Hospitality

**Stream Focus Area: Food and beverage**

Welcome. This module will assist you to review and revise content in the area of ‘Food and beverage’ in the NSW HSC Hospitality syllabus.

The units of competency associated with the stream focus area ‘Food and beverage’ in Hospitality are:

[SITHFAB004 Prepare and serve non-alcoholic beverages](http://training.gov.au/Training/Details/SITHFAB004)

[SITHFAB005 Prepare and serve espresso coffee](http://training.gov.au/Training/Details/SITHFAB005)

[SITHFAB007 Serve food and beverage](http://training.gov.au/Training/Details/SITHFAB007)

[SITXCCS003 Interact with customers](http://training.gov.au/Training/Details/SITXCCS003)

This module is broken up into:

* Important notes
* Key terms and concepts
* Activities
* Putting the theory into practice
* HSC Focus Areas - **the full scope of learning appears in ‘HSC Focus Areas’.**

How to use the resource

Work through the notes and the suggested activities in any order. Great revision techniques include working through how a problem is solved, explaining the concept, testing yourself and retrieving information from your memory. Spread your revision over a number of sessions rather than sitting at one subject for lengthy periods.

Discuss your responses with your teacher, fellow students or an interested family member.

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## Important Notes

There are separate examination papers for ‘Kitchen Operations and Cookery’ and ‘Food and Beverage’. You should use the information in this module as a prompt and guide when revising your **study notes** or **text-book information** or **other resources** provided by your teacher.

[SITHFAB004 Prepare and serve non-alcoholic beverages](http://training.gov.au/Training/Details/SITHFAB004) describes the performance outcomes, skills and knowledge required to prepare and serve a range of teas, non-espresso coffees and other non-alcoholic beverages. It requires the ability to select ingredients and equipment and to use a range of methods to make and present drinks.

[SITHFAB005 Prepare and serve espresso coffee](http://training.gov.au/Training/Details/SITHFAB005) describes the performance outcomes, skills and knowledge required to extract and serve espresso coffee beverages using commercial espresso machines and grinders. It requires the ability to advise customers on coffee beverages, select and grind coffee beans, prepare and assess espresso coffee beverages and to use, maintain and clean espresso machines and grinders. Complex repairs of equipment would be referred to specialist service technicians.

[SITHFAB007 Serve food and beverage](http://training.gov.au/Training/Details/SITHFAB007) describes the performance outcomes, skills and knowledge required to serve food and beverage to customers in a casual dining setting. It covers the fundamental technical skills required to prepare the outlet for the service period, interact with customers to take orders, serve and clear food and beverage, and complete end of service tasks.

[SITXCCS003 Interact with customers](http://training.gov.au/Training/Details/SITXCCS003) describes the performance outcomes, skills and knowledge required to deliver fundamental customer service to both internal and external customers. It requires the ability to greet and serve customers and respond to a range of basic customer service enquiries, including routine customer problems.

The HSC Hospitality stream focus area ‘**Food and beverage**’ requires that the student:

* explains the fundamental principles of quality customer service
* applies knowledge of workplace policy and procedures and industry standards to ensure quality customer service
* demonstrates an understanding of food and beverage service including preparation for service, provision of service and closing down after service
* proposes appropriate responses to customer inquiries, dissatisfaction, problems and complaints
* demonstrates knowledge of non-alcoholic beverages and espresso coffee, their preparation and service.

### Importance of keeping up to date

If you are working or wishing to work in the hospitality industry, it is important to be up to date with current with industry information. Even people who have had long careers in the hospitality industry need to keep up to date with current trends and changes in the industry. This is because currency helps to maintain professionalism, ensure quality service, better promote products and services and improve working relationships.

Having an up to date knowledge of the hospitality industry is also important for the Higher School Certificate examination. Students are expected to use correct industry terminology, give detailed industry examples and demonstrate understanding of current issues affecting the industry.

### Other useful links

The [FairWork website](https://www.fairwork.gov.au/) is a federal government site outlining the latest information on workplace relations legislation and explaining options for employment, such as awards and workplace agreements.

[SafeWork NSW](https://www.safework.nsw.gov.au/home) is the New South Wales’ workplace health and safety regulator.

[Food Standards Australia New Zealand](https://www.foodstandards.gov.au/Pages/default.aspx) (FSANZ) is a statutory authority in the Australian Government Health portfolio. FSANZ develops food standards for Australia and New Zealand

The [NSW Food Authority](https://www.foodauthority.nsw.gov.au/about-us/about-the-authority) works with key agencies including local councils and NSW Health to ensure effective food safety and food quality management

The [Australian Hotels Association website](http://aha.org.au/) provides information about current hospitality industry issues and trends, as well as information and support for employers and employees in the hospitality industry.

The [Accommodation Association website](https://www.aaoa.com.au/) provides current hospitality industry trends and is a support for employers and employees in the hospitality industry, providing information on current issues.

The [Restaurant and Catering Association of Australia](http://rca.asn.au/rca/) provides information on current trends and issues in restaurants and catering as well as information on careers in restaurants and catering.

The [Australian Council of Trade Unions Worksite website](https://www.actu.org.au/about-the-actu/the-actu-network) (ACTU) provides information on the roles of unions, as well as information and case studies on award conditions, workplace agreements, work experience and workplace legislation.

Make sure you review all aspects of the HSC Focus Area as described at the end of this module.

## Key terms and concepts

You can use the following information to revise the key terms and concepts from this unit of competency. Perhaps you could:

* Add as many words and definitions as you can to the table. Press ‘tab’ in the final box to add another row.
* Copy the table into your own file, remove all the key terms, then fill in the blanks (without peeking at the original file) with your own answers.
* Copy the table into your own file and remove the definitions. Write a definition in your own words – it doesn’t have to word perfect but should show you understand the concept.
* You could add an example of this term or concept relevant to the Hospitality environment. If the key term was ‘chemical hazards your Hospitality example might be ‘cleaning agents and chemicals must be stored in a separate area away from food products’.

|  |  |
| --- | --- |
| Key term or concept | and Definition |
| Bacteria | Single celled organisms. Some forms of bacteria in large numbers may cause food poisoning |
| Critical control points | Points where there is high risk of contamination or food spoilage. |
| Duty of care | The legal and general obligation and responsibility expected of a person to protect themselves and others from harm in the workplace |
| Emergency services | Public services that deal with emergencies, such as the police, fire fighters, ambulance and medical response units |
| Ergonomic | The design of equipment and environment to be safe, comfortable and productive for human use |
| Food Act 2003(NSW) | This is the Act of the NSW parliament that controls foods prepared for sale in NSW. |
| Food handling procedures | The skills and tasks needed to handle food safely |
| Food poisoning | Illness occurring when a person ingests contaminated foods or beverages |
| Food Regulation 2015 (NSW)  | This regulation is controlled by the NSW Food Authority and in supports the NSW Food Act to ensure maximum outcomes for food safety for consumers through regulatory measures. These include food safety programs. |
| Food regulations | Codes and practices food businesses need to implement for safe food preparation and handling. |
| Food safety plan/program | A food safety program is a document which systematically identifies the potential hazards associated with food handling operations and provides for supervision and monitoring to ensure that safe food is delivered to the consumer. |
| FSANZ (Food Standards Australia New Zealand) | Food Standards Australia New Zealand (FSANZ) is an independent statutory agency involving the governments of Australia and New Zealand. It is responsible for setting national food standards for Australia and New Zealand. These are then implemented through legislation specific to the Australian and New Zealand governments. |
| HACCP (Hazard and Critical Control Points) | Hazard and Critical Control Points (HACCP) is a food safety program to ensure food production methods are safe, hygienic and comply with food regulations and legislation. |
| Hygiene | Clean and sanitary conditions that promote health and safety |
| Moulds | Growths of minute fungi forming on vegetable or animal matter. |
| Person conducting a business or (PCBU)/employer | All forms of working arrangements, which we commonly refer to as businesses |
| Personal hygiene | Factors that maintain positive, clean personal care and health of a person |
| Personal Protective Equipment (PPE) | Equipment and clothing items designed to protect the user from potential hazards or injuries whilst doing a task at work |
| SafeWork NSW | A state authority that manages workplace safety, injuries and incidents and compensation |
| Work Health and Safety (WH&S) | Legislation, policies, procedures and activities that aim to protect the health, safety and welfare of all people at the workplace. Primarily the Work Health and Safety Act 2011 (the Act) |
| Work Health and Safety Committee | PCBU/ PCBU and worker representatives participate in a group to review, advise and recommend on health, safety and security issues in a workplace |
| Work Health and Safety Regulation 2017 (WHS Regulation) | The regulations currently in place that apply to Work Health and Safety in all NSW workplaces |
| Worker/employee | A person who performs work for a PCBU.  |
| Worker/employee responsibilities | A staff member’s responsibility to ensure they follow work safety instructions and procedures to minimise the risk to themselves and others |
| Workplace hazards | An item, condition, event or situation that could lead to a potential accident or harm |

# Activities

Note: when an activity requires you to add information to a table, the table will grow as you type in a box. To add an additional line press ‘tab’ when the cursor is in the last box of the table.

1. Preparing coffee:
	1. Describe the steps in preparing your coffee machine at the start of business.
	2. Outline the three main safety issued related to the use of a coffee machine.
	3. A customer order four cappuccinos at the same time. Describe the workflow involved in preparing this order.
2. Describe the characteristics of each of the following styles of coffee.

|  |  |
| --- | --- |
| Coffee | Characteristics |
| Cappuccino |  |
| Flat White |  |
| Short Macchiato |  |
| Piccolo latte |  |
| Long Black |  |
| Ristretto |  |
| Caffe latte |  |
| Espresso |  |

1. Label each of the following coffees.



A:



B:



C:



D:



E:

1. Complete the following table to show the handling and storage requirements, location etc, of products used in the preparation of non-alcoholic beverages.

|  |  |
| --- | --- |
| Ingredient | Storage requirements |
| Coffee beans |  |
| Tea leaves |  |
| Tea bags |  |
| Milk |  |
| Yoghurt |  |
| Ice cream |  |
| Flavouring |  |
| Bananas |  |
| Berries |  |
| Mango |  |
| Frozen yoghurt |  |
| Fruit juices |  |
| Malt powder |  |
| Sugar |  |
| Whipped cream |  |
| Soy milk |  |

1. Customers have many preferences when ordering beverages. How might you adjust a drinks recipe to suit a particular customer’s preference? Provide at least two examples.
2. **Research**: It is important to be aware of trends when working in the hospitality industry. Identify interesting combinations of beverage ingredients to provide variety and interest for customers.
3. **Case Study 1**: You are the only waiter in a small café.

A family of five (including two young children) are seated. They order two mineral waters, one Coca-Cola and two of your freshly squeezed orange juices while they decide on the food they wish to order.

As you are preparing the drinks, two tables of two arrive at the same time. Describe how you would serve all these customers efficiently and effectively.

1. Explain each of the following range of preparation methods for non-alcoholic beverages

|  |  |
| --- | --- |
| Preparation method | Explanation |
| blending |  |
| brewing |  |
| juicing |  |
| mixing |  |
| plunging |  |
| shaking |  |

1. The recipes for two of the beverages on a menu are shown below. What changes or variations would you suggest for a dairy intolerant customer? What would be the difference in the final product?

|  |  |  |
| --- | --- | --- |
| Recipe | Changes to recipe | Difference in final product |
| Smoothie1 banana1 c frozen strawberries1 c frozen raspberries1 c milk  |  |  |
| Banana Milkshake500 g milk250 g ice cream450 g banana1 tsp lemon juice |  |  |

1. **Research**: Customer service is considered the most important aspect of any business and therefore it cannot be neglected.
	1. List the characteristics and benefits of quality customer service
	2. Identify a range of ways of establishing quality customer service
	3. What might be included in a workplace policy and procedures manual for quality customer interaction. Think about techniques for approaching the customer, customers from diverse backgrounds, customers with special needs and difficult and abusive customers
2. **Case Study 2**: You work in a busy café preparing drinks orders submitted by waiting staff.

Two orders come in one after the other right at the end of the day. The first order is for a skim milk cappuccino, a flat white, a peppermint tea and an iced chocolate.

The second order is for two banana smoothies, a mineral water and a hot chocolate.

Describe the ingredients and equipment you would need to fulfil both orders and clean the equipment after use.

1. Briefly describe the key features of each of the following types of menu

|  |  |
| --- | --- |
| Menu | Key points |
| à la carte |  |
| blackboard |  |
| cyclic |  |
| function |  |
| set  |  |
| table d’hôte |  |

1. Explain how the style of menu and service influences what preparation prior to service.
Use examples including at least three of the menus in the previous question and at least three of the following styles of service: bar, bistro, cafeteria, counter, family, plate, smorgasbord/buffet, table.
2. You are the new owner of a small café. Food and beverage attendants are responsible for putting everything in place before the restaurant opens.

Your *mise en place* makes sure you have everything you need ready. Prepare a checklist to be used each day (prior to opening) to ensure the café is prepared for food and beverage service. Clue: check out the details in HSC Focus Areas.

1. Sometimes the cutlery already set on the table needs to be replaced according to the customer’s order. Assuming you are using an industry standard setting, what changes would be required for the following?

|  |  |
| --- | --- |
| Order | How to correct the cover |
| Caesar salad for the entree |  |
| Soup for the entrée |  |
| Steak for the main course |  |
| A whole fish for the main course |  |

1. Taking orders; explain each of the following steps. The table will grow as you add information.

|  |  |
| --- | --- |
| Steps in taking an order | Explanation |
| Know when the customer if ready to order |  |
| Take the order from each customer |  |
| Record the order |  |
| Make recommendations and suggestions |  |
| Identify or Number each guest on the order |  |
| Make clear which are entrees and mains |  |
| Repeat the order back to the customer/s |  |
| Place the order with the kitchen staff |  |

1. Explain the steps you would take in the following situations:

|  |  |
| --- | --- |
| Situation | Response |
| When setting the tables, you find three chipped side plates |  |
| The specials menu board is still showing yesterday’s special which is not available today. The café is about to open.  |  |
| The barista was late arriving and the coffee machine is not quite hot |  |
| A group of eight people arrives. Your furniture is set to seat a maximum of six. |  |
| A couple walks into your restaurant. They have a reservation and had requested a window seat. However, they have not been allocated a window seat and there isn’t one available. |  |
| A customer asks for your recommendation about today’s special. You haven’t tasted it.  |  |
| Your customer’s account totals $185. They attempt to pay by credit card but the card is rejected. |  |

1. Identify at least five special dietary needs and provide an example of how you could accommodate each.

|  |  |
| --- | --- |
| Special dietary need | How to accommodate |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

1. Use the following order to answer the questions below



Activity developed from p 38 [William Angliss Learner Workbook](https://www.angliss.edu.au/siteassets/pdf-files/industry-training/learner-workbooks/sithfab206_serve-food-and-beverage_lw.pdf) The Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc/3.0/au/)

* 1. What time was the order taken?
	2. Who took the order?
	3. What table is the order for?
	4. How many customers are at the table?
	5. What has been ordered for entrée?
	6. Describe the dishes ordered for the main course.
	7. How can you tell which are mains and which are entrées from this docket?
	8. Identify any special requests.
1. **Research** and answer the following:
	1. How are leftover food and drinks disposed of in food and beverage service?
	2. What waste can be recycled?
	3. List three examples of efficient use of resources, water and energy

# Putting the theory into practice

The following questions are from [past years’ NSW HSC examination papers](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers) for this subject. HSC exams are intended to be rigorous and to challenge students of all abilities. To better understand a question, you should look for key words and identify the aspect of the course to which these relate. You are then in a position to formulate your answer from relevant knowledge, understanding and skills.

There are separate examination papers for ‘Kitchen Operations and Cookery’ and ‘Food and Beverage’. The mandatory focus area content is the same for each course of study.

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## Multiple Choice

1. Which type of menu would typically offer individually priced dishes?
	1. Set menu
	2. À la carte
	3. Degustation
	4. Smorgasbord
2. What is the standard procedure for polishing cutlery for service?
	1. Soak in water above 70°C and dry with a paper towel.
	2. Rinse in warm, soapy water and wipe with a tea towel.
	3. Soak in hot water and vinegar, and polish with a clean cloth.
	4. Rinse in cold water, apply sanitiser and polish with a clean cloth.
3. What is the recommended length of time to extract a single shot of espresso?
	1. 10–15 seconds
	2. 15–20 seconds
	3. 20–25 seconds
	4. 25–30 seconds
4. What are the standard serving accompaniments for herbal tea?
	1. Lemon and honey
	2. Cream and sugar
	3. Warm milk and lemon
	4. Textured milk and sugar
5. What does the term covers refer to in a food and beverage establishment?
	1. The number of guests booked in for dining
	2. The tables allocated for a service period
	3. The number of meals served in a restaurant
	4. The spaces allocated on a table in which a person can dine
6. What is the function of the group handle on an espresso coffee machine?
	1. To release steam under pressure to froth milk
	2. To grind and dispense coffee in measured doses
	3. To hold ground coffee for hot water to filter through
	4. To collect used coffee grounds from the filter basket
7. What is the primary role of a maître d’ in a formal dining restaurant?
	1. Suggesting wines to suit meals
	2. Meeting, greeting and seating customers
	3. Calling meals off the pass when ready for service
	4. Taking customer orders and adjusting table settings
8. What combination of senses is involved in an olfactory analysis of beverage quality?
	1. Smell and sight
	2. Taste and smell
	3. Touch and taste
	4. Sight and touch
9. In providing table service to customers, when is it appropriate to calculate and present the customer with their bill?
	1. When serving dessert
	2. When taking the order
	3. When clearing the entrée
	4. When requested by the customer
10. Which technique would a barista use to clean the coffee grinder to industry-standard?
	1. Rinse in cold water.
	2. Put it in the dishwasher.
	3. Use a soft brush to remove coffee grounds.
	4. Spray with sanitiser and wipe using a soft cloth.
11. Which of the following is the most effective way for a restaurant to respond to messages left about booking enquiries?
	1. Record the enquiries in the communication book for staff.
	2. Wait for the customers to call back during opening hours.
	3. Record the bookings in the diary and call 24 hours prior to the bookings.
	4. Make a return call to each customer to check enquiry and confirm booking.
12. Which of the following will produce optimal quality textured milk?
	1. Cold milk and cold jug
	2. Tepid milk and cold jug
	3. Cold milk and warm jug
	4. Tepid milk and warm jug
13. How many layers should be present in an industry-standard macchiato?
	1. 1
	2. 2
	3. 3
	4. 4
14. Which combination of factors influence how often a commercial coffee machine needs to be descaled?
	1. Quantity of coffee made and type of milk used
	2. Type of coffee beans used and type of milk used
	3. Quantity of coffee made and quality of water used
	4. Type of coffee beans used and quality of water used
15. The diagram represents an industry-standard cover setting.



What menu type requires this cover setting?

* 1. À la carte
	2. Cyclic
	3. Set
	4. Table d’hôte
1. Which of the following requires a safety data sheet (SDS) in a hospitality establishment?
	1. Seafood
	2. Vinegar
	3. Citrus fruits
	4. Coffee beans
2. How frequently should a steam wand be flushed?
	1. After each use
	2. Every half hour
	3. After the service period
	4. During a break in service
3. A venue serves platters of food in a central area, allowing customers to select from a variety of dishes. Which style of casual dining does this represent?
	1. Bar
	2. Bistro
	3. Cafeteria
	4. Smorgasbord
4. Which of the following is suitable for a customer who is lactose intolerant?
	1. Cream
	2. Soy milk
	3. Skim milk
	4. Whole milk
5. Which preparation method is most commonly used for a lemon, lime and bitters beverage?
	1. Blending
	2. Juicing
	3. Mixing
	4. Shaking
6. Which piece of cutlery would be most suitable to serve with an iced chocolate?
	1. Teaspoon
	2. Tablespoon
	3. Dessertspoon
	4. Parfait spoon
7. Which coffee type has the characteristics of a strong taste, hint of bitterness and more caffeine?
	1. Arabica
	2. Espresso
	3. Organic
	4. Robusta
8. What is the industry accepted turnaround time between ordering and service of a prepared beverage?
	1. 2 minutes
	2. 5 minutes
	3. 10 minutes
	4. 12 minutes
9. Which coffee style consists of espresso topped with warm milk, served in a 100 mL glass?
	1. Cappuccino
	2. Macchiato
	3. Piccolo latte
	4. Ristretto
10. Which of the following factors can affect the consistency of ground coffee?
	1. Size of bean
	2. Type of bean
	3. Level of humidity
	4. Exposure to oxygen
11. How can a hospitality establishment obtain informal feedback?
	1. Complete staff training at meetings
	2. Collect written customer evaluations
	3. Conduct staff performance appraisals
	4. Check customer reviews on social media
12. What piece of industry standard equipment should be used to measure syrups when making mocktails?
	1. Jigger
	2. Jug
	3. Scoop
	4. Tablespoon
13. How often should the group head be flushed when making espresso coffee?
	1. At the end of the service period
	2. After the milk has been textured
	3. After each shot has been produced
	4. Every thirty minutes during the service period
14. Which adjustment would address deficiencies in beverage quality?
	1. Recalculate the beverage cost
	2. Recalibrate the post-mix dispenser
	3. Serve the beverage in a larger glass
	4. Decrease the beverage production time
15. What is the industry-accepted practice for clearing a table in an à la carte restaurant?
	1. Plates are removed after customers leave the restaurant.
	2. Plates are removed as each customer has finished eating.
	3. Plates are removed when the first customer has finished eating.
	4. Plates are removed when all customers have finished eating.

## Questions from Section II

These questions should be answered in the suggested number of lines (handwritten in the exam) as it gives a guide to the length of your response.

Plan out your answer and key points before you commence writing.

You may need to bring together knowledge from several areas of study/competencies to do justice to the answer.

Question 1

* 1. Outline the components of a pre-service briefing in a restaurant. (2 marks).

* 1. Describe the mise en place procedures for setting up an espresso coffee workstation. (3 marks).

Question 2

* 1. What are the characteristics of a mocktail? (2 marks)

* 1. Explain the importance of consistency in the service of beverages. (3 marks)

Question 3

* 1. Outline how wait staff can establish the details of a customer enquiry. (2 marks)

* 1. Describe the possible consequences for a customer if food and beverage orders are not correct. (2 marks)

Question 4

Describe the types of information a food and beverage attendant may be required to provide a customer. (5 marks)

Question 5

Why are customer complaints and feedback important to a hospitality establishment? (5 marks)

Question 6

* 1. Explain the reasons for having a poor quality crema on an espresso coffee. (3 marks)

* 1. Describe the process of making a high quality plunger coffee. (3 marks)

Question 6 (4 marks)

Explain why steamed milk and textured milk are used in the preparation of different coffee styles

Question 6 (4 marks)

Explain how a hospitality establishment could benefit from participating in industry

accreditation schemes. Use workplace examples in your response.

Question 8 (7 marks)

The following order has been taken in a cafe.



Propose a process to prepare and serve the order to industry standards and within an

acceptable timeframe.

## Questions from Section III

You will note that questions often require you to bring together knowledge from several areas of study/competencies to do justice to the answer. You should allow about 25 minutes for the question in Section III. Map out your answer using post-it notes or a sheet of paper before you start.

There will be one question in Section III, usually made up of several parts totalling 15 marks. This question may be contextualised to the course of study.

**Question 1 (15 marks)**

Answer part (a) of the question in a writing booklet.

* 1. Explain how communication can be used to develop rapport with customers and meet their expectations. (5 marks)

Answer part (b) of the question in a SEPARATE writing booklet.

* 1. Describe the safe and hygienic work practices necessary to maintain quality during the preparation and service of beverages in a restaurant. In your response, refer to industry examples. (10 marks)

**Question 2 (15 marks)**

Answer part (a) of the question in a writing booklet.

* 1. Describe the effects of a current trend on the hospitality industry. (5 marks)

Answer part (b) of the question in a SEPARATE writing booklet.

* 1. Justify the importance of using environmentally-friendly products and work practices when operating a coffee van at a local market. (10 marks)

**Question 3 (15 marks)**

The following table d’hôte menu has been selected for use at a function for 100 guests.



Answer parts (a) and (b) of the question in a SEPARATE writing booklet.

* 1. Justify the choice of a table d’hôte menu for this function. (3 marks)
	2. Evaluate the suitability of the menu for guests with special dietary requirements. (4 marks)

Answer part (c) of the question in a SEPARATE writing booklet.

* 1. Describe the workplace procedures used in the preparation and set-up of the dining area for this menu prior to and during the function.

**Question 4 (15 marks)**

The following information has been taken from a standard recipe card for a non-alcoholic beverage.



* 1. Outline how the sugar syrup is prepared and stored for the Island Sunrise recipe. (3 marks)
	2. Six customers have ordered an Island Sunrise as a pre-dinner drink. What quantity of each ingredient is needed to make the six cocktails? (3 marks)
	3. Explain the importance of consistency in quality, volume and appearance when preparing and serving non-alcoholic beverages. (9 marks)

## Questions from Section IV

In the HSC –

* there will be one structured extended response question (15 marks)
* the question will have an expected length of response of around four pages of an examination writing booklet (approximately 600 words)

Your answer will provide you with the opportunity to:

* demonstrate knowledge and understanding relevant to the question
* communicate ideas and information using relevant workplace examples and industry terminology
* present a logical and cohesive response

You will note that these questions usually require you to bring together knowledge from several areas of study/competencies to do justice to the answer. You should allow about 25-30 minutes for a question in Section III and the same for Section IV of the exam.

**Example Question 1 (15 marks)**

Examine causes and consequences of food-borne illness (food poisoning) in the hospitality industry.

**Example Question 2 (15 marks)**

A large multi-department resort has taken on a number of new employees, each starting in a different department.

Explain the importance of training the new employees in relation to safe work procedures and practices.

# HSC Focus Areas

The HSC Content for this industry curriculum framework is organised into focus areas. Each focus area prescribes the scope of learning for the HSC. This is drawn from the associated units of competency.

Students undertaking the 240 indicative hour course from the Hospitality Curriculum Framework must address **all** the **mandatory focus areas plus one stream focus area**.

The Hospitality Curriculum Framework **mandatory** focus areas are:

* Hygiene
* Safety
* Working in the hospitality industry and workplace.

The Hospitality Curriculum Framework **stream** focus areas are:

* Food and Beverage
* Kitchen Operations and Cookery.

The scope of learning describes the breadth and depth of the HSC Content, the minimum content that must be addressed, and the underpinning knowledge drawn from the associated unit(s) of competency.

There are four units of competency associated with the stream focus area ‘Food and beverage’ in Hospitality: [SITHFAB004 Prepare and serve non-alcoholic beverages](http://training.gov.au/Training/Details/SITHFAB004), [SITHFAB005 Prepare and serve espresso coffee](http://training.gov.au/Training/Details/SITHFAB005), [SITHFAB007 Serve food and beverage](http://training.gov.au/Training/Details/SITHFAB007) and [SITXCCS003 Interact with customers](http://training.gov.au/Training/Details/SITXCCS003).

**How to use the scope of learning for ‘Food and beverage’**

* draw up your own mind map showing the connection between the various concepts listed; an example appears on the last page of this module
* use the key terms and concepts to add to your mind map
* add examples or case study prompts to show how the concept is applied in the Hospitality working environment

The following information is taken directly from page 45 ff ‘[Hospitality Curriculum Framework Stage 6 Syllabus for implementation from 20](https://educationstandards.nsw.edu.au/wps/wcm/connect/3780c279-9e7f-45d1-a498-94e425e860c4/vet-hospitality-11-12-syllabus-based-on-sitv12-2018-1.2.pdf?MOD=AJPERES&CVID=)19’ © [2019 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.](https://educationstandards.nsw.edu.au/wps/portal/nesa/mini-footer/copyright)

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| **customers** |
| * types of customers:
* internal
* external
* new
* repeat or regular
 |
| * customers with special needs and implications for customer service
 |
| * a range of customers with different service requirements
 |
| * difference between customer needs, preferences and expectations
 |
| * establishing customer needs, preferences and expectations through:
* active listening
* open, closed and reflective questions
* observation and recognition of non-verbal cues
 |
| * communicating effectively with customers:
* verbal, written and non-verbal communication
* face-to-face, over the telephone and electronically
* importance of being accurate, clear, concise and courteous
 |
| **quality customer service**  |
| * industry approaches to service delivery:
* standards of customer service for industry personnel
* how work is organised and undertaken
* timing and designated response times for service to workplace and industry standards
 |
| * the relationship between customer service and business success
 |
| * concept of a ‘customer focused’ workplace
 |
| * characteristics and benefits of quality customer service
 |
| * role of communication in provision of quality customer service
 |
| * establishing quality customer service:
* detailed knowledge of a range of products and services offered at a hospitality workplace
* matching customer needs, preferences and expectations to appropriate product(s) and/or service(s):
	+ - meet customer need, preference and/or expectation
		- seek assistance from others as necessary in order to meet the customer need, preference and/or expectation
		- refer to appropriate person where unable to meet the customer need, preference and/or expectation
 |

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| **quality customer service cont/d** |
| * seeking opportunities to deliver additional level of service beyond customer’s immediate request or expectation
* developing collegial working relationships with others involved in the provision of customer service
* using/adopting a teamwork approach
* dealing with problems and/or delays in the delivery of products and/or services
* seeking feedback on customer service practices:
	+ - the value of feedback from staff and customers
		- its use in improving and enhancing service delivery
 |
| **workplace policy and procedures for customer interaction** |
| * workplace policy and procedures for establishing contact with customers:
* techniques for approaching a customer
* developing rapport
 |
| * workplace policy and procedures for dealing with:
* customers from diverse backgrounds
* customers with special needs
* difficult and abusive customers
 |
| * workplace policy and procedures for directing customers to relevant personnel and/or more experienced staff
 |
| **customer inquiries** |
| * a range of customer inquiries common to the hospitality workplace
 |
| * establishing the details of the inquiry by questioning, summarising and clarifying
 |
| * paper-based and electronic methods for recording customer inquiries:
 |
| * sources of information that can be used when handling customer inquiries
 |
| * effective response(s) to a range of customer inquiries common to hospitality within appropriate timeframes
 |
| **customer complaints and feedback** |
| * reasons for customer dissatisfaction, problems and complaints
 |
| * examples of customer dissatisfaction, problems and complaints common to hospitality
 |
| * complaints-handling policy and procedures
 |
| * skills required for handling complaints, including:
* problem-solving
* conflict resolution
* negotiating
* decision-making
 |
| **customer complaints and feedback cont/d** |
| * using conflict-resolution techniques when handling customer dissatisfaction, problems and complaints
 |
| * effective responses to a range of instances of customer dissatisfaction, problems and complaints
 |
| * the importance of:
* hospitality staff offering a range of viable solutions in accordance with workplace policy and procedures
* hospitality staff and the customer agreeing on what is to be done in regard to the problem or complaint
* implementing solution(s) within acceptable timeframes
* acting within level of authority/scope of responsibility when handling customer dissatisfaction, problems and complaints
 |
| * identify when it is appropriate to seek assistance and/or refer customer to other appropriate personnel for issues that cannot be resolved effectively
 |
| * the importance of recording and/or reporting instances of customer dissatisfaction, problems and complaints
 |
| * workplace practices for recording and reporting customer complaints and feedback:
* formal and informal
* verbal and written
 |
| * recognition of the value of customer complaints and feedback
 |
| **casual dining** |
| * meaning of casual dining, cover, service period and style of service
 |
| * food and beverage outlets offering casual dining, including:
* cafes
* cafeterias
* catering operations
* clubs
* coffee shops
* hotels or pubs
* restaurants
 |
| * styles of service and their characteristics, including:
* bar
* bistro
* cafeteria
* counter
* family
* plate
* smorgasbord/buffet
* table
 |
| * service requirements for service periods including breakfast, lunch, dinner and morning and afternoon teas
 |
| **casual dining cont/d** |
| * key features of a range of menu types, including:
* à la carte
* blackboard
* cyclic
* function
* set
* table d’hôte
 |
| * commercial food and beverage menus typical to a range of food and beverage outlets
 |
| * role and responsibilities of a range of food and beverage personnel
 |
| **policy, procedures and standards for food and beverage service** |
| * industry and workplace standards and workplace policy and procedures for:
* preparing for food and beverage service
* providing food and beverage service to customers
* closing down after food and beverage service:
	+ - end of service
		- end of shift
 |
| **preparation for food and beverage service** |
| * check reservations
 |
| * furniture and fittings:
* checks for cleanliness, stability and condition
* placement for optimum service efficiency
 |
| * for a range of food and beverage outlets, service styles and service periods:
* set up of dining area, tables and waiter/service station(s)
* selection, check and preparation of equipment:
	+ - crockery
		- cutlery
		- glassware
		- linen
		- service utensils
		- service-ware
		- table items
		- tableware
* ensure an environment that will provide comfort and ambience for the customer:
	+ - background noise
		- decor
		- lighting
		- music
		- privacy
		- room temperature
 |
| * essential components of a pre-service briefing
 |
| **customer** |
| * customer interaction:
* greeting and seating
* during service
* thanking and farewelling
 |
| * establishing customer needs, preferences and expectations through probe questioning and active listening
 |
| * dealing with diverse demands and requests of multiple customers during food and beverage service
 |
| **providing food and beverage service to customers** |
| * safe and hygienic work practices for service of food and beverages
 |
| * food and beverage service:
* sequence
* timing
* procedures
* teamwork
 |
| * work flow:
* typical to food and beverage service
* between kitchen and front-of-house areas
 |
| * information provided at various stages of food and beverage service:
* menu choices, options, specials and availability
* key features of food and beverage menu items:
	+ - describing and recommending menu items
		- details of ingredients and preparation techniques
		- recommendations for complementary selections
* location of customer facilities
* local/surrounding area
 |
| * importance of accuracy and legibility when taking customer food and beverage orders
 |
| * consequences for the customer and business if food and beverage orders are not correct or are mismanaged
 |
| * taking and processing food and beverage orders:
* equipment and technology
* systems:
	+ - manual
		- electronic
* workplace procedures:
	+ - general
		- special requests:
* allergies and intolerances
* religious or cultural beliefs
* special occasions
* individual preferences
 |
| **providing food and beverage service to customers cont/d** |
| * industry and workplace acceptable abbreviations for:
	+ - menu items
		- special requests
		- variations
 |
| * selection/adjustment of glassware, service-ware and cutlery appropriate to customer menu choices
 |
| * tailoring food and beverage service to a range of customers and their requirements
 |
| * techniques for serving and clearing:
* beverage service
* collection of food and beverage from kitchen and/or bar
* carrying and placing plates containing meals
* clearing and carrying multiple used plates and service-ware
* clearing tables
 |
| * dealing with:
* numerous service tasks simultaneously
* delays and deficiencies in service:
	+ - reasons for
		- problem-solving
		- follow-up
		- rectify to customer satisfaction
 |
| * environmentally friendly work practices:
* efficient use of resources, water and energy
* management of food and beverage waste:
	+ - sorting of recyclables
		- disposal of waste
 |
| * customer accounts:
* calculations
* timing and presentation
* processing:
	+ - equipment:
* point-of-sale (POS)
* electronic funds transfer at point-of-sale (EFTPOS)
	+ - cash transactions and giving change
		- credit cards
 |
| **closing down after food and beverage service** |
| * difference between end of service and end of shift
 |
| * workplace tasks and procedures for:
* end of service
* preparation for next service period
* end of shift
 |
| * service review:
* debriefing session
* customer feedback
 |
| **closing down after food and beverage service cont/d** |
| * handover to colleagues for next shift
 |
| **non-alcoholic beverages**  |
| * range of non-alcoholic beverages typically found in commercial beverage menus
 |
| * major types/styles of non-alcoholic beverages and their characteristics:
* carbonated
* coffees (non-espresso)
* fruit-based
* milk-based
* mocktails
* teas
* waters
 |
| * standard recipes for a range of non-alcoholic beverages
 |
| * for a range of non-alcoholic beverages, industry standards for:
* strength
* taste
* temperature
* appearance
 |
| **espresso coffee** |
| * culinary terms associated with espresso coffee:
* barista
* espresso:
	+ - coffee-making equipment and method
		- type of roast
		- a drink
* extraction
* group head
* tamping
 |
| * different types of coffee beans, blends and roasts and their characteristics
 |
| * major styles of espresso coffee typically found in commercial beverage menus and their characteristics:
* caffè latte
* cappuccino
* espresso (short black)
* flat white
* long black
* macchiato:
	+ - short
		- long
* mocha
* piccolo latte
* ristretto
 |
| * different types of milk and their characteristics
 |
| **espresso coffee cont/d** |
| * milk in different coffee styles:
* steamed milk
* textured milk
* cold milk
 |
| * characteristics of textured milk, including:
* silken
* reflective
* smooth
* pliable
 |
| * standard recipes for a range of espresso coffee styles
 |
| * criteria used to evaluate the quality of coffee:
* aroma
* body
* flavour:
	+ - acidity
		- bitterness
		- sweetness
* quality of the crema
* volume of the espresso
 |
| * to produce quality coffee, importance of correct:
* grind
* dose
* tamp
* extraction
 |
| * for a range of espresso coffee styles, industry standards for:
* strength
* taste
* temperature
* appearance
 |
| **equipment – non-alcoholic beverages** |
| * industry-standard equipment used to prepare different types/styles of non-alcoholic beverages
 |
| * for a range of equipment:
* name and general features
* purpose and limitations
* selection for task (functions)
* assembly (if appropriate)
* safe and hygienic use/operation:
	+ - pre-operational and safety checks
		- according to manufacturer’s instructions
* cleaning and sanitising
* maintenance
* storage
 |
| **equipment – non-alcoholic beverages cont/d** |
| * when working with post-mix dispensing systems:
* dangers associated with inert gases
* appropriate measures to ensure safety of the hospitality worker and customer
 |
| **equipment – espresso coffee** |
| * industry-standard equipment used to prepare different styles of espresso coffee:
* name and general features
* selection for task (functions)
* safe and hygienic use
* cleaning and storage
 |
| * range of different commercial espresso machines and grinders:
* features, parts and functions
* assembly (if appropriate)
* safe and hygienic use/operation:
	+ - pre-operational and safety checks
		- according to manufacturer’s instructions
		- preparation for service
* cleaning and maintenance:
	+ - during service
		- post service
* problems with equipment:
	+ - indicators of unsafe and/or faulty equipment
		- solution(s) to common problems
		- respond within scope of responsibility:
		- rectify (minor adjustments)
		- refer to manager/supervisor, trained service technician, licensed electrician and/or plumber
 |
| * function of filter baskets and tampers, including size and types
 |
| * when working with steam:
* potential dangers
* safe operational practices
 |
| **customer service of non-alcoholic beverages and espresso coffee** |
| * establishing customer needs, preferences and expectations through probe questioning and active listening
 |
| * matching needs, preferences and expectations with the most suitable non-alcoholic beverage and espresso coffee
 |
| * workplace procedures for non-alcoholic beverage and espresso coffee service:
* taking order (manual and electronic)
* calling of order
* delivery to table
* presentation to customer
 |
| * standard turnaround times for non-alcoholic beverage and espresso coffee service
 |
| * dealing with numerous service and operational tasks simultaneously during preparation of non-alcoholic beverages and espresso coffee
 |
| **preparation of non-alcoholic beverages and espresso coffee** |
| * safe and hygienic work practices for preparation and service of non-alcoholic beverages and espresso coffee
 |
| * time and task management:
* efficiently sequence beverage order and preparation
* prepare and serve within commercially realistic timeframes
 |
| **preparation specific to non-alcoholic beverages** |
| * environmentally friendly work practices:
* efficient use of resources, water and energy
* management of waste:
	+ - sorting of recyclables
		- disposal of waste
 |
| * mise en place for non-alcoholic beverages:
* workstation
* preparation of beverage
* service of beverage
 |
| * ingredients for a range of non-alcoholic beverages:
* associated culinary terms
* characteristics
* handling and storage
 |
| * range of preparation methods for non-alcoholic beverages:
* blending
* brewing
* juicing
* mixing
* plunging
* shaking
 |
| * measuring ingredients and calculating quantities
 |
| * deficiencies in beverage quality:
* evaluation:
	+ - causes
		- indicators
* adjustments
 |
| **preparation specific to espresso coffee** |
| * mise en place for espresso coffee:
* work station
* preparation of coffee beverage
* service of coffee beverage
* test extractions
 |
| * ingredients:
* including:
 |
| **preparation specific to espresso coffee cont/d** |
| * + - coffee beans
		- ground coffee
		- milks
		- flavourings and toppings
* storage:
	+ - environmental conditions to ensure food safety
		- methods to optimise shelf life
 |
| * methods and techniques for:
* grinding coffee beans
* dosing:
	+ - manual
		- electronic
		- mechanical
* tamping
* extraction of espresso:
	+ - flushing the group head
		- appropriate pour rate for espresso coffee beverages
* texturising milk:
	+ - milk selection and temperature
		- purging the steam wand
		- swirling
		- sound
 |
| * sensory analysis of quality:
* olfactory
* tactile
* tasting
* visual
 |
| * monitoring quality of espresso during the service period
 |
| * deficiencies in espresso extraction:
* evaluation:
	+ - causes
		- indicators
* adjustment(s)
 |
| **service of non-alcoholic beverages and espresso coffee** |
| * traditional and workplace-specific standards for presentation of quality non-alcoholic beverages and espresso coffee
 |
| * service-ware for non-alcoholic beverages and espresso coffee:
* glassware
* crockery
* takeaway cups and lids
 |
| * garnishes and accompaniments for non-alcoholic beverages
 |
| * sugar, sweeteners and accompaniments for espresso coffee
 |

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| **service of non-alcoholic beverages and espresso coffee cont/d** |
| * techniques for coffee art and use in the service of espresso coffee
 |
| * importance of consistency in quality, volume and appearance
 |

Creating a mind map is a great way to organise your knowledge and understanding of the content of a topic.

Example of mind map being developed

