

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

## Performance Standards for Stage 2 Food and Hospitality

	Investigation and Critical Analysis	Problem-solving	Practical Application	Collaboration	Evaluation
<b>A</b>	<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>B</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>
<b>C</b>	<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>
<b>D</b>	<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
<b>E</b>	<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>

**FOOD & HOSPITALITY**

1

Assessment Type: **PRACTICAL ACTIVITY**  
Research, practical application, individual evaluation report

Area of Study 4: **Sociocultural Influences**  
"The impact of the diversity of culture and the changing image of Australian cuisine"

Learning Requirements: 1, 2, 3, 4, 5, 6,

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**Purpose:** The purpose of the Practical Activity is to investigate a contemporary issue that reflects cultural diversity, include your opinion in a written report, prepare and present a 'mod oz' dish, and then reflect and evaluate your performance.

Description of Assessment of the *Practical Activity* consists of the following three parts:

**Research Task:** Students individually research, and critically analyse and develop an opinion on *the impact of the diversity of culture and the changing image of Australian cuisine*. The focus question is:

**'What is your understanding of Cheong Liew's 'edible harmony' and it's influence on contemporary chefs in relation to modern Australian cuisine?'**

Food & Hospitality contemporary trends and/or issues need to be linked to the practical application.

**Practical Application:** As an apprentice chef at a café/restaurant you will independently plan, prepare and present a **'mod oz' dish** that incorporates cultural diversity and contemporary cuisine and that can be included on the new establishment's menu.

*You are to address the following issues in preparing and serving food:*

- Demonstrate safe work practices
- Quality control
- Follow instructions
- Apply appropriate techniques and use relevant technology
- Manage time and resources effectively
- Use initiative and creativity.

**Individual Evaluation Report:** At the end of the practical activity prepare an individual evaluation report in which you evaluate the opinions developed in the research task, your own performance in the practical application, the processes involved in the practical and the outcome. Formulate conclusions and recommend possible improvements.

**Assessment conditions:** One lesson with a half lesson available to complete mise en place prior to the practical application. One week to complete the evaluation report. The research task and evaluation report may be written, oral, or multimodal form, and should be maximum of 500 words if written or a maximum of three minutes for an oral presentation or the equivalent in multimodal form. The research is written in four weeks prior to the practical application.

DUE DATE: \_\_\_\_\_

NAME: \_\_\_\_\_

Practical Activity Assessment Feedback

**Sociocultural Influences** - "The impact of the diversity of culture and the changing image of Australian cuisine"

Name:

Menu Item: 'Mod Oz' Dish

Bakeri Salmon Enriched with Herbs & fresh Bread crumbs. Aioli  
 Bony choy oven roasted potatoes  
 Moroccan Rice

	H	S	L	Comment
<b>How effectively does the student manage time and resources?</b>				
Mise en Place – equipment and ingredients organised	/			very organized, great trials effective outcomes
Effective use of time	/			
Use of equipment and tools	/			
Ability to negotiate and use resources effectively	/			
Ability to plan ahead and trials	/			
<b>Does the student demonstrate safe working practices?</b>				
Follows occupational health and safety procedures	/			organized & tidy Haccap followed.
Demonstrated safe food handling practices	/			
Uses equipment and tools safely	/			
<b>To what extent are appropriate techniques used</b>				
Practical skills are successfully applied	/			coped with tasks methods effective.
Used appropriate construction methods	/			
Range of techniques used	/			
<b>How appropriate is the student's use of technology</b>				
Used appropriate equipment and technology to enhance practical	/			very good use of technology.
<b>How well does the student generate and maintain quality control?</b>				
Appropriate choice of recipe created	/			Appropriate cooking Quality product well cooked.
Confidently interprets and follows instructions	/			
Quality control of end product	/			
<b>To what extent does the student display initiative and creativity?</b>				
Originality of ideas	/			Aware of standards Contemp. plating Creative & thoughtful contemp mod OZ ideas. next 11.11.11
Plating – suitability and creativity	/			
Garnishing – visual appeal – contemporary presentation	/			
	/			
H = High level of competency S = Satisfactory level of competency L = Low level of competency				
<b>Comment:</b>	Trial = photos ✓			

## Edible harmony in Australian cuisine.

*'What is your understanding of Cheong Liew's 'edible harmony' and its influence on contemporary chefs in relation to modern Australian cuisine?'*

The term Edible harmony is used often to describe Chef Cheong Liew's masterpieces. Cheong Liew is the award winning head chef of The Hilton Grange restaurant which is known for his innovative dishes. Liew's signature dish, Four Dances of the Sea, symbolises his journey so far and his love for multicultural Australia<sup>1</sup>. Edible harmony is best described as a marriage of many multicultural flavours. Australia has a long history of migration, a diversity of cultures migrating to Australia for all the benefits we have to offer. With this mass immigration occurring after World War 2 as many countries migrated to Australia for<sup>2</sup>. These immigrants brought with them not only new flavours and ingredients but new religions and cooking techniques that change the way we cook today. These advantages have challenged what was previously thought to be considered Australian cuisine.

For South Australians who walk down Jetty Road, Glenelg to get an insight into just how much of a multicultural nation we are. Walk 100 meters and you have passed a sushi train, Indonesian, and modern café cuisine. We are blessed to have so many options but why are they so popular? Well personally I believe it is due to our craving to try new things and this also is due to our multicultural heritage. Without the influx of Thailand residents to Australia we wouldn't have our favourite Pad Thai and without immigrants from Italy we wouldn't even know about pizza. As Alison Aprhys, from the Australian said "Asian foods gave a fantastic push to the average Australian's eating habits" we are able to experience things without going too far out of our comfort zones<sup>3</sup>. We should be grateful of the many advantages immigration has on Australia. For instance we can now enjoy salt and pepper squid with its Asian kick and call it a 'mod Oz' dish, as it incorporates a fusion of 'east meets west' ingredients.

Now days Australian cuisine can be hard to define but modern Australian food can easily be described as fresh, seasonal, local produce. The restaurant, Adelaide for instance is renowned for its contemporary Australian cuisine, due to its 'Seriously South Australia' menu<sup>4</sup>. The provides a menu that specially sources almost all of its produce from South Australia. Not only does it showcase what culinary delights South Australia has to offer it also uses seasonal fresh cultural produce to maintain quality, for example the was showcasing what the Adelaide hills had to offer and its featured dish is ; Onkaparinga venison, fondant potato, beetroot puree, pickled cherry, bitter-sweet chocolate jus. This dish is a prime example of edible harmony in restaurant industry, flavours blending together to showcase different cultural ingredients, such as the pickled cherries which originate from china. The Background of chefs is also influencing edible harmony, thanks to their heritage and family memories. Kylie Kwong was born in Australia but she has a Chinese background and this heritage has lead to the creation of many modern Australian dishes with a Chinese influence<sup>5</sup>. She believes that an emphasis needs to be put on the importance of flavoursome fresh ingredients in order to be able to achieve the delicate marriage of flavours that edible harmony consists of.

<sup>1</sup> Clarke, J (2005). *Edible Harmony*. Sumptuous Magazine. Pg:28 and 29

<sup>2</sup> Author Unknown. (2006). *Multiculturalism*. Act Now. [Internet] Available from: <http://www.actnow.com.au/Issues/Multiculturalism.aspx>. Accessed on 17/2/2011. Accessed on 17/2/2011

<sup>3</sup> Aprhys, A (2003). *Immigrants introduce spices of life*. The Australian. Pg 8,9 and 10

<sup>4</sup> The (2007). *Seriously South Australia*. The, Adelaide. [Internet] Available from: <http://www.thebrasserie.com.au/food-wine>. Accessed 1/3/2011

<sup>5</sup> *Heart and Soul*. (2003). ABC, Australia. Viewed 1/3/2011. [Video:DVD]

Stage Two  
Food and Hospitality

Word count: 498

Edible harmony is certainly finding its way in Australian cuisine. Its marriage of a diversity of cultural flavours combined with seasonal, local produce allowing Australia to experience the best of both worlds.

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*Heart and Soul*. (2003). ABC, Australia. Viewed 1/3/2011. [Video:VHS]

The Brasserie (2007). *Seriously South Australia*. The Hilton, Adelaide. [Internet] Available from:  
<http://www.thebrasserie.com.au/food-wine>. Accessed 1/3/2011

## Evaluation report:

### Task:

To apply knowledge and understanding of skills in preparation, planning and serving a contemporary Australian dish. The dish needs to incorporate the theme of edible harmony.. Edible harmony is about a marriage of flavors, it uses fresh, local ingredients that have a cultural influence (Clarke, 2005).

### Evaluation:

The dish chosen was baked Atlantic Salmon served with Moroccan rice, steamed Bok Choy, roasted Cherry Tomatoes and an Aioli dressing. This consisted of a Moroccan influence with the pistachio nuts and roasted capsicum in the rice and European flavours with the roasted Cherry Tomatoes. The Bok Choy was steamed and they dressed in an oyster sauce and sesame seed sauce which is consistent of Asian cuisine. It was an appropriate dish to serve at a contemporary modern Australian restaurant as it showcases the knowledge and skill of edible harmony.

### Evaluation of the personal performance:

The dish contained a very complimentary combination of flavours due to the ingredients used. the whole dish would be simple to recreate in a restaurant environment.

Due to the complexity of the dish the time frame was extended. With proper pre-preparation skills the simple components of the dish could be made beforehand. Proper 'mise en place' skills were used and this did cut down the preparation time significantly (see appendix 1). The time of preparation was also cut down due to a trial of the dish that was conducted on the 24<sup>th</sup> of february, 2011 (see appendix 2). The use of food safety was also used to ensure that a safe, quality dish was created. For instance the salmon was kept in the fridge until it was needed to ensure it didn't go off (see appendix 1).

The Bok Choy was cut into quarters to quicken the steaming time but it made the plating up more difficult. Another problem that needed to be overcome was the aioli as it was quite time consuming and if extra time hadn't been added to the time plan the dish would have taken a lot longer to prepare (see appendix 1). To save time the Aioli could be made beforehand.

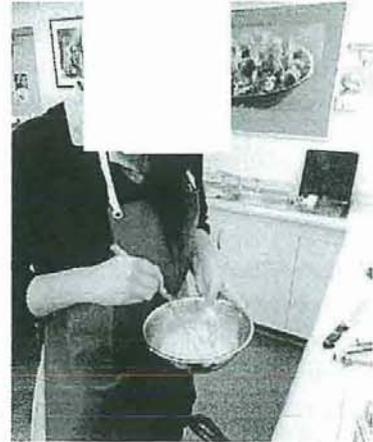


Final presentation of dish

Overall the presentation for the dish was a contemporary layered design, appealing and showcasing all elements of the dish and complying with the theme of edible harmony, which is about showcasing local, fresh cultural ingredients.

### Suggestions for improvement:

The Bok Choy left with whole leaves would improve the presentation of the dish so it would be appropriate for a restaurant environment. Another improvement that could be made would be the preparation of the aioli. The aioli was made by hand and it took 20 minutes to whisk to the consistency needed. This factor means that the aioli needs to be made up beforehand.



Preparation of Aioli dressing.  
(See appendix 1)

### Conclusion:

The recipe applied the skill of cultural fusion with the use of Moroccan, Asian and Australian flavours. The dish was a successful combination of three cultural aspects and Cheong Liew idea of edible harmony was reached. The presentation of this dish was up to restaurant quality and customers get to experience a dish that incorporates edible harmony.

*flavour textures  
Blend.*

### Bibliography:

Clarke, J (2005). Edible Harmony. Sumptuous Magazine. Pg: 28 and 29

# 2

## FOOD & HOSPITALITY

Assessment Type: **PRACTICAL ACTIVITY**  
Action Plan, practical application, individual evaluation report

Area of Study 1: **Contemporary and Future Issues**  
"Contemporary trends in food and hospitality and availability and selection of food suppliers at local, national and/or global levels"

Learning Requirements: 1, 2, 3, 4, 6,

**Purpose:** The purpose of the Practical Activity is to investigate regional food suppliers, prepare and present a selection of small portion foods and write an action plan applying problem-solving skills and then reflect and evaluate your performance.

Description of Assessment of the *Practical Activity* consists of the following three parts:

**Action Plan:** Students individually complete an action plan identifying and discussing **contemporary trends evolving from regional South Australia and to understand the importance of our food suppliers on the International Market**, the issues relevant, the decisions made, actions required and the problems to be solved. Students will justify what they intend to do and outline implementation strategies.

Food & Hospitality contemporary trends and/or issues need to be linked to the practical application..

**Practical Application:** As a banquet chef you are to independently plan, prepare and present a selection of '**small bites**' that represent South Australian regional produce to a group of International food critics.

*You are to address the following issues in preparing and serving food:*

- Demonstrate safe work practices
- Quality control
- Follow instructions
- Apply appropriate techniques and use relevant technology
- Manage time and resources effectively
- Use initiative and creativity.

**Individual Evaluation Report:** At the end of the practical activity prepare an individual evaluation report in which you evaluate the decisions made in the action plan, your own performance in the practical application, the processes involved in the practical and the outcome. Formulate conclusions and recommend possible improvements.

**Assessment conditions:** One lesson with a half lesson available to complete mise en place prior to the practical application. One week to complete the evaluation report. The action plan and evaluation report may be written, oral, or multimodal form, and should be maximum of 500 words if written or a maximum of three minutes for an oral presentation or the equivalent in multimodal form. The action plan is written in three/four weeks prior to the practical application.

DUE DATE: \_\_\_\_\_

NAME: \_\_\_\_\_

Practical Activity Assessment Feedback

**Contemporary & Future Issues** - "Contemporary trends in food and hospitality and availability and selection of food suppliers at local, national and/or global levels"

Name:

Menu Item: 'Small Bites' - SA Regional Produce

	H	S	L	Comment
<p><b>How effectively does the student manage time and resources?</b>                      Mise en Place – equipment and ingredients organised                      Effective use of time                      Use of equipment and tools                      Ability to negotiate and use resources effectively                      Ability to plan ahead and trials</p>	/			<p>outstanding approach.                      organized at start.                      thoughtful plans.                      collected all at the start.                      great trials &amp; innovation.</p>
<p><b>Does the student demonstrate safe working practices?</b>                      Follows occupational health and safety procedures                      Demonstrated safe food handling practices                      Uses equipment and tools safely</p>	/			<p>neat tidy space.                      Ex. workplace standards.</p>
<p><b>To what extent are appropriate techniques used</b>                      Practical skills are successfully applied                      Used appropriate construction methods                      Range of techniques used</p>	/			<p>variety of skills to challenge.                      Certainly capable confident outcomes.</p>
<p><b>How appropriate is the student's use of technology</b>                      Used appropriate equipment and technology to enhance practical</p>	/			<p>Appropriate use of care of equip.</p>
<p><b>How well does the student generate and maintain quality control?</b>                      Appropriate choice of recipe created                      Confidently interprets and follows instructions                      Quality control of end product</p>	/			<p>Contemp. trend ideas with choices selected</p>
<p><b>To what extent does the student display initiative and creativity?</b>                      Originality of ideas                      Plating – suitability and creativity                      Garnishing – visual appeal – contemporary presentation</p>	/			<p>great plating ideas.                      eye for detail                      great display                      Stylish layout.                      to Impress Tutor, great</p>
<p>H = High level of competency                      S = Satisfactory level of competency                      L = Low level of competency</p> <p>Comment:</p>				<p>trial a photos</p>

## 'Small Bites' Action Plan

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### Task:

To produce a South Australia regional menu plan with the concept of 'Small Bites'. It needs to identify regional food suppliers in South Australia. The concept of 'Small Bites' has evolved over recent years; an example of this will be the Tapas/Mezze industry that has become increasingly popular recently. \_\_\_\_\_, a Greek mezze restaurant is an example of how popular mezze cuisine has become as it involves the use of bite-sized meals over a period of time spent with friends and family. In South Australia many restaurant will represent the region that they are in by including an ingredient from the specific region. An example of this would be at \_\_\_\_\_ restaurant; on their entree menu they offer many dishes that include an ingredient from the Adelaide Hills, such as House Made Olive Bread accompanied by \_\_\_\_\_ goat's curd.

### Factors/Issues:

The Regional South Australian 'Small Bites' menu, must incorporate many factors to ensure that the task has been completed.

- The menu needs to promote South Australian Regional cuisine that can be supplied to international markets to promote awareness of the region that the ingredients have been sourced from. The region that I have chosen is the Adelaide Hills
- Portion size needs to be considered to ensure that it meets the criteria of 'Small Bites'. This will make way for ease of eating with the guests that will attend the function.
- Contemporary presentation is critical to meet the concept of the banquet function, which is promoting regional South Australia in a contemporary environment. The concept of "eating with the eyes" (Maggie Beer, 2010)
- Quality control of the ingredients will ensure freshness and will maintain the quality of dishes overall.
- HACCP guidelines and food safety procedures need to be met to ensure that food safety for the function guests is paramount.

### Decision:

Woodside Cheese Wrights Chevre and Pear Bruschetta

~

Potato Rosti with Harris Smoked Trout and a Salsa Verde

~

Potato and Leek soup with Hahndorf Prosciutto crumble and chives.

~

Vanilla Meringue with Tweed Vale pure double cream, Beerenberg Strawberries and Pistachio nuts

**Reason:**

The dishes were chosen because each dish incorporates ingredients that are found in the Adelaide Hills. The Chevre is sourced from a cheese manufacturer called the . It is found in Woodside, in the Adelaide Hills. Chevre is a goat's cheese and this particular Chevre has been infused with garlic and pepper which will complement the Pear Bruschetta. The Smoked Trout has been sourced from the in Hahndorf. The Strawberries have been sourced from which is renowned for their strawberries. The strawberries have also been used because they are in season at the current time. is also located in Hahndorf. The Adelaide Hills region is known for its cured meats, such as the prosciutto served with the soup. The prosciutto has been sourced from a local specialty shop in Hahndorf called .

**Implementation:**

To ensure a quality result the menu will be prepared just before serving to ensure that the flavours are top quality. I will also use pre-preparation to ensure that the time constraints are met. To also ensure that the time constraints are met, a time plan will be used (see appendix 1). The HACCP guidelines will also clearly be stated in the time plan (see appendix 1). Trials will also be taken to make sure that the dishes are able to be recreated in a function environment (see appendix 2). To maximise the idea of promoting the Adelaide Hills the table layout will also complement the chosen menu and information on the regional ingredients will also be displayed (see appendix 3).



## 'Regional Small Bites' Evaluation

### Task:

My task was to produce a South Australia regional menu with the concept of banquet style 'Small Bites'. The menu will be presented to international guests at a banquet function that identifies regional food suppliers in South Australia; an example of a restaurant showcasing South Australian regions is ' \_\_\_\_\_ ' at the \_\_\_\_\_ Adelaide.

*course coverage*

### Evaluation of decision:

- The menu was a collection of portion controlled 'bite sized' foods that represented the Adelaide Hills Region
- The Chevre used in the Bruschetta was sourced from the \_\_\_\_\_  
Cow's cheese isn't the only option when it comes to cooking. Chevre is made from goat's milk, an increasingly popular choice. An example of this trend is the use of haloumi cheese in restaurants ( \_\_\_\_\_, Glenelg).
- The Prosciutto is well known in the Adelaide hills region. The Adelaide Hills has a European feel and cured meats are an Adelaide Hills specialty food
- All the ingredients were sourced from Hahndorf and the surrounding towns in the Adelaide Hills region (see appendix 3) have been used, due their freshness, seasonal quality and availability.



Figure 1: 'Mise en Place' being performed.

### Evaluation of personal performance:

- The biggest problem was going to be keeping inside the time constraints.
- A time plan (see appendix 1) was created to stay inside the time constraints but many outside factors pushed the time constraints
- The time plan contained instructions on complying with HACCP regulation (see appendix 1)
- To help with this next time I would do more pre-preparation, by preparing the Salsa Verde beforehand, this would allow for improved throughout the function.
- My 'Mise en Place' skills were tested due to so much preparation needed before the dishes could be plated up (see figure 1)
- A trail was undertaken (see appendix 2) but next time I would do a trial to time.
- I was happy with the contemporary table layout (see figure 2). It positively reflected the trends in the hospitality industry and the Adelaide Hills Region

- The ingredients showcasing the Adelaide Hills region stood out due to their freshness and quality
- This was complemented by the accompanying regional information(see appendix 3)
- Many skills where presented to improve the taste, texture and presentation of the dishes (see appendix 4)

### Suggestions for improvement:

At the next function I would improve the plating of the smoked trout dish. More height is needed to prevent the dish being overcome due to the table setting. Another improvement that could be made would be the presentation of the Meringue dish. I don't think the presentation was 100% due to the time constraints met. Next time I would add more colour the toppings to allow the dish to be plated in a contemporary way to unsure the dish is more visually appealing.



Figure 2: Final table presentation.

### Conclusion:

My menu for the Regional South Australian 'small bites' function that was to be presented to international guests showcased some of the best ingredients the Adelaide Hills region has to offer. I believe that regional South Australian produce could become the future of the international markets. The menu incorporated the idea of banquet food and this allowed for an ease of eating during the function.

## **Bibliography:**

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### **Observations from:**

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**FOOD & HOSPITALITY**

Assessment Type: **PRACTICAL ACTIVITY**  
Research, practical application, individual evaluation report

Area of Study 5: **Technological Influences**  
"Current and emerging technological advances in the food & hospitality industry"

Learning Requirements: 1, 2, 3, 4, 5, 6,

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**Purpose:** The purpose of the Practical Activity is to investigate a contemporary issue that reflects the use of technology in large scale catering, include your opinion in a written report, prepare and present a 'contemporary dessert', and then reflect and evaluate your performance.

Description of Assessment of the *Practical Activity* consists of the following three parts:

**Research Task:** Students individually **research, and critically analyse** and develop an opinion on *the current and emerging technological advances and the use of technology* in large scale catering to meet the higher expectations from customers. The focus question is:

**'In your opinion how do the current and emerging technologies maintain hospitality industry standards and meet the needs of the consumer?'**

Food & Hospitality contemporary trends and/or issues need to be linked to the practical application.

**Practical Application:** As a catering chef, plan, prepare and present a **modern dessert** suitable to be used for a large scale catering function and include technological advances in the production and presentation.

*You are to address the following issues in preparing and serving food:*

- Demonstrate safe work practices
- Quality control
- Follow instructions
- Apply appropriate techniques and use relevant technology
- Manage time and resources effectively
- Use initiative and creativity.

**Individual Evaluation Report:** At the end of the practical activity prepare an individual evaluation report in which you evaluate the opinions developed in the research task, your own performance in the practical application, the processes involved in the practical and the outcome. Formulate conclusions and recommend possible improvements.

**Assessment conditions:** One lesson with a half lesson available to complete mise en place prior to the practical application. One week to complete the evaluation report. The research task and evaluation report may be written, oral, or multimodal form, and should be maximum of 500 words if written or a maximum of three minutes for an oral presentation or the equivalent in multimodal form. The research is written in four weeks prior to the practical application.

DUE DATE: 23 June 2011

NAME: \_\_\_\_\_

Practical Activity Assessment Feedback

**Technological Influences** - "Current and emerging technological advances in the food & hospitality industry"

Name:

Menu Item: **Modern Dessert**

Cranberry poached pears,  
with a cranberry sauce -  
spun toffee Brandy cream & Tulle

	H	S	L	Comment
<b>How effectively does the student manage time and resources?</b>				
Mise en Place – equipment and ingredients organised	/			outstanding prep & organization.
Effective use of time	/			
Use of equipment and tools	/			
Ability to negotiate and use resources effectively	/			
Ability to plan ahead and trials	/			
<b>Does the student demonstrate safe working practices?</b>				
Follows occupational health and safety procedures	/			Ex. photo evidence & problem solving
Demonstrated safe food handling practices	/			
Uses equipment and tools safely	/			
<b>To what extent are appropriate techniques used</b>				
Practical skills are successfully applied	/			understood recipes worked through skills & accomplished a quality product.
Used appropriate construction methods	/			
Range of techniques used	/			
<b>How appropriate is the student's use of technology</b>				
Used appropriate equipment and technology to enhance practical	/			used equip. with care
<b>How well does the student generate and maintain quality control?</b>				
Appropriate choice of recipe created	/			Confident & Capable Contemp. concepts. Successful product
Confidently interprets and follows instructions	/			
Quality control of end product	/			
<b>To what extent does the student display initiative and creativity?</b>				
Originality of ideas	/			Care taken with outcomes for customer appeal. colour & textures varied. Complementary ideas.
Plating – suitability and creativity	/			
Garnishing – visual appeal – contemporary presentation	/			
	/			

H = High level of competency  
S = Satisfactory level of competency  
L = Low level of competency

Comment

table layout  
Simplistic  
but effort made  
with Tulle & ...

## Research Task: Technological Influences

*'In your opinion how do the current and emerging technologies maintain hospitality industry standards and meet the needs of the consumer?'*

Nowadays many expectations are high when people consider heading out for a meal at any restaurant. These expectations are keeping the hospitality industry busy but with new, never before seen, technological influences to create and present the menus, many chefs are trying to find more unique ways to continue to meet these expectations. These current or emerging technological influences are allowing chef to create the same meals as in the past but in larger quantities but with less time and less stress. The Executive chef of the Magill Estate, Luke Stepsys, says that technologies are assisting with the "deconstruction and reconstruction of food" and the emerging trends within the hospitality industry<sup>1</sup>.

Many of these technological influences are allowing chefs to create larger quantities of dishes to be created with out having to compromise on the overall quality of the dish and therefore the dish meets to standards that the consumer is expecting. The \_\_\_\_\_ has recently undergone kitchen renovations and now boasts some of the newest "State of the Art" technologies to allow catering for up to 6600 people at one sitting. These technological advancements include new rational combi-steamer ovens<sup>2</sup>. These specialised ovens are able to revitalise food that has been prepared earlier<sup>3</sup>. A dish could be made in advance and then cooled down out of the danger zone and then before service the dish would just be heated in the combi-oven back to the original quality<sup>4</sup>. The \_\_\_\_\_ now has 5 rational combi-steamer ovens which make the "giant kitchens" capable of serving up to 27,000 meals a day<sup>5</sup>.

Many technological influences are not just allowing higher quantities of food, that meet the industry as well as the chef's standards, to be created with ease. Many are drastically cutting the cost, time and effort that it would usually take to prepare the full menu at a restaurant. Combi-steamer ovens have always been able to save food shrinkage rates, as well as the effort to produce the dish. Many of the emerging combi-steamer ovens now have incorporated HACCP compliant self cleaning facilities<sup>6</sup>. Vacuum sealing equipment is also becoming increasingly popular with both the storage of food and in the cooking process with Sous Vide become a popular cooking method that produces high quality consistent results<sup>7</sup>. Sous Vide is the method of cooking vacuumed sealed food at a controlled temperatures<sup>8</sup>. This method has become popular after many world renowned chefs, such

<sup>1</sup> Flanders, A. (2009). *Magill Estate*. [Internet] Available from: <http://www.adelaidenow.com.au/lifestyle/food-wine/food-art-on-menu-magill-estate/story-e6fref5u-1225766425178>. Accessed on the 21/6/2011.

<sup>2</sup> Sly, D (2001). Grace under pressure. *The Advertiser*. 26<sup>th</sup> of September. PG:55

<sup>3</sup> Ibid

<sup>4</sup> Ibid

<sup>5</sup> Ibid

<sup>6</sup> Wren, D (2006) Hi-tech in the kitchen. *Hospitality*. April, pg22-24.

<sup>7</sup> McBride, A (2009). *Heston Blumenthal and Sous Vide*. [Internet] Available from: <http://potsandplumes.com/2009/10/23/heston-blumenthal-and-sous-vide/>. Accessed on the 18/6/2011.

<sup>8</sup> Ibid

as Heston Blumenthal, the world renowned chef who uses the science of cooking to create perfection through molecular gastronomy, have endorsed its amazing consistent cooking quality<sup>9</sup>.

Technological influences are now allowing kitchens to become more environmentally friendly to suit many consumers' environmental concerns. New technologies used in commercial kitchens are becoming increasingly water and energy conscience<sup>10</sup>. These advances are leading to newer sustainable restaurants<sup>11</sup>. For instance the newer faster commercial dishwashers now come with energy efficient ratings and with environmentally friendly detergent recommendations<sup>12</sup>. A sustainable restaurants, such as \_\_\_\_\_ in Perth and Sydney, aim is to become a "fully sustainable, self sufficient restaurant trying to minimise as much kitchen waste and general waste as possible", says sustainable chef Matt Stone<sup>13</sup>, and many technological influences make this goal possible.

With many technological influences present, it is no wonder that they are shaping the future of safe, efficient and high quality menus.

### Bibliography:

Flanders, A. (2009). *Magill Estate*. [Internet] Available from: <http://www.adelaidenow.com.au/lifestyle/food-wine/food-art-on-menu-magill-estate/story-e6fref5u-1225766425178>. Accessed on the 21/6/2011.

Matt Stone (2011). *Master Chef*. Channel 10, Australia. 15<sup>th</sup> of June.

McBride, A (2009). *Heston Blumenthal and Sous Vide*. [Internet] Available from: <http://potsandplumes.com/2009/10/23/heston-blumenthal-and-sous-vide/>. Accessed on the 18/6/2011.

Ryan, R (2008). Where to for Commercial Kitchens? *Hospitality*. April PG:26-28.

Sly, D (2001). Grace under pressure. *The Advertiser*. 26<sup>th</sup> of September. PG:55

Wren, D (2006) Hi-tech in the kitchen. *Hospitality*. April, pg22-24.

<sup>9</sup> Ibid

<sup>10</sup> Ryan, R (2008). Where to for Commercial Kitchens? *Hospitality*. April PG:26-28.

<sup>11</sup> Ibid

<sup>12</sup> Ibid

<sup>13</sup> *Master Chef*, (2011). Channel 10, Australia. 15<sup>th</sup> of June.

# Technological Influences: Evaluation

## Task:

My task was to plan, produce, present and evaluate a dessert dish to be used at a large-scale catering function. This dessert has been influenced by emerging technological influences that make catering for a large scale functions more efficient. At the 5 large ✓  
combi-steamer ovens make service more efficient but still produce a high quality dish (Sly, 2001).  
Executive chef of the Magill Estate says that technologies are assisting with the  
"reconstruction of old to new" with the trends within the hospitality industry (Flanders, ✓  
2009)

## Decision:

- Each element complimented each other in flavour and texture
- Easy to prepare as many elements of the dish could be done in pre-preparation
- Easily reproduced for a large scale function, using technology such as chill blasters for the cream and confectionary thermometers to get consistent results with the toffee
- Presentation was visually appealing. Suited a fine-dining catering function as it is simplistic yet stylish and showcase each element clearly. ✓
- Quality of the dish was consistent; pears were easily prepared with the same result each time

## Evaluation of personal performance:

- Time constraints, most difficult part of this task as the pear takes 40 minutes to become coloured and soft, Therefore first element to be cooked (see figure 1)
- Time plan (see appendix 1) was created to stay inside the time constraints and when followed allowed me to finish within time
- Time plan outlined the HACCP regulations that needed to be complied with (see appendix 1)
  - Eg keeping the cream in fridge until needed to keep below 5°C ✓
- Pre-preparation undertaken with elements that could be made in advance to save time and led to the overall success of the dish ✓
- I chose to do the preparation for the pear before the 'mise en place' as the pear needs to be simmering for 40 minutes. ✓



Figure 1: pear preparation

- Toffee which is completed just prior to service to try prevents it dissolving.
- Trial undertaken to practice the techniques of the dish, such as getting the toffee to the right stage to be spun consistently. The trial also allowed me to trial the presentation layout of the dish to ensure it suited a fine-dinning catering function (see appendix 2)
- The table layout showcases the dish in a fine-dinning environment and complements the dish's design (See Figure 2)
- The ingredients were chosen for the freshness, eg. pears in season, and quality to improve the overall dish
- Problem solving occurred to improve the many skills that improve the taste, texture and presentation of the dishes (see appendix 3)

### Improvement:

- To improve the plating and make a larger quenelle so that it isn't overshadowed by the toffee tuile
- Toffee could have been boiling for a little longer before taken off heat to gain a more definite colour to help with presentation.

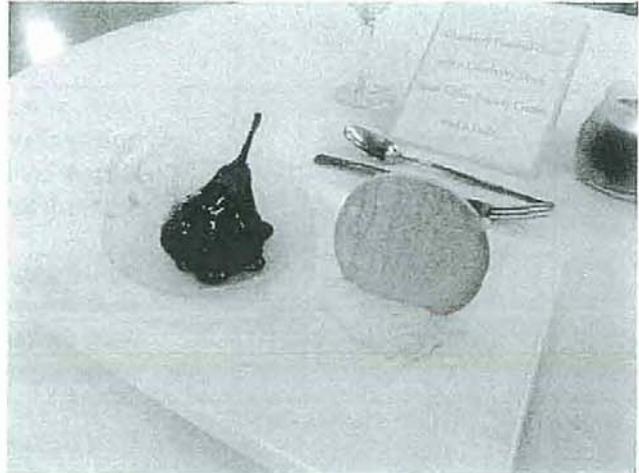


Figure 2: final fine-dinning table layout

### Conclusion:

Overall dish was suitable for a large scale catering menu. It incorporates many advances in technology, such as chill blasters (to take food out of danger zone quickly therefore complying with HACCP regulations) for the cream and pear and confectionary thermometers to get consistent results with the toffee. The advances in technology make production at a catering scale more efficient. Contemporary technological developments benefit the industry in all stages of planning, preparation and presentation and allow chefs to meet the consumer's standards.

### Bibliography:

Flanders, A. (2009). *Magill Estate*. [Interne] Available from: <http://www.adelaidenow.com.au/lifestyle/food-wine/food-art-on-menu-magill-estate/story-e6fref5u-1225766425178>. Accessed on the 21/6/2011.

Sly, D. (2001). *Grace under pressure*. The Advertiser, Wednesday 26<sup>th</sup> of September. Pg: 55.

Area of Study:

Practical Activity:

Name \_\_\_\_\_

	Student Responses
<ul style="list-style-type: none"> <li>Safe management practices</li> </ul>	<ul style="list-style-type: none"> <li>Hair was tied up to comply with safe food handling skills</li> <li>Cleaning as you ensured a clean workspace that was clutter free and hazard free</li> </ul>
<ul style="list-style-type: none"> <li>Quality control practices</li> </ul>	<ul style="list-style-type: none"> <li>Fresh, seasonal, quality ingredients use to ensure quality of dish-Eg. Pear</li> <li>Portion control practised in order to produce a quality simplistically presented dish</li> </ul>
<ul style="list-style-type: none"> <li>Follow instructions accurately</li> </ul>	<ul style="list-style-type: none"> <li>Planning processes involved the analysis of the assignment sheet to gain a in-depth understanding of what the task was asking</li> <li>Toffee making instructions followed to ensure a quality element created- Eg. Not burnt or crystallised</li> <li>Tuile Biscuits refrigerated to prevent cracking in cooking process- suggestion made in recipe</li> </ul>
<ul style="list-style-type: none"> <li>Apply appropriate techniques and relevant technology in serving food</li> </ul>	<ul style="list-style-type: none"> <li>Refrigerator for control of bacteria- HACCP Guidelines- Eg. Brandied Cream</li> </ul>
<ul style="list-style-type: none"> <li>Manage time and resources</li> </ul>	<ul style="list-style-type: none"> <li>Time plan followed to ensure that the time constrains were met</li> <li>Trial conducted to fix any problems I might face while completing the task</li> <li>Pre-preparation was undertaken to ensure that the dish could be created within time constraints</li> </ul>
<ul style="list-style-type: none"> <li>Show initiative and creativity</li> </ul>	<p>Initiative:</p> <ul style="list-style-type: none"> <li>Pear placed in separate bowl to prevent Sauce from spoiling presentation if it ran across the plate.</li> </ul> <p>Creativity:</p> <ul style="list-style-type: none"> <li>Simplistic presentation kept the dish up to a fine-dining experience.</li> </ul>
<ul style="list-style-type: none"> <li>Sustained and thorough application of safe food handling</li> </ul>	<ul style="list-style-type: none"> <li>HACCP regulations followed by keeping foods susceptible to bacteria in fridge until needed</li> <li>Toffee was watched at all times to prevent burning and then was placed on a heatproof, cool surface away from moving people to prevent a dangerous situation.</li> </ul>

3

**FOOD & HOSPITALITY**

Assessment Type: **PRACTICAL ACTIVITY**  
Action Plan, practical application, individual evaluation report

Area of Study 5: **Technological Influences**  
"Contemporary technological developments in food supply and distribution and the impact of these on food availability, storage, preparation and presentation"

Learning Requirements: 1, 2, 3, 4, 6, 7

**Purpose:** The purpose of the Practical Activity is to investigate the use of technology in pasta production, prepare and present a pasta product and write an action plan applying problem-solving skills and then reflect and evaluate your performance.

Description of Assessment of the *Practical Activity* consists of the following three parts:

**Action Plan:** Students individually complete an action plan identifying and discussing **technological developments in the production of food that is supplied to the Food & Hospitality industry**, the issues relevant, the decisions made, actions required and the problems to be solved. Students will justify what they intend to do and outline implementation strategies.

Food & Hospitality contemporary trends and/or issues need to be linked to the practical application.

**Practical Application:** As a pasta producer you are to provide for a local Café on Jetty Road a contemporary **pasta product** to be utilized in two recipes to be included on their menu. Keep in mind the inclusion of technology, such as a pasta machine, and the style of packaging for the distribution and service of your pasta product.

*You are to address the following issues in preparing and serving food:*

- Demonstrate safe work practices
- Quality control
- Follow instructions
- Apply appropriate techniques and use relevant technology
- Manage time and resources effectively
- Use initiative and creativity.

**Individual Evaluation Report:** At the end of the practical activity prepare an individual evaluation report in which you evaluate the decisions made in the action plan, your own performance in the practical application, the processes involved in the practical and the outcome. Formulate conclusions and recommend possible improvements.

**Assessment conditions:** One lesson with a half lesson available to complete mise en place prior to the practical application. One week to complete the evaluation report. The action plan and evaluation report may be written, oral, or multimodal form, and should be maximum of 500 words if written or a maximum of three minutes for an oral presentation or the equivalent in multimodal form. The action plan is written in three/four weeks prior to the practical application.

DUE DATE: 3/6/2011

NAME: \_\_\_\_\_

Practical Activity Assessment Feedback

**Technological Influences** - "Contemporary technological developments in food supply and distribution and the impact of these on food availability, storage, preparation and presentation"

Name:

Menu Item: **Pasta Product**

	H	S	L	Comment
<p><b>How effectively does the student manage time and resources?</b>                      Mise en Place – equipment and ingredients organised                      Effective use of time                      Use of equipment and tools                      Ability to negotiate and use resources effectively                      Ability to plan ahead and trials</p>	✓			pre - prep. • chicken cooked. • filling for tortellini • Pesto. organized & thoughtful planning & execution of preparation. High order of management. trial - photos included Aware of the standards.
<p><b>Does the student demonstrate safe working practices?</b>                      Follows occupational health and safety procedures                      Demonstrated safe food handling practices                      Uses equipment and tools safely</p>	✓	✓		
<p><b>To what extent are appropriate techniques used</b>                      Practical skills are successfully applied                      Used appropriate construction methods                      Range of techniques used</p>	✓	✓		practiced well. pasta product professional & well accomplished. skill level varied & challenged.
<p><b>How appropriate is the student's use of technology</b>                      Used appropriate equipment and technology to enhance                      practical</p>	✓			practiced & thoughtful use of pasta under confident approach.
<p><b>How well does the student generate and maintain quality control?</b>                      Appropriate choice of recipe created                      Confidently interprets and follows instructions                      Quality control of end product</p>	✓	✓		creative ideas. different challenges with types etc. creative recipes & plating.
<p><b>To what extent does the student display initiative and creativity?</b>                      Originality of ideas                      Plating – suitability and creativity                      Garnishing – visual appeal – contemporary presentation</p>	✓	✓		clean crisp appearance. packaging included cafe style plating & layout.
<p>H = High level of competency                      S = Satisfactory level of competency                      L = Low level of competency</p>				

# Technological Influences: Action Plan

## Purpose:

To produce a pasta product, that identifies technological developments, which can be supplied to the food and hospitality industry. This product must be able to be implemented into a menu in a café on Jetty Road. Technological advances made in the production, packaging and delivering stages, including keeping product under 5°C to apply to HACCP regulations, of production need to be considered. Pasta producers, such as \_\_\_\_\_ pasta, use technology to ensure the quality of their pasta. For example vacuum sealing their fresh pasta products (San Remo, 2011). ✓

## Factors/ Issues:

- The technology of a pasta machine will be utilized to make the production efficient and to ensure quality and portion control
- Technological advances in packaging will be used, for example freezing.
- Time management of the dishes needs to be considered as there is a two hours time frame
- Overall quality of the dish can be controlled by using fresh, high quality ingredients to ensure that they dish remains fresh until use
- Contemporary plating of the dishes needs to be considered as the dishes will be placed on the menu of a modern café on Jetty road.
- HACCP guidelines and food safety regulations must be followed to ensure safety of consumers
- Occupational Health Safety and Welfare (OHSW) needs to be in place to protect all members of the production teams and customers ✓

## Decision:

**Pasta product:**  
Cheese stuffed tortellini

**Dishes:**  
Cheese tortellini with a chicken and pesto sauce with sundried tomatoes  
&  
Cheese Tortellini and Chorizo sausage soup, with rustic crotons. ✓

## Reason:

- Dishes were chosen as they showcase a variety of ways the Cheese stuffed tortellini can be used.
- The dishes fit into a modern café setting and the flavours complement each other.
- Stuffed pasta is an increasingly popular product in past years. An example of its versatility is the stuffed pasta used now days is the ravioli at the \_\_\_\_\_, \_\_\_\_\_ (\_\_\_\_\_, Date Unknown). ✓

- Time consuming pasta product with tortellini being one of the hardest due to its unique shape.
- Incorporates the use of a pasta machine, as the technology influence, to make production efficient as it saves on time and labour
- Packaging of this product will be freezable and stored in bulk for 3 months. This advance is known as flash freezing and it freezes the pasta to ensure the quality is not compromised (PolyScience, 2011).

### Implementation:

A time plan includes the HACCP guidelines and food safety requirements that need to be met (see appendix 1). In order to appeal to businesses, dishes that can be created by the product need to be quick and efficient to produce. I will conduct pre-preparation to ensure that the dish is able to be re-created quickly without compromising on quality. Trialling the dishes will ensure that the dish can be easily reproduced (see appendix 2) and to solve many of the problems that I may be faced with. The presentation of the two dishes will be simple yet contemporary to ensure that the product is appealing to potential buyers but it is not too hard to be re-produced.

### Bibliography:

Parisis, (Date unknown). *Restaurant Menu*. [Internet] Available from:  
[http://www.parisis.com.au/hydepark\\_restaurant.pdf](http://www.parisis.com.au/hydepark_restaurant.pdf). Accessed on the 24/5/2011.

PolyScience, (2011). *Flash-Freeze*. [Internet] Available from:  
<http://www.cuisinetechology.com/technique-flash-freeze.php>. Accessed on the 26/5/2011.

San Remo, (2011). *San Remo Tortellini Cheese & Spinach 375g*. [Internet] Available from:  
<http://www.sanremo.com.au/products/?id=127&query=fresh&page=0&limit=50>. Accessed on the 22/5/2011.

course coverage  
great sig's  
& plans

# Technological Influences: Evaluation

## Task:

My task was to produce a pasta product that identified the use of technological influences in the production. The pasta product needed to be incorporated in two dishes at a café on Jetty road, for example . Technological advances made in the production, packaging and supply stages, including keeping product under 5°C in a refrigerated van, to adhere to HACCP regulations, of production need to be considered.

## Decision:

- Cheese stuffed tortellini was chosen as it incorporates the use of a pasta machine which assists in making production more efficient.
- Tortellini can also be flash frozen, without affecting the quality of the product, which is a technological advance that makes delivery and storage more proficient (see appendix 4). Once frozen they last up to 3 months (Tortellini & Co. 2011).
- Menu consisted of two modern dishes that would fit in a café on Jetty road, for example
- The ingredients used in both dishes are both able to be sourced locally and the flavors are complimentary.

## Evaluation of personal performance:

- The time constraints were the most difficult part of this task as producing homemade tortellini can complex and time consuming.
- A time plan (see appendix 1) was created to stay inside the time constraints and when follow profusely it allowed me to finish within time.
- The time plan outlined the HACCP regulations that needed to be complied with (see appendix 1).
- Pre-preparation was taken with the elements that could be made in advance as it would save time (see figure 1) and led to the success of the dishes that showcased my pasta product.
- I guaranteed that all 'Mise en Place' was conducted before any cooking on the day was undertaken to allow me to have all necessary ingredients closely accessible. This allowed me to be more efficient with time.



Figure 1: Pre-preparation conducted

This material has been quality assured for use ONLY at clarifying forums



## Additional Comments

### Assessment Type 1: Practical Activity (A)

#### PRACTICAL ACTIVITY 1 – RESEARCH

##### *Area of Study 4: Socio-Cultural Influences*

##### **Investigation and Critical Analysis:**

- Good variety of secondary sources of information, although no primary are sources evident.
- Well-considered critical analysis is more detailed than in-depth.
- In 'Investigation and Critical Analysis', ICA3, the response demonstrates highly effective application of literacy skills, including clear and consistent use of terminology.

##### **Practical Application:**

- Teacher feedback is well-detailed and supports marks awarded.
- As the task addresses relevant technology, E2 should be included in the Evaluation.
- Choice of practical reflects the key issues outlined in the task.

##### **Evaluation:**

- The evaluation report shows an understanding of the key findings in the research.
- Evaluation of personal performance is insightful.
- Appendices are not necessary.

#### PRACTICAL ACTIVITY 2 – ACTION PLAN

##### *Area of Study 1: Contemporary and Future Issues*

##### **Problem-Solving:**

- The student has focused on identification and discussion of factors involved in problem-solving relating to 'Small bites'.
- Menu decision reflects appropriate standard, addresses task design in meeting criteria for regional cuisine.
- Very relevant justification of decisions.
- Clear implementation strategies, but reference to appendices not necessary.

##### **Practical Application:**

- Teacher feedback is appropriate and well-detailed, and supports marks awarded.
- Student evidence of practical is limited to figure 1 and 2.
- As the task addresses relevant technology, E2 should be included in the Evaluation.
- Choice of practical reflects the key issues outlined in the task.

##### **Evaluation:**

- The evaluation report shows a clear link to the decisions contained in the Action Plan.
- Evaluation of processes and outcomes is thoughtful but not always insightful.
- Evaluation shows clear link with contemporary trends, related to the food and hospitality industry.
- Appendices not necessary.

#### PRACTICAL ACTIVITY 3 – ACTION PLAN

##### *Area of Study 5: Technological Influences*

##### **Problem-Solving:**

- The response has focused on identification and discussion of factors involved in problem-solving relating to 'Small bites'.
- Menu decision reflects appropriate standard and addresses task design in meeting criteria for regional cuisine.
- Very relevant justification of decisions.
- Clear implementation strategies, but reference to appendices not necessary.

##### **Practical Application:**

- Teacher feedback is appropriate and well-detailed, and supports marks awarded.
- Student evidence of practical is limited to figure 1 and 2. Student feedback as evidence of practical would have assisted to validate practical as well as formulated a basis for writing the evaluation report.

**Evaluation:**

- The evaluation report shows a clear link to the decisions contained in the Action Plan, and address the Area of Study selected.
- Evaluation of processes and outcomes is thoughtful but not always insightful.
- Evaluation of the processes and finished pasta products are not clearly documented.
- Evaluation shows clear link with contemporary trends, related to the food and hospitality industry.
- Appendices not necessary.

**PRACTICAL ACTIVITY 4 – RESEARCH****Area of Study 5: Technological Influences****Investigation and Critical Analysis:**

- Good range of relevant sources of information.
- The response demonstrates in-depth investigation and perceptive critical analysis.

**Practical Application:**

- Evidence is available in written format, but could highlight technology in selection and use to better advantage (indicates use of refrigerator).
- Teacher feedback is well-detailed and supports marks awarded.
- Choice of practical reflects the key issues outlined in the task.

**Evaluation:**

- The evaluation report shows an understanding of the key findings in the research.
- Evaluation of personal performance is insightful.
- Personal use of technology could be highlighted to a greater extent.
- Part of the conclusion is irrelevant, as chill-blasters were not used.
- Appendices not necessary (as referred to).
- As the task addresses relevant technology, E2 should be included in the Evaluation.
- Choice of practical reflects the key issues outlined in the task.

## Performance Standards for Stage 2 Food and Hospitality

	Investigation and Critical Analysis	Problem-solving	Practical Application	Collaboration	Evaluation
<b>A</b>	<p><b>In-depth investigation and perceptive critical analysis of contemporary trends and/or issues related to the food and hospitality industry.</b></p> <p><b>Perceptive analysis of information for relevance and appropriateness, with appropriate acknowledgment of sources.</b></p> <p><b>Highly effective application of literacy and numeracy skills, including clear and consistent use of appropriate terminology.</b></p>	<p><b>Astute identification and discussion of factors involved in problem-solving related to the food and hospitality industry.</b></p> <p><b>Sophisticated and well-informed decision-making about problem-solving and implementation strategies.</b></p> <p><b>Clear and very relevant justification of decisions about problem-solving and implementation strategies.</b></p>	<p><b>Ongoing and productive implementation of appropriate techniques, and sophisticated generation and maintenance of quality control in preparing and serving food.</b></p> <p><b>Productive and efficient organisation and management of time and resources.</b></p> <p><b>Logical selection and application of the most appropriate technology to prepare and serve food.</b></p> <p><b>Sustained and thorough application of safe food-handling and management practices.</b></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><b>Insightful evaluation of the processes and outcomes of practical and group activities, including their own performance.</b></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><b>In-depth evaluation of contemporary trends and/or issues related to the food and hospitality industry in a variety of settings.</b></p>
<b>B</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><b>Well-informed appraisal of the impact of technology, and/or sustainable practices or globalisation, on the food and hospitality industry.</b></p> <p><b>Well-considered explanation of the connections between research and/or planning, and practical application.</b></p> <p>Well-informed evaluation of contemporary trends and/or issues related to the food and hospitality industry in different settings.</p>
<b>C</b>	<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>
<b>D</b>	<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
<b>E</b>	<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>