



GENERAL COMMENTS

The 2010 examination comprised two sections:

- Section A – multiple-choice questions
- Section B – short-answer questions.

It was encouraging to see that students read questions thoroughly before attempting to respond. Students are also reminded that jargon and slang are not acceptable in responses.

It is not necessary to repeat the question in the answer. The space provided on the examination paper for answers and the marks allocated should be used as a guide to the length of the answer required.

SPECIFIC INFORMATION

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	1	4	9	86	
2	5	75	19	1	
3	84	5	7	4	
4	3	6	5	85	
5	1	0	97	3	
6	43	10	20	27	Students need to become familiar with specific terms relating to business documents, part of FNSICGEN305B Maintain Daily Financial/Business Records, Elements 1 and 2.
7	5	1	4	90	
8	5	66	6	22	
9	49	24	17	11	Teachers need to ensure students have a deeper knowledge of the competency BSBWOR301A Organise personal work priorities and development, Element 1. This reflects workplace requirements.
10	72	7	15	5	
11	7	64	8	21	
12	9	24	64	3	
13	65	6	20	9	
14	1	93	4	2	
15	1	1	4	95	
16	4	31	32	33	Feedback is an integral part of team performance and is listed within the competency BSBINN301A Promote innovation in a team environment, Element 4. It is important that students recognise how to give and receive feedback to inspire innovation within a team.
17	7	36	7	51	Students need to be aware of proofreading and editing techniques that apply in the workplace (BSBITU306A Design and produce business documents, Elements 1 and 2).
18	1	6	61	31	
19	29	22	20	29	This terminology is used to describe common layout problems when designing multiple page documents. (BSBITU306A Design and produce business documents, Element 2).
20	0	1	98	1	



Section B – Short answer questions

For each question, an outline answer (or answers) is provided. In some cases, the answer given is not the only answer that could have been awarded marks.

Question 1

Marks	0	1	2	3	Average
%	3	7	33	58	2.5

Any three of:

- the date is correct
- it has been signed
- the value of the cheque in words agrees with the figure amount ('money amount' only was not acceptable)
- crossed 'not negotiable'
- written amount and a numbered amount
- payee's name (person to whom the cheque is made out to).

The majority of students answered this question well.

Question 2

Marks	0	1	2	Average
%	20	46	34	1.2

Answers included:

- recheck your vouchers and/or receipts and/or the opening and closing balances
- recount cash in petty cash box/tin
- ask a team member/supervisor/accountant to check your work.

Some students were unable to demonstrate their full knowledge of the petty cash process.

Question 3

Marks	0	1	2	Average
%	14	44	41	1.3

Any two of:

- summarise information
- paraphrase instructions
- use appropriate body language
- listening
- negotiating with others regarding tasks
- speaking clearly
- communication skills
- showing empathy
- emotional intelligence (reading someone's emotions and responding appropriately).

Many students answered this question appropriately. Some students did not understand the meaning of 'interpersonal skills'.

Questions 4a. and 4b.

Marks	0	1	2	Average
%	67	29	4	0.4

Questions 4a. and 4b. were not answered well.

Question 4a.

A decentralised filing system is a system where:

- company records are distributed within the departments
- each department has their own filing system.

2010 Assessment Report



Question 4b.

Cross-referencing is when information on a particular topic is stored in more than one place and reference to where it is stored is noted in all places.

Question 5

Marks	0	1	2	Average
%	10	19	71	1.6

Prioritising: working out what has to be done from most important to least important; ranking.

Scheduling: order in which tasks need to be carried out; allocating times when tasks need to be carried out; to do list.

Most students answered this question well.

Question 6

Marks	0	1	2	Average
%	21	49	30	1.1

Any two of:

- delegate if possible
- keep personal telephone calls to a minimum
- discuss your workload with your team leader
- change jobs with better/more suitable hours
- institute a job-share arrangement
- learn to say 'no' when necessary
- develop a work schedule
- request flexible work hours.

There were some good answers to this question. However, some students suggested taking work home and/or taking a holiday. Neither of these answers was accepted, as they would not solve the problem.

Question 7a.

Marks	0	1	2	Average
%	22	26	53	1.3

Workgroup: group of people working together (without a common goal)

Team: formed for a specific purpose, sharing ideas and resources for a given period/purpose

Many students were able to distinguish between a work group and a team.

Question 7b.

Marks	0	1	2	Average
%	15	62	23	1.1

Any two of:

- so that tasks/goals can be completed on time and within budget
- to be able to get things done in a more productive way
- to make the most of the skills and abilities of all those on the team
- to make better use of time to allow for innovative practices.

Many students were able to explain why time management was important.

Question 7c.

Marks	0	1	2	Average
%	57	29	14	0.6

Innovative work practices are important to the success of the team so that they can achieve company objectives (outcomes), which may include:

2010 Assessment Report



- improving customer service by addressing customer feedback
- conceiving and implementing a particular project or developing new services or products, thus helping to maintain and/or improve market share
- generating ongoing ideas within the work unit to give the company a competitive edge
- improving or changing work conditions to help increase profitability
- producing new ideas that have an impact beyond the workplace; for example, a broader social or community impact
- avoiding bankruptcy by improving budgetary performance. This could also aid employees in keeping their jobs.

The team needs to be proactive and demonstrate initiative, displaying inventiveness, to ensure the success of the team (BSBINN301A Promote innovation in a team environment, Elements 1 and 2).

Responses suggested that few students understood the meaning of the word 'innovative'.

Question 8

Marks	0	1	Average
%	11	89	0.9

In case:

- the document becomes corrupted
- you cannot open the file
- you delete the file by mistake
- there is a theft or fire
- the hard disk fails
- you lose your information.

Most students answered this question well.

Questions 9a. and 9b.

Marks	0	1	2	3	Average
%	78	18	4	1	0.3

These questions were poorly answered by students.

9a.

An outlined numbered list shows items at different levels. By using the automatic numbering system, you are able to move across the page at predetermined points without having to use the Tab function. This saves time and ensures that the text will still align at the predetermined point if the font or size of font changes.

The numbering system can be customised to use other symbols; this can be useful in technical reports where specific signs and symbols may be used for effect.

9b.

Explanation:

- makes editing of points in a document easier
- helps to maximise presentation and appearance of information
- identifies different levels in a report
- enables clarity.

Question 10

Marks	0	1	2	3	4	5	Average
%	2	2	7	15	34	41	4.0

Any five of:

- sender's details (letterhead): who it is from, contact details
- date: legal reasons; turnaround response time; record of when letter was written (not when letter was sent)
- reference line: usually the initials of the originator of correspondence and person preparing the correspondence (if not the same person); useful for follow-up correspondence

2010 Assessment Report



- inside name and address: important that this matches the envelope; ensures the recipient is the intended audience; make sure the right person gets the right letter
- salutation: courtesy; dictates tone of correspondence
- subject line: refers to purpose of correspondence; indicates what letter is about
- body of letter: purpose of correspondence; discussion of correspondence; details of correspondence (all these answers were accepted)
- complimentary close: closes off correspondence
- attachment/enclosures: signals to the recipient that something is included with the correspondence; acts as a reminder to the sender to ensure that attachment/enclosure is actually with the correspondence in the envelope
- referenced initials: originator/word processor.

Most students answered this question well.

Question 11

Marks	0	1	2	Average
%	53	33	13	0.6

A cash discount is a discount for:

- payment of credit accounts made before a specified time
- early payment of credit accounts within a specified time
- paying with cash, not credit cards.

A trade discount reduces the cost of goods to established customers (and applies to people within a trade).

Students did not answer this question well. Most students had difficulty expressing themselves. Some students suggested that 'cash discount' was receiving a discount when paying by cash (this explanation was accepted); however, few students understood the term 'trade discount', with most suggesting it was when people traded.

Teachers should ensure that students are aware of business practices, and terms, between supplier and purchaser (FNSICGEN305B Element 1).

Question 12

Marks	0	1	2	Average
%	20	42	38	1.2

Any two of the following points were acceptable for two marks. This information could be generated both by the workplace and from information coming into the workplace from outside.

- library catalogues
- customer records
- financial figures
- invoices
- personnel records
- production targets
- sales records
- forms (insurance, membership, etc.)
- face to face meetings
- professional development workshops/training sessions
- Internet forums
- text/SMS/instant messaging

Most students answered this question reasonably well.

Question 13

Marks	0	1	2	Average
%	8	25	68	1.6

Any two of:

- budget limitations
- competing priorities

2010 Assessment Report



- culture clashes
- time pressures
- equipment failure
- task takes longer than expected
- constant interruptions – other duties/visitors/clients/noise
- staff absence
- team member leaves organisation
- conflicting ideas on task completion
- lack of direction by leader/supervisor
- bullying/harassment
- team conflict.

There were many good responses to this question.

Question 14a.

Marks	0	1	2	3	Average
%	33	36	14	17	1.2

Drawer	Person/organisation who is paying the money Organisation's name, or person's name, as registered with the bank.
Drawee	The bank/credit union that is facilitating the exchange of money
Payee	The person/organisation who is receiving the money

Students need to become familiar with specific terms relating to the financial documents and should learn definitions (FNSICGEN305B, Element 2).

Questions 14b. and 14c.

Marks	0	1	2	3	Average
%	21	31	16	32	1.6

14b.

ABC Supplies (ABN 123 456 789) 123 Supply Road Supplyville 1234						
Tax Invoice						
Sold to:		DJLS Travel Agency 32 Bee Boulevard Beeville 1325			Tax Invoice No: 223002 Date: 31 Oct 2010	
Stock No	Particulars	Quantity	Rate \$	Amount \$	GST \$	Total \$
BA234	Paper, A4 Bond, White	13 reams	12.00	156.00	15.60	171.60
BA237	Paper, A4 Bond, Light Blue	7 reams	15.00	105.00	10.50	115.50
BA239	Paper, A4 Bond, Light Green	12 reams	15.00	180.00	18.00	198.00
TOTAL INVOICE AMOUNT				441.00	44.10	485.10

Students needed to complete the whole column to receive marks. Students need to be familiar with financial documents and the calculation of GST on appropriate amounts. Amounts need to be written in full dollars and cents format (NSICGEN305B Maintain daily financial/business documents, Element 4).

2010 Assessment Report



14c.

Date	Ref	Particulars	Receipts \$	Payments \$	GST \$	Stationery \$	Travel \$	Postage \$	Staff Amenities \$	Sundries \$
2010 Nov 1	Chq 271	Advance	200.00							
9	108	2011 Diary		11.00	1.00	10.00				
10	109	Stamps		33.00	3.00			30.00		
11	110	Train fare		9.35	.85		8.50			
15	111	Post-it pads		11.55	1.05	10.50				
22	112	Tea & coffee		23.10	2.10				21.00	
23	113	Whiteboard markers		49.50	4.50	45.00				
24	114	Gift for guest		26.40	2.40					24.00
				163.90	14.90	65.50	8.50	30.00	21.00	24.00
31		Balance c/f		36.10						
			200.00	200.00						
		Balance b/f	36.10							
	Chq 2421	Reimbursement	163.90							

Students should be encouraged to become familiar with the format of the Petty Cash Book, and the calculation and recording of GST where appropriate. All figures need to be written in full dollars and cents format. Students should practise additions of all payments down, and the individual columns across, to arrive at same results. (FNSICGEN305B Maintain daily financial/business documents, Element 3).

2010 Assessment Report



Question 15a.

Marks	0	1	Average
%	70	30	0.3

One of:

- alphabetic
- subject.

The responses suggested students do not know, or understand, filing practices.

Question 15b.

Marks	0	1	2	3	4	Average
%	41	17	34	2	7	1.2

Clients	Correct index order
W F Smith	Smith 5 Star Catering Service
Smith and Perkins, Limos to the stars	Smith and Perkins, Limos to the stars
Smith's Sound and Light Show	Smith, W F
Smith 5 Star Catering Service	Smith's Sound and Light Show

This question was not handled well by students. Students need to understand and be able to apply filing practices as correct indexing and filing of hard-copy documents is essential to access and security of records (BSBINM301A Organise workplace information, Element 2).

Question 16

Marks	0	1	2	3	Average
%	6	18	49	27	2.0

Any three of:

- formal and informal discussions
- interviews
- surveys or questionnaires (one or the other, not both)
- requesting information via email
- using social networks (Facebook/Twitter).

Most students answered this question well.

Question 17a.

Marks	0	1	2	Average
%	56	22	22	0.7

Example	Explanation
Personally reviewing performance	To work towards organisational goals
Seeking feedback from employer and adjusting work patterns to improve performance	Continuous improvement: personal/work
Time taken	You know you are doing tasks by due date; allocated time
Personal checklist	Monitor progress; helps you to focus on tasks; to become more efficient.

Students' responses indicated a lack of knowledge in this area, and the question was not answered well. Knowledge of this area is a requirement of the competency. It demonstrates an understanding of performance appraisals and how they are conducted. It is not just the role of the supervisor to have this knowledge and understanding (BSBWOR301A Organise personal work priorities and development, Element 2, Performance Criteria 2.2).

2010 Assessment Report



Question 17b.

Marks	0	1	2	Average
%	14	40	47	1.4

Any two of:

- not listening to instructions
- not completing tasks fully
- chatting or taking too many breaks
- not being familiar with equipment/technology
- discrimination
- bullying/harassment
- negative feedback all the time
- poor communication/miscommunication with colleagues
- lack of leadership
- conflict amongst team members
- tardiness or being slack
- back-stabbing or gossiping
- not cooperating/not being supportive.

Generally, students answered this question well. Some students listed general issues rather than behaviours.

Question 18a.

Marks	0	1	2	Average
%	4	20	76	1.7

Any two of:

- acknowledge their presence positively
- use appropriate body language; for example, smile and make eye contact
- provide prompt and courteous service
- address them by name if possible.

Most students answered this question well.

Question 18b.

Marks	0	1	2	Average
%	22	36	43	1.2

Term	Differences
Assertive	A way of providing constructive feedback without offending someone Explaining in a direct and honest manner Positive action
Aggressive	Using a manner that is often forceful and can offend – being rude Negative action

While most students were able to explain aggressive behaviour, few were able to define assertive behaviour.

Question 18c.

Marks	0	1	2	Average
%	17	52	31	1.2

Any two of:

- employ a temporary staff member
- reorganise duties between existing staff
- ask work experience student for non-essential duties
- reprioritise the workload
- delegate duties to staff.

2010 Assessment Report



Most students handled this question well.

Question 18d.

Marks	0	1	Average
%	80	20	0.2

Informal feedback

This question was not handled well by students. This terminology is used to understand different types of feedback and how it is used (BSBWOR301A Organise personal work priorities and development, Element 2).

Question 19a.

Marks	0	1	2	3	Average
%	25	35	27	12	1.3

Any three of:

- supporting creative thinking with staff training
- setting regular meetings with staff to review organisational goals and strategies
- having a staff recognition or reward program for best practice
- providing financial start-ups for new initiatives.

Many students were unable to provide three answers to this question. The answers provided suggested a lack of understanding of innovation and innovative practices. To be innovative requires using all the senses and knowledge (i.e. creative thinking). Practice involves being willing to experiment and to learn from experience. The question related to the definition of 'innovation' and how management could assist staff to adopt these work practices/skills. A list of distinct tactics that could encourage such behaviours should be established. Innovation can help business survival. Companies need to be competitive and students need to know how to be innovative (BSBINN301A Promote innovation in a team environment, Elements 1–4).

Question 19b.

Marks	0	1	2	3	Average
%	17	38	35	11	1.4

Any three of:

- have team meetings
- get feedback from customers
- run team-based training programs
- informal appraisals
- formal appraisals
- measuring performance against goals.

Most students wrote three similar responses to this question.

Question 20

Marks	0	1	2	Average
%	27	45	28	1.0

Any two of:

- take into account staff's previous experiences, qualifications and successes
- delegate tasks according to skills and abilities
- discussing different ways tasks can be completed
- involving team members in decision making
- letting the team decide the best way to complete a task.

This question was reasonably well answered, although some students found it difficult to provide two answers.

Question 21a.

Marks	0	1	2	Average
%	7	43	49	1.4

2010 Assessment Report



Any two of:

- email the attachment
- courier
- fax
- express post.

Many students answered this question well.

Question 21b.

Marks	0	1	2	Average
%	13	43	44	1.3

Any two of:

- to meet OH&S requirements
- to avoid repetitive strain injury or occupational overuse syndrome (RSI/OOS accepted)
- to reflect upon what he is doing
- to avoid making errors/mistakes
- to avoid eye strain
- back/neck strain.

Question 21c.

Marks	0	1	Average
%	18	82	0.8

Any one of:

- they are easier to read/understand
- they can add to the explanation
- they can clarify text.

Students provided good responses to this question.

Question 22a.

Marks	0	1	2	3	4	5	Average
%	6	6	14	21	34	19	3.3

Error	Correction
DSLJ	DJLS
Their	there
announse	announce
buy	by
a	at

Many students accurately selected four errors but did not mention DSLJ/DJLS.

Question 22b.

Marks	0	1	Average
%	47	53	0.5

Mail merge

Question 23

Marks	0	1	2	Average
%	31	36	34	1.0

Any two of:

- correct spelling and punctuation
- ensuring accuracy of the content
- following organisational procedures
- use the firm's logo or colours

2010 Assessment Report



- using consistent style (font, headings, etc.) and formatting
- use appropriate software.