



2005 VCE VET Hospitality Food and Beverage GA 2: Written examination

GENERAL COMMENTS

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

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

THHBFB02B, Provide a link between kitchen and service areas, was examined for the first time in 2005. When framing their answers, students need to consider which front of house personnel are referred to in the question.

Most students were able to demonstrate a sound knowledge of the basics of meal types and service styles, ordering procedures, sequence of service, and the skills required to work in the front of house environment. An exception to this was Section B, Question 11, where students displayed poor understanding of cutlery adjustments (set and removed) for specific orders.

In the 2005 examination there was an increased emphasis on questions that required students to apply their knowledge to a particular scenario or explain in depth how practical skills should be demonstrated. In general, students need to be prepared to develop further detail in their answers, and should be encouraged to use industry terminology or incorporate answers based on their work experiences. There are also some issues regarding marking policies that students and teachers need to be aware of, as outlined below.

Where students were asked to provide a certain amount of information, any additional information given was not marked. 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. Therefore, if students think of another response after they have already written down the required number of points, they should cross out what they consider to be the weakest point and replace it with the better response.

When asked for a number of pieces of information, students who gave two responses that meant the same thing did not gain a mark for both. In this case the points were combined and one mark was given (if appropriate) for the two similar responses.

SPECIFIC INFORMATION

Section A – Multiple-choice questions

Question	% A	% B	% C	% D	Comments
1	20	6	27	47	
2	4	14	27	55	
3	44	33	16	7	Semi-silver service refers to the partial plating of a menu item using the silver-service technique. Silver-service refers to the full service of all menu items onto the guest's plate by the waiter.
4	8	1	89	1	
5	65	8	17	10	
6	23	59	14	4	Caesar salad was the most common response but this was not correct as it contains bread croutons that contain wheat. Risotto, option A, was the correct response.
7	17	1	41	40	Chinese restaurant (option C) is the correct response as the plates of food are placed into the centre of the table for the guests to share and portion into their bowls.
8	3	93	2	2	
9	48	1	49	1	
10	2	3	79	17	
11	60	27	7	6	



Question	% A	% B	% C	% D	Comments
12	25	2	13	60	
13	34	41	3	21	A fork and soup spoon are the most appropriate to use when handling the small vegetable items that may be included in a garden salad; for example, cherry tomatoes and cut cucumber.
14	2	6	91	1	
15	87	8	1	4	
16	4	4	8	85	
17	23	22	39	16	The concertina fold refers to the folding technique used when a clean tablecloth is set over a soiled cloth. This method enables the soiled cloth to be removed at the same time the clean cloth is being drawn over the table, so that the table top is never exposed.
18	72	8	19	1	
19	79	3	9	9	
20	6	73	11	10	
21	68	26	4	2	
22	4	2	92	1	
23	1	22	47	30	'Splits' is the correct term to describe small bottles of carbonated soft drink commonly used in the bar. 'Mixer' was not correct as this refers to a product that is used for mixed drinks and may include those from the post mix or a juice.
24	11	60	22	6	
25	38	52	4	5	B is the correct response. Apple is commonly used in the production of cider and not non-alcoholic wine.
26	6	13	11	70	Martini is the most suitable glass to serve a frappe in. The size and shape of the glass allow the beverage to be served raised or mounded for presentation and the volume is appropriate for a pre-meal occasion. The shape of the glass permits the guest to drink directly from the glass, as a straw is easily blocked by fruit or chunks of ice.
27	3	72	21	4	
28	17	4	11	67	
29	72	5	6	17	
30	21	5	18	56	

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 1a.

Marks	0	1	2	3	Average
%	3	35	48	14	1.8

Different communication skills waiters can demonstrate during service include:

- verbal: when talking with a customer, a waiter should have excellent product/menu knowledge, speak clearly when explaining specials and avoid using slang language
- positive body language: a waiter should display good body language through smiling, positive mannerisms/attitude and maintaining good eye contact when speaking/listening to customers or other staff members
- listening: a waiter should listen to customers/staff to understand their needs for the occasion and their dislikes, when dealing with customer complaint,; and so that they can follow instructions correctly
- nonverbal: a waiter should be alert and responsive to nonverbal cues so they can anticipate customer and other staff needs
- effective writing skills: a waiter should write clearly when taking orders or transferring information on orders.

Assessors accepted examples of communication that related to working with either members of staff or customers.

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Question 1b.

Marks	0	1	2	3	4	5	Average
%	2	8	21	34	28	7	3.0

Expectations that customers might have of a professional waiter include:

- proficient service skills: anticipating customer requirements/special needs, attention to detail, multi-skilled tasks
- excellent knowledge of products and the establishment
- excellent personal hygiene
- a high standard of personal presentation
- honesty
- a pleasant manner/polite.

Responses that related to communication skills did not score a mark.

Question 2

Marks	0	1	2	3	4	Average
%	24	10	13	26	27	2.2

Personal mise en place items a waiter would require include:

- pen
- notepad/order pad
- watch
- service cloth
- tissues/handkerchief
- waiter's friend
- name tag
- crumber
- lighter/matches.

A common incorrect response was 'a clean uniform'.

Question 3

Marks	0	1	2	3	4	Average
%	9	2	10	38	40	3.0

Linen commonly used in restaurant service includes:

- tablecloths
- overlays
- napkins/serviettes
- service cloths
- glass/polishing cloths
- chair covers
- table skirting
- tea towels.

No marks for given for responses such as cleaning cloths or chux.

Question 4a.

Marks	0	1	2	3	4	Average
%	12	24	36	24	3	1.8

Details required prior to setting tables to ensure the section is set accordingly include:

- total number of customers booked
- time of the bookings
- size of group reservations
- special requirements any of guests with physical or seating requests
- status of customers already present at the tables
- enterprise procedures – number of candles, change of flowers, napkin fold.

No marks were given for responses that related to menu terminology, organising cutlery or setting the table, as this information is not required for table arrangements.

Question 4b.

Marks	0	1	2	3	Average
%	43	30	17	10	1.0

Other pre-service tasks include:

- check/adjust the lighting, light candles
- check the temperature of the room is appropriate

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- organise suitable music
- check that the toilets are clean
- check that the front entrance/floors are clean and tidy
- check flower arrangements/pot plants/obstacles/cloak room
- check that outside lighting/signage is turned on
- set up outside facilities or non-smoking areas.

One word responses or comments related to tasks in the kitchen did not score a mark. Students were often not familiar with other tasks that must be done in an establishment prior to the customers' arrival.

Question 5

Marks	0	1	2	3	Average
%	29	22	33	17	1.4

Things that should be done to ensure the glass washer is ready for service include checking that the:

- glass washer is turned on
- detergent is filled up
- drain is free of debris
- plug has been put into position
- glass washer is empty of glasses
- associated equipment is in place (rack, drip tray and glass plunger).

No marks were given for responses that described the glass washer as a person or task, or responses that related to cleaning or polishing glassware prior to service. Students did not seem familiar with what should be done to ensure the glass washer (machine) is ready for service.

Question 6

Marks	0	1	2	3	4	Average
%	3	7	21	36	33	2.9

Things to consider when preparing cut-butter portions for service include:

- the total number of portions required (number of people, number or portions on each plate per table)
- consistency in cutting/presentation
- appropriate size or shape
- free of fingerprints (wear gloves)
- stored appropriately prior to service
- served at the appropriate temperature
- prepared hygienically – clean equipment, work area, clean hands
- freshness
- correct butter is used
- temperature of the butter prior to cutting.

No marks were given for responses that related to pre-wrapped butter portions or moulded butter in dishes.

Question 7

Marks	0	1	2	3	Average
%	1	3	42	54	2.5

Checks that should be made of glassware include checking that:

- they are hygienically clean (no lipstick, dust or juice residue)
- they are in good condition (not chipped or cracked)
- they are polished/free of watermarks
- they are an appropriate temperature
- there is an appropriate quantity available.

Question 8

Marks	0	1	2	3	4	5	Average
%	6	19	27	29	13	5	2.4

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When adjusting the table the waiter should:

- inform the guests that adjustments are being made to the table setting and it will take a few minutes
- direct or invite the party of guests to a pre-dinner drink area/to wait in the foyer
- remove the surplus chairs
- rearrange the seating and adjust the cutlery
- remove the extra settings
- adjust reservation records
- ask for assistance to speed up the service.

Students often did not explain what happened to the customers while the waiter was completing the task. Others neglected to remove chairs or the surplus settings, which is not considered acceptable industry practice. However, assessors accepted appropriate variations that described the table being split, so that the extra settings did not need to be removed as a new table had been created.

Question 9

Marks	0	1	2	3	4	5	Average
%	13	30	33	17	6	1	1.8

Examples of hygiene practices to be demonstrated **during service** include:

- ensure hands are washed thoroughly during/between service tasks
- ensure clean cloths are used to polish or clean equipment
- no coughing or sneezing over food or customers, no touching the body or hair
- ensure hands do not come into direct contact with food or beverages, including straws, glassware, cutlery, plates, ice and garnishes
- ensure all service gear is hygienically clean before use – no lipstick, food residue
- use equipment appropriately – use service cloths/appropriate equipment for the task.

Students often described a range of good personal hygiene practices that should be completed **prior** to service but did not gain full marks as these did not relate to practices required **during** service.

Question 10

Marks	0	1	2	3	4	Average
%	10	26	33	23	8	2.0

The correct technique a waiter should use when 'lapping' guests at a table is to:

- approach the guest and offer to lay the napkin (make eye contact)
- pick up the napkin from the side of the guest, taking the corner
- shake to unravel and form into a triangle or long rectangle
- place longest/folded edge against the guest's lap
- perform the task in a non-intrusive manner
- use correct procedures – first lap the guest to the left of the host, then the host; lap all guests from the same side; avoid over-handling the napkin.

Most students were familiar with the term 'lapping' but often neglected to describe the task with sufficient detail to gain full marks.

Student responses often described the procedure in a way that may have been uncomfortable for the guest and therefore did not gain full marks; for example, 'throw napkin over a guest away from you then bring the side away from you back over'. Another common, incorrect response was to describe the napkin being placed on the guest's lap without being unfolded in an appropriate manner.

Question 11

Marks	0	1	2	3	4	5	Average
%	65	18	9	7	1	0	0.6

The cutlery adjustments to be completed were:

- guest 1: soup – set soup spoon
mussels – set soup/dessert spoon
remove main course knife

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- guest 2: mussels – set entrée fork and soup/dessert spoon
chicken – no adjustment
- guest 3: polenta – set entrée knife and fork
beef – no adjustment (may replace main course knife with steak knife)
- guest 4: satay – set entrée knife and fork
salmon – no adjustment
- guest 5: soup – set soup spoon
salmon – no adjustment.

Responses needed to identify what cutlery needed to be set and removed for each guest according to the menu items selected. Many students were not familiar with the tasks required for cutlery adjustment or how to set for à la carte service. For an à la carte setting each guest would have a main course knife and fork and a side plate with a butter knife.

Traditionally, a fish knife and fork is set for 'fish on the bone' dishes. However, it is common industry practice today, especially given the crispy skin on the boneless fillet of salmon, to set a regular main course knife and fork.

One mark was given for the complete correct adjustment (both added and removed items) for each guest. Setting 'a mussel spoon' for the mussel dish was a common response that did not gain a mark.

Question 12

Marks	0	1	2	3	4	Average
%	44	35	17	3	0	0.8

Items of equipment that were required for service of the entrées included:

- underplates for soup bowls
- underplates for oysters
- underplates for mussels
- empty bowl for mussel shells
- finger bowls with warm water and a slice of lemon.

Common incorrect responses included service cloths and cutlery items.

Question 13

Marks	0	1	2	3	4	5	6	Average
%	2	5	22	40	26	5	1	3.0

Techniques that can be used to minimise the risk of spilling drinks using tray service include:

- use a non-slip mat (or damp service cloth) on the tray under glassware to prevent movement
- use the correct technique to balance the load on the tray – balance the tray on the palm of your hand (usually the left) with fingers comfortably spread and slightly arched
- load the drinks while the tray is sitting on the bar surface
- load the tray appropriately – place heavy drinks to the centre and small glassware to the rim of the tray. Glasses should not be over packed
- ensure the tray is well balanced on one hand. Assess the weight and balance before walking away
- when walking with a tray – ensure a clear path is visible, watch the path not the tray, maintain the tray just above waist height, keep the tray at a comfortable distance away from the body, the right (other) arm/hand can be used to protect/support the tray during transporting or can hold tall glasses on the base
- when serving drinks from the tray, adjust stance to allow for weight distribution. This will ensure the tray does not lean over as you reach across the table. The tray should be away from the back of the customer
- when serving, ensure that customers and other staff are aware that you are in close proximity with a tray of drinks.

Most students were familiar with three to four common techniques but found it difficult to provide a fifth and sixth. As a result, a common error was to include techniques that are not specific to the use of a beverage tray.

Question 14

Marks	0	1	2	3	Average
%	20	33	34	13	1.4

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Examples of information the chef would require include the:

- timing of courses – needs to be coordinated with customer readiness and scheduled events (this may include speeches, cutting of the cake, the band, the champagne toast or last minute changes to the schedule)
- final number of guests that arrive
- changes to the original table plan or number of guests at each table
- identification of a guest that has pre-arranged special dietary requirements or special requests
- replenishing or restocking of food as required; for example, buffet items.

Assessors were looking for responses that were necessary to ensure food production is aligned with front of house service.

Question 15

Marks	0	1	2	3	Average
%	23	20	40	16	1.5

When crumbing down a table, the waiter should:

- prepare a service plate and a folded service cloth/crumber
- approach the guest and offer to crumb the table cloth
- stand to the side of the guest, close to the edge of the table
- sweep the crumbs off the tablecloth onto the plate
- use discreet actions that are not intrusive to the guest.

Students needed to clearly identify the procedure and include the guest in their response. Any indication that the crumbs were being removed inappropriately (for example, 'flick' or 'drag') did not gain full marks. Responses often related more to offering the dessert menu or setting dessert cutlery, which did not gain a mark.

Question 16

Marks	0	1	2	3	4	5	Average
%	1	0	1	8	41	49	4.4

Information that must be gathered from the guest include:

- date
- time
- pax (number of guests)
- contact name
- contact number.

This was the best answered question in Section B.

Question 17

Marks	0	1	2	3	4	Average
%	2	16	39	33	10	2.3

To handle this situation the waiter should:

- listen to the customer's complaint
- apologise for the delay
- inform the customer of the situation; for example, how long they can expect to wait for their meal
- offer alternatives or suggest some positive aspects; for example, appropriate menu items that may be prepared quickly
- maintain a cheerful and happy demeanour
- follow-through action/inform supervisor.

Responses often suggested that the waiter should apologise for the delay but neglected to detail how they were going to improve the situation. Some identification of this would have allowed students to gain more marks. This question required students to apply their understanding of answers given for Question 1.

Question 18

Marks	0	1	2	3	4	5	Average
%	12	16	24	29	15	4	2.3

Tasks that a runner should perform include:

- organise or polish cutlery

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- mise en place preparation – restock waiter stations and service areas, prepare mise en place for next day/next setting, top up cruets, wipe menus
- restock linen
- clean and clear kitchen pass – dockets, service items, under plates, benches
- remove all recyclables or rubbish, bag linen, take recyclables to an appropriate location
- clear, clean and store service equipment – chairs, tables, bain maries, trays and surplus table setting arrangements
- assist waiter to clear tables – crockery, cutlery, glassware, cruets, flowers and linen
- clean as required – spot clean floors, doors, etc.

Student responses often indicated a poor understanding of the role of a food runner and described the tasks of a floor supervisor; for example, 'ask if there were any problems to review with the service'. No marks were given for identifying tasks such as resetting tables or those required during pre-service set up.

Question 19

Marks	0	1	2	Average
%	18	19	64	1.5

Ways of keeping up-to-date with current trends and requirements include:

- eat out at other establishments
- read industry magazines
- attend industry events, such as conventions
- research/study food and beverage service (other than reading, such as master classes and advice from managers).

Question 20

Marks	0	1	2	3	4	Average
%	28	32	24	12	5	1.4

- fine dining: formal dining with high-standard, quality service. Typically found in five star hotels and expensive restaurants
- maitre d'hotel: head waiter/floor supervisor
- stillroom: a storeroom designated to store items required for the service of food and beverages that are not provided via the kitchen
- degustation menu: a multiple-course 'tasting menu' comprising of small portions of numerous dishes, often matched with wines

Students needed to give a clear understanding in their descriptions to gain full marks. Students often found it difficult to describe the term 'fine dining' and gave insufficient detail and therefore did not gain full marks; for example, 'a restaurant where silver service is presented'.

Question 21a.

Marks	0	1	Average
%	35	65	0.7

A hawthorn strainer is used when pouring liquids into a glass, to ensure that all pieces of fruit or ice are removed from the drink.

A common error was to identify the name of the equipment and not describe its function.

Question 21b.

Marks	0	1	2	3	Average
%	18	38	28	16	1.4

To clean the equipment, the waiter should:

- rinse it thoroughly to remove fibre or bits (use a brush)
- wash it in hot soapy water
- rinse it thoroughly in hot water (sanitise)
- air dry only.

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Responses that described placing the strainer in the dishwasher did not gain full marks as this would require it to be taken into the kitchen. 'Rinse and place in the glass washer' was accepted.

Question 22

Marks	0	1	2	Average
%	33	21	46	1.2

The correct technique to frost a glass is:

- wipe the rim of the glass with lemon juice or dip into egg white
- dip into appropriate frosting (sugar/jelly crystals/chocolate/chocolate powder/salt).

Common incorrect responses were to place the glass into the freezer to frost up or dip the rim into crushed ice.

Question 23

Marks	0	1	2	Average
%	9	21	70	1.6

Two different methods of garnishing a mocktail using a maraschino cherry include:

- place a slit in the base of cherry and place on rim of glass
- impale the cherry on two toothpicks and place on the rim of a glass
- place in base of glass and cover with ingredients, or float in the glass.

Students were quite successful when describing these different techniques. Full marks could not be given for responses such as 'stick it on a toothpick' as this did not fully describe how the cherry was used as the garnish.

Question 24

Marks	0	1	2	3	4	Average
%	21	14	23	22	19	2.1

The correct procedure to follow to prepare the coffee includes:

- fill the reservoir with water to the indicator level (one jug)
- insert the filter paper and ground coffee
- place the empty jug on the hotplate
- turn the power source on and begin the coffee making process
- allow the set time for water to heat and drip through the coffee completely before serving.

Student responses needed to clearly describe how to prepare coffee using the dripolator. Full marks could not be given for responses that neglected to include the addition of ground coffee, water or turning the unit on. Marks were not given for any reference to making tea.