

2017 VCE VET Hospitality examination report

General comments

The 2017 VCE VET Hospitality examination assessed the following five units of competency:

- SITHFAB004 Prepare and serve non-alcoholic beverages
- SITHFAB005 Prepare and serve espresso coffee
- SITHFAB007 Serve food and beverage
- SITHFAB016 Provide advice on food
- SITXFIN001 Process financial transactions.

In general, students provided sufficient information in their responses. Few questions were left unanswered, which indicated good overall knowledge.

Students should use the correct terminology when providing answers and be specific in their responses. For example, phrases such as 'set up correctly' and 'wash thoroughly' do not explain processes. Higher-scoring responses would be 'set up on a stable surface' and 'wash thoroughly in warm, soapy water'.

Students should be aware of the difference between the group handle and group head, know that a blind filter is used for backflushing (not a closed filter) and know that cold beverages such as juice are served in glasses, not cups.

Specific information

Note: Student responses reproduced in this report have not been corrected for grammar, spelling or factual information.

This report provides sample answers or an indication of what 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	13	1	7	79	1	
2	3	45	30	21	0	Checking the reservations and any special requests is the best way for staff to work out the required room set-up and how many tables are required. Simply setting up different table sizes (Option C) may mean that reservations are ignored or not set up correctly, for example, forgetting to provide the correct number of chairs or requested high chairs for a booking.
3	81	9	5	5	0	
4	97	1	1	1	0	
5	4	4	46	46	0	Option D best describes a table d'hôte menu, not a set menu.
6	6	90	3	0	1	
7	0	55	39	5	0	
8	71	3	12	13	0	
9	0	100	0	0	0	
10	13	83	2	1	1	
11	49	11	36	4	0	Option C was a picture of a cake fork, which can be distinguished from the oyster fork (Option A) by its slightly larger size and the different shape of the left-hand tine of the fork.
12	17	7	70	5	0	
13	3	0	95	1	0	
14	3	61	34	2	0	Confit of duck, the steak with the bearnaise sauce and the roasted vegetables, and the pork belly are all relatively high in fat and would most likely not be ordered by the athletes. Although athletes may often choose a lean protein, such as a steak, the bearnaise sauce and roasted vegetables make this an unsuitable choice since the question stated the main course would be ordered 'without alterations'.
15	5	24	40	31	0	The standard is 30 mL of coffee extracted in 25 seconds. Some references refer to extracting 30 mL in 25–30 seconds; however, Option D stated 29–34 seconds, which indicates over-extraction and burning of the coffee, giving a bitter taste.

Question	% A	% B	% C	% D	% No Answer	Comments
16	0	1	5	93	0	
17	71	24	2	3	0	
18	3	4	92	0	0	
19	5	83	7	6	0	
20	6	10	60	24	0	
21	6	58	5	32	0	Jasmine is most often unfermented (green) tea with the addition of jasmine leaves, producing a fragrant, light and floral tea. Jasmine teas are drunk without milk and are commonly served in Asian restaurants, especially Chinese restaurants. Darjeeling is an Indian tea from the region of the same name. It is most often associated with drinking in the afternoon as a pick-me-up or as part of a high tea. It can be consumed with or without milk.
22	15	4	20	61	0	
23	14	8	5	72	0	
24	15	5	2	78	0	
25	1	10	88	0	0	

Section B

Question 1

Marks	0	1	2	3	Average
%	8	60	28	4	1.3

- acknowledge customer, smile or make eye contact
- introduce themselves
- welcome the customer to the restaurant
- check reservations/ask if they have a booking/ask how many people in the party
- take coats/umbrellas/hats/bags

Most students were able to obtain a mark for checking reservations. The question related to the greeting process, and responses relating to seating, lapping or providing menus were not accepted.

Question 2

Marks	0	1	2	3	4	5	6	Average
%	20	19	30	15	13	1	1	1.9

- dietary requirements/health reasons or choices – whether the restaurant has suitable choices/range of menu items to meet needs, for example, vegan, paleo, low carb or gluten-free

- ethnicity and demographics – desire to try foods from other cultures, wanting to eat at a restaurant of their own culture, appeal of certain establishments to a younger or older diner or people living in a particular area
- season/time of year – the types of foods and menus available at different times of year/according to produce available, prices and promotions offered
- media and publicity – social media/bloggers/restaurant reviews/dining apps, print media, television such as cooking shows and celebrity chefs
- ethical dining – animal welfare considerations, free-range or organic products

Other responses were accepted as long as the student was able to describe why the influence or trend affected the decision of the customer to dine there. Many students were able to list some influences but had difficulty describing why or how the influence or trend affected the customer's dining choice. Many referred to the strategies or motivation of the business, rather than articulating why or how customer choices were impacted.

Question 3

Marks	0	1	2	3	4	5	6	Average
%	4	2	7	20	33	28	6	3.9

- Set up appropriately – for example, make sure it is stable, accessible, assembled correctly.
- Check dispensers are clean and there are no residue/stains from previous service.
- Pour beverage into each dispenser/fill dispenser/ensure supplies for topping up.
- Check that beverage is fresh/within its use-by date before filling dispensers.
- Display labels to identify the type of juice for each dispenser.
- Set up glasses next to dispenser/polish glasses for service.
- Turn on dispenser (if required for chilling)/fill the ice tube/check that beverage has chilled before service.
- Make sure each dispenser is working/not blocked by pouring a small amount/sample from each.
- Check drip tray is clean/inserted correctly.
- Ensure lids are sealed.

Many students were able to score highly on this question, although some repeated the cleaning step or referred to setting up cups instead of glasses for service.

Question 4

Marks	0	1	2	3	4	5	6	Average
%	15	14	25	23	15	7	1	2.4

- Dosing: Using the lever on the grinder to dispense a 7 g (or 14 g) measure of ground coffee from the grinder into the group handle/filter basket.

Full marks were not awarded if students mentioned putting coffee grounds into the 'group head' or if they failed to state the quantity dispensed.

- Tamping: Pressing or compacting the ground coffee into the group handle/filter basket using a tamp/tamper to evenly disperse/flatten.

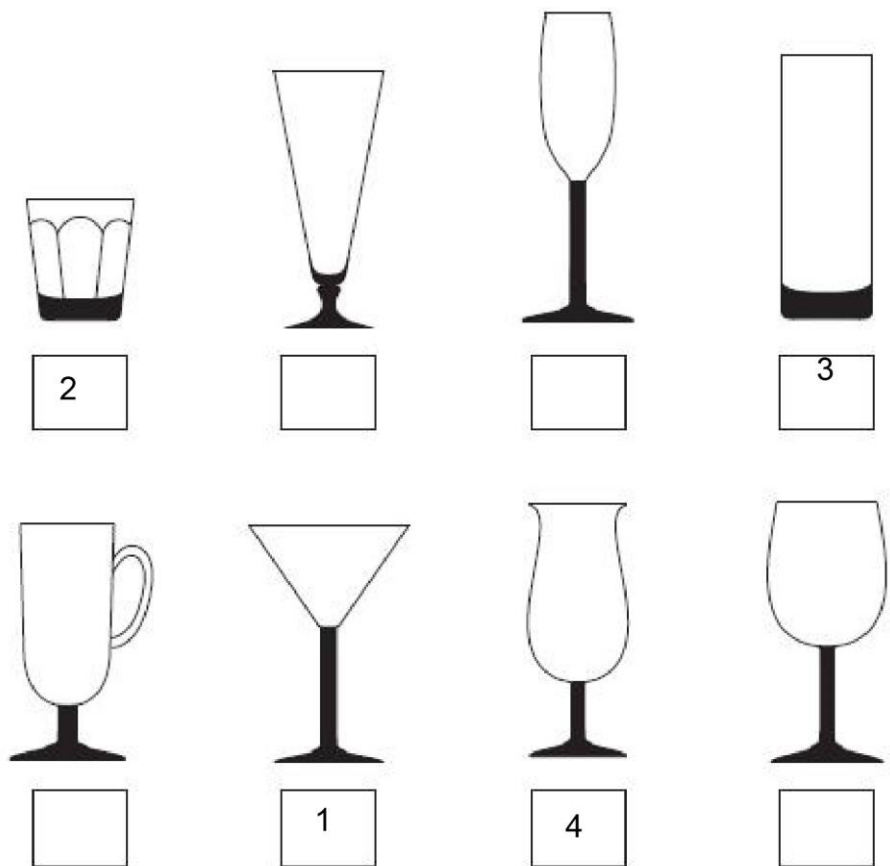
To obtain full marks, students were required to explain what tamping is and state that a 'tamper' is used. Students were not awarded full marks if they referred to tamping the coffee grounds in the 'group head'.

- Chai latte: A hot beverage made from combining textured milk with chai power (or liquid concentrate). Chai is tea-based/contains spices or vanilla.

Students were not awarded a mark if they refer to chai as a coffee.

Question 5

Marks	0	1	2	3	4	Average
%	0	3	15	74	8	2.9



Most students were able to score well on this question. The most common error related to the appropriate glass for serving a frappé. A frappé is liquid served over crushed ice or fruit juice mixture frozen to a slushy consistency. The cocktail glass is most suitable, as the slanted sides allow you to sip from it without the crushed ice tipping onto your face. Many students selected the glass with the handle as suitable to serve a frappé. The handled glass is suitable for serving a hot drink, such as a Vienna coffee or an Irish coffee.

If a student placed the same number in more than one box, the mark was not awarded.

Question 6a.

Marks	0	1	2	3	4	Average
%	72	0	19	0	8	0.7

Type of establishment	Style of service
cafe	<ul style="list-style-type: none"> counter service – ordered and served at the counter ordered at the counter and served to the table (combination of counter and plate service) plate service (table service)
bistro/hotel or pub	<ul style="list-style-type: none"> counter or plate service (or a combination of both)
restaurant/fine dining restaurant	<ul style="list-style-type: none"> plate service (table service) silver service

The style of service needed to match the selected establishment type for marks to be awarded. Many students selected a style of menu rather than a style of service, despite the fact that 'style of service' was mentioned twice in the question and also in the table heading.

The style of service had to be appropriate to the à la carte menu on the previous page, therefore buffet and smorgasbord were not accepted.

Question 6b.

Marks	0	1	2	3	Average
%	5	28	42	26	1.9

Suitable responses include:

- talking to suppliers
- menu tasting/trying local and seasonal foods
- discussing/asking questions of chefs/supervisor/manager/co-workers
- attending trade shows/attending food festivals
- reading industry and promotional material/books (for example, food dictionary/cookbook/recipes)
- using the internet.

This question was generally handled well. Any inability to achieve full marks was usually related to the repetition of 'seeking assistance' or 'asking questions of colleagues'.

Question 6ci.

Marks	0	1	Average
%	13	87	0.9

Lemon meringue pie

Most students were able to identify the lemon meringue pie as being a suitable choice for someone allergic to nuts. This was the only response accepted, as the other desserts contained nuts (pecans in the panna cotta, praline wafer with the sticky date pudding and Nutella on the pizza).

Question 6cii.

Marks	0	1	2	3	Average
%	42	28	18	12	1

The following is an example of a thorough response: Lemon meringue pie is a sweet baked pie, consisting of a buttery shortcrust pastry filled with a tangy lemon curd and topped with sweet, fluffy meringue that has been flashed under the grill to brown slightly.

Students needed to give descriptive words or explanations that described the taste, texture or appearance of the lemon meringue pie. For example: The pastry or crust is crisp/buttery/biscuit-like/short-crust pastry. The filling is tangy, tart, fruity, luscious lemon curd/custard. The meringue is fluffy, sweet, soft, cloudlike, peaks of meringue, lightly toasted/baked/caramelised/flashed meringue.

Many students were unable to fully articulate the various components of the pie to provide an adequate sensory evaluation of it. Negative sensory factors, such as crumbly pastry, were not accepted.

Question 6di.

Marks	0	1	Average
%	36	64	0.7

'Steamed vegetables' or 'garden salad' were acceptable responses.

Although many people may consume truffle mashed potato as a side dish with a cassoulet, it is not the best recommendation as the cassoulet contains beans and two carbohydrate components are unnecessary.

Question 6dii.

Marks	0	1	Average
%	19	81	0.8

'Snapper' or 'spatchcock' were accepted as a choice for a low-fat meal.

Most students were able to identify one of the above.

Question 6diii.

Marks	0	1	Average
%	78	22	0.2

A bowl of chips is the least suitable recommendation, as chips already come with the dish.

Students needed to be familiar with the classic French dish 'steak frites', meaning steak with fries (chips). More chips would not be served when the guest already has them on their plate.

Question 6div.

Marks	0	1	Average
%	40	60	0.6

Soufflé would be unsuitable, as it takes a long time to cook.

Most students who did not achieve marks for this question selected a main course rather than an entree.

Question 7a.

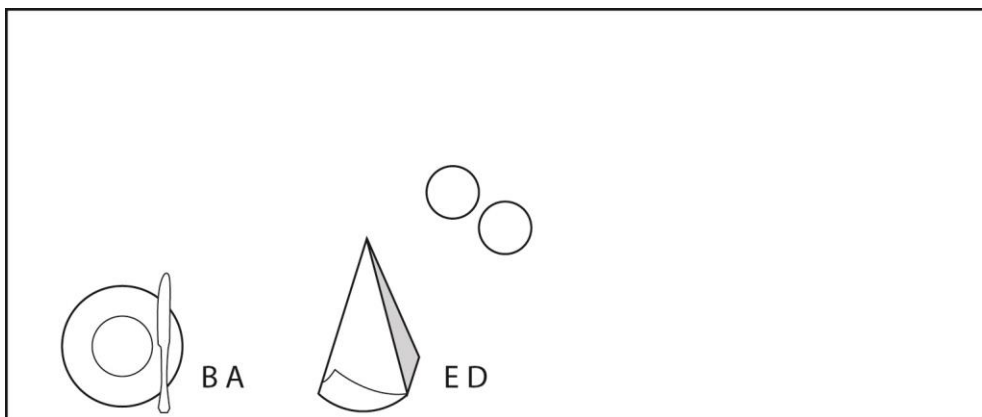
Marks	0	1	2	3	4	Average
%	4	5	12	27	53	3.2

1. Cover 2 ordered half a dozen oysters, not a dozen.
2. Cover 4 did not order an entree, but a terrine has been put down/Cover 4 appears twice on the entree list (once as no entree and once for ordering terrine).
3. Cover 4's steak frites should be rare not medium.
4. Cover 5 ordered a terrine, not a charcuterie plate/Quantity of charcuterie plate should be 1, for Cover 6, not 2.

Most students scored highly. Students were required to mention the error and be specific about the dish as well as the cover number that it related to. For those who did not score highly, it was generally due to assuming that the table plan was the section where the mistakes were, so therefore their responses were in reverse.

Question 7b.

Marks	0	1	2	Average
%	39	18	43	1.1



To score full marks, students were required to correctly position the entree and main course cutlery. Drawings without letter labelling were not accepted.

Many students placed the cutlery around the side plate, instead of either side of the napkin, or reversed the position of the knives and forks.

Question 7c.

Marks	0	1	Average
%	21	79	0.8

Dessert spoon (H) or dessert spoon and entrée fork (H and B)

Most students identified the correct dessert cutlery. Incorrect responses included a parfait spoon or a teaspoon.

Question 8

Marks	0	1	2	3	4	5	6	7	8	Average
%	2	6	17	21	22	19	11	2	0	3.7

Menu item	Condiment	Accompaniment	Side dish
<i>roast pork</i>	<ul style="list-style-type: none"> apple sauce 	<i>gravy</i>	<ul style="list-style-type: none"> roasted or steamed vegetables braised vegetables, e.g. cabbage mashed vegetable, e.g. potato cabbage slaw <p>(Students did not need to specify the type of vegetables but needed to give more than a one-word answer; for example, 'potato', 'salad' and 'vegetable' were not accepted on their own.)</p>
<i>smoked salmon</i>	<ul style="list-style-type: none"> cream fraiche cheese dill mayonnaise dill cream sour cream horseradish 	<ul style="list-style-type: none"> lemon wedges/slices capers thinly sliced onion gherkins caviar 	<i>brown bread and butter</i>
<i>steak</i>	<i>mustard or maître d'hôtel butter</i>	<ul style="list-style-type: none"> gravy Diane sauce mushroom sauce pepper sauce bearnaise (red wine) jus hollandaise 	<ul style="list-style-type: none"> chips/wedges/mash/other types of potato such as roast, baked or hassleback vegetables, e.g. steamed, stir-fried salad, e.g. garden, tossed <p>(Students did not need to specify the type of vegetables but needed to give more than a one-word answer; for example, 'potato', 'salad' and 'vegetable' were not accepted on their own.)</p>

<i>burritos</i>	<ul style="list-style-type: none"> • Tabasco • sour cream • guacamole • salsa 	<i>sliced lettuce, tomato and avocado</i>	<ul style="list-style-type: none"> • rice (steamed, Mexican, spicy) • Mexican-style slaw • corn/tortilla chips • refried beans • bean salad • salsa (if not listed in the condiment section)
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Students were required to list one condiment, accompaniment or side dish in the blank spaces.

Many students were not aware of the difference between condiments, accompaniments and side dishes. Most students were able to provide some suitable responses for the steak and roast pork but had difficulties with the smoked salmon and burritos.

Question 9a.

Marks	0	1	Average
%	29	71	0.7

Coffee plunger or French press

Most students were able to identify the coffee plunger. Those who did not identify the coffee plunger usually referred to it as a percolator.

Question 9b.

Marks	0	1	2	3	4	Average
%	27	19	18	19	18	1.8

- Pre-warm the plunger pot/beaker.
- Place ground coffee in the base of the jug.
- Add boiling water.
- Allow to infuse/brew.
- Slowly depress the lid/plunger.

Steps needed to be in the correct order to obtain full marks. Steps 2 and 3 had to be included to obtain full marks.

The term 'ground coffee' was required; 'coffee beans', 'instant coffee' or 'coffee from the espresso' were not accepted.

'Hot water' and 'near-boiling water' were also accepted. An answer of 'water' without an indication of temperature was not accepted.

Many students incorrectly described adding instant coffee instead of ground coffee or adding the water before the coffee. Some students referred to pumping or plunging the handle/knob of the lid up and down, which is incorrect.

Question 9c.

Marks	0	1	2	3	Average
%	26	39	32	4	1.2

Safety considerations include the following:

- Check that the plunger is not hot.
- Take care when cleaning the glass as it might break.

Hygiene considerations include the following:

- Wash in hot, soapy water/Wash in a glass washer/Ensure all coffee particles are removed from the coils of plunger.
- Rinse and dry thoroughly before reassembly/Allow to air dry.

Students were required to describe at least one safety consideration to score full marks. Most students did not address a safety consideration.

Washing the beaker in the 'dishwasher' was not accepted, but 'glass washer' was.

Question 10

Marks	0	1	2	3	Average
%	44	27	25	4	0.9

Issue	Correction
The coffee goes stale quickly.	<ul style="list-style-type: none"> • Only grind the amount of coffee required at the time/on demand. • Don't overfill beans in hopper.
The coffee tastes bitter and burnt.	<ul style="list-style-type: none"> • The coffee grind is too fine. Adjust the coffee grind so it is coarser (larger)/not so fine. • The dose is incorrect (it is over-dosing and too compacted/over-tamped). Avoid overdosing/dose the correct amount (approximately 7 grams per coffee). Avoid over-tamping (over compacting) the coffee.
The coffee tastes sour, watery and weak.	<ul style="list-style-type: none"> • The coffee grind is too coarse. Adjust the coffee grind so that it is finer/less coarse. • The dose is incorrect (it is under-dosing/under-tamped). Avoid under-dosing/dose the correct amount (approximately 7 grams per coffee). Ensure coffee is tamped firmly.

The identified corrections needed to relate directly to the grinder; responses that referred to storing the coffee in a sealed container in a cool and dry location were not accepted, as this question related to the preparation of the grinder for service, not general coffee storage considerations.

Students often mentioned that coffee was over-extracted or under-extracted, but they needed to mention that the extraction rate is directly related to the particle size of the ground coffee (either too fine or coarse) or the amount dosed from the grinder (over-dosed or under-dosed).

Question 11

Marks	0	1	2	Average
%	54	35	12	0.6

'Purging the steam wand' is turning it on to remove/expel milk and water residue to ensure the wand is clean/to prevent bacteria in the wand.

'Texturing' is the even heating/steaming of milk to ensure it is doubled/stretched/rolled/polished to create a dense, glossy/silky foam or to create smooth, creamy milk with even dispersion of milk and foam.

To obtain full marks, students needed to describe how and why each step was carried out. Responses that referred to creating 'froth' or 'fluff' were not awarded marks.

Question 12a.

Marks	0	1	2	Average
%	19	62	20	1

- Service was busy/A lot of coffees have been made during service.
- Machine has not been purged/flushed/cleaned regularly.
- Coffee grounds build up and cause blockages/All machines require periodic backflushing to maintain optimal operation/Oil builds up over time and goes rancid.

Most students were able to identify that the machine may have produced a lot of coffees due to a busy service period.

Question 12b.

Marks	0	1	2	3	4	Average
%	47	21	15	10	6	1.1

- Turn on machine to run water through the shower screen.
- Put a blind filter in the group handle.
- Insert the group handle into the group head.
- Backflush: Turn water on then off for approximately 5–10 seconds/turn water on to push water through the machine/turn water on and jiggle the handle to assist in loosening coffee grounds.
- Repeat process until the water is clear/Repeat 3–6 times.

Students were required to explain or describe the process of backflushing, not just repeat the term in their response. Students needed to be aware of the correct terminology, for example, blind filter, group handle, filter basket and group head.

The second point was essential to gaining full marks.

Full marks were not awarded if students referred to using chemicals during service.

Question 13

Marks	0	1	2	3	Average
%	30	22	26	21	1.4

Information contained on a SDS can include:

- identification – product identifier and chemical identity, manufacturer's details, contact information in case of emergency
- hazard identification – hazard pictograms; effects of contact with chemical on eyes, skin, etc. (for example, 'may cause ...')
- composition/information on ingredients/components/percentages/proportions
- first aid measures and treatment advice – for example, 'seek advice from a doctor' or 'flush eyes with running water'
- firefighting measures
- accidental release measures – clean-up instructions if spillage occurs
- handling – description of the use of the chemical, how it may be safely used or for what it is used, for example, 'used for the espresso machine cleaner/grill cleaner/floor cleaner'
- storage – for example, well-ventilated area, labelled, not in soft drink bottle

- exposure controls and personal protection – personal protective equipment, such as gloves; protective clothing; adequate ventilation
- physical and chemical properties
- stability and reactivity
- toxicological information – is it a poison?; effect on animals/aquatic life
- ecological information – environmental effects if released into waterways
- disposal considerations – correct disposal of product and packaging
- transport information
- regulatory Information.

Most students were able to score some marks for this question. Students were not awarded marks if they referred to the SDS as providing instructions for steps to clean the espresso machine, as the SDS relates to the chemical.

Question 14

Marks	0	1	2	3	Average
%	6	18	46	30	2

- Check customer satisfaction so the customer has the opportunity to raise their issue and it can be resolved before they leave/Deal with the issue before the customer leaves/Make a customer feedback card available.
- Ask the customer about the nature/detail of the complaint and determine if the waiter can rectify.
- Provide a solution, for example, replacement/approved compensation.
- Report it to the manager so they can pass on the information to the chef/kitchen or attend to the customer.
- Report directly to the chef so they can fix/replace the meal.
- Use this information as feedback during staff debriefing so staff can make changes and improvements.

Students need to realise the importance of directly asking the customer for feedback, which will assist in providing an immediate resolution and in implementing improvements. Full marks were not awarded if a student simply referred to informing the chef or supervisor without stating what this person could then do to address the complaint and provide a solution, for example, provide a replacement meal. Students often did not mention the importance of the debriefing session at the end of service as a way to address complaints.

Question 15a.

Marks	0	1	Average
%	81	19	0.2

Discretionary funds/money kept on hand for small/incidental or emergency purchases

Overall, this question was not well answered, as many students confused petty cash with the cash float or tips.

Question 15b.

Marks	0	1	Average
%	69	31	0.3

Petty cash may be used to purchase small items, such as stationery, flowers or items that the restaurant or cafe has run out of (for example, ice, milk, bread).

Some students were able to adequately describe the use of petty cash, even if they had provided a poor definition in Question 15a.

Question 16

Marks	0	1	2	3	Average
%	18	23	41	18	1.6

The following things could be checked:

- it is the bill for the correct table/the table number
- the items ordered are listed and correct
- the prices are correct for each item/GST is included
- the total on the bill is correct
- it is presented appropriately, for example, in billfold/folded on a plate.

Some students mentioned the steps in the order of service prior to presenting the bill, rather than the checks carried out on the actual bill.

Question 17

Marks	0	1	2	3	4	Average
%	9	22	40	24	6	2

Step 2: Enter all (food and beverage) items ordered (and/or retrieve order using the table number if appropriate).

Step 3: Inform the customer of the total amount owing (after subtotalling).

Step 4: Enter the amount of money given by the customer into the POS system.

Step 5: Provide change to customer/Take out \$56.70 in change and return to the customer.

Alternatives to Step 5 include: Count back the change to the customer: 70 c makes \$44, \$1 makes \$45, \$5 makes \$50 and \$50 makes \$100/Leave the \$100 on top of the register drawer/Say 'check 100'/Provide receipt/Ask the customer if they want a receipt.

Students were often unfamiliar with how a standard POS system operates. This question asked students to describe the steps in processing the order, receiving payment and providing change. Many students neglected to include the processing of the order (that is, entering items into the POS) and advising the customer of the cost/asking for payment. Most students mentioned entering the amount into the POS and providing change of \$56.70, counting the change back, placing the money at the top of register draw or providing a receipt; however, these were often listed as separate steps in the process when they are all part of providing change.

Question 18

Marks	0	1	2	3	4	5	6	Average
%	2	8	26	29	20	9	5	3.1

- Acknowledge the delay, apologise to the customer and inform them you will investigate the delay.
- Check with the kitchen regarding the stage the orders are at and why there is a delay.
- Return to the customer and inform/explain to them why there is a delay/Advise how long the meals will be/Provide an expected time frame on when the meals will be ready.
- Report the delay to the supervisor so they are aware.

- Offer compensation as approved by the supervisor (for example, bread/rolls/olives) if further delay is anticipated. If appropriate, offer more drinks.
- Follow up – make sure the meals are served as quickly as possible/Check back with the customer/Make sure nothing else goes wrong/Make sure there are no more delays.

Students needed to state that an apology should be made to the customer to achieve full marks, and generally students did include apologising to the customer for the delay. The response should have also stated that the customer is to be reassured that the attendant is going to take action to find out about the delay in the first instance. Students also needed to remember that complimentary items, such as bread and butter, a dish of olives and additional drinks, usually require supervisor approval so should be offered after reporting to the supervisor. A follow-up check to ensure their meals arrived as soon as possible was also not communicated clearly.