2003 HSC Notes from the Marking Centre Business Services

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2003 HSC NOTES FROM THE MARKING CENTRE BUSINESS SERVICES

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Business Services. It provides comments with regard to responses to the 2003 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 2003 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.

General Comments

Approximately 1922 candidates sat for the Business Services 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	A
2	B
3	C
4	D
5	B
6	B
7	B
8	C

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

Section II

Question 16

Candidates were asked to consider a business that was looking to develop new approaches to its written communication.

(a) (i) Candidates were asked to identify an internal source of information.

Most of the candidates were able to correctly identify an internal source of information that provided feedback.

The range of answers included people (eg staff, management, shareholders, owners) as well as other types of communication (eg memorandum, email, briefing notes, meetings and questionnaires).

(ii) Candidates were asked to outline how businesses could improve written communication by obtaining feedback from TWO external sources.

Better responses identified two external sources of information and outlined how these would improve written communication. Sources of external information included customers, clients, suppliers, consultants, incoming letters and incoming email. These improved written communication through accuracy, clarity, presentation, effectiveness and efficiency.

Poorer responses listed two sources of external information or listed only one source of external information indicating how it would improve written communication.

(b) Candidates were asked to explain how the business's Policy and Procedures Manual could assist in making its communication more effective.

Better responses provided evidence to support and link a Policies and Procedures manual to communication within the organisation. These responses presented a range of ways that a Policies and Procedures manual was able to assist in effective organisational communication, including standardisation, simplicity of operations and tasks, less duplication of work and the need for fewer rules.

Poorer responses provided limited evidence linking a Policies and Procedures manual to effective communication. Some simply described good communication or provided a description of a Policies and Procedures manual.

Question 17

(a) Candidates were asked what a resume was. The majority of candidates were able to answer the question correctly.

Better responses identified the parts of a resume such as qualifications, education, training and that is was work related.

Poorer responses confused a resume with a portfolio or did not indicate what a resume was.

(b) Candidates were asked to describe how internal and external training could assist employees in developing job-related skills.

Better responses made a clear link between internal and external training in developing job-related skills. These also explained the difference between internal and external training providing examples such as on-the-job training and TAFE for external training.

Poorer responses generalised about training rather than describing internal and external training and could not relate this training to job-related skills.

(c) Candidates were asked to explain how performance appraisals could assist employees in developing their career path.

Better responses made a link between performance appraisals and career path development. Candidates commented on how performance appraisals provided feedback on strengths and weaknesses, long- and short-term goals, re-evaluation, promotion and career suitability. These responses demonstrated a sound understanding of terminology as used in the syllabus.

Poorer responses provided a limited explanation of performance appraisal and could not link it to career path development. In these responses there was little use of industry terminology and little evidence of understanding of the question.

Question 18

(a) Candidates were asked what was the purpose of the 'client number' field in a database.

Better responses established that the purpose of the client number field is to give each record a unique identity.

Poorer responses indicted that the purpose of the field was to make it faster to find a client.

(b) Candidates were asked to explain the difference between performing a 'sort' and a 'query', and provide and example of when these would be used in a business services environment.

A number of candidates did not attempt this question.

Better responses provided a clear definition and an example that supported their definition for both a sort and a query. Answers included alphabetical and numerical for sort and people living in Parramatta for query.

Poorer responses often confused the terms sort and query and their examples did not support their definitions. Candidates were more likely to explain the sort function rather than a query function. Some poorer responses did not relate sort and query to databases but rather answered the question based on sorting mail and answering enquiries.

(c) Candidates were asked to analyse how databases have led to more effective use of resources within a business services organisation.

Better responses demonstrated an understanding of the term 'analyse' and provided many

implications on the effective use of resources. For example, linking it to human resource management, profit and loss, physical environment and stationery usage.

Poorer responses described a database and provided advantages and disadvantages. In some responses there was no recognition of the difference between spreadsheets and databases and as a result candidates wrote about formulas, charts and tables.

Other responses simply described the procedure of stationery and stock control instead of relating the effective use of resources to databases.

Question 19

(a) Candidates were asked to outline security procedures to be followed when dealing with client cheques.

Better responses offered a broader range of security aspects such as initialling errors, reporting discrepancies and checking for accuracy (including signature, amount, numerals, name and date).

Poorer responses concentrated only on accuracy as a security procedure. They confused incoming cheques with outgoing cheques. Many of the poorer responses listed security procedures rather than outlining security procedures.

(b) Candidates were asked to calculate the most cost-effective method for purchasing stationery items.

It was clear from the responses that a number of candidates did not have access to a calculator nor did they correctly interpret the stimulus material.

Better responses correctly interpreted the stimulus material and performed the calculations correctly.

Poorer responses performed incorrect calculations as a result of not correctly interpreting the stimulus material. Some took a further 10% discount off the total amount.

(c) The candidates were asked to explain why business services organizations have policies and procedures for dealing with financial documents relating to debtors and creditors.

Better responses were well-structured using industry specific terminology appropriately and provided an explanation of the relationship between policies and procedures and the management of financial documents. These responses also distinguished between debtors and creditors.

Poorer responses demonstrated limited understanding of policies and procedures in relation to the management of financial documents, and/or displayed very limited understanding of debtors and creditors.

Question 20

This question required candidates to evaluate strategies that a business could introduce to reduce stress in the business services environment.

Better responses were well-structured, frequently using business terminology and specific workplace examples. Many of the examples cited were in the context of the student's work placement.

Better responses identified realistic strategies that employers could introduce. For example flexible working hours, task variation and regular break times for employees using a computer. Candidates were then able to evaluate the relationship between each strategy and its effectiveness in reducing stress in the workplace.

Poorer responses lacked organisation and often contained a list of ways to reduce stress. In many cases, there was no distinction made between workplace stress and personal life stress. These responses were often written from the employee's point of view only. Very few of these responses used business terminology and made little reference to workplace examples.

A number of responses merely described OHS legislation or causes of stress. Some responses included strategies to reduce stress and those that were included were often inappropriate.

Question 21

This question required candidates to evaluate the factors that businesses could consider when determining the most effective choice of business resources.

Fewer candidates attempted this question.

Better responses were well-structured and distinguished between factors and resources and discussed a wide range of each. In these responses the factors affecting the choice of business resources were explained and evaluated.

In the better responses, the candidates discussed the consequences of selecting various resources and made a judgement as to why particular resources would be preferred. Industry specific business terminology was used and candidates made reference to appropriate workplace examples.

Poorer responses discussed resources such as materials, stock and staff, but did not consider factors such as budget, storage, and rate of use or suppliers and their impact. A number of responses listed questions or issues to be considered without further explanation.

In poorer responses, little industry terminology was used and brief examples or no reference to the workplace was made.

Question 22

This question asked candidates to analyse the impacts of business technology on processing and maintaining workplace information.

Overall, candidates were able to make general statements on the impact of technological developments on processing and maintaining workplace information.

The better responses incorporated a number of developments in technology such as internet, computer technology, email, new copier or telephone functions. Candidates analysed both the positive and negative impacts of this technology on workplace information. Such impacts included streamlining business processes, reducing storage space, effective time management, minimising waste, reducing cost, viruses and the internet/email as a distraction. These responses referred to specific workplace examples and were well-reasoned and cohesive in nature.

The poorer responses merely outlined the impact of technology on workplace information. These responses did not refer to specific workplace examples and in some cases, did not clearly identify technological developments. Poorer responses tended to outline the general impacts of technology rather than the specific impacts on processing and maintaining workplace information.

Business Services

2003 HSC Examination Mapping Grid

Question	Marks	Content	Unit of Competency
1	1	Sensitivity	CMN209A
2	1	Paraphrase	CMN209A
3	1	Questioning	CMN209A
4	1	Mission statement	CMN209A, CMN201A
5	1	Types of mail	CMN212A
6	1	Headers/footers	CMN213A
7	1	File/Directory	CMN207A
8	1	Line management	CMN207A
9	1	Types of letters	CMN203A
10	1	Financial/business documents	CMN207A
11	1	Quality assurance	CMN201A
12	1	Financial document—GST	CMN213A
13	1	Spreadsheets	CMN214A
14	1	Spreadsheets	CMN214A
15	1	Cost effective practices Financial document	CMN307A
16 (a) (i)	1	Source of information	CMN203A
16 (a) (ii)	2	Improving written communication	CMN203A
16 (b)	4	Effective communication	CMN203A
17 (a)	1	Resume	CMN201A
17 (b)	2	Internal and external training	CMN201A
17 (c)	4	Performance appraisals	CMN201A
18 (a)	1	Database	ADM305A
18 (b)	4	Database	ADM305A
18 (c)	6	Database	ADM305A, CMN307A

Question	Marks	Content	Unit of Competency
19 (a)	2	Financial documents	CMN207A
19 (b) (i)	1	Financial document	CMN207A
19 (b) (ii)	1	Financial document	CMN207A
19 (c)	6	Financial documents	CMN207A
20	15	Work effectively in business environment — Safety	C,MN201A, CMN211A
21	15	Business Resources	CMN307A, CMN201A
22	15	Business technology — Process and maintain workplace information	C,M205A, CMN206A
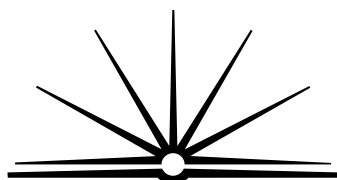
2003 HSC Business Services Marking Guidelines

Section II

Question 16 (a) (i)

Units of Competency assessed: BSBCMN203A

MARKING GUIDELINES

Criteria	Marks
• Identify ONE source of information	1

Question 16 (a) (ii)

Units of Competency assessed: BSBCMN203A

MARKING GUIDELINES

Criteria	Marks
• Identifies TWO external sources of information and indicates how these would improve written communication	2
• Lists TWO sources of external information OR • Lists ONE source of external information and indicate how it would improve written communication	1

Question 16 (b)

Units of Competency assessed: BSBCMN203A

MARKING GUIDELINES

Criteria	Marks
• Provides evidence to support the relationship between a Policies and Procedures Manual and the effectiveness of an organisations communication	3–4
• Provides limited evidence to support the relationship between a Policies and Procedures Manual and effective communication	2
• Provides a description of a Policies and Procedures Manual OR • Describes good communication	1

Question 17 (a)

Units of Competency assessed: BSBCMN201A

MARKING GUIDELINES

Criteria	Marks
• Correctly describes a resume	1

Question 17 (b)

Units of Competency assessed: BSBCMN201A

MARKING GUIDELINES

Criteria	Marks
• Describes how internal and external training develops job-related skills	2
• Describes how internal training develops job-related skills OR • Describes how external training develops job-related skills OR • Identifies an internal and external training option	1

Question 17 (c)

Units of Competency assessed: BSBCMN201A

MARKING GUIDELINES

Criteria	Marks
• Provides a detailed explanation of how performance appraisals assist employees in developing careers • Uses a range of industry specific terminology	3–4
• Provides a general explanation of how performance appraisals assist employees in developing careers • Uses some industry specific terminology	2
• Provides limited discussion about performance appraisals	1

Question 18 (a)

Units of Competency assessed: BSBADM305A

MARKING GUIDELINES

Criteria	Marks
• Identifies that the purpose of the client number field is to give each record a unique identity	1

Question 18 (b)

Units of Competency assessed: BSBADM305A

MARKING GUIDELINES

Criteria	Marks
• Correctly explains the function of sort and query. Gives a relevant example of sort and query in the business services environment	4
• Correctly explains the function of sort and query. Gives a relevant example of sort OR query in the business services environment	3
• Correctly explains the function of sort and/or query and gives an example	2
• Correctly explains the function of sort OR query or gives examples only	1

Question 18 (c)
Units of Competency assessed: BSBADM305A, BSBCMN307A

MARKING GUIDELINES

Criteria	Marks
• Relates database applications to more effective use of resources and identifies the implications for business • Correctly uses specific terminology	5–6
• Provides a limited explanation of how databases lead to more effective use of resources	3–4
• Identifies resources and/or provides a limited description of a database and applications	1–2

Question 19 (a)
Units of Competency assessed: BSBCMN207A

MARKING GUIDELINES

Criteria	Marks
• Outlines security procedures when dealing with client cheques	2
• Names security procedures when dealing with client cheques	1

Question 19 (b) (i)
Units of Competency assessed: BSBCMN207A

MARKING GUIDELINES

Criteria	Marks
• Correctly calculates $364.80	1

Question 19 (b) (ii)
Units of Competency assessed: BSBCMN207A

MARKING GUIDELINES

Criteria	Marks
• Correctly calculates $410.40	1

Question 19 (c)

Units of Competency assessed: BSBCMN207A

MARKING GUIDELINES

Criteria	Marks
• Provides a clear explanation of the procedures that should be followed when dealing with financial documents relating to debtors and creditors	5–6
• Provides an explanation of the procedures that should be followed when dealing with financial documents relating to debtors and creditors	3–4
• Provides a limited explanation	1–2

Section III
Question 20

Units of Competency assessed: BSBCMN201A, BSBCMN211A

MARKING GUIDELINES

Criteria	Marks
• Provides a detailed evaluation of the relationship between the strategies and their effectiveness in reducing stress in the workplace • 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
• Provides an explanation of the relationship between the strategies and their effectiveness in reducing stress in the workplace • Uses industry terminology throughout the response including workplace examples • Presents an organised and well-reasoned response	10–12
• Provides examples of strategies to reduce stress in the workplace • Uses some industry terminology in the response and makes some reference to workplace examples • Presents information in an organised way	7–9
• Identifies some ways of reducing stress • Limited use of industry terminology with limited or no reference to workplace • Shows some organisation in presenting information	4–6
• Makes general statements about reducing stress • Limited or no use of industry terminology	1–3

Question 21

Units of Competency assessed: BSBCMN307A, BSBCMN201A

MARKING GUIDELINES

Criteria	Marks
• Evaluates the factors businesses consider when determining the most effective choice of business resources • 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
• Explains the factors businesses consider when determining the most effective choice of business resources • Uses industry terminology throughout the response including workplace examples • Presents an organised and well-reasoned response	10–12
• Describes the factors business consider when determining the effective choices of business resources • Uses some industry terminology in the response and makes some reference to workplace examples • Presents information in an organised way	7–9
• Identifies the factors businesses consider when determining business resources • Limited use of industry terminology with limited or no reference to workplace examples • Shows some organisation in presenting information	4–6
• Provides general statements about business resources • Limited or no use of industry terminology	1–3

Question 22

Units of Competency assessed: BSBCMN205A, BSBCMN206A

MARKING GUIDELINES

Criteria	Marks
• Analyses the impact of these developments on processing and maintaining workplace information • 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
• Discusses the impact of these developments on processing and maintaining workplace information • Uses industry terminology throughout the response including workplace examples • Presents an organised and well-reasoned response	10–12
• Makes general statements about the impact of these developments on processing and maintaining workplace information • Uses some industry terminology in the response and makes some reference to workplace examples • Presents information in an organised way	7–9
• Outlines developments in business technology and their impacts • Limited use of industry terminology with limited or no reference to workplace examples • Shows some organisation in presenting information	4–6
• Identifies developments in business technology • Limited or no use of industry terminology	1–3