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1 Rationale

Hospitality takes place in many areas, including our homes, public spaces and between countries. In Australia the hospitality industry contributes greatly to social, cultural, economic and entertainment needs. Hospitality operates in commercial fields that provide food and beverage, accommodation and entertainment services for guests or clients.

Hospitality Studies promotes a critical awareness of the social, cultural, economic and environmental factors that affect the hospitality industry by focusing on hospitality management practices. Hospitality Studies fosters creative and entrepreneurial skills, a commitment to service and awareness of the global opportunities available in the hospitality industry by developing operational, management and transferrable hospitality skills.

Hospitality Studies introduces students to hospitality sectors and environments, issues, management practices and skills as they engage in operational and theoretical hospitality frameworks. Students create, implement and reflect on hospitality events to become familiar with industry practice. Using an inquiry approach, they examine and evaluate issues and explore the possibilities for a sustainable future for the industry.

Students work individually and in teams. They develop processes of research, critiquing and decision making and they communicate ideas, information, opinions, arguments and conclusions, using information and communication technologies (ICTs) and employ technologies used in hospitality situations.

Hospitality Studies gives students a foundation from which their skills and understandings of hospitality can develop. Understandings and skills in Hospitality Studies could lead students to professional hospitality careers in food and beverage, catering, accommodation, entertainment, resorts, tourist attractions, casinos and gaming establishments, festivals and events, or tourism. Alternatively, students could pursue tertiary studies in hospitality, hotel, event and tourism or business management, specialising in these fields.
2 Dimensions and objectives

The dimensions are the salient properties or characteristics of distinctive learning for this subject. The dimensions are described through their objectives and it is these that schools are required to teach and that students should have the opportunity to learn. The objectives describe what students should be able to do by the end of the course of study.

Progress in a particular dimension may depend on the qualities and skills developed in other dimensions. Learning through each of the dimensions must be developed in increasing complexity and sophistication over a four-semester course of study.

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

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

- Dimension 1: Inquiring
- Dimension 2: Planning
- Dimension 3: Performing

2.1 Dimension 1: Inquiring

The dimension Inquiring focuses on examining issues that impact on the hospitality industry, for example sustainability, workplace health and safety, legislation, client/guest needs, using an inquiry approach (see 3.2.3).

Through researching and examining issues, students identify cause and effect, trends and developments or relationships, reflect upon and expound viewpoints, synthesise information to support arguments and draw conclusions.

Students communicate inquiry findings by using accepted genre structures and associated conventions, for example referencing and quoting in reports; and language conventions, including paragraphing, sentence structure, vocabulary, grammar, spelling and punctuation.

2.1.1 Objectives

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

- understand and examine hospitality issues
- synthesise information from sources to support arguments and draw conclusions
- use genre and language conventions.

2.2 Dimension 2: Planning

The dimension Planning focuses on planning and evaluating hospitality events.

Through analysing contextual factors (see 3.2.4), principles and procedures, students create a document that details plans and justifies decisions required to implement events.

Students reflect on and evaluate the implementation of events by identifying and suggesting areas for improvements.
2.2.1 Objectives

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

- 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.

2.3 Dimension 3: Performing

The dimension *Performing* focuses on the implementation of an event planned for in Dimension 2.

Through creating products and/or providing services, following plans and procedures and adhering to workplace health and safety practices, students implement an event.

While implementing the event, students manage resources — human and non-human.

2.3.1 Objectives

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

- demonstrate practical skills to create products and/or provide services
- manage resources to implement hospitality events.
3 Course organisation

3.1 Overview: course of study

A course of study in Hospitality Studies consists of:

- core integrated through selected topics (see Section 3.2.1)
  - a minimum of two of the five topics in Year 12, at least one from Kitchen production, Beverage production and services or Food and beverage services
- investigation of hospitality issues using an inquiry approach (see Section 3.2.3)
- opportunities to create and implement hospitality events (see Section 3.2.4).

When designing a course of study schools should take into consideration the:

- rationale (Section 1)
- dimensions (Section 2)
- topics (Section 3)
- student needs and interests
- available resources.

Schools should plan a course of study offering an increasing level of challenge in both breadth and depth of subject matter. The increasing complexity will be evident in the variety and difficulty of teaching and learning experiences aligned with increasing assessment challenges.

Breadth refers to the range and expansion of subject matter across the course of study.

Depth refers to the increasing complexity of knowledge and understandings of subject matter, the application of inquiry and hospitality events.

An increase in student self-direction, higher-order thinking skills and variety of practical skills would be developed across the course of study and within units of work, through learning and assessment.

Within each semester, students must be provided opportunity to demonstrate what they know and can do in each dimension: *Inquiring, Planning and Performing.*

3.2 Core and topics

The overview below shows the relationship between the core and topics.

Diagram 1: Overview of core and topics
3.2.1 Core

Hospitality management practices that are central to the hospitality industry form the core for this subject. The core spans and informs all four semesters.

The core:
- has required subject matter (see Table 1)
- requires a minimum of 25 hours over the four-semester course of study
- is integrated into selected topics and across each semester.

Table 1: Required subject matter for the core — Hospitality management practices.

<table>
<thead>
<tr>
<th>Required subject matter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service operations</td>
</tr>
<tr>
<td>• client/guest needs</td>
</tr>
<tr>
<td>• structure, e.g. sectors within the industry</td>
</tr>
<tr>
<td>• history, e.g. developments over time and the influence on different sectors</td>
</tr>
<tr>
<td>• skills, e.g. performance of food and beverage service and production, information and communication technology (ICT), maintenance of presentation standards, customer service</td>
</tr>
<tr>
<td>• improvement strategies, e.g. professional learning, self-reflection, reviewing client/guest feedback, evaluating staff performance.</td>
</tr>
<tr>
<td>Human resources</td>
</tr>
<tr>
<td>• communication skills, e.g. verbal and nonverbal skills, listening skills</td>
</tr>
<tr>
<td>• teamwork, e.g. characteristics of effective teams</td>
</tr>
<tr>
<td>• scheduling, e.g. rosters, management plans</td>
</tr>
<tr>
<td>• conflict resolution skills for both clients and co-workers</td>
</tr>
<tr>
<td>• recognising and valuing diversity, e.g. understanding how different establishments cater for diversity</td>
</tr>
<tr>
<td>• dealing with cultural customs and differences, e.g. using correct protocols when implementing an event</td>
</tr>
<tr>
<td>• attributes and qualifications of staff in different sectors, e.g. communication skills and teamwork, commitment to improving professionalism, personal grooming, honesty and discretion</td>
</tr>
<tr>
<td>• staffing positions and duties, e.g. head chef, restaurant supervisor, sous-chef, cooks, head waiter, waiters</td>
</tr>
<tr>
<td>• careers available in different sectors.</td>
</tr>
<tr>
<td>Finance</td>
</tr>
<tr>
<td>• analysis and cost controls, e.g. budgeting, strategies to enhance profit</td>
</tr>
<tr>
<td>• economic factors influencing each sector, e.g. supply and demand, availability of produce.</td>
</tr>
<tr>
<td>Marketing</td>
</tr>
<tr>
<td>• customer/client, product, place, price, promotion</td>
</tr>
<tr>
<td>• current issues, e.g. global financial crisis, impact of natural disasters, environmental issues, impact of changing demographics</td>
</tr>
<tr>
<td>• current trends, e.g. menus, service styles</td>
</tr>
<tr>
<td>• advertising and promotion, e.g. tent cards, deals, websites, menus, online marketing.</td>
</tr>
<tr>
<td>Ethics</td>
</tr>
<tr>
<td>• ethics of a hospitality professional, e.g. code of conduct, service ethos.</td>
</tr>
<tr>
<td>Accountability</td>
</tr>
<tr>
<td>• law and legislation, e.g. anti-discrimination, equal employment opportunity, occupational health and safety, workplace relations, duty of care to customers</td>
</tr>
<tr>
<td>• market responses and drivers, e.g. healthy status issues, actions and performance of hospitality businesses</td>
</tr>
<tr>
<td>• sustainability, e.g. environment, practices used within different sectors</td>
</tr>
<tr>
<td>• training of staff, e.g. skills in service, food production, putting legislation into operation.</td>
</tr>
</tbody>
</table>
3.2.2 Topics

The topics are broad areas of learning reflecting hospitality industry sectors. A range of knowledge and understanding, hospitality issues and hospitality events could be developed within each topic. The topics are:

1. Kitchen production
2. Beverage production and services
3. Food and beverage services
4. Accommodation services
5. Clubs and gaming services.

Topics may be delivered in any order, although schools should consider the following when planning courses of study:

- a minimum of two topics is required in Year 12
  - either Kitchen production, Beverage production and services or Food and beverage services must be evident in Year 12
  - topics are not discrete; and parts of one topic may be incorporated into the study of another
- to explore a topic fully requires a minimum of 25 hours to allow for the development of learning experiences that provide the appropriate depth of higher-order thinking and practical skills necessary for hospitality issues and events.

Subject matter

The suggested subject matter in each topic explores the possible scope of the topic. The list is not exhaustive, nor is all the suggested subject matter compulsory. Teachers choose which subject matter to include. It is unlikely that selecting only one or two items from the subject matter suggestions would allow students to develop the required depth of understanding and skills.

Table 2: Suggested subject matter for topics

<table>
<thead>
<tr>
<th>Topic 1: Kitchen production</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Food fulfils a basic human need but can also enhance social and cultural experiences. Food is a major contributor to hospitality industry profitability. This topic develops knowledge and skills related to the production of food. Of importance are kitchen operations and interrelationships with other departments/functions. Students should think critically on issues that impact on food production such as cultural and environmental factors and sustainability practices.</td>
</tr>
</tbody>
</table>

Subject matter may include:

- **Service operations**
  - client/guest needs
  - kitchen operations and interrelationships with other departments/functions
  - product knowledge, e.g. food availability and seasonal factors
  - quality and presentation of food, e.g. quality and presentation expectations for different establishments
  - principles and methods of cookery, e.g. convection, conduction, radiation, knife skills, sauce making, vegetable cookery, meat cookery, desserts
  - equipment knowledge, e.g. salamander, industrial mixer, commercial ovens
  - standardising recipes and portion control for events
  - improvement strategies, e.g. self-reflection, reviewing client/guest feedback and evaluating staff performance.

- **Human resources**
  - communication skills, e.g. effective communication in a busy work environment
**Topic 1: Kitchen production**

- conflict resolution, e.g. ways to handle disagreements within the team
- scheduling, e.g. rosters
- attributes and qualifications of staff in kitchen production
- staffing positions and duties, e.g. head chef, sous-chef, cooks
- careers in kitchen production, e.g. pathways, professional development.

**Finance**

- analysis and cost control, e.g. budgeting, strategies to enhance profit margin
- economic factors influencing food production, e.g. seasonal availability of food.

**Marketing**

- food trends and cuisine styles, e.g. modern, nouvelle, ethnic
- influences on cuisine, e.g. cultural influences such as Indigenous, Asia-Pacific or European.

**Ethics**

- code of conduct, service ethos required in kitchen food production.

**Accountability**

- food hygiene regulations
- implications of workplace health and safety legislation on food production, e.g. safety, hygiene, material safety data sheets, occupational health and safety
- sustainability practices for food production, e.g. waste management, organic products
- influences of health issues, e.g. specific dietary needs in the hospitality industry.

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**Topic 2: Beverage production and services**

**Introduction**

Beverages fulfil a basic human need but can also enhance social and cultural experiences. Beverages are a major contributor to hospitality industry profitability. This topic develops knowledge and skills related to the production and service of beverages. Of importance is the service of alcohol and the legal responsibilities for the hospitality employee. Students should think critically on issues that impact on beverage production and services such as the consequences of societal obligations related to the service of alcoholic beverages.

**Subject matter may include:**

**Service operations**

- client/guest needs
- beverage operations and interrelationships with other departments/functions
- beverage product knowledge, e.g. non-alcoholic (coffee, tea, frappés, smoothies, mocktails) and alcoholic beverages
- quality and presentation of beverages, e.g. quality and presentation expectations for different establishments, choice of ingredients, garnishing for beverages
- principles and methods of beverage production, e.g. methods of mixing mocktails: shaken, blended, built, stirred, using espresso machine
- principles and methods of beverage service, e.g. tray service
- equipment knowledge, e.g. selection of glassware
- standardising recipes, e.g. control for events
- improvement strategies, e.g. self-reflection, reviewing client/guest feedback and evaluating staff performance.

**Human resources**

- communication skills, e.g. effective communication in a busy work environment, effective communication when serving customers
- conflict resolution, e.g. ways to handle disagreements within the team, ways to handle customer complaints
- scheduling, e.g. rosters, management plans
<table>
<thead>
<tr>
<th>Topic 2: Beverage production and services</th>
</tr>
</thead>
<tbody>
<tr>
<td>• attributes and qualifications of staff in beverage production and services</td>
</tr>
<tr>
<td>• staffing positions and duties, e.g. beverage supervisor, drink/wine waiter</td>
</tr>
<tr>
<td>• careers in beverage service, e.g. pathways, professional development.</td>
</tr>
<tr>
<td>Finance</td>
</tr>
<tr>
<td>• analysis and cost control, e.g. budgeting, ways to enhance profits</td>
</tr>
<tr>
<td>• economic factors influencing beverage production, e.g. rising costs for fuel and food.</td>
</tr>
<tr>
<td>Marketing</td>
</tr>
<tr>
<td>• beverage trends and styles, e.g. iced tea, retro sodas, flower power; rosewater and hibiscus syrup, &quot;sustainable coffees&quot; that are certified or verified as organic, fair trade, Rainforest Alliance, shade grown and more</td>
</tr>
<tr>
<td>• creating beverage menus, e.g. wine list, coffee shop, restaurant.</td>
</tr>
<tr>
<td>Ethics</td>
</tr>
<tr>
<td>• code of conduct, service ethos required in beverage production and services.</td>
</tr>
<tr>
<td>Accountability</td>
</tr>
<tr>
<td>• food hygiene regulations</td>
</tr>
<tr>
<td>• responsible service of alcohol</td>
</tr>
<tr>
<td>• liquor legislation</td>
</tr>
<tr>
<td>• implications of workplace health and safety legislation on beverage production and services, e.g. safety, hygiene, material safety data sheets, occupational health and safety</td>
</tr>
<tr>
<td>• sustainability practices for beverage production, e.g. waste management, fair trade coffee, recycling, organic wines.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic 3: Food and beverage services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
</tr>
<tr>
<td>Service is elusive and intangible but it is the lifeblood of the hospitality industry. In today's competitive marketplace, service is the most important thing a company has to sell. The importance of communication with colleagues and clientele makes teamwork of significance for the food and beverage services. This topic develops knowledge and skills related to food and beverage services. Of importance is the understanding and skills needed to serve food and beverages in a responsible, safe and hygienic manner within effective teamwork contexts. Students should think critically on issues that impact on food and beverage services such as the mandated legislation required for each department and the impact of such legislation.</td>
</tr>
<tr>
<td>Subject matter may include:</td>
</tr>
<tr>
<td>Service operations</td>
</tr>
<tr>
<td>• client/guest needs</td>
</tr>
<tr>
<td>• food and beverage service operations and interrelationships with other departments/functions</td>
</tr>
<tr>
<td>• history, e.g. developments over time and the influence on different sectors</td>
</tr>
<tr>
<td>• food and beverage service knowledge, e.g. plate service, buffet service, silver service, table d'hôte, à la carte, gueridon</td>
</tr>
<tr>
<td>• knowledge of restaurant set-up, e.g. table positioning, waiter stations, decor, napkin folds, reservations, seating plans</td>
</tr>
<tr>
<td>• quality and presentation of venue, e.g. decor, ambience</td>
</tr>
<tr>
<td>• sequence of service, e.g. clean and clear food service areas, prepare and set tables, welcome customers, take and process orders, serve and clear food and drinks, close down restaurant</td>
</tr>
<tr>
<td>• equipment knowledge, e.g. selection of glassware, cutlery, chinaware, linen, table décor</td>
</tr>
<tr>
<td>• improvement strategies, e.g. including self-reflection, reviewing client/guest feedback and evaluating staff performance.</td>
</tr>
<tr>
<td>Human resources</td>
</tr>
<tr>
<td>• communication skills, e.g. effective communication in a busy work environment, effective communication when serving customers</td>
</tr>
</tbody>
</table>
**Topic 3: Food and beverage services**

- scheduling, e.g. rosters
- conflict resolution, e.g. ways to handle disagreements within the team, ways to handle customer complaints
- attributes and qualifications of staff in food and beverage services
- staffing positions and duties, e.g. beverage supervisor, restaurant supervisor, drink/food waiter
- careers in food and beverage service, e.g. pathways, professional development.

**Finance**

- analysis and cost control, e.g. working within a budget for items such as flowers, printing of menus
- economic factors influencing food and beverage service, e.g. supply and demand, convergence of service styles.

**Marketing**

- creating menus/invitations, e.g. font, size, food order, positioning of high-profit menu items
- venue trends and styles, e.g. Indigenous cuisines, modern Australian, ethnic
- venue location, e.g. place, position, price, product
- selling techniques, e.g. up-selling, suggestive selling.

**Ethics**

- code of conduct, service ethos required in beverage production and services
- impact of social diversity on food and beverage service, e.g. cultural and religious beliefs.

**Accountability**

- knowledge, preparation and hygienic handling of chinaware, glassware, cutlery, table linen according to workplace health and safety legislation
- food hygiene regulations
- responsible service of alcohol guidelines
- liquor legislation
- implications of workplace health and safety legislation on food and beverage service, e.g. safety, hygiene, uniform, personal presentation, material safety data sheets, occupational health and safety
- sustainability issues for food and beverage service, e.g. waste management, recycling, food security (import/export of food), food footprint.

**Topic 4: Accommodation services**

**Introduction**

Standards and styles are key factors when describing the accommodation section of an establishment. The image of a hospitality establishment is based on first impressions created by the front office and housekeeping staff. This topic develops knowledge and skills for front office staff and housekeeping functions and procedures, and the interrelationship with other sectors of the hospitality industry. Of importance is the vital function of accommodation services in the presentation and promotion of the hospitality establishment to ensure complete guest satisfaction. Students should think critically on issues related to the roles and responsibilities of management and staff, and the implications and consequences of technological and social issues related to accommodation services.

**Subject matter may include:**

**Service operations**

- client/guest needs
- accommodation service operations and interrelationships with other departments/functions
- knowledge of accommodation services, e.g. front office, concierge, housekeeping, reservations, maintenance, accounts, laundry
- quality and presentation of guest services and amenities, e.g. public areas, pool, reception, private areas such as rooms and bathrooms
- method of accommodation procedures, e.g. front office procedures, housekeeping procedures, maintenance records
### Topic 4: Accommodation services

- equipment knowledge, e.g. front desk technology, maintenance and cleaning equipment, housekeeping
- administration and reservation techniques, e.g. use of current software packages
- improvement strategies, e.g. self-reflection, reviewing client/guest feedback and evaluating staff performance.

#### Human resources

- communication skills, e.g. internal and external communication etiquette, e.g. email, telephone, reservations, customer relations and guest services within the accommodation and housekeeping sectors
- conflict resolution, e.g. ways to handle customer complaints
- attributes and qualifications of staff in the accommodation services
- staffing positions and duties, e.g. executive housekeeper, floor supervisor, room attendants
- careers in accommodation, e.g. pathways, professional development.

#### Finance

- analysis and cost control, e.g. accounts payable and receivable, yield management (e.g. seasonal factors)
- economic factors influencing accommodation services, e.g. rooms forecast.

#### Marketing

- importance of complete guest satisfaction
- distribution channels, e.g. internet bookings, clubs, loyalty programs, electronic distribution mailing lists
- creating marketing campaigns, e.g. two-for-one deals
- promotion of styles of accommodation, e.g. corporate, leisure, kids free, eco-lodges, campgrounds, resorts, culturally focused
- selling techniques, e.g. direct selling.

#### Ethics

- code of conduct, service ethos required in accommodation service
- impact of social diversity on accommodation services, e.g. cultural and religious beliefs
- provision of culturally aware hospitality, e.g. Indigenous, Asia-Pacific and Middle Eastern guests.

#### Accountability

- knowledge, preparation and hygienic handling of linen, uniforms, chinaware, glassware and cutlery according to workplace health and safety legislation
- implications of workplace health and safety legislation on accommodation, e.g. safety, hygiene, material safety data sheets, occupational health and safety
- sustainability issues for accommodation services, e.g. waste, water, electricity management, recycling, eco-smart practice.
# Topic 5: Clubs and gaming services

## Introduction

The clubs and gaming sector of the hospitality industry has experienced significant growth and development in this century. This topic develops knowledge of the depth and breadth of the clubs and gaming sector and its services. Of importance is the contribution of the clubs and gaming sector to the hospitality industry and developing insight and responsible attitudes towards the service of gaming. Students should think critically on issues that impact on clubs and gaming services such as the mandated legislation for each department, e.g. responsible service of gambling and the impact of such legislation.

## Subject matter may include:

### Service operations
- client/guest needs
- clubs and gaming service operations and interrelationships with other departments/functions
- knowledge of clubs, establishment and development of registered clubs, e.g. infrastructures, membership and peculiarities
- knowledge of gaming services in hospitality venues, e.g. TAB, electronic gaming machines, keno, table games
- quality and presentation of guest services and amenities, e.g. public areas, reception, transport services — bus, loyalty programs
- principles of clubs procedures, e.g. entry requirements, membership, governance
- improvement strategies including self-reflection, reviewing client/guest feedback and evaluating staff performance.

### Human resources
- communication skills, e.g. internal and external communication etiquette covering email, telephone, reservations, customer relations and guest services within the accommodation and housekeeping sectors
- conflict resolution, e.g. ways to handle customer complaints
- customer relations and guest services within the club sector, e.g. responsible service of gambling
- attributes and qualifications of staff in the clubs and gaming sector
- staffing positions and duties, e.g. kitchen staff, bar staff, dining room staff, gaming staff, security staff
- careers in accommodation, e.g. pathways, professional development.

### Finance
- analysis and cost control of takings, gaming facilities available
- economic factors influencing clubs sector.

### Marketing
- product knowledge and marketing of clubs and gaming venues and their services
- client groups, e.g. sporting, community, private, Returned and Services League, ethnic
- importance of complete guest satisfaction
- creating marketing campaigns, e.g. free bus pick-up and drop-off
- selling techniques, e.g. cross-selling of departments within the club.

### Ethics
- code of conduct, service ethos required in clubs and gaming sector
- community and economic impact of clubs
- impact of club and gaming activities on other hospitality sectors.

### Accountability
- licensing requirements of staff and establishment in the clubs and gaming sector
- security and legal issues for the club and gaming sectors
- implications of workplace health and safety legislation on clubs and gaming service, e.g. safety, hygiene, material safety data sheets, occupational health and safety
- sustainability practices for clubs and gaming service, e.g. waste, water, electricity management, recycling.
3.2.3 Hospitality issues

Hospitality issues are challenges that impact on the hospitality industry. When investigating hospitality issues students reflect on and expound a viewpoint, synthesise information to support arguments and draw conclusions relevant to the hospitality industry.

An inquiry approach underpins teaching and learning of this subject; the skills of inquiry require explicit teaching. Inquiry is not restricted to research projects.

Inquiry involves a recursive and reflective return to earlier steps, either to monitor progress or to adapt and adjust the questions in relation to new information. Such metacognitive reflection applies not only to the conclusions of the research but also to the conduct of the inquiry itself.

Inquiry requires careful analysis of the information acquired. Emphasis should be placed on raising student awareness of ways in which the application of an inquiry process may serve to determine outcomes. In analysing data collected by others, the student should be aware of variables that can affect the collection and validity of this data and avoid making unsupported generalisations.

Evaluation and synthesis must be supported by the processing of data and evidence. According to the nature of the task, the student may wish to act on the conclusions reached or suggest follow-up research.

The following model draws on the relevant common curriculum elements (CCEs) for this subject in describing the inquiry phases.
Diagram 2: Inquiry in Hospitality Studies

New learning

**DEFINE**
Define the issue:
- Have I identified the issue?
- Why has it become significant for the hospitality industry?
- What other factors within the industry are affecting the issue?
- What range of sources of information is available?
- Have I selected relevant information?

**ANALYSE**
- What causes, effects, trends, developments, relationships, related problems can I see locally, nationally, more widely?
- How have influences in the past contributed to the issue?
- Have I expounded a viewpoint relating to an issue?

**SYNTHESISE**
- Do I have evidence to develop arguments?
- What arguments can I propose?
- Are my arguments logical, reasonable and articulate?
- What evidence is there to support my arguments?

**PRODUCE**
- Have I effectively created my product?
- What is the most suitable way to present my findings?
- Is my final submission coherent, logical and free of technical error?
- Have I acknowledged my sources in the accepted manner?

**EVALUATE**
- What conclusion can I draw?
- Is the conclusion perceptive, astute and discerning?
- Is the conclusion able to be supported with evidence?

**REFLECT**
Re-examine the issue, the research method and the outcomes:
- Has a solution been found?
- Do new questions arise?
- What have I learnt that can inform future learning?
3.2.4 Hospitality events

Hospitality events are authentic opportunities for students to create hospitality products and provide services for clients/guests reflective of industry practice, e.g. high tea, breakfast, buffet lunch, three-course dinner, mocktail party, pre-function service, conference, product launch. This could be in the context of professional catering, bistro, restaurants, cafes, takeaway food venues or themes of cellar door, cruise ships, hotels and local clubs.

When planning hospitality events, students need to show evidence in a planning document that they have:

- analysed contextual factors, principles and procedures
- developed the plans necessary to implement the event
- justified their decisions.

In implementing the hospitality event, students demonstrate skills of creating products and/or providing services, which includes following plans and procedures, adhering to workplace health and safety practices and managing resources. The concluding phase of the hospitality event is for students to evaluate and reflect on planning and implementation of the hospitality event and make recommendations for improvement.

The events may be small or large, vary in complexity, and involve levels of decision making that range from incidental to complex. In Year 12, students should have the opportunity to participate in complex performances.

Diagram 3 outlines how to create and implement a hospitality event to allow opportunity for students to demonstrate standards in the Planning and Performing dimensions.
Contextual factors

The complexity of a hospitality event is determined in part by the breadth and depth of the following contextual factors:

- purpose, style or setting of the event such as corporate event, leisure event, or not-for-profit event
- client needs, such as customer expectations, ambience, cultural and religious factors, workplace health and safety factors
- type of menu or service, such as counter service, buffet, à la carte, silver service, tray service
- resources available, such as venue, equipment, budget, time
- skills such as technical expertise, cost effectiveness skills, interpersonal skills and teamwork.

The specific contextual factors for each event must be considered by students in their planning. The students’ depth of understanding of these contextual factors will be evident in the quality of the decisions and justifications made within the planning document.

Many of these contextual factors are present in any experience, but should increase in complexity over the four-semester course of study.

Teamwork in hospitality

In the hospitality industry, working collaboratively in a team is an essential skill. Effective teamwork occurs when the members of a team work together to bring about the completion of a task or achieve goals set by the team. Such teamwork involves an individual’s knowing, planning
and performing a particular task to facilitate the work of other team members. Teachers should provide opportunities for a student to demonstrate individual abilities while simultaneously working effectively as a team member.

**Performing practical skills**

The practical aspects of the course of study should provide opportunities for students to experience a range of skills and to execute skills consistently, with reliable outcomes.

Hospitality events should be less complex in the early stages of the course of study, with increasing challenge by the end of Year 12. Tasks within an event should provide opportunities to develop hospitality skills and provide an insight into the industry.

About two-thirds of each semester should be devoted to hospitality events which include planning, justifying decisions, implementing and evaluating hospitality events.

The practical skills are those the school chooses to develop as part of learning experiences in topic areas and which are assessed as an integral part of the hospitality event.

Section 4.5.3 provides further advice about how students can present evidence of analysis, justification, evaluation and reflection in performance assessments.

**Planning and Performing** dimensions must be assessed each semester in the identified topic areas through a hospitality event. In the case of topic area *Clubs and gaming services*, a practical component could be based on food or beverage production and services in a club context. Alternatively, *Clubs and gaming services* need not include a practical component if it occurs in a semester with another topic area that meets the requirement for the **Planning and Performing** dimensions.

### 3.2.5 Time allocation

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

### 3.3 Advice, guidelines and resources

The following advice, guidelines and resources support the implementation of the syllabus, and unless otherwise stated, are available from the Hospitality Studies subject page of the QSA website <www.qsa.qld.edu.au/18155.html>.

**Aboriginal and Torres Strait Islander perspectives**

The Queensland Studies Authority (QSA) recognises Aboriginal and Torres Strait Islander peoples, their traditions, histories and experiences from before European settlement and colonisation through to the present time.

To strengthen students' appreciation and understanding of the first peoples of the land, opportunities exist in the syllabus to encourage engagement with Aboriginal and Torres Strait Islander:

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

1 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 QSA is committed to helping achieve this vision and encourages teachers to include Aboriginal and Torres Strait Islander perspectives in the curriculum.
In Hospitality Studies there is opportunity to explore Aboriginal and Torres Strait Islander knowledges, culture and values that can impact on the different sectors within the hospitality industry, the availability of niche hospitality industries and the market for international tourists. Sensitivity to cultural difference should underpin teaching and learning opportunities. Hospitality events can incorporate Indigenous produce and flavours and offer Indigenous fused cuisines.

Subject-specific resources are available on the Hospitality Studies subject page. In addition, guidelines about Aboriginal and Torres Strait Islander perspectives and resources for teaching can be accessed on the QSA website at <www.qsa.qld.edu.au/577.html>.

**Composite classes**

This syllabus enables teachers to develop a course of study that caters for a variety of ways to organise learning, such as combined Years 11 and 12 classes, combined campuses, or modes of delivery involving periods of student-managed study. This resource provides guidelines about composite classes.

**Educational equity**

Equity means fair treatment of all. In developing work programs from this syllabus, schools need to provide opportunities for all students to demonstrate what they know and what they can do. All students, therefore, should have equitable access to educational programs and human and material resources.

In addition to the subject-specific resources available on the Hospitality Studies subject page, guidelines about educational equity and resources for devising an inclusive work program can be accessed on the QSA website at <www.qsa.qld.edu.au/10188.html>.

**General capabilities**

Students require a number of skills and dispositions in preparation for life and work. These include “planning and organising, the ability to think flexibly, to communicate well and to work in teams … the capacity to think creatively, innovate, solve problems and engage with new disciplines”, according to the *Melbourne Declaration on Educational Goals for Young Australians*\(^2\). The Australian Curriculum identified seven general capabilities for their entitlement curriculum. These are:

- Literacy
- Numeracy
- Information and communication technology (ICT) competence
- Critical and creative thinking
- Personal and social competence
- Ethical behaviour
- Intercultural understanding.

It is the responsibility of teachers to continue to develop the general capabilities established in the Prep to Year 10 Learning areas that are appropriate to Hospitality Studies.

**Learning experiences and sample resources**

This resource provides guidelines for learning experiences and sample resources, which may include unit/s of work.

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Reference materials

This resource provides links to reference materials, text and reference books, websites, newspaper reports, periodicals, electronic media and learning technology, and organisations and community resources for the subject.

Work program requirements

A work program is the school’s plan of how the course of study will be delivered and assessed, based on the school’s interpretation of the syllabus. It allows for the special characteristics of the individual school and its students. Work program requirements, checklists and samples are available on the Hospitality Studies subject page of the QSA website. Instructions for online submission of work programs are available from <www.qsa.qld.edu.au/wponline/login.qsa>.
4 Assessment

Assessment is an integral part of the teaching and learning process. For Years 11 and 12 it is the purposeful, systematic and ongoing collection of information about student learning outlined in the senior syllabuses.

In Queensland, assessment is standards based. The standards for each subject are described in dimensions, which identify the valued features of the subject about which evidence of student learning is collected and assessed. The standards describe the characteristics of student work.

The major purposes of assessment in senior Authority subjects 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 and teachers about the progress and achievements of individual students to help them achieve as well as they are able
- provide comparable levels of achievement in each Authority subject which may contribute credit towards a Queensland Certificate of Education
- provide base data for tertiary entrance purposes
- provide information about how well groups of students are achieving for school authorities and the State Education and Training Minister.

4.1 Principles of exit assessment

All the principles of exit assessment must be used when planning an assessment program and must be applied when making decisions about exit levels of achievement.

A standards-based assessment program for the four-semester course of study requires application of the following interdependent principles:

- Information is gathered through a process of continuous assessment, i.e. continuous assessment.
- Balance of assessment is a balance over the course of study and not necessarily a balance over a semester or between semesters, i.e. balance.
- Exit achievement levels are devised from student achievement in all areas identified in the syllabus as being mandatory, i.e. mandatory aspects of the syllabus.
- Assessment of a student’s achievement is in the significant aspects of the course of study identified in the syllabus and the school’s work program, i.e. significant aspects of the course of study.
- Selective updating of a student’s profile of achievement is undertaken over the course of study, i.e. selective updating.
- Exit assessment is devised to provide the fullest and latest information on a student’s achievement in the course of study, i.e. fullest and latest.

While most students will exit a course of study after four semesters, some will exit after one, two or three semesters.

Continuous assessment

Judgments about student achievement made at exit from a course of study must be based on an assessment program of continuous assessment.
Continuous assessment involves gathering information on student achievement using assessment instruments administered at suitable intervals over the developmental four-semester course of study.

In continuous assessment, all assessment instruments have a formative purpose — to improve teaching and student learning and achievement.

When students exit the course of study, teachers make a summative judgment about their levels of achievement in accordance with the standards matrix.

The process of continuous assessment provides the framework in which the other five principles of exit assessment operate: balance, mandatory aspects of the syllabus, significant aspects of the course of study, selective updating, and fullest and latest information.

**Balance**

Judgments about student achievement made at exit from a course of study must be based on a balance of assessments over the course of study.

Balance of assessments is a balance over the course of study and not a balance within a semester or between semesters.

Balance of assessments means judgments about students’ achievements of all the dimensions are made a number of times using a variety of assessment techniques and a range of assessment conditions over the developmental four-semester course of study.

See also Section 4.6 Requirements for verification folio.

**Mandatory aspects of the syllabus**

Judgments about student achievement made at exit from a course of study must be based on mandatory aspects of the syllabus.

The mandatory aspects are:

- the objectives of the dimensions *Inquiring, Planning* and *Performing*
- core hospitality management practices integrated into selected topics.

To ensure that the judgment of student achievement at exit from a four-semester course of study is based on the mandatory aspects, the exit standards for the dimensions stated in the standards matrix (see Section 4.8.2) must be used.

**Significant aspects of the course of study**

Judgments about student achievement made at exit from a course of study must be based on significant aspects of the course of study.

Significant aspects are those areas described in the school’s work program that have been selected from the choices permitted by the syllabus to meet local needs.

The significant aspects must be consistent with the objectives of the syllabus and complement the developmental nature of learning in the course of study over four semesters.

**Selective updating**

Judgments about student achievement made at exit from a course of study must be selectively updated throughout the course of study.

Selective updating is related to the developmental nature of the course of study and works in conjunction with the principle of fullest and latest information.

As subject matter is treated at increasing levels of complexity, assessment information gathered at earlier stages of the course of study may no longer be representative of student achievement. Therefore, the information should be selectively and continually updated (not averaged) to accurately represent student achievement.
Schools may apply the principle of selective updating to the whole subject-group or to individual students.

**Whole subject-group**
A school develops an assessment program so that, in accordance with the developmental nature of the course of study, later assessment information based on the same groups of objectives replaces earlier assessment information.

**Individual students**
A school determines the assessment folio for verification or exit (post-verification). The student’s assessment folio must be representative of the student’s achievements over the course of study. The assessment folio does not have to be the same for all students; however, the folio must conform to the syllabus requirements and the school’s approved work program.

Selective updating must not involve students reworking and resubmitting previously graded responses to assessment instruments.

**Fullest and latest information**
Judgments about student achievement made at exit from a course of study must be based on the fullest and latest information available.

- “Fullest” refers to information about student achievement gathered across the range of objectives.
- “Latest” refers to information about student achievement gathered from the most recent period in which achievement of the objectives is assessed.

As the assessment program is developmental, fullest and latest information will most likely come from Year 12 for those students who complete four semesters of the course of study.

The fullest and latest assessment data on mandatory and significant aspects of the course of study is recorded on a student profile.

**4.2 Planning an assessment program**
To achieve the purposes of assessment listed at the beginning of this section, schools must consider the following when planning a standards-based assessment program:

- dimensions and objectives (see Section 2)
- course organisation (see Section 3)
- principles of exit assessment (see Section 4.1)
- variety in assessment techniques over the four-semester course of study (see Section 4.5)
- conditions in which assessment instruments are undertaken (see Section 4.5)
- verification folio requirements, i.e. the range and mix of assessment instruments necessary to reach valid judgments of students’ standards of achievement (see Section 4.6)
- post-verification assessment (see Section 4.6.1)
- exit standards (see Section 4.7).

In keeping with the principle of continuous assessment, students should have opportunities to become familiar with the assessment techniques that will be used to make summative judgments.

Further information can be found on the Hospitality Studies subject page of the QSA website <www.qsa.qld.edu.au/18155.html>
4.3 Special provisions

Guidance about the nature and appropriateness of special provisions for particular students may be found in the QSA’s Policy on Special Provisions for School-based Assessments in Authority and Authority-registered Subjects (2009), available from <http://www.qsa.qld.edu.au/2132.html>. This statement provides guidance on responsibilities, principles and strategies that schools may need to consider in their school settings.

To enable special provisions to be effective for students, it is important that schools plan and implement strategies in the early stages of an assessment program and not at the point of deciding levels of achievement. The special provisions might involve alternative teaching approaches, assessment plans and learning experiences.

4.4 Authentication of student work

It is essential that judgments of student achievement be made on accurate and genuine student assessment responses. Teachers should ensure that students’ work is their own, particularly where students have access to electronic resources or when they are preparing collaborative tasks.

The A–Z of Senior Moderation contains a section on authenticating student work <http://www.qsa.qld.edu.au/1426.html>. This provides information about various methods teachers can use to monitor that students’ work is their own. Particular methods outlined include:

- teachers seeing plans and drafts of student work
- student production and maintenance of documentation for the development of responses
- student acknowledgment of resources used.

Teachers must ensure students use consistent accepted conventions of in-text citation and referencing, where appropriate.

Further advice on drafting of student assessment responses is available on the Hospitality Studies subject page of the QSA website <www.qsa.qld.edu.au/18155.html>

4.5 Assessment techniques

The techniques and associated conditions of assessment most suited to the judgment of student achievement in this subject are described in the following sections. The dimensions to which each technique is best suited are also indicated.

For each dimension, standards are described. Schools decide the instruments to be used for assessment. For each assessment instrument, schools develop instrument-specific standards from the syllabus standards descriptors for relevant dimensions (see Section 4.8.2 Standards matrix). These instrument-specific standards are used for making judgments about the quality of students’ responses. Students must be given instrument-specific standards 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.
4.5.1 Supervised written

Purpose
This technique assesses a range of cognition through written responses produced independently, under supervision and in a set timeframe to ensure authenticity.

Description
- A supervised assessment may include one or more items.
- Conditions must be explained on the assessment instrument.
- Items will be in response to questions or statements. Questions or statements are typically unseen. If seen, teachers must ensure the purpose of this technique is not compromised.
- Stimulus materials may also be used. Stimulus materials 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.

Dimensions to be assessed
Supervised written assessments are best used to determine student achievement in objectives from:
- Inquiring.

Types of items that could be included

Extended written response
- Items require sustained analysis, synthesis and evaluation to fully answer a question which explores hospitality issues.
- Students provide a response to a seen or unseen question or statement, and seen or unseen supplied sources/stimuli.
- The response could be an analytical exposition format/genre.

If an extended piece of writing is chosen, it is best if it is the only item, as this will better allow students to demonstrate the full range of standards.

Short responses
- Items may include response to stimulus activities that require:
  - explanations longer than one sentence
  - ideas maintained, developed and justified
  - full sentence responses, constructing a piece of prose that may have one or several paragraphs.
- Items may require students to:
  - construct, use, interpret or analyse primary or secondary data, graphs, tables or diagrams
  - demonstrate mathematical calculations and problem solving.
Conditions clearly stated on the assessment

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
</table>
| • Recommended time: **1–1.5 hours.**  
• Perusal times may be added as required.  
• Use of support materials or technologies, e.g. notes, other reference materials, calculators or computers, may be appropriate.  
• Questions may be seen or unseen.  
• Word lengths:  
  - short responses: **50–250 words**  
    (diagrams and workings not included in word count)  
  - extended written response: **400–600 words.**  
• If students use computers to respond to these assessments, schools must ensure that the purpose of this technique is maintained. | • Recommended time: **1.5–2 hours.**  
• Perusal times may be added as required.  
• Use of support materials or technologies, e.g. notes, other reference materials, calculators or computers, may be appropriate.  
• Questions may be seen or unseen.  
• Word lengths:  
  - short responses: **50–250 words**  
    (diagrams and workings not included in word count)  
  - extended written response: **600–800 words.**  
• If students use computers to respond to these assessments, schools must ensure that the purpose of this technique is maintained. |

Advice for teachers

• Format the assessment to allow for ease of reading and responding.  
• Consider the language needs of the students and avoid ambiguity.  
• Ensure the 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.  
• Stimulus materials may be provided to support the supervised written assessment instrument and may be presented in a wide variety of forms, and tasks set from these may vary in length. Examples include case studies; industry-based multimodal information, e.g. pamphlets, manuals, slides, DVDs, photographs; cartoons; tables, statistics, graphs, charts; computer software; films, newspapers, television; legislative acts and regulations.  
• 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 providing students access to them before the assessment.  
• Provide students with learning experiences that support the types of items, including opportunity to respond to unseen tasks and using appropriate communication strategies.  
• Indicate on the assessment the dimensions and objectives that will be assessed, and develop the instrument-specific standards.
4.5.2 Research

Purpose
This technique assesses research practices and the outcomes of the application of that research.

Description
• Research practices include locating and using information that goes beyond the data students have been given and the knowledge they currently have.
• A research assessment may be presented in a variety of modes. Research conventions (e.g. referencing) must be followed regardless of the mode of presentation.
• Most research responses will follow an inquiry approach and include:
  - the establishment of a research question which explores hospitality issues
  - the generation and/or collection of primary and/or secondary data/information
  - students’ independent collection of information/data from a variety of sources
  - the sorting and analysis of data/information — examining and evaluating validity and value
  - synthesis of data/information
  - development of conclusions with justifications.
• This assessment occurs over a period of time, in class and often in students’ own time

Dimensions to be assessed
Research assessments are best used to determine student achievement in objectives from:
• Inquiring.

Types of items that could be included
A research response may be presented in a variety of modes including written, spoken and/or multimodal.

Written research responses
Analytical exposition
• Examples include essay, magazine article, paper, research assignment.
• Students provide a response to a specific question or issue.
• The response may be supported by references or, where appropriate, tables of data, diagrams and flow charts.
• The response could be a persuasive argument or informative text.

Report
• Examples include research report, experimental investigation and project.
• Students make a decision regarding the question, hypothesis or issue under investigation and support the decision with logical argument.
• The report may be in response to observations made and conclusions drawn from various sources, including case studies or experimental outcomes.
• A report will normally be presented with section headings. It will often include tables, graphs or diagrams and the analysis of statistical data.
**Spoken research response**

- Examples may include interviews, debates, webcasts, podcasts, and seminar presentations.

**Multimodal research response**

- Examples may include presentations, conferences, and digital presentations, e.g. webpages and presentations using software.

**Further guidance**

- Hospitality issues are challenges that impact on the hospitality industry. Students need to establish cause and effect, trends and developments or relationships that impact on the hospitality industry. When investigating hospitality issues students reflect on and expound a viewpoint, develop arguments with supporting evidence and draw conclusions relevant to hospitality industry contexts.

- Communication is an important attribute for the hospitality industry and teachers may wish to consider using the modes of spoken or multimodal to present research assessment.

- A multimodal presentation is one that uses a combination of modes, such as visual, electronic, physical, audio and/or spoken modes. It must combine a minimum of two modes, with both significantly contributing to the presentation and assessment decisions.
  - Teachers must ensure that the full range of standards is possible when using spoken or multimodal techniques. The student’s spoken or multimodal response is the focus for assessment decisions; however, supporting documentation will be required to substantiate decisions and for monitoring, verification and exit purposes. Techniques used will require students to present to a real audience (e.g. a speech), or a virtual audience through the use of technology.

**Conditions clearly stated on the assessment**

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Written:</strong> 800–1000 words (word count includes data analysis, discussion and research outcomes/recommendations)</td>
<td><strong>Written:</strong> 1000–1500 words (word count includes data analysis, discussion and research outcomes/recommendations)</td>
</tr>
<tr>
<td><strong>Spoken:</strong> 3–4 minutes</td>
<td><strong>Spoken:</strong> 4–5 minutes</td>
</tr>
<tr>
<td><strong>Multimodal:</strong> 3–5 minutes.</td>
<td><strong>Multimodal:</strong> 5–7 minutes.</td>
</tr>
</tbody>
</table>

**Advice for teachers**

- Establish a hospitality issue focus for the research.

- Allow class time for the student to effectively undertake each component of the research assessment. Independent student time will be required to complete the task.

- If using the modes of spoken or multimodal to present research assessment then this becomes the evidence presented and the condition to be considered is time.

- Supporting documentation for spoken or multimodal presentations may include visual evidence, notes, palm cards, peer evaluation, annotated instrument-specific standards.

- Implement strategies to promote the authenticity of student work. Some strategies include annotated notes such as journals or experimental logs, drafting, teacher observation sheets, research checklists, referencing, and reference lists.

- Consult, negotiate, monitor and provide feedback before and during the research assessment. Give ethical or drafting guidance. Advice on drafting is available from the Hospitality Studies subject page on the QSA website <http://www.qsa.qld.edu.au/18155.html>. Feedback and assistance is provided judiciously, being gradually reduced with the development of student experience and confidence.
• Scaffolding must be provided. When a research assessment technique is undertaken for the first time, the scaffolding should help students complete the assessment by modelling the process and skills required. The scaffolding should not specify or lead the student through a series of steps dictating a solution. Scaffolding should be reduced from Year 11 to Year 12 to allow the student to better demonstrate independence in the research process. When a research assessment technique is revisited (most likely in Year 12), the scaffolding should be reduced, e.g. as a series of generic questions.

• Provide students with learning experiences in the use of appropriate communication strategies, including the generic requirements for presenting research (e.g. research report structures, referencing conventions).

• Indicate on the assessment the dimensions and objectives that will be assessed, and explain the instrument-specific standards.

4.5.3 Performance

Purpose
This technique assesses physical demonstrations as outcomes of applying a range of cognitive, technical, physical, creative and/or expressive skills (service and/or production of menu items).

Description
• The focus of this assessment is performance through the psychomotor domain to an audience.

• Performance assessment is based on the application of:
  - knowledge, understanding and skills
  - analysis, synthesis and evaluation of data and/or information.

• Performance assessment involves the creative input of students and the application of identified skill/s in solving a problem or providing a solution.

• The development of a product may also include documentation of the process.

• This assessment occurs over a period of time, in class, and often students’ own time.

Dimensions to be assessed
Performance assessments are best used to determine student achievement in objectives from:

• Planning
• Performing.

Types of items that could be included
Creating and implementing a hospitality event, including a planning document
  - Performance could be:
    ▪ service such as plating food and/or serving food and/or beverages
    ▪ creation of menu items reflective of current industry practice.
  - Planning document:
    ▪ supports the working processes required to create and implement hospitality events and includes analysing contextual factors, principles and procedures, decision making and justification, plans for implementation, evaluation and making recommendations of the hospitality event.
Further guidance

- A performance assessment is used to assess the performance of practical skills and the management of resources, as well as decision making, justification, planning, implementation, and evaluation of the hospitality event.

- The hospitality event should:
  - be related to the topic with a hospitality focus
  - provide opportunity for both individual work and teamwork
  - progress from simple to more complex tasks, including analysis of contextual factors and procedures related to the task; Section 3.2.4 provides advice regarding the structuring of simple and complex tasks.

- To demonstrate the planning, justifying and evaluating components of the hospitality event, students must provide evidence of their contribution to the initial decision-making processes of the event as well as their individual involvement in it. The evidence must include their role and responsibilities as well as the roles and responsibilities of the team throughout the event.

- To demonstrate the standards of performing, teachers are required to submit DVD evidence for moderation purposes (see Section 4.6.1 for further guidance). The performance may be assessed using teacher observation and should be accompanied by documentary evidence.

- Practical skills must be assessed under supervised conditions and class time must be allocated for teacher observation of both practical and written components of the hospitality event.

- Time outside class will be required for students to complete the planning, decision making and evaluation of the hospitality event.

- Communication is an important attribute for the hospitality industry and teachers may wish to consider using the modes of spoken or multimodal to present the planning document or an aspect of the planning document, such as evaluation or customer feedback.

- A multimodal presentation is one that uses a combination of modes, such as visual, electronic, physical, audio and/or spoken modes. It must combine a minimum of two modes, with both significantly contributing to the presentation and assessment decisions. Possible multimodal presentations include digital presentations, e.g. webpages and presentations using software.

  - Teachers must ensure that the full range of standards is possible when using spoken or multimodal techniques. The student’s spoken or multimodal response is the focus for assessment decisions; however, supporting documentation will be required to substantiate decisions and for monitoring, verification and exit purposes. Techniques used will require students to present to a real audience (e.g. a speech), or a virtual audience through the use of technology.

### Conditions clearly stated on the assessment

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
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</table>
| Planning document  
  - **800–1000 words** (word count includes data analysis, discussion and outcomes)  
  - Spoken: **3–4 minutes**  
  - Multimodal: **3–5 minutes**  
  - Performance (ongoing) | Planning document  
  - **1000–1500 words** (word count includes data analysis, discussion and outcomes)  
  - Spoken: **4–5 minutes**  
  - Multimodal: **5–7 minutes**  
  - Performance (ongoing). |
Advice for teachers

- Performances are to be observed on a number of occasions throughout a unit of work.
- Judgments about the quality of performance can be made as an iterative process throughout the unit or as the culmination of the unit of work.
- Provide access to relevant industry technologies and access to industry standard physical resources.
- Ensure the hospitality events allow for the full range of standards to be demonstrated. Provide a relevant hospitality industry focus for the performance assessment.
- Allow class time for students to be able to effectively undertake each component of the performance assessment. However, independent student time will be required to complete the instrument. Implement strategies to ensure authentication of student work. Some strategies may include annotated notes compiled during the performance assessment teacher observation sheets.
- Consult, negotiate and provide feedback before and during the time the students are working on the performance assessment to provide ethical guidance and to monitor student work. Feedback and assistance should be provided judiciously, gradually being reduced as the student’s experience and confidence grow.
- Assessment using teacher observation should be accompanied by documentary evidence. This may include clear and detailed annotations on instrument-specific standards.
- If the modes of spoken or multimodal are used to present the planning document for the performance assessment then this becomes the evidence presented and the condition to be considered is time. If an aspect of the planning document such as customer feedback is to be presented as spoken or multimodal then both time and word length are the conditions to be considered.
- Supporting documentation for spoken or multimodal presentations may include visual evidence, notes, palm cards, peer evaluation, annotated instrument-specific standards.
- Indicate on the assessment the dimensions and objectives that will be assessed, and explain the instrument-specific standards.

4.6 Requirements for verification folio

A verification folio is a collection of a student’s responses to assessment instruments on which the level of achievement is based. For students who are to exit with four semesters of credit, each folio should contain the range of assessments for making summative judgments as stated below.

Students’ verification folios for Hospitality Studies must contain:

- a minimum of four and a maximum of six assessment instruments
- evidence of each dimension assessed at least twice
- two performance assessments from hospitality events (see 4.5.3)
- one research assessment (see 4.5.2)
- one supervised written assessment that is an extended response item (see 4.5.1)
- a student profile completed to date.

For information about preparing monitoring and verification submissions, schools should refer to the *The A–Z of Senior Moderation*, available at <www.qsa.qld.edu.au/1426.html>.
Visual evidence for judgments made about performances

It is a requirement that schools’ judgments about the application of standards to practical performances be supported by digital evidence. The evidence submitted must be drawn from practical skills performed as part of the learning experiences or from the assessment process.

In this subject evidence does not have to illustrate the work of the individual students whose folios are included in the verification submission.

The visual evidence for practical skills will:

- illustrate the typical A and C standards in Performing. If there is no A or C standard in the cohort, then evidence of the next highest standard of work in each case will be supplied
- be no longer than 10 minutes
- be accompanied by commentary explaining the school’s decisions about highlighted standards
- be sufficiently clear to illustrate the quality of the product (include evidence of the practical areas from which tasks have been developed and about which judgments have been made, for example food production and food and beverage service, if both are included in the submission)
- photographic evidence may be supplied to support and illustrate particular details of student skills. For example, a video of a large hospitality function such as a three-course dinner may focus on food and beverage production skills and supporting photographs may be used to show room decor or table settings. As with DVD evidence, the photographs submitted as part of the verification folios may be drawn from practical skills performed as part of learning experiences or from the assessment process and should be accompanied by notes that illustrate school decisions about highlighted.

4.6.1 Post-verification assessment

In addition to the contents of the verification folio, there must be at least one subsequent summative assessment in the exit folio. It should reflect the stage of the course of study from which it comes. For this syllabus, students are to complete at least one assessment instrument. The type of assessment and dimensions for assessment are at the discretion of the school. The instrument should reflect the complexity appropriate to the stage of the course of study and must assess the applicable aspects of each of the selected dimensions.

4.7 Exit standards

The purpose of standards is to make judgments about students’ levels of achievement at exit 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: Inquiring
- Dimension 2: Planning
- Dimension 3: Performing.

Each dimension must be assessed in each semester, and each dimension is to make an equal contribution to the determination of exit levels of achievement.
4.8 Determining exit levels of achievement

When students exit the course of study, the school is required to award each student an exit level of achievement from one of the five levels:

- Very High Achievement (VHA)
- High Achievement (HA)
- Sound Achievement (SA)
- Limited Achievement (LA)
- Very Limited Achievement (VLA).

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

All the principles of exit assessment must be applied when making decisions about exit levels of achievement.

4.8.1 Determining a standard

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

When standards have been determined in each of the dimensions for this subject, the following table is used to award exit levels of achievement, where A represents the highest standard and E the lowest. The table indicates the minimum combination of standards across the dimensions for each level.

<table>
<thead>
<tr>
<th>Awarding exit levels of achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VHA</strong></td>
</tr>
<tr>
<td><strong>HA</strong></td>
</tr>
<tr>
<td><strong>SA</strong></td>
</tr>
<tr>
<td><strong>LA</strong></td>
</tr>
<tr>
<td><strong>VLA</strong></td>
</tr>
</tbody>
</table>

Some students will exit after one, two or three semesters. For these students, judgments are based on folios providing evidence of achievement in relation to the objectives of the syllabus covered to that point in time. The particular standards descriptors related to those objectives are used to make the judgment.

Further information can be found at <www.qsa.qld.edu.au/1426.html>.
### 4.8.2 Standards matrix

<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><strong>The student work has the following characteristics:</strong></td>
<td><strong>The student work has the following characteristics:</strong></td>
<td><strong>The student work has the following characteristics:</strong></td>
<td><strong>The student work has the following characteristics:</strong></td>
<td><strong>The student work has the following characteristics:</strong></td>
<td><strong>The student work has the following characteristics:</strong></td>
</tr>
<tr>
<td>• in-depth understanding and examination of hospitality issues</td>
<td>• understanding and thorough examination of hospitality issues</td>
<td>• synthesis of information from a range of relevant sources that support logical arguments with credible conclusions drawn</td>
<td>• some understanding and incomplete examination of hospitality issues</td>
<td>• superficial understanding and examination of aspects of hospitality issues</td>
<td></td>
</tr>
<tr>
<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>• effective use and control of genre and language conventions to communicate ideas</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>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<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>The student work has the following characteristics:</td>
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<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>• consistent demonstration of a range of practical skills that create quality products and/or provide services</td>
<td>• demonstration of a range of practical skills that create quality products and/or provide services</td>
<td>• demonstration of practical skills that create suitable products and/or provide services</td>
<td>• variable demonstration of practical skills that create products and/or provide services</td>
<td>• demonstration of elements of practical skills</td>
</tr>
<tr>
<td>• efficient and effective management of resources to implement hospitality events</td>
<td>• efficient management of resources to implement hospitality events</td>
<td>• management of resources to implement hospitality events</td>
<td>• some management of resources to implement hospitality events</td>
<td>• management of elements of resources under direction to implement hospitality events</td>
</tr>
</tbody>
</table>
## 5 Glossary

<table>
<thead>
<tr>
<th>Glossary term</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>analysing (CCE 43)</td>
<td>Dissecting to ascertain and examine constituent parts and/or their relationships</td>
</tr>
<tr>
<td>basic</td>
<td>Underdeveloped, simple and straightforward</td>
</tr>
<tr>
<td>client needs</td>
<td>For the purpose of this syllabus, client needs include customer expectations, ambience (e.g. room decor, theme, room temperature, music, floral and other decorations, lighting, health factors and seasons), cultural and religious factors, workplace health and safety factors.</td>
</tr>
<tr>
<td>consistent</td>
<td>Regular, unfailing, constant, without contradiction</td>
</tr>
<tr>
<td>credible</td>
<td>Seeming reasonable or probable</td>
</tr>
<tr>
<td>detailed</td>
<td>Meticulous, specific, precise</td>
</tr>
<tr>
<td>effective</td>
<td>Meeting the assigned purpose</td>
</tr>
<tr>
<td>efficient</td>
<td>Well-organised and productive with minimal expenditure of effort; proficient and useful</td>
</tr>
<tr>
<td>evaluating (CCE 45)</td>
<td>Assigning merit according to criteria</td>
</tr>
<tr>
<td>examine</td>
<td>To explore by questioning to determine knowledge, reasons and conclusions</td>
</tr>
<tr>
<td>in-depth</td>
<td>Carefully worked out, detailed, thorough, incisive</td>
</tr>
<tr>
<td>logical</td>
<td>Rational and valid; internally consistent</td>
</tr>
<tr>
<td>obvious</td>
<td>Predictable, immediately apparent</td>
</tr>
<tr>
<td>plans</td>
<td>For the purpose of this syllabus, plans are the written evidence that is required to organise and implement hospitality events. Plans are to be included in the planning document (see 4.5.3). Plans may include standardised recipes, sequence of service, diagrams of restaurant layout, kitchen duties to be carried out over the event and on the day, required workplace, health and safety tasks, allocated duties and budget considerations.</td>
</tr>
<tr>
<td>principles</td>
<td>For the purpose of this syllabus, principles are fundamental, foundational and underpinning guidelines of hospitality. Principles can be found in hospitality management practices, food preparation and cookery, beverage production, service and menu planning. Students are required to understand and analyse principles to justify decisions.</td>
</tr>
<tr>
<td>procedures</td>
<td>For the purpose of this syllabus, procedures are processes, techniques or practices required to plan, implement and evaluate a hospitality event. Procedures range from workplace health and safety and hygiene to styles of service, food and beverage production, clubs and gaming processes and accommodation services. Students are required to understand and analyse procedures to justify decisions.</td>
</tr>
<tr>
<td>quality</td>
<td>For the purpose of this syllabus, a quality product and/or service should demonstrate distinction and be evident across a number of hospitality events.</td>
</tr>
<tr>
<td>range of practical skills</td>
<td>For the purpose of this syllabus, a range of practical skills includes technical skills (e.g. styles of service; food production) and organisational skills (e.g. cost analysis and budgeting, team allocation) and should be evident when students perform hospitality events.</td>
</tr>
<tr>
<td>range of sources</td>
<td>For the purpose of this syllabus, a range of sources incorporates both provided and independent sources. These may come from:</td>
</tr>
<tr>
<td>Glossary term</td>
<td>Explanation</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>• print media — newspapers and journals, texts</td>
<td>• websites and computer software</td>
</tr>
<tr>
<td>• visual media — documentaries, file, television</td>
<td>• interviews</td>
</tr>
<tr>
<td>• surveys.</td>
<td></td>
</tr>
<tr>
<td>relevant</td>
<td>Applicable and pertinent; has a direct bearing on</td>
</tr>
<tr>
<td>resources</td>
<td>For the purpose of this syllabus the management of resources may include human resources such as communication skills, teamwork, skills, knowledge, personnel and non-human resources such as time, equipment and budget.</td>
</tr>
<tr>
<td>simple</td>
<td>Easy to understand and deal with; may concern a single or basic aspect, few steps, limited or no relationships</td>
</tr>
<tr>
<td>superficial</td>
<td>Apparent and sometimes trivial, lacking depth of understanding and examination of hospitality issues, opinions or conclusions</td>
</tr>
<tr>
<td>supported</td>
<td>To give something greater credibility by being consistent with it or providing further evidence</td>
</tr>
<tr>
<td>sustained</td>
<td>Continued and constant</td>
</tr>
<tr>
<td>synthesising</td>
<td>Assembling constituent parts into a coherent, unique and/or complex entity. The term “entity” includes a system, theory, communication, plan, set of operations</td>
</tr>
<tr>
<td>thorough</td>
<td>Attentive to detail, including all that is required, exhaustively complete, carried out completely and carefully</td>
</tr>
<tr>
<td>valid</td>
<td>Able to be supported, legitimate and defensible, applicable</td>
</tr>
<tr>
<td>vague</td>
<td>Unclear, imprecise, ambiguous</td>
</tr>
<tr>
<td>variable</td>
<td>Uneven in quality, patchy, up-and-down, irregular</td>
</tr>
<tr>
<td>well-justified</td>
<td>Providing sound reasons or evidence to support a statement. Soundness requires that the reasoning is logical and where appropriate, likely to be true</td>
</tr>
<tr>
<td>(CCE 48)</td>
<td></td>
</tr>
<tr>
<td>well-reasoned</td>
<td>Logical and sound; presented with justification</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>