

# 2018 VCE VET Hospitality examination report

## General comments

The 2018 VCE VET Hospitality examination assessed the following five units of competency:

- SITHFAB004 Prepare and serve non-alcoholic beverages
- SITHFAB005 Prepare and serve espresso coffee
- SITHFAB007 Serve food and beverage
- SITHFAB016 Provide advice on food
- SITXFIN001 Process financial transactions

Students attempted most questions and were able to gain some marks for their responses. Students generally provided enough information in their responses and few questions were unanswered, which indicated good overall knowledge. Knowledge of table setting was a general weakness, as was the ability to describe menu items in an appealing way to entice the customer to purchase. Terminology and providing definitions were also areas of weakness.

Responses that scored highly were those that provided examples, used correct industry terminology and provided specific answers.

General examples of failure to use industry terminology included:

- tall glass instead of highball
- coffee or coffee powder instead of espresso or coffee grounds
- hot milk instead of textured milk.

Students were not awarded marks if they repeated the question as their answer or gave vague and non-specific answers.

## Specific 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

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

Question	% A	% B	% C	%D	% No answer	Comments
1	1	37	0	61	0	A number of students selected option B; however, texture cannot be tasted.
2	95	0	0	4	0	
3	0	0	8	91	0	
4	81	5	3	10	1	
5	2	93	0	4	0	
6	6	0	90	4	0	
7	0	95	0	4	0	
8	2	89	3	4	1	
9	8	2	0	89	0	
10	7	26	10	57	0	A jus is reduced to concentrate flavour and thicken.
11	3	6	88	3	0	
12	0	78	16	5	0	It is important to check if the customers had the right meal when you served it, not three minutes later when the customers would be part way through the meal.
13	35	11	48	5	0	As is it obvious that there are customers coming and going from the table, you would not be able to follow the normal protocol of clearing the whole table at once in this circumstance. It would be appropriate to clear as each person finishes their meal. Option B was incorrect as you would not leave the dirty plates on the table, waiting for customers to pay the bill. Option C was incorrect because you would not leave the table uncleared until the next customers come in. Option D was incorrect as clearing tables in a cafe is part of the standard tasks that a server would perform; it is not necessary to wait for the supervisor to authorise.
14	8	11	22	60	0	
15	17	48	33	2	0	A doppio is a double espresso and therefore the same concentration as an espresso, just greater in volume. A ristretto is made with the same amount of coffee as espresso, but about half the water, therefore producing a more concentrated (stronger) coffee.

Question	% A	% B	% C	%D	% No answer	Comments
16	16	33	7	44	0	A long macchiato has a little hot water at the bottom and is topped with espresso, then a few drops of fresh milk or a dollop of textured milk. Making the macchiato with water on the bottom prevents the crema from being broken (as it would be if the water was put on top of the espresso). Option D was incorrect as a long macchiato is served in a latte glass and to serve only the double shot of coffee (approximately 60 mL) means that the glass will only be half full. If you over extract the coffee to get a little more in the glass, the coffee will be burnt and bitter.
17	14	10	64	12	0	The only thing that can guarantee a rich, flavoursome coffee is the use of quality beans. The cleaning of the machine does not impact on bean quality.
18	3	24	23	48	1	The filtration system prevents the build-up of deposits in the pipes of the espresso machine as it filters the water before it enters the machine. Filtered water will contain fewer minerals (as well as less bacteria), therefore the pipes will be cleaner. Option C was incorrect as waste water from the espresso machine will contain milk as well as water. It is not practical, financially viable or reasonable to recycle this water.
19	63	3	2	32	0	Many students incorrectly selected option A. A pourer is a thin, tubular attachment that fits on the top of a bottle to ensure that beverages such as cordials can be poured without sticky residue being left on the neck of the bottle.
20	81	2	1	15	0	
21	26	13	4	57	0	Matcha is a fine, powdered green tea containing high levels of antioxidants.
22	17	2	71	10	0	
23	11	1	31	57	0	The cash float that is to be returned to the register drawer will need to comprise small notes and coins, therefore counting in the required amounts from the smallest denominations to the largest is usual.
24	72	0	15	13	0	
25	1	96	1	1	0	

## Section B

### Question 1a.

Marks	0	1	Average
%	21	79	<b>0.8</b>

- wedding/engagement/anniversary/birthday party
- breakfast at a hotel
- corporate lunch/dinner
- large group in a restaurant
- sporting presentation
- family reunion/celebration
- institutional catering (e.g. scout or school camp)

Most students were able to name a specific event or occasion where it would be appropriate to have a buffet.

Single-word, non-specific answers such as 'function' or 'breakfast' were not accepted.

### Question 1b.

Marks	0	1	2	Average
%	11	55	34	<b>1.3</b>

- speed of service – able to serve a lot of guests in a short period of time
- caters to different tastes/wide range of food/dietary preferences
- caters to different cultures/backgrounds
- guests can have as much/little as they want
- establishment benefits: kitchen knows the menu and approximate quantities in advance, assists with food preparation/purchasing/kitchen operation; front of house (FOH): no need to take orders, fewer floor staff

Answers that described or defined a buffet were not accepted.

### Question 1c.

Marks	0	1	2	Average
%	24	53	24	<b>1</b>

- can include a long waiting time/be disorganised/may not have a smooth flow
- difficult to cater exact amounts
- may be high wastage
- buffet table/area may become messy or unhygienic/delays in replenishment of food items
- allergies may not be catered to
- guests may not get a food item of choice (e.g. can't order a specific dish, dish may run out before all guests have come to the buffet)

### Question 2

Marks	0	1	2	3	4	Average
%	4	15	30	25	27	<b>2.6</b>

Customer information and feedback:

- improvement in food quality or service resulting in more repeat/new business

- customer habits (e.g. how often they dine out/dine here/what they like can impact on menu development)
- demographics – location, age, culture, preferences and disposable income all affect what is on offer
- data collection can impact marketing strategies/enables business to share promotional material (e.g. mailing list/loyalty cards/social media)

Best selling menu items:

- identifies popular menu items to retain, assists in ordering processes and kitchen pre-service preparation
- identifies unpopular items that may need to be replaced or removed from the menu
- ensures customer loyalty for signature dishes or promotions (e.g. Tuesday parma night, Sunday roast)

Number of customers who choose the á la carte menu compared to the set menu:

- FOH – assist in staff planning, if more guests are choosing the set menu there are cost benefits (e.g. tables pre-laid, easier to take orders, may need fewer wait staff)
- kitchen – cost benefits (e.g. staff rationalisation, assist kitchen pre-service preparation, less food wastage, impacts on food purchasing)

Proportion of revenue related to food sales compared to beverage sales:

- staffing requirements (e.g. the ratio of bar staff to floor staff, the number of kitchen staff required)
- ordering – streamline processes for ordering food and beverage (e.g. ordering correct amounts, minimising excess stock on hand/food wastage)
- department performance (e.g. low food or beverage sales may be an opportunity for staff to upsell/consider sales or pricing strategies)

Students were required to select two forms of data and explain how they could be used.

Low-scoring responses did not include enough explanation of the data chosen. Most students selected option 1 or 2.

### Question 3

Marks	0	1	2	3	4	Average
%	5	20	34	33	7	2.2

Acceptable responses included (any four of the following):

- profitability of menu items related to food costs, sale price or profit margin
- the menu items are different/change from what is currently on the menu/the dishes are unique and have a point of difference from the competitors
- popular or signature dishes retained
- the ingredients are available and in season
- the menu item matches the customer preference and expectation/popularity appeals to clientele/demographics/food trends/restaurant or cuisine style
- caters to dietary requirements
- correct/suitable/enough kitchen/service equipment available, specialised equipment available
- the kitchen staff have the appropriate skills to make these items

Most students were able to identify at least two factors to consider in menu development.

**Question 4**

Marks	0	1	2	3	4	5	6	Average
%	2	9	14	25	27	18	4	3.4

Acceptable responses included (any two from the second column):

Equipment/Service item	What to check
glassware	<ul style="list-style-type: none"> <li>polished and no marks/stains (e.g. lipstick)</li> <li>no chips or cracks/in good condition/not damaged</li> <li>appropriate size or type/style of glass</li> <li>quantity appropriate for service/enough</li> <li>ease of access/location for service</li> </ul>
condiments/accompaniments	<ul style="list-style-type: none"> <li>before refilling or putting out on table make sure it is within its use-by date</li> <li>make sure there is no spoilage (for example, moisture in salt)</li> <li>refill or provide new if required</li> <li>quantity, enough for service</li> <li>good condition, not chipped, cracked or damaged</li> </ul>
point-of-sale (POS) equipment	<ul style="list-style-type: none"> <li>update or enter daily specials in the POS</li> <li>update any unavailable items for the service period</li> <li>make sure it is working and ready to operate before service commences (e.g. switched on/connected)</li> <li>check receipt roll has enough paper</li> <li>wireless devices are fully charged (e.g. handheld EFTPOS, iPad)</li> </ul> <p>(Answers relating to the cash float were not accepted as the question was specific to the equipment [hardware] used for POS.)</p>

**Question 5**

Marks	0	1	2	3	4	5	6	Average
%	25	28	21	14	6	4	1	1.7

Knock box: a narrow waste container (can be tall or bench-top) that is fitted with a cross bar so the barista can tap/knock out the spent coffee cake from the group handle after extracting espresso.

Coffee grinder: device used to grind beans for espresso-based beverages. Key parts of the machine are the hopper, grinding mechanism and dosage chamber.

Responses needed to state that beans are ground to produce espresso coffee and include reference to the components of the machine and their function. Answers such as 'machine that grinds coffee' were not accepted. Many students incorrectly used the term 'coffee powder' rather than 'ground coffee'.

Tisane: a non-caffeinated herbal infusion usually made from flowers, roots, leaves, fruits or barks.

Herbal tea was not accepted unless the student qualified their answer by acknowledging that a tisane is not a true tea as it is not made from *Camellia sinensis*.

**Question 6**

Marks	0	1	2	3	4	5	6	Average
%	5	7	19	29	26	9	6	3.2

Name of beverage	Ingredients	Method	Glassware	Garnish
virgin pina colada	pineapple, coconut milk	blend	colada glass	pineapple wedge/slice
lemon, lime and bitters	Angostura bitters, lime juice cordial, lemonade	build	highball glass	lemon slice
virgin caipiroska	mint leaves, lime, sugar, soda or lemonade	muddle	old-fashioned	mint leaves and lime

Students were required to describe the pineapple garnish by specifying wedge or slice, not simply pineapple.

Some students gave multiple methods or glassware and only the first response was accepted.

**Question 7**

Marks	0	1	2	3	Average
%	21	29	38	12	1.4

Acceptable responses included (any one from the second column):

Sense	What the server will check for
sight	<ul style="list-style-type: none"> <li>looks as per standard recipe – colour, consistency, bubbly</li> <li>presentation – correct glass, filled to the right level, garnished appropriately</li> <li>clean glassware/crockery/no spills/drips</li> </ul>
smell	<ul style="list-style-type: none"> <li>smells fresh/fruity</li> <li>doesn't smell sour/off (for milk or fruit juices)</li> <li>no burnt smells (e.g. over-extracted coffee, burnt milk)</li> </ul> (Vague responses such as 'correct smell' or 'right aroma' were not accepted.)
touch	<ul style="list-style-type: none"> <li>temperature – side of glass/cup feels cold/hot</li> </ul> (Responses that indicated that the server would touch the drink rather than the cup or glass were not awarded marks.)

**Question 8**

Marks	0	1	2	3	Average
%	6	33	0	61	2.2

The tallest glasses: C

The smallest or lightest glasses: A

The heaviest glasses: B

Heaviest glasses should be toward the centre to balance the tray. Tall glasses that can easily topple over should be closest to the body.

**Question 9**

Marks	0	1	2	Average
%	7	42	51	1.5

Acceptable responses included (any two of the following):

- an appealing/thorough/positive description of the specials will help promote them and entice/encourage the customer to order
- ensures that the customer is aware of specials as they may not see the board/have a vision impairment/can't see that far
- allows server to promote/encourage/upsell or 'push' items that need to be sold/chef wants to sell
- allows customer to ask questions/get more information/clarify to help make a decision, especially for customers with allergies/intolerances or general food preferences

**Question 10**

Marks	0	1	2	3	4	Average
%	45	19	19	11	6	1.2

Steak frites consists of a succulent porterhouse steak that is cooked to your liking over the flame grill and served with crisp French fries. It is accompanied by a rich jus and a seasonal green salad.

Many different adjectives (in addition to above) were accepted to describe the steak, fries and accompaniments, and students could obtain a mark for each as long as they used descriptive terms to make the dish sound appealing. The final mark was awarded by referring to the type of steak or how it was cooked (e.g. stating cooked to your liking; or type of steak – scotch fillet, sirloin/porterhouse, rib eye; or seared over the flame grill).

**Question 11a.**

Marks	0	1	Average
%	48	52	0.5

This informs the customer that traces of allergens could be in the dish they order or that contamination may occur despite the best efforts to ensure ingredients do not come in contact with each other. It also provides some protection for the restaurant in case of litigation as they have provided a warning.

No marks were awarded for stating that people have allergies as that was given in the question. Students needed to specify that there may be traces in the food.



**Question 11b.**

Marks	0	1	2	3	4	Average
%	24	29	26	15	5	1.5

At the time of making the reservation:

- note this on booking sheet/enter into reservation system
- ask if other customers dining at their table are able to order nuts
- email a copy of menu and all ingredients prior to reservation
- inform kitchen/chef of the relevant day/date/service period of booking
- if menu choice is pre-selected, pass on to kitchen staff to pre-prepare

Many students stated check if they have a nut allergy. This was already established in the question, so marks were not awarded for this response.

When the meal is ordered and served to the guest:

- inform customer of menu items known to contain nuts or traces of nuts when handing out menus
- note in bold/clearly on food docket, inform kitchen to prepare meal separately
- double-check the meal before delivering to customer/check with chef before collecting from the pass
- inform the customer when serving that it is the nut-free dish/nut-free meal delivered to the right person

Answers such as 'ensure food did not come into contact with nuts' were not accepted. Service staff are not able to control the preparation and cooking process. Answers such as 'double-check if they are allergic to nuts' were not accepted as this has already been established.

**Question 12a.**

Marks	0	1	2	3	4	Average
%	30	23	30	10	7	1.5

Cover number	Additional cutlery
1	entree fork and dessert (or soup) spoon
2	soup spoon
3	entree knife and fork
4	soup spoon

Students needed to specify the type of spoon to be provided (e.g. soup spoon for minestrone and soup or dessert spoon for the linguini). An entree knife is required for the vegetable tempura as well as the entree fork. No additional marks were awarded and students were not penalised if they made adjustments for fish cutlery for cover 4.

Many students seemed not to know the components of an à la carte setting in order to make the appropriate additions.

**Question 12bi.**

Marks	0	1	2	Average
%	3	1	96	2

Entree: linguini

Main: chicken

Students generally handled this question well.

**Question 12bii.**

Marks	0	1	2	3	4	5	6	Average
%	6	2	8	13	32	30	8	3.9

Wheat (gluten) intolerance:

- Entree: trout
- Dessert: semifreddo or pears

Dairy (lactose) intolerance:

- Main course: chickpea, lamb shank or pork
- Dessert: summer pudding

Vegan:

- Entree: tempura
- Main: chickpea

Students demonstrated fairly good knowledge in their responses to this question. A number of students incorrectly selected the semifreddo as being appropriate for a customer with a lactose intolerance; however, it contains dairy products.

## Question 12ci.

Marks	0	1	2	3	4	5	Average
%	8	7	11	26	16	32	3.3

<b>Eclipse</b> <b>123 Alphabet St</b> <b>Melbourne VIC 3000</b> <b>ABN: 12 123 1234</b>			
Date: 14/10/2018		Table: 6	
Server: Chris		Covers: 4	
No.	Item	Amount	Total
2	minestrone	\$9.50	\$19.00
1	linguini	\$16.50	\$16.50
1	vegetable tempura	\$14.00	\$14.00
1	chicken	\$22.00	\$22.00
1	lamb shank	\$24.00	\$24.00
1	chickpea	\$18.50	\$18.50
1	salmon	\$27.00	\$27.00
3	summer pudding	\$11.50	\$34.50
1	chocolate tartlet	\$12.00	\$12.00
		<b>Subtotal food</b>	<b>\$187.50</b>
2	lemon, lime and bitters	\$4.00	\$8.00
2	house white (glass)	\$8.00	\$16.00
4	coffees	\$5.00	\$20.00
		<b>Subtotal food and beverage</b>	\$231.50
		<b>GST</b>	\$23.15
		<b>Total inc. GST</b>	\$254.65
		<b>Received</b>	\$300.00
		<b>Change</b>	\$45.35

This question was generally well answered. Responses that missed out on marks did not include one or more sections or had miscalculated GST.

**Question 12cii.**

<b>Marks</b>	<b>0</b>	<b>1</b>	<b>Average</b>
<b>%</b>	12	88	

<b>Coin</b>	<b>Number given</b>	<b>Note</b>	<b>Number given</b>
5 c	1	\$5	1
10 c	1	\$10	
20 c	1	\$20	2
50 c		\$50	
\$1		\$100	
\$2			

Most students were able to complete the table to provide the correct change.

**Question 13**

<b>Marks</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Average</b>
<b>%</b>	18	29	38	15	

Acceptable responses included (any three of the following):

- provide information to ensure high-quality, consistent service (e.g. about reservations, guests still to arrive, what course they are up to, what meals they are waiting on, who the host is, menu information such as changes or run out of dishes, which front-of-house service tasks are completed)
- special requests/dietary requirements are followed up on so the customer receives what they ordered or asked for
- follow-ups are made on any complaints as this is important to ensure that there is a resolution and customers are happy
- provide information about other tasks that may need to be completed (e.g. till balancing, restocking equipment or supplies/set up for next service period)

Students generally answered this question well.

**Question 14**

<b>Marks</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Average</b>
<b>%</b>	26	35	32	7	

Responses could have included any three of the following signs:

- when someone asks for their plate to be cleared
- customer is looking around/trying to attract attention/eye contact/restlessness or other non-verbal signals
- if someone has pushed their plate away/napkin on the plate

- customers have stacked their own plates
- person is sitting back with arms folded or on lap

The question stated what the normal protocol is (i.e. that you do not clear until all guests have finished their meals), so marks were not awarded for responses that repeated this.

### Question 15

Marks	0	1	2	3	4	Average
%	27	12	18	22	22	2

The group handle is a detachable handle that contains a removable filter (basket) into which the ground espresso is dispensed. The group head is fixed to the machine and contains a shower head that water flows through. To prepare espresso, the filled handle is fitted into the group head and when the button is pressed, water flows from the group head through the group handle containing the ground coffee, extracting the flavour/coffee compounds and is then dispensed into the cup.

Many students again referred to the ground coffee beans as 'coffee powder'. To obtain full marks the student was required to define the group handle and group head and then explain the attachment of the handle to the head as well as the water flow that extracts the espresso.

### Question 16

Marks	0	1	2	3	Average
%	56	26	10	8	0.7

Latte: 30 mL espresso (1/3), topped with textured milk (2/3), 1 cm foam

Cappuccino: 30 mL espresso (1/3), textured milk (1/3), textured/dense foam (1/3)

Short black: 30 mL espresso shot

Some students were not awarded any marks as they did not state that textured milk was used. Incorrect terminology such as hot, warm or frothed milk was not awarded marks. Students were required to use the term espresso rather than coffee. Using the term 'froth' when describing the dense foam on top was not accepted. The lack of correct terminology was the main reason for low-scoring responses on this question.

### Question 17a.

Marks	0	1	Average
%	87	13	0.2

By leaving the wand in water, the water gets sucked back through the wand into machine and contaminates it/increased risk of bacterial growth.

### Question 17b.

Marks	0	1	Average
%	45	55	0.6

Purge/expel the steam wand (by turning the steam on and flushing out the build-up of any water), wipe with a clean damp cloth (to remove residue).

Answers relating to wiping of the wand after texturising milk during service were not accepted as the question was related to post-service cleaning. Most students did not recognise that milk

particles can be sucked up through the wand into the machine, resulting in bacteria growth and machine contamination.

**Question 18**

Marks	0	1	2	3	Average
%	12	26	37	25	1.8

Wastage:

- suggest customers bring their own reusable cups/KeepCups
- follow establishment recycling protocols/dispose in correct waste stream – cardboard/general waste/compost, etc.
- using/ordering only the amounts of coffee/milk required for items to be made
- use correct type and amounts of chemical for the task

Energy use:

- turn off machine and grinder overnight or between shifts to reduce energy use, turn off bar lights/equipment at end of service
- only open fridge when needed
- report any problems with refrigeration systems (e.g. not cooling efficiently, door not closing properly)
- when possible, consolidate orders so that like beverages can be made at the same time

Water use:

- do not leave taps running/do not waste water/use only the water you need
- only operate glass washers when full
- wash items in a sink – not under running water
- report leaking taps to supervisor
- do not leave shower screen/hot water outlet running when cleaning or preparing beverages

Suggestions outside of the responsibility or control of the barista were not accepted.

**Question 19a.**

Marks	0	1	2	Average
%	44	30	26	0.9

Water and syrup

**Question 19b.**

Marks	0	1	Average
%	50	50	0.5

- (M)SDS
- safe operating procedure (SOP)
- safe work practice (SWP)
- manufacturer’s instructions

A number of documents were accepted as long as the student was specific. General answers such as ‘health and safety document’ were not accepted.

**Question 19c.**

Marks	0	1	2	Average
%	33	42	25	1

- avoid knocking/bumping/dropping cylinders
- check condition of cylinder – seal intact, valve closed
- do not roll or use to move items by rolling
- wear PPE
- good manual handling techniques – use a trolley to move cylinders/get help if required
- storage – well-ventilated area, away from ignition sources, chained and secured

Most students were able to give two safety precautions.

**Question 20a.**

Marks	0	1	2	3	4	Average
%	20	26	36	16	2	1.6

- Apologise to the customer and advise that you will assist/deal with the issue.
- Seek assistance from another cashier or a supervisor.
- Apologise to other waiting customers and direct them to another attendant.
- Perform X read on till, check the receipt or check the amount entered into the till.

To gain full marks the responses needed to flow in a logical order and the student needed to state that they would apologise both to the allegedly short-changed customer as well as to the waiting customers.

**Question 20b.**

Marks	0	1	2	Average
%	52	37	11	0.6

- Say out loud the amount given/cash tendered (e.g. check \$50, check \$100).
- Place the note at the top of the register drawer while they get the change.
- Check the change as you collect it from the drawer to see that it corresponds with the register display/receipt.
- Provide a printed receipt that shows total tendered and change that should have been provided (must be clear that this information was on the receipt).

Vague responses that referred to simply presenting or checking the receipt were not accepted.