

## GENERAL COMMENTS

The 2014 VCE VET Hospitality examination assessed the following three units of competency.

- SITHFAB004A Provide food and beverage service
- SITHFAB012B Prepare and serve espresso coffee
- SITHFAB010C Prepare and serve non-alcoholic beverages

The examination required students to have a sound understanding of the skills, knowledge and equipment required in the application of food and beverage service.

The responses to some short-answer questions suggested that students' practical experience was limited, especially questions that related to cleaning processes; for example, Question 13b. and Question 16 in Section B. Resources and opportunities for real, practical industry experience need to be made available for students' development.

Students and teachers/trainers should note that 2014 was the last year of this version of the VCE VET Hospitality program. From 2015 the exam will be based on Units 3 and 4 of the VCE VET Hospitality program sourced from the SIT12 training package.

## SPECIFIC INFORMATION

**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.**

The statistics in this report may be subject to rounding resulting in a total more or less than 100 per cent.

### Section A – Multiple-choice questions

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

Question	% A	% B	% C	% D	% No Answer	Comments
1	2	4	12	81	0	
2	1	0	95	4	0	
3	2	8	71	19	0	
4	6	81	1	13	0	
5	93	1	6	1	0	
6	16	3	3	77	0	
7	1	2	91	6	0	
8	3	28	21	48	0	The question related to upselling, not suggestive selling. The only option related to upselling was option D.
9	3	8	76	13	0	
10	6	1	6	87	0	
11	6	1	0	93	0	
12	5	81	6	7	0	
13	2	3	91	4	0	
14	1	4	86	10	0	
15	49	14	19	18	0	In this case, the espresso machine is extracting very quickly, which would indicate that the coffee may have been ground too coarsely and not tamped hard enough.
16	76	9	4	11	0	
17	0	2	5	93	0	
18	14	64	21	1	0	
19	12	64	6	17	1	
20	2	18	78	2	0	

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Question	% A	% B	% C	% D	% No Answer	Comments
21	49	3	26	22	0	A cocktail function generally calls for a number of tables to be scattered around the room for people to place drinks on.
22	1	46	52	1	0	Many students selected option C; however, the answer was that the urn should be turned on just before the guests arrive as the question gave no indication of how long the waiter's shift was – that is, they may be setting up the room for several hours before the function begins.
23	25	51	14	11	0	Many students were not aware that green tea is non-fermented and oolong tea is partially fermented.
24	7	33	56	4	0	Darjeeling tea is a black tea and therefore it is appropriate that is served with milk. Camomile and peppermint are herbal infusions and generally not served with milk. Chinese tea is traditionally served without milk.
25	6	93	1	0	0	

## Section B

### Question 1

#### 1a.

Marks	0	1	2	3	Average
%	9	18	54	19	1.9

Any three of:

- specials of the day; for example, soup, fish, roast
- menu and changes/unavailable items/limited stock
- descriptions/tastings of a menu item
- answer questions from the wait staff
- items they want to move/items to suggest or upsell.

Overall this question was handled well. Common errors included repeating topics from the same category and mentioning topics that would be dealt with at the front-of-house briefing.

#### 1b.

Marks	0	1	2	3	Average
%	12	25	46	18	1.7

Any three of:

- allocation of staff to sections/covers per waiter
- discussion of customers, such as VIPs and regulars
- beverage information; for example, wine of the week, cocktail of the day, unavailable items
- booking details, such as arrival times, and special needs and requirements (for example, dietary, highchairs, wheelchair access, birthday cake)
- feedback/service issues from last service
- procedures related to upcoming service, such as style of service, RSA and WHS (OH&S), including equipment issues and out-of-service items.

Most students were able to identify one or two items discussed at a front-of-house, pre-service briefing. Students often repeated responses relating to beverages.

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## Question 2

Marks	0	1	2	3	4	5	6	Average
%	0	3	10	21	34	13	19	4

Item	Location and explanation
<i>chocolate shaker, sugar sachets, marshmallows</i>	<i>Near the coffee machine, within easy reach to allow for efficient service</i>
<i>fresh milk</i>	Location: fridge Explanation: <ul style="list-style-type: none"> <li>to keep chilled/store at an appropriate temperature</li> </ul>
<i>coffee cups and glasses</i>	Location: cups on warming tray/on top of espresso machine Explanation: <ul style="list-style-type: none"> <li>to keep coffee cups warm for service</li> <li>close to the espresso machine for easy access</li> <li>makes it easy to see when more cups and glasses may be needed</li> </ul>
<i>coffee beans</i>	Location: hopper on coffee grinder <ul style="list-style-type: none"> <li>so they are ready when needed</li> <li>time not wasted filling hopper</li> <li>visual display</li> </ul>

Most students were aware that milk should be kept chilled and coffee cups warmed. Some students gave responses for general storage of items rather than where they would be stored during mise en place.

## Question 3

Marks	0	1	2	3	4	Average
%	9	22	40	23	5	1.9

Any four of:

- polish – glassware, cutlery
- set tables – arrange tables or check tables to match booking/floor plan, cloth tables, place cutlery, place other items
- prepare waiters' stations – additional cutlery, trays/glasses, fold extra napkins
- check ambience – lights, music, temperature
- pre-service tasks – put butter on tables, collect ice, fill water jugs, fill cruets, cut bread/rolls and place in baskets
- waiter preparation – docket books, menus, check abbreviations for menu items/key order words, write down specials, familiarise yourself with section allocated.

Students often repeated responses relating to the 'set tables' category. Many struggled to mention four different responses.

## Question 4

Marks	0	1	2	3	4	5	Average
%	9	14	20	25	24	8	2.7

- Napkin – Folded napkin placed in the centre of the cover between the main knife and fork. (Students needed to describe the specific placement of the napkin, not just state that the napkin was in the centre.)
- Main knife – Right-hand side of cover, plus (either) 1–2 cm/thumb-width from bottom of table or with the blade facing to the left/inwards.
- Side knife – Placed on the side plate, plus (either) towards the right of plate to allow for roll/bread or with the blade facing to the left.
- Side plate – To the left of cover, 1–2 cm/thumb-width from bottom of table or to the left of main fork with appropriate distance stated.
- Wine glass – Right-hand side of cover, above the main knife/top of main knife, plus a measurement given. Water glass may or may not be mentioned.

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Some students did not follow the sample answering style provided and were generally unfamiliar with an à la carte setting. The addition of entree cutlery was often incorrectly mentioned.

## Question 5

Marks	0	1	2	3	4	5	6	Average
%	16	27	22	13	14	5	3	2.1

- Aperitif – a dry-style drink/beverage generally served before a meal to stimulate the appetite
- Latte – a milk-based espresso coffee style consisting of one-third (one part) espresso and two-thirds (two parts) textured milk, with a 1-cm collar of foam on top
- Service gear – a large fork and (table)spoon used to silver-serve food items to a customer's plate

For aperitif, students often referred to food items used to stimulate the appetite (i.e. an appetiser) rather than a beverage. Most students were able to identify the ratio of coffee to milk to foam for the latte coffee style, but some did not mention that a latte is a style of coffee/espresso. The explanation of service gear was generally poorly answered; most students referred incorrectly to service plates, waiter's friends, service cloth and under-plates.

## Question 6

### 6a.

Marks	0	1	2	3	Average
%	4	10	36	51	2.4

- Glass 1 – cocktail, jockey or martini (manhattan was not accepted as it is a cocktail, not specifically a type of glass)
- Glass 2 – flute, sparkling wine or champagne
- Glass 3 – old-fashioned (responses such as tumbler and low-ball were not accepted)

### 6b.

Marks	0	1	2	3	Average
%	1	2	36	60	2.6

- Glass 1 – lime frappé (some students seemed to be unfamiliar with the fact that a frappé is served in this glass)
- Glass 2 – non-alcoholic sparkling wine
- Glass 3 – fruit juice

### 6c.

Marks	0	1	2	Average
%	45	8	47	1

Frosting is a technique used to decorate a glass, where the rim of the glass is moistened with a suitable ingredient (for example, citrus juice, honey or topping) and dipped into an edible item (for example, sugar, salt or hundreds and thousands).

Many examples of ingredients used for moistening and dipping were accepted. Students generally handled this question well, except for answers where students referred to chilling the glass to give it a 'frosted look'.

## Question 7

### 7a.

Marks	0	1	Average
%	44	56	0.6

Ice/ice-cream (or both), milk, and at least one of sugar syrup, cream or garnishes such as chocolate powder, cherries, sprinkles or coffee beans

'Sugar' was not accepted, as in its granulated form it does not dissolve in a chilled beverage. Students often mentioned 'chocolate syrup' as an ingredient or garnish; however, this would create an iced mocha, so was incorrect.

### 7b.

Marks	0	1	2	3	4	Average
%	37	33	21	7	2	1

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Step 2: Add ice or ice-cream to the glass to (one of):

- ensure the coffee stays cold
- ensure the glass stays cold
- make sure there is no splashing.

Step 3: Add the pre-prepared cooled coffee over ice or ice-cream so that the coffee is chilled.

Step 4: Add the milk to the glass to (one of):

- ensure that that the coffee dilutes into the milk
- make the main body of the drink
- fill it close to the top of the glass, leaving room for the garnish.

Step 5: Decorate/garnish (for example, with sprinkle of chocolate, chocolate flakes or cream) (one of):

- to make it attractive to the customer
- so the presentation is to enterprise standard.

Most students failed to explain why they performed the steps in the order stated. A number of answers resulted in a beverage that was not an iced coffee, but could have been described as either an iced mocha or a coffee milkshake.

Students often mentioned that the ice-cream is added after the milk. If the ice-cream is added last, this would make it difficult to know how much milk was required for the beverage. It would also pose problems with milk splashing and allowing room at the top of the beverage for a garnish, therefore it is not efficient. Many students did not mention garnishing the iced coffee.

7c.

Marks	0	1	2	Average
%	30	55	14	<b>0.9</b>

Service items that were accepted were:

- saucer/under-plate
- napkin/doily
- parfait spoon
- straw/decorations.

Some students misinterpreted the question and referred to equipment required to make the beverage.

## Question 8

Marks	0	1	2	Average
%	64	30	6	<b>0.4</b>

The kangaroo may be dry and/or become tough if cooked 'well done'; the kangaroo is low in fat and can dry out quickly.

One mark was awarded for stating why the waiter wouldn't recommend the kangaroo well done.

The second mark was awarded for making a suggestion to the guest, such as:

- they try the kangaroo medium rare
- they order a different dish, stating an adequate reason; for example, scotch fillet, well done.

Alternatively, the waiter could state to the customer that they will request the kangaroo well done if the customer wants that. This option was only accepted if the recommendation against it was explained thoroughly.

Some students were able to correctly identify that cooking the kangaroo to well done would cause it to dry out. Answers such as 'I'll check with the chef' indicated a lack of menu knowledge and problem-solving.

## Question 9

Marks	0	1	2	3	4	5	6	7	8	Average
%	7	1	3	11	18	14	22	14	9	<b>4.9</b>

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## Lactose intolerant

- Entree: beetroot salad
- Main: mushroom risotto
- Explanation: These dishes contain cheese – the entree has goats' cheese and the main has parmesan cheese.

## Nut allergy

- Entree: beetroot salad
- Main: mushroom risotto or za'atar-crusted chicken
- Explanation: These dishes contain nuts. The beetroot salad has walnuts, the mushroom risotto contains pine nuts and the za'atar may contain nuts.

## Coeliac (gluten intolerant)

- Entree: corn and pancetta soup
- Main: za'atar chicken
- Explanation: These dishes include grains that contain gluten. The corn and pancetta soup has croutons made from bread/wheat flour and the za'atar chicken contains couscous.

## Seafood allergy

- Entree: calamari
- Main: barramundi
- Explanation: The calamari and barramundi are both fish/seafood dishes.

Some students struggled with specifying the exact ingredient or the part of the dish that was problematic. Often, couscous was not recognised as a wheat-based product unsuitable for a coeliac. Students also incorrectly referred to rice as an ingredient containing gluten. Some variations to the above answers were accepted if the student could fully describe the issue with the food identified.

## Question 10

### 10a.

Marks	0	1	2	3	4	Average
%	1	3	2	17	77	3.7

Eucalyptus Restaurant			
Quantity	Item		Cover
1	Beef carpaccio		1
1	Beet(root) salad		2
1	Soup		3
1	Calamari		4
<hr/>			
1	Scotch fillet R (or rare)		1
1	Barra(mundi)		2
2	Risotto		3, 4
<hr/>			
<b>Table:</b> 9	<b>Waiter:</b> Chris	<b>Time:</b> 7.30 pm	<b>Covers:</b> 4

Students were familiar with docket-writing and responded well to this question.

Common errors included omitting the word 'beetroot' for the salad (there was another salad on the menu, so the answer needed to be specific), writing '1 risotto' twice instead of '2 risotto', and leaving information off the bottom of the docket.

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## 10b.

Marks	0	1	2	Average
%	58	12	30	<b>0.7</b>

One mark was awarded for identifying potato mousseline as an unsuitable side dish.

The second mark was awarded for explaining why it was unsuitable: potato mousseline is another carbohydrate dish (potato with rice) and would not complement their order, which included two serves of risotto.

Some students did not read the question properly, recommending a dish rather than saying which one was not suitable, or not referring to the menu that was provided when making their recommendation.

## 10c.

Marks	0	1	2	3	4	5	6	7	8	Average
%	29	11	13	13	9	9	8	4	4	<b>2.7</b>

Cover number	Cutlery adjustment required
1	<ul style="list-style-type: none"> <li>• add entree knife and fork</li> <li>• remove main knife, add steak knife</li> </ul>
2	<ul style="list-style-type: none"> <li>• add entree knife and fork</li> <li>• add fish knife and fork</li> <li>• remove main knife and fork</li> </ul>
3	<ul style="list-style-type: none"> <li>• add soup spoon</li> <li>• add a spoon (dessert or soup)</li> <li>• remove main knife</li> </ul>
4	<ul style="list-style-type: none"> <li>• add entree knife and fork</li> <li>• add a spoon (dessert or soup)</li> <li>• remove main knife</li> </ul>

Two marks were awarded for the correct adjustment for each cover; this included describing the action taken (for example, 'add', 'remove' or 'replace'). Students needed to show the entire adjustment to get full marks in each section. Students often listed the cutlery items required for the adjustments rather than describing how to adjust the cutlery. They also often described removing cutlery that was not part of an à la carte setting (for example, entree cutlery).

## Question 11

Marks	0	1	2	3	Average
%	53	19	18	9	<b>0.9</b>

One of:

- write out (or input into the electronic system) two different dockets and give to the barista separately
- write the orders separately on the docket with a line between them or a required time for each coffee, so that the instruction is clear
- order one coffee first on its own docket, and then order the other coffee with the rest of the table's coffee orders.

Two marks were awarded for describing how the docket/order is placed. The answer could refer to a manual or electronic ordering system.

To obtain the third mark, it was necessary for the student to describe a verbal interaction or follow-up with the barista to ensure they understood the order or knew when to 'take away' the order.

Students often referred to verbal communication with the barista only and did not recognise the importance of writing the order on a docket or placing the order on the electronic system.

## Question 12

Marks	0	1	2	3	Average
%	20	39	32	9	<b>1.3</b>

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Any three of:

- small dense foam
- thick, creamy appearance/marshmallow-like appearance
- silken/shiny/glossy/velvety appearance
- volume has approximately doubled with the texturing
- appropriate temperature range ascertained – somewhere between 60–70 degrees Celsius (via thermometer) or the jug is just too hot to the touch.

Students handled this question well. Most were able to identify the physical properties and visual characteristics of correctly textured milk. Some students provided answers that were not definitive, such as ‘looks good’, ‘very hot’, ‘steam comes off milk’ and similar answers, indicating a limited range of knowledge.

## Question 13

### 13a.

Marks	0	1	2	3	Average
%	4	7	26	64	2.5

- Part 1: steam wand or steam arm
- Part 2: group handle
- Part 3: drip tray

Most students were familiar with the components of a commercial espresso machine. Use of incorrect terminology was the main reason why some students did not achieve full marks for this question.

### 13b.

Marks	0	1	2	3	Average
%	36	44	15	4	0.9

- Part 1: steam wand or steam arm – wipe surface with clean damp cloth and purge by turning on to remove milk residue
- Part 2: group handle – remove from group head, remove filter basket, wash thoroughly and rinse in hot water, (**do not** put into dishwasher)
- Part 3: drip tray – remove and wash in hot soapy water, rinse, dry and replace

For Part 1, marks were not awarded for soaking the steam wand in water, as this draws contaminated water into the machine. The use of scourers or abrasives on the wand was not accepted.

For Part 2, soaking the group handle did not score a mark unless the student specified that it was to be soaked in the correct coffee cleaner. Procedures relating to the group head or back-flushing the machine were not accepted.

For Part 3, most students simply stated that the drip tray should be wiped down, rather than washed in hot soapy water, rinsed and air-dried (or dried with a clean tea towel).

## Question 14

Marks	0	1	2	3	4	Average
%	51	20	17	8	4	1

The relieving waiter would usually need to know:

- the area/tables/section they are responsible for, so they know which customers/tables to serve
- what course each table is up to in the section and/or what has been ordered so customers get the correct dishes/drinks
- information about billing (for example, paid deposit), all items entered/recorded on system, dockets up-to-date so that the bill is accurate and all items are charged for
- if you have called away for the next course, so they know what stage the table(s) are up to
- if the waiter needs to ask about more drinks, so they can serve the customers promptly
- if there have been any problems with food, drinks or customers (for example, complaints or run out of a certain dish/beverage), so they are aware the customer may be or may become agitated and to ensure service flows efficiently from now on
- if the customers have any special dietary needs or special requirements (for example, birthday cake in the fridge), so they know what is needed and where to find it when the time comes.



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Many students displayed excellent knowledge of information required for an effective handover, but did not articulate the reason why each piece of information is required. To gain full marks, students needed to identify the information required **and** explain why this information was important to the relieving waiter. Marks were not awarded if the student was unable to provide a reason for the importance of the handover information.

## Question 15

Marks	0	1	2	3	Average
%	54	30	14	2	<b>0.7</b>

Any three of:

- verbal communication as a group (for example, a staff meeting or debrief session)
- individual verbal communication (for example, a one-on-one chat, meeting or appraisal)
- written communication, such as the use of a noticeboard, memo/letter, customer feedback/comment cards or an email
- non-verbal – smile or gesture (for example, nod of head) to say well done.

Students generally lacked knowledge regarding different types of communication and examples of how these may be used in the workplace.

## Question 16

Marks	0	1	2	3	4	5	Average
%	6	17	26	31	16	5	<b>2.5</b>

1. Turn off and unplug the machine.
2. Remove jug from base, taking care with blades/disassemble all parts of the machine.
3. Wash and rinse blender jug and lid in hot soapy water/place in the dish or glass washer. (This may be the first step if hot water and detergent is added to the jug and mixes for ten seconds, then continue with steps 1 and 2.)
4. Wipe base of machine with damp cloth.
5. Air-dry/dry with a clean, dry tea towel and reassemble.

Often students did not mention thorough washing in hot soapy water as well as rinsing. Many did not recognise that washing the blender jug in a dishwasher was acceptable.

Many students did not discuss hygienic methods of cleaning; for example, air-drying or using a clean, dry towel.

## Question 17

Marks	0	1	2	3	4	5	Average
%	6	8	23	31	21	11	<b>2.7</b>

Possible answers included the following.

- Remove the plate/don't place the meal in front of the guest.
- Explain the issue to the guest and apologise (apology could be part of the first step).
- Reorder the food: order replacement entree (without allergen) and restate customer's allergy.
- Advise customer how long it will take, then offer them something while waiting/keep them happy and informed.
- Follow-up: monitor the wait time, report to supervisor and check customer is happy when meal arrives. Double-check the next meal before serving.

Students were conscious of customer safety and most recognised the importance of removing the meal containing the allergen and apologising to the customer when dealing with the problem.

Some answers implied reordering a meal ('returned meal to kitchen') without stating this directly. Further customer follow-up and internal review, along with an explanation of the waiter's actions, led to full marks.