

STAGE 2 FOOD AND HOSPITALITY
ASSESSMENT TYPE 1: PRACTICAL ACTIVITY
STUDENT RESPONSE
(C STANDARD)

Stage 2
Food and Hospitality
Assignment 1 - Food Safety and Hygiene

Student's Name: _____

Assessment Type – Practical Activity Task Description – Action plan, Practical application, Evaluation Area of Study – Political and Legal Influences Learning Requirements – 1, 2, 3, 6

Aim: to apply contemporary workplace practices in relation to food hygiene and safety in the preparation of a dish comprising high risk foods.

Task: plan, prepare, and present, a signature dish suitable for a commercial food establishment, which includes 2 high risk food products.

ACTION PLAN

The action plan may be presented in written, oral, or multimodal form. It should be a maximum of 500 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.

Discuss the following in relation to the practical task:

- State your goal
- Identify and discuss the issues that you believe are relevant to the task aim before a final decision is made.
- State your product choice, identifying the 2 high risk products featured.
- Justify what you intend to make based on the issues identified above.
- Identify the implementation requirements i.e. the factors that you will need to think through or put in place to make the practical happen.

Due Date: 4th March

Mark 13 /20

PRACTICAL APPLICATION

Plan, prepare and present a signature dish that includes 2 high risk food products which would be suitable to be included on the menu of one of the Riverland's major eating establishments e.g.

Practical Date: 11th March

Mark 44 /60

EVALUATION

The individual evaluation report may be presented in written, oral, or multimodal form. It should be a maximum of 500 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.

Complete an evaluation that reflects on your performance in the practical application and on the result. It is important to draw conclusions and recommend possible improvements.

Use the points below as a guide:

- What were the key processes followed in this practical experience?
- What skill development was evident in these processes?
- What were the personal strengths and weaknesses?
- What are the suggestions for improvement?
- What conclusions can be drawn from the experience in relation to the task aim?

Due Date: 18th March

Mark 15 /20

Comment:

Action Plan: Plan satisfactorily stated. Identified issues are suitable + basically outlined. Including key words more specific examples. A plan is stated. Plan satisfactory

Practical: see attached proforma

Evaluation:

A pleasing discussion of the process is included. Analysis of planning issues well attempted. Suitable recognition of possible improvements.

Overall Grade: __

Stage 2 Food and Hospitality
Task 1: Food Safety and Hygiene

PRACTICAL ASSESSMENT SHEET

Student Name:.....

Date: *11/3/11*

Name of Recipe/s: *Homemade Chicken & Fried Rice - Temp. cooked vegetables in a tomato based sauce*

How effectively does the student manage time and resources?

Mise en Place – equipment and ingredients organised

L _____ S _____ H _____

Bench kept well organised and tidy

L _____ S _____ H _____

Recipes prepared and served in time available

L _____ S _____ H _____

Does the student demonstrate safe working practices?

Personal hygiene – hair, hands, apron, shoes

L _____ S _____ H _____

Environmental hygiene – work area kept clean

L _____ S _____ H _____

Demonstrate safe food handling practices

L _____ S _____ H _____

All equipment left clean, returned to correct place of storage

L _____ S _____ H _____

To what extent are appropriate techniques used?

Practical skills are successfully applied

L _____ S _____ H _____

Used appropriate cooking methods

L _____ S _____ H _____

Range of techniques used

L _____ S _____ H _____

How appropriate is the student's use of technology?

Used appropriate equipment and technology to enhance practical

L _____ S _____ H _____

How well does the student generate and maintain quality control?

Appropriate temperature control

L _____ S _____ H _____

Confidently interprets and follows recipe/s

L _____ S _____ H _____

Portion control in food service

L _____ S _____ H _____

To what extent does the student display initiative and creativity?

Demonstrates skills of a Year 12 student

L _____ S _____ H _____

Plating – suitably and creatively

L _____ S _____ H _____

Garnishing /decorating – visual appeal

L _____ S _____ H _____

H – high level of competency
 S – satisfactory level of competency
 L – low level of competency

Comments:

Mark: /60

Opening statement:

To plan and prepare a signature that contains at least two at-risk ingredients that is at a commercial food level. It has to have a local influence on the dish. The process must have food hygiene rules and regulations when preparing the dish.

Issues:

- ⊕ Time- Preparation needs to be within a 100minute time period for a commercial food establishment.
- ⊕ At-risk foods- The handling and use of at-risk foods need to be at the correct standard so the chance of food poisoning is lowered.
- ⊕ Availability- That the ingredients are easily accessible and will be in season or stock and needs to be affordable.
- ⊕ Skills- To demonstrate an extension of personal skills and deliver an appropriate signature dish.
- ⊕ Possibility of non-white meat eaters- Can provide a meal that doesn't include the white meat.

Decision:

'Honey soy chicken with fried rice and Asian styled cook vegetables in a potato basket'

Justification:

The recipe 'Honey soy chicken with fried rice and Asian styled cook vegetables in a potato basket' is a suitable recipe due to it can be completed in a 100minute period but the chicken will need to be marinated before as it needs to marinate for 4 hours and it will go over the time period and the serving time will be delayed by a lot.

This recipe includes a few at-risk foods which are dairy products, vegetables and meat. The 'at-risk' ingredients will need to be transported to and from school in an esky with ice blocks to minimize the risk of the food going off. Then they have to be put in a refrigerator in the correct temperature of 4°C. Only take them out when needed to minimize them being in the danger zone which is 4°C to 60°C so it doesn't harm the consumers.

In this dish, the ingredients will be affordable and available as they can be purchased from the local supermarket. The eggs and honey can be purchased locally as there is a local bee man and an egg farmer.

The skills go from easy to advance. The fried rice and honey soy chicken is quite easy to make and doesn't involve advance skills, as for the potato basket involves more advance skills due to deep frying and molding them.

The possibility of non-white meat eaters can be quite common. If needed, the recipe can be altered to suit the consumer's dietary needs. The meat can be swapped for a different meat or To fu.

Implementation Requirements:

The ingredients will be purchased before the practical, to get the best result of freshness of the ingredients, all the required equipment will be ready and in the class room so it doesn't delay the serving time. The time plans will be made so there is something to follow and know what has to be done at what time. The chicken will have to be marinated at recess to ensure freshness and be marinated for the correct time. Also practice of the dish is also recommended.

Word count: 501

To plan and prepare a signature dish that contains at least 2 'at-risk' ingredients that is suitable for a commercial food establishment with a local influence.

'Honey soy chicken and Fried rice with Asian styled stir fried vegetables in a Potato basket' was made.

The time plan that was created was really effective because it kept the process in order and gave an idea if the progress was in front or behind the time limit. This made it a lot easier to cook and prepare the meal in the allocated time. The time plan was very accurate so no time was wasted and the task was finished right on time. As four different things were made, it helped to keep up and stay on track.

The handling of the 'at-risk' food was very good due to that the knives were kept separate and chopping boards were also kept separate so it avoided cross contamination of the foods. An important thing was to make sure that the chicken was cooked through to minimize the risk of food poisoning. The dishes were washed so the same equipment wasn't used twice as it would make the cross contamination risk higher. The ingredients were only taken out of the fridge when they were required so they wouldn't go above 4°C as it risks the food going off and won't harm the consumers.

The chosen dish included at least 2 'at-risk' ingredients so it would follow the aim and task requirements. The ingredients were eggs and chicken breast that had to stay at 4°C to maintain freshness and lessen the chance of food poisoning.

The skills that were required to prepare the dish ranged from easy to hard. The potato basket required the most skill as the potato had to be grated, mixed and pressed into a basket like shape then lastly baked until cooked. This stuck to the requirements of the dish.

The dish that was planned and prepared was classed as a signature dish due to it was made from scratch and no one has created it before. It was made from a few different recipes that have been altered to gain authenticity.

The time limit was easy to stick to as the dish was made in the limit and everything was cooked well. This was due to good preparing before the day as well as a time plan sheet that made it easy to stay on task. *reference to restaurant recipe*

Some improvements that I would consider for next time would be only make one starch-based ingredient to put in the meal for example leave out the fried rice and put the chicken and vegetables in the potato basket. More vegetables in the meal would give it more colours and trial few similar recipes to get the best outcome and more flavour. *part of ingredients*

The end result of the meal was better than I expected. The appearance of the meal had many different colours which made it more appealing but I few more colours would have gave the dish a more vibrant feeling.

Word count: 509

1

* photos

Stage 2
Food and Hospitality
Assignment 2 – Chef’s Challenge

Student’s Name: _____

Assessment Type – Practical Activity
 Task Description – Research Task, Practical Application, Evaluation
 Area of Study – Socio-cultural Influences
 Learning Requirements – 1, 4, 5, 6, 7

Aim: to research contemporary cultural trends in the food and hospitality industry and prepare dishes that reflects this.

RESEARCH TASK

The research task may be presented in written, oral, or multimodal form. It should be a maximum of 500 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.

Individually investigate and develop an opinion about the influence of a cultural region, such as the Mediterranean, Asia or Middle East, on cuisine evident in the South Australian food and hospitality scene.

Please note that you will select one cultural region to focus on for research and this region will be the focus for your practical.

Due Date: May 9th 2011

Mark: 14 /20

PRACTICAL APPLICATION

Individually plan, prepare and present an appetiser platter to serve 1 person, consisting of 2 different foods that would be suitable for a restaurant or function menu. The appetiser platter needs to reflect your selected region’s influence and the development of Australian modern cuisine. The platter should reflect a theme such as Tapas, Meze or Yum Cha.

Below is a list of food ingredients common to the regions that you may wish to explore for your dishes or as a starting point to exploring your selected region.

Mediterranean	Asian (from India to Japan)	Middle Eastern
Chicken, lamb, chick peas, mince meat	Fish, beef, tofu, chicken, pork	Lamb, mince meat, chickpeas
Bread, potatoes, polenta, rice, filo pastry	Rice, noodles, wonton wrappers, dumpling pastry, seaweed wrappers	Couscous, rice, filo pastry
Eggplant, tomatoes	Asian greens	Tomato, cucumber
Yoghurt	Lime or lime juice	Almonds, saffron, rosewater, harissa, dry rubs
Red wine vinegar or balsamic vinegar, olive oil	Palm sugar, garlic, ginger	Yoghurt
Olive, anchovies, capers	Fish sauce, tamarind, soy sauce, mirin sauce	Preserved lemon, lemons
Cheeses- e.g. ricotta, haloumi, bocconcini, parmesan	Chilli, coriander, cumin, lemon grass	Cumin, coriander, turmeric, cinnamon
Basil, oregano, rosemary		Dried fruit e.g. dates, figs

EVALUATION

The evaluation report may be presented in written, oral, or multimodal form. It should be a maximum of 500 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.

Individually you will need to reflect on your performance in the practical application and on the result. You should formulate conclusions and recommend possible improvements. Use the points below as a guide:

- What were the key processes that you followed in this practical experience?
- How did you judge that you had achieved your final result based on the predetermined criteria?
- What cultural influences did you demonstrate from your selected region? Link back to the research task
- What were the strengths and weaknesses of your practical?
- What suggestions for improvement can you offer?
- What overall conclusions can you draw from the experience?

Due Date: May 19th 2011

Mark: 19 /20

Comment:

<p>Research: A good attempt to discuss relevance of selected cuisine, style, ingredients and how they are applied/acknowledged.</p> <p>Practical: see attached proforma</p> <p>Evaluation: A satisfactory overview of the impact of globalization on the food & hospitality industry. Cavalier explanations of the connections between research & practical</p> <p>Overall Grade: <u> </u></p>
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Stage 2 Food and Hospitality

Task 2: Chef's Challenge

PRACTICAL ASSESSMENT SHEET

Student Name:.....

Date: 18/5

Name of Recipe/s: *1700 TART & individual Tarts Apr. 2. Plo Boud / Bouché*

NEBITE ANNENAL

How effectively does the student manage time and resources?

Mise en Place – equipment and ingredients organised

100% plan well detailed

L _____ S _____ H

Bench kept well organised and tidy

L _____ S _____ H

Recipes prepared and served in time available

L _____ S _____ H

Does the student demonstrate safe working practices?

Personal hygiene – hair, hands, apron, shoes

a covered shoes in apron before working

L _____ S H

Environmental hygiene – work area kept clean

Good cleaning scheduled + weekly to avoid

L S _____ H

Demonstrate safe food handling practices

L _____ S H

All equipment left clean, returned to correct place of storage

L _____ S _____ H

To what extent are appropriate techniques used?

Practical skills are successfully applied

Make Bouché & tart

L _____ S H

Used appropriate cooking methods

L _____ S _____ H

Range of techniques used

L _____ S H

How appropriate is the student's use of technology?

Used appropriate equipment and technology to enhance practical

L _____ S H

How well does the student generate and maintain quality control?

Appropriate temperature control

L _____ S H

Confidently interprets and follows recipe/s

L _____ S H

Portion control in food service

L _____ S _____ H

To what extent does the student display initiative and creativity?

Demonstrates skills of a Year 12 student

L _____ S H

Plating – suitably and creatively

no creative

L _____ S _____ H

Garnishing /decorating – visual appeal

pretty garnish

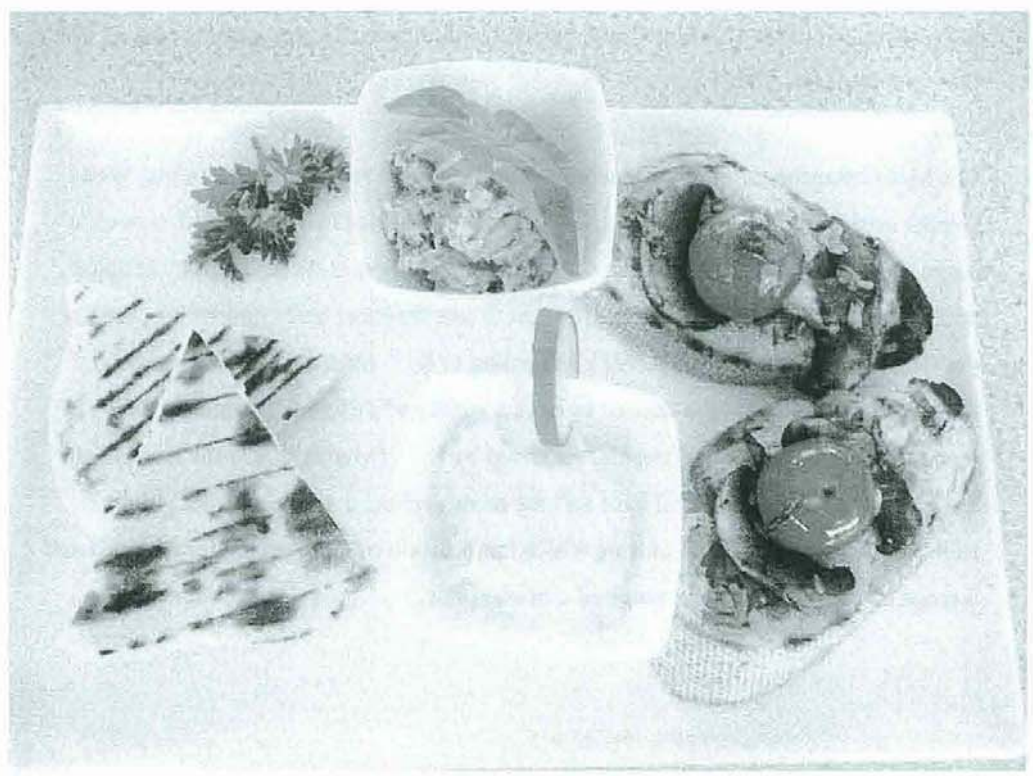
L _____ S H

H – high level of competency
S – satisfactory level of competency
L – low level of competency

Comments:

Mark: 52/60

Rolling out
the pita
bread



The final product

Food and Hospitality-Research Task

The task requires developing an opinion about the influence that a selected cultural region has had on the South Australian Food and Hospitality scene. The cuisine style that has been selected as the basis for research is Mediterranean.

The Mediterranean Sea borders countries such as Greece, Italy, Spain, Turkey and Egypt. The Mediterranean Sea is located between Europe and Africa. In Australia the ethnic group of Greek ancestry is the seventh largest group in Australia due to having approximately 375,000 (*Jelly baby website, 2011*) In Australia the very first Greek immigrants came in 1829 which was a group of seven. This was due to they were convicted by the British naval court for piracy. Then in the 1850's more Greek immigrants came to Australia during the gold rush. Later during the 1950's to 1960's the Government introduced a migrant scheme that targeted Greeks and Italians (*Jelly Baby Website, 2011*) The first Greek person to migrate to South Australia was in 1842 (*Dr M.P. Tsounis, 2011*)

The Mediterranean people influenced Australian's food as early as the 1880s. When Greeks settled in Australia, they used local herbs and spices with sea food to cook a range of Mediterranean dishes. Also when Italians settled in Australia, they brought with them their pasta dishes but made them to suit the local herbs and spices just like the Greeks have done (*eHow, 2011*) According to K. (March, 2011) the general food industries in Australia needed to have a variety of different cuisines in their menu to cater for a range of people. As stated by K. (March, 2011) the Riverland has quite a large multicultural base and the menus reflect a range of styles; 'pubs' reflect a Modern Australian cuisine which has a fusion of different cultural blends and a range of café's that offer a range of cuisine styles.

Food and Hospitality-Research Task

In the two Modern Australian menus that were looked through (March, 2011), there were Mediterranean ingredients that could be seen. Evidence of the fusion of different cultures are blended together with different food as suggested by K (March, 2011). Local markets (March, 2011) are stocking a variety of Mediterranean ingredients, telling and showing customers how to cook and use it in different recipes. This contributes to South Australian's utilising Mediterranean styled recipes and ingredients that they wouldn't normally use or cook. Also while visiting Hutt street in Adelaide (March, 2011) the number of Mediterranean restaurants and cafés outnumbered other cuisine styles.

The task required developing an opinion about the influence that a selected cultural region has had on the South Australian food and Hospitality scene. The cuisine style that was selected to research was Mediterranean. There has been a significant amount of evidence has on the South Australia's Food and Hospitality industry as seen above. South Australians now cook following a variety of cultural styles and use different ingredients that in the past they would not have normally used.

Word count: 487

Food and Hospitality-Research Task

Bibliography:

Websites:

- ✦ Dr M.P. Tsounis, 2011,
[http://www.gocsa.org.au/assets/files/South%20Australian%20Greeks%20A%20Short%20History%20PT%201-7%20\(B\)%20MP%20Tsounis%20for%20GOCSA.pdf](http://www.gocsa.org.au/assets/files/South%20Australian%20Greeks%20A%20Short%20History%20PT%201-7%20(B)%20MP%20Tsounis%20for%20GOCSA.pdf) (accessed 3rd May 2011)
- ✦ eHow, 2011, http://www.ehow.com/about_5134740_australian-food-information.html (accessed 4th May 2011)
- ✦ Jelly Baby, 2011,
http://www.immigration2australia.com/living_in_australia/living_australian_culture/living_australian_culture_greek_immigration_australia/ (accessed 3rd May 2011)

Interviews:

- ✦ K. P. Catering, March 2011 ✓

*Observations - in low pt.
at Street Market*

The key processes that took place were researching a chosen cuisine style and the influences they have on Australian food and Hospitality industry. Then seeing the ingredients and foods they use in their dishes that relate back to the country/region. Next was to develop an appetiser platter that serves 1 person that is consisting of 2 different foods that is suitable for a commercial establishment, that reflects the chosen theme. Lastly was to prepare the chosen appetiser on the final day with all the finish touches that are suitable and to make it look like it would be served in a restaurant.

To ensure that the final result stuck to the predetermined criteria were to make sure that the chosen ingredients reflected the chosen cuisine, the recipes had a Mediterranean influence so that it was suitable for the task and that the appetiser platter had at least 2 different foods and it was at a commercial establishment level.

The cultural influences that were demonstrated from the selected region for the two dips that were Tzatziki and sundried tomato were the ingredients, sundried tomatoes, Greek yoghurt, cucumber, cream cheese, basil and oregano. The bruschetta contained porcini mushrooms, olive oil, tomatoes, parsley and basil. Also cooking traditional foods from the selected cuisine like the pita bread served with the Tzatziki dip are two common ones.

Some weaknesses of the performance were sticking to the time plan with washing the dishes, rolling the pita bread out thinner so it would cook in the middle instead of just at the edges and better organisation on the day so that there is no time wasted by running around finding different equipment or ingredients.

Some strengths of the performance were finished the platter well before the time was up, all the foods turning out quite well, being prepared with how and when the dishes needed to be ready and making sure that the platter looked presentable with the appropriate finish touches, to ensure it looks like what would be seen in a commercial food establishment.

Some suggestions for improvement if repeating the platter again, would be making sure the pita bread is thin as possible so that it can cook properly and quite quick, make sure that the time that is allocated for washing up between each different foods was used so minimise the clutter, and making sure that the two hot foods were finished at the same time so that they are both served hot.

Chief challenge-Evaluation

The overall conclusions from this experience is that even though Mediterranean foods have a lot of their own ingredients, ^{and are common in today's modern Australian food styles} they still include different ingredients from different regions and cuisines.

^{Many now considered,} Most common foods that are from different cuisines can be found in local hotels, restaurants and cafés. Even though most people don't know it but a lot of the time when they cook a dish they use many different ingredients that are from different regions around the world.

Word count: 490

^{menus from}
This demonstrates the degree of influence from the Mediterranean - - - - -

*the more ingredients
the more ingredients.*

Stage 2
Food and Hospitality
Assignment 4 – Current Foods

Student's Name: _____

Assessment Type – Practical Activity Task Description – Action plan, Practical application, Evaluation Area of Study – Contemporary and Future Issues Learning Requirements – 1, 2, 3, 5, 6
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Aim: to prepare a dish that reflects a contemporary trend or trends in the food and hospitality industry.

Task: plan, prepare and present a dish that demonstrates your understanding of trends in the food and hospitality industry.

The dish selected should be suitable for a lunch, dinner, or function menu.

You may choose either an appetiser/entrée, main course, or a dessert.

You will need to think carefully why you selected the dish and it's appropriateness to demonstrate your understanding of contemporary food trends.

ACTION PLAN

The action plan may be presented in written, oral, or multimodal form. It should be a maximum of 500 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.

Discuss the following in relation to the practical task:

- State your goal
- Identify and discuss the issues that you believe are relevant to the task aim before a final decision is made.
- State your product choice, identifying the occasion and the course.
- Justify what you intend to make based on the issues identified above.
- Identify the implementation requirements i.e. the factors that you will need to think through or put in place to make the practical happen.

Due Date: _____

PRACTICAL APPLICATION

Prepare and serve **one** dish (*as described above*) demonstrating current food trends in the food and hospitality industry.

Trends may include:

- Seasonal foods – such as winter/spring (slow cooking)
- Regional foods and flavours
- Food that is in vogue – e.g. specific fish (salmon) – in combination with specific style of crockery – use of crockery and plating techniques
- Food combinations– such as Fusion/modern Australian
- Short order cooking – chargrilling

Practical Date: _____

EVALUATION

The individual evaluation report may be presented in written, oral, or multimodal form. It should be a maximum of 500 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.

Complete an evaluation that reflects on your performance in the practical application and on the result. It is important to draw conclusions and recommend possible improvements.

Use the points below as a guide:

- What were the key processes followed in this practical experience and how does it relate to your final result? *This is where you need to make clear links to the trends that you demonstrated.*
- How did you develop your skills in these processes?
- How did you address the issues identified in the Action Plan? *It is important that you discuss the trends you were demonstrating in the practical.*
- How effective was your implementation strategies? What preparation and organisation occurred prior to the practical?
- What were the personal strengths and weaknesses of your practical?
- What suggestions for improvement can you offer?
- What conclusions can be drawn from the experience in relation to the task aim?

Due Date: _____

Stage 2 Food and Hospitality

Task 4: Current Foods

PRACTICAL ASSESSMENT SHEET

Student Name:

Date: 26/8

Name of Recipe/s: Raspberry, Marshmallow, Wagon Wheels & Raspberry, Cakes

How effectively does the student manage time and resources?

Mise en Place – equipment and ingredients organised			
	L	S	H
Bench kept well organised and tidy			
	L	S	H
Recipes prepared and served in time available			
	L	S	H

Does the student demonstrate safe working practices?

Personal hygiene – hair, hands, apron, shoes			
	L	S	H
Environmental hygiene – work area kept clean			
	L	S	H
Demonstrate safe food handling practices			
	L	S	H
All equipment left clean, returned to correct place of storage			
	L	S	H

To what extent are appropriate techniques used?

Practical skills are successfully applied			
	L	S	H
Used appropriate cooking methods			
	L	S	H
Range of techniques used			
	L	S	H

How appropriate is the student's use of technology?

Used appropriate equipment and technology to enhance practical			
	L	S	H

How well does the student generate and maintain quality control?

Appropriate temperature control			
	L	S	H
Confidently interprets and follows recipe/s			
	L	S	H
Portion control in food service			
	L	S	H

To what extent does the student display initiative and creativity?

Demonstrates skills of a Year 12 student			
	L	S	H
Plating – suitably and creatively			
	L	S	H
Garnishing /decorating – visual appeal			
	L	S	H

H – high level of competency
S – satisfactory level of competency
L – low level of competency

Comments:

Grade_

Food and Hospitality-Action Plan

Opening Statement:

To plan, prepare and present a dessert that demonstrates contemporary trends in a Food and Hospitality industry suitable for a formal dinner menu.

Issues:

- ✚ Seasonal foods- Access to in season produce will control costs and ease of making.
- ✚ Skills- the dish must be at a year 12 level, which incorporates various techniques that is suitable for a dinner menu
- ✚ Time- Preparation needs to be within a 100minute time period for a commercial food establishment. *allocated and*
- ✚ Presentation- The dish must be presented at a year 12 standard and suitable for a formal dinner menu. *democratized current trends such as...*

Decision:

'Raspberry marshmallow wagon wheels with raspberry coulis'

Justification:

These recipes can use alternative fruit that are in season or use frozen raspberries as fresh ones are quite expensive. For example they can be replaced with fresh or frozen strawberries.

The skills go from easy to advance. The raspberry coulis is easy to make and doesn't involve advance skills but as for making the marshmallow, it requires a lot of different skills are required in making this. *re-creating - - - These will extend general skills & prove suitable for commercial products*

The recipe 'Raspberry marshmallow wagon wheels with raspberry coulis' is a suitable recipe due to it can be completed in a 100minute period but the marshmallow component will have to be made before or it will go over the allocate time period. *most likely however*

Presenting the dish in a creative way so that is more appealing to customers would be appropriate for a formal dinner menu. This can be achieved by the raspberry coulis, fresh raspberries and petal marshmallows. *current trends shown?*

Food and Hospitality-Action Plan

Implementation Plan:

Time plan needs to be made prior to the practical so that time isn't waste during the practical. Transport of the ingredients needs to be put into a cool bag to maintain freshness. The ingredients will be purchased before the practical, to get the best result of freshness of the ingredients, all the required equipment will be ready and in the class room so it doesn't delay the serving time. The raspberry marshmallow will have to be made during the Misen place.

✓ Planning presentation.

Word count: 335

Opening statement:

To plan, prepare and present a dessert that demonstrates contemporary trends in a Food and Hospitality industry suitable for a formal dinner menu.

The Decision:

'Raspberry marshmallow wagon wheels with raspberry coulis'

Evaluation of your performance

This practical task, had a few key practical experiences. These were boiling the sugar syrup while stirring so it would make a hard ball in iced water, a blender to blend all the ingredients together for the raspberry coulis, baking the wagon wheel biscuits and whipping the marshmallow so it would have enough air in it.

A skill development that was evident in these processes was using an electric beater to make the marshmallow component. Using an electric beater is not very hard, but determining when the marshmallow has enough air was the tricky side. This was time consuming as it took a whole lesson and the outcome wasn't very successful.

Personal strengths included making the raspberry coulis and the short bread as there was no practise taken before hand. The organisation was great as nothing was forgotten or miss placed. Everything that was required to make the products was set up on a bench so time at the end of the lesson could be spent on presentation and finishing touches.

There were a few personal weaknesses. These were the raspberry marshmallow turning into rubber which then didn't turn out to really be marshmallow and it was a creamy colour instead of a red colour. Also the frozen raspberries that were defrosted for presentation didn't look very good and they didn't stay in their shape which made it difficult to plate them. This impacted the presentation as the original plan had to be changed to suit the defrosted raspberries that were left.

A suggestion for improvement would be to test the raspberry marshmallow at home so it would turn out a lot better than it did on the day. Maybe changing it to strawberry as they are in season and presentation would be a lot easier as fresh strawberries would have been used.

Food and Hospitality-Evaluation report

explain how?

The planning issues in this practical were met to a high standard. Presentation of the finished dessert demonstrates contemporary trends in a Food and Hospitality industry and was suitable for a formal dinner menu. The skill that was displayed throughout the practical was at a level that developed a dessert that was suitable for a formal dinner menu. The presentation that was used, *is described* made the dish look appetizing which was easy to create.

Final Statement:

be honest!

The task aim was met to a high standard because it met the task aim which was to plan, prepare and present a dessert that demonstrates contemporary trends in a Food and Hospitality industry suitable for a formal dinner menu. This was accomplished by the presentation and the suitability of the chosen dish as well as the contemporary trends that were present in the dessert.

Word count: 484

Stage 2: Food and Hospitality

Assessment Type 1: Practical Activity Student Evidence

Complete this pro forma to document your Practical Activity using dot points and/or photographs with captions. You are encouraged to use this evidence to also display your:

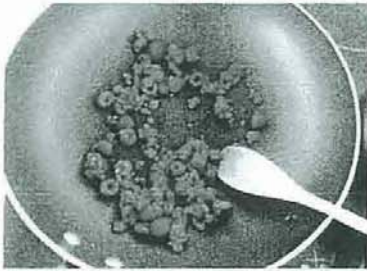
- ability to follow instructions
- initiative and creativity.

(Do not exceed this double sided page.)

Practical Application	Student Response
<input type="checkbox"/> Implement safe management practices (PA1)	<ul style="list-style-type: none"> • Foot wear • Oven mits for hot dishes / utensils • Correct knife skills and cleaning practices
<input type="checkbox"/> Organise and manage time (PA1)	<ul style="list-style-type: none"> • Time plan developed prior to the task. - Scheduling of processes - Cleaning regularly • use of mits en place
<input type="checkbox"/> Organise and manage techniques (PA1)	<ul style="list-style-type: none"> • Prior practice of skills / techniques • Prior planning of garnishing / decorations • Prior knowledge of utensils required
<input type="checkbox"/> Organise and manage resources (PA1)	<ul style="list-style-type: none"> • prior orgⁿ of ingredients, serving dishes, table set (if required)
<input type="checkbox"/> Generate and maintain quality control practices (PA1)	<ul style="list-style-type: none"> • Management of work area- work area tidy / dishes washed • correct storage and handling of ingredients • Monitor serving sizes & plating techniques, & cleanliness of serving plates
<input type="checkbox"/> Select and apply appropriate technology to prepare and serve food (PA2)	<ul style="list-style-type: none"> • Equipment / utensils required to generate end product. - Major - Minor
<input type="checkbox"/> Apply safe food-handling practices (PA3)	<ul style="list-style-type: none"> • Personal hygiene- initial, plus regular hand washing • correct clothing (apron) • Hair restrained - jewellery removed • Cleanliness of work area • Food storage

* You need to outline the skills of your staff

Photographic evidence of learning: (describe the learning depicted in the photo/s)



Cooking the raspberries and crushing them until they are all squished for the marshmallow.



Boiling the sugar syrup until all the sugar is dissolved for the marshmallow.



Cooking the all the ingredients for the raspberry coulis.



This is the final product which is a raspberry chocolate wagon wheel.

** Need evidence of
level set up +
regulation*

Stage 2
Food and Hospitality
Assignment 5 – Specialty Cakes

Student's Name: _____

Assessment Type – Practical Activity Task Description – Research Task, Practical Application, Evaluation Area of Study – Contemporary and Future Issues Learning Requirements – 1, 4, 5
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Aim: Students will plan, prepare and present a specialty cake, reflecting the changing style of decorated cakes, including both the cake style and decorating techniques used.

RESEARCH TASK

The research task may be presented in written, oral, or multimodal form. It should be a maximum of 500 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.

Investigate how the style of decorated cakes, both the cake style as well as decorating techniques, has changed in recent years.

Changes include from traditional fruit-based to a now more popular mud cake; the use of various icings, including fondants and butter icings; and a move from large cakes to individual servings e.g. cupcakes.

Your planning will need to specify the style of cake you plan to create e.g. cupcakes, wedding cake, birthday cake, and also needs to include a detailed coloured draft of your cake.

Due Date: 12th Sep 2011

PRACTICAL APPLICATION

You will need to make your cake base on **Friday week 6**.

Your final decorated cake will be presented as a whole cake for assessment on **Friday week 9**; you will be given mis en place time during the preceding weeks to complete this practical.

EVALUATION

The evaluation report may be presented in written, oral, or multimodal form. It should be a maximum of 500 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.

Individually you will need to reflect on your performance in the practical application and on the result. They should formulate conclusions and recommend possible improvements. Use the points below as a guide:

- What were the key processes that you followed in this practical experience?
- How did you judge that you had achieved your final result based on the predetermined criteria?
- How did you demonstrate the current trends in specialty cakes? Link back to the research task
- What were the strengths and weaknesses of your practical?
- What suggestions for improvement can you offer?
- What overall conclusions can you draw from the experience?
- Include an annotated photograph.

Due Date: 28th Sep 2011

Food and Hospitality-Specialty cakes

The style of decorating has changed over the past 25 years by quite a lot. Cake decorating has become an art by today's standard (Black, 2011). The designing of cakes has changed from basic cakes that were focused mainly on flavour, to complex, multi-layered, multi-tiered cakes that are shaped like realistic objects and then entered into competitions (Black, 2011). Complex cakes today are used for many functions such as birthdays, graduations, baby showers and seasonal holidays (Black, 2011). Normally when someone wanted a cake, they would go to their local grocery store and order a basic sheet cake with roses on it. But today cake decorating has changed the face of cake decorating with their skills, they have taken sugar to a new and exciting level. Now cakes come in all shapes and sizes from a cake with a soccer ball on it to an imitation designer purse (Donna, 2011).

Over the years, many people have used more complex flavours in their cakes. Twenty-five years ago, a normal strawberry cake would only consist of a cake with frosting on top and maybe a layer in between (Black, 2011). Today's cakes would include a filling that can be Butter cream, curd, a confit, a jam or a cream made with just about any flavour (Black, 2011). Flavours have also changed from simple chocolate, vanilla and strawberry to tropical flavours like passion fruit-guava Black, 2011). Box cake makers such as have moved towards this trend by making island-inspired cake mix flavours (Black, 2011).

Cupcakes aren't just for classroom birthday celebrations anymore, they are used common at weddings, baby showers and at any celebration where cakes make an appearance (Black, 2011). They have become a common choice because of the variety of different flavours and it is easier for serving and eating a cupcake. When serving a cake, napkins, forks and a plate is usually required but when serving cupcakes, these are all not required and this can save money (Black, 2011). Companies have designed plastic carriers to transport cupcakes easily and effortlessly (Black, 2011).

Using bold colours in cake decorating for different occasions has always been popular no matter of the decade. Over a few years, using food dyes has slowly become concerning to people and some even frown upon using them. This is due to the lack of natural properties and the strong link with hyperactivity (Black, 2011). These days, many cake decorators have adapted to colour frostings and fillings with natural food dyes and against using the more synthetic colourings that are frequently found in grocery stores. Natural food dyes use some vegetables like carrots and beets and the concentrated store-bought natural food colouring powders (Black, 2011).

Shaped cakes have changed dramatically over the past 25 years. This is due to shaped cakes have become increasingly popular as they can reflect a personal attribute to a person, couple or company. Unlike when they used to only be made two ways, round or square. Now they are more popular in 2-D or 3-D.

Food and Hospitality-Specialty cakes

Bibliography:

Websites:

- eHow, 2011, www.ehow.com/info_8352069_changes-decorating-past-25-years.html (accessed 18th August 2011)
- Donna, 2011, www.cakedecoratingwithdonna.com (accessed 18th August 2011)
- Cake decorating, www.cakedecoratingart.com (accessed 18th August 2011) ✓

Word count: 500

Handwritten note:
→ always make notes when
in work
'find'

Opening statement:

To plan, prepare and present a specialty cake, reflecting the changing style of decorated cakes, including both the decorating techniques used and the cake style.

The Decision:

'A chocolate box cake'

Evaluation of your performance:

This practical task had a few key practical experiences. These were creating a swirl affect in the chocolate shell moulds, cutting the chocolate border so they are all even and fit around the cake, baking the cake as the first one sunk and making the chocolate mixture thick enough.

A skill development that was evident in these processes was using an electric beater to make the cake. Using an electric beater is not very hard, making sure that all the ingredients are mixed enough was a bit tricky.

Personal strengths included making the chocolate shells and the chocolate border as there was no practise taken before hand. The organisation was great as nothing was forgotten or miss placed. Everything that was required to make the products was set up on a bench so time at the end of the lesson could be spent on presentation and finishing touches.

There were a few personal weaknesses. These were the chocolate lid turning out all the right shape which then didn't turn out as I accidentally cut it too small so it wasn't as big as the top of the cake. Also the chocolate started melting which made it difficult to add the finishing touches as well as the chocolate snapped when I was trying to cut the borders which wasted chocolate as well as time.

A suggestion for improvement would be to make lots of the chocolate borders so that the best ones could be used, making the lid at home or make many of them just in case some are stuffed up and don't fit the top of the cake. Practicing each decorating thing would also help with the end result.

The planning issues in this practical were met to a high standard. Presentation of the finished cake reflected the changing of styles for decorating, decorating techniques used and the cake style. The skill that was displayed throughout the practical was at a level that

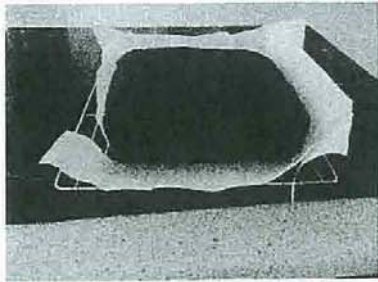
developed a specialty cake that was suitable for a birthday. The presentation that was used made the cake suits the theme as well as reflects the aim.

Final Statement:

The task aim was met to a high standard because it met the task aim which was to plan, prepare and present a specialty cake, reflecting the changing style of decorated cakes, including both the decorating techniques used and the cake style. This was accomplished by the presentation and the suitability of the chosen cake as well as techniques that were used to present the cake.

Word count: 459

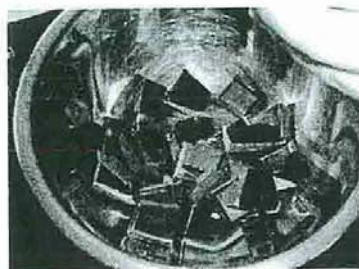
Photographic evidence of learning: (describe the learning depicted in the photo/s)



This picture shows the baked cake that was used for the specialty cake.



This picture shows the final product/cake which is a 'Chocolate Box Cake'.



This picture shows the chocolate being melted for the shells, border and chocolate lid.

*use chocolate
for the shells*

Stage 2: Food and Hospitality

Assessment Type 1: Practical Activity

Student Evidence

Complete this pro forma to document your Practical Activity using dot points and/or photographs with captions. You are encouraged to use this evidence to also display your:

- ability to follow instructions
- initiative and creativity.

(Do not exceed this double sided page.)

Practical Application	Student Response
<input type="checkbox"/> Implement safe management practices (PA1)	<ul style="list-style-type: none"> - cleanliness and safety (apron, hat, footwear) - change dish water regularly - oven mites for cake
<input type="checkbox"/> Organise and manage time (PA1)	<ul style="list-style-type: none"> - Mis-en place use efficiently - Double lesson used - Home time used to make shells
<input type="checkbox"/> Organise and manage techniques (PA1)	<ul style="list-style-type: none"> - Practised making shells.
<input type="checkbox"/> Organise and manage resources (PA1)	<ul style="list-style-type: none"> - Borrowed shell moulds.
<input type="checkbox"/> Generate and maintain quality control practices (PA1)	
<input type="checkbox"/> Select and apply appropriate technology to prepare and serve food (PA2)	<ul style="list-style-type: none"> - melted chocolate and placed in moulds.
<input type="checkbox"/> Apply safe food-handling practices (PA3)	<ul style="list-style-type: none"> - Using inclose shoes - store in airtight container in the fridge

Additional Comments

Assessment Type 1: Practical Activity (C)

Practical Activity (Action Plan): Food Safety and Hygiene

Problem Solving:

- Issues chosen should show a greater correlation to the task design rather than being generic points such as time, skills.
- Unclear why possibility of non-white meat eaters is included, as this doesn't relate to the task design.
- Implementation is relevant. Justification includes some details re handling of high risk foods although response appears unclear as to what high risk foods they are using e.g. identifies vegetables, dairy products. Does not address the signature dish requirement (probably as this wasn't identified as an issue).

Evaluation of personal performance:

- E1 is addressed at the C level, e.g. identifies the need to cook the chicken thoroughly as a key consideration but doesn't elaborate on the processes followed to ensure this occurred, consideration of what makes a signature dish is simplistic.
- E4 – there is little evidence evaluating contemporary trends.

Practical Activity (Research): Chef's Challenge

Research:

- Information presented suggests student has used a variety of relevant sources.
- Nature of topic makes it difficult to critically analyse, although evidence suggests information presented is well considered.

Evaluation:

- Some connection made with planning and some attempt at establishing appraisal of globalisation.

Practical Activity (Action Plan): Current Foods

Problem Solving:

- Issues chosen should greater reflect on the current trends (as indicated on the assessment sheet).
- Technology should be included as an issue, as it is an assessed component.

Student Evidence and teacher feedback on Practical Application:

- Practical Proforma used by the teacher, with some clarifying comments included.
- Use of student evidence form, with some brief notes.
- Photographs show some details of preparation.
- Response could improve by including photos showing mise en place, use of technology.

Evaluation of personal performance:

- E4 – there is little evidence evaluating contemporary trends.

Practical Activity (Research): Cake Task

Research:

- Does not direct students to show critical analysis or provide opportunity for it.
- Little evidence of student voice – basic description rather than critical analysis.
- Uses a narrow range of sources. Some development of argument in 4th paragraph in relation to dyes.

Practical:

- Marked on Technology performance standard, but teacher feedback is in relation to a range of aspects. No student sheet, only annotated photos providing very limited information.

Evaluation:

- Some basic information connected to planning. Superficial reflection on trends.

Performance Standards for Stage 2 Food and Hospitality

	Investigation and Critical Analysis	Problem-solving	Practical Application	Collaboration	Evaluation
A	<p>In-depth investigation and perceptive critical analysis of contemporary trends and/or issues related to the food and hospitality industry.</p> <p>Perceptive analysis of information for relevance and appropriateness, with appropriate acknowledgment of sources.</p> <p>Highly effective application of literacy and numeracy skills, including clear and consistent use of appropriate terminology.</p>	<p>Astute identification and discussion of factors involved in problem-solving related to the food and hospitality industry.</p> <p>Sophisticated and well-informed decision-making about problem-solving and implementation strategies.</p> <p>Clear and very relevant justification of decisions about problem-solving and implementation strategies.</p>	<p>Ongoing and productive implementation of appropriate techniques, and sophisticated generation and maintenance of quality control in preparing and serving food.</p> <p>Productive and efficient organisation and management of time and resources.</p> <p>Logical selection and application of the most appropriate technology to prepare and serve food.</p> <p>Sustained and thorough application of safe food-handling and management practices.</p>	<p>Initiation of ideas and procedures, display of leadership within the group, and proactive and inclusive response to members of the group.</p> <p>Proactive and focused involvement in group activities and discussions to support healthy eating practices.</p>	<p>Insightful evaluation of the processes and outcomes of practical and group activities, including their own performance.</p> <p>Sophisticated appraisal of the impact of technology, and/or sustainable practices or globalisation, on the food and hospitality industry.</p> <p>Insightful explanation of the connections between research and/or planning, and practical application.</p> <p>In-depth evaluation of contemporary trends and/or issues related to the food and hospitality industry in a variety of settings.</p>
B	<p>Detailed investigation and well-considered critical analysis of contemporary trends and/or issues related to the food and hospitality industry.</p> <p>Well-considered analysis of information for relevance and appropriateness, with appropriate acknowledgment of sources.</p> <p>Effective application of literacy and numeracy skills, including mostly clear use of appropriate terminology.</p>	<p>Well-considered identification and discussion of factors involved in problem-solving related to the food and hospitality industry.</p> <p>Well-informed decision-making about problem-solving and implementation strategies.</p> <p>Mostly clear and relevant justification of decisions about problem-solving and implementation strategies.</p>	<p>Mostly productive implementation of appropriate techniques, and well-considered generation and maintenance of quality control in preparing and serving food.</p> <p>Mostly productive organisation and management of time and resources.</p> <p>Mostly logical selection and application of appropriate technology to prepare and serve food.</p> <p>Capable application of safe food-handling and management practices.</p>	<p>Initiation of some ideas and procedures, some display of leadership within the group, and thoughtful and active response to members of the group.</p> <p>Active and thoughtful involvement in group activities and discussions to support healthy eating practices.</p>	<p>Thoughtful evaluation of the processes and outcomes of practical and group activities, including their own performance.</p> <p>Well-informed appraisal of the impact of technology, and/or sustainable practices or globalisation, on the food and hospitality industry.</p> <p>Well-considered explanation of the connections between research and/or planning, and practical application.</p> <p>Well-informed evaluation of contemporary trends and/or issues related to the food and hospitality industry in different settings.</p>
C	<p>Competent investigation and some considered critical analysis of contemporary trends and/or issues related to the food and hospitality industry.</p> <p>Considered analysis of information for relevance and appropriateness, with generally appropriate acknowledgment of sources.</p> <p>Generally effective application of literacy and numeracy skills, including competent use of appropriate terminology.</p>	<p>Considered identification and discussion of some factors involved in problem-solving related to the food and hospitality industry.</p> <p>Informed decision-making about problem-solving and implementation strategies.</p> <p>Generally relevant justification of decisions about problem-solving and implementation strategies, with some clarity.</p>	<p>Competent implementation of appropriate techniques, and considered generation and maintenance of quality control in preparing and serving food.</p> <p>Competent organisation and management of time and resources.</p> <p>Appropriate selection and application of technology to prepare and serve food.</p> <p>Competent application of safe food-handling and management practices most of the time.</p>	<p>Some initiative with ideas or procedures, occasional leadership within the group, and generally active response to members of the group.</p> <p>Active involvement in group activities and discussions to support healthy eating practices.</p>	<p>Considered evaluation of the processes and outcomes of practical and group activities, including their own performance.</p> <p>Informed appraisal of the impact of technology, and/or sustainable practices or globalisation, on the food and hospitality industry.</p> <p>Considered explanation of the connections between research and/or planning, and practical application.</p> <p>Informed evaluation of contemporary trends and/or issues related to the food and hospitality industry in different settings.</p>
D	<p>Some investigation and basic description of one or more contemporary trends or issues related to the food and hospitality industry.</p> <p>Some consideration of information for relevance or appropriateness, with some inconsistent acknowledgment of sources.</p> <p>Inconsistent application of literacy and numeracy skills, with use of some terminology that may be appropriate.</p>	<p>Superficial identification and discussion of some factors involved in solving basic problems related to the food and hospitality industry.</p> <p>Some basic and inconsistent decision-making about problem-solving and/or implementation strategies.</p> <p>Some description and partial justification of one or more problem-solving and/or implementation strategies.</p>	<p>Basic implementation of one or more techniques, and some basic consideration of the generation and maintenance of quality control in preparing and serving food.</p> <p>Inconsistent organisation and management of time and resources.</p> <p>Identification and some application of technology that may be appropriate to prepare or serve food.</p> <p>Some endeavour to apply safe food-handling and management practices some of the time.</p>	<p>Some participation within the group, and some response to members of the group. Participation is often passive.</p> <p>Some basic involvement in group activities or discussions to support healthy eating practices.</p>	<p>Basic consideration of the processes and/or outcomes of practical and group activities, which may include their own performance.</p> <p>Superficial consideration of the impact of technology, sustainable practices, or globalisation on the food and hospitality industry.</p> <p>Some basic description of one or more connections between research and/or planning, and practical application.</p> <p>Superficial reflection on one or more contemporary trends or issues related to the food and hospitality industry, tending towards basic description.</p>

	Investigation and Critical Analysis	Problem-solving	Practical Application	Collaboration	Evaluation
E	<p>Limited investigation or basic description of one or more contemporary trends or issues related to the food and hospitality industry.</p> <p>Limited identification or acknowledgment of information that may have some relevance.</p> <p>Attempted application of literacy and numeracy skills, with attempted use of some basic terminology that may be appropriate.</p>	<p>Identification of one or more factors involved in solving basic problems related to the food and hospitality industry.</p> <p>Attempted decision-making about a problem-solving or implementation strategy.</p> <p>Attempted description of one or more problem-solving or implementation strategies.</p>	<p>Attempted development or implementation of a technique, and some awareness of the need for quality control in preparing or serving food.</p> <p>Limited organisation or management of time and resources.</p> <p>Limited identification or application of technology that may be appropriate to prepare or serve food.</p> <p>Emerging awareness of safe food-handling and management practices.</p>	<p>Some attempted participation in one or more aspects of group work, and occasional response to members of the group.</p> <p>Attempted involvement in one or more group activities or discussions to support healthy eating practices.</p>	<p>Attempted consideration of one or more processes or outcomes of a practical or group activity, which may include their own performance.</p> <p>Attempted description of an impact of technology, sustainable practices, or globalisation on the food and hospitality industry.</p> <p>Limited awareness of any connections between research and/or planning, and practical application.</p> <p>Some recognition of one or more contemporary trends or issues related to the food and hospitality industry.</p>