

# **INDUSTRY STUDIES**

In 1996 1478 candidates presented for the 2 Unit examination in Industry Studies.

Candidates presented for the examination in one of three strands: Hospitality - 960 candidates, Metal and Engineering - 280 candidates, and Retail - 238 candidates. The examination comprised a practical component and a written component, both of which were equally weighted.

## **PRACTICAL EXAMINATIONS**

### **RETAIL**

#### **Question 1**

The question required students to list procedures that a professional salesperson would undertake to reduce the risk of shrinkage due to poor cash-handling procedures, during the processing of a cash sale. This could include:

- acknowledging or greeting the customer
- efficiency in using scan or key operated functions
- calling out individual product prices as each is processed
- informing the customer of the sub-total
- calling out the amount tendered
- placing cash tendered on cash register clip or drawer
- collecting change in the correct denominations
- counting back change to the customer
- wrapping or packaging products and ensuring docket/receipt is enclosed
- farewelling the customer

Very few students were able to produce a complete list of correct cash-handling procedures and many incorrect ambiguous terms were used to describe such procedures. The best responses included at least five essential steps in processing a cash sale and received 3 marks.

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In average responses candidates were able to outline only three or four essential steps and received 2 marks.

In poorer responses candidates outlined only one or two essential procedures and received only one mark.

### Question 2

Candidates were required to list and explain two advantages gained by a retail outlet in providing EFTPOS facilities. Neither of the points listed by students should have related to cash-handling procedures.

Possible advantages could include:

- less cash held within the store and this reduces the threat of both internal and external theft
- increase in impulse buying, and the opportunity of *selling up* and /or *add on sales*, as customers do not need cash to make purchases
- an instantaneous transfer of funds to the retailer's bank account, thereby reducing bad debts
- the convenience of having a variety of payment options within the store could increase store traffic and customer loyalty
- increase in profits if retailers will not allow cash withdrawals unless a certain amount of money is spent within the establishment
- improvement of the store image and hence store patronage
- increase in store patronage as customers may feel more secure in not carrying large sums of cash
- increase in store patronage as customers believe it to be quicker to use EFTPOS rather than to withdraw money from a bank first.

A number of students did not read the question carefully, either explaining that EFTPOS would reduce the possibility of cash-handling errors or that EFTPOS was an advantage to the customer, but failing to relate this to the way in which the retailer would benefit.

The best responses listed two benefits of EFTPOS and clearly explained how these were advantageous to the retail store. Average responses listed two benefits without relating them to the store, indicated one benefit and one advantage to the store, or listed two benefits but outlined them as benefits to customers without clearly relating how they also benefited the store. Poorer responses tended to highlight possible reduction in cash-handling errors.

## 1996 HIGHER SCHOOL CERTIFICATE EXAMINATION

### Question 3

This question required students to outline the steps a professional salesperson would follow in dealing with *out-of-stock* lines and *special orders*.

The steps included:

- apologising/explaining to the customer that the item was either out of stock or not currently part of the store=s product range
- attempting to sell alternative products currently available in the store's range
- offering to order the product
- offering a raincheck
- contacting nearby stores to see if the product were in stock
- contacting suppliers/manufacturers to see when and if stock would become available
- taking customer and product details
- follow-up or contact made with the customer when product was available in the store
- offering to send the customer to a competitor with stocks of the product as it might lead to customer satisfaction and repeat business.

Many students were able to outline a variety of steps to deal with the out-of-stock situation, but were unable to provide many options to deal with the fact that the product was not currently part of the store=s range.

The best responses included an apology for inconvenience, at least two viable options for the customer, and follow-up procedures

Average responses suggested an apology, only one viable option for the customer, and some follow-up.

Poorer responses simply gave the same option in sections (a) and (b) or were totally irrelevant to the question.

### Question 4

Part (a) required students to outline the steps or checklist that a new POS operator should follow up by processing both a Lay-by and a Universal Credit card transaction.

The suggested checklist included:

#### LAY-BY

- process sale
- record deposit or balance

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- explain lay-by conditions to the customer (both legal requirements and store policy)
- give customer a docket with written conditions
- correctly wrap and store the parcel
- follow up unclaimed lay-bys in accordance with store policy or lay-by laws.

### UNIVERSAL CREDIT CARD

- correctly ring up or scan sale

#### *If electronically processed:*

- swipe card (which checks all personal, card, store, and authorisation details)
- check customer's signature
- provide separate documentation, giving one to the customer and one to the retailer.

#### *If manually processed:*

- manually complete credit card voucher
- check all card details (expiry date, validity, if stolen, store limits, authorisation)
- check customer's signature
- provide separate documentation, giving one to the customer and one to the retailer.

The better responses were able to outline these processes clearly.

Average responses were able to outline only the steps for each section.

Poorer responses reflected limited knowledge and often misinterpreted universal credit card procedures with direct debit card procedures. It is suggested that the difference between these payment options be clearly indicated.

Part (b) required students to describe the impact of these payment options on store profits.

Suggested answers included:

### LAY-BY

- repeat business, as customers have to return to complete their payments - potential to increase profits
- increased customer loyalty - potential to increase profits
- reduced credit risk compared with store credit - potential to increase profits
- storage costs - potential to decrease profits
- staff and administration costs - potential to decrease profits.
- risk of unclaimed lay-bys becoming obsolete stock - potential to decrease profits

### UNIVERSAL CREDIT CARD

- increased customer loyalty - potential to increase profits
- guaranteed payment if correct procedures are followed - potential to increase profits

## **1996 HIGHER SCHOOL CERTIFICATE EXAMINATION**

- reduced risk compared with store credit - potential to increase profits
- merchant costs - potential to decrease profits
- cash flow delay - potential to decrease profits
- technology costs, stationery, training costs - potential to decrease profits
- increased risk compared with debit cards - potential to decrease profits.

In the better responses candidates were able to discuss both positive and negative impacts on profits for each payment option.

In average responses they gave either positive or negative impacts on profits, and did not clearly indicate to which they were referring.

In poorer responses students could list only one impact and failed to state its effect on profit. Clearly, many students could not discriminate between the concepts of profit, income, sales, and cash flow.

### **Question 5**

Students were asked to identify the role of a salesperson in the apprehension of a shop stealer.

Suggested steps included:

- observe/approach customer
- attempt to gain a witness to verify the incident
- ensure that the customer has no intention of paying for the item/ bag search.
- neither accuse nor touch the customer
- approach the customer calmly and professionally or accompany him/her to the manager's office
- advise manager or security or follow store policy
- give an accurate report of events and/or description of suspect.

In the better responses candidates were able to produce a comprehensive checklist for the salesperson to follow.

Average responses provided only a limited number of suggestions for the salesperson.

Poorer responses suggested only one step or completely misinterpreted the question by describing preventive measures the salesperson may take.

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### Question 6

Part (a) required students to identify two sources of theft other than external theft and to provide a preventive measure for each source of theft.

The only acceptable responses were:

- *internal theft* - possible preventive measures include audits, staff purchase procedures, bag checks, refunds, voids, store key security, stock room security.
- *vendor theft* - possible preventive measures include following store procedures for stock receipt, loading dock security, careful observation of vendor, limited access for vendors.

In the better responses students used the correct terms for the other sources of theft and were able to provide viable preventive measures.

Average responses described other sources of theft, gave a preventive measure but were unable to name it correctly.

Poorer responses gave an example of other sources of theft or described examples of external theft.

Part (b) required students to identify causes of stock shrinkage not related to theft. A wide range of causes was acceptable. The examples given should have clarified how poor work practices, poor stock control, and damaged stock lead to non-theft-related shrinkage.

Better responses clearly related causes of stock shrinkage to the above categories and gave appropriate examples.

Average responses gave examples of stock shrinkage but could not relate them to the sources given above.

Poorer responses gave one or two inappropriate examples of shrinkage, failing to relate these to non-theft-related sources of shrinkage.

### Question 7

The question required students to outline how a salesperson could reduce store costs without affecting customer service.

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Suggested answers included:

### SHOP SUPPLIES

- do not waste packaging materials, or reduce the quantity used
- ask if wrapping is required
- use the right sized bags for shopping
- do not use stationery for personal use, use it for store business only
- do not use wrapping for personal use
- pack products in the original delivery boxes
- do not use store stationery for inter-store memos
- re-use memos and paper, i.e. recycle

### TELEPHONE

- avoid personal calls/provide public phone for personal and customer use
- STD calls only when approved by manager/supervisor
- use of toll-free numbers
- use of tie-line
- call a supplier/manufacture only when absolutely necessary
- have telephone questions planned so as to reduce time spent on the phone.

### SOILED AND DAMAGED STOCK

- stock rotation
- good stock management
- careful handling of stock
- housekeeping
- careful stacking
- early markdowns
- repair damages in order to gain some return on stock
- signs warning *no food or drink* allowed in store

In the better responses students showed a clear understanding not only of the role of the salesperson in reducing costs, but also the span of authorisation generally afforded to salespeople.

Average responses either made general statements without relating soiled and damaged stock to reductions in store costs, or outlined steps which would require management decisions as opposed to those within the authority of a salesperson.

Poorer responses suggested strategies that would not reduce sale costs or were irrelevant to the question.

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### Question 8

Here students were required to distinguish between preventive and reactive measures used to reduce shop stealing.

The better students were able to make clear the distinction between both measures and provided a variety of facts and examples. They provided a comprehensive coverage of all three elements mentioned in the question. Points covered included:

#### SALESPERSON'S ROLE

- good customer service - acknowledgement, housekeeping, price-switching
- staff vigilance:
  - implement store security policies, including the prevention and detection of internal and external theft,
  - knowing when to contact appropriate security personnel,
  - awareness of blind spots,
  - correct POS procedures,
  - personal contact with customers.
- bag checks - awareness of legal rights and regulations covering both customer and store
- knowledge of security equipment

#### USE OF SECURITY DEVICES

- closed circuit TV
- mirrors
- electronic devices such as scanners
- signs
- ink/dye security tags
- shelf heights/store layout
- electronic surveillance - alarms.

#### ROLE OF SECURITY PERSONNEL

- physical presence as a deterrent
- undercover - to observe and apprehend
- audits - to prevent internal theft
- bag checks
- monitor security devices
- detection/apprehension - contact police
- knowing customer's legal rights regarding apprehension
- knowledge of store procedures and surveillance techniques unique to that retailer.



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In average responses students described reactive measures but did not include an adequate description of preventive measures.

### **SALESPERSON'S ROLE**

- concentration on vigilance and bag checks but failure to realise the importance of customer service in prevention of shop stealing.

### **SECURITY DEVICES**

- only the most obvious devices such as cameras, mirrors and dye tags were listed, the role of such devices in prevention was not described.

### **ROLE OF SECURITY PERSONNEL**

- stated that uniformed and plain clothes security personnel were employed but failed to describe their role.
- placed too much emphasis on apprehension rather than prevention and often described a limited role for bag checking.

Poorer responses simply gave a superficial description of one or two elements. In these responses students often restated the question, failing to address specific points, or gave irrelevant or incorrect facts.

### **SALESPERSON'S ROLE**

- concentrated on vigilance or, alternatively, did not relate that role to security.

### **SECURITY DEVICES**

- listed only one or two security devices and gave inadequate descriptions.

### **SECURITY PERSONNEL**

- restated the existence of security personnel, failing to describe their role.

## **HOSPITALITY**

The following report for the 1996 practical examination in 2 Unit Industry Studies - Hospitality has been compiled from observations fed back to the Supervisor of Marking by Examiners. It is hoped that this report will assist in informing teachers of the standard of hospitality practice in secondary schools and colleges across the State.

Teachers are to be congratulated on the high proportion of correctly attired and well groomed students; not all, however, are displaying appropriate standards of dress, hygiene, and safety. In particular, the following points should be considered:

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- non-regulation shoes. Shoes that are not made of thick leather/vinyl are inappropriate
- loose apron strings - these may be tied at the front and then tucked under a top fold of the apron
- hair must be covered by a net and hat or managed in such a way as to fit securely under a chef's hat
- long fingernails and any form of jewellery are inappropriate
- tool boxes are NOT to be placed on benches where food is being prepared
- sleeves rolled above the elbow do not display the professionalism of a quality chef.

It is emphasised that the definitive list of ingredients is issued with the examination papers.

Each student is to be given the same selection of ingredients and no additional ingredients may be used during the examination. All foods purchased should always be of a high quality. It is the responsibility of the classroom teacher to ensure that each student is supplied with a prepared tray of ingredients, as specified in the ingredients list, prior to commencement of the examination.

Serving platters, plates and other equipment should be available at the commencement of the examination so that students have the necessary requisites at their immediate disposal.

All students should have access to an equal amount of work space plus an area for presenting their work for marking.

The classroom teacher must ensure that the food laboratory/kitchen, which must meet Occupational Health and Safety standards, is set up before the commencement of the examination and that a clock is available in the room.

Students are not permitted to bring any form of paperwork, recipes or books into the examination.

Students are provided with a new examination paper at the commencement of the examination. Students should know their student numbers but it is the responsibility of the teacher to provide markers showing these numbers prior to the examination.

During the conduct of the examination teachers are not permitted to enter the room.

During the conduct of the 1996 practical examination the following points were noted:

- Work-flow was hindered if the student did not firstly wash, peel and rewash **ALL** vegetables.

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- It is not necessary to wrap and refrigerate all vegetable cuts individually. Because of the nature of the examination (raw vegetable cuts Part A) and the short time-span involved, it is acceptable to cut and store the Mise-en-Place on the work bench.
- Rulers are not necessary to produce precision cuts, although students may choose to use them. All vegetables of the same cut should be consistent in size. The following sizes are acceptable in the examination:
  - *Julienne cut 40 x 2 x 2mm or 40 x 3 x 3mm or 40 x 3 x 4mm*  
The julienne cut is a garnish cut, therefore only small quantities of it is used at any one time, but it must be precise and consistent. The length and thickness of the cut may vary slightly, depending on what the garnish is used for, eg soup, salad, fish etc.
  - *Brunoise cut 2 x 2 x 2mm up to 3 x 3 x 3mm cube.*  
The brunoise is also a garnish cut and is taken from julienne strips (cubes are cut from the julienne). Again the cuts must be precise and consistent.
  - *Paysanne cut 10mm diameter x 2mm up to 15mm diameter x 5mm.*  
Paysanne means *peasant* and these are irregularly-shaped cuts. All vegetables can be cut into approximately 10mm strips and sliced across to produce a shape 2mm thick, which will vary according to the vegetable. It is important that all shapes are the same size.
  - *JardiniPre cut 20 x 4 x 4mm up to 40 x 5 x 5mm.*  
A jardiniPre cut is produced in the same manner as the julienne except that the resulting pieces are larger. The length may vary slightly according to desired presentation. All jardiniPre cut vegetables used together must be exactly the same size.
  - *Macedoine cut 5 x 5 x 5mm up to 8 x 8 x 8mm cube.*  
The macedoine cut comes from the jardiniPre. A good macedoine cut can only be produced after successfully producing good jardiniPre.
  - *Chiffonade* is a term used for a julienne cut of leafy vegetables (cabbage, lettuce, spinach). For this cut the stem should be removed.
- It is not necessary for students to garnish Part A presentation; rather, items should be neatly arranged and presented to facilitate the marking process. Markers examine Mise en Place for quantity, precision. and quality.

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- Students should be encouraged to develop appropriate and creative presentation practices of the finished dishes.
  - Portion and plate size should complement each other.
  - The food should be contained well within the rim of the plate.
  - In the case of soups and sauces, the bowl should never be more than two-thirds full and not less than half full.
  - All serving ware should be clean, without fingerprints.
  - Warm plates should be used for hot food items.
  - Salads should be lightly seasoned and tossed gently in a bowl before being placed on the serving platter.
- When squaring off vegetables, safe knife-handling procedures should be followed. After cutting the length of the vegetable one side should be lightly trimmed. This flat surface provides a base from which to trim the other remaining sides.
  - Some unsafe practices were observed in de-stemming the tomato. The paring knife should be safely held, more closely to the tip of the blade, allowing only the point of the knife to take out the stem.
- Students were assessed in the examination for their competence in basic food preparation. Marks were awarded for :

1.	SAFETY AND HYGIENE:	includes personal safety and hygiene, tools and equipment, stove and bench work, cleanliness and organisation.
2	WORKFLOW:	organisation of tasks for efficiency.
3	FRUIT AND VEGETABLES:	preparation, cuts, size, and consistency.
4.	PRESENTATION:	eye appeal, plate cleanliness, arrangement of food and choice of garnish.
- The students who performed best in this examination had practised the tasks during the previous week, thus improving their workflow practice.

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### METAL AND ENGINEERING

The following report for the 1996 practical examination in 2 Unit Industry Studies - Metal and Engineering - has been compiled from observations fed back to the Supervisor of Marking by Examiners.

- The majority of students completed the examination within the allotted time frame. This represents an increase in completion rates compared to those in previous years= jobs.
- As teachers have access to the practical examination paper one week prior to the scheduled examination date, it is recommended that a job be made during this week to alleviate any potential problems with materials or access to equipment, and/or machinery. Students can practise their job plan, work procedures and skills, and the making of the actual job during the week prior to the examination.
- Teachers should ensure that:
  - \* sufficient spares of blanks are available during the examination
  - \* adequate numbers of the correct clamps for drilling are available
  - \* multiples of designated equipment are made available. This means multiple sets of drills
  - \* the power is turned **ON** if a *key* is required
  - \* there is a clock in the examination room
  - \* students are attired correctly and in the safety equipment that is available for all students
  - \* the room is set up with all relevant equipment and materials prior to the examination.
  - \* operational First Aid kits are available in the examination room.
- Tap and die operations were not performed well; many were old and therefore difficult to marry with a new thread.
- The drilling operations were not performed very well; many holes were misaligned.

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- A number of students failed to assemble the finished job. Students must be encouraged to devote time to assembling what they have completed at the end of the examination.
- It was noted that some students failed to observe basic safety requirements. Correct footwear and eye protection should be worn during the examination and, in addition, the examination room must meet Occupational Health and Safety standards.

### WRITTEN EXAMINATIONS

#### SECTION I : CORE

##### Answers to Multiple Choice

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

#### Question 16

The majority of candidates defined the terms and used satisfactory examples. The definition of *value-added* was the least well handled, since students were not clear about its meaning and confused *value-added* with *profit*. Poor examples were given, many of which were incorrect. Equal Employment Opportunity examples tended to be basic, e.g. women doing men's jobs. Some students could not define a *multinational*. Examples were given of some Australian-based companies, although McDonald's was the most popular correct example chosen. Other definitions were quite good, although it is interesting to note that many students used McDonald's as the example for a large number of responses.

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### Question 17

A number of candidates described the selected technologies without relating them to work practices and processes. General terms were often used to describe either the technologies, e.g. computers, machinery, or their effects on work practices or processes, e.g. faster, more efficient, cleaner, safer. Students should have been quite precise in describing how *fast* or *efficient* the specific piece of technology had made their focus industry. It was noted that some candidates had little or no concept of when certain technology was introduced to the workplace, e.g. hydraulics and power tools. Some answered in general terms, rather than clearly differentiating between the technologies. This made the awarding of full marks for such responses very difficult.

### The best responses

- (a) Answers here were specific in terms of the technological changes identified and relevant to the focus industry. Students named brands or companies such as Satlock (key tag security system), Super Sally (central reservations), and EFTPOS. Other good responses linked a general technology to a specific machine, e.g. computer-controlled lathe/mill/welder, rather than simply stating *computers*.
- (b) Answers here consisted of a brief description of each technology and gave at least two ways in which each affected work practices or processes, e.g. *Renianco* is a hand-held key pad used by table service personnel to key in customer orders which are electronically transferred to the kitchen and host. As a result of this technology order time is decreased, thereby allowing staff to concentrate on increased customer service. Chefs can start the meal immediately and less transcription errors are made.

### Average responses

- (a) Responses identified one or two technologies, but gave no specific examples such as microwaves, key-tag systems and electronic lathes.
- (b) Answers consisted of a brief description and/or a general statement related to the effects of the selected technologies, e.g. *microwaves are used to cook and reheat food. They save time and are quick and easy to use.* A better answer would have explained how microwave ovens affect work practices or processes within the industry, such as quicker reheating or defrosting of food, allowing more time to be spent on other duties.

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### Poor responses

- (a) Answers here identified in very general terms computers, machinery, advanced cooking equipment, cash registers, or gave technologies that were not related to the focus industry. These responses failed to specify what effects the selected technology has on work practices or processes.
- (b) Students either did not relate to the technologies listed in part (a) or did not attempt this section. Some gave general statements about technology, e.g. *saves time*. Disadvantages of technology were given but were from a customer=s perspective not that of the industry.

### Question 18

Responses to the question on quality principles were generally good.

### The best responses

In these responses students discussed a variety of quality principles, indicating possible improvement in workplace operations and clarifying their opinions with examples from their focus industry. They obviously possessed a thorough understanding of the relationship between quality principles and improvements in products and services.

### Average responses

These responses identified several quality principles, e.g. continuous improvement in products and services, training of staff, reduction of waste, customer focus. Clear explanations or definitions of TQM, quality assurance or quality control were given.

### Poor responses

Here students showed that they had very little knowledge and understanding of any quality principles. They listed some standards and regulations and indicated their relationship to quality, or simply restated the question.

## EXTENDED RESPONSE QUESTIONS

### GENERAL MARKING GUIDE FOR QUESTIONS 19 AND 20

RANK	MARK	CATEGORY	GUIDELINES
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# 1996 HIGHER SCHOOL CERTIFICATE EXAMINATION

<b>A</b>	<b>14 - 16</b>	<b>THE BEST RESPONSES</b>	<ul style="list-style-type: none"> <li>* Factually precise</li> <li>* Clear reasoning</li> <li>* Scholarly argument and conclusions</li> <li>* Focused discussion</li> <li>* Multiple sources of evidence, and</li> <li>* Illustrative examples used to support answer</li> </ul>
<b>B</b>	<b>10-13</b>	<b>ABOVE AVERAGE</b>	<ul style="list-style-type: none"> <li>* Factually correct</li> <li>* Explanatory</li> <li>* Logically developed argument and conclusions</li> <li>* Attempts to justify generalisations</li> <li>* Evidence used to support answer</li> </ul>
<b>C</b>	<b>6!9</b>	<b>AVERAGE</b>	<ul style="list-style-type: none"> <li>* Some useful factual data</li> <li>* Somewhat descriptive answer but relevant to the question</li> <li>* Conclusions consistent with argument presented</li> <li>* Few or irrelevant examples given</li> </ul>
<b>D</b>	<b>3!5</b>	<b>BELOW AVERAGE</b>	<ul style="list-style-type: none"> <li>* Little use of factual data to support generalisations</li> <li>* Conclusions inconsistent with data or argument or no conclusions given</li> <li>* Introduces irrelevant material</li> </ul>
<b>E</b>	<b>0!2</b>	<b>THE POOREST RESPONSES</b>	<ul style="list-style-type: none"> <li>* Absence of factual data</li> <li>* Much irrelevant material</li> <li>* Inchoate or incomprehensible</li> <li>* Restatement of question</li> </ul>

## **1996 HIGHER SCHOOL CERTIFICATE EXAMINATION**

### **Question 19**

This question highlighted a general lack of understanding of the Occupational Health and Safety Act. Although most students were able to identify a number of workplace safety issues, few were able to link these issues to the Act.

#### **The best responses**

These responses included a focused discussion of the main provisions of the Occupational Health and Safety Act, 1983, and showed a clear understanding of the division of responsibilities of employer and employee under the Act. In addition, the relationship of the main provisions to the workplace were clearly set out.

#### **Average responses**

In these responses students attempted to define employer and employee obligations, the rights and responsibilities of each, their relationship to the Act, and made some attempt to relate workplace practices to employer and employee rights and responsibilities. These responses included some irrelevant or inaccurate material.

#### **Poor responses**

Poorer responses included general statements about working in a clean, safe environment with passing references to the Occupational Health and Safety Act.

### **Question 20**

#### **The best responses**

In these students showed their knowledge of the exact relationship between the job title and the classification in parts (a), (b), (c). This enabled them to give a detailed account and an accurate description of the specific duties and responsibilities of an employee with this job title.

In part (d) responses provided a detailed explanation of organisational structure and hierarchy, and the interrelationships between the specified jobs and the rest of the organisation. Many good diagrams, supporting written explanations, were included.

#### **Average responses**

In these responses students showed limited understanding of job titles and classifications in parts (a), (b) and (c) and tended to outline general duties and responsibilities.

## 1996 HIGHER SCHOOL CERTIFICATE EXAMINATION

In part (d) they referred to organisational hierarchy and outlined interrelationships within the enterprise. Some produced a simple diagram but gave little supporting explanation.

### Poor responses

Here students failed to relate job duties to titles or classifications in parts (a), (b) and (c). Some did not choose a relevant job classification and created their own classifications, while others were unable to give a title which related to the classification.

In part (d) duties and responsibilities were restated. In such responses candidates displayed no understanding of business structure and hierarchy.

## SECTION II - RETAIL STRAND

### Question 1

Here students showed a clear understanding of *stock rotation* and *housekeeping*, and the majority were awarded a mark for defining these terms. *Obsolete lines* and *shelf-life* were more problematic, with fewer candidates being able to define these terms.

One mark each was awarded to the following responses:

(a) Stock rotation

- the process of rotating stock on shelves/racks etc to ensure that older store stock is sold before newly arrived stock;

OR

- old stock is moved to the front, new stock is moved to the back;

OR

- implementation of the FIRST IN FIRST OUT (FIFO) principle.

(b) Obsolete lines

- merchandise that is difficult to sell because it is outdated, unfashionable, no longer manufactured, deleted, has old packaging, has been superseded by new technology or low or non-existent demand

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(c) Housekeeping

- the process of keeping the store, stock, fixtures, fittings, etc, clean, tidy, presentable, and in good order

(d) Shelf life

- the recommended time that stock can be held in the store before it is considered obsolete.

### Question 2

Students were awarded one mark each for the following answers:

(a) (i) Total sales value of books = \$1000  
( $100 \times \$10.00 = \$1000$ )

(ii) Total cost of selling 100 books = \$890  
( $100 \times \$8.90 = \$890$ )

(iii) Profit after sale of 100 books = \$110  
( $\$1000 - \$890 = \$110$ )

(b) One mark each was awarded for two of the following responses:

- (i) Lower the mark-up on the books to increase the volume being sold
- (ii) Increase the mark-up on the books, that is, sell less at a higher price
- (iii) Highlight the book through promotion or advertising.

### Question 3

This question was well answered by the majority of candidates. Those who recognised that a *professional* salesperson would have responded politely were awarded full marks.

(a) Two marks were awarded for polite acknowledgment of the customer's request with clear directions indicating the way to the toilets and, possibly, an offer to show the customer the way to the toilets.

One mark was awarded for giving clear directions to the toilets.

## 1996 HIGHER SCHOOL CERTIFICATE EXAMINATION

- (b) Two marks were awarded for polite acknowledgment of the customer and clear and accurate directions to the nearest delicatessen, this may include an offer to show the customer the way to the delicatessen.

One mark was awarded for clear directions to the nearest delicatessen.

- (c) Two marks were awarded for polite acknowledgment of the customer with either a reminder of the store's other payment options OR clear directions to the nearest Automatic Teller Machine (ATM).

One mark was awarded for clear directions to the ATM OR polite acceptance of the customer's shopping.

### Question 4

The majority of students showed a good understanding in all parts of this question.

- (a) Those who identified 4 reasons for the customer's dissatisfaction were awarded two marks. Students who identified 2 - 3 reasons were awarded one mark.

The following list of reasons for Pat's dissatisfaction were accepted: inefficiency, lack of service, long delays, staff's lack of product knowledge, attitude, inefficient staff, unfriendly, arrogant or "pushy" staff, lack of extra services, poor selling technique, out-dated stock, Point-of-Sale errors including overcharging, lack of trolleys, poor housekeeping, careless packing, confusing store layout.

- (b) Two marks were awarded for either of the following responses:

A thorough explanation of the implications of the customer's dissatisfaction for the retailer OR listing two implications of that dissatisfaction for the retailer. One mark was awarded to those listing one implication for the retailer.

The following list of implications of the customer's dissatisfaction was accepted: loss of an immediate sale, loss of future sales or no repeat business, leading ultimately to loss of profit, bad publicity through the customer's network of friends and associates.

- (c) Two marks were awarded either to responses which provided a thorough explanation of how complaints can be used to improve a business or to responses which identified and suggested a remedy for customer complaints. One mark was awarded for those which identified one way in which retailers can use customer complaints constructively. The following examples indicate typical responses for this question:

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- the retailer obtains feedback on the problems.
- there is an opportunity to fix the problems.
- there is an opportunity to create a loyal customer.

### **Question 5**

#### **The best responses**

The best responses to this question accurately identified all three service categories, each of which was supported by numerous examples as illustration. Responses included comprehensive descriptions of how the provision of such services could lead to an increase in store profit.

#### **Average responses**

In these responses candidates provided a list of extra services but did not attempt to categorise such services appropriately. A brief justification including an account of the impact of each service on store profits was given.

#### **Poor responses**

In some of these responses candidates included a short list of services but failed to link the provision of such services to an increase in store profit. In other responses candidates justified the increase in store profit by the provision of extra services but did not provide relevant examples of such services.

## **SECTION II - HOSPITALITY STRAND**

### **Question 1**

#### **The best responses**

Responses to part (a) described in some detail several health implications of a diet high in fat. The following points were mentioned specifically:

- the positive implications of a diet high in fat, eg Help the transportation of the fat-soluble vitamins A, D, E, K.
- implications for health or problems linked with various symptoms, e.g. clogged arteries and high cholesterol may cause heart disease.
- social or emotional implications, eg low self-esteem.
- unchecked minor conditions and their relationship to major health problems.

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Responses to part (b) explained how fat intake could be regulated to provide a nutritionally balanced diet by methods such as:

- Identification of fat content by reading labels.
- Increase of fibre, fruits and vegetables.
- Substitution of low fat products, e.g. low-fat milk.
- Reduction of fat intake, e.g. trimming meats.
- Change cooking methods.

### Average responses

- (a) Responses here mentioned one or more factors, often obesity, and listed some negative implications; positive or social implications of a high fat diet were not mentioned.
- (b) These responses gave limited explanations here and often repeated the suggestion for regulating fat intake. Many mentioned the fact that fat should be included in a balanced diet, but did not give any specific examples or explanations. Some students discussed increasing exercise and limiting alcohol, while many referred to the Australian Dietary Guidelines.

### Poor responses

Here students either listed obesity or heart attack as potential problems in part (a), or listed the functions of fat in the body. Their answers were irrelevant or showed no understanding of the health implications of a high fat diet.

In part (b) no explanations were given about how to regulate fat intake. Irrelevant information and incorrect examples were given, eg low-fat butter, lollies.

## Question 2

### The best responses:

- (a) accurately identified five storage and handling/cooking zones (boiling, hot food handling/reheating, food danger zone, dry store/room temperature, cold storage/refrigeration, freezing).
- (b) gave precise descriptions of the relationship between the rate of bacterial growth and each of the five zones named.
- (c) categorised points under the sub-headings and discussed them in detail, e.g. Personal Hygiene Practices: hair nets, washing of hands, clean uniforms, etc. These responses correctly identified bacteria causing food poisoning and gave a detailed description of the preparation, handling and storage of pre-packed sandwiches.

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### **Average responses**

In these candidates generally correctly identified and described the rate of bacterial growth in only three zones or identified zones but failed to describe the rate of bacterial growth. In these responses candidates failed to identify correct temperatures for each zone.

Responses to part (c) were mostly descriptive and many failed to differentiate between preparation, handling, and storage. Students discussed a few points in areas such as personal and environmental hygiene, and storage but made few, if any, links to bacterial growth.

### **Poor responses**

Here candidates displayed a very limited knowledge of storage or cooking zones, often identifying only the danger zone and the freezing zone. They did not discuss bacterial growth rates or simply discussed growth rates for two zones, as well as storage of ingredients or described methods of cooking.

- (c) In this part the poorest responses repeated the quotation, offered personal and unsubstantiated judgments or discussed just one point, e.g. hygiene. No reference was made to bacterial growth or cross-contamination of pre-packaged sandwiches..

### **Question 3**

Although most students gave a satisfactory explanation in part (a), some had difficulty in planning and justifying a menu in part (b) in which a nutritionally balanced diet to rectify Lee's lack of energy was to be planned.

### **The best responses**

These responses discussed in detail a combination of the following points:

- no breakfast
- lack of iron rich foods
- lack of complex carbohydrates
- lack of kilojoules
- high fat content

Here students showed a clear understanding of how these concepts could contribute to Lee's lack of energy.



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- (b) Here students planned extensive daily menus that included breakfast, lunch, dinner, snacks, and beverages. The menu also included specific food quantities and types, e.g. wholegrain bread, and indicated adequate kilojoules, carbohydrates, and iron-rich foods. It was evident that these students had a good knowledge of the Australian Dietary Guidelines, the five food groups, and the Healthy Diet Pyramid, all of which were implemented into the new menu plans. Points of justification were explained clearly and concisely and examples from the planned menu given.

### **Average responses**

These responses discussed the lack of balance in the diet, the low number of kilojoules in Lee's diet or the fact that the Australian Dietary Guidelines were not followed. Such answers were not comprehensive and did not discuss several of the aspects which contribute to Lee's lack of energy.

- (b) In this part the menus did not specify food quantities and/or types. Although the menus followed a basic structure for breakfast, lunch and dinner, they all tended to be well-balanced. Students attempted to justify their menu in terms of variety and nutritional source, but their responses lacked depth of understanding. The majority acknowledged the importance of breakfast.

### **Poor responses**

Most of these responses suggested that Lee's diet was not well-balanced but failed to identify the fact that it was lacking in energy. Points raised were often irrelevant to the question, e.g. exercise and sleep, were discussed.

In part (b) the menus lacked balance and included insufficient food or number of meals. Justifications were extremely limited or non-existent.

## **SECTION II - METALS AND ENGINEERING STRAND**

### **Question 1**

- (a) In this part students showed poor understanding of drawing analysis, and many simple errors were made, e.g. the addition of lengths to find the height of the bottle jack. Approximately half the students did not know the meaning of CI and MS, and the majority believed the drawing to be a detailed assembly.

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- (b) Here the first two symbols were generally handled well; many students, however, failed to recognise the eccentric and the shoulder. Approximately half understood the welding symbols. Again, a very poor understanding of drawing analysis was apparent.

### Question 2

- (a) Here some students recognised the tools but did not state their use, and many did not recognise the wire gauge. Students need to read the question carefully since too many simply stated the name of the tool.
- (b) (i) Most students understood the concept of marking out but failed to detail fully the steps involved or listed them in an illogical manner.
- (ii) Many students omitted steps in the process or listed steps in an illogical manner, e.g. some cut out the shape then locked the gasket into the machine for drilling.
- (c) Answers to this part were generally good, some students, however, still made basic errors.

### Question 3

**TANGENCY:** 29% of the candidature attempted this question.

- Linework and presentation were generally good.
- A significant number of candidates did not use the recommended starting point A.
- Construction of the R25 and R35 arcs, as well as the *hook* end detail, presented little problem.
- Some difficulties occurred with the positioning and projection of the *flats* at the spanner-end. 45E and 60E angles were often substituted.
- Location of R20 arc centres lacked appropriate construction detail.
- The top R50 (*external tangent*) centres using the  $R+r$  principle were well understood and applied, most candidates, however, failed to indicate limit points as requested.
- The lower R50 centre caused concern as its location was off the page.

### Question 4

**ORTHOGONAL:** 31% of the candidature attempted this question.

- Linework and presentation were generally good.
- Drawing in third-angle orthogonal principles was satisfactory.

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- General interpretation of shape description was good.
- Many specific details were not illustrated correctly including thread, thread depth, position or depth of slot, and centre lines. Relative line work standards for these features were poor.
- Half-size sketching caused little problem.
- Correct dimensioning technique was virtually non-existent, causing loss of marks.
- Little understanding was shown of the function and use of extension lines, dimension lines, arrow heads and the correct POSITIONING of dimensions.

### Question 5

**ISOMETRIC SKETCH:** 40% of the candidature attempted this question.

- Linework and presentation were generally good.
- Viewing direction, starting point and isometric projection were interpreted well.
- Full-size drawings were generally inaccurate, with students appearing to be unable to estimate lengths within reasonable tolerances.
- Some students did not fulfil *freehand* sketching directions.
- Shape description of the slotted end was sound.
- The majority of students failed to use centre lines and IP circle construction lines resulting in inaccurate and inadequate detail for the centrally placed 24mm width slot.
- Shape descriptions for the top face and hole were good but, again, lack of projection and construction lines and the placement of centre lines resulted in very poor draughtsmanship.
- Bottom edges were well placed, but lacked construction detail.
- The web detail was generally presented well.
- Very few candidates chose to show centre lines as a *standard* feature of their sketch, consequently isometric circles were poorly drafted.