

**2002 HSC Notes from
the Marking Centre
Business Services Office Administration**

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2002 HSC NOTES FROM THE MARKING CENTRE BUSINESS SERVICES OFFICE ADMINISTRATION

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Business Services Office Administration. It provides comments with regard to responses to the 2002 Higher School Certificate Examination, indicating the quality of candidate responses, and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2002 Higher School Certificate Examination, the marking guidelines, and other support documents, which have been developed by the Board of Studies to assist in the teaching and learning of Business Services Office Administration.

The marking guidelines, developed by the Examination Committee at the time of setting the Higher School Certificate Examination follow the report from the Examination Centre.

General Comments

Approximately 2075 candidates sat for the Business Services Office Administration Examination this year.

Many candidates demonstrated their skills, understanding and knowledge of the syllabus but were unable to use appropriate industry terminology in their responses.

Section I – Multiple Choice

Question	Correct Response
1	B
2	B
3	A
4	D
5	A
6	B
7	A
8	C

Question	Correct Response
9	B
10	D
11	D
12	A
13	D
14	C
15	C

Section II

Question 16

- (a) The candidates were asked to list TWO methods that could be used to contact the sales representatives.

Better responses used correct terminology such as telephone, email or facsimile.

Some responses did not refer to the stimulus and listed inappropriate methods of communication, which would not arrive in time for the meeting the next day.

- (b) Candidates were asked to propose TWO solutions to problems they may encounter in producing the catalogue.

Better responses provided complex solutions with examples. These responses provided a step-by-step solution to the problem and used a variety of industry terminology and demonstrated a knowledge and understanding of office equipment.

Some responses only provided problems rather than solutions or referred to solutions that tended to be superficial such as order more paper.

- (c) Candidates were asked to discuss how good time management techniques would contribute to the success of the meeting.

The better responses used a range of time management techniques such as scheduling, delegating, prioritising or timelines. They then linked these techniques to the stimulus. They also demonstrated clear understanding of the application and purpose of time management techniques. These responses demonstrated the link between good time management techniques and a successful meeting.

Some responses generalised about meetings, did not provide a range of time management techniques and did not relate to the stimulus.

Question 17

- (a) Asked candidates to identify the prime function of a real estate agency.

The better responses clearly understood the concept of prime function. The terminology for prime function included to sell or manage real estate or property and strata management.

Some responses confused prime function with industry sector, vision, mission statement or wrote a job description.

- (b) Asked candidates to justify the form of ownership most suitable for Jo's real estate agency.

The better responses were able to provide arguments to support their form of ownership. These displayed a clear, and in-depth understanding of the term justify. Candidates used specific industry terminology such as sole trader, partnership, private company and franchise.

Some responses tended to identify and/or describe a form of ownership without any form of justification. These responses used incorrect industry terminology to describe the form of ownership such as dual ownership or single ownership.

- (c) Asked candidates to explain the purpose of having a business plan.

Better responses provided a detailed explanation and a clear understanding of the purpose of a business plan and used a wide range of business terminology to support their explanation. Terminology included mission statement, goals and objectives, vision and financial function.

Some responses showed limited understanding and often confused the business plan with the policy and procedures manual or the daily scheduling of tasks within a business. They used terms such as ‘smooth running’ and ‘keeping on track’.

Question 18

- (a) Candidates were asked to identify TWO duties of employees as outlined in the OHS Act.

Better responses gave two responsibilities under the Act such as compliance with following employer procedures and taking reasonable care for the health and safety of people in the workplace.

Some responses confused OHS with discrimination or employers with employees or made general references to examples, such as wearing protective gloves, which were not appropriate for the business services work environment.

- (b) Candidates were asked to identify TWO duties of employers as outlined in the OHS Act.

Better responses identified two specific duties, which included ensuring premises are safe and providing information, instruction, training and supervision.

Some responses provided only one duty or confused employers’ duties with employees’ duties or wrote about WorkCover responsibilities.

- (c) Candidates were required to recommend strategies to prevent health risks in an office environment.

Better responses provided a range of appropriate strategies using specific industry terminology and provided sound reasoning for their implementation. Examples included OHS Committees, training or ergonomic furniture.

Some responses either listed strategies or provided strategies with little or no reasons and did not use industry terminology.

Question 19

- (a) Candidates were asked to outline the benefits of recycling.

Better responses linked the benefits to specific examples from a business such as recycling. This benefited business because clients or customers increased their good will and the reputation of the business. Reusing materials such as message pads or paper as packaging allowed the business to save money on resources.

Some responses generally listed the benefits of recycling but they found it difficult to link these benefits to the business.

- (b) Candidates were asked about the developments in office equipment and how they minimised waste.

Better responses related to a range of office equipment. Examples included on-line services for ordering stock and web sales for promotion to reduce mail out costs. These responses also established a link between new developments in office equipment and a reduction in wastage.

Some responses were unable to name any office equipment or listed inappropriate types of equipment such as cars and unleaded petrol, reusable filing cabinets or binding machines. They also did not use specific industry terminology.

Section III

Question 20

This question required candidates to analyse strategies that could be implemented to create effective teams.

Whilst the question covered the topics of teams and organisation, the structure of the question required a higher order of thinking.

Generally candidates had an understanding of teams and most were able to list some strategies with better candidates being able to show some analysis. Some candidates described the characteristics of teams while other candidates focused more specifically on individual tasks with little linkage or relevance to team tasks.

Most candidates used some industry terminology with better responses incorporating a wider range of appropriate terms in their response including time management, negotiation, clarification, expectations, and motivation.

The better responses were well organised and well reasoned. They provided a detailed analysis of a range of strategies including goal setting, task identification, communication channels and processes, prioritising and establishing work schedules, leadership style and evaluation.

Knowledge of concepts was evident in the explanation of the relationship between implementing the strategies and their impact on creating effective work teams.

Some responses only gave basic information on characteristics or roles of teams or just team leaders with some candidates identifying the problems that were listed in the question. Although some strategies were identified, the responses tended to concentrate on negative and extreme penalties. Responses lacked an understanding of using positive strategies to create effective teams. Some responses concentrated on the way the physical work environment affected team or individual performances such as the colour of the walls or lack of flowers.

Question 21

Question 21 required candidates to demonstrate their knowledge and understanding of changes in technology and employment pattern and opportunities. Candidates were also required to analyse the effects of these changes on the business services environment.

Generally, candidates did not relate the information in the rubric to the question and very few responses used precise industry terminology and appropriate workplace examples. Very few responses offered an analysis of the effects of these changes on the business services environment.

Better responses demonstrated a depth of knowledge and discussed a range of both technology and employment patterns and opportunities and were able to relate this information to specific business services work environment.

Some responses were not structured and centred on issues such as advantages and disadvantages of technology, EEO and OHS and the capabilities of some office machines. These responses were often emotive, using terms such as ‘good’ and ‘bad’ and contained subjective value judgements such as, ‘technology makes people lazy’.

Very few candidates made reference to their work placement as an example of the business services environment, while others gave detailed descriptions of manufacturing environments.

Question 22

Question 22 required candidates to critically evaluate how the quality of oral and written communication can contribute to the positive image of a business services organisation.

Many candidates described various forms of oral and written communication with little evaluation. Candidates were generally able to use industry terminology and give workplaces examples. Most candidates were able to cite examples of oral and written communication that occur in the business services workplace such as telephone etiquette and letter formats and their impact on image.

Generally, candidates related the information in the rubric to the question and many responses used precise industry terminology and appropriate workplace examples.

The better responses critically evaluated the impact of communication on image and its ultimate success. They used precise industry terminology and relevant workplace responses. The better responses referred to examples such as the Policy and Procedures Manual, the use of appropriate language and non-verbal communication and the roles they play in quality oral and written communication.

Some responses were not structured and showed little relationship between image and the quality of oral and written communication. These responses focused on describing image generally with limited reference to oral and written communication.

Business Services

2002 HSC Examination Mapping Grid

Question	Marks	Units of competency
Section I		
1	1	ENT201
2	1	ENT202
3	1	ENT202
4	1	INF201
5	1	INF202
6	1	FIN201
7	1	INF202
8	1	TEC201
9	1	TEC203
10	1	TEC203
11	1	TEC203/COM202
12	1	TEC204
13	1	INF201
14	1	FIN201
15	1	FIN201
Section II		
16 a	1	TEC201, COM201
16 b	4	TEC201
16 c	6	ORG201
17 a	1	ENV001
17 b	2	ENV201, ENV001
17 c	4	ENV001
18 a	2	ENT202
18 b	2	ENT202
18 c	6	ENT202
19 a	3	TEC204
19 b	4	TEC201, TEC204
Section III		
20	15	TEM201, ORG201
21	15	ENV001, TEC201
22	15	ENT201, COM202, COM201

2002 HSC Business Services Marking Guidelines

Section II

Question 16 (a)

Competencies assessed: TEC201, COM201

MARKING GUIDELINES

Criteria	Marks
• Lists TWO appropriate methods	1

Question 16 (b)

Competency assessed: TEC201

MARKING GUIDELINES

Criteria	Marks
• Provides detailed solutions to each problem	3–4
• Provides general solution(s)	2
• Provides limited solution(s)	1

Question 16 (c)*Competency assessed: ORG201***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Discusses good time management skills and the contribution they can make to a successful meeting• Relates to the stimulus• Correctly uses specific terminology	5–6
<ul style="list-style-type: none">• Outlines some good time management skills and makes a link to how they will contribute to the successful meeting• May relate to the stimulus• Correctly uses terminology	3–4
<ul style="list-style-type: none">• Outlines some features of good time management	1–2

Question 17 (a)*Competency assessed: ENV001***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Correctly identifies the prime function	1

Question 17 (b)*Competencies assessed: ENV001, ENT201***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Justifies the form of ownership for the business example	2
<ul style="list-style-type: none">• Describes a form of ownership	1

Question 17 (c)*Competency assessed: ENV001***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides detailed explanation of the purpose of a business plan• Uses a range of specific terminology	3–4
<ul style="list-style-type: none">• Provides a general explanation of the purpose of a business plan• Uses limited terminology	2
<ul style="list-style-type: none">• Provides limited discussion about a business plan	1

Question 18 (a)*Competency assessed: ENT202***MARKING GUIDELINES**

Criteria	Marks
• Correctly identifies two duties of employees	2
• Correctly identifies one duty of employees	1

Question 18 (b)*Competency assessed: ENT202***MARKING GUIDELINES**

Criteria	Marks
• Correctly identifies two duties of employers	2
• Correctly identifies one duty of employers	1

Question 18 (c)*Competency assessed: ENT202***MARKING GUIDELINES**

Criteria	Marks
• Provides reasons for a range of appropriate strategies that can be implemented to prevent health risks • Correctly uses specific industry terminology	5–6
• Provides some reason for appropriate strategies that can be used to prevent health risks • Uses industry terminology	3–4
• Lists or outlines some strategies that prevent health risks	1–2

Question 19 (a)*Competency assessed: TEC204***MARKING GUIDELINES**

Criteria	Marks
• Outlines the benefits of recycling	3
• Outlines a benefit of recycling	2
• Lists benefit/s of recycling	1

Question 19 (b)*Competencies assessed: TEC201, TEC204***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Gives a clear explanation of how developments in office equipment have minimised waste• Gives examples to support answer	3–4
<ul style="list-style-type: none">• Gives an explanation of how developments in office equipment have minimised waste• Gives examples	2
<ul style="list-style-type: none">• Provides limited explanation <p>OR</p> <ul style="list-style-type: none">• Lists examples	1

Section III

Question 20

Competencies assessed: *ORG201, TEM201*

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Gives a detailed in-depth analysis of a range of strategies that could be implemented by Fenton's • Provides a detailed and comprehensive explanation of the relationship between the implementation of these strategies and the creation of effective work teams • Uses a range of precise industry terminology throughout the response including appropriate workplace examples • Presents a response in an organised, well-reasoned and cohesive manner 	13–15
<ul style="list-style-type: none"> • Gives a clear and detailed analysis of a range of strategies that could be implemented by Fenton's • Provides a thorough explanation of the relationship between the implementation of these strategies and the creation of effective work teams • Uses precise industry terminology throughout the response including some appropriate examples • Presents a well-reasoned and organised response 	10–12
<ul style="list-style-type: none"> • Gives a detailed analysis of some strategies that could be implemented by Fenton's • Provides a well-developed explanation of the relationship between the implementation of these strategies and the creation of effective work teams • Uses some industry terminology throughout the response including some appropriate examples • Presents information in an organised way 	7–9
<ul style="list-style-type: none"> • Describes a number of strategies that could be implemented by Fenton's • Demonstrates a limited understanding of the relationship between strategies and effective work teams • Uses some industry terminology with limited or no use of examples • Shows some organisation in presenting information 	4–6
<ul style="list-style-type: none"> • Makes general statements about strategies • Provides a simple description of how strategies could be used • Limited or no use of industry terminology 	1–3

Question 21

Competencies assessed: TEC201, ENV001

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed, in-depth analysis of the effects of changes in technology and changes in employment patterns and opportunities on the business services work environment Uses a range of precise industry terminology throughout the response including appropriate workplace examples Presents a response in an organised, well-reasoned and cohesive manner 	13–15
<ul style="list-style-type: none"> Provides a clear and detailed analysis of the effects of changes in technology and changes in employment patterns and opportunities on the business services work environment Uses precise industry terminology throughout the response including some appropriate examples Presents a well-reasoned and organised response 	10–12
<ul style="list-style-type: none"> Provides a clear analysis of the effects of changes in technology and changes in employment patterns and opportunities on the business services work environment Uses some industry terminology throughout the response including some appropriate examples Presents information in an organised way 	7–9
<ul style="list-style-type: none"> Describes the changes to technology <p>AND/OR Employment patterns and opportunities</p> <ul style="list-style-type: none"> Uses industry terminology with limited or no use of examples Shows some organisation in presenting information 	4–6
<ul style="list-style-type: none"> Provides general statements about changes to technology or employment patterns and opportunities Limited or no use of industry terminology 	1–3

Question 22

Competencies assessed: ENT201, COM201, COM202

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides an in-depth and precise evaluation of how the quality of oral and written communication impacts on the image of an organisation Uses a range of precise industry terminology throughout the response including appropriate workplace examples Presents a response in an organised and well-reasoned and cohesive manner 	13–15
<ul style="list-style-type: none"> Provides a thorough and effective evaluation of how the quality of oral and written communication impacts on the image of an organisation Uses precise industry terminology throughout the response including appropriate workplace examples Presents a well-reasoned and organised response 	10–12
<ul style="list-style-type: none"> Provides a well-developed argument supporting the relationship between the quality of oral and written communication and the image of an organisation Uses some industry terminology throughout the response including appropriate workplace examples Presents information in an organised way 	7–9
<ul style="list-style-type: none"> Provides a limited description of oral and written communication and the relationship to the image of the organisation Uses industry terminology with limited or no use of examples Shows some organisation in presenting information 	4–6
<ul style="list-style-type: none"> Simply describes the image of an organisation with a limited reference to oral and written communication Limited or no use of industry terminology with limited or no examples 	1–3