



2006 VCE VET Hospitality Commercial Cookery GA 2: Written examination

GENERAL COMMENTS

The VCE VET Hospitality (Operations) Commercial Cookery examination is based on the following four units of competence:

- THHBCC02B Prepare appetisers and salads
- THHBCC03B Prepare stocks, sauces and soups
- THHBCC04B Prepare vegetables, eggs and farinaceous dishes
- THHBKA03B Receive and store kitchen supplies.

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 points and gave four points, only the first three points were assessed. Therefore, if students think of another response after they have already written down the required number of points, they should cross out what they consider to be the weakest point and add then add the extra one.
- When asked for a number of pieces of information, students who gave two responses that meant the same thing 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.
- If the question does not ask students to comment on the 'quality' of a product, it is implied that the products are of the correct quality to use (for example, Question 11 veal jus and Question 6 eggs).

Some responses to particular questions gave opposites, for example, too much or not enough, cooked too long or undercooked; only the first of these answers was taken into consideration when marking responses. There was a general lack of understanding of the differences between personal hygiene and kitchen hygiene and the definitions of occupational health, safety and security.

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	92	2	0	0	
2	78	6	14	2	0	
3	31	7	13	48	0	
4	17	20	46	17	0	Option C was not correct because if a potato is placed in cold water and boiled it till soft it will cook through evenly but, as the outside becomes cooked and soft, the action of the boiling water will break down the outside of the potato and absorb a lot of water. Option D would produce the desired final product – an evenly cooked, dry potato.
5	24	36	36	3	0	
6	18	59	16	6	1	
7	18	56	14	11	1	
8	12	5	63	20	1	
9	33	51	7	8	0	
10	42	8	45	5	0	
11	14	10	5	70	0	
12	4	9	79	8	0	
13	2	67	22	8	1	
14	6	85	2	7	1	
15	70	5	16	9	0	
16	14	34	44	8	1	



Question	% A	% B	% C	% D	% No Answer	Comments
17	72	10	13	4	0	
18	4	31	5	59	1	
19	13	2	56	28	1	
20	14	63	10	11	1	
21	77	3	14	6	0	
22	18	25	22	34	1	
23	85	5	2	8	0	
24	19	2	52	26	1	
25	2	11	83	3	0	
26	59	34	6	1	0	
27	22	2	3	73	0	
28	2	12	78	7	1	
29	8	70	19	3	0	
30	84	3	12	1	0	

Section B – Short answer questions

Outlines or examples of correct answers are provided below. Please note that for some questions, not all possible answers have been listed.

Question 1

Marks	0	1	2	3	Average
%	47	43	6	4	0.7

The three responses required were:

- tomato
- green beans
- potato.

No marks were awarded for anchovies, olives or lettuce.

Question 2

Marks	0	1	2	3	4	Average
%	34	27	24	11	4	1.2

This question focused on the cooking of the eggs; one of the key factors that needed to be considered was the quantity of eggs (24) and the end use (for salads). Students therefore needed to list steps in a commercial context that ensured that the quantity of eggs could be cooked at the same time and were all of the same quality at the end of the process.

There are two different approaches to cooking the 24 eggs that could have been used – the traditional method (using a saucepan) or using a steamer. Marks were allocated for the key steps within each of the approaches.

Using a saucepan	Using a steamer
1. Place eggs in pot/basket in pot of sufficient size	1. Preheat steamer
2. Cover with cold water	2. Place eggs in tray – single layer
3. Bring to the boil and simmer	3. Place in preheated steamer
4. Cook for the appropriate cooking time or refresh in cold water to arrest further cooking	4. Steam for the appropriate cooking time or refresh in cold water to arrest further cooking

Many students referred to methods that used multiple small pots, starting in hot water and pricking the egg prior to cooking, which would not be appropriate in a commercial context. A lot of responses focused on the quality of the eggs and not on the process of cooking the eggs.

No marks were awarded for responses about the quality of the eggs, storage prior to or after cooking, specific cooking times or preparation after cooking.

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Question 3

Marks	0	1	2	3	Average
%	14	42	36	8	1.4

Marks were awarded for the following responses:

- prepare just before use
- wash carefully
- avoid soaking
- chop after cooking, not prior
- avoid cutting too small
- do not overcook
- select quick cooking methods – steam retains more values than boiling, blanche in hot water, stir fry or microwave
- add close to the end of the cooking process
- do not 'hold' at high temperatures.

Answers relating to the use of bicarbonate of soda or other alkaline in the cooking process, or to use of cooking juices (due to the bitterness of these juices) were not correct. No marks were awarded for answers related to the quality of the products or serving them raw, as the focus of the question was on preparation and cooking. A number of responses focused on the quality of the products – these students had incorrectly interpreted the question, which asked them to address 'retaining' nutritional value.

Question 4

Marks	0	1	2	Average
%	4	58	37	1.3

Correct responses included:

- to prevent pasta sticking together when cooking
- to ensure pasta has sufficient water to move around in
- to cook evenly
- pasta will absorb water and expand during the cooking process
- water will be lost due to evaporation in the boiling process.

Question 5a.

Marks	0	1	2	3	Average
%	2	3	18	77	2.7

There were many correct responses to this question, including:

- strawberries
- boysenberries
- blueberries
- blackberries
- cranberries
- red, black or white currants.

No marks were awarded for a response of mixed berries.

Question 5b.

Marks	0	1	2	3	Average
%	32	16	34	17	1.4

Two different approaches to the production of a coulis were identified – a cooked and uncooked version. Marks were therefore allocated for the key steps within each of the approaches. These were:

- combine with stock syrup or icing sugar
- cook or blitz to puree
- pass through a fine strainer to remove the pips.

No marks were awarded for responses about storage, quality of fruit, washing or inspecting berries.

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Question 5c.

Marks	0	1	2	Average
%	47	33	20	0.7

Correct responses included:

- can be cheaper than fresh
- available all year (or can use frozen berries when fresh are out of season)
- time saving for bulk production
- quality is consistent (or already quality inspected).

No marks were awarded for responses about the flavour, time taken to cook, faster to cook or the shelf life of berries.

Question 6

All of the questions in this bracket were linked; the separating of the eggs, whisking of the whites for making the meringue and the use of the yolks for the sauce anglaise.

Question 6a.

Marks	0	1	2	Average
%	15	48	37	1.2

Correct responses included:

- separate one by one to ensure no yolk in the whites or blood spots
- no shell in the whites.

No marks were awarded for responses about the quality of the eggs.

Question 6b.

Marks	0	1	2	3	4	Average
%	23	23	27	21	7	1.7

Factor	Effect on the egg whites
sugar	affects volume if added too fast, too early, in an incorrect ratio
salt	assists in volume/foam
acid	assists in volume/foam
equipment	volume/foam affected by dirty equipment stainless steel bowl will decolour the egg whites
fat	affects volume/foam
temperature (hot or cold was accepted, not both)	of the egg whites or other ingredients – will affect the formation of the foam
freshness of eggs	affects volume/foam
water	affects volume/foam
technique (over whisking or under whisking was accepted, not both)	affects volume/foam

Responses needed to identify the factor as well as the effect on the whisking of the egg whites. No marks were awarded for listing additions or additives to the egg whites.

This question was not well answered; many students were not able to give both the factor and effect.

Question 6c.

Marks	0	1	2	Average
%	22	37	41	1.2

Correct responses were:

- milk/cream
- sugar.

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Question 6d.

Marks	0	1	2	Average
%	47	26	27	0.8

6di.

Responses to this question needed to be in the context of cooking the sauce anglaise. Responses that described in words or illustrated in a drawing a bowl resting over pot of hot water were acceptable. Where responses included both written and illustrated descriptions, both were considered when awarding the marks.

No marks were awarded for responses or drawings that indicated direct heat in contact with the sauce.

6dii.

Correct responses included:

- the sauce is less prone to curdling – reducing wastage and costs
- the sauce will reach its greatest thickening with the correct ratio of ingredients – reducing cost
- the sauce will keep a better shine – quality
- it is the appropriate method to heat and cook products that need gentle heat rather than direct heat, which would overheat the egg and cause the sauce to curdle before thickening.

No marks were awarded for responses that indicated keeping the sauce warm or holding its temperature during service.

Question 7

Marks	0	1	2	3	4	Average
%	17	24	28	20	10	1.8

- Mushroom **risotto** with grilled chicken and grated **parmesan**
- 3 egg omelette with **portobello** mushrooms and green asparagus with **hollandaise**
- Chinese roast duck with glutinous rice, steamed **pak choy** and **plum** sauce
- **Spaghetti** marinara with freshly podded **peas** and lemon

Although a range of alternative products were listed as possible answers for this questions, there was only one correct sequence of responses, as each word could only be used once.

Each menu item needed to have **both** correct responses for to gain the mark.

Question 8

Marks	0	1	2	3	4	Average
%	17	14	17	26	26	2.3

Ingredients

- egg
- milk and/or cream
- seasoning or salt and pepper

Students needed to provide all three ingredients to obtain the mark. No marks were awarded for listing other ingredients (for example, capsicum, cheese, tomato, various herbs) or the quality of the eggs.

Method

- combine ingredients together
- add mixture to a preheated or hot pan
- stir curds as they start to set, or stir while cooking over a gentle heat

No marks were awarded for lists of equipment needed or serving instructions.

Question 9

Marks	0	1	2	Average
%	34	46	20	0.9

Correct responses included:

- add cornflour, arrowroot, potato starch or flour slurry

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- add a liaison or an egg/cream mixture
- add rice/pasta or vegetable puree
- use a beurre manie or a fat/flour mixture.

No marks were awarded for puree on its own, reduction of the liquid (as this would affect the final volume), or additions of cream, flour, or egg by themselves.

Question 10a.

Marks	0	1	Average
%	91	9	0.1

Responses could include a description of the translation of the term or 'how' to undertake the task; for example,

- 'mount' the sauce with butter, or
- whisk small pieces of cold butter into the sauce over the heat.

No marks were awarded for 'to finish a sauce with butter'. This question was not well answered, with students getting confused between the terms 'beurre manie' and 'monte au beurre'.

Question 10b.

Marks	0	1	2	Average
%	79	9	11	0.3

Correct responses included:

- to enrich or flavour the sauce
- to improve the texture or mouth feel of the sauce
- to improve the appearance of the sauce by creating sheen or gloss.

No marks were awarded for responses about thickening or consistency. Again, this question was not well answered, which showed poor understanding of kitchen terms.

Question 11

Marks	0	1	2	3	Average
%	25	51	22	3	1.0

Correct responses included:

- use clean equipment and/or utensils for removing jus to avoid cross-contamination
- replace lid or covering on the container
- place the jus to be heated in a clean saucepan
- heat the jus to the correct temperature for service (above 60°C).

Many responses also gave points about the quality of the stock – the question asked about reheating the stock and the hygiene aspects of this task. Responses about the quality of the stock were not about the reheating and were therefore incorrect. No marks were awarded for responses about personal hygiene, uniform, relabelling or getting from or returning to the cool room.

Students seemed to confuse personal hygiene and hygiene when handling a product.

Question 12

Marks	0	1	2	3	Average
%	5	30	50	14	1.7

Correct responses included:

- use the equipment appropriately or as per operating instructions; seek assistance in operating the equipment; assemble/re-assemble the equipment correctly
- use a large container to minimise splashing; cover the container; keep blades under the level of the soup while processing; do not remove the blender from the soup until the blade has completely stopped moving (any action that reduces the risk of splashing or burning while processing)
- do not touch the blade or wash the blender until it is unplugged/switched off
- turn off and remove from the heat; or may leave soup to cool slightly before blending

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- complete the task in a safe location – use a stable pot, at the correct height, with adequate space and ensure the cord is not hanging down.

No marks were awarded for responses about personal hygiene, uniform or cleaning the equipment prior to or after use. This question, along with Question 19, allowed students to show their knowledge of the safe use of kitchen equipment, with some good responses about being shown how to use the equipment, using it safely and being aware of the environment when approaching a task.

Question 13

Marks	0	1	2	Average
%	48	34	18	0.7

Gazpacho is a traditional **cold** soup made with **chicken** stock. The main ingredients are **cucumber**, **tomato** and onion.

Although numerous alternative products were acceptable as possible answers for this question, there was only one correct sequence of responses as each word can only be used once. Each sentence needed to have **both** correct responses for one mark.

Question 14a.

Marks	0	1	2	Average
%	63	31	6	0.5

Correct responses included:

- covered in a warm area
- over a bowl of warm water
- at a temperature between 35 and 40 degrees.

Responses needed to focus on the ‘quality’ and ‘consistency’ of the product for use during service. No marks were awarded for responses that referred to the use of a bain marie as this description was too broad.

Question 14b.

Marks	0	1	Average
%	62	38	0.4

No longer than two to three hours.

No marks were awarded for responses of a short time or a service period.

Question 14c.

Marks	0	1	2	Average
%	54	36	10	0.6

Correct responses included:

- the emulsified sauce will separate when stored below 30°C or above 38°C
- once separated it cannot be re-emulsified to the same original consistency.

Students’ responses indicated a poor understanding of what a hollandaise sauce is and what its limitations are in preparation, holding and storage. No marks were awarded for responses about food safety.

Question 15a.

Marks	0	1	Average
%	91	9	0.1

Nut brown butter sauce (or brown butter sauce).

No marks were awarded for responses of a butter sauce, melted butter or a sauce.

Question 15b.

Marks	0	1	Average
%	93	7	0.1

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Correct responses included:

- fish
- brains
- veal
- chicken
- pasta
- specific vegetables.

As there was a large range of dishes that could be listed, assessors agreed that it was more appropriate to look for the 'main' ingredient of the variety of dishes in which a beurre noisette could be used.

Neither part of Question 15 was well responded to, again reflecting a limited understanding of common kitchen terminology.

Question 16

Marks	0	1	2	3	4	Average
%	12	38	39	10	2	1.5

Correct responses included:

- the bones and/or vegetables were not coloured enough
- the roux was not cooked out correctly
- the beef stock and/or espagnole used was inferior in quality
- the sauce was not cooked long enough
- the ratio of the ingredients was incorrect.

No marks were awarded for responses that referred to seasoning or the quality of individual ingredients used. Very general answers such as 'cooked too long' or 'the correct cooking method not used' were also not accepted. Responses often seemed to focus on the quality of the ingredients and not on solving what may have caused a fault in the final product.

Question 17a.

Marks	0	1	2	3	Average
%	28	44	25	3	1.0

Responses included:

- clean work area or utensils to avoid cross contamination
- minimise or monitor the time the fish is left out of cold storage
- prevent cross contamination with other food products by using good hygiene practice
- ensure food is kept covered whenever possible.
- use a clean fresh crumb set.

No marks were awarded for responses about the use by date, quality of the fish, freshness of the fish, personal hygiene, defrosting, cooking, preparation or serving. Responses again often focused on the personal hygiene aspects of preparation; the focus of this question was on the food safety issues relating to preparing fish.

Question 17b.

Marks	0	1	2	3	Average
%	30	35	25	11	1.2

Correct responses included:

- capers
- gherkin or pickles
- parsley, chives, chervil, dill or fine herbs
- onion, shallot or spring onion.

No marks were awarded for responses of herbs or lemon.

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Question 18

Marks	0	1	2	3	4	Average
%	6	12	38	34	9	2.3

Correct responses included:

- use of quality ingredients – freshness; washing/preparation; pests; undamaged and clean packaging
- decorative and appealing in presentation in the boxes
- all boxes are uniform and consistent in composition – volume, all ingredients in each box, cutting skills
- salads are dressed appropriately to ensure quality is maintained; not overdressed; dressing is provided in a separate container
- salad ingredients are stored under refrigeration to maintain quality
- packaging is labelled, including ingredients and use by date, sealed and stored appropriately.

No marks were awarded for responses that referred to food safety, personal hygiene or the use of gloves or tongs.

There were some very good responses to this question which showed innovation with reference to warm salads, labelling and responsibilities regarding allergies of customers.

Question 19

Marks	0	1	2	3	4	5	Average
%	25	41	23	8	3	0	1.3

Correct responses included:

- set up a stable board and a chef's knife (or other appropriate knife)
- cut each of the cabbages into halves (or to fit the slicer), remove core and place on the slicer with the flat side towards the blade
- set thickness, switch on the slicer (do not switch on before this point)
- always use the guard to hold the cabbage when slicing
- keep fingers away from blade
- always switch slicer off and on again when placing the next cabbage on the machine
- focus on the task (do not get distracted)
- turn the blade setting to 'O' after use and prior to cleaning
- follow enterprise procedures for machine use or ask for demonstration/assistance.

Although many responses showed a good understanding of the safety issues involved in using a meat slicer, they did not address the focus of this question, which was cutting a cabbage on the meat slicer. No marks were awarded for responses that referred to food safety, use of gloves, washing the cabbage, personal hygiene, and assembly of the slicer.

Question 20a.

Marks	0	1	2	3	4	Average
%	23	27	36	13	0	1.4

- hummus – chickpeas
- baba ganoush – eggplant
- taramasalata – fish roe or salted cod roe
- guacamole – avocado

The majority of students successfully identified up to two of the main ingredients. Many responses listed several ingredients against each dip, in which case only the first answer listed was considered. There was some confusion as to whether the main ingredient in taramasalata was caviar or sturgeon roe.

Question 20b.

Marks	0	1	2	Average
%	52	13	35	0.9

Marks were awarded for any fresh vegetable such as carrot, cucumber, celery and capsicum.

Note – the various cuts of vegetable were not relevant to responses to this question. No marks were awarded for responses that referred to or listed any product that was not a raw vegetable or fruit.

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Question 21

Marks	0	1	2	3	4	5	Average
%	5	5	16	33	30	11	3.1

Correct responses included:

- milk is the correct variety as ordered
- the correct quantity has been delivered as ordered
- milk is below 4°C
- packaging is intact or not damaged
- use by dates are acceptable
- invoice/delivery docket information matches the stock received.

No marks were awarded for responses that referred to prices, use by on crates, colour/look of the milk, truck cleanliness or temperature. One-word answers were not accepted, as these did not show an understanding of the requirements (for example, 'temperature' rather than that milk should be cold and below 4°C).

Question 22

Marks	0	1	2	3	4	5	6	Average
%	4	6	14	25	30	18	3	3.4

Correct responses included:

- keep store clean
- check regularly for pests or insect infestation
- correctly store products (this needed to be defined)
- ensure all food items are covered at all times
- rotate incoming stock – FIFO/stock take
- label and date all food items removed from original packaging
- check stock for use by dates
- keep store well organised – off the ground
- maintain correct storage conditions – lighting/ventilation/moisture/temperature.

No marks were awarded for responses that referred to re-ordering stock.

Question 23

Marks	0	1	2	3	4	Average
%	27	28	24	17	4	1.4

Correct responses included:

- store goods in a timely manner – prevent hazards
- keep stores tidy
- use correct lifting technique
- always use a trolley to transport bulky or heavy items
- always store goods correctly, at an accessible height/not on the floor
- clean up spills immediately and use signs
- never carry items that obscure your line of sight, no running, appropriate behaviour
- use appropriate equipment to reach shelves – ladder
- use proper chemical handling
- wear appropriate clothing, footwear and gloves.

Responses to this question seemed to focus on the personal hygiene of the person working in the store rather than on the safe practices that should be observed when working in a store area. No marks were awarded for responses that referred to storage, FIFO (first in, first out), LIFO (last in, last out) or personal hygiene.