

Assessment Type 2: Group Activity
Area of Study 5: Economic and Environmental influences
A Celebration Lunch

Purpose

To demonstrate your ability to:

- investigate the importance of safe management practices when undertaking community event related to 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 Celebration Lunch which offers generally healthy options, for a selected clientele.
- evaluate your practical application.

Description of assessment

The task has three parts:

1. Group decision-making:

In groups consider contemporary trends relating to Area of Study 5: Economic and Environmental Influences. The task is to plan a celebration lunch for the end of year 12. 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 (C1). You will need to consider generally healthy options in planning your menu (C2). The issues discussed, decisions made, and tasks allocated must be recorded by the group under supervision in class (P1,P2,P3).

2. Group practical application:

In groups, select, prepare, and present a contemporary style lunch for your peers. You will need to consider the budget and plan accordingly. This task involves out of hours commitment for the group. You should demonstrate your ability to participate effectively in a team to implement a group practical application. You will need to implement appropriate techniques and generate and maintain quality control (PA1), manage your time, techniques, and resources (PA2), choose the most effective technology for the task (PA3), and implement safe food handling and management practices (PA4).

You will need to work effectively and co-operatively within the group (C1).

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 (E1). You should make connections between your planning and practical application, and recommend possible improvements (E3). In conclusion, evaluate the importance of safe management practices and issues related to the task. (E4)

Assessment conditions

The group activity occurs over 5 weeks.

The group decision making task is completed under supervision in a double 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)

Food practical applications are carried out over a 2 day period leading up to the event, and some class members may need to contribute their study times. The practical may require 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. 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 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 FOOD AND HOSPITALITY GROUP ACTION PLAN..."MOD. OZ. BBQ"

Aim

Work collaboratively to serve a BBQ style lunch to a targeted group of diners. As a group demonstrate effective teamwork skills in order to present food to a high quality standard, ensuring customer satisfaction. The class has chosen to serve a two-course "Mod Oz" themed BBQ to a group of teachers.

The issues discussed at planning stage:

- The area of study, Economic and Environmental Influences, will be addressed through meeting budgetary requirements. Choosing inexpensive ingredients, accessing foods from the school garden when possible and using seasonal and local ingredients will assist in reducing costs.
- The targeted diners are staff members, as they are more financial and will be able to pay to cover costs incurred in the preparation of food.
- Dietary requirements such as allergies and intolerances will be addressed by discerning selection of recipes which meet a range of dietary requirements.
- To address the criteria of healthy eating, foods which are generally low in fat, sugar and salt will be considered. Seasonal fruits will be incorporated into the dessert selections.
- Food preparation skills learnt throughout the year will be demonstrated to produce food to a high quality standard.
- As there are time restrictions, elements of dishes will be prepared prior to the practical. Work flow plans will be constructed prior to cooking.

P1 Astute identification and discussion of factors. Issues discussed are relevant, and address healthy eating.

The group's chosen menu

- Salads and accompaniments Watermelon and Feta Salad, Roasted Vegetables, Greek Salad and Wholemeal Chapattis.
- Barbequed items Chicken Satay, Mini Kofta's and local Venus Bay Prawns with Lime Aoli. A vegetarian option will include Vegetable and Haloumi Kebabs.
- DessertsTrifle with Berries and a Lemon Cheesecake Slice.

P3 Justification of decisions very relevant, but not required in group work.

Justification

Seasonal fruits and vegetables have been incorporated into dishes to reduce costs. Local Venus Bay prawns have been donated and ingredients from the school garden will be sourced. Most ingredients are economical and will suit the given budget.

A variety of recipes have been chosen to cater for a diverse range of diners. Vegetarian options include Vegetable and Haloumi Kebabs and a selection of salads. Ingredients that contribute to allergies have been avoided. Salad dressings consist of olive oil and vinegar, therefore are low in fat. Selected desserts contain some fat and sugar but fruit has been included for nutritional benefits. Multi- cultural dishes have been chosen to reflect a 'Mod Oz' Theme.

Tasks such as mise-en-place for salads and marinating of meats will occur the day before the event. Workflow plans will be constructed to assist time management. A range of cooking techniques will be utilised throughout the practical to showcase skills acquired throughout the year reflecting the trend of a 'Mod Oz' barbeque.

Tasks listed, but individual job roles not identified.

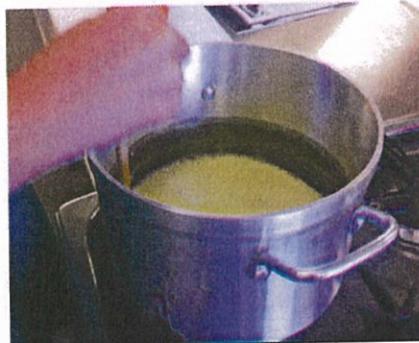
Implementation

Tasks that will be done prior to the practical include:	Tasks that will occur on the day include:
Chop vegetables and store in the fridge	Roast vegetables
Marinate chicken	Cook chicken satays
Make jelly, custard and whipped cream	Put trifle together
Lemon cheesecake	Lamb koftas
	Vegetable and Haloumi skewers
	Assemble salads, salsa and aoli

Practical Application	Student Response
Implement appropriate techniques (PA1)	-using and carrying knives appropriately. -whipping down benches -tying hair up -wearing an apron -wearing enclosed shoe
Generate and maintain quality control in preparing and serving food (PA1)	-putting dishes in the sink to prevent a messy working area. -the recipes was followed at all times.
Organise and manage time (PA2)	-I used a time management plan to use my time wisely. -keeping the recipe on hand so it is easily accessed. -Mise-en-place was also implemented to maximize efficiency when cooking and serving the courses.
Organise and manage resources (PA2)	-having already made most of the trifle before the day to ensure everything was going to be to be ready.
Select and apply appropriate technology to prepare and serve food (PA3)	-electric frying pans to cook the kebabs because the grill plate was occupied. -fridge, large pot, stove top, kettle, electric beater,
Apply safe food handling and management practices (PA4)	-storing ingredients in the refrigerator until needed to help prevent cross contamination
Show initiative and leadership within a group (C1)	-Leadership was taken when it came to the decorations. - I contacted the local events manager for ideas /suggestions for the table setting. -My role was to cook trifle and vegetable and haloumi kebabs.
Actively respond to members of the group (C1)	-I worked with a small group to set up and decorate prior to the lesson.
Involvement in group activities and discussions to support healthy eating practices (C2)	-All members of the group were involved in discussion when deciding on a menu and working on the action plan.



The sponge fingers ready to put jelly on top of.



Stirring the custard while simmering



The Haloumi and Vegetable kebab ready for presentation.



Trifle showing effective presentation techniques.



All the vegetables chopped and ready to put on skewers.

STAGE 2 FOOD AND HOSPITALITY... PRACTICAL ASSESSMENT CRITERIA

STUDENT SACE NO:.....

TASK: *Group activity - Mod Oz BBQ*.....

FOOD PREPARED: *Haloumi and vegetable kebabs, berry trifle*

PRACTICAL ASSESSMENT	A	B	C	D	E
ORGANISE AND MANAGE TECHNIQUES...(P1) <ul style="list-style-type: none"> • Appropriate knowledge of required food preparation techniques • Confident interpretation of recipe 	/				
GENERATE AND MAINTAIN QUALITY CONTROL PRACTICES...(P1) <ul style="list-style-type: none"> • Appropriate food preparation methods • Portion control • Appropriate presentation techniques 	✓				
ORGANISE AND MANAGE TIME...(P2) <ul style="list-style-type: none"> • Planning for the task • Mise en place • Worked efficiently without distraction • Completed task within time frame 	/				
ORGANISE AND MANAGE RESOURCES...(P2) <ul style="list-style-type: none"> • effective organisation of equipment and resources(eg: food items) 	✓				
SELECT AND APPLY APPROPRIATE TECHNOLOGY TO PREPARE FOOD...(P3) <ul style="list-style-type: none"> • selection of most appropriate technology for the task • correct use of technological equipment 	✓				
APPLY SAFE FOOD HANDLING PRACTICES...(P4) <ul style="list-style-type: none"> • consistent attention to personal hygiene • consistent attention to food hygiene practices • correct storage and preparation techniques used throughout 	/				
IMPLEMENT SAFE MANAGEMENT PRACTICES...(P4) <ul style="list-style-type: none"> • appropriate clothing worn • safe use of all equipment • displayed safe work practices • effective teamwork skills 	✓				
OVERALL GRADE					

TEACHER COMMENT

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Food and Hospitality – Celebration Lunch Evaluation

Together a group of six students planned and prepared a modern Australian BBQ lunch. On the day only four students were available to cook and prepare the meals for approx. 30 people. ✓

Each student had planned a time management plan for the meal they were going to be cooking. This ensured time was used productively throughout the lessons. ✓ (E1)

E3 - In-depth evaluation of contemporary trends. Linking dishes selected to modern Australian cuisine.

The meal produced successfully reflected a modern Australian cuisine. The menu chosen ensured that the foods included were healthy and nutritious. Locally grown herbs were used along with all meats and remaining vegetables were sourced from the local supermarket. Multicultural influences were evident in the dishes such as lamb koftas, satay chicken skewers and Greek salad. This also demonstrated fusion cooking techniques which are featured in modern Australian cuisine. ✓ (E3)

E2 - Insightful connections with group planning, supporting healthy eating practices.

The group strived to design a healthy menu using as many healthy and organic foods possible. We tried to select recipes that included minimal oil, sugars and fats and utilized healthy cooking techniques such as grilling and pan frying. The exception to this was the dessert. We tried to include fresh fruit and dairy products for nutritional value. ✓ (E2)

E1 - Insightful discussion of group activities and team work, also group outcomes. Insightful reflection on individual performance.

The group worked extremely well together. Teamwork was shown the whole time thought out the planning stage through to the cooking. Everybody had an input when designing the menu, writing the action plans, thinking about how the table was going to be set and deciding on what each person was going to be doing on the day. As there was a lot of preparation prior to the event, food such as the desserts had to be cooked the day the before to ensure that it was ready to serve on the day. All of the meals were prepared and displayed to the highest of our abilities. ✓ (E1)

With a group discussion each person was able to plan and write shopping lists to make sure no ingredients were forgotten. Mise-en-place was applied prior to the practical to ensure organization and time management. ✓ (E2)

Being in charge of the savoury vegetable and haloumi kebabs entrée and the berry trifle for dessert, it was essential that a time plan was prepared. The trifle needed to start being prepared two days prior to the day. This ensured that the jelly was set and there was time for the custard to cool so it could be made properly. The leadership role I took on was the table decorations. I liaised with the local events coordinator to borrow vases and table runners which suited the Mod Oz theme. We used succulents from the local school garden to fill the vases and the guests commented on the effectiveness of this. ✓ (E1) (E2)

The feedback we received on the day was very positive. The only thing we could have done better was to check up allergies with one of the guest being allergic to the garnish on the dessert. Luckily this ingredient was only used as a garnish. Guests from the day said 'it was the best year 12 lunch yet'. ✓

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>