# 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.   This LAP has been designed using the subject adjustments available. There are –  4 tasks in Assessment Type 1 plus  1 task in Assessment Type 2  to comprise 6 assessment tasks in total when including Assessment Type 3. |

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 |
| 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: Working in pairs, demonstrate your knowledge of food safety and correct food handling by planning, preparing and presenting a contemporary picnic hamper, incorporating at least one high risk food and a minimum of three dishes, each incorporating at least one high risk food.  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. |  | 1,3 | 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. |
| Technological Influences – Dessert Bar  Research Task: Individually, students will investigate and critically analyse the question *“If we eat with our eyes, is Instagram instrumental to the success of new dessert bars?”.* This relates to **Area of Study 5: Technological Influences.**  Practical Application: Individually, plan, prepare and present a dessert suitable for a dessert bar menu, reflecting current trends and using technology. The dish should include three elements and be plated as a single serve.  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 |  | 1,2 | 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. |
| Economic and Environmental Issues - Local and Seasonal Produce  Research Task: Individually, students will investigate and critically analyse the use of local produce within a sector of the food and hospitality industry, looking at the advantages it can offer to businesses and local communities. This relates to **Area of Study 2: Economic and Environmental Influences.**  Practical Application: Individually, students select, prepare and present a main course dish reflecting the use of local produce. They should consider sustainable influences such as minimising waste and using seasonal produce  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 |  | 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. |
| Socio Cultural Influences– Street Food  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** and foods suitable to be served by a multicultural food vendor or food truck at a festival.  Practical Application: Individually or in pairs, students select, present and prepare a dish appropriate to be served by a food vendor or food truck at a festival. The dish selected should reflect the multicultural influences on the food and hospitality industry.  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. |  | 1,3 | 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. |

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 |
| Contemporary and Future Issues – High Tea  Group Decision-Making: Work as a class or smaller group to plan a high tea function for guests to support healthy eating practices. The group response should identify and discuss issues relating to **Area of Study 1: Contemporary and Future Issues**, state the decisions made and allocate tasks to group members. Issues considered should include healthy eating influences as well as portion size, suitability for dietary requirements and/or menu balance.  Group Practical Application: In a class or group, plan, prepare and serve a high tea menu for guests. Each student should be responsible for at least one item on the menu. This task involves out of hours commitments as a group. The overall menu must support healthy eating practices.  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 | 1,4 | 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. |

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.*