

2010 VCE VET Hospitality GA 2: Written examination

GENERAL COMMENTS

The 2010 paper was based on the following three units of competence:

- SITHFAB004A Provide food and beverage service
- SITHFAB010A Prepare and serve non-alcoholic beverages
- SITHFAB012A Prepare and serve espresso coffee.

These units are part of the revised VCE VET Hospitality Units 3 and 4 sequence taken from the SIT07 training package. This year was the first year of scored assessment for this revised program. Teachers and trainers are reminded to review the examination specifications and advice published by the VCAA in February 2010, which outlines the new areas of focus in the examinable units. This document can be found on the VCAA website on the Hospitality (VCE VET) Exams and Exam Assessment Reports page.

Students need to practise preparing written responses to ensure they are able to clearly demonstrate their depth and breadth of knowledge. The 2010 paper continued with the concept of the ‘sequence of service’ – the basic workflow procedure of food and beverage service as reflected in the units.

Resources and opportunities for real practical industry experience should be sourced to assist student development. Students develop a breadth of knowledge through simulated and practical working environments, and this type of experience supports realistic and informed responses on the exam.

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	7	0	4	88	
2	14	84	0	1	
3	1	1	98	0	
4	7	5	82	6	
5	2	97	1	0	
6	3	1	43	53	Students may have been confused as to what constitutes an industry hygienic approved garnish (option C) as opposed to the hygienic requirement of using tongs.
7	87	6	4	2	
8	15	73	2	10	
9	3	6	8	82	
10	1	14	81	5	
11	3	27	3	67	
12	6	4	25	65	
13	99	1	0	0	
14	29	63	6	2	
15	15	4	0	80	
16	3	89	8	0	
17	43	55	1	0	Students needed to differentiate between the current industry trend and industry standards.
18	12	83	0	4	
19	0	1	1	98	
20	6	0	41	53	Responses to this question reflected students’ limited knowledge of end-of-service requirements and suggested that they have limited practical à la carte experience.
21	92	1	1	6	
22	19	3	78	0	

Question	% A	% B	% C	% D	Comments
23	11	3	72	14	
24	47	50	2	1	Students needed to differentiate between making a profit and enhancing the dining experience of the guest.
25	2	1	96	1	
26	1	1	49	49	It was evident that some students have a limited understanding of the types of espresso coffee.
27	2	78	18	2	
28	63	7	28	1	
29	3	17	65	15	
30	2	7	22	69	

Overall, the students dealt with the multiple-choice questions satisfactorily. There were a few questions where students appeared to have difficulties.

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.

Students' examination technique should be commended. However, some students seemed to have difficulty in differentiating between being asked for information and being asked to complete a task. This was the most obvious in Question 2.

Many students appeared to have limited understanding of the 'sequence of service'. This was especially evident in students' poor responses to Question 12.

Question 21 was a question that reflected the changing dining environment. The industry is changing, with a shift flow-through becoming more the norm. Most students appeared to lack understanding of such a situation and the changing trends of the industry. It would be advantageous for students to be exposed to realistic industry experience.

As in previous years, students appeared to confuse pre- and post-service terminology and the tasks that each process requires.

Question 1

Marks	0	1	2	3	4	5	6	Average
%	10	10	19	25	23	11	2	2.8

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Job role	Information
Food and beverage attendant in a restaurant	<ol style="list-style-type: none"> 1. Food specials of the day 2. Changes to menus/product availability 3. Matching food and wine, product knowledge 4. Number of guests 5. Guest's special requests/special dietary requirements 6. Which section they have been allocated
Bar attendant in a restaurant	<ol style="list-style-type: none"> 1. Drink specials of the day 2. Staff on duty 3. Stock shortages/stock availability 4. Customer refusal of service 5. Product knowledge/recipes, glass types, prices of drinks 6. Guest's special requirements/function requirements 7. Equipment knowledge/preparation 8. OH&S examples

This question was dealt with satisfactorily by students. Students needed to list three types of information necessary for each of the job roles, not describe the skills that are required to perform them.

Question 2

Marks	0	1	2	3	4	5	Average
%	17	17	23	28	12	2	2.1

To develop a pre-service task list you would need to know:

- the name of the type of service or function; for example, breakfast, lunch or dinner
- the tasks that need to be completed
- the timing of the schedule to cover pre-service preparation
- the number of staff available for the shift/staff knowledge and skills
- the number of guests/covers.

Developing a floor plan, product knowledge, replenishing stock and restocking the waiter's station were not accepted.

Many students struggled to provide the types of information required to write up a task.

Question 3

Marks	0	1	Average
%	87	13	0.2

Consideration	Priority
The number of staff	3
The ability of the staff	4
What needs to be done first prior to service?	1
Is it a simple or a long and complicated task?	2

Students struggled with this question and this suggested a limited understanding in how to appraise a situation and apply an approach to overcome the problem.

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Question 4

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	3	2	5	9	15	21	20	17	6	1	0	5

Pre-service task	Duties		Importance
Check the dining room for cleanliness	remove scuff marks on floors	clean bench tops and stations	for health and hygiene of the customers
Check and tidy restaurant foyer	<ul style="list-style-type: none"> front door/windows/glass, walls are clean removal of hazards/obstacles place any necessary signs checking plants/watering 	<ul style="list-style-type: none"> floor is clean of debris – mop/vacuum/sweep furniture is clean/arranged neatly/safely specific safety checks; for example, placing mats on slippery wet floors 	<ul style="list-style-type: none"> first impressions of the restaurant (ambience, enhancing dining experience) safety explanation
Arrange tables and chairs according to reservations	<ul style="list-style-type: none"> arrange tables/chairs according to plan space tables evenly chairs and tables are stable chairs and tables are not damaged 	<ul style="list-style-type: none"> assist other staff to move large tables customer requests allowing adequate space for service 	<ul style="list-style-type: none"> OH&S explanation to assist with the flow of service to maximise capacity customer satisfaction

This question required students to state the duties that are to be completed for each of the tasks and to explain the relevance of the tasks. Students did reasonably well on this question. To receive full marks students had to fill in four duties under each heading and give one explanation about why it is important to complete these duties.

Question 5

Marks	0	1	Average
%	47	53	0.6

- welcome customers
- ask if the customers have made a booking
- check and mark off the booking in the reservation book
- collect any coats, hats or umbrellas
- show the customers to their table
- pull out chairs for the customers
- seat the customers at the table
- unfold and place the napkin on each customer's lap

Question 6

Marks	0	1	2	3	4	5	Average
%	1	9	27	41	18	3	2.8

Five of:

- food and beverage specials of the day
- changes to the menus or items that are not available
- promotion of any special food and drink items
- suggestion of additional items or side dishes

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- description of menu items/method of cooking/menu structure, items to assist with the guest's selection or dietary requirements/pricing
- repeat any information if required by the guest
- give personal recommendations.

This question asked students to list information rather than a task that is required of the server as some students thought. Servers should have an understanding of the situation, interacting with the guest and communicating relevant information that will assist the guest to have a pleasurable dining experience. Students' results reflected a limited appreciation of the importance of the exchange of information between the server and the customer.

Question 7

Marks	0	1	2	3	4	5	Average
%	17	21	28	22	9	2	1.9

Five of the following good hygiene practices were required for full marks.

- Empty the water after each service period.
- Fresh clean water every day/shift.
- Empty the water if it has had heavy use and water/glasses are looking dirty when removed from the dishwasher.
- Ensure glass-washing detergent is full and the correct detergent is used.
- Check washing temperature.
- Check to see the washing arms/drainage filter are not blocked.
- Remove lime scale/furry residue build-up from machine regularly.
- Do not over fill glass-washing tray.
- Turn off glass washer after each service to reduce temperature and minimise moisture content, which may cause bacterial growth.
- Rinse and/or brush glasses – remove lipstick, food particles.
- Use the machine only for glassware.
- Run machine's cleaning cycle during each shift.

Students gave generic responses to this question such as 'a good detergent'. Students' responses needed to be machine-specific.

Question 8

Marks	0	1	2	3	4	Average
%	3	3	13	27	54	3.3

Order 1		Order 2		Order 3	
1. hot chocolate	(✓)	1. brandy, lime and soda		1. iced tea	
2. lime and soda		2. short black		2. vodka, lime and soda	
3. soy latte		3. mango smoothie	(✓)	3. vienna coffee	(✓)
4. banana milkshake	(✓)	4. Midori and lemonade		4. raspberry frappé	

Overall, students dealt with this question very well. Students appeared to have a good understanding of lactose intolerance.

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Question 9

Marks	0	1	Average
%	18	82	0.8

When unfolding and placing the napkin across the lap of a customer, the food and beverage attendant should take the napkin from the right-hand side of the customer.

Students answered this question very well.

Question 10

Marks	0	1	Average
%	36	64	0.7

'Call Away' refers to:

- requesting that cooking and plating up of the next course take place
- the guests on your table are ready for their next course and the kitchen should start to prepare it.

While most students performed well on this question, some students did not have an understanding of 'Call Away' and when to do it.

Question 11

Marks	0	1	2	3	4	5	Average
%	5	23	42	23	7	0	2.1

1. Clear all entrée plates and cutlery.
2. Take plates to dish-washing area; scrape and stack according to enterprise standards.
3. Call away main course with kitchen (either via point of sale system or verbally).
4. Reset or check the cutlery on the table to ensure the guest has the appropriate cutlery for the next course.
5. Check and/or top up beverages/clear empty glasses.
6. Offer more bread and butter.
7. Confirm food to docket to cover number for delivery.
8. Identify and inform customer of any time delay.

Responses did not have to be in sequence. The responses to this question demonstrated students' limited understanding of 'sequence of service'. Students needed to explain in a logical manner what the server had to organise in order for the guests to receive their main courses.

Question 12

Marks	0	1	2	3	4	5	Average
%	10	19	33	27	10	1	2.1

Five of:

- check for guest satisfaction of main course
- top up beverages/reordering of beverages
- remove any dirty/empty/unused glasses
- confirm that the customer has finished their meal and clear main course crockery and cutlery
- clear side plates, cruets, butter/oil and condiments
- crumb down table
- offer hot/cold towel
- offer dessert menus (special/variations) and/or dessert beverage list or matching food and beverage.

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Question 13

Marks	0	1	2	3	4	Average
%	12	26	11	47	4	2.1

<u><i>The Striped Koala</i></u> Food Docket				
2	Summer	(VG)	1, 4	
1	Ravioli	(G)	2	
1	Gravalax	(L)	3	
2	Risotto	(VG)	1,4	
1	Crocodile	(G)	2	
1	Lamb	(L)	3	
Name <i>Sam</i>	Date 9/11/2010	Time 12.30 pm	Cover No. 4	Table No. 7

Many students completed this question well. However, some students did not attain full marks as they did not include full abbreviations, including the abbreviation relating to dietary requirements. A professional kitchen would require this information and the restaurant would be mindful of the legal ramifications of a mistake.

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Question 14

Marks	0	1	2	3	4	Average
%	11	17	32	31	10	2.2

Menu item	Cutlery
A salad of summer vegetables with poached summer fruits	Entrée knife and entrée fork
Beetroot-cured salmon gravalax with soy sour cream & pink grapefruit	Entrée knife and entrée fork
Sesame seed crumbed lamb cutlets pan-fried in olive oil topped with Australian bush tomato-garlic sauce	Main knife and main fork
Oven-roasted red snapper with gateaux of tomato confit, sautéed shitake mushrooms in a pool of pinot sauce	Fish knife and fish fork (may include spoon)

Students' responses indicated a lack of knowledge of specialised equipment. Very few students seemed to be aware that there is a fish fork to match a fish knife. Students need to be aware that specialised equipment adds to the overall dining experience – the right tool should be used for the right job.

Question 15

Marks	0	1	2	3	4	5	Average
%	2	6	28	41	20	2	2.8

1. Inform the guests of the delay and apologise.
2. Give the customer an accurate indication of the time delay on the meals/listen to customer concerns.
3. Offer beverage top ups and reordering of beverages/bread.
4. Remain in contact with the guests to reassure them that their meals are on their way.
5. Communicate with the chef on the progress of the meal.

The majority of students dealt with this question reasonably well. Students needed to demonstrate server/guest interaction and communication.

Question 16.

Marks	0	1	2	3	4	5	6	7	8	9	Average
%	1	2	3	6	12	21	25	19	10	1	5.5

It was pleasing to see that most students responded well to this question.

16a.

Customer satisfaction and appeasement

Actions the food and beverage attendant needs to do now include (two of):

- apologise to customers/guests
- clean up customers/guests
- offer to have their clothing dry-cleaned
- offer a replacement meal
- ensure guests are not injured.

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Preventative actions that would have avoided the current situation (one of):

- use appropriate language/behaviour
- use a service cloth (for hot or cold dishes)
- recognise that the plates are too hot and put them down, avoiding any possible accidents.

16b.

The flow of service in the restaurant

Actions the food and beverage attendant needs to do now include (two of):

- inform supervisor/manager
- get staff assistance
- inform chef of accident
- replace/clean table settings/napkins or move guests to another table
- reorder meals
- follow-up communication with guests.

Preventative actions that would have avoided the current situation (one of):

- ask other staff to help deliver food to the table
- use a service cloth (for hot or cold dishes)
- use food carrying trays and stands.

16c.

OH&S requirements

Actions the food and beverage attendant needs to do now include (two of):

- check the guest and yourself for burns/injuries – offer/get assistance (icepack)
- check that the work area is safe
- sweep and mop/clean up/put a hazard sign in place/inform other staff of hazard
- remove broken crockery/glassware
- inform supervisor
- fill in an incident report.

Preventative actions that would have avoided the current situation (one of):

- use service cloths
- proper training
- use food carrying trays and stands
- get staff to help deliver food to table.

Question 17

Marks	0	1	2	3	4	Average
%	5	1	7	39	48	3.3

1. cappuccino, long black, flat white, vienna
2. café latte, long black, long macchiato
3. short black or espresso/macchiato ristretto
4. iced coffee, hot chocolate, Irish coffee

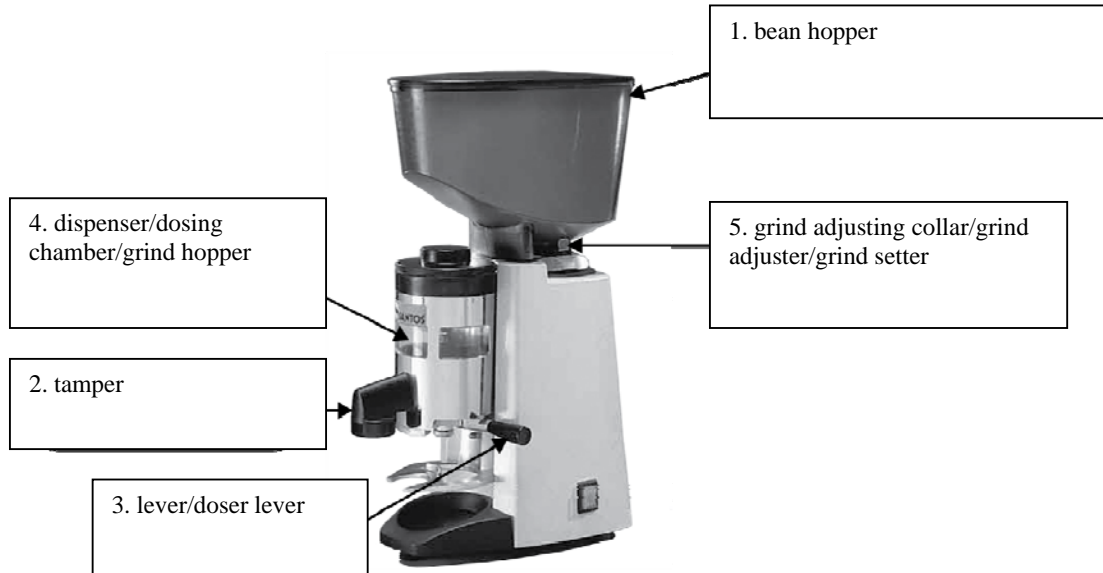
Many students responded well to this question.

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Question 18

Marks	0	1	2	3	4	5	Average
%	20	26	20	17	11	5	1.9



Students did not respond well to this question.

Question 19

Marks	0	1	2	3	Average
%	11	24	39	26	1.8

Three of:

- the humidity/moisture in the room
- storage of beans/freshness
- blade wear in the grinder
- grade/grinder setting
- fineness/coarseness
- quality/type of the beans
- cleanliness of grinder
- the type of roast of the bean.

Overall, the students responded well to this question.

Question 20

Marks	0	1	Average
%	54	46	0.5

As people are becoming aware of their health and taste preferences, more people are asking for decaffeinated/organic coffee.

Many students did not answer this question. The majority of the students who did answer this question gave the correct response.

Question 21

Marks	0	1	2	3	Average
%	17	65	16	2	1.1

- Farewell your guests and notify them of the staff changeover.

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- Introduce the new staff member to the guests.
- Inform the new waiter of where your table is up to in their service/dockets.
- Check all items are correct and up-to-date on the guests' account.

The majority of the students did not respond correctly to this question. Students' responses indicated a limited understanding of how to respond in such a circumstance.

Question 22

Marks	0	1	2	3	Average
%	26	14	34	25	1.6

- Identify possible improvements in service/review service improvements.
- Evaluate team's performance/staff feedback.
- Inform team of service difficulties and breakages.
- Provide guest feedback on service and menu items.
- Identify stock with low supplies, which may be required for the following service period.
- Successful strategies/outcomes that occurred during service.

Many responses to this question suggested that students were confused between pre- and post-service briefings and debriefing. Some students were not aware of the debrief process.