

MARKING KEY

DRAFT

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Hospitality draft sample exam question mapping

Multiple-choice questions

	Draft sample paper 1	Draft sample paper 2
Question	Unit of competency	
1	SITXOHS002A	
2	SITXOHS002A	
3	SITHFAB012A	
4	SITHFAB012A	
5	SITXCOM002A	
6	SITXCOM002A	
7	SITHIND001A	
8	SITHIND001A	
9	SITXCOM001A	
10	SITXCOM001A	
11	SITXOHS001A	
12	SITXOHS001A	
13	SITHFAB011A	
14	SITHFAB011A	
15	SITHFAB003A	
16	SITXCOM001A	
17	SITHFAB003A	
18	SITHIND002A	
19	SITHFAB003A	
20	SITHIND002A	

Short answer

	Draft sample paper 1	Draft sample paper 2
Question	Unit of competency	
1	SITHFAB012A	
2	SITHIND001A	
3	SITXOHS002A	
4	SITXOHS001A SITXOHS002A	
5	SITXCOM001A	
6	SITHFAB003A SITHIND002A	

Hospitality VET industry specific exam marking key

Section One: Multiple-choice

20 Marks

Question	Response	Mark
1	b	1
2	d	1
3	d	1
4	c	1
5	a	1
6	c	1
7	a	1
8	b	1
9	d	1
10	a	1
11	c	1
12	b	1
13	b	1
14	a	1
15	c	1
16	d	1
17	c	1
18	b	1
19	a	1
20	d	1

Section Two: Short answer

80 Marks

Question 1: SITHFAB012A Prepare and serve espresso coffee

(a) 12 marks

Description	Mark
1 mark for each correctly labelled component (up to 6 marks)	12
1 mark for a correct description of the associated function (up to 6 marks)	

Answers should include the following:

Part	Function
1 Steam valve lever	Either a lever or knob that when activated allows the steam to escape the steamer wand. It can also control the amount of steam allowed to escape the wand.
2 Group head	Pressurised water diffusing filter. The portafilter is connected to the group head which then diffuses the water into the grinds in the filter basket.
3 Filter basket	Sits inside the portafilter and holds the grinds while hot water passes through the grind.
4 Keypad/operation pad/control <i>(the student may use any appropriate word to describe the part)</i>	Can be used to choose a programmed shot. Determines the length of time the water runs through.
5 Steamer wand	Allows steam to exit through to heat up and froth milk. Can be used to warm cups as well.
6 Portafilter	A detachable part of the espresso machine with funnel shaped spouts that the espresso exits through once the water has passed through the filter basket.

(b) 3 marks

Description	Mark
Suggests 3 possible causes of a bitter flavour	3
Suggests 2 possible causes of a bitter flavour	2
Suggests 1 possible cause of a bitter flavour	1

Answers could include the following:

- humidity—coffee absorbs moisture from the air which affects the consistency of ground coffee. This increases its density which affects the ‘pack’ (the coffee after tamping the shot in the portafilter) and thus increases the extraction time. If the ground coffee particles are too big/dense the water flowing through the shot becomes too long which means that the grind ‘burns’ and produces a bitter flavoured shot
- long extraction time—if the coffee beans have been ground too fine it causes the water to filter through the particles at a very slow rate resulting in hot water burning the grind and producing a bitter burnt flavour
- dirty machine and/or group heads—if old grinds are allowed to build up in the group heads the hot water will continue to burn the grinds which will in turn taint the new grinds
- coffee beans are not fresh—stale beans or beans that have been subject to varying temperatures will produce a dirty bitter flavour
- machine was not properly heated before extraction.

Question 2: SITHIND001A Develop and update hospitality industry knowledge

(a) 4 marks

Description	Mark
Identifies 4 appropriate sectors	4
Identifies 3 appropriate sectors	3
Identifies 2 appropriate sectors	2
Identifies 1 appropriate sector	1

Answers could include the following:

- front office
- food and beverage
- food production or kitchen
- housekeeping
- security
- human resources
- sales and marketing (they devise packages and promote the establishment).

(b) 4 marks

Description	Marks
Correctly states role or function of 4 sectors	4
Correctly states role or function of 3 sectors	3
Correctly states role or function of 2 sectors	2
Correctly states role or function of 1 sector	1

Answers should include the following:

Sector	Role or function
Front office	<ul style="list-style-type: none">• take reservations• check customers in and out• provide porter service• prepare the guests accounts
Food and beverage	<ul style="list-style-type: none">• serve food and beverages to customers during dinner at Sunsets Restaurant• greet and seat guests—wait on customers during their visit• take food from kitchen to table, clear dishes from table• maintain supplies and clean the service floor
Food production or kitchen	<ul style="list-style-type: none">• prepare the meals for the restaurant and room service• plan the menu• ensure stock is available to prepare menu items• prepare meals for room service
Housekeeping	<ul style="list-style-type: none">• ensure all rooms and lodge premises are clean• deliver room service• provide extra linen and towels• replace mini bar• provide laundry services
Security	<ul style="list-style-type: none">• secure building, grounds, and colleagues and customers belongings• ensure the safety of patrons
Human resources	<ul style="list-style-type: none">• employ, pay and train the staff at the River View lodge
Sales and marketing	<ul style="list-style-type: none">• advertise and promote the lodge• create the Flight of Fancy package deal

(c) 6 marks

Description	Marks
<ul style="list-style-type: none">clear explanation. Uses 3 reasonable examples that demonstrate the importance of interrelationships between the sectors in hospitality.	5–6
<ul style="list-style-type: none">satisfactory explanation. Uses 2 reasonable examples that demonstrate the importance of interrelationships between the sectors in hospitality.	4–3
<ul style="list-style-type: none">limited explanation. Uses 1 reasonable example that demonstrates the importance of interrelationships between the sectors in hospitality.	1–2

Answers could include the following:

Examples of interrelationships within the scenario can be any reasonable example.

For instance:

- the food production/kitchen must ensure that they communicate the evening specials and availability to certain dishes to ensure customer satisfaction. If an order is taken and the kitchen staff has run out of the ingredients it is very unprofessional to inform the customer after the order has been taken their meal is not available. This in turn affects the customer's level of satisfaction and they may not return.
- front office staff are required to communicate properly with housekeeping staff and inform them of the check in times or special requirements and requests of the patrons of the hotel in order for them to be prepared on time or according to the needs of the customers. If this is not carried out properly it will lead to problems at check in time and affect customer satisfaction.

Interrelationships between the sectors are important in hospitality because:

- each sector within the hospitality is reliant on each other to deliver the service to customers. Most departments cannot function or fulfil their role without the other department doing their 'part'. The hospitality industry is an industry based on a variety of services and has to meet the needs of a vast range of needs of its customers.
- for the purpose of customer satisfaction and repeat business it is important that the interrelationships between the departments be effective and efficient. If there is a lack of communication or one department fails to complete their function to standard, it will impact on the rest of the service and consequently the customer. A customer's experience and recommendation is one of the best forms of advertising. A bad experience can mean a costly loss of business.
- safety is an important aspect of the interrelationships between sectors. The lack of care in one department can affect the rest of the establishment and the customers using the service.

Question 3

(a) 4 marks

Description	Marks
Clearly explains the difference between stereotyping and discrimination. Demonstrates their understanding of the difference by using at least one appropriate example for each term to support the answer.	3–4
Briefly explains the difference between stereotyping and discrimination. Demonstrates a limited understanding by using one appropriate example to support the answer.	1–2

Answers should include the following:

- **Stereotyping**—A stereotype is a preconceived idea that attributes certain characteristics (in general) to all the members of class or set. A stereotype can be a conventional and oversimplified conception, opinion, or image based on the belief that there are attitudes, appearances, or behaviors shared by all members of a group.
[Adapted from: Wikipedia. (2009). *Stereotyping*. Retrieved April, 2009, from <http://en.wikipedia.org/wiki/Stereotype>]
- **Discrimination**—Discrimination toward or against a person or group is the treatment or consideration based on class or category rather than individual merit. A person or a group of people are treated differently or not given the same opportunities in a situation based on their race, sexual preference, gender marital status etc.
[Adapted from: Wikipedia (2009). *Discrimination*. Retrieved April, 2009 from <http://en.wikipedia.org/wiki/Discrimination>]

(b) 6 marks

Description	Marks
A well developed answer that reveals a high level of understanding of the influence of cultural diversity on customer service in the hospitality industry. Characteristics of the tourist groups chosen clearly support the candidate's statements.	5–6
An adequate answer that reveals a satisfactory understanding of the influences of cultural diversity on customer service in the hospitality industry. A reasonable attempt is made to link the characteristics of the tourist groups chosen and the statements that are being made. The candidate may only refer to one tourist group to support their statements.	3–4
A brief answer that reveals a limited understanding of the influence of cultural diversity on customer service in the hospitality industry. The candidate may attempt to link the characteristics of the tourist groups chosen and the statements that are being made. The candidate may not refer to any tourist group to support their statement.	1–2

Answers should include the following:

- Any cultural or social overseas tourist group is acceptable as long as it clearly supports the candidate's answer.

Cultural diversity influence customer service in hospitality in the following ways:

- 1) Impacts on the way in which employees of the hospitality industry communicate with different tourist groups. Cross cultural communication is one of the most important tools of the hospitality industry.

Some common examples may include:

In some Asian countries

- it is considered rude to show an open mouth when laughing
- people prefer to be greeted with a nod and a slight bow
- physical contact is kept to a minimum and be conscious of their personal space, do not like service staff to be 'over familiar' with them
- hospitality staff should avoid too much eye contact as it is seen as aggressive and rude
- customers rely a lot on non-verbal communication and visual prompts
- it is customary to thank the wait staff by tapping the table with their fingers (China).

International business groups

- expect fast, efficient service
- expectations are of a non-personalised, well organised, professional service.

Indian tourists

- not considered impolite to click their fingers for service
- main religion is Hinduism—devout Hindus are vegetarian and some won't even eat eggs. Those who do eat meat will never eat beef as the cow is a sacred animal.

- 2) Having a cultural awareness assists us in delivering a good service and helps to exceed customers' expectations.
- 3) Will need to be aware of the different characteristics to avoid or deal with conflict situations effectively.
- 4) It is necessary that as employees in the industry we monitor our own judgements and how they affect our behaviour. It is required that we show patience and understanding especially where a language barrier exists.

Question 4: SITXOHS001A Follow health safety and security procedures

(a) (i) 2 marks

Description	Marks
Identifies 2 hazards	2
Identifies 1 hazard	1

Answers should include the following:

Hazards:

- wet floor
- cardboard laying on the floor.

Other acceptable answers may include:

- electrical hazards, as the puddles of water may conduct electricity if a power source comes in contact with them
- not waiting until the end of service until the floors are cleaned is a health hazard.

(ii) 2 marks

Description	Marks
Identifies the appropriate response on both scales	2
Identifies the appropriate response on one scale	1

Answers should include the following:

Dependent on the student's judgement and hazard chosen. Note that there are no marks awarded for the last two options on both scales.

Likelihood scale

Almost Certain Likely Possible

↑ ↑ ↑

Severity scale



(iii) 2 marks

Description	Marks
Suggests two reasonable consequences	2
Suggests one reasonable consequence	1

Answers should include the following:

It is very likely that a customer or colleague will either slip on the wet floors or trip over/slip on the cardboard and severely hurt themselves i.e. bang their head, hurt their back, break a limb etc.

(iv) 4 marks

Description	Marks
Indicates the correct level of risk and clearly explains their answer making reference to their choices for each scale.	3–4
Indicates the correct level of risk and briefly explains their answer making some attempt to include a reference to the scales.	2
Provides a limited explanation of the reasons for choosing the level of risk. Makes no attempt to support their answer using the scales. May only indicate the correct level of risk.	1

Answers should include the following:

Level of Risk	Hazard
High risk Unacceptable level of risk. Requires immediate action.	✓
Moderate Risk Acceptable level of risk on the condition that it is monitored and measures are taken to control it.	✓
Low risk Acceptable level of risk. No further action is required.	No mark awarded for this option

Candidates should be able to support their answer by referring to and linking their explanation to the judgements they have made about the hazard in the earlier parts of this question.

(b) 4 marks

Description	Marks
Clearly explains four correct methods of control	4
Clearly explains three correct methods of control or Briefly explains four methods of control	3
Clearly explains two correct methods of control or Attempts to explain four methods of control	2
Explains one correct method of control	1

Answers should include the following:

- eliminate the hazard—refrain from mopping the floors until the end of service, or remove cardboard and dry floor manually. Place ‘Wet Floor’ signs in the area
- substitution—any reasonable example related to the hazard e.g. instead of cardboard, use a non-slip mat
- modification—perhaps new non-slip tiles can be placed in high traffic areas
- isolation—section off puddles or wet area until dry and safe to walk on. ‘Wet floor’ sign placed in area
- engineering controls—install cut out switches (if electrical hazard). Purchase a floor dryer or equipment that makes cleaning the floor safer i.e. steam mop etc.
- implement safer work practices (training on the hazard/risk, make sure wearing correct boots etc.

[Adapted from: Worksafe WA (2008). *The first step managing safety and health hazards in your workplace* (p. 5). Retrieved from Department of Consumer and Employment Protection website: <http://www.commerce.wa.gov.au/WorkSafe/PDF/Thinksafe/FirstStep.pdf>]

Question 5: SITXCOM001A Work with Colleagues and Customers

(a) 5 marks

Description	Marks
1 mark for each reasonable suggestion	5

Answers should include the following:

- be professional
- speak clearly
- use a calm tone
- do not speak too fast
- don't make up information, make sure what you are saying is correct
- listen carefully
- ask questions to clarify the problem
- show sensitivity
- use appropriate non-verbal communication
 - eye contact
 - nodding
 - don't interrupt (active listening)

(b) 4 marks

Description	Marks
Effectively explains and elaborates on two reasonable barriers to effective communication	4
Effectively explains and elaborates on one barrier to effective communication or Attempts to explain two reasonable barriers to effective communication	2–3
Attempts to explain one reasonable barrier to effective communication	1

Answers should include the following:

- not demonstrating effective listening techniques
- lack of eye contact
- allowing oneself to be distracted
- interrupting customer
- poor body language and other forms of non-verbal communication
- assuming or jumping to conclusions
- cultural difference
- lack of confidence
- physical barriers e.g. physical disability
- environmental barriers such as noise
- being rushed i.e. if you are busy
- impatience and a lack of tolerance
- prejudice.

(c) 5 marks

Description	Marks
Clearly outlines a process for handling the complaint that demonstrates a good knowledge of complaint handling strategies.	4–5
Outlines a process for handling the complaint that demonstrates a reasonable knowledge of complaint handling strategies.	3
Briefly outlines a process for handling the complaint that demonstrates a limited knowledge of complaint handling strategies.	2
Provides a very limited response indicating a low level of knowledge of complaint handling strategies.	1

Answers could include any of the following:

- make sure communication is solution focused and as close as possible to what the client wants
- practices active listening, acknowledge their complaint
- empathise and ensure that open body language is maintained
- be accountable and responsible for resolving the complaint. The complaint should not be passed on to someone else unless it is beyond one's ability. It is acceptable to elicit help but ensure that the progress of the issue is monitored closely
- suggest possible alternatives to the customer (e.g. refund money or give a voucher to dine for free, or arrange another meal etc.) and then repeat what action will be taken to them to clarify
- take action to resolve the complaint
- follow up with the customer to ensure that they are happy with the outcome

Question 6: SITHIND002A Apply Hospitality Skills in the Workplace

(a) 6 marks

Description	Marks
The candidate provides a detailed reservation and provides a detailed list of 6 or more considerations. Special requests/requirements/important details are expanded upon.	6
5 correct details are listed	5
4 correct details are listed	4
3 correct details are listed	3
2 correct details are listed	2
1 correct detail is listed	1

Answers could include the following:

Dinner booking in a restaurant	Hotel booking
Date of dinner reservation	Date of arrival
Time of reservation	Check in time
Number of guests who will be dining	Number of guests who will be staying
Customer contact details: <ul style="list-style-type: none">• phone number• email mobile• work phone—are all sufficient modes of contact	Customer contact details: <ul style="list-style-type: none">• phone number• email mobile• work phone—are all sufficient modes of contact
Special requests/requirements/important details <ul style="list-style-type: none">• dietary requirements• seating position:<ul style="list-style-type: none">▪ near a window▪ inside /outside	Special requests/requirements/important details <ul style="list-style-type: none">• what type of room they will require• smoking or non-smoking room• early arrival or late check out• use of other hotel services

(b) 2 marks

Description	Marks
Suggests one possible consequence of poor pre-service preparation in a food and beverage environment and explains the connection.	2
Suggests one possible consequence of poor pre-service preparation in a food and beverage environment and may attempt to explain the connection.	1

Answers could include but are not limited to the following:

- inefficient service
- insufficient levels of stock and therefore shortages in products/menu items/beverages
- health and safety issues
- low levels of customer satisfaction
- tension between colleagues
- poor profit margins
- loss of business.

(c) 5 marks

Description	Marks
1 mark for each correct diagram element as listed below.	5

Answer should include:

Diagram elements:

- soup bowl and soup spoon (spoon to be on right side of plate and on the outside of knives). **1 mark**
- main course plate, knife (right hand side of plate) and fork (on left hand side of plate). **1 mark**
- smaller bread plate to the left of the dinner fork (may or may not have napkin on top) or alternatively above and to the left of the dinner plate. **1 mark**
- dessert fork or dessert spoon in between the left hand side of dinner plate and the dinner fork. Alternatively some students may put the utensil at the top of the setting above the dinner plate. **1 mark**
- white and/or red wine glass at the top and to the right of the setting. **1 mark**