



GENERAL COMMENTS

The 2013 VCE VET Hospitality examination adhered to the ‘sequence of service’ concept, the basic workflow procedure of food and beverage service. The examination assessed the following three units of competency.

- SITHFAB004A Provide food and beverage service
- SITHFAB012B Prepare and serve espresso coffee
- SITHFAB010C Prepare and serve non-alcoholic beverages

The examination required students to have a sound understanding of the skills, knowledge and equipment required in the application of food and beverage service.

The short-answer questions were designed to allow various methods of responding, using structures such as a numbered sequence, drawing diagrams, table-structured responses and sentence responses.

The responses to some short-answer questions suggested that students’ practical experience was limited; for example, Questions 1, 6, 8 and 10. Resources and opportunities for real, practical industry experience need to be made available for students’ development.

SPECIFIC INFORMATION

This report provides sample answers or an indication of what the 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 errors resulting in a total 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
1	6	1	27	65
2	0	2	94	3
3	0	1	4	95
4	13	71	14	3
5	2	0	2	95
6	63	26	5	5
7	10	4	82	3
8	4	15	0	80
9	83	2	6	9
10	55	26	17	1
11	7	67	17	8
12	87	2	1	9
13	1	2	95	1
14	1	2	95	2
15	7	66	23	4
16	8	3	0	89
17	0	0	99	1
18	2	10	32	55
19	6	25	41	28
20	0	0	64	35
21	83	5	1	11
22	98	0	1	0
23	22	64	4	9
24	2	93	2	3
25	96	1	2	1

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Section B

Question 1

Marks	0	1	2	3	4	Average
%	66	20	7	4	3	0.6

- priority 1: welcome the customer and ask them to wait for a moment (both must have been mentioned to be awarded the mark)
- priority 2: answer the phone and ask them to hold (both must have been mentioned to be awarded the mark) or ask the waiter to answer the phone and deal with the call
- priority 3: talk to the waiting customer/address the customer's needs/check booking
- priority 4: talk to the waiter/answer the question/attend to the enquiry

Student responses indicated an insufficient understanding of how to prioritise tasks appropriately in order to maximise a positive initial engagement with the customer.

Question 2

Marks	0	1	2	Average
%	31	17	52	1.2

Food service sequence	Step
Clear the side plates and butter dishes.	4
Clear the main course.	3
Ask the customer if they are satisfied with the meal.	2
Serve the main course.	1
Offer the dessert menu, explaining variations and specials.	5
Correct the covers.	8*
Take the dessert order.	6
Serve the dessert.	9
Transfer the dessert order to the kitchen.	7*

Steps 7 and 8 could have been performed in either order.

Question 3

Marks	0	1	2	3	4	5	Average
%	5	12	23	27	22	12	2.9

The ice in their drinks has melted quickly.

- The ice machine is at the wrong temperature/not freezing.
- Ice at the bar is stored in inadequately temperature-controlled equipment (the ice well is not cold enough/champagne bucket is at room temperature).
- The glassware is too hot/the temperature control on the glass washer is not working/set correctly.
- The glass chiller/well is not working at the right temperature.

Answers needed to be specific, therefore responses such as 'no power' were not accepted without a reason (such as 'has been turned off').

The mineral water from the fridge is warm.

- Fridges have been turned off/there is a power outage/it is not working at the correct temperature.
- Fridges may have been recently stocked with room-temperature drinks/drinks from the storeroom.

The espresso coffee is taking too long to extract.

- The water pressure to the espresso machine is low.
- The grinder is not set to the correct setting.
- The espresso machine has not reached the correct operating temperature/the espresso machine pressure is inadequate due to temperature.
- The group basket or filter has not been cleaned adequately (blocked/dried residue).

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The post-mix cola lacks flavour.

- The ratio/concentration of syrup to water in the post-mix machine is incorrect.
- The syrup bladder/bag is almost empty/a kink in the bag is limiting the flow.
- The syrup supply line may be partially blocked or damaged/a kink in the line is limiting the flow.
- The gas cylinder is empty or leaking, therefore it lacks pressure to push syrup along the line.

The fruit in their blended drinks is very lumpy.

- The blender bowl may not have been seated/positioned properly.
- The rubber propeller from the blender motor is worn out and is not turning the blade.
- The blender blade is not sharp (is blunt).
- The base of the blender has been incorrectly assembled.
- The fruit has not been cut suitably for the machine.

Many students struggled to identify the reason for the issue and the equipment that was likely to be the cause. Responses indicated a lack of exposure to a practical learning environment.

Question 4a.

Marks	0	1	2	3	4	5	6	Average
%	4	4	10	15	25	24	17	3.9

	Why the drink is suitable	How the drink could be made
Children	Spiders <ul style="list-style-type: none"> • colourful and sweet, creamy and dessert-like • appeals to children 	Ingredients (three of): soft drink, flavouring/syrup/topping and ice-cream Method: built
	Milkshakes <ul style="list-style-type: none"> • colourful and sweet, creamy and dessert-like • appeals to children 	Ingredients: milk, flavouring/syrup/topping and ice-cream Method: built or shaken and strained (built drink is easy to make while blending other drinks)
	Cinderella <ul style="list-style-type: none"> • the name and garnish appeals to children 	Ingredients: pineapple juice and orange juice Method: built/blended
	Soft drink <ul style="list-style-type: none"> • colourful and sweet • appeals to children 	Ingredients: soft drink and ice Method: built
	Freshly squeezed juices <ul style="list-style-type: none"> • healthy, natural and fresh 	Ingredients: appropriate fruit (orange, pineapple, apple, etc.) Method: juicer/extractor
Adults	Spicy virgin bloody mary <ul style="list-style-type: none"> • spicy, savoury flavour • healthy alternative – tomatoes and celery 	Ingredients: tomato juice, Tabasco sauce, Worcestershire sauce, lemon juice, salt and pepper Method: built
	Iced tea <ul style="list-style-type: none"> • refreshing • suitable for certain dietary conditions such as lactose intolerance 	Ingredients: cold tea, lemon juice, sugar/sugar syrup and ice Method: built
	Claytons and dry <ul style="list-style-type: none"> • refreshing, tangy flavour 	Ingredients: dry ginger ale, Claytons and ice Method: built
	Virgin daiquiri <ul style="list-style-type: none"> • refreshing, tangy flavour • like an alcoholic drink 	Ingredients: lime/lemon juice, lime/lemon cordial/sugar syrup, mixer, fruit and ice Method: blended/shaken
	Virgin cosmo <ul style="list-style-type: none"> • refreshing, tangy flavour • like an alcoholic drink 	Ingredients: cranberry juice, lime/lemon juice/cordial, mixer and ice Method: built
	Lemon, lime and bitters <ul style="list-style-type: none"> • refreshing • a common drink 	Ingredients: cordial, mixer and bitters Method: built

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Students were required to assess the guests' requirements and suggest a suitable drink for the selected guest. They also needed to demonstrate product knowledge of their suggested drink.

Most students demonstrated a sound understanding of the guests' needs and a good amount of product knowledge.

Question 4b.

Marks	0	1	2	3	Average
%	16	11	25	47	2.1

Drink	Presentation – glassware	Garnish
Dairy		
Spiders	<ul style="list-style-type: none"> • milkshake glass • colada glass • highball glass • hurricane glass 	<ul style="list-style-type: none"> • cherry • umbrella • sprinkles/hundreds and thousands • straw • plastic animal • decorations
Milkshakes	<ul style="list-style-type: none"> • milkshake glass • colada glass • highball glass • hurricane glass 	<ul style="list-style-type: none"> • cherry • umbrella • sprinkles/hundreds and thousands • plastic animal • decorations • straw • strawberry or chocolate flakes, depending on the flavour of the drink • appropriate syrup flavour swirled in glass
Fruit		
Freshly squeezed juices	<ul style="list-style-type: none"> • highball glass • milkshake glass • colada glass 	<ul style="list-style-type: none"> • slice or wedge of fruit on side or in glass • umbrella • plastic animal • straw
Spicy virgin bloody mary	<ul style="list-style-type: none"> • colada glass • highball glass 	<ul style="list-style-type: none"> • celery stick • swizzle stick • straw • lemon slice/wedge
Virgin daiquiri	<ul style="list-style-type: none"> • cocktail/martini glass • colada glass 	<ul style="list-style-type: none"> • fruit slice/wedge, depending on the flavour of the drink • straw • sugar frosting on the glass
Virgin cosmo	<ul style="list-style-type: none"> • cocktail/martini glass • colada glass 	<ul style="list-style-type: none"> • citrus fruit slice/wedge • straw • sugar frosting on the glass
13th peach fruit crush	<ul style="list-style-type: none"> • cocktail/martini glass 	<ul style="list-style-type: none"> • fruit slice/wedge • straw • sugar frosting on the glass
Cinderella	<ul style="list-style-type: none"> • colada glass • highball glass • hurricane glass 	<ul style="list-style-type: none"> • fruit slice/wedge • straw • sugar frosting on the glass • umbrella • plastic animal
Virgin pina colada	<ul style="list-style-type: none"> • colada glass • hurricane glass 	<ul style="list-style-type: none"> • pineapple wedge with leaves and cherry/strawberry • toothpick • umbrella
Soft		

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Drink	Presentation – glassware	Garnish
Cola	<ul style="list-style-type: none"> highball glass 	<ul style="list-style-type: none"> straw maybe lemon
Lemonade, lemon squash, orange	<ul style="list-style-type: none"> highball glass 	<ul style="list-style-type: none"> straw lemon/orange slice in or on side of glass
Lemon lime and bitters	<ul style="list-style-type: none"> highball glass 	<ul style="list-style-type: none"> straw lemon/lime slice in or on side of glass swizzle stick
Sparkling and non-sparkling mineral water	<ul style="list-style-type: none"> highball glass 	<ul style="list-style-type: none"> straw lemon/lime slice in or on side of glass
Iced tea	<ul style="list-style-type: none"> highball glass colada glass hurricane glass 	<ul style="list-style-type: none"> straw lemon/lime slice in or on side of glass swizzle stick
Claytons and dry	<ul style="list-style-type: none"> highball glass old-fashioned glass 	<ul style="list-style-type: none"> straw lemon/lime slice in or on side of glass swizzle stick
Shirley Temple	<ul style="list-style-type: none"> highball glass colada glass hurricane glass 	<ul style="list-style-type: none"> straw strawberry/cherry umbrella swizzle stick

Students needed to select three different drinks, one from each of Dairy, Fruit and Soft, and describe how each would be presented and garnished. The question allowed students to apply creativity while demonstrating their glassware knowledge and many students did this well.

Question 5

Marks	0	1	2	3	4	Average
%	85	7	5	2	1	0.3

The responses given below are possible preferences of a customer.

- weaker or stronger coffee
- extra shot of coffee
- preferred cup, glass or mug, takeaway or reusable cup
- temperature of milk
- different types of coffee (organic, single origin, decaffeinated)
- different types of milk (for example, soy for allergy sufferers, skinny for health conscious)
- flavouring additives/syrups, amount of foam, chocolate powder
- specific coffee/milk ratio

Students did not demonstrate sufficient understanding of why guests would have a preference for their espresso coffee. Students needed to describe the customer preference (for example, soy milk due to an allergy); however, few students provided a description. Each preference needed to be different so, for example, only one example related to milk was allowed.

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Question 6

Marks	0	1	2	3	4	5	6	7	8	Average
%	31	13	19	12	12	2	3	3	6	2.3

Drinks	Order of preparation	Explanation
short macchiato	3	<ul style="list-style-type: none"> minimal preparation time but needs a dollop of textured/hot milk or a splash of cold milk (one or the other, not both) will keep warm
long black	2	<ul style="list-style-type: none"> longer preparation time more volume but requires hot water will keep warm/preserves the cr�ma
ristretto	4	<ul style="list-style-type: none"> fastest to prepare and smallest volume will cool very quickly if prepared earlier
iced coffee	1	<ul style="list-style-type: none"> takes the longest time to prepare as it uses ice-cream ice-cream will maintain cold temperature while other drinks are prepared ice-cream is in the freezer in the storage area, which would take time to collect

In this question students needed to demonstrate a sound understanding of making different espresso coffees and how to prioritise making the coffees to maximise a quality product upon completion of the order.

Some responses indicated insufficient opportunities for students to participate in a real practical environment.

Question 7a.

Marks	0	1	Average
%	7	93	1.0

One of

- head waiter
- (shift) supervisor/supervisor on duty
- food and beverage supervisor/manager
- (restaurant/floor) manager
- ma tre d'.

Question 7b.

Marks	0	1	Average
%	39	61	0.6

A waiter's workload could depend on

- what needs to be done
- if they can cope with larger tables or more tables/sections than they are allocated to
- level of experience/history of work
- the number of bookings
- staffing levels (for example, if they are understaffed for any reason)
- priority of tasks remaining to be completed
- skills, knowledge/previous skills
- time left to opening.

Students indicated a reasonable understanding of the criteria that would determine the allocation of workload to the staff.

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Question 8

Marks	0	1	2	3	4	5	Average
%	16	10	12	23	17	21	2.8

The question required students to give sequential tasks that a waiter completes once the guests are seated and before taking the food order at the table. The following recommended sequence is more than what was required from students but their responses needed to follow this guide, with the napkin service being first.

1. napkin service
- 2/4. water service
3. give drinks menu, explain promotions/specials
4. take drink order
5. serve drinks
6. bread and butter service (could occur at any stage after 2)
7. give food menu, explain specials

Student responses were generally insufficient, and many listed tasks that were not sequential.

Question 9a.

Marks	0	1	2	3	Average
%	16	36	39	9	1.4

Any three of

- collect ice (ice only was not acceptable)
- cut garnishes
- put stock away/check stock levels
- check equipment is working and switched on
- put bar mat down/coasters
- place non-consumables out
- attend to cashiering and docket requirements.

Students needed to demonstrate an understanding of pre-service tasks in a mid-sized city bar attached to a restaurant. Many students appeared to have limited knowledge of pre-service tasks. Cleaning equipment and surfaces and polishing glasses were not accepted as these tasks should already have been completed.

Question 9b.

Marks	0	1	2	3	Average
%	5	23	42	30	2.0

Three of

- make drinks
- top up/replenish garnishes, fridges, consumables
- wash and polish glasses
- serve customers/take orders
- process dockets
- liaise with floor staff
- maintain cleanliness of bar/equipment, remove excess rubbish.

Question 9c.

Marks	0	1	2	3	Average
%	7	25	39	29	1.9

Three of

- restock garnishes, fridges, consumables
- wash and polish glasses
- finalise dockets/cash register
- assist floor staff as required
- clean bar/remove rubbish, sweep and mop, wipe down counters
- complete a stock requisition
- clean equipment (for example, back flush the espresso machine) or turn off appropriate equipment (turning off a fridge was not appropriate).

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Tasks needed to be clearly defined, therefore responses such as wiping all surfaces were not accepted as they were not specific enough; however, wiping down benches and fridge fronts were more specific and were accepted.

Question 10

Students needed to have an understanding of the guests' dining requirement, assess which food items would be suitable, design/create a menu to meet the guests' needs, demonstrate the ability to communicate the guests' needs to the kitchen (write a food order) and adjust the cutlery for the guests' needs (equipment knowledge and application).

Question 10a.

Marks	0	1	2	3	Average
%	5	5	10	80	2.7

Students needed to create a menu using the list of food items given. The menu needed to contain five entrees, five main courses and three side dishes, and be suitable for the guests.

Question 10b.

Marks	0	1	2	3	Average
%	25	17	13	44	1.8

The list below gives suggested responses. Key words for each dish are highlighted.

Entree

- tapas** vegetable plate (a selection of local seasonal vegetables prepared with a contemporary touch) (V)
- pepper-crusted **kangaroo** with braised wild mushrooms and red wine jus
- steamed **ocean trout fillet** on a bed of cucumber and pickled vegetable salad with wasabi
- pressed **terrine** of **rabbit** with smoked eel, foie gras, green asparagus and zucchini blossoms
- potato, goat's cheese and aubergine **roulade**, pesto and slow-roasted tomatoes (N, L)
- prosciutto-wrapped Murray River **prawns** dressed with a basil-flavoured tapenade
- roasted **mushrooms** stuffed with English spinach and low-fat ricotta (L)
- chicken **livers** wrapped in bacon
- pork **belly** with a pork croquette and star anise (C)
- smoked **eggplant** with onion and thyme (V)

Main course

- grass-fed **scotch fillet** with rainbow chard, cep mushrooms, and a smoked bone marrow and red wine sauce
- roasted breast and leg of crispy-skin **chicken** with sweet corn, leeks and a tarragon jus
- seared whole baby **salmon** with white asparagus, herb farfalle and tomato fondue (C)
- roasted **fillet** of **pork** with dukkah-crusted rib, harissa, aubergine and romesco sauce
- celery and blue cheese **risotto**, blue cheese foam, celery leaf salad (L)
- pan-fried **barramundi** garnished with cheese-stuffed zucchini flower fritters served with tomato salad (C, L)
- double-cooked **beef cheek** served with chunky smoked aubergine and tomato salsa
- gnocchi** romaine with wild mushroom ragout and steamed spinach, garnished with toasted walnuts and parmesan foam (C, N)
- crumbed **lamb cutlets** served with wilted spinach, potato cubes and honey-glazed carrots (C)
- ginger **tofu stir-fry** with asparagus and snow peas (V)

Side dishes

- roasted **asparagus** and crispy parmesan cheese (L)
- aubergine **caviar**
- eggplant **chips** (V)
- baby **bok choy** with cashews (N, V)
- blanched **cabbage** with butter and caraway
- braised brussel **sprouts** with black bean garlic sauce (V)

Students' responses were generally insufficient as many students circled multiple words for each dish. In the industry this would not be satisfactory.

Question 10c.

Marks	0	1	2	3	4	5	6	7	8	9	Average
%	18	1	9	4	12	13	31	7	3	2	4.2



The Flossy Aussie		
<i>Quantity</i>	<i>Item</i>	<i>Cover</i>
	eggplant tapas	1 (vegan)
	Any dish from the student's menu selection except pork belly was acceptable (due to the crumbs/flour on the croquette).	2 (coeliac)
		3 (can eat anything)
	tapas ocean trout fillet roulade prawns mushrooms eggplant	4 (not red meat, poultry or game)
	tofu stir-fry	1 (vegan)
	scotch fillet chicken fillet of pork risotto beef cheek tofu stir-fry	2 (coeliac)
		3 (can eat anything)
	salmon risotto barramundi gnocchi tofu stir-fry	4 (not red meat, poultry or game)
	Needed to have chips or sprouts for the vegan customer. Other options could be any selection from the list.	
Table: <i>1</i>	Waiter: <i>Bruce</i>	Time: <i>7.00 pm</i>
		Covers: <i>4</i>

Some students demonstrated a sound understanding of how to write a docket; however, many demonstrated insufficient skills and knowledge in writing a food docket. This is a very important communication process to assist the preparation of food to meet the guests' needs and assist the flow of service.

Question 10d.

Marks	0	1	2	3	4	5	Average
%	25	7	10	16	14	28	2.7

- two glasses (water and wine) positioned above the main knife, angled either in or out
- napkin in the centre of cover
- side/bread and butter plate and side/butter knife positioned to the left of cover
- main course fork to the left
- main course knife to the right

Students were required to draw and label a basic á la carte setting. As in previous years, many students had difficulty completing this task.

Question 10e.

Marks	0	1	2	3	4	Average
%	57	9	6	11	18	1.3

This question asked students to draw and label the cutlery needs of each cover in order to demonstrate their ability to adjust cutlery as per the docket to meet the guests' food order. Acceptable responses included

- cover 1 (vegan) – entrée knife and fork and main knife and fork were the only options
- cover 2 – entrée knife and fork, no fish knife or fish fork for mains

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- cover 3 – entrée knife and fork, could have fish knife and fish fork for mains (depending on the menu provided in part a.)
- cover 4 – entrée knife and fork, could have fish knife and fish fork for mains (depending on the menu provided in part a.)

If risotto was in the main course, a spoon or knife could be set.

Some students excelled with this task, providing a fish knife and fork/cutlery to the appropriate entrées and main courses. However, many students demonstrated a lack of understanding of how to adjust cutlery appropriately.

Question 11

Marks	0	1	2	3	4	5	6	7	8	Average
%	7	13	20	23	19	13	4	1	0	3.0

Guests of a large booking are arriving at different times.

- Offer them a drink at the bar **or** seat them and offer a drink at their table.
- Offer them the menu or wine list.
- The waiter may ask them if they would like to order anything if the other guests are running very late.

Bookings have arrived late.

- If the guests were very late, you may have reallocated the table; in this case, give them another table when one is available.
- Guests may need to be advised of suitable menu choices as remaining service time may be limited.
- Inform the kitchen of the late arrival.

Children are running around the dining room.

- Inform the parents of risks and ask them to assist.
- Children need to be asked to return to their parent(s).
- Occupy the children – offer paper and pencils and/or direct them to a supervised playroom.
- Serve kids meals early to keep them at the table.

The restaurant is fully booked and two guests walk in without a booking.

- Offer to seat them at the bar and give them a drink.
- Check availability and inform them when a table will be available.
- Give them a menu or wine list/explain specials to save time later.
- Apologise and explain that the restaurant is fully booked.
- Advise them of the time delay and ask if they would like to wait/go on a wait list.

Question 12

Marks	0	1	2	3	Average
%	68	23	7	1	0.4

Any three of

- offer to swap a large note/bill for some change
- provide a calculator/assist with calculations
- print more than one bill so all customers can all see a copy
- multiple payment options – cash and credit cards with set amounts equalling the total
- offer them a menu so they can see prices/remember what they had.

The question required students to resolve a guests' problem and still meet the restaurant's policy. Most students' responses were inadequate and demonstrated a lack of ability to problem-solve.

Question 13

Marks	0	1	2	3	Average
%	30	32	27	11	1.2

Any three of

- quantity – over-ordering or not getting enough to eat
- some people may not know what they are eating/may not be happy with the selections

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- some guests may be concerned that they are not getting value for money as other guests eat more than them
- risk of consuming allergy-causing foods/dietary concerns
- sometimes the customers may not like the waiter's suggestions
- it is hard to keep track of what is being spent.

Some responses indicated a lack of knowledge in how to assess this alternative dining scenario.

Question 14

Marks	0	1	2	3	Average
%	26	20	30	23	1.5

Element of response	Explanation
definition of term	removing crumbs and food debris from the table
equipment used	a folded napkin or service cloth and plate; crumbing set (brush and pan or crumber/sweeper)
when it is applied	between mains and desserts (however, it may also be needed after entrée is served)

'Crumbing down' is a process that is applied at a precise time, using specific equipment and techniques. Many student responses did not provide enough detail to earn full marks.

Question 15

Marks	0	1	2	Average
%	96	2	2	0.1

	Step
Use an espresso machine to texturise and heat the milk	2
Place on a saucer with a teaspoon and sugar sachets	7
Select an appropriate glass, mug or cup and place under the group basket	1
Fill one-third of a cup or glass with hot water	4
Place a teaspoon of textured milk and foam in the centre of the drink	6
Extract espresso using the double group handle	5
Fill the double group handle with coffee and tamp	3

Students' responses indicated that students had not had the opportunity for real practical learning.

Question 16

Marks	0	1	2	Average
%	33	46	21	0.9

Any two of

- account sorted quickly
- thank them on departure
- escort them to the door/open the door as they leave
- collect coats without asking
- ask if a taxi is needed
- verbal farewell – farewell by name.

Question 17

Marks	0	1	2	Average
%	23	30	47	1.3

Any two of

- to discuss the quality of the service
- to bring management's attention to issues/problems (for example, stock/staffing)
- for management to communicate information (for example, notices)
- to congratulate the team/provide positive feedback
- to discuss areas for improvement
- to discuss any customer complaints and resolution/feedback
- to provide an open forum for staff to raise any issues or concerns.

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Many students demonstrated a good understanding of post-service; however, others still confused post-service with pre-service.