**Research assessment:** Extended written response (Essay)

This sample has been compiled by the QSA to help teachers plan and develop assessment instruments for individual school settings. It demonstrates the following criteria:

- Inquiring

**Assessment instrument**

<table>
<thead>
<tr>
<th>Syllabus references</th>
<th>Topic Areas</th>
</tr>
</thead>
</table>
| Sections 2.1, 2.1.1, 3.2.3 and 4.5.2 | - Kitchen production  
- Food and beverage services |

**This task provides opportunities to define, analyse, synthesise, evaluate, produce and reflect via the context of an issue that impacts on the hospitality industry.**

Students are required to:

- Understand and examine hospitality issues
- Synthesise information from sources to support arguments and draw conclusions
- Use genre and language conventions

**Task**

Write an essay 800–1000 words in response to the topic below.

The Australian hospitality industry meets the demands of an ever-increasing number of customers with special needs by offering products or services relevant to those needs.

Investigate the special needs of a particular customer group within the local hospitality industry. Develop arguments and draw conclusions as to the ways these needs may be responded to and the changes that may be required to meet them. Outline recommendations you would make to your local hospitality industry as a result of your investigation.

When preparing your response, use the below guidelines.

- Outline the customer group you will investigate.
- **Identify** the special needs of this customer group, e.g. What is required to meet their needs in terms of menu design, kitchen production practices, etc?
- **Investigate a local precinct** of the hospitality industry and **analyse how the needs** of the customer group are currently **being met**.
- Based on the evidence you gather from the local precinct and other sources, **develop arguments** as to whether the customer group’s needs are being met. **Draw conclusions** from your results and **identify possible changes** that may be required from the local hospitality industry about how they could respond to the needs of the customer group you identified.
- **Communicate your findings** in an essay response using the appropriate **genre and language conventions**.
Instrument-specific criteria and standards

<table>
<thead>
<tr>
<th>Inquiring</th>
<th>Standard A</th>
<th>Standard B</th>
<th>Standard C</th>
<th>Standard D</th>
<th>Standard E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
</tr>
<tr>
<td></td>
<td>• in-depth understanding and examination of hospitality issues</td>
<td>• understanding and thorough examination of hospitality issues</td>
<td>• understanding and examination of hospitality issues</td>
<td>• some understanding and incomplete examination of hospitality issues</td>
<td>• superficial understanding and examination of aspects of hospitality issues</td>
</tr>
<tr>
<td></td>
<td>• synthesis of information from a wide range of relevant sources that support well-reasoned arguments with valid conclusions drawn</td>
<td>• synthesis of information from a range of relevant sources that support logical arguments with credible conclusions drawn</td>
<td>• synthesis of information from sources that support arguments with conclusions drawn</td>
<td>• synthesis of information from provided sources that express opinion and obvious conclusions drawn</td>
<td>• synthesis of information from aspects of provided sources expressing superficial opinions or conclusions</td>
</tr>
<tr>
<td></td>
<td>• effective use and sustained control of genre and language conventions to communicate ideas.</td>
<td>• effective use and control of genre and language conventions to communicate ideas.</td>
<td>• use of genre and language conventions to communicate ideas.</td>
<td>• inconsistent use of genre and language conventions to communicate ideas.</td>
<td>• use of information to communicate ideas.</td>
</tr>
</tbody>
</table>

**Note:** Colour highlights have been used in the table to emphasise the qualities that discriminate between the standards.

**Key:**
- Quality words
- Cognitive (thinking and doing) words

**Acknowledgments**

The QSA acknowledges the contribution of Browns Plains State High School in the preparation of this document.