2006 HSC Notes from the Marking Centre Business Services

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2006 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 2006 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.

This document should be read along with the relevant syllabus, the 2006 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

In 2006, 1471 candidates sat for the Business Services examination.

The short-response questions were answered well and most responses were kept within the lines provided. A number of candidates paraphrased the question as their answer.

Generally, most candidates applied the criteria of the rubric to the extended response questions.

Section I – Multiple Choice

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

Section II

Question 16

Overall this question was not answered well, with many candidates receiving few marks.

(a)   Better responses included a correct definition, with examples.

In the poorer responses, candidates either simply identified a technology consumable or outlined a technology consumable. A number of candidates defined technology, therefore not addressing the question. They provided vague and incomplete definitions.

(b)   Better responses identified at least two input devices, the most popular being camera, scanner, keyboard and mouse.

In poorer responses, candidates appeared not to understand the difference between an input device and an output device. They listed anything that could be used to produce a document, without distinguishing between input and output devices. Many also included software.

(c)   Better responses identified an input device and explained how it would improve the quality of a product brochure. The most commonly identified input devices included scanners and digital cameras, with candidates referring to their ability to import photographs into a brochure, therefore making the brochure more appealing to consumers, brighter, more professional etc.

In the poorer responses, candidates incorrectly discussed software or printers, and how they could be used to improve a brochure. Some poorer responses did not make the relationship between the input device and quality of the brochure evident.

Question 17

(a)   This part of the question was generally answered poorly, with candidates failing to read the stimulus carefully and not realising that it was a credit note. Therefore, many filled in the credit note as if it was an invoice, giving answers of 8 or 10 for (1) and 40 or 50 for (2). Very few candidates understood that the freight was $0.00. Many attempted to calculate the freight or insert a figure of their own choice, often using $10.00 which was the amount of freight given in part (b).

(b)   Very few candidates knew the 1/11 rule for GST with most calculating 10% of the total. Some candidates quoted a GST figure that was larger than the total invoice amount and it was evident from the responses that many candidates did not have a calculator in the exam. Many candidates incorrectly chose to round up their end figure.

(c)   Many candidates did not understand what the term 'reconciliation' meant. Few explained the procedures involved with reconciliation, choosing to list or outline the procedure instead; while some candidates outlined the steps involved in financial transactions rather than 'reconciliation'. Some candidates however, were able to identify the need to 'check' documents as a step involved in reconciliation.

Question 18

Better responses showed a sound understanding of the term *analyse* and identified procedures and clearly related the implications of having such procedures. The most common procedures were evacuation drills, roll calls, designated assembly areas and having evacuation instructions. Better responses gave a clear reason for using the various procedures identified.

Poorer responses simply listed procedures used in an evacuation. These responses had little or no analysis and demonstrated a lack of understanding of the term *analyse*.

Question 19

(a)   Most responses identified the advantages of electronic storage over paper-based storage. The most common advantages included time and space saving, ease of access and use, as well as being transferable.

(b)   Better responses described a number of security measures that needed to be considered with the introduction of electronic storage. Such answers included password protection, firewall, backup discs and shredding of paper-based filing.

Some candidates in part (b) only described one security measure when the question asked for security measures.

Poorer responses identified security risks or problems rather than security measures.

(c)   Better responses explained a number of strategies and how each strategy led to the maintenance of the integrity of the records. Examples of strategies suggested were updating records, use of security, removal and archiving of old files.

Poorer responses listed strategies but did not explain how the strategy or strategies maintained the integrity of the records. They used general terms and not subject-specific terminology.

Question 20

(a)   Very few candidates could identify the stimulus as showing a *form* view. Many candidates in section (ii) were confused with the 'Records: 5' evident in the stimulus and answered 5 instead of the correct answer of 1. In section (iii) most candidates correctly identified that there were 5 fields. However, a number of candidates included the four alternatives in the size field as separate fields, coming up with an answer of 9 fields.

(b)   A large number of candidates did not distinguish between the use of databases and spreadsheets.

Better responses explained how both databases and spreadsheets can be effectively used in a business services environment, dealing with each separately and often referring to workplace examples. Better answers referred to more than one of the following for databases: client records, stock control, staff records, queries/sorting and the generation of reports. For spreadsheets, more than one of the following was covered: accounting, charts/graphs and calculations.

Poorer responses did not refer to the uses of spreadsheets and databases but rather outlined or listed advantages of using them. They made little or no reference to the business services environment.

Section III

Question 21

The best responses were organised, coherent and displayed a good understanding of the terms 'values', 'internal' and 'external clients'.

Better responses showed a cause-and-effect relationship between values and the relationship that they generate between internal and external clients and businesses. These responses acknowledged and identified both internal and external clients and showed how appropriate business values were beneficial to both businesses and clients alike. They also used appropriate workplace examples in highlighting how these relationships were nurtured.

Poorer responses had little understanding of the term 'values' and the response often related almost totally to customer services. They did not include appropriate workplace examples.

Poorer responses did not use appropriate terminology and displayed no knowledge of concepts such as mission statements, goals, policies and procedures. Many responses were repetitive and lacked structure.

Question 22

Better responses evaluated how the management of resources leads to cost-effective practices in a business services environment. These included a range of relevant cost-effective strategies and linked these strategies to relevant workplace examples.

Better responses made links between management and the strategies they could implement as a cost-effective practice. Better responses gave examples of how management could implement strategies. These included register use, asset register and training and linked these examples to determine the value of how these practices are cost-effective, that is, through bulk purchasing, discounts etc.

It was also obvious that the better responses demonstrated a thorough understanding of the syllabus and a clear understanding of the directive term in the question. They addressed all aspects of the rubric, especially in terms of applying relevant workplace examples.

Poorer responses did not address all of the business resources listed in the question. These responses tended to describe how management of resources can save money in the business rather than evaluate. These responses also tended to make general statements on reducing money, which is turning off the lights when you leave the room. Many of these candidates also did not have a clear understanding of what a business resource is. Often facilities were related to items used by staff such as tea and coffee. Many candidates also related human resources as equipment that staff could use.

Poorer responses had difficulty linking the answer to workplace examples and a lot did not make any reference to any workplace example.

Question 23

Better responses identified a range of advantages and disadvantages for both awards and enterprise agreements. They were able to relate in detail the implications for both employers and employees.

Better responses identified the advantages of awards, including protecting employee entitlements and employers not having to pay more than the award. They also identified the advantages of enterprise agreements: for example, rewarding employees on performance and, for employers, tailoring agreements specific to their workplace rather than the whole industry. These responses acknowledged the disadvantages of awards: for example, employees can have little involvement in negotiation and employers are forced into rates of pay and conditions regulated by outside bodies. Better responses also recognised the disadvantages of enterprise agreements: for example, less job security for employees and employer's time consumption involved in individual agreements.

Poorer responses demonstrated limited knowledge of awards and enterprise agreements. They included general statements which failed to differentiate between awards and enterprise agreements. They neglected to include appropriate workplace examples.

Poorer responses did not develop the directive term used. A number of candidates misinterpreted the question and confused awards with employee rewards.

2006 HSC Business Services Marking Guidelines

Section II

Question 16 (a)

Competencies assessed: BSBCMN205A

MARKING GUIDELINES

Criteria	Marks
• Defines technology consumables	2
• List a technology consumable	1

Question 16 (b)

Competencies assessed: BSBCMN205A

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies more than one input device	2
• Correctly identifies one input device	1

Question 16 (c)

Competencies assessed: BSBCMN205A

MARKING GUIDELINES

Criteria	Marks
• Explains the relationship between the device and the presentation quality	2
• List an input device	1

Question 17 (a)

Competencies assessed: BSBCMN207A

MARKING GUIDELINES

Criteria	Marks
• Correctly (1) states quantity, (2) calculates total and (3) identifies freight charge	3
• Correctly states TWO of the above calculations	2
• Correctly states ONE of the above calculations	1

Question 17 (b)

Competencies assessed: BSBCMN207A

MARKING GUIDELINES

Criteria	Marks
• $42.27 OR $43.18	1

Question 17 (c)

Competencies assessed: BSBCMN207A

MARKING GUIDELINES

Criteria	Marks
• Explains the procedures for reconciliation	3–4
• Outlines a procedure or identifies procedures for reconciliation	2
• Identifies a procedure for reconciliation	1

Question 18 (a)

Competencies assessed: BSBCMN211A

MARKING GUIDELINES

Criteria	Marks
• Identifies procedures and provides detailed implications in case of an evacuation	5–6
• Identifies procedures and provides implications in case of an evacuation	3–4
• Identifies procedures in the case of an evacuation	2
• Identifies an emergency or a procedure that may require evacuation of a workplace	1

Question 19 (a)

Competencies assessed: BSBCMN206A

MARKING GUIDELINES

Criteria	Marks
• Outlines advantages of using electronic storage	2
• Outlines an advantage of using electronic storage	1

Question 19 (b)

Competencies assessed: BSBCMN206A

MARKING GUIDELINES

Criteria	Marks
• Provides characteristics and features of security measures	2
• Provides characteristics and features of a security measure OR • Lists security measures	1

Question 19 (c)

Competencies assessed: BSBCMN206A

MARKING GUIDELINES

Criteria	Marks
• Identifies strategies and notes the relationship between the strategies and the maintenance of the integrity of the records	3
• Identifies a strategy and notes the relationship between that strategy and the maintenance of the integrity of the records	2
• Identifies a strategy/s to maintain the integrity of the records	1

Question 20 (a) (i)

Competencies assessed: BSBADM305A

MARKING GUIDELINES

Criteria	Marks
• Form view	1

Question 20 (a) (ii)

Competencies assessed: BSBADM305A

MARKING GUIDELINES

Criteria	Marks
• ONE	1

Question 20 (a) (iii)

Competencies assessed: BSBADM305A

MARKING GUIDELINES

Criteria	Marks
• FIVE	1

Question 20 (b)

Competencies assessed: BSBADM305A, BSBCMN214A

MARKING GUIDELINES

Criteria	Marks
• Identifies uses of databases and spreadsheets and states their effectiveness in the business services environment	4–5
• Identifies a use of a database OR a spreadsheet and states its effective use in the business services environment	3
• Identifies a use of spreadsheets and/or databases	2
• Lists a use of databases or spreadsheets	1

Section III

Question 21

Competencies assessed: BSBCMN209A, BSBCMN203A, BSBCMN201A

MARKING GUIDELINES

Criteria	Marks
• Clearly explains how business values are used to promote effective internal and external client relationships • 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 how business values or workplace practices are used to promote effective internal and external client relationships OR • Describes business values and workplace practices used to promote internal and external client relationships • Uses industry terminology throughout the response including appropriate workplace examples • Presents an organised and well-reasoned response	10–12
• Describes links between values OR workplace practices of internal and/or external client relationships • Uses some industry terminology in the response and makes some reference to workplace examples • Presents some information in an organized manner	7–9
• Outlines workplace practices on internal and/or external client relationships • Limited use of industry terminology in the response and/or makes limited reference to workplace examples • Shows limited organization in presenting information	4–6
• Makes general statements about internal and/or external client relationships • Limited use of industry terminology	1–3

Question 22

Competencies assessed: BSBCMN307A

MARKING GUIDELINES

Criteria	Marks
• Provides a detailed evaluation of how the management of resources leads to cost-effective practices in business, including human resources, facilities and stock and supplies • 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
• Evaluates how the management of resources leads to cost-effective practices in business, including human resources, facilities and stock and supplies • Uses industry terminology throughout the response including appropriate workplace examples • Presents an organised and well-reasoned response	10–12
• Describes how the management of resources leads to cost-effective practices in business, including human resources, facilities and stock and supplies • Uses some industry terminology in the response and makes some reference to workplace examples • Presents information in an organised manner	7–9
• Outlines how the management of resource(s) leads to cost-effective practice(s) in business, including human resources and/or facilities and/or stock and supplies • Limited use of industry terminology in the response and/or makes limited reference to workplace examples • Shows some organisation in presenting information	4–6
• Makes general statements about resource management and/or cost effective practices • Limited use of industry terminology	1–3

Question 23

Competencies assessed: BSBCMN201A

MARKING GUIDELINES

Criteria	Marks
• Identifies a range of advantages and disadvantages of awards and enterprise agreements and relates in detail the implications for both employers and employees • 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
• Identifies advantages and disadvantages of awards and enterprise agreements and relates implications for both employers and employees • Uses industry terminology throughout the response including appropriate workplace examples • Presents an organised and well-reasoned response	10–12
• Limited understanding of advantages and disadvantages of awards and enterprise agreements and implications for both employers and employees • Uses some industry terminology in the response and makes some reference to workplace examples • Presents information in an organised manner	7–9
• Limited understanding of advantages and/or disadvantages of awards and enterprise agreements to employers and/or employees • Limited use of industry terminology in the response and/or makes limited reference to workplace examples • Shows some organisation in presenting information	4–6
• Makes general statements about awards and/or enterprise agreements • Limited use of industry terminology	1–3