

**2006 HSC Notes from  
the Marking Centre  
Hospitality**

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# 2006 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 provides comments with regard to responses to the 2006 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2006 Higher School Certificate Examination, 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 2006, approximately 5587 candidates attempted the Hospitality examination.

Candidates need to be mindful of the rubric at the commencement 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 a depth and breadth of knowledge and understanding of the relevant Hospitality sector.

### Section I – Multiple Choice

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

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

## Section II

### Question 16

- (a) Better responses were able to provide a definition recognising the need to consume food/water that was contaminated, which produced symptoms such as: nausea, vomiting, headaches etc.

The majority of responses recognised the association of contamination and/or bacteria but failed to provide symptoms or recognised that the food needed to be consumed.

Poorer responses referred to spoiled food, cross contamination, moulds and methods of preventing food poisoning.

- (b) Better responses displayed evidence of a relationship between food-poisoning bacteria and the prevention of food poisoning. These responses identified or named one or more bacteria, providing the source/s of the bacteria and the food most likely to carry this bacteria. They then went on to describe specific preventative measures, using correct terminology and specific conditions.

Most responses gave a variety of preventative measures but failed to identify the bacteria associated with food poisoning. Responses provided limited explanation and tended to list measures. Many responses discussed the principles of bacterial growth rather than the preventative measures.

Poorer responses gave general information, usually making reference to bacteria making you sick or a general comment about preventative measures with no relevance to food-poisoning bacteria.

### Question 17

- (a) Most responses included a general statement, about ‘maintaining a safe and healthy work environment’ rather than the specifics of the role. Better responses showed more detail, such as ‘monitoring workplace operations and making recommendations to management for implementation of safety procedures’.
- (b) Better responses explained the relative importance of a number of employee responsibilities, which were well supported by examples. These responses demonstrated a thorough understanding of the Occupational Health and Safety Act 2000 (NSW). Many candidates gave detailed lists of responsibilities, with relevant examples. Answers included taking reasonable care, cooperating with employers, reporting unsafe practices and wearing provided safety gear.

Average responses tended to give one employee responsibility and provided no explanation of its importance – how or why it was important.

Weaker responses focused on employer responsibilities rather than employee responsibilities, or concentrated on hygiene issues such as environmental hygiene, cleanliness and cross contamination and failed to consider safety.

### Question 18

- (a) Most responses identified the correct hygiene risk linked to the scenario. Poorer responses often re-wrote the scenario.
- (b) Most responses outlined several procedures to minimise the hygiene risk and listed several implications for the hospitality establishment if the situation was not controlled. Typical responses outlined several procedures to minimise the hygiene risk procedures such as: pest exterminators, chemical sprays, not leaving food out on the bench, emptying garbage bins, use of flyscreens, air curtains, bug zappers, regular checking of stock for evidence of vermin, disposal of contaminated foods and implementation of better food safety procedures. They also listed multiple implications for a hospitality establishment if the situation was not controlled, including visits from health inspectors, fines, closures, food poisoning, cross contamination, loss of customers and the effect on the business financially.

Better responses were cohesive and well reasoned for the implementation of correct procedures, focusing on the ‘how’ and ‘why’ of the implementation of procedures and were supported with examples. These responses demonstrated a sound understanding of the implications of this hygiene risk on the hospitality establishment’s future and reputation.

Average responses often provided hygiene risk in ‘point-form’, which resulted in many candidates providing limited detail of correct procedures and implications. The responses in this range tended to focus more on either procedures or implications, thus lacking a balance of both areas.

Weaker responses often failed to address both aspects of the questions. Many provided a very weak, limited response with general reference to only one statement on a procedure or an implication. Other responses within this range demonstrated good understanding of procedures to minimise the risk but failed to address the implications to the establishment.

### Question 19

Most responses identified at least two characteristics of teamwork and listed positive effects of teamwork.

Better responses fully explained the relationship between successful teamwork and the positive effects of teamwork, using an industry example and appropriate terminology, eg kitchen brigades, key departments, workflow, menus. These responses demonstrated a good understanding of the characteristics of teamwork and made good links to the industry.

Average responses made a link between teamwork and positive effects on an establishment or listed positive effects and characteristics of teamwork. Most responses cited workflow, higher productivity, good reputation, repeat business, less stress, positive work relationships, and no delays as positive effects for the organisation.

Poorer responses only listed positive effects, gave a definition of teamwork or demonstrated a basic knowledge of the workings of teamwork. Simple statements such as ‘teamwork makes everyone happy’ were common. These responses did not relate their answer specifically to the hospitality industry.

**Question 20**

- (a) A considerable number of candidates were unable to identify two sectors in the hospitality industry. Many students mistakenly identified departments in the hospitality industry or specific establishments from sectors.
- (b) Overall the majority of responses showed a lack of understanding of sectors and consequently had difficulty explaining the interrelationship. Poorer responses, of which there were many, either made statements about one sector or explained the interrelationship between departments of one sector.

Average responses provided points about two sectors, without using specific industry terminology, and then identified links between them with general examples.

Better responses identified two sectors, explaining the interrelationships and identifying the effects on the customer and/or business, using industry examples.

## **Section III**

### **Question 21**

Better responses clearly analysed the impact of technology on the hospitality industry. They used correct industry terminology and clearly related the implications of advanced technologies to the three areas: professionalism; ensuring quality; and promoting products and services. These responses drew out many implications of advances in technology affecting various sectors of the industry. They were cohesive and well reasoned, and were supported with detailed industry examples, including conference calling, combi ovens, electronic order collection systems, swipe cards, e-recipes and security systems.

Average responses provided information about technological advances and tended to address one or more of the areas: professionalism; ensuring quality; and promoting products and services. The discussion tended to be more general and provided limited analysis. These responses provided general industry examples and some industry terminology.

Poorer responses listed basic examples related to technology and/or the changing nature of work. These responses had difficulty identifying the impact of technology on the hospitality industry. These responses listed examples that were often not relevant and used limited industry terminology.

### **Question 22**

Better responses correctly identified two methods of cookery, which included a detailed description of the processes, temperature range, equipment used and suitable food items, as well as a clear relationship between each method and causes of common problems. Examples of common problems included OHS issues, food safety concerns and ineffective cookery such as under/over cooking, etc. In particular, the better responses provided a clear relationship between each of the methods of cookery and the effects on nutrient value, by identifying suitable foods, possible nutrient loss and the impact on health. They were well reasoned and cohesive and made appropriate use of correct industry terminology with detailed examples specific to commercial cookery.

Average responses provided a description of two methods of cookery, clearly indicating some features and characteristics, and related the method of cookery to causes of common problems and/or the effect on nutrient value. They tended to have gaps in their discussion, as they failed to both address the common problems and the effect on nutritive value for both methods of cookery or limited the response to common problems and effect of nutritive value for one of the methods of cookery.

Although the average responses were more general in content, they did use some industry terminology and examples. Some responses referred to common household cookery terms rather than those related to industry.

Weaker responses did not address all parts of the question. These responses provided limited industry examples and terminology. Some responses identified preparation techniques or pre-treatments, rather than methods of cookery and discussed these in depth, while other responses demonstrated no awareness of the methods of cookery.



### **Question 23**

Better responses based selling techniques, such as upselling, downselling, suggestive selling and passive selling, on obvious food and beverage examples. These responses included good explanation of the selling tools such as serving, advising, building rapport, determining needs and went on to make strong linkages to benefits to both customers and hospitality establishments of sound selling techniques.

Average responses tended to provide mainly generic selling techniques and general implications, such as better profits for the company, the customer will experience something they might not have tried otherwise.

Weaker responses identified a selling technique, such as ‘upselling’ with very general examples. ‘Would you like fries with that?’ were typical of the statements made by these candidates. They did not refer to a hospitality situation and tended to describe a general advertising campaign for selling anything from white goods to clothing and shoes.

Most responses avoided describing selling techniques used within the food and beverage sector and were limited in their capacity to explain the implications of techniques to customers and hospitality establishments.

### **Question 24**

Better responses gave very good explanations of implications to both customers and establishments in an accommodation services context, however were mediocre in their description of reservation procedures. The most popular methods were by phone or internet.

Average responses provided a general outline of two reservation procedures with an overview of the implications for the customer or hospitality establishment. Typical responses related the communication skills required when conducting a face-to-face reservation and failed to provide any detail of the information to be collected.

Poorer responses included generic statements about making a booking in a restaurant and the basic skills required. Responses in this group tended to list procedures without explaining detail or implications. Some focused on the potential problems, such as if a customer rings the wrong number or if a staff member gets a small detail wrong, or if the computers are down.

Many responses were very limited in their ability to identify two procedures to deal with reservations. Very few responses explained the implications of any procedure for either customer or hospitality establishment.

# Hospitality

## 2006 HSC Examination Mapping Grid

Question	Marks	Unit of competency / Element of competency
<b>Section I</b>		
1	1	THHGHS01B – Follow workplace hygiene procedures
2	1	THHCOR02B – Work in a socially diverse environment
3	1	THHCOR01B – Work with colleagues and customers
4	1	THHGGA01B – Communicate on the telephone
5	1	THHHCO01B – Develop and update Hospitality Industry knowledge
6	1	THHHCO01B – Develop and update Hospitality Industry knowledge
7	1	THHGHS01B – Follow workplace hygiene procedures
8	1	THHGHS02B – Clean premises and equipment
9	1	THHGGA06B – Receive and store stock
10	1	THHCOR03B – Follow health, safety and security procedures
11	1	THHCOR01B – Work with colleagues and customers
12	1	THHCOR03B – Follow health, safety and security procedures
13	1	THHGHS02B – Clean premises and equipment
14	1	THHGGA06B – Receive and store stock
15	1	THHHCO01B – Develop and update Hospitality Industry knowledge
<b>Section II</b>		
16 (a)	2	THHGHS01B – Follow workplace hygiene procedures
16 (b)	5	THHGHS01B – Follow workplace hygiene procedures
17 (a)	2	THHCOR03B – Follow health, safety and security procedures
17 (b)	6	THHCOR03B – Follow health, safety and security procedures
18 (a)	1	THHGHS01B – Follow workplace hygiene procedures
18 (b)	6	THHGHS01B – Follow workplace hygiene procedures
19	6	THHCOR01B – Work with colleagues and customers
20 (a)	2	THHHCO01B – Develop and update hospitality industry knowledge
20 (b)	5	THHHCO01B – Develop and update hospitality industry knowledge
<b>Section III</b>		
21	15	THHHCO01B – Develop and update hospitality industry knowledge THHCOR01B – Work with colleagues and customers THHCOR03B – Follow health, safety and security procedures THHCOR02B – Work in a socially diverse environment
22 Commercial Cookery	15	THHBKA01B – Organise and prepare food THHBCC11B – Implement food safety procedures THHBCC01B – Use basic methods of cookery
23 Food and Beverage	15	THHBFB03B – Food and beverage service THHBFB02B – Provide a link between kitchen and service areas THHGCS02B – Promote products and services to customers
24 Accommodation Services	15	THHGCS02B – Promote products and services to customers THTSOP06B – Receive and process reservations THHGGA02B – Perform office procedures

## 2006 HSC Hospitality Marking Guidelines

### Section II

#### Question 16 (a)

*Competencies assessed: THHGHS01B*

#### MARKING GUIDELINES

Criteria	Marks
• States meaning and identifies essential qualities of food poisoning	2
• States meaning of food poisoning in simple terms	1

#### Question 16 (b)

*Competencies assessed: THHGHS01B*

#### MARKING GUIDELINES

Criteria	Marks
• Makes a relationship between the knowledge of food poisoning bacteria and the prevention of food poisoning • Provides specific example/s of food poisoning bacteria with preventative food poisoning procedures	4–5
• Provides basic information about food poisoning bacteria • Provides example/s of food poisoning bacteria or preventative food poisoning procedures	2–3
• Makes a statement about food poisoning bacteria or preventative food poisoning procedures	1

**Question 17 (a)***Competencies assessed: THHCOR03B***MARKING GUIDELINES**

Criteria	Marks
• States the role of an Occupational Health and Safety Committee	2
• Makes a statement about Occupational Health and Safety Committees	1

**Question 17 (b)***Competencies assessed: THHCOR03B***MARKING GUIDELINES**

Criteria	Marks
• Provides how an employee should be responsible under the Occupational Health and Safety Act 2000 (NSW) using relevant examples	5–6
• Lists employee responsibilities under the Occupational Health and Safety Act (NSW)	3–4
• Provides general information about employees and/or Occupational Health and Safety	1–2

**Question 18 (a)***Competencies assessed: THHHGHS01B***MARKING GUIDELINES**

Criteria	Marks
• Correctly identifies the hygiene risk	1

**Question 18 (b)***Competencies assessed: THHHGHS01B***MARKING GUIDELINES**

Criteria	Marks
• Provides the main features of correct procedures to minimise the identified hygiene risk • Demonstrates an understanding of the implications to the hospitality establishment if the risk is not controlled	5–6
• Provides general procedures to minimise the identified hygiene risk • Makes a statement/s of the implications to the hospitality establishment if the risk is not controlled	3–4
• Makes a statement about a hygiene risk procedure and/or hygiene risk	1–2

**Question 19***Competencies assessed: THHCOR01B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Makes evident the relationship between successful teamwork and how it can have a positive effect on a hospitality establishment</li><li>• Provides relevant industry example(s)</li></ul>	5–6
<ul style="list-style-type: none"><li>• Indicates how teamwork can have a positive effect on a hospitality establishment</li><li>• Provides general example(s)</li></ul>	3–4
<ul style="list-style-type: none"><li>• Makes a statement/s about teamwork</li></ul> OR <ul style="list-style-type: none"><li>• Provides example/s of teamwork</li></ul> OR <ul style="list-style-type: none"><li>• Provides a statement about the positive effects of teamwork</li></ul>	1–2

**Question 20 (a)***Competencies assessed: THHCO01B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Correctly recognises and names TWO different sectors in the hospitality industry</li></ul>	2
<ul style="list-style-type: none"><li>• Correct recognises and names ONE sector in the hospitality industry</li></ul>	1

**Question 20 (b)***Competencies assessed: THHCO01B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Makes the interrelationship of TWO hospitality industry sectors evident by using industry examples</li></ul>	4–5
<ul style="list-style-type: none"><li>• Provides point/s about the interrelationship of TWO hospitality industry sectors by using general examples</li></ul>	2–3
<ul style="list-style-type: none"><li>• Makes a statement about a hospitality industry sector</li></ul>	1

## Section III

### Question 21

Competencies assessed: THHCO01B, THHCOR01B, THHCOR03B, THHCOR02B

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Draws out and relates implications of technological advances on maintaining professionalism, ensuring quality and promoting products and services in the Hospitality industry.</li><li>• A well-reasoned and cohesive response that includes correct industry terminology with detailed industry examples</li></ul>	13–15
<ul style="list-style-type: none"><li>• Draws out and relates limited implications of technological advances on maintaining professionalism, ensuring quality and promoting products and services in the Hospitality industry.</li><li>• A reasoned response that includes industry terminology with industry examples</li></ul>	10–12
<ul style="list-style-type: none"><li>• Provides information about technological advances on maintaining professionalism and/or ensuring quality and/or promoting products and services in the Hospitality industry.</li><li>• A general response that includes industry terminology with industry examples</li></ul>	7–9
<ul style="list-style-type: none"><li>• Provides limited information about technological advances and/or maintaining professionalism and/or ensuring quality and/or promoting products and/or services in the Hospitality industry.</li><li>• A response that includes general terminology with some examples</li></ul>	4–6
<ul style="list-style-type: none"><li>• Lists basic information related to technological advances and/or the nature of work in the hospitality industry.</li><li>• Uses limited terminology and examples</li></ul>	1–3

**Question 22**

*Competencies assessed: THHBKA01B, THHBCC11B, THHBCC01B*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides detailed characteristics and features of TWO methods of cookery</li> <li>• Makes a clear relationship between each method of cookery and the causes of common problems and the effect on the nutrient value of food</li> <li>• A well-reasoned and cohesive response that includes correct industry terminology with detailed industry examples</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Provides characteristics and features of TWO methods of cookery</li> <li>• Makes links between each method of cookery and the causes of common problems and the effect on the nutrient value of food</li> <li>• A reasoned response that includes industry terminology with industry examples</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Provides some characteristics and features of TWO methods of cookery</li> <li>• Provides general information about the causes of common problems or the effect on the nutrient value of food for TWO methods of cookery</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Provides general information about the causes of common problems and the effect on the nutrient value of food for ONE method of cookery</li> <li>• A general response that includes industry terminology with industry examples</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Provides some characteristics and/or features of a method/s of cookery and/or causes of common problems and/or the effect on the nutrient value of food</li> <li>• A response that includes general terminology with some examples</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Provides some general aspects of a method/s of cookery</li> <li>• Uses limited terminology and examples</li> </ul>	1–3

**Question 23**

*Competencies assessed: THHBFB03B, THHBFB02B, THHGCS02B*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides detailed characteristics and features of TWO selling techniques</li> <li>• Makes a clear relationship between each selling technique and the implications for the customer and hospitality establishments</li> <li>• A well-reasoned and cohesive response that includes correct industry terminology with detailed industry examples</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Provides characteristics and features of TWO selling techniques</li> <li>• Makes links between each selling technique and the implications for the customer and hospitality establishments.</li> <li>• A reasoned response that includes industry terminology with industry examples</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Provides some characteristics and features of TWO selling techniques</li> <li>• Provides general information about the implications for the customer or hospitality establishments for TWO selling techniques</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Provides general information about the implications for the customer and hospitality establishments for ONE selling technique</li> <li>• A general response that includes industry terminology with industry examples</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Provides some characteristics and/or features of a selling technique and/or implications for the customer and/or implications for hospitality establishments</li> <li>• A response that includes general terminology with some examples</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Provides some general aspects of selling techniques</li> <li>• Uses limited terminology and examples</li> </ul>	1–3



**Question 24**

*Competencies assessed: THHGCS02B, THTSOP06B, THHGGA02B*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides detailed characteristics and features of TWO procedures to deal with reservations</li> <li>• Makes a clear relationship between each procedure to deal with reservations and the implications for the customer and hospitality establishments</li> <li>• A well-reasoned and cohesive response that includes correct industry terminology with detailed industry examples</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Provides characteristics and features of TWO procedures to deal with reservations</li> <li>• Makes links between each procedure to deal with reservations and the implications for the customer and hospitality establishments.</li> <li>• A reasoned response that includes industry terminology with industry examples</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Provides some characteristics and features of TWO procedures to deal with reservations</li> <li>• Provides general information about the implications for the customer or the hospitality establishments for TWO procedures to deal with reservations</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Provides general information about the implications for the customer and hospitality establishments for ONE procedure to deal with reservations</li> <li>• A general response that includes industry terminology with industry examples</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Provides some characteristics and/or features of a procedure to deal with reservations and/or implications for the customer and/or implications for hospitality establishments</li> <li>• A response that includes general terminology with some examples</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Provides some general aspects of dealing with reservations</li> <li>• Uses limited terminology and examples</li> </ul>	1–3