



2012 VCE VET Hospitality (Kitchen Operations) GA 2: Written examination

GENERAL COMMENTS

The 2012 VCE VET Hospitality (Kitchen Operations) examination was based on the following units of competency.

- SITHCCC006A Prepare appetisers and salads
- SITHCCC008A Prepare stocks, soups and sauces
- SITHCCC009A Prepare vegetables, fruit, eggs and farinaceous dishes

It was pleasing to see an improvement in how students responded to the short-answer question in Section B. Rather than providing one- or two-word answers, many students provided appropriate detail in their responses. Students are encouraged to take note of the mark(s) allocated to each question and the answer space provided.

As mentioned in previous reports, it is vital that students are well prepared for the examination. Practising with past examination papers is only one aspect of examination preparation. Students must read the current examination question and respond to it rather than provide a response that relates to a question on a previous examination.

Students should be encouraged to make good use of reading time. It may assist students to answer questions they are confident about first and leave more difficult questions until later.

It is vital that trainers have a clear understanding of the training package.

It is important that students have access to a variety of resources, and that there is an adequate practical and theoretical component in delivery of this program.

SPECIFIC INFORMATION

Section A – Multiple-choice questions

The table below indicates the percentage of students who chose each option. The correct answer is indicated by shading.

Question	% A	% B	% C	% D	% No answer	Comments
1	12	6	72	10	0	
2	17	50	26	7	0	
3	95	5	0	0	0	
4	17	45	32	6	0	
5	67	4	11	18	0	
6	30	2	46	22	0	
7	3	34	15	48	0	
8	63	17	9	12	0	
9	6	6	1	87	0	
10	10	27	13	50	0	
11	58	14	8	20	0	
12	5	2	2	91	0	
13	22	17	31	30	1	
14	4	78	9	9	0	
15	8	8	68	16	0	
16	89	2	4	5	0	
17	3	2	85	10	0	
18	8	76	3	13	0	
19	28	42	19	11	0	
20	90	2	0	8	0	
21	44	12	39	6	0	The correct answer should have used the French spelling: <i>napper</i> . Option C (pouring) was also accepted as being correct.
22	4	4	1	92	0	

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Question	% A	% B	% C	% D	% No answer	Comments
23	37	32	5	25	0	
24	11	36	49	4	0	
25	1	1	96	2	0	

Section B

Question 1

Marks	0	1	2	3	Average
%	11	21	36	32	1.9

The following components (main ingredients) were accepted to achieve a completed pesto.

- olive oil/extra virgin olive oil/virgin olive oil/oil
- pine nuts/nuts (peanuts were not accepted)
- flavouring agents, such as garlic, lemon juice, salt, pepper, seasoning, anchovies

Question 2

Marks	0	1	2	3	Average
%	1	17	54	28	2.1

Pesto, balsamic reduction, capsicum coulis

It was pleasing to see that, overall, students answered this question well.

Question 3

Marks	0	1	2	3	4	Average
%	6	8	16	26	44	3.0

The key words in this question were 'presenting finger food'. One-word responses were not awarded marks.

Suggested responses include the following.

- all food facing the same direction
- groups/lines of the same type of food
- do not overflow/crowd
- garnish represents or matches the food served
- condiments to match the food if needed
- attractive to the eye/appealing/stimulates the appetite
- dish shape/size is appropriate for the food served
- food should be served at the appropriate temperature/warm or hot food on a warm or hot plate, cold food on a cold plate
- ways for the customer to handle and eat the food (i.e. napkin, fork or skewer)
- food stays whole, does not fall apart/can be eaten without mess
- no chips/cracks/marks on clean plates/platters

Question 4

Marks	0	1	2	3	4	5	Average
%	14	5	9	17	33	22	3.2

It was disappointing that some students answered poorly and, in many instances, did not appear to know what potato gnocchi is. It is strongly suggested that students become familiar with such fundamentals of cookery.

There were different ways of responding to this question. However, responses needed to demonstrate a clear understanding of how to achieve the final product.

- Cook the potatoes by steaming/boiling/baking in their skins until they are just cooked through. Do not overcook or make soggy.
- Dry the potatoes by draining or in an oven for a short period. Do not dry them so much that they form a skin.

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- Pass through a ricer, sieve or mouli to mash the potatoes finely without over-mixing, which will cause the mash to become glutinous/sticky. (If cooked properly, the potatoes should be easily mashed smooth with no starchy lumps.)
- Season to taste – too much seasoning can draw out moisture and cause the mash to become sticky.
- Mix only enough flour to combine the gnocchi. Too much flour will make the gnocchi tough.
- Mix until combined. Do not over-knead as the dough will become elastic and tough.
- Place the gnocchi in boiling water. They will rise and once they do, cook for 30 seconds to ensure they are cooked through. If not they are not fully cooked, the starch in the centre will become sticky.

The following is an example of a good response.

Boil/steam potatoes until soft. Do not overcook or there will be too much water and more flour will be needed. Pass through ricer or mash. Combine with egg and flour gently. Do not over work dough as it will become tough. Cook in boiling water.

Question 5

Marks	0	1	2	3	4	Average
%	1	2	4	10	83	3.7

Students responded well to this question.

Cool room		Dry store	
banana chips		fresh strawberries	
cooked rice	✓	eggs in shell	✓
unwashed potatoes		whole sweet potatoes	✓
cut watermelons	✓	uncooked polenta	✓
unpeeled onions		peeled pumpkin	
packet pasta		cooked mushrooms	

‘Eggs in shell’ was accepted for the dry store although storing them there for anything but short term (for example, same day) is not recommended.

Question 6a.

Marks	0	1	Average
%	33	67	0.7

Students were required to match the accompaniments on the right with the numbered dishes on the left.

- | | |
|------------------|-----------------|
| 1. croutons | 4. poached eggs |
| 2. couscous | 3. sandwiches |
| 3. pommes frites | 1. soup |
| 4. asparagus | 2. braised lamb |

Students appeared to have difficulty gaining full marks for Question 6 as they lacked sound knowledge of the items provided. Students are advised to become familiar with a wide range of culinary terms.

Question 6b.

Marks	0	1	Average
%	18	82	0.8

Asparagus

Question 6c.

Marks	0	1	2	Average
%	11	34	55	1.5

- cost
- quality/nutrition
- volume
- availability

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Question 7

Marks	0	1	2	3	Average
%	2	10	25	63	2.5

'Preparation' was the key word. Students were allocated marks for discussing assembly, cutting and positioning. Marks were not allocated where students' responses focused on damage and nutrition.

Suitable responses included the following.

- shape/size – easy to handle/eat, fruit that will hold together
- sharp/clean cuts
- colour blocks
- seasonal produce – fresh/ripe fruit
- washed and skin removed or easily removed
- high, central presentation
- fruit carvings and visual displays
- fruit not left out too long, leading to discolouration/oxygenation

Question 8

Marks	0	1	2	3	Average
%	4	27	38	31	2.0

- chicken won tons
- shiitake mushrooms
- coriander

This question asked students to identify the garnishes for a Thai chicken broth. Some responses showed lack of knowledge.

Question 9

Marks	0	1	2	3	4	Average
%	12	16	26	26	20	2.3

Poached: Whole egg, no shell, is cooked in acidulated water until the white sets and the yolk is still runny/egg is cracked into simmering water

Hard boiled: Egg in shell is boiled in water until the white and yolk both set – 10 minutes

Scrambled: Beaten eggs and a liquid such as milk/cream are cooked while stirred until set firm but wet/baveuse

Sunny side up: Egg is fried with a runny yolk and set white

Eggs and their preparation are an integral component of the unit of competency and it was disappointing that many students did not gain full marks for this question. Students must be familiar with such basics of cookery.

Question 10

Marks	0	1	2	3	4	Average
%	53	16	12	11	7	1.0

- Coat and warm rice in oil to keep the grains separate
- Add hot stock to the rice to start the cooking process immediately, using one part rice to 1¼–1½ parts liquid/stock.
- Using the absorption method, bring the rice to the boil and lower the heat to a simmer.
- Place in an oven on moderate heat or on a stovetop at low heat, covered with a tight-fitting lid/cartouche.
- Rest in the pot with the lid on for at least half of the time that it took to cook.
- Add butter, then combine by forking and fluffing the grains.

Many students had difficulty with this question. As mentioned earlier, it is expected that students would be familiar with rice pilaf, another fundamental of cookery.

Students need to read the question properly. Responses that were not developed did not gain marks.

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Question 11a.

Marks	0	1	Average
%	74	26	0.3

Minced raw meat, egg whites, stock

Question 11b.

Marks	0	1	2	Average
%	64	13	23	0.6

Students appeared to have difficulty developing their responses to this question. In many instances, students referred to a raft without any explanation of what it was, how to make it or what its purpose was. Where responses referred to the production of a stock, no marks were awarded. Students needed to describe how to make a stock.

Accepted responses included the following.

- Mix the meat, vegetables, a little water/stock, egg whites to form a paste.
- Hot/cold stock has raft mix whisked into it.
- Bring stock to a simmer, then turn down to a low simmer.
- Strain stock from raft gently without breaking up raft.

The following is an example of a high-scoring response.

Cut vegetables mirepoix (same size), combine with mince, eggwhite. Fill pot with cold water, mix the ingredients through liquid and bring to the boil, then simmer do not stir and let the raft form. After 2-4 hours strain liquid through a muslin.

Question 12

Marks	0	1	2	3	4	Average
%	5	7	17	28	43	3.0

Overall, students responded well to this question. Students are encouraged to expand on their answers to gain full marks.

Responses included the following.

- Pour into smaller/shallow containers.
- Label all containers.
- Use an ice bath/blast chiller to cool the soup fast, stirring regularly.
- Use a cartouche or surface covering.
- Follow the two- to four-hour rule. Put the soup in a cool room once it is below 21 °C.
- In the cool room, ensure there is space around the containers for circulation.
- Freeze the soup if required once below 5 °C.

The following is an example of a high-scoring response.

With assistance remove soup from heat. Evenly portion soup in to small containers, clearly labelled with the name and date of production. Use a blast chiller to cool down soup's temperature. Store in cool environment e.g. cool room, freezer.

Question 13

Marks	0	1	2	3	4	Average
%	4	24	37	18	17	2.2

In order to gain full marks for this question, students needed to demonstrate their understanding with examples and explanations.

Suitable responses included the following.

- when cut vegetables are left to soak in water
- when vegetables are cooked at too high a heat/when cooked with a lid
- inappropriate cooking methods, such as boiling, frying, roasting
- when vegetables are cooked for too long/overcooked/not refreshed
- when vegetables are mishandled/damaged
- stored at incorrect temperature

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- bruising and mould
- removal of skin or excess product

Question 14

Marks	0	1	2	3	Average
%	2	10	32	55	2.4

- vegetable curry: yoghurt sauce
- vegetable pastie: tomato chutney
- tempura vegetables: sweet chilli

Question 15

Marks	0	1	Average
%	9	91	0.9

- chowder: bisque
- pumpkin and sage: puree
- consommé: clear

Question 16a.

Marks	0	1	2	Average
%	14	33	53	1.4

A variety of responses were accepted as long as they resulted in a completed product. Strong responses included 'Check the consistency, season' and 'Garnish with parsley and serve hot in a bowl' in the final two positions. In some instances, students appeared not to have a clear understanding of velouté.

Below is one suggested response.

Method

Add cream	6
Make velouté	3
Poach chicken	4
Check the consistency, season	7
Heat stock	1
Add finely diced chicken pieces	5
Cook blond roux and cool	2
Garnish with parsley and serve hot in a bowl	8

Question 16b.

Marks	0	1	2	3	Average
%	2	14	49	35	2.2

Students needed to identify considerations that are relevant to the recipe above.

- cleanliness of workspace/equipment/uniform, personal hygiene, washed hands
- cross contamination from chicken/tasting spoon/chopping board
- time in danger zone for ingredients
- products within use-by dates
- soup to be served at the correct temperature
- chicken must be cooked through

Question 17

Marks	0	1	2	3	4	5	6	7	Average
%	7	12	24	24	16	10	5	2	2.9

This was an extended-answer question with an allocation of seven marks, giving students the opportunity to develop their responses. Consequently, one- or two-word responses scored poorly. Teachers are advised to help students identify such questions. Overall, this question presented difficulties for students.

A variety of responses was accepted. Suggested responses included the following.

- health and safety risks

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- Holding the warm, emulsified sauce around 37 °C puts it in the temperature danger zone.
- Use the sauce for only one service period of less than four hours./Bacteria can build up, so make enough for only a service period.
- Use a cartouche to prevent skin from forming and debris from falling into the product.
- waste minimisation
 - Produce only the amount needed to prevent waste.
- food quality
 - It can split if overheated or not mixed.
 - It can solidify if allowed to cool.
 - Product can go off and should be thrown out if it does.
 - It can form a skin, which changes the consistency of the sauce i.e. oily, lumpy. The taste will be inferior.
 - Do not re-heat as it will change consistency and split the product.

Hollandaise and bearnaise sauces continue to confuse students. It is highly recommended that teachers help students distinguish between the two. Both practical and theoretical experience are advised. In some instances, students referred to bearnaise and no marks were awarded.

Question 18

Marks	0	1	2	3	4	5	6	Average
%	4	10	21	30	19	9	6	3.0

In many instances, students responded well. Strong responses included some of the following points.

- fresh/ripe ingredients, free of contaminants
- prepared just as needed
- seasonal produce
- less oil and salt
- do not cook or only partially cook vegetables to retain nutrients
- where possible, ensure inclusion of fibre, vitamins and minerals
- vegetables are crisp to ensure high water content
- inclusion of green leafy vegetables/herbs, nuts or proteins, starches
- vibrantly coloured vegetables are high in nutrients

Question 19a.

Marks	0	1	2	3	Average
%	5	5	1	88	2.7

The correct responses were as follows.

starch dish	<i>garlic mash</i>
vegetable dish	<i>wilted spinach</i>
egg-based sauce	<i>bearnaise sauce</i>

Question 19b.

Marks	0	1	2	3	4	5	Average
%	74	8	5	5	4	4	0.7

- Clarify the butter over a double boiler/bain-marie, not over heat.
- Reduce the vinegar to infuse with bay leaves, peppercorns, tarragon stems, shallots.
- Strain the vinegar infusion to remove solids.
- Add a small amount of water to increase the liquid volume without increasing acidity.
- Add egg yolks and combine. Whisk to form a sabayon (figure 8) over a double boiler/bain-marie.
- Take off the heat and whisk in warm clarified butter in a warm area until fully combined.
- Adjust the consistency with lemon juice/hot water. Season to taste and add chopped tarragon.

Many students scored poorly on this question. It is vital that students can confidently answer questions about classic sauces, such as hollandaise and bearnaise.

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Question 20

Marks	0	1	2	3	Average
%	4	3	18	75	2.7

- Prepare marinade.
- Soak skewers in water.
- Cut chicken into bite-sized pieces or strips.
- Marinate chicken before/after skewering.
- Make peanut sauce.
- Prepare garnish.
- Select crockery and service tools.

Students responded well to this question, with many students receiving full marks.

Question 21

Marks	0	1	2	Average
%	11	41	48	1.4

Where students provided two examples, they generally scored full marks. Responses included the following.

- Use standard portioning equipment, such as a cutter, mould, scoop, mandolin.
- Use a standard recipe card and weigh to portion.
- Keep the first item made to use as a visual guide.
- Use photos/drawings.
- Undertake training.
- Same-sized raw product used for portioning.

Question 22

Marks	0	1	2	Average
%	11	27	62	1.5

This question required students to think about storage for a function the next day.

- between 0–4 °C
- in the cool room/fridge, on the top or middle shelf
- wrapped airtight
- labelled for easy identification of product and portion amounts

Where students referred to freezing, they were not awarded marks.

Question 23

Marks	0	1	2	3	Average
%	42	24	19	15	1.1

- Caesar: romaine/cos lettuce, parmesan, croutons, eggs, bacon, mayonnaise-based lemon dressing, anchovies and parmesan dressing.
- Greek: cos/mesclun lettuce, fetta, tomatoes, olives, onions, cucumbers, lemon and olive oil dressing/vinaigrette.
- French: mixed lettuce/mesclun, vinaigrette (three parts oil to one part vinegar and seasoning), optional tomatoes, cucumber and onion.

It was evident that students still cannot identify salads. Many students seemed unfamiliar with the major components of the salads, which was disappointing.

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Question 24a.

Marks	0	1	Average
%	52	48	0.5



sage



fennel

In many instances, students scored poorly as they could not identify the products.

Question 24b.

Marks	0	1	2	Average
%	21	39	40	1.2

Students needed to demonstrate that they had an understanding of how both of these products should be stored.

- sage: in an airtight container/wrapped in a damp paper towel/stored in a plastic bag/kept in the refrigerator/kept in an open container at room temperature with stems in water
- fennel: trim excess leaves/stems and refrigerate/wrap in damp cloth and store in humid area/if cut, place in acidulated water

Question 24c.

Marks	0	1	2	Average
%	8	23	69	1.6

- sage: colour – brown to black leaves, mould, shrinkage
- fennel: colour – brown, wrinkled skin, mould, shrinkage

Question 25

Marks	0	1	2	Average
%	35	32	33	1.0

Many responses referred to soups in general or stocks. Consequently, this question was answered poorly as most students thought of a broth as a stock, not as a soup.

A suggested response that gained full marks was: A clear liquid-based soup with extra solid ingredients, vegetarian- or meat-based (e.g. minestrone, chicken noodle soup, won ton soup, laksa).