



2009 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 2008 examination.

Students who attempted all questions were well prepared for the examination and displayed a sound understanding of key knowledge and skills in the 2009 examination. Classic menu items or traditional dishes, food handling procedures and storage practices are the fundamentals of culinary practice required of a person entering the industry with a Certificate II level qualification. Regular engagement with the industry in person, online or via print is strongly recommended to reinforce the skills and theoretical knowledge contained within the units of competence being assessed.

Students need to read and respond to questions with more accuracy and detail. When writing a response, students should consider including the same amount of detail they would give a colleague when instructing them in the task. This approach may assist in demonstrating deeper understanding and knowledge, and scoring additional marks.

Students will always benefit from having an increased awareness of a broad range of fresh produce. Understanding when produce is in season, how to check for freshness and quality, and how best to store and cook ingredients in different ways is the basis of all good cooking. Students should be encouraged to explore, eat and enjoy fresh local produce.



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	4	7	6	82	1	
2	10	15	70	5	0	
3	16	80	3	1	0	
4	18	12	44	26	0	Long-grain rice is best suited for use in salads because of its structure, which helps to keep the grains separate. Arborio and short-grain varieties have a high starch content which is not as suitable. Small portions of wild rice (a grass) are sometimes added for decorative appearance.
5	67	12	18	3	0	
6	81	1	13	5	0	
7	24	8	34	33	0	Sauce chasseur is derivative of demi-glace with the addition of tarragon and white wine.
8	41	14	16	30	0	
9	54	25	17	4	0	Potato and leek soup is an example of a pureed soup that contains no thickening agents and is made using stock.
10	10	18	60	13	0	
11	4	78	13	4	0	
12	8	4	88	0	0	
13	29	4	54	12	0	Polonaise is a traditional blend of fried breadcrumbs, chopped parsley and chopped boiled egg or egg yolk. Mayonnaise is not suitable to serve with a hot vegetable. Fleurons (cooked pastry shapes) and croutons are garnish items.
14	86	2	10	1	0	
15	1	11	10	78	0	
16	5	86	6	3	0	
17	9	90	0	1	0	
18	3	4	5	88	1	
19	12	5	81	1	0	
20	43	16	14	28	0	Aspic is a combination of flavoured stock and a setting agent that is used to coat canapés, preventing them from drying out and adding a glossy appearance. Egg wash is used to glaze items such as pastry prior to baking.
21	49	47	3	1	0	Thickening describes how egg protein, when heated with a liquid, coagulates and creates a thickened consistency. Emulsification describes how egg yolks suspend fat globules within a liquid, creating a sauce such as mayonnaise or hollandaise.
22	10	14	56	19	0	Minestrone and grated parmesan is the only traditional matching of soup and garnish.
23	19	60	19	1	0	When soaking pulses and grains they should always be stored out of the danger zone. Soaking liquor should be discarded prior to cooking.
24	2	4	2	92	0	

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Question	% A	% B	% C	% D	% No Answer	Comments
25	86	2	6	5	0	
26	61	23	3	13	0	
27	74	6	9	11	0	
28	13	23	48	16	0	A requisition order is a request for stock from a central supply and not an external supplier. In enterprise such as hotels there may be several catering outlets that are serviced by a central kitchen supply point.
29	40	5	7	48	0	Option D included a list of items that were all suitable thickening agents.
30	2	92	2	4	0	

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	Average
%	8	48	28	16	1.6

French beans, snow peas, green peas

A number of students identified the last picture as split peas, which was not correct.

Question 2

Marks	0	1	2	3	Average
%	10	15	33	42	2.1

Three of:

- aids digestion
- acts as a lubricant/adds moisture
- improves presentation – adds gloss, sheen, shine (appearance), colour/prevents oxidation
- binds ingredients together
- adds flavour/improves taste
- adds nutritional value.

Students were required to give a reason to explain the purpose of the salad dressing. Only one mark could be given for each key point addressed in their response. One-word answers did not provide sufficient information to score a mark. Texture was a common one-word answer given by students, but this denotes a quality characteristic, not a purpose.

Question 3a.

Marks	0	1	Average
%	97	3	0.1

Vinegar, diced shallots, lemon juice, white wine

To score a mark for this question, students needed to select the correct four boxes to identify the ingredients. Most students were unfamiliar with the correct ingredients for this simple warm butter sauce. Many described the process of making a hollandaise sauce, which was not correct.

Question 3b.

Marks	0	1	2	3	Average
%	93	3	2	2	0.1

- Combine water, vinegar, chopped shallots and white wine.
- Reduce ingredients to a couple of tablespoons (or by two-thirds) in a pan over moderate heat (cream may be added after this and then reduced again).

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- Cool slightly and whisk in cubes of cold butter until emulsified.
- Whisk in lemon juice to taste, and season and correct (adjust/strain).

Students were required to describe the correct process of making a warm butter sauce. To score marks, the listing of ingredients in the process was not required. Unfortunately, many students were not able to provide a clear understanding of the process of making a warm butter sauce.

Question 4

Marks	0	1	2	Average
%	14	66	20	1.1

- Stock is checked on receipt and then stored, ensuring the oldest stock is at the front to be used first.
- Use-by dates are checked.
- Stock is rotated by placing the oldest stock to the front to be used first/storage containers are decanted with oldest stock placed separately on top.
- Par stock levels are adjusted on cards.

Students were required to describe the checks made of goods in storage and provide a clear understanding of what is required for stock rotation to score full marks. It was pleasing to see that most students were familiar with the procedure of 'first in first out'. No marks were given for FIFO, one-word answers, cleaning the storeroom or checking the quality of goods received.

Question 5

Marks	0	1	2	3	Average
%	20	33	31	16	1.4

- Consommé is an example of a clear soup.
- When making a bisque, crab stock can be used.
- French onion soup is an example of a broth.

Question 6a.

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

Cooked vegetable accompaniments to serve with poached eggs for breakfast include:

- spinach
- mushrooms
- grilled tomato
- potato (rostii)
- asparagus
- baked beans
- warm avocado
- caramelised onion.

Responses including carrot, broccoli and raw or salad items did not gain a mark.

Question 6b.

Marks	0	1	Average
%	27	73	0.7

Hollandaise sauce

Students demonstrated confidence when answering this question.

Question 6c.

Marks	0	1	2	3	Average
%	5	15	40	40	2.2

Fresh herbs suitable to use in other egg dishes include:

- chervil

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- chives
- tarragon
- dill
- basil
- coriander
- thyme
- oregano.

Students needed to consider soft herbs that were suitable to mix or use in other egg dishes. No marks were given for parsley, rosemary, mint, bay leaves or sage.

Question 7

Marks	0	1	2	3	4	Average
%	21	34	25	17	4	1.5

Soup	Country
Gazpacho	Spain
Miso	Japan
Laksa	Malaysia
Goulash	Hungary

Although there was a good spread of marks scored in this question, the range of responses indicated students are not familiar with traditional soups.

Question 8

Marks	0	1	2	3	4	Average
%	6	17	32	29	16	2.3

- Cool first – remove from baking tray or pan/allow to cool slightly first and then refrigerate until cold
- Select appropriate storage container – pack meatballs into a clean storage container (bags/freezer trays/airtight container) appropriate for freezing/maintaining shape and quality
- Portion control – pack meatballs in a measurable/separable portions/freezer bags
- Seal and label – ensure all items are well covered/sealed, labelled and date marked.

Marks were awarded for correct storage procedures and factors that maintained the quality of the meatballs while in storage. Answers were accepted in any order. Marks were also given for responses that included the use of a blast chiller before or after packing or packed in a flat/single layer. To gain a mark, any reference to a container needed to indicate multiple containers, not one large container.

The following is an example of a high-scoring response.

Cool meatballs down

Divide into equal portions for the functions

Place individual portions in freezer bags and seal

Label and date the bags

Question 9a.

Marks	0	1	Average
%	80	20	0.2

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Temperature range should be 5°C–10°C. Also accepted was a response indicating that it is a cold/chilled soup.

Most students were not aware of the classical cold soup vichyssoise.

Question 9b.

Marks	0	1	Average
%	14	86	0.9

Ladle or measuring jug to indicate portion control

Question 9c.

Marks	0	1	2	Average
%	23	38	39	1.2

- garnished – correct/in the right position/consistent/freshness/appropriate description
- wiped clean – no finger marks on the bowl/cleanliness/no spills
- crockery – no damage/cracks/chips/matching
- matching with stock photo

Responses needed to relate to aspects of good presentation. One-word responses were not sufficient. No marks were given for responses related to the temperature of the bowl or quality characteristics of the soup.

Question 10

Marks	0	1	2	3	4	Average
%	6	14	25	29	26	2.6

- Step 1 – **Cold water** should be used, not hot water.
- Step 2 – The stock was **not cooked for long enough/stock should be cooked for 2–3 hours**.
- Step 3 – **The fat was not removed** from the cold stock before it was placed onto the stove.
- Step 4 – The stock was **not reduced** sufficiently to form a glaze.

Generally students scored very well on this question. Many students found it challenging to identify the mistakes in the written scenario and answered the question based on their underpinning knowledge of stock making. For example, Step 2 ‘Robert should have cooked the stock longer, for 6–8 hours’. While the first part of the response is correct, the amount of time given is not. Students should make every effort to read the question thoroughly before responding to ensure the context is correct. Another common mistake was to include a response that was not related to the scenario, for example, Step 1 ‘Robert should have browned the bones’.

Some students stated that Robert should not have washed the bones as it ‘washes away the flavour’; however, this is incorrect. It is good practice to rinse all bones to remove any surface blood, loose bone or feathers. Bones may also be blanched prior to making a clear or white stock.

Question 11

Marks	0	1	2	3	Average
%	20	27	39	14	1.5

- Capsicums **must be cool** enough to handle or allowed to sweat (in GLAD® Wrap/a plastic bag/lid).
- **Remove the skins** in an appropriate manner (slip skin/use a paring knife).
- Remove **core and all seeds**.
- **Portion capsicums into strips**/trim loose ends or imperfections.

Students needed to describe the process of preparing the roasted capsicum. One-word responses were insufficient. A common response was to rinse the capsicums under water. This response did not score a mark as washing capsicums also removes some of the flavour and this is not recommended.

Question 12

Marks	0	1	2	3	Average
%	39	29	21	10	1

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Ingredient	Description of preparation
for example: Herbs – parsley and chives	washed and finely chopped
Gherkins/dill cucumbers	finely chopped
Capers	roughly chopped (rinsed optional)
Lemon juice	strained, no pips

Students needed to identify and describe how to prepare each ingredient to score a mark.

Question 13a.

Marks	0	1	Average
%	58	42	0.4

A farinaceous product is one made from/contains/yields a high starch content.

Students were familiar with farinaceous items but struggled to define what constitutes a farinaceous product. Identifying examples of products was not sufficient.

Question 13b.

Marks	0	1	2	3	4	Average
%	11	18	11	27	33	2.5

Farfalle, polenta, semolina and lentils

Students were given one mark for each correct answer.

Question 14

Marks	0	1	2	3	Average
%	35	42	17	5	1

- to count stock to determine 'cost of goods' on hand
- to calculate food cost figures to determine actual food costs/management of food costs
- to reconcile sales with stock levels to identify missing or unknown stock movement (theft/wastage)
- food costs may determine a review of par stock levels

Stocktaking is a process whereby goods on hand (in storage) are counted and then the value of them is calculated. This value is used to determine how much money is tied up in goods on hand and the total figure is also used to calculate the operational food costs for a business.

Students in general were not familiar with the reason for conducting a stocktake. Students commonly referred to reasons for stocktaking being to count stock to determine how much to order or how much has been sold, which was not correct. No marks were given for responses about checking the freshness of goods or creating requisition orders.

Question 15

Marks	0	1	2	3	4	Average
%	1	5	17	43	34	3.1

- Add water and vinegar to pan.
- Cook the egg gently.
- Remove using a slotted spoon.
- Break the egg into very hot water.

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Students did quite well to identify the correct instructions to poach an egg.

Question 16

Marks	0	1	2	3	Average
%	35	35	22	8	1

- **Prepare the mandolin** – choose the correct blade/setting for the julienne cut and ensure the equipment has been assembled correctly (tighten screws, etc.).
- Secure the mandolin by:
 - placing it on a board that has been secured with a damp paper towel
 - if using the mandolin over a bowl, ensure the bowl is secured by a damp paper towel.
- **Use the mandolin safely** – place the carrot on the blades and hold firmly with the guard/concentrate on the task.
- **Preparation of the carrot** – cut the carrot into the appropriate size to ensure it can be used safely on the mandolin.

Students were required to adequately describe the task and action, including some detail to indicate awareness and confidence in using this item of equipment, to score full marks. Many students found this challenging and were not able to indicate how to use the mandolin safely to prepare carrot julienne. For example, responses such as ‘place carrot on top and push it up and down’ lacked sufficient detail and information. No marks were given for responses that related to food safety such as ‘ensure the mandolin has been sanitised’.

The following is an example of a good student response.

Attach the correct blade for cutting julienne. Cut carrots into pieces suited to use with the mandolin. Prepare carrots eg wash.

With your hands away from the blade begin slicing the carrots using the safety guard and hold the mandolin away from you.

Question 17a.

Marks	0	1	2	Average
%	41	41	19	0.8

- Pasta should be very lightly oiled/oil should be added to cooking water before draining.
- Pasta should be portioned into containers or separated into piles on a large tray.
- Pasta should be thoroughly cooled and drained before storage.

Student responses should have explained how the quality/shape is maintained so the product does not stick together while in storage.

Question 17b.

Marks	0	1	2	Average
%	52	32	16	0.7

- Pasta should be sprinkled with **semolina/flour**. May be slightly dried before storage.
- Pasta should be stored on a flat shallow tray in a single layer.

No marks were given for responses about storing pasta in the freezer, how long to store the pasta or the location within the storage area.

Question 18

Marks	0	1	2	Average
%	37	35	28	0.9

Considerations included:

- **presentation** – contrasting colour/shapes
- **contrasting flavours**
- using a variety of **ingredients to suit all tastes** and dietary requirements, for example, vegetarian or gluten-free
- **contrasting textures**
- using a **variety of cooking methods**

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- ensure consistency – portion size/presentation/temperature.

Question 19

Marks	0	1	2	3	Average
%	84	11	3	3	0.3

- **Pod** the broad beans.
- **Blanch and refresh** the beans.
- **Remove the skin** of the beans.
- To serve, **lightly sauté in melted butter** and season.

Students were challenged by this question and often did not provide sufficient detail. To score any marks, students needed to state that the beans must first be podded (removed from the pods). No marks were given for student responses describing the cooking of peas or green beans. These were very common responses.

The following is an example of a good student response.

Take the top off and bottom off the broad beans. Pod the beans into a bowl. Blanch in boiling water for 30 seconds, then refresh in cold water. Slip off the skins on the beans. Put in a bowl, discard the skins. Heat in a pan with butter.

Question 20

Marks	0	1	2	3	Average
%	19	34	34	14	1.4

- **Prepare the environment** – clean or sanitise working area/check equipment for cleanliness/wash hands or wear clean gloves.
- **Minimise bacterial growth** – ensure chicken is refrigerated as soon as possible after handling/minimise time spent in the danger zone/prevent cross-contamination.
- **Store correctly** – ensure products are well covered and correctly identified while in storage.
- **Store appropriately** – store in the appropriate section of the coolroom (where raw/cooked meat products are kept).

Students were able to refer to raw or cooked chicken satays in their response. Marks were awarded for identifying aspects of food hygiene by referring to practices that prevent contamination or bacterial growth when handling food. No marks were given for responses such as ‘wash hands’ unless they were related to food handling tasks to prevent cross-contamination or for soaking the skewers.

The following is an example of a good student response.

When cutting up raw chicken, make sure all equipment is washed thoroughly afterwards.

Cover very well and label in coolroom, placing on the bottom shelf away from other cooked or fresh food.

Wash hands after to avoid cross contamination of bacteria.

Question 21

Marks	0	1	2	3	4	5	Average
%	4	6	10	22	27	31	3.5

Item	Shelf
roasted whole porterhouse	B
tub of rocket	A or B
bag of lamb and rosemary sausages	C
bowl of cleaned calamari	C
tray of raspberries	A or B

Students scored very well on this question. It is very important that raw meat is always stored below ready-to-eat or cooked foods to prevent contamination.

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Question 22

Marks	0	1	2	3	4	Average
%	30	27	26	14	4	1.4

- **Separation** – careful separation of eggs to ensure no contamination of yolk or shell in the whites
- **Clean equipment** – use of clean equipment (bowl, whisk)/use of lemon juice to clean the bowl
- **Whisking technique** – effective whisking of whites to stiff peak stage/not over-whisking so egg whites begin to break down/egg whites at room temperature
- **Using whisked egg whites** – folding technique, adding whisked whites into batter mixture. For example, carefully using $\frac{1}{3}$ first to loosen the mixture, then the remaining whites to add volume/aeration, use whites soon after whisking
- **Preparation for successful soufflés** – preheated oven to correct temperature, mould prepared appropriately, refrigerated quickly to set

Students were able to refer to soufflés that were hot or cold, sweet or savoury in their response. This question was about preparing whisked egg whites that were stable enough to create lift and volume in a soufflé. It was common for students to describe the process of making a soufflé but responses often lacked detail of how to ensure egg whites are best prepared. No marks were given to responses that identified the oven temperature, using whites at soft or medium peak, or the freshness of the whole egg or egg white.

Question 23

Marks	0	1	2	3	4	Average
%	8	23	31	27	11	2.1

Good lighting

- reduces pest and vermin infestation/promotes **detection of rodent activity**
- **improves visibility** to find products more easily/read labels/check for cleanliness
- improves safety/**avoiding physical hazards**

Adequate ventilation

- allows circulation of air to **prevent mould** growth
- **prevents** vapours and **smell** build up
- assists in maintaining a **constant temperature** for items in storage

Most students were able to refer to food or chemical storage requirements in their response.

Question 24a.

Marks	0	1	Average
%	41	59	0.6

Bamboo rolling mat/sushi mat

Many students found identifying this piece of equipment a challenge.

Question 24b.

Marks	0	1	2	3	Average
%	17	21	33	29	1.7

Ginger (fresh or pickled), **wasabi** and **soy sauce** (or tamari)

Students did well on this question. Sweet chilli sauce was a very common response that was not awarded a mark.

Question 25

Marks	0	1	2	Average
%	59	32	10	0.5

- Combine cornflour with cold water and stir well/make a slurry.
- Add slurry to sauce and whisk/stir continuously during heat application.

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To score marks for this question, students needed to describe how to prevent lumps when thickening a sauce using cornflour. Lumps can only form with the application of heat on starch molecules that are not adequately dispersed at the time of gelatinisation. Cornflour must be dispersed in cold liquid to form a slurry. This is then added to the sauce while cold or just below the boil, near the end of the sauce-making process, not the beginning as is done with a roux. Stirring continuously without the application of heat will not thicken a sauce, only stirring during the cooking process will create a thickened sauce without lumps.

Students often referred to using cornflour with butter to make a roux, which was not correct. Most students did not include any reference to applying heat while continuously stirring and missed out on a mark.