

# Food and Hospitality

2011 Assessment Report



Government  
of South Australia

**SACE**  
Board of SA

# FOOD AND HOSPITALITY

## 2011 ASSESSMENT REPORT

### OVERVIEW

Assessment reports give an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the subject outline. They provide information and advice regarding the assessment types, application of the performance standards in school and external assessments, the quality of student performance, and any relevant statistical information.

### GENERAL COMMENTS

A total of 195 classes comprising 2,176 students, studied Food and Hospitality in 2011.

On the whole, it was pleasing to see that teachers had embraced the subject outline, and in many cases had prepared new and exciting tasks from their assessment plans to meet the contemporary nature of the areas of study within Food and Hospitality. As this was the first year for designing tasks around the new learning requirements, and using specific features from the assessment design criteria, it was obvious that teachers had developed a selection of innovative, appropriate, and challenging tasks. These provided students with valuable opportunities for demonstrating a range of practical skills, supported by relevant planning and research. Frequently these included the utilisation of local resources.

Although teachers generally provided an appropriately identified sample of work for final moderation, they are reminded to refer to the SACE website for information and support, as well as the SACE Operations Manual, and the *Health & Physical Education Learning Area Manual* for advice about procedures and key dates.

On the student task sheets it is essential that teachers provide clear instructions that address key issues from each assessment component, as well as making clear links from the subject outline using the identified areas of study. Where students had a good understanding of the intention of the task, they were more likely to achieve success. Students generally were able to provide more in-depth answers when fewer specific features were assessed per task.

### SCHOOL-BASED ASSESSMENT

#### Assessment Type 1: Practical Activity

##### **Action Plan**

In designing the action plan, teachers should ensure that the format used focuses on the assessment design criteria and performance standards, and that the task addresses the area of study selected. In some cases, poor task design limited opportunities for students to achieve at the higher grade levels. Students were generally able to make decisions and identify appropriate implementation strategies.

Students were more successful when they were able to understand the critical factors that were relevant to the task. The most successful responses were discerning in the factors chosen, and were able to strongly link these to the area of study. Students who focused on factors related to the issues presented in each specific task were more astute in their identification and discussion of factors involved in problem-solving. Some students were able to identify factors, but often there was little discussion or consideration of the issues, with few or no links to the area of study. The decision-making about problem-solving and implementation strategies was usually done well.

Teachers need to become familiar with the current subject outline and support students to write their action plans to address the task, the specific features identified, and the performance standards. Students need to provide evidence of the contemporary issue relating to the task, and explain the links that could be made to the food and hospitality industry.

It was noted that the more successful responses made clear, informed decisions based on research. However, in some responses, justifications were often brief, resulting in cursory, or no, links to the task.

### ***Research Task***

Where teachers structured tasks with a well-defined focus on a contemporary issue related to the food and hospitality industry, students had the opportunity to demonstrate critical analysis when responding to the research question or statement. The most successful responses were perceptive, and able to critically analyse and investigate the contemporary issue in-depth. However, many students had difficulty researching and confining their response to the maximum of 500 words. Although the SACE Board has identified possible alternative forms of presentation, written responses were the common choice.

It was pleasing to see an interesting range of contemporary trends identified throughout the task design. However, some topics selected by teachers did not allow for higher-level discussion, or in-depth investigation. Also some teachers had not embraced the intention of the subject outline and were still asking students to 'form an opinion'. This style of task limited the students' ability to analyse their chosen issue, and it encouraged them to write in the first person.

Students need to keep within the word limit, as work exceeding the limit will not be assessed. Teachers and students need to be aware of the SACE Word Count policy and ensure that tables are used appropriately, and do not contribute to the word count.

The Internet was heavily relied on for sources of information. Referencing was not well formatted across all schools, and some students failed to acknowledge sources at all. There was also less evidence of the primary sources that are important in developing a critical analysis of the selected topic. Students who achieved success demonstrated strong skills in supporting their research with relevant quotes, data, and statistics – and with appropriate acknowledgements.

Analysis in some student work tended to be superficial, often not related to the task, or being a regurgitation of information, which therefore could not meet the performance standards at the higher levels. Teachers should be aware of breaches of rules in the research section, including plagiarising material from the Internet and apply the subsequent penalties.

Overall there were few examples evident of how numeracy should be addressed according to the performance standards, although some students did use data effectively. Literacy was generally of a high standard, with many students able to comfortably analyse information for relevance and appropriateness.

### ***Practical Application***

There was awareness of the contemporary trends relating to food and hospitality throughout the evidence presented for the practical tasks. Many students submitted comprehensive evidence of their learning, and therefore the grades awarded were supported by the moderators. There was outstanding evidence of the practical in many samples, through annotated photos, as well as written evidence. When using photos, students should clearly label and caption them, highlighting their relevance to appropriate aspect(s) of the specific features. Some samples of work showed little or no evidence of the practical activity, other than a teacher mark sheet or a student self-assessment sheet. Evidence is clearly important in supporting the grade awarded for the practical, as well as assisting students with their self-assessment. Teachers are strongly advised to encourage students to incorporate photographic evidence of processes along with the finished product or outcome.

### ***Individual Evaluation Report***

The more successful responses took the form of a sophisticated evaluation of processes and outcomes, and these reports demonstrated an ability to identify the processes behind outcomes. The less successful responses engaged heavily in recounting what had happened during the practical application, and made generalised statements about the outcome, and too many were written in the first person. Many students made informed appraisals and some of them considered relevant connections. As with the Practical Application, too many were completed as a recount and too many were written in the first person. Evidence suggests that many students and teachers are using an out-dated format to address the assessment design criteria. 'PA2 – Selection and use of appropriate technology for practical activities', was not addressed adequately in many reports.

Teachers and students are showing more understanding of the requirements of the evaluation report. Most students wrote honest and reflective reports. Students need to ensure they are able to make, and explain, the connection between the research or action plan and the practical. The task design needs to provide the opportunity for an in-depth evaluation of contemporary trends, and requires that students formalise a conclusion. Students need to include an appraisal of sustainable practices or globalisation on the food and hospitality industry. This should be reflected in the task instructions.

## **Assessment Type 2: Group Activity**

### ***Group Decision-making***

The task design for the group activity needs to address healthy eating practices, but not all teachers incorporated a focus on healthy eating. Students generally provided evidence of being able to identify and discuss issues as a group. The word limit posed a challenge for some groups, and a number of schools appeared to be unaware of the new word limit. It is recommended that teachers re-visit the subject outline to

familiarise themselves with the intention and outcomes of the group task, and ensure that it has a focus on contemporary trends or issues relating to food and hospitality.

Some schools presented effective recording of the group plan, and made good use of tables, often clearly stating job roles within the group. It is important that a copy of the group plan is included in the moderation package of those students selected for moderation. Teachers are reminded of the need to make a link to an identified area of study, and to ensure students include evidence of sustainable practices or globalisation in this task.

When students were able to participate in two group activities, they showed more evidence of successful achievement against the performance standards, particularly if they were absent for one task. Teachers using only one group task may wish to explore the variant if a student is absent for that task. The range of group activities viewed included lunches and dinners for guests, high teas, and catering for camps.

Students need to ensure that they provide evidence to support the grade allocated for collaboration. It is important for teachers to provide comments with reference to the performance standards to capture a clearer picture of standards.

### ***Group Practical Application***

Students need to submit clear evidence of the group practical application. Some students did this effectively with photographic evidence annotated to explain the processes. Some teachers indicated a grade using the performance standards, but there was often little or no student evidence of the practical activity. Some large-scale catering events provided significant challenges for a number of students. Overall, student work demonstrated active and thoughtful involvement.

### ***Individual Evaluation Report***

Students were able to reflect effectively on their individual processes and outcomes, but evaluation of the group performance was a struggle for many. Specific features E1 (Evaluation of the processes and outcomes of practical and group activities, including their own performance) and E3 (Explanation of the connections between research and/or planning, and practical application) were addressed more effectively than E2 (Appraisal of the impact of technology, and/or sustainable practices or globalisation, on the food and hospitality industry) and E4 (Evaluation of contemporary trends and/or issues related to food and hospitality in different settings). The more successful evaluation report responses were very honest in their appraisal of the group, and individual performance. Tasks from previous years need to be modified to refer to the performance standards and the wording of the current subject outline

## **EXTERNAL ASSESSMENT**

### **Assessment Type 3: Investigation**

The vast majority of students were successful in completing the investigation against the assessment design criteria for *investigation and critical analysis*. The timing, guidance, and supervision provided to students by teachers throughout the process of the investigation are crucial in ensuring success. Where it was clear that students had acted on advice regarding the correct structure and requirements, they generally achieved success against the performance standards.

Selecting a contemporary issue is critical to the success of the investigation and this posed a challenge for some students. In the more successful responses, students developed a relevant contemporary trend or issue related to food and hospitality; this provided them with the opportunity to critically analyse and examine information from a range of viewpoints. While many students selected current issues from the media and made a direct link to an area of study, there were still many inappropriate issues selected. In some classes, students selected very similar topics. While some issues were relevant to food, a number of students made no link to hospitality, and chose topics based wholly on nutrition or farming. It is critical that students link their investigation to the food *and* hospitality industry; this is required in order to address the performance standards thoroughly.

This year many students made a clear link to a selected area of study and this seemed to assist them with defining the focus of their research. Teachers are reminded to use the areas of study at the planning stage to help guide students to develop an appropriate issue. A few investigations were project-like, often caused by the narrow selection of a topic. The better investigations provided an opportunity for students to critically analyse and address their topic from a range of perspectives.

A clearly planned introduction is the foundation of a successful investigation. Introductions that were well-structured provided a clear outline of the scope of the investigation. Introductions, on the whole, gave a good indication of the direction of the research. Some students tended to add incidental information, making the introduction quite lengthy — occasionally using data and information that would have been more appropriately used later in the report.

The majority of students used focus questions to direct their investigation and this provided them with the foundation to achieve success in their writing. Students need assistance in the planning phase to develop questions and pinpoint relevant issues. In some cases, students selected focus questions with very few links to the research question or hypothesis, and so had difficulty in addressing their selected issue in the discussion and analysis sections. Focus questions should be limited in number, offer scope for critical analysis, and display the depth of the issue, in order to address the performance standards – and therefore avoid factual recall or a statement of definitions.

Precise details regarding scope and sources of information assisted students in being successful. However, some outlines of scope were very brief, and demonstrated little preliminary research.

Many students found it challenging to access suitable primary research information, although some were creative in accessing material through email or blog-type sources. Reliance on the Internet was very strong, and often formed the basis of evidence for some students. This approach often limited these students' ability to examine the topic thoroughly. Students must also examine the material for relevance and appropriateness. The higher level investigations used both primary and secondary data to address a range of perspectives.

Students need to take care with interviews to ensure that responses are not biased, or treated as expert opinion. The more successful papers were able to include opinions and ideas from well-referenced sources and the subsequent discussion was relevant to the material researched. In some reports primary sources were mentioned but not

effectively utilised. Students must ensure they incorporate all relevant primary data within their study. Appendices are not required and should not be included.

Where graphs and tables were used successfully, they were well presented and enhanced discussion and analysis. There was considerable evidence of simple pie graphs being poorly used in discussion. Students must be discerning in their selection of data and facts. Graphs showing 100% agreement with a statement were not very useful, suggesting that students need clearer direction in the selection and interpretation of data rather than just presenting graphed figures. Where graphs and statistics were integrated effectively, understanding and analysis appeared to improve.

A great deal of factual information was often included in the discussion without reference to sources. This often made it difficult to determine the extent of the use of supporting evidence, and made it unclear whether information was personal opinion or based on actual research. Some investigations made extensive use of quotes (frequently too long and lacking adequate discussion), which showed little evidence of 'the student's voice'.

Some surveys were not relevant or broad enough. It seemed that a number of students completed surveys early in their research, and then felt compelled to include results even if they were not useful. At times, answers were again treated as expert opinion. The sample group was often limited, or not from an appropriate background, and these shortcomings were often not recognised. Many students were unable to effectively discuss relevance or appropriateness throughout the investigation.

Although many students were able to analyse information and draw relevant conclusions, without the inclusion of new data and quotes, some students wrote very brief conclusions. These students often summarised information presented, rather than presenting a range of conclusions based on the research. In the better responses, students were able to refer back to their original research question or hypothesis to make strong connections and draw the investigation together.

Improvement was evident this year in referencing and paraphrasing, but there was some incorrect use of the Harvard system or footnoting to acknowledge references. This often made it difficult to see the extent to which students were using supporting evidence. Teachers and students should familiarise themselves with SACE Board referencing guidelines.

Although most students applied literacy skills effectively, a lack of proofreading was sometimes evident. Teachers should carefully follow the guidelines for conducting the study, and familiarise themselves with the SACE Board guidelines relating to the supervision and verification of students' work. Teachers and students are reminded of the rules relating to plagiarism and the consequent penalties for students who breach these rules.

It was pleasing to see the majority of investigations this year were closer to the word-limit of 2000 words, with fewer students writing in excess of the word-limit. However, some students did not complete the investigation, thus limiting their opportunity to achieve success in the subject.

Students need to take care to avoid identifying themselves, their teacher, or their school, especially in the bibliography or through unnecessary attachment of appendices. The more successful investigations were a pleasure to read, as they demonstrated a depth of understanding of contemporary issues related to food and



hospitality, and a real interest in, and enthusiasm for, the research, while effectively addressing the performance standards at a high level. It was refreshing to see some students drawing on their own industry experience, bringing personal relevance to their investigation.

## **OPERATIONAL ADVICE**

Packaging and presentation of materials for final moderation was an issue for some teachers. Separation of student work into Assessment Type 1 and Assessment Type 2 often did not occur, although samples for Assessment Type 2 were generally easier to identify.

Teachers should familiarise themselves with the requirements for the subject throughout the year from the *Learning Area Manual for Health and Physical Education*. School assessed materials need to be packaged separately for both the Practical Activity and the Group Activity, as they are moderated separately. Materials should be selected for the students identified according to the SACE Board selection process for the collection of materials.

Some teachers were unaware that they could change the details on the learning and assessment plan using the addendum, however, teachers should be aware that features, such as the number of tasks, are not negotiable. Teachers must include an approved learning and assessment plan with their package. Teachers should encourage students not to include food orders, recipes, drafts and other material that is not required in the assessment process. Student materials should not be submitted in hard-covered folders.

Chief Assessor  
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