

Aboriginal and Torres Strait Islander Knowledge, Cultures, and Perspectives

In partnership with Aboriginal and Torres Strait Islander communities, and schools and school sectors, the SACE Board of South Australia supports the development of high-quality learning and assessment design that respects the diverse knowledge, cultures, and perspectives of Indigenous Australians.

The SACE Board encourages teachers to include Aboriginal and Torres Strait Islander knowledge and perspectives in the design, delivery, and assessment of teaching and learning programs by:

* providing opportunities in SACE subjects for students to learn about Aboriginal and Torres Strait Islander histories, cultures, and contemporary experiences
* recognising and respecting the significant contribution of Aboriginal and Torres Strait Islander peoples to Australian society
* drawing students’ attention to the value of Aboriginal and Torres Strait Islander knowledge and perspectives from the past and the present
* promoting the use of culturally appropriate protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities.

Stage 1 Food and Hospitality

Learning Scope and Requirements

Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Food and Hospitality.

In this subject, students are expected to:

1. apply knowledge and problem-solving skills to practical activities in food and hospitality and to reflect on processes and outcomes

2. develop and implement practical skills, including management skills, in an individual or a collaborative context

3. make and justify decisions about issues related to food and hospitality

4. select and use appropriate technology to prepare and serve food, applying safe food‑handling practices

5. investigate and reflect on contemporary issues related to the food and hospitality industry or to food and hospitality in family and community settings

6. work individually and collaboratively to prepare and present activities that support healthy eating practices

7. reflect on the impact of technology on food and hospitality.

Content

Food and Hospitality is a 10‑credit subject or a 20‑credit subject at Stage 1.

The food and hospitality industry is dynamic and changing. In Stage 1 Food and Hospitality, students examine some of the factors that influence people’s food choices and the health implications of those choices. They also gain an understanding of the diversity of the food and hospitality industry in meeting the needs of local people and visitors.

Students may be required to participate in activities outside school hours, both within the school and in the wider community.

There are five areas of study in Stage 1 Food and Hospitality, as described below. These should be used as a guide in developing appropriate content. Teaching and learning programs should be designed to meet the diverse needs and interests of students, taking into account school and community resources.

Aspects of all five areas of study should be included in both a 10‑credit subject and a 20‑credit subject. Each area of study may be approached through one or more topics. The list of suggested topics for each area of study is neither prescriptive nor exhaustive. Teachers and students may negotiate additional topics within one or more areas of study.

Area of Study 1: Food, the Individual, and the Family

This area of study could include topics such as the following:

* the relationship of food choices to the health and well-being of individuals, families, and communities
* factors that influence food choices (e.g. culture, religion, age, gender, race, economic factors, advertising and marketing strategies, ethical and/or environmental influences).
* nutritional needs throughout life and how these are met by the food and hospitality industry
* an analysis of diets
* the effect of lifestyle on diet and health
* healthy eating practices
* food allergies**,** intolerances, and dietary restrictions in relation to children and adults.

Area of Study 2: Local and Global Issues in Food and Hospitality

This area of study could include topics such as the following:

* issues in local and national food production and/or preparation
* issues in hospitality
* the influence of resources on food practices
* legal aspects of food production and marketing
* environmental aspects of food production and marketing
* current government policies that promote or legislate for healthy food habits
* the adaptation of recipes to maintain health and well-being
* the effect of globalisation on food choices
* sustainable practices in food selection and preparation.

Area of Study 3: Trends in Food and Culture

This area of study could include topics such as the following:

* the food of new and diverse cultures
* food and a sense of identity
* influences on decision-making about food and hospitality
* trends in hospitality
* sociocultural influences
* the impacts of fast-food and slow-food trends
* contemporary religious and cultural practices around food
* the impact of technology on food and hospitality
* the use of native Australian food ingredients in food and hospitality.

Area of Study 4: Food and Safety

This area of study could include topics such as the following:

* occupational health and safety
* consumer protection and the rights of individuals
* safe food practices.

Area of Study 5: Food and Hospitality Industry

This area of study could include topics such as the following:

* contemporary issues related to the food and hospitality industry
* small group-catering enterprises
* successful management practices
* interpersonal skills and customer relations
* creative food presentation
* possible pathways to employment, enterprise or entrepreneurial ventures
* fresh food, including the classification of fresh foods and supermarket fresh foods
* fast-food chains.

Assessment Scope and Requirements

Assessment at Stage 1 is school based.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 Food and Hospitality:

* Assessment Type 1: Practical Activity
* Assessment Type 2: Group Activity
* Assessment Type 3: Investigation.

For a 10‑credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%. Students undertake at least one assessment from each assessment type.

For a 20‑credit subject, students should provide evidence of their learning through seven or eight assessments. Each assessment type should have a weighting of at least 20%. Students undertake at least two assessments from each assessment type.

For each practical activity, students undertake either an action plan or a research task. For each group activity, students undertake an action plan and/or a research task. Students should undertake at least one action plan and at least one research task.

Assessment Design Criteria

The assessment design criteria are based on the learning requirements and are used by teachers to:

* clarify for the student what he or she needs to learn
* design opportunities for the student to provide evidence of his or her learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:

* students should demonstrate in their learning
* teachers look for as evidence that students have met the learning requirements.

For this subject the assessment design criteria are:

* investigation
* problem-solving
* practical application
* collaboration
* reflection.

The specific features of these criteria are described below.

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Investigation

The specific features are as follows:

I1 Investigation of contemporary issues related to the food and hospitality industry or to food and hospitality in family and community settings.

I2 Identification and use of different primary and/or secondary sources, with appropriate acknowledgment.

l3 Application of literacy and numeracy skills, and use of appropriate terminology.

Problem-solving

The specific features are as follows:

P1 Identification and discussion of factors involved in problem-solving.

P2 Decision-making about problem-solving and implementation strategies.

P3 Justification of decisions about problem-solving strategies.

Practical Application

The specific features are as follows:

PA1 Development and implementation of safe management practices.

PA2 Selection and use of appropriate technology for practical activities.

PA3 Application of knowledge and practical skills.

Collaboration

The specific features are as follows:

C1 Response to other group members, and sharing in decision-making.

C2 Involvement in group activities and discussions to support healthy eating practices.

Reflection

The specific features are as follows:

R1 Reflection on the processes and outcomes of practical and group activities, including their own performance.

R2 Reflection on the impact of technology on food and hospitality.

R3 Reflection on contemporary issues related to food and hospitality.

School Assessment

Assessment Type 1: Practical Activity

For a 10‑credit subject, students undertake at least one practical activity. For a 20‑credit subject, students undertake at least two practical activities.

Each practical activity consists of:

* an action plan or a research task
* a practical application
* an individual evaluation report.

Action Plan

For the action plan, students identify and discuss one or more issues related to food and hospitality.

The discussion is the basis of an action plan for the practical application.

An action plan should include:

* an outline of the issue(s) discussed
* decisions made about what action to take and how problems will be solved
* a justification of what the students intend to do
* an outline of implementation strategies.

The action plan may be presented in written, oral or multimodal form. It should be a maximum of 400 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.

Research Task

For the research task, students investigate one or more contemporary issues related to the food and hospitality industry or to food and hospitality in family and community settings, and linked to the practical application.

The research task may be presented in written, oral, or multimodal form. It should be a maximum of 400 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.

Practical Application

Students apply their knowledge and skills to a practical application related to the action plan or research task. The practical application may be undertaken individually or in groups.

Individual Evaluation Report

Following the practical application, each student prepares an individual evaluation report, in which he or she reflects on the processes and outcome(s) of the practical activity, including:

* his or her own performance
* decision-making processes
* management skills, including use of appropriate technology
* conclusions about possible improvements.

The individual evaluation report may be presented in written, oral, or multimodal form. It should be a maximum of 400 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* investigation (research task) and/or problem-solving (action plan)
* practical application
* reflection.

Assessment Type 2: Group Activity

For a 10‑credit subject, students undertake at least one group activity. For a 20‑credit subject, students undertake at least two group activities.

Students demonstrate their ability to participate effectively in a team to plan and implement a group practical application. They develop and implement management skills in a collaborative context to support healthy eating practices.

Each group activity consists of:

* a collaborative action plan and/or a collaborative research task
* a group practical application
* an individual evaluation report.

A collaborative action plan or a collaborative research task must involve all members of the group. Students should have opportunities to respond constructively to other group members and to share responsibilities in decision-making. The issue(s) discussed, decisions made, and tasks allocated must be recorded by the group under supervision in class.

Collaborative Action Plan

For the collaborative action plan, students identify and discuss one or more issues related to preparing and presenting activities that support healthy eating practices. This discussion leads to an action plan, which should include:

* an outline of the issue(s) discussed
* a description of how group decisions were made about what action(s) to take, and how problems will be solved
* an outline of group implementation strategies for the practical application.

The collaborative action plan may be presented in written, oral, or multimodal form. It should be a maximum of 400 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.

Collaborative Research Task

For the collaborative research task, students work collaboratively to investigate one or more contemporary issues related to preparing and presenting activities that support healthy eating practices. The collaborative research task should be linked to the practical application.

The collaborative research task may be presented in written, oral, or multimodal form. It should be a maximum of 400 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.

Group Practical Application

Students apply their knowledge and skills to a group practical application related to the action plan and/or research task. The practical application focuses on preparing and presenting an activity that supports healthy eating practices. This may include, for example, an enterprise experience in a school or community setting.

Individual Evaluation Report

Following the practical application, each student prepares an individual evaluation report, in which he or she reflects on the processes and outcome(s) of the group activity, including:

* his or her own performance
* how the group made collaborative decisions
* the management skills used by the group
* individual contributions to the group
* conclusions about possible improvements.

The individual evaluation report may be presented in written, oral, or multimodal form. It should be a maximum of 400 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* investigation (research task) and/or problem-solving (action plan)
* practical application
* collaboration
* reflection.

Assessment Type 3: Investigation

For a 10‑credit subject, students undertake at least one investigation. For a 20‑credit subject, students undertake at least two investigations.

Students identify, investigate, and reflect on a contemporary issue related to the food and hospitality industry or to food and hospitality in family and community settings. Examples of types of investigation include fieldwork, observations, case studies, guest speakers, interviews, or survey work.

Students identify and use information from different primary and/or secondary sources, analyse and reflect on the issue, and present their conclusions.

An investigation may be presented in written, oral, or multimodal form. It should be a maximum of 600 words if written or a maximum of 4 minutes for an oral presentation, or the equivalent in multimodal form.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* investigation
* reflection.

Performance Standards

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers refer to in deciding how well a student has demonstrated his or her learning on the basis of the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

At the student’s completion of study of a subject, the teacher makes a decision about the quality of the student’s learning by:

* referring to the performance standards
* taking into account the weighting of each assessment type
* assigning a subject grade between A and E.

Teachers can use a SACE Board school assessment grade calculator to help them to assign the subject grade. The calculator is available on the SACE website (www.sace.sa.edu.au).

Performance Standards for Stage 1 Food and Hospitality

| - | Investigation | Problem-solving | Practical Application | Collaboration | Reflection |
| --- | --- | --- | --- | --- | --- |
| A | Productive, well-planned, and well-organised investigation of contemporary issues related to the food and hospitality industry or to food and hospitality in family and community settings.  Focused and discerning identification and use of a variety of primary and/or secondary sources, with appropriate acknowledgment.  Highly effective application of literacy and numeracy skills, including clear and consistent use of appropriate terminology. | Astute identification and discussion of a range of factors involved in problem-solving.  Astute and very appropriate decision-making about problem-solving and implementation strategies.  Clear and very relevant justification of decisions about problem-solving strategies. | Astute use of initiative in the development and implementation of safe management practices.  Logical selection and use of appropriate technology for practical activities.  Constructive and sustained application of knowledge and practical skills. | Inclusive response to other group members, and responsible and sustained sharing in decision-making.  Proactive and perceptive involvement in group activities and discussions to support healthy eating practices. | Insightful reflection on the processes and outcomes of practical and group activities, including their own performance.  Astute reflection on the impact of technology on food and hospitality.  Insightful reflection on contemporary issues related to food and hospitality. |
| B | Mostly productive, planned, and organised investigation of contemporary issues related to the food and hospitality industry or to food and hospitality in family and community settings.  Mostly focused and logical identification and use of a variety of primary and/or secondary sources, with appropriate acknowledgment.  Effective application of literacy and numeracy skills, including mostly clear use of appropriate terminology. | Well-informed identification and discussion of a range of factors involved in problem-solving.  Well-considered and appropriate decision-making about problem-solving and implementation strategies.  Mostly clear and relevant justification of decisions about problem-solving strategies. | Thoughtful development and implementation of safe management practices.  Mostly logical selection and use of appropriate technology for practical activities.  Logical and well-considered application of knowledge and practical skills. | Thoughtful response to other group members, and responsible sharing in decision-making.  Active and thoughtful involvement in group activities and discussions to support healthy eating practices. | Thoughtful reflection on the processes and outcomes of practical and group activities, including their own performance.  Well-informed reflection on the impact of technology on food and hospitality.  Well-informed reflection on contemporary issues related to food and hospitality. |
| C | Competent and generally organised investigation of contemporary issues related to the food and hospitality industry or to food and hospitality in family and community settings.  Competent identification and use of different primary and/or secondary sources, with generally appropriate acknowledgment.  Generally effective application of literacy and numeracy skills, including competent use of appropriate terminology. | Informed identification and discussion of some factors involved in solving mostly familiar problems.  Generally appropriate decision-making about problem-solving and implementation strategies.  Generally relevant justification of decisions about problem-solving strategies, with some clarity. | Competent development and implementation of safe management practices.  Appropriate selection and use of technology for practical activities.  Considered application of knowledge and practical skills. | Generally thoughtful response to other group members, and some responsible sharing in decision-making.  Appropriate involvement in group activities and discussions to support healthy eating practices. | Considered reflection on the processes and outcomes of practical and group activities, including their own performance.  Informed reflection on the impact of technology on food and hospitality.  Informed reflection on contemporary issues related to food and hospitality. |
| D | Some basic investigation of one or more aspects of a contemporary issue related to the food and hospitality industry or to food and hospitality in family and community settings.  Superficial identification and use of one or more primary or secondary sources, with some inconsistent acknowledgment.  Inconsistent application of literacy and numeracy skills, with use of some terminology that may be appropriate. | Identification and discussion of one or more factors involved in solving familiar problems.  Some basic and inconsistent decision-making about problem-solving and/or implementation strategies.  Some description and partial justification of one or more problem-solving strategies. | Some development and implementation of basic safe management practices.  Identification and some use of technology for practical activities.  Some application of basic knowledge and practical skills. | Basic response to other group members some of the time, and some sharing in simple decision-making.  Some basic involvement in group activities or discussions to support healthy eating practices. | Basic consideration of the processes and/or outcomes of practical and group activities, which may include their own performance.  Some superficial reflection on the impact of technology on food and hospitality.  Superficial reflection on one or more contemporary issues related to food and hospitality, tending towards basic description. |
| E | Attempted investigation of an aspect of the food and hospitality industry or of food and hospitality in family and community settings.  Limited identification, use, or acknowledgment of primary or secondary sources.  Attempted application of literacy and numeracy skills, with attempted use of terminology that may be appropriate. | Identification of one or more factors involved in solving a familiar problem.  Attempted decision-making about a problem-solving or implementation strategy.  Attempted description of one or more problem-solving strategies. | Attempted development or implementation of basic safe management practices.  Limited use of technology in practical activities.  Limited application of basic knowledge or practical skills. | Limited response to other group members, with limited involvement in any decision-making.  Attempted involvement in one or more aspects of group activities or discussions to support healthy eating practices. | Attempted consideration of one or more processes or outcomes of a practical or group activity, which may include their own performance.  Identification of one or more impacts of technology on food and hospitality.  Limited description of one or more contemporary issues related to food and hospitality. |

Assessment Integrity

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The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers and assessors follow to assure the integrity of student assessments. This policy is available on the SACE website (www.sace.sa.edu.au) as part of the SACE Policy Framework.

The SACE Board uses a range of quality assurance processes so that the grades awarded for student achievement in the school assessment are applied consistently and fairly against the performance standards for a subject, and are comparable across all schools.

Information and guidelines on quality assurance in assessment at Stage 1 are available on the SACE website (www.sace.sa.edu.au).

Support Materials

Subject-specific Advice

Online support materials are provided for each subject and updated regularly on the SACE website (www.sace.sa.edu.au). Examples of support materials are sample learning and assessment plans, annotated assessment tasks, annotated student responses, and recommended resource materials.

Advice on Ethical Study and Research

Advice for students and teachers on ethical study and research practices is available in the guidelines on the ethical conduct of research in the SACE on the SACE website (www.sace.sa.edu.au).

Stage 2 Food and Hospitality

Learning Scope and Requirements

Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Food and Hospitality.

In this subject, students are expected to:

1. apply knowledge and problem-solving skills to practical activities in food and hospitality and to evaluate processes and outcomes

2. apply management, organisational, and problem-solving skills to demonstrate an understanding of contemporary issues in the food and hospitality industry

3. make and justify decisions about issues related to food and hospitality

4. select and use appropriate technology to prepare and serve food, applying safe food‑handling practices

5. investigate, critically analyse, and evaluate contemporary trends and/or issues related to food and hospitality

6. work individually and collaboratively to prepare and present activities to support healthy eating practices

7. evaluate the impact of technology, and/or sustainable practices or globalisation, on the food and hospitality industry.

Content

Food and Hospitality is a 10‑credit subject or a 20‑credit subject at Stage 2.

Stage 2 Food and Hospitality focuses on the contemporary and changing nature of the food and hospitality industry. Students critically examine contemporary and future issues within the food and hospitality industry and the influences of economic, environmental, legal, political, sociocultural, and technological factors at local, national, and global levels.

Students may be required to participate in activities outside school hours, both within the school and in the wider community.

There are five areas of study in Stage 2 Food and Hospitality, as described below.

A 10‑credit subject comprises at least two areas of study. A 20‑credit subject comprises all five areas of study.

Each area of study may be approached through one or more topics. The list of suggested topics for each area of study is neither prescriptive nor exhaustive. Teachers and students may negotiate additional topics within one or more areas of study.

Area of Study 1: Contemporary and Future Issues

This area of study could include topics such as the following:

* contemporary trends in food and hospitality at local, national, and/or global levels
* the availability and selection of food suppliers within the food and hospitality industry
* current trends in food consumption and production within the food and hospitality industry
* the impact of sustainable practices or globalisation on the food and hospitality industry
* contemporary responses of the food and hospitality industry to changing eating patterns and nutritional knowledge of customers
* current, new or emerging food movements and their impact on the food and hospitality industry
* the impact of trends in elements of food plating and/or presentation in the food and hospitality industry.

Area of Study 2: Economic and Environmental Influences

This area of study could include topics such as the following:

* contemporary marketing strategies within the food and hospitality industry
* the contribution of the food and hospitality industry to local and national economies
* the impact of community health initiatives on the food and hospitality industry
* the economic and/or environmental impact of the changing nature of the food and hospitality industry
* the importance and role of safe management practices within the food and hospitality industry
* effects of changing local and global environmental and economic patterns and trends on the food and hospitality industry
* effects of greening strategies and/or sustainable practices on the food and hospitality industry.

Area of Study 3: Political and Legal Influences

This area of study could include topics such as the following:

* contemporary workplace practices, conditions, and legislation related to the food and hospitality industry
* rights and responsibilities of employees, employers, customers, and unions within the food and hospitality industry
* the impact of relevant legislation in relation to food production, storage, distribution, service, and contamination.

Area of Study 4: Sociocultural Influences

This area of study could include topics such as the following:

* overview of the food and hospitality industry (i.e. workplaces, cultures, and practices)
* the influence of Australia’s diverse cultures on the food and hospitality industry
* the changing image and/or nature of Australian cuisine and its impact on the food and hospitality industry
* the response of the food and hospitality industry to the needs of diverse community groups within society
* the impact of the influence and use of native Australian food ingredients within the food and hospitality industry.

Area of Study 5: Technological Influences

This area of study could include topics such as the following:

* current and emerging technological advances in the food and hospitality industry in the storage, preparation, presentation, and service of food
* the influence of digital technologies on the food and hospitality industry
* the influence of social media on the food and hospitality industry
* the influence of technological innovations on the food and hospitality industry.

Assessment Scope and Requirements

All Stage 2 subjects have a school assessment component and an external assessment component.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 2 Food and Hospitality:

School Assessment (70%)

* Assessment Type 1: Practical Activity (50%)
* Assessment Type 2: Group Activity (20%)

External Assessment (30%)

* Assessment Type 3: Investigation (30%).

For a 10‑credit subject, students should provide evidence of their learning through four assessments, including the external assessment component. Students undertake:

* two practical activities
* one group activity
* one investigation.

For a 20‑credit subject, students should provide evidence of their learning through seven or eight assessments, including the external assessment component. Students undertake:

* at least four practical activities
* at least one group activity
* one investigation.

Assessment Design Criteria

The assessment design criteria are based on the learning requirements and are used by:

* teachers to clarify for the student what he or she needs to learn
* teachers and assessors to design opportunities for the student to provide evidence of his or her learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:

* students should demonstrate in their learning
* teachers and assessors look for as evidence that students have met the learning requirements.

For this subject, the assessment design criteria are:

* investigation and critical analysis
* problem-solving
* practical application
* collaboration
* evaluation.

The specific features of these criteria are described below.

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Investigation and Critical Analysis

The specific features are as follows:

ICA1 Investigation and critical analysis of contemporary trends and/or issues related to the food and hospitality industry.

ICA2 Analysis of information for relevance and appropriateness, with appropriate acknowledgment of sources.

lCA3 Application of literacy and numeracy skills, and use of appropriate terminology.

Problem-solving

The specific features are as follows:

P1 Identification and discussion of factors involved in problem-solving related to the food and hospitality industry.

P2 Decision-making about problem-solving and implementation strategies.

P3 Justification of decisions about problem-solving and implementation strategies.

Practical Application

The specific features are as follows:

PA1 Implementation of appropriate techniques, and generation and maintenance of quality control in preparing and serving food.

PA2 Organisation and management of time and resources.

PA3 Selection and application of appropriate technology to prepare and serve food.

PA4 Application of safe food-handling and management practices.

Collaboration

The specific features are as follows:

C1 Initiative and leadership within the group, and active response to members of the group.

C2 Involvement in group activities and discussions to support healthy eating practices.

Evaluation

The specific features are as follows:

E1 Evaluation of the processes and outcomes of practical and group activities, including their own performance.

E2 Appraisal of the impact of technology, and/or sustainable practices or globalisation, on the food and hospitality industry.

E3 Explanation of the connections between research and/or planning, and practical application.

E4 Evaluation of contemporary trends and/or issues related to the food and hospitality industry in different settings.

School Assessment

Assessment Type 1: Practical Activity (50%)

For a 10‑credit subject, students undertake two practical activities. Students should undertake one action plan and one research task. Both practical activities must include an individual evaluation report.

For a 20‑credit subject, students undertake at least four practical activities. Students should undertake at least two action plans and at least two research tasks. At least two practical activities must include an individual evaluation report.

At least one practical application must be undertaken individually. The remaining practical activity or activities may be undertaken individually, in pairs, in groups, or as a whole class.

Each practical activity must consist of:

* an individual action plan or a research task
* a practical application.

Action Plan

For the action plan, students identify and discuss factors involved in problem-solving related to the food and hospitality industry, and linked to an area of study. They decide what action to take, justify what they intend to do, and identify appropriate implementation strategies.

The action plan may be presented in written, oral, or multimodal form. It 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. Students should integrate any illustrations (e.g. tables, diagrams, or photographs) and refer to them when presenting their action plan. Students then implement their action plan.

Research Task

For the research task, students investigate and critically analyse one or more contemporary trends and/or issues that are related to food and hospitality and linked to an area of study.

The research task may be presented in written, oral, or multimodal form. It 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.

Practical Application

The practical application should link to the action plan or research task and give students the opportunity to demonstrate practical application of food skills. Students are required to demonstrate safe work and quality control practices, follow instructions accurately, apply appropriate techniques, using relevant technology in preparing and serving food, and manage time and resources effectively. Students are encouraged to display initiative and creativity.

Students should provide evidence of the practical application which could include: photographs with captions; student checklists; video footage; student statements.

Individual Evaluation Report

For an individual evaluation report, each student evaluates the decisions contained in the action plan or key findings in the research task, his or her own performance in the practical application, the processes involved in the practical application, and the outcome. Each student should formulate conclusions and recommend possible improvements.

An individual evaluation report may be presented in written, oral, or multimodal form. It 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.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* investigation and critical analysis (research task) and/or problem-solving (action plan)
* practical application
* evaluation.

Assessment Type 2: Group Activity (20%)

Students undertake one group activity for a 10‑credit subject and at least one group activity for a 20‑credit subject.

Students work in groups to plan, organise, and implement action to meet a teacher‑directed challenge to support healthy eating practices. A group activity must relate to a specific area of study and consist of:

* group decision-making
* a group practical application
* an individual evaluation report.

Group Decision-making

Students should have opportunities to respond constructively to other group members and to share responsibilities in decision-making. The issues discussed, decisions made, and tasks allocated must be recorded by the group under supervision in class.

The record 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.

Group Practical Application

The group practical application should give students the opportunity to demonstrate practical food skills to support healthy eating practices. They demonstrate organisational and problem-solving skills, implement safe management practices, generate and maintain quality control, and manage their time, techniques, and resources.

Individual Evaluation Report

For an individual evaluation report, each student formulates conclusions about the effectiveness with which the group members worked, evaluates the outcome and his or her own performance, and recommends possible improvements.

An individual evaluation report may be presented in written, oral, or multimodal form. It 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.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* problem-solving
* practical application
* collaboration
* evaluation.

External Assessment

Assessment Type 3: Investigation (30%)

Students undertake one investigation for both a 10‑credit subject and a 20‑credit subject.

The investigation is presented as a written report of a maximum of 1000 words for a 10‑credit subject and a maximum of 2000 words for a 20‑credit subject.

In undertaking the investigation, students:

* identify a relevant contemporary issue related to the food and hospitality industry and state this issue as a research question or hypothesis
* relate their investigation to an area of study and define the scope
* analyse information for relevance and appropriateness, and acknowledge sources appropriately
* evaluate evidence
* analyse findings and draw relevant conclusions.

Teachers should clarify with students the intent, nature, and requirements of the investigation and advise them on planning, researching, drafting, and presenting the investigation. This advice should relate to:

* developing a clearly stated research question or hypothesis
* defining the intended scope of the investigation
* considering the method to be used and the primary and secondary sources needed
* undertaking the investigation and acknowledging sources appropriately. It is essential that the investigation is verifiable by notes and drafts, and displays depth in and relevance to the selected issue.

Students should be encouraged to develop original and innovative ideas for their investigation. Teachers should give students opportunities to develop the appropriate skills to undertake the research required for the investigation.

Teachers must verify the processes and progress of the investigation by checking the development of the research question or hypothesis; the introduction; primary and secondary source data; information, ideas, and opinions; and the conclusion. Teachers are required to complete written verification of each student’s investigation.

The following specific features of the assessment design criteria for this subject are assessed in the investigation:

* investigation and critical analysis — ICA1, ICA2, and ICA3
* evaluation — E4.

Performance Standards

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated his or her learning on the basis of the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

At the student’s completion of study of each school assessment type, the teacher makes a decision about the quality of the student’s learning by:

* referring to the performance standards
* assigning a grade between A and E for the assessment type.

The student’s school assessment and external assessment are combined for a final result, which is reported as a grade between A and E.

Performance Standards for Stage 2 Food and Hospitality

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

Assessment Integrity

The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers and assessors follow to assure the integrity of student assessments. This policy is available on the SACE website (www.sace.sa.edu.au) as part of the SACE Policy Framework.

The SACE Board uses a range of quality assurance processes so that the grades awarded for student achievement, in both the school assessment and the external assessment, are applied consistently and fairly against the performance standards for a subject, and are comparable across all schools.

Information and guidelines on quality assurance in assessment at Stage 2 are available on the SACE website (www.sace.sa.edu.au).

Support Materials

OFFICIAL

Subject-specific Advice

Online support materials are provided for each subject and updated regularly on the SACE website (www.sace.sa.edu.au). Examples of support materials are sample learning and assessment plans, annotated assessment tasks, annotated student responses, and recommended resource materials.

Advice on Ethical Study and Research

Advice for students and teachers on ethical study and research practices is available in the guidelines on the ethical conduct of research in the SACE on the SACE website (www.sace.sa.edu.au).