Hospitality

**Stream Focus Area: Kitchen operations and cookery**

Welcome. This module will assist you to review and revise content in the area of ‘Kitchen operations and cookery’ in the NSW HSC Hospitality syllabus.

The units of competency associated with the stream focus area ‘Kitchen operations and cookery’ in Hospitality are:

[SITHCCC001 Use food preparation equipment](http://training.gov.au/Training/Details/SITHCCC001)

[SITHCCC005 Prepare dishes using basic methods of cookery](http://training.gov.au/Training/Details/SITHCCC005)

[SITHKOP001 Clean kitchen premises and equipment](http://training.gov.au/Training/Details/SITHKOP001)

[SITXFSA002 Participate in safe food handling practices](http://training.gov.au/Training/Details/SITXFSA002)

This module is broken up into:

* Important notes
* Key terms and concepts
* Activities
* Putting the theory into practice
* HSC Focus Areas - the full scope of learning appears in this section.

How to use the resource

Work through the notes and the suggested activities in any order. Great revision techniques include working through how a problem is solved, explaining the concept, testing yourself and retrieving information from your memory. Spread your revision over a number of sessions rather than sitting at one subject for lengthy periods.

Discuss your responses with your teacher, fellow students or an interested family member.

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# Important Notes

There are separate examination papers for ‘Kitchen Operations and Cookery’ and ‘Food and Beverage’. The mandatory focus area content is the same for ‘Kitchen Operations and Cookery’ and ‘Food and Beverage’.

You should use the information in this module as a prompt and guide when revising your **study notes** or **text-book information** or **other resources** provided by your teacher.

The unit [SITHCCC001 Use food preparation equipment](http://training.gov.au/Training/Details/SITHCCC001) describes the performance outcomes, skills and knowledge required to safely use commercial kitchen equipment to prepare a range of different food types.

The unit [SITHCCC005 Prepare dishes using basic methods of cookery](http://training.gov.au/Training/Details/SITHCCC005) describes the performance outcomes, skills and knowledge required to use a range of basic cookery methods to prepare dishes.

The unit [SITHKOP001 Clean kitchen premises and equipment](http://training.gov.au/Training/Details/SITHKOP001) describes the performance outcomes, skills and knowledge required to clean food preparation, storage areas and equipment in commercial kitchens to ensure the safety of food. It requires the ability to work safely and to use resources efficiently to reduce negative environmental impacts.

The unit [SITXFSA002 Participate in safe food handling practices](http://training.gov.au/Training/Details/SITXFSA002) describes the performance outcomes, skills and knowledge required to handle food safely during the storage, preparation, display, service and disposal of food. It requires the ability to follow predetermined procedures as outlined in a food safety program.

The outcomes of the HSC Hospitality stream focus area ‘**Kitchen operations and cookery**’ require that the student:

* justifies the selection of appropriate utensils, equipment and ingredients for food preparation and cookery tasks in a commercial kitchen
* explains a range of cookery methods and their application
* understands the importance and application of legislative requirements, industry standards and workplace policy and procedures for preparation, cooking, presentation and service of food
* describes a food safety program and applies it in a hospitality workplace
* proposes cleaning procedures for a commercial kitchen to ensure the safety of food
* proposes improvements for resource efficiency and sustainability in a commercial kitchen work environment

### Importance of keeping up to date

If you are working or wishing to work in the hospitality industry, it is important to be up to date with current with industry information. Even people who have had long careers in the hospitality industry need to keep up to date with current trends and changes in the industry. This is because currency helps to maintain professionalism, ensure quality service, better promote products and services and improve working relationships.

Having an up to date knowledge of the hospitality industry is also important for the Higher School Certificate examination. Students are expected to use correct industry terminology, give detailed industry examples and demonstrate understanding of current issues affecting the industry.

### Other useful links

The [FairWork website](https://www.fairwork.gov.au/) is a federal government site outlining the latest information on workplace relations legislation and explaining options for employment, such as awards and workplace agreements.

[SafeWork NSW](https://www.safework.nsw.gov.au/home) is the New South Wales’ workplace health and safety regulator.

[Food Standards Australia New Zealand](https://www.foodstandards.gov.au/Pages/default.aspx) (FSANZ) is a statutory authority in the Australian Government Health portfolio. FSANZ develops food standards for Australia and New Zealand

The [NSW Food Authority](https://www.foodauthority.nsw.gov.au/about-us/about-the-authority) works with key agencies including local councils and NSW Health to ensure effective food safety and food quality management

The [Australian Hotels Association website](http://aha.org.au/) provides information about current hospitality industry issues and trends, as well as information and support for employers and employees in the hospitality industry.

The [Accommodation Association website](https://www.aaoa.com.au/) provides current hospitality industry trends and is a support for employers and employees in the hospitality industry, providing information on current issues.

The [Restaurant and Catering Association of Australia](http://rca.asn.au/rca/) provides information on current trends and issues in restaurants and catering as well as information on careers in restaurants and catering.

The [Australian Council of Trade Unions Worksite website](https://www.actu.org.au/about-the-actu/the-actu-network) (ACTU) provides information on the roles of unions, as well as information and case studies on award conditions, workplace agreements, work experience and workplace legislation.

Make sure you review all aspects of the HSC Focus Area as described at the end of this module.

# Key terms and concepts

You can use the following information to revise the key terms and concepts from this unit of competency. Perhaps you could:

* Add additional words and definitions to your table as you come across them
* Copy the table into your own file, remove all the key terms, then fill in the blanks (without peeking at the original file) with your own answers.
* Copy the table into your own file and remove the definitions. Write a definition in your own words – it doesn’t have to word perfect but should show you understand the concept.
* You could add an example of this term or concept relevant to the Hospitality environment. If the key term was ‘chemical hazards your Hospitality example might be ‘cleaning agents and chemicals must be stored in a separate area away from food products’.

|  |  |
| --- | --- |
| Key term or concept | and Definition |
| Bacteria | Single celled organisms. Some forms of bacteria in large numbers may cause food poisoning |
| Biological hazards | These include bacteria, yeasts, moulds and viruses that may contaminate food. |
| Chemical hazards | These include sprays, cleaning fluids, natural poisons and food additives that may contaminate food. |
| Chemical poisons | Pesticides, detergents, and sanitizers are examples of chemicals that may contaminate food and poison humans. |
| Critical control points | Points where there is high risk of contamination or food spoilage. |
| Duty of care | The legal and general obligation and responsibility expected of a person to protect themselves and others from harm in the workplace |
| Emergency services | Public services that deal with emergencies, such as the police, fire fighters, ambulance and medical response units |
| Ergonomic | The design of equipment and environment to be safe, comfortable and productive for human use |
| Food Act 2003(NSW) | This is the Act of the NSW parliament that controls foods prepared for sale in NSW. |
| Food handling procedures | The skills and tasks needed to handle food safely |
| Food poisoning | Illness occurring when a person ingests contaminated foods or beverages |
| Food Regulation 2015 (NSW)  | This regulation is controlled by the NSW Food Authority and in supports the NSW Food Act to ensure maximum outcomes for food safety for consumers through regulatory measures. These include food safety programs. |
| Food regulations | Codes and practices food businesses need to implement for safe food preparation and handling. |
| Food safety plan/program | A food safety program is a document which systematically identifies the potential hazards associated with food handling operations and provides for supervision and monitoring to ensure that safe food is delivered to the consumer. |
| FSANZ (Food Standards Australia New Zealand) | Food Standards Australia New Zealand (FSANZ) is an independent statutory agency involving the governments of Australia and New Zealand. It is responsible for setting national food standards for Australia and New Zealand. These are then implemented through legislation specific to the Australian and New Zealand governments. |
| HACCP (Hazard and Critical Control Points) | Hazard and Critical Control Points (HACCP) is a food safety program to ensure food production methods are safe, hygienic and comply with food regulations and legislation. |
| HACCP principles | These are the guidelines which should be followed when developing and maintaining a food safety plan. |
| Hazard analysis | This is the first step of a HACCP plan. It is used to identify all possible food safety hazards that can occur at each stage of production. |
| Hazard identification | Recognising the risk of an item or situation that may lead to a potential accident or harm to a person |
| Hygiene | Clean and sanitary conditions that promote health and safety |
| Legislation | The making of laws, rules or standards by parliament, which are enforceable by the legal court system |
| Manual handling | Using human force to move or support a load (including moving, lifting, putting down, pushing pulling, or carrying) |
| Moulds | Growths of minute fungi forming on vegetable or animal matter. |
| Natural poisons | Some foods naturally contain toxins which can poison the body, for example some mushrooms, rhubarb leaves, puffer fish and green potatoes. |
| Person conducting a business or (PCBU)/employer | All forms of working arrangements, which we commonly refer to as businesses |
| Personal hygiene | Factors that maintain positive, clean personal care and health of a person |
| Personal Protective Equipment (PPE) | Equipment and clothing items designed to protect the user from potential hazards or injuries whilst doing a task at work |
| Pest control | Actions designed to control and eradicate pests and vermin from workplaces |
| Physical hazards | These include foreign objects such as glass, metal, insects and vermin. |
| Safety Data Sheet (SDS) | An information sheet designed by suppliers detailing correct procedures when handling a substance or chemical |
| SafeWork NSW | A state authority that manages workplace safety, injuries and incidents and compensation |
| Work Health and Safety (WH&S) | Legislation, policies, procedures and activities that aim to protect the health, safety and welfare of all people at the workplace. Primarily the Work Health and Safety Act 2011 (the Act) |
| Work Health and Safety Committee | PCBU/ PCBU and worker representatives participate in a group to review, advise and recommend on health, safety and security issues in a workplace |
| Work Health and Safety Regulation 2017 (WHS Regulation) | The regulations currently in place that apply to Work Health and Safety in all NSW workplaces |
| Worker/employee | A person who performs work for a PCBU.  |
| Worker/employee responsibilities | A staff member’s responsibility to ensure they follow work safety instructions and procedures to minimise the risk to themselves and others |
| Workers Compensation | Payments required by law for an injury to a worker for compensation for a work related injury |
| Workplace hazards | An item, condition, event or situation that could lead to a potential accident or harm |
| Yeast | Single celled micro-organisms that ferment sugar into alcohol and other by-products. |

# Activities

Note: when an activity requires you to add information to a table, the table will grow as you type in a box. To add a line, press ‘tab’ when the cursor is in the last box of the table.

**Activity 1: Review questions**

1. Explain the difference between braising and stewing
2. List three pieces of equipment used to weigh and measure ingredients
3. What other equipment could be substituted if the salamander failed?
4. Make a list of safety issues to be considered when deep-frying foods
5. Describe how to:
	1. dice an onion,
	2. julienne a carrot and
	3. turn potatoes.
6. When blanching and refreshing a green vegetable, what timing issues need to be considered?
7. You need to let your colleagues know how many portions of a given menu item are available. When do you need to do this?
8. What would you do if the food processor did not operate?
9. You are required to select and prepare the appropriate vegetables and herbs for a basic beef stock.
10. Indicate the ingredients and
11. describe at least two ways of using the beef stock.
12. A large pot of pumpkin soup needs to be pureed. Select the equipment you would use to achieve this.
13. A meat slicer can be used to slice a variety of foods in a kitchen. List foods that can be sliced with this piece of equipment.
14. What are the health and safety issues to be considered when using the meat slicer for more than one type of meat or for different foods during a preparation period?
15. What is the purpose of a standard recipe card?
16. Describe ‘farinaceous’ products and provide examples.
17. Describe ‘FIFO’ in a commercial kitchen and explain why it is important.
18. Discuss how poor workflow contributes to colleagues, customers and ultimately the business.
19. Make a list of the key features of a range of menu types; include information about a la carte, cyclic, function, set and table d’hote.

**Activity 2: Knives**

Information from [nisbets.com.au](https://www.nisbets.com.au/yourcompleteguidetokitchenknives) may help with this revision activity.

* 1. What procedures would you follow when washing and storing knives?
	2. A new worker has joined your team in the kitchen. How would you explain safe work practices when handling knives to this person?
	3. List the points to remember when handling a knife in the table below.

|  |  |
| --- | --- |
| Skill | Points to remember |
| Grip |  |
| Positioning of hands |  |
| Using the knife – tip, centre and heel |  |
| Sharpening |  |

* 1. Complete the following table indicating the type of knife, its function and use. An example is done for you.

|  |  |  |  |
| --- | --- | --- | --- |
| Image | Type of knife | Function | Use |
|  | Serrated knife | Serrated knives easily slice through food with thick or resistant outer surfaces  | To remove crusts from bread, cut bread into croutons, cut tomato skin. |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Activity 3: Prepare equipment for use**

Complete the following information for three (3) pieces of commercial equipment you are familiar with.

Name:

Purpose:

Potential hazards:

Pre-operational checks:

Cleaning and sanitising:

Storage:

Name:

Purpose:

Potential hazards:

Pre-operational checks:

Cleaning and sanitising:

Storage:

Name:

Purpose:

Potential hazards:

Pre-operational checks:

Cleaning and sanitising:

Storage:

**Activity 4: Safety in the kitchen**

[SafeWorkSA](https://www.safework.sa.gov.au/) has an informative webpage for [kitchen workers](https://www.safework.sa.gov.au/workers/types-of-workers/kitchen-workers). Use the information to answer the following:

* 1. List six examples of risk factors for manual tasks in kitchens
	2. All employers have the responsibility to reduce risks for their employees. Name at least two ways this can happen.
	3. Manual tasks can be controlled in a number of ways. Provide examples in the table below of each of the following:

|  |  |
| --- | --- |
| Control | Example in the commercial kitchen |
| Redesign |  |
| Modification |  |
| Alteration |  |
| Substitution |  |

* 1. Describe at least three ‘safer work practices’ for each of the following tasks:

|  |  |
| --- | --- |
| Task | Safer work practices |
| Food preparation |  |
| Food mixers |  |
| Ovens and steamers |  |
| Pot and pan washing |  |
| Dishwashing |  |
| Cleaning and waste removal |  |
| Storage | * storing infrequently used heavy items on lower shelves and lighter items on higher shelves
* keeping storage areas clear and free from obstructions
* setting up storage areas with enough space to use mechanical aids, if needed
* using adjustable height handling aids during shelf stacking and stocktaking.
 |

**Activity 5: Food preparation**

Use the table below to compile information on various vegetable cuts and preparation techniques.

|  |  |  |
| --- | --- | --- |
| Name of cut or technique | Description | Uses |
| Brunoise |   |   |
| Chiffonade |   |   |
| Concasse |   |   |
| Crush |   |   |
| Jardiniere |   |   |
| Julienne |   |   |
| Macedoine |   |   |
| Mirepoix |  |  |
| Paysanne |   |   |
| Slice |   |   |
| Turning |   |   |

**Activity 6: True or False?**

|  |  |  |
| --- | --- | --- |
| Statement | True? | False? |
| A slow oven temperature is between 180 and 220 ° C |   |   |
| After deep frying you drain the food on a paper towel |   |   |
| Basting involved regularly coating meat with a fat to aid browning |   |   |
| Business proprietors of a food premises must ensure that food safety processes are put in place |  |  |
| Chiffonade produces 4 mm slices |   |   |
| Deglazing involves cleaning out the sediment from a pot  |   |   |
| Frozen foods should be stored at -15°C |   |   |
| Preheating the oven to suitable temperature is required before roasting food |   |   |
| Raw fish would be prepared on a blue cutting board |   |   |
| Slow cooking is another term for shallow frying |   |   |
| Stewing is an appropriate technique for root vegetables and fruit |   |   |
| When dicing an onion, you are using the brunoise cut |   |   |
| You would julienne a vegetable to produce 3 mm cubes |   |   |

**Activity 7: Match the word and definition**

Use the following words to complete the table below, matching the correct term with its definition.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Use these words |  |  |  |  |
| core | flambe  | glaze | julienne | shred |
| cream | sauté | roast | chop | dice |
| knead | simmer | steam | grate | fold |
| whip | peel | grill | mince | cut in |

|  |  |
| --- | --- |
| Term | Definition |
|  | Beat rapidly to introduce air bubbles into foods such as eggs or cream |
|  | Coat foods with glossy mixtures such as jam or sauces |
|  | Cook by vapour produced when water is heated to boiling point  |
|  | Cook food in a pan with a small amount of fat |
|  | Cook food in liquid that is just below boiling point |
|  | Cook meat, fish or poultry in an over with dry hot air |
|  | Cut food into narrow strips with a knife or a grater |
|  | Cut food into smaller pieces |
|  | Cut into long, thin strips, matchstick like in shape |
|  | Cut into small cubes of even size |
|  | Cut into tiny pieces, usually with a knife |
|  | Distribute a solid fat in flour using a cutting motion, with two knives or a pastry blender, until divided evenly into tiny pieces |
|  | Drizzle liquor over a food while it is cooking, then when the alcohol has warmed, ignite the food just before serving. |
|  | Finely divide food in various sizes by rubbing it on a surface with sharp projects |
|  | High heat cooking method in which food is cooked over fire or hot coals |
|  | Mix ingredients gently by turning one part over another |
|  | Remove or strip off the skin or rind of some fruits or vegetables |
|  | Remove the seeds or tough woody centre from fruit or vegetables |
|  | Work dough to further mix or to develop gluten  |
|  | Work sugar and fat together until the mixture is soft and fluffy |

**Activity 8: Hygiene in the commercial kitchen**

For each of the following areas of, and items in, a hospitality environment, outline the appropriate cleaning procedure to ensure efficient and sanitary cleaning. Your answer should include full details of the use of appropriate chemicals, heat or other sanitisers required as in the first example done for you. The table will grow as you enter information.

|  |  |
| --- | --- |
| Area/item to be cleaned: | [Cleaning](http://web.archive.org/web/20110412081220/http%3A/hsc.csu.edu.au/hospitality/hosp_240/comm_cookery/SITHCCC004A/clean_maintain/THHBKA04A008.html) procedure: |
| Kitchen floors | After the floors have been thoroughly cleaned using the appropriate detergent, it is good practice to apply an appropriate chemical sanitiser. A chlorine-based sanitiser would be recommended and used according to the manufacturer’s instructions. |
| Stainless bench tops |  |
| Tiled floors |  |
| Service wear |  |
| Linen |  |
| Equipment |  |
| Ovens |  |
| Storage areas |  |

**Activity 9: Avoid contamination in the commercial kitchen**

Suggest common causes of contamination and how you might avoid each one. Try and find at least one example of physical contamination, chemical contamination and microbiological contamination.

|  |  |
| --- | --- |
| Causes of contamination | How to avoid this contamination |
|  |  |
|  |  |
|  |  |

**Activity 10 - Work processes review**

1. Describe a job you’ve undertaken in a commercial kitchen environment which involved working with others to a timeline; list the work activities involved.
2. Describe any guidelines or specifications your supervisor gave you about safety, quality and/or environmental standards expected.
3. What personal hygiene practices were required? List the PPE or specific equipment you were required to wear or use.
4. Describe at least one difficulty you experienced in completing your task and how you overcame the difficulty.
5. Provide two suggestions on how to improve the way the task was completed

**Activity 11 – Environmentally sustainable work practices**

Write at least 200 words describing the environmental impact of at least three workplace activities in a commercial kitchen. Discuss efficient use of resources and the strategies which should be used to reduce any negative impact.

**Activity 12 – Current trends in the preparation, presentation and service of food**

Research current trends in the preparation, presentation and service of food and note down at least five examples which you might use in an HSC response. Remember to include the impact of social media on current trends.

# Putting the theory into practice

The following questions are from [past years’ NSW HSC examination papers](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers) for this subject. HSC exams are intended to be rigorous and to challenge students of all abilities. To better understand a question, you should look for key words and identify the aspect of the course to which these relate. You are then in a position to formulate your answer from relevant knowledge, understanding and skills.

There are separate examination papers for ‘Kitchen Operations and Cookery’ and ‘Food and Beverage’. The mandatory focus area content is the same for each course of study.

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## Multiple Choice

1. Which of the following is the most suitable method for storing fresh seafood?
	1. Uncovered on a perforated tray
	2. Covered with a tea towel, labelled, on a plastic tray
	3. Covered with paper towel on a metal tray of crushed ice
	4. Covered with cling wrap, labelled, on a tray of crushed ice
2. A colleague has accidentally consumed a sanitising agent. What is the first aid response that should be taken immediately?
	1. Induce vomiting
	2. Give the colleague a glass of water
	3. Phone the poisons information line
	4. Put the colleague in the recovery position
3. Which of the following is the preferred liquid for poaching pears?
	1. Brine
	2. Water
	3. Sugar syrup
	4. Court bouillon
4. Which liquid is used to store peeled apples to prevent spoilage?
	1. Vinegar
	2. Salt water
	3. Lemon juice
	4. Acidulated water
5. Which piece of equipment will achieve the smoothest consistency when making mashed potato?
	1. Chinois
	2. Colander
	3. Mandolin
	4. Ricer
6. Which of the following is the preferred cut of meat for grilling?
	1. Brisket
	2. Gravy beef
	3. Beef sirloin
	4. Chuck steak
7. Which of the following foods is most suitable to be cooked ‘en papillote’?
	1. Cheese
	2. Eggs
	3. Fish
	4. Peas
8. Which of the following identifies the correct limit for a critical control point?
	1. Frozen food should be stored at –15°C
	2. Fresh meats should be delivered at 6–8°C
	3. Holding time of cooked food can exceed 4 hours
	4. Food should be reheated to a minimum internal temperature of 75°C
9. Which method of cookery involves immersing food in boiling water or hot oil for a brief period of time?
	1. Blanching
	2. Boiling
	3. Braising
	4. Sautéing
10. Which sauce is derived from mayonnaise?
	1. Hollandaise
	2. Jus
	3. Tartare
	4. Velouté
11. When taking delivery of whole fresh fish, which set of qualities indicates freshness?
	1. Clear eyes, firm flesh, ocean smell
	2. Cloudy eyes, firm flesh, ocean smell
	3. Clear eyes, hard loose scales, strong smell
	4. Bright red gills, hard loose scales, strong smell
12. Which type of pastry is prepared by firstly melting butter in boiling water, then stirring in plain flour followed by whisking in eggs?
	1. Choux
	2. Filo
	3. Puff
	4. Shortcrust
13. Which combination of coloured cutting boards is correct for the preparation of rare roast beef and raw prawns?

|  |  |  |
| --- | --- | --- |
|  | Rare roast beef | Raw prawns |
| a | Blue | Red |
| b | Brown | Blue |
| c | Green | Yellow |
| d | Red | Blue |

1. Which of the following sets out the industry accepted measurements for Jardinière carrots?
	1. 3mm × 3mm × 3mm
	2. 3mm × 3mm × 40mm
	3. 4mm × 4mm × 20mm
	4. 8mm × 8mm × 8mm
2. Which legislation specifically states that employees at food preparation premises must be certified in food safety?
	1. Work Health and Safety Regulation 2017 (NSW)
	2. Fair Trading Amendment (Australian Consumer Law) Act 2010
	3. Australia New Zealand Food Standards (ANZFS) Code (‘the Code’)
	4. Food Amendment (Food Safety Supervisors) Act 2009 (NSW) (as amended)
3. During a busy service period, it is reported to the head chef that rat droppings are present in the dry store. What corrective action should be taken immediately?
	1. Contact a pest control company.
	2. Record and continue with food preparation and service.
	3. Stop food preparation and service and close establishment.
	4. Dispose of contaminated food, clean and sanitise the dry store.
4. What piece of equipment is used to monitor the temperature of potentially high-risk foods?
	1. Metal skewer
	2. Milk thermometer
	3. Meat thermometer
	4. Temperature probe
5. Which pair of features is characteristic of a meat cleaver blade?
	1. Flat and flexible
	2. Wide and sharp
	3. Long and narrow
	4. Short and serrated
6. Which of the following refers to a precision cut used to prepare vegetables in a variety of shapes?
	1. Brunoise
	2. Jardinière
	3. Macedoine
	4. Paysanne
7. Which of the following should remain consistent when using a standard recipe?
	1. Cost and hygiene
	2. Quality and service
	3. Presentation and hygiene
	4. Quantity and presentation
8. Which utensil would be most suitable to maintain portion control when serving soup as an entrée?
	1. Jug
	2. Ladle
	3. Scoop
	4. Spoon
9. What is the main purpose of a cartouche?
	1. To cover food
	2. To stop water boiling
	3. To submerge food in liquid
	4. To stop food from discolouring
10. In which of the following sauces is a blond roux used as the base?
	1. Béchamel
	2. Demi-glace
	3. Fish velouté
	4. Gravy
11. Which of the following work practices specifically applies to the selling of ‘ready to eat’ food items?
	1. Monitoring food holding times
	2. Maintaining adequate stock levels
	3. Following a daily cleaning schedule
	4. Disposing of rubbish at regular intervals
12. What is the industry-accepted practice for boiling root vegetables?
	1. Start in cold water with lid on
	2. Add to boiling water and put lid on
	3. Start in cold water and skim off any scum
	4. Add to boiling water and refresh in cold water
13. Which food listed below is stored at its optimum temperature?

|  |  |  |
| --- | --- | --- |
|  | Food | Storage temperature |
| a | Pears | -1°C |
| b | Fresh meat | 6°C |
| c | Ice-cream | -10°C |
| d | Whole fresh fish | 2°C |

1. Which of the following is an example of a condiment?
	1. Raw sugar
	2. Dijon mustard
	3. Lemon wedges
	4. Chopped parsley
2. What is the type of poultry cut represented in the image shown?



* 1. Drumstick
	2. Maryland
	3. Thigh
	4. Wing
1. Which method of cookery is used to cook battered fish?
	1. Baking
	2. Roasting
	3. Deep frying
	4. Shallow frying
2. Which of the following fruits is most suitable to julienne?
	1. Apples
	2. Grapes
	3. Oranges
	4. Kiwi fruit
3. When making a béchamel sauce, which two ingredients are used to make the roux?
	1. Egg and milk
	2. Milk and flour
	3. Butter and egg
	4. Flour and butter

## Questions from Section II

These questions should be answered in the suggested number of lines (handwritten in the exam) as it gives a guide to the length of your response.

Plan out your answer and key points before you commence writing.

You may need to bring together knowledge from several areas of study/competencies to do justice to the answer.

Question 1

Describe the menu adjustments that may be required to meet a customer’s special requests and dietary requirements. (5 marks).

Question 2

Explain why dry heat and moist heat methods are used in the cooking of different menu items. (4 marks).

Question 3

* 1. What are the desirable characteristics of a stir-fried dish? (2 marks)

* 1. Explain the importance of correctly calculating quantities and required portions when adjusting a standard recipe. (3 marks)

Question 4

* 1. Outline safe work practices for the storage of hazardous substances. (2 marks)

* 1. Describe the possible consequences of not following waste minimisation techniques in a commercial kitchen. (2 marks)

Question 5

Food spoilage and contamination are both serious risks that may lead to food-borne illness for a customer.

Explain the conditions conducive to each of these risks occurring. (8 marks)

Question 6

* 1. Outline the indicators of freshness and quality for raw poultry. (2 marks)

* 1. Describe the essential features of good stock-rotation practices. (3 marks)

Question 7

* 1. Why is it important for an establishment to keep up with current trends in food presentation? (2 marks)

* 1. Justify the use of a cyclic menu. (3 marks)

Question 8

The following order has been placed with the kitchen.



Propose a process to prepare and serve the order to industry standards and within an acceptable timeframe.

Question 9

* 1. Why should a pre-operational check of equipment be a daily task in a hospitality establishment? (2 marks)

* 1. How do cleaning procedures differ at the end of a service period and at the end of a shift? (3 marks)

Question 10

* 1. Describe the specific use of a paring knife in food preparation. (2 marks)

* 1. What procedures need to be followed by kitchen staff to eliminate the food safety risk of pest infestation? (2 marks)

Question 11
What are the benefits of using a cleaning schedule in a hospitality establishment. (5 marks)

Question 12

* 1. Explain the possible causes of producing a poor quality braised product. (3 marks)

* 1. Describe the different methods used to measure wet and dry ingredients to meet industry standards. (3 marks)

## Questions from Section III

You will note that questions often require you to bring together knowledge from several areas of study/competencies to do justice to the answer. You should allow about 25 minutes for the question in Section III. Map out your answer using post-it notes or a sheet of paper before you start.

There will be one question in Section III, usually made up of several parts totalling 15 marks. This question may be contextualised to the course of study.

Question 1

Students were directed to answer each part of the question in a separate writing booklet.

(a) Explain the role of the NSW Food Authority in ensuring food safety. (5 marks)

(b) Describe the practices necessary to maintain food safety when taking delivery and preparing food in a commercial kitchen. In your response, refer to industry examples. (10 marks)

Question 2

Students were directed to answer each part of the question in a separate writing booklet.

(a) Describe the effects of a current trend on the hospitality industry. (5 marks)

(b) Justify the importance of using environmentally-friendly products and work practices when operating a food stall at a local market. (10 marks)

Question 3

The following information has been taken from a standard recipe card for an entrée menu item.



(a) Outline how the batter is prepared and stored for the Tempura Vegetables recipe. (3 marks)

(b) Six customers have each ordered Tempura Vegetables as an entrée. What quantity of each ingredient is needed to make the six entrées? (3 marks)

(c) Explain the possible causes and indicators of problems when cooking battered menu items and the corrective actions required to improve the product. (9 marks)

## Questions from Section IV

In the HSC –

* there will be one structured extended response question (15 marks)
* the question will have an expected length of response of around four pages of an examination writing booklet (approximately 600 words)

Your answer will provide you with the opportunity to:

* demonstrate knowledge and understanding relevant to the question
* communicate ideas and information using relevant workplace examples and industry terminology
* present a logical and cohesive response

You will note that these questions usually require you to bring together knowledge from several areas of study/competencies to do justice to the answer. You should allow about 25-30 minutes for a question in Section III and the same for Section IV of the exam.

**Example Question 1 (15 marks)**

Food and Beverage, Food Production/Kitchen and Human Resources are three departments that operate within a large hospitality establishment.

Explain the primary role of each of these departments and how their interrelationships can ensure quality customer service.

**Example Question 2 (15 marks)**

A large multi-department resort has taken on a number of new employees, each starting in a different department.

Explain the importance of training the new employees in relation to safe work procedures and practices.

# HSC Focus Areas

The HSC Content for this industry curriculum framework is organised into focus areas. Each focus area prescribes the scope of learning for the HSC. This is drawn from the associated units of competency.

Students undertaking the 240 indicative hour course from the Hospitality Curriculum Framework must address **all** the **mandatory focus areas plus one stream focus area**.

The Hospitality Curriculum Framework **mandatory** focus areas are:

* Hygiene
* Safety
* Working in the hospitality industry and workplace.

The Hospitality Curriculum Framework **stream** focus areas are:

* Food and Beverage
* Kitchen Operations and Cookery.

The scope of learning describes the breadth and depth of the HSC Content, the minimum content that must be addressed, and the underpinning knowledge drawn from the associated unit(s) of competency.

The units of competency associated with the stream focus area ‘Kitchen operations and cookery’ in Hospitality are [SITHCCC001 Use food preparation equipment](http://training.gov.au/Training/Details/SITHCCC001), [SITHCCC005 Prepare dishes using basic methods of cookery](http://training.gov.au/Training/Details/SITHCCC005), [SITHKOP001 Clean kitchen premises and equipment](http://training.gov.au/Training/Details/SITHKOP001) and [SITXFSA002 Participate in safe food handling practices](http://training.gov.au/Training/Details/SITXFSA002)

 **How to use the scope of learning for ‘Kitchen operations and cookery’**

* draw up your own mind map showing the connection between the various concepts listed; an example appears on the last page of this module
* use the key terms and concepts to add to your mind map
* add examples or case study prompts to show how the concept is applied in the Hospitality working environment

The following information is taken directly from page 59 ff ‘[Hospitality Curriculum Framework Stage 6 Syllabus for implementation from 20](https://educationstandards.nsw.edu.au/wps/wcm/connect/3780c279-9e7f-45d1-a498-94e425e860c4/vet-hospitality-11-12-syllabus-based-on-sitv12-2018-1.2.pdf?MOD=AJPERES&CVID=)19’ © [2019 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.](https://educationstandards.nsw.edu.au/wps/portal/nesa/mini-footer/copyright)

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| **knives**  |
| * parts of a knife
 |
| * knife-handling techniques
 |
| * types of knives, their characteristics and use in preparation of a range of food types
 |
| * techniques to sharpen knives using a steel and a stone
 |
| * suitable cutting surfaces:
* yielding
* unyielding
 |
| * safe work practices when handling, using, cleaning and storing knives
 |
| **equipment for food preparation and cookery** |
| * examples of equipment classified as utensils, mechanical and fixed
 |
| * equipment found in commercial kitchen work environments:
* used to prepare different food types
* used for different cookery methods
 |
| * for a range of equipment:
* name and general features
* purpose and limitations
* selection for task (functions)
* assembly (if appropriate)
* safe and hygienic use/operation:
	+ - hazard(s) and risk(s) control
		- pre-operational and safety checks
		- according to manufacturer’s instructions
* cleaning and sanitising
* maintenance
* storage
 |
| * problems with equipment:
* indicators of unsafe and/or faulty equipment
* solution(s) to common problems
* respond within scope of responsibility:
	+ - rectify (minor adjustments)
		- refer to supervisor/manager
* recording and reporting
 |
| **food** |
| * types:
* dairy products
* dough
* dry goods
* fruit
* meat
 |

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| **food cont/d** |
| * pastry
* poultry
* seafood
* vegetables
* general food items:
	+ - batters
		- coatings
		- condiments and flavourings
		- garnishes
		- oils
		- sauces
 |
| * for each food type:
* examples
* characteristics
* indicators of freshness and quality
* use in different recipes
* preparation requirements
* use in different dishes
* effects of different cookery methods
* handling and storage
 |
| * stock selection from stores:
* data codes
* stock rotation:
	+ - FIFO (first in, first out)
		- rotation labels
 |
| **preparation** |
| * safe and hygienic practices for food preparation in commercial kitchen work environments
 |
| * mise en place:
* meaning
* role in:
	+ - preparing food
		- cooking food
		- presenting food
* for dishes:
	+ - incorporating a range of food types
		- produced by a range of cookery methods
 |
| * work instructions:
* standard recipes:
	+ - dishes incorporating a range of food types
		- dishes produced by a range of cookery methods
* task sheets
* food preparation lists
 |
| * time and task management:
* effect of poor work flow on:
 |

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| **preparation cont/d** |
| * + - colleagues
		- customers
		- business
* features of effective work flow:
	+ - planning and organisation
		- logical sequencing of food preparation and cookery tasks
		- time efficiency
		- dealing with pressure and time constraints
		- clear communication
		- cooperation and teamwork
* preparation, cooking and service within commercially realistic timeframes
 |
| * preparation of a range of ingredients:
* incorporating a range of food types
* for a range of standard recipes
* with consideration to portion control
 |
| * weighing and measuring dry and wet ingredients
 |
| * calculating and determining quantities and portions required
 |
| * washing, peeling and trimming of a range of foods
 |
| * precision cuts:
* brunoise
* chiffonnade
* concasse
* jardinière
* julienne
* macedoine
* mirepoix
* paysanne
 |
| * portioning and standard cuts of meat, poultry and seafood
 |
| * storage of food items to prevent spoilage
 |
| * waste-minimisation techniques for use during food preparation, cooking, presentation and service
 |
| * environmentally friendly work practices during food preparation:
* efficient use of resources, water and energy
* management of kitchen waste:
	+ - storage of re-useable by-products
		- sorting of recyclables
		- disposal of waste
 |
| **menu** |
| * key features of a range of menu types and their application, including:
* à la carte
 |

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| **menu cont/d** |
| * cyclic
* function
* set
* table d’hôte
 |
| * dealing with customer special requests and special dietary requirements
 |
| **cookery methods** |
| * transference of heat through convection, conduction and radiation
 |
| * category of cookery:
* dry heat method
* moist heat method
 |
| * range of cookery methods:
* baking
* blanching
* boiling
* braising
* deep-frying
* grilling
* poaching
* roasting
* shallow-frying:
	+ - pan-frying
		- sauté
		- stir-frying
* steaming
* stewing
* microwaving
 |
| * for each cookery method:
* definition
* associated culinary terms
* suitable foods and recipes
* utensils and equipment required
* potential safety and/or hygiene issues
* principles and practices
* characteristics of food/dishes prepared using this method
* effect(s) on the nutritional value of food
* cooking time and temperature
 |
| **cooking process**  |
| * safe and hygienic work practices for cooking in commercial kitchen work environments
 |
| * problem(s) in the cooking process:
* causes
* indicators
* corrective action(s)
 |

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| **cooking process cont/d** |
| * environmentally friendly work practices in the cooking process:
* efficient use of resources, water and energy
* management of kitchen waste
 |
| **presentation of food**  |
| * importance of food presentation to the customer’s dining experience
 |
| * considerations when plating food:
* appropriate crockery, service-ware and utensils
* temperature of crockery and food
* portion size
* placement of food
* presentation according to recipe
* avoiding/removing grease marks, spills and drips
* use of appropriate sauces and garnishes or decorations
 |
| * industry and workplace standards for food presentation
 |
| * current trends in the preparation, presentation and service of food
 |
| **commercial kitchen work environment**  |
| * potential variations in commercial kitchen work environments:
* commercial kitchens within hospitality or catering organisations
* permanent or temporary kitchens
* food preparation areas
 |
| * hygiene and cross-contamination issues for commercial kitchens
 |
| * importance of cleaning services to food safety and hygiene and the overall quality of service provided
 |
| * industry and workplace standards for the presentation of kitchen premises
 |
| **cleaning regimes** |
| * importance and purpose of cleaning regimes
 |
| * cleaning of kitchen premises and equipment as a component of food safety
 |
| * time and task management:
* planning and organising
* efficiently sequencing stages of cleaning kitchen premises and equipment
* cleaning within commercially realistic timeframes
 |
| * cleaning schedules:
* frequency:
	+ - daily
		- weekly
		- monthly
		- other
 |

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| **cleaning regimes cont/d** |
| * timing:
	+ - during service period
		- end of service period
		- end of shift
* tasks to be completed
 |
| **kitchen premises and equipment** |
| * areas of a commercial kitchen work environment to be included in the cleaning regime and schedule:
* utensils
* equipment (small, large and fixed)
* service-ware
* linen
* premises:
	+ - surfaces:
		- floor
		- walls
		- windows
		- shelves
		- food preparation areas:
		- benches
		- work area/surfaces
		- fittings and appliances:
		- stove
		- oven
		- microwave
		- dishwasher
		- extraction fan
		- storage areas:
		- food storage areas (cupboards, freezer, fridge/cool room, storeroom)
		- garbage/waste area
 |
| **clean and sanitise** |
| * safe and hygienic work practices when cleaning kitchen premises and equipment
 |
| * difference between cleaning, sanitising and disinfecting and the importance and purpose of each
 |
| * for a range of cleaning and sanitising agents and chemicals (products) for kitchen premises and equipment:
* interpretation of instructions on the product label, safety data sheet (SDS) and associated workplace documents
* safe preparation and use:
	+ - directions and precautions
		- recommended dosage and dilution
		- calculating quantity required
		- first aid
		- storage
		- disposal
 |

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| **clean and sanitise cont/d** |
| * safe work practices for the use and storage of hazardous substances
 |
| * dealing with chemical-related accidents:
* first aid:
	+ - chemicals absorbed through the skin
		- chemical burns
		- chemicals ingested
		- inhaled chemical fumes
		- chemical splashes in the eye
* workplace policy and procedures
 |
| * for a range of cleaning equipment required to clean kitchen premises and equipment:
* name and general features
* purpose and limitations
* selection for task (functions)
* assembly (if appropriate)
* safe use/operation according to manufacturer's instructions
* maintenance
* storage
 |
| * disassembling kitchen equipment for cleaning and reassembling once complete
 |
| * cleaning, sanitising and disinfecting methods/techniques for cleaning commercial kitchen work environments:
* utensils
* equipment
* service-ware
* linen
* premises
 |
| * workplace policy and procedures and industry and workplace standards for cleaning commercial kitchen premises and equipment
 |
| * pest control procedures for flies, cockroaches, rats and mice
 |
| * recording and reporting:
* infestations
* losses from damaged utensils, equipment and service-ware
 |
| **environmentally sustainable work practices when cleaning** |
| * environmental impacts of cleaning commercial kitchen premises and equipment
 |
| * workplace strategies to reduce negative environmental impact
 |
| * environmentally responsible products and practices in relation to cleaning
 |
| * efficient use of resources, water and energy
 |
| * workplace systems to manage kitchen waste:
* storage of re-usable by-products
 |

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| **environmentally sustainable work practices when cleaning cont/d** |
| * sorting of recyclables
* disposal of waste:
	+ - food waste
		- general waste
		- damaged service-ware
		- hazardous substances
 |
| **safe food handling work practices** |
| * the importance of safe work practices when handling food
 |
| * an understanding that food safety needs to be considered from ‘paddock to plate’
 |
| * safe work practices and their purposes when handling food during:
* storage
* preparation
* display
* service
* disposal
 |
| * vulnerable customer groups with a high risk of harm from food contamination
 |
| **compliance for food businesses and food handlers** |
| * businesses involved in the preparation and service of food are required to:
* provide notification of the operation of a food business
* nominate a food safety supervisor
* implement a food safety program
* allow inspections of food and premises
 |
| * intent and purpose of national and state/territory food safety laws, standards and codes relevant to food safety for workplaces and workers within the hospitality industry:
* *Food Act 2003* (NSW) (as amended)
* *Food Regulation 2015* (NSW) (as amended)
* *Food Amendment (Food Safety Supervisors) Act 2009* (NSW) (as amended)
* Australia New Zealand Food Standards (ANZFS) Code (‘the Code’)
 |
| * role of the NSW Food Authority in food safety
 |
| * local government food safety regulations and inspection regimes
 |
| * legislative and regulatory requirements:
* impact on workers at operational level
* responsibilities of the owner, manager/supervisor/team leader, kitchen staff and other staff

and consequences of failure to observe |
| **food safety program** |
| * reasons for a food safety program in the hospitality workplace
 |
| **food safety program cont/d** |
| * essential elements of a food safety program:
* identify potential food safety hazards
* determine where each hazard can be controlled and the means of control
* monitor the means of control
* provide for corrective action when the hazard identified is not under control
* regularly review the program
* keep appropriate records
 |
| * main components of a food safety program common to the hospitality industry and workplaces:
* Hazard Analysis and Critical Control Points (HACCP) plan
* support programs
 |
| * documentation associated with food safety programs:
* workplace policy, procedures and flowcharts
* monitoring food safety
* product specifications
 |
| **Hazard Analysis and Critical Control Points (HACCP)** |
| * definition of HACCP
 |
| * key principles of HACCP:
* hazard analysis
* determine critical control points (CCPs)
* establish critical limits of CCPs
* monitoring
* taking corrective actions
* verification
* documentation/keeping records
 |
| * high-risk and potentially hazardous foods
 |
| * food hazards that may affect the health and safety of customers, colleagues and the worker:
* actual and potential
* types:
	+ - biological
		- chemical
		- physical
* causes of contamination
 |
| * critical control points where there is a high risk to food spoilage and contamination (food safety):
* purchasing and taking delivery of food stock
* food storage and stock control
* food and beverage preparation
* cooking or processing of food
* cooling and reheating of food
* holding or displaying food
* packaging food
* transporting food
 |

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| **Hazard Analysis and Critical Control Points (HACCP) cont/d** |
| * service of food and beverages
* disposal of food
 |
| * implementing HACCP through operational policy and procedures
 |
| * application of HACCP practices for food safety to a workplace in the hospitality industry and integrate into daily work activities
 |
| **preparation, storage and service** |
| * environmental conditions for preparation, storage and service of food:
* to protect against contamination
* to maximise freshness, quality and appearance
* for a range of food types:
	+ - fresh, frozen, preserved and cooked
		- dry, cold and frozen storage
 |
| * optimum storage times for a range of food types
 |
| * stock rotation as it relates to food safety
 |
| * time and temperature controls:
* to ensure microbiological safety
* temperature danger zone
* 'two-hour' and 'four-hour' rule
* appropriate temperatures at various stages:
	+ - storage
		- production
		- heating and cooling
		- display
		- service
* temperature probe:
	+ - calibration
		- use
		- cleaning
		- identifying faults
* monitoring
 |
| * storage and display of single-use items to protect from damage and contamination
 |
| **workplace policy and procedures for food safety** |
| * based on workplace food safety program
 |
| * workplace policy and procedures related to food safety:
* purchasing, delivery and storage of food
* preparation of food and beverages
* cooking, cooling and heating food
* displaying or holding food
* service of food and beverages
 |

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| **workplace policy and procedures for food safety cont/d** |
| * consequences of failure to observe workplace food safety policy and procedures
 |
| * monitoring, reporting and recording related to food safety
 |
| **support programs** |
| * support programs for a hospitality workplace that contribute to food safety:
* approved suppliers
* calibration of equipment
* kitchen premises and equipment:
	+ - cleaning and sanitising schedules
		- pest control
		- maintenance
* personal presentation, health and hygiene of workers
* staff training
* waste management:
	+ - general waste
		- food waste
		- food identified for disposal
		- recyclables
		- damaged service-ware
* workplace records and documents
 |

Creating a mind map is a great way to organise your knowledge and understanding of the content of a topic. See below for an example of a mind map being developed.

