

Hospitality Practices 2019 v1.0

Applied Senior Syllabus

This syllabus is for implementation with Year 11 students in 2019.

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1 Course overview

1.1 Introduction

1.1.1 Rationale

The hospitality industry has become increasingly important economically in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers, and it consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferrable across sectors and geographic borders. Hospitality Practices enables students to develop knowledge, understanding and skills of the hospitality industry and to consider a diverse range of post school options.

The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. Through this focus, students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector.

A course of study consists of three core topics — navigating the hospitality industry, working effectively with others, and hospitality in practice. The core topics describe concepts and ideas and the associated knowledge, understanding and skills fundamental to the hospitality industry, and are delivered through electives. The three electives — kitchen operations, beverage operations and service, and food and beverage service — represent key employment areas within the food and beverage sector, enabling students to develop a solid understanding of the sector.

The subject enables students to develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context. Students plan and implement at least one actual event in a hospitality context by midway through the course (end of Unit 2) and again by the end of the course (end of Unit 4). Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts. As well, students examine and evaluate industry practices from the food and beverage sector.

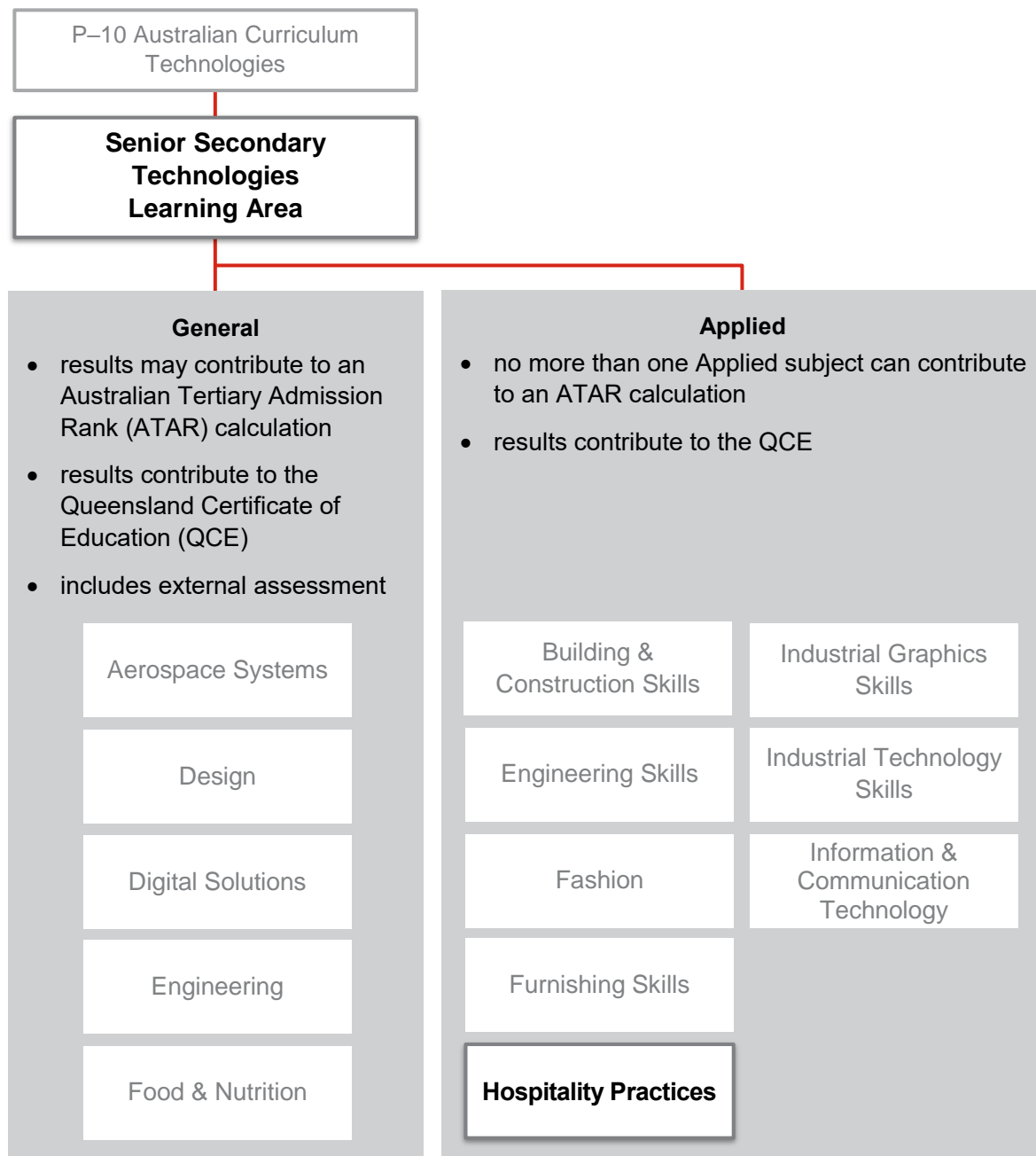
Students develop awareness of industry workplace culture and practices and develop the skills, processes and attitudes desirable for future employment in the sector. They have opportunities to develop personal attributes that contribute to employability, including the abilities to communicate, connect and work with others, plan, organise, solve problems, and navigate the world of work.

Pathways

A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

1.1.2 Learning area structure

Figure 1: Summary of subjects offered in the Technology learning area



1.2 Teaching and learning

1.2.1 Dimensions and objectives

The dimensions are the salient properties or characteristics of distinctive learning for this subject. The objectives describe what students should know and be able to do by the end of the course of study.

Progress in a particular dimension may depend on the knowledge, understanding and skills developed in other dimensions. Learning through each of the dimensions increases in complexity to allow for greater independence for learners over a four-unit course of study.

The standards have a direct relationship with the objectives, and are described in the same dimensions as the objectives. Schools assess how well students have achieved all of the objectives using the standards.

The dimensions for a course of study in this subject are:

- Dimension 1: Knowing and understanding
- Dimension 2: Examining and applying
- Dimension 3: Planning and evaluating.

Dimension 1: Knowing and understanding

The dimension Knowing and understanding involves students building connections between new knowledge and their prior knowledge of hospitality. Students describe and explain concepts and ideas and associated knowledge, understanding and skills fundamental to the food and beverage sector.

Objectives

By the conclusion of the course of study, students should:

- explain concepts and ideas from the food and beverage sector
- describe procedures in hospitality contexts from the food and beverage sector.

When students explain, they use terminology and provide additional information or examples that demonstrate understanding of core concepts and ideas. Concepts and ideas are principles from the food and beverage sector. Principles include techniques and skills related to food and/or beverage production, service, effective workplace communication, teamwork and staff attributes.

When students describe, they give an account of characteristics or features of procedures in hospitality contexts in the food and beverage sector. Procedures are particular courses of action — often an accepted or correct way of doing something — in food and/or beverage production and service. Procedures may relate to food safety, risk management and sustainable workplace practices. Hospitality contexts are the authentic real-world settings or venues in which schools implement events, for example, coffee shops, mobile or external catering, restaurants, juice bars.

Dimension 2: Examining and applying

The dimension Examining and applying involves students examining core concepts and ideas and procedures to establish relationships across industry practices from the food and beverage sector. They apply production and service skills to make decisions to produce products and perform services for events in hospitality contexts. They communicate ideas and information for specific purposes. When students examine and apply, they draw on their learning from Knowing and understanding.

Objectives

By the conclusion of the course of study, students should:

- examine concepts and ideas and procedures related to industry practices from the food and beverage sector
- apply concepts and ideas and procedures when making decisions to produce products and perform services for customers
- use language conventions and features to communicate ideas and information for specific purposes.

When students examine, they inquire or search into concepts and ideas and procedures to establish relationships across industry practices from the food and beverage sector. Examples of industry practices include workplace health and safety policies, staff training programs, interrelationships between roles and responsibilities within and across the sectors, and social and cultural awareness practices.

When students apply concepts and ideas and procedures when making decisions to produce products and perform services for customers, they use production, service and interpersonal skills while adhering to workplace health and safety practices. Production and service skills include using materials and equipment to make decisions to produce products and services. Interpersonal skills include communicating and working with others. Production skills include preparing and producing food and beverages to meet the event brief; service skills include plating and presenting food and preparing for service and the delivery of food and beverages to meet the event brief. Interpersonal skills include team work and communicating with customers.

When students use language conventions and features to communicate ideas and information for specific purposes, they use correct grammar, spelling, punctuation, vocabulary, text types and structures in written, oral and visual communication modes.

Dimension 3: Planning and evaluating

The dimension Planning and evaluating involves students planning for actual and simulated events in hospitality contexts and justifying decisions, and critiquing the planning and implementation. Students evaluate industry practices from the food and beverage sector by assigning merit according to criteria. When students plan and evaluate, they draw on their learning in Knowing and understanding and Examining and applying.

Objectives

By the conclusion of the course of study, students should:

- plan, implement and justify decisions for events in hospitality contexts
- critique plans for, and implementation of, events in hospitality contexts
- evaluate industry practices from the food and beverage sector.

When students plan, they devise and implement a solution for actual or simulated events in hospitality contexts. Students detail the procedures and relevant concepts and ideas and decisions made to participate in production and service for events. Plans may include use of resources such as time, equipment, knowledge and skills, budget and a sequence of tasks for event implementation. Decisions are made throughout planning for and implementation of events; students justify decisions by giving sound reasons or evidence to support their decisions.

When students critique, they critically review the plans for, and implementation of, an event. They appraise the different features of the event brief to determine how well each has contributed to the plans for, and implementation of, an actual or simulated event.

When students evaluate industry practices from the food and beverage sector, they assign merit according to criteria. Merit is to consider the value, worth or quality of the industry practices. Criteria may be developed by the teacher or the student.

1.2.2 Underpinning factors

There are five factors that underpin and are essential for defining the distinctive nature of Applied syllabuses:

- applied learning
- community connections
- core skills for work
- literacy
- numeracy.

These factors, build on the general capabilities found in the P–10 Australian Curriculum. They overlap and interact, are derived from current education, industry and community expectations, and inform and shape Hospitality Practices.

All Applied syllabuses cover all of the underpinning factors in some way, though coverage may vary from syllabus to syllabus. Students should be provided with a variety of opportunities to learn through and about the five underpinning factors across the four-unit course of study.

Applied learning and community connections emphasise the importance of applying learning in workplace and community situations. Applied learning is an approach to contextualised learning; community connections provide contexts for learning, acquiring and applying knowledge, understanding and skills. Core skills for work, literacy and numeracy, however, contain identifiable knowledge and skills which can be directly assessed. The relevant knowledge and skills for these three factors are contained in the course dimensions and objectives for Hospitality Practices.

Applied learning

Applied learning is the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts. Contexts should be authentic and may encompass work place, industry and community situations.

Applied learning values knowledge — including subject knowledge, skills, techniques and procedures — and emphasises learning through doing. It includes both theory and the application of theory, connecting subject knowledge and understanding with the development of practical skills.

Applied learning:

- links theory and practice
- integrates knowledge and skills in real-world and/or lifelike contexts
- encourages students to work individually and in teams to complete tasks and solve problems
- enables students to develop new learnings and transfer their knowledge, understanding and skills to a range of contexts
- uses assessment that is authentic and reflects the content and contexts.

Community connections

Community connections build students' awareness and understanding of life beyond school through authentic, real-world interactions. This understanding supports transition from school to participation in, and contribution to, community, industry, work and not-for-profit organisations (NFPOs). 'Community' includes the school community and the wider community beyond the school, including virtual communities.

Valuing a sense of community encourages responsible citizenship. Connecting with community seeks to deepen students' knowledge and understanding of the world around them and provide them with the knowledge, understanding, skills and dispositions relevant to community, industry and workplace contexts. It is through these interactions that students develop as active and informed citizens.

Schools plan connections with community as part of their teaching and learning programs to connect classroom experience with the world outside the classroom. It is a mutual or reciprocal arrangement encompassing access to relevant experience and expertise. The learning can be based in community settings, including workplaces, and/or in the school setting, including the classroom.

Community connections can occur through formal arrangements or more informal interactions. Opportunities for community connections include:

- visiting a business or community organisation or agency
- organising an event for the school or local community
- working with community groups in a range of activities
- providing a service for the local community
- attending industry expos and career 'taster' days
- participating in mentoring programs and work shadowing
- gaining work experience in industry
- participating in community service projects or engaging in service learning
- interacting with visitors to the school, such as community representatives, industry experts, employers, employees and the self-employed
- internet, phone or video conferencing with other school communities.

Core skills for work

In August 2013, the Australian Government released the *Core Skills for Work Developmental Framework (CSfW)*¹. The *CSfW* describes a set of knowledge, understanding and non-technical skills that underpin successful participation in work². These skills are often referred to as generic or employability skills. They contribute to work performance in combination with technical skills, discipline-specific skills, and core language, literacy and numeracy skills.

The *CSfW* describes performance in ten skill areas grouped under three skill clusters, shown in the table below. These skills can be embedded, taught and assessed across Hospitality Practices. Relevant aspects of core skills for work are assessed, as described in the standards.

¹ More information about the *Core Skills for Work Developmental Framework* is available at <https://docs.education.gov.au/node/37095>.

² The term 'work' is used in the broadest sense: activity that is directed at a specific purpose, which may or may not be for remuneration or gain.

Table 1: Core skills for work skill clusters and skill areas

	Skill cluster 1: Navigate the world of work	Skill cluster 2: Interacting with others	Skill cluster 3: Getting the work done
Skill areas	<ul style="list-style-type: none"> • Manage career and work life • Work with roles, rights and protocols 	<ul style="list-style-type: none"> • Communicate for work • Connect and work with others • Recognise and utilise diverse perspectives 	<ul style="list-style-type: none"> • Plan and organise • Make decisions • Identify and solve problems • Create and innovate • Work in a digital world

Literacy in Hospitality Practices

The information and ideas that make up the Hospitality Practices are communicated in language and texts. Literacy is the set of knowledge and skills about language and texts that is essential for understanding and conveying this content.

Each Applied syllabus has its own specific content and ways to convey and present this content. Ongoing systematic teaching and learning focused on the literacy knowledge and skills specific to Hospitality Practices is essential for student achievement.

Students need to learn and use knowledge and skills of reading, viewing and listening to understand and learn the content of Hospitality Practices. Students need to learn and use the knowledge and skills of writing, composing and speaking to convey the Hospitality Practices content they have learnt.

In teaching and learning in Hospitality Practices, students learn a variety of strategies to understand, use, analyse and evaluate ideas and information conveyed in language and texts.

To understand and use Hospitality Practices content, teaching and learning strategies include:

- breaking the language code to make meaning of Hospitality Practices language and texts
- comprehending language and texts to make literal and inferred meanings about Hospitality Practices content
- using Hospitality Practices ideas and information in classroom, real-world and/or lifelike contexts to progress their own learning.

To examine and evaluate Hospitality Practices content, teaching and learning strategies include:

- making conclusions about the purpose and audience of Hospitality Practices language and texts
- examining the ways language is used to convey ideas and information in Hospitality Practices texts
- transforming language and texts to convey Hospitality Practices ideas and information in particular ways to suit audience and purpose.

Relevant aspects of literacy knowledge and skills are assessed, as described in the standards.

Numeracy in Hospitality Practices

Numeracy is about using mathematics to make sense of the world and applying mathematics in a context for a social purpose.

Numeracy encompasses the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations. Numeracy involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.³

Although much of the explicit teaching of numeracy skills occurs in Mathematics, being numerate involves using mathematical skills across the curriculum. Therefore, a commitment to numeracy development is an essential component of teaching and learning across the curriculum and a responsibility for all teachers.

To understand and use Hospitality Practices content, teaching and learning strategies include:

- identifying the specific mathematical information in their learning area
- providing learning experiences and opportunities that support the application of students' general mathematical knowledge and problem-solving processes
- communicating and representing the language of numeracy in teaching, as appropriate.

Relevant aspects of numeracy knowledge and skills are assessed, as described in the standards

1.2.3 Planning a course of study

Hospitality Practices is a four-unit course of study.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning.

The minimum number of hours of timetabled school time, including assessment, for a course of study developed from this Applied syllabus is 55 hours per unit. A course of study will usually be completed over four units (220 hours).

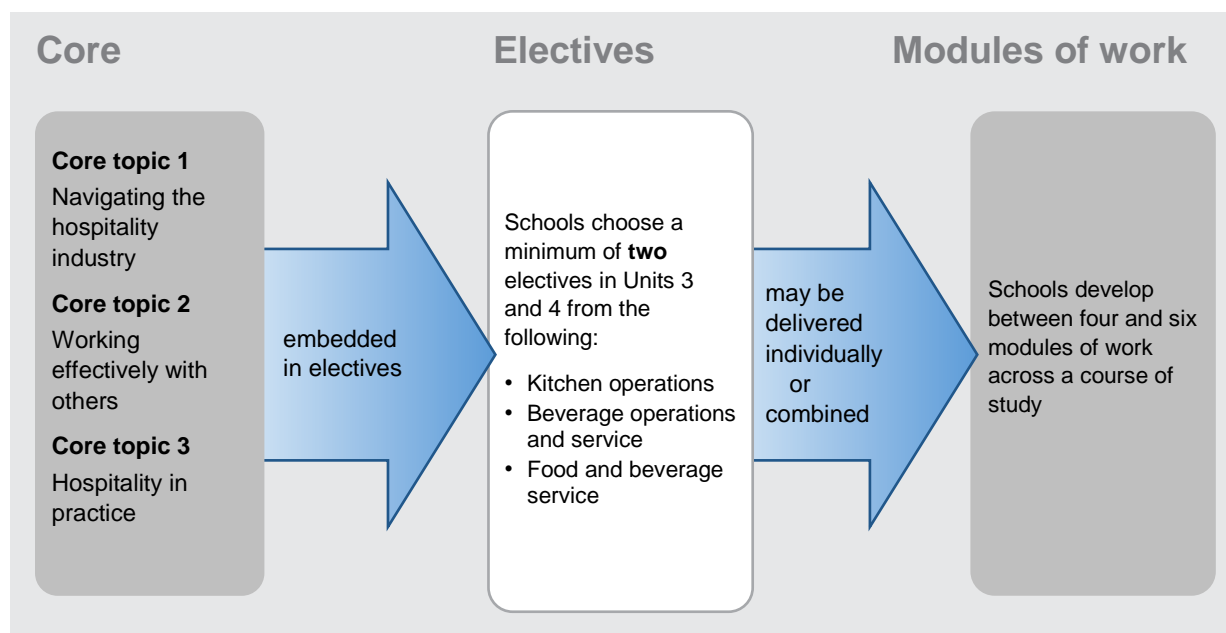
A course of study for Hospitality Practices includes:

- the core, embedded in a minimum of two electives (see Core and Electives)
- four to six modules of work (see Developing a module of work)
- actual and simulated events in hospitality contexts, with at least one actual event by midway through the course (end of Unit 2) and again by the end of the course (end of Unit 4) (see Events in hospitality contexts).

The relationship between the core, electives and modules of work is shown in Figure 1 below.

³ ACARA, General Capabilities, Numeracy, www.australiancurriculum.edu.au/GeneralCapabilities/Numeracy/Introduction/Introduction

Figure 2: A course of study — the relationship between core, electives and modules of work



1.2.4 Developing a module of work

Modules of work are developed to offer a range of production and service skills enabling students to gain knowledge of the various hospitality contexts and the diverse range of customers who have different expectations. Students should have the opportunity to develop skills to meet these challenges. Schools consider their own resources and needs, as well as interests and abilities of their students and the local community in the development of modules of work.

Four to six modules of work are included within a course of study, with the modules of work studied in Units 3 and 4 offering greater challenge than those studied in Units 1 and 2. In the construction of modules of work, the core topics are embedded in electives.

Modules of work should include:

- opportunities for teaching, learning and assessment of the objectives for Knowing and understanding, Examining and applying and Planning and evaluating
- a variety of learning experiences that foster students developing core concepts and ideas and associated knowledge, understanding and skills embedded in the electives; not all core concepts and ideas need to be evident in each module of work
- a range of food and/or beverage products and service skills that reflect the various hospitality contexts, and the diversity of customers who have different expectations
- opportunities to participate in at least one actual event by midway through the course (end of Unit 2) and again by the end of the course (end of Unit 4).

1.2.5 Events in hospitality contexts

The purpose of this course is to allow schools to implement actual and simulated events in hospitality contexts. Events involve a natural progression of production and services that occur in the hospitality industry and are described through the event brief. This provides opportunity for students to experience and work in real-world hospitality contexts. Events in hospitality contexts should become more complex as the course of study progresses.

Planning and implementing events

Conducting an event requires the careful management of many factors. Teachers play a key role in planning and implementing events. When planning events schools should consider their resources, as well as the interests and abilities of their students.

Students should be provided with opportunities to acquire the skills and knowledge to work in various hospitality contexts; to develop a range of skills in production and service and refine interpersonal skills enabling them to respond effectively to complete required tasks and successfully implement events. This includes, but is not limited to, meeting timelines.

Events in hospitality contexts should involve teams of students who conduct a flow of work.

In production, this means:

- preparing and producing food and/or beverages
- following cleaning and closing down procedures
- meeting timelines ready for service.

In service, this means:

- preparing for food and beverage service
- plating and presenting food
- liaising with kitchen staff
- meeting timelines to serve food and beverages
- following cleaning and closing down procedures.

The development of efficient and effective hygiene and safety regulations and sustainable work practices should be emphasised.

Throughout actual and simulated events students have opportunities to enhance their interpersonal skills. Interpersonal skills are the social skills, people skills and communication skills required to interact with customers and colleagues. Through implementing events in hospitality contexts students have opportunities to develop teamwork and individual skills.

Actual and simulated events

Events in hospitality contexts can be either actual events or simulated events. Actual events are when customers attend or a service is provided to a customer; simulated events do not require customers to be present. Students must undertake one actual event in a hospitality context by midway through the course (end of Unit 2) and again by the end of the course (end of Unit 4).

Examples of simulated events may include:

- tendering for an event. When tendering for an event, the event brief details the features of the event. Students would plan and justify, produce, and critique plans and implementation. Planning may include trialling recipes to develop the menu; recipes could be costed for the tender process and presented appropriately according to the event brief
- sample menus for an event. When sampling menus for the event, the event brief details the features of the event. Students would plan and justify, produce, and critique plans and implementation. They would demonstrate aspects such as consistency of presentation, portion control and suitability of food and/or beverages as a sample menu. They may be required to standardise recipes for a stated number of guests as established in the event brief
- trial a theme, including service, for an event. When trialling a theme, including service, for an event, the event brief details the features of the event. Students would plan and justify, perform, and critique plans and implementation. They would detail and demonstrate venue

choice, complexity of the menu and the event and a trial of the theme including service as stated in the event brief.

The event brief

Events are described through the event brief which outlines the purpose of the event. Teachers prepare the event brief. The event brief includes the following features:

- identifying the hospitality context, e.g. the purpose, style or setting
- customer expectations, e.g. customer needs, cultural and/or religious factors
- type of menu or service, e.g. à la carte menu, set menu, counter service, tray service
- resources available, e.g. venue, equipment, budget, time, hygiene and safety regulations, sustainable practices
- promotion and marketing, e.g. announcements in school newsletters or parade, flyers, articles in newspapers or school newsletters
- skills such as technical, interpersonal and teamwork.

Hospitality contexts

Hospitality contexts are the authentic real-world settings or venues in which schools implement events, for example, school functions or events, coffee shops, mobile or external catering, restaurants, cafes, takeaway food venues, local clubs or juice bars. By participating in an event in a hospitality context, students produce food and/or beverage products and services for customers, e.g. finger food, breakfast, plated meals, packaged foods, hot and cold beverages, espresso coffee cart service, pre-function service, product launch.

Developing event complexity

For events in hospitality contexts to become more complex as the course of study progresses, teachers change the parameters of the event through the features of the event brief. Features of the event brief are considered and identified when planning and implementing events.

Examples of changes in parameters are presented in Table 2 below.

Table 2: Changing parameters to develop event complexity

Parameter	Units 1–2	Units 3–4
Level of independence	provided with recipes	select their own recipes
Event brief	brief stipulates the number of the customers and the purpose of the event	brief provided but students decide the number of customers and the purpose of event
Style of event	<ul style="list-style-type: none"> • menu provided by teacher • buffet service 	<ul style="list-style-type: none"> • students set the menu • table service
Number and range of techniques	students all complete the same techniques	students select techniques according to the recipe or service
Time	<ul style="list-style-type: none"> • students participate in a pre-ordered event, such as a soup kitchen which has pre-ordered selections of soup, production completed and customers collect their order • students participate in pre-ordered coffee event that is delivered to customers 	<ul style="list-style-type: none"> • students participate in an event that has more than one course, such as a two-course dinner event, with a choice of mains, plated when ordered • students participate in an event where a range of beverages are produced in front of customers such as a mocktail party

1.2.6 Aboriginal perspectives and Torres Strait Islander perspectives

The Queensland Government has a vision that Aboriginal and Torres Strait Islander Queenslanders have their cultures affirmed, heritage sustained and the same prospects for health, prosperity and quality of life as other Queenslanders. The QCAA is committed to helping achieve this vision, and encourages teachers to include Aboriginal perspectives and Torres Strait Islander perspectives in the curriculum.

The QCAA recognises Aboriginal peoples and Torres Strait Islander peoples, their traditions, histories and experiences from before European settlement and colonisation through to the present time. Opportunities exist in Hospitality Practices to encourage engagement with Aboriginal peoples and Torres Strait Islander peoples, strengthening students' appreciation and understanding of:

- frameworks of knowledge and ways of learning
- contexts in which Aboriginal peoples and Torres Strait Islander peoples live
- contributions to Australian society and cultures.

In Hospitality there is opportunity to explore Aboriginal and Torres Strait Islander knowledge, culture and values that can impact on the food and beverage sector and the availability of niche food and beverage in hospitality activities. Sensitivity to Aboriginal peoples and Torres Strait Islander people's cultural ways and protocols in relation to food and beverages should underpin teaching and learning opportunities. When planning events, there may be opportunities to incorporate produce or foods that are indigenous to Australia, e.g. lilly pilly berries.

Guidelines about Aboriginal perspectives and Torres Strait Islander perspectives and resources for teaching are available at www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives.

2 Subject matter

2.1 Core

The core learning for Hospitality Practices is described through three core topics:

- Core topic 1: Navigating the hospitality industry
- Core topic 2: Working effectively with others
- Core topic 3: Hospitality in practice.

The core topics consist of concepts and ideas and associated knowledge, understanding and skills and are presented in tables on the following pages. To support schools in the development of their study plans, codes (letters and numbers) have been provided for core topics, concepts and ideas. Each core topic has its own letter, and each concept and idea has its own number, as outlined below:

- **Navigating the hospitality industry — N1 to N5**
- **Working effectively with others — W1 and W2**
- **Hospitality in practice — H1 to H7.**

All concepts and ideas and associated knowledge, understanding and skills of core topics are to be taught by midway through the course (end of Unit 2) and again by the end of the course (end of Unit 4). Core concepts and ideas are progressively developed across the course of study through the associated knowledge, understanding and skills. The examples illustrate the depth, breadth and range of knowledge, understanding and skills.

The core topics are embedded through electives and developed in modules of work. This provides opportunities for learning to be delivered in relevant, purposeful and meaningful ways. The electives reflect production and service in the food and beverage sector.

2.1.1 Core topic 1: Navigating the hospitality industry

Focus	
<p>This topic focuses on developing knowledge, understanding and skills required to work in the hospitality industry. This includes roles and functions of sectors, personal attributes and presentation, legislation and quality assurance procedures, promotion and marketing, and sustainability.</p>	
Concepts and ideas	Knowledge, understanding and skills
<p>N1⁴. The hospitality industry has different sectors, with each having different roles and functions.</p>	<ul style="list-style-type: none"> • range of services offered in the food and beverage sector of the industry: food and beverage production and service, beverage production and service, food production, accommodation services, clubs and gaming • interrelationships of the food and beverage sector with other sectors and industries, especially tourism • sources from which industry knowledge can be collected for now and future reference • career opportunities • industry working conditions
<p>N2. Personal attributes and personal presentation are essential for all who work in the hospitality industry.</p>	<ul style="list-style-type: none"> • personal attributes, e.g. integrity, initiative, independence, work ethic, code of conduct, service ethos, time management • personal presentation, e.g. personal hygiene and grooming, deportment, speech and manners, dress or uniform requirements
<p>N3. Legislation and quality assurance procedures determine standards that are maintained within the hospitality industry.</p>	<ul style="list-style-type: none"> • relevant state and federal legislation that impacts on the hospitality industry, e.g. equal employment opportunity and anti-discrimination legislation, workplace health and safety practices, hygiene regulations, safe working procedures and conditions, workplace relations, award agreements, responsible service of alcohol, tobacco, environmental and pollution regulations • industry quality assurance procedures, e.g. industry accreditation schemes, codes of conduct or ethics, occupational licensing, compliance and issues of non-compliance
<p>N4. The promotion and marketing of products (including advertising) to target audiences is an important aspect of the hospitality industry.</p>	<ul style="list-style-type: none"> • promotion, marketing and advertising of products and services, e.g. tent cards, deals, websites, menus, online marketing
<p>N5. Principles of sustainability are imperative to a future focused hospitality industry.</p>	<ul style="list-style-type: none"> • economic sustainability, e.g. cost-saving practices • social and ethical sustainability, e.g. changing social trends, free-range products, fair trade, locally grown • environmental sustainability, e.g. recycling and minimising waste, food miles, disposal of food waste, energy use, water use

⁴ Concepts and ideas are coded to support schools in the development of their study plans.

2.1.2 Core topic 2: Working effectively with others

Focus	
<p>This topic focuses is on developing knowledge, understanding and skills in communication , including interpersonal, respect, sensitivity and cross-cultural understanding, required when working with customers and colleagues in the hospitality industry.</p>	
Concepts and ideas	Knowledge, understanding and skills
<p>W1⁵. Effective communication and interpersonal skills are necessary for success in the workplace.</p>	<ul style="list-style-type: none"> • communication skills that reflect professional behaviour in hospitality contexts, e.g. ways to communicate with colleagues, using different modes of communication, resolving conflict and misunderstanding • interpersonal skills include: <ul style="list-style-type: none"> – verbal communication, i.e. what we say and the way it is said – nonverbal communication, i.e. what we communicate through body language – listening skills, i.e. how we interpret both the verbal and nonverbal messages sent by others – negotiation, i.e. working with others to find a mutually agreeable outcome – problem solving, i.e. working with others to identify, define and solve problems • customer service procedures, e.g. addressing customer expectations, customer interaction, customer complaints • effective teamwork skills, e.g. individual responsibility and accountability, giving and receiving constructive feedback, problem solving and group decision making, knowing roles and responsibilities
<p>W2. Working in hospitality contexts requires the capacity to understand and cater for diversity.</p>	<ul style="list-style-type: none"> • knowledge of social and cultural groups, their needs and expectations • communication and interaction with colleagues and customers from diverse social and cultural backgrounds, e.g. using a variety of verbal and nonverbal communication methods • practices that may cause cross-cultural conflict or misunderstandings, e.g. bias and stereotyping, lack of empathy, lack of training and understanding of different cultures • procedures to resolve misunderstandings taking account of social and cultural considerations, e.g. staff training, workplace culture of empathy, tolerance and understanding

⁵ Concepts and ideas are coded to support schools in the development of their study plans.

2.1.3 Core topic 3: Hospitality in practice

Focus	
<p>This topic focuses on developing knowledge, understanding and skills in kitchen and/or beverage production and services and participating in implementing hospitality events. Involves safe work practices, food and/or beverage production and service skills, making decisions, customer expectations, and planning, implementing and critiquing the event.</p>	
Concepts and ideas	Knowledge, understanding and skills
<p>H1⁶. Safe and hygienic work practices underpin production and service in the food and beverage sector.</p>	<ul style="list-style-type: none"> • safe and hygienic handling of food and beverages, i.e. personal hygiene standards, safe handling of dangerous materials (including chemicals) • obligations and safety procedures of relevant occupational, environmental health and safety legislation in hospitality workplaces
<p>H2. Food and/or beverage production and service skills are the cornerstone of the food and beverage sector.</p>	<ul style="list-style-type: none"> • knowledge of different hospitality contexts, e.g. school functions or events, coffee shop, mobile or external catering, restaurants, cafes, takeaway food venues, local clubs • skills to produce a variety of food and/or beverages and demonstrate service styles • literacy (e.g. language or verbal communication, reading and writing), numeracy (e.g. calculations and measuring) and digital media skills relevant to production and service skills • planning, working efficiently in kitchen and service areas, recipe and service selection, resource management, trialling and modifying recipes and services
<p>H3. Effective decision-making underpins the planning for and implementation of successful events in hospitality contexts.</p>	<ul style="list-style-type: none"> • decision-making and problem-solving procedures, e.g. identify the issue, brainstorm possible options, evaluate options, select an option, evaluate overall success of the option implemented
<p>H4. Products and service are determined by the hospitality context and customer expectations.</p>	<ul style="list-style-type: none"> • demands of hospitality contexts, the authentic real-world settings or venues in which schools implement events, e.g. service styles, cuisine • trends in customer needs and expectations and contemporary hospitality contexts, e.g. loyal customer base, coffee culture, health, foodies' expectations of quality food and beverages, impact of digital/social media, community clubs, international tourists
<p>H5. The event brief is used to plan for the event in a hospitality context.</p>	<ul style="list-style-type: none"> • event planning includes: <ul style="list-style-type: none"> – identifying features of the event brief <ul style="list-style-type: none"> ▪ hospitality context ▪ customer expectations ▪ type of menu or service ▪ resources available ▪ promotion and marketing ▪ skills such as technical, interpersonal and teamwork – trialling, making and justifying decisions for production and service through application of concepts and ideas and procedures – sequencing of tasks, e.g. tasks to be completed prior, during and after the event

⁶ Concepts and ideas are coded to support schools in the development of their study plans.

<p>H6. The event brief describes the event to be implemented.</p>	<ul style="list-style-type: none"> • implementing the event includes carrying out the actual or simulated event by: <ul style="list-style-type: none"> – solving problems by monitoring and adjusting where necessary – creating and innovating through producing food and/or beverages and serving food and beverages – observing hygiene and safety regulations and sustainable practices – cleaning and closing down procedures
<p>H7. Critiquing plans for, and implementation of an event ensures continued quality for future events in hospitality contexts.</p>	<ul style="list-style-type: none"> • critiquing includes reviewing the sequence of tasks and event outcomes through: <ul style="list-style-type: none"> – evaluation of planning and justification of decisions made – evaluation of implementation and event outcomes including customer feedback – self-evaluation

2.2 Electives

Electives provide opportunities to build on the core concepts and ideas and associated knowledge, understanding and skills through the lens of the food and beverage sector of the hospitality industry.

There are three electives — schools choose a minimum of two electives in Units 3 and 4 and these may be delivered individually or combined in a module of work.

Schools consider their own resources and needs, as well as interests and abilities of their students and the local community when choosing electives. The electives are presented in tables on the following pages:

- Elective 1: Kitchen operations
- Elective 2: Beverage operations and service
- Elective 3: Food and beverage service.

The electives are described through concepts and ideas, and associated knowledge, understanding and skills. These are suggested only and provide a guide to the development of modules of work in a four-unit course of study.

2.2.1 Elective 1: Kitchen operations

Focus	
<p>Food is prepared and presented, suitable for customers. The focus of this elective is to develop knowledge, understanding and skills about working in the kitchen sector, working effectively with others in the kitchen sector and food production and presentation in hospitality contexts. The emphasis is on students developing a range of food production and presentation skills.</p>	
Concepts and ideas	Knowledge, understanding and skills
<p>It is important to appreciate the requirements of working in the kitchen sector.</p>	<ul style="list-style-type: none"> • overview of kitchen sector, career path and training opportunities, roles and duties of kitchen attendants • personal presentation and attributes required by kitchen staff • relevant state and federal legislation • promotion and marketing • sustainability and environmental considerations, e.g. reduce food preparation costs and negative environmental impacts
<p>Communicating effectively is essential when working in the kitchen sector.</p>	<ul style="list-style-type: none"> • ways to communicate with colleagues in the kitchen sector • effective teamwork in the kitchen sector • use on-the-job problem solving to make decisions • communicate and interact with colleagues from diverse social and cultural backgrounds • ways to resolve misunderstandings when working in the kitchen
<p>Producing and presenting quality food suitable for sale by a hospitality establishment is essential for success in hospitality.</p>	<ul style="list-style-type: none"> • safe and hygienic practices in the kitchen sector • skills include 'mise en place' procedures, menu types and planning, knife skills, principles and methods of cookery, food portion, quality control, standardised recipes • literacy skills such as reading recipes, writing and reading menus, writing task sheets, interpreting and recording orders • numeracy skills such as calculating and estimating bills, stock requirements, measuring ingredients, and estimating required materials and equipment • food presentation techniques • purchase and storage of food commodities • kitchen equipment selection based on production requirements, maintenance and cleaning, safe use • menu types and planning varies according to hospitality contexts, special requests or dietary requirements of customers • meeting customer expectations, such as cuisine styles, nutrition, influence of current trends • event planning and implementation • planning and organising work, e.g. recipes, task sheets, food requisitions • end of service procedures, safe storage, cleaning, evaluation and review

2.2.2 Elective 2: Beverage operations and service

Focus	
<p>Beverages are prepared, presented and served suitable for customers. The focus of this elective is to develop knowledge, understanding and skills about working in the beverage sector, working effectively with others in the beverage sector and production, presentation and service of beverages in hospitality contexts. The emphasis is on students developing a range of beverage production and service skills.</p>	
Concepts and ideas	Knowledge, understanding and skills
<p>It is important to appreciate the requirements of working in the beverage sector.</p>	<ul style="list-style-type: none"> • overview of beverage sector, career path and training opportunities, role and function of services within the beverage sector, e.g. social and economic • personal presentation, effective teamwork and communication for beverage production and service • relevant state and federal legislation • responsible service of alcohol • promotion and marketing • sustainability and environmental considerations, e.g. waste minimisation (including portion control) to maximise profitability of beverages produced
<p>Communicating effectively is essential when working in the beverage sector.</p>	<ul style="list-style-type: none"> • ways to communicate with colleagues in the beverage sector • teams work effectively in the beverage sector • on-the-job problem solving is used to make decisions • communicate and interact with customers and colleagues from diverse social and cultural backgrounds • ways to resolve misunderstandings when working in the beverage sector
<p>Producing and presenting quality beverages suitable for sale by a hospitality establishment is essential for success in hospitality.</p>	<ul style="list-style-type: none"> • safe and hygienic practices in the beverage sector • equipment usage, maintenance and cleanliness, e.g. knife skills, blender, espresso machine, coffee grinder, mocktail equipment • skills include preparation for production, production of a range of beverages, standardised recipes, presentation • literacy skills such as reading recipes, writing and reading menus, writing task sheets, interpreting and recording orders • numeracy skills such as calculating and estimating bills, stock requirements, measuring ingredients, estimating required materials and equipment • product knowledge and production of hot and cold beverages, using standard recipes and appropriate methods • product knowledge related to alcoholic beverages • consistency of product ensuring correct strength, taste, temperature, and appearance for each beverage prepared • meeting customer expectations such as a range of beverage styles, implementing current trends • menu planning, e.g. hot and cold options to be included on a beverage menu • purchase and storage of beverage commodities • event planning and implementation • planning and organising work, e.g. recipes, task sheets, menu, equipment requisition, food requisition • quality control includes adjusting before serving, evaluation of presentation of beverages
<p>Preparation and service of quality beverages to customers is essential for success in hospitality.</p>	<ul style="list-style-type: none"> • skills include preparation for beverage service, service techniques, beverage service • literacy skills such as reading recipes, reading menus, writing task sheets, interpreting and recording orders • numeracy skills such as calculating and estimating bills, estimating required materials and equipment

2.2.3 Elective 3: Food and beverage service

Focus	
<p>Food and beverages are served to customers. The focus of this elective is to develop knowledge, understanding and skills about working in the service sector, working effectively with others in the service sector and service in hospitality contexts. The emphasis is on students developing a range of service skills.</p>	
Concepts and ideas	Knowledge, understanding and skills
<p>It is important to appreciate the requirements of working in the food and beverage sector.</p>	<ul style="list-style-type: none"> • overview of hospitality industry sectors, career path and training opportunities, interrelationship between the food and beverage sector as well as with other sectors and departments, roles and duties of food and beverage attendants • inclusive working environments • personal presentation, effective teamwork and communication for food and beverage service • relevant state and federal legislation • promotion and marketing
<p>Communicating effectively is essential when working in the food and beverage sector.</p>	<ul style="list-style-type: none"> • ways to communicate with colleagues in the food and beverage service sector • effective teamwork in the food and beverage service sector • on-the-job problem solving is used to make decisions • communicate and interact with customers and colleagues from diverse social and cultural backgrounds • ways to resolve misunderstandings when working in the food and beverage service sector
<p>Preparation and service of quality food and beverages to customers is essential for success in hospitality.</p>	<ul style="list-style-type: none"> • safe and hygienic practices in the food and beverage service sector • skills include preparation for food and beverage service, service techniques, food and beverage service • literacy skills such as reading menus and customers' orders • numeracy skills to calculate and estimate room arrangements, tables, cutlery needs • styles of table service such as table d'hôte, a la carte, buffet, semi silver service • event planning and implementation • planning and organising work, e.g. menu, linen, equipment requisition, decor, table centres, serviette folds, reservations list, table allocation, sequence of service • meeting customer expectations, such as themes and service, influence of current food and beverage service trends

3 Assessment

3.1 Assessment— general information

Assessment is an integral part of the teaching and learning process. It is the purposeful, systematic and ongoing collection of information about student learning outlined in the syllabus.

The major purposes of assessment are to:

- promote, assist and improve learning
- inform programs of teaching and learning
- advise students about their own progress to help them achieve as well as they are able
- give information to parents, carers and teachers about the progress and achievements of individual students to help them achieve as well as they are able
- provide comparable exit results in each Applied syllabus which may contribute credit towards a Queensland Certificate of Education (QCE); and may contribute towards Australian Tertiary Admission Rank (ATAR) calculations
- provide information about how well groups of students are achieving for school authorities and the State Minister responsible for Education.

Student responses to assessment opportunities provide a collection of evidence on which judgments about the quality of student learning are made. The quality of student responses is judged against the standards described in the syllabus.

In Applied syllabuses, assessment is standards-based. The standards are described for each objective in each of the three dimensions. The standards describe the quality and characteristics of student work across five levels from A to E.

3.1.1 Planning an assessment program

When planning an assessment program over a developmental four-unit course, schools should:

- administer assessment instruments at suitable intervals throughout the course
- provide students with opportunities in Units 1 and 2 to become familiar with the assessment techniques that will be used in Units 3 and 4
- assess all of the dimensions in each unit
- assess each objective at least twice by midway through the course (end of Unit 2) and again by the end of the course (end of Unit 4)
- assess only what the students have had the opportunity to learn, as prescribed in the syllabus and outlined in the study plan.

For a student who studies four units, only assessment evidence from Units 3 and 4 contributes towards decisions at exit.

Further guidance can be found in the QCE and QCIA policy and procedures handbook.

3.1.2 Authentication of student work

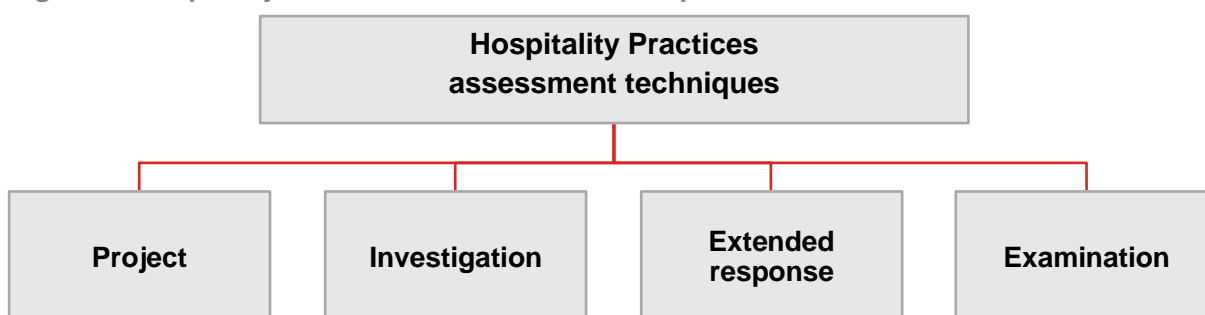
Schools and teachers must have strategies in place for ensuring that work submitted for summative assessment is the student's own. Judgments about student achievement are based on evidence of the demonstration of student knowledge, understanding and skills. Schools ensure responses are validly each student's own work.

Guidance about authentication strategies which includes guidance for drafting, scaffolding and teacher feedback can be found in the QCE and QCIA policy and procedures handbook.

3.2 Assessment techniques

The diagram below identifies the assessment techniques relevant to this syllabus. The subsequent sections describe each assessment technique in detail.

Figure 3: Hospitality Practices assessment techniques



Schools design assessment instruments from the assessment techniques relevant to this syllabus. The assessment instruments students respond to in Units 1 and 2 should support those techniques included in Units 3 and 4.

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed (see Standards matrix).

The matrix is used as a tool for making judgments about the quality of students' responses to the instrument and is developed using the syllabus standards descriptors. Assessment is designed to allow students to demonstrate the range of standards (see Determining an exit result). Teachers give students an instrument-specific standards matrix for each assessment instrument.

Where students undertake assessment in a group or team, instruments must be designed so that teachers can validly assess the work of individual students and not apply a judgment of the group product and processes to all individuals.

Evidence

Evidence includes the student's responses to assessment instruments and the teacher's annotated instrument-specific standards matrixes. Evidence may be direct, e.g. student responses to assessment instruments, or indirect, e.g. supporting documentation. Within a student folio indirect evidence should be balanced with direct evidence.

Further guidance can be found in the QCE and QCIA policy and procedures handbook.

Conditions of assessment

Over a four-unit course of study, students are required to complete assessment under a range of conditions (see Planning an assessment program).

Conditions may vary according to assessment. They should be stated clearly on assessment instruments, for example:

- supervised or unsupervised
- individual, group or team
- time allowed (with perusal time as needed)
- length required
- seen or unseen questions
- using sources and/or notes (open book).

Where support materials or particular equipment, tools or technologies are used under supervised conditions, schools must ensure that the purpose of supervised conditions (i.e. to authenticate student work) is maintained.

Assessment of group work

When students undertake assessment in a group or team, instruments must be designed so that teachers can validly assess the work of individual students and not apply a judgment of the group product and processes to all individuals.

3.2.1 Project

Purpose

This technique assesses a response to a single task, situation or scenario in a module of work that provides students with authentic and/or real-world opportunities to demonstrate their learning. The student response will consist of a collection of **at least two** assessable components, demonstrated in different circumstances, places and times, and may be presented to different audiences, and through differing modes.

Dimensions to be assessed

This assessment technique is to be used to determine student achievement in objectives from all of the following dimensions:

- Knowing and understanding
- Examining and applying
- Planning and evaluating.

All objectives from each dimension must be assessed.

Types of projects

A project in Hospitality Practices is an actual or simulated event comprising of:

- planning
- skills, including food and/or beverage production and service and interpersonal skills
- implementing an event in a hospitality context.

A project consists of a **product and performance component and at least one other** different assessable component:

- written, e.g. identification of features of the event brief, proposed menu or service for the event brief, decision-making matrix and justification of decisions or sequence of tasks
- spoken, e.g. a demonstration of skills identified from the event brief, self-evaluation of tasks completed in the event, explanation of the menu to be used during service
- multimodal, e.g. using digital media, flyers, posters, and oral presentation (such as speaking at parade) to promote and advertise an event.

The selected assessable components must contribute significantly to the task and to the overall result for the project. A variety of technologies may be used in the creation or presentation of the response.

Note: Spoken delivery of a written component; or a transcript of a spoken component (whether written, electronic, or digital) constitutes one component, not two.

A project occurs over a set period of time. Students may use class time and their own time to develop a response.

Written component

This component requires students to use written language to communicate ideas and information to readers for a particular purpose. A written component may be supported by data, tables, flow charts or diagrams or, where appropriate, references.

Examples include:

- a folio which supports the working processes required to plan and implement actual and simulated events in hospitality contexts, and involves:
 - identifying features of the event brief, e.g. hospitality context, customer expectations, type of menu or service, resources available, promotion and marketing, skills such as technical, interpersonal and teamwork
 - trialling, making and justifying decisions for production and service by applying concepts and ideas and procedures and by sequencing of tasks, e.g. tasks to be completed prior, during and after the event
 - critiquing plans for, and implementation of, events in hospitality contexts
- reports, which will normally be presented with section headings, and may include tables, graphs and diagrams, and analysis of data, including evaluation, supported by references if appropriate.

Spoken component

This component requires students to use spoken language to communicate ideas and information to a live or virtual audience (that is, through the use of technology) for a particular purpose.

Examples include:

- oral presentations
- debates
- interviews
- podcasts
- seminars.

Multimodal component

This component requires students to use a combination of at least two modes **delivered at the same time** to communicate ideas and information to a live or virtual audience for a particular purpose. The selected modes are integrated to allow both modes to contribute significantly to the multimodal component. Modes include:

- written
- spoken/signed
- nonverbal, e.g. physical and visual.

Examples include:

- digital presentations
- vodcasts
- seminars
- webinars.

A variety of technologies may be used in the creation or presentation of the component. Replication of a written document into an electronic or digital format does not constitute a multimodal component.

Product and performance component

This component refers to the physical demonstration of products and service required when implementing an actual or simulated event in a hospitality context. The outcome is the application of a range of cognitive, technical, physical and creative skills.

Product and performance component involves student application of identified skills in food and beverage production and service when implementing an actual or simulated event in a hospitality context.

Examples include:

- production skills include preparing and producing foods and beverages to meet the event brief
- service skills include plating and presenting food and preparing for service and the delivery of food and beverages to meet the event brief

In both production and service skills, consideration of interpersonal skills is required; these include teamwork and communicating with customers.

Assessment conditions	Units 1–2	Units 3–4
Written component	400–700 words	500–900 words
Spoken component	1½ – 3½ minutes	2½ – 3½ minutes
Multimodal component	2–4 minutes	3–6 minutes
Product and performance component	Schools provide students with some continuous class time to develop the product and performance component of the project.	

Further guidance

- There should be evidence of student work to support the standards awarded.
- Event planning includes:
 - identifying features of the event brief, e.g. hospitality context, customer expectations, type of menu or service, resources available, promotion and marketing, skills such as technical, interpersonal and teamwork
 - trialling, making and justifying decisions for production and service by applying concepts and ideas and procedures
 - sequencing of tasks, e.g. tasks to be completed prior, during and after the event.
- Implementing the event includes carrying out the actual or simulated event by:
 - identifying and solving problems by monitoring and adjusting where necessary
 - creating and innovating through producing and serving food and/or beverages
 - observing hygiene and safety regulations and sustainable practices
 - cleaning and closing down procedures.
- Critiquing includes reviewing the sequence of tasks and event outcomes through:
 - evaluation of plans and justification of decisions made
 - evaluation of implementation and event outcomes, customer feedback
 - self-evaluation.
- Evidence of student work may include promotional materials, decision-making matrix, sequence of tasks, summary of customer feedback, standardised recipe sheets, room layout, invitations, table settings, menus.
- Product and performance component evidence could include:
 - annotated instrument-specific standards matrix
 - visual evidence of products and service, e.g. annotated photographs.
- It is the responsibility of teachers and students to present the evidence of products and service to support the standard awarded.
- For events in hospitality contexts to become more complex as the course of study progresses, teachers change the parameters of the event. Parameters are the factors, constraints or considerations that are deliberated when planning and implementing events (see Developing event complexity).

3.2.2 Investigation

Purpose

This technique assesses investigative practices and the outcomes of applying these practices. Investigation includes locating and using information beyond students' own knowledge and the data they have been given. In Hospitality Practices, investigations involve research and follow an inquiry approach. Investigations provide opportunity for assessment to be authentic and set in lifelike hospitality contexts.

Dimensions to be assessed

This assessment technique is to be used to determine student achievement in objectives from all of the following dimensions:

- Knowing and understanding
- Examining and applying
- Planning and evaluating.

Not every objective from each dimension needs to be assessed.

Types of investigations and responses

An investigation occurs over a set period of time. Students may use class time and their own time to develop a response. In this assessment technique, students investigate or research a specific question or hypothesis through collection, analysis and synthesis of primary and/or secondary data obtained through research.

Examples of investigations in Hospitality Practices include:

- a case study
- field trip to a five-star hotel
- industry visit, interview, survey
- attending and reporting on a commercially operated hospitality event.

Written response

This response requires students to use written language to communicate ideas and information to readers for a particular purpose. A written component may be supported by data, tables, flow charts or diagrams and where appropriate, references.

Examples include:

- articles for magazines or journals, e.g. implementing an aspect of Hospitality industry policies and procedures, such as workplace, health and safety; an article on marketing your new menu for a local cafe
- essays, e.g. analytical, argumentative, informative
- reviews, e.g. restaurant, film
- letters to the editor
- reports, which will normally be presented with section headings, and may include tables, graphs and diagrams, and analysis of data, including evaluation, supported by references if appropriate.

Spoken response

This response requires students to use spoken language to communicate ideas and information to a live or virtual audience (that is, through the use of technology) for a particular purpose.

Examples include:

- oral presentations
- debates
- interviews
- podcasts
- seminars.

Multimodal response

This response requires students to use a combination of at least two modes **delivered at the same time** to communicate ideas and information to a live or virtual audience for a particular purpose. The selected modes are integrated to allow both modes to contribute significantly to the multimodal response. Modes include:

- written
- spoken/signed
- nonverbal, e.g. physical and visual.

Examples include:

- digital presentations
- vodcasts
- seminars
- webinars.

A variety of technologies may be used in the creation or presentation of the response. Replication of a written document into an electronic or digital format does not constitute a multimodal response.

When making judgments about multimodal responses, teachers apply the standards to the entire response, i.e. to all modes used to communicate the response.

Assessment conditions	Units 1–2	Units 3–4
Written	500–800 words	600–1000 words
Spoken	2–4 minutes	3–4 minutes
Multimodal	3–5 minutes	4–7 minutes

Further guidance

- An inquiry approach may include:
 - the teacher providing a focus for the investigation, or working with the student to develop a focus
 - research related to concepts and ideas and procedures that may be investigated through industry practices from the food and beverage sector, i.e. workplace health and safety, procedures used in kitchen production, processes used in food and beverage service
 - collection of data and information, i.e. observations, interviews with chefs, customers and hospitality context owners, readings
 - the examination of data and information
 - evaluate using examined data and information.
- Allow class time for the student to effectively undertake each component of the investigation assessment. Independent student time will be required to complete the task.
- Implement strategies to promote the authenticity of student work. Strategies may include note-taking, drafting, checklists and teacher observation sheets.
- Scaffolding is part of the teaching and learning that supports student development of the requisite knowledge, understanding and skills integral to completing an assessment task and demonstrating what the assessment requires. The scaffolding should be reduced in Units 3 and 4 as students develop greater independence as learners.
- Provide students with learning experiences in the use of appropriate communication strategies, including the generic requirements for presenting research, e.g. report structures.
- Supporting evidence: written documentation, e.g. article for a magazine or journal, essay, review, letter to the editor, report.
- It is the responsibility of teachers and students to present the evidence to support the standard awarded.

3.2.3 Extended response

Purpose

This technique assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. While students may undertake some research in the writing of the extended response, it is not the focus of this technique.

Dimensions to be assessed

This assessment technique is to be used to determine student achievement in objectives from all of the following dimensions:

- Knowing and understanding
- Examining and applying
- Planning and evaluating.

Not every objective from each dimension needs to be assessed

Types of extended response

An extended response occurs over a set period of time. Students may use class time and their own time to develop a response. Students respond to a question or statement about the provided stimulus materials.

Stimulus material could include:

- written: event briefs, case studies, legislative acts and regulations
- industry: industry-based products, pamphlets, manuals and site visits
- visual: tables, statistics, graphs, charts, cartoons
- technology media: internet websites, blogs, films, newspapers, television programs, DVDs, photographs.

Written response

This response requires students to use written language to communicate ideas and information to readers for a particular purpose. A written component may be supported by data, tables, flow charts or diagrams and where appropriate, references.

Examples include:

- brochure, e.g. informative for a particular audience, may include relevant illustrations, pictures, diagrams
- article for a magazine or journal, e.g. informative for a particular audience, may include relevant illustrations, pictures, diagrams
- review, e.g. restaurant, films
- letter to the editor or specific organisation, e.g. customer feedback on a product, marketing focus
- report, which will normally be presented with section headings, and may include tables, graphs and diagrams, and analysis of data, including evaluation, supported by references if appropriate.

Spoken response

This response requires students to use spoken language to communicate ideas and information to a live or virtual audience (that is, through the use of technology) for a particular purpose.

Examples include:

- oral presentations
- debates
- interviews
- podcasts
- seminars.

Multimodal response

This response requires students to use a combination of at least two modes **delivered at the same time** to communicate ideas and information to a live or virtual audience for a particular purpose. The selected modes are integrated to allow both modes to contribute significantly to the multimodal response. Modes include:

- written
- spoken/signed
- nonverbal, e.g. physical and visual.

Examples include:

- digital presentations
- vodcasts
- seminars
- webinars.

A variety of technologies may be used in the creation or presentation of the response. Replication of a written document into an electronic or digital format does not constitute a multimodal response.

When making judgments about multimodal responses, teachers apply the standards to the entire response, i.e. to all modes used to communicate the response.

Assessment conditions	Units 1–2	Units 3–4
Written	500–800 words	600–1000 words
Spoken	2–4 minutes	3–4 minutes
Multimodal	3–5 minutes	4–7 minutes

Further guidance

- Provide stimulus for students and establish a focus for each extended response, or work with students to select suitable stimulus and/or develop a focus for each extended response.
- Allow class time for the student to effectively undertake each component of the extended response assessment. Independent student time will be required to complete the task.
- Implement strategies to promote the authenticity of student work. Strategies may include note-taking, drafting, checklists, and teacher observation sheets.
- Scaffolding is part of the teaching and learning that supports student development of the requisite knowledge, understanding and skills integral to completing an assessment task and demonstrating what the assessment requires. The scaffolding should be reduced in Units 3 and 4 as students develop greater independence as learners.
- Provide students with learning experiences in the use of appropriate communication strategies.
- It is the responsibility of teachers and students to present the evidence to support the standard awarded.

3.2.4 Examination

Purpose		
This technique assesses the application of a range of cognition to provided questions, scenarios and/or problems. Responses are completed individually, under supervised conditions and in a set timeframe.		
Dimensions to be assessed		
This assessment technique is to be used to determine student achievement in objectives from all of the following dimensions:		
<ul style="list-style-type: none"> • Knowing and understanding • Examining and applying • Planning and evaluating. Not every objective from each dimension needs to be assessed.		
Type of examination		
Short response test		
<ul style="list-style-type: none"> • Short response tests typically consist of a number of items that may include students responding to some or all of the following activities: <ul style="list-style-type: none"> – drawing, labelling or interpreting equipment, graphs, tables or diagrams – calculations in relation to hospitality contexts or events – responding to seen or unseen stimulus materials – examining ideas and information. • Short response tests occur under supervised conditions as students produce work individually and in a set time to ensure authenticity. • Questions, scenarios and problems are typically unseen. If seen, teachers must ensure the purpose of this technique is not compromised. • Stimulus materials may also be used and may be seen or unseen. • Unseen questions, statements or stimulus materials should not be copied from information or texts that students have previously been exposed to or have directly used in class. 		
Assessment conditions	Units 1–2	Units 3–4
Recommended duration	60–90 minutes	60–90 minutes
Short response test	50–150 words per item (diagrams and workings not included in word count)	50–250 words per item (diagrams and workings not included in word count)

Further guidance

- A case study that consists of a number of questions and allows opportunity to assess all dimensions may be appropriate. Depending on the nature and level of complexity of student responses required, this may be the only item of the examination.
- Format the assessment to allow for ease of reading and responding.
- Consider the language needs of the students and avoid ambiguity.
- Ensure questions allow the full range of standards to be demonstrated.
- Consider the instrument conditions in relation to the requirements of the question/stimulus.
- Outline any permitted material in the instrument conditions, e.g. one page of handwritten notes.
- Determine appropriate use of stimulus materials and student notes. Ensure stimulus materials are succinct enough to allow students to engage with them in the time provided; if they are lengthy, consider giving students access to them before the assessment.
- Provide students with learning experiences that support the types of items, including opportunities to respond to unseen tasks using appropriate communication strategies.
- Indicate on the assessment the dimensions and objectives that will be assessed, and explain the instrument-specific standards matrix.

3.3 Exiting a course of study

3.3.1 Folio requirements

A folio is a collection of one student's responses to the assessment instruments on which exit results are based. The folio is updated when earlier assessment responses are replaced with later evidence that is more representative of student achievement.

3.3.2 Exit folios

The exit folio is the collection of evidence of student work from Units 3 and 4 that is used to determine the student's exit result. Each folio must include:

- four assessment instruments and the student responses
- evidence of student work from Units 3 and 4 only
- at least two projects, one is an actual event
- at least one investigation or an extended response
- a student profile completed to date.

3.3.3 Exit standards

Exit standards are used to make judgments about students' exit result from a course of study. The standards are described in the same dimensions as the objectives of the syllabus. The standards describe how well students have achieved the objectives and are stated in the standards matrix.

The following dimensions must be used:

- Dimension 1: Knowing and understanding
- Dimension 2: Examining and applying
- Dimension 3: Planning and evaluating.

Each dimension must be assessed in each unit, and each dimension is to make an equal contribution to the determination of an exit result.

3.3.4 Determining an exit result

When students exit the course of study, the school is required to award each student an A–E exit result.

Exit results are summative judgments made when students exit the course of study. For most students this will be after four units. For these students, judgments are based on exit folios providing evidence of achievement in relation to all objectives of the syllabus and standards.

For students who exit before completing four units, judgments are made based on the evidence of achievement to that stage of the course of study.

Determining a standard

The standard awarded is an on-balance judgment about how the qualities of the student's responses match the standards descriptors in each dimension. This means that it is not necessary for the student's responses to have been matched to every descriptor for a particular standard in each dimension.

Awarding an exit result

When standards have been determined in each of the dimensions for this subject, Table 3 below is used to award an exit result, where A represents the highest standard and E the lowest. The table indicates the minimum combination of standards across the dimensions for each result.

Table 3: Awarding exit results

Exit result	Minimum combination of standards
A	Standard A in any two dimensions and no less than a B in the remaining dimension
B	Standard B in any two dimensions and no less than a C in the remaining dimension
C	Standard C in any two dimensions and no less than a D in the remaining dimension
D	At least Standard D in any two dimensions and an E in the remaining dimension
E	Standard E in the three dimensions

Further guidance can be found in the QCE and QCIA policy and procedures handbook.

3.3.5 Standards matrix

	Standard A	Standard B	Standard C	Standard D	Standard E
Knowing and understanding	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • considered explanation of concepts and ideas from the food and beverage sector • succinct description of procedures in hospitality contexts from the food and beverage sector. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • logical explanation of concepts and ideas from the food and beverage sector • clear description of procedures in hospitality contexts from the food and beverage sector. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • explanation of concepts and ideas from the food and beverage sector • description of procedures in hospitality contexts from the food and beverage sector. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • simple explanation of concepts and ideas from the food and beverage sector • simple description of procedures in hospitality contexts from the food and beverage sector. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • minimal explanation of aspects of concepts and ideas from the food and beverage sector • minimal description of aspects of procedures in hospitality contexts from the food and beverage sector.
	Examining and applying	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • considered examination of concepts and ideas and procedures related to industry practices from the food and beverage sector • skilful application of concepts and ideas and procedures when making considered decisions to produce products and perform services of quality • coherent use of language conventions and features to fluently communicate ideas and information for specific purposes. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • logical examination of concepts and ideas and procedures related to industry practices from the food and beverage sector • purposeful application of concepts and ideas and procedures when making logical decisions to produce products and perform services of quality • logical use of language conventions and features to clearly communicate ideas and information for specific purposes. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • examination of concepts and ideas and procedures related to industry practices from the food and beverage sector • application of concepts and ideas and procedures when making decisions to produce products and perform services for customers • use of language conventions and features to communicate ideas and information for specific purposes. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • simple examination of concepts and ideas and procedures related to industry practices from the food and beverage sector • variable application of concepts and ideas and procedures when making simple decisions to produce products and perform services • variable use of language conventions and features to unevenly communicate ideas and information for specific purposes.

Planning and evaluating	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
	<ul style="list-style-type: none"> • efficient and effective planning, implementation and thorough and informed justification of decisions for events in hospitality contexts • thorough and informed critique of plans for, and implementation of, events in hospitality contexts • thorough and informed evaluation of industry practices from the food and beverage sector. 	<ul style="list-style-type: none"> • effective planning, implementation and informed justification of decisions for events in hospitality contexts • informed critique of plans for, and implementation of, events in hospitality contexts • informed evaluation of industry practices from the food and beverage sector. 	<ul style="list-style-type: none"> • planning, implementation and justification of decisions for events in hospitality contexts • critique of plans for, and implementation of, events in hospitality contexts • evaluation of industry practices from the food and beverage sector. 	<ul style="list-style-type: none"> • simple planning, implementation and vague justification of decisions for events in hospitality contexts • simple critique of plans for, and implementation of, events in hospitality contexts • simple evaluation of industry practices from the food and beverage sector. 	<ul style="list-style-type: none"> • minimal planning, implementation and superficial justification of decisions for events in hospitality contexts • statements of opinion about plans for, or implementation of, events in hospitality contexts • statements of opinion about aspects of industry practices from the food and beverage sector.

4 Glossary

Term	Explanation
A	
appraise	to assess the worth, value, or quality of
aspects of	the ways in which a thing may be regarded or viewed
authentic	genuine
C	
clear	without ambiguity; explicit
clearly	plainly and openly, without ambiguity
coherent	rational with parts that are harmonious, well-structured and that make sense
considered	thought about deliberately with a purpose
customer expectations	<p>the needs, wants, and preconceived ideas of a customer about a product and/or service for an event in a hospitality context;</p> <p>what the customer expects regarding their interactions and service levels they will receive; includes the needs of the customer (i.e. what they require, such as special dietary requirements) when attending an event in a hospitality context;</p> <p>customer expectations are considered when applying concepts and ideas and procedures to make decisions to produce products and perform services for customers</p>
D	
decision-making process	<p>decision making is the process of making choices to solve problems when planning for and implementing an event; there are four basic steps in solving a problem:</p> <ul style="list-style-type: none"> • define the problem • generate alternatives • evaluate and select alternatives • implement solutions <p>tools that can be used to help make decisions include:</p> <ul style="list-style-type: none"> • group decision making — brainstorming, multi-voting to choose between many options • decision matrix analysis — making a decision by weighing up factors • SWOT analysis — strengths, weakness, opportunities and threats • plus, minus, interesting — weighing the pros and cons of a decision • graphic organisers — priority charts
E	
effective	meeting the assigned purpose
efficient	proficient and useful

Term	Explanation
event	<p>an event, in a hospitality context, can be either an actual event or simulated event; an actual event is one that customers attend, a simulated event does not require customers to be present</p> <p>schools must do one actual event in a hospitality context by midway through the course (end of Unit 2) and again by the end of the course (end of Unit 4),</p>
event brief	<p>outlines the purpose of the event; may contain any combination of the following information:</p> <ul style="list-style-type: none"> • why — why you want to organise the event, i.e. event objective, what is the purpose of the event? • what — what are you going to do in the event? <ul style="list-style-type: none"> – event name/theme/subject such as room decor, music, floral and other decorations, lighting – promotion and advertising of the event such as announcement on parade, in school newsletters, posters • when — when is the event required? <ul style="list-style-type: none"> – timing of the event such as evening, middle of the day, early morning – climatic conditions such as indoors or outdoors, season • who is the event for? <ul style="list-style-type: none"> – target audience such as preferences, culture and religion • where? • resources available, i.e. <ul style="list-style-type: none"> – human resources such as communication skills, teamwork, production and service skills, knowledge, personnel – non-human resources such as time, equipment and budget
event complexity	<p>one way to add more complexity to a course of study is to change parameters of the event and this could be through the features of the event brief (see Developing event complexity)</p>
F	
fluently	<p>flowing smoothly and easily; graceful</p>
H	
hospitality contexts	<p>the authentic real-world settings or venues in which schools implement events, e.g. coffee shops, mobile or external catering, restaurants, juice bars</p>
I	
informed	<p>having relevant knowledge; being conversant with the topic</p>
interpersonal skills	<p>the social skills, people skills, and communication skills required to interact with customers and colleagues; may include:</p> <ul style="list-style-type: none"> • verbal communication, i.e. what and how we say something • nonverbal communication, i.e. body language • listening skills, i.e. how we interpret both the verbal and nonverbal messages sent by others • negotiation, i.e. working with others to find a mutually agreeable outcome • problem solving, i.e. working with others to identify, define and solve problems

Term	Explanation
L	
language conventions	accepted language practices developed over time and generally used and understood, e.g. use of punctuation; an accepted practice that has developed over time and is generally used and understood, e.g. the use of specific structural aspects of texts such as in report writing with sections for introduction, background, discussion and recommendations
language features	the features of language that support meaning, e.g. sentence structure, noun group/phrase, vocabulary, punctuation, figurative language, framing, camera angles; choices in language features and text structures together define a type of text and shape its meaning; these choices vary according to the purpose of a text, its subject matter, audience, and mode or medium of production
logical	rational and valid; internally consistent
M	
minimal	small, the least amount; negligible
module of work	a module of work provides effective teaching strategies and learning experiences that facilitate students' demonstration of the dimensions and objectives as described in the syllabus A module of work: <ul style="list-style-type: none"> • draws from relevant aspects of the underpinning factors • identifies relevant concepts and ideas, and associated subject matter from the core topics • provides an alignment between core subject matter, learning experiences and assessment.
P	
partial	attempted, with evidence provided, but incomplete
personal attributes	the attributes that contribute to overall employability: loyalty and reliability, common sense, motivation, resilience (ability to deal with pressure; positive self-esteem; adaptability), commitment, enthusiasm, a balanced attitude to work and home life, honesty and integrity, personal presentation, a sense of humour
principles	for the purpose of this syllabus, concepts and ideas include principles which are fundamental to the food and beverage sector and provide a sense of the requirements and obligations in hospitality contexts and the food and beverage sector; principles may include techniques and skills related to food and beverage production, food and beverage service, effective workplace communication, teamwork and staff attributes; students are required to explain and examine concepts and ideas, including principles, to establish relationships or connections related to industry practices from the food and beverage sector

Term	Explanation
procedures	for the purpose of this syllabus, procedures are particular courses of action used in food and beverage production and services and the food and beverage sector; procedures may include food safety procedures, risk management processes, sustainable workplace practices students are required to describe and apply procedures to make decisions to produce food and beverage products and services
production skills	the essential technical skills required to prepare the food and beverages for the event; may include: prepare food and/or beverage for the service period, interact with colleagues to fill orders, plate food and /or beverage orders, clean and close down the production area, e.g. kitchen, bar, coffee van
purposeful	having an intended or desired result
S	
sequence of tasks	tasks are the duties and responsibilities required to be completed in a sequence; may include: standardised recipes, portion control, financial considerations, requisition lists, presentation and plating requirements, restaurant setup and decor, promotion, number of covers, reservation list, seating allocation; a sequence of tasks is used to organise the range of different tasks required to be completed before and during the implementation of an event in a hospitality context schools may use their own sequence of tasks documents, i.e. run sheets, task sheets, tasks for the day and duty rosters a sequence of tasks should provide evidence of safe, hygienic and sustainable, efficient and effective work practices
service skills	the essential technical skills required for service at the event in a hospitality context; may include: prepare the event venue for the service period, prepare for food and beverage service, interact with customers, welcome and advise customers, take and process orders, serve and clear food and beverages, clear tables, complete end of service tasks and close down the event venue
simple	easy to understand and deal with; may concern a single or basic aspect, few steps, obvious data/outcomes, limited or no relationships
skilful	having practical ability; possessing skill; expert, dexterous, clever
succinct	brief and concise and clear
suitable	conforming or agreeing in nature, condition, or action; accordant; corresponding; analogous; (appropriate; fitting)
T	
thorough	carried out through or applied to the whole of something
U	
unevenly	unequal; not properly corresponding or agreeing
unit	a unit is 55 hours of timetabled school time, including assessment. A course of study will usually be completed over four units (220 hours).

V	
vague	couched in general or indefinite terms; not definitely or precisely expressed; deficient in details or particulars
variable	liable or apt to vary or change; (readily) susceptible or capable of variation; mutable, changeable, fluctuating, uncertain

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