

STAGE 2 FOOD AND HOSPITALITY ASSESSMENT TYPE 1: PRACTICAL ACTIVITY

Benchmarking Materials 2012 and 2013

Are people with Lactose Intolerance adequately catered for?

Lactose intolerance is a debilitating condition that restricts the digestion of dairy products. Statistics show that this condition is on the rise. The Australian food industry is growing in order to adequately cater for customers with lactose intolerance. Using the internet to find secondary sources, visiting a vegan/gluten free café and conducting an interview, a conclusion will be made to decide if the food industry is catering for people with lactose intolerance.

Supermarkets Woolworths and Coles supply various lactose free products on their shelves. Consumers are able to easily access these products for consumption at home. ¹H, a sufferer of lactose intolerance finds that she has no issues finding dairy free products to cater to her needs when cooking at home. Supermarkets have a range of products available spanning from different food brands such as Liddells (lactose free milk/yoghurt), Nuttalex, (vegan butter), Philadelphia cream cheese and Vaalia (sweet yoghurts). They also provide substitutes to be used rather than dairy such as ²'soy, rice, almond and lactose free milk.'

Adelaide owned dessert bar Eggless remains true to its name by providing desserts with no eggs. More importantly Eggless is ³vegan and gluten free, perfectly suited for ⁴'those with allergies or intolerances'. This is one of the only dessert bars that specifically and adequately caters for lactose intolerance. Due to this, Eggless is in constant demand with 40 minute waits outside the door. Consumers also consider price when searching for a dairy free meal and find that when replacing dairy with lactose free, the price inflates. Eggless provides well-priced desserts ranging from four dollars to twenty dollars (tasting platter)⁵. This encourages more people to visit Eggless.

Restaurants are realising that ⁶'there's more people now with lactose intolerance', because of this more substitutes for dairy can be found on their menus. Statistics show that ⁷93% of Asians in Australia suffer from lactose intolerance and 3-9% Caucasian. Direct correlation can be made by this as from observation, the restaurants that adequately cater for lactose intolerance are the ones that serve food from Asian descent. Arya, fine Indian dining, Namaste Nepalese and Eggless are three examples of restaurants and cafés that have a dedicated menu for lactose intolerance.

In Australia the food industry is adequately catering for people with lactose intolerance. Various alternates for dairy can be substituted or replaced. Restaurants and cafés understand the need for lactose free meals and realise there is a large market for it. For those that are cooking from home, supermarkets are continuing to sell and expand lactose free products to deal with the condition from home.

Word Count 488

¹ Personal Survey, 2012

² Personal Survey, 2012

³ Picture 1, Menu, Appendix

⁴ Urbanspoon.com

Eggless - South of Adelaide - Goodwood | Urbanspoon

Urbanspoon.com (2012) Eggless - South of Adelaide - Goodwood | Urbanspoon. [online] Available at:

<http://www.urbanspoon.com/fr/336/1488492/restaurant/Adelaide/South-of-Adelaide/Eggless-Goodwood> [Accessed: 23 July 2012]

⁵ Picture 1 and 3, Menu, Appendix

⁶ Personal Survey, 2012

⁷ Picture 2, Statistics

Task

The set task was to prepare a dish to cater for someone with a food allergy or intolerance and to use a piece of technology to assist in preparing and presenting the main meal.

Evaluation of the decision

For this task I choose to prepare "Moroccan lamb fillets with yogurt sauce and pumpkin couscous". Before I entered the class my teacher stated that Greek style gluten free yogurt has been discontinued from all of the stores in South Australia. As the yogurt was the main ingredient that was going to be used as a substitute for normal yogurt, this was troubling. Quickly I had to decide how to prepare my marinade. I decided that I would replace the yogurt with lemon juice as, oil, Moroccan spice all complemented each other wonderfully. Doing so proved to be very successful and continued to cater for someone who was lactose intolerant as no lactose was in the dish.

The Potatoes for the rosti were boiled in a saucepan before they were placed into the food processing machine. The machine came with a variety of blades; I choose a plate that contained a slit/blade on it that would grate would slice the potato to give it a grated texture. This proved to be unsuccessful as some of the potato that remained on top of the dish took on the form of a sticky mashed potato. Using the time available I begun to boil the couscous early in order to stay ahead of time and to complete the dish before the lesson was over. Once the couscous was boiled I drained it and placed it back in the saucepan with the lid to retain heat. To complete the couscous I added salt and a teaspoon of oil for flavouring with the pumpkin, raisins and flaked almonds.

Attempting to fry the rosti's was difficult as the mix was sticky and did not appear like a rosti. It was incredibly difficult to fry on the pan as they kept breaking apart. The end product was very inadequate and overall brought down the whole appearance of the dish. It did not have a crunchy texture that a rosti is supposed to have either. Using a grilling fry plate I cooked the lamb to perfection. This was visible as when the lamb was sliced, the inside was a delicious pink medium-rare. I had no difficulties with the preparation and the cooking of the lamb. Asparagus was also boiled to be used underneath the lamb to enhance the appearance of the dish.

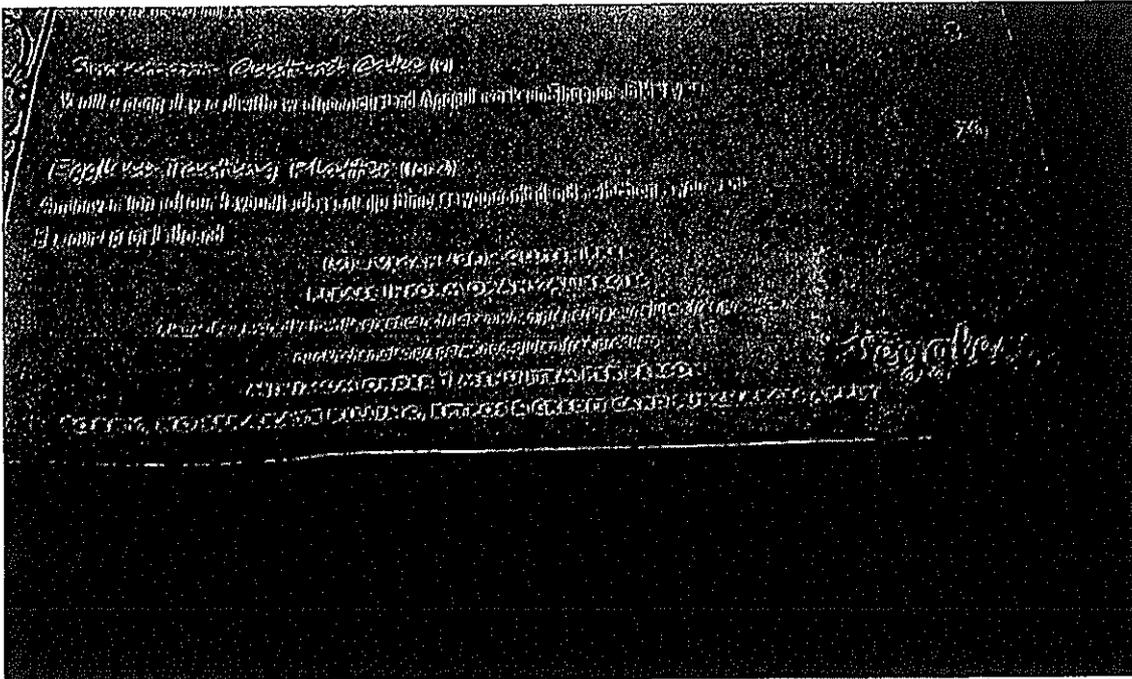
Suggestions for improvement

Next time I prepare a dish, I will need to ensure that all of the products are sold in Adelaide prior to the practical. The potatoes will also need to be grated manually next time in order to create the correct consistency and appearance.

Conclusion

The entire dish did not ^{meet} exceed my expectations as a whole. The couscous contained many flavours and worked to plan. The lamb was succulent without the yogurt. Yet the garnish was a major let down and I believe brought down my dish.

Picture 1. Eggless Menu



Picture 2. Statistics of Lactose intolerance around the world

The following tables show how lactose intolerance affects Australians and others overseas.

Australian Children		Australian Adults		Other Countries	
Population	%	Population	%	Population	%
Asian in Australia	93%	Asian in Australia	95%	African Blacks	95%
Aboriginal	84%	Aboriginal	84%	Indians	90%
Australian Caucasian	3-9%	Australian Caucasian	4-17%	Asians	90%
Greeks in Australia	56%			African Americans	75%
				Mediterranean	60%

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Practical Activity Assessment Feedback

Tasty Treats

Task 3- Technological Influences & Contemporary Future Issues

Name _____ Date 7/5

Name of Recipe/s lamb, coucous on asparagus

Need to work quicker
Use time plan
Need to adjust/change recipe due to unavailability of ingredients
good use of your own research
long time

How Effectively does the student manage time and resources

- Mise en place –equipment and ingredients organised L _____ S / _____ H
- Effective use of time L _____ S / _____ H
- Use of equipment tools L _____ S _____ ✓ H
- Recipes prepared and served on time L _____ ✓ S _____ H
- Ability to plan ahead and trials L _____ S _____ ✓ H

Does the student demonstrate safe working practices?

- Personal hygiene L _____ S ✓ _____ H
- Demonstrate safe food handling practices L _____ S _____ ✓ H
- All equipment left clean, returned to correct space L _____ S ✓ _____ H

To what extent are appropriate techniques used?

- Practical skills are effectively applied L _____ S ✓ _____ H
- Used appropriate cooking methods L _____ S _____ ✓ H
- Range of techniques used L _____ S ✓ _____ H

How appropriate is students use of Technology

- Used appropriate equipment to enhance practical L _____ S ✓ _____ H

How well does student generate and maintain quality control?

- Appropriate choice of recipe L _____ S _____ ✓ H
- Confidently interprets and follows instructions L _____ ✓ S _____ H
- Portion control in food service L _____ S _____ ✓ H
- Quality control of end product L _____ ✓ S _____ H

To what extent does the student display initiative and creativity?

- Demonstrates skills of a year 12 student L _____ ✓ S _____ H
- Plating – suitability and creativity L _____ ✓ S _____ H
- Garnishing/decorating – visual appeal, contemporary L _____ ✓ S _____ H

Need to check availability of specific ingredients
hard to return to original lamb cocktail perfectly
Good: not elaborate good element presentation not quite ideal

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

Stage 2- Food & Hospitality

“Let them eat cake”

Sace Number:

**Stage 2- Food & Hospitality
Practical Activity 4- Action Plan
"Let them eat cake"**

Proposed Idea: I am going to create a contemporary wedding cake using a damask stencil and patch work cutter.

Issues	Strategies	Decision/Intended actions
Design and appearance + Target audience	I will visit specialty cake stores, use Google and books to see what sort of colour and cake decorating techniques I am going to use .	Damask stencil filled with red lustre glitter, or royal icing on the bottom tier. Top tier 9" to fit perfectly with patch work cutter. The cake will be two tiers. White base for fondant. Piping or ribbon around the edge of the top tier. The cake is going to be aimed for a young audience getting married. The base of my cake will be white while the flowers and stencil work will be in different shades of pink and red.
Technology	Listening to the guest speaker in class demonstrate the basics of cake decorating and her tools will give me a heads up and a starting point as to what tools/technology I want to use.	I am going to use a damask stencil, patch work cutter, knife, brushes, rolling pin, and microwave, dog bone tools.
Knowledge required	As I do not have any cake decorating experience which is a must for fondant decorating, I will make sure to take notes, and video of the guest speaker in class to look back on when in need of assistance.	Using the practise fondant provided I will begin practising on how to cover the foam and from there start practising the sugar roses.
Knowledge technique for year 12	Research on classic wedding cakes to create my own contemporary design.	The top tier is going to incorporate lattice work with hand-made sugar roses and moulded flowers. The second layer will have the stencil work which I have to hold in place while making sure to spread the icing evenly and thinly.

Identify the Implementation Requirements

During the school holidays I am going to begin practising with fondant work in order to prepare myself for the real task ahead. While waiting for the foam and the bases to arrive at school, I will continue to practice with the kit that was provided earlier. Then I will begin to make the flowers. Once I have made enough I am going to cover the wooden base. After that is done I will cover my top tier so I can start and finish the patch work as this needs to be done while the fondant is soft; when that is complete I will glue the pearls on. From there start the bottom tier and make the icing for my stencil. When that is I can piece everything together and the cake should be complete.

Section 3: Evaluation Report "Let them eat cake"

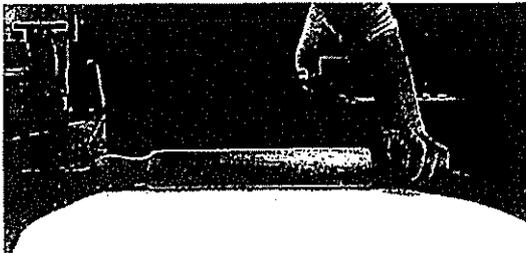
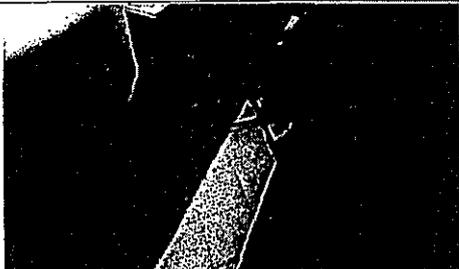
Over a period of 5 weeks my task was to create my decorated fondant cake. I believe that I was not very successful as I had a major issue that ended with changing the complete design of the cake in a short amount of time. My action plan had implemented all of the main tasks/processes that I was to accomplish. I believe that I completed these with a bit of trouble and just on time. Perhaps I am being harsh on myself, but I was unsuccessful in icing my cake with the stencil which was included in my action plan but not in my final outcome. In my Design and appearance + target audience box I stated what my final outcome would include. I had planned to use a damask stencil after researching on YouTube and Google for cake designs. Once our guest speaker had spoken and demonstrated in the class, I took away certain ideas which I had implemented in my 'Technology' section in the action plan.

Initially I had issues with rolling out the fondant so I could cover the base of the foam, but with enough practise I successfully covered both tiers. I spent one whole lesson covering my top tier, using the lattice and individually gluing on the pearls. As this was done efficiently I was able to spend extra time on the bottom layer. I purchased a damask stencil so I could stencil it on the side of the cake with royal icing but when begun to stencil, one part of the design became flimsy and lifted up, thus causing the icing to go underneath causing smudging. As the royal icing was magenta, the bottom layer had been completely ruined. I attempted to fix the design but I was not able too. I also spent more time practising but each time the same thing would happen. As I my target audience for this cake was for a young couple, I used different shades of pink and red against the white which contrasted lovely together. As the top tier was much smaller in size and had the lattice work, it worked out very well with the plain bottom tier with the fondant patch work ribbon.

After researching contemporary cake designs, I noticed the trend of lattice work and flowers, which is what I incorporated in my top tier. This cake would be suitable in terms of being contemporary as I used bright contrasting colours and different shapes (the flowers). My action plan was very effective even though the stencilling did not work out. As this was not something that I could have foreseen before. If I were to go back and remake this cake I would use a more stable stencil and I would prepare the royal icing with egg whites instead of water and sugar. I exhibited a range of skills someone who had not had any experience with fondant before. I exceeded my expectations but was let down at the failure of the stencil.

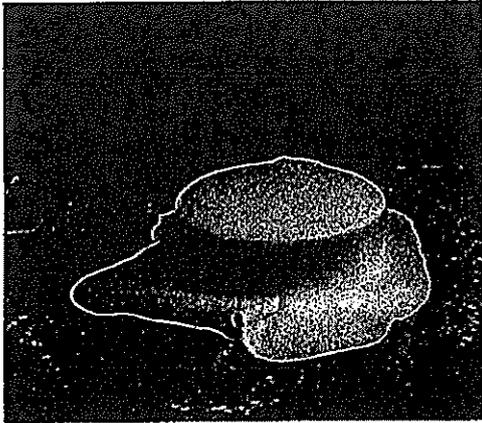
Stage 2: Food and Hospitality

Assessment Type 1: Practical Activity Student Evidence

Practical Application	Student Response	
<input type="checkbox"/> Implement appropriate techniques (PA1)	Using the silicone mold to create flowers for decoration on the top of my cake.	
<input type="checkbox"/> Generate and maintain quality control in preparing and serving food (PA1)		
<input type="checkbox"/> Organise and manage time (PA2)	On my top tier, I had to cover it, use the lattice tool and add a pearl into each of the corners of the diamond shapes. This all had to be done within the time frame of my lesson.	
<input type="checkbox"/> Organise and manage resources (PA2)	This photo was taken before the cake was completed, but it shows that I managed my resources as I kept everything together.	
<input type="checkbox"/> Select and apply appropriate technology to prepare and serve food (PA3)	Using a piece of technology called a patch work cutter for latticing on my fondant.	
<input type="checkbox"/> Apply safe food-handling and management practices (PA4)	Every time I begun to work on a bench space I made use to sanitize and clean before I placed any of my fondant on.	

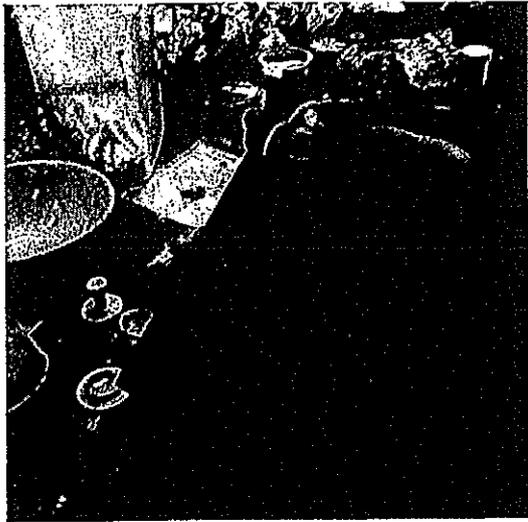
Stage 2: Food and Hospitality

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

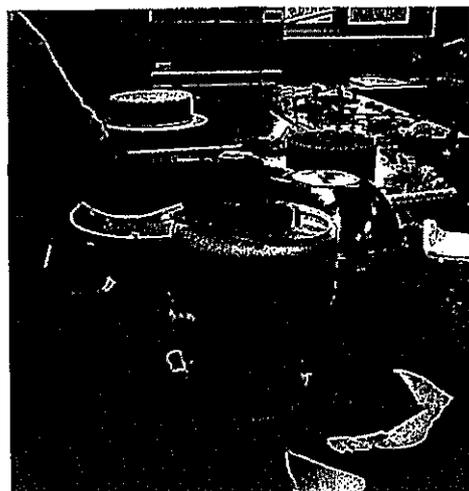


I am covering and learning how to cover the base of my cake.

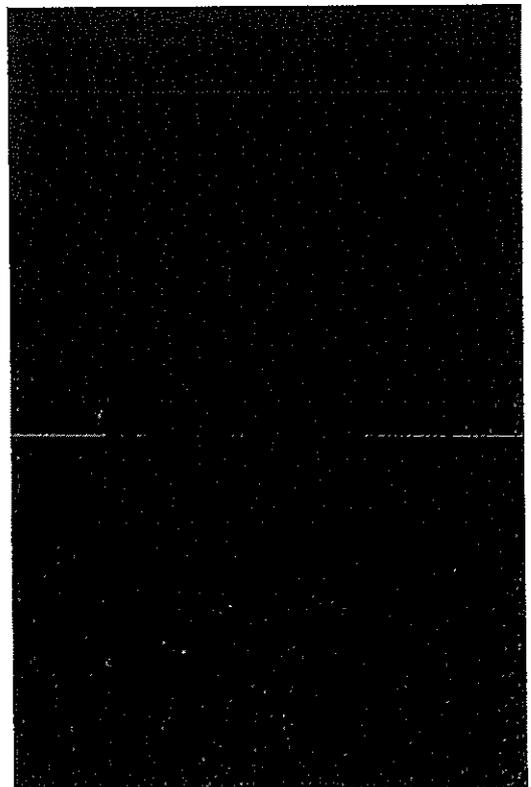
I learnt that using a skewer and sugar glue was the best option for sticking the pearls on my cake.



This was the very first fondant flower I made. I was using a dog bone tool to create the effect of petals.



To create the cut effect on my top tier, I had to use a patch work cutter. I had to make sure that I kept in line with the preexisting cuts, as to avoid damaging the fondant.



For this photo to be possible, I needed to put together all the pieces of fondant and foam so I could combine them all to complete my whole cake.

Practical Activity Assessment Feedback

Task 4- Let Them Eat Cake Contemporary and Future Issues and Technological Influence

Name _____ Date _____

Name of Recipe/s _____

How Effectively does the student manage time and resources

- Mise en place –equipment and ingredients organised L _____ S ✓ _____ H
- Effective use of time L _____ S ✓ _____ H
- Use of equipment tools L _____ S ✓ _____ H
- Recipes prepared and served on time L _____ S ✓ _____ H
- Ability to plan ahead and trials L _____ S ✓ _____ H

** bit messy at times in preparation.*

Does the student demonstrate safe working practices?

- Personal hygiene L _____ S ✓ _____ H
- Demonstrate safe food handling practices L _____ S ✓ _____ H
- All equipment left clean, returned to correct space L _____ S ✓ _____ H

To what extent are appropriate techniques used?

- Practical skills are effectively applied L _____ S ✓ _____ H
- Used appropriate methods L _____ S ✓ _____ H
- Range of techniques used L _____ S ✓ _____ H

should have done more trials using stencil so you could get used to icing flowers were good cake covering good.

How appropriate is students use of Technology

- Used appropriate equipment to enhance practical L _____ S ✓ _____ H

How well does student generate and maintain quality control?

- Appropriate choice of cake design L _____ S ✓ _____ H
- Confidently interprets and follows instructions L _____ S ✓ _____ H
- Portion control in food handling L _____ S ✓ _____ H
- Quality control of end product L _____ S ✓ _____ H

To what extent does the student display initiative and creativity?

- Demonstrates skills of a year 12 student L _____ S ✓ _____ H
- Final Product – suitability and creativity L _____ S ✓ _____ H
- Decorating – visual appeal, contemporary L _____ S ✓ _____ H

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

“Are Food and Hospitality businesses complying with Food Safety Legislation?”

The food and safety legislation that was introduced in 2006 was to ensure that patrons of businesses were protected by the law. The law is aimed at establishments who must comply by the requirements to guarantee that their produce is free from cross contamination and food poisoning. In South Australia the food and safety legislation is currently working to its highest potential.

While investigating kitchens and dining areas, a checklist was used in order to decide if the establishment was complying with the standards. The Brown Dog café that was inspected remained spotless after a busy day of work. One of the male workers believes that the ¹‘procedures in place here are all working’ to keep the legislation in order. The café’s boss D makes sure that all workers clean the kitchen and tables to an industry standard. This café received an average grade of 10/10. Interviewing the head baker at Goodwood bake house gave a large insight on how their businesses comply with the legislation. When asked how their business complies with the legislation the head baker responded with detailed procedures that his workers undertake.² Accordance to the legislation, The Brown Dog Café and The Goodwood bake house are complying with all of Standard 3.2.3 – Food Premises and Equipment. All of the businesses have basins to use to make sure that their hands do not contaminate food.

Canteen Manager, Julie from H understands what is required of her canteen in regards to the legislation. Due to the fact that the canteen is used 5 days a week and a constant flow of food and students come through, the canteen needs to remain spotless in order to avoid food contamination.³ Part of the legislation also states that all businesses need made a conscious effort to label all of their foods and declare the ingredients; to avoid nut allergies and any other kind of allergen. One of the workers at the Brown Dog Café specified that no nuts are added into their dishes unless it has been declared in the menu. Henley Beach canteen manager has eradicated nuts completely in order to avoid allergic reactions amongst the student body.

While observing F, the one thing that stood out was the fact that their salad glass case did not have a glass door behind it. This was alarming as the door to the front of the store was open and flies plus any sort of foreign object would be able to come into contact with the food.

Currently in Adelaide, cafes, bakeries and all sorts of food establishments are complying with the food and safety legislation. After interviewing and observing different businesses it is safe to say that in Adelaide the standard of food and kitchens are of a very high standard. Food and hospitality businesses are complying with the food and safety legislation yet certain aspects need to be addressed, such as the open glass cases.

Word Count: 500

¹Brown Dog Café interview answer number 1

² Goodwood Bakehouse interview answer number 8

³ Food Allergies

Individual Evaluation Report

For this assignment I choose to create Chocolate fudge pots with blueberries in cassis; as the main ingredients were high risk products and the product needed refrigerating. This recipe was suitable as it followed with the assignment guidelines.

While I was producing this dessert I followed with the correct safety and hygiene legislation. Before I begun to cook, I disinfected my bench top then washed my hands, I also made sure to wear a hair net to protect the food from falling hair. During the practical, I encountered a problem while mixing the egg-whites into the chocolate. The egg-whites caused the chocolate mix to become lumpy and very oily looking. I found that with a few extra minutes of mixing I was able to solve that issue. Making toffee also proved to be very difficult; the sugar would not turn thick or golden. The sugar in the saucepan turned very hard and absorbed all of the water. I was only able to make a few shards of toffee which was very disappointing. Overall I found that I timed all of my other processes well and completed the product on time and within my time plan.

The dessert in terms of presentation was not what I wanted it to look like but with the time and the garnishes I produced a contemporary dish. The berries and the crème fraiche were very contrasting on top of the chocolate. The sauce and the berries were mixed in the crème lightly so there was a light pink going through the white. The berries were added on top of each other to add height to the product. The added toffee shards added extra colour to the dish and created a sweet flavor to the chocolate. The portion size was suitable for one person as the fudge did not taste very heavy and was not a large amount.

This dessert would not be suitable for the food venues that I visited as the chocolate fudge was presented in a contemporary way. The desserts at the venues that I visited did not serve their desserts in such a fashion. In terms with the food safety and hygiene the dessert was suitable. High risk foods such as butter, crème fraiche and eggs were used and because of those ingredients, this dessert fits in with the assignment.

This dessert was not very practical for a year 12 student as it was almost too simple to create and it needed a more complex garnish. If I were to re-do this assignment I would make tuiles as an extra garnish. For an added complexity I would make another different flavored fudge layer to go on top of the chocolate fudge. The chocolate fudge itself did not need improving yet the plating up and garnishing could have been vastly improved. All in all the Chocolate fudge pots with blueberries in cassis proved to be a success as all of the elements complimented each other.

Word count : 492

Time Plan

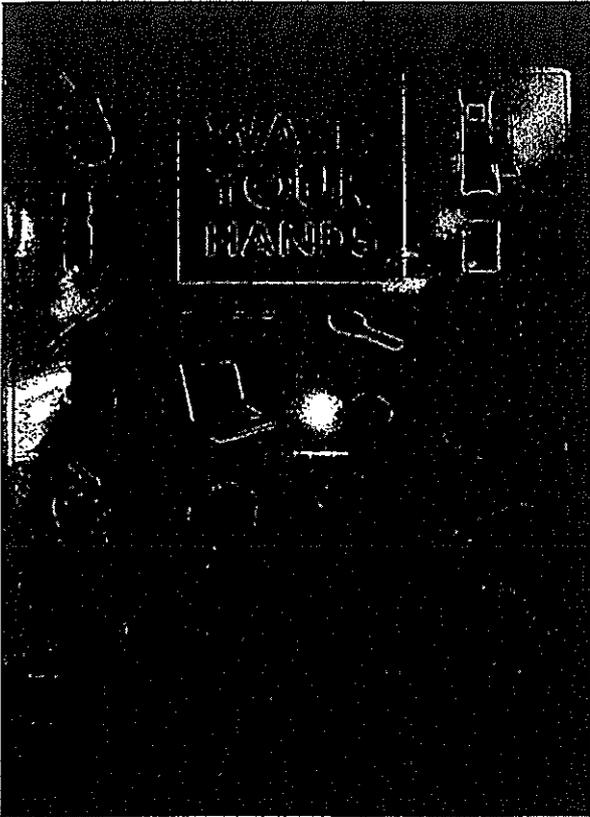
recipe: Chocolate fudge pots with
blueberries in Cassis
 Equipment required:

Date 20/2/12

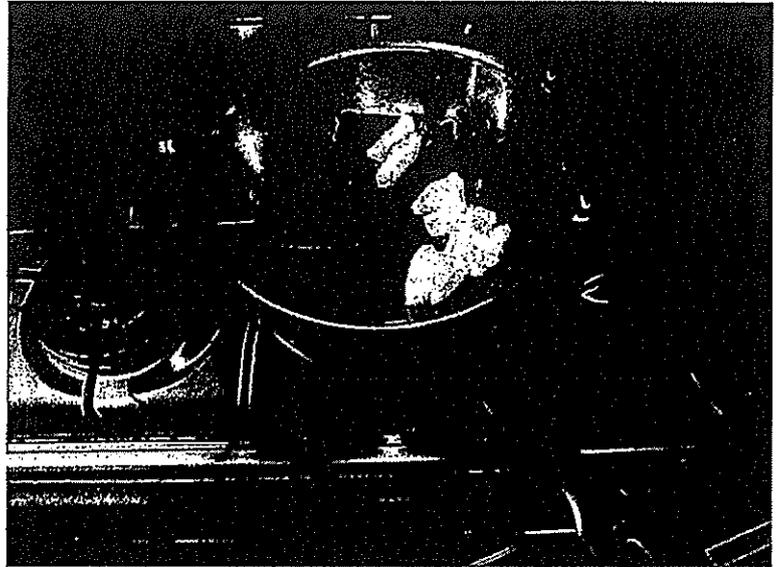
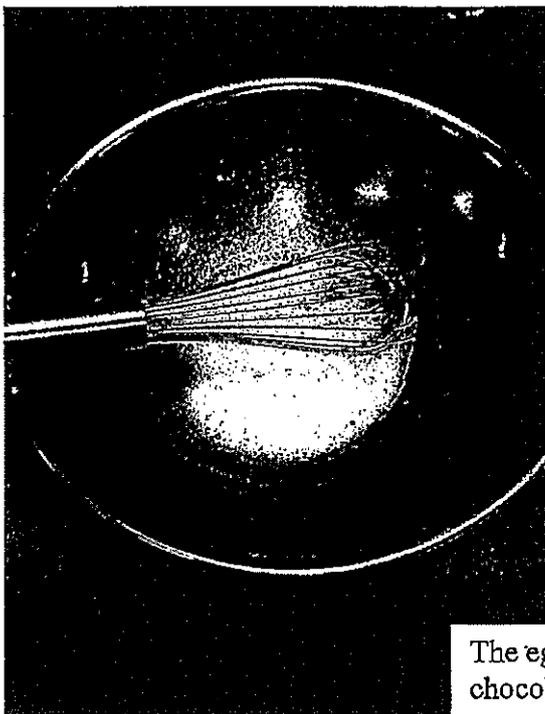
Time	Task	Completed/Issues
11:05	mis-engage	/
11:07	Gather ingredients / measure up	/
11:15	Tr oil water in sauce pan.	
11:16	Chocolate + butter in bowl.	
11:18	Add bowl on top of pan	
11:19	While waiting for chocolate to melt, crack eggs	
11:22	Stir chocolate & butter	
	once choc has melted add yolks in.	
11:30	Stir	
11:35	using beater beat egg whites	
11:45	Fold half of egg whites in mix.	
11:47	Fold other half in.	
11:49	Fold out any lumps	
11:52	place mix into piping bag	
11:53	pipe into glasses	
11:56	place into fridge.	
12:00	place berries and liquor into saucepan	
12:01	str on heat & wait for sauce to turn thick	
12:06	Remove berries.	
12:07	keep sauce in, to thicken more	
12:12	prepare toffee.	
12:13	wait for water and sugar to boil	
12:17	stir.	
12:17	LEAVE FOR 10 minutes	
12:18	Begin to clean.	
12:27	check toffee, stir if needed	
12:30	Remove toffee and shape some shards	
12:40	clean remaining mess	
12:45	prepare plate for chocolate fudge.	
12:50	take fudge out, place creme fraiche on top of fudge, place berries and sauce on top and then add sugar shards	
12:55		
12:56	present to teacher	

Stage 2 – Food & Hospitality
Practical Activity 1 – How safe is your food?

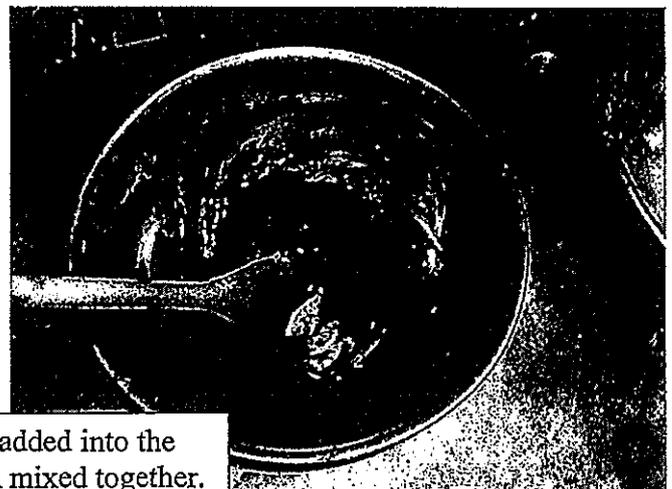
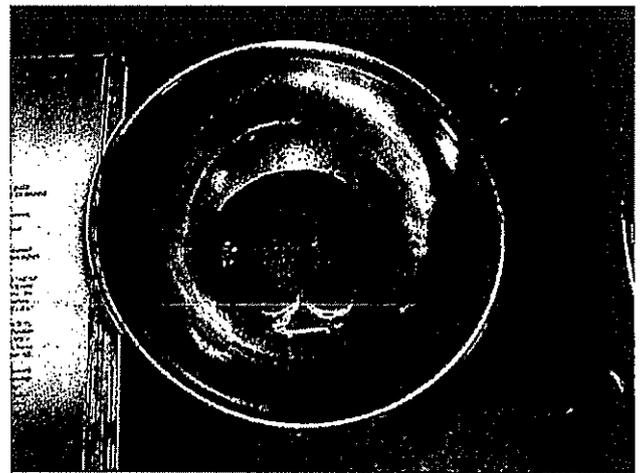
Poster above the washing basin at Goodwood Bake house



Whisking egg whites.



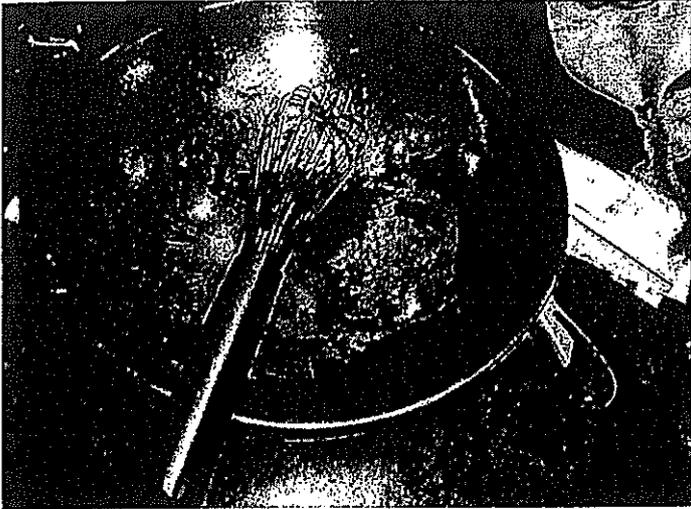
Melting chocolate and butter over a saucepan of boiling water.



The egg yolks are added into the chocolate and then mixed together.

Stage 2 – Food & Hospitality
Practical Activity 1 – How safe is your food?

The egg whites are folded into the chocolate.



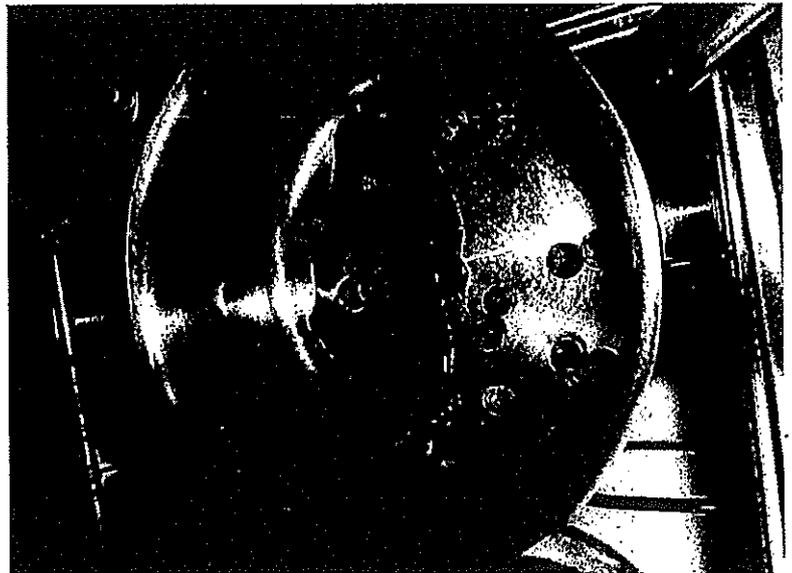
Fudge mix getting poured into a bag so it can be piped into the martini glass.



Fudge needs to be placed in the fridge to cool and set.



The blueberries and blackcurrant concentrated juice in the saucepan ready to turn into sauce.

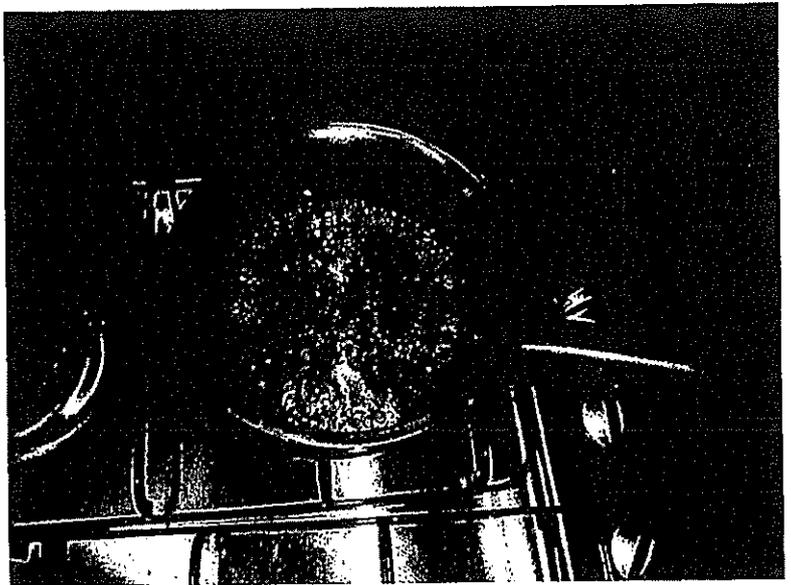


Stage 2 – Food & Hospitality
Practical Activity 1 – How safe is your food?

Stirring the sauce to make sure that it does not burn.



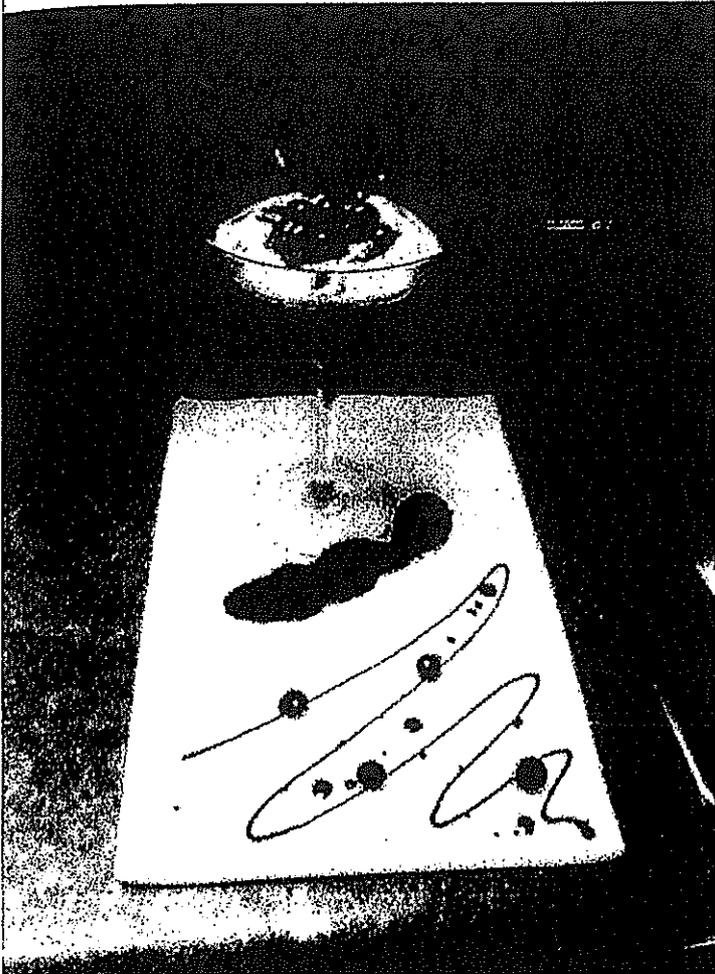
Sugar and Water combined in a saucepan begging to bring to a boil to create toffee shards.



Garnishing the Chocolate Fudge pot with the berries and sauce. On top of the chocolate is the crème fraiche.



Final Products



Action Plan

Proposed Idea : To create a contemporary French dessert platter with three desserts.

Issues	Strategies	Decision/Intended actions
Making sure that the selected recipes are authentic and French.	Classic French dessert recipes will be found from credible websites and cook books.	A sorbet, a soufflé and a crème brulee will be produced as they are all classic French.
Portion size	Due to the platter having 3 desserts, the portion size will be a lot smaller than the normal size.	3 small Ramekins will be used as they will look elegant together.
The skills involved for making French desserts	Use the internet and cook books to read about what sort of skills and techniques are needed for these recipes.	For each of the recipes I am going to have a practice run at home and as well at school.
Available cooking time	By using a time plan and multitasking the cooking should be completed in the 100 minutes.	The sorbet will be made during the trial practical and then will be frozen for the main prac. The soufflé will be made first as it needs chilling and the soufflé will be baked last as it only needs 15 minutes in the oven.

Menu Decision

Crème Brulee

Sorbet

Soufflé

Identify the Implementation Requirements

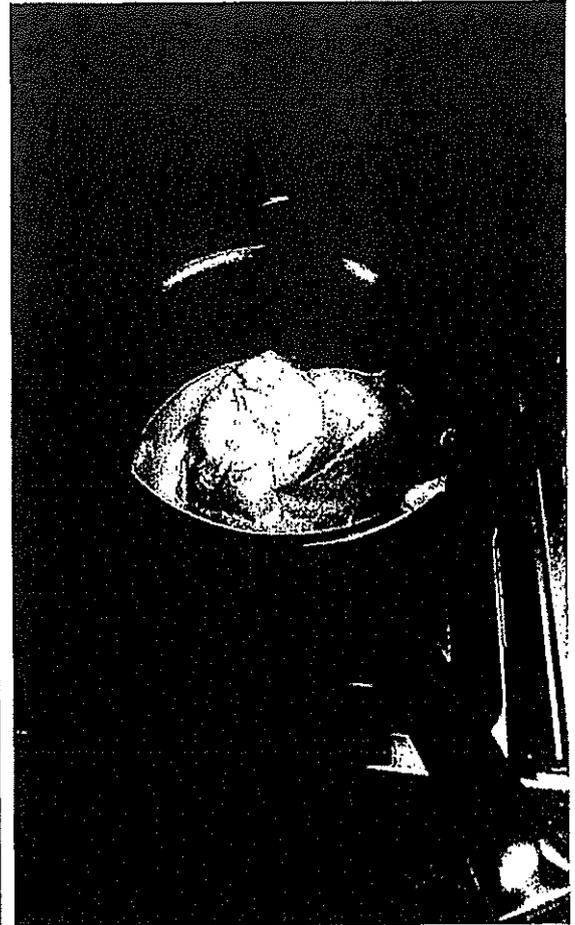
At home, the dessert platter will be trialled and then produced at school again. The Food Tec room has ovens, mixers and an ice-cream machine. Since there is a 100 minute limit, the sorbet will be made in the class before and frozen, ready for production day. A food order will be placed in and one of the teachers will buy all of the ingredients needed a day before the practical.

Word Count : 283

Practical Application



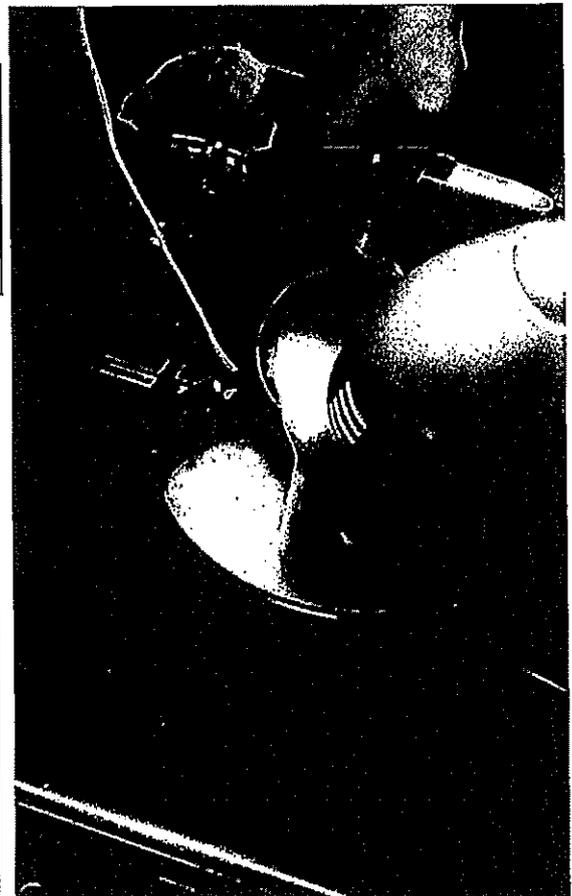
Mis-en-place.
The bench was
disinfected prior to
preparation and
cooking.



The double cream in
the saucepan
beginning to melt
and bring to a boil.



Once the vanilla pod
was cut lengthways, a
knife was used to
scrape the pods into
the cream mixture.

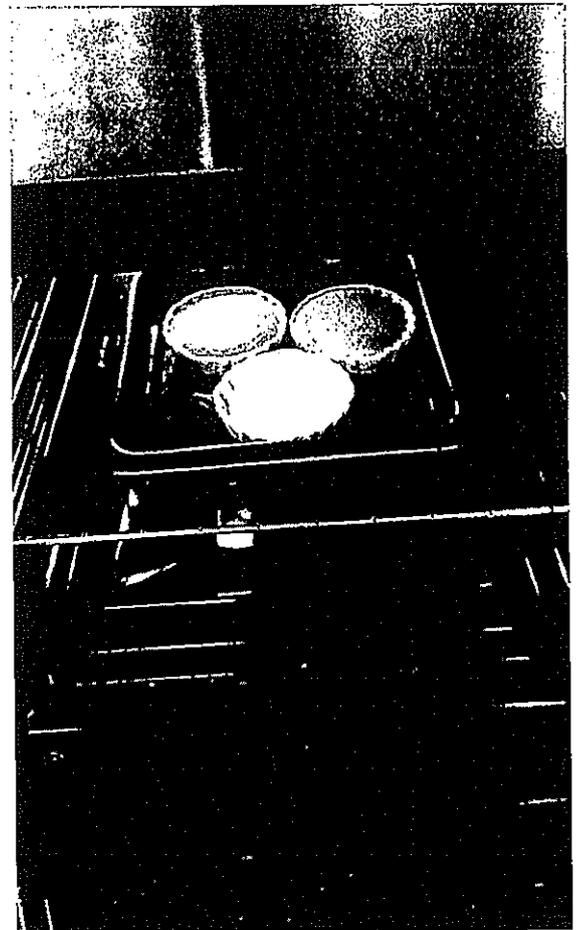


Inside the jug are the
egg yolks and the
sugar beaten
together. The
mixture is being
poured into the hot
cream.

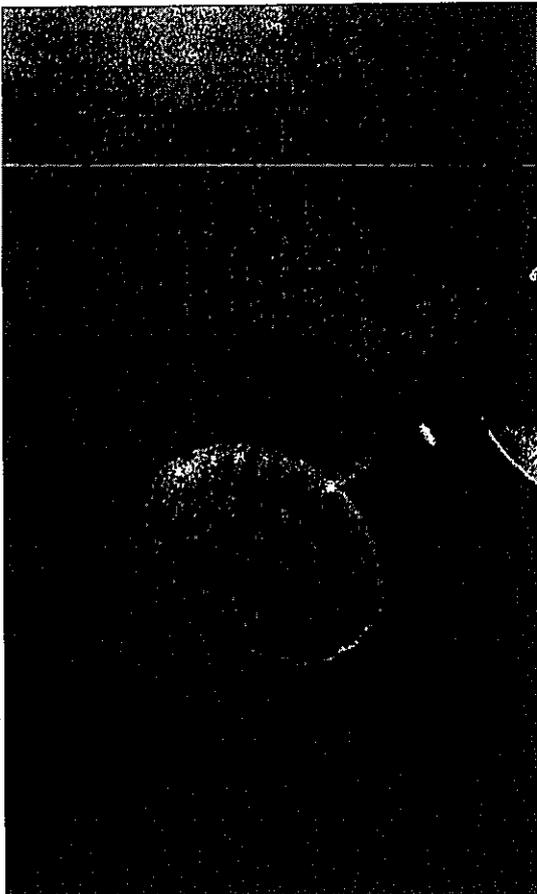


Draining the crème to filter out the remaining pods, pieces of vanilla and any lumps formed in the saucepan.

The ramekins are placed in a tray of boiling water while being put into the oven.



The chefs torch is caramelizing the sugar on top of the crème.

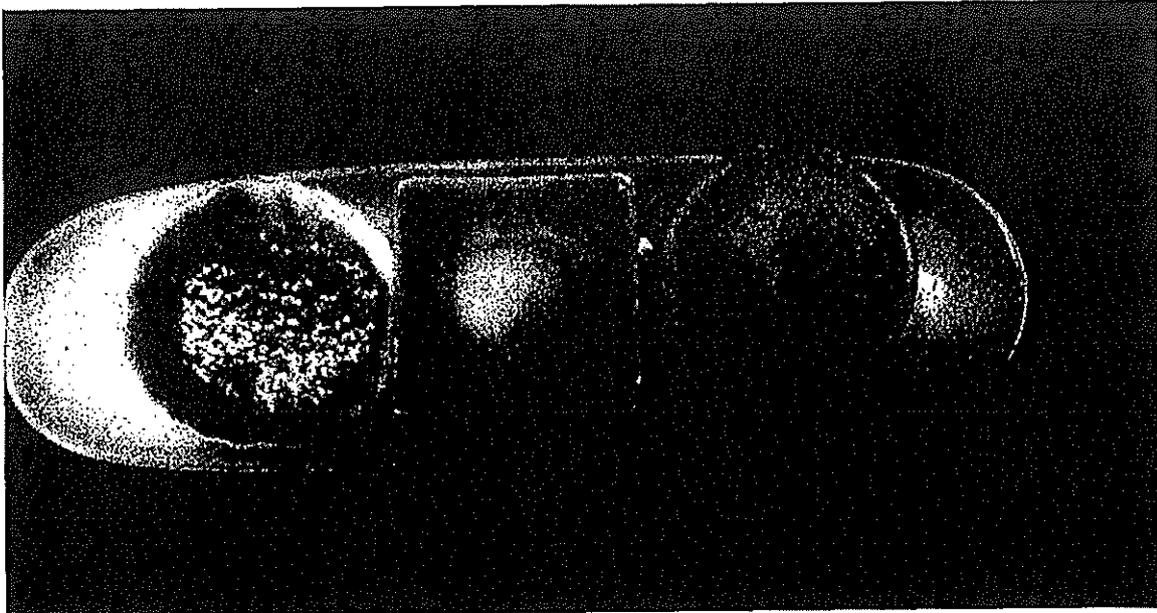


Final Product

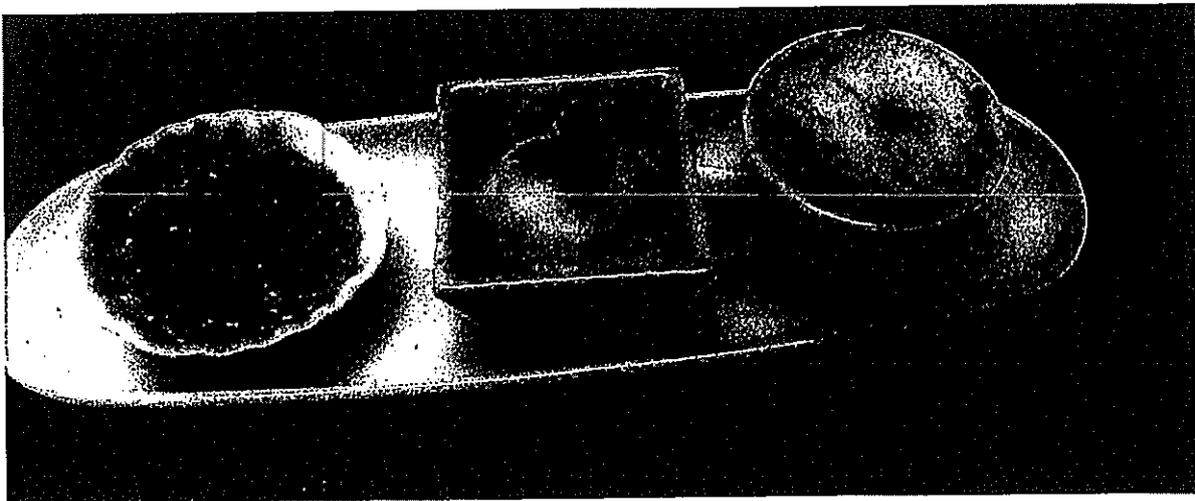
Crème Brulee

Sorbet

Soufflé



Zest of lime was placed on the platter to add some extra colour. In the photo it looks like dirty specs but this was not the case



A hint of mint was added on top of the sorbet to bring out colour in the dish.

Evaluation

Socio- Cultural Influences & Contemporary and Future Issues

The Decision

The three desserts that were selected for the socio-cultural assignment, displayed classic French cuisine. Crème Brulee, Sorbet and Soufflé contain different skills in creating them as well as diverse textures and flavours.

Evaluation of Performance

Available cooking time

The sorbet was made in the lesson before the practical, this added more time to make the brulee and the soufflé. During the 100 minutes all of the dishes were cooked and ready to be presented.

Portion size

Each of the desserts were cooked or placed in small ramekins. The brulee was not filled to the top of the case and the sorbet had a light taste to it as it was only made out of sugar and water. The soufflé recipe was halved and placed into the small ramekin that can be viewed in the final presentation photo. The platter was suitable for one person.

The skills involved for making French desserts

The sorbet and the crème brulee had less skills involved when compared to the soufflé. The recipes were trialled twice before the real practical day. Beating the eggs to the right consistency was the most important element of the soufflé. The Crème had many processes that needed to be followed in order to create the right texture.

Overall evaluation

The outcome of the dessert platter was very disappointing as the eggs that were used did not beat correctly to incorporate extra air into them. Due to this the soufflé did not rise to the height it was meant to and the eggs turned into liquid underneath the top of the dish. In terms of presentation the desserts displayed a variety of colours, flavours and most importantly, textures. Each of the desserts were placed in different white shaped ramekins and on a long white platter.

All three of the chosen desserts fit right in with the multicultural and contemporary outlines; As all of the chosen desserts originated from France. Making the sorbet included using an ice cream machine that was brand new and unfamiliar. The choices of recipes were suitable for a year 12 student as they are difficult to produce yet if done well they will stand out.

The most important thing that needed improving on was picture taking. Due to the time limit in class and the many different processes and multitasking photos were not taken of the making of the lemon sorbet and the soufflé. When making a soufflé, the eggs needed to be at room temperature and also needed to be of higher quality. Due to the eggs not beating correctly, the soufflé proved to be a bit of a disaster. Perhaps it would've been best to eliminate the soufflé and bake a fruit tart instead. Overall the tasting platter did not turn out to my expectations and standards. The sorbet and the crème brulee turned out great considering the time limit and the unfamiliarity of the recipes.

Word count: 493

Bibliography

<http://www.cookinfrance.com/classic%20french%20recipe.htm>

http://www.bbc.co.uk/food/recipes/mary_berrys_lovely_lemon_73914

<https://www.cuisinart.com/recipes/desserts/114.htm!>

Assessment Comments

Grade: B-

The material presented for this Assessment Type comprises 4 Tasks.

Investigation and Critical Analysis (ICA)

In Task 1 there is evidence of some detailed investigation and well-considered critical analysis of the way in which lactose intolerance is catered for in contemporary supermarkets and restaurants. There is also a well-considered understanding of the implications of Food Safety Legislation for a range of business types. Sources are appropriate and acknowledged. Information is used in a well-considered way and the expression of ideas, including the use of appropriate terminology, is clear, articulate and effective.

Problem-solving (PS)

In Task 2, whilst there is evidence of a number of problems to solve, there is little extended or detailed discussion of the problems encountered in the cake decorating exercise. Similarly in Task 4, discussion of the problems encountered in the creation of the contemporary platter of French-influenced desserts is very limited even though there were significant issues with the soufflé. In Task 2 there is evidence of informed decision-making to solve problems strategically regarding the icing techniques. However there is very little regarding such strategy in relation to Task 4.

Practical Application (PA)

There is evidence of 'mostly productive implementation of appropriate techniques' and 'maintenance of quality control' in Task 1 where teacher feedback suggests high-level performance in terms of personal hygiene and the range of cooking methods and techniques used. The capacity to respond appropriately to problems is evident in decisions regarding the cooking of the lamb. The technical issues associated with preparing the Rosti are acknowledged and discussed. However there is no evidence, apart from photographic evidence, of the processes involved in preparing and presenting the three desserts in Task 4.

Evaluation (E)

In Tasks 1, 2 and 3 there is evidence of thoughtful evaluation of processes and outcomes. There is identification of issues associated with various technologies of cake decoration in Task 2 (even though more detailed analysis is warranted) and also of the problems encountered with grating the potato for the Rosti in Task 1. There is however mainly description in Task 4 – problems encountered with making the soufflé were not discussed or reflected on. Consideration of contemporary trends is evident in Task 2 and superficially so in Tasks 1 and 4. There is some mention of contemporary trends regarding presentation in Task 3.

Overall

Overall grade: B-

The evidence provided in this folio presented for Assessment Type 1 suggests mainly B Band achievement. There are however a number of lapses particularly regarding the documentation of processes and problems in Task 4 and the failure to provide evidence of the practical activity – apart from annotated photographs and some descriptive notes in the Evaluation– for that Task. There was also minimal discussion, in terms of depth and detail, of the number of issues associated with the cake decorating, even though these were referred to and various strategies were tried.

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>