Food plays a major role in contemporary society. In VCE Food and Technology, students create a design brief for five to eight food items and research aspects relevant to the brief such as cultural influences and nutrition. They develop production timelines that outline processes and equipment and hygiene practices to make their product, which they then evaluate. The products incorporate a range of preparation and processing techniques, such as preservation, some of which require an impressive array of skills and the use of appropriate and specialised equipment.

The VCE Food and Technology School-assessed Task is completed for Unit 3 Outcome 3 and Unit 4 Outcome 1. In Unit 3, students develop a design plan folio and in Unit 4, students implement the design plan and evaluate the outcomes.

To demonstrate these outcomes, students develop knowledge and skills related to food preparation and processing techniques. They evaluate their planning and production activities and food products using predetermined criteria.

Students develop a design brief for their set of food items (the product), develop evaluation criteria, conduct relevant research, develop ideas in response to the design brief and plan a timeline for the production of the product. Students incorporate a range of preparation and processing techniques; which requires a high degree of skill and the use of a range of appropriate equipment. Students develop an understanding of the properties of the food and apply food safety and hygiene practices. They document their choices and decisions.

Students use the previously developed criteria for evaluating their production work. The evaluation report must also include comparisons of their food items with those produced commercially and comment on the effectiveness of the planning and production activities. Food presentation skills are captured photographically.

The aims of VCE Food and Technology are to enable students to:

• extend their understanding of food, and its role in contemporary society

• develop an understanding of the properties of food and the links between theoretical knowledge and application of practical skills

• acquire and apply knowledge of the principles of food hygiene and safe food handling

• acquire and apply knowledge and skills in preparation and processing of food

• acquire and apply knowledge in the selection and safe use of tools and equipment in food preparation and processing

• understand the role of technology in food product development and in food preparation, processing and packaging

• understand national, state and local food laws and standards and their contribution to a safe food supply

• develop an understanding of current trends in food and technology and their relevance to the food consumer

• develop and use critical thinking and problem-solving skills in the application of the design process to achieve solutions related to food

• understand technological developments in ingredients, processing techniques, tools and equipment

• analyse the supply chain of food and factors that impact on food products available to consumers

• understand the processes involved in designing and marketing food products.
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SCHOOL-ASSESSED TASK 31
CHECKLIST FOR STUDENT
**01 CASSANDRA HARPER**  
Mount Eliza Secondary College, Mt Eliza  
**2006 World Cup Reunion Dinner**  
bread rolls and carrot and orange soup, cheese soufflé, goulash and spätzle, onion and potato pie, blackforest cake, apple strudel, gingerbread  
I love everything about soccer and recently travelled to Germany, so I wanted to incorporate both of these themes in my folio which focused on traditional German cuisine. I developed a menu for a reunion dinner in Germany where the last Soccer World Cup was held. The cuisine needed thorough research as it demanded specialised devices and techniques such as yeast baking and soufflé making.

**02 MELANIE HAMILTON**  
Shelford Girls’ Grammar, Caulfield  
**Colombian Cuisine**  
ajiaco soup served with rice, avocado, capers, crème fraîche, Antioquean beans and arepas; churros and dulce de leche sauce; empanadas served with rice and dried banana chips; montecada and flan served with strawberries and cream  
My theme was based on Spanish and South American influences. I wanted to include foods of a high quality and showcase a variety of Colombian cuisine for an International Food Festival. I chose to bring together dishes with both traditional and native ingredients and used complex processes such as caramelisation and deep frying to enhance the appeal of the product.

**03 RACHAEL BERANEK**  
Melbourne Girls’ College, Richmond  
**Film Premiere Menu at the Dover Hotel**  
raspberry and apple jam, steamed asparagus and hollandaise sauce, oven roasted chicken with potato and zucchini fritter, passionfruit sorbet with orange syrup, almond orange nougat  
My menu selection was developed for a film premiere at the Dover Hotel. To uphold the culinary expectations of this venue I chose dishes that incorporated a number of complex processes such as making nougat and hollandaise sauce. Research of various processes and techniques also assisted my understanding of the steps required in each food product.
04 REBECCA HOWELL
Toorak College, Mount Eliza

'Your life in your hands' breast cancer awareness lunch
chicken and zucchini roll up, hoisin pork in green onion pancakes, fettuccini with pesto grilled chicken and asparagus, chilli jam with salt and pepper squid, rhubarb soufflé, steamed chocolate brownie, almond bread, raspberry melting moments

Dedicating this project to a family member who had breast cancer, I decided to create my menu using Jane Plant’s philosophy for women’s nutrition with no dairy products. It was difficult to find recipes without dairy products that were delicious and appealing to eat. I overcame this by using simple ingredients with complex techniques such as pasta making.

The National Breast Cancer Foundation (NBCF) has kindly given permission for this work to be on public display.

05 RONNIE LERMAN
Shelford Girls’ Grammar, Caulfield

Anastasia’s Migration
chicken kiev with mash potato, broche soup with smoked trout salad and bread, cherry vereniki with mousse and jelly stack, veal schnitzel with honey mustard sauce and mushroom sauce, fruit meringue stacks with passionfruit ice-cream

The idea for my product originated from my passion for family, travel and history. I chose the movie Anastasia as my supporting theme as it summarized the importance of all three aspects. I incorporated foods which followed the migration of my grandparents from Russia. I also tried to utilise fresh and traditional ingredients and a variety of cooking techniques such as ice-cream making, meringue making and smoke curing.

06 HANNAH LUDBROOK
Loreto College, Ballarat

Darling Park Winery Twentieth Anniversary
lemon meringue tartlets, sweet onion tartlets, gnocchi fritti, chocolate mud cakes, potato cakes, gourmet rocky road

I produced a range of products to celebrate Darling Park Winery’s twenty years of success since opening in 1989. I specifically chose products to complement their chardonnay, shiraz and pinot noir. I also visited the winery which inspired me to use local produce from the surrounding Mornington Peninsula region.

I used processes such as pastry and meringue making, gnocchi making and deep frying.

Darling Park Winery has kindly given permission for this work to be on public display.
**Isobel POBJOY**  
Shelford Girls’ Grammar, Caulfield  
**Dairy Designs**

warm roasted baby beetroot, apple and blue cheese salad; cream of parsnip soup with stilton and parsnip chips; wholemeal pasta with almonds, parsley and ricotta; honey and cinnamon ice-cream; buttermilk puddings with poached pears in vanilla syrup

I selected my theme to promote vegetarianism and healthy eating. My menu was designed to be promoted as part of a fictional ’Go Fruit and Vege Week’. I chose to use a range of nutritious and versatile cereals, fruits, and vegetables in both fresh and preserved food items. Some of the processes I used included chutney making, deep frying and pasta making.

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**Charlotte PARKER**
Toorak College, Mt Eliza

Shannon Bennett’s Thirtieth Birthday at Vue De Monde

baked Florentine oysters, goat’s cheese soufflé and herb and baby tomato salad, scallops wrapped in pancetta on leek puree topped with snow pea sprouts, baby mushroom and black truffle fettuccine, thyme-roasted duck breast with orange-wine sauce with gruyere potato gratin and wilted baby spinach, mini croquembouche with raspberry coulis, chocolate fondant with honeycomb and French vanilla ice-cream, vanilla poached pears with pear syrup and walnut honey caramels

Inspired by the cuisine created by Vue de Monde’s head chef, Shannon Bennett, I aimed to take classic French cuisine and recreate it in a modern, witty and incredibly extravagant way. I chose to prepare an eight-course degustation menu which combined classic ingredients with a modern French flair. I used complex processes like choux pastry making and ice-cream making.

Vue de Monde has kindly given permission for this work to be on public display.

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**Georgina MOORE**
Shelford Girls’ Grammar, Caulfield

**Go Fruit and Vege**

spicy pumpkin chutney; sweet potato, beetroot and parsnip chips with spicy pumpkin chutney; stuffed capsicum; fettuccine with beetroot and nettle dressing and chicory salad; rockmelon ice-cream wedges

I selected my theme to promote vegetarianism and healthy eating. My menu was designed to be promoted as part of a fictional ’Go Fruit and Vege Week’. I chose to use a range of nutritious and versatile cereals, fruits, and vegetables in both fresh and preserved food items. Some of the processes I used included chutney making, deep frying and pasta making.
10 **JACK RAYNER**
St Joseph’s College, Geelong

**Fresh from the farm, made for Matilda’s**

olive three ways with Meredith goat’s milk blue; Heytesbury harvest soufflé with riesling sauce; Otway herb and goat’s curd tart; organic nashi pear pannacotta with lavender honey sauce; potato gnocchi in a pumpkin, sage and cashew cream; Otway pork Wellington on a bed of steamed asparagus; Lara rabbit and white bean risotto; classic lemon meringue pie

Using the freshest foods from the Western region of Victoria, I created a sample menu for a country-town restaurant called Matilda’s. I researched the offering of fresh and high quality ingredients, and visited farms from all around the region to acquire them. Included in my menu preparation were many complex processes such as risotto making, pastry and soufflé making.

Matilda’s have kindly given permission for this work to be on public display.

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12 **SARAH STRUGNELL**
Shelford Girls’ Grammar, Caulfield

**Evolutionary Eatables, 4.6 Billion Years of Life**

mini olive loaves, swordfish with spiced eggplant relish, dinosaur eggs (quail eggs) on a potato and zucchini rosti with dill mayonnaise, beef ravioli, molten chocolate cakes with honeycomb rocks and French vanilla ice-cream.

An enthusiasm for science inspired me to create a dinner for senior school students to celebrate the one hundred and fiftieth anniversary of the publication of Charles Darwin’s *The Origin of Species*. The menu, using the complex processes of pasta making and ice-cream making, was produced to help students learn about evolution and encourage them to reflect on Darwin’s work.

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11 **GEORGIA RETALLICK**
Shelford Girls’ Grammar, Caulfield

**Chocolatier Chocolatour**

warm chocolate chunk bread served with raspberry jam and cream; chocolate risotto served with brown sugar and cream; chocolate, berry ice-cream sandwiches; profiteroles with dark and white chocolate ganache; chocolate caramel tarts with poached pears; three chocolates cheesecake cones

I wanted to include chocolate in many different forms and mediums. I used various recipe books and books on chocolate to select the dishes and developed some aspects of the dishes from scratch, like the warm chocolate chunk bread. Some of the processes used were confectionery making, bread making and ice-cream making.
CAMERON TAYLOR
Woodleigh School, Baxter
Are you Game?
wild boar sausages with fennel and white wine served with a truffle mash, game terrine, plum chutney, game bird soup, cured venison, foie gras ravioli with pan fried wild mushrooms
The food products and theme of my folio were inspired by my experience of working in the Paringa Estate kitchen and my interest in game meats. I constructed my own smoker for the wild boar and produced homemade sausages. I also incorporated ingredients like truffle oil, foie gras and wild mushrooms to enhance the flavour, aroma and individuality of each dish.
Paringa Estate has kindly given permission for this work to be on public display.

CARLY TOMADIN
Shelford Girls’ Grammar, Caulfield
A Taste of Design
lime and ginger sorbet served with caramelised pineapple, caramelised pork rice paper rolls served with chilli jam, rose marbled meringues, pistachio and dried cranberry nougat, chocolate ginger bread buttons.
This menu was created to represent different elements of the design process in an eye catching and artistic way. The food will be served at the opening of an exhibition of young artists’ work called ‘A Taste of Design’. In preparing these food items, I used a range of wet and dry cooking methods, complex processes such as caramelisation and sorbet making, and of course, creativity.

JANA VICENTIC
Shelford Girls’ Grammar, Caulfield
Cocktails at Tiffany’s
profiteroles with champagne poached pears and crème fraîche, mini Wagu beef burgers with Middle Eastern thyme breads and peach and chilli chutney, lemon soufflé with chocolate Eiffel towers, shot glasses of prawn laksa soup, heart shaped ravioli with a ricotta and artichoke filling topped with a creamy basil pesto.
I developed this menu for a special cocktail party function for Tiffany’s. The food products needed to reflect the minimalist yet elegant new range of jewellery and appeal to an exclusive crowd who expect well presented, high quality food. They also needed to be bite size, so they were easy to eat elegantly. I chose superior food products such as Wagu beef.

SARA WAITZER
Shelford Girls’ Grammar, Caulfield
Going on a picnic with Mr. Men
salmon and avocado mousse with lavosh bread, mini turkey burgers with golden crispy fries and mango chutney, shepherds pie with wild mushrooms and tomato sauce, chocolate cupcakes with marshmallows and cream cheese icing, champagne jelly with summer berries.
Inspired by my childhood memories of the Mr. Men books, I planned a picnic for the author Roger Hargreaves and his publishers. The challenge was researching foods that expressed the traits of the characters while also appealing to an adult audience. Complex processes included savoury preserve making, working with gelatine and confectionary making.
Chorion Limited has kindly given permission for this work to be on public display.
COMMERCIAL COMPARISONS – JAM

For my comparison I chose to compare my raspberry and apple jam to the commercial product, Mackay's Scottish Raspberry Preserve. There were several differences between the two products, however, both had very similar ingredients with the exception of the pectin used.

To provide enough pectin for my jam I used Granny Smith apples which have a high pectin content, whereas the Mackay brand used an additive called “fruit pectin”. When comparing sensory properties I found that my jam had a greater viscosity and was considerably thicker than the commercial product, which had a very runny, thin consistency.

The colour of the commercial product was a deep, glistering red whereas mine had a bright red and glossy colour. In terms of flavour, the commercial product had a strong, intense sweetness which was slightly overpowering with a mildly bitter aftertaste. It had a smooth, liquid mouth feel with the contrasting texture of the raspberry seeds. The jam that I made had a mild sweetness with a smooth, soft, moist mouth feel. My product had a sweet aftertaste and was not as intense in flavour as the commercial product. The aroma of my jam was quite mild, but had a distinct sweet fragrance whereas the commercial product had a very strong sweet aroma that could be detected easily.

I chose my jam as the preferred product as I thought the commercial equivalent had a slightly overpowering taste and was too to effectively spread on the toast with which I am serving the jam. In contrast, the jam I made was milder in sweetness and had greater viscosity which made it easy to spread on the toast. It was for the above reasons that I decided that my jam suited the bill more than that of the commercial equivalent.

<table>
<thead>
<tr>
<th>Product Name</th>
<th>Homemade Product “Raspberry and Apple Jam”</th>
<th>Commercial Product “Mackay’s Scottish Raspberry Preserve”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taste</td>
<td>Mild Moderate sweetness/ raspberry flavour</td>
<td>Strong Pungent /intense raspberry sweetness - slightly overpowering</td>
</tr>
<tr>
<td></td>
<td>Sweet aftertaste</td>
<td>Tart aftertaste</td>
</tr>
<tr>
<td>Texture</td>
<td>Glary</td>
<td>Smooth</td>
</tr>
<tr>
<td></td>
<td>Viscous</td>
<td>Moist</td>
</tr>
<tr>
<td></td>
<td>Moist</td>
<td>Liquidity/runny</td>
</tr>
<tr>
<td></td>
<td>Thick</td>
<td>Thin/wiry consistency</td>
</tr>
<tr>
<td>Mouth feel</td>
<td>Smooth, soft moist mouth feel</td>
<td>Smooth, liquid mouth feel</td>
</tr>
<tr>
<td>Appearance</td>
<td>Vibrant, bright red, glossy</td>
<td>Deep red, luminous, glistening, contrasting colour of light brown seeds</td>
</tr>
<tr>
<td></td>
<td>contrasting colour of light brown seeds</td>
<td></td>
</tr>
<tr>
<td>Aroma</td>
<td>Mild, perfumed sweet aroma</td>
<td>Fragrant, strong sweet aroma</td>
</tr>
<tr>
<td>Chemical Properties</td>
<td>Raspberries • Sugar • Water • Lemon juice</td>
<td>Raspberries • Sugar • Water • Lemon juice • Fruit Pectin</td>
</tr>
<tr>
<td>Preference</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RE: Contract of Employment
Date: 30th May 2009

Dear Madam,

We take great pleasure in offering you the position of head chef with us here at The Dover Private Hotel where we hope you will enjoy your new role and make a significant contribution to the success of the business while our head chef is temporarily away.

Your employment will commence on the 25th July 2009 and you will be based at:

The Dover Private Hotel
25 Derrim Road
Rodan VIC 3917

Here at The Dover we pride ourselves in maintaining customer satisfaction by providing only the best in catering and service. The Dover’s reputation for high quality dining is of utmost importance to us. It is for this reason that we would expect that the quality and variety of the dishes you prepare for us would be of a high standard. As your reputation for using various techniques and complex processes precedes you, we are confident that if compared to commercial equivalents your dishes would be of a higher quality.

On Saturday 1st August you will have the opportunity to excel in preparing a varied and wholesome choice of dishes for we are hosting twelve guests to a film premiere. What we require on this day to fulfill the needs of the itinerary are outlined below.

When the guests arrive at approximately 2pm we would like an afternoon tea served, preferably an old-fashioned English/Australian afternoon tea. We have a renowned, longstanding tradition of including jams and other preserves as part of our overall menu, in particular our afternoon teas. We hope you will continue to support our heritage by following this tradition. We expect our guests will then retire back to their rooms or take a walk in our beautiful gardens, convening at approximately 6pm in our Edwardian dining room where over a two-hour period they will be served an entree and a main course.

Once the main meal has ended, the guests will move into our small cinema where they will preview the advertised premiere movie. There will be a brief interval when a desert of your choice will be served. We suggest something light and refreshing. The guests will then have the opportunity to serve themselves tea or coffee upon retiring.

We would like to offer our guests a farewell gift upon departure and have chosen to present each guest with a small decoratively presented gift box of confectionary of which we have heard you have culinary talents.

Please note that due to dietary constraints of two of our guests we do not wish nuts of any form to be included in any dish.

We look forward to working with you and please inform us of any special requirements and produce that you require. For convenience and preparation could you please supply us with a full menu covering this event from the Saturday 1st August – Sunday 2nd August.

Yours sincerely,

Barbara Ashcroft
Manager,
The Dover Private Hotel

RACHAEL BERANEK
Film Premiere Menu at the Dover Hotel
Entree:

Breads are very popular in the German cuisine. There are 100's of types of breads ranging from rye, seeded, white, pumpernickel and black, which are a big part of German meals usually served with breakfast, lunch and dinner. There are 17,000 bakeries and another 10,000 in shop bakeries all round Germany. (McGavin, 2009 and Gerdes, 2009)

Noodles are an important side dish. Maultasche, a giant stuffed noodle like ravioli and Spätzle are popular and traditional in the southern parts of Germany. Spätzle is made from egg yolk and is much thicker than Italian pasta. These noodles have to be formed with a Spätzle press which is a traditional German noodle making device. This is where you place a portion of dough inside the device, and then press down, squeezing out the noodles into hot water to cook. Besides noodles, potatoes are also used in side dishes such as the hot potato salad and fried potato pancakes and potato dumplings. (Gerdes, 2009)

Cheese is popular served with pumpernickel bread and soufflés are also cooked with influence from France. Cabbage rolls stuffed with beef and pork are also traditionally eaten as an entree. (Schauer, 1983)
REBECCA HOWELL

‘Your life in your hands’ breast cancer awareness lunch
<table>
<thead>
<tr>
<th>Product</th>
<th>Photo</th>
<th>Presentation and innovative ideas</th>
<th>Relevance to the brief</th>
<th>Source</th>
</tr>
</thead>
</table>
| Gnocchi Frittis      | Complex Process Gnocchi making | Not your usual finger food, but because it is fried it could be served as a canapé. Serving on a Chinese spoon with a dollop of fresh tomato sauce would be a very effective presentation and also make it easier to eat. | • Complements the presented wine  
• Savoury finger food  
• Use of local produce - tomato  
• Complex process - gnocchi making  
• Incorporate preserve - tomato sauce  
• Shows creativity and skill  
• Commercially competitive - tomato sauce | Tomato sauce: James Oliver “Italian chef”  
Gnocchi: Gourmet Traveller - August 2006 |
| Gorgonzola fritters  | Complex Process Deep frying   | The crisp golden colour of the fritters would look brilliant piled into a rustic style bowl, complementing Darling Park’s general stylish country feel. | • Compliments the presented wine  
• Savoury finger food  
• Use of local produce - goats curd  
• Complex process - deep frying  
• Shows skill and creativity | Women’s Weekly - “food we love” |
| Herb crepes          | Herb crepes with pumpkin and goats curd | The rich orange of the pumpkin looks fantastic with the herbs in the crepe. Three crepes are easy to handle and look extremely appetising. Cutting the finalised crepes in half and standing them upright on a platter would show the swirl in the centre and could be an eye catching presentation. | • Complements the presented wine  
• Savoury finger food  
• Use of local produce - pumpkin and goats curd  
• Shows skill and creativity | Gourmet Traveller - June 2006 |
| Chinese duck         | Chinese duck and vegetable crepes | These simple duck crepes make for an excellent finger food and present well. With the duck and vegetables being visible through the open end of the wrap a dark soya sauce based dipping sauce would be a delicious accompaniment and would enhance the presentation. | • Complements the presented wine  
• Savoury finger food  
• Use of local produce - various vegetables  
• Shows skill and creativity | Gourmet Traveller - August 2006 |
## Possible Products

**Sweet options for...**

**Chardonnay**

<table>
<thead>
<tr>
<th>Product</th>
<th>Photo</th>
<th>Presentation and innovative ideas</th>
<th>Relevance to the brief</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lemon meringue tartlet</td>
<td></td>
<td><strong>Complex Process</strong> down ▼ <strong>Meringue making</strong>&lt;br&gt;Pastry making ▼ <strong>Shortcrust pastry</strong>&lt;br&gt;腰部的苹果果酱会修补这款餐点的不足。果酱的甜味可以与卡多尼酒相互搭配。</td>
<td>• Compliments the presented wine&lt;br&gt;• Sweet finger food&lt;br&gt;• Use of local produce —&lt;br&gt;• Incorporate preserves — freezing pastry&lt;br&gt;• Complex process — pastry making</td>
<td>Lemon tart = The cook companion to Stephanie Alexander 2004. Meringues = Gourmet Traveller — August 2006</td>
</tr>
<tr>
<td>French almond macaroons</td>
<td></td>
<td><strong>Complex Process</strong> down ▼ <strong>Meringue making</strong>&lt;br&gt;腰部的苹果果酱会修补这款餐点的不足。果酱的甜味可以与卡多尼酒相互搭配。</td>
<td>• Compliments the presented wine&lt;br&gt;• Sweet finger food&lt;br&gt;• Use of local produce —&lt;br&gt;• Incorporate preserves — freezing pastry&lt;br&gt;• Shows creativity and skill&lt;br&gt;• Complex process — meringue making</td>
<td><a href="http://www.homemakeds.com.au/Recipe-of-the-week-recipe-macarons.html">http://www.homemakeds.com.au/Recipe-of-the-week-recipe-macarons.html</a></td>
</tr>
<tr>
<td>Fig, goat's curd and honey filo</td>
<td></td>
<td><strong>Complex Process</strong> down ▼ <strong>Pastry making</strong>&lt;br&gt;腰部的苹果果酱会修补这款餐点的不足。果酱的甜味可以与卡多尼酒相互搭配。</td>
<td>• Compliments the presented wine&lt;br&gt;• Sweet finger food&lt;br&gt;• Use of local produce —&lt;br&gt;• Complex process — pastry making</td>
<td>Filo pastries may be a great way to serve the figs, while adding a touch of honey.</td>
</tr>
<tr>
<td>Fried apple dumplings with spiced</td>
<td></td>
<td><strong>Complex Process</strong> down ▼ <strong>Deep frying</strong>&lt;br&gt;腰部的苹果果酱会修补这款餐点的不足。果酱的甜味可以与卡多尼酒相互搭配。</td>
<td>• Compliments the presented wine&lt;br&gt;• Sweet finger food&lt;br&gt;• Use of local produce —&lt;br&gt;• Complex process — deep frying</td>
<td>Fried apple dumplings with spiced sugar may be a great way to serve the figs, while adding a touch of honey.</td>
</tr>
</tbody>
</table>
Week 3 – Stuffed Capsicums

Ingredients
- Olive Oil
- 25 grams long grain rice
- 1 gram currants
- 63 grams Greek feta
- 1 small dill
- 1 lemon
- 1 onion
- 1 garlic
- 2 capsicums (red and green)
- Tomato juice

Directions –
- Cut tops of capsicums and place to the side. Core the capsicums and scoop out the flesh.
- Grate lemon rind and finely chop garlic and dill.
- Heat olive oil in a saucepan, add onion and garlic and cook over medium heat until onion is soft.
- Add rice, currants and tomato juice, then simmer covered, stirring occasionally over low heat for 20 minutes or until rice is just cooked and liquid absorbed.
- Remove from heat and stir in cheese, dill and lemon rind and season to taste.
- Place capsicums, cut side up in an oil baking dish. Divide rice mixture among capsicums, packing each capsicum firmly and mounding the rice mixture slightly on top and replace tops.
- Lightly brush capsicums with olive oil and bake at 180°C for 30 minutes or until soft but still holding their shape and serve warm at room temperature.

Food Order – Week 3

Recipe: Stuffed Capsicums

Name: Georgie Moore

<table>
<thead>
<tr>
<th>Grocer</th>
<th>Greengrocer</th>
<th>Butcher</th>
<th>Miscellaneous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Olive oil</td>
<td>1 small dill</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25 grams long grain rice</td>
<td>1 lemon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 gram currants</td>
<td>1 onion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>63 grams Greek feta</td>
<td>1 garlic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 capsicums (red and green)</td>
<td></td>
<td></td>
<td>Tomato juice</td>
</tr>
</tbody>
</table>
Rockmelon Ice-Cream
Wedges
Stuffed Capsicum

GEORGINA MOORE
Go Fruit and Vege
Course 6

Mini crochenbushe with raspberry coulis
Course 7

Chocolate fondant pudding with honeycomb and french vanilla ice-cream
Course 4

Wild mushroom and black truffle fettuccine
Background Research

Meat

RABBIT

After being weighed and put into weight classes, the rabbits are vacuum sealed and placed in boxes. These boxes are delivered to suppliers, restaurants and wholesalers all around Australia. To extend the shelf life of the rabbits, and therefore to increase their business into new markets, Rosanna and Shannon have invested in a MAP (Modified Atmosphere Packaging) machine, which will allow them to start selling their rabbit products to mainstream supermarkets such as Coles and Woolworths. The current shelf life of their products is approximately two weeks. MAP machines replace oxygen in the sealed bag with other gases, in QAFR’s case Nitrogen and Carbon Dioxide, without oxygen, harmful bacteria that causes deterioration in the food product cannot live, and so, cannot comprise the quality of the rabbit. With the new MAP system, the shelf life would be increased to in between 30 to 50 days. QAFR already sell at local IGA's and are hoping that their new $50,000 MAP machine will open up opportunities in exciting new marketplaces, and rapidly expand their already growing business.

The Global Financial Crisis has slowed the growth of QAFR this year. Restaurants are QAFR’s largest market, and with people concerned about their money, they are eating out less. Restaurants are therefore demanding less rabbit and QAFR have started freezing a lot of their stock, as well as decreasing numbers at their farm.

The main part of the QAFR farm is in Echo Road, Lara. It houses large rabbit breeding sheds, feed storage and laboratories. Rosanna explained to me that a large part of the work on the farm involved the artificial insemination of the does. There is a ratio of one buck (male rabbit) to 10 does (female rabbit). Every three weeks they inseminate half the rabbits on the farm. There is much research and development as well as complex procedures that go into this process, and its success. QAFR work with a genetics company called Growtec to develop breeding technology to enhance their stock.

Types of Rabbits

The types of rabbits bred by QAFR are, New Zealand Whites, Californian, and British Diets and Flemish Diets.

How can it be used in a recipe to highlight its best qualities?

Rosanna has explained to me that the best way to highlight the unique taste of rabbit in a recipe is to either roast it in an oven bag, infused with spices, or slowly poach and season the rabbit to use in a soup, casserole or risotto.
Heytesbury Harvest Soufflé
with Riesling Sauce
Otway Herb and Goat’s Curd Tart
Production Notes

Key Equipment:

Food Processor:
In this recipe, the food processor is used to combine the flour, butter and water to make the pastry. The blades of the food processor blend the flour and butter together, until the mixture resembles fine bread crumbs. After adding the water, the dough is completed.

Oven:
The oven is used to bake the pastry. The pastry is first blind baked in the oven, and then baked. When dry heat is applied to the pastry in the baking process, dehydrination occurs. The starch in the flour browns and causes the pastry to take on a golden-brown appearance.

Pastry Sheet:
Using a food-grade silicone coated pastry sheet that I bought from home will allow me to create superior dough. The pastry sheet ensures less mess, as well as ensuring that the pastry does not stick to it. It is easy to clean, and requires less flour to be put on it then a normal bench or chopping board.

Safety and Hygiene Practices:

Food Processor:
When using a food processor, to make pastry in this case, always make sure it is clean and free of foods as these can grow things such as moulds, yeasts and bacteria that can have adverse effects on your health and well being. Also, always make sure to have a lid and guard on when using a processor. This will help to avoid cuts and bruises, as well as spilling liquid or mixtures everywhere. If this happens clean up the spill straight away to avoid you and you class mates/teachers slipping over.

Oven:
When putting the pastry and the tart into the oven and when taking it out when ready, be sure to always wear oven mitts. Wearing oven mitts will prevent you from sustained burns. A teacher should be notified if you do receive a burn, and the area of the burn should be run the area under cold water straight away. Always leave the oven door shut when you are not using it, or when you are cooking something in it. This will help you and your class mates/teachers to avoid tripping over it or getting bruises or cuts from running into the door.
Organic Nashi Pear Pannacotta with a Lavender Honey Sauce
Otway Pork Wellington on a Bed of Steamed Asparagus

JACK RAYNER
Fresh from the farm, made for Matilda's
Classic Lemon Meringue Pie
Production Photos

Making the pastry.
Making the lemon curd.
Whisking the curd.
Sterilising the jar and lid.
Safely removing the jar and lid.
Drying the jar and lid.
Whisking the egg whites.
Making the sugar syrup.
Combining the sugar syrup and the egg whites.
Browning the tops of the meringue after piping it onto the curd in the pastry base.
Safely removing from the oven using mitts.
Hygienically bottling the lemon curd.

Specialist Equipment Used:
Piping bag for the meringue.
Sugar thermometer for the sugar syrup.
Silicone Glove for sterilising the jar.
Background Research

Fruit

LEMONS

Farm Maintenance

An organic farm produces food in a polyculture where the varieties compliment each other and, by moving the growing around, do not deplete the soil of its nutrients.

Paul has the soil tested on his farm regularly to determine if there are any chemicals present. The results are checked by an outside body which has the responsibility for awarding his farm’s Organic Certification. Paul says this is quite a bureaucratic process but being certified as an organic farm is more than just not using pesticides, fertilisers and synthesised products. Normal fruit and vegetable production uses many chemicals, but being organic is a system of reusing what is available naturally on the farm, such as composting which is suitable to the area.

Paul had a number of fruit trees on his property, including several lemon trees. He says the best way to grow lemons is the traditional and natural way. He also said a lemon tree requires nothing more than ‘natural fertilisation’ and watering. This provides the lemons with the adequate nutrients to produce a great crop all year round.

Paul suggested that the best way to highlight a lemon’s flavour is to contrast its bitterness with generous amounts of sugar and cream.
Game Terrine Justification

The game terrine works with Paringa's menu in a variety of ways. First is the use of duck eggs as a binding ingredient. There are a number of ducks free-ranging the vineyard and produce eggs almost daily. These eggs can and should be used in Paringa's kitchen and this dish is one of many that can do that.

Another ingredient used is red wine. The wine used in the dish, was that of Paringa's and is a cheap, local way of not only enhancing the flavour and texture, but a way of promoting the wines. The fresh herbs used in the dish can be from a small herb garden outside the kitchen. This is a renewable and inexpensive ingredient and adds a fresh layer to the terrine. This means that the herbs used will always be seasonal as they could be utilised from a natural garden.

The meats chosen for the terrine were chosen in conjunction with the original menu. Each meat provides a certain depth to the dish while also fitting in with the rustic style of the menu, and not over shooting by being too exotic. There is already a terrine dish existing on the Paringa menu, being a quail terrine this new fresh terrine incorporates a variety of different game meats and offers a special Paringa dish. The original menu includes duck, which is present in the terrine; this ensures there is a customer base for the duck while also having a fresh supply of the meat.

The terrine was chosen over the jelly and pate for a number of reasons. The jelly would require the preparation process of the actual dish, while also needing the bear ham which would need to be made from scratch. This is a great deal of time that could be spent for other dishes and therefore was not appropriate for the menu. The pate is a very simple dish, and would not have been suitable for the menu unless paired with another food. The game terrine incorporates a variety of game, while also using some of Paringa Estate's resources such as the duck, wine and herbs.
Significant Equipment:

Terrine dish: Although it can be used for other foods, terrine dishes are used for the cooking and containment of terrines. Usually ceramic, terrine dishes come in the glass form and through the cooking process, is placed in a water basin in the oven. As these dishes need to provide structure for the food, they are strong and sturdy, while also conducting heat which can brown the terrine.

Meat slicer: Being a very dangerous piece of equipment, it is important to use with care and using the instructions. Mainly plastic, the slicer has a plug in electric energy source, while also holding the sharp metal blade used for the meat. The width of the slicer is adjustable to change the thickness of the meat sliced. As there are a number of parts to the slicer it is important that the whole machine is wiped down, especially the blade so that bacteria does not spread to other foods.

Significant processes:

Frying: A very popular cooking method across the world, frying is the process where a small amount of fat is heated in a pan, with the food then placed in the fat, browning and cooking the food. This is a dry method of cooking as only a small amount of oil is added to the pan. This is a much healthier alternative to other methods such as deep frying which require the food to be completely covered in fat. This is a very quick method of cooking and usually ends up with a much crispier browned product.

Baking: Another dry method of cookery, baking dries the exposed food, and is a way to brown types of dishes such as the terrine. This process uses the oven, with the heat acting by convection. As this method is usually a longer process than frying, it is commonly used for large cuts of meat (such as leg of lamb) or large dishes (like pies or quiches) for extended periods of time.

Boning: This is the process of removing all of the meat, skin and fat from the carcass or joint. The product you end up with is a piece of meat without bones, from which a number of different cooking methods can be applied. Boning is most commonly used with meats such as lamb leg, from which people end up with something that can be cooked whole, and easily sliced.

(http://www.suffic.org/page/en/tzapid/nutritional-value-liver/)

(okchef.co.uk)
CAMERON TAYLOR

Are you Game?
Food and Technology
School-assessed Task
Check list for students

This check list can be used when students are developing their School-assessed Task. The following need to be documented in the design folio or shown in the product (set of food items), or included in the evaluation.

Design brief

Should:

- be based on a context or scenario
- identify a situation, need or occasion
- be open-ended, rather than providing a solution
- be well structured (headings can be used to organise the information)
- be concise (use carefully selected wording)
- provide an opportunity for the development of several food items including some (3) that could be preserved, and include ‘complex processes’.

The design brief specifications include...

- aspects that need to be ‘considered’ (are flexible)
- aspects that will ‘constrain’ (must be adhered to).

Note: colour coding or highlighting words in the design brief can help to keep a focus through the design process on what’s required.

Evaluation criteria

The design brief and specifications are used to develop evaluation criteria. In addition evaluation criteria:

- should be written as questions
- should elicit a descriptive response, not just a ‘yes’ or ‘no’
- could also include questions about how efficiently and effectively the student worked and how closely the production plan was followed.

Design plan

- Show the development of ideas – use graphic organisers such as concept mapping.
- Draw on research (see below).
- Document decisions.
- Select and justify five to eight food items that will comprise the product, making connections back to the design brief/specifications.
- Identify two of the food items that will be produced with two similar commercially available foods.
- Students have an opportunity here to be creative.

Research

- Relevant research to the design problem must be undertaken (research topics are usually suggested by the specifications in the design brief).
- The impact of the research should be evident in the development of design ideas and options.
- Sources used in the research must be acknowledged.

Production plan/timelines

- Develop an overall timeline to show how the product will be developed within the time available – this is forward planning, so should be completed before commencing production.
- Individual food item production plans – should not just be the method taken from a recipe.
- Should describe the preparation and processing techniques to be used (including at least four complex processes in the overall product).

Estimate the time it will take to complete the various processes.

- Students should demonstrate their knowledge of the ingredients, (properties and role key food components) tools, equipment, and processes to be used.
- Demonstrate relevant safety and hygiene requirements associated with the production of the product.

The product

Assessment criteria 4, 5, 6 & 7 are assessed through making the set of food items (the product). However theoretical knowledge documented in the folio should be evident in practical work including demonstrating:

- understanding of preparation and processing techniques
- understanding of ‘the properties of ingredients’ and how to maximise their qualities when making and presenting the food items
- knowledge of the use of tools and equipment
- knowledge of relevant safety and hygiene requirements (this is also demonstrated in your planning).

Production of the food items

- Use a range of processes including at least four that are ‘complex’ (this should have been determined in the planning stage).
- Use a range of appropriate tools, equipment and machines to carry out processes in a skilful manner.
- Observe relevant safety and hygiene requirements (teachers will record this).
- Aim to attractively present the food items.
Organisational ability is also very important when doing practical work. Refer to earlier planning to ensure you are on track, or whether you need to make changes.

**Recording production**
- Record the food items made during production using a digital camera and written notes: these can be included in the folio and used in the evaluation report.
- Record decisions and modifications made to the individual food items/production activities (including changes to selection of tools and equipment, order of production activities etc) which are different from your original design/planning.

**Evaluation**
- Discuss and make judgements about the finished product using the evaluation criteria established from the design brief/specifications. (Note: refer to food items in the discussion, but don’t evaluate each food item that comprises the product.)
- Discuss how the product was tested (and the results of that testing) and how you came to a conclusion in relation to the evaluation criteria in the discussion.
- Discuss and make judgements about the effectiveness of the planning to make the product and its impact and effect, on making the product.
Include reference to any record kept of production work and noted modifications.
- Refer to previously established timelines, expected outcomes of production work and the suitability of selected preparation and processing techniques tools and equipment and how well safe and hygienic work practices were observed.

**Commercial comparisons**
- Two food items (that comprise the product) are used in the comparison.
- Tests will be used in the comparisons.
- Compare each food item (made by student) with a similar commercially available food item.
- Use a table for the comparison.
- Show clearly the aspects being compared and describe how they compare (refer to sensory, physical and chemical properties). Use appropriate terminology.
- Draw conclusions – which is best, or more appropriate and why?