

2015 VCE VET Hospitality (Kitchen Operations) examination report

General comments

The 2015 VCE VET Hospitality (Kitchen Operations) examination was based on the following five units of competency.

- SITHCCC204 Prepare vegetable, fruit, eggs and farinaceous dishes
- SITHCCC203 Prepare stocks, sauces and soups
- SITHCCC202 Prepare appetisers and salads
- SITHCCC207 Use cookery skills effectively
- SITXINV301 Purchase goods

Due to changes in the training package, this was the first year that both 'Use cookery skills effectively' and 'Purchase goods' were assessed. The VCE VET Hospitality (Kitchen Operations) examination provides students with the opportunity to demonstrate their practical knowledge in a theoretical way.

Overall, students responded well to the examination; however, some students did not always respond accurately. In many instances students used memorised responses from past examination papers where a similar concept was being assessed. While practising with past papers is vital to exam preparation, students should be reminded that each question is different and requires its own response.

Students need to be reminded that one-word responses are not satisfactory unless specifically asked for in the question. Students who do not elaborate, explain or provide a reason are unable to achieve full marks or, in some instances, any marks. It is important that the development of these skills becomes part of students' examination preparation. Students need to be encouraged to think laterally, to develop an opinion and be able to substantiate their answers; for example, with 'why', 'how' or 'what'.

It is important in this study to reflect on the experience of successful as well as less successful practical cookery classes. Students should be given many opportunities to practise, to learn from an error and to explore the reasons why a dish, menu item or stage of cookery was not successful. The development of such skills enables them to provide extra responses in the written examination.

Students should be encouraged to complete all parts of a question. Many students responded to questions with substantial and accurate information.

Reading time allows students to make a plan of how they might approach the examination paper. They should be reminded about the value of this time allocation. A good strategy is to approach the paper by first attempting the questions for which they have confidence in responding. This might then remind them of practical subject knowledge that will assist them to answer the remaining questions.

When given a scenario that required the implementation of a solution, many students demonstrated their ability to respond sequentially and logically. This is a skill required in the

industry where professionals must regularly find solutions to maintaining workplace safety, or solving a problem related to food creativity and design.

It is essential that students grasp the foundations underpinning this industry.

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	Comments
1	3	3	2	93	0	
2	20	4	3	73	0	
3	3	93	2	3	0	
4	0	55	43	1	0	
5	68	20	8	4	0	
6	1	80	12	7	0	
7	10	78	4	6	1	
8	41	2	41	15	0	
9	50	16	23	11	0	
10	47	4	48	1	0	To answer correctly, students needed knowledge of waste minimisation and the best food safety practices.
11	19	53	25	2	0	
12	7	50	16	27	0	
13	0	0	10	90	0	
14	72	21	5	2	0	
15	1	29	63	8	0	
16	15	33	43	9	0	In this question classical knowledge was being assessed and the key word was 'traditionally'.
17	42	15	9	33	0	Rice and its cookery is fundamental knowledge.
18	10	4	1	85	0	
19	31	6	20	42	0	Al dente should be terminology that students are familiar with. It is important that students are presented with a variety of culinary terminology and that they have the opportunity to become familiar it.
20	85	9	3	2	0	
21	3	3	92	1	0	

Question	% A	% B	% C	% D	% No Answer	Comments
22	37	5	38	20	0	Umami is a culinary term that students would have encountered in their practical or theoretical cookery classes.
23	14	6	65	14	0	
24	59	27	10	3	1	
25	23	61	8	8	0	

Section B

Question 1

Marks	0	1	2	Average
%	60	19	21	0.6

Suitable responses included (any two of):

- wok and Asian steaming basket/bamboo steamer
- pot(s)/saucepan with lid and strainer/colander
- combi oven
- thermomix and steaming attachment.

Question 2

Marks	0	1	2	3	4	Average
%	21	5	23	11	40	2.4

Acceptable responses included (any two of):

Component	Explanation
base	usually salad greens, the bulk of the salad/single core ingredient
body	ingredients that constitute the main part of the salad
dressing	used to flavour the salad, aid digestion, add gloss
garnish	adds colour, texture and flavour

It was important for students to address both aspects of this question. Students who did not complete both requirements were unable to score full marks. Students are reminded to read questions carefully. This question did not ask students to provide lists of ingredients. Some students were not familiar with the fundamental aspects of salads.

Question 3a.

Marks	0	1	2	3	Average
%	7	18	50	25	1.9

Overall students responded well but those who provided one-word responses were unable to gain full marks. Suitable answers included (any three of):

- box is clean and not damaged, free from signs of pests, etc.
- crisp, fresh-looking leaves/no discoloration/bright colour

- variety/good mix of lettuce types
- no smell or deterioration/mould/not slimy/check the best-before date
- clean, no excess dirt or sand
- correct size/weight against purchase order
- temperature 0–5 °C/cool room/fridge.

Question 3b.

Marks	0	1	2	Average
%	16	33	51	1.4

Students responded well and many scored full marks. One-word responses were not accepted. Suitable responses included (any two of):

- seasonality and availability
- delivery time, where to deliver, possible payment options
- quantity available
- type and/or variety of lettuce
- size and weight of product and packaging type
- chemicals used in the washing process (for example, bleach)
- best-before date
- delivery company product number/code
- price of product
- approved and or registered HACCP supplier
- refrigerated transportation.

Question 4a.

Marks	0	1	Average
%	38	62	0.7

To gain full marks, it was essential to include washing the leek. Students were not awarded marks for providing a cooking method. Suitable responses included:

- trim off any roots, tops and tough outer leaves
- open and wash thoroughly removing dirt/grit
- slice into equal-sized slices.

Question 4b.

Marks	0	1	2	Average
%	24	30	46	1.3

To sauté, cook leeks in oil or butter in a frying pan over heat on a stove until soft, stirring while cooking and seasoning.

Many students were unable to gain full marks for this question because they did not demonstrate a sound knowledge of the process to sauté. Students Needed to address both aspects of the question.

Question 4c.

Marks	0	1	Average
%	49	51	0.5

Many students did not demonstrate a clear understanding of how to minimise waste. Suitable responses included:

- keep any leek trimmings for use in stock or an alternative recipe of choice
- cooked and/or raw leek should be covered, labelled and stored in the cool room until required
- follow the recipe instructions.

Question 5a.

Marks	0	1	2	Average
%	26	39	36	1.1

Quantity	Ingredient
375 g	burghul
15 g	mint leaves
150 g	parsley leaves
1.5	cucumbers
$\frac{3}{4}$ bunch	spring onions
3	tomatoes
135 mL	lemon juice
165 mL	olive oil
<i>one pinch</i>	salt and pepper

It was important to complete the table with respect to the measurements that were listed the original recipe.

Question 5b.

Marks	0	1	2	3	4	Average
%	83	2	2	5	9	0.6

Low-scoring responses did not demonstrate sound knowledge of the process. Many students were unfamiliar with the ingredient burghul. It was important to indicate that the burghul needed to be soaked and not cooked. Suitable responses included:

- soak the burghul in water and strain
- wash, dry and chop mint/parsley
- clean, wash and cut the spring onions
- wash, blanch, deseed and dice the tomatoes and cucumber
- make the dressing
- combine all ingredients, remembering to season.

Question 5c.

Marks	0	1	Average
%	56	44	0.5

Many responses lacked reference to both ingredients with a suitable example, one for parsley and the other for tomato. Suitable responses included:

- parsley stalks and tomato seeds may be kept and used for stock
- parsley may be used in the production of an oil, to enhance a soup or sauce
- tomato garnishes could be made from tomato skins.

Question 6


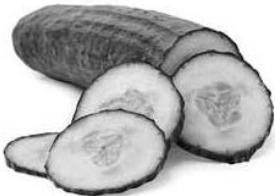


Marks	0	1	2	3	Average
%	13	23	32	32	1.9

High-scoring responses gave the following information. No marks were awarded for answers that provided a recipe for the poaching of an egg. Suitable responses included (any three of):

- add vinegar or acid to coagulate proteins
- ensure water is only simmering (indicating small bubbles)
- crack egg into a smaller dish, ensuring yolk is not broken
- deeper water gives a round egg (without flat bottom), swirl water
- use freshest, cold eggs that have stiffer/gelatinous whites
- carefully remove with a slotted spoon, not stirring the egg around
- poach for three minutes or until egg white is set and has a runny yolk.

Question 7

Marks	0	1	2	Average
%	5	93	2	1

			
kholrabi	cucumber (any type)/ dill pickle	asparagus	<ul style="list-style-type: none"> • swede • turnip • rutabaga • beetroot

Many students were unfamiliar with the vegetable items. A range of other responses were accepted for the last image.

Question 8a.

Marks	0	1	2	Average
%	29	39	32	1.1

Students are reminded to read each part of a question and to respond to each part accordingly. Unfortunately in many instances poor responses were provided due to lack of comprehension.

Students were required to outline the steps in making a successful dough. Full marks were awarded when responses included the following key pieces of information:

- make the pasta dough
- knead until smooth and elastic
- rest dough.

Question 8b.

Marks	0	1	2	3	Average
%	13	20	42	24	1.8

High-scoring responses demonstrated an understanding of the process of laminating the pasta. Suitable responses included:

- flatten dough out
- roll out dough in thicknesses/pasta machine/dough breaker/rolling pin, etc.
- laminate the pasta folding and rolling out at least 8–10 times
- roll out in succeeding thinner layers until about 1 mm or students needed to indicate that the pasta was very thin, smooth and silky, whiter and blended
- cut with a knife, wire cutting rack or pasta cutter to width required (approximately 3–6 mm wide).

Question 8c.

Marks	0	1	2	Average
%	11	32	57	1.5

Students who provided recipes of pasta sauces were unable to score full marks. Suitable responses were:

- cook in boiling (salted) water
- cook until floating, doubled in volume and al dente.

Question 8d.

Marks	0	1	Average
%	51	49	0.5

Low-scoring responses did not demonstrate knowledge of proper portioning techniques. Students needed to indicate that the pasta was going to be stored in smaller equal quantities/portions.

High-scoring responses included:

- oiled and portioned for service

- weighed into smaller individual containers
- in piles of similar size

Question 9a.

Marks	0	1	2	3	4	5	6	Average
%	73	2	9	2	5	2	7	1

Vegetable	Quantity to be ordered	Total cost
pumpkin	4 kg + (4 kg × 15%) = 4.6 kg	4.6 kg × \$4.50 = \$20.70
potatoes	1.5 kg + (1.5 kg × 5%) = 1.575 kg (1.58 kg)	1.575 × \$3.00 = \$4.73 (\$4.75)
leeks	1 kg + (1 kg × 20%) = 1.2 kg	1.2 kg × \$10.00 = \$12.00

Most students were unable to complete a costing.

Question 9b.

Marks	0	1	Average
%	29	71	0.7

A single portion of soup is $45/20 = \$2.25$

Question 9c.

Marks	0	1	2	Average
%	48	36	16	0.7

In many instances students did not read the question and were unable to gain full marks. Two examples were required. Suitable suggested responses included:

- bulk out the recipe with more potato and less pumpkin
- substitute onion for leek, using less leek
- make the soup thinner with more water.

Question 10

Marks	0	1	2	3	4	Average
%	6	13	29	33	19	2.5

Where responses were strong students were able to solve the problem of the cool room breaking down in the middle of service. They were well prepared to respond to a typical problem that could occur in a kitchen environment. However, many responses lacked depth. It is important that responses are not repeated. Acceptable actions included (any four of):

- check power supply (cord/fuse) and turn the cool room off
- make contact with a service technician
- contact food safety supervisor, chef, manager, colleagues
- shut cool room and minimise its use
- monitor temperature
- remove all food to another cool room if still in recorded safe temperature zone (esbies/buckets of ice)

- report on food safety plan, record how you dealt with and or solved the problem
- complete inventory, stocktake, insurance
- freeze any suitable items
- utilise neighbouring kitchens' cool rooms.

Question 11

Marks	0	1	2	3	Average
%	25	20	31	23	1.5

The question did not require students to provide a recipe and where they did, no marks were awarded. Students should be reminded that it is vital to read the question carefully. The quality of responses varied, suggested suitable responses included (any three of):

- invite reps and reputable suppliers to visit, search websites, make phone contact providing explanations and showing products, providing samples
- check out quality of produce at suppliers, flavour, grade, comparative analysis
- ensure price reflects food cost needed
- establish whether it's better to make the product or to purchase it, looking at cost, quality and taste
- discuss with other staff members
- check use-by dates
- check delivery conditions and times
- check price.

Question 12a.

Marks	0	1	2	3	4	Average
%	10	11	25	30	24	2.5

Overall students responded well but one-word responses were not accepted. Suitable responses included:

- turn the oven off, ensuring that it is cool and safe to handle
- follow instructions when using cleaning chemicals
- remove shelving and racks and clean them separately
- soak any hard grime areas with the use of oven cleaner (caustic)
- scrub inside panels, rinse thoroughly, clean oven door
- wipe out and clean, using soft cloth
- relight pilot
- check oven is going and heat to burn off residue.

Question 12b.

Marks	0	1	2	Average
%	5	33	62	1.6

Students responded very well. Suitable responses included (any two of):

- turn off the gas
- cool down the oven to prevent injury
- use PPE gloves, uniform, apron, mask, eye protection, etc.
- ensure correct Material Safety Data Sheets are read and understood
- manage slips, trips and falls

- follow proper manual handling procedures, and include an example such as not lifting/moving hot and heavy shelves.

Question 13a.

Marks	0	1	Average
%	68	32	0.3

This question was not answered well. A suitable response included the following information:

A purchase unit is a measure of ingredients and how the product is packed and supplied to industry ordering standards. Examples include: kilogram, box, punnet, bag, individually packed, sack.

Question 13b.

Marks	0	1	2	Average
%	42	41	17	0.8

A number of students left cells blank and therefore were unable to score highly. Suitable responses included:

Product	Purchase unit
raspberries	punnet, tray, gram, kilogram
mushrooms	gram, kilogram, box, foam tray, punnet
unwashed potatoes	kilogram, bag
avocados	individually packed, open tray, box
Vietnamese mint	bunch, deck

Question 13c.

Marks	0	1	2	3	Average
%	29	34	27	11	1.2

Students were required to give a full explanation and one-word responses were not sufficient. Suggested responses included:

Product	Packaging	Explanation
cherry tomatoes	250 g punnet	small easily damaged items if stacked, need aeration to prevent mould
onions	20 kg hessian bag	needs aeration to prevent rot, keep out of sunlight, cooler, can allow humidity, prevents sprouting
broccoli	5 kg polystyrene box	moderates temperature, retains cold when packed with ice, keeps fresh

Question 14a.

Marks	0	1	Average
%	74	26	0.3

Many students were unfamiliar with a stock syrup and were unable to explain its use in a kitchen environment. High-scoring responses included the following key information:

- a sweetening agent in dishes or poaching liquid, a base for a sauce, used to soak and impart flavour.

Question 14b.

Marks	0	1	Average
%	86	14	0.2

Most students thought this was a stock made from bones and consequently gave the incorrect information in their response. Students who gained full marks included (any two of): sugar and water one to one, 1:1, 1:2

Question 15a.

Marks	0	1	Average
%	77	23	0.3

Many students only answered part of the question. One-word responses were not accepted because they did not demonstrate a clear understanding. Suitable responses included:

- the amount of starch (short grain having more starch)
- when cooked the long grain is less sticky, short has glutinous texture
- culinary uses with examples for both types.

Question 15b.

Marks	0	1	2	Average
%	34	44	22	0.9

Many students were unfamiliar with brown rice. Suggested responses included (any two of):

- brown rice is less processed and has the bran and endosperm attached, white rice is polished starch
- brown rice is more nutritious
- the length of cooking time for each.

Question 15c.

Marks	0	1	2	Average
%	82	8	9	0.3

Students should develop knowledge that goes beyond typical varieties. Suggested responses included the following key pieces of information:

Rice type: black

Reason: it has more colour, indicating more nutrients, higher in antioxidants, fewer calories than brown, fewer carbohydrates than brown, a higher fibre content, higher vitamin E content

Question 16

Marks	0	1	2	Average
%	53	36	12	0.6

Students were asked to provide two solutions for waste minimisation and storage of spinach but many were unable to gain any marks. It was evident that many students did not read the question properly as they provided recipes with listed ingredients. The question asked students to provide a solution for leftover spinach to minimise wastage in the kitchen.

Suitable responses included:

- blanch, refresh and remove excess moisture
- refrigerate for one day or freeze if longer
- make a recipe from the dish immediately, e.g. spanakopita, soup or smoothie/juice.

Question 17a.

Marks	0	1	2	3	Average
%	23	22	28	27	1.6

Students were asked to demonstrate that they could identify the problems embedded within a recipe for mashed potato. Some students did not appear to be familiar with the technique of making this dish. Low-scoring responses simply named an ingredient as incorrect, without providing an explanation. Suitable responses included (any three of):

- kipfler potato: waxy potato, don't roast as they caramelize outside and add their own fat
- flour: overwork the starch by the use of a food processor, flour not required
- eggs: whole eggs add too much moisture and make a wet mix, proteins set in eggs so that it is no longer a mash
- seasoning: recipe does not include salt and pepper
- milk: 300 mL milk is too much for 1 kg of potatoes.

Some students did not seem to be clear about a basic recipe for mashed potato, given that it is underpinning knowledge of cookery with potatoes.

Question 17b.

Marks	0	1	2	3	4	Average
%	19	2	33	6	41	2.5

Students were asked to identify the problem in the method and then make a correction. Full marks could not be gained if they did not complete both aspects. Suitable responses included (any two of):

- roast potato: steam, boil or bake – quick cooking methods with less moisture
- potatoes not peeled: peel them to prevent lumps
- puree: mash using a ricer, mouli or sieve to ensure smooth but not overworked mash
- hot milk: to be used to prevent lumps.

Question 17c.

Marks	0	1	2	Average
%	50	37	13	0.7

Students who were familiar with croquettes were able to score full marks but many responses demonstrated a lack of understanding about the nature of a croquette. Suitable responses included:

- double crumb outside, extra crumb, secure crumb
- make sure starch lumps are cooked out by fully cooking potato
- don't cook too long to create steam and explode product
- ensure flour and egg wash before crumbing
- use egg to bind the croquette mixture
- not sealed in hot enough frying medium
- overloaded fryer basket
- shallow fry, a more gentle movement
- refrigerate to set mix.

Question 18a.

Marks	0	1	2	Average
%	20	48	31	1.1

One-word answers were not accepted. Suggested responses included (any two of):

- physical: nail polish, plastic, insects
- chemical: detergent, oil from canopy
- biological: 2–4 hour rule, bacteria – danger zone
- an explanation of cross contamination

Question 18b.

Marks	0	1	2	Average
%	58	27	14	0.6

Many students demonstrated a lack of the vital knowledge required to answer this question. Suitable responses including the following key pieces of information:

- rice must be used within 0–2 hours or it should be stored out of the danger zone
- rice must be used within 2 to 4 hours of being cooked
- after 4 hours rice is in the danger zone and must be discarded.

Question 18c.

Marks	0	1	2	Average
%	47	25	28	0.8

It was important to explain that the rice needed to be cooled quickly and then refrigerated. Many students could only provide one response. It is not industry practice to put hot rice into the fridge to cool it down. Suggested responses included (any two of):

- cool rice down in a blast chiller in small containers and/or trays
- label and date product, indicating the person who made it, date and signature
- wrap in an airtight container.

Question 19

Marks	0	1	2	Average
%	40	40	20	0.8

A small number of students responded well and were able to provide four examples; however, many others did not appear to have prepared for this style of question. This question required students to demonstrate knowledge of communications that might occur as part of a kitchen team/brigade.

Suitable responses included (any four of):

- how to improve and learn from mistakes, a training session (negative feedback)
- time management
- praise on accomplishments, looking at positive feedback from the customers, staff and kitchen staff
- food safety and OH&S issues
- menu or recipe changes or menu review
- ordering requirements, preparation levels, planning for next service, bookings, best sellers
- allocation of cleaning tasks.

Question 20

Marks	0	1	2	3	Average
%	51	34	13	3	0.7

It is important that students know the correct culinary terminology. Many were not familiar with or could not define the following.

- Chinois: conical strainer, sieve, plus an example of its use (e.g. strain liquids)
- À la carte menu: menu from the board cooked to order with different prices
- Semolina: fine cracked wheat, durum wheat, coarse wheat flour.

Question 21

Marks	0	1	2	3	Average
%	22	45	24	9	1.2

Suitable responses included:

Fault	Remedy
starchy	continue to simmer until flavour disappears
cloudy	pass through oil filter/muslin, refrigerate overnight, remove top layer and sediment on the bottom, simmer very low
too thick	add more stock/water to thin out
lack of colour	add Parisian essence or Black Jack, reduce for longer

Students were not familiar with faults that could occur in the preparation of hot beef jus. Faults were provided and remedies were required.