

STAGE 2 HOME ECONOMICS – FOOD & HOSPITALITY

ASSESSMENT TYPE 2: Group Activity 1

Areas of Study: Economic and Environmental Influences; Sociocultural Influences

Purpose

To demonstrate your ability to:

- investigate the changing image of Australian cuisine and the role of safe management practices in the food and hospitality industry
- apply management, organisational, and problem solving skills that demonstrate an understanding of contemporary issues in the food and hospitality industry
- work collaboratively to prepare and present a Modern Australian style three course dinner
- evaluate your practical application.

Description of assessment

The task has three parts:

1. Group decision-making:

As a group consider contemporary trends and the changing image of Australian cuisine relating to Area of Study 4: Socio-cultural Influences and the role of safe management practices in the Area of study 2 Economic and Environmental influences. You will work in groups to plan, organise, and implement action. You will need to respond constructively to other group members, and share responsibilities in decision-making. The issues discussed, decisions made, and tasks allocated must be recorded by the group under supervision in class.

2. Group practical application:

As a group, select, prepare and present a three course modern Australian dinner, at the school for the local Club. There will be approximately 22 guests and the cost of each meal will be \$23. The selection of the menu must be planned so as to take into account the age demographic of the members of the Club and support healthy eating practices. The menu designed must offer 3 choices for each course from which the Members will pre-order. This task involves out of hours commitment as a group.

You should demonstrate your ability to participate effectively in a team to implement a group practical application. You will need to demonstrate organizational and problem-solving skills, implement safe management practices, generate and maintain quality control, and manage your time, techniques, and resources.

3. Evaluation report:

Individually complete an evaluation report in which you formulate conclusions about the effectiveness of groups' work and your own performance, evaluate the outcome especially the role of safe management practices. You should make connections between your planning and practical application, and recommend possible improvements. Evaluate how the practical reflected the changing image of contemporary Australian cuisine and promoted healthy eating practices.

Assessment conditions

The group activity occurs over 4 weeks.

Trial food practical applications are carried out over a 1 week period prior to the group decision making task.

The group decision making task is completed under supervision in a lesson. Recording of the group's choices should be a maximum of 500 words if written or a maximum of 3 minutes for an oral presentation. (N.B. only one group decision making record is submitted for each group)

The group practical application is to be carried out over 4 lessons and includes after school hours work.

You have one week to complete the individual evaluation report in 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, organizational, 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 analyze, 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 7. Evaluate the impact of technology, and/or sustainable practices or globalisation, on the food and hospitality industry. | <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>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>Collaboration</p> <p>The specific features are as follows:</p> <p>C1 Initiative and leadership within the group, and active response to members of the group.</p> <p>C2 Involvement in group activities and discussions to support healthy eating 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, and/or sustainable practices or globalisation, on the food and hospitality industry.</p> <p>E3 Explanation of the connections between research and/or planning, and practical application.</p> <p>E4 Evaluation of contemporary trends and/or issues related to the food and hospitality industry in different settings.</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

Collaboration

✓
High _____ Low

Comments

An outstanding effort
You demonstrated high quality leadership skills throughout the practical - in the planning, preparing & serving stages while at all times collaborating effectively with the others. Your organisational skills were outstanding along with demonstrating a very high level of difficulty in cooking skills & outstanding creativity in menu design & in presentation. Your input

GROUP ACTION PLAN – DINNER

A three course meal will be presented to the local club collaboratively as a group. The menu was designed to demonstrate the contemporary Australian food and hospitality industry through the use of fresh, local and multicultural ingredients. Traditional foods such as shepherd's pie will be incorporated into the menu alongside cultural dishes such as Asian salad.

Due to the age demographic of the guests, healthy eating practices are a focus for this task. This will be achieved through the use of fresh fruit, vegetables and lean meat sourced from the schools agricultural unit. Healthy cooking methods will be utilised such as grilling or baking meat, roasting vegetables and home making elements of dishes. Unprocessed foods with low salt and fat content were also considered which demonstrates local trends and healthy eating.

The following menu was collaboratively designed from a variety of sources meeting the required criteria:

Entrées;

Salt and Pepper squid with sweet and sour cucumber relish

Savoury lamb crepes with a crunchy Asian salad

Double potato soup served with croutons

Mains;

Pork Belly and cutlet served with Mediterranean vinaigrette, couscous and roast pumpkin salad

Rustic shepherd's pie with local lamb cutlet and roasted garden vegetables

Stuffed Italian chicken roll served with mushroom risotto

Dessert;

Sticky date pudding served with almond praline, butterscotch sauce and vanilla ice cream

Citrus Bombe Alaska served with lime jelly and shortbread biscuit

Chocolate ice cream dessert served with coffee custard and espresso orange pannacotta parfaits with coffee gelee

H.A.C.C.P and safe food handling practices will be followed at all times throughout the practical. All foods will be stored correctly below 4°C and reheated to above 65°C to insure quality of food is maintained. Personal and kitchen hygiene will be applied by all group members with the use of colour coded chopping boards, washing hands, tying back hair, wiping up spills and the use of clean appliances.

Organisation and time management will be implemented through the use of accurate time plans, shopping lists and mise-en-place. The meals will be pre-ordered to allow for correct portion control to be applied. The costs of the meals will be kept below \$23 through careful planning, portion control and budgeting. Each group member will be allocated tasks to complete in order to ensure that the dinner will run smoothly (see Appendix 1). Initiative will be utilised to solve any challenges that may arise. Group collaboration will be achieved to a high standard by use of communication at all times.

Contemporary trends will be expressed in the presentation of the dishes through the use of various heights, meal distribution, textures, tastes and contrasting colours. The level of difficulty will be enhanced due to the numerous complex skills needed to complete each dish. These include slow cooking the pork belly, making homemade ice cream, blow-torching the Bombe Alaska and setting the almond praline.

The Home Economics centre has all the equipment required to successfully complete the dinner at a high standard.

APPENDIX 1

M

- Savoury lamb crepes with a crunchy Asian salad
- Rustic shepherd's pie with local lamb cutlet and roasted garden vegetables

P

- Salt and Pepper squid with sweet and sour cucumber relish
- Chocolate ice cream dessert served with coffee custard and espresso orange pannacotta parfaits with coffee gelee

J

- Pork Belly and cutlet served with Mediterranean vinaigrette, couscous and roast pumpkin salad
- Chocolate ice cream dessert served with coffee custard and espresso orange pannacotta parfaits with coffee gelee

G:

- Double potato soup served with croutons
- Pork Belly and cutlet served with Mediterranean vinaigrette, couscous and roast pumpkin salad

R

- Bombe Alaska served with lime jelly and shortbread biscuit
- Rustic shepherd's pie with local lamb cutlet and roasted garden vegetables

M:

- Stuffed Italian chicken roll served with mushroom risotto
- Sticky date pudding served with almond praline, butterscotch sauce and vanilla ice cream

Group

- Set up dinner table
- Gathered cutlery, chairs, tables, glasses and plates
- Decorated the table with flowers, candles and table cloths
- Designed the menu using various sources
- Served the meals punctually due to collaborative work
- Serving duties
- Clean up

Collaboratively a group of six students successfully prepared and presented a modern Australian style three course dinner for 20 guests from the local Club.

Safe management processes were used by all group members throughout the duration of the practical including use of appropriate personal and bench hygiene. HACCP practices were also implemented at all times to maintain the quality of food.

The meals successfully reflected contemporary Australian cuisine through the use of fresh, seasonal produce that was predominately sourced locally. Most meat, eggs and some vegetables were sourced from the school's Agricultural unit. Traditional Australian ingredients and dishes (such as shepherd's pie) were given a modern spin with the use of new cooking techniques, such as using lamb shank instead of mince in the pie. The menu also showcased Australia's multiculturalism with components such as the Asian salad.

The dinner incorporated healthy cooking practices such as the use of fresh, wholesome products rather than processed foods. The group also strove to design a menu that incorporated fresh vegetables, lean meat, fruits and that used salt and oil minimally.

The group worked exceptionally well together, with everyone helping each other when needed and when serving the meals. Each member had appropriate input into the outcome of the dinner, and each person's ideas were well received by the group. Organisation was a strength for most group members. As there was minimal time for planning of the event, the group efficiently decided upon a menu and delegated personal tasks. Most students had one meal they were each accountable for, and were given components of others meals to help with. This worked well and allowed each meal to be prepared and presented at the highest possible standard.

Effective time management was achieved through the use of accurate shopping lists, a group time plan and mise-en-place, ensuring nothing would be forgotten. Creativity was achieved through the contemporary presentation with use of varying heights, colours and textures.

Being in charge of the savoury lamb crepe entrée and the shepherd's pie main course required efficient organisation, time management and a wide range of skills. Due to the large number of guests ordering these courses, many students helped with the final assembly. Personally, a leadership role was taken by helping to initiate group collaboration with the menu design, generating shopping lists, striving to help and encourage others with their tasks, and compiling guest evaluations.

Dessert forks for the table setting were an improvement suggest by the guests, as well as the missing lime jelly which was forgotten in the Bombe Alaska dessert. Apart from this no major improvements can be suggested due to the outstanding overall outcome of the dinner.

The dinner was well-received by the Club with guest evaluation forms indicating an average of 9.1 out of 10 for all 9 dishes served¹. The guests also stated that; "the portion size was just right..." "the flavours were excellent" and that the main meals came out hot².

WORD COUNT: 493

¹ Guest evaluation form

² Guest evaluation form

| Practical Application | Student Response |
|--|---|
| Implement appropriate techniques (PA1) | <ul style="list-style-type: none"> - Techniques such as cooking crepes, trimming the lamb cutlets, slow cooking the shanks and making the beetroot puree were utilized during the practical - Presentation techniques included using a variety of shapes, colours and heights to make the dishes look professional |
| Generate and maintain quality control in preparing and serving food (PA1) | <ul style="list-style-type: none"> - Food was kept at the optimum quality throughout all times of the practical - Quality, local ingredients were used including fresh vegetables, meat and eggs from the school - Food was always stored below 4°C and reheated to above 65°C in accordance to safe food handling practices - The recipes were followed at all times |
| Organise and manage time (PA2) | <ul style="list-style-type: none"> - The guests pre-chose their meals so that accurate shopping lists and time plans could be generated - A group time plan was made so that all students would be able to manage their time in accordance to what other group members were doing - Mise-en-place was also implemented to maximize efficiency when cooking and when serving the courses |
| Organise and manage resources (PA2) | <ul style="list-style-type: none"> - Portion control was implemented to ensure minimal waste as well as to keep the overall cost of the meals under \$23 - Local and seasonal ingredients were used to keep the menu within budget - Correct handling of food ensured no wastage occurred |
| Select and apply appropriate technology to prepare and serve food (PA3) | <ul style="list-style-type: none"> - Technology was utilized to maximize efficiency of the practical - Some of the technology used included: scales, microwaves, fridges and freezers, non-stick fry pans and food processors - Computers was also used to generate menu designs, time plans and guest evaluations - A projector was also used to display the menu on the wall during the dinner |
| Apply safe food-handling and management practices (PA4) | <ul style="list-style-type: none"> - HACCP practices were implemented at all times throughout the practical to maintain the quality of food - Food was safely stored and reheated - Personal hygiene such as washing hands, having hair tied back and wearing a glove over a bandaged hand were applied at all times - Bench hygiene used included use of colour coded chopping boards, wiping up bench spills and working in a cleanly environment |
| Show initiative and leadership within the group (C1) | <ul style="list-style-type: none"> - A leadership role was taken throughout the design of the menu, making the guest evaluations and maintaining the groups organisation on the night - My roles involved being in charge of the savory lamb crepe entrée and shepherd's pie main dishes |
| Actively respond to members of the group (C1) | <ul style="list-style-type: none"> - The group worked well together, with everyone responding appropriately to each other's feedback - Group members helped each other throughout the practical by being involved with serving the meals and helping with cooking |
| Involvement in group activities and discussions to support healthy eating practices (C2) | <ul style="list-style-type: none"> - Each member of the group was actively involved in discussions during menu design which involved making decisions to make the meals as healthy as possible - Foods that had minimal fats and weren't processed were chosen as key components for each dish including lean meats, vegetables and citrus fruits - Sugar, salt and oil was used sparingly |

Photographic evidence of learning



Safely removing the lemon pignoli cutlers from the oven



Preparing the savory lamb crepes for serving



Prepared Shepherd's pie's ready to be placed in the oven



Roasted vegetables for serving



Savoury lamb crepes served with a crunchy Asian salad



Rustic shepherd's pie with local lamb cutlet and roasted garden vegetables

Dinner

Stage Two Food and Hospitality

Entrees



Savoury lamb crepes served with a crunchy Asian salad



Double potato soup served with croutons



Salt and Pepper squid with sweet and sour cucumber relish

Mains



Stuffed Italian chicken roll served with mushroom risotto



Duo of pork served with Mediterranean vinaigrette, couscous and roast pumpkin salad



Rustic shepherds pie with local lamb cutlet and roasted garden vegetables

Desserts



Citrus Bombe Alaska served with lime jelly and shortbread biscuit



Chocolate ice cream dessert served with coffee custard and pannacotta parfaits with coffee gelee



Sticky date pudding served with almond praline, butterscotch sauce and vanilla ice cream

Dinner Menu

Entrées

Salt and Pepper squid with sweet and sour cucumber relish

Savoury lamb crepes served with a crunchy Asian salad

Double potato soup served with croutons

Mains

*Duo of pork served with Mediterranean vinaigrette, couscous and
roast pumpkin salad*

*Rustic shepherds pie with local lamb cutlet and roasted garden vege-
tables*

Stuffed Italian chicken roll served with mushroom risotto

Dessert

*Sticky date pudding served with almond praline, butterscotch sauce
and vanilla ice cream*

Citrus Bombe Alaska served with lime jelly and shortbread biscuit

*Chocolate ice cream dessert served with coffee custard and espresso-
orange pannacotta parfaits with coffee gelee*

STAGE 2 HOME ECONOMICS – FOOD & HOSPITALITY

ASSESSMENT TYPE 2: Group Activity 2

Areas of Study: Contemporary and Future Issues

Purpose

To demonstrate your ability to:

- investigate contemporary trends at the local and national level in the food and hospitality industry
- apply management, organisational, and problem solving skills that demonstrate an understanding of contemporary issues in the food and hospitality industry
- work collaboratively to prepare and present a High Afternoon Tea
- evaluate your practical application.

Description of assessment

The task has three parts:

1. Group decision-making:

As a group consider contemporary trends relating to Area of Study 1: Contemporary and Future Issues. You will work in groups to plan, organise, and implement action. You will need to respond constructively to other group members, and share responsibilities in decision-making. The issues discussed, decisions made, and tasks allocated must be recorded by the group under supervision in class.

2. Group practical application:

As a group, select, prepare and present a High Tea for 25 people. The selection of the menu must be planned so as to take into account current trends as well as contain healthy options for the guests to choose from. This task involves out of hours commitment as a group.

You should demonstrate your ability to participate effectively in a team to implement a group practical application. You will need to demonstrate organisational and problem-solving skills, implement safe management practices, generate and maintain quality control, and manage your time, techniques, and resources.

3. Evaluation report:

Individually complete an evaluation report in which you formulate conclusions about the effectiveness of groups' work and your own performance, evaluate the outcome. You should make connections between your planning and practical application, and recommend possible improvements. Evaluate how the practical reflected contemporary trends, the impact of technology and healthy eating practices.

Assessment conditions

The group activity occurs over 3 weeks.

Trial food practical applications are carried out over a 1 week period prior to the group decision making task.

The group decision making task is completed under supervision in a lesson. Recording of the group's choices should be a maximum of 500 words if written or a maximum of 3 minutes for an oral presentation. (N.B. only one group decision making record is submitted for each group)

The group practical application is to be carried out over 4 lessons and includes after school hours work.

You have one week to complete the individual evaluation report in 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 7. investigate, critically analyse, and evaluate contemporary trends and/or issues related to food and hospitality, including the impact of sustainable practices or globalisation, on the food and hospitality industry. | <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>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 Identification of solutions about problems with appropriate 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>Collaboration</p> <p>The specific features are as follows:</p> <p>C1 Initiative and leadership within the group, and active response to members of the group.</p> <p>C2 Involvement in group activities and discussions to support healthy eating 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 Evaluation of the processes and outcomes of practical and group activities, including their own performance.</p> <p>E3 Explanation of the connections between planning, and practical application.</p> <p>E4 Evaluation of contemporary trends and/or issues related to the food and hospitality industry in different settings.</p> |

STAGE 2 PRACTICAL PROFORMA

Safe Food Handling and Management Practices



Organisation



Time Management



Skills and Techniques



Quality Control Practices



Management of resources



Use of initiative



Creativity



Selection and application of appropriate technology



Collaboration



Comments

An outstanding effort was a huge success and your efforts were a major contributing factor. Your leadership in the planning stages as well as in the creative elements - especially decoration & in the organisational side was very important to the successful outcome. Excellent collaborative skills & helpful advice to others was evident at all times. Creativity in presentation & utilisation of contemporary trends was demonstrated in

GROUP ACTION PLAN

The aim of this practical is to present a High Tea with a range of sweet and savoury foods to twenty five guests. High Tea is a British tradition of an afternoon light meal comprising of tea, sandwiches and assorted sweets which is now making resurgence in the Food and Hospitality industry. The menu which was collaboratively designed from a variety of sources incorporates the traditional High Tea with contemporary trends in the Food and Hospitality industry. The menu consists of:

Sweet;

Croquembouche

Teardrop Chocolate Mousses

Summer Berry Tartlets

Turkish Delight Cheesecakes

Raspberry and Orange Sorbet

Lemon Meringue Pies

Savoury;

Cheese, Potato, Bacon and Herb Parcels

Mini Bruschetta

Chicken Bites Wrapped in Pancetta

Chicken Teriyaki Sushi

Prawn Sandwiches

Cucumber, Fetta and Capsicum Rolls

Beverages;

Iced White Tea with Rose and Mint

Tea

Coffee

Modern trends will be displayed through having a pink theme and incorporating a range of elegant finger foods with different textures, flavours and contrasting colours. Creativity will be demonstrated through room decoration using pink embellishments. Healthy eating practices will be demonstrated by using fresh and healthy ingredients such as; avocado, capsicum, tomato, lemons and lean meat. Healthy cooking methods will be implemented through preparing foods rather than using processed alternatives and baking as opposed to frying. Healthy dishes will include; Cucumber, Fetta and Capsicum Rolls, Sushi, Prawn Sandwiches and Mini Bruschetta and using minimum oil, salt and sugar.

Seasonal ingredients will be sourced from the school agriculture plots including; lemons, eggs, parsley, mint and oranges. Meat including chicken, ham and bacon will be sourced from the local butcher and the remaining ingredients will be purchased from the local IGA.

Safe food handling and H.A.C.C.P practices will be implemented during the practical. Examples of these include; kitchen and personal hygiene to ensure quality of food is maintained to a high standard by clean benches, colour coded chopping boards to avoid cross contamination, wearing aprons and tying back hair. Foods will be stored appropriately below 4°C and reheated to above 65°C.

Invitations will be sent to guests allowing portion control to be applied through the use of accurate shopping lists and following recipes precisely to minimise food wastage. Accurate time plans and mise-en-place will be implemented to ensure optimal time management and organisation. Through the use of initiative, high order thinking, group collaboration and communication any occurring challenges will be able to be successfully overcome. Tasks will be appointed to each individual to guarantee all dishes will be completed punctually and to a high standard (see Appendix 1).

Level of difficulty is varied between the dishes with all students showcasing many complex skills. Some intricate skills will include; moulding the chocolate teardrops, layering the cheesecakes, baking tartlet shells, compiling the sushi, handling filo pastry and building the Croquembouche. Various technological appliances will be implemented to maximise efficiency when cooking, including, fan-forced ovens, microwaves, fridges, freezers, non-stick fry pans and baking paper. The Home Economics centre has all the equipment required to successfully accomplish an elegant and sophisticated, pink High Tea.

Word Count: 500

FOOD AND HOSPITALITY - High Tea Evaluation

As a group, an afternoon High Tea was planned, prepared and then executed for 25 guests.

The British tradition of High Tea began in the 1700s as an afternoon meal usually served between 3 and 4 o'clock¹. Although it first started as a meal for working men, it was soon adopted as a social trend which featured delicate sandwiches, assorted sweets and of course, tea.

The menu design took the traditional High Tea and incorporated contemporary trends to produce a modern high tea that offered an array of sweet and savoury options for the guests. The dishes produced comprised of small, delicate finger foods that demonstrated a variety of tastes, colours and textures.

Healthy options were also provided for the High Tea such as; Sushi, Cucumber and Feta Rolls and Prawn sandwiches. All dishes were cooked using healthy practices such as sparingly using sugar, salt and oil.

Technology was essential in the final outcome of the High Tea. Non-stick pans, cake tins, patty pans, scales, and electric mixers are some of the innovations utilised throughout the practical. Food safety was also implemented at all times through the use of personal and bench hygiene. HACCP practices were used to maintain the quality of the food.

The group collaborated exceptionally well together, communicating well in menu design, preparation and during the practical. Each group member was willing to help each other out when needed and this reduced stress and allowed the practical to run more smoothly. Each individual was responsible for one savoury and one sweet dish, and some group members worked together for challenging dishes like the Croquembouche. This allowed students to show independence as well as cooperation within the group.

Organisation was a strength for this practical; all students developed accurate shopping lists and time plans. Lessons were utilised effectively and mise-en-place was used to maximise efficiency. Portion control was also implemented to ensure minimal food wastage.

Presentation was another component completed at a professional level. The library was elegantly decorated with pink orchids and roses, vases, candles, chairs and tables to provide the setting for the High Tea. The groups creativity ensured the food was presented in a contemporary manner on large platters or cake tins with the use of flowers, fairy floss and herbs as garnish.

Being in charge of the lemon meringue pies, filo parcels and iced tea required a high level of skill and time management. Complex skills including; rolling the filo parcels, baking the pastry cups for the lemon meringues and creating the filo filling were utilised in the production of these dishes. A leadership role was also taken during the menu design and for the production of the name-cards and guest evaluations.

Due to how well the High Tea ran, minimal improvements can be suggested, such as; having more plates set out for the guests and refining our group time management so the Croquembouche could be presented at the same time as the other dishes. The guests were very impressed, stating: "elegantly presented...", "professional effort with attention to detail", and "hard to fault!"².



Lemon meringue pies



Potato, cheese, bacon and herb parcels

¹ <http://www.thecarrington.com.au/menus.asp?pid=56>

² Guest evaluations

Word Count: 500

FOOD AND HOSPITALITY - High Tea Student Evidence

| Practical Application | Student Response |
|--|--|
| Implement appropriate techniques (PA1) | <ul style="list-style-type: none"> - Skills such as using filo pastry, whipping meringue and making pastry cases were utilised during the practical - Presentation techniques included having a variety of colours, heights and shapes amongst the dishes, using decorative platters and cake tiers and the use of flower and herb garnishes |
| Generate and maintain quality control in preparing and serving food (PA1) | <ul style="list-style-type: none"> - HACCP practices were implemented at all times to maintain the quality of food - Quality, fresh ingredients were used to ensure the best possible outcome - Food was stored and reheated appropriately to ensure it was not spoiled - Accurate shopping lists and recipes were followed at all times to guarantee a quality end product |
| Organise and manage time (PA2) | <ul style="list-style-type: none"> - Accurate shopping lists and time plans were generated to ensure all dishes would be completed in time for the High Tea - Lesson time was used effectively and other free time was utilised to finish cooking and to help set up the library for the High Tea - Mise-en-place was implemented to maintain efficiency when cooking and serving |
| Organise and manage resources (PA2) | <ul style="list-style-type: none"> - Portion control was used to ensure that each dish made approximately 30 serves with minimal food wastage - Correct food handling and quality control practices were utilised so no food was wasted - Seasonal, local, ingredients were used to minimise the cost of the High Tea |
| Select and apply appropriate technology to prepare and serve food (PA3) | <ul style="list-style-type: none"> - Fridges, freezers, microwaves and ovens allowed the food to be appropriately stored and reheated - Innovations such as non-stick fry pans, baking paper, patty pans, electric mixers, ovens and scales all helped in the completion of the practical - Computers were also used to generate the invites and guest evaluations |
| Apply safe food-handling and management practices (PA4) | <ul style="list-style-type: none"> - Bench hygiene such as wiping up spills, using colour coded chopping boards and maintaining a clean environment were used to ensure contamination of food did not occur - Personal hygiene, including tying back long hair, wearing an apron and washing hands were also implemented - Food was stored below 4°C and reheated to above 65°C in accordance to safe food handling practices |
| Show initiative and leadership within the group (C1) | <ul style="list-style-type: none"> - A leadership role was taken during group discussions about menu design, generating name-cards and guest evaluations as well as general group collaboration - My other roles included being responsible for the lemon meringue pies, the potato, cheese, bacon and herb parcels and the rose and mint iced tea |
| Actively respond to members of the group (C1) | <ul style="list-style-type: none"> - The group collaborated well together, listening to others suggestions and input to collectively come to decisions that everyone agreed on - Each student had appropriate input into the High Tea and got along with each other extremely well |
| Involvement in group activities and discussions to support healthy eating practices (C2) | <ul style="list-style-type: none"> - Each group member was involved in the discussions about menu design and choices for the High Tea - Students appropriately made suggestions to minimise unhealthy foods for the high tea - It was decided that several healthy dishes would be provided (Prawn sandwiches, sushi, cucumber and feta rolls) and all other dishes would accommodate healthy cooking practices such as using sugar, salt and oil sparingly |

Photographic evidence of learning



Guests enjoying the luncheon – pink orchids and roses were used as table decorations



Potato, cheese, bacon and herb parcels (served with sweet chili dipping sauce and garnished with dill)



Lemon meringue pies (plate garnished with pink rose petals)



*Left: baking the pastry cases for the lemon meringue pie
Below: checking if the meringue is done and ready to be added to the pies*



High Tea



Prawn sandwiches



Mini bruschetta



Chicken bites wrapped in pancetta



Cucumber, capsicum and feta rolls

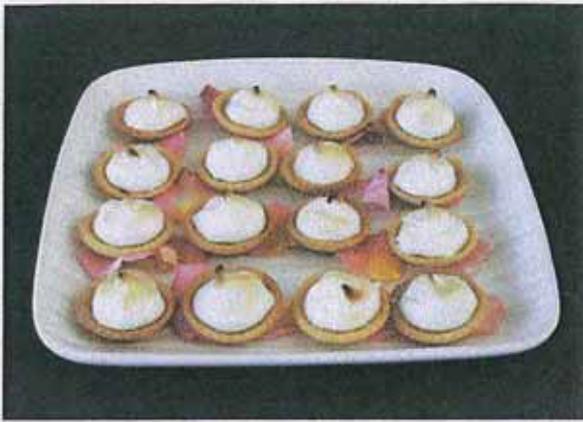


Potato, cheese, bacon and herb parcels

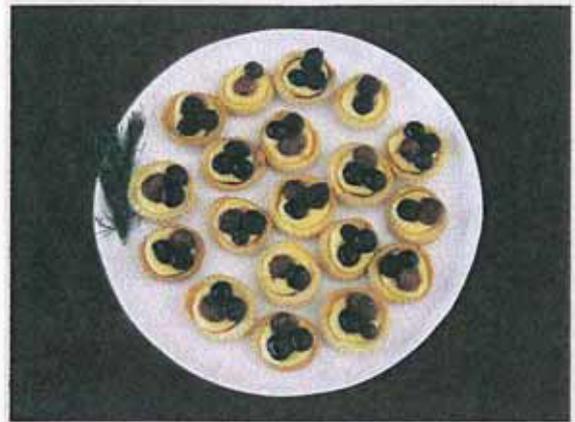


Chicken teriyaki sushi

High Tea



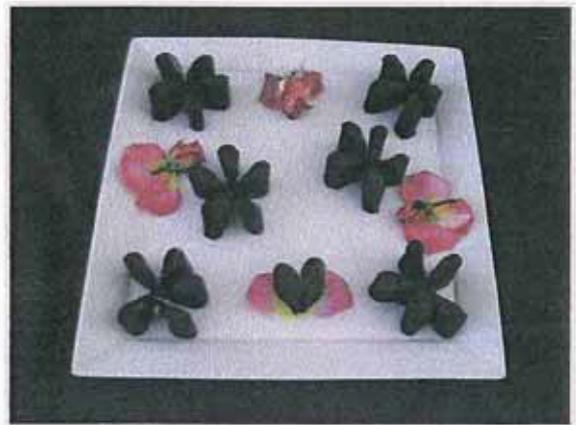
Lemon meringue pies



Summer berry tartlets



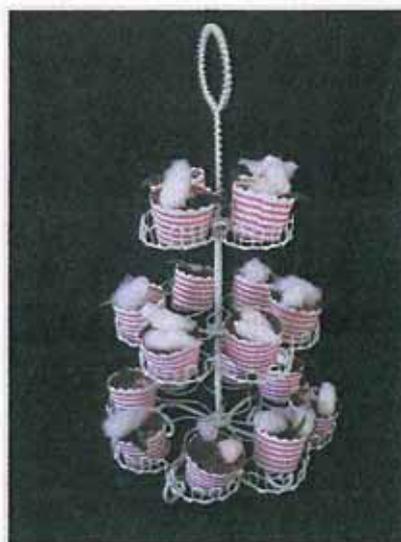
Raspberry and orange sorbet



Chocolate teardrop mousse cups



Iced tea with rose and mint



Turkish delight cheesecakes



Croquembouche

Evaluation

High Tea

Overall, what would you rate the High Tea? /10

What was your favourite dish?

Are there any improvements you could suggest?

Thankyou



Assessment Comments

This response is an A+ Grade.

Group Activity 1

Area of Study: Economic and Environmental; Sociocultural Influences

Task Design

- Task is clearly set out and addresses the areas of study selected.
- Very thorough and clear description of expectations.
- Task design clearly identifies planning for the group decision making. The Group Practical Application gives specific expectations of the group practical, linking it to healthy eating practices. The Evaluation Report makes a clear link back to the area of study and healthy eating practices.
- When using the assessment design criteria for problem-solving, P3 is not specified for the Group Activity, but in this case the teacher has chosen to use it.

Problem Solving (Group Plan)

- Astute discussion of factors, although difficult for students to address both areas of study within the word count, and within such a complex group task.
- The decision-making is well-informed.
- Healthy eating practices are addressed through the healthy cooking methods and use of unprocessed foods.

Student Evidence and Teacher Feedback on Practical Application

- There is detailed student evidence presented through the sequence of annotated photographs as well as a detailed written response, for assessment against the performance standards of the practical application.

Individual Evaluation of Personal Performance

- The individual evaluation report demonstrates an insightful connection between the issues identified in the group planning and the practical application.
- The student adequately reflects on how the meal supports healthy eating practices through the menu selected and the cooking processes.
- Insightful evaluation of group performance and the student's own role.

Group Activity 2

Area of Study: Contemporary and Future Issues

Task Design

- The group decision-making instructions could provide a more detailed link to the task. The issues are evident in the Purpose of the task.
- The Group Practical Application gives specific expectations of the group practical, linking them to contemporary trends and healthy eating practices.
- The Evaluation Report makes a clear link back to the area of study and healthy eating practices. Although technology has been identified in the evaluation report, and selected in PA3 as part of the assessment, it has not been identified as a factor for decision-making.

Problem Solving (Group Plan)

- Concise, relevant outline of factors, with well-considered discussion of menu items and links to the task. Inclusion of the menu does not use the word count effectively.
- Healthy eating practices are addressed through the reference to specific menu items and cooking methods.

Student Evidence and Teacher Feedback on Practical Application

- Detailed individual student response to address the specific features.
- Excellent range of evidence through annotated photographs of the whole group presentation as well as of individual foods.
- The teacher feedback for the practical supports the A level achievement in the performance standards.

Individual Evaluation of personal performance

- The individual evaluation report demonstrates an in-depth evaluation of contemporary trends.
- The student adequately reflects on how the high tea supported healthy eating practices through the menu selected and the cooking processes.
- Insightful evaluation of group performance and the student's own role. The language is concise and focused.

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> |