



2011 VCE VET Hospitality (Kitchen Operations) GA 2: Written examination

GENERAL COMMENTS:

The 2011 VET VCE Hospitality (Kitchen Operations) examination was based on the following units of competence:

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

Students responded well in the multiple-choice section of the paper; however, some students lacked the depth of knowledge required by the short answer section.

The allocation of marks and the answer space should be used as a guide to the length of the required response. In many of the short answer questions, students did not develop their responses enough. Students should be aware that a longer response will not necessarily lead to higher marks.

Students are advised to read and think carefully about each of the questions being asked. Past exam papers are a very useful learning and preparation tool; however, students should not use them to rote-learn responses to use in the current examination. Providing answers that were irrelevant or not directly related to the question being asked meant that few or no marks were achieved. Students should make good use of reading time and think about exactly what each question is asking.

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
1	11	84	3	2
2	55	4	5	35
3	1	78	8	14
4	15	21	64	0
5	3	2	3	92
6	3	9	6	82
7	68	18	10	3
8	3	63	2	33
9	10	47	30	13
10	61	6	13	20
11	45	12	41	2
12	28	15	11	45
13	4	5	78	14
14	32	28	15	24
15	41	41	9	8
16	12	62	21	6
17	20	2	9	70
18	6	22	68	4
19	6	90	3	2
20	10	1	2	86
21	36	19	36	9
22	10	71	13	6
23	7	7	7	80
24	28	4	64	5
25	20	67	8	5
26	65	4	4	26
27	8	86	5	2
28	1	7	82	10
29	16	14	58	12
30	9	3	3	86



Section B

Question 1

Marks	0	1	2	Average
%	58	27	15	0.6

Possible answers included any two of:

- red coral
- radicchio
- shiraz
- red oak
- flare.

No marks were awarded for cabbage (which is not a lettuce) or cos.

Question 2

Marks	0	1	Average
%	12	88	0.9

Either of the sequences below was accepted.

1	1	Fill the sink so that the greens can float freely
5	5	Drain in a colander
4	4	Lift leaves from water surface
2	3	Immerse and move the lettuce around
3	2	Remove any blemished leaves or foreign matter
6	6	Spin the leaves to remove any excess water

Question 3

Marks	0	1	2	3	4	5	6	7	Average
%	2	1	3	9	17	26	22	15	5.1

Salad	Dressed earlier and chilled	Dressed prior to serving	Name of dressing
Greek		✓	Vinaigrette
Caesar		✓	Mayonnaise, Caesar dressing
Waldorf	✓		Mayonnaise
Green leafy salad		✓	Vinaigrette

As the instruction to 'use each dressing only once' was misleading, assessors accepted a range of alternatives for mayonnaise and vinaigrette as long as they indicated knowledge of appropriate dressings.

Question 4a.

Marks	0	1	2	3	Average
%	18	45	27	9	1.3

Any three of:

- adhere to safe personal hygiene practices
- clean the work area and utensils to avoid cross contamination
- minimise and monitor the time that the calamari is left out of cold storage/in the danger zone
- ensure that food is kept covered whenever possible.

Students were asked to give responses that dealt with key areas of food safety. Some students scored poorly as they wrote about how to crumb calamari, despite the instruction not to do so.

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Question 4b.

Marks	0	1	2	3	Average
%	4	7	24	64	2.5

Students scored full marks for suggesting deep frying as a method and providing a good explanation for their choice. This process was appropriate as it achieves a crunchy texture/flavour and is quick and easy.

This question was answered well.

Question 4c.

Marks	0	1	2	Average
%	40	22	38	1.0

Suitable responses included a description of the process of making any of the following sauces:

- aioli
- cocktail
- tartare
- remoulade
- sweet chilli.

Students appeared to be unclear about an appropriate mayonnaise-based derivative sauce that would best accompany deep-fried calamari rings. Responses that explained how to make mayonnaise were not given any marks. One-word responses were not acceptable; students need to describe the process of making their selected sauce.

Question 5a.

Marks	0	1	2	3	4	Average
%	59	14	16	5	7	0.9

Students needed to explain how to make a demi-glace and should have referred to the following key pieces of information: brown roux, brown stock – veal/beef/chicken, browning the flour, colour, and hot stock to hot roux/cold stock to cold roux.

This question did not ask how to make a stock. One-word answers were not acceptable.

Question 5b.

Marks	0	1	2	Average
%	25	25	50	1.3

Quality indicators included:

- correct serving temperature
- the appearance of the sauce
- consistency/texture
- taste/flavour.

Question 6

Marks	0	1	2	3	4	5	6	Average
%	26	3	23	5	18	4	20	2.8

Following are examples of the types of responses that were accepted.

Soup classification	Soup example	Stock used
Clear	consommé	beef/chicken/veal/vegetable/fish
Bisque	crayfish/lobster/crab/prawn	crayfish/crab/fish/shellfish/prawn
Broth	minestrone/French onion	veal/chicken/beef/vegetable

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Question 7

Marks	0	1	2	Average
%	22	38	40	1.2

Appropriate responses identified the problem – that the soup was fermented or off – and explained that it could be a result of the soup not being stored correctly or not cooked sufficiently following the 2/4 hour rule.

In many cases this question was not answered well. Students are encouraged to think their answers through and ensure they are logical.

Question 8

Marks	0	1	2	3	4	Average
%	10	6	20	24	40	2.8

Sauce	Problem	Remedy
Chicken velouté	too thick	add stock or liquid
	too thin	add a thickener/reduction
Sauce espagnole	too thick	add stock or liquid
	too thin	add a thickener/reduction

Question 9a.

Marks	0	1	2	3	Average
%	15	12	17	56	2.2

9ai.

The mirepoix adds flavor and enhances the quality of the product.

Overall, students had sound knowledge of the purpose of mirepoix in the preparation of traditional white chicken stock. No marks were awarded stating that the mirepoix adds colour.

9a.ii.

Vegetables need to be cut the same size to enable consistency in the cooking time. Ingredients included carrot, onion/leek and celery.

For full marks responses needed to include ingredients; however, many students did not read this question properly and consequently their responses were incomplete.

Question 9b.

Marks	0	1	2	3	4	Average
%	19	6	9	38	28	2.5

9bi.

To impart flavour

Students in some instances confused bouquet garni and mirepoix.

9b.ii.

Suitable responses included:

- celery
- thyme
- parsley stalks
- peppercorns
- leek.

No marks were awarded for string or muslin as the question only asked for ingredients.

9b.iii.

Responses needed to give an indication that the ingredients were bundled/tied up in muslin.

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Question 10

Marks	0	1	2	3	4	5	6	7	Average
%	8	38	24	15	7	4	2	1	2.0

High-scoring responses demonstrated a clear understanding of the storage and preservation of food items. Students discussed maintaining the nutritional value and waste minimization, and their responses were logical and sequential.

Medium-scoring responses displayed a general understanding of storage and preservation. Students mentioned multiple food items and storage methods; however, the responses lacked depth and breadth.

Low-scoring responses demonstrated a vague understanding of storage and preservation. Students had some idea of the food items and storage methods, but provided minimal detail.

Overall, this question was answered very poorly. Students did not appear to have the confidence to expand on their answers. An extended question such as this requires students to develop their responses in some detail.

There appeared to be a lack of product knowledge in some students' responses (a borlotti bean is not a green bean).

Following is an example of a good response.

The ingredients listed above all require different storage procedures that in turn will be able to help each ingredient have longer lasting nutritional value.

With the delivery of 10kg of raspberries it is important that they are handled in smaller quantities if not used immediately. Ways in which they could be used could include using them in recipes or as a garnish. Given that there are so many other ideas might be to make preserves and jams or make things like a coulis. When they are received from the supplier it's important they their quality is checked because if they have defects they will need to be returned. They should be stored in the cool room on flat trays with absorbent paper.

There are lots of ways that mushrooms can be used so depending on the style of food outlet that you are operating maybe all 5kg could be used at once alternatively some could be used and the others could be made into a ragout or soup. Sometimes chefs even dehydrate them. It's important that they are stored in a cool room on trays also with absorbent paper. Chefs don't want to receive old or mouldy ones so if the quality is not good they should be returned.

Borlotti beans are commonly seen as dry pulses so when you get a lot of them fresh they need to be treated differently. You have to pod them and cook them up or maybe even blanch them straight away so as you can use them later.

Question 11a.

Marks	0	1	2	3	Average
%	21	10	23	47	2.0

Suitable responses needed to indicate the following:

- make a cross on the top of the tomato
- blanch the tomato in iced water
- remove the skin with a knife or by hand.

Question 11b.

Marks	0	1	2	Average
%	31	20	50	1.2

Suitable responses were wide and varied, and included:

- bruschetta
- salads
- osso bucco.

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Question 12

Marks	0	1	2	3	Average
%	8	16	32	44	2.1

Suitable responses included:

- pork with apple sauce
- duck with orange sauce
- turkey with cranberry sauce.

Question 13

Marks	0	1	2	3	4	Average
%	5	15	37	37	6	2.3

Acceptable responses included the following:

- short-grain rice – French dressing (A.) or lemon juice and olive oil (C.)
- rice noodles – fish sauce, lime and chilli (F.)
- cracked wheat – lemon juice and olive oil (C.)
- potato – French dressing (A.) or mayonnaise (E.).

This question asked for the most suitable salad dressing.

Question 14a.

Marks	0	1	Average
%	28	72	0.7

Farinaceous products are made from flour or starchy products, ranging from rice to potatoes, pasta and pulses, semolina, polenta, couscous and quinoa.

Students responded well to this question.

Question 14b.

Marks	0	1	2	Average
%	28	21	51	1.3

Marks were awarded for providing two different storage conditions, including fridge or cool room and dry store. In many instances, students responded well and used their examples from part a.

Question 15

Marks	0	1	2	Average
%	14	31	55	1.4

Suitable responses included:

- clarification
- enriching
- thickening/liaison.

Although many students responded well to this question, those who scored poorly often seemed to have used a pre-prepared answer. Students must ensure that they read questions carefully. Partially modifying an otherwise irrelevant memorised response will not lead to high marks.

Question 16a.

Marks	0	1	2	3	Average
%	14	19	40	27	1.8

1. fettuccini
2. rigatoni
3. penne

Students would benefit from being familiar with a wide range of pasta varieties; too often spaghetti was given as an incorrect response.

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Question 16a.

Marks	0	1	2	3	Average
%	18	29	34	19	1.6

Suitable responses included:

- fettuccini – pollo e funghi/carbonara
- rigatoni – napoli/putanesca
- penne – amatriciana/pesto.

Bolognese and vegetarian lasagna were too often given as responses. Students needed to demonstrate that they have strong knowledge of pasta varieties and suitable sauces to match them.

Question 17

Marks	0	1	2	3	4	5	6	Average
%	49	10	7	9	10	6	8	1.7

Suitable responses included:

- peel and grate the potato/par cook it
- squeeze out the excess starch
- season, add flour and egg and mix well
- fry consistent amounts in heated oil/clarified butter and cook until golden brown
- drain excess oil and serve
- be mindful of hot oil, securing pots on the stove and not grating fingers.

Students generally responded poorly to this question. No marks were given for responses that included mashing the potatoes.

Question 18a.

Marks	0	1	2	Average
%	5	28	66	1.6

Suitable responses included the following ingredients:

- potato
- butter
- milk
- cream
- salt and pepper/nutmeg.

Students responded confidently to this question.

Question 18b.

Marks	0	1	2	3	Average
%	3	2	26	68	2.6

Suitable responses included the following:

- wash and peel the potatoes
- cut to a uniform size
- place in cold water and season
- bring to the boil and simmer
- check to see if cooked with a skewer
- when cooked, drain well
- add milk and butter (warmed) to the potatoes
- mash and adjust the seasoning.

Students responded very well to this question.

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Question 19

Marks	0	1	2	Average
%	18	31	52	1.4

Benefits include to:

- stop the cooking process
- help intensify colour
- help peel the skin
- prevent overcooking
- extend shelf life
- maintain nutritional value.

Some students had difficulty with interpretation of the question.