

2017 VCE VET Hospitality: Kitchen Operations examination report

General comments

The 2017 VCE VET Hospitality (Kitchen Operations) examination was based on the following five units of competency:

- SITHCCC006 Prepare vegetables, fruit, eggs and farinaceous dishes
- SITHCCC007 Prepare stocks, sauces and soups
- SITHCCC008 Prepare appetisers and salads
- SITHCCC008 Use cookery skills effectively
- SITHCCC011 Prepare poultry dishes

No marks are awarded for repeating the question at the beginning of a response. Descriptions such as 'the correct temperature', 'for the correct length of time', 'until cooked' or 'in the coolroom' cannot be awarded marks unless clearer specific detail is provided. For example:

- The correct temperature: what is the correct temperature?
- For the correct length of time: for how long – 1 day, 1 hour, 1 minute?
- Until cooked: raw, slow-cooked, no pink juices, well done, for 4 hours?
- In the coolroom: which shelf – top, middle or bottom?

Students were not familiar with a wide variety of pasta and salad. Students' knowledge of classical sauces, including béchamel, requires improvement.

In questions with multiple parts students are reminded to include different answers for each part. Repeating answers will not score marks.

Students should be aware of a wide variety of commercial cooking equipment, both small and large pieces. It is not satisfactory that students were unfamiliar with a slicer or its function.

Responses to Question 5a. demonstrated that students were unclear about the process of defrosting chicken. Responses where students suggested that chickens be left to defrost on the floor of the coolroom were not awarded marks as this is not an acceptable practice. Marks were awarded for 'on the bottom shelf of the coolroom'.

It is critical that students have the ability to provide more than a one-word response.

Students should use past examinations as a tool for examination practice. Students should use the marks allocated to a question as well as the answer space given as a guide to the length of a required response.

Students should read each question thoroughly, establishing exactly what it is asking. Some students gave what appeared to be rote-learned responses and no marks were awarded for responses such as this. It is critical that students read questions and follow instructions.

Specific information

This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

The statistics in this report may be subject to rounding resulting in a total more or less than 100 per cent.

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	Comments
1	57	16	19	8	
2	54	9	24	12	
3	1	48	23	28	It is important that the training package is well understood by students. The poultry unit requires that students be familiar with a range of poultry items.
4	8	41	47	4	
5	1	1	1	96	
6	4	5	91	1	
7	1	14	3	82	
8	37	8	37	17	
9	8	13	78	0	
10	8	37	1	54	
11	3	69	24	4	
12	16	11	18	56	
13	69	19	6	5	
14	6	15	2	76	
15	1	12	67	19	
16	13	13	67	8	
17	10	58	21	11	
18	7	1	26	65	
19	0	0	100	0	
20	14	18	65	3	
21	19	16	59	6	
22	2	0	95	2	
23	12	66	1	22	
24	53	24	11	12	Students should be familiar with a wide variety of potatoes, both theoretically and practically. Option A was incorrect as kipfler is a waxy potato.
25	0	15	58	27	

Section B

Question 1

Marks	0	1	2	Average
%	66	0	34	0.7

The following responses were required to gain full marks.

Pasta shape	Description
agnolotti	filled moon-shaped pasta
rigatoni	tube-shaped pasta
orecchiette	small ear-shaped pasta
pappardelle	long pasta

Many responses demonstrated that students were not familiar with these varieties of pasta.

Question 2a.

Marks	0	1	2	Average
%	51	12	37	0.9

- pre-heat grill
- pre-oil grill/meat
- cook until degree of doneness required
- turn to create lattice

Students needed to demonstrate that they were familiar with the process of grilling. Students should practise all methods of cookery as results indicated a low level of knowledge of this area.

Question 2b.

Marks	0	1	Average
%	55	45	0.5

- Toss all ingredients together; mix dressing ingredients separately.
- Salad dressed just before serving.
- Sliced meat to be placed on top of the salad with dressing and garnished.

Question 2c.

Marks	0	1	2	Average
%	25	34	41	1.2

- ensure bowl is clean, free of chips
- garnish with mint and coriander leaves
- dressing should not cause the salad to wilt or to become soggy
- served cold or at room temperature
- presented with good height and an appropriate combination of colour
- beef is to be thinly sliced

Students are reminded not to repeat responses in question parts.

Question 3

Marks	0	1	2	3	Average
%	16	33	36	15	1.5

- too high in starch, likely to break up
- stock cloudy, thicken the stock
- can make/have a too strong or dominant flavour
- can make/have a too strong or dominant colour

Results indicated insufficient foundational knowledge; many students were not adequately prepared to gain full marks in this instance.

Question 4a.

Marks	0	1	Average
%	24	76	0.8

Slicer

Question 4b.

Marks	0	1	2	3	Average
%	7	21	37	35	2

A range of responses were accepted, including:

- sharp blades
- following the manufacturer's instructions; training must be given before using the slicer
- the guard must be used at all times
- when using the slicer, a metal mesh glove may be used
- don't put fingers near blade/behind guard
- turn off before putting hands near blade; stop blade from moving/turn the knob to '0'
- appropriate-sized cuts depending on the food item/flat edge to the blade
- food safety cross-contamination
- slicer is on a safe, stable surface
- not near water/tagged and tested/no frayed cords/all mechanics in good working order.

Question 4c.

Marks	0	1	Average
%	34	66	0.7

A range of responses were accepted, including:

- turn off and unplug (turn off or unplug as a standalone response did not gain any marks, both needed to be included)
- close blade to '0'
- follow manufacturer's instructions
- the use of safety gloves
- no excess water around electrical equipment
- remove/disassemble guard, wash in hot soapy water
- when coming into contact with the blade during the cleaning process being careful with how the hand is placed, keeping fingers away from the blade, remaining focused and taking your time.

Question 5a.

Marks	0	1	2	3	Average
%	28	30	31	11	1.3

Responses that gained marks included:

- chickens need to be separated onto trays in a single layer
- prevention of cross-contamination: cover/protect
- defrost in coolroom/on bottom shelf (on the floor is never acceptable)
- overnight/2 –3 days
- chickens are defrosted by temperature; probing the thickest part of the thigh
- date when removed from freezer
- use of a drip tray/change it regularly.

Results indicated that students found it difficult to respond to this question. It is not acceptable to defrost chicken in warm water, nor is it acceptable to leave it on a bench overnight. Students should be familiar with the correct process related to defrosting.

Question 5b.

Marks	0	1	Average
%	56	44	0.5

90 minutes/one-and-a-half hours

Question 5c.

Marks	0	1	2	Average
%	47	41	12	0.7

Acceptable responses included:

- juices run clear
- temperature probe over 75 degrees in thickest part of the thigh
- firm to touch.

Question 5d.

Marks	0	1	2	Average
%	32	34	34	1

The following responses were accepted.

- trussing
- barding
- larding
- not overloading the roasting trays
- place on mirepoix/trivet/rack
- marinating/basting
- stuffing.

Question 6a.

Marks	0	1	2	Average
%	5	12	83	1.8

Knife	Task
cook's knife	dicing an onion
turning knife	shaping vegetables
palette knife	spreading
filleting knife	deboning fish
serrated knife	cutting sandwiches

Students responded well to this question. In instances where students gained only one mark they appeared to be confused with the difference between the turning, serrated and palette knives. Students can gain this key knowledge through a wide range of practical applications.

Question 6b.

Marks	0	1	2	3	4	Average
%	33	21	21	18	6	1.4

Suitable responses included:

- blade not able to reach chopping board/no heel on knife
- knife too flexible/too small
- not professional
- unsafe/dangerous/extra pressure
- bruising of leaves
- uneven cutting
- time management – too long to complete the task.

Many students indicated that the paring knife was the correct implement for this task; however, this knife is not suitable for the task required. A cook's or chef's knife would be the most appropriate knife in this instance, given the size of its blade. The question specified preparation for a function, which in turn indicated that a large quantity was required.

Question 7

Overall, students responded well to Question 7. Part b. required more than a single-word response to gain marks.

Question 7a.

Marks	0	1	Average
%	22	78	0.8

Kaffir lime or leaves

Question 7b.

Marks	0	1	Average
%	34	66	

Accepted responses included:

- the leaves are used to add fragrance
- the rind of the fruit is used in Asian curry pastes
- flesh of the lime is used in cakes and pastries
- to flavour, adding acidity/enhancing or developing flavour.

If used as a garnish, responses accepted included candied rind/segments.

Question 8

Marks	0	1	2	Average
%	51	0	49	

Problem no.	Cause of problem
3	poaching liquid is too cool when egg is added
4	poaching liquid is boiling or stale, old eggs have been used
1	egg cooked for too long
2	poaching liquid has too much acid added to it

Statistics revealed that there is uncertainty around this knowledge, with just under half of the students gaining full marks. Students are reminded to read the question carefully and follow instructions. Students should not have used the same number more than once.

Question 9

Marks	0	1	2	3	4	Average
%	7	25	24	30	14	

1. wild rocket
2. radicchio
3. watercress
4. curly endive

Few students were able to correctly identify all four ingredients. Students should be aware of a wide variety of ingredients.

Question 10

Marks	0	1	2	Average
%	37	39	24	0.9

Name	Description
taramasalata	dip made with fish roe
nuoc cham	Asian dressing made from lime juice, palm sugar and fish sauce
skordalia	dip made from garlic and potato
baba ganoush	eggplant dip
ranch	dressing made from mayonnaise and sour cream

Question 11a.

Marks	0	1	Average
%	9	91	0.9

Egg yolk or whole egg

Question 11b.

Marks	0	1	2	Average
%	27	33	40	1.2

A wide variety of responses were accepted:

- does not require refrigeration before opening/lasts longer/longer shelf life
- consistency/taste
- saves time
- no skill required to use product/lack of training/knowledge
- reduction of wage cost/food waste
- space limitations in coolroom
- convenience
- reduces cross-contamination.

Question 11c.

Marks	0	1	2	3	4	Average
%	53	30	14	2	1	0.7

Suitable responses included the following. Other answers were accepted for this question.

Derivative sauce	Three or more main ingredients (Mayonnaise, salt and pepper will not be accepted.)
tartare	capers, gherkins, onions/spring onions, parsley/chives/soft herbs
gribiche	chopped hard-boiled egg, capers, fine herbs
remoulade	mustard, capers, gherkins, garlic, anchovies, fine herbs

Students did not perform well on this question.

Question 12

Marks	0	1	2	Average
%	9	19	72	1.7

Acceptable responses included:

- no mould
- no discolouration
- packaging intact
- good smell/no bad aroma
- no slimy/sticky feel/change in texture/ageing
- little moisture
- no signs of fermentation.

Overall, students performed well on this question.

Question 13

Students did not respond well to this question.

Question 13a.

Marks	0	1	Average
%	54	46	0.5

Japan

Question 13b.

Marks	0	1	Average
%	95	5	0.1

Buckwheat

Question 13c.

Marks	0	1	2	Average
%	88	5	7	0.2

- portioned, oiled (responses needed to indicate that the soba noodles were portioned and oiled to prevent them from sticking)
- on a tray/presentation bowl/platter
- covered/labelled/dated (all three necessary to gain full marks)

Question 14a.

Marks	0	1	2	Average
%	49	31	19	0.7

Blanching – partially cook in liquid/steam

Refreshing – chill to stop cooking process

Instead of giving a response for refreshing, some students gave a response that was for reconstituting. Students are reminded to read questions carefully and ensure that they are answering the question asked.

Question 14b.

Marks	0	1	2	3	Average
%	20	21	33	25	1.7

Accepted responses included:

- retain colour
- retain/enhance nutritional value
- retain flavour
- balance of moisture
- holds shape/not wilted/texture and desired crunch
- stop the cooking process
- faster/ease of service for bulk cooking
- freeze better/preventing loss of quality/extension of time frame to use
- aids digestion.

Question 15

Marks	0	1	2	Average
%	34	31	36	1

Classical soup	Description
borscht	rich beef or duck stock-based soup, traditionally using beetroot, potato and dill as main ingredients
chowder	creamy, thick, seafood-based soup containing a variety of ingredients, such as corn, bacon and potato
bisque	rich reduction of crustaceans and their shells with tomato, mirepoix and alcohol, often finished with cream
gazpacho	fine puree of vegetables, such as cucumber, tomato and capsicum, along with olive oil and bread
laksa	curry-style broth with noodles and combinations of seafood, fish balls, tofu puffs and chicken

Question 16a.

Marks	0	1	Average
%	89	11	0.1

Accepted responses included:

- milk
- butter
- flour
- onion cloute.

Seasoning was not awarded any marks, as outlined in the question.

To gain one mark students were required to provide four correct responses.

Question 16b.

Marks	0	1	2	3	4	Average
%	53	22	13	7	5	0.9

Suitable responses included the following:

- infuse onion cloute in milk
- make a white/blonde roux
- ladle milk and stir to prevent it from burning
- allow it to thicken, simmer to cook it out, removing the raw flour flavour.

Examination revision and practice throughout the year for this key sauce is vital as more than half of the responses did not score any marks.

Question 17

Marks	0	1	2	3	4	5	Average
%	30	21	19	14	10	6	1.7

Fruit	Unique preparation technique
papaya	remove seeds, peel skin
apple	core, slice just before service, toss through lemon juice
grapefruit	peel and segment
pomegranate	cut, de-seed/tap and keep seeds/tear open
pineapple	peel, remove core, remove eyes, slice/cut up

Students should not repeat responses.

Question 18

Marks	0	1	2	3	4	Average
%	26	31	26	13	4	1.4

Any four of the following:

- ask chef about Food Safety Plan (FSP)
- ensure others know about FSP/share knowledge/communication
- ensure that all tasks are completed/job allocation
- know what is required for FSP and ensure that staff members are trained to fill out the relevant templates
- ensure labelling of food and storage requirements is correct
- debrief
- ask questions and reflect.

Few responses gained full marks. Students were not required to list four components of the food safety plan. Many students made good attempts at this question.

Question 19a.

Marks	0	1	2	Average
%	34	40	26	1

- aerating – egg whites or yolks are whipped to add volume
- enriching – to add colour and flavour

Question 19b.

Marks	0	1	Average
%	52	48	0.5

Place the egg in a bowl of water. If it sinks and lies on its side, it is freshly laid. If it floats, it is not suitable to use.

Given that eggs are such an integral part of cookery it is expected that students have the knowledge to determine whether an egg is fresh and whether it should or should not be used.

Question 20a.

Marks	0	1	Average
%	66	34	0.4

Egg white/egg

Responses suggested that students are not familiar with the preparation of consommé.

Question 20b.

Marks	0	1	2	Average
%	61	13	26	0.7

To clarify stock/bind the raft/remove impurities such as fat or proteins

Question 20c.

Marks	0	1	2	Average
%	42	34	24	0.8

Suitable responses included:

- breaks apart
- makes the soup cloudy/not clear
- fatty
- flavour changes/bitter/muddy.

Question 20d.

Marks	0	1	Average
%	92	8	0.1

Suitable responses included adding:

- caramelised onions
- caramelised mirepoix vegetables
- blackjack/Parisienne essence.

Question 21

Marks	0	1	2	3	Average
%	6	12	27	54	2.3

- marinated octopus
- baked eggplant half
- stuffed roasted baby capsicums
- marinated fetta

Question 22

Marks	0	1	2	3	Average
%	10	24	52	13	1.7

1. Restock section for following day.
2. Complete ordering list.
3. Participate in a post-shift debrief and act upon any feedback and/or requests.
4. Cover, label and store any breakfast preparation in the breakfast section for the following day's service.
5. Complete prep list.

Question 23

Marks	0	1	Average
%	85	15	0.2

- As stocks are used in other dishes it might change the flavour of the second dish that the stock is going to be used for.
- The liquid reduces and concentrates the salt flavour, making it too salty.

Most students were not able to provide an appropriate explanation.

Question 24

A wide variety of responses were accepted. Many students did not know what a velouté was nor could they explain or demonstrate understanding of the process of how to reconstitute it. In many instances responses did not score marks if vague answers were given, such as 'correct consistency'. Students must describe and qualify exactly what it is that they want to convey.

Question 24a.

Marks	0	1	2	3	4	5	Average
%	56	25	13	4	2	0	0.8

- slowly reheat
- remove any skin formed or excess fat
- mix constantly, not burnt
- sieve before use
- re-boil to ensure brought above 75 °C
- consistency needed for finished product, i.e. coating

- presentation characteristics, i.e. colour
- taste of sauce correct/seasoning
- don't split

Question 24b.

Marks	0	1	Average
%	21	79	0.8

Ladle, spoon, measuring jug/cup