

# 2016 VCE VET Hospitality examination report

## General comments

This is the second year encompassing assessment of five units from SIT12 Tourism, Travel and Hospitality training package.

The 2016 VCE VET Hospitality examination assessed the following five units of competency:

- SITHFAB203 Prepare and serve non-alcoholic beverages
- SITHFAB204 Prepare and serve espresso coffee
- SITHFAB206 Serve food and beverage
- SITHFAB309 Provide advice on food
- SITXFIN201 Process financial transactions.

Overall students coped well with the two additional units. These units help to round out the knowledge gained from practical experience in hospitality workplaces as well as school-based restaurants and functions.

## Specific information

**Note: Student responses reproduced in this report have not been corrected for grammar, spelling or factual information.**

This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

The statistics in this report may be subject to rounding resulting in a total more or less than 100 per cent.

## Section A – Multiple-choice questions

The table below indicates the percentage of students who chose each option. The correct answer is indicated by shading.

Question	% A	% B	% C	% D	Comments
1	9	22	32	37	When dealing with groups, restaurants will offer types of service that minimise wait times for the guest and expedite restaurant processes. While a group could order from an à la carte menu, it will be quicker and more efficient to offer them a limited menu (table d'hôte). Offering silver service will increase service time as it is labour-intensive. Offering a limited or set menu is most appropriate as orders can be taken quickly – for example, 'Do you want the beef or the chicken?' Preselected dishes on a set menu can be prepared quickly as pre-service prep is already completed.
2	8	70	6	15	
3	7	34	54	5	
4	5	74	19	2	
5	43	35	2	19	Mango lassi is a traditional Indian, yoghurt-based drink.
6	17	21	24	38	Niçoise is a traditional French salad. Option A was a description of Italian panzanella, option B was a description of a Greek salad and option C described a Waldorf salad.
7	54	3	5	38	
8	0	5	89	5	
9	86	10	2	2	
10	8	14	3	74	
11	3	56	2	40	
12	10	11	31	48	A knife and fork is required to eat both entree and main course dishes; however, a steak knife is not needed for a pork dish, especially a fillet.
13	0	1	96	3	
14	2	2	4	93	
15	81	12	5	2	
16	4	74	6	16	The question asked for what is best practice. Common practice may be to throw the oil out with the food waste, but this is not the most appropriate course of action.
17	87	8	1	4	
18	93	1	5	0	
19	3	47	2	48	Many students selected double group head instead of double group handle. There is no such thing as a double group head.
20	18	79	0	2	
21	2	1	2	96	
22	7	11	69	14	
23	11	4	2	83	

Question	% A	% B	% C	% D	Comments
24	82	18	0	0	
25	3	90	1	5	

## Section B

### Question 1

Marks	0	1	2	3	Average
%	2	32	45	21	1.9

- produce in season – take advantage of in-season produce, as it is at its best
- profits and costs – food costs may be lower if using seasonal produce/increase profits/remove slow sellers or non-profitable dishes
- customers – provide variety for regulars/encourage new customers/appeal to different demographics
- chefs and service staff – challenge chefs to be innovative/interesting for chefs and service staff
- trends – keeping up with trends/changes/new types of food/showcasing very special 'hard to get' or limited ingredients

Students who did not achieve full marks mostly repeated responses, did not specify who would benefit from 'alleviating boredom' or listed rather than described the benefits.

### Question 2a.

Marks	0	1	2	3	Average
%	27	33	28	12	1.3

- sight/eyes – visually appealing, looks presentable/good presentation, appealing colour, people eat with their eyes
- smell – smell the cooking aroma, for example, strong/pungent, sweet, smoky; helps with the taste/mouth-watering; encourages appetite; recognise when dish does not smell right, for example, burnt
- taste – what are the flavours (for example, spicy, savoury, sweet)?; example of complimentary flavour combinations
- hearing – sound such as crisp, crunchy, sizzling hot, for example, sizzling plate for steak or Mongolian beef
- touch – texture/mouth-feel, hard, soft, chewy, hot/cold, temperature

Some students struggled to identify the sense (for example, using the word 'flavour' instead of 'taste'). Some did not fully explain how to evaluate the food in relation to the sense. For example, taste – sweet, spicy, salty; touch – smooth, firm, hot/cold.

### Question 2b.

Marks	0	1	2	3	Average
%	4	22	47	28	2

- chance to taste and analyse ingredients and flavours
- chance to ask questions of the chef
- chance to see what the food looks like/how it is presented/portion size
- learn new ingredients or culinary terms
- learn about the cooking methods

- provide feedback to the chef
- helps them to describe items to customers/suggest wine pairings or food accompaniments
- helps them to answer customer questions/recommend or upsell/know if it suits dietary/special requirements

Where students did not obtain full marks, it was mostly due to repeating answers relating to 'describing to customers' or 'answer customer questions'.

### Question 3

Marks	0	1	2	3	4	5	6	Average
%	8	16	32	27	12	5	1	2.4

#### Buffet

- selection of food displayed in/on bain-marie/cold salad well/large table or trestle
- food items chosen by the customer
- served by the food attendant

#### Finger food

- small pieces/portions of hot or cold bite-sized food items (eaten in one or two bites)
- often used for functions/events where guests are standing (for example, a cocktail party)

#### Set menu

- meals are pre-selected by the host at a set price per person
- no choice for guests/can swap among themselves/often served alternately (alternate drop)
- used for functions/events

This question was generally not well answered. A large proportion of students did not give full explanations and therefore did not provide a complete definition of the terms, and subsequently did not achieve full marks. Some students mentioned only one point.

There was confusion between the terms 'buffet' and 'smorgasbord', as many students mentioned customers serving themselves. The technical difference between a buffet and a smorgasboard is that in buffet service staff serve the customers food the customer has selected, and in smorgasboard service the customer serves themselves. While it is common practice for the two terms to be interchanged, to provide a complete definition and score full marks this subtle distinction needed to be made.

Simplistic responses were not accepted; for example, 'food eaten with your fingers'.

Many students confused a set menu with a table d'hôte menu.

### Question 4a.

Marks	0	1	2	3	4	Average
%	18	37	33	12	1	1.4

- check bain-marie is heated up to at least 60 °C before service/bain-marie is hot enough to keep food out of the danger zone
- make sure it is clean/polish all surface areas, such as lids/covers and surrounds
- place food items to ensure they are visually appealing (for example, colours, textures)
- place food items to ensure ease of access/a logical service sequence/to avoid spills and cross-contamination
- don't overload the bain-marie

- make sure there is appropriate service ware for each food item, such as tongs, spoons, ladles and spatulas
- set up customer crockery, cutlery, napkins and condiments
- consider the flow of service (for example, the position of plates and condiments)
- ensure fuel supply for service (for example, canned heat)

Many students repeated the sample answer and this was not awarded any marks. Students also did not gain marks when their responses were not specific; for example, stating 'put service equipment out' when they should have provided examples.

Students should have been specific about the temperature of the bain-marie and include terms such as 'out of the danger zone' or 'an approximate temperature range' (for example, above 60 °C). Students often mentioned tasks that involved preparation (cooking) of the breakfast items. This is the job of the kitchen brigade, not the food service attendant.

#### Question 4b.

Marks	0	1	2	3	4	Average
%	12	22	36	24	6	1.9

- ensure the water level doesn't drop below minimum
- ensure the unit maintains temperature above 60 °C throughout the service/put lids down to hold temperature/ensure there is enough fuel to keep the bain-marie hot throughout service
- maintain presentation (for example, stir food items to avoid drying out, replenish garnishes)
- monitor the amount of time food items have been displayed in the bain-marie/do not keep in the bain-marie too long
- remove used trays and replace with fresh trays/do not mix or top up trays in the bain-marie
- check and/or record temperatures as required to comply with food safety plan
- keep the bain-marie and surrounds clean and free from spills
- maintain hygiene of service equipment/avoid cross-contamination of service equipment
- maintain supplies of customer items; for example, crockery, cutlery, napkins, condiments
- serve customers/communicate with customers/answer questions

Students provided better responses to Question 4b. than they did to Question 4a., providing the sample answer less frequently and being able to list tasks associated with maintaining the bain-marie during service. Students could have been more specific with responses relating to checking the temperature of the bain-marie and providing examples of items that customers require.

#### Question 5

Marks	0	1	2	3	Average
%	21	17	20	42	1.8

Marks were awarded for the correct labelling of the diagram using the letters:

- B – dessert spoon, on top of fork
- E – entree fork, on outside of main fork
- G – entree knife, on outside of main knife.

Many students positioned the entree cutlery on the inside of the main cutlery or the dessert spoon underneath the fork. Another common error was the setting of a teaspoon for dessert.

**Question 6**

Marks	0	1	2	Average
%	5	14	82	1.8

- Cash and notes at the beginning of the shift are called the float.
- The purpose is to give change to customers.

Students displayed excellent knowledge.

**Question 7**

Marks	0	1	2	3	Average
%	8	36	40	16	1.7

- decoration/customer convenience – straw placed in glass/underplate/napkin/swizzle stick or other decoration (for example, umbrella)
- garnish – the orange garnish could be replaced with a slice/wedge of pineapple to reflect ingredient in drink, use an appropriate garnish to enhance colour/flavour/texture (for example, maraschino cherry/strawberry or frosted with coconut shavings) or use an orange slice/wedge that contains the rind for shape and appearance
- glass – change to a highball, colada, hurricane or milkshake glass; an Irish coffee glass would not be used to serve a smoothie

Students should have focused on the word 'describe' in the question. To gain full marks it was necessary to choose three different ways that the presentation could be improved. Students often repeated adjustments relating to the garnish.

When describing a garnish students should take care to use 'slice of' or 'wedge of' rather than simply stating the fruit.

Students needed to specify a type of glass when they suggested that the glass should be changed.

**Question 8a.**

Marks	0	1	2	Average
%	60	24	15	0.6

Students needed to list at least four ingredients of a caesar salad – cos lettuce, egg (poached/coddled/boiled), croutons, parmesan cheese, bacon, anchovies.

They also needed to provide a description that used an adjective to describe individual components of the salad (for example, crispy bacon, crunchy croutons) or provide an appealing general description of the salad (for example, composite or compound salad/crisp/lots of different textures/substantial/filling salad/popular salad).

Very few students were able to provide a response that described a caesar salad in an appealing way, using sensory words. They should have included words such as crisp, soft, filling, crunchy, creamy or zesty, and not just mention ingredients. Some responses showed that students were not familiar with the salad; for example, adding ingredients such as cucumber, carrot, cheddar cheese and couscous.

Chicken is a modern addition to the classic caesar salad and was not accepted.

**Question 8b.**

Marks	0	1	2	3	Average
%	46	22	26	6	0.9

- Advise the customer that bacon will be unsuitable for someone who requires a kosher meal as it is a pork product.
- Advise the customer that the croutons will be unsuitable for a coeliac sufferer as they contain wheat.
- The waiter should advise what omissions and substitutions are available to make the salad suitable for the customer; for example, leaving out the croutons and bacon and replacing them with other items, such as chicken and avocado.

Most students understood the dietary and cultural requirements and knew which ingredients were not appropriate; however, were not able to extend their response by providing an example of alternative ingredients to replace those omitted.

**Question 9a.**

Marks	0	1	2	3	4	Average
%	1	5	9	30	55	3.3

- Diabetic: Poached **chicken**
- Coeliac: **Pork** tenderloin or **Poached chicken**
- Vegetarian: **Cannelloni**
- Pescetarian: Deep fried **snapper** or **Cannelloni**

The diabetic customer cannot have high fat or sugar, should not eat high-GI foods such as white pasta (raises blood sugar), which therefore rules out the cannelloni, the fish as it is deep fried, the duck as it has candied fig stuffing and the pork as it has a maple syrup glaze.

The coeliac customer cannot have any wheat-based product, therefore cannot have the cannelloni, the panko-crumbed fish or the duck, as it has stuffing.

The vegetarian customer can only have the cannelloni as all the other dishes are meat- or fish-based.

The pescetarian customer cannot have the duck, pork and chicken because they are not fish.

This question was generally well handled and many students were able to score high marks.

**Question 9b.**

Marks	0	1	2	Average
%	14	54	32	1.2

One consequence for the person with the health condition, allergy or dietary requirement could be anaphylactic shock/allergic reaction from eating nuts, increased blood sugar levels for diabetic or stomach pains if the coeliac diner consumes gluten.

The second consequence should have related to the restaurant or venue, such as no repeat business, bad reviews (online or word-of-mouth), customer requesting payment of medical expenses from restaurant or customer suing/litigation/legal action.

Simplistic answers such as 'the customer may get sick' were not accepted. Students need to extend their response when asked to explain, not simply list consequences.

When students were not awarded full marks it was usually due to listing two examples relating to the customer.

**Question 9c.**

Marks	0	1	Average
%	22	78	<b>0.8</b>

- through attending food exhibitions, cultural festivals and product launches for products aimed at those with special dietary requirements
- by visiting restaurants/cultural food outlets and speaking to chefs/staff there
- by talking to suppliers of dietary requirement products
- through books/journals/magazines/newspapers/nutritional publications/libraries
- by talking to people with experience – someone with a complaint/medical professional/nutritionist

Marks were not awarded for research involving googling or Facebook and other social media as these require the internet. Overall this question was well handled by students.

**Question 10a.**

Marks	0	1	2	3	4	Average
%	1	4	5	21	69	<b>3.5</b>

Quantity	Item	Cover	
1	chilli prawns	1	
2	pumpkin soup	2, 4	
1	chargrilled calamari	3	
2	chicken caesar (1 x no anchovy #1) Students were also awarded marks if the two chicken caesars were entered on two separate lines as long as the alteration and cover details corresponded.	1, 3	
1	Atlantic salmon	2	
1	porterhouse (rare)(R)	4	
Table: 3	Waiter: <i>Jack</i>	Time: 8.00 pm	Covers: 4



Marks were given for:

- quantities
- menu items, including 'no anchovy' for one caesar and 'rare' for the steak
- cover numbers
- docket details, including table number, time and covers.

Most students were able to score well on this question. Some students made careless mistakes such as leaving out cover numbers or docket information.

Students must be aware that clarity is vitally important when communicating special requests on a docket; for example, the cover numbers for the two different caesar salads needed to be clear.

#### Question 10b.

Marks	0	1	2	3	Average
%	10	34	47	9	1.6

- to verbalise variations (for example, chicken caesar – no anchovy) or to explain or clarify any alteration requested for any dishes (for example, ingredient omitted, portion size)
- to confirm 'rare' for steak
- due to restaurant process – for example, may be required to say 'order in'/so the chef knows an order has been placed/to ensure that the order has been physically received
- to explain or clarify guest dietary requirement – for example, nut allergy, celiac, lactose intolerant
- to ensure there are enough portions of the dish remaining
- to confirm the timeline/wait time; guest may have special timing requirements – for example, in a hurry, going to movies or theatre

Most students were able to identify the particular items from the docket that may need to be explained/clarified with the chef (for example, the rare porterhouse or one caesar with no anchovy). Many students did not think beyond this range to include any of the various other answers above.

#### Question 11

Marks	0	1	2	3	4	5	6	7	8	Average
%	5	13	24	28	20	9	1	1	0	2.8

Dish	Condiment	Accompaniment
fried fish	tartare sauce; appropriate mayonnaise-based sauce, e.g. aioli	lemon wedges; appropriate lemon-based sauce, e.g. lemon butter
sushi	wasabi, soy sauce	pickled ginger/daikon, soy sauce
roast beef	mustard (any of hot English, seeded, Dijon, mild, etc.), horseradish	Yorkshire pudding, gravy/jus
Indian lamb curry	raita/yoghurt/chutney	pappadums, naan, roti or other traditional Indian bread

It was evident that students were not familiar with the terms 'condiment' and 'accompaniment', and often placed an accompaniment in the condiment column and confused side dishes with accompaniments.

A condiment is a spice, sauce or preparation that is added to food to impart or enhance flavour or to add relish to the main item of food; for example, mustards.

An accompaniment is something added to or served with food or a meal to make it better or more appealing.

A side dish is an extra dish of food – for example, vegetables, rice, chips or salad – that is served with the main dish, sometimes on a separate plate.

Rice, roast vegetables and chips were not accepted as an accompaniment. Soy sauce was accepted only once.

### Question 12

Marks	0	1	2	3	4	5	6	Average
%	18	30	22	8	8	6	8	2.1

- Collect cover 3 first, as you would not move away from the guest who requested/the waiter is there/they have a flat plate.
- Collect cover 4 next, as this means you would continue in a clockwise direction/they have a flat plate whereas cover 2 does not.
- Collect cover 1 next, continuing in a clockwise direction/they have a flat plate.
- Collect cover 2 next, so that the pasta bowl can sit on top of the other flat plates.
- Collect the salad bowl, placing it on top of the pasta bowl.
- Collect the bruschetta board in the right (or free) hand.

Many students failed to read the question correctly, in particular the words 'ensure efficiency' and 'at the same time'. The most efficient way to clear the table would be to collect all items at once.

Students should be familiar with the following industry standards:

- Clear from the right.
- Move around the table in a clockwise direction.
- Collect flat plates before bowls as this makes stacking easier.

A number of students referred to the host, but the question stated 'casual dining venue' so the focus should have been on addressing the customer's needs in the scenario.

### Question 13

Marks	0	1	2	3	4	Average
%	20	20	28	17	16	1.9

- time the extraction – coffee should flow after a four- or five-second delay; it should extract 30 mL in approximately 25–30 seconds
- visually/look at the flow – it should be dark brown in colour, look like a 'mouse tail', and layer like a Guinness
- look at the crema – it should look like honeycomb, and it should be foamy and the foam should stay for a few minutes and able to support sugar
- examination of the puck – good extraction will result in a firm (biscuit-like) but not dry puck
- taste the flavour – a good creamy coffee taste should not be bitter or taste burnt, and it should not be gritty or taste metallic
- smell – the coffee should smell rich and strong, and should not smell burnt

Students may have made an evaluation based on the colour (for example, dark or light) or consistency of the flow (for example, thin or thick) and provided an explanation for this. Students may have explained that a thin crema is the result of poor extraction/wrong particle size of grind.

No marks were awarded for a single-word answer without an explanation; for example, 'visually'.

Many students provided two responses that related to timing the extraction and thus failed to gain full marks. Some students neglected to detail the extraction rate or time, or included inaccurate time frames or measurements.

#### Question 14

Marks	0	1	2	3	4	Average
%	4	13	31	32	20	2.5

- use a thermometer – milk should reach a temperature between 60 °C and 70 °C
- place your hand on the bottom or side of the jug/by touching jug – when the milk jug is just/nearly too hot to touch (and the milk has doubled in volume) it is ready

Most students were able to identify the use of a thermometer and placing a hand on the side/bottom of the jug. Fewer students were able to articulate that the correct temperature reading would be between 60 °C and 70 °C or that they would remove their hand when the jug was too hot to touch.

Stating that the milk should reach the 'appropriate' temperature did not score a mark, as students needed to specify an accurate temperature in line with industry standards.

#### Question 15

Marks	0	1	2	3	Average
%	4	41	44	10	1.6

- Check that the customer is okay/not burnt. Reassure the customer who bumped into the waiter that it is not a problem/help them clean up if they have coffee spilt on them.
- Go to the barista and request clean saucers, teaspoons and napkins, or wipe cups with damp paper towel if they are messy. Top up if required. Or, if a lot was spilt, reorder/request barista to make fresh drinks as soon as possible.
- Apologise to the waiting customers for the delay and explain that the drinks won't be long/are nearly ready. (Avoid serving the third coffee as it may go cold while the cups are being cleaned up or new coffees are being made.)

Very few students were awarded full marks for this question. Students need to remember basic customer service skills, such as checking that the customer has not been hurt and communicating the delay to customers waiting for their coffees. Many students detailed multiple steps in the rectification or remaking of the coffees and were thus unable to score full marks.

#### Question 16a.

Marks	0	1	Average
%	42	58	0.6

- herbal – for example, peppermint, mint, chai, rosemary, anise, raspberry leaf, ginger
- floral – for example, chamomile, lavender, jasmine, rose, hibiscus, chrysanthemum
- fruit – for example, orange, lemon, blackcurrant, strawberry, raspberry
- combinations of above – for example, ginger and orange, lemon and ginseng

Many students were unsure what a tisane is or were not familiar with common examples. Many students answered with green or black tea varieties; for example, sencha or matcha.

### Question 16b.

Marks	0	1	2	Average
%	56	28	15	0.6

The description and explanation needed to relate to the tisane suggested in Question 16a.

The description should have included words like refreshing, light, fruity, fragrant, crisp, grassy or mild, or described the colour or flavour profile or origin of the tisane.

The benefits should have included words like antioxidants, reduces stress/relaxes/calms, helps bloating/tummy upsets/aids digestion, helps blood circulation/pressure, anti-inflammatory, reduces nausea, provides vitamins, relieves PMT or no caffeine.

Students should read the question carefully and highlight key words such as 'describe' and 'explain'. Most students found it challenging to provide a description of the chosen tisane as well as provide examples of the tisane's health benefits, and both were needed to score full marks for this question. If the student was familiar with the tea, they were often not able to describe its sensory characteristics. Students were required to be specific about the health benefits of the tisane named, not just general health benefits.

The following are examples of high-scoring responses.

*A chamomile tisane is light in colour and grassy in flavour and could benefit the customer because of its calming and relaxing characteristics and is claimed to be an aid to restful sleep.*

*Ginger and orange tisane is fruity, spicy and fragrant. Choosing a ginger and orange tisane would benefit the customer as it is an energising and invigorating blend and ginger can help with tummy upsets/motion sickness.*

### Question 16c.

Marks	0	1	2	Average
%	26	37	37	1.1

- teacup and saucer
- teapot/tea infuser (essential), plus one of tea strainer, teaspoon, pot of hot water or underplate

Many students did not seem familiar with common service requirements for the tisane.

Full marks were not awarded if the student did not include a teapot/infuser, cup and saucer. Items that gained no marks included milk and sugar, serving in a mug or coffee cup and referring to the teapot as a jug.

### Question 17a.

Marks	0	1	Average
%	47	53	0.5

This tax is called the Goods and Services Tax.

Students were asked to state the full name of the tax, therefore the abbreviated 'GST' was not accepted.

**Question 17b.**

Marks	0	1	Average
%	69	31	<b>0.3</b>

- It is a broad-based tax of 10% on most goods and services the customer purchases.
- It is usually included in the price the customer pays and is not an additional charge.

Students needed to be aware that GST is not an additional charge but a charge that is included in the price of a product or service. Many described the GST as being added to the bill at the end.

**Question 17c.**

Marks	0	1	Average
%	51	49	<b>0.5</b>

- GST is approximately 10% of the total amount on the bill/invoice.
- Divide the total by 11 to calculate how much the GST component is.
- To apply GST multiply by 1.1.

**Question 18**

Marks	0	1	2	3	Average
%	5	6	59	30	<b>2.2</b>

Students should have ticked the following:

- Clean equipment, and dismantle furniture if necessary and store in an appropriate area.
- Attend staff briefings.
- Prepare for the next service period (includes polishing glassware, resetting tables and restocking).

Overall students coped quite well with this question. Students should remember that a briefing could be pre- or post-service. Workstation mise en place would not be completed until shortly before the next service period, as this can include preparation of water jugs, butter, bread baskets and other items that are best set up just prior to service.

**Question 19a.**

Marks	0	1	2	Average
%	19	57	24	<b>1.1</b>

- counted/added up the takings incorrectly
- counted/added up the float incorrectly (that is, the float is short \$15.60)
- given a customer incorrect change (too little)/overcharged
- not separated the tips for the staff

Students needed to be specific about what may have been counted incorrectly – for example, the float or the cash takings – and not just use 'money'.

**Question 19b.**

Marks	0	1	2	Average
%	12	47	41	<b>1.3</b>

- re-count the takings to make sure there wasn't a mistake

- re-count the float to make sure there wasn't a mistake and it has less than it should
- compare dockets to register reading/compare takings to register read
- report to the supervisor/manager/ask for assistance to recount
- check that a tip has not been placed into takings

Most students were able to score marks in this question. Marks were not awarded for responses that suggested that the cashier should look at receipts. Students should remember to recount the float and takings and refer all discrepancies to the manager or ask for assistance.

### Question 20

Marks	0	1	2	3	4	5	Average
%	3	11	23	33	22	9	2.9

A range of answers were possible to score full marks, including the following.

- Apologise and try to calm the customer down/listen to the customer/reassure them that you will solve the issue.
- Attempt to assist the customer – for example, provide napkins to clean up clothing/clean up the area to ensure it is safe for others (that is, not a slip hazard). An apology may be in this step.
- Replace the meal.
- Report to supervisor/complete incident report.
- Offer some compensation to the customer only if approved by supervisor – for example, pay for dry-cleaning, free meal/dessert. (Must report to supervisor first.)
- Follow up by apologising again, providing them with the restaurant's business card, and exchanging details so they can send their dry-cleaning invoice.

Students needed to ensure that they addressed the question logically. An apology needed to occur within the first two steps to gain full marks.

Compensation can only be offered after reporting to the supervisor; however, the dropped meal can be replaced without reporting to supervisor. Many students offered a range of suggestions for compensation but did not report to the supervisor.