



**2008 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 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.
- Student responses should be brief and to the point. The space provided and the marks allocated should be used as a guide to the key points of information that should be provided.

Student performance on average this year showed improvement from results in the 2007 examination.

Students who attempted all questions were well prepared for the examination and displayed a sound understanding of the key concepts. However, some students did not demonstrate that they had grasped the basic fundamentals of culinary practice required of a person entering the industry with a Certificate II level qualification. Stronger engagement with the industry is recommended to reinforce the theoretical concepts contained within the units of competence being examined.

This year there were a number of questions based on key culinary principles where students did not score highly. This highlights an area where significant improvement is required. Questions 2b., 3, 4, 7b., 8, 12, 13, 14, 15, 16b., 16c., 18a., 18b., 20, 21, 22 and 23 are examples of this.

Some students did not score full marks on questions that required a description of processes and procedures. Students should try to identify or detail the complete process or procedure in their responses.

Students need to read and respond to questions with more accuracy. If the question asks students to 'describe how you would ensure consistency at each stage' (Question 8) then one word responses are not appropriate. If the question prompts students to 'describe good quality characteristics of freshness' (Question 16b.) responses should not describe poor quality characteristics not related to freshness. Students should demonstrate their broad understanding and knowledge in their responses. In Question 18c., students could identify the quality characteristics of a sauce but did not describe those aspects as they relate to well-made demi-glace. For example, a one word answer such as 'colour' did not gain a mark but 'dark brown in colour' was an appropriate answer and did score a mark.



## 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	5	16	73	6	0	
2	25	13	51	11	0	
3	9	13	5	73	0	
4	16	6	71	6	0	
5	12	10	65	13	0	
6	24	19	32	24	0	For maximum nutrition beetroot should be left whole when cooking, otherwise valuable nutrients and colour transfers to the cooking water. To evenly cook this hard vegetable the cooking process should start with cold water.
7	85	8	3	4	0	
8	3	5	83	9	0	
9	3	88	5	5	0	
10	72	5	12	11	0	
11	22	33	1	45	0	
12	22	10	9	58	1	
13	7	72	12	9	0	
14	13	11	57	19	0	
15	0	6	11	83	0	
16	60	27	6	7	0	
17	53	16	1	30	0	
18	25	63	4	8	0	
19	18	9	5	69	0	
20	65	16	3	16	0	
21	21	23	19	37	0	Lentils are a main ingredient for a dhal – this was a basic food knowledge question.
22	7	39	19	34	0	A jus Lié is corrected towards the final stages of cooking using cornflour slurry.
23	62	16	3	19	0	Beurre blanc is a butter sauce made with a vinegar reduction and butter. All other sauces contain egg yolk.
24	3	58	5	34	0	
25	6	27	12	54	0	
26	16	2	55	26	0	
27	44	10	27	19	1	Brunoise vegetables are most appropriate for the presentation and quick cooking aspects. Whole or rough cut vegetables used in the making of stock would be discarded when the stock is strained to remove fat and the meat is picked over and cut up.
28	11	8	76	5	0	
29	22	59	16	4	0	
30	2	69	3	26	0	
31	11	50	33	7	0	
32	25	3	36	35	0	The aim of this question was to show that stock should be cooled quickly and efficiently. If the stock is still hot when it is placed in the cool room it will affect the



						temperature of the storage area.
33	29	33	17	21	0	A bin card is used to record the contents/count of stock in storage and should be updated when new stock has been accrued. A supplier's invoice lists the stock items and quantities being charged for on the delivery.
34	34	8	50	9	0	
35	2	51	43	5	0	The use-by date is a reference to when the unopened product should be used by. Once a tin is opened the product becomes a fresh item and the shelf life is determined by the storage conditions and handling.

## Section B – Short answer questions

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
%	50	21	15	10	4	1

To gain full marks students needed to outline:

- **what** (task) needed to be cleaned
- **when** or how often did it need to be cleaned
- **who** was responsible for the cleaning task
- **how** was it cleaned or what chemical was used for the cleaning task.

No marks were awarded for responses related to maintenance, monitoring the temperature range, when it was last cleaned or FIFO principles.

Many students were not familiar with standard information provided in a cleaning schedule, which should be on display as a requirement of the food safety plan. Also of concern was the number of incorrect responses given by students about the use of chemicals in the cool room. Students commonly noted that food should first be removed or that chemicals should not be used as they will contaminate the food in storage. This demonstrates poor understanding of food hygiene, cleaning practices and commercial cool rooms.

### Question 2a.

Marks	0	1	2	3	4	Average
%	8	13	44	33	3	2.1

Four checks to make on a delivery of chemicals include that items were:

- the correct quantity as ordered and charged for
- the correct variety/product as ordered and charged for
- the correct volume/size as ordered and charged for
- not damaged – containers were well sealed/not leaking.

No marks were given for responses about checking the use-by date or for pests/rodents.

### Question 2b.

Marks	0	1	2	3	Average
%	24	43	28	5	1.2

Chemicals should be stored:

- in a well lit area so labels can be read
- in a well ventilated location
- on an appropriate shelf so products are not on the floor, taps are easily accessible and floors can be kept clean
- in appropriate location away from radiant heat/sunlight/walkways

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- in a secure storage location that is locked or where access is restricted to staff that are trained to use chemicals safely.

No marks were awarded for responses that referred to the chemicals being stored under the sink or away from children as this did not relate to the industry context. Storing chemicals away from food storage and preparation areas of the kitchen was a common response that also did not score any marks as this information was provided in the example.

### Question 3

Marks	0	1	2	3	4	5	Average
%	16	29	30	18	6	1	1.7

Best practice procedures to use when receiving and storing seafood products items include:

- checking the product temperature to ensure that the goods are in the acceptable range of 1–4° C
- checking for correct weight of each product as it is ordered/invoiced
- checking for correct variety/specification
- checking to ensure that packaging is intact
- checking for freshness/good quality characteristics by smell, flesh texture, etc.
- stock separation and correct storage requirements such as on individual trays/drip tray if wet/on ice/covered and labelled
- the invoice should be stored in the office/on the spike/the invoice should not be signed until the items are checked off thoroughly.

No marks were awarded for responses such as ‘check for freshness’ or ‘check they are at the correct temperature’ as the student had not provided sufficient information to indicate aspects of freshness or correct temperature. Marks were not given for comments indicating that the stock was stored in the freezer.

### Question 4

Marks	0	1	2	3	4	Average
%	17	30	26	15	13	1.8

Preparation requirements for salad leaves include:

- they must be washed (compulsory for one mark) and drained
- they should be picked over to remove spoilt leaves/damaged leaves/remove stems
- they should be spun or have excess water removed
- they should be placed in a suitable storage container and covered
- they should be stored in a cool room.

No marks were given for answers such as rinsing leaves, patting leaves dry with paper towel/tea towel, soaking leaves in water for an extended period of time, storing leaves in water or drizzling the leaves with lemon juice or oil prior to storage.

### Question 5

Marks	0	1	2	Average
%	63	17	20	0.6

Examples of correct responses included:

- parmesan rind
- truffle
- lemon
- annatto seed
- garlic
- basil
- rosemary.

Suitable variations on other products were also accepted.

No marks were given for products such as sesame seed, peanut, walnut or olive oil as these are oils made from the product and not infused oils.

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Infused oil is made by transferring the flavour of a product into base oil. There are two methods:

- slow cold method – the flavouring agent is stored for a period of time with the base oil in a sterilised bottle
- quick heat method – the oil is slowly and very gently heated with the flavouring agent.

No marks were awarded for responses that gave ingredients such as vinegar, egg and dried mixed herbs. Common incorrect responses indicated the making of a vinaigrette or dressing or simmering a product in oil.

## Question 6

Marks	0	1	2	3	4	5	Average
%	38	28	19	9	5	2	1.2

**Danger zone** – minimising the time that food is kept in the temperature zone 5–60°C to prevent rapid bacterial growth/ the application and principle of keeping food safe by limiting the time in the temperature zone where pathogens/bacteria multiply very quickly.

No marks were awarded for comments such as ‘the temperature where food should not be placed in’ or ‘the danger zone in the kitchen where accidents often happen’.

**Food hygiene** – keeping food safe from contamination by applying good personal and workplace hygiene practices.

**Sanitiser** – a chemical product used to kill and inhibit the growth of bacteria on equipment and work surfaces used for food production. Also refers to using a high heat process to kill or inhibit bacterial growth.

No marks were given for responses that referred to the sanitiser being used as a cleaning agent.

**Canapé** – cold, one bite sized pieces of food usually served on a piece of bread, a vegetable or a pastry base, served to guests as an appetiser before a meal to stimulate the appetite.

**Antipasto** – in Italian antipasto means ‘before the meal’. Antipasto is a selection of cold meats, cheese and pickled or marinated vegetables served as an appetiser before the main meal.

Students were required to define each of the terms to explain the relevance of them in food service. Marks were awarded to responses that provided some detail of knowledge and understanding of the term within an industry context.

## Question 7a.

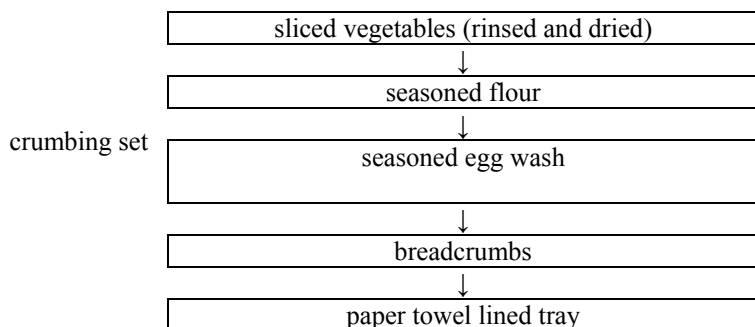
Marks	0	1	2	Average
%	57	39	4	0.5

The purpose of salting the vegetables is to remove excess moisture and any bitterness to prevent them going soggy after cooking.

No marks were awarded for responses such as salt adding flavour or preventing oxidation.

## Question 7b.

Marks	0	1	2	3	Average
%	37	11	20	31	1.5



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Students were required to write the correct product in the box in the correct order to gain full marks. No marks were given for responses such as 'egg yolk' or 'egg' or responses that gave reference to cooking the vegetables.

## Question 8

Marks	0	1	2	3	4	Average
%	37	25	23	11	4	1.2

- flavour – create balls from one bulk homogenous amount/ensure that the flavouring ingredients are well distributed/ensure accuracy when measuring ingredients and following the recipe (no marks were awarded for responses such as 'cook for the appropriate amount of time')
- shape – use a scoop to produce equally sized balls/weigh the risotto balls/keep a sample as a guide
- appearance in colour
  - external – pané risotto balls properly/monitor them while cooking to achieve consistent even colour/keep a sample as a guide (no marks were awarded for responses such as cooking balls for the same amount of time)
  - internal – even distribution of ingredients
- temperature – (deep fry then) keep batches warm in the oven/under a heat lamp until service/or cook to order/ or use a temperature probe (no marks were awarded for responses such as 'cooking in the oven')

Often responses described what the product should look like but did not give sufficient detail as to how consistency could be achieved in each of the stages.

## Question 9

Marks	0	1	2	3	Average
%	35	36	25	4	1

- tempura vegetables with **tamari** and wasabi
- pomme frites (potato chips) with garlic **mayonnaise**
- baked eggplant and bocconcini stacks with **napoli** sauce

Unfortunately many students did not score well on this question, demonstrating a poor understanding of convenience sauces and appropriate combinations.

## Question 10

Marks	0	1	2	3	4	5	Average
%	7	10	8	22	31	21	3.2

1. carbonara
2. pesto
3. bolognaise
4. marinara
5. primavera

Although a range of sauces was listed there was only one correct sequence of responses. Students often listed sauce names that were commonly used with the pasta (such as spaghetti bolognaise), however this was incorrect as the sauce did not match the description provided in the menu. Students scored quite well on this question.

## Question 11

Marks	0	1	2	3	Average
%	12	73	14	1	1

Three of:

- it is cost effective – saves time in separating all the eggs/less wastage/longer storage life/cheaper
- there is no yolk or shell present/bloodspots/chalaza
- it is easy to measure the quantity required
- it may be pasteurised (and is therefore assumed safer to use)
- it is convenient – easier to store/purchase.

No marks were given for responses related to the product being used while still frozen or refreezing leftover product.

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## Question 12

Marks	0	1	2	3	Average
%	80	13	6	1	0.3

### Question 12a.

The equipment required to prepare the finished shape of potato duchess is:

- a piping bag with (star) nozzle
- a baking tray.

Based on the range of responses, students were not familiar with the preparation of duchess potatoes and often had difficulty identifying the equipment required to make them. Students are to be commended, however, for attempting to give answers even if they were not familiar with the product. No marks were given for responses such as pastry brush and melted butter, oven, masher, cake mould or spoons.

### Question 12b.

Dauphine potatoes require the addition of choux paste.

## Question 13

Marks	0	1	2	Average
%	93	3	4	0.1

Broken whole eggs are placed in a buttered ramekin and cooked in a bain-marie in the oven or by using a coddling cup in a water bath in a saucepan on the stove.

OR

Whole eggs in the shell are placed into a saucepan of boiled water off the heat with the lid on for six (maximum seven) minutes, setting the egg white but not the yolk.

No marks were awarded for responses that described other egg cooking methods. Common incorrect responses described poached, soft-boiled or scrambled eggs.

## Question 14

Marks	0	1	2	3	4	5	Average
%	21	11	18	15	17	17	2.5

Tomatoes are prepared for tomato concasse by the following process:

- remove the core and score the base
- blanch and refresh the tomato to loosen the skin
- slip skin to remove/discard
- quarter the tomato flesh and remove the seeds
- dice uniformly.

Students had a fair understanding of how to prepare this product. Unfortunately responses often did not describe the full procedure, which resulted in students not being awarded full marks.

No marks were given for responses such as washing or cooking tomatoes, or that the end product was diced.

## Question 15

Marks	0	1	2	3	4	5	Average
%	14	24	29	19	8	5	2

- coriander
- rosemary
- dill
- thyme
- sage

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Students were not confident in their responses to this question. Herbs are important in culinary use and students should ensure that they can identify a variety of herbs.

## Question 16a.

Marks	0	1	Average
%	5	95	1

The vegetable is a cauliflower, which most students were able to correctly identify.

## Question 16b.

Marks	0	1	2	3	Average
%	25	39	34	2	1.1

Three of:

- freshness/quality – firm, tight floweret/crisp green leaves
- colour – white in colour/no discoloration or browning/mould or yellowing
- heavy in weight
- aroma – there should be a distinct cauliflower smell.

Students often had difficulty identifying the freshness characteristics of a cauliflower. Marks were not allocated for describing poor quality indicators such as not having damaged flowerets or checking for pest or insects.

## Question 16c.

Marks	0	1	2	3	Average
%	26	27	22	25	1.5

The correct preparation of cauliflower for cooking includes:

- washing the cauliflower or flowerets (compulsory for one mark)
- portioning – separating the cauliflower into even sized flowerets, removing the core stem and leaves
- any appropriate cooking or par-cooking method – blanching and refreshing/steaming until tender/cooking in boiling salted water until tender.

Students often did not attain full marks because washing was not given in the responses. No marks were awarded for responses that described cooking the cauliflower in a sauce or other dish.

## Question 17

Marks	0	1	2	3	4	Average
%	13	3	1	9	75	3.3

ingredient	to make 5 litres	to make 20 litres
chicken bones	2.5 kg (x 4)	10 kg
carrots	150 g (x 4)	600 g
onion	250 g (x 4)	1000 g/1 kg
celery	100 g (x 4)	400 g

Students scored quite well on this question.

## Question 18a.

Marks	0	1	2	Average
%	66	20	14	0.5

The two main products required to produce a traditional demi-glace sauce are:

- brown stock
- espagnole.

Many students were not familiar with the ingredients required to prepare a demi-glace sauce and did not score high marks for this question. No marks were given for responses such as chicken stock, milk, cream, oil, egg, water or stock.



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## Question 18b.

Marks	0	1	2	3	Average
%	39	24	27	10	1.1

The quality characteristics of a well-made traditional demi-glace include:

- flavour – rich roast meat
- colour – dark brown
- appearance – glossy sheen, no lumps, fat free
- viscosity – sticky mouth feel/gelatinous
- consistency – pouring/light coating sauce.

No marks were awarded for one word responses such as taste, thickness, colour or consistency. These terms did not describe the quality characteristics of a well-made demi-glace.

## Question 18c.

Marks	0	1	2	3	Average
%	14	29	47	10	1.5

Advantages of using a convenience demi-glace product include:

- it is readily available – it can be easily purchased/used as a back up or extender/for use with bulk quantities
- time – it is quicker to prepare
- equipment – needs only common equipment to prepare and store
- less cost – for production of small quantities, wastage/portion control can be managed
- shelf life – it stores easily as a dry product without refrigeration.

No marks were awarded for responses such as easier to make, consistency or being fat free. A common response that did not gain a mark was that it was suitable for staff to use as they did not know how to make a demi-glace using the traditional method. This response is not appropriate as students could not confidently compare the two products.

## Question 19

Marks	0	1	2	Average
%	46	38	16	0.7

Alternative methods of thickening a mushroom sauce for a coeliac dietary requirement include:

- the use of a non-wheat thickening agent in a slurry made with flour from potato/rice/corn
- OR
- cream/stock-based reduction sauce
- OR
- using gluten-free flour in a roux at the start of the sauce making process.

No marks were awarded for using egg and cream (liaison) as this is used for finishing sauces or beurre manie.

## Question 20

Marks	0	1	2	3	4	Average
%	10	30	37	18	6	1.8

Minestrone is a traditional **Italian** soup made with **white** stock and the addition of **paysanne** cut vegetables and **cannellini or white** beans.

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

## Question 21

Marks	0	1	2	Average
%	45	45	10	0.7

Fish stock can be made cloudy during production by:

- washing the bones
- not blanching the bones
- the addition of starchy vegetables
- the stirring of stock during cooking

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- covering the stock during cooking
- using oily fish bones
- using equipment that is not clean
- not skimming stock during cooking (though this was considered unnecessary for the short cooking time and low temperature).

No marks were awarded for responses such as the eyes were left in the fish or that the stock was undercooked.

## Question 22

Marks	0	1	2	3	Average
%	74	20	3	2	0.4

To achieve the desired texture and finish of a cream of sweet corn soup you are required to:

- process the soup – using a stick blender/mouli/processor
- pass to strain.

The response needed to contain the step of including cream near the finish or adding liaison (egg yolk and cream) just before service.

Students did not demonstrate a good understanding of the key characteristics of a cream soup. No marks were awarded for adding cream during the cooking stages, clarifying the soup or the addition of a thickening agent.

## Question 23a.

Marks	0	1	Average
%	23	78	0.8

Only egg **whites** are used in the clarification process.

No marks were given for responses such as egg yolk, egg shells or whole egg. Although egg shells can sometimes be incorporated into the clarification process, they are not the component of the egg which does the clarifying, so this was not an acceptable answer.

## Question 23b.

Marks	0	1	2	Average
%	50	24	26	0.8

Egg white (often mixed with vegetables and minced meat) is whisked into cold stock then gently heated. As the protein in the egg white coagulates, it captures the impurities in the soup or stock and brings them to the surface as they form the scum or raft. This is then removed, leaving a clear stock.

No marks were given for responses that indicated that the egg is used to thicken or add flavour to the soup or stock.