

Hospitality Practices 2024 v1.2

B2: Project

Sample assessment instrument

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Schools develop internal assessments for each Applied subject, based on the learning and assessment described in the syllabus.

Student name

Student number

Teacher

Issued

Due date

Overall result

Result					Comment
A	B	C	D	E	

Conditions

Technique	Project
Unit	Unit option B: Bar and barista basics
Response requirements	Practical demonstration: delivery of event Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Individual/group	Individual and group
Other	The table of contents and reference list are not included in the page count. Schools should implement authentication strategies that reflect QCAA guidelines.
Resources	Equipment and ingredients

Context

In this unit you have learnt about barista skills, including cafe-style beverages and food, table service, equipment and procedures. You have also practised these skills in our school cafe as you have prepared a range of espresso-based drinks, milkshakes and frappes. We have also visited the local cafe to explore cafe operations, including workplace health and safety practices.

Task

You are to operate the school cafe during our annual instrumental music afternoon soiree. Customers will be served cafe-style food and beverages during a live music performance. The event details are as follows:

- number of customers — approximately 40
- dietary needs — include gluten free and vegetarian
- budget — \$10 per person
- style of service — table service
- food style — set menu, including sweet and savoury items
- beverages — customers may order hot and cold beverages from the menu.

To complete this task you must:

- individually
 - interpret the brief to identify information, skills and procedures, e.g. proposal of suitable menu items
 - document the process by
 - annotating photographs and/or production plans that capture decision-making related to improvements
 - reflecting on the quality of their own and the team's planning processes, production skills and procedures to plan and deliver the cafe-style event, including effective use of time, ingredients, equipment, safety and working in teams and with customers
- in a group, plan and deliver the event by
 - determining the sequence in which processes will be completed e.g. sequence of food and beverage preparation and service
 - selecting industry practices, skills and procedures
 - demonstrating production skills and procedures using relevant equipment and consumables, e.g. producing menu items and preparing beverages to order
 - adapting plans, techniques and procedures during the café style event to meet the brief requirements.

Checkpoints

- ☐ Term 4 Week 4: Menu proposal submitted.
- ☐ Term 4 Week 5: Multimodal draft, including planning of menu and sequencing, submitted.

Authentication strategies

- Your teacher will provide class time for task completion.
- You will provide documentation of your progress at indicated checkpoints.
- Your teacher will collect and annotate drafts.
- Your teacher will conduct interviews or consultations with you as you develop the response.
- You must submit a declaration of authenticity.
- Your teacher will compare the responses of students who have worked together in groups.
- Your teacher will ensure class cross-marking occurs.

Instrument-specific standards (B2): Project

Demonstrate	Interpret	Select	Sequence	Evaluate	Adapt	Grade
The student response has the following characteristics:						
• proficient demonstration of practices, skills and processes	• insightful and justified interpretation of the brief	• discerning selection of practices, skills and procedures	• strategic sequencing of processes	• insightful and justified evaluation of skills, procedures and products	• insightful and justified adaptation of plans, techniques and procedures	A
• efficient demonstration of practices, skills and processes	• detailed and supported interpretation of the brief	• thorough selection of practices, skills and procedures	• considered sequencing of processes	• detailed and supported evaluation of skills, procedures and products	• detailed and supported adaptation of plans, techniques and procedures	B
• demonstration of practices, skills and processes	• interpretation of the brief	• selection of practices, skills and procedures	• sequencing of processes	• evaluation of skills, procedures and products	• adaptation of plans, techniques and procedures	C
• rudimentary demonstration of practices, skills and processes.	• narrow and unsupported interpretation of the brief.	• inconsistent selection of practices, skills and procedures.	• inconsistent sequencing of processes.	• narrow and unsupported evaluation of skills, procedures and products.	• narrow and unsupported adaptation of plans, techniques and procedures.	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E



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