2022 VCE VET Hospitality (Kitchen Operations) external assessment report

General comments

Students generally performed well in the 2022 examination, completing the majority of questions, with few students leaving questions unanswered. Students were strong in their numeracy skills; however, questions relating to farinaceous products were not answered strongly by the majority of the students.

Simple errors, such as not reading the question correctly, disadvantaged students in their responses. Students should pay close attention and attempt to provide the required responses.

Reading time should be used to determine an approach to the examination and can assist students in establishing how they should best complete the examination. Answering questions for which students feel sure of their knowledge will build their confidence and allow time to revisit the questions that need more thought and detailed responses. Questions left blank or with unsuitable responses cannot be awarded marks, therefore students are encouraged to write something on topic.

When units of measurement are given in a question, such as Question 4, students must pay attention to this detail and carry it into their response. For example, if 100 g polenta was mentioned in the question, students must refer to grams in their response.

As this examination is related to a practical subject, students are encouraged and reminded to reflect on their practical lessons, as the learning in the kitchen may provide information and detail that help respond to the questions on the paper.

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 | C | 5 | 13 | 77 | 5 |  |
| 2 | B | 1 | 93 | 1 | 4 |  |
| 3 | A | 90 | 5 | 2 | 3 |  |
| 4 | C | 11 | 16 | 64 | 8 |  |
| 5 | C | 3 | 13 | 73 | 11 |  |
| 6 | A | 77 | 7 | 15 | 1 |  |
| 7 | B | 11 | 35 | 36 | 19 | B is the correct answer. Tabouli is a traditional salad, originating in the Middle East, the main ingredient being burghul. C is incorrect because….. |
| 8 | B | 1 | 91 | 1 | 6 |  |
| 9 | A | 59 | 10 | 19 | 11 |  |
| 10 | A | 83 | 2 | 6 | 8 |  |
| 11 | C | 2 | 4 | 89 | 5 |  |
| 12 | B | 16 | 15 | 46 | 23 | B is the correct answer; the leaves of whole beetroot must be removed to prevent moisture loss. C is incorrect as moisture would still be lost in a paper bag if leaves were intact. D is incorrect as storing in water would result in colour leaching out of beetroot. |
| 13 | D | 36 | 20 | 19 | 25 | Crudites are raw vegetable sticks. A, B and C would not be suitable as they would be more palatable if cooked. D is the correct response. |
| 14 | A | 74 | 2 | 10 | 14 |  |
| 15 | A | 47 | 32 | 6 | 16 | A is the correct answer. Spanakopita is traditionally made with filo pastry. Puff pastry would be too thick for this traditional appetiser. |
| 16 | A | 74 | 6 | 4 | 17 |  |
| 17 | B | 7 | 76 | 9 | 8 |  |
| 18 | D | 9 | 6 | 13 | 72 |  |
| 19 | C | 1 | 3 | 94 | 1 |  |
| 20 | C | 4 | 9 | 52 | 36 |  |
| 21 | B | 14 | 73 | 10 | 3 |  |
| 22 | C | 5 | 9 | 84 | 2 |  |
| 23 | D | 0 | 1 | 0 | 99 |  |
| 24 | C | 25 | 21 | 42 | 11 | C is the correct response. Grape is used to make balsamic vinegar. Pomegranate and blackberry are incorrect. |
| 25 | D | 2 | 46 | 9 | 43 | D is correct. Dhal is a dish made of lentils. B is incorrect as the spices are an ingredient in Dhal. |

Section B

A collage of different types of kitchen utensils

Description automatically generatedQuestion 1

|  |  |
| --- | --- |
| **Equipment** | **Description** |
| ladle | portions stocks, soups and sauces |
| skimmer/strainer | removes food items from liquids |
| colander | strains liquid from solids |
| sieve/strainer | sifts dry ingredients prior to baking. |

Students were awarded one mark per correct response. They did not need to name the equipment; they were required only to match the image to the description. Overall, students responded well to this question.

Question 2a.

| Marks | 0 | 1 | 2 | 3 | Average |
| --- | --- | --- | --- | --- | --- |
| % | 18 | 33 | 31 | 18 | 1.5 |

Rice noodles were the only noodles that could be awarded marks.

Mint, coriander, Thai basil, Vietnamese mint, basil and chives were accepted for the herbs. Parsley was not awarded a mark.

Overall, this question was not answered well with many students including parsley and rosemary as suitable herbs. Many students also included other noodles, such as soba or egg noodles.

Question 2b.

| Marks | 0 | 1 | Average |
| --- | --- | --- | --- |
| % | 53 | 47 | 0.5 |

This question was answered reasonably well. Those who understood the balance of a Thai dressing being sweet, salty, hot and sour understood that more palm sugar needed to be added. No marks were given for other types of sugar as the recipe stated palm sugar.

Question 3

| Marks | 0 | 1 | 2 | 3 | Average |
| --- | --- | --- | --- | --- | --- |
| % | 9 | 30 | 41 | 20 | 1.7 |

Students responded to this question well. Responses must have included at least one food safety step for storing and one for using eggs.

Responses awarded marks included:

* keep raw egg products below 5 °C / in the fridge / cool room
* check use by date before use / FIFO (first in, first out)
* make raw egg products fresh every day and discard after 48 hours
* follow 2–4-hour rule for cracked eggs at room temperature
* wash and dry your hands before and after handling eggs / personal hygiene
* clean and sanitise equipment and surfaces before and after using eggs / cross contamination
* do not used damaged or cracked eggs
* cook and use eggs appropriately (allergy, service of raw/undercooked) / 75 °C.

Question 4a.

| Marks | 0 | 1 | 2 | 3 | 4 | 5 | Average |
| --- | --- | --- | --- | --- | --- | --- | --- |
| % | 15 | 4 | 1 | 3 | 3 | 74 | 4.0 |

|  |  |  |
| --- | --- | --- |
| Ingredient | Quantity for six portions | Quantity for 36 portions |
| water | 325 mL | 1950 mL / 1.95 L |
| milk | 325 mL | 1950 mL / 1.95 L |
| polenta | 100 g | 600 g |
| butter | 25 g | 150 g |
| grated parmesan | 30 g | 180 g |

Students responded well to this question. No marks were awarded if students did not include the unit of measurement next to the quantity, as this is integral to the recipe.

Question 4b.

| Marks | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Average |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| % | 18 | 12 | 13 | 14 | 12 | 11 | 8 | 7 | 5 | 3.2 |

Both pieces of equipment were required for two marks: whisk, pot/saucepan

One quality point for one mark, including: smooth, creamy, no lumps / grainy texture

Plus each of the following five was required for marks to be awarded for method:

* Put liquids into a large pot/saucepan and bring to the boil.
* Gently rain/add/sprinkle in the polenta while whisking.
* Turn down the heat, whisking continuously so it does not go lumpy.
* When the grainy texture is gone, adjust consistency.
* Season, add butter and parmesan.

Students did not respond well to this question, with many not demonstrating an understanding of what polenta is.

Question 5

| Marks | 0 | 1 | 2 | 3 | Average |
| --- | --- | --- | --- | --- | --- |
| % | 19 | 33 | 28 | 21 | 1.5 |

Three of the following responses were required. No marks were awarded for ‘duck’.

* guinea fowl
* pheasant
* squab
* quail
* emu
* pigeon
* wild duck
* partridge

Question 6a.

| Marks | 0 | 1 | 2 | 3 | Average |
| --- | --- | --- | --- | --- | --- |
| % | 17 | 20 | 44 | 20 | 1.7 |

One mark for each of the following.

* Put a glove over the dressing.
* Discard all food products.
* Wash and sanitise the chopping board, knife and work area.

Question 6b.

| Marks | 0 | 1 | Average |
| --- | --- | --- | --- |
| % | 40 | 60 | 0.6 |

One of the following.

* A cook’s knife should not be used; a paring knife should be used for small jobs.
* Get further training, ask to be shown again.
* Practise knife skills, use claw grip / bridge hold.

The majority of students who didn't gain marks for this question did not read the question correctly. Many answers included responses that were appropriate for Question 6a.

Question 7

| Marks | 0 | 1 | 2 | 3 | Average |
| --- | --- | --- | --- | --- | --- |
| % | 4 | 8 | 28 | 60 | 2.4 |

Three of the following responses were required:

* less time-consuming to make finished product
* longer shelf life
* non-perishable / not requiring refrigeration
* always on hand with little risk of running out / can have large amounts on hand
* less labour costs / less equipment used
* faster production time
* cost efficient
* quality does not alter depending on season
* less spoilage and waste
* one supplier of convenience product rather than multiple suppliers for various ingredients
* most meat convenience stocks are actually vegetarian / can be used for a variety of customers.

Students responded well to this question with marks awarded for various responses.

Question 8a.

| Marks | 0 | 1 | 2 | 3 | Average |
| --- | --- | --- | --- | --- | --- |
| % | 11 | 31 | 39 | 19 | 1.7 |

Two of the following responses.

* Check the temperature is below -18 ⁰C.
* Check packaging.
* Check quantity and specifications.

One of the following responses on quality.

* Check for freezer burn.
* Check colour: pale pink.
* Should have no feathers.
* Should have no damage or be misshapen.

Responses were generally to a medium standard. Students needed to specify the temperature of frozen delivery. No marks were given to students who responded with ‘smell’ because it is frozen.

Question 8b.

| Marks | 0 | 1 | 2 | Average |
| --- | --- | --- | --- | --- |
| % | 21 | 30 | 49 | 1.3 |

Two of the following responses.

* Put in cool room at 1–5 ⁰C.
* Place on bottom shelf, on drip tray.
* Cover if required.
* One layer only.

Students answered this question well. Marks were not awarded if students did not specify the temperature of storage.

Question 8c.

| Marks | 0 | 1 | 2 | Average |
| --- | --- | --- | --- | --- |
| % | 21 | 47 | 33 | 1.1 |

Two of the following responses:

* structural tissue damage
* excessive moisture loss
* dry end product.

Overall, students answered this question well, with the majority identifying a change in the end product when cooking frozen chicken.

Question 9

| Marks | 0 | 1 | 2 | 3 | 4 | 5 | Average |
| --- | --- | --- | --- | --- | --- | --- | --- |
| % | 3 | 4 | 12 | 29 | 26 | 27 | 3.5 |

One fruit in each category per mark.

|  |  |
| --- | --- |
| Preparation technique | Fruit |
| Slice around the centre, twist, take out the stone | Plum, nectarine, peach, apricot, cherry, avocado | |
| Remove the skin and pith, and then segment the flesh | Orange, lime, grapefruit, any citrus | |
| Cut open and remove the seeds for use | Pomegranate, passionfruit, rock melon, honeydew, cantaloupe, papaya | |
| Peel, remove the core, and cook with sugar until soft | Quince, apple, pear | |
| Remove the cheeks and score the flesh | Mango | |

Student responded well. Those who did not receive full marks did not answer all elements of the question.

Question 10

| Marks | 0 | 1 | 2 | 3 | Average |
| --- | --- | --- | --- | --- | --- |
| % | 38 | 14 | 26 | 22 | 1.3 |

* Soak the quinoa in water.
* Rinse the quinoa and place into a pot with water.
* Bring the quinoa to the boil.
* Simmer until al dente / tender / tail comes out.

Many students did not respond to this question or understand what quinoa was or how it is cooked. Further study into farinaceous products is required.

Question 11a.

| Marks | 0 | 1 | 2 | 3 | Average |
| --- | --- | --- | --- | --- | --- |
| % | 40 | 0.5 | 10 | 50 | 1.7 |

The three possible answers are shown in bold in the following table.

|  |  |  |
| --- | --- | --- |
| Picture of product | What time of the day it was made | Description of item |
| Use by / best by dates | Production date | Method of cookery used |
| Full recipe of dish/product | Labour costs | Person who produced the item |

Students who completed this question responded well; they were able to identify the information required on a food label.

Question 11b.

| Marks | 0 | 1 | 2 | Average |
| --- | --- | --- | --- | --- |
| % | 5 | 32 | 63 | 1.6 |

Two of the following:

* FIFO used and easy to adhere to
* Better organised
* Minimise food waste
* Maintains freshness.

This was a high-scoring question, demonstrating that students understand the need for labelling food products in a commercial kitchen.

Question 12a.

| Marks | 0 | 1 | 2 | 3 | Average |
| --- | --- | --- | --- | --- | --- |
| % | 35 | 27 | 30 | 8 | 1.1 |

* Place in a saucepan with a liquid (water, stock, wine) and heat on a low heat.
* Stir often until liquified and then bring to the boil.
* Simmer.

Few students were awarded full marks for this question as they were not familiar with reconstitution of a brown sauce.

Question 12b.

| Marks | 0 | 1 | 2 | Average |
| --- | --- | --- | --- | --- |
| % | 54 | 20 | 27 | 0.7 |

* Thicken with beurre manié / cornflour / arrowroot / modified starch / slurry.
* Reduce to desired consistency.
* Check consistency and taste.

Following on from Question 12a., students did not demonstrate knowledge of reconstituting brown sauces; few were awarded full marks.

Question 13a.

| Marks | 0 | 1 | 2 | 3 | 4 | 5 | 6 | Average |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| % | 23 | 15 | 15 | 13 | 16 | 13 | 6 | 2.5 |

|  |  |
| --- | --- |
| Produce items | Location and description of storage area |
| 20 kg bag of brushed potatoes | Cool dark storage area / air circulation / wooden crate or hessian bag |
| 10 kg box of apples | In tray / box in cool room (no marks for top shelf) |
| 3 trays of strawberries | In cool room away from strong smelling food with ventilation / in tray / aerated container |
| 15 bunches tarragon | Wrapped in damp cloths in sealed container / stem in water in cool room |
| 20 kg bag of peeled potatoes | In a bucket / tub of water, not top shelf |
| 6 bunches English spinach | Wrapped in damp cloth in cool room |

No marks were awarded for ‘in a crisper’. Many students responded with the storage area and temperature rather than the description of how to store the produce item.

Question 13b.

| Marks | 0 | 1 | 2 | 3 | Average |
| --- | --- | --- | --- | --- | --- |
| % | 65 | 23 | 9 | 4 | 0.5 |

Three responses from the following.

* Use correct lifting technique – bend the knees, keep back straight.
* Ask for assistance / use a trolley.
* Clear a position in storage area, prior to storing.
* Store in an accessible area / shelf.
* Do not block doorways/hallways with delivery.

Students responded poorly to this question. Many students described where to store produce items rather than the work health and safety practices to be followed when storing them.

Question 13c.

| Marks | 0 | 1 | 2 | 3 | Average |
| --- | --- | --- | --- | --- | --- |
| % | 11 | 11 | 32 | 46 | 2.1 |

|  |  |
| --- | --- |
| Produce | Quality indicator |
| Brushed potatoes | Firm, not sprouting, no strong earth smell |
| Strawberries | Fresh smell, plump firm-looking, no softness/liquid, no blemishes/pests/mould, dark red colour |
| English spinach | Firm, crisp, dark green leaves, no evidence of pests/dirt/blemishes |

Students responded well to this question; they were able to identify several quality indicators of the specified produce items.

Question 14

| Marks | 0 | 1 | 2 | 3 | 4 | Average |
| --- | --- | --- | --- | --- | --- | --- |
| % | 17 | 26 | 33 | 21 | 4 | 1.7 |

Lacking in flavour (any two of):

* Reduce the consommé to strengthen the flavour.
* Add mirepoix (browned).
* Add bouquet garni, suitable aromatics.
* Add stock powder / essence.
* Add lean mince/chicken (must have included the description with this, no marks given for chicken breast or whole chicken).
* Season.

Residual fat (any two of):

* Refrigerate the consommé to allow the fat to settle on the top before skimming.
* Skim fat.
* Use kitchen towel or parchment / greaseproof paper to soak up surface fat.

For full marks and to further extend knowledge, students should be able to problem solve and rectify the flavour, colour and consistency of stocks, soups and sauces.

Question 15

| Marks | 0 | 1 | 2 | 3 | 4 | 5 | 6 | Average |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| % | 5 | 2 | 8 | 11 | 18 | 19 | 38 | 4.4 |

Two responses for each category:

* Fruit trimmings or unused fruit
* coulis, fruit salad, muffins, sauces, jams, relishes, ice cream / sorbet, pies, crumble, cake
* Vegetable trimmings or unused vegetable
* soups, mirepoix, sauces, stocks, purees
* Unused egg yolks or egg whites
* meringue, pavlovas, sauces, hollandaise, custards, enriching other dishes, scrambled eggs / omelette

Students responded well to this question, with the majority gaining four or more marks, demonstrating that sustainability is being considered in practical lessons.

Question 16

| Marks | 0 | 1 | 2 | 3 | 4 | 5 | Average |
| --- | --- | --- | --- | --- | --- | --- | --- |
| % | 5 | 3 | 5 | 18 | 30 | 38 | 3.8 |

Possible answers are shown in the following table.

|  |  |
| --- | --- |
| Fruit | Flavouring |
| Apple, pear, cherry, berries, nectarine, peach, apricot, dried fruits, plum, quince, mandarin, pineapple, lychee, rambutan | Vanilla, cinnamon, lemon, orange, lime, clove, star anise, cardamon, alcohol |

Students were able to identify the fruit and flavourings suitable for poaching to be served with a rice pudding; this question was well answered.

Question 17

| Marks | 0 | 1 | 2 | 3 | 4 | Average |
| --- | --- | --- | --- | --- | --- | --- |
| % | 1 | 15 | 43 | 36 | 5 | 2.3 |

|  |  |
| --- | --- |
| Ingredient | Country where the ingredient is historically and culturally from |
| Pasta | Italy |
| Anglaise | France / England |
| Sauerkraut | Germany |
| Couscous | Morocco, Algeria, Libya, Tunisia |

Few students gained full marks on this question. The majority were able to identify the origin of pasta and couscous, but not anglaise and sauerkraut.

Question 18

| Marks | 0 | 1 | 2 | Average |
| --- | --- | --- | --- | --- |
| % | 12 | 46 | 42 | 1.3 |

* The gnocchi dough was overworked when kneaded.
* The gnocchi have been overcooked / undercooked.
* The incorrect type of potatoes was used / incorrect ratios.

Again, problem solving with items that are not made to a high standard is an aspect of each unit of competence in which students did not perform well.

Question 19a.

| Marks | 0 | 1 | Average |
| --- | --- | --- | --- |
| % | 46 | 54 | 0.5 |

Spain.

A majority of students answered this question correctly.

Question 19b.

| Marks | 0 | 1 | 2 | Average |
| --- | --- | --- | --- | --- |
| % | 16 | 29 | 55 | 1.4 |

Any two of zucchini, eggplant, capsicum, mushroom, tomato.

Overall, students responded well to this question.