

6100-20 Level 2 Technical Certificate in Professional Cookery

Version: Sample

Base mark: 80

1	
State four unhygienic personal behaviours that must be avoided in a food environment.	
Answer:	
1 mark for each of the following, up to 4 marks:	
<ul style="list-style-type: none"> • Nail biting • Touching head/face • Smoking in the food environment • Sneezing/coughing • Tasting with fingers 	
Test spec reference: 201 - 2.1	Total marks: 4

2	
Explain two characteristics of a saucepan that help to ensure food safety.	
Answer:	
1 mark for each of the following, up to 2 marks:	
Characteristics:	
<ul style="list-style-type: none"> • Smooth • Non-tainting • Hard-wearing • Resistant to corrosion • In good condition 	
1 mark for each of the following, up to 2 marks:	
Reasons/effects of above characteristics:	
<ul style="list-style-type: none"> • Reduces the risk of accumulation of dirt • Helps to prevent metallic contamination • Easier to clean 	
Test spec reference: 201 - 2.2	Total marks: 4

3	
a) State three control measures that can be implemented to reduce the risk of burns or scalds in the kitchen.	
b) Describe how two of the control measures stated in a) would help to reduce the risk of burns and scalds in the kitchen.	
Answer:	

a) 1 mark for each of the following, up to 3 marks:

- Appropriate training
- Good housekeeping
- Correct use of PPE
- Following manufacturer's instructions
- Correct manual handling techniques
- Risk assessments

b) 1 mark for each of the following, up to 2 marks:

- Appropriate training: to ensure staff are trained to handle hot liquids, objects and equipment safely
- Good housekeeping: to help prevent slips, trips or falls around hot objects or equipment
- Correct use of PPE: to provide protection for user from steam or hot liquids, objects or equipment
- Following manufacturer's instructions: to provide user with guidance on how to use tools and equipment safely
- Correct manual handling techniques: to help prevent accidents when lifting and carrying hot liquids or objects
- Risk assessments: to identify most likely causes of burns and implement control measures

Test spec reference: 201 - 3.2, 3.3

Total marks: 5

4

State **four** responsibilities of a chef de partie.

Answer:

1 mark for each of the following, up to 4 marks:

- Running a section of a kitchen
- Ordering commodities for their section
- Preparing dishes on the menu that fall under their section
- Responsible for the quality of dishes/products from their section
- Supervising junior commis chefs within their section
- Communicating with other sections in the kitchen

Test spec reference: 202 - 2.1

Total marks: 4

5

When cooking a suprême of salmon, compare the effects of steaming with shallow frying.

Answer:

1 mark for each of the following, up to marks

- Texture: shallow fried would have a crisp outer texture / steamed would have a more uniform texture (up to 1 mark)
- Flavour: shallow fried would have a more developed flavour (caramelisation) / steamed would not impart any additional flavour (up to 1 mark)
- Colour: shallow fried would have a light golden brown appearance / steamed would result in a paler appearance or at least will not add any colour (up to 1 mark)

<ul style="list-style-type: none"> Nutritional value: shallow fried would increase calories and fat content / steamed would not add any calories or fat content, instead retaining nutritional value (up to 1 mark) 	
Test spec reference: 202 - 3.3, 3.4	Total marks: 4

6	
Explain why stock management is important in a professional kitchen.	
Answer:	
1 mark for each of the following, up to 5 marks:	
<ul style="list-style-type: none"> To ensure sufficient space/capacity to store purchased commodities To ensure forecast demand for commodities can always be met To ensure commodities do not go out of date (stock rotation) To avoid spoilage or contamination To minimise wastage of commodities To maintain the quality/freshness of the commodities To minimise financial loss through wastage To control the risk of accidents in the workplace 	
Test spec reference: 202 - 4.1	Total marks: 5

7	
Explain the purpose of the design characteristics of a boning knife.	
Answer:	
Characteristic; 1 mark for each of the following, up to 4 marks:	Purpose; 1 mark for each of the following, up to 4 marks:
<ul style="list-style-type: none"> Short blade (1) 	<ul style="list-style-type: none"> Allows close control (1)
<ul style="list-style-type: none"> Rigid blade (1) 	<ul style="list-style-type: none"> Prevents veering into the flesh (1)
<ul style="list-style-type: none"> Sharp tip/point (1) 	<ul style="list-style-type: none"> Aids precision when cutting near the bone (1)
<ul style="list-style-type: none"> Curved blade (1) 	<ul style="list-style-type: none"> To cleanly remove the flesh (1)
<ul style="list-style-type: none"> Designed to be held both traditionally and in a reverse grip (1) 	<ul style="list-style-type: none"> Allows trimming/cutting (traditional) and precise removal of flesh near to the bone (reverse grip) (1)
Test spec reference: 203 - 1.1	Total marks: 8

8	
Explain the best working practices required to maintain a refrigerator in a professional kitchen.	
Answer:	
1 mark for each of the following, up to 5 marks:	
<ul style="list-style-type: none"> Regular temperature checks to ensure correct operation Scheduled servicing and maintenance to prolong the life of the equipment Regular cleaning to ensure food safety Following manufacturer's instructions to ensure correct use/prevent damage through misuse 	

- Reporting problems or damage to ensure issues are resolved in a timely manner/avoid food wastage

Test spec reference: 203 - 3.2

Total marks: 5

9

Explain the characteristics of a fish suitable for filleting and folding, before poaching.

Answer:

1 mark for each of the following, up to 4 marks:

- Small to medium sized (1), so fillets are a suitable size for serving whole (1)
- A white, flat fish (1) provides fillets that are long, thin and of even thickness, suitable for folding (1)

Test spec reference: 204 - 2.1, 2.2

Total marks: 4

10

Explain why certain cuts of meat should be stewed or braised, rather than fried or grilled.

Answer:

1 mark for each of the points made below, up to 5 marks:

- Cuts of meat containing high levels of developed muscle/sinew/collagen (1) would be unsuitable for a rapid cooking method (i.e. grilling or frying).
- Grilling or frying would cause the protein strands contained within the structure of such cuts of meat to tighten and retract (1), resulting in very tough meat to eat/digest (1).
- Such cuts of meats are better cooked using a long, gentle and wet method (i.e. stewing or braising) which break down the connective tissue (1), rendering the meat tender, moist and flavoursome (1), and easier to eat/digest (1).

Test spec reference: 205 - 1.1, 1.3, 2.1, 2.3

Total marks: 5

11

When preparing meat for a brown beef stew:

- a) State **two** quality considerations when selecting the meat.
- b) State **two** stages of preparation prior to stewing the meat.

Answer:

a) 1 mark for each of the following, up to 2 marks:

- Check for freshness/aroma
- Check for appearance/colour
- Check for suitability (i.e. correct cut and type)

b) 1 mark for each of the following, up to 2 marks:

- Trim excess fat and sinew
- Dice meat into regular sizes
- Sear the meat in hot oil to caramelise/colour before stewing

Test spec reference: 205 – 1.1, 1.2

Total marks: 4

12

When preparing a chicken for roasting:

- a) Explain why the wishbone should be removed.
- b) Explain why the chicken should be trussed or tied.

Answer:

a) 1 mark for each of the following, up to 2 marks:

- To make carving easier
- To improve efficiency/reduce wastage

b) 1 mark for each of the following, up to 2 marks:

- To keep the shape
- To promote even cooking

Test spec reference: 206 – 2.2

Total marks: 4

13

State the techniques required when shallow frying a fillet of fish.

Answer:

1 mark for each of the following, up to 4 marks:

- Preheat pan with fat/oil
- Place fillet presentation side down first
- Turn only once/minimal handling
- Control time and temperature

Test spec reference: 207 – 2.3

Total marks: 4

14

a) State why the consistency of both the whipped cream and the custard base are important when combining the two to prepare a gelatine-set dessert.

b) State why it is important to control temperature when cooking a crème caramel.

Answer:

a) 1 mark for each of the following, up to 3 marks:

- To prevent lumps
- To prevent separation
- To maintain volume
- To ensure even distribution of ingredients

b) 1 mark for each of the following, up to 2 marks:

- To prevent overcooking/syneresis/curdling/splitting
- To produce a smooth/velvety texture/evenly set/without holes.

Test spec reference: 208 – 1.2

Total marks: 5

15

Your supervisor has given you a list of mise-en-place required for the lunchtime menu. The list contains the following, and must be completed within four hours:

- 4kg turned potatoes
- 1kg mirepoix of vegetables

- 20 oranges, segmented
- 5 chickens, cut for sauté
- 3 lemon soles, filleted and skinned
- 16 dessert apples, peeled, cored and cut into jardinière.

Produce a plan for the production of the mise-en-place.

Answer:

Indicative content

- Points of clarification required from supervisor (e.g. which items are needed first, or how they will be used)
- Prioritisation of work/tasks
- Realistic timings for respective commodities
- Resource selection (e.g. appropriate knives, colour coded chopping boards, appropriate storage and wastage containers)
- Food safety considerations (e.g. hazards, risks and control measures)
- Health and safety considerations (e.g. hazards, risks and control measures)

Mark bands

Band 1 (1-5 marks)

Minimal recognition that some items may need preparing before others. Timings may be unrealistic or inaccurate. Limited range of suitable resources identified. Minimal references to food safety or health and safety requirements. Little or no justification has been given for the choices made. The response may be disorganised and/or ambiguous in content.

Band 2 (6-10 marks)

Recognised some items may need preparing before others, and suggested a logical sequence. Timings generally realistic and accurate. Correctly identified suitable resources for majority of the tasks. Linkages have been made with food safety and health and safety requirements. Some justification may have been given for the choices made. The response will demonstrate reasonable organisation and structure.

Band 3 (11-15 marks)

All tasks are prioritised in a logical sequence. Timings are realistic and accurate. Correctly identified suitable resources for all of the tasks. Food safety and health and safety requirements have been fully integrated into the response. Choices made are justified and explained. The response will be presented in an organised and structured format.

Test spec reference: 201-208

Total marks: 15