Planning and practical performance: Luncheon with matched beverages

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

- Planning
- Performing

### Assessment instrument

<table>
<thead>
<tr>
<th>Syllabus references</th>
<th>Topic areas</th>
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</thead>
</table>
| Sections 2.1, 3.2 and 4.5 | • Kitchen production  
• Food and beverage services |

The task provides opportunities for students to:

#### Planning
- analyse contextual factors, principles and procedures
- develop plans and justify decisions to implement hospitality events
- evaluate planning and implementation of hospitality events and make recommendations for improvement

#### Performing
- demonstrate practical skills to create products and provide services
- manage resources to implement hospitality events

**Task**

Serve a complementary, set three-course luncheon with matched non-alcoholic beverages for a conference.

A planning document (1000–1500 words) must be submitted and include:

- introduction to the task and factors to consider
- discussion and justification of:
  - trial recipes
  - job allocations for task menu
  - running sheet leading up to the event and on the day
  - costing and portion control
  - evaluation and recommendations for future events.

Additional documents to be submitted may include:

- photographs
- time and action plan
- recipes and costing sheets.

Consideration must be given to:

- ensuring that the final menu complements **the appetiser, main and dessert** and beverages
- ensuring that the **main course includes a salad item**
- **catering for approximately 30 guests**
- **the time available**: one 60-minute lesson for **mise en place**, from 8:30 am on the day of the function
- **availability of resources and kitchen facilities**, including storage, reheating, etc.
- the **cost** (budget supplied for all food)
- **the time of day**: **service of 12:30–1:30 pm, including beverages**
- **seasonal factors, current food trends and dietary requirements**
### Instrument-specific criteria and standards

<table>
<thead>
<tr>
<th>Standard A</th>
<th>Standard B</th>
<th>Standard C</th>
<th>Standard D</th>
<th>Standard E</th>
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</thead>
<tbody>
<tr>
<td><strong>Planning</strong></td>
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<td>The student work has the following characteristics:</td>
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<td>• in-depth analysis of contextual factors, principles and procedures</td>
<td>• effective analysis of contextual factors, principles and procedures</td>
<td>• analysis of contextual factors, principles and procedures</td>
<td>• basic analysis of contextual factors, principles and procedures</td>
<td>• description of contextual factors, principles or procedures</td>
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<td>• comprehensive plans and well-justified decisions to implement hospitality events</td>
<td>• detailed plans and supported decisions to implement hospitality events</td>
<td>• appropriate plans and decisions to implement hospitality events</td>
<td>• simple plans and elements of decisions to implement hospitality events</td>
<td>• incomplete plans or vague decisions to implement hospitality events</td>
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<td>• in-depth evaluation of plans and event implementation with valid recommendations for improvement.</td>
<td>• evaluation of plans and event implementation with credible recommendations for improvement.</td>
<td>• evaluation of plans and event implementation with recommendations for improvement.</td>
<td>• basic evaluation of plans and event implementation with obvious recommendations for improvement.</td>
<td>• description of aspects of plans and event implementation.</td>
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</tbody>
</table>

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

### Acknowledgments

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