

**2007 HSC Notes from
the Marking Centre
Hospitality**

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2007 HSC NOTES FROM THE MARKING CENTRE

HOSPITALITY

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Hospitality. It contains comments on candidate responses to the 2007 Higher School Certificate examination, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabuses, the 2007 Higher School Certificate examinations, the marking guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Hospitality.

General Comments

In 2007, 5587 candidates attempted the Hospitality examination.

Candidates need to be mindful of the rubric at the beginning of Section III. Candidates also need to be aware that they can be disadvantaged when responding to strand questions they have not studied in their two-year course. Generally, such responses lack depth and breadth of knowledge and understanding of the relevant hospitality sector.

Section I – Multiple Choice

Question	Correct Response
1	D
2	B
3	B
4	B
5	D
6	A
7	D
8	C

Question	Correct Response
9	A
10	A
11	C
12	C
13	B
14	B
15	D

Section II

Question 16

- (a) Better responses showed the relationship between the criteria and how it is used to accurately check incoming stock. Weaker responses made a statement about criteria used to accurately check incoming stock. However, they did not clearly articulate the relationship and lacked correct industry terminology.
- (b) Better responses named the main features of the correct procedures used when moving goods and placing them in the correct storage areas. For example, the movement of goods to storage areas such as manual and automated movement, personal and environmental hygiene, storage areas, labelling, FIFO/LILO, and shelf stacking. Weaker responses gave generalised statements about moving goods to storage areas.

Question 17

- (a) Weaker responses referred to the practice that prevents food contamination rather than the personal hygiene risk. Some responses referred to environmental risks rather than personal hygiene risks.
- (b) Better responses identified the legislation related to food contamination and discussed it in relation to personal hygiene standards when preparing food. They also showed how the legislation is regulated within the industry. These responses demonstrated a thorough understanding of one of the following: *Food Act 2003*, *Food Regulation 2004* or *Food Standards Australia New Zealand Act 1991* (Cth).

Better responses showed an understanding of regulatory measures such as inspection and audits, food safety programs, implementation of the Food Act, powers of inspection for Environmental Health Officers, fines and possible closure of the establishment.

Weaker responses made reference to the Occupational Health and Safety Act or made a generalised statement about personal hygiene or simply listed examples of personal hygiene.

Question 18

- (a) Better responses differentiated between internal and external customers. Weaker responses did not identify an internal customer correctly.
- (b) Better responses were cohesive and well reasoned, focusing on ONE international tourist market which was clearly related to aspects of cultural diversity and customer service.

These responses demonstrated a sound understanding of the elements of cultural diversity and the means of meeting these specific needs through customer service (how and why). They used a range of industry examples.

Weaker responses identified very limited aspects of cultural diversity related to one international tourist market and failed to link that to customer service. These responses also focused on cultural diversity and customer service without clearly identifying an international tourist market.

The weakest responses discussed cultural diversity but often did not relate it to customer service.

Question 19

Better responses provided detailed explanation of the importance for an employer to provide training in the selection and safe use of cleaning equipment and chemicals. These responses used industry examples and clearly showed the employer's responsibility in training employees.

Poorer responses provided limited statements about being safe in the workplace without providing any explanation or links to the employer. Costs to the industry (eg 'someone will get hurt' or 'you need to know what to do') were common statements. These responses mentioned the selection and/or safe use of cleaning equipment and/or chemicals without reference to the hospitality industry.

Question 20

Better responses assessed and made a judgement about the cost of workplace injury to the individual and the organisation. These responses used industry terminology and examples, highlighting their knowledge and understanding of the hospitality industry. Better responses included relevant examples of costs, such as economic, social, physical, psychological, environmental and financial costs. They explained how these examples supported both the individual and organisational costs. Assessment was made on these costs and relevant industry examples were given in support of the judgement based on outcomes, results and the size of the cost.

Poorer responses did not assess or make judgements about the costs of workplace injury to the individual and the organisation. They tended to focus on one or the other, but not both. Examples were generally weak or limited and did not show an understanding of the cost. Some responses incorrectly stated that the organisation pays for workplace injury (compensation) instead of recognising that this is a responsibility of WorkCover.

Section III

Question 21

Better responses clearly addressed all three areas: emerging markets, government initiatives and labour issues. They described a component in each area and were able to draw out and relate the implications of these on the hospitality industry, supporting the discussion with current industry examples. They identified a range of impacts as they related to the hospitality industry.

Government initiatives included the *Smoke-free Environment Act 2000* or health promotion strategies. Labour issues included examples such as AWAs or shortages of skilled labour. Emerging markets included examples such as eco-tourism or niche markets. The better responses were well reasoned, with consistent and correct use of industry terminology.

Weaker responses either provided general information related to emerging markets and/or government initiatives and/or labour issues. These responses provided limited or no analysis of the impact of these issues on the hospitality industry. They may also have addressed one area particularly well while other areas may not have been identified. They did not always give current or relevant examples and used general rather than specific industry terminology. Responses showed a lack of understanding of the term 'emerging markets'. Other weaker responses confused labour issues with physical labour (such as labourers in the building industry) or the Labor political party.

The weakest responses listed basic information about working in the hospitality industry. These responses showed a lack of understanding of the issues that have an impact on the hospitality industry and used basic terminology with no industry examples.

Question 22

Better responses listed a variety of customer expectations and showed a clear relationship between food preparation and food presentation procedures to meet these expectations. Examples of expectations included safe food, quality food, value for money, correct food temperatures, consistent, efficient service and attractively served meals. These responses showed a broad scope of food preparation procedures and presentation procedures, while demonstrating a comprehensive understanding of how each procedure would meet customer expectations. Examples of food preparation procedures included correct use of recipe, portion control, personal and environmental hygiene procedures, preparation of garnishes and cooking/holding times and temperatures. Food presentation procedures were very specific and included choice of crockery (size and colour), the temperature of crockery, use of sauces and garnishes, visual appeal through colour and texture and use of standardised recipe cards.

Better responses also provided specific and detailed industry examples to show how customer expectations would be met or exceeded. These responses were well reasoned, cohesive and made appropriate use of correct industry terminology, including *mise en place*, precision cuts, HACCP, contamination, workflow, danger zone and vertical plating.

Weaker responses tended to concentrate on either customer expectations or food preparation or presentation procedures. They did not relate to industry and used limited terminology with few examples.

Question 23

Better responses described procedures that would be followed before and during service with some reference to the effect on customer expectations. These responses included details of procedures and examples of customer expectations and how these expectations were met. The better responses recognised the difference between kitchen and service procedures.

Weaker responses tended to focus on one area of procedure or expectation or could not differentiate between kitchen and service procedures. These responses consistently relied on examples to explain procedures. Most of these responses focused on personal skills and hygiene, with cleaning procedures for glassware and cutlery being popular.

The weakest responses used examples of simple tasks to explain basic procedures with very little linkage to expectations. Any explanation of customer expectation was simple, for example 'if customer does not get what they want they won't come back'.

Question 24

Better responses explained the sequence of procedures before and during room occupancy with some detail and then linked this to guest expectations. These responses recognised the role of the Housekeeping attendant and the responsibilities of meeting guest expectation in regard to cleanliness, privacy and level of service.

Weaker responses focused on one procedure or aspects of procedures with some examples, the majority of which involved cleaning. These responses listed simple guest expectations with little explanation of how to meet these.

The weakest responses made general overviews of cleaning procedures and or guest expectations. These responses listed examples of either simple expectations or cleaning steps.

Hospitality

2007 HSC Examination Mapping Grid

Question	Marks	Unit of competency / Element of competency
Section I		
1	1	THHHCO01B Develop and update hospitality knowledge
2	1	THHGHS01B Follow Workplace Hygiene Procedures
3	1	THHCOR03B Follow Health, Safety and Security Procedures
4	1	THHHCO01B Develop and update hospitality knowledge
5	1	THHCOR01B Work with colleagues and customers
6	1	THHCOR03B Follow Health, Safety and Security Procedures
7	1	THHGGA01B Communicate on the telephone
8	1	THHCOR01B Work with colleagues and customers
9	1	THHGGA06B Receive and store stock
10	1	THHGHS01B Follow workplace hygiene procedures
11	1	THHCORO3B Work in a socially diverse environment
12	1	THHHCO01B Develop and update hospitality knowledge
13	1	THHHCO01B Develop and update hospitality knowledge
14	1	THHGHS01B Follow Workplace Hygiene Procedures
15	1	THHCOR03B Follow Health, Safety and Security Procedures
Section II		
16 (a)	2	THHGGA06B Receive and store stock
16 (b)	4	THHGGA06B Receive and store stock
17 (a)	2	THHGHS01B Follow Workplace Hygiene Procedures
17 (b)	5	THHGHS01B Follow Workplace Hygiene Procedures
18 (a)	2	THHCOR01B Work with customers and colleagues
18 (b)	6	THHCOR02B Work in a socially diverse environment
19	6	THHGHS02B Clean premises and equipment THHCOR03B Follow Health, Safety and Security Procedures

Question	Marks	Unit of competency / Element of competency
20	8	THHCOR03B Follow Health, Safety and Security Procedures
21	15	THHHCO01B Develop and update hospitality knowledge THHCOR01B Work with colleagues and customers THHCOR02B Work in a socially diverse environment
Section III		
22	15	THHBKA01B Organise and prepare food THHBKA02B Present food THHCOR01B Work with colleagues and customers
23	15	THHBFB02B Provide a link between kitchen and service areas THHBFB03B Provide food and beverage service THHCOR01B Work with colleagues and customers
24	15	THHBH01B Provide housekeeping services to guests THHBH03B Prepare rooms for guests THHCOR01B Work with colleagues and customers

2007 HSC Hospitality Marking Guidelines

Section II

Question 16 (a)

Competencies assessed: THHGGA06B

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Makes the relationship between a criteria and how it could be used to accurately check incoming stock 	2
<ul style="list-style-type: none"> Makes a statement about a criteria that could be used to accurately check incoming stock 	1

Question 16 (b)

Competencies assessed: THHGGA06B

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Sketches in general terms the main features of the correct procedures to follow when moving goods and placing them in correct storage areas 	4
<ul style="list-style-type: none"> Identifies procedures to follow when moving goods and placing them in correct storage areas 	3
<ul style="list-style-type: none"> Makes statements about the procedures to use when moving goods to storage areas 	2
<ul style="list-style-type: none"> Makes a statement about moving goods to storage areas 	1

Question 17 (a)

Competencies assessed: THHGHS01B

MARKING GUIDELINES

Criteria	Marks
• Recognises and names personal hygiene risks that could contaminate food	2
• Recognises and names a personal hygiene risk that could contaminate food	1

Question 17 (b)

Competencies assessed: THHGHS01B

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides characteristics and features of how a piece of legislation regulates personal hygiene standards when preparing food • Provides industry examples 	4–5
<ul style="list-style-type: none"> • Provides limited characteristics and features of how a piece of legislation relates to personal hygiene standards when preparing food 	2–3
<ul style="list-style-type: none"> • Makes a statement about a piece of legislation <p>OR</p> <ul style="list-style-type: none"> • Makes a statement about personal hygiene standards when preparing food 	1

Question 18 (a)

Competencies assessed THHCOR01B

MARKING GUIDELINES

Criteria	Marks
• Shows how internal and external customers are different	2
• Makes a statement about internal or external customers	1

Question 18 (b)

Competencies assessed: THHCOR02B

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Relates how the elements of cultural diversity influence customer service in relation to a major international tourist market • Uses industry examples 	5–6
<ul style="list-style-type: none"> • Provides general information about a major international tourist market and elements of cultural diversity or customer service 	3–4
<ul style="list-style-type: none"> • Makes statement(s) about a major international tourist market or customer service or cultural diversity 	1–2

Question 19*Competencies assessed: THHGHS02B, THHCOR03B***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides why it is important for an employer to provide training in the correct selection and safe use of cleaning equipment and chemicals• Uses industry examples	5–6
<ul style="list-style-type: none">• Provides general information about the employer providing training in the selection and safe use of cleaning equipment and/or chemicals	3–4
<ul style="list-style-type: none">• Makes statement(s) regarding the training in the selection and/or safe use of cleaning equipment and/or chemicals	1–2

Question 20*Competencies assessed: THHCOR03B***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Makes a judgement of the cost of the workplace injury to both the individual and the organisation• Provides industry examples	7–8
<ul style="list-style-type: none">• Provides general information of the cost of workplace injury to both the individual and the organisation• Provides general examples	5–6
<ul style="list-style-type: none">• Provides limited information about the cost of workplace injury to the individual and/or organisation	3–4
<ul style="list-style-type: none">• Provides statement(s) about workplace injury	1–2

Section III

Question 21

Competencies assessed: THHHC001B, THHCOR01B, THHCOR02B

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Identifies detailed components of emerging markets, government initiatives and labour issuesDraws out and relates the impact of emerging markets, government initiatives and labour issues on the hospitality industryA well-reasoned and cohesive response that includes correct industry terminology with detailed industry examples	13–15
<ul style="list-style-type: none">Identifies components of emerging markets, government initiatives and labour issuesDraws out and relates limited impacts of emerging markets, government initiatives and labour issues on the hospitality industryA reasoned response that includes industry terminology with industry examples	10–12
<ul style="list-style-type: none">Provides information related to emerging markets and/or government initiatives and/or labour issues on the hospitality industryA general response that includes industry terminology with industry examples	7–9
<ul style="list-style-type: none">Provides limited information related to emerging markets and/or government initiatives and/or labour issues on the hospitality industryA response that includes limited terminology with some examples	4–6
<ul style="list-style-type: none">Lists basic information related to emerging markets and/or government initiatives and/or labour issues on the hospitality industryUses basic terminology and examples	1–3

Question 22

Competencies assessed: THHBKA01B, THHBKA02B, THHCOR01B

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of food preparation and presentation procedures • Makes a clear relationship between food preparation and presentation procedures and how these can meet specific customer expectations • A well-reasoned and cohesive response that includes correct industry terminology with detailed industry examples 	13–15
<ul style="list-style-type: none"> • Demonstrates a detailed understanding of food preparation and presentation procedures • Makes a link between food preparation and presentation procedures and how these can meet customer expectations • A reasoned response that includes industry terminology with industry examples 	10–12
<ul style="list-style-type: none"> • Demonstrates a general understanding of food preparation and presentation procedures • Makes a general response about food preparation procedures or presentation procedures and how these can meet customer expectations • A general response that includes industry terminology with industry examples 	7–9
<ul style="list-style-type: none"> • Provides limited information about food preparation procedures and/or presentation procedures and/or how these can meet customer expectations • A response that includes limited terminology with some examples 	4–6
<ul style="list-style-type: none"> • Lists basic information about food preparation and/or presentation procedures • Uses example(s) 	1–3

Question 23

Competencies assessed: THHBFB02B, THHBFB03B, THHCOR01B

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of food and beverage procedures both prior and during service • Makes a clear relationship between food and beverage procedures and how these can meet specific customer expectations • A well-reasoned and cohesive response that includes correct industry terminology with detailed industry examples 	13–15
<ul style="list-style-type: none"> • Demonstrates a detailed understanding of food and beverage procedures both prior and during service • Makes a link between food and beverage procedures and how these can meet customer expectations • A reasoned response that includes industry terminology with industry examples 	10–12
<ul style="list-style-type: none"> • Demonstrates a general understanding of food and beverage procedures both prior and during service • Makes a general response about food and beverage procedures prior to service or food and beverage procedures during service and how these can meet customer expectations • A general response that includes industry terminology with industry examples 	7–9
<ul style="list-style-type: none"> • Provides limited information about food and beverage procedures prior to service and/or food and beverage procedures during service and/or customer expectations • A response that includes limited terminology with some examples 	4–6
<ul style="list-style-type: none"> • Lists basic information about food and beverage procedures • Uses example(s) 	1–3

Question 24

Competencies assessed: THHBH01B, THHBH03B, THHCOR01B

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of housekeeping procedures both prior and during room occupancy• Makes a clear relationship between housekeeping procedures and how these meet specific guest expectations• A well-reasoned and cohesive response that includes correct industry terminology with detailed industry examples	13–15
<ul style="list-style-type: none">• Demonstrates a detailed understanding of housekeeping procedures both prior and during room occupancy• Makes a link between housekeeping procedures and how these meet specific guest expectations• A reasoned response that includes industry terminology with industry examples	10–12
<ul style="list-style-type: none">• Demonstrates a general understanding of housekeeping procedures both prior and during room occupancy• Makes a general response about housekeeping procedures prior to room occupancy or housekeeping procedures during room occupancy and how these can meet guest expectations• A general response that includes industry terminology with industry examples	7–9
<ul style="list-style-type: none">• Provides limited information about housekeeping procedures prior to room occupancy and/or housekeeping procedures during room occupancy and/or guest expectations• A response that includes limited terminology with some examples	4–6
<ul style="list-style-type: none">• Lists basic information about housekeeping procedures• Uses example(s)	1–3