



2009 VCE VET Hospitality Food and Beverage GA 2: Examination

GENERAL COMMENTS

The VCE VET Hospitality (Operations) Food and Beverage examination is based on the following three units of competence:

- THHBFB03B Provide food and beverage service
- THHBFB10B Prepare and serve nonalcoholic beverages
- THHBFB02B Provide a link between kitchen and service areas.

The 2009 paper focused on the concept of the ‘sequence of service’ – the basic workflow procedure of food and beverage service.

Students should be commended for completing the paper and making every effort to attempt all questions. Students continue to improve in the amount of information they include in their answers; there were fewer one- or two-word answers this year. It needs to be emphasised that, in most questions, one- and two-word answers are generally insufficient.

While students dealt well with the multiple-choice questions, some experienced difficulty with the short answer questions. Responses to the short answer section revealed that some students were not aware of what was required in detailing their section and tables just before service.

Some students struggled with Section B, Question 14, which required them to write up a food docket for a table of four. Taking table orders using the correct cover numbers, separation of courses, side orders and any special requests is a very basic skill that a food and beverage attendant requires. Question 17, where students were required to indicate which food and side orders were to go to which cover, was also difficult for some. The visual showed the correct cutlery; this was designed to guide the student in the placement of the dish and direction of service, for example, fish cutlery for cover 2.

Overall, students did not score well where the skills for service were required. Students need to develop a clear understanding and appreciation of the roles and responsibilities of professional food and beverage service personnel. The sequence of service is designed to establish systems and procedures of professionalism to assist food and beverage service personnel to meet guests’ expectations. It is important that students have a sound understanding of this.

SPECIFIC INFORMATION

Section A – Multiple-choice questions

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

Question	% A	% B	% C	% D	Comments
1	83	0	15	1	
2	3	94	1	3	
3	4	1	93	2	
4	18	78	3	1	
5	2	93	4	1	
6	1	8	8	83	
7	1	5	13	80	
8	46	43	7	4	Function and bistro environments are less structured than restaurant dining environments; this may have caused some confusion.
9	1	5	9	85	
10	16	3	76	5	



Question	% A	% B	% C	% D	Comments
11	6	4	22	68	
12	5	86	6	3	
13	23	59	7	11	
14	1	89	5	6	
15	44	17	7	32	It is the responsibility of the individual at the pass to ensure the details on the docket are correct. This includes the table number, abbreviations of food items, cover numbers and the separation of entrées and mains.
16	17	5	14	64	
17	0	1	2	97	
18	3	61	11	26	Students need to be aware of the communication skills and teamwork that is required to move food from the pass area.
19	3	0	96	1	
20	3	5	86	5	
21	8	2	86	5	
22	8	3	70	20	
23	2	16	76	7	
24	1	88	4	7	
25	14	0	81	5	
26	2	89	1	9	
27	47	17	35	1	The question referred to a buffet. A sizzling plate would not be found on a buffet nor would it keep food hot for any length of time.
28	2	0	0	97	
29	28	67	4	1	
30	11	86	2	1	

Section B – Short answer questions

For each question, an outline answer (or answers) is provided. In some cases the answer given is not the only answer that could have been awarded marks.

Question 1

Marks	0	1	2	Average
%	2	10	88	1.9

Two of:

- email/Internet/text/SMS
- fax
- personal visit/in person/after dining
- a letter.

Students dealt with this question confidently.

Question 2

Marks	0	1	2	3	4	Average
%	1	15	72	10	2	2

- greeting – good morning/afternoon/evening
- state the restaurant's name
- state your name
- offer assistance – date, time, number of covers, special requirements
- take the host's name and contact details

Responses did not need to be in sequence.

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Question 3

Marks	0	1	2	3	4	5	6	Average
%	6	15	24	30	20	5	0	2.6

Category	Example
Access	away from the kitchen entrance/toilets, table access for service, guest privacy
	away from the front entrance door, a clear pathway for staff and guest traffic
Presentation	tables and chairs aligned, meet guests' special requests
	types of tables for visual effect, matching tables and chairs
OH&S	tables and chairs not damaged, the use of a trolley and/or seeking assistance
	tables and chairs are clean, tables are stable, tables/chairs do not block exits/fire exits

The question related to the preparation time before service and organising the basic structure of the room as per the bookings and/or expected walk-ins.

Question 4

Marks	0	1	2	3	Average
%	30	43	23	4	1

Three of:

- specials on the menu and/or guest requests
- cutlery, crockery and glassware should be clean and polished
- placement of early guests to allow for resetting
- cover settings for each table as per the reservations/floor plan
- table setting as per shift requirements (for example, candles in the evening, cutlery, crockery, flowers and glassware)
- linen – table cloths, overlays and serviettes are clean and pressed, tables and chairs are clean
- stability of tables, chairs and furniture.

Responses needed to deal with matters of preparation for service for food and beverage attendants at their section. No marks were awarded for duties related to floor plan, placement of tables or cleaning floors. Answers involving the waiters' station were too broad. Responses needed to include a description, and one-word answers were not acceptable.

Question 5

Marks	0	1	2	3	4	Average
%	24	40	11	8	16	1.5

Four of:

- cleanliness – clean and safe
- background music – creates a mood
- lighting – stimulates the visual senses
- views – stimulates the eye
- décor – stimulates a sense of comfort
- staff acknowledgment/greeting
- temperature creates a comfortable environment.

Students were required to describe feelings of a positive nature that would enhance the experience.

Question 6a.

Marks	0	1	2	Average
%	8	3	90	1.8

No shows: guests that have made a reservation but fail to arrive

Walk-ins: guests that arrive at the establishment without a reservation

Students had a clear understanding of this industry terminology.

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Question 6b.

Marks	0	1	2	3	4	Average
%	10	26	43	19	2	1.8

No shows – Before the doors open

- Confirm the booking on the day of reservation, **prior** to service.
- Monitor the time of the guest's arrival.
- Call the guest/host 15 minutes after the expected arrival time to secure the reservation.

Walk-ins – Prior to and during service

- Monitor the reservations/table allocations in your section and keep your supervisor informed of the possible table availability, for example, customers running behind service time for double settings or no shows. Reset tables as soon as possible in readiness for walk-ins.
- Walk-in guests should be shown to the bar while a table is prepared.
- Set some tables to accommodate walk-ins.
- Walk-ins can be seated at a no show table.

High-scoring students gave responses that demonstrated forward-thinking.

Question 7

Marks	0	1	2	3	4	5	6	7	Average
%	8	13	16	22	20	14	5	1	3

Food service/waiters	1. Clean, pressed uniform	Personal hygiene/washing hands Cleaning floors and vacuuming were not acceptable.
	2. Wipe menus, clean/check toilets	
	3. Clean/check entrance	Cleanliness of tables/polish cutlery, glasses/service gear
	4. Clean/polish entrance doors	Cleanliness of items at waiter's station
Bar attendant	1. Clean, pressed uniform	Service gear was not acceptable.
	2. Polish glassware/espresso machine/post-mix gun/cellar reticulation system	
	3. Clean work benches/equipment, wipe bottles on shelves	Mopping floors was not acceptable.
	4. Sweep floors, wipe service trays	
Food runner	1. Clean, pressed uniform	Hot pass/cold larder
	2. Clean service points, clean/polish kitchen doors	
	3. Polish service gear, clean bread baskets	
	4. Polish service plates, clean/clear docket rail	Floors was not acceptable.

This question required students to apply a more holistic view to the cleaning preparation of the dining room before service. Students needed to demonstrate an understanding of the cleaning duties required of service staff.

Question 8

Marks	0	1	2	3	4	5	Average
%	9	36	38	16	2	0	1.7



	Task/procedure
1	Check that the table settings are to reservation requests (numbers/host's name/special requests/reservation changes)
2	Check that the table settings are clean/straight/complete
3	Check floors/chairs/walls for dirt
4	Service gear – plates and cutlery are polished/wine stands/butter and dishes prepared for service/water jugs
5	Personal mise en place – pen/pad/waiter's friend/uniform/crumber
6	Correct menus – clean/sufficient numbers for covers

Responses needed to consider the final fine-tuning of the food and beverage attendant's section. Students did not seem to understand the term 'section'. Students are reminded that they need to have a good grasp of industry terminology.

Question 9

Marks	0	1	2	Average
%	3	15	81	1.8

Method	Explanation
build	mixed straight into the glass/built in the glass/layered
shaken	ingredients shaken in a cocktail shaker
stirred	ingredients stirred in a cocktail shaker and served
blend	ingredients blended in a blender

Students were given four mocktail/cocktail methods and asked to select and describe two. Most students had a sound understanding of their selection.

Question 10

Marks	0	1	2	3	4	5	Average
%	1	2	8	15	28	47	4.1

1. Highball
2. Colada/hurricane
3. Old fashioned
4. Martini/cocktail
5. Shot glass

Most students had a sound knowledge of glassware.

Question 11

Marks	0	1	2	3	4	5	6	Average
%	3	11	28	30	19	7	1	2.8



Category	Examples
Personal hygiene	<ul style="list-style-type: none"> maintain a clean uniform ensure hair is tied back/males should be clean shaven (only one of these examples was allowed) keep nails clean and short do not cough or sneeze over food wash hands thoroughly with soap as required, using a disposable towel or air dryer to dry hands ensure open wounds are covered by blue bandaids
Work hygiene	<ul style="list-style-type: none"> ensure no hair falls in food wear clean gloves when touching foods, use tongs or service gear ensure equipment used to store or handle food is clean/labelled discard all food that may have been contaminated avoid using soiled dishcloths in food service areas, use clean service cloths store food with secure coverings and date/label the product keep hot foods hot, cold foods cold and not in the danger zone/monitor the amount of time food is on display clean stored equipment before service to ensure cleanliness

Responses needed to be waiters' tasks and actions that will ensure good personal hygiene and prevent food cross contamination **during food service**. It appeared students did not read the question carefully and gave responses that were not practices performed **during food service**.

Question 12

Marks	0	1	2	3	Average
%	18	11	20	51	2.1

Abbreviation	Term	Description of cooking degree
R	rare	seared on each side, blood red and uncooked in the middle brown on the outside, red on the inside
M/W	medium to well done	almost cooked all the way through, slightly pink in the middle
W/D	well done	meat is brownish in colour all the way through/no blood

The terminology used in this question was basic and standard throughout the industry. Some students struggled to explain the abbreviations and describe the degree of cooking. Responses such as 'R=Raw' were not accepted. However, some latitude was allowed in the cooking description.

Question 13

Marks	0	1	2	Average
%	5	30	65	1.6

Speed of service, less room for communication errors, (easier for chef to read/kitchen to understand) uses less paper, calculates stock control reports, sales reports/easier to split the bill

This was a straightforward question that students handled well.

Question 14

Marks	0	1	2	3	4	Average
%	3	3	42	14	39	2.8

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The Yellow Monkey			Docket No. S09234	
1	Gravalax 1			
2	Vegetable Terrine 2,3			
1	Ravioli 4			
1	Snapper 1			
1	Beef (R) 2			
1	Lamb 3			
1	Confit 4			
2	Spinach 1,3			
1	Chips 4			
Date 10 Nov 09	Time of Order 7.30 pm	Server Sam	Number of Pax 4	Table number 6

Many students struggled with this task. As expressed earlier in this report, the skill of writing a food docket is one of the basic requirements in the industry. To receive full marks, students needed to fill in the pax number, table number, correct number of food portions (left-hand column) and all correct cover numbers for the entrée and main course with entrées and mains separated.

Question 15

Marks	0	1	2	3	4	5	6	Average
%	80	1	3	9	0	1	5	0.7

Service point	Meals
cold larder/cold pass	1. Gravalax, Duck salad, Vegetable terrine 2. Hock terrine
hot press/bain-marie/ hot pass	1. Ravioli, Soup, Snapper, Lamb, Beef, Chicken, Risotto, Confit 2. All side dishes

Very few students knew the different sections of the kitchen. Students appeared to have an idea of where to pick up the food items but lacked knowledge of the terminology. It is important that food and beverage attendants know the correct terminology to ensure efficiency and good communication during service.

Question 16

Marks	0	1	2	Average
%	36	43	21	0.9

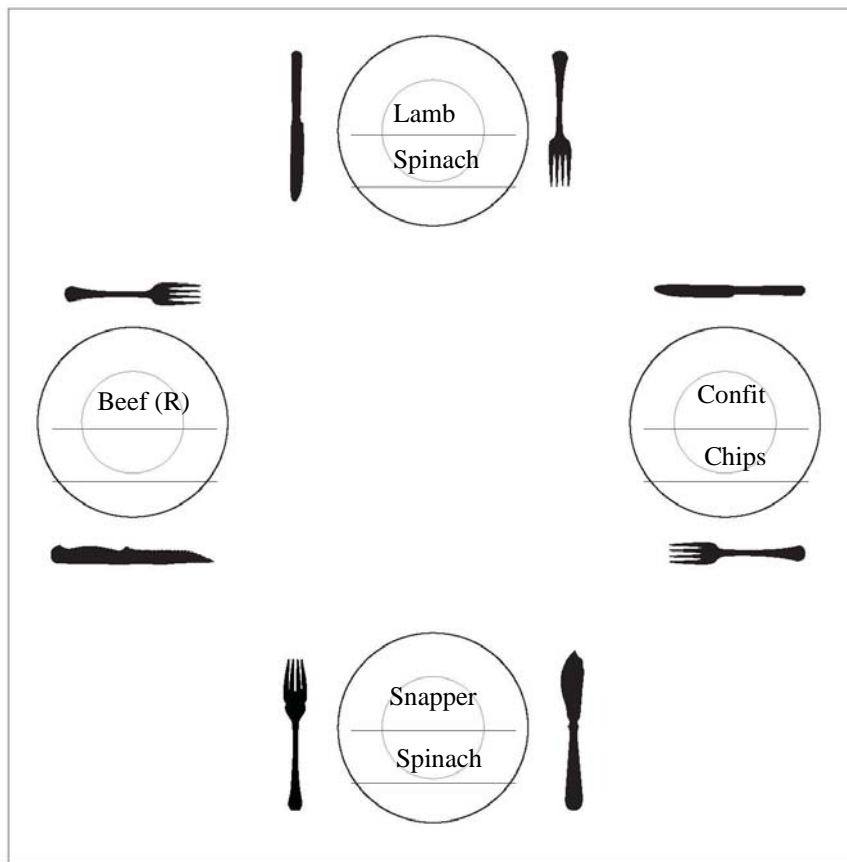
Two of:

- the guest's wishes/timing
- the preparation time of the dish
- kitchen delays
- has each guest finished their meal
- plates from the previous courses cleared and cutlery adjusted
- children's service requirements.

Students needed to demonstrate that they were aware of ways to influence the outcome of the dining experience by controlling the flow and timing of the meal.

Question 17

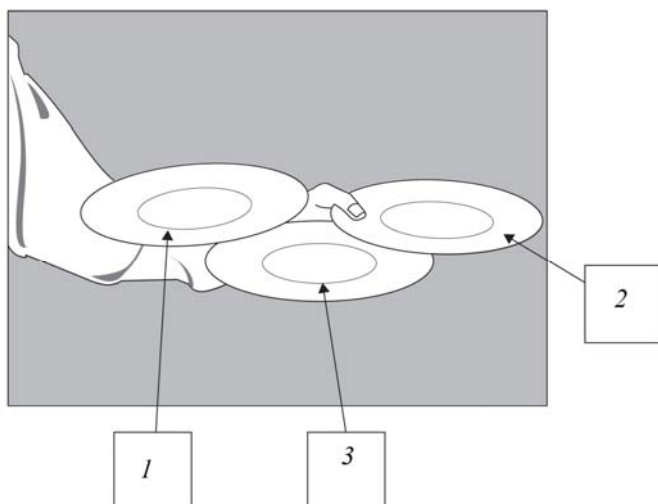
Marks	0	1	2	3	4	Average
%	58	4	4	19	16	1.3



Student needed to demonstrate their ability to read a docket, follow the cover numbers and place all food items at the correct cover. Cover 1 was supplied. Students should have noticed that cover 2 had a steak knife and followed accordingly. Unfortunately students did not complete this task well. Food and beverage attendants are required to be able to read the table if they forget their cover numbers.

Question 18

Marks	0	1	2	3	Average
%	9	22	1	69	2.3



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Students did very well with this visual question.

Question 19

Marks	0	1	2	Average
%	4	33	63	1.6

Two of:

- safe disposal can be organised/safety reasons/accident prevention
- reasons for breakages can be determined
- replacements can be organised
- supervisor awareness
- clean up can be organised
- the breakage may result in service delay.

Responses should have focused on communication and involved informing the supervisor of matters that would affect the flow of service.

Question 20

Marks	0	1	Average
%	93	7	0.1

1. Select type of tea
2. Use fresh hot water just off the boil
3. Warm the teapot with a splash of hot water
4. Discard hot water before adding the leaves
5. Add approximately 1 teaspoon of tea leaves per person
6. Add hot water
7. Allow to brew/steep 3–5 minutes
8. Strain and pour immediately

Students continue to have difficulty with the procedure for making tea. Students had to place the tasks in the most logical order of procedure.

Question 21

Marks	0	1	2	3	Average
%	26	25	36	12	1.4

Plunger, dripolator/filtered/Cona percolated

It appeared that students did not read the question carefully. Some students mentioned espresso in their answer despite the question stating that they were not to include it. Careful reading of the question can be most beneficial.

Question 22

Marks	0	1	2	3	4	5	Average
%	12	24	38	21	5	0	1.8

Five of:

- all surfaces and equipment are cleaned and sanitised (including floors/bar mats/espresso machine/post-mix/beer)
- stock and return equipment to its place
- stock is topped up/restocking/fridges
- bar requisition is completed
- check fridge temperatures/food safety plan documentation
- floor mats are rolled up
- rubbish/recyclables are removed.

Many students seemed to have a problem with industry terminology. Students appeared to interpret post-service to mean before service, not after service. Students need to further develop their knowledge of industry terminology.

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Question 23

Marks	0	1	2	3	Average
%	8	16	37	40	2.1

- apologise for the inconvenience/use discretion
- inform the guest that their payment has been declined
- ask the guest if they are able to pay using an alternative method
- process the payment using the alternative method and thank the guest

For the most part, students dealt with this question well. Answers needed to demonstrate the food and beverage attendant being pro-active and taking control of the situation in a polite manner.