

STAGE 2 HOME ECONOMICS – FOOD & HOSPITALITY

ASSESSMENT TYPE 1: Practical Activity 1

Area of Study: Political and Legal Influences

Purpose

To demonstrate your ability to:

- Investigate and identify safe food handling practices and relevant food hygiene legislation in the food and hospitality industry and knowledge of current trends
- apply problem solving skills to demonstrate an understanding of safe food handling practices and relevant food hygiene legislation in the food and hospitality industry
- work individually to plan, prepare and present a two course meal using safe food handling practices and reflecting knowledge of current trends
- evaluate your practical application.

Description of Assessment

This task has three parts:

1. Action plan:

Individually complete an action plan where you identify and discuss issues relevant to Area of Study 3: Political and Legal Influences in the Food and Hospitality industry. Then make and state your decision, with justification, about what you intend to do for the practical application and identify the implementation requirements.

2. Practical application:

Individually students to select, prepare, and present a 2 course meal to a guest which reflects current trends and knowledge and understanding of safe food handling practices.

Each course must include at least one high risk food. A component of each course must be prepared in advance and stored safely. In the main course this component must be reheated safely to be served while the component in the dessert must be served cold.

The cost must be below \$12.

3. Evaluation report:

Individually complete an evaluation report in which you critically reflect on decisions made in the action plan, your performance in the practical application, the processes involved in the practical application, and the outcome. In your evaluation report, formulate conclusions and recommend possible improvements.

STAGE 2 PRACTICAL PROFORMA

Safe Food Handling and Management Practices

✓
High

Low

Organisation

✓
High

Low

Time Management

✓
High

Low

Skills and Techniques

✓
High

Low

Quality Control Practices

✓
High

Low

Management of resources

✓
High

Low

Use of initiative

✓
High

Low

Creativity

✓
High

Low

Selection and application of appropriate technology

✓
High

Low

COMMENT

An outstanding effort . You successfully designed , planned , cooked & presented a 2-course meal of the highest quality in both taste & presentation. Your guest was most impressed. A huge variety of skills & techniques were demonstrated to a very high level with safe food handling practices used at all times. Well Done!

Food safety is fundamentally the most important aspect of the food and hospitality industry. Safe food handling practices must be used at all times as food poisoning occurs due to improper handling of food. There is an estimated 5,400,000 cases of food poisoning in Australia per year, which as a result kills 120 people¹.

Safe food handling practices will be followed by the use of colour coded chopping boards, clean knives, wiping down benches and clean equipment to eliminate the risk of cross-contamination. Hair will be appropriately tied back, aprons worn and hands washed before food preparation. Food will be applicably covered and stored below 4°C and heated above 65°C to restrict bacteria growth.

HACCP (Hazard Analysis Critical Control Point) is a risk management process used by the food industry to ensure food stays safe during food preparation, transportation, delivery, storage, holding and display. This process will be followed at all times.

For main course, *Pork Belly with Melomakarona Crumble, Moussaka Vinaigrette, Marinated Pork Cutlet and Eggplant Sandwich* was chosen to be cooked. For dessert, *Sablé Breton with Vanilla Cream, Macadamia Parfait and Raspberry Sorbet* were select. These meals were chosen as a result of the ability to demonstrate safe food handling practices in the process of cooking them. High risk components of the meal, such as the Pork Belly can be reheated to above 65°C and the parfaits can be stored below 4°C to demonstrate safe food handling. Ingredients such as eggplant, zucchini, capsicum and raspberries which are seasonal, available locally, and are cost effective, will be used. The meals are able to reflect modern trends with their Mediterranean influences. A wide range of skills and use of technology will be able to be demonstrated as a result of cooking them, including use of the ice-cream maker, use of processors and beaters, and trimming the pork cutlet.

The meal will be cost effective and will be produced for under \$12. Portion control will be applied to ensure minimal waste. The presentation will be contemporary and will reflect current trends with the use of varying heights, colours and shapes. Both courses will present many complementary tastes and textures suitable for a summer luncheon.

As the level of difficulty will be high, organization and time management are exceptionally important. Different parts of the meal will be produced throughout the week, such as the pork belly which will be cooked on Wednesday, as it needs to be re-heated on Thursday. The Vanilla Cream, Parfait and Sorbet will all need to be produced before Thursday and be appropriately stored before the luncheon. Study lessons as well as lunchtimes will be utilized to complete this.

Time plans and accurate shopping lists will be produced and followed closely. Mise-en-place will be implemented as well as appropriate use of free time to ensure all components of the meal will be completed on time. The Home Economics Centre has all the equipment that is needed to complete this practical.

Word Count: 493

BIBLIOGRAPHY

29/2/2012

<http://www.australianfoodsafety.com.au/blog/food-poisoning-statistics/>

¹ <http://www.australianfoodsafety.com.au/blog/food-poisoning-statistics/>

Safe food handling practices were successfully demonstrated in the process of preparation, cooking, storing, reheating and presenting a two course luncheon. This was essential as food poisoning effects an estimated 5,400,000 people each year in Australia¹.

The menu for the luncheon was carefully constructed from a variety of sources to reflect contemporary trends with complementary tastes and textures, as well as the ability to demonstrate safe food handling procedures. Processes such as using colour coded chopping boards, clean equipment and wiping down benches were constantly used. Before food preparation, hair was tied back, aprons were worn and hands were washed. Safe storage and reheating of the components of both courses were completed, such as reheating the Pork Belly to above 65°C, and storing the Vanilla Cream and Vinaigrette below 4°C. HACCP practices were implemented at all times to ensure the food was not compromised.

Organisation was a major part of completing this practical as the high complexity of the two courses made the process time consuming. Accurate shopping lists and time plans were generated and followed, as well as mise-en-place, and maximizing lesson time. Study lessons and lunch times were used during the lead-up to the luncheon to ensure all components of the meal would be completed on time. These procedures allowed the luncheon to run smoothly, with minimal problems occurring on the day.

Various techniques were perfected in the production of the meals including; making praline, trimming the pork cutlet, slow cooking and use of the ice-cream maker. Some of these skills, such as making praline, required practicing to ensure they would be successful for the luncheon. Use of creativity in presentation ensured it was completed in a contemporary manner, with the use of varying height, shape and colour in both courses. The dessert was garnished with mint leaves and raspberry puree, whilst the main was garnished with broccoli watercress and Melomakarona crumble.

Modern trends were incorporated into the meals; the use of Mediterranean influences such as the Moussaka Vinaigrette and the Eggplant sandwich, as well as the use of fresh local ingredients such as capsicum, zucchini, eggplant, herbs and raspberries. Portion control was effective, allowing a little taste of each flavour, as well as keeping the cost of both courses below \$12.

Organisation and use of initiative were strengths in this practical, it allowed the luncheon to be stress-free and run smoothly. Presentation was also a strength, although more time could have been spent on the raspberry puree garnish for a more professional result. An unexpected problem that was encountered was the freezer switching off unnoticed before serving. This meant the parfait was softer, and didn't have the desired integrity, although with the initiative of serving immediately it did not prove to be problematic.

Overall, the luncheon was a success, the guest stating "The sorbet was delicious and the Moussaka gave the meal a real balance... and the pork! Amazing!"¹



Pork Belly and Melomakarona Crumble, Moussaka Vinaigrette, Marinated Pork Cutlet and Eggplant Sandwich



Sablé Breton with Vanilla Cream, Macadamia Parfait and Raspberry Sorbet

¹ <http://www.australianfoodsafety.com.au/blog/food-poisoning-statistics/>

¹ Guest evaluation form
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HOME ECONOMICS - Student Evidence

Practical Application	Student Response
Implement safe management practices (PA1)	<ul style="list-style-type: none"> - Mise-en-place was implemented to maximise efficiency while cooking - OHW & S (occupational, health, welfare and safety) practices were followed at all times - Safe practices were followed in the kitchen, such as; cleaning up spills, no running, correct use of utensils such as knives and beaters and being cautious with hot food - Team work with the class and teacher ensured the kitchen was orderly and unstressed, and communicating with people using the same ingredients ensured minimal waste
Organise and manage time (PA1)	<ul style="list-style-type: none"> - Accurate time plans were generated and followed closely to ensure organisation was at a high standard - Precise shopping lists were produced to ensure ingredients would be available and the recipes could be followed accurately - Communication with teacher and local food producers made sure all ingredients would be available in time for the luncheon - Lesson time, as well as lunches and recesses were utilised to complete all elements of the meal
Organise and manage techniques (PA1)	<ul style="list-style-type: none"> - Techniques such as trimming the pork cutlet, making praline, shaping the pork belly and dicing vegetables were implemented and perfected in the production of the meals - Presentation techniques such as using various heights, shapes and colours allowed both courses to be presented at a high standard - Safe practices were successfully applied at all times of this practical
Organise and manage resources (PA1)	<ul style="list-style-type: none"> - Accurate shopping lists ensured minimal food waste and high levels of organisation - Portion control was implemented not only to ensure minimal waste, but to keep the cost below \$12, and to allow a little taste of each component of the meal. - The menu was carefully constructed from various sources to reflect contemporary trends and for the use of seasonal ingredients - The correct storage of food ensured no waste occurred as a result of incorrect food handling practices
Generate and maintain quality control practices (PA1)	<ul style="list-style-type: none"> - Food was kept at optimum quality during the preparation, cooking, storing, reheating and presenting of the meals. - Fresh, quality ingredients ensured a quality end result - Correct preparation techniques, as well as clean equipment were used at all times to ensure the quality standard was not lowered - Recipes were followed correctly, hot food was served hot and cold food was served cold
Select and apply appropriate technology to prepare and serve food (PA2)	<ul style="list-style-type: none"> - Correct use of technology such as; the ice cream maker, scales, refrigerator, stoves and electric mixers allowed the meals to be completed to a high standard - The computer generated menu, invite and guest evaluation form also demonstrated appropriate use of technology
Apply safe food-handling practices (PA3)	<ul style="list-style-type: none"> - Colour coded chopping boards, clean utensils and equipment, and the constant wiping down of benches eliminated the risk of cross contamination occurring - Food was appropriately store below 4°C and reheated to above 65°C - Hair was tied back, aprons were worn and hands were washed before food preparation - HACCP (hazard analysis and critical control points) were implemented at all times during food preparation, transportation, delivery, storage, holding and display.

	LESSON 1	LESSON 2	RECESS	LESSON 3	LESSON 4	LUNCH	LESSON 5	LESSON 6
TUESDAY	RESEARCH PROJECT	Macadamia parfait: Start with praline then make parfait and combine. Freeze until Thursday	Continue making parfait	FREE LESSON - Season Pork Belly and put in the oven for 3-3 1/2 hours. - Make moussaka vinaigrette and refrigerate	FREE LESSON - Trim and marinade pork cutlet and refrigerate - Make vanilla cream and refrigerate cook eggplant for sandwich	Continue cooking into lunchtime if needed	RESEARCH PROJECT	PHYSICAL EDUCATION
WEDNESDAY	FREE LESSON	PHYSICAL EDUCATION	make short bread	FREE LESSON - Take shortbread out of freezer, cut, and leave to defrost (for around 30 mins?). - Make raspberry puree and refrigerate - Cook defrosted shortbread in 180° oven for 8-10 mins until golden - Take crumble container and vinaigrette out of fridge - Pick some mint for dessert presentation	Make eggplant sandwich and assemble on plate - When there's around 20-30 minutes until lunch, take pork belly out of the fridge and grill. - Start cooking pork cutlet in frypan - Crisp pork belly skin in frypan. - Defrost raspberries for dessert presentation	- Plate up vinaigrette with eggplant. Place hot pork belly and cutlet on plate. Top with crumble and watercress. - Place raspberry puree in plastic bag and decorate dessert plate. - Once main is finished, serve shortbread, vanilla cream, raspberries, parfait, and sorbet	FREE LESSON	ENGLISH Take pork belly out of oven after 3 - 3 1/2 hours (during english)
THURSDAY	FREE LESSON	FREE LESSON					Clean up and do dishes	RESEARCH PROJECT

STAGE 2 HOME ECONOMICS – FOOD & HOSPITALITY

ASSESSMENT TYPE 1: Practical Activity 2

Area of Study: Technological Influences

Purpose

To demonstrate your ability to:

- Investigate and identify current and emerging technological advances in the food and hospitality industry.
- apply problem solving skills to demonstrate an understanding of current technological advances in the food and hospitality industry and implementing these in a practical application.
- work individually to plan, prepare and present either a gourmet cake or gourmet basket which demonstrates knowledge and understanding of some technological advances within the food and hospitality industry.
- evaluate your practical application.

Description of Assessment

This task has three parts:

1. **Action plan:** Individually, students to complete an action plan in which they identify and discuss issues relevant to Area Study 5: Technological Influences in the Food and Hospitality industry. Then make and state your decision, with justification, about what you intend to do for the practical application and identify the implementation requirements.

Practical application: Students to demonstrate an awareness of technological developments and apply these in the individual preparation of a gourmet cake or a gourmet basket. The cake or the foods in the basket must be labelled in accordance with current Australian standards. You need to budget for the final product to be completed for under \$25. Your cake or basket should reflect current trends and show awareness of technological developments in the food and hospitality industry. Safe food handling practices must be used at all times.

For the cake you will need to bake a cake and decorate using chocolate work, plastic icing or other suitable decorative ingredients. The cake should be suitable for sale at a local food and hospitality venue

or.

You are to individually produce and market a Gourmet Basket for a targeted clientele. You may like to select a theme to base your food items on. Your basket must contain at least 4 items one of which must be a preserve. Presentation of items must be carefully considered.

Evaluation report: Individually complete an evaluation report in which you critically reflect on decisions made in the action plan, your performance in the practical application, the processes involved in the practical application, and the outcome. In your evaluation report, formulate conclusions and recommend possible improvements.

STAGE 2 PRACTICAL PROFORMA

Safe Food Handling and Management Practices

✓
High _____ Low

Organisation

✓
High _____ Low

Time Management

✓
High _____ Low

Skills and Techniques

✓
High _____ Low

Quality Control Practices

✓
High _____ Low

Management of resources

✓
High _____ Low

Use of initiative

✓
High _____ Low

Creativity

✓
High _____ Low

Selection and application of appropriate technology

✓
High _____ Low

COMMENT

An outstanding effort

Your cup cake stand

was certainly eye-catching & your designs were evidence of a very high level of creativity. The cakes were cooked & decorated demonstrating a very high skill level - You used technology very well to make the production of these cakes possible in the time frame & to the level of difficulty. Organisation outstanding labels accurate. Well Done!

Modern technological advances in the food and hospitality industry allows the production of gourmet cakes to be efficient and have great complexity. Technology is used in the transport, preparation, production, storage and presentation of gourmet cakes and therefore is vital to the industry.

Technology will be used in the production of 18 gourmet cupcakes during various stages of the practical. The internet will be used to investigate cake trends to help in the synthesis of the designs, and also to purchase black cake decorating gel from EBay, as it is not locally available. Beaters, scales, and an oven will be used in the cooking of gourmet cupcakes, and fondant icing will be made and coloured using food colouring and cake decorating gels. A refrigerator and freezer will be used in storage, to ensure that the cupcakes are kept in optimum condition. A computer will also be used to generate the cupcake labels in accordance to the FSANZ standards.

Food safety will be practiced at all times in the practical; including personal hygiene, bench hygiene and storage of food. HACCP practices will be implemented at all times. The cost of the gourmet cupcakes will be kept below \$25 by using local ingredients such as eggs and flour, and by the use of portion control and budgeting.

Presentation is a key element in this practical as the decoration of the gourmet cupcakes is significant to the end product. Creativity and initiative will be used to produce a variety of cupcake designs that demonstrate an assortment of colours, shapes and heights. The level of difficulty will be high because of the number of cupcakes and the nature of the designs; therefore organisation will be vital to complete the cupcakes time. Time management will be utilised in order to complete the practical to a high standard. Patience and attention to detail are also critical to the completion of the cupcakes to a high standard.

Gourmet cupcakes were chosen to be cooked for this practical as fondant cupcakes are becoming a popular trend in contemporary cake decoration. Use of technology will be able to be successfully demonstrated at different stages of producing the cupcakes, and the product will be cost effective. A wide range of skills will be developed in the process of making the cupcakes, such as producing the fondant icing itself, as well as the intricate decorations.

Accurate time plans and shopping lists will be produced and followed to ensure the best possible result. Mise-en-place will certify the cupcakes are kept in prime condition, for example, the icing not drying-out while gathering ingredients. In week seven; the cupcakes will be cooked, covered with ganache and frozen. The fondant will also be cooked, coloured and stored appropriately. In weeks eight and nine, the 18 cupcakes will be decorated with the fondant icing.

With the use of technology, the gourmet cupcakes should be produced efficiently and to a high standard. The Home Economics Centre has most of the equipment and ingredients needed for this practical.

WORD COUNT: 500

Modern technological advances in the food and hospitality industry have been successfully demonstrated in the process of preparation, production, storage and presentation of eighteen gourmet cupcakes. Technology is essential in the food and hospitality industry, especially in the production of gourmet cakes as it allows the processes to be completed efficiently and to a high standard.

Fondant cupcakes were chosen to be cooked as they are a contemporary trend in gourmet cake making. The internet was used to investigate cake trends and source design ideas. The designs for the eighteen cupcakes were then drawn up. Cooking appliances such as an electric oven, scales and beaters assisted in the production of both the cupcakes and the fondant. Patty pans and non-stick cupcake tins helped the formation of the cupcakes whereas stencils, food colourings and food gels, were used in the colouring and covering of the cupcakes with fondant icing. Refrigerators and freezers were used in the storage on the cupcakes to ensure they remained in optimum condition. A computer was used to generate modern cupcake labels in accordance to FSANZ standards.

Due to the high level of difficulty of the gourmet cupcakes, organisation was a major component to this practical. Accurate shopping lists and time plans were generated and followed closely and mise-en-place was utilised to ensure that lesson time was maximised. Excellent time management saw the practical completed a week before the due date, ensuring the cupcakes were all kept in optimum condition.

Various techniques were used in the production of the gourmet cupcakes, such as cooking the fondant, ganaching the cupcakes, stencilling the fondant, and cutting out the designs. Patience and attention to detail allowed the presentation to be completed to a professional standard. Nine different designs were carefully constructed from a variety of sources and were used for the eighteen cupcakes. The fondant icing was shaped, rolled, cut, and placed in a variety of fashions. Creativity and initiative were used to construct bright, colourful and unique designs. Ice-cream sundaes, rainbows, ladybugs, bows and flowerpots were among the various cupcake designs.

The eighteen cupcakes were produced for under \$25, as the cupcakes were very cost effective. To produce the cupcakes within the budget, local ingredients such as eggs were used, portion control was implemented, and the fondant was made from scratch.

Organisation, time management and creativity were all strengths in the practical, and left little room for improvement. Some problems were encountered during the completion of the practical, the fondant covered cupcakes were difficult to store as they would sweat in the fridge, freezer and in an airtight container. This was overcome by storing them in a cool, dry place with a light tea-towel over the container. Also, the undecorated cupcakes that were stored in the schools freezer went "missing", and a new batch of cupcakes had to be cooked to replace them.

Overall, the practical was a success; technological advances were successfully demonstrated in the completion of eighteen contemporary gourmet cupcakes.



Word count: 492

FOOD AND HOSPITALITY - Gourmet Cupcakes Student Evidence

Practical Application	Student Response
Implement safe management practices (PA1)	<ul style="list-style-type: none"> - Mise-en-place implemented to ensure that cupcakes were kept in optimum condition, for example, the fondant icing not drying out while getting food colouring, and to maximise efficiency - OHW and S (occupational, health, welfare and safety) practices carefully followed at all times - Safe practices were followed in the kitchen, such as cleaning up spills immediately, not running and being cautious with hot food. - Team work was utilised to ensure that everything remained orderly, such as cooperating with the students in the same bay, and communicating with others using the same ingredients
Organise and manage time (PA1)	<ul style="list-style-type: none"> - Accurate time plans and shopping lists were generated and closely followed to ensure a high level of organisation to minimise stress - Communication with the teacher ensured all the necessary ingredients could be gathered before the practical. For example, the black icing gel had to be sourced from EBay as it was not locally available - Lesson time, study lessons, and lunch and recess time was utilised to ensure the cupcakes would be finished in minimal time to ensure that they were kept in prime condition
Organise and manage techniques (PA1)	<ul style="list-style-type: none"> - Various new cooking techniques were used in the production of the gourmet cupcakes such as; cooking the fondant icing, carefully ganaching the cupcakes (to have a smooth base to put the icing on), stencilling the fondant for the designs, cutting and shaping designs (using knives, toothpicks and forks. - Safe cooking processes were appropriately applied during all stages of the practical
Organise and manage resources (PA1)	<ul style="list-style-type: none"> - Accurate shopping lists resulted in having minimal food waste - Portion control was implemented to ensure that the gourmet cupcakes were kept below the cost of \$25, and to ensure minimal waste occurred - Gourmet fondant cupcakes were chosen to be cooked due to being a contemporary trend in cake decoration, as well as their cost efficiency - The correct storage of the cupcakes and fondant icing (cupcakes in freezer, fondant in a plastic bag in an airtight container in a cool fry place) ensured no unnecessary waste occurred
Generate and maintain quality control practices (PA1)	<ul style="list-style-type: none"> - The cupcakes were at all times kept at optimum quality during preparation (putting cling wrap on the fondant to ensure it doesn't dry out), and storage (cupcakes stored in freezer/fondant stored in airtight container). - Fresh, quality ingredients were used, such as eggs produced by the agriculture unit at the school, ensured a quality result. - The food was correctly handled at all times to ensure the pre-determined quality of the cupcakes was not compromised - The appropriate food preparation techniques and equipment was used to ensure a quality result - recipes were correctly followed at all times
Select and apply appropriate technology to prepare and serve food (PA2)	<ul style="list-style-type: none"> - Technology was essential in this practical to ensure that the gourmet cupcakes were produced to a professional standard - Computers were used to generate the cupcakes labels in accordance to FSANZ standards. The internet was also used to research current cake trends and designs, as well as to order black food gel from EBay as it was not locally available - Electric stoves, refrigerators, freezers, scales and electric mixers were all used in the production and storage of the gourmet cupcakes - Non-stick cupcake tins, patty pans, food colouring and gels, and stencils are all important technological advances that helped in the completion of the gourmet cupcakes to a high standard
Apply safe food-handling practices (PA3)	<ul style="list-style-type: none"> - HACCP (hazard analysis critical control point) practices were implemented at all times of the practical - Personal and bench hygiene such as washing hands, tying back hair, and continuously wiping benches down were used throughout the practical - The cupcakes were appropriately stored at all times

Cupcake Delights
Bumble Bee cupcake

Sugar, liquid glucose, glycerine,
gelatine, food colourings,
white chocolate, cream, flour,
butter, milk, eggs, vanilla
essence

Best Before 1st April 2012
Store in an airtight container in
a cool, dry place.

Cupcake Delights
Ladybug cupcake

Sugar, liquid glucose, glycerine,
gelatine, food colourings,
white chocolate, cream, flour,
butter, milk, eggs, vanilla
essence

Best Before 1st April 2012
Store in an airtight container in
a cool, dry place.

Cupcake Delights
Enchanted rainbow cupcake

Sugar, liquid glucose, glycerine,
gelatine, food colourings,
white chocolate, cream, flour,
butter, milk, eggs, vanilla
essence

Best Before 1st April 2012
Store in an airtight container in
a cool, dry place.

Cupcake Delights
Icecream sundae cupcake

Sugar, liquid glucose, glycerine,
gelatine, food colourings,
white chocolate, cream, flour,
butter, milk, eggs, vanilla
essence

Best Before 1st April 2012
Store in an airtight container in
a cool, dry place.

Cupcake Delights
Flower pot cupcake

Sugar, liquid glucose, glycerine,
gelatine, food colourings,
white chocolate, cream, flour,
butter, milk, eggs, vanilla
essence

Best Before 1st April 2012
Store in an airtight container in
a cool, dry place.

Cupcake Delights
Butterfly cupcake

Sugar, liquid glucose, glycerine,
gelatine, food colourings,
white chocolate, cream, flour,
butter, milk, eggs, vanilla
essence

Best Before 1st April 2012
Store in an airtight container in
a cool, dry place.

Cupcake Delights
Beautiful bow cupcake

Sugar, liquid glucose, glycerine,
gelatine, food colourings,
white chocolate, cream, flour,
butter, milk, eggs, vanilla
essence

Best Before 1st April 2012
Store in an airtight container in
a cool, dry place.

Cupcake Delights
Fresh flower cupcake

Sugar, liquid glucose, glycerine,
gelatine, food colourings,
white chocolate, cream, flour,
butter, milk, eggs, vanilla
essence

Best Before 1st April 2012
Store in an airtight container in
a cool, dry place.

Cupcake Delights
Delicate rose cupcake

Sugar, liquid glucose, glycerine,
gelatine, food colourings,
white chocolate, cream, flour,
butter, milk, eggs, vanilla
essence

Best Before 1st April 2012
Store in an airtight container in
a cool, dry place.

Time plan for gourmet cupcakes

	WEEK 7	WEEK 8	WEEK 9	WEEK 10
MONDAY	Student free day			
TUESDAY		- Colour fondant	- Make bumble bee cupcakes	- Write evaluation and self evaluation
WEDNESDAY	- Cook cupcakes in lesson. - Cover and freeze.	- Make rainbow cupcakes	- Make sundae and ribbon cupcakes	
THURSDAY	- Make ganache and cover cupcakes - Cook fondant and store in airtight container	- Make flower, ladybug and butterfly cupcakes - Store cupcakes in airtight container	- Make rose and flowerpot cupcakes - Present cupcakes on stand and take lots of photos 😊	
FRIDAY	athletics			

Assessment conditions

The practical activity task occurs over four weeks. You have one week to complete the action plan, two weeks to complete the practical application, and one week to complete the evaluation report.

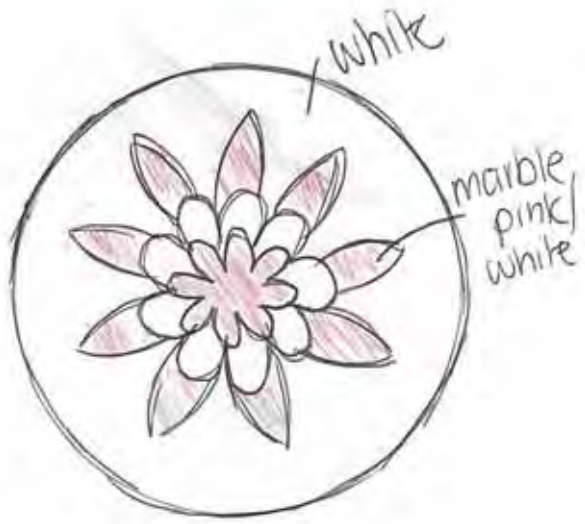
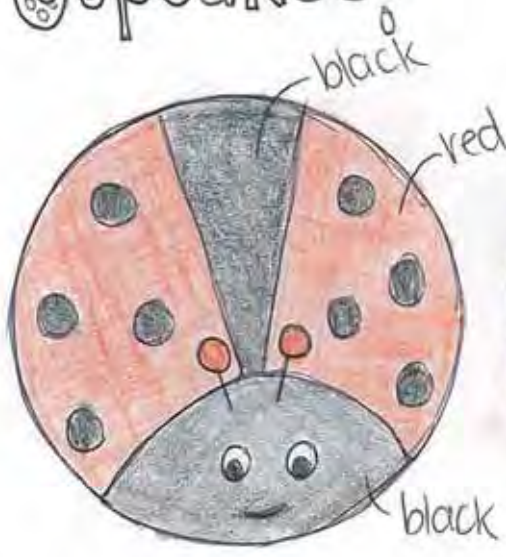
The action plan may be presented in written, oral, or multimodal form. It should be a maximum of 500 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.

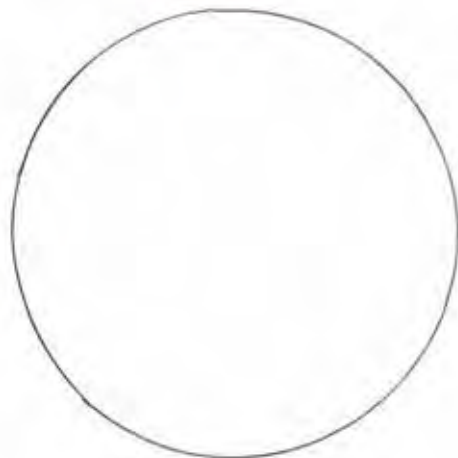
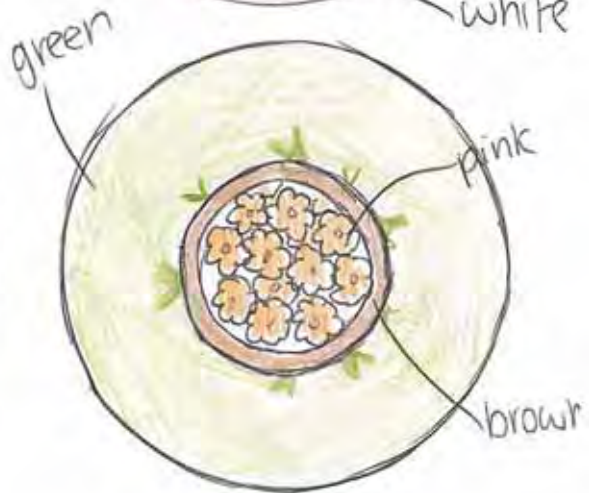
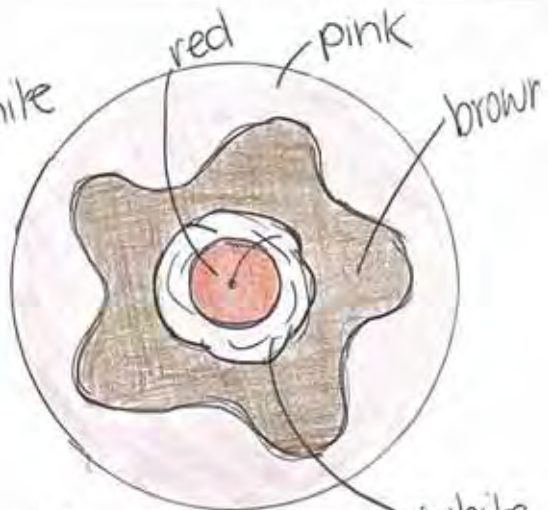
The practical application is to be completed in two weeks with all preparation, mise-en-place and presentation of the basket/cake to be presented on Friday Week .

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.

Learning Requirements	Assessment Design Criteria
<ol style="list-style-type: none"> 1. apply knowledge and problem-solving skills to practical activities in food and hospitality and to evaluate processes and outcomes 3. make and justify decisions about issues related to food and hospitality 4. select and use appropriate technology to prepare and serve food, applying safe food-handling practices 6. work individually and collaboratively to prepare and present activities that support healthy eating practices 7. evaluate the impact of technology, and/or sustainable practices or globalisation, on the food and hospitality industry. 	<p>Problem-solving</p> <p>The specific features are as follows:</p> <p>P1 Identification and discussion of factors involved in problem-solving related to the food and hospitality industry.</p> <p>P2 Decision-making about problem-solving and implementation strategies.</p> <p>P3 Justification of decisions about problem-solving and implementation strategies.</p> <p>Practical Application</p> <p>The specific features are as follows:</p> <p>PA1 Implementation of appropriate techniques, and generation and maintenance of quality control in preparing and serving food.</p> <p>PA2 Organisation and management of time and resources.</p> <p>PA3 Selection and application of appropriate technology to prepare and serve food.</p> <p>PA4 Application of safe food-handling and management practices.</p> <p>Evaluation</p> <p>The specific features are as follows:</p> <p>E1 Evaluation of the processes and outcomes of practical and group activities, including their own performance.</p> <p>E2 Appraisal of the impact of technology, on the food and hospitality industry.</p> <p>E3 Explanation of the connections between research and/or planning, and practical application.</p>

Cupcakes!





STAGE 2 HOME ECONOMICS – FOOD & HOSPITALITY

ASSESSMENT TYPE 1: Practical Activity 3

Area of Study: Sociocultural Influences

Purpose

To demonstrate your ability to:

- Investigate and critically analyse the influence of Australia's diverse cultures on the food and hospitality industry
- work individually to plan, prepare and present a two course meal for a guest that will reflect the impact of their chosen culture in the research component on the food and hospitality industry today.
- evaluate your practical application.

Description of Assessment

This task has three parts:

1. Research Task:

You need to individually choose a culture and then research and analyse the impact of that culture on the food we eat today in the food and hospitality scene. Firstly discuss briefly what impact there has been on the wider community and then focus on the influence of that culture on your own family's eating habits and that of local food and hospitality enterprises.

(a) Conduct an interview/discussion with your parents/grandparents about changes in their eating habits, especially the types of food they now eat compared from when they were your age

(b) survey the local food and hospitality industry to determine what influence different cultures have had on their menus -especially your chosen culture

(c) Use magazines and newspaper reports to assess the impact on the wider community

All resources must be documented

2. Practical application:

You need to plan a menu consisting of two-courses that you think typifies the cuisine of the culture that you researched and would be suitable to be served at a local food and hospitality venue. You need to select, prepare and serve two-courses as a luncheon for a guest using ingredients that are available locally. Your choice also needs to reflect current trends and safe food handling practices must be used at all times. The cost of the two courses must be below \$12 per person.

3. Evaluation report:

Individually complete an evaluation report in which you critically reflect on decisions made in the action plan, your performance in the practical application, the processes involved in the practical application, and the outcome. In your evaluation report, formulate conclusions and recommend possible improvements.

Assessment conditions

The practical activity task occurs over four weeks. You have one week to complete the research, one week to complete the practical application, and one week to complete the evaluation report.

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.

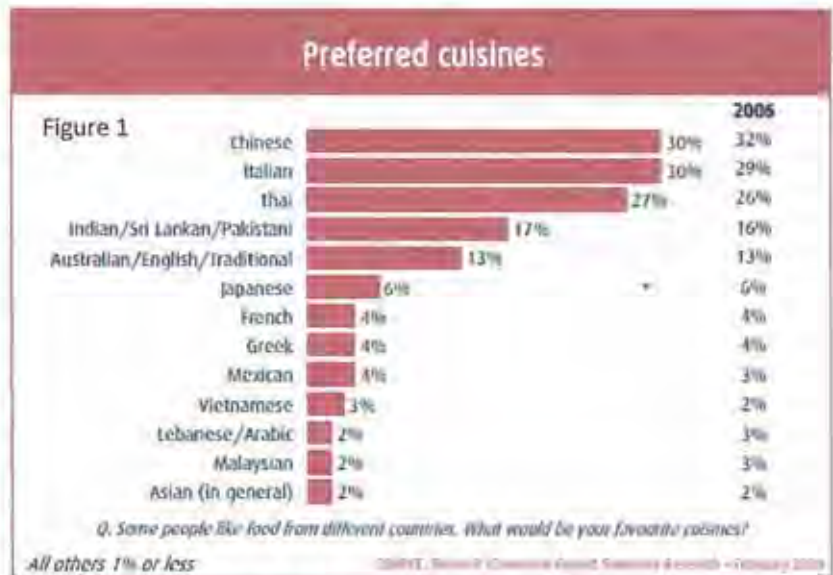
The practical application is to be completed in a week with all preparation, mise-en-place and setting up to be completed with the meal to be served at 1.05 Thursday lunchtime.

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.

Learning Requirements	Assessment Design Criteria
<ol style="list-style-type: none"> 1. apply knowledge and problem-solving skills to practical activities in food and hospitality and to evaluate processes and outcomes 3. make and justify decisions about issues related to food and hospitality 4. select and use appropriate technology to prepare and serve food, applying safe food-handling practices 5. investigate, critically analyse, and evaluate contemporary trends and/or issues related to food and hospitality 6. work individually and collaboratively to prepare and present activities that support healthy eating practices 	<p>Investigation and Critical Analysis</p> <p>The specific features are as follows:</p> <p>ICA1 Investigation and critical analysis of contemporary trends and/or issues related to the food and hospitality industry</p> <p>ICA2 Analysis of information for relevance and appropriateness, with appropriate acknowledgment of sources.</p> <p>ICA3 Application of literacy and numeracy skills, and use of appropriate terminology.</p> <p>Practical Application</p> <p>The specific features are as follows:</p> <p>PA1 Implementation of appropriate techniques, and generation and maintenance of quality control in preparing and serving food.</p> <p>PA2 Organisation and management of time and resources.</p> <p>PA3 Selection and application of appropriate technology to prepare and serve food.</p> <p>PA4 Application of safe food-handling and management practices.</p> <p>Evaluation</p> <p>The specific features are as follows:</p> <p>E1 Evaluation of the processes and outcomes of practical and group activities, including their own performance.</p> <p>E3 Explanation of the connections between research and/or planning, and practical application.</p>

Australia's cuisine has been influenced by a number of cultures through the immigration of people, especially after the Second World War. Interestingly, Australia has still been influenced from other cultures whose people did not migrate in massive numbers. French food has had an established effect on contemporary Australian cuisine, with 4% of Australian's listing is as their favourite cuisine¹ (see Figure 1).

French food has influenced Australia's cuisine in more ways than you might actually think. Commonly, French food has relied on fresh regional produce; vegetables, mushrooms, truffles, berries, poultry lamb, veal, game meat and herbs². The cuisine of France in generally split into 4 types, all of which have unique cooking styles and flavours, but still have a focus on the farmhouse-style of cooking³. These are; Classical French cuisine, Haute cuisine, Cuisine Nouvelle, and Cuisine du terroir⁴. The most common cuisine that contemporary Australian restaurants practice is the Haute cuisine, with the detailed presentation, quality ingredients and large price tag to match. French food is generally elaborate and rich, with a strong emphasis of locality and preparation of food⁵. This is becoming a major trend in Australia, with many upper-class restaurants having a prime focus on local produce, slow cooking and thorough preparation.



French cuisine is highly developed many cooking schools are based on French culinary knowledge. Classical French sauces (such as béarnaise, hollandaise, and wine-based sauces), breads (such as Baguettes), and desserts (such as mousses and Crème Brule) have become the basis for modern cuisine and can be found in almost every restaurant in Australia. Staple French ingredients and cooking techniques are used by top chefs in Australia with modernised twists. Not only have our cooking styles been influenced, but French restaurants are now well established in all major cities around Australia including in Adelaide. It is not uncommon to see croissants, French toast and omelettes on the breakfast menu of popular cafés, as well as popular dishes like cordon bleu or simply pepper sauce becoming a part of local food and hospitality industry, such as the local country hotel. Desserts and pastries offered in restaurants are often French influenced with Crème Brule, éclairs and fruit tarts being some of the most popular.

French cuisine was certainly not always this established in Australia's culture. My mother said growing up; she would have never imagined eating French food, and had little exposure to the French cuisine until adulthood when the globalisation of food was improved through technology. Growing up in a regional area, my mother ate mostly off the farm where she has some multi-cultural influence such as eating potato bake which originated from France. Now, some of her favourite French foods include quiche Lorraine and fruit tarts.

Australia has benefited greatly from the influences of the French cuisine. Flavours, ingredients and cooking techniques have been adopted by our culture to add to Australia's exciting and diverse range of food.

496 words

¹ <http://about.sensis.com.au/Small-Business/Archived-Reports/Sensis-Consumer-Reports/>

² <http://frenchfood.about.com/od/explorefrenchfood/a/introfrenchfood.htm>

³ <http://frenchfood.about.com/od/explorefrenchfood/a/introfrenchfood.htm>

⁴ http://www.france-property-and-information.com/french_food.htm

⁵ http://www.france-property-and-information.com/french_food.htm

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<http://www.cuisine-france.com/>

<http://www.traditionalfrenchfood.com/famous-french-food.html>

<http://myfrenchcuisine.blogspot.com.au/>

<http://foodwise.com.au/did-you-know/australian-food-history/multicultural-influences.aspx>

<http://www.asiarooms.com/en/travel-guide/australia/culture-of-australia/australian-cuisine.html>

Australia's contemporary cuisine has been influenced by many different cultures, including French. The French cuisine has had an established effect on Australia's cuisine, with 4% of the population listing it as their favourite cuisine¹. A menu that typifies the French cuisine has been successfully produced and demonstrated in a two course luncheon.

The menu was carefully assembled from a variety of sources to reflect the French cuisine – in particular, the Haute-style cuisine. This was demonstrated with the use of fresh, seasonal ingredients and delicate and precise presentation, such as the shaping of the vegetables. Traditional French foods were also used including; crepes, soufflé, cordon bleu, and tarragon sauce. Safe food handling practices were followed at all times with personal and bench hygiene processes being followed, and correct storage and re-heating of food. HACCP practices were implemented throughout the practical.

Organisation was a major contributor to completing the two courses to a high standard. As both courses comprised of a number of complex components, an accurate time plan was generated and closely followed to ensure everything would be prepared on time. Accurate shopping lists were also produced ensuring all ingredients would be available for the luncheon. Mise-en-place was utilized for maximum efficiency whilst cooking, which overall allowed the luncheon to run smoothly with minimal problems occurring.

Various cooking techniques were successfully demonstrated throughout the practical including; cutting the vegetables into specific shapes (such as ovals, parisienne balls and batons), cooking crepes, and correctly handling soufflé. Patience and attention to detail were needed for many of the techniques used, such as shaping the vegetables, as it was a very time consuming process. Creativity and initiative were used in the presentation to formulate designs that reflected contemporary trends, as well as varying heights, shapes, colours and textures. As presentation is a major distinguisher of the French cuisine, a lot of effort was put in perfecting the appearance of the food. The use of the different vegetable shapes, stacking the dessert to create height, and sauce patterns on the plate allowed the presentation to be of a high standard.

The two course meal was successfully produced for under \$12 through the use of accurate portion control and budgeting. Local ingredients were also used, such as eggs, apples and vegetables from the schools agricultural unit to help minimise costs. Organisation and creativity were the two major strengths of this practical, as they allowed the luncheon to run smoothly, and the end product to be of professional standard, leaving little room for improvement. One problem that did occur on the day was that there was no carrot to use in my vegetables, so sweet potato was used instead to produce a similar colour. The potato did not hold in shape as well as the carrots and lost their integrity, lowering the mains overall presentation. In future, communication with the teacher to ensure all ingredients are available could overcome this.

Overall, the luncheon was a success, with the guest stating "It was beautiful – Masterchef standard!"²



Chicken Cordon Bleu roll with Tarragon sauce, cheese soufflé and garden vegetables



Crepe and apple puree rolls served with Hazelnut Praline ice-cream, Butterscotch sauce and dried apple slices

¹ <http://about.sensis.com.au/Small-Business/Archived-Reports/Sensis-Consumer-Reports/>

² Guest evaluation form

Photographic evidence of learning:



Left: Crepe rolls, apple slices and butterscotch sauce before ice-cream was added.

Right: Turnip, celery, sweet potato and beetroot after being carefully shaped (the turnips were cut into ovals, celery into batons, sweet potatoes were turned and the beetroot was cut into parisienne balls).



Main: Chicken Cordon Bleu roll with Tarragon sauce, cheese soufflé and garden vegetables



Dessert: Crepe and apple puree rolls served with Hazelnut Praline ice-cream, Butterscotch sauce and dried apple slices

FOOD AND HOSPITALITY - Cultural Student Evidence

Practical Application	Student Response
Implement appropriate techniques (PA1)	<ul style="list-style-type: none"> - Techniques such as cutting the vegetables into specific shapes (ovals, parisienne balls, turned and batons), cooking crepes, and correctly handling soufflé were perfecting during the practical. - Skills such as slow baking the glazed apple slices, knife skills, making soufflé and cooking crepes were also used throughout the practical - Presentation techniques such as using varying heights, shapes and colours allowed the presentation of both courses to be of a high standard. - Team work was utilized to ensure everything remained orderly and calm, such as cooperating with those in the same bay, and using the same ingredients.
Generate and maintain quality control in preparing and serving food (PA1)	<ul style="list-style-type: none"> - Food was kept at optimum quality at all times during the preparation, cooking, storing, reheating and presenting of both courses. - Fresh, quality ingredients were used at all times such as eggs, apples and vegetables produced by the agriculture unit at the school. - Food was handled appropriately at all times, and was always stored below 4°C and reheated to above 65°C. - Recipes were followed at all times and the main course was served piping hot whilst the dessert was served cold.
Organise and manage time (PA2)	<ul style="list-style-type: none"> - Accurate time plans and shopping lists were generated and followed closely to ensure organisation was to a high standard. - Communication with the teacher ensured all required ingredients would be available for the luncheon. - Mise-en-place was implemented to ensure maximum efficiency whilst cooking. - Lesson time, study lessons, and lunchtimes were utilised to ensure all components of the practical could be completed on time and to a high standard.
Organise and manage resources (PA2)	<ul style="list-style-type: none"> - Accurate shopping lists were produced to ensure minimum waste occurred. - Portion control was also implemented to help reduce the waste, as well as to keep the budget below \$12. - The menu was carefully assembled from a variety of sources to reflect contemporary trends and also so local, seasonal ingredients could be used to help keep the menu within budget. - Correct storage of food ensured no food was wasted due to incorrect safe food handling practices.
Select and apply appropriate technology to prepare and serve food (PA3)	<ul style="list-style-type: none"> - Technology was utilized throughout the practical to maximise efficiency and the overall outcome of both courses. - Electric stoves, refrigerators, freezers, electric beaters, non-stick pans, food processors, and an ice-cream maker are just some of the tools used during the practical. - Computers were used to generate contemporary guest invites, menus and evaluation sheets for the luncheon.
Apply safe food-handling practices (PA4)	<ul style="list-style-type: none"> - HACCP (hazard analysis critical control point) practices were implemented for the duration of the practical to ensure food stayed in optimum condition. - Personal hygiene practices such as tying back hair and washing hands were always used when cooking. - Bench hygiene was always implemented with the use of colour-coded chopping boards, clean equipment and immediate wiping of spills. - Food was appropriately stored at all times.

STAGE 2 PRACTICAL PROFORMA

Safe Food Handling and Management Practices

✓
High _____ Low

Organisation

✓
High _____ Low

Time Management

✓
High _____ Low

Skills and Techniques

✓
High _____ Low

Quality Control Practices

✓
High _____ Low

Management of resources

✓
High _____ Low

Use of initiative

✓
High _____ Low

Creativity

✓
High _____ Low

Selection and application of appropriate technology

✓
High _____ Low

COMMENT

An outstanding effort . A very high level of creativity was evident throughout the practical from designing your menu from a range of sources to the final presentation. Your organisation, time management and use of initiative throughout was outstanding & the flavours, colours & textures of your meal all complemented each other. I think there was nothing that you could have improved on except very minor unimportant things. Well Done!

	LESSON 1	LESSON 2	RECESS	LESSON 3	LESSON 4	LUNCH	LESSON 5	LESSON 6
MONDAY	<ul style="list-style-type: none"> - Make syrup for apple slices - cut up apples and put them in the oven for 2 hours 	<ul style="list-style-type: none"> - Cut up apple and cook until soft. Blend into a puree - Make crepe mixture and cook crepes - Make crepe rolls with puree mix and cinnamon 	<ul style="list-style-type: none"> - Remove apples from oven <p>Continue cooking if needed</p>	FREE LESSON	ENGLISH		ENGLISH	RESEARCH PROJECT
WEDNESDAY	FREE LESSON	PHYSICAL EDUCATION		<ul style="list-style-type: none"> - Make chicken roll and refrigerate - Cook cheese soufflés and refrigerate 	<ul style="list-style-type: none"> - Cook tarragon sauce (make sure it thickens) - Cook butterscotch sauce 		FREE LESSON	ENGLISH
THURSDAY	FREE LESSON	FREE LESSON		<ul style="list-style-type: none"> - Put water in freezer for vegetables - Preheat oven for chicken roll - Grate cheese to use on top of soufflés - Get rocket for presentation ready - Cut up vegetables and cook in boiling water - Cut up crepe roll and put on plate to defrost 	<ul style="list-style-type: none"> - Put chicken in oven for 30 mins - Remove veggies and put in ice water - Whip cream and put in piping bag in the fridge - Prepare soufflés for cooking - Cut strawberries for dessert - Reheat butterscotch sauce and decorate plate - Cook soufflés and vegetables - Reheat tarragon sauce - Remove chicken from oven 	<ul style="list-style-type: none"> - Serve soufflé, vegetables and chicken - tidy up bay - get crepes, cream, strawberries, butterscotch and apples ready. - Serve with Icecream at the last minute 	FREE LESSON	RESEARCH PROJECT

STAGE 2 HOME ECONOMICS – FOOD & HOSPITALITY

ASSESSMENT TYPE 1: Practical Activity 4

Area of Study: Economic and Environmental influences

Purpose

To demonstrate your ability to:

- Investigate and critically analyse the influence of regional foods on the contemporary food and hospitality scene and its contribution to the local economy.
- work individually to plan, prepare and present a two course meal for a guest that showcases local regional foods in each course
- evaluate your practical application.

Description of Assessment

This task has three parts:

1. Research Task:

You need to research and develop an opinion on the influence of regional foods on the contemporary food and hospitality scene and its contribution to the local economy. The statement to respond to is:

‘The promotion of regional foods is a state government target, yet in the local region *The Southern Flinders* there is still many challenges faced by the local food and hospitality industry in achieving this goal’

Firstly discuss briefly the scope and popularity of the trend towards regional foods in the wider food and hospitality industry then focus on the Southern Flinders area. Assess how successful the region is at promoting its regional foods, what challenges the region faces and discuss what could be done to improve the outcomes in meeting the state government goal.

You need to collect both primary and secondary sources including

- (a) an interview
- (b) survey the local food and hospitality industry to determine what influence regional influences have had on their menus
- (c) Use government sources, magazines and newspaper reports to assess the impact of regional foods on the wider food and hospitality industry

All resources must be documented

2. Practical application:

You need to plan, design, prepare and present a 2 course menu to a guest that showcases a local regional food in each course that would be suitable to be included into the premier tourist hotel menu that showcases local regional foods. All ingredients should be available locally

Your choice also needs to reflect current trends and safe food handling practices must be used at all times. The cost of the two courses must be below \$12 per person.

3. Evaluation report:

Individually complete an evaluation report in which you critically reflect on opinions developed in the research task, your performance in the practical application, the processes involved in the practical application, and the outcome. In your evaluation report, formulate conclusions and recommend possible improvements.

Assessment conditions

The practical activity task occurs over four weeks. You have one week to complete the research, one week to complete the practical application, and one week to complete the evaluation report.

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.

The practical application is to be completed in a week with all preparation, mise-en-place and setting up to be completed with the meal to be served at 1.05 Friday lunchtime.

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.

Learning Requirements	Assessment Design Criteria
<ol style="list-style-type: none"> 1. apply knowledge and problem-solving skills to practical activities in food and hospitality and to evaluate processes and outcomes 2. apply management, organisational, and problem-solving skills that demonstrate an understanding of contemporary issues in the food and hospitality industry 3. make and justify decisions about issues related to food and hospitality 4. select and use appropriate technology to prepare and serve food, applying safe food-handling practices 5. investigate, critically analyse, and evaluate contemporary trends and/or issues related to food and hospitality 6. work individually and collaboratively to prepare and present activities that support healthy eating practices 	<p>Investigation and Critical Analysis</p> <p>The specific features are as follows:</p> <p>ICA1 Investigation and critical analysis of contemporary trends and/or issues related to the food and hospitality industry</p> <p>ICA2 Analysis of information for relevance and appropriateness, with appropriate acknowledgment of sources.</p> <p>ICA3 Application of literacy and numeracy skills, and use of appropriate terminology.</p> <p>Practical Application</p> <p>The specific features are as follows:</p> <p>PA1 Implementation of appropriate techniques, and generation and maintenance of quality control in preparing and serving food.</p> <p>PA2 Organisation and management of time and resources.</p> <p>PA3 Selection and application of appropriate technology to prepare and serve food.</p> <p>PA4 Application of safe food-handling and management practices.</p> <p>Evaluation</p> <p>The specific features are as follows:</p> <p>E1 Evaluation of the processes and outcomes of practical and group activities, including their own performance.</p> <p>E3 Explanation of the connections between research and/or planning, and practical application.</p>

STAGE 2 PRACTICAL PROFORMA

Safe Food Handling and Management Practices

✓ High _____ Low

Organisation

✓ High _____ Low

Time Management

✓ High _____ Low

Skills and Techniques

✓ High _____ Low

Quality Control Practices

✓ High _____ Low

Management of resources

✓ High _____ Low

Use of initiative

✓ High _____ Low

Creativity

✓ High _____ Low

Selection and application of appropriate technology

✓ High _____ Low

COMMENT

An outstanding effort your 2 course meal successfully showcased Southern Flinders regional produce using local lamb, quince, lemons & herbs. Your outstanding organisation with accurate shopping lists, timetables & mise-en-place practiced at all times allowed you to showcase a very high level of creativity in menu planning & presentation and demonstrate a wide range of skills & techniques successfully. The dishes complemented each other very well! Well Done!

FOOD AND HOSPITALITY - ECONOMIC AND ENVIRONMENTAL INFLUENCES

The promotion of regional foods is a state government target, yet in the local region 'The Southern Flinders' there is still many challenges faced by the local food and hospitality industry in achieving this goal

Recently, there has been a movement towards the trend of regional foods in the food and hospitality industry within Australia. Advantage SA's Buy South Australian campaign is Government supported and encourages consumers to support South Australian producers, growers and manufactures to advantage the State's economy¹.

Most of the food and hospitality industry in South Australia support regional producers by using regional food in their restaurants which is often advertised on their menus. Furthermore, over 120 farmers markets are now regularly held around Australia which showcase fresh, local produce². Even supermarket giants and are advertising produce sourced within their regions³.

The Southern Flinders region stretches from the Spencer Gulf to the Southern Flinders Ranges⁴ and can be seen as an emerging food and wine region. A, Tourism Projects Officer at the Southern Flinders Regional Tourism Authority (SFRTA) states that the region is slowly emerging and starting to be recognised, and has great potential to be a culinary destination⁵. The region has a lot to offer, with quality local fruit, vegetables and nuts, as well as seafood, lamb, beef, and kangaroo⁶. Not to mention wine, with more than 20 growers in the Southern Flinders region⁷. The region is also home to the iconic Golden North Icecream. Restaurants such as The W attract tourists and locals alike to try their Southern Flinders Kangaroo fillet. The N in Melrose also showcases a tasting plate that only contains produced sourced from this region. L, Chef at the N said it is not difficult to obtain local produce as the W markets make local produce readily available⁸.

There are many challenges faced by the Southern Flinders in becoming a recognised food region. S, Tourism Development Officer with the SFRTA said that 'Many people, even locals, don't realise the fantastic produce available in the Southern Flinders Ranges⁹'. Other challenges in becoming recognised as a food region include its distance from Adelaide and the fact that it is a relatively new region. To increase awareness of the region there has been events such as The Tastes of the Outback in June¹⁰ and food guides like *The Delicious Southern Flinders Ranges*¹¹ which both featured various Southern Flinders businesses. A states that goals of the SFRTA are to make the Southern Flinders a popular adventure tourism destination and a food region, and that ideally the region needs more 4 to 5 star restaurants available to increase the regions popularity.

In the future when awareness of the region has increased, it is likely that the Southern Flinders can deservedly be recognised as a distinct food region.

WORD COUNT: 500

¹ www.buysouthaustralian.com.au/

² http://www.safoodcentre.com.au/_data/assets/pdf_file/0014/145211/safood_consumers_report.pdf

³ <http://www.startupsmart.com.au/sales-and-marketing/food-retailers-urged-to-think-local/201101181382.html>

⁴ http://www.southernflindersranges.com.au/index.php?id_pag=2

⁵ Interview with A, Tourism Projects Officer at the Southern Flinders Regional Tourism Authority, 22nd June 2012

⁶ http://www.southernflindersranges.com.au/index.php?id_pag=3

⁷ <http://www.southaustralia.com/food-and-wine/wine-region-southern-flinders.aspx>

⁸ Survey completed by L, chef at The North Star Hotel

⁹ http://www.yorkeandmidnorth.com.au/resources/latest_news/the_delicious_southern_flinders_ranges/

¹⁰ Interview with A, Tourism Projects Officer at the Southern Flinders Regional Tourism Authority, 22nd June 2012

¹¹ http://www.yorkeandmidnorth.com.au/resources/latest_news/the_delicious_southern_flinders_ranges/

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<http://www.winediva.com.au/regions/southern-flinders.asp>

Interview with A _____, Tourism Projects Officer at the Southern Flinders Regional Tourism Authority, 22nd June 2012

Survey completed by L _____, chef at The N _____

The Flinders Ranges Experience Development Strategy Report <http://www.frtoa.com.au/wp-content/uploads/flinders-ranges-EDS-FINAL.pdf>

Regional Development Australia Yorke and Mid North Regional Road map

<http://www.yorkeandmidnorth.com.au/uploads/files/Resources/RDA%20Yorke%20and%20Mid%20North%20Regional%20Roadmap%20April%202011%20-%20for%20web4.pdf>

FOOD AND HOSPITALITY - ECONOMIC AND ENVIRONMENTAL INFLUENCES

The Southern Flinders region stretches from the Spencer Gulf to the Southern Flinders Ranges¹ and can be seen as an emerging food and wine region, although it still faces some challenges in reaching its goal. A luncheon showcasing produce from The Southern Flinders has successfully been designed and completed.

The menu was carefully designed from a number of sources, keeping in mind that the produce would need to be sourced from within the region. This was demonstrated with the use of lamb cutlets, seasonal quinces and vegetables that were able to be obtained from within the Southern Flinders region. These items were sourced through local producers and the schools agricultural area. Safe food handling practices were used at all times; this included personal hygiene such as having hair tied back, hands washed and wearing aprons as well as bench hygiene such as wiping up spills and the use of colour coded chopping boards. Food was also correctly stored and re-heated to ensure that the quality would not be compromised. HACCP practices were implemented at all times.

As there were a lot of elements that needed to be completed for both courses, organisation needed to be of a high standard. Accurate time plans and shopping lists were generated and followed closely to make sure the luncheon stayed on track. Mise-en-place also ensured that all ingredients were ready before cooking which meant all lesson time was used effectively. This initiative minimised stress and allowed the luncheon to run smoothly. Technology was also utilised to maximise efficiency throughout the practical.

Various techniques and skills were used successfully throughout the luncheon to ensure a professional end product. Quinces had to be slow cooked and poached for the dessert whilst cutlets had to be trimmed and jelly made from scratch for the main course. Creativity was a major element that ensured that the presentation of both courses was contemporary and at a high standard. The menu also demonstrated complementary tastes and textures. In the main course, the use of bright colours in the pea puree and beetroot jelly as well as the varying shapes and heights gave a very effective result. In the dessert, chocolate was used to decorate the plate as well as the use of varying shapes.

The two course meal was produced for under \$12 with the use of budgeting and portion control. Accurate shopping lists ensured the correct amount of food was purchased, and some ingredients such as eggs and quinces were sourced from the school. Strengths were organisation and creativity as they allowed for a unique and contemporary menu and presentation which was able to be delivered on time. There is slight margin for improvement with the chocolate work on the dessert uneven which could have been completed to a higher standard.

Produce from within The Southern Flinders region was successfully demonstrated at a high standard at the luncheon with the guest stating; "The presentation was excellent, the lamb was cooked just right and the dessert had nice flavours"².



Southern Flinders Lamb cutlets with a lemon Pignoli crust, served with Potato Galette, roasted vegetables, beetroot jelly and pea puree



Trio of Quince; Spiced Quince Terrine with almond crumble, Quince Millefeuilles and Quince swirl ice-cream

¹ http://www.southernflindersranges.com.au/index.php?id_pag=2

² Guest evaluation form
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WORD COUNT: 500

FOOD AND HOSPITALITY - ECONOMIC AND ENVIRONMENTAL INFLUENCES STUDENT EVIDENCE

Practical Application	Student Response
Implement appropriate techniques (PA1)	<ul style="list-style-type: none"> - Techniques such as slow cooking and poaching quinces, trimming the lamb cutlets, and making jelly from scratch were used in this practical - Presentation skills were used including the use of varying heights, shapes, and bright contemporary colours (e.g. the purple beetroot jelly squares and green pea puree dots in the main course) - Team work was utilized to ensure everything remained orderly and calm, as well as communication with other students using the same ingredients or in the same bay
Generate and maintain quality control in preparing and serving food (PA1)	<ul style="list-style-type: none"> - Food was kept in optimum quality at all times during cooking, storing, reheating, handling and presentation of the two courses - Fresh, quality local ingredients were used to ensure the best possible result such as lamb cutlets from the local butcher as well as quinces, vegetables and eggs from the agricultural unit at the school - Food was always stored below 4°C and heated to above 65°C (for example the ice-cream and pastry cream were both stored below 4°C) - Recipes and shopping lists were followed at all times
Organise and manage time (PA2)	<ul style="list-style-type: none"> - Organisation was at a high standard because accurate shopping lists and time plans were generated before the luncheon and followed at all times - Mise-en-place also ensured that all ingredients were ready before cooking which meant all lesson time was used effectively - This minimised stress and allowed all components of both courses to be completed on time for the luncheon
Organise and manage resources (PA2)	<ul style="list-style-type: none"> - Portion control and budgeting were utilised so that minimal waste would occur, as well as to keep the budget below \$12. - Shopping lists were followed at all times and all food was correctly stored and reheated so that nothing would be wasted due to incorrect food handling practices - The menu was carefully constructed from a variety of sources to reflect contemporary trends, and also so that fresh local ingredients could be used. These helped to keep the cost of the luncheon within the budget
Select and apply appropriate technology to prepare and serve food (PA3)	<ul style="list-style-type: none"> - Technology was used to maximise efficiency throughout the practical - Some of the technology used included; ice-cream makers, non-stick frypans, food processers, refrigerators, stoves, grills and electric beaters - The internet was used to source idea's for the menu as well as to generate the invites and guest evaluation form
Apply safe food-handling practices (PA4)	<ul style="list-style-type: none"> - HACCP (hazard analysis critical control point) practices were implemented for the duration of the practical to ensure food stayed in optimum condition - Personal hygiene practices were implemented such as having hair tied back, hands washed and wearing aprons at all times - Bench hygiene such as wiping up spills, having a clean and tidy area and the use of colour coded chopping boards to avoid cross-contamination were also used throughout the practical - Food was appropriately stored and reheated at all times

Photographic evidence of learning:



Decorating the main course and dessert plates:
Left; the pea puree and beetroot jelly carefully being put into place before being served
Right; the chocolate design was 'drawn' onto the dessert plate using a small plastic bag with a snippet cut out the end



Southern Flinders Lamb cutlets with a lemon Pignoli crust, served with Potato Galette, roasted vegetables, beetroot jelly and pea puree



Trio of Quince; Spiced Quince Terrine with almond crumble, Quince Milliefeuillies and Quince swirl ice-cream

FRIDAY	THURSDAY								
ENGLISH	FREE LESSON		FREE LESSON		ENGLISH		FREE LESSON		
					<ul style="list-style-type: none"> - cut vegetables and put in oven (approx an hour) - Trim lamb cutlets - Cook puff rounds - Cut poached quince - Thicken quince syrup and decorate dessert plate - Re-cook terrine and set aside, keeping warm 		FREE LESSON		
			ENGLISH		<ul style="list-style-type: none"> - Decorate main plate with pea puree and beetroot jelly - Cut out galette rounds and heat - Cook cutlets in warm oven, coat in Pignoli butter and put under warm grill - Serve main 				
					<ul style="list-style-type: none"> - Clean up dishes 		FREE LESSON		FREE LESSON

	LESSON 1	LESSON 2	RECESS	LESSON 3	LESSON 4	LUNCH	LESSON 5	LESSON 6
MONDAY	ENGLISH	PHYSICAL EDUCATION		PHYSICAL EDUCATION	FREE LESSON		FREE LESSON	FREE LESSON
TUESDAY	- Poach quince - Slice quince and make spiced sugar for terrine. Cook. - Put beetroot in oven	FREE LESSON	- Take quince terrine out of oven - Remove beetroot from oven	- Remove poached quince from heat and put in fridge	PHYSICAL EDUCATION		FREE LESSON	HOME EC
WEDNESDAY	- Slice potatoes and cook Galette	FREE LESSON	- remove potatoe galette from oven	- Remove beetroot skin and puree. - cook and strain mix and set with two teaspoons of gelatine - Make pea puree and strain - Cook almond crumbs	- Make lemon Pignoli butter - Make pastry cream		PHYSICAL EDUCATION	ENGLISH

Assessment Comments

This response is an A+ Grade

Practical Activity

(Feedback is holistic and relates to the four practical activities.)

Task design

- The task design is linked with the identified area of study, and follows the guidelines in the subject outline.
- All practical tasks are generally complex, and require extra skills such as labeling products.
- The wording in the research task needs to clearly reflect the wording in the subject outline, which is to investigate and critically analyse one or more contemporary trends or issues.
- The task design has been scaffolded to reflect local conditions, students have an opportunity to achieve success against the performance standards.
- Assessment conditions are not identified in all tasks.

Problem-solving

- The student has focused on identification and discussion of factors relating to the area of study.
- The menu discussed for the practical application shows a sophisticated selection of food items relevant to the task.
- Clear and very relevant justification of decisions.
- Implementation is appropriate for the task.

Research

- The student has demonstrated perceptive critical analysis in the second research task through using both primary and secondary sources.
- While both primary and secondary sources are not required in the one task, sometimes they are useful to provide the student with an in-depth understanding of the issue or trend.
- The student has displayed a high standard of literacy.
- The referencing and acknowledgement of sources is appropriate and gives an indication of the depth of the research.

Practical Application

- Detailed student written response provides clear evidence of the processes and outcomes of the practical.
- Clear evidence of the practical through photographs shows the high level of skill displayed.
- Teacher feedback is appropriate.

Evaluation

- The evaluation makes clear links with the area of study selected.
- Good connection to planning and practical application in the tasks with problem solving, and insightful connection to research where appropriate.
- Student has clearly documented suggestions for improvement in all tasks.
- The student writing is clear and succinct.

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>