



**GENERAL COMMENTS**

The 2011 examination comprised two sections: Section A contained multiple-choice questions and Section B contained short answer questions. Students who had prepared well for the examination achieved good results. Students need to focus on reading for meaning (comprehension) and attention to detail when responding to questions.

Students and teachers should note the following general advice.

- Students are given 15 minutes of reading time. They should use this time to read the examination carefully so that they know exactly what is being asked of them and can respond appropriately.
- Students should be encouraged to attempt all questions.
- The question does not need to be repeated in the answer.
- Student responses should be appropriate to the question asked. The space provided and the marks allocated should be used as a guide to the length of the answer required.
- Students need to be aware of business terminology and use it in their responses.

As in previous years, the VCE VET Business examination assessed student learning undertaken in workplace competencies contained within the specified training packages, specifically BSB07 Business Services Training Package and FNS04 Financial Services Training Package. These competencies are at Certificate III level. The units of competency assessed in the VCE VET Business examination are equivalent to the standards required for industry practice and work performance. Results for the 2011 examination indicated that students are not sufficiently familiar with some of the basic principles.

Teachers should be aware that, from 2012, FINSICGEN305A Maintain daily financial/business records will not be examined as it has been removed from the VCE VET Business program.

**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	% No Answer
1	48	7	42	3	0
2	78	8	1	13	0
3	19	49	7	25	0
4	25	38	24	13	0
5	18	55	16	11	0
6	19	25	37	19	0
7	9	72	8	11	0
8	11	21	23	44	1
9	8	5	80	7	0
10	22	3	28	47	0
11	23	13	54	10	0
12	6	10	42	41	0
13	13	17	5	65	0
14	66	13	19	2	0
15	1	74	13	12	0
16	16	61	8	15	0
17	3	64	3	30	0
18	75	7	5	12	0
19	0	0	7	92	0
20	8	58	4	30	0



**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 1a.**

<b>Marks</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Average</b>
<b>%</b>	36	33	14	12	5	<b>1.2</b>

<b>Purchase Order No. A2365</b>					
Fabulous Fitness Centre 54 Glenvore Street Southwick VIC 3978 (03) 9123 4567 ABN 13 346 096 XXX		Western Springs Pty Ltd 73 Valley Road Southwick VIC 3978		DATE: 12/11/2011	
Item Code	Quantity	Description	Unit Price \$	GST \$	Total inc. GST \$
1103	1	Water Cooler – 50 litres	208.00	20.80	228.80
1273	2	Filter Kits	30.50	6.10	67.10
1346	2	Bottled Spring Water – 50 litres	20.00	Nil	40.00
Comments:			Total		\$335.90
Delivery as soon as possible					
Authorised by: Jason			Date required: ASAP		

Students received one mark per whole correct line, plus one mark for the total. The GST column did not need to be totalled; however, students were not penalised if a total was shown in the GST column. Dollars and cents needed to be shown, but not as a line after the figures; for example, \$20-- was incorrect.

Many students did not provide full dollars and cents in their answers. Some students were unable to transfer the data from the price list or calculate GST, and there was a general inability to add figures correctly.

**Question 1b.**

<b>Marks</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>Average</b>
<b>%</b>	20	31	49	<b>1.3</b>

Any two of the following checks were needed.

Manual method

- The signature must match the sample signature on the back of the card.
- The card expiry date must be current.
- The card should be checked against the stolen cards list.

Electronic method

- The customer must use the correct pin number.
- There must be sufficient funds available.

Either method

- The correct funds must have been transferred.
- The name on the card should be checked.

Many students were unable to provide two valid checks. Responses such as ‘Check if the credit card is allowed/still running’ were not acceptable.

# 2011 Assessment Report



## Question 1c.

Marks	0	1	2	Average
%	22	57	21	1

Any two of:

- the quantity of goods delivered should match that claimed on the docket
- the client name and address must be correct (they are your goods)
- the delivery instructions must have been followed
- the goods are not damaged
- check against the Purchase Order.

Most students seemed unfamiliar with the details of a Delivery Docket and its purpose. A Delivery Docket does not show the price or the GST on items. The date on the Delivery Docket was not relevant to the question asked.

## Question 1d.

Marks	0	1	2	Average
%	15	52	34	1.2

Any two of:

- more money has been handed out than the Petty Cash claim on the voucher
- a Petty Cash voucher may not have been recorded in the Petty Cash Book
- there may be a recording error on a voucher or in the Petty Cash Book
- the Petty Cash Book may have been added up incorrectly.

Many students said that money could have been stolen or misappropriated, etc., which was not accepted. Security measures required with the Petty Cash system is an area of knowledge and skill to be focused on (refer to FNSICGEN305B Maintain daily financial/business records, Element 3, Performance Criteria 3.1).

## Question 2

Marks	0	1	2	Average
%	46	36	18	0.7

Any two of:

- it allows easy access to files, databases, policies and procedure manuals and other information relating to staff, clients and the business in general
- it can be accessed both on- and off-site, usually via password protection for legal and taxation purposes.

Some students confused a record management system with setting up a manual filing cabinet or electronic filing system (for example, setting up in alphabetical order). The answer needed to include 'why', not 'what is'.

## Question 3

Marks	0	1	2	Average
%	54	22	24	0.7

Any two of:

- changing needs and demands of clients
- changing technologies
- changing competitors (growing globalisation)
- change to government legislation and regulation
- competition (this needed to be explained)
- supply shortages.

Many poor responses were received to this question.

There is an opportunity for students to focus on developing knowledge and skills in relation to innovative practice.

## Question 4

Marks	0	1	2	3	Average
%	47	38	13	2	0.7

# 2011 Assessment Report



Any three of:

- provide opportunities for personal challenge, satisfaction and recognition
- encourage learning and the development of new skills and strengths through training and mentoring
- support team building through off-site interaction – sporting, social opportunities, celebrations, etc.
- acknowledge individual and group contributions
- public acknowledgment; for example, newsletters
- provide non-monetary awards; for example, a certificate or prize of the month
- provide meeting time, space and collaborative technologies; for example, an electronic whiteboard or software.

Unacceptable responses included gifts and food promotions (for example, chocolates/wine) as these are considered to be monetary. Providing a day off was also not acceptable.

Many poor responses were provided to this question; for example, ‘egging them on’, which was not acceptable. Many students said ‘encourage them’ but did not provide details on how to do this. Few students gave more than one answer.

## Question 5a.

Marks	0	1	2	Average
%	25	58	17	<b>0.9</b>

Any two of:

- better use of space
- increased security
- easy access by all staff
- easy to trace files – through a file register.

Many students did not know what a centralised hard-copy filing system was. Too many focused on hard copy as a form of backup.

## Question 5b.

Marks	0	1	2	3	Average
%	62	9	9	19	<b>0.9</b>

The following is the correct order of primary guides and documents.

Aquatic activities

- aqua aerobics
- squad training
- stroke-correction squad

Group fitness activities

- boxing circuit
- pilates
- yoga

Stadium activities

- basketball
- indoor soccer
- netball

Students were awarded one mark for each complete activity group.

# 2011 Assessment Report



## Question 5c.

Marks	0	1	2	Average
%	29	40	30	1

An explanation of any of the following was required:

- to ensure its validity, timeliness/currency and relevance
- to take into account changes since it was input or last used
- to ensure the security of data and files
- to remove, delete or archive old information to ensure efficiency
- to add to existing information when necessary so that staff and clients have the latest information available to them
- for legal reasons/audit purposes.

Responses needed to say more than just 'to update files'. Some students confused 'update' with 'back up'.

## Question 6a.

Marks	0	1	2	Average
%	13	56	31	1.2

Both of:

- the amounts in words and figures do not match
- the cheque is dated 10 December 2012 (post-dated).

Students received one mark for each of the answers above. 'No date written for the day of the cruise' had no bearing on the question asked and was not accepted. Some students were unfamiliar with the term 'not negotiable'.

## Question 6bi–ii.

Marks	0	1	2	Average
%	9	45	46	1.4

### Question 6bi.

Any of:

- when looking through the company's monthly statement
- by looking through customers' payments (receipts)
- by checking the amount received against the invoice issued/person's account.

### Question 6bii.

Either of:

- contact the customer and request payment and/or issue a new invoice for the outstanding amount
- electronically issue a new statement.

## Question 7a.

Marks	0	1	2	Average
%	15	38	47	1.3

Any two of:

- email
- telephone
- letter
- fax
- book online and register the details
- personal details/dietary requirements form.

Average responses were received to this question. Questionnaires and surveys were taken as being the same thing; therefore questionnaires was not accepted as an answer.

# 2011 Assessment Report



## Question 7b.

Marks	0	1	2	Average
%	38	25	37	1

Any two of:

- USB/memory stick/memory card
- CD/DVD
- computer hard drive
- 'JAZ' drive
- SD card
- portable hard drive.

Poor responses were received to this question. Just stating 'computer' was not acceptable. Some students did not appear to know the difference between hardware and software. This relates to students' knowledge development in BSBITU306A: Design and produce business documents, Element 3, Performance Criterion 3.3.

## Question 7ci.

Marks	0	1	2	Average
%	17	38	45	1.3

Any two of:

- use passwords
- restrict access to certain staff
- use locked filing cabinets
- keep information in a secure area
- require a written request to obtain information and limited lines of communication
- give staff allocated levels of computer access
- segment documents on shared computer servers
- seek the customer's permission first
- use encrypted files.

Average responses were received to this question.

## Question 7cii.

Marks	0	1	2	Average
%	23	47	30	1.1

An explanation of any of the following was required.

- for legal purposes
- to maintain the integrity of the business
- to uphold privacy laws
- to maintain customers' trust
- to maintain customers' security

Many students tended to repeat the question in their answers, which was not acceptable.

## Question 7d.

Marks	0	1	2	Average
%	5	35	61	1.6

Any of:

- to improve their services
- to provide appropriate services
- to ensure quality
- so they can make any necessary changes
- to highlight defects
- to improve future customers' experiences
- for future reference
- to maximise the business's potential.

# 2011 Assessment Report



Students responded well to this question.

## Question 8

The majority of students were able to respond adequately to Questions 8a. and 8b.

### Question 8a.

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

A goal is a broad overall aim, generally a long-term and 'big picture' statement of intention. It may be the organisation's goal, team goal or personal goal.

'SMART' was not an acceptable answer. 'SMART' is a way to write a goal; it is not what a goal is.

### Question 8b.

<b>Marks</b>	<b>0</b>	<b>1</b>	<b>Average</b>
<b>%</b>	29	71	

Tasks are specific work/duties/activities allocated to teams or individuals that will help achieve the overall goals.

### Question 9a.

<b>Marks</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>Average</b>
<b>%</b>	16	25	60	

Any two of:

- makes multiple copies quickly
- can collate and staple print material
- can reduce, enlarge and double-side items
- can be linked to a computer for direct access
- can multi-task once instructions are keyed in to the photocopier
- many photocopiers also include scanning, printing and fax functions
- creates booklets
- colour copying
- can make two pages fit on one page.

This question was answered well.

### Question 9b.

<b>Marks</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Average</b>
<b>%</b>	1	0	8	1	90	

<b>Important and urgent</b>	<b>Important but not urgent</b>
<ul style="list-style-type: none"> <li>• prepare next week's meeting agenda, to be distributed today</li> <li>• prepare the conference room for today's meeting</li> </ul>	<ul style="list-style-type: none"> <li>• photocopy induction packs for new staff members for their induction next week</li> <li>• update new client information in the company's records</li> </ul>

Students answered this question well.

# 2011 Assessment Report



## Question 10a.

Marks	0	1	2	Average
%	27	21	53	1.3

Any two of:

- fax
- memo
- circular letter
- company newsletter
- invoice
- brochure
- report
- letterhead
- purchase order
- email.

Most students answered this question correctly.

## Question 10b.

Marks	0	1	2	3	4	Average
%	36	20	23	10	11	1.4

A template is a master file that can be copied to create a new document (as distinct from the template); for example, a resume template or invoice template.

A mail merge document consists of a database/data source and a main document and both need to be merged together to become a merged document; for example, the master document contains the letter to prospective employees calling them for interview. The database contains the data required.

Poor responses were received to this question. Some students had difficulty in explaining basic terms, while others did not provide examples, as required in the question.

## Question 11a.

Marks	0	1	2	Average
%	10	34	55	1.5

Technology

- photocopier
- printer
- scanner
- digital camera
- binder
- Internet

Software application

- MYOB
- QuickBooks
- database (Access)
- spreadsheet (Excel)
- presentation (PowerPoint, Publisher)
- Microsoft Word/Word (not Word document)
- desktop publishing

Average responses were received to this question. Some students did not read the question properly and did not see the instruction 'excluding a computer', and many were unable to differentiate between technology and software applications.



# 2011 Assessment Report



## Question 11b.

Marks	0	1	Average
%	38	62	<b>0.6</b>

Any of:

- refer to the style manual
- follow organisational policies and procedures
- refer to previous examples
- use the template
- create a template to use (for example, using the style guide).

Again, average responses were received to this question.

## Question 11c.

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

Any of:

- draw up a work schedule
- ensure that all relevant information/resources are at hand before preparing work
- prioritise
- delegate
- reschedule.

Most students were able to answer this question.

## Question 12a.

Marks	0	1	Average
%	76	24	<b>0.3</b>

Appropriate answers included:

- introducing new ideas to improve practices
- value adding to an existing process/product
- building upon existing practices to make improvement
- coming up with ideas to improve how work is done.

Poor responses were received to this question. Students confused innovative practice with efficiency and productivity. Working productively is not an example of innovative practice.

## Question 12b.

Marks	0	1	2	Average
%	34	47	19	<b>0.9</b>

Any two of:

- brainstorming with the staff
- calling a meeting and sharing ideas
- conducting a trial run of the suggested practice
- having different team members research different aspects of the new innovation
- having progress meetings
- delegating tasks to achieve the new idea
- research and development.

Poor responses were received to this question. The emphasis on what **the team** could now be doing was often overlooked.

## Question 12c.

Marks	0	1	2	Average
%	38	35	26	<b>0.9</b>

# 2011 Assessment Report



## Benefits

- get to know team members
- use the skills/strengths/abilities of the team members
- could work better as a team
- gain a wider understanding of what the organisation is about
- introduce new alternatives
- think of things in a different way
- improve on existing work practices
- think more globally
- cross-fertilise ideas
- fresh look/fresh ideas

‘Everyone being on the same page’ was not considered to contain sufficient details to be allocated a mark.

## Barriers

- complacency
- resistance to change
- indifference
- non-participation
- cultural diversity
- lack of confidence

Poor responses were received to this question.

### Question 13

Marks	0	1	2	3	Average
%	44	36	17	3	<b>0.8</b>

- Leader dots: Lead the eye from one section of text to another.
- Headers and footers: Headers are used for consistency across documents, unless suppressed (for example, they can be different on the first page); footers are used for consistency across documents, they can identify version control, the page number, date, file name and path and the time. They both give a professional look.
- Styles: Provide uniformity in the style and formatting of a document. They ensure consistency and enhance readability.

Most students could not adequately give the purpose of these features; for example, leader dots were described but the purpose was not given.

### Question 14

Marks	0	1	Average
%	36	64	<b>0.7</b>

Any of:

- import from the spreadsheet
- copy and paste/insert
- merge the information/documents/data.

Average responses were received to this question.

### Question 15

Marks	0	1	2	Average
%	4	37	59	<b>1.6</b>

Any two of:

- a fresh look will often identify errors
- to double check the facts
- to delete/edit the work
- to ensure accuracy
- for readability

# 2011 Assessment Report



- to check appropriate style and layout.

Most students were able to provide two answers to this question.

### Question 16

Marks	0	1	2	3	4	5	6	7	8	9	Average
%	8	7	14	23	26	13	7	2	0	0	3.3

Spelling	Grammar/Punctuation	Letter format/Style
council	second sentence: three should be in words, not figures	spacing between inside name and address and greeting/salutation; senders' details not included
waste	'is also included' instead of 'are also included'	no indenting of the first sentence
advise	last sentence needs a final full stop	should be signed off with 'Yours sincerely'

### Question 17a.

Marks	0	1	2	Average
%	71	24	5	0.4

Any of:

- determination to improve in the future/not to repeat error
- loss of confidence could lead to further errors/incompetence
- productivity decrease
- loss of time because James has to repeat task – cannot be moving on to other work.

Most students did not relate this situation to James' own **work performance** as required by the question, answering instead on ways in which it affected him personally. In many cases, the question was rewritten as the answer.

### Question 17b.

Marks	0	1	2	Average
%	17	50	32	1.2

Any of:

- always check to ensure the mailing list is accurate
- confirm with Michelle the customers' addresses before sending documents
- further job training
- follow organisational policies and procedures.

Average responses were received to this question.