2021 VCE VET Hospitality: Kitchen Operations external assessment report

General comments

Students approached the 2021 examination well, attempting and completing many of the questions, with few questions left blank. Students appear to be reading through the questions with good comprehension given the quality of completed short-answer responses.

Simple errors, such as not reading the question properly, disadvantage students as their submitted responses fall short of a complete answer. While past examinations are essential for comprehensive preparation, students should pay attention to what is being asked in the current year’s examination and to not simply provide the exact response from a previous examination where the question appears to be similar.

Students should use the reading time to formulate their approach to the examination. This time can assist students in establishing which questions they might be able to begin with. To build confidence, it is suggested that you begin with questions of which you feel sure. As students work through the examination, they can then revisit areas that might require more thought. The end goal is to be able to respond to all of the questions or to at least attempt all questions. Since questions left blank cannot receive marks, students are always encouraged to write something.

Where units of measurements are given, such as in Question 10, students must pay attention to these details and carry them over. For example, the 40 mL of olive oil provided in line one must be expressed in the correct response as 180 mL; if the ‘mL’ is left off students cannot be awarded marks.

Given that this is a practical subject with associated theory, students are always reminded to reflect and remember their practical classes or sessions to assist them in providing detail for their extended responses or in the selection of the correct multiple-choice answers.

Specific information

Note: 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.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Question | Correct answer | % A | % B | % C | % D | Comment |
| 1 | A | 34 | 8 | 10 | 48 | This process will not enhance the colour; it will leach out the colour therefore A is the only correct response. |
| 2 | C | 17 | 43 | 17 | 23 | B is not correct as air can get to the walnuts through the hessian bag. Note that the walnuts are not protected by their shells, therefore they need to be airtight. |
| 3 | A | 55 | 12 | 3 | 30 |  |
| 4 | C | 0 | 0 | 100 | 0 |  |
| 5 | D | 37 | 35 | 3 | 25 | A is not correct because it is a vegetable. B is not correct as gnocchi parisienne are not made from semolina. C is not correct as they are not made from breadcrumbs.  D is the only correct response. These gnocchi are made from choux paste. |
| 6 | D | 25 | 16 | 8 | 51 |  |
| 7 | D | 14 | 0 | 2 | 83 |  |
| 8 | A | 61 | 15 | 17 | 6 |  |
| 9 | C | 41 | 18 | 25 | 17 | A is not correct. Grilling is not an effective cooking technique for quince as it is a very hard fruit.  Quince requires techniques such as braising, simmering and roasting. It therefore is not best suited to roasting. |
| 10 | B | 1 | 67 | 30 | 2 |  |
| 11 | C | 8 | 0 | 75 | 17 |  |
| 12 | A | 77 | 17 | 5 | 1 |  |
| 13 | A | 45 | 7 | 6 | 43 |  |
| 14 | B | 14 | 59 | 13 | 14 |  |
| 15 | B | 21 | 69 | 7 | 4 |  |
| 16 | D | 2 | 3 | 7 | 89 |  |
| 17 | B | 6 | 84 | 5 | 6 |  |
| 18 | B | 4 | 70 | 7 | 19 |  |
| 19 | A | 94 | 0 | 2 | 5 |  |
| 20 | D | 3 | 7 | 2 | 88 |  |
| 21 | A | 70 | 16 | 14 | 0 |  |
| 22 | C | 10 | 12 | 75 | 2 |  |
| 23 | A | 34 | 30 | 16 | 20 |  |
| 24 | D | 1 | 11 | 15 | 72 |  |
| 25 | C | 34 | 0 | 62 | 3 |  |

Section B

Question 1a.

| Marks | 0 | 1 | 2 | Average |
| --- | --- | --- | --- | --- |
| % | 79 | 20 | 1 | 0.2 |

Step 1: Rest the dough.

Step 2: Laminate the dough (or a description of this process).

Students were not awarded any marks for the inclusion of ingredients or descriptions of the method for making the dough, as it had already been prepared. Overall, this question was not well answered as many students responded in this way.

Question 1b.

| Marks | 0 | 1 | 2 | Average |
| --- | --- | --- | --- | --- |
| % | 5 | 33 | 62 | 1.6 |

The ravioli should be:

* placed in a single layer, specifying that they should be on a floured/semolina tray or the use of baking paper to prevent sticking or clumping together
* stored in the cool room or fridge on the middle or top shelf
* covered (not using a damp cloth)
* already portioned and covered with oil to prevent sticking.

Students overall responded well. Marks were not awarded for ‘label and date’ as this is assumed knowledge at this level.

Question 1c.

| Marks | 0 | 1 | 2 | 3 | 4 | 5 | 6 | Average |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| % | 7 | 2 | 3 | 7 | 14 | 34 | 33 | 4.6 |

Responses that were awarded full marks provided six of the following:

* Add ravioli to boiling salted water (ratio 10:1).
* Cook until al dente.
* Strain pasta.
* Heat the napoli sauce / cook in a pan.
* Combine pasta with the sauce, mixing gently / tossing / topping with sauce.
* Plate on warm / cleaned / not chipped pasta bowls/plates.
* Garnish with shaved parmesan, parsley sprig, chopped basil leaves, chives or fine herbs.

Overall students responded well to this question as they were able to break down the process into individual steps. In instances where students neglected to toss or combine the sauce and pasta together, full marks could not be awarded.

Question 2

| Marks | 0 | 1 | 2 | 3 | Average |
| --- | --- | --- | --- | --- | --- |
| % | 27 | 39 | 23 | 11 | 1.2 |

|  |  |
| --- | --- |
| Menu item | Key preparation process |
| polenta | rain in |
| zabaglione | whisk until ribbon stage |
| duchess potatoes | pipe |

Few students were successfully awarded full marks for this question as they were not familiar with the menu items or their individual key preparation processes.

Question 3

| Marks | 0 | 1 | 2 | Average |
| --- | --- | --- | --- | --- |
| % | 19 | 33 | 48 | 1.3 |

|  |  |
| --- | --- |
| Steps | Method for cooking a paella |
| 6 | Remove pan from heat and cover pan with a lid or aluminium foil. Allow to rest. |
| 5 | Cook uncovered for 15–18 minutes. Sprinkle peas on top and continue to cook without stirring for 5 minutes or until rice is nearly tender and base is crisp. |
| 1 | Sauté onion, red capsicum, garlic and chorizo. Add chopped tomato, paprika and saffron. |
| 4 | Carefully add hot chicken stock. Bring mixture to the boil. Reduce heat to medium low. Do not stir. |
| 2 | Add white wine and cook for 10 minutes. |
| 3 | Add chicken and rice and cook for 1 minute. |
| 7 | Garnish with fresh parsley and lemon slices. Serve in pan. |

For full marks, students were required to complete the table by placing a number from 1–7 into each box that had been left blank. Each number could only be used once.

Question 4

| Marks | 0 | 1 | 2 | 3 | 4 | 5 | 6 | Average |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| % | 7 | 9 | 12 | 12 | 17 | 19 | 25 | 3.8 |

|  |  |
| --- | --- |
| Menu item | Egg application |
| soufflé | aeration  setting |
| hollandaise sauce | enriching  emulsifying  thickening |
| quiche | setting  binding |
| sausage roll | glazing  binding |
| schnitzel | coating  binding |
| consommé | clarification |

When students were familiar with these menu items, they scored well overall. In many instances, insufficient information was provided, which showed that students’ knowledge had not been consolidated regarding the various egg applications. The stem of the question stated that applications could only be used once; where students reused egg applications on more than one occasion, they could only score one mark. Marks were also awarded where students were able to adequately describe the process.

Question 5

| Marks | 0 | 1 | 2 | 3 | Average |
| --- | --- | --- | --- | --- | --- |
| % | 8 | 21 | 37 | 34 | 2.0 |

Quality indicator (any two of the following):

* firm, not bendy
* no bruises, blemishes, even colour, no discolouration
* no signs of insect infestation
* not too large or overgrown, no fibrous texture.

Method of cookery (one of):

* steaming
* boiling
* roasting
* braising
* stewing
* microwave.

Overall, students provided sound responses that demonstrated consolidated knowledge. Where there was an omission of the method of cookery, full marks could not be awarded.

Question 6a.

| Marks | 0 | 1 | 2 | Average |
| --- | --- | --- | --- | --- |
| % | 22 | 37 | 40 | 1.2 |

Two of the following answers were required.

* This process is less time-consuming to prepare, more convenient, corn kernels do not need to be removed from the corn cobs.
* Staffing cost is lower as time is not spent preparing corn / reduction of costs / a cheaper option.
* Frozen corn keeps for longer, less likely to cause wastage.
* Snap-frozen corn can be higher in nutrients than fresh corn that has been stored.

Question 6b.

| Marks | 0 | 1 | 2 | Average |
| --- | --- | --- | --- | --- |
| % | 15 | 26 | 59 | 1.5 |

Pumpkin risotto and polenta chips.

Question 6c.

| Marks | 0 | 1 | 2 | Average |
| --- | --- | --- | --- | --- |
| % | 11 | 49 | 39 | 1.3 |

Omit aioli and replace with another sauce, such as tomato salsa or chutney / vegan sauces. Many alternatives were accepted where provided responses were logical and well explained.

Do not crumb using egg wash, use an alternative such as tahini.

Make sure the frying medium is plant-based and does not contain animal fat.

Question 7

| Marks | 0 | 1 | 2 | 3 | 4 | Average |
| --- | --- | --- | --- | --- | --- | --- |
| % | 4 | 10 | 19 | 20 | 47 | 3.0 |

|  |  |
| --- | --- |
| Dish | Function of the egg |
| frittata | binding, setting, holding ingredients together |
| bearnaise sauce | emulsifying, enriching, thickening |

In instances where the selection of dishes from the brunch menu was incorrect, students could not be awarded any marks. Students were required to select the menu items that used eggs and then provide suitable explanations.

Question 8

| Marks | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Average |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| % | 39 | 13 | 7 | 7 | 7 | 4 | 6 | 6 | 7 | 3 | 2 | 2.7 |

|  |  |  |
| --- | --- | --- |
| Sauce | Ingredients | Method of preparation |
| Espagnole | * Roux * Mirepoix * Brown stock | * Espagnole begins with a brown mirepoix (listing the vegetables was also accepted: carrots, celery and onions) * Brown roux * Add beef stock and deglaze brown particles (fond) from beef bones, simmer, strain, season and adjust the consistency |
| Velouté | * Butter and flour = roux * White stock or stock   (Beef or brown stock could not be accepted) | * Blond, fawn, sandy roux * Add white stock made from fish or chicken, (not brown or beef) cook out and simmer to reduce the flour taste * Strain, adjust consistency and seasoning |

Many students were not familiar with these sauces that underpin the knowledge required at this level for stocks, soups and sauces.

Question 9

| Marks | 0 | 1 | 2 | Average |
| --- | --- | --- | --- | --- |
| % | 22 | 57 | 21 | 1.0 |

Any two of the following:

* to tie together a bouquet garni / spices in the production of stocks or sauces
* to clarify stocks or sauces when straining
* draining yoghurt/cheese of its whey.

Question 10a.

| Marks | 0 | 1 | 2 | 3 | Average |
| --- | --- | --- | --- | --- | --- |
| % | 21 | 6 | 17 | 55 | 2.1 |

|  |  |  |
| --- | --- | --- |
| Ingredient | Portions 4 | Portions 18 |
| Olive oil | 40 mL | 180 mL |
| Brown onion, brunoise | 100 g | 450 g |
| Garlic, crushed | 3 cloves | 13.5 cloves |
| Mushrooms, sliced | 200 g | 900 g |
| Thyme, chopped | 5 g | 22.5 g |
| White wine | 80 mL | 360 mL |
| Thickened cream | 300 mL | 1350 mL |
| Seasoning | to taste | to taste |

In instances where students omitted to carry over the units of measurements, marks could not be awarded. The measurements are an integral part of the ingredient list and as such must be reflected in each answer. Overall, students responded successfully.

Question 10b.

| Marks | 0 | 1 | 2 | Average |
| --- | --- | --- | --- | --- |
| % | 71 | 14 | 15 | 0.5 |

Both of the following responses were required:

* It is an ear-shaped pasta.
* Given its shape, it is able to hold the sauce / pockets.

Many responses described the making of the mushroom sauce as students were not familiar with this shape of pasta and therefore found it difficult to provide the correct responses.

Question 11

| Marks | 0 | 1 | 2 | 3 | Average |
| --- | --- | --- | --- | --- | --- |
| % | 2 | 25 | 54 | 19 | 1.9 |

Three of the following were required for full marks:

* Use a separate board for each ingredient.
* Wash each board and all used equipment.
* Wash the vegetables in a clean sink and rinse under running water.
* Store ingredients separately in the cool room / refrigerator, covered.
* Place the chicken on a drip tray and cover, label and date.
* Ensure the food safety plan is implemented and followed.
* Precook the chicken to prevent the spread of bacteria.

Question 12

| Marks | 0 | 1 | 2 | 3 | Average |
| --- | --- | --- | --- | --- | --- |
| % | 7 | 18 | 43 | 33 | 2.0 |

Any three of the following:

* By conducting a debrief the team can look at ways of working together, using clear communication and voice projection.
* Prepare a preparation list, implementation of a workflow plan.
* Have a hierarchy within the kitchen, allocate staff member responsibilities.
* Work as a team to assist with mise en place.
* Clean, store and restock sections.
* Alter menu to allow for any menu items that have run out, incorporating excess ingredients to prevent wastage.
* Write a specials board from other sections to allow for mise en place.

Students demonstrated a good understanding of what was required.

Question 13

| Marks | 0 | 1 | 2 | 3 | 4 | Average |
| --- | --- | --- | --- | --- | --- | --- |
| % | 64 | 15 | 12 | 4 | 6 | 0.7 |

Liaison ingredients: cream and egg yolks

Description:

* slowly warmed or tempered with hot liquid before adding
* avoid cooking, don’t boil
* add towards end.

Beurre manié ingredients: butter and flour or stating equal parts.

Description:

* mixed together to a soft paste
* not cooked
* added to a hot sauce.

Students scored poorly as they were not able to differentiate between the two thickening agents.

Question 14a.

| Marks | 0 | 1 | 2 | 3 | Average |
| --- | --- | --- | --- | --- | --- |
| % | 13 | 28 | 35 | 24 | 1.7 |

|  |  |
| --- | --- |
| Poultry dish | Country of origin |
| Peking duck | China |
| chicken tikka masala | India |
| chicken cacciatore | Italy |

Question 14b.

| Marks | 0 | 1 | 2 | 3 | 4 | Average |
| --- | --- | --- | --- | --- | --- | --- |
| % | 47 | 21 | 14 | 11 | 7 | 1.1 |

Cut of chicken:

* Maryland
* drumstick
* thighs
* wings

Reasons:

* hold together over a long cooking time
* will not dry out
* more flavour
* soft, not tough, tender

Method of cookery: braising

Students are required to read through the question to comprehend exactly what is required in their response. Students needed to provide a response that addressed the three components of the question. In instances where students did not address all aspects, they were not able to score full marks.

Question 15a.

| Marks | 0 | 1 | 2 | Average |
| --- | --- | --- | --- | --- |
| % | 9 | 27 | 64 | 1.6 |

Two of the following:

* no slime or discoloration
* fresh smell
* no broken bones
* skin intact
* flexible breastbone or plump firm breasts
* no pin feathers / no feathers.

Question 15b.

| Marks | 0 | 1 | 2 | 3 | Average |
| --- | --- | --- | --- | --- | --- |
| % | 11 | 18 | 32 | 39 | 2.0 |

Best practice storage (two of):

* placed on a drip tray so that the juices can run off onto another tray
* wrapped or sealed and placed in a container that is labelled and dated
* placed on the bottom shelf of the cool room or fridge.

Temperature: 1–5 ⁰C

Students who did not include the cool room or the fridge in their response could not be awarded full marks, as this was essential information that needed to be included for the correct storage of fresh chicken.

Question 16a.

| Marks | 0 | 1 | 2 | 3 | Average |
| --- | --- | --- | --- | --- | --- |
| % | 11 | 15 | 43 | 32 | 2.0 |

Stuff: to fill a cavity with a farce of stuffing mix or other flavouring ingredients.

Truss: to tie or hold the turkey together so as to provide even cookery.

Roast: the addition of fat, cooking in the oven on a high temperature.

Overall, students were able to demonstrate the required key knowledge.

Question 16b.

| Marks | 0 | 1 | 2 | Average |
| --- | --- | --- | --- | --- |
| % | 47 | 33 | 20 | 0.8 |

Two of the following:

* When a skewer is inserted and then removed it must be clean.
* When a skewer is inserted and then removed the juices must run clear.
* A thermometer when inserted into the thickest part of the turkey must reach an internal temperature of 75 ⁰C.

Students found this question difficult as they appeared to be unfamiliar with how to determine when the turkey is cooked.

Question 17a.

| Marks | 0 | 1 | 2 | 3 | Average |
| --- | --- | --- | --- | --- | --- |
| % | 5 | 11 | 31 | 53 | 2.3 |

Key ingredients and their ratio:

* oil and vinegar or an acid such as a lemon or lime
* ratio is 1 part vinegar and 2 or 3 parts oil.

Question 17b.

| Marks | 0 | 1 | 2 | Average |
| --- | --- | --- | --- | --- |
| % | 6 | 32 | 62 | 1.6 |

Any two of the following:

* dressing
* flavour / palatable
* colour
* moisture
* aids digestion
* looks attractive.

Question 18

| Marks | 0 | 1 | 2 | 3 | Average |
| --- | --- | --- | --- | --- | --- |
| % | 2 | 9 | 33 | 56 | 2.4 |

Any three of the following:

* temperature: 1–5 ⁰C in the cool room or the fridge, as the aioli contains egg yolk
* labelled and dated
* sealed or in a covered container / placed in a tight zip-lock style bag
* for up to five days.

Students did well in demonstrating that this knowledge had been consolidated.

Question 19

| Marks | 0 | 1 | 2 | 3 | 4 | Average |
| --- | --- | --- | --- | --- | --- | --- |
| % | 25 | 5 | 15 | 25 | 30 | 2.3 |

Four of the following:

|  |  |
| --- | --- |
| Component of a canapé | Example of the component |
| topping | smoked salmon |
| spread | cream cheese |
| base | pastry / toasted crouton |
| garnish | herbs |
| glaze | aspic |

The component of the canapé must be correct in order for the example of the component to be marked. Therefore, in instances where students could not name the component of the canapé, they did not receive a mark for their example. Above is a selection of some very common responses. For each correct line one mark was awarded. Students overall responded well.

Question 20

| Marks | 0 | 1 | 2 | 3 | 4 | 5 | Average |
| --- | --- | --- | --- | --- | --- | --- | --- |
| % | 2 | 1 | 4 | 9 | 22 | 62 | 4.4 |

|  |  |
| --- | --- |
| Ingredient | Preparation required |
| bread | make croutons |
| cos leaves | wash, rinse, clean, cut or slice, sort and select |
| egg | poach or coddle or boil |
| parmesan | shave or grate or shred |
| bacon | fry, shallow-fry or cook in the oven / grill |