

2015 VCE VET Hospitality examination report

General comments

The 2015 VCE VET Hospitality examination assessed the following five units of competency:

- SITHFAB203 Prepare and serve non-alcoholic beverages
- SITHFAB204 Prepare and serve espresso coffee
- SITHFAB206 Serve food and beverage
- SITHFAB309 Provide advice on food
- SITXFIN201 Process financial transactions.

This is the first year of this version of the units of competency, sourced from the package from SIT12 Tourism, Travel and Hospitality training package.

Overall, students appeared to have reasonable knowledge of the processes involved in food and beverage service, espresso and non-alcoholic beverage preparation and service. Students demonstrated understanding of processing financial transactions and a broad knowledge of cuisine types and ingredients. Students should be encouraged to provide more detail in their answers in order to gain full marks. For example, responses to questions requiring a definition needed to be descriptive and extended-answer questions require explanations of the steps to be followed to resolve the customer or service issue. Questions involving identification of ingredients needed to be specific to the cuisine. For example, rice is a common ingredient in many cuisines; therefore marks were not awarded unless the student identified the type of rice specific to the cuisine mentioned. Students were adept at listing or identifying answers, but performed less well when asked to describe how or why the answers were important or to apply practical knowledge to their responses.

Specific information

Note: Student responses reproduced in this report have not been corrected for grammar, spelling or factual information.

This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

The statistics in this report may be subject to rounding resulting in a total more or less than 100 per cent.

Section A – Multiple-choice questions

| Question | % A | % B | % C | % D | % No Answer | Comments |
|----------|-----|-----|-----|-----|-------------|----------|
| 1 | 99 | 1 | 0 | 0 | 0 | |
| 2 | 9 | 0 | 16 | 74 | 0 | |
| 3 | 1 | 3 | 95 | 1 | 0 | |
| 4 | 7 | 0 | 1 | 92 | 1 | |

| Question | % A | % B | % C | % D | % No Answer | Comments |
|----------|-----|-----|-----|-----|-------------|---|
| 5 | 6 | 2 | 76 | 15 | 0 | |
| 6 | 74 | 15 | 5 | 6 | 0 | |
| 7 | 98 | 1 | 0 | 0 | 0 | |
| 8 | 55 | 8 | 35 | 2 | 1 | |
| 9 | 4 | 81 | 7 | 8 | 0 | |
| 10 | 0 | 89 | 4 | 7 | 0 | |
| 11 | 23 | 69 | 5 | 3 | 0 | |
| 12 | 2 | 2 | 1 | 96 | 0 | |
| 13 | 4 | 0 | 81 | 15 | 0 | |
| 14 | 14 | 13 | 66 | 7 | 0 | |
| 15 | 74 | 1 | 11 | 14 | 0 | |
| 16 | 10 | 69 | 6 | 14 | 1 | |
| 17 | 8 | 36 | 13 | 42 | 0 | Doppio in espresso is a double shot, extracted using a double filter. Twice the standard amount (7 g) of coffee is used, therefore the answer was option D, 14 g. |
| 18 | 4 | 83 | 6 | 6 | 0 | |
| 19 | 59 | 4 | 31 | 6 | 0 | |
| 20 | 3 | 1 | 34 | 62 | 1 | |
| 21 | 17 | 6 | 59 | 18 | 0 | |
| 22 | 4 | 3 | 16 | 76 | 0 | |
| 23 | 1 | 6 | 88 | 5 | 0 | |
| 24 | 3 | 2 | 9 | 85 | 1 | |
| 25 | 20 | 77 | 1 | 2 | 0 | |

Section B

Question 1

| Marks | 0 | 1 | 2 | 3 | 4 | 5 | Average |
|-------|---|---|----|----|----|---|---------|
| % | 3 | 5 | 24 | 39 | 25 | 4 | 2.9 |

- type or style of menu
- menu terms and explanations of each dish
- specials, changes to the menu, what is on the menu, dishes to upsell or suggestive sell
- cooking and preparation methods/length of time to cook
- taste – whether the food is spicy or mild, salty or sweet
- ingredients – specialty, local, organic/suitable for various dietary requirements
- accompaniments/side dishes/presentation/serving temperature of the dish
- possible variations to ingredients or portion size
- information relating to food and wine matching

Many students responded well but some struggled to find five different pieces of information. For example, many students repeated answers relating to ingredients and dietary requirements.

Question 2

| Marks | 0 | 1 | 2 | Average |
|-------|---|----|----|---------|
| % | 4 | 73 | 23 | 1.2 |

- Explain/describe the types of coffees available (for example, latte, macchiato) or different methods of preparation (for example, filter, plunger/show printed menu with description)

- Provide information about the bean – type, roasting process, origin, etc.
- Provide a picture (for example, on a menu) or an example of one being made for another customer.
- Ask the customer some questions about how they might like their coffee; for example, strong/weak, creamy/black
- Explain/describe the different milk selections; for example, skinny, soy, regular, etc.

Most students were able to state that the barista should provide an explanation of the coffee types or ask the customer some questions about their preferences. They rarely did both.

Most students did not mention product knowledge such as bean origin, characteristics or roasting processes, and overlooked the benefits of the customer being able to view the different types of coffees.

Question 3a.

| Marks | 0 | 1 | 2 | Average |
|-------|---|----|----|---------|
| % | 3 | 48 | 49 | 1.5 |

- The response is too brief/lacks explanation/no sensory description.
- The response shows a lack of caring and knowledge.
- The response has no details for the customer.
- The customer would not be able to make an informed decision based on this description by the waiter/doesn't encourage them to buy.

Students generally understood the importance of providing the customer with detailed, descriptive and accurate information, and displayed an understanding of the importance of professionalism when describing food to customers.

Question 3b.

| Marks | 0 | 1 | 2 | 3 | 4 | Average |
|-------|----|----|----|---|---|---------|
| % | 35 | 37 | 20 | 7 | 1 | 1 |

- Minestrone soup is a tomato-based, Italian-style vegetable soup. It is thick, hearty, filling and served hot.
- It is made with a variety of ingredients; for example, tomatoes (tinned or fresh); root vegetables such as onions, carrots, celery (many examples of vegetables were accepted); beans and small pieces of pasta (many examples of beans or lentils were accepted; for example, borlotti beans, lima beans, split peas); bacon or Italian sausage.
- All ingredients are cooked in a stock with the tomatoes until the vegetables are tender and the beans soft.
- It is served with crisp pancetta, Parmesan cheese, fresh chopped herbs (e.g. parsley) or crusty bread/roll.

Many students were unable to describe the minestrone in a professional, knowledgeable and appealing way. Responses were generally not descriptive and examples of the ingredients, cooking method or accompaniments were not provided. Most students did not describe the soup as being tomato-based.

Question 4

| Marks | 0 | 1 | 2 | 3 | 4 | 5 | 6 | Average |
|-------|---|----|----|----|----|---|---|---------|
| % | 7 | 23 | 27 | 19 | 11 | 8 | 4 | 2.5 |

- Coffee art – making different patterns and designs on the top of the coffee foam. Can be produced using wrist motions or a toothpick/skewer or a template held over the finished coffee and chocolate/cocoa sprinkled on top.
- Built drink – method of mocktail/cocktail/mixed drink production where ingredients are added over ice in the glass they will be served in.
- Hawthorne strainer – a strainer/implement used in mocktail/cocktail/drink making. It fits over the cocktail shaker and has a coil that strains out the ice, pulp/pips, etc.

Many students were able to gain a mark for stating that coffee art was the pattern or design in the foam on top of the coffee, but most were unable to describe that it was produced during the pouring of the coffee (by barista wrist actions) or applied after pouring (by the use of a toothpick or stencil). Students failed to mention that this is a 'method' used to make a beverage and also confused the term with layering or floating.

Responses needed to be detailed and thorough to score high marks. Many students were able to describe the Hawthorne strainer as an implement to remove solids from drinks, but did not state that it was used in conjunction with a Boston shaker or mixing glass after mixing or shaking the drink. Most did not describe the implement, especially the distinctive coil.

Question 5a.

| Marks | 0 | 1 | Average |
|-------|----|----|---------|
| % | 30 | 70 | 0.7 |

Students were awarded one mark for indicating either of:

- how the customer (cover 2) wanted their steak cooked
- which cover numbers each of the parmigianas was to be served to (cover 1 or 4).

Most students were able to identify the required response.

Question 5b.

| Marks | 0 | 1 | 2 | Average |
|-------|----|----|----|---------|
| % | 16 | 43 | 41 | 1.3 |

Students were required to identify what should happen at the pass, and therefore responses that focused on taking the meal back to the kitchen (and therefore implied that the food had been removed from the pass and/or served to the customer) did not receive full marks.

- Inform the chef of the error/ask for it to be rectified/re-plated.
- Ask the chef how long it will be.
- Inform the customer of the delay (if it will be long/how long?)
- Liaise with chef to ensure other meals for the table stay warm/don't dry out.

Question 6a.

| Marks | 0 | 1 | 2 | 3 | 4 | 5 | Average |
|-------|----|----|----|----|---|---|---------|
| % | 36 | 29 | 23 | 11 | 1 | 0 | 1.1 |

Students needed to correctly identify two ingredients from each cuisine.

| Cuisine | Ingredients (including, but not limited to:) |
|---------|---|
| Thai | chillies, garlic, fish sauce, Thai basil, kaffir lime leaves, banana leaves, spring onion, curry paste (red, green, yellow), coconut milk, jasmine rice, lime, galangal, ginger, coriander, lemongrass, rice noodles, leafy greens (pak |

| | |
|------------|---|
| | choy, bok choy), peanuts, cashews, meat (see note below) |
| Indonesian | kecap manis, shrimp paste, candlenuts, peanuts, coconut/milk, ginger, garlic, galangal, tempeh, sambal olek (chilli), tamarind, basil, star anise, meat (see note below) |
| Japanese | sushi rice, soba noodles, udon noodles, nori/seaweed, wasabi, rice wine/sake, sashimi/raw fish, shitake mushrooms, miso paste, enoki mushrooms, soy, edamame beans, tofu, kuromame (black beans), meat (see note below) |
| Greek | lamb, yoghurt, oregano, rosemary, vine leaves, feta, lemon, mint, tomatoes, kataifi, olives, garlic, meat (see note below) |
| Russian | cabbage, beetroot, potato, caviar, dill, sour cream, eggs, paprika, meat (see note below) |

'Meat' on its own was not accepted. Students needed to provide an example such as lamb or chicken. Students were also required to specify the type of rice, noodles or fish used in the cuisine.

Question 6b.

| Marks | 0 | 1 | 2 | Average |
|-------|----|----|----|---------|
| % | 17 | 32 | 51 | 1.3 |

| Cuisine | Dishes (including, but not limited to:) |
|------------|---|
| Thai | tom yum, fish cakes, pad Thai, money bags, spring roll/por pia, roti bread, curries (such as green, red, yellow, massaman), coconut rice, chicken and cashew stirfry Stirfry was not accepted unless the type of stir fry was specified; for example, chicken and cashew stir fry. |
| Indonesian | nasi goreng, gado gado, laksa, rendang, satay, tempeh burger, stirfried tempeh, ayam goreng (chicken curry) |
| Japanese | sushi, sashimi, teppanyaki, teriyaki chicken, miso soup, tempura, sukiyaki, nabemono (hot pots), yakitori, tofu dish (specified), okonomiyaki |
| Greek | tzatziki, taramasalata, dolmades/dolma, saganaki, moussaka, spanakopita, tiropita, chargrilled octopus/calamari/prawns/fish, souvlaki, gyros meats (such as lamb, beef, chicken), baklava |
| Russian | borscht, meatballs/kotlety, blini, pelmeni (dumplings), pirozhki, shashlik, stroganoff, Russian potato salad, cabbage dish (for example, cabbage roll, cabbage salad) |

Most students were able to list dishes common to the cuisines chosen. The most common responses were for Japanese and Greek dishes. Some students were familiar with Thai and Indonesian cuisine. Most students were not familiar with Russian ingredients or dishes.

Question 7

| Marks | 0 | 1 | 2 | 3 | 4 | Average |
|-------|----|----|----|----|---|---------|
| % | 16 | 28 | 30 | 18 | 9 | 1.8 |

- Keep small amounts of cash/clear the register periodically – cash will build up during the day and will need to be periodically reduced. A large amount of cash is a security risk.
- Count cash out of sight/in a secure room – handle and reconcile the cash away from view and the public. Cash should be taken away from the service area.
- Moving money – keep the money hidden and not obvious, and it should be given to the supervisors or manager. Establishments should have a policy for transporting cash; for example, two staff members.
- Locking cash up – make sure cash is not left unattended and is always under lock and key. Keep cash drawer closed in service area.
- Two staff members – for security when clearing register or transporting/to ensure accuracy when counting.

Students were generally able to determine two security procedures, but responses lacked the detail and explanation of why the procedure was important.

Question 8

| Marks | 0 | 1 | 2 | 3 | 4 | Average |
|-------|---|----|----|----|----|---------|
| % | 3 | 15 | 38 | 29 | 15 | 2.4 |

- Large bubbles – milk jug lowered too early/milk has not been texturised correctly – top of milk heated before volume achieved/incorrect wand positioning in jug (for example, too high, sitting near the top)
- Caramelised smell – milk has been overheated/temperature too high (over 72 degrees)/protein denatured
- Minimal foam – steaming nozzle positioned in bottom of jug for too long/incorrect wand position in jug (for example, too low)/not enough steam or pressure, milk has boiled (overheated)/milk has not been textured enough to heat it sufficiently
- Overflow of milk jug – jug was overfilled/milk may have boiled/too much pressure – wand turned on too high.

Students answered this question well. The reasons for 'large bubbles', 'caramelised smell' and 'overflow of milk jug' were generally well explained. Some students didn't explain the indicators of 'minimal foam' in as much detail and needed to be specific about the positioning of the wand or steam pressure rather than say that the milk was not foamed properly, which is too general.

Question 9

| Marks | 0 | 1 | 2 | 3 | 4 | Average |
|-------|----|----|----|----|---|---------|
| % | 27 | 26 | 30 | 15 | 2 | 1.4 |

- minimise wastage by portioning the correct amount of milk for the number of coffees to be made/use correct sized jug for number of coffees
- encourage customers to bring their own reusable cups/sell reusable cups/use biodegradable cups
- recycle/crush used milk containers
- used coffee grounds on restaurant gardens/plants or allow customers to take for use in home gardens
- recommend coffee grown by organic methods, fair trade/low economic impact/locally grown
- conserve power/water – with an appropriate example such as:
 - by turning off or selecting power save mode if available
 - filling up dishwasher rack before turning washer on

- carry out regular cleaning of the machine/ensure the machine is regularly serviced by a qualified professional so that it operates efficiently
- turn taps off when not in use.

Some student responses did not focus on measures the barista could take in their day-to-day work. For example, responses that stated things such as ‘use an environmentally friendly fridge’ or ‘a low water use glass washer’ are beyond the control and scope of the barista’s position. Some students mentioned cleaning tasks rather than environmental impact.

Question 10

| Marks | 0 | 1 | 2 | Average |
|-------|----|----|----|---------|
| % | 39 | 44 | 17 | 0.8 |

- When back flushing the machine the chemicals were not rinsed from the machine/group head not rinsed sufficiently. The machine was not purged/seasoned before making the first coffees of the day.
- The wand has not been purged after cleaning.
- The hopper may have chemical/detergent residue from cleaning.
- The cups/jug may have been soaked in chemicals and not properly rinsed/contaminated with chemicals when on/near machine.
- Group handles not properly rinsed.

Students who did not score highly for this question were those who neglected to mention the ‘rinsing’ and/or ‘purging’ processes that would remove the chemical residue after cleaning.

Question 11a.

| Marks | 0 | 1 | 2 | 3 | Average |
|-------|----|----|----|----|---------|
| % | 18 | 15 | 13 | 54 | 2 |

- Entree – beef, venison, yoghurt cheese
- Main – beef or rabbit (lamb – gluten in noodles, tart – gluten in pastry, laksa may have nuts, has sesame, which causes problems for some people with nut allergies – may not appeal to a wide range and difficult to serve)
- Dessert – can have coconut meringue, and mint, lemon and blood orange champagne sorbets in a dark chocolate basket

Students responded well in the selection of appropriate menu items for the function and were able to identify those dishes that contained nuts and gluten, and therefore eliminate them from the selection.

Question 11b.

| Marks | 0 | 1 | 2 | Average |
|-------|----|----|----|---------|
| % | 38 | 40 | 22 | 0.9 |

- reduces costs, you don’t have to have extra food to accommodate guest choices
- easier for the wait staff – they do not have to place orders or remember who had which food item
- quicker for the kitchen staff, they only have to order and prepare for two different meals, rather than a full menu selection
- easier for service as two meat dishes can be dropped alternately without concern for those with dietary restrictions
- offers variety for guests as they can swap their meals with other diners

Many students did not understand 'alternate drop'. They neglected to specify that there are two dishes served alternately and often weren't specific about why it was more efficient for the kitchen or wait staff. Responses were often broad and focused on the benefits of a set menu. High-scoring responses indicated that there was some variety and that guests could swap dishes among themselves.

Question 11c.

| Marks | 0 | 1 | 2 | 3 | Average |
|-------|---|----|----|----|---------|
| % | 6 | 21 | 44 | 30 | 2 |

- cash float, or portable POS machine
- pen and docket book/notepad (or tech equipment, for example an iPad or PDA such as palm pilot was also acceptable)
- drink menu/price list
- bar/drink tray

Overall, students gave quite good responses. Students need to master correct terminology; for example, 'drink tray' instead of 'service tray' and 'cash float' instead of 'money'.

Question 11di.

| Marks | 0 | 1 | 2 | 3 | Average |
|-------|----|----|----|----|---------|
| % | 10 | 31 | 42 | 17 | 1.7 |

- glasses and/or coffee cups
- icewell/ice buckets/ice machine
- coffee grinder, blenders, post-mix, milkshake machines
- small items of equipment; for example, tongs, chopping boards, cocktail shakers, pourers, bar knife, ice scoop, trays, teaspoons
- rubbish or recycling bins
- garnish containers and drink decorations; for example, straws

Drinks and ingredients were not accepted as the question asked students to list equipment.

Students need to be familiar with the wide variety of equipment required to run a bar. They should be encouraged to think beyond small items of equipment and to use the correct terminology.

Question 11dii.

| Marks | 0 | 1 | 2 | 3 | Average |
|-------|----|----|----|----|---------|
| % | 29 | 33 | 28 | 10 | 1.2 |

| Item of equipment | Reason for placement |
|---|--|
| Glasses and coffee cups | <ul style="list-style-type: none"> • coffee cups on top of coffee machine to keep warm • within reach of prep area/coffee machine • safely stored to prevent breakage |
| Ice to put in the drinks/ice well/ice buckets | close to prep area so ice can be easily added to drinks |
| Blenders and cocktail shakers | near power source/away from water |

| | |
|--|---|
| Other small items of equipment (tongs, chopping boards, pourers, bar knife, ice scoop) | close to prep area, so they can be reached when making drinks |
| Rubbish or recycling bins | <ul style="list-style-type: none"> bin located under bench or near doorway so not an obstacle/located near where waste is generated close to coffee machine |
| Garnish containers and drink decorations (for example, straws) | <ul style="list-style-type: none"> near prep area for easy reach when preparing drinks in fridge so garnishes stay fresh |

Many students were not able to clearly articulate the reason for the placement of the items or placed items incorrectly in the bar area. They need to be familiar with basic OH&S/WH&S such as electrical equipment being away from wet areas in the bar.

Question 11e.

| Marks | 0 | 1 | 2 | 3 | 4 | 5 | 6 | Average |
|-------|----|----|----|----|----|----|----|---------|
| % | 13 | 14 | 18 | 18 | 16 | 10 | 10 | 2.8 |

Examples included, but were not limited to:

- Pre-dinner – lemon lime and bitters, non-alcoholic cosmopolitans, non-alcoholic daiquiris, Claytons and dry, fruit juice (type specified), sparkling/mineral water served in an appropriate glass with appropriate garnish
- During the meal – non-alcoholic mocktail as above (as long as it was named and different from pre-dinner selection) and not too sweet (not chocolately or creamy) served in an appropriate glass with appropriate garnish
- After dinner – creamy/richer non-alcoholic mocktail, coffee, tea (name/type specified), served in an appropriate glass/cup with appropriate garnish or for tea and coffee a saucer and a teaspoon.

Students often neglected the key words such as 'describe' and 'presentation requirements' and were therefore not specific about the beverage and used non-specific responses such as 'soft drink', 'mocktail' or 'coffee'. Students were not familiar with the types of beverages suitable for pre- and during dinner, and often chose overly sweet or creamy mocktails more suited as an after dinner drink, rather than something dry or tart to stimulate the appetite. Service requirements such as glassware, garnishes/decorations, saucers and teaspoons were often forgotten.

Question 12a.

| Marks | 0 | 1 | 2 | Average |
|-------|----|----|----|---------|
| % | 21 | 36 | 43 | 1.2 |

- lamb
- rabbit

Reasons for fluctuations include:

- wintery/seasonal dishes/sales increase/it goes up in winter
- people want dishes that are more filling/hearty/richer/bigger/heavier/have stronger flavours.

Students were able to determine that the rabbit and the lamb were subject to the greatest fluctuations. Responses should have focused on reasons such as the flavour profiles of those

dishes and suitability for certain months of the year. Unlike fruits and vegetables, most meats are generally readily available in Australia all year round.

Question 12b.

| Marks | 0 | 1 | 2 | Average |
|-------|----|----|----|---------|
| % | 40 | 14 | 45 | 1.1 |

Dish: rabbit

Reason:

- relatively expensive per portion for sales over the year
- lowest sales, so least profitable dish.

Some students handled this question well and were able to determine that the cost price and the fact that it was the lowest-selling item directly related to profitability.

Question 12c.

| Marks | 0 | 1 | 2 | Average |
|-------|----|----|----|---------|
| % | 26 | 46 | 28 | 1 |

Laksa sales are consistent over the year and:

- it is relatively cheap
- it is trendy/modern/spicy/adventurous – a style of dish popular with younger patrons
- it appeals to vegetarians.

Students were generally able to specify why the dish was popular with younger patrons, but often neglected to analyse the trend in the graph.

Question 13

| Marks | 0 | 1 | 2 | 3 | 4 | Average |
|-------|---|----|----|----|---|---------|
| % | 7 | 29 | 44 | 19 | 2 | 1.8 |

- Ask the remaining guests if they require anything else (for example, water top up, coffees, another drink).
- Clear remaining crockery, glassware and service items from the table.
- Cleaning tasks – such as wiping down chairs, tables (if unclothed), benches/ countertops/menus.
- Prepare for the next service – polish cutlery, fold napkins, restock waiter's station, reset tables.
- Assist colleagues – wash or polish glasses in the bar, help clear other tables.
- Get the cash register ready for reconciliation/prepare guests' bills/accounts.
- Prepare handover information.

Answers referring to removing tablecloths from other tables, finalising (as opposed to preparing) the bill or till, cleaning tasks such as vacuuming/mopping/toilets/taking out the rubbish were not accepted.

Question 14a.

| Marks | 0 | 1 | Average |
|-------|----|----|---------|
| % | 61 | 39 | 0.4 |

To flush water/steam through the equipment to ensure it is clean and ready to use.

In general, students had a poor understanding of the term 'purging'.

Question 14b.

| Marks | 0 | 1 | 2 | Average |
|-------|----|----|----|---------|
| % | 12 | 28 | 60 | 1.5 |

- steam wand/arm
- group head

This question was answered well. Incorrect answers related to the group handles or drip tray.

Question 14c.

| Marks | 0 | 1 | 2 | Average |
|-------|----|----|----|---------|
| % | 27 | 48 | 25 | 1 |

Steam wand/arm – how

1. Push inwards to avoid burning yourself.
2. Turn on steam wand to remove milk residue.

or

Group head – how

1. Turn on water flow switch to allow water to run through the shower screen and remove spent coffee grounds.
2. Loosen handle, turn on water and jiggle handle. Turn water off, remove handle, turn water on and allow water to flow through to flush spent grounds.

Reason why purged: The item is purged to ensure that all milk residue is removed/to ensure all coffee grounds are removed.

Students were able to articulate why the part needed to be purged, but most did not explain how purging is done.

Question 15a.

| Marks | 0 | 1 | 2 | 3 | Average |
|-------|---|---|----|----|---------|
| % | 3 | 6 | 33 | 59 | 2.5 |

- trading name and ABN
- invoice or docket number
- business contact details
- date
- time
- itemised purchases and price
- cost of purchases/total price
- service charges (booking fee, corkage, cakeage, GST)
- payment method – cash, credit, EFT

This question was well answered by many students.

Question 15b.

| Marks | 0 | 1 | 2 | 3 | Average |
|-------|---|----|----|----|---------|
| % | 6 | 19 | 48 | 27 | 2 |

Record-keeping purposes:

- to claim their business expenses/have a tax invoice for business purposes
- to balance/check their credit card statement/track their cash spending
- to check that what they have been charged matches items consumed/to work out how much each person owes
- to check calculations on the receipt.

This question was generally answered well. Some students mentioned the need to keep the receipt to obtain a 'refund'. This would be more applicable to a retail, rather than a hospitality, environment.

Question 16

| Marks | 0 | 1 | 2 | 3 | Average |
|-------|----|----|----|----|---------|
| % | 25 | 26 | 33 | 17 | 1.4 |

- Take out and count the float/remove the float.
- Print the reading (X or Z read) from the register/EFTPOS terminal.
- Count cash and non-cash transactions/reconcile point-of-sale system.
- Balance cash and the non-cash to register/EFTPOS terminal printout (X or Z read).
- Check any discrepancies – investigate shortfalls, refunds or over-rings/have someone double-check or count again yourself.
- Document and record daily takings.

Many students did not mention the removal of the float as an important first step in reconciling and balancing. They were not able to articulate clearly the importance of the cash register X or Z reading and the fact that this was required to crosscheck with the cash and non-cash takings.

Question 17

| Marks | 0 | 1 | 2 | 3 | Average |
|-------|----|----|----|---|---------|
| % | 27 | 36 | 29 | 8 | 1.2 |

Safety

- electrical – turn off and unplug the bain-marie
- heat – allow to cool and empty the water/wear gloves or use oven mitts
- transport – remove to storage area, place on a trolley/get assistance to lift the bain-marie/take care when lifting to avoid strains/cuts or other injuries/disassemble if required to make it safer and easier

Storage – ensuring not too low or high/not where someone can bump into it/not an obstacle.

Some students referred to the hygienic cleaning of the bain-marie despite the question stating that it was concerned with the safe handling and storage of the bain-marie.

Question 18

| Marks | 0 | 1 | 2 | 3 | 4 | 5 | Average |
|-------|---|----|----|----|---|---|---------|
| % | 8 | 20 | 33 | 28 | 9 | 2 | 2.2 |

- Apologise and explain that the restaurant is full or gather information/background about the booking. For example, can they remember/look up the date they booked? When did they get the text message?/Can they show the message?
- Consult with supervisor or floor staff to find out if guests can be accommodated.
- Give them information about how long they may need to wait or provide some options for resolution (For example, 'Would you mind waiting?', 'Would you like to rebook?', 'I can do...').
- Provide some service in the intervening time; for example, seat at the bar, suggest entrees/snacks in bar area, offer complimentary drinks or dessert/coffee later on.
- Follow up, making sure that the issue is resolved, ensuring nothing else unfortunate happens to them, that they are satisfied/that they are kept informed. Report to supervisor if not done previously.
- If guest rebooks, ensure that the information has been added to the bookings diary, so this doesn't recur.

Customer satisfaction should have been the focus of student responses. They should remember the importance of an apology when an issue arises as well as the need to provide clear and constant communication with the guest, especially if they have asked them to wait at the bar while a table becomes available. Students also needed to try to solve the issue themselves (rather than immediately referring to the manager) and provide options and the customer service necessary to ensure repeat business. Guests should always be kept informed on the progress of resolution or wait times and be provided with some sort of service while waiting. Students should be encouraged to report to the relevant supervisor to keep them informed and to request assistance where warranted. Follow-up needs to occur to ensure that the guest is comfortable with the outcome.