

## VCE VET: Hospitality GA 2: Written examination

### GENERAL COMMENTS

#### Areas of strength and weakness

Strengths:

- provide food and beverage service
- prepare vegetables, eggs and farinaceous dishes
- prepare stocks and sauces.

Weaknesses:

- prepare and serve non-alcoholic beverages
- prepare appetisers and salads
- receive and store stock.

#### Marking policies

Where students provided unnecessary further information, the additional information was not accepted. For example, if a student was asked to identify three points and gave four points, only the first three points were assessed. The additional point was not taken into consideration, even if correct. Students who gave two responses that meant the same thing did not gain marks for both; in this case they were combined and 1 mark was given for the two similar responses.

### SPECIFIC INFORMATION

#### Section A – Food and Beverages

##### Part 1 – Multiple-choice questions

The shaded numbers indicate the approximate percentage of students choosing the correct alternative.

Question	A	B	C	D	Question	A	B	C	D
	%					%			
1	16	6	74	4	16	83	4	4	9
2	1	1	96	2	17	1	89	3	7
3	12	82	1	5	18	3	27	32	38
4	87	3	3	7	19	1	2	1	96
5	11	8	16	65	20	57	19	17	7
6	63	12	4	21	21	11	6	25	58
7	1	2	94	3	22	1	14	77	8
8	1	94	4	1	23	2	22	2	74
9	11	10	76	3	24	30	21	27	22
10	3	88	8	1	25	2	16	20	62
11	10	57	13	20	26	20	58	6	16
12	94	2	1	3	27	10	8	72	10
13	2	1	96	1	28	43	3	39	15
14	16	6	66	12	29	1	37	46	16
15	85	6	6	3	30	2	4	5	89

#### Comment on particular questions

##### Question 24

Indian tonic water is classified as a mixer for drinks in a highball glass and therefore B is the correct answer. A is not correct as you can only have a small quantity of sugar syrup in a drink and it is therefore not the predominant mixer in a highball glass.

##### Question 28

Non alcoholic wines are prepared from a fruit juice base, and can still be aerated, with no alcohol content. Therefore C is correct.

##### Question 29

Teas that are available include: Earl Grey, Lady Grey and Prince of Wales teas, but Duke of Wales is not the name of a tea. C is the correct answer.

## Part 2 – Short answer questions

Question	Marks	%	Response		
<b>Question 1</b>	<b>a</b>		Examples of accepted answers include: <ul style="list-style-type: none"> <li>to inform staff of the requirements for that day</li> <li>to notify staff of any changes to the menu.</li> </ul>		
	0/1	11			
	1/1	89			
	(Average mark 0.89)				
<b>Question 1</b>	<b>b</b>		Correct answers included: The number of guests for service, details of/changes to the menu, any special requirements (e.g. children, wheelchairs, pre-theatre). Most students coped well with this question – the only difficulties encountered were when the responses were duplicated and did not provide clearly different pieces of information, e.g. knowledge about the menu, knowledge about the ingredients, knowledge about special menu items.		
	0/4	4			
	1/4	3			
	2/4	11			
	3/4	27			
	4/4	55			
	(Average mark 3.27)				
<b>Question 2</b>	0/4	2	Non-verbal symbols included: A nod, an enquiring look, a wave, a raised hand or finger, a closed menu placed on the table, customer might turn to look for you, customer smiles at you, customer may click their fingers. Most students could identify three examples of non-verbal communication. Some students did not read the question properly, and included examples of verbal communication.		
	1/4	5			
	2/4	24			
	3/4	42			
	4/4	27			
		(Average mark 2.86)			
<b>Question 3</b>	0/8	41	Correct answers included: <ul style="list-style-type: none"> <li>soup ladle – when guests serve soup for themselves at the table</li> <li>lobster picks/crab pick – to remove lobster, crab flesh from claws</li> <li>lobster/crab cracker – to crack shell open</li> <li>chopsticks – for eating Asian/eastern dishes</li> <li>tea strainer – to strain tea leaves when pouring from pot of tea</li> <li>nutcracker – if nuts are served in shells</li> <li>snail tongs</li> <li>salad servers.</li> </ul> This question could have been answered better. Many students did not read the question carefully and gave examples of knives, forks and spoons in their answer. Other students could only think of two examples. Lobster picks and snail tongs were frequently identified items.		
	1/8	2			
	2/8	23			
	3/8	2			
	4/8	15			
	5/8	1			
	6/8	9			
	7/8	1			
	8/8	6			
		(Average mark 2.23)			
<b>Question 4</b>	0/3	56	Correct answers included: <ul style="list-style-type: none"> <li>Jams/spreads, small packets of breakfast cereal, maple syrup, other breakfast condiments.</li> <li>Newspapers, toast rack, breakfast bowls, juice, UHT milk, breakfast menus, etc.</li> </ul> Many students did not read this question properly and gave examples of items that were not breakfast specific, e.g. napkins, cruets.		
	1/3	30			
	2/3	11			
	3/3	3			
		(Average mark 0.6)			
<b>Question 5</b>	0/6	2	One mark for each appropriate strategy identified, for example: <b>New arrival guests</b> – explain the situation to the late guests, apologise, offer them a seat, pre meal bar service or drinks in the lobby lounge area if available or find them somewhere to sit comfortably with a drink – according to establishment policy, notify the supervisor/head waiter – if in a hurry, offer menus so ordering process is faster. <b>Guests at table</b> – make sure they have had all meal service promptly, coffees served, bill presented and finalised promptly. Only if absolutely necessary, explain that early service time is over and that the late guests have arrived. Most students were able to score marks for the new arrival guests and included several examples where an apology would be made to the guests and an explanation that the table was not ready and would they kindly wait.		
	1/6	3			
	2/6	7			
	3/6	16			
	4/6	22			
	5/6	27			
	6/6	23			
		(Average mark 4.26)			

		<p>However, few students were able to suggest three actions for dealing with the guests at the table. Responses such as <i>'clear the table and give them the bill, tell them their table was needed'</i> were not acceptable. More successful responses identified the need to monitor flow of service and suggested that the waiter should check the stage of meal service with the chef/kitchen in an attempt to speed things up.</p>
<b>Question 6</b>	<p>0/5      5 1/5      8 2/5      19 3/5      27 4/5      25 5/5      16 (Average mark 3.07)</p>	<p>Correct answers included:</p> <ul style="list-style-type: none"> <li>• tables must be positioned to allow ease of movement by guests and service staff</li> <li>• tables and chairs must be stable</li> <li>• plants etc must be positioned thoughtfully for safety and allow ease of movement</li> <li>• doorways must not be blocked</li> <li>• glassware must not be chipped</li> <li>• lighting must be adequate</li> <li>• fire exits are clear, fire alarm/smoke detectors in good working order</li> <li>• clear all spills.</li> </ul> <p>Most students were able to provide two or three examples relating to safety. Hygiene-related responses were not accepted.</p>
<b>Question 7</b>	<p>0/4      0 1/4      2 2/4      7 3/4      26 4/4      65 (Average mark 3.53)</p>	<p>Correct answers included: A pleasant/outgoing personality, honesty, punctuality, efficiency, good communication skills, grooming, hygiene, empathy, knowledge of menu – food/wine, knowledge of establishment procedures, team player.</p> <p>This question was generally answered well.</p>
<b>Question 8</b>	<p><b>a</b> 0/1      30 1/1      70 (Average mark 0.70)</p>	<p>Answer: A group of menus which are rotated on a set cycle.</p> <p>Many students responded correctly to this question.</p>
	<p><b>b</b> 0/3      15 1/3      7 2/3      15 3/3      63 (Average mark 2.25)</p>	<p>Answer: In the institutional sector of the industry, for example in hospitals, prisons, educational student hostels, on airlines and in employee food service operations – works canteens, child care centers, armed forces.</p> <p>Correct responses reflected the list above; students either knew the answer or not.</p>
	<p><b>c</b> 0/2      30 1/2      47 2/2      23 (Average mark 0.93)</p>	<p>Answers included: To avoid boredom for both customers and staff, to ensure that the diet the people are eating in the institution is sufficiently varied to be healthy, food cost control/ordering.</p>
<b>Question 9</b>	<p><b>a</b> 0/3      16 1/3      28 2/3      37 3/3      18 (Average mark 1.57)</p>	<p>Answers included: abbreviations used, notes to chefs, format provided to kitchen (i.e. computer one set format, written varies), readability.</p> <p>Some students did not interpret this question correctly, focusing on the computerised system and its advantages and not referring to manual system differences.</p>
	<p><b>b</b> 0/2      4 1/2      20 2/2      76 (Average mark 1.72)</p>	<p>Correct answers included:</p> <ul style="list-style-type: none"> <li>• computerised information is clearly printed – manual may be illegible</li> <li>• eliminates some human error in billing, faster, efficient</li> <li>• computer systems are easy to learn/user friendly.</li> </ul> <p>Most students were able to give good examples of the advantages of the computerised system.</p>

<b>Question 10</b>	0/3 1/3 2/3 3/3 (Average mark 1.41)	25 27 29 19	Answers: Sail, Cone, Bistro. The level of students' knowledge in this area was lower than expected. Some students were unable to identify any of the napkin folds; others knew only the bistro fold.
<b>Question 11</b>	0/5 1/5 2/5 3/5 4/5 5/5 (Average mark 1.47)	40 21 12 11 10 6	Correct answers included: <ul style="list-style-type: none"> <li>• plate service – two and three plate service</li> <li>• silver service</li> <li>• gueridon service</li> <li>• family service</li> <li>• cafeteria service.</li> </ul> Students did not answer this question very well. Many got ' <i>food service</i> ' confused with ' <i>types of menus</i> ' – a la carte, table d'hote etc.
<b>Question 12</b>	0/5 1/5 2/5 3/5 4/5 5/5 (Average mark 4.24)	4 2 3 8 23 60	Correct answers included: <ul style="list-style-type: none"> <li>• cutlery is clean</li> <li>• glassware clean</li> <li>• glassware not chipped or cracked</li> <li>• napkin is clean</li> <li>• napkin straight</li> <li>• cutlery parallel</li> <li>• cutlery approx 1 cm from edge of table</li> <li>• table cloth clean</li> <li>• table cloth undamaged</li> <li>• cutlery opposing</li> <li>• missing cutlery</li> <li>• all tables have cruets</li> <li>• napkin folds consistent</li> <li>• blades of knives facing to the left.</li> </ul> Most students were able to get full marks on this question. Few students incorrectly gave responses relating to furniture placements at the table.
<b>Question 13</b>	0/1 1/1 (Average mark 0.48)	52 48	Usually salt has one hole and pepper has three or more. Students were required to note that the salt and pepper shakers each have a different number of holes to gain a mark. This question could have been answered better overall, with many students guessing and getting the answer the wrong way round.
<b>Question 14</b>	0/8 1/8 2/8 3/8 4/8 5/8 6/8 7/8 8/8 (Average mark 4.73)	3 2 6 11 20 22 19 11 6	Examples of appropriate answers: <ul style="list-style-type: none"> <li>• mustard – beef</li> <li>• tartare sauce – fish</li> <li>• soy sauce – dim sims</li> <li>• mint sauce – roast lamb</li> <li>• parmesan – pasta</li> <li>• croutons – soup</li> </ul> Note: gravy is not a condiment. Few students were able to score full marks. Many could not list traditional food items and then provide an appropriate condiment. No marks were available for repeating the example.
<b>Question 15</b>	0/2 1/2 2/2 (Average mark 1.4)	2 55 43	Answers included: <ul style="list-style-type: none"> <li>• to remove water stains, finger prints, to make shiny</li> <li>• to remove any remaining grit or food</li> <li>• to check if item needs to be rewashed/hygiene/clean</li> <li>• to ensure cutlery is useable and non perished.</li> </ul> This question was answered reasonably well by most students.

<b>Question 16</b>	<b>a</b> 0/2            2 1/2            25 2/2            73 (Average mark 1.71)	Answer: Ask them to refrain from smoking and the cigarette must be taken outside. No ashtray/assistance can be provided to the guest. Many students gave mature responses including appropriate actions that reflected a caring approach to the guest feelings.
	<b>b</b> 0/3            9 1/3            68 2/3            20 3/3            3 (Average mark 1.17)	Answer: The establishment, the staff member and the guest can all be fined. Note: students were not expected to detail the value of these fines.
<b>Question 17</b>	0/5            4 1/5            9 2/5            21 3/5            34 4/5            26 5/5            6 (Average mark 2.85)	Errors on the menu: <ul style="list-style-type: none"> <li>• cream of sweetcorn soup in wrong location</li> <li>• price of char rib-eye steak incorrect</li> <li>• no fixed price on a la carte menu</li> <li>• spelling: stake incorrect should be steak</li> <li>• spelling: entrés incorrect should be entrée.</li> </ul> Most students identified the error relating to pricing. Many picked up the 'stake' and 'Entres' spelling errors and that soup should be in the entrees. 'Market Price' for fish as a normal entry – was not known by some students, probably because students are often trained in a restaurant that serves a fixed price menu. Many students were unfamiliar with the different menu items listed under both courses, and incorrectly nominated these as errors.
<b>Question 18</b>	0/1            92 1/1            8 (Average mark 0.08)	Answer: Caro or coffee essence/chicory. Many students just wrote decaffeinated coffee and did not expand further on their answer.
<b>Question 19</b>	<b>a</b> 0/1            66 1/1            34 (Average mark 0.34)	Answer: A moccachino is a powder chocolate, one shot of espresso, topped with hot milk.
	<b>b</b> 0/1            54 1/1            46 (Average mark 0.46)	Answer: A macchiato is a shot of espresso coffee with the addition of a shot of cold or hot milk.
<b>Question 20</b>	0/4            12 1/4            8 2/4            15 3/4            24 4/4            41 (Average mark 2.74)	Answers: Instant, filter, percolated, plunger, espresso or dripolater. Most students identified espresso, plunger and instant coffees but had difficulty providing a fourth example.
<b>Question 21</b>	<b>a</b> 0/3            6 1/3            4 2/3            21 3/3            69 (Average mark 2.51)	Accepted methods of mocktail preparation: Shake and strain, stirred and strained, stirred, built, blended, layered. Most students were able to name two or three different mixing techniques.

	<b>b</b>		The mixing technique, name and ingredients provided in each example needed to work together to obtain full marks. Where the technique listed was not appropriate for the ingredients provided then only 2 marks were awarded.
	0/9	12	There has been an improvement in students' knowledge of mocktails compared to previous years.
	1/9	0	
	2/9	4	
	3/9	12	
	4/9	3	
	5/9	9	
	6/9	17	
	7/9	7	
	8/9	14	
	9/9	22	
	(Average		
	mark 5.57)		

## Section B – Commercial Cookery

### Part 1 – Multiple-choice questions

The shaded numbers indicate the approximate percentage of students choosing the correct alternative.

Question	A	B	C	D	Question	A	B	C	D
	%					%			
1	26	58	14	2	16	48	15	15	22
2	1	1	97	1	17	63	10	2	25
3	3	5	16	76	18	15	5	15	65
4	34	10	52	4	19	6	2	88	4
5	7	10	22	61	20	7	2	8	83
6	12	68	14	4	21	80	8	4	8
7	1	38	3	58	22	22	6	71	1
8	9	12	72	7	23	6	70	18	6
9	26	15	21	38	24	65	20	10	5
10	33	20	34	13	25	8	78	7	7
11	26	37	27	10	26	44	28	6	22
12	26	35	11	28	27	20	10	40	30
13	1	7	71	21	28	18	61	20	1
14	4	9	5	82	29	0	4	1	95
15	2	92	2	4	30	56	18	6	20

#### Comments on particular questions

##### Question 7

Starchy foods such as potatoes, pumpkin or swedes are not used in stock as they make it cloudy and increase the chance of souring. Tomatoes and mushrooms are suitable to use in a beef stock.

##### Question 9

A napoli sauce is the only correct response. A béchamel sauce makes an onion or parsley sauce. A veloute makes a shrimp, bercy, white wine or rock lobster sauce and an espagnole makes a huge range of other sauces.

##### Question 10

The active ingredients in the clarification are the raw lean meat, the egg white and the stock itself. Once the mixture reaches a simmer, this clarification forms a cap that must not be disturbed. If it is stirred up or allowed to boil, a cloudy consommé will result. A chinois is a conical strainer and may have confused the students, but C is correct.

##### Question 11

A is a pesto sauce; B is an aioli sauce; C is a salsa; D is a guacamole sauce.

##### Question 28

Students needed to read the question closely as it specifies 'when ordering food or stock from a central store such as in a large hotel, which of the following documents would be used?' A requisition form is the only document used in large establishments to transfer food from the store to the kitchen. A purchase order is used when ordering goods from your suppliers, an invoice is sent to the hotel by the supplier at the end of the month with the price and a statement is a summary of the invoices for that month.

## Part 2 – Short-answer questions

Question	Marks	%	Response
<b>Question 1</b>	0/3 1/3 2/3 3/3 (Average mark 2.35)	3 4 48 45	<p>Reasons for using a dressing include:</p> <ul style="list-style-type: none"> <li>• to add flavour/marinate/add interest</li> <li>• for lubrication/moisture</li> <li>• combine or bind salad ingredients</li> <li>• improve appearance, add colour or gloss</li> <li>• aid digestion</li> <li>• provide nutritional content.</li> </ul> <p>Common incorrect answers included: to add texture, make salad crisp, or to preserve it.</p>
<b>Question 2</b>	0/4 1/4 2/4 3/4 4/4 (Average mark 2.08)	12 20 29 26 13	<p>Ways to minimise wastage during salad preparation include:</p> <ul style="list-style-type: none"> <li>• dress salads just prior to serving</li> <li>• do not overcook any salad ingredients</li> <li>• prepare only the proportion required</li> <li>• select only quality ingredients that require minimal preparation/fresh product</li> <li>• maintain correct method of storage for prepared and unprepared foods</li> <li>• use correct preparation techniques – cutting technique, washing and trimming</li> <li>• ensure portion control is considered in preparation and serving</li> <li>• ensure all equipment is hygienically clean and appropriate to use.</li> </ul> <p>This question was answered quite poorly. Many comments included: add wastage to compost, use to feed pets, make soups or stocks with or use as a garnish for other dishes. These answers were not focused on salad preparation, but were more about what to do with leftovers.</p>
<b>Question 3</b>	0/4 1/4 2/4 3/4 4/4 (Average mark 2.91)	4 4 15 51 26	<p>Main ingredients of coleslaw: White/red cabbage, carrot, onion (any) and a dressing (mayonnaise or French dressing).</p> <p>Celery was a very common answer; however, it is not traditionally an ingredient used in coleslaw.</p>
<b>Question 4</b>	<b>a</b> 0/4 1/4 2/4 3/4 4/4 (Average mark 2.57)	9 8 30 23 30	<p>The four ingredients were: Oil (neutral or olive variety), Vinegar (not balsamic), Salt and Pepper.</p> <p>Answers indicated a poor knowledge of a <b>basic</b> vinaigrette. Students often incorrectly included unusual ingredients such as water, egg white, egg yolk, milk, spices, flour and stock, herbs, seasoning, spices and a range of different vinegars.</p>
	<b>b</b> 0/1 1/1 (Average mark 0.67)	33 67	<p>Students needed to give some indication that ingredients are thoroughly combined, e.g. place vinegar in a stainless steel bowl, add the seasoning and gradually whisk in the oil to form an emulsion.</p> <p>Unusual answers included: put all in a pan and simmer over a bain marie, place all in a jar and shake like crazy, simmer gently without a lid.</p>

<b>Question 5</b>	0/3      10 1/3      30 2/3      35 3/3      25 (Average mark 1.75)	Correct answers included: <ul style="list-style-type: none"> <li>• do not overcook vegetables</li> <li>• use only quality ingredients</li> <li>• use appropriate cooking method for each vegetable/follow method correctly</li> <li>• when par-cooking vegetables, refresh immediately with iced water and drain well</li> <li>• retain cooking liquor to add to stocks or sauces</li> <li>• vegetable can be scrubbed well and cooked with skin on/peel appropriately</li> <li>• cook vegetables in large pieces thereby reducing surface exposure</li> <li>• do not leave vegetables soaking in water</li> <li>• do not add bi-carbonate of soda to the cooking water.</li> </ul> Common answers marked incorrect were: <ul style="list-style-type: none"> <li>• do not cook with added fat</li> <li>• blanch</li> <li>• do not cook in boiling water</li> <li>• do not undercook.</li> </ul>
<b>Question 6</b>	0/3      3 1/3      4 2/3      30 3/3      63 (Average mark 2.53)	Students needed to ensure each point was different and related to food production at the stage required. Correct answers included: <ul style="list-style-type: none"> <li>• use fresh, good quality and clean produce</li> <li>• ensure not contaminated food or equipment</li> <li>• maintain correct storage conditions – dates, labels, covered, cooling techniques</li> <li>• maintain product temperature – safe-serving temperatures, proper cooking temperatures and defrosting techniques.</li> <li>• adhere to personal hygiene practices – clean uniform, no coughing on food, clean hands</li> <li>• ensure all equipment is hygienically clean</li> <li>• good hygiene work practices that prevent cross contamination with equipment and work practices.</li> </ul> Students were very generous with their answers and gave several points relating to personnel and work practice but they often repeated the same points in each and did not change the order, e.g. clean bench, use clean pots and use clean containers. Some points were not specific to hygiene, e.g. using coloured boards.
<b>Question 7</b>	0/4      9 1/4      12 2/4      28 3/4      35 4/4      16 (Average mark 2.35)	Each example must be of a different dish not a different variety of the same dish. Correct answers included: <ul style="list-style-type: none"> <li>• risotto</li> <li>• soups – includes any type</li> <li>• sauces</li> <li>• braises/stew/casserole</li> <li>• pilaf</li> <li>• poaching liquor</li> <li>• cous cous</li> <li>• polenta.</li> </ul> Common incorrect answers referred to variations on soups or sauces.
<b>Question 8</b>	0/2      4 1/2      28 2/2      68 (Average mark 1.64)	Correct answers included: <ul style="list-style-type: none"> <li>• enhance presentation</li> <li>• add contrast in colour/texture</li> <li>• complement in flavour and texture</li> <li>• may indicate contents of the dish/identification.</li> </ul> A common mistake was to repeat the same role, e.g. <i>‘to attract customer attention and to make it pretty’</i> .



<b>Question 9</b>	<b>a</b> 0/4      14 1/4      20 2/4      39 3/4      15 4/4      12 (Average mark 1.9)	The correct ingredients were: clarified butter, white wine vinegar, egg yolks and tarragon. Students had difficulty answering this question. There was a lot of incorrect association with strong flavours and dark colours.
	<b>b</b> 0/4      55 1/4      23 2/4      6 3/4      6 4/4      10 (Average mark 0.92)	Marks were given to students where the response was in the right order even if some ingredients were incorrect: 1 and 2 – egg yolks or white wine vinegar 3 – clarified butter 4 – tarragon
	<b>c</b> 0/1      87 1/1      13 (Average mark 0.13)	Answer: The addition of chopped tarragon to the sauce (or béarnaise is traditionally served with beef, hollandaise with fish and vegetables). Students did not know hollandaise or béarnaise sauce in sufficient detail.
<b>Question 10</b>	<b>a</b> 0/2      63 1/2      18 2/2      19 (Average mark 0.56)	Answer: <u>basic brown sauce</u> (espagole) and <u>brown/beef stock</u> (estouffade). Some students were able to identify beef/brown stock. Common incorrect answers included 'stock', roux, eggs, water, milk etc.
	<b>b</b> 0/2      80 1/2      13 2/2      7 (Average mark 0.26)	There were many possible answers including: (Traditional sauces) – bordelaise, brown onion, chateaubriand, picante, bercy, chasseur. (Non traditional sauces) Devilled (diable), game, italian, madeira, marsala, mushroom, port wine, red wine, reform, robert. Demi-glace must be the basis of the sauce, not an addition, in order for the answer to be correct, e.g. not pepper sauce. Answers were often not related to Question 10a at all and described totally different sauces. Students did not seem to understand the term 'derivative'. Gravy was the most common, incorrect answer.
<b>Question 11</b>	<b>a</b> 0/4      4 1/4      7 2/4      24 3/4      40 4/4      25 (Average mark 2.76)	Characteristics of quality included: <ul style="list-style-type: none"> <li>• uniformity of size</li> <li>• uniformity of shape</li> <li>• maturity/ripeness – smell/firmness/texture</li> <li>• colour</li> <li>• free from disease and decay</li> <li>• absence of bruises and damage.</li> </ul> Common answers not accepted were: <ul style="list-style-type: none"> <li>• box intact</li> <li>• multiple aspects of ripeness</li> <li>• seasonability</li> <li>• taste/flavour</li> <li>• too hard, too soft, should be furry, should be a round shape.</li> </ul>

	<p><b>b</b></p> <p>0/4            13</p> <p>1/4            11</p> <p>2/4            17</p> <p>3/4            39</p> <p>4/4            20</p> <p>(Average mark 2.42)</p>	<p>Considerations other than quality were:</p> <ul style="list-style-type: none"> <li>• access to storage facility</li> <li>• intended use of the product – served fresh or to be cooked/grade required</li> <li>• preparation and labour costs involved to serve it/cost of fresh vs pre-prepared</li> <li>• shelf life</li> <li>• availability/season/price</li> <li>• specific variety required</li> <li>• certified organic.</li> </ul> <p>Incorrect responses were:</p> <ul style="list-style-type: none"> <li>• where has it come from?</li> <li>• who is the supplier?</li> <li>• is the correct quantity received?</li> <li>• is it ripe?</li> </ul> <p>Responses were focused on ‘visual selection’ of the product. Considerations to make prior to placing an order were not addressed by many students.</p>
<b>Question 12</b>	<p>0/5            20</p> <p>1/5            7</p> <p>2/5            8</p> <p>3/5            22</p> <p>4/5            29</p> <p>5/5            14</p> <p>(Average mark 2.74)</p>	<p>Must be appropriate packaging for purchasing vegetables:</p> <ul style="list-style-type: none"> <li>• processed (e.g. cut, shredded, pre washed, grilled, marinated, peeled, par-cooked)</li> <li>• pickled/salted/fermented</li> <li>• dried/semi dried/dehydrated</li> <li>• tinned/canned/bottled</li> <li>• frozen.</li> </ul> <p>Common incorrect answers were: at the market, supermarket, fruit and vegetable shop, grown by a staff member, direct from the farm, off the Internet or in boxes, bags, bunches, by the kilo, individually, cut in portions or half, in bulk.</p>
<b>Question 13</b>	<p>0/3            23</p> <p>1/3            27</p> <p>2/3            21</p> <p>3/3            29</p> <p>(Average mark 1.55)</p>	<p>Products should be made from rice and not just include rice such as tinned rice pudding, le rice and cereal bars. Rice wine, sake, flour, ground rice, rice-paper, vinegar, mirin, cereals – rice bubbles, flakes, puffed, noodles/pasta, crackers, chips, cakes, milk.</p> <p>Students did not carefully read the note and gave examples of rice dishes such as sushi, fried rice etc. Different varieties of rice, cous cous and polenta were common incorrect answers.</p>
<b>Question 14</b>	<p>0/3            4</p> <p>1/3            8</p> <p>2/3            43</p> <p>3/3            45</p> <p>(Average mark 2.28)</p>	<p>Acceptable answers included:</p> <ul style="list-style-type: none"> <li>• appearance – colour retained, presentation and cutting technique</li> <li>• degree of cooking</li> <li>• flavour</li> <li>• variety of vegetables</li> <li>• texture</li> <li>• temperature</li> <li>• quality of produce used</li> <li>• as per customer requested.</li> </ul> <p>Common incorrect answers were related to aroma/smell.</p>
<b>Question 15</b>	<p>0/4            7</p> <p>1/4            2</p> <p>2/4            19</p> <p>3/4            17</p> <p>4/4            55</p> <p>(Average mark 3.1)</p>	<p>Answers: Cherries – summer, Chestnuts – winter, Blueberry – summer, Brussel sprouts – winter.</p> <p>Some students did not read this question properly and provided ‘Spring or Autumn’ as answers.</p>

<b>Question 16</b>	0/2      33 1/2      32 2/2      35 (Average mark 1.01)	The term 'classification' indicated that vegetables grow above or below the ground, hence the answer is root vegetables and green/leaf vegetables. Students gave a wide range of incorrect answers such as: <i>fresh/preserved, green/not green, bulbs/stems, soft/hard, rough/cooked.</i>
<b>Question 17</b>	0/3      48 1/3      32 2/3      14 3/3      6 (Average mark 0.77)	There needed to be a clear indication of the correct size and shape. However appropriate pictures and comparable descriptions were accepted. Brunoise:            a very small dice (3 mm cube) Jardinière:          batons 4 mm x 4 mm x 20 mm Julienne:            2 mm x 2 mm x 30/40 mm (matchstick size) Students were unsure of the shape of each cut as most responses were about the size.
<b>Question 18</b>	<b>a</b> 0/1      43 1/1      57 (Average mark 0.57)	Answer: Potato. Many students knew the correct answer although others guessed béchamel sauce, carrot, egg, meat, roux, butter, chicken, lettuce etc.
	<b>b</b> 0/1      66 1/1      34 (Average mark 0.34)	Answer: Firstly potatoes are cooked (steamed or boiled), then mashed or diced then combined with other ingredients and shaped as required.
<b>Question 19</b>	0/6      10 1/6      1 2/6      6 3/6      4 4/6      14 5/6      15 6/6      50 (Average mark 4.53)	There was 1 mark for each variety of onion and 1 mark for each different example of a match to the onion variety. If the use was not appropriate, students gained 1 mark for the onion variety only. Examples of onions included: shallot, chives, spring, leeks, red/Spanish/purple, white, brown/small pickling size.
<b>Question 20</b>	0/3      5 1/3      24 2/3      47 3/3      24 (Average mark 1.89)	Correct answers included: <ul style="list-style-type: none"> <li>• use correct lifting technique, e.g. bend the knees, keep back straight</li> <li>• use correct holding technique when carrying</li> <li>• obtain assistance</li> <li>• use a trolley</li> <li>• clear pathways</li> <li>• clear a position to place item in storage</li> <li>• store appropriately – on a shelf that is easily accessible for others</li> <li>• access weight prior to lifting/allow for movement when carrying.</li> </ul>
<b>Question 21</b>	0/3      23 1/3      41 2/3      28 3/3      8 (Average mark 1.2)	Procedures that related to checking off a delivery in a real life situation with the delivery driver there waiting were required. Correct responses included: <ul style="list-style-type: none"> <li>• double check delivered items</li> <li>• discrepancy should be clearly identified on the invoice or delivery docket and be signed by store-person and delivery driver</li> <li>• arrangements should be made for the discrepancy to be rectified and to be delivered at another time or to be re-ordered</li> <li>• inform supervisor/manager of the missing stock.</li> </ul> <p>Some students were not familiar with industry practice and documentation. Most responses related to 'check it with the order form' and not to the fact that they are being invoiced for something they have not received. Students often said 'contact the supplier and tell them there is something missing' indicating they are checking the goods after delivery has been made.</p> <p>Some answers indicated that a credit note is considered similar to a credit voucher that can be used up next time.</p>

<b>Question 22</b>	0/3      7 1/3      14 2/3      38 3/3      41 (Average mark 2.13)	<p>Procedures other than stock rotation include:</p> <ul style="list-style-type: none"> <li>• maintain security – minimise access to appropriate people only and be aware of strangers, lock food storage areas when not in use, do not allow bags to be kept near food storage areas</li> <li>• record keeping relating to stock control – stocktake regularly, process documentation</li> <li>• maintain regular safety checks – shelving, lighting, keep floor clear</li> <li>• monitor stock whilst in storage (e.g. bin cards, stock transfer, stock levels, use by date)</li> <li>• ensure cleanliness/routine</li> <li>• regular maintenance routine/checks, ventilation/temperature</li> <li>• store stock appropriately – correct location, labeled, covered, suitable container</li> <li>• monitor pest control.</li> </ul> <p>Overall, students answered this question well, although often an answer expanded on the same point.</p>																		
<b>Question 23</b>	0/3      30 1/3      42 2/3      15 3/3      13 (Average mark 1.11)	<p>The correct answers were:            Dry store      5° to 20°C            Cool room      1° to 4°C allow (zero to 5)            Freezer      -18° to -24°C</p> <p>Some variation within these ranges was accepted.            The most common mistakes were giving a single figure not a range and general answers such as ‘room temperature’ or ‘below 0’.</p>																		
<b>Question 24</b>	0/10      4 1/10      0 2/10      1 3/10      4 4/10      3 5/10      6 6/10      8 7/10      14 8/10      21 9/10      11 10/10      28 (Average mark 7.47)	<p>1 mark for each correct order, 1 mark for correct checks.</p> <table border="1" data-bbox="659 952 1439 1503"> <thead> <tr> <th>Order</th> <th>Item</th> <th>Quality check</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>5 punnets of strawberries</td> <td>Freshness, not damaged, good quality</td> </tr> <tr> <td>1</td> <td>3 kg frozen prawns</td> <td>No evidence of defrosting and still individually frozen, correct weight packaging intact, use by date</td> </tr> <tr> <td>4 or 5</td> <td>2 x tins of tomato puree</td> <td>No damage, use by date, correct specification</td> </tr> <tr> <td>2</td> <td>5 kg fresh chicken fillets-boneless and skin free</td> <td>Firm flesh, correct weight, freshness, temperature 1–4°C, correct specification, appropriately packaged</td> </tr> <tr> <td>5 or 4</td> <td>20 litres of vinegar</td> <td>Sealed – not open, correct product, packaging not damaged or leaking</td> </tr> </tbody> </table> <p>Despite instructions in the question students frequently repeated the same quality check or gave reasons why items should be stored in the order given.</p>	Order	Item	Quality check	3	5 punnets of strawberries	Freshness, not damaged, good quality	1	3 kg frozen prawns	No evidence of defrosting and still individually frozen, correct weight packaging intact, use by date	4 or 5	2 x tins of tomato puree	No damage, use by date, correct specification	2	5 kg fresh chicken fillets-boneless and skin free	Firm flesh, correct weight, freshness, temperature 1–4°C, correct specification, appropriately packaged	5 or 4	20 litres of vinegar	Sealed – not open, correct product, packaging not damaged or leaking
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