

**2008 HSC Notes from
the Marking Centre
Business Services**

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Published by Board of Studies NSW
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2009032

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2008 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 contains comments on candidate responses to the 2008 Higher School Certificate examination, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabus, the 2008 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

Candidates are reminded that they should become familiar with the terminology of the Business Services syllabus.

Generally, most candidates applied the criteria of the rubric to the extended response questions and included workplace examples in their answers.

Section I – Multiple Choice

| Question | Correct response |
|----------|------------------|
| 1 | D |
| 2 | B |
| 3 | C |
| 4 | C |
| 5 | B |
| 6 | C |
| 7 | B |
| 8 | A or D |

| Question | Correct response |
|----------|------------------|
| 9 | D |
| 10 | A |
| 11 | A |
| 12 | C |
| 13 | B |
| 14 | B |
| 15 | C |
| | |

Section II

Question 16

- (a) Better responses showed a clear understanding of what a non-centralised filing system was and gave legitimate reasons why businesses could/would operate using such a system.

While many candidates seemed to have an idea of what a decentralised filing system was, poorer responses showed difficulty in giving an adequate reason for when it would be appropriate.

- (b) Better responses understood what microfiche and microfilm were and showed a good understanding that the different properties of each gave microfiche an advantage in areas such as storage and ease of use.

Poorer responses appeared to have little knowledge of what microfiche and microfilm were and appeared to try to guess an answer.

- (c) Better responses showed a clear understanding of the meaning of file classification using the syllabus terminology and gave multiple examples of how these file classifications could be used to benefit a business.

Poorer responses seemed to confuse the difference between classification and types of files. Some students also confused the term 'classified' which led them to respond in terms of confidentiality issues.

Question 17

- (a) Most responses provided appropriate questions to be asked of a client.
- (b) Better responses provided at least two different questioning techniques and explanations of each.

Weaker responses were able to name techniques but could not sufficiently explain them.

Some candidates only provided general statements regarding communication and/or questioning.

Question 18

- (a) Better responses identified the factors that qualify an item to be a legitimate petty cash claim. Poorer responses listed items that would be purchased from petty cash.
- (b) Very few responses provided a complete answer. More students were able to define a reimbursement cheque than they were an imprest cheque. Generally, definitions given were not well structured or precise.

- (c) Many students calculated the correct amount of the cheque (\$100 – \$7.95), and wrote it in both words and numbers. Very few respondents correctly identified the payee as ‘cash’. Many students incorrectly stated ‘petty cash’, ‘reimbursement cheque’ or ‘bank’ as the payee.

Question 19

- (a) Better responses showed a clear understanding that a consistent number of digits after the decimal places would cause right-aligned cells to have their decimal places line up. A number of candidates knew that this happened when ‘format currency’ was selected.

Poorer responses said that alignment of decimals would happen automatically and some said that centring or left aligning would achieve the desired result.

Many candidates had trouble with this question.

- (b) Better responses indicated that using cell addresses allowed data to change without having to change the formulas or that cell addresses were what the program used to locate the desired data.

Poorer responses said that it made it easier without really giving any justification.

- (c) This question was poorly answered by most candidates.

Better responses clearly understood the difference between absolute and relative cells and clearly articulated their answer but these candidates were in the minority. Many candidates showed that they had some idea but found it very difficult to articulate their answer.

Poorer responses were in the vast majority and demonstrated little understanding of the terms. Many tried to produce an answer based on their everyday knowledge of the meaning of ‘absolute’ and ‘relative’.

- (d) Better responses showed a clear understanding of the benefits of one type of graph, for example column, as opposed to others and related amounts and two-year trends to this graph.

A large number of candidates selected line graphs but were unable to give enough information to justify their answer.

Many candidates selected pie and double-pie graphs with a number being able to give reasonable justification.

Poorer responses did not explain how a graph could put useful data into a visible form.

- (e) Better responses showed a clear understanding that formatting cells either made them easier to read or provided better presentation. Some also realised that it could make the input of data easier and quicker.

Poorer responses talked about page formatting and some wrote about formatting in relation to formulas and cell addresses.

Question 20

- (a) Better responses showed a clear understanding of what data forms meant and used the correct terminology when referring to the forms of data.

Poorer responses included specific types of data in their answer, which showed a poorer understanding of the terminology that was needed in a Business Services answer. Many only mentioned one form of data.

- (b) Better responses managed to show a solid understanding of the database process and the computer language needed to achieve the query result. Some used computing symbols while others gave written responses. There were many answers that could give the desired query result.

Poorer responses demonstrated little knowledge of what a ‘query’ meant. Many just named the fields whilst others quoted numbers without identifying the fields.

- (c) Better responses showed a clear understanding that reports generated from databases could be used by a business to access relevant data that could then be used to make relevant decisions affecting the operation of that business. They also provided examples.

Poorer responses indicated that candidates had difficulty in expressing the usefulness of reports while other answers focused on the actual process undertaken to generate a report.

Section III

Question 21

The majority of students attempted this question.

In the better responses, candidates were able to make strong links between task organisation and the achievement of work schedules. For example, they discussed how prioritising tasks ensured the timely completion of the tasks. These responses demonstrated knowledge of a wide range of methods of organisation. They also provided strong workplace examples, and their responses were well structured.

Weaker responses provided a general discussion of task organisation, often concentrating on only one method. They did not link task organisation to the completion of work schedules. Their workplace examples were often weak and made inferences rather than giving explanations.

Some responses simply listed methods of organisation.

Question 22

In the better responses, candidates identified a range of strategies a business could implement to improve the performance of employees. These included performance appraisals, internal and external training provisions, bonus schemes and flexible work practices. The strategies were clearly linked to improving the performance of employees using relevant work place examples. The better

responses demonstrated a thorough understanding of the syllabus and used precise industry terminology throughout the response.

Very few candidates demonstrated a clear understanding of the directive term ‘discuss’. Many candidates did not see performance appraisals as a powerful tool for succession planning and increasing employee motivation. Many candidates limited their appreciation of performance appraisals to simply identifying the strengths and weaknesses of employees.

In weaker responses, candidates listed strategies but did not link these strategies to improved performance of employees. Some candidates confused the term ‘award’ with ‘reward’. Weaker responses used limited industry terminology and made few references to appropriate work place examples. Many of the weaker responses used work place examples from Hospitality or Retail rather than the Business Services environment.

Very few responses explained procedures for both employers and employees.

Question 23

Better responses were organised, coherent and displayed a good understanding of the terms *ergonomics* and *safe work practices*. In the better responses, candidates discussed and related in detail the relationship between these terms.

Better responses identified and discussed specific ergonomic requirements, for example chair, desk, document holder, noise, lighting and ventilation. They also discussed the role of rest breaks, task rotation and exercises as safe work practices. Candidates then linked their responses to the benefits and limitations for industry, namely the impact on employee absenteeism, improved productivity, increased staff morale and profit gain. Better responses made connections to OHS legislation, OHS committees, safety audits and participative arrangements in terms of maintaining safe work practices. In these responses, candidates communicated their ideas and information using precise industry terminology and appropriate workplace examples.

Mid-range responses dealt with ergonomics and safe work practices as two distinct and separate sections. They discussed ergonomic requirements but often did not discuss safe work practices. Mid-range responses identified the layout of a workstation as three zones – optimum, maximum and outer-reach.

Weaker responses tended to contain general statements or outline rather than discuss. These responses listed ergonomic requirements and/or safe work practices. Weaker responses often included irrelevant information with mention of hazards and risk control. They also showed minimal understanding of the term *ergonomics* and implied it had a negative impact on safety in the workplace. In these responses, candidates had difficulty linking their answers to workplace examples, with many making no reference at all to workplace examples.

Business Services

2008 HSC Examination Mapping Grid

| Question | Marks | Unit of competency / Element of competency |
|--------------------|-------|--|
| Section I | | |
| 1 | 1 | BSBCM211A |
| 2 | 1 | BSBCM203A |
| 3 | 1 | BSBCM213A |
| 4 | 1 | BSBCM203A |
| 5 | 1 | BSBCM201A |
| 6 | 1 | BSBCM213A |
| 7 | 1 | BSBCM212A |
| 8 | 1 | BSBCM212A |
| 9 | 1 | BSBCM202A |
| 10 | 1 | BSBCM307A |
| 11 | 1 | BSBCM307A |
| 12 | 1 | BSBCM206A |
| 13 | 1 | BSBCM211A |
| 14 | 1 | BSBCM207A |
| 15 | 1 | BSBCM207A |
| Section II | | |
| 16 (a) | 1 | BSBCM206A |
| 16 (b) | 2 | BSBCM206A |
| 16 (c) | 4 | BSBCM206A |
| 17 (a) | 2 | BSBCM209A |
| 17 (b) | 4 | BSBCM209A |
| 18 (a) | 2 | BSBCM207A |
| 18 (b) | 2 | BSBCM207A |
| 18 (c) | 2 | BSBCM207A |
| 19 (a) | 1 | BSBCM214A |
| 19 (b) | 1 | BSBCM214A |
| 19 (c) | 2 | BSBCM214A |
| 19 (d) | 3 | BSBCM214A |
| 19 (e) | 2 | BSBCM214A |
| 20 (a) | 1 | BSBCM305A |
| 20 (b) | 2 | BSBCM305A |
| 20 (c) | 4 | BSBCM305A |
| Section III | | |
| 21 | 15 | BSBCM202A |
| 22 | 15 | BSBCM204A |
| 23 | 15 | BSBCM205A, 211A, 213A, 214A, BSBADM305A |



2008 HSC Business Services Marking Guidelines

The following marking guidelines were developed by the examination committee for the 2008 HSC examination in Business Services, and were used at the marking centre in marking student responses. For each question the marking guidelines are contained in a table showing the criteria associated with each mark or mark range. For some questions, 'Sample Answers' or 'Answers may include' sections are included. These are developed by the examination committee for two purposes. The committee does this:

- (1) as part of the development of the examination paper to ensure the questions will effectively assess students' knowledge and skills, and
- (2) in order to provide some advice to the Supervisor of Marking about the nature and scope of the responses expected of students.

The examination committee develops the marking guidelines concurrently with the examination paper. The 'Sample Answers' or similar advice are not intended to be exemplary or even complete answers or responses. As they are part of the examination committee's 'working document', they may contain typographical errors, omissions, or only some of the possible correct answers.

The information in the marking guidelines is further supplemented as required by the Supervisor of Marking and the senior markers at the marking centre.

A range of different organisations produce booklets of sample answers for HSC examinations, and other notes for students and teachers. The Board of Studies does not attest to the correctness or suitability of the answers, sample responses or explanations provided. Nevertheless, many students and teachers have found such publications to be useful in their preparation for the HSC examinations.

A copy of the Mapping Grid, which maps each question in the examination to units/elements of competency as detailed in the syllabus, is also included.

Section II

Question 16 (a)

Competencies assessed: 206A

MARKING GUIDELINES

| Criteria | Marks |
|--|-------|
| • Correctly identifies an appropriate use of a non-centralised filing system | 1 |

Sample answer/Answers could include:

- Appropriate use
- departments in different locations
 - files relevant only to individual departments
 - confidentiality

Question 16 (b)

Competencies assessed: 206A

MARKING GUIDELINES

| Criteria | Marks |
|--|-------|
| • Correctly states an advantage of using micro-fiche over micro-film | 2 |
| • Makes general statements about micro-fiche and/or micro-film | 1 |

Sample answer/Answers could include:

Micro-fiche: flat rectangular piece of film

Micro-film: length of film/continuous roll of film

Advantages could include:

Microfiche can contain more files on one sheet, easier to store, takes up less space, quicker to access.

Question 16 (c)

Competencies assessed: 206A

MARKING GUIDELINES

| Criteria | Marks |
|--|-------|
| • Explains at least TWO ways files can be classified and provides workplace examples | 4 |
| • Describes ways files can be classified and gives workplace examples | 3 |
| • Lists ways files can be classified and gives a workplace example | 2 |
| • Lists ways files can be classified | 1 |
| OR | |
| • Gives a workplace example | |

Sample answer/Answers could include:

- alphabetical – eg customer records
- numerical – eg invoice number, payroll number, account number
- key word – eg overdue, paid
- geographical – eg suburb, state, country
- chronological – eg date, order received
- subject – eg in councils – rate, development eg product

Question 17 (a)

Competencies assessed: 209A

MARKING GUIDELINES

| Criteria | Marks |
|--|-------|
| • Lists at least TWO relevant questions a receptionist could ask | 2 |
| • Lists at least ONE relevant question a receptionist could ask | 1 |

Sample answer/Answers could include:

- What is it in reference to?
- What is the best contact number?
- What is the best contact time?
- Is this urgent?
- Could someone else answer your query?

Question 17 (b)

Competencies assessed: 209A

MARKING GUIDELINES

| Criteria | Marks |
|--|-------|
| • Identifies at least TWO questioning techniques and explains how each can lead to effective communication | 4 |
| • Identifies at least TWO questioning techniques and explains how ONE of these can lead to effective communication | 3 |
| • Identifies ONE questioning technique and describes how this can lead to effective communication | 2 |
| • Makes general statements about questioning techniques | 1 |

Sample answer/Answers could include:

Questioning techniques could include:

- open
- closed
- reflective
- active listening

Improvements in communication

- summarising and/or paraphrasing messages
- clarity of client's needs
- conveying meanings clearly, concisely and coherently
- relating to a range of social, ethnic and cultural backgrounds and those with disabilities

Question 18 (a)

Competencies assessed: 207A

MARKING GUIDELINES

| Criteria | Marks |
|--|--------------|
| • Identifies more than ONE way an item qualifies as a petty cash claim | 2 |
| • Identifies ONE way an item qualifies as a petty cash claim | 1 |

Sample answer/Answers could include:

- authorisation given by supervisor/management
- work related expenses
- under specified amount
- time line to claim

Question 18 (b)

Competencies assessed: 207A

MARKING GUIDELINES

| Criteria | Marks |
|--|--------------|
| • Defines BOTH imprest and reimbursement cheques | 2 |
| • Defines imprest OR reimbursement cheque | 1 |

Sample answer/Answers could include:

Imprest cheque: First cheque when setting up a petty cash system.

Reimbursement cheque: Subsequent cheques to bring the petty cash balance back to the imprest amount.

A cheque given to an employee who has purchased an item for the business to be reimbursed

**Question 18 (c)***Competencies assessed: 207A***MARKING GUIDELINES**

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none">Correctly addresses cheque to pay cash AND <ul style="list-style-type: none">Correctly calculates the amount of the cheque as \$92.05 and writes this amount in words and figures | 2 |
| <ul style="list-style-type: none">Correctly completes ONE of the above criteria | 1 |

Sample answer/Answers could include:

| | |
|--|-----------|
| THE BANK | 1/10/2008 |
| Pay Cash | |
| The sum of ninety-two dollars and five cents | \$92.05 |
| _____ | |

Question 19 (a)*Competencies assessed: 214A***MARKING GUIDELINES**

| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none">Formats the column cells to have the same number of decimal places | 1 |

Sample answer/Answers could include:

Change to currency format

Question 19 (b)*Competencies assessed: 214A***MARKING GUIDELINES**

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none">Cell addresses are used so that the formula doesn't change when the data changes OR cell addresses are used to indicate which cells are to be used in the formula | 1 |

**Question 19 (c)**

Competencies assessed: 214A

MARKING GUIDELINES

| Criteria | Marks |
|---|-------|
| • Defines both absolute and relative cell addresses | 2 |
| • Defines absolute OR relative cell address | 1 |

Answers could include:

Absolute cell addresses – references to a particular cell or groups of cells that refer to a *specific location or locations*.

Relative cell addresses – references to a cell or group of cells *that changes depending on the location*.

Question 19 (d)

Competencies assessed: 214A

MARKING GUIDELINES

| Criteria | Marks |
|---|-------|
| • Identifies and justifies an appropriate type of chart | 2 |
| • Identifies an appropriate type of chart | 1 |

Answers could include:

Types of charts could include:

Column
Bar
Scatter
Bubble

Justification could include:

- comparing pairs of values
- ease of presentation/understanding
- shows trend over 2 years

Question 19 (e)*Competencies assessed: 214A***MARKING GUIDELINES**

| Criteria | Marks |
|--|--------------|
| <ul style="list-style-type: none">• Identifies at least TWO ways cells are formatted• Provides reason(s) for formatting | 3 |
| <ul style="list-style-type: none">• Identifies ONE way cells are formatted• Provides a reason for formatting | 2 |
| <ul style="list-style-type: none">• Identifies at least ONE way cells are formatted | 1 |

Sample answer/Answers could include:

Cells can be formatted by:

- changing the width of the column
- precision of numbers
- display of currency
- justification
- highlighting
- font
- size
- colour

Question 20 (a)*Competencies assessed: 305A***MARKING GUIDELINES**

| Criteria | Marks |
|---|--------------|
| <ul style="list-style-type: none">• Identifies at least TWO forms of data | 1 |

Sample answer/Answers could include:

- text
- numbers
- image
- auto numbers
- yes/no column

Question 20 (b)

Competencies assessed: 305A

MARKING GUIDELINES

| Criteria | Marks |
|---|--------------|
| • Correctly identifies TWO criteria used in the query | 2 |
| • Correctly identifies ONE criteria used in the query | 1 |

Sample answer/Answers could include:

1. < 2.2 Billable hours and;
2. > 5000 Billable amount
3. Project idea contains H or E or I

Question 20 (c)

Competencies assessed: 305A

MARKING GUIDELINES

| Criteria | Marks |
|---|--------------|
| • Explains how reports created in databases are used in the business services environment | 3–4 |
| • Outlines how reports created in databases are used in the business services environment | 1–2 |

Sample answer/Answers could include:

- present information relevant to a project
- select information from client's files relevant to a discussion
- present info in a condensed manner
- compare information from different clients
- present information in different formats
- take snap shots of client's file/projects
- send information electronically

Section III

Question 21

Competencies assessed: BSBCM202A

MARKING GUIDELINES

| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none">Identifies in detail how tasks are organisedRelates in detail how task organisation meets work schedulesUses a range of precise industry terminology throughout the response including appropriate workplace examplesPresents a response in an organised, well-reasoned and cohesive manner | 13–15 |
| <ul style="list-style-type: none">Identifies how tasks are organisedRelates how task organisation meets work scheduleUses industry terminology throughout the response including appropriate workplace examplesPresents an organised and well-reasoned response | 10–12 |
| <ul style="list-style-type: none">Describes how tasks are organised to ensure work schedules are metUses some industry terminology in the response and makes some reference to workplace examplesPresents information in an organised manner | 7–9 |
| <ul style="list-style-type: none">Outlines how tasks are organised and/or work schedules are metLimited use of industry terminology in the response and/or makes limited reference to workplace examplesShows some organisation in presenting information | 4–6 |
| <ul style="list-style-type: none">Makes general statements about tasks and/or work schedulesLimited use of industry terminology | 1–3 |

Answers could include:

- Setting work goals and work plans
- Creating teams (purpose, aims, size, goals)
- Effective team work skills
- Organising tasks in terms of
 - Prioritising
 - Time management
 - Negotiation
 - Individual/group needs
 - Delegation
 - Decision-making
 - Problem solving
- Optimising use of business technology
- Identifying problems and procedures for implementing solutions to routine problems so that work schedules are not impacted upon.
- Communication
- Resources available

Question 22*Competencies assessed: BSBCMN204A***MARKING GUIDELINES**

| Criteria | Marks |
|--|--------------|
| <ul style="list-style-type: none">• Identifies a range of strategies a business could implement and relates in detail how these strategies improve the performance of 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 |
| <ul style="list-style-type: none">• Identifies strategies a business could implement and relates how these strategies improve the performance of employees• Uses industry terminology throughout the response including appropriate workplace examples• Presents an organised and well-reasoned response | 10–12 |
| <ul style="list-style-type: none">• Describes strategies a business could implement and/or how these could improve the performance of employees• Uses some industry terminology throughout the response and makes some reference to workplace examples• Presents information in an organised manner | 7–9 |
| <ul style="list-style-type: none">• Outlines strategies a business could implement and/or outlines how the performance of employees could be improved• Limited use of industry terminology in the response and/or makes limited reference to workplace example• Shows some organisation in presenting information | 4–6 |
| <ul style="list-style-type: none">• Makes general statements about strategies and/or employee performance• Limited use of industry terminology | 1–3 |

Answers could include:

Strategies that could be implemented include:

- Coaching, mentoring and/or supervision
- Formal/informal learning programs
- Internal/external training provisions
- Work experience/exchange opportunities
- Personal study
- Career planning/development
- Performance appraisals
- Workplace skills assessment
- Recognition of prior learning/initial assessment
- Bonus schemes
- Social activities/morale development
- Flexible work practices

Question 23

Competencies assessed: BSBCMN205A, BSBCMN211A, BSBCMN213A, BSBCMN214A, BSBADM305A

MARKING GUIDELINES

| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none">Identifies a range of ergonomic requirements and relates in detail the relationship with safe work practices in the business services environmentUses a range of precise industry terminology throughout the response including appropriate workplace examplesPresents a response in an organised, well-reasoned and cohesive manner | 13–15 |
| <ul style="list-style-type: none">Identifies ergonomic requirements and relates the relationship with safe work practices in the business services environmentUses industry terminology throughout the response including appropriate workplace examplesPresents an organised and well-reasoned response | 10–12 |
| <ul style="list-style-type: none">Describes ergonomic requirements and the relationship with safe work practices in the business services environmentUses some industry terminology in the response and makes some reference to workplace examplesPresents some information in an organised manner | 7–9 |
| <ul style="list-style-type: none">Outlines ergonomic requirements and/or safe work practicesLimited use of industry terminology in the response and/or makes limited reference to workplace examplesShows some organisation in presenting information | 4–6 |
| <ul style="list-style-type: none">Makes general statements about ergonomics and/or safe work practicesLimited use of industry terminology | 1–3 |

Answers could include:

Ergonomic requirements:

- Posture
- Layout/height
- Radiation emissions
- Lighting
- Noise levels
- Importance of rest and exercise
- Temperature

Management of safe work practices:

- Stress
- Eye strain
- OOS
- Muscle strain
- Preventing injuries