



2003 VCE VET: Business (Office Administration) GA 2: Written examination

GENERAL COMMENTS

Teachers should note that the comments made in this report are relevant for the VCE VET program that is drawn from the BSA97 Business Office Administration Training Package. For scored assessment in 2004 teachers are referred to the VCE VET Business Administration Assessment Guide published in November 2003.

The 2003 paper contained a combination of short-answer, case study and practical questions. The degree of difficulty of the questions was varied to allow good students to excel, but also to ensure that the average student was 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 units of competence such as:

- BSATEM201A Participate in allocation and completion of team tasks
- BSAORG201A Organise own work schedule to achieve designated team/section goals
- BSAFIN201A Prepare and process financial documentation for cash flow and accounting records.

Some improvement is needed in handling units of competence such as:

- BSATEC201A Use the advanced functions of a range of office equipment to complete daily tasks
- BSAINF201A Maintain information records systems to ensure its integrity
- BSATEC303A Maintain computer files.

Question 1

a–b

Marks	0	1	2	3	4	Average
%	3	11	21	31	34	2.83

a

Acceptable answers included any three of:

- create a daily list of things to be done
- set goals and priorities
- create a work schedule
- avoid double handling of material
- complete each task fully before starting a new task
- avoid distractions/time wasters
- seek help if necessary
- have a clear work area
- collect all necessary information to complete task
- check all necessary equipment is available and working properly.

b

Acceptable answers referred to any of the following:

- work may not be completed on time or may not be completed at all/properly
- to keep you on task
- to ensure you do not cause hold ups for other people in their workload
- workplace depends on productivity for cost effectiveness
- reduced consumer wastage (e.g. paper).

Most students showed a good understanding of the need to complete work efficiently.

Question 2

Marks	0	1	2	Average
%	7	29	64	1.57

Acceptable answers included any two of:

- lack of information to complete the task
- relying on other people
- distractions/time wasters
- lack of equipment
- lack of skills

- someone might request your assistance to do something else
- equipment failure
- change in priorities for work.

Students showed excellent understanding of reasons why work tasks may take longer to complete than anticipated.

Question 3

Marks	0	1	2	3	Average
%	8	16	35	41	2.08

Acceptable answers included any three of:

- reluctance of team members to communicate ideas
- manager may not be prepared to listen to suggestions from team members
- manager may not bond with team
- feeling of superiority by manager
- team members competing for recognition from manager
- power struggle
- lack of team cohesion
- defensive behaviour when ideas, plan of action etc. are questioned
- withdrawal from team activities, both physical and verbal
- senior manager may be called away from the team often, instead of being a part of the team
- the manager may impose his/her will on the functioning of the team.

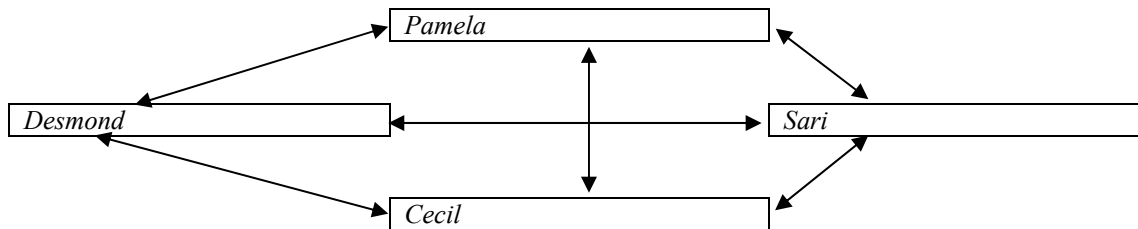
Most students showed a good understanding of possible negative consequences that may occur when one member of the team is from a higher management level than the other members of the team.

Question 4

a–b

Marks	0	1	2	3	4	5	Average
%	4	3	6	11	15	61	4.10

a



b

Open two-way communication between all team members allows overall goals to be achieved.

Most students demonstrated an excellent understanding of ‘team’ communication and why it is important.

Question 5

a–b

Marks	0	1	2	3	4	5	6	Average
%	4	1	5	6	21	15	48	4.75

a

Acceptable answers included any three of:

- poor communication within the team
- lack of team cohesion
- poor participation by team members
- team goals not identified
- team leadership is not effective
- team too big for the project
- changes in team membership
- disorganisation – work not completed on time
- too much socialising
- personality clashes.

b

Acceptable answers included the following:

- poor communication within the team – team members are not aware of what is happening within the team
- lack of team cohesion – tasks within the project may be held up because people may not cooperate with one another

- poor participation by team members – tasks may not get done
- team goals not identified – confusion amongst the team members
- team too big for the project – delineation of responsibilities may be blurred, too many people/ideas/egos
- changes in team membership – could cause slow down of work; change in team dynamics
- disorganisation – work not completed on time
- too much socialising – work not completed on time
- personality clashes – less efficiency/work not completed on time/refusal to work with one another.

Most students had a good understanding of what may limit the success of a project team and how these limitations could stall the project.

Question 6

a–b

Marks	0	1	2	3	4	5	Average
%	1	5	15	29	30	20	3.42

a

Acceptable answers included any three of:

- interpersonal skills
- ability to listen
- respect for other members of the group
- genuine interest in and commitment to the setting of goals/completing tasks
- a feeling of empathy towards the values, attitudes and beliefs of other group members
- ability to work in a team environment
- ability to communicate appropriately
- time management.

b

Acceptable answers included any two of:

- respect for viewpoints is essential
- working with others often uncovers not only similar opinions on many subjects, but also a vast difference in values, attitudes and beliefs
- differences may be the basis of disharmony and disruption for people in the workplace unless they are understood and respected
- if differing opinions can be channelled into a pool of information from which informed decisions can be made, the value gained both on a personal and an organisational scale can be immense.

Most students had a good understanding of what skills are important for working in a team and why those skills are important.

Question 7

Marks	0	1	2	3	4	5	Average
%	3	4	9	21	31	32	3.67

Acceptable answers included any five of:

- include all tasks to be completed for the day
- prioritise tasks in order of importance
- estimate how long each task will take to complete – create deadlines
- after estimating the time required for each task review the number of tasks to be completed for the day
- are your priorities in line with company policy procedures? e.g. mail must be collected at the start of the day
- are all tasks identified as the personal responsibility of particular people?
- if the responsibility is shared with someone else, have you negotiated completion with that person and clarified your involvement?
- project review and reporting.

Most students had a good understanding of the components of a work schedule.

Question 8

Marks	0	1	2	3	4	Average
%	2	6	22	35	35	2.94

Acceptable answers included any five of:

- ability to communicate the team goals and work tasks
- ability to listen
- ability to communicate instructions or an idea
- ability to encourage people to do their best, i.e. motivate and/or build self esteem
- willingness to make changes where required

- willingness to accept new ideas and suggestions
- ability to manage poor performance/keep team members focused on project
- ability to delegate
- offer praise where deserved
- provide training where needed
- extensive knowledge of what is required
- manage potential conflict within the team
- ability to allocate team tasks appropriately
- ability to work in a team environment
- empathy
- vision.

Most students had a good understanding of the qualities required of a good team leader.

Question 9

Marks	0	1	2	3	Average
%	46	20	18	16	1.03

An example of a good answer to this question was:

A long term goal of an organisation might be to expand the business nationally. This might take a few years to achieve. A short term goal might therefore be to open a new office in one other state. Therefore a short term goal might be pursued as part of the long term goal. That is, a short term goal assists in the achievement of the long term goal.

Some students had difficulty describing the difference between short term and long term goals and using an appropriate example to show the difference.

Question 10

Marks	0	1	2	3	4	Average
%	18	19	23	24	16	1.99

Acceptable answers included the following steps:

- inspect – look for release mark to indicate that the document has been processed and is ready for filing, determine whether alphabetic/numeric, filing
- index/code – underline or highlight the name, number or subject the document is to be filed under. It may be necessary to indicate a cross reference where filing may occur under two or more names
- sort – arrange documents into the order in which they will be filed
- file – place the documents into the individual file folders.

Some students did not know the steps involved in the filing cycle and were therefore unable to explain what each step was in detail.

Question 11

Marks	0	1	2	3	4	5	Average
%	40	2	13	4	4	37	2.40

Acceptable answers were placed in the following order:

- client no 333 Geelong VIC
- client no 333 Glenorchy VIC
- client no 333 Lilydale TAS
- client no 862 Lilydale TAS
- client no 862 Lilydale VIC.

Some students had difficulty with this question. Some students filed according to client number, followed by state, followed by suburb. This was acceptable providing they were filed alphabetically in state and then suburb.

Question 12

Marks	0	1	2	Average
%	9	37	54	1.44

Acceptable answers included any two of:

- remove and archive files
- remove and destroy dead files
- set up another filing cabinet for additional files
- make electronic copies of 'hard' documents to reduce physical filing capacity required, e.g. TRIM.

Question 13

i


Marks	0	1	2	3	4	5	6	Average
%	2	2	12	8	9	26	41	4.60

Blanksby Stationery (ABN 322 223 345) 17 West Road, SCORESBY VIC 3179						
TAX INVOICE						
Sold to: <u>Bryant Bros</u> <u>32 Allendale Road</u> <u>GLEN WAVERLEY VIC 3150</u>				Tax invoice no: <u>223001</u> Date: <u>31 Oct 03</u> Your order no: <u>AA12</u>		
Stock no	Particulars	Quantity	Rate	Amount	GST	Total
PA235	Paper, A4 Bond, White	16 reams	5.00	80.00	8.00	88.00
PA237	Paper, A4 Bank, Light Green	5 reams	6.00	30.00	3.00	33.00
PA236	Paper, A4 Bank, Light Blue	12 reams	6.00	72.00	7.20	79.20
TOTAL INVOICE AMOUNT				182.00	18.20	200.20

Some students did not handle the GST component of this question very well.

ii

Marks	0	1	2	3	4	5	6	Average
%	6	6	9	15	13	22	29	4.07

RECEIPT	Blanksby Stationery	
ABN 322 223 345	17 West Road	
	SCORESBY VIC 3179	
Received from:	<u>Bryant Bros (1 mark)</u>	Receipt No: GA/456
Amount:	<u>Seven hundred and sixty dollars — (1 mark)</u>	Date: <u>31 Oct 2003</u> (1 mark)
Being for:	<u>Payment of account (1 mark)</u>	
Amount:	<u>\$ 760.00 (1 mark)</u>	Cash/cheque (1 mark)
Discount:	<u>\$ —</u>	Signed:  Signature

iii

Marks	0	1	2	3	4	5	6	Average
%	15	7	8	12	17	25	16	3.48

Date: 31 October 2003			New Star Bank	
To: APM Pty Ltd			Glen Waverley Branch	
For: Account/Purchases	Pay: or bearer			Date: 1 _____
	<u>APM Pty Ltd</u>			<u>31 October 2003</u>
	The sum of: \$	<u>Three thousand, one hundred and</u>		
		<u>forty dollars —</u>		<u>3,140.00</u>
	\$	C		
Balance	<u>53 890</u>	<u>00</u>		
Deposits	<u>2 400</u>	<u>00</u>		
Balance	<u>56 290</u>	<u>00</u>		
This Cheque	<u>3 140</u>	<u>00</u>		
Balance	<u>53 150</u>	<u>00</u>		
491311				

Not Negotiable

Blanksby Stationery
 Authorised signature

Some students confused the information required for the receipt with that of the information required for the cheque.

Question 14

a–b

Marks	0	1	2	3	4	5	6	Average	
%	20	12	16	16	15	13	8	2.65	

a–b

Date	Ref	Particulars	Receipts	Payments	GST	Stationery	Travel	Postage	Staff Amenities	Sundries
2003 Oct 1	Chq 233	Advance	150.00							
5	013	Wrapping paper		15.95	1.45					14.50
10	014	Parcel Post		22.00	2.00			20.00		
11	015	Cleaning		10.45	0.95					9.50
16	016	Taxi fare		14.08	1.28		12.80			
20	017	Tea and coffee		13.20	1.20				12.00	
23	018	Parcel Post (1 mark)		16.50	1.50			15.00		
28	019	Highlighters (1 mark)		25.30	2.30	23.00				
		(1 mark)		117.48	10.68	23.00	12.80	35.00	12.00	24.00
31		Balance c/f (1 mark)		32.52						
		(1 mark)	150.00	150.00						
		Balance b/f (0 mark)	32.52							
	Chq 242	Reimbursement (1 mark)	117.48							

Some students did not know how to balance the Petty Cash Book or how to manage the reimbursement.

Question 15

Marks	0	1	2	3	4	5	6	7	8	Average
%	23	4	12	5	14	4	19	2	17	3.81

Acceptable answers included any four of:

- bank at least once a day – cash left in the business is not secure from theft
- vary the time of banking – banking at the same time every day would make it easier for thieves to know the banking habits of businesses
- vary the route taken by the person doing the banking – to break routine to avoid theft
- make sure that the people doing the banking – fit, strong and healthy so that they do not become a target – small, less fit people would be an easier target for thieves
- ensure a trustworthy employee does the banking – business should be able to trust the person who is responsible for the banking
- ensure you do not complete other tasks while taking the money to the bank – so you do not lose the money.

Some students were not able to correctly identify appropriate security measures and reasons why these procedures are important when banking the takings of the business.

Question 16

Marks	0	1	2	3	4	5	6	Average	
%	1	2	4	9	12	8	64	5.09	

Appropriate documents were:

Transaction	Documents required
a Pay account owing to Telstra.	Cheque
b Sell goods on credit to Will Paelater Pty Ltd.	Sales Invoice
c Make an allowance for goods, previously sold on credit, that have been returned as unsuitable.	Adjustment Note
d Receive payment by cheque for amount owing to us.	Receipt
b Pay account owing to the Tax Office.	Cheque
e Provided a summary of transactions for the previous month to a customer	Statement of Account

Most students handled this question very well and were able to identify the correct documents.

Question 17

Marks	0	1	2	3	4	5	6	Average
%	16	7	19	8	27	4	19	3.12

Acceptable answers included any three of:

- use different paper stock in one printing process – booklet covers
- produce overheads – presentation
- enlarge – poster, magazine article
- reduce – from A3 to A4, etc.
- delete parts of the document being copied – only require part of the document being copied for another publication
- folding – brochure
- repositioning – for binding purposes
- changing the lightness or darkness of a document – old light document could be darkened to make it readable, handwritten document sometimes need to be darker, heavy dark background which makes the document unreadable could be lightened to improve readability
- scan – include a drawing/artwork/plan in a photocopied booklet
- fax function – so that the organisation does not have to buy and place two pieces of equipment
- hole-punching – for binding purposes
- automatic power down – to save power
- automatic paper size selection – save time and therefore money, also save wasted paper
- stored settings for particular printing jobs – save time setting up particular settings when needed.

Many students did not have a good understanding of the advanced functions of a photocopier and of how a business might use these advanced functions.

Question 18

Marks	0	1	2	Average
%	31	47	22	0.90

Acceptable answers included any two of:

- set up schedule for regular cleaning and maintenance
- use reminder system to alert you to the fact that it is time to carry out regular cleaning and maintenance
- pre-book regular cleaning and maintenance for all equipment
- maintain cleaning and maintenance register for each piece of equipment.

Some students did not have a good understanding of what procedures to put in place to ensure regular cleaning and maintenance of office equipment.

Question 19

Marks	0	1	2	Average
%	44	36	20	0.75

Acceptable answers should have mentioned the following:

- delayed transmission
- broadcast.

Most students had a good understanding of these features of a fax machine.

Question 20

a–b

Marks	0	1	2	3	4	5	6	7	8	Average
%	6	1	9	2	11	2	15	7	47	5.94

a

	Error	Correction
1	access	access
2	personelly	personally

b

	Error	Correction
1	possibly	possible
2	passed	past

Some students were unable to identify the errors and then indicate how those should be spelt.

Question 21

Marks	0	1	2	3	Average
%	5	31	41	23	1.82

Acceptable answers included any three of:

- to check for typing errors
- to save reprinting and therefore save paper
- to save time instead of having to reprint
- to recheck numeric data
- to make sure the document reads correctly/makes sense
- to make sure that everything that needs to be included, has been included
- to check that the style you have used meets the requirements of policies and procedures of the organisation for which you work
- to make sure that all instructions relating to the document have been followed.

Many students did not have an understanding of the need to proofread so that errors other than spelling and grammar could be identified.

Question 22–23

Marks	0	1	2	3	4	Average
%	1	10	18	29	42	3.00

Question 22

The only acceptable answer is:

Portrait paper is where the height is greater than the width. Landscape paper is where the width is greater than the height.

Question 23

Acceptable answers included:

Equipment	Adjustment
Desk	Keyboard adjustment; position desk in the office for maximum use of light
Chair	Height of seat, back adjustment up or out
Computer	Screen position/slant, screen position from eyes, screen glare protection

Some students did not describe the adjustment to show the ergonomic soundness of the adjustment.

Question 24

a–b

Marks	0	1	2	Average
%	15	45	40	1.24

a

Gigabyte

b

Byte

Many students were unable to identify the above terminology as having the most and least storage capacity.

Question 25–27

Marks	0	1	2	3	4	5	Average
%	9	33	29	21	7	1	1.88

Question 25

To duplicate data for storage.

Question 26

Acceptable answers included any two of:

- minimise file corruption
- increase the speed of filing and retrieving electronic documents
- provides more space to store electronic files.

Many students were not able to identify the benefits of hard disk compression.

Question 27

Acceptable answers included any two of:

- ask for the backup file from the network administrator/system administrator
- use a diagnostic program such as Norton's Disk Doctor to repair the file
- ask the Helpdesk/Information systems people to assist
- scan the existing hard copy of the document.

Some students were unable to provide appropriate solutions to this problem.

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41 St Andrews Place, East Melbourne 3002

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