



2012

VCE VET Hospitality: GA 2: Examination

GENERAL COMMENTS

The 2012 VCE VET Hospitality examination required students to have a sound understanding of the skills, knowledge, equipment required in and application of food and beverage service. As in previous years, the structure of the paper adhered to the ‘sequence of service’, the basic workflow procedure of food and beverage service.

The 2012 VCE VET Hospitality paper assessed the following three units of competency.

- SITHFAB004A Provide food and beverage service
- SITHFAB012A Prepare and serve espresso coffee
- SITHFAB010C Prepare and serve non-alcoholic beverages

Overall, students demonstrated an improvement in examination techniques, with very few single-word answers and more precise information being offered in the responses. As has been stated in past reports, depending on the question, one- and two-word answers generally will not help students maximise their score.

The 2012 paper was demanding in terms of knowledge, skill and application. The responses to some short-answer questions suggested that the practical experience of students was limited; for example, Questions 9 and 11.

SPECIFIC INFORMATION

Section A – Multiple-choice questions

The table below indicates the percentage of students who chose each option. The correct answer is indicated by shading.

Question	% A	% B	% C	% D
1	96	0	3	1
2	5	6	86	3
3	24	53	21	2
4	12	0	47	41
5	1	95	2	2
6	0	0	1	99
7	8	21	68	3
8	2	1	67	30
9	2	39	59	0
10	51	32	2	14
11	99	0	0	1
12	8	15	67	9
13	2	0	89	9
14	2	88	3	8
15	84	1	2	13
16	96	1	1	3
17	85	0	5	10
18	0	11	2	87
19	17	13	34	36
20	15	66	5	13
21	7	6	3	85
22	1	6	92	1
23	2	1	7	90
24	2	10	16	73
25	5	62	5	28

Section B

This report provides sample answers or an indication of what the answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

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Responses to questions in this section demonstrated improvement in students' examination techniques by students and further development should be encouraged. The paper required a sound understanding of the skills, knowledge and equipment required in and practical application of food and beverage service.

Students had difficulty differentiating between pre-service preparation and the planning that is required for pre-service with actual service process. Responses to Questions 2 and 3 demonstrated lack of understanding in this area.

Students should be encouraged to develop communication skills and the basic practical skills that would be expected of them in the industry. Resources and opportunities for real, practical industry experience need to be made available for students' development.

Question 1

Marks	0	1	2	3	4	Average
%	6	5	15	27	48	3.1

Any four of

- hours of operation/days open/seating times
- availability of and options for special dietary needs (for example, allergies, cultural/religious, cake brought in or venue provides)
- style of restaurant/style of menu
- average price of meals
- bill splitting/payment options (for example, credit cards/EFTPOS, deposits)
- parking facilities/location/directions
- packages/deals (for example, earlybird, theatre, promotions/special requests)
- special needs (for example, highchairs, pram access, wheelchair access)
- max. of pax per booking/capacity of restaurant/how heavily booked it is/availability of required reservation time
- caters for children (for example, crayons, play areas, kids' menu)
- BYO or licensed.

In Question 1, students demonstrated a very good understanding of what information would be required when a guest makes a reservation.

Question 2

Marks	0	1	2	Average
%	70	19	11	0.4

Following a pre-service work plan/schedule maximises efficiency by (any two of)

- documenting/organising what needs to be done
- giving a time frame for completion/keeping people on track
- setting a standard/giving clear direction/minimising confusion.

Marks were not awarded if reference was made to service as this question was about pre-service.

Question 3

Marks	0	1	Average
%	54	46	0.5

Mise en place was not accepted. The answer needed to indicate a preparation (workflow) process that starts and finishes, and refer to the period before doors open/service starts – pre-service.

Question 4

Marks	0	1	2	3	4	5	6	Average
%	27	15	26	11	15	2	4	1.9

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Any three of the following were required for full marks.

Coffee-making method	Where it would be used/served
<i>espresso machine</i>	<i>cafe service</i>
drip filter coffee/dripolator	small functions/self-serve events/meetings
plunger coffee	individual/group restaurant service/buffet/small functions
percolated coffee	large functions/conferences
self-serve espresso machine/pod dispensing	buffet/convention service

Students were awarded one mark for the method and one mark for where it would be used/served. Responses for where it would be used/served needed to match the coffee-making method.

Instant coffee, Turkish coffee and cona coffee were not accepted. 'Filter on its own' was also an unacceptable answer. In the second column, responses that stated 'small business' or 'home' were not awarded marks.

Students struggled to respond to this question, with many offering 'instant coffee' and 'home' as examples.

Question 5

Marks	0	1	2	Average
%	10	31	60	1.5

Using an espresso machine, texturise and heat milk until light and foamy **3**

Fill selected glass with textured milk and top with foam **5**

Place on saucer with teaspoon, napkin and optional marshmallow **7**

Garnish with chocolate powder or syrup **6**

Place chocolate powder or syrup in selected glass, cup or mug **2**

Select appropriate glass, cup or mug **1**

Dissolve and mix chocolate mixture with small amount of textured milk **4**

Two marks were awarded for the correct sequence. One mark was awarded for the correct placement of at least four steps.

This question was dealt with well, indicating students' ability to apply logic and think a process through.

Question 6

Responses to this question were disappointing. Students demonstrated limited understanding of a post-mix machine. They were not able to name the main components of the machine (Question 6a.), how it works (Question 6b.) or how it should be cleaned (many students made reference to 'back-flushing' pipes, and taking the lid off and cleaning inside).

Question 6a.

Marks	0	1	Average
%	81	19	0.2

The following three parts of the post-mix machine must have been labelled.

- nozzle
- lever/dispensing arm
- drip tray

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Question 6b.

Marks	0	1	2	3	Average
%	42	19	19	21	1.2

A post-mix machine mixes water with syrup and gas/CO₂ to produce a soft drink.

Question 6c.

Marks	0	1	2	3	4	Average
%	28	30	27	13	2	1.3

All of

- nozzle – wash or soak in water/soda water to remove syrup build-up
- lever/dispensing arm – wipe clean with clean, moist cloth
- drip tray – remove and wash in warm, soapy water, then rinse thoroughly and dry
- wipe/wash surface of machine.

No marks were awarded if only the name of the component was mentioned. Full marks were awarded for listing the components and the corresponding cleaning processes.

Question 7

Marks	0	1	2	3	4	5	6	7	8	Average
%	3	3	8	16	20	21	15	10	4	4.5

Name of coffee	Amount extracted	Other ingredients	Service equipment
cappuccino	30–35 mL	1/3 textured milk foam 1/3 textured hot milk sprinkle of chocolate powder	coffee cup/mug and saucer
latte	30–35 mL	2/3 textured hot milk and a foam layer that is 1 cm high	latte glass and saucer
long macchiato	60 mL	dash of hot or cold milk (optional dollop of foam)	latte glass and saucer
ristretto	15–20 mL	none	demitasse/espresso cup/small latte glass and saucer

Responses under ‘Amount extracted’ must have included the correct quantities in the range and the correct unit of measurement (mL). Quantities must also have been included for responses under ‘Other ingredients’. Note that ‘topped with textured milk’ was not accepted. ‘Foam dollop’ on its own was not accepted as this is optional and students must have said so. Students must also have used the word ‘textured’ in the other ingredients for a latte.

In this question, students demonstrated a better understanding of espresso coffee recipes than in previous years, but there was still some major misunderstanding of certain espresso coffee types, such as what makes a ristretto and a café latte.

Question 8

Marks	0	1	2	Average
%	30	40	30	1

Any two of the following categories with an example for each was accepted for full marks.

- communication
- provide assistance
- liaise with your team
- clarify what is needed

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The key teamwork element needed to be obvious in the student's response and it needed to involve something other than a normal job process such as bar staff making beverages for the waiter. Listing two different examples under the same category was accepted as long as the examples were different.

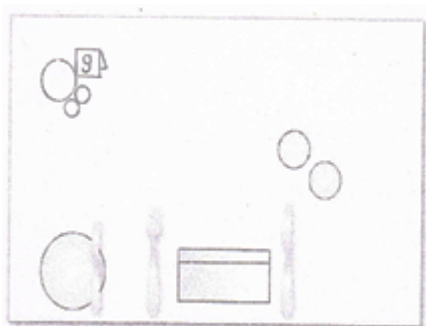
This question was poorly answered. It required students to describe examples of teamwork in a restaurant environment and, for the most part, examples were not provided. Students need to understand what the question requires of them and, when asked for an example, it must be provided.

Question 9

Most students were unable to draw a basic à la carte setting (Question 9a.). This is a recurring problem. Too many students drew a pre-set function setting. This does not meet the skill set required by the SIT07 Training Package. In part c., lack of understanding of an à la carte setting was compounded as most students were unable to explain the basic purpose of the à la carte setup.

Question 9a.

Marks	0	1	Average
%	76	24	0.3



Students' responses must have shown two glasses. It did not matter if there were no cruets, vase or table number.

Question 9b.

Marks	0	1	2	3	4	5	6	Average
%	16	9	16	19	17	18	4	2.9

All of

1. main knife – lay the main knife to the right of the chair 1 cm or one thumb width in from the edge of the table, with the cutting edge facing the left
2. main fork – place the main fork to the left of the chair and 1 cm in from the edge of the table
3. side plate – position the side plate on the left of the main fork, approximately 3 cm away to allow an entree fork to be laid later if an entree is ordered
4. side knife – place the side knife facing the cutting edge left
5. glasses (students needed to specify the type of glass – water glass, wine glass) – place polished glasses approximately 2 cm or two finger widths above the tip of the main knife, slightly angled to the left
6. folded serviette – position the folded serviette in the centre of the cover
7. table accompaniments – vase, cruets and table number placed in the middle/corner of the table

Glasses should have been listed as one step, rather than water and wine glasses being listed individually as two steps.

Question 9c.

Marks	0	1	2	Average
%	46	34	20	0.8

An à la carte setting is used because the restaurant does not know what the customer will order and, therefore, a standard setting (cover) is used and adjusted once the customer's order is taken.

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Question 10

Marks	0	1	2	3	Average
%	13	42	39	7	1.4

Any three of

- adjust ambiance – heating/cooling, music, lighting
- perform final check of tables and restaurant area – everything is there/nothing is missing, rearranged to match bookings, reserved signs in place
- check restaurant is clean – toilets, floor and general area are clean and tidy, reception, windows, door entry are clean, no fingerprints
- administrative check/stationery available – register, cash, point of sale, EFTPOS, docket books, pens, menus, beverage list
- consumables set up – butter/oil, bread, water jugs, ice/buckets, condiments, tea/coffee
- attend briefing – menu details, specials, availability.

Students dealt with Question 10 reasonably well.

Question 11

Students responded poorly to Question 11. Part a. required students to have basic knowledge of ingredients to be able to engage the guest and market menu items. Service personnel are not simply order-takers and plate-carriers. Part b. required students to analyse, make a recommendation and offer assistance. Most students knew about coeliac disease, but many could not translate this knowledge to food items – polenta is made of corn. Students must have an understanding of basic food products and cooking methods because it is when the service person has this basic product knowledge that they are able to engage the guest and offer service.

Question 11a.

Marks	0	1	2	3	4	Average
%	58	22	15	3	2	0.7

To score well on this question, students should have discussed the following in relation to their two selected main course dishes.

- ingredients – origins, cooking methods, uniqueness
- portion sizes
- recommendations/suggestions – explain why

Two dishes from the menu needed to be stated and two pieces of information offered for each dish to achieve full marks. Responses that focused on information such as freshness/delicate flavour/tender/organic were not accepted.

Question 11b.

Marks	0	1	2	3	Average
%	24	29	34	13	1.4

All of

- offer to read the menu to the guest/explain menu items to the guest
- suggest the grilled sirloin of beef/baked macadamia-crusted barramundi fillet
- no flour in the dish.

Question 12

Marks	0	1	2	Average
%	33	32	35	1.1

- Repeat the order to the guest. 5
- Take the food order up to the main course. 3
- Make sure the guests are ready to order. 1
- Place the order with the kitchen. 7
- Start taking the order left of the host, working in a clockwise direction, arriving at the host last. 2

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Note any special requirements. 4

Transfer the order to a kitchen docket or computerised system. 6

Full marks were awarded for the correct sequence. One mark was awarded for the correct placement of at least four numbers.

Students did well with this question, demonstrating the ability to think logically.

Question 13

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	2	0	1	0	2	1	6	3	16	9	61	8.8

Any five of

- name: quantity
explanation: how many to order of each item and how many of each item to charge for
- name: item
explanation: which items to order from the kitchen; record any special requests and which items to charge for
- name: cover
explanation: waiting staff must know who is having what for service and which of the guests are women
- name: table no.
explanation: which table to serve the food to
- name: waiter's name
explanation: kitchen and other staff must know who is responsible for a specific table
- name: time
explanation: kitchen and other staff must be aware of the progress and time required for the preparation of the meals/the time the order was taken
- name: covers/pax
explanation: know how many are at the table and crosscheck against who has ordered

This question was dealt with very well, with students able to name and explain the different elements of a docket.

Question 14

Marks	0	1	2	3	Average
%	9	30	50	11	1.7

Any three of

- confirm special dietary requirements have been met – Did the guest request no nuts/a gluten-free meal/no dairy, etc.?
- check temperature – Is the temperature of the plate/food appropriate?
- check plate is complete – Are there any items missing (e.g. the garnish or sauce)?
- presentation – Is the plate marked/chipped? Are there visible fingerprints or splashes of sauce on the rim of the plate? Is there hair in the food? Does the food look burnt or wilted?

Students responded well to this question, indicating a sound understanding of their role in the final aspect of the meals' presentation.

Question 15

Marks	0	1	2	3	4	5	6	7	8	Average
%	14	24	27	19	11	3	1	1	0	2.1

- Wash and wipe the cup tray/cup warmer/top of the machine with detergent, rinse and then wipe with a clean cloth.
- For each group head, vigorously brush the internal filter with a firm-bristle brush to remove baked-on coffee granules.
- Remove the group handle and basket and replace it with blind/blank filter. Place the manufacturer's recommended chemical detergent powder in the blind/blank filter and securely fasten the first group head. (Note: Responses must mention detergent, not soapy water)
- Manually run the espresso machine for about 20 seconds then remove the group handle. Repeat the process if the solution in the basket looks dirty.

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- Back-flush the machine using the blind/blank filter in the basket for about 20 seconds. Remove the basket and examine the solution in it. Repeat the process if the solution is not clean.
- Remove the group handle and basket and flush the group heads until the water is clear.
- Wash the steam wand with detergent and wipe clean. Release a small amount of steam to clear the steam nozzle.
- Remove the drip tray from the machine and wash it in the sink with detergent, then rinse and dry.
- Wipe down the machine, removing splatter marks.
- Soak the group handles and baskets.

The sequence wasn't important, but equipment needed to be named correctly. Marks were not awarded if responses focused on the following.

- the area surrounding the espresso machine (e.g. benches, bins, drop box)
- turning off the machine – not a cleaning process
- soaking the steam wand

Question 15 was poorly dealt with. Students did not appear to be familiar with cleaning an espresso machine, which meant they were unable to explain the process.

Question 16

Marks	0	1	2	3	4	5	6	Average
%	18	10	19	11	20	6	17	2.9

Any three of

- factor: level of humidity/moisture in the workplace/environment
explanation: The amount of moisture in the air (humidity) can be absorbed by the bean, which will affect the grinding and flavour of the bean.
- factor: freshness of the beans and grounds and how they are stored
explanation: How the beans and grounds are stored affects their freshness as essential oils can be lost and exposure to air can cause oxidation of the ground coffee.
- factor: blade wear
explanation: Metal blades wear down and need to be adjusted or replaced.
- factor: grinder adjustment for the appropriate granule size
explanation: The setting of the grinder and the variety of the coffee may vary to suit a customer's preference, thus affecting the outcome of the grind.
- factor: old espresso machine
explanation: Old machinery may need maintenance, particularly if it has not been cleaned properly it will have used coffee granules built-up in the group head, adding a burnt flavour to the coffee.
- factor: bean type/bean blend/roast/quality of beans
explanation: Different types/blends of coffee, the quality of the beans and how they are roasted will require a grind adjustment, which will affect the outcome of the grind.

Question 17

Marks	0	1	2	3	4	5	6	Average
%	4	3	7	12	22	23	30	4.4

Any three of

- low-fat milk – reduced fat for weight-conscious and health-conscious customers, and diabetics
- full-cream milk – full, rich flavour and texture
- soy milk, rice milk – suitable for lactose-intolerant customers
- Paul's froth-top, Pura Cafe milk – achieves thick foam
- UHT milk – requires minimal refrigeration.

Students were awarded one mark for the milk type and one mark for explaining its selection. The explanation must be clear, accurate and suited to the selected milk. Light milk and lactose-free milk were not accepted. Brand name milk products were accepted.

This question, for the most part, was responded to well, though some students showed a lack of product knowledge.

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Question 18

Marks	0	1	2	Average
%	29	41	30	1

Any two of

- check grind texture (coarseness/fineness) on grinder
- ensure coffee is tamped sufficiently
- ensure machine temperature/pressure are correct
- ensure handle is fitted into group head appropriately
- ensure correct dosage.

This question required the student to demonstrate the ability to solve a problem. Many students responded by saying 'throw the coffee out'. This was not an appropriate solution to the problem. The student needed to analyse the situation and make a recommendation.

Question 19

Marks	0	1	2	Average
%	21	52	27	1.1

Any two of

- clear all tables of all dirty crockery and cutlery, remove tablecloths, wipe down tables
- restock waiters' station/polish cutlery/fill cruets/clean menus/polish side plates
- re-lay table settings according to the requirements of the next shift
- empty rubbish bins and place rubbish in the designated disposal containers
- place glass, paper and other recyclable items in the appropriate recycling containers
- conduct final check of front- and back-of-house service areas.

This question was not handled well. As in the past, students demonstrated a lack of understanding of the term 'post-service'.

Question 20

Marks	0	1	2	Average
%	43	38	19	0.8

1. Select an appropriately sized teapot.
2. **Warm the pot with hot/boiling water.**
3. Add the loose-leaf tea.
4. Add boiling water.
5. **Allow to the tea to steep/infuse/brew/draw for three minutes.**
6. Serve the tea as required with a teacup, saucer, teaspoon, sugar, milk or lemon, and tea strainer.

This question reflected students' limited use of a teapot and loose-leaf tea. Student responses suggested training limited to tea bags.

Question 21

Marks	0	1	2	Average
%	16	45	40	1.3

Any two of

- picking up a credit/debit card and placing it on the table
- looking around the restaurant to catch a waiter's eye
- pretending to write in the air with a pen/raising their hand
- taking their wallet out of their pocket
- gathering up their belongings
- standing at the cashier's desk.

Students dealt with Question 21 reasonably well, although some students did not seem to understand the meaning of 'without using words'.