

## VCE VET: Business (Office Administration) GA 2: Written examination

### GENERAL COMMENTS

The 2002 paper contained a combination of short-answer, case study and practical questions. The degree of difficulty of the questions varied to allow good students to excel, but also to ensure that average students were able to handle the examination, providing they had prepared well for the subject.

Most students handled all questions in each unit of competence reasonably, but they did particularly well in the following units of competence:

- Participate in allocation and completion of team tasks
- Organise own work schedule to achieve designated team/section goals.

Some improvement is rewarded to handle the following units of competence:

- Prepare and process financial documentation for cash flow and accounting records
- Use the advanced functions of a range of office equipment to complete daily tasks
- Maintain computer files.

Students improved their understanding of the following unit of competence:

- Maintain information records systems to ensure its integrity.

Students also paid more attention to including the full date on each financial source document.

### SPECIFIC INFORMATION

#### Unit of Competence – Participate in allocation and completion of team tasks

Question	Marks	%	Response
<b>Question 1</b>	<b>a–b</b>		<b>a</b>
	0/4	2	Acceptable answers included any three of:
	1/4	2	<ul style="list-style-type: none"> <li>• participate in setting goals for the team</li> </ul>
	2/4	11	<ul style="list-style-type: none"> <li>• participate in identifying tasks for the team</li> </ul>
	3/4	29	<ul style="list-style-type: none"> <li>• complete designated tasks in a timely and efficient manner</li> </ul>
	4/4	56	<ul style="list-style-type: none"> <li>• assist others to complete team tasks</li> </ul>
(Average mark 3.33)			<ul style="list-style-type: none"> <li>• attend scheduled meetings</li> <li>• report regularly as appropriate</li> <li>• communicate effectively with other team members</li> <li>• cooperate with other members of the team</li> <li>• delegate as appropriate</li> <li>• resolve differences of opinion.</li> </ul> <p>Most students showed a good understanding of the responsibilities required of members of a team.</p>
			<b>b</b>
			Acceptable answers referred to any of the following:
			<ul style="list-style-type: none"> <li>• team harmony/cohesion</li> <li>• not letting the team down</li> <li>• relying on one another to complete work.</li> </ul>

<b>Question 2</b>	<b>a-b</b>	0/6      3 1/6      2 2/6      4 3/6      5 4/6      12 5/6      27 6/6      47 (Average mark 4.93)	<b>a</b> Any four of the following: <ul style="list-style-type: none"> <li>• invite guest speaker from the Sales Institute</li> <li>• request one-hour presentations from managers</li> <li>• invite General Manager to open the program</li> <li>• investigate and select a venue</li> <li>• organise presentation aids</li> <li>• investigate and select catering options</li> <li>• submit budget for approval</li> <li>• prepare information kits</li> <li>• send a reminder to people closer to the time</li> <li>• organise refreshments (e.g. lunch, morning and afternoon tea).</li> </ul> <b>b</b> Any two of the following: <ul style="list-style-type: none"> <li>• distribute minutes</li> <li>• each member to meet with their manager to provide a briefing</li> <li>• informal conversations</li> <li>• email.</li> </ul>
	<b>ci-ii</b>	0/4      7 1/4      3 2/4      32 3/4      10 4/4      48 (Average mark 2.9)	Any two of the following actions: <ul style="list-style-type: none"> <li>• set as an agenda item ‘Progress reports from each member’ – helps to keep the team member on target by providing shorter reporting times</li> <li>• be prepared to constructively discuss the problems that incomplete tasks will lead to – helps team member to understand the consequences of not getting his/her tasks completed on time</li> <li>• approach the member directly and discuss the matter calmly – helps to discover if there is a specific reason for non-completion of tasks and to overcome problems</li> <li>• offer to assist, where possible, to get the team member underway – shows that you are supportive of team member, explaining tasks as the need arises</li> <li>• remove the member from the team and share the task with others/new member</li> <li>• introduce a tick sheet where completed tasks are ticked off to help the individual keep track and keep the team leader informed</li> <li>• to fire somebody without working through the normal warning procedures.</li> </ul> Some students suggested ‘firing the team member’. This was not acceptable because it is not possible in a modern business environment. However, ‘dismiss from the team’ was an acceptable action, when qualified with an appropriate explanation. ‘Report the team member to the General Manager’ is not acceptable as the problem would not be handled at this level.
	<b>d</b>	0/3      9 1/3      13 2/3      24 3/3      54 (Average mark 2.23)	Acceptable answers included, any three of the following: <ul style="list-style-type: none"> <li>• the broad range of skills possessed by team members leads to better results</li> <li>• team members learn from each other</li> <li>• if tasks are assigned equitably, the pressure on individuals is minimised</li> <li>• opportunity for completing in a shorter timeframe</li> <li>• increased pool of ideas</li> <li>• working together as a team helps them to be organised and to collectively keep track of the progress.</li> </ul>
<b>Question 3</b>	0/3      4 1/3      9 2/3      25 3/3      62 (Average mark 2.44)	Examples of required information included: <ul style="list-style-type: none"> <li>• explanation of what has to be done</li> <li>• whether/what authorisation required to access anything</li> <li>• when the task must be completed by</li> <li>• what help you can rely on</li> <li>• are you able to use initiative in presentation of the work?</li> <li>• is a draft or progress report required during preparation of the work?</li> <li>• background/reason for the task (may help with understanding how to do job)</li> <li>• who is the task for.</li> </ul> What resources are required is not an acceptable answer.	

<b>Question 4</b>	<b>i-ii</b> 0/2      26 1/2      24 2/2      50 (Average mark 1.24)	A work goal is a long range objective. A work task is a step to be taken towards achieving the work goal. Some students had difficulty distinguishing between these two terms.										
<b>Question 5</b>	0/4      10 1/4      7 2/4      30 3/4      8 4/4      45 (Average mark 2.73)	Important components included: <ul style="list-style-type: none"> <li>• break the job into achievable tasks for people to work on in order of priority</li> <li>• prioritising means that people are not held up waiting for someone else to complete their part of the work, with deadlines to ensure effective completion of the planned work</li> <li>• deadlines help people to complete one task before moving on to another.</li> </ul>										
<b>Question 6</b>	0/2      25 1/2      49 2/2      26 (Average mark 1.01)	Possible strategies included: <ul style="list-style-type: none"> <li>• consult her manager to determine what work takes priority</li> <li>• review her work practices to see if they could be improved</li> <li>• learn to say no – assertiveness training?</li> <li>• have other work channelled through her manager</li> <li>• review job description</li> <li>• seek assistance from others.</li> </ul> ‘Reprioritise’ or ‘do the overtime and get paid for the work’ were not accepted, because these are constantly happening and the situation needs to be resolved.										
<b>Question 7</b>	<b>a-b</b> 0/4      0 1/4      1 2/4      4 3/4      24 4/4      71 (Average mark 3.64)	<b>a</b> <b>The three tasks were:</b> a. Check Manager’s diary f. Confirm luncheon arrangements for today’s staff luncheon g. Retrieve and process messages from the answering machine Some students believed that making a cup of coffee was an acceptable priority at the start of the <b>working</b> day. <b>b</b> <table border="0"> <thead> <tr> <th><b>Task Letter</b></th> <th><b>Reason for low priority</b></th> </tr> </thead> <tbody> <tr> <td>b</td> <td>Not urgent; can be done at any time, to fill gaps in the day</td> </tr> <tr> <td>c</td> <td>Banking won’t be ready yet, and the bank may not be open</td> </tr> <tr> <td>d</td> <td>You should not need a coffee break until mid-morning</td> </tr> <tr> <td>e</td> <td>This can wait as the overheads are not needed till much later</td> </tr> </tbody> </table> Students handled this question well.	<b>Task Letter</b>	<b>Reason for low priority</b>	b	Not urgent; can be done at any time, to fill gaps in the day	c	Banking won’t be ready yet, and the bank may not be open	d	You should not need a coffee break until mid-morning	e	This can wait as the overheads are not needed till much later
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<b>Question 8</b>	<b>a-b</b> 0/2      10 1/2      41 2/2      49 (Average mark 1.39)	<b>a</b> Correct answer: B \$54.45 <b>b</b> Correct answer: A \$93.50 Students demonstrated a better understanding of how to calculate GST than in previous years.										

**Question 9**

**i (3.46/5)**

Office Décor Pty Ltd (ABN 333 234 111)					
342 Valley Road, Preston, Victoria 3072 (PO Box 2307, Preston, Victoria, 3072)					
TAX INVOICE					
Sold to:	Bayview Enterprises		Tax invoice no:	TI-11223	
	12 Main Road		Date:	1 Nov 2002	
	KNOXFIELD VIC 3180		Your order no:	899	
Particulars	Quantity	Rate	Amount	GST	Total
Office chairs (GF456)	8	250	2 000	200	2 200
Computer desk (T80142)	1	1 200	1 200	120	1 320
TOTAL INVOICE AMOUNT			\$3 200	\$320	\$3 520

Students handled this part of the question reasonably well.

**ii (1.84/3)**

Office Décor Pty Ltd (ABN 333 234 111)					
342 Valley Road, Preston, Victoria 3072 (PO Box 2307, Preston, Victoria, 3072)					
ADJUSTMENT NOTE					
Credit:	Bayview Enterprises		Adjustment no:	AN-345	
	12 Main Road		Date:	6 Nov 2002	
	KNOXFIELD VIC 3180		Tax invoice no:	TI-11223	
Particulars	Quantity	Rate	Amount	GST	Total
Return of faulty chairs	2	250.00	500.00	50.00	550.00
TOTAL ADJUSTMENT AMOUNT			\$500.00	\$50.00	\$550.00
AUTHORISED: SIGNATURE					

**iii (1.33/5)**

Office Decor Pty Ltd (ABN 333 234 111)					
342 Valley Road, Preston, Victoria 3072 (PO Box 2307, Preston, Victoria, 3072)					
STATEMENT OF ACCOUNT					
for the month of <u>November 2002</u>					
DR:	Bayview Enterprises				
	12 Main Road				
	KNOXFIELD VIC 3180				
Date	Ref	Particulars	Debits	Credits	Balance
Nov 1		Balance			660.00 DR
2	TI-11223	Sales	3 520.00		4 180.00 DR
	AN-345	Adjustment		550.00	3 630.00 DR
	GA/456	Receipt		660.00	2 970.00 DR
TERMS: 2.5% DISCOUNT FOR CASH WITHIN 30 DAYS OF STATEMENT: _____ E&OE					

Students had some difficulty with this question. Many did not calculate the balance column appropriately.

iv. (3.81/5)

<b>RECEIPT</b> ABN 333 234 111		<b>Office Décor Pty Ltd</b> 342 Valley Road, Preston, Victoria 3072 PO Box 2307, Preston, Victoria, 3072	
<b>Received from:</b>	<u>Bayview Enterprises (1 mark)</u>	<b>Receipt No: GA/456</b>	
<b>Amount:</b>	<u>Six hundred and sixty dollars — (1 mark)</u>	<b>Date:</b>	<u>12 Nov 2002</u> (1 mark)
<b>Being for:</b>	<u>Payment of account (1 mark)</u>		
<b>Amount:</b>	<u>\$ 660.00 (1 mark)</u>	<b>Cash/cheque</b>	
<b>Discount:</b>	<u>\$ -</u>	<b>Signed:</b>	Signature

Some students used the cheque information (but the question was handled fairly well apart from that).

v. (1.66/4)

Date: 2 November 2002			<b>Austar Bank Preston Branch</b>		
To: Brentwood Holdings			Date: <u>12 November 2002</u>		
For: Account			Pay: <u>Brentwood Holdings</u> or bearer		
			The sum of: <u>One thousand, two hundred and forty dollars</u> \$ <u>1,240.00</u>		
	\$	C	<div style="font-size: 2em; color: blue; transform: rotate(-30deg); opacity: 0.5;">Not Negotiable</div> Authorised signature  Office Decor Pty Ltd    491311    063 00  1016		
Balance	156 890	00			
Deposits	2 000	00			
Balance	<b>158 890</b>	<b>00</b>			
This Cheque	1 240	<b>00</b>			
Balance	<b>157 650</b>	<b>00</b>			
491311					

Some students made the mistake of deducting the deposit and adding the cheque amount in the cheque butt.

Question 10 (5.08/7)

<b>Hometown Bank</b>					<b>Deposit Slip</b>		
Date: 1 November 2002					Account No: 3214345654		
Name: Elderlycare					\$ C		
<b>Drawer</b>	<b>Bank</b>	<b>Branch</b>	<b>\$</b>	<b>c</b>	<b>Notes</b>	<b>350</b>	<b>00</b>
					<b>Coins</b>	<b>69</b>	<b>75</b>
					<b>Total Cash</b>	<b>419</b>	<b>75</b>
					<b>Cheques</b>		
					<b>Total</b>	<b>419</b>	<b>75</b>
					<b>Deposits</b>		

10 x \$20 notes = \$200

15 x \$10.00 notes = \$150

25 x \$2.00 coins = \$50

27 x 0.50 cent coins = \$13.50

19 x 0.20 cent coins = \$3.80

49 x 0.05 cent coins = \$2.45

Some students incorrectly included Robert Loricco in the Drawer section of the form, while others miscalculated the notes and coin amounts.

Question	Marks	%	Response						
<b>Question 11</b>	0/3 1/3 2/3 3/3 (Average mark 2.61)	3 4 22 71	Any three of the following: <ul style="list-style-type: none"> <li>• height of chair</li> <li>• feet flat on floor</li> <li>• wrists up</li> <li>• back straight</li> <li>• backrest in middle of back</li> <li>• position of screen for eyes</li> <li>• keyboard right height/positioning</li> <li>• adjustable keyboard space on desk.</li> </ul>						
<b>Question 12</b>	0/2 1/2 2/2 (Average mark 1.69)	4 23 73	Possible benefits included: <ul style="list-style-type: none"> <li>• place less stress on areas of the body</li> <li>• back supported by correct posture with feet flat on floor and back rest in right position</li> <li>• screen in right position to avoid eye strain.</li> </ul>						
<b>Questions 13 and 14</b>	<b>13a</b> 0/4 1/4 2/4 3/4 4/4 (Average mark 2.91)	10 3 27 7 53	<b>13a</b> <table border="0" style="margin-left: 40px;"> <thead> <tr> <th>Error</th> <th>Correction</th> </tr> </thead> <tbody> <tr> <td>1 too</td> <td>to</td> </tr> <tr> <td>2 that</td> <td>than</td> </tr> </tbody> </table>	Error	Correction	1 too	to	2 that	than
	Error	Correction							
1 too	to								
2 that	than								
<b>13b–14</b> 0/5 1/5 2/5 3/5 4/5 5/5 (Average mark 2.96)	13 3 22 4 55 4	<b>13b</b> <table border="0" style="margin-left: 40px;"> <thead> <tr> <th>Error</th> <th>Correction</th> </tr> </thead> <tbody> <tr> <td>1 tryed</td> <td>tried</td> </tr> <tr> <td>2 assingment</td> <td>assignment</td> </tr> </tbody> </table> <p>Some students did not read the question properly, and confused errors that would and would not be picked up by spell check (placing answers for Question 13a under 13b and vice versa).</p> <p><b>14</b> Sans serif is text without tails/flange on the end of the character. This question was handled very poorly.</p>	Error	Correction	1 tryed	tried	2 assingment	assignment	
Error	Correction								
1 tryed	tried								
2 assingment	assignment								
<b>Question 15</b>	<b>a–c</b> 0/4 1/4 2/4 3/4 4/4 (Average mark 3.32)	9 2 11 5 73	Examples of appropriate use: <ul style="list-style-type: none"> <li>• all enhancements on ‘Gala Fete’ – helps to make the information stand out as the most important</li> <li>• bolding for ‘School Grounds’ to make the place stand out.</li> </ul> <p>Examples of inappropriate use:</p> <ul style="list-style-type: none"> <li>• small caps and size of font for the date of the fete – date is important and does not stand out</li> <li>• all the different fonts make the document too busy.</li> </ul> <p>Students demonstrated a good understanding of text enhancements which were appropriate.</p>						

<b>Question 16</b>	<b>a-b</b> 0/3      47 1/3      6 2/3      10 3/3      37 (Average mark 1.37)	<b>a</b> Any one of the combinations listed below: <ul style="list-style-type: none"> <li>geographical/subject</li> <li>geographical/alphabetical</li> <li>subject/alphabetical</li> <li>numeric/alphabetical</li> <li>numeric/subject</li> <li>numeric/geographical.</li> </ul> This question was handled reasonably well. <b>b</b> Single method would be inappropriate. Any reasonable explanation relevant to the combination chosen.								
<b>Question 17</b>	0/3      16 1/3      33 2/3      43 3/3      8 (Average mark 1.42)	<table border="1" data-bbox="627 589 1422 819"> <thead> <tr> <th data-bbox="627 589 802 622">Letter</th> <th data-bbox="802 589 1422 622">Definition</th> </tr> </thead> <tbody> <tr> <td data-bbox="627 622 802 685"><b>Flat Box</b></td> <td data-bbox="802 622 1422 685">A file with a lid and a metal holder to store papers securely.</td> </tr> <tr> <td data-bbox="627 685 802 748"><b>Rotary File</b></td> <td data-bbox="802 685 1422 748">A round revolving metal storage container where cards are filed.</td> </tr> <tr> <td data-bbox="627 748 802 819"><b>Tickler Files</b></td> <td data-bbox="802 748 1422 819">Usually a small plastic box that is divided with cardboard partitions where reminders are stored.</td> </tr> </tbody> </table> There was some confusion over what a Flat Box file was.	Letter	Definition	<b>Flat Box</b>	A file with a lid and a metal holder to store papers securely.	<b>Rotary File</b>	A round revolving metal storage container where cards are filed.	<b>Tickler Files</b>	Usually a small plastic box that is divided with cardboard partitions where reminders are stored.
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<b>Tickler Files</b>	Usually a small plastic box that is divided with cardboard partitions where reminders are stored.									
<b>Question 18</b>	0/2      18 1/2      58 2/2      24 (Average mark 1.05)	An acceptable answer included the following points: A <b>manual</b> system is required to store all hard copies of documents that come into the office and some that are created within the office. An <b>electronic</b> system is required to store computer files, email and internet documents as required, rather than having to print everything.								
<b>Question 19</b>	0/4      32 1/4      8 2/4      30 3/4      6 4/4      24 (Average mark 1.8)	Answers included the following pieces of information: <ul style="list-style-type: none"> <li>instructions on how to handle a paper jam to avoid being burned</li> <li>turn off when leaving the office for the night</li> <li>never raise the cover when the copier is in operation because the light could be damaging to your health</li> <li>make sure it is not possible to trip over the connection to the power</li> <li>do not use aerosol cans near the photocopier, particularly if it is being used or even just turned on</li> <li>do not drop paper clips into the photocopier</li> <li>if you notice a burning smell or smoke coming from the machine turn it off at the power and report the problem.</li> </ul> Some students failed to relate their answers to the Occupational Health and Safety (OH&S) issues as required in the question.								
<b>Question 20</b>	0/2      18 1/2      50 2/2      32 (Average mark 1.13)	A good answer covered the following: To reward and encourage creative effort. The author/creator of the original work has control over how that work is used and benefits from that use. If an organisation wishes to use an original work they generally have to pay a fee to the author/creator. Heavy penalties apply for breaches of copyright.								
<b>Question 21</b>	0/2      38 1/2      27 2/2      35 (Average mark 0.97)	Answers included any two of: <ul style="list-style-type: none"> <li>literary works</li> <li>dramatic works</li> <li>artistic works</li> <li>musical works</li> <li>films</li> <li>sound recordings</li> <li>broadcasts</li> <li>websites</li> <li>ideas.</li> </ul> Some students had difficulty producing two different answers.								

<b>Question 22</b>	<b>a-b</b> 0/4      33 1/4      11 2/4      25 3/4      6 4/4      25 (Average mark 1.8)	Acceptable answers (to a and b) included: <ul style="list-style-type: none"> <li>• photocopier collation for handouts for audience</li> <li>• photocopier bypass for overhead transparencies</li> <li>• presentation software for projection of slides</li> <li>• data projector and computer</li> <li>• overhead projector</li> <li>• word processing spell check saves time compared to manual check</li> <li>• double sided printing on paper keeps costs down.</li> </ul> <p>This question was not handled very well. Some students failed to appropriately explain why two advanced features would assist in the preparation for the presentation.</p>
<b>Question 23</b>	0/2      20 1/2      41 2/2      39 (Average mark 1.19)	Any two tasks from the following: <ul style="list-style-type: none"> <li>• review manual on how to use the system</li> <li>• check that a tape is in the machine – shows understanding of the function is acceptable</li> <li>• record a greeting message</li> <li>• make a test phone call to check that the machine is recording</li> <li>• check that a message can be retrieved, saved and deleted.</li> </ul> <p>Some students did not read the question properly and responded to using a telephone rather than a telephone answering system.</p>
<b>Question 24</b>	0/2      12 1/2      22 2/2      66 (Average mark 1.54)	Answers needed to include: <b>Deleting</b> – removes files permanently <b>Archiving</b> – moves files to long-term storage  While this question was generally handled well, some students had difficulty explaining a difference between archiving and deleting electronic files.
<b>Question 25</b>	0/3      55 1/3      21 2/3      13 3/3      11 (Average mark 0.8)	Correct procedures included some of the following steps: <ul style="list-style-type: none"> <li>• review when file last used</li> <li>• determine if work the file relates to has been finalised/ask your manager</li> <li>• determine whether it could be used as a template for other jobs before archiving</li> <li>• set up archive folder</li> <li>• record where file is to be archived</li> <li>• remove to archive storage.</li> </ul>

**Question 26**

<b>Marks</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Average</b>
<b>%</b>	46	8	18	3	20	1	3	<b>1.59</b>

There were two acceptable approaches to answering this question.



Approach 1:

- Singh Computers
  - Client Funded Training
    - Administrative Training
      - Mail
      - Filing
      - Telephone Techniques
    - Computer Training
      - Access
      - Excel
      - Publisher
      - Word
  - Government Funded Training
    - Administrative Training
      - Mail
      - Filing
      - Telephone Techniques
    - Computer Training
      - Access
      - Excel
      - Publisher
      - Word

Approach 2:

- Singh Computers
  - Administrative Training
    - Client Funded
      - Mail
      - Filing
      - Telephone Techniques
    - Government Funded
      - Mail
      - Filing
      - Telephone Techniques
  - Computer Training
    - Client Funded
      - Access
      - Excel
      - Publisher
      - Word
    - Government Funded
      - Access
      - Excel
      - Publisher
      - Word

Many students were unable to demonstrate an understanding of folders and subfolders, as required in this question.