

**SIT - Tourism, Travel and Hospitality Training Package**

**SIT20421 - Certificate II in Cookery**

**Unit**

**SITHCCC029**

**Prepare stocks, sauces and soups**



**Teacher/Trainer Manual**

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## STUDENT/TRAINEE DETAILS

**Student/Trainee Name**

**Student/Trainee Email**

**Teacher / Trainer Name**

**School / Institution / Training Organisation / Employer**

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## INTRODUCTION

This manual is developed to provide training content that addresses the specific 'Unit of Competency' as outlined on the following pages.

It provides the teacher and/or trainer with a document that includes all that the student and/or trainee manual content plus guidance notes as well as answers to the learning activities in the student/trainee manual.

This manual can be packaged with various manuals addressing other 'Units of Competency' in order to meet the 'Packaging Rules' of a particular Australian Training Package Qualification.

This resource has been designed to be delivered in a form that is conducive to the learning environment including:

- ☆ Online delivery
- ☆ Classroom delivery
- ☆ On the job training

The documents are designed in a 'landscape' format in order to make reading on a computer screen easier as well as reduces the need to scroll down pages. Documents can be easily printed if the learning environment requires the student or trainee to have hard copies of the learning materials.

## INTRODUCTION—CONT'D

### LEARNING ACTIVITIES

The learning activities in the student and/or trainee manuals are 'Form Enabled' so that if the resources delivered online the activities can be filled in using the computer keyboard.

Each learning activity is identified with the following icon.

**Learning  
Activity**

Learning activities come in the following forms.

- ☆ Questions
- ☆ Research
- ☆ Tasks
- ☆ Interviews

#### ***Questions***

Questions would relate to the information presented on previous pages.

#### ***Research***

This type of learning activity would require the student or trainee to locate information by using research methods. The information they would be required to locate would be inline and/or support the information that the manual had outlined in previous pages.

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**INTRODUCTION—CONT'D****Tasks**

This learning activity type would require the student/trainee to actually do or undertake something and would be reinforcing the knowledge they have gained from reading the manual's previous pages.

**Interviews**

This learning activity type would require the student/trainee to interview person(s) in an actual workplace environment or a person(s) who are experienced in the industry sector which the student/trainee is currently undergoing training.

The student/trainee is made aware of the type of learning activity by noting the learning activity type displayed under the learning activity icon.

Learning  
Activity

Research

**SELF ASSESSMENT**

At the end of each manual is a series of questions that the student/trainee should review and answer.

This self assessment is to ensure in the student's or trainee's mind that they have reviewed and understood the information that was presented in their manual.

If they are unsure of their understanding in any of the topics reviewed they are encouraged to go back and review the information again and/or seek the assistance of their teacher or trainer.

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## UNIT OF COMPETENCY OVERVIEW

The following pages are extracts from Training.gov.au website and outlines this specific 'Unit of Competency' including the 'Elements' and the 'Performance Criteria'. The content within this manual has been developed to address this unit.

## SITHCCC029 PREPARE STOCKS, SAUCES AND SOUPS

ELEMENT	PERFORMANCE CRITERIA
<b>1. Select ingredients</b>	1.1.Confirm food production requirements from standard recipes 1.2.Calculate ingredient amounts according to requirements 1.3.Identify and select ingredients for stocks, sauces and soups from stores according to recipe, quality, freshness and stock rotation requirements 1.4.Check perishable supplies for spoilage or contamination prior to preparation
<b>2. Select, prepare and use equipment</b>	2.1.Select type and size of equipment suitable to requirements 2.2.Safely assemble and ensure cleanliness of equipment before use 2.3.Use equipment safely and hygienically according to manufacturer instructions
<b>3. Portion and prepare ingredients</b>	3.1.Sort and assemble ingredients according to food production sequencing 3.2.Weigh and measure ingredients according to recipe 3.3.Clean and cut ingredients as required using basic culinary cuts according to culinary standards 3.4.Minimise waste to maximise profitability of food items prepared
<b>4. Prepare stocks, sauces and soups</b>	4.1.Follow standard recipes, select and use cookery methods to prepare stocks, sauces and soups 4.2.Use flavouring agents according to standard recipes 4.3.Use clarifying agents according to standard recipes 4.4.Use thickening agents and convenience products appropriately 4.5.Make derivations from basic sauces, both hot and cold where required 4.6.Make food quality adjustments within scope of responsibility

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ELEMENT	PERFORMANCE CRITERIA
<b>5. Present and store stocks, sauces and soups</b>	<ul style="list-style-type: none"><li>5.1.Reconstitute or re-thermalise stocks, sauces and soups to required consistencies</li><li>5.2.Present soups and sauces attractively on appropriate service-ware using garnishes according to standard recipes</li><li>5.3.Visually evaluate dish <b>and</b> adjust presentation</li><li>5.4.Store prepared food items in appropriate environmental conditions</li><li>5.5.Clean work area and dispose of or store surplus and reusable by-products according to organisational procedures, environmental considerations, and cost reduction initiatives</li></ul>

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PLEASE NOTE

***The training units in this qualification requires all students or trainees to demonstrate their ability to perform certain tasks and activities related to this unit of training by successfully completing a number of assessment tasks or activities.***

***Generally this unit of training as well as others should be undertaken in a commercial kitchen under the supervision and observation of your employer, supervisor , or an experienced cook.***

***This unit applies to those who are working as an employee, or work experience in a commercial kitchen as a person seeking to attain a qualification in cookery.***

***Your employer, supervisor, or an experienced cook will be provided instructions and assessment forms which they would follow, fill in, sign and return this paperwork to your teacher or trainer.***

***If you are not working as an employee, or undertaking work experience in a commercial kitchen environment at the time of undertaking this unit of training, then your teacher or trainer will provide you a 'simulated' commercial kitchen environment and they will be your observers as you perform those assessment tasks and activities.***

***In this training unit the assessment requirements requires you to prepare five types of stocks and thirteen types of sauces and six different soups using a wide variety of ingredients and cookery methods.***

# Section One

## Select Ingredients

# PREPARE STOCKS, SAUCES AND SOUPS

## SECTION ONE—SELECT INGREDIENTS

### INTRODUCTION

The original use of sauce goes back to 200 AD when the Romans used sauces to disguise the taste of food that was bad or tainted.

The first sauce used by the Romans was believed to be a thick, strong tasting fish stock.

Restaurant chefs have particular cause to acknowledge the culinary influence of soups.

The first eating establishment to be called a restaurant was opened by a Parisian soup vendor, M. Boulanger in 1765, and served soups exclusively.

Stock is the most important ingredient in most sauces and soups.

Today there are many types of pre-prepared stocks that can be purchased, however these cannot be compared with a stock that is a 'home made' one.

So, over the next five sections of this manual we will learn all about preparing, cooking and serving stocks, sauces and soups.

### SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Confirming food production requirements from standard recipes
- ☆ Calculating ingredient amounts according to requirements
- ☆ Identifying and selecting ingredients for stocks, sauces and soups from stores according to recipe, quality, freshness and stock rotation requirements
- ☆ Checking perishable supplies for spoilage or contamination prior to preparation

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## **CONFIRM FOOD PRODUCTION REQUIREMENTS FROM STANDARD RECIPES AND CALCULATE INGREDIENT AMOUNTS ACCORDING TO REQUIREMENTS**

*(Over the next few pages we cover two 'Performance Criteria' points at the same time to avoid repetition)*

All dishes, including sauces and soups, cooked in a restaurant, café or in a catering operation will start with a recipe card.

Chefs spend a significant amount of time creating dishes and then recording them onto recipe cards that are also used to control portion sizes.

We will later take a look at 'portion control', as well as why it is so important.

Recipe cards hold all the information a cook will need.

It will show the ingredients of the dish, the amounts of each ingredient, preparation methods and cooking methods.

In a larger operation, a traditionally busy food and beverage operation, or most catering operations, the chefs will develop preparation lists, or better known as 'prep lists'.

'Prep lists' are completely based on the operation's menu.

Each menu item will have a recipe with ingredients that need to first be prepared and many of the ingredients can be prepared in advance.

In a café or restaurant the prep list will show what foods need to be prepared and in what quantities, based on either a slow day or traditionally busy day.

In a catering operation the prep list will show what foods need to be prepared, based on the number of guests being served.



## MISE EN PLACE

Before we go on we should review the term 'mise en place'.

An efficient commercial kitchen, no matter what size, will use the 'mise en place' concept.

'Mise en place' is a French culinary phrase which means 'to put in place', or 'everything in its place'.

In a physical sense it refers to the set up required before cooking, generally used in professional kitchens to refer to organising and arranging the ingredients that a cook will require for the menu items that are expected to be ordered and served that day.

However, many argue that from a psychological point of view successful chefs are always in a constant 'mise en place' state of mind, in others words, they always have a focus on being well prepared.







## RECIPE CARDS

The other important source of information when it comes to selecting ingredients is the recipe card.

Referring to the recipe card not only tells you what ingredients are required (either pre-prepared or requiring preparation), the recipe card also shows what cooking methods will be required.

Redwood Resort			
Recipe: Potobello Mushroom Soup			
Yield:		Date:	
Portion Size:		Chef: David Buchanan	
Scale:			
AMT	UNIT	INGREDIENTS	PROCEDURES
4	Cups	Onions, diced	1. Caramelize
3	Oz	Clarified Butter	
2	Tbl	Garlic, minced	2. Add, saute
4	Lb	Portobello Mushrooms, chopped as for duxelle	3. Add, cook as for duxelle mushrooms until dry.
2	Tsp	Fresh Thyme	
1	Cup	Brandy	4. Deglaze, reduce by half
1	Gal	Chicken Stock	5. Add, heat to simmer. Simmer 15 minutes.
2	Each	Bay Leaves	
2	Cups	Heavy Cream	6. Add, simmer 5 minutes.
		Brown Roux	7. Add, thicken to consistency
2	Tbl	Red Wine Vinegar	8. Add. Remove the Bay Leaves. Puree the soup. Press through chinois.
1/4	Cup	Brandy	9. Flambe the brandy, add to soup.
TT		Kosher Salt	Adjust seasonings



## INGREDIENT CALCULATIONS

It is very unlikely that the recipe cards are written to be for the exact amount of serves you will need. This means there is some ingredient calculations required.

A chef would often create a recipe that has a 'yield' and a corresponding 'portion size'.

For example, the recipe for Cream of Mushroom Soup has a 'yield' of 4.5 litres.

The chef has indicated that the 'portion size' is 300ml.

This means that the recipe would serve 15 customers.

**4.5 litres (*yield*) (4500ml) divided by 300ml (*portion size*) equals 15 serves**

Conversely you need to calculate the yield size of a recipe based on the number of required serves.

Using the above example, you are required to prepare and cook 100 serves of Cream of Mushroom Soup.

**300ml (*portion size*) times 100 serves equals 30 litres (*yield*)**

Then there is what is known as 'calculating a conversion factor'.

Again, using the above example, you want a yield of 22.5 litres of mushroom soup.

To do this you need to determine a conversion factor.

This is done by:

**22.5 litres (*required yield*) divided by 4.5 litres (*current yield*) equals conversion factor of 5**

To get 22.5 litres of yield from the recipe you would need to multiple all the ingredient amounts on the recipe by 5.

This would end up being 75 serves.

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Then finally you may need to reduce the yield.

Using again the above example you want only a yield of 2.25 litres of mushroom soup.

This is done by:

**2.25 litres (*required yield*) divided by 4.5 litres (*current yield*) equals reduction factor of .5**

To get 2.25 litres of yield from the recipe you would need to multiple all the ingredient amounts on the recipe by .5.

Basic mathematical foundation skills, especially in metric quantities, is important and should be developed if you feel you need to build up those foundation math skills.



**Learning  
Activity****Task****LEARNING ACTIVITY ONE**

As we mentioned in the beginning of this training manual, it is ideal to have you undergo this unit of training in a commercial kitchen environment as an employee, or work experience worker.

It is important that you have either your employer, supervisor, or an experienced cook assist you in this unit of training.

There will be a number of assessment requirements that involve tasks or activities in which those assisting you will be involved with observing you do those tasks or review the activities you have completed.

They will need to report back to your teacher or trainer using assessment forms which they will need to fill in, sign and send back to your teacher or trainer.

In this activity we want you to inform your teacher or trainer who will be assisting you with this unit of training and they will provide this person instructions and the necessary documentation and assessment forms.

From here on in we will refer to this person as 'Nominated Observer'.

**TEACHER / TRAINER GUIDANCE NOTES**

You as the teacher or trainer may want to take the time to interview the person(s) nominated to assist the student or trainee with this unit of training.

There will be assessment activities that involve in a number situations the need to be available to observe and other activities in which they need to be involved with so they would need to be informed that the commitment to assist is important.



**Learning  
Activity****Task****LEARNING ACTIVITY TWO - PART A**

There are a significant number of assessment requirements that relate to a wide variety of stocks, sauces and soups you will need to prepare, cook and present.

This activity is separated into three parts.

The first part is you are to consult with your 'nominated observer' and assemble recipes for the following types of stock:

- ☆ brown beef stock
- ☆ brown chicken stock
- ☆ white chicken stock
- ☆ fish stock
- ☆ vegetable stock

Once you have those recipes make copies and send the copies to your teacher or trainer for their records.

**TEACHER / TRAINER GUIDANCE NOTES**

The assessment requirements for this 'Unit of Competency' states:

**Performance Evidence**

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- ☆ follow standard recipes to prepare each of the following stocks:
  - ◆ brown beef stock
  - ◆ brown chicken stock
  - ◆ white chicken stock
  - ◆ fish stock
  - ◆ vegetable stock

**Learning  
Activity****Task****LEARNING ACTIVITY TWO - PART B**

The second part is you are to again consult with your 'nominated observer' and assemble recipes for the following types of sauces:

- ☆ béchamel sauce - mornay type
- ☆ stock reduction sauces - demi glace and jus (2 sauces)
- ☆ Hollandaise sauce
- ☆ Bearnaise sauce
- ☆ cream reduction sauces - pepper and mushroom (2 sauces)
- ☆ sauce tomat
- ☆ beurre blanc
- ☆ velouté - chicken and fish (2 velouté)
- ☆ coulis
- ☆ mayonnaise

Once you have those recipes make copies and send the copies to your teacher or trainer for their records.

**TEACHER / TRAINER GUIDANCE NOTES**

The assessment requirements for this 'Unit of Competency' states:

**Performance Evidence**

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

☆ follow standard recipes to prepare each of the following sauces at least once:

- ♦ béchamel sauce:
- ♦ mornay
- ♦ stock reduction sauce:
- ♦ demi glace
- ♦ jus
- ♦ Hollandaise sauce
- ♦ Bearnaise sauce
- ♦ cream reduction sauce:
- ♦ pepper
- ♦ mushroom
- ♦ sauce tomato
- ♦ beurre blanc
- ♦ velouté:
- ♦ chicken
- ♦ fish
- ♦ coulis
- ♦ mayonnaise

**Learning  
Activity****Task****LEARNING ACTIVITY TWO - PART C**

The third and final part is you are to again consult with your 'nominated observer' and assemble recipes for the following types of soups:

- ☆ consomme
- ☆ broth
- ☆ purée
- ☆ cream
- ☆ bisque
- ☆ chilled soup

Once you have those recipes make copies and send the copies to your teacher or trainer for their records.

***TEACHER / TRAINER GUIDANCE NOTES***

The assessment requirements for this 'Unit of Competency' states:

***Performance Evidence***

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- ☆ follow standard recipes to prepare each of the following soups at least once:
  - ◆ consomme
  - ◆ broth
  - ◆ purée
  - ◆ cream
  - ◆ bisque
  - ◆ chilled soup

**SAMPLE**



## **IDENTIFY AND SELECT INGREDIENTS FOR STOCKS, SAUCES AND SOUPS FROM STORES ACCORDING TO RECIPE, QUALITY, FRESHNESS AND STOCK ROTATION REQUIREMENTS AND CHECK PERISHABLE SUPPLIES FOR SPOILAGE OR CONTAMINATION PRIOR TO PREPARATION**

*(Over the next few pages we cover two 'Performance Criteria' points at the same time to avoid repetition)*

Once you have identified and calculated the required ingredients, either from a prep list or recipe card, the next step is to locate those ingredients.

In a commercial kitchen the ingredients can be stored in various locations that would include:

- ☆ Pantry - spices and small dry goods
- ☆ Dry storage - canned goods, large containers of flour, sugar, dried pulses and so on
- ☆ Cool storage - fruit and vegetables
- ☆ Refrigerated storage - meats, seafood, dairy products
- ☆ Frozen storage

Availability of the ingredients is the first priority.

When looking for ingredients there may be instances where the ingredient is not in the kitchen's inventory so you would need to inform the chef or kitchen supervisor of the situation so that the ingredient could be ordered and brought in.

You may be asked to go out and purchase the ingredients from the local market or supermarket, or the chef may order the ingredients from a preferred supplier and to save time they may send you to pick up the order.

It may be an organisational policy and procedure that when you are retrieving ingredients and you see the stock levels are low that you inform the chef or kitchen supervisor.

They would want to re-order those ingredients that are low in stock in order to avoid delays in prepping foods for the day or week.

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## ROTATING STOCK

Food quality, freshness and appearance is an important factor in all food and beverage operations.

There is a method called ***'First in—First Out'*** that ensures that stored ingredients are not left in the storeroom too long.

The method simply means you take the oldest ingredients first before taking the most recently stored.

Some ingredients are stamped or labelled with 'use by' dates.

There should be a routine in place requiring that the dates on the products are checked regularly in the stockroom and expired products separated for disposal.

Products on the shelves, pantries or cupboards also need to be checked regularly and removed if expired.





### REGULARLY CHECK PERISHABLE SUPPLIES FOR QUALITY

All successful food and beverage operations rely heavily on the quality of the food they serve to customers.

The food served to customers are many times a combination of various ingredients prepared in the commercial kitchen and if these ingredients are not of the highest quality the final product served to the customer will not be either.

To ensure that the ingredients are of the highest quality the food supplies in storage must be regularly checked. This is especially important with perishable foods.

Perishable foods need to be checked regularly for:

- ☆ Freshness
- ☆ Use-by-dates
- ☆ Spoiling
- ☆ Packaging issues - broken, leaking or otherwise damaged packages
- ☆ Pest infestation

It goes without saying that any of the above factors have an effect on not only the quality of the perishable foods but also the safety of its use.

Depending on your level of responsibility it may be up to you to remove any perishable food that has lost its freshness, has been infested with pests, past its 'use-by-date', or has spoiled.

If it is not within your scope of responsibility you would likely be expected to set aside the perishable foods that are deficient in quality or safety and report this to your supervisor.



## SELECTING INGREDIENTS

Stocks contain four essential elements:

- 1) A major flavouring ingredient consists of bones and trimmings for meat and fish stocks and vegetables for vegetable stock
- 2) The liquid most often used in making stock is water
- 3) Aromatics are herbs, spices and flavourings that create a savoury aroma, these include *sachet d'épices*, or bouquet garni
- 4) Mirepoix is a mixture of coarsely chopped onions, carrots and celery that is used to flavour stocks, soups and stews.

In stocks, especially vegetable stocks, many other vegetables are used.

Over the next few pages we look at common ingredients for:

- ☆ Vegetable stock
- ☆ Beef stock
- ☆ Chicken stock
- ☆ Fish stock





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☆ **Vegetable stock** - as the term suggests vegetables stocks are made using vegetables.

Vegetables that have lost some of their freshness while in storage are often used in stocks.

These vegetables are portioned into pieces from whole vegetables.

Also, off cuts of vegetables that are left over from the preparation of other dishes are regularly used in stocks.

The common vegetables used in vegetable stocks are:

- ◆ Carrots
- ◆ Leeks
- ◆ Cabbage
- ◆ Celery
- ◆ Parsnips
- ◆ Turnip/Swedes
- ◆ Lettuce
- ◆ Onions
- ◆ Garlic
- ◆ Mushrooms
- ◆ Parsley
- ◆ Basil
- ◆ Chervil
- ◆ Bay leaves

Not used would be potatoes, sweet potatoes or pumpkins.

These soften up and cause the stock to be too cloudy and starchy.

Never use beets as this turns the stock bright red.

Vegetable stock, in fact any stock, should be not seasoned.

The seasoning is added when the stock is used in a sauce or soup.



☆ **Beef stock** - beef stocks are generally made from beef that is roasted and then placed in cold water and brought to a boil with the following ingredients:

- ◆ Carrots
- ◆ Celery
- ◆ Onions
- ◆ Garlic
- ◆ Parsley

Many of the bones chosen should include marrow.

The marrow is the factor that adds the flavour and is also very nutritious.

Again, the stock should be not seasoned.

The seasoning is added when the stock is used in a sauce or soup.

Other meat stocks could include:

- ◆ Veal
- ◆ Lamb
- ◆ Pork

Ham bones and smoked ham hocks are commonly used in many soups, such as pea soup.

The smokiness of the ham bones adds a distinctive flavour.

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☆ **Chicken stock** - a portioned chicken will always have pieces left over, such as the back and rib cages, necks and wing tips and these are ideal for chicken stock.

The chicken pieces are best raw because it gives a cleaner tasting stock.

The chicken bones are placed in cold water and brought to a boil with the following ingredients:

- ◆ Carrots
- ◆ Celery
- ◆ Onions
- ◆ Garlic
- ◆ Parsley

Again, the stock should be not seasoned.

The seasoning is used when the stock is used in a sauce or soup.

Other poultry stocks could include:

- ◆ Duck
- ◆ Turkey

With duck stock the bones should be roasted and the fat drained off.

If this is not done the stock will be very fatty.

Most turkey stocks are made from the carcass of a roasted turkey after it has been carved.



☆ **Fish stock** - fish heads and frames are used in fish stock.

They should be washed well to remove blood and other debris.

In some cases prawn shells are added in with the fish bones.

The fish bones are placed in cold water and brought to a boil with the following ingredients:

- ◆ Carrots
- ◆ Celery
- ◆ Onions
- ◆ Garlic
- ◆ Parsley
- ◆ White wine

Again, the stock should be not seasoned.

The seasoning is used when the stock is used in a sauce or soup.



## INGREDIENTS USED IN SOUPS

There are two main types of soups:

- ☆ Clear soups
- ☆ Thick soups

The difference between clear and thick soups is that clear soups are comprised of a clear liquid with ingredients floating in it.

While thick soups have items suspended into a stock to thicken it.

Ingredients used in clear soups can include:

- ☆ Stock
- ☆ Broth (a stock made from meat pieces instead of bones)
- ☆ Chopped vegetables (such as in a vegetable soup)
- ☆ Chicken pieces (such as in the common chicken soup)
- ☆ Noodles as seen in many Asian soups
- ☆ Dumplings as in Wonton soup
- ☆ Eggs (either segments or swirled in)
- ☆ Cabbage as found in many European soups
- ☆ Pieces of sausages as found in many European soups
- ☆ Seafood such as prawns, fish pieces and so on

# SAMPLE



**Plain broth**



**Wonton soup**



**Clear seafood soup**



**Noodle soup**



**Cabbage and sausage  
soup**

There are two main types of thick soups, each different by the way they have been thickened:

- ☆ Cream
- ☆ Purée

Cream soups are soups thickened with roux, beurre manié, liaison, or other added thickening agents, plus milk and/or cream.

- ☆ Roux - butter, flour and milk
- ☆ Liaison - egg yolk, flour or corn starch and cream
- ☆ Beurre manié - butter and flour kneaded together
- ☆ Ground nut paste
- ☆ Puree bread crumbs

Cream soups can also have the addition of many other ingredients.

Examples are:

- ☆ Cream of mushroom
- ☆ Cream of asparagus
- ☆ Cream of pumpkin

...to name only a few.

# SAMPLE



**Cream of Broccoli**



**Cream of Chicken**



**Cream of Carrot**



**Cream of Corn**

Puréed soups are made by simmering dried or fresh vegetables, especially high-starch vegetables, in stock or water, then puréeing the soup.

Purées are normally based on starchy ingredients.

Ingredients used in puréed soups can include:

- ☆ Stock
- ☆ Potatoes
- ☆ Pulses
- ☆ Lentils
- ☆ Squashes
- ☆ Root vegetables
- ☆ Flower vegetables
- ☆ Rice
- ☆ Breadcrumbs



**Apple and Pumpkin  
Purée**



**Asparagus Purée**



**Curried Cauliflower  
Purée**

Other types of soups include:

- ☆ **Chowders** - Many types of chowders are simply cream soups or purée soups that are not puréed but left chunky.

Most of them are based on fish, shellfish, or vegetables and most contain potatoes, as well as milk or cream.

- ☆ **Bisques** - A bisque is a cream soup made with shellfish.

It can be made from lobster, scampi, crab, shrimp, or crayfish.

Authentic recipes ground the shells into a fine paste and use that to thicken the soup.



**Clam Chowder**



**Lobster Bisque**

- ☆ **Cold soups** - Among the hot soups, those best served cold are the vegetable purées which remain both rich and light, even when chilled.

Also clear meat broths such as consommé can be served as a jellied type soup.

Many cold summery soups are made from soft fruits such as berries, pears, bananas, avocados, oranges, etc.



**Gazpacho**



**Vichyssoise**



**Chilled Strawberry  
soup**





## INGREDIENTS USED IN BASIC SAUCES

Most sauces today are based on the French 'mother sauces'. There are five of these mother sauces.

- 1) Béchamel
- 2) Espagnole
- 3) Velouté
- 4) Hollandaise
- 5) Sauce Tomat (Tomato based sauce)

# SAMPLE

Of the five mother sauces four use an ingredient called a 'roux'.

Roux basically is created by cooking fat and flour together before adding in the liquid you want thickened.

The fat used is generally butter, but oil or other fats can also be used.

The fat and flour cook together briefly to cook out some of the floury, pasty flavour in the flour and a roux cooked until brown is used for espagnole.

The only sauce that does not use roux is Hollandaise.

When the liquid is added to roux and everything comes to a boil the flour thickens the liquid and you end up with sauce.

☆ **Béchamel** - This is roux whisked with milk or other dairy product to make a white sauce.

By itself béchamel is quite bland which is why it is usually cooked with other ingredients and not used as a finishing sauce.

Cheese or mustards may often be added to béchamel.

☆ **Espagnole** - Sauce espagnole is a basic brown sauce.

It's made of brown beef or veal stock, tomato puree and browned mirepoix, all thickened with a very dark brown roux.



- ☆ **Velouté** - A velouté is a light roux whisked with chicken, turkey, fish or any other clear stock.

The resulting sauce takes on the flavour of the stock and the name is derived from the French word for velvet which aptly describes this smooth but light and delicate sauce.

- ☆ **Hollandaise** - This is the one mother sauce not thickened by a roux.

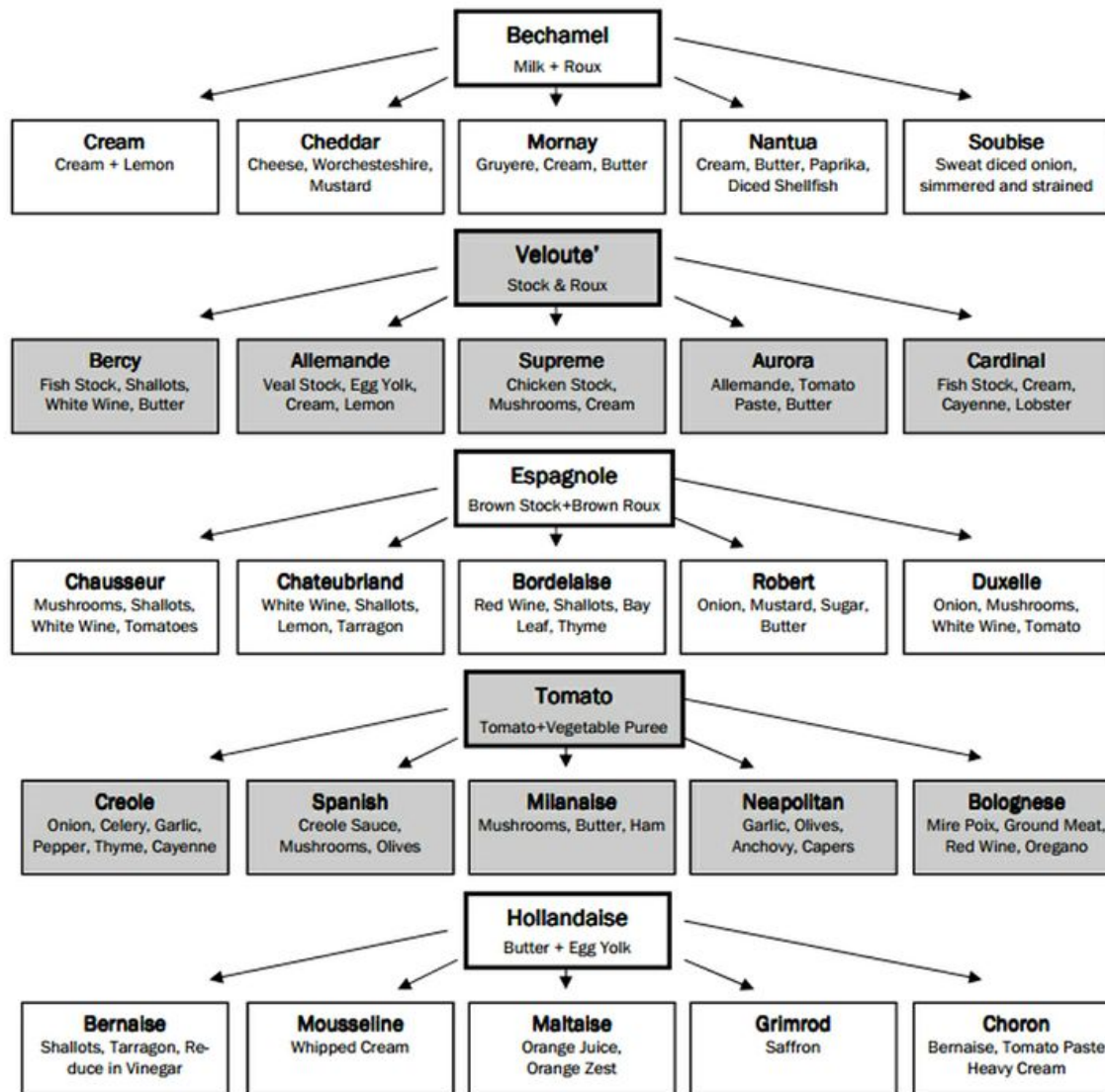
Instead it's thickened by an emulsion of egg yolk, lemon juice and melted butter, which means it's a stable mixture of two things that usually normally can not be blended together.

- ☆ **Sauce Tomat** - This is made by cooking tomatoes and reducing them down into a thick sauce.

Sometimes it can also be thickened with roux.

Unlike more modern-day tomato sauces the classic French tomato sauce is flavoured with pork and aromatic vegetables.





## INGREDIENTS USED IN FINISHING SAUCES

On the previous page we learned about the basic, or mother sauces.

These sauces are used to make a myriad of other sauces called 'finishing sauces' or 'gravies'.

On the left is a chart that shows which culinary sauces are made from the five 'mother sauces' and what ingredients are added to achieve this new sauce or gravy.

Some you will recognise such as **Béchamel** made into **Mornay**, **Sauce Tomat** made into **Bolognese** or **Hollandaise** made into **Bernaise**.

**Demi - glacé** is a well known derivative of **Espagnole**, which is **Espagnole** mixed with equal parts of a veal or chicken stock.

It is a rich gravy served with meats and poultry dishes.

# SAMPLE

## OTHER TYPES OF SAUCES AND THEIR INGREDIENTS

Other sauces common in a commercial kitchen are:

- ☆ **Coulis** - thick sauce made from puréed and strained vegetables or fruits.

Vegetable coulis are generally used as a sauce on meat and/or vegetables and fruit coulis used on desserts.



**Raspberry Coulis**



**Yellow Capsicum Coulis**

- ☆ **Au jus** - this is a light but flavourful gravy made from the juices of the meat given off as it has been cooking.



**Chicken Au Jus**



**Beef Au Jus**



- ☆ **Mayonnaise** - similar to hollandaise, mayonnaise is an emulsion of egg yolks, oil (not butter) and either lemon juice or vinegar.

Mayonnaise is used as a sauce or dressing on it's own, or is combined with other ingredients such as:

- ♦ Capers, gherkins and mustard to make tartare sauce
- ♦ Horseradish and mustard to make a steak or roast beef condiment (Creamed Horseradish)
- ♦ Chipotle peppers



**Chipotle sauce**



**Tartare sauce**



**Creamed  
Horseradish sauce**

- ☆ **Aïoli** - this is smashed garlic, egg yolk and oil mixed into a creamy type sauce



**Garlic Aïoli sauce**

**Learning  
Activity****Question****LEARNING ACTIVITY THREE**

Prior to preparation what five things should perishable ingredients be checked for ?

**TEACHER / TRAINER GUIDANCE NOTES**

- 1) Freshness
- 2) Use-by-dates
- 3) Spoilage
- 4) Packaging issues
- 5) Pest infestation

**Learning  
Activity****Question****LEARNING ACTIVITY FOUR**

What were the four elements of a stock?

***TEACHER / TRAINER GUIDANCE NOTES***

- 1) Flavouring ingredient
- 2) A liquid
- 3) Aromatics
- 4) Mirepoix

**Learning  
Activity****Question****LEARNING ACTIVITY FIVE**

- 1) What does the term 'mirepoix' mean?

- 2) What does the term 'bouquet garni' mean?

- 3) What is 'roux' and how is it made?

**TEACHER / TRAINER GUIDANCE NOTES**

Mirepoix is a combination of chopped carrots, celery and onions used to add flavour and aroma to stocks, sauces, soups and other foods.

- 1) Bouquet garni is a bundle of herbs usually tied together with string and mainly used to prepare soup, stock and various stews.
- 2) Roux is basically cooking fat and flour together before adding in the liquid you want thickened.



**Learning  
Activity****Task****LEARNING ACTIVITY SIX (OPTION A)**

The assessment requirements has you the student or trainee prepare five types of stocks, thirteen types of sauces and six types of soups.

You along with your 'nominated observer' had gathered the recipes for the above in Activity Two of this Section.

This 'Learning Activity' has been offered as Activity Six (Option A), Activity Six (Option B) and Activity Six (Option C).

This is 'Option A' and focuses on the five types of stocks, where as 'Option B' will focus on the thirteen types of sauces and 'Option C' six types of soups.

For the purpose of this training manual we have split up those five types of stocks starting with 'Stock ONE'.

This activity will focus on 'Stock ONE' and 'Stock TWO' through to 'Stock FIVE' which will be addressed at the end of this training manual.

This is what we call an 'observable' assessment activity meaning your 'nominated observer' will be watching you do the following activities and tasks relating to 'Stock ONE':

- ☆ Calculate ingredient amounts according to recipe requirements
- ☆ Identify and select the stock's ingredients from stores according to recipe, quality, freshness and stock rotation requirements
- ☆ You checking the perishable ingredients for spoilage or contamination prior to preparation

As you do the above tasks your 'nominated observer' will be making notes that will be used to report back to your teacher or trainer using the 'third party observation forms' provided to them.

***The reason for offering this activity as two options is that you may be starting your assessment tasks with either a stock, sauce or soup, so you have the choice.***

**TEACHER / TRAINER GUIDANCE NOTES**

The assessment requirements for this 'Unit of Competency' states:

**Performance Evidence**

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- ☆ follow standard recipes to prepare each of the following stocks:
  - ◆ brown beef stock
  - ◆ brown chicken stock
  - ◆ white chicken stock
  - ◆ fish stock
  - ◆ vegetable stock

## Learning Activity

### Task

#### LEARNING ACTIVITY SIX (OPTION B)

As you are aware assessment requirements has you the student or trainee prepare five types of stocks, thirteen types of sauces and six types of soups.

You along with your 'nominated observer' had gathered the recipes for the above in Activity Two of this Section.

This 'Learning Activity' has been offered as Activity Six (Option A), Activity Six (Option B) and Activity Six (Option C).

This is 'Option B' and focuses on the thirteen types of sauces, where as 'Option C' will focus on the six types of soups.

For the purpose of this training manual we have split up those thirteen types of sauces starting with 'Sauce ONE'.

This activity will focus on 'Sauce ONE' and 'Sauce TWO' through to 'Sauce THIRTEEN' which will be addressed at the end of this training manual.

This is what we call an 'observable' assessment activity meaning your 'nominated observer' will be watching you do the following activities and tasks relating to 'Sauce ONE':

- ☆ Calculate ingredient amounts according to recipe requirements
- ☆ Identify and select the sauce's ingredients from stores according to recipe, quality, freshness and stock rotation requirements
- ☆ You checking the perishable ingredients for spoilage or contamination prior to preparation

As you do the above tasks your 'nominated observer' will be making notes that will be used to report back to your teacher or trainer using the 'third party observation forms' provided to them.

***The reason for offering this activity as two options is that you may be starting your assessment tasks with either a stock, sauce or soup, so you have the choice.***

**TEACHER / TRAINER GUIDANCE NOTES**

The assessment requirements for this 'Unit of Competency' states:

**Performance Evidence**

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

☆ follow standard recipes to prepare each of the following sauces at least once:

- ♦ béchamel sauce:
  - \* mornay
- ♦ stock reduction sauce:
  - \* demi glace
  - \* jus
- ♦ Hollandaise sauce
- ♦ Bearnaise sauce
- ♦ cream reduction sauce:
  - \* pepper
  - \* mushroom
- ♦ sauce tomate
- ♦ beurre blanc
- ♦ velouté:
  - \* chicken
  - \* fish
- ♦ coulis
- ♦ mayonnaise

## Learning Activity

### Task

#### LEARNING ACTIVITY SIX (OPTION C)

Again this 'Learning Activity' has been offered as Activity Six (Option A), Activity Six (Option B) and Activity Six (Option C).

This is 'Option C' and focuses on the six types of soups.

For the purpose of this training manual we have split up those six types of soups starting with 'Soup ONE'.

This activity will focus on 'Soup ONE' and 'Soup TWO' through to 'Soup SIX' will be addressed at the end of this training manual.

This is what we call an 'observable' assessment activity meaning your 'nominated observer' will be watching you do the following activities and tasks relating to 'Soup ONE':

- ☆ Calculate ingredient amounts according to recipe requirements
- ☆ Identify and select the soup's ingredients from stores according to recipe, quality, freshness and stock rotation requirements
- ☆ You checking the perishable ingredients for spoilage or contamination prior to preparation

As you do the above tasks your 'nominated observer' will be making notes that will be used to report back to your teacher or trainer using the 'third party observation forms' provided to them.

***The reason for offering this activity as two options is that you may be starting your assessment tasks with either a stock, sauce or soup, so you have the choice.***

PLEASE NOTE

**TEACHER / TRAINER GUIDANCE NOTES**

The assessment requirements for this 'Unit of Competency' states:

**Performance Evidence**

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- ☆ follow standard recipes to prepare each of the following soups at least once:
  - ◆ consomme
  - ◆ broth
  - ◆ purée
  - ◆ cream
  - ◆ bisque
  - ◆ chilled soup

# Section Two

## Select, Prepare and Use Equipment

# PREPARE STOCKS, SAUCES AND SOUPS

## SECTION TWO—SELECT, PREPARE AND USE EQUIPMENT

### INTRODUCTION

Organising your food preparation is simply a matter of common sense and efficient time management.

Food preparation is very time consuming so any pre-planning is important and having all the necessary equipment in place will streamline the food preparation process.

A French term 'mise en place' means to have everything in place.

A busy kitchen needs a sense of order and this is possible if you have all the necessary equipment in place before you start to prepare the food.

Then, we also understand that the cooking process involves the use of many types of cooking equipment.

We do not get into too much detail in this section about selecting, preparing and using preparation and cooking equipment that could be used in preparing, cooking and presenting stocks, sauces and soups.

### SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Selecting type and size of equipment suitable to requirements
- ☆ Safely assembling and ensuring cleanliness of equipment before use
- ☆ Using equipment safely and hygienically according to manufacturers instructions





**SELECT TYPE AND SIZE OF EQUIPMENT SUITABLE TO REQUIREMENTS  
AND  
SAFELY ASSEMBLE AND ENSURE CLEANLINESS OF EQUIPMENT BEFORE USE  
AND  
USE EQUIPMENT SAFELY AND HYGIENICALLY ACCORDING TO MANUFACTURER  
INSTRUCTIONS**

*(Over the next few pages we cover three 'Performance Criteria' points at the same time to avoid repetition)*

Every commercial kitchen will have the same common prep appliances, tools, utensils and cooking equipment.

When it comes to the preparation and cooking of stocks, sauces and soups, most of these common prep appliances, tools, utensils and cooking equipment would be selected and used.

Details of selecting, preparing and using preparation and cooking equipment is covered in other units.

However, just as a brief review, we will list some of those common prep appliances, tools, utensils and cooking equipment on the next page.

## FOOD PREPARATION APPLIANCES

Some of the more common preparation appliances that could be used in the preparation and cooking of stocks, sauces and soups would likely include:

- ☆ Knives
- ☆ Food processor
- ☆ Stick/Immersible mixer
- ☆ Blenders
- ☆ Thermomix
- ☆ Juicers
- ☆ Mouli grater
- ☆ Scales



## COOKING EQUIPMENT

Some of the more common cooking equipment that could be used in the preparation and cooking of stocks, soups and sauces would likely include:

- ☆ Stoves and cooktops
- ☆ Microwave ovens
- ☆ Boiling pans and bratt pans
- ☆ Pressure cookers



**COOKWARE**

Some of the more common cookware that could be used in the preparation and cooking of stocks, soups and sauces would likely include:

**Stock pots****Saucepan****Saucier pan****Double boilers**

## UTENSILS

Finally, there are an endless number of types of food preparation utensils.

Below we list some of the more common types.

**Cutting/chopping boards**



**Mixing bowls**



**Measuring cups**



**Measuring spoons**



**Measuring jug**



**Colander**



**Strainers**



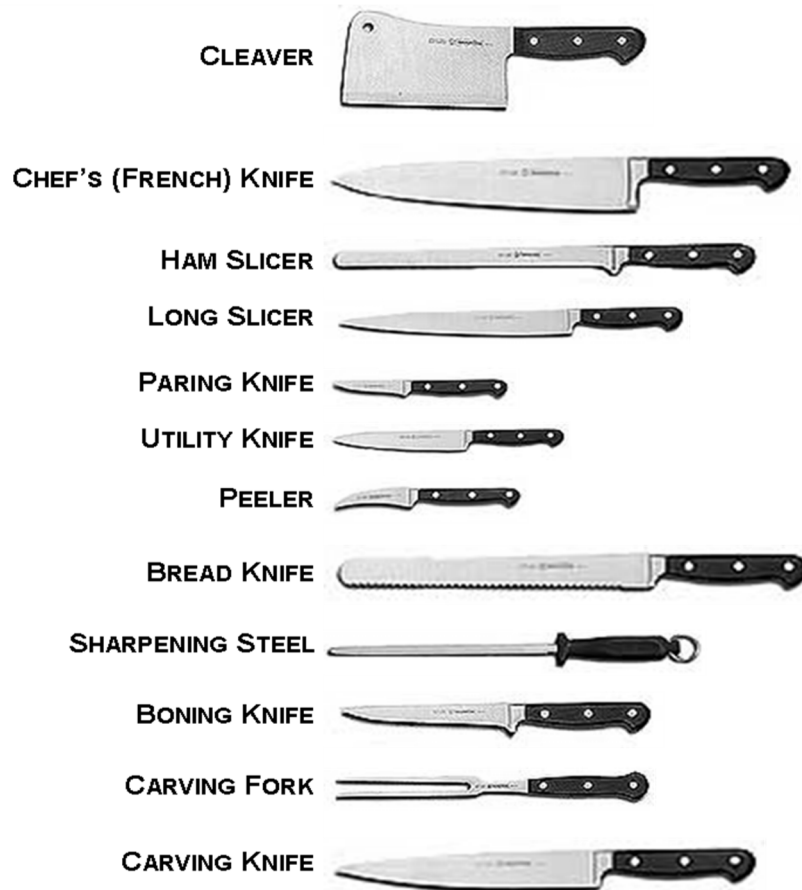
**Tongs**



**Spatulas**



**Ladles****Dippers****Shears****Whisks****Wooden spoons****Mortar and pestle****Peelers**



## KNIVES

There are a vast variety of cooking utensils used in the cooking stages.

One of the most common and arguably the most important is the knife.

Your basic set of knives should eventually include:

- ☆ 12 cm paring knife
- ☆ 20 cm chef's knife
- ☆ 14cm boning knife
- ☆ 18cm filleting knife
- ☆ 20cm bread knife
- ☆ 26cm carving knife and fork
- ☆ A sharpening steel

In some recipes such as in chicken and beef stocks a cleaver may be handy for cutting through bones.





## FOOD PREPARATION UTENSILS AND APPLIANCE CLEANLINESS

As you now are aware there is vast array of different types of food preparation tools and equipment.

In a commercial kitchen, especially a busy one, these tools and equipment will be used by numerous cooks and sometimes when finished being used they are not immediately cleaned.

This means anyone selecting a food preparation tool or appliance should first check and make sure it is clean.

Unclean utensils or appliances can cause food cross-contamination especially if it was originally used for processing raw meats, seafood or poultry.

Aside from cross-contamination unclean utensils or appliances may transfer flavours that would taint other foods and affect the quality of the final dish.

Inspecting the appliance before use is important.

Even if it looks clean, a simple rinse is recommended especially appliance jugs, bowls and other containers.



**ASSEMBLE AND USE EQUIPMENT SAFELY AND HYGIENICALLY ACCORDING TO MANUFACTURER INSTRUCTIONS**

There is no doubt that while preparing foods you will need a small appliance.

The first step is to locate and find out if the appliance you need is available.

Someone else may be using them, or they are out for repair.

It would be frustrating to be in the middle of your food preparation only to find out that the appliance you needed is unavailable.

As most small appliances are electric and are designed for specific uses or purposes they need to be operated safely. Here are some guidelines that should be followed when using small electrical kitchen appliances:

- ☆ If the appliance has a detachable cord, remove cord from the power point before removing from the appliance
- ☆ Make sure the switch is off before plugging in the appliance
- ☆ After use always unplug appliance from the power point when not in use. Fires start from malfunctioning appliances that are still plugged in and unattended on a counter.
- ☆ Always use an electrical appliance a safe distance away from water or liquid sources such as sinks, pots, deep fryers, etc. An appliance is 'live' even if it is not switched on.
- ☆ Watch where the cord is lying. Never wrap a cord around a hot appliance. Use the appliance a safe distance away from heat sources such as stoves, griddles, hot plates, etc.
- ☆ Do not overload a power point with appliances. It is the best to plug in only as many appliances the power point will allow.
- ☆ It is recommended that you avoid using power extension leads for appliances
- ☆ Use the appliance for the purpose it was designed for
- ☆ Ensure that the appliance can do the job you require it to do
- ☆ Follow all operating instructions provided by the manufacturer
- ☆ If unsure how to operate an appliance have someone experienced show you how
- ☆ Always clean the appliance before using.
- ☆ Never immerse an appliance to clean it unless it was designed to do so
- ☆ Before cleaning be sure that the appliance has cooled down
- ☆ When dismantling appliances to clean be careful of any blades or sharp items
- ☆ When washing take care that the electrical parts do not get wet
- ☆ Follow all manufacturer's instructions before cleaning.
- ☆ Always clean the appliance after use
- ☆ If any part of the appliance is damaged put a note on the appliance, remove it from the work area and inform your supervisor
- ☆ Do not attempt to repair any appliance yourself
- ☆ If you drop the appliance refrain from using it, label it, remove it from the work area and inform your supervisor



## COOKING EQUIPMENT CLEANLINESS

Cleanliness in any commercial kitchen is paramount.

Whether it is a café or a large hotel, the food preparation areas, including all preparation and cooking equipment, must be clean.

It is usually standard procedure that if you are using a food preparation appliance you would first check if it was clean and if not take the time to clean it.

It would be a requirement for you to clean the appliance after use, or have a kitchenhand to clean the unit for you.

However, when it comes to commercial cooking equipment in most cases the kitchen will have a standard cleaning schedule where cooking equipment is cleaned and sanitised regularly, generally after the day's service period is over.

This training manual focusses on cooking methods and not in cleaning methods or techniques.

This is not to say that the cooking equipment should not be clean when you use it.

For example, you or another kitchen staff member may have used the microwave and the ingredients spill over to soil the bottom of the microwave.

This would need to be cleaned before the microwave was used again.

A few moments with a wet soapy rag will often clean the mess up.

Some cleaning tasks could be identified before the service period begins.

A kitchen can be a very busy place so when a major clean up task is identified you may want to speak with the chef or kitchen supervisor about having someone else clean the equipment.

Time you may take out to do the cleaning tasks could affect your ability to prepare, cook and serve your dishes to the customer's satisfaction.

SAMPLE

## COOKING EQUIPMENT SAFETY AND HYGIENE

All cooking equipment are at some level hazardous equipment to use if not used properly and safely.

Cooking equipment uses heat to cook and this could be flames, electrical heat source or steam, each heat source being dangerous if the person is not attentive to the safety risks.

The first most important safety consideration when using cooking equipment is to use the equipment as it was designed to be used.

The manufacturer's user/owners manuals outline in great detail the safe way to use their equipment and the safety features built into each unit.

These manuals, along with the supervision of experienced kitchen staff, will ensure you use cooking equipment safely.



**Learning  
Activity****Task****LEARNING ACTIVITY ONE**

Below are some pictures of common cookware used to cook stocks, soups and sauces. Tell us the name of each.



1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

**SAMPLE**

**TEACHER / TRAINER GUIDANCE NOTES**

- 1– Saucier pan
- 2—Saucepan
- 3—Double boiler
- 4—Stock pot

## Learning Activity

### Task

#### LEARNING ACTIVITY ONE (OPTION A)

As you now know for the purpose of this training manual we have split up those five types of stocks starting with 'Stock ONE'.

This activity will focus on 'Stock ONE' and 'Stock TWO' through to 'Stock FIVE' will be addressed at the end of this training manual.

This is again is an 'observable' assessment activity meaning your 'nominated observer' will be watching you do the following activities and tasks relating to 'Stock ONE':

- ☆ Locating and retrieving the required preparation tools and appliances to be used to prepare 'Stock ONE'
- ☆ Setting up your required preparation tools and appliances to be used
- ☆ Checking the condition of the required preparation tools and appliances as well as the cleanliness of each

As you do the above tasks your 'nominated observer' will be making notes that will be used to report back to your teacher or trainer using the 'third party observation forms' provided to them.



***The reason for offering this activity as two options is that you may be starting your assessment tasks with either a stock, sauce or soup, so you have the choice.***

**TEACHER / TRAINER GUIDANCE NOTES**

The assessment requirements for this 'Unit of Competency' states:

**Performance Evidence**

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- ☆ follow standard recipes to prepare each of the following stocks:
  - ◆ brown beef stock
  - ◆ brown chicken stock
  - ◆ white chicken stock
  - ◆ fish stock
  - ◆ vegetable stock

**Knowledge Evidence**

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- ☆ culinary terms and trade names for ingredients commonly used in the production of different stocks, sauces and soups
- ☆ safe operational practices using essential functions and features of equipment used to produce stocks, sauces and soups

In many cases the assessment requirements relate to a specific 'Performance Criteria' and in this case there are two being:

***“Select type and size of equipment suitable to requirements”***

***“Safely assemble and ensure cleanliness of equipment before use”***



**Learning  
Activity****Task****LEARNING ACTIVITY ONE (OPTION B)**

As you now know for the purpose of this training manual we have split up those thirteen types of sauces starting with 'Sauce ONE'.

This activity will focus on 'Sauce ONE' and 'Sauce TWO' through to 'Sauce THIRTEEN' will be addressed at the end of this training manual.

This is again is an 'observable' assessment activity meaning your 'nominated observer' will be watching you do the following activities and tasks relating to 'Sauce ONE':

- ☆ Locating and retrieving the required preparation tools and appliances to be used to prepare 'Sauce ONE'
- ☆ Setting up your required preparation tools and appliances to be used
- ☆ Checking the condition of the required preparation tools and appliances as well as the cleanliness of each

As you do the above tasks, your 'nominated observer' will be making notes that will be used to report back to your teacher or trainer using the 'third party observation forms' provided to them.



***The reason for offering this activity as two options is that you may be starting your assessment tasks with either a stock, sauce or soup, so you have the choice.***

**TEACHER / TRAINER GUIDANCE NOTES**

The assessment requirements for this 'Unit of Competency' states:

**Performance Evidence**

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- ☆ follow standard recipes to prepare each of the following sauces at least once:
  - ♦ béchamel sauce:
    - \* mornay
  - ♦ stock reduction sauce:
    - \* demi glace
    - \* jus
  - ♦ Hollandaise sauce
  - ♦ Bearnaise sauce
  - ♦ cream reduction sauce:
    - \* pepper
    - \* mushroom
  - ♦ sauce tomate
  - ♦ beurre blanc
  - ♦ velouté:
    - \* chicken
    - \* fish
  - ♦ coulis
  - ♦ mayonnaise

**Knowledge Evidence**

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- ☆ culinary terms and trade names for ingredients commonly used in the production of different stocks, sauces and soups
- ☆ safe operational practices using essential functions and features of equipment used to produce stocks, sauces and soups

In many cases the assessment requirements relate to a specific 'Performance Criteria' and in this case there are two being:

***“Select type and size of equipment suitable to requirements”***

***“Safely assemble and ensure cleanliness of equipment before use”***

## Learning Activity

### Task

#### LEARNING ACTIVITY ONE (OPTION C)

As you now know for the purpose of this training manual we have split up those six types of soups starting with 'Soup ONE'.

This activity will focus on 'Soup ONE' and 'Soup TWO' through to 'Soup SIX' will be addressed at the end of this training manual.

This is again is an 'observable' assessment activity meaning your 'nominated observer' will be watching you do the following activities and tasks relating to 'Soup ONE':

- ☆ Locating and retrieving the required preparation tools and appliances to be used to prepare 'Soup ONE'
- ☆ Setting up your required preparation tools and appliances to be used
- ☆ Checking the condition of the required preparation tools and appliances as well as the cleanliness of each

As you do the above tasks your 'nominated observer' will be making notes that will be used to report back to your teacher or trainer using the 'third party observation forms' provided to them.



***The reason for offering this activity as two options is that you may be starting your assessment tasks with either a stock, sauce or soup, so you have the choice.***

**TEACHER / TRAINER GUIDANCE NOTES**

The assessment requirements for this 'Unit of Competency' states:

**Performance Evidence**

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- ☆ follow standard recipes to prepare each of the following soups at least once:
  - ◆ consomme
  - ◆ broth
  - ◆ purée
  - ◆ cream
  - ◆ bisque
  - ◆ chilled soup

**Knowledge Evidence**

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- ☆ culinary terms and trade names for ingredients commonly used in the production of different stocks, sauces and soups
- ☆ safe operational practices using essential functions and features of equipment used to produce stocks, sauces and soups

In many cases the assessment requirements relate to a specific 'Performance Criteria' and in this case there are two being:

***“Select type and size of equipment suitable to requirements”***

***“Safely assemble and ensure cleanliness of equipment before use”***

# Section Three

## Portion and Prepare Ingredients

# PREPARE STOCKS, SAUCES AND SOUPS

## SECTION THREE—PORTION AND PREPARE INGREDIENTS

### INTRODUCTION

An efficient preparation stage and the steps involved are what will ensure that the cooking processes and the service period will run smoothly, as well as ensure that quality food items are served to the customer's satisfaction.

Also, an efficient preparation stage will ensure the food and beverage operation will be profitable.

Not many operations survive without making a profit.

Lowering waste and increasing efficiency helps maximise profits.

In this section we look at the preparation stages of stock, soups and sauces

### SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Sorting and assembling ingredients according to food production sequencing
- ☆ Weighing and measuring ingredients and creating portions according to recipe
- ☆ Preparing, cutting and portioning ingredients according to recipe and cooking style
- ☆ Minimising waste to maximise profitability of food items prepared



## **SORT AND ASSEMBLE INGREDIENTS ACCORDING TO FOOD PRODUCTION SEQUENCING**

Efficiency in a commercial kitchen is very important as this ensures that the dishes are prepared within the timelines expected of the kitchen staff and that the food will be ready for the service period.

There is a term often used and that is 'logical cooking' and this refers to the many sequential steps and stages in the cooking process, as well as how they relate and rely on each other.

Logical cooking starts with planning.

We have mentioned 'mise en place', in other words having all the ingredients available and in the case for some appetisers, ready to be cooked, the ovens and other equipment pre-heated or readied and the cookware at hand.

Having all the ingredients available before starting to cook will ensure that there is sufficient amounts of ingredients available for the service period.

Pre-heating ovens, getting water on the boil and having the cookware at the stovetops saves time, especially when timing is a factor.

The recipe is the first starting point where you learn what is to be cooked and in what steps.

You need to work out the logical sequence when cooking dishes.

For example, if a menu item is a 'Vegetable Soup' then you would need to first get the stock on the go as this will take the longest to cook.

Then you can go on to prepare the vegetables, understanding that some take longer to prep and cook than others.

Sauces may need to be prepared, such as dressings for salad menu items, salmon mousse for a canapé and so on.

The key factors to look out for are:

- ☆ Service periods
- ☆ Prep times
- ☆ Cooking times - fast or slow cooking
- ☆ Plating up times

# SAMPLE

Knowing and understanding those key factors will enable you to cook logically, in sequence.

**Learning  
Activity****Task****LEARNING ACTIVITY ONE**

Fill in the missing words...

\_\_\_\_\_ cooking refers to the many \_\_\_\_\_ steps and  
\_\_\_\_\_ in the cooking process, as well as how they \_\_\_\_\_ and  
\_\_\_\_\_ on each other. \_\_\_\_\_ cooking starts with \_\_\_\_\_.

**TEACHER / TRAINER GUIDANCE NOTES**

**Logical** cooking refers to the many sequential steps and **stages** in the cooking process, as well as how they **relate** and **rely** on each other. **Logical** cooking starts with **planning**.



## Learning Activity

### Task

#### LEARNING ACTIVITY TWO (OPTION A)

This activity will focus on 'Stock ONE' and 'Stock TWO' through to 'Stock FIVE' will be addressed at the end of this training manual.

In Section One, Activity Six, you referred to your recipe for 'Stock ONE', confirmed the requirements and then calculated the amounts of ingredients required.

You then went to the stores and located the ingredients, check their freshness and if applicable any expiry dates as well as check for any spoilage.

In this 'observable' assessment activity your 'nominated observer' will be watching you do the following activities and tasks relating to 'Stock ONE':

- ☆ Retrieving the required ingredients to be used to prepare 'Stock ONE' and safely transporting them to your work area
- ☆ Setting up your work area using the 'mis en place' concept and method

As you do the above tasks your 'nominated observer' will be making notes that will be used to report back to your teacher or trainer using the 'third party observation forms' provided to them.



***The reason for offering this activity as two options is that you may be starting your assessment tasks with either a stock, sauce or soup, so you have the choice.***

**TEACHER / TRAINER GUIDANCE NOTES**

The assessment requirements for this 'Unit of Competency' states:

**Performance Evidence**

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- ☆ follow standard recipes to prepare each of the following stocks:
  - ◆ brown beef stock
  - ◆ brown chicken stock
  - ◆ white chicken stock
  - ◆ fish stock
  - ◆ vegetable stock

**Knowledge Evidence**

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- ☆ culinary terms and trade names for ingredients commonly used in the production of different stocks, sauces and soups
- ☆ safe operational practices using essential functions and features of equipment used to produce stocks, sauces and soups
- ☆ mise en place requirements for stocks, sauces and soups

In many cases the assessment requirements relate to a specific 'Performance Criteria' and in this case it is:

***“Sort and assemble ingredients according to food production sequencing”***

## Learning Activity

### Task

#### LEARNING ACTIVITY TWO (OPTION B)

This activity will focus on 'Sauce ONE' and 'Sauce TWO' through to 'Sauce THIRTEEN' will be addressed at the end of this training manual.

In Section One, Activity Six, you referred to your recipe for 'Sauce ONE', confirmed the requirements and then calculated the amounts of ingredients required.

You then went to the stores and located the ingredients, check their freshness and if applicable any expiry dates as well as check for any spoilage.

In this 'observable' assessment activity your 'nominated observer' will be watching you do the following activities and tasks relating to 'Sauce ONE':

- ☆ Retrieving the required ingredients to be used to prepare 'Sauce ONE' and safely transporting them to your work area
- ☆ Setting up your work area using the 'mis en place' concept and method

As you do the above tasks your 'nominated observer' will be making notes that will be used to report back to your teacher or trainer using the 'third party observation forms' provided to them.



***The reason for offering this activity as two options is that you may be starting your assessment tasks with either a stock, sauce or soup, so you have the choice.***

**TEACHER / TRAINER GUIDANCE NOTES**

The assessment requirements for this 'Unit of Competency' states:

**Performance Evidence**

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- ☆ follow standard recipes to prepare each of the following sauces at least once:
  - ♦ béchamel sauce:
    - \* mornay
  - ♦ stock reduction sauce:
    - \* demi glace
    - \* jus
  - ♦ Hollandaise sauce
  - ♦ Bearnaise sauce
  - ♦ cream reduction sauce:
    - \* pepper
    - \* mushroom
  - ♦ sauce tomate
  - ♦ beurre blanc
  - ♦ velouté:
    - \* chicken
    - \* fish
  - ♦ coulis
  - ♦ mayonnaise

**Knowledge Evidence**

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- ☆ culinary terms and trade names for ingredients commonly used in the production of different stocks, sauces and soups
- ☆ safe operational practices using essential functions and features of equipment used to produce stocks, sauces and soups
- ☆ mise en place requirements for stocks, sauces and soups

In many cases the assessment requirements relate to a specific 'Performance Criteria' and in this case it is:

***“Sort and assemble ingredients according to food production sequencing”***

**Learning  
Activity****Task****LEARNING ACTIVITY TWO (OPTION C)**

This activity will focus on 'Soup ONE' and 'Soup TWO' through to 'Soup SIX' will be addressed at the end of this training manual.

In Section One, Activity Six, you referred to your recipe for 'Soup ONE', confirmed the requirements and then calculated the amounts of ingredients required.

You then went to the stores and located the ingredients, check their freshness and if applicable any expiry dates as well as check for any spoilage.

In this 'observable' assessment activity your 'nominated observer' will be watching you do the following activities and tasks relating to 'Soup ONE':

- ☆ Retrieving the required ingredients to be used to prepare 'Soup ONE' and safely transporting them to your work area
- ☆ Setting up your work area using the 'mis en place' concept and method

As you do the above tasks your 'nominated observer' will be making notes that will be used to report back to your teacher or trainer using the 'third party observation forms' provided to them.



***The reason for offering this activity as two options is that you may be starting your assessment tasks with either a stock, sauce or soup, so you have the choice.***

**TEACHER / TRAINER GUIDANCE NOTES**

The assessment requirements for this 'Unit of Competency' states:

**Performance Evidence**

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- ☆ follow standard recipes to prepare each of the following soups at least once:
  - ◆ consomme
  - ◆ broth
  - ◆ purée
  - ◆ cream
  - ◆ bisque
  - ◆ chilled soup

**Knowledge Evidence**

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- ☆ culinary terms and trade names for ingredients commonly used in the production of different stocks, sauces and soups
- ☆ safe operational practices using essential functions and features of equipment used to produce stocks, sauces and soups
- ☆ mise en place requirements for stocks, sauces and soups

In many cases the assessment requirements relate to a specific 'Performance Criteria' and in this case it is:

***“Sort and assemble ingredients according to food production sequencing”***



## WEIGH AND MEASURE INGREDIENTS ACCORDING TO RECIPE

Nearly all recipes use standard weights and measurements for ingredients.

These standards help communicate a recipe from one person to another.

Understanding the standards is useful if you are writing or reading recipes.

There are two standard methods of measurements – imperial and metric.

In most cases the chef in a restaurant, café or catering operation, will use metric measurements, although it is still common to use cups, tablespoons and teaspoon measurements as well.

Most measuring utensils will have both metric and standard measurements shown.

Depending on your measuring needs you might only need one set of measuring spoons and a small set of measuring cups.

If you are going to be cooking with hot liquids or need to melt butter you might want a set of heat resistant glass measuring cups or jugs so you can use them in the microwave.

A set of thin spice spoons is handy when measuring spices from the spice bottles.

Stainless steel measuring cups will last longer than the plastic ones if you intend to throw them in the dishwasher.

You would need a kitchen scale for weighing ingredients.

Most kitchen scales are now digital.

They have the ability to weight ingredients using 'Tare' weights which takes off the weight of the bowl, or the container on the scale and you are left with just the weight of the actual ingredient.



### HINTS AND TIPS ON MEASURING INGREDIENTS

Accuracy in measurements of ingredients is essential in ensuring good results.

There are three basic methods of measurement – volume, weight or number.

Volume is used to measure ingredients, such as dry or liquid ingredients.

Weight is used to measure ingredients such as meats (whole or ground/minced), poultry, fish or vegetables/fruits and dry ingredients such as flour, sugar and so on.

Number means a recipe would call for 6 medium size potatoes, or one large cabbage, etc.

- ☆ **Dry and liquid** - When measuring ingredients such as baking powder, baking soda or salt, use a standard measuring spoon and be sure the spoon is dry when measuring.

Fill a standard measuring spoon to the top and level with a spatula or knife.

When a recipe calls for a pinch of salt use about 1/16 teaspoon.

A pinch is considered to be the amount of salt that can be held between the tips of the thumb and forefinger, approximately 1/16 teaspoon.

When measuring *flour* stir flour in the bag or canister with a large spoon to lighten it.

Lightly spoon flour into a dry measuring cup and level with a spatula or knife.

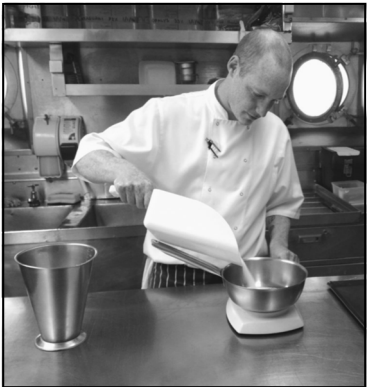
Be careful not to tap or shake the measuring cup when measuring.

It is not necessary to sift the flour in baking unless the recipe specifically states to do so.

Sifting is to add air and increase the volume of the flour and only certain recipes require sifted flour.

SAMPLE





When measuring *sugar* spoon the sugar into a dry measuring cup and level with a knife or spatula.

Brown sugar should be pressed into the measuring cup and retain its shape when tipped out.

To measure *liquids* use a glass or clear plastic liquid measuring cup on a level surface.

Bend down so your eye is level with the marking on the cup.

To measure liquids in a measuring spoon fill the spoon to the top, but don't let it spill over.

Do not pour the liquid into a measuring spoon over other ingredients, in case there is spillage.

Loose items such as *nuts, oats and other seeds or grains* should be spooned into a dry measuring cup until level with the top.

The same method is used for chopped *vegetables or fruits*.

Use a standard measuring spoon to measure *spices* and be sure the spoon is dry when the spices are measured.

Fill a standard measuring spoon to the top with spice and level with a spatula or knife.

☆ **Weight** - A kitchen scale is needed to weigh food/ingredient portions.

There are two types of scales used in commercial kitchens today – mechanical and the electronic.

The electronic scales are much more accurate and need less calibration than the older mechanical types.

When weighing food place on top of plastic film or waxed paper.

This assists in keeping the scales clean and prevents cross-contamination, especially with meat portions.

Ensure you understand the 'tare' settings on the scale.

This is required if you are weighing ingredients in a container.

The weight of the container is not included in the weight when the 'tare' function is used.

SAMPLE

## PORTION CONTROL

The term 'portion control' means the serving of pre-designated amounts of food or portion sizes at a fixed cost.

Costing of portions is essential to monitor and maintain profitability and can be quite accurate.

However if the portion sizes are not controlled two things could happen.

One is that the portion could be too small and the customer feels there is not value for money and the establishment loses customers and sales, or two, the portion sizes might be too big and the profitability is lost.

You may also run out of food and this would result in dissatisfaction and loss of customers.

So portion control is a very important part of a successful food service establishment.

As we mentioned before, portion control means controlling the size or quantity of food to be served to each customer.

There are three factors that will determine the amount of food to be served.

- 1) ***The type of customer or establishment*** – the amount of food being served will vary, depending on the type of customer being served.

Example – a canteen within a mining operation will serve much larger portions than a cafeteria in an office building where the majority of the customers are female clerical workers.

A customer having a light lunch or late supper will not require a huge serving of food or a three course meal.

An eight-course meal would have portions proportionate to the volume of food in a normal three course meal.

The portions would be smaller, but include more of them.

- 2) ***Quality of the food*** – better quality food is likely to yield far more portions than poor quality food.

Meat is a good example of this.

Good quality cuts require less trimming, so there is more meat for portions.

There is a saving in time and labour costs in preparation as well.

- 3) **Buying price** – buyers of food would pay a good price for good quality food.

If too much money is paid for lower quality food then the amount of portions will be lower and the price per portion would need to be higher and this could result in the meal being too expensive.

There is a skill in buying food and knowing how many portions will result from it.

The underlying rule is that the customer must get a fair portion at a fair price.

Another factor is the type of dishes/crockery used.

If the serves are small then it is better to use smaller dishes.

There is less chance that the serves will be over if the dish matches the portion size.



SAMPLE

## PORTION CONTROL AT PREP STAGES

Portion control starts with the preparation stages.

In Section One we looked at 'prep lists' and this is the first stage of portion control.

As you may recall, the 'prep lists' outline the ingredients that are required based on the menu items and the estimated needs for the day.

Portion control is also essential at the cooking stages.

The recipe card outlines the amounts for each ingredient, both for those ingredients prepared in advance and those being prepared at the cooking stages.

Using too much of any ingredient not only affects the recipe but also becomes an extra cost to the food operation.

Using not enough ingredients will also affect the recipe and it will result in a lower quality dish that leads to customer dissatisfaction.

So as we mentioned earlier, the underlying rule is that the customer must get a fair portion at a fair price.

The chef will use both 'prep lists' and recipe cards as portion costing documents.

From the costing of each dish the chef and the business owner will know what profit they seek from the dish on the menu and then calculate the menu price for that dish.

Waste is another factor when it comes to portion control.

The chef will know and factor in known waste such as offcuts, trimming and so on.

However, they also rely heavily on the skills of the cooks, as well as prep cooks, in ensuring that the preparation stages and the cooking stages do not result in unnecessary waste.

This is extremely important in larger food and beverage operations and catering businesses.

Unnecessary waste in any stage of the cooking process will not only be a significant cost to the business, but could result in the operation not having enough ingredients for the service period, or the catered function/event.

**Learning  
Activity****Question****LEARNING ACTIVITY THREE**

There are two effects that can occur if portion control is not adhered to.

**If the portions are too small what could be the effect?**

**If the portions are too large what could be the effect?**

**TEACHER / TRAINER GUIDANCE NOTES**

One is that the portion could be too small and the customer feels there is not value for money and the establishment loses customers and sales, or two- the portion sizes might be too big and the profitability is lost.



## CLEAN AND CUT INGREDIENTS AS REQUIRED USING BASIC CULINARY CUTS ACCORDING TO CULINARY STANDARDS

When it comes to preparing stocks, sauces and soups, culinary cutting techniques in the beginning of the preparation process do not play such an important role as most ingredients are either disposed of after the cooking process or pureed.



The recipes will generally describe the type of cut required.

For example, vegetable stock would many times use off cuts of vegetables, however, diced aromatic vegetables (both fresh and offcuts) are recommended.

Bones used in meat stocks would either be purchased from a butcher cut into pieces, or in the case of chicken stock, it would be off cuts and carcasses of raw chicken, again not requiring special culinary cutting skills.



The need for culinary cutting skills is also not a big issue when making soups and sauces.

Where culinary cutting skills may be required would be when creating certain types of garnishes and we will look at garnishing in Section Five.

Other ingredients such as vegetables for vegetable soup would generally use small, medium or large dices, and in some recipes they may go for 'brunoise' dicing.

'Mirepoix' style cutting is used to create the flavour base for a wide variety of stocks, soups, stews and sauces using generally diced onion, carrot and celery.

**Brunoise**



**Mirepoix**



# SAMPLE

What is important is the need to clean the ingredients.

Vegetables and fruit should be washed thoroughly before being prepared to remove soil, foreign matter and insects.

Chicken pieces and carcasses should be rinsed to remove any blood and this should be done as well for fish heads and fish frames.

**Learning  
Activity****Question****LEARNING ACTIVITY FOUR**

1) Why would you want the butcher to cut up the marrow bones into pieces for you?

2) Why should you need to wash any fruit and vegetables before preparing them for stock, soups or sauces?

3) Why are special culinary knife skills not really required when initially preparing ingredients for stocks, soups and sauces?

4) How is a 'brunoise' cut done?

**TEACHER / TRAINER GUIDANCE NOTES**

- 1) Marrow bones are thick and require to be cut with a butcher's band saw. It is almost impossible to cut marrow bones using a cleaver.
- 2) Vegetables and fruit should be washed thoroughly before being prepared to remove soil, foreign matter and insects.
- 3) When it comes to preparing stocks, sauces and soups, culinary cutting techniques do not play such an important role most ingredients are either disposed of after the cooking process, or the ingredients pureed.
- 4) The vegetable is cut into matchstick sized elements (Julienne cut) and then these matchstick elements are cut into small diced cuts, called brunoise.





## MINIMISE WASTE TO MAXIMISE PROFITABILITY OF FOOD ITEMS PREPARED

A food and beverage operation relies heavily on making a reasonable profit on their meals, so any saving that can be made in the sourcing, preparation, cooking and serving of food adds to the profits.

However, profits can be easily eroded by the careless waste of ingredients.

Waste can be avoided by:

- ☆ Following the recipe or prep lists to ensure proper yields and portions
- ☆ Taking care and double checking measurement and quantity calculations
- ☆ Storing any food items not used in proper containers to avoid spoiling and therefore waste
- ☆ Attention to detail when preparing food items so that the food items are not disposed of due to careless mistakes
- ☆ Use proper preparation appliances and utensils to ensure the quality of the prepared ingredients is of the expected standard
- ☆ Using selected vegetable off cuts in making stocks

Food items are not the only thing that can be wasted.

Time can be also wasted.

Being more efficient in what you do in the preparation stages will lower labour costs and increase profits for the operation.

**Learning  
Activity****Question****LEARNING ACTIVITY FIVE**

Why is making stock helpful in minimising waste and increasing profitability to the operation?

***TEACHER / TRAINER GUIDANCE NOTES***

Most stock use vegetable off cuts, meat bones and poultry and fish carcasses, that would otherwise be thrown out. The stock is then used to make soups and sauces which is sold as menu items, thus increasing the profitability of the operation.

## Learning Activity

### Task

#### LEARNING ACTIVITY SIX (OPTION A)

This activity will focus on 'Stock ONE' and is an 'observable' assessment activity where your 'nominated observer' will be watching you do the following activities and tasks relating to 'Stock ONE':

- ☆ Sorting and assembling ingredients according to food production sequencing
- ☆ Weighing and measuring ingredients and creating portions according to recipe
- ☆ Minimising waste to maximise profitability of food items prepared

As you do the above tasks your 'nominated observer' will be making notes that will be used to report back to your teacher or trainer using the 'third party observation forms' provided to them.



***The reason for offering this activity as two options is that you may be starting your assessment tasks with either a stock, sauce or soup, so you have the choice.***

**TEACHER / TRAINER GUIDANCE NOTES**

The assessment requirements for this 'Unit of Competency' states:

**Performance Evidence**

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- ☆ follow standard recipes to prepare each of the following stocks:
  - ◆ brown beef stock
  - ◆ brown chicken stock
  - ◆ white chicken stock
  - ◆ fish stock
  - ◆ vegetable stock

SAMPLE

**Knowledge Evidence**

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- ☆ culinary terms and trade names for ingredients commonly used in the production of different stocks, sauces and soups
- ☆ preparation methods and techniques
- ☆ safe operational practices using essential functions and features of equipment used to produce stocks, sauces and soups
- ☆ mise en place requirements for stocks, sauces and soups

In many cases the assessment requirements relate to a specific 'Performance Criteria' and in this case there are two being:

***“Clean and cut ingredients as required using basic culinary cuts according to culinary standards”***

***“Minimise waste to maximise profitability of food items prepared”***

## Learning Activity

### Task

#### LEARNING ACTIVITY SIX (OPTION B)

This activity will focus on 'Sauce ONE' and is an 'observable' assessment activity where your 'nominated observer' will be watching you do the following activities and tasks relating to 'Sauce ONE':

- ☆ Sorting and assembling ingredients according to food production sequencing
- ☆ Weighing and measuring ingredients and creating portions according to recipe
- ☆ Minimising waste to maximise profitability of food items prepared

As you do the above tasks your 'nominated observer' will be making notes that will be used to report back to your teacher or trainer using the 'third party observation forms' provided to them.



***The reason for offering this activity as two options is that you may be starting your assessment tasks with either a stock, sauce or soup, so you have the choice.***

**TEACHER / TRAINER GUIDANCE NOTES**

The assessment requirements for this 'Unit of Competency' states:

**Performance Evidence**

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- ☆ follow standard recipes to prepare each of the following sauces at least once:
  - ♦ béchamel sauce:
    - \* mornay
  - ♦ stock reduction sauce:
    - \* demi glace
    - \* jus
  - ♦ Hollandaise sauce
  - ♦ Bearnaise sauce
  - ♦ cream reduction sauce:
    - \* pepper
    - \* mushroom
  - ♦ sauce tomate
  - ♦ beurre blanc
  - ♦ velouté:
    - \* chicken
    - \* fish
  - ♦ coulis
  - ♦ mayonnaise
- ☆ prepare the above sauces and soups:
  - ♦ reflecting required quantities to be produced
  - ♦ following procedures for portion control and food safety practices when handling and storing different food types

SAMPLE

**Knowledge Evidence**

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- ☆ culinary terms and trade names for ingredients commonly used in the production of different stocks, sauces and soups
- ☆ preparation methods and techniques
- ☆ safe operational practices using essential functions and features of equipment used to produce stocks, sauces and soups
- ☆ mise en place requirements for stocks, sauces and soups

In many cases the assessment requirements relate to a specific 'Performance Criteria' and in this case there are two being:

***“Clean and cut ingredients as required using basic culinary cuts according to culinary standards”***

***“Minimise waste to maximise profitability of food items prepared”***

## Learning Activity

### Task

#### LEARNING ACTIVITY SIX (OPTION C)

This activity will focus on 'Soup ONE' and is an 'observable' assessment activity where your 'nominated observer' will be watching you do the following activities and tasks relating to 'Soup ONE':

- ☆ Sorting and assembling ingredients according to food production sequencing
- ☆ Weighing and measuring ingredients and creating portions according to recipe
- ☆ Minimising waste to maximise profitability of food items prepared

As you do the above tasks your 'nominated observer' will be making notes that will be used to report back to your teacher or trainer using the 'third party observation forms' provided to them.



***The reason for offering this activity as two options is that you may be starting your assessment tasks with either a stock, sauce or soup, so you have the choice.***

**TEACHER / TRAINER GUIDANCE NOTES**

The assessment requirements for this 'Unit of Competency' states:

**Performance Evidence**

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- ☆ follow standard recipes to prepare each of the following soups at least once:
  - ◆ consomme
  - ◆ broth
  - ◆ purée
  - ◆ cream
  - ◆ bisque
  - ◆ chilled soup
- ☆ prepare the above sauces and soups:
  - ◆ reflecting required quantities to be produced
  - ◆ following procedures for portion control and food safety practices when handling and storing different food types

SAMPLE

**Knowledge Evidence**

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- ☆ culinary terms and trade names for ingredients commonly used in the production of different stocks, sauces and soups
- ☆ preparation methods and techniques
- ☆ safe operational practices using essential functions and features of equipment used to produce stocks, sauces and soups
- ☆ mise en place requirements for stocks, sauces and soups

In many cases the assessment requirements relate to a specific 'Performance Criteria' and in this case there are two being:

***“Clean and cut ingredients as required using basic culinary cuts according to culinary standards”***

***“Minimise waste to maximise profitability of food items prepared”***



# Section Four

## Prepare Stocks, Sauces and Soups

# PREPARE STOCKS, SAUCES AND SOUPS

## SECTION FOUR—PREPARE STOCKS, SAUCES AND SOUPS

### INTRODUCTION

Up to this point we have learned about reading recipes and/or prep lists and selecting the required ingredients.

We have learned how to ensure quality and freshness from the chosen ingredients.

We have learned about both preparation and cooking appliances, equipment, cookware and utensils.

We have also learned about preparing food items prior to the cooking stages.

In this section we now learn about the basics of cooking stocks, soups and sauces.

### SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Following standard recipes, select and use cookery methods to prepare stocks, sauces and soups
- ☆ Using flavouring and clarifying agents according to standard recipes
- ☆ Using thickening agents and convenience products appropriately
- ☆ Making appropriate derivations from basic sauces, both hot and cold where required
- ☆ Making food quality adjustments within scope of responsibility



**'Sweating' uses a dry heat cooking method**

**FOLLOW STANDARD RECIPES, SELECT AND USE COOKERY METHODS TO PREPARE STOCKS, SAUCES AND SOUPS**  
**AND**  
**USE FLAVOURING AGENTS ACCORDING TO STANDARD RECIPES**  
**AND**  
**USE CLARIFYING AGENTS ACCORDING TO STANDARD RECIPES**  
**AND**  
**USE THICKENING AGENTS AND CONVENIENCE PRODUCTS APPROPRIATELY**

*(Over the next few pages we cover four 'Performance Criteria' points at the same time to avoid repetition)*

Cooking methods can be described as being either:

- ☆ Dry heat cooking
- ☆ Moist heat cooking

Dry-heat methods cook the foods with hot air or fat (sautéing, shallow frying, deep-frying, grilling, broiling, roasting, baking).

Moist-heat cooking methods cook the food with a liquid, usually water, stock or steam (poaching, simmering, boiling, steaming).

Some stock recipes ask for 'sweating' the vegetables first before adding the water.

Sweating is like sautéing the vegetables until slightly soft.

Sweating helps to draw out moisture from the aromatic vegetables and weaken and soften the cell walls.

Once the aromatics are translucent you can add more ingredients and continue with the recipe knowing that the aromatics have a head start in releasing their flavours.

For beef stocks the bones are roasted first.



**'Roasting' uses a dry heat cooking method**

Most chicken stock recipes use raw chicken. However, there are some chicken stock recipes that require the chicken pieces be browned. Some oil in a stock pot is heated up and the chicken pieces are browned in the hot oil.



**'Browning' uses a dry heat cooking method**

Both beef and chicken recipes may also require the vegetables be sweated, as well as the bones either roasted, or browned.

All types of stocks are cooked by boiling the liquid.

Because the liquid is what is retained and not the stock ingredients (these are disposed of), the cooking method is a dry heat method.

The stock pot is placed over a heat source, such as a cooktop burner or an electric heating element, and the liquid contents are boiled for a period of time as per the recipe.

# SAMPLE



Beef and chicken stock can also be done in a pressure cooker.

The high heat generated in a pressure cooker creates what is known as the 'Maillard' reaction.

This is a chemical reaction between amino acids and reducing sugars that gives browned food its distinctive flavour.





Except for cold soups, most other soups use the dry heat method of cooking.

Pots of soups are placed on stovetops using a direct heat source, such as a flame burner, or electric induction elements.

However, in some soups the ingredients are cooked in the soup's liquid.

For example, vegetable soup, the vegetables are cooked in the stock, wonton soup has the dumplings cooked in a chicken or beef broth, in a chowder, the potatoes and seafood are cooked in a creamy soup base.

In these cases the soup is using a combination of wet and dry heat cooking methods.



**Vegetables in a stock**



**Seafood in a chowder**



**Dumplings in a broth**

The recipes again will be the source of information as to which cooking method is to be followed for each soup.

As with soups most sauces use a direct heat method of cooking, generally on a cooktop, but sometimes a microwave is used.

Roux for example uses a direct heat source.

A saucepan is placed on a stovetop, butter is melted, flour added and cooked before being added to a liquid and again, the liquid is thickened on the stovetop.



Some sauces such as hollandaise based sauces use an indirect heat method.

This method uses 'double boiler' pots or a stainless steel bowl or a heat proof glass bowl in a simmering pan of water.

The idea behind this cooking method is to have a heat source that is not so severe as to cook the ingredients, in this case, egg yolks.

This method is also used to make cream based sauces where the cream cannot be overheated so as to curdle.

**Double boiler pot**



**Double boiler using  
stainless steel bowl**

**SAMPLE**

The recipes again will be the source of information as to which cooking method is to be followed for each sauce.

Some chef's will develop recipes for soups and sauces that are cooked in appliances such as a Thermomix.

These appliances are used for menu items that may be on 'special' for the day only, or the operation is small so larger quantities are not required.



This appliance is also ideal for preparing special requests by customers.





**Straining stock  
using  
cheesecloth**



**Consommé raft**

## CLARIFYING AND FLAVOURINGS AGENTS

Clarifying and flavourings agents refer to natural ingredients that are used for clarifying stocks and add flavour to stocks, soups and sauces.

Flavouring agents include:

- ☆ Herbs
- ☆ Spices
- ☆ Salt
- ☆ Oil extracts such as sesame oil, truffle oil, extra virgin olive oil and so on.

**SAMPLE**

The recipes will often outline the type and amount of flavouring agents, as well as you and/or the chef doing taste tests and making adjustments using flavouring agents.

Clarifying is when clarifying agents are used to bind the particles in the liquid, in this case stock.

The most common is using egg whites and others suggest using egg whites with crushed egg shells.

Clarified stock is used to make beef or chicken broth and consommé as well as clear soups.

To clarify stock you go through the following steps:

- 1) First strain the stock by ladling it through a colander or sieve lined with 1 or 2 layers of 100-percent-cotton cheesecloth, and discard bones, vegetables and seasonings.
- 2) Separate two eggs in a small bowl, combine the egg white and 1/4 cup cold water.
- 3) Stir the mixture into the hot, strained stock and simmer for 30 minutes.

Remove from heat and let stand for 5 minutes.

As the egg white cooks, it will coagulate and trap fine particles from the stock.

A 'raft' (a type of scum) will appear on the surface as the stock cools.

The raft is skimmed off after cooling.

- 4) Place a large sieve or colander lined with several layers of damp 100-percent-cotton cheesecloth over a large bowl.

Pour the stock through the cloth to strain out the particles and the egg mixture.

**Corn starch**

### SOUP THICKENING AGENTS

The basic soup thickening agents include:

- ☆ Flour
- ☆ Corn starch
- ☆ Arrowroot
- ☆ Potato flour
- ☆ Bread crumbs

The above are mixed with cold water or milk and slowly introduced into the hot soup to thicken it.

**Purée**

Another way of thickening soups is by removing some of the cooked vegetables, **purée** in a blender and return the pureed mixture to the soup.

Leftover potatoes or rice can also be puréed and used to thicken soup.

A '*bisque*' is thickened using a purée of crustacean shells.

**Egg yolks** add a silky, velvety texture to soups, but they will turn into scrambled eggs if they're not introduced carefully into the hot liquid.

**Cream** is another alternative to not only thicken soup, but to also add a creamy richness.

**Cereal grains** like oatmeal, couscous, soup pasta, farina, are often used to thicken soups.

**Roux**

Another effective thickening agent is a '**roux**'.

This is a mixture of equal parts of butter and flour that is made into a paste.

The butter is melted gently, the flour is added, and the mixture is stirred and cooked over medium heat to remove the taste of the uncooked flour and to begin the roux's thickening process.

The longer the mixture is cooked the darker it becomes.

Two tablespoons of butter and two tablespoons of flour cooked for 2 minutes makes a '**white**' roux.

The same mixture cooked for 4 minutes makes a golden roux or '**blond**' roux.

Both white and blond roux has very little taste and is used primarily for thickening.

**Brown roux** is made by cooking it longer until the mixture turns a shade of light brown.

Brown roux loses some of its thickening qualities however it does add flavour.

**Beurre manié** is a mixture of butter and flour but unlike roux it is made into dough and not cooked.

The term 'beurre manié' is French for kneaded butter.

Because beurre manié is not cooked it is added to soups and sauces at the beginning of the cooking process, otherwise the 'floury' flavour of the beurre manié would overpower the taste of the other ingredients.

**Liaison** is a thickening agent made from egg and cream.

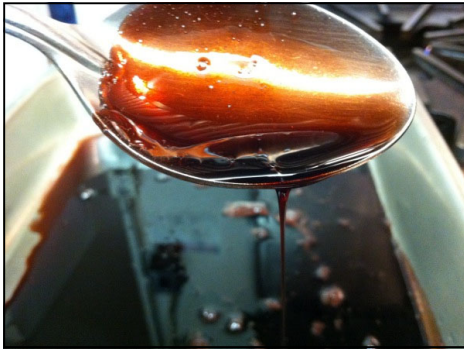
Liaison is made by mixing up the eggs and cream in a small bowl, then adding a bit of hot soup liquid to it, stirring it in, then adding a bit more, stirring, etc., until the temperature of the liaison has risen.

This is called 'tempering'.

After tempering the mixture is poured into the soup.

Pouring it directly into the soup without tempering it first causes the egg yolk to cook into little strings almost immediately, giving an undesirable curdled look to the soup.

**Beurre manié****Liaison**



SAMPLE

## SAUCE STABILISATION AND THICKENING

Sauces consist of a variety of ingredients each made up of a different 'substance'.

The objective is to turn such a mixture into a 'stable' emulsion.

An emulsion is the mixing of two or more substances which would not normally combine.

The best example of this is oil and water which everyone knows does not mix.

When you shake them vigorously and the oil breaks into small droplets it spreads throughout the water, but eventually as the combination sits it will separate back into oil and water.

In an emulsion, this separation is stopped from happening by one or another technique (called stabilisation).

The simplest means of stabilising (or thickening) a sauce is by letting it reduce, or called a '**reduction**'.

The liquids from the cooking process which come from any meat or vegetable are mostly water, with various 'flavour compounds' dispersed among the water molecules.

Simply evaporating some of the water allows a greater concentration of 'flavour compounds' and a 'reduction' of water.

A thicker liquid is then created.

The drawback of reduction is that if the liquid being reduced is overly seasoned, especially with salt, the salt will overpower the other flavours.

Also, there is the risk of over-reduction.

Sauces which suffer from this fault often become thick and gummy.

This is easily fixed by adding more liquid, but may result in a lack of fresh clean flavours which long reduction/cooking would destroy.

# Emulsifiers

Butter  
Cream

Liaisons

Eggs

Mustards

Almost all sauces are considered emulsifications, however they may also be thickened by deliberately changing the degree or type of **emulsion**.

We look at some of those emulsifiers.

- ☆ **Butter** - One of the most common sauce thickening methods in French cookery is to 'monter au beurre', meaning 'to mount with butter'.

After deglazing the pan and/or reducing it a quantity of butter is added.

The melted butter is whisked or swirled in the pan causing the butter to break down into droplets of fat which disperse throughout the sauce and the sauce increases in texture and thickness.

It is important to note that this type of sauce is only a temporary emulsion method.

The sauce must be served immediately otherwise the sauce will begin to separate.

Wine sauces are often made in this way.

Red or white wine is reduced in the pan and then the butter is whisked in.

In French cooking, these are known as 'beurre blanc' (white wine) and 'beurre rouge' (red wine).

- ☆ **Cream** - Cream is frequently used as an emulsion agent in sauces.

Cream is often reduced by half or three-quarters, making a thick liquid.

This is then added to a butter emulsion, the extra fat globules of the cream help round out the emulsion and keep the sauce stable longer.

Reduced cream is relatively resistant to curdling.



## Emulsifiers



Butter  
Cream  
Liaisons  
Eggs  
Mustards

- ☆ **Liaisons** - Another method of stabilising sauces is to use a 'liaison'.

A liaison is a mixture of egg yolks beaten into cream, the hot sauce is then whisked carefully into the pan mixture.

When heat is re-applied to the sauce the proteins in the egg yolks begin to bind up and immobilise the fat globules in the butter/cream making the sauce sturdier.

- ☆ **Eggs** - Eggs are frequently used to thicken fat-based or dairy-based sauces.

Fat-based sauces might include mayonnaise and its variations, or hot sauces such as hollandaise and béarnaise.

An egg thickened sauce has a richer and silkier texture than a butter or cream sauce.

The proteins in egg yolks work effectively as emulsifiers in both hot and cold sauces.

- ☆ **Mustards** - Another emulsifying agent that is widely used in the commercial kitchen is ground mustard seed.

Mustard seeds stabilise a sauce much the same way that starches do by binding to droplets in the sauce that are trying to separate.

Also, mustard seeds release a natural gelling agent when in liquid.

Prepared mustards are also used as emulsifiers.

Not only do they have the same properties as the freshly-ground seeds they also are generally manufactured with emulsifying agents to stabilise them.

# Thickeners & Stabilisers

Flour

Rice starch

Corn starch

Arrowroot

When it comes to thickeners and stabilisers starches are the most widely used thickeners and stabilisers in the commercial kitchen.

There are numerous types available to the cook, although only a few are used regularly.

Starches may be introduced into a sauce at many stages, but in one of only two ways.

Starch may be combined into a fat, either cooked or uncooked, or it may be dissolved in a liquid and then added.

With both methods it is important to allow the starch to disperse evenly throughout the sauce before gelatinising or thick, sticky lumps of starch will develop.

☆ **Flour** - This is the most widely used starch.

It is almost always mixed into a liquid and then introduced into the sauce or made into a 'roux'.

A more difficult method is known as 'beurre manie' (kneaded butter).

Beurre manie is added at the end of the sauce making process in order to achieve the desired consistency.

If not properly introduced into the sauce the mixture can form into lumps of flour.

☆ **Rice starch** - Has the smallest particles of all other starches lending itself to developing a sauce with a very smooth, silky texture.

This starch is widely used in Asian commercial kitchens.

## Thickeners & Stabilisers

Flour

Rice starch

Corn starch

Arrowroot

- ☆ **Corn starch** - Second only to flour in its use as an emulsifier and thickener.

The most common method is creating a 'slurry' of corn starch and water which is then introduced into a sauce.

The problem with corn starch is that the sauce liquid needs to boil before the corn starch will begin to emulsify.

Therefore corn starch is not suitable for sauces that include cream or eggs as ingredients.

Sauces using corn starch are general translucent in appearance, but are not terribly silky in texture.

- ☆ **Arrowroot** - this is another starch derived from a Caribbean plant, *Maranta arundinacea*.

Its characteristics are similar to those of corn starch, including the need for boiling and the translucent appearance of the sauce.

Arrowroot provides a more silky texture than corn starch.



# Gelatine Thickeners

Meat protein gels  
Carrageenan  
Pectin  
Arrowroot

SAMPLE

Gelatine is also used as a sauce thickener.

There are two types of gelatine—1) protein and 2) non-protein.

Protein gelatine is derived from high protein ingredients used in stocks and sauce and these are primarily meats.

Bone and meat or fish broths are rich in hydrolysed collagen a viscous protein.

Because of the high viscosity of this protein gelatine, reducing down meat stocks will result in a thicker sauce without the requirement of any other thickener.

In most commercial kitchens non-protein gelatine is primarily used in desserts and dessert sauces.

A sauce containing gelatine has a characteristic of breaking back down into a liquid when heated so cold applications are the best use for gelatine-based sauces.

Gelatine does not affect the flavour of a dish.

There are a number of 'non-protein gels' used in the commercial kitchen.

- ☆ **'Agar'** - This is a common thickening ingredient derived from several forms of red algae common in Asia.

Because it is plant-derived, agar is widely used in recipes that are vegetarian or Kosher, where pork or any meat proteins are not acceptable.

- ☆ **'Carrageenan'** - A thickening ingredient derived from a type of seaweed, commonly known as 'Irish Moss'.

It is commonly used in commercial kitchens for desert sauces.

- ☆ **'Pectin'** - A gelling carbohydrate naturally found in varying concentrations in certain fruits and vegetables.

Fruit-based pectin-thickened sauces may be made in two ways.

In sauces made with fruits which are high in pectin the cook would simply add sugar and cook them until the desired consistency is achieved.

If using fruits with less natural pectin then pectin is added to them, either in the form of a fruit with a complementary flavour, or in the form of commercially refined pectin.

Pectin has no flavour.

## Dairy Thickeners



Dairy products are widely used as thickeners.

We have already reviewed cream.

Below are some other types of dairy thickeners.

- ☆ **Yogurt** - Widely used sauce ingredient from the Middle East through Central Asia and into India.

The proteins in yogurt are already coagulated by an acidic bacterial culture so they do not thicken a sauce in the same way as gelatine by binding up the free liquids directly.

Instead, yogurt lends its own thickness as it is stirred into the sauce, essentially forming a sauce of flavoured diluted yogurt rather than thickened liquid.

Yogurt is not the best for stabilising a sauce.

A sauce with yogurt is limited to temperatures well below boiling.

Generally yogurt is added to a sauce after it is finished, or corn starch or egg whites are added to the cold yogurt as a secondary stabiliser.

Yogurt sauces are usually eaten immediately.

Yogurt has a significant impact on the colour and flavour of a sauce.

A sauce with added yogurt is pale and sometimes murky so it is added to strongly coloured sauces.

Yogurt use is not common outside ethnic restaurants, though some chefs are beginning to experiment with it more often.

## Dairy Thickeners

Cream  
Yogurt  
Sour cream  
Crème fraiche  
Cheese

SAMPLE

- ☆ **Sour cream and crème fraiche** - These are both made from heavy cream, 'set' to a thick consistency by a bacterial culture.

The difference is that the bacteria used in sour cream produces a tangier, more acidic end product.

Both add a richness and body to a sauce, although as with yogurt, the colour and flavour are immediately affected.

Sour cream, like yogurt, is affected by high heat, so it is added after a sauce is removed from the heat.

Sauces made in this manner are best eaten immediately.

Crème fraiche is a more versatile sauce ingredient, for two reasons.

One is that it lacks the distinctive tanginess of sour cream, making it more neutral in taste and therefore more versatile.

The other is that it does not curdle when heated so it can be cooked into a sauce.

Crème fraiche is used both in savoury and sweet sauces, though it is more commonly used in savoury sauces.

- ☆ **Cheeses** - The common cheeses used in sauces are farmer cheese (pressed cottage cheese, queso fresco and cream cheese), soft cheeses and hard cheeses.

Fine textured cheeses such as farmer cheese, queso fresco or cream cheese are the best thickeners because their relatively small grains of coagulated protein disperse well throughout a sauce without being stringy.

Soft cheeses such as 'brie, and hard cheeses such as 'cheddar' are seldom used as the sole sauce thickener.

They are almost always added to a base sauce (commonly béchamel) for flavour and added texture.

Cheeses are heat sensitive so the cheeses are almost always added after the sauce or base sauce has been removed from the heat.

Although it is recommended that cheese sauces be served immediately they can be stored under refrigeration and carefully re-heated.



## Bread & Nut Thickeners

Also used as thickeners are bread and nuts.

Most bread thickened sauces originated from old European recipes, some dating as far back as the late Middle Ages and early Renaissance.

A typical sauce uses stale bread that is moistened, squeezed dry, and then placed in a large mortar.

The liquid ingredients of the sauce (such as a stock) would then be slowly poured into the mortar, with the pestle grinding and stirring the mixture until the right consistency was reached.

Sauces thickened this way would be opaque and be flavoured by the bread.

The bread sauces are only common in European cuisine.

Nut thickened sauces have also been used since the Middle Ages when almond based sauces in particular were made popular by the Spaniards, Arabs and Sicilians.

Ground nuts (and sometimes seeds) thicken a sauce, both by the emulsion effect of their oils and by absorption of liquid into the nut particles.

The type of nut chosen will become the flavour of the final sauce.

A very common nut thickener is what is known as 'nut butter'.

Peanut butter would be the most common nut butter used, especially in Asian dishes such as 'satay' sauce.

'Tahini' made from sesame seed is another common nut butter used especially in Middle Eastern sauces.

Nuts are not used in clear sauces.



**Pesto sauce**



**Raspberry Purée**

Purées are another widely used thickening ingredient.

Purées of fruit are often used as dessert sauces.

Pesto sauce is a purée of olive oil, basil and pine nuts.

Many vegetable purées contain quantities of starch or pectin required to thicken sauces.

Chilli peppers, as mentioned earlier, are also high in pectin.

Purées tend to make grainy and heavy sauces.

Many times these types of sauces have chunks of the main ingredient left in for added texture.

Many purées will have cream or béchamel sauce added to create a creamy texture.

Purées of legumes (lentils, split peas, etc.) are common in Indian sauces.

The most common purée would be the tomato purée and paste.

This purée is a common ingredient in any number of sauces.

Purées are widely used in restaurants of all types.



Another means of thickening is thickening by way of foaming, or bubbles.

The best example of the effect of foaming is 'whipped cream'.

Other famous foamed sauces are the 'Meringue', 'Zabaglione' (Italian) and 'Sabayon' (French).

Foam sauces, by their nature, have very short lives.

They are usually made for immediate use.

However, many foamed sauces can be stabilised using a starch, pectin, and gelatine stabiliser.

Virtually any liquid or semi liquid sauce can be foamed.

Foaming is done using an immersion blender, or a gas cartridge charged whipping canister.



SAMPLE

## CONVENIENCE PRODUCTS

Convenience products are pre-made and pre-packaged ingredients that assist in making stocks, soups and sauces far easier and quicker.

Chefs that are 'purists' shy away from any type of convenience products, believing that making dishes from scratch results in a far higher quality.

However, in smaller operations and in many catering operations, the use of convenience products is quite prevalent.

The most commonly used and available is 'dehydrated' stock, also known as stock cubes, or powdered stock.

The most common types are chicken, beef and vegetable varieties.

They are made by dehydrating the stock and adding salt, seasonings and soluble fats.

Dehydrated stocks have a different flavour to traditionally made stocks due to the high salt content (from 50% up to 75%) and the boiling process used to dehydrate the stock.

They are convenient and inexpensive, however are not commonly used in commercial kitchens for soup making.

Although dehydrated stock powder or cubes are often used as flavour enhancers, much like a seasoning.

Pre-packaged liquid stock is another convenience product, where the stock is ready to use often from a long life package.

Convenience stocks are useful for operations that do not have the facilities or resources to produce their own stocks.

The main reason for using convenience products is the cost of ingredients and staff.

Other convenience products could include:

- ☆ Gelation packs, both protein and non-protein
- ☆ Flavour enhancers



**Learning  
Activity****Question****LEARNING ACTIVITY ONE****SAMPLE**

1) What are the two methods of cooking?

2) When sweating vegetables what type of cooking are you using?

3) When would you use both dry and wet heat?

4) What is the 'Maillard' reaction and in what type of cooking technique does this occur?

5) What is a 'liason' and how is it used to thicken soups?



**TEACHER / TRAINER GUIDANCE NOTES**

- 1) Dry heat and wet heat.
- 2) Dry heat.
- 3) When you are cooking other ingredients in a stock or soup.
- 4) The 'Maillard' reaction is a chemical reaction between amino acids and reducing sugars that gives browned food its distinctive flavour. It happens when a pressure cooker is used to make meat stocks.
- 5) Liaison is made by mixing up the eggs and cream in a small bowl, then add a bit of hot soup liquid to it, stir it in, then add a bit more, stir, etc., until the temperature of the liaison has risen. This is called 'tempering'. After tempering, the mixture is poured into the soup.

**Learning  
Activity****Question****LEARNING ACTIVITY TWO**

What type of cooking appliance is the picture below depicting and when would this appliance be used in a commercial kitchen?

**TEACHER / TRAINER GUIDANCE NOTES**

It is a Thermomix. These appliances are used for menu items that may be on 'special' for the day only, or the operation is small so larger quantities are not required.

**Learning  
Activity****Question****LEARNING ACTIVITY THREE**

What were the four types of flavouring agents we reviewed in this Section?

**TEACHER / TRAINER GUIDANCE NOTES**

- 1) Herbs
- 2) Spices
- 3) Salt
- 4) Oil extracts

**Learning  
Activity****Question****LEARNING ACTIVITY FOUR**

What were the eight types of soup thickening agents we reviewed in this Section?

**TEACHER / TRAINER GUIDANCE NOTES**

- 1) Flour
- 2) Corn starch
- 3) Arrowroot
- 4) Potato flour
- 5) Bread crumbs
- 6) Purée
- 7) Egg yolks
- 8) Grains and cereals

# SAMPLE

**Learning  
Activity****Question****LEARNING ACTIVITY FIVE**

1) When referring to clarifying what is the 'raft'?

2) What is a '*bisque*' ?

3) What are the three types of 'roux' and how is each one made differently?

4) What is 'beurre manié' a mixture of and how does it differ from a roux?

5) When is a 'double boiler' used and why?

**TEACHER / TRAINER GUIDANCE NOTES**

- 1) A 'raft' (a type of scum) is the fats and particles rising to the surface and removed from the stock liquid.
- 2) A '*bisque*' is thickened using a purée of crustacean shells.
- 3) You have 'white roux', 'blond roux' and 'brown roux'. All change colour the more you cook them.
- 4) Beurre manié is a kneaded mixture of butter and flour kneaded and unlike roux, it is not cooked before using.
- 5) A double boiler is used when a sauce cannot have a severe direct heat or else the sauce ingredients such as egg yolks will overcook.

**Learning  
Activity****Question****LEARNING ACTIVITY SIX**

- 1) What is the definition of an emulsion?

- 2) Which is the purpose of emulsion stabilisation?

**TEACHER / TRAINER GUIDANCE NOTES**

- 1) An emulsion is the mixing of two or more substances which would not normally combine.  
2) Stabilisation is when an emulsion is treated with a stabilising agent so that the emulsion does not re-separate back again.

**Learning  
Activity****Question****LEARNING ACTIVITY SEVEN****SAMPLE**

- 1) What is the definition of an emulsion?

- 2) Which is the purpose of emulsion stabilisation?

- 3) What is the most commonly used sauce stabilising technique used?

**TEACHER / TRAINER GUIDANCE NOTES**

- 1) An emulsion is the mixing of two or more substances which would not normally combine.
- 2) Stabilisation is when an emulsion is treated with a stabilising agent or a technique so that the emulsion does not separate again.
- 3) Reduction.



**Learning  
Activity****Question****LEARNING ACTIVITY EIGHT**

What were the five types of sauce emulsifying agents we reviewed in this Section?

**TEACHER / TRAINER GUIDANCE NOTES**

- 1) Butter
- 2) Cream
- 3) Liaisons
- 4) Eggs
- 5) Mustards

**Learning  
Activity****Question****LEARNING ACTIVITY NINE**

What were the four types of sauce thickening and stabilising agents we reviewed in this Section?

**TEACHER / TRAINER GUIDANCE NOTES**

- 1) Flour
- 2) Rice starch
- 3) Corn starch
- 4) Arrowroot

**Learning  
Activity****Question****LEARNING ACTIVITY TEN**

What were the three types of non-protein gelatine thickening and stabilising agents we reviewed in this Section?

**TEACHER / TRAINER GUIDANCE NOTES**

- 1) Agar
- 2) Carrageenan
- 3) Pectin

**Learning  
Activity****Question****LEARNING ACTIVITY ELEVEN**

What were the five types of dairy thickening agents we reviewed in this Section?

**TEACHER / TRAINER GUIDANCE NOTES**

- 1) Cream
- 2) Yogurt
- 3) Sour cream
- 4) Crème fraîche
- 5) Cheeses

**Learning  
Activity****Question****LEARNING ACTIVITY TWELVE**

The sauces 'Meringue', 'Zabaglione' and 'Sabayon' are examples of what type of sauce?

***TEACHER / TRAINER GUIDANCE NOTES***

Sauces thickened by using a foaming technique.

**Learning  
Activity****Question****LEARNING ACTIVITY THIRTEEN**

What are the most common types of 'convenience products' commercially available for making stock, soups and sauces and what should one remember when using such products?

***TEACHER / TRAINER GUIDANCE NOTES***

Powdered, cubed and/or liquid stocks. These are high in salt and flavour enhancers so they have the tendency of changing the flavour of many recipes.



## MAKE DERIVATIONS FROM BASIC SAUCES, BOTH HOT AND COLD WHERE REQUIRED

On the previous pages we learned about ‘mother sauces’.

These are the basic sauces from which all other common sauces are usually made.

When you make a sauce based on a ‘mother sauce’ you are making a derivative of that sauce.

In other words, a new sauce that results from modifying the mother sauce and which has different properties than those of the mother sauce it is derived from.

Earlier we showed you a chart that listed the ‘mother sauces’ and common sauces made from those sauces.

Some examples were **Béchamel** made into **Mornay**, **Sauce Tomat** made into **Bolognese**, or **Hollandaise** made into **Bernaise**.

There are many more examples and in the next activity you will be asked to locate other examples of sauces derived from the basic mother sauces.

**Learning  
Activity****Research****LEARNING ACTIVITY FOURTEEN**

# SAMPLE

In this activity we want you to spend some time and locate two sauces that are derivatives of the following 'mother sauces'.

**Béchamel**

Name of sauce \_\_\_\_\_ Name of sauce \_\_\_\_\_

**Velouté**

Name of sauce \_\_\_\_\_ Name of sauce \_\_\_\_\_

**Espagnole**

Name of sauce \_\_\_\_\_ Name of sauce \_\_\_\_\_

**Hollandaise**

Name of sauce \_\_\_\_\_ Name of sauce \_\_\_\_\_

**Tomato**

Name of sauce \_\_\_\_\_ Name of sauce \_\_\_\_\_

**TEACHER / TRAINER GUIDANCE NOTES**

This activity is simply to expose the student or trainee to sauce derivatives based on mother sauces.





## MAKE FOOD QUALITY ADJUSTMENTS WITHIN SCOPE OF RESPONSIBILITY

A chef or head cook in a commercial kitchen will have expectations of his or her prep and line cooks when it comes to the quality of the stock, soup or sauce being prepared and cooked.

The quality criteria will generally include:

- ☆ **Taste** - too bitter, too salty or needs more salt, the sweetness or sourness, the umami.
- ☆ **Temperature** - too hot or too cold
- ☆ **Texture** - does it look clean, creamy, smooth, velvety, crispy or crunchy, the fibrous texture, too moist or too dry, richness

It may be your responsibility to check the stock, soup or sauce for its quality and make any adjustments based on your knowledge on what level of quality is satisfactory, based both on the recipe and the chef's/head cook's expectations.

It may be a requirement on your part to have the chef or head cook inspect and taste your dish.

In these cases they will tell you what adjustments (if any) are required to bring up the quality of the stock, soup or sauce to their expectations

# SAMPLE

**Learning  
Activity****Task****LEARNING ACTIVITY FIFTEEN (OPTION A)**

This activity will focus on 'Stock ONE' and is an 'observable' assessment activity where your 'nominated observer' will be watching you do the following activities and tasks relating to 'Stock ONE':

- ☆ Select and use relevant cookery methods for 'Stock ONE'
- ☆ Prepare stock according to recipe
- ☆ Follow standard recipes and make food quality adjustments
- ☆ Use clarifying agents if and when required

As you do the above tasks your 'nominated observer' will be making notes that will be used to report back to your teacher or trainer using the 'third party observation forms' provided to them.



***The reason for offering this activity as two options is that you may be starting your assessment tasks with either a stock, sauce or soup, so you have the choice.***

**TEACHER / TRAINER GUIDANCE NOTES**

The assessment requirements for this 'Unit of Competency' states:

**Performance Evidence**

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- ☆ follow standard recipes to prepare each of the following stocks:
  - ◆ brown beef stock
  - ◆ brown chicken stock
  - ◆ white chicken stock
  - ◆ fish stock
  - ◆ vegetable stock

**Knowledge Evidence**

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- ☆ culinary terms and trade names for ingredients commonly used in the production of different stocks, sauces and soups
  - ◆ convenience products
  - ◆ thickening agents
- ☆ preparation methods and techniques
- ☆ safe operational practices using essential functions and features of equipment used to produce stocks, sauces and soups

In many cases the assessment requirements relate to a specific 'Performance Criteria' and in this case it is:

***“Follow standard recipes, select and use cookery methods to prepare stocks, sauces and soups”***

## Learning Activity

### Task

#### LEARNING ACTIVITY FIFTEEN (OPTION B)

This activity will focus on 'Sauce ONE' and is an 'observable' assessment activity where your 'nominated observer' will be watching you do the following activities and tasks relating to 'Sauce ONE':

- ☆ Select and use relevant cookery methods for 'Sauce ONE'
- ☆ Prepare sauce according to recipe
- ☆ Follow standard recipes and make food quality adjustments
- ☆ Use thickening and flavouring agents if and when required

As you do the above tasks your 'nominated observer' will be making notes that will be used to report back to your teacher or trainer using the 'third party observation forms' provided to them.



***The reason for offering this activity as two options is that you may be starting your assessment tasks with either a stock, sauce or soup, so you have the choice.***

**TEACHER / TRAINER GUIDANCE NOTES**

The assessment requirements for this 'Unit of Competency' states:

**Performance Evidence**

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- ☆ follow standard recipes to prepare each of the following sauces at least once:
  - ♦ béchamel sauce:
    - \* mornay
  - ♦ stock reduction sauce:
    - \* demi glace
    - \* jus
  - ♦ Hollandaise sauce
  - ♦ Bearnaise sauce
  - ♦ cream reduction sauce:
    - \* pepper
    - \* mushroom
  - ♦ sauce tomate
  - ♦ beurre blanc
  - ♦ velouté:
    - \* chicken
    - \* fish
  - ♦ coulis
  - ♦ mayonnaise

SAMPLE

**Knowledge Evidence**

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- ☆ culinary terms and trade names for ingredients commonly used in the production of different stocks, sauces and soups
  - ♦ convenience products
  - ♦ thickening agents
- ☆ preparation methods and techniques
- ☆ safe operational practices using essential functions and features of equipment used to produce stocks, sauces and soups

In many cases the assessment requirements relate to a specific 'Performance Criteria' and in this case it is:

***“Follow standard recipes, select and use cookery methods to prepare stocks, sauces and soups”***

**Learning  
Activity****Task****LEARNING ACTIVITY FIFTEEN (OPTION C)**

This activity will focus on 'Soup ONE' and is an 'observable' assessment activity where your 'nominated observer' will be watching you do the following activities and tasks relating to 'Soup ONE':

- ☆ Select and use relevant cookery methods for 'Soup ONE'
- ☆ Prepare soup according to recipe
- ☆ Follow standard recipes and make food quality adjustments
- ☆ Use thickening and flavouring agents if and when required

As you do the above tasks your 'nominated observer' will be making notes that will be used to report back to your teacher or trainer using the 'third party observation forms' provided to them.



***The reason for offering this activity as two options is that you may be starting your assessment tasks with either a stock, sauce or soup, so you have the choice.***

**TEACHER / TRAINER GUIDANCE NOTES**

The assessment requirements for this 'Unit of Competency' states:

**Performance Evidence**

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- ☆ follow standard recipes to prepare each of the following soups at least once:
  - ◆ consomme
  - ◆ broth
  - ◆ purée
  - ◆ cream
  - ◆ bisque
  - ◆ chilled soup

**Knowledge Evidence**

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- ☆ culinary terms and trade names for ingredients commonly used in the production of different stocks, sauces and soups
  - ◆ convenience products
  - ◆ thickening agents
- ☆ preparation methods and techniques
- ☆ safe operational practices using essential functions and features of equipment used to produce stocks, sauces and soups

In many cases the assessment requirements relate to a specific 'Performance Criteria' and in this case it is:

***“Follow standard recipes, select and use cookery methods to prepare stocks, sauces and soups”***

# Section Five

## Present and Store Stocks, Sauces and Soups



# PREPARE STOCKS, SAUCES AND SOUPS

## SECTION FIVE—PRESENT AND STORE STOCKS, SAUCES AND SOUPS

### INTRODUCTION

In this final section we look at the last stages associated with preparing and cooking stocks and then preparing, cooking and presenting soups and sauces.

This will include the plating up and the use of appropriate service-ware, as well as the garnishing of the dishes.

And finally, we look at the storage of stocks, soups and sauces, as well as the clean up stages.

### SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ and soups to required consistencies
- ☆ Presenting soups and sauces attractively on appropriate service-ware
- ☆ Adding garnishes according to standard recipes
- ☆ Visually evaluating dish and adjust presentation
- ☆ Storing dishes in appropriate environmental conditions
- ☆ Cleaning work area and disposing of or storing surplus and reusable by-products according to organisational procedures, environmental considerations and cost reduction initiatives



SAMPLE

## RECONSTITUTE OR RE-THERMALISE STOCKS, SAUCES AND SOUPS TO REQUIRED CONSISTENCIES

Many stocks are made in advance and stored until they are required to make a sauce or a soup.

They can be stored in two main ways - refrigerated and frozen

Frozen stocks will need to be thawed before use.

The best method is to remove the frozen stock from the freezer and place in the refrigerator until thawed.

This is the recommended method for beef, chicken and fish stocks.

If left out on the counter to thaw the surface of the stock can start developing harmful bacteria as it warms.

If required immediately many cooks will place the frozen stock into a microwave to thaw.

Modern microwaves have a defrosting feature that prevents overheating of the stock while it is being thawed.

Beef (and other meat), chicken (and other poultry) and fish stock, once thawed should be used as soon as possible.

Refrigerated stock should be first checked for freshness, quality and use by date.

Those in a commercial kitchen will make stock and put it into a container with the date it was made. (This would be both for frozen and refrigerated stocks)

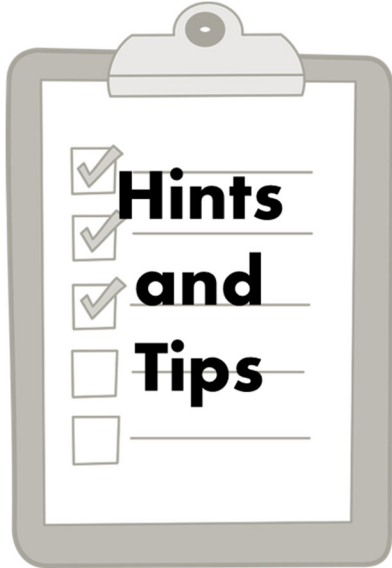
Properly stored, cooked beef, chicken or stock will last for 3 to 4 days in the refrigerator.

In an air-tight container, beef, chicken and fish stock should last for 6 months in the back of a refrigerator freezer, or up to 12 months in a deep freezer.

After that it will begin to lose its flavour but does not pose a health-risk.

Once thawed it should be used within 2 days.

Once thawed or brought out from the refrigerator all stock should be used in a recipe as soon as possible.



Other tips on storing soups and sauces:

- ☆ Sauces and soups not for immediate use must be allowed to cool before being stored away. It is important to cool sauces and soups as rapidly as possible before refrigeration.

This can be done by standing the saucepan in a sink of cold water, or by using a blast chiller.

- ☆ Sauces and soups should be stored in a clean container (stainless steel, earthenware or plastic) and covered with a tight fitting lid or cling wrap and labelled the day it was made.
- ☆ To stop a skin from forming on a sauce you can either place plastic wrap, baking paper or a film of butter on the surface.
- ☆ To prevent a food safety problem sauces being held before and during service should either be held at above 65°C or below 8°C away from the 'Danger Zone' outlined in food safety programs.
- ☆ Most soups freeze well, however a handy tip is to add less liquid than the recipe states to reduce the amount of soup that needs to be kept in storage.

Make a note of how much liquid needs to be added when reheating the soup.
- ☆ When freezing soups use large shallow containers because this allows for quick freezing and thawing.
- ☆ Do not fill the storage container completely, leave space at the top to allow some room for expansion.
- ☆ Do not add cream, yoghurt or eggs before freezing because they will curdle when the soup is reheated



Versions of  
re-thermalisers



SAMPLE

## RECONSTITUTING OR RE-THERMALISING SAUCES AND SOUPS

Most commercial kitchens will prepare and cook soups and sauces for the day's service period.

Soups and sauces are generally cooked and then stored in a refrigerator and then just before service brought out, re-thermalised to a serving temperature (generally 70-74°C).

Re-thermalising means to heat a food up to 'serving' temperature from a chilled state.

Re-thermalising is different from 'warming' a soup or gravy.

The soups and sauces must be in a chilled state to be re-thermalised, then a process of keeping the soup or sauce warm is used.

We now know that soups and sauces with any eggs, cream and other dairy products as an ingredient cannot be frozen.

However, these ingredients can be left out and added later after being thawed and re-thermalised.

Re-thermalising is used extensively by caterers and by other food service organisations where portion control is so important..

Soups and sauces can be prepared off site, chilled or frozen, then taken to the service location and re-thermalised.

This means that the only equipment needed is re-thermalising equipment and food warmers.

The common method of re-thermalising soups and sauces is using a 're-thermaliser'.

These are specially designed machines that use a hot water heat source to heat the chilled or frozen food to a serving temperature.

Using hot water re-thermalisers thaw and/or heat precooked soups and sauces to an exact temperature.

And, since the hot water provides more exact temperature control, there is a far less chance of the soups being overcooked.



After re-thermalising some soups and sauces may require additional ingredients added.

Examples of this would be re-thermalised soups requiring cream, cheese or other dairy products added.

After re-thermalising soups and sauces may start to naturally thicken.

This requires the soup or sauce to be 're-constituted'.

To re-constitute soups or sauces, additional stock, water or cream may be added and stirred in until the required consistency is achieved.

It is often suggested that the soups and sauces be tasted after re-thermalising and/or re-constituting to ensure the taste is at the level expected by the chef.



**Learning  
Activity****Question****LEARNING ACTIVITY ONE**

- 1) How soon after thawing meat, fish or poultry stock, should it be used?

- 2) How long can meat, fish or poultry stock be stored in a refrigerator?

- 3) When freezing stock what should be on the container?

- 4) How long will stock last in a freezer?

**TEACHER / TRAINER GUIDANCE NOTES**

- 1) Be used within 2-3 days or disposed of.
- 2) If it is fresh, 3-4 days
- 3) A label with its contents and the date it was made
- 4) 6 months

**Learning  
Activity****Task**

# SAMPLE

**LEARNING ACTIVITY TWO**

Tell us each of the eight tips we learned about storing soups and sauces, summarised in one sentence.


**TEACHER / TRAINER GUIDANCE NOTES**

- 1) Sauces and soups not for immediate use must be quickly cooled before being stored away.
- 2) Sauces and soups should be stored in a clean container, covered with a tight fitting lid, and labelled the day it was made
- 3) To stop a skin from forming on a sauce, you can either place plastic wrap, baking paper or a film of butter on the surface
- 4) To prevent a food safety problem, sauces being held before and during service should either be held at above 65°C or below 8°C.
- 5) Add less liquid than the recipe states to reduce the amount of soup that needs to be kept in storage.
- 6) When freezing soups use large shallow containers
- 7) Do not fill the storage container completely; leave space at the top to allow some room for expansion
- 8) Do not add cream, yoghurt or eggs before freezing because they will curdle when the soup is reheated



**Learning  
Activity****Question****LEARNING ACTIVITY THREE**

1) What does it mean to re-thermalise food?

2) What is the main feature of re-thermalising equipment?

3) What does it mean to re-constitute soups or sauces?

4) What are the three common ingredients used to re-constitute soups or sauces?

**TEACHER / TRAINER GUIDANCE NOTES**

- 1) It means to reheat chilled or frozen food to a serving temperature quickly
- 2) They use hot water as the means to re-thermalise food so it does not over cook
- 3) It means to add something to a soup or sauce to bring it back to its' required consistencies.
- 4) Stock, water or cream



## **PRESENT SOUPS AND SAUCES ATTRACTIVELY ON APPROPRIATE SERVICE-WARE, USING GARNISHES ACCORDING TO STANDARD RECIPES AND VISUALLY EVALUATE DISH AND ADJUST PRESENTATION**

*(Over the next few pages we cover two 'Performance Criteria' points at the same time to avoid repetition)*

Once the soups and/or sauces has been cooked it needs to be presented to the customer.

There are numerous ways of presenting the cooked food to a customer and this all depends on the type of food and beverage operation.

In a restaurant, the chef usually plates the soups on suitable service-ware as per the customer's order, and the service staff bring the plated food to the customer's table.

If the dish comes with a sauce or gravy, this is either applied to the dish, or is served separately.

This is the same for many cafés.

However, some cafés have a counter where the cooked food is on display and the customer will choose the food as the café's service staff plates up the food and the customer takes the food to their table.

Then there is the buffet style of service, such as those that are prepared and presented by catering businesses.

In either case, the presentation of soups and sauces is an important aspect of serving the customer.

In this final section we look in some detail about presenting prepared soups and sauces

# SAMPLE



**Soup plate**



**Soup bowl**



**Soup cup**

## SOUP BOWLS

There are three main factors that affect the use of bowls relating to soup presentation:

- 1) Size
- 2) Shape
- 3) Colour

The bowl is the utensil or container in which the soup is presented to the customer from the kitchen.

As you know, there are many styles, sizes and colours of bowls available today.

The first rule to remember is the customer is there to buy the soup, not the bowl, so the bowl needs to enhance the soup presentation, not detract from the soup.

The temperature and texture of the soup determines the bowls' shape.

Thick, chunky soups, like a hardy beef soup, retain heat and are served in shallow, wide bowls (called soup plates), which release heat well.

They are average 23-24cm in diameter

If soup has a smooth texture (pureed soup) it is served in a deep bowl, which holds heat well.

These average 15-16cm in diameter.

Narrow cups are used to serve clear soup because they preserve temperature well.

These average 10cm in diameter.



**Vertical open loop**



**Lug bowl**

The shape of soup bowl/soup cup handles help determine the bowl's use at the table.

Vertical open-loop handles (cream soup bowl or bouillon cup) can be lifted and the liquid is drunk.

Solid horizontal handles (lug soup bowl) can be tilted to gather the last bit of liquid.

Under plates or 'chargers' help protect the table from heat and balance the place setting.

All bowls, even ones with saucers, should be placed on an under plate.



**Soup bowl with sauce and charger**

## OTHER SOUP PRESENTATION OPTIONS

Many coffee shops and cafés have pre-made soups in warming containers or stock pots such as in bain-maries.



The soup from such establishments are often served in disposable cups.

Care in dishing up the soup should be taken as this is also an element of proper food presentation.

Avoid drips, spills and over filling the cup adds to its attractive presentation.

There are also those buffet types of food presentation.

These are seen in catered events or functions, as well as in hotels or motels.

Hot soup is displayed in containers that are placed in water baths called 'bain-maries' or soup cauldrons.

In these situations, the bain-marie trays and soup cauldrons would need to be cleaned often and refilled when the soup in each is looking low.



# SAMPLE



## SERVING SAUCES

Sauces can be served in two ways, 1) on the food on the plate or, 2) served on the side.



Sauce serving containers come in numerous shapes, the most common being the boat with saucer, or the single serve bowls.

# SAMPLE



**Sauce boat**



**Single serve**



Sauce serving containers in buffets are either sauces in a bain-marie, or in serving boats.

Again, In these situations the bain-marie sauce containers and/or the sauce bowls would need to be cleaned often and refilled when the sauce in each is looking low.





## SOUP GARNISHES AND ACCOMPANIMENTS

Generally the recipe will suggest what garnishes are to be used for each type of soup.

Here is a list of some of the more common soup garnishes and accompaniments:

- ☆ Bread rolls as an accompaniment
- ☆ Noodles as an accompaniment
- ☆ Rice as an accompaniment
- ☆ Dumplings as an accompaniment
- ☆ Meats – bacon bits, sliced sausages, cubed ham, tiny meatballs, etc.
- ☆ Seafood – prawns, mussels, etc. as an accompaniment
- ☆ Julienne vegetables
- ☆ Vegetables cut into shapes
- ☆ Mushroom slices
- ☆ Olives
- ☆ Capers
- ☆ Herbs – parsley, basil, coriander, etc.
- ☆ Ground pepper
- ☆ Cheese – parmesan, cheddar, etc.
- ☆ Cream
- ☆ Sour cream
- ☆ Yogurt
- ☆ Bread – croutons, slices, crackers, fried bread squares, etc.
- ☆ Nuts – pine nuts, slivered almonds, ground macadamia, etc.
- ☆ Soy sauce
- ☆ Reduced balsamic vinegar
- ☆ Drizzle of oil - olive oil, truffle oil, etc.

SAMPLE

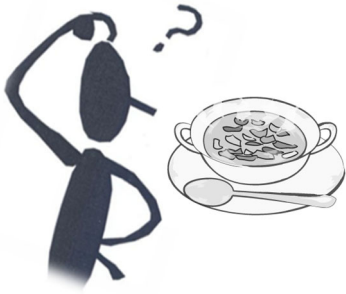
Garnishing is a simple way to customise soups.

Garnishes improve colour, texture and flavour contrast.

Soup garnishes add visual appeal and in restaurants garnishes add perceived value.

Professional cooks use garnishes to highlight key ingredients.

For example, a cream of asparagus soup could be topped with fresh stalks of asparagus.



## VISUALLY EVALUATE DISH AND ADJUST PRESENTATION

It is always important as you plate up your dish that you step back as you are doing the plating up and take a close look at the presentation as it unfolds.

This is a good time to make some adjustments as at the end of the plating up it becomes more difficult.

At the end of plating up you can evaluate the final presentation.

Ask yourself these questions:

- ☆ Does it look attractive and appealing to you? (if it does not, it is likely others will feel the same)
- ☆ Does it need more, or less garnishes?
- ☆ Does it look unbalanced?
- ☆ Should there be more colour added?
- ☆ What could I do better next time?

A good suggestion is that if you will ever be involved in plating up a similar dish to do some research, look at other examples and be open to other ideas.

In some operations the chef will plate up the dish as he or she wants it, and then takes a picture of the plated up dish as an example and attaches it to the recipe card.

In these cases you would evaluate your presentation using the chef's example as a guideline.



**Learning  
Activity****Task****LEARNING ACTIVITY FOUR**

Tell us what type of garnish is being used on each soup.

1



2



3



4



5



6



# SAMPLE

***TEACHER / TRAINER GUIDANCE NOTES***

- 1) Cream
- 2) Cheese, croutons and chives
- 3) Oil
- 4) Shredded carrot
- 5) Bacon and parsley
- 6) Mushroom, thyme and oil



## STORE PREPARED FOOD ITEMS IN APPROPRIATE ENVIRONMENTAL CONDITIONS

Earlier we reviewed storing stock, soups and sauces.

There is another storage consideration and that is when the soup has been plated, or the sauce applied to a dish or on the side, and now waiting to be presented to the customer.

If this was the case the plated soup and sauces needs to be stored at a temperature that will ensure the food will not turn into a micro-biological food hazard.

In many cafés, restaurants and food service buffets, you will see warming lights.

The light globes are designed to provide enough heat to keep food warm at a safe temperature being at between 65-70°C .

In café's and restaurants they are often used after the dish is plated up and waiting to be served.

The heating lamps are not recommended for long term warming and are only used in cases where the food has a fast turn around period.

In commercial kitchens these are often seen in on the preparation table, or close by where food is being plated up.

For example, sauces are kept in small stainless steel pots or sauce pans until the sauce is required.

Again, the holding temperature should be at between 65-70°C or soups in warming cauldrons.

Bain-maries are the most widely used food holding equipment.

They are used inside the commercial kitchen and in food service scenarios, such as in a takeaway hot food counter and at buffets at events/functions just to name two of the more common uses.

Bain-maries work on the concept of keeping food warm using a hot bath system, where stainless steel trays of cooked food are placed in the hot water bath and the hot water keeps the tray of food at the required risk free temperature.

In the commercial kitchen there are bain-maries designed for liquids.

# SAMPLE



Earlier, we mentioned bain-maries which are used in food service establishments, such as in a takeaway hot food counter, or on a buffet, would use a combination bain-marie water bath system and heat lamps.

This is because in these types of uses, the food is not covered and so the food surface from the top requires heat to maintain a risk free food holding temperature.



**Bain-marie in a buffet**



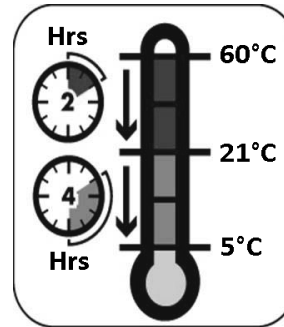
**Bain-marie with heating lamps  
takeaway shop**

Many soups and sauces are prepared and cooled for storage, or to be frozen later .

The 'Food Safety Standards' requires cooked food to be cooled if being cooled for refrigeration, or to be frozen:

***From 60°C to 21°C in a maximum of 2 hours and from 21°C to 5°C in a maximum of 4 hours***

This is called the 'two stage' cooling process.



Some commercial kitchens will use 'blast chillers'.

These units will take the temperature of cooked food down to 5°C very rapidly, significantly lessening the cooling period .

SAMPLE



If not using a blast chiller, here are a few recommendations that should be seriously considered:

- ☆ Place food to cool in the refrigerator or cool room as soon as it stops steaming
- ☆ Portion food before cooling for example, slice meats and cut large poultry into smaller portions
- ☆ Place liquid foods, such as stews and casseroles in shallow containers no more than 50mm deep
- ☆ Smaller amounts of liquids can be placed in ice baths
- ☆ Ensure cool air can circulate round the food, so place food containers on shelves, not on the floor
- ☆ Keep monitoring the temperature to ensure you are in the two stage safety range



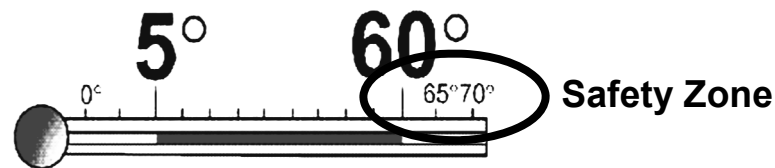
Earlier we reviewed re-thermalising.

Many foods are prepared and cooled, then are required to be reheated before serving.

This must happen within two hours of being cooled, or the food will enter the 'Danger Zone' and become a microbiological risk.

Again, the most important thing is to keep the food out of the 'Danger Zone' for a shortest period of time as possible.

This means you will want to get the food being reheated up to the 'Safe Zone' of 65°C as quickly as possible.



Food to be served would need to be reheated to at least 75°C and if possible, higher.



# SAMPLE

The method of reheating is wholly dependant on the food and available heating equipment.

However there are a few recommendations that should be seriously considered:

- ☆ Never use bain-maries to reheat food
- ☆ If reheating pre-processed food, do so according to the manufacturer's instructions
- ☆ Use a probe thermometer to regularly measure the temperature of the thickest part of the food
- ☆ Stir food to distribute heat through the food and check with a probe thermometer
- ☆ Reheat food to at least 75°C or higher and hold that temperature for at least two minutes
- ☆ Hold reheated food above 65°C in appropriate holding equipment, such as bain-maries
- ☆ Reheat and display food once only and throw it out if not eaten or sold
- ☆ If possible, reheat smaller portions to reach target temperature quicker
- ☆ Never reheat food if you suspect it has been contaminated; throw it out!

**Learning  
Activity****Question**

# SAMPLE

**LEARNING ACTIVITY FIVE**

- 1) What do some commercial kitchens use for rapid chilling ?

- 2) What is the warming concept of bain-maries?

- 3) What is the recommended safe holding temperature of hot foods?

- 4) When would a bain-marie setup require heating lamps as well?

**TEACHER / TRAINER GUIDANCE NOTES**

- 1) They use a unit called a 'blast chiller'.
- 2) The concept is to use a hot water bath to keep the food warm.
- 3) Between 65-70°C.
- 4) This is when the food is not covered such as in a buffet, so the heating lamps are used to keep the top surface at the proper holding temperature.



### **CLEAN WORK AREA AND DISPOSE OF OR STORE SURPLUS AND RE-USABLE BY-PRODUCTS ACCORDING TO ORGANISATIONAL PROCEDURES, ENVIRONMENTAL CONSIDERATIONS AND COST-REDUCTION INITIATIVES**

In any food and beverage operation the end of the service period means it is time to clean up.

Most operations would have an end of service clean-up checklist.

The first clean up task would be the storage of any useable excess food and/or ingredients.

The ingredients that are part of the mise en place setup would be placed in appropriate containers and placed in the appropriate storage areas or equipment, such as refrigerators or freezers.

If the food and/or ingredients are not useable and cannot be stored then the food or ingredients are disposed of into the appropriate waste bin.

The preparation bench is also washed down and sanitised with a sanitising solution (generally 1 part bleach and 9 parts water) and left to air dry.

All utensils, small appliances, cooking equipment and any dirty service-ware are cleaned and the cleaned utensils and small appliances and service-ware are stored in the appropriate locations.



**Learning  
Activity****Task****LEARNING ACTIVITY SIX**

It is also an assessment requirement that you attend to at least one customer's special request for a soup and one customer's special request for a sauce.

This request could be addressed using one of your assessment soups and sauces, or prepare and present an additional soup and sauce to address those two customer's special requests.

Consult with your 'nominated observer' on which way to go.

In this activity you are now to work with your nominated observer and schedule in 'Stock TWO' as well as 'Stock THREE' through to 'Stock FIVE' and then you will now do all the assessment activities that you did for 'Stock ONE'.

Then you are to work with your nominated observer and schedule in 'Sauce TWO' through to 'Sauce THIRTEEN' where you will now do all the assessment activities that you did for 'Sauce ONE'.

And finally, you are to work with your nominated observer and schedule in 'Soup TWO' through to 'Soup SIX' where you will now do all the assessment activities that you did for 'Soup ONE'.

**TEACHER / TRAINER GUIDANCE NOTES**

The assessment requirements for this 'Unit of Competency' states:

**Performance Evidence**

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- ☆ follow standard recipes to prepare each of the following stocks:
  - ♦ brown beef stock
  - ♦ brown chicken stock
  - ♦ white chicken stock
  - ♦ fish stock
  - ♦ vegetable stock
  - ♦ cream reduction sauce:
    - \* pepper
    - \* mushroom
  - ♦ sauce tomate
  - ♦ beurre blanc
  - ♦ velouté:
    - \* chicken
    - \* fish
  - ♦ coulis
  - ♦ mayonnaise
- ☆ follow standard recipes to prepare each of the following sauces at least once:
  - ♦ béchamel sauce:
    - \* mornay
  - ♦ stock reduction sauce:
    - \* demi glace
    - \* jus
  - ♦ Hollandaise sauce
  - ♦ Bearnaise sauce
- ☆ follow standard recipes to prepare each of the following soups at least once:
  - ♦ consomme
  - ♦ broth
  - ♦ purée
  - ♦ cream
  - ♦ bisque
  - ♦ chilled soup

# SAMPLE

## SELF ASSESSMENT

Self assessment is where you ask yourself certain questions to ensure you have understood what you have learned while reading this manual and completing the learning activities.

This unit requires you the student or trainee at the completion of your training to have a certain level of 'Required Knowledge' in which you would need to have acquired and in which you will be assessed on.

This self assessment section reviews this required knowledge by way of questions and if you are able to say YES to all of them you can be confident your assessment will be satisfactory.

- ☆ This training unit had five sections focussing on preparing and cooking stocks, soups and sauces as well as serving soups and sauces. After reviewing the information in Section One are you confident that you understand and could:
  - 1) Confirm food production requirements from food preparation list and standard recipes?
  - 2) Calculate ingredient amounts according to requirements?
  - 3) Identify and select ingredients according to recipe?
  - 4) Ensure the quality and freshness of the ingredients?
- ☆ After reviewing the information in Section Two are you confident that you understand and could:
  - 1) Select the equipment suitable to prepare and cook the dishes required?
  - 2) Safely assemble and ensure cleanliness of the equipment before use?
  - 3) Use the equipment safely and hygienically following the manufacturer's instructions?
- ☆ After reviewing the information in Section Three are you confident that you understand and could:
  - 1) Sort and assemble ingredients in line with effective work plan sequencing?
  - 2) Weigh and measure ingredients according to recipe?
  - 3) Clean and cut ingredients as required using basic culinary cuts?
  - 4) Prepare food and minimise waste while doing so?
- ☆ After reviewing the information in Section Four are you confident that you understand and could:
  - 1) Follow standard recipes, select and use cookery methods to prepare stocks, sauces and soups?
  - 2) Use flavouring and clarifying agents according to those standard recipes?
  - 3) Use thickening agents and convenience products appropriately?
  - 4) Make appropriate derivations from basic sauces, both hot and cold where required?
  - 5) Make food quality adjustments if required?

- ☆ After reviewing the information in Section Five are you confident that you understand and could:
- 1) Reconstitute or re-thermalise stocks, sauces and soups to required consistencies?
  - 2) Present soups and sauces attractively on appropriate service-ware?
  - 3) Add garnishes according to standard recipes?
  - 4) Visually evaluate dish and adjust presentation?
  - 5) Store dishes in appropriate and safe environmental conditions?
  - 6) Clean work area and dispose of or store surplus and reusable by-products?

If there were any questions that you were unable to confidently say YES to we encourage you to review the information again in this manual and if needed seek the assistance of your teacher or trainer.

## POWERPOINT SLIDE PRESENTATION MAPPING

This training manual is accompanied with a PowerPoint slide presentation titled the same as this training manual.

The following listing is a 'mapping cross-reference' between the Slide Number and the corresponding page number in the 'Student Manual'.

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SAMPLE

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