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NEW SOUTH WALES

1997 HSC

EXAMINATION REPORT

Industry Studies

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1997 HIGHER SCHOOL CERTIFICATE

EXAMINATION REPORT

INDUSTRY STUDIES

In 1997, 1993 candidates presented for the 2 Unit examination in Industry Studies.

Candidates presented for the examination in one of three strands:

Hospitality	1245 candidates
Metal and Engineering	323 candidates
Retail	365 candidates

The examination comprised a practical component and a written component. Both components were equally weighted.

PRACTICAL EXAMINATIONS

RETAIL

Question 1

- (a) This part required students to distinguish between a *Service* and a *Product*. They were required to outline how a specific service could save a customer time.

In the better responses candidates clearly identified such a service. Poorer responses either referred to a *product* rather than a *service*, or simply made a general descriptive statement without listing a specific time-saving service.

- (b) Here students were required to outline an advantage for both the customer and the retailer in allowing customers to shop at their own pace. The better students were able to identify a specific action for both retailer and customer. These students clearly and logically linked this action to an advantage for both, saying for example:

- (i) It would allow the customer to browse in order to compare prices of complementary goods, resulting in increased satisfaction with their purchase.
- (ii) It would encourage greater *impulse buying* which would lead to increased sales and, therefore, increased profits for the retailer.

Poorer responses simply stated an action or an end result which could not be clearly seen to be an advantage from shopping at the customer's own pace, eg more profit.

Question 2

- (a) Students were required to state a reason for pre-packaging meat. The majority clearly, identified hygiene and ease of handling as the greatest benefits of pre-packaging.
- (b) Students were asked to explain clearly how clean, fresh merchandise is important to the retailer by outlining a logical cause-effect scenario, many stated: *Clean, fresh merchandise is attractive to customers and creates a positive store image.*

Poor responses simply gave a description which did not clearly show a relationship between fresh merchandise and a positive outcome for the retailer, eg *the merchandise will look good.*

Question 3

- (a) Students were required to outline two reasons showing why keeping prices low is important to the retailer.

The majority were able to state two of the following:

- maintains competitive advantage
- could increase turnover and, therefore, increase profits
- would ensure that the customer-base is maintained
- could attract new customers
- could play an essential part in determining a store's image.

- (b) Students were required to describe clearly the potential impact of lowering prices on store profits.

The better students were able to identify the following potential outcomes:

- (i) *Lower prices lead to increased turnover which leads to increased profits.*
- (ii) *Lower prices lead to decreased profit margin per unit which leads to decreased profits.*

(even if this may be only an initial impact)

Average responses discussed only one of the potential impacts listed above.

In poorer responses candidates generally gave descriptive answers and did not relate the lowering of prices to its potential impact on profits.

Question 4

- (a) Students needed to recall the four main merchandise classifications — *by brand*, *by type*, *by customer*, and *by colour* — and identify the fact that Scenario 1 was a *by type* classification. Therefore the other three merchandise classifications were acceptable answers.
- (b) This part required students to state clearly how a merchandise classification would benefit the customer, the store and the salesperson.

Better responses were able to establish a clear relationship between the merchandise classification and its perceived benefit.

Poorer students simply made a generalised statement, without establishing the link between the merchandise classification and its perceived benefit.

Question 5

- (a) In the scenario the supermarket located chickens and chicken sauces together. Students were required to identify this selling strategy. *Suggestive selling* and *add-on sales* were accepted as possible answers as was *complimentary/associated goods strategy*.
- (b) Students needed to outline two strategies that would increase the sales of the chicken sauce. In the better responses strategies were clearly outlined that would improve its turnover, eg *a promotional sale*.

Poorer responses either:

- identified a package-type deal in which the sauces were given away (thus not increasing sales), eg *Buy 2 chickens and get a chicken sauce free*.

OR

- simply relocated the sauces next to another associated product (this was not accepted as an answer).

Question 6

Greeting approach/the welcome approach were the only acceptable answers. Poorer answers either quoted dialogue from the video or answered with irrelevant methods.

Question 7

- (a) *Active listening* is the process of using a variety of positive reactions to relay to the customer the content, feeling, and meaning of what has been said. Such reactions could include:

- paraphrasing with reflective questions
- clarifying by asking questions
- summarising
- reflecting feelings
- positive body language
- displaying empathy through eye contact, nodding.

Poorer answers simply stated: *Active listening means listening to what the customer requires*. They failed, however, to mention any type of positive response by the salesperson during the initial conversation.

- (b) This part required students to give examples of questions which clearly indicated their understanding of the concepts involved. Acceptable answers were either direct quotations from the scenario or questions that could possibly be asked in a retail situation. The better responses were able to distinguish clearly between the three types of question.

Poorer responses were unable either to show a clear understanding of these concepts or to make any distinction between the three types of question.

- (i) Open-ended questions — make an elaborate response to the recipient rather than simply giving a *yes/no* or single word answer, saying rather, *How may I be of service?*
- (ii) Closed questions — elicit a *yes/no* or single word response, eg *Would you like to take all three types of cream?*
- (iii) Reflective questions — rephrase information given to the recipient to ensure comprehension and understanding of the information given OR require a response that elicits an opinion or thought on the part of the recipient, eg:

So you are looking for a suntan cream for your holiday ?

OR

Do you think you will require a cream that is water resistant, or one which simply reduces the chance of sunburn from lying on the beach?

Question 8

This question required students to show their knowledge of the fundamentals of Total Quality Management (TQM) by evaluating the performance of the salesperson, Tracy, during her phone conversation with Mr Gray.

The better responses were able to give an evaluation of Tracy's performance as a professional salesperson, with regard to customer-focus. Here students were able either to identify both the positive and negative aspects of Tracy's performance or to give a comprehensive explanation of either the positive or negative aspects, suggesting possible solutions.

Above average candidates gave a comprehensive list of either the positive or negative aspects of Tracy's performance or a comprehensive list of suggested strategies to improve her TQM customer focus.

OR

Such candidates gave an evaluative statement about Tracy's performance and presented some relevant points which showed a generalised understanding of TQM.

In average responses candidates simply gave coverage of relevant points, showing a generalised understanding of quality service principles.

A poor response was either totally irrelevant or made no effort to answer the question asked.

Question 9

This question required students to suggest three benefits to a professional salesperson of gaining product knowledge. These included:

- increasing sales/profit
- improved customer service, eg dealing with customer concerns
- increase in customer loyalty
- matching customer needs to product/suggesting alternatives
- an outline of benefits
- an outline of features
- product-training for other staff
- no necessity to rely on other employees
- increase in salesperson's confidence
- incentives/rewards, eg commission, promotion
- increase in job satisfaction.

In the best responses students identified three distinct benefits to the professional salesperson.

Average responses identified one or two benefits.

Poorer responses offered *methods* of gaining product knowledge rather than *benefits*.

Question 10

Here the students were required to identify and describe two valid follow-up techniques that could be used to increase sales. These included:

- customer record cards/stamp cards
- newsletter to regular customers
- after-hours opening
- phone calls update
- invitation sales
- free samples
- surveys/questionnaires
- promotional packaging
- vouchers/discount coupons
- flyers/advertisement
- buy one and get the next at a discount price
- buying clubs.

The better students were able to name and describe two valid techniques that were clearly linked to pre-existing customers.

In average responses candidates listed two techniques but were unable to draw a link to previous customers and/or the expectation of increased sales.

Poorer candidates were unable to identify any follow-up techniques, instead, they mentioned selling up and add-on sales as methods of increasing sales.

Question 11

This question required the students to describe two implications of inaccurate product information for both the customer and the retailer.

For the *customer* acceptable implications could include:

- misuse of product, eg health problems
- loss of customer confidence
- waste of time
- waste of money
- inconvenience
- dissatisfaction.

For the *retailer* acceptable implications could include:

- loss of sales from diminished customer loyalty, negative store image, unfavourable comments
- returned stock
- more customer complaints
- legal implications, eg lawsuits.

Very few students were able to suggest four distinct implications and some confused implications for the *customer* with those for the *retailer*. Many considered customer loyalty, negative store image and bad comments to be separate implications rather than to be related to loss of sales.

In average responses candidates described two or three separate implications.

Poorer responses described, at most, one broad implication.

Question 12

This extended response question required students to identify and discuss the steps a professional salesperson would use to develop and deliver a sale. The video scenario could be drawn upon as a source of examples to reinforce these steps.

The best responses presented a logically developed, focussed answer based on the discussion points outlined within the question. In these responses they also discussed at least two other specific concepts that a professional salesperson could use. These included:

- a detailed outline of the steps involved in consultative selling
- the types of approach that could be used
- the possibility of selling *add-ons*
- discussion of the concept of *selling-up*
- discussion of the possible types of customer objections and how these could be handled
- outline of a range of possible payment options
- outline of a variety of possible follow-up techniques.

Throughout their responses, above average students used precise retail terminology.

The average student simply gave a general description of the steps outlined in the question. Such students presented some factual data but their answers were generally descriptive and included little use of precise retail terminology.

Poorer responses simply recounted proceedings in the video or rewrote the steps in the question in sentence form. They often included irrelevant material and had little or no specific retail data.

HOSPITALITY

The following report for the 1997 practical examination in 2 Unit Industry Studies — Hospitality has been compiled from observations based on the examination. It is hoped that this report will assist in informing teachers of the standard of hospitality practice in secondary schools and colleges across the State.

Marking Criteria

Students were assessed for their competence in mis-en-place. Marks are awarded positively for students' demonstration of competencies to the standards specified in the Syllabus, viz.

SAFETY AND HYGIENE	Include personal safety and hygiene, tools and equipment, stove and bench work, cleanliness and organisation.
WORKFLOW	organisation of tasks for efficiency.
FRUIT AND VEGETABLES	preparation, cuts, size, and consistency.
PRESENTATION	eye appeal, plate cleanliness, arrangement of food and choice of garnish.

Hygiene and Safety

- The majority of students were well groomed and presented in the correct uniform. For future examinations special attention needs to be paid to the following:
 - 1 Joggers, sandals, suede shoes, and high heels should not be worn. They are dangerous, unsanitary, and do not meet safety standards.
 - 2 Hair must be covered by a hat. In the case of long hair it should be secured in such a way as to fit under a hat or in a hair net or a *tight* braid. By NO means should hair be uncovered or left to hang loose. In some cases hats needed to be more securely fitted.
 - 3 Long finger nails and any form of jewellery are inappropriate.
 - 4 Some students chef's jacket sleeves were too long and, consequently, their cuffs dragged onto their cutting boards and into their food. In such cases the cuffs need to be folded so that jackets have three-quarter length sleeves.
- Student's knives need to be kept sharp, although knife-sharpening is not awarded marks in the examination. Some students experienced difficulty in peeling citrus, chopping parsley, and cutting vegetables with dull tools, resulting in poorly finished products. Students should be encouraged to let their knife do the work by using it with a slicing motion instead of a chopping or forcing action.
- Metal spoons should not be used for cooking, especially with aluminium pots and pans. Wooden spoons are preferred. They are quieter to use and do not scrape metal into the food being prepared.

- The use of laminated cutting boards is discouraged. They have an unyielding surface and therefore could be a danger to the user. They will also damage the knife blades.
- Students need to be reminded of the need for the safe storage of tools around their workspace and the correct selection of utensils for the task at hand.
- Students generally showed a commonsense approach to their stove-work, moreover they cleared and cleaned their workspaces during the examination.

Workflow

- Those that performed best in the examination had practised the tasks during the previous week, thus improving their workflow practice. Students need to consider sequencing, organisation, and time constraints. The provision of a clock in the room assists students to improve their time-management skills.
- A time-saving tip when preparing vegetables is for students to wash, peel, and rewash *all* the vegetables at the same time, instead of doing one vegetable at a time. This cuts down on repetitive tasks and ensures that students are not continually dealing with soil, water, and peelings over the work area.
- In preparing julienne, vegetables may be cut to their correct lengths first, then all sections squared and sliced before proceeding to julienne. This procedure is more efficient than dealing with each section of vegetable separately if students can cut the julienne from two stacked slices rather than cutting one slice at a time.
- Another time-saving measure is to dovetail tasks, eg bringing water to the boil, whilst working on other tasks, so that it is ready when needed.
- Working with a ruler is both time-consuming and unnecessary. Students should be encouraged to work without a ruler.

Technique

- In cooking the duxelle, the onion should be cut very finely so that its flavour is not pronounced within the finely chopped mushrooms. The onion should be sweated, without colour, in the pan to tenderise and enhance its flavour before adding it to the mushrooms. After the addition of the mushrooms the mixture should continue to sweat. During this time water will be released from the mushrooms; this should be allowed to evaporate slowly until a moist (not wet) duxelle is achieved.
- Mushrooms of good quality do not need to be peeled. Mushrooms may be cleaned by either brushing off the soil or by giving them a very quick dip in cold water, tapping dry with absorbent paper. Mushrooms should never be left in water for any length of time.
- Tomatoes being prepared for concasse should be peeled in the prescribed manner, with no evidence of cooking. It is more efficient to slice the tomato in half horizontally and remove the seeds. Only the seeds should be removed and the remainder cut to size.

- Clarified butter should be a clear, golden colour with no evidence of milk or solids.
- Turned potatoes should be a uniform barrel shape and size. Some students did not cover the raw peeled potatoes with clean cold water to inhibit oxidation.
- A chiffonade cut is a julienne cut used for leafy vegetables such as cabbage and lettuce. It is necessary to remove the stem (stalk) before rolling and cutting the remaining leaf. It is not necessary to have a consistent length with this cut, usually the finished length will be the original length of the leaf. It is, however, important to have consistency in the width of the cut.
- All vegetables of the same cut should be consistent in size. It was observed that many julienne cuts were too large. The following sizes are acceptable in the examination:
 - *Julienne cut 40 x 2 x 2mm or 40 x 3 x 3mm or 40 x 3 x 4mm*
The julienne cut is a garnish cut, therefore not much of it is used at any one time, but it must be precise and consistent. The length and thickness of the cut may vary slightly, depending on what the garnish is used for, eg soup, salad, fish etc.
 - *Brunoise cut 2 x 2 x 2mm up to 3 x 3 x 3mm cube.*
The brunoise is also a garnish cut and is taken from julienne strips (cubes are cut from the julienne). Again the cuts must be precise and consistent.
 - *Paysanne cut 10mm diameter x 2mm up to 15mm diameter x 5mm.*
Paysanne means *peasant* and this results in cuts of an irregular shape. All vegetables can be cut into approximately 10mm strips and sliced across to produce a shape 2mm thick. The shape will vary according to the vegetable. It is important that all shapes are the same size.
 - *Jardinière cut 20 x 4 x 4mm up to 40 x 5 x 5mm.*
A jardinière cut is produced in the same manner as the julienne except that the resulting pieces are larger. The length may vary slightly according to desired presentation. All jardinière cut vegetables used together must be exactly the same size.
 - *Macedoine cut 5 x 5 x 5mm up to 8 x 8 x 8mm cube.*
The macedoine cut comes from the jardinière. A good macedoine cut can be produced only after successfully producing a good jardinière.
 - *Chiffonade* is a term used for a julienne cut of leafy vegetables (cabbage, lettuce, spinach). For this cut the stem should be removed.

Presentation

- Each student needs to have a presentation table in close proximity to his/her work area. Part A must be presented for marking before proceeding to Part B. There is no need for the presentation table to have a cloth or any other adornment, although it should be clean and as large as possible.
- Part A tasks should not be garnished and vegetable cuts should be presented in individual lots on a large dinner plate. Clarified butter should be presented in a clear vessel for ease of marking.

- In Part B hot food should be served on warmed plates, cold food on cold plates. The plate used will determine the amount of food each will hold. Portions should be placed well within the rim. Students should avoid finger prints on the rim.

Garnish

- The careful use of garnish should complement the food with balance and eye appeal. Garnish on a plate also may be eaten with the food, therefore appropriate garnish will not only look good but will also taste good with whatever food is being garnished.
- The following garnish is not considered suitable — julienne of orange zest with boiled parsley potatoes. Although it adds colour to the plate it is not functional and may even unbalance the flavour or texture of the dish. Students are encouraged to use imagination and thought before applying a garnish.
- Doilies are used under finger food. They should not be used with foods that need to be eaten with utensils, eg boiled potatoes.

Teachers are reminded that the definitive list of ingredients is issued with the examination papers.

Each student is to be given the same selection of ingredients and no additional ingredients may be used during the examination.

All foods purchased should always be of a high quality. It is the responsibility of the classroom teacher to ensure that each student is supplied, prior to the commencement of the examination, with a prepared tray of ingredients, as specified in the ingredients list.

Serving platters, plates, and other equipment should be available at the commencement of the examination so that all students have the necessary equipment at their immediate disposal.

All students should have access to an equal amount of work-space plus an area for presenting their work for marking.

The classroom teacher must ensure that the food laboratory/kitchen is set up before the commencement of the examination and a clock must be available in the room. The food laboratory/kitchen must meet Occupational Health and Safety standards.

Students are not permitted to bring any form of paperwork, recipes, or books into the examination. Students are provided with a new examination paper at the commencement of the examination.

Students should know their student numbers. It is the responsibility of the teacher, however, to provide markers with these numbers.

During the conduct of the examination teachers are not permitted to have access to the room.

METAL AND ENGINEERING

The following report for the 1997 practical examination in 2 Unit Industry Studies — Metal and Engineering — has been compiled from observations based on the examination. It is hoped that this report will assist in informing teachers of the standard of metal and engineering practice in secondary schools and colleges across the State.

- Whilst many students completed the examination within the time frame allowed, some candidates ran out of time. The reasons for this varied. Some students were not sufficiently familiar with the drawing and the practical project. Others did not possess the required skills in the marking out and cutting of material. Moreover, some students did not know how to operate various types of machinery, eg the drill press, the brobo metal-cutting saw.
- The best jobs were complete in all aspects, well deburred, and cleaned up prior to assembly. Those who produced such jobs were also skilled in reading the drawing to determine the orientation of the parts.
- A large proportion of students did not deburr as required. Many handed in the project as they finished it, with burrs still attached in drill holes, and burrs left on cut surfaces from use of the metal-cutting saw.
- Many students failed to produce tapped holes square to the surface and a number were not skilled in using the try-square.
- It was noted that not all students observed basic safety requirements. Correct footwear and eye protection must be worn during the examination.

Teachers must ensure that the examination room meets with Occupational Health and Safety standards.

- In some workshops the correct tools and equipment were not available or insufficient spares were on hand. The number of tools available should be commensurate with the number of students sitting for the examination.
- Once again, some workshops were not cordoned-off as examination centres, hence some students were disturbed by unnecessary and irrelevant student movement and extraneous noise.
- Teachers are responsible for ensuring that:
 - equipment and machinery are in good working order
 - sufficient numbers of the correct clamps for drilling are available
 - multiples of designated equipment are available — this means multiple sets of drills
 - the power is turned ON if a *key* is required
 - a clock is in the examination room
 - students are attired correctly and in the safety equipment available for all students
 - the room is set up with all relevant equipment and materials prior to the examination
 - operational first aid kits are available in the examination room.

- As teachers and students have access to the practical examination paper one week prior to the scheduled examination date, it is recommended that a job be made during this week to alleviate any potential problems with materials, or access to equipment, and/or machinery. It should be noted that students are encouraged to practise their job plan, work procedures and skills, and make the actual job during the week prior to the examination.

WRITTEN EXAMINATIONS

SECTION I – CORE

Answers to Multiple Choice

Question	Answer	Question	Answer	Question	Answer
1	C	6	C	11	C
2	D	7	A	12	C
3	B	8	A	13	C
4	A	9	C	14	B
5	C	10	B	15	A

SHORT RESPONSE QUESTIONS

Question 16

Students were required to identify and describe three strategies for expanding a small business operating in their focus industry. One of these was to be selected and an explanation given of how it would help the firm expand.

- (a) In **the best responses** candidates gave concise and accurate descriptions and examples of strategies, describing vertical and horizontal integration, diversification, marketing strategies. Formation of companies and partnerships were also recognised as means of expanding a business.

Average responses listed strategies only, without providing a description. Some students confused vertical with horizontal integration. Most, however, understood diversification well.

Poor responses in this part listed strategies which showed a limited understanding of ways of expanding a business.

- (b) In this part the best respondents selected a strategy that enabled them to discuss expansion in terms of physical size, market share, patronage, and drafts.

In average answers respondents generally needed to provide greater depth to their answers on the impact that the diverse approaches could have on the growth of a business. Such answers focused on an example such as *target-marketing*, *value adding* or *TQM* which did not provide them with adequate scope for a detailed description of the possibilities for expansion.

In this part students gave examples such as renovating, employing more staff, customer surveys, extended hours, home delivery services, etc but were unable to explain how these strategies could increase productivity, patronage, financial gain and market shares.

Question 17

This question related to mission statements. Students were required to define the term, explain the purpose of formulating a mission statement for enterprise, and discuss its role in the creation of a corporate image or profile.

- (a) **The best responses** here gave a clear and concise definition, which referred to the purpose and profile of an organisation/business.

(b) *and*

- (c) In parts (b) and (c) these students referred to a significant number of distinctive elements involved in formulating a mission statement, eg organisational purpose, distinctive characteristics, stakeholder promises, organisational values and beliefs, standards and behaviour and public image. These elements were explained well.

- (a) **An average response** to this part used one key word to describe a mission statement. Frequently, such words tended to be more generalised, eg aim/objective.

(b) *and*

- (c) In these parts the average responses referred to a couple of key elements which were explained in very basic terms. Occasionally, in such responses, candidates used an example of a business mission statement, which was commonly an advertising slogan.

- (a) Here a **poor response** lacked any key words which could be used to define a mission statement. Often such responses showed no understanding of what a mission statement was.

(b) *and*

- (c) In parts (b) and (c) the response was often a continuation of the style of answer given in the previous part. In some cases the discussion was totally irrelevant to the question, while others referred to one vague element of a mission statement.

Question 18

Here students were asked to choose a product or service, identify an appropriate market, and outline two strategies that would assist in selling such a product or service.

The best responses linked the product/service to an appropriate market. They gave examples of how the selected strategies target a market and increase sales, eg advertising children's products such as McDonald's 'Happy Meals' during afternoon television. Some students discussed SWOT analysis and TQM in relation to market and product analysis.

In average responses students attempted to make a broad link between the product or service and a market. Often students described only one strategy, or they listed two without giving an outline of how they could improve sales of the product or service.

Poor responses often suggested a market irrelevant to the selected product or service. If a strategy were offered, it was either unworkable, or there was no explanation of how it helped to increase sales. Some students confused *strategies* with *benefits* of the product.

EXTENDED RESPONSE QUESTIONS

General Marking Guide for Questions 19 and 20

RANK	MARK	GUIDELINES	
A	14 – 16	THE BEST RESPONSES	<ul style="list-style-type: none"> • Factually precise • Clear reasoning • Scholarly argument and conclusions • Focused discussion • Multiple sources of evidence • Illustrative examples used to support answer
B	10 – 13	ABOVE AVERAGE	<ul style="list-style-type: none"> • Factually correct • Explanatory • Logically developed argument and conclusions • Attempted to justify generalisations • Evidence used to support answer
C	6 – 9	AVERAGE	<ul style="list-style-type: none"> • Some useful factual data • Somewhat descriptive answers but relevant to the question • Conclusions consistent with argument presented • Few or irrelevant examples given
D	3 – 5	BELOW AVERAGE	<ul style="list-style-type: none"> • Little use of factual data to support generalisations • Conclusions inconsistent with data or argument or no conclusions given • Irrelevant material introduced
E	0 – 2	THE POOREST RESPONSES	<ul style="list-style-type: none"> • Absence of factual data • Much irrelevant material • Incoherent or incomprehensible • Restatement of question

Question 19

In this question students were required to discuss the role of multi-skilling within their focus industry. They were asked to discuss the three main types of multi-skilling — horizontal, vertical, diagonal — and to outline the effects of multi-skilling on both the employee and the employer.

The best responses clearly defined the term *multi-skilling* and discussed the three types, using relevant examples and explanations pertinent to their focus industry. These responses also included a comprehensive discussion of the effects, both positive and negative, of multi-skilling on both the employer and the employee.

Average responses defined the term *multi-skilling* and gave a number of general descriptions of how multi-skilling applies to the focus industry. These responses generally listed a limited number of effects on the employer and/or employee and gave little or no discussion of the impacts of multi-skilling.

A poor response simply gave a description of *multi-skilling* and provided vague and inappropriate examples of multi-skilling within the focus industry. These responses did not relate any of its effects to the employee or the employer.

Question 20

This question required students to write a report for a large Australian company, as a result of two anti-discrimination actions brought against the company. Students were to outline why the company lost both of the cases, discuss the principles of anti-discrimination and EEO legislation, and refer to the benefits for the employer of complying with such legislation.

In the best responses students identified Case 1 as an example of direct discrimination on the basis of age and Case 2 as an example of indirect discrimination against women on the basis of their height. These students fully understood the principles of anti-discrimination legislation in relation to age, sex, etc. They also discussed harassment, vilification, and the areas of public life in which it is unlawful to discriminate. A clear understanding of Affirmative Action and its benefits to particular groups was shown, along with a knowledge of associated legislation.

In average responses candidates answered the first section on each case satisfactorily. They then discussed a broad range of benefits to the employee and employer and gave clear explanations, but they did not appear to possess a clear understanding of EEO legislation and its implications.

A poor response did not discuss all areas of the question. Here candidates simply reworded the question in relation to the first section and the majority discussed the benefits to the employer only briefly.

SECTION II — RETAIL STRAND

Question 1

One mark each was awarded to each of the following responses:

- (a) Product feature – The physical, tangible aspects of the merchandise which make it unique, ie its characteristics.
- (b) Product benefit – Indication of how the features of the product will benefit the customer. What will these features provide for the customer?
- (c) Assumptive close – Assumption that the customer is purchasing the article and offers a related product or service or makes a statement that will leave it to the customer to decide, eg 'Will that be cash or credit?' or 'We can adjust the length for you.'
- (d) Raincheck – An offer to provide the customer with an advertised product, that is currently unavailable, at the advertised price but at a later date when the product is in stock.

General Comment

Students are advised not to use the term to be defined in their response as it does not show comprehension of the concept.

Question 2

(a)	<table border="1"> <thead> <tr> <th><i>Cost</i></th><th><i>Classification</i></th></tr> </thead> <tbody> <tr> <td>Wrapping and packaging</td><td>Variable</td></tr> <tr> <td>Casual wages</td><td>Variable</td></tr> <tr> <td>Rent</td><td>Fixed</td></tr> <tr> <td>Manager's salary</td><td>Fixed</td></tr> </tbody> </table>	<i>Cost</i>	<i>Classification</i>	Wrapping and packaging	Variable	Casual wages	Variable	Rent	Fixed	Manager's salary	Fixed
<i>Cost</i>	<i>Classification</i>										
Wrapping and packaging	Variable										
Casual wages	Variable										
Rent	Fixed										
Manager's salary	Fixed										

- (b) Mark-up the amount added to the cost price of goods to give the required selling/retail price.

OR

the percentage increase of the cost price to enable the store to make a profit; this determines the selling/retail price.

General Comment

Many students were unable to distinguish between variable and fixed costs and were unable to use the terms *cost price* and *retail/selling price* correctly

Question 3

Part (a) required students to explain the difference between rational and emotional buying motives, and to give an example of each.

Part (b) required students to recognise and describe the psychological needs of consumers that may motivate their buying behaviour.

The best responses clearly explained the difference between rational and emotional buying motives and gave relevant examples of each to reinforce their definitions. These responses also differentiated between psychological, environmental, and physiological influences and clearly indicated candidates' knowledge of how psychological needs may motivate buying behaviour.

In average responses students gave good responses in part (a) but often described environmental influences in part (b) OR gave general definitions in part (a) with irrelevant examples and described consumers' psychological needs in non-retail-specific terms.

In poor responses candidates offered irrelevant information, confused rational and emotional buying motives, and, in part (b) described environmental influences rather than psychological needs. Furthermore, these often simply described a rational buying motive as a *need* and an emotional buying motive as a *want*.

Question 4

This question required students to apply their knowledge of the Trade Practices Act (Commonwealth) and the Fair Trading Act (NSW) to three different scenarios, outlining the rights of the customer in each case.

The best responses clearly demonstrated a knowledge of both Acts and the rights of customers under them. They were able to use correct terminology such as *merchantable quality*, *fit for purpose*, and *cooling-off period* in explaining the outcome in each scenario.

In average responses candidates displayed a lack of retail-specific terminology. In discussing the customer's rights they gave somewhat descriptive outcomes for each scenario.

In poor responses students showed little or no knowledge of the relevant Acts and simply stated whether the customers could return the products.

Question 5

This question required students to explain why a store would adopt a full refund policy.

The better students either listed two reasons explaining why a store would do this or gave one reason and its resultant positive effect for the store.

In average responses students simply stated one reason to explain why a store would adopt a full refund policy but failed to explain its effect upon the store.

Poor responses comprised largely irrelevant material.

Question 6

This question required students to describe the key functions of a professional salesperson and to explain how he/she can provide *personalised service* in carrying out such key functions.

The best responses clearly identified the key functions of a salesperson (customer service, personal contact with customers, the need to make a sale as a personal representative of the organisation in order to provide the first and last impression of the organisation to the customer, and to carry out housekeeping procedures) and were able to demonstrate how personalised service could be used to carry out these functions.

In average responses candidates identified only one key function of a salesperson and were unable to establish any link between the main personalised service which can assist a professional salesperson in carrying out his/her key functions. Some responses also included some of the personal characteristics of a salesperson with the features of personalised service.

A poor response included some irrelevant material and often described only the characteristics of a salesperson rather than identifying the key functions of a professional.

SECTION II — HOSPITALITY STRAND

Question 1

In this question students were asked to complete the following table:

<i>Food</i>	<i>(a) Storage requirements</i>	<i>(b) Description of quality points when purchasing these food items</i>
Dry good/cereals		
Dairy foods		
Meat/poultry/seafood		
Fruits/vegetables		

- (a) Here the **best responses** showed both depth of knowledge and use of accurate terminology in answering this part. They gave accurate storage temperatures, appropriate storage places, and methods of protecting food from deterioration.
- (b) In part (b) these responses were both factual and concise. They indicated very specific quality features for foods relevant to the food group stated.
- (a) **Here an average response** gave at least one storage requirement for each group. In most cases they identified the place in which to store the food item, eg a refrigerator. They often failed, however, to indicate how it should be covered and protected.

- (b) In this part average responses generally reflected good knowledge of quality features for the meat, fruit and vegetable food groups. Knowledge of such features for dairy and dry goods groups was not as good.
- (a) **Poor responses** tended to give one-word answers here, stating, for example *cupboard*, *refrigerator*. Students lacked knowledge of the storage requirements of each food group.
- (b) In part (b) students did not identify what quality features should be checked in each of the specific food groups or offered only very general one-word responses, eg colour, smell, texture.

Question 2

This question required students to state a major food source for each specific essential nutrient and also to describe its main function in the body. The majority could name a major food source, but many had difficulty in expressing the main function of all the nutrients listed.

The best responses correctly identified a major food source, usually more than one, for each nutrient. The description of each nutrient's main function in the body was accurate and students effectively differentiated between vitamins and minerals. Here candidates were able to link the food example accurately to its nutrient-specific function, eg dairy foods contain calcium for bone growth and development, and the prevention of osteoporosis.

An average response identified an appropriate food source for at least two nutrients and could give a general description of the main function of at least one of these nutrients. Answers were often repetitive, especially in relation to vitamins and minerals.

A poor response was unable to name a food source for each nutrient. Students had difficulty in describing the main function of the nutrient in the body, with some students confusing the nutrients with the five food groups.

Question 3

This question required students to outline the effects of cooking time, cooking temperature, and size of food piece for one carbohydrate food. Some students had difficulty in interpreting the question, many outlining cooking method and temperature only. *Size of food* was often confused with *portion*. Few students were able to develop a logically structured answer.

The best responses identified a suitable carbohydrate food that could be easily explained. Students showed a thorough understanding of the effects of cooking time, temperature, and size, and could correctly identify the nutrients which would be affected by leaching and heat. They recognised the fact that cooking affects the texture, taste, and appeal of the product. For foods such as rice and pasta they acknowledged that different types and sizes require different cooking times.

In an average response candidates correctly identified a carbohydrate food and were able to recognise some of the effects of cooking, but were unable to make clear links with the demands of the question. Students gave lengthy descriptions on only one method of cookery.

Poor responses identified a carbohydrate food, outlined the cooking method, but failed to meet the requirements of the question. A number of students, however, could not correctly identify a carbohydrate food.

Question 4

Students were required, here, to discuss the health implications of an excessive dietary intake of salt, sugar, and fibre and also to show how consumers can alter their consumption patterns in line with the Australian Dietary Guidelines (ADGs).

The best candidates possessed an accurate understanding of the diseases resulting from an excessive intake of each of the nutrients named. They described the causes of each disease and the consequences of long-term, excessive intakes of salt, sugar, and fibre. These students recognised the appropriate Australian Dietary Guidelines and suggested numerous ways of modifying behavioural patterns of food preparation and purchasing. The suggested alterations were relevant and explained in detail, with students offering precise information. They explained that many Australians do suffer from diseases related to inadequate intake of fibre and suggested a variety of ways for increasing fibre in the diet by using the recommendations in the ADGs, rather than using commercially-prepared products such as Metamucil, which was identified as a possible source of excess fibre in the diet.

In average responses candidates generally showed a lack of understanding of the question. At the lower end of this range students identified diseases linked to excesses of salt, sugar, and fibre, but did not provide adequate detail of the causes and consequences of each. Such students listed the implications of an inadequate intake of dietary fibre. At the higher end of the range students discussed the general health implications of an excess of salt and sugar, but failed to show their understanding of an excess of dietary fibre; they did suggest, however, that Australians should increase their intake of fibre to avoid bowel cancer and diverticulitis. There was little discussion of appropriate ways of altering consumption patterns in accordance with the ADGs. Some students answered the question in terms of fats rather than of fibre.

Poor responses revealed limited understanding of the health implications associated with the specified nutrients, particularly fibre. Here many students simply listed the ADGs and specific illnesses and failed to recognise the links between nutrient intake and disease. These responses were very general and they failed to suggest ways of altering consumption patterns in keeping with the recommendations of the ADGs.

SECTION II — METAL AND ENGINEERING STRAND

Question 1 (Compulsory)

- (a) In general this part was not answered well. Some students showed poor understanding of the use of tools. Many included tools to disassemble part of the roller, eg use of spanners to remove the pin from the spindle. Some suggested vice grips and adjustable spanners when asked to name the most technically correct tools that could be used to disassemble specific items shown.

<i>Items</i>	<i>Tools used for disassembly</i>
Spindle and pin	Pin punch and hammer, long-nosed pliers.
Bracket, spindle and two nuts	Open-ended spanner / open-ended spanner and socket / open-end and ring spanner.
Handle, bracket, and M6 x 1 nut and bolt	2 x socket / 2 x ring / 2 x open.

- (b) The majority of students answered this part correctly.

FIGURE 1

- 1 *Detail* was the correct answer.
- 2 To *show dimensions for construction* was the purpose of this drawing type.

FIGURE 2

The correct answers here were:

- 1 *Assembly drawing* or *exploded isometric*.
 - 2 *How the object is assembled*
- (c) In this part students, in general, showed a lack of understanding of the necessary steps in reading a micrometer. The diameter of the given spindle equals 11.82mm.
- (d) Part (d) (i) was well handled, although some students lacked an understanding of material size, giving *surface area* and *volume* instead.
- (d) (i) The minimum material needed to manufacture the item was:
159mm x 64mm x 5mm.

This sub-part was handled well by the majority of students.

- (d) (ii) The appropriate steps in marking out the specific item using the given tools and equipment:
- | | |
|-----------------------|-------------------|
| Stain | Mark centre lines |
| Punch centres | Draw arcs |
| Draw tangents to arcs | Witness marks |

In most instances steps were confused in this sub-part, with many students forgetting to pilot-drill 12mm holes.

- (d) (iii) The list of steps to manufacture the bracket were:

- Drill holes
 - hold in vice
 - clamped/bolted
 - use cutting fluid
 - pilot hole, drill dia. 6mm all holes, then dia. 12mm

Cut profile

File to line

Check arcs with radius gauge.

Question 2 (Compulsory)

- (a) Generally students had difficulty with part (a), the majority not knowing that the *type of fit* between the components was a *transition fit*.

	<i>Shaft</i>	<i>Hole</i>
Nominal size	16	16
Basic size	16	16
Upper limit	15.967	16.043
Lower limit	15.925	15.925
Tolerance	0.042	0.118

- (b) This was generally poorly answered, with many students misunderstanding the surface symbols.
- (c) This was answered reasonably well. A significant number of candidates, however, tried to apply surface symbols to welded joints while others simply redrew the given sketches.
- (d) Here the majority of students knew the names of the lines in the drawing:

Line A – Visible outline

Line B – Centre line

Line C – Visible outline

Line D – Extension

Line E – Hidden outline/detail.

Question 3 – Oblique Sketch

27% of the candidature attempted this question. Many students had difficulty in producing drawings to within Syllabus tolerances ($\pm 5\text{mm}$). Some had difficulty in understanding the direction from which the object was viewed, taking nominated instructions from orthogonal views given. Centre lines in most cases were non-existent; these were necessary for locating curved shapes and details.

OR

Question 4 – Tangency

47% of the candidature attempted this question. Geometric construction, which some students attempted freehand, was generally not of a high standard. Location of centres for geometric construction (R+R) was not well understood, and limit points of tangency were used by less than 25% of students. The most appropriate method of construction of producing the hexagon to shape and size was not used. Use of correct methods of determining hole centres was poorly attempted by most students.

OR

Question 5 – Orthogonal Sketch

18% of the candidature attempted this question. The general interpretation of the given pictorial drawing in the production of orthogonal views was less than satisfactory and the use of centre lines for location of details was almost non-existent. Nominated presentation of dimensioning, the notion of representing screw threads and counterbore in views, and the concept of scale full-size were not well understood, while third-angle projection was poorly handled.

Non-attempts

8% of the candidature did not attempt any one of Questions 3 or 4 or 5.

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