

# 2021 VCE VET Hospitality external assessment report

## General comments

The 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.

It was encouraging to see that most students attempted all questions and were able to provide multiple responses where required. In most cases, students were able to provide sufficient details to gain some marks for their responses. Overall, there were very few questions left unanswered, which indicated good knowledge.

Students demonstrated sound knowledge in relation to:

- safety and hygiene
- current procedures and requirements relating to the use of QR codes
- dietary requirements, such as allergies and intolerances and types of foods to accommodate these conditions
- waste disposal requirements and environmental impact.

Students should:

- read the questions properly to ensure they address the question requirements in their response
- use correct industry terminology (e.g. brew, foam, build)
- be specific in responses to make answers clear
- provide examples to support explanations
- provide thorough description of cleaning processes, including the application of hot, soapy water and the use of sanitiser
- demonstrate awareness of how customers should be treated.

Students were not awarded marks if they:

- repeated the stimulus material from the question as their answer
- gave vague or non-specific answers
- provided one-word answers.

## Specific information

Note: This report provides 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

Question	Correct Answer	% A	% B	% C	% D	Comments
1	B	2	96	2	0	
2	A	87	1	9	4	
3	A	28	22	26	23	Swiss, gouda and cheddar are hard cheeses. Fetta and camembert are soft cheeses. Taleggio is a semi-soft washed rind cheese. Although it falls more broadly into the blue cheese category, roquefort is semi-soft with a moist, creamy texture. Vintage cheddar is a hard cheese. Therefore, A is the correct response as it is the only combination that does not include two hard cheeses.
4	D	0	0	4	96	
5	C	14	1	80	5	
6	D	0	21	13	65	
7	D	6	1	4	89	
8	A	89	10	1	0	
9	D	1	19	10	70	
10	B	3	85	7	4	
11	A	72	3	18	7	
12	B	2	92	4	2	
13	D	6	2	14	78	
14	B	37	40	22	1	Demitasse translates from French to half-cup. A standard tea or coffee cup holds approximately 120–150 mL depending on the manufacturer. Therefore, a half-cup (demitasse) would hold 60–75 mL, so B is the correct response. Many students selected A, which is the approximate measurement of a standard shot of espresso in millilitres.
15	AB	25	45	7	23	Baristas may heap the coffee into the group handle (in a convex shape) but tap the side of the filter basket to even out the coffee so that when they tamp it the coffee is even. This avoids channelling – where the extraction of coffee may be uneven, resulting in an under-extracted coffee. Due to different techniques and methodologies in use in the industry, students may have been taught in different ways, therefore both responses A and B were accepted.
16	D	1	5	27	68	
17	C	8	9	68	14	
18	B	6	66	4	24	

Question	Correct Answer	% A	% B	% C	% D	Comments
19	C	24	4	46	26	A is incorrect as simply wiping the hopper with a dry cloth does not remove all the coffee oils that are deposited on the hopper. These oils can turn rancid and affect the flavour of beans stored in the hopper. Responses B and D are incorrect as they explain cleaning methods including the submersion of the grinder or contact with the motor.
20	C	7	1	91	2	
21	D	9	41	24	26	Labelling of genetically modified (GM) foods is a requirement of the food (production) industry but not the hospitality industry. GM foods are not required to be labelled on a menu.
22	A	83	4	8	6	
23	A	78	7	8	7	
24	C	2	0	63	35	
25	C	0	6	80	14	

## Section B – Short answer questions

### Question 1

Mark	0	1	2	3	4	Average
%	4	11	29	40	16	2.6

Examples of correct responses are as follows. Students were required to give one suitable answer for each category.

Category	
tables and chairs	<p>Safety</p> <ul style="list-style-type: none"> <li>• Check stability / adjust the leg or place a chock under one or more legs / remove the unstable chair</li> <li>• Correct table size for number of guests (e.g. too small and crowded could result in injury/trip by waiter or customer when trying to move around)</li> <li>• Correct chair placement, correct for number of guests, pushed in so not a trip hazard</li> <li>• Positioning (e.g. not too close to toilets/kitchen/entry / allow pathway to walk through)</li> <li>• Lifting/moving/stacking use two people / use correct lifting technique (e.g. bend knees / use a trolley to transport)</li> </ul>
	<p>Hygiene</p> <ul style="list-style-type: none"> <li>• Wipe tables and chairs to clean/sanitise</li> </ul>
cutlery and crockery	<p>Safety</p> <ul style="list-style-type: none"> <li>• Use a trolley to move heavy cutlery trays to avoid cuts/injuries / use a service tray to carry / hold by handle not blade/prong</li> <li>• Place on the table, 1–2 cm from the edge, so they don't get knocked/fall (e.g. if someone walks past and contacts the table)</li> <li>• Check for chips and cracks in crockery – customer could cut themselves or swallow a chip</li> <li>• Ensure crockery and cutlery are not stored too high / accessible storage area so people don't have to reach</li> <li>• Heavy plates – only carry what you can manage safely</li> </ul>
	<p>Hygiene</p> <ul style="list-style-type: none"> <li>• Cutlery must be clean and polished OR clean and sanitised</li> <li>• Avoid touching cutlery – hold by handle / don't hold by part that customer puts in their mouth / use a service plate/tray</li> <li>• Check for chips and cracks in crockery (chips and cracks hold bacteria)</li> <li>• Ensure storage container/area is clean</li> </ul>

Most students were able to identify safety and hygiene factors. Some students appeared not to have read the question properly and did not refer to tasks related to set-up. Repeated answers were not accepted unless the student provided further explanation (e.g. Safety: Check for chips and cracks as a customer could cut themselves. Hygiene: Check for chips and cracks as they can harbour bacteria).

## Question 2

Mark	0	1	2	3	4	Average
%	19	24	29	22	7	1.7

Students had to identify four examples of how a hospitality business may adapt its menu options and service styles to meet customer needs and preferences.

### Menu options

- Change/provide a range of menu options to suit dietary requirements such as allergies (nuts, egg, milk etc.), intolerances (lactose, gluten/coeliac), vegan/vegetarian, illness/disease (diabetes)
- Include healthy menu options to meet customer needs – steamed over fried / lighter foods/salads / unprocessed fresh over processed. Catering to needs of health conscious/athletes
- Takeaway, home delivered, cook at home restaurant meals instead of eat-in. Quick meals (simple, mobile, eat on the go)
- Include items/dishes/ingredients on the menu as they are popular or trending / influenced by social media trends
- Change the style of menu to suit customer needs (e.g. buffet menu for group, adding carte de jour or table d’hote).

### Service styles

- Share plates, serving sizes (e.g. entrees instead of mains) / casual dining / counter service / buffet/plate service
- Removal of buffets to aid social distancing
- Adding carte de jour or table d’hote.

### Customer needs

- Increasing customer awareness – food miles, head to toe eating, less meat, sustainability, customers wanting more information
- Seasonal – customer wants and needs change (e.g. summer to winter) (lighter to heavier) / seasonal ingredients – menu will reflect these changes
- Cultural – religious, Halal, may affect style of service (e.g. shared or family service)
- Demographic (e.g. age families / kids menu / earlier service to cater for families, elderly)
- Eating patterns – eating later, eating out on certain days.

High-scoring responses were able to link the example provided to how the hospitality business may adapt the menu option or service style to meet customer needs and preferences.

It was not enough to simply say ‘food trends’ without explaining that a restaurant may incorporate current trending ingredients into existing or new menus. One-word answers such as ‘seasonal’, ‘cultural’ or ‘demographic’ were not accepted.

## Question 3a.

Mark	0	1	2	3	Average
%	9	18	46	28	2.0

Correct responses included any three of the following.

- Greet customer by acknowledging them / with a smile / greet by name if known.
- Welcome customer to the establishment / introduce yourself / assist with opening door.
- Check/confirm if they have a reservation.
- Store coats/jackets/umbrellas or other personal items.

Responses that provided detail around greeting customers that displayed the student's understanding of making a positive first impression scored well. How the customer is greeted is the first important service step, so including a description of the greeting such as 'saying hello and giving them a welcoming smile' demonstrates sound knowledge of the process.

## Question 3b.

Mark	0	1	2	3	Average
%	1	12	52	35	2.2

Correct responses included any three of the following.

- Politely ask if they need help.
- Show/explain/tell them what to do.
- Do it for them / have someone in the group check in for them / use the establishment's device.
- Offer a manual (paper) system.
- Provide a different QR code (i.e. if paper is wet or damaged QR may not work).

Students were able to demonstrate good knowledge in relation to the use of QR codes.

## Question 4

Marks	0	1	2	3	4	5	6	Average
%	3	5	13	15	35	13	16	3.8

To receive full marks students had to provide a correct definition and example for each of the following food-related terms.

	Definition	Example
Drug–food interaction	<ul style="list-style-type: none"> <li>The effect some foods have on prescribed medications</li> <li>Food interfering with drug effectiveness</li> <li>Food causing a negative reaction with the drug</li> </ul>	<ul style="list-style-type: none"> <li>Food – Alcohol, grapefruit juice and other acidic fruits, dairy products</li> <li>Drugs – May include prescription (e.g. antibiotics), over-the-counter drugs or supplements/vitamins</li> </ul>
Food allergy	<ul style="list-style-type: none"> <li>Body's reaction to eating some foods</li> <li>Affects the immune system</li> <li>Mild to severe reactions</li> <li>Can be life threatening – anaphylaxis reaction</li> </ul>	<ul style="list-style-type: none"> <li>Egg, cow's milk, peanut, tree nuts, sesame, soy, fish, shellfish, wheat, coriander</li> </ul>
Food intolerance	<ul style="list-style-type: none"> <li>Body's reaction to eating some foods</li> <li>Affects the digestive system</li> <li>Causes discomfort and can affect a person's wellbeing and general health</li> <li>Is not life threatening</li> </ul>	<ul style="list-style-type: none"> <li>Lactose, fructose (FODMAP), gluten, caffeine, MSG</li> </ul>

Most students were able to define both food allergy and food intolerance; however, some neglected to provide an example. Food and drug interaction proved challenging for many students, with some responses relating to (illicit) drugs being put into food or drinks.

## Question 5a.

Marks	0	1	2	3	4	5	6	7	8	Average
%	5	3	4	6	17	14	23	19	9	5.1

Raspberry Spider		
Card No: 0001	Number of serves: 1	
Ingredients (2 marks) <ul style="list-style-type: none"> <li>(Vanilla) ice cream</li> <li>Raspberry lemonade/soft drink/soda OR lemonade and raspberry cordial</li> </ul>	Equipment (1 mark) <ul style="list-style-type: none"> <li>Ice cream scoop</li> </ul> (Scoop on its own not accepted)	Method (2 marks) <ul style="list-style-type: none"> <li>Build (built/building)</li> <li>Add ice cream and top with raspberry lemonade</li> </ul> (Ice cream must be added first)

Raspberry Spider	
Glassware (1 mark) Any one of: <ul style="list-style-type: none"> <li>• high ball</li> <li>• milkshake</li> <li>• parfait</li> <li>• hurricane</li> </ul>	Garnish/decoration/utensil (2 marks) Served with a maraschino cherry and any two of <ul style="list-style-type: none"> <li>• a straw</li> <li>• a parfait spoon / long-handled teaspoon (not just spoon or teaspoon, not dessert spoon)</li> <li>• Decoration (e.g. umbrella)</li> <li>• Raspberry drizzle/syrup</li> </ul>

Most students were able to achieve good scores for this question.

General areas for improvement include being familiar with industry terminology for equipment such as the ice-cream scoop, correct naming of suitable glassware and knowledge of drink-making methods.

Students should also understand why a method would be used for a particular drink. For example, some students selected blend as the method to prepare a spider. In a spider, the soft drink component is carbonated, and it will spray and lose carbonation if blended. The fizz, bubbles and creamy mouthfeel produced by pouring the soft drink over the ice cream is a desirable characteristic of the spider, which would be lost with blending.

## Question 5b.

Mark	0	1	2	3	4	Average
%	17	21	26	26	11	1.9

Correct responses included:

- taste/flavour – sweet OR creamy (one mark)
- colour/appearance (one mark) – one of:
  - red/pink from the raspberry lemonade or raspberry cordial
  - white ice cream mixing/combining with the red/pink lemonade
  - pink/red and white from the combination of the raspberry lemonade and ice cream
- texture/mouthfeel and aroma/smell (two marks) – two of:
  - fizzy, bubbly raspberry lemonade
  - creamy/smooth ice cream
  - fresh, fruity, raspberry smell of the raspberry lemonade
  - creamy smell of the ice cream.

For all responses except for taste/flavour, the sensory characteristic or description must be linked to the ingredient to obtain full marks. Students should ask themselves where the sensory characteristic comes from. What produces the fizz or the creaminess (e.g. creamy ice cream, fizzy raspberry lemonade, pink lemonade and white ice-cream)?



## Question 6a.

Mark	0	1	Average
%	73	27	0.3

Correct responses were table d'hote OR sharing/shared menu.

A table d'hote menu offers some (limited) choice for a set price per person. Sharing menu was also accepted as a more modern interpretation of this menu example. Many students incorrectly stated that it was a set menu.

## Question 6b.

Mark	0	1	2	3	4	Average
%	28	26	29	12	4	1.6

Correct responses included the following.

- Dishes / menu items / meals are placed in the middle of the table to share.
- There are four customers and the number of dishes chosen is dependent on number of guests / can be adjusted to suit number of guests OR because there are four people they can choose four small, two large and two side dishes.
- Flexible service times – all dishes could be served at the same time or at different times (e.g. small then large).
- Allows for a variety of meals to be tasted/sampled.
- Experience different foods from various Asian countries.
- Everyone can find something they like / determine their own portion size (some may eat more, some less).
- Those with dietary requirement can be accommodated (e.g. vegetarian, GF, lactose).
- Supports local suppliers/business (food miles, carbon footprint).
- Set price – same for each person, can work out how much they owe, affordable, easy to split bill.

High-scoring responses described the features and benefits of the service style and menu in an appealing and enticing way. Marks were not awarded if students simply repeated information from the stimulus such as: fusion menu, traditional Asian dishes, fresh and locally sourced, two people can choose two small, one large and one side dish.

## Question 6c.

Mark	0	1	2	3	Average
%	0	2	13	85	2.9

Small	Large	Sides (any two of these three)
1. Vegetarian spring rolls	1. Baked teriyaki tofu	1. Chilli broccolini
2. Rainbow tofu rice paper rolls	2. Red curry (vegetable)	2. Steamed fragrant rice 3. Roti with peanut sauce

Responses received one mark for identifying two dishes in each of the small, large and side categories. This question was very well answered by students.

## Question 6di.

Mark	0	1	2	3	Average
%	7	34	44	15	1.7

Correct responses included any three of the following:

- oyster fork
- soup spoon (must specify type of spoon to be awarded a mark)
- extra/entree knife and fork
- chop sticks.

Most students were able to identify that a soup spoon may be required. Student responses were required to address the a la carte setting and additional cutlery to be set dependant on customer's choices. Items such as tongs or other utensils from the kitchen were not awarded marks.

## Question 6dii.

Mark	0	1	2	Average
%	26	57	17	0.9

Correct responses included:

- crockery – plate or bowl (individual) for putting their selection on from the shared platters
- glasses – water and/or wine (or other specified drink) / glass of water.

Student responses were required to address the individual setting, so items for the table such as jugs or carafes were not accepted, nor were additional cutlery items as the question specified 'other than cutlery'.

## Question 7a.

Mark	0	1	2	3	Average
%	4	19	34	43	2.2

Waste product	Method of disposal
food scraps	compost/food waste or scrap bin / food only bin
drink cans/bottles/cardboard/paper/plastics	recycling
plastic straw	general rubbish bin/waste

This question was generally well handled by students, although a common error was to suggest that plastic straws should be recycled. Plastic straws must be disposed of in the general waste bin. Landfill was not accepted as it is an area where general waste is taken for disposal, not a method of disposal.

## Question 7b.

Mark	0	1	2	Average
%	17	41	42	1.3

Correct responses included any two of the following.

- Minimise the use of linen.
- Buy recyclable disposable products (e.g. bamboo takeaway cutlery, paper not plastic straws).
- Encourage keep cups.
- Only place items needed on table to minimise washing up unused items.
- Use electronic ordering system (e.g. tablet).
- Use environmentally friendly cleaning products.
- Switch off appliances after use / when not in use.
- Energy efficient appliances / install sensors (e.g. for lights) / energy efficient light globes.
- Maintain equipment (e.g. check fridge seals regularly).
- Inventory management / standard recipes to reduce waste / don't over-order.
- Use of local suppliers/producers OR growing own food (e.g. herbs/veg).
- Reduce water usage:
  - fix dripping/leaking taps, don't leave taps running
  - onsite water tanks / install sensor taps
  - fill dish/glass washers before washing
  - fill sink or bowl instead of running water to wash food or dishes.
- Composting – use of compost bin or composting to garden (e.g. coffee grounds).

This question was generally well handled. No marks were awarded for recycling as the question specified 'in addition to recycling'. No marks were awarded for general or vague answers like 'use an environmentally sustainable supplier' unless this was explained, or an example used.

## Question 7c.

Mark	0	1	2	Average
%	29	46	25	1.0

Correct responses included any two of the following:

- cost reduction (e.g. purchasing less paper/plastic goods, lower cost of utilities)
- reduction in food waste (e.g. using leftovers, nose to tail eating, ordering/preparing what is needed)
- marketing/promotional/reputational (e.g. likes on social media, customers may be more inclined to dine at a socially responsible hospitality business)
- helps the environment – must give example such as reduces carbon emissions / climate change or link to one of the above responses.

This question was also well handled. Where responses did not achieve full marks, it was generally due to the lack of an explanation.

## Question 8

Marks	0	1	2	3	4	5	6	Average
%	8	13	17	25	20	13	4	2.9

Correct responses included:

Timing (any two of)

- 4–5 second delay before the espresso comes through
- 25–30 seconds (or 27–32 seconds) extraction time (for 30–35 mL of espresso)
- When using a double filter basket / group handle, ensure both shots dispense at the same time.

Flow (pour) (one of)

- The espresso should be a thick/heavy/steady/even stream OR taper off at end / lightens in colour at end / (wiggles) like a mouse tail (rat tail was not accepted).
- When using a double filter basket / group handle, ensure both shots flow evenly out of both spouts.

Crema (any two of)

- 3–5 mL (or ½ to 1 cm) of crema
- Dark caramel/golden in colour
- Consistency – foamy, glossy/silky, thick (holds together not broken)

Puck (sometimes called the biscuit or cake)

- The puck/cake/biscuit should be firm/intact/hold together / holds shape / comes out in one piece OR holds together but can be easily broken into pieces.

Overall students did reasonably well with this question. Some students did not have good technical understanding of the way an espresso machine operates or how to visually ascertain quality characteristics of the flow and crema.

Students are encouraged to read the question carefully as it asked for indicators of a quality extraction, not negative indicators. The question also did not ask students to list the steps in preparing the espresso. Repeated answers were not accepted.

## Question 9a.

Mark	0	1	2	3	Average
%	4	35	47	14	1.7

Correct answer included any three of the following:

- using a jug that is the right size / big enough will avoid overflow/burns/WHS risk to the barista
- using the correct size jug and therefore the correct quantity of milk for the number of beverages to be made prevents milk wastage
- increases efficiency (e.g. using a large jug means you can texture more milk at the same time / all beverages can be served at once)
- decrease in efficiency – if a too-small jug is used it will take longer to prepare coffees
- a 'too-big' jug may affect foam quality
- the correct size jug ensures milk heats evenly and with the correct textured qualities and there is enough foam for the drinks ordered
- the correct size jug for the number of coffees to be made will allow room for volume/aeration of the textured milk.

The question asked students to list the reasons why the correct jug size is important. Where students did not achieve marks, responses were too simplistic and did not provide an explanation of why the correct jug should be used.

## Question 9b.

Marks	0	1	2	3	4	5	6	Average
%	6	14	20	26	20	9	4	2.8

Correct answers included any two from each of the three following categories.

### Before texturing

- Use cold milk / Store below 5 degrees.
- Check the use-by / best before date.
- Purge steam wand.
- Fill jug to base of spout OR approximately halfway.

### When texturing

- Start with wand just under the surface to create texture / hold jug on slight angle.
- Move jug up to heat milk in base.
- Visual – whirlpool/swirling.
- Aural – gentle hissing sound, avoid screeching by not letting wand touch bottom/sides of jug.
- Use a thermometer (60–65 degrees, maximum 70 degrees for extra hot) or touch jug to check heat.
- Milk should thicken / increase in volume / double in size, silky/shiny/glossy foam.
- Don't boil/overheat or allow to overflow.

### After texturing

- Swirl jug and pour milk promptly (to prevent separation, ensure it is served hot).
- Tap to remove air bubbles.
- Discard unused textured milk.
- Do not refoam or reheat hot milk.
- Never serve scalded milk – over 70 degrees proteins are denatured, affecting texture and aroma.
- Wipe the wand / steam arm with clean damp cloth.
- Purge the steam wand (if not provided in before texturing).

High-scoring responses were specific about details relating to measurements and temperature in their responses. They were able to clearly articulate and use industry terminology in their response.

Vague responses such as the following did not score a mark.

- Check if milk is off / check if milk is fresh (without referring to the use-by date).
- Fill the jug so there is 'enough' milk.
- Heat the milk to the 'correct' temperature.

Many students were able to clearly explain the visual and aural characteristics when texturing milk.

Repeated responses were not accepted.

## Question 10

Mark	0	1	2	3	Average
%	53	29	12	6	0.7

Correct responses included:

- quantity of tea used – want the correct strength / do not want tea to be too weak or too strong (e.g. one teaspoon per person, one for pot)
- temperature of water – use boiling / near boiling / very hot so that tea infuses/steeps/brews correctly, correct drinking temperature
- steep/brew/infuse time – 3–5 minutes black tea, 2–3 minutes for green tea (small variances on time accepted e.g. 2–4 minutes) – to ensure optimum strength/flavour/taste, optimum release of antioxidants
- heating the pot – avoid loss of water temperature (if the pot is warmed first the boiling water will cool down less when poured into the pot)
- stirring the tea / turning the pot – will aid the infusion process.

Strong responses used correct terminology. For example, ‘steep’, ‘brew’ or ‘infuse’ are acceptable terms, whereas ‘stew’ is not. When referring to water temperature, students should be specific, therefore ‘hot water’ was not accepted, it should be boiling / near boiling / very hot or align with the correct water temperature for a particular type of tea.

Students should ensure they read the question carefully as many did not provide an explanation as to why each step was important.

## Question 11

Marks	0	1	2	3	4	5	6	Average
%	7	17	20	21	20	11	4	2.8

Correct responses were as follows.

	Cleaning procedure between service periods	Cleaning procedure at closing time
Espresso machine	<ul style="list-style-type: none"> <li>• Backflush water only</li> <li>• Wipe drip tray</li> <li>• Wipe machine surfaces</li> <li>• Purge group head with hot water</li> <li>• Wipe and/or purge wand</li> </ul>	<ul style="list-style-type: none"> <li>• Backflush with chemical cleaner</li> <li>• Thoroughly wash (soap and hot water) and dry drip tray / cup tray</li> <li>• Wipe machine surfaces (only accepted once)</li> <li>• Clean handles and baskets</li> </ul>
Floor (hard surface)	<ul style="list-style-type: none"> <li>• Sweep</li> <li>• Spot mop spills/stains</li> </ul>	<ul style="list-style-type: none"> <li>• Sweep and thoroughly mop (including the use of detergent/chemical and hot water)</li> <li>• Mop with hot water and detergent</li> <li>• Mop with hot, soapy water and sanitise</li> </ul>
Bain Marie unit (not the trays)	<ul style="list-style-type: none"> <li>• Wipe surfaces to remove food</li> </ul>	<ul style="list-style-type: none"> <li>• Clean with hot water and detergent/chemical and/or sanitising</li> <li>• May mention emptying Bain Marie to clean</li> </ul>

High-scoring responses described thorough closing time cleaning procedures (e.g. using hot water detergent and sanitising products). They also demonstrated clear differences between cleaning between service periods and at the end of the day. Some students appeared not to have read the question correctly and did not refer to cleaning steps between service periods, but rather during the service period.

## Question 12a.

Marks	0	1	2	3	4	5	6	7	8	9	Average
%	3	4	6	15	15	16	6	11	12	12	5.2

Date	3/11/21		Employee name and register ID #	(A) Joe Reg #1							
Cash in drawer (less float):						Shift comments:					
Notes	Number	Amount	Coins	Number	Amount	<i>Petty Cash \$30.00</i> <i>No under or over-rings</i> <i>No room charges</i>					
\$100	1	\$100.00	\$2	10	\$20.00						
\$50	1	\$50.00	\$1	6	\$6.00						
\$20	3	\$60.00	50c	5	\$3.00						
\$10	4	\$40.00	20c	10	\$2.00						
\$5	3	\$15.00	10c	5	.50						
			5c	6	.30						
Total notes \$		\$265.00	Total coins \$		\$31.80						
<b>Total cash in drawer (total notes + total coins) \$</b>				<b>(B) \$296.80</b>							

Non-cash receipts		Register Total	
PAYMENTS MADE BY CARD		X read (end of shift)	\$2524.60
EFTPOS	\$1215.70	Z read (end of day)	\$
AMEX/Diners	\$250.00	Under-rings (+)	\$0.00
Total card payments	<b>(C) \$1465.70</b>	Over-rings (-)	\$0.00
OTHER PAYMENT METHODS		<b>Actual register total</b>	<b>(F) \$2524.60</b>
Cheques	\$697.10	<b>Total receipts in (B + E)</b>	<b>(G) \$2489.60</b>
Account/ Room Charge	\$0.00	<b>Variance (G - F)</b>	<b>(H) -\$35.00</b>
Petty Cash receipts	\$30.00	Employee Signature	Supervisor Signature
<b>Total other payments</b>	<b>(D) \$727.10</b>	<b>(I) Joe</b>	PK
<b>Total non-cash receipts (C + D)</b>	<b>(E) \$2192.80</b>		

Most students were able to achieve some marks for this question. Common errors were not putting in the operator's name and register number, errors in calculations and not reading the information provided and transcribing it correctly.

### Question 12b.

Mark	0	1	2	Average
%	29	29	42	1.2

Correct responses included:

- What steps Joe should take – recount the cash / double check the amount of cash before reporting to supervisor.
- Why should he take that step – to check for an error / cash counted incorrectly.

Most students were able to identify that the cash should be recounted; some neglected to state why this would be done or that a 'variance' meant that the total was incorrect in the first instance.

### Question 12c.

Mark	0	1	2	3	Average
%	46	36	17	2	0.8

Correct responses included any three of the following.

- Check if the float amount is correct / have someone else check the float amount.
- Check for over-rings, under-rings or errors in entry.
- Check docket or cash summary matches register entry or (X or Z) reading.
- Reconcile cash takings with non-cash takings – check if the incorrect payment method was entered (e.g. cash when a credit card was used).
- Reconcile user entries during the shift / check with other staff re errors or reason for discrepancy.
- Check if any cash was removed during the shift (e.g. did the supervisor perform a cash skim / is there any cash stuck in/under/behind the register / tips removed or not removed).
- Check for calculation errors on the cash summary sheet.

Students who scored well provided rounded answers as to what Joe was actually doing to investigate the discrepancy. They explained what to check for or how it would help identify the variance. Weaker responses were most often vague (e.g. 'check receipts' without referring to how this would be done or what they would be checked against).



## Question 13

Marks	0	1	2	3	4	5	Average
%	7	13	31	31	11	7	2.5

Correct responses included:

1. Be polite / acknowledge / apologise to the child for not being able to accommodate request / serve the dessert.
2. Inform them that they will need to ask their parent / accompany the child back to the parent/guardian.
3. Apologise to the parent/table for the interruption.
4. Explain that a dessert with alcohol in it is not suitable for a child. (The explanation could be to child OR parent).
5. Offer another suitable dessert for the child OR accept the order if the parent permits.
6. Confirm the order / process the order.
7. Follow up with parent, child (check satisfaction) or supervisor (report if required).

Five steps in the response were required; steps 1, 4 and 5 were considered essential to achieve full marks. Responses did not have to be in order, other than acknowledging and apologising to the child in the first instance. Most students were able to determine that the dessert was not suitable for a child because it contained alcohol and that they should refuse to serve it. Many were able to offer an alternative alcohol-free dessert to the child. Some students were not able to identify the need to treat the child in a courteous manner and apologise to them for not being able to serve the dessert.