



GENERAL COMMENTS

The VCE VET 2011 paper was based on the following three units:

- SITHFAB004A Provide food and beverage service
- SITHFAB012A Prepare and serve espresso coffee
- SITHFAB010B Prepare and serve non-alcoholic beverages.

As in the past the structure of the paper adhered to the *Sequence of Service*, the basic workflow procedure of food and beverage service.

Overall, students demonstrated a sound understanding of examination techniques, with precise information offered for most responses and very few single-word answers. As stated in past Assessment Reports, depending on the question, one- and two-word answers were generally insufficient for students to gain full marks. The improvement in students' examination responses builds on last year's improvement, and trainers and teachers should be commended. However, teachers and trainers are encouraged to further develop students' examination techniques.

Trainers and teachers also need to develop students' communication skills and ensure they have the practical skills that would be expected of them in the industry. Students need to have access to the resources and opportunities for practical industry experience that are necessary for their development.

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	% No Answer
1	95	3	2	0	0
2	2	7	1	90	0
3	14	3	7	76	0
4	2	7	88	3	0
5	96	2	1	1	0
6	1	1	15	83	0
7	4	80	8	8	0
8	9	30	13	48	0
9	12	7	7	73	1
10	1	3	22	75	0
11	1	63	24	12	0
12	10	10	75	5	0
13	3	2	4	91	0
14	6	76	3	16	0
15	0	98	2	0	0
16	7	1	90	1	0
17	2	4	84	9	0
18	76	5	8	11	0
19	11	85	0	3	0
20	5	68	24	2	1
21	13	2	1	84	0
22	1	1	1	97	0
23	4	79	16	1	0
24	1	96	1	1	0
25	9	5	12	73	0
26	1	91	1	6	0
27	13	4	3	80	0
28	49	31	8	12	0

2011 Assessment Report



Question	% A	% B	% C	% D	% No Answer
29	1	7	5	87	0
30	32	2	57	8	0

Overall, students did very well in this section, with only a couple of questions proving difficult. Question 8 required students to problem-solve, but unfortunately most students had difficulty doing this. This aspect of their learning needs to be developed.

To answer Questions 28 and 30 students should have drawn on their practical experience, but many students were unable to do this.

Section B – Short answer questions

Students seemed to have difficulty in differentiating between being asked for general information and detailing specific tasks or skills, as was required in Question 2.

Questions 11, 12, and 13 required students to apply multiple skills to answer the questions. Question 11 required students to analyse, make a decision, explain their actions and discuss the appropriateness of such a dining style.

In Question 12, students had to apply problem-solving considerations. They needed to consider how the customer had been affected by the response of the food and beverage attendant and what would have been a more appropriate approach to assist in creating a pleasurable dining experience for the customer. Students seemed to have difficulty with discussing customer interactions. This question also required the students to draw à la carte settings. Most students were unable to do this.

Question 13 required students to have knowledge of the type of menu, what pieces of information would be needed to assist in the sale of the menu and how that information would be used to sell and enhance the customers' dining experience. Students had difficulty ascertaining what information would be needed and how to use it to enhance the guest's experience.

Question 19 revealed that the majority of students did not know what a post-mix machine was.

Students did not deal with Question 22 well, and there were many inaccurate responses.

Question 1

Marks	0	1	2	3	Average
%	15	34	39	13	1.5

Glass washer

- stack glasses safely/appropriately to prevent breakages; don't overload the rack
- allow glasses to cool before removing
- carefully remove any broken glass in the machine
- follow standard operating procedures; for example, never open the door until the cycle is finished

Answers that mentioned power cords, connections or wearing gloves to protect from the heat were incorrect.

Blender

- cord has been tested and tagged
- cord is not damaged
- base, jug and lid on securely
- no cracks in jug or lid
- know how to correctly use the equipment or ask someone who knows to help

Answers that referred to hygiene, 'industry standards' or keeping fingers away from blades were incorrect.

Juicer

- use plunger to feed fruit; keep fingers away from juice extractor mechanism
- check equipment has no cracks or breakages

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- disconnect from power before cleaning

Answers that mentioned clearing the filter or testing and tagging the cord were allowed; however, referring to overloading the juicer with fruit was incorrect.

This question required students to provide a safety consideration when using each piece of equipment. Students should have drawn their answers from practical experience. Some of the responses indicated that students only had experience with domestic appliances, which led to inaccurate responses.

Question 2

Marks	0	1	2	3	4	5	6	7	8	Average
%	4	6	10	17	22	22	13	3	1	4.0

Job role	Information needed	Skills required
Food and beverage attendant in a café	<ul style="list-style-type: none"> • <i>food specials of the day</i> • special dietary requirements • sequence of service • OH&S requirements • food and beverage knowledge and product availability/menu changes • ingredient knowledge and method of cooking • food and beverage matching • coffee machine knowledge • customer relations strategies • Responsible Service of Alcohol • cashiering, cash handling • teamwork – with example • recycling procedures/process 	<ul style="list-style-type: none"> • <i>plate carry</i> • wine opening, presentation • beverage preparation and serving • plate serving and/or clearing • order taking • table setting • suggestive selling • OH&S (safety and hygiene action) • communication skills – politeness • teamwork – with example • efficiency skills • coffee-making skills • stock control/replenishing
Bar attendant in a restaurant	<ul style="list-style-type: none"> • <i>product knowledge</i> • special dietary requirements • equipment knowledge (glasses, machines, etc.) • OH&S requirements • stock levels and availability • Responsible Service of Alcohol (RSA) • coffee-making knowledge • recycling procedures/process 	<ul style="list-style-type: none"> • <i>selling techniques</i> • good communication skills • attention to detail • coffee-making skills • teamwork – with example • efficiency skills • use, washing and cleaning methods and maintenance of equipment • tray carrying • beverage preparation/pouring/cocktails • refusal of service (re: RSA)

Assessors did not accept single-word answers for this question. Students had difficulty understanding the difference between the knowledge needed and the skills required.

2011 Assessment Report



Question 3

Marks	0	1	2	3	4	5	6	Average
%	12	4	21	10	28	6	19	3.3

Equipment/component	Hygiene/safety concern
steam wands	<ul style="list-style-type: none"> very hot and can burn wipe down regularly with a clean, damp cloth – hygiene
group heads	<ul style="list-style-type: none"> granule build up, which will affect flavour back flush
milk jug	<ul style="list-style-type: none"> must be clean with no leftover cooked milk
boiling water tap	<ul style="list-style-type: none"> burning/scalding hazard
glass, cups, saucers	<ul style="list-style-type: none"> check for cleanliness, cracks, chips, lipstick, etc.
grinder/grinding blades	<ul style="list-style-type: none"> ensure clean keep fingers away from dosing chamber and/or blades
knock box	<ul style="list-style-type: none"> correct height to prevent back injuries
bean hopper	<ul style="list-style-type: none"> wash in hot soapy water and remove wipe with clean, dry cloth ensure it is clean
electrical cords for the grinder (not for the espresso machine)	<ul style="list-style-type: none"> no frayed cords tested and tagged (electrocution concerns)
refrigerator	<ul style="list-style-type: none"> correct temperature for food hygiene
tea towels, cloths	<ul style="list-style-type: none"> need to be clean and free of contamination
group handles/basket	<ul style="list-style-type: none"> must be secured properly to prevent burns

Students should not have used the same answer more than once, and the equipment and the safety concerns needed to be related.

This question was answered satisfactorily, although some students did not read the question properly and gave responses relating to bar operations. The students needed to know the piece of equipment and describe the appropriate hygiene or safety concern.

Question 4

Marks	0	1	2	3	4	5	6	Average
%	2	3	9	23	39	16	9	3.8

Food and beverage attendant

Job description: to ensure the guest has a satisfactory total dining experience, using service skills and product knowledge (this should have included a description of a group or number of tasks/skills).

Duty (any two of):

- prepare and maintain the work area
- maintain good staff and customer relations
- make recommendations and assist with selections
- take and record orders
- service, and clear food and beverages.

The duty needed to include a specific skill, task or responsibility. Responses should not have included vague answers such as 'product knowledge'.

Bar attendant

Job description: to have a good working knowledge of the preparation of beverages, serving beverages to customers and to maintain the bar to meet the guests' needs (a group set of skills).

2011 Assessment Report



Duty (any two of):

- know and prepare beverages
- maintain stock
- clean/maintain equipment, such as glassware
- serve guests
- Responsible Service of Alcohol.

Most students struggled with this question. Students appeared to have difficulty in giving a job description. A description of a job needed to include a number of tasks/skills.

Question 5

Marks	0	1	2	3	Average
%	13	20	41	26	1.8

Problem	Bar equipment or machinery
Worn door seals	<i>Glass washer</i>
Gas leak	Leaks from post-mix dispenser in cellar area, beer dispensing, refrigerator
Rising temperature	Refrigeration unit or ice machine, espresso machine, glass washer
Frayed electrical cord	Blender, juicer, percolators or filter machines/ice crusher (not the espresso coffee machines)

Many students appeared to have a lack of understanding of possible problems associated with bar equipment and machinery.

Question 6

Marks	0	1	2	3	4	Average
%	10	33	29	23	6	1.8

Any four of:

- the number of staff available
- the ability of the staff to complete the duties
- what pre-service duties need to be completed to enable delivery of service
- floor plan, bookings/reservations, guest disabilities and guests' needs (for example, highchairs)
- style of service.

Answers mentioning dietary requirements, product knowledge, food and beverage availability, guest arrival times or allocation of staff to service areas were not correct. Responses did not have to be in any particular order.

Some students had difficulty with the problem-solving situation and with understanding what information would be needed to organise a work schedule to overcome the problem.

Question 7

Marks	0	1	2	Average
%	13	58	29	1.2

Greeting and seating a guest can:

- create a positive first impression and help determine the guest's frame of mind
- help deal with any issues with reservations or requests in a timely manner
- put the customer in a good mood, so they have a more pleasant dining experience
- allow for efficient allocation of guests to tables, and eliminate congestion at the entrance.

Single-word answers were not accepted for this question. Students' responses were fair, with most students giving the response 'it creates a good first impression'. Unfortunately, few students were able to articulate their answers beyond that. Students need to understand that there are flow-on effects that may affect the efficiency of the service.

2011 Assessment Report



Question 8

Marks	0	1	2	3	4	Average
%	3	7	17	30	43	3.1

- cheese knife
- steak knife
- fish knife (not fish blade)
- bread knife

Overall, this question had a good outcome, but some students were unable to recognise the cheese knife or the fish knife.

Question 9

Marks	0	1	2	3	Average
%	1	27	19	53	2.2

Bread service	
Bar area	x
Iced water	
Credit card facilities	
Lounge area	x
Cloakroom	x

Many students struggled to understand the term 'pre-meal facilities'. Students need to have an understanding of industry language.

Question 10

Marks	0	1	2	3	4	5	6	Average
%	4	7	20	33	25	10	1	3.1

Taking a food order at the table (any three of):

- preparing a correct food order includes writing down food orders clearly and correctly, including special requirements, using appropriate abbreviations, the time of the order and the waiter's name
- answering guests' questions
- making suggestions
- repeating food order to guest
- correcting cover numbers.

On completion of the main course meals (any three of):

- clearing main plates, cutlery, side plates, cruets and condiments, side plates, butter/oil, glasses
- crumb down table
- offer wine list
- offer dessert menu/set dessert cutlery/call desserts away/offer tea and/or coffee orders
- enquire about guest/meal satisfaction.

This answer did not need to be in order of sequence of service. Answering that the server should deliver the bill was incorrect.

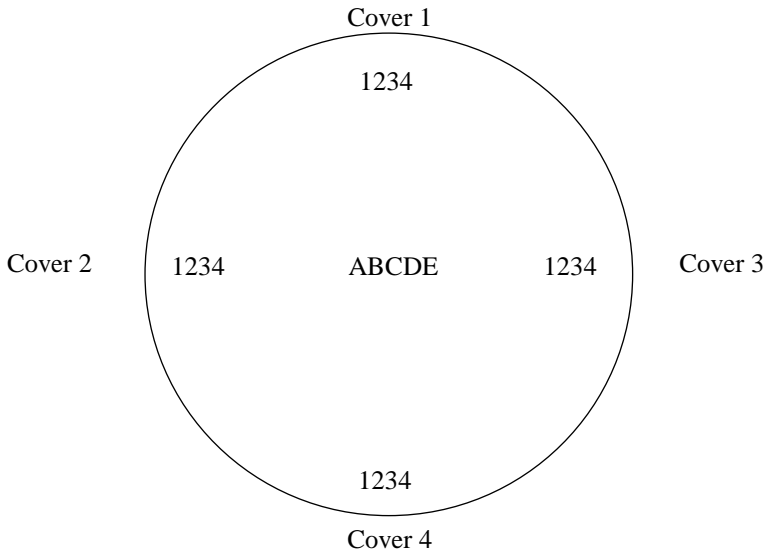
Student responses to this question were adequate. They needed to appreciate at what point during the service they were being asked to respond and give inclusive answers, not singular/separate responses. For example, students' responses in the section 'Taking food order at the table' should have been: write order clearly, use appropriate abbreviations and 'On completion of the main course meal' should have been: clear main course and clear side plates. Responses to this question required students to give more holistic, customer interactive responses.

2011 Assessment Report



Question 11a.

Marks	0	1	Average
%	48	52	



This question required the student to apply multiple skills in order to respond.

This style of setting is the traditional ‘family’ style. Half the students understood this, while the other half responded by allocating individual dishes.

Question 11b.

Marks	0	1	Average
%	50	50	

Dishes are to be shared and so should be placed in the middle of the table for the convenience of all guests. The guests are not following an à la carte menu.

Student responses reflected their responses to Question 11a. Half the students explained their reasoning for the ‘family’ sharing style, while the other half struggled.

Question 11c.

Marks	0	1	2	3	Average
%	24	28	31	18	

Any three of:

- cultural requirement/religious requirement
- banquet/celebration
- family service allows each guest to take the portion/amount they want
- keeps costs down by sharing/reducing costs
- guests may wish to share food choices to experience a variety of foods/flavours
- guests may enjoy the less formal, more casual experience, and a less structured atmosphere encourages communication.

‘Sharing’ on its own was insufficient. ‘Catering for specific dietary needs’ and referring to food items as side dishes were also incorrect responses.

Students were required to give an explanation as to why the guest would choose this style of dining. Students had some difficulty in articulating their views.

2011 Assessment Report



Question 12

This question required students to use multiple skills to respond, and to apply problem-solving skills when interacting with guests.

Question 12a.

Marks	0	1	2	Average
%	17	60	22	1.1

The effects may be that:

- the attendant has not created a good impression of the service or restaurant
- the waiting staff do not have a good knowledge of the menu
- the guests' dining experience may be less pleasurable as they are left undecided
- the attendant has missed the opportunity to recommend a menu item for which the restaurant is well known
- the response has not left any impact on the guest.

Answering that the attendant's response has left a negative impact was incorrect.

In this question, students needed to consider the guests' feelings. Most students were able to reason that the guest might think the food and beverage attendant has poor product knowledge, but were not able to extend their answer beyond that.

Question 12b.

Marks	0	1	2	Average
%	11	61	28	1.2

The food and beverage attendant should (any two of):

- recommend that guests try menu specials or popular items
- recommend, explain or highlight what is in the various dishes
- describe how menu items are cooked and served
- ask the guests what they feel like, for example hot or cold dishes, and then direct them to those dishes that are appropriate.

Responses that the attendant should engage in suggestive selling, promoting beverages or food and beverage matching were incorrect.

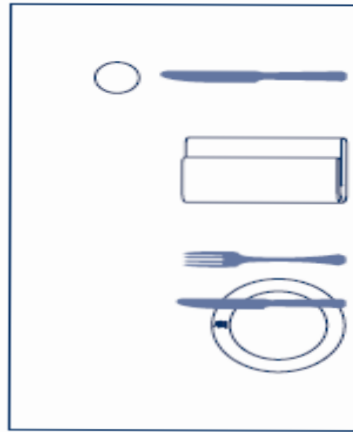
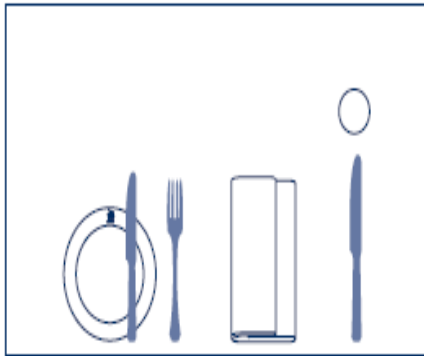
Most students were able to give one response. They needed to articulate how they would respond to assist the guests in making a selection from the menu and, in the process, enhance the dining experience of the guest.

2011 Assessment Report



Question 12c.

Marks	0	1	2	Average
%	70	6	24	0.6



In the diagram, one or two glasses were acceptable. Two à la carte settings were required for this answer.

Question 13

In this question students needed to understand what extra information was required, and then find a way to use it that would assist in sales and enhance the dining experience of the guest.

Question 13a.

Marks	0	1	Average
%	49	51	0.5

Table d'hôte

This style of menu is common throughout the industry and students need to be familiar with it.

Question 13b.

Marks	0	1	2	Average
%	9	43	48	1.4

The information could include any two of:

- which menu items accommodate dietary requests or religious considerations
- the serving size of each menu item
- the time required to prepare and cook each menu item
- whether dishes are served hot or cold
- food and beverage matching
- specific menu items/ingredients, preparation knowledge
- popular menu items.

Students needed to offer specific pieces of information. Responses that mentioned up-selling, or vague answers such as 'product knowledge', were incorrect.

In this section, students struggled to say what information they would need to ascertain.

2011 Assessment Report



Question 13c.

Marks	0	1	2	Average
%	64	29	7	0.5

Any two of:

- where the ingredients come from, the region, the type of lamb; for example, spring lamb or organic
- the size of the lamb dish
- the menu item is very popular (give a reason)
- personal recommendation with added information relating to description of taste and flavour
- degree of cooking of the lamb.

Most students were unable to articulate what information they needed and how to communicate the information that would assist and enhance the guests' dining experience.

Question 14

Marks	0	1	2	3	4	Average
%	67	5	5	9	14	1.0

- Guest 1 – beer, white wine: take away the sparkling glass, replace with a beer glass, remove the unused red wine glass
- Guest 2 – red wine only: remove the sparkling and white wine glasses
- Guest 3 – white wine, red wine: remove the sparkling glass
- Guest 4 – sparkling wine, white wine, red wine: leave all glasses

Students did not do well on this question. Too many students referred to removing the water glass. It is a legal requirement under RSA regulations that water be available at all times. Students' responses indicated limited knowledge and experience in glass adjustments.

Question 15

Marks	0	1	2	3	4	5	6	7	Average
%	9	9	16	21	17	19	5	4	3.3

Cutlery required	Quantity
Entrée knife	2
Entrée fork	2
Soup spoon	2
Steak knife	2
Fish knife	2
Fish fork	2
Oyster fork/Teaspoon (One or the other, not as separate responses)	1

'Serrated' steak knife was accepted. However, mentioning the main knife and fork was incorrect, as these were already on the table.

Overall, students did well on this question. However, some students did not read the question properly and included the main knife and fork in their responses.

2011 Assessment Report



Question 16

Marks	0	1	Average
%	27	73	0.8

It is the small coffee-/golden-coloured oil froth that floats on the top of the coffee after extraction.

Most students did well in this question. Answering that it was the cream on top of the coffee was incorrect.

Question 17

Marks	0	1	2	3	Average
%	29	41	25	5	1.1

Any three of:

- recycling bottles
- separating linen from kitchen tea towels
- using correct rubbish bins for food waste, sorting out disposable waste and recycling
- using correct cleaning chemicals
- turning off the power when not needed/when the restaurant is closed
- observing water-wise/water-saving procedures
- providing used oil disposal collection.

Answering that they should use organic produce was incorrect.

The standard of answers for this question was poor. Perhaps giving environmental practices more attention during training would help build student awareness of best-practice procedures.

Question 18a.

Marks	0	1	2	Average
%	24	55	21	1.0

Any two of:

- the cashier should crosscheck the bill against the docket orders for accuracy
- the waiter should check the bill for accuracy before presenting to the host
- re-reading/checking order when placing in the ordering system.

Answering that the waiter should write the docket more clearly was incorrect.

Students dealt with this question reasonably well, although some students appeared confused about what was an appropriate procedure to avoid the problem.

Question 18b.

Marks	0	1	Average
%	41	59	0.6

Apologise to the guest, correct the bill and present the corrected bill promptly.

Students received one mark for their response as long as it included an apology. If the answer did not include any apology then no mark was awarded.

Students responded reasonably well, but some responses were inappropriate. It is important that students are aware that giving complimentary meals was not a solution, and that it is polite to make an apology in the resolution process.

Question 19

Marks	0	1	2	3	Average
%	68	23	9	1	0.4

As post-mix machines use a concentrated sugar mix, this sugar can build up and become sticky and messy. Answers could include any three of:

- soak guns/nozzles overnight in water or soda water to remove built-up sugar
- empty and wipe down drip tray to avoid overflow and stickiness
- wipe equipment canisters of sticky spills

2011 Assessment Report



- rinse and clean cask connectors
- dispose of empty casks.

Few students were able to respond correctly. It was obvious that students did not know what a post-mix machine was. A post-mix machine is a basic piece of equipment in a hospitality establishment and students should be familiar with it.

Question 20a.

Marks	0	1	Average
%	11	89	0.9

The air-tight container

Students responded to this question well.

Question 20b.

Marks	0	1	Average
%	23	77	0.8

Reasons included:

- to prevent contact with air so it will not go stale and to minimise moisture (answers needed to include the word 'air-tight' or 'sealed')
- to prevent exposure to light to minimise deterioration
- to prevent contamination by foreign particles.

This question had a good outcome.

Question 21

Marks	0	1	2	Average
%	6	49	45	1.4

Any two of:

- warm, friendly farewell
- assist by pulling chairs out
- assist in collecting personal belongings
- offer to call a taxi
- thank them for coming/invite them back
- escort guests to the door/open door and politely farewell.

Simply answering 'open the door' was incorrect; however, 'open the door' with a further response was acceptable. Answers that mentioned providing discounts or complimentary meals or that mentioned asking how their meal was were also incorrect.






Students responded well to this question, demonstrating that the 'farewelling' element of service is a multifaceted process.

2011 Assessment Report



Question 22

Marks	0	1	2	3	4	Average
%	38	28	13	12	8	1.2

Style of coffee	Recipe for coffee
Short black/Espresso 	<ul style="list-style-type: none"> • <i>Crema</i> • <i>30–35 mL espresso shot</i>
Cappuccino 	<ul style="list-style-type: none"> • 1/3 coffee or 30–35 mL espresso shot • 1/3 froth or 1/3 textured, foamed or steamed milk • 1/3 heated textured foamed/steamed milk or 1/3 froth • sprinkle of chocolate <p>Answering 'milk' was not acceptable.</p>
Flat white 	<ul style="list-style-type: none"> • 2/3 heated/textured foamed milk • 30–35 mL espresso shot <p>Answering 'milk' or 'no froth' was not acceptable.</p>
Latte/Café latte 	<ul style="list-style-type: none"> • 2/3 heated/textured foamed milk with 1 cm of creamy foam • 30–35 mL espresso shot <p>Answering 'milk' was not acceptable.</p>
Short macchiato 	<ul style="list-style-type: none"> • stain or dollop of milk/foam • 30–35 mL espresso shot

This question was poorly answered. It was clear that students had not received the practical experience that would have enabled them to answer this question.