



2005 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.

Overall, students found the 2005 VCE VET Hospitality (Operations) Commercial Cookery examination slightly more difficult than in previous years.

In general, students demonstrated a good understanding of items related to receipt and storage of kitchen supplies. Although students demonstrated sound basic knowledge of aspects of the other competencies (including the main types of dishes, basic ingredients, quality characteristics and basic safety when using knives), many students had difficulty with questions in Section B that required them to demonstrate a more detailed understanding. These questions typically required a description of a procedure or method. Students need to ensure that they provide an appropriate amount of information in their answers – many of this year's students did not.

Students need to be able to recognise the difference between 'list', 'describe' and 'explain'. For example, Question 13 asked students to describe how to prepare 'mirepoix' for use in making 20 litres of brown stock. Often, students' responses **listed** the ingredients of a mirepoix or what a mirepoix is used for but did not adequately **describe** how it is prepared for this task.

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. The additional point was not taken into consideration, even if correct. 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 points were combined and one mark was given (if appropriate) for the two similar responses.



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	84	6	9	1	0	
2	11	49	34	6	0	Sliced prosciutto is wrapped around pieces of cantelope, not tomato, which was the most common response.
3	15	28	44	13	0	
4	19	50	16	15	0	
5	17	7	9	68	0	
6	22	42	7	28	0	Mesclun is a pre-mix of assorted salad leaves, not a variety of potatoes or a 'duxelle' of cooked mushrooms.
7	32	41	6	21	0	Celeriac is the most correct response because of the texture and colour of the vegetable. Beetroot would bleed into the white sauce and the green vegetables are not suitable to be cooked au gratin
8	13	21	54	11	0	
9	73	1	19	6	0	
10	39	12	35	14	0	Artichoke should be immediately immersed in acidic water to prevent it going brown (oxidising).
11	22	29	7	42	0	
12	5	10	84	1	0	
13	3	7	21	69	0	
14	21	74	1	3	0	
15	18	31	40	10	0	Rémoulade is a sauce made from mayonnaise with the addition of gherkins, capers, mustard, anchovies and herbs.
16	14	13	68	5	0	
17	89	5	3	2	0	
18	14	28	47	10	0	
19	17	21	8	53	0	
20	13	36	39	11	1	Vegetables are traditionally cut 'paysanne' for minestrone soup as it is traditionally a hearty, peasant-style soup.
21	43	7	12	38	0	Red oak, mignonette and lamb's tongue are all varieties of salad leaves or lettuce. Choy sum is a variety of cabbage.
22	2	8	89	0	0	
23	88	5	0	6	1	
24	27	38	10	24	1	Aioli is a traditional garlic sauce made in a similar method to mayonnaise but with a higher ratio of egg yolks.
25	8	70	9	13	0	
26	47	4	16	33	0	
27	76	15	5	5	0	
28	14	78	7	1	0	
29	3	92	1	4	0	
30	72	11	7	10	1	

2005 Assessment Report



Section B – Short-answer questions

The following answers are based on the marking guide used by assessors when marking the exam papers. Please note that for some questions, not all possible answers have been listed in this report.

Question 1

Marks	0	1	2	3	Average
%	4	19	61	16	1.9

Leaves should be:

- not damaged
- of an appropriate size
- thoroughly clean/not contaminated/washed
- dry.

Many responses referred to the same indicator more than once, for example 'not brown', 'not damaged' and 'not bruised', and did not provide sufficient information to link with the task that was identified in the question.

No marks were given for responses such as 'appearance' or 'colour' as this was considered to be inadequate information.

Question 2a.

Marks	0	1	2	Average
%	11	45	43	1.3

Any two of:

- degree of ripeness
- that the fruit is undamaged/of good quality
- consistency in size and shape.

Responses indicated an understanding of how to recognise a ripe avocado but often did not consider that they should also be of a consistent size for use in this task.

Question 2b.

Marks	0	1	2	3	4	5	Average
%	7	9	24	37	22	2	2.7

The process involves the following steps.

- Hold the avocado securely/safely.
- Using a sharp cooks' knife, cut the avocado in half lengthways, cutting around the centre stone.
- Twist each half to separate, exposing the stone.
- Remove the stone safely by placing the half with the stone in a clean tea towel in one hand and striking the stone with the heel of the knife. Twist the knife to remove the stone from the avocado half.
- Safely remove the stone from the knife by tapping against a firm edge.
- Remove the flesh using a kitchen spoon or peel the skin away with a knife.

To gain full marks students needed to indicate a clear understanding of how to prepare the avocado halves for use in this dish. Responses that reflected incorrect procedures or unsafe techniques did not gain marks. Procedures that would result in an unattractively presented avocado also did not score marks. As stated in the question, marks were not given for detailing the fanning technique.

Question 2c.

Marks	0	1	2	3	Average
%	16	11	37	35	1.9

- cut side down in a single layer on a tray
- brushed with lemon juice to prevent browning

2005 Assessment Report



- covered
- in a refrigerated area

Responses often did not indicate how to store a quantity of prepared avocado.

Question 3

Marks	0	1	2	3	Average
%	11	14	30	45	2.1

Correct responses included any three of:

- cos lettuce
- croutons
- bacon/prosciutto
- anchovies
- parmesan cheese
- egg (poached/coddled/soft boiled/boiled).

The ingredients of a traditional Caesar salad were generally well known. As stated in the question, marks were not given for any ingredients commonly used in the dressing.

Question 4

Marks	0	1	2	3	4	Average
%	18	36	31	14	2	1.5

Correct responses included any four of:

- follow standard recipes – only prepare the required portion/prepare proportions according to the recipe
- maintain consistency in portion sizes – display (buffet) in quantities as required/individual serving size
- dress appropriately – just prior to serving/do not overdress
- keep ingredients refrigerated until required
- prevent contamination – keep salad ingredients covered and use clean equipment and utensils
- use appropriate preparation techniques – handle gently during preparation; use correct cutting techniques; and do not overcook.

Responses often related to details about specific ingredients and this was not always relevant. Responses such as ‘keep ingredients stored correctly’ and ‘don’t use lettuce that is brown’ were considered to contain insufficient information and did not gain a mark.

Question 5a.

Marks	0	1	2	3	Average
%	19	42	34	5	1.3

Correct responses included any three of:

- incorrect technique – oil added too quickly
- eggs are of poor quality
- oil/ingredients are too cold
- incorrect ratio of ingredients.

Many students gave incorrect responses, left the question blank or gave answers that related to the same indicator and therefore did not score well on this question. Responses often described a preparation technique that included the application of heat, which was incorrect. Clearly some students were not familiar with how to make a mayonnaise.

Question 5b.

Marks	0	1	2	Average
%	70	22	9	0.4

2005 Assessment Report



Correct responses included any two of:

- in a clean bowl, whisk fresh egg yolk until light in colour. Whisk in a small amount of the curdled mayonnaise, ensuring the sauce has emulsified, and then gradually continue to add the remaining mayonnaise and oil
- add a tablespoon of boiling water to one side of the curdled mayonnaise then whisk, ensuring the sauce has emulsified. Slowly incorporate more of the mayonnaise and then the remaining oil
- slightly warm the bowl of curdled mayonnaise over a bain-marie. Whisk continuously to reform the emulsion then remove the bowl from the heat source.

Responses generally indicated a poor understanding of how to fix a curdled mayonnaise; often this was linked to an incorrect interpretation of how the mayonnaise should be prepared. Responses that indicated ‘just add another egg yolk and mix’, or similar, did not gain a mark as this was insufficient to explain how to recreate the emulsion necessary to stabilise the sauce.

Question 6

Marks	0	1	2	3	4	Average
%	7	16	23	28	26	2.5

Correct responses included any four of:

- appropriate in colour
- not cloudy/of good clarity
- free from fat
- free from impurities
- set like a jelly
- appropriate flavour/smell.

There were many confident responses for this question which gained good marks. Answers could refer to characteristics of either a hot or cold finished stock. Full marks were not given for one-word responses such as ‘smell’ or ‘colour’ as this was insufficient to describe a characteristic of a well made stock. Similarly, ‘skimming’ and ‘with soft meat’ related to cooking a stock and also did not gain any marks.

Question 7

Marks	0	1	2	3	4	Average
%	16	34	27	16	7	1.6

Correct responses needed to include information such as:

- wash; check for infestation or damage
- cut into even sized portions
- par-cook technique – blanch in boiling water/steam (needed to include some indication that the cooking has been arrested/refreshed)
- prepare for storage – drain well, in a single layer, flat steamer tray
- storage information – store covered; refrigerate.

Students generally responded poorly to this question. Many responses did not detail the necessary stages that were important when preparing broccoli to use later in the day.

Question 8

Marks	0	1	2	3	4	5	Average
%	9	17	31	28	12	3	2.3

Correct responses needed to include information such as:

- use an appropriate knife (a large cook’s knife)
- secure the chopping board in place (place a damp cloth underneath)
- secure the melon before cutting – hold securely or trim off a thin slice to use as a flat base. Insert the tip of the knife directly through the centre of the watermelon through to the base. Push the heel of the knife down to meet the cutting board. Turn melon around and repeat down the other side, thus cutting the melon in half

2005 Assessment Report



- place the cut halves of the melon down on the cutting board then use the same cutting procedure to cut each portion in half again
- the melon is now in four pieces.

Marks were awarded for describing how to cut a watermelon into four pieces in a safe manner. Full marks were not given for responses that described only cutting the melon in half or that described procedures to cut it in more than four pieces. No marks were given for responses that related to food hygiene.

Question 9a.

Marks	0	1	2	3	4	5	Average
%	27	6	10	16	23	17	2.5

Correct responses needed to include information such as:

- boil two pots of water (10 litres each)
- add salt (three to four teaspoons) to the water
- add penne to boiling water
- stir until it comes to the boil
- ensure the pasta is cooking in rapidly boiling water
- test the pasta for doneness – pasta should be al dente
- drain /refresh pasta to arrest further cooking.

Many students were able to identify the term penne as a type of pasta but were not consistent in how to cook it for use later in the day. To gain full marks, students needed to provide sufficient detail to indicate the key stages of the cooking.

Question 9b.

Marks	0	1	2	3	Average
%	34	20	21	25	1.4

Correct responses needed to include information such as:

- drain the pasta well
- ensure the pasta is cool before storing
- oil the pasta lightly to prevent sticking
- portion or store in a single layer to prevent crushing penne
- cover.

Students clearly understood that the pasta should be stored in the fridge but often neglected to detail key procedures that should be identified prior to refrigeration. For example, if the pasta had not been cooled or drained it may be assumed that it was to be stored in that manner and as such did not gain full marks.

Question 10

Marks	0	1	2	3	4	Average
%	3	12	37	33	16	2.5

The correct responses were:

- vegetable tagine with cous cous or polenta
- fresh pesto tossed with fusilli or spatzle
- tomato napoli and parmesan on polenta or fusilli
- chicken teriyaki with rice or rice noodles.

Students scored well on this question and were very creative with the matching of ingredients; unfortunately, there were still many responses that were not appropriate.

Question 11

Marks	0	1	2	3	Average
%	33	42	20	5	1.0

2005 Assessment Report



Correct responses included any three of:

- rinse pulses to remove dust and check for stones
- soak separately overnight or use quick par boil/soak method
- cook separately – drain and place each bean variety in a separate pot with fresh cold water (a sufficient amount to cover the beans during cooking time)
- use correct cooking technique – bring the beans in cold water up to the boil then reduce to a simmer
- skim regularly during cooking time
- do not add salt during the cooking process
- monitor cooking time to ensure the beans are completely cooked to the right degree/do not serve undercooked.

Many students did not score well on this question and showed that they were not familiar with the principles of cooking dried pulses.

Question 12a.

Marks	0	1	2	3	Average
%	26	39	24	12	1.2

The potatoes could be used for dishes such as: soup, gnocchi, Duchess potatoes, Dauphine potatoes, Croquette potatoes, potato gallette, frittata, potato pancakes, skordalia, bubble and squeak, potato bread, scones, shepherd's pie and potato pie.

A common response was to 'just put the potatoes in a dish and top it with cheese then bake' which did not demonstrate a strong understanding of how to use these potatoes to create other potato dishes.

Question 12b.

Marks	0	1	2	3	4	Average
%	17	37	36	8	2	1.4

Correct responses needed to include information such as:

- select the correct variety – waxy varieties such as desiree, chats or kipfler
- preparation technique – wash to remove dirt; remove eyes; select even sized potatoes
- cook whole or peel, cut or cube (prior to/after cooking)
- cooking technique – steam whole with skin on or add cut potatoes to boiling, salted water (whole potatoes should be placed into cold water); monitor cooking time; test for doneness; drain and refresh
- preparation for use in the salad – peel, cut/cube after cooking prior to dressing.

Marks were awarded for responses that adequately described how to prepare this quantity of potatoes for use in potato salad. Responses needed to identify that the potatoes were prepared prior to cooking, cut into attractive pieces before or after cooking, cooked correctly and would be appropriate to use for a salad. Often responses just described how to cook potatoes (for example, 'just put them in water and boil on the stove') which was insufficient.

Question 13

Marks	0	1	2	3	4	Average
%	48	34	14	3	1	0.8

Correct responses needed to include information such as:

- preparation of vegetables – wash; remove outer skin layer of onion; top and tail carrot; remove leaves from celery and wash; top and tail leek and wash layers thoroughly
- cut vegetables to appropriate sizes – cut onion in half or large pieces; cut carrot in half; cut celery into large portions; cut leek into large chunks
- brown/colour prior to adding to stockpot – using a small amount of fat, add vegetables to a roasting pan and cook until caramelised
- other knowledge – drain off excess fat; place into stockpot with veal bones before adding cold liquid.

Students often listed the ingredients of a mirepoix or described what a mirepoix is used for but did not adequately explain how it is prepared for this task.

2005 Assessment Report



Question 14

Marks	0	1	2	3	4	Average
%	56	1	33	0	11	1.1

Correct responses included any two of:

- cream – poached chicken
- mornay – lobster, oysters
- cheese – vegetables
- onion – poached fish
- parsley – corned beef
- soubise – vegetables.

To gain full marks for this question, responses for part i. and ii. needed to include the correct identification of a béchamel derivative sauce as well as a correct use for the sauce in a dish. Assessors accepted appropriate variations for the use of each sauce.

Responses such as ‘white sauce’, ‘carbonara’ or ‘béchamel’ did not gain a mark as these are not examples of a béchamel derivative sauce.

Question 15

Marks	0	1	2	3	Average
%	24	40	33	3	1.2

Correct responses needed to:

- identify the ingredients – leek, parsley stalks, thyme, celery, bay leaf and peppercorns (four out of the six)
- describe how the ingredients are prepared – remove any leaves from celery/use celery stalks; discard dark green section of the leek; bruise parsley stalks; wash ingredients prior to use
- describe the technique – place parsley stalks, peppercorns and thyme inside the celery; wrap ingredients in the leek leaves and tie in a bundle with kitchen string or place all ingredients in muslin and tie with kitchen string.

Unfortunately students did not score very well on this question because their responses did not adequately describe how to prepare a bouquet garni. Many responses described how or why a bouquet garni is used when making stock, which was not relevant and did not gain any marks.

Question 16

Marks	0	1	2	3	4	5	Average
%	22	14	23	18	17	6	2.1

Correct responses needed to include information such as:

- **collect all ingredients and equipment**
- indicate the correct proportion of ingredients
- prepare bones and vegetables – trim excess fat/skin and wash bones/carcasses, blanching
- place bones, mirepoix and bouquet garni in the pot
- cover with cold water
- bring to the boil, skim, then reduce heat to a simmer
- skim regularly
- cook for two to three hours
- **strain solids from the liquids**
- **place into smaller containers to aid cooling.**

The focus of this question was to describe how to make traditional white chicken stock and identify the ingredients required. Many students were not familiar with the process of making white chicken stock. Some responses included unusual ingredients such as ‘add milk or use white vegetable mirepoix’ which did not gain any marks

Variations to do with the stage at which to add bouquet garni and mirepoix were allowed.

2005 Assessment Report



Question 17

Marks	0	1	2	3	4	Average
%	10	18	25	15	31	2.4

Soup category	Matching description (A–F)
puree	C – smooth soup made from starchy vegetables or legumes
consommé	A – clarified clear soup
bisque	B – thickened soup made using shellfish
broth	E – stock simmered with vegetables and meat

Question 18

Marks	0	1	2	3	4	5	Average
%	11	12	24	30	18	4	2.4

Correct responses needed to include information such as:

- turn off heat/remove from heat source
- strain sauce through a fine sieve or muslin
- place in a number of small, clean containers
- cool quickly by placing the containers of sauce in an ice slurry; stir to aid cooling
- when cool, cover and label.

Students showed a good understanding of how to cool a hot liquid quickly and then store it when cool. However, few identified how this principle applies when the liquid is a sauce that should be strained and placed into a number of small clean containers.

Question 19a.

Marks	0	1	2	3	Average
%	23	56	18	3	1.0

Correct responses included any three of:

- to achieve quality and consistency of end product – this may vary between manufacturers
- to maximise yield
- to prevent wastage
- to monitor value/cost
- to achieve the desired flavour/taste.

Students' responses indicated they did not have a clear understanding of how to ensure consistency when using convenience products. Responses often listed examples of different soup products or the names of different manufacturers, which did not answer the question and therefore did not score any marks.

Question 19b.

Marks	0	1	2	3	Average
%	35	10	28	26	1.5

Correct responses included any three of:

- frozen
- dehydrated/packet/sachet
- pasteurised/UHT
- canned/tinned
- fresh
- sous-vide.

Responses generally indicated that students were familiar with different forms of convenience soup; however, they often lacked sufficient information (for example, 'in a packet') or described a style of soup and therefore did not receive a mark.

2005 Assessment Report



Question 20

Marks	0	1	2	Average
%	66	24	10	0.4

Correct responses included any two of:

- chicken stock (reduction) glaze or jus
- chicken stock (reduction) with the addition of cream
- chicken stock (light reduction) thickened using cornstarch slurry, may add a touch of cream for colour.

Students were required to use chicken stock as a base to create a sauce that did not include any wheat starch for this guest. The sauce also needed to be appealing and slightly thickened to be appropriate for this purpose. Students who presented a creative range of sauces and appropriate variations scored well.

Question 21a.

Marks	0	1	2	Average
%	9	54	37	1.3

Correct responses included any two of:

- away from foods, utensils, dry goods and equipment
- in a well secured area
- in a cool, dry and well ventilated place
- off the floor but not high up
- within easy access
- in a well lit area (so that labels can be read).

Information in the responses needed to indicate a clear understanding of where chemicals should be stored and the ideal conditions within the storage area.

Question 21b.

Marks	0	1	2	Average
%	8	62	31	1.3

Correct responses included any two of:

- to prevent health risks – for example, cross contamination with food
- to prevent hazards – fire and physical hazards
- to maintain the shelf life of the product
- to restrict access only to staff who have been trained to use the chemicals.

The context of chemical storage should always be within a commercial kitchen and not a domestic environment.

Question 22

Marks	0	1	2	3	4	5	Average
%	6	14	30	31	17	2	2.5

Correct responses included any five of:

- FIFO/stock rotation/LILO
- monitor goods for recommended storage times
- maintain correct storage temperatures – do not over-pack storage as this will block airflow and cause ice to build up
- ensure products are well wrapped
- follow maintenance schedule – check for ice build up, check seals
- ensure all products are labelled correctly and that labels are secure
- segregate stock accordingly/organise goods in freezer.

Responses showed that students were quite familiar with the principles of monitoring frozen food whilst in storage.