



# Assessment Report

## 2010 VCE VET Hospitality (Kitchen Operations) GA 2: Written examination

### GENERAL COMMENTS

The VCE VET Hospitality (Kitchen Operations) examination is based on the following three units of competence:

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

Students were well prepared for the 2010 examination and displayed a sound understanding of key knowledge and skills. Students who were aware of the classical and traditional aspects of commercial cookery responded with confidence. Regular engagement with the industry in person, online or via print is strongly recommended in order to reinforce the skills and theoretical knowledge contained within the units of competence being assessed.

Students need to read and respond to questions with more accuracy and detail. When writing a response, students should consider including the same amount of detail they would give a colleague when instructing them in the task. This approach may assist in demonstrating deeper understanding and knowledge, and in scoring additional marks.

Students will always benefit from having an increased awareness of a broad range of fresh produce. Understanding when produce is in season, how to check for freshness and quality, and how best to store and cook ingredients in different ways forms the basis of all good cooking. Students should be encouraged to explore, eat and enjoy fresh produce.

Students and teachers should be aware of the following marking policies.

- Where students were asked to provide a certain amount of information, any additional information given was not marked. For example, if a student was asked to identify three examples and gave four examples, only the first three points were assessed. Therefore, if students think of another response after they have written the required number of points, they should cross out what they consider to be the weakest point and add the extra one.
- When asked for a number of pieces of information, students who gave two similar responses did not gain a mark for both. In this case, the responses were combined and one mark was given (if appropriate) for the two similar responses.
- Student responses should be logical and clear. The space provided and the marks allocated should be used as a guide to the key points of information required.

### SPECIFIC INFORMATION

#### Section A – Multiple-choice questions

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

Question	% A	% B	% C	% D	% No Answer	Comments
1	6	2	1	91	0	
2	11	5	21	63	0	
3	8	47	7	39	0	It appears that students were not familiar with this classical dish and the subtle preparation of it. Many responded with food processor; however, this was incorrect.
4	72	14	9	5	0	
5	0	92	6	2	0	
6	3	1	72	24	0	
7	8	18	74	1	0	
8	4	3	77	14	0	
9	1	66	31	2	0	Although this question was answered well, it is of concern that many students chose metal tongs (option C). It is not advisable to use metal tongs as the metal in the tongs can heat up, burn the person using them and damage the final product.

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Question	% A	% B	% C	% D	% No Answer	Comments
10	5	6	3	86	0	
11	6	9	73	12	0	
12	10	9	58	24	0	The most appropriate response was deep-frying (option C), although many students chose shallow-frying (option D). Tempura is the Japanese method of deep-frying.
13	13	4	9	74	1	
14	13	57	26	3	0	Students answered this question poorly and appeared not to be familiar with the different shapes of pasta.
15	11	58	14	17	0	
16	3	8	2	87	0	
17	10	53	30	7	0	The majority of students responded well to this question; however, this question highlighted the need for students to be familiar with the different varieties of potato available in today's market.
18	61	3	32	4	0	
19	50	6	7	37	0	Students need to revise the process of making stock. Bones should be covered with water, so option D was incorrect.
20	89	1	3	7	0	
21	49	12	30	10	0	A demi-glace is a sauce made from stock reduction and espanole.
22	11	5	81	3	0	
23	64	23	4	8	0	
24	43	18	17	22	0	Beurre manié is made from equal parts of softened butter and flour, and is used to thicken stews and sauces.
25	1	46	8	45	0	Arrowroot (option D) was the only possible answer; gelatine (option B) cannot be used for a warm sauce. Students need to be familiar with the different properties of thickening agents.
26	23	18	16	42	0	
27	4	65	27	4	0	
28	9	75	13	4	0	
29	80	15	4	1	0	
30	18	9	70	3	0	

## Section B

For each question, an outline answer (or answers) is provided. In some cases the answer given is not the only answer that could have been awarded marks.

### Question 1

Marks	0	1	2	3	4	Average
%	5	32	34	20	9	2

Appetiser	Sauce
sashimi	soy sauce
prawn wontons	sweet chilli
fish goujons	aioli
potato samosas	mint raita

Soy sauce was also accepted for prawn wontons.



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### Question 2a.

Marks	0	1	Average
%	70	30	0.3

Basil, breadstick, olive oil and garlic

It is of concern that some students responded with variations that were inappropriate. It is important that students are familiar with traditional appetisers such as tomato bruschetta. Students needed to get all four responses correct for one mark. Students who answered Question 2a. incorrectly were not disadvantaged for Question 2b.

### Question 2b.

Marks	0	1	2	3	4	5	Average
%	36	14	13	10	13	14	1.9

- Cut the breadstick into thick slices, toast/grill.
- Rub with garlic/drizzle with olive oil.
- Dice/slice/chop tomato.
- Dress and season.
- Spoon mixture onto breadsticks just prior to serving.

There appeared to be much confusion with regards to the preparation of this classical dish, as many students responded incorrectly. Students needed to mention that the bread was toasted in order to obtain full marks.

### Question 3

Marks	0	1	2	3	Average
%	34	27	25	14	1.2

Toasted bread/crouton, pumpernickel, savoury biscuits, pastry shape, vegetables (celery/cucumber), roesti, blini

Many students did not score well for this question. Responses indicated that students are unclear about appropriate bases for canapés.

### Question 4

Marks	0	1	2	3	4	5	6	Average
%	21	4	10	12	18	16	19	3.3

It is important to match the right sauce with the type of pasta shape in order to hold the pasta shape, to carry the sauce and to ensure the correct ratio of sauce to pasta for taste and presentation. Correct examples of pasta shapes and sauces included penne amatriciana, (vegetarian) cannelloni with ricotta and spinach, fettuccini carbonara and spaghetti napoli.

Students were required to provide two different pasta dishes, naming the pasta used in each dish and identifying the accompanying sauce. Students also needed to have a vegetarian option.

### Question 5a.

Marks	0	1	2	Average
%	21	49	30	1.1

Acceptable answers included setting the custard, coagulation, enriching/providing flavour and colour.

Students needed to respond to the function of eggs in the context given – crème caramel.

### Question 5b.

Marks	0	1	2	Average
%	27	39	34	1.1

A water bath is used to provide moist air and gentle, even heat distribution to set the egg proteins in the custard.

Many students were unable to clearly define the purpose of the water bath.

### Question 6

Marks	0	1	2	Average
%	54	22	24	0.7

- A filled omelette is folded/rolled and has a cigar shape.



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- A Spanish omelette has ingredients cooked in the mixture and is served flat.

Students needed to demonstrate that they understood the difference between preparing and presenting a filled and Spanish omelette.

### Question 7

Marks	0	1	2	Average
%	8	21	71	1.6

The following responses were accepted:

- crisp outer leaves
- no discolouration of leaves or head
- no slimy base
- firm
- dark green coloured head.

Students responded confidently to this question.

### Question 8

Marks	0	1	2	3	4	5	6	7	Average
%	0	1	2	10	17	20	25	25	5.3

Fruit/vegetable	Flavour combination
broccoli	hollandaise sauce, brown butter sauce
carrots	honey glaze
asparagus	brown butter sauce, hollandaise sauce
strawberry	chocolate, balsamic
green peas	mint
apples	cinnamon
spinach	ricotta

Where students provided two responses, only the first response was accepted.

### Question 9

Marks	0	1	2	Average
%	71	7	22	0.5

Place butter in the frying pan and heat until it starts to sizzle and foam subsides. Shake the pan continuously over heat until butter is a golden brown colour.

### Question 10a.

Marks	0	1	2	3	Average
%	1	0	6	93	2.9

Any three of:

- potato
- pumpkin
- carrot
- sweet potato
- beetroot
- capsicum
- eggplant (not zucchini).

Students responded confidently to this question.

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## Question 10b.

Marks	0	1	2	Average
%	15	47	38	1.2

To seal the vegetables, promote colour and flavour, prevent moisture loss and steam being created, prevent sticking to the baking tray or to create a crisp texture

Overall, this question was well done.

## Question 11

Marks	0	1	2	Average
%	10	29	61	1.5

Heavy in weight, large in size if being filled, no damage, good shape, no sprouting/green shoots, floury, variety

Students responded well to this question.

## Question 12

Marks	0	1	2	3	Average
%	16	25	30	29	1.7

Three of :

- soufflés
- soufflé omelette
- *oeuf a la neige*
- sponge
- beer batter
- mousse
- pavlova
- meringue.

## Question 13

Marks	0	1	2	3	Average
%	60	13	18	10	0.8

- Place cous cous in a bowl.
- Cover with equal amount of boiling water/stock.
- Cover until liquid is absorbed.
- Remove and fluff with a fork to separate, add butter or oil.

Responses such as 'follow the instructions on the packet' were inappropriate. In many instances, students described the process of cooking rice.

## Question 14

Marks	0	1	2	3	Average
%	4	12	29	56	2.4

- chicken stock – 3–4 hours
- vegetable stock – 30 minutes
- beef stock – 6–8 hours

Overall, responses were strong.

## Question 15

Marks	0	1	2	3	Average
%	25	36	28	11	1.3

- fish stock should not have potatoes in it
- fish stock should only be simmered for 20 minutes
- cloudiness is promoted by stirring the bones
- bones were not rinsed and were bloody

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Students responded poorly to this question, and it appeared that some were confused with the fundamentals of preparing a fish stock. The use of an ice bath is an acceptable way of cooling foods; however, many students considered this a negative.

## Question 16

Marks	0	1	2	Average
%	39	27	33	1

In the heating process, impurities and solids rise to the surface and form a raft. Boiling or stirring will break the raft, impurities will mix through the stock and the end result will be cloudy.

Overall, students answered this question poorly. Many students were unfamiliar with the reasons why a stock is clarified and the importance of the finished product.

## Question 17

Marks	0	1	2	Average
%	32	46	22	0.9

Flour-based sauces need to be simmered for a minimum of 20 minutes to cook out the flour/starch content and to achieve the finished consistency.

Students appeared not to be familiar with flour-based sauces as many students responded poorly.

## Question 18

Marks	0	1	2	3	4	5	6	Average
%	10	22	33	21	10	3	1	2.2

Basic sauce	Derivative sauce
brown sauce	demi-glace
chicken velouté	supreme
fish velouté	bercy
béchamel	parsley
mayonnaise	tartare
hollandaise	Maltese

Students were not familiar with these basic sauces and therefore found it difficult to answer with the matching derivative sauce. It is important that these classical and traditional aspects of cookery are not overlooked.

## Question 19

Marks	0	1	2	Average
%	21	36	43	1.2

- Advantages included: blends/thickens easily, quick to use for adjusting consistency, suitable for wheat-free dietary requirements.
- Disadvantages included: gives the product a cloudy finish.

In some instances, students found it difficult to respond to the disadvantages; however, overall, this question was quite well done.

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## Question 20

Marks	0	1	2	Average
%	20	30	50	1.3

Generally, it consists of equal parts of melted fat and flour that are cooked together to set a colour over gentle heat. The colour of roux can vary from quite pale to a golden brown and is commonly used as a thickening agent in soups and sauces.

Although most students answered this question relatively well, it is still of concern that some are not familiar with a roux and why it is used. This is important foundation knowledge and students must be aware of it for the production of a range of classic sauces.

## Question 21

Marks	0	1	2	3	4	Average
%	14	15	27	26	18	2.2

- ingredients should be fresh and of good quality
- ingredients should be of suitable size for the cooking time
- the correct ratio of ingredients to liquid to pot size should be used
- ingredients needed to be prepared appropriately (evenly cut bones and vegetables, bones browned and excess fat removed)
- The stock pot should not be covered during cooking or stored covered while not cooked sufficiently
- skimming regularly
- do not allow to boil

Students responded well to this question.

## Question 22

Overall, students answered both part a. and part b. poorly, with many students not reading the questions properly and responding to them with prepared answers. Many students wrote about making a stock in both part a. and part b. Students found it difficult to separate both sections of this question and were not confident with the deglazing process or its use.

### Question 22a.

Marks	0	1	2	Average
%	66	9	25	0.6

Add liquid to hot pan/tray, and, while heating, stir to lift and dissolve sediment into the liquid. Remove excess fat/oil from the pan/tray used to roast meat/vegetables/bones.

### Question 22b.

Marks	0	1	Average
%	62	38	0.4

To capture the flavour of the caramelised pan or tray juices in the cooking liquid to create or add flavour to a sauce.

## Question 23

Marks	0	1	2	3	4	5	Average
%	7	8	16	29	27	12	3

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Thickening method	Example of sauce
butter	hollandaise, Béarnaise, beurre blanc
roux	espagnole, velouté, béchamel
reduction	demi-glaze, jus, cream-based, port wine, glaze, coulis
egg-based	sabayon, anglaise, custard
purée	napoli, berry coulis, apple puree

Overall, students responded well to this question; however, much confusion still exists around the roux and reduction component of this question. This foundation knowledge is of significant importance.

### Question 24a.

Marks	0	1	2	3	4	5	Average
%	2	2	16	36	33	10	3.3

- A – stir in the liaison and diced cooked chicken
- B – blend soup and strain, reheat
- C – melt butter and sauté onions, leek and celery
- F – add hot chicken stock and stir well until simmering
- G – add flour and cook gently to form a blond roux

### Question 24b.

Marks	0	1	Average
%	98	2	0

- 1st – melt butter and sauté onions, leek and celery
- 2nd – add flour and cook gently to form a blond roux
- 3rd – add hot chicken stock and stir well until simmering
- 4th – blend soup and strain, reheat
- 5th – stir in the liaison and diced cooked chicken

Students were challenged by this question and it was answered very poorly. Students who had difficulty with part a. found it difficult to complete part b.

### Question 25

Marks	0	1	2	3	Average
%	8	36	34	22	1.7

- Decant a small amount of liquid from the large pot and strain the liquid into smaller storage containers.
- Ask for assistance to help move the pot to a suitable location.
- Use clean and dry tea towels when handling.
- Always pour away from yourself.
- Clean any spills immediately, paying special attention to traces of oil.

Students responded well to this question.