



2007 VCE VET Hospitality Food & Beverage GA 2: Written examination

GENERAL COMMENTS

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

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

Students sitting the 2007 VCE VET Hospitality (Operations) Food and Beverage examination scored slightly lower than those in 2006, with a mean of 54 per cent compared to 62 per cent in 2006.

Student should be commended for completing the whole paper and making every effort to attempt all questions. They scored well on questions relating to knowledge of cutlery, setting tables, compiling food orders, sequence of service, communication, team work and the skills required to work in the front of house environment.

This year, students did not score well on several questions with a strong customer focus (Section B Questions 9, 12 and 13). It may assist students in the future to consider looking through a 'customer lens' when reading these scenario questions before answering to ensure that customer service is their first priority. Responses commonly indicated unfamiliarity with real life situations and in some cases did not mention the customer at all.

Another common difficulty was answering questions related to completing a task, such as Section B Questions 12 and 13. Satisfactory responses needed to include the steps required to complete the task from beginning to end, not just a part of the procedure. Serving a meal to the guest cannot be an acceptable answer if there is no indication that one was actually ordered with the chef. A glass of spilt red wine is not sufficiently cleaned up unless the appropriate cleaning items have been identified in the response.

Students are encouraged to read each question carefully. They need to be able to recognise the difference between instruction terms, including 'list', 'describe' and 'explain', when answering a question. For example, Question 7 of Section B asked students to 'describe three advantages of using the method of butter preparation'. Often, responses were comprised of only one or two words such as 'keep fresh', which clearly did not describe an advantage of using this method. Students need to be prepared to develop further detail in their answers and should be encouraged to use industry terminology and practiced industry techniques.

As in previous years, students did not demonstrate a satisfactory understanding of the topic of non-alcoholic beverages despite its practical familiarity. As previously noted, all components of completing a task needs to be identified in a satisfactory response. For example, in Section B Question 21, **all** items and ingredients for tea and coffee service were required to make a cup of tea or coffee. Omitting sugar bowls or milk jugs in the answer clearly indicated the student did not understand how to make or prepare for a tea and coffee setup regardless of the scenario.

Students and teachers need to be aware of the following marking policy. Where students were asked to provide a certain amount of information, any additional information given was not marked. For example, if a student was asked to identify three points and gave four points, only the first three points were assessed. The additional point was not taken into consideration, even if it was correct. Therefore, if students think of another response after they have already written down the required number of points, they should cross out what they consider to be the weakest point and replace it with the better response.

Also, when asked for a number of pieces of information, students who gave two responses that meant the same thing did not gain a mark for both. In this case, the points were combined and one mark was given (if appropriate) for the two similar responses as they related to one group or heading in the assessment guide.



SPECIFIC INFORMATION

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	19	16	59	6	0	
2	48	7	14	30	1	'Alternate drop' refers to alternatively serving plated dishes to guests at a function. Guests are not given a choice in the set menu; two main courses items have been selected and are evenly distributed.
3	7	3	5	85	0	
4	2	4	0	94	0	
5	2	74	4	19	0	
6	5	27	7	61	0	
7	14	4	77	6	0	
8	79	8	9	3	0	
9	2	61	13	24	0	
10	6	4	6	85	0	
11	71	10	16	4	0	
12	3	16	80	1	0	
13	10	11	74	5	0	
14	82	1	10	8	0	
15	24	4	66	6	0	
16	8	64	6	22	0	
17	6	7	11	76	0	
18	26	9	63	2	0	
19	52	5	21	22	0	
20	27	49	14	10	0	A traditional (or classic) shaker (option A) comes in three parts and includes a strainer, which is clearly not in this image. 'American' and 'Hawthorne' are not names used to describe shakers; therefore option B must be correct.
21	4	32	2	62	0	
22	16	48	14	22	0	
23	4	4	16	77	0	
24	20	43	3	33	0	Option A was the correct answer, as a glass of diet coke left to wait while other drinks are being made will lose its effervescence and quality. The ice will also melt, diluting the drink.
25	13	69	16	2	0	
26	88	2	2	8	0	
27	9	87	3	1	0	
28	0	98	1	0	0	
29	3	7	66	23	0	

Section B – Short-answer questions

For each question, an outline answer (or answers) is provided. In some cases the answer given is not the only answer that could have been awarded marks.

Question 1

Marks	0	1	2	Average
%	23	47	30	1.1

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The benefits to the establishment of waiting staff having excellent product knowledge include:

- improved staff productivity – providing efficient customer service/answering customer questions proficiently
- increased profitability – having knowledge increases suggestive selling or up-selling opportunities
- enhanced business reputation – staff demonstrating a high standard of professional service enhances the guests' experience and promotes return business.

No marks were given for responses that were not related to benefits to the establishment.

Question 2

Marks	0	1	2	3	4	5	6	Average
%	17	13	16	16	16	11	11	2.8

Skill 1 – Assisting guests with menu selection

Buffet

- providing information to guests on their arrival about the food selection on the buffet
- explaining dish content while serving behind the buffet

Plate

- providing information to guests when offering the menu or when taking food orders by suggestive selling
- promoting menu specials
- explaining dish content
- advising on food and wine matching or portion sizes

Family

- providing information about appropriate dishes to share when offering the menu or when taking food orders
- identifying complementary menu items
- indicating portion sizes or appropriate dishes for dietary/customer needs

Skill 2 – Serving food to guests

Buffet

- serving food onto the guests' plates at the buffet as requested
- maintaining the presentation of food on display
- ensuring service gear is kept clean and safe hygiene practices are maintained when serving food to the guest

Plate

- carrying plated food from the kitchen using the 2/3 plate carrying technique and serving the guests at the table
- serving the correct meal to each guest as ordered

Family

- carrying platters of food and placing on the table
- providing guests with plates and cutlery so that they can help themselves to the shared food as directed by the waiter

No marks were given for responses that described what the customer was required to do during service. Students often identified aspects of the service style but did not include the skills required of the waiter to perform that service. Family service commonly referred to 'serving a family with children' which is not a correct interpretation of this style of service.

Students demonstrated a fair understanding of the different styles of service but had some difficulty explaining the waiter's skills in their responses. Skill 2 included plate/platter carrying techniques or service of food to the plate/silver service.

Question 3

Marks	0	1	2	3	4	5	6	Average
%	19	16	19	19	17	10	2	2.4



Type of menu	Menu detail
cycle	<ul style="list-style-type: none"> rotating/fixed daily (or meal) menu menu is offered for a set time before changing and then repeating (day/week/month) limited choice of menu items
table d'hôte	<ul style="list-style-type: none"> limited options available in each course set number of courses per person for the price fixed set menu price (not individually priced dishes)
degustation	<ul style="list-style-type: none"> set number of courses often smaller portions of the dishes on the regular menu – items or specialties of the house fixed, set price per person commonly offered with matching wines for each course

No marks were given for responses that denoted **where** cycle menus are used or for definitions of the terms 'table d'hôte' or 'degustation'. Stating that the cycle menu offered a nutritionally balanced menu also received no marks. Students struggled to clearly explain distinguishing features of the 'degustation menu' accurately.

Question 4

Marks	0	1	2	3	4	Average
%	9	15	31	33	11	2.2

Common uses for cloth serviette/napkins in restaurant service include:

- waiter's service cloth to carry plates to the table
- decorative uses, such as lining a bread basket or as an under liner for a water jug
- lining a service plate for cutlery
- crumbing a table
- as a collar or service cloth for wine service.

No marks were given for responses that included use as a serviette for the guest, lining a plate for soup or other menu items. Common responses included for cleaning up spills or polishing cutlery and glasses. These were not considered to be correct as other, more appropriate cloths should be used for these purposes.

Question 5a.

Marks	0	1	2	3	Average
%	18	32	39	11	1.4

When setting a table for à la carte service, the table should be:

- positioned appropriately for access and service
- stable, clean and dry
- sufficient in size for pax.

When setting a table for à la carte service the cloth should be:

- appropriate for use – undamaged and unmarked as well as the correct size and shape
- hanging evenly on each side, covering the legs of the table and not touching the ground
- unfolded correctly to avoid creasing and to minimise handling
- placed on the table with the correct side facing up.

Crockery positioning should be:

- consistent in placement on the table setting (mirror images)
- side plate to the left hand side of the fork
- side plate at a set distance from the edge of the table.

Students commonly referred to cutlery as crockery. This is incorrect. Students generally did well on this question except when responding to the 'placement of crockery'.

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Question 5b.

Marks	0	1	2	3	Average
%	16	27	34	23	1.7

When positioning the main knife it should be:

- consistent on all settings on the table
- on the **right hand side** of the place setting, with forks to the left hand side
- a **set distance** in from the bottom edge of the table (for example, one centimetre)
- with the knife edge facing **left** of the centre of the setting
- an appropriate distance from the fork set on the left hand side (for example, 30 centimetres)
- handled by the base.

Students often referred to other items when describing where the knife should be positioned but this gave little explanation as to where the knife should be in relation to the setting and did not score a mark. For example, 'The knife should be placed directly under the water glass.'

Question 6

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	0	0	1	1	1	2	5	11	0	0	1	8.3

Item	Common industry name
1	Soup spoon
2	Dessertspoon
3	Teaspoon
4	Main fork
5	Entrée fork (or fruit/dessert/small fork)
6	Cake fork
7	Fish knife
8	Main knife (or large knife)
9	Steak knife
10	Butter/entrée knife (or side/small knife)

No marks were given for tablespoon, demi tasse, oyster fork or knife, or butter knife when describing the main knife. Students were generally very confident and scored well on this question.

Question 7

Marks	0	1	2	3	Average
%	24	55	20	2	1.0

Correct responses included any three of:

- maintains shape for presentation (firms butter for handling)
- maintains quality as butter can taint quickly when over exposed or handled
- it is a hygienic preparation and storage method (not long term)
- it is an efficient preparation method, requires minimal storage space and can be prepared in advance.

No marks were given for responses relating to preventing the butter melting, keeping it fresh or one word answers.

Question 8

Marks	0	1	2	3	4	5	6	Average
%	16	6	26	8	32	2	10	2.8

Correct responses included any three of:

- preparation of service equipment in the kitchen (under-plates, service gear, condiments)
- managing the pass to control food service (check plates and garnishes, wipe spills, keep the area clear)
- delivering plated food and returning cleared plates between the kitchen and service points
- liaising and communicating between the kitchen and restaurant staff as required for food service
- assisting floor staff by clearing service areas in the restaurant, following requests and running food dockets.

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No marks were awarded for incorrect responsibilities such as polishing cutlery, doing dishes, helping the chef or tasks related to post service duties and end of service assistance.

Question 9

Marks	0	1	2	3	Average
%	45	44	9	2	0.7

Correct examples demonstrated professional practice beyond basic service requirements; for example:

- develop a rapport with customers by acknowledging a special occasion, for example arranging for candles in the dessert to celebrate a birthday; suggesting beverage recommendations; suggesting shared dishes
- promote specialities of the house (or season or region) or particular dishes (not simply menu specials of the day); suggest combinations with menu items or suitable combinations of food and wine matching
- promote services such as inclusive food and beverage menus or deals, pre theatre service and early-bird discounts
- provide customers with information to make them feel at ease, such as that parking inspectors come by regularly, the car park closes at a certain time or how to validate parking vouchers
- acknowledge regular customers and be proactive in menu suggestions; accommodate usual requests
- offer samples tastings of new products to up-sell (more appropriate for beverages).

Many students focused their responses on routine service tasks or what they might say to describe menu specials which were not sufficient in detail to score a mark. Many students had some difficulty explaining how they could enhance the guests' dining experience by promoting menu items.

Question 10

Marks	0	1	2	Average
%	15	33	52	1.4

Correct examples included any two of:

- repeat the request back to the customer
- ensure that requests are very clearly written
- verify the special dietary requirements with the chef when placing order
- follow up in the kitchen to ensure that requests have been carried out correctly
- confirm that special dietary requirements have been met when presenting the food to the guest.

No marks were given for responses about the waiter's knowledge of dietary requirements.

Question 11

Marks	0	1	2	3	4	5	Average
%	8	2	8	17	21	43	3.7

						(also accepted)
4 ×	Prawns 1, 4, 5, 9					
3 ×	Caesar 6, 7, 8					
2 ×	Soup 3, 10					
4 ×	Fish 1, 4, 5, 7					
3 ×	Chicken 3, 6 – No sc, 8					2 × chicken 1 × chicken no sauce
3 ×	Beef 2 – R, 9, 10 – WD					1 × beef blank or med 1 × beef – rare 1 × beef – well done
4 ×	Pudding 2, 6, 7, 10					
4 ×	Strudel 3, 4, 5, 8					
1 ×	Sorbet 9					
Table 6	Pax 10	Waiter ANG	Time 8.30pm			

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Students answered this question quite well. One mark was given for each of the following points:

- correct table/order details (bottom row)
- quantities correct for each menu item on the left hand side of menu items
- entrée, main and dessert items correct for each section
- special requests noted (three)
- menu items linked to customer numbers.

Common errors included missing special customer requests and not matching the menu items with customer numbers.

Question 12

Marks	0	1	2	3	4	5	Average
%	20	23	26	21	8	2	1.8

- **Determine appropriate action:** Check with the chef to find out how long it will take to serve the chicken request. Inform the guest of this waiting time and perhaps suggest appropriate alternative meals which could be prepared more quickly.
- **Arrange the customer's request:** Place alternative food order in kitchen or confirm that the guest is happy to wait for the chicken dish and write up the order docket. Offer something in the interim such as bread or a side salad.
- **Monitor and inform the customer on the progress:** Monitor the waiting time to ensure there are no delays. Keep the customer informed of the progress. Apologise for the interruption.
- **Inform supervisor:** Ensure the manager/supervisor is aware of the situation.
- **Serve the menu item and follow up with the customer:** Present the menu item to the guest. Follow up and ensure the guest is happy with their menu item.

One mark was given under each of the headings above. Responses were generally disappointing because many students missed the most important detail which was to explain how they would determine what the customer wanted to do to resolve the issue of the missing meal, and then arrange for the meal or an alternative item as soon as possible.

No marks were given for responses such as apologising to the guest/host or explaining what had happened as these actions had already been written into the scenario. Responses of 'provide free drinks or meals' did not gain any marks.

Question 13

Marks	0	1	2	3	4	Average
%	4	15	39	33	9	2.3

Attend to the customer

- check to see if there is any spilt wine or glass on any of the customers
- offer alternative seating and/or soda to clean clothes
- arrange for a replacement drink for the guest
- inform the guest of your action and reassure the guest

Respond quickly to the situation

- immediately cover the spill and glass with a napkin or cloth
- seek assistance from other staff to deal with the situation promptly
- place safety signage in area

Clean area quickly and thoroughly

- remove the cloth carefully (or the chair, if one was used to temporarily cover the spill)
- collect and handle broken glass carefully using a pan and shovel or paper towel
- dispose of the glass appropriately
- use a mop to clean up spilt wine
- ensure all wine is thoroughly removed from the floor and furniture

Follow up

- dry floor to prevent slips
- remove signage when safe
- wash hands well before returning to service

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- inform supervisor of incident

One mark was given under each of the headings listed above. No marks were given for responses that indicated the spill was cleaned up using only a mop with no description of how the glass was removed first.

Question 14

Marks	0	1	2	3	4	Average
%	2	5	28	42	23	2.8

ready to order	<ul style="list-style-type: none"> • menu closed after viewing • customer tries to catch the waiter's attention
finished main course	<ul style="list-style-type: none"> • customer has stopped eating • cutlery is crossed and centered on the plate • plate is pushed to one side of the table
require further drinks	<ul style="list-style-type: none"> • customer raises glass to the waiter • customer tries to catch the waiter's attention by tapping the glass • customer points to other beverages
ready to pay bill	<ul style="list-style-type: none"> • customer gets up from the table and puts on jacket • customer indicates a book with their hands • customer opens their wallet • customer displays a credit card • customer gets up from the table and goes to the register • writing in the air

No marks were given for 'making eye contact' without an appropriate customer gesture specific to the service requirement or the customer having an empty or near empty glass.

Question 15

Marks	0	1	2	3	4	Average
%	2	11	41	40	6	2.4

Appropriate responses included any four of:

- all plated items for the order/table are complete, including the garnishes
- all plated items on the pass correspond to the food docket information (including special dietary requirements)
- check that any spills or marks on the plate have been cleaned
- ensure hot plates are used for hot food and cold plates for cold food
- load plates for carrying according to the customers' numbers at the table
- appropriate service and accompaniments are included in the delivery.

No marks were given for responses related to checking the cutlery on the tables in the restaurant. Students generally answered this question well.

Question 16a.

Marks	0	1	2	Average
%	7	61	32	1.3

Tasks the waiter should do with the plates in the kitchen area include any two of:

- scrape the plates to remove leftovers into the bin
- sort and stack the plates according to their size
- place scraped plates in the dish rack or allocated sink area.

No marks were given for responses related to cutlery, stacking dishes without first being scraped, putting plates in the 'correct location' or descriptions that indicated an unmanaged piles of plates.

Question 16b.

Marks	0	1	2	Average
%	18	53	29	1.1

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Correct responses included any two of:

- to maximise the use of limited space at the sink area
- to prevent damage to service equipment and injury to staff
- to allow for a high volume of dishes to be stacked and cleaned in an orderly manner
- to prevent food scraps contaminating the dishwasher.

No marks were given for responses related to cutlery.

Question 17a.

Marks	0	1	2	3	4	5	Average
%	6	12	28	34	17	3	2.6

Correct answers included any five of:

- use correct carrying technique and posture (keep a straight back) when shifting the tables and chairs
- be alert of pathway when carrying items to prevent tripping
- assess weight before lifting or carrying items
- stack/store items safely to ensure they are stable and stored in an appropriate location
- ask for assistance to move heavy or bulky items and/or use trolley
- use clear oral communication with others when completing the task with assistance
- do not attempt any lifting if pre-existing injuries could be affected
- concentrate on the task and don't rush
- wear appropriate footwork to protect feet.

Students were required to clearly identify how they would complete the task while avoiding potential accidents. No marks were awarded for clearing the tables first or making sure the floor was dry.

Question 17b.

Marks	0	1	2	3	Average
%	11	32	44	13	1.6

Correct responses included any three of:

- ensure the set-up in the room is correct (not set in reverse to entrance, approximate number of chairs per table)
- place all tables first to check balance of layout (tables not too close)
- position chairs around the table to check that positioning and spacing are appropriate
- allow room for sufficient movement by guests and service staff
- do not place tables close to doorways, pillars, kitchens or toilets
- accommodate guest requirements (highchairs, etc.).

No marks were given for responses related to checking that the tables were in good condition or that the correct number of chairs was available for service.

Question 17c.

Marks	0	1	2	3	Average
%	40	39	18	3	0.9

Appropriate strategies included any three of:

- have space in the cloakroom for jackets
- open the doors to widen access
- become familiar with the table plan and/or provide extra copies of the table plan/directional signage to assist guests to the table
- have a number of informed staff waiting at the entrance as guests arrive
- have drinks available on trays so that service can be quickly provided as guests arrive
- have bread, butter and water preset on the tables.

Student responses generally indicated unfamiliarity with function service. They described customers arriving for restaurant service with individual tables which was **not** correct. Students were not familiar with suitable strategies to accommodate a large number of guests all arriving at the same time and therefore did not score well here.

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Question 18

Marks	0	1	2	3	Average
%	9	47	40	4	1.4

Correct responses included:

- **customer feedback** such as complaints, comments or compliments
- **staff feedback** including service downfalls, teamwork, suggestions for improvements and acknowledgement of good work
- **operational information** including handover information for the next service period and stock items that are low in supply or not available.

No marks were awarded for responses that related to the beginning of service.

Question 19a.

Marks	0	1	Average
%	49	51	0.5

The 'Built' method

No marks were given for responses that described the layering technique. Students often described how to make a lemonade spider or the ingredients in the beverage but this information was not required.

Question 19b.

Marks	0	1	Average
%	72	28	0.3

The 'Built' method is most suitable because the lemonade will react once in contact with the ice-cream and cause a foaming effect. The foaming is a presentation effect and cannot be achieved using other methods.

Many students were unfamiliar with the terminology used to describe the different methods of making mixed drinks. No marks were given for responses that described how the drink is made.

Question 20

Marks	0	1	2	3	4	Average
%	39	24	19	11	7	1.2

Below are some correct examples of distinguishing characteristics for plunger and espresso style coffees.

Distinguishing characteristic	Plunger coffee	Espresso coffee
volume	1–12 cups per plunger	individual serves
quality	various amounts of fresh ground coffee, strength adjusted by water ratio	7 g or 14 g of ground coffee per serve
extraction time	brew for 2–4 minutes before plunging	Up to 30 seconds extraction time
equipment	<ul style="list-style-type: none"> • plunger • coarse ground coffee beans • heated water 	espresso machine (preheated)
coffee styles	<ul style="list-style-type: none"> • produces black coffee • served with cold milk separately 	<ul style="list-style-type: none"> • produces 30 ml of black coffee • the basis of a variety of espresso drinks made using textured, heated milk
service	<ul style="list-style-type: none"> • a measured coffee portion is placed in the preheated plunger and topped with heated water • full plunger presented to guest at the table • coffee to be plunged before pouring • empty cups are offered for guests to pour their own coffee 	<ul style="list-style-type: none"> • extracted coffee is served in a cup and taken to the guest

Student responses indicated a poor understanding of the distinguishing characteristics of the two coffee making methods listed in the question. Often the responses lacked specific detail or relevant information; for example, 'short, quick,

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strong taste' or 'coffee is combined with hot water'. No marks were given for responses that were not related to espresso or plunger methods.

Question 21a.

Marks	0	1	2	Average
%	58	25	17	0.6

Suitable methods included any two of:

- percolated
- dripolated (or filtered)
- instant.

No marks were awarded for responses that described a plunger or the use of an espresso machine. Many students were unfamiliar with the styles of coffee suitable to use for coffee service in this scenario.

Question 21b.

Marks	0	1	2	3	4	5	Average
%	44	32	16	6	2	0	0.9

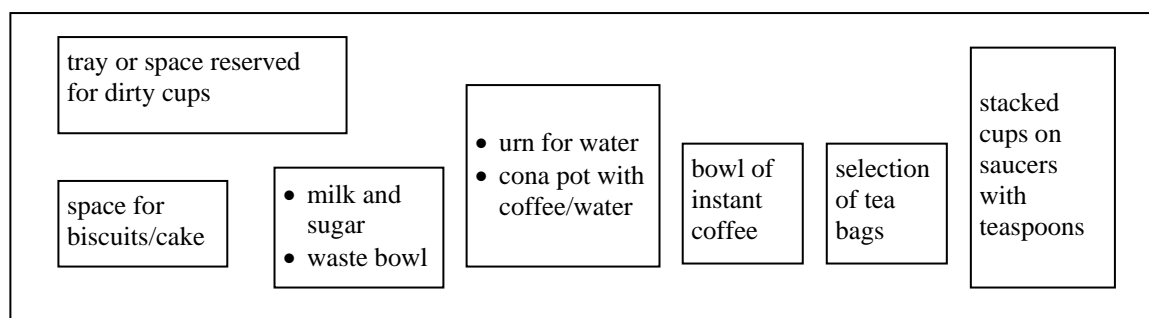
Appropriate equipment and service items included:

- sugar bowls
- milk jugs
- coffee equipment (the full kit for service depended on the method selected)
 - percolated: thermos only
 - dripolated or filter: filter machine or hotplates; coffee portions; filter paper; cona pots; water
 - instant: instant coffee; urn; kettle or cona pot with water; hotplates
- tea requires a selection of tea bags and access to boiled water
- other (one mark for any of): waste bowl for teabags, napkins, service spoons, tray for collecting dirty cups, signage, lemon slices, under plates.

No marks were given for cups, saucers, teaspoons, milk, sugar, tablecloth or power board. Students often lacked full descriptions of the coffee service items or neglected to provide water for tea service.

Question 20c.

Marks	0	1	2	Average
%	74	13	13	0.4



One mark was allocated for all items and one mark for correct layout. Variations on this layout were accepted.

Unfortunately, many students were not able to identify all the items required for service or could not put them in a suitable layout. All ingredients and service items needed to be available to make a cup of tea or coffee. It was disappointing that students often excluded items such as milk, sugar, teabags or hot water in their responses.