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

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| **Volunteers Morning Tea** |
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**Stage 1 – Integrated Learning**

**Assessment Type:** Connections (30% of total assessment)

**Program Focus: Café Skills**

*Capability**–**Critical and Creative Thinking (one other if applicable)*

**Purpose:** Students work together to plan, organise and implement a morning tea for the College Volunteers. Students will need to offer, prepare and present a variety of menu items at their café, including beverages, whilst undertaking front of house service and decorations.

**Assessment Conditions:**

**Part 1** - **Practical** – **Volunteers Morning Tea** **(Lesson 1-5)** Working as a class prepare, present and serve a variety of menu items (including a savoury and sweet finger foods, and hot and cold beverages).

Mis en place and extra preparation time will need to be considered; along with service, decoration, set up, pack up and time management. A total number of \_\_\_\_\_ volunteers will be present at the café.

Photographic evidence of the practical must be collected to reflect and discuss the cafes success.

**Part 2 - Folio:** Individually present a folio of work which demonstrates the process of developing the volunteer’s morning tea.

The folio will need to include the following:

**Research/Planning/Skill Development**

- Research of current café trends (Homework Task)

- Brainstorming and idea generation for menu items

- Evidence of decision making and final choices for the menu

- Final menu (and person allocations)

- Costing sheets for each menu item (you create as an individual)

- Time plans (for the day and lead up)

- Individual Job Allocations

- Individual Creation Process of the job you were allocated (Decoration/Menu/Label Design etc)

**Reflection**

- A discussion of self and peer assessments of event

- A discussion of customer feedback

- A discussion of the development of the critical and creative thinking capability and other if applicable.

- Photos of the practical to illustrate and support skills/capability development

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. |

**Critical and creative thinking**

In this subject students extend and apply their critical and creative thinking capability by, for example:

* thinking critically, logically, and reflectively
* analysing and evaluating ideas
* learning and applying knowledge and skills in new and creative ways
* exploring and experiencing creative processes and practices
* applying their understanding of the nature of innovation
* using initiative to explore areas of interest
* posing questions, and identifying and clarifying information
* understanding of self as a learner and developing the ability to apply learning in real contexts.