



2004 VCE VET Hospitality Food and Beverage GA 2: Written examination

GENERAL COMMENTS

Marking policies

Where students provided further information, the additional information was not accepted. For example, if a student was asked to identify three points and gave four points, only the first three points were assessed. The additional point was not taken into consideration, even if correct.

Students who gave two responses that meant the same thing did not gain marks for both; in this case they were combined and one mark was given for the two similar responses.

SPECIFIC INFORMATION

Section A – Multiple-choice questions

Question	A %	B %	C %	D %	Comments
1	92	1	6	0	
2	11	64	17	8	
3	11	11	77	2	
4	19	20	11	49	The correct response is D, a small, stemmed bowl used for serving desserts or seafood. A coupe may be made of glass or stainless steel.
5	81	8	3	8	
6	10	10	58	22	The correct response is C, an entrée fork and knife. A fork is required to hold the fruit or cheese while cutting with the knife.
7	4	91	1	4	
8	30	51	3	17	Traditionally, service begins with the guest seated next to and to the left of the host and then follows in a clockwise order, ending with the host. The food for person one should be taken in the free hand to be served first and the waiter would then continue service around the table, serving the host last.
9	2	1	96	1	
10	8	1	2	89	
11	37	33	7	24	The coffee cup should be placed to the right hand side of the guest (or near the centre of the cover if at the end of a meal), therefore the handle of the cup and the spoon should face right to accommodate right hand use. The spoon should be positioned out of the way of the handle at a 45° angle, or behind the cup handle.
12	34	24	31	11	
13	7	5	0	87	
14	4	77	18	1	
15	76	3	6	15	
16	5	14	75	6	
17	22	22	48	7	
18	8	6	58	28	A set menu offers set items, usually one per course, at a fixed price as prearranged by the host. A fixed price, set menu with limited options best describes a table d'hôte menu.
19	4	7	88	1	



20	40	44	1	15	The most correct response was A (soup spoon) but D (dessertspoon) was also accepted as it is considered common industry practice. The most common response was B but this was incorrect as the picture represented a tablespoon. A soup spoon is most appropriate to set for a pasta dish because of its round, flat design. The dessertspoon is oval shaped and deeper and is not as effective to use when twirling pasta with the fork.
21	63	35	2	0	
22	1	20	32	47	The correct response is D, as water must be brought up to boiling point then poured over the leaves to extract maximum flavour. The temperature of rapidly boiling water is 100°C.
23	6	3	79	12	
24	3	2	91	4	
25	83	2	5	9	
26	5	3	63	29	
27	48	16	18	18	The correct response is A. Students would benefit from being more familiar with the different categories of tea as each has specific requirements for preparation and service.
28	66	7	2	25	
29	19	74	4	3	
30	83	7	7	3	

Section B – Short answer questions

The following answers reflect the marking guide used by assessors when marking the exam papers. Please note that not all possible answers have been listed in this report.

Question 1

Marks	0	1	2	Average
%	21	38	41	1.2

Both menus and beverage lists should be inspected prior to each service to check for:

- cleanliness – of the cover and inserts
- good physical condition – they are not damaged
- correct inserts – current, not superseded, they suit the time of service
- completeness – there are no missing pages (for example, specials of the day)
- quantity – there are sufficient numbers for service.

Most students were able to identify one correct answer. Common incorrect responses related to details of a dish found on the menu; for example, ‘What are the specials of the day?’

Question 2

Marks	0	1	2	3	4	Average
%	2	8	27	41	23	2.8

Responses should be appropriate to the information collected in a pre-service briefing. Relevant questions related to:

- any changes to the written menu – items not available or any alterations
- additional menu items of the day – chef’s specials, soups or the variety of fish
- additional service requirements – for example a finger bowl, space needed on table for large items to be shared, additional tableware, service gear or cutlery
- dishes with common allergy ingredients
- specialised information about a menu item – cooking methods used to prepare ingredients, degree of heat if spicy, whether made using local ingredients, serving temperature, cut of meat, cooking time

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- menu information to suit guests with special needs – identify dishes suitable to recommend to guests with dietary or special needs, for example coeliacs, wheat intolerants, vegetarians, children, those with time restrictions, vision or physically impaired people
- menu items for promotion – items for suggestive selling or advertised promotion, for example using regional produce or if limited portions are available
- pronunciation
- type of menu – any restrictions such as service time, set two course menu (entrée/main/dessert, with or without coffee).

Most students answered this question well.

Question 3

Marks	0	1	2	3	4	5	6	7	8	9	Average
%	9	6	7	7	9	12	14	15	14	8	5.1

An a la carte menu offers:

- dishes arranged in set courses (though not limited to three courses)
- choice within each course
- individually priced dishes
- dishes that are cooked to order
- menu items for individual selection
- an additional list of chef's specials.

A carte de jour menu offers:

- a limited range of chef's specials
- further choice (in addition to the a la carte menu)
- each item individually available for ordering
- each item individually priced
- choices that may be offered as a table d'hote menu.

A table d'hote menu offers:

- a fixed menu with limited or set choices within each course
- a set course menu at a fixed price per person
- a limited menu of dishes taken from the a la carte menu to accommodate a group or theme within a la carte service
- (may have) restrictions about time availability (for example, lunch only – 12pm to 2pm)
- (may have) restrictions about the number of courses available (for example, select two from the three courses on offer).

The following responses were not relevant features of a menu and did not gain a mark.

- examples of establishments that would offer each menu style
- details of how to set the cover for this menu
- any relation to wine or alcohol.

Students found this question challenging and therefore did not score very highly.

Question 4

Marks	0	1	2	3	4	Average
%	2	3	7	21	67	3.5

- table number
- number of covers/pax
- time
- waiter's initial or the date.

Most students scored well on this question.

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Question 5

Marks	0	1	2	3	4	5	Average
%	3	7	14	34	26	16	3.3

Correct answers included.

- walk-in: a customer that arrives at the restaurant without a reservation and wishes to dine
- no show: a booking or reservation made with an establishment but the customer(s) never arrives
- bishop's hat: a particular napkin fold that is in the shape of a bishop's hat
- ramekin: a small, round ceramic food vessel/dish used to serve or cook individual hot or cold food items
- canapé: a small, bite sized piece of food served before a meal to stimulate the appetite.

Many students' responses lacked sufficient detail to gain a mark; for example, a ramekin is 'a serving dish', a no show is 'a customer that doesn't come'.

Question 6

Marks	0	1	2	3	4	Average
%	10	15	28	33	14	2.3

This question was about the two tables and the immediate space around it. Correct answers included:

- ensure tables are the same height and width
- ensure there are no gaps where the tables are joined
- check the chairs are positioned appropriately and that there is sufficient space
- ensure there is sufficient space for each cover for service and comfort
- check that tables and chairs are in good condition and are not damaged
- ensure the tables are stable
- check that the tables are clean and dry.

Responses that did not gain a mark included those related to clothing the table, setting the cutlery, the position of the table in the restaurant or the floorplan.

Question 7

Marks	0	1	2	3	4	5	6	7	8	9	10	11	12	Average
%	1	2	3	4	4	7	11	15	15	17	14	6	1	7.4

Students were required to clearly indicate what tasks should be performed in between the service tasks provided. Any responses that duplicated a task (indicated by *) did not gain a mark. Correct answers included any three of the following during the stages:

Seat and greet guests

- lay napkins
- offer drinks – juice, tea or coffee
- *serve drinks
- offer menus/additional menu info/specials
- accept vouchers/room number
- offer newspapers

Take food orders

- place order in kitchen
- *serve drinks – juice, tea or coffee
- correct covers
- top up drinks
- *offer condiments or accompaniments

Serve food

- *offer condiments or accompaniments
- offer cracked pepper
- check for customer satisfaction of the meal and/or additional requirements
- clear plates and cutlery
- clear cruets and condiments
- crumb down table
- *clear empty glassware

Offer additional drinks

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- enquire about any further requirements
- *clear empty glassware
- organise the bill/present the bill
- ensure guests sign the account/finalise account
- collect coat or umbrella

Farewell guest

Unfortunately, some students were familiar with the sequence of service for lunch or dinner but did not consider how this may differ for breakfast service and provided incorrect responses; for example, 'serve bread rolls', 'offer the wine list' and 'offer dessert menus' and then taking coffee orders at the end of the meal.

Question 8

Marks	0	1	2	3	4	Average
%	10	47	33	8	1	1.4

Careful attention is required to ensure that linen is kept in 'a just laundered state' ready for service. Factors that should be considered include checking that:

- the linen is stored flat to prevent additional creases
- the clean linen has been returned undamaged – not wet or with the bag ripped
- the linen is separated according to its size – tablecloths, serviettes, etc.
- linen is handled with clean hands
- the linen is stored in an appropriate location; for example on dry shelves/a clean shelf, away from smells/odours, in the correct location for easy access
- linen stock is rotated/FIFO
- OH&S guidelines are met – do not try to lift a heavy bag.

Students' responses indicated that they were unfamiliar with the requirements of storing linen as a mise en place task.

Question 9a

Marks	0	1	2	3	4	Average
%	23	38	24	11	3	1.4

Correct answers included:

- minestrone soup: parmesan cheese
- garden salad: salad dressing or croutons
- roast beef: a selection of mustard, horseradish or chutney
- tandoori chicken: yoghurt, raita, lemon wedges, mango chutney or lemon pickle.

A 'condiment' is something that gives relish to food, not an accompaniment or garnish. Condiments should be placed next to the food items and offered during the service of the main item. No marks were given to students whose responses related to the serving utensils or cutlery required when eating this dish.

Question 9b

Marks	0	1	2	3	4	Average
%	41	9	21	24	5	1.4

Correct answers included:

- soup bowls
- underplates for soup bowls
- entrée plates
- dinner plates
- small plates for service gear.

Many responses for this question indicated a poor understanding of the term crockery; students often answered with suitable items of cutlery instead. Salad bowls and side plates were common responses but these did not gain a mark as salad would be served on the dinner plate and side plates are set directly on the table.

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Question 9c

Marks	0	1	2	3	Average
%	14	19	47	20	1.7

Correct answers included that crockery should be:

- clean and dry
- in good condition (free of cracks, chips or stains)
- all matching
- polished/free of watermarks
- of sufficient quantity for service.

Students were successful at identifying checks to determine acceptable quality crockery for use.

Question 9d

Marks	0	1	2	3	Average
%	17	20	57	6	1.5

Correct answers included:

- soup: a large ladle
- roast beef: a large fork and large spoon/silver service gear
- lasagne: two wide spatulas or lifters.

Unfortunately, some students answered the question with details relating to the cutlery that should be set at the table, which was incorrect.

Another common incorrect response was that tongs should be used to serve buffet items. This did not gain a mark as not only is this inappropriate for the food items but service staff should use a serving spoon and fork and the silver service technique to plate the guests' food.

Question 9e

Marks	0	1	2	3	Average
%	14	32	39	16	1.6

During buffet service it is the responsibility of service staff to maintain a high standard of food presentation both on the buffet table and during the plating of guests' food. Correct answers included:

- wipe drips and spills immediately
- place service gear on under plates in between service of food
- keep service gear presentable or replenish – use one utensil for each menu item
- replenish or replat food items as required to keep dishes appealing
- follow service guidelines – serve items as per garnished portion, offer condiments, place food accordingly on the plate
- use service gear appropriately/use the correct utensil to suit food item being served
- maintain food presentation – food should be at the correct temperature, served from the side of the platter not the middle, and stirred (where appropriate) to maintain glossy appearance.

Students often provided responses that related to personal presentation, which was not correct.

Question 10a

Marks	0	1	Average
%	56	44	0.5

Chaffing dish or bain marie were acceptable answers. Many students were not familiar with the name of this item.

Question 10b

Marks	0	1	Average
%	16	84	0.9

To maintain the food's heat for the duration of service. Any responses that indicated food being placed in the bain marie without the application of heat did not score a mark.

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Question 10c

Marks	0	1	2	3	4	Average
%	11	25	32	24	7	1.9

Assessors gave marks for responses that clearly indicated a consideration of safe practice related to the specific task relevant at each stage. Answers indicated with * are suitable for more than one stage but could not be used more than once.

i. transporting

- extinguish the heat source before moving
- replace the cover to prevent spillage during transportation
- *clean up any spilt water/sauce immediately
- carry with assistance – use a trolley or two people to transport
- food inserts may be removed to reduce the weight before transporting
- ensure a clear bench space has been prearranged
- ensure a clear path, watch where you are walking, alert others.

Responses that indicated transporting or carrying the bain marie without assistance did not gain a mark.

ii. dismantling

- *prevent burns and scalds – be aware of hot water and surfaces when moving the bain marie or removing inserts
- ensure all parts of the bain marie have cooled sufficiently before handling
- *keep workspace clear – do not leave lids or the bain marie frame on the floor
- decant, or use some other safe method to empty the hot water from bain marie
- prevent contamination – cans of heating gel should be covered and stored or discarded in the bin.

iii. cleaning

- be aware of sharp surfaces and awkward shapes during the cleaning of each part
- wear gloves to protect hands from hot water and detergents
- *clean up any spilt water immediately
- *keep workspace clear – do not leave lids or the bain marie frame on the floor.

iv. storing

- be aware of the awkward shape when handling the bain marie to prevent injury
- use correct lifting technique
- ensure the bain marie is reassembled completely before storage
- store in an appropriate location that is easily accessible and secure.

A common response that did not gain a mark was to give information about each stage without specifying how to prevent injuries; for example, 'store in the right place'.

Question 11

Marks	0	1	2	3	4	5	6	Average
%	1	2	8	9	25	13	42	4.7

To be awarded full marks, the response needed to clearly indicate that the waiter was being proactive regarding the special needs of the guest, not just reactive to a customer's request. For two marks, the 'special need' and the 'consideration' must both have been suitable, otherwise only one mark was given for identifying a guest with special needs. Correct answers included:

Blind/visually impaired

- offer to read the menu/dish descriptions/specials/drink list to the guest
- suggest or recommend house specials or food and wine combinations
- ask the guest if they require food items to be prepared differently for easier eating
- offer to accommodate the guide dog in a safe position next to the guest
- when seating the guest, offer the chair that is the most suitable – for storing the cane, away from steps or protruding fittings.

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Deaf/hearing impaired

- look at the guest so he/she can see your lips/face when talking
- speak slowly
- listen carefully to speech, which may be difficult to understand
- give visual cues about the menu: use pictures or indicate dishes at nearby tables
- offer to write down the menu specials.

Limited English language

- speak clearly and slowly
- ask the guest to speak English slowly and listen carefully
- point to key words in the menu to assist guests that may read the language
- if available, use pictures to convey necessary menu information.

People who cannot physically use cutlery

- offer alternative serving utensils; for example, straws for soup or drinks
- offer additional napkins if needed
- suggest appropriate food items that are easy to eat (for example, not in a slippery sauce) or suitable to eat using their fingers.

Elderly/mobility impaired

- when seating, offer a position that permits easy access to and from the table
- offer assistance when sitting or standing
- offer to place walking stick or walking frame in a safe and accessible location
- suggest or highlight appropriate menu items (for example, by providing some detail of serving size or simple flavours).

Baby

- ensure the highchair is positioned appropriately – safely, close to the parent and with plenty of space
- offer to accommodate with the reheating of baby food
- offer additional napkins
- offer to serve the baby's food before the adults
- suggest or highlight appropriate menu items.

Toddler/small child

- ensure the child is positioned appropriately – securely, close to the parent and with plenty of space
- highlight appropriate menu items and drinks
- offer additional napkins
- offer to serve the child's food before the adult
- offer paper and pencils to occupy children while others are eating.

Parent with pram

- ensure that appropriate space is available close to the table to position the pram safely.

Time constraints

- suggest or recommend suitable menu items that can be prepared quickly
- ask what time they need to leave so that you can monitor and ensure service will be completed in time.

Guest with special dietary needs

(This response was only accepted once and not for numerous examples of different dietary needs)

- inform the guest of the dish that has been prepared for them
- suggest menu options that are or may be altered to suit their requirements.

Other appropriate answers were accepted and not all have been listed.

Question 12

Marks	0	1	2	3	4	Average
%	1	12	31	31	24	2.7

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Students answered this question quite well, although responses often focused on their personal opinions of the waiter and not on appropriate establishment procedures. To score maximum marks, the response needed to reflect the importance of meeting the needs of the customer. The best answers included most of the following points:

- listen to the guest and apologise for the delay
- confirm with the guest what dish they are waiting for
- inform the chef or head waiter/supervisor in the kitchen
- inform the waiter of that section of the situation and your actions
- ensure the customer is told how long it will take for their meal to arrive
- inform the restaurant manager of the situation.

Question 13

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	1	1	1	4	11	21	29	21	9	2	0	5.8

This question related to the preparation of a bar area for the service of non-alcoholic beverages. Students scored well with this question when providing key procedures related to this task. Correct answers included:

- prepare ice: buckets and scoop, check quantity
- check ingredients/stock: use by dates/quality, ensure items have been restocked/replenished, check cold items are cold and that postmix supply is sufficient for service
- garnishes: prepare a variety of different garnishes as required
- OH&S: place floor mats and turn on lighting
- clean surfaces (follow routine procedures)
- prepare glassware/cups: clean or polish as required, check available quantity
- drink trays: check for cleanliness and place in the correct location
- cleaning items: collect service cloths, polishing cloths and cleaning products. Organise cleaning tools, rubbish bins and recycle bin
- organise equipment: organise bar or serving equipment – muddling spoon, strainer, shaker, blender, measuring jiggers, order pads and docket spike
- organise electrical equipment: ensure electrical equipment is ready for use – blender, glass washer, docket printer, postmix, urn or zapper and that the refrigerator is at the correct temperature
- decoration: organise items – straws, jelly crystals, toothpicks
- prepare advertising materials: drink cards, coasters, blackboard/beverage list.

Any references to tasks associated with alcoholic beverages or counting the float for the register did not gain any marks. Often responses listed a number of tasks usually performed in one procedure, for example 'wash the glasses, polish the glasses, check the glasses for marks or chips', which are all prepare glassware for service.

Question 14a

Marks	0	1	Average
%	57	43	0.5

Cinnamon, nutmeg, chocolate powder or a slice of banana.

Responses that included straws, umbrellas, cream or strawberries did not gain a mark. Students should be encouraged to give a suitable level of detail in their answers; for example, 'slice of banana' rather than just 'banana'.

Question 14b

Marks	0	1	Average
%	13	87	0.9

Acceptable answers were a colada, highball or pilsner glass.

Question 14c

Marks	0	1	2	3	Average
%	4	20	48	28	2.0

Correct answers included:

- remove the power source to the unit/turn off and unplug
- do not immerse base in water or wipe base with a damp cloth
- ensure power plug does not come into contact with water

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- be careful when handling blades to prevent injury when dismantling/cleaning/reassembling
- reassemble according to manufacturer's instructions
- ensure blender is dismantled correctly, hygienically cleaned and thoroughly dry before reassembling and storing.

Students did well answering this question. Assessors gave marks for answers that clearly described how to prevent injury (OH&S procedures) or indicated appropriate hygiene practices (food safety procedures) to consider when cleaning the blender.

Question 15

Marks	0	1	2	3	4	Average
%	13	7	15	30	35	2.7

Correct answers included if the tea was:

- not stored at the correct temperature (for example, in the fridge or freezer)
- exposed to light (stored in a glass jar in strong light)
- exposed to moisture, steam, humidity or dampness
- exposed to odours, such as other tea varieties or coffee
- exposed to air/stored without a lid or not in an airtight container.

Students scored well on this question and were able to identify factors that reduce the shelf life of loose leaf tea.

Question 16

Marks	0	1	2	3	4	Average
%	1	9	41	39	10	2.5

Correct answers included:

- wash hands/wear gloves
- do not cough or sneeze on food
- use clean plates/equipment/chopping boards
- wash fruit prior to cutting
- cover garnishes prior to transporting
- do not eat left over fruit while preparing garnishes.

Storing garnishes under refrigeration did not gain a mark as it is not a hygiene practise related to the task. Comments about personal hygiene (for example 'tie your hair back') did not score a mark as this is a requirement of service and should be completed prior to commencing work.

Students were generally able to identify at least two hygiene practices related to the task of preparing additional garnishes.