

Food and Hospitality

2013 Chief Assessor's Report



SACE
Board of SA

FOOD AND HOSPITALITY

2013 CHIEF ASSESSOR'S REPORT

OVERVIEW

Chief Assessors' 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 relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, the quality of student performance, and any relevant statistical information.

Teachers generally demonstrated a clear understanding of the subject outline through the interpretation of assessment tasks, and in most cases demonstrated confidence in relation to the selection and use of performance standards to determine student levels of achievement.

Many challenging yet exciting tasks were developed from learning and assessment plans to address the contemporary nature of the areas of study within Food and Hospitality. Well-constructed and scaffolded tasks provided students with valuable opportunities to demonstrate a wide range of practical skills at Year 12 standard, supported by relevant planning and research. Many teachers utilised local and regional resources to provide relevance and interest for students. Where tasks were strongly related to the Food and Hospitality industry, tasks were meaningful and generally well embraced by students.

All areas of study need to be addressed both in the learning and assessment plan and within the identified assessment tasks. Where teachers had selected more than one area of study within a task, students often became confused and did not address either area of study effectively. Hospitality language and terms need to be utilised by students in their research and problem-solving. Word-counts need to be stated clearly on task sheets, and monitored by teachers. Teachers should make it clear that they assess student work only up to the word limit.

Teachers are required to make a balanced assessment of each task, based on the performance standards selected from the assessment design criteria identified on the learning and assessment plan. Teachers are encouraged to shade areas of performance standards for individual tasks to make a balanced assessment based on their use. Where marks, percentages and weighting of assessment design criteria were adopted, a balanced assessment was often not achieved.

Teachers used the Variations — Moderation Materials form effectively this year where work was not completed or was missing. However, some teachers did not adjust student grades for work not submitted. Changes to tasks from the original learning and assessment plan needs to be verified by a endorsed addendum attached to the plan.

When packaging work, student work should be clearly identified with the student registration number. Hard folders or binders should not be used as they add additional weight to packages and are unnecessary.

SCHOOL ASSESSMENT

Assessment Type 1: Practical Activity

Action Plan (Problem-solving)

Teachers who based their assessment tasks on issues related to an area of study enabled students to meet the higher levels of achievement in the area of problem-solving. Well-constructed action plans clearly reflected the link between the area of study and the problem identified. Students often struggled when the issues on the task sheet did not reflect the area of study. Often there were too many specific features of the assessment design criteria being assessed for problem-solving. Limiting this number will provide students with opportunities to achieve higher outcomes against the performance standards. Stronger links are needed to address *both* hospitality and the food industry, not just the food industry.

Students should be presented with a task that allows them to identify and discuss factors that they can problem-solve in relation to the food and hospitality industry. It is essential that teachers design tasks focused on contemporary food and hospitality trends, and make a clear link between the focus in the action plan and the practical application. Where the task was unclear, students had little opportunity to demonstrate success. Most students could identify factors effectively, although many generic factors were still evident which did not address the context of food and hospitality or the area of study in depth. The higher-achieving students were discerning in the factors chosen, and were able to strongly link these to the area of study — enabling them to have a clearer understanding of the context. In several classes, students addressed too many factors and were less astute in their identification and discussion of factors.

The decision-making about problem-solving and implementation strategies was usually done well, with students making relevant, astute decisions to support the factors identified. It was noted that the higher-achieving students could make clear, informed decisions based on their research and understanding.

Many students identified implementation strategies in dot points. This allowed them to address the requirements for their practical and make more of the word-count available for justification of the practical decision at a higher level. Teachers should assist students to ensure the implementation strategies relate clearly to the practical implementation and decisions made.

Research Task (Investigation and Critical Analysis)

Where research tasks clearly identified an area of study and were scaffolded with a well-defined focus on a contemporary issue related to the food and hospitality industry, students had an opportunity to investigate in depth and show critical analysis. The A band student was able to perceptively critically analyse and investigate the contemporary issue in depth, particularly when the task required students to look at a range of data, and use both primary and secondary sources. However, many students had difficulty responding to the task, and confining their response to the maximum of 500 words. Although the SACE Board has identified alternative forms of presentation, students still need to provide very clear evidence of their research.

It was pleasing to see a more interesting range of contemporary trends identified through task design. Some teachers selected topics that did not allow for higher-level discussion or in-depth investigation. Some teachers had not embraced the intent of the document and asked students to form an opinion. This style of task limited students' ability to analyse the issue and encouraged students to write in the first person. Teachers should revisit their assessment plan annually and either modify tasks where they have continued to ask students to 'form an opinion', or select a more contemporary issue that directly relates to the food and hospitality industry. The research task should provide an opportunity to prepare students to write in the format required for the investigation. Where teachers had formatted the task by asking a number of questions, or used a very broad issue, students struggled to respond to the task at the higher level.

The Internet was relied on heavily for sources of information, often with little relevance to the local setting. Teachers should be aware of possible breaches of rules in the research section and the subsequent penalties for plagiarising material from the Internet. Teachers should encourage students to make their own voice clear in their research. Students should keep the volume of quoted material to a minimum and discuss what they refer to in their own words. There was clearly less evidence of primary sources, which is an important aspect in developing critical analysis of the selected issue. Students who achieved a high level of success supported their research with selected quotes, data, and statistics — with correct acknowledgement — and used a balance of appropriate primary and secondary sources of information.

Students from a large number of schools demonstrated poor reference formatting and some students failed to acknowledge sources at all. Sources should be appropriately acknowledged and teachers should support students' use of appropriate referencing systems. Teachers and students should familiarise themselves with current referencing guidelines on the SACE website.

There were limited examples of how numeracy is addressed in ICA3, although some students used data effectively. Literacy was generally of a high standard, with many students able to comfortably analyse information for relevance and appropriateness.

Practical Application

The evidence of practical activity was pleasing to see this year, as teachers and students were much more focused on embracing the concept of student evidence. Most students had provided both written feedback on the practical activity against the assessment design criteria, as well as visual evidence – mostly in the form of a sequence of coloured photographs to support the evidence.

The practical activity is designed to make clear links with the investigation or decisions contained in the action plan. Where teachers had addressed the intention of the document, and included 'evidence of practical' in the task design, students were supported in providing clear evidence of their work. Many teachers submitted comprehensive evidence of student learning that demonstrated many aspects of the practical application against the relevant assessment design criteria. When this was the case, the grades awarded for the practical application were able to be supported at moderation. It was helpful when moderators could see a teacher feedback sheet to support the assessment of the practical. Many teachers provided valuable feedback to students on their individual assessment pro formas, thereby supporting student learning.

Students provided a range of evidence that supported their learning in areas of technology and application of safe food handling and, to a lesser extent, provided evidence of techniques and quality control in preparing and serving food. Those students who presented outstanding evidence of the practical application were then able to articulate the processes and outcomes in the evaluation.

Some samples of work showed evidence that teachers used a marks scheme to grade students on their practical work, which does not adequately address the current performance standards. Evidence is clearly an important tool in supporting the grade awarded for the practical, and also assists students with their evaluation. Teachers are strongly encouraged to incorporate photographic evidence of processes along with the finished product or outcome to address performance standards, so that grades for practical performance can be validated.

Individual Evaluation Report

Many teachers were astute in changing their learning and assessment plans for 2013 to reflect the reduction in the number of required evaluation reports in the practical activity. This reduction significantly cut the workload for students. Where teachers selected one or two assessment design criteria relevant to the task, students were able to address the task with sufficient insight to achieve the higher levels of the grade bands within the word-count.

Evaluation reports should have insightful links to practical tasks and an area of study. Once again, where the teacher structured the task appropriately, students were given a better opportunity to not only reflect on their practical application, but also to make a connection between the decisions contained in the action plan and the key findings in their research. The A level students were able to write a sophisticated evaluation of processes and outcomes to reflect on the final stage of the practical application. Higher-achieving students demonstrated their ability to identify the processes behind outcomes. In some cases, students struggled to reflect on processes and outcomes at the 'insightful' level. Where teachers were still encouraging students to discuss strengths and weaknesses, evaluation of the processes and outcomes of the practical application was often superficial.

Technology was not addressed effectively in many reports where specific feature E2 was identified. When designing their tasks, teachers need to make clearer links between the scaffolding of the task and the aspects of technology identified from the area of study. This provides students with a clear opportunity to appraise the technology used in the practical application. There was often little evidence of an appraisal of sustainable practices or globalisation on the food and hospitality industry.

Over-assessment of specific features E1 and E4 on all tasks was evident from some schools. The task design did not always allow for an in-depth evaluation of contemporary trends related to food and hospitality.

Assessment Type 2: Group Activity

Group Decision-making (Collaboration)

The group practical activity demonstrated a wide range of practical products, including fine-dining, 'finger foods', and sales of take-away foods, as well as the more common lunches, dinners, and high teas for guests within the local school community. The structure of group action plans did not always support students in identifying factors and problem-solving challenges related to the task. Issues need to clearly identify with, and relate to the area of study addressed. Some schools disregarded the healthy eating requirement of this task either in the task design or in the assessment of student work. The task design for the group activity must address healthy eating practices within the group practical activity, and therefore needs to be addressed in the group plan. Without this focus, teachers are unable to make a valid assessment against the specific feature C2.

Students generally showed evidence of being able to identify and discuss issues as a group. The word limit posed a challenge for some groups, while other groups appeared to be unaware of the 500 word limit. Time plans may be tabled as student evidence but these should not form part of the word-count for the group plan. The group activity must have a focus on contemporary trends and issues relating to food and hospitality. Teachers must ensure that each member of the group has a copy of the group plan in their submission package, and that group roles are clearly identified. Many teachers did not realise that the group plan does not address the justification of decisions about problem-solving and implementation strategies.

Teachers were often challenged when assessing students who had been absent for the group practical task, particularly when only one group task was set. When students were able to participate in two group activities, they had a better opportunity for successful achievement against the performance standards. It was a challenge for moderators to understand how some teachers had assessed student collaboration; therefore, it is advisable for evidence of student collaboration to be presented at moderation to support the grade awarded.

Group Practical Application

Many teachers designed appropriate group activities related to a specific area of study, which often had a catering focus. It was evident that not all teachers had worded their group practical application in a way that gives students opportunities to demonstrate their ability to participate effectively in a team to support *healthy eating practices*. Students should be given this opportunity as specified in the subject outline.

Once again, students need to submit clear evidence of the group practical application. Some students did this effectively with photographic evidence together with annotations to explain processes against the performance standards. Some teachers provided shaded performance standards but there was often no evidence of the practical activity. Some tasks were seen to be very challenging for the group, particularly large-scale catering events. Overall, student work demonstrated active and thoughtful involvement.

Individual Evaluation Report

Students were able to reflect on their individual processes and outcomes, but many students struggled with evaluating the group performance. It was clear in many reports that some of the group members were absent or did not fulfil their roles adequately within the team. Notably, specific features E1 and E3 were addressed more effectively than specific features E2 and E4. Where students were successful in their evaluation, they were very honest in their appraisal of the group and individual performances. Evidence of the group practical performance assisted students to write their individual evaluation report.

EXTERNAL ASSESSMENT

Assessment Type 3: Investigation

It was clear that students who achieved at a high level had closely followed guidelines relating to Assessment Type 3: Investigation in the Food and Hospitality subject outline. As stated, students should identify a relevant contemporary issue related to a selected area of study and state this issue as a research question or hypothesis. It was obvious that time spent in the planning phase, and appropriate guidance from the teacher to select an appropriate issue, was advantageous.

It is suggested that students use a font size no smaller than 12 points.

Students should be careful to de-identify their work by avoiding using student, teacher, and school names. No evidence of the teacher's marking process should be evident on the investigation.

Students should use the cover sheet provided by the SACE Board and note that the correct terminology for the external assessment task in Food and Hospitality is 'Investigation'. Teachers should carefully follow the guidelines for conducting the investigation and not only check the Stage 2 Food and Hospitality minisite for information, but direct students to the minisite when completing this task.

In the better investigations students had selected an issue, rather than a topic, and this led to the development of an argument that encouraged critical analysis. Students who achieved high grades had devised a well-focused research question or hypothesis. For example, 'How viable are independent coffee boutiques in Adelaide?' is a better starting point for the investigation than 'Coffee boutiques in Adelaide'. The first version leads to a comparison and debate of the issue, while the latter leads to a project style presentation of information. Additionally, when the answer to a research question is too obvious, it is difficult for students to achieve well-considered depth in their response.

The stronger introductions provided a clear outline of the scope of the task. When students were able to clearly link the investigation to at least one of the areas of study, they tended to have a clearer direction for their investigation. The more successful students also used three or four well-refined and carefully devised guiding or focusing questions. In each focusing question, the evidence that was presented demonstrated excellent use of expert primary sources together with sound, up to date secondary sources as a basis for analysis and discussion.

Local issues or those recently in the media often led to successful and interesting investigations, such as those based on issues from newspapers, trends seen in hospitality establishments or from hospitality industry journals, or even local television shows promoting South Australian hospitality and food establishments. Markers were pleased to see new and contemporary ideas being chosen by students to explore. These included investigations related to the impact of food trucks and how they compete with the more regular traders, a variety of issues related to the influence of sustainability on hospitality, and the impact of social media on the food and hospitality industry. In the better investigations students were able to link these contemporary ideas to the local setting and provide specific examples.

Although there are myriad issues that students might select, the subject outline is based on the food and hospitality industry so the link to hospitality is vital and must be explicit. Issues must be within the scope of the subject, as students were disadvantaged when their investigation was not clearly linked to the hospitality industry. Teachers should advise students that issues purely related to nutrition such as obesity or diabetes are not appropriate, nor are those related to the domestic food area. As two of the specific features (ICA1 and E4) specifically refer to 'issues related to food and hospitality', it is difficult for students to achieve success against these criteria if their topic is outside the scope of the subject.

The most successful investigations were able to demonstrate evidence of learning against the following specific features of the assessment design criteria as identified in the subject operational information for this assessment type:

ICA1: Investigation and critical analysis of contemporary trends and/or issues related to food and hospitality

A well-crafted research question or hypothesis was the basis for enabling the development of critical analysis. In the high-level investigations it was clear that students had also chosen guiding or focusing questions that allowed them to show this skill. Where students used focusing questions that were closed or predictable, this discouraged analysis.

The better investigations showed depth, with students thinking critically and thoroughly teasing out data and information. In these investigations, students tended to compare and contrast information and offer reasons for certain data or results related to their selected issue. It was clear that a debate from a range of viewpoints, or from the perspective of all key stakeholders, enabled students to develop an argument and fostered analysis.

ICA2: Analysis of information for relevance and appropriateness, with appropriate acknowledgment of sources

Most students demonstrated appropriate research skills. Those who achieved highly against the performance standards conducted quality research with people who were strongly connected to the investigation, enabling students to present credible and highly relevant primary information. In the better investigations, students synthesised, compared, and analysed primary and secondary data under the selected focusing questions, rather than presented descriptions of survey results question by question. Where students gave examples in support of discussion or statements, their points were more relevant and original.

While accessing suitable primary data can be a challenge, many students were enterprising and successful in utilising blogs and emails as a strategy. Although

students generally accessed reliable and relevant sites, they should be wary of relying purely on Internet sources as this can limit their ability to examine the issue thoroughly. Where Internet sources are used students should be discerning and take care not to assume that data from international settings can be extrapolated to food and hospitality in Australian settings. Students should also aim to be objective in their presentation of findings. Higher-level investigations often used very relevant information that directly related to a local context.

It was clear in some investigations that results from surveys were under-utilised. Teachers should inform students that all relevant data should be analysed and included within the main body of the investigation. Appendices and copies of surveys are not to be submitted. In some weaker investigations, students relied on personal opinion or loose generalisations that were not substantiated by credible sources. Investigations that relied heavily on a survey of peers often showed a limited level of analysis of the issue, as students mistakenly used their surveys as authoritative sources to support their investigation.

Students need to appropriately reference all sources. Some students tended to link large sections of quoted material with very few of their own words and little appropriate explanation, elaboration, or discussion. The most successful investigations gave pertinent evidence in the form of quotes, with relevant and well-explained examples that explicitly made clear the points raised to support the argument or discussion. The use of succinct and highly relevant quotations used within sentences, or with appropriate explanation, ensured students could demonstrate their own knowledge, understanding and analysis without losing their 'student voice'. Students are required to include primary sources in the reference list, and are advised to access the referencing guidelines on the SACE website.

ICA3: Application of literacy and numeracy skills, and use of appropriate terminology

Most students achieved success against specific feature ICA3. Many students presented well-structured and logically presented investigations. Successful students depersonalised their work by writing in the third person which helped achieve an objective tone. In the most successful investigations data was well labelled and explained in the study rather than just inserted. It is essential that the evidence of learning produced by the student is explicit and that it does not require the marker to make inferences from the material provided.

Statistical information and graphs were generally used well to inform results. Students should continue to be discerning in their use of visual data, ensuring it is used to enhance discussion. Students should be reminded that graphs are not needed when there are only very limited variables. An accurate word-count should be provided on the cover sheet of the investigation. Students must note that the investigation has a 2000 word maximum for a 20-credit subject and a 1000 word maximum for a 10-credit subject, and that the investigation is marked only up to the word limit.

E4: Evaluation of contemporary trends and/or issues related to food and hospitality in different settings

Students who recorded a high level of achievement against specific feature E4 tended to include evaluation throughout, often at the end of a focus question, and then supplemented with a short conclusion at the end of the investigation. Those students who only presented a short conclusion at the end of their paper were often not able to demonstrate the depth necessary to achieve at a higher level.

In the more successful investigations there was evidence that students had thought broadly when concluding and did not simply repeat what had already been stated in exactly the same language. These students were able to draw their investigation together, often weighing up perspectives and coming to conclusions while avoiding generalisations. The conclusion should be related to the research issue only, as students are not required to reflect on the success or limitations of the study itself unless this is pertinent.

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 did not always occur, although Assessment Type 2 samples were generally easily identifiable.

Teachers should familiarise themselves with the requirements for the subject throughout the year from the SACE Board website. School assessed work should be packaged in separate packages for both the practical activity and the group activity, as is it moderated separately. Materials should be selected for the students identified according to the SACE Board selection process for the collection of materials.

All teachers should be aware that there is a minimum number of *seven* tasks for a 20-credit subject. Teachers must include an approved learning and assessment plan (with an endorsed addendum, if appropriate) as well as a set of assessment tasks with their package. Teachers should strongly encourage students to remove food orders, recipes, drafts, and other material which is not required in the assessment process. Individual student tasks should be stapled, together with a detailed task sheet and performance standards appropriately shaded to show grades awarded. Plastic folders and sleeves are not required for individual student tasks. Teachers are encouraged to provide an overall matrix to show determination of final grades awarded for each student in the class.

Chief Assessor
Food and Hospitality