



# Industry and Enterprise

## Written examination – November

### Introduction

The examination description and criteria were published in the *VCE Assessment Handbook Industry and Enterprise 2006–2009*.

The duration of the examination will be 2 hours plus 15 minutes reading time in length. The examination will be scored out of fifty marks.

All outcomes in Units 3 and 4 will be examined. All of the key knowledge and skills that underpin the outcomes in Units 3 and 4 are examinable.

### Structure and format

The structure of the examination for the revised Industry and Enterprise study (2006–2009) will be the same as in 2005.

The examination will comprise two sections.

Section A will be worth forty marks and all questions are compulsory.

Section B will be worth ten marks. Students must answer one of three questions.

In 2006 the format of the examination will be changed. The examination will be presented in a question and answer book. Students will be required to provide answers to questions within the spaces allocated on the paper. The number of lines provided after each question, together with the number of marks allocated, is a guide to the appropriate length of response. Extra space for responses will be available at the end of the question and answer book.

### Sample questions

The sample questions on the following pages provide examples of how the key knowledge and skills derived from content new to the study in Units 3 and 4 of Industry and Enterprise may be examined. These sample questions are **not** representative of a complete examination. Past examination papers should be consulted for a reliable guide of how the outcomes for Units 3 and 4 have been previously examined and also the full range of question types which may be asked.

The sample questions also provide guidance on the number of lines which may be allocated to a question in the new question and answer book examination format.

# Sample written examination questions, 2006

## Unit 3, Area of Study 2 – Creating cultural change

### Question 1

*'Innovation is a team effort. We need skilled and motivated people to take on the challenges of creating and developing new ideas.'* John Howard, Prime Minister's Foreword, Backing Australia's Ability: The Australian Government's Innovation Report 2003–2004

a. Define the term 'innovation'.

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1 mark

b. Identify and describe a recent innovation that has occurred in an industry you are familiar with.

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3 marks

c. Explain why 'innovation is a team effort'.

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4 marks

- d.** Explain **two** reasons why Australia needs 'skilled and motivated people to take on the challenges of creating and developing new ideas'.

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4 marks

## Unit 4, Area of Study 1 – Pressures and opportunities for change

### Question 2

The following is an extract from a newspaper article that appeared in the *Herald Sun* on 17 June, 2005.

#### Job cuts hit car industry

*Herald Sun*, 17 June, 2005

George Lekakis and Ashley Gardiner

The crisis in the Victorian auto parts industry has intensified with more than 800 jobs at risk.

Radiator manufacturer Calsonic yesterday . . . joined a string of local component makers to review the viability of their businesses in the face of brutal price competition from overseas suppliers.

Autoliv, the maker of airbags and seat belts based in Campbellfield, plans to shed 500 jobs over the next 18 months.

And Springvale firm Trico, which makes windscreen wipers, will shift much of its work to China, with 160 jobs to go.

Calsonic recently failed to renew a supply contract with GM Holden and is reviewing the future of its Port Melbourne plant.

According to the Victorian secretary of the Australian Manufacturing Workers Union, Dave Oliver, “the big car makers are embarking on a campaign to source components from overseas, especially China”.

Trico will set up a production centre in China.

Staff were told yesterday that 160 jobs would go by August next year.

Seatbelt and airbag maker Autoliv also lost a contract with Holden, who switched to a foreign supplier.

Human resources manager Cheryl Woolard said much of the work would go to South Korea, closer to customers Hyundai and Kia.

As a flow on, Autoliv subsidiary VOA Webco, in Thomastown, will lose much of its business, putting a further 65 jobs in doubt.

VOA Webco, which makes seatbelt webbing, is heavily reliant on Autoliv, which represents 95 per cent of their business.

Other component makers, such as brakes manufacturer PBR, are also building centres in China to retain supply deals with Australia’s four domestic car makers – Toyota, Holden, Ford and Mitsubishi.

The \$10 billion-a-year Victorian car parts industry employs about 5000 workers.

a. Define the following terms.

- Globalisation
- International competitiveness

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2 marks

b. Identify and describe the role of **two** main stakeholders identified in the above article.

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4 marks

c. Outline the impact of globalisation on the 'Victorian auto parts industry'.

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3 marks

- d.** Justify why workplaces in the ‘Victorian auto parts industry’ need to develop a more enterprising culture.

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5 marks

## Unit 4, Area of Study 2 – Training and workplace learning

### Question 3

- a. Identify and describe **two** employability skills seen as being important for young people entering the workforce today.

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2 marks

- b. Explain how you developed **two** enterprise skills as part of your work placement in Industry and Enterprise this year.

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4 marks

- c. Describe the importance of the key competencies in preparing young people for the workplace of the future.

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4 marks

**Question 4**

**(This question is an example of a Section B question)**

*Lifelong learning is primarily concerned with the promotion of skills and competencies necessary for the development of general capabilities and specific performance on given tasks. Skills and competencies developed through programs of lifelong learning will have a bearing on questions of how workers perform in their tackling of specific job responsibilities and tasks and how well they can adapt their general and specific knowledge and competencies to new tasks. (OECD Jobs Study, 1994)*

- a. Define the term ‘lifelong learning’ and identify three settings in which lifelong learning can occur.

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