2022 VCE VET Hospitality external assessment report

General comments

The 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.

Most students attempted all questions and were able to provide multiple responses where required. In most cases, students were able to provide sufficient details to gain some marks for their responses. Overall, there were very few questions left unanswered, which indicated good knowledge.

Students demonstrated sound knowledge in relation to:

* ambiance factors
* restaurant floorplans
* dietary requirements, such as allergies and intolerances and types of foods to accommodate these conditions
* manual docket writing
* preparation, use and storage of consumables
* payment processing.

Students should:

* read the questions properly to ensure they address the question requirements in their response
* be able to explain work tasks and procedures clearly
* use correct industry terminology (e.g., upselling, purge, flush, demitasse)
* be specific in responses to make answers clear
* provide examples to support explanations
* provide thorough descriptions of processes related to customer preferences, needs, complaint handling and service skills
* demonstrate awareness of how customers should be treated
* acknowledge the rights of persons with disabilities.

Students were not awarded marks if they:

* repeated the stimulus material from the question as their answer
* gave vague or non-specific answers
* provided one-word answers.

Specific information

This report provides 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. Shading indicates the correct answer.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Question | Correct answer | % A | % B | % C | % D | % No answer | Comments |
| 1 | A | 96 | 3 | 0 | 1 | 0 |  |
| 2 | A | 97 | 0 | 3 | 0 | 0 |  |
| 3 | D | 3 | 5 | 2 | 90 | 0 |  |
| 4 | C | 2 | 1 | 97 | 0 | 0 |  |
| 5 | A | 97 | 1 | 2 | 0 | 0 |  |
| 6 | C | 14 | 19 | 57 | 10 | 0 | The average dinner plate is approximately 25–30 cm. A space of 20–25 cm would require movement of the cutlery to place the plate on the table, therefore B is incorrect.  A 10–15 cm space is too small (side-plate size) and a 40–45 cm space is too large. |
| 7 | A | 100 | 0 | 0 | 0 | 0 |  |
| 8 | B | 3 | 94 | 1 | 3 | 0 |  |
| 9 | D | 44 | 5 | 7 | 44 | 1 | Cake lifters, tongs, napkins and condiment dishes are items of service ware. Point of sale (POS) system and cash register are hardware and software systems that work together to process sales and payment transactions. Telephones are used to communicate with customers and others (e.g., when taking customer orders or reservations); they are not used for service. |
| 10 | D | 0 | 14 | 3 | 83 | 0 |  |
| 11 | B | 3 | 86 | 5 | 5 | 1 |  |
| 12 | D | 3 | 8 | 3 | 86 | 0 |  |
| 13 | D | 0 | 5 | 6 | 89 | 1 |  |
| 14 | C | 5 | 51 | 40 | 3 | 1 | Drip brew is a method of coffee making that involves passing hot water over roasted and ground coffee beans enclosed in a filter. An espresso machine is not used. |
| 15 | C | 1 | 4 | 92 | 2 | 0 |  |
| 16 | B | 6 | 88 | 6 | 0 | 0 |  |
| 17 | A | 87 | 11 | 2 | 0 | 0 |  |
| 18 | B | 6 | 90 | 2 | 2 | 0 |  |
| 19 | C | 1 | 6 | 91 | 2 | 0 |  |
| 20 | B | 26 | 55 | 16 | 3 | 1 | Chamomile tea is made from dried chamomile flowers, which do not contain caffeine. |
| 21 | D | 5 | 1 | 17 | 77 | 0 |  |
| 22 | B | 3 | 88 | 1 | 6 | 1 |  |
| 23 | D | 0 | 0 | 2 | 98 | 0 |  |
| 24 | A | 74 | 7 | 10 | 8 | 1 |  |
| 25 | C | 5 | 22 | 72 | 1 | 0 |  |

Section B

Question 1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | 3 | Average |
| % | 13 | 36 | 46 | 5 | 1.4 |

Three of the following:

* dietary requests
* allergies and intolerances
* lifestyle choices / cultural requirements
* menu items ordered / popular or not popular / taste trends
* how much food the customer has left on their plate
* repeat purchases by returning customers
* customer feedback/complaints
* amount of food / number of courses ordered (side dishes / accompaniments / 1, 2 or 3 courses).

Most students were able to achieve one or two marks, identifying that observations could be made from what customers ordered, what generated feedback or complaints and customer dietary requirements.

Question 2a.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | 3 | Average |
| % | 32 | 29 | 28 | 11 | 1.2 |

Only one target market and reason were required for each service style.

|  |  |  |
| --- | --- | --- |
| Service style | Target market | Reason why service style may be selected by the target market |
| cafe | office workers / locals  small groups of friends/parents/ families/colleagues | * get coffee and quick breakfast or lunch on way to / while at work * casual * affordable * plenty of menu choices (everyone can find something suitable) * caters for kids * quick service * can sit down if desired |
| buffet | business travellers/lunches  families/groups (celebrations) / couples | * provides a range of choices, ready to go, quick and efficient. Often in the hotel where they are staying / can charge back to room * affordable * plenty of menu choices (everyone can find something suitable) * caters for kids |
| fine dining | couples / small groups  business/client meetings | * disposable income * refined presentation / more expensive foods / high level of service / formal setting * special occasion (engagement, birthday, anniversary) * for the experience * impress customers/clients / show appreciation for customers/clients * win business / secure a deal |

The target market identified was required to be a group that the restaurant targets via its menu, style of service, décor, etc., such as office workers, large groups, people holding a wedding. Responses about age-related demographics were not accepted as none of these establishments target a particular age group.

The target market had to match the student description of why they would choose that service style. If the explanation did not match or make sense, no mark was awarded. Likewise, ‘rich people’ was not accepted as a target market.

For **service-style** fine dining, ‘quality food’ was not accepted as a reason, because quality food is available in a range of different types of hospitality establishments.

Question 2b.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | Average |
| % | 34 | 26 | 40 | 1.1 |

These are examples of correct responses, where one suitable answer was required for each service style.

|  |  |
| --- | --- |
| Service style | Ambience factors |
| cafe | * décor to fit theme or location, e.g., colourful, industrial, rustic, shabby chic, shopping centre, seaside * type of music, e.g., upbeat, current, modern, pop, alternative (answer may be related to theme if applicable) * informal/casual including an example, e.g., relaxing couches, takeaway or quick seated dining * durable fittings and service ware to suit high volume |
| buffet | * could be themed, e.g., cultural – Asian buffet * type of music, e.g., easy listening, modern classics, mainstream pop modern * child/family friendly – play area, kid’s activities * layout or décor with a relevant example – modern layout designed for quick service/turnover |
| fine dining | * formal/intimate setting * dim lights, candles * plush furnishings * linen on tables * type of music, e.g., soft, romantic, background, subdued, easy listening * good quality glassware, crockery, etc. |

This question was generally well answered. Students did not obtain a mark if they could not describe the ambience factor. For example, they may have responded ‘fine dining can achieve ambience by the music and lighting’ instead of ‘a fine dining restaurant can create ambiance by using soft lighting such as candlelight with soft music in the background’.

Students who responded with general answers such as ‘good lighting’ or ‘nice décor’ without describing the ambiance factor were not awarded a mark. Likewise, students who described negative examples of ambiance did not obtain a mark (e.g., ‘by not having overbearing music’, ‘not being crowded’).

Question 3a.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | 3 | 4 | Average |
| % | 10 | 16 | 38 | 23 | 13 | 2.2 |

Students needed to identify two standards related to food hygiene at a buffet and provide an example for each. Following are examples of correct responses.

|  |  |
| --- | --- |
| Standard for food hygiene | Example |
| personal hygiene | * wash hands * hair tied back * clean shaven * covered bandage * correct uniform / clean and well presented |
| food storage | * hot food over 60° * cold food under 5° * food covered |
| food safety rules | * 2/4-hour rule * food replenishment (no ‘top-up’ / run tray down then replace) * food within date |
| preventing cross contamination | * sneeze guards * separate utensils * replace dirty utensils * no handling of food * name tags not in food items |
| cleanliness | * wipe and clean area regularly to maintain good hygiene * ensure area/equipment is clean before setting up |
| buffet supervision | * staff serving the food * monitoring the self-serve area |

Students often did not clearly identify the standard (e.g., personal hygiene, food safety, cross contamination), so did not achieve full marks. For food hygiene, many gave two examples of cross contamination so could not achieve an additional mark.

Question 3b.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | 3 | 4 | Average |
| % | 31 | 24 | 33 | 9 | 4 | 1.3 |

Students needed to identify two standards related to food presentation at a buffet and provide an example for each.

|  |  |
| --- | --- |
| Standard | Explanation |
| appeal / attractive presentation | * arranged according to colour * use of garnishes/displays/flowers * trays kept full |
| arrangement | * arranged according to dish type (i.e., meat, then vegetables, etc.) * foods that drip closest to guests (if self-serve) * use of pedestals/stands to make items at back easier to reach * hot/cold foods in different sections/areas * sauces and condiments with the items that they go with * trays kept full |
| labels | * what item is * ingredients (allergens) |
| cleanliness | * tidy and clean area regularly to maintain good presentation * clear empty serving dishes |

Many students provided hygiene examples in part b. as well. However, part b. of the question was in relation to food presentation.

Many students provided exactly the same response related to ‘cleaning’ in both parts and therefore did not achieve a mark for the repeated response. Students who were able to provide a different example related to cleanliness could be awarded a mark in both parts.

Question 4

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Average |
| % | 21 | 15 | 13 | 16 | 8 | 9 | 9 | 6 | 2 | 1 | 2.9 |

Correct responses included the following.

Set menu (three of):

* set price
* set number of courses
* no choice available / host selects menu / preselected menu
* often used for functions
* alternate service of preselected menu items may be provided.

Carte de jour (three of):

* limited range of (chef’s) specials/dishes in each course
* individually priced
* changes daily/frequently/seasonally
* translates from French as ‘card (menu) of the day’
* ordered individually for any course / cooked to order
* additional to a la carte menu
* written on specials/black board.

Table d’hôte (three of):

* fixed/limited choices within each course
* set number of courses (e.g., usually two-course or three-course)
* fixed price per person
* can be used for larger bookings
* alternative name: prix fixe / translation from French to ‘the host’s table’
* sometimes used by restaurants to minimise food preparation and service requirements (e.g., Christmas / Mother’s Day / business lunches).

The set menu was generally well answered and most students could provide two or three features of a set menu.

Many students were able to identify one or two features of a carte du jour menu. Some students described the menu style as a ‘carte’ or ‘cart’ that you select foods from (like yum cha), which did not obtain a mark.

Many students described the table d’hôte as having no choice rather than limited choice. Some students described the table setting rather than the menu style. Others confused a table d’hôte menu with a sharing menu, which are not the same.

Question 5

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | 3 | 4 | 5 | 6 | Average |
| % | 5 | 2 | 11 | 29 | 37 | 12 | 4 | 3.5 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Time | Contact name | No of guests | Comments | Table allocation | Explanation for table allocation |
| 9.00 am | Williams | 7A + 4C | near play area | 3 | * table is big enough (enough seating for group) * requested to be near kids play area |
| 11.30 am | McCartney | 3 | one highchair | 12 | * table of 3 * room for highchair without removing a chair * T12 near playroom for child, but not beside Lee’s on T14 * Dodoro will be gone from 8.30 am booking |
| 8.00 am | Wilson | 3 | vegetarian x 1 | 13 | * table of 3 not being used |
| 12.00  noon | Lee | 2 | requested lake views, special occasion, away from children’s play area | 14  (T13 accepted if not allocated in previous. T5 accepted if suitable explanation provided) | * has lakeside views * Vaifale will be gone by 12.00 * parents’ group will be gone by 12.00   T5 could be accepted if they specified that it’s the only table of 2 with some lakeside views (and Chen would be gone) |
| 9.00 am | Chen | 2 | vegan x 1 | 5 | * T5 is a table for 2   (T11 CANNOT be chosen as it has a booking already at 8.15 am) |
| 12.00  noon | hospital volunteers’ group | 18 | some seniors’ meals | 1 & 2  OR  1 & 6  OR  2 & 6 | * choosing tables 1 + 6 or 2 + 6 means that you have sufficient seats for 18 people and are close, table could be moved together. Other option is tables 1 & 2 as these can be moved to join together.   No one table can accommodate such a large group.  Booking is for 12 pm, so any earlier tables will be gone. |

Many students did quite well on this question. Students were not awarded points if they could not provide a suitable explanation as to why the guest was positioned at a specific table. The explanation had to match the table allocation (e.g., it was the only table for two left or putting tables 1 and 6 together would mean that 18 could be seated together). Some other answers were accepted if the student provided a valid reason for the seating allocation. Correct answers indicated the most appropriately sized table for the number of guests (e.g., two guests on a table for two – not using a table that seats three or four for two guests). Many students described seating vegetarians and vegans away from the kitchen so they could not smell the meat; this response was not awarded a mark.

Question 6

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | 3 | 4 | 5 | Average |
| % | 25 | 21 | 26 | 19 | 9 | 1 | 1.7 |

Correct responses included the following:

* Listen to / acknowledge / empathise with and apologise to the customer (apology may be here or with the explanation).
* Explain (apology should be here if not in first point above)
* the rights of the visually impaired person to have a service animal OR
* that it is a service animal OR
* explain that they are already seated and cannot be moved.
* Take action (with explanation) and suggest/provide a solution (e.g., suggest a move for the parents’ group from table 15 to table 1 or 2 as these tables won’t be required until the hospital volunteers’ group at 12 pm). Tables 1 and 2 are further away from table 14, which allows room for prams and is closer to the play area.
* Follow up
* help them to move to a different table OR
* ensure the customer is happy with the table change OR
* ensure the table numbers in the reservation diary have been altered.
* Report (one of)
* to the supervisor so they know that the change has been made
* why the change has been made to the supervisor or other colleagues.

Many students suggested moving the parents’ group but gave no indication of where they would move them to. The best and most logical option is to relocate the parents’ group to tables 1 or 2.

Many students indicated that they would ask the person with the service dog to move to another table or outside. This fails to recognise the access and equal opportunity rights of the person with the service dog as well as the fact that they are already seated and presumably consuming a meal so should not be moved.

Students are encouraged to work through the complaint handling process to solve the problem, rather than focusing on giving customers free items to make up for the lack of service.

Question 7a.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | 3 | Average |
| % | 6 | 25 | 52 | 18 | 1.8 |

Three of the following:

* Sparks interest for the customer / makes customer want to order / encourage sales and profit margins.
* Gives a clear picture/idea to the customer so they know what to expect / understand what’s in the dish/drink.
* Ensures that people with dietary requirements, intolerance/allergy do not order unsuitable items.
* Highlights local/seasonal products.
* Allows opportunity for customer questions.
* Keeps customers coming back; if specials keep changing, customers don’t get bored with menu.
* Food and beverage matching.

Most students were able to achieve two marks by identifying the need to explain dishes for those with special dietary requirements and to entice the customer to purchase.

Question 7b.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | 3 | 4 | 5 | 6 | Average |
| % | 19 | 21 | 26 | 20 | 9 | 4 | 1 | 2.0 |

Correct responses included:

* Current stock levels of beverages, menu items or ingredients (two of):
* running low / how many portions left, suggest something else
* large supply, suggest those items / chef request to move products
* short shelf life, suggest these items.

Many students identified that they can push sales of items with a lot of stock and understood that they would not promote an item that was running really low.

* Sales techniques or strategies that would assist in increasing revenue and profit (two of):
* encourage add-ons – starters, side dishes, desserts, after dinner drinks, coffee
* suggestive selling of more profitable items
* upsell – suggest larger sizes where applicable
* provide a sample / encourage customers to try something new.

Most students did not use the terms suggestive selling, upselling and add on. Some students referred to using sensory descriptions as a sales technique, which was accepted.

* Supplier arrangements, for example, agreements related to a supplier’s exclusivity or purchasing quantities (two of):
* promote products if special arrangements have been made (e.g., a wine or soft drink sponsor)
* special purchase price to company – savings passed on to customer / more profit to company
* promotion of special product (e.g., local, in season, novel or rare ingredient) or event
* exclusivity (e.g., a wine only in this restaurant / special coffee blend / meat, veg or herbs produced only for this restaurant)
* merchandise and free offers.

Some students were able to identify factors related to exclusivity, seasonality and local produce; however, most students struggled with this part of the question.

Question 8a.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | 3 | Average |
| % | 35 | 33 | 17 | 15 | 1.2 |

Explain/advise the customer that the hollandaise sauce is not suitable for lactose intolerant people.

Students needed to show understanding of how this dish is not suitable, for example, highlight that the hollandaise sauce is not suitable because it is butter-based and butter contains lactose.

* Suggest alternative (one of):
* Offer another suitable dish
* Offer to serve eggs without the hollandaise sauce
* Offer a replacement for the hollandaise sauce such as smashed avocado, tomato, mushroom (replacement offered must be from menu options or a suitable condiment).
* Suggest a lactose-free alternative for the latte such as soy, lactose/dairy free, almond, etc.

Students needed to expand on their answers to actually identify the ingredients that are not suitable for the lactose-intolerant guest (e.g., the hollandaise and the regular milk). They needed to provide an example of what could be offered instead (e.g., removing the hollandaise sauce, a different meal from the menu and what other milk could be provided).

Question 8b.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | 3 | Average |
| % | 10 | 43 | 39 | 7 | 1.5 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Menu choice | Lactose intolerance | Egg allergy | Coeliac | Nut allergy |
| Oatmeal | √ | √ | X  oats can be an issue and menu states traditional oats not gluten free | X  almond milk |
| Banana bread | √  has coconut yoghurt and is made with oil not butter | X | √  uses buckwheat flour, which is gluten free | X |
| Granola | X  contains yoghurt | √ | X | X  peanut butter |

Most students understood that:

* almond milk was not suitable for those with a nut allergy
* yoghurt contains lactose
* peanut butter is not suitable for those with nut allergy.

Most students did not realise that:

* traditional oats can be an issue for coeliacs
* coconut yoghurt is made from coconut not dairy
* buckwheat is gluten free.

Question 9a.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | 3 | 4 | 5 | Average |
| % | 14 | 10 | 8 | 17 | 19 | 32 | 3.1 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table No.** | | **Persons** | **Date** | **Time** | **Server** | |
| 6 | | 6 (OR 4A & 2C) | 2/11/22 | May range from 8.00 am to 8.30 am | Casey | |
| 1 | Big Breakfast 1 | | | | 22 | 00 |
| 2 | Avo Smash 2,4 | | | | 42 | 00 |
| 1 | Regular (poach) 3 | | | | 15 | 00 |
| 2 | Pancakes – kids 5,6 | | | | 15 | 00 |
|  |  | | | |  |  |
| 2 | Latte 1,2 | | | | 10 | 00 |
| 1 | Smoothie – green 3 | | | | 8 | 50 |
| 1 | Long black 4 | | | | 4 | 50 |
| 2 | OJ – kids 5,6 | | | | 8 | 00 |
|  | TOTAL | | | | 125 | 00 |
|  | GST included in total | | | | 11 | 36 |

Overall, this question was handled well by students. The most common errors were:

* entering the wrong table number, number of persons or omitting the date
* not entering the quantities in the first column
* not listing the food and beverage items correctly
* neglecting to separate the food and beverage order
* putting the cover numbers in the quantity column.

Question 9b.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | Average |
| % | 19 | 26 | 56 | 1.4 |

Most students were able to score two marks by clearly writing the totals and adding the column correctly to $125.00.

Question 9c.

|  |  |  |  |
| --- | --- | --- | --- |
| Mark | 0 | 1 | Average |
| % | 90 | 10 | 0.1 |

The question asked students to calculate the GST amount that is included in the total. This required students to apply the formula . Many students added 10% GST to the total, which was incorrect.

Question 10

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | 3 | Average |
| % | 25 | 29 | 29 | 17 | 1.4 |

Correct responses included three of the following.

* Accuracy
* check against order – all drinks are present and correct / ready at the same time
* check order is actually for Table 6 / Croatto table
* Glassware and crockery
* correct glassware for the type/style of drink
* no chips or cracks
* clean – no lipstick or other stains
* appropriate cutlery and crockery present (spoons, underplates, etc.)
* Consistency
* orange juices are presented the same way (style, size, volume, etc.)
* Appearance/presentation
* strength, consistency and colour correct
* drink has been garnished and accompaniments are correct
* no drips or spills
* filled to correct level / level of drinks consistent
* Temperature
* hot drinks / coffees are hot
* cold drinks / orange juice and smoothie are cold
* ice hasn’t melted (if used in orange juice).

Most students could identify that drinks should be garnished, the glassware clean and not chipped or that drinks should be appropriately hot or cold. Unclear responses about appearance (e.g., ‘correct appearance’ or ‘nice appearance’) were not awarded marks. Likewise, responses that referred to ‘correct temperature’ were not awarded marks unless they also specified that the juices were cold and the coffees were hot.

Question 11a.

|  |  |  |  |
| --- | --- | --- | --- |
| Mark | 0 | 1 | Average |
| % | 37 | 63 | 0.7 |

Correct responses include one of the following:

* increase or maximise profitability
* reduce cost of goods sold / less expenses
* better for the environment / less rubbish generated.

A large proportion of students were able to identify the importance of minimising wastage when preparing beverages.

Question 11b.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | 3 | Average |
| % | 9 | 23 | 40 | 28 | 1.9 |

Correct responses included the following.

Preparing garnishes (one of):

* only cut what is needed
* prepare just before service
* keep in refrigerator until needed.

Most students could identify that they should cut only what is needed for the service period.

* Using garnishes (one of):
* store at correct temperature
* use right garnish for item being served
* cut items that may brown as required (e.g., banana, apple)
* use the correct quantity (i.e., don’t use too much).

Where students scored in this section, they mostly identified that they should use the correct amount of garnish for the drink, not too much or too little.

* Storing garnishes (one of):
* airtight or covered container / glass of water (mint)
* breathable container (strawberries)
* labelled and dated
* refrigerated.

Many students were able to indicate that garnishes should be stored in an airtight container in the fridge.

Question 11c.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | 3 | Average |
| % | 22 | 34 | 28 | 16 | 1.4 |

Examples of correct responses included the following.

* Preparing to make espresso (one of):
* dosing – don’t dispense too much coffee: 7–14 grams of ground coffee per single basket = single shot
* grinding – small quantities / suitable amount for service period in the hopper / only what is needed so there is no wastage.

Students needed to be specific about appropriate quantity needed to avoid wastage.

* Extracting espresso and preparing the beverage (one of):
* don’t over-extract (25–30 seconds to extract 30 mL) as coffee will be bitter / too watery / wasted and more will need to be made
* single coffee order = single group handle
* heat only the required quantity of milk for number of beverages / use the right size jug.

Students needed to refer to quantity (e.g., ‘extract 30 ml of espresso’ rather than ‘extract correct amount of espresso’).

* Storing ingredients (one of):
* store unused milk in the refrigerator / below five degrees
* store beans in airtight container away from light
* rotate stock to use old product first (FIFO).

Marks were not awarded if students were not specific about what was being stored (e.g., coffee beans or milk) or if they repeated an answer from the previous section. When referring to coffee storage, students were required to state that coffee should be stored in an airtight container and in a cool dark place.

Question 12

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | 3 | Average |
| % | 48 | 31 | 20 | 2 | 0.8 |

Correct answers included all of the following:

* The glass
* piccolo latte (small latte) served in a demitasse
* cafe latte (latte means milk in Italian – milky coffee) served in 220–240 ml glass
* The milk
* piccolo is stronger as the ratio of textured milk to espresso is less
* latte can be described as milky
* The espresso
* piccolo is made with a 15–20 ml ristretto base (sometimes double ristretto)
* latte is 25–30 ml espresso

Most students were able to achieve at least one mark.

Piccolo glass was accepted in place of demitasse if the student explained clearly that it is a smaller glass than the latte (e.g., by stating the glass size of approx. 90 ml).

Many students were not able to clearly describe the differences between the beverages by comparing them (e.g., latte has 30 ml espresso, piccolo has 15 ml ristretto; latte is served in a latte glass, piccolo in a demitasse; piccolo is stronger as ratio of espresso to milk is higher, latte less strong as it has more milk in it).

Question 13a.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | 3 | 4 | Average |
| % | 30 | 34 | 26 | 9 | 1 | 1.2 |

Correct answers included four of the following:

* Sight/visual – served in a coffee cup with saucer, 1/3 espresso, 1/3 milk in a thick,1/3 dense foam, chocolate sprinkle on top, including colour descriptions where these accurately described the appearance of the cappuccino
* Smell/aroma – rich, caramelised
* Texture – full bodied, creamy/silky from the milk
* Taste – sweetness from caramelised beans and textured milk and chocolate powder, you can taste the coffee, but it’s not too strong as the milk balances it
* Touch – warm to touch (the cup).

Students needed to link the descriptive/sensory characteristic with the components of the coffee.

Most students were able to score some marks. Where they did not, it was usually due to not linking the descriptor to the parts of the coffee they were referring to (e.g., caramelised espresso taste, sweet chocolate powder, silky textured milk). Students should refer to the textured milk as having a thick, dense foam and not as ‘froth’.

Question 13b.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | 3 | 4 | 5 | Average |
| % | 15 | 20 | 26 | 21 | 12 | 6 | 2.2 |

|  |  |
| --- | --- |
| Preparing the espresso | |
| 1 | Select the pre-warmed cappuccino cup. |
| 2 | Grind the beans. |
| 3 | Dose the ground coffee into the group handle filter basket. |
| 4 | Tamp the ground coffee and brush off grounds from the rim of the group handle. |
| 5 | Flush/purge the group head (to remove spent coffee). |
| 6 | Attach the group handle to the group head. |
| 7 | Extract the espresso (25–30 ml espresso in 30–35 seconds). |
| 8 | Remove the group handle from the head and tap the puck into the knock box. |
| Texturing the milk | |
| 9 | Pour cold milk into a metal steaming jug. Make it approximately one third full. |
| 10 | Purge the steam wand. |
| 11 | Insert the wand just under the surface of the milk. |
| 12 | Turn on the steam wand. |
| 13 | Texture the milk by creating a whirlpool, moving the jug down as the milk stretches and increases in volume. |
| 14 | Continue steaming until the milk reaches a temperature of 60–65 degrees.  Note: any specific temperature between 60 and 65 degrees was accepted. |
| 15 | Release steam from the wand into the tray or cloth, to ensure any residual milk is removed from the machine. |
| Building the cappuccino | |
| 16 | Pour the foamed milk directly into the cup, first aiming for the centre, and then continuing in a circular motion out towards the rim. |
| 17 | Sprinkle with chocolate powder. |

Students should ensure they read instructions, which clearly stated that they should fill in steps 3, 5, 10, 14 and 17; many students missed step 14. Correct terminology for processes was required (e.g., dose the coffee/grounds, flush the group head, purge the steam wand).

Question 14

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | 3 | 4 | Average |
| % | 36 | 23 | 17 | 12 | 12 | 1.4 |

Correct answers included one from each of the following categories.

Cleaning cloth

* Use: wipe/clean/wash surfaces
* Importance: equipment to remove visible dirt / to ensure surfaces are clean / ready to sanitise

Sanitising chemical

* Use: remove/kill/limit/reduce bacteria/germ growth
* Importance: to avoid cross contamination / not to make people sick / ensures hygienic work area

Garbage bins and/or bags

* Use: to collect/contain rubbish and waste
* Importance: so it can be removed from area / so it is contained for disposal

Brush and/or scourer

* Use: to remove a build-up of / caked on grease and grime from surfaces and/or hard to reach areas
* Importance: so that visible dirt is removed / the surface/area is left clean

Students could often identify the use of an item but struggled to explain its importance or why it was used.

Question 15

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | 3 | 4 | Average |
| % | 15 | 11 | 34 | 27 | 13 | 2.2 |

Correct responses included one from each of the cash payment steps.

* Take the money from the customer (one of):
* thank the customer
* say aloud the amount of cash received (e.g., check $100)
* count the money the customer has given
* keep the notes in view until you have provided change.
* Provide the change
* Count the change back to the customer by adding up from the amount charged to the amount received.
* Place the money in the register (one of):
* close/secure the cash drawer / close the drawer between transactions / complete one transaction at a time (locking the cash drawer was not accepted)
* place the coins/notes in the correct section of the drawer/till
* place large notes under the tray / out of sight.
* Provide the customer with a receipt (one of):
* thank them for their business
* check that is it the customer copy not the business copy
* say an appropriate farewell – have a good evening / hope to see you again soon / it has been a pleasure.

This question was generally well handled, with most students able to obtain some marks.

Many students confused the provision of the receipt with the presentation of the bill/invoice, which would have occurred earlier. The responses should have been more focused on the farewell and thank you required after the receipt is provided to the customer, rather than checking the receipt.

Question 16a.

|  |  |  |  |
| --- | --- | --- | --- |
| Mark | 0 | 1 | Average |
| % | 93 | 7 | 0.1 |

Correct responses included either of:

* Process of verifying/checking the amount of cash taken for sales / received is equal to what has been recorded in the register/till.
* Cross-checking actual cash against the register reading.

Most students did not achieve a mark as they neglected to mention that the reconciliation process involves a comparison of the cash to the register reading.

Question 16b.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | Average |
| % | 50 | 44 | 6 | 0.6 |

Correct answers included two of the following:

* to ensure it balances
* not to waste time/efficiency
* for accurate data/record-keeping
* to identify/reduce theft
* to check for discrepancies/queries/variances.

Many students were able to identify that reconciliation would help to identify a variance or error.

Question 17

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | 3 | Average |
| % | 27 | 22 | 36 | 15 | 1.4 |

Correct answers included three of the following:

* What went well?
* What should improve? (So that the business doesn’t repeat mistakes.)
* Was communication clear?
* Were roles and responsibilities understood?
* Discuss complaints or feedback from customers – to promote improvement and recognise positives.
* Teamwork positives and negatives.
* Were there enough resources (personnel and/or other)?
* Were errors made or avoided?
* Expectations for finish of shift (cleaning/setups).
* Damaged goods / breakages.

This question was answered quite well as students were mostly able to identify one or two items that would be discussed in a post-service briefing. The most commonly identified items were customer complaints, what went well, and areas of improvement required.