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|  | **2024** |
|  | HC Logo (Colour) |

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| **Signature Café Menu** |
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**Stage 1 – Integrated Learning**

**Assessment Type:** Practical Exploration (40% of total assessment)

**Program Focus: Café Skills**

*Capability**–**Personal and Social*

**Purpose:** Students work together to develop practical skills to produce their signature menu items, suitable for a café menu. Whilst developing their personal and social capabilities.

In pairs students will create a signature menu, which must consist of a savoury item, sweet item and two beverages. They will prepare and present these to demonstrate their practical skills.

Students will then individually present an evaluation where they will highlight on the outcome of this practical and the skills they developed, discuss feedback and summarise their development of the capability.

**Assessment Conditions:**

**Part 1 – Planning –** Working in pairs plan your signature menu. This must include a savoury and sweet food item, as well as two beverages. Your planning should include the following and be submitted to the teacher 1 week before the practical:

* Recipes chosen, attached to an accurate food order form
* Detailed plan of the practical including job allocations

When deciding on menu options pairs should consider their development of the Personal and Social Capability (skill development, creativity, leadership skills, time management, communication and group work ability)

**Part 2** - **Practical** **1 ½ hrs:** Working in pairs, prepare and present a signature menu, suitable for a Café. This must include a savoury and sweet food item, as well as two beverages. This will need to be completed, and presented within the practical time given.

Photographic evidence of the practical must be collected, along with annotations: including a short discussion of the processes which are being completed.

**Part 3 - Evaluation:** Individually present an evaluation of the practical outcome, max 750 words (or 5 min multimodal presentation)

This will need to include:

- Highlights of the practical process and skills which were used, and developed.

- Photos of the practical to illustrate and support points made.

- The discussion of self and peer reflections of the final outcome.

- The discussion of the development of the personal and social capabilities.

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Performance standards for Integrated Learning - Stage 1

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| - | Application and Development | Inquiry and Reflection | Collaboration and Communication |
| A | In-depth development of knowledge, concepts, and/or skills in relation to the program focus.  Thoughtful and consistent application of a range of knowledge, concepts, and skills for a purpose.  Effective development and insightful application of a chosen capability/or chosen capabilities. | In-depth exploration of relevant information, concepts, and ideas using a variety of sources.  In-depth reflection of the student’s own learning through self-assessment and feedback from others. | Sustained and productive collaboration with others.  Perceptive communication of ideas and opinions. |
| B | Some depth in development of knowledge, concepts, and/or skills in relation to the program focus.  Considered application of a range of knowledge, concepts, and skills for a purpose.  Focused development and some insightfulness in the application of a chosen capability/or chosen capabilities. | Some depth in exploration of relevant information, concepts, and ideas using a variety of sources.  Some depth in reflection of the student’s own learning through self-assessment and feedback from others. | Effective collaboration with others.  Some perceptive communication of ideas and opinions. |
| C | Competent development of knowledge, concepts, and/or skills in relation to the program focus.  Competent application of knowledge, concepts, and/or skills for a purpose.  Competent development and application of a chosen capability/or chosen capabilities. | Competent exploration of relevant information, concepts, and ideas using a variety of sources.  Reflection of the student’s own learning through self-assessment and feedback from others. | Some effective collaboration with others.  Generally considered communication of ideas and opinions. |
| D | Partial development of some knowledge and/or skills in relation to the program focus.  Some basic application of knowledge and/or skills, with some relationship to a purpose.  Partial development and some basic application of a chosen capability/or chosen capabilities. | Identification and gathering of some relevant information from more than one source.  Some acknowledgment of the student’s own learning through self-assessment and feedback from others. | Occasional collaboration with others.  Some description of ideas and/or opinions. |
| E | Attempted development of some knowledge and/or a skill in relation to the program focus.  Attempted application of knowledge and/or skill with some attempted link to a purpose.  Emerging development and attempted application of a chosen capability/or chosen capabilities. | Identification of information in one or more source, which may have some relevance.  Emerging recognition of the student’s own learning through self-assessment and feedback from others. | Some attempt to work collaboratively with others.  Brief description of an idea and/or opinion. |