

# 2016 VCE VET Hospitality (Kitchen Operations) examination report

## General comments

The 2016 VCE VET Hospitality (Kitchen Operations) examination was based on the following five units of competency.

- SITHCCC204 Produce vegetables, fruit, eggs and farinaceous dishes
- SITHCCC203 Produce stocks, sauces and soups
- SITHCCC202 Produce appetisers and salads
- SITHCCC207 Use Cookery skills effectively
- SITXINV301 Purchase goods

Students should be familiar with a wide variety of examination question types and are reminded to answer questions in sufficient detail.

Students often scored no or low marks as they did not provide specific information in response to some questions. Students should not give general or generic responses; they should provide clear descriptive responses. For instance, if students are providing information about a colour of a vegetable or a temperature they should not write 'the correct colour' or 'the correct temperature' as marks cannot be awarded for such responses. In Question 11d. students were asked to list quality indicators of kale. Responses often included good colour, freshness or good appearance, but marks could not be awarded if sufficient information was not included. Students are encouraged to be specific when responding to questions such as this; for example, dark green leaves (colour), no holes or blemishes (appearance), crisp and firm (freshness).

Reading time is a key component of the examination. During reading time students have the opportunity to think about how they might approach each question. When questions were misread, marks could not be awarded. There were some instances where students provided extra and unnecessary information. Where tables are provided on the examination, students should use the information within the table to complete their response. Comprehension is the key, and this involves the ability to read and interpret the essence of the question. Reflecting on practical experiences and knowledge gained during practical classes may assist students to generate higher-scoring responses. It is vital that students gain the appropriate levels of practical participation for this study.

Many students did not provide suitable responses for questions involving underpinning and key knowledge, including aspects of commercial cookery dealing with culinary terminology, base sauces and classical dishes.

Culinary terminology is the language that is used in industry, and students are expected to understand the difference between terms such as 'reconstitute' and 'refresh'. 'Mise en place' is key industry and culinary terminology, and students who were not aware of this terminology provided responses that were incorrect. There is a distinction between preparing, making and cooking. If a question refers to 'mise en place' requirements it is asking students to describe/explain the

preparation aspect, not the recipe or how to cook it. Students need to read questions carefully to ensure they are answering the question as asked.

## 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	9	6	79	5	0	
2	3	1	75	21	0	
3	6	21	25	48	0	
4	68	22	6	4	0	
5	0	5	93	2	0	
6	81	2	4	13	0	
7	12	24	35	29	1	
8	13	71	5	10	0	
9	1	0	5	94	0	
10	53	15	23	8	0	
11	2	39	2	56	0	
12	9	7	35	48	0	The fundamentals of culinary practice need to be further developed so that students are familiar with these basic sauces.
13	4	73	2	21	0	
14	6	56	11	27	0	
15	0	0	0	100	0	
16	5	82	5	7	0	
17	90	0	8	1	0	
18	13	0	2	84	0	
19	22	46	22	10	0	Many students did not appear to be familiar with the expected quantity of 200 mL as a standard serving.
20	4	84	7	4	0	
21	73	16	7	5	0	
22	60	11	19	10	0	
23	6	24	24	45	1	It is recommended that students are made aware of how to prepare ingredients such as quinoa.
24	2	0	97	1	0	
25	2	19	2	77	0	

## Section B – Short-answer questions

### Question 1

Marks	0	1	2	Average
%	34	57	9	0.8

Possible responses included:

- to ensure that the temperature range is correct
- it is a requirement of the food safety plan.

Students were required to demonstrate an understanding of calibration as it related to a kitchen thermometer. Students who knew why the piece of equipment is used in a commercial environment gave high-scoring responses. Full marks were awarded for a clear understanding of its function.

### Question 2

Marks	0	1	2	3	4	Average
%	16	15	39	27	3	1.9

Possible responses included but were not limited to the following.

Dried spices	Fresh soft herbs
<i>pepper</i>	<i>parsley</i>
fennel	basil
cumin	chervil
caraway	mint
nutmeg	dill
saffron	coriander
paprika	Vietnamese mint
chilli flakes	chives

Students were required to complete the table. Some students were not sure about the difference between dried spices and herbs.

### Question 3a.

Marks	0	1	Average
%	44	56	0.6

Glaze

Students found it difficult to demonstrate a clear understanding of the basic fundamentals of cookery. No marks were awarded for responses that included a reference to stock syrup.

### Question 3bi.

Marks	0	1	Average
%	49	51	0.5

Acceptable responses included:

- to make sauces
- as an addition in stews and braises
- for concentration of flavours.

**Question 3bii.**

Marks	0	1	Average
%	79	21	<b>0.2</b>

In smaller containers, labeled, dated, covered and sealed

Some students were able to give high-scoring responses for how the reduction should be stored but in many instances full marks could not be awarded.

**Question 3biii.**

Marks	0	1	Average
%	11	89	<b>0.9</b>

Fridge, coolroom or freezer

**Question 4a.**

Marks	0	1	Average
%	73	27	<b>0.3</b>

Acceptable responses included:

- leek and potato soup
- vichyssoise.

Culinary terminology is an integral component of students' underpinning knowledge. Many students did not gain full marks for this question.

**Question 4b.**

Marks	0	1	2	3	4	Average
%	57	13	12	11	7	<b>1</b>

Possible responses included the following:

1. **Preparation of all ingredients.**
2. Melt the butter in a saucepan, add the vegetables and cook without colour.
3. Add the stock, bring it to the boil and skim.
4. Add potatoes; simmer until the ingredients are tender.
5. Blend, bring it back to the boil and adjust consistency.
6. **Season and garnish to serve.**

Overall students did not answer this question well. Students are strongly encouraged to read each question thoroughly during reading time and not provide rote-learned responses. Students who indicated that they were making a bechamel sauce were not awarded any marks. Students did not gain marks in instances where the provided responses were repeated.

**Question 5a.**

Marks	0	1	2	3	Average
%	10	26	42	21	1.8

Ingredient	Quantity	Usable yield	Amount required	Cost per unit	Total cost per ingredient
<i>milk (litres)</i>	1	100%	1 L	<i>\$2.00 per litre</i>	\$2.00
<i>sugar (grams)</i>	125	100%	125 g	<i>\$2.50 per kilogram</i>	\$0.31 (rounded)
<i>eggs</i>	9	100%	9	<i>\$3.50 per dozen (12 eggs)</i>	\$2.63 (rounded)
<i>vanilla bean</i>	1	100%	1	<i>\$4.50 per bean</i>	\$4.50
<b>Total cost for 15 portions</b>					\$9.44
<b>Total cost per portion</b>					\$0.63

Many students responded well.

**Question 5b.**

Marks	0	1	Average
%	71	29	0.3

\$12.95

**Question 5c.**

Marks	0	1	Average
%	41	59	0.6

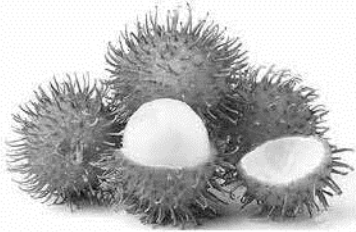

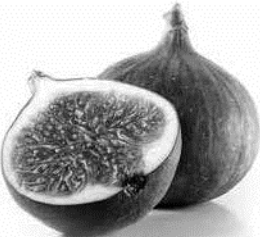
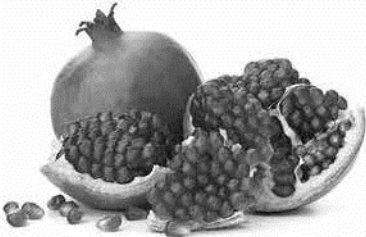
Marks were awarded for the following responses:

- meringues
- raft for consommé
- egg white omelette
- cocktails
- sorbet.

Students were not required to give recipes. In many instances students did not understand how egg white could be used in the kitchen other than throwing it out. Where they were familiar with waste minimisation they performed well.

**Question 6a.**

Marks	0	1	2	Average
%	51	47	2	<b>0.5</b>

	
A. rambutan	B. guava
	
C. fig	D. pomegranate

Students should be provided with varied opportunities to extend their knowledge beyond regular and familiar items. Many students did not score well.

**Question 6b.**

Marks	0	1	2	Average
%	54	32	14	<b>0.6</b>

- rambutan: rich red-coloured flesh, no black hairs as an indication of over-ripeness
- guava: no blemishes, flesh that gives slightly when gentle pressure is applied, dusty pink in colour
- fig: stem intact, flesh that gives slightly when gentle pressure is applied, no bruising, bright red/purple in colour
- pomegranate: round, plump and heavy for the size, firm skin, deep red colour

Students did not respond well as it was evident that they were not familiar with the chosen produce items.

**Question 6c.**

Marks	0	1	2	Average
%	48	27	24	<b>0.8</b>

- rambutan: refrigerate, when picked they do not ripen any further
- guava: refrigerate ripened guavas for up to four days, ripen on the bench for a day or two
- fig: keep for a maximum of two days at room temperature with air circulating or in a coolroom in a fruit tray

- pomegranate: when whole, store in a cool, dry place or when referring to the seeds store in an airtight container (labelled, dated and sealed) for up to five days

Few students gained full marks for this question.

**Question 7a.**

Marks	0	1	Average
%	73	27	<b>0.3</b>

Zucchini flower

Students did not respond well to this question.

**Question 7b.**

Marks	0	1	2	3	Average
%	81	14	5	0	<b>0.3</b>

Steps would include:

1. Wash and dry the vegetable.
2. Trim the stem.
3. Clear stamens.
4. Make a farce, stuff flower.

No marks were awarded where students repeated the given response. In instances where students provided recipes and cooking method they did not score well; this question specifically asked about the preparation of the zucchini flower.

**Question 8**

Marks	0	1	2	3	Average
%	23	28	30	19	<b>1.5</b>

- Clear soups are prepared from stock and flavoured with various meats, poultry, game or fish, vegetables, herbs and seasonings; they are transparent.
- Thick soups are prepared from vegetables, cooked in stock, sometimes with the addition of farinaceous products and meat or poultry and served unpassed/pureed, a thickening agent is used like a velouté.
- Passed soups are made from vegetables cooked in stock and sometimes with the addition of meats, poultry and legumes. They are pureed at the end of the cooking process, passed through a sieve or strained through a piece of equipment like a chinoise.

One-word responses were not accepted.

**Question 9a.**

<b>Marks</b>	<b>0</b>	<b>1</b>	<b>Average</b>
<b>%</b>	30	70	

<b>Quantity</b>	<b>Ingredient</b>	<b>Quantity required to make 100 portions</b>
450 g	fresh mixed mushrooms	4.5 kg
150 g	dried mushrooms	1.5 kg
5 cups	stock	50 cups (12.5 L)
110 g	butter	1.1 kg
$\frac{1}{4}$ cup	oil	2.5 cups (625 mL)
1	brown onion	10 brown onions
1 clove	garlic	10 cloves
2 cups	arborio rice	20 cups
$\frac{1}{2}$ cups	white wine	5 cups
100 g	parmesan cheese	1 kg
salt and pepper, to taste		

Students were required to complete the table with three pieces of information. Overall, students responded well, with many gaining full marks.

**Question 9bi.**

<b>Marks</b>	<b>0</b>	<b>1</b>	<b>Average</b>
<b>%</b>	48	52	

Oyster, enoki, porcini, shitake, shimeji, portobello, white and black fungus, chestnut, nameko, swiss brown, field, pine, slippery jack

Some students were able to demonstrate knowledge of alternative mushroom varieties. In instances where students repeated the given response they could not score any marks. Students should remember that where a response is provided in the question, they must not repeat it as part of their answer.

**Question 9bii.**

<b>Marks</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>Average</b>
<b>%</b>	46	31	23	

To soak in a liquid, giving the mushroom enough time to regain moisture and become plump



Many students were not familiar with this process. In instances where students discussed refreshing they did not score any marks. There is a distinct difference between refreshing and reconstituting. Students should be aware of these processes in terms of culinary preparations.

**Question 9c.**

Marks	0	1	2	3	Average
%	35	42	19	4	<b>0.9</b>

- clean and slice mushroom
- brunoise onion
- crush garlic cloves
- make vegetable stock
- grate parmesan (reserve some for shaving for garnish)
- par-cook arborio base

Safety, hygiene and storage conditions

- ensure green chopping board is secured and used for preparation of vegetables and mushroom
- clean, sharp knife
- personal hygiene
- store all mise en place in clean, covered, labelled, dated containers ready for use

This question did not ask students to provide a recipe. Where students were familiar with culinary terminology for mise en place they knew that the question required a response that related to preparation.

**Question 9d.**

Marks	0	1	2	Average
%	28	66	6	<b>0.8</b>

- Finish rice with grated parmesan and remaining butter.
- Serve in a warm bowl/plate free of chips and cracks/garnished with shaved parmesan/finely chopped parsley.

The question asked for two separate responses and students should not have provided two responses containing the same content. Students are reminded to read questions carefully.

**Question 10ai.**

Marks	0	1	2	Average
%	15	2	83	<b>1.7</b>

- pot with a lid/saucepan
- whisk
- marise/spatula
- bowl

**Question 10aii.**

Marks	0	1	Average
%	11	89	<b>0.9</b>

- slotted spoon
- grater

**Question 10b.**

Marks	0	1	2	3	4	Average
%	42	26	17	10	5	1.1

- clarified butter must be used/the sediment and liquid at the bottom of the clarified butter must not be used
- the sabayon must be whisked continuously
- use of a bain marie
- this sauce is susceptible to extreme temperatures
- butter must be added slowly
- when finished the sauce must be held at a temperature of 30–37 °C
- the sabayon is sufficiently cooked when it sticks to the side of the bowl
- use sufficient water/reduction to make the egg yolks slightly liquid so they become light and fluffy/good consistency

Students did not score well, with few gaining full marks. This sauce is key underpinning knowledge that students should be familiar with

**Question 10c.**

Marks	0	1	Average
%	69	31	0.3

- Make a one-egg-yolk sabayon, gradually adding the separated sauce, whisking continuously
- icy water/crushed ice

Students were not familiar with this process and as a consequence did not score well.

**Question 11a.**

Marks	0	1	Average
%	40	60	0.6

- dark green or purple leafy vegetable
- variety of cabbage with no compact head

**Question 11b.**

Marks	0	1	2	3	Average
%	39	33	24	4	0.9

- low in calories, saturated fat, cholesterol, sodium
- high in vitamins A, B, C and E
- high in calcium, potassium, iron, magnesium, omega-3, folate, niacin, antioxidants
- good source of dietary fibre

Few students scored full marks as they were not able to provide complete responses.

**Question 11c.**

Marks	0	1	2	Average
%	16	21	63	1.5

- kale chips
- kale pesto
- sautéed kale
- kale quiche

- kale soup
- kale lasagne/pasta
- kale juice/smoothie
- kale stir-fry
- salad

Students scored well and provided strong responses.

**Question 11d.**

Marks	0	1	2	Average
%	20	44	36	1.2

- green or purple perky leaves
- whole leaves – no holes or blemishes
- moist, hardy stems

No marks were awarded for one-word responses and responses where fresh, good colour or good appearance was given. Students are reminded to give precise and detailed responses.

**Question 12**

Marks	0	1	2	3	4	Average
%	5	2	21	16	57	3.2

Problem	Explanation
The team left for the evening without complying with organisational policy regarding post-shift requirements.	Post-shift debriefing is essential for maximising efficiency within the team.
The breakfast chef was an hour late for the shift and did not advise other team members of the intention to be late for the shift. The chef chose to make a cup of coffee in the first instance on arrival for the shift.	The breakfast chef should have telephoned team members in advance to advise of the impending late arrival.  The chef should not have made a cup of coffee in the first instance, rather they should have offered assistance to team members.

This question was generally answered well, with students providing many responses that demonstrated their problem-solving abilities. They understood the question and provided sensible and feasible solutions.

**Question 13a.**

Marks	0	1	Average
%	56	44	0.5

Stick blender

Many students found this question difficult.

**Question 13b.**

Marks	0	1	2	3	4	Average
%	14	30	33	18	5	1.7

- Follow safety instructions: read, follow, understand and act upon
- Prevent electric shock: ensure no frayed cords, test and tag, no wet hands, dry floor, electrical motor away from liquid
- Correctly position the blade: fully submerged, do not touch the motor, maintain the blade
- Correctly clean the unit: turn off, dismantle, wash unit, dry properly, clean in water only when turned off

Few students gained full marks for this question.

**Question 14a.**

Marks	0	1	Average
%	72	28	0.3

Oysters kilpatrick

Overall, this question was not answered well, with few students scoring full marks. Students need to be made aware of classic culinary dishes.

**Question 14b.**

Marks	0	1	Average
%	84	16	0.2

Oysters, Worcestershire sauce, lemon

Marks could not be awarded where students provided the example given in the question. Students found it difficult to gain full marks for this question.

**Question 14c.**

Marks	0	1	2	Average
%	81	12	7	0.3

- Wash oysters.
- Place on a tray face up with rock salt on the tray to hold the oysters in place during the cooking process.
- Dice bacon into uniform pieces and place on top of the oyster.
- Put Worcestershire sauce on the top and gratinate under the salamander/bake in oven.
- Place on a serving plate with lemon and garnish.

Explaining how to produce this classic dish proved to be difficult for many students, with few gaining full marks.

**Question 15**

Marks	0	1	2	3	Average
%	43	25	22	11	1

- roasting bones, correct portions of mirepoix; for example, 10 parts water and 15 parts bones
- stock should be started in cold water
- stock should be brought to the boil slowly to leach out impurities
- removal (skimming) of scum as it comes to the surface

- stock should be cooked for the required amount of time (eight hours)
- stock should be topped up with cold water as required
- bones should be broken into smaller pieces so maximum flavour can be extracted
- bouquet garni for maximum flavour

The quality of students' responses varied. No marks were awarded for one-word answers. Students are reminded to be specific.

### Question 16

Some students responded well to this question, with many gaining full marks. However, some students misread the question and gave incorrect responses. Students are reminded to read the questions carefully and take their time when answering.

#### Question 16a.

Marks	0	1	2	Average
%	8	7	85	1.8

- Statement number 2: vegetables lose some of their valuable nutrition when cooked
- Statement number 3: it is a starter dish comprising cold meats, olives, etc.
- Statement number 5: raw fish
- Statement number 6: fruit would go off/ferment

#### Question 16b.

Marks	0	1	2	Average
%	24	5	71	1.5

- Statement number 1: the hot plate would heat and spoil the cold starter
- Statement number 4: crudities, such as carrots or celery, can be used as scoops for the dip

### Question 17

Students did not respond well to this question and overall did not appear to be familiar with the ingredients in a mayonnaise nor the method for its preparation. This is a basic fundamental sauce of cookery that derivatives come from. Students should be familiar with how to make mayonnaise.

#### Question 17a.

Marks	0	1	2	Average
%	59	12	29	0.7

Main ingredients: egg yolks, vinegar, oil

Method: whisk egg yolks and vinegar. Slowly add in the oil, while continuously whisking, adjust the consistency, season

#### Question 17b.

Marks	0	1	2	Average
%	34	50	16	0.8

- Incorrect ratios will affect the flavour.
- The mayonnaise will split/separate and the product will be/become unstable.

Where a question asks for an explanation, students should not give one-word responses.

### Question 18

Marks	0	1	2	Average
%	8	42	51	1.4

- so that all cleaning tasks are performed and monitored to avoid any outbreaks of gastroenteritis or illness
- so that staff are accountable as required in the food safety plan
- standards are maintained
- staff are able to follow the food safety plan
- time management/scheduling/staff are more aware of individual responsibilities
- pest infestation and control

**Question 19**

Marks	0	1	2	3	4	Average
%	24	32	33	7	4	1.4

Grain	Liquid-to-grain ratio	Cooking time
rolled oats	2:1	15 minutes
pearl barley	3:1	45 minutes
quinoa	2:1	20 minutes
couscous	2:1	1 minute

Responses were mixed and varied. Many students introduced their own numbers for quantities, but in these instances they were not able to gain any marks. Students should use the information provided in the question. The correct ratios and cooking times were provided.

**Question 20a.**

Marks	0	1	2	Average
%	13	63	24	1.1

- Prevents the greens from going limp/wilting/going soggy/bruising.
- Assists the salad dressing and oil to stick to the leaves.
- Dilutes the flavour of the dressing when excess water/liquid is present.

**Question 20b.**

Marks	0	1	2	Average
%	35	32	33	1

Full marks were awarded where students were able to provide alternative oil with its explanation. Listed below are categories that were suitable.

Neutral-flavoured oils

- grapeseed
- bran
- vegetable
- flaxseed
- sunflower

Addition of unique flavour

- peanut
- hazelnut
- almond
- walnut
- nut
- coconut

Extremely strong-flavoured oil

- sesame

Oil containing good fats

- avocado

**Question 21**

Overall, students responded well to both parts of this question.

**Question 21a.**

Marks	0	1	Average
%	36	64	<b>0.7</b>

Thickening agents are used to give body and consistency to flavoured liquids.

Many students were familiar with thickening agents and could provide strong responses.

**Question 21b.**

Marks	0	1	2	Average
%	13	30	57	<b>1.4</b>

Responses included but were not limited to:

- beurre manie
- roux
- egg yolks/eggs
- arrowroot
- cornflower
- liaison
- potato starch/potato/vegetables
- rice flower
- agar agar
- cream
- butter
- xanthum gum
- breadcrumbs
- cheese
- cereals.