

2014 VCE VET Hospitality (Kitchen Operations) GA 2: Examination

GENERAL COMMENTS

The 2014 VCE VET Hospitality (Kitchen Operations) examination was based on the following units of competency.

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

The 2014 VCE VET Hospitality (Kitchen Operations) examination offered students the opportunity to demonstrate their knowledge, and students demonstrated great confidence. Where students expanded on their responses, they performed well; the extra detail assisted them with developing the strength and quality of their response.

It was very clear that many students had not practised enough using past examination papers. This type of practice provides invaluable insight into how the final end-of-year exam is structured, and it gives students the experience of completing an end-of-year examination in the required timeframe. It also helps students to deconstruct questions: what is it that the question is asking? How much detail is required?

Mark allocations and the amount of space provided in the exam paper help direct students regarding the detail and length required for their response.

Given the practical nature of this subject, students are actively encouraged to refer to their practical experience, gained in both structured workplace learning situations and in practical cooking classes. This process of reflection can mean the difference between a high-scoring or low-scoring response.

Students and teachers/trainers should note that 2014 was the last year of this version of the VCE VET Hospitality (Kitchen Operations) program. From 2015, the examination will be based on Units 3 and 4 of the VCE VET Hospitality (Kitchen Operations) program sourced from the SIT12 training package.

SPECIFIC INFORMATION

This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

The statistics in this report may be subject to rounding resulting in a total more or less than 100 per cent.

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
1	4	10	72	14	0
2	83	12	1	4	0
3	3	51	7	38	1
4	18	24	11	47	0
5	42	15	32	11	0
6	15	63	10	12	1
7	68	18	6	8	0
8	7	34	2	57	0
9	74	15	8	3	0
10	12	17	68	3	1
11	14	79	4	4	0
12	3	13	77	6	0
13	16	51	18	15	0
14	1	10	72	17	0
15	10	21	30	39	0
16	90	7	1	2	0
17	1	1	4	94	0
18	1	1	3	95	0

2014 Examination Report

Question	% A	% B	% C	% D	% No Answer
19	31	46	20	4	0
20	9	85	5	1	0
21	13	10	71	6	0
22	10	66	9	14	1
23	6	2	51	41	0
24	6	37	20	37	0
25	2	0	97	1	0

Section B

Question 1

Marks	0	1	2	3	Average
%	5	16	42	37	2.2

Suitable responses included (any three of):

- croutons
- breadcrumbs
- stuffing
- summer pudding
- French toast
- bread-and-butter pudding
- bread sauce.

Students did not read this question carefully, with many providing 'toast' as a response.

Question 2

Marks	0	1	2	Average
%	54	38	8	0.6

Fruits and vegetables	Season (winter, autumn, summer or spring)
<i>asparagus</i>	summer/spring
<i>swede</i>	winter
<i>mandarin</i>	autumn/winter
<i>cherries</i>	summer

Question 3

Marks	0	1	2	3	4	Average
%	13	24	34	24	6	1.9

Suitable responses included (any four of):

- height of items, using appropriate dishes/containers, or raising the height with food (for example, lettuces)
- not overcrowding items
- easy to handle and eat, no inedible spices (bay leaves, cloves, seeds, etc.)
- using clean, sharp cuts or even thickness
- colour arrangement; attractive to the eye
- textural range
- not bleeding into other vegetables; not leaching liquid
- the cleanliness of service ware.

Some students gave responses that detailed the preparation or cooking of ingredients but this was not appropriate.

2014 Examination Report

Question 4a.

Marks	0	1	Average
%	79	21	0.2

soak the chickpeas in water

Question 4b.

Marks	0	1	2	Average
%	31	41	28	1

High-scoring responses included reference to 'boiling' as the cooking method and that the chickpeas were pureed. Often students alluded to the type of cooking equipment, such as food processor, sieve or stick blender. Students needed to indicate the ingredients that made hummus (chickpeas, garlic, tahini, lemon juice, olive oil and seasoning) and marks were awarded for this knowledge.

Question 5a.

Marks	0	1	Average
%	39	61	0.6

The colour of the roux depends on the degree/amount of cooking time, the type of fat used and the sauce in which it is to be used.

Question 5b.

Marks	0	1	2	3	Average
%	28	27	19	25	1.5

- white roux: bechamel sauce
- blond roux: velouté
- brown roux: demi-glace

'Gravy' was not an acceptable response for a brown roux.

Question 6

Marks	0	1	2	3	Average
%	4	32	36	28	1.9

- grilled whiting: pommes frites
- schnitzel: spätzle
- lamb stew: mashed potato

No marks were awarded when all boxes were ticked.

Question 7

Marks	0	1	2	3	Average
%	52	19	19	10	0.9

Responses needed to include that the quinoa was rinsed well and then cooked (boiled, steamed or using the absorption method) in a saucepan with at least twice the amount of water as quinoa. The temperature should be turned down and simmered for 12 to 15 minutes. The quinoa needed to be tender, not broken/al dente.

Students who were familiar with current industry trends answered well; those who were not familiar with quinoa as an ingredient scored poorly.

Question 8a.

Marks	0	1	Average
%	59	41	0.4

chiffonnade

Many students did not demonstrate sound knowledge of the basics of precision cuts.

2014 Examination Report

Question 8b.

Marks	0	1	2	Average
%	59	9	32	0.8

tomato salsa

Explanation: because the others contain oil and fats in large amounts

Although many students clearly indicated the correct response 'tomato salsa', not all of these gained full marks, as they did not provide a suitable explanation.

Question 8c.

Marks	0	1	2	Average
%	13	42	45	1.4

Use a bowl, plate, glass cup or lettuce cup. Place lettuce/carrot then place prawns, dress with sauce and garnish. Serve sauce on the side.

Responses needed to include the use of a bowl, plate, glass cup or lettuce cup. Students also needed to indicate how the ingredients were assembled, dressed and garnished.

Question 8d.

Marks	0	1	Average
%	45	55	0.6

A typical acceptable response was:

- 1: shell and devein prawns
- 7: plate salad
- 4: wash lettuce
- 5: prepare lettuce and carrots
- 3: refresh prawns
- 6: make sauce
- 2: poach prawns

Where students did not have 'plate salad' numbered as the final step, full marks could not be awarded.

Question 8e.

Marks	0	1	2	3	Average
%	22	26	24	28	1.6

- 'Plate salad' needed to be the final step as all prep must be complete.
- 'Poach prawns' needed to be before 'refresh prawns' to ensure they are cooled quickly to retain quality and prevent overcooking.
- 'Refresh prawns' must be done early so that they cool before serving.
- Lettuce must be washed early to allow time to dry.
- 'Wash lettuce' needed to be before 'prepare lettuce and carrots' so that it is dry enough to handle.
- 'Shell and devein prawns' could have been done either before or after cooking and refreshing but needed to be done in a group to save on multiple clean-ups.
- The sauce could have been made at any stage as it can be stored easily.

Students needed to explain their reasoning for the workflow in Question 8d. and provide detail as to why they chose the order that they did. A variety of responses were accepted.

Question 9

Marks	0	1	2	3	4	5	Average
%	22	30	23	15	8	2	1.7

The following are examples of suitable responses.

2014 Examination Report

Item	Served cold, warm or hot?	Suitable accompaniment
<i>smoked salmon blinis</i>	cold or cold/warm	dill/crème fraîche/sour cream/cream cheese
<i>Peking duck pancakes</i>	warm/cold or warm/hot	hoisin sauce/cucumber/spring onion
<i>Indian chicken samosas</i>	hot/warm	minted yoghurt/coriander/raita
<i>Vietnamese prawn rice-paper rolls</i>	cold or cold/warm	sweet chilli/lime/chilli dipping sauce
<i>Asian beef skewers</i>	hot or hot/warm	satay (peanut) sauce/honey and soy sauce

Question 10

Marks	0	1	2	3	Average
%	11	21	38	31	1.9

- Preparation: peel away the leaves and fibres, trim the ends
- Cooking method: roast, barbecue, bake, boil, grill, steam, husk on or off
- Serve: drain, brush liberally with butter/flavours

High-scoring responses provided information for the preparation, cooking method and serving of the corn on the cob for 30 people.

Question 11

Marks	0	1	Average
%	89	11	0.1

cooking gently/cooking partially/lightly cooking the whole egg

Students gained full marks if they were familiar with this culinary terminology.

Question 12

Marks	0	1	2	Average
%	38	54	9	0.7

- The eggs need to be cooked for the correct amount of time, not overcooked – correct time for size.
- Refresh the eggs after cooking to stop the cooking process.

Question 13

Marks	0	1	2	3	4	Average
%	39	37	19	5	1	0.9

Acceptable responses included:

- julienne: a precision cut/matchsticks
- ricer: a piece of equipment to pass potatoes through so you can mash without lumps
- wild rice: an aquatic grass
- sebago: a type of potato

Overall, this question was not answered well.

Question 14

Marks	0	1	2	3	4	5	Average
%	2	11	37	36	12	3	2.6

Hygienic considerations included (any five of):

- use hotplates for hot items/cooking of ingredients for sandwich fillings
- no spills, cracks, marks or chips on plates
- have vegetables washed and all spreads, fillings and garnishes prepared before starting to make sandwiches
- avoid cross-contamination when assembling or using equipment
- label coverings and date products
- do not leave food in the danger zone
- check use-by dates
- clean, dry and sanitise workspace, benches, utensils and equipment.

2014 Examination Report

Question 15

Marks	0	1	2	3	4	Average
%	31	27	23	13	7	1.4

Suitable responses included:

- cold water start
- roast or sauté the bones and mirepoix to brown
- use bouquet garni
- deglaze roasting container/tray
- skim scum/*écume*
- use specific ingredients to add flavour (for example, tomato paste)
- reduce liquid and then strain
- cook for the correct length of time: 6–8 hours
- do not burn ingredients, which makes the stock bitter, fatty or cloudy
- do not boil the stock
- use the correct ratio of ingredients: 10 parts water, 5 parts bones, 1–2 parts vegetables/mirepoix.

Question 16

Marks	0	1	2	Average
%	39	41	20	0.8

Name: globe artichoke

Method of preparation: Remove the outer leaves and spiky ends (top), peel the stem (base), remove any large beards (internal stamen) and place in acidulated water until you need to cook it.

Many students named the vegetable but did not complete the method of preparation.

Question 17

Marks	0	1	2	Average
%	14	17	69	1.6

For full marks, students needed to give the four responses below; however, other combinations were possible.

Sauce	Vegetable
<i>mornay</i>	C. cauliflower
<i>garlic and soy</i>	D. bok choy
<i>hollandaise</i>	A. steamed asparagus
<i>honey mustard</i>	B. roasted carrots

Overall, students responded well to this question.

Question 18

Marks	0	1	2	Average
%	7	29	64	1.6

Utensils and equipment included tongs, napkins, dipping sauce bowl, paper to absorb oil, paper doilies/towels or napkins and a spider.

The majority of responses were high-scoring. Where students gave recipes or discussed how items were to be cooked, no marks were awarded.

Question 19

Marks	0	1	2	Average
%	11	39	50	1.4

Suitable responses included the following.

- to save money
- to prevent waste
- to improve sustainability

2014 Examination Report

Question 20

Marks	0	1	2	3	4	Average
%	2	7	27	35	28	2.8

Suitable responses included the following.

- Chopping board needing to be secure with a damp cloth or paper towel underneath it.
- Knife should be stored clean and sharp to prevent accidents.
- Raw ingredients should be separated to avoid cross-contamination.
- Prepare ingredients separately; dirty vegetables should be washed and drained before bringing them to the work station.
- Containers should be collected for each food item, useable scraps, waste and trimmings.
- Workplace equipment should be cleaned and sanitised prior to and after use.
- Use appropriate utensils for given tasks.
- Practise personal hygiene/wear the correct uniform/wear personal protective equipment.

To gain full marks, students needed to provide detail in their responses. Students should be reminded to draw on their practical cooking experiences in class throughout the year to reinforce their practical knowledge. All of this learned knowledge is examinable in the end-of-year examination.

Question 21

Marks	0	1	2	3	4	Average
%	10	12	37	29	12	2.2

Appetiser	Key filling	Cooking method
<i>sausage roll</i>	sausage meat/mince beef	bake
<i>goujons</i>	fish/chicken	deep-fry/shallow-fry
<i>mini quiches</i>	egg	bake
<i>nori rolls</i>	rice	absorption method/steam/boil

No marks were awarded for responses that included recipes or the method of how to make the appetisers.

Question 22

Marks	0	1	2	Average
%	9	41	50	1.4

Suggested answers include (any two of) the following.

- soy products
- coconut cream
- oat cream
- nut-milk thickened sauces
- starch-thickened liquids that are creamy, such as velouté
- lactose-free cream or yoghurt
- herbs
- croutons
- vegetable crisps/dust/shavings

Question 23

Marks	0	1	2	Average
%	19	42	39	1.2

Croutons

Replacement: bread, crisp pastry, flatbread, nuts, vegetable crisps, roasted pulses

Explanation: to ensure a crisp texture; to provide fat to aid digestion

Bacon

Replacement: pancetta, prawns, chicken, salmon, other protein such as tofu

Explanation: protein to make the salad a whole meal; to add extra salt and flavour

2014 Examination Report

Question 24

Marks	0	1	2	Average
%	43	53	4	0.6

Acceptable responses were:

- safflower
- rice bran
- grapeseed.

Few students were able to gain full marks. It is not enough for students to only be familiar with the common oil varieties such as vegetable, olive and canola oils.

Question 25

Marks	0	1	2	Average
%	53	31	15	0.7

Base/mother sauce	Derivative sauce
<i>velouté</i>	B. suprême
<i>butter</i>	A. beurre noisette
<i>bearnaise</i>	D. Choron
<i>demi-glace</i>	C. bordelaise

Some students were confused about the derivatives of base/mother sauces.

Question 26

Marks	0	1	2	3	Average
%	30	44	22	4	1

Acceptable answers included (any three of) the following.

- Follow the manufacturer's instructions.
- Check the use-by dates and storage requirements.
- Taste the product before serving, making sure that it has not been over-seasoned.
- Consider individual dietary requirements (for example, gluten content).
- Consider the cost and preparation time saved.

Question 27

Marks	0	1	2	3	Average
%	5	17	42	36	2.1

Acceptable responses included (any three of) the following.

- bacterial growth/food poisoning
- change in appearance; sauce splitting
- change in consistency/texture
- change in flavour
- change in its colour/gloss

Question 28

Marks	0	1	2	3	4	5	6	Average
%	33	18	18	15	9	4	1	1.7

Suitable responses included (any six of) the following.

- correct preparation of the roux
- milk infused with onion
- using the correct equipment, not selecting aluminium or black iron pots
- ensuring a quality basic sauce, smooth creamy and rich, no lumps and straining
- use a cartouche to prevent skin from forming
- stir over low heat to prevent the sauce from burning; simmer so as not to overcook
- correct consistency and ratio of roux to milk
- season correctly, just before serving, so as not to over-season

2014 Examination Report

Students should be aware of the very basics of sauce production, as this is underpinning knowledge. Many students did not have the knowledge to describe making a quality bechamel sauce.

Question 29

Marks	0	1	2	3	4	Average
%	28	16	18	21	17	1.9

Students needed to demonstrate an understanding of choux puff preparation for the completion of blue-cheese profiteroles. The choux puffs needed to remain separate from the blue-cheese bechamel filling mixture. Students were not awarded marks where they provided an answer where the choux puffs were filled and stored, as this would have resulted in soggy blue-cheese profiteroles.

- Store filling and choux puffs separately.
- Once fully dried out, store choux puffs in storeroom at 10–21 degrees Celsius.
- Put choux puffs in a sealed container with silicone beads or underneath breathable cloth/paper in a container in moisture-free environment or in the freezer.
- Put the blue-cheese bechamel filling in a sealed, clean, labelled and dated container in the fridge.
- Use a cartouche or use plastic touching the top of the bechamel to prevent a skin forming.